CCDO Annual Progress Report
Jan-Dec 2024

I. Grant Proposal

- Rotary International approved 2 global grant applications (GG # 8,9, 10 & 11) with **$ 142,568** for 20 schools.
- Child's Dream transferred the first year operation of **$ 66,305** for the first quarter of the English Literacy Training Project.
- The Texel Foundation approved **$ 18,519** for School Health Project Phase III which project will cover 70 schools.
- Bastion Foundation approved **$11,000** for the Digital Literacy Training Project.
- Tagwingo Funds approved **$10,000** for general funds. It will be used for 2025.
- Starr Moore donated **$10,000** for general funds for 2024 and 2025.
- Rotary Club Sentosa approved **$ 16,200** for bike distribution and building 2 computer labs in the school target.
- Uniform for Hope approved **$10,000** for 1,000 students. The project team is ongoing to select the poorest students in rural to receive this award.
- Anonymous **$5,000** donation and we used those funds to repair the community preschool building and buy study materials.
- Anonymous donation of **$8,000** for the 3-year scholarship for Rithy and Chak.
- The return fund from the community (microloan) was **$3,671** and was used for the breakfast program.
- Paul Schreiber donated **$5,000** for 5 community preschool repairs.
- Jennifer and Jim donated **$5,000** for general funds. It used for operation funds for 2024 and 2025.
- Cordelia Chang donated **$ 5,000** for the mobile library project.
- Together We Can Change the World approved **$ 1,550** for 5 new water wells.
- The Rotary Club Hong Kong transferred **$ 5,635** for the breakfast program at Bangkorng School.

II. Grant Submit

- 100 Toilet project (GG#13) of Rotary Sentosa $36,000 is in progress application to the global grant/rotary club international.
- Safe Health Practice ($55,000) has already been submitted to the Child's Dream Foundation. The Child's Dream management team is reviewing, and considering 2025.
- Rotary Club Central Hong Kong hosted the Library Building project with a budget of $ 80,000. The club is fundraising with other clubs to meet the requirements before submission to RI
- Dental Care Project Proposal has been submitted to Together We Can Change The World. It requested for another $8,000 for 2025.
- WASH in School GG#12 has already been submitted to the Rotary International/Global Grant and hopefully, they will approve it soon.

III. WASH Program

1. Water Well & Latrine

We extend our gratitude to our donors for their generous contributions to CCDO, which have been



instrumental in furthering our mission to enhance the health and well-being of rural communities in Cambodia. In 2024, we successfully constructed 7 new latrines for the most impoverished families, significantly improving access to sanitation and hygiene. This initiative aims to mitigate exposure to pathogenic germs transmitted through fecal matter, thereby reducing the incidence of preventable diseases that contribute to child mortality.

In addition, the project involved the construction of 20 new water wells and the provision of 20 water filters to the most disadvantaged families in the Angkor Thom community. As a result of these new installations, over 175 individuals, including neighboring households, now have access to potable water. This initiative has significantly mitigated the risk of diarrheal diseases and other infectious ailments that contribute to morbidity and mortality, as well as long-term issues such as malnutrition and stunting in children. Furthermore, the project team implemented a series of training sessions for beneficiaries, focusing on good maintenance, proper usage of water filters, and principles of basic hygiene to ensure sustainable use of the resources provided.

2. WASH in School

CCDO has collaborated closely with the Rotary Club of Sentosa Singapore on Siem Reap province's WASH in Schools (WinS) initiative. This project aims to enhance hygiene practices and overall health outcomes among students and staff. By reducing the transmission of pathogens and minimizing the incidence of communicable diseases, WinS contributes to establishing a more hygienic and safer educational environment.



This year, a total of 20 new school toilets have been constructed, benefiting over 79,859 students. In addition, the project team has implemented a series of training sessions focused on hygiene, sanitation, handwashing, and proper toilet use, aimed at enhancing the school environment and mitigating disease transmission. A total of 4,739 students participated in these training initiatives. Furthermore, GG-12 has submitted a new grant proposal, and we are awaiting its approval from Global Grant.

