



**Interactive Teacher Training Pilot
End of Project Evaluation Report
April 2017**



END OF PROJECT EVALUATION REPORT

INTERACTIVE TEACHER TRAINING PILOT 2016-17

This report was produced at the request of Hands Across the World. It was prepared independently by Jennifer Gwynn.

DISCLAIMER

The author's views expressed in this report do not necessarily reflect the views of Hands Across the World Limited.

ACRONYMS

HATW	Hands Across the World
ITTSR	Interactive Teacher Training Siem Reap Pilot 2016-17
ITT	Interactive Teacher Training
NGO	Non-governmental organisation
SMART	Specific, Measurable, Achievable, Realistic, Timely

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EXECUTIVE SUMMARY

The 'Interactive Teacher Training Siem Reap' course (ITTSR) was a ten-month pilot project which ran from June 2016 to March 2017 in Siem Reap, Cambodia. The ITTSR curriculum was based on the CELTA course for teaching English as a second language. As such, it was a short course specifically aimed at teaching languages through interactive, communicative approaches which focus on student participation and learning through activities. It had four core objectives:

- i. Build trainees' confidence in their teaching capabilities.
- ii. Improve the quality of teaching through interactive, student-centred methods.
- iii. Build the capacity of teachers to return to their classrooms and keep working on the topics covered in training sessions.
- iv. Give the teachers the ability to deliver clear learning outcomes for the students.

To keep costs to a minimum and test the concept before seeking funding, the pilot was voluntarily run by a team of coordinators and trainers with a range of experience working with local organisations and teachers. Throughout the duration of the project, limited evaluation took place due to resource constraints. The purpose of this end-of project evaluation was to identify what impact ITTSR has had on the target beneficiaries in relation to intended outcomes, to assess the relevance and efficiency of the project and to make recommendations for future programmes. Specifically:

- 1) Evaluate the outputs, outcomes and impact of the ITTSR pilot project against its four objectives.
- 2) Assess the core project structures, efficiency and identify any major problems or constraints.
- 3) Assess whether aims and objectives of the programme are still relevant.
- 4) Draw lessons learned and make recommendations for future programming.

Findings identified that whilst an impressive 94% of the planned training sessions were coordinated and delivered by the team of volunteers, the structure and availability of staff presented coordination and quality challenges to project including:

- coordinators left the project early leaving incomplete records and inconsistent support;
- it was not possible to find trainers to deliver all sessions;
- the quality of training delivery varied with some trainers targeting the lessons at the wrong level and many sessions delivered as a 'one-off' by trainers;
- limited data was collected at the start and during the course to inform monitoring and evaluation;
- there were insufficient skilled staff to undertake trainee observations and to provide mentoring support (13% of the target number of observations were conducted).

Due to incomplete records, the exact figures are unknown but the trainee completion rate was between 63% and 80%, with particularly strong attendance during the second phase of the course (Sessions 10-33). In total, 20 trainees completed the course, and 85% (18) had an attendance rate of 60% or higher.

Despite challenges, the project delivered some significant results. Twenty trainees representing seven NGOs completed the course and graduated on 1st April 2017. Combined, these trainees teach a total of 1,223 children on a weekly basis. Twenty trainees, seven ITTSR staff and staff from seven NGOs participated in the course evaluation, which identified the following:

- 100% of NGO management who oversee their teachers' performance and participated in evaluation reported that the trainees' teaching practice had improved.
- 89% of trainees agreed - 13 of whom strongly agreed - that ITTSR is very helpful for teachers (the other 11% returned blank answers).
- 89% of trainees agreed - 3 of whom strongly agreed - that their teaching had improved because of ITTSR (the other 11% returned blank answers).
- Eight respondents (42%) requested continued ITTSR training in the open-ended 'general comments and suggestions' section of the evaluation questionnaire.
- Two NGOs asked if they could share the resources and techniques to benefit their other teachers.

The strong outcomes reported by the trainees who completed ITTSR and their NGO managers, combined with strong evidence during observations that trainees can and do integrate the course methodology into lessons, identified that the concept has helped untrained teachers to transform their practice. However, the lack of available baseline or mid-term data means it is not possible to make before and after comparisons to accurately assess the impact of the project against planned objectives.

Overall, in relation to project objectives, the research revealed that ITTSR:

- increased the confidence of all trainee teachers who completed the course and responded to feedback (19 respondents of 20 trainees);
- improved the quality of their teaching through interactive, student-centred methods, albeit unquantifiable and to varying degrees;
- built the capacity of most trainees to implement the training techniques in their classes to some degree (those with low attendance and low levels of English demonstrated less understanding and implementation during observations);
- partially supported trainees to deliver clear learning outcomes for the students - more extensive support and guidance is necessary to develop this further.

Furthermore, findings from research with both the NGOs and their teacher trainees indicate that there remains a persistent lack of accessible teacher training opportunities in the Siem Reap region. Aside from the government training for teachers of the Khmer curriculum in government schools (which lasts two years), all other available courses appear to be short term, from a few days to two months long. ITTSR was reported to be the only non-government training course offering long-term workshops and support. Often, the local NGOs draw on foreign volunteers to supplement their teaching and learning programmes.

It is recommended that any consecutive Interactive Teacher Training course be run by a paid team of project and teacher training staff, with clearly defined roles and responsibilities. The project objectives should be revised and redefined and mechanisms put in place to collect the necessary data for monitoring, evaluation and learning at the start, during and end of the project. In scoping the project, the training needs of teachers beyond the informal education system should be considered to maximise the potential impact the project could offer in future.

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

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

EVALUATION PURPOSE & SCOPE

The 'Interactive Teacher Training Siem Reap' course (ITTSR) was a ten-month pilot project which ran from June 2016 to March 2017 in Siem Reap, Cambodia. Throughout the duration of the project, limited evaluation took place due to resource constraints. This evaluation is an end-of project evaluation for ITTSR. The purpose is to identify what impact ITTSR has had on the target beneficiaries, to assess the relevance and efficiency of the project and to make recommendations for future programmes.

The intention is for the findings to be used to inform decisions on continuation of the project beyond the pilot phase, in which case Hands Across the World (HATW) would seek external funding. Specifically, this evaluation will inform whether to run the project again, how to run the project again for maximum efficiency and impact and the funding that would be required to do so.

The main audiences for the evaluation report are the Board of Trustees and senior management of Hands Across the World (the implementing charity). Secondary audiences are potential future funders of the project and potential future implementing partners and staff who may contribute to the project should it be continued as part of Hands Across the World's programme work.

The evaluation research was guided by four objectives:

- 1) Evaluate the outputs, outcomes and impact of the ITTSR pilot project against its four objectives.
- 2) Assess the core project structures, efficiency and identify any major problems or constraints.
- 3) Assess whether aims and objectives of the programme are still relevant.
- 4) Draw lessons learned and make recommendations for future programming.

PROJECT BACKGROUND

The ITTSR project was initiated as a pilot by Hands Across the World and run in collaboration with eight non-governmental organisations (NGOs) operating in and around the Siem Reap district¹. The concept for the project was developed in response to a need identified by various NGOs who work to improve the quality of education and learning outcomes for youths by supplementing government education with additional classes in English and other subjects. Due to the poor quality of education and the lack of qualified teachers in Cambodia, kind-hearted community members, who may not have received any training or higher education themselves, often take over or contribute to the education of village children in rural non-government schools. Whilst this increases the provision of education, quality remains limited and methodology follows traditional rote, transactional learning approaches. Thus, the pilot training course and curriculum were designed to provide progressive, interactive teaching methods to local teachers working or volunteering at a non-government school with little or no formal teacher training.

The pilot was designed collaboratively and resources were pooled to promote the course, oversee the trainee application and screening process, develop a curriculum and recruit coordinators and teacher

¹ Participating NGOs: Angor Kids Centre (registered in Cambodia as 'All for Kids' in 2017); Green Gecko Project; Helping Hands; Human and Hope; Kidtea; Light of Nations, Pagna Children's Education Fund and The Ponheary Ly Foundation

trainers. The facilities for the course were provided pro bono by the Australian Centre for Education (ACE), Siem Reap, who hosted the weekly training sessions and an end-of-course graduation ceremony. In addition, 17 trainers and coordinators volunteered their time to manage the course, deliver the training sessions to trainees and conduct field visits to observe trainee teachers, thus keeping outgoing costs of the pilot project to a bare minimum. The HATW coordinator received a small stipend whilst in-country for the last three months of the project. Thanks to the efforts of the team of collaborators, the pilot project was run on a very low budget of US\$ 2,500 and funded by HATW who raised unrestricted funding through events and one-off donations.

The overarching goal of the project was to pilot a new approach to improve the quality of education in local classrooms in the Siem Reap district through training the teachers in interactive teaching techniques, which they could implement in their lessons. Specifically, the four core objectives were:

- i. Build trainees' confidence in their teaching capabilities.
- ii. Improve the quality of teaching through interactive, student-centred methods.
- iii. Build the capacity of teachers to return to their classrooms and keep working on the topics covered in training sessions.
- iv. Give the teachers the ability to deliver clear learning outcomes for the students.

The development hypothesis was that 35 weekly training sessions, supported by class observations of each trainee twice a month, would introduce teachers to practical activities which they could take back to their respective organisations or schools and use in their lessons. It was anticipated that this would increase their capacity to teach using more interactive, student-centred methods, which would in turn improve their students' educational experience and learning outcomes.

METHODS

The ITTSR end-of course evaluation was undertaken between 7th and 31st March 2017 in Siem Reap, Cambodia. It comprised a desk-based document review, trainee class observations, trainee questionnaire and discussion, interviews with staff at the trainees' NGOs, and interviews with ITTSR coordinators and trainers. The latter were conducted through a mixture of face to face, email and Skype conversations.

- 1) **Document review** – a map of existing documentation was created and core documents containing relevant data were identified and reviewed. Relevant information and data collected at the start of and during the course were extracted in relation to the evaluation aims.
- 2) **Trainee class observations** – field visits were made to each NGO to observe all 20 trainees in their classrooms and assess whether there was evidence of ITTSR concepts and activities being integrated into their teaching practice. However, one of the trainees does not teach a regular class as she is primarily a librarian but stands in as a teacher when required. Another trainee was an assistant to the teacher who led the class. Thus, 18 trainees were observed teaching. Feedback was shared with all observed trainees to support their personal development.
- 3) **Trainee questionnaire and group discussion** – of the 20 trainees who completed ITTSR, 12 attended an evaluation session on 18th March 2017 where



they answered an individual feedback questionnaire and participated in group discussions. Questionnaires were distributed to the remaining eight trainees during field visits. In total, 19 of the 20 trainees returned feedback questionnaires, however, two did not answer questions in the final section where a Likert scale of agreement was used (see Annex 5).

