KINGDOM OF CAMBODIA

NATION RELIGION KING

MINISTRY OF EDUCATION, YOUTH AND SPORT

TEACHER POLICY

2026

Foreword

The Royal Government of Cambodia has committed to an ambitious national transformation, striving to attain high-income status by 2050. Achieving this vision depends on competent, healthy, resilient, and competitive human capital to support long-term prosperity. Teachers are the core catalysts of social transformation, ensuring inclusive, quality learning for all in line with the Sustainable Development Goals.

This *Teacher Policy* has been updated, building on the past achievements, and is in line with the overall directions of the Teacher Policy (2013) and strategic frameworks for recruitment, deployment, retention, and development of teachers to ensure that the right teachers, with the right competencies, are in the right places, working within a well-governed education system and benefitting from continuous, lifelong professional learning.

This policy consolidates existing achievements and continuous efforts to elevate the teaching profession and reinforce the sustainability of educational reforms. Its successful implementation depends on the commitment, financial support, and multi-stakeholder collaboration necessary to ensure teacher quality and foster Cambodian youth with advanced knowledge, competencies, strong ethics, and values, contributing to a peaceful, harmonious, and prosperous society.

The Ministry of Education, Youth and Sport (MoEYS) wishes to extend its profound appreciation to all development partners who have supported the formulation and implementation of the Teacher Policy, serving as a strategic compass for teacher development.

The MoEYS strongly hopes that all concerned institutions, development partners, the private sector, communities, and other stakeholders will actively participate in the dissemination, support and successful implementation of this updated Teacher Policy.

Phnom Penh, 23 September 2026

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List of Abbreviations and Acronyms

ACC	Accreditation Committee of Cambodia
AI	Artificial Intelligence
BA+1	Bachelor's degree plus one year of pedagogical training
BA+2	Bachelor's degree plus two years of pedagogical training
CPD	Continuous Professional Development
CPDMIS	Continuous Professional Development Management Information System
DGTED	Directorate General of Teacher Education and Development
EFMS	Education Finance Management System
EMIS	Education Management Information System
ESP	Education Strategic Plan
FAQ(s)	Frequently Asked Question(s)
HRMIS	Human Resource Management Information System
ICT	Information and Communication Technology
MEd	Master of Education
MEL	Monitoring, Evaluation and Learning
MoEYS	Ministry of Education, Youth and Sport
MTEF	Medium-Term Expenditure Framework
NQTs	Newly Qualified Teachers
NSC	National Steering Committee
PISA	Programme for International Student Assessment
PLC(s)	Professional Learning Community(ies)
PTR	Pupil-Teacher Ratio
PTTCs	Provincial Teacher Training Colleges
R/PTTCs	Regional/Provincial Teacher Training Colleges
SEA-PLM	Southeast Asia Primary Learning Metrics
SIP(s)	School Improvement Plan(s)
SMS	Short Message Service
SOP(s)	Standard Operating Procedure(s)
STEM	Science, Technology, Engineering and Mathematics
TCP	Teacher Career Pathway
TECs	Teacher Education Colleges
TEIs	Teacher Education Institutes
TPAP	Teacher Policy Action Plan
TQU	Teacher Qualification Upgrade
TWG(s)	Technical Working Group(s)

1. Introduction

The education sector, globally and regionally, is striving to address existing and emerging challenges, especially the teacher shortage, the quality of teaching and learning, and the need to strengthen professional support systems for teachers. International policies and frameworks are prioritising the enhancement of teachers' social status, competence, and well-being, while ensuring high-quality professional development opportunities regardless of their employment status.

During the Transforming Education Summit +4 (TES+4), held on July 10, 2026, at UNESCO Headquarters in Paris to review progress on the implementation of Sustainable Development Goal 4 (SDG 4), all Member States reaffirmed their commitments. On this occasion, Cambodia, as an active Member State and signatory to global agreements on SDG 4, reiterated its support to adapt its national education system. The country thus relies on the 2024 UN Recommendations—59 key measures published in February 2024 by the Secretary-General's High-Level Panel to modernize the profession and tackle the teacher shortage—as well as the 2025 Santiago Consensus, adopted on August 29, 2025, in Chile to sustainably support and finance the role of educators. Together, they renewed their shared determination to modernize initial and continuous training, enhance pedagogical skills, and build resilient education systems equipped to meet the challenges of tomorrow.

