

Kingdom of Cambodia
Nation Religion King



Ministry of Education, Youth and Sport



**System for
Continuous Professional
Development Credit
Acquisition**

August 2021

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List of acronyms and abbreviations

ACC	Accreditation Committee of Cambodia
ASEAN	Association of South East Asian Nations
AMS	ASEAN Member State
BA	Bachelor of Arts
BEd	Bachelor of Education
CPD	Continuous Professional Development
CPDMO	Continuous Professional Development Management Office
DoPers	Department of Personnel
DoE	District Office of Education
DP	Development Partner
ESP	Education Strategic Plan
GPE 3	General Partnership for Education phase 3 programme
HRMIS	Human Resource Management Information System
ICT	Information and Communications Technologies
INSET	In-Service Teacher Education and Training
MA	Master of Arts
M&E	Monitoring and Evaluation
MoEYS	Ministry of Education, Youth and Sport
MOOC	Massive Open Online Course
NGO	Non-Governmental Origination
NIE	National Institute of Education
NQF	National Qualifications Framework
OECD	Organisation for Economic Co-operation and Development
PoE	Provincial Office of Education
PhD	Doctor of Philosophy (Doctorate)
PLC	Professional Learning Community
PTEC	Phnom Penh Teacher Education College
PTTC	Provincial Teacher Training Centre
QA	Quality Assurance
RTTC	Regional Teacher Training Centre
SBM	School-Based Management
SEIP	Secondary Education Improvement Project
STEEPCam	Strengthening Teacher Education Programmes in Cambodia
TCP	Teacher Career Pathways
TD	Technical Department
TEI	Teacher Education Institution
TEPS	Teacher Education Provider Standards
TPAP	Teacher Policy Action Plan
TTD	Teacher Training Department
TQU	Teacher Qualifications Upgrading
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations Children's Fund
USES DP-2	Upper Secondary Education Sector Development Programme - 2

Preface

The Ministry of Education, Youth and Sport (MoEYS) has developed a bold vision in the Education Strategic Plan (ESP) 2019-2023 to allow teachers, school directors and other education staff to realize their full professional potential. This contributes to the National Strategic Development Plan of the Royal Government of Cambodia, to develop the human capital to lead the transformation of Cambodia into an upper middle-income country by 2030 and a developed country by 2050.

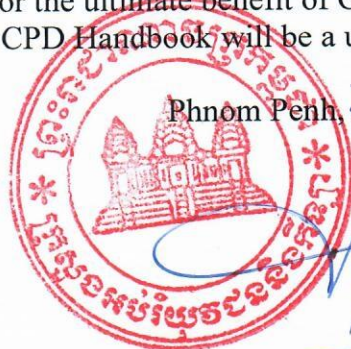
Such an endeavour requires highly qualified, motivated and active citizens who continually upgrade and develop their skills and knowledge by undertaking regular, relevant, good quality Continuous Professional Development (CPD). It is the role of the nation's educators to encourage students to become lifelong learners, leading by example and developing their own professional skills, in order to cultivate the knowledge, skills, curiosity and motivation to allow Cambodia's youth to become citizens able to realize these bold ambitions.

Drawing on MoEYS' 2013 Teacher Policy and 2015 Teacher Policy Action Plan (TPAP), the Continuous Professional Framework and Action Plan for Teachers and School Directors was developed in 2019 as a road map to developing the CPD system for educators in Cambodia. This sets out a vision of regular CPD as both a right and responsibility for the nation's educators. It draws on recent international evidence to set out a vision of CPD delivered primarily at the school and cluster levels, based on the overwhelming international consensus that teacher professional development is most effective in transforming teachers' professional practice when it takes place in and is relevant to the workplace. Considering teachers as members of a profession and encouraging them to consider themselves as professionals with the associated rights and responsibilities, including taking part in regular professional development, is critical to attracting and retaining the best candidates into teaching and, thereby, transforming the quality of education they can deliver.

The CPD system aims to translate this vision into daily reality, for Cambodia's educators. As it is progressively implemented, it will allow them to engage in regular, meaningful CPD, based on their identified needs and interests, and rewarded by CPD credits, which will facilitate their progress along the Teacher Career Pathway (TCP) and contribute to upgrading their qualifications, according to the system of Teacher Qualifications Upgrade (TQU).

