CCDO Annual Progress Report
January-December 2025

I. Income

- TWCCTW funded **$ 8,000** for Dental Care Project
- TWCCTW funded **$ 7,150** for Wells
- TWCCTW funded **$4,786** for shoes
- Anonymous donation **$ 5,000**
- Beth & Kevin Hoffman funded **$ 7,850** for wells and latrines
- Uniforms for Hope funded **$ 10,000** for School Uniforms
- Bastion Foundation funded **$ 8,000** for Digital Literacy Training Project
- Soroptimist International funded **$ 22,278** for WEP
- Jim Riley funded **$ 6,000** for support of Samnang Family
- Texel Foundation funded **$ 19,600** for School Health Project
- Texel Foundation funded **$ 20,282** for Health and Safety Practice in School Project
- Child's Dream funded **$ 64,260** for English Literacy Training Project
- Rotary Club Sentosa funded **$ 35,388** for WASH in School Project for GG12
- Individuals Donation **$ 17,455** for operational.
- Cordelia Chang funded **$ 12,000** for Mobile Library Project in 2026
- Tawingo/SE Asia funded **$ 10,000** for support operational expenses
- Starr More donated **$ 10,000** for general fund
- Paul Schreiber funded **$ 8,000** for Digital Literacy Training Project
- Rotary Central Hong Kong funded **$ 2,642** for Breakfast Program
- Rotary Club Sentosa funded **$ 18,000** for Village Toilets Project for GG13
- Rotary Club Sentosa funded **$ 4,000** for 2026 Bike Distribution Ceremony
- Soroptimist International funded **$ 12,500 (50%)** HERA project

II. Grants Submitted

- RC Sentosa have submitted Global grants as follows GG 13 for 100 toilets GG 14 for 100 toilets GG 15 Toilet blocks in school
- Soroptimist International: HERA Project
- Starr Moore: HERA Project
- Clean Village Project
- Child's Dream Cambodia: English Literacy Training Project at Svay Leu and Varin District, Siem Reap Province
- Integrated Education Support Program for Tapang Primary School
- TWCCTW: Shoes to school project
- Rotary White Plains: Improving Health and Sanitation Through Water, Sanitation, and Hygiene (WASH) Support in Chhub Tatrav Commune and Integrated Education Support Program for Tapang Primary School

III. WASH Program

1. Water Well & Latrine

In Cambodia, access to sanitary facilities, clean water, and good hygiene still remains challenged and restricted, particularly in rural areas where many rural communities still lack access to clean water and adequate sanitation, which negatively impacts their everyday life and health despite the development in urban regions.



In 2025, CCDO installed 47 new water wells, and repaired 1 well included 48 water filters distributed to 48 poor families in the community of Angkor Thom, Pouk, Prasath Bakong and Siem Reap districts where 290 people benefited. In addition, the project team also conducted several training courses on well maintenance for long-term use and the proper use of the water filter to prevent waterborne diseases transmission which impacted long-term healthy sustainability.

Moreover, the CCDO built 11 new toilets for poor families in rural communities in order to eliminate open defecation and preventing of the common diseases spread out like diarrhea, cholera, and waterborne diseases, which can stunt children's growth and cause death and also kept the privacy and safety for women and girls and reducing risks of harassment or assault.

2. WASH in School

We are grateful to the Rotary Club Sentosa, Singapore and Rotary International for their diligence and dedication to enhancing WASH in Schools (WinS) and improving sanitation in areas where the schools have inadequate toilets. Finally, the GG12 application for five school toilets was approved.



In 2025, CCDO worked with school management committees and local constructors built 4 toilets with 16 rooms in Vesavan, Sambat, Domrie Kon and Anchan primary schools in Siem Reap province to fulfil the needed. In addition, the new school toilets greatly improve accessibility to sanitation and maintain privacy included reducing risks of harassment or assault especially girls where 1,717 students and teachers benefited.

IV. Health and Well-being Program

1. School Health Phase II

We were very grateful to **Texel Foundation** funding. CCDO was able to continue the early detection and intervention of health screening (school health project) which truly impacts children's and young people's lives. As a result, their development skills, health, and prospect for successful lives greatly improved.



