

Teacher Development Support Organization  
The Angkor Tree Project



Teacher Development Support Organization  
The Angkor Tree Project

SIEM REAP Province in pre-pandemic Cambodia:



**+97 %** of children attend primary school

167.736 primary school students = +/- 28.000 per grade

34.438 junior high school students = +/- 11.500 per grade

**= + 50 % drop-out**

## Lack of quality in primary schools



- Low kindergarten attendance: Children acquire basic motoric and social skills that prepares them for successful learning in primary schools.
- Unsufficient number of trained teachers (many primary school teachers have not completed junior high school!)
- Large class
- Children with special needs are undetected and without adequate support
- Lack of school materials (books, computers, ...)
- Often poor quality of infrastructure (classrooms, sanitary, drinking water, ...)





**EVERY CHILD HAS THE RIGHT  
TO A TRAINED TEACHER**





## English Language Center

## Teacher Training Center

Language  
Classes Grade  
1-12

Center for  
Speech  
Excellence

English for  
Teachers

Pre-Service &  
Early Career  
Training for Teachers  
in NGO's

Early Career  
Training for  
Teachers in Public  
Schools

In-Service  
Advanced  
Training



## Teacher Learning Community – TLC



Teacher Training Center

English Language Center

es

Early Career  
Training for  
Teachers in Public  
Schools

In-Service  
Advanced  
Training

Language Classes  
Grade 1-12

Center for  
Speech  
Excellence

English for  
Teachers





Teacher Training Center

English Language Center

es

Early Career  
Training for  
Teachers in Public  
Schools

In-Service  
Advanced  
Training

Language Classes Grade 1-12

Center for  
Speech  
Excellence

English for  
Teachers



Teacher Training Center

English Language Center

s

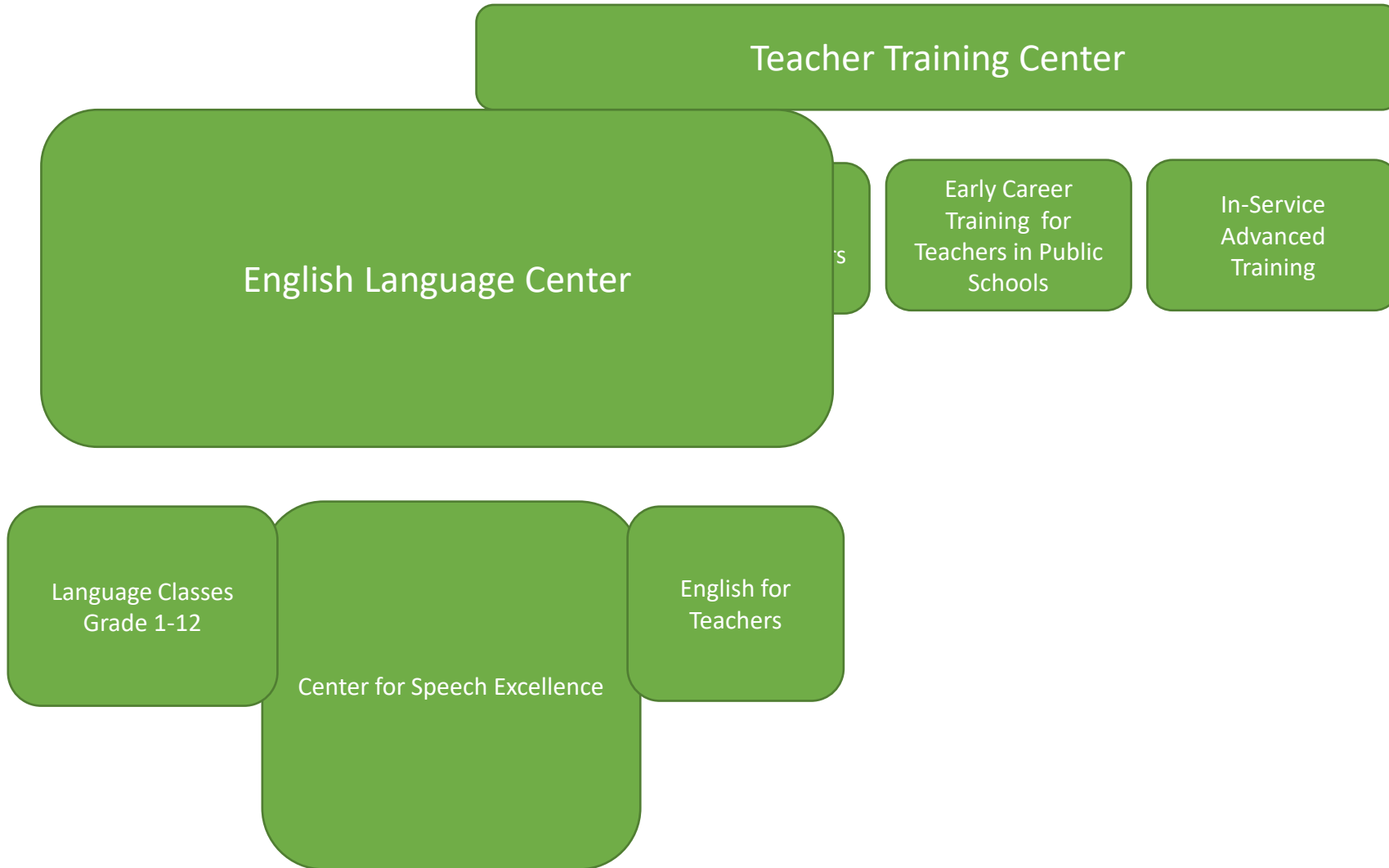
Early Career  
Training for  
Teachers in Public  
Schools

