

2022 ANNUAL REPORT

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បានសិក្សាដែលមានសម្រាប់  
ទៅបានសិក្សាដែលមានសម្រាប់



EVERY CHILD HAS  
THE RIGHT TO A  
TRAINED TEACHER

## **Back to normal**

Dear stakeholders and supporters,

It is with great pleasure that we present to you the annual report “Back to Normal”. These three words summarize perfectly what we achieved in 2022, after two years of ongoing restrictions due to the pandemic, we were able to deliver high quality language classes and teacher training programs.

As we reflect on the past year, we are proud of the progress we have made towards the high standards of the trainings we provide. And that shows in the increasing number of participants, and unfortunately sometimes in long waiting-lists. We have deepened our cooperation with the authorities, resulting in more programs that address the teachers in Public Schools. We have explored and built strong and sustainable relations with partner organisations such as NEP (NGO Education Partnership), Aide&Action, Spoons organisation and others.

Our programs have reached teachers in some of the most difficult contexts, including very remote villages. Through our community-based approach, we have worked closely with local partners and stakeholders to ensure that our programs are responsive to the needs of the communities we serve.

We have also made significant strides in promoting gender equality in education, with a particular focus on empowering girls and women. By providing safe and inclusive learning environments, we are helping to break down barriers to education and create a more equitable future for all.

None of this would be possible without the support of our dedicated team, volunteers, donors, and partners. We are grateful for their unwavering commitment to our cause, and we look forward to continuing our work together in the years to come.

As we navigate the challenges and opportunities ahead, we remain committed to our vision of a world where every child has the right to a trained teacher, regardless of their background or circumstances. Thank you for your ongoing support and partnership.

Sincerely,

## **Second Language Learning**

Acquiring a second language can be extremely beneficial for students in Cambodia for several reasons.

Firstly, knowing a second language, such as English or French, can greatly enhance one's employment opportunities. With globalization and increased economic integration, many businesses and organizations require employees who can communicate effectively in multiple languages. This is particularly true in Cambodia's tourism and hospitality industries, which are rapidly growing and require staff who can communicate with international visitors.

Secondly, learning a second language can broaden students' cultural horizons and increase their understanding of different cultures. This can be especially important in Cambodia, which has a diverse population and is becoming increasingly connected to the rest of the world. By learning a second language, students can better appreciate and understand the perspectives and experiences of people from other countries and cultures.

Thirdly, learning a second language can improve cognitive abilities, including memory, problem-solving skills, and creativity. These skills can be valuable in many different areas of life, including academic pursuits, professional endeavors, and personal relationships.

Acquiring a second language can provide numerous benefits for students in Cambodia, including improved employment opportunities, increased cultural understanding, and enhanced cognitive abilities. Therefore, it is important for students in Cambodia to prioritize learning a second language as part of their education.

## Communicative Language Teaching

Communicative Language Teaching (CLT) is an approach to language teaching that emphasizes the use of language for communication rather than simply learning grammar and vocabulary in isolation. Here are some advantages of CLT over traditional language teaching:

1. Focus on Communication: CLT emphasizes the importance of using language for communication, which helps learners develop their speaking and listening skills more naturally and authentically.
2. Authentic Materials: CLT encourages using original materials, such as videos, articles, and podcasts, which provide learners with real-world examples of how language is used in context.
3. Learner-Centered Approach: CLT is learner-centered, meaning that learners are encouraged to take an active role in their learning by engaging in tasks and activities relevant to their needs and interests.
4. Interactive Classroom Environment: CLT promotes an interactive classroom environment where learners are encouraged to collaborate and use the language they are learning in meaningful ways.
5. Contextualized Learning: CLT emphasizes the importance of learning the language in context, which helps learners to understand the meaning and use of language more thoroughly.
6. Motivating and Engaging: CLT can be more motivating and engaging for learners because it provides them with opportunities to use the language they are learning in meaningful ways.

