

INVESTMENT FOR LIFE

Progress Report | H2 2022



OVERVIEW

Looking back at 2022, we have achieved many important milestones. This has been the first year after recovery of the pandemic with 5 schools operational and, as a result, we have been able to graduate 1,598 students. We have complemented our program with a unique business skill course developed with support from Bluefield, a financial advisory firm and one of our donors. This course not only prepares the students for their future career paths but also challenges them to practice the skills from the other courses. The excitement from the children and teachers is inspiring. Moreover, we have started to prepare our first Career Development Center that will create a bridge from graduation in the rural province to a meaningful job in Phnom Penh. The center also presents an opportunity to make the program self-sustainable by creating strategic partnerships with local corporates. We have already welcomed our first local partner De Heus, an international animal feed company with local presence that will use our program for brand awareness and offer internships to our students. Looking forward we are motivated to successfully establish our center and to open more schools to expand our reach to even more rural provinces. The goal is to open 10 more schools increasing the number of students to around 5,000 per annum and welcome around 300 students per annum in our career development center. We have already received sufficient donations to get started with the expansion but still look for additional donations to achieve our full potential in the next three years.



After the recovery from the pandemic, digitalization plays a very important role in helping Cambodia to restore economic growth, especially in education and government institutions. It gave a quick boost to Industry 4.0 ambitions of the government. As part of that effort the Ministry of Education, Youth and Sports (MOEYS) launched the E-Learning App from the city to the rural communities. The education system has dramatically changed from handwriting to computing and online working.

The IFL project contributed to the digitalization, as our computer labs were not only used to teach the children but also to support the teachers. There are 1,598 high school students including 938 girls passed their training within their individual schools including IT Literacy, Soft and Life Skills and Business Course training. The 2,326 certificates were issued by the five schools to the students. The skills that the students learned do not only apply in their high schools, but also to prepare their higher education and employment.

The principals, schoolteachers and the students gave more positive feedback and strong support to the project implementation as everyone saw the benefits to lives from the partnership and support of the project. The principals were proud of their students, especially the grade 12 who passed their high school exam, more than 80%, to higher education and employment by applying the knowledge and skills they learned from the project. Above all, the principal received appreciation from the university that their students seemed to grow in knowledge and skills in terms of IT Literacy, Soft and Life Skills at the university level. Mr. Bros, the principal told them that **“It is because my school partnered with IFL project.”**

CHILDREN'S VOICES

Now that our program is fully operational, we see the incredible impact our project is making at scale. Since the start we trained 2,123 children, of which 59% female, and this year 356 completed the business skills course. In numbers we are overachieving our ambition of 2,160 in 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 turned out to be a crucial factor, but now also supplemented with missing business skills. It remains astonishing how our small investment increases the confidence and expands the horizon of these students.

Navy - 19-year-old 11th grade student at Sampov Poun



Before I came into this IT Literacy, I just knew that I liked IT but I had never had a computer by to practice it. I was born in a poor family and my parents could not afford to buy it for me. I had never learned until IFL set up the IT program in my school.

When I entered the Computer Lap first time, I felt really happy because it was something I wanted to learn and click on it with my own hands. It was so much fun. I was delighted with the first lesson our teacher taught us how to put my fingers on the keyboard. He is very nice and professional to share with us. I would like to thank my teacher again and again for your teaching.

After 2 years, I am passionate about this IT program so much. I never got bored from it. I know more about what computer is and know the theory and practice at the same time. With the IT knowledge and skills, I can research more about what I have questions about. I currently follow the business course and can practice my skills in Microsoft Word, Excel, Power Point. I do hope that this will be my good basis for my future as I will use it for university and employment."

Srey Lux - 19-year-old 12^h grade student at Slaku High School



"I want to be a teacher and a businesswoman like my parents. I completed the IT literacy, Soft-Life skills and Business Course. The three skills changed me a lot. I have never known anything before. I first started from IT literacy and then Soft-Life skills. The Soft-Life skills helped me to work as the team. It also taught me to do the research and the effective communication with friends. In addition, by the end of 2022, I participated in business skills with teacher Bunlai who collaborated with my schoolteachers. I am really excited to learn the Business Course as it helped me with more business ideas as I am helping my parents with the small business at home. I also took the knowledge and the skills I learned to use in my family business, such as planning the budgets. Me and my friends will use the skills for our future."