The project worked with 70 schools/health teachers for continuing education and observation of children, 280 nursing and midwifery students were trained to be professional clinical examiners, and 24,789 kids (12,945 female) received general health and physical health checkups. 1,916 children were found to have various health problems and diseases/illnesses; 846 kids were referred to health centers; and 767 were referred to a specialized hospital in the city.

In addition, 24,789 students and 10,020 parents received education by nurses and a midwifery team on various health prevention and first aid topics while they were waiting for their child's screening, and more than 25,683 kids received education from teachers in classrooms via general assembly every morning. 210 banners and basic health prevention signs were distributed. Moreover, 18,055 students participated and did some art craft through a mobile library while waiting for the physical examinations,

2. Health and Safety Practice in School:

Under funding from TEXEL Foundation, CCDO continued the mission to improve the public health, preventing the non-communicable and communicable diseases and pandemics spread out in communities which make individuals healthier and stronger communities and healthier lifestyles.



The Health and Safety Practice in School (HSPS) project was acknowledged and good collaboration with PoEYS and DoEYS health department especially schools and local authorities target areas where 50 school health teachers were recruited from 25 schools and provided ToT on Primary Health prevention, Reproductive Health, STIs and HIV/AIDS, First Aid, Road Safety, Anti-Drug use and Early Marriage including Human Trafficking. They will serve as trainers for continuing education to their students.

Within six months, the project team worked with school health teachers in the target schools provided 242 session/classes to 6,821 students (Female: 3,443) on nutrition, 142 sessions were training to 4,456 students (Female: 2,246) on food safety, 52 sessions were training to 1,807 students (Female: 1,104) on

puberty, reproductive health, and personal hygiene and 128 sessions were training to 3,849 students (Female: 1,998) on oral health prevention.

The project team also conducted monthly meetings and coaching with school health teachers to discuss the students' learning progress and behavior change including sharing the challenges, best practice, exchange ideas, resources, and teaching strategies where 84 school health teachers participated. Moreover, the project team also worked with local authorities conducted 31 health prevention awareness on Nutrition, food safety, and oral health care where 1,718 parents, 6 commune chief (CC), 29 commune council for Women and Child affairs (CCWC), 30 village chiefs (VC), 28 village health support groups (VHSGs), and 35 police officers participated.

Furthermore, the project team joined 16 Commune Management monthly meetings with local authorities in the target areas to share the Health and Safety Practice Project activities and objectives including the community awareness planning and updated the project achievement where 16 CC, 103 commune council members (CCM), 16 CCWCs, 327 VCs and village members (VMs), 16 police officers, 48 teachers, 13 health center chiefs (HCC), 40 community presentative (CP) and child club members (CCM) and 8 district representative participated. It was a fruit meeting where all local authorities appreciated collaborating with the CCDO to improve the health and well-being of the people in their community.

3. Dental Care Project Phase I

Regular brushing, flossing, and a healthy diet greatly lower the risk of dental decay in kids while also addressing typical childhood problems and improving overall health and well-being of school children.



We are so grateful to Together We Can Change the World for continuing to fund the dental care project. The project works with six primary schools and 28 community preschools in Angkor Thom district to improve the oral health care of the children.

In addition, the project team worked with 58 principals and classroom teachers provided oral health care education on proper tooth brushing practices in schools and at their home, including reducing sugary drinks. 2,200 students benefited from this training. Moreover, we are so excited to see the students' habits changing. Teachers reported 72 % (1580 students) of students brushed their teeth regularly before coming to school. 28% (620 students) of students are preschoolers, but their teachers keep guiding them to brush their teeth at school every morning. Meanwhile, the project team also conducted two workshops of dental awareness to encourage parents to keep making sure that their child is using proper brushing and flossing techniques, has regular dental check-ups, and knows the impact diet can have to prevent tooth decay, cavities and mouth infections. 60 parents attended.

Furthermore, the project provided 2,200 toothbrushes to 1,580 primary school students and 620 preschoolers, including 18 banners of oral health care to six primary schools for educating their students in the classroom and every morning during the national anthem.

