

Kingdom of Cambodia

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Ministry of Education, Youth and Sport



**Strategic Plan for Teacher
Education Reform in
Cambodia
2024-2030**

2025

PREFACE

The Ministry of Education, Youth and Sport (MoEYS) formulated the Strategic Plan for Teacher Education Reform in Cambodia as an important blueprint that provides a seven-year framework (2024-2030) to assure quality of teacher education and support the qualification upgrade and professionalisation of the teaching force in Cambodia, with the ultimate aim to improve learning outcomes across all levels of education.

The Teacher Education Department of the Directorate General of Teacher Education and Development, MoEYS plays a key role to facilitate and lead the development of the Strategic Plan for Teacher Education Reform in Cambodia, with technical and financial support provided by development partners, including UNESCO and other members of the Teacher Development Working Group (TDWG), particularly Japan International Cooperation Agency (JICA), UNICEF, the World Bank (WB), the Asian Development Bank (ADB), Korea International Cooperation Agency (KOICA), USAID, the Delegation of the European Union, VVOB, and NGO Education Partnership (NEP), and with financing from Global Partnership for Education (GPE) through the Strengthening Teacher Education Programmes in Cambodia (STEPcam) and from the Capacity Development Partnership Fund (CDPF) Phase III.

A wide range of relevant stakeholders have been closely involved and consulted, including representatives of Teacher Education Institutions (TEIs) and Higher Education Institutions (HEIs), teacher educators, student teachers currently in training, civil service teachers, and contract teachers. The Strategic Plan includes and coordinates the work of all organisations and departments involved in teacher education and professional development through a positive and constructive approach to coordination, maintaining principles of aid effectiveness.

The MoEYS would like to thank all the departments, institutions, and development partners which have contributed to the development of the Strategic Plan. The MoEYS strongly hopes that the reform of teacher education will meet the needs of teacher educators, the teachers they prepare, and the students of Cambodia as the ultimate beneficiaries. *By*



Phnom Penh, *21st* February 2025

Dr. HANG CHUON NARON
Deputy Prime Minister
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Executive Summary

Introduction and Vision

In support of the Royal Government of Cambodia (RGC)'s Pentagonal Strategy – Phase I, the Ministry of Education, Youth and Sport (MoEYS) is committed to providing inclusive, quality education and lifelong learning for all, in line with Sustainable Development Goal (SDG) 4. The MoEYS' education reform efforts are ultimately oriented towards strengthening the learning outcomes of students in Cambodia, building an educated, competent workforce that can help propel Cambodia to upper-middle income country status by 2030.

The professionalisation of the teaching workforce is central to Cambodia's education reform agenda as teachers represent one of the most significant classroom factors in strengthening student learning. Accordingly, Cambodia's teacher education reforms aim to establish a high-quality system of teacher education and training that supports and motivates teachers throughout their careers.

As a seven-year framework for ensuring **high quality** and the **right quantity** of qualified teachers to best serve Cambodia's learners, the Strategic Plan supports the:

- **Quality of teachers**, towards improving learning outcomes in Cambodia, by ensuring that all teachers from primary to upper secondary levels entering the profession hold at least a Bachelor-level qualification and have benefited from quality initial teacher education and regular opportunities for quality needs-based CPD linked to career advancement.
- **Quantity of qualified teachers** by guaranteeing an adequate supply of trained teachers who can be equitably deployed across schools in Cambodia.

The Strategic Plan for Teacher Education Reform outlines how to further strengthen both teacher quality and supply to enhance student learning outcomes in Cambodia. It includes plans for the transition from the current 12+2 teacher education model to a Bachelor-level qualification (12+4 or BA+1), ensuring teachers meet national professional standards, and for the provision of continuous professional development (CPD). With this, the Strategic Plan acknowledges that successfully supporting teachers requires operationalised policies across the dimensions of teacher policy. The strategies included within the Strategic Plan form important components of inter-related teacher policies and practices to attract, recruit, and retain individuals with the necessary profiles and attributes to form an effective, motivated teaching force.

Development of the Strategic Plan

The impetus for teacher education reform is grounded in improving student learning outcomes, an area where Cambodian students lag significantly behind their international peers, especially in foundational skills. Recent declines in learning outcomes, exacerbated by the COVID-19 pandemic, have highlighted these gaps. While school enrolment has increased since 2009, completion rates in primary and secondary education remain lower than those in neighbouring countries. For instance, the lower secondary completion rate in 2020 was just 58 per cent, compared to 98 per cent in Vietnam and 85 per cent in Thailand (World Bank, 2023b:38).

The 2021 Grade 6 National Learning Assessment showed rising learning loss, with 49 per cent of students unable to read and 73 per cent lacking basic math skills. Even before the pandemic, proficiency levels were low, with PISA 2022 results revealing that only 8 per cent of 15-year-olds met minimum proficiency in reading and 12 per cent in math. These issues are compounded by the fact that a significant portion of Cambodia's teaching workforce is under-qualified, with nearly a quarter of primary and half of secondary school teachers not meeting national standards. Additionally, many teachers lack access to continuous professional development (CPD) and mentoring opportunities.

To bridge the gap between current teacher quality and the vision for a workforce capable of achieving national educational goals, the MoEYS and Development Partners (DPs) engaged in a consultative and participatory process – grounded in data collection, analysis, scenario planning, and ongoing discussions – to develop the Strategic Plan. The Strategic Plan aligns with, and builds on, existing policies in Cambodia, including, but not limited to, the 2013 Teacher Policy and Teacher Policy Action Plan (TPAP) 2015-20 and 2024-30. It is intended as a living document that will be periodically reviewed and updated by the MoEYS in collaboration with DPs.

Strategic Priorities and Action Plan

The Strategic Plan is organised in four key strategic priority areas as drivers of the teacher education reforms:

1. **Professionalised pathways into teaching** to introduce new programmes, such as BA+1 for primary and lower-secondary teachers, and revise existing 12+4 programmes in preparation for roll-out to selected Teacher Education Institutions (TEIs).
2. **Increased supply of well-trained teachers and teacher educators** to guarantee adequate staffing in all schools while ensuring that all teachers are working towards achieving the qualifications as per the national standard.
3. **Strengthened institutional capacity of TEIs** to expand the number of Teacher Education Colleges (TECs) with Higher Education status, transition selected PTTCs to deliver the 12+4 primary programme, and advance the CPD system.
4. **Advancement of teacher education specialisations** to develop Centres of Excellence (CoEs) in selected TEIs with focus on areas such as inclusion, digital education, and foreign language teaching and with a strong research mandate to improve teaching and learning across Cambodia.

The figure below summarises the four Strategic Priority Areas for teacher education reform as well as specific strategies within each area.

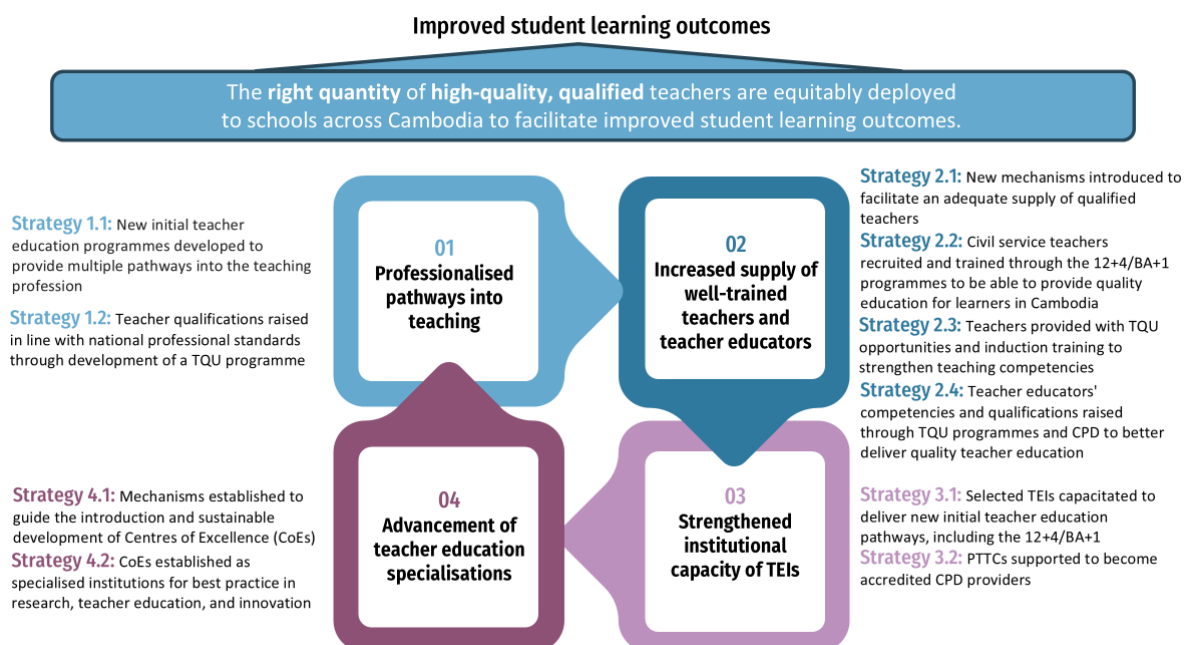


Figure 1. Teacher education reform priorities and strategies

The Strategic Plan includes an Action Plan, following from the identified priority strategies and activities, to address the infrastructure, capacity and systems development, as well as human resource needs for the reform rollout, with a phased timeline to guide implementation. The Action Plan (Annex D) documents

activities across the various levels of education, geographical areas, and thematic areas, including those supported by different technical departments of the MoEYS and by Development Partners, as a tool to support coordination and further planning.

Initial Costing

The Strategic Plan will be funded through a mix of national resources and international cooperation, including programs like GPE5 STG, GEIP, S-TEC, and others, as well as new programmes within the 2024-2030 timeframe.

The M&E Framework outlines the estimated budget for each objective, including infrastructure improvements, teacher recruitment, and the 12+4 scholarship model. These estimates are based on costs in the TPAP 2024-30, covering areas such as teacher qualification upgrades and TEI facility enhancements. Estimates for training, consultation, and technical assistance are derived from program analysis and reasonable assumptions based on similar education initiatives in Cambodia.

The total cost of teacher education reforms between 2024-2030, as included in the Strategic Plan, is estimated to be approximately USD 298,032,460, based on estimates in the TPAP 2024-2030 and data provided by the MoEYS. Please refer to Section 5 for further details on the initial costing calculations. Out of the total estimated cost of the reform, approximately USD 134,006,860 for the scholarship pre-service teacher training¹ is to be financed through the RGC regular budget; approximately USD 36,179,400 will be financed through the partial privatisation of teacher education, and the remainder of the costs will be covered through a combination of Development Partner assistance and the RGC budget. The Strategic Plan advocates for an increased education budget so that the quantity and quality of teachers can be guaranteed, acknowledging that various funding modalities and qualification pathways will be required to achieve the vision.

Monitoring and Evaluation

The M&E Framework includes indicators, milestones, and targets aligned with existing plans to streamline data collection. A focal M&E person from DGTEd will oversee coordination with the Teacher Education Working Groups to monitor progress made on the Strategic Plan. A mid-term review will be conducted in 2026, followed by a final review in 2030, aligned with and following the TPAP and SDG reviews. The matrix of objectives, activities, and indicators can be found in Annex E.

Conclusion

In the long term, Cambodia's teacher education reforms, as outlined in the Strategic Plan, will create and sustain a system of excellent professional teacher training and development, supporting teachers with ongoing, quality training opportunities at all stages of their careers, from candidacy onwards.

The Strategic Plan is a vehicle towards the realisation of a teacher education in Cambodia that enables the development of a professional, supported, and motivated teacher workforce, well-equipped to support all learners to gain the competencies needed to contribute to economic and social progress in the country and to enjoy a high quality of life.

¹ This includes the student teacher scholarship, staff salary, and the Teacher Education Institutions' operational costs.

Abbreviations and Acronyms

12+2	Two-year initial teacher education programme after graduation from secondary school
12+4	Four-year initial teacher education programme after graduation from secondary school
ADB	Asian Development Bank
AI	Artificial Intelligence
ASEAN	Association of Southeast Asian Nations
BA+1	One-year teacher education programme after a Bachelor's degree
BA+2	Two-year teacher education programme after a Bachelor's degree
BTEC	Battambang Teacher Education College
CDPF	Capacity Development Partnership Fund
CoE	Centre of Excellence
CPD	Continuous Professional Development
CPDFAP	Continuous Professional Development Framework and Action Plan
CPDMO	Continuous Professional Development Management Office
DGTED	Directorate General of Teacher Education and Development
DP	Development Partner
EMIS	Education Management Information System
ESP	Education Strategic Plan
ESWG	Education Sector Working Group
EU	European Union
GPE	Global Partnership for Education
HR Department	Human Resource Department (previously, Department of Personnel)
HRMIS	Human Resource Management Information System
JICA	Japan International Cooperation Agency
KOICA	Korea International Cooperation Agency
M&E	Monitoring and Evaluation
MEF	Ministry of Economy and Finance
MoEYS	Ministry of Education, Youth and Sport
NIE	National Institute of Education
NISE	National Institute for Special Education
PISA-D	Programme for International Student Assessment for Development
PLC	Professional Learning Community
PRESET	Pre-Service Training
PSTE	Professional Standards for Teacher Educators
PSTTC	Pre-School Teacher Training Centre/College
PTEC	Phnom Penh Teacher Education College
PTR	Pupil-teacher ratio
PTTC	Provincial Teacher Training Centre
RGC	Royal Government of Cambodia
RTTC	Regional Teacher Training Centre
SDG	Sustainable Development Goal
STG	System Transformation Grant
TA	Technical Advisor/Assistance
TCP	Teacher Career Pathway
TDWG	Teacher Development Working Group
TEC	Teacher Education College
TECF	Teacher Education Curriculum Framework
TED	Teacher Education Department
TEI	Teacher Education Institutions
TEPS	Teacher Education Provider Standards
TPAP	Teacher Policy Action Plan
ToR	Terms of Reference

ToT	Training of Trainers
TQU	Teacher Qualification Upgrade
TTC	Teacher Training Centre/College
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
VVOB	Flemish Association for Development Cooperation and Technical Assistance
WB	World Bank

1. Introduction

In August 2023, the Royal Government of Cambodia (RGC), under the leadership of Prime Minister Samdech Moha Borvor Thipadei Hun Manet, launched the Pentagonal Strategy – Phase I to guide the country’s socioeconomic strategy and development agenda for the next twenty-five years. The Pentagonal Strategy – Phase I places highest priority on investing in human resources as a means of Cambodia achieving upper-middle income country status by 2030 and becoming a high-income country by 2050.

To support this vision, the Ministry of Education, Youth and Sport (MoEYS) recognises that a prerequisite to national wellbeing, success, and prosperity is a well-educated population. Towards this end, the MoEYS is committed to achieving SDG4 by providing inclusive, quality education and lifelong learning for all. As a component of SDG4, Target 4.c sets the goal of significantly increasing the supply of qualified teachers who are able to deliver quality, inclusive education. See Table 1, below, for a summary of Target 4c indicators, which are also reflected as priorities in this Strategic Plan.

Target 4.c	By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States
4.c.1	Proportion of teachers with the minimum required qualifications, by education level
4.c.2	Pupil-trained teacher ratio (PTTR) by education level
4.c.3	Percentage of teachers qualified according to national standards by education level and type of institution
4.c.4	Pupil-qualified teacher ratio by education level
4.c.5	Average teacher salary relative to other professions requiring a comparable level of qualification
4.c.6	Teacher attrition rate by education level
4.c.7	Percentage of teachers who received in-service training in the last 12 months by type of training

Table 1. SDG 4, Target 4c (UNESCO Institute of Statistics, 2023a)

In alignment with, and to support, the Pentagonal Strategy – Phase I, the RGC has set strategic priorities for education, including: strengthening teaching and learning, reinforcing good governance in schools, refining and expanding the curriculum for general education, promoting health and nutrition, and encouraging collaboration with education partners, including school communities. Teachers and teacher educators in Cambodia have a significant role enabling this reform agenda as they are the key actors to ensuring change across the RGC’s priority areas. Emphasising the centrality of education reform to Cambodia’s human resource development, Prime Minister Hun Manet established and chairs a special committee to oversee education sector reform, including the reform of teacher education in Cambodia.²

The MoEYS has centred the importance of teachers in its education reform efforts because professionally qualified, competent, and well-supported teachers are essential to improvements in classroom practice. In fact, it is teachers who are the most significant school-level factor contributing to education quality and improved students learning outcomes. As Cambodia seeks to strengthen student learning, it must professionalise the teaching workforce. At the Transforming Education Summit in New York in 2022, the MoEYS clearly documented the intent to develop professionalised and motivated teachers in its national statement of commitment. To fulfil this aim, the MoEYS continues to prioritise reforms across the interconnected aspects of teacher policy, including teacher recruitment, management, and development.

² Royal Decree RS/RKT/0923/2141, dated 9 September 2023

This Strategic Plan for Teacher Education Reform in Cambodia presents a strategic and operational approach to advancing Cambodia’s teacher education reforms to improve student learning outcomes through improvements in teacher quality. The Strategic Plan addresses multiple components relating to teacher education based on the understanding that successfully supporting teachers requires operationalised policies across the dimensions of teacher policy. Reforming teacher education cannot be a siloed effort, but also requires policies in place to attract, recruit, and retain individuals with the necessary profiles and attributes to form an effective, motivated teaching force. Teachers require opportunities to not only engage in effective *initial* teacher education, but also targeted support during induction and then meaningful professional development throughout their professional lives – all within the context of a career pathway which allows career and salary progression in return for their investment in their professional development and efficacy.



Teachers who are well-trained, supported, and valued are essential to ensuring quality education for all and meeting the education targets of the 2030 Agenda (UNESCO, 2024).

The Strategic Plan represents an important piece of the puzzle within Cambodia’s interconnected teacher reforms in that it:

- strategizes the reform of teacher education at all levels from pre-primary to upper secondary, and
- provides an operational plan to shift from the current 12+2 (two-year initial teacher education programme after graduation from secondary school) model of initial teacher education to a Bachelor-level qualification – 12+4 (four-year initial teacher education programme after graduation from secondary school) or BA+1 (one-year teacher education programme after a Bachelor’s degree) – for primary and lower secondary teachers.

Through evidence-based and thoughtfully crafted strategies, the Strategic Plan seeks to ensure an adequate supply of qualified, well-trained teachers, who are equitably deployed to schools throughout Cambodia and able to facilitate inclusive, quality, lifelong learning for all.

1.1 The Vision for Teacher Education in Cambodia

In the long term, Cambodia’s teacher education reforms aim to create and sustain a system of excellent professional teacher training and development, supporting teachers with ongoing, quality training opportunities at all stages of their careers, from candidacy onwards. Teacher education in Cambodia will be synonymous with the development of a professional, supported, and motivated teacher workforce, well-equipped to support all learners to gain the competencies needed to contribute to economic and social progress in the country and to enjoy a high quality of life.

To this end, the planned reforms emphasise raising the professionalism of teacher education by introducing the 12+4 and BA+1 pathways into teaching. The transition to Bachelor-degree level courses of initial teacher education serves to elevate the level and status of teacher education to equivalent with other degrees in higher education. This central shift of initial teacher education programmes will be supported by comprehensive capacity building efforts for Teacher Education Institutions (TEIs) and teacher educators, as well as reform of other areas of teacher management.

In short, the priorities within the Strategic Plan are designed to achieve **high quality** and the **right quantity** of qualified teachers to best serve Cambodia’s learners. As a tool to achieve this vision, the Strategic Plan supports the:

1. **Quality of teachers**, towards improving learning outcomes in Cambodia, by ensuring that all teachers from primary to upper-secondary levels entering the profession hold at least a

Bachelor-level qualification and have benefited from quality initial teacher education and regular opportunities for quality needs-based CPD linked to career advancement.

2. **Quantity of qualified teachers** by guaranteeing an adequate supply of trained teachers who can be equitably deployed across schools in Cambodia.

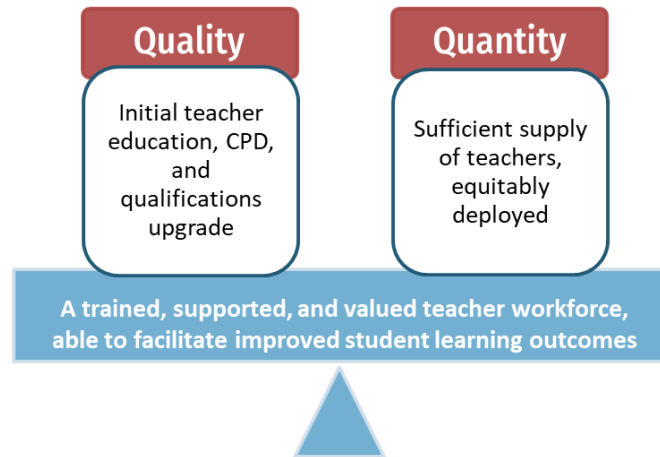
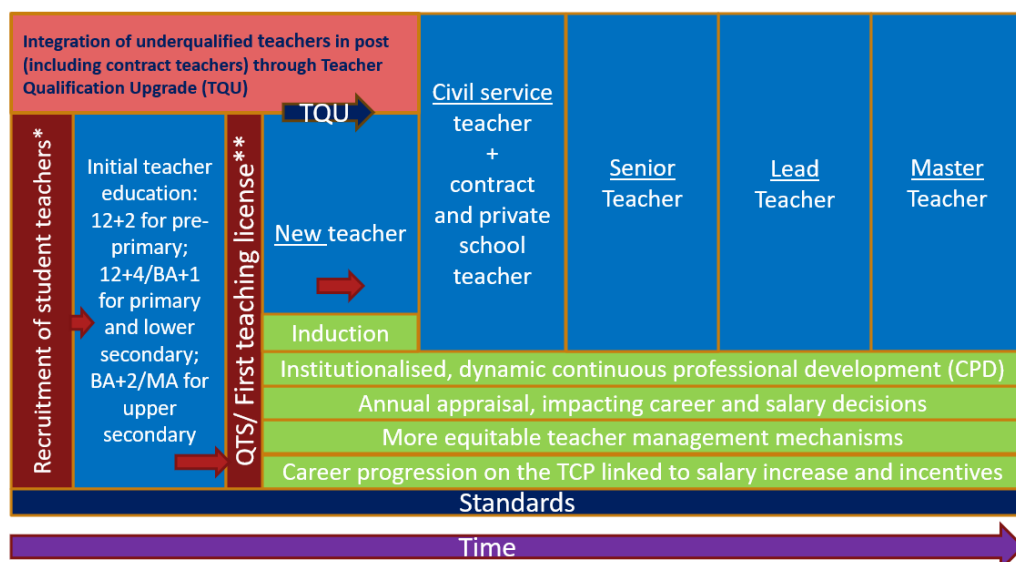


Figure 2. The vision for Cambodia’s teacher education reforms

The Strategic Plan provides a seven-year framework for strengthening teacher education in Cambodia so that it can best serve as a vehicle for professionalising the teaching workforce, in parallel with other teacher policy reforms. The long-term vision for teacher education and career progression in Cambodia is pictured in the visual below, where following a programme of quality initial teacher education to obtain the Qualified Teacher Status (QTS), teachers are supported through an induction period and can benefit from institutionalised, dynamic CPD throughout their careers. Furthermore, in this reformed system, teachers are regularly appraised and rewarded for their professional growth and service through career progression, compensation, and other incentives.



* In the near future, this should include recruitment for non-civil service posts.

** Teacher licensing is a major policy decision and requires a discussion of its own and is placed here tentatively.

Figure 3. The desired situation of teacher education and career progression in Cambodia

Addressing the critical learning gap in Cambodia to achieve the vision will take a raft of interconnected measures. These include, as is the focus of this Plan, ensuring all new candidates entering primary and

lower secondary teaching both hold a Bachelor-level qualification and undertake a course of good quality, relevant teacher education. Two key pathways to this vision include introduction of:

- the dedicated 12+4 route, whereby high-school graduates engage in four years of teacher education, including a practicum, culminating in a Bachelor of Education or
- the alternative BA+1 route, whereby holders of a relevant Bachelor's degree then engage in one year's intensive, good quality teacher education.

The Strategic Plan lays out a plan for successfully introducing these pathways, among others, to develop a professional, motivated teacher workforce in Cambodia for the benefit of all learners.

1.2 Development of the Strategic Plan

The development of the Strategic Plan for Teacher Education Reforms comes at a time when the MoEYS has already introduced several bold mechanisms to address imbalances in teacher surplus and shortage from province-to-province. For example, to better attract quality candidates into the profession, the MoEYS over the years increased the allowance for student teachers from approximately USD 10 to approximately USD 125 monthly and increased it again in 2024 to 70 per cent of a government teacher salary, according to the Cadre type.³ In addition, new infrastructure is being built at TEIs, including dormitories, and top-up allowances are provided for those teaching in disadvantaged areas. Although the impact of these actions has not yet been evaluated, they represent important steps towards recruiting and retaining good teachers.

To date, teacher education reform efforts have been supported by several Development Partners, with commitments to continue this support into the future; for example:

- The two TECs established in Phnom Penh and Battambang benefited from JICA support for infrastructure upgrades while both JICA and UNICEF/CDPF supported the development of 12+4 curriculum framework and syllabuses, operational guidelines and capacity building of TEC teacher educators.
- PTTCs were renovated by the MoEYS and UNESCO under the GPE 3 STEPCam programme, including the provision of well-resourced facilities, upgraded science and computer laboratories as well as dormitories, and capacity building of the management and teacher educators.
- The upgrade of ICT infrastructure and capacity in the four RTTCs is being supported by KOICA, while Kandal RTTC is currently being renovated with support from the World Bank.

Additional support for teacher education reform has already been committed by key stakeholders, including UNESCO under GPE5 STEPCam Phase II, UNICEF under the GPE5 Multiplier, and JICA under Strengthening-TEC (S-TEC). Ongoing discussions are underway to mobilise more support and resources by both the RGC and Development Partners, such as the World Bank and KOICA, to continue transforming TEIs' infrastructure and ecosystems, including establishment of more TECs, in line with the priorities identified in the Strategic Plan. Other Development Partners such as ADB and USAID have also been supporting teacher education (see Annex C).

While the scope of the Strategic Plan focuses on ensuring a sufficient **quantity and quality of** teachers in Cambodia's primary and lower secondary schools, the success of these reforms is contingent on actions across the multiple dimensions of teacher policy relating to teacher education. No aspect of teacher policy can be addressed in isolation, and the teacher education reforms that are planned here closely interact

³ Announced by Prime Minister Hun Manet during the World Teachers' Day celebration on 05 October 2023/ Announcements by the Ministry of Civil Service No 520/24 MS/SCN dated 15 February 2024 and No 1196/24 MS/SCN dated 22 April 2024

with other key initiatives to attract, train, support, and value teachers, namely the Teacher Career Pathway (TCP) and Continuous Professional Development (CPD) system as well as mentoring programmes.⁴

1.2.1 Rationale

The impetus for the reform of teacher education is based on what truly matters in education systems – student learning. Teachers play a pivotal role in improving student learning outcomes, and – at this point – Cambodian students are significantly behind their international peers with gaps in foundational learning skills in primary school that have negative knock-on effects as they progress through the education system.

In recent years, Cambodia has seen its student learning outcomes fall, partly as a result of the COVID-19 pandemic. Although enrolment rates at all levels of schooling rose between 2009 and 2019/20, especially in secondary schools, primary enrolment and secondary completion rates remain below those in peer countries⁵. As of 2020, the lower secondary completion rate was 58 per cent (compared with 98 per cent in Vietnam, 85 per cent in Thailand and 83 per cent in the Philippines; World Bank, 2023b:38).

The results of the 2021 Grade 6 National Learning Assessment indicated significant levels of learning loss since the previous assessment in 2016, with an increase from 34 to 49 per cent in the proportion of grade 6 students who could not read and an increase from 49 to 73 per cent in the proportion of students who lacked basic maths skills between 2016 and 2021 (World Bank, 2023b:38). Even before the pandemic, PISA-D 2019 revealed that only 8 per cent of 15-year-olds had minimum proficiency in reading and 10 per cent in maths. PISA 2022 showed that some 8 per cent of the same age group attained minimum proficiency or higher in reading, some 12 per cent in maths, and some 10 per cent in science (OECD, 2023). Although the impact of the COVID-19 pandemic on learning should not be underestimated, the pandemic exacerbated a pre-existing situation of low student achievement.

In this context of poor student learning outcomes, current levels of teacher quality and qualifications are concerning where almost a quarter of Cambodia’s primary school teachers and almost half of secondary school teachers are under-qualified as per the existing national standards (MoEYS, 2023c), and there are insufficient qualified teacher educators within TEIs.⁶ In addition, existing teachers and teacher educators have limited opportunities for CPD to improve their pedagogical skills and academic qualifications; such opportunities are particularly important for newly qualified teachers who have recently graduated from teacher training institutions, as are access to mentoring and professional learning communities (PLCs).

There exists a clear gap between the current situation and the vision of a workforce able to contribute to the ambitions of the Pentagonal Strategy. This requires a well-coordinated strategic plan for teacher



⁴ The Teacher Career Pathway (TCP) was developed by the MoEYS and approved in 2021 to contribute to the recruitment and retention of motivated, competent candidates to the teaching profession. The CPD System is being rolled out in parallel to the initial teacher education reforms, highlighting the continuum of teacher education as life-long learning.

⁵ Between 2009 and 2019, net primary enrolment increased by 10 per cent from 82 per cent to 90 per cent; lower secondary enrolment increased by 52 per cent from 31 per cent to 47 per cent over the same period and upper secondary by 77 per cent, from 17 per cent to 30 per cent (World Bank, 2023b:38).

⁶ As of 2023, the national standard for teacher qualification was 12+2 for pre-primary and primary teachers (completion of 12 years of general education plus two-year teacher training), a Bachelor’s degree for lower secondary teachers, and BA+2 for upper secondary teachers. It is understood that recruitment of 12+2 student teachers for primary and lower-secondary levels may be terminated when the 12+4 programme is rolled out, expected to commence in the 2025-2026 academic year pending a final joint decision of the MoEYS, Ministry of Civil Service (MCS), and Ministry of Economy and Finance (MEF).

education reform to address, among other national priorities, teacher and teacher educator qualification upgrade, teacher development, and more equitable teacher deployment.

1.2.2 Approach

The Strategic Plan was developed based on sound analytics utilising the body of available quantitative and qualitative data as well as extensive consultations with key stakeholders. The final Strategic Plan document represents the culmination of data collection, analysis, scenario planning, and ongoing discussions with the MoEYS and Development Partners to determine a realistic path forward towards achieving the MoEYS' goals for teacher education.

