EVALUATION REPORT

Midterm Evaluation of SBB Cambodia Transform Education Project

in Srei Snam and Kralanh Districts, Siem Reap Province

TEP-SR (Transform Education Project - Siem Reap)

22nd October 2025

Lead Consultant: Nick Hinde

Team Members: Chum Sam An and Hem Sok Leak

Picture: Teacher Development Centre from https://seebeyondborders.org/transform-education/

We always collaborate with each other on projects to improve the learning and teaching of teachers and students, to improve the results of education, and to achieve the standards of model schools. (School Director, Kralanh District)

This report presents the findings and conclusions of the evaluation team over the consultative process – desk review, online survey and fieldwork – regarding the Transform Education Project, Siem Reap (TEP-SR). The consultative work took place mainly in Khmer language, so translations have required an element of interpretation. The evaluation team apologises for any mistranslations or confusion arising from this.

The evaluation team wishes to thank SBB Cambodia staff for their support throughout, process, and in particular to **Ms Ly Mey Bunn** for accompanying the team on many of the field visits.

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1   Background

This report presents the findings from the external consultant's midterm evaluation of the Transform Education Project (TEP-SR) which StudyBeyondBorders Cambodia (SBB Cambodia) implements in 20 schools in the districts of Kralanh and Srei Snam in Siem Reap province.

The evaluation took place over the months of August and September 2025, with fieldwork taking place over the week 08th to 12th September. Ministry of Education, Youth and Sport (MoEYS) activities required that fieldwork was implemented over the early part of the school vacation.

1.1   Organisational Context

SBB Australia was established in 2009 and is accredited by the Australian Department of Foreign Affairs and Trade (DFAT) through the Australian NGO Cooperation Program (ANCP).

On 1st January 2025, SBB Cambodia transitioned from being the implementing arm of SBB Australia to become a Cambodian-registered local NGO. SBB Australia now provides funding to SBB Cambodia, as its implementing partner, to deliver programs in Cambodia. SBB Ireland and SBB UK also provide funding to SBB Cambodia.

SBB Cambodia has 36 staff and implements its programs in three provinces in northern Cambodia.

1.2   Project Background

SBB Cambodia targets the most disadvantaged districts in some of the most disadvantaged provinces in northern Cambodia, where the need is greatest and there are real opportunities to generate significant change. Through the holistic approach of TEP-SR, SBB Cambodia nurtures Communities of Practice (CoP) which support shared learning among educators and engage the wider community in the life-long benefits of quality early primary education.

Locally led District Teacher Development Centres (TDCs) are established and resourced as sustainable hubs for collaborative learning, professional development and community engagement. They provide a much-valued forum for building the expertise of school leaders, strengthening teachers' professional identity and improving the skills and capacities of teachers, all of which contribute to sustained quality teaching and learning.

This project is delivered through five integrated strands which together build a sustainable foundation to enable locally led, long-term delivery of quality teaching and learning:

- **Teacher Development Centres (TDC):** These dedicated centres support effective Continuing Professional Development (CPD) among teachers, mentors and school leaders, fostering local communities of teacher-led practice improvement and innovation.
- **Leadership in Learning (LIL):** Equips school leaders to build community and school cultures which promote improved teaching and learning outcomes within their schools.
- **Teacher Professional Identity (TPI):** Sustainably empowers teachers to identify and pursue their goals, creating their own professional development pathways to build their confidence, self-esteem and standing in their communities.
- **Maths Teacher Mentoring (MTM):** Establishes the practice of effective teacher mentoring, creating collaborative communities of educators who champion and share best practices to improve student learning outcomes.
- **Literacy Teacher Mentoring (LTM)**: Equips teachers with multiple literacy-teaching strategies and resources which, together with on-going support, enable delivery of better student learning outcomes.

During the first eighteen months of the project implementation, the focus was on establishing a strong foundation for sustainable impact over time. This included facilitating better leadership, developing teacher professional identity, setting up systems of mentorship and enabling community engagement.

In collaboration with local District Offices of Education (DOE), TDCs have been established as CoP hubs for shared reflective learning, pedagogical innovation and problem solving. The LIL strand has been initiated to enable directors and deputy directors to develop more effective leadership approaches and skills through experiential workshops and interactive discussions. Strengthening of TPI is being implemented with teachers planning their own personal development agenda to build confidence and self-esteem as professional and capable educators. Through the MTM strand, five workshops have been delivered for master mentors, mentors, and grade 1-3 teachers on maths concepts and effective teaching and mentoring. Quality teaching resources have been developed and customised to support students' learning. LTM was introduced a year later than the other strands, as yet only for grades 1-2 and only in 9 of the 20 participating schools. Eight workshops have been delivered thus far and literacy materials and resources have been provided to all participating teachers.

1.3   Purpose of the Midterm Evaluation

The evaluation is expected to:

- Determine midterm progress against expected project outcomes and impacts
- Assess the relevance, effectiveness, impact, efficiency and equitability of the project
- Outline the lessons learnt
- Determine if outcomes are likely to be sustainable
- Guide decisions around the ongoing implementation of TEP-SR, the first phase of which continues until the end of 2026
- Inform future design for TEP elsewhere in Cambodia

The process is required to be:

- **Participatory**: the process must capture the voice of representatives from all relevant Cambodian stakeholder groups, including children.
- **Inclusive:** the process will apply appropriate strategies to effectively identify and address the barriers that may prevent the participation of any marginalised people.
- **Capacity Strengthening:** the process will involve SBB Cambodia staff in a way that enables them to develop skills in project evaluation work.

This report will outline the evaluation in the categories agreed in the Inception Report[1] as:

- Relevance
- Effectiveness
- Impact
- Efficiency
- Cross-Cutting Issues/Equitability
- Sustainability[2]

2   Methodology and Tools

The consultancy team worked through a desk review of relevant documentation and tools from SBB Cambodia, as well as relevant MoEYS policies and legislation. This enabled the construction of questionnaire sets which are listed in the Inception Report. The questionnaires were implemented with only minor changes following translation

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[1] Inception report:

https://docs.google.com/document/d/1yP0TP7guAvewnVA_cz9G7irmMQ1zyUdF/edit?usp=drive_link&ouid=111466605274089011954&rtpof=true&sd=true refer to Table 1, p.3-4.

[2] Additional to EOI list.

checks and consultation with SBB Cambodia stakeholders who recommended where they required use of specific technical terms (e.g. 'Teacher Development Centre'). Final versions (in Khmer) are in *Annex 6: Final Questions Lists*.

2.1 Summary of Methodology

Data gathering took place through an online survey, followed by a week-long field consultation for interviews and focus group discussions (FGD).

For the survey, a google forms questionnaire was sent to all teachers and directors in the project. This contained fifteen questions, to be answered on a 1-5 scale with optional comments space below each question. Answer weighting was +2 for *strongly agree*, +1 for *agree*, 0 for *don't know/no opinion*, -1 for *disagree* and -2 for *disagree strongly.* This delivers a weighted score between +2.0 (uniform strong agreement) and -2.0 (uniform strong disagreement).

