



2025 ANNUAL REPORT

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Key Highlights of 2025

The 2025 fiscal year was marked by strategic expansion, technological integration, and the successful completion of a major three-year cluster support cycle, alongside continued Education Development Center development through the Digital Innovation Lab and all core programs.

On behalf of Caring for Cambodia's long-term commitment to the nation, the Chief Executive Officer received the Golden Hand Award from the Royal Government of Cambodia in recognition of the organization's distinguished service supporting the country's reconstruction and development.

Caring for Cambodia was also selected as a Runner-Up in the 2025 AmCham Cambodia CSR Awards under the Education & Empowerment category, acknowledging the excellence and impact of our work.

Partnerships & Grants

- 1 Caring for Cambodia is working with The Asia Foundation on a collaboration focused on supporting Micro, Small, and Medium Enterprises (MSMEs). The Asia Foundation also provided a grant to support the Mobile Library program.
- 2 A critical collaboration framework with APNIC was established to integrate AI and STEM into CFC programs, laying the foundation for implementing a comprehensive STEM curriculum for Grades 1–12 and AI for Education across participating schools.
- 3 Caring for Cambodia is also collaborating with the South-East Asia Foundation to support improvements to the Digital Innovation Lab (DIL), including completion of key construction initiatives.
- 4 The team completed the final evaluations for teachers and leaders at the Kvaeo Cluster following three years of CFC support. The mission at the Kvaeo Cluster is scheduled to conclude in December 2025, ensuring a sustainable exit strategy through coordination with the Provincial Department of Education (PoE) and the Ministry of Education (MoE).
- 5 Strategic planning is underway for the new TASOM and Nokor Pheas clusters.
- 6 The establishment of Parent-Teacher Associations (PTAs) was completed at all schools within the Kvaeo Cluster. The organization's official address was approved to transition to the Education and Development Center (EDC), and discussions are underway with the Ministry of Foreign Affairs (MFA) regarding a Memorandum of Understanding (MoU) for a future term exceeding three years.
- 7 The Education and Development Center (EDC) provides tailored learning opportunities for students, community members, and educators through innovative programs designed to enhance skills and promote lifelong learning.

Dear Caring for Cambodia Family,

This year, we were humbled and profoundly honored when the Royal Government of Cambodia bestowed upon our CEO, JAMIE AMELIO, the Golden Hand Award in recognition of Caring for Cambodia's decades of dedicated support to the country's development and reconstruction. This is a great honor and validating the hard work and resilience of our entire team and the communities we serve. Furthermore, our commitment to excellence in development was recognized by the private sector: Caring for Cambodia (CFC) was selected as a Runner-Up in the 2025 AmCham Cambodia CSR Awards under the Education & Empowerment category, acknowledging our project's excellence and impact.

Our progress this year would not be possible without the unwavering commitment of our long-term partners. We are especially grateful to TTS from Singapore, who has been always with CFC for many years. Their support and expertise have been the backbone of our teacher training programs, ensuring our educators receive world-class professional development.

As we reflect on another year of monumental progress, we are filled with immense gratitude and pride. The year 2025 marks a crucial point of transition and innovation for Caring for Cambodia.

We successfully completed our three-year support cycle in the Kvaio cluster, demonstrating the maturity and sustainability of our educational model, which is designed for local ownership. We immediately began laying the strategic groundwork for our next cluster regions, TASOM and NoKor Pheas.

This phased approach ensures that our impact is deep and lasting, building self-sufficient school complexes. Our current work is expanding quickly, not just in the number of schools we support, but in the depth of our curriculum. Through crucial partnerships, we have successfully integrated Artificial Intelligence (AI), STEM, and ICT into the heart of our program offerings, preparing our students and educators for the rapidly evolving local economy.

The rapid development of our Digital Innovation Lab (DIL) stands as a beacon for our commitment to future-ready skills, providing students with the hands-on experience necessary to thrive in the 21st century. CFC has reached a total of 128,027 students since our inception in 2003, with 11,028+ students currently enrolled in 2025. We celebrate the dedication and resilience of our 315+ educators, the flourishing minds of our 11,028+ students, and the 10,707 families who partner with us every day. We extend our deepest thanks to the unwavering support of partners like APNIC, The Asia Foundation, and The Southeast Foundation.

Beyond our educational initiatives, Caring for Cambodia remains a vital community lifeline. During the recent border conflict between Thailand and Cambodia, we acted swiftly to provide essential food support to displaced families and children, ensuring their well-being in a time of urgent need.

Together, we continue to fulfill our mission to educate Cambodia's children and shape a brighter future. Leading with vision, and inspiring success, we look forward to 2026 where these foundational technologies and strategies will deliver even greater long-term results.

Sincerely,

The CFC Team

Our Team & Board

Our Board - Steady Leadership in Changing Times

As the winds of war continue to unsettle parts of our region and world, Caring for Cambodia remains steady — grounded in local leadership, strengthened by global partnership, and united by purpose.

Today, CFC is powered by 73 dedicated professionals, representing five countries — the United States, Cambodia, Singapore, Sweden, and Australia — and speaking 12 languages. Together, our team brings more than 150 years of combined experience across education, nonprofit leadership, and business.

As we have grown, we have deepened our leadership structure, strengthened operational capacity, and made thoughtful investments in systems and infrastructure to ensure resilience, accountability, and long-term sustainability. Growth for CFC is never just about size, it is about readiness, responsibility, and the ability to serve well in uncertain times.

Our Board of Directors provides steady strategic oversight, offering expertise in K-12 education, law, international development, finance, fundraising, human resources, marketing, strategic planning, and community development. Their guidance ensures that even amid global instability, our mission remains clear and our impact enduring.

We invite you to meet our Team and Board at:
www.caringforcambodia.org



Hong Choing
Chairman



Nina Golder
Director
BOD Secretary



Peter Sheren
Treasurer
Finance Chair



Mony Nop
Director
Development Chair



Jamie Amelio
CEO
CFC Founder



Cuong Do
Director



Liz King
Director



**Sharmishta
Sivaramakrishna**
Director



Ae-Kyong Chung
Director



Jo-Anne Chang
Director

Our Team

Across two countries and one shared mission, our teams move forward together with purpose and care.

In Cambodia, our educators and program leaders are present each day: strengthening classrooms, mentoring teachers, and walking alongside families with resilience and commitment. In the United States, our team builds partnerships, stewards resources, and ensures the systems and support are in place for sustainable growth.

Different roles. Shared responsibility. One unwavering commitment to the Orange mission and Cambodia's children.

