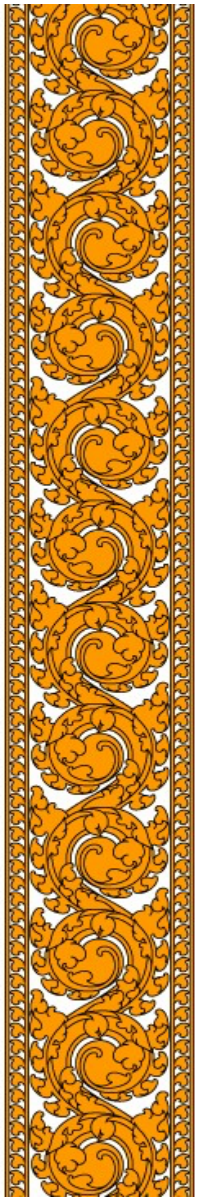Kingdom of Cambodia

NATION RELIGION KING

Ministry of Education, Youth and Sport

Teacher Policy Action Plan

2024-2030

October 2023

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PREFACE

The Ministry of Education, Youth and Sport (MoEYS) formulated the Teacher Policy in 2013, and subsequently its Teacher Policy Action Plan (TPAP) in 2015. In 2022, MoEYS with the support of UNICEF and CDPF conducted a review of TPAP 2015-2020 and the development of a new TPAP 2024-2030, incorporating results from the *Rapid Mid-Term Review* conducted in 2017, the *Review of MoEYS Teacher Reforms* in 2018, and the recommendations from TPAP review 2019.

Providing high quality education is key to building solid human capital for transforming Cambodia to an upper-middle income country by 2030 and subsequently to a high-income country by 2050. Achieving this ambition to a large extent requires a professional knowledge, skills and professional ethic for all teachers. While the mid-term review report of the current Education Strategic Plan (ESP) 2019-2023 provided solid grounds to build on, there is a need for a concrete long-term roadmap for teacher development in Cambodia.

The MoEYS recognizes and acknowledges the important roles of teachers and teaching for effective learning at all levels of education and is committed to ensuring that schoolteachers and teacher educators are empowered, sufficiently recruited, well-trained, professionally qualified, motivated, and supported within an education system that is well-resourced, efficient, and efficiently managed.

The supply of teachers on a sustained basis requires context-sensitive and evidence-based teacher development with the full cooperation of all relevant stakeholders. Cambodia's education goals and improvements cannot be realized without the active engagement of teachers and educators in long-term, and socially appropriate changes. The effectiveness of students' learning and the educational system relies heavily on teachers' motivation and competence, and a sense of professional responsibility.

The TPAP 2024-2030 provides progressive and transformative thinking and innovative strategies to transform teacher education and development, thereby improving teaching and learning quality at all levels and is built on four strategic areas:

- Teacher Management
- Transformative Leadership
- Teacher Education
- Teacher Identity and Development

The MoEYS would like to express its appreciation to the MoEYS' TPAP taskforce, the Education Sector Working Group (ESWG), particularly EU, UNICEF, UNESCO, JICA, USAID, VVOB, and NEP which have all over an extensive period contributed to the development of TPAP 2024-2030, and to the Capacity Development Partnership Fund (CDPF) partners (EU, USAID, SIDA, GPE and UNICEF) for the financial support. The TPAP 2024-2030 will serve as MoEYS' blueprint for broad teacher education and development reforms to be implemented by MoEYS and partners to improve education quality, effectiveness, and efficiency.

Phnom Penh, 23rd October 2023

Deputy Prime Minister

Minister of Ministry of Education, Youth and Sport

Dr. HANG CHUON NARON

ACRONYMS

ACC	Accreditation Committee of Cambodia
BTEC	Battambang Teacher Education College
CFS	Child Friendly School
CPD	Continuous Professional Development
DGAF	Directorate General of Administration and Finance
DGE	Directorate General of Education
DIT	Department of Information Technology
DoE	District Office of Education
DoL	Department of Legislation
DoP	Department of Planning
DoPer	Department of Personnel
DoPo	Department of Policy
DP	Development Partners
ECED	Early Childhood Education Department
EMIS	Education Management Information System
EQAD	Education Quality Assurance Department
ESP	Education Strategic Plan
ESWG	Education Sector Working Group
GSED	General Secondary Education
HRCPD	Human Resource and Continuous Professional Development
HRMIS	Human Resource Management Information System
ICT	Information and Communication Technology
INSET	In-service Teacher Training
M&E	Monitoring and Evaluation
MoEYS	Ministry of Education Youth and Sport
NGPRC	New Generation Pedagogical Research Center
NIE	National Institute of Education
NISE	National Institute of Special Education
NLA	National Learning Assessments
PED	Primary Education Department
PLC	Professional Learning Community
PoE	Provincial Office of Education
PRESET	Pre-service Teacher Training
PSA	Parent-Teacher Associations
PSTE	Professional Standards for Teacher Educators
PSTTC	Pre-school Teacher Training Center
PTEC	Phnom Penh Teacher Education College
PTTC	Provincial Teacher Training Centres
QA	Quality Assurance

QE	Quality Enhancement
RTTC	Regional Teacher Training Centres
SA	Strategic Areas
SBM	School Based Management
SDG	Sustainable Development Goal
SDS	School Director Standards
SED	Special Education Department
SLA	School Leadership Association
TCP	Teacher Career Pathway
TEC	Teacher Education College
TEI	Teacher Education Institution
TEIBM	Teacher Education Institution Based Management
TEPS	Teacher Education Provider Standards
TPAP	Teacher Policy Action Plan
TQU	Teacher Qualification Upgrading
TRDC	Teacher Resource Development Committee
TECF	Teacher Education Curriculum Framework
TTD	Teacher Training Department

1. BACKGROUND

1.1 Teacher Policy 2013 and TPAP 2015

The *Teacher Policy* formulated in 2013 defined ways for developing teachers with quality, competence, and accountability in accordance with the professional code of conduct, as well as providing them with the required enabling working environment for successful and efficient work and societal recognition. The main objectives identified were:

- To attract and motivate competent persons into the teaching profession.
- To ensure the 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 fulfill their professional activity effectively and efficiently.

In order to achieve these objectives, the TPAP 2015-2020 was formulated in 2015 and implemented. To take stock of the progress of TPAP 2015-2020, a review was conducted in 2019, which presented an update on the progress to date of the TPAP 2015-2020 and provided an overview for forward thinking with a series of recommendations.

In 2022, an end-line review of TPAP was conducted as a starting point to inform the TPAP 2024-2030. The TPAP 2024-2030 builds on the TPAP 2015-2020 tasks not yet implemented; the 2019 TPAP review recommendations not yet addressed; the analysis of MoEYS policy documents, action plans, and frameworks; the analysis of evidence-based best practice teacher policy literature; and initiatives identified from TPAP 2024-2030 prioritization and consultation workshops conducted TPAP taskforce, development partners and ESWG. As a result of these activities, the nine 2013 Teacher Policy strategies are consolidated into four Strategic Areas which are aligned with the 2013 Teacher Policy strategies and the four main areas of the TPAP 2015-2020.