IV. Social Enterprise Program

1. Microloan

Together We Can Change the World has successfully implemented the piglet project, aimed at enhancing the livelihoods of local communities. Recently, the project team conducted a thorough assessment of 17 households in Angkor Thom and Prasat Bakong that were beneficiaries of the piglet distribution program. The pigs are thriving, exhibiting robust health and growth.

An evaluation of the prior pig sales revealed that these families generated an income ranging from $450 to $500 over a span of 5 to 6 months. This revenue has been strategically reinvested into acquiring additional pigs, as well as covering essential family expenditures. The project's sustainability is evident in the recipients' commitment to continuing pig farming, with many families increasing their herd sizes to between 3 to 5 pigs. This trend signifies positive improvements in their economic stability and overall quality of life.

V. Health and Well-being Program

1. School Health

Over the past year, the project successfully trained 148 nurse and midwifery students to enhance their skills in health checkups, diagnosis, and clinical sign identification. A total of 105 health screenings were conducted across various schools, reaching 27,039 students, including 13,733 females. During these screenings, 2,635 students were identified with physical and health issues. Of those, 1,736 were referred to health centers, while 899 were sent to specialist hospitals. Meanwhile, 23,034 students engaged in reading and arts and crafts activities through a mobile library while waiting for their examinations.



To ensure a unified approach to improving children's health and well-being, the project organized 15 individual meetings with schools and local authorities, which included participation from 2 district governors, 2 department of education officers, 70 school principals, and 14 commune and health center chiefs. This collaboration fostered a shared mission and allowed for the discussion of health issues identified in students.

The project also focused on advancing health education by partnering with nursing professionals and classroom teachers to cover a range of preventative health topics such as oral health, infectious diseases, hygiene, and first aid. This educational initiative was integrated into health screenings, classroom settings, and morning assemblies, benefiting a total of 28,739 students, including 14,738 females, and engaging 7,464 parents in the process.

Furthermore, the project team held discussions with 68 schools to assess the implementation of health screening initiatives, focusing on the effectiveness of physical examinations and the integration of health education into the curriculum. They also reached out to 2,139 parents to follow up on their children's health issues, particularly those who had undergone screenings. Parents reported that their children had been referred to hospitals for further evaluation and treatment based on the findings from these examinations.

The community's engagement and participation were greatly appreciated, with 760 children referred to

specialized hospitals in the city. Among these, 577 children from disadvantaged backgrounds received financial assistance for travel, food, and medical supplies, while 183 self-funded their expenses. Additionally, 78 of these children had scheduled follow-up appointments with their physicians, and many accessed necessary treatments, including medications, surgical interventions, and corrective eyewear. This comprehensive initiative has made a significant impact on the health and well-being of students in the community.

2. Dental Care

Within a year of implementation, the project team facilitated an official assembly with district education officials, primary schools, and community preschools to introduce a mandatory dental care initiative across all educational institutions. A comprehensive training framework was established for the educational program. Subsequently, 33 health educators and 96 classroom leaders were recruited and trained on an array of oral health topics, focusing on preventive care and the importance of routine dental checkups. These individuals serve as pivotal resources for ongoing education and monitoring of oral health among students.

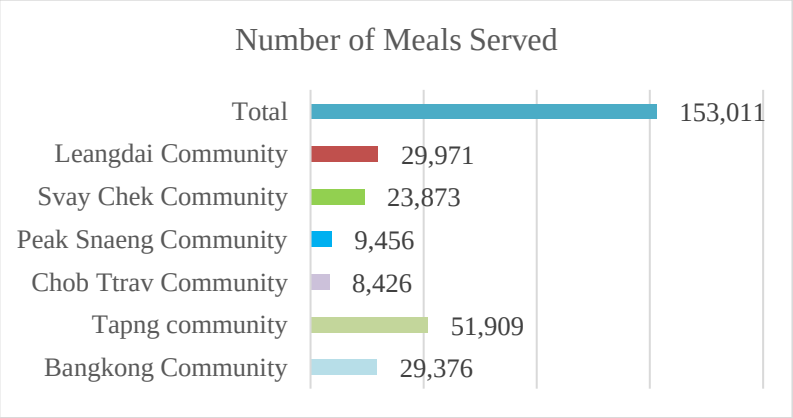


A total of 660 training sessions, including refresher courses, were conducted across 5 primary schools and 28 community preschools, engaging a total of 38,130 students in oral health education and prevention strategies. Additionally, 93 workshops focused on oral health care were executed, which saw participation from 2,673 parents, 93 teachers, and 93 village chiefs, thereby fostering a community-wide commitment to oral health promotion.

