

INVESTMENT FOR LIFE

Progress Report | H1 2025



OVERVIEW

Team

We remain extremely proud of the outcomes of our program, which is making a systemic impact in Cambodia and shaping the future of its youth. Equally, we take pride in the performance of our local team. Our project leader Sirivuth, who is entirely self-taught after growing up during the Pol Pot regime, has built a strong team of young talent, training and empowering them to become highly skilled professionals. Under his guidance, they now confidently engage with senior officials and manage their responsibilities independently. His structured approach has led to an operation that is both efficient and effective, with governance and reporting of the highest integrity.

Without expanding the team's size, we have tripled the number of computer labs, broadened the curriculum, and established our Career Development Center. Over the years, we have met with many similar NGOs, but none have been better organized than ours—our team operates at least on par with many professional organizations.

As with any team of young talent, there comes a time when members seek new opportunities. In January, Nita, our CDC manager, left to join a corporate organization with significantly better pay. Though she was the youngest team member, her contribution was substantial, and she will be missed. In July, Arun, one of our core members since the beginning, left to pursue advanced education in Korea. He had grown into a senior professional with notable leadership skills. While we regret their departures, we are equally proud of their growth and see it as a positive outcome of our program. Sirivuth has already welcomed two new members, Saravuth and Mesa, who immediately contributed to the launch of our 13th computer lab. They are introduced later in this report.

We look forward to continuing to support this remarkable team and to training many more underprivileged but talented Cambodian children. Local funding remains a challenge, but it is more critical than ever, especially as we work toward our goal of opening more computer labs in rural areas.

Handover

One way we aim to reduce funding needs without lowering our ambitions is by transferring program management to local school leadership. This is possible because capacity building and local ownership have always been integral to our approach. However, it must be done with great care, as there are many examples in Cambodia of unsuccessful handovers. Our plan is to transfer four schools in 2025 and another four in 2026. Despite the increase in number of IFL-founded computer labs from 12 to 18, the number of schools under our direct management will decrease to 10 by the end of 2026.



Wilde Ganzen Support

On the 22nd of May, we received renewed support from Wilde Ganzen for the budget in years 2025 and 2026, of which 2025 support of EUR 25k has been signed and additional support is depending on results in 2025. This means that every 1 euro donated will be increased with 50ct euro from Wilde Ganzen, including local support. We are very grateful for their continued support, especially in a time where government support is diminishing.

Opening new school

On July 25th we opened school #13 in Sangkom Thmei, Phumi Kampong, a six hours drive from Phnom Penh located in Tbeng village, Chamraeun commune, Sangkom Thmei district, Preah Vihear province with the land of 4 hectares. The school has 4 school buildings with 20 classrooms, 2 teacher dormitories with 8 rooms and 2 student dormitories with 5 rooms. There are 411 students including 224 girls and there are 23 teachers including 10 females.

The opening ceremony was attended representatives of DoE, OoE, School Management, teachers, and 200 students. **Mr. Sovanna**, 42, the principal of school#13, Sangkom Thmei High School told that “I very happy to receive this valuable gift from IFL project that helped students learn computers because it is very important for students in the future. It is my first time to receive the such a great gift and donation”

The next two schools will be opened with renewed support from de Heus, a Dutch-Cambodian corporate, and SWAP, a Dutch foundation that will visit our projects in November.

Graduations

Of course, we continue to progress with our core outcome, which is graduating high school students by handing over their certificates in Basic IT-, Soft&Life- and Business skills. In the first 6 months we graduated 2,680 students, including 1,582 girls within 12 high schools out of 25 provinces for their individual IT literacy, Soft-Life skills, and Business course. The figures included the old 1,047 students, 620 girls joined the project from the previous cohorts and the new 1,663 students, 962 girls participated the project.



Progress of IFL Program

We have created a new budget for 2025 – 2026 that has been approved by Wilde Ganzen in May. As part of the budget, we want to open 6 new computer labs in rural locations. The first school has been opened in July, and two others are scheduled for November, which will be included in the H2 report. As such H1 2025 has been business as usual by focusing on the graduations of existing locations, but we have two highlights that have made us very proud

First price

Since 2021, School #3, Slaku high school, Takeo province, started its partnership with IFL project. Through this collaboration, more than 800 students graduated with essential skills in IT literacy, Soft and Life Skills, and Business courses. This achievement marked an important milestone for the school's history. With this significant role from IFL project, School #3, Slaku high school, received the reward of Mode Standard School from the Ministry of Education, Youth, and Sports. IFL project is the great Contributor.



