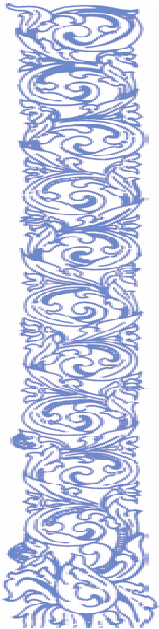


Kingdom of Cambodia  
Nation Religion King



Ministry of Education, Youth and Sport



# Teacher Policy Action Plan

Teacher Training Department  
January 2015

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## PREFACE

The Ministry of Education, Youth and Sport (MoEYS), under the Framework of the National Strategic Development Plan of the Royal Government of Cambodia, developed the Education Strategic Plan (ESP) 2014-2018 with the ambition to develop human capital to lead the transformation of Cambodia to an upper-middle income country by 2030 and a developed nation by 2050. The key factor in student learning is high quality teachers, while the prerequisite to developing the teaching force is high quality preparation, recruitment, placement, support and assessment of each teacher with supportive legislative instruments. Currently, the most pressing issue for both MoEYS and its relevant partners is how to attract academically sound, committed, and competent students to enter the teaching profession. Success in recruitment and training of teachers is the key to fundamentally reforming the teacher training system and ensuring that the status and roles of the teaching profession rises significantly.

The first step in reforming the national teacher recruitment and training system was the Teacher Policy approved by MoEYS in May 2013. It outlined the broad policy goals, objectives and general strategies to be pursued. As the next step, this Teacher Policy Action Plan (TPAP) was formulated, aiming to provide clearer direction for systemic reform and implementation. It includes concrete programs, activities, timelines, expected outcomes, and projected budget for implementation from 2015-2020. The aims of the TPAP are:

- Establish a new vision for the teaching profession in Cambodia
- Improve the education quality at all school levels
- Reform all teaching education institutions (TTCs, higher education institutions, etc.)
- Raise the status of the teachers, both financially and socially
- Fundamentally change existing practices in teaching and learning resulting in higher levels of student achievement
- Ensure involvement, commitment and a common vision from all stakeholders and development partners
- Lay the foundation for further deep reforms in teacher education post-2020.

The MoEYS would like to express its appreciation for the fruitful collaboration between the Teacher Training Department (TTD), the Education Research Council (ERC), the Education Sector Working Group (ESWG), particularly JICA, UNESCO, UNICEF, NEP, World Bank, EU, and SIDA. The MoEYS hopes that the TPAP will be a road map for deep reforms in the teacher education system, signalling to educational authorities, concerned departments and development partners at all levels to successfully implement the plan to raise the quality and effectiveness of education.

Phnom Penh, <sup>12</sup> January 2014  
Minister of Ministry of Education, Youth and Sport



*[Handwritten signature]*  
**Dr. HANG CHUON NARON**

## ACRONYMS AND ABBREVIATIONS

ASEAN: Association of Southeast Asian Nations	ERC : Education Research Council	SOB : School operational budget
BA : Bachelor's degree (Bachelor of Arts)	ESP : Education Strategic Plan	SSC : School Supporting Committee
BB : Battambang	ESWG : Education Sector Working Group	SubTWG-TT: Sub-Technical Working Group on Teacher Training
B.Ed. : Bachelor of Education	EU : European Union	TCP : Teacher Career Pathway
CDPF : Capacity Development Partnership Funds	FMIS : Financial Management Information System	TEPS : Teacher Education Provider Standards
CTD : Centre for Teacher Development	HEIs : Higher Education Institutions	TPAP : Teacher Policy Action Plan
DCD : Department of Curriculum Development	HRMIS: Human Resource Management Information System	TSO : Teacher Support Office
DCR : Department of Culture and Relation	ICT : Information and Communication Technology	TTC : Teacher Training College
D&D : Decentralization & Deconcentration	IOs : International Organizations	TTD : Teacher Training Department
DECE : Department of Early Childhood Education	INSET : In-Service Teacher Training	UNESCO: United Nations Education, Scientific and Cultural Organization
DEQA : Department of Education Quality Assurance	IT : Information Technology	UNICEF: United Nations Children's Fund
DGSE : Department of General Secondary Education	JICA : Japan International Co-operation Agency	USD/\$ : US Dollar
DHE : Department of Higher Education	MA : Master's degree (Master of Arts)	WB : World Bank
DIAA : Department of Information and Asian Affairs	M&E : Monitoring and Evaluation	WTD : World Teacher Day
DoF : Department of Finance	MoEYS: Ministry of Education, Youth and Sport	
DoL : Department of Legislation	NEFAC: National EFA Commission	
DNFE : Department of Non-Formal Education	NEP : NGO Education Partnership	
DMSP : Department of Material and State Property	NIPES : National Institute of Physical Education and Sport	
DOE : District Office of Education	NGO : Non-Governmental Organization	
DoP : Department of Planning	NIE : National Institute of Education	
DPer : Department of Personnel	PB : Program Budget	
DP : Development Partners	POE/MOE: Provincial/Municipal Office of Education	
DPE : Department of Primary Education	PP : Phnom Penh	
DSC : Department of School Construction	PRESET: Pre-Service Teacher Training	
DSH : Department of School Health	PTTC : Provincial Teacher Training College	
EMIS : Education Management Information System	RGC : Royal Government of Cambodia	
	RTTC : Regional Teacher Training College	
	SDS : School Director Standard	
	SIDA : Swedish International Development Agency	

## SUMMARY OF MAIN ACTIVITIES

The success of the TPAP is dependent upon the success of the following main priority activities. Each activity is more fully detailed in the TPAP Matrix (pp.8-22), embedded within a wider list of actions. All activities were developed based on extensive study and consultation on existing conditions, regional best practice, and MoEYS priorities under the framework of ESP 2014-2018.

Areas	Short-Term (2015-2017)	Medium Term (2018-2020)
<b>I. Teacher Education and Recruitment</b>	<ul style="list-style-type: none"> <li>• Admit candidates scoring Grade A, B, C on Grade 12 exam automatically to TTCs</li> <li>• Diversify entry points into the teaching profession by allowing the BA holders from both public and private HEIs to receive teaching license</li> <li>• Provide accelerated training for BA holders to become Basic Education teachers by cooperating with higher education institutions (HEIs) to provide teacher education</li> <li>• Improve financial and social benefits of teaching position against those with similar qualifications to ensure that teachers' salary are higher compared to the others</li> <li>• Implement 'Teacher Education Provider Standards' (TEPS)</li> <li>• Upgrade TTCs to meet TEPS and raise overall quality (PRESET and INSET)</li> </ul>	<ul style="list-style-type: none"> <li>• Pilot 12+4 teacher education program in Phnom Penh and Battambang RTTCs</li> <li>• Introduce BA+1 PRESET stream in TTCs</li> <li>• Transform TTCs to Teacher Education College (TEC)</li> </ul>
<b>II. Professional Development</b>	<ul style="list-style-type: none"> <li>• Upgrade qualification of TTC trainers to get at least MA</li> <li>• Upgrade teacher qualifications through BA-Fast Track Program</li> <li>• Institutionalize a system of school-based INSET</li> <li>• Create nationwide 'Teacher Cup' to reward the best teachers and raise status of the profession</li> </ul>	<ul style="list-style-type: none"> <li>• Link INSET credit system to incentives within overall structure of Teacher Career Pathway</li> <li>• Create national 'Teacher Cup' to reward high performing teachers and share best lessons</li> </ul>
<b>III. Teacher management and Teacher Career Pathway</b>	<ul style="list-style-type: none"> <li>• Strengthen teacher management, deployment, and transfer mechanisms</li> <li>• Formulate Teacher Career Pathway (TCP) to lead professional growth and continued career progression</li> </ul>	<ul style="list-style-type: none"> <li>• Develop Induction Package (Teacher Career Pathway, Teacher Professional Standard, Teacher Autonomy Guideline and other relevant documents) for all new school teachers</li> </ul>
<b>IV. School Environment</b>	<ul style="list-style-type: none"> <li>• Focus on improving school infrastructure including classroom, latrines, teacher housing, staff room, libraries...</li> </ul>	<ul style="list-style-type: none"> <li>• Construct and expand school infrastructure to improve working conditions for teachers in rural and remote schools</li> </ul>
<b>Textbook</b>	<ul style="list-style-type: none"> <li>• Provide revised textbooks and develop new teacher guides for all priority subjects (Khmer, History, Math, Science)</li> </ul>	<ul style="list-style-type: none"> <li>• Provide additional teaching and learning materials to support teachers</li> </ul>
<b>Curriculum</b>	<ul style="list-style-type: none"> <li>• Revise PRESET teacher education curriculum across all levels</li> </ul>	<ul style="list-style-type: none"> <li>• Upgrade the quality of the teacher education curriculum with highest ASEAN standards</li> </ul>
<b>Inspection</b>	<ul style="list-style-type: none"> <li>• Effectively implement "Teacher Professional Standard" and develop "School Directors Standard"</li> <li>• Develop "School Management Handbook" leading to effective school leadership</li> <li>• Strengthen the roles and responsibilities of teachers, trainers and school directors to be accountable for their work performance</li> <li>• Delegate key management functions and decision-making powers to school level according to MoEYS' D&amp;D Policy</li> </ul>	<ul style="list-style-type: none"> <li>• Diversify accountability input, including the promotion of community feedback on schools and teachers</li> <li>• Improve on-site monitoring and support by school management</li> </ul>