A comprehensive oral health assessment was conducted involving 2,000 students, revealing that 61% exhibited signs of dental pathology, including tooth decay, gingivitis, and cavities. As a result, these individuals were referred to local dental facilities for further evaluation and treatment. Additionally, 4,245 toothbrushes were distributed to promote better oral hygiene practices among the students. Out of the total cohort, 1,220 students accessed specialized oral health services at a dedicated hospital. Among those who engaged with dental professionals, 35% received pharmacological interventions following consultation, while 25% underwent extraction of primary teeth. Furthermore, 25% had their cavities filled, and 15% received treatment for various periodontal issues. This initiative highlights the critical need for ongoing dental health education and access to care within the student population.

3. Breakfast Program

In 2024, the breakfast and healthy snack initiative is encountering significant financial challenges that jeopardize its ability to provide meals to students throughout the academic year, specifically from January to August 2024. Throughout this period, the project successfully prepared and distributed over 153,011 meals to more than 1,093 students across various educational institutions. This included participation from schools in Tapang and Bangkong, as well as 11 preschools in Leangdai commune, 9 preschools in



Svay Chek commune, 4 preschools in Peak Snaeng commune, and 4 preschools in Chob Tatrav commune. The current funding issues threaten the continuity and sustainability of this vital program.

The project team convened with representatives from the schools and local authorities, including parents, to communicate the financial challenges currently hindering our ability to continue providing meal services for students. Additionally, we were able to present attendance statistics from the participating schools, which showed that over 95% of students have been consistently attending school and achieving impressive results in their final examinations.

4. Women's Empowerment Project

5.1.1 Women Empowerment by SI

Supported by Soroptimist International funding, the CCDO advanced its mission to enhance the knowledge and life skills of women and girls through the Women Empowerment for Education and Life Skills project. Over the course of one year, the project successfully met all established indicators and objectives. Key achievements included the recruitment and training in various pertinent subjects, which significantly contributed to the personal and professional development of women and girls in the community, facilitating their pursuit of aspirations. Below are the primary activities conducted during the project that highlight these accomplishments:

No	Project Achievement	Achievement	Target	Number of Participants
1	Recruiting women and girls	1,288	1,000	1,249
2	Health Care Training	75	75	1.372
3	Gender Equity	75	75	1,479
4	Personal Development	75	75	882
5	Business (SME) training	75	75	653
6	Media Campaign	5	6	25,340
7	Public Seminar	12	12	1,771
8	Community Forum	6	6	1,020
9	Building Confidence	750	750	1,615
10	Raise Women Awareness	12	12	784
11	Home Visit	512	750	512

12	Convening Discussion Roundtable	**7**	8	84
13	Provide ID Poor	**584**	750	584
14	Create Smart Women	40	40	40

We extend our gratitude and commendation to the women and girls who participated in our project training courses. As a result of these efforts, 135 women have successfully initiated local small businesses within their communities. Among these, 108 have engaged in livestock management, focusing on poultry and dairy production, alongside establishing vegetable gardens. Additionally, 27 women have entered the food retail sector, operating from their homes as well as managing mobile vendors offering groceries, vegetables, and snacks.

5.1.2 Women's Empowerment funded by Starr Moore

Over the course of one year, the project successfully met all established indicators and objectives, including the recruitment of 218 women and girls. A diverse array of training sessions were executed, focusing on healthcare, gender equity, personal development, business startup, and self-confidence enhancement. Additionally, a comprehensive media campaign was launched to promote awareness of women's rights, gender equity, and access to public services.

