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**CAMBODIA**

## CASE STUDY

### A Girls Returns to Her Village to be a Fantastic Remedial Teacher



*The IBEC Project seeks to promote better educated youth with increased access to a quality and relevant basic education through an approach that emphasizes holistic programming, stakeholder-driven development, and improved educational relevance and management. To learn more, visit [www.ibec.worlded.org](http://www.ibec.worlded.org)*

#### **Telling Our Story**

U.S. Agency for International Development  
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<http://stories.usaid.gov>

Prey Kam Peng is a Tier 2 primary school supported by IBEC located about 30 minutes by car or motorbike from Kampong Cham Town in Tbong Khmom District. This school has a variety of activities selected by teachers and communities for their school improvement plan to promote access and quality of education. There, a teacher named Map Chanthy is responsible for teaching a remedial class with around 20 children (9 girls). She was well-acknowledged by other teachers, especially the school director, who noted her industriousness in teaching. She teaches remedial students two days per week for two hours per day; however, she normally spends nearly three hours each day as she said that her students are so happy with this learning environment and some need more time to be helped with real practice.

While teaching, she tries to present herself as a mother at home to attract the students to learn in a friendly way. She uses the techniques of remediation, as well as child-centered methods for effective teaching and learning that she learned in several IBEC workshops. She also attended a teaching aids production workshop organized by the Schools for Life project while she was a scholarship-supported PTTC student in Kampong Cham. She graduated in 2010 and returned to teach in a school in her commune. She applies and incorporates techniques from her other training into her teaching practices as well.

When she teaches she usually uses materials such as plastic tubes, mobile letters, mobile boards, and learning games. She also likes to organize her students to work in groups even though they are small. She said that when she does this, her students can help each other. It is also easy for her to support her students by going from group to group, though she recognizes that she needs to have clear classroom management to do this effectively. When students are absent, she reports this to the school director, and she visits their parents to inform them of any issues. She understands the issues of the students, especially the poverty conditions of many students' families. That's why she has a strong sense of commitment to do what she can to help children in terms of talking with their parents and the school director, as well as helping them directly in the classroom. She said, "I know the problems of poor children because I

used to be a poor child in a family myself but luckily I got a scholarship for poor children from KAPE since I was in Grade 7 until studying at PTTC. Now I am a teacher myself.” She thanks KAPE for their support and IBEC for all the capacity training she has received in remediation, ETL, and cooperative learning; and she continues to promise to dedicate herself to helping her school’s children to develop themselves, just as she was helped earlier.