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INVESTMENT PROGRAMME FRAMEWORK

INVESTMENT PROGRAMME FRAMEWORK

4.1 Teaching Services Development Investment Programme Summary

| | | \$US millions |
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| TOTAL PROGRAMME | | 93.5 |
| Programme 1. CAPACITY BUILDING | | 9.6 |
| 1A | Teaching Services Planning, Management and Training | 1.0 |
| 1B | Supervision & Support Services Development | 1.6 |
| 1C | Schools and Colleges Management Training | 3.0 |
| 1D | Training of Teacher Trainers | 0.5 |
| 1E | Policy Reform | 1.7 |
| 1F | Teaching Services Leadership Cadre Training | 0.3 |
| 1G | Teaching Personnel Deployment Management | 1.5 |
| Programme 2. PRE-SERVICE TRAINING SYSTEM IMPROVEMENT | | 19.3 |
| 2A | Teacher Training Programmes Development | 1.2 |
| 2B | Teacher Training Instructional Materials Development | 1.5 |
| 2C | TTCs Facilities Improvement | 5.8 |
| 2D | Distance Education Facilities Provision | 3.5 |
| 2E | TTC Centres for Non-Campus Provinces | 0.8 |
| 2F | TTC Model/Demonstration Schools Enhancement | 2.5 |
| 2G | Women Trainee Incentives | 2.5 |
| 2H | Ethnic Minority Teacher Training | 1.5 |
| Programme 3. WORKING TEACHERS QUALITY ENHANCEMENT | | 64.6 |
| 3A | Working Primary Teachers Skills Enhancement | 54.0 |
| 3B | Working Secondary Teachers Skills Enhancement | 6.3 |
| 3C | Special Accreditation Programme for Unqualified Teachers | 1.2 |
| 3D | TVET Teachers Accreditation Programme | 0.4 |
| 3E | Resource Centres Provision for School Clusters | 2.7 |

**4.2 Investment Framework: Programme 1
Capacity Building for Teaching Services Development (\$9.6m)**

***Sub-programme 1A. Teaching Services Planning, Management and Training
Capacity Building (\$1.0m)***

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| Component | 1A1 Teacher Demand & Supply Forecasting : \$0.2 |
| Objective | To improve MOEYS capability in forecasting teacher demand and supply |
| Targets | Reliable projections of teacher needs from early 1998, revised annually thereafter |
| Activities | <ul style="list-style-type: none"> - PACU senior staffers trained in provincial level teacher forecasting, indicatively with UNESCO/UNDP Capacity Building Project TA, with 1998-2003 first MOEYS official forecast published in April 1998, utilising EMIS, HRMIS and other data bases. - PACU-produced revised forecasts published annually on March 31 thereafter. |

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| Component | 1A2 Teaching Services Personnel Management: \$0.4m |
| Objectives | To improve capacity of MOEYS Department of Personnel in managing the Ministry's workforce to ensure delivery of educational services consistent with Government policies |
| Targets | DOP fully utilising HREMIS by 1998 for personnel issues analysis, personnel policy formulation, and personnel management. By 2000, efficiency gains achieved, through re-deployment policies, including improved and more equitable teacher:pupils ratios |
| Activities | <ul style="list-style-type: none"> - DOP personnel and PEO and DEO counterparts trained in modern teaching personnel management procedures in the context of national and sectoral public service policies - HREMIS fully operational in MOEYS |

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| Component | 1A3 Teacher Training Policy, Planning and Monitoring Strengthening: \$0.4m |
| Objectives | To enhance TTD's role in Quality Assurance, Research, Teaching Services Policy Development, and teacher education -related Project Management |
| Targets | TTD re-organised, and its technical capacity developed, to efficiently undertake new roles without international support by 1999 |
| Activities | <ul style="list-style-type: none"> - TTD staff audit, mission clarification, and departmental development plan (physical and professional) completed by 1997. - TTD staff recruitment and training for revamped organisation and functions, inclusive of long and short term training overseas, and country-based training, commencing in 1998. |

Sub-programme 1B. Supervision and Support Services Development (\$1.6m)

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| Component | 1B1 Primary Supervision and Support Services strengthening (\$0.8m) |
| Objectives | To strengthen MOEYS capacity at Provincial and District levels to monitor the effectiveness of instruction in pre-schools and primary schools and support school-based efforts to improve quality |
| Targets | System operational at DEO-level nationwide by 2001 to mobilise and support school-based and cluster-based quality improvement activities led by school director and staff |
| Activities | <ul style="list-style-type: none"> - MOEYS, PEO and DEO responsibilities and strategies for supervision and support formulated, and roles clarified in 1998; appointments made to (circa 1000) DEO supervisory positions, utilising capacities developed under inspectorial, maitres-formateur and cluster tutor training programmes in 1998-99 - Training, skills development and certification for all appointees, 1998-2000 |

