



PREVENTION THROUGH EDUCATION  
EMPOWERMENT THROUGH EDUCATION



# Interactive Teacher Training

May 2018



ABN: 37 494 031 746  
Charitable Collection License No. 21659

Hands Across the World Incorporated  
PO Box 1802 Osborne Park WA 6916





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## Organisation details

Hands Across the World Incorporated (HATW)



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Organisation	<b>Hands Across the World (HATW)</b>
Contact Persons	<b>Cindy Debes</b> – Chief Executive Officer <a href="mailto:cindy@hands-across-the-world.org">cindy@hands-across-the-world.org</a>  <b>Julia Flood</b> – Director of the board <a href="mailto:julia@hands-across-the-world.org">julia@hands-across-the-world.org</a>
Charity/NGO registration	<b>Hands Across the World is a registered charity with the Australian Charities and Not-for-profits Commission (ACNC).</b> Charitable Collections License No: 21659  <b>Hands Across the World is an Incorporated Association (Associations Incorporations Act 1987 Section 9(1)) registered with the Government of Western Australia, Department of Commerce.</b> Registered No: A1017376N ABN: 37 494 031 746  <b>Account details:</b> BLZ: 036-027 Acc: 548476
Address	Hands Across the World Incorporated PO Box 1802 Osborne Park DC Western Australia 6916
Auditors	Nicholas Barris CPA/ Director Barris Accounting Suite 5/6 Leigh Street Burswood 6100 Western Australia
Financial Information	<a href="#">Audited accounts are available on request.</a>
Website	<a href="http://www.hands-across-the-world.org">www.hands-across-the-world.org</a> <a href="https://www.facebook.com/handsatw">www.facebook.com/handsatw</a> <a href="https://www.instagram.com/handsatw/">www.instagram.com/handsatw/</a>





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## Hands Across the World (HATW)

Hands Across the World (HATW) is an Australian not-for-profit organization that was established in late 2013 to deliver community development programs in Cambodia. We believe quality education is the key to empowering youths as it provides opportunities and helps create a brighter future for children. Furthermore, our education programs promote a safe and secure learning environment to support the prevention of human trafficking, forced labour and sexual exploitation in disadvantaged communities. The principles of empowerment and prevention are fundamental to our work and underpins our approach to working to improve the lives of disadvantaged Cambodians.

The United Nations sustainable development goal number 4, our vision and mission and our solution are interlinked.

Goal 4: Ensure inclusive and quality education for all and promote lifelong learning

Human traffickers prey on people who are poor, isolated and weak. Issues such as disempowerment, social exclusion and economic vulnerability are the result of policies and practices that marginalize entire groups of people and make them particularly vulnerable to being trafficked..

Education is just one way to make an impact in disadvantaged communities and it's a promising way with a sustainable outcome. Therefore we make it our mission to empower locals to spread quality education with outcomes that effect the children of Cambodia in a positive and sustainable manner.

We train the teachers to implement quality teaching techniques and a sustainable outcome focus. These teacher then spread their skills and knowledge withing their remote community schools to the children.



These students then move away from the potential danger of human trafficking, sexual exploitation and human slave labour. These students will have better opportunities in life.

Prevention through education.

Empowerment through education

## The HATW Team and Governance



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Our Board of Trustees is comprised of four directors whose professional qualifications and skills bridge education, project management, business management and independent international development consultancy, and research across South East Asia and Africa. Their complimentary range of experience facilitates good governance and oversight.

The Hands Across the World team includes fundraisers in Australia and Germany and programme staff in Cambodia. Wherever possible, HATW seeks to recruit local Cambodian staff in order to ensure that programmes are developed by locals within the local context, unless the skillset requires otherwise. This approach aims to ensure that not only the beneficiaries of our programmes develop, but that local Cambodians share and develop their skills too.



## 1. The need for the project





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During the Khmer Rouge regime from 1974 to 1979, Cambodia's education infrastructure was destroyed and teachers eradicated, along with the vast majority of the country's professionals. Approximately two million Cambodians - a quarter of the population – were killed and many more were displaced with unrest prevailing in the country for two decades. Since peace was brokered in the early nineties, Cambodia has enjoyed economic growth but the income disparity prevails such that, today, approximately 80% of the population are near the poverty line (over 8 million) or below it (3 million).

Though the past decade has seen significant improvements in access to primary education with a Net Enrolment Rate (NER) of 95%, drop out remains high and only 53% continue on to lower secondary school, where the NER remains perilously low at 32%. High rates of drop-out are linked to poverty and youths being required to support income generation, and to the poor quality of education due to a lack of school provisions and poorly trained teachers.