## **1. BACKGROUND**

### **1.1 Teacher Policy (2013)**

**Vision:** To develop teachers with knowledge, skills, moral and professional competencies recognized by the society.

**Goal:** To develop teachers with quality, competencies and accountability in line with their professional code of conduct as well as providing enabling conditions to fulfil their profession effectively and efficiently.

#### **Objectives/Policies**

- To attract and motivate competent persons into the teaching profession.
- To ensure quality of pre-service teacher training.
- To ensure regular professional development and in-service training for teachers.
- To ensure the conditions necessary for teachers to fulfil their professional activity effectively and efficiently.

### **1.2 Situation and Priorities Issues**

In 2013-14, the teaching staff represents 83.30% of the total MoEYS staff in the whole kingdom. There are currently 88,818 teachers in the system, among which approximately 52% who teach in primary, 31% in lower secondary, 12% in upper secondary, and 5% in preschools. One of the fundamental problems with teaching supply is that the number of educational personnel who move out of teaching profession (many leaving the teaching profession completely) is more than 2,000 per year (2012 2,017; 2013 2,137). At the same time, the total number of new teachers recruited and trained is around 5,000 annually. Particularly at the upper secondary level where the attrition rates continue to increase, which creates major supply problems and lowers quality. Moreover, the utilization of teachers including deployment and pupil-teacher ratio is not appropriately implemented compared to the principles sets.

For a combination of historical, geographic and socio-economic reasons, MoEYS has trained teachers under many different formulas. Since the early 1980s, the period required to complete state-run teacher training has steadily increased: 4 months, 7 months, 3+1, 4+1, 5+3, 7+1, 8+1, 7+3, 10+3, 10+4, 11+1, 12+1, 12 + 2 up to BA+1. The teacher training system has trained a total of 111 batches or approximately 102,000<sup>1</sup> teachers. By 2020, the MoEYS' ambition is to ensure as many Basic Education teachers as possible reach the new standard of BA+1 and MA +1 for Senior Level teachers. Currently, it is estimated that more than 75,000 teachers have qualifications below BA equivalency (EMIS, 2013). Currently the increase of BA holders in the teaching profession is slightly more than 2% annually meaning that without a bold policy intervention the number of teachers with BA qualifications by 2020 will reach only 28%. Thus, one of the most urgent tasks for pre-service and in-service

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<sup>1</sup>Source: TTD, 2014. This figures excludes some BA+1 and the data of some years.

provision is to ensure opportunities for as many teachers as possible to reach the new BA equivalency.

One major obstacle to attracting high quality candidates is the low social status of the teaching profession across the country. Teachers currently earn salaries that are only 60% of what other professionals with similar education and skills qualifications in private sector. Many teachers are forced to take on additional, often low-paid, employment to support themselves, thus lowering both their effectiveness and overall status in the eyes of the surrounding community. As a result of this and other related factors, more than 80% of trainees who enter the Teacher Training Centers (TTCs) have Grade 12 exam scores of only D or E. Teaching is simply not seen as a viable and rewarding career option for the best students. For quality to improve rapidly in the short and medium term, an immediate priority is thus raising the attractiveness of the profession and provide quick and immediate training for high qualification holders, and diversify entry points into teaching that will allow the best university graduates quick entry into classrooms.

Once into the teaching profession, teachers have almost no opportunities for continued professional growth. Although an institutionalized in-service training (INSET) and education arrangement has been discussed for many years, currently there exists only an on-site and irregular short-term INSET with limited effectiveness while the long-term systematic regular INSET has not yet been implemented. Although nearly 50 of these activities were listed in the most recent Education Congress Report, these programs reached only a fraction of teachers and not organized around any unified curriculum or vision. At the same time, there is little incentive for teachers to participate in INSET because professional development is not linked to promotion or a longer-term vision for teacher career growth. It remains ad-hoc, inconsistent, and unmonitored. The need is to ensure that an institutionalized INSET system is put in place, including a credit scheme ensuring equivalencies and set of requirements to reach certain incentives (promotion, increased pay, awarding of advanced degree, etc.) and – importantly – this is all linked to a Teacher Career Pathway that shows teachers how they will advance through their career.

Without attracting the best, training them to BA standard, and providing INSET opportunities to the existing teaching force, the inevitable result is low quality of teachers and so does their social status. The shortage of qualified teachers contributes to low student achievements, which reflects the results of the most recent Grade 12 exam. The results show that the mean exam scores for core subjects such as Math were extremely low, with large standard deviations showing wide variation in provision and quality across even a single cohort of students. While teachers remain just one factor in this, they are undoubtedly the most important input into the system and the key to parallel reforms in curriculum, textbooks, learning equipment/tools, and changing the school environment.

Overall, the current situation suggests to MoEYS that an immediate, bold intervention in the short-term is critical. This Teacher Policy Action Plan (TPAP) is thus timely and important: it lays out a comprehensive vision for how to improve the existing teacher training system and open new pathways for entry into teaching by Cambodia's best and brightest students responding to the needs of human resource development, especially new school generation.

## 2. STRATEGIES

In order to achieve the four objectives/policies outlined in the Teacher Policy (2013), MoEYS outlined 9 strategies and 34 sub-strategies (see Section 3. Teacher Policy Action Plan Matrix). All programs and activities in the TPAP Matrix were developed in line with these strategies and sub-strategies.

Strategy 1. Developing legislative instruments and mechanisms developed

Strategy 2. Attracting competent persons into teaching profession

Strategy 3. Defining the standards of teacher training systems

Strategy 4. Developing teacher training centres

Strategy 5. Rationalizing teacher to meet the needs of education institutions

Strategy 6. Provision of in-service trainings and professional development for teachers

Strategy 7. Teachers motivated and retained in the system

Strategy 8. Strengthening effectiveness of school leadership

Strategy 9. Strengthening teacher monitoring and evaluation mechanism/systems.