Cambodia is entering a new phase of education reform with momentum and confidence. The Royal Government's Pentagonal Strategy places human capital at the centre of national development and positions teachers as crucial for equitable, quality learning. To achieve this goal, the government has developed key policies and national frameworks, including the Royal Decree on the statute of teachers, to enhance education governance and elevate the teaching profession, thereby improving its attractiveness and professionalism.

Having implemented the Teacher Policy since 2013, Cambodia has made significant strides in raising teacher qualifications, expanding professional development opportunities, and strengthening school leadership and school accountability. Cambodia continues to reform teacher education, STEM education, technology adoption for teaching and learning, lifelong learning, and continuous professional development as a collective effort to respond to the rapid change, driven by socio-economic factors and technological advancement, and to contribute to the country's 2050 vision of becoming a high-income nation.

The reform has yielded remarkable progress as reflected in improved student learning. Results from the Southeast Asia Primary Learning Metrics (SEA-PLM) 2024 show significant improvement in Grade 5 reading and mathematics compared to the 2019 results, with fewer pupils in the lowest proficiency bands and more pupils reaching middle and high levels. These positive results prove that investment in improving teacher quality and education reform is a central factor contributing to better learning quality.

On the other hand, Cambodia is facing numerous persistent challenges, including rapid advancement

and skill gaps in technology adoption, inclusive education, urban-rural disparities, high-quality teacher recruitment and retention, and the establishment of an effective and sustainable professional development system. To address these issues, the Teacher Policy has been updated based on evidence, actual experience of implementing the policy, and global best practice, through a series of national and sub-national consultations with key stakeholders.

The policy is organised around five integrated and indivisible strategies: 1) Ensure equitable access to qualified and quality teachers in every school; 2) Support high-quality teacher preparation, induction and continuous professional development; 3) Strengthen learning-focused leadership and fair, data-driven management; 4) Provide motivating, dignified working conditions and progressive career pathways to retain talent; and 5) Institutionalise inclusive and meaningful social dialogue and community participation to strengthen education policy development and implementation. It also embeds results-oriented implementation, sustainable financing and systematic use of data for decision-making and continuous improvement.

Overall, this policy aims to foster a highly qualified, competent, and ethical teaching force, while elevating teachers' status, well-being, and incentives. It ensures that every learner has access to quality, equitable, and inclusive education, equipping them for the future in alignment with Cambodia's national development vision.

2. Vision

The vision of this *Teacher Policy* is to develop an empowered professional teaching workforce comprised of teachers with good physical health, knowledge, skills, moral values, and professional competence, recognised by society.

3. Objectives

The updated Teacher Policy endeavours to:

1. Ensure every learner – including those in rural, remote or disadvantaged urban areas, learners with disabilities, girls and young women, and learners from indigenous communities – has good physical health, qualified, professionally committed, and motivated teachers who are specialised in the correct subjects and at the right grade levels.
2. Foster equitable and effective classroom practice in every school by providing structured teacher professional development programmes at all levels of a teacher's career from initial teacher education (ITE) to Continuous Professional Development (CPD).
3. Build a governance ecosystem in which middle-level leaders, including district officers and school leadership teams, are enabled to do the following: improve teaching and learning; support teacher professional development; develop fair and consistent teacher-management processes; and use high-quality data to guide decisions with transparency and accountability.

4. Ensure that teacher working conditions facilitate high-quality teaching, motivating teachers to remain in the profession.
5. Ensure that the *Teacher Policy* and all education policies are designed, implemented and reviewed consistently with the meaningful and active participation of teachers and their representatives.

4. Principles

Teacher policies are most effective when grounded in principles that ensure equity and sustainability and are aligned with national goals. In Cambodia, where the teaching profession is central to ensuring quality education and promoting human capital development to achieve high-income country status by 2050, the principles of inclusion and equity, transparency, participation, mutual accountability and evidence-based decision-making set the framework for teacher reforms. These principles – responding to the persistent education challenges of uneven teacher distribution, weak governance and gaps in professional development – are key to ensuring that teaching is professionalised and that teachers become agents of innovation, quality and equity.

1) Inclusion and equity

The *Teacher Policy* seeks to ensure that all learners, particularly the most marginalised, have access to qualified teachers and quality teaching. This is a key priority in Cambodia where disparities remain pronounced, especially between learners in urban and rural areas, for learners with disabilities or those from indigenous communities. Furthermore, gender norms continue to shape career pathways within the teaching profession. Significant subject teacher imbalances compound the challenges of education in rural areas, especially in maths, English and science. Inclusion and equity are embedded in all strategic dimensions of the *Teacher Policy,* including teacher recruitment, career advancement and professional progression.