Khmer literacy rates remain low for those completing basic education. Meanwhile, the boom in tourism – especially in Siem Reap – and Cambodia's integration into the ASEAN economic community in 2015 has reinforced the demand for English language skills. As such, English is incorporated into the national curriculum, but only for the Upper Secondary Education level. Not only drop more than 50% out of school before they reach this level but this is also a very challenging subject to teach for many government teachers.

Where government schools are struggling to develop Khmer and/or English literacy, untrained local teachers, usually, from low-income families often volunteer their time or are paid a low wage to teach in or set up NGOs to support education in their community.

The '**Interactive Teacher Training in Siem Reap (ITTSR)**' was formed in response to the low-quality teaching methodology in poor rural communities around Siem Reap, coupled with a growing awareness of the number of untrained teachers delivering informal English classes in their communities in support of government school curriculum.

For many, ITTSR is the **only opportunity** they have to access training of any kind, let alone training which incorporates progressive, interactive teaching methods.

As such, ITTSR aims to make a fundamental contribution to improving the quality of teaching in Cambodia in line with Sustainable Development Goal 4 'Ensure inclusive and quality education for all and promote lifelong learning', and the Royal Government of Cambodia's Child Friendly School Policy (2007). It seeks to do this by developing teachers who are unable to access initiatives for government teachers under the country's Teacher Policy Action Plan (2015).

#### Child Friendly School Policy (MoYES\*, 2007)

##### *Dimension 2: Effective Learning*

Objective: To develop teacher proficiencies so that teachers have theoretical and practical knowledge with a specific focus on learning/teaching activities and material which promote active, creative and child-centred approaches to learning in a joyful classroom environment. To nurture teacher attitudes, behaviour and moral values which will lead to learning together in harmonious way.

\*Ministry of Education, Youth and Sport; Cambodia





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## 2. HATW Interactive Teacher Training Programme

Hands Across the World initiated the 'Interactive Teacher Training in Siem Reap' (ITTSR) as a pilot project which ran from June 2016 to March 2017. The program initially started as a collaboration of NGOs, social enterprises and highly qualified individuals.

The project was developed in response to the need identified by various NGOs who work to improve learning outcomes for youths by supplementing government education with additional classes in English and other subjects. Due to the poor quality of education and the lack of qualified teachers in Cambodia, kind-hearted teachers, who often have not received any training or higher education themselves, take over or contribute to the education of their village children in rural non-government schools. Thus, the curriculum was designed to provide progressive, interactive teaching methods to local teachers working or volunteering at a non-government school with little or no formal teacher training.



During the pilot, more than ten experienced teachers and trainers volunteered their time to develop and deliver a ten-month curriculum through weekly training sessions of two hours every Saturday afternoon in Siem Reap. Twenty trainees, some travelling up to an hour each way and all with busy work/study schedules, completed the course and graduated on 1<sup>st</sup> April 2017.

### Lessons learned and rationale for project implementation

In order to keep costs to a minimum and test the concept before seeking funding, the pilot was voluntarily run by foreign and Khmer teachers and trainers with a range of experience in working with Cambodian teachers. Thanks to their commitment and hard work, of the 36 training sessions planned from June 2016 to March 2017, 33 were successfully delivered. Three sessions were not delivered because of our reliance on volunteers who were not available on the dates. The lack of a dedicated team of employees presented other challenges. For example,

- the original coordinating partner withdrew from the project half-way through for personal reasons;
- some trainers delivered one session only which impacted consistency and quality due to diverse trainer styles and varied interpretation of intended course learning outcomes;





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- it was not possible to conduct the monthly field visits to observe teachers and support their practice due to unavailability of staff.

Despite these challenges, the project delivered significant results. Twenty trainees representing seven NGOs completed the course and graduated on 1<sup>st</sup> April 2017. Combined, these trainees teach a total of 1,223 children on a weekly basis. Twenty trainees and six NGO managers participated in the course evaluation, which identified the following outcomes:

- 100% of participants reported that ITTSR had increased their confidence as a teacher
- 100% of NGO management who oversee their teachers' performance and participated in evaluation reported that the trainees' teaching practice had improved.
- 89% of trainees agreed - 13 of whom strongly agreed - that ITTSR is very helpful for teachers (the other 11% returned blank answers).
- 89% of trainees agreed - 3 of whom strongly agreed - that their teaching had improved as a result of ITTSR (the other 11% returned blank answers).
- Eight respondents (42%) requested continued ITTSR training in the 'general comments and suggestions' section of the evaluation questionnaire. This was an open question with no related prompt.
- Two NGOs asked if they could share the resources and techniques with their other teachers