## 3. TEACHER POLICY ACTION PLAN MATRIX

Programs/Main activities	Tasks/activities	Indicators	Deadline	Responsible Institutions	Budget (USD)
<b>STRATEGY 1: DEVELOPING LEGISLATIVE INSTRUMENTS AND MECHANISMS DEVELOPED</b>					
<b>Sub-strategy 1.1: Review, amend and develop new legislative instruments related to the Teacher Policy</b>					
	Refer to related activities in strategy 2-9	Refer to its respective activities in strategy 2-9	Refer to its respective activities in strategy 2-9	DoL and relevant units (See Sub-Decree 84)	\$0
<b>Sub-strategy 1.2: Develop (necessary) mechanisms to disseminate, carry out, support, monitor and evaluate the implementation of the Teacher Policy</b>					
	Refer to related activities in strategy 2-9	Refer to its respective activities in strategy 2-9	Refer to its respective activities in strategy 2-9	DoL and relevant units (See Sub-Decree 84)	\$0
<b>Sub-strategy 1.3: Develop specific action plans and detailed programs to implement the Teacher Policy</b>					
	Refer to related activities in strategy 2-9	Refer to its respective activities in strategy 2-9	Refer to its respective activities in strategy 2-9	DoL and relevant units (See Sub-Decree 84)	\$0
<b>STRATEGY 2: ATTRACTING COMPETENT PERSONS INTO TEACHING PROFESSION</b>					
<b>Sub-strategy 2.1: Improve the living condition, professional value, status and social standing of teachers</b>					
2.1.1 Continue providing financial and social benefits to teachers	2.1.1.1 Continue to improve the remuneration system, salaries, and other financial and social benefits for teachers in accordance with the country economic	-Proposal submitted to Council of Ministers -A new remuneration system, salary and other	2015 Q2: Proposal 2016 Q3: Submit	DPer, DoP, DoL, DoF(See Sub-Decree 84)	\$ 2,653,009,000



Programs/Main activities	Tasks/activities	Indicators	Deadline	Responsible Institutions	Budget (USD)
	growth and national budget availability.	benefits is in place			
2.1.2 Promote professional values in teaching profession with involvement of all key stakeholders (public, private, communities, DPs,...)	2.1.2.1 Award teachers (monetary and non-monetary) demonstrating superior professional values and responsibility on World Teacher Day (WTD) celebrated at local level	-Percentage of schools celebrating WTD -Number of teachers received the awards	2015 Q4: 10% 2017 Q4: 50% 2020 Q4: 100%	SSC, School Board	\$ 54,000
	2.1.2.2 Establish complaint mechanisms at all levels of education (national, POE, DOE schools)	Mechanism established at sub-national level	2015 Q1: POE/DOE 2016 Q1: School	DoL, POE, DOE, School (See Sub-Decree 84)	\$ 0
	2.1.2.3 Strengthen the roles of TTD to support teachers, especially, to respond to the teachers' professional concerns and questions.	Set up Teacher Support Office (TSO) in TTD	2015 Q3	TSO, TTD	\$ 210,000
	2.1.2.4 Develop status of teachers (position of honour) in Teacher Career Pathway based on qualification, experiences and seniority (new teachers, tenure teachers, experienced teachers, ...) and consider providing free teacher uniform	-Teacher status is developed in the Teacher Career Pathway -Proposal for teacher uniforms	Annually  2016 Q4	DPer, DoL, DoF	To be considered and determined later
	2.1.2.5 Consider in lodging allowance provision to new teachers and continue improving the financial benefits of teachers in remote and disadvantaged areas	-Proposal on lodging allowance for teachers -Revised financial and benefits for teachers work in the remote & disadvantage areas -Number of new teachers/ teachers deployed to remote and disadvantage areas	2016 Q4  2016 Q4  Annually	DPer, DoL, DoF, MEF, Ministry of Civil Service	\$6,000,000
	2.1.2.6 Encourage teachers to express their opinions in preparation and implementation of educational policies to raise the social status of teachers	Number of teachers provide feedback on the implementation of educational policies	Annually	Relevant organization at national and sub-national level	\$0
2.1.3 Promote diversity and inclusion in teaching profession	2.1.3.1 Provide merit-based scholarships for poor, females, ethnic minorities, and persons with disabilities to attract them into the teaching profession. Provide merit-based scholarships for females at secondary school level and males at pre-school levels	Support Program Starts - Gender balance - Number with disabilities - Number of ethnic minorities -Number of male, female	2015 Q3	TTD, TTC, POE	\$ 10,225,200
<b>Sub-strategy 2.2: Improve teacher's professional development</b>					
2.2.1 Formulate Teacher Career	2.2.1.1 Develop Teacher Career Pathway (technical,	TCP Completed	2016 Q1	DPer, TTD (See	\$ 15,000

Programs/Main activities	Tasks/activities	Indicators	Deadline	Responsible Institutions	Budget (USD)
Pathway (TCP)	management, teaching) to teachers based on working seniority and experiences			Sub-Decree 84)	
	2.2.1.2 Implement Teacher Career Pathway	Percentage of teachers receiving copy of TCP	2016 Q4: 100%	DPer, TTD (See Sub-Decree 84)	\$ 240,000
2.2.2 Provide teachers opportunity for professional development	2.2.2.1 See Strategy 6				
<b>Sub-strategy 2.3: Define criteria and professional conditions required to recruit/select teachers</b>					
2.3.1 Diversify entry points into the teaching profession	2.3.1.1 Diversify entry points into the teaching profession by allowing the BA holders from both public and private HEIs to receive teaching license	-Number of BA holders receive teaching license	2017 Q3	DoL, TTD, TTCs, HEIs (See Sub-Decree 84)	\$0
	2.3.1.2 Provide accelerated training for the existing 12+2 teachers to be upgraded to BA holders by cooperating with HEIs	Number of 12 + 2 teachers upgrade to BA	2015 Q3	TTD, HEIs, TTCs (See Sub-Decree 84)	\$3,150,000
	2.3.1.3 Open temporary entry point for BA holders to become Basic Education teachers through accelerated pedagogical training	-Programs run -Number of trainees -Number of RTTCs	- 2015 Q3: Start - 20% PRESET intake annually - All 24 R/PTTCs End 2020	TTD, TTCs, DoL (See Sub-Decree 84)	\$ 6,000: Study \$ 1,500,000 implementation
2.3.2 Make TTC entry requirements more selective	2.3.2.1 Restrict entrance to TTC and competitively apply national ranking according to the set status/cadre (stop applying provincial ranking)	-Result of the TTC entrance exam -Competitively apply national ranking of candidate in the TTC entrance exam	2015 Q4	TTD, TTCs, DoL (See Sub-Decree 84)	Use PB
	2.3.2.2 Candidates scoring Grade A, B, C on Grade 12 automatically admitted to TTCs (from 2013-2014 Grade 12 exam onward). In case that, the number of candidates exceeds the required number set, then the selection is based on percentile ranks or priorities	Number of TTC accepting priority candidates (A, B and C)	2015 Q3	TTD, TTCs, DoL (See Sub-Decree 84)	\$ 0
	2.3.2.3 Revise TTC Entry Examinations: (i) Ensure exams in line with Law, Justice, Transparency, and Accountability, (ii) Written test, (iii) Face-to-face interviews for short-listed candidates, (iv) Raise upper age limit and (v) Monitor during the training	-Exam Revised -NIE Pilot Interviews -RTTCs Implement Interview -Implemented in all TTCs	2015 Q2 2015 Q4 2016 Q4 2017 Q4	TTD, TTCs, DoL (See Sub-Decree 84)	\$ 15,000
<b>Sub-strategy 2.4: Modernize the standards of teacher training programs to meet the national needs and to be competitive regionally and globally</b>					

