



ANNUAL REPORT 2024

TDSO – Teacher Development Support Organisation

Siem Reap - Cambodia

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A MESSAGE FROM THE MANAGEMENT



Sustainable Development Goal 4

Quality Education: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

...

***4.C** By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states*

2024 has been an important year for TDSO as we expand our reach and impact in Cambodia's education sector. With a strong commitment to quality assurance in teacher development, we have trained over 1,200 teachers, positively impacting thousands of students nationwide. This report presents our key achievements, financial performance, and strategic direction for 2025.

Throughout this journey, we have strengthened our training methodologies, enhanced our curriculum, and deepened our engagement with educators and institutions. The growing interest from public schools and education authorities in our training programs highlights the increasing recognition of our efforts. In parallel, we have prioritised strengthening our staff capacity through targeted professional development, ensuring that our team remains equipped with the latest pedagogical insights and digital tools to deliver high-quality training. Continuously refining our approaches and integrating feedback from teachers and stakeholders ensures that our programs remain relevant, effective, and aligned with national education priorities.

We strongly believe that teacher development is the foundation of a sustainable and progressive education system. Providing quality training and continuous professional

development empowers teachers with the skills, competencies, and confidence to drive positive changes in their classrooms and communities. Our efforts to integrate digital learning tools, interactive training modules, and mentorship programs have further enhanced the effectiveness of our programs, ensuring that educators can adapt to modern teaching methods and technologies.

We remain committed to expanding our outreach, strengthening partnerships, and driving policy-level changes to ensure the recognition and accreditation of teacher training programs in Cambodia. We are excited about the future and the opportunities that lie ahead in advancing the quality of education in Cambodia.

Thank you for your continued trust and collaboration in this shared mission.

Yours sincerely,



Son Nat
Executive Director

EXECUTIVE SUMMARY

In 2024, TDSO made remarkable strides in strengthening the quality of education in Cambodia. The organization successfully trained 1,204 teachers through various capacity-building programs, reinforcing its commitment to equipping educators with essential pedagogical skills.

A significant milestone was the expansion of the STEM Education, Enhancement, and Development (SEED) program, which provided secondary school teachers with enhanced instructional strategies for STEM subjects. Additionally, over 500 teachers participated in Continuous Professional Development (CPD) programs, further elevating their teaching capabilities.

TDSO also took proactive steps to ensure quality assurance, reinforcing accreditation measures with the Ministry of Education. Financially, the organization grew, with increased donor contributions and strategic investments in IT-based learning solutions. Strong partnerships with governmental agencies and NGOs were fortified, broadening the impact of TDSO's initiatives.

A focus on digitalization led to the development of online learning resources and interactive teacher training modules, enhancing accessibility and effectiveness. Through these efforts, TDSO continues to drive sustainable educational improvements, fostering a brighter future for students and teachers alike.

2024 ORGANISATIONAL OVERVIEW

TDSO is committed to enhancing teacher education by equipping educators with modern pedagogical skills and ensuring Cambodian students receive high-quality English instruction.



We believe that education is the key to personal and national development, and by improving teacher training, we can significantly impact the quality of education in Cambodia.

TDSO takes a comprehensive approach to teacher development, blending theoretical training, practical experience, and continuous professional support. Our programs are tailored to meet the diverse needs of educators across different levels and school settings.

TDSO: Advancing Teacher Education in Cambodia

Equipping educators with modern pedagogical skills

Current Educational Landscape in Cambodia

- 95% of children enroll in primary school (167,736 students)
- Only 34,438 in secondary school (60% drop-out rate)
- Less than 5% reach higher education
- Lowest PISA scores in Reading, second lowest in Math Science

Our Vision

Bilingual Education (Khmer and English) is key to economic, social, and cultural emancipation.

Well-trained Teachers are the true pillars of educational progress
and catalysts for positive societal transformation.

Our Impact in 2024

165

Public Schools

127

Public School Teachers

63

Informal School Teachers

10,000+
Students

610
Teachers in CPD Program

Strategic Goals

- Expand teacher training programs (rolling in other provinces)
- Strengthening the coaching and mentoring program
- Cultivating Continuous Professional Development (CPD) program
- Strengthening partnerships with education authorities, NGOs, and other key stakeholders
- Enhance digital learning integration

Our Strengths

High Impact Programs

Resilient Local Management

Well-trained Team

International Advisory Board

Solid Funding

WHY ENGLISH MATTERS

English Proficiency: A Key Driver for Cambodia's Future

English proficiency is crucial to Cambodia's economic growth, global integration, and educational development. As the country strengthens its presence in international markets, digital transformation, and education reform, English is a gateway to tourism, business, higher education, and technology opportunities. Beyond communication, English enhances cognitive development and strengthens learning across other subjects, including STEM (Science, Technology, Engineering, and Mathematics).

1. English as a Gateway to Tourism & Business Growth

Tourism and international trade are major contributors to Cambodia's economy. With 70% of businesses requiring employees who can communicate in English, language skills are crucial in employment opportunities, customer service quality, and business expansion. From hospitality and retail to multinational corporations, English proficiency enables Cambodian workers to connect with global markets, attract international investment, and improve business efficiency. Studies have shown that English-speaking employees earn up to 30% more than their non-English-speaking counterparts in international business sectors. This economic advantage underscores the importance of English education in preparing Cambodians for the global job market.

2. English Integrated into Bilingual Education for Cognitive and Academic Growth

Bilingual education enhances cognitive flexibility, problem-solving, and adaptability. In Cambodia, English is increasingly integrated alongside Khmer in primary and secondary education, providing students with enhanced cognitive benefits and greater access to international knowledge. Over 60% of university programs in Cambodia now include English-language coursework, allowing students to engage with international research, academic collaborations, and exchange programs. Bilingual students have been shown to develop more substantial executive functions, memory retention, and analytical thinking, equipping them with the skills needed for advanced learning and career progression. By ensuring that students are

proficient in both Khmer and English, Cambodia is preparing a generation of learners capable of thriving in an increasingly interconnected world.