Key steps in this process included, but were not limited to:

1. The review and analysis of existing data, synthesized into a detailed Situational Analysis report of the teacher education sector
2. Data collection via Focus Group Discussions and interviews with teacher educators and MoEYS officials (November 2023)
3. A series of consultation workshops with the MoEYS and Development Partners (from November 2023 to July 2024)
4. A survey of existing infrastructure and teacher educators' capacity at TEIs focusing on primary and lower secondary teacher education (December 2023)
5. The coordination and mapping of DP-supported projects supporting the development of teachers and teacher educators
6. Scenario planning for the national rollout of 12+4 and BA+1 initial teacher duration and the expansion of TECs

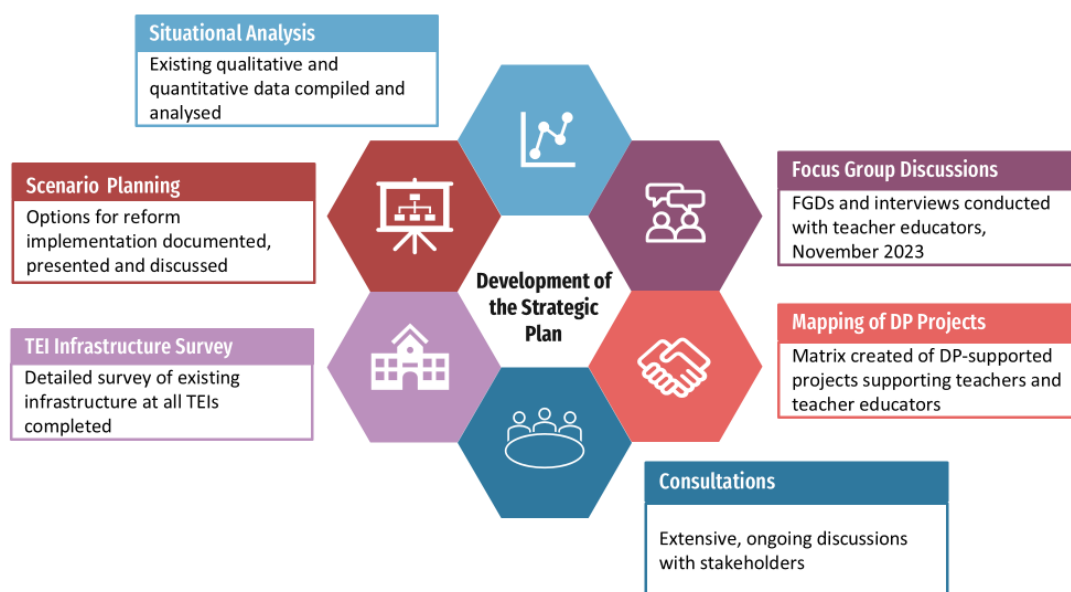


Figure 4. Process of developing the Strategic Plan

In line with the guiding principles (see below), considerable effort has been made to ensure the Plan is robust and well-integrated, with alignment between the different activities and work plans of TDs and DPs, to support coordinated, effective implementation.

The Strategic Plan is intended as a living document that will be periodically reviewed and updated by the MoEYS in collaboration with DPs. As educational priorities evolve and new insights emerge, the plan may be revised to reflect the latest developments, policies, and best practices.

1.2.3 The Teacher Policy Context

The Policy Context

- TPAP 2015-2020 and 2024-2030
- ESP 2019-2023 and 2024-2028
- CPD Framework and Action Plan (CPDFAP) for Teachers and School Directors (2019-2023)
- Teacher Professional Standards (2010)
- School Director Standards (2017)
- Teacher Education Provider Standards (TEPS) (2016)
- CPD Handbook (2021)
- CPD Credit Acquisition System (2021)

The Strategic Plan aligns with, and builds on, existing policies in Cambodia; see also Section 1.3, below, on the importance of alignment as a guiding principle. The 2013 Teacher Policy documented the vision for an upgrade of teaching force quality, which was further operationalized in the Teacher Policy Action Plan (TPAP) 2015-20. The TPAP 2015-20 set the stage for a systematic reform of teacher-related policies aimed at attracting and retaining competent teachers, improving the social status of teachers, and strengthening the quality of teaching and learning. The TPAP 2024-30 continues this work, as described below.

Under the Framework of the National Strategic Development Plan (2019-2023), the Education Strategic Plan (ESP) 2019-2023 prioritised professional teacher training, capacity development, and staff motivation towards realizing SDG 4 to “ensure inclusive and equitable quality education and promote life-long learning opportunities for all.” The ESP 2024-28 builds

on these achievements. The Strategic Plan is designed to support the ESP 2024-28, Priority Programme 5.3 Human Resource Management, Objective 1: “Reform and strengthen teacher education policy and standards of teaching profession.” In fact, the ESP Sub-programme 5.3.1 “Teacher Education” Strategy 1 specifically identifies this Strategic Plan as the blueprint by which the teacher education reform dimensions of the ESP will be implemented.

Other key policy documents that provide a strong foundation for the Strategic Plan include:

- The Continuous Professional Development Framework and Action Plan (CPDFAP) for Teachers and School Directors (2019-2023), adopted in September 2019, to guide the foundation for the creation of the CPD system for educators in Cambodia. Several additional policy instruments operationalize the CPDFAP’s vision of linking career progression and reward of teachers, school directors, and education specialists with their professional performance and development through the Teacher Career Pathway (TCP) to foster professional, motivated cadres of teachers:
 - The CPD Handbook (2021),
 - the CPD Credit Acquisition System (2021), and
 - the CPD System Implementation Guidelines (2022).
- The Teacher Professional Standards (2010) and School Director Standards (2017) set out benchmarks to measure the professional knowledge, skills and attitudes of teachers and school directors.
- The 2016 Teacher Education Provider Standards (TEPS) sets benchmarks relating to teacher education institutions (TEIs) and the teacher educators they employ.
- The Professional Standards for Teacher Educators (PSTE) (2024), which outlines the profile and qualifications required for teacher educators, has recently been finalised and adopted.⁷
- Prakas 1870 (2019) and Master Plan for Teacher Qualification Upgrade (MoEYS, 2021) provide the policy framework for teacher qualification upgrading (TQU) to allow pre-primary, primary, and lower-secondary teachers to achieve a BEd (teaching) qualification.

⁷ The Education specialist career pathways is the only pathway in the TCP which still requires Professional Standards to be developed.

Care has also been taken to ensure the Strategic Plan is compatible with wider processes and policies, including those pertaining to national funding and other legislation, such as laws on financial management for 2024-2028, Cambodia’s Labor Law (Royal Kram ជំនុំ/វិក័ម/០៣៩៧/០១, 1997), General Statute for Cambodia’s civil service officers (Royal Kram ០៦ ន.ស.៩៤), Cambodian civil servants’ salary scales (Royal Decree, នស/វត័ក/១២០១/៤៥០, 2021) and delegation of functions in the education sector to sub-national level (Royal sub-decree, numbered 213 អនុក្រឹត្យ.បក្ក).

Of all existing policies, the Strategic Plan is perhaps most directly related to the Teacher Policy Action Plan (TPAP) 2024-2030. The TPAP 2024-2030 envisages teacher policy across the four Strategic Areas of: Teacher management, Transformational leadership, Teacher Education, and Teacher identity and development. The sub-strategies and high-level activities of TPAP (2024-30) Strategic Area 3: Teacher Education are summarised below in Table 2.

Sub strategies	Activities
3.1 Expand Teacher Education Colleges	3.1.1 Develop additional Teacher Education Colleges (TECs)
3.2 Improve teaching and learning environments in TEIs including NISE	3.2.1 Upgrade physical facilities including library, ICT, Multi-Media and Science laboratories, Creative Art room, Audio Room, Staff/teacher room, etc.
3.3. Strengthen linkage between TEIs and practice schools	3.3.1 Strengthen linkage between TEIs and practice schools
	3.3.2. Develop networks and mechanism for professional learning communities led and coordinated by TEIs
3.4. Qualification upgrade of teacher educators and development of their professional skills	3.4.1. Upgrade qualifications of teacher educators
	3.4.2. Provision of continuous professional development for teacher educators
3.5. Reform pre-service teacher training curriculum	3.5.1. Improve pre-service teacher training curriculum for primary and lower-secondary education based on credit system
	3.5.2. Improve and expand pre-service teacher training for pre-school education
	3.5.3. Strengthen pre-service teacher training for upper secondary education
	3.5.4. Strengthen PRESET programmes on inclusive education

Table 2. Sub-strategies and activities of TPAP 2024-30 Strategic Area 3 Teacher Education

It is the TPAP 2024-2030 that sets out the ambition to increase the duration and level of initial teacher education (or PRESET) from a 12+2 programme to a 12+4 or BA+1 programme for primary and lower-secondary education and a two-year programme after a Bachelor’s degree (BA+2) for upper-secondary education, in conjunction with the upgrading of selected TTCs to TECs. Strategic Area 3 mandates development of an actionable Strategic Plan to realistically plan for these teacher education reforms.

1.2.4 Guiding Principles

The guiding principles acknowledge the importance of evidence and data usage, inclusion, and alignment as cross-cutting priorities across all processes and planned activities of the Strategic Plan, from development to implementation.

Evidence and data

The Strategic Plan is evidence-driven and based on the best available data. Where possible, existing information has been used, including reports prepared by a number of technical departments (TDs), DPs and international organisations (see Annex A). Statistical data related to the profiles of teachers and

teacher educators currently in post, staff needs, and unfilled positions comes from the Education Management Information System (EMIS) of MoEYS and from TED’s records, which are regularly updated. Where possible, this information has been triangulated with data from the Human Resource Management Information System (HRMIS). Qualitative data was gathered using a limited number of focus groups with teachers and teacher educators to assess the attitudes, motivation, and experiences of these informants. The data on which the Plan is based also includes interviews with selected MoEYS leaders and officials and with representatives of TEIs.

Inclusion

The Strategic Plan places great value on the importance of inclusive teacher education for the provision of inclusive education more broadly. Where possible, the teacher and teacher educator workforce should be gender-balanced, regionally inclusive, and otherwise diverse. Representatives of marginalised populations (persons living with disabilities, ethnic and religious minorities, etc.) should be supported to become teachers and, in time, teacher educators, using positive action to ensure they meet the quality criteria, without compromising on these. Pedagogy used in teacher education should be inclusive. The current teacher education programmes already include preparing student teachers to deliver inclusive education, with room to be further strengthened.

Ensuring the Strategic Plan is inclusive means engaging with the question of geographical coverage and the distribution of TEIs throughout the nation, promoting the recruitment of student teachers from remote rural areas, and ensuring potential candidates and their families (particularly of young women) are not discouraged from entering teaching by the need to travel far from home to engage in initial teacher education.

All areas of the country need to be served by TEIs so that candidates for teacher education do not face a disproportionate burden of travel. Candidates and their families, particularly from more isolated communities, may be reluctant to travel far from their home communities to undertake teacher education, particularly in the case of young women, out of fear for their safety and wellbeing.⁸ Ensuring that candidates can access teacher education opportunities within their geographic region will also promote their future deployment to, or nearby, their regions of origin.

Although the deployment of sufficient teachers to “hard-to-staff” schools, and indeed of teacher educators to TEIs in non-metropolitan areas, is a challenge for many countries, it is important to be able to “identify, recruit and retain teachers who have the necessary skills and commitment to work in those schools and are able to engage with and motivate learners, their parents and the wider community” (UNESCO, 2019). The principle of inclusion promotes strategies to ensure all learners can benefit from quality teachers, including:

- Recruiting and training local teachers, who are likely to be well accepted and integrated in the local community, already speak the home language, and have a commitment to the geographic area, and/or
- Using a combination of extrinsic and intrinsic incentives to attract and deploy teachers to hard-to-staff schools.⁹

Evidence from other education systems shows that where teachers accept deployments to hard-to-staff postings, it tends to be based on a combination of extrinsic and intrinsic motivations – teachers are committed to the project of delivering good quality education where it is needed and are also responsive to the advantages and the sense of feeling valued, which accompany material incentives.

⁸ As highlighted during Focus Group Discussion conducted as part of the Situational Analysis. For example, the provinces of Ratanakiri, Monduliri and Oddar Meanchey, among others, do not currently have a TTC. In this context, it is likely that Siem Reap PTTC, Stung Treng RTTC will have an important role to play in the reform of teacher education, given their geographical location.

⁹ Extrinsic incentives usually include a combination of material incentives such as allowances, access to housing, transport, access to study leave, enhanced CPD or qualification upgrade opportunities and/or ICT facilities. Intrinsic incentives include promotion of the social and moral value of such placements as contributing to education and development and fostering pride in and commitment to these goals.

Alignment with the CPD system and wider teacher reforms

The Strategic Plan has been developed to align with other national policy instruments, and with other dimensions of teacher policy in Cambodia, as outlined above. Situated within the overarching ambitions of the Pentagonal Strategy - Phase I, the Strategic Plan is an instrument for the implementation of the TPAP 2024-2030 and is designed to reflect and support the ESP 2024-28.

The Strategic Plan promotes alignment between the various dimensions of Cambodia's policy documents; for example, teacher education policies reflect and support policies regarding other aspects of teacher management, such as recruitment, deployment and retention. As the TPAP 2024-2030 makes clear, teacher policy is holistic, integrated and multi-dimensional, with the various dimensions supporting one another. Improved teacher education needs to be associated with appropriate employment and working conditions and opportunities for career progression, in order to achieve the desired impact in terms of recruiting and retaining good quality, motivated teachers. The Strategic Plan addresses the need for reform of initial teacher education to be planned in parallel with reform of teacher salary scales, upgrading of working conditions, extension and implementation of the TCP to allow teachers and teacher educators to have access to meaningful career progression, and access to needs based CPD within a structured CPD system. These reforms are all necessary to allow for the attraction, recruitment and retention of the right individuals into teaching and develop motivated, respected, competent teachers.

Alignment key national policies, systems, and ongoing projects
TPAP 2024-2030
ESP 2024-2028
Teacher Education Curriculum Framework (2023)
Action plans of the Teacher Resource Development Committee
The national CPD system
UNESCO's GPE5 STEPCam II, UNICEF's GPE5 Multiplier, JICA's S-TEC, World Bank's GEIP Additional Financing-GPE5 Multiplier, KOICA's Project for capacity development of ICT education in lower secondary education in Cambodia, and ADB's STeP Up

Ensuring alignment between documents is a prerequisite, but not a guarantee, of alignment in implementation. Within the reality of the ecosystem in which education cooperation and international development interact, this entails ensuring that technical departments of the MoEYS (TDs) and development partners (DPs) are able to align their various interventions and approaches, so that different teacher education and development initiatives support one another, avoiding redundancy and contradiction.

Alignment between different levels and sectors of education is also of vital importance, and the Strategic Plan reflects this need. This involves ensuring complex interacting systems support one another. The preparation of teacher educators for different levels of education, including pre-primary, primary, lower secondary, upper secondary, and inclusive education, is aligned with the preparation of teachers for each of those levels and with the professional standards for each sub sector.

For example, the arrangements for primary and secondary teacher education must support one another, both in terms of curriculum approaches and content and concerning the wider teacher management system, including the career structure. At present, one frequent pathway to promotion for a primary teacher is to upgrade their qualifications to become a lower secondary teacher, leading to an exodus from the primary classroom of some of the most ambitious and talented teachers. It is essential to develop mechanisms for primary teaching to become a sufficiently high status, well-paid activity, able to attract the candidates needed to transform primary education and address the learning deficit.

As initial teacher education is considered within the whole continuum of teacher education, including probation, induction and/or mentoring and licensing (where appropriate) and teacher CPD, all of these dimensions need to be integrated and mutually supportive. It is important that the vital reform of initial teacher education, including strengthening the capacity of Teacher Education Institutions (TEIs), should

not detract from the equally important need to continue to develop and institutionalise career-long professional development for teachers. In order for student learning outcomes to improve overall, there needs to be a balance between initial teacher education, CPD and ongoing support for teachers in post. Teacher development is important at all moments of a teacher's career: the reform of initial teacher education should not eclipse the need for ongoing CPD and qualifications upgrading of teachers already in post.

Over the past four years, a comprehensive needs-based CPD system for teachers and other education staff has been developed and introduced, giving teachers currently in post access to relevant professional development, designed to improve their skills, motivation and career progression and contributing to qualifications upgrade through a CPD credit system aligned with the initial teacher education credit system. The Strategic Plan for teacher education includes and allows ample space for the ongoing roll out of the CPD system, developing the skills and qualifications of teachers currently in post as well as new recruits, in order to ensure teachers of all ages and levels of experience are motivated and supported to maintain and develop their skills and experience.

2. Cambodia's Current Teacher Education Landscape

The Strategic Plan is grounded in Cambodia's current teacher education system with the aim of moving from this reality towards the vision for the future outlined above. The Strategic Plan is based on a detailed, evidence-based Situational Analysis of the teacher education subsector, which is available in full as a standalone report.¹⁰ To provide a firm foundation for the priorities and plans that follow, this sub-section overviews Cambodia's teacher education system, past and present and presents key findings from the Situational Analysis.

2.1 Cambodia's Teacher Education System

Cambodia has a long history of internal conflicts, culminating in the darkest period between 1975 and 1979, known as the Khmer Rouge regime, during which more than 2 million people or over 25 per cent of Cambodia's population at the time were killed or died of hunger, overwork, or untreated diseases. In pursuit of "deep cleansing" to achieve a "pure" society, scholars were particularly targeted, leading to the loss of much of Cambodia's key human resources.

After the Khmer Rouge regime collapsed, Cambodia started re-building the nation, with the teacher education and training system undergoing multiple extension phases. In the 1980s, following the principle of "those with knowledge teach those without," candidates with as little education as 3-5 years of schooling were recruited as student teachers for teacher training. The training lasted for a period of between 1 to 3 years, depending on the schooling the student teachers had completed and the level of education they would teach at – a formula known as 3+1, 5+1, 8+2, 10+3, etc. The amount of general education required of a candidate to enter initial teacher education increased over time to 9, 10, 11, and then 12 years in 1997. Still, there were many teachers in post who had completed fewer years of general education and insufficient teacher training. This, in turn, had negative consequences for learning outcomes and overall performance of the education sector.

At present, across the country, 27 Teacher Education Institutes (TEIs) provide initial teacher education for student teachers across the country. The majority of TEIs offer a two-year programme to train pre-primary, primary, lower secondary (the 12+2 programme), and upper secondary teachers (BA+2).

¹⁰ Additional selected data tables from the Situational Analysis are included in Annex B.

With support from JICA, the 12+4 curriculum has been developed and is being delivered, with promising results, in the two Teacher Education Colleges (TECs) – Phnom Penh Teacher Education College (PTEC) and Battambang Teacher Education College (BTEC) – for primary and lower secondary teachers. The National Institute of Education (NIE) offers the BA+2 programme for upper secondary teachers.

Table 3 overviews the types and number of institutions currently providing initial teacher education in Cambodia.

Type	Quantity	Type of Student Teacher	Current Programmes
Pre-school Teacher Training Centre (PSTTC)	1	Pre-primary teachers	2-year (12+2 training programme)
Provincial Teacher Training Centres/Colleges (PTTCs)	16	Primary teachers	12+2 programme
Regional TTCs (RTTCs)	4	Lower secondary teachers	12+2 programme
Teacher Education Colleges (TECs)	2	Primary and lower secondary teachers	12+2 and 12+4 programmes (started in 2018) and BA+1 (lower secondary)
National Institute of Education (NIE)	1	Upper secondary teachers	BA+2 programme (started in 2021), MA in mentoring, PhD programmes
National Institute for Special Education	1	Inclusive Education teachers at all levels of education	1-year inclusive education training programme
National Institute of Physical Education and Sport	1	Lower secondary and upper secondary teachers of physical education and sport	12+2 and 12+4 programmes (12+4 started in 2018)
Kampong Chheuteal Institute of Technology ¹¹	1	Technical upper secondary teachers	BA programme
TOTAL	27		

Table 3. Teacher Education Institutions in Cambodia

As a point of comparison with the *vision* for teacher education (see Section 1.1), the current situation of teacher education and subsequent career progression in Cambodia is captured in Figure 4 below. At present, initial teacher education for pre-primary teachers and for the majority of primary and lower secondary civil service teachers is of two years duration (12+2) to achieve the Qualified Teacher Status (QTS). There is not yet a systematic induction process for new teachers and professional development opportunities are ad-hoc. The appraisal system serves administrative purposes and is divorced from systematic promotion opportunities, and career progression options are limited, mostly following the “ladder” approach where teachers get promoted to higher grade levels every two years but within the salary cadres assigned for the level of education at which they teach.

¹¹ Note that the Strategic Plan mainly aims to provide an operational plan to shift from the current 12+2 model of initial teacher education to a Bachelor-level qualification (12+4 or BA+1) for primary and lower secondary teachers only. Therefore, the situational analysis and teacher need projections do not include the National Institute of Physical Education and Sport and the Kampong Chheuteal Institute of Technology.

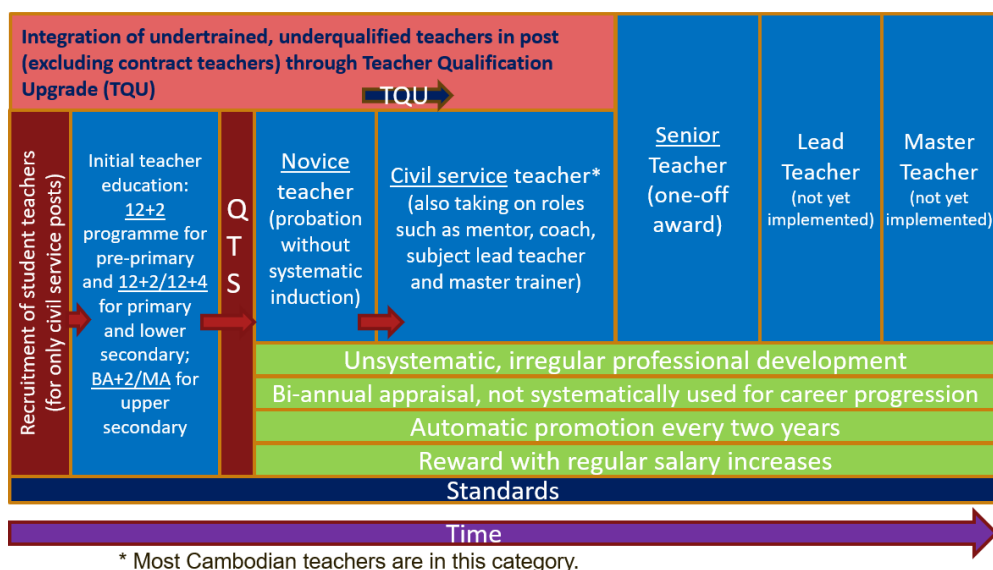


Figure 5. The current situation of teacher education and career progression in Cambodia

2.2 Key Findings from the Situational Analysis of Cambodia’s Teacher and Teacher Educator Workforces

The Situational Analysis report identifies both strengths and challenges in the current teacher education system and establishes current and future teacher and teacher educator needs in light of the planned reforms – namely, the creation of additional TECs and the extension of initial teacher education to 12+4/BA+1.

The Situational Analysis draws on multiple data sources – including EMIS, HRMIS, interviews, and focus group discussions – in order to present the best, most up-to-date data available and to allow for comparison and triangulation. There are, however, limitations to some of these data sets, which are not always complete or up-to-date. Please see the full Situational Analysis report for the detailed analysis of the current and future teacher workforce, future demographic trends, and staffing scenarios.

2.2.1 Cambodia’s Teacher Workforce

Teacher recruitment and deployment

Current teacher recruitment is a centralised process which is, in effect, recruitment into initial teacher education programmes. According to the Provincial Offices of Education (POE), who work with District Offices of Education and schools, while teacher needs are considered, in reality, the level of available funding for teacher salaries dictates the number of student teachers to be recruited annually. This, in turn, limits the number of teachers entering the teaching force. Although pre-primary teacher recruitment has held steady, the quantity of new student teachers being recruited into the system has, in general, declined since 2014, although the trends are somewhat uneven across levels and years; see Table 4.¹²

¹² There was no recruitment of student teachers in 2020 and 2022 due to the COVID-19 pandemic, and recruitment of lower secondary student teachers for the 2023 quota was completed in May 2024, while that of the pre-primary and primary level was completed in August and September 2024 respectively.

Student teachers recruited by level of education	2013	2014	2015	2016	2017	2018	2019	2021	2023	Total
Pre-primary	200	250	200	200	200	200	200	200	200	1,850
Primary	2,350	3,284	1,813	1,513	1,627	1,653	1,607	1,514	1,347	16,708
Lower-secondary	1,000	850	-	768	686	675	600	500	441	5,520
Upper-secondary	1,022	1,200	877	880	832	867	1,000	1,100	735	8,513
Total	4,572	5,584	2,890	3,361	3,345	3,395	3,407	3,314	2,723	32,591

Table 4. Number of student teachers recruited by level of education and year

According to MoEYS public education statistics and indicators 2022-23 (based on the EMIS), there is currently a total of 115,584 education staff, excluding staff at DOEs, POEs, and MoEYS as well as contract teachers. Of this figure, 94,690 are teaching staff whereas 20,894 are non-teaching staff. For more information by level and urban/rural placement, see Table 5 below.

	Total	Female		Total	Female		Total	Female
Teaching staff	94,690	50,714	Non-teaching staff	20,894	6,321	Total staff	115,584	57,035
Urban	22,620	13,197	Urban	3,922	1,594	Urban	26,542	14,791
Rural	72,070	37,517	Rural	16,972	4,727	Rural	89,042	42,244
Pre-primary	5,547	5,251	Pre-primary	322	257	Pre-primary	5,869	5,508
Primary	44,905	26,626	Primary	12,703	3,893	Primary	57,608	30,519
Lower secondary (Gr. 7-9)	28,384	13,018	Lower secondary (Gr. 7-9)	5,269	1,402	Lower secondary (Gr. 7-9)	33,653	14,420
Upper secondary (Gr. 10-12)	15,854	5,819	Upper secondary (Gr. 10-12)	2,600	769	Upper secondary (Gr.10-12)	18,454	6,588

Table 5. Education staff numbers in Cambodia 2022-23 (MoEYS, 2023c)

While between 2013-14 and 2022-23, there was a 37 per cent increase in the number of upper secondary teachers, the number of lower secondary teachers in this timeframe grew by just 555 teachers and by only 10 for primary school teachers; see Table 6 below.

Levels	2013-2014			2022-2023		
	Education staff working at schools	Total number of teachers	Female	Education staff working at schools	Total number of teachers	Female
Pre-primary	4,717	4,537	4,326	5,869	5,547	5,251
Primary	55,958	44,895	22,630	57,608	44,905	26,626
Lower secondary	32,616	27,829	11,764	33,653	28,384	13,018
Upper secondary	13,330	11,557	3,433	18,454	15,854	5,819
Sub-total	106,621	88,818	42,153	115,584	94,690	50,714

Table 6. Comparison of education staff working at schools in the 2013-2014 and 2022-2023 academic years (EMIS, 2023)

To fill teacher needs, contract teachers, who receive limited preparation before commencing their teaching assignments, are recruited across Cambodia on, theoretically, a short-term basis. Contract teacher recruitment is a separate process overseen by POEs in coordination with the Provincial Departments of Civil Service. In 2023, according to HRMIS statistics, 16,606 “contract” education staff were temporarily

recruited by the MoEYS, with Siem Reap, Kandal, and Battambang as the provinces utilising the most contract teachers (2,388, 1,629, and 1,076 respectively). The majority of the contract staff (close to 96 per cent) work as classroom teachers, of whom over 83 per cent work at the primary level.

	Province	Contract teacher Primary School	Non-formal Contract teacher	Islamic Contract teacher	Contract staff
1	Phnom Penh	107	109	10	30
2	Stung Treng	450	75	2	6
3	Preah Vihear	318	58	-	7
4	Koh Kong	28	56	3	8
5	Ratanakiri	330	92	3	9
6	Mondulkiri	32	14	-	8
7	Kandal	1,629	168	12	15
8	Kampong Chhnang	-	135	20	12
9	Kampong Speu	612	169	-	12
10	Battambang	1,076	108	13	11
11	Pursat	544	152	9	6
12	Banteay Meanchey	761	127	4	12
13	Siem Reap	2,388	106	2	13
14	Odar Meanchey	444	60	-	6
15	Pailin	32	56	1	7
16	Kampong Cham	785	90	16	5
17	Tboung Khmum	916	109	42	7
18	Kampong Thum	847	120	3	13
19	Kratie	511	52	19	6
20	Prey Veng	405	179	-	10
21	Svay Rieng	704	134	-	7
22	Takeo	330	132	2	12
23	Kampot	-	125	8	9
24	Sihanoukville	7	36	5	9
25	Kep	-	10	-	3
	Central	-	-	-	461
	Total	13,256	2,472	174	704

Table 7. Contract staff in Cambodia by province and type (HRMIS, 2023)

Teaching staff per class/student teacher ratios

In Cambodia, many primary schools function with double shifts, and many teachers teach in both morning and afternoon shifts. For this reason, student-class ratio and student-classroom ratio are used as indicators of teacher allocation; see Table 8, below. While there is considerable variation between provinces, the average number of teaching staff per class country is 0.66 across the country for pre-primary level, 0.71 for primary, and a bit under two for both lower and upper secondary levels.

Level of education	Teaching staff per class	Student- teacher ratio	Student- staff ratio	Student- class ratio	Student- classroom ratio	Percentage of non-teaching staff
Pre-primary schools	0.66	46.3	43.7	30.4	34.7	5.5
Primary schools	0.71	45.8	35.7	32.5	43.8	22.1

Lower secondary schools	1.93	23.1	19.5	45.6	48.4	15.7
Upper secondary schools	1.96	23.6	20.3	45.2	48.2	14.1

Table 8. Student ratios per teacher, class, and classroom (EMIS, 2023)

According to a recent analysis by the Department of Policy, in rural areas (where the majority – 60.55 per cent – of Cambodians live) (National Institute of Statistics, 2020), primary class sizes can reach 70–80 students. In the 2023 school year, 60.9 per cent of primary schools were functioning in double shifts (EMIS, 2023).¹³ Tables 9 and 10, below, illustrate the variation across provinces in terms of average numbers of staff per class and average number of students per teacher.¹⁴

Province	Average staff per class				
	Pre-primary	Primary	Lower Secondary	Upper Secondary	All secondary
Banteay Meanchey	0.17	0.85	1.65	1.93	1.84
Battambang	0.49	0.69	1.92	1.69	1.79
Kampong Cham	0.63	0.64	1.78	1.89	1.86
Kampong Chhnang	0.70	0.78	1.73	2.26	2.04
Kampong Speu	0.72	0.72	2.23	1.95	2.06
Kampong Thom	0.82	0.72	1.67	1.75	1.72
Kampot	1.00	0.91	2.32	2.21	2.26
Kandal	0.99	0.55	2.20	2.26	2.23
Kep	1.00	1.08	3.17	3.35	3.27
Koh Kong	0.57	0.81	2.34	1.93	2.03
Kratie	0.85	0.67	2.20	2.12	2.16
Mondulkiri	0.95	0.91	2.29	1.83	1.94
Oddar Meanchey	0.72	0.64	1.60	1.47	1.52
Pailin	0.85	0.75	3.16	3.73	2.73
Phnom Penh	0.83	0.99	2.94	2.58	2.63
Preah Sihanouk	0.83	0.98	2.37	2.13	2.20
Preah Vihear	0.58	0.76	2.03	1.87	1.94
Prey Veng	0.76	0.60	1.37	1.71	1.59
Pursat	0.59	0.63	2.09	2.03	2.06
Ratanakiri	0.46	0.53	1.46	1.65	1.58
Siem Reap	0.47	0.64	1.49	1.57	1.55
Stung Treng	1.02	0.65	2.41	1.29	1.89
Svay Rieng	0.85	0.69	1.90	2.03	1.99
Takeo	0.94	0.78	1.88	1.85	1.85
Tboung Khmum	0.50	0.64	1.48	1.52	1.51
Whole Kingdom	0.66	0.71	1.93	1.96	1.95
Urban Area	0.77	0.96	2.62	2.30	2.36
Rural Area	0.64	0.67	1.82	1.83	1.82

Table 9. Average numbers of staff per class by province and by level of education (EMIS, 2023)

¹³ For the Situational Analysis report, the average numbers of teaching staff per class for each level of education and average student-teacher ratios by level of education by province were calculated; see Annex B for the full data table.