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| Component | 1B2 Secondary Supervision and Support Services Strengthening (\$0.4m) |
| Objectives | To strengthen MOEYS capacity at central and Provincial levels to supervise and support the quality of instruction in secondary schools at the subject level |
| Targets | System fully operational by 2000 with coverage of all curriculum subject on the secondary curriculum |
| Activities | <ul style="list-style-type: none"> - Preparation of an Action Plan for the establishment and operation of a central/provincial secondary supervision service, with personnel, functions, etc defined by 1997 - Training of subject 50 specialist supervisors under CAMSET2, French Assistance, JICA , and other projects, 1997-99 - Supervisory services expansion and induction training programme, 1999-2000 |

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| Component | 1B3 TVET Supervision and Support Services Strengthening (\$0.4m) |
| Objectives | To develop NTB's capacity to supervise and support TVET training activities nationwide |
| Targets | Establishment of a system to ensure the quality of private and public sector TVET training by 2000 |
| Activities | <ul style="list-style-type: none"> - Preparation of a plan for the development of an OTVET quality assurance unit, with provincial counterparts, to ensure implementation of Government's TVET policies, ensure high training standards, and support training and re-training programmes for trainers through school and work place monitoring and support - Training of TVET quality assurance unit personnel, inclusive of work-place training approaches, vulnerable populations and gender issues, entrepreneurial activities, etc, with ADB-financed Basic Skills Project, UNDP and GTZ resources. |

Sub-programme 1C. Schools and Teacher Training Colleges Management Training (\$3.0m)

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| Component | 1C1 Training of School Directors (\$2.5m) |
| Objectives | To empower school directors nationwide at all levels with the orientation and skills to effectively and efficiently administer and develop the quality of education in their institution and strive to achieve MOEYT's policy directions |
| Targets | All 6000 directors 2000 trained by 2001 |
| Activities | <ul style="list-style-type: none"> - Audit and assessment of school directors nationwide and re-appointment and replacement, 1998 - National training and certification programmes for pre-school, primary and secondary directors, and managers of TVET programmes, in new roles and responsibilities for institutional management and development - Establishment of an evaluation system based in PEOs and DEOs for directors, and mechanisms for replacement of principals with inadequate ratings |

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| Component | 1C2 Training of TTC Directors and senior management teams (\$0.5m) |
| Objectives | To ensure each TTC's management group has the orientation and technical capacities to reform institution consistent with Government's policy directions |
| Targets | All TTC directors and senior staffers, 100 trainees, fully prepared to implement TTC reforms by 1998-99 |
| Activities | <ul style="list-style-type: none"> - Assessment of directors and replacement of those operating below requirements in 1997; identification of senior management team and development of organisational responsibilities, 1997-98; preparation of a TTC Managers Training Plan, 1998. - Training of 25 TTC Principals (circa 20 weeks equivalent, and certification), 1998-99 - Training of 75 senior TTC staffers (circa 10 weeks equivalent), 1998-99 |

Sub-programme 1D. Training of Teacher Trainers (\$0.5m)

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| Sub-programme | Training of TTC Teachers |
| Objectives | To improve the quality of teacher training through pedagogical training and certification of teacher college teachers system-wide |
| Targets | In-service Training of 500 TTC teachers, and Pre-service training of 250 associate teachers |
| Activities | <ul style="list-style-type: none"> - TTC staff audit to identify trainee population, determine training needs, and identify in-service training programme of 5 weeks equivalence - Programme delivery to (a) TTC teachers selected for training investment, (b) 'new blood' trainees selected competitively from school system, including primary teachers, to act as associate (part-time) TTC appointees in broadened programme responsibilities, and providing a pool for future appointments - Training of selected TTC trainers internationally - Assessment criteria defined and implemented and satisfactory candidates certified for teacher training work |

Sub-programme 1E. Teaching Services Development Policy Reform (\$1.7m)