3. English as an Enabler for STEM and Digital Literacy

The digital revolution has transformed education and business, making English a necessary tool for accessing knowledge and innovation. In Cambodia, 80% of online academic resources are in English, making digital literacy closely tied to language proficiency. Students and professionals who can read and understand English gain access to a wealth of online courses, research papers, and global networking opportunities. Additionally, English plays a crucial role in STEM education through Content and Language Integrated Learning (CLIL). This method enables students to develop subject-specific expertise while strengthening their language skills. By integrating English into STEM education, Cambodia ensures its students remain competitive in scientific and technological fields, contributing to the country's long-term economic and technological advancement.



To align with international education standards, Cambodia is transitioning to a full-day school system where English is integrated alongside Khmer Literature, Mathematics, and Computer Studies. This shift highlights the growing importance of English education at all levels. The demand for well-trained English teachers is rising as they play a critical role in preparing students for higher education, international scholarships, and global career opportunities. Despite these efforts, Cambodia still ranks low in English proficiency, emphasising the need for continuous investment in teacher training and curriculum development. Expanding English education will strengthen the country's workforce and enhance Cambodia's ability to compete in the global economy.

Tourism & Business	Higher Education	Bilingual Education	Digital Literacy	STEM & Innovation	Education System Expansion
English boosts jobs (+30% salary), trade, and tourism.	60%+ of university courses use English, expanding academic and career prospects.	Bilingual education enhances cognitive skills, problem-solving, and learning outcomes.	80% of online academic resources are in English, essential for digital literacy.	STEM careers and innovation rely on English for research, collaboration, and competitiveness.	Cambodia is transitioning to a full-day school system, integrating English into core subjects.

TDSO's Role in Supporting English Education

At TDSO, we recognise the growing need for English proficiency in Cambodia and are committed to equipping educators with high-quality training programs. By empowering teachers with the necessary skills and methodologies, we believe students will develop strong English abilities that will open doors to global opportunities, career advancement, and academic success.

TEACHER DEVELOPMENT APPROACHES

As Cambodia moves toward greater global integration, the demand for English proficiency is rising across key sectors, such as tourism, trade, higher education, digital literacy, and the expansion of the school system. Yet, without well-trained teachers, students cannot develop the language skills needed to seize these opportunities. TDSO is bridging this gap by preparing educators to deliver high-quality English instruction, ensuring a lasting impact for teachers and students.

How We Are Making a Difference

◇ Training New Teachers to Meet Growing Demand

Each year, TDSO prepares a new generation of educators, equipping them with essential teaching methodologies, classroom management strategies, and language proficiency. Through hands-on training and mentorship, they enter the classroom confident, skilled, and ready to inspire students.



◇ Strengthening Experienced Teachers for Long-Term Impact

To maintain high teaching standards, TDSO provides advanced training for in-service teachers to help them refine their instructional strategies, adopt innovative teaching techniques, and improve their students' engagement. With stronger educators, students receive a better education.

◇ Integrating Digital Tools & Language Learning



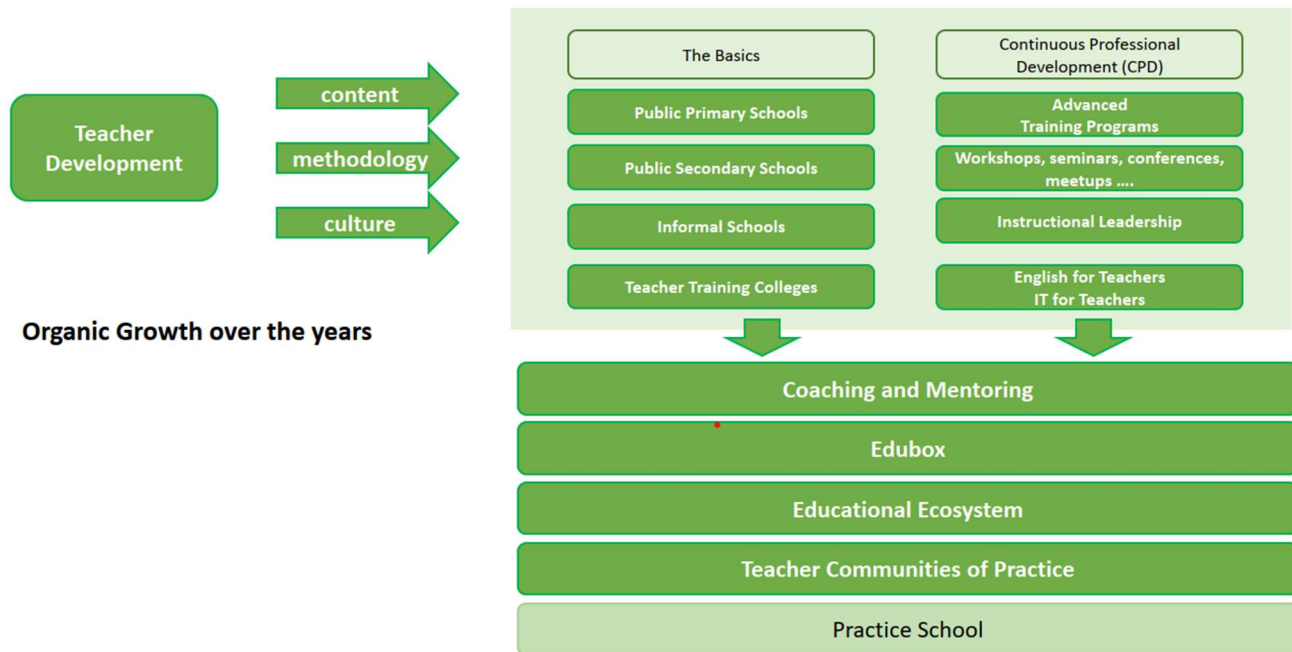
With 80% of online academic resources in English, teachers must be digitally equipped to guide students through modern learning environments. TDSO provides training on educational technology, digital literacy, and online resources, ensuring teachers can bring interactive, engaging lessons into the classroom.

◇ Providing Ongoing Coaching & Mentorship

Teacher development doesn't stop after training. We continue to support educators through structured mentorship, peer collaboration, and professional coaching. These activities ensure they remain motivated, effective, and adaptable to evolving educational needs.

BASE TRAINING PROGRAMS

Consolidate and strengthen our core programs in Siem Reap province.



Overview Infographic - TDSO's Strategic Pathway

At TDSO, we believe that investing in teachers is investing in the future of education. Our base training programs equip primary school teachers with essential pedagogical skills, language proficiency, and innovative teaching methodologies to improve English and STEM education quality in Cambodian schools.