United States	
Jamie Amelio	Founder & CEO
Tracy Dowell	Chief Operating Officer
Tina Choing	Finance Director
Sandra Beltran	Marketing Director
Kendall Dowell	Marketing Coordinator
Charli Areyna	Marketing Coordinator
Anushka Sureka	Grant writer
Siem Reap, Cambodia	
Ung Savy	Country Director
Thib Sok Em	Accountant
Loeung Sophal	Outreach Deputy / Marketing
Meas Sarik	Secretary & Administrative Assistant
Soung Sopheary	Education Deputy
Chan Vandy	ECE Deputy
So Vannarak	Security at EDC
Him Huor	Driver
Suy Sophea	Food-for-Thought Coordinator / Maintenance
Nout Kim Sun	Wash & Maintenance Coordinator
Chen Sreyleak	Gender Equity, Career, Health Educator
Sann Kanha	Gender Equity, Career, Health Educator PM
Han Siekheng	ICT Program Specialist
Morn Socheng	ICT Teacher
Meas Jeudy	ICT Teacher
Khy Kim Chhoeurn	English Program manager

Siem Reap, Cambodia	
Sam Sokong	Secondary Support Assistant
Hin Nat	Academic Support Teacher
Oum Korn	Chef (Amelio Primary School)
Oeurn Sinath	Chef (Aranh Cuthbert JHS)
Leam Ren	Chef (Aranh PS)
Toun Sokunthy	Chef (Bakong Motwani JHS)
Rup Sony	Chef (Kongmuch PS)
Kong Soeurth	Chef (Kravann PS)
Mnoch Ynon	Chef (Kravann PS)
Toun Srey Pov	Chef (Bakong PS)
Chann Vanndy	Library Coordinator
Suy Mea Lea	Pre School Coordinator
Soeum Sokoeun	Pre School Teacher
Chen Mot	Pre School Teacher
Thabb Samon	Pre School Teacher
Hong Kim Sou	Pre School Teacher
Koul So Theara	Pre School Teacher
Chea Sokun Thea	Pre School Teacher
Pheap Sophea	Pre School Teacher
Lach Chhea	Pre School Teacher
Thei Sem	Pre School Teacher
Chea Sopha	Primary School / Teacher Trainer (Grades 1-2)
Sok Sokha	Primary School / Teacher Trainer (Grades 3-4)
Sean Sal	Primary School / Teacher Trainer (Grades 5-6)

Vision, Mission, & Values

Vision

We exist to educate a generation of Cambodian children today, to make a difference for Cambodia's tomorrow.



Mission

We empower communities through impactful funding, pioneering programs, and commitment to building human capacity.

Values

At Caring for Cambodia, we believe in doing good well. These values, beliefs, norms, and behaviors are leaned into, practiced, and lifted in all interactions with our partners and within our CFC Community.

Our team created them collaboratively to be explicit about how we want to project our work collectively and as individuals.

Our Approach to Teaching and Learning

Caring for Cambodia's mission has grown into a proven model for sustainable, high-impact education in developing communities. Our work goes beyond providing resources: we are building, strengthening, and transferring an enduring educational system that is locally led, rooted in community ownership, and designed to thrive independently. This year marked an important milestone: the formal transition of daily program management to the local ecosystem. While leadership responsibilities now rest fully within the community, the CFC model and its standards of excellence remain deeply embedded in school culture, ensuring that the impact of this work continues for generations to come.

Handover and System Ownership

Our ultimate measure of success is sustainability without dependence. This year marked a key milestone in our transition strategy, ensuring that schools and communities are fully equipped for long-term self-governance.

Local educators have been trained and elevated as Professional Trainers, preserving the integrity and high standards of the CFC instructional model. By cultivating leadership from within, we have created a system where training, mentorship, and quality assurance continue seamlessly under local direction.

Parent-Teacher Associations are now active in every school, strengthening community voice and accountability. These groups empower families to participate meaningfully in shaping educational quality and supporting student success.

Our partnership with the Ministry of Education and the Provincial Department of Education remains central to this work. By aligning our training methods and curriculum with national standards, the CFC model is positioned to be recognized, supported, and sustained within Cambodia's public education system for years to come.

Fostering a Holistic Foundation

Academic achievement cannot exist without health, safety, and stability. Our holistic model ensures that every child is supported not only as a learner, but as a whole person.

Comprehensive systems for water, sanitation, hygiene, and health education are now fully embedded within school operations. These programs promote well-being, reduce preventable illness, and help create an environment where students are ready to learn.

Our nutrition program remains an essential part of the school day and is now managed locally through trained logistics systems. By addressing food security within the school environment, we remove a critical barrier to attendance, focus, and student success.

Future-Ready Innovation

As management transitions locally, the strength of the CFC system lies in the forward-looking framework it leaves behind. Students continue to engage in a dynamic, 21st-century curriculum designed to build critical thinking, digital fluency, and adaptability.

Our AI for Education and STEM initiatives are now fully integrated across participating schools, equipping students with the skills needed to navigate an increasingly digital and interconnected world.

The Digital Innovation Lab serves as a hub for learning, creativity, and community engagement. It offers opportunities for students, educators, and community members to build new competencies, strengthen professional skills, and embrace lifelong learning.

Through Career Preparation programs, older students are connected to meaningful pathways beyond graduation. By encouraging entrepreneurship and engagement with local economic opportunities, we help position young people for stable and dignified futures.

Our Work: Teacher Training

Caring for Cambodia's Developmental Teacher Training Model remains the backbone of our educational quality. It provides a consistent, gradual, four-step process for implementing child-centered, independent learning strategies in classrooms from kindergarten through primary school. This model stands in contrast to less-effective, large-format "seminar" approaches by focusing on practical application, classroom observation, and mentored skill development.

Our strategies remain aligned with the goals set forth in the MoEYS curriculum, a critical factor in receiving endorsement from the Provincial Department of Education.

In 2025, the program advanced to ensure the CFC system is not only maintained but actively scaled and modernized.

Achieving Program Sustainability (Kvao Cluster & Local Leadership)

Our focus shifted toward formalizing the handover of responsibility to local leadership to ensure long-term sustainability.

- The next cohort of high-performing Mentor Teachers was selected and trained and will be formally promoted to Local Professional Trainers by January 1, 2026, establishing a self-sustaining network of expert local trainers.
- The three-year intensive support cycle at the Kvao Cluster concluded with final end-of-cycle testing for all teachers and leaders, validating their competency and readiness for self-management under continued MoE/PoE guidance.

Deep MoE/PoE Collaboration

We continued direct collaboration with the Ministry of Education:

- Our team participated in official MoE training sessions on the Formative Assessment Approach for Preschools and Learning with Play, ensuring alignment with and contribution to national policy.
- School leaders received dedicated training in areas such as vision sharing and managing difficult conversations, strengthening local administrative capacity to sustain educational quality.



The PDCA Cycle Integrated into the 4-Step Model

Caring for Cambodia’s teacher training program is a rigorous, self-improving system built around the internationally recognized PDCA (Plan, Do, Check, Action) Cycle. This structure ensures that every teaching strategy — including AI for Education and the STEM curriculum — is implemented, measured for effectiveness, and institutionalized for long-term impact.

Our Developmental Teacher Training Model embeds continuous improvement into professional development, making each training cycle a quality-assured process.

Step 1: Theory Workshop (Plan)

MoEYS contract teachers receive a theoretical introduction in their mother tongue, focusing on the “how” and “why” of child-centered, independent learning pedagogy. This includes classroom setup, material creation, and effective school structures.

2025 Focus: Planning for innovation emphasized the theory behind AI for Education and the Fundamental STEM curriculum, establishing clear objectives for future-ready skills.