The ITTSR curriculum was based on the CELTA course for teaching English as a second language. As such, it is a short course specifically for teaching languages through interactive, communicative approaches which shift the focus of the lesson to student participation and learning through activities. The strong outcomes reported by trainees and their managers, combined with strong evidence during observations that trainees are able to and do integrate the course methodology into lessons identified that the concept is helping untrained teachers to transform their practice.

**“My students are more excited and attendance has improved in last 6 months – they want to come to class now.”** *Phyrom, Hands of Hope teacher (trainee)*

**“I would like to have more training like this. It's really changed the way of my teaching.”** *Sokha, Light of Nations teacher (trainee)*



#### NGO feedback on their trainees' teaching practice after participating in ITTSR:

*Have you seen any change in their teaching practice as a result of ITTSR?*

“Planning and delivery have improved. It has built his confidence. ITTSR is necessary and I can see the difference. He's there 20 mins before his lesson, prepping the class. He's planning his course.” *Liz, Education Manager, Green Gecko Project*

“I think he adapts a lot of techniques. It has really improved his teaching. He has not yet finished







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### 3. Proposed project – Interactive Teacher Training Siem Reap 2018

#### Project goals and objectives:

HATW work towards the ultimate goal that all Cambodian children receive quality teaching with effective learning outcomes.

Our objectives are:

- Increase access to quality training for unqualified teachers that meets their needs
- Improve teachers' skills and knowledge appropriate to their students
- Increase the use of child-friendly and participative teaching methods
- Improve children's positive views of teachers and teaching methods
- Develop teachers' practice for the better to improve their students' learning outcomes.
- Increase teachers' access to resources and a peer network to continue developing their practice.

**“ITTSR has opened up his mind to teaching and built his confidence. I can see that. It's changed him as a teacher. He's looking at each aspect, using all the tools, reflecting... Now he has a better understanding, it's made him more passionate as he can be more interactive. He's 'taken the bull by the horns'.”**

*Liz, Education Manager, Green Gecko Project*

#### Activities

##### **Curriculum development**

- Re-develop a curriculum with clear learning outcomes and increased practical application for trainers to apply in their class.
- Adopt an inclusive approach to curriculum development which includes consultation with Cambodian trainees and trainers who participated in the pilot and who understand the local context, approaches and language.
- Incorporate trainee assessment to measure their progress through the course, including practical observations in the assessment criteria.
- Include some general English language instruction in the next course. These specific lessons are designed to improve the trainees English language while being taught how to teach English grammar, vocabulary, pronunciation, reading and writing

##### **Participatory training sessions**

- Deliver 30 participatory training sessions by a team of dedicated trainers overseen by a lead teacher.





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- Trainees will be required to practice what they learn in their classroom and feed back to share with their peers on a regular basis to experiment and innovate.
- Trainees will prepare and deliver model lessons to the group during the course.
- Trainees will be encouraged to observe each other to learn from their peers as well as their trainers.

**Mentorship and trainee observations**

- Trainers will mentor the trainees to provide personalized support to help them develop their practice and focus on areas for further development.
- As part of mentorship, trainers will observe the trainees twice per ‘term’ and provide feedback on observations to motivate and guide the trainees development.

**Peer-learning and lifelong learning for personal development**

- Peer learning is a rich source of personal development for teachers but is uncommon in Cambodia. The ITTSR will support the trainees to develop peer learning circles to provide support and ideas to each other both during and after the course.
- Promote experimentation with different activities and techniques in the classroom, with trainees feeding back to other teachers to share ideas.
- Support trainees’ ability to research and develop their own activities for their classrooms.
- Promote resource-sharing online and in the classroom.

**Pilot cascading of training**

- Promote training by trainees to other staff members in their NGO to develop more teachers’ practice and impact more youths
- Collaborate with NGOs to support them to pilot cascading the ITTSR activities through peer-training to 5 teacher colleagues
- Share resources and materials for doing this.

**Project beneficiaries:**

Student beneficiaries are calculated by estimating an average of 60 students per trainee teacher. This is because the 20 trainees who participated in the ITTSR pilot 2016-17 together taught a combined total of 1223 students, which averages 61 students per trainee teacher.