This CPD Handbook has been developed to support all those who are involved in the CPD system, whether as teachers, school directors or education specialists engaging in their own professional development, or as staff of the DOEs, POEs or central MoEYS departments responsible for introducing and implementing the system. Many individuals are doubly targeted, since MoEYS staff at all levels are expected and entitled to benefit from CPD in their own right, in addition to making it available to educators.

On behalf of the MoEYS, I would like to thank all those responsible for the development and implementation of the CPD system, for the ultimate benefit of Cambodian students, educators and the entire population. I hope that this CPD Handbook will be a useful tool to support their efforts.



Phnom Penh, 30 August 2021

Dr. HANG CHUON NARON
Minister
Ministry of Education, Youth and Sport

1. Introduction

Well-prepared, qualified, well-motivated teachers, who continue to maintain and develop their professional knowledge and skills throughout their teaching careers, as lifelong learners, are the strongest single school level factor in accounting for student learning outcomes. As such, the international agenda for the professionalization of teachers recognises that Continuous Professional Development (CPD) is both a right and obligation for teachers, forming part of the contractual relationship between employer and employee. While employers commit to according time and opportunities for teachers to engage in professional learning, ensuring education budgets include space for teacher CPD, teachers commit to maintain and develop their professional skills and knowledge. Access to high quality, regular CPD promotes teacher effectiveness and motivation and should be integrated with career and salary progression. A considerable evidence base demonstrates that the most effective teacher CPD is school-based, allows reflection on professional practice, is ongoing and of sufficient duration to lead to significant change, and is linked to systemic reforms to improve education quality. Teachers are the most significant agents in their CPD; their ownership of their professional development is critical to teachers being active professionals with autonomy over their practice in the classroom (UNESCO, 2015; Guerriero, 2017).

In September 2019, MoEYS adopted the Continuous Professional Development (CPD) Framework and Action Plan for Teachers and School Directors, with the ambition to support teachers and school directors to continuously develop their professional competencies as educators for the 21st century. In the Preface, His Excellency Dr. Hang Chuon Naron, Minister of Education, Youth, and Sport, affirmed that, “CPD is mandatory for professionals to sharpen knowledge, skills, and attitudes with a linkage to their career progression through the implementation of a well-coordinated CPD system nation-wide, which is in line with the concept of lifelong learning for all” (MoEYS, 2019).

The CPD system, together with other capacity-building initiatives such as Teacher Qualification Upgrading (TQU), is designed to address immediate needs for upgrading specific teachers’ professional skills as well as a broad range of competencies, in order to contribute to the professionalisation of the teaching force in Cambodia, thus helping transform the country to a knowledge-based society, an upper middle-income country by 2030, and a high-income country by 2050 (MoEYS, 2019).

Component 1 of the Strengthening Teacher Education Programmes in Cambodia (STEPCam) programme, implemented by UNESCO Phnom Penh between 2018-21, through the Global Partnership for Education Phase 3 (GPE3) grant for Cambodia, aims to institutionalise the CPD system for educators in Cambodia. STEPCam is offering technical support to the Ministry of Education Youth and Sport (MoEYS) to develop and implement the CPD system, based on the 2019 CPD Framework and Action Plan (CPDFA), and to ensure alignment of this with the Teacher Career Pathways (TCP), while at the same time upgrading HRMIS capacity and functionality, including a CPD and TCP data module.

The system for CPD credit acquisition presented in the current document is a key component of that CPD system.

1.1. Teacher professionalism and motivation and education quality

The vision and aim of the CPD system are to allow individual educators to accumulate specific professional skills and knowledge, in order to achieve a recognisable improvement within their

competency and skillsets, as part of the professionalisation agenda and promotion of a culture of life-long learning. With ongoing professional support and opportunities for further development, the teaching force is expected to attract and retain good quality candidates, to become more highly skilled, motivated and committed, leading to better job performance and education outcomes for students. This “virtuous cycle” of teacher professionalization, improved teacher quality and motivation, improved reward and social and professional status and higher quality education delivery is well documented, both in Asia and elsewhere (Jensen, 2012; UNESCO, 2015; Guerriero, 2017). Conversely, where governments do not invest in good quality teacher preparation and professional development and support, and adequate reward systems, teachers remain poorly motivated and have low social status: poor educational outcomes reflect this (VSO, 2007; UNESCO, 2015).