The project team collaborated with local authorities to facilitate multiple public seminars, awareness programs for women, and community forums within the target demographic. These initiatives provided a platform to identify and address the barriers and challenges faced by women, particularly concerning their rights, gender equity, and access to decision-making and public services. Below are the key activities achieved throughout the project.:

No	Project Achievement	Achievement	Target	Number of Participants
1	Recruiting women and girls	200	200	218
2	Health Care Training	12	12	218
3	Gender Equity	14	12	282
4	Personal Development	12	12	218
5	Business (SME) training	13	12	218
6	Media Campaign	1	1	2400
7	Public Seminar	2	2	67
8	Community Forum	5	5	166
9	Building Confidence	117	100	117
10	Raise Women Awareness	3	6	78
11	Home Visit	75	100	75

12	Convening Discussion Roundtable	1	1	7
13	Provide ID Poor	80	100	80
14	Create Smart Women	10	10	10

The project team conducted a comprehensive evaluation of the educational and training initiatives, uncovering noteworthy outcomes for participants. Specifically, the women involved in these programs demonstrated significant advancements in critical competencies and knowledge areas that not only facilitate their personal development but also extend benefits to their families and wider communities. The strategic enhancement of financial literacy, combined with an enriched comprehension of women's rights, has effectively empowered participants to adeptly navigate and address a spectrum of socio-economic challenges they face. This transformative process underscores the integral role of education and training in fostering resilience and agency among women in these contexts.

Out of 218 participants, 54 women and girls have initiated entrepreneurial ventures within their communities. This cohort includes 9 individuals engaged in food and snack sales, 15 operating mobile grocery services, one managing a mobile soft drink outlet, and another selling gasoline in containers. Additionally, 3 participants are functioning as intermediaries, sourcing goods locally to distribute in the town.

Among the remaining 27 women, who lack confidence in pursuing more commercially oriented businesses, many are involved in agrarian and artisanal activities. They are engaged in vegetable cultivation, rice farming, crafting artisanal products, and producing rattan baskets and women’s hand wallets. Some are also raising pigs and chickens to provide supplementary income for their families, specifically aimed at offsetting daily food costs and educational expenses for their children.

VI. Education Program

1. Tapang Campus:

1.1 English Program



We are pleased to announce that 466 students successfully participated in our English education program at Tapang School, demonstrating significant advancements in their language skills. The students not only improved their abilities to write, spell, and pronounce words accurately but also adhered closely to their instructors' guidance.

It is noteworthy that students actively engaged in practicing English both in and outside the classroom, which contributed to their progress. A particularly marked improvement was observed among those at the intermediate level, who demonstrated the capability to compose coherent short paragraphs or narratives about their personal experiences and aspirations. Additionally, these students were able to converse effectively with visiting guests. Looking ahead to the 2024-2025 academic year, our English teaching staff has successfully recruited 434 new students to our program, spanning

levels from beginner to intermediate.

1.2 Computer Program

We are pleased to report notable learning outcomes from the recent computer literacy training program implemented at Tapang School. Among the 98 students enrolled, 28 successfully completed the program and received certification. Additionally, 42 students are progressing in specialized training modules focused on Microsoft Word and Excel, while another group of 28 students is concurrently training in Microsoft Excel and PowerPoint.

Our evaluations indicate a substantial enhancement in students' technical competencies. Participants have demonstrated proficiency in essential typing skills and a solid understanding of the operational features of Microsoft Word and Excel, in alignment with the predefined curriculum standards. These advancements suggest that the training program has effectively met its educational objectives.



1.3 Preschool Program

We are pleased to announce the successful advancement of 22 preschoolers in this academic year. Of these, 14 students have transitioned to middle kindergarten, while 8 have ascended to high kindergarten. Their learning trajectory this year has been commendable, with students demonstrating significant proficiency in a variety of foundational skills.

Throughout the year, they developed numeracy skills, confidently counting from 1 to 20. They also displayed competence in color recognition, identification of classroom objects, shapes, and sizes, as well as familiarity with both Khmer and English alphabets.