- 4) **NGO staff interviews** – during the field visits for class observations, interviews were held with NGO management. The purpose of this was two-fold: 1) to gain feedback on the management, delivery and impact of the course; 2) to cross-check the validity of findings related to the trainees’ teacher capacity development and the impact of ITTSR revealed through trainee feedback and class observations.
- 5) **ITTSR staff interviews** – interviews were conducted with seven ITTSR trainers and coordinators face to face, by email or by Skype; six of whom had delivered one or more training sessions; two of whom had also undertaken coordination roles; and a third who was an NGO staff member and mentor of one of the trainees. The seventh undertook a fixed-term coordination role only.

Both quantitative and qualitative data were collected and are presented in the findings, including quotes. In some cases, the grammar of quotes has been amended for ease of reading. However, this is minimal and care has been taken to ensure meaning has not been changed in any way.

LIMITATIONS

- The research was undertaken with three core groups of participants: ITTSR staff (trainers and coordinators), ITTSR trainees who completed the course, NGO staff and management of the latter trainees. Only those who responded and were willing to provide feedback were included.
- All participants therefore showed a strong level of interest and commitment to the course having consistently attended or continuing to be engaged after 6-10 months.
- Some trainee participants had received no prior training and had limited experience, whilst others had received significant support through their NGO.
- Trainees who withdrew during the first part of the course, and from their NGO management were not included. Whilst their feedback would have been highly insightful, incomplete records meant it would have been extremely time-consuming to pursue this source of feedback.
- Due to the absence of baseline data on the trainees’ existing teaching knowledge, methodology and practice, or data on their students’ learning outcomes and perspectives on their experiences in class it was not possible to make before and after comparisons. It is therefore difficult to reliably discern what is a direct result of ITTSR and what may have been learned through other training or experiences.
- Existing notes from mid-course class observations provided some feedback on trainees’ teaching performance but did not record practice in direct relation to ITTSR topics and training delivered. It was therefore not possible to draw data to assess impact on changes to teaching practice from the existing mid-course observation notes, and these were excluded from the research data.

FINDINGS

PARTICIPATION AND TRAINEE DATA

In total, 20 trainees representing eight NGOs participated in the course, and graduated on 1st April 2017. These 20 trainees attended regularly either from Session 1 in the beginning or from Session 11 when a new group of eight trainees was integrated into the course until Session 33, the final session. All 20 trainees who attended from their first session (be it Session 1 or Session 11) to Session 33 are considered to have ‘completed’ the course. Attendance records are complete for these trainees.

Table 1. Summary of data collection and evaluation methodology

DATA COLLECTION				PURPOSE			
Tools and sources	Popula- tion size	Target sample	Sample size	Impact	Structure & efficiency	Relevance of aims	Lessons & recommen- dations
Document analysis	n/a	n/a	n/a	✓	✓	✓	✓
Trainee questionnaire	20	20	19	✓	✓	✓	✓
Trainee class observations	20	20	18	✓			
Interviews - NGO staff	8	8	7	✓	✓	✓	✓
Interviews - ITTSR staff	17	17	7		✓	✓	✓

The existing data on participation and attendance, shown in Table 2, identifies that five trainees enrolled but left the course before Session 10. It is unclear whether a further nine trainees participated but left during Sessions 1-10 due to missing data in the records. Therefore, between 17 and 26 trainees participated in Sessions 1-10, of whom 12 completed the course and are included in the group of 20 above.

Including or excluding the nine undetermined trainees provides two different data sets which constitute the maximum number of trainee participants and the minimum number of trainee participants. These therefore provide two sets of drop-out and completion rates for ITTSR. The maximum (a) includes all participant trainees whose name appeared on the attendance list (34 participants) and gives a completion rate of 63%. The minimum (b) includes only the trainees on the attendance list who have attendance marked against their name at some point during sessions 1 – 33 (25 participants) and gives a completion rate of 80%.

Trainees and a trainer believe that reasons for drop-out during part one of the course include that it was too easy or difficult in terms of theory and/or language which could be improved by better targeting and selection of trainees, and a lack of identified learning outcomes which could be improved by revision of the curriculum.

Table 3. Participants and attendance

Attended	# trainees
Sessions 1-33	12
Sessions 11-33	8
Partial attendance and left course during Sessions 1-10	5
Unclear if / when attended Sessions 1-10	9
TOTAL	34

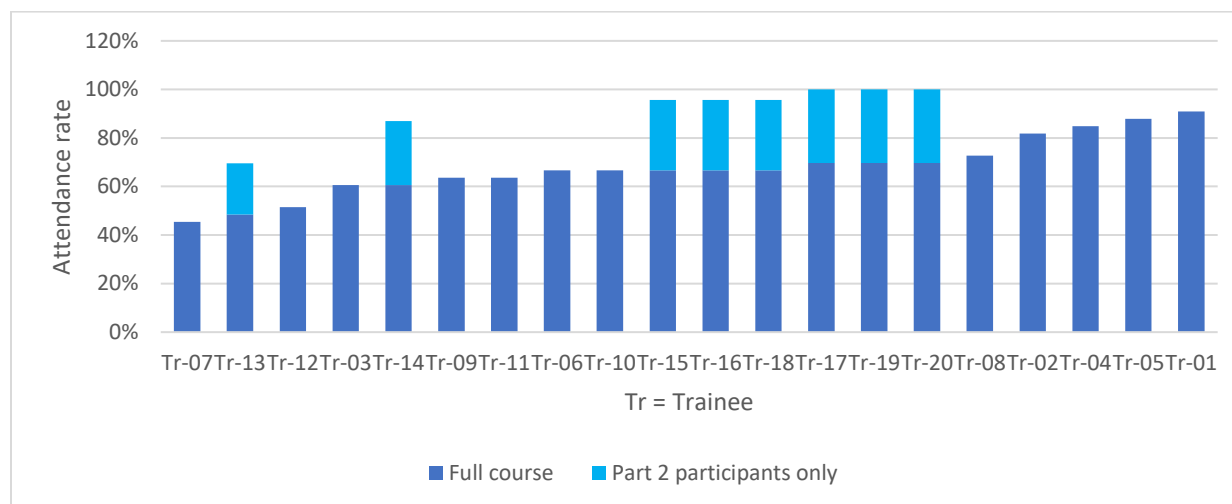
Table 2. Completion and drop-out rates

Sessions	Completion rate	Drop-out rate
Session 1-10:		
a) 26 participants	46%	54%
b) 17 participants	71%	29%
Session 11-33:		
20 participants	100%	0%
Session 1-33		
a) 34 participants	63%	37%
b) 25 participants	80%	20%

ATTENDANCE RATES

Originally, the target attendance for those completing the course was 80%. However, as the project evolved, it became clear that this was an ambitious target for a pilot project with a group of busy

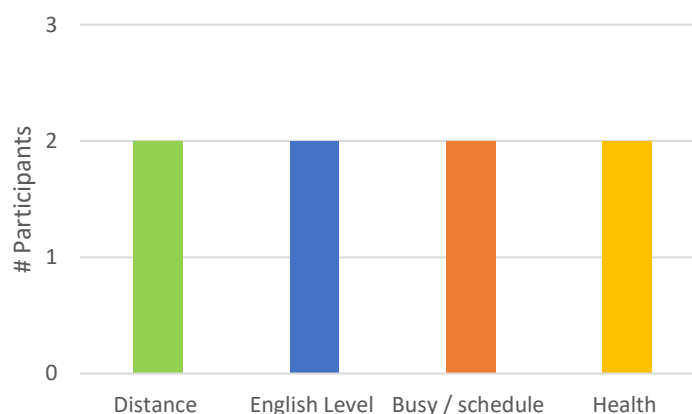
Figure 1. Trainee attendance rates for full course and part two participants



Cambodian teacher-trainees working and/or studying up to an hour away from the training site. It was therefore determined that for the purposes of the pilot, the attendance pass rate should be set at 60% but that lower would be accepted as course completion on a case-by-case basis if participation extended throughout the course i.e. not just at the beginning or end.

Of the 20 trainees who completed the course, 85% (18) had an attendance rate of 60% or higher. For the two trainees whose attendance rate was below 60% both participants responded ‘yes’ to the question ‘was it difficult to attend ITTSR?’, citing their level of English and a busy schedule (Table 4).

Figure 2. Reasons why difficult to attend ITTSR



In total, eight respondents said it was difficult (6) or sometimes difficult (2) to attend ITTSR. They gave the reasons of distance (a long way to travel); English Level (they have limited command of English affecting comprehension); they are very busy or had conflicting schedules; and illness affecting their attendance (see Figure 3).

Table 4. Reasons given by trainees with attendance below 60% who found it difficult to attend

Participant	Attendance rate	Difficult to attend because:	Reason classification
Tr-07	45%	I have other class at university at 2.30	Busy / schedule
Tr-12	52%	Difficult to listen, speak English because of my poor knowledge	English level

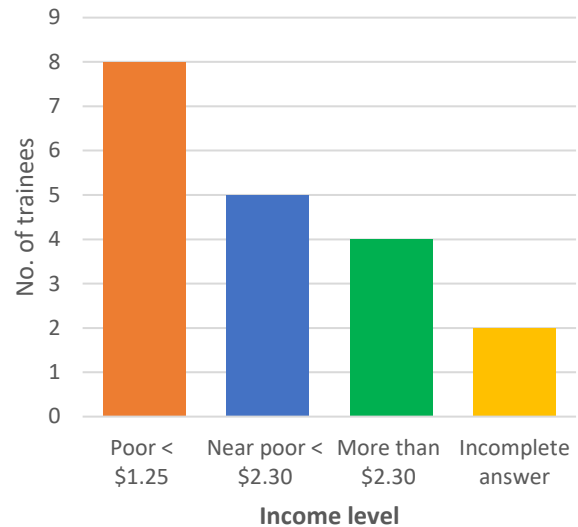
TRAINEES' SOCIO-ECONOMIC STATUS

Though the poverty rate of people living on less than US\$1.25 per day in Cambodia has decreased to around 17.5% (3 million people), more than 8.1 million people are 'near poor' and live on less than US\$2.30 per day.² Evaluation findings indicate that most of the trainees live in households which can be classified as 'poor' or 'near poor' in terms of their household's income level. The average daily income per person is \$1.93 across the 17 trainees who provided household income data (Figure 4).