Programs/Main activities	Tasks/activities	Indicators	Deadline	Responsible Institutions	Budget (USD)
2.4.1 Elaborate 'Teacher Professional Standard'	2.4.1.1 Revise existing Teacher Professional Standard	Revision completed	2015 Q4	All Departments	\$ 2,000
	2.4.1.2 Distribute and train all teachers in revised Teacher Professional Standard (by integrating into PRESET, INSET and induction program)	- Percentage of teachers receiving copy - Percentage of teacher receiving training	2016 Q4: 100%  2016 Q4: 10% 2018 Q3: 50% 2020 Q3: 100%	TTD, TSO	\$ 2,740,000
2.4.2 Elaborate 'Teacher Education Provider Standards' (TEPS)	2.4.2.1 Revise existing TEPS	TEPS Revised	2015 Q1	DHE, HEI, TTD, DoL (See Sub-Decree 84)	\$ 9,000
	2.4.2.2 Monitor the implementation of 'TEPS 'and 'Quality Assurance System for Teacher Training'	Monitoring report	2016 Q1	DHE, HEI, TTD, DoL (See Sub-Decree 84)	\$ 1,130,850
2.4.3 Diversify pre-service teacher education system to include HEIs (Pilot)	2.4.3.1 Introduce BA+1 PRESET stream for public teachers in RTTCs with technical support from TEPS certified HEIs following the principle set by the RGC	-Pilot BA+1 PRESET Plan developed -Number of TTCs offering BA+1 PRESET (PP and BB)	2016 Q4  2018 Q3 (Start) 2 TTCs	DHE, TEPS, TTD, DoL, DoP(See Sub-Decree 84)	\$400,000
	2.4.3.2 Introduce BA+1 PRESET stream for private teachers in TEPS certified HEIs (leading to certification, but no guarantee of MoEYS employment)	Number of HEIs certified by TEPS to run BA+1 PRESET	2020 Q4: 5 HEIs	DHE, TEPS, TTD, DoL, DoP(See Sub-Decree 84)	\$ 80,000
<b>STRATEGY 3: DEFINING THE STANDARDS OF TEACHER TRAINING SYSTEMS</b>					
<b>Sub-strategy 3.1: Update the teacher training systems</b>					
3.1.1 Conduct comprehensive studies on the existing PRESET system	3.1.1.1 Conduct a study and an analysis of existing TTCs infrastructure and resources	Study completed	2015 Q4	Independent evaluators , TTD, DoP, DCD	\$430,000
	3.1.1.2 Improve TTC infrastructure to ensure its full operation	Planning and Research Office established in TTCs	2015 Q4	TTD, DPer, TTC	\$0
	3.1.1.3 Each TTC conducts a study on its own organization against TEPS standards	Study completed	2016 Q3	TTC, DoP, TTD, DEQA	\$ 24,000
3.1.2 Revise PRESET curriculum across all levels	3.1.2.1 Create B.Ed. (12+4) PRESET curriculum for Grade 12 graduates to become Basic Education teachers in RTTCs focussing on Psycho-pedagogy, ICT, methodology, foreign languages, Math and Science	Curriculum Completed	2017 Q3	TTD, TEPS	\$ 327,400
	3.1.2.2 Create BA+1 PRESET curriculum for BA holders to become Basic Education teachers in RTTCs focussing on Psycho-pedagogy, ICT,	Curriculum Completed	2017 Q3	TTD, TEPS	

Programs/Main activities	Tasks/activities	Indicators	Deadline	Responsible Institutions	Budget (USD)
	methodology, foreign languages, Math and Science				
	3.1.2.3 Create MA+1 PRESET for MA holders to become upper secondary teachers in NIE focussing on Psycho-pedagogy, ICT, methodology, foreign languages, Math and Science	Curriculum Completed	2019 Q4 Implement: 2020	TTD, NIE, TEPS,	
	3.1.2.4 Strengthen TTC Practicum including support to application schools	Revised practicum period and support plan	2017 Q3	TTD, TEPS, Application School	
	3.1.2.5 Ensure teacher training curricular review includes principles of inclusive education and gender sensitivity	Completed teacher training curriculum reviewed	2017 Q3	TTD, DCD, TEPS (see Sub-Decree 84) NEFAC	
3.1.3 Introduce upgraded PRESET programs based on TEPS	3.1.3.1 Pilot B.Ed. (12+4) PRESET at two RTTCs with technical support from HEIs	-Develop Pilot Plan -Pilot commences in PP and BB	2017 Q3 2018 Q3	TTD, HEIs, PP& BB RTTCs	\$ 800,000
	3.1.3.2 Pilot BA+1 PRESET at two RTTCs with technical support from HEIs	-Develop Pilot Plan -Pilot commences in PP and BB	2017 Q3 2018 Q3	TTD, HEIs, PP& BB RTTCs	See 2.4.3.1
	3.1.3.3 Introduce MA+1 PRESET at NIE	-Plan developed -Implement	2019 Q3 2020 Q3	NIE	Use PB
<b>Sub-strategy 3.2: Improve the teacher induction process to be more effective</b>					
3.2.1 Promote induction activities at schools	3.2.1.1 Develop Induction Package (Teacher Professional Standard, Teacher Autonomy Guideline, Teacher Career Pathway, Teacher Trainee Evaluation Sheet, and other relevant documents) for PRESET teacher trainees	Induction package for PRESET teacher trainees given every year	Start: 2016 Q3	TTD, TTCs, All departments (see Sub-Decree 84)	\$ 120,000
	3.2.1.2 Create mentoring system at schools	Monitoring bodies at school was established	Start: 2017 Q3	DoL, POE, DOE, Schools (see Sub-Decree 84)	\$ 240,000
	3.2.1.3 Reduce teaching workload of highly qualified and best performing teachers to support induction and mentoring activities (see Teacher Career Pathway and Staffing Norm)	Number of outstanding teachers helping new teachers in schools	Start: 2017 Q1	DPer, TTD, TTCs	\$0
<b>Sub-strategy 3.3: Define the level of teachers' autonomy</b>					
3.3.1 Promote teacher autonomy, particularly at school level	3.3.1.1 Develop 'Teacher Autonomy Guidelines'	Teacher Autonomy Guidelines developed	2016 Q1	DPer, TTD, All departments (see Sub-Decree 84)	\$ 9,000

Programs/Main activities	Tasks/activities	Indicators	Deadline	Responsible Institutions	Budget (USD)
	3.3.1.2 Distribute guidelines	Guideline received by all teachers	2016 Q4	DPer, POE, DOE, School	\$ 240,000
	3.3.1.3 Ensure flexibility to teachers in choosing materials, methods and assessment	The Guidelines implemented	2016 Q4	Inspectorate, DEQA, POE, DOE	\$0
<b>STRATEGY 4: DEVELOPING TEACHER TRAINING CENTRES</b>					
<b>Sub-strategy 4.1: Develop the infrastructure of the teacher training centers</b>					
4.1.1 Upgrade all TTC facilities to meet TEPS requirements	4.1.1.1 Based on the study and TEPS, upgrade TTC infrastructure (see 3.1.1), Includes teaching and learning materials, ICT facilities, laboratories, toilets, dormitories, etc.	Resource upgrade of pilot TTCs in PP and BB Completed	Start: 2016 Q2 Finish: 2018 Q4	TTC, TTD, DoF, DoP, DMSP	\$ 8,514,300
	4.1.1.2 Construct additional science laboratories in 14 TTCs	Laboratories constructed	2019 Q4	TTD, TTC, DSC	\$ 850,000
<b>Sub-strategy 4.2: Transform teacher training centres into centres for teacher development</b>					
4.2.1 Transform TTCs into Teacher Education Colleges	4.2.1.1 After fulfilling TEPS, TTCs apply to become legally-recognized Teacher Education Colleges	2 RTTCs transform to TECs(PP & BB)	2018 Q2	DoL, TTD, TTCs, DPer, DoP	\$8,514,300
<b>Sub-strategy 4.3: Increase (professional) qualifications and experiences of educational personnel at centres for teacher development</b>					
4.3.1 Upgrade all TTC teaching staff to meet TEPS requirements	4.3.1.1 'Teacher Trainer Upgrade Programs' offered by HEIs fulfilling TEPS and other providers	Number of BA holding trainers upgraded to MA	2015-2020 50 trainers annually	HEIs, TTD, TEPS	\$ 1,552,000
	4.3.1.2 Recruit new full-time Teacher Trainers from pool of MA/PhD holders or those who possess extensive teaching experience (content knowledge, professional, working seniority, ICT, foreign language, and professional code of conduct)	-Recruit 1,000 new trainers who hold MA -Recruit 30 new trainers who hold PhD	2015-2020	DPer, DoP, TTD	\$7,421,000
	4.3.1.3 Build capacity of existing trainers to be at least MA	Number of trainers in TTCs who hold at least MA	2015-2020	DPer, DoP, TTD, TTCs	See 6.1.2.4 Use SOB
<b>Sub-strategy 4.4: Strengthen the functions of centres for teacher development to provide continuous professional development</b>					
4.4.1 Expand roles of TTCs beyond PRESET and INSET	4.4.1.1 Train inspectors	Number of inspectors trained	2015: 50 inspectors 2018:	NIE, TTD, DPer, DoP	\$ 33,509,484
	4.4.1.2 Strengthen the capacities of selected RTTCs to train school directors and train school directors	-Number of RTTCs with training capacities -Number of school directors trained	2017 Start: 2015	NIE, DoP, DPer, RTTCs, TTD	\$ 72,000
	4.4.1.3 Train educational managers (POE, DOE and MoEYS officials)	Number of educational managers trained	Start: 2015	NIE, RTTCs, TTD DPer, DoP	\$ 416,000
<b>STRATEGY 5: RATIONALIZING TEACHER TO MEET THE NEEDS OF EDUCATION INSTITUTIONS</b>					