4. Dental Care Project Phase II

Within these 9 months, the project team worked with the DoEYS officer in Angkor Thom district recruited and trained 59 classroom teachers on oral health topics, focusing on oral problem causes and preventive and selected 130 classroom leaders to be responsible for the importance of routine dental checkups to ensure all students have brushed their teeth every morning at home before come to school and 2,340 students benefited from this new project.



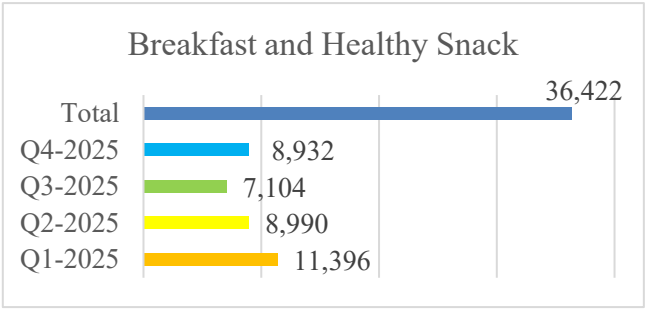
In addition, 1,051 sessions initial and refresher training of the dental care on oral problem causes/signs, oral disease prevention including avoid cavities and gum disease where 36,960 students participated. Moreover, we were grateful with the classroom teachers and the classroom leaders where they regularly checked tooth brushing practice, in which 98% of students brushed their teeth properly every day at home before coming to school. However, we found 6 % of students had some primary tooth cavities and decay.

Parents are playing a vital role in order to achieve oral health issues prevention, the project team collaborated with the local authority in the target communities conducted 54 dental care community workshops on basic oral health prevention where 1,998 parents, 54 village chiefs, 50 village health support group and 25 teachers participated.

Meanwhile, the project provided 4,640 new toothbrushes to 2,340 students in the target schools to promote regular teeth brushing practice including 51 set of dental care banners for classroom and morning national anthem education. Furthermore, 53 students were referred to visit specialist dentist in town where they've got proper treatment such as cleanings, fluoride treatment, fillings, tooth extractions and medicine with CCDO funds support for medical fee and transportation and other 90 children were referred to local health centers as they have minor oral health issues.

5. Breakfast Program

CCDO believes that breakfast is an important meal for students because it fuels their brain and physical development, improves concentration, and supports academic success where we have worked closely with individual donors and community to keep the healthy breakfast and snack project running and ensure that children came to school without an empty stomach.



In 2025, the project cooked over 36,422 meals and served to over 203 school kids in Tapang and Bangkong primary schools from Monday to Saturday with local menus such as Fish/ Chicken Porridge, Rice with fish or fried morning glory, Rice with sour fish/pork wax melon soup, Rice with pork soup, Friday: Rice with sour fish/pork wax melon soup and bread with milk etc. In addition, the schools' reported that the school attendant rate was over 96% and 98 % of the students passed the school academic

year of 2024-2025.

6. Women's Empowerment Project

CCDO has worked with multi-partners and donors especially the local authorities where we committed to empower women and girls especially the disadvantage women who challenges and seeking to change the current life barriers including gender norms, discriminatory, social participation, and gender equity etc. Through the ***Women Empowerment for Education and Life Skills Project***, CCDO has built women and girls capacity to be more confident, be capable of critical thinking, communicate effectively, enabling problem-solving, imparting financial literacy, build healthy relationships, challenge societal norms, fight for their rights, and leading them to take personal actions or actions toward others, as well as to fulfilling their lives to have better future and also positively impact society. Within a year, the project team has achieved:

No	Project Achievement	Achievement	Target	Number of Participants
1	Recruiting women and girls	1,215	1,000	1,285
2	Health Care Training	75	75	1.557
3	Gender Equity	75	75	1,460
4	Personal Development	75	75	1,681
5	Business (SME) training	75	75	1,651
6	Building Confidence	120	750	120
7	Media Campaign	5	6	15,340
8	Public Seminar	13	13	302
9	Community Forum	7	7	212
10	Raise Women Awareness	13	13	311
11	Home Visit	120	750	120
12	Convening Discussion Roundtable	4	4	60
13	Provide ID Poor	200	200	200
14	Create Smart Women	42	42	42

Following the table above: the project was successfully achieved all indication where 1,215 of women and girls recruited and participated with project various training topics, which was over 128.5% if we compare to the target. Within a year, 420 training of Health Care, Gender Equity, Personal Development, Business (SME) and Building Confidence courses were trained, and 38 sessions of Media Campaigns, Public Seminars, Community Forums and Raise Women Awareness were conducted to promote women rights and gender equity and social participation.

