

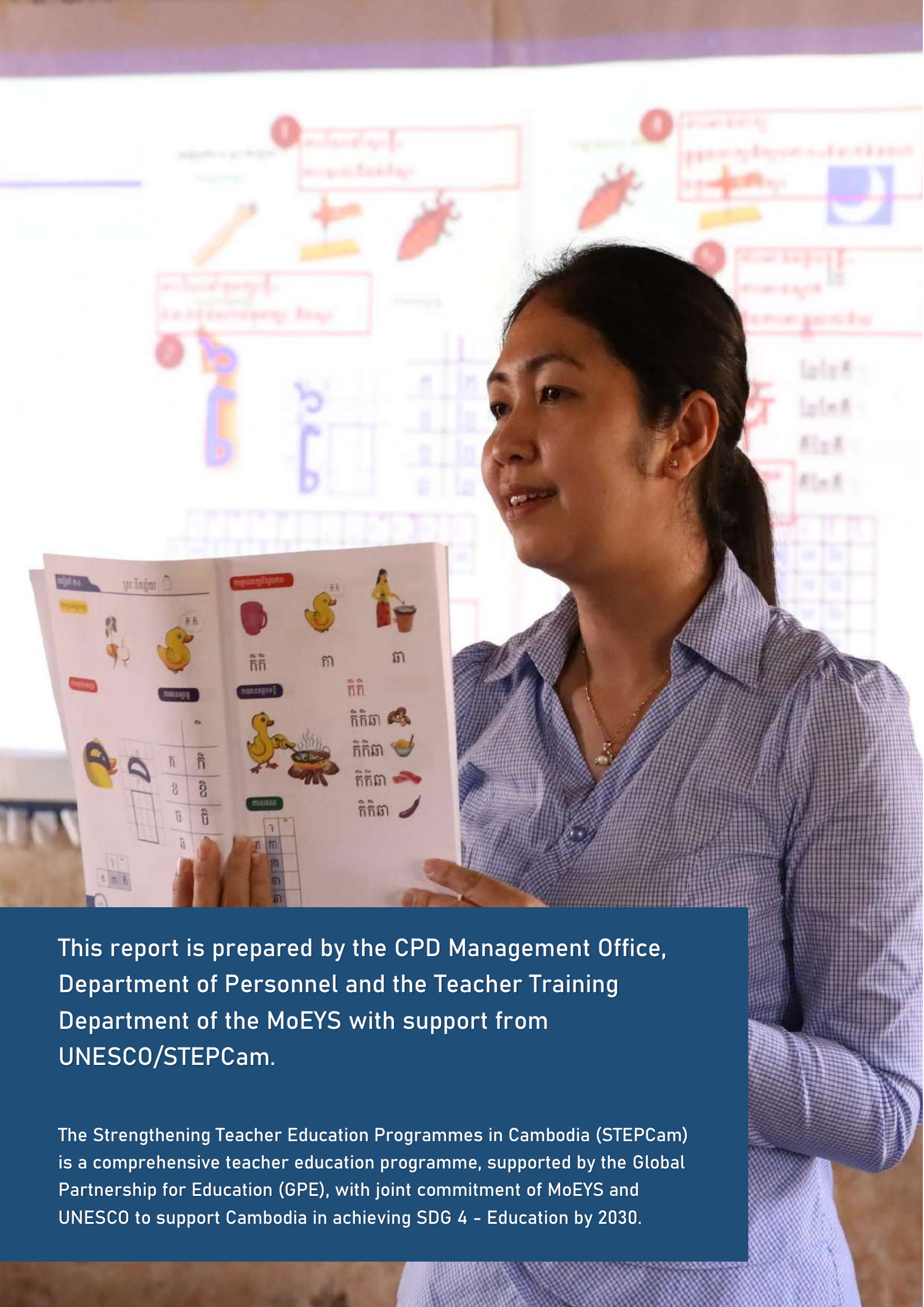
KINGDOM OF CAMBODIA
NATION RELIGION KING
MINISTRY OF EDUCATION, YOUTH AND SPORT



PILOT OF CPD AND HRMIS SYSTEMS

Mid-term evaluation report
April 2022





This report is prepared by the CPD Management Office, Department of Personnel and the Teacher Training Department of the MoEYS with support from UNESCO/STEPCam.

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CONTENTS

ABBREVIATIONS AND ACRONYMS.....	4
INTRODUCTION	5
SUMMARY OF KEY FINDINGS.....	7
MID-TERM EVALUATION FINDINGS	8
1. Policy and system	8
2. Interventions.....	9
3. Outputs	14
4. Outcomes.....	19
5. Ultimate outcomes.....	22
PROGRESS TOWARDS SUCCESS CRITERIA	23
CONCLUSION	26
Annex 1: Data from HRMIS/STEPCam reports	27
Annex 2: Figures showing outcome data (survey section 4) disaggregated by school	30
Annex 3: Teacher CPD survey	33
Annex 4: CPD communications materials, HRMIS web portal and mobile app.....	38

ABBREVIATIONS AND ACRONYMS

CPD	Continuous Professional Development
CPDMO	Continuous Professional Development Management Office
DoPers	Department of Personnel
DOE	District Office of Education
DP	Development Partner
EGR	Early Grade Reading
EGM	Early Grade Mathematics
HRMIS	Human Resource Management Information System
ICT	Information and Communications Technologies
INSET	In-Service Teacher Education and Training
iOS	iPhone OS (Operating System)
M&E	Monitoring and Evaluation
MoEYS	Ministry of Education, Youth and Sport
PISA	Programme for International Student Assessment
POE	Provincial Office of Education
PLC	Professional Learning Community
PLP	Professional Learning Plan
PTEC	Phnom Penh Teacher Education College
QA	Quality Assurance
STEPCam	Strengthening Teacher Education Programmes in Cambodia
TCP	Teacher Career Pathways
ToC	Theory of Change
TTD	Teacher Training Department
UNESCO	United Nations Educational, Scientific and Cultural Organisation

INTRODUCTION

The teacher development and reform agenda for Cambodia aims to improve the knowledge, skills, performance and professionalism of educators, with the ultimate aim of enhancing the quality of student learning. Such an agenda requires teachers, school directors and education specialists to be life-long learners, who are responsible for their ongoing education and professional development. CPD (Continuous Professional Development) for Cambodia is defined as “a wide variety of specialized training, formal and informal education, or advanced professional learning intended to help classroom and specialist teachers and school directors improve their professional knowledge, skills, competence and effectiveness” (CPD Framework and Action Plan, 2019:8).

The CPD system for Cambodian educators is designed to be practical, based on identified needs, to support improvements in the professional practice of teachers and to take place in the school or cluster, rather than the traditional workshop or campus-based in-service teacher education and training (INSET). It is well established that the best CPD, at least for teachers who have received initial teacher education, is practical, reflective, school based and directly based on the teaching and learning processes. Teacher and school director education is based on regular application of professional learning to the reality of the workplace and reflection on the relationship between theory and practice. As lifelong learners, teachers and school directors are therefore expected to be reflective practitioners, continuously assessing and seeking to reflect on and develop their own practice.

The CPD system developed by the Ministry of Education, Youth and Sport (MoEYS), in particular the Teacher Training Department (TTD) and Department of Personnel (DoPers) with support from UNESCO through GPE3 STEPCam (Strengthening Teacher Education Programmes in Cambodia), is being piloted in 100 Cambodian primary schools, five of which are undertaking a “micro-pilot.” In the “micro-pilot” schools, teachers engage in a full cycle of CPD, based on their professional learning needs, as identified by an online CPD needs assessment, from which each teacher is supported to develop a professional learning plan (PLP) and to apply via a mobile phone application or “app” to undertake relevant CPD offerings (see Annex 4). Upon successful completion of these CPD offerings, teachers are awarded CPD credits, which are recorded in the CPD module of the Human Resource Management Information System (HRMIS), which can be consulted via the mobile app. Teachers and staff in the other 95 “pilot” schools, are trained in the CPD system and revised HRMIS, including use of the mobile app, with CPD credits from Early Grade Reading (EGR) and Mathematics (EGM) interventions being captured in the HRMIS.

Phase 1 of the pilot took place from October 2021 to February 2022 and was assessed through a mid-term evaluation in March 2022, the results of which are reported here. Phase 2 of the pilot will last from March to July 2022; the overall success of the pilot will be assessed by a final evaluation in July 2022.

This mid-term evaluation report of the pilot of CPD and HRMIS systems is structured according to the Theory of Change (ToC) underlying the design and institutionalisation of the CPD system for educators. The evaluation questions on which the evaluation was based reflect the ToC: they begin with questions about Policy and System, then consider the Interventions undertaken and the Outputs generated by these. They then look at how these changes are expected to translate into Outcomes which, over time, are designed to contribute to Goals (Ultimate Outcomes). The report follows this structure: 1. Policy and system; 2. Interventions; 3. Outputs; 4. Outcomes; 5. Ultimate Outcomes (Goals).

The table (Table 2) of expected outcomes (see “Progress toward success criteria” section below, page 24) summarises the changes expected to occur in the short, medium, and long term as a result of the CPD system implementation. Some of the mid- and long-term changes go beyond the scope of the

present pilot. Due to the limited duration of phase 1 of the intervention, this is not expected to result in extensive changes, but only in the “short-term” anticipated outcomes. It is hoped that phase 2 will result in more extensive changes.

The data on which this report is based are drawn from:

- An online survey relating to the CPD pilot undertaken by 113 teachers in the 5 micro-pilot schools
- Discussions with the teachers of the micro-pilot schools
- Interviews with leaders and technical staff from Siem Reap Provincial Office of Education (POE) and Pouk District Office of Education (DOE)
- Interviews with key MoEYS leaders and staff, development partners (DPs)
- Interviews with the school directors of the 5 micro-pilot schools

An online survey relating to the HRMIS web application and mobile app was also undertaken by 155 teachers and administrators in the 5 micro-pilot schools, staff of Siem Reap POE and Pouk DOE, and staff of the CPD Management Office (CPDMO). Findings from this are reported separately in the HRMIS mid-term evaluation report. The present report includes some information about teachers' experiences of using the HRMIS mobile app, insofar as this relates directly to the CPD system.

The teacher survey data was cleaned according to coherency. In the teacher survey, where a 'No' or 'Don't know' answer indicated that the respondent should move to another question, but they had answered any intervening questions, these intervening answers were taken to be incoherent and were discounted. The exception to this rule was section 4: questions relating to the HRMIS app. This is because it was confirmed that some respondents who did not download this app due to the fact the app was only available for Android phones during Phase 1 of the pilot still interacted with it either on a computer or on a colleague's mobile phone.

For the purposes of analysis and presentation, “completely agree” and “somewhat agree” responses have been combined to obtain a total of “agree” responses. Similarly, “completely disagree” and “somewhat disagree” responses have been combined to obtain a total of “disagree” responses.

SUMMARY OF KEY FINDINGS

Data was collected for the mid-term evaluation of the CPD and HRMIS system pilot in March 2022, only four months into the implementation of the pilot. Despite the early stage, the information gathered nevertheless revealed a number of encouraging trends, including the following:

- **Teachers recognise the need for CPD.** The majority of teachers in micro-pilot schools (70% or more) agree on the need for regular engagement in appropriate, needs-based CPD, and consider that all teachers should be lifelong learners.
- **A majority of teachers in micro-pilot schools have benefitted from CPD activities.** Between 68% and 79% of teachers in micro-pilot schools have benefitted from activities which constitute basic elements of a CPD system, such as CPD needs assessments, Professional Learning Plans, appraisals, and participation in Professional Learning Communities (PLCs). The HRMIS shows that 98% of the teachers participating in the micro-pilot have earned CPD credits.
- **Teachers considered the CPD offered to be useful and relevant.** Of the teachers who engaged in these activities, a strong majority (70%) agreed that the CPD was appropriately tailored to help them address their individual needs. Over 80% reported that engaging in the CPD pilot had been a very positive experience.
- **Programme communications materials and training have been effective and well-received by educators.** Nearly 70% of survey respondents had seen communications materials frequently in several different settings, and 80% found them engaging and informative. Over 90% reported having received training in CPD and HRMIS systems, with nearly three-quarters saying that the training was clear and helpful.
- **A majority of teachers in pilot schools have successfully downloaded and used the HRMIS mobile app.** Nearly 80% of teachers report having downloaded the HRMIS mobile app, with 60-70% having used the app to perform tasks such as checking their HRMIS data, viewing CPD credits, and/or enrolling in CPD offerings. Survey responses showed that older teachers (age 39 to 58) were more likely to report engaging with the app.
- **The CPD pilot is beginning to contribute to positive change in teachers' attitudes.** A large majority (around 80%) of teachers who responded to the survey reported that engaging in the CPD pilot was beginning to improve their knowledge, skills, motivation, and professionalism, and leading to increased effectiveness and confidence in the classroom.
- **Early indications reveal that the CPD pilot is contributing to positive change in the direction of desired learning outcomes.** School directors reported seeing a change in teachers' mindset, from a traditional to a more modern outlook, and noted improvements in classroom and time management. Around 70% of teachers said that since engaging in the CPD pilot their students appear to be more engaged and are learning better.
- **The pilot has highlighted the importance of including contract teachers in moving the project forward.** Provisions need to be made within the CPD programme for contract teachers, including giving them HRMIS accounts with access to the mobile app, which will enable them to store CPD credits until they become regular civil service teachers.

