

Cambodia Literacy Integrative Project (CLIP3)

The 6th Quarter (April - June 2025)

1. Project Overview

Cambodia is still in the process of rebuilding its education system, which failed during the civil war of the 1970s. In the field of early childhood education, the country faces the following challenges;

1. Lack of teaching resources in Khmer to use in classrooms.
2. Teachers lack the computer skills to create resources.
3. Teachers lack experience in some teaching techniques to perform efficient online research.
4. Available Khmer resources can be expensive, and schools, especially in rural areas, cannot afford to purchase them.
5. Many of the available teaching materials may not align with the curriculum.
6. Schools have very small or no budget for preschool teachers.

These issues occurring in the early childhood education stage, which is the foundation for a child's development, will affect the child's future growth process. Teachers are faced with these issues on a daily basis and wonder how to deal with them.

This project covers five regions in Pursat Province, located in the northwestern part of Cambodia. We at Rermork for Children (R4C) (in conjunction with TukTuk Charity), with 26 classes of 15 schools as partner schools, are working with provincial and district education department staff, preschool teachers, and members of the Rotary Club of Pursat (RCP) to empower teachers and parents, and increase educational opportunities for disadvantaged communities in early childhood education. The following activities will be undertaken over a two-year period to achieve the goal.

CLIP Project Goals:

Empower teachers and parents, and increase educational opportunities for disadvantaged communities in early childhood education.

Five steps to achieve the goal:

1. Create teaching resources (storybooks, songs, activity games, board games, worksheets, etc.) in Khmer language, using local Cambodian artists, and aligning the government curriculum and Cambodian culture include options that require no printing or materials to remove economic boundaries. And distribute them to the target education offices and teachers.
2. Enhance the "[Rermork Digital Library](#)", a free educational material website for preschools developed by R4C (TukTuk Charity), to make it easier to use and to enrich its contents.
3. Train teachers in seven workshops, not only on how to use the resources but also how to create their own resources. Laptops are supplied, and computer skills training will be conducted by the RCP.

4. Make a platform for sharing teaching materials by uploading resources created by the teachers themselves on the "Rermork Digital Library", so that teachers nationwide can access these materials.
5. Engage education bureau staff from the targeted provinces and districts to disseminate materials to schools beyond the project scope, as well as encourage educators to share materials with parents of the children, we aim to increase access to educational materials for a wider audience beyond the project's reach.

Through this project, we aim to ultimately have the targeted educators give back what they have learned to their respective communities, becoming leaders in further enhancing early childhood education nationwide. However, it is crucial not to forget that the primary beneficiaries of this project are the children. We hope that through the lessons of the educators who have undergone the project activities, children will find school an engaging place, leading to increased attendance and nurturing them into future leaders who actively engage in all endeavors.

2. About Project

The name of the project:

[Cambodia Literacy Integrative Project \(CLIP\)](#)

- January - December 2021: CLIP1
- January 2022 - December 2023: CLIP2
- **December 2023 - December 2025: CLIP3**

Project implementing organization:

[Rermork For Children \(R4C\)](#) (in conjunction with [TukTuk Charity](#)), [Rotary Club of Pursat \(RCP\)](#) (managed and funded by [Rotary Club of Calgary Downtown](#))

Target areas:

[Pursat Province](#), Cambodia

(Pursat City, Kandieng District, Bakan District, Krakor District, and Kravanh District)

Participants:

Total 67 members

- Provincial and district education officials: 6 officers
- Provincial Office of Education (POE): 5 officers
 - Director
 - Department of Early Childhood Education
 - Department of Primary Education
 - Department of Education Audit
 - Department of Plan
- District Office of Education (DOE): 15 officers
 - Three people from the five target regions participated; the director of the DOE, the school education division staff, and the early childhood education division staff
- Principals: 15 teachers
- Preschool teachers: 26 teachers

3. Target Schools

There are a total of 26 classes in 15 schools (26 teachers, 1,079 students)

*There are three types of preschools in Cambodia: independent preschools, preschool classes attached to primary schools, and community schools overseen by the Ministry of Education but operated by the local community.

The CLIP3 covers a total of 15 schools: 7 independent preschools, 6 preschool classes, and 2 community schools.

	Area	School	No. of Teachers	No. of Classes	Age	No. of Students (No. of Girls)	
1	Pursat	Pursat school (independent preschool)	4	4	3 years old	39 (26)	
					4 years old	36 (17)	
					5 years old	40 (17)	
					5 years old	44 (19)	
2		Stung Toch school (preschool class)	1	1	3 years old	2 (2)	
					4 years old	14 (7)	
					5 years old	18 (8)	
3		Sokha Rum school (preschool class)	1	1	5 years old	28 (14)	
4		Kandieng	Preah Teat school (independent preschool)	2	2	4 years old	48 (18)
						5 years old	58 (26)
	Toul Taprom school (preschool class)		1	1	4 years old	27 (16)	
					5 years old	24 (16)	
	Kbal Chheupok school (community school)		1	1	3 years old	6 (2)	
					4 years old	8 (4)	
					5 years old	10 (6)	
	7		Bakan	Tropeang Chong school (independent preschool)	3	3	3 years old
4 years old		69 (35)					
5 years old		33 (11)					
Bong Knah school (preschool class)		2		2	3 years old	31 (15)	
					4 years old	37 (24)	
					5 years old	68 (34)	
9	Ohta Paong school (independent preschool)	1	1	5 years old	65 (24)		
10	Krakor	Bong Kontuot school (independent preschool)	2	2	3 years old	25 (11)	
5 years old					34 (14)		

11		Po Tream school (preschool class)	2	2	5 years old	29 (11)	
		5 years old			29 (16)		
12		Kbal Trach school (preschool class)	1	1	5 years old	37 (22)	
13	Kravanh	Lea Ch school (independent preschool)	2	2	4 years old	23 (11)	
					5 years old	34 (13)	
14		Ro Kat school (independent preschool)	2	2	4 years old	26 (10)	
					5 years old	50 (25)	
15		Kom Peang school (community school)	1	1	3 years old	16 (10)	
					4 years old	20 (12)	
					5 years old	10 (7)	
Total			26	26	Total	1,079 (519)	
					3 years old	161 (82)	
					4 years old	345 (176)	
					5 years old	573 (261)	