TPAP 2024-2030 STRATEGIC AREAS	TEACHER POLICY 2013 STRATEGIES	TPAP 2015-2020 MAIN AREAS
1. Teacher Management	- Developing legislative instruments and mechanisms. - Strengthening teacher monitoring and evaluation mechanism/systems. - Rationalizing teachers to meet the needs of education institutions.	- School environment (Inspection, infrastructure, textbooks)
2. Transformational Leadership	- Strengthening effectiveness of school leadership.	- Professional development
3. Teacher Education	- Defining the standards of teacher training systems. - Developing teacher training centres.	- Teacher education and recruitment

4. Teacher Identity and Development	- Attracting competent persons into teaching profession. - Motivating and retaining teachers in the system. - Providing in-service training and professional development for teachers.	- Teacher management and career pathway - Professional Development

1.2 Situation and Priority Issues

Cambodia's education vision is to create a knowledge society by developing human resources who are knowledgeable, competent, well-rounded, skillful, creative, innovative, and entrepreneurial, with high moral standards. Cambodia's 2030 Roadmap clearly recognizes 'quality education' as an ultimate means to developing strong human capital for Cambodia to graduate to upper middle-income country by 2030 and high-income country by 2050 respectively. Furthermore, the Education Strategic Plan (ESP) 2019-2023 recognises the importance of teachers for quality education and is designed to implement education reforms and establish a robust base for education in 2030 and beyond.

The central goal of education reform is to ensure that children are 'learning' in school and acquiring the necessary skills and competence for solid human capital development for the nation. However, recent data shows that most children in Cambodia are not sufficiently learning. PISA-D 2019 showed that only 8% of 15-year-olds have minimum proficiency in reading and 10% in Math. Furthermore, the results of the Grade 6 National Learning Assessment (2021) indicated learning achievements of grade 6 children as 56% in reading and 26% in Math.

In 2021, 64.46% of Cambodian teachers did not have a bachelor's degree, and nearly one-fourth of primary school teachers and nearly half of secondary school teachers are underqualified[1]. For Teacher Education Institutions (TEIs), 20% of teacher educators at Provincial Teacher Training Centres (PTTCs) and 13% teacher educators at Regional Teacher Training Centres (RTTCs) do not have a bachelor's degree[2]. In addition, the preservice teacher preparation program needs updating for 21st century education. Existing teachers have limited opportunities for continuous professional development (CPD) to improve their pedagogical skills and academic qualifications.

Teacher quality is the single most important school-level variable influencing student achievement. MoEYS recognizes that and therefore prioritizes teacher reform as the main strategic priority for the education sector in the current ESP and as well as for the future. MoEYS also recognizes the importance of creating enabling conditions for teachers that will empower and support them to deliver quality education in schools and keep them highly motivated. Therefore, the TPAP 2024-2030 provides a strategic focus on addressing teacher development issues in a holistic manner.

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[1] Ministry of Education, Youth and Sport (2022) Education Statistics & Indicators Preschool and General education for Public School 2021/2022. Phnom Penh: MoEYS.
[2] Statistics of Teacher Education Institutions' Staff 2021-2022 (TTD)

2. THE FOUR STRATEGIC AREAS OF TPAP2024-2030 AND NINE STRATEGIES OF TEACHER POLICY 2013

2.1 The Four Strategic Areas

The four Strategic Areas are underpinned by the principles and practice of transformative education, a quality continuum, and digital education.

SA1: Teacher management focuses on teacher management practices to ensure that relevant educational policies and plans are implemented efficiently and effectively so that education investments transform the lives of learners and the future of societies. This requires effective financial management systems and monitoring, as well as regular assessment of the impact of educational investment, to ensure that increased resources reach the intended destination and produce the expected learning outcomes established in educational policies.

SA2: Transformational leadership focuses on educational leaders who through innovative and inclusive practices strengthen autonomy, broaden, and elevate the interests of their staff, generate awareness and acceptance of the purpose and mission of education, and motivate their staff to look beyond their own self-interest for the good of those who they serve. Transformational leaders are supported through CPD programs.

SA3: Teacher education focuses on 21st century teacher education that builds capacity through inclusive and reflective teacher education curriculum and learning materials, promotes equality and respect for diversity, and necessitates context-responsive learning options, pedagogies, and curricula in diverse forms. At its most fundamental, teacher education is about learning to teach, learning to teach a subject, and learning to be a teacher. Teacher education is strengthened by being consistent with regional and international best practice evidence.

SA4: Teacher identity and development focuses on promoting teachers' identity, value, and professionalism. Teachers must recognize their own identity and professionalism and develop it in their own practice supported by improvement in their living conditions, professional values, status, and social standing. In-service (INSET) programs should be embedded in the professional lives of teachers and their working realities. Teachers must be empowered to design, interpret, and manage the curriculum and prioritize content and methodology.

The four Strategic Areas are underpinned by the principles and practices of:

1. **Transformative education** where a holistic, national teacher policy, is adequately resourced and implemented with the necessary political will and administrative skill, is the best investment in learners' education that a country can make, and it is crucial to use teachers' perspectives to better understand how policy might lead to long-lasting change.

2. **A quality continuum** where quality incorporates the elements of Quality Assurance (QA) which is concerned with reporting, self-assessment, and performance indicators and Quality Enhancement (QE) which is focused on the improvement of learning and teaching experiences. A sophisticated education system balances the two requirements of QA and QE through a quality continuum.

3. **Digital education** where technology and digital learning are interwoven into every area of teaching and learning to develop digital competency in teachers and students in response to transformative education in the 21st century. Digital education uses digital technologies and other learning materials to provide well-designed, learner-centered, interactive, and supported learning environments to anyone, anywhere, anytime.

2.2 The Nine Teacher Policy Strategies

The nine strategies of the Teacher Policy 2013 cut across the 4 Strategic Areas as highlighted in the below table. The table also provides the summary of identified initiatives linked to the 9 strategies of the TPAP 2015.

STRATEGIC AREAS (SAs)	TEACHER POLICY 2013 STRATEGIES	TPAP 2024-2030 SUB-STRATEGIES
Teacher Management	Developing legislative instruments and mechanisms.	1. Develop new policy frameworks to improve teacher quality 2. Review/strengthen existing policies to improve teacher quality
	Strengthening teacher monitoring and evaluation mechanism/systems.	3. Strengthen planning, monitoring and evaluation (M&E) mechanisms
	Rationalizing teachers to meet the needs of education institutions.	4. Implement key teacher reform policies, including teacher professional standards 5. Strengthen database for effective planning and management of teacher development
Transformational Leadership	Strengthening effectiveness of school leadership.	6. Enhance/develop leadership skills of TEI and school directors 7. Strengthen effectiveness of TEI/school leaderships through continuous professional development 8. Strengthen effectiveness of school leaderships through professional learning communities (PLC) 9. Strengthen coaching and mentoring support systems for TEI and School Directors 10. Strengthen partnerships with parents and community

STRATEGIC AREAS (SAs)	TEACHER POLICY 2013 STRATEGIES	TPAP 2024-2030 SUB-STRATEGIES
Teacher Education	Developing teacher training centres.	11. Expand Teacher Education Colleges 12. Improve teaching and learning environments in TEIs including NISE 13. Strengthen linkage between TEIs and practice schools
	Defining the standards of teacher training systems.	14. Qualification upgrade of teacher educators and development of their professional skills 15. Reform Pre-service teacher training curriculum
Teacher Identity and Development	Attracting competent persons into teaching profession.	16. Improve/create enabling conditions for teachers
	Motivating and retaining teachers in the system.	17. Build/strengthen existing mechanisms to motivate, recognize and support teachers. 18. Improve support systems/mechanisms for teachers and teacher educators
	Providing in-service training and professional development for teachers	19. Provide Career development opportunities for in-service teachers including contract teachers 20. Strengthen CPD provisions for teachers