MID-TERM EVALUATION FINDINGS

1. Policy and system

This section of the mid-term evaluation report addresses the following evaluation questions:

- To what extent are key stakeholders (MoEYS central staff, DPs, POE staff, DOE staff, school leaders, teachers, parents, students) aware of a need for improvement in teaching standards?
- To what extent are key stakeholders aware of a need for culture change with regard to educator CPD?
- To what extent are key stakeholders aware of the MoEYS policies regarding CPD and HRMIS and policy documents such as the CPD framework and action plan, CPD system, CPD pilot and its objectives?

At mid-term, the survey of teachers revealed that the majority of teachers in micro-pilot schools agree (completely or somewhat) that:

- They are satisfied with the overall standard of teaching in their school and with the standard of teaching they are able to provide to their students (70%)
- Teachers need to be able to engage in appropriate CPD based on their own needs and interests on a regular basis (70%)
- It is important for teachers to be life-long learners who continuously improve their skills and knowledge (78%)
- They believe that, in Cambodia, CPD for teachers is a priority for the MoEYS. (75%)

The graphics below show the distribution of responses based on a five-point scale: “completely agree,” “somewhat agree,” “neither agree nor disagree,” “somewhat disagree” and “completely disagree.” When considering overall “agree” and overall “disagree” responses, there is an overwhelming predominance of agreement, with the clear majority of respondents selecting “somewhat agree.” Where evaluation questions are formulated in a negative manner (in order to triangulate the responses and safeguard against bias due to responder fatigue), the polarity is reversed. N.B. It transpired during the data collection that the presentation of the survey on the mobile app was such that the option “completely agree” was presented off the main screen and required the respondents to swipe to choose this response; this may or may not explain the high level of “somewhat agree” responses: the survey instructions clearly state that options include “completely agree” but this may have been missed by some participants.

FIGURE 1

Teachers reporting satisfaction with teaching standards at their school

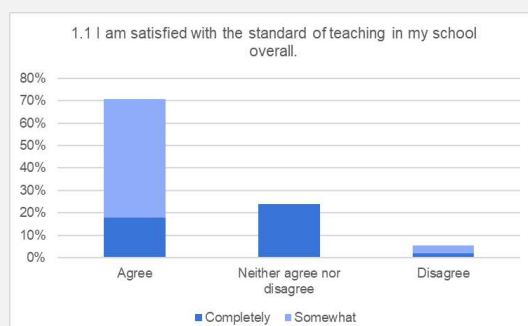


FIGURE 2

Teachers reporting dissatisfaction with the standard of teaching they are able to provide

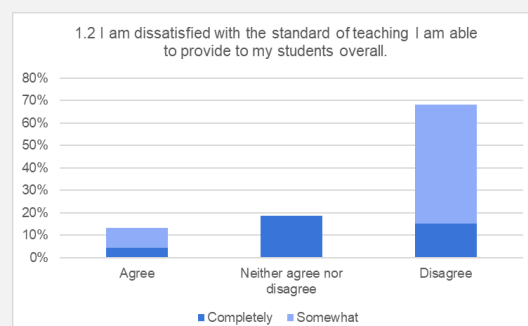


FIGURE 3

Teachers reporting a belief that all teachers need to be able to engage in appropriate, needs-based CPD regularly

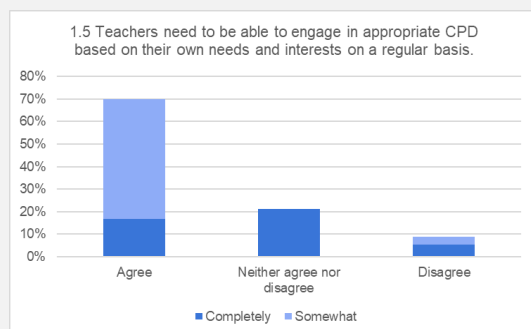


FIGURE 4

Teachers reporting a belief that it is important for all teachers to be lifelong learners

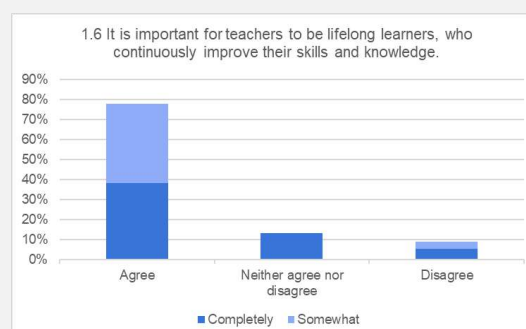


FIGURE 5

Teachers reporting a belief that teachers are not professionals

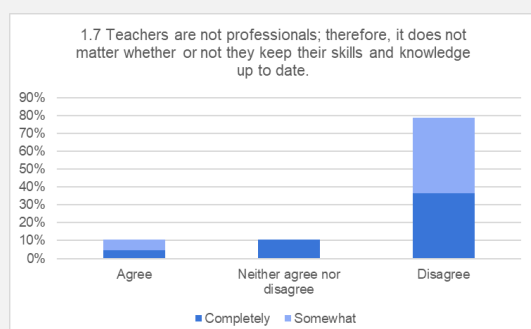
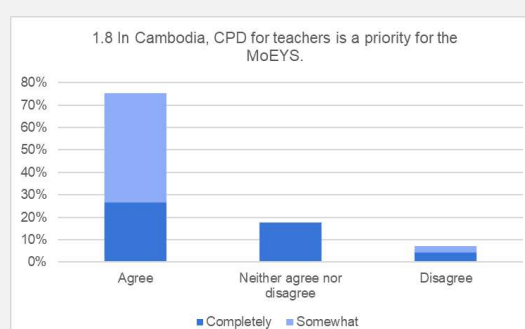


FIGURE 6

Teachers reporting a belief that CPD is a priority for the MoEYS in Cambodia



2. Interventions

This section of the mid-term evaluation report addresses a number of evaluation questions relating to the interventions delivered under pilot CPD system implementation:

- How successful has the implementation of the CPD system been overall (as of the mid-term and end of the pilot)?
- What has been the uptake of CPD needs assessments, PLPs, appraisals, and participation in PLCs?

CPD needs assessments are used to prepare PLPs which address both teachers' individual professional development needs and the wider capacity development needs of the school and the education system as a whole. Participation in PLCs is an important dimension of school- and cluster-based CPD, promoting a culture of collaborative professional learning. Appraisals are an important mechanism for defining professional learning objectives and how to achieve these, then for reviewing these and evaluating their success.

The survey of teachers revealed that the majority (between 68% to 79%) of teachers in micro-pilot schools have benefited from activities which constitute a fundamental dimension of a CPD system; the majority:

- Have benefited from a CPD needs assessment in the past month (as of the time of the survey)
- Have developed a professional learning plan since the beginning of the pilot
- Are members of professional learning communities.

Furthermore, 57% of teachers surveyed have undergone a staff appraisal in the past 6 months.

TABLE 1
Teachers' responses to questions about CPD activities

Question	"Yes" responses	"No" responses	"Don't know" responses
2.3 I have benefited from a CPD needs assessment in the past month.	73%	19%	7%
2.5 I have developed a Professional Learning Plan (PLP) since the beginning of the pilot.	79%	21%	0%
2.8 I am a member of a professional learning community.	68%	14%	18%
2.11 I have undergone a staff appraisal in the past six months.	57%	21%	22%

Success of CPD needs assessments, PLPs, appraisals, PLCs

Survey questions designed to assess the success of the interventions referred to above show that, where respondents had effectively engaged in them, a strong majority of respondents agreed (completely or somewhat) that:

- their CPD needs assessment is helping them to address their professional learning needs (87%)
- their PLP reflects and is compatible with their real CPD needs and real job as a teacher (88%)
- they are engaged in the activities laid out in their PLP (84%)
- they regularly engage with other members of the PLC or undertake CPD activities with them (64%)
- they find their PLC beneficial in supporting their CPD (95%)
- they find appraisals beneficial in determining their professional learning needs (86%)

FIGURE 7

Teachers reporting that their CPD is helping them to address their learning needs

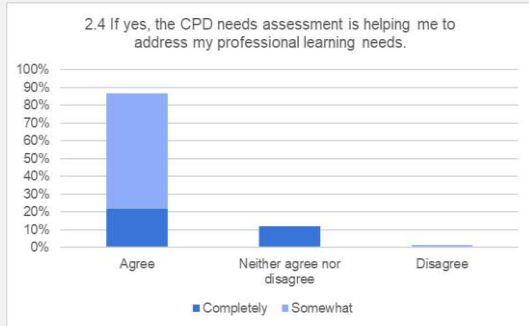


FIGURE 8

Teachers reporting that their PLP reflects their real CPD needs and real job as a teacher

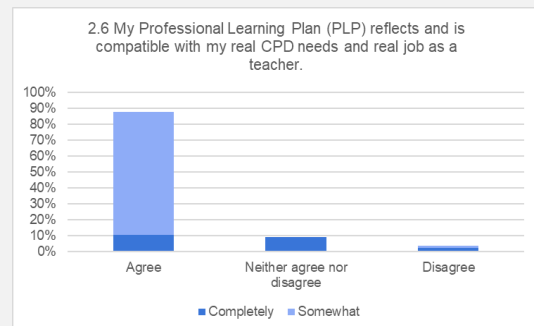


FIGURE 9

Teachers reporting that they are engaging in their PLP activities



FIGURE 10

Teachers reporting that they regularly engage with members of their PLC

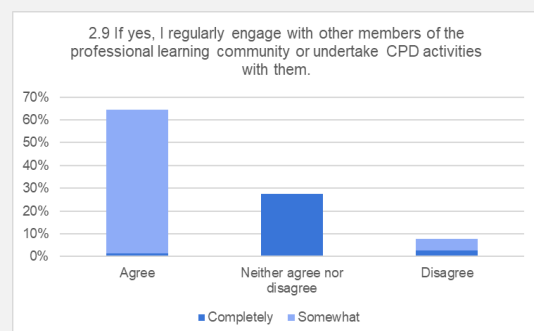


FIGURE 11

Teachers reporting that the PLC is beneficial in supporting their CPD

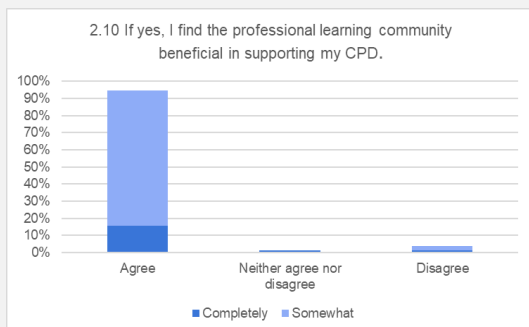


FIGURE 12

Teachers reporting that their appraisal was useful in determining their professional learning needs



70% of respondents agreed that “As part of the CPD system pilot, I have been offered CPD which corresponds to my individual needs.” When disaggregated by school, to ascertain whether responses would vary between the five micro-pilot schools, it transpired that teachers in two schools, School A and School B, were considerably more likely (over 80%) to agree with this proposition than teachers in Schools C, D, and E (around 60%). Asking the question using a negative formulation produced similar results (see Figures 47 and 48 in Annex 2).