Table 1: Stakeholder groups consulted

Group	Participants		Total
	Male	Female	
Online survey - Directors and Teachers	26	44	70
Provincial Office of Education (POE) Focus Group Discussion (FGD)	2	0	2
DOE FGD	3	1	4
School Director FGD	13	2	15
Director interview	2	2	4
Teacher interview	4	4	8
Community	9	10	19
Students	**18**	**27**	**45**

The fieldwork was implemented according to the schedule proposed in the Inception Report; this was endorsed by POE officers to enable the evaluation team to complete the field visit schedule as shown in Table 2 below.

Table 2: Fieldwork schedule

Date	Mon. 08 Sep.	Tues. 09 Sep.	Wed. 10 Sep.	Thur. 11 Sep.	Fri. 12 Sep.
Time	**08.30**	**08.30**	**09.00**	**08.30**	**08.30**
Action	POE Interview/FGD	School 1: Kralanh Primary School, Kralanh District	School 3: Mong Primary School, Srei Snam District	School Director FGD: Srei Snam DOE	Interviews SBB Cambodia SR office
Time	**14.00**	**13.30**	**14.00**	**13.30**	**13.30**
Action	DOE FGD Kralanh (Officers from Kralanh and Srei Snam)	School 2: Sampouv Loun Primary School, Kralanh District	School 4: Thlok Primary School, Srei Snam District	School Director FGD: Kralanh DOE	POE Courtesy Debrief Meeting (not required)

The timetable was sent with a covering letter (in Khmer) to the POE, who acted to authorise the visits.

Following fieldwork, the evaluation team undertook a short informal meeting with the Department of Primary Education (PDE) of MoEYS to check some policy alignments.

The children's opinions survey sheet (COSS) was delivered by SBB Cambodia staff onsite and used a 1-5 scale which aligned with the google forms questionnaire and with the same use of answer weighting as the teacher/director

survey for score. This is shown in Table 3 below.

Table 3: Answer rating for questionnaires on 1-5 scale

Rating	COSS 'Smiley Face'	Meaning	Weight (data analysis)
(5)		Agree strongly / Very happy	+2
(4)		Agree / Happy	+1
(3)		Don't know / no opinion	0 (allows discard)
(2)		Disagree / Sad	**-1**
(1)		Disagree strongly / Very sad / Angry	-2

3 Results and Analysis

The findings from the surveys and fieldwork are presented by category: 3.1 Relevance to 3.6 Sustainability

3.1 Relevance

Determines whether the intervention is tailored to address the specific needs of stakeholders in Srei Snam and Kralanh.

3.1.1 To what extent are interventions relevant and adequate to meet the needs of beneficiaries?

TDC:

The TDCs are widely used for their principal purpose, which is as a venue for a variety of trainings, meetings and other times where gathering in a shared space is required. Internet and electricity are available and reliable. One teacher wrote about *"having a suitable centre in terms of location, organisation, distance and implementation of meetings according to a clear plan, sharing experiences, and communicating well with stakeholders at all levels"*. Another commented on *"sharing experiences with each other, challenges, and finding solutions together"*.

TPI:

Teachers report satisfaction with the support to their professional identity. Positive responses on the online survey were common and included a statement that *"every meeting has many benefits, making the meeting easy and fun without wasting time because it is clean and comfortable"*. They expressed satisfaction with the trainings provided as being practical and applicable, and there was a positive response to the support delivered by SBB Cambodia officers (100% positive/neutral response online (Q8: score 1.27).

LIL:

Directors report satisfaction with the support to their leadership role. They expressed satisfaction with the trainings provided as being practical and applicable. Leaders reported that *"many now feel more motivated, open to change, and better equipped to make decisions and lead with confidence"*. .

Directors would like leadership support to continue beyond the first phase and have requested additional support with technology, both in resources and skills development.

MTM:

Teachers indicated that the maths intervention is relevant and is enhancing teacher effectiveness. Some said that teachers have opportunities to *"share experiences, problems and successes every month",* and that *"student participation and response are great".*

Teachers expressed satisfaction with the resources provided and with the training delivered.

LTM:

Teachers have said that *"activities in literacy help students better recognise the alphabet and practice blending sounds for reading".* They report satisfaction with the resources they receive and are appreciative of the LCD and tablets provided. They report with the tablets that they have a large number of resources and feel empowered by being able to use what they see as '21st-century teaching methods' in their classrooms.

The mentoring support, which is an integral part of the intervention, is valued.

General student comments:

Student feedback from FGD and the COSS shows general satisfaction with their school experiences. Students in early grades have no way to compare the post-project situation with that of pre-project interventions, but report being happy at school (44/45 positive responses, overall score = 1.84).

3.1.2   To what extent does the project align with national education priorities?

TDC:

All activities align with MoEYS policies and priorities.

LIL:

All activities align with MoEYS policies and priorities.

TPI:

All activities align with MoEYS policies and priorities.

MTM:

MoEYS has a national curriculum framework, textbooks, and supporting materials in the early grades maths package referred to as 'Komar Rien, Komar Cheh' (KRKC).[3] All schools are expected to follow these, as outlined in various documents including the *Strategy on Implementing Early Grade Khmer Reading and Mathematics Package* (MoEYS, Department of Primary Education (DPE), 2022).

MoEYS allows a level of flexibility with implementation of the maths resources. The textbooks are the *de facto* core curriculum but are supplemented by the KRKC materials as well as various MoEYS-endorsed documents for maths exercises (e.g. student maths exercises) that are related to the lessons in the textbooks. Teachers are encouraged to use resources (e.g. for practical activities) and the limiting factor with these is often budgetary. External support for maths resources – in particular visuals and manipulatives – is welcomed in Cambodian primary schools. The methodology used by SBB Cambodia is aligned with MoEYS principles and maths learning progression from concrete-iconic-abstract.

LTM:

While many aspects of the literacy methodology are aligned with the MoEYS teaching methods, SBB Cambodia offers an alternative approach in promoting the use of 'letter sounds' rather than the Khmer traditional use of 'letter names' which is not aligned with MoEYS methodology. In line with SBB Cambodia's focus on teacher empowerment, some teachers who are participants in the TEP-SR choose not to use the SBB Cambodia

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[3] កុមាររៀន កុមារចេះ which may be loosely translated as 'children learn [so] children 'can' [be able]'

methodology. However, a number of teachers reported in interviews that they were conflicted on the methods.

Mentoring - general:

The mentoring methodology and tools are aligned with MoEYS mentoring. with only some minor differences. The TEP-SR uses similar systems of school-based and master mentors. However, teachers are being required to mentor in different ways according to whether they are an SBB Cambodia mentor and/or a MoEYS mentor. For teachers performing both roles, the workload is high with the additional challenge that some teachers report having to leave their classes, sometimes for extended periods, both for mentoring and for meetings related to mentoring.

The evaluation team notes that mentoring programs in Cambodia all face similar problems, mostly due to the logistics and human resources required, and differences in school sizes, staff numbers and numbers of contract teachers employed.

Mentoring tools are aligned with MoEYS tools. References are contained in *Annex 2: Document List*.

