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High Touch High Tech in Action:

Strengthening Teaching and Learning in Cambodia through Personalised, Adaptive Approaches

About the Research

High Touch High Tech for All (HTHT) is an approach that aims to transform classrooms to deliver the vision of personalised learning for all learners, including the most disadvantaged, by combining the unique strengths of the teacher (High Touch) and the power of adaptive learning technology (High Tech).

This Cambodia country report provides an overview of the HTHT pilot in Cambodia and the results of its external evaluation, conducted by Dr. Yoon Soo Park at the University of Illinois Chicago, Dr. Janice Kim at the University of Glasgow, and Jan Michael Vincent Abril at the University of New South Wales.

The Learning Generation Initiative (LGI) at Education Development Center (EDC) conducted this pilot in Cambodia during the 2024/25 school year, working with Teach For Cambodia to implement the project with support from the Equinix Foundation and the Philanthropy Asia Alliance (PAA).

The evaluation found that treatment students' math scores increased from 35% to 44%—equivalent to approximately eight additional months of learning (0.36 standard deviations) over an eight-month implementation period, effectively doubling expected learning gains within a single academic year—while control students' scores increased by less than one percentage point.

Learning Generation Initiative

The Learning Generation Initiative (LGI) is a global initiative encouraging greater progress on Sustainable Development Goal 4 (SDG4) by empowering the people within and connected to education systems to enable all children to be learning within a generation. https://learninggeneration.org

Teach For Cambodia

Established in 2017, Teach For Cambodia (TFC) is an independent local organization fostering collective leadership to ensure all children will fulfill their potential. TFC recruits and selects Cambodia's rising generation of educational leaders to teach in high-need public schools where the problem of educational inequity exists. TFC prepares participants, also known as Teach For Cambodia Fellows, through a five-week residential pre-service training geared at building effective habits and mindsets and provide ongoing training and support. A Fellow commits to teach full-time for at least two years in TFC's public school partners and participate in all core training and leadership development events. To date, 170 TFC Fellows have impacted the lives of over 80,000 students in urban poor and rural communities, while 85% of alumni continue serving as teachers, school leaders, teacher trainers, government officials, and civil society leaders. https://teachforcambodia.org

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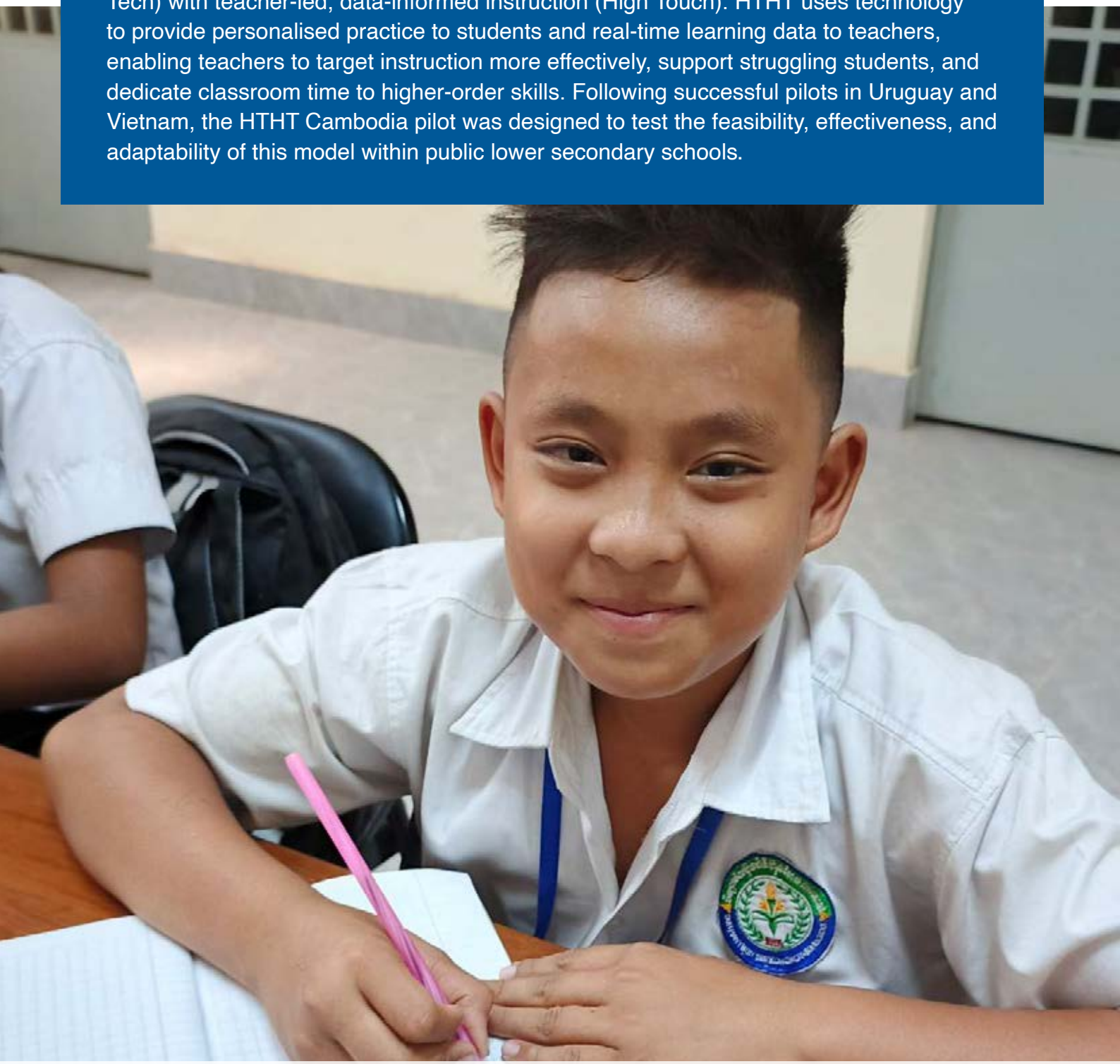
Executive Summary

