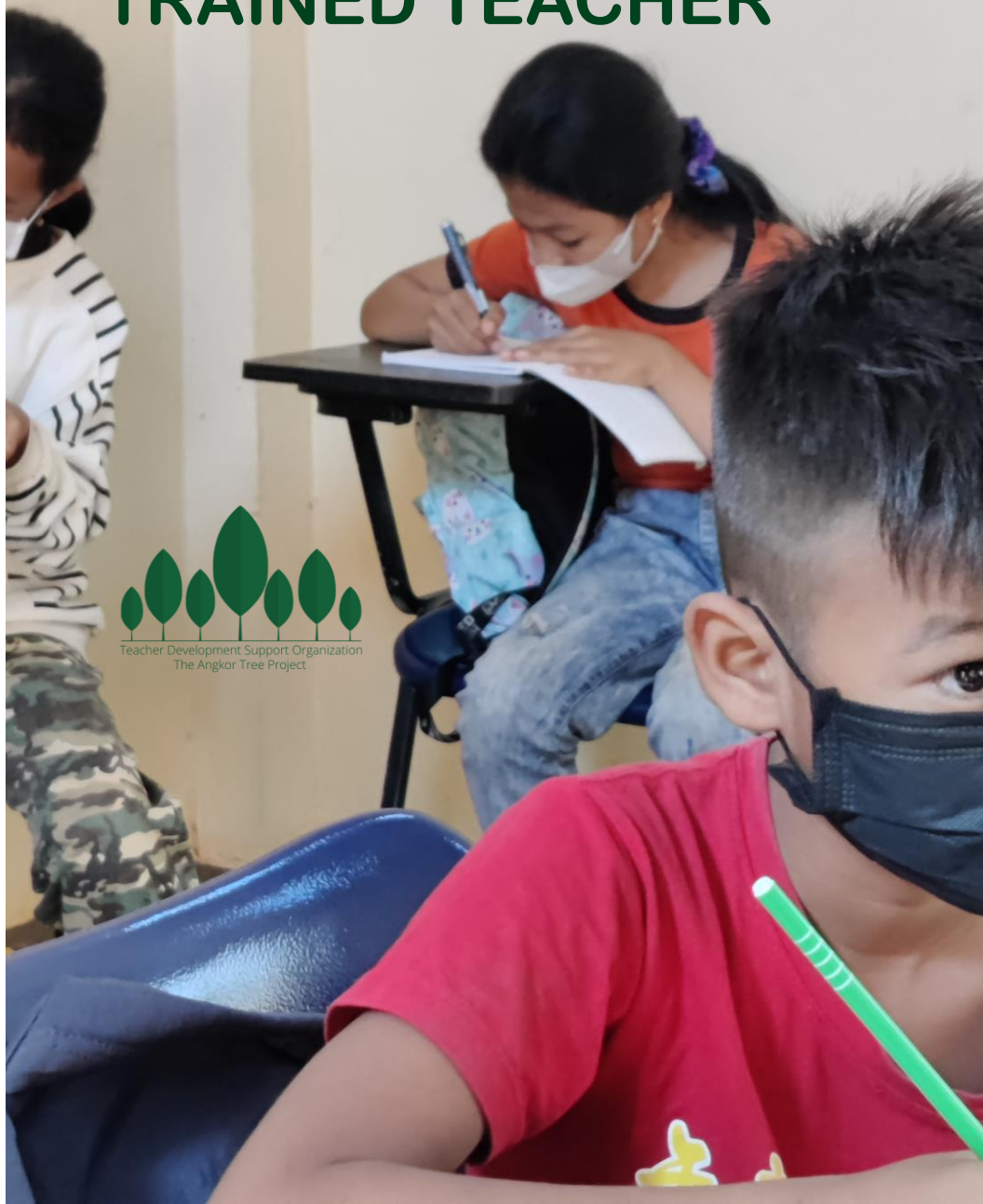


# EVERY CHILD HAS THE RIGHT TO A TRAINED TEACHER



# You've Changed Lives

You've made quite the difference in 2021! I am so thankful for the impact you're making in the lives of the community we serve. So many of these children wouldn't have had a chance for a quality education without your support.

Through your generous support, you provide 159 teachers access to a life-changing training and 200 primary- and secondary school students to English classes!

You've done more than that. You paved the way for a transition from traditional teaching methods to an up-to-date 21<sup>st</sup> century approach. Student centered teaching, inclusion, digitalization made their entry in the Cambodian education landscape.

As we look forward to 2022, we know you'll be excited to learn we are launching new training programs to help teachers and children living in most difficult circumstances in rural areas. With your help, we will continue to provide every child with a trained teacher!