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| Sub-programme | Policy Studies, Policy Dialogue and Plan Preparation |
| Objectives | To undertake all studies required by the MOEYS Teaching Services Development Strategic Plan to formulate or clarify future policy directions and indicative strategies |
| Targets | 17 Policy Study and Dialogue processes completed by 1999 |
| Studies | <ol style="list-style-type: none"> 1 Teacher Remuneration Study, 1998 2 Teacher Re-deployment Study, 1997 3 Double-shift Teaching Study, 1997 4 Teacher Training Modalities Evaluation Study, 1998 5 Supervisory Services Policy Study, 1998 6 Pre-schooling Policy Study and Master Plan, 1997 7 National Literacy Development Policy Study, 1998-99 8 Foreign Languages Teaching Policy Study, 1998 9 Basic Education for Non-Khmer Speakers Study, 1998 10 TTD Development Plan, 1997 11 Disadvantaged Population & Teaching Services Study, 1997 12 Distance Education for Teaching Services Development Study, 1997-98 13 TTC Programming Review, 1997-98 14 Multi-grade Teaching Policy Study, 1998-99 15 PTTC Facilities and Plan, 1997 (EU) 16 Supervision Services Policy Study, 1998 17 Technology, Science & Mathematics Think Tank, 1998-99i |

Sub-programme 1F. Teaching Services Leadership Cadres Training (\$0.3m)

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| Sub-programme | Masters In Education Programmes |
| Objectives | Develop leadership capacity to lead the reform and development of educational services for the period 2000 to 2025 |
| Targets | 50 Masters degrees in Educational Administration by 2001 |
| Activities | <ul style="list-style-type: none"> - Conduct of a needs analysis for leadership cadre formation, and develop a RUPP/FOP Masters programme in Educational Administration and prepare training plan for staff development through initial programme co-delivery with a recognised ASEAN institution - Provide places for 25 student in Phnom Penh region for first cohort in 1998 by after work delivery (completing in 2000). - Design intensive sandwich delivery format for second cohort of 25 beginning in 1999, with programme completion in 2001. - Plan for full teaching of programme and specialisations by RUPP/FOP from 2000. |

Sub-programme 1G. Teaching Personnel Deployment Management (\$1.5m)

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| Sub-programme | PEO/DOP Personnel Deployment Management |
| Objectives | To enhance the capability of PEOs, working with the central DOP, to effectively deploy newly trained teachers and re-deploy experienced teachers according to the staffing needs of a province |
| Targets | Significant decrease of disparity in Teacher:Pupils ratios across districts and provinces |
| Activities | <ul style="list-style-type: none"> - Evaluation of mechanisms utilised to deploy and re-deploy teachers, and identification of promising strategies and the conditions for success, 1997-98. Re-deployment issues cover PEO/DEO to school, secondary to primary, district to district, in-cluster school to school - Training of DEO Directorates in strategies utilised and lessons learnt, assessment of disparities and personnel under-utilisation issues in each province, and development of a provincial plan of action for addressing deployment issues, inclusive of incentives and financing plan, 1998-99 - Provincial based re-deployment exercises, assisted by grant funding, 1999 |

**4.3 Investment Framework: Programme 2
Pre-service Teacher Education System Improvement (\$19.3m)**

Sub-programme 2A. Teaching Training Programmes Development (\$1.2m)

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| Component | 2A1 Reform of General Teacher Education Programme Structures and Curricula (\$0.9) |
| Objectives | To reform all formal Teacher Training programmes, admission procedures, curricula, and accreditation requirements consistent with Government policy directions and international standards |
| Targets | Implementation of reformed programmes in all institutions for the 1999-2000 student intake |
| Activities | <p>- Task Forces established in 1997, supported by international specialists, for each of the following programmes:</p> <ul style="list-style-type: none"> • Pre-school Teacher Training • General Primary Teacher Training • Lower Secondary Teacher Training • RUPP Bachelor degree for prospective teachers • RUPP FOP post-degree Diploma in Teaching • TVET Teacher Training • Adult Literacy Teacher Training <p>- Task Force leaders acquainted with international comparative perspectives through focusses study tours to selected countries, and seminars on international development at the levels - inclusive of research findings on effectiveness of instructional methodologies - provided for all Task Force members locally, in 1997-98</p> <p>- Evaluation conducted by Task Forces on strengths and weaknesses of current programmes, needs assessment of current design needs related to Government policy directions, international trends, reforms in the MOEYS curriculum for the target group, textbook development plans for the level, issues of gender, ethnicity and vulnerable peoples, need for foreign language acquisition at many levels, need for technological reform, etc., in 1997-98</p> <p>- For each programme, redesign of programme structure cost-effectively, re-formulation of admission procedures, re-definition courses and their content, reform of examination and accreditation requirements, in 1998-99</p> |