Step 2 & 3: Demonstration (Do)

CFC trainers demonstrate instructional strategies by first teaching teachers directly and then modeling lessons with Cambodian students while teachers observe. This provides hands-on exposure and model replication.

2025 Focus: Demonstrations included new kindergarten science techniques (such as Sink & Float) and enhanced math lesson delivery methods, with all materials provided in Khmer manuals.

Step 4: Teachers Teach (Check)

Teachers deliver lessons in their own classrooms using demonstrated methods. CFC trainers provide immediate support and conduct structured debrief sessions to ensure mastery.

2025 Focus: Observations and debrief sessions were rigorously conducted as part of final end-of-cycle testing at the Kvaio Cluster, assessing full mastery after three years of support.

Post-Training: Standardization & Adjustment (Action)

Successful practices are standardized, and adjustments are made based on evaluation results. This phase leads to policy refinement and system-level improvements.

2025 Focus: Demonstrated competency at the Kvaio Cluster led to the formal promotion of high-performing Mentor Teachers to Local Professional Trainers, ensuring the PDCA-driven system is locally led and self-sustaining.

Key 2025 Strategic Outcomes

- The successful application of the PDCA model resulted in the sustainable transition of responsibilities to local schools, communities, and the MoE/PoE at the Kvaio Cluster, while maintaining the integrity of the CFC system.
- The PDCA cycle enabled rapid integration of advanced professional development, including comprehensive AI for Education and STEM training, preparing for scheduled implementation across participating schools.
- The Developmental Teacher Training Model, implemented in collaboration with international teacher trainers, received formal endorsement from the Provincial Department of Education, confirming its status as a proven, high-impact methodology.

Our Work: English as Second Language (ESL)

Caring for Cambodia's English Language Support (ESL) Program strategically transitioned its focus from foundational establishment to sustainable local ownership and integration with digital literacy. We cemented the ESL program

Key 2025 Strategic Outcomes

The year was defined by critical partnerships and the achievement of major sustainability goals:

- We successfully implemented a specialized training track in collaboration with T-Cambodia, empowering local ESL educators with new techniques and resources to enhance English proficiency across all levels.
- The ELS program at the Kvaio Cluster schools was successfully transitioned to local management following a three-year support cycle. We worked with local school leaders and the Provincial Department of Education (PoE) to ensure the ESL system, including curricula and classroom setup, remains effective and sustainable under their guidance.
- New Cluster Setup (TASOM and Nokor Pheas): In preparation for future expansion, we began the vital work of setting up the foundational ESL system and collecting teacher data for the new TASOM and Nokor Pheas Cluster, ensuring the ESL program is ready for a successful launch in 2026.

Curriculum, Innovation & Professional Development

Our ESL methodology is aligned with Caring for Cambodia's broader technological integration strategy, preparing students for intercultural communication in a global context. AI for Education training was initiated for all CFC staff, including ESL personnel, ensuring that instruction can leverage emerging AI-powered tools such as reading coaches to support personalized and advanced language learning.

Program leadership maintained curriculum quality and consistency across both pilot and full-implementation classes. Materials recreated and updated in 2024 are now fully integrated and operational across all ESL classrooms.

Continuous professional development remains central to program strength. The Developmental Teacher Training Model serves as the core mechanism for ESL instruction, emphasizing practical, observed, and mentored application of language teaching strategies.

ESL trainers continued weekly meetings focused on classroom updates, teaching demonstrations, and technology integration. The program also contributed to the advancement of high-performing educators to Local Professional Trainer roles, embedding ESL expertise directly within the Cambodian education system.



Our Work: Digital Innovation & Communication Technology

(DIL/ICT) Program

In 2025, Caring for Cambodia's ICT Program evolved from traditional computer instruction into the driving force behind our broader digital transformation. The program now integrates web development, graphic design, and advanced AI and STEM curriculum across grade levels, while advancing our innovation hub and strengthening sustainable technological expertise among staff and students.

AI & STEM Curriculum Integration

A major milestone was the preparation for rollout of a future-ready curriculum supported by the APNIC grant, positioning ICT as a core academic area.

- Comprehensive training on the AI for Education and STEM curriculum was completed for all CFC staff and relevant personnel.
- Curriculum frameworks were finalized for Fundamental STEM (Grades 1–6) and STEM (Grades 7–12).
- A structured weekly implementation schedule was established for all supported schools, ensuring full academic integration beginning in 2026.



Digital Innovation Lab (DIL)

The Digital Innovation Lab progressed to near completion as a modern center for digital learning.

- Construction advanced through major structural completion and moved into final outfitting, including painting, ventilation, and furnishings.
- A grant proposal was submitted to the Southeast Asia Foundation to secure funding for new computers to fully equip the DIL for advanced technological training.

Sustainable Training & Career Pathways

Local capacity building remained central to the program's strategy.

- Youth at the Education and Development Center received targeted training in marketable skills such as web development, graphic design, and advanced office software, often supported by skilled volunteers.
- The ICT training and support cycle for teachers at the Kvaio Cluster concluded successfully, ensuring independent management of existing ICT resources as the system transitions to local ownership.
- The Sabai Code initiative continued as an advanced programming track, with students progressing to higher levels and feeding directly into the Career Prep program.
- Engagement with Digital Divide Data (DDD) explored alignment between Career Prep and their Career Connect initiative, creating potential employment pathways for technologically skilled graduates.

Our Work: Maintenance & Sustainable Environment Program

Infrastructure, Innovation & Local Stewardship

In 2025, Caring for Cambodia's Maintenance Program refined its mandate around two strategic priorities: completion of the Digital Innovation Lab (DIL) as future-ready infrastructure, and the long-term sustainability of all school facilities through strengthened local governance.

Sustaining Safe & Functional Learning Environments

Ongoing maintenance remains essential to ensuring safe, clean, and functional schools that directly support student learning and well-being.

Key efforts this year included:

- Strategic paving projects to improve accessibility, mitigate muddy conditions during the rainy season, and enhance student safety and campus flow.
- Repair and refurbishment of essential classroom furniture — including tables, stools, and chairs — across supported schools to maintain student comfort and engagement.
- Routine structural repairs, classroom upkeep, and comprehensive safety checks to ensure facilities remain operational and secure.
- Preventative maintenance of all water filter stations, alongside regular water quality testing, ensuring consistent access to clean drinking water and reinforcing our Health and Wellness initiatives.

Capital Investment: The Digital Innovation Lab

The Digital Innovation Lab became the program's flagship capital project and the physical foundation for our expanding technological curriculum.

- Construction advanced to near completion, with major structural elements finalized and the project moving into final outfitting in preparation for a 2026 launch.
- Active fundraising efforts continued to secure new computers required to fully equip the lab as a hub for AI, STEM, graphic design, and Career Prep training.

Transition to Sustainable Local Ownership

The most significant advancement in 2025 was the successful transition of maintenance responsibility to local leadership, reinforcing long-term sustainability.

- Parent-Teacher Associations (PTAs) were fully established across all schools in the Kvaeo Cluster and are now empowered to manage daily maintenance, coordinate community resources, and secure funding for minor repairs and furniture upkeep.
- As CFC concluded its intensive support cycle at the Kvaeo Cluster, facility and grounds oversight formally transitioned to local principals and PTAs under the continued guidance of the MoE/PoE, validating the community's capacity to independently sustain high standards.