In addition, 42 smart women were recruited as representatives and women group leaders who responsible to coordinate and facilitate the trainings and meetings. We appreciated the works of Smart Women who have been doing great from the beginning such as provided coaching and supporting the women are

facing difficulty or issues in their community including reporting the incidents happened to village chiefs and CCWC for intervention.

The project team collaborated with the local authorities (Smart Women, village chiefs and CCWC) visited 785 families who have family challenges and issues such as family economic hardship, health issues and domestic violations etc. to provide support and social support services.

Moreover, the project team participated the convening roundtable discussion meetings and reported the challenges that women and girls especially the disadvantage women are facing in the community such as lack of secure income, domestic violence, climate change impacts, and limited work opportunities. Following the CCWC reported, the commune council provided interventions to those 785 families, of which 200 received Poverty ID Cards and 165 received risk certificates and another 420 families received social support services from their local authorities. Meanwhile, the commune chiefs announced that 62 women from the Smart Women and Women Group, in which 2 of them were selected and promoted to be a village chief position and 60 other women were elected as village members. Based on this good news, which represented that women were promoted and acknowledged their rights, competency and leadership skills.

Furthermore, 22.22 % (270 women) out of 1215 women and girls participated with our ***Women Empowerment for Education and Life Skills Project*** trainings and workshops started local business and learned vocational skill such as 109 women successfully started vegetable farms and livestock within their available resources, 120 women are producing handicraft products (palm-leaf boxes, baskets and mats), 15 women producing and selling Khmer Noodle (Nom Banh Chok), 11 women running mobile food and vegetable selling and 15 women were trained tailoring skills and started local tailor shops in their communities. Based on our observation and interviewing with those women, they reported that they can earn an average about $5 a day which it really impacted to their family where The income can cover their daily expenses like food, their children's education, and they can at least save $1 a day for any emergency expenses.

V. Education Program

1. Tapang Campus:

1.1 English Program

Congratulations to all our 405 English students learning progress and achievement in the academic year of 2024- 2025 where they have successfully passed their annual exam. Meanwhile, 59 of students (Male: 18 and Female: 41) graduated from our English education and continuing to high school. Based on the education evaluation result, the students have improved their English language skills with a remarkable including reading and pronunciation, writing essay, listening, speaking and communication.



The new academic year 2025–2026, 394 students (174 males and 220 females) enrolled with our English education program in Tapang school where 122 students (30.96%) were in the Starter Level, 73 students (18.53%) in Level 1, 106 students (26.90 %) in Level 2, 51 students (12.94 %) in Level 3 and 42 students (10.66 %) in Level 4. In addition, the students learned a wide range of English activities, including learning grammar structures, writing paragraphs, drawing pictures, learning phonics, reading texts, and

practicing conversations with teachers and classmates.

Within these three months, the level starter students learned unit 1 on English alphabets (A.a to Z.z) and School – Reading, level 1 students learned unit 1 on School Things – Phonics, the level 2 students learned unit 1 on Snack Time – Phonics, the level 3 students learned unit 1 on A Day in My Life – Writing and the level 4 students learned unit 1 on Lots to Do! – Writing. Furthermore, they also were taught grammar structures such as "What's this/that? This/that is my, the use of "have" with I, "like" and "likes," "So do I / Neither do I," "wake up" and "wakes up," and "have to" and "has to" etc. included phonics long "u" sounds (u_e, oo, ue) and consonant blends (pr, br, dr, gr, fr). such as *Students of the Future*, *How Does Fruit Grow*, *Diego's Day*, and *Magical Malls!. The overall attendant was over 91%.*