3. THE TPAP 2024-2030 MATRIX

Activities	Sub-activities	Indicators	Targets (Number and Percentage)								Responsible Institution/ Department	Apx. Budget USD
			Baseline 2023	2024	2025	2026	2027	2028	2029	2030		
Strategic Area 1: Teacher Management												
Sub-strategy 1.1. Develop new policy frameworks to improve teacher quality **(2013 Teacher Policy Strategy: Developing legislative instruments and mechanisms)**												
1.1.1. Develop/ introduce new policies to support teacher quality improvement	1.1.1.1. Develop policy guidelines to support recognition and accreditation of prior learning and/or professional experience for the transfer of credits between teacher education programmes.	- Policy on recognition of Prior Learning (RPL) developed and implemented at TEIs.	Prakas 1870 (2019) on TQU to B..Ed in Teaching	Policy guidelines drafted	Policy guidelines implemented as a pilot	Policy guidelines Piloted	Policy guidelines revised based on pilot findings and approved	Implemented across all TEIs	Implemented across all TEIs	Implemented across all TEIs	DoPer, TTD, TEIs, ACC, DoL	87,000
	1.1.1.2. Introduce professional teaching license to graduates of TEPS-accredited TEIs to complement the deployment guidelines.	- Teaching licensing policies and regulations developed.	CPD Policy	Licensing policies and regulations drafted	Policy/regul ations approved and implemented	Implemented	Implemented	implemented	implemented	implemented	TTD, DoPo, DoL, DoPer, ACC	41,200
		- Number of graduates granted teaching licences (disaggregated by gender, disability, ethnicity)	New		PSTTC: 30 PTEC: 0 BTEC:0 NIE: 60	PSTTC: 100 PTEC: 0 BTEC:0 NIE: 900	PSTTC: 150 PTEC: 30 BTEC:30 NIE: 1,400	PSTTC: 200 PTEC: 2,170 BTEC: 510 NIE: 1,900	PSTTC: 250 PTEC: 4,340 BTEC: 1,020 NIE: 2,400	PSTTC: 300 PTEC: 6,510 BTEC: 1,530 NIE: 2,900	TTD, TEIs, DoPer	TEIs generate income

Activities	Sub-activities	Indicators	Targets (Number and Percentage)								Responsible Institution/ Department	Apx. Budget USD
			Baseline 2023	2024	2025	2026	2027	2028	2029	2030		
Sub-strategy 1.2. Review/strengthen existing policies to improve teacher quality *(Teacher Policy 2013 Strategy: Developing legislative instruments and mechanisms)*												
1.2.1. Review/ improve existing policies to develop teachers of 21st century	1.2.1.1. Review and revise 2013 Teacher Policy to align with the transformative education.	- Teacher Policy reviewed and revised with the involvement of key stakeholders.	Teacher Policy 2013	Teacher Policy 2013 reviewed and revised	Teacher Policy 2025 approved	Implemented	Implemented	Implemented	Implemented	Implemented	DoPo, DoPer, TTD	200,000
	1.2.1.2. Review/revise and implement teacher deployment and redeployment policies to address the issues on teacher shortage in rural schools and excess teachers in urban schools.	- Teacher deployment policy revised with the involvement of key stakeholders and implemented.	Sub degree 102 (2002) Guideline 3632 (2005) Guideline 53 (2019)		Policy revised and piloted	Piloted	Piloted	Reviewed	Implemented	Implemented	DoPer, DoPo, TTD	70,000
	1.2.1.3. Review/revise policy on instructional hours of teachers to transition to full day schooling.	- Policy revised with involvement of key stakeholders and implemented	NA	Policy reviewed	Policy revised		Policy Piloted in 5 provinces	Policy Piloted in 10 provinces	Policy Piloted in 15 provinces	Policy Piloted in 25 provinces	DoPo, DoPer, ECED, PED, GSED, DCD, TTD, EQAD	150,000 (For policy development)
	1.2.1.4. Revise and implement Teacher Professional Standards (TPS) to align with transformative	- TPS reviewed and revised with the involvement of key stakeholders.	TPS 2016		TPS reviewed	TPS revised and approved	Revised TPS implemented	Revised TPS implemented	Revised TPS implemented	Revised TPS implemented nationwide	TTD, TEIs, DoPo, DoPer	100,000

Activities	Sub-activities	Indicators	Targets (Number and Percentage)								Responsible Institution/ Department	Apx. Budget USD
			Baseline 2023	2024	2025	2026	2027	2028	2029	2030		
	education and 21st century needs.	- Number of teachers oriented on revised TPS (disaggregated by gender, disability, ethnicity)	New			2,000	4,000	6,000	8,000	10,000	TTD, DoPer	1,200,000
		- Best practice and lessons learned dissemination workshop conducted annually	New			250	250	250	250	250	TTD, DoPer	150,000
Sub-strategy 1.3. Strengthening planning, monitoring and evaluation (M&E) mechanisms *(Teacher Policy 2013 Strategy: Strengthening teacher monitoring and evaluation mechanism/systems)*												
1.3.1. Strengthen data collection mechanisms to inform planning, monitoring and policies.	1.3.1.1. Conduct annual survey on teachers and teaching profession to collect inputs regarding policy, conditions, incentives, enforcement, continuous professional development, career development and other relevant issues identified by teachers	- Number of surveys completed, and findings reported at the national level (survey participants disaggregated by gender, disability, ethnicity)	1			3		5		7	DoPo, DoPer	280,000

Activities	Sub-activities	Indicators	Targets (Number and Percentage)								Responsible Institution/ Department	Apx. Budget USD
			Baseline 2023	*2024*	*2025*	*2026*	*2027*	*2028*	*2029*	*2030*		
	1.3.1.2. Conduct research studies on teachers and teaching profession on a regular basis to improve/update existing policies and programmes.	- Research plan developed with input from teachers and conducted on a biannual basis and report produced and shared	NA	Research plan developed on different topics concerning teachers		3 research conducted		5 research conducted		7 research conducted	DoPo, DoPer	260,000
Sub-strategy 1.4. Implement key teacher reform policies, including teacher professional standards *(Teacher Policy 2013 Strategy: Rationalizing teachers to meet the needs of education institutions)*												
1.4.1. Application of revised policies and professional standards for teachers and school leaderships	1.4.1.1. Implement Teacher Career Pathway (TCP) in alignment with the CPD system to support merit-based career advancement.	- Number of teachers promoted in the TCP (disaggregated by gender, disability, ethnicity)	101			300		500		800	DoPer, TTD	200,000
		- Number of participants recorded and promoted based on accredited CPD (disaggregated by gender, disability, ethnicity)	4,000			24,000		32,000		50,000	DoPer	-
	1.4.1.2. Develop and implement the performance management of	- Guidelines and tools for Performance management	TCP assessment tool	Guidelines and tools developed	Guidelines and tool piloted	Guidelines and tool finalized	Implementation rolled out	Implementation	Implementation	Implementation	DoPer, TTD	100,000

Activities	Sub-activities	Indicators	Targets (Number and Percentage)								Responsible Institution/ Department	Apx. Budget USD
			Baseline 2023	2024	2025	2026	2027	2028	2029	2030		
	school directors and school teachers based on revised School Director Standards (SDS) and Teacher Professional Standards (TPS).	system developed with input from school directors and teachers, aligned with revised SDS and TPS and implemented	Guideline on Performance Management System									
		- Number of school directors and teachers meeting the standards (disaggregated by gender, disability, ethnicity)	N/A			50		200		500	DoPer, DoPo	200,000
Sub-strategy 1.5. Strengthen database for effective planning and management of teacher development *(Teacher Policy 2013 Strategy: Rationalizing teachers to meet the needs of education institutions)*												
1.5.1. Develop information system at the TEI and school levels on teachers, teacher educators and student teachers	1.5.1.1. Review and revise MoEYS' management information system to allow for TEIs and schools (including teachers, teacher educators and student teachers' profiles) to produce key digital information at an institutional level.	- MoEYS management information system is improved and is interoperable with other MIS systems of the MoEYS to generate digital information at TEI level	Teacher trainee Module in the HRMIS	HRMIS upgraded and implemented	HRMIS revised and implemented	implemented	implemented	implemented	implemented	implemented	DoPer, DIT, EMIS	600,000