Programs/Main activities	Tasks/activities	Indicators	Deadline	Responsible Institutions	Budget (USD)
<b>Sub-strategy 5.1: Modernize teacher planning (supply and demand) for the pre-service training</b>					
5.1.1 Harmonize existing data for effective teacher planning	5.1.1.1 Combine data from all educational information management systems (EMIS, HRMIS, HEMIS, NFEMIS, FMIS)	New indicators available	2015 Q4	TTC, TTD, DoP, DPer	\$ 36,400
	5.1.1.2 Ensure accuracy and reliability through updating and validity of data	A new combined form	2016 Q1	TTC, TTD, DoP, DPer	\$ 200,000
	5.1.1.3 Use unified information management system for effective teacher planning (supply/demand, create Teacher Profile, attrition, replacement, substitution, subject demand projections...)	Unified data available for use	2016 Q4	DPer, DoP, TTD	\$ 0
<b>Sub-strategy 5.2: Strengthen teacher utilization based on the staffing norm and principles</b>					
5.2.1 Use Guideline on Educational Staffing Norms (2014)	5.2.1.1 Revise Guideline on Educational Staffing Norms (2014) according to pilot in the five provinces/ municipality	Number of workshops on staffing norm	2015 Q1	DPer, POE, Ministry of Civil Service	\$ 637,000
	5.2.1.2 Nationwide implement the new Guideline	Progress report	2015 Q3	DPer, POE, Schools	\$0
	5.2.1.3 Utilize the new norm and guideline to gradually equalize Pupil-Teacher ratio (PTR) and deployment across the provincial, district, and commune levels	Percentage of schools applying the new norm	2020 Q1: 100%	DPer, POE, DOE, School	\$0
<b>Sub-strategy 5.3: improve the management and organization of teacher cadre/bodies/staffing</b>					
5.3.1 Effectively manage teacher staffing/ cadre	5.3.1.1 New graduate teachers of all school levels are obligated to work in the teacher shortage areas according to the principle sets	Number of new teachers who work in the teacher shortage areas	2015-2020	DPer, DoP, TTD	DPer' s incentive budget
	5.3.1.2 See Strategy 5.5				
<b>Sub-strategy 5.4: Improve the process and procedure of teacher recruitment/selection and the retention of outstanding teachers to ensure education establishment sustainability</b>					
5.4.1 Improve teacher recruitment/selection	5.4.1.1 See Strategy 2				
5.4.2 Improve teacher retention	5.4.2.1 Retain outstanding teachers for helping their successors	Number of outstanding teachers who continue to help the education organizations	2015-2020	Education organizations	Use contracted teacher budget
<b>Sub-strategy 5.5: Delegate the recruitment and management of teachers, following the principles set to sub-national level.</b>					

Programs/Main activities	Tasks/activities	Indicators	Deadline	Responsible Institutions	Budget (USD)
5.5.1 Sub-national educational authorities recruit and manage teachers	5.5.1.1 Conduct a study on functions and resources against the function analysis lists and reports on the function review of education, youth and sport sector	Study completed	Start: 2016 Q2	DoL, DPer, DoP	\$6,000
	5.5.1.2 Develop Guidelines for delegation of recruitment and management to sub-national level based on MoEYS' D&D policy	Guidelines developed	2019 Q4	DoL, DoP, DPer	\$ 6,000
	5.5.1.3 Strengthen POE/MOE capacity on teacher recruitment and management according to the new Staffing Norms (2014)	All relevant POE/MOE staff received training	2017 Q4	DoL, DoP, DPer, NIE	\$ 400,000
	5.5.1.4 Recruit, deploy/redeploy and assign teacher duties based on Guidelines for Delegation, Staffing Norm and Principles	-Teacher recruitment and management done by POE -POE reports	2020 Q4	POE, DOE, school	\$ 0
	5.5.1.5 Monitor and evaluate the recruitment and management of teachers who are delegated to the sub-national levels in order to improve and strengthen the implementation	Monitoring & evaluation report	2020 Q4	DoL, DPer	\$9,000
<b>Sub-strategy 5.6: Enhance school supporting committee (SSC) and stakeholders' participation in the operation of school to improve students' learning achievement</b>					
5.6.1 Strengthen SSC to better support schools	5.6.1.1 Involve SSC members and stakeholders to actively participate in decision making over teachers and school matters (recruitment, award, sanction, local life skills, transfer, discipline, evaluation, public forums, meetings, students' voice, assessment of their local services etc.)	Activities/number of stakeholders involved	2016 Q1	Schools & its stakeholders	\$8,600,000
<b>STRATEGY 6: PROVISION OF IN-SERVICE TRAINING AND PROFESSIONAL DEVELOPMENT FOR TEACHERS</b>					
<b>Sub-strategy 6.1: Cultivate a culture of life-long learning and the sharing of (professional) knowledge and experiences with educational network groups</b>					
6.1.1 INSET Development and Implementation	6.1.1.1 Strengthen the knowledge of teachers teaching grades 9 and 12 on the prioritised subjects (Math, Khmer, History, Science)	Number of prioritized subjects teachers trained	2015 Q4	TTD, TTCs	\$1,800,000
	6.1.1.2 Conduct comprehensive 'INSET Needs Assessment' and develop INSET delivery options	Study completed	2015 Q2	TTCs, TTD, DoP	\$ 30,000
	6.1.1.3 Create comprehensive regular INSET system (based on working seniority)	INSET Standards Framework established	2016 Q4	TTD, HEIs, TTCs	\$ 4,000