1.2. Policy background and documents

The Education Strategic Plan (ESP) 2019-2023 recognises the role of teachers in raising education quality, which is one of the seven priorities set by MoEYS in response to the Rectangular Strategy Phase IV by the Royal Government of Cambodia. Policy 1 of ESP 2019-2023 aims to “ensure inclusive and equitable quality education and promote life-long learning opportunities for all” with professional teacher training, capacity development, and staff motivation as key priorities.

Earlier, MoEYS, as part of the attempt to further professionalise the teaching force in Cambodia, developed Teacher Professional Standards (2010), which set out the benchmarks against which teachers’ professional knowledge, skills and attitudes are measured in four areas: (1) professional knowledge (2) professional practice (3) professional study, and (4) professional ethics. The CPD framework, including the CPD credit acquisition system presented in this document, directly contributes to raising teachers’ competences for Standards 1-3.

Building on the 2013 Teacher Policy, the Teacher Policy Action Plan (TPAP) developed by TTD and approved in 2015 sets out a new vision for teachers in Cambodia, including attracting and retaining competent teachers into the teaching force, improving the quality of teaching and learning through improved initial education and professional development for teachers and improving the social status of teachers throughout the country.

Similarly, School Director Standards (2017) require that a school director meet six standards: (1) minimum academic level and work experience (2) ability and qualifications of school director (3) critical thinking and innovative skills (4) leadership in managing the administration of the school (5) leadership on curriculum, teaching, and learning, and (6) connecting the school and community. The 2016 Teacher Education Provider Standards (TEPS) set out the requirements for institutions offering teacher education programmes and for teacher educators employed within these. Prakas 1870 defines the policy framework and strategies for teacher qualification upgrading (TQU) to a BEd (teaching) for pre-primary, primary, and lower-secondary teachers. As of July 2021, professional standards for Education specialists have not been developed. Defining professional standards for this professional group is a matter of priority, to allow effective benchmarking of CPD for education specialists.

In view of the standards and policies presented above, MoEYS developed the policy on CPD for education staff in 2017, aiming to institutionalise: development of legislative instruments and mechanisms for CPD, tracking CPD system(s) for education staff, tracking the needs for CPD of all education staff, managing and implementing INSET for education staff, motivating and retaining

teachers in the education system, and implementing the monitoring and evaluation of the CPD system(s). This policy led to the development of the CPD Framework for Teachers and School Directors, on which the CPD credit system presented in this document is based.

The 2019 CPD Framework for Teachers and School Directors and the associated Action Plan 2019-2023 (CPDAP) present a detailed roadmap of the CPD system to be introduced in Cambodia, linking the career progression and reward of teachers, school leaders and education specialists with their professional performance, through the Teacher Career Pathways (TCP) as part of the drive to improve the professionalism and quality of the teaching profession and to attract and retain competent and motivated individuals into the profession. Teachers, school directors and education specialists shall be awarded credits for CPD undertaken; these CPD credits will contribute to regular appraisals, qualifications upgrading and career progression.

A CPD Management Office (CODMO) situated within the DoPers of MoEYS is the central management agency responsible for overseeing the implementation of the CPD Action Plan.

1.3. CPDMO, HRMIS and CPD credit management

The CPD system, including the CPD credit acquisition system, is administratively managed and regulated by the CPDMO. The CPDMO comprises three divisions: the CPD data and credit recording and management division; the CPD coordination, benchmarking, accreditation, quality assurance and budgeting division, and the CPD information and communications division. The CPD data and credit recording and management unit is responsible for maintaining data on CPD credits acquired by teachers and CPD offerings (See Annex 2 for the CPDMO ToR). The CPD and TCP modules of MoEYS' HRMIS are used for this purpose, allowing the CPD credit acquisition system to interact with TCP and all other teacher HR systems.

Figure 1 below illustrates the interaction of CPD with HRMIS and TCP.