Sopheak Ngo, Nat Son and Mark Desmaele  
Management Team



159

TEACHERS  
TRAINED



47

LANGUAGE  
BUDDIES  
PAIRS



38

ENGLISH FOR  
TEACHERS  
TRAINEES

200

ENGLISH CLASS  
STUDENTS



759

IT FOR TEACHERS  
PARTICIPANTS



0

OF OUR STAFF OR  
TRAINEES  
INFECTED



25

LOCAL FAMILIES  
SUPPORTED

0

INTERNATIONAL  
TRAINEES



## 2021 in review

Over recent years, education in Cambodia has shown a remarkable evolution. Research from the World Bank and Unicef show most children in Cambodia, regardless of gender, now attend primary schools. Over the last decade, the number has increased to over 97%. This is the result of the ongoing effort of authorities, schools, international organizations, and NGOs.

However, when we look at the secondary level, the picture doesn't look that good! On the contrary, over 50% of children drop out between primary and secondary.

Several factors are at the basis of this, the shallow quality of primary education being the most crucial reason for this dramatic situation. And this is primarily due to a systematic and chronic lack of well-trained teachers. Other factors include low kindergarten attendance, giving kids no chance to acquire basic motoric and social skills that prepare them for successful learning in primary school; large classes of over 50 students per class; undetected children with special needs or support; lack of school materials; poor quality of infrastructure like classrooms, sanitary, and drinking water.

But lack of trained teachers is by far the most important one!

The United Nations rightfully put forward Quality Education as one of the top priorities on its sustainable Development Goals agenda. Teacher Training is, in our opinion, probably the most vital key to achieving the target of Quality Education.

Because every child has the right to a trained teacher!

To develop quality education, we at TDSO started teaching English to kids in a poor neighbourhood of Siem Reap many years ago. What has become a fully-fledged English Language Centre provides chances to over 200 grade 1-12 students to develop their general English skills.

The English for Teachers program concentrates on, as the word says, teachers. Their language proficiency is crucial.

Our Teacher Training Centre is all about teaching skills. How to teach!

We have 3 programs.

- a. 'The first addresses early career teachers from NGOs and community schools. University students majoring in TESOL or TEFL often start teaching in these informal schools. They need an income! Unfortunately, they may learn English at the universities. Teaching skills and pedagogy are not in the curriculum for the first three years. So, they start teaching without having had any training whatsoever. We help to close this gap, our courses are an excellent complement to their college program, and the students in the informal schools get a trained teacher!
- b. A second program is for teachers in public schools. In public primary schools, English is a subject starting from grade. Still, the teachers have never been taught to teach it. Due to a shortage of teachers, those who know English are assigned to teach English even without training.
- c. The third program is in-Service Advanced Training, designed for more experienced teachers to develop their profession continuously. This is a modular approach of 5 weeks where trainees choose the topic of their interest.

Unfortunately, because of COVID-19, we had to close all our activities. At first, we did not take any action because we thought the closure would be just a few weeks, and we were unprepared for this scenario.

But, it became quickly apparent that the closure would be long lasting, and we developed the first actions. We started with doorstep teaching. Our teachers travelled from one house to another to provide homework. Some students came to school to pick up homework and return their work.

We experimented with distance learning for the teacher training program through online workshops.

But it was not easy. We were continuously confronted with significant challenges such as poor IT infrastructure, low-quality internet access and a considerable lack of IT knowledge from trainers, trainees and students. And we lacked experience and pedagogical background.

But we learned by doing.

The first major hit was the language buddies initiative. Language buddies give mentees (English teachers) a great chance to speak online with their native or near-native peers or mentors for two hours per week. That's 50 hours of one to one conversation about real-life topics.

Another fantastic success is our BASIC IT skills for Teacher program. Over 750 teachers have registered for these courses.

Cambodians are fast learners and eager to learn. We are used to working with limited resources and making the most out of every opportunity.

We implemented two important online tools, Microsoft Teams and Moodle. These tools opened a world of opportunities. We introduced the concepts of 'flipped classroom' and 'blended and asynchronous learning'. In March 2020, schools forcedly closed. By early June, all our programs were online. And I want to take this opportunity to congratulate all our trainers, teachers and trainees. You have done an incredible job.

Meanwhile, we acquired a lot of expertise and insight.

Using the online tools was so successful that we will continue to use them beyond the lockdown of schools. It even showed us how to approach teachers in remote areas where there is no trainer available! Of course, teacher training online and in workshops are not the same, but permanently making IT-tools an integrated part of our programs will increase the impact of the training programs.

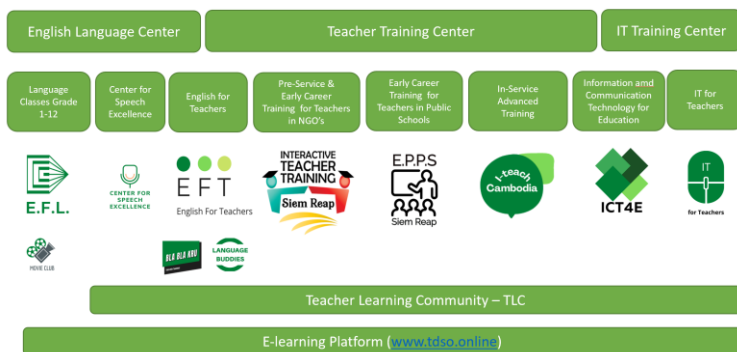
We even go further. We integrated Teams and Moodle, thus making the threshold for learners as low as possible. We are now also combining Telegram, the most widely used communication app in Cambodia. Access to the virtual learning environment becomes more straightforward, and more accessible for larger groups of learners.