Our Work: WASH Program

Building Healthy Schools Through Local Leadership and Specialized Support

Caring for Cambodia's Water, Sanitation, and Hygiene (WASH) Program achieved a strategic balance in 2025: while daily school infrastructure management transitioned to local partners, CFC retained responsibility for specialized technical support to guarantee uninterrupted access to clean water and uphold our core health mission.

Sustained Clean Water Access

CFC continues to lead maintenance and quality assurance for all water filtration systems, addressing needs beyond local capacity.

- Routine and preventative repairs are conducted on all water filter stations.
- Rigorous water testing ensures safe drinking water, monitoring quality indicators including bacterial contamination.
- Water pumps and distribution systems are maintained in coordination with the Maintenance team, addressing repairs such as pump relocation or piping issues to prevent contamination.



Local Governance & Community Health Education

Daily hygiene management and facility upkeep were successfully handed over to school principals and Parent-Teacher Associations (PTAs), allowing CFC to focus on training and public health interventions.

- WASH facilities—including handwashing stations and toilets—are now managed locally, empowering schools to maintain a “WASH Friendly School” environment.
- Intensive public health education was delivered through schools and home visits:
 - **Dengue Fever:** Education sessions reached 250 parents and 393 children.
 - **Typhoid & Children's Health:** 189 parents and 103 children received training through meetings, with an additional 219 parents reached via home visits.
 - **Prenatal & Nutrition:** Home visits included guidance on pregnancy self-care and maternal/child nutrition to improve health outcomes.

Our Work: Library Program

Expanding Literacy Through Mobile Access and Local Empowerment

Caring for Cambodia's Library Program made a strategic leap in 2025, transforming its "Looking Ahead" mobile initiative into a fully funded and operational reality. The focus shifted to expanding reach and embedding sustainable library management within the local education system, ensuring quality literacy support reaches even remote communities.

Program Expansion: Mobile Libraries

Caring for Cambodia's Library Program made a strategic leap in 2025, transforming its "Looking Ahead" mobile initiative into a fully funded and operational reality. The focus shifted to expanding reach and embedding sustainable library management within the local education system, ensuring quality literacy support reaches even remote communities.



Librarian Training & Local Empowerment

Intensive, practical training ensured librarians are fully equipped to manage and animate their spaces as the program transitions to local ownership:

- Continuous Professional Development: Librarian Educators received specialized training on book coding, inventory management, and running engaging reading activities.
- Sustaining the System: Skills for Reading Aloud, Shared Reading, and Storytelling (including puppets and posters) were embedded in local staff practices.
- Kvaio Cluster Transition: Support and training for seven libraries in the Kvaio Cluster were completed, preparing them for sustainable local management.

Model Library & Curriculum Enhancement

- EDC Model Library: The library at the Education and Development Center serves as a central hub and training example, featuring innovative layouts, interactive reading corners, and digital learning stations.
- Resource Development: Specialized reading materials were crafted and refined to cater to diverse reading levels, supporting both mobile and in-school initiatives.

Observed Student Outcomes

- 1 **Increased Reading Habits:** Students demonstrated growing enthusiasm for English literature through book borrowing programs.
- 2 **Literacy Improvement:** Collaboration between the Library and ESL programs correlated increased book checkouts with improved literacy and language skills.
- 3 **Community Impact:** Mobile Libraries evolved into dynamic community hubs, fostering a love of learning that extends beyond classrooms.

Our Work: Gender Program

Building Skills, Leadership, and Opportunity for Girls and Youth

In 2025, Caring for Cambodia's Gender Equality (GE) Program shifted strategically from foundational education toward systemic integration, economic empowerment, and embedding female leadership within the permanent structures of the local school system. The program emphasizes preparing girls for the digital economy, fostering youth leadership, and ensuring community-level ownership of gender initiatives.



Economic and Digital Empowerment

Building on 2024's focus, the GE program integrated digital and career pathways to equip girls for a future-ready workforce. The rollout of the AI for Education and STEM curriculum, supported by the APNIC grant, provided advanced skills training for students and staff, ensuring girls are prepared for the digital economy.

Career mentorship and economic opportunities were actively pursued: CFC engaged with Digital Divide Data (DDD) to align Career Prep with their Career Connect initiative, and collaborated with The Asia Foundation to create Micro, Small, and Medium Enterprise (MSME) pathways benefiting women and youth. Additionally, participation in the NGO forum One Light Many Hands supported youth empowerment in decent work, resource access, and mindset transformation for sustainable futures.



Community and Governance Empowerment

A major 2025 milestone was the formal establishment of female leadership roles through local governance structures. Parent-Teacher Associations (PTAs) were fully established across all 15 schools in the Kvaio Cluster, creating empowered, community-led management teams often led by women.

CFC continued to deliver health and safety education, embedding knowledge and caregiving skills within communities:

- Dengue fever education reached 183 parents and 113 children (72 girls), including home visits.
- Typhoid and child health sessions reached 189 parents and 103 children (62 girls), with additional outreach to 219 parents via home visits.
- Support was provided to 650 displaced families near the Thailand-Cambodia border, addressing urgent food needs for vulnerable women and children.



Sustaining Foundational GE Work

Core structures from previous years remain integral to program success. The Gender and Counseling Room at the EDC continues to serve as a safe, supportive space for discussion, reading, and guidance, featuring a curated collection of empowerment and leadership materials. Pre-tests conducted in 2024 guide the tailored curriculum for Grades 7, 8, and 10, ensuring relevance to students' needs. Resource distribution also continues with a focus on equitable access, prioritizing female students who remain the primary recipients of many support programs.



Our Work: Career Prep Program

Equipping Youth with Future Skills and Pathways to the Digital Economy

In 2025, Caring for Cambodia's Career Preparation Program strategically evolved, integrating the "Future Skills" curriculum and formal partnerships that create direct pathways from classroom learning to meaningful employment. The program emphasizes digital literacy, entrepreneurial skills, and collaborations that prepare youth for sustainable work.

AI and STEM: Preparing Students for a Technology-Driven Future

The "Future Skills" curriculum became a reality, ensuring students are equipped for a technology-driven economy. STEM curriculum for Grades 7–12 and AI for Education for teachers and students were fully integrated and supported by the APNIC grant. Staff training was completed to ensure effective delivery.

The Digital Innovation Lab (DIL), currently under construction, will serve as the hub for advanced technological training, giving students a state-of-the-art space to develop and apply their skills.

Partnerships Creating Career Pathways

CFC translated mentorship and partnership initiatives into tangible opportunities. At the Education and Development Center (EDC), collaboration with Digital Divide Data (DDD) explored pathways connecting graduates to professional digital employment through the Career Connect program.

Collaboration with The Asia Foundation supported Micro, Small, and Medium Enterprises (MSMEs), providing students with practical experience in entrepreneurship. Targeted vocational training at the EDC, including Graphic Design and Advanced Office software, strengthened digital and professional skills with volunteer support.