English for Public Primary Schools (EPPS) - Strengthening Classroom Teaching

The English for Public Primary Schools program provides urban primary school teachers practical training in English language instruction and teaching methodology. Participants receive in-depth training in phonics, grammar, vocabulary, reading comprehension, language assessment, psychology, and classroom management strategies.

Recognising the growing role of technology in education, the program also incorporates basic IT training, equipping teachers with the skills to integrate digital tools and online resources into

their lessons. Training is delivered through interactive workshops, coaching, and mentoring, ensuring teachers can immediately apply their learning in the classroom.

This program plays a critical role in enhancing the quality of English education in public schools, helping students build stronger language skills for their future.

English for Primary School Teachers (EPST) - Expanding Opportunities for Rural Educators

English teachers in rural areas often face limited access to professional development, resulting in significant challenges in English instruction. The English for Primary School Teachers program addresses this gap by providing comprehensive training in English proficiency and teaching methodology.

The program includes:

- **Language Development** - Teachers strengthen their English skills by reading and discussing relevant, real-world topics such as culture, science, and the environment.
- **Pedagogical Training** - Teachers gain expertise in lesson planning, phonics instruction, language assessment, psychology, and technology integration.

This program emphasizes blended learning, flipped classrooms, project-based learning, and communicative teaching methods, ensuring that rural teachers are equipped to deliver high-quality English instruction in their communities.

By empowering rural teachers, this program significantly improves English education for students in underserved areas.

Interactive Teacher Training for School Readiness (ITTSR) - Supporting Community-Based Educators

Teachers in NGO and community schools often enter the classroom with little or no formal training. The Interactive Teacher Training for School Readiness program bridges this gap by providing practical, hands-on training that enhances teachers' ability to instruct and engage their students effectively.

The program covers key areas, including:

- **Psychology and classroom management**

- Language teaching methodologies for phonics, grammar, vocabulary, and reading comprehension
- Technology integration to support digital learning tools

Training is delivered through a combination of workshops, coaching, and mentoring. This allows teachers to apply modern and interactive teaching strategies to make learning more engaging and enjoyable for students.

This program strengthens the capacity of community schools, ensuring that children in these settings receive a higher standard of education.

STEM Education, Enhancement, and Development (SEED) - Building a Future in Science and Innovation

The STEM education, enhancement, and development (SEED) program was initiated to address the growing demand for STEM education and build a future in science and innovation in Cambodia. This program trains teachers to effectively introduce Science, Technology, Engineering, and Mathematics (STEM) concepts in their classrooms. The SEED program uses a project-based learning approach that allows teachers to guide students in hands-on experiments and real-world problem-solving activities.

Program Code	Program Description	Participants (2023-2024)
IITSR	6 months of Teacher Training Course (Informal Schools)	63
EPPS	6 months of Teacher Training (Primary Schools)	61
EPST	12 months of Teacher Training (Primary Schools)	64
SEED	12 months of Teacher Training (Secondary Schools)	2
Total		190

Number of participants in base training programs for the academic year 2023-2024

Pilot Project Success in 2024 and Expansion in 2025

In 2024, we successfully conducted the SEED pilot project, training two teachers in a 120-hour workshop and consultation program. This pilot demonstrated the effectiveness of SEED's

approach, equipping teachers with innovative teaching strategies that make STEM education accessible, engaging, and inspiring for students. Building on this success, the program will expand in 2025, training more teachers to further strengthen STEM education in Cambodia.

Key components of the training include:

- **STEM Project Facilitation** - Teachers learn to design and implement interactive STEM projects.
- **English as a Medium of Instruction (EMI)** - Teachers develop skills to teach STEM subjects in English, helping students build technical knowledge and language proficiency.
- **Content and Language Integrated Learning (CLIL)** is a dual-focus approach that strengthens subject knowledge and English language skills.

The program includes workshops and consultation sessions that equip teachers with innovative teaching strategies to make STEM education accessible, engaging, and inspiring for students.

By supporting this initiative, we prepare the next generation of Cambodian scientists, engineers, and innovators to tackle future challenges.

Program	Teachers Trained per Year	Training Duration (Workshops)	Training Duration (Coaching & Mentoring)
English for Public Primary Schools (EPPS)	61	60 hours	20 hours
English for Primary School Teachers (EPST)	64	120 hours	40 hours
Interactive Teacher Training for School Readiness (ITTSR)	63	60 hours	20 hours
STEM Education, Enhancement, and Development (SEED)	2	120 hours	Consultation

Overview of participants in each base training program

CONTINUOUS PROFESSIONAL DEVELOPMENT (CPD)

TDSO provides ongoing development opportunities for teachers through structured workshops, mentorship opportunities, and digital learning initiatives. These programs enhance teachers' pedagogical skills, subject knowledge, and digital competencies, ensuring continuous professional growth.

Advanced Teacher Training (ATP)

The Advanced Teacher Training (ATP) program strengthens teachers' ELT pedagogy and leadership skills. It covers advanced teaching methods, coaching strategies, language assessment, and modern teaching models like CLT and project-based learning. Each course lasts 12-15 hours, helping educators refine their teaching techniques and leadership abilities.

English for Teachers (EFT)

The English for Teachers (EFT) program enhances teachers' English proficiency, focusing on reading, speaking, and grammar. Using flipped classroom and CLT methods, this 40-hour workshop (with 60 hours of preparation) builds teachers' confidence in using English as a medium of instruction.

Coaching and Mentoring

The Coaching and Mentoring program provides one-on-one support for lesson planning, instructional design practice, and teaching strategies. Through this program, teachers receive constructive comments and feedback from coaches and mentors to improve. In particular, the coaching program is designed to integrate CLT, project-based learning, and assessment techniques and ensure personalised professional development for teachers.



Alumni Meetups

Alumni Meetups is an educational event that allows educators to share their best practices, reflect on their teaching experiences, and discuss classroom strategies. With 12 monthly workshops, these meetups foster a strong learning community among past trainees. The program is expected to have over 4,000 participants joining the workshops annually.

IT for Teachers (ITC4E)

The IT for Teachers (ITC4E) program equips educators with essential digital skills, covering Microsoft Office, cloud collaboration tools, and online teaching resources. This self-paced program enhances digital literacy, improving classroom efficiency and engagement.