4. Project Implementation

Main activities:

	Activity	Duration	Start Date	Completion Date
1	The 6th workshop	1 day	May/22/2025	May/22/2025
2	The 6th follow-up visit	10 days	Jun/2/2025	Jun/13/2025
3	The 2nd classroom assessment	10 days	Jun/2/2025	Jun/13/2025

1. The 6th workshop

In this workshop, we once again conducted a session on creating worksheets using Microsoft Word. This time, we introduced a new function, such as table insertion, and the participants created matching worksheets that paired text with text or images with images. Compared to the previous workshop, many teachers have clearly improved their computer skills. More participants were able to complete the tasks independently or solve problems collaboratively with peers, without needing support from the staff.

On the other hand, the gap between those who can work independently and those who still require one-on-one support has become more noticeable. This highlighted the need to reconsider our support system—for example, by providing more personalized assistance during follow-up visits, and by grouping participants according to skill level in the next computer lesson.



During the teaching materials introduction session, we presented two storybooks—'[Family Tree](#)' and '[Be Careful, Be Safe](#)'—along with their accompanying materials. Among the materials introduced, several activities in particular generated a lot of excitement among the teachers. One was the '[Collecting Family Cards Game](#),' a board game in which players roll dice to collect family member cards. Another was '[Blow Painting a Fire](#),' where children use straws to blow watercolor paint on paper, creating flame-like shapes. Additionally, the '[Static Electricity](#)' experiment—where balloons are rubbed on hair or clothing to create static electricity and then used to pick up tissue paper—was also very popular.



Once again, a [JICA volunteer](#) working at a Cambodian preschool joined the workshop and shared insights about Japanese kindergartens, including hand-play songs and craft ideas. Many teachers said they were glad to learn new lesson ideas and appreciated the opportunity to see the differences between Cambodia and Japan. Some teachers even implemented what they learned right away in their classes.



2. The 5th follow-up visit

As part of the project, we follow up with visits to the target schools after each workshop to review the workshop content. During this follow-up visit, we asked additional questions to the pre-visit survey and observed the classes.

First, in the pre-visit survey, we asked the teachers about their situation one to two weeks after the second workshop. We inquired about their use of computers, their utilization of the '[Rermork Digital Library](#),' and their use of R4C materials in their lessons. Please see [here](#) for detailed survey results.

Regarding computer usage, the most common frequency this time was 1–3 times per week. However, compared to the previous period, the number of teachers using computers 7–9 times or even more than 10 times per week has increased. Many of these teachers reported using the 'Rermork Digital Library' to search for teaching materials and to play animations or music videos during class activities.



As in the previous report, the most viewed content on the 'Rermork Digital Library' was songs. The most frequently accessed learning area was society, and the most downloaded materials were worksheets. Compared to the previous period, the download frequency increased across nearly all types of materials, indicating that the target teachers are actively using the teaching resources on a regular basis.



Regarding the use of TukTuk teaching materials across the five learning areas, songs were most frequently used in the areas of psychomotor skills and society, while worksheets were used most often in science, mathematics, and Khmer. The supplemental materials for '[Be Careful, Be Safe](#)', introduced during the 6th workshop, were particularly suitable for use in the science area. This may have contributed to the overall increase in the frequency of material use in that area compared to the previous period.



During our recent class observations, we gained some new insights. One of the most notable findings was that some teachers do not have enough time to properly prepare their lessons. For example, during this school visit, some teachers conducted science experiments introduced on our website. However, because they only had experience trying these experiments once during the workshop, their classroom implementation was unsuccessful. In some cases, the experiment didn't work, and the lesson ended without meaningful learning. This was unfortunate, as the experiment could have provided great learning opportunities for the children if done successfully.

To address this, we believe our support should include providing instructional videos and using workshops to share both successful and unsuccessful examples, along with practical tips to ensure better results in the classroom.

In addition, we found that many teachers still feel unsure about how to conduct kamishibai reading sessions. During our school visit, one teacher even asked our staff to read a kamishibai story in front of the children so that she could observe and learn the technique. While listening and watching with the children, the teacher seemed to gain some confidence. It appears that many teachers believe that kamishibai reading requires dramatic performance with exaggerated voice changes, which leads them to think that special skills are necessary and feel they lack the confidence to do it themselves.

In the next workshop, we plan to review kamishibai reading again by having staff demonstrate it. We would like to emphasize that "there is no single correct way to read kamishibai," and that "dramatic acting is not required – even subtle changes in voice tone can help children use their imagination and enjoy the story."



3. The 2nd classroom assessment

Conducted in parallel with the follow-up visits, we also conducted classroom assessments. The Cambodian Ministry of Education has set standards for classroom decorative teaching tools for all preschool classes. Specifically, this involves setting up five corners within the classroom for 'Science'



'Hygiene,' 'Learning,' 'Art,' and 'Play,' as well as decorating the ceiling, window frames, and walls. Although the specific items and classroom decorative teaching tools are prescribed, there has been no training provided on this matter, and it has not been widely communicated to all teachers.

Following a request from PoE and DoE staff during the previous CLIP2 project, we worked together to create an evaluation sheet based on the government's existing criteria. We then conducted assessments in targeted classrooms based on this sheet. Positive feedback from teachers who appreciated learning about classroom decorative teaching tools through the project, along with significant improvements in classroom environments over the two-year period, prompted us to include a classroom decorative teaching tool program (comprising two evaluations and workshops) in CLIP3.

The first round of classroom assessments was conducted in December 2023, when the project began. Now, approximately a year and a half later, we carried out the second round to examine how much the situation in each target classroom has improved compared to the first visit and to what extent participation in the project has contributed to the enhancement of the classroom environment.