In addition to cognitive skills, the children exhibited remarkable engagement in their daily routines and participated enthusiastically in a diverse range of musical activities, including singing and dancing. Fine motor skills were further enhanced, as all students effectively utilized pencils and crayons, successfully tracing letters and numbers while applying color with accuracy. This holistic approach to early childhood education has laid a solid foundation for their future learning endeavors.

1.4 Library Program

In collaboration, our computer and English teachers effectively guided students in engaging with literature tailored to their reading levels, targeting improvements in spelling, pronunciation, and reading comprehension. This academic year, a total of 1,944 students (10,287 girls and 9,572 boys) utilized the library at Tapang School to explore their preferred texts, resulting in 1,944 books being borrowed for home reading or weekend study.

Further analysis reveals that 62% of students are diversifying their reading materials across various topics, while 28% are utilizing the library resources to complete homework assignments. Additionally, 7% of students are participating in artistic activities, and 3% are engaged in gaming. These statistics indicate a significant behavioral shift among students, transitioning from gaming towards reading and

completing homework during their downtime between classes.

1.5 Uniform and study material distribution

In the 2024 academic year, CCDO successfully distributed a total of 400 sets of school uniforms and 800 packages of educational materials at Tapang Primary and Secondary School. Each educational package comprised three notebooks, a red pen, a blue pen, a ruler, an eraser, and a pencil sharpener, collectively aimed at equipping 400 underprivileged students with essential academic resources. This initiative not only provides the necessary tools for effective learning but also includes the provision of new uniforms to enhance the students' educational experience.



In addition to this effort, we secured a significant donation of 1,000 sets of new school uniforms and 1,000 pairs of shoes, designated for an additional 1,000 underserved students selected from 30 remote schools located in the Banteay Srei and Soutr Nikom districts. We would like to express our sincere gratitude to Uniform for Hope for their ongoing financial support, which is pivotal in facilitating transformative educational opportunities for these students.

2. Tabrok Campus:

1.1 English Program



We were so impressed with the commitment and academic learning outcomes of the students in Ta Brok school in which they all tried their hardest to improve their English and passed their English level exam and move up to higher level.

In addition, there are various topics were taught such as the English alphabet, pronunciation, grammar, and everyday English conversation follow with our English Family and Friend course book. Based on the training evaluation test and observed, we found that student have improved their basic English communication including listening, speaking, pronunciation and reading and writing skill from day to day where they could well follow their teacher’s instruction. Meanwhile 29 students in grade sixth have graduated from our English education program where they moved to secondary school.

Moreover, our English teacher worked with school principal and classroom teachers recruited 45 new students from grade 2 in which we 152 students in our English Education Program in the academic year 2024-2025.

1.2 Computer Program

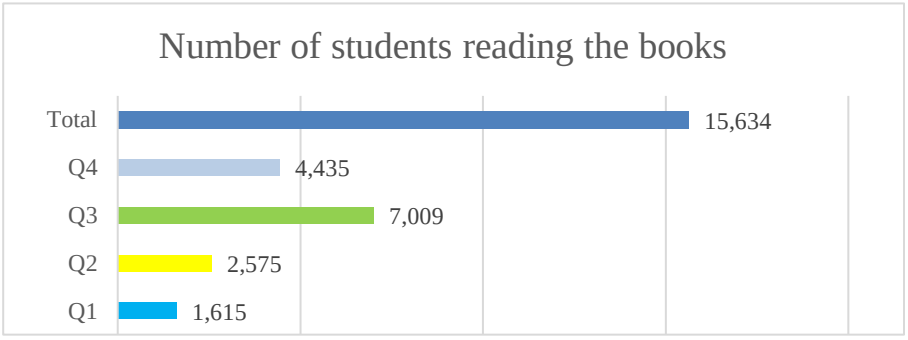
We are pleased to report significant progress in the computer literacy training program at Ta Brok School for the 2024-2025 academic year. Out of 70 enrolled students, 30 have successfully completed the training program, while 40 are currently advancing their skills in Microsoft Excel, PowerPoint, and typing.