FIGURE 13

Teachers reporting that they have been offered CPD training which corresponds to their individual needs as part of the pilot

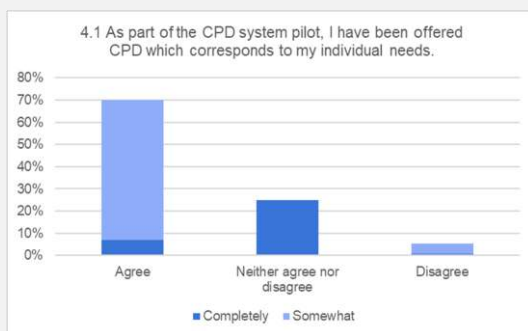
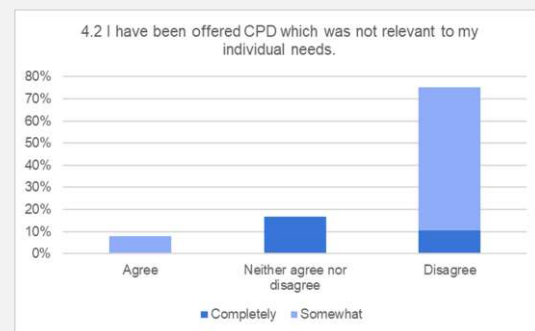


FIGURE 14

Teachers reporting that they have not been offered CPD training which is relevant to their individual needs



One school director reported: “*Every teacher can register in the CPD course according to his/her needs. Unlike in the past, we could only participate when we received an invitation; now we can register to participate in the courses according to our needs.*” He explained that, since the beginning of the pilot, teachers are more aware of their professional development needs and “*are starting to talk about their needs, e.g., I want to study this course or that course. In the past, even when they wanted to study, they did not know where to study. When they asked us, we could not help them. Now they know that the MoEYS is offering many CPD courses.*”

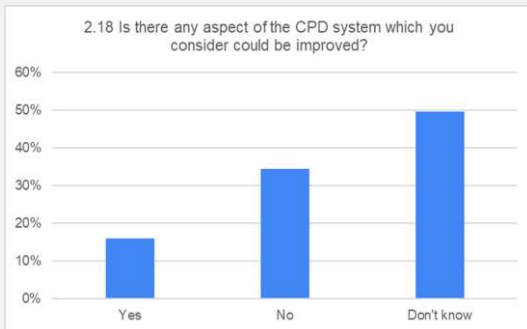
Programme records and HRMIS reports confirm these results (see Annex 1):

- 1,053 teachers have undergone CPD needs assessments online, including 113 teachers in micro-pilot schools
- As of mid-term, five one-credit CPD offerings were scheduled in the HRMIS; these were developed by Phnom Penh Teacher Education College (PTEC) with STEP Cam support, based on the online CPD needs assessment and in line with the CPD credit system and accreditation system. The five offerings were:
 - i. Use of ICT in Teaching and Learning, part 1
 - ii. Linguistics for language teaching at Primary School, part 1
 - iii. Pedagogy in Teaching Primary Science, part 1
 - iv. Learning and Classroom Management, part 1
 - v. Education for Sustainable Development

A further 5 CPD offerings are anticipated to be scheduled shortly, in preparation for phase 2 of the micro-pilot.

FIGURE 15

Teachers reporting that the CPD system could be improved



Modifications or fine-tuning needed, in order to make the system more successful prior to roll out

When asked whether aspects of the CPD system could be improved, 16% of respondents replied affirmatively. Modifications or fine-tuning suggested include:

- More face-to face courses
- Improvements in the mobile phone app, including allowing iOS users to download the app
- Expanding the supply of CPD offerings
- Changing the time of CPD delivery
- More extensive courses, based on teachers' needs, worth two or three CPD credits
- Requests for specific CPD offerings included training in school library management and CPD offerings for pre-primary teachers

Success of the CPD credit system: Recording of CPD credits in the CPD module of HRMIS

76% of respondents claimed to have earned CPD credits, with the overwhelming majority saying they had earned one credit (which was all that was possible during phase 1 of the pilot). 80% of respondents claimed their credits were recorded in the HRMIS. They were not asked about the recording of CPD credits in career passports, as these have not yet been introduced. The HRMIS data reveal that 98% of teachers in the micro-pilot schools have in fact earned one CPD credit. The discrepancy with the survey responses is likely due to the fact that there are a large number of contract teachers in the micro-pilot schools. Although they have been able to participate in the CPD and earn CPD credits, at the time of responding to the survey, they did not yet have accounts in the HRMIS, meaning they were not able to check their CPD credits and may have been uncertain as to whether they could actually be awarded the credits. During the qualitative data gathering, many contract teachers expressed anxiety that they would not in fact benefit from CPD credits earned. Since the data collection took place, revealing that contract teachers were excluded from using the app, DoPers/CPDMO and Teacher Training Department (TTD) have worked rapidly to allow HRMIS accounts to be created for the contract teachers taking part in the micro-pilot, allowing them to use the mobile app.

FIGURE 16

Teachers reporting that they have earned CPD credits

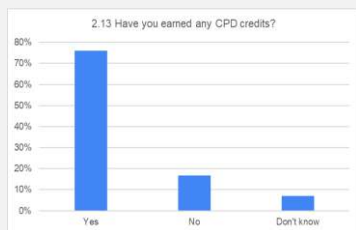


FIGURE 17

Teachers reporting the number of CPD credits they have earned

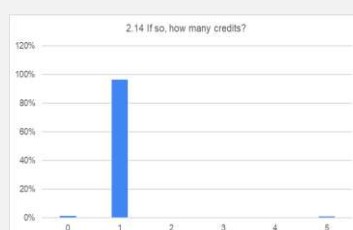
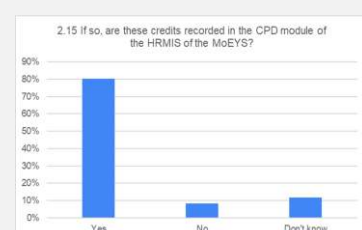


FIGURE 18

Teachers reporting whether their credits are recorded in the HRMIS

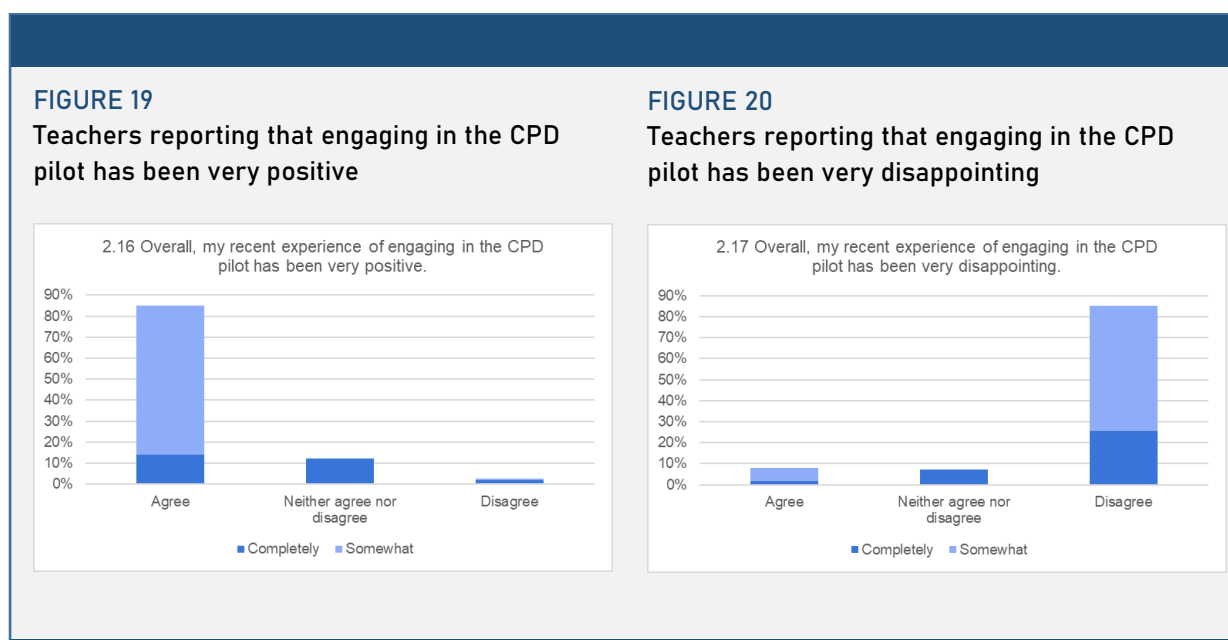


Programme records and HRMIS reports confirm these results (see Annex 1):

- 111 teachers (87 civil service and 24 contract teachers) have CPD credits registered in HRMIS, that is 98% of teachers who took part in the micro-pilot.
- 1,632 teachers have CPD credits from EGR and EGM registered in HRMIS; once the process of retroactively capturing these EGR and EGM credits has been completed, by May 2022, 3,372 teachers are expected to have CPD credits from EGR and EGM captured in HRMIS.

Experiences of participating in the CPD pilot

Teachers were asked about their experiences of undertaking CPD and to what extent these had been positive. This is not so much aimed at evaluating the quality of the CPD offerings themselves, as at the experience of taking part in the pilot, engaging in activities such as: receiving the training in the CPD system, undergoing CPD needs assessment, developing a PLP, being part of a PLC, using the HRMIS mobile app, etc. An overwhelming majority (over 80%) of respondents agreed (completely or somewhat) that their experience had been very positive, with a similar proportion disagreeing with the proposition that the experience had been “very disappointing.”



3. Outputs

This section of the mid-term evaluation report addresses several evaluation questions relating to the outputs achieved under the CPD system development and pilot implementation.

In addition to the CPD credit system (see Section 2 above), outputs include the accreditation system, communications materials, training in the CPD and HRMIS systems, documents such as the CPD Handbook and CPD credit system and the HRMIS portal and mobile application.

Accreditation system

An accreditation system to provide quality assurance (QA) for CPD providers and CPD offerings, along with the requisite instruments and procedures, has been developed and is administered by the CPDMO with STEPCam support. The evaluation sought to ascertain the success of the accreditation system, asking the following questions:

- How successful has the accreditation system been?

- How many CPD providers have been accredited (full vs provisional accreditation)?
- How many CPD offerings have been accredited (full vs provisional accreditation)?
- Has the accreditation process run smoothly and been user-friendly?
- What modifications or fine-tuning are needed, in order to make the accreditation system more successful?

Discussions with CPD providers and development partners reveal that:

- The accreditation process is welcomed as a QA mechanism and perceived to be fair and not excessively onerous
- There is a need to set out criteria for assessing the proficiency of teacher educators in English language and in Information and Communications Technologies (ICT) skills for education: two dimensions of the process for accreditation of CPD providers which so far lack clearly defined criteria, in the absence of an easily available existing metric
- The accreditation guideline and documents are helpful to those preparing new CPD offerings
- The accreditation function of the CPDMO will require reinforcement, with recruitment of additional staff and reinforced training, once the technical assistance from STEPCam ends.

Programme records and HRMIS reports confirm (see Annex 1):

- 3 CPD providers have applied for accreditation and been awarded provisional accreditation, and are expected to qualify for full accreditation within three years
- Applications for accreditation have been submitted for 7 CPD offerings, with a further 9 expected to be submitted by the end of the pilot
- 6 CPD offerings have received provisional accreditation

Communications strategy and materials

The evaluation sought to answer the questions:

- How effective has the communications strategy been?
- To what extent have the communication materials (video, social media posts, posters, bookmarks, etc.) been used? (See Annex 4 for examples.)
- What has been the response of educators, school leaders and other stakeholders?

The survey of teachers revealed that:

- The communications materials most seen were the video story of teacher Sokha (83%), followed by the poster (39%) and bookmark (26%). No respondents claimed to have seen the social media posts (since these have not yet been released, this response offers some assurance as to the integrity of the data).
- Almost 70% of respondents agreed with the proposition that they had seen the communications materials frequently in several different settings.
- 80% agreed they were “engaging and informative.”
- 64% disagreed with the proposition that the communications materials “did not seem relevant to me.”

