



Annual Report 2025

TDSO – Teacher Development Support Organisation
Siem Reap - Cambodia

List of Abbreviations

TDSO	- Teacher Development Support Organisation
AI	- Artificial Intelligence
CLT	- Communicative Language Teaching
CPD	- Continuous Professional Development
CPDMIS	- Continuous Professional Development Management Information System
CPDMO	- Continuous Professional Development Management Office
EFL	- English as a Foreign Language
ICT4E	- Information and Communication Technology for Education
MoEYS	- Ministry of Education, Youth and Sports
NIE	- National Institute of Education
PTTC	- Provincial Teacher Training College
SDG 4	- Sustainable Development Goal 4
TPA	- Transferable Pedagogical Approaches
ToT	- Training of Trainers
TVET	- Technical and Vocational Education and Training

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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

When we chose the number 76 as the title of this report, we made a deliberate decision about what matters most. Not 76 programmes. Not 76 districts. Not 76 achievements that belong to us as an organisation. Seventy-six per cent represents the measured improvement in learning outcomes recorded in classrooms taught by teachers trained by TDSO in 2025. That number belongs to the students.

Having worked in Cambodian education for many years, I have seen how easily organisations focus on what is simple to count: the number of teachers trained, sessions delivered, or schools reached. These figures remain important and are included in this report. However, they reflect effort rather than effect. The central question has always been: are children learning more?

In 2025, we began to answer this question with evidence. In collaboration with our training teams and partner schools, we implemented a structured approach to measuring student learning outcomes, comparing results against a baseline established prior to training using standardised classroom assessments across a representative sample of participating schools. The result, a 76% improvement, was not easy to achieve. While no measurement is without limitations, this finding is grounded in real classroom data and provides a credible basis for assessing our impact.

The 76% figure alone, however, does not fully capture what TDSO contributes. We train English teachers, but more fundamentally, we change how teaching happens. Teachers are introduced

to a student-centred model of learning: one that prioritises engagement, questioning, participation, and evidence of understanding over passive content delivery. This is not limited to English instruction; it reflects a broader shift in educational practice.

Teachers consistently apply these approaches across all subjects. A teacher who adopts interactive, student-centred methods in English does not revert to traditional lecture-based teaching in mathematics or other subjects. As teaching practices evolve, so too does the classroom environment. Students become more engaged, confident, and willing to participate, while teachers adapt their planning and responses to support genuine learning.

This broader impact is particularly relevant as Cambodia's education system continues to evolve, with rising expectations for teachers. Student-centred learning is not an external concept; it is an evidence-based approach that has been shown to improve outcomes across subjects and age groups. TDSO plays a key role in equipping teachers with these competencies.

Beyond classroom impact, 2025 marked a year of operational expansion. Through the Roll Out Programme, TDSO extended its reach to additional districts and schools beyond Siem Reap, engaging more teachers than in any previous year. We also launched the ICT4E and AI programme to ensure teachers are equipped with relevant digital competencies. Our Practice School continued to serve as a critical training environment, where approximately 500 children receive daily English instruction, and trainee teachers develop practical skills in a real classroom setting.

We also initiated two strategic development areas. First, our engagement in Laos, where we are building partnerships and assessing opportunities to support teacher development in a comparable context. Second, our early exploration of Technical and Vocational Education and Training (TVET) recognised the increasing relevance of the English language and student-centred pedagogy within vocational pathways.

A significant milestone in 2025 was the completion of TDSO's formal accreditation by the Ministry of Education. This recognition validates the quality of our programmes, ensures that our graduates receive formal recognition, and enables national-level scale.

This progress reflects the collective effort of many stakeholders: teachers committed to improving their practice, school leaders who support change, government partners, investors, and the TDSO team. Their continued trust and collaboration make this work possible.

Seventy-six per cent is a result worth reporting. More importantly, it represents a clear direction. Our work will not be complete until every child in Cambodia is supported by a teacher who knows how to make learning happen.

Yours sincerely,



Son Nat
Executive Director

EXECUTIVE SUMMARY

The 2025 reporting year marks a transition in how TDSO evaluates its effectiveness. The organisation has moved from reporting programme activity to measuring student learning outcomes.

The central finding of this report is a 76% improvement in student learning outcomes in classrooms taught by TDSO-trained teachers, compared with baseline performance recorded before training. This result is based on structured assessments, classroom observations, and comparative analysis.

Training programmes continued across public primary schools, rural schools, and community education settings. Teachers participated in structured workshops followed by classroom coaching and ongoing support. This ensured that training was applied in real classroom environments.

The TDSO Practice School remained a key component of the model, providing daily learning for approximately 500 students while serving as a practical training environment for teachers. This dual function strengthens both teaching quality and evidence collection.

Institutionally, 2025 was marked by several significant developments. TDSO achieved formal accreditation from the Ministry of Education, confirming the quality and national relevance of its programmes. The Roll Out Programme expanded training to additional districts, demonstrating the scalability of the model. Digital initiatives, including ICT4E and AI, enhanced teachers' ability to deliver engaging and effective lessons.

The evidence presented in this report demonstrates that structured teacher development, combined with classroom application and ongoing support, leads to measurable improvements in student learning.

TDSO will continue to build on this foundation by scaling its programmes, strengthening its digital capacity, and maintaining a clear focus on learning outcomes.

SECTION 1: THE NUMBER THAT MATTERS

1.1 What 76% Means

The 76% improvement reflects a measurable shift in both student performance and classroom behaviour in environments where teachers have completed TDSO training and consistently applied student-centred teaching methods. It indicates that students are not only achieving higher scores on written and speaking assessments but are also demonstrating improved engagement, responsiveness, and the ability to use language meaningfully during lessons.

This change is driven by the transition from teacher-led instruction to structured, interactive learning. Teachers facilitate activities that require students to think, respond, and participate actively, resulting in clearer understanding, better retention of content, and increased confidence in using English. The improvement captures a combined effect: stronger academic outcomes alongside observable changes in how students learn and interact in the classroom.



1.2 How We Measured It

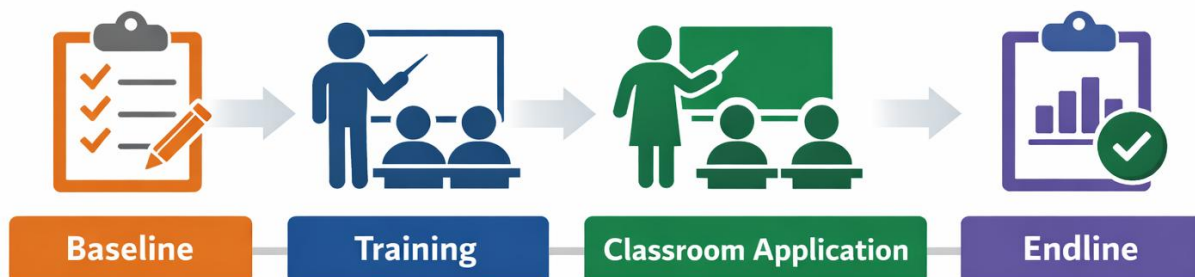
To assess this change, TDSO implemented a structured measurement framework that tracks student learning over time. Baseline assessments were conducted before teachers received training, followed by mid-course monitoring and endline assessments after teachers had applied new teaching methods in their classrooms.

The evaluation design includes a comparison between classrooms taught by trained teachers and those taught by teachers who had not yet received training. This allows for a clearer understanding of the effect of teacher development on student learning outcomes.

Assessments were conducted across a defined sample of classrooms in Siem Reap province, including 99 Grade 5 students from two public primary schools who completed matched baseline and endline assessments in written and speaking components. In addition, classroom observations and comparative analysis included 21 classrooms across participating schools, with a comparison group of classrooms where teachers had not yet received training.

Data was collected from public primary school classrooms across multiple locations, ensuring that results reflect a range of teaching environments and conditions. The measurement process combined written assessments, speaking evaluations, classroom observations, and qualitative interviews with both teachers and students.

Measurement Framework



This approach ensures that the findings capture not only test performance but also changes in classroom interaction and learning behaviour.