We have seen that the COVID pandemic should not only be seen as a crisis without precedent, but also as an opportunity to improve quality education. Education in Cambodia may jump from the 19<sup>th</sup> to the 21<sup>st</sup> century.

Flipped classrooms and blended learning may redefine the role of teachers and be increasingly important to overcome the scarcity of trained teachers. Teachers will have to use modern approaches to teaching, such as communicative language teaching (CLT), inquiry- or discovery-based learning, task-based learning, and problem- or project-based learning. All new in a country where traditional teaching and innovation were limited to replacing a blackboard and chalk with a white one and markers!

Teachers are no longer the senders of information, and students are no longer the receivers of information. Instead, the teachers play the role of facilitators, and students work collaboratively to construct knowledge and share it with the class. This promotes learning autonomy and a sense of teamwork and communication. With the new way of learning, students from remote areas stand a better chance to attend classes virtually. In Europe or other developed countries, public transportation makes life easy for students to leave home for school and return home in the afternoon. Cambodia, in contrast, has no such public transportation.

However, Covid-19 also gives us some drawbacks. The ongoing closure of schools will throw education back in time. Also, thousands of teenagers risk dropping out of school after being two years out of a classroom. Additionally, the economic rebound of Covid19 will affect the education budget and may stop innovation and progress.





Today, at the dawn of 2022, the 2018 PISA for development conclusions remain valid.

The result suggests that people in charge take several actions.

First, reduce grade repetition, particularly among boys, by supporting those who fall behind.

Second, ensure quality learning time by preventing tardiness by strengthening school management and increasing learning opportunities by supplementing students with extra competency-based practice – homework or tasks – and engaging parents in their learning process.

Third, improve resource allocation by strengthening school standards and use this as a benchmark for decisions on budget and human resources to help disadvantaged schools.

Fourth, improve the quality of instruction by increasing teaching education and strengthening the concept- and competency-based curriculum in teacher education and teaching method.

And last but not least, improve universal basic skills among students by investing more in primary education (k-9) – implementing concept- and competency education and aligning teacher education with classroom teaching and assessment.

We believe that our two programs, English as Foreign Language (EFL), Teacher Training and IT for Teachers, particularly respond well to the PISA's bottom line.



Time of the year is 11 to 12.11.17  
② you go outside 1000 m. daily  
Exercises:  
1. Set syllabus for an academic year.  
2. Save time for searching new  
4. Save time for activities, exercises....  
Lessons, Ready m...

You have made the  
Difference!

# FINANCIALS

Consolidated accounts 2021			
		USD	EUR
	Exchange Rate	1.14	0.88
Expenses	Rent	15,600.00 \$	13,728.00 €
	Building Maintenance	1,963.45 \$	1,727.84 €
	Utilities	2,023.13 \$	1,780.35 €
	Salaries	48,104.48 \$	42,331.94 €
	Insurances/medical Expenses		
	Staff	1,166.48 \$	1,026.50 €
	Other staff Cost	3,825.76 \$	3,366.67 €
	Staff Training Expenses	1,805.00 \$	1,588.40 €
	Trainee Incentives	5,850.00 \$	5,148.00 €
	School Materials	6,916.87 \$	6,086.85 €
	Volunteer Cost	1,023.31 \$	900.51 €
	Family Support	2,162.50 \$	1,903.00 €
	Meetings and Seminars	137.69 \$	121.17 €
	Representation Cost	100.00 \$	88.00 €
	Exceptional Cost	21.25 \$	18.70 €
	Membership Fees	171.06 \$	150.53 €
	Financial and Admin Cost	386.96 \$	340.52 €
	IT Cost	1,082.15 \$	952.29 €
		92,340.09 \$	81,259.28 €
Income	Donations	18,390.26 \$	16,183.43 €
	Donations from organisations	12,119.33 \$	10,665.01 €
	Grants (public)	35,291.24 \$	31,056.29 €
	Income from events	1,124.99 \$	990.00 €
	Other Income	343.59 \$	302.36 €
		67,269.40 \$	59,197.08 €

# An Even Bigger 2022

Covid-19 has shown us the way forward for sustainable and impactful education in Cambodia. We choose to resolutely continue the path of modernization and digitization of education. By doing this, thousands of teachers and students in more remotely located villages will enjoy quality and future-oriented education.

No-one is left behind!

**Because every child had the right to a trained teacher!**



The Angkor Tree Project  
becomes  
**Teacher Development Support Organisation**

Starting 1<sup>st</sup> of January our ngo will be rebranded as  
Teacher Development Support Organisation, or TDSO.

This name change harmonises our image in Cambodia and  
abroad and reflects well our priority : providing children  
with well trained teachers.



**Better Teachers – Better Students - Better Future**

## Partners :



Beveren-Waas