FIGURE 21
Teachers reporting which communications materials they have viewed

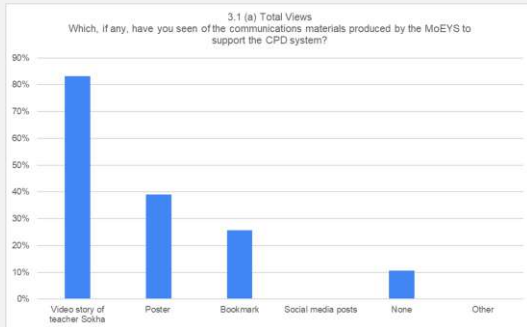


FIGURE 22
Teachers reporting that they have seen the communications materials frequently in several settings

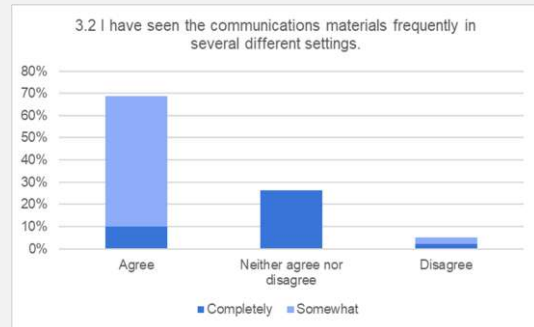


FIGURE 23
Teachers reporting that they found the materials engaging and effective

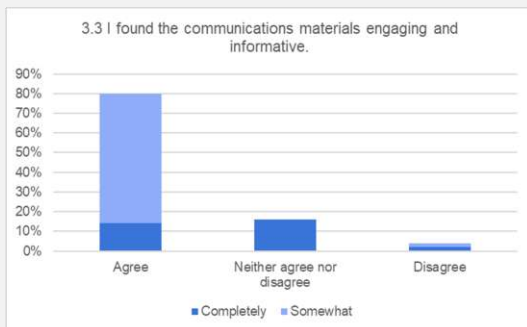
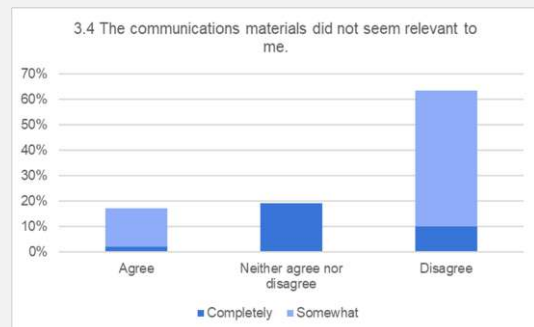


FIGURE 24
Teachers reporting that they did not find the communications materials relevant



Training in CPD and HRMIS systems

The evaluation sought to ascertain to what extent the training in the CPD and HRMIS systems had been effective in preparing users (MoEYS central staff, POE staff, DOE staff, school directors, teachers, etc.) to implement the system. It found that:

- 92% of respondents claimed to have received the training in the past 6 months
- The majority of these (over 70%) claimed the training helped them to understand the CPD system and was clear and informative
- A similar proportion disagreed with the inverse proposition, that “the training was confusing and did not help me to understand the CPD and HRMIS systems.”

FIGURE 25

Teachers reporting whether they have received training in the CPD and HRMIS systems in the preceding 6 months

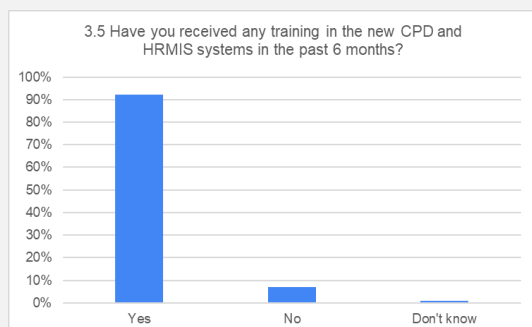


FIGURE 26

Teachers reporting that the training helped them to understand the CPD system and was clear and informative

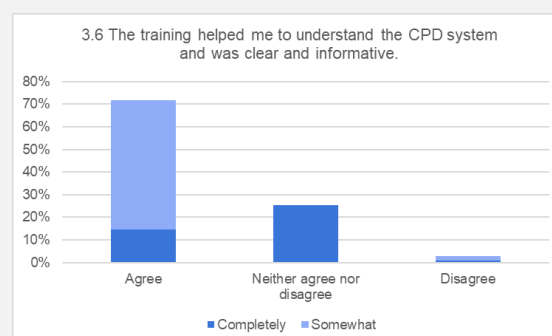


FIGURE 27

Teachers reporting that the training helped them to understand the HRMIS system

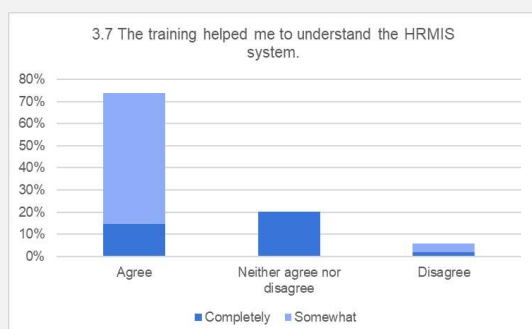
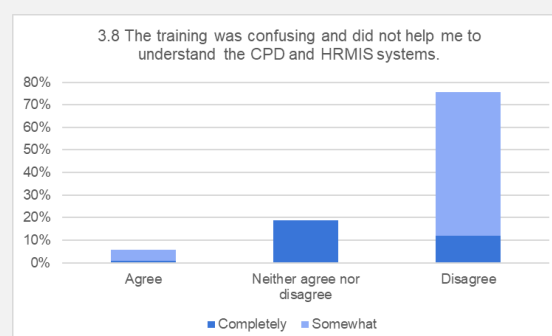


FIGURE 28

Teachers reporting that the training was confusing and did not help them to understand the CPD and HRMIS system



7% of respondents considered the training could be improved. The main modifications or fine-tuning of the training suggested include:

- More face-to face training
- Improvements in the phone app

HRMIS

The evaluation set out to determine:

- To what extent can the upgraded HRMIS (supported by STEPCam) be used?
- To what extent are MoEYS staff utilising the upgraded HRMIS (supported by STEPCam)?

During interviews with school directors, the evaluation team were informed that older teachers had struggled to use the HRMIS mobile app. In order to verify this, the survey responses relating to the HRMIS mobile app were disaggregated according to age, with teachers divided into three groups: i) those aged 19 -28, ii) those aged 29-38 and iii) those aged 39-58. These findings disaggregated by age offer triangulation of the qualitative data. Teachers were asked the following questions:

- Have you downloaded the HRMIS mobile app?

- Have you used the mobile app to check your data within the HRMIS?
- Did you use the app to communicate any aspects of your data which required amendment?
- If so, was the data amended accordingly in the HRMIS system?
- Have you used the mobile app to view your CPD credits?
- Have you used the mobile app to consult the list of available CPD offerings?
- Have you used the mobile app to enrol in a CPD offering?
- Is there any aspect of the mobile app which you consider could be improved?

Figures 29 to 36 below present the total responses disaggregated by age. Most of the questions received between 70% and 80% of affirmative responses. It is interesting to note that, in all cases, the older teachers appear to have been more active in using the HRMIS, followed by the middle group, with the youngest group appearing least active.

FIGURE 29

Teachers reporting whether they have downloaded the HRMIS app

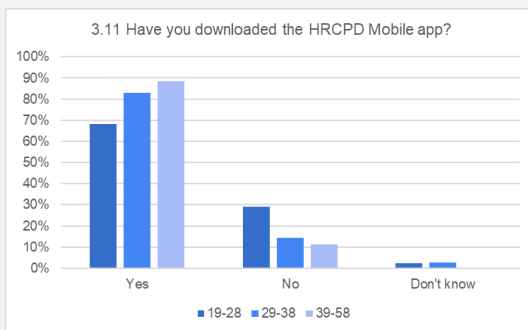


FIGURE 30

Teachers reporting whether they have used the HRMIS app to check their personal data

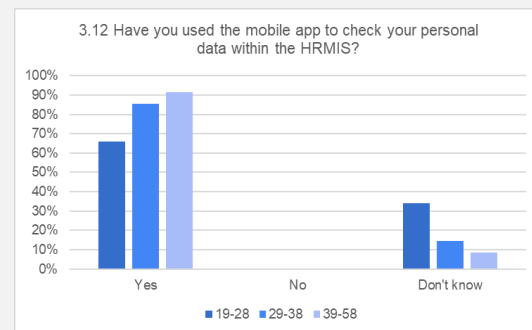


FIGURE 31

Teachers reporting whether they used the app to amend their data

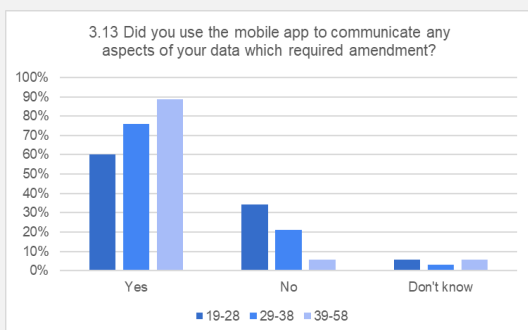


FIGURE 32

Teachers reporting whether their data was amended in the system

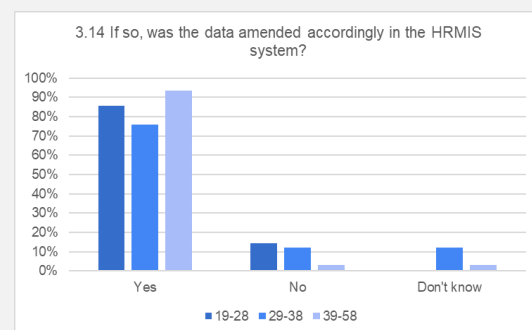


FIGURE 33
Teachers reporting whether they used the app to view their CPD credits

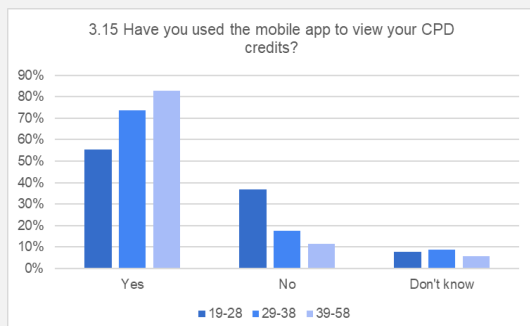


FIGURE 34
Teachers reporting whether they used the app to view CPD offerings

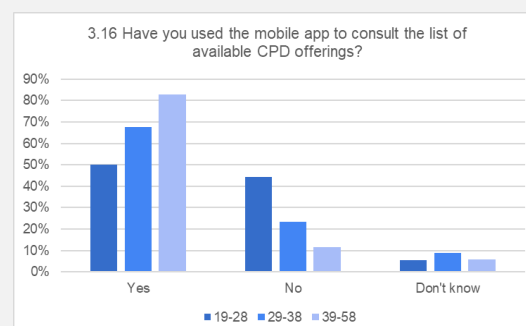


FIGURE 35
Teachers reporting whether they used the app to enrol in a CPD offering

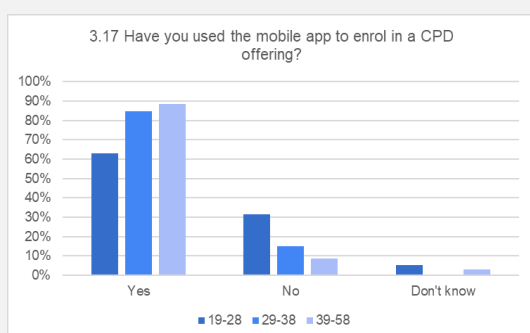
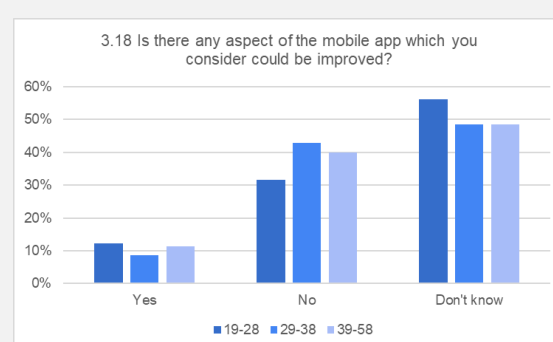


FIGURE 36
Teachers reporting whether they think the app could be improved



The small number of suggestions for modifications or fine-tuning of the mobile app include extending this to phones running iOS, allowing contract teachers access to the HRMIS and providing help when something is not clear. Since the survey, these have all been addressed or are being addressed. An iOS version of the app is already in development and will be operational by June 2022. Likewise, a help function is under development. As noted elsewhere, contract teachers have now been given access to the HRMIS and are able to view their CPD credits.