Income calculation – the questionnaire collected data on the number of people and total income of each trainees' household using monthly income brackets of less than US\$150, US\$150-250, US\$250–350 etc) Income level was calculated by taking the mid-number and dividing by number in the household for monthly income per person, and by 30 days for daily income per person. For example, five people living in a household earning \$150-\$250 per month was calculated as below.

$$\begin{aligned} \$200 \div 5 &= \$40 \text{ per person per month} \\ &\downarrow \\ \$40 \div 30 &= \$1.33 \text{ per person per day} \end{aligned}$$

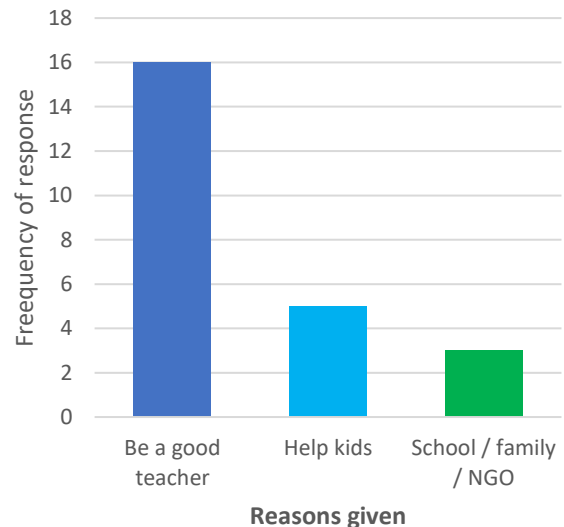
Figure 3. Socio-economic status of trainees



MOTIVATION TO STUDY ITTSR

Questionnaire respondents were asked the open-ended question 'what motivated you to study ITTSR?' Their responses could be categorized by a desire to learn/be a good teacher, to help the children in their community or motivated by their family, school or NGO. A high proportion, 84%, were keen to learn and/or be a good teacher as can be seen in Figure 2.

Figure 4. Trainees' motivation to study ITTSR

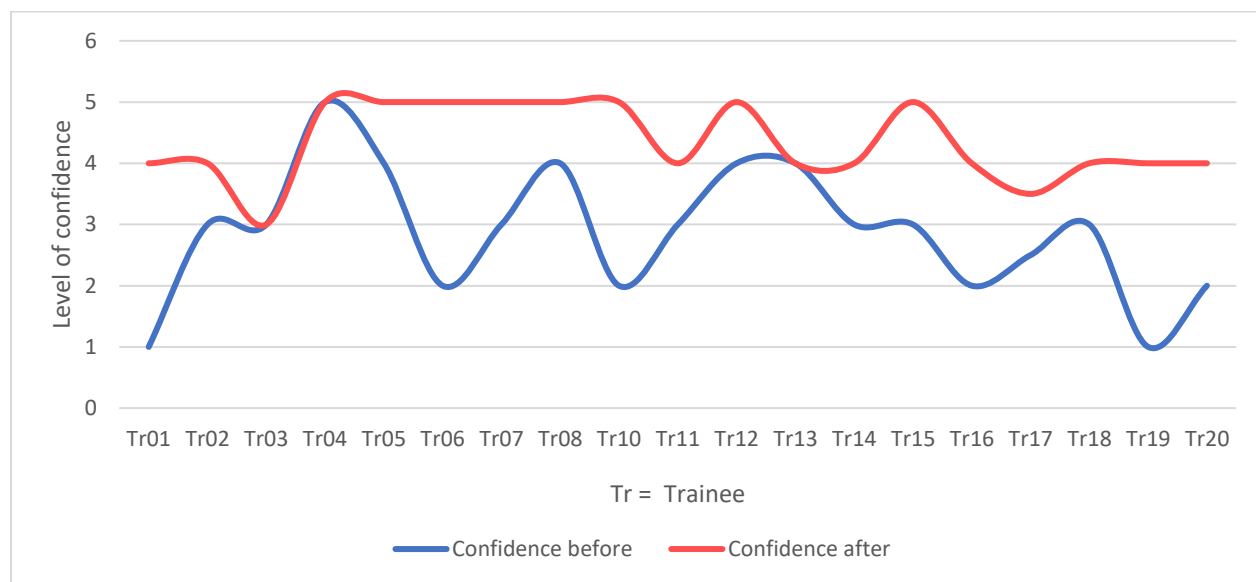


TRAINEE CONFIDENCE

When asked in the questionnaire whether ITTSR course had increased their confidence, 100% of respondents answered 'yes'. They were also asked to rate their confidence before and after the course on a scale of 1 (low) to 5 (high). Most trainees reported that their confidence had increased by one point (8), with four trainees reporting a significant increase of two and a further four reporting an increase of three points in the level of their confidence as teachers because of ITTSR.

² World Bank. (2015, October 22). Cambodia Overview. Retrieved from The World Bank: <http://www.worldbank.org/en/country/cambodia/overview>

Figure 5. Trainees' self-reported confidence level before and after ITTSR



PERSPECTIVES ON ITTSR

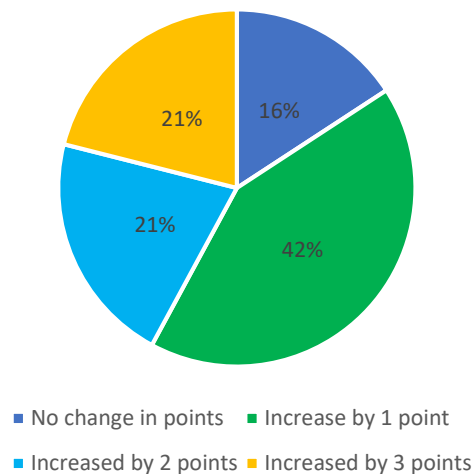
In the questionnaire, trainees were asked open-ended questions about what they found the most and least useful about the ITTSR course. In interpreting their responses, it is worth noting that critical feedback was not expected to be forthcoming from the trainees partly due to cultural tendencies in providing such feedback directly, but also because of a perceived level of enthusiasm and commitment amongst trainees. To try to mitigate against this, it was explained that we wanted to know the bad bits and we could only learn how to improve through their help. In addition, NGO managers whose teachers had attended were asked about the feedback they had received, and about their own perspectives.

A number of common themes emerged in the trainees' feedback on what they found most useful, and these were categorized as detailed in Figure 8. It shows, learning new techniques and methods came out as a strong favourite with 74% of trainees (14) noting this, followed by lesson planning and structure which 42% of trainees (8) highlighted. Elements that were highlighted by more than one respondent were the materials and activities they were introduced to (3), learning about classroom management (3) and learning about different learner styles (2).

Other elements reported as useful included:

- Some feedback
- How to teach speaking
- Assessment
- How to teach grammar
- Increased confidence and ability to teach
- Understanding of pronunciation

Figure 6. Increase in self-reported level of confidence on a scale of 1 to 5 points



Here, ‘some feedback’ is interpreted as meaning that some of the feedback on observations was useful, as feedback was not shared with trainees after all visits to the school due to the limited teaching skills of the coordinator who attended. Overall, feedback on the course content was positive and 14 of the 19 trainees reported that they did not find any topics were not useful (74%). Of those who did comment, the only topic that occurred more than once was ‘Language systems’ (see Table 5).

Figure 7. Trainee feedback on the most useful things about ITTSR

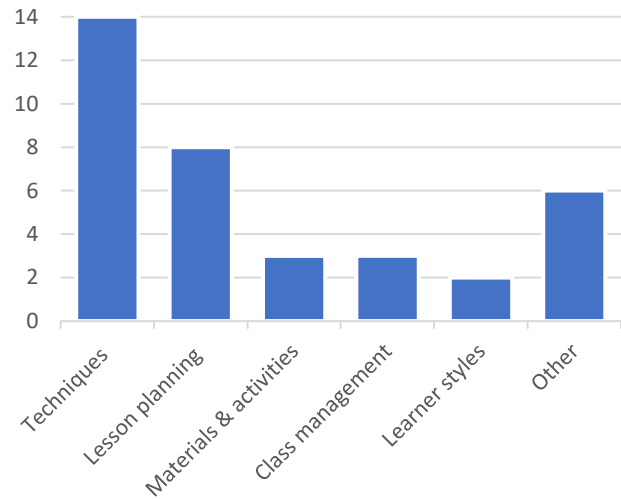


Table 5. Trainee feedback on the least useful things about ITTSR

Response	#	Response details
Nothing (11) / all useful (3)	14	<ul style="list-style-type: none"> – None, nothing, no not at all, I think it isn't [Tr-03, 05, 12, 13, 14, 15, 16, 17, 18, 19, 20] – No, think that everything that teach me is very important all of teaching. [Tr-02] – Every lesson has benefit for my teaching [Tr-10] – All useful <i>but some teachers cannot transfer the easy way to explain us. Some lesson I already learned.</i> [Tr-07]
Least useful	6	<ul style="list-style-type: none"> – Lesson plan; grammar [Tr-01] – Language and language systems [Tr -04] – Language systems [Tr -06] – Skill for teaching speaking, writing, listening, reading [Tr -08] – I have new idea [Tr -11] – <i>All useful but some teachers cannot transfer the easy way to explain us. Some lesson I already learned.</i> [Tr-07]

IMPROVED QUALITY OF TEACHING

During evaluation, 100% of the responses to the Likert scale question either agreed or strongly agreed that they think the course is useful for teachers and that they think they are a better teacher because of the course. However, it can be noted that trainee opinion is stronger in relation to the usefulness of ITTSR than in relation to being a better teacher because of ITTSR. Four respondents strongly agreed that they are a better teacher and 14 agreed, whilst 13 respondents strongly agreed that the course is useful and four agreed. There was a strong feeling that trainees would like more support to use the ITTSR ideas in their course as all 17 respondents agreed, 10 of whom strongly agreed.