Mr. Bros, the school principal, proudly said “It was my first time ever to get the reward, especially for my school to become the Model Standard School within the province. Without IFL project, our school was not entitled with the reward. I would like to thank IFL project for trusting my leadership and chose my partnership. I do hope you will continue to support my school.” After hearing the transition plan and handover, he asked the project to continue until the end of the Partnership Agreement. However, he had his plan to be self-sufficient after the project handover.

Ultimate success story

The first IFL computer lab was installed in August 2019 in school#1, Kampong Leav, Prey Veng as a private project initiated by Rikkert and his family (Roxy, Tygo and Annemarie, his wife). It was the first ever such project that brought the excitement to hundreds of the students in the poor rural community.

Theara, was part of the opening and the first cohort that graduated in 2019. She started from nothing to something and everything in 2025. **Theara** graduated her high school and moved to continue her study at universities in 2021 amid the pandemics. She visited IFL Project, CDC, in June 2025 after she graduated her studies in Royal Phnom Penh for IT degree and National University of Management in English degree. She told that “IFL project built the bridge of IT for me in my high school. I cannot forget. It was our sweet memory. I remember the first opening ceremony at my school, Kampong Leav, my selfies with Roxy and Tygo. It is my great honour to have two degrees at the same time from the last 4 years. I’m looking for a full-time job. I hope I can do it!



Business as usual

In the first half of 2024, we handed out 3,894 graduation certificates, of which 2,295 to female students (58%), to 2,680 students, of which 1,582 female students. Most students graduate from multiple courses during the year, which amounts to almost 1.5 per student, and some complete the courses over a period two years. In 2025, the project enrolled 1,633 new students, of which 962 female students.

School		Number of students H1 2025			Number of certificates H1 2025		
		Girl	Boy	Total	Girl	Boy	Total
1	Kampong Leav	94	71	165	94	71	165
2	Borset	144	98	242	144	98	242
3	Slaku	160	96	256	239	130	369
4	Sampov Poun	152	139	291	152	139	291
5	Borivas	108	86	194	186	161	347
6	Samaki	90	64	154	180	128	308
7	Veal Pong	211	147	358	211	147	358
8	Tbeng	88	78	166	176	156	332
9	Krang Sramor	115	79	194	230	158	388
10	Bakchenchien	75	68	143	209	182	391
11	Samrong	129	57	186	258	114	372
12	Kdoldontev	216	115	331	216	115	331
Total		1,582	1,098	2,680	2,295	1,599	3,894

Handover

Our team started to explore the handover of responsibilities to the schools after a period of at least three years. They learned that the schools were able to execute the project activities except the cost of outstanding gifts, gifts for the distinguished guests and certificates printing.

Mr. Hong, the director of DoE of school#8, Tbeng high school, Kampong Thom, positively said during the meeting with the project team about the issues of schools that “I would agree with the project to handover the accountability to school so that they can make it function by themselves rather than keep depending on NGO. I will involve and support the school.” However, some schools and DoEs were not happy to hear about the transition and handover, however they will develop their individual plan to mobilize the local support at their individual communities.

Based on the proposal plan, 4 schools will be transited and handed over in 2025. However, the project will not consider to do any handover for the schools which the Agreement are still valid with DoE even the schools in range of #1-4 unless the school principals agreed after our debrief about the Handover Agreement.

PROJECT DASHBOARD



In 2025 graduated 2,680 students, of which 1,582 girls at 12 schools. These numbers included 1,047 existing students, including 620 girls, that received their second or third certificate, and 1,663 new students, of which 962 girls.

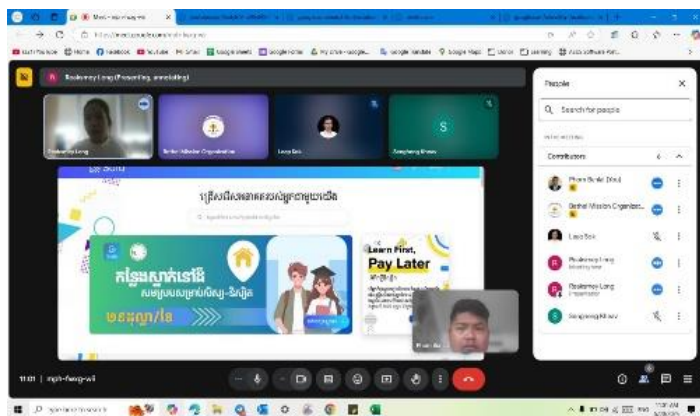
Next to the students our team trained 9 additional teachers and 29 visits to monitor the program and ensure the quality of the outcome of the projects.