Programs/Main activities	Tasks/activities	Indicators	Deadline	Responsible Institutions	Budget (USD)
	6.1.1.4 Establish new INSET structure within TECs (in policy called Center for Teacher Development)	Pilot INSET Structure in PP & BB RTTCs and PTTCs	2018 Q2	TTC, TTD	\$ 2,000
	6.1.1.5 Carry out the three types of INSET: (i) On-site INSET, (ii) Irregular INSET based on the need of MoEYS and (iii) Regular INSET with proper system and programs	Number of INSET courses by types	2015-2020	TTD, TTC	Use PB
	6.1.1.6 Carry out teacher INSET using (i) Phasing models: three phases with 1.5 month per phase, (ii) Long-term model: lasting from 2 to 3 years, (iii) Credit earning model: through on-site training or distance learning with proper management and assessment for the teachers to receive the certificate/degrees equivalent to upper secondary school, BA or MA	-Number of INSET courses by types -Number of teachers attended the INSET courses	2015-2020	TTD, TTC	Use PB
6.1.2 INSET Scholarship and Voucher Scheme (BA/ MA-Fast Track Program)	6.1.2.1 Develop and commence INSET Scholarship Qualification Exam	-Qualification criteria identified -Results of programs to improve teachers' qualification	2016 Q3	TTC, TTD, DoF, DoP, DPer, TEPS, HEIs	\$ 100,000
	6.1.2.2 Offer 1,000 tuition vouchers and scholarship per year to candidates selected by qualification exam and through teacher evaluation process	-1,000 candidate selected annually -Number of teachers awarded BA/MA as a result of the program	Start: 2016 Q4	DoF, TTD, DPer	\$ 8,000,000
	6.1.2.3 Selected candidates admitted and commence BA- / MA upgrade, and monitor the implementation of the Voucher scheme program	1000 teachers registered in HEIs or TECs	Start: 2016 Q4	HEIs, TTC, TEPS	Use PB
	6.1.2.4 Provide priorities for TTC's trainers to have an INSET opportunity to raise their qualification to MA	-Number of trainers who attend INSET courses -Number of trainers whose qualifications at least MA	2015-2020	TTD, TTCs	\$587,960
6.1.3 Establish a 'credit-system' for INSET participation	6.1.3.1 Develop unified requirements for different types of INSET to establish necessary number of credits to receive upgrade, higher degree and additional benefits (pay, promotion, etc.), for example: (i) Long-intensive training, (ii) Irregular INSET for both in and cross-cutting sections, (iii) Administrative workshops, and (iv) School-based INSET, (v)	INSET credit system established	2017 Q2	TTD, TTC, TEPS	\$ 18,000



Programs/Main activities	Tasks/activities	Indicators	Deadline	Responsible Institutions	Budget (USD)
	Other achievements				
	6.1.3.2 Institutionalize all INSET related activities (Ministry-led, Donor, NGO-led) utilizing standardized credit system and tracking database (in HRMIS)	Database on teacher credit saving available	2017 Q4	DPer, TTD	\$ 200,000
6.1.4 Promote lifelong learning for teachers	6.1.4.1 Design and develop a number of training program options with incentives and credits on inclusive education, ICT, multi-media, multi-languages, lesson study, libraries, English teaching, and producing teaching and learning materials	Number of training courses carried out	Start: 2015 Q3	TTD, TTCs, Relevant NGOs/ IOs	\$ 23,819,850
<b>Sub-strategy 6.2: Develop an effective mechanism of on-site teacher support</b>					
6.2.1 Strengthen the on-site support systems for teachers	6.2.1.1 Study strengths, weaknesses, and challenges to better understand on-site support needs of teachers (professional support)	Study completed	2015 Q4	TTC, TTD, HEIs, POE, DOE, School	\$ 20,000
	6.2.1.2 Develop and implement on-site subject and pedagogy support mechanisms for teachers	Number of schools with on-site support mechanism and are functioning	Start: 2016 Q4	Educational Establishments	\$ 6,000
6.2.2 Institutionalize a system of School-based INSET at all educational establishments	6.2.2.1 Pilot a School-based INSET combined with 'Technical Meetings' in line with INSET saving credit scheme with proper monitoring and evaluation	New technical meeting program linked to INSET credit saving	2016 Q4	POE, DOE, Educational Establishments	\$12,941,525
	6.2.2.2 Develop program for TEPS INSET trainers to participate in on-site INSET trainings (what, when, whom)	On-site INSET program developed	2017 Q4	TTD, TTC	\$ 12,000
<b>Sub-strategy 6.3: Develop guidelines on the requirement and benefits of teacher professional development.</b>					
6.3.1 Establish guidelines for teachers to participate in professional development	6.3.1.1 Develop guideline for teachers to participate in profession development (see Strategy 9)	Guideline developed	2016 Q2	DoL, All departments ( See Sub-decree 84)	\$ 244,000
6.3.2 Link professional development programs to clear benefit structure	6.3.2.1 Link the professional development credit system to teachers' benefits (change status/cadre, salary increase, promotion based on Teacher Career Pathway...) (see 2.1.1.1 and 2.2.1)	Number of teachers receiving professional development benefits	2017 Q4	DPer, DoF	\$ 21,000
<b>STRATEGY 7: TEACHERS MOTIVATED AND RETAINED IN THE SYSTEM</b>					
<b>Sub-strategy 7.1: Improve conducive working environments and living conditions of teachers through the provisions of salary, remuneration/ compensation, social welfare, general benefits and retirement benefits, particularly females and those who work in remote and disadvantaged areas</b>					

Programs/Main activities	Tasks/activities	Indicators	Deadline	Responsible Institutions	Budget (USD)
7.1.1 Improve social-welfare for teachers	7.1.1.1 Develop proposal on teacher 's comprehensive salary package, salary scales and family allowance	Proposal submitted to the Council of Ministers	2015 Q3	DoL, DoF, DPer, DSH, MEF, Ministry of Civil Service	\$28,000
	7.1.1.2 Study and develop comprehensive reform plan for a life-long social welfare (free medical insurance, life insurance, loan/credit schemes, subsidizing housing, overtime teaching, pension benefits...)	-Study completed -Plan completed -Submission to Council of Ministers	Study: 2015 Q3 Plan: 2015 Q4 Submission: 2016 Q1	DoL, DoF, DPer	\$ 22,000
	7.1.1.3 Implement the revised social-welfare	Implement some policies	2017 Q4	DPer, DoP, DSH	\$ 48,000,000
7.1.2 Provide more teaching/learning materials, equipment/tools and research references to teachers	7.1.2.1 Study supply and demand gaps in teaching and learning (textbooks and teacher guides) materials and develop implementation plan	Study completed	Study: 2015 Q2 Plan: 2015 Q4	DCD	\$ 4,000
	7.1.2.2 Distribute available textbooks and teacher guides to all schools across all grades	-Number of textbooks and teacher guides received -Number of teachers with textbooks/ teacher guides	Textbooks: 100% by 2016 Oct Teacher Guides: 50% by 2017 Oct, 75% by 2018 Oct, 100% by 2019 Oct	DCD	\$ 28,974,245
7.1.3 Construct more spaces and provide more facilities to improve working condition of teachers in rural and remote schools	7.1.3.1 Study needs, supply, and demand on school infrastructure including classroom, latrines, teacher housing, staff room, libraries, laboratories, infirmaries, multi-purposes room and develop construction Master Plan	-Study completed -Master plan completed	Study: 2015 Q4 Master Plan: 2016 Q1	DoP, DMSP, DSC	\$ 2,000
	7.1.3.2 Construct necessary facilities according to Master Plan priorities	Number of facilities built/ provided	2020	DoP, DMSP, DSC	\$ 45,850,616
<b>Sub-strategy 7.2 Provide recognition and rewards to outstanding teachers (to remain in the system)</b>					
7.2.1 Ensure Good Teacher Awards more closely linked to merit (work achievement, research and other school work)	7.2.1.1 Study and modify Teacher Award selection guidelines (consistent, measurable, transparent based on Teacher Professional Standards and research) including retired teachers (experienced and outstanding)	Draft New Teacher Award selection guidelines	2016 Q3	DPer, DoL	\$ 4,000
	7.2.1.2 Implement and train teachers on the revised Teacher Award selection guidelines (Outstanding teachers, long-serving teachers, retired teachers 'experienced and outstanding' etc.)	New Teacher Award selection guidelines	2017 Q2	DPer, DoL	\$ 450,000