1.3 Data Reliability and Limitations

Ensuring data reliability was a central consideration in the measurement process. Standardised assessment tools were used across all classrooms, and observations were conducted using structured frameworks to ensure consistency. Data collection procedures were applied systematically across locations to minimise variation in administration.

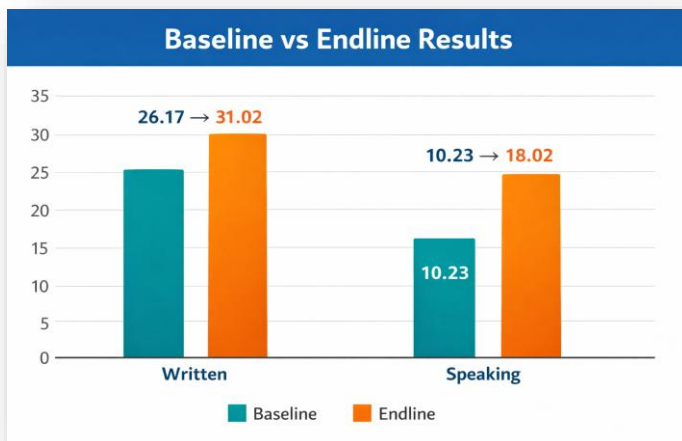
At the same time, the evaluation acknowledges inherent limitations associated with real classroom environments. Differences in class size, student background, and school conditions may influence individual results. External factors, such as attendance and resource availability, also affect learning outcomes.



While these variables cannot be fully controlled, the consistency of improvement across multiple classrooms and data sources provides confidence in the overall findings. The combination of quantitative and qualitative data further strengthens the validity of the results.

1.4 Baseline and Endline Results

The quantitative findings demonstrate clear and statistically significant improvement in student learning outcomes following teacher training and classroom implementation.



Written assessment scores increased from an average of 26.17 at baseline to 31.02 at endline. Speaking performance showed a stronger gain, with scores increasing from 10.23 to 18.02. Statistical analysis confirms that these improvements are significant, with both written and speaking results showing meaningful effect sizes.

The greater improvement in speaking ability is consistent with the introduction of student-centred teaching practices. These methods provide more opportunities for students to interact, practise language, and receive feedback during lessons.

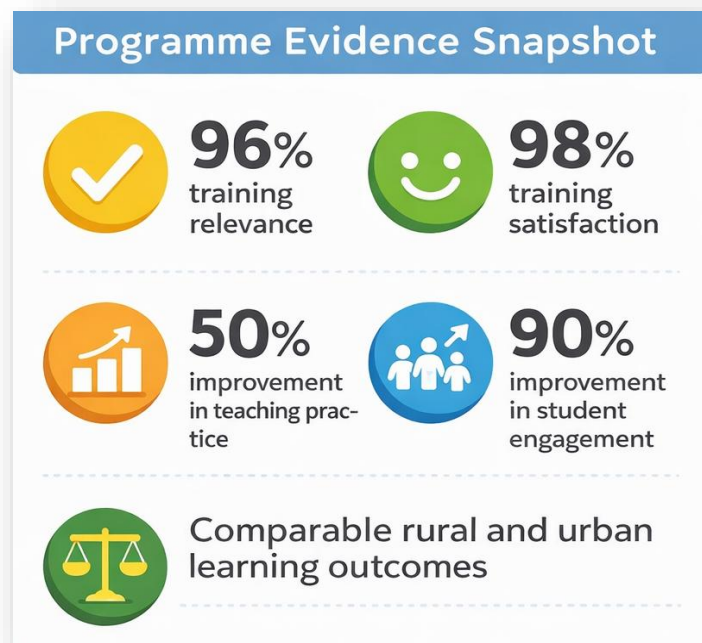
Overall, the data indicate that improvements are not limited to one skill area but reflect broader progress in students' ability to engage with and apply their learning.

1.5 Interpreting the 76% Improvement

The 76% figure represents the combined improvement across measured learning indicators, including comprehension, speaking ability, and classroom participation. It reflects both quantitative gains in assessment results and qualitative changes in how students engage with learning.

This improvement is directly linked to changes in teaching practice. Teachers who adopt student-centred approaches create more opportunities for students to interact with content, receive feedback, and apply their learning. Over time, this leads to a stronger understanding and greater confidence in using English.

The result captures a broader transformation: not only improved scores, but improved learning processes within the classroom.



1.6 Comparison with Non-Trained Classrooms

In classrooms where teachers had not received TDSO training, learning conditions remained largely unchanged. Teaching continued to rely on lecture-based methods, with limited student interaction and fewer opportunities for active participation.

As a result, improvements in student performance were less pronounced, particularly in speaking ability. Students in these classrooms demonstrated lower levels of engagement and confidence compared to those taught by trained teachers.

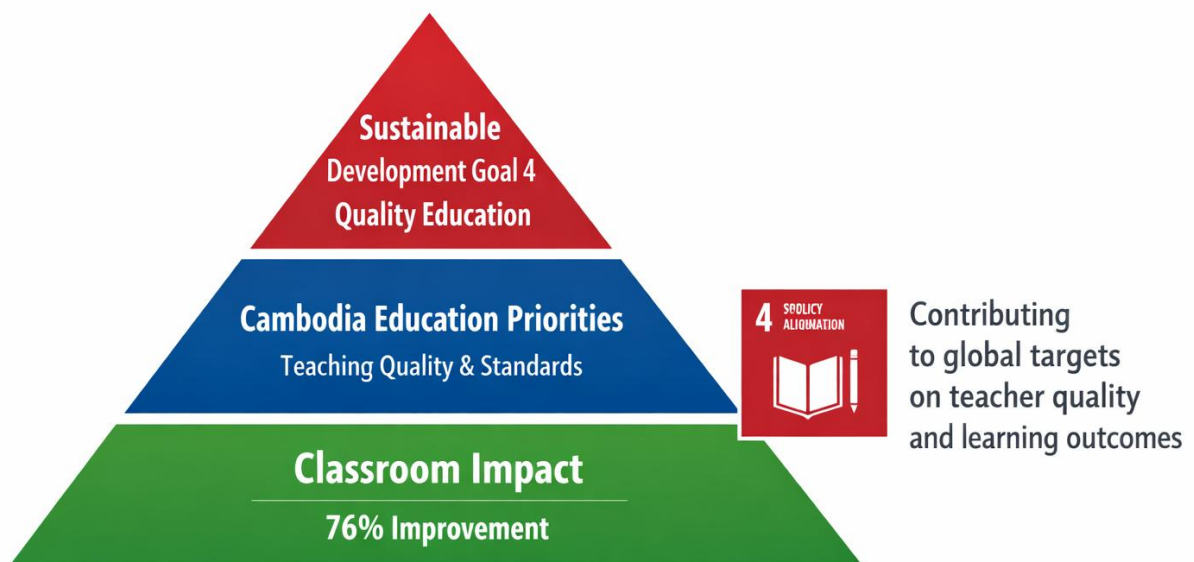
This comparison reinforces the conclusion that teacher development, when combined with practical classroom application, is a key factor in improving student learning outcomes.

1.7 Why It Matters

The findings presented in this section are directly aligned with Cambodia's education priorities. As the education system places increasing emphasis on teaching quality, the ability to deliver effective classroom instruction becomes critical.

The results demonstrate that structured teacher development can lead to measurable improvements in student learning. This aligns with national efforts to strengthen teaching standards and improve educational outcomes.

At the global level, the findings contribute to Sustainable Development Goal 4, which emphasises the importance of quality learning and well-trained teachers. By focusing on measurable outcomes, TDSO supports both national and international education objectives.



SECTION 2: HOW WE ACHIEVE 76%

The 76% improvement in student learning outcomes is achieved through a structured pathway that begins in the classroom and progresses through validation, institutionalisation, and system transfer. This approach ensures that teaching methods are not only introduced but also tested, refined, and embedded within the education system.

2.1 Our Approach (TPA Methodology)

TDSO's approach is built on three core elements: in-service training, Communicative Language Teaching (CLT), and Transferable Pedagogical Approaches (TPA).