3.2   Effectiveness

For each of the expected outcomes, identifies what has been accomplished thus far in relation to what has been set out in the project design documents, results framework and operational plan.

3.2.1   What have been the most effective/ineffective elements of the project?

TDC:

TDCs are appreciated as a meeting venue and are comfortable, tidy and well-maintained with reliable internet. The TDCs host a wide range of activities, totalling 167 events in the first year of the TEP-SR implementation. One teacher wrote that *"it is a good place for teachers to study, share experiences and knowledge with each other"*, while another commented that it *"make us close and dare to talk about our experiences with each other".*

> **FROM THE SURVEY:**   (100% positive response online (Q15) with a weighted score of 1.40)

- (+) TDC can be used effectively *"to accommodate a wide range of different sorts of meetings, workshops and trainings"*, all of which are fully recorded in SBB Cambodia documentation.
- (+) 32% of the comments indicated that the TDC was a place where experiences can be exchanged
- (+) A mentor said that "*every meeting has many benefits. There are many modern materials that serve the purpose of the meeting, such as easy-to-show slides and wireless connections for teachers to connect during the meeting. It is easy to be online when teachers are online*.''
- (-) Attendance at TDC activities is reported as sometimes low with one reason suggested being that the transport allowance may not be considered fully equitable.[4]

LIL:

The leadership intervention is effective. Directors report that all training is effective and can list specific changes that they have made in their professional practice. They can also articulate what their future priorities are and appreciate the monthly reflective learning sessions in the TDC. Some directors reported being overworked, although this is not a direct consequence of the LIL intervention. Interviews and FGDs with directors indicate that their skills in instructional leadership (i.e. the ability to support teachers in pedagogical areas) have improved and this is also reflected in what is seen by directors and teachers as a more consultative approach.

> **FROM THE SURVEY:** (100% positive/neutral response online (Q15) with a weighted score of 1.16)

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[4] This is a multi-faceted problem related to general transport methods in Cambodia and occurs in almost every partnered support intervention. SBB Cambodia provides an allowance equivalent to or higher than that designated by the POE and reports that access to all TDCs is via good roads. The comment may arise because large NGOs sometimes have the capacity to pay higher allowances.

- (++) Quality of training is good and considered relevant to the actual duties of the school leaders.
- (-) For some directors, the additional workload is too high. This occurs more often with the more capable directors who already have multiple roles.

TPI:

Teacher Professional Identity is an intervention designed to empower teachers to identify and pursue their professional goals. Participating teachers showed a clear understanding of their professional identity, being able to articulate goals, engage in reflective practice and work on classroom assessment techniques to improve their students' learning. One teacher wrote that *"I have come to understand that teachers are not only teachers of knowledge, but also creators of human resources and the future of society"*, while another observed that *"teachers can understand themselves better and find things that are good for further strengthening their own abilities"*.

FROM THE SURVEY: (100% positive/neutral response online (Q14) with a weighted score of 1.36)

- (+) Teachers report satisfaction with the training: this is specified as content, applicability and facilitation; activities are aligned with the Teacher Professional Standards (TPS, MoEYS 2011).
- (+) As assessed using the project tools, there has been improvement in teachers' capacities with regard to their socioemotional skills, classroom culture and instruction (refer to section 3.5.1.2 of this document).
- (+) A Grade 1 teacher mentioned *"Self-reflection, determination, and growth in the teaching profession. Strong learning environments help teachers be more effective and improve student learning outcomes"*.

MTM:

All aspects of training are considered effective: facilitation, content, practicality. Maths resources are effective while mentors and school leadership appear to be able to support this well.

Some teachers reported that the resources to support the teaching of place value were among the most useful.

FROM THE SURVEY: (Maths: 100% positive/neutral response online (Q6) with a weighted score of 1.33)

(Mentoring: 100% positive/neutral response online (Q14) with a weighted score of 1.23)

- (++) Resources and training are reported as being good quality, relevant and durable.
- (+) Mentors report that they are satisfied with the support they receive from SBB Cambodia.
- (-) Schedule clashes as some maths mentors are also literacy mentors for MoEYS.
- (-) Students are sometimes left unattended during implementation of mentoring duties.

LTM:

Literacy resources reported as effective are the projectors, the tablets, and the teaching resources that are available through this technology. These are being used without any significant problems. However, the different phonics methodology applied for literacy teaching, as mentioned, is proving particularly challenging for some. One teacher reported observing *"improvements in students' blending, reading, and writing skills that are appropriate for their grade level"*, while another wrote that *"high-frequency word sessions introduce new vocabulary that students use in daily life, further improving their reading skills"*.

FROM THE SURVEY: (Literacy: 98.6% positive/neutral response online (Q5) with a weighted score of 1.02)

(Mentoring: 100% positive/neutral response online (Q14) with a weighted score of 1.23)

- (+) Resources and training are consistently reported as being of good quality.
- (+) A Grade 1 teacher said that *"because of good teaching methods, there is a lot of student participation"*.
- (+) Mentors report that they are satisfied with the support they receive from SBB Cambodia.

- (+) Technology resources are effective in content and operational with no reporteding technical problems.
- (+) A school director reported that *"this helps with modern teaching using digital systems"*.
- (-) Some aspects of the literacy methodology are not aligned with MoEYS methodology

3.2.2 What key challenges have been encountered and how have they been overcome?

Workload:

For most respondents, the workload in general was not reported to be a problem, except for additional work for some teachers using the literacy resources. SBB Cambodia is working to overcome this. Some school directors, particularly those who hold multiple roles, said that full participation in the SBB Cambodia project can add to their workload. Rural areas and small schools often lack full leadership teams, so directors may not have the option to delegate to deputies.

The directors' FGD made a specific request to not ask directors to work with a partner to make a slide presentation on a topic. This was reported to be 'excessive' work, and not all directors have the ICT resources and/or skills to do this in a reasonable time. According to SBB Cambodia, participants are advised that such undertakings are suggestions only, so are optional and at each director's own discretion.

Literacy methodology:

The four teachers whose schools are participating in the literacy intervention, and who the evaluation team spoke to directly, listed the methodology with regard to phonics as the biggest challenge, with one teacher opting not to use it. This was also raised at DOE level, by some directors and in the director FGD. Literacy methodology challenges are recognised by SBB Cambodia in their six-monthly reports.[5]

3.2.3 How has the monitoring and results-based management system contributed to project effectiveness?

The monitoring at school level is reported as being supportive and regular. Teachers report that they can directly contact SBB Cambodia focal points (e.g. by Telegram, the official MoEYS communications platform) and that they receive supportive advice.

SBB Cambodia made the results-based management and Monitoring, Evaluation and Learning (MEAL) frameworks available to the evaluation team. The indicators are relevant to the project goals and – as noted in other sections – SBB Cambodia are implementing interventions according to their plans.

3.3 Impact

Identify and analyse the significant changes the project has brought to each beneficiary group (students, teachers, school leaders, DoE) thus far.

3.3.1 Provide evidence of change and impact for each group.

3.3.1.1 Students

Evidence from externally-administered testing indicates that students are benefitting from improved teacher effectiveness and enhanced school leadership. Student learning outcomes (SLO) have improved significantly since the project began. They are benefitting from increased classroom resources, including LCD projectors and other technology in the classroom which can make their learning more engaging. The MEAL framework indicates changes in SLO as shown in Table 5 below.