Program Expansion and Recognition

The program continued to expand its reach through NGO collaboration, particularly with One Light Many Hands, focusing on youth empowerment and integrating technology with life skills programs in local high schools.

CFC's Career Prep Program was recognized externally as a Runner-Up in the 2025 AmCham Cambodia CSR Awards under Education & Empowerment. Alumni support and counseling structures remain central, now reinforced by the new digital and career pathways.



Our Work: Food For Thought FFT Program

Nourishing Students Today While Building Sustainable Community Ownership for Tomorrow

In 2025, Caring for Cambodia's Food for Thought (FFT) Program strengthened its role as a cornerstone of community wellness. The program ensured consistent daily nutrition for students while remaining responsive during times of crisis. At the same time, FFT began taking meaningful steps toward long-term sustainability by integrating agricultural planning and nutrition education into the broader academic experience.

Core Program: Stability and Scale

FFT maintained a consistent feeding schedule across all partner schools, serving an average of 5,278 students porridge each day. This reliable access to daily nutrition remains foundational to student health, attendance, and academic engagement.

A critical milestone was reached in May 2025 when the annual shipment from Feed My Starving Children arrived safely in Siem Reap, ensuring uninterrupted food supply throughout the year. With continued attention to hygiene, cleanliness, and food safety standards — including the completed Sras Srong Risk Assessment following the cafeteria relocation — the program upheld strong operational integrity.

Community Outreach: Crisis Response

Beyond school-based feeding, FFT extended its network to support displaced families near the Thailand–Cambodia border in August 2025. Ongoing assessments identified an additional 220 families in urgent need of food assistance.

Through this rapid response capacity, FFT reinforced its role not only as a school nutrition program, but as a trusted community safety net during instability.

Sustainability and Life Skills Integration

In alignment with 2025 goals, FFT began integrating sustainable, locally sourced food concepts into the academic curriculum. Through collaboration within the One Light Many Hands NGO forum, CFC explored partnership opportunities to support Life Skills programming at Aranh and Bakong High Schools.

This work advances a long-term vision: combining sustainable gardening, nutrition education, and practical life skills so students and families are empowered with knowledge — not just meals.



Looking Ahead: 2027 Transition to Local Responsibility

In 2027, FFT will undertake its most significant strategic shift yet — transitioning daily operational responsibility for student nutrition to schools and families. This evolution reflects growing community readiness and recognizes student nourishment as a pillar of sustainable local governance.

The handover strategy focuses on:

- Encouraging students to bring nutritious meals from home, fostering family-level responsibility.
- Embedding oversight within school leadership and Parent-Teacher Associations (PTAs).
- Positioning CFC to concentrate on large-scale supply logistics and emergency food response, where external support remains most critical.
- Strengthening nutrition education through Life Skills programming to ensure informed, healthy choices at the household level.

Sustaining Support

Even with the operational transition, FFT will remain actively engaged. CFC will continue managing complex logistics for large-scale nutritional shipments, coordinating emergency food distribution during crises, and collaborating closely with the WASH team to ensure safe, clean cafeteria facilities under local management.

Through this evolution, FFT moves from direct service delivery toward empowered local ownership — ensuring that nutrition remains a shared community responsibility while CFC strategically supports where it is needed most.



Our Work: Health Education

Equipping Communities with the Knowledge and Care to Stay Healthy

In 2025, Caring for Cambodia's Health Program sustained its foundational commitment to student health and safety while intensifying its focus on high-impact community education and targeted crisis intervention. By leveraging a trusted network of Preschool Assistants, the program delivered timely public health information directly to families, strengthening resilience against infectious diseases and regional instability.

Community Health Education and Outreach

In 2025, the Health Program prioritized urgent local health concerns through direct engagement with parents and guardians:

- Dengue Fever Education:
 - 183 parents and 113 children (72 girls) participated in sessions on symptoms, prevention, and treatment.
 - Targeted home visits reached additional families, reinforcing prevention strategies and providing pregnancy self-care guidance.
- Typhoid Fever and Children's Health Needs:
 - 189 parents and 103 children (62 girls) attended community sessions focused on symptoms, prevention, and treatment.
 - Nine assistants conducted home visits, engaging an additional 219 parents to reinforce key health practices.

Through both group sessions and home outreach, essential health knowledge extended beyond classrooms and into households, strengthening preventive care at the community level.

Emergency Response and Health Stability

In coordination with the Food for Thought program, the Health team responded to urgent needs among displaced and vulnerable families near the Thailand–Cambodia border. Following community assessments, CFC identified hundreds of families requiring immediate food assistance, reinforcing the organization's integrated approach to health and nutrition during times of instability.

At the school level, essential infrastructure remained a priority. Water filter stations were repaired as needed, and routine water testing ensured consistent access to clean, safe drinking water across all partner schools — a critical safeguard against waterborne disease.

Building Long-Term Health and Wellness

Strategic groundwork continued for sustainable health initiatives. Plans for school gardens and nutrition education advanced through potential collaboration with an NGO partner from the One Light Many Hands forum, supporting Life Skills programming at Aranh and Bakong High Schools.

Meanwhile, core health education remained firmly embedded within the system. Reproductive health education, first aid training for students and staff, and food safety training for preschool assistants continued throughout the year, ensuring that essential health knowledge remains current, practical, and accessible.

Our Work: Early Childhood Education (ECE)

Part 1: Pre-School Program

Caring for Cambodia's Early Childhood Education (ECE) Program supports children from birth to under six years old, equipping them with the cognitive, physical, and socio-emotional foundations needed for successful entry into Grade 1. The program combines direct preschool instruction with intentional parent engagement — recognizing mothers and caregivers as a child's first and most influential teachers.

Vision

Parents gain sufficient knowledge of child development to prepare their children for school readiness, ensuring a strong transition into primary education.

Goal

Parents provide care and developmental support aligned with Early Childhood Education standards and Cambodia's National Action Plan.

Program Adjustments and Sustainability (2025)

In alignment with long-term sustainability goals, the program completed strategic transitions:

- **Spean Chreav Village, Center 3** closed in December 2023.
- **South Sra Srang Village** closed in July 2024.
- **Treak Village Center** was formally handed over to the Commune Committee of Sangkat Siem Reap, marking a significant step toward local ownership and management.

While total enrollment decreased due to these transitions, core enrollment across remaining Community Education Centers (CECs) remains strong and stable.

Program Adjustments and Sustainability (2025)

A key 2025 initiative expanded access to books for young learners:

- A \$6,000 grant from The Asia Foundation, with implementation support from The Southeast Foundation, launched the Mobile Libraries Initiative for preschool and primary students.
- Implementation is underway, extending literacy resources to remote communities.



Core Program Pillars

1. Direct Early Learning Provision

CFC organizes preschool classes within primary schools and community-based centers, ensuring equipped classrooms, trained teachers, and appropriate learning materials.

2. Parent Empowerment

Through CECs, parents receive training in child development, early literacy, and health — reinforcing learning at home and strengthening school readiness.