Language Buddies (LB)

The Language Buddies (LB) program connects trainees with global partners for online language exchange. Through weekly discussions and mentoring, teachers improve their fluency, pronunciation, and confidence in using English, fostering effective language learning.

Through these CPD initiatives, TDSO ensures that teachers continue to grow professionally, stay updated with modern methodologies, and receive tailored mentorship and digital support. This commitment enhances teaching effectiveness and benefits the students they serve.

Program	Focus Areas	Key Features	Participants (2023-2024)
Advanced Teacher Training (ATP)	ELT pedagogy, leadership, advanced teaching methods	12-15 hours per course, coaching strategies, language assessment	54
English for Teachers (EFT)	English proficiency, reading, speaking, grammar	40-hour workshop, 60-hour preparation, CLT and flipped classroom	55
Coaching and Mentoring	Lesson planning, instructional design, teaching strategies	One-on-one support, integration of CLT & project-based learning	188
Alumni Meetups	Best practice sharing, teaching reflections, classroom strategies	12 workshops yearly, with over 4,000 participants annually (This number applies to 2025)	380
IT for Teachers (ITC4E)	Digital literacy, Microsoft Office, cloud collaboration	Self-paced, enhances digital literacy and classroom efficiency	50
Language Buddies (LB)	Online language exchange, fluency, pronunciation, confidence	Weekly discussions with global partners for language practice	6

CPD Programs Overview

PRACTICE SCHOOL

TDSO's Practice School is a hands-on learning environment that bridges theory with real-world application for students and teachers. This initiative includes two key programs:

EFL (English as a Foreign Language) - Language Class Practice School

The EFL program acts as a showcase classroom, allowing teacher trainees at TDSO to observe real-world applications of the teaching theories they have learned during their training. Each day, around 350 children from the local community attend structured English classes for one hour, benefiting from engaging and interactive language instruction. This program enhances the children's English proficiency and provides teacher trainees with an invaluable opportunity to witness effective teaching strategies in action before stepping into their own classrooms.



English for Partner Organizations (EPO)

The EPO program delivers tailored English courses to students at partner organisations, ensuring they acquire language skills relevant to their specific fields of work. These specialised courses empower learners with industry-specific English proficiency, broaden their career opportunities, and enhance their ability to communicate effectively in professional environments. By focusing on practical language application, EPO plays a crucial role in strengthening workforce readiness and supporting long-term professional development.

IMPACT AND SUCCESS STORIES

In 2024, TDSO made significant strides in enhancing education accessibility and teacher training. The organisation expanded its reach to public schools, benefiting students and strengthening the education system. A key achievement was increased female teacher participation in leadership programs, fostering gender inclusivity in education leadership.



Additionally, student enrolment at TDSO's practice school grew, providing more learning opportunities for children and hands-on experience for trained teachers. Expanding training and Continuous Professional Development (CPD) programs to decentralised areas ensured that rural educators gained better access to high-quality training.

TDSO's teacher training program significantly improved Kok Trach Primary School in Siem Reap Province, one of several public schools whose teachers received training from TDSO. With no prior qualified English teachers, students struggled with language acquisition. Through intensive training, teachers Kong Chanponleu and Sun Sreynich revitalised the English curriculum, creating more engaging and effective lessons.



Their success, recognised by school leadership and education officials, underscores the power of professional development in enhancing educational outcomes. This achievement highlights TDSO's commitment to strengthening English education in Cambodia's primary schools.

FINANCIAL OVERVIEW

Financial Overview 2024

Our financial journey through 2024 reflects our steady operational commitment and strategic growth. The year's total expenses reached \$457,535, with \$73,361 dedicated to expanding our physical space through new classrooms and offices—an investment in our future capacity. Setting aside this one-time construction project, our recurring operational expenses totalled \$384,174.

When measured against our operational budget of \$378,061 (which did not include the building expansion), we maintained remarkable discipline, exceeding our projected spending by just \$6,113—a variance of only 1.6%.

The story our expenses tell is one of intentional priorities. Administrative overhead, including banking fees and general management costs, represents just 1.2% of our spending at \$4,856. The heart of our financial commitment lies with our people—over 70% of recurring expenses go directly to salaries and staff support. Combined with trainee allowances, this figure rises to 85%, demonstrating our fundamental belief that investing in people drives our mission forward. The remaining 15% supports the infrastructure and operations that enable our team's work.

We maintain our independence from public funding sources, a strategic decision that insulates our programs from potential shifts in political priorities and funding landscapes.

LA PAIX, partners, and consultants in Siem Reap independently verified our financial practices. They concluded: "TDSO teams, in all material respects, have fulfilled their job transparently and have maximised the funds from donors with due diligence."

Budget Outlook 2025

Looking ahead to 2025, our financial plan reflects deepening roots and expanding horizons. Our budget will increase to approximately \$525,000, with over 80% of these resources dedicated directly to people—our staff, trainers, and program participants. This continued emphasis on human capital underscores our belief that meaningful educational change happens through people, not just programs.

Our primary financial focus remains consolidating and strengthening our core programs in Siem Reap province. This commitment ensures we continue building on our established foundation, refining our approaches, and deepening our impact in the communities we've served for years.

Simultaneously, we're preparing to extend our reach nationwide. We've allocated resources to position ourselves as Cambodia's premier Skill Centre for English Teacher Development. This strategic expansion will allow us to share our proven methodologies and training programs across all provinces of Cambodia, multiplying our impact while maintaining the quality and integrity that define our work.

This balanced approach—strengthening existing programs while thoughtfully expanding our reach—reflects our commitment to responsible growth that honours both our mission, and the trust placed in us by our supporters.