All classrooms showed improvement in their scores compared to the first evaluation. The overall average score this time was 34.07 out of a possible 37 points, which is 10.24 points higher than the previous average.

One particularly noteworthy area of improvement was in the evaluation points related to classroom decorations—an area the project was able to directly support. In the first evaluation, many classrooms lacked key items such as aquariums or plants for the 'Science' corner, storybooks for the 'Learning' corner, musical instruments for the 'Arts' corner, health-related tools, and toys for the 'Play' corner. As a result, scores in these areas were low. However, since the project began, classrooms have become noticeably more enriched. The availability of storybooks has increased, and many teachers who previously said things like "I'm not good at crafts" or "We don't have a budget" began creating materials after learning in the workshops how to make teaching tools using affordable and accessible materials. This has contributed significantly to improving the overall classroom atmosphere.

On the other hand, we noticed a challenge in the consistency of evaluations. Officers from the DOE who conducted the assessments had slightly different interpretations of the evaluation criteria, which resulted in variations in scoring across regions. As a reflection point, we believe it would have been necessary to review and standardize the evaluation criteria among all evaluators before implementation.



The results of the 2nd classroom assessment (by region):

Pursat City

School	The 1st results	The 2nd results	Difference from last time
Pursat school-1 (Independent preschool)	33.59	34.00	0.41 up
Pursat school-2 (Independent preschool)	33.00	35.67	2.67 up
Pursat school-3 (Independent preschool)	16.75	33.67	16.92 up
Pursat school-4 (Independent preschool)	16.32	32.00	15.68 up
Sokha Rum school (Preschool class)	24.51	33.34	16.92 up
Stung Toch school (Preschool class)	25.34	33.02	7.68 up

Kandieng District

School	The 1st results	The 2nd results	Difference from last time
Preah Teat school-1 (Independent preschool)	28.08	36.00	7.92 up
Preah Teat school-2 (Independent preschool)	28.83	36.00	7.17 up
Toul Taprom school (Preschool class)	26.08	35.00	8.92 up
Kbal Chheupok school (Community school)	33.50	34.50	1.00 up

Bakan District

School	The 1st results	The 2nd results	Difference from last time
Tropeang Chong school-1 (Independent preschool)	19.27	35.34	16.07 up
Tropeang Chong school-2 (Independent preschool)	18.68	34.84	16.16 up
Tropeang Chong school-3 (Independent preschool)	18.18	31.84	13.66 up
Bong Knah school-1 (Preschool class)	21.36	34.34	12.98 up
Bong Knah school-2 (Preschool class)	21.11	29.77	8.66 up

Ohta Paong school (Independent preschool)	26.86	33.27	6.41 up
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Krakor District

School	The 1st results	The 2nd results	Difference from last time
Bong Kontuot school-1 (Independent preschool)	16.75	35.00	18.25 up
Bong Kontuot school-2 (Independent preschool)	18.75	34.00	15.25 up
Po Tream school-1 (Independent preschool)	12.36	35.00	22.64 up
Po Tream school-2 (Independent preschool)	16.86	34.68	17.82 up
Kbal Trach school (Preschool class)	18.84	27.44	8.60 up

Kravanh District

School	The 1st results	The 2nd results	Difference from last time
Lea Ch school-1 (Independent preschool)	32.18	35.75	3.57 up
Lea Ch school-2 (Independent preschool)	29.68	35.75	6.07 up
Ro Kat school-1 (Independent preschool)	25.00	35.75	10.75 up
Ro Kat school-2 (Independent preschool)	27.18	35.09	7.91 up
Kom Peang school (Community school)	30.61	34.75	4.14 up



5. Resource Package Creation Status

CLIP3 includes the creation of four new original storybooks and their 'Resource Packages*'. Currently, we are in the process of creating the 12th and 13th books.

*Resource Package... A package of teaching materials that includes songs, activity games, board games, and worksheets related to the content of the picture book.

Category	Resource	Status	Due Date
The 12th storybook "I'm Not Just Rubbish"			
Story Materials	Kamishibai	Complete	
	Animation	Complete	
	A4 printable (Color, Black/White)	Complete	
	Digital version	Complete	
	A5 size book	Complete	
Song	MP3	Complete	
	MP4	In progress	Jul. 2025
Activity Game	Instruction sheet	Complete	
	Supplemental resource	Complete	
	Instruction video	In progress	Jul. 2025
Board Game	Game board	Complete	
	Instruction video	In progress	Jul. 2025
Worksheet	Worksheet	Complete	
	Instruction video	In progress	Jul. 2025
The 13th storybook			
Story Materials	Storyboard	In progress	Jul. 2025

6. Achievement in Social Media Service and 'Rermork Digital Library'

We run three open social media (Facebook, Telegram and YouTube) to share teaching resources for preschool teachers and parents.