¹⁴ The pre-primary figure for Banteay Meanchey is a clear outlier here; the figure has been checked with the CPDMO and appears to be correct. However, it may be prudent to remove it from any calculations based on the data to avoid distortion.

Province	Average students per staff				
	Pre-primary	Primary	Lower Secondary	Upper Secondary	All secondary
Banteay Meanchey	194.75	35.77	27.73	24.11	25.14
Battambang	49.74	42.84	24.36	28.96	26.80
Kampong Cham	48.11	55.74	24.70	23.31	23.71
Kampong Chhnang	47.50	42.41	27.17	20.68	22.93
Kampong Speu	50.47	53.05	22.15	28.66	25.78
Kampong Thom	41.79	42.44	26.17	26.63	26.46
Kampot	31.97	35.84	17.07	19.62	18.52
Kandal	35.24	69.07	19.66	20.71	20.32
Kep	28.16	28.68	9.84	11.85	11.05
Koh Kong	35.51	25.56	13.92	20.55	18.59
Kratie	38.04	42.33	20.56	20.72	20.65
Mondulhiri	34.71	25.00	17.73	23.74	22.03
Oddar Meanchey	42.06	38.34	27.28	29.77	28.70
Pailin	32.89	38.00	12.06	12.46	15.92
Phnom Penh	39.71	44.85	14.88	18.61	18.03
Preah Sihanouk	35.80	38.06	15.70	21.49	19.56
Preah Vihear	50.89	32.29	17.99	20.75	19.46
Prey Veng	39.27	54.68	34.46	26.91	29.28
Pursat	52.51	49.11	20.50	22.28	21.45
Ratanakiri	34.00	45.31	32.18	28.97	29.96
Siem Reap	61.27	53.86	31.17	32.47	32.10
Stung Treng	27.45	36.37	14.64	35.26	21.22
Svay Rieng	44.15	47.51	22.92	20.44	21.20
Takeo	33.21	42.39	21.40	22.42	22.18
Tboung Khmum	58.61	52.25	31.35	29.82	30.25
Whole Kingdom	46.27	45.82	22.87	23.49	23.28
Urban Area	43.61	40.04	15.68	20.61	19.56
Rural Area	46.87	47.25	24.51	24.95	24.79

Table 10. Average number of students per teacher by province and by level of education (EMIS, 2023)

Pre-primary: For pre-primary, the 2018 MoEYS guidelines No ២០ អយក.សណន recommend a class-teacher ratio of 1.2 at pre-primary level (nationally it stands at 0.66), with 25 students per class.¹⁵ Given the national average student-teacher ratio is just over 46:1, the current number of teaching staff would need to be increased by 85 per cent in order to achieve the MoEYS' recommended ratio. With this, for both student teacher ratios and teaching staff per class at the pre-primary level, there is considerable variation between provinces.

¹⁵ A table including the MoEYS guidelines on ratios for education staff at all levels, N20 អយក.សណន MoEYS, 2018 can be found in Annex B.

Primary: While the average number of teaching staff per class is 0.71 across the country, there is considerable variation between provinces, ranging from 1.08 in Kep to 0.53 in Ratanakiri. The national average student-teacher ratio is around 45:1. Again, there is considerable variation between provinces, from almost 70 in Kandal to around 25 in Mondulakiri (EMIS, 2023).

The 2018 MoEYS guidelines on ratios for education staff recommends a class-teacher ratio of 1.5 at primary level, with 35-45 students per class in grades 1 to 3 and 40-50 students per class in grades 4 to 6. In order to achieve the recommended class-teacher ratio, significantly more primary teacher numbers¹⁶ would need to be employed: doubling the current number of primary teachers would bring the ratio to 1.42, still below the recommended level.

When the pupil-trained teacher ratio for primary education is compared with that in other countries in Eastern and South-eastern Asia, Cambodia appears as an outlier (UNESCO, 2024: 52).¹⁷

Lower secondary: The average number of teaching staff per class at lower secondary level is 1.93 teachers per class (2.6 in urban schools and around 1.8 in rural schools). Yet again, there is considerable variation at provincial level, ranging from over 3 in Kep and Pailin to around 1.4 in Prey Veng. The national average student-teacher ratio is around 23:1 (under 16:1, in urban areas). Existing numbers of lower secondary teachers are well within the MoEYS guidelines of class-teacher ratio of 1.833 and class sizes of 40-50.

Issues persist around teacher shortages and surplus within lower secondary by subject area. Overall, there is a shortage of 1,094 lower secondary teachers with significant shortages in mathematics, English, biology, geology, geography, moral and civics education, economics, ICT and agriculture (HR Department, 2024). Small surpluses of lower secondary teachers exist in French, physics, chemistry and biology. In some disciplines, including Khmer, history, and sport, there is a surplus of lower secondary teachers, whereas there is a shortage at upper secondary level teachers (for example, there are 1,091 surplus lower secondary history teachers).

As with overall quantity, clear differences exist between provinces: Phnom Penh has a significant surplus of teachers at both upper and lower secondary levels. Although a few provinces (such as Kandal, Kep, Kratie, Kampot and Pailin) have fairly small surpluses of lower secondary teachers, many have shortages. In mathematics, only Phnom Penh has a significant surplus. In Khmer, most provinces have a surplus of Khmer teachers, at least at lower secondary level. Phnom Penh shows a surplus of secondary teachers for ICT and physics. Most other provinces show a shortage of secondary ICT teachers. Most provinces have small surpluses of lower secondary physics teachers.

Upper secondary: The average number of teaching staff per class is just under 2 teachers per class at upper secondary level (2.3 in urban schools; around 1.8 in rural schools), with the provincial range from around 3.7 in Kep to around 1.3 in Stung Treng. The national average student-teacher ratio is around 23:1 with considerable variation between provinces, from over 35 in Stung Treng to around 12 in Kep and Pailin.

Eastern and South-eastern Asia

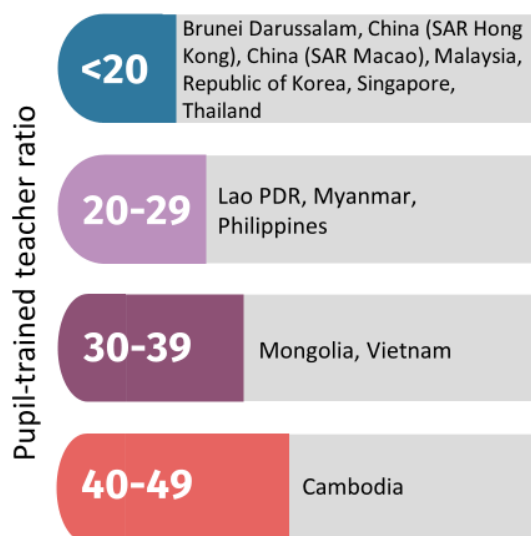


Figure 6. Comparison of student-teacher ratios across Eastern and Southeastern countries (UNESCO, 2024)

¹⁶ As shown in the previous section, 13,256 contract teachers were employed to fill the primary school teacher gap (HRMIS, 2023); yet this is far from sufficient to achieve the recommended class-teacher ratio.

¹⁷ Based on 2022 or latest data available; different systems may vary in their definition of trained teacher, and whether contract teachers are included in these statistics.

As with lower secondary, while existing numbers of upper secondary teachers are well within the MoEYS guidelines of class-teacher ratios of ratios of 2.062 for Grade 10 and 2.187 for Grades 11-12 (recommended class sizes of between 40-50), there are shortages and surpluses within individual subjects.

Private schools: Private schools account for a small but significant number of enrolments (6 per cent nationally), although this is much larger in Phnom Penh. Class sizes in private schools are significantly smaller than in public schools.¹⁸

Teacher qualifications

At present, the pre-primary teachers have the lowest qualification profiles, and qualifications increase progressively with the level of education. Only about 12 per cent of pre-primary teachers and 20 per cent of primary teachers hold a Bachelor's degree. Almost all upper secondary teachers hold a Bachelor's or Master's degree. Of lower secondary teachers, 33 per cent hold a Bachelor's degree, while just over half have completed upper secondary education (HRMIS, 2023).¹⁹ DGTED further reported that at least 1,208 pre-school, 8,811 primary, and 25,692 lower secondary teachers have graduated from the 12+2 programmes.²⁰

To further advance their qualifications, at the moment, teachers have some Teacher Qualifications Upgrade (TQU) options:

- Secondary teachers in post may undertake TQU, funded by the national budget and support from a variety of education partners (See Annex C).
- RUPP provides a TQU for primary and lower secondary teachers (with a loan from the World Bank).
- NIE upgrades qualifications for high school teachers with the government budget.
- TEIs such as BTEC, PTEC, and NIE are in negotiation to conduct TQU with a loan from the World Bank.
- A selected number of teachers and teacher educators have been and will be sponsored by various DP-supported projects to upgrade their qualifications locally and abroad.²¹

Cambodia's CPD system has been designed, with support from UNESCO, as an important enabler for TQU as credits earned from successfully completing relevant CPD activities will contribute to TQU.²² However, currently, a limited number of TEIs (PTEC, BTEC and NIE) are accredited to provide CPD for Cambodia's 94,690 civil service teachers (MoEYS public education statistics and indicators, 2022-23) and some 16,606 contract teachers (HRMIS, 2023), and there remains a need to support more TEIs towards becoming accredited CPD providers, allowing for the expansion of TQU opportunities.²³

Teacher salaries

The salary scale in Cambodia is currently constructed around three distinct cadres, primarily based on the level of education taught:

- Cadre A teachers are composed in majority of NIE graduates, who have a Bachelor's or Master's level qualification and usually work in upper secondary schools, HEIs, selected TEIs such as TECs and NIE, and technical departments of the MoEYS. In 2023, according to HRMIS data, there were 22,246 Cadre A teachers and other education system employees (7,323 female).

¹⁸ Note that Strategic Plan takes account of the existence of private schools, both for the purposes of projecting teacher needs and considering their impact on wider teacher management factors. One proposed mechanism is to allow recruitment of non-government student teachers through the 12+4/BA+1 programmes, who will then qualify to fill posts in private schools. This solution will help address the issue of private schools employing public school teachers, taking them away from their core function of teaching in public schools. Since "moonlighting" in public schools provides a welcome opportunity for public school teachers to earn additional revenue, this issue will need to be managed sensitively.

¹⁹ Those who graduated from the 12+2 initial teacher education programmes are included in this group.

²⁰ A mapping of TQU initiatives to date is planned as a separate exercise towards developing the TQU system with support from partners such as UNICEF in addition to the programme run by the RUPP with support from the WB.

²¹ These include but are not limited to UNESCO's STEPCam I and II, UNICEF's CDPF, JICA's E-TEC and S-TEC, and KOICA's Project for ICT Capacity Building of Lower Secondary Education in Cambodia. A limited number of opportunities are available through bi-lateral agreements and provided through scholarship programmes for post-graduate studies in a range of host countries.

²² Master Plan for TQU, p. 11

²³ Additionally, some individual teacher educators from other TEIs deliver CPD as trainers for technical departments of MoEYS or for programmes supported by DPs.

- Cadre B teachers usually work in lower secondary schools. In 2023, there were 46,558 Cadre B teachers/employees (19,803 female) (HRMIS, 2024).
- Cadre C teachers usually work in pre-primary and primary schools and have either a 12+2 teaching qualification or below. In 2023, there were 56,694 Cadre C teachers/employees (32,242 female), making it the largest of the three levels (HRMIS, 2024).

The structure of the salary scale incentivizes the best, most motivated primary school teachers to upgrade their qualifications and move to the secondary level for the financial benefits, leading to a persistent shortage of effective teachers at the foundational primary level.

Between 2014-2024, the Royal Government of Cambodia (RGC) increased teacher salaries by over 120 per cent from an average of USD 211 per month in 2014 to USD 468 in 2024.²⁴ Salaries of those teaching in primary and lower secondary sub-sectors received the highest increases. Education administration staff also received more than 100 per cent increases in monthly salaries during the same timeframe, from an average of USD 172.6 in 2014 to USD 378.9 in 2024. Figure 7 captures the trend in teacher salary increases.

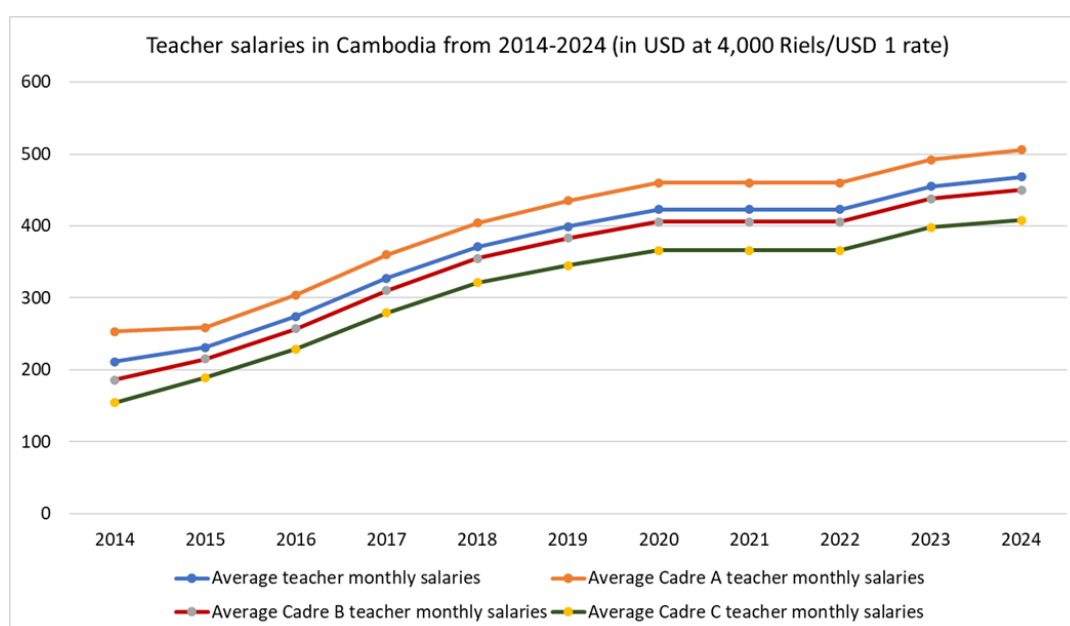


Figure 7. Trajectory of average teacher salary increases in Cambodia between 2014 and 2024

The Situational Analysis revealed several significant teacher education-related issues, which are summarised in Table 11 along with their strategic implications. The reform activities planned in this Strategic Plan work together to form solutions to these challenges, which are currently inhibiting the realisation of the vision for teacher education in Cambodia.

Teacher Workforce: Identified Issues	Strategic Implications
Teacher recruitment and deployment	
Persistent challenges with teacher deployment are a contributing factor to poor educational outcomes. As of 2023, there is a need for an additional 24,093 qualified primary school teachers nationwide. The government contracted over 13,000 primary teachers in 2023; however, a more sustainable solution will be needed to address projected teacher needs in ways that maintain teacher quality.	<p>A large increase in primary teacher recruitment and training is needed to begin to address the learning deficit in Cambodia. Strategies are needed to find ways to staff schools, in particular, without increasing primary class sizes, which already are larger than government guidelines and international best practices.</p> <p>To ensure an adequate supply of teachers and to progressively reduce primary class sizes to 30 or below, it</p>

²⁴ Monthly salaries averaged across the three salary scales and converted using an exchange rate of 4,000 Khmer riels/dollar) (HR Department, 2024).

<p>Overall, there is a need for 4,173 upper and 1,094 lower secondary teachers when all disciplines are included (HR Department, 2024). However, shortages are unequally distributed with some geographical regions and disciplines facing a dearth of teachers while others have a surplus.</p> <p>The absence of properly defined and managed teacher transfer mechanisms has exacerbated a teacher shortage in the rural areas and a surplus in urban areas. Teachers have expressed reluctance to transfer to hard-to-staff schools. As of 2023, transfers from under-staffed to well-staffed areas have been suspended, pending development of a suitable transfer strategy.</p>	<p>is recommended that the focus should be on recruitment and training of primary teachers, with recruitment of lower secondary teachers limited to those subject areas where there are shortages. All recruitment and training strategies that are put in place need to be well-planned and managed.</p> <p>Where contract teachers are used to fill staff gaps, induction training is vital so that they have the foundational knowledge, skills, and support needed to succeed in their roles. From there, contract teachers should have access to TQU programmes that allow them to subsequently be incorporated into the government teaching force.</p> <p>A raft of strategies, including but not limited to benefits such as significantly higher monthly salaries, housing, faster career progression, and TQU opportunities, will be needed to attract and retain teaching staff at rural and remote schools so as to address the teacher surplus and shortage issues.</p>
Teacher qualifications	
<p>Almost all upper secondary teachers have a Bachelor’s or Master’s degree. However, only around 33 per cent of lower secondary teachers, 20 per cent of primary teachers, and approximately 12 per cent of pre-primary teachers hold a Bachelor’s degree.</p>	<p>Introduce teacher education pathways that allow for new and existing teachers to earn <i>at least</i> a Bachelor’s degree through:</p> <ul style="list-style-type: none"> • the dedicated 12+4 route, • the alternative BA+1 route, or • a credit-based TQU programme that culminates in a Bachelor’s-level degree, integrated in a robust, career-long system of CPD. <p>The transition of TEIs to become institutions of higher education will elevate the status of the teaching profession, which can also be aided through the creation of Centres of Excellence for teacher training and research for basic education.</p> <p>Teacher licensing models are also likely to be explored as a means of helping to safeguard and standardize a professionalised teacher workforce.</p>
Teacher salaries	
<p>The teacher salary scale is currently constructed around three distinct cadres, primarily based on the level of education being taught at. This acts as an incentive for the best, most motivated primary school teachers to upgrade their qualifications and move to the secondary level, resulting in a persistent shortage of effective, engaged primary teachers and accentuating the learning deficit.</p> <p>Between 2014-2024, teacher salaries increased by over 120 per cent from an average of USD 211 per month in 2014 to USD 468 in 2024, with those teaching in primary and lower secondary sub-sectors receiving the highest increases.</p>	<p>Career structure and salary scales to remove perverse incentives for primary teachers to move into secondary school teaching. The teacher salary scale should reflect a number of teacher characteristics beyond only the level being taught, including, but not limited to: teacher education, performance, years of experience, and roles as outlined in a teacher career structure. Primary teachers with a Bachelor level qualification should receive the same salary as secondary teachers with the same qualification.</p> <p>The salary increases are positive and extremely welcome; however, a further increase will be needed to reflect the increased professionalism of teachers, in addition to keeping pace with inflation. Salary increases should be aligned with regular appraisals, professional development and career progression.</p>

Table 11. Summary of issues facing the teacher workforce in Cambodia and strategic implications

2.2.2 Cambodia’s Teacher Educator Workforce

At present, teacher educators are recruited through the same centralised process as teachers, and TEIs have little control over the staff they are sent. Budgetary restraints often lead to gaps in staffing in many TEIs, especially for specific specialisms and geographical areas.

A total of 1,263 staff members (500 female) are currently employed in the 24 TEIs which currently train student teachers for pre-primary to upper-secondary levels of general education in Cambodia (TED, 2024). Of these, 805 are teaching staff (313 female), whereas 458 are non-teaching staff (187 female).

The two new TECs, PTEC and BTEC, have considerably more staff than other TEIs within the system – PTEC has 193 in total (of which 72 female); BTEC has 134 in total (51 female), which are needed to deliver the various courses they offer.

Table 12 below shows the number of teaching and non-teaching staff for each of the current TEIs, as of January 2024. In addition to the two existing TECs and NIE, only Kampong Cham RTTC, Kandal RTTC and Siem Reap PTTC have 40 or more teacher educators; only Takeo RTTC and Siem Reap PTTC have 18 or more non-teaching staff.

#	TEIs	All TEI staff					
		Non-teaching staff		Teaching staff		Total	Female
		Sub-total	Female	Sub-total	Female		
1	PTEC	42	14	151	58	193	72
2	BTEC	42	15	92	36	134	51
3	Kampong Cham PTTC	16	7	27	16	43	23
4	Takeo PTTC	15	7	18	8	33	15
5	Prey Veng PTTC	12	9	25	10	37	19
6	Kandal PTTC	12	5	38	14	50	19
7	Stung Treng RTTC	16	6	14	6	30	12
8	Banteay Meanchey PTTC	10	2	10	6	20	8
9	Kampong Chhnang PTTC	10	3	13	6	23	9
10	Kampong Speu PTTC	10	4	17	6	27	10
11	Kampong Thum PTTC	8	2	14	5	22	7
12	Svay Rieng PTTC	13	4	16	3	29	7
13	Siem Reap PTTC	18	9	43	17	61	26
14	Pursat PTTC	11	5	17	7	28	12
15	Kampot PTTC	12	6	19	8	31	14
16	Sihanoukville PTTC	13	4	13	3	26	7
17	Kratie PTTC	8	3	11	6	19	9
18	Preah Vihear PTTC	14	5	6	1	20	6
19	PSTTC (in Phnom Penh)	20	11	14	11	34	22
20	Kampong Cham RTTC	15	4	40	15	55	19
21	Takeo RTTC	19	6	21	5	40	11
22	Prey Veng RTTC	13	6	31	15	44	21
23	Kandal RTTC	16	10	61	17	77	27
24	National Institute of Education	93	40	94	34	187	74
	Total	458	187	805	313	1,263	500

Table 12. Number of staff at 24 TEIs in Cambodia (TED, 2024)

Disaggregating teacher educator data by specialist subjects reveals significant shortages in some disciplines, which will need to be addressed in order to offer the 12+4 curriculum. At the PTTC level, there are significant shortages in some disciplines, including, but not limited to: physics, chemistry, earth science, philosophy, art and music, economics, and applied science.

The qualifications of many teacher educators are below the Professional Standards for Teacher Educators (PSTE) (2024), which will be required as part of the current reform, as 70.1 per cent of PTTC teacher educators and 40.5 per cent of RTTC teacher educators do not have a Master’s degree.²⁵ The highest qualification of 9.3 per cent of teacher educators at PTTCs and 3.3 per cent of teacher educators at RTTCs is lower than a Bachelor's degree.

There are a number of initiatives by DPs to support the qualifications upgrade of teacher educators, in recognition of the gap between these and the Professional Standards for Teacher Educators (PSTE, 2024); see Annex C for the list of projects supporting teacher and teacher educator qualification upgrade. While these initiatives are promising, opportunities for teacher educators to engage in both qualifications upgrade and CPD are still limited.

Teacher Educator Workforce: Identified Issues	Strategic Implications
Teacher educator recruitment and deployment	
There is no separate process to recruit teacher educators, so TEIs have no control over staff sent, resulting in a mismatch between need and supply in terms of quantity and subject area expertise.	A dedicated process is needed to ensure the recruitment and retention of teacher educators with the necessary skills, experience, qualifications and commitment to teacher education.
Teacher educator qualifications	
Qualifications of many teacher educators are still below PSTE (2024): <ul style="list-style-type: none"> 70.1 per cent of PTTC teacher educators and 40.5 per cent of RTTC teacher educators do not have a Master’s degree. 64.9 per cent of PTEC teacher educators and 79.3 per cent at BTEC have an MA (2.6 per cent hold a PhD). 	The issue of underqualified teacher educators becomes more acute with the introduction of the 12+4/BA+1 programmes as more TECs are established as HEIs. It is crucial that the competencies of teacher educators are strengthened to deliver the new programmes; however, at present, teacher educators have limited opportunities to engage in both qualifications upgrade and continuous professional development (CPD).

Table 13. Summary of issues facing the teacher educator workforce in Cambodia

2.2.3 Cambodia’s Teacher Education Institutions

In addition to considering human resource issues, reform decisions around how many and which of the existing TTCs should deliver the new 12+4 programme were based on a combination of interacting factors, including current infrastructure and potential for expansion, profiles of current management and teacher educator workforce, geographical location, and potential for specialisation.

Human resources at TEIs

The effectiveness of TEI leadership and management teams directly impacts how efficiently and effectively TEIs can deliver on their mandates.²⁶ Across TEIs, 458 staff members (187 of whom are female) are employed in non-teaching roles, many of these leadership and management. For non-teaching staff, current levels of qualifications are as follows:²⁷

²⁵ As per the PSTE (2024), teacher educators at PTTCs and RTTCs are required to have a Master regardless whether they teach 12+4 or not. PTTCs which do not teach 12+4 will deliver CPD; in time, the teachers will have a Bachelor’s degree. Within the CPD system documentation, it is also noted that CPD trainers are to have a qualification higher than the level they are teaching.

²⁶ The TPAP 2024-2030 includes two activities designed to meet this need for strong TEI leadership: Introduction of preparatory leadership course for TEI and school leadership/management teams of all levels (TPAP 2.1.1.1) and Review/revision of TEI (and School) Director's professional standards to align with 21st century and transformational leadership skills and implemented across the board (TPAP 2.1.1.2).

²⁷ Non-teaching staff may not all occupy management positions

- Within RTTCs: 36.5 per cent of non-teaching staff have a Master’s or PhD degree; 39.7 per cent have a Bachelor’s degree and 23.8 per cent have below a Bachelor’s, including 12+2.
- Within TECs: 53.6 per cent of non-teaching staff have a Master’s or PhD degree, 29.7 per cent have a BA, and 16.7% below a BA.

TEI infrastructure

For the Situational Analysis, a survey was conducted on existing TEI infrastructure and hardware as a first step in determining infrastructure-readiness for delivery of the 12+4 programme. Key findings from these surveys are summarised in Table 14; the full data table can be found in Annex B.

RTTCs	PTTCs
<ul style="list-style-type: none"> • Each RTTC has basic working buildings, such as classrooms, administration rooms, library(ies), laboratory(ies), although some are in need of renovation; • Dormitories for student teachers are available in all RTTCs, although numbers vary; • All RTTCs have ICT laboratories; • All RTTCs reported a shortage of materials for experiments, documents, and research tools; and • All RTTCs considered their existing spaces and buildings are in need of renovation. 	<ul style="list-style-type: none"> • All PTTCs have between 6 and 20 buildings. • The number of functional classrooms varies significantly between PTTCs: Five PTTCs (Kampong Cham, Prey Veng, Takeo, Stung Treng and Siem Reap) currently have 25 or more functional classrooms. • All PTTCs have some administration rooms and one or two libraries. • All PTTCs have some dormitory capacity. • The 11 PTTCs supported by UNESCO through STEPCam have recently upgraded libraries, science labs, administration rooms, computer labs fully equipped with computers and Wi-Fi systems to support training on ICT, and dormitories.

Table 14. Key findings from the TEI infrastructure survey (2023)

2.3 Initial Projection of Teacher Needs

The accurate projection of future teacher needs rests on an accurate analysis of demographic trends. It is anticipated that over the 2019-2030 period, early childhood and pre-primary school age students (0-5 years old) will increase from 1.755 million to 1.787 million; while primary school age students (6-11 years old) will increase from 1.829 million to 1.884 million. Lower secondary school age students (12-14 years old) will decrease from 988,000 to 919,000 in 2025 and then rise slightly to 927,000 in 2030; while upper secondary age students (15-17 years old) will increase from 840,000 to 1.012 million in 2025 and then fall to 895,000 in 2030 (ESP 2024-2028).

Thousand	2008		2019		2025		2030	
	Total	Distribution	Total	Distribution	Total	Distribution	Total	Distribution
0-2	806	6.0%	808	5.2%	926	5.3%	862	4.6%
3-5 (Pre-primary)	860	6.4%	947	6.1%	954	5.4%	925	4.9%
6-11 (Primary)	1,786	13.3%	1,829	11.8%	1,843	10.5%	1,884	10.1%
12-14 (Lower secondary)	1,064	7.9%	988	6.4%	919	5.2%	927	4.9%
15-17 (Upper secondary)	974	7.3%	840	5.4%	1,012	5.8%	895	4.8%
18-23 (Higher education)	2,016	15.1%	1,825	11.7%	2,178	12.4%	2,301	12.3%
25-64 (Lifelong learning)	5,325	39.8%	7,404	47.6%	8,497	48.3%	9,290	49.6%
65+	565	4.2%	912	5.9%	1,250	7.1%	1,652	8.8%
Total population	13,396	100%	15,552	100%	17,578	100%	18,736	100%

Table 15. School-age population evolution and projections, 2008-2030 (ESP 2024-28)

The Strategic Plan is based on the ambition of ensuring:

- All teachers newly recruited into the teaching force benefit from good quality teacher education;

- The right quantity of qualified teachers for all students, by meeting 50 per cent of teacher needs by 2030 as the initial target in the medium-term;
- Teachers currently in post are able to benefit from good quality, relevant CPD and TQU, in parallel with reforming initial teacher education

In order to ascertain teacher needs by 2030, simulations were conducted based on the current projected teacher retirements and the current needs (gaps) as expressed in schools' requests. These initial projections of teacher needs are based on the following underlying assumptions, which are important for their accurate interpretation:

- The projections of initial teacher education needs are based on retirement and current needs (50 per cent by 2030), based on requests from schools via DoEs and PoEs to the HR Department, previously DoPers, who then verify the requests using the recommended MoEYS staffing norms.
- The projections do not include other forms of attrition, demographic changes, changes in PTR, or plans to introduce whole day teaching.²⁸

Based on the teacher needs projection, two scenarios were initially proposed: (1) achieving 100 percent of qualified teacher requirements by 2030, and (2) meeting 50 percent of qualified teacher requirements by 2030. After extensive stakeholder consultations and careful consideration of the national education budget allocation trends, a phased approach was adopted. This approach sets a medium-term target to meet 50 per cent of the demand for qualified teachers by 2030, with a commitment to sustained efforts in training and recruiting qualified teachers beyond this timeframe. The long-term objective is to address the full teacher needs beyond 2030 through a comprehensive suite of strategies, including pre-service training, Teacher Qualification Upgrading (TQU), and Continuing Professional Development (CPD) programmes, as outlined in the Strategic Plan.

As per the projection, by 2030, the annual target to ensure a supply of qualified teachers, meeting 50 per cent of teacher needs, at all levels will be 35,103 teachers. Based on December 2024 data, this includes a supply of 1,592 qualified pre-primary teachers, 21,084 qualified primary teachers, 9,018 lower secondary teachers, and 3,409 upper secondary teachers; see Table 16, below. To achieve the targets, a combination of graduates from scholarship, self-funded and TQU programmes will need to be recruited into the teacher workforce. Plans to expand the pathways to qualification will be closely informed by the required teacher supply.

Year	2024	2025	2026	2027	2028	2029	2030	Target (2030)
Pre-primary teacher needs in 2024	1,109							
Pre-primary teachers to retire annually	12	19	23	35	88	127	179	
Pre-primary student teachers on scholarship to graduate annually (12+2)	0	0	200	200	200	200	200	
Pre-primary student teachers to graduate annually from self-funded PRESET and TQU programmes				94	135	197	166	
Annual target for qualified pre-primary teacher supply	0	0	200	294	335	397	366	1,592
Primary teacher needs in 2024	15,792							
Primary teachers to retire annually	232	300	499	483	1,004	1,214	1,560	

²⁸ Official data on other forms of attrition beyond retirement, such as transfer out of the MoEYS, are not included in the projection due to limited official data availability.