Comments from discussion with trainees about what has changed as a result of ITTSR indicated that there have been improvements in their lesson delivery, and their students' experience of learning as a result of attending ITTSR. These comments include:

After this course, I know a lot of solutions to deal with issues in class; kinds of students in class and more. [Tr-02]

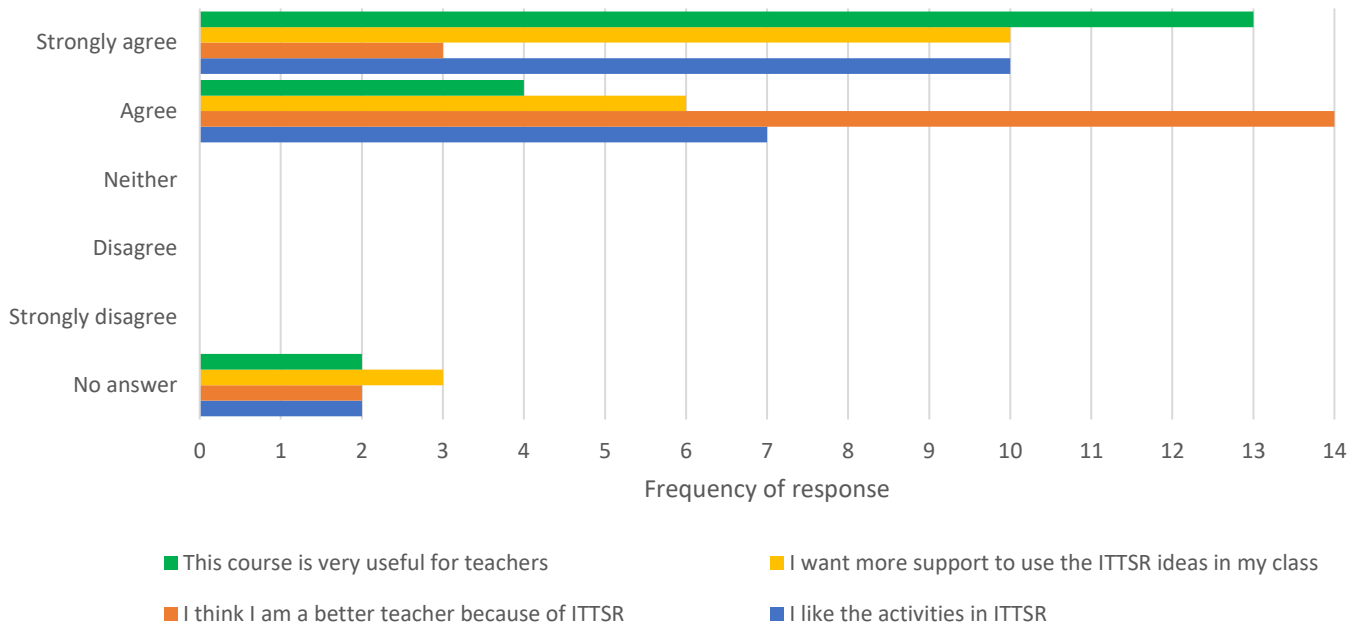
Students are now more excited. Attendance has improved in last 6 months – they want to come to class. Wants to share techniques with colleagues. [Tr -03]

It's the first time I thought of seating arrangements and grouping. Lesson planning especially aims, learning styles of kids. It has reduced teacher talk time. [Tr -07]

Students play games and are very happy; students attend class more; students are brave; students enjoy the lesson with me teaching; students understand about the lesson [Tr -11]

Students attend class more; students play games; students are brave; students enjoy the lesson that teach by teacher [Tr -12]

Figure 8. Trainee responses to statements using a Likert Scale of agreement



NB: 2 of 19 questionnaire respondents did not answer the Likert scale question section.

In the open-response general comments section of the questionnaire, seven trainees wrote that they thought the ITTSR course was good, four of whom said it was ‘very good’. In addition, six trainees requested that ITTSR continue or be run again as they would like to attend. This is further supported by feedback from the trainees’ NGO staff who reported seeing improvements to planning and delivery of lessons (2), use of a wider range of resources and activities (3), student attendance and learning (2). NGO 8 did not participate in the interview but shared their feedback comment through email.

Very good activities. They do more, good skills. They're much better. The full time teachers are less tired than before as they find it easier to plan classes and the activities really help. [NGO1]

One thing is more activities, he can make more resources. Since [trainee name] started he's seen string, games, competition. I think he adapt a lot of techniques. It has really improved his teaching. He has not yet finished high school so this is a big success for him – the first time in teaching. Can notice that the students learn from him. [NGO2]

His knowledge, style and activities have improved remarkably. Students are interested and willing to learn, increased attendance in class. [NGO3]

Planning and delivery have improved. It has built his confidence. Thinks ITTSR is absolutely necessary and can see the difference. He's there 20 mins before his lesson, prepping the class. He's planning his course. [NGO4]

Teaching techniques taught in the ITTSR were implemented such as – lesson planning, - intonation amendments, - reading practices. [NGO5]

They got much better. Was all Khmer style – all Teacher Talk Time and no student-teacher. Need more things to get students involved. They get better techniques and have more ideas. Notice they're really different in organising, explaining examples, more worksheets for students, more games, activities... Classes were quiet, no activity. They don't know how to teach but now they do. [NGO7]

Congratulations! to your training program that help my staff improve her teaching methodology and strategy. [NGO8]

During discussion, two NGOs also expressed a desire to share ITTSR training with other teachers in their organisations. Trainee feedback indicates that whilst ITTSR is considered beneficial and has moderately improved teaching practice for all teachers, the course impact on changing teaching practice could be increased. Challenges reported by trainees and trainers include:

- learning in English which affected some trainees' comprehension and required others to act as interpreters;
- the need to simplify curriculum content to meet trainer needs;
- the need for clear, measurable learning outcomes;
- diversity of trainers with different styles and interpretation of curriculum;
- lack of resource to provide personal development support through observations and mentoring of teachers in their school.

Observations and visits – evidence of impact?

The 18 trainee observations held in March 2017 revealed evidence of a number of ITTSR concepts in practice. Local volunteer teachers who had had no other teaching support and did not have structure in the school did seem to adopt some techniques that had been introduced into the class. However, the activities observed at one organisation were almost the same across all trainee observations and were not well integrated into the class. These were the teachers with the lowest attendance and poorest English. This indicates that ITTSR may be effective for teachers who have some form of support and guidance but for absolute beginners who have low levels of English, impact will be limited.

Meanwhile, lessons observed at other NGO schools included evidence of lesson planning and scaffolding; considerable student-centred activities and appropriate use of games; and good levels of student engagement in many classes. See Annex 6 for a summary of observations. The strongest of the observed trainees (teachers) clearly used their initiative to develop their own lessons.

However, it should be noted that whilst being found useful by trainees (Figure 8), lesson planning was highlighted by trainers and NGO staff as an area in need of development. The core sessions on lesson planning were revised and extended as part of the ITTSR curriculum when the lead trainer recognised that this was an area that trainees struggled with. The trainer then noted that during sessions on this topic, trainees initially found identification of aims and intended student learning outcomes quite difficult. Overall, the two weakest areas during observations in March 2017 were 'Evidence of planning' and 'Content/learning outcomes achieved' as detailed in Annex 6. It was also reported by one of the NGOs that lesson planning is a challenge for their local staff and an area they wish to support them to further develop.

Whilst some good practice was observed, generally, the extent to which observations were 'display' lessons and how much is actually integrated into daily teaching practice is difficult to ascertain. When asked how effective they

thought ITTSR had been in achieving aims, one trainer who also conducted observations in March 2017 replied:

Based on the observations, very effective but because we only did very few, it is difficult to say what the longevity of it is – was it just a good class because we were always there? It's difficult to quantify based on the information but based on observations, I'd say it's been very successful.

It was reported by NGO staff that when ITTSR was set up, there was some scepticism over whether it would make a difference and anecdotal evidence suggests that this was partly due to an anticipated lack of commitment of trainee teachers – they were not expected to attend the course for the full duration. However, from Session 11 onwards, trainees displayed a high level of commitment. Furthermore, observations did reveal some impact, albeit unquantifiable, and both trainees and their NGO managers shared the common view that the course was both useful and necessary.



An ITTSR trainer delivering a workshop to teacher trainees

PROJECT STRUCTURE AND DELIVERY

CORE OUTPUTS

Of 35 planned training sessions, 33 training sessions and one evaluation session took place according to the attendance list. Therefore, 94% of the planned training sessions were delivered. Whilst the ITTSR Schedule record notes that one additional session was cancelled on 24th September and there was no trainer, this is not reflected in the number of sessions held and attended in the Attendance List, thus the latter is taken as the final record. A review was originally scheduled to take place at the same time as the certificate distribution (graduation). However, for practical reasons, an evaluation session was conducted separately toward the end of the course. Ideally, the trainee evaluation session would have taken place on the last session (rather than the second to last) but this was not possible due to the trainer schedule.

During the ITTSR course, two sessions were cancelled, one of which was made up by extending the length of the course by one week and one of which was not delivered. Two reasons were given for cancellation of sessions: the schedule had to be reorganized to align with the opening hours of the centre where training was held; and it was not possible to find trainers to deliver all sessions. This is based on anecdotal

evidence as there is no information on this in the documentation and the coordinator overseeing ITTSR at the time was unavailable for comment.

Table 6. Core ITTSR outputs achieved against targets

	Target	Achieved	Variance (Achieved / Target)
ITTSR sessions*	35	33	94%
Trainees	20	20	100%
Observations (target of 16 per trainee)	320	39	13%
Graduation	1	1	100%
Course review	1	1	100%
Trainers**	No target	14	n/a
Coordinators**	No target	6	n/a

* 34 sessions took place but one was replaced by evaluation; 33 training sessions were held.

** 3 trainers also performed coordination roles

COORDINATION AND DELIVERY OF TRAINING

The project was initially overseen by two lead coordinators: a HATW representative (the CEO) based in Australia who works in Siem Reap a few months of each year and a European teacher living locally in Siem Reap. During the planning phase of the project, collaborating NGO partners agreed to send some of their staff to support training and coordination. HATW reported that trainers had been recruited and assigned to 70% of the workshops before the HATW lead coordinator returned to Australia in July 2016, at which point local operations were handed over to the local lead coordinator.