CPD credits earned by successfully completing accredited CPD activities are captured in HRMIS through two routes:

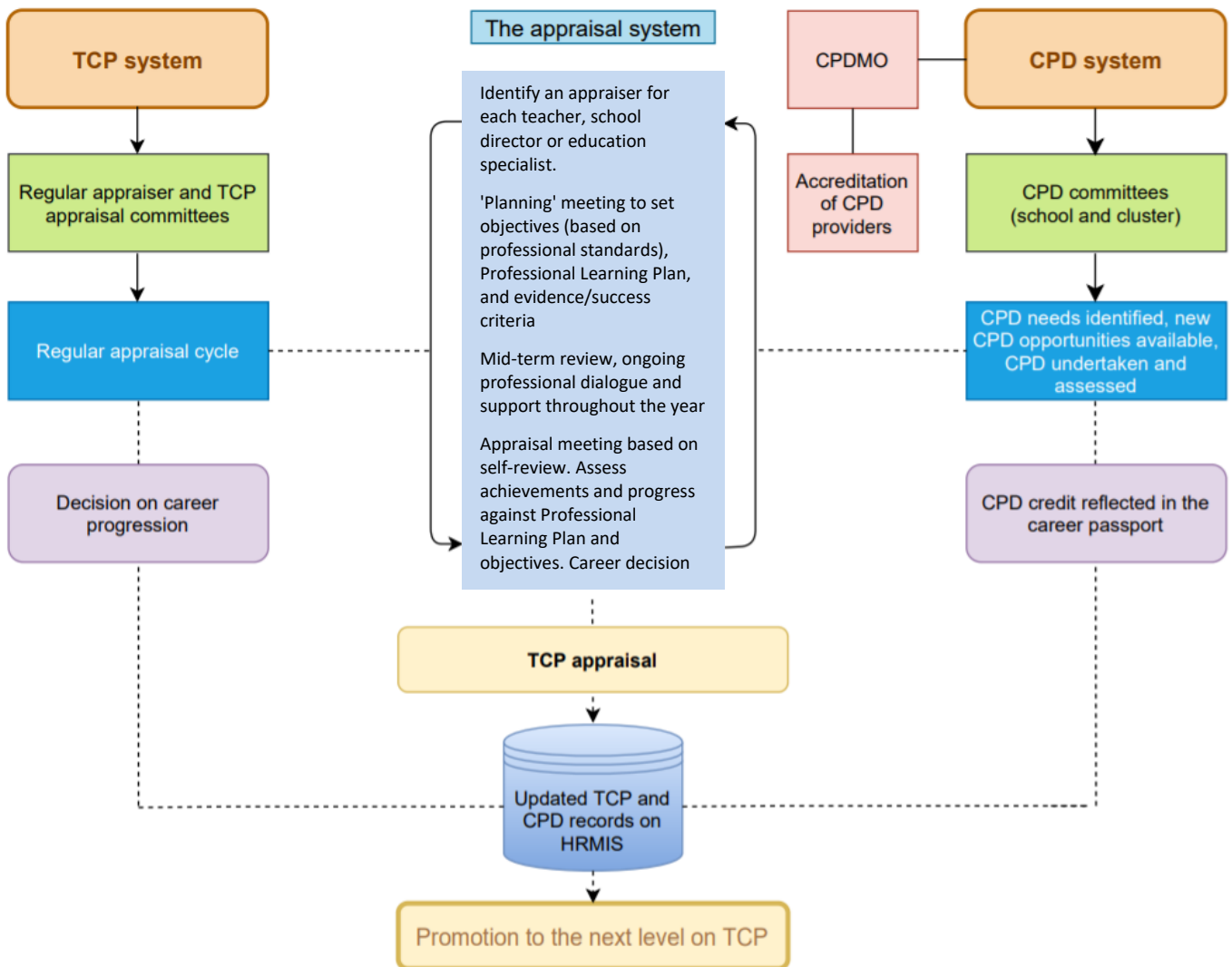
- a) in the case of structured CPD provided by an accredited CPD provider, the CPD provider records in HRMIS the credits earned by all participants in a given CPD activity;
- b) in the case of self-directed CPD, regular appraisals assess successful completion of CPD activities against an educator's annual professional learning plan; the associated CPD credits are recorded in HRMIS at the relevant level (school-level, DOE or POE); where this takes place at school level, DOE or POE provides QA in the form of validation of data entered and spot checks of supporting evidence.

As part of the teacher professionalization agenda, and within the framework to implement TCP, there are two forms of teacher appraisal: regular and TCP appraisals (for more information, see the TCP framework and implementation guidelines). The same principles apply for school director appraisals. All teachers and school directors are required to undergo regular appraisals, in order to identify and reward good quality performance in all areas of teachers and directors' professional behaviour, including but not limited to classroom teaching, membership of a teaching team and professional development, whilst prompting those appraised to identify, acknowledge and address their areas of weakness. Teacher appraisals focus on: teacher's professional competence, as defined by the *Teacher*

Professional Standards; and achievement of the teacher’s CPD objectives. In addition to undergoing regular appraisals, teachers who wish to be promoted to a higher level of the TCP may undergo a ‘high-stakes’ TCP appraisal.