Table 5: Selected relevant indicators for SLO

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[5] SBB Cambodia six-monthly report: June-Dec. 2024, point 4, page 5.

Definition	Verification/ Source	Baseline	Year 1 Target	Actual Year 1	
Change in % points of students achieving Minimum Proficiency Levels (MPL) in maths Increase in Percentage Points = Endline Percentage – Baseline Percentage	Raising the Bar - MPL Assessment Report	31%	10% points increase	43%	12% points increase
Change in % points of students achieving MPLs in literacy Increase in Percentage Points = Endline Percentage – Baseline Percentage		8%		22%	14% points increase

3.3.1.2 Teachers

Differentiating between skills/capacity development from project activities and that from other causes is difficult.

Teachers express satisfaction with their training and skills, and have better (and more) maths resources that can be used in practical ways. They also report having improved skills with technology such as the LCD projectors and tablets.

Teachers report finding lesson plan writing quicker and easier using the 'I do, we do, you do' method, which is also a principle of MoEYS Early Grades (EG) work). Directors favour this method as well.

Students were generally happy with their teachers' performance, although in three of the four schools, some children requested that teachers improve their punctuality when asked 'how can teachers improve?'

Performance measures are generally on-track, as shown below in Table 6.

Table 6: Selected relevant indicators for classroom teacher and mentor performance

Definition	Verification/ Source	Baseline	Year 1 Target	Actual Year 1
Change in % of teachers achieving target Teacher Skill Scale levels. % of teachers achieving target skill levels = (Number of teachers achieving each target level) / (total # of teachers assessed) x 100	Teacher Skill Scale	100% Lv. 0	80% Lv. 1	39% Lv.2 57% Lv.1 4% Lv.0
Change in % of mentors who achieved different levels on a mentor skill scale. % of mentors achieving target skill levels = (# of mentors achieving each target level/ total # of mentors assessed) x 100	Mentor Skill Scale Report	100% Lv. 0	10% Lv.2 70% Lv.1	10% Lv.2 57% Lv.1 33% Lv.0
Change in % of teachers achieving target TEACH Framework levels % of teachers achieving target TEACH Framework levels = (# of teachers achieving each level of TEACH Framework/ total # of teachers assessed) x 100	TEACH Framework	0% Lv. High 30% Lv. Med. 70% Lv. Low	10% Lv. High 40% Lv. Med. 50% Lv. Low	1.5% Lv. High 81.5% Lv. Med. 17% Lv. Low

3.3.1.3 School leaders

As with teachers, differentiating between skills/capacity development from project interventions and other causes is difficult.

School leaders express satisfaction with their training and skills. In all instances, the most popular and meaningful training was reported to be the training on *Six Styles of School Leadership*.

Teachers expressed general satisfaction with directors' performance, and there was consistent feedback from leadership and teaching groups that directors are working in a more consultative manner.

*Ms. Kluot Thavy, Grade 1 Teacher and mentor, on improved l*eadership

My director delivers regular reviews to the teachers in class, and these are better than before. They are more formal and structured and there is additional emphasis on helping students with learning difficulties.

Her leadership of meetings is clearer and more focussed on teacher responsibilities. There are more meetings for teachers and she provides more help and encouragement.

Instances were identified where changes took place among school leaders that were clearly attributable to the project. These included:

● Improved monitoring of classroom performance.
● Increased support for methodology issues (instructional leadership: directors were more able to support pedagogical areas).
● School leadership teams working in a more consultative manner.
● Directors report being 'more able to try out new activities'.
● Performance measures are generally on-track, as shown in Table 7: below.

Table 7: Selected relevant indicators for school director performance

Definition	Verification/ Source	Baseline	Year 1 Target	Actual Year 1
Change in % of school leaders achieving targeted competency levels. % of school leaders achieving targeted competency levels = (# of school leaders achieving each level of leadership competency/ total # of school leaders assessed) x 100	Leadership Competency Dashboard	3% Lv. 4 25% Lv. 3 72% Lv. 2	10% Lv. 4 40% Lv. 3 50% Lv. 2	12% Lv. 4 43% Lv. 3
Change in % of school leaders achieving targeted confidence levels in leading. % of school leaders achieving targeted confidence levels = (# of school leaders achieving each level of confidence/ total # of school leaders assessed) x 100	Leader Confidence Dashboard	3% Lv. 4 28% Lv. 3 66% Lv. 2 3% Lv. 1	10% Lv. 4 35% Lv. 3 55% Lv. 2 0% Lv. 1	6% Lv. 4 47% Lv. 3
Change in % of teachers expressing their satisfaction with school leaders. % of teachers satisfied with school leaders at each level = (# of teachers rated school leaders at each level/ total # of teachers participated in the survey) x 100	Teachers Satisfaction Dashboard	9% Lv. 4 44% Lv. 3 47% Lv. 2	15% Lv. 4 65% Lv. 3 20% Lv. 2	15% Lv. 4 41% Lv. 3

3.3.1.4 DOE

DOE officers expressed satisfaction with the training content and delivery. They reported a challenge of having 'too many meetings' and requested that SBB Cambodia take additional time in checking for conflicts with other scheduling. This issue is noted in multiple SBB Cambodia reports[6], but short notice planning issues can occur more frequently from the MoEYS units' side. A second area of concern was the literacy teaching methodology.

3.3.1.5 Community

Meetings were held with community members during all school visits. Attendances were good, showed gender balance and representation of marginalised groups such as disabled teachers and illiterate parents/guardians.

Community members attending meetings expressed satisfaction with the progress the schools are making. Community representatives were unable to give much feedback on the development of project activities to date.

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[6] SBB Cambodia TEP-SR six-monthly reports: (1) Jan.-June 2024, point 1, page 5; (2) Jan.-June 2025, point 6, page 4.

Community members made positive comments about teaching and school director performance; in two instances, they expressed concerns about literacy teaching, but more from a lack of understanding of how things were different from their own educational experiences.

3.3.2 What further change is likely to occur by the end of the project (December 2026)?

TDC:

TDC management committees will be well established and fully operational. These committees will have developed further to widen the use of the TDCs, for example as venues resourced for self-directed study or research.

TPI/LIL:

Teachers and directors will have ongoing opportunities to develop further with support, which may include refresher training on key content.

LIL:

If SBB Cambodia is able to commit the necessary resources, additional ICT support for directors could be delivered.

MTM:

The changes from skills development in maths (methodology and use of resources) will become more embedded and refresher training can be delivered. Long-term mentoring relationships will increase the support available as trust and communication improves (likewise with LTM).

LTM:

The most significant change is likely to be greater alignment with MoEYS literacy teaching methodologies.

3.4 Efficiency

Looks at outputs in relation to inputs.

3.4.1 To what extent have project activities and outputs been delivered on time, within budget and with quality?

Answers to this question were 100% positive in saying that the project followed the plan as set out.