2) Transparency

Inclusion and equity require transparency in policies, procedures and practices to build trust and accountability in teacher governance systems. Transparency is particularly important in teacher governance, including deployment, career progression and access to professional development opportunities. The *Teacher Policy* institutionalises the recruitment, appraisal and promotion processes linked to professional growth and the development of the teaching profession, centring the needs of teachers who are most disadvantaged and underrepresented.

3) Participation

The ILO/UNESCO Recommendation concerning the Status of Teachers (1966) recognises teachers' right, as members of the profession, to participate in policy processes affecting their work and working conditions. Effective and meaningful participation by teachers,

their representatives and education stakeholders is critical to building broad support and shared ownership of education policy. The *Teacher Policy* strengthens existing structures of participation, including teacher and community networks, and empowers local voices for policy improvement.

4) Accountability

Accountability emphasises shared responsibility across teachers, schools, communities and government. Current accountability mechanisms, however, are limited, with teachers held responsible for learning outcomes but often lacking support. The *Teacher Policy* establishes the principle of mutual accountability, ensuring that teachers are supported and empowered to be effective through measures such as teacher standards and quality professional development. Education officials and school leaders are responsible for supporting and enabling teachers to teach effectively. For teachers, this principle means being accountable for the quality of teaching in their classrooms. Mutual accountability also extends to communities, empowering communities to provide input into decision-making and policies related to education in general, and the teaching profession in particular.

5) Evidence-based

An evidence-based policy ensures decisions are informed by reliable data, research and evaluation. The MoEYS has been strengthening various management information systems, including the Education Management Information System (EMIS), the Human Resource Management Information System (HRMIS), and the Continuous Professional Development Management Information System (CPDMIS)—with HRMIS covering up to 96% of total schools in 2023 (Education Strategic Plan 2024–2028, p. 138).[1] Participation in PISA and SEA-PLM has provided valuable data to refine student learning evaluations.[2] Furthermore, this policy was formulated using the 2026 teacher projection model as well as HRMIS and EMIS data to inform recruitment, link CPD to teacher motivation and performance, and support robust teacher appraisal and professional development systems.

These five principles form the backbone of Cambodia's *Teacher Policy,* to ensure that teacher policy reforms are relevant, fair, responsive and sustainable, professionalising the teaching force and empowering teachers to be active, innovative and transformative agents of change, aligned to national policy frameworks. Anchored in these principles, the *Teacher Policy* strengthens, professionalises, and elevates the social status and appreciation of teachers and the teaching profession. Furthermore, this policy contributes to human capital development to transform Cambodia into a high-income country by 2050 through the promotion of equitable, high-quality learning for all.

[1] MoEYS. (2023). *Education Strategic Plan 2024–2028.* Phnom Penh, p. 138.
[2] MoEYS. (2023). *Education Strategic Plan 2024–2028.* Phnom Penh, p. 157.

5. Strategies

Strategy 1: Ensure equitable access to qualified and quality teachers in every school

Sub-strategy 1.1: Recruitment into the profession

1.1.1 Attract the best candidates and maintain favourable conditions for those who would teach in hard-to-staff areas/schools

- Raise the profile and status of teaching as a profession through advocacy campaigns, including teacher prizes, structured career progression and attractive incentive packages.
- Offer adequate scholarships and stipends to attract the best teachers for remote, rural and hard-to-teach schools and those committed to teaching students with disabilities. Graduates from this scheme will be posted to designated provinces and subjects for a minimum service duration; establish paid final-year residencies in rural schools under trained mentors with guaranteed *appointment* on successful completion.
- Enhance local recruitment schemes by recruiting promising upper-secondary graduates (including those from ethnic minority and indigenous backgrounds) through a 'teach-where-you-live' scheme with preparatory courses, living stipends and community-backed housing.
- Attract high-performing secondary school graduates to teaching by offering incentives such as scholarships and stipends.

1.1.2 Develop merit-based, transparent, fair, inclusive, equitable effective recruitment processes

- Develop more rigorous assessment strategies for entry into the teaching profession including tests and interviews focusing on knowledge, skills, motivation and commitment to teaching.
- Digitise application and selection processes utilising the HRMIS or other relevant electronic systems of the MoEYS.
- Develop an evidence and data-driven approach to identifying teacher demand, including the use of the EMIS/HRMIS and teacher simulation forecasts to set annual intake quotas by province, subject specialisation, and education track. Use the *Teacher Projection Model* to forecast teacher demands.
- Increase the national supply to teachers to gradually phase out the teaching of double shifts and multi-grade/combined classes.