Activities	Sub-activities	Indicators	Targets (Number and Percentage)								Responsible Institution/ Department	Apx. Budget USD
			Baseline 2023	2024	2025	2026	2027	2028	2029	2030		
		- % of TEIs using HRMIS data and producing reports	20%	50%	90%	100%					DoPer, EMIS	500,000
		- % of Schools using HRMIS data by level	10%	30%	50%	60%	70%	80%	90%	100%	DoPer, EMIS	1,000,000
1.5.2. Strengthen leadership capacities to plan and manage human resource using evidence and data.	1.5.2.1. Strengthen capacities of educational leaders at national and sub-national levels on evidence-based planning and monitoring.	- Course on evidence-based planning and monitoring developed.	-Staffing Norm -HRMIS		Course developed	Course implemented	Course implemented	Course implemented	Course implemented	Course implemented	DoPer, DoP	220,000
		- Course on education planning for TEI and school management teams developed.	N/A		Course developed	Course implemented	Course implemented	Course implemented	Course implemented	Course implemented	DoP	220,000
		- % of TEI management teams completing/ earning credits on the course (30% women and disaggregated by disability, ethnicity).	0			50%		100%			DoPer, DoP	200,000
		- % of school management teams completing/	0			10%	20%	30%	40%	50%	DoPer, DoP	10,000,000

Activities	Sub-activities	Indicators	Targets (Number and Percentage)								Responsible Institution/ Department	Apx. Budget USD
			Baseline 2023	*2024*	*2025*	*2026*	*2027*	*2028*	*2029*	*2030*		
		earning credits on (30% women and disaggregated by disability, ethnicity).										
	1.5.2.2. Strengthen the human resource management information system (HRMIS) to manage annual performance appraisals, teacher supply/demand, attrition, transfer/re-deployment, leave requests, etc..	- HRMIS reviewed and revised in consultation with teachers and teacher educators	HRMIS HRCPD		HRMIS revised	HRMIS implemented and trained	HRMIS implemented and trained	HRMIS implemented and trained	HRMIS implemented and trained	HRMIS implemented and trained	DoPer	1,300,000
		- % of TEIs trained and using HRMIS	20%	50%	90%	100%					DoPer	-
		- % of Schools trained and using the HRMIS	10%	30%	50%	60%	70%	80%	90%	100%	DoPer	-
Strategic Area 2: Transformational Leadership												
Sub-strategy 2.1. Enhance/develop leadership skills of TEI and school directors *(Teacher Policy 2013 Strategy: Strengthening effectiveness of school leadership)*												
2.1.1. Develop and implement mandatory leadership programmes for TEIs' and school management teams	2.1.1.1. Introduce preparatory leadership course for TEI and school leadership /management teams of all levels (preschool, primary, lower secondary, and upper secondary	- Leadership course package including ToT Guide developed and implemented	NIE PRESET Curriculum	Course package developed (5 components, 71 indicators)	Course implemented	Course implemented	Course implemented	Course implemented	Course implemented	Course implemented	NIE, TEC, TTD, DoPer	100,000
		- Number of school management	N/A	250	500	750	1,000	1,250	1,500	1,750	NIE, TEC, TTD, DoPer	-

Activities	Sub-activities	Indicators	Targets (Number and Percentage)								Responsible Institution/ Department	Apx. Budget USD
			Baseline 2023	2024	2025	2026	2027	2028	2029	2030		
	schools) as a mandatory requirement for new directors before assuming the role.	teams attending and completing leadership course (30% women and disaggregated by disability and ethnicity)										
		- Annual review and revision of leadership courses incorporating participant recommendations and best practices.				1st review	2nd review	3rd review	4th review	5th review	NIE, TEC, TTD, DoPer	252,000
	2.1.1.2. Review/revise TEI and School Director's professional standards to align with 21st century and transformational leadership skills and implemented across the board.	- TEI and School Director Standards revised and implemented.	SDS 2017 Competecy Standards for Directors of TTC 2011	School Director Standards revised	Revised School director standards disseminated TEI Director Standards revised	Revised TEI and School Directors Standards disseminated	Revised TEI and School Directors Standards disseminated	Revised TEI and School Directors Standards disseminated	Revised TEI and School Directors Standards disseminated	Revised TEI and School Directors Standards disseminated	TTD, DoPer, DoP	400,000
		- % of TEI directors meeting the revised professional standards (disaggregated by gender,	New				30%	50%	75%	100%	TTD, TEIs	200,000

Activities	Sub-activities	Indicators	Targets (Number and Percentage)								Responsible Institution/ Department	Apx. Budget USD
			Baseline 2023	*2024*	*2025*	*2026*	*2027*	*2028*	*2029*	*2030*		
		disability, and ethnicity)										
		- % of School directors meeting the revised professional standards (disaggregated by gender, disability, and ethnicity)	N/A		10%	15%	20%	25%	30%	35%	TTD, TEIs	600,000
Sub-strategy 2.2. Strengthen effectiveness of TEI/School leaderships through continuous professional development *(Teacher Policy 2013 Strategy: Strengthening effectiveness of school leadership)*												
2.2.1. Develop/ implement CPD courses for TEI/School directors on crosscutting areas such as 21st century skills, strategic thinking, gender and disability responsive management.	2.2.1.1. Develop blended and credit-based professional development courses for TEI and school managements teams based on needs analysis.	- Number of blended CPD courses (8) developed, accredited, and implemented	2 accredited courses in leadership and management	3 courses (1,2,3) developed and implemented	6 courses (4,5,6) developed and implemented	8 courses (7,8) developed and implemented					TTD, DoPer	600,000
		- % of TEI management teams successfully completing and earning CPD credits. (at least 30% women and disaggregated by disability and ethnicity)	0	Courses 1-3 100%	Courses 4-6 100%	Courses 7-8 100%					TTD, DoPer	972,000
		- % of school management teams successfully completing and earning CPD	0		Courses 1-3 (10%)	Courses 1-3 (20%) Courses 4-6 (10%)	Courses 1-3 (30%) Courses 4-6 (20%)	Courses 1-3 (40%) Courses 4-6 (30%)	Courses 1-3 (50%) Courses 4-6 (40%)	Courses 1-3 60%) Courses 4-6 (50%)	TTD, DoPer	59,600,000

Activities	Sub-activities	Indicators	Targets (Number and Percentage)								Responsible Institution/ Department	Apx. Budget USD
			Baseline 2023	2024	2025	2026	2027	2028	2029	2030		
		credits (at least 30% women and disaggregated by disability and ethnicity)					Courses 7-8 (10%)	Courses 7-8 (20%)	Courses 7-8 (30%)	Courses 7-8 (40%)		
	2.2.1.2. Develop TEIBM Training Package for TEI directors and revise SBM training package and implement	- TEIBM Training Package for TEI management team developed	New		TEIBM Training Package for TEI management team developed						TTD, DoPer	100,000
		- SBM training package for school principals revised/harmonized and implemented	SBM harmonised training package 2019	SBM training package for school principals revised							TTD, DoPer	100,000
		- % of TEI management teams successfully completing and earning CPD credits on TEIBM Training	0			50%	100%				TTD, DoPer	180,000
		- % of school principals successfully completing and earning CPD credits on	0		10%	20%	30%	40%	50%	60%	TTD, DoPer	10,756,980

