

INVESTMENT FOR LIFE

Progress Report | H2 2025



OVERVIEW

New Schools

It is always rewarding to attend the opening of a new school, in this case, schools #14 and #15 that we opened in November. Everything confirms that the installation of a computer lab is a true game changer for each school.

Firstly, there is the excitement of the children, especially when they first enter the computer lab and many of them do not even know how to type on a keyboard. Secondly, there are the grand ceremonies, the attendance of many stakeholders, their lengthy speeches, handing over their own contribution, just shows their commitment. Thirdly, there is the visit to the school management offices, where everything is still administered fully manually on large chalk boards.

From experience, we know that our project creates systemic change and unlocks ambition, enabling these schools to become role model schools for many years to come.

Graduations

During our visit in November, we handed out a certificate to what we believed was the “10,000th” student. This number had to be estimated, as we do not yet have real-time or online counting. Unfortunately, this turned out to be incorrect.

As of last year, we have ‘only’ graduated 9,900 students, as some schools delayed their second-semester graduations due to the war and the Khmer New Year holidays. Still, this is an impressive number—especially when combined with the total number of certificates issued, which stands at 15,955.

Reflection Day

We organized our second very successful reflection day with over 40 school principals and dedicated teachers. This day is useful for sharing experiences (and occasionally bragging about achievements), creating a bit of friendly rivalry, and building lasting friendships. As a result, new schools immediately feel part of the family.

This year, however, was extra special because we celebrated the handover of the first four schools. After three (or more) years, these schools are expected to continue the program without our direct support, which also frees up valuable capacity within our team. These schools remain committed to reporting on annual graduations and will be invited again next year to share their experiences.



Team

When we started this adventure, Sirivuth assembled a team of young, ambitious talent, which he shaped into one of the most professional and dedicated teams I have worked with. However, after almost five years—already longer than expected—several team members are now spreading their wings and have found better-paid jobs. While this is unfortunate, it also makes Sirivuth proud.

We have attracted Saravuth, a very experienced project manager who has worked for many NGOs, and we are currently looking to add one more junior professional to complement the team.

War

In June, Thailand started a serious conflict at the border with Cambodia. For Cambodians, especially the older generation, this has been a traumatic experience. One of our schools is located in an area that was evacuated due to the fighting, but fortunately no one was hurt and no immediate support was required. While this is, of course, a terrible event, it also demonstrated the need for digitization and online training.

Future Fundraising

Fundraising remains challenging, both to continue opening new schools and to keep the team at full capacity to ensure maximum impact. We have decided to prioritize retaining the team for as long as possible over opening new schools, despite the fact that at least 60% of high schools in Cambodia still do not have a computer lab.

As a result of the handovers, the number of schools under active management is decreasing, which allows us either to reduce capacity (and budget) or to free up capacity to open new schools. However, we will only open new schools if we secure additional funding for both the installation and monitoring costs for three years.

In the coming year, we expect to receive funding from SWAP and De Heus to open two more schools, and we are therefore still aiming to raise additional funding to open one or two additional schools.



Progress of IFL Program

In 2025 we have again increased our reach within Cambodia by opening 3 more computer labs, of which 2 in H2 2025, bringing the total number of computer labs to 15. The outcomes continue to increase, and we have almost reached the magic milestone of 10,000 children. At the same time, our intense coaching of school management and training of teachers has empowered several schools to a level that they can stand on their own. We held a handover ceremony during our reflection day. Despite all the successes, we have also experienced that the Career Development Center has not delivered the results we were hoping for. As a result, we have decided close the boys house and only maintain the girls house, which also serves as our office.

Opening Batdeung High School (School #14)

On November 11th we opened our 14th computer lab, which is the second school with support from De Heus. The school is in Kampong Speu province located near their factory. The school was founded in 1980 and has around 1,500 students (882 female) trained by 51 teachers (23 female), but the school never received any computer.