3. Developmental Teacher Training Model

CFC's four-step, child-centered training model continues to transform classroom practice:

1. **Theory Workshop** – Introduction to child-centered, play-based learning and classroom setup.
2. **Demonstration** – Trainers model lessons with teachers acting as students.
3. **Classroom Modeling** – Trainers teach students while teachers observe.
4. **Supported Teaching** – Teachers lead instruction with coaching and feedback.

This model contrasts with traditional rote instruction and embeds active, independent learning practices.

Data-Driven Quality and Cluster Transition

The ECE program prepared for the next phase of local ownership:

- Finalized end-of-year surveys in the Khvao cluster, concluding a three-year support cycle.
- Initiated needs assessments and teacher data collection in the TASOM cluster.
- Digitized surveys and finalized 2025 budgets and expense reporting.

Integrated Community Health Role

Preschool assistants continued serving as community health ambassadors:

- Dengue fever education reached 183 parents and 113 children (72 girls), including home visits.
- Typhoid fever and children's health sessions reached 189 parents and 103 children (62 girls), with additional home visits engaging 219 parents.

This integration of health and early education strengthens both school readiness and household resilience.





Part 2: Kindergarten Program

Integrated within primary schools, CFC's Kindergarten Program continued strengthening early learning outcomes in 2025 while advancing teacher development, digital readiness, and sustainable local leadership.

2025 Program Snapshot

- **13 teachers (100% female)**
- **13 classes**
- **361 students enrolled**
- **Promotion rate: 100%**
- **Zero repeaters and zero dropouts**

Enrollment remains stable, with strong gender equity (**57% girls**).

Curriculum and Teacher Advancement

Kindergarten teachers were prepared for integration of new curricula supported by the APNIC grant, including:

- Fundamental TEM (Technology, Engineering, Math) for Grades 1–6
- AI for Education readiness training

Additional professional development included:

- Math instruction training with hands-on material creation
- Three-day science teaching workshop (including applied demonstrations such as Sink & Float)
- Ministry of Education training on formative assessment and play-based learning



Institutionalizing the Developmental Teacher Training Model

In 2025, the four-step Developmental Teacher Training Model transitioned toward full local ownership.

- Team Group Leaders (TGLs) from the Khvao cluster are being trained at the Education Development Center (EDC) to become mentor teachers.
- Promotion to certified local professional trainers is targeted for January 1, 2026.
- The Khvao cluster's three-year support cycle is concluding with final evaluation testing to measure long-term impact.
- Parent-Teacher Associations (PTAs) were successfully established at all 15 Khvao schools, strengthening school governance.



Expansion, Quality, and Learning Environment (2025–2026)

Looking ahead, the program will strengthen quality, expand reach, and invest in strong learning environments:

Expansion and Quality

- Deepen teacher excellence through coaching and classroom transformation.
- Implement the updated Ministry of Education curriculum.
- Strengthen parent engagement in early learning.
- Expand support to the TASOM and Nokor Pheas clusters based on needs assessments.

Learning Environment

- Develop new classroom and math materials.
- Expand mobile library access to remote communities.
- Advance nutrition and school garden initiatives through Life Skills integration.



Our Work: Volunteer Trip Program

Volunteer Activities & Contributions

Volunteer efforts focused on strengthening curriculum development and supporting key program events to ensure CFC's materials remain current and future-ready.

Gender Equality Curriculum

- Development of new lessons including Women and Entrepreneurship (created in English and translated into Khmer), Working in Group, and Emotional Intelligence.
- Ongoing collaboration to refine lesson structure and content.

Career Program Curriculum

- Creation of PowerPoint slide lessons to support Career workshops and courses.
- Development of instructional materials aligned with soft skill development and youth empowerment.

Program Workshops & Events

- Contribution to general workshop slide decks and course materials.
- Full team support, including volunteers, for the successful execution of the July 2025 Career Fair.



Program Impact and Outcomes

Volunteer-led curriculum development directly strengthened program readiness for late 2025 and early 2026.

- Expanded Gender Curriculum: New lessons broadened course offerings and introduced critical topics for youth leaders.
- Career Preparation: Developed materials support instruction in Emotional Intelligence, Youth Empowerment, Work Planning, Leadership Role Modeling, Ethics, and collaborative skills.
- Gender-Focused Learning: Lessons addressed key issues including gender equality and women's empowerment, workplace harassment and violence, and technology-based gender violence.

These contributions enhance long-term program sustainability and readiness for expansion into additional provinces.

Ongoing Volunteer Needs

Continued volunteer support remains essential, particularly in:

- Developing PowerPoint lessons for Gender and Career workshops.
- Preparing educational materials for upcoming program cycles.

Volunteer Trip Program Participation Overview

Department	Participants
ICT	2
ESL	2
FFT	114
Construction	104
Training (HR)	43
Volunteer	1
Health	0
Tours	0
Total	266



Our Future Work

Replicating a Sustainable Education Ecosystem Nationwide

Building on the long-term success of the Siem Reap model, Caring for Cambodia (CFC) is preparing for strategic expansion into additional provinces across the country. Our goal is to replicate the high-quality, locally sustainable educational ecosystem developed over decades — adapting it to meet the unique needs of each new region.

This expansion is grounded in two interconnected models that have demonstrated measurable, lasting impact.

I. CFC Model Framework

1. Education and Development Center (EDC) Model

The EDC provides tailored learning opportunities for students, educators, and community members, serving as a hub for professional development, community engagement, and lifelong learning.

Key functions include:

- Delivering the Developmental Teacher Training Model (four-step process), ensuring proficiency in child-centered pedagogy.
- Adapting future-ready curricula (AI, STEM, Digital Literacy) to local cultural and economic contexts.
- Training Technical Grade Leaders (TGLs) and School Directors to become professional trainers and local program managers — as successfully demonstrated in the Kvaio cluster.

2. The Implementing Program Model (Ecosystem Approach)

This model integrates CFC's five core program pillars within a school cluster to ensure holistic student and community impact.

Core components:

- Establishing Kindergarten, Primary, and High School programming under a structured cluster model (e.g., TASOM/Nokor Pheas framework).
- Implementing Health programming (First Aid, reproductive health, disease education) and the Food for Thought (FFT) Program — transitioning from direct feeding to sustainable local ownership and crisis response capacity.
- Strengthening Parent-Teacher Associations (PTAs) and equipping ECE Assistants as community health and education ambassadors to ensure family engagement and accountability.





II. Phased Expansion Strategy (2026–2030)

Expansion will follow a phased, quality-driven approach to ensure resource efficiency and long-term sustainability.

Phase	Timeline	Focus	Key Activities
Research & Assessment	2026	Province Selection	Identify high-need, low-access provinces. Conduct feasibility studies assessing infrastructure, Ministry willingness, and community readiness.
Pilot Cluster Launch	2027	Program Implementation	Launch first pilot cluster (5–8 schools). Begin three-year support cycle including infrastructure, equipment, and Year 1 of teacher training.
Scaling & Handover	2028–2030	Sustained Growth	Continue support cycle while preparing for local management transition. Launch a second cluster within the province.

III. Critical Success Factors

Successful expansion requires:

- Formal endorsement from the Ministry of Education, Youth and Sports (MoEYS) and Provincial Departments of Education (PoE).
- Securing or scaling strategic partnerships (e.g., APNIC, The Asia Foundation, FMSC) to ensure effective delivery of technology, literacy, and nutrition resources.