Training is delivered directly to practising teachers in their classrooms. This ensures that methods are immediately applied in real teaching environments, addressing practical constraints such as large class sizes and limited resources.



CLT provides the pedagogical foundation. It focuses on student interaction, meaningful communication, and practice-based learning rather than memorisation. Teachers are trained to create lessons in which students actively use language, respond to questions, and engage with the content.

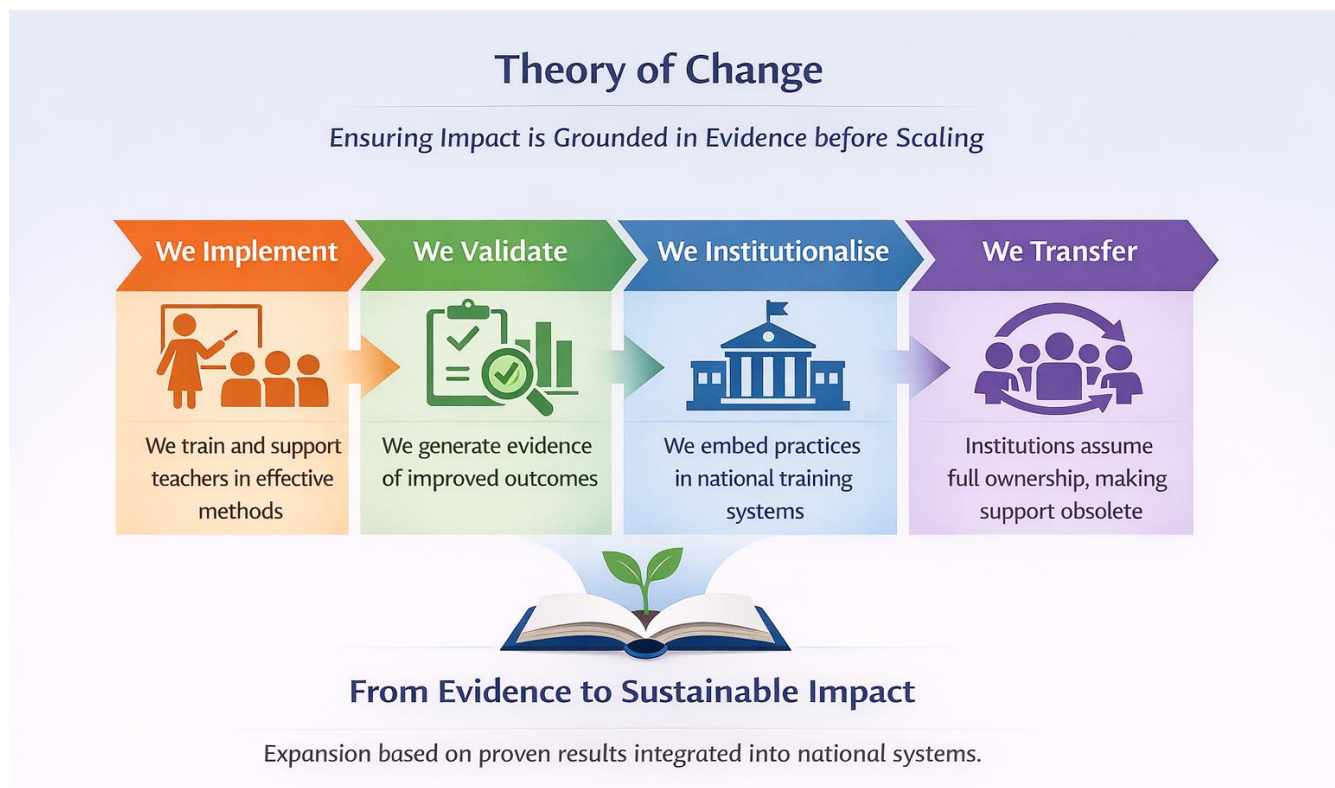
TPA extends these principles beyond English. As teachers master interactive and structured teaching approaches, they apply them across subjects. This creates a broader shift in classroom practice, improving learning outcomes across disciplines.

2.2 Theory of Change

TDSO's theory of change is grounded in a practical principle: sustainable improvement in education begins in the classroom and is scaled only after it is proven to work. Rather than introducing models at the system level from the outset, TDSO focuses on testing and refining teaching practices directly with practising teachers in real classroom conditions.

This approach ensures that any method promoted for wider adoption has already demonstrated measurable impact on student learning. It also allows the model to respond to the realities of Cambodian classrooms, including variations in resources, class size, and student ability.

The theory of change follows a structured progression from classroom-level implementation to system-level integration. Each stage builds on evidence from the previous one, creating a clear pathway from initial intervention to sustainable impact.



Through this process, improvements in teaching practice are not only achieved but verified, embedded, and ultimately transferred to national systems for long-term scale and sustainability.

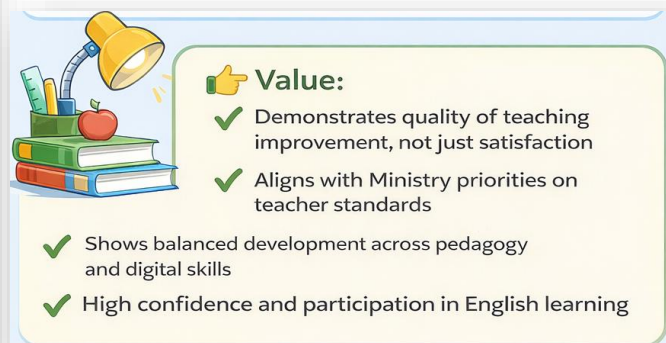
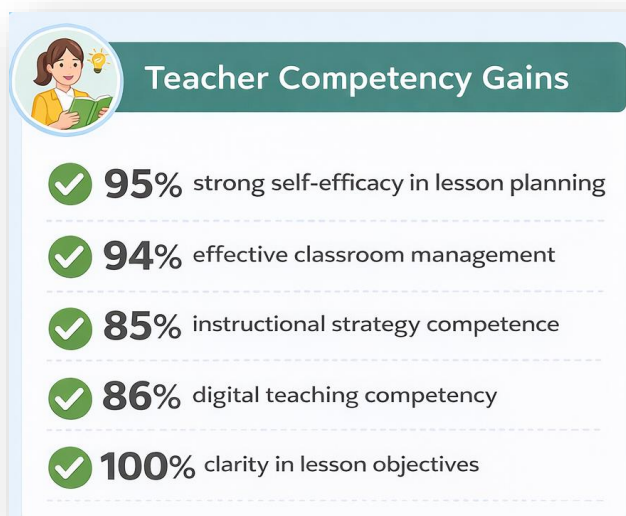
2.3 From Training to Classroom Practice

TDSO's model is centred on in-service teacher development, working directly with teachers who are already teaching in classrooms. This ensures that training is immediately applied and continuously refined in real teaching environments.

Teachers are introduced to structured, student-centred methods and supported in applying these approaches in their daily lessons. This includes lesson planning aligned with learning objectives, interactive teaching strategies, and continuous assessment of student understanding.

The emphasis is on practice-based learning, where teachers test methods, receive feedback, and adjust their instruction accordingly. This immediate application bridges the gap between training and classroom reality, ensuring that improvements in teaching practice translate directly into improved student learning.

The following evidence illustrates measurable gains in teacher competencies, reflecting the practical application of training within classroom environments.



2.4 Continuous Professional Development (CPD)

Teacher development is sustained through a structured system of Continuous Professional Development (CPD), ensuring that improvements in teaching practice are consistently applied and maintained over time.

Through ongoing coaching, observation, and professional support, teachers strengthen their ability to implement student-centred approaches effectively in their classrooms. This leads to more consistent lesson delivery, increased student engagement, and improved learning outcomes.

Continuous support enables teachers to refine their instructional practices based on classroom experience, ensuring that training translates into measurable changes in how students learn. As a result, improvements are not temporary but become embedded in everyday teaching.

In parallel, TDSO strengthens the capacity of teacher educators and facilitators, ensuring that high-quality training and support can be delivered consistently as programmes expand. This contributes to sustained improvements in teaching quality across participating schools.