4. Outcomes

This section of the report evaluates early outcomes of the CPD pilot at the mid-term point. Although it is too early to expect evidence of embedded positive change, the survey of teachers sought to interrogate teachers about changes to their attitudes, perceptions and behaviours since the onset of the pilot. The results reported in this section are disaggregated by school, in order to investigate whether any early outcomes identified might vary according to the school.

Extent to which teachers consider the CPD undertaken has begun to improve their knowledge, skills, motivation, and professionalism

Overwhelmingly, the teachers who responded to the survey agreed that:

- Engaging in the CPD pilot has begun to improve my knowledge, skills, motivation and professionalism (83%)
- I feel engaging in the CPD pilot is starting to make me a more motivated teacher (79%)
- I feel engaging in the CPD pilot is starting to make me a more confident teacher (81%)

They disagreed with the proposition that “I do not feel engaging in the pilot has made any difference to my teaching” (83%).

FIGURE 37

Teachers claiming that engaging in the CPD pilot has begun to improve their knowledge, skills, motivation and professionalism

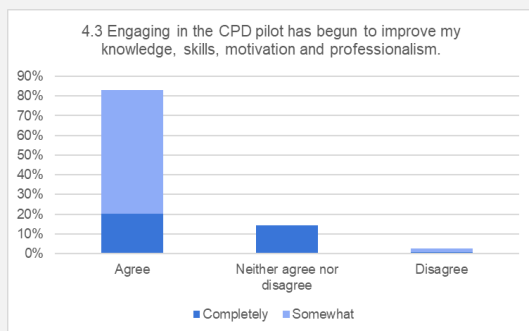


FIGURE 38

Teachers claiming that engaging in the CPD pilot is making them a more motivated teacher

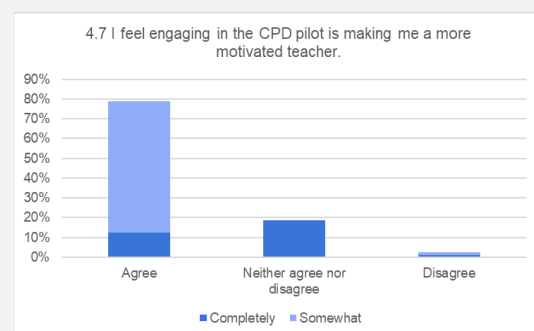


FIGURE 39

Teachers claiming that engaging in the CPD pilot is making them a more confident teacher

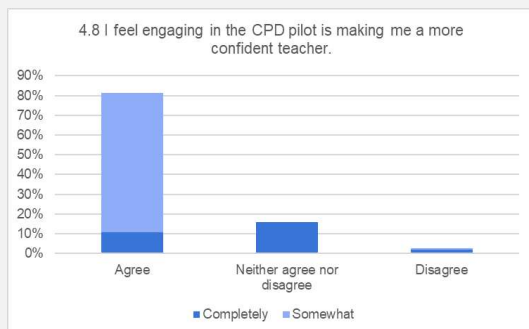
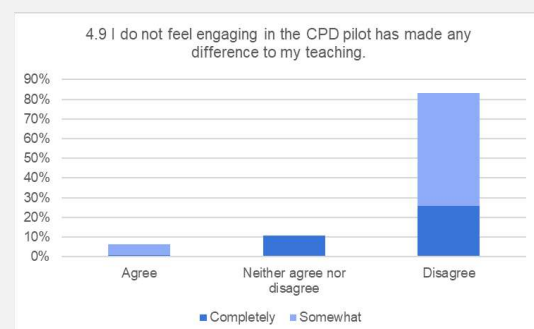


FIGURE 40

Teachers reporting whether they think the app could be improved



It is interesting to note that, when disaggregated by school, teachers in two schools, School A and School B, consistently agree more frequently than those in the other three schools that the pilot has begun to bring these improvements (see Figures 49, 52, 53 and 54 in Annex 2).

Extent to which teachers are beginning to apply knowledge and learning from CPD in their professional practice

Teachers who responded to the survey agreed that:

- I have been able to begin to apply knowledge and learning from engaging in the CPD pilot in my classroom teaching (76%)

- I feel engaging in the CPD pilot is making me a more effective teacher (79%)

FIGURE 41

Teachers reporting that they have been able to apply knowledge from their learning from the CPD pilot in their teaching

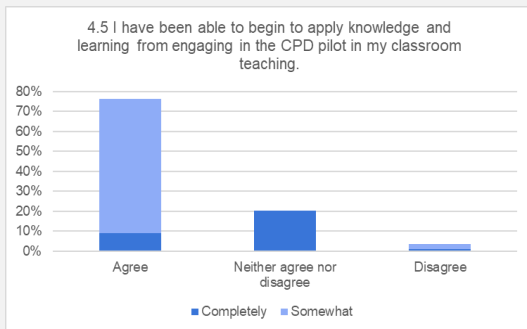
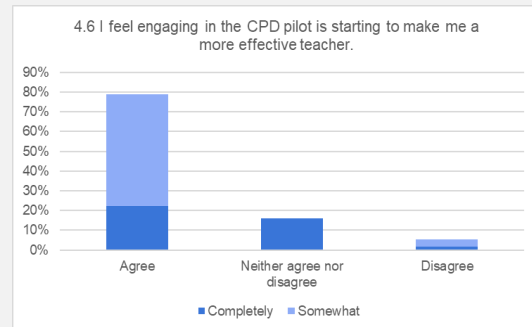


FIGURE 42

Teachers claiming that engaging in the CPD pilot has begun to make them a more effective teacher



Once again, the teachers from School A and School B were more likely to agree with these propositions (see Figures 50 and 51 in Annex 2).

Teachers reported that, since engaging in the CPD offerings, their interaction and relationships with students are better. They reported that they had learned to make lesson plans and that students are learning better as a consequence.

One school director explained: *“Yes, as we have seen we have just begun, and it has not yet widely developed, but the first development is the teachers’ mindset, changing from the old [traditional] one to the new [modern] one from what we trained them in the past few months.”*

Teachers reported that, through engaging in the CPD offerings, they had learned a lot about classroom management and about time management. They reported they were no longer late for work. A school director confirmed this: *“After they participated in CPD activities, they have changed the way they speak and time management.”* Another school director reported that: *“A few Grade 4 teachers participated in the Classroom Management, then when they came back, they manage their classrooms, each classroom is clean and beautiful”.*

Teachers spoke of how they were applying learning from the CPD offerings in their classroom practice. Teachers who had engaged in the CPD offering on methodology of teaching primary science told us that they had learned when teaching science, for example when learning about different categories of insects or plants, they had learned to bring in real samples to show students, instead of just using the text book.

One school director pointed to the increased engagement and motivation amongst his staff since beginning the CPD and their interest in conducting small-scale research: *“Another thing is that it helps our teachers to do research. Even though the research is small scale, teachers were provided with an opportunity to do research.”* The director of another school spoke of how teachers had been sharing the professional learning with their colleagues: *“One of my teachers wanted to share what they received from the CPD lessons.../... During a technical meeting, he shared what he has learned with other teachers. They even created pictures or video to share with us in the telegram group .../... That is the positive impact of the CPD system. It helps other teachers, as well as our students”.*

5. Ultimate outcomes

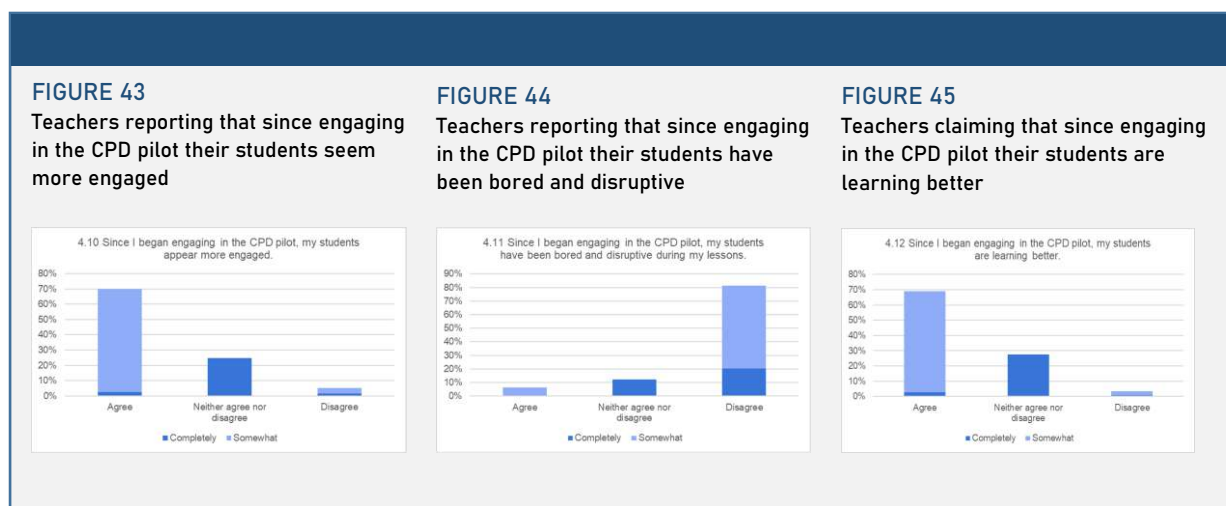
Possibility of early evidence of improved quality of teaching and learning as a result of the CPD pilot

The process whereby interventions aimed at teachers may result in changes in teaching and learning is a complex one which is subject to a multitude of extraneous variables, meaning it is very difficult to attribute these with certainty to any one factor. Although it is far too early for the CPD pilot to have had any sustained impact on the quality of teaching and learning, the mid-term evaluation asked teachers whether they had noticed any change in their students' learning since their engagement in the CPD pilot, to attempt to ascertain whether there might be any discernible early evidence of improved quality of teaching and learning as a result of engaging in the CPD pilot.

The majority of teachers agreed (completely or somewhat) with the propositions:

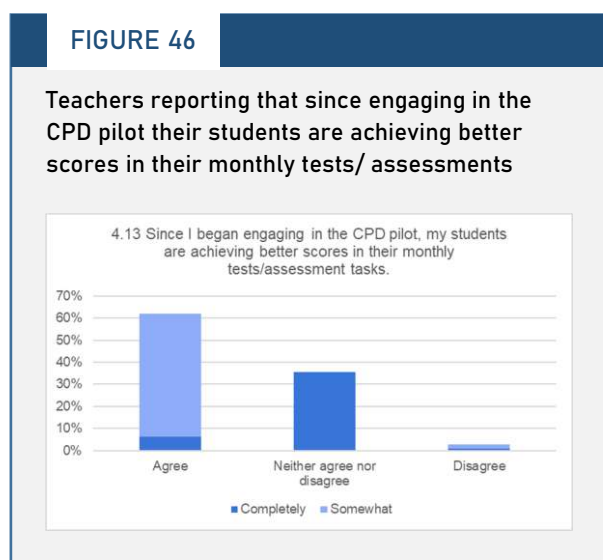
- Since I began engaging in the CPD pilot, my students appear more engaged (70%)
- Since I began engaging in the pilot, my students are learning better (69%)

whilst disagreeing that "Since I began engaging in the CPD pilot, my students have been bored and disruptive during my lessons." (81%)



Once again, teachers from School A and School B were more likely to agree with the positive propositions than those from the other schools, although they were not more likely to disagree with the negative proposition (see Figures 55, 56 and 57 in Annex 2).

Possibility of early evidence of improved student outcomes



Just over 60% of teachers agreed (completely or somewhat) with the proposition that "Since I began engaging in the CPD pilot, my students are achieving better scores in their monthly tests/assessment tasks." Once again, the teachers from School A and School B were more likely to agree with this (see Figure 58 in Annex 2).

PROGRESS TOWARDS SUCCESS CRITERIA

Measuring the success of a pilot CPD system is a delicate matter. The process by which “inputs” (teacher preparation) may result in “outputs” (improved teaching and learning), leading in turn to improved student learning outcomes, may be long and complex. It is made more complex by the many other environmental factors and extraneous (confounding) variables which impact on the teaching and learning process. Such factors include, but are not limited to, socioeconomic background of the learners, their home environment, quality of the school environment, and the recent learning interruption due to Covid-19.

Observable changes expected to result from teachers successfully engaging in good quality, targeted CPD can be divided into short-term, medium-term and long-term changes. The success criteria for the CPD system’s current pilot are therefore also classified as short-term, medium-term and long-term (as set out in the Monitoring and Evaluation [M&E] system for the CPD pilot). For the purposes of the current pilot of CPD and HRMIS, it has been anticipated that the short-term and some of the medium-term success criteria will be observed to be met by the evaluations of the pilot.