Until withdrawing mid-way through the project and leaving Siem Reap for personal reasons in November 2016, the local lead coordinator oversaw field visits and recruited additional volunteer staff based in Cambodia to temporarily support training and project coordination. The HATW coordinator also continued to engage local volunteers, as well as a volunteer from Australia to spend seven weeks in Siem Reap (October to November 2016) in the role of Field and Relationship Coordinator. This member was tasked with NGO visits and teacher observations. The HATW coordinator also recruited a consultant to undertake NGO visits, teacher observations and the end of project evaluation from March to April 2017.

During implementation, only one NGO supported ITTSR through coordination and one of their trained teachers delivered two training sessions. Three participating trainers were also staff members of ACE who hosted the training, whilst others were recruited through word of mouth, local social media groups and online job postings, for example, on Idealist.com. A total of 14 different trainers delivered the 33 training sessions. Most trainers (7) delivered one session whilst four delivered two sessions, one delivered three sessions, one delivered four sessions and the rest, constituting almost 30% of all sessions, were delivered by one trainer (see Table 7).

Table 7. Number of sessions delivered by the different trainers

No. of sessions delivered	No. of trainers	Total sessions delivered
1 review	(1)	1
1 session	Unknown	1
1 session	7	7
2 sessions	4	8
3 sessions	1	3
4 sessions	1	4
10 sessions	1	10
TOTAL	14	34

The inconsistency of using many different trainers seemed to affect the quality of training delivery. The document review revealed five sets of mid-course trainee feedback in response to three questions (see Annex 7):

- 1) What do you like about this teacher and training?
- 2) What can we improve?
- 3) What don't you like?

It seems that there was some confusion in responding to question two 'What can we improve?' as only one response clearly noted what could be improved whilst the remainder seemed to reflect the trainees experience of ITTSR to date. Nevertheless, all five respondents / groups noted that the trainers speak too fast and some said that this made the lessons difficult to follow. Some trainees also commented on trainers not coming when planned, repeating lessons and not listening to or respecting trainees sufficiently.

Table 8. Trainer related responses from mid-course feedback

Response	2) What can we improve?
1	Teacher should speak slowly so we can understand. Listening to people when they're speaking or sharing an idea. Trainers should respect our opinions. Trainers should give different lessons to us, not the same as last time.
Response	3) What don't you like?
1	Trainers speak fast. Some lessons difficult to get learn
2	Sometimes teacher speak very fast but I like all the teachers
3	I like everything but sometimes the teacher speaking too fast
4	I like everything but the teacher teaching speaking too fast
5	I don't like teacher speaks so fast and not clearly. I really difficult to catch them. Some teachers teach little fast. That make me not understand well about the lesson. Some teacher didn't come.

Findings from research with NGO management and ITTSR trainers and coordinators also identified that staffing structure and availability presented coordination and quality challenges to project delivery as the following comments from NGO management and staff illustrate:

It was a bit unorganised at the start. [The worst part] ...the usual downfalls of being a pilot – communication between the ITTSR team and the NGO leadership, structure. [Should] give it more structure, for example, a Lead Teacher, Program Manager, set of trainers, etc. [NGO5]

Some trainers are not so good. They [trainee teachers] said once 'it's good to study and train but better to have regular teacher. They change a lot. Sometimes class is cancelled'. [NGO7]

...they don't always have clear aims and the trainers leave. [NGO2]

Communication is difficult between trainers and trainees... a lack of information and communication. Teachers don't feel involved, as though they belong, because the trainers don't visit a lot. Also, admin changed a lot – would work if had more money. [TT4]

Mentors would be useful – or the teachers that deliver the training go to observe the trainees. ITTSR should continue but improve its curriculum and targeting of students. Topics should relate to a) new teachers and b) experienced teachers, then recruit the target trainees. [NGO2]

The differing professional backgrounds of trainers meant that approaches to trainee expectations and the delivery of teacher training varied. For example, some trainers had a national curriculum-based teaching

background in their own countries whilst others were trained as teachers of English as a Foreign Language (EFL), upon which the course methodology was based. Some trainers also had different perspectives on how trainee students should be managed. For example, one thought regular late-comers should be penalised and those with low attendance should be excluded, whilst another thought this should be considered and addressed, but in a more flexible manner. During evaluation discussions, it transpired that the group that were consistently late travelled together by minibus and had to wait for one of their group to finish their high school class on the days she could not get out of it early.

FIELD VISITS AND TEACHER OBSERVATIONS

Due to very limited resources and staff availability, field visits to observe trainees teaching was infrequent and inconsistent during the ITTSR course. During the first nine months, a total of 14 trainees were observed teaching and six were not observed at all; ten were observed once, two were observed twice, one was observed three times and one was observed four times. In the tenth month, all 20 trainees were visited for trainee support and project evaluation purposes, and 18 observed as detailed in Evaluation Methods.

The general aim of the project was to improve the quality of teaching by training untrained teachers at rural schools and NGOs in Siem Reap. Though field visits were originally planned to observe trainees teaching, a shift in focus took place during the mid-course visits following requests from the overseas management/funders of two separate NGOs. ITTSR were asked to check on Child Protection Policy and school standards such as cleanliness of the school, volunteer policies and appearances etc. ITTSR then incorporated this into the observation criteria of the field visits which occurred in October and November 2016 (when additional resource was in place). These were conducted by the local lead coordinator, who was also a teacher trainer, and by a volunteer from Australia who did not have teaching experience; neither of them had development or NGO experience. Visits by the lead coordinator included class observation and feedback to trainees. Visits by the volunteer involved very little class observation or feedback to trainees, and instead focused on assessment of the standard of school facilities, child protection and volunteer practice. Consequently, two trainees queried why untrained staff had been observing and the lack of feedback in support of their practice.

An ITTSR trainee teaching his students



“Class evaluations not being done by the teachers? They are feeling like [coordinator name] came to visit the class but didn’t receive any feedback from him.” [feedback from NGO5’s discussion with their ITTSR trainees]

NGO POLICY AND PRACTICE

Assessment of child protection and volunteer policies had not been part of the original ITTSR project plan, nor the NGO and trainee selection process. Though ITTSR endeavoured to respond to the two external requests, this was beyond the scope and expertise of HATW and ITTSR. Therefore, the information gathered was limited to observations and some discussion but did not sufficiently investigate the context, background or history to facilitate objective feedback. Discussion with ITTSR coordinators suggests that assessment of NGO practice was led by a combination of the following factors:

1. Measurable project aims and objectives were not clearly defined at the start of the project leaving monitoring criteria open to misinterpretation.
2. The management / donors of two separate NGOs asked ITTSR to investigate the NGOs child protection and volunteer policies and practice because they were based overseas.
3. Considering numbers one and two above, the core aims and intended impact of ITTSR became conflated with other elements of Hands Across the World's mission, which were not the primary focus of this project.
4. Widespread negative perspectives on voluntourism in Siem Reap abound, which can simplify what is a complex issue. In the absence of organisational knowledge or expertise to guide staff in this area, ITTSR staff responded to the NGO's donor to the best of their ability but without the necessary professional knowledge or expertise.

Subsequently, negative feedback regarding the NGO was shared by ITTSR coordinators with one donor in 2016. This donor also visited the NGO at the end of 2016, and subsequently took the decision to withdraw funding after March 2017. Whilst it is important to uphold best practice and support development wherever possible, care should be taken to engage only within the project staff's skills areas of expertise. Other matters should be referred to external organisations as relevant.

During the evaluation, the advice of the Consultant was actively sought to address areas of practice where room for improvement had been identified. Measures were adopted accordingly, for example, consent forms were developed and used for taking photos and video footage for public use. It is recommended that for any consecutive ITT project, a paid team of staff with the necessary skills is recruited to ensure that work is well-aligned with HATW's values and that their community-focused approach is upheld.

NEED FOR THE PROJECT

Findings from research with both the NGOs and their teacher trainees indicate that there remains a persistent lack of accessible teacher training opportunities for their staff in the Siem Reap region. Aside from the government training for teachers of the Khmer curriculum in government schools (which lasts two years), all other available courses appear to be short term, from a few days to two months long (see Annex 8). ITTSR was reported to be the only non-government training course offering long-term workshops and support. Often, the local NGOs draw on foreign volunteers to supplement their teaching and learning programmes. All but one of the eight NGOs bring in skilled volunteers to support their teacher development on an ad hoc or regular basis; six also invite foreign volunteers who do not have teaching experience to support alternative activities or to be a teacher assistant.

We had teachers coming in from the US and Australia for 1 month to train the teachers and support 1:1 and also develop a curriculum plan (aims and objectives). That was very helpful but not enough. There is also a teacher training school in Battambang (summer school) which some teachers are being sent to. [NGO5]

Other courses are 3-5 days but this trains them professionally and is distinct from others. ITTSR2 should be famous in Siem Reap. [NGO2]

It is very difficult to find. I saw the post on the NGO Expat forum and filled in the form immediately. I was



A makeshift class for overflow students at an ITTSR trainee's NGO

surprised and really excited to see this posted – so great. I cannot find another training. [NGO6]

I've not heard about other NGOs. They do training but they charge \$100-200 for the course and [we] cannot pay. [NGO7]

In the free comments section of the questionnaire, seven trainees requested that ITTSR continue. Their host NGOs also felt that there was a need for further Interactive Teacher Training (ITT) and when asked 'is ITTSR necessary?' all seven NGOs advised that they think it is:

Yes, I wanted to join with the teachers but there wasn't space on the course. I hope I can join next time. [NGO1]

ITTSR should continue but improve its curriculum and targeting of students... Other courses are 3-5 days but this trains them professionally and is distinct from others. ITTSR2 should be famous in Siem Reap. [NGO2]

Yes, I would like to join it. [NGO3]

Definitely. It's so needed. [Trainee name] wouldn't be able to pay university fees. [NGO4]

Yes, absolutely. There are so few resources and teacher training around, it's needed. It was intensely useful for us to have put [trainee name] through this training as he is a very good ambassador of his learnings for the other teachers. [NGO5]

Really. I give six stars even if you only have five. It sure should continue. It's so good for education in Siem Reap as a whole. It's also free (almost). [NGO6]

Yes, it's necessary and helpful for me, my school. Next course, if possible, I will send my other teachers to study and will support them to go. I want them to be strong with teaching and have the skills. [NGO7]



A local government school where ITTSR two trainees are supported by an NGO to teach

CONCLUSIONS

The end-of-project evaluation was guided by the four key aims noted below. Conclusions in relation to one to three are drawn and detailed as subheadings below. The lessons learned and recommendations are presented in two ways: they are integrated as relevant within each of these three sections; then a summary of recommendations is detailed separately in the next section 'Recommendations' on page 27.