Select school:		All schools			
Overall KPIs					
10/15 67% Number of Schools	3/3 100% Number of Slums	9059 / 3780 240% Number of students	\$304.1K / \$492.2K 58% Total Income '21 - '26	\$284.7K / \$477.8K 60% Total Expenses '21 - '26	\$88.7K / \$122.1K 73% Expenses vs Budget to YTD
School KPIs					
Student Gender Distribution			Computers		
3770 Males trained	5289 Females Trained	58% Female/Male Ratio	205 # installed at All schools	30 # maintained at All schools	17 # replaced at All schools
Student Age Distribution			Student Enrolment Status		
17,2 Average Student Age	57 14 Year	621 15 Year	6634 # enrolled in IT-literacy training	6622 # finished IT-literacy training	6622 # graduated from IT-literacy training
2175 16 Year	2781 17 Year	2177 18 Year	5918 # enrolled in Soft-and life skills training	5906 # finished Soft-and life skills training	5906 # graduated from Soft-and life skills training
Student Grade Distribution			Additional Training		
2263 Grade 10	3359 Grade 11	3421 Grade 12	1666 # enrolled in Business skills training	1652 # finished Business skills training	1652 # graduated from Business skills training
Number of cohorts	Teachers Trained		Student Satisfaction Rate		Monitoring
23 Number of cohorts at All schools	62 Teachers Trained		3,9 Student Satisfaction Rate		352 # of visits All schools

CAREER DEVELOPMENT CENTER

According to the requirements from the government, the Ministry of Social Affair related to dormitory or shared housing, the project team separated the students into 2 separate buildings, one building for the girls and project team to work and another building for the boys. The project installed one computer lab for each building. Currently, there are 7 students, 3 girls at CDC. We do hope that more students would enroll after the awareness of CDC promotion at 9 schools during the graduation. **Mr. Yong**, the deputy director of DoE, school#3 said, “I appreciate the initiatives of the project to develop the program for the high school graduates to stay and learn additional skills during their time in Phnom Penh.”

As result of the new government policy to provide free vocational training, it has been challenging to enroll the students at CDC. To increase enrollment the team developed new leaflets in partnership with the schools to increase awareness and promote the CDC to the students’ enrollment of nine high schools. They showed a strong interest in pursuing their university journey and careers in Phnom Penh through the support offered by IFL, especially the assistance with shared housing with free utilities and boost courses training. CDC also helped the students feel more prepared and motivated to pursue their higher education, and career readiness.



Moreover, our team partnered with Sala, a public online student platform, to increase our reach beyond the existing schools. The initial response after the launch has been promising as 21 students responded, albeit no conversion yet. The team continuous to remain active on this platform. Mr. Leap, the founded of Sala said, “It needs time to test the process whether it succeeds we will learn as my students are challenging their living condition.”

The project does not only provide the shared housing, boost training and other related to services, but also cared about the health of the students at CDC. On May 9, 2025 the project coordinated and partnered with the Mobile Clinic to have the health check up to the students at the project office.



CHILDREN’S VOICES

Now that our program is fully operational, we see the incredible scale of the impact our project is making. Since the start, 5 years ago, we trained 9,059 children. In numbers we are overachieving our ambition of 2,160 in the first three years. However, our impact goes beyond the numbers, as you can read in the children’s testimonies. Our decision to combine IT and Soft&Life skills, and now supplemented with business skills, turned out to be a crucial factor. It remains astonishing how our small investment increases the confidence and expands the horizon of these students.

“ **Vanna** - 14-year-old 10th grade student from Slaku High School (#3)



Shared his experience during the Microsoft Word final exam that “I have just started learning about computers since the project partnered with my school. I enjoy typing in both Khmer and English, but I find it difficult to set up tools and work with formatting. However, I did it. I like digital skills. In the future, I want to become a marketer, and I will use my computer skills to design and my research. I would love to thank my teachers and IFL project for helping me to have the skills. I do you will continue to help other generation of the students in my school so that they can be experienced.”

“ **Soktheory**- 17-year old 12th grade student at Krang Sramor (#9)



“I very proud of my learning journey for the computer skills even it was challenging for me at the first start. Without giving up, I could achieve my goal. My success was contributed from the kind support from IFL project to help my school with the computer lab and equipped my teachers.”