Training evaluations and observations indicate notable improvements in students' competencies, particularly in basic typing, as well as the proficient use of Microsoft Word and Excel, aligning with our established curriculum standards. Additionally, our trainer has successfully recruited and enrolled 30 new students, bringing the total enrollment to 70, which corresponds with our current computer resources.

1.3 Library Program

The project team collaborated closely with the principal and faculty to promote student engagement in research and independent reading within the library setting to enhance educational outcomes. We noted a discernible increase in student visitation patterns, with many students utilizing their break times or waiting periods for English and computer classes to access library resources.



Analysis of data revealed a progressive increase in library patronage at Ta Brok School, measured across successive quarters. Notably, there was a decline in the number of students visiting the library in Quarter 4 compared to Quarter 3, which can be attributed to the academic year break. Furthermore, a cumulative total of 2,319 books were borrowed and subsequently returned by students, who were motivated to read either collaboratively with siblings or independently during weekends and school holidays at home.

3. Mobile library Program

During the 2023-2024 academic year, our mobile team engaged in a collaborative initiative with 65 primary schools in the Pouk district, focusing on enhancing reading skills and educational outcomes among students. We coordinated discussions with school leaders to establish tailored reading event schedules designed to effectively address the specific needs of each institution.

We extend our gratitude to the principals and teachers for their unwavering commitment and active participation in the project. Their leadership was vital in encouraging students to interact with our mobile library, aligning with the project's objectives to foster a culture of reading.



Notably, we observed a significant transformation in the students' reading habits. Initially, there was a lack of interest when our mobile library first visited these schools. However, engagement increased markedly as students discovered a wealth of appealing literature, resulting in their enthusiastic return to the mobile library upon our visits.

In total, 59,347 students (comprising 32,145 girls and 27,202 boys) participated in this reading campaign, during which 4,063 books were borrowed and subsequently returned. To further stimulate interest, the project procured 915 new folktale books across diverse topics, supplemented with art and craft materials to maintain engagement among the students.

4. Digital Literacy Program

A total of 540 educators across 44 primary schools in the Pouk district underwent training focused on essential computer administration skills. The curriculum encompassed Microsoft Office applications including Word, Excel, and PowerPoint, alongside foundational competencies in Google platforms and social media tools such as Telegram and Messenger. Additionally, the program addressed basic data analysis techniques, significantly enhancing the teachers' work performance and overall effectiveness.



We commend the teachers for their impressive engagement levels, boasting an annual attendance rate of 96%. Notably, all participants successfully completed the program, leading to the distribution of 44 comprehensive computer manual books for reference in each school.

To assess the training’s impact, an evaluation conducted by our trainers revealed that the newly acquired digital literacy skills have become integral to the teachers' daily tasks. They effectively utilized these skills to develop teaching flashcards, conduct data analysis, and prepare reports for school management. Feedback indicated high satisfaction levels regarding the training course and the quality of services provided.

5. English Literacy Training at Banteay Srey Community

The English Literacy Training project has successfully engaged 62 teachers over a two-year period, significantly enhancing their English proficiency through focused training in language skills and UMBC courses. Our evaluation results indicate that the teachers surpassed our expectations in terms of language fluency and the application of effective teaching methodologies.



Throughout the training, our project trainers provided individualized support through structured observations and mentorship, ensuring that each teacher integrated the newly acquired techniques into their instructional practices. The assessment of teaching performance revealed that 77% of the participating teachers achieved excellence, while 23% demonstrated a commendable level of proficiency in their teaching.

To further gauge the impact of the training on student learning outcomes, we conducted an endline satisfaction survey with a sample of 307 students. The findings indicated a strong positive response: 40% of students reported being very satisfied with their teachers' performance, 45% expressed satisfaction, and 15% noted that they were fairly satisfied. These results underscore the project's effectiveness in enhancing both teaching practices and the overall performance of English educators.