Assessment



Train the trainer



Ceremony



Opening lab

Mr. Yim Yana, the director of the Office of Education, Youth and Sports for school #14, said during the opening that “I am very happy that I have two computer labs funded by IFL project in my region as I appreciated the outcome from school #7, VealPong high school where I always join in the graduation. I fully support and cooperate with the project so that the training programs to students can be addressed as planned as IT is vital for education and employment”



My name is **Vy Ny**, a teacher of Business and Computer. I am very pleased to have this partnership between the school and IFL project, which plays an important role in improving students’ learning capacity in both soft skills and computer skills. This training program is essential for human resource development in society, especially for our high school students, enabling them to gain strong digital knowledge in line with the government’s vision. We commit to working diligently and cooperatively with the project so that we can produce outcome as agreed and planned

Opening Svay Chrum High School (School #15)

On November 13th we opened our 15th computer lab, which is located in Svay Reang province close to the Vietnam boarder. The school was already established in 1962 and has around 1,800 students (999 female) trained by 118 teachers (45 female), and also never received any computer.



Reflection day #2 (and handover)

After the success of our first reflection day last year, we organized the second version to build upon that success. In our selection of schools, we try to find school management committees that have the ambition to become role-model schools in Cambodia and contribute to the digitization of the country. During the reflection days the school principals and key teachers presented their outcomes and challenges, which enables peer-to-peer learning. Moreover, IFL can reiterate the importance of the program and embrace new schools as part of the family...cemented with a few beers at the end of a long day!



Next to all the impressive results, this year was very special as the program also included the official handover of the first four schools. We have now included the handover as part of our program, because we want to create systemic change that continues long after our involvement is terminated. During the last year we have prepared the first schools to empower them to continue the program on their own. Although the schools were initially reluctant to accept the handover, they were also proud that they have gained capacity to be independent. We will not lose these schools out of sight as they promised to keep reporting the outcomes and participate during Reflection Day 2026.



Mr. Pheap, the deputy principal of school#4, Sampov Poun High School, expressed his strong commitment during the 2025 Annual Reflection Forum that “My school will commit to continue the project activities even after the handover as the project has helped to my students and I must continue to help despite the absence of the external support. I will mobilize support from the community. We built a strong School Management Committee to promote our school to the community. I do hope the IFL team will give some help if I need it”



Graduations

In the second half of the year, we had a lower number of graduates than expected. This is caused by the fact that only 7 schools were able to schedule graduations, as the other schools postponed graduations to end of March due to public holidays in combination with Khmer New Year and three just opened. In total 841 new students entered our program, and 1,737 certificates were handed out. The total to date stands at 9,900 students and 15,955 certificates.

School		Number of students H2 2025			Number of certificates H2 2025		
		Girl	Boy	Total	Girl	Boy	Total
1	Kampong Leav	25	34	59	25	34	59
2	Borset	36	30	66	36	30	66
3	Slaku	75	69	144	157	130	287
4	Sampov Poun	-	-	-	-	-	-
5	Borivas	105	104	209	210	208	418
6	Samaki	90	64	154	180	128	308
7	Veal Pong	-	-	-	93	88	181
8	Tbeng	-	-	-	-	-	-
9	Krang Sramor	121	88	209	242	176	418
10	Bakchenchien	-	-	-	-	-	-
11	Samrong	-	-	-	-	-	-
12	Kdoldontev	-	-	-	-	-	-
Total		452	389	841	943	794	1,737

Visit together with SWAP

On November 12th we visited the school #1 together with representatives of SWAP, foundation of personnel of APG, who donated to one school and will donate to one more school in 2026.



CDC

The purpose of the CDC is to build a bridge for graduated high school students towards going to university and living in Phnom Penh. The CDC provides a warm welcome for underprivileged students by providing secured and shared housing with study facilities, advanced training, and study coaching. We created space for around 20 students separated in a boys and a girls house. Although the purpose still stands, we have not been able to make our CDC a success with limited enrollment. To ensure motivation from students we asked for a small own contribution, which for many students was still too much, and we learned the shared housing concept was also a hurdle. We have decided to terminate the rent for the boys house and only keep the girls house as this is in the same building as the IFL office.