1.2 Computer Program

We greatly appreciated the 98 students' excellent learning outcomes with our computer literacy program



at Tapang School for the academic year 2024-2025 where 56 students have successfully completed **Basic Microsoft Word, Excel and Power Point** and graduated from our training program via the other 42 students completed **Introduction of Computer, Basic Microsoft Word and Excel** courses.
In addition, our computer teacher recruited 56 new students and enrolled for new academic year of 2025–2026, in our computer literacy program including 42 students from last year where we have 98 students are learning with our computer literacy program.

In the first quarter of 2025-2026, the new students were trained on Basic typing skills in both English and Khmer, including proper finger placement and correct hand positioning on the keyboard by practice of typing program. Meanwhile, the 42 students were trained more on both Khmer and English articles exercises. According to the learning observation, students are keeping good attention on computer skill and they have improved a lot on both technical and practical computer skills which they have confidently in typing both English and Khmer (writing letters, paragraph and storytelling).

1.3 Preschool Program



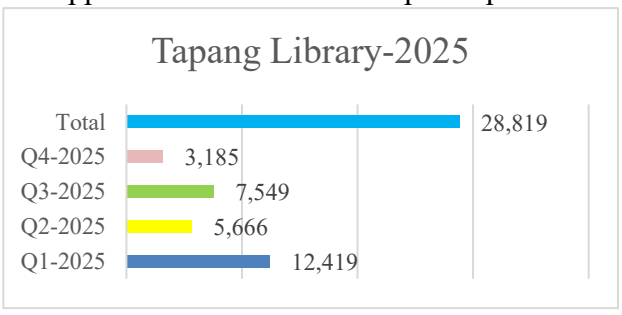
Early education is an essential tool for children to develop a range of capabilities in the future, such as brain development, emotional and cognitive abilities, social and emotional growth, and success in later life.

Congratulations to our 18 preschoolers that they have graduated for the academic year 2024-2025 from our ECE program and continued to the state school kindergarten, in which 8 students continued to Kindergarten Level 2 and 9 students continued to Kindergarten Level 3. However, 1 student was requested by her parents to stay for 1 more year due to her young age.

In the new academic year of 2025-2026, we have recruited and enrolled 17 children with our Early Education program. Within this first quarter, the children were educated on how to greet, Say yes (Bat and Char), Knowing their name, brushing the teeth, using toilet, Standing or walking in line, PE, Day of the week, Month of the year, Khmer Alphabets and Numbers etc.

1.4 Library Program

We appreciative with students' participation with our library activities during their leisure time or before their computer and English classes where they regularly visited the library to read various books which impacted to their English learning progress.



Within a year, 28,819 students (16,939 girls and 11,880 boys) visited our library at Tapang school which increased over 45.12% if we compare to last year of 2024. In addition, 1,875 books with various topics were borrowed for home reading or weekend study. Moreover, 32.74% of students used the library's resources to finish their homework, 23.24 % of students did arts and games, and 44.03 % of students read various English and Khmer books.

1.5 Uniform and study material distribution

We are grateful to Uniforms for Hope for funding the school uniforms to poorest children in Cambodia to reduce absenteeism, improves academic performance, and helps children feel equal and confident among their peers. CCDO worked with DoEYS and school principals where we have donated 1,000 school uniforms and 1,000 pairs of shoes poorest students from 103 primary schools in the Prasath Bakorng, Pouk, Angkor Thom and Soutr Nikom districts Siem Reap province.



The new school uniforms absolutely affected the poorest student's quality of life that they aren't worried about their appearance or facing bad stigma for their old clothes and they can concentrate on lessons, improving both behavior and academic outcomes including friendship and respect among students.

In addition, we also thank TWCCW for their kindly generous where they donated 2,393 pairs of shoes to students in need, helping them attend school more safely, comfortably, and with greater confidence.