Samral - 18-year-old 11^h grade student at Borset High School



"I have never studied IT Literacy before and I did not have my own computer. I come from a poor family and I have never believed in myself that I can still study until now. I want to give up my study many times and go to work for income so that I can help my family. But my family pushed me to continue to study until I finished grade 12. I am grade 11, now. Back to my story about IT program. I do not believe that my school has the computer class. It is a good chance to all students to learn the computer. I felt happy at first time that the school announced to all the high school students that we are allowed to have a computer class. I do not know much about it, but I tried to learnt it even it is a short time for me. I can use it well now. I have learnt how to create tables and some exercises. In my dream, I want to be in a great army to protect my people.

Kunthea - 18-year-old 12th grade student at Kampong Leav High School



Her parents were farmers and construction businessman. Kunthea told that “I want to be a successful entrepreneur. I had low IQ, my memory was limited and always needed explanation of the details from the teachers before I could understand it. However, I now graduated with Soft-Life Skills, IT Literacy and Business Course. I didn't really know about the importance of Soft-Life Skills, but after learning many lessons, I became more aware of the benefits of the courses. Then I attended the IT class with Teacher Pheany. He has trained me a lot of computer skills. I really gained a lot of knowledge. I gain more knowledge and skills from the computer class in my high school and I also tried to have my extra lessons from the private class, the Vocational Education Center because I had a strong foundation of learning from Kampong Leav. Then, I studied the Business Course. I look to learn more skills as it is important for my future job opportunity with companies. I wish I can have my own business in the future.”



Sievmey - 18-year-old 11th grade student at Borivas high school

In a remote village, there is a family with three children. Sievmey (the presenter), 18, the youngest child in her family. Her mother is a businesswoman and her father is a policeman. Sievmey's mother is a seafood seller on the beach, But Sievmey and her father are at home because her siblings are married and left the family.

Sievmey completed soft-life skills, computer skills and business skills. She said that “I was really happy to learn all these skills.

I know that life with good computer skills and Business skills is really important at the present time, but I didn't have the opportunity to learn the courses because our school does not have any such skills for students. I am very excited to hear IFL came into my school to help the students with these skills. As soon as the setup finished, we entered the class and I gained the skills as well as lots of other students. I used computer skills in studying, especially for presentation. In addition, I am received the Business Course from Teacher Bunlai as well. After the course, my imagine is that I want to be a businesswoman like my mother.”



PROJECT DASHBOARD



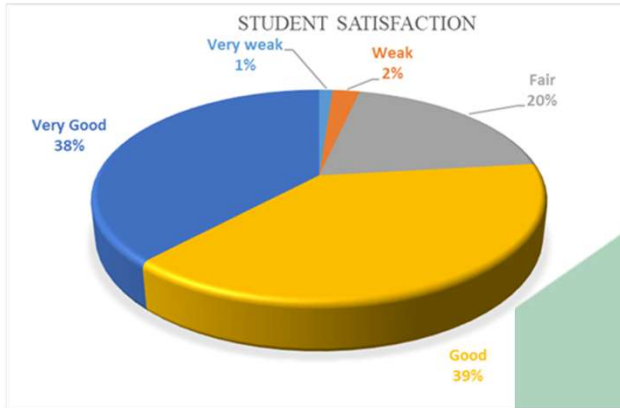
We have (almost) achieved our 3 year target of 2,160 students within two years and only 70% of our original budget. The project team deserves a great applause for that, especially considering impact of Covid. Moreover, they have also successfully implemented our newly developed Business Skills course and already graduated 356 students in 2022.

Next to the students achievements, which is the primary objective of our program, the team is also very actively building sustainable capacity at the local schools and has already trained 31 teachers and made over 150 visits.

Select school:		All schools					
Overall KPIs							
5/4 125% Number of Schools	3/3 100% Number of Slums	2123 / 2160 98% Number of students	\$85,1K / \$133K 64% Total Income	\$82,8K / \$118,5K 70% Total Expenses	\$85.0K / \$90.4K 94% Expenses vs Budget to Date		
School KPIs							
Student Gender Distribution			Computers				
869 Males trained	1254 Females Trained	59% Female/Male Ratio	80 # installed at All schools	12 # maintained at All schools	9 # replaced at All schools		
Student Age Distribution			Student Enrolment Status				
17,5 Average Student Age	6 14 Year	46 15 Year	1318 # enrolled in IT-literacy training	1306 # finished IT-literacy training	1306 # graduated from IT-literacy training		
287 16 Year	761 17 Year	653 18 Year	1361 # enrolled in Soft-and life skills training	1349 # finished Soft-and life skills training	1349 # graduated from Soft-and life skills training		
Student Grade Distribution			Additional Training				
1 Grade 10	1159 Grade 11	947 Grade 12	370 # enrolled in Business skills training	356 # finished Business skills training	356 # graduated from Business skills training		
Number of cohorts		Teachers Trained		Student Satisfaction Rate		Monitoring	
17 Number of cohorts at All schools		31 Teachers Trained		4,1 Student Satisfaction Rate		153 # of visits All schools	