In order to assess the extent to which the success criteria had been met, for each survey question the percentage of responses indicating success (“Completely agree” + “Somewhat agree” or “Yes” – inverted for negative questions) was calculated. The success criteria were considered to be met where the percentage was equal to or greater than 65% for the short-term success criteria, 75% for the medium-term criteria and 85% for the long-term criteria. In Table 2 below, which presents the status of the short-, medium- and long-term success criteria as of the mid-term evaluation, success criteria judged to have been met for a given survey question are coloured in green. This reveals that the short-term success criteria have been met at the time of the mid-term evaluation, with the medium-term criteria well on the way to being met. The survey questions can be found in Annex 3.

Table 2: Success criteria as met at the time of the mid-term evaluation

Legend:	Success Criteria S: ≥65% = met	 	= met
A/D = Agree or Disagree	Success Criteria M: ≥75% = met	 	= met for previous Success Criteria; not yet met
Y/N = Yes or No	Success Criteria L: ≥85% = met	 	= not yet met

Short-term success criteria (0-3 months)	Criteria number (Short-term)	Survey questions	+ve %	Medium-term success criteria (3 months to 2 years)	Criteria number (Medium-term)	Survey questions	+ve %	Long-term success criteria (more than 2 years)	Criteria number (Long-term)	Survey questions	+ve %								
Teachers successfully completing one CPD offering and earning one CPD credit	S1	1.3 (A/D)	69%	Teachers' ability to identify their CPD needs effectively and develop and execute an appropriate professional learning plan, successfully completing between 2 and 6 CPD offerings each year and earning corresponding CPD credits	M1	1.3 (A/D)	69%	Teachers developing and executing an annual professional learning plan, successfully completing between 3 and 6 CPD offerings each year and earning multiple CPD credits, leading to qualifications upgrade in certain cases.	L1	1.3 (A/D)	69%								
		2.1 (Y/N)	90%			2.2 (Y/N)	78%			2.4 (A/D)	87%								
		2.3 (Y/N)	73%			2.3 (Y/N)	73%			2.5 (Y/N)	79%								
		2.4 (A/D)	87%			2.4 (A/D)	87%			2.6 (A/D)	88%								
		2.13 (Y/N)	76%			2.5 (Y/N)	79%			2.6 (A/D)	88%								
		4.1 (A/D)	70%			2.7 (A/D)	84%			2.13 (Y/N)	76%								
Teachers' improved sense of engagement in their work and professional development	S2	1.1 (A/D)	71%			Teachers' improved competence and confidence in their professional performance in the classroom	M2	4.2 (A/D)	75%	Recruitment and retention of better qualified candidates into teaching	L2	n/a	n/a						
		1.5 (A/D)	70%					1.1 (A/D)	71%										
		1.6 (A/D)	78%	2.6 (A/D)	88%														
		1.7 (A/D)	79%	2.7 (A/D)	84%														
		2.6 (A/D)	88%	4.3 (A/D)	83%														
		4.3 (A/D)	83%	4.4 (A/D)	88%														
		Teachers' awareness of the existence and potential of HRMIS and the mobile app.	S3	2.15 (Y/N)	80%			Teachers' ability to check their own data and search and enrol in CPD activities using the mobile app, based on their needs and interests	M3					4.5 (A/D)	76%	Teachers competently using all features of the mobile app and demonstrating autonomy in using the app to plan and manage their CPD.	L3	2.15 (Y/N)	80%
3.2 (A/D)	69%			4.6 (A/D)	79%									3.13 (Y/N)	73%				
3.5 (Y/N)	92%			4.7 (A/D)	79%														
3.11 (Y/N)	78%			4.8 (A/D)	81%														
2.15 (Y/N)	80%			4.9 (A/D)	83%														
3.2 (A/D)	69%	4.11 (A/D)	81%																
3.5 (Y/N)	92%	4.12 (A/D)	69%	3.14 (Y/N)	86%														
3.11 (Y/N)	78%	2.15 (Y/N)	80%	3.15 (Y/N)	71%														
		3.5 (Y/N)	92%	3.16 (Y/N)	65%														
		3.2 (A/D)	69%	3.17 (Y/N)	79%														
		3.5 (Y/N)	92%																
		3.11 (Y/N)	78%																

Teachers' improved sense of commitment to teaching and to student learning	S4	1.1 (A/D)	71%	Teachers' judgement that their students' learning is improving	M4	1.1 (A/D)	71%	Observable improvements in the quality of teaching and learning (measured by international metrics such as PISA and by success rates in national examinations)	L4	1.1 (A/D)	71%
		1.5 (A/D)	70%			4.5 (A/D)	76%			4.5 (A/D)	76%
		1.6 (A/D)	78%			4.6 (A/D)	79%			4.6 (A/D)	79%
		1.7 (A/D)	79%			4.10 (A/D)	70%			4.13 (A/D)	62%
		4.3 (A/D)	83%			4.11 (A/D)	81%				
		4.7 (A/D)	79%	4.12 (A/D)	69%						
		4.13 (A/D)	62%								
Teachers' appreciation of having access to targeted professional development	S5	1.3 (A/D)	69%	Teachers' improved engagement with a professional learning plan and undertaking regular CPD	M5	1.3 (A/D)	69%	Emergence of a culture of lifelong learning in the teaching profession	L5	1.3 (A/D)	69%
		1.4 (A/D)	73%			1.4 (A/D)	73%			1.4 (A/D)	73%
		1.6 (A/D)	78%			2.3 (Y/N)	73%				
		1.7 (A/D)	79%			2.4 (A/D)	87%			1.8 (A/D)	75%
		2.3 (Y/N)	73%			2.5 (Y/N)	79%				
		2.4 (A/D)	87%			2.6 (A/D)	88%				
		4.1 (A/D)	70%			2.7 (A/D)	84%				
		4.3 (A/D)	83%								
4.4 (A/D)	88%										
Teachers' appreciation of taking part in the CPD and HRMIS pilot	S6	2.16 (A/D)	85%	Teachers' improved motivation and ambition around teaching as a career	M6	4.7 (A/D)	79%	Teachers achieving career progression (in the form of promotion on the TCP)	L6	n/a	n/a
		2.17 (A/D)	85%								
		3.6 (A/D)	72%								
		3.7 (A/D)	74%								
		3.8 (A/D)	75%								
		4.1 (A/D)	70%								
		4.2 (A/D)	75%								
		4.3 (A/D)	83%								
4.4 (A/D)	88%										
4.9 (A/D)	83%										
Judgement of stakeholders (such as school directors and education staff) that teachers are more engaged and committed to teaching and student learning	S7	n/a	n/a	Judgement of stakeholders (such as school directors and education staff) that teachers are more confident, competent and motivated.	M7	n/a	n/a	Perception by teachers and the public that teaching is an attractive, credible profession	L7	n/a	n/a
HRMIS is up to date with accurate staff data. Staff confirm their staff proforma's online.	S8	3.14 (Y/N)	86%	HRMIS is used for staff transfers, upgradations, demotions, recruitment and other core functions and complements the hardcopy records used in these processes.	M8	n/a	n/a	The HRMIS is used in place of hardcopy file transfers to process staff transactions.	L8	n/a	n/a

CONCLUSION

The mid-term evaluation, based on the data from the teacher survey, triangulated with data from the HRMIS and with qualitative data from key informant interviews, suggests that the CPD pilot, in particular the micro-pilot of a full CPD system in 5 schools, is beginning to show clear positive impacts of participating in the CPD system pilot, in terms of teachers' motivation, sense of engagement and professional confidence, among other parameters. It further indicates that teachers feel their students' learning is beginning to benefit from their own participation in the CPD system and application of professional learning in the classroom. These findings are echoed in the school directors' assessment of the success of the CPD pilot so far. In particular, the school directors who showed indications of strong leadership, of being motivated by the CPD pilot and of having prepared to support their teachers by reading the relevant documents and ensuring they had a clear understanding of the system, reported that their teachers were benefiting from the pilot and applying the professional learning in their own teaching. Teachers in the schools managed by those directors confirmed these findings, giving clear examples of how participating in the CPD offerings had impacted on their classroom practice. Although the pilot is still in its early stages, and these are early results, they are nevertheless encouraging; it is anticipated that the findings of the final evaluation of the CPD and HRMIS pilot will further consolidate these early results.

There is every reason to believe that phase 2 of the pilot will build on these successes, as teachers continue to engage in CPD based on their identified needs. In addition to allowing teachers to engage in further needs-based CPD offerings, stage 2 will see the reinforcement of PLP development, as well as of support to the DOE and collaboration and mutual support amongst the directors of the 5 micro-pilot schools. It is hoped that the contract teachers working in the micro-pilot schools will be able to create accounts in the HRMIS, allowing them to receive CPD credits for the CPD offerings successfully undertaken.

Annex 1: Data from HRMIS/STEPCam reports

Indicator	Target	Outcome at mid-term	Anticipated outcome at end-point (where outcome not met at mid-term)
1(A): % of trained primary school teachers (five target provinces) who have registered CPD credits contributing to TCP progression, including credit for outcome post-CPD	60% or 3,372 numerical target for EGR/M	111 (in micro-pilot schools) + 1,231 (for EGM) + 401 (for EGR) = 1,632 total	3,372 ^[1] (disaggregated civil service/contract)
CPD framework approved	Approved	Achieved	
# of teachers in 5 target provinces who have CPD credit registered on the revised database	3,372	1,632	3,372
Number of CPD offerings scheduled in HRMIS	10	5	10
Percentage of staff using the HR mobile application to register for CPD opportunities online	75% (micro-pilot schools only)	100% achieved (87 civil servant; 26 contract; 113 in total)	
Percentage of staff with CPD credits awarded correctly in the HRMIS by end of the pilot	70% (pilot and micro-pilot schools)	98.2% achieved (87 civil servant; 24 contract; 111 in total)	
CPD database online	Database online	Achieved	

¹ This is from the EGR/EGM trainings. By default, all MoEYS civil servant teachers who have successfully completed EGR/EGM trainings will receive CPD credits.

Indicator	Target	Outcome at mid-term	Anticipated outcome at end-point (where outcome not met at mid-term)
1(B): # of districts able to access the upgraded HRMIS and its CPD and TCP module on-line (CPD database).	37	37	
# of CPD needs assessments conducted	1,053	1,053	
# of teachers who undergo at least one CPD needs assessment	113 (micropilot)/ 1,053 (pilot)	113	
# of schools where CPD needs assessments are conducted	5 (micropilot) 100 (pilot)	5	
List of CPD offerings compiled by CPDMO and available via HRMIS portal and app	List available	Achieved	
# of teachers who have a professional learning plan	96 (80% of micropilot teachers)[2]	89 out of 113 or 79% (teacher survey)	113
# of schools where teachers are supported to develop a professional learning plan	5 (micropilot only)	5	
1(B).6: # of MoEYS sub-national staff (including POE, DOE, and school staff) trained on CPD and HRMIS	2,874	3,243 achieved (1,014 female)	

² 96 as it was anticipated 120 teachers would participate in the micro-pilot.