IV. Program Management and Administration

Administrative-level AI integration will improve efficiency and strategic replication.

Key initiatives:

- Using AI and machine learning to analyze correlations between program investments (e.g., teacher training hours, equipment costs) and student outcomes to identify cost-effective expansion strategies.
- Automating aggregation and analysis of program data (enrollment, teacher assessments, health indicators) to create real-time dashboards for leadership decision-making.

This cross-program integration ensures that every CFC initiative serves as a platform for AI, STEM, and 21st-century skill development — strengthening long-term sustainability and national impact.



Our Impact

Building on the success of the Siem Reap model, Caring for Cambodia (CFC) is preparing to expand into additional provinces — replicating its sustainable, high-quality education ecosystem while adapting to local needs.

This growth is guided by two interconnected models with proven, lasting impact.



Transforming Schools. Empowering Teachers. Expanding Opportunity.

Since 2003, Caring for Cambodia (CFC) has worked to increase student retention and provide life-changing, inclusive, lifelong learning. What began in Siem Reap has grown into a sustainable education ecosystem serving entire communities.

CFC supports **21 schools** in Siem Reap and expanded in 2023 to **15 additional schools in the Kvaao cluster**, located 120 km away. These zoned schools serve defined local communities, ensuring access for the children who need it most.

Over twenty-three years, CFC-supported schools have increased enrollment by an average of **89%**, with total enrollment more than doubling.

Our Reach:

- **128,027 students served since 2003**
- **11,028 students currently enrolled, including 5,570 girls**
- **5,099 students have continued to higher education**

These results demonstrate that when students have access to trained teachers, smaller class sizes, food support, healthcare, clean water, transportation, and future-ready programs such as ICT, STEM, Career Preparation, and AI — they stay in school and thrive.



Teacher Leadership & Sustainable Systems

In 2023, CFC intensified teacher development within the Kvaao cluster after identifying instructional gaps in classroom management, methodology, and lesson planning.

Targeted training focused on:

- **Classroom management and child-friendly environments**
- **Teaching methodology and lesson design**
- **Resource utilization and instructional strategy**

By mid-2024, teachers began advanced leadership development, transitioning into **Technical Grade Leaders (TGLs)** — mentoring peers across grade levels throughout the cluster.

This internal leadership structure builds sustainability, reducing reliance on external support and strengthening long-term impact.

Teachers who once focused solely on their own classrooms now:

- **Observe peer instruction**
- **Provide structured feedback**
- **Lead professional discussions**
- **Facilitate workshops**
- **Mentor fellow educators**

As shared by four of our cluster teachers:

“Before, we only focused on our own classrooms. Now we see how our experiences can help others grow too.”

Kvao Cluster Outcomes

- **40 teachers trained** as Technical Grade Leaders
- **3,200+ students** benefiting from strengthened instruction
- **15 libraries established**
- **15 kindergarten classrooms established**
- PTA established at every school
- **3,500 community members** engaged through post-training presentations

International Mentorship

A cornerstone of CFC's Model of Excellence is professional mentorship from TTS in Singapore. Through annual workshops and peer-to-peer coaching, this partnership strengthens CFC's International Teacher Training model and accelerates the transition from classroom educator to cluster mentor.

Together, these systems ensure sustainable growth — preparing CFC to expand into new provinces while maintaining quality and accountability.



Winds of War

In 2025, renewed violence near the Thai–Cambodian border disrupted daily life for hundreds of families. Though periods of calm followed, uncertainty lingered, and with it, displacement, fear, and interrupted childhoods.

In response, Caring for Cambodia stepped in to support more than **500 families**, providing timely assistance and practical relief during a season of instability.

As families searched for steadiness, many turned to our schools.

Children arrived carrying stories of sudden change, leaving homes, routines, and communities behind. Some came with few belongings. Many carried something heavier: uncertainty about what tomorrow would bring.

Inside our classrooms, they found something different.



They found **structure** in the school day.

They found **clean water** and **reliable meals**.

They found teachers who **welcomed them** by name.

They found space to **breathe**, to **learn**, and to **begin again**.

Our Cambodian team expanded classroom capacity, mobilized learning resources, distributed essential supplies, and adapted quickly to meet rising needs. Even as pressures mounted, our commitment remained unchanged: education must continue.

In moments when the world feels unstable, schools become more than places of learning. They become anchors.

And we remain committed to being one, for every child who walks through our gates.

Our Orange Circle

Orange Spotlight: STUDS

In 2025, Support Through United Dad Strength (STUDS), a community of dedicated fathers in Singapore, partnered with Caring for Cambodia to transform personal endurance into lasting impact. What began as a bold commitment to raise \$100,000 through a year of disciplined training and demanding athletic challenges, including the Laguna Phuket Triathlon, became something even greater.

Together, with **355 supporters** rallied behind their effort, helping raise an extraordinary **USD \$114,454** in support of CFC's mission.

This was way more than a fundraiser. It was a statement: that sacrifice can open doors, that strength can serve others, and that ordinary individuals can do extraordinary things when united by purpose. Every mile swum, every kilometer cycled, every step run represented a shared belief in the power of education to change the trajectory of a child's life.

Because of this partnership, more Cambodian children will have access to safe schools, trained teachers, nourishing meals, and the tools they need to build a future filled with possibility.

We are deeply grateful for the commitment, heart, and perseverance of the STUDS community. Their strength has become opportunity.



Gala

On October 11, 2025, Caring for Cambodia welcomed supporters and community leaders to the Crowne Plaza Foster City in San Mateo, California, for the Gala of Hope — an evening marking 50 years of resilience and progress in Cambodia. Together, we honored the nation’s journey of healing following the Khmer Rouge era and celebrated the transformative power of education. Guests were moved by stories of impact and inspired by a special live performance from Cambodian American artist Jay Chan.

Today, CFC provides free, high-quality education to more than 10,000 students across 21 schools. Through teacher training, classroom resources, daily meals, clean water, healthcare access, and expanded STEM and life skills programs, we are building strong foundations for lasting change.

This meaningful evening was made possible by the generosity of our sponsors and supporters. Their partnership sustains our work and ensures that Cambodia’s next chapter will be led by educated, empowered youth.

We look forward to gathering again on October 17, 2026, for the next Gala of Hope.



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In gratitude for the incredible generosity of our supporters, Caring for Cambodia is proud to share this comprehensive list of donors, funders, in-kind contributors, and volunteers. Every gift of time, talent, and treasure matters, and we are honored to celebrate the community that makes our work possible — your support transforms lives and strengthens the future of Cambodia's children.