Programs/Main activities	Tasks/activities	Indicators	Deadline	Responsible Institutions	Budget (USD)	
	7.2.1.3 Create Teachers Cup to share best lessons: system for nation-wide best lessons competition for core subjects including retired teachers (experienced and outstanding)	Teachers Cup program run	2017Q2	DPer, All departments ( See Sub-decree 84)		
<b>Sub-strategy 7.3 Enhance career growth, autonomy and professional decisions of teachers as defined in the law to improve students' learning achievement</b>						
7.3.1	Linking INSET credit system to incentives within overall structure of Teacher Career Pathway	7.3.1.1 See Sub-strategy 6.3				
7.3.2	Expand or establish mechanisms to provide continuous technical supports	7.3.2.1 Develop Study Clubs/ Professional Subject Societies as an external technical support network for each subject specific area (share expertise, conduct research, lead conferences, outreach to schools, publish achievement/ best lesson bulletin/ experiences...)	Expand current activities to secondary teachers in Khmer, Math, History and Science	2016 Q4 (2 subjects each year thereafter)	DoL, DIAA	\$ 2,600,000
		7.3.2.2 Form a subject-specific technical support group within each TEPS and regularize Technical Meetings among subject specialists	Support groups formed	2018 Q1	TEPS, Schools	Use PB
<b>STRATEGY 8: Strengthening effectiveness of school leaders</b>						
<b>Sub-strategy 8.1: Strengthen effectiveness of school leadership mechanisms</b>						
8.1.1	Better understand School Directors needs to improve school leadership mechanisms	8.1.1.1 Conduct a baseline survey to gather key information on school directors (characteristics, background, needs...)	Study completed	2015 Q3	NIE, DPer, DEQA	\$ 20,000
		8.1.1.2 Create 'School Director Standard' (SDS)	School Director Standard developed	2016 Q3	DPer, NIE, TTD	\$ 22,000
		8.1.1.3 Develop 'School Management Handbook'	School Management Handbook developed	2016 Q3	DPer, NIE, TTD	\$ 28,000
		8.1.1.4 Train school directors	Number of Directors received training	2016 Q4	NIE, TTD, DPer, RTTC	\$ 14,540,300
		8.1.1.5 Select and appoint School Director based on new School Director Standard and the recruitment guideline by providing priority to female candidates	All school directors selected based on the SDS	2018 Q1	DPer, POE, DOE	\$0
		8.1.1.6 Create School Director Association/Council	The Association / Council established	2017 Q4	DoL	\$ 12,500

Programs/Main activities	Tasks/activities	Indicators	Deadline	Responsible Institutions	Budget (USD)
	8.1.1.7 Establish mechanisms to support school director	School director support mechanism established	2017 Q4	DoL concerned department (Sub-decree 84), POE, DOE, school	\$10,000
<b>Sub-strategy 8.2: Ensure the rights of teachers in line with the Education Law</b>					
8.2.1 Protect and promote rights of teachers	8.2.1.1 Distribute to teachers all legal binding documents related to their rights and duties	Necessary documents distributed	2016 Q1	DPer, POE	\$ 240,000
	8.2.1.2 Ensure that all teachers receive same fair and just treatment through transparent school management	M&E started	Start: 2016 Q1	Complaint Handling Offices, SSC, POE, Inspectorate	\$150,000
<b>Sub-strategy 8.3: Improve professional criteria required for the recruitment, training, employment, and the benefits of teacher trainers and school board of directors of public education establishments</b>					
8.3.1 Recruit teacher trainers and other management positions based on the standards set	8.3.1.1 See 2.4.2 and 8.1.1				
<b>Sub-strategy 8.4: Define and implement administrative measures for teachers, teacher trainers and school board of directors of public education establishments ensuring that all abide by the principles and the required legal conditions</b>					
8.4.1 Reinforce all legal documents to effectively manage educational personnel	8.4.1.1 Develop Common Statute for Educational Personnel based on existing laws and regulations that define levels of misconduct and related administrative measures	Common Statute for Educational Personnel developed and implemented	2016 Q4	DPer, DoL	\$ 252,000
<b>STRATEGY 9: STRENGTHENING TEACHER MONITORING AND EVALUATION MECHANISMS/SYSTEMS</b>					
<b>Sub-strategy 9.1: Improve the effective teacher management information system</b>					
9.1.1 Enhance baseline data within teacher management information system	9.1.1.1 See 5.1 and 6.1.1.2	Expanded database online	2019 Q1	DPer, DoP	
<b>Sub-strategy 9.2 Establish and use teacher monitoring and evaluation mechanisms to improve the result of teachers work</b>					
9.2.1 Revise or create monitoring and evaluation criteria for all teachers (classroom teachers, School Directors, teacher trainers...)	9.2.1.1 Revise Teacher Performance Appraisal to reflect Teacher Professional Standards, staffing norms, job description (JD) and job specification (JS), and Teacher Career Pathway	New teacher performance evaluation scheme developed	2020 Q1	Inspectorate, DPer, TTD, NIE, concerned departments	\$ 6,000

Programs/Main activities	Tasks/activities	Indicators	Deadline	Responsible Institutions	Budget (USD)
9.2.2 Introduce new performance evaluation criteria for all educational personnel	9.2.2.1 Use all means to disseminate new Teacher Performance Appraisal Standards as foundation of all teacher Monitoring and Evaluation	Plan developed	2020 Q1	TTD, DPer, TTD, NIE, concerned departments	\$ 168,000
	9.2.2.2 Enforce new Teacher Performance Appraisal Standards in regular monitoring activities	Quality assurance framework developed	2020 Q1	Inspectorate, DPer	\$15,000
<b>Sub-strategy 9.3 Effectively use evaluating results of teacher performance to improve the educational achievement</b>					
9.3.1 Improve on-site monitoring by school directors	9.3.1.1 Train school directors on the skills to conduct on-site mentoring and monitoring (permanent inspectors)	Number of school directors attended the training courses	2015 Q2	NIE, TTD, TTC	\$50,000
	9.3.1.2 Provide the rights to school directors to monitor and give feedback to teachers based on Teacher Professional Standards and School Management Handbook	Plan for school director monitoring of teachers developed	2020 Q1	TTD, Inspectorate, DPer	Use SOB
9.3.2 Improve scope and capacity of inspection	9.3.2.1 Set norm for required number of inspectors at the provincial and central level	Norm set	2018 Q4	Inspectorate, TTD, DPer	\$6,000
	9.3.2.2 Recruit and train new inspectors to meet norms	Number of new inspectors recruited	2020 Q1	Inspectorate, DPer, TTD	See 4.4.1.1
	9.3.2.3 Develop schedules, procedures, and protocol for inspectors	Program developed	2018 Q4	Inspectorate	\$ 3,200
9.3.3 Collect the feedbacks from teachers to improve educational related policies	9.3.3.1 Conduct annual survey to track teacher's opinions on recent policy reforms, working conditions, incentives schemes, law enforcement, administrative measures, professional development, needs, career satisfaction ...	Annual report of teacher survey	Start: 2015 Q4	ERC	\$ 100,000
<b>Sub-strategy 9.4 Define the rights of school board of directors of public education establishments in making decisions over the management and organizational development</b>					
9.4.1 Delegate key management functions and decision-making powers to school level according to MoEYS' D&D policy	9.4.1.1 Progressively more devolution of functions to school managers including subject selection/ curricular offerings, personnel, financial planning and management	School Improvement Grant	2015 Q4	DoL, School, UNICEF	\$370,200

Programs/Main activities	Tasks/activities	Indicators	Deadline	Responsible Institutions	Budget (USD)
9.4.2 Diversify Accountability Input of educational stakeholders by promoting community feedback on schools and teachers	9.4.2.1 Develop a plan to publicize the results of teacher inspections and school evaluations (School 'Report Cards')	Plan to promote community feedback on schools and teachers developed	By 2020 Q4	Inspectorate, DPer, DoP	\$ 202,000
	9.4.2.2 Strengthen the roles and responsibilities of SCC in managing the educational establishments	Report on SSC activities	2016 Q2	POE, DOE, DoF, DGSE, school, SSC, CARE	\$1,536,143
<b>Total budget</b>				<b>\$2,945,678,273</b>	

#### 4. LAW AND REGULATION DRAFTING SCHEDULE

This section is closely related to Strategy 1 of the Teacher Policy-Developing legislative instruments and mechanisms. Its three sub-strategies cover the entire Teacher Policy Action Plan, especially in Section 3. Teacher Policy Action Plan Matrix.