2. TaBrok Campus:

1.1 English Program

We took great pride in the 154 students' growth and advancement in their English language studies at TaBrok Primary School for their academic year 2024-2025, where they have improved their English proficiency including listening, speaking, reading (spelling pronouncing), and writing and they passed their English level in which 22 students graduated from our English program continuing to secondary school.



In addition, our English teacher recruited 152 student (55 news students) and enrolled in our English education program for the academic year 2025- 2026 where 57 students in level starter, 51 students in level 2, 16 students in level 3, and 28 students in level 4. In the first quarter of 2025-2026, new students in level 1 were taught the English alphabets (The name and the sound of the alphabet), pronunciation and practiced how to read and write the letter from Aa to Zz including everyday activity words and simple sentences, the level 2 students were taught unit 1 focusing on days of the week and 12 months in a year, foods, English for practical communication, and grammar points such as like/do not like, present simple/progressive (information and yes/no question).

In addition, the level 3 students were taught unit 1 such as times, the daily routines, grammar points (present simple "be and information question") and practical communication and the level students 4 were taught unit 1 such as Times, countries and nationalities, action verb, subjects, and included greeting

and introducing yourselves and phonics (r and l sound) and gramma (present simple: using have to/has to) The overall attendant was over 85%.

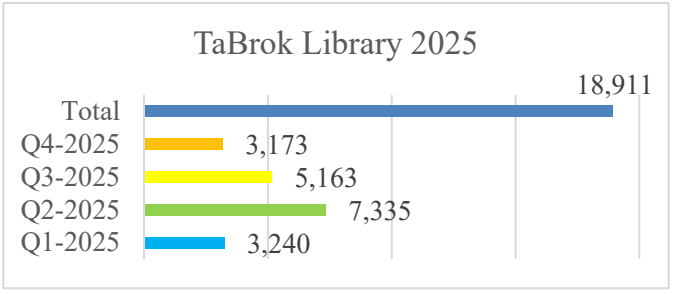
1.2 Computer Program



TaBrok's computer literacy training program has made great strides, which we are happy to announce the achievement of the 70 students who enrolled with our computer literacy training in TaBrok school for academic year 2024-2025 where 30 students successfully completed their Microsoft Excel course and continuing the Microsoft PowerPoint and 20 students have finished their PowerPoint course. In addition, 20 students who have successfully graduated from our computer prgram and continuing to secondary school.

Moreover, our computer teacher recruited and enrolled 20 new students where we have 70 students in our computer program for academic year 2025-2026. In the first quarter, the new students were trained on Basic typing skills in both English and Khmer, including proper finger placement and correct hand positioning on the keyboard by practice of typing program. Furthermore, 30 students were trained more on both Khmer and English articles exercises and refreshed their Microsoft Word & Excel course and 20 students were trained more on both Khmer and English articles exercises and practice more on PowerPoint course.

1.3 Library Program



We grateful with our computer, English teachers and classroom teachers who consistently motivate their pupils to read more and use the library effectively which is promoting literacy and long-life learning for children.

Within the academic year 2024-2025, 18,911 students (F: 12,292) came to the library to explore and read various books and 6,910 books were borrowed to read with their siblings at home during their spare time. It was a good participation of students which increased 20.96% if we compared to last year.

3. Mobile Library Program

We are grateful to the classroom teachers and school principals for their excellent cooperation where they were active involvement and facilitated activities in their school to promote a culture of reading.

Within a year of 2025, our mobile library went to 151 primary schools in Angkor Thom, Pouk, Prasat Bakong and Soutr Nikom districts where 60,194 students (31,418 girls) joined with our reading campaign

and 3,973 folktales borrowed and subsequently returned.



In addition, the project also expanded and traveled to five refugee camps in Angkor Thom, Prasat Bakong, and Banteay Srei districts to provide learning resources such as textbooks, storybooks, and learning materials, especially for children to continue their learning where 308 refugee students with access to mobile library services. Moreover, the project purchased 803 new folktales to replace damaged and worn books and 64,000 paper crafts or story exploration rewarding after they finished their reading.

4. Digital Literacy Program

Digital skills are essential to empowering people, especially teachers, to thrive in modern life, education, and work by improving employability, productivity, and adaptability in a rapidly changing world.