1.1.3 Create multiple entry paths to the teaching profession

- Create mechanisms for multi-track entry into teaching, recognising candidates' prior learning and experience, including opening pre-service and in-service teacher training to contract teachers.

- Offer fast-track pedagogical certification through practical classroom teaching evaluations to facilitate flexible, alternative entry pathways into the teaching profession.
- Absorb contract and agreement-based teachers into government teaching posts by developing robust mechanisms for integration.

Sub-strategy 1.2: Deployment and retention

1.2.1: Needs-based posting and transparent transfers

- Conduct a regular and transparent education staff census to identify teacher surpluses, shortages and needs.
- Institute an evidence-informed deployment process that prioritises school needs (subject, location and education track), candidate ranking[3] and stated preferences. Publish the vacancy and deployment list to enhance accountability and transparency.
- Operate a meritocratic, fair, rules- and needs-based digital transfer cycle with specified minimum service periods and performance and attendance criteria for transfer.
- Apply clear and documented rules that consider the needs of married teachers, caregivers and teachers with disabilities in deployment decisions, while maintaining equitable staffing across schools.
- Enforce safety standards for all teachers with clear reporting mechanisms for gender-based violence or harassment, with special attention for female teachers in hard-to-staff areas and teachers with disabilities.

1.2.2: Retention in hard-to-staff schools

- Improve school infrastructure to accommodate teachers' needs, especially for female teachers (e.g., accommodation and sanitation facilities).
- Provide teachers in hard-to-staff schools with:
    - financial incentives (e.g., hardship allowance, housing/rent subsidy, transportation stipend, internet connection stipend and financial bonus) and non-financial incentives (e.g., reduced teaching load and home leave);
    - priority access to CPD opportunities and qualification upgrade;
    - fast-track career progression; and
    - career promotion and national recognition in the form of teacher prizes.
- Ensure newly qualified/early career teachers in hard-to-staff schools receive support, including full access to teaching and learning resources, reduced teaching loads, formal pedagogical mentoring, and continuous professional development (CPD) opportunities.

Strategy 2: Support equitable and effective teaching through high-quality teacher preparation, induction and continuous professional development

[3] Ranking based on aspects such as seniority, qualifications, performance, mobility history, years in the post, family situation and hardship factors.

Sub-strategy 2.1: Initial teacher education

2.1.1 Pathways, quality standards and admissions

- Complete the shift to 12+4[4]/BA+1[5] for primary and lower-secondary teachers and refine BA+2[6]/MEd for upper-secondary teachers.
- Introduce the 12+4 programme, in addition to the 12+2 option, as pathways for pre-primary teachers.
- Design and implement flexible, relevant blended learning programmes to upgrade existing teachers' qualifications, recognising prior learning and professional experiences (e.g., entry to qualification, years of experience, prior professional learning and development).
- Enhance and update the curriculum of ITE training programmes, ensuring alignment with classroom realities, global good practices and national curricular frameworks.
- Enhance specialised training for teaching learners with disabilities and multi-lingual or multi-grade settings.
- Continue the phased upgrade of R/PTTCs into teacher education colleges (TECs), with consideration of available resources, evolving priorities and evidence-based teacher workforce planning.
- Expand self-funded seats in ITE programmes.
- Enhance the professional development, qualifications and competencies of teacher educators by providing ITE in line with *Professional Standards for Teacher Educators (2024).*
- Enhance the infrastructure and quality of teacher education institutions (TEIs).
- Strengthen quality assurance principles and procedures for TEIs to ensure standard consistency and quality, under the oversight of the Directorate General of Teacher Education and Development (DGTED) and the Accreditation Committee of Cambodia (ACC).

2.1.2 Enhance the quality of the practicum

- Ensure that all TEIs develop effective and robust school partnerships for the teaching practicum component of ITE.
- Enhance the quality of the teaching practicum component of ITE programmes, including improvements to assessments.
- Reinforce the implementation of model school standards among practice schools to support the practicum.
- Train school-based mentors and TEI supervisors in coaching and feedback for effective supervision of the teaching practicum component.
- Ensure effective cooperation between school-based mentors and TEI supervisors.

2.1.3 Digital pedagogy and responsible AI

[4] Four years of teacher preparation at the higher education level after 12 years of general education, leading to a bachelor's level qualification.
[5] One year of teacher preparation after completion of a bachelor's level education in a specialised subject.
[6] Two years of teacher preparation after completion of a bachelor's level education in a specialised subject, leading to a master's level qualification.