Primary student teachers on scholarship to graduate annually (12+2)	0	0	1,047					
Primary student teachers on scholarship to graduate annually (12+4)	0	300	0	0	300	1,000	1,000	
Primary student teachers on scholarship to graduate annually (BA+1)			200	1,300	1,000	300	300	
Primary student teachers to graduate annually from self-funded PRESET and TQU programmes			2,784	2,499	2,436	3,204	3,414	
Annual target for qualified primary teacher supply	0	300	4,031	3,799	3,736	4,504	4,714	21,084
Lower secondary teacher needs in 2024	547							
Lower secondary teachers to retire annually	163	368	572	887	1,643	2,037	2,801	
Lower secondary student teachers on scholarship to graduate annually (12+2)	0	0	338					
Lower secondary student teachers on scholarship to graduate annually (12+4)		200	0	0	89	200	200	
Lower secondary student teachers on scholarship to graduate annually (BA+1)		16	300	300	211	100	100	
Lower secondary student teachers to graduate annually from self-funded PRESET and TQU programmes			965	972	976	1,823	2,228	
Annual target for qualified lower-secondary teacher supply	0	216	1,603	1,272	1,276	2,123	2,528	9,018
Upper secondary teacher needs in 2024	2,087							
Upper secondary teachers to retire annually	38	58	94	158	248	328	398	
Upper secondary student teachers on scholarship to graduate annually		740	540	558	548	528	495	
Annual target for qualified upper-secondary teacher supply	0	740	540	558	548	528	495	3,409
<i>Annual target for teacher supply at all levels</i>	0	1,256	6,374	5,923	5,895	7,552	8,103	35,103

Table 16. Summary of projected teacher supply and demand needs

3. Strategic Priorities for Cambodia's Teacher Education Reform

To address the critical learning gap in Cambodia, the quality of teaching and learning needs to be radically improved by a raft of interconnected measures, including ensuring all new candidates entering primary and lower secondary teaching both hold a Bachelor-level qualification and undertake a course of good quality, relevant teacher education.

Four inter-related strategic priorities have been identified and act as an organizing schema for the activities required to build the capacity of the system to offer effective new pathways into teaching, as a means of building a professional workforce of quality teachers. Based on the Situation Analysis, these strategic priorities are designed to drive teacher reform towards the vision for the teaching profession as articulated by the RCG. While all levels of education are covered by the four strategic priorities, the focus will be on primary and lower-secondary education, as a much-needed mechanism to address the learning deficit at the foundational level.

The four strategic priorities, pictured in Figure 8 below, include the following:

Strategic Priority 1: Professionalised pathways into teaching

The teacher education reforms require the development of new programmes such as the BA+1 for primary and lower secondary teachers. The existing 12+4 programmes for primary and lower secondary teachers, currently being delivered at PTEC and BTEC, will also be reviewed and revised prior to further roll-out to the newly developed TECs and select TTCs as well as the selected PTTCs which will deliver the 12+4 programme. The TQU framework and programmes are in development and will be finalised early in the Strategic Plan timeline for implementation.

Strategic Priority 2: Increased supply of well-trained teachers and teacher educators

The Strategic Plan outlines measures to recruit and train enough teachers to cut the deficit by 50 per cent, offering quality training for new teachers and TQU opportunities, through a robust and career-long system of CPD, for those already in post. Mechanisms will be put in place to enable candidates to undertake teacher training on a self-funded basis. The Strategic Plan suggests an approach to phasing out the use of contract teachers with limited training.

Strategic Priority 3: Strengthened institutional capacity of TEIs

The flagship initiative of the reforms is the expansion of TECs and their elevation to HEI status. The Strategic Plan outlines timelines for the transition of selected existing PTTCs and RTTCs to become TECs. The institutional capacity of selected PTTCs will also be strengthened to deliver the 12+4 programme for primary teachers and others will be supported to become accredited CPD providers.

Strategic Priority 4: Advancement of teacher education specialisations

Raising the status of teacher education includes an emphasis on research, as befits HEIs. The development of Centres of Excellence (CoEs) will help address areas requiring additional specialisation to improve teaching and learning; for example, a focus on primary teacher education, inclusion, digital education, and foreign language teaching. CoEs will have a mandate for research, knowledge management, and information sharing. Creating CoEs that are situated throughout the country will contribute to addressing existing geographical and teacher deployment inequalities.

Improved student learning outcomes

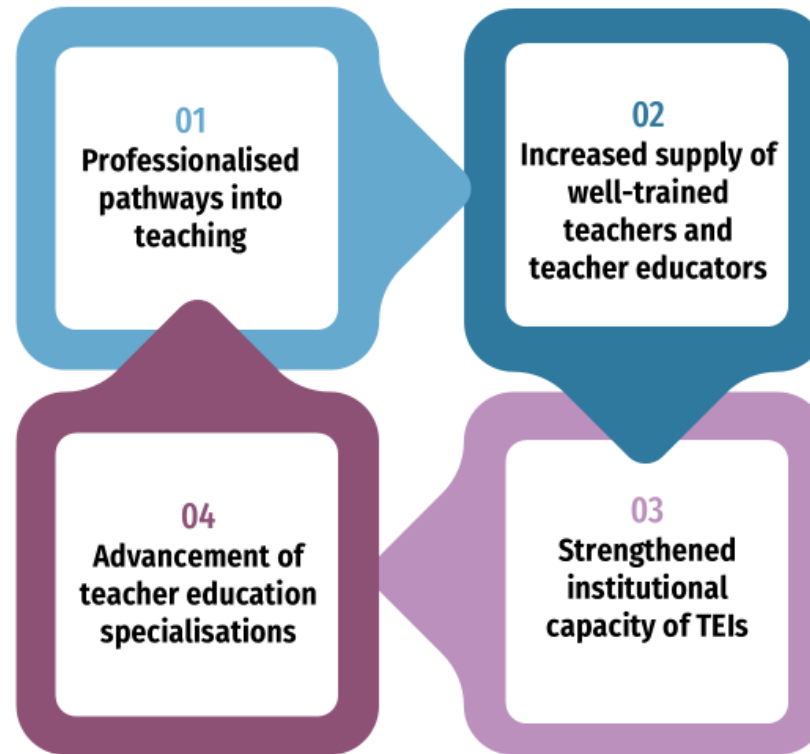
The right quantity of high-quality, qualified teachers are equitably deployed to schools across Cambodia to facilitate improved student learning outcomes.

Strategy 1.1: New initial teacher education programmes developed to provide multiple pathways into the teaching profession

Strategy 1.2: Teacher qualifications raised in line with national professional standards through development of a TQU programme

Strategy 4.1: Mechanisms established to guide the introduction and sustainable development of Centres of Excellence (CoEs)

Strategy 4.2: CoEs established as specialized institutions for best practice in research, teacher education, and innovation



Strategy 2.1: New mechanisms introduced to facilitate an adequate supply of qualified teachers

Strategy 2.2: Civil service teachers recruited and trained through the 12+4/BA+1 programmes to be able to provide quality education for learners in Cambodia

Strategy 2.3: Teachers provided with TQU opportunities and induction training to strengthen teaching competencies

Strategy 2.4: Teacher educators' competencies and qualifications raised through TQU programmes and CPD to better deliver quality teacher education

Strategy 3.1: Selected TEIs capacitated to deliver new initial teacher education pathways, including the 12+4/BA+1

Strategy 3.2: PTTCs supported to become accredited CPD providers

Figure 8. Strategic Plan priorities and strategies

SHORT-TERM PLAN (by 2026)	MEDIUM-TERM PLAN (2027-2030)	LONG-TERM PLAN (after 2030)
STRATEGIC PRIORITY 1: Professionalised pathways into teaching		
<ul style="list-style-type: none"> • Develop and/or refine new teacher education programmes, including: <ul style="list-style-type: none"> ○ 12+4/BA+1 for primary and lower-secondary levels ○ BA+2/MEd for upper secondary level ○ 12+2/12+4 programme for inclusive education ○ National TQU framework and programme • Phase out the 12+2 programme for primary and lower-secondary teachers, with the last cohort graduating in 2026. 	<ul style="list-style-type: none"> • All new primary and lower secondary teachers qualified through either the 12+4 or BA+1 programmes • 12+4 for pre-primary level developed and introduced, as an alternative to 12+2 	<ul style="list-style-type: none"> • Implement regular review cycles for teacher education curricula
STRATEGIC PRIORITY 2: Increased supply of well-trained teachers and teacher educators		
<ul style="list-style-type: none"> • In line with projected teacher needs and TEI capacity, recruit civil servant student teachers to join the 12+4/BA+1 programmes as well as the final cohort of 12+2 candidates • Recruit contract teachers who, in the short term, will engage in induction training and begin their TQU to BEd level towards integration into the teaching force • Explore options for introducing teacher licensing as well as models of privatised teacher education • Review teacher educator/staff deployment to ensure that teacher educator/staff profiles and areas of expertise align with institutional needs. 	<ul style="list-style-type: none"> • Continue to expand the number of civil servant student teachers participating in the 12+4/BA+1 programmes • As needed, recruit contract teachers, phasing out the limited induction training to be replaced with full TQU programme opportunities • Ensure a supply of teachers recruited and sufficiently trained to fill a minimum of 50 per cent staffing needs 	<ul style="list-style-type: none"> • Fully implement the teacher career pathways for all teachers across the country • Sustainable recruitment processes to meet teacher needs with mechanisms in place to account for teacher attrition and transfers, improve PTRs, and supply teachers to keep up with the rollout of expanded curriculum
STRATEGIC PRIORITY 3: Strengthened institutional capacity of TEIs		
<ul style="list-style-type: none"> • Issue decrees to establish the first additional TECs (Kampong Cham and Kandal) • Develop Strategic Plans for Kampong Cham and Kandal to guide human resourcing, infrastructure improvements, and steps towards TEC accreditation • Provide capacity building and qualification upgrade for teacher educators, including ToT in EGR and EGM packages 	<ul style="list-style-type: none"> • Continue to build capacity and upgrade qualifications of teacher educators • Continue to expand the CPD system for teacher educators • Support four PTTCs to apply for accreditation as CPD providers • Begin establishment of two additional TECs (Prey Veng and Takeo) 	<ul style="list-style-type: none"> • Prey Veng and Takeo TECs achieve accreditation as HEIs (all 6 TECs have the HEI status)

<ul style="list-style-type: none"> • Select TEIs to start rolling out accredited CPD/INSET trainings, including those in EGR/M packages • Expand pre-primary PRESET/INSET programmes to other TEIs throughout the country 	<ul style="list-style-type: none"> • Kampong Cham and Kandal TECs to achieve accreditation as HEIs • Move towards implementation of the career pathways for all teacher educators to recruit, reward, motivate, and retain competent teacher educators at TEIs 	
STRATEGIC PRIORITY 4: Advancement of teacher education specialisations		
<ul style="list-style-type: none"> • Establish Terms of Reference (ToR) for CoEs to clarify the mandates, roles and responsibilities, and required areas of specialism • Assess a select number of TEIs for model TEI recognition as Centres of Excellence (CoE) 	<ul style="list-style-type: none"> • Institutionalise the CoEs with increased focus on research, knowledge management and training 	<ul style="list-style-type: none"> • Continue to grow the CoE research, training, and knowledge management programmes

Table 17. High-level summary of key reform activities in the short-, medium-, and long-term

3.1 Strategic Priority Area 1: Professionalised pathways into teaching

The reform of initial teacher education through the introduction of the 12+4 and BA+1 pathways is part of the RGC's strategy to attract the best and brightest candidates into teaching and professionalise teaching careers. The transition to 12+4 and BA+1 programmes is a shift to initial teacher education becoming synonymous with higher education. The new 12+4 and BA+1 programme, as well as the TQU programme, act as the vehicle to build an increasingly professional, qualified teaching workforce, in line with international standards for preparing teachers for the classroom. Along with developing new programmes and refining existing ones, raising the quality of teacher education also means building a culture that is based on a high level of expertise, pursuit of excellence, and dynamic research-informed practice, linking theory to practice in an enhanced research community anchored by TEIs and their attached (practice and cooperative) schools.

The pathways into initial teacher education, and in turn, into the teaching profession through scholarship and self-funded modalities ensure that highly motivated and competent candidates can equitably access quality initial teacher education and join the teacher workforce.

Strategy 1.1 New initial teacher education programmes developed to provide multiple pathways into the teaching profession

The objectives under this strategy aim at putting in place robust, evidence-based initial teacher education programmes, including the development and pilot of new curriculums. Under this strategy the following new programmes will be developed, piloted, and then evaluated before roll-out in new and existing TECs:

- BA+1 primary programme
- BA+1 lower secondary programme
- 12+2 and 12+4 pre-primary programmes

Additionally, the 12+4 programmes for primary teachers and for lower secondary teachers, which are both currently being delivered at PTEC and BTEC, are undergoing a review and revision in preparation for the national rollout from 2025.

There is a renewed emphasis within the new teacher education programmes on international best practice, collaborative research, and reflective teacher education and professional development, with the aim of building a culture of effective, research-based teacher education – and, in turn, classroom teaching – that is grounded in both theory and practice.

Participation in research and keeping abreast of research in teacher education will be a requirement for teacher educators, as per the PSTE (2024), the TEPS (2016), and the convergence of other systems and policy documents, such as the CPD system. This participation in research and research networks is considered a marker of professionalism and the pursuit of excellence, as teachers and teacher educators apply theory to practice and reflect on their practice in the light of theoretical work, as “reflective practitioners.”

The 12+4 initial teacher education curriculum includes a focus on student teachers acquiring the skills to review and conduct research, including action research. Student teachers will become research-literate – able to compare and evaluate different approaches to teaching – and will conduct research projects as part of their teacher education using action research methodologies and the Japanese practice of Lesson Study, with the support of professional learning communities (PLCs). As teachers enter classrooms, having benefited from gaining a Bachelor-level qualification, they will be well on their way to becoming reflective practitioners who constantly analyse their own practice and its outcomes, seeking to refine it to better support student learning.

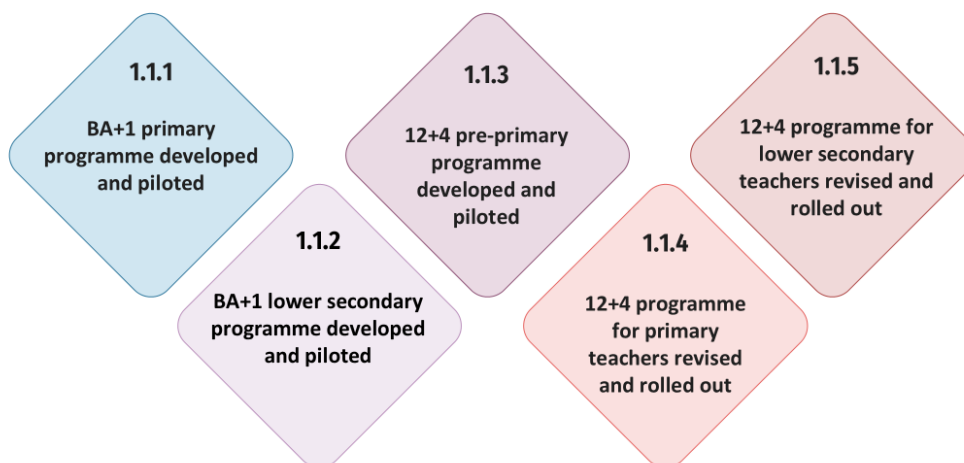


Figure 9. New and revised initial teacher education programmes

Strategy 1.2 Teacher qualifications raised in line with national professional standards through development of the TQU programme

To build a teaching workforce that is qualified to the national professional standards, it is essential that teachers have opportunities to upgrade their qualifications through accessible, quality TQU programmes enabled by the CPD system. The CPD system was developed with support from UNESCO to allow teachers to progressively accumulate credits which, in turn, will allow them to upgrade their qualifications within the TQU system. Several profiles of teachers will benefit from a robust TQU process and programme, including existing teachers who are currently in post, the final batches of teachers to graduate from the current 12+2 model, and contract teachers.

Upgrading teacher qualifications through a TQU programme is included under the TPAP 2024-30 as a priority; however, as of yet, there is no national strategic plan for TQU to upgrade the qualifications of teachers in line with the national standards.²⁹ An existing Master Plan for Teacher Qualification Upgrade 2021-2025 (MoEYS, 2021) suggests that teachers may follow one of the four models, shown in Figure 10, to upgrade their academic qualification to a BA/BEd. The credits mentioned refer to those earned through CPD opportunities.

²⁹ It is hoped that such a national framework for TEIs to provide TQU, including for primary teachers, will be developed as part of the GPE5 Multiplier programme, with strategies for economy of scale and efficiency.

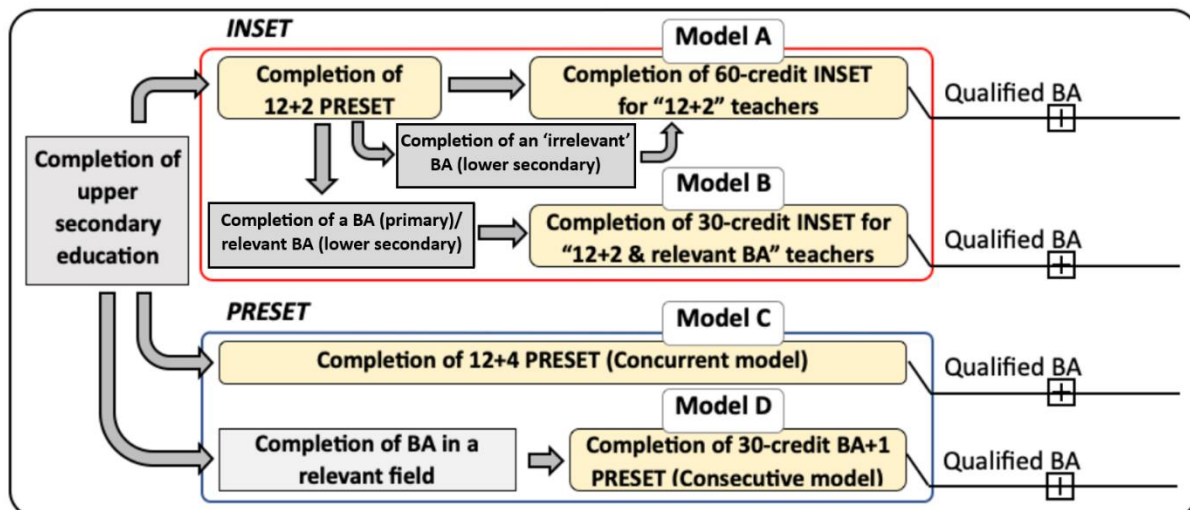


Figure 10. TQU models from the Master Plan for Teacher Qualification Upgrade 2021-2025 (MoEYS, 2021, p. 10)

A national framework for TQU is expected to be developed with UNICEF support and should be available in 2025, with the TQU programmes being implemented soon after – on top of the programme implemented by the RUPP through a loan from the World Bank.

3.2 Strategic Priority Area 2: Increased supply of well-trained teachers and teacher educators

As quantified in the Situational Analysis, there is a critical and concerning shortage of primary teachers, especially since many teachers teach double shifts and recourse to contract teachers is far from satisfactory. One solution to address poor education quality at the foundational level and its impact on learning quality at higher levels is to increase the number of qualified primary teachers recruited to receive initial teacher education.³⁰

To accurately plan for teacher needs, the impact of extending the duration of initial teacher education for primary and lower secondary education by two years, as outlined in this Strategic Plan, must also be considered. Following the introduction of 12+4, there will be two years where no new teachers will qualify, leading to approximately 3,000 fewer teachers entering the system during the third and fourth years. Fortunately, it will be possible to recruit newly qualified teachers having completed BA+1 to meet some of the teacher needs during this period.

To help address these challenges of teacher supply and quality in an evidence-based manner, initial teacher projections were conducted based on: i) current projected teacher retirements and ii) current needs (gaps) as expressed in schools' requests.³¹ The projections demonstrate the number of teachers needed by level of education for each year, within realistic assumptions about the capacity of the national budget to recruit additional teachers; the target increases progressively as teacher education capacity is added to the system, until the 2030 target is achieved (see section 2.3).

Two projection models were developed as a basis for discussion on the best, most feasible route forward for ensuring sufficient teachers staffing at all levels. The decision was made to pursue a hybrid model for recruitment where teachers are hired through both civil service and contract posts with the goal of

³⁰ While there are broadly sufficient lower and upper secondary teachers for current needs, shortages and surpluses prevail in some subjects, and the numbers will need to increase in proportion with the student enrolment rates.

³¹ These simulations do not take account of attrition caused by factors other than retirement. Nor do they factor in demographic change in the student-age population, the planned move towards full-day teaching or change in class sizes / pupil-teacher ratios

gradually increasing the percentage of civil service teachers. An ongoing initiative by the Royal Government of Cambodia to improve recruitment, management and incentivization of contract staff and teachers is a welcomed intervention. As a priority, teachers hired as contract teachers will have access initially to induction training and subsequently to opportunities for TQU.

Strategy 2.1 New mechanisms introduced to facilitate an adequate supply of qualified teachers

To address the pressing demand for qualified teachers in Cambodia, it is essential to introduce mechanisms that ensure both quality and quantity in teacher recruitment, education, and deployment. Central to this strategy is the government's commitment to increasing the education budget and aligning recruitment quotas with national needs.

A critical element of this strategy is laying the groundwork needed to potentially introduce innovative funding and licensing mechanisms that would enhance teacher preparation and professional standards. One proposal is to allow self-funded pathways for teacher education, including selected TQU programmes. Under this model, self-funding students who successfully complete these programmes could be recruited into the teaching force, either as civil servants or long-term contract staff. Note that, while self-funded pathways can help expand the pool of qualified teachers, it is equally vital to maintain equitable access to teacher education. The MoEYS is committed to ensuring equity in access to teacher education opportunities, including support for teachers hired on a contract basis with the intention of providing increased benefits and contractual arrangements.

Decisions also remain to be taken about the potential of introducing a teaching license model as a mechanism for quality assurance, as well as a means of elevating the status of the teaching profession. A teacher licensing system can also help to ensure that all teachers pursue professional growth and development throughout their careers via CPD. These discussions and decisions are ongoing within the MoEYS with opportunity to learn from the experience of other countries, as highlighted in the textbox below.

Integrating contract teachers into the civil service teaching force – Learning from international good practice

Cambodia is certainly not alone in its efforts to motivate and retain qualified teachers in the profession. Lessons learned from Indonesia, Mexico, and Cameroon can help provide options for how to transition contract teachers into the civil service.

Indonesia

The Indonesian government has initiated a significant reform aimed to address the issue of contract teachers, providing them with better positions, benefits, and job security. Recruitment is now based on the analysis of teacher needs, at national government, regional, and school level.

In 2020, vacancies and eligibility criteria for contract teachers to become government teachers were announced. The following year, the Government announced its intention to recruit up to one million contract teachers of all ages as civil servants. They then conducted a rigorous selection process to ensure the selection of qualified candidates, with written exams and interviews to evaluate the knowledge, skills, and aptitude of the applicants. In 2022, successful candidates from the previous stages underwent further verification of their documents and medical examinations to ensure their authenticity and eligibility. Through this process, between 2021-2022, as many as 544,000 successful candidates have become government employees and filled vacant positions as qualified teachers across the country. As of 2023, the recruitment process is ongoing, with the final stage focusing on the appointment and assignment of teachers to their respective permanent positions.

Mexico

Similarly, Mexico also undertook a large-scale process that allowed 800,000 contract teachers to become eligible for permanent positions after six months on the job, integrating them into the civil service.

Cameroon

In Cameroon, state-contracted teachers receive a basic monthly salary equivalent to two-thirds of what civil servants receive. They are entitled to various bonuses, allowances, step advancements every two years, and a retirement pension, mirroring the benefits available to civil servants, while performing similar tasks under comparable conditions.

UNESCO, 2024: 103-104

Strategy 2.2 Civil service teachers recruited and trained through the 12+4/BA+1 programmes to be able to provide quality education for learners in Cambodia

The projected figures for teacher supply and demand across pre-primary, primary, lower secondary, and upper secondary levels help determine the contributions that various teacher education programmes will make towards equipping a qualified and fully staffed teacher workforce. Taking into account predicted student enrolment as well as annual teacher retirement, it is estimated that the total annual supply for qualified teachers, including all four levels of education, will reach 35,103 in 2030.

To ensure an adequate supply of qualified teachers, the BA+1 and 12+4 programmes will gradually expand enrolment; for example, from 300 primary teacher graduates of the 12+4 programme (scholarship) in 2028

to 1,000 in 2030. Both scholarship and self-funded programmes will be pivotal to ensure an adequate supply of qualified teachers.

Anticipated numbers for those civil service teachers who will be trained through the 12+4 and BA+1 programmes are included in the table below.³²

Type of programme & funding modality	2025	2026	2027	2028	2029	2030
Pre-primary student teachers on scholarship to graduate annually (12+2)	0	200	200	200	200	200
Pre-primary student teachers to graduate annually from self-funded PRESET and TQU programmes			94	135	197	166
Annual target for qualified pre-primary teacher supply	0	200	294	335	397	366
Primary student teachers on scholarship to graduate annually (12+2)	0	1,047				
Primary student teachers on scholarship to graduate annually (12+4)	300	0	0	300	1,000	1,000
Primary student teachers on scholarship to graduate annually (BA+1)		200	1,300	1,000	300	300
Primary student teachers to graduate annually from self-funded PRESET and TQU programmes		2,784	2,499	2,436	3,204	3,414
Annual target for qualified primary teacher supply	300	4,031	3,799	3,736	4,504	4,714
Lower secondary student teachers on scholarship to graduate annually (12+2)	0	338				
Lower secondary student teachers on scholarship to graduate annually (12+4)	200	0	0	89	200	200
Lower secondary student teachers on scholarship to graduate annually (BA+1)	16	300	300	211	100	100
Lower secondary student teachers to graduate annually from self-funded PRESET and TQU programmes		965	972	976	1,823	2,228
Annual target for qualified lower secondary teacher supply	216	1,603	1,272	1,276	2,123	2,528
Upper secondary student teachers on scholarship to graduate annually	740	540	558	548	528	495
Annual target for qualified upper secondary teacher supply	740	540	558	548	528	495

Table 18. Estimates for 12+4/BA+1 graduate numbers (2025-2030)

³² See Section 2.3 for the full table.

Strategy 2.3 Teachers provided with TQU opportunities and induction training to strengthen teaching competencies

As a matter of priority, implementation of the TQU programme will support teachers already in service to progressively engage in TQU until they fulfil the minimum academic qualifications set by the MoEYS.

According to the Teachers' Day opening speech by HE Deputy Prime Minister and Minister of Education, 13,000 school directors and teachers will benefit from TQU from 2024-2027, moving Cambodia towards its goal of a well-qualified education workforce in line with national standards.

As Cambodia takes strides toward building a well-qualified education workforce, leveraging technology will be essential in expanding access to TQU opportunities. ICT for education and Artificial Intelligence (AI)-enabled platforms can support the TQU programme delivery by allowing teachers to access high-quality, interactive courses, anytime and from anywhere. The use of ICT as a vehicle for the TQU and CPD programmes will help to eliminate geographical barriers and provide opportunities for teachers (and teacher educators; see Strategy 2.4) in remote or underserved areas.³³

With that said, ensuring that access to digital learning opportunities is equitable requires proactive measures to address economic and "technology driven" disparities in ICT infrastructure, connectivity, and digital literacy. Targeted interventions will be required to mitigate the risk of that emphasis on digital transformation inadvertently widens the digital divide, further marginalising teachers in disadvantaged regions by limiting their ability to fully benefit from TQU and CPD initiatives. Advocacy will be needed to secure investments in ICT infrastructure for underserved areas, in part through public-private partnerships, which can be leveraged to expand access to affordable devices and guarantee reliable internet access. Capacity-building programmes will also be needed to enhance teachers' digital literacy and confidence in using ICT for professional development.

In addition to accessing TQU opportunities, induction training is crucial for all new teachers, whether they have completed formal initial teacher education or are newly recruited contract teachers. Strategy 2.3 includes the provision of induction training programmes for all new teachers in Cambodia to support a successful transition into the classroom. For teachers with limited training, an induction programme will offer a foundational understanding of pedagogy, classroom management, and effective instructional techniques with the expectation that they will pursue further TQU opportunities in the future. New teachers, who have completed initial teacher education, can also benefit from induction training as they join the workforce, to reinforce practical and pedagogical skills.

Strategy 2.4 Teacher educators' competencies and qualifications raised through TQU programmes and CPD to better deliver quality teacher education

A significant component of establishing TECs that are ready to implement the 12+4 programme involves the qualification upgrade and capacity building of TEI managers, administrators, and teacher educators – both in the current and future TECs – based on identified needs and in line with the relevant professional standards.

A comprehensive plan for qualification upgrading and capacity building of teacher educators will be developed to support the TEC development. Starting from the profile and qualifications of current teacher educators, programmes to further upgrade qualifications and build the capacity of teacher educators will be developed based on the selected model for TEC development. The census of teacher educator

³³ The new Pentagonal Strategy of the Royal Government of Cambodia has highlighted the development of a digital economy and society as one of the five Strategic Pentagons to support the socio-economic development of Cambodia.

qualifications and profiles conducted by TED in 2024 and by JICA in 2023 revealed that, although most of the future TECs and Siem Reap PTTC have sufficient *numbers* of teacher educators to deliver the new courses, there is a lack of subject specialists able to deliver many disciplines on the new curriculum.

The TQU and CPD programmes will be based on the assessment of development needs of TEI/TEC managers, including lessons learnt from the experience of implementing 12+4 at PTEC and BTEC, the analysis of student teacher numbers, and results from the survey conducted at TEIs regarding the qualifications and experience profiles of existing teacher educators and gaps in this provision.

Educational ICT and AI-powered learning systems will be leveraged in support of the TQU and CPD programmes, offering personalised training pathways and tailoring content to teacher educator needs based on their prior knowledge, experience, and professional goals. Effectively using ICT and AI in service delivery brings with it cost efficiency benefits by reducing the need for physical infrastructure, travel expenses, and printed materials. Furthermore, digital platforms can help to ensure equitable access, reaching teacher educators (and teachers) in communities who may otherwise face barriers to professional development opportunities.

As mentioned above, without strategies to close the digital divide, the benefits of these technologies may not be equitably distributed, potentially excluding teacher educators in resource-constrained areas. To address these disparities will requires ongoing advocacy to mobilise resources for infrastructure improvements in remote areas, subsidized access to digital tools, and training programmes to enhance digital competencies so that all teacher educators—regardless of location—can fully participate in digital and AI-enhanced learning opportunities.

Each future TEC, Siem Reap PTTC, and Stung Treng RTTC will conduct a staffing needs assessment to establish teacher educator recruitment needs in order to deliver the 12+4 and BA+ 1 curricula to the number of student teachers anticipated in the action plan. There are some TEIs that will require additional teacher educator staffing; for example, Stung Treng RTTC has a shortage of teacher educators overall. Takeo RTTC and Prey Veng RTTC lack sufficient teacher educators to deliver lower secondary teacher education.