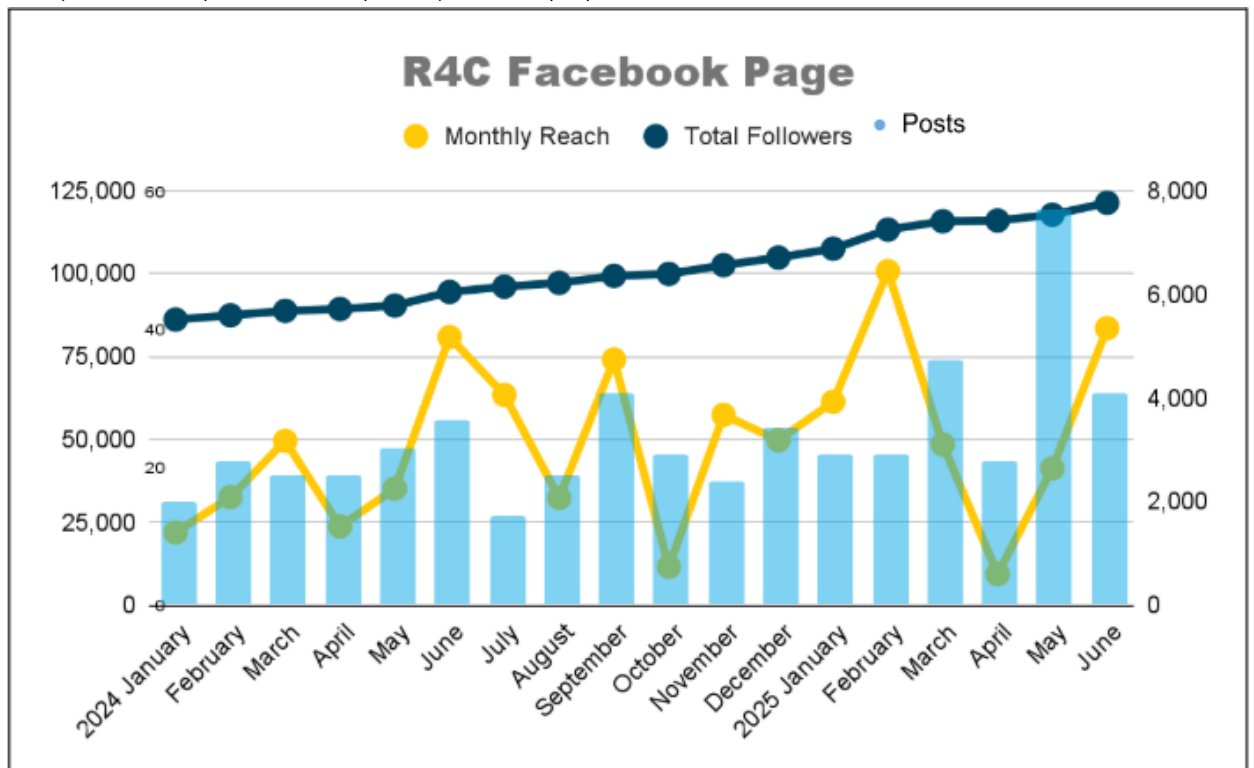
[R4C Facebook](#)

We are sharing updates on R4C's materials and activities three times a week. Visitors can download materials from here or browse the "Rermork Digital Library." Not only educators but also parents can access it.

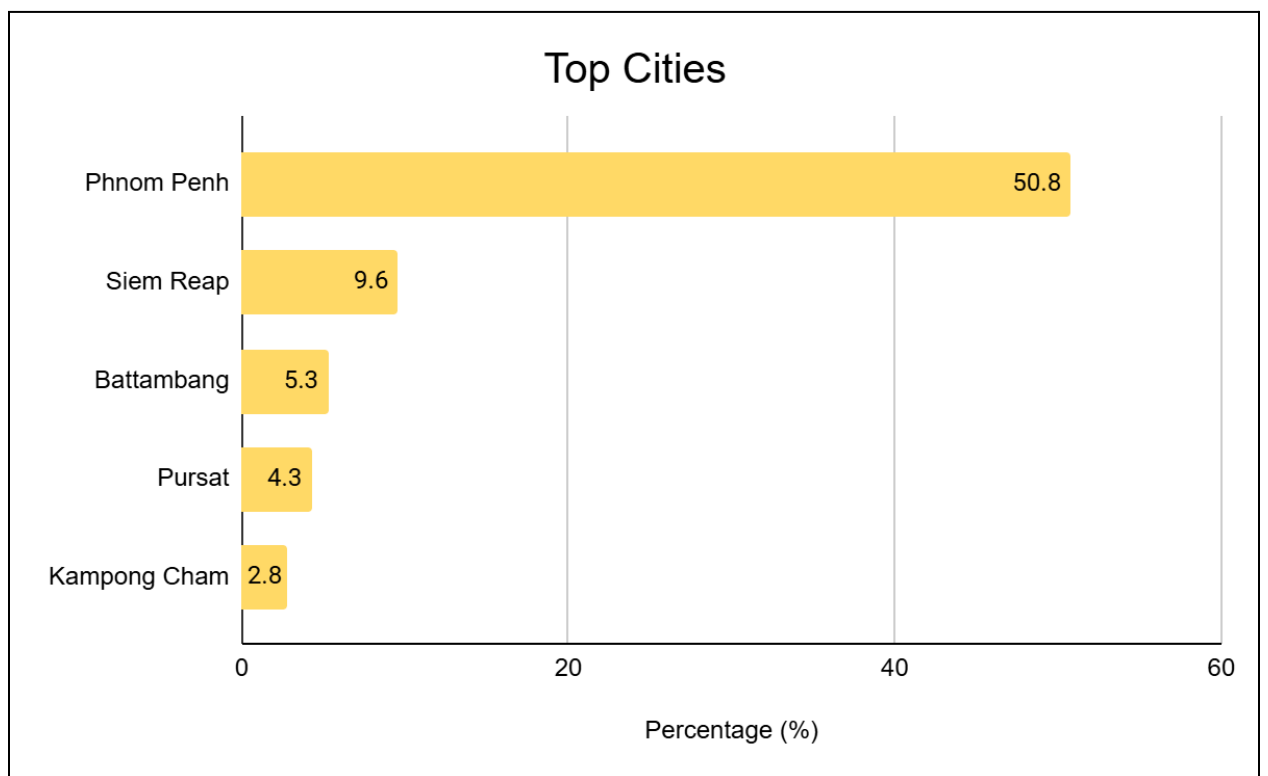
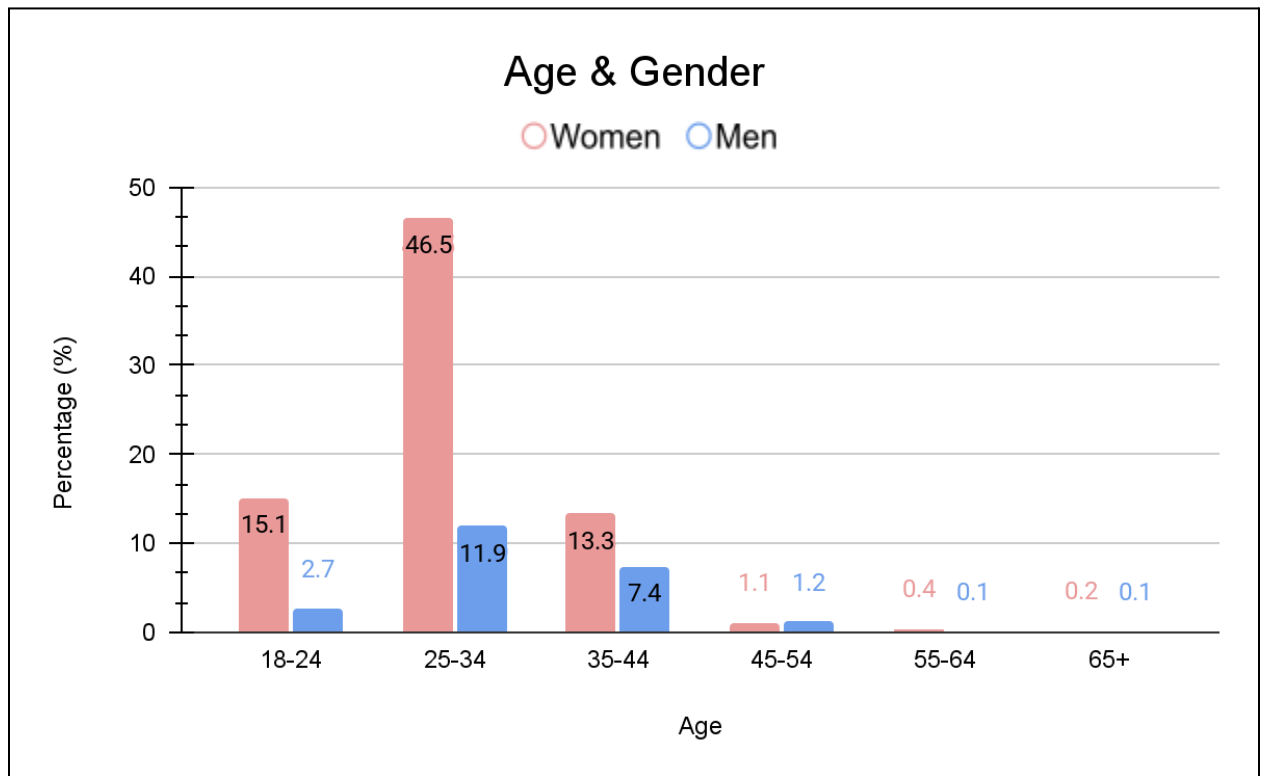
The most shared item this term was [vegetable illustrations](#) (368 shares, reaching 59,222 people*). We were also able to post the most since the project began, actively disseminating the teaching materials and the activities of the target teachers.