CLT has many advantages over traditional language teaching because it focuses on communication, promotes authentic materials, uses a learner-centered approach, creates an interactive classroom environment, emphasizes contextualized learning, and is motivating and engaging for learners.



## **CLIL : Content and Language Integrated Learning**

CLIL, which stands for Content and Language Integrated Learning, is a method of teaching a subject through the medium of a foreign language, such as English. There are several reasons why CLIL is considered to be one of the best methods of language teaching:

1. **Contextualized Learning:** CLIL allows language learning to take place in a contextualized setting. This means that students are learning language in a real-life context, rather than just memorizing vocabulary and grammar rules. By learning language in a meaningful context, students are more likely to remember and use the language they have learned.
2. **Authentic Materials:** CLIL uses authentic materials, such as textbooks, articles, and videos, which are created for native speakers of the target language. This means that students are exposed to language as it is used in real-life situations, rather than simplified or artificial language that is often used in language textbooks.
3. **Multidisciplinary Learning:** CLIL integrates language learning with other subjects, such as history, science, or art. This approach helps students to

develop their language skills while also learning about other subjects. It also helps to make language learning more engaging and interesting for students.

4. Motivation: CLIL can be a motivating way to learn a language, as it allows students to see the immediate practical application of what they are learning. Students who are interested in the subject they are learning are more likely to be motivated to learn the language associated with it.
5. Communicative Competence: CLIL emphasizes communicative competence, which means that students learn how to use language to communicate effectively in real-life situations. This is different from traditional language teaching, which often focuses more on accuracy and correctness.



## Our programs

### English classes

We have classes for kids (primary school) for adolescents (secondary school), as a complement to what they learn at school. Cambodian law imposes English as a subject in all schools as from grade 4, but most schools cannot meet this requirement, due to lack of skilled teachers.

The classes for primary school kids (3 levels; phonics, level 1 and level 2) take place in the morning (for the kids who attend public schools in the afternoon) and in the afternoon (for those who go to the public school in the morning). We work in small groups; emphasis is on speaking skill.

The classes for secondary school students (3 levels, 1,2 and 3) take place in the later afternoon, between 5 and 7 pm.

Currently, nearly 300 students attend the classes daily!



**Dear, Drop Everything and Read: a project supported by the Province of Antwerp (Belgium) and developed in cooperation with AP University Of Applied Sciences**

Students in Cambodia hardly read. For most, the textbooks used at school are the only books they will ever pick up. Findings from PISA for Development show that no more than 28.1% of the total population of 15-year-olds are enrolled in secondary education (The remaining Cambodian youth have dropped out of school) And in this group, only 8% achieves a minimum proficiency level (level 2) or higher in reading. Only this tiny percentage of students (2.2 % of the 15-year old population!) meet the goal of SDG 4.

Reading is critical because it makes people more empathetic, knowledgeable and stimulates their imagination. Without reading, both personal and community development will remain impossible.

Whilst the availability of books is a significant problem, the lack of reading skills and reading education is even more pressing.

That's where the DEAR project comes in. DEAR stands for 'Drop Everything And Read'.

The project wants to achieve a higher reading comprehension level for secondary education students. The most direct and almost automatic effect of regular (story) reading (of texts at their level of learning English) is acquisition of vocabulary (the learner's mental dictionary), which counts for a rough 95% of all foreign language communication. At the same time, the project aims to improve the students' speaking skills and raise their confidence when speaking for a group.

The students get the chance to read texts about different STEAM topics (Science, Technology, Engineering, Arts and Mathematics). These essays were prepared by the TDSO team, taking into account the students' level, interests, and cultural backgrounds.

The students work in small groups. At regular intervals, each group receives two to

three challenging texts. Challenging in terms of vocabulary, grammar, and content, but still according to the students' level.