Teacher Development Support Organization
Income and Expenses (consolidated)
January - December 2024
In USD

Income		Expenses	
40000 Fund & Donation Income		50000 Building	
41100 Donation from Individual	18,740.05 \$	50100 Rent expense	
41200 Donation from Organizations	323,525.95 \$	50101 Rent	6,600.00 \$
41600 Income from Events	83.66 \$		
41300 Grant Private Sector	182,108.28 \$	Total 50100 Rent expense	6,600.00 \$
Total 40000 Fund & Donation Income	524,457.94 \$	50200 Maintenance	
		50201 Maintenance	5,977.18 \$
42000 Other Income		Total 50200 Maintenance	5,977.18 \$
42050 Interest	44.19 \$		
42100 Gain on Exchange	13.02 \$		
		50300 Utilities	
		50301 Electricity	1,997.88 \$
		50303 Garbage collection	120.00 \$
		50304 Sewer cleaning	120.75 \$
		Total 50300 Utilities	2,238.63 \$
		50400 New building	73,360.94 \$
		Total 50000 Building	88,176.75 \$
		51000 Staff Cost	
		51100 Salaries	
		51101 Gross salary	214,477.55 \$
		51102 Seniority	11,133.26 \$
		Total 51100 Salaries	225,610.81 \$
		51200 Health and Insurance	
		51201 NSSF	4,737.49 \$
		51202 Insurance	1,812.64 \$
		51203 Health-Insurance	9,342.71 \$
		51204 Medical Expense	3,555.47 \$
		Total 51200 Health and Insurance	19,448.31 \$
		51300 Other Staff Cost	
		51301 Training	1,801.00 \$
		51302 Cafeteria	1,451.18 \$
		51303 Travel & Expense	14,331.90 \$
		51304 Events	457.00 \$
		51305 Other Staff Cost	3,088.02 \$

		Total 51300 Other Staff Cost	21,129.10 \$
		Total 51000 Staff Cost	266,188.22 \$
		52000 Operational Expenses	
		52100 Trainee Allowances	
		52101 Allowance	38,570.57 \$
		52103 Laptops-Equipment	15,292.40 \$
		52104 Other cost of training to trainee	752.20 \$
		Total 52100 Trainee Allowances	54,615.17 \$
		52200 School Expenses	
		52201 School Materials	13,122.64 \$
		52202 School Events	6,807.17 \$
		Total 52200 School Expenses	19,929.81 \$
		52300 IT Cost	
		52301 Material and Equipment	16,990.31 \$
		52302 Subscriptions	2,233.68 \$
		52303 Expert Fees	839.21 \$
		Total 52300 IT Cost	20,063.20 \$
		52400 Various	
		52401 External Meetings	35.97 \$
		52402 Volunteer Costs	1,865.58 \$
		52403 Membership fees	290.85 \$
		52404 Representation Cost	622.84 \$
		Total 52400 Various	2,815.24 \$
		52405 Telecommunication Costs	51.56 \$
		Total 52000 Operational Expenses	97,474.98 \$
		53000 Admin & Finance Cost	
		53100 Bank Charges	
		53101 Bank Charges	3,828.50 \$
		Total 53100 Bank Charges	3,828.50 \$
		53300 Other Admin & Finance Cost	
		53301 Other Admin & Finance Cost	477.71 \$
		53302 Admin Software Licenses	505.34 \$
		Total 53300 Other Admin & Finance Cost	983.05 \$
		Total 53000 Admin & Finance Cost	4,811.55 \$
		56000 Exchange gain/loss	45.29 \$
		61000 Community Support	838.29 \$
Total Income	524,515.15 \$	Total Expenses	457,535.08 \$

Teacher Development Support Organization
Balance Sheet (consolidated, in USD)
As of December 31, 2024

	<u>Total</u>
Assets	
Current Assets	
10000 Cash in Bank	
10100 ABA Bank	20,397.15
10200 Bank Belfius EUR	10,479.94
10210 Bank Belfius CHF	44.60
10220 Bank Belfius USD	38,474.38
10230 Bank Triodos	102,957.65
Total 10000 Cash in Bank	\$ 172,353.73
11000 Cash on hand	
11100 Cash	39.90
Total 11000 Cash on hand	\$ 39.90
12100 Cash advance	0.00
Total Current Assets	\$ 172,393.63
Total Assets	\$ 172,393.63
Liabilities and shareholder's equity	
Current liabilities:	
21000 Return for Withholding Tax	30.85
22000 Return for Tax on Salary	868.09
23000 Cash Advance by directors	99,890.12
Total current liabilities	\$ 100,789.06
Shareholders' equity:	
Net Income	69,816.09
30000 Opening Balance Equity	102,690.53
31000 Results from the Previous Year	-100,902.05
Total shareholders' equity	\$ 71,604.57
Total liabilities and equity	\$ 172,393.63

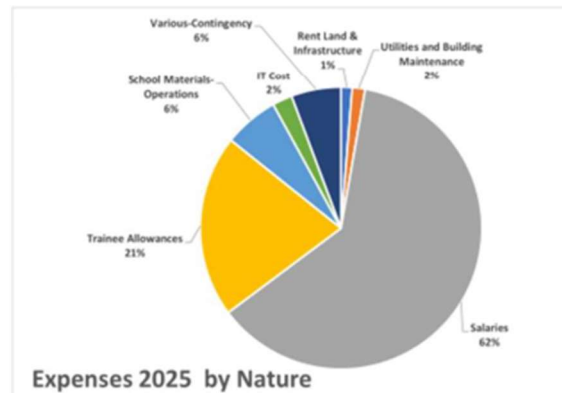
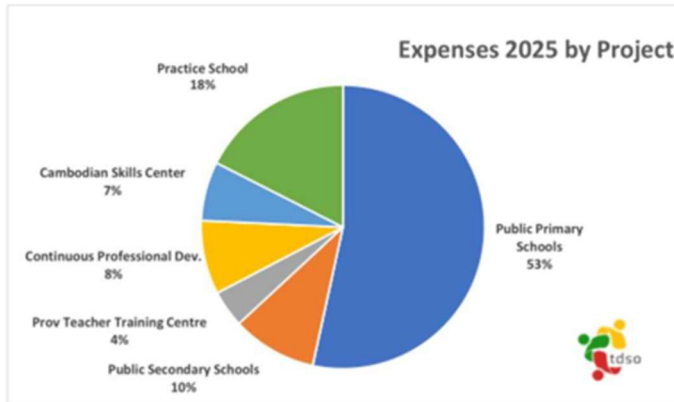
Teacher Development Support Organization
Budget 2025
In USD