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| Component | 2A2 Design of Specialisations within reformed Teacher Education programming structure (\$0.3m) |
| Objectives | To develop Specialisations consistent with general teacher education programme structures as required by Government's policy directions for education sector development |
| Targets | 5 new Specialisations established by 2000 |
| Activities | <p>- In collaboration with the Programme Task Forces, and specialist institutions, Specialisation Working Groups established to develop special teacher training programmes to address short to medium term innovations, inclusive - but not limited to:</p> <ul style="list-style-type: none"> • English Language Teacher Training for Grades 5 & 6 • In-service English Language Teacher Training for Secondary level • Multi-grade teaching in small rural and remote primary schools • Primary teaching for ethnic minority teachers focussing on language transition at grades 1 & 2 • Design & Technology in Secondary Schools • Physical Education & Sports in general education • Creative Arts Education in Secondary Schools <p>- Specialisation Working Groups exposed to international experience through selected study tours and seminars presented locally</p> <p>- New curricula designed, with equivalence to general programmes designed by the Task Forces, for implementation progressively in 1999 and 2000</p> |

Sub-programme 2B. Teaching Training Instructional Materials Development (\$1.5m)

| Sub-programme | Course Materials Development, Publication & Distribution |
|---------------|---|
| Objectives | To support introduction of reformed teacher training curriculum, support TTC teachers re-training/induction training, to support effective learning by trainees, quality instructional material developed for all courses (subjects) of all programmes and specialisations |
| Targets | Initial publication programme for instructional materials for all general programmes completed by 2000, and for specialisation courses by 2001, publication deadlines for each course materials to coincide with the first delivery of a revised/new course. Over 100 sets of course materials for teacher training will be published by 2001. |
| Activities | <ul style="list-style-type: none"> - Publication Plan for manuscript development ,desk-top publication, printing and distribution of all instructional materials prepared by TTD in consultation with MOEYS Publications House and Task Forces and Working Groups for Curriculum Development (component 2A of the Investment Plan) in 1998-99 - Small Writing Teams progressively established, assisted by international specialist resources in Cambodia, or selected TA where essential, to produce manuscript for textbook, course manual or other form of instructional support, building on lessons learned from TTD PASEC-supported experience in materials production, from 1998. It is anticipated that at least 30 to 40 courses will be provided with new publications each year from 1999. - Desk-top publishing capability established in TTD in 1998-99 to produce camera-ready copy of all textbooks and materials, for contract printing. - Distribution Centre established at TTD in 1999 for filling orders from TTCs and other institutions for course materials on a cost-recovery/income-generation basis - TTD Publications Sustainability Plan formulated in 2000-01 in light of lessons learnt to ensure materials availability into the longer term without project-type support |

Sub-programme 2C. Teaching Training System Facilities Improvement (\$5.8m)

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| Component | 2C1 TTCs Emergency Rehabilitation: \$2.0m |
| Objectives | To provide replacement structures & to repair and refurbish existing TTCs selectively to ensure programme continuation in the short term |
| Targets | To build two new TTCs, to repair 14 TTCs and to refurbish 17 TTCs by 1998 |
| Activities | <ul style="list-style-type: none"> - Design and construct TTC campuses at Battambang and Kompong Thom in 1997-98 (EU and Hun Sen funded respectively) - Appraise structural and refurbishing situation for 17 TTCs (Instructional and Administration, Student accommodation and Practicing School facilities) and prioritise emergency investment requirements, in 1997 with EU TA support - Repair/refurbish priority needs determined by MOEYS, in 1997-98, with EU grant-financing |

Teaching Services Development Strategic Plan: Draft

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| Component | 2C2 TTC system modernisation \$3.5m |
| Objectives | To provide adequate facilities for the reformed role of the TTC system for the first decade of the 21st Century |
| Targets | TTC facilities rationalised and improved for delivery of expanded <i>mandate</i> by 2001 |
| Activities | <ul style="list-style-type: none"> - Building on the EU-supported TTC infrastructure appraisal (1997), the MOEYS Teaching Services Development Strategic Plan (1997), and the TTC Programming Study (1997-98), prepare a broad TTC facilities rationalisation and improvements plan in 1998 for implementation 1999-2001. - Progressive divestment of facilities surplus to requirements to other public education sectors by 2000 - Individual improvement plans for targeted institutions to be developed by institutions themselves, inclusive of financing arrangements, with broad guidelines set in TTC System Rationalisation and Improvement Plan - Re-structuring, Enhancement, Modernisation and Re-furbishing of core TTC facilities over period 1999-2000, with mean value of improvements to 20 facilities to be contained within a \$0.15 public investment limit |

Teaching Services Development Strategic Plan: Draft

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| Component | 2C3 Teacher Training Department Improvements \$0.3m |
| Objectives | To provide accommodations for TTD consistent with its expanded roles |
| Target | Adequate office accommodation, equipment and support services in place for operations by 2000 |
| Activities | <ul style="list-style-type: none"> - Audit of current TTD plant and facilities in comparison with projected work plan for short, medium and long term, and preparation of a phased and costed TTD development plan for the period 1998-2000. - Plant and facilities provision for working teacher training project management, with CAPE assistance in 1997 - Other plant and facilities requirements provided on a phased basis, linked with project budgets when TTD has a management/monitoring role |