- Use information and digital technology for planning, teaching, assessment and feedback in the ITE curriculum, including in the practicum component.
- Integrate responsible use of AI into the ITE curriculum with guidance on ethics, data protection and academic integrity.
- Equip TEIs and practice schools with adequate technology resources, infrastructure and capacity development for integrating information and digital technologies into ITE programmes.

Sub-strategy 2.2: Induction and early-career support

2.2.1 Universal induction linked to confirmation/licensing

- Provide every new teacher, regardless of employment status, with a high-quality, structured induction programme upon entry into the teaching profession. Such a programme should offer newly qualified teachers (NQTs) a reduced teaching workload to enhance their professional competencies, with access to trained mentors and supervisors for meaningful support. An induction programme should have clear frameworks for assessing competencies benchmarked against national standards.
- Prioritise participation in an induction programme for those teaching learners with disabilities, and those in multi-lingual or multi-grade settings.
- Link completion of an induction programme to confirmation of teacher certification and, where applicable, licensing.
- Ensure NQTs in hard-to-staff schools receive priority focus and professional development support as part of an induction programme.
- Ensure that these schools have sufficient mentor staff, digital technology and infrastructure for teachers.

2.2.2 Mentor preparation and recognition

- Establish clear selection criteria and deliver accredited CPD for mentors to support NQTs.
- Recognise mentor service through CPD credit points aligned to teacher career pathway (TCP) points and, where feasible, allowances.

Sub-strategy 2.3: Continuous professional development (CPD) and career progression

2.3.1 CPD framework and TCP/Teacher Qualification Upgrade (TQU) integration

- Enhance and implement the national CPD system as a holistic and high-quality credit-based system that recognises diverse forms of professional development, including formal qualifications and workshops as well as self-directed and teacher-initiated professional development. It is essential that the CPD system is grounded in teachers' needs and focused on classroom practices.

- Make CPD a mandatory right of every teacher regardless of employment status and ensure that all CPD undertaken by teachers is credited in the CPDMIS and HRMIS systems.
- Accelerate the institutionalising of teacher professional learning communities (PLCs) as a key component of the CPD system.
- Promote lesson study, action research and coaching cycles (plan – observe – analyse – improve) as part of school-based professional development.
- Link and align CPD to teacher appraisal, TCP and (where applicable) licence renewal.
- Ensure effective articulation between the CPD system and the credit-based higher education system, ensuring that CPD aligns with current TQU pathways to a bachelor's level in teaching-related areas (e.g., education, science, language).
- Develop a national TQU framework to harmonise TQU programmes and guide the national rollout for teacher qualification upgrades in accordance with updated standards.
- Ensure that CPD content is aligned to national priorities, and in particular, early-grade literacy/numeracy, Khmer, mathematics/science pedagogy, English, inclusive/multi-grade strategies, formative assessment, classroom management and digital/AI-enhanced teaching.

2.3.2 Access, equity and quality assurance

- Provide teachers with the necessary resources and support for undertaking CPD, including release time from teaching and appropriate financial resources.
- Prioritise the provision of CPD for: (1) teachers working in hard-to-staff schools, designated schools and shortage subject areas; (2) teachers of learners with disabilities; (3) teachers in multi-lingual and multi-grade schools.
- Accredit and register all CPD providers, including TEIs and qualified partners, to ensure high-quality provision aligned with national priorities and teacher needs.
- Enhance the CPDMIS for recording and reporting on the CPD undertaken by teachers.
- Develop an effective monitoring and evaluation system for tracking CPD impact.

Strategy 3: Strengthen learning-focused leadership and fair, data-driven teacher management

Sub-strategy 3.1: Leadership for learning

3.1.1 Roles, responsibilities and recruitment of school leaders

- Adopt competency- and merit-based selection and appointment processes, aligned with leadership standards, for the appointment of principals and deputies.
- Use model school standards to define expectations for school leaders.
- Update the *School Director Standards* linked to remuneration.
- Provide incentives for the recruitment of underrepresented and marginalised groups into leadership positions, especially female teachers.
- Implement a diverse and high-quality leadership selection programme for school leaders.