She added that “It is my great honor to receive the certificate directly from the district governor. I do hope that IFL will continue to support so that I can get another certificate. I wish you all the best from the bottom of my heart. I will use it for my university and working.”

“ **Sreyne** - 14-year-old 10th grade student at Slaku High School (#3)



She shared her learning experience saying that “Learning to use the computer is a new practice for me. It was very difficult because it is required to use ten fingers on the keyboard. However, I tried hard because I knew these skills would be important for my future. Now, I can use type in both Khmer and English. From MS Word to Excel, it helps me to do the administration and accounting as the basic. I would love to thank IFL project for the kind support to me and my friends with the essential digital skills.”

“ **Samotmeas** - 15-year-old 10th grade student at Slaku High School (#3)



Shared her experience during the Microsoft Word typing section of the final exam and she said, “I have some knowledge from my uncle, who works in IT. However, I often experience eye strain when using the computer because I need to concentrate closely. I am trying my best because I see how important computer skills are for my future even the challenges. Without IT, life is not everything.”



Phannha - 18-year-old 12th grade from Bakchenchien (#10)



Before starting my study of Business Course, I had many gaps in my understanding of business. I did not fully know what a business is including who the target customers are, the roles of employees and employers, or how to develop a business plan. I especially lacked of knowledge about the methods needed to run a business smoothly and successfully. During this course, I faced several challenges. I struggled with selecting the right jobs for employees in each department, designing and decorating stores to attract customers, managing the costs of raw materials, preparing a stable budget, setting reasonable prices, and ensuring that the business could produce finished products consistently and competitively in the market. Despite these challenges, I worked hard and gradually gained knowledge and experience. After graduating, I now have complete and clear knowledge of business management. I have learned how to run a business smoothly and effectively, manage staff and budgets, control spending to reach business goals, and manage income and expenses in a balanced way. I also gained a deeper understanding of how to grow a business quickly and sustainably. I am now confident that I can plan and manage a successful business in the real world. Finally, I would like to sincerely thank my teacher who worked tirelessly to teach me and my classmates in great detail about the steps and principles of building a strong business. Your guidance helped us clearly understand how to make a business succeed. I wish my teacher the four blessings of longevity, good health, happiness, and strength, and I hope you will continue to pass this valuable knowledge to the next generation of students at Slaku High School. Thank you IFL project for your kind donation and support my school. I will not forget



Sopheakleap- 17-year-old grade 12 student at Veal Pong (#6)



I feel proud and grateful to have had the opportunity to be part of IFL project. This experience has motivated me to pursue a scholarship and further my interest in business development. Through this journey, I have gained valuable knowledge, especially in organizing and managing activities. I have learned to apply the SWOT analysis method, which helps me clearly understand the strengths, weaknesses, opportunities, and threats related to business. This skill allows me to set clear goals and confidently plans for future success, while also preparing for the challenges ahead. Participating in the workshop has helped me strengthen my business knowledge and equipped me to support other students in learning the right ways to start and manage a business. I believe that with proper understanding and guidance, many students like me can build successful businesses in the future.



ACTORS/STAKEHOLDERS

Next to the inspiring impact on the student’s skills and ambition, which is our core focus, our project also provides important capacity building for the schools and local communities. To date in total 185 stakeholders (including DoE, OoE, School Principals, School Management, Teachers and Community Leaders) have been involved to support the project including 62 trained teachers (8 female). Everyone appreciates the project to support their schools that made their students see the goal in life and focus on learning more. IFL forsters continuous learning and capacity building for all stakeholders.

“ Mr. Virak– Deputy Director of DoE in Pursat



Spoke at the graduation of school#10 that “It is the right investment for the project to develop the capacity of the high school students for ICT because it is the government and DoE’s strategy to advance.” He added that “This is a great opportunity for the students to upgrade their skills for the future benefit to their higher education and good employment with the priceless digital knowleged. I do hope that IFL project will continue to support Bakchenchien high school and other high schools where they have not had any computer lab in my province.”

“ Mr. Bun – Principal of



Spoke at the graduation of school#10 that “It is the right investment for the project to develop the capacity of the high school students for ICT because it is the government and DoE’s strategy to advance.” He added that “This is a great opportunity for the students to upgrade their skills for the future benefit to their higher education and good employment with the priceless digital knowleged. I do hope that IFL project will continue to support Bakchenchien high school and other high schools where they have not had any computer lab in my province.”