A national-level pool of potential teacher educators will be established to meet outstanding recruitment needs from a variety of sources (and subject to meeting other necessary criteria set by the MoEYS):

- Existing teacher educators who have an interest in specializing in a discipline currently lacking candidates and wish to undertake specialist training and/or qualifications upgrade to meet the TEPS (2024) and qualify as a teacher educator in that specialist area.
- Existing secondary school teachers with specialist qualifications in shortage areas (such as STEM subjects) who have the qualifications profile to become a teacher educator.
- Existing teacher educators based in a TEI which will not be delivering 12+4 or BA+1, who have the qualification profile and necessary specialized knowledge and wish to relocate to one of the future TECs or other sites (in certain cases in combination with a TQU programme in a shortage discipline).
- Graduates of the early 12+4 programmes in PTEC or BTEC who wish to undertake a Master's qualification whilst gaining the necessary experience as a classroom teacher to meet the criteria to become a teacher educator.

Even where financial resources are made available, the extensive transformation of the capacity of human resources, required for the transformation of teacher education in Cambodia, is not a quick fix. Plans to support teacher educators – both newly recruited and already on staff – in developing the skills they need to deliver new programmes of teacher education will need to be realistic, including time for embedding of competencies and a progressive culture change.

3.3 Strategic Priority Area 3: Strengthened institutional capacity of TEIs

Building the capacity of TEIs is a fundamental step towards expanding the number of TECs, elevating them to the status of HEIs, able to offer Bachelor-level qualifications in initial teacher education. In line with the vision for teacher education in Cambodia, the MoEYS plans to establish an additional four TECs, in part, based on the positive results being delivered by the first two TECs, PTEC and BTEC.

In 2017, PTEC and BTEC were established through the upgrading of the PTTCs and RTTCs previously functioning around the same sites, and the planned reforms will follow a similar process. The TECs, which will be accredited in due course as HEIs by the Accreditation Committee of Cambodia, will be developed from four existing PTTCs and four associated RTTCs in Kandal, Kampong Cham, Takeo, and Prey Veng. The upgrading process for PTEC and BTEC has required significant investment in terms of efforts and resources, including in HR development, as will be true for the expansion process going forward. The lessons learned from the process of developing the first two TECs (summarised in the text box below) will be key to the creation of future TECs. While the new TECs will require a raft of policies, systems, and internal quality assurance mechanisms, the PTEC and BTEC management teams have offered their support for the upcoming TECs undergoing the same process. That, paired with now existing models that can form the basis for other institutions, should make institutional development considerably less complex and time consuming and more cost-efficient for the creation of subsequent TECs.

Notwithstanding the benefits of learning from the previous development of PTEC and BTEC (see the textbox below), time will still be required for HR development and for the absorption of this into organisational culture as well as for the embedding of a culture of excellence. Furthermore, mobilising staff from the existing TECs to support new TECs will require considerable staff time and effort, to be figured into staffing projections and workplans to avoid overloading already thinly-spread staff.

Developing PTEC and BTEC – Lessons Learned

Based on lessons learned during the establishment of PTECT and BTEC, the following components are essential in making a successful transition from a TTC to a TEC:

1. **Clearly defined, effective management structures:** The commitment, determination and engagement of the “right” TEC leaders and managers are crucial to successful TEC establishment. As a priority, TEC leaders and managers must have access to CPD opportunities that allow them to develop leadership and management skills and to hone effective work processes and methods.
2. **A strong, approachable, and engaged management committee:** The management committee needs to promote participation from all stakeholders and establish a culture of commitment to a shared vision. It takes regular, communicative cooperation between management, teacher educators, and staff to ensure tasks are completed.
3. **A clear Strategic Plan, Budget Plan and M&E mechanisms:** Along with clear ToRs for different stakeholders and smooth, well-defined workflows, these planning documents are needed to guide working procedures and mechanisms that promote interaction, cooperation, and collaboration.
4. **A realistic timeline:** It is not possible to shortcut the process of establishing a TEC, which takes at least four years. Already established TECs have an important role to play in sharing lessons and best practices with the management and teacher educators from P/RTTCs, while encouraging a culture of learning by doing.
5. **A comprehensive Human Resources Plan:** Priorities for the HR Plan include identification, attraction, recruitment, retention and development of the “right” Human Resources (in number and profile), along with access to appropriate CPD and qualification upgrading.
6. **A sensible, needs-based Infrastructure Development Plan:** An assessment of existing infrastructure allows for an Infrastructure Development Plan to be tailored to the specific needs to ensure TEC standards are met; this may include new or renovated facilities, including laboratories, ICT labs, science labs and high-speed internet, and teaching and learning materials. Model/practice schools should also have access to the necessary infrastructure.
7. **Opportunities for CPD for teacher educators:** To successfully introduce new programmes, teacher educators need CPD that allows them to learn curriculum framework development, subject-specific curriculum and syllabuses, course outlines, teaching methodology, credit system, etc. TECs also have an important role in promoting a culture of enhanced research among lecturers and student teachers, including participating in national, regional, and international communities of practice.
8. **Regular curricula review:** Teacher education curricula should be regularly reviewed and improved, in line with current needs; course books and learning materials should be regularly developed, reviewed, and improved.
9. **Partnership development:** Effective promotion of the institution’s reputation by leadership and staff is necessary to promote visibility, support, and participation from external actors.

Strategy 3.1 Selected TEIs capacitated to deliver new initial teacher education pathways, including the 12+4/BA+1 programmes

Development of the Strategic Plan included extensive discussion around scenario possibilities for the expansion of TECs. These scenario-based discussions prioritised the following principles and rationale:

- **Optimising resources:** Focus is on a limited number of TEIs to allow for efficient use of technical support to these institutions as they upgrade their programmes. This approach will also allow for economy of scale, including rational infrastructure development and the employment and deployment of teacher educators.
- **Focusing on strategic priorities:** The expansion of TECs should be done in a way that promotes investment and attention on primary teacher education, which has been identified as a key to the reforms for its role in improving foundational learning.
- **Emphasising inclusion:** The approach must also put priority on inclusive education, especially multilingual education for the ethnic minority groups in the North-eastern provinces in Cambodia. Teacher candidates need to have an option for earning a teaching degree near their region of origin; lengthy travel to a TEI is likely to discourage candidates from entering the profession.
- **Ensuring accessibility and geographical coverage:** The expansion needs to allow for sufficient geographical coverage for initial teacher education and extensive geographical coverage for teacher CPD provision. It is important that teacher CPD, which is the main form of teacher education and development available to most teachers in the system, is mainly school-based and that teachers can access it regularly without undertaking substantial travel. Ensuring that initial teacher education is accessible in all regions will also pay dividends in terms of future teacher deployment as teachers are more likely to stay and work in their regions of origin.
- **Enhancing specialisation and cohesion:** The scenario selected will ideally concentrate expertise and specialisation in selected centres to maximise effectiveness.



Figure 11. Locations of the planned TECs and TEIs offering initial teacher education

For these reasons, after extensive consultation and scenario-planning, the decision was made to upgrade the four existing RTTCs and the four associated PTTCs in Kandal, Kampong Cham, Takeo and Prey Veng to gradually become TECs. A phased approach, leveraging digital technologies, will be used to establish Kampong Cham TEC.

With that, a small number of existing PTTCs (currently planned to include Siem Reap PTTC and Stung Treng RTTC; could include others in the future based on actual needs) will deliver 12+4 and CPD for primary teachers in order to balance geographical coverage and inclusion, whilst capitalising on the expertise and capacity of certain teacher educators.

According to a survey conducted by TED (2024), Siem Reap PTTC and Stung Treng RTTC are capable of delivering 12+4 (for primary school teachers). PTTC Siem Reap is located in the north of Cambodia; its existing infrastructure is commensurate with the needs of 12+4 delivery, with few additional needs for improvement. Teacher educators have a high level of qualification overall and are able to meet the teacher-student ratio. Stung Treng RTTC currently functions as a regional centre, not only delivering primary initial teacher education for Ratanakiri, Mondulakiri, and Stung Treng, but also in multilingual education. Infrastructure for teaching and learning, and dormitories are sufficient, although some future improvements will be needed. Discussions are ongoing as to which TECs will serve as the degree-granting institutions for the 12+4 programme graduates studying at other TEIs.

NISE will be further developed as a CoE training teachers in inclusive education and to offer 12+2 from 2024 and then 12+4 in inclusive education from 2027 (TPAP 2024-2030); see Strategic Priority 4, below. NIE will continue to offer BA+2 to upper secondary teachers in subjects of specialisation, according to actual teacher needs, and a Master's programme in mentoring and other areas of specialism, as necessary.³⁴

While the development of new TECs will necessitate some infrastructure development, including the provision of ICT-based teaching and learning technologies, findings from the infrastructure survey indicate that the needed infrastructure upgrades will be considerably less than what was required at PTEC and BTEC. In the current context of sustainability and environmental awareness, decisions made on infrastructure upgrades will promote a sustainable, low-impact approach. Where existing infrastructure is adequate or can be upgraded with minimal environmental impact, redundant developments will be avoided, in line with a sustainability agenda that is committed to avoiding unnecessary or high-impact construction.

With this commitment to sustainable infrastructure development, the reforms prioritise human resources as the most significant aspect of the upgrades. It is human resources that are key to transformative education and development. The role of infrastructure within the planned reforms is to support the human-centred dimensions, rather than an end in itself.

Strategy 3.2 PTTCs supported to become accredited CPD providers

To meet the anticipated future demand for teachers engaging in CPD and support the expansion of the CPD system, PTTCs that wish to specialise in delivering CPD to primary teachers will be supported to meet the criteria to apply for becoming accredited CPD providers. PTTCs may express interest in providing CPD either in general teacher development or within a specialised area, particularly where this focus corresponds to the profiles of teacher educators within the PTTC.

³⁴ For technical education student teacher (INSET) training, there will be a mix of trainings, pedagogy at NIE and practicum at a designated workshop at university and/or institution. The training curriculum will be revised through Twinning project with the European Union.

Support for PTTCs will include ensuring teacher educators enrol in qualifications upgrade programmes, that TEI leaders are enrolled in leadership training programmes, and that the necessary infrastructure is in place, including ICT infrastructure, to allow delivery of remote and blended CPD. Accreditation as a CPD provider also requires that internal procedures and quality assurance mechanisms are in place.

As CPD providers, PTTCs will be encouraged to identify specialist areas which are needed by teachers in schools within their province or which correspond to the specialisms of their teacher educators. These specialist links connect with Strategic Priority 4, which seeks to foster teacher education specialisations through Centres of Excellence (CoEs).

In addition, TEIs will be capacitated to lead research efforts among teacher educators and with classroom practitioners through a network of expertise with attached schools as a form of CPD to improve teacher education and classroom learning. Through such a joint inquiry, reflective practice, and data-driven discussions, teacher educators and teachers will be supported to innovate their instructional practice and address classroom learning challenges, with an ultimate aim to improve student learning. This way, opportunities will be created for TEIs to offer both high-quality PRESET and CPD programmes through the cultivation of a strong research and development focus in teacher education, establishing TEIs and attached schools as think tanks that drive innovation and inform policy in the teacher education sub-sector.

3.4 Strategic Priority Area 4: Advancement of teacher education specialisations

Beyond professionalising pathways into teaching, selected TEIs will take the next step in becoming Centres of Excellence (CoE) in teacher education research. Fostering teacher education specialisations through the CoEs will promote the positive change and high standards of teaching needed to address the learning deficit in Cambodia.

A CoE is defined as an institution for best practice in research, education and innovation, where the highest standards in a given area of specialism are developed and maintained, research is conducted and reviewed, leadership is provided and training delivered and supported, all at an internationally recognised level. A CoE is expected to drive achievements and raise standards in other organisations, both nationally and, potentially, internationally. Rather than all TECs having the same profile, establishing CoEs which build on the current strengths of particular TEIs is seen as a desirable strategy to ensuring the highest quality in each area. Creating CoEs situated throughout the country would contribute to decentralising teacher education and thereby addressing the geographical inequalities and the shortages and surpluses within teacher deployment.

As teacher educators within TECs develop into research-active Higher Education professionals, they will be expected to conduct, publish, and present research relating to teacher education methods and other related areas and to be able to analyse and understand other researchers' findings, learn from international best practices in teacher education and incorporate this into their own professional practice, where relevant. Teacher educators will be supported to participate in virtual and face-to-face conferences, symposiums and meetings of the national and international education research community and in study tours and exchanges where appropriate to learn from best practice in other contexts and share new ideas and methods. Teacher educators employed in specialised CoEs – such as those for primary teacher education, inclusive education, or ICT for education – will be expected and supported to review and conduct research in that specialist area. This increased research-focus will strengthen national and international institutional relationships, building a culture of wider collaboration.

Strategy 4.1 Mechanisms established to guide the introduction and sustainable development of Centres of Excellence (CoEs)

As a first step towards establishing CoEs to lead on specific focus areas of teacher research, knowledge management, and training, the Terms of Reference (ToR) for a CoE will be drafted and approved. The development of the ToR is an opportunity to clarify the CoE mandate, laying the groundwork for the CoE model to become successfully embedded in the teacher education system. The CoE ToRs will further define standards of excellence, roles, responsibilities, and governance structures.

Each nominated TEI will be evaluated in terms of its readiness to become a CoE with recommendations for next steps. The evaluation will focus on an assessment against the model TEI standards as preparation for their induction as CoEs. The assessments will be conducted in four phases:

- Phase 1: Five TEIs will be assessed, including NIE, PTEC, BTEC, Faculty of Education of the RUPP, and Siem Reap PTTC.
- Phase 2: Four TEIs will be assessed, including the four upcoming TECs (Kampong Cham, Kandal, Prey Veng, and Takeo).
- Phase 3: Two TEIs will be assessed, including PSTTC and Stung Treng RTTC.
- Phase 4: NISE will be assessed against the standards.

Strategy 4.2 CoEs established as specialised institutions for best practice in research, teacher education, and innovation

In line with the overarching priorities of the reforms, the CoEs will address specific challenging areas to reforming teacher education, enabling the improvement of teaching and learning in classrooms across Cambodia through research-driven instructional practices, leveraging the linkage between TEIs and attached schools in a strong research community. The initial analysis suggested that the most important areas for specialisation via the creation of one or more CoEs include: primary teacher education, inclusive and multilingual teacher education and digital/ICT teacher education.

A focus on integrating digital technologies will be significant for all CoEs to help prepare future teachers to navigate and utilise digital platforms effectively. Increasingly, AI-powered tools are being used to enhance teaching and learning; for example, by providing adaptive learning, automated assessments, and real-time analytics to monitor student progress. Equipping teachers with the skills to use AI responsibly and effectively is a first step in ensuring that students will be prepared to thrive in an increasingly digital world. With support from STEPCam Phase II, one TEI will be designated to lead this area as a specialised hub, providing technical support to promote the adoption of digital technologies at TEIs/CoEs.

At present, the current proposed plan is to institutionalise CoEs at the following sites:

- NIE is to become a CoE in pedagogy and educational leadership and management.
- PTEC is to become a CoE in STEM education.
- BTEC is to become a CoE in Early Grade Reading and Mathematics.
- Kandal TEC (upcoming) will be a CoE in ICT for education.
- NISE will become a CoE in inclusive education, training teachers to work with children with disabilities.
- RUPP will be a CoE in teaching and learning of foreign languages.
- Siem Reap PTTC will be a CoE in Early Grade Reading.
- Stung Treng RTTC will be a CoE in multilingual education.
- New Generation Schools will become CoEs in teaching methodology.
- PSTTC is to become a CoE in pre-primary education.
- Kampong Cham TEC (upcoming) will become a CoE for digital technologies.

The selection of the TEIs, timeline and development of CoEs in the current proposed list and other areas of specialism are to be determined following consultation and recommendations from MoEYS leadership.

4. Action Plan

This action plan and initial costings address the infrastructure and human resource needs for the reform rollout, considering all activities necessary to the teacher education reform across the various levels of education, geographical areas, and thematic areas, including those supported by different technical departments of the MoEYS and by development partners.

The action plan (Annex D) follows from the strategic priorities, detailing the necessary programme development, capacity building, and infrastructure required for successful delivery of the new teacher education pathways and TQU programmes. The action plan supposes effective coordination and cooperation between all organisations involved in teacher education. In particular the different activities and work plans of technical departments of the MoEYS and DPs need to be well aligned, to ensure implementation is coordinated and follows aid effectiveness principles.

The Strategic Plan has been designed to align with the ESP 2024-28, and allow the two documents, particularly work plans, to support one another in achieving shared milestones.³⁵ The assumption underlying the Action Plan is that four TECs will be transformed: Kampong Cham and Kandal by 2025 (as per the TPAP matrix) and Prey Veng and Takeo by a date to be determined, likely 2027. The Action Plan is also based on the decision to have the final 12+2 cohort graduate in 2026.

While aligning with the ESP 2024-28 and TPAP 2024-30, the overall Strategic Plan timeline extends to 2030 to establish a framework for planning. The timeline is based on a realistic assessment of the time needed to progressively implement the necessary changes and for the human resource capacity to be progressively developed. This will ensure the various work streams, including projects supported by different partners and organisations, are planned in alignment, in a mutually supportive manner, and that sufficient time is allowed for the necessary individual and institutional human resource development.

Key anticipated milestones in the reform timeline include:

- A national framework for TQU is expected to be developed with UNICEF support and should be available by 2025-2026, with the TQU programmes, on top of the programme implemented by the RUPP through a loan from the World Bank, being implemented soon after.
- Decrees allowing for establishment of the first two new TECs (Kampong Cham and Kandal) will be issued in 2025, with the actual transformation happening over 3-4 years, during which time cohorts of 12+4 students will be admitted and trained. By 2029, the first phase of transformation and ACC accreditation will be complete (based on the experience of founding P/BTEC).
- The development of the two other TECs (Prey Veng and Takeo) will be similarly phased, with decrees issued in 2027 (as per TPAP 2024-30), based on needs and resources, with the full establishment anticipated to require a further 3-4 years.

Action Plan Assumptions

The action plan is based on the ambition of ensuring:

There are sufficient teachers by 2030 to cut the teacher shortage by 50 per cent.

All teachers **newly** recruited into the teaching force hold a Bachelor's degree or equivalent and benefit from good quality teacher education.

In parallel with reforming initial teacher education, teachers currently in post are able to benefit from good quality, relevant CPD and TQU.

³⁵ The exception to this is limited to a select few interventions which have been updated to reflect the RGC and MoEYS' latest policies and guidance.

5. Initial Costing of the Strategic Plan

The implementation of the Strategic Plan will be financed by a combination of national resources and international cooperation, including technical and financial assistance. This includes, but is not limited to, programmes supported by the GPE5 STG and Multiplier, General Education Improvement Project (GEIP), S-TEC, Science and Technology Project in Upper Secondary Education (STEP UP), Project for Capacity Development of ICT Education in Lower Secondary Education in Cambodia, among others, as well as future programmes to be implemented within the 2024-30 timeframe. The MoEYS continues to prioritise ensuring a guaranteed supply of quality of teachers, acknowledging that various funding modalities and qualification pathways will be required to achieve the vision.

The M&E Framework includes the estimated budget required to achieve each objective. This initial costing was prepared based on estimates of the anticipated costs for key activity areas within the Strategic Plan, including infrastructure improvements, Human Resource upgrading, recruitment to increase the supply of qualified teachers, and 12+4 programme delivery via the scholarship model.

Estimates included in the TPAP 2024-30 served as the basis for cited costs involved in the qualification upgrading of teacher educators, TEC infrastructure improvements, and TEI facility upgrades.

Those estimates that include training, consultation, and technical assistance have been calculated based on programme and situational analysis data and reasonable assumptions based on other education activities within Cambodia.

Strategic Priority Area 1: Professionalised pathways into teaching

Strategic Priority Area 1 estimates include the costs for the activities needed to develop, pilot, and evaluate the following new programmes: BA+1 primary programme, BA +1 lower secondary programme, 12+2 and 12+4 pre-primary programmes, and 12+2 and 12+4 programmes for inclusive education. The total estimated cost for these teacher education programmes, including their pilot where relevant, is USD 770,000. This estimate includes the costs of technical assistance, and the capacity building of teacher educators based on the costing under UNESCO STEPCam Phase II.

Additionally, the 12+4 primary programme will be revised at an approximate cost of USD 105,000, including review and consultation workshops as well as ToT training, based on the costing under UNESCO STEPCam Phase 2. The 12+4 for lower secondary teachers programme will be revised, including new majors, and implemented for an estimated cost of USD 793,000, including implementation support costs.

The cost of national TQU framework and programme development is estimated at USD 575,200, including technical assistance, bringing the total cost for Strategic Priority Area 1 to USD 2,243,200.

Strategic Priority Area 2: Increased supply of well-trained teachers

Under Priority Area 2, activities are required to lay the groundwork for the mechanisms needed to achieve an increased supply of qualified teachers. These activities necessitate consultation and training workshops as well as the provision of technical assistance to determine the direction of teacher licensing policies, to ensure that self-funded teacher education programmes can be accommodated, and to allow TEIs to award Bachelor's degrees for successful TQU programme completion. The total estimated cost for these initial activities is USD 180,000, based on comparable programmatic budgets.

Costs of delivering the 12+4/BA+1 programmes have been computed using the most recent data, based on the situational analysis and projections, and with reasonable assumptions. Table 17 below summarises the overall cost of a four-year programme of initial teacher education per student teacher as well as key points for consideration, in comparison with the two-year programme.

Cost comparison: Delivering the 12+4 compared with the 12+2

- Economies of scale increase financial efficiency. However, doubling the duration of training leads to increase in costs of 48 per cent.
- Unit costs of teacher education in 2023 were approximately USD 5,200 per student, including staff costs and overheads. The cost of training one student in a 12+4 programme in 2023 is therefore approximately USD 20,800 for 4 years.
- The monthly scholarship for student teachers in 2024 was increased to 70 per cent of a government teacher's salary, which increases the cost of training a student teacher to USD 5,780 per annum including staff costs and overheads, or USD 23,120 for four years.
- Minimal numbers of additional teacher educators are needed to deliver 12+4 (as per staffing norm) although their qualifications require upgrading and certain subject specialists are needed. If the annual quota for recruiting new teachers remains unchanged, additional teacher educators are only needed in Takeo R/PTTC (6 teacher educators needed) and Stung Treng RTTC (9 teacher educators needed) to implement 12+4.
- The reform may only be affordable by (partially) privatising teacher education.

Table 19. 12+4 cost summary (data for costs provided by the MoEYS)

It is anticipated that implementation of 12+2 and 12+4/BA+1 programmes from 2024-2030 will cost approximately USD 170,486,260 with costs covered both by the RGC as well as through self-funded teaching candidates.³⁶

The TQU programme for primary and lower secondary teachers (to BEd level) is estimated to approximately USD 7,200,000, which will be financed through self-funding. The cost of induction training for teachers is estimated to be USD 53,195,000 based on the cost for developing one 3-credit training course and the anticipated required number of CPD courses.

HR capacity development is key to the quality of the new TECs. The cost of qualifications upgrading of teacher educators is estimated at USD 12.43 million (the total estimated cost is made up of two components: qualification upgrading to MA level estimated at USD 3.19 million, and to PhD level estimated at USD 9.24 million) as per TPAP 3.4.1.1.

Under Priority Area 2, the cost of providing CPD opportunities for teacher educators is estimated at USD 1,449,000, which is calculated based on USD 300 for a 3-credit blended CPD course for 805 teacher educators over six years. The total cost of Priority Area 2 is estimated at USD 244,940,260, to be financed by a variety of funding sources including the RGC budget, partial privatisation, and Development Partner cooperation.

Strategic Priority Area 3: Strengthened institutional capacity of TEIs

The Strategic Plan proposes a sustainable, low-impact approach to infrastructure transformation, which allows a greater focus on "soft" human resource development, rather than infrastructure transformation. Existing infrastructure can be used where functional, while a small number of highly visible high-tech ICT teaching and learning spaces will be established on each site. Such an approach would reduce the risk and/or limit indebtedness.

The TPAP Sub-strategy 3.1. *Expand Teacher Education Colleges* includes an estimated budget of USD 80 million to *Upgrade existing RTTCs to become Teacher Education Colleges (TECs)* and a further USD 13.17 million to *Upgrade physical facilities including library, ICT etc (3.2.1) in TEIs including NISE*.

For the purpose of the Strategic Plan, the costing of infrastructure upgrading is based on the following:

- Sustainable, low-impact model of infrastructure upgrade is estimated at 25 per cent of new-build costs of USD 80 million (as TPAP 3.1.1.3), or USD 5 million per TEC; plus
- Approximately USD 775,000 per institution for upgrading of physical facilities at TEI, based on TPAP 3.2.1 (USD 13.1756 million for 17 institutions).

³⁶ See the M&E Framework and Costing for the breakdown of contributions from the RGC and self-funded mechanisms.

In terms of TEI management staff, the cost of all TEI management participating in CPD over the course of six years is USD 1.944 million (TPAP 2.2.1.1), and the cost of TEI managers completing TEI-Based Management courses is USD 280,000 (TPAP 2.2.1.2).

Based on these figures, expanding the number of TECs by four, upgrading NISE, and strengthening two PTTCs will cost an estimated USD 45,679,000. A further USD 100,000 will be required to support four PTTCs to become accredited CPD providers, bringing the Strategic Priority Area 3 total to USD 45,779,000 over the seven-year timeframe.

Strategic Priority 4: Advancement of teacher education specialisations

Laying the groundwork for the establishment of Centres of Excellence (CoEs) within selected TEIs is estimated to cost approximately USD 70,000 for development of Terms of Reference and the conduct of a readiness assessment.

Each of the ten nominated CoEs will require approximately USD 500,000 to put in place the necessary human resources and student marketing plans as well as to conduct needs-based infrastructure upgrades and research analysis and planning. Each prospective CoE will also undertake the process to obtain CoE status. The total for introducing 10 CoEs will be approximately USD 5,000,000, bring the Strategic Priority 4 expenses to USD 5,070,000.

Total initial costing for the Strategic Plan

Based on these estimates, the total cost of teacher education reforms between 2024-2030 is estimated to be approximately USD 298,032,460: USD 134,006,860 to be financed through the RGC regular budget for the scholarship pre-service teacher training,³⁷ USD 36,179,400 to be financed through the partial privatisation of teacher education, and the rest through DP assistance and the RGC budget. The Strategic Plan advocates for an increased education budget so that the quantity and quality of teachers can be guaranteed.

6. Monitoring and Evaluation of the Strategic Plan

The Monitoring and Evaluation Framework includes appropriate agreed indicators, milestones, and targets for each activity in the Action Plan so that reform implementation can be monitored and, in due course, its impact can be assessed. As much as possible, indicators and targets have been designed to align with those of existing projects and plans – including the relevant sub strategies of the TPAP, sections of GPE 5 STG, and other DP-supported initiatives – to avoid redundancy and mitigate data collection fatigue.

While supporting and drawing on the efforts of the MoEYS Teacher Resource Development Committee (TRDC), which has responsibility for M&E of the TPAP, monitoring and evaluating the Strategic Plan includes the following additional measures:

- It is recommended that a focal person for M&E be appointed from DGTED to take on some of the M&E responsibilities, including coordination with the Teacher Reform Working Groups, described below.
- The HRMIS will be further developed to allow the rapid generation of reports on specific Strategic Plan indicators and progress towards targets, to ensure ongoing real-time monitoring of these.
- In order to ensure that the concerted effort to upgrade qualifications and professional standards actually results in improvements in the quality of professional skills and knowledge and the culture

³⁷ This includes the student teacher scholarship, staff salary, and the Teacher Education Institutions' operational costs.

within TEIs, in addition to the quantitative indicators proposed, M&E mechanisms will be developed and used for evaluating the quality of HR development. These will assess, for example, the impact of CPD on teacher performance and teacher effectiveness, as planned under STEP Cam Phase II. Other mechanisms may include assessing the impact of TQU and CPD on the professional knowledge and performance of teacher educators or the impact of efforts to create a culture of research within TEIs on the quality of outputs from these. Such mechanisms are likely to include interviews, classroom observations and analysis of appraisals, publications, etc.

As per the TPAP, the MoEYS' TRDC, which includes six Teacher Reform Working Groups³⁸, will provide overall oversight and be responsible for directing, monitoring and evaluating the TPAP implementation at the institution /sub-national level, with M&E tools developed by the responsible institutions or departments. The TRDC will report on the progress of initiatives, outputs, and activity indicators, as well as challenges and relevant issues, to allow fine-tuning of processes and incorporation of lessons learned. The TRDC will produce twice-yearly activity monitoring reports, combined with progress reports on TPAP implementation at national and subnational level. The TPAP M&E plan envisages conducting a mid-term review in 2026, a further review in 2028 in conjunction with the ESP endline review and an end-line review in 2030, to coincide with the SDG 2030 review. TPAP conferences will be held every two years following each of these reviews to present the review findings and progress against the TPAP Matrix.

A mid-term evaluation of the Strategic Plan will be conducted in 2026 and a final evaluation and impact assessment following the end of the Strategic Plan reform period in 2030. These will be spearheaded by the TRDC focal persons, including the M&E officer, with technical assistance from DPs as needed, in coordination with the TPAP reviews, capitalising on the data gathered and analysed to avoid overlap or redundancy and to make efficient use of staff time and effort.

A matrix of all objectives, activities and indicators, with associated milestones and targets, for each can be found in Annex E.

³⁸ Six-Teacher Reform Working Groups include: 1). Curriculum and Instruction; 2). Capacity Development and Quality Enhancement 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.

7. Annexes

Annex A: List of documents providing existing data sources

- DoPO. 2023. Teacher Shortage Analysis and Policy Scenarios - Phnom Penh Case Study.
Prepared by Bilal Barakat for the Ministry of Education, Youth and Sport (MoEYS) of Cambodia and KIX-EAP
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- JICA. 2023c. TEC graduate follow-up survey.
- JICA. 2023d. S-TEC project document.
- JICA. 2022a. Needs survey on a new BA+1 for LSS teachers.
- JICA. 2022b. Basic survey to Accelerate Teacher Qualification Upgrade (Preset)E (PRESET)
- JICA. 2019. Teacher education subsector analysis.
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- World Bank Group. 2023b. Cambodia Economic Update. From Recovery to Reform. Special Focus: Accelerating Structural Reforms to boost Productivity and Competitiveness. IBRD-IDA. World Bank East Asia and Pacific.