In-Service  
Advanced  
Training

Language Classes  
Grade 1-12

Center for  
Speech  
Excellence

English for Teachers





English Language Center

Language Classes  
Grade 1-12

Center for  
Special  
Education

Teacher Training Center

English for  
Teachers

Pre-Service &  
Early Career  
Training for Teachers in  
NGO's

Early Career  
Training for Teachers in  
Public Schools

In-Service  
Advanced  
Training



English Language Center

Language Classes  
Grade 1-12

Center for  
Special  
Education

Teacher Training Center

English  
Teacher  
Training

Pre-Service &  
Early Career  
Training for Teachers in NGO's

Early Career  
Training for Teachers in  
Public Schools

In-Service  
Advanced  
Training



English Language Center

Language Classes  
Grade 1-12

Center for  
Special  
Education

Teacher Training Center

English for  
Teachers

Pre-Service  
Early Career  
Training for Teachers  
NGO

Early Career  
Training for Teachers in Public Schools

In-Service  
Advanced  
Training



English Language Center

Language Classes  
Grade 1-12

Center for  
Special  
Education

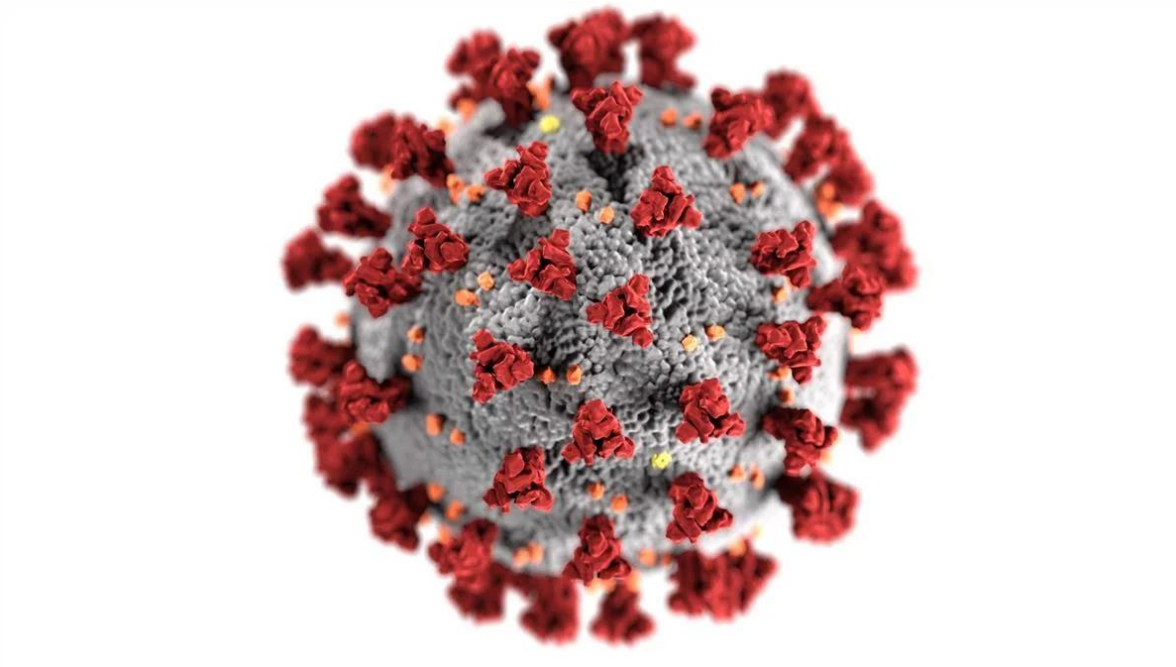
Teacher Training Center

English for  
Teachers

Pre-Service &  
Early Career  
Training for Teachers in  
NGO's

Training

In-Service Advanced  
Training







English Language Center

Teacher Training Center

Language Classes Grade 1-12

Center for Speech Excellence

Teacher Training

Pre-Service & Early Career Training for Teachers in Ministry of Education, Youth and Sport

Professional Career Training for Teachers in Public Schools

In-Service Advanced Training



Teacher Learning Community – TLC

Action!