Activities	Sub-activities	Indicators	Targets (Number and Percentage)								Responsible Institution/ Department	Apx. Budget USD
			Baseline 2023	2024	2025	2026	2027	2028	2029	2030		
		revised SBM training package										

Sub-strategy 2.3. Strengthen effectiveness of school leadership through professional learning communities
(Teacher Policy 2013 Strategy: Strengthening effectiveness of school leadership)

Activities	Sub-activities	Indicators	Baseline 2023	2024	2025	2026	2027	2028	2029	2030	Responsible Institution/ Department	Apx. Budget USD
2.3.1. Expand/improve existing professional learning communities to strengthen school effectiveness	2.3.1.1. Strengthen the roles and responsibilities of PLCs for both TEI and school management teams at cluster and national levels.	- Number of functional PLCs at cluster/district levels for three levels of leaderships - primary, lower secondary and upper secondary school (at least 30% women) with annual action plans and reports.	N/A	1 PLC per level per province 100 PLCs nationwide	2 PLC per level per province 200 PLCs nationwide	3 PLC per level per province 300 PLCs nationwide	4 PLC per level per province 400 PLCs nationwide	5 PLC per level per province 500 PLCs nationwide	6 PLC per level per province 600 PLCs nationwide	7 PLC per level per province 700 PLCs nationwide	TTD, DoPer, ECED, PED, GSED, TEIs, PoE, DoE	3,000,000
	2.3.1.2. Introduce conference/ seminar at sub-national levels to exchange and share experience of school and TEI leaderships in professional networks.	- Number of conferences conducted, and proceedings disseminated annually	0	1 for each province	1 for each province	1 for each province	1 for each province	1 for each province	1 for each province	1 for each province	PoE, DoE, Schools	3,276,000
	2.3.1.3. Introduce national level conference/ seminar to exchange and share experience of	- Number of conferences conducted, and proceedings	0	1	1	1	1	1	1	1	DGE, DGAF, TEIs	223,500

Activities	Sub-activities	Indicators	Targets (Number and Percentage)								Responsible Institution/ Department	Apx. Budget USD
			Baseline 2023	2024	2025	2026	2027	2028	2029	2030		
	school and TEI leaderships in professional networks.	disseminated annually										
Sub-strategy 2.4. Strengthen coaching and mentoring support systems for TEI and School Directors *(Teacher Policy 2013 Strategy: Strengthening effectiveness of school leadership)*												
2.4.1. Develop coaching and mentoring system for TEI/School leaderships	2.4.1.1. Establish coaching and mentoring system for school leaders by identifying mentors (certified coaches, MoEYS' leadership experts, trainers, exemplary school directors, and other relevant education staff) through provision of active dialogue, guidance, and support to bring positive change in the school.	- Mentoring programs (school, cluster, district, national level) developed and implemented	N/A	Mentoring program for school and TEI leaderships developed	Mentoring programme piloted	Mentoring program piloted	Mentoring program scaled up	Mentoring program scaled up	Mentoring program scaled up	Mentoring program scaled up	TTD, ECED, PED, GSED	700,000
		- % of mentees and mentors at TEIs, schools, and clusters (at least 30% women disaggregated by disability and ethnicity)	N/A				TEIs 100% Schools 20%	Schools 30%	Schools 40%	Schools 50%	TTD, ECED, PED, GSED	700,000
	2.4.1.2. Establish an annual online forum for mentors and mentees to share their experiences with others.	- Number of mentors and mentees attending annual forum to share best practices and lessons learned (disaggregated by gender, disability, ethnicity)	N/A			250	250	250	250	250	TTD, ECED, PED, GSED	250,000

Activities	Sub-activities	Indicators	Targets (Number and Percentage)								Responsible Institution/ Department	Apx. Budget USD
			Baseline 2023	2024	2025	2026	2027	2028	2029	2030		
Sub-strategy 2.5. Strengthen partnership with parents and community *(Teacher Policy 2013 Strategy: Strengthening effectiveness of school leadership)*												
2.5.1. Build strong community and parental engagement	2.5.1.1. Strengthen the roles and responsibilities of School Management Committees (SMCs) to promote parental involvement for timely enrolment and completion of basic education and how families can support children's learning at home including for children with disabilities, and other priority issues.	- % of schools with functional SMCs disaggregated by levels (preschool, primary, lower, and upper secondary) and members disaggregated by gender, disability, ethnicity	20%	30%	40%	50%	60%	70%	80%	90%	DGE, GSED, PED, ECED	700,000
Strategic Area 3: Teacher Education												
Sub-strategy 3.1. Expand Teacher Education Colleges *(Teacher Policy 2013 Strategy: Developing teacher training centres)*												
3.1.1. Develop additional Teacher Education Colleges (TECs)	3.1.1.1. Conduct assessment of the two TECs to identify the necessary and sufficient conditions for expanding 12+4 PRESET.	- Assessment conducted and results used for developing new TECs	Assessment by TTD and JICA	Assessment conducted							TTD, TECs	10,800
	3.1.1.2. Develop a strategic plan for teacher education institutions (TEIs) reform including phasing out 12+2 for	- Strategic plan in place, developed through consultation	N/A	Strategic plan developed and implemented	Strategic plan rolled out	Strategic plan rolled out	Strategic plan rolled out	Strategic plan rolled out	Strategic plan rolled out	Strategic plan rolled out	TTD, TEIs	100,000

Activities	Sub-activities	Indicators	Targets (Number and Percentage)								Responsible Institution/ Department	Apx. Budget USD
			Baseline 2023	2024	2025	2026	2027	2028	2029	2030		
	primary and lower secondary education programmes, development of new TECs, introductions of BA+1 and BA+2.	with key TEI stakeholders.										
	3.1.1.3. Upgrade existing RTTCs to become Teacher Education Colleges (TECs)	- Fully functional TECs	2		4 (Kampong Cham & Kandal)		5		6		TTD, TEIs	80,000,000
Sub-strategy 3.2. Improve teaching and learning environments in TEIs including NISE *(Teacher Policy 2013 Strategy: Developing teacher training centres)*												
3.2.1. Upgrade physical facilities including library, ICT, Multi-Media and Science laboratories, Creative Art room, Audio Room, Staff/teacher room, etc.	3.2.1.1. Upgrade ICT/digital infrastructure with strong Internet connectivity.	- % of TEIs with fully functional and disability friendly ICT labs and strong internet connectivity.	20%	40%	50%	60%	70%	80%	90%	100%	TTD, TEIs, DIT	1,809,000
		- On-Campus Wi-Fi for public access inside TEI are equipped to improve research, distance learning and digital learning.	50%	70%	80%	100%					DIT	3,126,600
		- % of TEI with ICT-Integrated classrooms	New	10%	20%	30%	40%	50%	60%	100%	DIT	540,000
	3.2.1.2. Upgrade libraries, science labs, multi-	- % of TEIs having fully resourced and	10%		20%	35%	50%	65%	80%	100%	TTD, TEIs	5,000,000