3.1.2 Development of leaders for instructional leadership

- Review and update the leadership development programmes for school leaders, to include skills for change management; skills for teaching effectiveness in classroom settings; skills to support teacher autonomy; and skills to support lesson planning and delivery. Such programmes are to be practice-based and aligned with national curriculum and national leader standards.
- Empower school leaders to promote school-based professional development, supporting the formation of PLCs and enhancing pedagogic practices of teachers.
- Support school leaders in instructional leadership by giving tools (observation rubrics, data dashboards and school improvement templates) for effectiveness.
- Foster peer learning among school leaders through provincial and cross-school leadership networks.

Sub-strategy 3.2: Fair teacher management and professional accountability

3.2.1 Appraisal for development and progression

- Implement a fair and equitable teacher appraisal and development system which balances formative appraisal (frequent observation/feedback/coaching) and summative appraisal in alignment with teacher professional standards and linked to TCP progression, CPD priorities and (where applicable) licensing.
- Ensure teacher appraisal and development processes have transparent criteria, fair procedures, holistic performance assessment, and provide adequate, differentiated support where needed.
- Ensure that the system of teacher appraisal and development is aligned with CPD provision.
- Ensure that teacher appraisal and development is harmonised with career progression, recruitment and deployment rules and working-condition provisions.
- Train appraisers and school leadership teams to apply teacher career appraisal and development processes fairly, transparently and consistently.
- Develop monitoring systems for implementing teacher appraisal and development policies, with particular focus on the role of school leadership.

3.2.2 Teacher professional standards, licensing and code of conduct

- Pilot and gradually implement teacher licensing linked to induction, ongoing CPD (credit points) and professional conduct.
- Clarify the status of teachers.
- Ensure that all teachers, regardless of employment status type, adhere to a clear code of teacher conduct and ethics outlining due processes for all teachers.
- Establish a professional council for teachers to strengthen standards, professionalism and accountability, enhance the quality of teaching, and elevate the status and esteem of the profession.

Sub-strategy 3.3: Integrated data and transparency for decision-making

3.3.1 System integration and data quality

- Integrate EMIS, HRMIS, EFMS and CPDMIS with common IDs, data standards and validation routines to enhance teacher management and governance, capturing information about teacher recruitment, transfers, development and appraisal.
- Ensure that the teacher HRMIS/CPDMIS system fairly and accurately records all rewards and recognitions, including CPD participation.
- Establish data-quality assurance routines and service-level protocols between central and provincial teams.

3.3.2 Dashboards, analytics and evidence generation

- Provide dashboards at school, district, provincial and national levels tracking vacancies, pupil-teacher ratios (PTRs), workloads, appraisal outcomes, licensing status and CPD participation.
- Conduct annual equity audits (PTR, subject coverage, rural/urban comparisons) and publish summary findings to guide remedial actions by the MoEYS.
- Use analytics to target support (e.g., CPD priorities, redeployment) and monitor impact.
- Implement periodic teacher, parent and student perception surveys.
- Commission independent mid-term and end-term reviews of *Teacher Policy* implementation.
- Track uptake and impact of incentives, workload norms, housing and well-being support in HRMIS, EMIS, EFMS and CPDMIS.

3.3.3 Use of data

- Ensure that all collected teacher data is used for teacher governance and management decisions.
- Develop capacities of decision-makers at all government levels to use the digitalised and integrated teacher management system for policy making and reference.
- Ensure school inspection and teacher appraisal feedback is reflected in HR policies and procedures for promotions, transfers and CPD opportunities.
- Embed data-driven strategies for teacher performance improvement and actions, including targeted CPD, in school improvement plans (SIPs).
- Publish annually and make available key teacher data – including staffing indicators, appraisal completion, licensing coverage and CPD participation information – to school leaders and administrators to support school-level improvements.
- Issue accessible school reports to local communities and other stakeholders to strengthen transparency, trust, accountability and involvement.

Strategy 4: Provide motivating, dignified working conditions and progressive career pathways to retain talent

Sub-strategy 4.1: Targeted incentives and benefits for hard-to-staff areas and subjects

4.1.1 Targeted financial incentives

- Publish an eligibility map (by school and subject) based on EMIS/HRMIS data analyses and projections in line with the MoEYS and other relevant ministries' guidelines.
- Provide incentives for multi-lingual and multi-grade teachers.
- Develop a long-term teacher renumeration strategy to generate fiscal space for targeted incentives.
- Provide teachers – especially female teachers, in hard-to-staff schools, or with other priority needs – with financial incentives including housing (rental), transport (taxi, boat or motorbike) and connectivity allowances, along with completion bonuses for continuous service.