Doorstep teaching

Homework

Action!



First steps in Distance Learning : remote classroom

## Challenges !



### IT-infrastructure

- Schools don't have equipment
- Students don't have equipment
- Internet connectivity often poor

### IT knowledge

- Often not beyond YouTube and Social Media

### Pedagogical background

- It's not just replacing your students by a webcam and microphone

Action!



Language Buddies

IT for Teachers



Action!

Implementation of Teams



Implementation of Moodle



Flipped Classroom

Blended Learning

Asynchronous learning

review the role of teachers

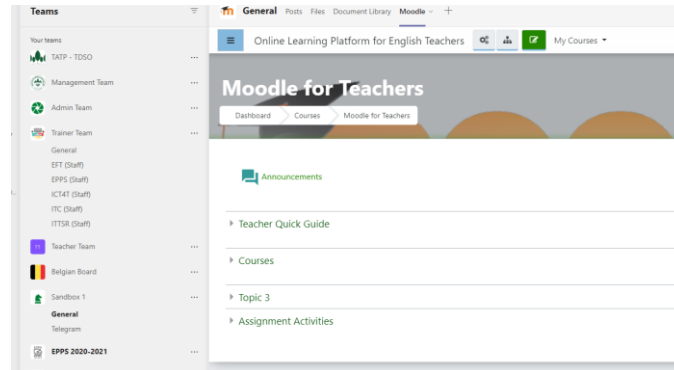
a permanent place for IT in learning



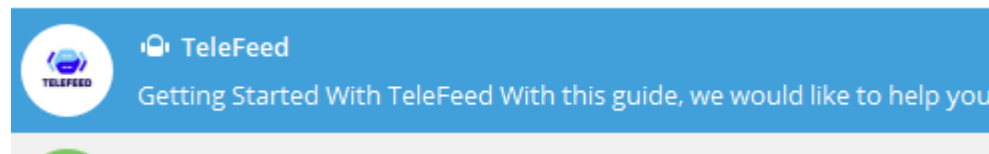
Action!



## Teams-Moodle integration



## Teams-Telegram integration



Opportunities!



Education in Cambodia may jump from the 19<sup>th</sup> to the 21<sup>st</sup> century!

Flipped classroom and blended learning may redefine the role of a teacher

Opportunities for teachers and students in remote areas



But ...



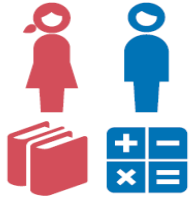
The ongoing closure of schools will throw education back in time

Thousands of teenagers will drop out of school after being two years out of a classroom

The economic rebound of Covid19 will affect education budget and may stop innovation and progress



In Cambodia, **8%** of students achieve the **minimum level of proficiency** in reading and **10%** of students achieve the minimum level of proficiency in mathematics.



**Girls outperform boys** in reading by 17 points. Boys and girls perform similarly in mathematics.



Students of **urban schools outperform students of rural schools** in reading with a performance difference of 42 score points, the equivalent of more than a year of schooling.



While 96% of students report that they **feel safe at school**, only 70% feel safe on the way home from school. At school, the most frequent threats to safety are theft and physical violence (threats and fights).



A small proportion of students report having **missed school for more than 3 months in a row** (7.5%), with health problems and household responsibilities being often cited as the reason. Yet, 50% of students report arriving **late at school**.



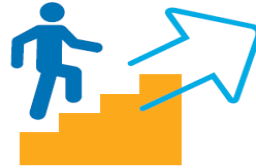
Only 43% of students report that they regularly **discuss with their parents** how well they are doing at school.



**Advantaged students** are about 4 times more likely than disadvantaged students to attain the baseline level of proficiency in mathematics.



Boys are more than 1.4 times more likely than girls to have **repeated a grade in Cambodia**. Retention is strongly associated with lower levels of student performance.



The percentage of the Cambodia's population that has attained **at least Grade 7** by age 15 in 2017 was 28%. The remaining 72% of 15-year-olds in 2017 were either in grades below 7 or out of school.



