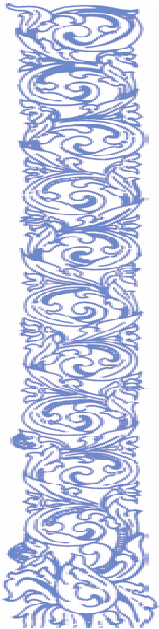


Kingdom of Cambodia  
Nation Religion King



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>