Cambodia has made significant progress in expanding access to education over the past two decades, yet learning outcomes remain a persistent challenge, particularly at the lower secondary level. Many students struggle to master foundational skills; classrooms include learners with wide variation in learning levels; and high student-teacher ratios limit teachers' ability to provide differentiated instruction.

The High Touch High Tech for All (HTHT) approach offers a promising response to these challenges by combining the strengths of adaptive learning technology (High Tech) with teacher-led, data-informed instruction (High Touch). HTHT uses technology to provide personalised practice to students and real-time learning data to teachers, enabling teachers to target instruction more effectively, support struggling students, and dedicate classroom time to higher-order skills. Following successful pilots in Uruguay and Vietnam, the HTHT Cambodia pilot was designed to test the feasibility, effectiveness, and adaptability of this model within public lower secondary schools.



A student engages with adaptive digital learning, reinforcing concepts through guided practice and written work

Pilot Overview and Implementation

The Learning Generation Initiative (LGI) at Education Development Center (EDC) conducted a HTHT pilot in Cambodia during the 2024/25 school year in partnership with Teach For Cambodia and with support from the Equinix Foundation and Philanthropy Asia Alliance. The project reached 2,103 students in grades 7 and 8 across nine public secondary schools in Phnom Penh and Kandal Province, supported by 13 Teach For Cambodia teachers.[1]

In Cambodia, Maths Pathway was selected to be the adaptive learning platform for the High Tech component due to its strong personalised learning design and ability to align with the Cambodian curriculum. The platform provided diagnostic assessments, individualised learning pathways, and real-time progress data, enabling teachers to identify learning gaps and monitor student growth. Content was localised in collaboration with Teach For Cambodia to ensure curricular alignment.

The High Touch component focused on strengthening data-informed instructional practices, including targeted small-group instruction and one-on-one student check-ins, and developing higher-order skills in students, such as grit and entrepreneurial mindsets. Teachers received intensive pre-service training through the Teach For Cambodia Institute and ongoing coaching from the Teach For Cambodia leadership development officers. They also participated in professional learning communities focused on pedagogy, mindset development, and project-based learning.

> I enjoy learning math now because the pictures help me understand concepts better, and I feel motivated when I can answer the questions.
>
> **HTHT student**

Adaptive learning technology was integrated into existing classroom schedules, with students typically using the platform for either one or two class periods per week and engaging in teacher-led instruction during the remaining periods. Flexible delivery models, including device rotation and blended offline activities, such as small-group instruction, paper-based practice, and applied tasks, were adopted to address infrastructure constraints while maintaining instructional continuity.

Results and Impact

An external evaluation conducted by researchers from the University of Illinois Chicago and the University of Glasgow found that HTHT students made significantly greater gains in mathematics than students in control schools across multiple national and international assessments. Although control students initially outperformed treatment students at baseline, HTHT students outperformed the control group by endline. Treatment students'

1 Teach For Cambodia refers to its educators as fellows; however, in this report, we use teacher for consistency and ease of understanding.

math scores increased from 35% to 44% during the eight months of implementation, equivalent to an additional eight months of learning (0.36 standard deviations), while control students' scores increased by less than 1 percentage point.