4.1.2 Non-financial incentives and recognition

- Provide teachers in hard-to-staff schools and those with other priority needs with non-financial incentives and recognition, including reduced teaching loads and priority access to CPD.
- Fast-track career progression and national and provincial recognition in the form of awards and prizes for sustained performance and service.
- Provide teachers in hard-to-staff schools and those with other priority needs with ICT equipment and reliable internet access to support lesson planning, assessment, peer collaboration and participation in PD opportunities, including PLCs.

Sub-strategy 4.2: Workload, teaching and learning support and well-being

4.2.1 Workload norms and protected professional time

- Streamline administrative tasks of teachers to reduce non-teaching workload. This requires an appropriate teacher workload model covering all teachers' work, including teaching and assessment, professional development, school involvement, community engagement and general administration. This model should prioritise classroom teaching.
- Ensure compliance to teacher workload and instruction hours according to level, phase and class-size norms to ensure that teachers have opportunities for professional engagement and development, including with PLCs, action research and lesson study.
- Adjust teaching workloads and norms to specific contexts, particularly for multi-lingual and multi-grade contexts.
- Support school leaders to develop school plans and teaching timetables that give teachers adequate time for professional development and pedagogical preparation.

4.2.2 Progressive career pathways

- Ensure that teacher rewards (financial and non-financial), teacher participation in documented and accredited CPD and teacher recognition and awards are linked to the TCP system.
- Create a horizontal and diversified career pathway that recognises multiple teacher roles – including mentoring, coaching and academic leadership – linked to career progression and promotion opportunities.

4.2.3 Teaching and learning resources and digital access

- Develop and implement norms for teaching and learning resources for all schools, prioritising rural and remote schools.
- Ensure all schools, with priority on remote schools, have access to technologies, including internet access, appropriate teaching and learning platforms, lesson planning and assessment.
- Maintain small grants for school-level teaching and learning improvements and innovation.

4.2.4 Health, safety and psychosocial support

- Ensure that all teachers have appropriate health and social welfare benefits, including health insurance and maternity and paternity leave.
- Make appropriate adjustments in benefits for teachers with disabilities and other needs.
- Ensure all teachers have access to psychosocial support and peer-help mechanisms.

Strategy 5: Institutionalise inclusive and meaningful social dialogue and community participation to strengthen education policy development and implementation

Sub-strategy 5.1: Teacher engagement in policy design, implementation and review

5.1.1 Representative forums and consultation architecture

- Establish teacher working groups at national, provincial, district and cluster levels, with clear terms of reference, to inform the formulation and implementation of education and teacher policies.
- Clarify and specify the roles and responsibilities of TEIs, school leaders and teacher professional associations in the formulation and implementation of education and teacher policies.
- Ensure that all representative dialogue forums and structures have fair and balanced representation, prioritising the involvement of underrepresented groups (including rural and minority groups, people with disabilities and women).
- Ensure that consultations and dialogue forums are aligned and inform the *Education Strategic Plan, Teacher Policy Action Plan, Strategic Plan for Teacher Education Reform,* the budget and

Medium-Term Expenditure Framework (MTEF) cycle processes.

- Publish an annual national and provincial consultation plan with milestones and responsibilities.
- Link follow-up actions to Education Congress agendas at the provincial and national levels.

5.1.2 Professional learning community (PLC): Policy linkages and 'policy clinics'

- Use information from TEI-school networks and PLCs to provide classroom evidence (e.g., lesson-study insights, assessment data) in formulating education policies.
- Convene periodic 'policy clinics' wherein teachers co-develop implementation guidance, tools and training packages to support the rollout of national policies, including the *Teacher Policy.*

5.1.3 Capacity development for representative participation

- Provide training and facilitation for all participants involved in representative councils, associations and other forums to support meaningful engagement in policy dialogue and to understand their roles and responsibilities.
- Provide innovative and catalytic small grants for piloting dialogue and consultation forums at the school and cluster levels to lay the basis for establishing institutionalised forums.

Sub-strategy 5.2: Community participation and social accountability

5.2.1 School-community dialogue and compact

- Formalise regular forums at school and cluster levels to support policy development, including parents, local authorities and civil society in these structures.
- Facilitate the development of school-community compacts with clear protocols and guidelines, ensuring mutual commitment to attendance and participation.
- Create feedback and reporting mechanisms to facilitate bi-directional relationships between communities and school, district, provincial and national educational authorities. These mechanisms could include simple scorecards, noticeboards and SMS or online channels to share relevant education information such as teacher staffing, attendance, CPD activity and inspection follow-up.