Congratulations to 350 teachers from 33 primary and secondary schools in Soutr Nikom district who have successfully graduated from our Digital Literacy Project in 2025. Within a year, they were trained various topics of essential computer skills such as typing, Microsoft Word, Excel, PowerPoint and internet included online teaching tools and modern ICT methodologies etc.

Based on the observation and training evaluation, we found that teachers' computer skills improved with a remarkable, in which they used them proficiently in their administrative work, report and developing education flashcard. In addition, 97% of teachers purchased their own laptops for both professional and personal use after they joined with our DLT program, while another 3% used devices provided by their workplace.

5. English Literacy Training at Oddar Meanchey and Siem Reap

The English Literacy Training (ELT) Project, funded by Child's Dream Cambodia for a two-year training program (2024–2025) implemented to strengthen the professional development of community teachers in Soutr Nikom and Anlong Veng districts. Through focused training in English proficiency, teaching pedagogies, and confidence building, the program empowered teachers in local government schools to teach English effectively, directly benefiting hundreds of teachers and indirectly supporting thousands of students in the communities.

In the second year of implementation in 2025, 348 school teachers were trained eight modules (46 sessions) of the UMBC curriculum, 14 ICT sessions, 32 general English knowledge sessions, and 76 applied teaching practicum sessions where 99.7% of teachers passed final exam while only 0.3% performed below average.

In order to evaluation the teacher's English knowledge and their English teaching skill improvement, project team conducted observations and coaching to 272, in which 7.5% of teachers performed **Excellent** on their teaching, 70.9% of teachers performed **Very Good** on their teaching, 20.3% of teachers performed **Good** on their teaching, and only 1.3% of teachers performed **Poor** on their teaching.

In addition, 4 TQM workshops were organized and 12 English specialists were invited to share their teaching experience and knowledge focus on teaching vocabularies, grammar, and reading to young learners, key learner-centered strategies, multiple intelligence-based teaching strategies, using AI for supporting teaching, and helping teachers identify main themes from government English student books where 1,076 teachers attended. Based on the workshop evaluation, we found that 78% of teachers will **apply the methods** and 20% of teachers said they **had not yet applied but planned to apply**, while another 2% of teachers **did not apply** because they taught kindergarten, grade 1, or grade 2.

Moreover, the project team also organized 2 exchange visits and led 587 teachers and 13 DoE officers to visit and learn the best teaching practices with 42 experienced teachers at Ta Ey, Wat Ksach, Beoung Chhum, Hun Sen Rolous, 7 Makara, Thnal Chek, and Trapeang Prei primary schools where 95% of participants were satisfied and learned the real classroom teaching practices, while 5% expressed concerns about the long travel distance.

To assess the impact of the ELT project, the project team conducted a final survey where 362 students out of 6,162 school students taught by the teachers in the ELT program. Based on the result, 55% of students reported that they were **Very satisfied**, 36% of students reported that they were S**atisfied**, and 9% of students reported that they were Fairly satisfied with their teachers' teaching performance and classroom language.

Meanwhile, 10 outstanding teachers from Soutr Nikom district were assigned to attend the Edcamp Conference at PUC in Siem Reap and 7 outstanding teachers from Anlong Veng district were assigned to attend the Edcamp Conference at BBU in Battambang province where Edcamp Conference focus on CLT activities, AI prompting, and mixed-ability teaching. In addition, those teachers subsequently shared their knowledge what they have learnt from the Edcamp Conference with their peers during regular workshops.

Furthermore, we congratulated to 210 teachers in Soutr Nikom district successfully completed our ELT program. However, 138 teachers in Anlong Veng district were unable to complete all their courses due to border clashed between Cambodia and Thailand. The project team will extend the timeframe after the border situation is safe and the schools re-open.

6. Scholarship Program

We congratulated our 2 scholarship students who graduated from the university. Pov Pharum has graduated for her Food Chemistry degree and working as Food Quality Controller in the SV.CY (Cambodia) IM-EX Co., Ltd. Ear Sreynith has graduated her Finance and Banking degree and is working as an accountant for the MengHong transportation company in Siem Reap province. We also congratulated Yan Seyha who graduated with information technology (IT) degree where he is working with DR- Business Company.



