



CASE STUDY 2

Strengthening Training Quality Through Digital Feedback Systems: RPITSB's Adaptation of the Digital Trainee Satisfaction Survey



A project of:



In collaboration with:



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BACKGROUND

In 2025, the Skills Development Programme (SDP), through its Monitoring and Results Measurement (MRM) team, introduced the Trainee Satisfaction Survey (TSS) as part of its effort to promote systematic, evidence-based quality assurance across partner institutions. Using Kobo Toolbox for data collection and Power BI for visualization, the initiative aimed to make feedback processes more consistent, timely, and actionable. This case study highlights the adaptation of the TSS at the Regional Polytechnic Institute Techo Sen Battambang (RPITSB), including its progress, emerging challenges, and the institute's growing use of the tools for broader quality assurance functions.

Before Adaptation: Before the introduction of the TSS and digital tools, feedback systems at the RPITSB were limited and inconsistently applied. Structured feedback mechanisms for trainees and trainers did not exist systematically, making it difficult for the institute to understand learning experiences or identify areas for improvement. Manual processes, limited consolidation of feedback, and lack of clear documentation meant that key insights often remained unused.

The introduction of Kobo Toolbox and Power BI marked an important shift toward more structured and reliable data practices, offering an opportunity for RPITSB to strengthen internal quality management.



THE ADAPTATION JOURNEY AT RPITSB

The RPITSB began implementing the TSS with students enrolled directly at the institute. Data collection with trainees in community-based settings, however, remained limited because focal persons usually do not travel to these sites, making data capture challenging. Due to the recent school break, the volume of collected data has been relatively low, yet the institute continues to use the survey whenever courses are active.

The technical process has been smooth; focal person reports no issues accessing the dashboard or working with the Kobo forms. Results from the TSS dashboard are shared regularly with the deputy director, the data focal person, and relevant training office officials. However, dissemination to trainers remains limited, and structured discussions on findings have not yet become routine. This represents an ongoing challenge and also an opportunity for strengthening data use at the frontline.



With the tools (Kobo Toolbox and Power BI), I am able to implement the survey more consistently. The results are consolidated and can be disaggregated using filters to see every detail with less effort.

Mr. Sao Narong

Deputy Head of the Training Office and Data Focal Person at RPITSB





THE NOTICED DIFFERENCES

The adoption of the TSS has improved the consistency and accessibility of trainee feedback at RPITSB. Kobo Toolbox enables easier data collection during training periods, while Power BI allows the institute to explore feedback more efficiently through filters and visual summaries.

Although trainee feedback collection in the community is still limited, and school breaks reduce data flow, the institute now has a functioning system that works reliably whenever courses

are active. The availability of a dashboard has also increased visibility among management, although regular communication with trainers still needs strengthening.

The overall shift toward digital tools has contributed to a more structured approach to monitoring training quality, reduced the workload of consolidating feedback manually, and enabled the RPITSB to access more detailed insights than before.



EXTENDED USE OF THE TOOLS

A major sign of progress at the RPITSB is its expansion of digital tools beyond the TSS. In addition to trainee satisfaction, the institution has implemented two additional instruments:

1. Trainer Evaluation Survey

This survey gathers detailed feedback from students about trainer performance. It is conducted 2–3 months after classes begin, providing mid-course insights to guide coaching and improvement. The survey focuses on trainer methodology, communication, and instructional practices.

2. Trainer Inspection

This internal assessment is conducted by the head of departments and the deputy director. It allows management to directly evaluate trainers' performance during teaching and to provide targeted feedback.

Both surveys have been in use for around six months. Power BI dashboards were created for each and published directly to trainers for transparency. However, no formal meetings or



discussions have been held to review the results collectively, limiting opportunities for dialogue and improvement planning.

Looking ahead, the RPITSB's focal person has expressed a strong interest in consolidating the results from both surveys into one unified overview for each trainer, which would further support evidence-based performance management.



We applied the tools in the Trainer Evaluation Survey and Trainer Inspection Survey and have implemented them for around six months now. However, it's ideal to consolidate the results of both surveys, which has to be done in the next step.

Mr. Sao Narong

Deputy Head of the Training Office and Data Focal Person at RPITSB



REFLECTIONS AND LESSONS LEARNED

The RPITSB's experience demonstrates the value of simple, practical digital tools and the importance of building internal capacity to sustain them. The institute has shown early ownership by expanding use of Kobo and Power BI beyond the TSS and developing two complementary feedback systems for trainers. The tools work smoothly, and focal persons appreciate the ability to quickly explore data with minimal effort.

Key areas for strengthening include:

- Improving dissemination of the TSS results to trainers
- Establishing regular discussion sessions for interpreting findings
- Expanding data collection to community-based learners
- Consolidating trainer evaluation and inspection data for clearer performance insights

These steps will support deeper institutionalization and create a more comprehensive and actionable feedback system.



CONCLUSION

The RPITSB's journey reflects steady progress toward systematic data-driven practice. The institute has successfully adopted the TSS, expanded its use of Kobo and Power BI, and introduced new mechanisms to assess trainer performance. Although several aspects, such as dissemination and data consolidation, still require strengthening, the foundation for institutionalizing evidence-based quality assurance is clearly taking shape.

With continued mentoring, improved feedback loops, and further integration of the tools, the RPITSB is well-positioned to deepen its data culture and enhance the quality of training provided to learners across its programmes.