Students with greater exposure to the adaptive platform demonstrated stronger outcomes: those using Maths Pathway twice per week outperformed control students by 7 points, while those with once-weekly access outperformed controls by 3 points. Notably, the lowest-performing students experienced the largest gains, indicating the model's potential to reduce learning gaps.

Key Lessons Learned

The pilot highlighted several important lessons for future implementation and scale. Device availability emerged as the most significant constraint, requiring rotational models and reducing intended exposure time for some students. Digital readiness was initially low, underscoring the importance of initial lessons to build foundational technology skills. Additionally, it was found that although Maths Pathway was aligned with the curriculum, the timing of topics covered was not sufficiently aligned with the school's regular assessment schedule. This finding underscores the need for greater alignment between the content and sequencing of adaptive learning tools and public school assessment systems. Finally, while adaptive technology generated rich learning data, translating individualised practice into higher-order classroom learning required intentional instructional design and additional coaching to connect the High Tech to the High Touch instruction.

Looking Ahead

In Year 2, HTHT is in eight schools, with the design refined in the following ways:

- Strengthened integration between the adaptive tools and classroom instruction
- Refined curriculum alignment with new focus subjects
- Piloted an alternative technology solution to support sustainability and scale

Feedback from schools had indicated a demand for instructional support in English and science, as many schools had sufficient math teachers, but teacher shortages in these subjects. Additionally, in Year 2 there is a large focus on sustainability and scale, including greater engagement with the Ministry of Education, Youth, and Sport; increasing ownership of HTHT by school leaders; being responsive to school demand; and prioritising lower-cost solutions.

Together, these efforts aim to build on strong initial evidence and position HTHT as a feasible, scalable model for improving learning outcomes within Cambodia's public education system.

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While technology has evolved rapidly in the last 20 years, education has changed little over the past 200 years. The current classroom model, where teachers deliver standardised content in a uniform mass manner, cannot meet students' individual needs. Over the past 15 years, strong evidence has emerged that personalised learning approaches, such as Teaching at the Right Level (TaRL), which reorients teaching to the level of the student, consistently improves learning outcomes. **Emerging research shows that technology-supported personalised adaptive learning may help to close educational gaps for lower-attaining students.** This is desperately needed as 70% of 10-year-olds in low- and middle-income countries cannot read or understand a simple text, and 68% of the world's youth are not on track to learn basic secondary skills by 2030.

High Touch High Tech for All (HTHT) is an approach that aims to transform classrooms to deliver the vision of personalised learning for all learners, including the most disadvantaged, by combining the unique strengths of the teacher (High Touch) and the power of adaptive learning technology (High Tech). The locally available technology selected by the government or partner provides adaptive content and assessment aligned with the national curriculum. This develops students' foundational skills by meeting students at their level and helping them progress at their own pace. The teacher can then use the data from the platform to personalise teaching further, such as through targeted small group reteaching sessions for students who struggle in specific areas. Additionally, teachers can use their classroom time to focus on higher-order skills, including critical thinking, collaboration and peer learning, and socio-emotional growth through approaches such as project-based learning. **The technology combined with teacher training and support to shift the pedagogy in the classroom provide the potential to accelerate learning for all at scale.**

Project Overview and Cambodia HTHT Approach

Cambodia has made significant progress in expanding access to education over the past two decades, yet learning outcomes remain a persistent challenge, particularly at the lower secondary level. A large proportion of students struggle to master foundational skills, and classrooms often include learners with wide variations in learning levels. High student-teacher ratios, limited instructional resources, and uneven access to digital infrastructure further constrain teachers' ability to provide differentiated instruction that responds to individual student needs.

At the same time, Cambodia's education system is under increasing pressure to prepare young people with the foundational and transferable skills required for a rapidly changing economy. Employers and policymakers alike have highlighted gaps in problem-solving, critical thinking, and learner agency, alongside the need to strengthen basic literacy,

numeracy, and digital skills.[2] Addressing these challenges requires approaches that can both improve learning outcomes and be implemented feasibly within the realities of public school classrooms.

In this context, the HTHT approach offers a promising model for Cambodia. By combining adaptive learning technology with teacher-led, data-informed instruction, HTHT seeks to support teachers in meeting students at their level while creating space for deeper learning, collaboration, and higher-order skill development. The Cambodia pilot was designed to explore how this approach could be adapted to local curricular, infrastructural, and institutional conditions, and to generate evidence to inform future replication and scale within the public education system.