Teacher Development Support Organisation

Budget 2025
 15/08/2024
 Expenses

2023/2024

Expenses		USD/EUR			
		0.95			
		Monthly		Yearly	
Nature					
Rent Land & Infrastructure	550.00 \$			6,600.00 \$	6,270.00 €
Utilities and Building Maintenance	650.00 \$			7,800.00 \$	7,410.00 €
Salaries	27,148.54 \$			325,782.48 \$	309,493.36 €
Trainee Allowances	9,151.67 \$			109,820.00 \$	104,329.00 €
School Materials-Operations	2,750.00 \$			33,000.00 \$	31,350.00 €
IT Cost	1,000.00 \$			12,000.00 \$	11,400.00 €
Various-Contingency	2,500.00 \$			30,000.00 \$	28,500.00 €
	43,750.21 \$	41,562.70 €		525,002.48 \$	498,752.36 €
Program					
Public Primary Schools	23,378.48 \$			280,541.72 \$	266,514.63 €
Public Secondary Schools	4,227.41 \$			50,728.93 \$	48,192.48 €
Prov Teacher Training Centre	1,838.16 \$			22,057.98 \$	20,955.08 €
Continuous Professional Dev.	3,685.29 \$			44,223.45 \$	42,012.28 €
Cambodian Skills Center	2,949.49 \$			35,393.94 \$	33,624.24 €
Practice School	7,671.37 \$			92,056.47 \$	87,453.65 €
	43,750.21 \$	41,562.70 €		525,002.48 \$	498,752.36 €



PARTNERSHIP FOR GREATER IMPACT

TDSO is committed to strengthening its impact through active collaboration with governmental agencies, non-governmental organisations (NGOs), and educational institutions. These strategic partnerships allow the organisation to align its programmes with national educational priorities, harness expertise from various sectors, and create sustainable opportunities for the professional growth of educators.

A key collaboration area is with the **Siem Reap Provincial Teacher Training Colleges (PTTC)**, where TDSO works alongside faculty members to share best practices and provide training that meets the latest educational standards. This partnership plays a crucial role in enhancing the quality of teacher training and supporting the local education system's commitment to ongoing professional development.



With PTTC management team

TDSO plays an active role as a board member in the NGO Education Partnership (NEP Cambodia, www.nepcambodia.org), serving as a strong voice for the NGO sector in promoting best practices and continuous professional development for teachers. Through this partnership, TDSO supports initiatives that enhance teacher training and equip educators with the necessary skills to deliver effective education in diverse classroom settings. NEP's network connects multiple organisations, fostering collaboration and shared expertise to strengthen the education sector in alignment with national priorities.

TDSO is also represented in the Education Sector Working Group (ESWG). This platform brings together key education stakeholders, including representatives from UNICEF, UNESCO, USAID, the European Union, the World Bank, and other organisations committed to improving education in Cambodia. TDSO contributes its expertise and experiences by engaging in this working group, ensuring that teacher development remains a central focus in national education discussions.



In addition, TDSO works closely with Action Education (Aide et Action) on joint initiatives to improve teaching methodologies and the learning environment. Building on this collaboration, both organisations have taken a further step towards supporting schools in transitioning from half-day to full-day schooling. This initiative aims to enhance learning opportunities for students by extending instructional time and improving the overall quality of education. As part of this effort, the scope of training has been expanded to reach more locations, ensuring that more schools and educators benefit from enhanced professional development.

TDSO continues to build and strengthen relationships with other NGOs operating in the region. By fostering these partnerships, TDSO contributes to creating a collaborative ecosystem that supports teacher development at all levels, ensuring a broad and lasting impact on the quality of education and student outcomes.

ENHANCING QUALITY STANDARDS AND PURSUING ACCREDITATION

TDSO is committed to ensuring its teacher training programs meet national standards and receive formal recognition from the Ministry of Education. To achieve this goal, we are reinforcing accreditation measures and enhancing our internal quality assurance processes.

As part of this effort, TDSO is restructuring its quality mechanisms by refining self-assessment procedures, improving documentation standards, and implementing a more systematic approach to performance evaluation. These measures are essential to maintain the high quality of our teacher training programs and ensure that public primary school teachers receive the best possible professional development.



With Dr Puthy Kann, Director of the Primary Education Department at the Ministry of Education, Youth and Sports

Accreditation from the Ministry of Education is crucial to our long-term vision. It will validate the effectiveness of our training programs and pave the way for potential upscaling to a national level. By aligning our programs with national standards, we aim to contribute meaningfully to the professionalization of teacher training and the overall improvement of primary education in Cambodia.

Through these strategic efforts, TDSO remains dedicated to delivering excellence in teacher training while actively working towards official accreditation, ensuring long-term sustainability and impact.

Leveraging Data-Driven Decision-Making for Impact

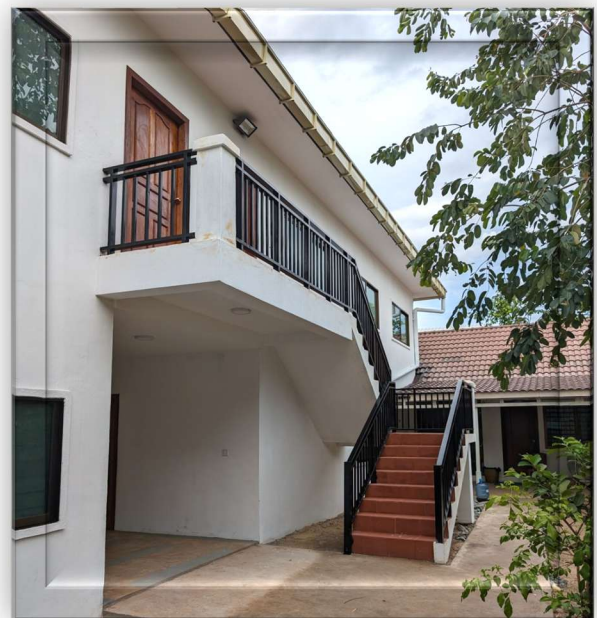
At TDSO, we recognize the power of data in driving meaningful improvements in teacher training and program effectiveness. To ensure informed decision-making, we utilize CiviCRM, a robust data management system that enables us to systematically track and analyse key metrics related to our training programs.

By documenting comprehensive data on teacher participation, training progress, and program outcomes, we gain valuable insights that help us assess our impact, refine our strategies, and enhance the quality of education we provide. This evidence-based approach allows us to make informed adjustments, ensuring that our programs remain responsive to the evolving needs of public primary school teachers.

The table below presents key data extracted from our CiviCRM system, illustrating the scale and effectiveness of our training initiatives. These insights support internal decision-making and contribute to transparency and accountability, reinforcing our commitment to excellence in teacher development.