Project six-monthly reports show that budgets are well managed and provide fully disaggregated figures with rationales for variances. With the online survey, 100% of responses were positive or neutral, with a weighted score of 1.19 (Q4). The only query on this area came from the DOE about whether payments for teachers were delivered punctually by SBB Cambodia. However, in interviews, teachers reported that payments were made in a timely fashion.

Quality is discussed in other sections of this report.

3.5 Cross-Cutting Issues/Equitability

Assesses whether the project benefits were felt equitably, and if broader social impacts (empowerment, gender equity, disability inclusion etc.) resulted.

3.5.1 Have people benefited from the project equitability? Why/Why not? This should include an analysis of gender and disability.

The evaluation team considers that SBB Cambodia's consultation regarding project design was representative of the real situation in the target districts and notes that several disabled teachers and community members took part in the evaluation survey, as well as some illiterate community members. Although it is possible to take measures to assess the extent of this situation, direct questions on social or disability status would be culturally insensitive and could affect SBB Cambodia-beneficiary relationships.

The evaluation team notes that there are almost no children of ethnic minorities (or children with Khmer as an additional language) in the target schools. Local authority records indicate that there are no ethnic minority groups registered in these districts.

3.5.1.1 Gender differences (students' perception)

In discussions, students made comments that boys and girls were treated alike, although their responses reflected the age of the children being questioned, in that 'same number of boys and girls' was considered 'equality'. However, for 13 out of 14 questions[7], the answers from the girls were more positive than those from the boys.

3.5.1.2 To what extent did marginalised groups participate in project design?

SBB Cambodia's policies and practices are clear. Accommodation for GEDSI is embedded with the project design and activities. Regarding project design, specifically noting data from the TEP-SR feasibility study, the evaluation team assesses that the input of relevant stakeholders was comprehensive. Consulted groups were gender-balanced and the evaluation team is aware that some persons with disabilities were included, as well as community members who were illiterate. Actual numbers of these group members are not recorded. There are no ethnic minority groups registered in the target districts, as stated in SBB Cambodia's documents and communications and confirmed during the fieldwork.

3.5.2 Child protection and Safeguarding

SBB Cambodia has comprehensive policies and robust procedures which address all aspects of Child Protection and Safeguarding and which comply with or go beyond both national and international donor countries' policies and legislation.

Prior to initiating any project, including the TEP-SR in schools, SBB Cambodia requires all teachers and directors, as well as representatives from the DOE and District Government to sign agreements which make it clear that teachers must refrain from any acts of corporal punishment against students. On commencement of the TEP-SR, comprehensive training was implemented regarding this issue, while during TPI training, classroom management, inclusive classroom culture and the promotion of positive discipline and student wellbeing are addressed. These principles are reinforced at the beginning of every TEP-SR workshop, and refresher training is conducted periodically. Participant schools are required to have a designated Child Protection Focal Point and to have posters displayed regarding child protection and safeguarding.

However, it is widely recognised that, despite the clear national legal position and local agreement to child protection and safeguarding requirements, corporal punishment still occurs in some Cambodian schools. There is a higher incidence of this in more remote and disadvantaged locations such as those where SBB Cambodia implements its project.
One question in the COSS survey related to Child Protection:

> Q7: *There is no corporal punishment in schools (teachers do not hit students)*).

This question was flagged with the SBB Cambodia staff enumerator who took steps to ensure the students' understanding of what was being asked in order to limit any potential false positives. A total of four children across two schools gave answers to SBB Cambodia staff enumerator alleging that instances of corporal punishment have occurred in their classrooms.

These allegations have been appropriately reported, are being rigorously investigated locally, and will be fully responded to.

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[7] Exception: Q4 *The director is friendly.* Boys responded more positively than girls.

3.6   Sustainability

Assess which outcomes of the project will continue after the conclusion of SBB Cambodia's support.

(Sustainability: 100% positive/neutral response online (Q11) with a weighted score of 1.26)

3.6.1   To what extent will the changes noted as existing and expected be likely to continue post-project?

TDC:

The use of the TDC for a wide range of activities is likely to continue. These facilities support the ongoing development of CoPs as vehicles to enhance teaching and learning, and this aligns well with MoEYS policies and priorities.

LIL:

It is expected that directors implementing positive school leadership practices will continue to do so. The development of human resource capacity (skills, knowledge and behaviours) has been significant and appreciated, and directors express high motivation to continue. This means that ongoing improvement of the learning environment will continue to deliver enhanced learning outcomes for students.

TPI:

Teachers implementing positive TPI practices will be likely to continue these. This project represents development of human resources (skills, knowledge and behaviours) and teachers express high motivation to continue. Their enhanced confidence and professionalism will further contribute to their students' higher rates of success at school.

MTM:

Use of maths resources and application of methodologies is likely to continue and be sustainable: this was a very consistent and positive answer from all groups. Noted durability of resources provided by SBB Cambodia will enhance the sustainability of the improvements in students'achievement in maths.

LTM:

Technology resources (tablets and LCDs) and the teaching materials that they provide access to will continue to be used. SBB Cambodia has advised that the resources will be handed over to those schools that indicate a desire to retain them and a commitment to their ongoing use.

3.6.2   What additional input or changes will be required to ensure sustainability?

TDC:

The TDC committees, supported by SBB Cambodia in the ongoing operation of TDCs, will work on a plan to ensure sustainability whilst increasing the breadth of functionality of the TDCs. TDC funding and general running costs will need to be addressed equitably prior to the withdrawal by SBB Cambodia from the target districts after the next phase of the project. [8]

LIL:

Greater sustainability can be delivered by SBB Cambodia continuing to share good practice with MoEYS, and possibly by applying for accreditation. SBB Cambodia could produce additional materials/training to support directors in training their deputies as successors.

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[8] Upkeep of the building; general running costs such as wi-fi; equitable transport allowances for meeting attendance. Each TDC is in a specific school location, but an equitable division of expenses is required rather than relying on the host school.

TPI:

As with LIL, ongoing collaboration with MoEYS may lead to a pathway to accreditation for this intervention. As SBB Cambodia played a role in the Professional Identity of Khmer Teachers (PIKT) project and this has already influenced the inclusion of TPI in the National Teacher Action Plan, this could be a fruitful pursuit.

MTM:

Some maths courses will benefit from refresher training: division was rated top of the list by all respondents who were able to nominate a specific topic; this is at least partly because the division content for EG maths resources is working slightly above grade-level compared even with developed countries.

LTM:

Remaining aspects of the literacy methodology should be brought into line with MoEYS policies, resources and strategies.

Other:

Respondents' also requested refresher training for ICT work, and for many teachers they would like further support in using the tablets. However, use of tablets is generally successful as all teachers interviewed said they had capacity to use the tablets to at least some extent.

To support the ongoing use of the technology, SBB Cambodia could consider supplying additional spare projector bulbs at the end of the project.

4   Recommendations

Some content of this section has already been discussed informally between the evaluation team and the relevant SBB Cambodia officers, meeting with a positive and collaborative response.