Duration	Posts	Reach*	New Followers	Total Followers
Q1	55	104,139	257	5,678
Q2	69	106,719	364	6,042
Q3	63	131,369	310	6,352
Q4	66	95,236	353	6,705
Q5	80	182,649	700	7,405
Q6	110	110,653	356	7,761

*Reach... The number of people who saw any content from the Page or about our Page, including posts, stories, ads, social information from people who interact with our Page and more. Reach is different from impressions, which may include multiple views of the posts by the same people. This metric is estimated.



The breakdown of followers;



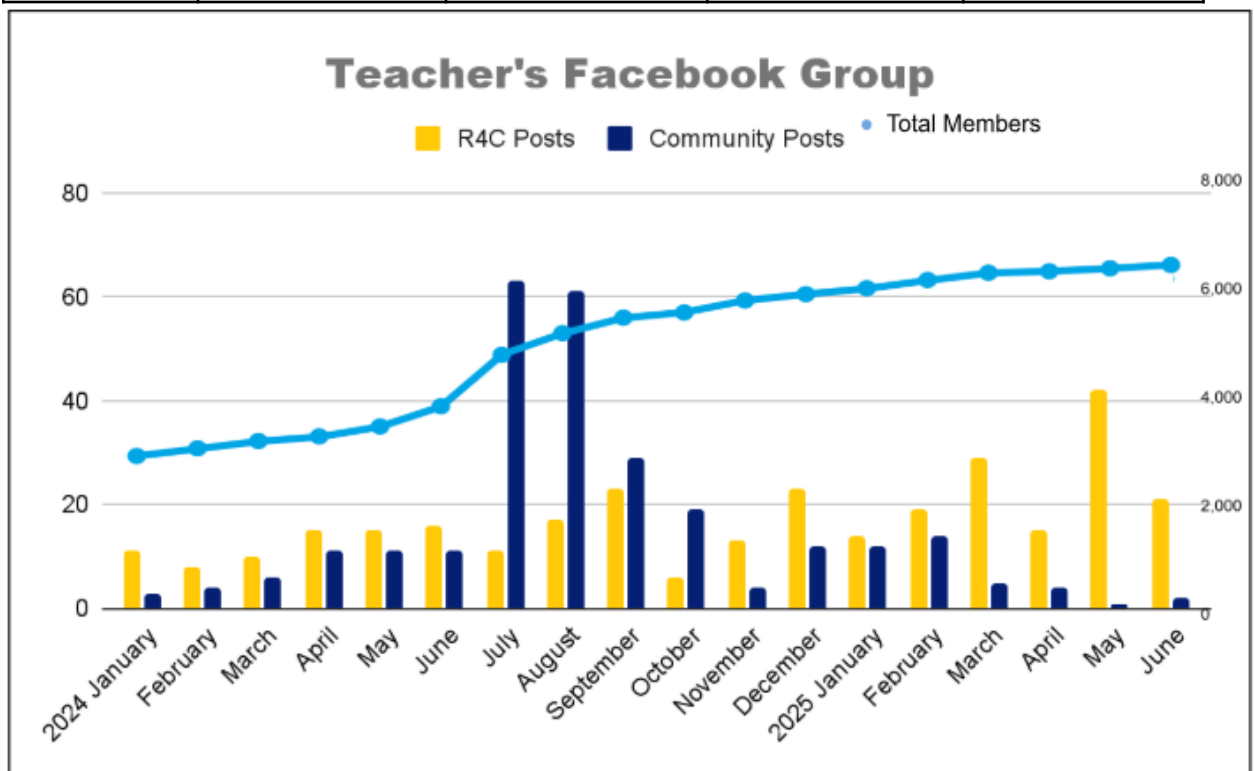
[Public Facebook Group](#) for Preschool Teachers

This is a Facebook group for educators. It serves as a platform where not only posts from

R4C are shared, but also where teachers themselves can disseminate teaching material ideas and educational information.