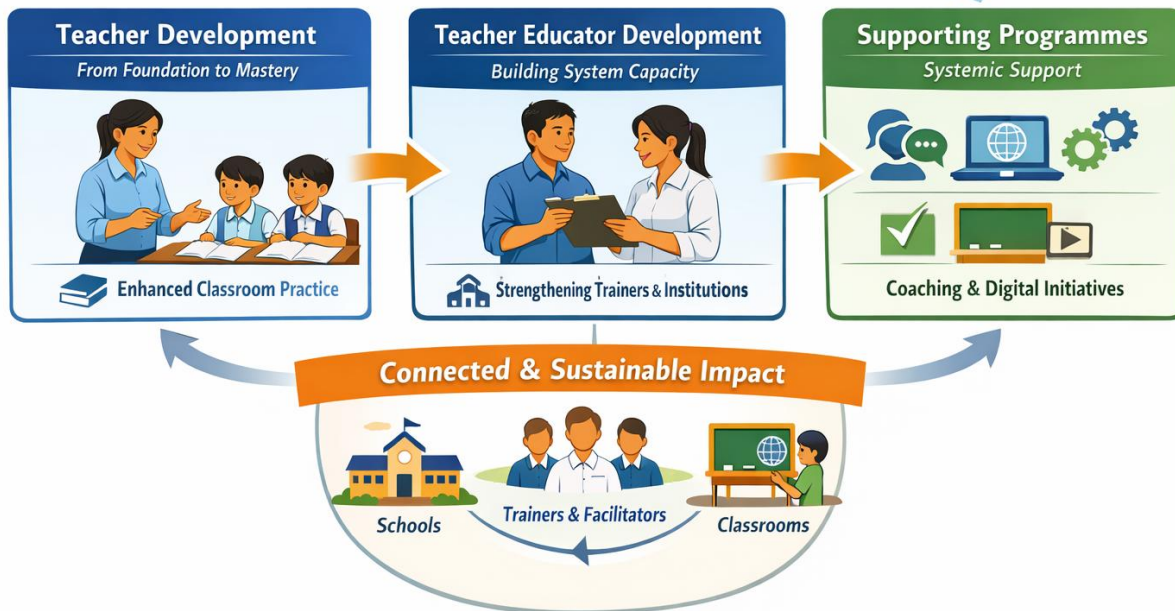
2.5 What We Deliver

TDSO delivers an integrated system of programmes that operate at both the classroom and institutional levels, reaching over 2,000 teachers annually and supporting implementation across all provinces in Cambodia.

The delivery model is structured around three complementary programme areas.

What We Deliver

REACHING **2000+** TEACHERS ANNUALLY ACROSS CAMBODIA



Teacher Development (From Foundation to Mastery) focuses on building practical teaching competencies. Teachers progress from foundational skills to advanced application of student-centred pedagogy, ensuring measurable improvements in classroom practice.

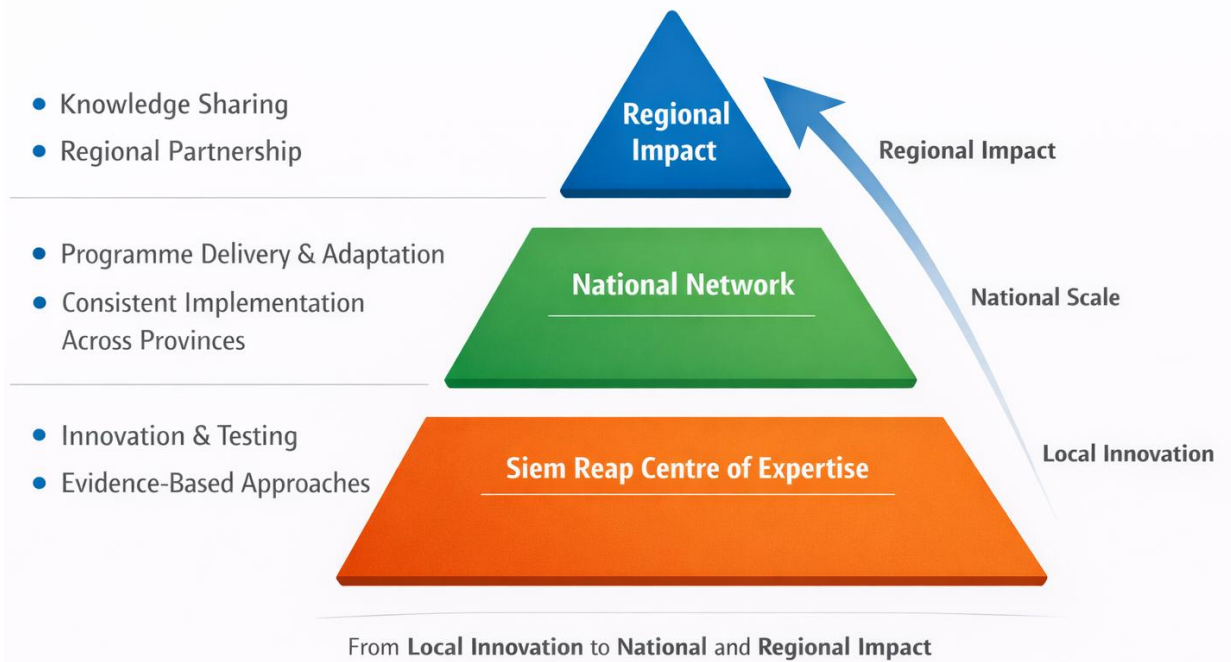
Teacher Educator Development (Building System Capacity) strengthens trainers' and facilitators' capacity within institutions. This enables consistent training delivery and supports the transition from programme-based implementation to system-level ownership.

Supporting Programmes (Systemic Support) provide the structures that enable effective implementation, including coaching systems, digital learning initiatives, and specialised programme components.

Together, these programme areas form a coherent system that connects classroom-level practice with institutional capacity, ensuring both immediate impact and long-term sustainability.

2.6 Geographic Reach and Delivery Model

TDSO's approach to scaling is built on a structured pathway that begins locally and expands systematically.



The Siem Reap Centre of Expertise serves as the foundation for innovation, programme development, and quality assurance. It is where teaching approaches are tested, refined, and validated before wider implementation.

Building on this foundation, TDSO operates through a national network, delivering programmes across provinces and enabling systematic capacity transfer. This ensures that training is implemented consistently while adapting to different school contexts.

At the same time, TDSO contributes to international support and knowledge sharing, engaging with partners beyond Cambodia to share its model and learning. This reflects a progression from local implementation to national scale and regional contribution.

In 2025, programme implementation was concentrated in Siem Reap province, where training, coaching, and capacity-building activities were delivered across both urban and rural school contexts.