This is unfortunate as we experienced some remarkable successes. **Sreypich** was brought by her parents to CDC and they were well introduced and oriented before they signed the agreement including the internal regulations, like living arrangements and study discipline. In addition, they were introduced the full range of training programs offered at CDC, the advanced IT, Soft-Life Skills, English language training, and Business courses aiming to prepare them for both academic success and future employment opportunities.



Sreypich stood in the photo with **Mr. Bunna**, the principal of school#9, Krang Sramor High School said that “After finishing high school, I wanted to continue improving myself and I enrolled into the Career Development Center (CDC) and it helped me beyond my shared housing where it is good for everyone to stay, but I gained Soft-life skills training. Honorably, I received this certificate during the Annual Reflection Workshop 2025 welcome by many teachers and principals. It was the great moment and very meaningful to me because it was my first time to be celebrated and felt so excited that I have never had before.”.

CPU Operation

Central Processing Unit (CPU) Operation! In responses to the challenges of school#8 in term of a poor taking care and hygiene to the computer lab and teaching schedule, the project team met with DoE and reported the challenges. As the results, the school was much improved and everyone happy to commit after the last meeting. A new IT teacher was added and every student was asked to open the CPU cases so that they could see what was real inside a computer and they found the random-access memory (RAM), motherboard, computer data storage, graphics card, sound card, and computer case, Storage Device (HDD/SSD), Power supply unit, MOS Battery, cooling fan and so on. Everyone was aware how a computer operates and should be maintained.



PROJECT DASHBOARD



In 2025 we enrolled 2,474 students, of which 58% female, at the 12 existing schools and handed out 4,743 certificates, of which 2,002 for IT-, 1,980 soft & life-, and 761 business skills. The numbers are lower than expected, as some schools postpone their H2 graduation to Q1 2026 due to the war, public holidays and Khmer New Year. In total we enrolled 9,900 students to date, which means that in Q1 2026 we will reach the enormous milestone of 10,000 students. Who could have ever imagined that when we started this program?

Next to the students our team trained 8 additional teachers and made 54 visits to monitor the program and ensure the quality of the outcome of the projects.

Select school:		All schools					
Overall KPIs							
12/18 67% Number of Schools	3/3 100% Number of Slums	9900 / 3780 262% Number of students	\$336.7K / \$492.2K 68% Total Income '21 - '26	\$329K / \$477.8K 69% Total Expenses '21 - '26	\$77.3K / \$81.2K 95% Expenses vs Budget to YTD		
School KPIs							
Student Gender Distribution			Computers				
4159 Males trained	5741 Females Trained	58% Female/Male Ratio	264 # installed at All schools	30 # maintained at All schools	17 # replaced at All schools		
Student Age Distribution			Student Enrolment Status				
17,1 Average Student Age	110 14 Year	770 15 Year	7475 # enrolled in IT-literacy training	7463 # finished IT-literacy training	7463 # graduated from IT-literacy training		
2435 16 Year	3067 17 Year	2244 18 Year	6814 # enrolled in Soft-and life skills	6802 # finished Soft-and life skills training	6802 # graduated from Soft-and life skills		
Student Grade Distribution			Additional Training				
2466 Grade 10	3513 Grade 11	3905 Grade 12	1666 # enrolled in Business skills	1652 # finished Business skills training	1652 # graduated from Business skills		
Number of cohorts		Teachers Trained		Student Satisfaction Rate		Monitoring	
62 Number of cohorts at All schools		67 Teachers Trained		3,9 Student Satisfaction Rate		377 # of visits All schools	

FINANCIAL MATTERS



In 2025 the team remained within budget with the amount of \$3,738 based on \$77,383 of actual spending compared to \$81,121 budget. The main underspending was related to better procurement for the new installations (\$3,287) and lower monitoring cost (\$2,797) as we have reduced the number of onsite visits and have started to handover several schools. The largest overspending is related to CDC and student housing (\$3,658), as we had to rent a second building.