Indicator	Target	Outcome at mid-term	Anticipated outcome at end-point (where outcome not met at mid-term)
C. # of CPD providers and offering accredited by CPDMO	10		
# of CPD providers who apply to CPDMO for accreditation	3	3	
# of CPD providers applying who receive full accreditation	0	0	
# of CPD providers applying who receive provisional accreditation	3	3	
# of CPD providers applying who are refused accreditation	0	0	
# of CPD offerings for which accreditation is applied	7	6	≥16 (10 to be submitted by PTEC)
# of CPD offerings which receive full accreditation	10	0	10
# of CPD offerings which receive provisional accreditation	6	6	
# of CPD offerings which are refused accreditation	0	0	

Annex 2: Figures showing outcome data (survey section 4) disaggregated by school

FIGURE 47

Teachers (shown by school) reporting that they have been offered CPD training which corresponds to their individual needs as part of the pilot

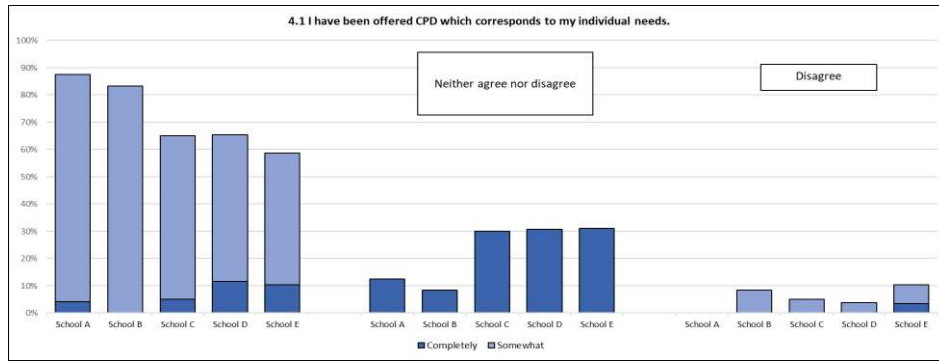


FIGURE 49

Teachers (shown by school) claiming that engaging in the CPD pilot has begun to improve their knowledge, skills, motivation and professionalism

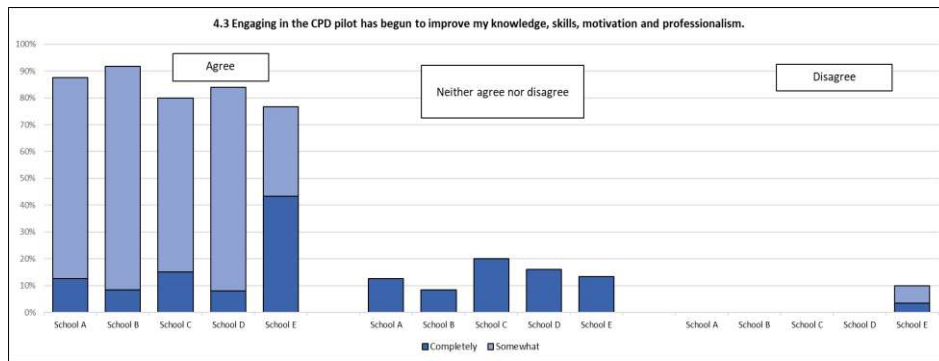


FIGURE 48

Teachers (shown by school) reporting that they have been offered CPD training which is not relevant to their individual needs

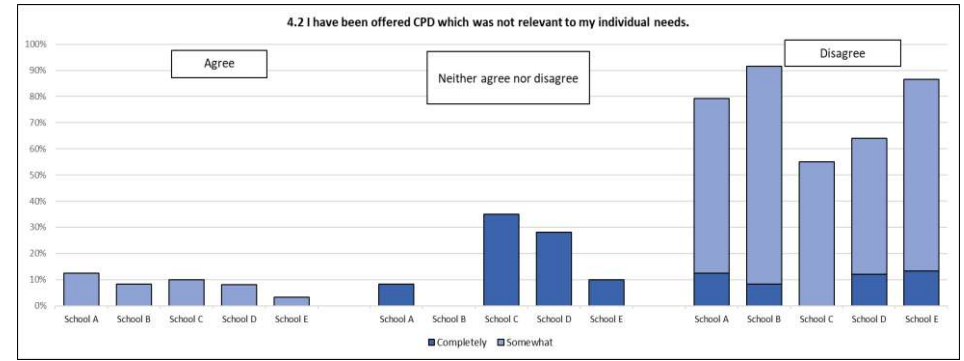


FIGURE 50

Teachers (shown by school) reporting that they have been able to apply knowledge from their learning from the CPD pilot in their teaching

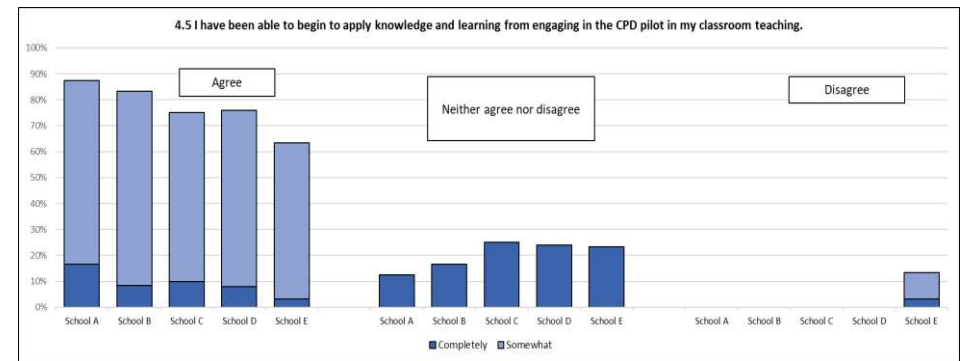


FIGURE 51

Teachers (shown by school) claiming that engaging in the CPD pilot has begun to make them a more effective teacher

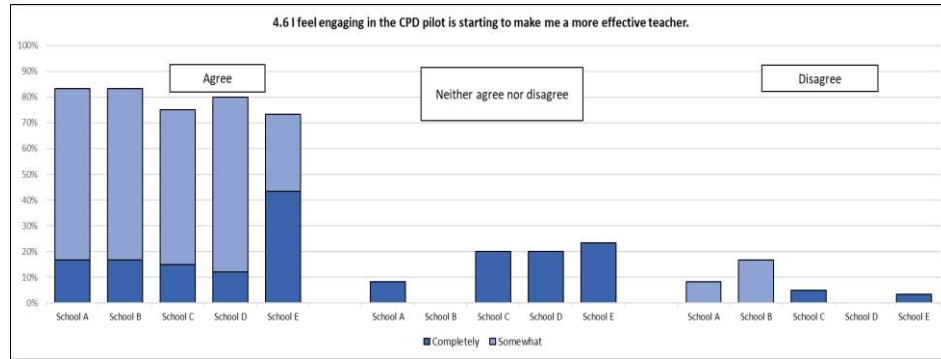


FIGURE 52

Teachers (shown by school) claiming that engaging in the CPD pilot is making them a more motivated teacher

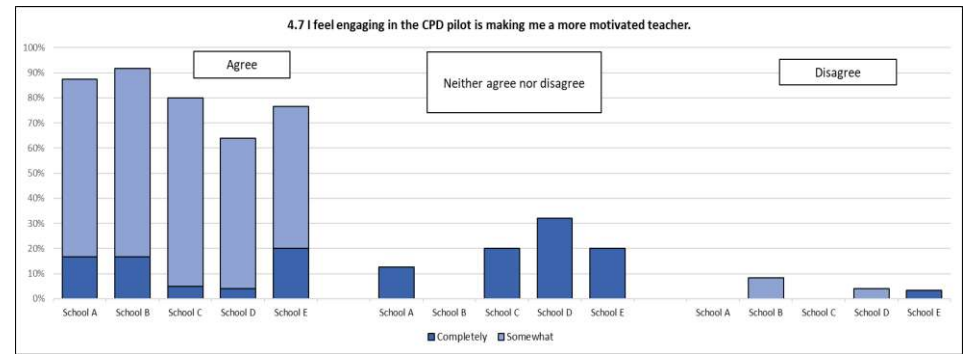


FIGURE 53

Teachers (shown by school) claiming that engaging in the CPD pilot is making them a more confident teacher

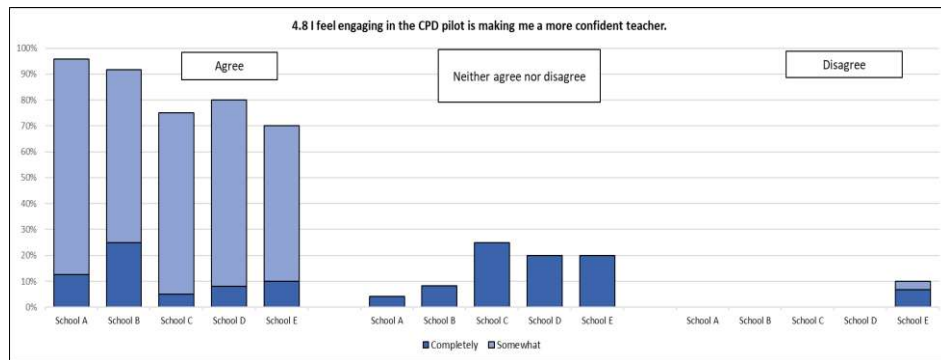


FIGURE 54

Teachers (shown by school) claiming that engaging in the CPD pilot has made no difference to their teaching

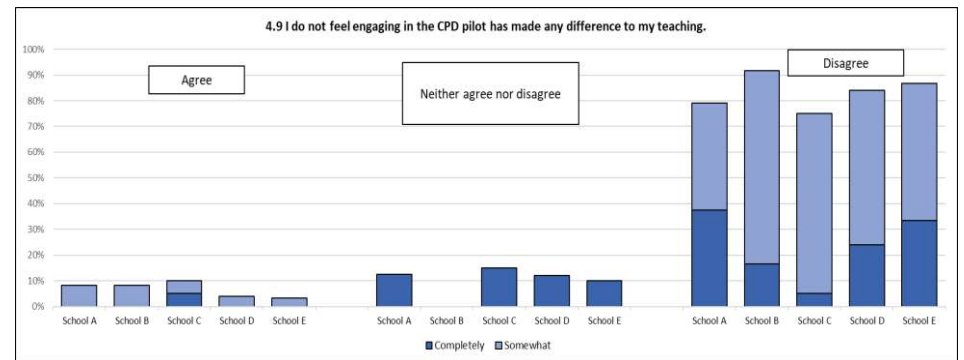


FIGURE 55

Teachers (shown by school) reporting that since engaging in the CPD pilot their students seem more engaged

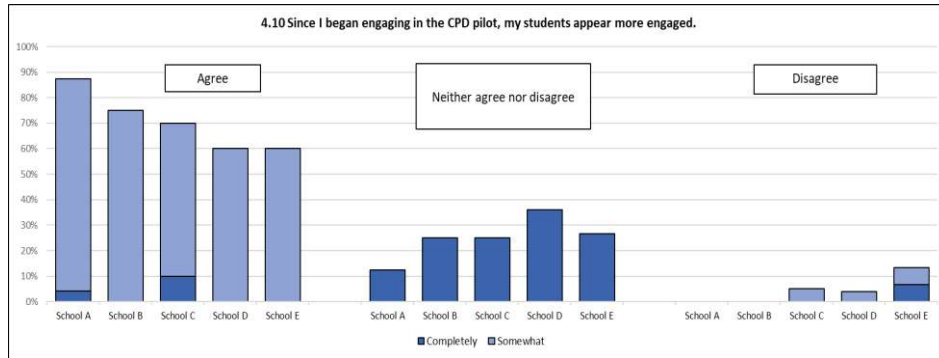


FIGURE 56

Teachers (shown by school) reporting that since engaging in the CPD pilot their students have been bored and disruptive

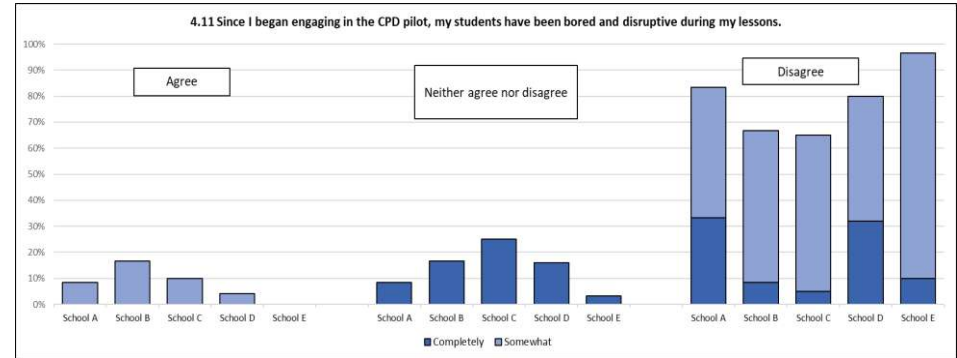


FIGURE 57

Teachers (shown by school) claiming that since engaging in the CPD pilot their students are learning better