2 UNESCO. (2024) *MoEYS and UNESCO Emphasise the Importance of Literacy and Lifelong Learning for Human Resource Development*. https://www.unesco.org/en/articles/moeys-and-unesco-emphasise-importance-literacy-and-lifelong-learning-human-resource-development

B2B Asia News. (2024). *Key Findings from the Cambodia Skills Gap Study 2024*. https://b2b-asianews.com/news/key-findings-from-the-cambodia-skills-gap-study-2024

Education Cambodia. (2024). *Education in Cambodia: Progress, Challenges, and Opportunities*. https://educationcambodia.org/education-cambodia-progress-challenges-opportunities/22332

Students work independently on Maths Pathway, the adaptive learning platform.

Overview of HTHT Cambodia

Following two successful HTHT pilots in Uruguay and Vietnam, the LGI conducted two additional HTHT pilots in the 2024/25 school year in Cambodia and the Philippines. LGI partnered with Teach For Cambodia to implement the project in Cambodia with support from the Equinix Foundation and Philanthropy Asia Alliance. The Cambodia pilot was designed to test the feasibility and effectiveness of the HTHT model for math in lower secondary public school classrooms and to generate evidence to inform future replication and scale.

The project was implemented in nine public secondary schools in Phnom Penh and Kandal Province, reaching 2,103 students in grades 7 and 8 and supported by 13 Teach For Cambodia teachers. The implementation focused on integrating adaptive learning technology into regular classroom instruction while strengthening teacher-facilitated, data-informed teaching practices.

In Cambodia, Maths Pathway was selected because of its strong personalised learning design. The platform used diagnostics and ongoing formative assessments to identify student learning gaps and deliver tailored content, thereby enabling teachers to track individual progress and target interventions more effectively. The Maths Pathway team also collaborated with Teach For Cambodia to localise the content, align it with the Cambodian curriculum, and translate content for grades 7 and 8 into Khmer. Its advanced features provided valuable insights for designing a sustainable model for differentiated instruction.

Alongside the High Tech component, the project placed strong emphasis on High Touch instructional practices to support effective classroom integration and responsive teaching. In the classroom, High Touch approaches included targeted small-group instruction, one-on-one student check-ins, mini-lessons informed by real-time learning data, and active learning strategies. These practices enabled teachers to move away from lecture-based instruction toward facilitation and differentiated support, helping to translate personalised learning data from the High Tech system into meaningful teacher-facilitated differentiated instruction within the realities of public school classrooms.

A teacher provides targeted, small-group support, using student work to guide differentiated instruction.

HTHT Implementation: How It Works in Practice in Cambodia

The HTHT model in Cambodia was implemented with a **strong emphasis on local adaptation**, ensuring alignment with the country's curricular requirements, school infrastructure, and institutional context. Led by Teach For Cambodia, implementation focused on embedding adaptive learning technology within everyday classroom practice while strengthening teacher capacity to use learning data to inform instruction. Throughout the pilot, close collaboration with school leaders and coordination with district-level officials supported implementation within public secondary schools in Phnom Penh and Kandal Province.

Local Adaptation and System Alignment

Local adaptation was a core principle of the HTHT Cambodia pilot, ensuring that the model could be implemented effectively within the realities of the public education system. The HTHT approach was adapted to align with the Cambodian national curriculum and existing assessment practices.

School leaders played a central role in enabling implementation by supporting scheduling decisions, classroom organisation, and the integration of HTHT activities into regular school routines. Their involvement helped ensure that the model complemented existing instructional structures rather than operating as a parallel or standalone intervention.

At the system level, implementation was supported through engagement with district-level education officials and early coordination with the Ministry of Education, Youth and Sport (MoEYS). These efforts helped align the pilot with broader education priorities and strengthened its legitimacy within the public school system, laying the groundwork for potential future replication and scale.

Teacher Mengseang offers one-on-one guidance as students work independently on an adaptive learning platform.

Initial Teacher Training

Teachers participating in the programme were part of the Teach For Cambodia Leadership Development Program. Prior to classroom implementation, teachers received intensive pre-service preparation delivered through the Teach For Cambodia Institute. The Institute combined several weeks of full-day sessions with practice-based teaching, feedback, and reflection, amounting to the equivalent of approximately 9–10 weeks of training hours. Preparation focused on core instructional competencies, including lesson planning, classroom management, assessment, use of student data, and student-centred pedagogy.

To support readiness for classroom implementation, each teacher was paired with a leadership development officer, who provided feedback and support based on classroom observations and student data.

Teachers participate in training sessions to prepare for HTHT implementation in their classrooms.