We just received the remaining funding from WG for Q1 2026, which is the maximum funding under the current contract, and will prepare the request for additional 2026 funding.

\$	Budget	Q1	Q2	Q3	Q4	TOTAL
Income from donors		13,451	31,500	-	29,978	74,929
Other income		2,885	801	933	1,548	6,166
Total income		16,336	32,301	933	31,526	81,095
1 Project Assessment	1,275	-	765	-	515	1,280
2 Project set-up and maintenance	15,495	438	-	3,550	8,220	12,208
3 Project monitoring and training	20,850	1,407	4,781	1,747	10,118	18,053
4 Career Development Center	5,799	3,016	1,510	1,592	1,456	7,575
5 Student Housing	1,000	1,796	600	660	640	2,900
6 Personnel	26,268	6,645	6,759	6,570	5,470	25,444
7 Overhead Cost (incl. visits)	10,433	2,936	3,286	2,118	1,584	9,924
Total expense	81,121	15,442	17,702	16,237	28,002	77,383
Net Cash Flow		894	14,599	-15,304	3,524	3,713
Cash/Bank Balance forward						3,631
Balance remaining						7,344

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 9,900 children. In numbers we are overachieving our ambition of 2,160 in the first three years by far. 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 supplemented with business skills, turned out to be a crucial factor. It remains astonishing how your small investment increases the confidence and expands the horizon of these students.



Nita – 17-year-old 12th grade student from Krang Sramor High School (#9)

The certificate I received today is not just a piece of paper. It represents my dedication, hard work, and the special support from my teachers, school principals, and the donors. I would like to sincerely thank the district governor, the school principals, teachers and the local authorities, and IFL for your guidance, encouragement, and support. You have made a real difference in our lives. I promise to use the skills I have learned to succeed my life and help others and make you proud. Thank you again for giving me and my friends the chance to grow, learn, and dream big.



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

The reason for my success is my passion for learning and my love for computer subjects. Computers are not only a source of research, but also it also helps us copy, edit, save, and manage documents. If we understand technology more clearly, it opens many job opportunities in today’s society, including administrative officers, accountants, finance officers, teachers, image editors, and computer specialists. During the program, I studied the basics of computers, Rapid Typing, Khmer Unicode Typing, Microsoft Word, Excel, PowerPoint, and internet programs. These skills have given me confidence in my abilities and a solid foundation for further education. After finishing Grade 12, I plan to pursue a bachelor’s degree in IT because my dream is to become a computer specialist teacher and share knowledge with other students.



Chin - 16-year-old 11th grade student at Sampov Poun High School (#4)

I studied computers before, but I never had the opportunity to receive a certificate. However, when my school opened the computer class I enrolled. I thought IFL provided an incredible opportunity for all students, not only me. I completed IT literacy and I learned so much more than before, doubling my skills and abilities. For me, computers are very important. I aspire to become a doctor. I need to do research, understand information, and use technology effectively. It is good for me to have an additional knowledge to help my success in my future education and career.



Pisey - 16-year-old 11th grade student at Svay Chrum High School

“I am extremely grateful for the computer lab as it helps me and my friends beyond theoretical learning, but we can have real practical ICT skills. It also prepares for future careers. We will study hard, build confidence, and use these skills to help my higher education and employment as we cannot be successful with IT within this generation. I would like to thank IFL for coming to support my school. We cannot forget your generosity.”