The most shared post this season was [បន្ទះថាសថ្ងៃក្នុងសប្តាហ៍ \(Day Disk Of The Week\)](#) (51 shares, reaching 657 people).

Duration	Posts by R4C	Posts by teachers	New Followers	Total Followers
Q1	29	13	447	3,899
Q2	46	33	475	4,374
Q3	51	153	1,211	5,585
Q4	42	35	321	5,906
Q5	62	31	293	6,199
Q6	78	7	106	6,305



The breakdown of followers;



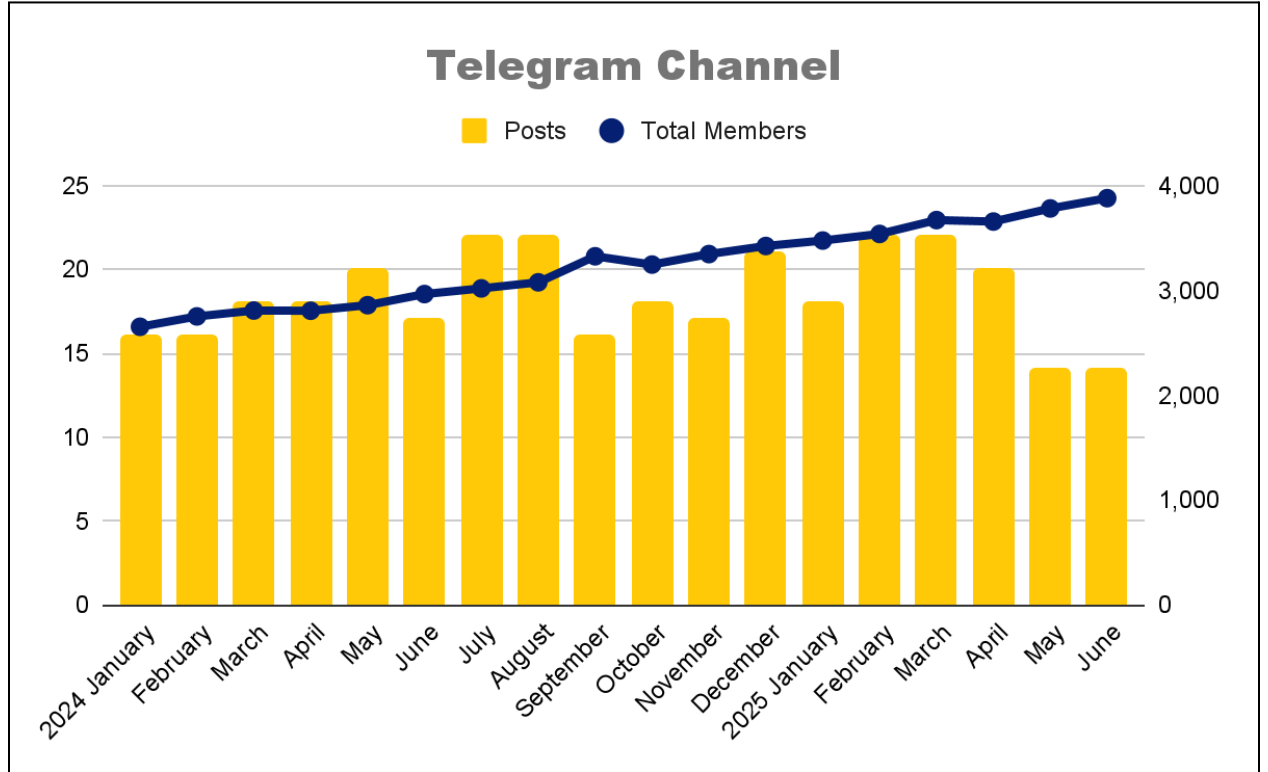
[Telegram Channel](#)

Similar to the Facebook page, we post R4C teaching materials and early childhood education information almost every day. Followers can download materials from here or browse the "[Rermork Digital Library](#)." Channel participants are not limited to teachers; parents can also join.

The most viewed post this season was [fruit illustrations](#) with 1,946 views.

Duration	Posts	New Followers	Total Followers
Q1	50	286	2,808
Q2	55	157	2,965
Q3	60	270	3,235
Q4	56	188	3,423
Q5	62	247	3,670