4.1   Priorities:

- Literacy content alignment:
  SBB Cambodia is taking measures to align with MoEYS policy, whilst retaining the significant positive aspects introduced by the TEP-SR intervention in literacy.
- Corporal punishment in schools
  SBB Cambodia has robust child protection and safeguarding policies and has measures in place to address this, a known problem in the region where the TEP-SR is implemented. Repeated highlighting of the seriousness of this issue at all levels and ongoing provision of refresher training and reinforcement of positive discipline and classroom culture in schools will be essential.

4.2   Further training:

- TPI/LIL: reinforcement of teacher's position as a role model: positive discipline, child rights, punctuality.
- LIL: planning; in particular, use of ICT for planning and general ICT skills.
- MTM: methods for division; other general refresher training.[9]
- LTM: ICT training: further development of use of tablets and LCDs.

4.3   Additional resources:

- LIL:if it were possible to provide laptops for school leaders, this may enhance their efficiency in addressing

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[9] SBB Cambodia could select topics through use of a google forms survey combined with observational data from mentors and school visits by SBB Cambodia officers.

their workload as they improve their leadership capacity.[10]
- MTM: additional resources for physical maths (manipulatives) and visuals.
- LTM: additional online digital teaching resources.

4.4 General recommendations:

- LIL: develop additional content on LIL modules relating to community involvement. The level of positive feedback was such that SBB Cambodia could submit this course through the Continuous Professional Development Management Office (CPDMO) of MoEYS to be an accredited course.
- LIL/MTM/LTM: consider which courses might be most suitable to apply for CPDMO accreditation[11] (recognition by MoEYS): based on feedback, *Six Styles of School Leadership* might be suitable.
- MTM/LTM: Extend training and other support to contract and/or agreement teachers; Siem Reap has more contract teachers than any other province in Cambodia, both as a percentage of the workforce in primary schools and as a total number of the workforce.[12]
- LTM: consider extending literacy work to Grade 3 to align with MoEYS definition of 'early grades' and to enable schools to feel that subjects are allocated equitably. In the organisational FGD, SBB Cambodia considered whether expansion of successful activities to G4-6 could be a future consideration.
- LTM: offer ICT resources to schools at discounted rates at the end of the project.[13]

Recommendations from FGDs are contained in *Annex 3: Recommendations/requests/comments from FGD*.

5 Limitations of Study

The project time allocation given by SBB Cambodia was sufficient to fulfil most of the ToR for the evaluation.

Limitations may be summarised as:

- Data sampling restricted to a five-day period, giving a 'snapshot' of school operations.
- Students from Grades 1-3 are the target beneficiaries and so were interviewed. Children of this age struggle to provide meaningful feedback.
- The evaluation team made an oversight in not realising that only some of the schools had received the literacy resources and training; if this had been noted, these schools would have been prioritised.
- Given that teachers are the primary beneficiaries of the project, a wider sampling of this cohort for fieldwork could have yielded more representative data.

6 Summary Discussion

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[10] Outcomes of Directors FGD. Directors initially suggested tablets, as with teachers. After discussion, the group decided that for core director tasks (planning, reporting, administration) laptops would be a more effective resource.

[11] Refer to MoEYS CPD Handbook (2021) Section 8.3 *Application form for accreditation of a CPD offering for school directors*.

[12] The evaluation team interviewed one teacher who, whilst now a civil servant, had previously been a contract teacher for 20 years.

[13] Consultations are required, but a suitable point may be around 10% of the 'new' value of the resource (e.g. a used $800 LCD projector could be 'sold back' to the school for $80). The evaluation team recommends that the ICT resources are considered to 'belong' to the school upon receipt of product, but if that is not the case, schools should have the chance to retain resources.https://docs.google.com/document/d/1ZGBfce0Hzvjo85IkmYGwIpdj-FqafE0E/edit#heading=h.9ft39https://docs.google.com/document/d/1ZGBfce0Hzvjo85IkmYGwIpdj-FqafE0E/edit#heading=h.9ft398hattyw8hattywhttps://docs.google.com/document/d/1ZGBfce0Hzvjo85IkmYGwIpdj-FqafE0E/edit#heading=h.9ft398hattywhttps://docs.google.com/document/d/1ZGBfce0Hzvjo85IkmYGwIpdj-FqafE0E/edit#heading=h.9ft398hattyw

There are many positive and sustainable aspects of the TEP-SR work by SBB Cambodia in Siem Reap.

SBB Cambodia's relationship with their partner schools and with district administrative units is strong and positive.

Key stakeholders can give detailed feedback on project activities and express satisfaction with SBB Cambodia's organisation in general: the project is operating according to a plan and teaching staff feel that they can contact key SBB Cambodia staff with problems.

Training is rated as good quality and useful for participants, i.e. ithttps://docs.google.com/document/d/1ZGBfce0Hzvjo85IkmYGwIpdj-FqafE0E/edit#heading=h.9ft398hattyw can be applied to their real situations. Specific courses in leadership are rated most highly, as are workshops on maths sub-topics. Monthly meetings to share experience are useful, although for stakeholders with a high workload, a reduction in the number of meetings was requested.

The quality of the resources delivered is high, in particular for maths where resources are reportedly durable and effective and some of the large posters are highly rated. Technology resources that are distributed are reportedly used well, reliable, and most participants have sufficient capability to use them. Additional training on all ICT aspects would be welcomed at all levels, and this is an area where SBB Cambodia may have opportunities to further strengthen capacity for sustainable change.

Work in the project is generally equitable, and there is evidence that vulnerable groups are reached. There is no evidence of discrimination, although student surveys suggest that girls are happier in school than boys. This is common in Cambodian schools.

7   Methodological lessons learned

- Field interviews with a much larger sample of teachers as the key beneficiaries should be carried out, and FGDs should also be scheduled for this group.

- Closer liaison with the SBB Cambodia project team regarding selection of schools could have ensured that all teachers, directors and parents interviewed regarding the LTM were from schools participating in that intervention. As it is, some of the responses regarding this aspect of the project must be questionable.

- FGDs (e.g. with directors) are highly effective when participants are of equal standing. If SBB Cambodia required 'snapshot' external evaluations, a single day FGD (one shift per district) could deliver future project evaluations very quickly.