Sub-programme 2D. Distance Education Tele-conferencing Provision for Teacher Training Colleges (\$3.5m)

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| Sub-programme | Tele-conferencing facilities installation, programming and training |
| Objectives | To provide audio-tele-conferencing and internet facilities for training, planning and administration purposes across TAC system |
| Targets | Installation of tele-conferencing & internet facilities in 50% of TTCs and TAC centres in non-campus provinces by 1998, with 100% coverage by 2000; 50% system utilisation by 1999, 75% utilisation by 2001, 100% by 2003. |
| Activities | <ul style="list-style-type: none"> - Preparation of an audio-tele-conferencing & internet plan linking all the entire TAC system, the RUPP FOP, and TTD by 2000, inclusive of a utilisation and training plan, in 1997-98 - Training TAC audio-conferencing managers and technicians in systems management and maintenance, programming and utilisation, 1998-99 - Installation of audio-teleconferencing facilities and internet terminals in TTCs and TAC centres in non-campus provinces, 1998-2000 - Development of effective utilisation of audio tele-conferencing system 1990-2000 for a range of services inclusive of : <ul style="list-style-type: none"> • MOEYS/PEO administration and planning meetings, from 1998 • TTD/TAC system administration and planning meetings, from 1998 • Tutorial support for distance education and training programmes for Education sector personnel and teacher trainees, for 1999 • Income generating provision of facilities for private course providers from 1999 - Training in TAC utilisation of internet facilities for programme support, 1998-99 - E-mail communication within Teacher Education system, replacing postal, fax, courier and other means of communication, fully operational by 2000. |

Sub-programme 2E. Teaching Training Centres for Non-campus Provinces (\$0.8m)

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| Sub-programme | Teaching Services Development Centres provision in Provinces without TTCs |
| Objectives | To provide sustainable 'hubs' for the teaching service development activity in provinces without a TAC, linked a centre of one a TAC in a neighbouring province |
| Targets | Provision by 2000 of a TSD Centre in all provinces (indicatively 7 to 8) which have no TTC after institutional facilities are rationalised |
| Activities | <ul style="list-style-type: none"> - Identification of Sites for TSDCs in conjunction with the TTC rationalisation process. Sites may be (i) part of the physical campus of a former TTC redesignated for other education sector purposes, (ii) another under-utilised education facility (an Upper Secondary school operating below capacity, part of the PEO facilities, or (iii) a cluster centre constructed for MOEYS under an NGO project or CAPE. In some provinces a new facility will need to be constructed. Design of Facilities. (1998). - Construction and Furbishing, 1999-2000. - Training of TSDC managers, 1999. |

Sub-programme 2F. TTC-linked Model Schools Enhancement (\$.2.5m)

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| Sub-programme | Enhancement of Model/Practicing/Demonstration schools linked with TTCs and TSDCs |
| Objectives | To enhance the primary and secondary schools linked with TTCs and TSDCs in non-campus provinces as environments for demonstrating good practice, practical experience for trainees and models for other schools in a province to emulate |
| Targets | Model primary and LS schools operational in all 21 provinces and the Phnom Penh Municipality by 2000 |
| Activities | <ul style="list-style-type: none"> - Schools identification and preparation of a model schools refurbishment planning master plan, building on the work of the EU TTC Refurbishment project, 1998. - Re-construction and re-furbishment programme, 1998-99. - Training of TTC Directors and Staff (and TSDC Managers) and Model School Directors and Staff, in respective roles and responsibilities in Teaching Services Development activities focussed on the model school. |

Sub-programme 2G. Women Trainee Incentives (\$2.5m)

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| Sub-programme | Incentive Programme for Gender Equity |
| Objectives | To redress the gender imbalance in the Teaching Service through special incentives for women trainees |
| Targets | Increased ratio to 50% for women by 2002 in all TTC programmes |
| Activities | <ul style="list-style-type: none"> - Refurbishment of Boarding Accommodation and Sanitary Facilities for Women Trainee, inclusive of adequate bathing & toilet facilities, linked to training programme for women in related facilities maintenance and water conservation - Provision of 1500 special scholarships of about \$200 value for female trainees per year from 1997-98, individual disbursement continuation related to performance on TTC programme - Assist the development of an organisation for women professionals in Education to promote gender equity at all levels and to promote approaches to living conditions improvements for female teachers, including income generation ideas - Utilisation of mass media to mobilise women teachers to promote the retention of girls in school, addressing issues such as prostitution, family planning AIDS prevention, etc. |