Expanding Infrastructure to Support Quality Education

To further strengthen our commitment to excellence, TDSO invested in constructing a new training facility to enhance the learning environment for trainers and trainees. This modern infrastructure features state-of-the-art classrooms and improved facilities to support interactive and technology-driven learning.





The new building can accommodate more trainees and provides a conducive space for collaborative learning, professional development workshops, and innovative teaching practices. By expanding our physical infrastructure, we are reinforcing our long-term commitment to delivering high-quality teacher training and ensuring the sustainability of our programs. This infrastructure development is the backbone that will support TDSO's programmatic growth. Improved facilities enhance the training experience and enable us to scale up operations efficiently, such as running parallel training sessions. This development provides a solid foundation for better serving TDSO and Cambodian educators for years to come.



Number of Participants per program per year

Row Labels	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	Grand Total
Base Training								
011-ITTSR (6 months Teacher Training Course Informal Schools)				22	63	64	63	212
012-EPPS (6 months Teacher Training Primary Schools)				12	63	61	61	197
013-EPST (12 months Teacher Training Primary Schools)						48	64	112
014-SEED (12 months Teacher Training Secondary Schools)							2	2
Cont Prof Dev								
021-ATP (Multi Day Advanced Teacher Program Modules)	81	119	103	102	81	36	70	592
022-WS (1 Day Workshops and Seminars)						300	389	689
028-EFT (6 months English for Teachers)				17	35	128	129	309
029-LB (25 weeks Language Buddies)				37	33	8	6	84
Online Self-Study								
040 Online IT Course							16	16
Practice School								
EFL (Language Class - practice-school)							269	269
EPO (English for Partner Organisations)						75	165	240
Grand Total	81	119	103	190	275	720	1234	2722

STRATEGIC OUTLOOK FOR 2025-2030

TDSO plans to significantly scale up its teacher training programs in 2025, building on the success of 2024, where 1,204 teachers were trained. Our objective for 2025 is to expand the reach of these programs by offering more training sessions, increasing geographic coverage, and enhancing participation in Continuous Professional Development (CPD). Key areas of focus for 2025 include:

- **Increased Teacher Training Output:** We will expand our core programs to train a larger number of teachers through a combination of workshops, on-site coaching, and systematic follow-up sessions.
- **Broader Geographic Reach:** We aim to ensure that rural teachers can access high-quality professional development by extending our programs to new districts and provinces.
- **Boosted CPD Participation:** We plan to significantly increase enrollment in CPD courses, aiming for greater participation through follow-up workshops, seminars, and one-to-one coaching for a growing alumni network.

Additional Plans for 2025 and Beyond:

- **Training for Primary and Informal School Teachers:** We will maintain our foundational programs and work toward achieving a 95% penetration rate in the Training for Primary and Informal School Teachers programs.
- **Secondary School Teacher Training:** After successfully piloting our Language and STEM programs in 2023, we started to roll them out more broadly in 2024, aiming for a 95% penetration rate by 2029.
- **CPD and Master's Degree Program:** We will continue to expand our CPD offerings and establish a pathway for teachers to earn a "Master of Education" degree in collaboration with local and foreign universities.
- **Supporting Transition to Full-Time Education:** We will continue to support teachers in transitioning from part-time to full-time education, ensuring they are well-prepared to provide high-quality instruction.
- **Become the No. 1 Cambodian Skill Center for English Teacher Training:** Our long-term goal is to become the leading institution for English teacher training in Cambodia and to expand our role in training teacher trainers nationwide.

Projected Teachers Trained: (Base Training Programs)

Year	Teachers Trained (Annual)
2024	1,204 (actual)
2025	2.000 +

Through these efforts, TDSO will continue to enhance the quality of education in Cambodia, supporting the country's goal of a skilled, well-trained teacher workforce in every community.

Enhancing Digital Learning

Digital learning will be a cornerstone of TDSO's 2025 strategy, building on the digital initiatives launched in 2024. In the coming year, TDSO will expand its e-learning platforms and digital resources to make teacher training more accessible and innovative. This includes creating interactive online modules, video lessons, and virtual mentorship opportunities for teachers across Cambodia.

Planned enhancements include:

- **Self-Paced Online Courses:** Introduction of flexible online courses that allow teachers to learn at their own pace, with the ability to access materials at any time.
- **Blended Learning:** Implement a blended learning model in which teachers can join live webinars and virtual classrooms, allowing those in remote areas to participate in training without travelling.
- **IT Infrastructure:** Upgrading the digital infrastructure at the TDSO campus - equipping a computer lab and improving internet connectivity - to support webinars and an online resource library.

TDSO will track digital engagement to double the number of teachers accessing our online learning platforms in 2025. By embracing EdTech, we ensure teachers gain experience with digital tools and can, in turn, bring interactive learning into their own classrooms.

Strengthening Partnerships

Collaboration with partners will be intensified to amplify TDSO's impact. In 2025, TDSO is committed to deepening existing partnerships and forging new ones to support teacher development nationwide. This involves working closely with the Ministry of Education, local teacher colleges, NGOs, and international donors. Key partnership initiatives include:

- **Government Collaboration:** Strengthening the partnership with the Ministry of Education, Youth and Sport to align TDSO programs with national education goals and policies. Joint efforts will focus on curriculum standards and potentially co-certifying training programs.
- **NGO and Community Partners:** Expand cooperation with NGOs (existing and new) to reach underserved regions. For example, partner with community organizations for grassroots teacher mentoring, share resources, and provide support to the teacher trainers of other teacher-training NGOs to ensure consistency in second language key models.
- **International Support:** Engaging with international donors and experts for technical assistance, funding, and knowledge exchange (e.g., curriculum design, monitoring & evaluation).

Through these partnerships, TDSO leverages collective expertise and resources to broaden its reach. Collaborative projects (such as joint workshops or resource-sharing agreements) will ensure that improvements in teacher quality are sustained and scaled. A network of strong partners also helps advocate for supportive policies and greater investment in teacher training, multiplying the impact of TDSO's work.

Fostering Innovation in Teaching

Innovation in teaching methodologies will be a significant focus in 2025. TDSO will encourage and pilot creative teaching techniques and programs to keep Cambodian education dynamic and effective. This involves updating training content with modern pedagogical strategies and introducing special initiatives that spark innovation among educators. Plans for fostering innovation include:

- **STEM and Beyond:** Building on the successful STEM Education Enhancement program in 2024, we will introduce new pilot programs (Climate Change Education or ICT in the Classroom). These initiatives train teachers in emerging content areas and active learning techniques, ensuring students receive forward-looking instruction.