Trainees	20
Students of trainees	1,200
Indirect - Trainees cascade to other teachers	5
Indirect - Students of other teachers trained	300
<b>TOTAL</b>	<b>1,525</b>





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**Measurable outcomes:**

Objective	Indicators
Teachers are increasing use of child-friendly and participative teaching methods	<ul style="list-style-type: none"> <li>• # and % of trained teachers using child friendly, inclusive teaching methods</li> <li>• Examples of teachers using and applying training around in classrooms</li> <li>• # and % teachers using visual aids and other teaching materials</li> <li>• # and % teachers asking concept checking questions and eliciting methods in the classroom</li> <li>• # and % teachers who develop and follow lesson plans</li> <li>• # and % teachers who adapt lessons to the needs and abilities of learners in their classes (eg different ages and levels, large classes)</li> <li>• # and % of teachers who use positive discipline techniques</li> </ul>
More children have positive views of teachers and teaching methods	<ul style="list-style-type: none"> <li>• Children's views about changes in classroom methods and learning content in classrooms with trained teachers</li> <li>• Children's perception of their teachers' abilities to engage them in classroom activities</li> </ul>
More teachers accessing good quality training.	<ul style="list-style-type: none"> <li>• # and % of teachers that are trained/educated to a specific standard (standard is set by the ITTSR assessment system)</li> <li>• Average length of training received by teachers</li> </ul>
Improved standard in teacher training that meets the needs of trainees.	<ul style="list-style-type: none"> <li>• Teacher training includes: <b>pedagogical skills, English as a second language-teaching skills, ability to resolve conflicts, child protection(policy and procedures), human rights education, equality</b></li> <li>• # and % teachers having a good command of the language in which they teach e.g. giving clear instructions</li> <li>• # and % of teachers stating that training session has satisfied their needs</li> </ul>
Teachers have improved and appropriate skills and knowledge and change their practice for the better	<ul style="list-style-type: none"> <li>• # and % of teachers meeting attendance and participation requirements from start to finish of the program</li> <li>• # and % teachers demonstrating improved skills in and knowledge of interactive teaching techniques</li> <li>• # teachers that can describe specific changes they have made to their practice as a result of the support they received from HATW</li> </ul>





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	<ul style="list-style-type: none"><li>• # and description of cases where staff have applied learning back in the workplace as a result of the support they received from HATW</li></ul>
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#### 4. Monitoring and Evaluation

HATW uses a range of project monitoring tools to ensure that we:

- deliver on the overall objectives of the programme
- learn from experiences and continuously improve our practice and activities in the programme
- have internal and external accountability for the resources used and the results obtained
- ensure that the project offers social impact on investment for its' funders.

Monitoring and evaluation (M&E) is key to our project management methodology and is incorporated into the project design at the planning stage. Both qualitative and quantitative data is utilised to monitor delivery and measure the impact of the project.

This includes but is not limited to:

- M&E of inputs- staff, resources used, facilities etc.
- M&E of processes – training provided, coaching, mentoring etc.
- M&E of outputs and outcomes – extensive evaluation of the change being delivered by each of the activities within the project



Feedback and advice from the trainees and partner organisations is sought whenever possible, but at least 3 times throughout the course, to monitor quality and consistently improve our services to communities to the best of our ability. Both successes and lessons

learned are shared with our partners and donors to ensure transparency and opportunity for further development.





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## 5. Project Budget:

Item2	Unit Cost3	#2	Total2
Curriculum Development -one off cost	USD 3,000.00	1	USD 3,000
Lead Teacher Trainer monthly salary December to Sept	USD 650.00	10	USD 6,500
Project-/ Program Manager - part-time	USD 600.00	12	USD 7,200
Admin & Comms - (Oct-Dec \$100pcm + \$50pcm Jan-Sept)	USD 750.00	1	USD 750
Trainer fee per session (2 hours)	USD 25.00	30	USD 750
5 trainers x 10 meetings of 1 hour	USD 125.00	10	USD 1,250
Khmer Teaching Assistant per session (2 hours)	USD 5.00	30	USD 150
5 Teaching Assistants x 10 meetings of 1 hour	USD 25.00	10	USD 250
Trainer salary for observations (40 per term = 120)	USD 25.00	120	USD 3,000
Travel for Observation Field Visits (20 per term = 60)	USD 20.00	60	USD 1,200
Building costs (contingency room rental cost)	USD 65.00	30	USD 1,950
Material costs	USD 40.00	20	USD 800
Graduation ceremony	USD 300.00	1	USD 300
Volunteer Workers and Broadform Liability Insurance	USD 1,636,81	1	USD 1,637
International Non-governmental organisation license - Cambodia	USD 2,000.00	1	USD 2,000
Contingency	USD 400.00	1	USD 400
<b>TOTAL</b>			<b>USD 31,137</b>