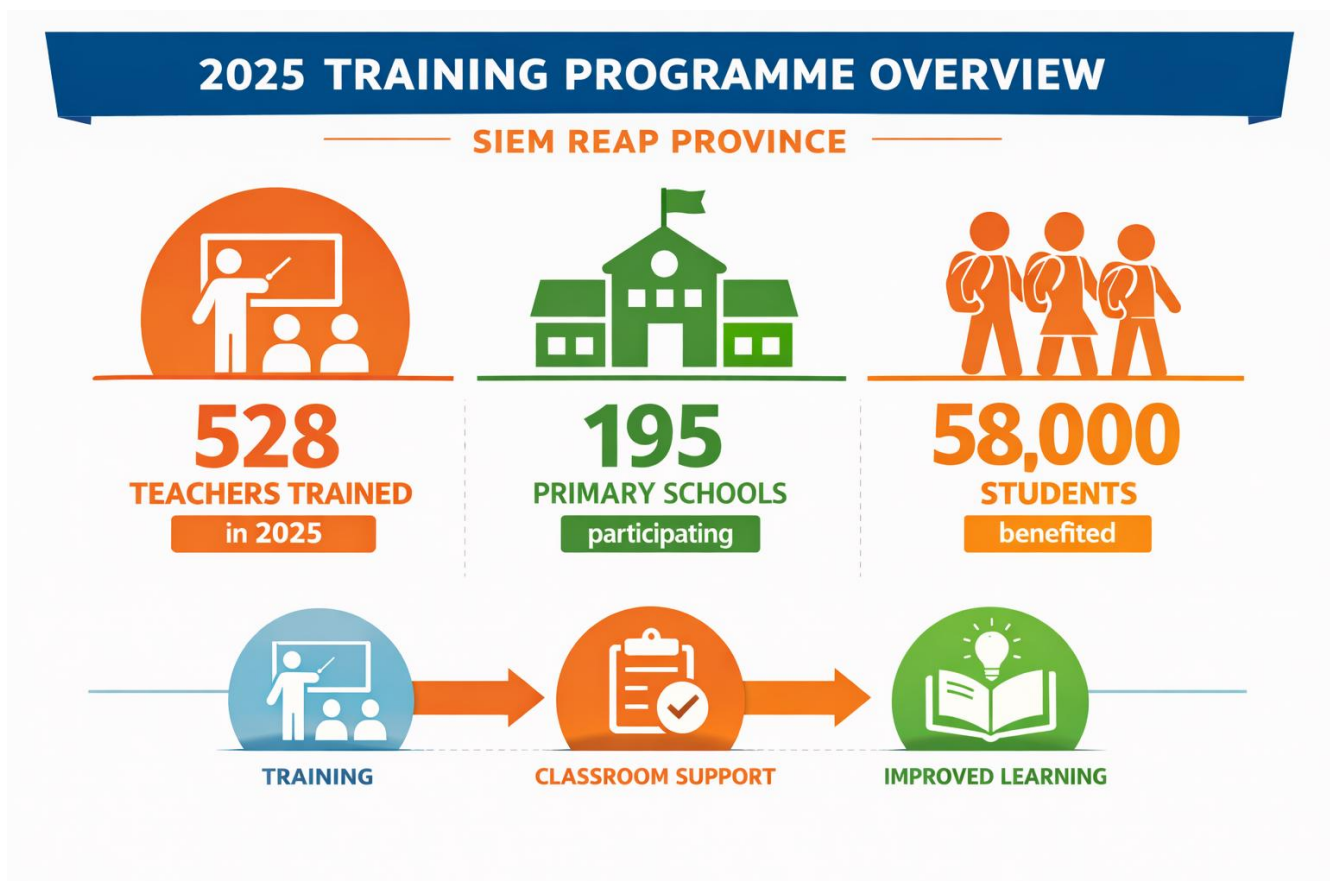
SECTION 3: 2025 IN FOCUS

In 2025, TDSO delivered targeted programmes and initiatives to strengthen teaching practice and support classroom application. Implemented in collaboration with education authorities and partners, these activities combined training, coaching, and system support to enable consistent improvements in classroom teaching.

3.1 Major Training Programmes and Initiatives

TDSO continued to implement its core teacher development programmes, maintaining a focus on strengthening classroom practice through structured training and ongoing support.

A key development during the year was the expansion of programme delivery through the Roll Out Programme, which increased participation and extended access to professional development. This expansion reflects a move towards broader implementation while maintaining consistency in programme quality.



In parallel, TDSO initiated its first international engagement through an intensive training programme for 20 teachers and teacher educators from the Lao PDR. The programme introduced Transferable Pedagogical Approaches (TPA), equipping participants with adaptable teaching strategies that promote active learning and classroom engagement.



*Four-Week Intensive Practical Training Programme for Lao Teacher Educators
at TDSO Campus, Siem Reap, Cambodia*

Participants returned to their institutions with the capacity to support peer learning and professional development, extending the impact beyond individual classrooms. The presence of representatives from both Cambodia's Ministry of Education and the Lao Ministry of Education and Sports reflects growing regional collaboration.



Graduation Ceremony for Lao Teachers, TDSO Campus, Siem Reap, Cambodia

This initiative demonstrates that TDSO's approach can be applied beyond its original context and provides a foundation for future regional engagement.

3.2 Innovation: Expanding TPA Beyond English

TDSO advanced the application of Transferable Pedagogical Approaches (TPA) beyond English language teaching in 2025.

Teachers increasingly applied student-centred methods across subjects, including mathematics and general classroom instruction. This reflects a broader shift towards consistent teaching practices that prioritise participation, engagement, and understanding.

The expansion of TPA demonstrates the approach's adaptability and its relevance to improving overall classroom effectiveness.



3.3 Partnership with the Ministry of Education, Youth and Sports

TDSO's partnership with the Ministry of Education, Youth and Sports remained central to programme implementation and development in 2025.

A significant milestone during the year was the achievement of formal accreditation. This recognition confirms the quality and relevance of TDSO's training programmes and enables formal recognition of participating teachers.

Ongoing collaboration with national and sub-national education authorities supported programme delivery and ensured alignment with national education priorities. This partnership strengthens the integration of effective teaching practices within the education system.



Orientation Workshop on CPDMIS and Credit Recognition for TDSO Alumni, conducted in collaboration with the CPDMO, Ministry of Education, Youth and Sports.

3.4 New Developments: Strengthening Institutional Capacity

In 2025, TDSO strengthened its institutional foundations to support future expansion and ensure effective governance as the organisation moves towards national scale.

A key development during the year was the establishment of a strengthened governance structure, including the formation and active engagement of a governing board. This development enhances strategic oversight, supports informed decision-making, and reinforces accountability across programme implementation. The introduction of board-level governance positions TDSO to operate with greater clarity in both strategic direction and operational management.

At the same time, the continued development of the Siem Reap Centre of Expertise reinforced its role as a hub for programme design, testing, and quality assurance. This centre ensures that training approaches are refined and validated before wider implementation.

Organisational systems were further strengthened to support programme coordination, monitoring, and quality assurance. Together with improved governance, these developments enhance TDSO's capacity to deliver consistently and to operate effectively at increased scale.

SECTION 4: OUR PRACTICE SCHOOL

The TDSO Practice School is a central component of the organisation's approach to teacher development. It provides a structured environment where teaching methods are applied, observed, and refined in real classroom settings, ensuring a direct link between training and student learning.

4.1 Role and Purpose

The Practice School operates as both a learning centre for students and a core component of TDSO's teacher development model. In 2025, approximately 500 students attended daily English classes, receiving structured instruction based on student-centred teaching approaches.

The school provides a consistent and practical environment where teaching methods are implemented in real classroom conditions. This creates a direct connection between teacher development and student learning, ensuring that training approaches are applied and observed in practice.



4.2 Student Impact

Through consistent exposure to interactive and structured teaching methods, students at the Practice School demonstrate clear improvements in engagement and participation.

Students are encouraged to take part in classroom activities, respond to questions, and actively practise language. As a result, they show increased confidence in using English and greater willingness to participate in lessons.

Beyond classroom participation, students also demonstrate improved behaviour, stronger collaboration with peers, and greater readiness to communicate in real-life situations. The learning environment supports not only academic development but also the confidence and communication skills required beyond the classroom.

These outcomes are reflected in students' ability to engage effectively in more formal settings, indicating a level of preparedness that extends beyond routine classroom learning.



Two Practice School Students Win Top Awards at Public Speaking Competition

4.3 Teacher Development and Evidence Validation

The Practice School plays a central role in both teacher development and the continuous refinement of TDSO's training model.

It serves as a practical training environment where teachers observe experienced practitioners, participate in classroom activities, and apply teaching methods under supervision. Through this process, teachers receive direct feedback and refine their instructional approaches in real time.

This structured cycle of observation, practice, and feedback supports the transition from training to independent classroom teaching. By working in a real classroom setting, teachers develop practical skills that can be applied immediately in their own schools.



At the same time, the Practice School provides a consistent environment for observing the impact of teaching methods on student learning. Classroom observations and student performance inform programme refinement and strengthen the overall approach.

This dual function ensures that teacher development is grounded in practice, while training methods are continuously tested and improved based on classroom evidence.



SECTION 5: LOOKING AHEAD

Building on demonstrated improvements in student learning and a validated model of teacher development, TDSO is positioned to expand its impact beyond current implementation areas. The next phase focuses on scaling delivery, strengthening system capacity, and ensuring long-term sustainability.