- 1) Evaluate the outputs, outcomes and impact of the ITTSR pilot project against its four objectives.
- 2) Assess the core project structures, efficiency and identify any major problems or constraints.
- 3) Assess whether aims and objectives of the programme are still relevant.
- 4) Draw lessons learned and make recommendations for future programming.

1) EVALUATION OF OUTPUTS, OUTCOMES AND IMPACT AGAINST ITTSR OBJECTIVES

The project delivered 94% of the intended training sessions for 100% of the target number of 20 students, with 18 of the students attending over 60% of the course. Although, eight of these attended two-thirds of the course having joined in Session 11, their attendance was particularly high and each of them still attended over 60% of the whole course. It is unclear exactly how many enrolled and how many dropped out but it is somewhere between 25 enrolled (80% completed; 20% dropped-out) and 36 enrolled (63% completed; 37% dropped out). The inaccuracy of records can be attributed to the changes in ITTSR staff members who were working in voluntary roles with varying levels of availability and commitment.

The project began with a team of collaborators and was well coordinated for the first six months. However, a lack of committed staff members meant that coordination fell to two teachers in Siem Reap and the HATW representative in Australia for the last four months of the course, creating considerable pressure for those members. Without their commitment, the project would not have been completed.

The project objectives were identified as follows:

- i. Build trainees' confidence in their teaching capabilities.
- ii. Improve the quality of teaching through interactive, student-centred methods.
- iii. Build the capacity of teachers to return to their classrooms and keep working on the topics covered in training sessions.
- iv. Give the teachers the ability to deliver clear learning outcomes for the students.

i. **Build trainees' confidence in their teaching capabilities**

Findings indicate that ITTSR successfully improved confidence and teachers seemed to feel better equipped through the techniques shared and the resources, games and activities which they could take back and implement in their classrooms. However, this was based on responses to a few basic self-report questions at the end of the course only (see Annex 5, Section 2). To better measure the impact of ITT on trainee's confidence as teachers, a more sophisticated measure of confidence could be adopted and integrated into data collection at the beginning and end of the course for before and after comparison.

Lessons learned and recommendations

- Research and adapt a measure of confidence appropriate to the target group and ITT.
- Measure confidence during data collection at the start and the end of the course.
- Carefully consider whether to include 'confidence' in the observation criteria, and how to ensure minimise bias by the different trainers who would undertake observations.

ii. Improve the quality of teaching through interactive, student-centred methods.

In order to effectively assess direct impact and learning outcomes, they need to be clearly defined at the start of the project and assessed through frequent observation and monitoring. Due to the lack of baseline data and ongoing monitoring during the project, it is difficult to ascertain the extent of change in teaching practice which directly resulted from ITTSR. Nevertheless, findings do indicate that there have been significant improvements to teaching techniques for some of the trainees. Furthermore, the enthusiasm for the course to continue amongst the organisations and their trainees, and to be able to cascade this training to other teachers in their organisations, suggests it is making a difference in their classrooms.

Based on trainee feedback, NGO feedback and observations, there was clear evidence of interactive activities being adopted in lessons. A range of games and interactive activities introduced in the ITTSR sessions were observed being used by the trainees during the observations. However, these varied from a consistent variety of well-planned activities to achieve learning outcomes to simple replication of one or two of the activities learned in ITTSR, but without any clear reason as to how they fit into the lesson.

Lessons learned and recommendations

- During project planning, create a monitoring and evaluation framework and clearly identify measurable outcomes.
- At the start of the project plan the required baseline, ongoing and end-of project evaluation data collection.
- Collect baseline data and integrate ongoing data collection into project monitoring mechanisms such as trainee observation records and assessment criteria.



An ITTSR trainee is observed teaching their pre-school class

iii. Build the capacity of teachers to return to their classrooms and keep working on the topics covered in training sessions.

There was evidence of ITTSR concepts and activities integrated into all the observed classes in March 2017, and one game 'Back to the Board' was used by almost all trainees. There was evidence that some trainees were clearly implementing and developing some topics effectively in their classrooms. However, it was also clear that some of the trainees were able to replicate some basic activities but struggled with integrating and developing their practice. These were trainees with low levels of English and low ITTSR attendance rates, who had also had very limited previous support and teaching resources. This indicates that regular attendance and a minimum level of English is necessary for trainees' comprehension of ITTSR topics and ability to develop them in their teaching practice. Also, support from NGO management plays a key role in building the capacity of teachers to improve their practice.

Lessons learned and recommendations

- Collaborate more closely with NGO partners to promote regular attendance
- Introduce pre-pay fees (rather than 'on-the-day') to encourage attendance
- Engage NGOs in supporting the development of trainees' teaching practice during the course
- Level test the English of trainees during the application process.
- Engage a Khmer trainer/assistant to maximise comprehension and potential learning outcomes.

iv. Give the teachers the ability to deliver clear learning outcomes for the students.

Findings revealed that identification of lesson aims and objectives (learning outcomes) and planning (to meet intended learning outcomes) remain a key challenge for the trainees. Planning and delivering lessons according to intended learning outcomes as opposed to focusing on activities and/or following a book requires a shift in thinking (the lesson plans required in the government education system do not currently foster this). It seems that ITTSR did help some trainees to develop this area but it was also highlighted as in need of development by NGO staff and during the class observations. Where it adds a new, preparation stage to the lesson, time-pressed trainees may initially struggle to put into regular practice the mapping out and structuring of lessons in this way. To successfully support the trainees to deliver clear learning outcomes for the students may be beyond the means of one course alone. However, a more comprehensive approach requiring more actual practice in this area during the course and more tailored support could improve teachers' (trainees') ability and impact in this area.

Lessons learned and recommendations

- Assess trainees' knowledge and understanding of planning aims and outcomes during the application process.
- Revise the lesson aims and planning section of the curriculum based on experiences in ITTSR and assessment noted in the point above.
- Increase regular practice in this area by, for example, incorporating regular lesson planning into weekly 'homework' throughout ITT.

2) ASSESSMENT OF PROJECT STRUCTURES, EFFICIENCY, PROBLEMS AND CONSTRAINTS

The project was well-organised in the beginning but as the original team changed, staff changes seemed to lead to a breakdown in communication. The absence of a complete project team with defined roles and the necessary skills and experience led to confusion regarding project aims to the unintended detriment of a beneficiary NGO. With the necessary resource, an effective team could both improve project delivery and likely minimise unintended negative outcomes.

Any future ITT project should have a skilled, paid team of professionals to design, deliver, monitor and evaluate it. The project would benefit from an in-country manager to work alongside a lead teacher and a team of paid teacher trainers. Wherever possible, local Khmer staff should be consulted and/or employed to ensure the project is well-tailored to the local target group and to maximise impact potential. In addition, this would contribute to the development of local Cambodian's skills, thus contribute to local development.

To keep costs to a minimum, the roles, required skillsets and anticipated time commitment of required staff should be mapped before job descriptions are written. Staff should be recruited and paid according to clearly defined needs and based on research into the appropriate pay scales for their roles, taking into account the size and scope of the project.

Mentoring should be undertaken by the trainers who deliver the training as they are the ones who know what has been covered and are best placed to support the trainees to translate what they learn in ITT to their classroom. Where the trainer is foreign, it may be beneficial to include a Khmer teaching assistant to support trainees', depending on the group's level of English. English level-testing during the applicant shortlisting could help identify potential language challenges which may affect the trainees' learning outcomes.

Lessons learned and recommendations

- Map the roles, required skillsets and anticipated time commitment of staff before job descriptions are written.
- Employ and consult local Khmer staff wherever possible.
- Recruit and pay staff according to clearly defined needs and based on research into the appropriate pay scales for their roles within the project.
- Trainers who deliver ITTSR should be the observers and mentors of trainees.
- Have a Khmer trainer/assistant present during training sessions to address any potential language and cultural barriers to the effective achievement of trainees' learning outcomes.
- Level-test the English of trainee applicants to identify where English level would be a barrier to effective learning and/or help better tailor the training to the level of the group.

3) ASSESSMENT OF PROJECT AIMS AND OBJECTIVES

The project aimed to improve the quality of teaching of local teachers working or volunteering at a non-government school with little or no formal teacher training. Findings indicate that the initial need for training still exists as the only courses available are either short-term from days to two months in length, or long-term and involve a considerable commitment of time and money (government teacher training college or university courses). However, the need and interest in this training seems to go beyond the original target group. NGO and education managers expressed an interest in participating themselves, and to share with their other teachers who were filtered out through the original application criteria.



Students in class at an NGO supported by ITTSR

Furthermore, student-centred interactive activities are not experienced or taught within the government education system where teachers in rural schools often do not turn up for the period of English teaching due to a lack of skills to deliver the mandated English curriculum. Many NGOs throughout Cambodia are instead supplementing government education by providing English classes. Teacher training has been identified as a priority of the Royal Government of Cambodia as per their Education Strategic Plan 2014-18 and the recent Teacher Policy Action Plan. However, this training currently reaches teachers who are able to access government school initiatives. For the foreseeable future, these may remain beyond the reach of unqualified NGO teachers and teachers in rural areas whose only qualification to teach may be that they have completed primary education and are the most educated in their community (as reported by one NGO partner). Thus, the need and demand for the kind of training that ITT offers could go beyond the original target group and it is worth considering this in any planned research for long-term programming. Lastly, given that other courses and resources are operating in the local area, it could be beneficial to see where collaboration could be complimentary rather than operating in isolation in the long-term.

Whilst the project objectives were relevant to the overall aim, they were somewhat vague and need to be reviewed and redefined following SMART (Specific, Measurable, Achievable, Realistic, Timely) principles during the planning phase of any future ITT project. This will help guide outcome-focused

project design, facilitate monitoring and evaluation and enable results-based decision-making to maximise the efficiency, cost-effectiveness and impact of the project.

Lessons learned and recommendations

- Consider training needs of teachers beyond the original target group in future, long-term programming.
- Consider where collaboration with local courses and resources operating in the local area could be complimentary to overall long-term aims and help maximise impact.
- Redefine objectives and ensure they are SMART

RECOMMENDATIONS

Further to the lessons learned and recommendations drawn in the previous section, a summary of recommendations is detailed here. For suggestions made by trainees, trainers and NGO staff during the evaluation process, see Appendix 9.