Sub-programme 2H. Pre-service Training of Ethnic Minority Teachers (\$1.5)

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| Sub-programme | Special Programme for Ethnic Minority Teaching Services |
| Objectives | To establish a specially designed TTC programme for pre-service training for Ethnic Minority areas |
| Targets | New programme for 200 intake per year implemented from 1988 |
| Activities | <ul style="list-style-type: none"> - Study of schooling issues, including language issues, for ethnic minority areas - Programme design incorporating teaching Khmer as second language, minority cultures, multi-grade teaching, role of mother tongues, curriculum localisation, etc., designed for ethnic minority grade 9 completer trainees - Rehabilitate TTC for ethnic minority programme, enhancing facilities particularly for women trainees - Recruitment of trainees with special scholarship incentives - Future trainees special education programme established with PEO & NGO assistance in minority provinces to assure future trainee supply with required entry level passes, including Village Volunteer Teachers (VVT) - Recruitment and training of ethnic minority master teachers for programme delivery - Programme implemented in 1998. |

**4.4 Investment Framework: Programme 3
Working Teachers Quality Enhancement (\$64.6m)**

***Sub-programme 3A. Working Primary Teachers Training in Content,
Pedagogy & Textbook Utilisation (\$54.0m, from 1995)***

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| Component | 3A1 In-service Content and Pedagogy Enhancement through schools clusters (\$32.0m) |
| Objectives | To provide training to teachers and principals nation-wide in selected teaching strategies and selected Khmer Language and Mathematics Content and Methodology |
| Targets | 40,000 training beneficiaries by 2002 |
| Activities | - MOEYS approved training programme delivered over a one to two year period through 6 weeks vacation training, 3 weeks of cluster-based workshops, 20 Thursday school-based tutorial sessions, commencing in 6 provinces in 1996-97, and covering all provinces by 2002, supported through CAPE Consortium, UNICEF, Redd Barna and other projects. |

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| Component | 3A2 In-service Content and Pedagogy Enhancement through distance education (\$20m, from 1995) |
| Objectives | To provide training to teachers and principals nation-wide in the content and teaching of Khmer Language, Mathematics and Social Studies through distance-delivered modules supported by <i>maitres-formateur</i> support and selected curriculum and textbook development in Social Studies |
| Targets | - Over 45,000 primary school teachers and principals in 5000 schools nation-wide complete instructional modules by 1997, supported by 800 trained district-based <i>maitres-formateur</i> , with living condition ameliorated through training-related incentives (<i>indemnisation</i>) |
| Activities | <ul style="list-style-type: none"> - Publication by 1997 of complete first edition set of distance learning modules in Language and Mathematics for school-based teacher training programme (under PASEC) - Training of 800 <i>maitres-formateur</i> completed by 1997 for district-based support of distance learning (under PASEC) - Developing distance education teacher training capabilities (under PASEC) and strengthening and institutionalizing distance education, inclusive or the establishment of educational broadcasting facilities to complement print-based materials (proposed for EU financing under PREBAC) - Consolidation of in-service training of primary teachers linked with continuing training-linked incentives through 2000 (under PASEC to 1998, and proposed PREBAC to 2000) |

Teaching Services Development Strategic Plan: Draft

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| Component | 3A3 In-service Training in Textbook Utilisation: \$2.0m |
| Objectives | To ensure effective nation-wide utilisation of new textbooks published for grades 1 to 6 for core subjects |
| Targets | 40,000 primary teachers trained in effective utilisation of the set of 4 new books for their grade level, with national coverage complete by 2001 |
| Activities | <p>- Design of Grade Level training programme each year for specific grade level, related to 4 textbooks published and taking into account lessons learnt from previous year's programme</p> <p>- Training trainers through 4-step programme each year: TOP Technical Committee trains 30 TOP Facilitators, Facilitators train 90 Master Trainers, Master Trainers train 800 Teacher Trainers, Teacher Trainers train from 6,000 to 15,000 teachers each year</p> <p>- Utilisation training for 4 core subject textbooks (Khmer, Mathematics, Science and social Studies) of all teachers nationwide through a 10 days district or-cluster based workshop before commencement of new school year as follows:</p> <ul style="list-style-type: none"> • 1996 Grade 1 • 1997 Grade 2 • 1998 Grade 3 • 1999 Grade 4 • 2000 Grade 5 • 2001 Grade 6 |

Sub-programme 3B. Working Secondary Teachers Training in Content & Pedagogy (\$6.3m)