5.1 National Expansion

Following concentrated implementation in Siem Reap, initial expansion activities were undertaken in 2025, providing the foundation for a structured national rollout starting in 2026. This expansion will extend training and support to 17 additional provinces, working in alignment with the Ministry of Education, Youth and Sports and sub-national education authorities.



*The National Programme Launch was officiated by
H.E. Khoun Vicheka, Directorate General of Teacher Education and Development*

The expansion is designed to maintain programme quality while increasing reach. The model will be adapted to different school contexts, ensuring that training remains relevant and effective across diverse environments.

This phase represents a transition from localised implementation to national impact, with the objective of improving teaching practice and student learning outcomes at scale.

5.2 Scaling Teacher Educator Development

Central to national expansion is the development of teacher educators who can deliver training independently within the system.

TDSO will continue to strengthen trainers' and facilitators' capacity, enabling them to lead professional development within their respective institutions. This approach supports knowledge transfer and reduces reliance on external delivery.

By investing in teacher educator development, TDSO aims to create a sustainable model in which effective teaching practices are embedded within existing education structures.

5.3 Sustainability and Strategic Investment

Sustaining and scaling impact requires continued investment in programme delivery, system development, and institutional capacity.

TDSO's approach prioritises efficiency by linking resources directly to improvements in teaching practice and student learning. Investment supports training, coaching, and the development of systems that ensure consistent quality.

As the organisation expands, partnerships and funding will play a critical role in enabling broader implementation. The focus remains on building a model that is both scalable and sustainable, ensuring that improvements in learning outcomes can be maintained over time.

5.4 Supporting Model Schools within the Public Education System

As TDSO advances towards national implementation, increased attention will be given to supporting the development of model schools within the public education system.

Model schools are existing public schools where teachers are supported to consistently apply student-centred teaching approaches in their classrooms. This initiative builds on the experience of the TDSO Practice School but shifts the focus towards strengthening teaching practice directly within government schools.

TDSO's role is to support teachers through targeted training, classroom coaching, and ongoing pedagogical guidance. In addition, TDSO works in coordination with school leadership and relevant education authorities to ensure that teaching practices are implemented effectively and aligned with national standards.

This support is delivered in close collaboration with the Ministry of Education, Youth and Sports and sub-national education offices. Schools are not managed by TDSO; rather, the organisation contributes technical expertise to strengthen classroom practice within the existing system.

Model schools serve as practical demonstration sites where effective teaching approaches can be observed in real classroom conditions. They provide opportunities for peer learning, enabling teachers, school leaders, and education officials to engage directly with improved teaching practices.

Over time, this approach is expected to support wider system adoption by making effective classroom practice visible, accessible, and replicable. By focusing on teacher support and institutional coordination, TDSO contributes to strengthening the quality of teaching within the public education system.

SECTION 6: GOVERNANCE & ORGANISATION

Strong governance and organisational capacity are essential to sustaining impact and enabling scale. In 2025, TDSO strengthened its institutional structures to support expansion, ensure accountability, and maintain the quality of programme delivery as it moves towards national implementation.

6.1 Governance Structure

In 2025, TDSO formalised and strengthened its governance framework by establishing and actively engaging a governing board. The board brings together a mix of educational expertise and strategic oversight, including representation that reflects classroom realities.

This structure enables clearer decision-making, strengthens accountability, and ensures that programme direction remains aligned with both organisational priorities and national education goals. It also provides a platform for guiding expansion while maintaining a focus on impact.

As TDSO prepares for national scale, this governance framework ensures that growth is supported by oversight, continuity, and strategic discipline.

6.2 Organisational Structure

TDSO operates through a structured organisational model designed to support coordinated delivery and consistent programme quality. In 2025, the organisation comprised approximately 45 professionals, working across training, coaching, programme management, and operational support.

Clear roles and reporting lines enable efficient coordination across functions, ensuring that programme delivery remains organised and responsive. This structure supports both day-to-day implementation and the management of increased programme scope.

The organisational setup provides the operational foundation required to expand beyond a single province while maintaining consistency in delivery.

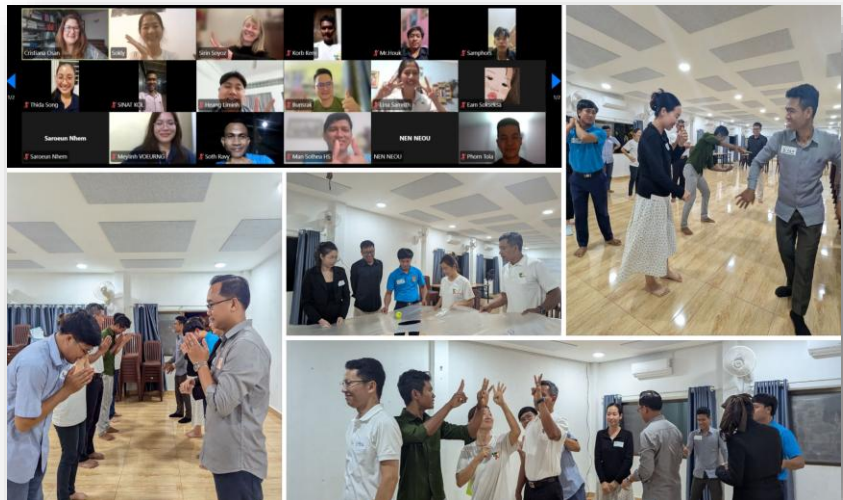
6.3 Human Resources

TDSO's human resources are structured to directly support the delivery and scaling of teacher development programmes. The team combines trainers, coaches, and programme staff with practical classroom experience, ensuring that training remains grounded in real teaching contexts.

In 2025, a key focus was strengthening trainers' and coaches' capacity to support teachers beyond initial training. This included developing internal expertise in coaching, observation, and feedback, enabling more consistent support to teachers as they apply new methods in their classrooms.

As TDSO prepares for national rollout, the organisation is increasingly focused on building capacity that can be transferred to teacher educators within the system. This approach reduces reliance on direct delivery and supports a transition towards institutional ownership.

This alignment between team structure and programme delivery ensures that human resources contribute directly to sustained improvements in teaching practice and student learning outcomes.



6.4 Quality Assurance Systems

Quality assurance systems ensure that programme delivery consistently leads to measurable improvements in teaching practice and student learning outcomes.

Through regular classroom observation, performance tracking, and structured review, TDSO monitors how teaching approaches are applied and identifies areas for improvement. This enables timely support to teachers and ensures that programme standards are maintained across all implementation sites.

These systems provide evidence that teaching practices are improving in a consistent and reliable manner, giving confidence to partners and education authorities that programme delivery results in tangible gains in student learning.

As TDSO expands its work, quality assurance remains central to ensuring that increased scale does not compromise effectiveness and that improvements in teaching and learning are sustained across the system.

6.5 Strategic Partnerships

Strategic partnerships enable TDSO to operate effectively within the education system and extend its reach. Collaboration with the Ministry of Education, Youth and Sports ensures alignment with national priorities and supports programme delivery within public school structures.

TDSO also works closely with national teacher education institutions, including the National Institute of Education (NIE) and Provincial Teacher Training Colleges (PTTC). These partnerships support the integration of training approaches within formal teacher education systems and contribute to long-term capacity development.



Strategic Coordination Meetings with NIE and PTTCs for Programme Expansion

In addition, TDSO collaborates with development partners, educational organisations, and technical institutions to support programme implementation and innovation. These partnerships provide access to resources, expertise, and broader networks that strengthen programme effectiveness.

Through these relationships, TDSO is positioned as a trusted partner in teacher development, contributing not only to programme delivery but also to the strengthening of national education systems.