Annex B: Additional data from the Situational Analysis

Teacher salaries in Cambodia by cadre from 2014-2024

	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	Increase percentage, compared to 2014
Average teacher monthly salaries	211	231	274	327	371	399	423	423	423	455	468	120%
Average Cadre A teacher monthly salaries	253	259	304	360	404	435	460	460	460	492	506	100.2%
Average Cadre B teacher monthly salaries	186	215	257	310	355	383	406	406	406	438	450	141.7%
Average Cadre C teacher monthly salaries	154	189	229	279	321	345	366	366	366	398	408	166.0%

MoEYS' student-teacher ratios (Guidelines on ratios for education staff, N20 v ៤ ០ ៤ ០ ៤ ០ MoEYS, 2018)

Public education institutions	Ratios for students and teachers	
	Class-Teacher ratio	Number of students per class
Pre-primary school	1-1.2	25
Primary school	1-1.5	35-45 (Grades 1-3) 40-50 (Grades 4-6)
Lower secondary school	1-1.833	40-50
Upper secondary school	1-2.062 (Grade 10) 1-2.187 (Grades 11-12)	40-50
TTCs and National Institute of Physical Education and Sport	1-3.1	25
TECs and National Institute for Special Education (NISE)	1-3.2	25
NIE	1-3.2	25
HEIs (undergraduate level)	1-3.2	25
HEIs (postgraduate level)	1-3.4	25

Surplus and shortage of civil servant teachers by province³⁹

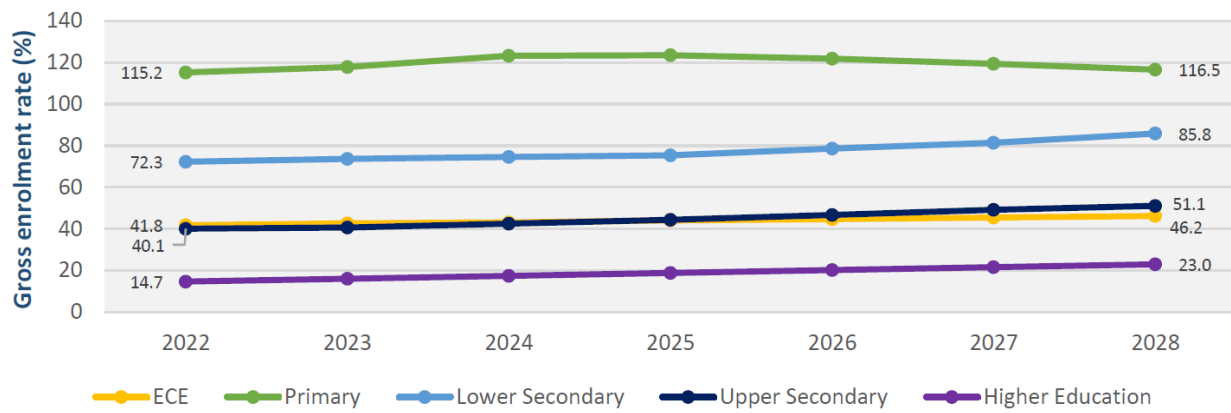
Province	Shortage / surplus Primary	Shortage / surplus Lower Second	Shortage / surplus Upper Second
Phnom Penh	-246	604	408
Kandal	-2,129	173	-171
Kep	1	52	2
Koh Kong	-295	-15	-70
Kratie	-791	73	-93
Kampong Cham	-1,675	-25	-464
Kampong Chhnang	-766	-17	-112
Kampong Thom	-1,285	-242	-221
Kampong Speu	-1,134	-16	-76
Kampot	-690	165	-78
Takeo	-1,076	-302	-323
Tboung Khmum	-1,491	-391	-285
Banteay Meanchey	-1,089	-125	-226
Pailin	-144	102	-27
Battambang	-2,091	-235	-344
Pursat	-1,116	39	-143
Prey Veng	-2,103	-565	-348
Preah Vihear	-537	-52	-124
Preah Sihanouk	-122	63	-23
Ratanakiri	-841	-100	-93
Siem Reap	-2,161	-510	-481
Stung Treng	-572	33	-51
Svay Rieng	-853	-94	-91
Odar Meanchey	-736	-146	-130
Mondulkiri	-151	-26	-45
Total: nation	-24,093	-1,555	-3,609

³⁹ The figures do not include 13,000+ contract teachers currently employed by the RGC, mostly in primary schools.

Projected teacher retirements by level of education: 2024 to 2033 (HMRIS)

Projected retirements (year)	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033
Pre-school	12	19	23	35	88	127	179	80	123	102
Primary	232	300	499	483	1,004	1,214	1,560	1,111	1,731	1,431
Lower secondary	163	368	572	887	1,643	2,037	2,801	2,052	2,743	2,350
Upper secondary	38	58	94	158	248	328	398	328	506	567

Evolution of GER (ESP 2024-28, p133)



Survey of infrastructure of TEIs December 2023

TEI Infrastructure by December 2023																								
N	Aspects	PTEC	BTEC	Kandal RTTC	Kampong Cham RTTC	Prey Veng RTTC	Takeo RTTC	Kandal PTTC	Kampong Cham PTTC	Prey Veng PTTC	Takeo PTTC	Kratie PTTC	Stung Treng PTTC	Preah Vihear PTTC	Kampong Thum PTTC	Siem Reap PTTC	Banteay Meanchey PTTC	Kampong Speu PTTC	Kampong Chhnang	Pursat PTTC	Kampot PTTC	Preah Sihanouk PTTC	Svay Rieng PTTC	PSTTC
1	Total area in hectares	7.3543	6.195	11.6	9.7	10	4.13	15.78	4.8	3.637	3.24	0.4	3.4	1	3.7	14	1.76	0	9	2.8	18.8	3.808	1.3	1.16
2	Number of buildings	15	24	28	26	22	8	12	18	9	20	7	12	6	9	15	7	8	7	9	13	14	12	7
3	Number of functional classrooms	49	64	10	43	30	29	13	26	32	32	3	48	10	16	25	10	8	18	5	12	14	19	10
4	Number of functional admin rooms/offices	4	2	1	1	3	3	2	2	1	7	1	4	0	1	1	0	2	1	1	1	1	2	2
5	Number of rooms for Director	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
6	Number of rooms for Deputy Directors	4	4	1	1	1	1	2	0	1	1	1	0	2	0	1	1	1	0	1	2	2	2	2
7	Number of rooms/offices for teacher educators	7	8	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	2	1
8	Library	1	2	1	1	1	2	1	1	1	2	1	1	1	2	1	1	1	1	2	1	1	2	1
8.1	Printing and photocopy services for students	No	Yes	Yes	Yes	No	Yes	Yes	No	Yes	No	Yes	No	No	Yes	Yes	No	No	Yes	No	Yes	Yes	No	No
8.2	Wi-Fi system	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	No	Yes	Yes	No	Yes	Yes	No	Yes	Yes	No	Yes
8.3	Number of tables (spaces) for students to use for reading and quiet study activities	11	20	18	1296	5	15	4	0	3	35	4	6	0	6	20	4	6	6	16	Yes	7	7	6
9	Laboratory																							
9.1	Number of functional Chemistry laboratory	1	1	1	1	1	1	0	0	0	0	0	0	1	1	0	0	0	0	0	1		0	0
9.1	Number of functional Biology laboratory	1	1	1	1	1	1	0	0	1	1	1	0	0	1	0	0	1	0	0	1		0	0
9.1	Number of functional Physics laboratory	1	0	1	1	1	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0		0	0
9.1	Number of functional Earth Science laboratory	1	0	1	1	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0		0	0
10	Computer rooms																							
10.1	Number of functional computer labs/rooms	4	4	3	4	2	4	2	2	1	1	2	2	1	1	2	1	1	1	1	1	2	30	2
10.2	Number of functional computers	120	85	75	80	76	38	50	26	57	31	50	46	20	28	56	1	0	20	38	50	50	30	42
10.3	Total number of computers available	120	110	123	100	113	58	56	56	69	42	56	46	16	30	56	30	30	30	41	50	55	30	45
11	Number of room for application activities in the Home economy subject	1	1	0	1	0	0	1	1	1		0	1	0	0	1	0	1	1	0	0	0	1	0
12	Number of room for Arts activities	2	2	1	1	1	0	1	1	1	1	0	1	0	1	1	0	0	0	0	0	1	1	1
13	Music room	2	1	1	1	0	1	1	1	1	1	0	1	0	0	0	0	1	1	0	0	2	1	0
14	Dormitory																							
14.1	Number of student teachers staying at male Dormitories	39	44	48 room	1 building,	20	59 (for both male)	10	1	30	21	5 room	150	9	13	36	23	40	12	25	12 room	40	18	0
14.2	Number of student teachers staying at female dormitories	86	100	8 rooms	1 building,	20		30	1	30	47	5 room	150	16	53	100	32	35	12	48	6 rooms	40	5	2
14.3	Number of teachers/teacher educators staying at a dormitory for teacher educators	9	31	0	1 building,	20	4	0	0	20	2	0	0	0	0	0	1	0	0	0	0	3	2	2
15	Meeting and conference halls	3	3	1	2	1	3	1	2	1	2	1	1	1	1	4	0	1	1	1	1	3		2
15.1	Seating capacity	840	600	300	250	200	500	300	200	250	120	100	100	0	300	400	1	60	50	80	50	130	300	150
16	Sports field	Yes	Yes	1	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No
17	Wi-Fi system on campus																							
17.1	Student teachers can use the Wi-Fi system in classrooms smoothly.	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes	No	Yes	Yes	No	No	Yes	No	No	Yes	Yes	No
17.2	Teacher educators can use the Wi-Fi system in classrooms smoothly.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes	No	Yes	Yes	No	No	Yes	No	No	Yes	Yes	Yes
17.3	Management and admin staff can use the Wi-Fi system smoothly.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	No	Yes	Yes	No	No	Yes	No	No	Yes	Yes	Yes
17.4	Wi-Fi system coverage across the campus	80%	90%	50%	30%	75%	71% cover	80	20%	70%	95%	50%			100%	60%		20%	65%	5%		80%		50%
18	No flood on the campus due to heavy rainwater	No	Yes	No	Yes	No	No	Yes	Yes	No	No	Yes	Yes	Yes	No	No	No	Yes	Yes	Yes	No	Yes	Yes	Yes
19	Sufficient supply of electricity to operate all necessary teaching/learning equipment	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

2 0	Sufficient supply of clean water; water pressure is strong enough.	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	11	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
2 1	Number of functional and hygienic kitchens	4	2	0	0	60	0	1	0	0	0	1	0	25	0.75	0	5	1	0	1	2	0	0	1
2 3	Number of self-study hall	1	1	0	0	0	0	30	0	0	120	1	0	0	1	0	0	0	0	0	1	0	0	1
2 3	Number of functional and hygienic toilets/ Bathrooms	140	168	5	120	7	33	10	28	20	47	20	34	11	3	33	30	6	9	2	32	1	6	38
2 4	Number of first aid rooms/sick bays	1	1	0	0	0	0	1	0	0	1	1	1	1	0	0	0	0	0	0	1	0	0	0
2 5	Accessibility slopes	4	6	0	6	2	7	1	3	3	4	2	5	0	3	0	0	0	1	0	1	8	7	2

Annex C: Mapping of DP-supported teacher/teacher educator development projects

TEI	Potential role	Level	DP	Nature of support	Specific activities	Project	Timeline	Budget (USD million)
PSTTC	PRESET + CPD provision	Pre-primary	UNICEF	Soft	Curriculum development and capacity building of teacher educators and teachers	CDPF phase 3	2024-2028	0.73
			WB?	?	?	?	?	?
1. PTEC	PRESET, INSET, CPD provision	Primary + lower secondary	UNICEF	Soft	Curriculum development and capacity building of teacher educators	CDPF phase 3	2024-2028	2.23 (across TEIs)
			UNICEF	Soft	In-service Teacher Qualification Upgrade	CDPF phase 3	2024-2028	1.02
			UNESCO	Soft + hard (potentially)	Initial teacher education + CPD, accreditation, institutional planning, IQA, MEd qualification upgrade, action research, and digital education	STEPCam II	2024-2026	1.93+4.07 (+1.56) (across TEIs working on primary)
			JICA	Soft	Qualification upgrade, capacity development, lesson study, IQA, connecting TEIs to attached schools (Math and science)	S-TEC	2024-2026	3
			USAID	Soft	Curriculum development and capacity building to teacher trainers on early grade reading	IPEA	2021-2026	1.2 (across TEIs)
2. BTEC	PRESET, INSET, CPD provision	Primary + lower secondary	UNICEF	Soft	Curriculum development and capacity building of teacher educators	CDPF phase 3	2024-2028	2.23 (across TEIs)
			UNICEF	Soft	In-service Teacher Qualification Upgrade	CDPF phase 3	2024-2028	1.02
			UNESCO	Soft	Initial teacher education + CPD, accreditation, institutional planning, IQA, MEd qualification upgrade, action research, and digital education	STEPCam II	2024-2026	1.93+4.07 (+1.56) (across TEIs working on primary)
			JICA	Soft	Qualification upgrade, capacity development, lesson study,	S-TEC	2024-2026	?

TEI	Potential role	Level	DP	Nature of support	Specific activities	Project	Timeline	Budget (USD million)
					IQA, connecting TEIs to attached schools (Math and science)			
			USAID	Soft	Curriculum development and capacity building to teacher trainers on early grade reading	IPEA	2021-2026	1.2 (across TEIs)
3. Kandal P/RTTC	PRESET + CPD provision	Primary + lower secondary	UNICEF	Soft	Curriculum development, capacity building of teacher educators, MEd qualification upgrade, strategic plan, operational guidelines	CDPF phase 3	2024-2028	2.23 (across TEIs)
			UNESCO	Soft	Initial teacher education + CPD, accreditation, institutional planning, IQA, MEd qualification upgrade, action research, and digital education	STEPCam II	2024-2026	1.93+4.07 (+1.56) (across TEIs working on primary)
			JICA	Soft	Qualification upgrade, capacity development, lesson study, IQA, connecting TEIs to attached schools (Math and science)	S-TEC	2024-2026	3
			WB	?	?	GEIP?	2022-2028?	?
			KOICA	Soft and hard	48 ICT-focused laboratories, curriculum and textbook development, qualification upgrade to MA in ICT in South Korea, capacity building of MoEYS staff, ICT teachers and school directors and scholarship for student teachers	ICT Capacity Building of Lower Secondary Education in Cambodia	2021-2026	7 (across the four RTTCs and attached schools)
				Soft and hard	For transformation of Kandal TEC into a CoE in ICT for education	Upcoming	Upcoming	10
			USAID	Soft	Curriculum development and capacity building to teacher trainers on early grade reading (PTTC only)	IPEA	2021-2026	1.2 (across TEIs)
4. Kampong Cham P/RTTC	PRESET + CPD provision	Primary + lower secondary	UNICEF	Soft	Curriculum development, capacity building of teacher educators, MEd qualification upgrade, strategic plan, operational guidelines	CDPF phase 3	2024-2028	2.23 (across TEIs)
			UNESCO	Soft	Initial teacher education + CPD, accreditation, institutional planning,	STEPCam II	2024-2026	1.93+4.07 (+1.56)

TEI	Potential role	Level	DP	Nature of support	Specific activities	Project	Timeline	Budget (USD million)
					IQA, MEd qualification upgrade, action research, and digital education			(across TEIs working on primary)
			JICA	Soft	Qualification upgrade, capacity development, lesson study, IQA, connecting TEIs to attached schools (Math and science)	S-TEC	2024-2026	3 (across TEIs/TECs)
			WB	?	?	GEIP?	2022-2028?	?
			KOICA	Soft and hard	48 ICT-focused laboratories, curriculum and textbook development, qualification upgrade to MA in ICT in South Korea, capacity building of MoEYS staff, ICT teachers and school directors and scholarship for student teachers	ICT Capacity Building of Lower Secondary Education in Cambodia	2021-2026	7 (across the four RTTCs and attached schools)
			USAID	Soft	Curriculum development and capacity building to teacher trainers on early grade reading (PTTC only)	IPEA	2021-2026	1.2 (across TEIs)
5. Prey Veng P/RTTC	PRESET + CPD provision	Primary + lower secondary	UNICEF	Soft	Curriculum development, capacity building of teacher educators, MEd qualification upgrade, strategic plan, operational guidelines	CDPF phase 3	2024-2028	2.23 (across TEIs)
			UNESCO	Soft	Initial teacher education + CPD, accreditation, institutional planning, IQA, MEd qualification upgrade, action research, and digital education	STEPCam II	2024-2026	1.93+4.07 (+1.56) (across TEIs working on primary)
			JICA	Soft	Qualification upgrade, capacity development, lesson study, IQA, connecting TEIs to attached schools (Math and science)?	S-TEC	2024-2026	3 (across TEIs/TECs)
			WB	?	?	GEIP?	2022-2028?	?
			KOICA	Soft and hard	48 ICT-focused laboratories, curriculum and textbook development, qualification upgrade to MA in ICT in South Korea, capacity	ICT Capacity Building of Lower Secondary Education in Cambodia	2021-2026	7 (across the four RTTCs and attached schools)

TEI	Potential role	Level	DP	Nature of support	Specific activities	Project	Timeline	Budget (USD million)
					building of MoEYS staff, ICT teachers and school directors and scholarship for student teachers			
			USAID	Soft	Curriculum development and capacity building to teacher trainers on early grade reading (PTTC only)	IPEA	2021-2026	1.2 (across TEIs)
6. Takeo P/RTTC	PRESET + CPD provision	Primary + lower secondary	UNICEF	Soft	Curriculum development, capacity building of teacher educators, MEd qualification upgrade, strategic plan, operational guidelines	CDPF phase 3	2024-2028	2.23 (across TEIs)
			UNESCO	Soft	Initial teacher education + CPD, accreditation, institutional planning, IQA, MEd qualification upgrade, action research, and digital education	STEPCam II	2024-2026	1.93+4.07 (+1.56) (across TEIs working on primary)
			JICA	Soft	Qualification upgrade, capacity development, lesson study, IQA, connecting TEIs to attached schools (Math and science)?	S-TEC	2024-2026	3 (across TEIs/TECs)
			WB?	?	?	GEIP?	2022-2028?	?
			KOICA	Soft and hard	48 ICT-focused laboratories, curriculum and textbook development, qualification upgrade to MA in ICT in South Korea, capacity building of MoEYS staff, ICT teachers and school directors and scholarship for student teachers	ICT Capacity Building of Lower Secondary Education in Cambodia	2021-2026	7 (across the four RTTCs and attached schools)
			USAID	Soft	Curriculum development and capacity building to teacher trainers on early grade reading (PTTC only)	IPEA	2021-2026	1.2 (across TEIs)
7. Siem Reap PTTC	PRESET + CPD provision	Primary	UNESCO	Soft	Initial teacher education + CPD, accreditation, institutional planning, IQA, MEd qualification upgrade, action research, and digital education	STEPCam II	2024-2026	1.93+4.07 (+1.56) (across TEIs working on primary)

TEI	Potential role	Level	DP	Nature of support	Specific activities	Project	Timeline	Budget (USD million)
			USAID	Soft	Curriculum development and capacity building to teacher trainers on early grade reading	IPEA	2021-2026	1.2 (across TEIs)
8. Stung Treng RTTC	PRESET + CPD provision	Primary	UNESCO	Soft	Initial teacher education + CPD, accreditation, institutional planning, IQA, MEd qualification upgrade, action research, and digital education	STEPCam II	2024-2026	1.93+4.07 (+1.56) (across TEIs working on primary)
			UNICEF	Soft	Curriculum development and capacity building of teacher educators.	CDPF phase 3	2024-2028	0.07
			USAID	Soft	Curriculum development and capacity building to teacher trainers on early grade reading	IPEA	2021-2026	1.2 (across TEIs)
Other PTTCs	CPD provision	Primary	UNESCO	Soft + hard (potentially)	Initial teacher education + CPD, accreditation, institutional planning, IQA, MEd qualification upgrade, action research, and digital education	STEPCam II	2024-2026	1.93+4.07 (+1.56) (across TEIs working on primary)
			USAID	Soft	Curriculum development and capacity building to teacher trainers on early grade reading	IPEA	2021-2026	1.2 (across TEIs)
NIE	PRESET + CPD provision	Upper-secondary	ADB	Hard	?	USESDP-II STeP Up	?	? ?
RUPP (INSET/CPD only for now)	CPD provision	All	WB	Soft	Qualification upgrade ...	SEIP GEIP	? ?	? ?

Annex D: Action Plan

						2024	2025	2026	2027	2028	2029	2030															
STRATEGIC PRIORITY AREA 1: Professionalised pathways into teaching																											
STRATEGY 1.1 New initial teacher education programmes developed to provide multiple pathways into the teaching profession																											
OBJECTIVES	ACTIVITIES	END TARGET	RESPONSIBLE ENTITIES	START	END	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4		
1.1.1 BA+1 primary programme developed and piloted	1.1.1.1 Develop the BA+1 primary programme	Programme developed	DGTEd; TEIs	Q4 2024	Q3 2025																						
	1.1.1.2 Conduct a pilot of the BA+1 primary programme	Programme piloted		Q4 2025	Q3 2026																						
	1.1.1.3 Evaluate the BA+1 primary pilot	Pilot evaluated		Q4 2026	Q1 2027																						
1.1.2 BA+1 lower secondary programme developed and piloted	1.1.2.1 Develop the BA+1 lower secondary programme	Programme developed			Q4 2023	Q2 2024																					
	1.1.2.2 Conduct a pilot of the BA+1 lower secondary programme	Programme piloted			Q3 2024	Q2 2025																					
	1.1.2.3 Evaluate the BA+1 lower secondary pilot	Pilot evaluated			Q3 2025	Q4 2025																					
1.1.3 12+2 programme for inclusive education developed and piloted	1.1.3.1 Develop the 12+2 inclusive education programme	Programme developed			Q1 2024	Q2 2025																					
	1.1.3.2 Conduct a pilot of the 12+2 inclusive education programme	Programme piloted			Q4 2024	Q3 2026																					
	1.1.3.3 Evaluate the 12+2 inclusive education programme	Pilot evaluated			Q4 2025	Q1 2027																					
1.1.4 12+4 programme for inclusive education developed and piloted	1.1.4.1 Develop the 12+4 inclusive education programme	Programme developed			Q1 2027	Q3 2027																					
	1.1.4.2 Conduct a pilot of the 12+4 inclusive education programme	Programme piloted			Q4 2027	Q3 2028																					
	1.1.4.3 Evaluate the 12+4 inclusive education programme	Pilot evaluated			Q4 2031	Q1 2032																					
1.1.5 Credit-based 12+2 pre-primary programme developed and implemented	1.1.5.1 Develop the credit-based 12+2 pre-primary programme	Programme developed			Q1 2025	Q4 2025																					
	1.1.5.2 Implement the credit-based 12+2 pre-primary programme	Programme piloted			Q4 2025	Q3 2026																					
1.1.6 12+4 pre-primary programme developed and piloted	1.1.6.1 Develop the 12+4 pre-primary programme	Programme developed			Q1 2027	Q3 2027																					
	1.1.6.2 Conduct a pilot of the 12+4 pre-primary programme	Programme piloted			Q4 2027	Q3 2031																					
	1.1.6.3 Evaluate the 12+4 pre-primary pilot	Pilot evaluated			Q4 2031	Q1 2032																					
1.1.7 12+4 programme for primary teachers revised	1.1.7.1 Review the 12+4 primary curriculum	Curriculum reviewed			Q3 2024	Q4 2024																					
	1.1.7.2 Revise/update the 12+4 primary curriculum	Curriculum revised			Q1 2025	Q2 2025																					
1.1.8 12+4 programme for lower secondary teachers revised including new majors and implemented	1.1.8.1 Review the 12+4 lower secondary programme curriculum	Curriculum reviewed			Q1 2025	Q1 2025																					
	1.1.8.2 Revise/update the 12+4 lower secondary curriculum	Curriculum revised			Q2 2025	Q2 2025																					
STRATEGY 1.2 Teacher qualifications raised in line with national professional standards through development of the TQU programme																											
OBJECTIVES	ACTIVITIES	END TARGET		RESPONSIBLE ENTITIES	START	END	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
1.2.1 National TQU framework and programmes developed	1.2.1.1 Develop the national TQU Framework	Framework developed		DGTEd; TEIs	Q4 2024	Q3 2025																					
	1.2.1.2 Approve the TQU programme as a recognized pathway to earning a Bachelors degree	TQU approved			Q4 2025	Q4 2025																					
	1.2.1.3 Develop the TQU programmes	Programme approved			Q4 2025	Q3 2026																					

STRATEGIC PRIORITY AREA 2: Increased supply of well-trained teachers and teacher educators																						
STRATEGY 2.1 New mechanisms introduced to facilitate an adequate supply of qualified teachers																						
OBJECTIVES	ACTIVITIES	END TARGET	RESPONSIBLE ENTITIES	START	END	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
2.1.1 Teacher licensing policies and processes established	2.1.1.1 Develop a research-based options paper to guide decisions on teacher licensing	Options paper published	MoEYS	Q4 2024	Q4 2024																	
	2.1.1.2 Establish a Teacher Standards Board to oversee teacher licensing, standards, and performance of educators	Teacher Standards Board established		Q1 2025	Q1 2025																	
	2.1.1.3 Issue a decree to establish teacher licensing policies and mechanisms	Decree issued		Q2 2025	Q2 2025																	
2.1.2 System developed to accommodate the delivery of self-funded teacher education programmes	2.1.2.1 Issue a decree to allow for TEIs to enrol self-funded candidates	Decree issued		Q2 2025	Q2 2025																	
	2.1.2.2 Support TEIs administrative/financial systems to accommodate self-funded programmes	Administrative/financial systems updated		Q2 2025	Q4 2025																	
2.1.3 Mechanisms in place to allow TEIs to award Bachelor's degrees for successful TQU programme completion	2.1.3.1 Establish credit transfer agreements with relevant TEIs	Credit transfer agreements in place		Q2 2025	Q4 2025																	
	2.1.3.2 Upgrade administrative and learning management systems so TEIs can confirm learning achievement prior to awarding the degree	Admin systems and LMS upgraded	Q2 2025	Q4 2025																		
	2.1.3.3 Train TEI staff to implement the credit transfer of prior learning, including those of 12+2	200 TEI staff trained	Q4 2025	Q2 2026																		
STRATEGY 2.2 Civil service teachers recruited and trained through the 12+4/BA+1 programmes to be able to provide quality education for learners in Cambodia																						
OBJECTIVES	ACTIVITIES	END TARGET	RESPONSIBLE ENTITIES	START	END	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
2.2.1 12+2 pre-school cohort selected and trained	2.2.1.1 Deliver the 12+2 pre-primary programme	1,592	DGTEd; TEIs	Q3 2025	Q4 2030																	
2.2.2 12+2 primary cohort selected and trained	2.2.2.1 Deliver the 12+2 primary programme with the last 12+2 cohort graduating in 2026	1,047		Q4 2024	Q3 2026																	
2.2.3 12+2 lower secondary cohort selected and trained	2.2.3.1 Deliver the 12+2 lower secondary programme with the last 12+2 LS cohort graduating in 2026	338		Q3 2024	Q2 2026																	
2.2.4 12+4 pre-primary cohort selected and trained	2.2.4.1 Deliver the 12+4 pre-primary programme for scholarship candidates	0		Q4 2027	Q4 2030																	
	2.2.4.2 Deliver the 12+4 pre-primary programme for self-funded candidates	0		Q4 2027	Q4 2030																	
2.2.5 12+4 primary cohort selected and trained	2.2.5.1 Deliver the 12+4 primary programme for scholarship candidates	2,600		Q4 2018	Q4 2030																	
	2.2.5.2 Deliver the 12+4 primary programme for self-funded candidates	9,000		Q4 2025	Q4 2030																	
2.2.6 12+4 lower secondary cohort selected and trained	2.2.6.1 Deliver the 12+4 lower secondary programme for scholarship candidates	689		Q4 2018	Q4 2030																	
	2.2.6.2 Deliver the 12+4 lower secondary programme for self-funded candidates	4,000		Q4 2025	Q4 2030																	
2.2.7 BA+1 primary cohort selected and trained	2.2.7.1 Deliver the BA+1 primary programme for scholarship candidates	3,100		Q4 2025	Q4 2030																	
	2.2.7.2 Deliver the BA+1 primary programme for self-funded candidates	5,337	Q4 2025	Q4 2030																		
2.2.8 BA+1 lower secondary cohort selected and trained	2.2.8.1 Deliver the BA+1 lower secondary programme for scholarship candidates	1,027	Q3 2024	Q4 2030																		
	2.2.8.2 Deliver the BA+1 lower secondary programme for self-funded candidates	2,964	Q4 2025	Q4 2030																		
STRATEGY 2.3 Teachers provided with TQU opportunities and induction training to strengthen teaching competencies																						
OBJECTIVES	ACTIVITIES	END TARGET	RESPONSIBLE ENTITIES	START	END	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
2.3.1 TQU for primary teachers implemented (to BEd level)	2.3.1.1 Implement the self-funded TQU programme for primary teachers	4,000 teachers between 2024-2030	RTTCS, PTTCs, PTEC, BTEC, DGTEd	Q4 2025	Q4 2030																	
2.3.2 TQU for lower secondary contract teachers implemented (to BEd level)	2.3.2.1 Implement the self-funded TQU programme for lower secondary teachers	2,000 teachers between 2024-2030		Q4 2025	Q3 2027																	
2.3.3 Induction training conducted for teachers	2.3.3.1 Develop the induction training packages for teachers	Training package developed	DGTEd; TEIs	Q3 2025	Q4 2025																	
	2.3.3.2 Deliver the induction trainings for teachers	15,000		RTTCS, PTTCs, PTEC, BTEC, DGTEd	Q1 2026	Q4 2030																
STRATEGY 2.4 Teacher educators' competencies and qualifications raised through TQU programmes and CPD to better deliver quality teacher education																						
OBJECTIVES	ACTIVITIES	END TARGET	RESPONSIBLE ENTITIES	START	END	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
2.4.1 Teacher educators engaged in TQU to achieve higher qualifications	2.4.1.1 Implement the TQU programme for teacher educators	PS TTC: 100%; PTTCs: 100%; NISE: 30% teacher educators with MA qualification	RTTCS, PTTCs, PTEC, BTEC, DGTEd	Q4 2024	Q4 2030																	
2.4.2 Teacher educators participate regularly in CPD	2.4.2.1 Implement credit-based CPD opportunities for teacher educators	100% participating teacher educators with 90% earning credits		Q4 2024	Q4 2030																	

