Improving Early Grade Teaching and Learning Outcomes in Cambodia

McGovern-Dole Food For Education Project

Over the course of three years, the Mc-Govern Dole Food For Education (FFE) project worked to improve food security, expand access to primary education, promote early childhood development and enhance learning outcomes in Cambodia. World Education led the literacy component across Siem Reap and Kampong Thom provinces.

**Project Coverage:**
- 503 Primary Schools in Siem Reap and Kampong Thom Provinces
- Almost 3,000 educators and over 50 officials from provincial education offices and teacher training colleges

**The Goal:**
- 1,900 educators demonstrate increased knowledge, improved teaching techniques and skills
- Increased percent of students who demonstrate that they can read and understand the meaning of grade level text by the end of two grades.

**The Solution:**
A multi-pronged approach to support the education continuum from grades 1-3 with interventions to improve teaching practice, classroom environment, governance and system support, assessment, and parent and community engagement. Interventions include: a 6-day training for teachers; a 2-day training for school directors; capacity building of Provincial Teacher Training College trainers and district officials; provision of teaching and learning materials; ongoing professional development for teachers through school visits and strategic use of technology.

**The Impact:**
- 157,635 teaching and learning materials including storybooks, posters, and educational games distributed to target schools
- 3,212 teachers, educators, and teaching assistants and 714 school administrators and officials trained or certified
- 1,699 teachers and 484 school administrators demonstrated the use of new skills and quality teaching techniques or tools
- 20 Ministry of Education, Youth and Sports provincial trainers gained new knowledge and skills to effectively train teachers on improved EGR approaches
School-Based Teacher Professional Development

The School-Based Teacher Professional Development strategy that was employed aimed to help teachers apply Early Grade Reading teaching techniques to their classroom practice, while in the process, also engaging and activating the school management and leadership capacities of school directors. The strategy included school visits by project staff and trainers from the Provincial Teacher Training College, Provincial Office of Education, and District Training and Monitoring Teams. During school visits, staff and trainers:

- Conducted lesson observations
- Provided teachers with constructive feedback
- Assisted teachers in setting professional development goals

In the project’s third and final year, project staff and trainers visited a total of 744 teachers (362 in Siem Reap and 382 in Kampong Thom).

An Online Community of Practice

The project used popular social media and network platforms, such as Facebook and Telegram, to disseminate resources, reinforce key messages, send reminders and channel targeted content to participants and stakeholders. The social network sites created informal opportunities for teachers to engage in professional development that was ongoing, collaborative and easily accessible. The Khmer Literacy Resources Facebook page has:

- Over 300 members
- 9 teacher training videos
- Digital copies of the FFE teaching and learning materials

Trialing Approaches to Teacher Accreditation

World Education drafted and piloted an accreditation framework for in-service teacher training. The research-based teacher training curriculum developed by the project was carefully aligned with the Ministry of Education, Youth, and Sport’s National Qualifications Framework for teacher upgrading, the Teacher Professional Standards, and the Teacher Policy Action Plan. The proposed plan would allow teachers to gain accreditation upon successfully completing each training module, practicum activities, self-study, directed activities, and assessments. The pilot proved that it is a viable option for future in-service teacher training once the government is ready to move ahead with such accreditation schemes.

Who We Are

World Education has been working in both formal and non-formal education sectors in Cambodia for over 20 years in an effort to provide improved educational opportunities for Cambodians and enhanced life outcomes. Programming emphasizes capacity development of local stakeholders, with the aim of improving the quality of schools and increasing access to educational programs. Our work focuses on holistic, stakeholder-driven development, and improved relevance and management.