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- Nicholas Benedict
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- Nicholas Toovey
- Nick Fenselau
- Nicola Hutchinson
- Nicole West
- Nik Dandapani
- Nina Golder
- Nina Pao
- Nish Nish
- Nisreen Vasi
- Noah Gellner
- Noopur Goel
- Noriko Sato
- Oleg Konstantinov
- Oliver Hsieh
- Oliver Nono
- Oliver Watson
- Olivier Mathey
- Olivia Cotes-James
- Olivia Dunn
- Omar Bawa
- Ong Jin Tan
- Padma Hariharan
- Paris Greenwood
- Pascal Pipponiau
- Patricia Snyder
- Patrick Donaldson
- Patrick Gidney
- Patrick Hrubby
- Patrick McGrath
- Patrick Ru
- Patti Presto
- Paul Bertrand
- Paul Black
- Paul Creswick
- Paul Horowitz
- Paul Kim
- Paul O'Sullivan
- Paul Sternberger
- Paul Stewart
- Paul Swannell
- Paul Williams
- Paula Ong
- Pearl S. Buck International
- Peggy Sheren
- Pete Manning
- Peter Buijs
- Peter Hutton
- Peter Melrose
- Peter Sheren
- Phil Boyle
- Philip Haigh
- Philip Moreira
- Philip Ryan
- Philip Whitehouse
- Phillippa Calcutt
- Preethi Prakash
- Prem Lakshmanan
- Preston MacKenzie
- Pui Yee Yip
- Rachael Corthorn
- Rachana Morin
- Rachel Burch
- Rachel Lien
- Rachel Prentiss
- Rachel Sann
- Rachelle Saltzman
- Raksan Kasem-Houy
- Ramakrishna Kakarala
- Randall Hersh
- Randi Saulles
- Rani Chor
- Rattanak Leang
- Ravi Mistry
- Reaksmey Norin
- Rebecca Lee
- Rebecca Sinclair
- Rebecca Szeto
- Rely Pio Roda
- Ria Sen
- Richard Blome
- Richard Farmer
- Richard Thwaites
- Richard Webster
- Richard Wetzki
- Rob de Wesselow
- Rob Pala
- Rob Prentiss
- Robert Ellis
- Robert Levine
- Robert Naylor
- Robert Slowikowski
- Robin Carthy
- Rodney Williams
- Roger Koh
- Rosalind Arwas
- Rosie Ith
- Rowan Te Kloot
- Russell Sanders
- Ryan Dalziel
- Ryan Holsheimer
- Ryan Robertson
- Ryan Ryan
- Ryan White
- Sabine Rohe
- Sahana Arun Kumar
- Sakiko Niiji
- Sakina Basrai
- Salena Nop
- Sally Little
- Sally Tomes
- Sam de Meyrick
- Sam Flint
- Sam Okeby
- Sam Steer
- Sambath Ky
- Samsheer Bhachu
- Samuel Dillon
- Samuel Sharpe
- Sandy Eapen
- Sandy Huynh
- Sanny Barbier
- Saphira Meas
- Sara K
- Sara Tan
- Sarah Emmerson
- Sarah Montano
- Saurab Gurung
- Savy Buoy
- Savy Realty & Acquisition Inc
- Scott Driscoll
- Scott Powers
- Scott J Drath
- Sean Beasley
- Sean Murtagh
- Sean Tomes
- Sebastian Buts
- Selima Benchenaa
- Seow Wei-Ming Luke
- Serena Montano
- Serey Tep
- Sereyvidya Vireak
- Sergio Diaz
- Seunghee Chung
- Shane Clohessy
- Shaneet Nityanand Rai
- Sharmishta
- Sivaramakrishnan
- Sharon Giblin
- Sharon Muhwezi
- Sheena Tomes
- Shemuel Low
- Sherill Ng
- Shi Tah Wang
- Shonali Bedi
- Shveta Weidenweber
- Signe Reiser
- Simon Weller
- Sinath Thi
- Siti Keo
- Siumui Lo
- So Hyun Eum
- Socheata Hour
- So-Young Kang
- Sojeatta Khim
- Sokhim Kheng
- Sokhleaph Chea
- Somaly Rawles
- Somley Yin
- Sophie de Saint Pierre
- Sophie Lenox
- Sopha Coppeler
- Sophy Reese
- Sovanna Chan
- Sreyleak Ouk
- Sreya Panuganti
- Srinivasan Jagan
- Stacey Varsani
- Stefan Beukeveld
- Stephen Longhurst
- Stephen Rooney
- Steve Simmonds
- Steven Townend
- Stuart Nix
- Sudha Natrajan
- Suosdey Penn
- Susan Farkas
- Susan Gleason
- Susan Mars
- Susan Munkner
- Susan Taylor
- Suzanne and Aaron Nitzkin
- Suzanne Koch
- Swee Yen Koh
- Szopiak Family Charitable Fund (DAF)
- Tahira Patel

- Taja Beekley
- Takenori Yamamoto
- Tamara Tamara
- Tamsin Markham
- Tanglin Trust School Charities
- Teddy Ho
- Terence Noe
- The Abeles Family Charitable Fund
- The Do & Rickles Family Charitable Foundation
- Thea Fite
- Therese M Baer
- Thomas Alesak
- Thomas Fennell
- Thomas Whelan
- Tida Ngin
- Tija Urmonas
- Till Duong
- Tim Anderson
- Tim Jiang
- Tim Read
- Timothy McKendry
- Timothy Stevens
- Timothy Walker
- Tina Nixon
- Tinara Choing
- Ting Han Yik
- Toby Hagger
- Tom Cattannach
- Tom Williams
- Tony Hardy
- Tracey Briens
- Tracy Dowell
- Tristan Sjoberg
- Tristan Thompson
- Trisha Fish
- Trupti Glaubman
- Tsuyoshi Hayakawa
- Tuyen Lamy
- Uzziel Prado
- Vaidehi Agarwalla
- Valerie Haseltine
- Valerie Wee
- Vanessa Choeuk
- Vannak Ek
- Vecthyna Vilaphone
- Veronika Radicova
- Victoria Edwards
- Vidisha Agarwalla
- Vik Bali
- Virginia McFadden
- Victor Hruby
- Vladimir Gogolitsyn
- Vuthea Chheang
- Wafiqah Basrai
- Wayne Lewis
- West Thach
- Whitney Thomas
- William CH Wong
- William Hoffman
- William King
- William McCormack
- William Tan
- Wilmer David Garcia Quiroz
- YanEn Hong
- Yannick Le Borgne
- Yi Heen Boey
- Yoshiyuki Bando
- Yusuf Fakhruddin
- Zachary Wilson
- Zain Masud
- Zakera Shums

Our Grantors -

- APNIC Grant- AI for gender equality throughout all Schools
- The Asia Foundation - Mobile Library
- Bob A. Ellis Foundation - EDC completion digital innovation lab



Our Finances

Statement of Financial Position

Cash and cash equivalents	\$528,561.66
Other Fixed Assets (w/depreciation)	\$--
Non-Current Assets	\$--
Total Assets	\$1,168,916.55



Liabilities & Net Assets

Accounts Payable and Accrued Expenses	\$--
Operating Short-term Lease Liability	\$--
Total Liabilities	\$64,957.00
Total Net Assets	\$1,103,959.55
Total Liabilities and Net Assets	\$1,168,916.55

Expenses (Combined USA/SR)

Travel	\$10,618.57
Payroll	\$257,783.26
Contract Services	\$18,020.43
General & Admin	\$332,669.20
Total	\$619,091.46



Educating Children
Changing Lives

✉ info@caringforcambodia.org

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