Activities	Sub-activities	Indicators	Targets (Number and Percentage)								Responsible Institution/ Department	Apx. Budget USD
			Baseline 2023	2024	2025	2026	2027	2028	2029	2030		
	media/audio rooms and creative art workshops	accessible libraries, multi-media rooms, creative art workshops, and science labs including for people with disabilities (PWD)										
	3.2.1.3. Upgrade teacher educator's room	- % of TEIs have fully equipped disability friendly teacher educators' room	10%		20%	35%	50%	65%	80%	100%	TTD, TEIs	2,700,000
Sub-strategy 3.3. Strengthen linkage between TEIs and practice schools (Teacher Policy 2013 Strategy: Developing teacher training centres)												
3.3.1. Strengthen linkage between TEIs and practice schools to become exemplary/model schools	3.3.1.1. Review existing linkage between TEIs and practice schools and assess existing conditions of practice schools.	- Review conducted with input from TEI and school with key recommendations, review report produced	N/A	Data collected, analysed and reported	Review completed and findings used						TTD, TEIs	100,000
	3.3.1.2. Develop standards and guidelines for transforming the practice schools into model schools informed by assessment data, and evidence-based research	- Standards and guidelines developed informed by review findings, evidence-based research and in consultation with TEIs and school staffs	N/A		Standards and implementation guidelines developed , consulted, and disseminated						TTD, TEIs,	200,000

Activities	Sub-activities	Indicators	Targets (Number and Percentage)								Responsible Institution/ Department	Apx. Budget USD
			Baseline 2023	2024	2025	2026	2027	2028	2029	2030		
	3.3.1.3. Upgrade/improve learning environment in the practice schools with provisions of physical/ICT infrastructure, capacity development of teachers, and other resources.	- % of practice schools (PS)' physical infrastructure meeting minimum standards including disability access.	N/A		20%	40%	60%	80%	100%	100%	TEIs, TTD, DIT	4,500,000
		- % of practice-school teachers earning at lease 2 CPD credits	N/A		50%	75%	100%				TEIs, TTD	702,000
		- Experiences presented at provincial or national level forums.	N/A			1 time	1 time	1 time	1 time	1 time	TEIs, TTD	450,000
3.3.2. Develop networks and mechanism for professional learning communities led and coordinated by TEIs	3.3.2.1. Establish a network of teacher education institutes (TEIs) with practice schools and their alumni for professional growth and development through agreed action plans and the establishment of PLCs.	- Number of TEIs with PLCs and practice schools and reports shared at annual forum on best practices and lessons learned	18	23	27	27	27	27	27	27	TTD, TECs, NIE	18,900,000
		- Number of TEIs connected with alumni (disaggregated by gender, disability, ethnicity)	N/A		5	10	15	20	25	27	TTD, TEIs	500,000

Activities	Sub-activities	Indicators	Targets (Number and Percentage)								Responsible Institution/ Department	Apx. Budget USD
			Baseline 2023	2024	2025	2026	2027	2028	2029	2030		
Sub-strategy 3.4. Qualification upgrade of teacher educators and development of their professional skills *(Teacher Policy 2013 Strategy: Defining the standards of teacher training systems)*												
3.4.1. Upgrade qualifications of teacher educators	3.4.1.1. Upgrade qualifications of teacher educators	- % of teacher educators in NISE, RTTCs, PTTCs and PSTTC with master's degree in the required fields (disaggregated by gender, disability, ethnicity)	PSTTC: 14.55% PTTCs: 28.57% RTTCs: 45.29% NISE: 10%			PSTTC: 30% PTTCs: 50% RTTCs: 70% NISE: 15%	PSTTC: 45% PTTCs: 65% RTTCs: 90%	PSTTC: 60% PTTCs: 80% RTTCs: 100% NISE: 20%	PSTTC: 80% PTTCs: 90%	PSTTC: 100% PTTCs: 100% NISE: 30%	TTD, TEIs	3,190,000
		- % of teacher educators in NISE, TECs and NIE with PhD in the required fields (disaggregated by gender, disability, ethnicity)	NISE: 0.00% TECs: 5.48% NIE: 10%		NISE: 4.00%	TEC: 6.00% NIE: 15%	NISE: 8.00% TEC: 10.00% NIE: 20%	TEC: 20.00% NIE: 27%	TEC: 25.00% NIE: 35%	NISE: 12.00% TEC: 30.00% NIE: 40%	TTD, TEIs	9,240,000
3.4.2. Provision of continuous professional development for	3.4.2.1. Develop and implement CPD programmes for teacher educators on emerging needs	- Number of CPD courses developed, accredited, and implemented	11 TED courses[3]			2 new courses developed	4 new courses developed	6 new courses developed	8 new courses developed		TTD / DoPer, TECs	450,000

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[3] 11 TED Courses include TED1: Adult Learning, TED2: Professional Reading, TED3: Technological Pedagogical Content Knowledge (TPCK); TED4: Student Centered Pedagogy, TED5: Pedagogical Content Knowledge (PCK), TED6: Action Research, TED7: Mentoring Program, TED8: Education Policy and Financial Management, TED9: Professional Standards for Teacher Educators, TED10: Introduction to Curriculum Review: Theory and practice, TED11: Educational Leadership: Theory and Practice.

Activities	Sub-activities	Indicators	Targets (Number and Percentage)								Responsible Institution/ Department	Apx. Budget USD
			Baseline 2023	*2024*	*2025*	*2026*	*2027*	*2028*	*2029*	*2030*		
teacher educators	including (i) 21st century skills, (ii) ICT skills, (iii) action research, (iv) gender responsive and disability inclusive pedagogy, and (v) climate action, instructional approaches, (vii) learning assessment, (viii) STEM education	- % of teacher educators completing and obtaining CPD credits on all courses (disaggregated by level of TEIs, gender, disability, ethnicity)	0%			100%	100%	100%	100%		TTD, DoPer TECs	5,690,000
	3.4.2.2. Establish mechanisms to implement professional standards for teacher educators (PSTE) across all TEIs	- Mechanisms to implement PSTE established, implemented, and monitored regularly.	PSTE for PSTTC, PTTC, and RTTC 2023 PSTE for TEC 2022	Mechanism established and implemented	Implemented	Implemented	Implemented	Implemented	Implemented	Implemented	TTD, TEIs	160,000
	3.4.2.3. Develop policy framework on Career Pathway for teacher educators.	- Career Pathway for teacher educators developed in consultation with teacher educators themselves, approved and implemented.	Teacher Career Pathway 2021			Teacher educator career pathway developed, approved and implemented	Implemented	Implemented	Implemented	Implemented	TTD, TEIs, DoPer	160,000
Sub-strategy 3.5. Reform pre-service teacher training curriculum *(Teacher Policy 2013 Strategy: Defining the standards of teacher training systems)*												
3.5.1. Improve preservice teacher training curriculum for	3.5.1.1. Revise PTTC and RTTC preservice teacher training curriculum informed	- PTTC and RTTC curriculum revised and implemented	Teacher Education Curriculum	PTTC and RTTC curriculum revised and							TTD, RTTCs, PTTC	200,000

Activities	Sub-activities	Indicators	Targets (Number and Percentage)								Responsible Institution/ Department	Apx. Budget USD
			Baseline 2023	2024	2025	2026	2027	2028	2029	2030		
primary and lower-secondary education based on credit system	by Teacher Education Curriculum Framework 2023 with integration of 21st century skills including digital education, critical thinking, action-research, inquiry-based learning, etc. and emerging. priorities such as early grade learning concepts, inclusive education, etc.		Framework (TECF) 2023	fully implemented								
	3.5.1.2. Introduce BA+1 PRESET programme for primary and lower secondary school teachers at TECs.	- BA+1 PRESET Curriculum developed and offered at the TECs	N/A	Ccurriculum fully developed and implemented							TTD, TECs	300,000
		- Number of primary and lower secondary school teachers with BA+1	N/A		Primary: 250 LS: 250	Primary: 250 LS: 250	Primary: 250 LS: 250	Primary: 250 LS: 250	Primary: 250 LS: 250	Primary: 250 LS: 250	TTD, TECs	-
3.5.2. Improve and expand preservice teacher training for preschool education	3.5.2.1. Develop preservice credit-based preschool teacher training curriculum informed by Teacher Education	- Credit-based preschool teacher training curriculum fully developed and implemented	- TECF 2023 - Review Report of Preschool teacher Training	Credit-based curriculum developed and implemented	implemented	implemented	implemented	implemented	implemented	implemented	TTD, PSTTC, ECE	150,000