PROJECT SURVEY

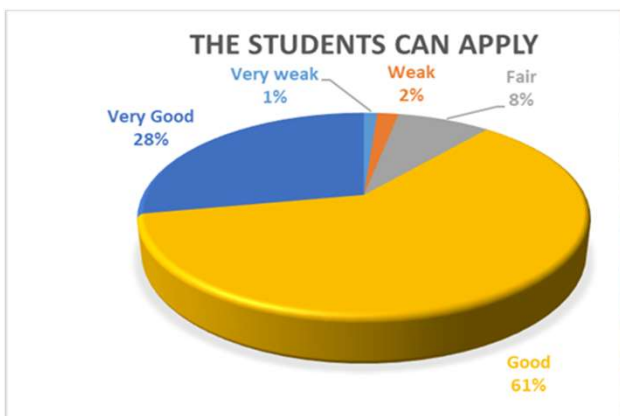
Our team cooperates with the principals and schoolteachers to monitor the results of the students after the courses. As result of their strong commitment and support 96% of the students that enrolled in the courses confirmed that they met their expectation after their final exam and graduation from their individual IT Literacy, Soft and life skills and Business Course. Each course is followed by a test that the students need to pass to get their certificate, which safeguards the quality of the program.



Additionally, 96% of the students confirmed that the training is very useful in their daily work and life living the era of the Industrial Revolution 4.0 and the digital economy. It met their expectation.



The students were excited to receive the training IT Literacy, Soft and Life Skills to support the dreams for their future. They worked hard and focused. According to the survey 97% of the students claimed with strong confidence that they could apply the trained skills.



MONITORING AND FOLLOW-UP

The project worked very close with the school principals and teachers to monitor and follow up the activities in each school. The project team was flexible with the monitoring and follow up; monthly and quarterly based on the priority and needs from each school.

In 2022 the project team conducted 102 visits to the five different schools. The majority were regular visits to ensure the project plan is well executed, but also several additional visits to launch the Business Course, including ToT to the teachers, and Parent Engagement for the new enrollment at the IFL Career Development Centre.

The project appreciates the strong cooperation and support from the school principals and teachers and actively participated from the students. In Q1 2023, we will organize a reflection meeting with all school principals and several teachers to foster peer-to-peer learning.



ACTORS / STAKEHOLDERS

To date in total 82 stakeholders have been involved to support the project including 31 teachers, of which 3 female, 35 school management officials, 14 government officials, and 2 community leaders. Everyone appreciated the project to support their schools that made the students see the goal in life and focus on learning more.

During the second half of 2022 the team has been very actively involved in introducing the Business Skill course, which is totally new to schools in Cambodia. As a first step our team received training from Bluefield and adjusted the program to the local circumstances. As a second step our team conducted the first course with some selected teachers as observer. As a next step the teachers will conduct the training with our team as observer and thereafter, they will be on their own. The new course has been very well received and the teachers were proud to receive their ‘international’ trainer certificate.

At the end of the year the team also started to develop our parent engagement program, which will be crucial for the future success of these students.

“ Mr Bun – School Principal at Kampong Leav, Prey Veng

“The computer class plays an important role to help not only the students, but also the teachers and in training practicum teachers to operate. I would like to thank for the kind support from Mr. Rikkert.”

“ Mr Ratan – Teacher Soft & Life and Business skills at Kampong Leav, Prey Veng

Said to the more 60 students during the Business Course training that “Now, you are to practice the role play in order to show the reality for your future jobs. Please remember it and practice with responsibility for your real life.”

“ Mr Samphors – Teacher Soft & Life and Business skills at Slaku, Takeo

Told the more 50 students in Business Training Class by explaining that “You are lucky to have the new skill from Netherlands to learn. It is very important for you to start up your new Dream Business or jobs in the future.”

“ Mr Ponlork – School Principal at Borivas, Kampot

Said during the Business Course reflection and Graduation that “I am very surprised to the growth of my students and their courage in learning and doing great job for the courses. I am very thankful for supporting from Mr. Rikkert and Bethel Mission. I am very excited to see my students’ mile their certificates at the first time for them and the first time for school to have this event.”



FINANCIAL MATTERS



In 2022 the project has underspent \$1,983.97 compared to the budget, despite costs related to increased number of visits as result of the newly introduced business skill course and parent engagement. The underspending has been across all expense items and there are no relevant individual observation except that the project team has been very cost conscious.

