

**REPORT ON THE TRAINING WORKSHOP:
“TECHNIQUES TO SUPPORT SLOW LEARNERS AND TASK-BASED TEACHING”
UNDER THE ASEAN-UK SAGE PROJECT**

1. INTRODUCTION

This training is a core component of the ASEAN-UK SAGE (Supporting Advancement of Girls' Education) Project, strategically coordinated by the SEAMEO TED. The training workshop, titled “Task-Based Teaching and Teaching at the Right Level (TaRL),” was conducted from March 23 to 25, 2026, at the Regional Teacher Training Center in Takeo Province. The proceedings commenced with welcome remarks from Mr. Craig Farmer, Lead of the ASEAN-UK SAGE project team, and the workshop was officially opened by Dr. Songheang Ai, Director of SEAMEO TED. The session concluded with a closing ceremony presided over by Dr. Kann Puthy, Director of the Primary Education Department (PED). A total of 85 participants—comprising the PED working group, relevant technical departments, master teachers, and teacher trainers—attended to enhance their pedagogical expertise.

2. RESULTS

In the Task-Based Teaching component, the trainers utilized video coding as a diagnostic tool for lesson analysis. This allowed participants to observe recorded classroom sessions and identify the balance between teacher instruction and student-led tasks. The trainers emphasized the "Oracy" framework, providing specific techniques for teachers to dedicate the first part of their lessons to listening and speaking exercises. This practical shift ensures that students develop the necessary verbal foundation before moving to complex reading and writing tasks. The trainers also provided hands-on guidance on how to use paper-based assessment tools for small-group interventions, which serves as a critical prerequisite for moving toward digital tracking systems.

The trainers successfully facilitated a highly practical learning environment that transitioned theoretical concepts into immediate classroom applications. In the TaRL (Teaching at the Right Level) module, the trainers demonstrated a six-tier assessment rubric, allowing participants to practice grouping students by actual competency in Khmer and Mathematics rather than age or grade level. For Khmer literacy, the trainers introduced specific activities such as picture-supported storytelling and mind mapping to bridge the gap between oral fluency and reading. In Mathematics, the trainers led simulations of play-based learning focused on number sense and the four basic operations, providing participants with a “tool kit” of games designed to re-engage slow learners who have historically struggled with abstract concepts.

The effectiveness of these specific pedagogical interventions was underscored by the presentation of the SEA-PLM 2024 results. Participants reviewed data showing that in areas where these strategies were piloted, Reading scores increased by 6 points and Mathematics scores rose by 12 points. Most significantly, the percentage of students achieving high proficiency in Mathematics surged from 39% to 62%, while the number of low-performing students decreased. The trainers emphasized that these improvements are a direct result of the targeted, level-based instruction and the consistent use of "Oracy" techniques to build student confidence.

3. WAY FORWARD

In the closing session, **Dr. Kann Puthy, Director of Primary Education Department** provided comprehensive strategic guidance to all participants and stakeholders, outlining a collective vision for the sustainability and national expansion of these methodologies:

- **Changing Mindsets and Ownership:** A primary directive was for educators to shift their mindset toward a deep sense of professional ownership. **Dr. Kann Puthy** commended the dedication of teachers who invest their own time and resources into training, emphasizing that this commitment—rather than financial incentives alone—is the key to improving education in rural and underserved areas.
- **Collaborative Localization of Materials:** All participants and trainers are urged to work collaboratively to contextualize and localize TaRL and Task-Based materials into the Cambodian framework, specifically the Personalised Teaching to Overcome Marginalisation (PTOM). The goal is to ensure all teaching manuals, lesson plans, and instructional materials are finalized and ready for use by April 2026.
- **Integration of Tools and Platforms:** Stakeholders were encouraged to understand the synergy between different interventions. While TaRL utilizes paper-based assessments ideal for small-group support in Grades 4–5, the PTOM leverages the digital Primary Learning Platform (PLP) for Grades 3–6. This dual approach allows for real-time tracking of student progress through established benchmarks like EGRA and EGMA.
- **Practical Time Commitment:** To ensure the methodologies become a sustainable habit, a general recommendation was made for teachers to dedicate approximately 20 minutes daily after regular class hours to support slow learners. This integrated daily effort is viewed as more effective and sustainable for the national curriculum than isolated pilot sessions.
- **Knowledge Sharing and Professional Networks:** Participants are tasked with acting as “Knowledge Champions” by sharing their learning experiences and producing short instructional videos for dissemination via social media and professional networks. This ensures the impact of the training extends to colleagues and schools across the country.

4. CONCLUSION

In conclusion, this training workshop represents a pivotal shift from theory to action in Cambodia’s primary education reform. By bridging the gap between international best practices and local classroom realities, SEAMEO TED and the ASEAN-UK SAGE project have provided educators with a scientific, data-driven foundation for success. The commitment shown by participants—often investing their own time and resources—reflects a profound change in mindset that is essential for long-term improvement. Moving forward, the collective ownership and collaboration between the PED, teacher trainers, and classroom educators will be the decisive factor in ensuring that no Cambodian child is left behind and that the Kingdom continues to exceed regional educational standards.



(Dr. Songheang Ai, Director of SEAMEO TED, delivered the opening remarks for the event)



(A group photo was taken during the opening session of the training)



(Mr. Sar Sarin, Deputy Director of the Education Quality Inspection Department, presented the National Report on the Assessment of Primary Students' Learning Outcomes in Southeast Asia 2024 (SEA-PLM 2024) of Cambodia)



(Dr. Kann Puthy, Director of Primary Education Department, delivered the closing remarks for the training)