8   Annex 1: List of Abbreviations

ANCP	Australian NGO Cooperation Program
CoP	Communities of Practice
COSS	Child Opinions Survey Sheet
DFAT	Department of Foreign Affairs and Trade (Australia)
DOE (YS)	District Office of Education (Youth and Sport)
DPE	Department of Primary Education (formerly PED) (Dept. within MoEYS)
FGD	Focus Group Discussion
KRKC	'Komar Rien, Komar Cheh' (children learn, [so] children 'can', MoEYS EG package)
LIL	Leadership In Learning
LTM	Literacy Teacher Mentoring
MoEYS	Ministry of Education, Youth and Sport
MPL	Minimum Proficiency Level
MTM	Maths Teacher Mentoring
POE (YS)	Provincial Office of Education (Youth and Sport)
SBB	SeeBeyondBorders/StudyBeyondBorders
SLO	Student Learning Outcomes
TDC	Teacher Development Centre
TPI	Teacher Professional Identity
VAC	Violence Against Children

9   Annex 2: Document List

9.1   General references:

ANCP, Accreditation Guidance Manual, DFAT, 2025

MoEYS, Handbook for Early Grades Mentoring, 2020

MoEYS, Strategy on Implementing Early Grade Khmer Reading and Mathematics Package, 2022

MoEYS, Early Grades Literacy Package (undated: all documents)

MoEYS, Early Grades Mathematics Package (undated: all documents)

MoEYS, Teacher Professional Standards, 2011

SBB, Raising the Bar MPL Report, 2025

SBB, Annual Development Plan Assessment Report 2024-2025

SBB, Transform Education Project Logic Model, 2024

SBB, Transform Education Project Concept Note, 2024

SBB, Transform Education Project Six-Monthly Reporting Jan-June 2024

SBB, Transform Education Project Six-Monthly Reporting July-December 2024

SBB, Transform Education Project Six-Monthly Reporting Jan-June 2025

9.2 Child rights references:

RGC, Education Law of the Kingdom of Cambodia 2007, Article 35: *The right to be respected and paid attention on human rights, especially the right to dignity, the right to be free from any form of torture or from physical and mental punishment.*

RGC, Constitution of the Kingdom of Cambodia, Articles 41 & 42

10 Annex 3: Recommendations/requests/comments from FGD

These are the responses from the open question in FGDs about 'do you have any advice, recommendations or requests?' as the final interview/FGD question.

POE Representatives

- SBB Cambodia has been a long-term collaborator and has led to improvements in SLO.
- Continue and extend the LIL strand.
- Increase amount of ICT resources supplied (nb. This is important as the use of ICT in schools is a key MoEYS indicator where POEs are accountable for implementation).[14]
- If extending project activities, the two districts with next priority are Svay Ler and Varin.
- Include contract teachers in all relevant activities.

DOE Representatives

- The TEP-SR has gained momentum in its second year - continue and extend activities where possible.
- Increase the level of co-operation with the Teacher Training Colleges as this is sustainable and aligned with MoEYS policies and strategies.
- Rationalise the number of meetings taking place and ensure no clashes as far as possible.
- Consider additional work on child protection and psychological counselling.

School Directors FGD (combined list)

- Continue workshops on teaching methodology for leaders (but not too many meetings).
- Align the literacy materials with MoEYS policies.
- Study tours to share good practice (e.g. to Battambang).
- Additional resources for maths teaching.
- Additional resources for literacy teaching (including high numbers of storybooks).
- Additional training on digital resources use (nb. Training to date 'clear').
- Equal supplies for literacy/maths, specifically mentioning ICT resources for maths.
- More work on LIL and ensure all deputies are invited to all training.
- Use of laptops (e.g. Chromebook) for leadership and management duties.
- Full participation of contract teachers.

The directors had time at the end of the meeting to discuss informally about their requirements. In each instance they chose to elect a representative to report on behalf of the group.

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[14] The indicator relates to '*The use of ICT in all classrooms of a school*'. POE reported that on this indicator, only four schools from 525 primary schools had achieved it, but many other schools were using ICT in 'many' classrooms.

11   Annex 4: POE Permission letter

Letter (English) from SBB to POE Siem Reap.

12   Annex 5: Questions Lists

Student questions list.

Student answers form.

Teachers questions list.

Directors questions list (interview).

Directors questions list (FGD).

POE/DOE questions list.

Community questions list.

13   Annex 6: TEP-SR summary sheet

Briefing sheet for pre-interview discussion (one page).

Question and theme	Score										Mean Scores (2.00 = 100%)		
	5 (++)		4 (+)		3		2 (-)		1 (--)				
	M	F	M	F	M	F	M	F	M	F	M	F	Comb.
1. Happy at school.	15	24	3	2	0	1	0	0	0	0	1.83	1.85	1.84
2. Teacher is friendly.	8	13	10	13	1	0	0	0	0	0	1.37	1.50	1.44
3. Teacher listens to all students.	6	10	3	5	5	9	2	3	2	0	0.50	0.81	0.69
4. Director is friendly.	10	10	3	12	5	3	0	2	0	0	1.28	1.11	1.18
5. School has accessible books/ library.	6	16	7	7	4	4	1	0	0	0	1.00	1.44	1.27
6. School clean and hygienic.	9	17	4	7	3	3	2	0	0	0	1.11	1.52	1.36
7. No corporal punishment.	4	8	7	12	5	5	2	2	0	0	0.72	0.96	0.87
8. Teacher supports literacy.	11	16	3	10	3	1	0	0	1	0	1.28	1.56	1.44
9. Teacher supports maths.	4	13	8	11	3	3	3	0	0	0	0.72	1.37	1.11
10. Boys and girls are equal.	5	9	8	15	4	2	1	1	0	0	0.94	1.19	1.09
11. Children with disabilities are equal.	7	8	2	10	8	9	1	0	0	0	0.83	0.96	0.91
12. Sufficient resources for school.	9	18	8	8	1	1	0	0	0	0	1.44	1.63	1.56
13. Encouraged in learning.	13	17	3	7	4	1	0	0	0	0	1.45	1.64	1.56
14. Parents support at home.	13	22	3	4	2	1	0	0	0	0	1.61	1.78	1.71
									Overall means:		1.15	1.38	1.29

Scores: ≥1.50 (strongly positive)   ≥1 (positive)   ≤1.00 (weakly positive)

15   Annex 8: Online Survey results with charts

The survey response rate was 70/125 (56%). Results are presented in the table below *(n=70)* below, showing a high level of positive responses. There were a very large number of positive comments praising SBB Cambodia's work, some of which are included in this report.

Q#	Theme	Score
1.	The project has a positive impact on school environment, facilities, resources for teaching and learning	1.39
2.	TDCs are effective and useful	1.40
3.	The project has supported improvement of student learning outcomes, especially in early grades literacy and maths	1.40
4.	Project funds have been used correctly and effectively	1.19
5.	Activities that support early grades reading are implemented effectively	1.02
6.	Activities that support early grades maths are implemented effectively	1.33
7.	Activities that support early grades mentoring for literacy and maths are implemented effectively	1.23
8.	I receive support from SBB Cambodia officers when needed	1.27
9.	The TEP-SR has helped reach students of all types (including vulnerable students) effectively	1.26
10.	The TEP-SR has created effective conditions for participation of parents/guardians of students	1.16
11.	The outcomes of the TEP-SR are sustainable	1.26
12.	I am satisfied with the training I received from the TEP-SR	1.50
13.	Communities of Practice meetings are effective for my continuous professional development	1.33 [15]
14.	Teachers: TEP-SR helped me develop my professional identity as a teacher	1.36
15.	School leadership: TEP-SR is helping me become more confident in my leadership	1.16

Scores: ≥1.50 (strongly positive)   ≥1 (positive)   ≤1.00 (weakly positive)

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[15] One negative response checked and discarded.