STRATEGIC PRIORITY AREA 3: Strengthened institutional capacity of TEIs																																	
STRATEGY 3.1 Selected TEIs capacitated to deliver new initial teacher education pathways, including the 12+4/BA+1 programmes																																	
OBJECTIVES	ACTIVITIES	END TARGET	RESPONSIBLE ENTITIES	START	END	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4				
3.1.1 Kampong Cham TEC established through the phased approach model	3.1.1.1 Issue a decree to establish Kampong Cham TEC	Decree issued	RTTCs, PTTCs, PTEC, BTEC, DGTED, ACC	Q2 2025	Q2 2025																												
	3.1.1.2 Develop a five-year institutional strategic plan	Strategic plan developed		Q3 2025	Q4 2025																												
	3.1.1.3 Pilot and implement the phased approach model at Kampong Cham TEC	Phased approach model piloted and evaluated		Q2 2025	Q4 2030																												
	3.1.1.4 Assess existing infrastructure	Infrastructure assessment completed		Q3 2025	Q3 2025																												
	3.1.1.5 Plan for needs-based infrastructure procurement and renovations	Infrastructure upgrade plan developed		Q3 2025	Q4 2025																												
	3.1.1.6 Complete needs-based infrastructure upgrades	Upgrades completed		Q4 2025	Q2 2029																												
	3.1.1.7 Assess teacher educator needs and recruit new ones as needed	Teacher educators recruited		Q1 2025	Q4 2026																												
	3.1.1.8 Train leadership in preparation for the new programmes and operational models	100% of management staff participating in trainings		Q1 2025	Q4 2030																												
	3.1.1.9 Establish IQA and quality control processes	IQA mechanisms in place		Q3 2025	Q4 2027																												
	3.1.1.10 Undertake process for ACC accreditation as an HEI	HEI status achieved in 2029		Q1 2029	Q2 2029																												
3.1.2 Kandal TEC established	3.1.2.1 Issue a decree to establish Kandal TEC	Decree issued	RTTCs, PTTCs, PTEC, BTEC, DGTED, ACC	Q2 2025	Q2 2025																												
	3.1.2.2 Develop a five-year institutional strategic plan	Strategic plan developed		Q3 2025	Q4 2025																												
	3.1.2.3 Assess existing infrastructure	Infrastructure assessment completed		Q3 2025	Q3 2025																												
	3.1.2.4 Plan for needs-based infrastructure procurement and renovations	Infrastructure upgrade plan developed		Q3 2025	Q4 2025																												
	3.1.2.5 Complete needs-based infrastructure upgrades	Upgrades completed		Q4 2025	Q4 2027																												
	3.1.2.6 Assess teacher educator needs and recruit new ones as needed	Teacher educators recruited		Q1 2025	Q4 2026																												
	3.1.2.7 Train leadership in preparation for the new programmes and operational models	100% of management staff participating in trainings		Q1 2025	Q4 2030																												
	3.1.2.8 Establish IQA and quality control processes	IQA mechanisms in place		Q3 2025	Q4 2027																												
	3.1.2.9 Undertake process for ACC accreditation as an HEI	HEI status achieved in 2029		Q1 2029	Q2 2029																												
3.1.3 Siem Reap PTTC meeting criteria to deliver the 12+4 programme for primary teachers	3.1.3.1 Develop a five-year institutional strategic plan	Strategic plan developed	RTTCs, PTTCs, PTEC, BTEC, DGTED	Q1 2025	Q2 2025																												
	3.1.3.2 Assess existing infrastructure	Infrastructure assessment completed		Q2 2025	Q2 2025																												
	3.1.3.3 Plan for needs-based infrastructure procurement and renovations	Infrastructure upgrade plan developed		Q3 2025	Q4 2025																												
	3.1.3.4 Complete needs-based infrastructure upgrades	Upgrades completed		Q1 2026	Q4 2027																												
	3.1.3.5 Recruit/assess teacher educators	PTTC adequately staffed		Q3 2025	Q4 2025																												
	3.1.3.6 Assess teacher educator needs and recruit new ones as needed	Teacher educators recruited		Q1 2025	Q4 2026																												
	3.1.3.7 Train leadership in preparation for the new programmes	100% of management staff participating in trainings		Q1 2025	Q4 2030																												
	3.1.3.8 Mechanisms in place for degrees earned at Siem Reap PTTC to be awarded by a partner TEC	Degree conferring mechanisms in place		Q1 2027	Q4 2027																												

Strategy 3.2 PTTCs supported to become accredited CPD providers																						
OBJECTIVES	ACTIVITIES	END TARGET (2030)	RESPONSIBLE ENTITIES	START	END	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
3.2.1 PTTCs supported in CPD provider accreditation processes	3.2.1.1 Develop a plan to complete the CPD provider accreditation application	Plan completed	PTTCs, DGTED, DPs, CPDMO	Q1 2025	Q4 2025																	
	3.2.1.2 Establish internal quality assurance processes	IQA processes developed		Q3 2025	Q4 2028																	
	3.2.1.3 Develop the TQU/CPD plan for teacher educators to prepare them to facilitate CPD	Plan developed		Q1 2025	Q4 2025																	
	3.2.1.4 Develop a CPD management plan for PTTC leadership	Plan developed		Q1 2025	Q4 2025																	
	3.2.1.5 Submit an application for accreditation as a CPD provider	4 PTTCs accredited as CPD providers	DGTED, PTTCs	Q1 2025	Q4 2030																	
STRATEGIC PRIORITY AREA 4: Advancement of teacher education specialisations																						
STRATEGY 4.1 Mechanisms established to guide the introduction and sustainable development of Centres of Excellence (CoEs)																						
OBJECTIVES	ACTIVITIES	END TARGET (2030)	RESPONSIBLE ENTITIES	START	END	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
4.1.1 Terms of Reference for CoEs developed	4.1.1.1 Develop ToRs for the CoEs that define attributes of excellence, roles, responsibilities, and governance structures	CoE ToRs published	MoEYS, DGTED	Q2 2025	Q3 2025																	
4.1.2 TEI readiness assessment conducted	4.1.2.1 Evaluate each nominated TEI's readiness to become a CoE with recommendations for next steps	CoE readiness reports developed		Q3 2025	Q4 2028																	
STRATEGY 4.2 CoEs established as specialised institutions for best practice in research, teacher education, and innovation																						
OBJECTIVES	ACTIVITIES	END TARGET	RESPONSIBLE ENTITIES	START	END	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
4.2.1 NIE becomes a CoE in pedagogy and educational leadership and management	4.2.1.1 Conduct HR analytics on specialist needs and develop specialist recruitment plan	HR plan developed	NIE, DGTED, DPs	Q1 2026	Q2 2026																	
	4.2.1.2 Implement HR recruitment plan	HR plan implemented		Q3 2026	Q4 2030																	
	4.2.1.3 Assess infrastructure and equipment needs and develop plan	Infrastructure upgrade plan developed		Q1 2026	Q2 2026																	
	4.2.1.4 Implement needs-based infrastructure plan	Infrastructure upgrade plan implemented		Q3 2026	Q2 2028																	
	4.2.1.5 Conduct analysis of research outputs and develop plan	Research plan developed		Q2 2026	Q3 2026																	
	4.2.1.6 Implement NIE CoE pedagogy and educational leadership and management research plan	Research plan implemented		Q4 2026	Q4 2030																	
	4.2.1.7 Develop student recruitment and marketing plan	Student recruitment and marketing plan developed		Q1 2026	Q2 2026																	
	4.2.1.8 Implement student recruitment and marketing plan	Student recruitment and marketing plan implemented		Q3 2026	Q4 2030																	
	4.2.1.9 Undertake process for assessment as a CoE	CoE status obtained		Q1 2027	Q2 2027																	
4.2.2 PTEC becomes a CoE in STEM education	4.2.2.1 Conduct HR analytics on specialist needs and develop specialist recruitment plan	HR plan developed	PTEC, DGTED, DPs	Q1 2026	Q2 2026																	
	4.2.2.2 Implement HR recruitment plan	HR plan implemented		Q3 2026	Q4 2030																	
	4.2.2.3 Assess infrastructure and equipment needs and develop plan	Infrastructure upgrade plan developed		Q1 2026	Q2 2026																	
	4.2.2.4 Implement needs-based infrastructure plan	Infrastructure upgrade plan implemented		Q3 2026	Q4 2026																	
	4.2.2.5 Conduct analysis of research outputs and develop plan	Research plan developed		Q2 2026	Q3 2026																	
	4.2.2.6 Implement PTEC STEM research plan	Research plan implemented		Q4 2026	Q4 2030																	
	4.2.2.7 Develop student recruitment and marketing plan	Student recruitment and marketing plan developed		Q2 2026	Q3 2026																	
	4.2.2.8 Implement student recruitment and marketing plan	Student recruitment and marketing plan implemented		Q4 2026	Q4 2030																	
	4.2.2.9 Undertake process for assessment as a CoE	CoE status obtained		Q1 2027	Q2 2027																	

Annex E: Monitoring and Evaluation Framework

Objectives	Activities	Indicators	Baseline	Target 2024	Target 2025	Target 2026	Target 2027	Target 2028	Target 2029	Target 2030	Frequency of measurement	Responsible entity	Methods/tools/ means of	Approx. Cost in USD (see Notes on Costing Sheet)
STRATEGIC PRIORITY AREA 1: Professionalised pathways into teaching														
STRATEGY 1.1 New initial teacher education programmes developed to provide multiple pathways into the teaching profession														
1.1.1 BA+1 primary programme developed and piloted	1.1.1.1 Develop the BA+1 primary programme	Programme developed	0	-	Programme developed	-	-	-	-	-	Endline	DGTED; TEIs	Programme documentation	124,000
	1.1.1.2 Conduct a pilot of the BA+1 primary programme	Pilot conducted	0	-	Pilot conducted	Programme implemented	Programme implemented	Programme implemented	Programme implemented	Programme implemented	Endline	DGTED; TEIs	Programme documentation	
	1.1.1.3 Evaluate the BA+1 primary pilot	Pilot evaluated	0	-	-	Pilot evaluated	-	-	-	-	Endline	DGTED; TEIs	Programme documentation	
1.1.2 BA+1 lower secondary programme developed and piloted	1.1.2.1 Develop the BA+1 lower secondary programme	Programme developed	Programme developed	-	-	-	-	-	-	-	Endline	DGTED; TEIs	Programme documentation	126,000
	1.1.2.2 Conduct a pilot of the BA+1 lower secondary programme	Pilot conducted	0	Pilot conducted	Programme implemented	Programme implemented	Programme implemented	Programme implemented	Programme implemented	Programme implemented	Endline	DGTED; TEIs	Programme documentation	
	1.1.2.3 Evaluate the BA+1 lower secondary pilot	Pilot evaluated	0	-	Pilot evaluated	-	-	-	-	-	Endline	DGTED; TEIs	Programme documentation	
1.1.3 12+2 programme for inclusive education developed and piloted	1.1.3.1 Develop the 12+2 inclusive education programme	Programme developed	0	-	Programme developed	-	-	-	-	-	Endline	DGTED; TEIs	Programme documentation	80,000
	1.1.3.2 Conduct a pilot of the 12+2 inclusive education programme	Pilot conducted	0	-	-	Pilot conducted	-	-	-	-	Endline	DGTED; TEIs	Programme documentation	
	1.1.3.3 Evaluate the 12+2 inclusive education programme	Pilot evaluated	0	-	-	-	Pilot evaluated	-	-	-	Endline	DGTED; TEIs	Programme documentation	
1.1.4 12+4 programme for inclusive education developed and piloted	1.1.4.1 Develop the 12+4 inclusive education programme	Programme developed	0	-	-	-	Programme developed	-	-	-	Endline	DGTED; TEIs	Programme documentation	124,000
	1.1.4.2 Conduct a pilot of the 12+4 inclusive education programme	Pilot conducted	0	-	-	-	-	Pilot conducted	-	-	Endline	DGTED; TEIs	Programme documentation	
	1.1.4.3 Evaluate the 12+4 inclusive education programme	Pilot evaluated	0	-	-	-	-	-	-	n/a (Pilot evaluated in 2032)	Endline	DGTED; TEIs	Programme documentation	
1.1.5 Credit-based 12+2 pre-primary programme developed and implemented	1.1.5.1 Develop the credit-based 12+2 pre-primary programme				Programme developed							DGTED; TEIs	Programme documentation	192,000
	1.1.5.2 Implement the credit-based 12+2 pre-primary programme					Programme implemented						DGTED; TEIs	Programme documentation	
1.1.6 12+4 pre-primary programme developed and piloted	1.1.6.1 Develop the 12+4 pre-primary programme	Programme developed	0				Programme developed				Endline	DGTED; TEIs	Programme documentation	124,000
	1.1.6.2 Conduct a pilot of the 12+4 pre-primary programme	Pilot conducted	0					Pilot conducted	Pilot conducted	Pilot conducted	Endline	DGTED; TEIs	Programme documentation	
	1.1.6.3 Evaluate the 12+4 pre-primary pilot	Pilot evaluated	0								Endline	DGTED; TEIs	Programme documentation	
1.1.7 12+4 programme for primary teachers revised	1.1.7.1 Review the 12+4 primary curriculum	Curriculum reviewed	0	Curriculum reviewed		-	-	-	-	-	Endline	DGTED; TEIs	Programme documentation	105,000
	1.1.7.2 Revise/update the 12+4 primary curriculum	Curriculum revised	0	-	Curriculum revised						Endline	DGTED; TEIs	Programme documentation	
1.1.8 12+4 programme for lower secondary teachers revised including new majors and implemented	1.1.8.1 Review the 12+4 lower secondary programme curriculum	Curriculum reviewed	0	-	Curriculum reviewed						Endline	DGTED; TEIs	Programme documentation	793,000
	1.1.8.2 Revise/update the 12+4 lower secondary curriculum	Curriculum revised	0	-	Curriculum revised						Endline	DGTED; TEIs	Programme documentation	
Strategy 1.1 subtotal														1,668,000
STRATEGY 1.2 Teacher qualifications raised in line with national professional standards through development of the TQU programme														
1.2.1 National TQU framework and programmes developed	1.2.1.1 Develop the national TQU Framework	TQU framework developed	0	-	Framework developed and approved	-	-	-	-	-	Midterm, Endline	DGTED; TEIs	Programme documentation	575,200
	1.2.1.2 Approve the TQU programme as a recognized pathway to earning a Bachelors degree	TQU approved	0	-	TQU approved						Midterm		MoEYS records	
	1.2.1.3 Develop the TQU programmes	Programme developed	0	-	-	Programmes developed	-	-	-	-	Endline	DGTED; TEIs	Programme documentation	
Strategy 1.2 subtotal														575,200
STRATEGIC PRIORITY AREA 1 TOTAL														2,243,200

STRATEGIC PRIORITY AREA 2: Increased supply of well-trained teachers and teacher educators															
STRATEGY 2.1 New mechanisms introduced to facilitate an adequate supply of qualified teachers															
2.1.1 Teacher licensing policies and processes established	2.1.1.1 Develop a research-based options paper to guide decisions on teacher licensing	Options paper published	0		Options paper published	-	-	-	-	-	-	Midterm	MoEYS	Options paper	60,000
	2.1.1.2 Establish a Teacher Standards Board to oversee teacher licensing	Teacher Standards Board established	0	-	Teacher Standards Board established	-	-	-	-	-	-	Midterm, Endline	MoEYS	Board documentation	
	2.1.1.3 Issue a decree to establish teacher licensing policies and mechanisms	Decree issued	0	-	Decree issued	-	-	-	-	-	-	Midterm	MoEYS	MoEYS records	
2.1.2 System developed to accommodate the delivery of self-funded teacher education programmes	2.1.2.1 Issue a decree to allow for TEIs to enrol self-funded candidates	Decree issued	0	-	Decree issued	-	-	-	-	-	-	Midterm	MoEYS	MoEYS records	65,000
	2.1.2.2 Support TEIs administrative/financial systems to accommodate self-funded programmes	Administrative/financial systems updated	0	-	Admin and finance systems upgraded	-	-	-	-	-	-	Midterm, Endline	MoEYS	TEI records	
2.1.3 Mechanisms in place to allow TEIs to award Bachelors degrees for successful TQU programme completion	2.1.3.1 Establish credit transfer agreements with relevant TEIs	Credit transfer agreements in place	0	-	Credit transfer agreements in place	-	-	-	-	-	-	Midterm, Endline	MoEYS	Credit transfer agreement documentation	55,000
	2.1.3.2 Upgrade administrative and learning management systems so TEIs can confirm learning achievement prior to awarding the degree	Admin systems and LMS upgraded	0	-	Admin systems and LMS upgraded	-	-	-	-	-	-	Midterm, Endline	MoEYS	Admin systems and LMS records	
	2.1.3.3 Train TEI staff to implement the credit transfer of prior learning, including those of 12+2	# of TEI staff trained	0	-		100	100	-	-	-	-	Midterm	MoEYS	Training records	
Strategy 2.1 subtotal														180,000	
STRATEGY 2.2 Civil service teachers recruited and trained through the 12+4/BA+1 programmes to be able to provide quality education for learners in Cambodia															
2.2.1 12+2 pre-school cohort selected and trained	2.2.1.1 Deliver the 12+2 pre-primary programme	# teachers graduated	0	0	0	200	294	335	397	366	Annually	RTTCs, PTTCs, PTEC, & BTEC	TEIs; List of successful graduates issued by MoEYS	18,403,520	
2.2.2 12+2 primary cohort selected and trained	2.2.2.1 Deliver the 12+2 primary programme with the last 12+2 cohort graduating in 2026	# teachers graduated	0	0	0	1047	0	0	0	0	Annually	RTTCs, PTTCs, PTEC, & BTEC	TEIs; List of successful graduates issued by MoEYS	12,103,320	
2.2.3 12+2 lower secondary cohort selected and trained	2.2.3.1 Deliver the 12+2 lower secondary programme with the last 12+2 LS cohort graduating in 2026	# teachers graduated	0	0	0	338	0	0	0	0	Annually	RTTCs, PTTCs, PTEC, & BTEC	TEIs; List of successful graduates issued by MoEYS	3,907,280	
2.2.4 12+4 pre-primary cohort selected and trained	2.2.4.1 Deliver the 12+4 pre-primary programme for scholarship candidates	# teachers graduated	0	0	0	0	0	0	0	0	Annually	RTTCs, PTTCs, PTEC, & BTEC	TEIs; List of successful graduates issued by MoEYS		
	2.2.4.2 Deliver the 12+4 pre-primary programme for self-funded candidates	# teachers graduated	0	0	0	0	0	0	0	0	Annually	RTTCs, PTTCs, PTEC, & BTEC	TEIs; List of successful graduates issued by MoEYS		
2.2.5 12+4 primary cohort selected and trained	2.2.5.1 Deliver the 12+4 primary programme for scholarship candidates	# teachers graduated	0	0	300	0	0	300	1,000	1,000	Annually	RTTCs, PTTCs, PTEC, & BTEC	TEIs; List of successful graduates issued by MoEYS	81,712,000	
	2.2.5.2 Deliver the 12+4 primary programme for self-funded candidates	# teachers graduated	0	0	0	1800	1800	1800	1800	1800	Annually	RTTCs, PTTCs, PTEC, & BTEC	TEIs; List of successful graduates issued by MoEYS		

2.2.6 12+4 lower secondary cohort selected and trained	2.2.6.1 Deliver the 12+4 lower secondary programme for scholarship candidates	# teachers graduated	0	0	200	0	0	89	200	200	Annually	RTTCs, PTTCs, PTEC, & BTEC	TEIs; List of successful graduates issued by MoEYS	25,526,680
	2.2.6.2 Deliver the 12+4 lower secondary programme for self-funded candidates	# teachers graduated	0	0	0	800	800	800	800	800	Annually	RTTCs, PTTCs, PTEC, & BTEC	TEIs; List of successful graduates issued by MoEYS	
2.2.7 BA+1 primary cohort selected and trained	2.2.7.1 Deliver the BA+1 primary programme for scholarship candidates	# teachers graduated	0	0	0	200	1,300	1,000	300	300	Annually	RTTCs, PTTCs, PTEC, & BTEC	TEIs; List of successful graduates issued by MoEYS	21,120,200
	2.2.7.2 Deliver the BA+1 primary programme for self-funded candidates	# teachers graduated	0	0	0	1000	1000	1100	1100	1137	Annually	RTTCs, PTTCs, PTEC, & BTEC	TEIs; List of successful graduates issued by MoEYS	
2.2.8 BA+1 lower secondary cohort selected and trained	2.2.8.1 Deliver the BA+1 lower secondary programme for scholarship candidates	# teachers graduated	0	0	16	300	300	211	100	100	Annually	RTTCs, PTTCs, PTEC, & BTEC	TEIs; List of successful graduates issued by MoEYS	7,713,260
	2.2.8.2 Deliver the BA+1 lower secondary programme for self-funded candidates	# teachers graduated	0	0	0	600	600	600	600	564	Annually	RTTCs, PTTCs, PTEC, & BTEC	TEIs; List of successful graduates issued by MoEYS	
Strategy 2.2 subtotal													170,486,260	
STRATEGY 2.3 Teachers provided with TQU opportunities and induction training to strengthen teaching competencies														
2.3.1 TQU for primary teachers implemented (to BEd level)	2.3.1.1 Implement the self-funded TQU programme for primary teachers	# teachers upgraded to B Ed level	-	0	0	0	1,000	1,000	1,000	1,000	Annually	RTTCs, PTTCs, PTEC, BTEC, DGTED	Programme records, TEIs, HRMIS	4,800,000
2.3.2 TQU for lower secondary contract teachers implemented (to BEd level)	2.3.2.1 Implement the self-funded TQU programme for lower secondary teachers	# teachers upgraded to B Ed level	-	0	0	0	500	500	500	500	Annually	RTTCs, PTTCs, PTEC, BTEC, DGTED	Programme records, TEIs, HRMIS	2,400,000
2.3.3 Induction training conducted for teachers	2.3.3.1 Develop the induction training packages for teachers	Training developed	-	-	Training developed	-	-	-	-	-	Endline	DGTED; TEIs	Programme documentation	
	2.3.3.2 Deliver the induction trainings for teachers	# teachers having received induction	-	0	1,000	2,500	2,500	3,000	3,000	3,000	Annually	RTTCs, PTTCs, PTEC, BTEC, DGTED	Programme records	53,195,000
Strategy 2.3 subtotal													60,395,000	
STRATEGY 2.4 Teacher educators' competencies and qualifications raised through TQU programmes and CPD to better deliver quality teacher education														
2.4.1 Teacher educators engaged in TQU to achieve higher qualifications	2.4.1.1 Implement the TQU programme for teacher educators	% T Eds enrolled in TQU (cumulative)	0	0	35%	50%	60%	70%	80%	90%	Annually	RTTCs, PTTCs, PTEC, BTEC, DGTED	Programme records, TEIs, HRMIS	12,430,000
2.4.2 Teacher educators participate regularly in CPD	2.4.2.1 Implement credit-based CPD opportunities for teacher educators	% of T Eds with 3 CPD credits (cumulative)	0	0	70%	80%	90%	100%	100%	100%	Annually	RTTCs, PTTCs, PTEC, BTEC, DGTED	Programme records, TEIs, HRMIS	1,449,000
Strategy 2.4 subtotal													13,879,000	
STRATEGIC PRIORITY AREA 2 TOTAL													244,940,260	

STRATEGIC PRIORITY AREA 3: Strengthened institutional capacity of TELs														
STRATEGY 3.1 Selected TELs capacitated to deliver new initial teacher education pathways, including the 12+4/BA+1 programmes														
3.1.1 Kampong Cham TEC established through the phased approach model	3.1.1.1 Issue a decree to establish Kampong Cham TEC	Decree issued	0	-	Decree issued	-	-	-	-	-	Midterm	RTTCs, PTTCs, PTEC, BTEC, DGTED	Accreditation records	6,804,000
	3.1.1.2 Develop a five-year institutional strategic plan	Strategic Plan developed	0	-	Strategic plan developed	-	-	-	-	-	Midterm	RTTCs, PTTCs, PTEC, BTEC, DGTED	TEC documentation/ records	
	3.1.1.3 Pilot and implement the phased approach model at Kampong Cham TEC	Phased approach model piloted and evaluated	0	-	Programme piloted	-	-	-	-	Programme evaluated	Endline	RTTCs, PTTCs, PTEC, BTEC, DGTED	TEC documentation/ records	
	3.1.1.4 Assess existing infrastructure	Infrastructure assessment completed	0	-	Assessment completed	-	-	-	-	-	Midterm	RTTCs, PTTCs, PTEC, BTEC, DGTED	TEC documentation/ records	
	3.1.1.5 Plan for needs-based infrastructure procurement and renovations	Infrastructure plan developed	0	-	Infrastructure plan developed	-	-	-	-	-	Midterm	RTTCs, PTTCs, PTEC, BTEC, DGTED	TEC documentation/ records	
	3.1.1.6 Complete needs-based infrastructure upgrades	Infrastructure transformation	0	-	Infrastructure transformation	Infrastructure transformation	Infrastructure transformation	Infrastructure transformation	Infrastructure transformation	-	Midterm, Endline	RTTCs, PTTCs, PTEC, BTEC, DGTED	TEC documentation/ records	
	3.1.1.7 Assess teacher educator needs and recruit new ones as needed	Teacher educator needs assessed	0	-	Teacher educator needs assessed	Teacher educators recruited					Midterm	RTTCs, PTTCs, PTEC, BTEC, DGTED	TEC documentation/ records	
	3.1.1.8 Train leadership in preparation for the new programmes and operational models	% of leaders and management enrolled in training (cumulative)	0	-	80%	90%	100%	100%	100%	100%	Annually	RTTCs, PTTCs, PTEC, BTEC, DGTED	TEC documentation/ records	
	3.1.1.9 Establish IQA and quality control processes	% of IQA processes established (cumulative)	0	-		50%	70%	90%	100%	100%	Midterm, Endline	RTTCs, PTTCs, PTEC, BTEC, DGTED	TEC documentation/ records	
	3.1.1.10 Undertake process for ACC accreditation as an HEI	ACC accreditation obtained	0	-	-	-	-	-	ACC accreditation as HEI	-	Endline	RTTCs, PTTCs, PTEC, BTEC, DGTED	Accreditation records	
3.1.2 Kandal TEC established	3.1.2.1 Issue a decree to establish Kandal TEC	Decree issued	0	-	Decree issued	-	-	-	-	-	Midterm	RTTCs, PTTCs, PTEC, BTEC, DGTED	Accreditation records	10,000,000
	3.1.2.2 Develop a five-year institutional strategic plan	Strategic Plan developed	0	-	Strategic plan developed	-	-	-	-	-	Midterm	RTTCs, PTTCs, PTEC, BTEC, DGTED	TEC documentation/ records	
	3.1.2.3 Assess existing infrastructure	Infrastructure assessment completed	0	-	Assessment completed	-	-	-	-	-	Midterm	RTTCs, PTTCs, PTEC, BTEC, DGTED	TEC documentation/ records	
	3.1.2.4 Plan for needs-based infrastructure procurement and renovations	Infrastructure plan developed	0	-	Infrastructure plan developed	-	-	-	-	-	Midterm	RTTCs, PTTCs, PTEC, BTEC, DGTED	TEC documentation/ records	
	3.1.2.5 Complete needs-based infrastructure upgrades	Infrastructure transformation	0	-	Infrastructure transformation	Infrastructure transformation	Infrastructure transformation	Infrastructure transformation	-	-	Midterm, Endline	RTTCs, PTTCs, PTEC, BTEC, DGTED	TEC documentation/ records	
	3.1.2.6 Train leadership in preparation for the new programmes and operational models	% of leaders and management enrolled in training (cumulative)	0	-	80%	90%	100%	100%	100%	100%	Annually	RTTCs, PTTCs, PTEC, BTEC, DGTED	TEC documentation/ records	
	3.1.2.7 Establish IQA and quality control processes	% of IQA processes established (cumulative)	0	-		50%	70%	90%	100%	100%	Midterm, Endline	RTTCs, PTTCs, PTEC, BTEC, DGTED	TEC documentation/ records	
	3.1.2.8 Undertake process for ACC accreditation as an HEI	ACC accreditation obtained	0	-	-	-	-	-	ACC accreditation as HEI	-	Endline	RTTCs, PTTCs, PTEC, BTEC, DGTED	Accreditation records	

3.1.3 Siem Reap PTTC established	3.1.3.1 Develop a five-year institutional strategic plan	Strategic Plan developed	0	-	Strategic plan developed	-	-	-	-	-	-	Midterm	RTTCs, PTTCs, PTEC, BTEC, DGTED	Programme records	5,775,000
	3.1.3.2 Assess existing infrastructure	Infrastructure assessment completed	0	-	Assessment completed	-	-	-	-	-	-	Midterm	RTTCs, PTTCs, PTEC, BTEC, DGTED	Programme records	
	3.1.3.3 Plan for needs-based infrastructure procurement and renovations	Infrastructure plan developed	0	-	Infrastructure plan developed	-	-	-	-	-	-	Midterm	RTTCs, PTTCs, PTEC, BTEC, DGTED	Programme records	
	3.1.3.4 Complete needs-based infrastructure upgrades	Infrastructure transformation		-		Infrastructure transformation	Infrastructure transformation	-	-	-	-	Midterm, Endline	RTTCs, PTTCs, PTEC, BTEC, DGTED	HRMIS	
	3.1.3.5 Recruit teacher educators	Plan for T Ed recruitment developed	0	Plan developed	-	-	-	-	-	-	-	Midterm	RTTCs, PTTCs, PTEC, BTEC, DGTED	Programme records	
		# T Eds recruited		Annual target number to be determined based on actual needs and TEI strategic plan	-	-	-	-	-	-	-	Midterm, Endline	RTTCs, PTTCs, PTEC, BTEC, DGTED	TEIs	
		Total number of T Eds employed		Annual target number to be determined based on actual needs and TEI strategic plan	-	-	-	-	-	-	-	Midterm, Endline	RTTCs, PTTCs, PTEC, BTEC, DGTED	HRMIS	
3.1.3.6 Train leadership in preparation for the new programmes	% of leaders and management enrolled in training (cumulative)	0	-	80%	90%	100%	100%	100%	100%	100%	Annually	RTTCs, PTTCs, PTEC, BTEC, DGTED	TEC documentation/records		
3.1.3.7 Mechanisms in place for degrees earned at Siem Reap PTTC to be awarded by a partner TEC	Degree conferring mechanisms in place														
3.1.4 Stung Treng RTTC upgraded	3.1.4.1 Develop a five-year institutional strategic plan	Strategic Plan developed	0	-	Strategic plan developed	-	-	-	-	-	-	Midterm	RTTCs, PTTCs, PTEC, BTEC, DGTED	Programme records	5,775,000
	3.1.4.2 Assess existing infrastructure	Infrastructure assessment completed	0	-	Assessment completed	-	-	-	-	-	-	Midterm	RTTCs, PTTCs, PTEC, BTEC, DGTED	Programme records	
	3.1.4.3 Plan for needs-based infrastructure procurement and renovations	Infrastructure plan developed	0	-	Infrastructure plan developed	-	-	-	-	-	-	Midterm	RTTCs, PTTCs, PTEC, BTEC, DGTED	Programme records	
	3.1.4.4 Complete needs-based infrastructure upgrades	Infrastructure transformation		-		Infrastructure transformation	Infrastructure transformation	-	-	-	-	Midterm, Endline	RTTCs, PTTCs, PTEC, BTEC, DGTED	HRMIS	
	3.1.4.5 Recruit teacher educators	Plan for T Ed recruitment developed	0	Plan developed	-	-	-	-	-	-	-	Midterm	RTTCs, PTTCs, PTEC, BTEC, DGTED	Programme records	
		# T Eds recruited		Annual target number to be determined based on actual needs and TEI strategic plan	-	-	-	-	-	-	-	Midterm, Endline	RTTCs, PTTCs, PTEC, BTEC, DGTED	TEIs	
		Total number of T Eds employed		Annual target number to be determined based on actual needs and TEI strategic plan	-	-	-	-	-	-	-	Midterm, Endline	RTTCs, PTTCs, PTEC, BTEC, DGTED	HRMIS	
3.1.4.6 Train leadership in preparation for the new programmes	% of leaders and management enrolled in training (cumulative)	0	-	80%	90%	100%	100%	100%	100%	100%	Annually	RTTCs, PTTCs, PTEC, BTEC, DGTED	TEC documentation/records		
3.1.4.7 Mechanisms in place for degrees earned at Stung Treng PTTC to be awarded by a partner TEC	Degree conferring mechanisms in place														