SECTION 7: FINANCIAL REPORT

Statement of Activity (consolidated) Teacher Development Support Organisation January-December, 2025

Description	Amount (USD)	Sub-Total (USD)	Total (USD)
Income			
40000 Fund & Donation Income			
41100 Donation from Individual	41,917.55		
41200 Donation from Organizations	531,949.47		
41300 Grant Private Sector	260,006.80		
41600 Income from Events	197.83		
Total for 40000 Fund & Donation Income	\$834,071.65	\$834,071.65	
42000 Other Income			
42050 Interest	162.65		
42100 Gain on Exchange	7.26		
Total for 42000 Other Income	\$169.91	\$169.91	
Total for Income			<u>\$834,241.56</u>
Expense			
50000 Building			
50100 Rent expense			
50101 Rent	6,600.00		
Total for 50100 Rent expense		\$6,600.00	
50200 Maintenance			
50201 Maintenance	13,822.78		
Total for 50200 Maintenance		\$13,822.78	
50300 Utilities			
50301 Electricity	2,823.20		
50303 Garbage collection	220.00		
50304 Sewer cleaning	201.25		
Total for 50300 Utilities	\$3,244.45		
Total for 50000 Building			<u>\$23,667.23</u>

51000 Staff Cost			
51100 Salaries			
51101 Gross salary	342,570.37		
51102 Seniority	17,958.23		
Total for 51100 Salaries		\$360,528.60	
51200 Health and Insurance			
51201 NSSF	8,357.28		
51202 Accident-Insurance	1,901.11		
51203 Health-Insurance	13,089.04		
51204 Medical Expense	3,599.08		
Total for 51200 Health and Insurance		\$26,946.51	
51300 Other Staff Cost			
51301 Training	9,087.50		
51302 Cafeteria	3,263.37		
51303 Travel and Expenses	54,570.21		
51304 Events	100.00		
51305 Other Staff Cost	7,798.21		
Total for 51300 Other Staff Cost	\$74,819.29		
Total for 51000 Staff Cost			<u>\$462,294.39</u>
52000 Operational Expenses			
52100 Trainee Allowances			
52101 Allowance	55,190.91		
52102 DMTD Costs	763.00		
52103 Laptops-Equipment	19,072.00		
52105 Other cost of training	3,874.21		
Total for 52100 Trainee Allowances		\$78,900.12	
52200 School Expenses			
52201 School Materials	12,804.70		
52202 School Events	20,399.59		
Total for 52200 School Expenses	\$33,204.29		
52300 IT Cost			
52301 Material and Equipment	28,904.45		
52302 IT licences	14,173.03		
Total for 52300 IT Cost		\$43,077.48	

52400 Various			
52401 External Meetings	1,000.00		
52402 Volunteer Costs	1,657.59		
52403 Membership fees	70.83		
52404 Representation Cost	1,345.98		
52405 Telecommunication Costs	2,434.00		
Total for 52400 Various	\$6,508.40		
Total for 52000 Operational Expenses			<u>\$161,690.30</u>
53000 Admin & Finance Cost			
53100 Bank Charges			
53101 Bank Charges	2,046.94		
Total for 53100 Bank Charges		\$2,046.94	
53300 Other Admin & Finance Cost			
53301 Other Admin & Finance Cost	2,495.82		
Total for 53300 Other Admin & Finance Cost	\$2,495.82		
Total for 53000 Admin & Finance Cost			\$4,542.75
56000 Exchange gain/loss	49.22		
61000 Community Support	4,658.71		
TOTAL EXPENSES			<u>\$656,902.60</u>

NET SURPLUS / (DEFICIT)	\$177,338.95
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Statement of Financial Position (consolidated)
Teacher Development Support Organisation
As of December 31, 2025

Distribution account	Total (USD)
Assets	
Current Assets	
10000 Cash in Bank	
10100 ABA Bank	134,671.49
10200 Bank Belfius EUR	7,417.58
10210 Bank Belfius CHF	108,559.47
10220 Bank Belfius USD	72,777.30
10230 Bank Triodos	16,439.97
10240 PayPal EUR	5.65
Total for 10000 Cash in Bank	\$339,871.47
11000 Cash on hand	
11100 Cash	111.74
Total for 11000 Cash on hand	\$111.74
12100 Cash advance	0.00
Total for Current Assets	\$339,983.21
Liabilities and Net Assets	
Current Liabilities	
21000 Return for Withholding Tax	424.53
22000 Return for Tax on Salary	1,502.25
23000 Cash Advance by directors	79,890.12
23050 Cash Advance by directors- Short term	0.00
25000 VAT Reverse Charge	0.00
Total for Current Liabilities	\$81,816.90
Net Assets	
30000 Opening Balance Equity	109,363.84
31000 Results from the Previous Year	-26,321.68
Net Income	175,124.15
Total for Net Assets	\$258,166.31
Total for Liabilities and Net Assets	\$339,983.21

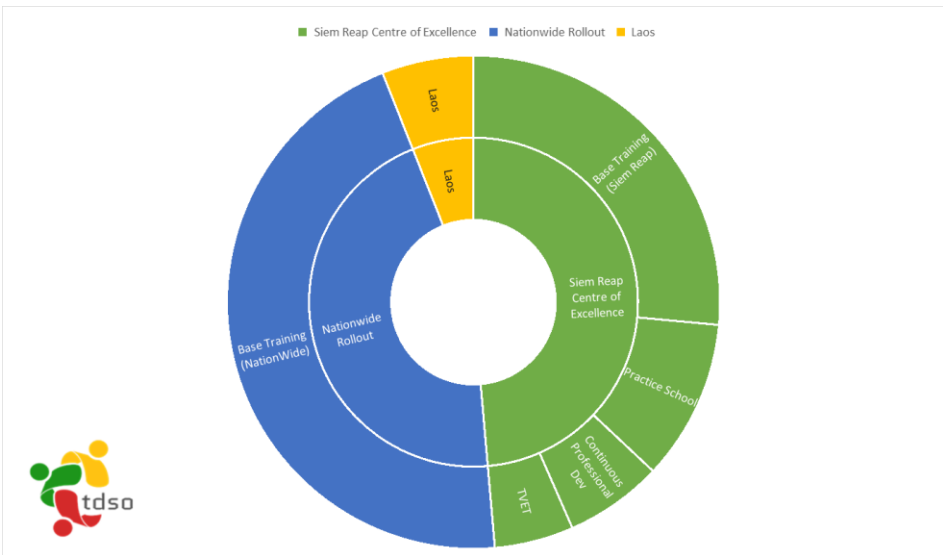
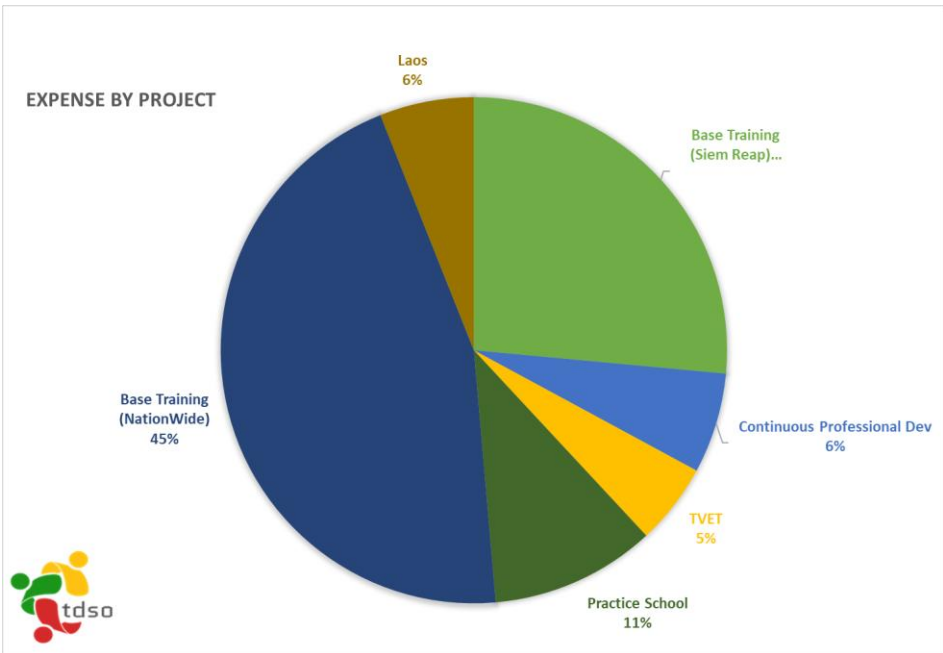
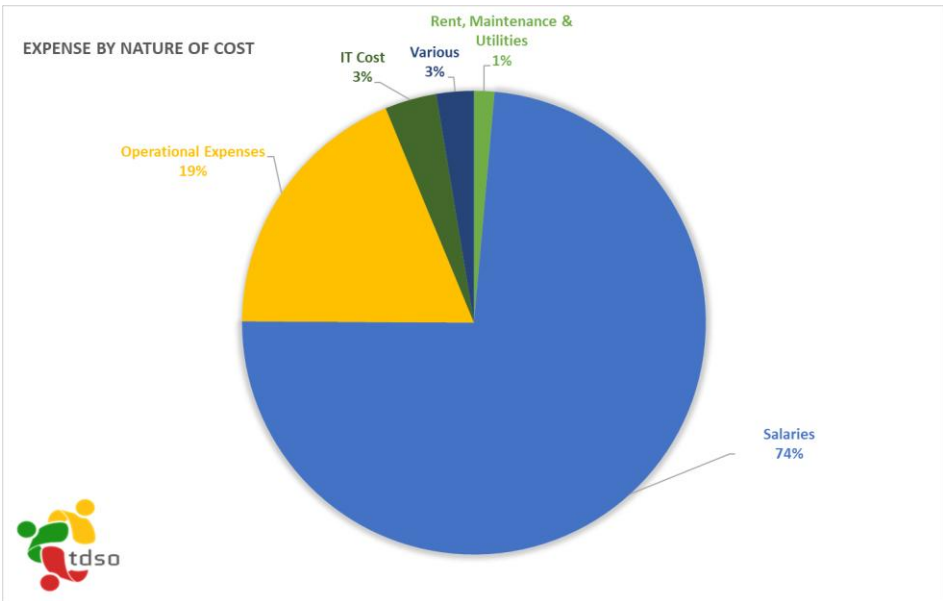
Teacher Development Support Organisation Budget 2026