Integration of Adaptive Learning Platforms into Classroom Learning

In Cambodia, the HTHT model was designed to integrate adaptive learning technology into existing classroom instruction. In a typical lower-secondary mathematics schedule, students received six class periods per week, each approximately 45 minutes in length. Within this structure, the HTHT approach allocated dedicated class time for technology-enabled learning using the Maths Pathway platform for one or two class periods a week. Under this model, students engaged with the adaptive learning platform using diagnostics and formative assessments to build foundational skills at their own pace.

The remaining class periods focused on High Touch classroom instruction, during which teachers connected insights from the platform to in-class pedagogy through targeted reteaching, small-group support, and active learning strategies. This integration helped ensure that technology use directly informed instructional practice rather than functioning separately from classroom teaching.

Learning on the platform was organised into structured learning cycles, combining short lessons with regular knowledge checks to assess mastery. When students did not reach mastery, both students and teachers could see where additional practice was needed, and students were encouraged to revisit content online until understanding was achieved. Homework, a paper-based worksheet teachers downloaded from Maths Pathway for each student, and in-class assessments, taken online on Maths Pathway, were similarly tailored to students' learning levels, supporting differentiated instruction even in large and academically diverse classrooms. This structure created a more immediate feedback loop, allowing students to understand their progress without waiting for delayed grading.

Teach For Cambodia teachers made data-informed instructional decisions by integrating real-time data from the Maths Pathway platform to monitor student progress and identify learning gaps. Teachers used activity history and class summary data to adjust lesson planning, provide targeted mini-lessons or one-on-one support, and respond to both individual and class-level learning needs. Through this approach, instruction became more responsive to where students were struggling or progressing.

In practice, access to the adaptive learning platform varied across classrooms due to device availability and infrastructure constraints. As a result, some students had one period of Maths Pathway a week and others had two periods. These flexible delivery approaches, including device rotational models combining technology-enabled learning with facilitated peer or offline activities, were adopted to maintain instructional continuity while maximising equitable access. These adaptations are discussed further in the Lessons Learned section.

Students use the Maths Pathway platform during a dedicated High Tech session, building foundational skills at their own pace within a regular classroom schedule.

Ongoing Support for Teachers

Following their initial teacher training, teachers received ongoing coaching and support. Teachers had one-on-one check-ins with Teach For Cambodia leadership development officers throughout the year, starting weekly and eventually transitioning to bi-weekly and monthly. These check-ins focused on ensuring readiness to introduce the programme and providing ongoing support. Throughout the year, teachers submitted weekly updates on student learning progress, as well as on their own challenges and support needs, to their leadership officer, enabling timely support and adjustments to better meet students' needs. Teachers also had full-group training sessions on topics including improving teaching effectiveness, fostering a grit mindset, and developing collaboration in students. Teachers reported that they often reached out to each other for support when they experienced challenges with the platform, content, and teaching approaches.

In addition, Teach For Cambodia created a space for eight professional learning community sessions for teachers to reflect on their HTHT experiences, share challenges and strategies, and learn from one another. These sessions covered topics such as improving classroom practices for both academic outcomes and the development of soft skills for students. Teachers also had an opportunity to reflect on their own experiences implementing HTHT and share and celebrate effective practices, as well as sharing persistent challenges.

Teachers attended a four-day Teach For Cambodia Leadership retreat, in which they learned to lead with compassion, resilience, and authenticity. It also provided a space for teachers to reflect on their journey as teachers.

TEACHER SPOTLIGHT:

SREYNITH

I've had two very different experiences teaching math. In my first year, before I started using the HTHT model, it was really challenging. My students were at very different levels, and many of them were far below their grade level. It was difficult to move forward with the lesson because I was constantly trying to fill foundational gaps. This year, after integrating the HTHT model, I've seen a big difference. Students are building a stronger foundation through the High Tech component, which allows me to teach the content much more effectively and efficiently in the High Touch sessions. What excites me most is that some students are now getting to a point where they can apply their understanding by creating their own exercises and explaining their thinking to others. It's also helped increase student mastery. They learn key concepts during our High Touch sessions, and then reinforce and practice those concepts independently through the High Tech platform.

Sreynith, a second year math teacher, stands with her students outside their classroom at a school in Kandal Province.

What Is Different in a HTHT Classroom?

The introduction of the HTHT model was associated with observable shifts in classroom practice, moving away from traditional whole-class instruction toward a more learner-centred and data-informed approach. In HTHT classrooms, technology did not replace teachers; instead, it reshaped how teachers understood student learning and how classroom time was used to support it.