1. The project has a positive impact on school environment, facilities, resources for teaching and learning   Weighted score: 1.39
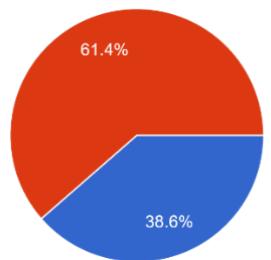
- 🔵 Agree strongly
- 🔴 Agree
- 🟠 No opinion / don't know
- 🟢 Disagree
- 🟣 Disagree strongly

2. TDCs are effective and useful   Weighted score: 1.40
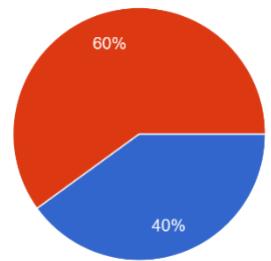
- 🔵 Agree strongly
- 🔴 Agree
- 🟠 No opinion / don't know
- 🟢 Disagree
- 🟣 Disagree strongly

3. The project has supported improvement of student learning outcomes, especially in early grades literacy and maths   Weighted score: 1.40
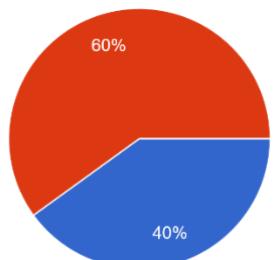

- 🔵 Agree strongly
- 🔴 Agree
- 🟠 No opinion / don't know
- 🟢 Disagree
- 🟣 Disagree strongly

4. Project funds have been used correctly and effectively

Weighted score: 1.19

- Agree strongly
- Agree
- No opinion / don't know
- Disagree
- Disagree strongly

78.6%
18.6%

5. Activities that support early grades reading are implemented effectively

Weighted score: 1.02

- Agree strongly
- Agree
- No opinion / don't know
- Disagree
- Disagree strongly

64.3%
14.3%
20%

6. Activities that support early grades maths are implemented effectively

Weighted score: 1.33

- Agree strongly
- Agree
- No opinion / don't know
- Disagree
- Disagree strongly

67.1%
32.9%

7. Activities that support early grades mentoring for literacy and maths are implemented effectively   Weighted score: 1.23

- Agree strongly
- Agree
- No opinion / don't know
- Disagree
- Disagree strongly
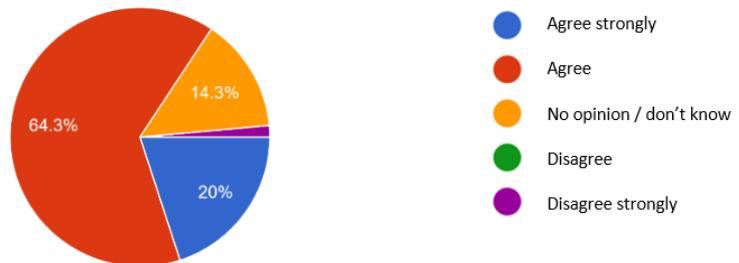
8. I receive support from SBB Cambodia officers when needed   Weighted score: 1.27

- Agree strongly
- Agree
- No opinion / don't know
- Disagree
- Disagree strongly

9. The TEP-SR has helped reach students of all types (including vulnerable students) effectively   Weighted score: 1.26

- Agree strongly
- Agree
- No opinion / don't know
- Disagree
- Disagree strongly
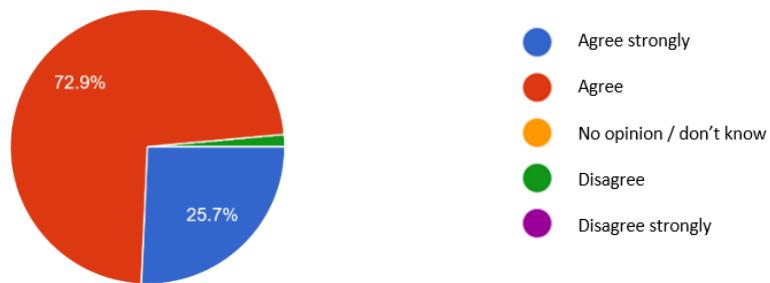
10. The TEP-SR has created effective conditions for participation of parents/guardians of students   Weighted score: 1.16
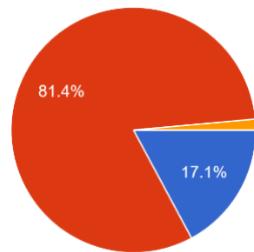
- Agree strongly
- Agree
- No opinion / don't know
- Disagree
- Disagree strongly

81.4%
17.1%

11. The   outcomes of   the TEP-SR are sustainable

Weighted score: 1.26

74.3%
25.7%
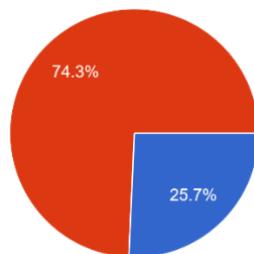
- Agree strongly
- Agree
- No opinion / don't know
- Disagree
- Disagree strongly

12. I am satisfied with the training I received from the TEP-SR   Weighted score: 1.50

50%
50%
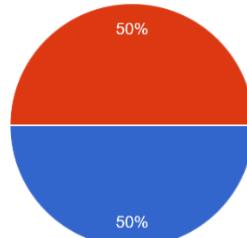
- Agree strongly
- Agree
- No opinion / don't know
- Disagree
- Disagree strongly

13. Communities of Practice meetings are effective for my continuous professional development

Weighted score: 1.33

- Agree strongly
- Agree
- No opinion / don't know
- Disagree
- Disagree strongly

65.7%

32.9%

o The *strongly disagree* response (single respondent) is discounted after validation checks.
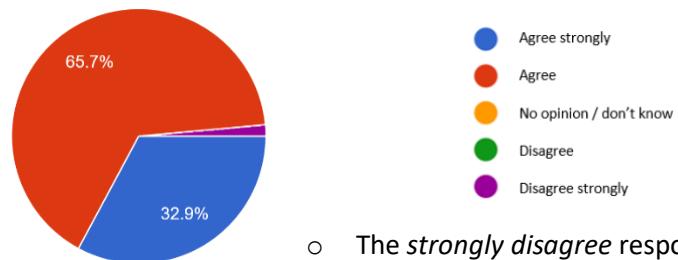
14. **Teachers:** TEP-SR helped me develop my professional identity as a teacher

Weighted score: 1.36

- Agree strongly
- Agree
- No opinion / don't know
- Disagree
- Disagree strongly

64.3%

35.7%
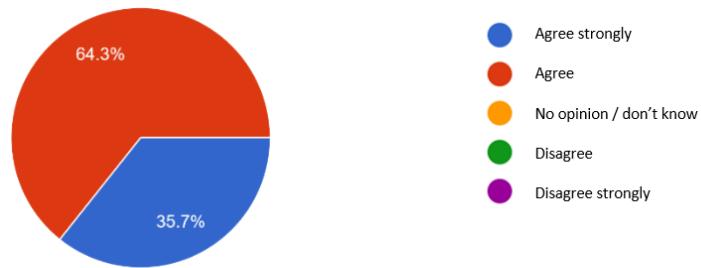
15. **School leadership:** TEP-SR is helping me become more confident in my leadership

Weighted score: 1.16

- Agree strongly
- Agree
- No opinion / don't know
- Disagree
- Disagree strongly

64.3%

10%

25.7%