Q6	48	209	3,879
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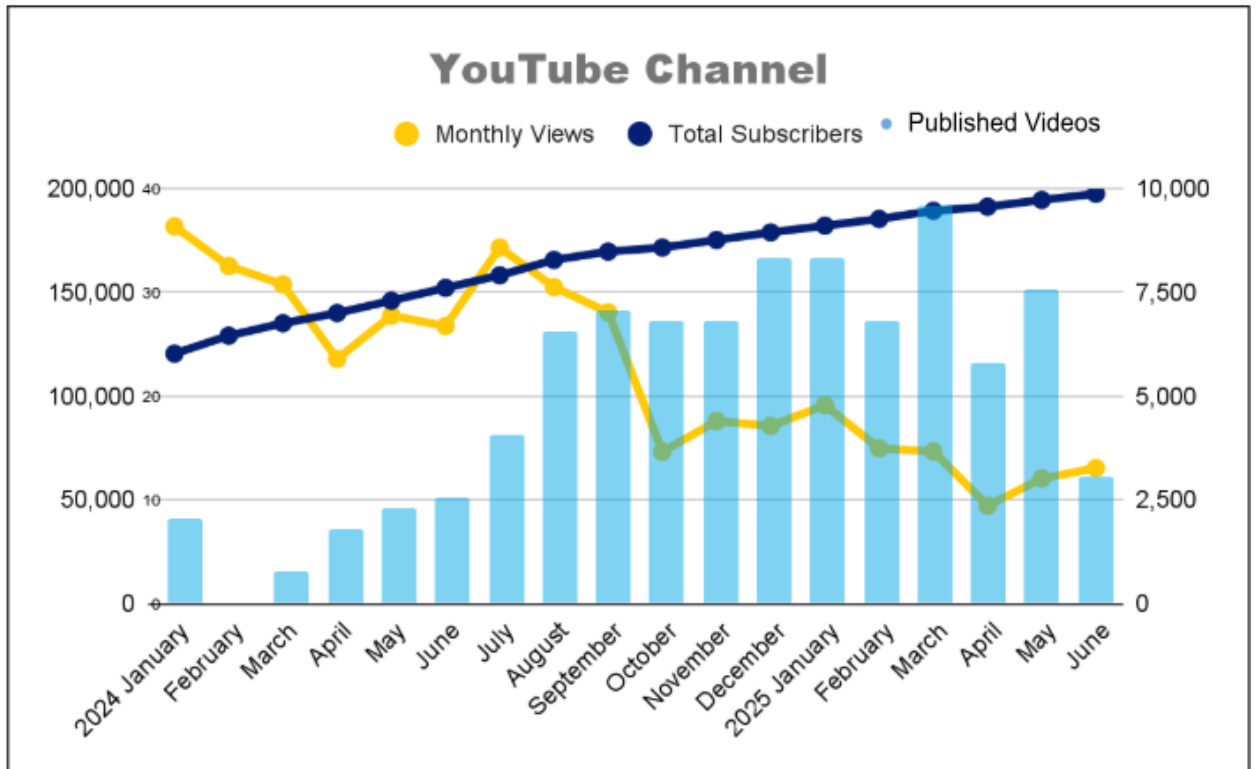


YouTube

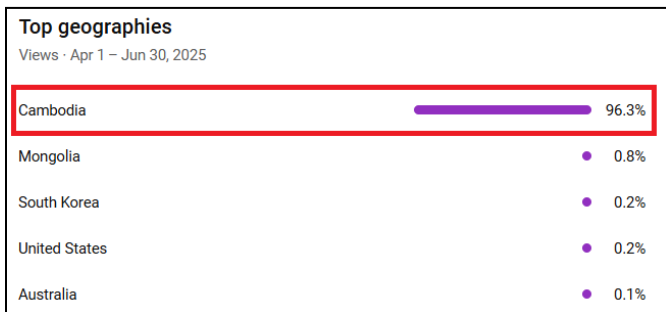
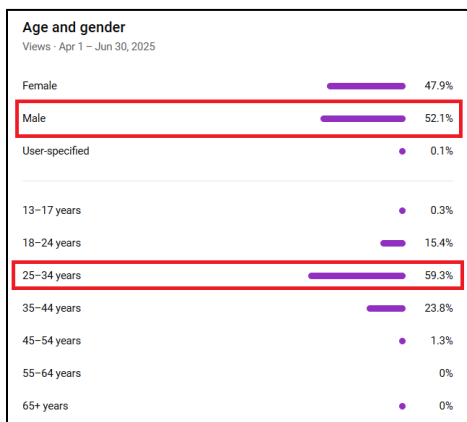
We are posting video teaching materials created by R4C. Many of them include animations, song videos, and instructional videos on activity games, worksheets, and crafts.

The most viewed video in every month was a song video titled "[បទចម្លើង ពេលសប្បាយ \(If You Are Happy And You Know It Song\)](#)" with 27,854 views in these three months.

Duration	Published videos	Views	New Followers	Total Followers
Q1	11	497,829	1,172	6,751
Q2	26	395,580	851	7,602
Q3	70	464,142	873	8,475
Q4	87	249,542	461	8,936
Q5	98	243,842	519	9,455
Q6	65	172,978	410	9,865



The breakdown of subscribers;



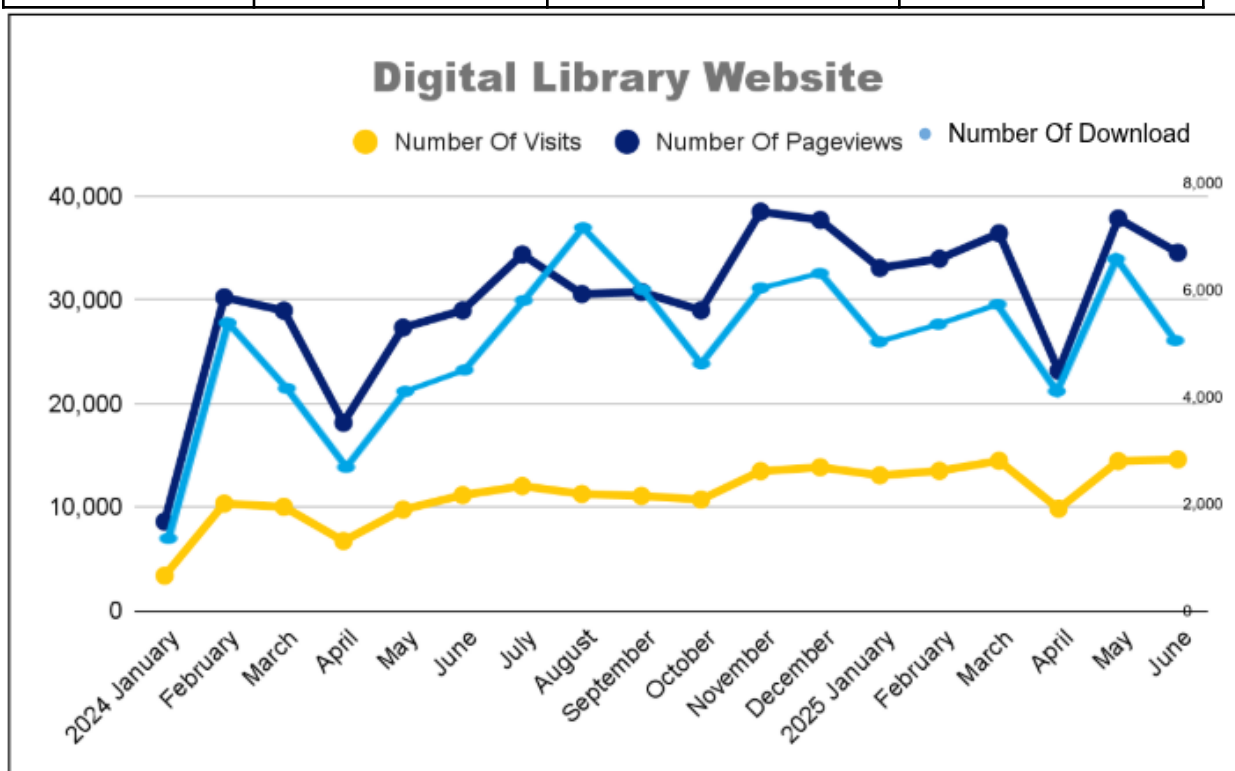
[Rermork Digital Library](#)