One of the most significant changes was how teachers engaged with evidence of student learning in this more individualised environment. Rather than relying primarily on periodic tests or whole-class observation, teachers had access to real-time data on each student's progress, misconceptions, and efforts as students worked independently on the platform. This enabled teachers to respond more precisely, providing one-on-one guidance, forming small groups of students with similar learning needs, or adjusting instructional strategies based on evidence rather than assumption. Even in large classrooms, **teachers reported being better able to identify which students needed support and intervene in a timely way.**

HTHT classrooms also saw a shift in student behaviour and engagement, particularly among learners who had previously struggled. Students increasingly took ownership of their learning, working independently on the adaptive platform, revisiting content as needed, and persisting through challenges. **Teachers observed improved attendance, stronger participation, and greater confidence, with students becoming more willing to ask questions, attempt difficult tasks, and support their peers.**

A notable change was students' relationship with mistakes. The combination of adaptive learning design and teacher practice normalised retrying and reflection, reinforcing a growth mindset. **Rather than viewing errors as failure, students learned to see them as part of the learning process, returning to content until mastery was achieved.** This shift supported greater persistence and reduced disengagement, especially among lower-performing students.

With foundational practice supported through adaptive learning, classroom time was used more intentionally. **Teachers spent less time delivering uniform instruction and more time facilitating learning,** moving around the classroom to coach individuals, guide small-group work, and support application of concepts. This allowed greater emphasis on higher-order skills, such as problem-solving, collaboration, and communication, while maintaining focus on core academic learning.

> Real-time data from the system has really changed the way I support my students. In my previous teaching experience, I honestly didn't know how many of them were falling behind or exactly where they were struggling. Now, I can see clearly who needs help and in which areas
>
> **Sokhao, a math teacher in Kandal Province**

Sokhao leads a targeted mini-lesson using real-time data to focus on students' shared learning needs.

Additionally, teachers were trained to use their High Touch time to foster grit, growth mindsets, and collaboration. They also brought in project-based learning through lessons focused on entrepreneurship (a career path that students may choose to pursue later in life). In these sessions, each student applied math to their own business idea, for example, by calculating an interest rate for a loan.

Collaborative group work enables students to deepen understanding through shared practice and peer support.

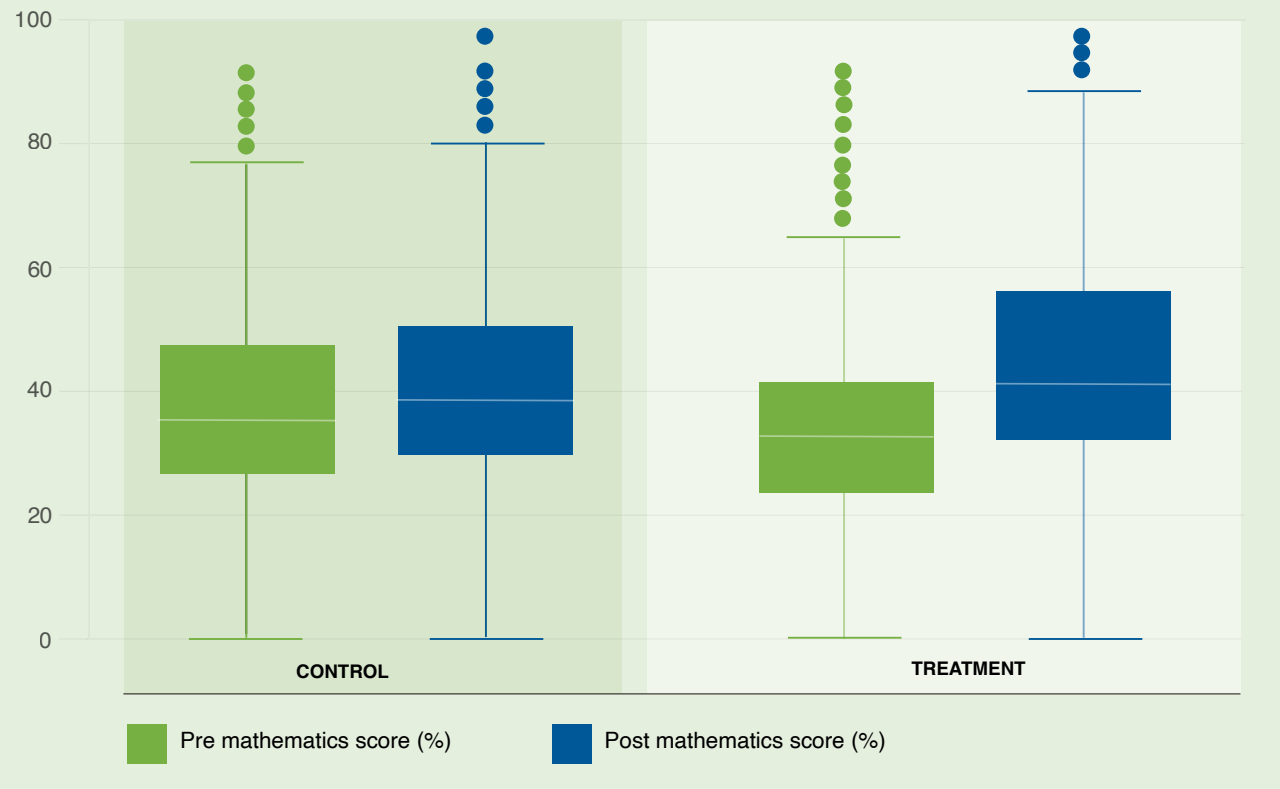
Together, these shifts illustrate how HTHT classrooms differ from traditional settings, namely, **learning is more personalised, instruction is more responsive, and both teachers and students play a more active role in the learning process.**