Activities	Sub-activities	Indicators	Targets (Number and Percentage)								Responsible Institution/ Department	Apx. Budget USD
			Baseline 2023	2024	2025	2026	2027	2028	2029	2030		
	Curriculum Framework and review report of Preschool Teacher Training curriculum (12+2) 2011		Curriculum (12+2) 2011									
	3.5.2.2. Expand preschool PRESET programmes in the PTTCs (at least one in each region) to meet demand and quality of both state and private preschools.	- % PTTCs implementing preschool PRESET programmes	0			10%		20%		30%	TTD, ECE	-
3.5.3. Strengthen pre-service teacher training for upper secondary education	3.5.3.1. Review and implement BA+2 teacher training programmes.	- BA+2 teacher training programmes reviewed and revised	BA+2 teacher training curriculum for USS 2021			BA+2 Curriculum reviewed and implemented					NIE, TTD	100,000
		- Number of upper secondary school teachers with BA+2	100	0	750	1,500	2,250	3,000	3,750	4,500	NIE, TTD, DoPer	-
3.5.4. Strengthen PRESET programmes on inclusive education	3.5.4.1. Upgrade existing special diploma courses to 12+4 PRESET programme on Inclusive Education at	- Associate degree (12+2) programmes for the Blind, Deaf and Intellectual disability developed and implemented.	The special education diploma training program (1 year)	Program for 12+2 Blind and Deaf developed and implemented	Program for 12+2 Intellectual Disability developed and implemented	Implemented	Implemented	Implemented	Implemented	Implemented	SED, NISE, TTD	600,000

Activities	Sub-activities	Indicators	Targets (Number and Percentage)								Responsible Institution/ Department	Apx. Budget USD
			Baseline 2023	2024	2025	2026	2027	2028	2029	2030		
	NISE	- Number of student teachers complete 12+2 pre-service training on Blind, Deaf and Intellectual skill	0			20 (Blind and Deaf)	40 (Blind and Deaf)	70 (3 skills)	100 (3 skills)	130 (3 skills)	SED, NISE, TTD	
		- 12+4 PRESET training curriculum in Blind, Deaf, and Intellectual and Autism developed and implemented	NA				Training curriculum in Blind, Deaf, and Intellectual and Autism developed and implemented				SED, NISE, TTD	300,000
		- Number of PRESET teachers with 12+4 degree in blind, deaf, and Intellectual Autism.	0							20	SED, NISE, TTD	-
		- Number of Integrated teachers completing diploma training courses on the skills of blind, deaf, and Intellectual and Autism (24 weeks/3 years)	0	15			30			45	SED, NISE, TTD	184,200

Activities	Sub-activities	Indicators	Targets (Number and Percentage)								Responsible Institution/ Department	Apx. Budget USD
			Baseline 2023	2024	2025	2026	2027	2028	2029	2030		
		- Number of Inclusive education teachers completing diploma training courses on the skills of blind, deaf, and Intellectual and Autism	0	60			120			180	SED, NISE, TTD	352,200
	3.5.4.2. Accredit and implement Professional Certificate in Multi-Lingual Education (MLE) through Stung Teng Regional Teacher Training Centre.	- MLE Course accredited and implemented	Course developed		Course accredited and implemented						SED, TTD, DoPer	60,000
		- Number of teachers MLE certificate (disaggregated by gender, disability, ethnicity)	N/A		15	30	40	50	60	70	SED, TTD, DoPer	100,000
Strategic Area 4: Teacher Identity and Development												
Sub-strategy 4.1. Improve/create enabling conditions for teachers *(Teacher Policy 2013 Strategy: Attracting competent persons into teaching profession)*												
4.1.1. Review and revise existing policies and incentives to attract competent teaching workforce.	4.1.1.1. Review teacher and teacher educator salaries and incentives to attract and retain competent teachers.	- Policy revised informed by research on teacher perspectives and implemented	Sub Decree 31 (2022)		Policy reviewed, revised, and approved.	Implemented	Implemented	Implemented	Implemented	Implemented	DoPer	50,000
	4.1.1.2. Review policy on teaching	- Teaching cadre system revised	Decree 06 (1994)			Teaching cadre	Fully Implemented				DoPer	47,000

Activities	Sub-activities	Indicators	Targets (Number and Percentage)								Responsible Institution/ Department	Apx. Budget USD
			Baseline 2023	2024	2025	2026	2027	2028	2029	2030		
	cadre systems to harmonize remuneration across primary, lower secondary and upper secondary education and TEIs based on the qualifications and professional experience to attract and retain competent workforce equitably.	and harmonized across all levels of education based on qualifications and professional experience				harmonized and approved						
Sub-strategy 4.2. Build/strengthen existing mechanisms to motivate, recognize and support teachers *(Teacher Policy 2013 Strategy: Teacher motivated and retained in the system)*												
4.2.1. Teacher recognition and appreciation	4.2.1.1. Organize teacher appreciation and recognition events at provincial/ district and national levels on an annual basis	- Number of teachers attended the event	N/A	250	250	250	250	250	250	250	PoE, DoE, MoEYS	300,000
Sub-strategy 4.3. Improve support systems/mechanisms for teachers and teacher educators *(Teacher Policy 2013 Strategy: Teacher motivated and retained in the system)*												
4.3.1. Improve support systems/ mechanisms for teachers and teacher educators	4.3.1.1. Develop support mechanisms such as professional networks for priority subjects, learning communities for action research and other issues identified by teachers and teacher	- % of schools participating in professional networks in each province (disaggregated by subject, level of school, number of participants further	0			5%		10%		15%	DGE, GSED, PED, ECED	4,200,000

Activities	Sub-activities	Indicators	Targets (Number and Percentage)								Responsible Institution/ Department	Apx. Budget USD
			Baseline 2023	*2024*	*2025*	*2026*	*2027*	*2028*	*2029*	*2030*		
	educators at school or cluster levels	disaggregated by gender, disability, and ethnicity)										
	4.3.1.2. Introduce Teacher Induction Programme for new teacher graduates to be informed about education system in general including CPD system, Teacher Career Pathways, etc. (explore possibility to embed this in the PRESET)	- New Teachers Induction Handbook developed and implemented	School base personnel Management Guidance		Handbook developed and approved	Implemented	Implemented	Implemented	Implemented	Implemented	DoPer, TTD	100,000
		- % of new teachers received induction (disaggregated by gender, disability, ethnicity)				100%	100%	100%	100%	100%	DoPer, TTD	4,000,000
	4.3.1.3. Strengthen mentoring system at the TEI and school level that matches experienced teacher educators with early career teacher educators; and experienced teachers with early career teachers (building on Early Grade Learning mentoring programme)	- Mentoring system developed in consultation with experienced teacher educators and teachers.	EGL mentoring			Mentoring system developed and implemented					TTD, TEIs, NGPRC	100,000
		- % of TEIs and schools implementing mentoring programmes	NA			TEIs: 50% School: 10%	TEIs: 100% School: 20%	School: 30%	School: 40%	School: 50%	TTD, TEIs, NGPRC	1,000,000

Sub-strategy 4.4. Provide Career development opportunities for in-service teachers including contract teachers
(Teacher Policy 2013 Strategy: Provision of in-service training and professional development for teachers)