PROJECT TEAM

- Scope the staffing needs for a paid team of project and teacher training staff, mapping the required skillsets and anticipated time commitment of staff before job descriptions are written.
- Clearly define roles, responsibilities, accountability and lines of reporting.
- Engage Khmer staff as much as possible, especially as teaching assistants and to consult on methodologies.
- Recruit and pay staff according to clearly defined needs and based on research into the appropriate pay scales for their roles within the project.
- Trainers who deliver ITTSR should be the observers and mentors of trainees.
- Have a Khmer trainer/assistant present during training sessions to address any potential language and cultural barriers to the effective achievement of trainees' learning outcomes.
- Level-test the English of trainee applicants to identify where English level would be a barrier to effective learning and/or help better tailor the training to the level of the group.

PROJECT PLANNING AND CONTENT

- During the project planning phase, create a monitoring and evaluation framework and define clear, SMART project aims and intended outcomes with indicators.
- Redefine the target group of trainees and associated selection criteria; consider the training needs of teachers beyond the original target group in future, long-term programming.
- Revise the curriculum to meet the teaching level of the target group and incorporate key new elements such as:
 - Clearly defined learning outcomes for each section e.g. modular targets
 - Incorporate assessment measures for monitoring trainees' progress and ITT impact.
- Trainers to conduct observations and act as mentors to trainees.
- Promote peer learning and peer networks to support continued professional development beyond the ITT course.
- Improve communication with the trainees' organisation to encourage a minimum of 70% attendance
- Review ITT fee of trainee – potentially increase from US\$0.25 per session to \$1 per session paid in advance to encourage attendance.

- Align the schedule with the public holidays observed by the centre where training is held.
- Consider where collaboration with local courses and resources operating in the local area could be complimentary to overall long-term aims and help maximise impact.

PROJECT DELIVERY

- Level test the English of trainees during the application process and engage a Khmer trainer/assistant to maximise comprehension and potential learning outcomes.
- Assess trainees' knowledge and understanding of lesson planning and teaching to achieve identified learning outcomes during the application process.
- Revise the lesson planning and delivery section of the curriculum based on experiences in ITTSR and assessment noted in the point above. Increase practice, for example, incorporate regular lesson planning into weekly 'homework' throughout ITT.
- Incorporate curriculum content on making effective use of volunteers/assistants to enhance student learning.
- Collaborate more closely with NGO partners and introduce pre-pay fees (rather than 'on-the-day') to encourage attendance and commitment.
- Engage NGOs in supporting the development of trainees' teaching practice during the course.

MONITORING, EVALUATION AND LEARNING

- At the start of the project, plan the required baseline, ongoing and end-of project evaluation data collection.
- At the start of the project, collect all data necessary for a) operational project delivery and b) baseline and project monitoring of outcomes and impact at the start of the project.
- Incorporate student perspectives by conducting a before/after survey to see whether their learning experience has changed and how during the ITT period.
- Integrate monitoring, qualitative and process data into the weekly record keeping and observation visit data to inform end evaluation.
- Use monitoring data to inform evidence-based decision-making during the project and to inform effective impact evaluation at the end of the project.



ITTSR trainees learn an educational game they can use in own their lessons

ANNEXES

Annex 1: ITTSR Sessions - June 2016 to March 2017

Topic	Description	No. of lessons	Date(s)	Trainers
1 Positive Teacher-Learner Interactions	Different types of class contexts and learners/students, good teachers	3	June 4, 11, 25	Devona, David, Cindy
2 Classroom Management Techniques	Teacher movement and talking styles ; student grouping and seating arrangements	3	July 2, 9, 16	Ratana, Diana
3 Describing Teaching and Learning	Different learning styles (Audio, Visual, Kinesthetic, Read & Write); Ways of teaching Engage, Study, Activate (present, practice, produce)	2	July 2, 30	Alyson
4 Language and Language Systems	Schema; using material that connects with students' schema and abilities; scaffolding	2	August 6, 20	Meghan Pickett
5 Pronunciation and Learner Confidence	Phonics and pronunciation	1	Aug-27	Megan Watkins
6.1 Speaking	Ways to teach speaking skills	2	Sept 3, 10	Bunthorng, Evelien
6.2 Listening	Ways to teach listening skills	2	Sep 17, 24	Arinda, and?
6.3 Vocabulary and lexis	Ways to teach vocabulary	2	Oct 8, 22	Alyson
6.4 Reading	Ways to teach reading skills	2	Oct 29, Nov 5	Devona, Aaron
6.5 Writing	Ways to teach writing skills	2	Nov 12, 19	Evelien
6.6 Grammar	Ways to teach grammar	2	Nov 26, Dec 3	Alyson
7 Course Books and Other Resources	Using and adapting course books, finding resources online and photocopiable books	2	Dec 10, 17	Ratana
8 Lesson planning	Planning lesson aims, stages and activities	3	Jan 14, 21 & Feb 4	Alyson
9 Alternative lesson designs	Project- / task-based learning, alternative approaches to lesson design.	1	Feb-18	Wayne
10 Assessment	Types, reasons and test design	2	Feb 25, Mar 4	Nang
11 Large classes and mixed levels	Activities for large classes and different student levels	1	Mar-11	Cindy
- EVALUATION	EVALUATION	1	Mar-18	Jeni
12 Student behaviour in class	Dealing with uncooperative students	1	Mar-25	Alyson
		34		

Annex 2: ITTSR trainers and coordinators

Trainers (sessions delivered)			Coordinators
1. Aaron Hallowell (1)	6. David Cunningham (1)	11. Meghan Pickett (2)	1. Arinda Hoffland*
2. Alyson Morris (10)	7. Devona Jackson (2)	12. Ratana Chheang (4)	2. Cindy Debes* (2)
3. Arinda Hoffland (1)*	8. Diana Tomazko (1)	13. Sim Channang (2)	3. Erynne Hobbs
4. Dim Bunthorng (1)	9. Evelien Rutten (3)*	14. Wayne (1)	4. Evelien Rutten (3)*
5. Cindy Debes (2)*	10. Megan Watkins (1)		5. Michael Metzger
			6. Sita Ester

**Performed both trainer and coordinator roles*

Annex 3: NGO interview guide questions

Section A: Your NGO

- 1) Can you tell me about your organisation's education programme and its teachers?
- 2) Are teachers paid or unpaid?
- 3) Are your teachers' and their families poor?
- 4) Do you have local volunteers? If yes, what role?
- 5) Do you have foreign volunteers? If yes, what role?

Section B: ITTSR trainees

- 6) What feedback have you had from your trainee teachers / assistants?
- 7) Have you seen any change in their teaching practice? What?

- 8) Was it difficult for your trainees to attend? If yes, why? Any suggestions for improvement?
- 9) What other training opportunities are available for your teachers?

Section C: ITTSR course, content and structure

- 10) What could we change / add / remove to make this training more effective for teachers and students?
- 11) Best part of the course?
- 12) Worst part of the course?
- 13) Is this course useful / necessary? Should ITTSR continue? Why?
- 14) Any other comments / feedback?

Annex 4: Trainer and coordinator interview guide questions

- 1) How did you get involved with ITTSR?
- 2) What role did you play / work did you do during the project?
- 3) What did you feel worked well in terms of Trainers / Students / NGO partners / Project Management? Why?
- 4) What did you feel didn't work well in terms of Trainers / Students / NGO partners / Project Management? Why?
- 5) How can the areas you mentioned in #4 be improved?
- 6) What else would you change if the course were to run again (Trainers / Students / NGO partners / Project Management)?

- 7) What do you consider to be the aims of ITTSR?
- 8) How effective do you think ITTSR has been in achieving those aims? Why?
- 9) If ITTSR continued over the next 3 years, how could the project evolve to develop local teachers and improve learning outcomes for Cambodian students? (You can include as many ideas as you have / like here).
- 10) Any other comments?

ITTSR – Trainee Questionnaire March 2017

NAME: _____

NGO: _____


AGE: _____




About this questionnaire


- This trainee questionnaire is to help evaluate (assess) the ITTSR 2016-17 pilot project.
- We want to understand what was good about ITTSR and what we can improve to be more effective.
- Any information you share will be confidential.
- Your name will not be used in any report or publication
- You can ask a question at any time.


How to answer the questions:

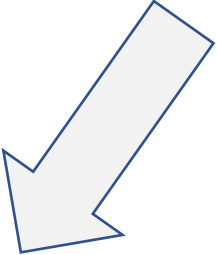
 This symbol means please circle one answer from the options













 This symbol means please write your answer in your own words









របៀបឆ្លើយសំណួរ:


 សញ្ញានេះមានន័យថា ចូរគូររង្វង់លើចម្លើយដែលអ្នកជ្រើសរើស








 សញ្ញានេះមានន័យថា ចូរសរសេរចម្លើយរបស់អ្នកដោយខ្លួនអ្នកផ្ទាល់



Section 1: About you			
1.1	Are you a Teacher or a Teacher Assistant?	 Teacher / Teacher Assistant	
1.2	Are you paid or a volunteer?	 Paid / Volunteer	
1.3	How long have you been a teacher/teacher assistant? តើអ្នកធ្លាប់ជាគ្រូបង្រៀន ឬជំនួយការគ្រូបង្រៀនយូរប៉ុណ្ណា?		
1.4	How many hours do you teach each week?		
1.5	How many students do you teach each week?		
1.6	What subject(s) do you teach?		
1.7	What level of education do you have?	 Grade 5 6 7 8 9 10 11 12 University	
1.8	How many people live in your house?		
1.9	How much income (\$\$) does your house have each month? (Total \$\$ comes into your house each month)	 Less than \$250 \$250–350 \$350–450 \$450–550 \$550–650 \$650-750 More than \$750	
Section 2: About the ITTSR course			
2.1	What motivated your to study this course? តើអ្វីដែលជំរុញទឹកចិត្តអ្នកអោយមកសិក្សាវគ្គនេះ?		
2.2	a) Was it difficult to attend ITTSR classes regularly? តើពិបាកទេក្នុងការចូលរៀនវគ្គ ITTSR អោយបានទៀងទាត់? b) If yes, why? បើពិបាក, តើពិបាកព្រោះអ្វី?	 a) Yes / No  b)	