6. English Literacy Training at Oddar Meanchey and Siem Reap



In the wake of the conclusion of the English Literacy Training Project at Battambang Teacher Education College in 2023, Child's Dream Cambodia initiated a new educational initiative targeting Sotr Nikum and Anlong Veng districts for the 2024-2025 period. Officially launched in February 2024, this project has successfully enrolled 356 teachers from both primary and secondary schools. The inaugural fiscal year is structured from February 2024 through January 2025 and includes a comprehensive curriculum comprising 225 hours of training, equating to 15 academic credits, to enhance the professional development of participating teachers.

Within a year of implementation, the project met its intended objectives with notable outcomes. English proficiency assessments conducted for 356 educators indicated that 19% achieved the intermediate level, 38% reached the pre-intermediate level, 34% attained the elementary level, and 8% were classified at the beginner level.

The training sessions focused on diverse English proficiency themes and incorporated contemporary pedagogical methodologies, techniques, and strategies to enhance both communication and instructional competencies. Monthly assessments based on proficiency levels demonstrated that all participating teachers met the minimum threshold (Score ≥ 50 marks), with 80% scoring 65 or above and the remaining 20% scoring below this threshold.

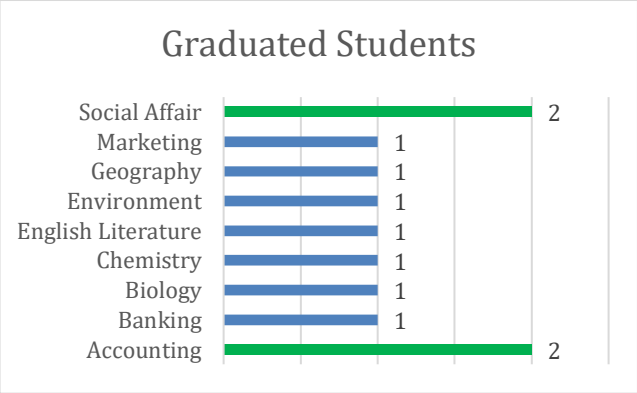
Classroom observations and coaching were carried out with 204 teachers, yielding evaluation results of 0.61% rated as excellent, 31.29% as very good, 58.90% as good, and 9.20% as poor. Two exchange visits

were executed, with the first in July 2024 involving 321 teachers alongside 6 DOE officers, while the second visit comprised 348 teachers and 8 DOE officers.

2 Teaching Quality Measurement (TQM) workshops were organized, with 322 teachers and 2 DOE officers participating in the initial workshop focused on phonics, learning styles, and engaging activities for young learners. The second workshop attracted 324 teachers and 2 DOE officers, concentrating on vocabulary development, lesson planning, and interactive activities for young learners.

A student satisfaction survey was conducted, revealing that 15.6% of students were "Very satisfied," 28.8% were "Satisfied," 49.4% reported being "Fairly satisfied," 5.3% were "Dissatisfied," and 0.8% identified as "Very dissatisfied." This feedback highlighted a spectrum of responses regarding instructional methods, materials, motivation levels, classroom environment, and management practices. Notably, many students expressed the need for innovative instructional approaches, diverse study materials, and content that aligns more closely with their proficiency levels.

7. Scholarship Program



We extend our heartfelt congratulations to the 11 scholarship recipients who have successfully graduated from their respective universities and secured employment across various organizations and private sectors. This achievement not only allows them to gain financial independence but also enables them to contribute to their families' daily expenses.

Additionally, we commend our two high school students who excelled in their Grade 12 national examinations and have since enrolled in university programs, marking a significant academic milestone.

To keep our donors informed about the educational progress of our scholarship beneficiaries, our team conducts regular home and school visits, providing comprehensive updates through donor letters and videos. Furthermore, CCDO remains steadfast in its support for 13 current scholarship students pursuing their university education, facilitating their journey toward realizing their academic and career aspirations.

8. Bikes Distribution:

CCDO, in partnership with the Rotary Club Sentosa Singapore, has successfully executed an initiative resulting in the distribution of 1,171 bicycles to economically disadvantaged students across 160 educational institutions within 12 districts in Siem Reap province.



