

Better Future Post High School Program Proposal

Period: Jan-Dec 2026

I. What do we need?

JWOC's Better Future Post-High School Program needs **\$25,000** to deliver a year-long class for low-income youth in Siem Reap. This funding will provide essential training in English, digital literacy, financial management, leadership, and career readiness, plus internships, mentoring, and community engagement opportunities. The program aims for a **95% success rate** in graduates securing decent jobs, continuing education, and becoming active, responsible community members.

II. What's the problem?

The program launched by JWOC in 2020 supports young people from low-income backgrounds in Siem Reap as they navigate one of the most uncertain times of their lives—the transition after high school. The program equips youths with essential skills in English, digital literacy, leadership, career planning, and life skills to help them make informed decisions about their futures.

Demand for the program continues to grow, with over 150 youth expressing interest even before the most recent intake. Economic challenges following COVID-19 and limited job opportunities in the tourism-dependent region have heightened youth vulnerability, leaving many facing debt, limited education options, and the risk of unsafe migration.

Across Cambodia, post-high school youth—especially from rural or marginalized communities—face significant barriers to higher education and meaningful employment. Despite increasing high school enrollment (OECD/UNESCO, 2021), financial constraints, limited career guidance, and weak academic preparation hinder many from pursuing higher education or vocational training. For those who do access higher education, quality issues persist: outdated curricula, limited resources, and overcrowded classrooms leave graduates underprepared for the labor market. Employers often highlight gaps in soft skills such as communication, problem-solving, and teamwork.

Nearly 30% of Cambodia's population is under 30 (UNFPA, 2015), yet many lack targeted support during the transition from school to work. In rural areas, limited access to digital tools and poor infrastructure deepen inequalities, a challenge further exposed by the COVID-19 pandemic (OECD/UNESCO, 2021; ADB, 2020). Without focused interventions, youth unemployment, economic instability, and social disengagement will continue to grow.

Since 2006, JWOC's experience working with university students in Siem Reap has shown that the period after high school is critical for shaping a young person's trajectory. While some schools offer English and computer classes, these are often inconsistent and fail to teach 21st-century skills such as critical thinking, adaptability, and effective communication. As a result, many students lack the resources, confidence, and skills needed to successfully plan and build their futures.

III. What do we do?

Goal: To empower graduated youth to achieve and sustain decent employment to support themselves and their communities.

Outcome 1: Graduated youth possess the knowledge and skills required to pursue decent employment.

Output 1.1: Equips youth with foundational skills for education, employment, and daily life.

- Provide basic English & exchange learning to strengthen communication for work and learning, while fostering global connections through activities like pen pal exchanges and learning programs.
- Provide basic digital literacy to build confidence in using computers and digital tools.
- Conduct financial literacy training in order to teach how to manage income, budget, and save wisely.

Output 1.2: Prepares youth for the job market through structured guidance and hands-on opportunities.

- Conduct career orientation to help youth explore career interests and pathways.
- Conduct career guidance training such as self-discovery, goal setting, workplace communication, and job application skills.
- Support the internship placement with a stipend that offers real-world work experience and financial support to reduce participation barriers and encourage learning by doing.

Output 1.3: Promotes personal resilience, positive relationships, and emotional strength.

- Conduct the first-aid & mental health workshops to improve physical and emotional well-being.
- Support the motivation & mentoring to encourage and guide, including engagement with families and universities to address academic and personal challenges.
- Set up the high-risk packages to support students facing exceptional personal or family difficulties.
- Conduct the team building & reflection meetings to strengthen group connection, trust, and learning through shared experiences and feedback.

Objective 2: Graduated youth are inspired to take positive actions in their communities.

Output 2.1: Youth develop leadership and engagement skills that enable them to act as role models and contribute to their communities.

- Provide soft skills and 21st century training with 4 Cs (communication, collaboration, creative thinking and critical thinking) and leadership workshop sessions, including motivation, goal setting, and problem-solving, to foster a sense of responsibility and initiative.
- Conduct sharing sessions led by experienced speakers to inspire youth through real-life examples of leadership and impact
- Facilitate a community contribution discussion session to identify the community needed
- Facilitate exposure visits to youth-led social projects, allowing participants to learn from and engage with peer initiatives
- Conduct the project design and management training to increase knowledge of youth to apply knowledge in the project implementation.
- Support and mentor youth to conduct the community service project and reflect what the best practices and lessons learned.

VI. Measure the Success

In order to measure the success of the project outcomes. The project will apply 3 main indicators:

1. % of graduates employed in decent jobs and apply knowledge and skills from the program
2. % of graduates pursue further/higher education and apply knowledge and skills from the program.
3. % of graduates report that they are socially responsible (contribute financially to family and conduct some community services).

The project is committed to reaching at least 95% target for each indicator and uses the survey methods to measure the outcome.

V. Budget

No.	Description	Qty	Unit price (USD)	Amount
1	Administration & utilities (Rent, Wifi, Electricity)	12	\$ 152	\$ 1,824
2	Recruitment & orientation	1	\$ 1,628	\$ 1,628
3	Instructional materials	25	\$ 55	\$ 1,375
4	Internal Instructors/trainers cost	12	\$ 334	\$ 4,008
5	Stipend for the external committee that facilitates the English enhancement activities (competition events), snacks, and gifts for students/winners	3	\$ 75	\$ 225
6	Facilitation of intensive English session (by external/partner) for slow/lovel English students.	3	\$ 200	\$ 600
7	Transportation and snacks for study tours and workplace visits.	4	\$ 150	\$ 600
8	Transportation, meals, and materials for student team building	1	\$ 500	\$ 500
11	Facilitation and gift for external trainers and speakers.	4	\$ 200	\$ 800
12	Materials and snacks for the facilitation of students' Bi-annual meetings	2	\$ 30	\$ 60
13	Transportation stipend for students during internship period	25	\$ 500	\$ 12,500
14	Graduation celebration and certificates	70	\$ 23	\$ 1,610
Total				\$ 25,000