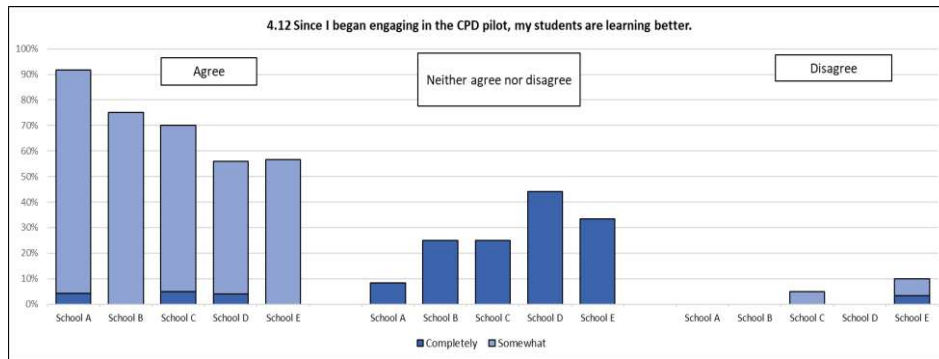
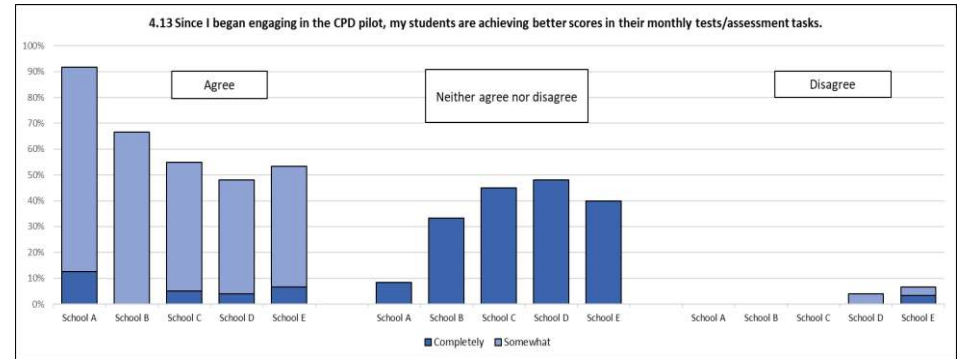


FIGURE 58

Teachers (shown by school) reporting that since engaging in the CPD pilot their students are achieving better scores in their monthly tests/ assessments



Annex 3: Teacher CPD survey

Teachers in the five micro-pilot schools will be asked to respond to an online survey at mid-term and end point. The following survey is based on the evaluation questions in the M&E system and will be transformed into an online survey in the Khmer language.

Introduction

The MoEYS with support from UNESCO through the STEPCam programme is in the process of introducing a new Continuous Professional Development (CPD) system for educators, supported by an Human Resource Management Information System (HRMIS), which are being piloted in your school. This survey is part of the mid-term evaluation of the CPD and HRMIS system pilot. You are asked to take part in this survey because you are participating in the pilot. Your responses will help the CPD and HRMIS systems to be improved. Your participation is therefore greatly appreciated. However, if you would prefer not to take part, you may decline. If you go ahead with the survey, your responses will be used in the evaluation report but will be anonymous. Your name will not be used, and nobody will know how you responded. The information you provide will only be used for the purposes of the evaluation.

I agree to take part in the mid-term evaluation survey and give permission for my responses to be used in the evaluation report. I understand these responses will be anonymous and will not be attributed to me.

Yes, I consent No, I do not consent (end of survey)

1. Policy and system

To what extent do you agree with the following statements? Please choose the response which fits best, ranging from “completely disagree” to “completely agree”

1.1 I am satisfied with the standard of teaching in my school overall.

Completely disagree Somewhat disagree Neither agree nor disagree Somewhat agree Completely agree

1.2 I am dissatisfied with the standard of teaching I am able to provide to my students overall.

Completely disagree Somewhat disagree Neither agree nor disagree Somewhat agree Completely agree

1.3 I am satisfied with the amount of continuous professional development I am able to access.

Completely disagree Somewhat disagree Neither agree nor disagree Somewhat agree Completely agree

1.4 I am satisfied with the quality of continuous professional development I am able to access.

Completely disagree Somewhat disagree Neither agree nor disagree Somewhat agree Completely agree

1.5 Teachers need to be able to engage in appropriate CPD based on their own needs and interests on a regular basis.

Completely disagree Somewhat disagree Neither agree nor disagree Somewhat agree Completely agree

1.6 It is important for teachers to be lifelong learners, who continuously improve their skills and knowledge.

Completely disagree Somewhat disagree Neither agree nor disagree Somewhat agree Completely agree

1.7 Teachers are not professionals; therefore, it does not matter whether or not they keep their skills and knowledge up to date.

Completely disagree Somewhat disagree Neither agree nor disagree Somewhat agree Completely agree

1.8 In Cambodia, CPD for teachers is a priority for the MoEYS.

Completely disagree Somewhat disagree Neither agree nor disagree Somewhat agree Completely agree

2. Interventions

2.1 I have benefited from at least one CPD activity in the past month. Yes No Don't know

2.2 I have benefited from two or more CPD activities in the past month. Yes No Don't know

2.3 I have benefited from a CPD needs assessment in the past month. Yes No Don't know If "no" or "don't know" go to 2.5

2.4 If yes, the CPD needs assessment is helping me to address my professional learning needs.

Completely disagree Somewhat disagree Neither agree nor disagree Somewhat agree Completely agree

2.5 I have developed a Professional Learning Plan (PLP) since the beginning of the pilot. Yes No Don't know

2.6 My Professional Learning Plan (PLP) reflects and is compatible with my real CPD needs and real job as a teacher

Completely disagree Somewhat disagree Neither agree nor disagree Somewhat agree Completely agree

2.7 I am engaging in the activities laid out in my professional learning plan.

Completely disagree Somewhat disagree Neither agree nor disagree Somewhat agree Completely agree

2.8 I am a member of a professional learning community. Yes No Don't know If "no" or "don't know" go to 2.11

2.9 If yes, I regularly engage with other members of the professional learning community or undertake CPD activities with them.

Completely disagree Somewhat disagree Neither agree nor disagree Somewhat agree Completely agree

2.10 If yes, I find the professional learning community beneficial in supporting my CPD.

Completely disagree Somewhat disagree Neither agree nor disagree Somewhat agree Completely agree

2.11 I have undergone a staff appraisal in the past six months. Yes No Don't know If "no" or "don't know" go to 2.13

2.12 If yes, I found the appraisal useful in determining my professional learning needs.

Completely disagree Somewhat disagree Neither agree nor disagree Somewhat agree Completely agree

2.13 Have you earned any CPD credits? Yes No Don't know If "no" or "don't know" go to 2.16

2.14 If so, how many credits? Drop down menu: 0, 1, 2 3, 4, 5

2.15 If so, are these credits recorded in the CPD module of the HRMIS of the MoEYS? Yes No Don't know

2.16 Overall, my recent experience of engaging in the CPD pilot has been very positive.

Completely disagree Somewhat disagree Neither agree nor disagree Somewhat agree Completely agree

2.17 Overall, my recent experience of engaging in the CPD pilot has been very disappointing.

Completely disagree Somewhat disagree Neither agree nor disagree Somewhat agree Completely agree

2.18 Is there any aspect of the CPD system (including the CPD offerings, CPD needs assessment, professional learning plans, professional learning community, CPD credit system, or other aspects) which you consider could be improved? Yes No Don't know If "no" or "don't know" go to 3.1

2.19 If so, please give details. Open ended response (100 characters max).

3. Outputs

3.1 Which, if any, have you seen of the following communications materials produced by the MoEYS to support the CPD system? Dropdown menu allowing multi responses: video, social media posts, posters, bookmarks, other. If none selected go to 3.5

If so, to what extent do you agree with the following statement?

3.2 I have seen the communications materials frequently in several different settings.

Completely disagree Somewhat disagree Neither agree nor disagree Somewhat agree Completely agree

3.3 I found the communications materials engaging and informative.

Completely disagree Somewhat disagree Neither agree nor disagree Somewhat agree Completely agree

3.4 The communications materials did not seem relevant to me.

Completely disagree Somewhat disagree Neither agree nor disagree Somewhat agree Completely agree

3.5 Have you received any training in the new CPD and HRMIS systems in the past 6 months? Yes No Don't know

If so, to what extent do you agree with the following statements? If "no" or "don't know", go to 3.11.

3.6 The training helped me to understand the CPD system and was clear and informative.

Completely disagree Somewhat disagree Neither agree nor disagree Somewhat agree Completely agree

3.7 The training helped me to understand the HRMIS system.

Completely disagree Somewhat disagree Neither agree nor disagree Somewhat agree Completely agree

3.8 The training was confusing and did not help me to understand the CPD and HRMIS systems.

Completely disagree Somewhat disagree Neither agree nor disagree Somewhat agree Completely agree

3.9 Is there any aspect of the training which you consider could be improved? Yes No Don't know

3.10 If so, please give details. Open ended response (100 characters max).

3.11 Have you downloaded the HRMIS mobile app? Yes No Don't know If "no" or "don't know" go to 4.1

3.12 Have you used the mobile app to check your personal data within the HRMIS? Yes No Don't know If "no" or "don't know", go to 3.15.

3.13 Did you use the mobile app to communicate any aspects of your data which required amendment? Yes No Don't know If "no" or "don't know", go to 3.15.

3.14 If so, was the data amended accordingly in the HRMIS system? Yes No Don't know

3.15 Have you used the mobile app to view your CPD credits? Yes No Don't know

3.16 Have you used the mobile app to consult the list of available CPD offerings? Yes No Don't know

3.17 Have you used the mobile app to enrol in a CPD offering? Yes No Don't know

3.18 Is there any aspect of the mobile app which you consider could be improved? Yes No Don't know If "no" or "don't know", go to 4.1

3.19 If yes, please give details. Open ended response (100 characters max).

4. Outcomes

To what extent do you agree with the following statement?

4.1 As part of the CPD system pilot, I have been offered CPD which corresponds to my individual needs.

Completely disagree Somewhat disagree Neither agree nor disagree Somewhat agree Completely agree

4.2 I have been offered CPD which was not relevant to my individual needs.

Completely disagree Somewhat disagree Neither agree nor disagree Somewhat agree Completely agree

4.3 Engaging in the CPD pilot has begun to improve my knowledge, skills, motivation and professionalism.

Completely disagree Somewhat disagree Neither agree nor disagree Somewhat agree Completely agree

4.4 Engaging in the CPD pilot was a waste of my time and did not help me at all.

Completely disagree Somewhat disagree Neither agree nor disagree Somewhat agree Completely agree

4.5 I have been able to begin to apply knowledge and learning from engaging in the CPD pilot in my classroom teaching.

Completely disagree Somewhat disagree Neither agree nor disagree Somewhat agree Completely agree

4.6 I feel engaging in the CPD pilot is starting to make me a more effective teacher.

Completely disagree Somewhat disagree Neither agree nor disagree Somewhat agree Completely agree

4.7 I feel engaging in the CPD pilot is making me a more motivated teacher.

Completely disagree Somewhat disagree Neither agree nor disagree Somewhat agree Completely agree

4.8 I feel engaging in the CPD pilot is making me a more confident teacher.

Completely disagree Somewhat disagree Neither agree nor disagree Somewhat agree Completely agree

4.9 I do not feel engaging in the CPD pilot has made any difference to my teaching.

Completely disagree Somewhat disagree Neither agree nor disagree Somewhat agree Completely agree

4.10 Since I began engaging in the CPD pilot, my students appear more engaged.

Completely disagree Somewhat disagree Neither agree nor disagree Somewhat agree Completely agree

4.11 Since I began engaging in the CPD pilot, my students have been bored and disruptive during my lessons.

Completely disagree Somewhat disagree Neither agree nor disagree Somewhat agree Completely agree

4.12 Since I began engaging in the CPD pilot, my students are learning better.

Completely disagree Somewhat disagree Neither agree nor disagree Somewhat agree Completely agree

4.13 Since I began engaging in the CPD pilot, my students are achieving better scores in their monthly tests/assessment tasks.

Completely disagree Somewhat disagree Neither agree nor disagree Somewhat agree Completely agree

Thanks and data use

Thank you very much for taking part in this survey. Your responses will be used anonymously and only for the purposes of the mid-term evaluation. Your responses are extremely valuable and will help to improve the quality of the CPD and HRMIS systems. You may be contacted again in July and asked to take part in the final evaluation of the CPD and HRMIS pilot. You will once again be free to accept or decline.

Annex 4: CPD communications materials, HRMIS web portal and mobile app



← ពិនិត្យមើល ចំនួនក្រេឌិត

#	សកម្មភាពអនុវត្ត	ក្រេឌិត	កាលបរិច្ឆេទ
1	ការប្រើប្រាស់បច្ចេកវិទ្យាព័ត៌មាន និងសារគមនាគមន៍ (ICT) សម្រាប់ការបង្រៀននិងរៀន	1	08-03-2022