- **Teacher Innovation Workshops:** Organizing a series of workshops where teachers learn unconventional techniques - using music, games, storytelling, and technology in teaching. (Recent ICT workshops on interactive tools have been well-received.) These workshops empower teachers to experiment and share innovative ideas.

By cultivating a culture of innovation, TDSO ensures that teachers are well-trained, adaptable, and creative. This means classrooms become more engaging, students learn critical thinking and problem-solving skills, and Cambodian education keeps pace with global best practices.

Fostering innovation in teaching ultimately leads to more inspired teachers and curious, high-achieving students.

Cambodian Skill Centre (CSC) Initiative

The Cambodian Skill Centre (CSC) is a flagship initiative for 2025, representing TDSO's commitment to broader capacity-building in education. The CSC will be a dedicated facility to develop teaching and other professional skills, acting as a hub for advanced training. Key aspects of the CSC initiative include:

- **Establishing the Centre:** In 2025, TDSO will lay the groundwork for the CSC facility in Siem Reap. This involves securing a location, renovating or constructing training rooms, and equipping the centre with learning resources (e.g. a library, computers, and teaching aids). The target is to have the centre operational by late 2025.
- **Expanded Training Programs:** The CSC will introduce specialized training programs to enhance the skills of teacher trainers and student trainees at Provincial Teacher Training Colleges (PTTCs). Initially, the initiative will be piloted at the Siem Reap PTTC and will expand to other PTTCs across the country by late 2029. By diversifying training opportunities, the centre will support the development of essential competencies needed for educators and learners in the modern world.
- **Community Engagement:** The CSC is envisioned as a community resource. TDSO plans to collaborate with local schools and vocational institutions so that the centre can serve not just teachers but also high school graduates and community members seeking skills development. This will raise TDSO's profile as a comprehensive educational support organization.

By the end of 2025, the Cambodian Skill Centre will be a tangible milestone of TDSO's growth. It embodies our strategic goal to go beyond teacher training, empowering educators with a wider skill set and providing a space where ongoing learning and professional development can thrive. The CSC initiative is a long-term investment in Cambodia's human capital, aligning with national efforts to improve education and employment outcomes.

Accreditation Efforts

TDSO's priority for 2025 is to achieve formal accreditation for its teacher training programs from the Ministry of Education. This will validate the quality of our programs and open up greater opportunities for our graduates.

Key steps include aligning the curriculum with national standards, implementing internal evaluation systems, and submitting the accreditation application by the end of 2025. We anticipate an external review by the Ministry in 2025, with accreditation approval expected by 2026.

This accreditation will establish TDSO as a leading institution in Cambodia's education sector and support the expansion of our programs. Ultimately, it will ensure that all Cambodian children have access to well-trained teachers.

ACKNOWLEDGEMENTS

We extend our heartfelt gratitude to all those who have contributed to the success of TDSO's mission to improve education in Cambodia. Your unwavering support and commitment have played a pivotal role in advancing teacher training, enhancing educational quality, and fostering a brighter future for Cambodian students.

Our Partners

We sincerely appreciate the collaborative efforts of our strategic partners, including governmental institutions, non-governmental organizations, and educational institutions, whose expertise and resources have strengthened our training programs. Your commitment to educational development has empowered countless teachers with the skills and confidence needed to create impactful learning experiences.

Our Donors and Funding Partners

TDSO's work would not be possible without the generous financial contributions of our donors and funding organisations. Your continued investment in teacher development ensures we can expand our reach, introduce innovative training methodologies, and sustain high-quality educational programs. Your support has benefited thousands of educators and students, reinforcing our collective vision for an empowered education sector in Cambodia.

Our Volunteers and Mentors

A special note of appreciation goes to our dedicated volunteers, trainers, and mentors who have selflessly contributed their time and expertise. Your invaluable guidance, mentorship, and hands-on support have been instrumental in equipping teachers with the knowledge and strategies necessary to excel in their classrooms.

Our Teaching Community

We recognize and celebrate the resilience, dedication, and passion of the teachers participating in our training programs. Your willingness to embrace new methodologies, engage in continuous professional development, and implement innovative teaching techniques inspires us to strive for excellence. Your impact on students' lives extends beyond the classroom, shaping future generations.

Our Board and Leadership Team

We want to express our sincere gratitude to our Board of Directors and leadership team for their continued support, strategic vision, and dedication to TDSO's success. Your guidance has been crucial in shaping our long-term goals and helping to position TDSO as a leader in teacher development.

We remain deeply grateful for our community's collective contributions as we look ahead. Together, we continue to build a future where every Cambodian child has access to high-quality education and every teacher is equipped to inspire and lead the next generation.

THE SENIOR LEADERSHIP TEAM



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Executive Director



Mark Desmaele
Board Chair

THE MANAGEMENT TEAM



Soriya Un
Director of Operations



Tola Tem
Director of Quality



Sokly Sour
Director of Teacher Training

THE TEAM LEADS



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Linna Samrith



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THE TEAM



Sokhit Kan



Saroeun Nhem



Vandy Khan



Chamrong Youn



Sothea Mean



Vanthon Chan



Thida Song



Sokseksa Eam



Sinat Kol



Reaksa Sar



Ravy Soth



Vannsy Tip



Lihuong Kim



Tola Phorn



Sokun Son



Phary Kath



Vitou Tes



Savean Yoan



Rai Moeun



Mony Von



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Meylinh Voeurng



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Liminh Heang



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Els Voorhoof



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Sylvia Vanlint



Dirk Corbeels



Iris Vanderwee,
Ethical Officer

THANK YOU.

Our report would not be complete without a heartfelt thank you to all our partners who helped us make this project possible.



Tauro-Stiftung



S.O.I.D. vzw



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ROSMARIE METTLER-STIFTUNG



Green Leaves Education Foundation



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KAMPENHOUT
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Antwerpen



Fresh Leaf Charitable Foundation



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& paul | **geissbühler**
stiftung

atDta

LEGAL INFORMATION

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TDSO vzw (Belgium)

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Beneficiary Bank: Advanced Bank of Asia

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Beneficiary BANK SWIFT: ABAKHPP