In addition, CCDO continues to support 12 scholarships, 8 of them are currently in university and 2 students in high school, helping them achieve their academic and professional goals.

Our scholarship officer arranges monthly and in-person meetings for students studying in Siem Reap and regular Zoom sessions for students studying in Phnom Penh to ensure that their living conditions going well and academic performance are good performance including updating learning progress to individual sponsors.

7. Bikes Distribution:

Thanks to Rotary Club Sentosa Singapore and all donors for continuing the Bikes Project. In 2025, CCDO and RCSS distributed 1,018 bikes to poor students from 212 schools in 13 districts in Siem Reap province, allowing them to bicycle to school. In addition, we also distributed 1,000 packages of education materials (3,000 notebooks, 2,000 blue pens, 2,000 red pens, 2,000 pencils, 1,000 erasers, 1,000 pencil sharpeners) and 1,000 clothing items to students in Ta Ey high school, Porpel secondary school and Mukh Pean primary schools. We also planted seven papaya trees, seven banana trees and two jackfruit trees at Porpel Secondary School. Moreover, we have installed two computer labs in Ta Ey high school and Porpel secondary schools, and each school received 15 laptops and 15 desktop monitors, including one set of tables and chairs. 1,245 students will benefit from this project and learn new skills.



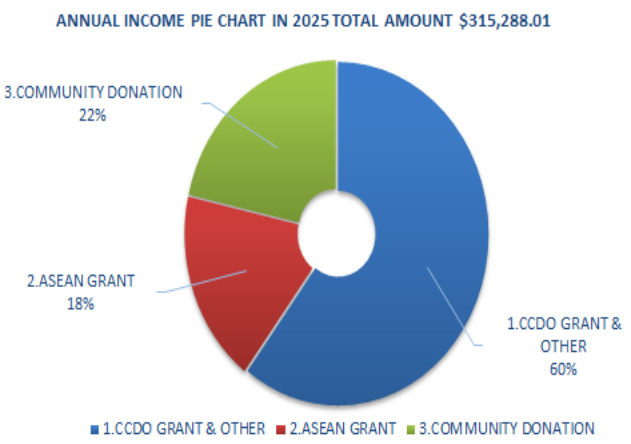
VI. FINANCE AND ADMIN

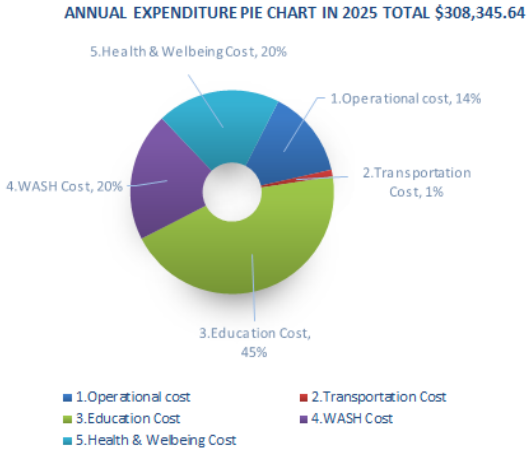
ACCOUNTING & TRANSPARENCY

CCDO follows the highest standards of quality, transparency, accountability, and effectiveness in our work. We comply with the requirements of various regulators and standards in Cambodia such as The Cambodian General Department of Taxation (GDT), which administers the tax laws and regulations in Cambodia, The Accounting and Auditing Regulator (ACAR), which regulates the accounting and auditing profession and ensures the quality and reliability of financial information in Cambodia, and The Ministry of Interior, which was update of changing CCDO organization chart, board member & CCDO Executive director.

In 2024, we successfully completed the annual financial audit report. From an administrative perspective, we formally announced the appointment of CCDO's new board members and Executive Director to both the Ministry of Interior and the General Department of Taxation.

As of the end of the year, CCDO employs a total of **22 staff members**, of whom **13 are female**. We are pleased to welcome **two new staff members** who joined us recently.





Thanks to our generous donors