As seen in Figure 1, CPD closely interacts with TCP, and records of the two systems are captured in HRMIS. CPD credits contribute to both the regular and TCP appraisal outcomes.

Figure 1: Interaction of CPD, HRMIS, and TCP (Source: B. Khan and S. Doctors)



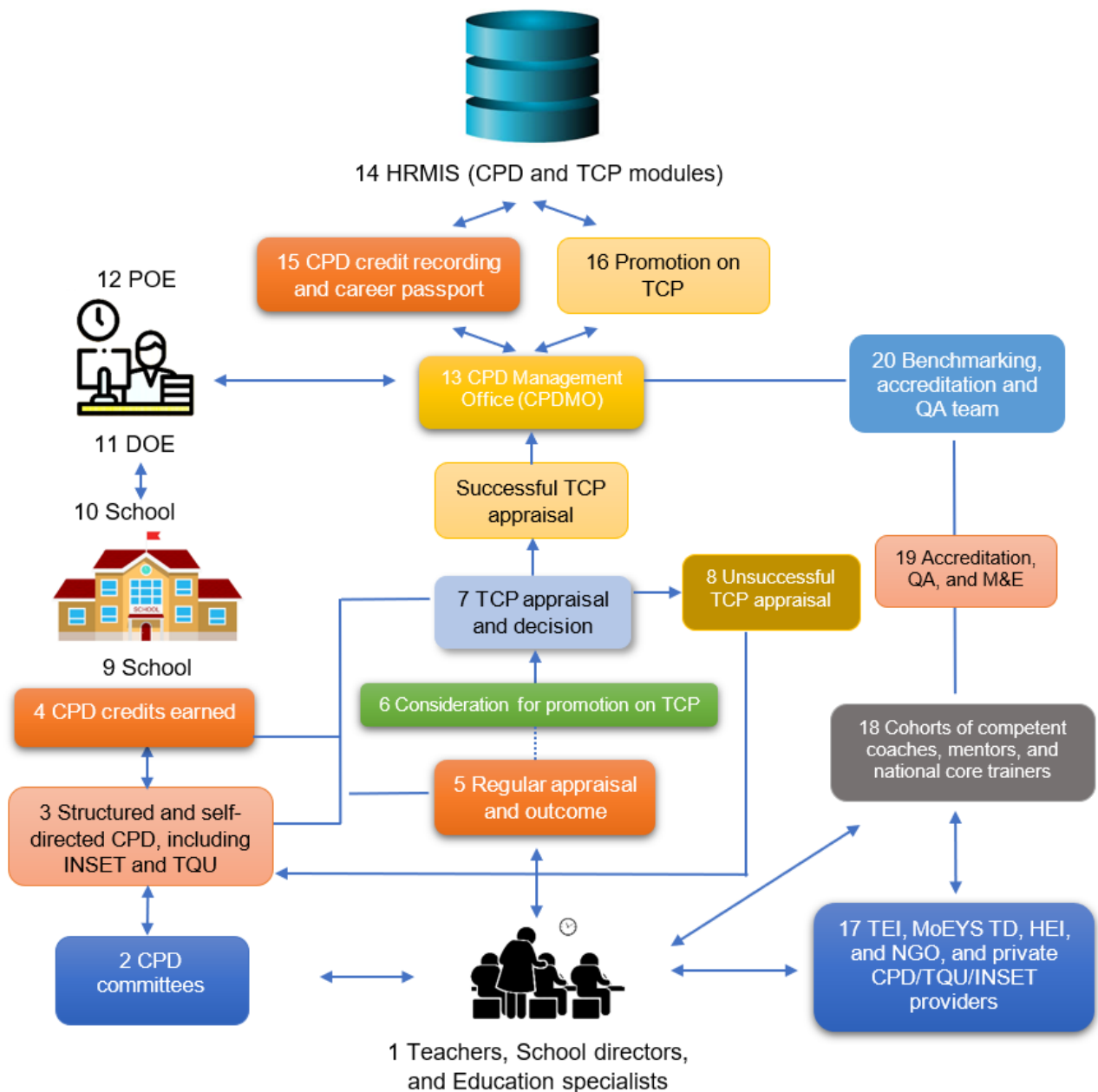
As noted above, the CPD credit acquisition system is administered by the CPD module of HRMIS, which records various aspects of CPD activities, e.g., category of CPD content, CPD provider, number of CPD credits, duration of CPD activities, etc.