Theara, girl, 18 years old, told that “ I was the former high school students from school#2, Borset high school, Kampong Speu. After passing my national examination in August 2024, I felt unprepared for the challenges of independent living and navigating a new social environment. I knew nothing about rules, discipline, and how to live with other people who came from different places and cultures. I needed to adapt the new ways of living. That is why I enrolled into CDC where I gained the valuable IT, English, and soft skills and I can access to the computer lab whenever I need with good internet and my available time to search the online resources. I appreciate the CDC’s spacious living areas, quiet study environment, and well-equipped facilities such as parking, a kitchen, and bathrooms. I learned to grow my academic and personal development. I developed my important interpersonal skills, learned how to share living spaces, and gained confidence in my ability to succeed at university. I felt safe, secure, and supported. I built warm relationships with the project staff and other students. Not long, I enrolled at the Royal University of Law and Economics (RULE) to study Economics and Development. CDC helps me improve my IT skills so that I could learn well at the university. I would like to express my gratitude to all the IFL team, especially Mr. Rikkert, the donor and the Director of IFL, Netherlands for your kind hearts me as well as other students. I like living at CDC.



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 203 stakeholders (including DoE, OoE, School Principals, School Management, Teachers and Community Leaders) have been involved to support the project including 67 trained teachers (10 female). Everyone appreciates the project to support their schools that made their students see the goal in life and focus on learning more. IFL fosters continuous learning and capacity building for all stakeholders.



Mr. Pros– Principal of school #3

He was invited to share his insights and the key strategies that helped his school become a model school during the Annual Reflection Workshop 2025 said “Without the computer lab support from IFL project, my school would not be passed as the model standard school. It much contributed among other key indicators. I am proud to have IFL project in my school. Beyond the computer literacy among my students from grade 10-12 is much improved. I would say thank you Mr. Rikkert for your kind support. I will continue the project after the handover by maximizing the local mobilize and support.”



Mr. Soriya – IT teacher at school #3

A 38-year-old IT teacher at school#3, Slaku High School, said, “I would like to thank IFL project for helping to learn more about IT and Computer. I have never done any maintenance work, but I got trained by IFL staff, Bunlai. It was really challenging for me, but I did not give up because I like it and I want learn more so that I can it by myself after the project handover. I do hope I can do some maintenance after ToT. It has been nearly 5 years since my school received the computer lab. I have been assigned to be responsible for the computer class from the last 2 years. I will do some research about IT so that I can provide more teaching support to my students.”



Mr. Vanna– Principal school #13

He said, “Before this project, our students had limited access to computers and lacked essential digital skills. I felt very excited to hear my school was selected among other three high schools to be partnered with IFL project. Since the opening, we enrolled the students to first learn from their typing despite initial challenges. I am very happy to receive the great support so that we can prepare our for their better future in the digital age even we are living in the remote area. I would sincerely thank the donors for this important contribution to my school.”



Mr. Vichay– IT teacher school #15

*“I am **Vichhay**, an IT teacher at school#15, Svay Chrum High School. I used the book from MoE publication to teach the students and they had to learn by heart by imagining the pictures and texts. I had no other choice to help them. However, I am very pleased to have the computer lab in my school. It will be more practical and real learning for the students. It becomes easier and more effective to teaching and learning. I am committed to guide the students to use computers more effectively and proficiently. I would appreciate for the kind support from IFL project and I am excited to meet Mr. Rikkert, the director of IFL in the opening for his encouragement to IT literacy, Soft-Life and Business skills. As well, I am motivated to have the ToT and the materials ready form the project staff.”*



PLANS FOR NEXT 6 MONTHS

The project team has the following plans:

- Opening three additional computer labs, of which one together with SWAP/Dom Ray and one with De Heus
- Strengthen team by replacing Bunlai
- Add AI to the basic IT curriculum
- Enroll additional girls to CDC
- Prepare four additional schools for handover in 2026
- Investigate possibilities to create social enterprises to generate income
- Secure funding from Wilde Ganzen for one more year
- Organize a fundraising trip with Sirivuth in The Netherlands
- 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



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