#### 5. EXPENDITURE

The projected budget for the programs and activities included in the TPAP total USD\$2,946 million over the next 6 years (2015-2020). The plan requires USD\$306 million for the first year (2015). Within this total, Strategy 2 requires the most resources (USD\$2,678 million, 91% of the total funds) because it has to spend for salary. For all other strategies, the budget required is USD\$267million over 6 years, with USD\$36 million required for 2015. With the overall budget, if salary is excluded, training comprises the most at 32%, followed by social welfare (19%), civil works (18%) and printing (11%). The expense on PB and other additional budget needed by sub-sectors will be included in the ESP mid-term review in 2016.

#### 6. MONITORING AND EVALUATION

To ensure successful, effective and efficient implementation of the TPAP and to be in line with the actual context, it requires a system to follow up, review, monitor and evaluate the work at both national and sub-national levels with full participation of all relevant organizations/stakeholders.

##### a) Monitoring and Evaluation Committees:

At the national level the existing Steering Committee and the Sub-Technical Working Group on Teacher Training plays an important role in leading the monitoring and evaluation activities. At the sub-national levels, the heads of the educational units, educational officers and relevant stakeholders play the roles of both implementation and monitoring and evaluation.

##### b) Monitoring and Evaluation Mechanism:

To ensure that the monitoring and evaluation is performed with quality, responsiveness and cost-effectiveness, all monitoring and evaluation activities must be carried out by all responsible institutions in line with timelines and indicators outlined in the Matrix above. This includes:

- Develop monitoring and evaluation tools agreed upon by the Steering Committee and the Sub-Technical Working Group on Teacher Training
- Review work done against the expected outputs, responsiveness and indicators as stipulated in each activity

- Identify strengths and points to be improved, including lesson-learned, reasons for non-implementation, and best-practice
- Provide detailed analysis of the work performed and achievement for each policy objective.

**c) Types, Timeframe and Responsible Units of the Monitoring and Evaluation**

In order to ensure the successful implementation of TPAP, as reflected in the Mid-Term Review (2018) and End-Term Review (2020), monitoring activities aim at evaluating the impact of overall TPAP implementation. Whenever possible, these evaluations should be inclusive of educational stakeholders across both the national and sub-national levels (municipality, provincial, city, district, Khann, schools), other relevant ministries, the private sectors, DPs, NGOs and others.

Types of Monitoring and Evaluation	Timeframe	Responsible Units
Results of each specific activity	Stated in the TPAP	TPAP Implementing Institutions
Progress of the implementation of strategies, sub-strategies, programs, main activities and activities	Twice a year	Steering Committee
Progress of the implementation of the Teacher Policy	Four times a year	Sub-Technical Working Group on Teacher Training
Annual National Education Congress	Annually	Steering Committee and Sub-Technical Working Group on Teacher Training
TPAP Mid-Term review	2018	Steering Committee and Sub-Technical Working Group on Teacher Training
TPAP End-Term review	2020	Steering Committee and Sub-Technical Working Group on Teacher Training

**7. CONCLUSION**

The Teacher Policy Action Plan (TPAP) will provide information and help DPs and key stakeholders to understand MoEYS’ commitment and then provide coordinated support for the successful implementation of this TPAP. The implementation of TPAP depends on the financial and human resources that MoEYS needs to mobilize under the framework of ESP 2014-18.

The TPAP has elaborated and expanded strategies and sub-strategies of the Teacher Policy by comprehensively identifying main activities, activities, resources (human, financing and materials), involvement of all key stakeholders, matrixes (activity, timeframe, budget) and the monitoring and evaluation work based on priorities decided to ensure the success implementation of the Teacher Policy.

This TPAP is an essential tool for decision makers, implementers, monitors, evaluator, and DPs to attract competent persons into teaching profession, develop capacity of human resources, retain and rationalize teachers in an attempt to improve the education quality in Cambodia. The MoEYS strongly urges all responsible institutions to take an immediate action by developing an annual operation plan in line with the ESP and the results of the Education Congress.

The MoEYS is going to prepare a list of detailed expenditures on each policy objective that indicate the amount of recurrent and investment budget in line with the national budget, and other new requirement to effectively and efficiently implement this TPAP.

The MoEYS strongly hopes that teachers, relevant institutions, DPs, and all educational stakeholders shall actively and successfully enforce, disseminate, support and carry out this TPAP.

## ANNEX

Matrix Cost Calculation (in US dollars)

Strategy	If Salary is included				If Salary is excluded			
	Sub-Total	2015	2016-2020	Rate	Sub-Total Cost	2015	2016-2020	Rate
Strategy 1	0	0	0	0%	0	0	0	0%
Strategy 2	2,678,786,050	270,821,965	2,407,964,085	90.94%	18,364,650	2,337,685	16,026,965	6.44%
Strategy 3	2,190,400	510,000	1,680,400	0.07%	2,190,400	510,000	1,680,400	0.77%
Strategy 4	61,334,884	9,519,194	51,815,690	2.08%	61,334,884	9,519,194	51,815,690	21.50%
Strategy 5	9,894,400	2,323,400	7,571,000	0.34%	9,894,400	2,323,400	7,571,000	3.47%
Strategy 6	49,806,335	8,634,699	41,171,636	1.69%	49,806,335	8,634,699	41,171,636	17.46%
Strategy 7	125,934,861	10,864,822	115,070,040	4.28%	125,934,861	10,864,822	115,070,04	44.15%
Strategy 8	15,274,800	2,535,050	12,739,750	0.52%	15,274,800	2,535,050	12,739,750	5.35%
Strategy 9	2,456,543	994,072	1,462,471	0.08%	2,456,543	994,072	1,462,471	0.86%
	2,945,678,273	306,203,202	2,639,475,072	100.00%	285,256,873	37,718,922	247,537,95	100.00%
Category	Sub-Total	2015	2016-2020	Rate	Sub-Total Cost	2015	2016-2020	Rate
Awards	504,000	9,000	495,000	0.02%	504,000	9,000	495,000	0.18%
Civil Works	50,540,616	9,900,616	40,640,000	1.72%	50,540,616	9,900,616	40,640,000	17.72%
Goods	4,686,300	551,050	4,135,250	0.16%	4,686,300	551,050	4,135,250	1.64%
Operational	12,873,200	4,567,950	8,305,250	0.44%	12,873,200	4,567,950	8,305,250	4.51%
Print	31,166,445	1,150,206	30,016,240	1.06%	31,166,445	1,150,206	30,016,240	10.93%
Program	18,080,250	2,548,975	15,531,275	0.61%	18,080,250	2,548,975	15,531,275	6.34%
Salary	2,660,421,400	268,484,280	2,391,937,120	90.32%				
Scholarships	20,813,160	1,997,700	18,815,460	0.71%	20,813,160	1,997,700	18,815,460	7.30%
Service	1,751,200	749,000	1,002,200	0.06%	1,751,200	749,000	1,002,200	0.61%
Social Welfare	54,000,000	1,007,790	52,992,210	1.83%	54,000,000	1,007,790	52,992,210	18.93%
Training	90,841,702	15,236,635	75,605,067	3.08%	90,841,702	15,236,635	75,605,067	31.85%
	2,945,678,273	306,203,202	2,639,475,072	100.00%	285,256,873	37,718,922	247,537,95	100.00%