“ Mr. Chea– Business Skills teacher at Veal Pong High School (#7)



He said that “I have taught financial literacy to many people in the community through various projects in the past. However, I now feel even more fulfilled to deliver this unique business skill course within my own school and to my own students after I got ToT training and consultative meeting with the project staff. It is important because they need to set clear goals for selecting university majors and developing skills directly related to business planning.”

“ Mr. Tola– IT teacher at Bakchenchien High School (#7)



He said that “It has been my first time since I started my career within the school that I am able to be equipped the new IT lessons.”

He added that “I would appreciate for the kind support from IFL project. The project does not only help the students to unlock their potential for university admission and part-time job opportunities, but also helps the teachers, especially myself to gain more knowledge and skill to develop my personal and professional growth.

He appealed that “I do hope that IFL will continue to support my school so that the next cohorts of the enrolment will be impacted as within such the remote and poor community here it is hard to have any NGO partners to focus on ICT”

“ Mrs. Chey Pov – Age 43 and teacher Soft & Life skills at Prey Veng (#1)



She explained “I am able to conduct the training to the students after I discussed the curriculum with Mr. Bunlai. It helps me to grow in my profession.” She added that “I am very thankful to IFL project for always standing behind me and supporting my training as it is the bridge building or I have no idea what to do. I will continue to apply to help other students and teachers with the skills I earned.”

Other stakeholder activities

The project was invited by DoEs of school#1 and school#12 to join their Annual Assembly in order to reflect and learn about the progress of the education sectors in the provinces. Digital was one of the hot topics to be spoken and the Model Standard School approaches



The project team was also invited to join the reinforcement of Accounting and Auditing Regulator (ACAR) under the Ministry of Economy and Finance (MoEF), the General Department of Taxation (GDT). It was the launch and it required for profit and not-for-profit to comply or the penalty would be applied if the audit was not performed and the annual financial report not submitted according to the timeframe.

As the Royal Government of Cambodia launched the Digital Government Policy 2022-2035, the private business and social sectors were invited to reflect and learn about the advantages and disadvantages of the Digital platform, especially AI and GPChat. However, the Ministry of Post and Telecommunications worked to prevent some cyber scam. Some participants from the private and social sectors raised the concerns over AI and GPChat that made people not to use their thinking much and this would make the children addicted to smartphone and social media beyond their study, mental illness and drop school.



NEW TEAM MEMBERS

Mr. Mesa, 28, was selected on June 26, 2025 to join IFL Project family. Mesa is single and live in Kandal province. He moved to live with his relative in Phnom Penh as soon as he was hired. He is the great resource for the project, IT Specialist. Mesa graduated with a Bachelor's Degree in Information Technology, from the National Institute of Entrepreneurship and Innovation (NIEI) in 2019 and he was in internship with Population Services International Cambodia Organization (PSI Cambodia) in 2023. Later, Mesa worked as the IT Web Developer with New Day Open Source in 2024.



Mr. Saravuth, 57, graduated the Faculty of Commerce and Public Administration in 1991, was employed with IFL project on June 26, 2025. He has had many years of experience with national and international NGOs from 1999 including the Regional Project Manager, Project Coordinator of Water and Sanitation, Sponsorship program, and Child Right. Saravuth brings in great experience in working with the communities and the government offices, especially DoE and Social Affairs. Furthermore, he had some intensive training skills including Peace Building, Customer Service, and Advance Training of Trainer. He is mature in project management.



PLANS FOR NEXT 6 MONTHS

The project team has the following plans:

- Opening three additional computer labs
- Complete handover procedure of four schools
- Increase the number of students in the CDC through promotion by the existing students
- Strategic review of CDC approach
- Convert the ongoing discussions with local corporates to support the IFL program, either through jointly setting up new schools or providing services or redundant hardware



Contact



Investment For Life Foundation

Straatweg 216
3621 BZ Breukelen
The Netherlands

Rikkert Beerekamp (project owner)

+31646610264

r.r.beerekamp@gmail.com

www.investmentforlife.org

Bethel Mission Organisation

#3B, Road 44 BT, Sangkat Boeng
Tumpun 2, Khan Meanchey, Phnom
Penh, Cambodia

Sirivuth Ann (project manager)

(855) 12 530085

sirivuth_ann@bethelgraceministry.org

www.bethelgraceministry.org