<p>2.3</p>	<p>a) How much of the ITTSR lessons did you understand? b) Why? វគ្គ ITTSR ជាធម្មតាត្រូវបានបង្រៀនជាភាសាអង់គ្លេស។ តើអ្នកយល់មេរៀននៃវគ្គ នេះបានច្រើនប៉ុណ្ណា?</p>	<p> <u>Nothing</u> 1 2 3 4 5 6 7 8 9 10 <u>Everything</u> ទិន្នន័យទាំងស្រុង: យល់គ្រប់មេរៀនទាំងអស់</p> <p> b)</p>	
<p>2.4</p>	<p>How confident did you feel as a teacher at the start of the course? នៅថ្ងៃដំបូងនៃវគ្គសិក្សានេះ: តើអ្នកមានអារម្មណ៍ជឿជាក់ខ្លាំងប៉ុណ្ណាថា អ្នកជាគ្រូបង្រៀន?</p>	<p> <u>Not confident</u> 1 2 3 4 5 <u>Very confident</u> ១=គ្មានអារម្មណ៍ជឿជាក់ ៥ =ជឿជាក់ខ្លាំង</p>	
<p>2.5</p>	<p>Did your confidence as a teacher change because of the ITTSR course? ជាលទ្ធផលនៃការបញ្ចប់វគ្គសិក្សានេះ: តើភាពជឿជាក់របស់អ្នកបានផ្លាស់ប្តូរទេ?</p>	<p> Yes / No</p>	
<p>2.6</p>	<p>How confident do you now feel as a teacher at the end of the course? នៅពេលវគ្គសិក្សានេះចប់: តើអ្នកមានអារម្មណ៍ជឿជាក់ខ្លាំងប៉ុណ្ណាថា អ្នកជាគ្រូបង្រៀន?</p>	<p> <u>Not confident</u> 1 2 3 4 5 <u>Very confident</u> ១=គ្មានអារម្មណ៍ជឿជាក់ ៥ =ជឿជាក់ខ្លាំង</p>	
<p>2.7</p>	<p>What did ITTSR teach that has been most useful to you? តើ ITTSR បានបង្រៀនអ្វីដែលមានប្រយោជន៍បំផុតដល់អ្នកក្នុងនាមជាគ្រូបង្រៀន?</p>	<p></p>	
<p>2.8</p>	<p>What did ITTSR teach that has been least useful to you? តើ ITTSR បានបង្រៀនអ្វីដែលមិនមានប្រយោជន៍ដល់អ្នកក្នុងនាមជាគ្រូបង្រៀន?</p>	<p></p>	
<p>2.9</p>	<p>What would be useful to learn that wasn't included in this course? តើមេរៀនណាដែលមានប្រយោជន៍ដែលមិនមានក្នុងវគ្គសិក្សានេះ?</p>	<p></p>	

2.10	Comments or suggestions? (the course, trainers etc?) យោបល់ និងសំណូមពរ		
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Do you agree or disagree with the sentences? If you don't agree or disagree, choose 'neither' (middle).							
2.11	I like the activities in ITTSR		Strongly agree	Agree	Neither	Disagree	Strongly disagree
2.12	I want to improve my English		Strongly agree	Agree	Neither	Disagree	Strongly disagree
2.13	I think I am a better teacher because of ITTSR		Strongly agree	Agree	Neither	Disagree	Strongly disagree
2.14	The ITTSR ideas are easy to use with young students (6-12 years)		Strongly agree	Agree	Neither	Disagree	Strongly disagree
2.15	The ITTSR ideas are easy to use with older students (13+)		Strongly agree	Agree	Neither	Disagree	Strongly disagree
2.16	I want more support to use the ITTSR ideas in my class		Strongly agree	Agree	Neither	Disagree	Strongly disagree
2.17	This course is very useful for teachers		Strongly agree	Agree	Neither	Disagree	Strongly disagree

Annex 6: Summary of trainee observation notes

NB: In March 2017, the Consultant observed trainees in their classrooms alongside one of two ITTSR trainers who collaborated with the process. Most trainees were directly observed by the Consultant. However, where an ITTSR trainer observed without the Consultant due to scheduling and logistics, their feedback has informed the data. This must therefore be taken as a subjective indication of teaching practice.

Trainee	Evidence of planning	Lesson flow	Range of activities	Appropriate mix of teacher / student led	Student engagement	Content / learning outcomes achieved
Tr-01	3	3	3	2	3	3
Tr-02	3	2	3	2	2	2
Tr-03	3	3	4	3	4	4
Tr-04	2	2	2	2	2	2
Tr-05	3	4	3	2	4	3
Tr-06	3	3	3	3	4	3
Tr-07	4	4	4	4	4	4
Tr-08	4	3	2	1	2	2
Tr-09	1	2	2	2	2	1
Tr-10	1	2	2	2	1	1
Tr-11	1	2	2	2	1	1
Tr-12	1	2	2	2	1	1
Tr-13	1	1	1	1	1	1
Tr-14	3	3	3	3	3	2
Tr-15	2	2	2	1	1	2
Tr-17	2	2	3	4	4	3
Tr-18	2	2	3	2	3	2
Tr-19	2	2	3	3	3	2
TOTAL	41	44	47	41	45	39
<i>Scoring system and frequency of score per category</i>						
Poor (1)	0	1	1	3	5	5
Okay (2)	8	10	7	9	4	7
Good (3)	8	5	8	4	4	4
Excellent (4)	2	2	2	2	5	2

Annex 7: Trainee mid-course feedback (no date)

Feedback	1) What do you like about this teacher and training?	2) What can we improve?	3) What don't you like?
1	The lesson of the sounds of English (phonics) Trainers are funny The Lesson Plan lesson SMART techniques Comfortable room Trainers gave good experience to us Good activities Sharing ideas about teaching	T should speak slowly so we can understand Listening to people when they're speaking or sharing an idea Trainers should respect our opinions Trainers should give different lessons to us, not the same as last time	Trainers speak fast Some lessons difficult to get learn
2	Phonic sounds Preparing lesson plans Play games Make the group Practice	To know about the lesson plan Have a game I have improved for the teaching and my student Can speak read and practice Have a sing song	Sometimes teacher speak very fast but I like all the teachers
3	Phonic sounds Play games Make the group Practice Have a song	Phonic sounds Play games Practice Read, speak	I like everything but sometimes the teacher speaking too fast
4	Phonic sounds Preparing lesson plans Play games Make the group	To know about the lesson plan Have a sing song I have improved for the teaching and my student Can speak read and practice	I like everything but the teacher teaching speaking too fast
5		I can understand how to teach difference kind of students I can make lesson plan	I don't like teacher speaks so fast and not clearly. It really difficult to catch them. Some teachers teach little fast. That make me not understand well about the lesson. Some teacher didn't come.

Annex 8. Availability of teacher training as reported by participating NGOs

Organisation	Course	Length	Location	Cost	Ongoing?
Cambodian Children's Advocacy Foundation	Teacher training	Short	Kampong Chnang	?	No
Cambodian Child's Dream Organization	Teacher training	Short	Siem Reap	Free	No
Limited Resource Teacher Training	Training workshops with personal support and observations/visits	2 months	Siem Reap	Free	Yes - annual
Konsor Kampuchea	Soft-skills and creative teaching through art, discussion etc	2.5 days	Phnom Penh	US\$100 per course	Yes - annual
Possibilities World	Soft skills and train the trainer	3 days	Siem Reap	US\$30 per day	Yes - annual
	Experiential training: lesson planning, design, staging, adding activities and games	1-3 days	Siem Reap	US\$30 per day	Yes - annual
Government Teacher Training Colleges	Khmer curriculum for primary and secondary schools	2 years	Siem Reap, Phnom Penh		Yes
		Summer school	Battambang		Yes

Annex 9: Comments and suggestions regarding future ITT from trainers, trainees and NGOs

NGO staff

- Keep the course going, but also for teachers who do have a college education as they are great to pass on their new gained knowledge to the others, not only for NGO teachers without a background in education.”
 - Some trainers are not so good. They said once ‘it’s good to study and train but...better to have regular teacher. They change a lot. Sometimes class is cancelled.’
 - Mentors would be useful – or the teachers that deliver the training go to observe the trainees. ITTSR should continue but improve its curriculum and target Ss. Topics should relate to a) new Ts and b) experience Ts...then recruit the target trainees.
 - It’s good to charge something e.g. 1000r per class. NGOs can put it in their budget for personal development. Thinks it’s okay to increase to 2,000r per person or even \$1 pp per session. Paying in advance to encourage attendance could work.
 - Could give guidelines on what trainers need to develop e.g. Top 10 and be less general. Tell them to use them in the week then share back – share was it clear? Was it difficult?
 - Could develop the course for Beginners (new intake) > Intermediate > Advanced.”
 - Be good to include how to communicate / strong communication with westerners as teachers work with international volunteers. If they don’t understand about the culture and how to work together, it’s not really good.
- Can students who want to become a teacher join? Has friends and students who run their own school.
 - 12-13 students still attending regularly after 10 months is huge for Cambodians. That tells me they’re really passionate about what they do.
 - There are a lot of projects to teach English to students but no projects to teach the teachers how to teach.

Trainers and coordinators

- One idea that might be considered is to have a few sessions where rather than receive more new information the students go through and workshop of putting a mix of previous weeks' lessons into practice. Using each other as a test class, or actually doing some research all together, practicing presentation ideas with each other. It's common to feel apprehensive to try new ideas not wanting to fail proving a 'sandbox session' might help them put some of the practical ideas into practice with more confidence.
- The course needs to have a fee, paid by the NGO which sends the trainees. They then will govern their attendance and outcome better as well, I believe. Or the trainees pay an upfront-fee themselves."
- Improvement should include programme management and continuity, student assessment and peer support.
- I was happy enough doing my little bit but with the way teaching jobs are structured in this town (very little resources and support), it's difficult to make time as many qualified teachers are super busy with managing their workload in paid positions. I would create a paid position for a lead trainer who does the majority of the training, then call on others to help out when they can.

Trainees

- All the class are good but please keep the form room clearly*. Choose experience teacher to teach.
- How to control your emotion when the kid mess around (you get angry)
- Halloween Day
- Creative classes; researching ideas
- A lot of games

**This seems to relate to the feedback given by this trainee's NGO, which noted:*

"Always confused which room they need to be in for the training. Always changing the room is confusing for them because they waste time trying to find the class and they are late."