Results

An external evaluation team from the University of Illinois Chicago and the University of Glasgow led the evaluation of HTHT in Cambodia. After the HTHT intervention, evaluation findings from 2,935 students across treatment and control schools (1,796 were in the treatment group and 2,148 were in the control) revealed that HTHT students made significantly greater gains in math performance across three different national and international assessments. At the baseline, control students outperformed HTHT treatment students across all mathematics measures, but at the endline, HTHT students outperformed the control in each measurement. In treatment students, math performance increased 9 points from 35% at baseline to 44% at endline, equivalent to an additional eight months of learning (0.36 standard deviations) during the eight months of implementation, while control students' performance only increased from 39.3% to 39.9%.

In Cambodia, some students had access to Maths Pathway twice a week, while others only had access once per week due to device constraints. Students who had Maths Pathway twice per week outperformed control students by 7 points, whereas those who had Math Pathway once per week outperformed control students by 3 points. Students who had two sessions of Maths Pathway completed, on average, 26.49 modules compared to 23.20 modules for those who had Maths Pathway once per week.

Figure 1. Comparison of mathematics performance by control and treatment students



Notably, the lowest-performing students had the largest gains. Students in the lowest baseline quartile of math performance before HTHT experienced an increase of 7.52 points after the intervention, whereas those in the highest quartile gained 4.06 points.

Beyond the math performance, HTHT treatment students reported significant increases in math independent study and reductions in in-class disturbance. However, perceptions of teaching quality, technology utilisation, and technology effectiveness declined during the intervention; albeit the decline was smaller than the control group. Overall, HTHT treatment students experienced large and consistent academic improvements, while control students had limited improvements in math performance and broader declines in noncognitive engagement.

> At the start of the year, most of my students didn't even know how to turn a computer on. It was overwhelming for them. But now, they've become confident and self-directed learners. They take charge of their own learning, work at their own pace, and even help their peers navigate the platform or solve problems. What stands out the most is their mindset—they're not afraid to make mistakes. They keep trying, learn from their errors, and show real grit.
>
> **Kimchhou, a first-year math teacher, Kandal Province**

Additionally, among HTHT treatment teachers, the most consistent statistically significant improvements were observed in teacher efficacy, suggesting that HTHT contributed to strengthening teachers' confidence in their capabilities. This includes efficacy in engaging students, instruction, and classroom management. However, control group teachers also showed statistically significant improvements across a wider range of indicators, although from a lower baseline. This suggests that there might have been other system-wide reforms that positively influenced teacher practices during the pilot phase. Overall, HTHT teachers scored higher, on average, than control teachers on all measures of teacher attitudes and practices across both the baseline and endline assessments.

Lessons Learned

Device Constraints

In Cambodia, the most pressing implementation challenge was the insufficient number of devices to accommodate all students at once. Although Teach For Cambodia prioritised schools with relatively strong infrastructure, unexpectedly high student enrolment and limited equipment required schools to adopt within-class rotational models. In many classrooms, students were divided into two subgroups: one worked on the Maths Pathway platform in the computer lab while the other completed related offline tasks. Each group received only one period of High Tech exposure per week, instead of the intended two periods. This adjustment – driven by hardware limitations – necessitated additional planning and flexibility from teachers and became a critical design consideration in coordinating equitable access to personalised learning opportunities.

In a Cambodian HTHT classroom, students access Maths Pathway using a mix of desktop PCs, laptops, and tablets, demonstrating how schools are pooling available resources to implement the model. Some students work on offline activities while waiting their turn for a device. This blended setup reflects both creativity and constraint, where infrastructure gaps are bridged through flexible delivery.