Activities	Sub-activities	Indicators	Targets (Number and Percentage)								Responsible Institution/ Department	Apx. Budget USD
			Baseline 2023	*2024*	*2025*	*2026*	*2027*	*2028*	*2029*	*2030*		
4.4.1. Develop and implement qualification upgrade programme for in-service teachers to accelerate qualifications upgrade of all teachers to bachelor's degree by 2030 and career pathway for contract teachers	4.4.1.1. Design and implement a B.Ed. programme for 12+2 in-service primary and lower secondary teachers (TQU).	- B.Ed. program for 12+2 in-service teachers (TQU) developed	TECF 2023 TQU 2020	TQU curriculum developed and implemented							TTD, TEIs	300,000
		- % of in-service teachers completing B.Ed. programme (disaggregated by gender, disability, ethnicity)	30%			40%		50%		80%	TTD, TEIs	50,000,000
	4.4.1.2. Develop a career pathway for contract teachers and a mechanism to absorb competent ones into teaching cadre to address teacher shortage.	- Mechanisms to recruit contract teachers in to teaching cadre developed	NA			Mechanism developed and approved	Implemented	Implemented	Implemented	Implemented	DoPer, TTD	100,000
		- % of contract teachers progressed to teaching cadre (disaggregated by gender, disability, ethnicity)	NA				5%	10%	15%	20%	DoPer	-
4.4.2. Develop and implement qualification upgrade programme for in-service teachers to accelerate qualifications	4.4.2.1. Develop and implement a BA+2 programme for BA+1 in-service teachers teaching at upper secondary schools (TQU).	- BA+2 programme for BA+1 in-service teachers (TQU) developed	USS BA+2 curriculum framework 2021			Programme developed					NIE	100,000
		- Number of teachers completing	0				1,000	2,000	3,000	4,000	NIE	5,250,000

Activities	Sub-activities	Indicators	Targets (Number and Percentage)								Responsible Institution/ Department	Apx. Budget USD
			Baseline 2023	2024	2025	2026	2027	2028	2029	2030		
upgrade of all teachers to BA+2 degree by 2030 for Upper Secondary school teachers		BA+2 (disaggregated by gender, disability, ethnicity)										
Sub-strategy 4.5. Strengthen continuous professional development (CPD) provisions for teachers *(Teacher Policy 2013 Strategy: Provision of in-service training and professional development for teachers)*												
4.5.1. Implementation of CPD roll-out plan	4.5.1.1. Strengthen and expand the CPD system, including accreditation system and accreditation of CPD providers and offerings	- CPD system expanded, accreditation guidelines reviewed and revised following consultation with teachers and providers	CPD system and accreditation guidelines			CPD instruments revised and implemented					DoPer, TTD, EQAD, CPD Providers,	6,770,000
	4.5.1.2. National roll-out CPD implementation plan in a phased manner, informed by lessons learned from pilot phase.	- % of schools participating in CPD roll-out (disaggregated by province, level of schools)	Roll-out plan			20%		50%		100%	DoPer, TTD, TEIs	20,705,800
	4.5.1.3. Develop additional TEIs as CPD Providers to provide on-site credit-based CPD/INSET trainings to schoolteachers within their clusters, including contract	- Number of TEIs registered as CPD providers	3 TEIs		4 TEIs	6 TEIs		8 TEIs		10 TEIs	TTD, DoPer, TEIs	-

Activities	Sub-activities	Indicators	Targets (Number and Percentage)								Responsible Institution/ Department	Apx. Budget USD
			Baseline 2023	*2024*	*2025*	*2026*	*2027*	*2028*	*2029*	*2030*		
	and private school teachers.											
	4.5.1.4. Improve MoEYS' e-learning platform to support professional development linking to MoEYS' CPD system.	- E-learning platform for teachers' professional development established and implemented	MoEYS' e-learning platform		Platform fully developed and implemented						DIT, TTD, DoPer TEIs	800,000
Total Budget												333,486,280

4. MONITORING AND EVALUATION

It is necessary to have a system that can follow up, review, monitor, and evaluate the work being done at both the national and sub-national levels, with full participation from all relevant organizations and stakeholders, to guarantee the successful, effective, and efficient implementation of the TPAP and to be in line with the actual context. Evaluation needs to take place at the sub-national level of individual initiatives, and at the national level of the TPAP. To do this effectively and efficiently requires M&E committees, M&E mechanisms, and M&E schedules.

4.1. TPAP M&E Committees

MoEYS' Teacher Resource Development Committee (TRDC), which includes six Teacher Reform Working Groups[4] will provide overall oversight and play a key role in directing, monitoring and evaluating the TPAP implementation. Institutions/departments identified will be responsible for both implementation and monitoring and evaluation at the institution/sub-national level.

4.2. TPAP M&E Mechanisms

To ensure that M&E is performed with quality, responsiveness, and cost-effectiveness, TPAP activities will be monitored by the national TRDC and all responsible institutions/departments in line with timelines and indicators outlined in the Matrix. The TRDC and the responsible institutions/departments will develop M&E tools that reflect a quality continuum by reporting against quality assurance (QA) and quality enhancement (QE) requirements. The TRDC will report on the progress of initiatives, expected outputs, and indicators as stipulated for each activity, as well as challenges and relevant issues. This will include strengths and points to be improved, including lesson-learned, reasons for non-implementation, and best-practice. The review reports will provide a detailed analysis of the work performed and the achievement of each initiative.

4.3. TPAP M&E Schedules

To ensure the successful implementation of TPAP, M&E will be inclusive of all participants at both the national and sub-national levels. The table below shows the timeframe and responsible institutions/departments of M&E.

M&E focus	Timeframe	Responsible Institutions/departments
Report on initiatives/activities	Twice a year	Teacher Resource Development Committee
Progress of TPAP at national and sub-national levels	Twice a year	Teacher Resource Development Committee

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[4] Six-Teacher Reform Working Groups include: 1). Curriculum and Instruction; 2). Capacity Development and Quality Enhance of Teacher Educators; 3). Educational Resources and Infrastructure improvement; 4). Leadership; 5). linkage between TEIs and practice schools; and 6). Quality Assurance of Teacher Education Institutions.

M&E focus	Timeframe	Responsible Institutions/departments
Bi-annual TPAP conference	One-day conference (2026, 2028, 2030)	Teacher Resource Development Committee
TPAP mid-term review in alignment with ESP mid-term review	2026	Teacher Resource Development Committee
TPAP review in alignment with ESP end-line review	2028	Teacher Resource Development Committee
TPAP end-term review in alignment with SDG 2030	2030	Teacher Resource Development Committee

5. GLOSSARY

association   A group of people who work together in a single organization for a particular purpose.

blended learning   An approach to education that combines online educational materials and opportunities for interaction online with physical place-based classroom methods

council   An advisory, deliberative, or administrative body of people formally constituted and meeting regularly

early learning   Refers to education and care programs in the early years that play an important role in children's development.

e-learning   The acquisition of knowledge that takes place through electronic technologies and media

model school   A graded school usually connected with a normal school or teachers' training college and used as a model in organization and methods of teaching.

practice school   A practice school provides student-teachers with an opportunity to undertake a practicum in a school environment under the supervision of a mentor/supervisor.

professional learning community   A group of colleagues who undertake collaborative, practice-based professional learning. Often a PLC uses a structured process of enquiry to focus on a specific area of teaching to improve learner outcomes and so raise school standards.

school based management   School-based management transfers decision-making authority and responsibility for school operations from central government to local stakeholders to better reflect local priorities and improve student outcomes.

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