Income sources	Q1	Q2	Q3	Q4	TOTAL
Income carried forward 2021	3,590.11				3,590.11
Income from donor		16,661.73	6,308.82	8,238.69	31,209.24
Total income	3,590.11	16,661.73	6,308.82	8,238.69	34,799.51
Program expenses					
1.1 Project Assessment	462.14				462.14
1.2 IT Literacy Training (incl. purchase comps)	5,496.48	1,911.50	599.18	2,293.35	10,300.51
1.3 Soft-and Life Skills Training	410.28	751.46	295.13	1,666.82	3,123.69
1.4 Personnel	2,291.92	3,529.48	2,060.01	2,837.28	10,718.69
1.5 Overhead Cost (incl. visits)	3,273.92	1,778.46	2,096.30	1,778.30	8,8962.98
Total expense	11,934.72	7,970.90	5,050.62	8,575.75	33,532.01
Net Cash Flow					(2,322.77)
Cash/Bank Balance forward					3,590.11
Balance remaining					1,267.34

LEARNING AND EXPERIENCE

Our team meets once a week to catch up, reflect and strategize the approaches of working with the schools and lesson development and practices. Additionally, our project team joined the Linking and Learning workshop “Education Matters” on August 11-12, 2022 facilitated by Wilde Ganzen (WG) to learn and share the best practices on sustainability and the challenges and opportunities of Local Fundraising & Mobilizing Support.

It was also a great opportunity for the project team to learn from the work of relevant NGO partners of WG. It was good to learn about the self-sustainability from Don Bosco by visiting their workshop and meeting with their students. After the group discussion and presentation about the project sustainability, one of our project member won the presentation among many groups in the Linking and Learning workshop.

Additionally, one of the project team participated in the Local Fundraising training among many NGO partners in order to gain extra ideas and make the project more local fundraising oriented.

The training was facilitated by Cooperation Committee for Cambodia (CCC) and funded by Wilde Ganzen (WG) and the Change The Game, Netherlands. It was an interesting and impressive two-day training for our project team learn and share among the team for another curriculum prepared for the project. It was also the great Local Fund Raising (LFR) ideas that the project team learned, including Thoughts and thanks to donors, Active listening for donor gratitude, Prepare an organization brochure.



The project team received the reflection and coaching after the course training so that ideas of LFR was applied to the individual NGOs.

Bunlai, the project staff who joined the training, said, “The training is impressive and interested me very much as I learned from various techniques of different fundraising, the most common individual donor groups, their motives for giving and the donor appreciation cycle. I also learned about Corporate Social Responsibility (CSR) of the private sectors. I am interested in a detailed fundraising plan for a project, an action plan for organizing an event and to create good oral, written and visual presentations.

ANY OTHER MATTERS

Launching Business Skill course

It was beyond our plan that we could the start the Business Course from our team Practicum to ToT training to the schoolteachers. The students were impressed and excited to learn the Business Course, especially they received the international certificates. The students tried to enroll with the course even after the year ended. As the result, more than 300 students enrolled and graduated the course. The project could roll out the Business Course to the five schools. Both principals and teachers appreciated their students for the quick learning. It is a practical lesson to everyday life. Every student wanted to have their own business after the course.



Parent Engagement

The parents play a crucial in supporting the study ambitions of their children while they have not received any education themselves. The project team designed an approach to discuss the opportunities and challenges with the goal to enroll at least 20 students per school per year to receive our services at the Career Development Centre. The project team trained and practiced in building strong and trustworthy relationship with parents and students to prepare them for enrollment at the centre.

Both students and their caregivers understood about their challenges to study at a university in Phnom Penh. After the group discussion the caregivers and the students were aware of the budget they had to prepare, where they had to stay and what the student to learn more for their further education and employment. Mr. Phalla, the caregiver, said “It is my first time to see such NGO to come to our household to help me and my children think about the higher education and employment opportunity. I do hope I can look for the possibility send my children to university under the support and taking care of IFL project.



PLANS FOR NEXT 6 MONTHS

The project team has the following plans:

- Install the computer classes to two more schools, one in Phnom Penh and another in province
- Establish and register IFL Career Development Centre in Phnom Penh and open for the Boost Training and Short Courses delivery to the graduated high school students from the project targets.
- Define the boost training package and short courses for the Centre
- Identify a partnership with colleges and university for a better degree for the students receiving services at the Centre.
- Set up dormitory for the students who needs accommodation after their enrollment with the Centre.
- Work with the 6 high schools to graduation the designed and agreed IT Literacy, Soft-Life Skills and Business Course for the students.



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