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| Component | 3B1 Working Lower Secondary Teachers In-Service Content & Pedagogy Enhancement through Distance Education: \$4.5m |
| Objectives | To enhance the quality of instruction in all lower secondary classes through print-based self-instructional modules and mentoring |
| Targets | Teachers of the four core subjects re-trained in appropriate content and methodology to meet needs of the new curriculum, with the introduction of interdisciplinary subjects Social Studies and science, and increased emphasis on life skills and pre-vocational orientation within general lower secondary education |
| Activities | <ul style="list-style-type: none"> - Training programme design, training of distance education writers, module writing and publication, 1998-2000 - Training of subject leaders competitively selected from TTCs, and upper & lower secondary schools, for maitre-formateur (mentoring) role, vis a vis implementation of distance training programme, 1998 - Modules distribution, mentoring system mobilisation and PEO-based assessment procedures implemented, 1998-2000 - Teacher's living conditions ameliorated through training-related incentives |

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| Component | 3B2 In-service Training in Textbook Utilisation for Lower Secondary Teachers: \$0.5m |
| Objectives | To ensure effective nation-wide utilisation of new textbooks published for grades 7 to 9 for core subjects |
| Targets | All core subject lower secondary teachers trained in effective utilisation of new books for their subjects with national coverage complete by 1998 (indicatively 10,000 workshop participants over 3 years) |
| Activities | <p>- Design of Subject-based training programme each year for specific grade level, related to new textbooks published and taking into account lessons learnt from previous year's programme</p> <p>- Training trainers through 3-step programme each year: TOP Technical Committee trains 20 TOP Facilitators, Facilitators train 70 Teacher Trainers, Teacher Trainers train 2500-4500 teachers</p> <p>- Utilisation training for 4 core subject textbooks (Khmer, Mathematics, Science and Social Studies) of all teachers nationwide through a 10 day regional or provincial workshop before commencement of new school year as follows:</p> <ul style="list-style-type: none"> • 1996 Grade 7 • 1997 Grade 8 • 1998 Grade 9 |

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| Component | 3B3 In-service re-training of master teachers for labour-force oriented lower secondary cohort programme development: \$1.0 |
| Objectives | To train an initial cadre of teachers to provide in-school leadership in school environment-related lower secondary programme development for student cohort terminating schooling after grade 9 |
| Targets | 1000 teachers trained and certified as lower secondary life-skills programme developers by 2000 |
| Activities | <ul style="list-style-type: none"> - Training programme for Life-skills leaders developed with print-based, audio-visual and informatics-based components for delivery by combined in-school and vacation training modalities over two years, commencing mid 1998 - Training of 50 Master Teachers in 1998 to deliver TTC-based vacation training and through year in school mentoring and supervision on progress with print materials and mini-project implementation - Training 2000 teachers in 20 TTC centres over three vacations, totaling 15 weeks - Work-place experience for Master Teachers, totaling 15 weeks - School based mentoring visits by Master Teachers (10 schools per Master Teacher), with 6 visits per school |

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| Component | 3B4 In-service Training in Textbook Utilisation for Upper Secondary Teachers: \$0.3m |
| Objectives | To ensure effective nation-wide utilisation of new textbooks published for grades 10 to 12 for four core subjects |
| Targets | All core subject upper secondary teachers trained in effective utilisation of new books for their subjects, with national coverage complete by 2001 (indicatively 9000 workshop trainees over 3 years) |
| Activities | <p>- Design of Subject-based training programme each year for specific grade level, related to new textbooks published and taking into account lessons learnt from previous year's programme</p> <p>- Training trainers through 3-step programme each year: TOP Technical Committee trains 20 TOP Facilitators, Facilitators train 70 Teacher Trainers, Teacher Trainers train 2500-3000 teachers</p> <p>- Utilisation training for 4 core subject textbooks (Khmer, Mathematics, Science and Social Studies) of all teachers nationwide through a 10 day regional or provincial workshop before commencement of new school year as follows:</p> <ul style="list-style-type: none"> • 1999 Grade 10 • 2000 Grade 11 • 2001 Grade 12 |

Sub-programme 3C. Special Accreditation Programme for Remote Provinces Unqualified Teachers (\$1.2m)

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|----------------------|--|
| Sub-programme | Accreditation Programme for Working Ethnic Minority Teachers |
| Objectives | To provide a special teacher training programme to address the needs and conditions of six provinces with significant ethnic minority populations |
| Targets | In-service training programme designed for special accreditation of teachers for ethnic minority areas |
| Activities | <ul style="list-style-type: none"> - Programme design related to special needs of schools in ethnic minority areas, building on Policy Study findings and policy formulation - Programme implementation modalities developed on a province base, managed by the PEO in collaboration with working teacher projects (CAPE, UNICEF, PASEC, PREBAC) and other NGOs active in minority areas |