3.1.5 NISE upgraded	3.1.5.1 Develop a five-year institutional strategic plan	Strategic Plan developed	0	-	Strategic plan developed	-	-	-	-	-	Midterm	RTTCs, PTTCs, PTEC, BTEC, DGTED	Programme records	5,775,000
	3.1.5.2 Assess existing infrastructure	Infrastructure assessment completed	0	-	Assessment completed	-	-	-	-	-	Midterm	RTTCs, PTTCs, PTEC, BTEC, DGTED	Programme records	
	3.1.5.3 Plan for needs-based infrastructure procurement and renovations	Infrastructure plan developed	0	-	Infrastructure plan developed	-	-	-	-	-	Midterm	RTTCs, PTTCs, PTEC, BTEC, DGTED	Programme records	
	3.1.5.4 Complete needs-based infrastructure upgrades	Infrastructure transformation	0	-	-	Infrastructure transformation	Infrastructure transformation	-	-	-	Midterm, Endline	RTTCs, PTTCs, PTEC, BTEC, DGTED	HRMIS	
	3.1.5.5 Recruit teacher educators	Plan for T Ed recruitment developed	0	Plan developed	-	-	-	-	-	-	Midterm	RTTCs, PTTCs, PTEC, BTEC, DGTED	Programme records	
		# T Eds recruited		Annual target number to be determined based on actual needs and TEI strategic plan	-	-	-	-	-	-	Midterm, Endline	RTTCs, PTTCs, PTEC, BTEC, DGTED	TEIs	
Total number of T Eds employed			Annual target number to be determined based on actual needs and TEI strategic plan	-	-	-	-	-	-	Midterm, Endline	RTTCs, PTTCs, PTEC, BTEC, DGTED	HRMIS		
3.1.5.6 Train leadership in preparation for the new programmes	% of leaders and management enrolled in training (cumulative)	0	-	80%	90%	100%	100%	100%	100%	Annually	RTTCs, PTTCs, PTEC, BTEC, DGTED	Programme records		
3.1.6 Prey Veng TEC established	3.1.6.1 Issue decree to establish Prey Veng TEC	Decree issued	0	-	-	-	Decree issued	-	-	-	Endline	RTTCs, PTTCs, PTEC, BTEC, DGTED	Accreditation records	5,775,000
	3.1.6.2 Develop a five-year institutional strategic plan	Strategic Plan developed	0	-	-	-	Strategic plan developed	-	-	-	Endline	RTTCs, PTTCs, PTEC, BTEC, DGTED	TEC documentation/ records	
	3.1.6.3 Assess existing infrastructure	Infrastructure assessment completed	0	-	-	-	Assessment completed	-	-	-	Endline	RTTCs, PTTCs, PTEC, BTEC, DGTED	TEC documentation/ records	
	3.1.6.4 Plan for needs-based infrastructure procurement and renovations	Infrastructure plan developed	0	-	-	-	Infrastructure plan developed	-	-	-	Endline	RTTCs, PTTCs, PTEC, BTEC, DGTED	TEC documentation/ records	
	3.1.6.5 Complete needs-based infrastructure upgrades	Infrastructure transformation	0	-	-	-	Infrastructure transformation	Infrastructure transformation	Infrastructure transformation	-	Endline	RTTCs, PTTCs, PTEC, BTEC, DGTED	TEC documentation/ records	
	3.1.6.6 Train leadership in preparation for the new programmes and operational models	% of leaders and management enrolled in training (cumulative)	0	-	80%	90%	100%	100%	100%	100%	Annually	RTTCs, PTTCs, PTEC, BTEC, DGTED	TEC documentation/ records	
	3.1.6.7 Establish IQA and quality control processes	% of IQA processes established (cumulative)	0	-	-	-	-	50%	60%	70%	Endline	RTTCs, PTTCs, PTEC, BTEC, DGTED	TEC documentation/ records	
	3.1.6.8 Undertake process for ACC accreditation as an HEI	ACC accreditation obtained	0	-	-	-	-	-	-	-	Endline	RTTCs, PTTCs, PTEC, BTEC, DGTED	Accreditation records	

3.1.7 Takeo TEC established	3.1.7.1 Issue decree to establish Takeo TEC	Decree issued	0	-	-	-	-	Decree issued	-	-	-	Endline	RTTCs, PTTCs, PTEC, BTEC, DGTED	Accreditation records	
	3.1.7.2 Develop a five-year institutional strategic plan	Strategic Plan developed	0	-	-	-	-	Strategic plan developed	-	-	-	Endline	RTTCs, PTTCs, PTEC, BTEC, DGTED	TEC documentation/ records	
	3.1.7.3 Assess existing infrastructure	Infrastructure assessment completed	0	-	-	-	-	Assessment completed	-	-	-	Endline	RTTCs, PTTCs, PTEC, BTEC, DGTED	TEC documentation/ records	
	3.1.7.4 Plan for needs-based infrastructure procurement and renovations	Infrastructure plan developed	0	-	-	-	-	Infrastructure plan developed	-	-	-	Endline	RTTCs, PTTCs, PTEC, BTEC, DGTED	TEC documentation/ records	
	3.1.7.5 Complete needs-based infrastructure upgrades	Infrastructure transformation	0	-	-	-	-	Infrastructure transformation	Infrastructure transformation	Infrastructure transformation	Infrastructure transformation	Endline	RTTCs, PTTCs, PTEC, BTEC, DGTED	TEC documentation/ records	
	3.1.7.6 Train leadership in preparation for the new programmes and operational models	% of leaders and management enrolled in training (cumulative)	0	-	80%	90%	100%	100%	100%	100%	100%	Annually	RTTCs, PTTCs, PTEC, BTEC, DGTED	TEC documentation/ records	
	3.1.7.7 Establish IQA and quality control processes	% of IQA processes established (cumulative)	0	-	-	-	-	50%	60%	70%	-	Endline	RTTCs, PTTCs, PTEC, BTEC, DGTED	TEC documentation/ records	
	3.1.7.8 Undertake process for ACC accreditation as an HEI	ACC accreditation obtained	0	-	-	-	-	-	-	-	-	Endline	RTTCs, PTTCs, PTEC, BTEC, DGTED	Accreditation records	
Strategy 3.1 subtotal															5,775,000
Strategy 3.2 PTTCs supported to become accredited CPD providers															45,679,000
3.2.1 PTTCs supported in CPD provider accreditation processes	3.2.1.1 Develop a plan to complete the CPD provider accreditation application	Plan developed	0	-	Plan developed	-	-	-	-	-	-	Midterm	PTTC, DGTED, DPs, CPDMO	PTTC records, programme records	
	3.2.1.2 Establish internal quality assurance processes	Processes developed	0	-	Processes developed	Processes developed	Processes developed	Processes developed	Processes developed	-	-	Midterm, Endline	PTTC, DGTED, DPs, CPDMO	PTTC records, programme records	
	3.2.1.3 Develop the TQU/CPD plan for teacher educators to prepare them to facilitate CPD	Plan developed	0	-	Plan developed	-	-	-	-	-	-	Midterm	PTTC, DGTED, DPs, CPDMO	PTTC records, programme records	
	3.2.1.4 Develop a CPD management plan and training for PTTC leadership	Plan developed	0	-	Plan developed	-	-	-	-	-	-	Midterm	PTTC, DGTED, DPs, CPDMO	PTTC records, programme records	
	3.2.1.5 Submit an application for accreditation as a CPD provider	# of PTTCs accredited as CPD providers	0	-	-	-	-	-	-	2	2	Endline	PTTC, DGTED, DPs, CPDMO	PTTC records, programme records	100,000
Strategy 3.2 subtotal															100,000
STRATEGIC PRIORITY AREA 3 TOTAL															45,779,000
STRATEGIC PRIORITY AREA 4: Advancement of teacher education specializations															
STRATEGY 4.1 Mechanisms established to guide the introduction and sustainable development of Centres of Excellence (CoEs)															
4.1.1 Terms of Reference for CoEs developed	4.1.1.1 Develop ToRs for the CoEs that define attributes of excellence, roles, responsibilities, and governance structures	CoE ToRs published	0	-	CoE ToRs published	-	-	-	-	-	-	Midterm	MoEYS, DGTED	Programme records	40,000
4.1.2 TEI readiness assessment conducted	4.1.2.1 Evaluate each nominated TEI's readiness to become a CoE with recommendations for next steps	CoE readiness reports developed	0	-	CoE readiness reports developed	-	-	-	-	-	-	Midterm	MoEYS, DGTED	Programme records	30,000
Strategy 4.1 subtotal															70,000

STRATEGY 4.2 CoEs established as specialised institutions for best practice in research, teacher education, and innovation														
4.2.1 NIE becomes a CoE in pedagogy and educational leadership and management	4.2.1.1 Conduct HR analytics on specialist needs and develop specialist recruitment plan	HR specialist audit completed	0	-	-	-	Audit and plan complete	-	-	-	-	Midterm	NIE, DoPO, DPs, DGTED, TEIs	Programme records
	4.2.1.2 Implement HR recruitment plan	HR plan implemented	0	-	-	-	HR plan implemented	HR plan implemented	HR plan implemented	HR plan implemented	HR plan implemented	Midterm, Endline	NIE, DoPO, DPs, DGTED, TEIs	Programme records
	4.2.1.3 Assess infrastructure and equipment needs and develop plan	Infrastructure upgrade plan developed	0	-	-	-	Assessment complete and plan developed	-	-	-	-	Midterm, Endline	NIE, DoPO, DPs, DGTED, TEIs	Programme records
	4.2.1.4 Implement needs-based infrastructure plan	Infrastructure upgrade plan implemented	0	-	-	-	Infrastructure plan implemented	-	-	-	-	Midterm, Endline	NIE, DoPO, DPs, DGTED, TEIs	Programme records
	4.2.1.5 Conduct analysis of research outputs and develop plan	Research audit completed	0	-	-	-	Audit and plan complete	-	-	-	-	Midterm, Endline	NIE, DoPO, DPs, DGTED, TEIs	Programme records
	4.2.1.6 Implement NIE CoE educational leadership and management research plan	Research plan developed	0	-	-	-	Research plan implemented	Research plan implemented	Research plan implemented	Research plan implemented	Research plan implemented	Midterm, Endline	NIE, DoPO, DPs, DGTED, TEIs	Research records
	4.2.1.7 Develop student recruitment and marketing plan	Student recruitment and marketing plan developed	0	-	-	-	Plan developed	-	-	-	-	Midterm, Endline	NIE, DoPO, DPs, DGTED, TEIs	Programme records
	4.2.1.8 Implement student recruitment and marketing plan	Student recruitment and marketing plan implemented	0	-	-	-	Plan implemented	Plan implemented	Plan implemented	Plan implemented	Plan implemented	Midterm, Endline	NIE, DoPO, DPs, DGTED, TEIs	Programme records
	4.2.1.9 Undertake process for assessment as a CoE	CoE status obtained	0	-	-	-	-	CoE status obtained	-	-	-	-	Endline	NIE, DoPO, DPs, DGTED, TEIs
500,000														
4.2.2 PTEC becomes a CoE in STEM subjects	4.2.2.1 Conduct HR analytics on specialist needs and develop specialist recruitment plan	HR specialist audit completed	0	-	-	-	Audit and plan complete	-	-	-	-	Midterm	PTEC, DoPO, DPs, DGTED, TEIs	Programme records
	4.2.2.2 Implement HR recruitment plan	HR plan implemented	0	-	-	-	HR plan implemented	HR plan implemented	HR plan implemented	HR plan implemented	HR plan implemented	Midterm, Endline	PTEC, DoPO, DPs, DGTED, TEIs	Programme records
	4.2.2.3 Assess infrastructure and equipment needs and develop plan	Infrastructure upgrade plan developed	0	-	-	-	Assessment complete and plan developed	-	-	-	-	Midterm, Endline	PTEC, DoPO, DPs, DGTED, TEIs	Programme records
	4.2.2.4 Implement needs-based infrastructure plan	Infrastructure upgrade plan implemented	0	-	-	-	Infrastructure plan implemented	-	-	-	-	Midterm, Endline	PTEC, DoPO, DPs, DGTED, TEIs	Programme records
	4.2.2.5 Conduct analysis of research outputs and develop plan	Research audit completed	0	-	-	-	Audit and plan complete	-	-	-	-	Midterm, Endline	PTEC, DoPO, DPs, DGTED, TEIs	Programme records
	4.2.2.6 Implement PTEC STEM research plan	Research plan developed	0	-	-	-	Research plan implemented	Research plan implemented	Research plan implemented	Research plan implemented	Research plan implemented	Midterm, Endline	PTEC, DoPO, DPs, DGTED, TEIs	Research records
	4.2.2.7 Develop student recruitment and marketing plan	Student recruitment and marketing plan developed	0	-	-	-	Plan developed	-	-	-	-	Midterm, Endline	PTEC, DoPO, DPs, DGTED, TEIs	Programme records
	4.2.2.8 Implement student recruitment and marketing plan	Student recruitment and marketing plan implemented	0	-	-	-	Plan implemented	Plan implemented	Plan implemented	Plan implemented	Plan implemented	Midterm, Endline	PTEC, DoPO, DPs, DGTED, TEIs	Programme records
	4.2.2.9 Undertake process for assessment as a CoE	CoE status obtained	0	-	-	-	-	CoE status obtained	-	-	-	-	Endline	NIE, DoPO, DPs, DGTED, TEIs
500,000														

4.2.3 BTEC becomes a CoE in Early Grade Mathematics	4.2.3.1 Conduct HR analytics on specialist needs and develop specialist recruitment plan	HR specialist audit completed	0	-	-	-	Audit and plan complete	-	-	-	-	Midterm	BTEC, DoPO, DPs, DGTED, TEIs	Programme records	500,000
	4.2.3.2 Implement HR recruitment plan	HR plan implemented	0	-	-	-	HR plan implemented	HR plan implemented	HR plan implemented	HR plan implemented	HR plan implemented	Midterm, Endline	BTEC, DoPO, DPs, DGTED, TEIs	Programme records	
	4.2.3.3 Assess infrastructure and equipment needs and develop plan	Infrastructure upgrade plan developed	0	-	-	-	Assessment complete and plan developed	-	-	-	-	Midterm, Endline	BTEC, DoPO, DPs, DGTED, TEIs	Programme records	
	4.2.3.4 Implement needs-based infrastructure plan	Infrastructure upgrade plan implemented	0	-	-	-	Infrastructure plan implemented	-	-	-	-	Midterm, Endline	BTEC, DoPO, DPs, DGTED, TEIs	Programme records	
	4.2.3.5 Conduct analysis of research outputs develop plan	Research audit completed	0	-	-	-	Audit and plan complete	-	-	-	-	Midterm, Endline	BTEC, DoPO, DPs, DGTED, TEIs	Programme records	
	4.2.3.6 Implement BTEC EGM research plan	Research plan developed	0	-	-	-	Research plan implemented	Research plan implemented	Research plan implemented	Research plan implemented	Research plan implemented	Midterm, Endline	BTEC, DoPO, DPs, DGTED, TEIs	Research records	
	4.2.3.7 Develop student recruitment and marketing plan	Student recruitment and marketing plan developed	0	-	-	-	Plan developed	-	-	-	-	Midterm, Endline	BTEC, DoPO, DPs, DGTED, TEIs	Programme records	
	4.2.3.8 Implement student recruitment and marketing plan	Student recruitment and marketing plan implemented	0	-	-	-	Plan implemented	Plan implemented	Plan implemented	Plan implemented	Plan implemented	Midterm, Endline	BTEC, DoPO, DPs, DGTED, TEIs	Programme records	
	4.2.3.9 Undertake process for assessment as a CoE	CoE status obtained	0	-	-	-	-	CoE status obtained	-	-	-	-	Endline	NIE, DoPO, DPs, DGTED, TEIs	
4.2.4 The RUPP becomes a CoE in teaching and learning of foreign languages	4.2.4.1 Conduct HR analytics on specialist needs and develop specialist recruitment plan	HR specialist audit completed	0	-	-	-	Audit and plan complete	-	-	-	-	Midterm	BTEC, DoPO, DPs, DGTED, TEIs	Programme records	500,000
	4.2.4.2 Implement HR recruitment plan	HR plan implemented	0	-	-	-	HR plan implemented	HR plan implemented	HR plan implemented	HR plan implemented	HR plan implemented	Midterm, Endline	BTEC, DoPO, DPs, DGTED, TEIs	Programme records	
	4.2.4.3 Assess infrastructure and equipment needs and develop plan	Infrastructure upgrade plan developed	0	-	-	-	Assessment complete and plan developed	-	-	-	-	Midterm, Endline	BTEC, DoPO, DPs, DGTED, TEIs	Programme records	
	4.2.4.4 Implement needs-based infrastructure plan	Infrastructure upgrade plan implemented	0	-	-	-	Infrastructure plan implemented	-	-	-	-	Midterm, Endline	BTEC, DoPO, DPs, DGTED, TEIs	Programme records	
	4.2.4.5 Conduct analysis of research outputs and develop plan	Research audit completed	0	-	-	-	Audit and plan complete	-	-	-	-	Midterm, Endline	BTEC, DoPO, DPs, DGTED, TEIs	Programme records	
	4.2.4.6 Implement RUPP foreign language teaching research plan	Research plan developed	0	-	-	-	Research plan implemented	Research plan implemented	Research plan implemented	Research plan implemented	Research plan implemented	Midterm, Endline	BTEC, DoPO, DPs, DGTED, TEIs	Research records	
	4.2.4.7 Develop student recruitment and marketing plan	Student recruitment and marketing plan developed	0	-	-	-	Plan developed	-	-	-	-	Midterm, Endline	BTEC, DoPO, DPs, DGTED, TEIs	Programme records	
	4.2.4.8 Implement student recruitment and marketing plan	Student recruitment and marketing plan implemented	0	-	-	-	Plan implemented	Plan implemented	Plan implemented	Plan implemented	Plan implemented	Midterm, Endline	BTEC, DoPO, DPs, DGTED, TEIs	Programme records	
	4.2.4.9 Undertake process for assessment as a CoE	CoE status obtained	0	-	-	-	-	CoE status obtained	-	-	-	-	Endline	NIE, DoPO, DPs, DGTED, TEIs	

4.2.5 A Pre-School Teacher Training Centre becomes a CoE in early childhood and care education	4.2.5.1 Conduct HR analytics on specialist needs and develop specialist recruitment plan	HR specialist audit completed	0	-	-	-	Audit and plan complete	-	-	-	-	Midterm	BTEC, DoPO, DPs, DGTED, TEIs	Programme records	500,000
	4.2.5.2 Implement HR recruitment plan	HR plan implemented	0	-	-	-	HR plan implemented	HR plan implemented	HR plan implemented	HR plan implemented	HR plan implemented	Midterm, Endline	BTEC, DoPO, DPs, DGTED, TEIs	Programme records	
	4.2.5.3 Assess infrastructure and equipment needs and develop plan	Infrastructure upgrade plan developed	0	-	-	-	Assessment complete and plan developed	-	-	-	-	Midterm, Endline	BTEC, DoPO, DPs, DGTED, TEIs	Programme records	
	4.2.5.4 Implement needs-based infrastructure plan	Infrastructure upgrade plan implemented	0	-	-	-	Infrastructure plan implemented	-	-	-	-	Midterm, Endline	BTEC, DoPO, DPs, DGTED, TEIs	Programme records	
	4.2.5.5 Conduct analysis of research outputs and develop plan	Research audit completed	0	-	-	-	Audit and plan complete	-	-	-	-	Midterm, Endline	BTEC, DoPO, DPs, DGTED, TEIs	Programme records	
	4.2.5.6 Implement ECCE research plan	Research plan developed	0	-	-	-	Research plan implemented	Research plan implemented	Research plan implemented	Research plan implemented	Research plan implemented	Midterm, Endline	BTEC, DoPO, DPs, DGTED, TEIs	Research records	
	4.2.5.7 Develop student recruitment and marketing plan	Student recruitment and marketing plan developed	0	-	-	-	Plan developed	-	-	-	-	Midterm, Endline	BTEC, DoPO, DPs, DGTED, TEIs	Programme records	
	4.2.5.8 Implement student recruitment and marketing plan	Student recruitment and marketing plan implemented	0	-	-	-	Plan implemented	Plan implemented	Plan implemented	Plan implemented	Plan implemented	Midterm, Endline	BTEC, DoPO, DPs, DGTED, TEIs	Programme records	
	4.2.5.9 Undertake process for assessment as a CoE	CoE status obtained	0	-	-	-	-	CoE status obtained	-	-	-	Endline	NIE, DoPO, DPs, DGTED, TEIs	Programme records	
4.2.6 Kandal TEC (upcoming) becomes a CoE in ICT for education	4.2.6.1 Conduct HR analytics on specialist needs and develop specialist recruitment plan	HR specialist audit completed	0	-	-	-	Audit and plan complete	-	-	-	-	Midterm, Endline	Kandal TEC, DPs DoPO, DGTED, TEIs	Programme records	500,000
	4.2.6.2 Implement HR recruitment plan	HR plan implemented	0	-	-	-	HR plan implemented	HR plan implemented	HR plan implemented	HR plan implemented	HR plan implemented	Midterm, Endline	Kandal TEC, DPs DoPO, DGTED, TEIs	Programme records	
	4.2.6.3 Assess infrastructure and equipment needs and develop plan	Infrastructure upgrade plan developed	0	-	-	-	Assessment complete and plan developed	-	-	-	-	Midterm, Endline	Kandal TEC, DPs DoPO, DGTED, TEIs	Programme records	
	4.2.6.4 Implement needs-based infrastructure plan	Infrastructure upgrade plan implemented	0	-	-	-	Infrastructure plan implemented	-	-	-	-	Midterm, Endline	Kandal TEC, DPs DoPO, DGTED, TEIs	Programme records	
	4.2.6.5 Conduct analysis of research outputs and develop plan	Research audit completed	0	-	-	-	Audit and plan complete	-	-	-	-	Midterm, Endline	Kandal TEC, DPs DoPO, DGTED, TEIs	Programme records	
	4.2.6.6 Implement Kandal ICT for education research plan	Research plan developed	0	-	-	-	Research plan implemented	Research plan implemented	Research plan implemented	Research plan implemented	Research plan implemented	Midterm, Endline	Kandal TEC, DPs DoPO, DGTED, TEIs	Research records	
	4.2.6.7 Develop student recruitment and marketing plan	Student recruitment and marketing plan developed	0	-	-	-	Plan developed	-	-	-	-	Midterm, Endline	Kandal TEC, DPs DoPO, DGTED, TEIs	Programme records	
	4.2.6.8 Implement student recruitment and marketing plan	Student recruitment and marketing plan implemented	0	-	-	-	Plan implemented	Plan implemented	Plan implemented	Plan implemented	Plan implemented	Midterm, Endline	Kandal TEC, DPs DoPO, DGTED, TEIs	Programme records	
	4.2.6.9 Undertake process for assessment as a CoE	CoE status obtained	0	-	-	-	-	CoE status obtained	-	-	-	Endline	Kandal TEC, DPs DoPO, DGTED, TEIs	Programme records	

4.2.7 Siem Reap PTTC becomes a CoE in Early Grade Reading	4.2.7.1 Conduct HR analytics on specialist needs and develop specialist recruitment plan	HR specialist audit completed	0	-	-	-	-	Audit and plan complete	-	-	Endline	SR PTTC, DPs DoPO, DGTED, TEIs	Programme records	500,000
	4.2.7.2 Implement HR recruitment plan	HR plan implemented	0	-	-	-	-	HR plan implemented	HR plan implemented	HR plan implemented	Endline	SR PTTC, DPs DoPO, DGTED, TEIs	Programme records	
	4.2.7.3 Assess infrastructure and equipment needs and develop plan	Infrastructure upgrade plan developed	0	-	-	-	-	Assessment complete and plan developed	-	-	Endline	SR PTTC, DPs DoPO, DGTED, TEIs	Programme records	
	4.2.7.4 Implement needs-based infrastructure plan	Infrastructure upgrade plan implemented	0	-	-	-	-	Infrastructure plan implemented	-	-	Endline	SR PTTC, DPs DoPO, DGTED, TEIs	Programme records	
	4.2.7.5 Conduct analysis of research outputs and develop plan	Research audit completed	0	-	-	-	-	Audit and plan complete	-	-	Endline	SR PTTC, DPs DoPO, DGTED, TEIR	Programme records	
	4.2.7.6 Implement PTEC STEM research plan	Research plan developed	0	-	-	-	-	Research plan implemented	Research plan implemented	Research plan implemented	Endline	SR PTTC, DPs DoPO, DGTED, TEIs	Research records	
	4.2.7.7 Develop student recruitment and marketing plan	Student recruitment and marketing plan developed	0	-	-	-	-	Plan developed	-	-	Endline	SR PTTC, DPs DoPO, DGTED, TEIs	Programme records	
	4.2.7.8 Implement student recruitment and marketing plan	Student recruitment and marketing plan implemented	0	-	-	-	-	Plan implemented	Plan implemented	Plan implemented	Endline	SR PTTC, DPs DoPO, DGTED, TEIs	Programme records	
	4.2.7.9 Undertake process for assessment as a CoE	CoE status obtained	0	-	-	-	-	-	-	CoE status obtained	Endline	SR PTTC, DPs DoPO, DGTED, TEIs	Programme records	
4.2.8 Stung Treng RTTC becomes a CoE in multilingual education	4.2.8.1 Conduct HR analytics on specialist needs and develop specialist recruitment plan	HR specialist audit completed	0	-	-	-	-	Audit and plan complete	-	-	Endline	ST RTTC, DPs DoPO, DGTED, TEIs	Programme records	500,000
	4.2.8.2 Implement HR recruitment plan	HR plan implemented	0	-	-	-	-	HR plan implemented	HR plan implemented	HR plan implemented	Endline	ST RTTC, DPs DoPO, DGTED, TEIs	Programme records	
	4.2.8.3 Assess infrastructure and equipment needs and develop plan	Infrastructure upgrade plan developed	0	-	-	-	-	Assessment complete and plan developed	-	-	Endline	ST RTTC, DPs DoPO, DGTED, TEIs	Programme records	
	4.2.8.4 Implement needs-based infrastructure plan	Infrastructure upgrade plan implemented	0	-	-	-	-	Infrastructure plan implemented	-	-	Endline	ST RTTC, DPs DoPO, DGTED, TEIs	Programme records	
	4.2.8.5 Conduct analysis of research outputs and develop plan	Research audit completed	0	-	-	-	-	Audit and plan complete	-	-	Endline	ST RTTC, DPs DoPO, DGTED, TEIs	Programme records	
	4.2.8.6 Implement PTEC STEM research plan	Research plan developed	0	-	-	-	-	Research plan implemented	Research plan implemented	Research plan implemented	Endline	ST RTTC, DPs DoPO, DGTED, TEIs	Research records	
	4.2.8.7 Develop student recruitment and marketing plan	Student recruitment and marketing plan developed	0	-	-	-	-	Plan developed	-	-	Endline	ST RTTC, DPs DoPO, DGTED, TEIs	Programme records	
	4.2.8.8 Implement student recruitment and marketing plan	Student recruitment and marketing plan implemented	0	-	-	-	-	Plan implemented	Plan implemented	Plan implemented	Endline	ST RTTC, DPs DoPO, DGTED, TEIs	Programme records	
	4.2.8.9 Undertake process for assessment as a CoE	CoE status obtained	0	-	-	-	-	-	-	CoE status obtained	Endline	ST PTTC, DPs DoPO, DGTED, TEIs	Programme records	

4.2.9 A New Generation School becomes a CoE in teaching methodology	4.2.9.1 Conduct HR analytics on specialist needs and develop specialist recruitment plan	HR specialist audit completed	0	-	-	-	-	Audit and plan complete	-	-	Endline	NGSS, DPs DoPO, DGTED, TEIs	Programme records	500,000
	4.2.9.2 Implement HR recruitment plan	HR plan implemented	0	-	-	-	-	HR plan implemented	HR plan implemented	HR plan implemented	Endline	NGSS, DPs DoPO, DGTED, TEIs	Programme records	
	4.2.9.3 Assess infrastructure and equipment needs and develop plan	Infrastructure upgrade plan developed	0	-	-	-	-	Assessment complete and plan developed	-	-	Endline	NGSS, DPs DoPO, DGTED, TEIs	Programme records	
	4.2.9.4 Implement needs-based infrastructure plan	Infrastructure upgrade plan implemented	0	-	-	-	-	Infrastructure plan implemented	-	-	Endline	NGSS, DPs DoPO, DGTED, TEIs	Programme records	
	4.2.9.5 Conduct analysis of research outputs and develop plan	Research audit completed	0	-	-	-	-	Audit and plan complete	-	-	Endline	NGSS, DPs DoPO, DGTED, TEIs	Programme records	
	4.2.9.6 Implement teaching methodology research plan	Research plan developed	0	-	-	-	-	Research plan implemented	Research plan implemented	Research plan implemented	Endline	NGSS, DPs DoPO, DGTED, TEIs	Research records	
	4.2.9.7 Develop student recruitment and marketing plan	Student recruitment and marketing plan developed	0	-	-	-	-	Plan developed	-	-	Endline	NGSS, DPs DoPO, DGTED, TEIs	Programme records	
	4.2.9.8 Implement student recruitment and marketing plan	Student recruitment and marketing plan implemented	0	-	-	-	-	Plan implemented	Plan implemented	Plan implemented	Endline	NGSS, DPs DoPO, DGTED, TEIs	Programme records	
	4.2.9.9 Undertake process for assessment as a CoE	CoE status obtained	0	-	-	-	-	-	-	CoE status obtained	Endline	NGSS, DPs DoPO, DGTED, TEIs	Programme records	
4.2.10 NISE becomes a CoE in inclusive education, training teachers to work with children with disabilities	4.2.10.1 Conduct HR analytics on specialist needs and develop specialist recruitment plan	HR specialist audit completed	0	-	-	-	-	Audit and plan complete	-	-	Endline	NISE, DPs DoPO, DGTED, TEIs	Programme records	500,000
	4.2.10.2 Implement HR recruitment plan	HR plan implemented	0	-	-	-	-	HR plan implemented	HR plan implemented	HR plan implemented	Endline	NISE, DPs DoPO, DGTED, TEIs	Programme records	
	4.2.10.3 Assess infrastructure and equipment needs and develop plan	Infrastructure upgrade plan developed	0	-	-	-	-	Assessment complete and plan developed	-	-	Endline	NISE, DPs DoPO, DGTED, TEIs	Programme records	
	4.2.10.4 Implement needs-based infrastructure plan	Infrastructure upgrade plan implemented	0	-	-	-	-	Infrastructure plan implemented	-	-	Endline	NISE, DPs DoPO, DGTED, TEIs	Programme records	
	4.2.10.5 Conduct analysis of research outputs and develop plan	Research audit completed	0	-	-	-	-	Audit and plan complete	-	-	Endline	NISE, DPs DoPO, DGTED, TEIs	Programme records	
	4.2.10.6 Implement NISE special education research plan	Research plan developed	0	-	-	-	-	Research plan implemented	Research plan implemented	Research plan implemented	Endline	NISE, DPs DoPO, DGTED, TEIs	Research records	
	4.2.10.7 Develop student recruitment and marketing plan	Student recruitment and marketing plan developed	0	-	-	-	-	Plan developed	-	-	Endline	NISE, DPs DoPO, DGTED, TEIs	Programme records	
	4.2.10.8 Implement student recruitment and marketing plan	Student recruitment and marketing plan implemented	0	-	-	-	-	Plan implemented	Plan implemented	Plan implemented	Endline	NISE, DPs DoPO, DGTED, TEIs	Programme records	
	4.2.10.9 Undertake process for assessment as a CoE	CoE status obtained	0	-	-	-	-	-	-	CoE status obtained	Endline	NISE, DPs DoPO, DGTED, TEIs	Programme records	
Strategy 4.2 subtotal													5,000,000	
STRATEGIC PRIORITY AREA 4 TOTAL													5,070,000	
Total approximate cost of the reforms													298,032,460	