Digital Readiness and Tech Onboarding

About 95% of HTHT students began the year with limited digital fluency. Tasks such as logging in, navigating interfaces, or using a mouse slowed initial implementation. Teachers responded by designing onboarding sessions focused specifically on digital tool use – an investment that paid off later in terms of learner independence and engagement.

Language and Comprehension Barriers in Assessment

The assessment tools used for the baseline and endline HTHT evaluation, particularly those translated from English, presented challenges for students with lower literacy or limited exposure to academic vocabulary. This required close scaffolding by teachers during administration and highlighted the importance of piloting assessment language for clarity and accessibility.

Alignment with Assessment Systems

Adaptive learning approaches must align with existing curriculum pacing and assessment structures to be viable within public school systems. In Cambodia, rigid assessment schedules and standardised testing timelines sometimes conflicted with the flexibility of adaptive learning modules. Cambodia has monthly standardised tests that follow the curriculum flow. With adaptive learning, students learn at the right level and may not yet have reached the tested area for that particular month. The platform also allows students to explore the topic of their interest that might not be fully in sync with the topic in the standardised test for that month. This highlighted the importance of curriculum mapping, pacing alignment, and thoughtful integration of adaptive tools within the realities of exam-driven systems rather than expecting schools to adjust assessment practices around new technologies.

Support for High Touch Integration

> At the beginning of the year, my students were among the lowest-performing compared to other classrooms. Many skipped class or were disengaged. But after joining the HTHT classroom, I noticed a promising shift – students now attend regularly, arrive on time, and actively participate. They are more confident in answering questions and even helping their classmates.
>
> **HTHT teacher**

The Cambodia pilot showed that adaptive learning technology supported students' math ability through individualised practice while generating detailed information about student progress. However, the extent to which this information informed classroom teaching varied across practice.

Teachers reported that the primary challenge was connecting the self-paced individual platform learning to higher-order classroom activities. Making this transition, from individualised practice to collaborative or application-focused tasks, was not automatic and required more intentional instructional design.

This experience highlighted the need for shared models connecting adaptive learning to classroom learning so that insights from the platform can more consistently inform grouping, pacing, task design, and deeper classroom learning in future implementation.

Moving Forward

Building on Year 1 evidence and consultations with school leaders and teachers, Teach For Cambodia undertook a structured reflection process to assess model fit, instructional coherence, and long-term feasibility within the public school system.

A core component of Year 2 work is the development of a clear scale road map that is informed by evidence from implementation, system mapping, and analysis of feasible pathways for expansion within the public education system.

Year 2 also includes the development of a funding and resource mobilisation plan to support longer-term sustainability and potential expansion beyond the pilot phase.

In Year 2, Teach For Cambodia is piloting a lower-cost education technology solution that enables broader reach and sustainability. The new approach also focuses on deeper integration between the digital learning tool and classroom instruction, ensuring better alignment with the national curriculum and teaching timeline. Lastly, the instructional focus shifted from math to biology and English. Feedback from schools indicated a demand for instructional support in English and science, as many schools had sufficient numbers of math teachers but insufficient numbers of English and science teachers.

HTHT students practise digital skills together on mobile phones, sharpening collaboration and peer learning. Looking ahead, education technology solutions that run on low-cost devices and work with low or intermittent connectivity offer a feasible pathway to personalized learning at scale in public school systems.

Sustainability and Scale

In Year 2, we are working on the following to ensure sustainability and scale.

Engagement with the Ministry of Education, Youth and Sport (MoEYS): Progress, lessons learned, and emerging evidence from the HTHT pilot are shared with MoEYS through school leaders and district- and ministry-level engagements, helping position HTHT as a model aligned with national prioritiest.

School leadership ownership: School leaders are playing an active role in implementation, scheduling, and coordination with education authorities. Their involvement supports continuity beyond the pilot period and increases the likelihood that HTHT practices are sustained within school routines.

Design for system fit: The HTHT model is being refined to better align with national curriculum standards, assessment pacing, and existing instructional structures.

Cost-conscious technology choices: Year 2 pilots a lower-cost, more accessible edtech solution and flexible delivery models, addressing affordability and infrastructure constraints that often limit scale in public school systems.

Responsive to school demand: The Year 2 subject focus responds directly to school-identified staffing gaps in English and science, thereby increasing relevance and uptake at the school and system levels.

School leaders and programme staff at a participating school, highlighting leadership engagement that supports implementation, coordination, and sustainability beyond the pilot.

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