5.2.2 Social dialogue and communication

- Develop and implement a multilingual communications plan (Khmer and, where appropriate, minority languages) for sharing policy updates, engagement opportunities (e.g., mentor training and CPD offerings) and progress summaries via radio, digital platforms and Congress briefings.
- Provide a toolkit (FAQs, slide decks, briefs) for provinces and schools to consistently communicate education reforms.

- Organise annual national and provincial consultation forums aligned to planning, budget cycles and TPAP milestones to facilitate teacher and stakeholder engagement.

6. Implementation Arrangements

This section sets out how the *Teacher Policy* will be operationalised within the ESP/MTEF cycle, with clear leadership, a sequenced action plan, a results framework and sustainable financing. The Directorate General of Teacher Education and Development (DGTED) in the MoEYS acts as the Secretariat for implementation.

6.1. Governance, leadership and coordination

National Steering Committee (NSC): Chaired at ministerial level, the NSC provides strategic direction; endorses the costed action plan, annual workplans and budgets; and reports progress, challenges and course corrections to the highest political level.

Secretariat (DGTED): The Secretariat sequences delivery across strategies; prepares the consolidated ESP/MTEF-tagged workplan and budget; issues guidance and standard operating procedures (SOPs); manages national and provincial dissemination and the helpdesk; runs the monitoring, evaluation and learning (MEL) cycle; and coordinates risk management, communications and structured social dialogue.

Technical Working Groups (TWGs): Five TWGs (one per strategy) operate with clear terms of reference (ToRs) and time-bound deliverables. The Secretariat sits on all TWGs to ensure coherence across standards, induction, appraisal, licensing, CPD/TQU, incentives and data integration.

6.2. Policy endorsement

After ensuring coherence with other relevant laws and policies, the *Teacher Policy* receives legal and administrative effect through a ministerial decision and implementation order confirming the NSC, designating DGTED as Secretariat and TWGs with their leads. Priority *prakas* required for early implementation are authorised; documents are registered and posted (Khmer/English, with version control); and a short 'readiness and risk' note is issued alongside financial guidance to signal how the policy enters the implementation phase.

6.3. Action planning

The updated *Teacher Policy Action Plan* (TPAP) 2024-2030 and subsequent TPAPs will serve as the authoritative action plan for the *Teacher Policy.* It includes sub-strategy matrices that outline objectives, outputs, activities and milestones. The matrices also specify timelines, roles, beneficiaries, unit costs, total costs and funding sources. In addition, the TPAP contains a consolidated results framework with indicator definitions, baselines and both annual and end targets, including equity disaggregation. They also include a delivery plan covering procurement,

technical assistance and capacity development. Finally, the TPAP includes a living risk register with corresponding mitigation measures.

6.4. Monitoring, evaluation and learning (MEL)

Using the TPAP results framework, each TWG will track inputs, outputs and outcomes across strategies. The Secretariat coordinates the monitoring and compiles an *Annual Teacher Policy Results Report* (with a public summary), publishes dashboards and provincial equity reviews, and applies findings to adjust the course of action when necessary. Independent mid-term and end-of-plan evaluations inform subsequent action plans.

6.5. Financing of Teacher Policy implementation

Full and effective implementation of the *Teacher Policy* depends on sufficient, timely and sustainable financial resources. The MoEYS shall advocate for a progressive increase of the education sector's share of the national budget within the MTEF towards the internationally recommended 15–20 per cent, subject to fiscal space and macroeconomic conditions.

All *Teacher Policy* actions will be linked to programme-based budgeting lines and sequenced realistically in the MTEF. Output indicators and unit costs will be specified for priority deliverables so that financing, delivery and verification are clearly linked. The MoEYS will conduct annual expenditure reviews to test efficiency, effectiveness and equity, adjusting phasing and scope where evidence indicates the need.

External support from development partners and civil society will be aligned to the TPAP results and costing framework. Where appropriate, complementary financing windows will be explored, especially from the private sector.

To strengthen efficiency and accountability, the Secretariat will maintain an annually updated unit-cost library – for example, per mentor trained, induction cohort completed, CPD credit awarded, inspection visit conducted and housing package supported – to inform planning and comparability. Cost per output and spending equity will be tracked through HRMIS, EMIS, EFMS and CPDMIS.

6.6. Capacity development

A costed capacity development plan, based on a structured capacity assessment, will be developed and implemented to equip central and sub-national officials, school leaders and teachers with the skills and competencies required for their roles (governance, teacher-management operations, appraisal and licensing moderation, CPD delivery, data use and social dialogue) for policy implementation.




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