15/08/2025

USD
1
Yearly

Nature of cost	Project Area	Project	
Rent, Maintenance & Utilities			16,560.00 \$
Salaries			857,533.86 \$
Operational Expenses			217,500.00 \$
IT Cost			42,000.00 \$
Various			30,382.00 \$
			1,163,975.86 \$
Rent, Maintenance & Utilities	Siem Reap Centre of Excellence	Base Training (Siem Reap)	4,384.04 \$
		Continuous Professional Dev	1,062.64 \$
		TVET	859.20 \$
		Practice School	1,745.43 \$
	Nationwide Rollout	Base Training (Nationwide)	7,511.99 \$
	Laos	Laos	996.71 \$
Salaries	Siem Reap Centre of Excellence	Base Training (Siem Reap)	227,020.45 \$
		Continuous Professional Dev	55,027.28 \$
		TVET	44,492.20 \$
		Practice School	90,384.18 \$
	Nationwide Rollout	Base Training (Nationwide)	388,996.89 \$
	Laos	Laos	51,612.85 \$
Operational Expenses	Siem Reap Centre of Excellence	Base Training (Siem Reap)	57,580.17 \$
		Continuous Professional Dev	13,956.81 \$
		TVET	11,284.75 \$
		Practice School	22,924.53 \$
	Nationwide Rollout	Base Training (Nationwide)	98,662.95 \$
	Laos	Laos	13,090.79 \$

IT Cost			
	Siem Reap Centre of Excellence	Base Training (Siem Reap)	11,118.93 \$
		Continuous Professional	
		Dev	2,695.11 \$
		TVET	2,179.12 \$
		Practice School	4,426.81 \$
	Nationwide Rollout	Base Training	19,052.16 \$
	Laos	(Nationwide)	
		Laos	2,527.88 \$
Various			
	Siem Reap Centre of Excellence	Base Training (Siem Reap)	8,043.22 \$
		Continuous Professional	
		Dev	1,949.59 \$
		TVET	1,576.34 \$
		Practice School	3,202.27 \$
	Nationwide Rollout	Base Training	13,781.97 \$
	Laos	(Nationwide)	
		Laos	1,828.62 \$
Total by Project			
	Siem Reap Centre of Excellence	Base Training (Siem Reap)	308,146.82 \$
		Continuous Professional	
		Dev	74,691.43 \$
		TVET	60,391.60 \$
		Practice School	122,683.21 \$
	Nationwide Rollout	Base Training	528,005.96 \$
	Laos	(Nationwide)	
		Laos	70,056.84 \$
			1,163,975.86 \$



ACKNOWLEDGEMENTS

TDSO extends its appreciation to all those who contributed to the achievements presented in this report.

We acknowledge the collaboration of the Ministry of Education, Youth and Sports, provincial and district education authorities, and national teacher education institutions, including the National Institute of Education (NIE) and Provincial Teacher Training Colleges (PTTC). Their continued support enables programme implementation and alignment with national priorities.

We are grateful to our partners and investors for their trust and commitment, which support both programme delivery and future expansion. Their contribution enables the organisation to focus on measurable improvements in teaching practice and student learning outcomes.

We recognise the commitment of teachers who engaged in training and applied new approaches in their classrooms, as well as school leaders who supported implementation within their schools. We also acknowledge the students whose participation and progress remain central to this work.

We further recognise the contribution of trainers, mentors, and volunteers whose expertise strengthens programme delivery and supports the continuous development of teachers.

Finally, we thank the TDSO Board and team for their leadership, strategic direction, and sustained efforts to ensure that programme implementation remains focused on impact.

The progress achieved in 2025 reflects a shared commitment to strengthening teaching practice and improving student learning.

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



ROSMARIE METTLER-STIFTUNG



Green Leaves Education Foundation



Beveren-Waas



KAMPENHOUT
knap landelijk



Provincie
Antwerpen



Fresh Leaf Charitable Foundation



bärbel
& paul | **geissbühler**
stiftung

atDta



THE DARIU FOUNDATION
we love coding



LEOPOLD BACHMANN
STIFTUNG



NATO Charity Bazaar
o.s.b.l.



**VLAAMS-
BRABANT**



Magic Libraries
foundation



អង្គការភាពជាដៃគូអប់រំ | NGO Education
នៃអង្គការក្រៅរដ្ឋាភិបាល Partnership

អង្គការស្លាបព្រា កម្ពុជា



Spoons Cambodia Organization



អង្គការសិស្សជនបទកម្ពុជា
CAMBODIA RURAL STUDENTS TRUST



អង្គការគូលែនដើម្បីអប់រំ

KULEN OUTREACH ORGANIZATION

LEGAL INFORMATION

TDSO Cambodia

Legal Name: TDSO, Teacher Development Support Organisation

Boeng Doun Pa - Slakram commune - Siem Reap

Registration nr 10968 (Ministry of Interior)

TDSO vzw (Belgium)

Donkstraat 61

B-3150 Haacht

Belgium

Registration nr: BE0 642 700 026

Exempt of VAT (art 56 bis)

Website: www.tdso.ngo

LinkedIn: www.linkedin.com/company/tdso-ngo/

Facebook: www.facebook.com/tdsocambodia

Email : belgium@tdso.ngo

cambodia@tdso.ngo

Bank information :

Belgium: Account Triodos BE 87 5230 8077 3894 BIC TRIOBEBB (EUR)

Belfius BE 81 0689 4712 7124 BIC GKCCBEBB (EUR - USD - CHF)

Cambodia: Account nr: 001 268 239

Beneficiary Name: Teacher Development Support Organization

Beneficiary Address: Boeng Doun Pa, Sla Kram, Siem Reap

Beneficiary Bank: Advanced Bank of Asia

Beneficiary Bank Address: 148, Preah Sihanouk Blvd, Phnom Penh, Cambodia

Beneficiary BANK SWIFT: ABAKHPP

2025

TDSO operates as a registered non-governmental organisation in Cambodia and complies with national regulations governing education and non-profit operations.

All programmes are implemented in alignment with national education policies and standards.

This report was prepared by the Teacher Development Support Organisation (TDSO). Photography and documentation were collected through programme implementation activities.

The central finding of 2025 remains clear.

“Improving teaching improves learning”