Cambodia allocates 2.7% of **GDP** and 18.3% of public **expenditure** to education.



Disadvantaged schools tend to have **fewer teachers and less experienced teachers** than advantaged schools.



Rural, disadvantaged and public schools tend to have **school facilities** in worse condition than urban, advantaged and private schools.



In Cambodia, both advantaged and disadvantaged students report **high life satisfaction**...



... but **poor or fair health, especially among disadvantaged students**.



In Cambodia, a large majority of students (94%) feel that they **belong at school**.

## The bottom line...

- Reduce grade repetition particularly among boys by supporting those who fall behind.
- Ensure quality learning time by preventing tardiness through strengthening school management and by increasing learning opportunities through supplementing students with extra competency-based practices—homework or tasks—and engaging parents in their learning process.
- Improve resource allocation by strengthening “school standard” and use this as a benchmark for decisions on budgets and human resources to help disadvantaged schools.
- Improve the quality of instruction by increasing teacher education and strengthening the concept- and competency-based curriculum in teacher education and teaching methods (inductive and competency-based teaching).
- Improve universal basic skills among students by investing more in basic education (K-9)—implementing “concept- and competency-based education” and aligning teacher education with classroom teaching and assessment

## The bottom line...

- Reduce grade repetition particularly among boys by supporting those who fall behind.
- Ensure quality learning time by preventing tardiness through strengthening school management and by increasing learning opportunities through supplementing students with extra competency-based practices—homework or tasks—and engaging parents in their learning process.
- Improve resource allocation by strengthening “school standard” and use this as a benchmark for decisions on budgets and human resources to help disadvantaged schools.
- Improve the quality of instruction by increasing teacher education and strengthening the concept- and competency-based curriculum in teacher education and teaching methods (inductive and competency-based teaching).
- Improve universal basic skills among students by investing more in basic education (K-9)—implementing “concept- and competency-based education” and aligning teacher education with classroom teaching and assessment



## English Language Center

## Teacher Training Center

Language  
Classes Grade  
1-12

Center for  
Speech  
Excellence

English for  
Teachers

Pre-Service &  
Early Career  
Training for Teachers  
in NGO's

Early Career  
Training for  
Teachers in Public  
Schools

In-Service  
Advanced  
Training



## Teacher Learning Community – TLC



## English Language Center

## Teacher Training Center

## IT Training Center

Language Classes Grade 1-12

Center for Speech Excellence

English for Teachers

Pre-Service & Early Career Training for Teachers in NGO's

Early Career Training for Teachers in Public Schools

In-Service Advanced Training

Information and Communication Technology for Education

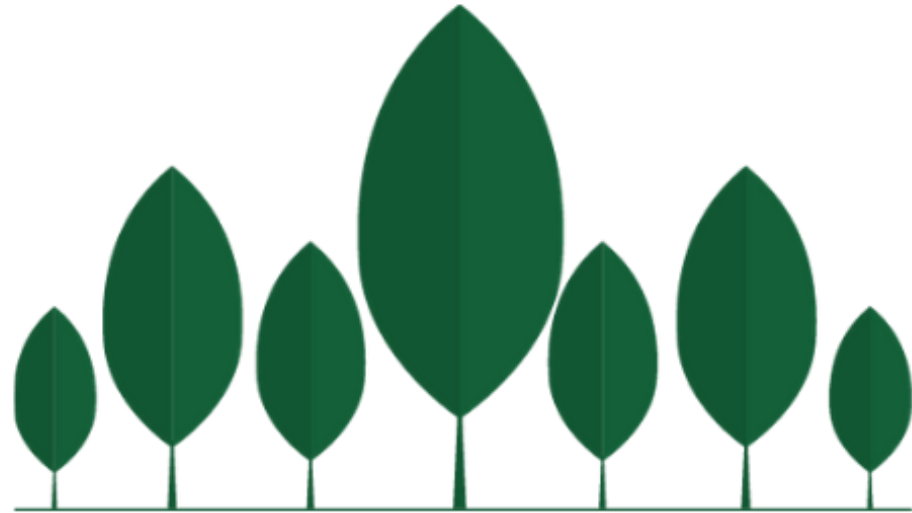
IT for Teachers



## Teacher Learning Community – TLC

E-learning Platform ([www.tdso.online](http://www.tdso.online))

Thank you for your interest and support



Teacher Development Support Organization  
The Angkor Tree Project

[www.tdso.ngo](http://www.tdso.ngo)

[cambodia@theangkortreeproject.org](mailto:cambodia@theangkortreeproject.org)