Sub-programme 3D. TVET Teachers Accreditation Programme (\$0.4m)

| | |
|----------------------|---|
| Sub-programme | TVET Teachers Accreditation Programme Development |
| Objectives | To establish a sustainable system for the accreditation of TVET teachers and trainers consistent with policy directions for the sub-sector |
| Targets | System established by 1998; Accreditation commences in 1999 for qualifying trainer trainees |
| Activities | <ul style="list-style-type: none"> - Formulate policies for 'pathways' to accreditation for TVET teachers & trainers, through NTB Accreditation Committee dialogue with TTD in 1997 - Design of programme components required for implementation of TVET teacher accreditation (with UNDP/ILO and ADB BSP assistance), 1997-98 - Implementation of pedagogical and/or skills formation courses as required in collaboration with selected TTCs, and the proposed 'Strategic Alliance', from 1998 - Accreditation mechanisms detailed and implemented in 1999. |

Sub-programme 3E. Resource Centres provision for Cluster Schools (\$2.7m)

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|----------------------|--|
| Sub-programme | Resource Centre Construction |
| Objectives | To provide resource centres at selected core schools in school clusters with community co-financing |
| Targets | Construction and Furbishing of 315 resource centres by 2001 |
| Activities | <ul style="list-style-type: none"> - National Cluster School Committee in association with GED, TTC, CAPE determine target sites for resource centre development, 1997-99 - PEOs, CAPE and cluster PTAs detail individual resource centre development plans. Including co-financing arrangements (indicatively CAPE 85%, Community 15%) - Resource Centre construction, furbishing and utilisation, 1997-2001 |

Annex 1

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Annex 2

MINISTER'S ORDER ESTABLISHING WORKING GROUP

ព្រះរាជាណាចក្រកម្ពុជា
ជាតិ សាសនា ព្រះមហាក្សត្រ
(២៥)៤៤

ក្រសួងអប់រំយុវជន និង កីឡា

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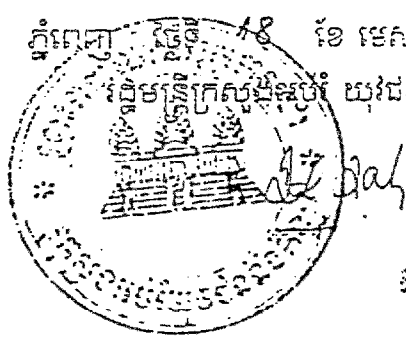
លិខិតឧទ្ទេសនាម

- យោងតាមការចាំបាច់របស់ក្រសួងអប់រំយុវជន និង កីឡា
- យោងលិខិតឧទ្ទេសនាមលេខ : ៣៩៦ អយក.ខទនចុះថ្ងៃទី ៣០-០៤-៩៦
ថ្នាក់ដឹកនាំក្រសួង និង មន្ត្រីអប់រំដុះចានរាយនាមខាងក្រោមត្រូវបានចាត់តាំង
ជាក្រុមការងារ សំរាប់រៀបចំផែនការយុទ្ធសាស្ត្រក្នុងការអភិវឌ្ឍន៍ការបណ្តុះបណ្តាលគ្រូ ដុះចានស្ត្រី
នៅក្នុងរបាយការណ៍របស់ជំនាញបច្ចេកទេស ។

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| ១- ឯកឧត្តម គា សាហាន | រដ្ឋលេខាធិការ | ប្រធាន |
| ២- លោកស្រី ហួរ សេរី | ប្រធាននាយកដ្ឋានបណ្តុះបណ្តាល | អនុប្រធាន |
| ៣- លោក ណាត ប៊ុន រឿន | អនុប្រធាននាយកដ្ឋានបណ្តុះបណ្តាល | សមាជិក |
| ៤- លោក សេង កាន | ប្រធានអង្គភាពគ្រប់គ្រង និង ត្រួតពិនិត្យកម្មវិធី | - |
| ៥- លោក ឌុយ ផេង | ប្រធានអង្គភាពផែនការ និង សំរេបសំរួលជំនួយ | - |

ចំលងជូន

- មន្ទីរ
- នាយកដ្ឋានបណ្តុះបណ្តាល
- អង្គភាព PMMU
- អង្គភាព PACU
- ប្រាបជាតិមាន
- សាមីជន ដើម្បីអនុវត្ត
- ឯកសារ - កាលប្បវត្តិ

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 ហ៊ុន សែន