The students read the texts, highlight important parts, take notes, and do the suggested language tasks and/or answer the supplied comprehension questions. After the first read, the students meet in their groups, share notes, insights, and ideas, and prepare a presentation. They can use paper flipcharts or digital tools (PowerPoint, Canva ....). The presentation reflects their comprehension, distinction between essentials and details, and communication skills. Feedback on the presentation comes from the teachers and the students' peers under the format of Q&A

While reading the texts, preparing and practising the presentations, and presenting, Learning Assistants (LA's) are available to help all students. LA's are active during the reading and help the groups by guiding them to understand the text better. The LA's help preparing presentations and teachers encourage their students to participate in DEAR sessions. They provide the introduction to reading skills (text skimming, scanning for selected details, silent reading, ...).

We consider DEAR as our most important success in 2022. The project will continue, including reading of fiction.



## **Language Buddies**

The Language Buddies program, where students and teachers can talk twice a week with their peers in Europe, and this way have an unique opportunity to practice their language skills continued in 2022, although it was very difficult to find participants in Europe. There were fewer participants than in 2021, and we will increase our efforts to recruit and motivate European partners in the project.



## **English for Teachers**

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

We provide English courses for teachers at 4 levels : pre-intermediate, intermediate, upper-intermediate and advanced.

The entire English for Teachers approach is based on the concept of 'Flipped Classroom': trainees work themselves through the content of a lesson (grammar, vocabulary ..) outside the classroom. The time in class is transformed into a dynamic,

interactive learning environment where the coach guides students to apply concepts and engage creatively in the subject matter.

### **ITTSR : Interactive Teacher Training (Siem Reap) and EPPS (English for Public Primary Schools)**

In 2022 we were able to deliver this training to 4 groups of 16 NGO-teachers, and 4 groups of 16 public school teachers (two of each in the first and two in the second semester). Each program is 20 weeks of intensive workshops and coaching. The workshops were face to face again, no more complicated on-line classes with all of its limitations. And more important, as schools all reopened, we were able to deliver coaching to the trainees in their respective workplaces.

These courses (64 teachers) impact around 5.000 students!



## **ITC: I Teach Cambodia**

The ITC program continues to focus on more advanced teachers. It consists of short modules, allowing the participants to continue their current jobs. Every module (around 20 hours per module) will offer students (groups of no more than 15 students) the possibility to attend the weekday program (one day/week for 5 weeks) the weekend program (Saturday or Sunday, for 5 weeks), or the all in one week program (for remote students, 5 full days where the students are offered compensation for transport and accommodation). During regular school hours, the practice training will be done in cooperation with the schools where the students are currently teaching.

In 2022 we conducted 8 of these 5-week workshops.

## **Instructional Leadership.**

Instructional leaders play a crucial role in improving teacher quality. Effective instructional leaders can provide support, guidance, and resources to teachers to help them improve their teaching practices and ultimately improve student outcomes. They can also lead professional development opportunities that help teachers stay up-to-date on the latest teaching methods and techniques.

Instructional leaders can provide valuable feedback to teachers through classroom observations, data analysis, and ongoing communication. They can help teachers set goals for themselves and work toward achieving them. By providing a positive and supportive environment for teachers, instructional leaders can help to retain and develop high-quality teachers, which is essential for the success of any educational program.

## Financial Overview

**TDSO**

### Statement of Income and Expenses - 2022 Consolidated

(Exrate USD - EUR = 1)

Date : 16 January 2023

To be Confirmed by board and AGM

Expenses	Income
Rent	15,600.00 \$
Building Maintenance	2,034.26 \$
Utilities	1,587.09 \$
Salaries	53,938.40 \$
Insurances/Medical Expenses	837.05 \$
Other Staff Cost	4,503.30 \$
Trainee Incentives	8,760.00 \$
School Materials	10,282.00 \$
IT Cost	1,671.23 \$
Memberships and external events	3,040.98 \$
Volunteer Cost	2,889.93 \$
Scholarships	1,505.43 \$
Family Support	700.00 \$
Financial & Admin Cost	585.26 \$
	<b>107,934.93 \$</b>
	<b>102,186.15 \$</b>