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## 6. Action Plan

### ITTSR 2018

Sept-Dec 2017	Preparation	Who
Sept-Nov 17	Re-write curriculum	LTT
Nov-17	Draft 1 Curriculum review > get input from Khmer trainer and/or past students + 1 external professional.	LTT + 2 others
Nov-17	Curriculum finalised	LTT
Sept-Nov 17	Recruit Admin/comms staff & Project Manager	HATW CEO
Oct-17	Create Job Descriptions	Lead T & HATW
Oct-17	Shortlist, interview & select Admin/PR Coord & Project Manager	HATW
Oct-17	Brief and induct Admin/PR and PM	LTT/ HATW
Oct-17	Advertise Trainer & Trainer Assistant vacancies	Admin
Oct-17	Advertise ITTSR and invite trainee applications	Admin
Nov-17	Shortlist, interview & select Trainers & Trainer Assistants	Lead T/ HATW
Nov-17	Develop Trainee application, screening & data collection (process, criteria, docs, records)	Admin / PM/LTT
Dec-17	Induction; Enrolment; Baseline data collection	Who
Dec-17	Three preparatory workshops to induct Teacher Trainers, introduce curriculum and training, agree TT-TTA training and Tr observations schedule etc	LTT, TTs, TTAs
Dec-17	Select and enrol 20 trainees	Admin / PM / LTT
Dec-17	Invite and meet with ITTSR partner NGO management staff	HATW/ PM/ LTT/ Admin
Dec-17	Create records for trainee baseline data + M&E	PM
Dec-17	Buy course materials for Trainees	Admin
Jan-Sept 2018	Course implementation and monitoring	Who
Ongoing	Run 30 training sessions with 1 TT and 1 TTA at each	TT, TTA
Ongoing	Observe each Tr six times (i.e. twice per 'term')	TT
Ongoing	Write up observations and feedback to Trainees (send info to PM for evaluation and reporting)	TT
Monthly	Monthly TT meeting (send minutes to PM for evaluation and reporting - TTs can take turns to write mins)	LTT, TT, TTAs
Monthly	Collate attendance, observation and other data for M&E, reporting etc	PM/Admin
Sept-Oct 2018	Graduation and project evaluation	Who
Sept	Plan graduation ceremony	Whole ITTSR team
End Sept	Hold graduation ceremony	Whole ITTSR team
Sept	Project evaluation data collection	PM + team
End Sept	Close-off and planning meeting	HATW, LTT, PM
	Agree project proposal for continued funding	HATW, LTT, PM
Oct	Final evaluation report + Progress report for Donor	PM
	Proposal for further funding	PM
	Contact donors with reports	HATW





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**Roles:**

HATW		Fundraising and Program Management
LTT	Lead Teacher Trainer	
TT	Teacher Trainer	
TTA	Teacher Trainer Assistant	
PM	Project Manager	
Admin	Admin and PR coordinator	
Tr	Trainee	

**Course & trainee numbers**

30 training sessions (3 terms of 10 weeks in line with ACE terms and opening times)

20 Trainees (each observed twice a term = 120 observations)

10 NGOs visited twice a term for observations (20 visits x 3 = 60 field visits)

**Lead Teacher**

- Curriculum Development
- Trainer Coordination & Support
- Trainer mentoring support
- Monthly meetings lead
- Liaise with Programme Manager for NGO coordination, trouble shooting etc
- Liaise with Programme Manager for M&E and programme development, donor reporting etc

**2 x TAs**

- Khmer TAs to assist TTrs each training session

**4 x Teacher Trainers (+Lead Teacher)**

- 2 training sessions every 'term' (6 in total)
- 6 field visits every 'term' (mentor 3 trainees and visit twice per 'term')
- Monthly team meeting
- Minimum of 6 field visits to each trainee/mentee

**Programme Manager - part-time**

- Programme strategy
- Programme M&E, reporting
- Liaise with LTT for NGO coordination, trouble shooting etc
- NGO liaison
- Donor liaison







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**Thank you for your consideration of this proposal.**

For further information, please contact Cindy at [cindy@hands-across-the-world.org](mailto:cindy@hands-across-the-world.org).

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