In addition to the bicycles, we provided an extensive collection of educational supplies, including 3,612 notebooks, 2,408 blue pens, 2,408 red pens, 1,204 pencils, erasers, sharpener sets, plastic folders, and 1,204 pairs of footwear, to three primary schools located in rural areas. Alongside these materials, we also supplied sports equipment comprising 11 volleyballs, 11 soccer balls, 5 basketballs, and 5 jump ropes. Additionally, we undertook the planting of 10 papaya and 10 banana trees at Don Keo Secondary School.

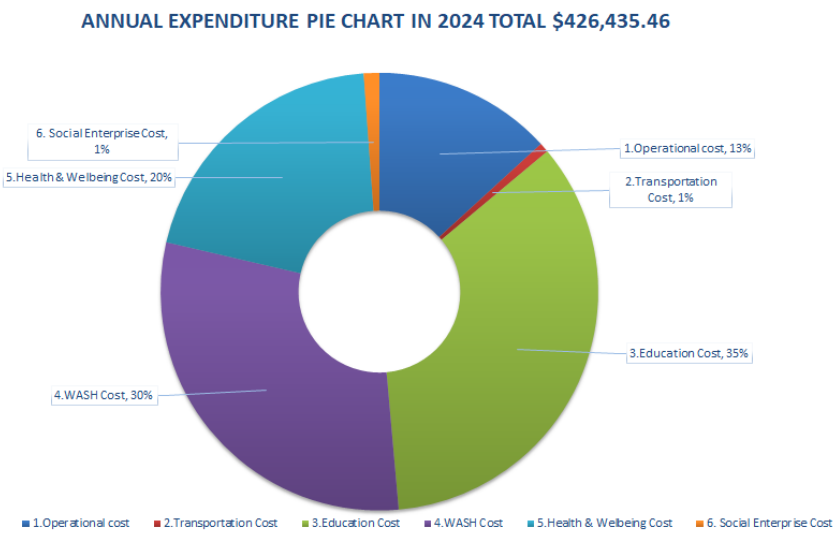
Furthermore, we established two computer laboratories in Don Keo and Kunream secondary schools. Each facility is equipped with 15 laptops and 15 desktop monitors, along with an appropriate set of tables and chairs. This infrastructure will directly benefit 771 students, equipping them with essential digital skills and enhancing their learning experience.

VII. FINANCE AND ADMIN

ACCOUNTING & TRANSPARENCY

CCDO adheres to the highest standards of quality, transparency, accountability, and effectiveness in all operations. We ensure compliance with the regulatory frameworks established in Cambodia, including the Cambodian General Department of Taxation (GDT), which governs tax laws and regulations; the Accounting and Auditing Regulator (ACAR), which oversees the accounting and auditing professions to ensure the integrity and reliability of financial reporting; and the Ministry of Labour and Vocational Training (MLVT), which manages labor relations, oversees Khmer worker certifications, occupational health services, and foreign labor regulations. CCDO is formally registered as the Cambodian Community Dream Organization and fully complies with all pertinent MLVT requirements.

We finalized the audit report for the annual financial statements for the year 2023. Additionally, our administration has relocated to a new office situated in Treang Village, Sangkat Slor Kram, Siem Reap District, Siem Reap Province. We successfully communicated the new address of the CCDO to the Ministry of Interior and the General Department of Taxation.



During the fiscal year, CCDO reported total revenue from general donations and grant funding amounting to $425,245.23. In contrast, expenditures totaled $426,433.46. Despite the apparent overspending, it's important to note that the organization operates

under varying fiscal timelines for different grants and projects, with our financial period closing annually on December 31. This allows for a nuanced understanding of funding allocation across distinct fiscal years without resulting in a true deficit.

Thanks to our generous donors!

Rotary Club Sentosa Singapore

Opening Doors to a Bright Future

Child's Dream Cambodia

Texel Foundation

Rotary International

Rotary Club of Phnom Penh Metro

Bastion

Starr Moore

Central

Together We Can Change the World www.TWCCTW.org

SE Asia Foundation it takes a girl to raise a village

Friend & CCDO Families

The Forgotten International

Uniforms For Hope Helping Children Worldwide

Tawingo Fund