This is a free educational resource site for early childhood education launched in August 2022 by R4C. All materials can be downloaded free of charge without copyright restrictions. Teachers' own materials are also uploaded to this platform, aimed at empowering Cambodian early childhood education by Cambodian teachers themselves.

The top three most viewed materials this term were worksheets, storybooks, and classroom decorative teaching tools. Additionally, the most downloaded material was classroom decorative teaching tools '[សិទ្ធិកុមារ \(Children's-Rights\)](#)' (122 downloads).

Duration	Unique visitors	Page Views	Download
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Q1	23,801	67,800	10,940
Q2	27,692	74,428	11,360
Q3	34,421	95,664	19,514
Q4	38,077	105,158	17,385
Q5	41,056	103,416	16,485
Q6	38,917	95,515	16,080



The breakdown of visitors;

Country	Region																				
COUNTRY <table> <tr> <td> Cambodia</td><td>36,051</td></tr> <tr> <td> United States</td><td>879</td></tr> <tr> <td> India</td><td>394</td></tr> <tr> <td> Ireland</td><td>350</td></tr> <tr> <td> Thailand</td><td>340</td></tr> </table>	Cambodia	36,051	United States	879	India	394	Ireland	350	Thailand	340	REGION <table> <tr> <td> Phnom Penh, Cambodia</td><td>20,660</td></tr> <tr> <td> Unknown</td><td>11,913</td></tr> <tr> <td> Battambang, Cambodia</td><td>1,954</td></tr> <tr> <td> Kandal, Cambodia</td><td>851</td></tr> <tr> <td> Kampong Thom, Cambodia</td><td>690</td></tr> </table>	Phnom Penh, Cambodia	20,660	Unknown	11,913	Battambang, Cambodia	1,954	Kandal, Cambodia	851	Kampong Thom, Cambodia	690
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7. Measuring Success

Project	Collection method	Frequency	Beneficiaries
Number of beneficiaries of the project			
Number of institutions participating in the program	Direct observation	Every three month	15

Number of education officials	Direct observation	Every three month	26 (Provincial officer) 1 (District officer) 5 (POE) 5 (DOE) 15
Number of teachers receive direct coaching and access to the digital library via technology solutions	Direct observation	Every three month	26
Number of benefiting school-age children	Direct observation	Every three month	1,079
Number of teachers who took surveys			
Baseline survey	Direct observation	Once conducted	26
Annual survey	Direct observation	Once conducted	26
Number of teachers who took classroom assessments			
The 1st classroom assessment	Direct observation	Once conducted	26
The 2nd classroom assessment	Direct observation	Once conducted	26
Number of teachers who took workshops			
The pre-project workshop	Direct observation	Once conducted	40 (POE) 2 (DOE) 10 (Preschool teacher) 26 (Volunteer teacher) 2
The 1st workshop	Direct observation	Once conducted	40 (POE) 2 (DOE) 10 (Preschool teacher) 26 (Volunteer teacher) 2
The 2nd workshop	Direct observation	Once conducted	41 (POE) 2 (DOE) 10 (Preschool teacher) 26 (Volunteer teacher) 3
The 3rd workshop	Direct observation	Once conducted	41 (POE) 2 (DOE) 10 (Preschool teacher) 26 (Volunteer teacher) 3
The 4th workshop	Direct observation	Once conducted	41 (POE) 2 (DOE) 10 (Preschool teacher) 26 (Volunteer teacher) 3
The 5th workshop	Direct observation	Once conducted	41 (POE) 2 (DOE) 10 (Preschool teacher) 26 (Volunteer teacher) 3
The 6th workshop	Direct observation	Once conducted	41 (POE) 2 (DOE) 10 (Preschool teacher) 26 (Volunteer teacher) 3

Number of teachers who took regular interviews			
The 1st follow-up visit	Direct observation	Once conducted	26
The 2nd follow-up visit	Direct observation	Once conducted	26
The 3rd follow-up visit	Direct observation	Once conducted	26
The 4th follow-up visit	Direct observation	Once conducted	26
The 5th follow-up visit	Direct observation	Once conducted	25
The 6th follow-up visit	Direct observation	Once conducted	26
Information dissemination via social media			
Number of Facebook followers	Direct observation	Every month	7,761
Number of teachers in a private Facebook group	Direct observation	Every month	6,305
Number of teachers in a private Telegram group	Direct observation	Every month	3,879
Number of subscribers to the YouTube channel	Direct observation	Every month	9,865
Number of unique visitors to the Rermork Digital Library website	Direct observation	Every month	38,917

8. Next Schedule (July - September 2025)

- Publish the 12th storybook and the resource package
- Publish the 13th storybook and the resource package
- The 7th workshop (July)
- The 7th follow-up visits (August)