The CPD credit acquisition will start by attributing credit to teachers participating in selected CPD activities provided by accredited CPD providers, including TEIs currently running TQU programmes (PTEC) and DP projects providing INSET such as STEPCam, SEIP, SBM and USESDP-2. CPD activities under INSET programmes currently running will be credited retroactively.

POEs collect CPD credit data from schools, either directly or through DOEs; the CPD Management Office (CPDMO) maintains the CPD module of HRMIS which can be accessed at the national and sub-national levels. There are two routes for CPD data to be recorded in HRMIS: i) from the school, following regular appraisals (and presentation of the evidence in the teacher’s portfolio) or ii) from an accredited provider of structured CPD, who submits through HRMIS a list of CPD activities and the outcomes / scores obtained by participants.

Figure 2 illustrates the flow process whereby teachers undertake CPD, for which credit is recorded in HRMIS, and the interaction between the CPD and TCP systems.

Flow system for CPD credit and interaction with HRMIS and TCP with narrative (Source: B. Khan and S. Doctors, reproduced from the Specifications for CPD Module document)



Flow system for CPD credit and interaction with TCP

1. Teachers, school directors and education specialists are the focus of the CPD and TCP systems; all have the right and the obligation to engage in regular, meaningful CPD and the opportunity for promotion along the TCP once they meet the necessary criteria.

2. CPD committees in schools, through collaboration with CPD providers, coordinate the offering of CPD to teachers and school directors, organise individual and school-level CPD needs assessments and disseminate information about CPD opportunities.

3. Structured and self-directed CPD, INSET, and TQU: CPD may be structured and/or self-directed. Examples of structured CPD or INSET include taught courses or workshops delivered by a TEI, including those undertaken within a TQU programme. Examples of self-directed CPD include, for example, completing a self-study Mass Open Online Course (MOOC) online, reading a research article and writing a short report on its application in the teacher's own school, conducting a piece of action research or lesson study, or leading a series of sessions to share experience in a Professional Learning Community (PLC).

4. CPD credits earned: credits are awarded to the teacher, school director or education specialist on successful completion of a CPD activity. CPD credits earned are verified and authorized by an accredited CPD provider for structured CPD and by the CPD committee in schools for self-directed CPD. These credits are recorded in the individual's career passport and, electronically, in the HRMIS.

5. Regular appraisal and outcome: all teachers, school directors and education specialists undergo regular appraisals, usually with their immediate manager, to measure their performance against targets agreed at the previous appraisal meeting, acknowledge their achievements and identify any areas of concern and define upcoming CPD objectives. DOE monitors the regular appraisals. POE monitors DOE's coordination and support to schools for regular appraisal and enters results into HRMIS.

6. Consideration for promotion on TCP: teachers, school directors and education specialists who meet the criteria to be promoted to the next level on the TCP, may be considered for promotion to the relevant professional title. A mobile application will allow them to see their current score (and, therefore, ascertain their chances of success).

7. TCP appraisal and decision: teachers, school directors or education specialists eligible for promotion on TCP undertake a "high stakes" TCP appraisal. During the appraisal, the teacher, school director, or education specialist presents evidence to demonstrate that they meet the criteria for promotion to a particular level on the TCP. The TCP appraisal outcome is entered in the HRMIS. If the appraisal is successful, the candidate is promoted to a higher level on the TCP.

8. Unsuccessful TCP appraisal: if the appraisal is unsuccessful, the candidate is informed of their score and may reapply after a period of one year, during which they may work to enhance their performance in the areas deemed below standard.

9. School: CPD is organized at school level, with many CPD activities taking place within the school, so these are directly relevant to activities and performance within the classroom. Regular appraisals of teachers are also conducted at school level.

10. School cluster: clusters coordinate CPD activities, deliver support to teachers through mentoring programmes and CPD activities delivered by providers such as TEIs which have been accredited to deliver these. The cluster also functions as a link between the DoE and the school, in terms of transmission of information to schools and transmission of teacher-level CPD data to the DoE, which will then transmit the information to POE for entry in HRMIS.

11. DoE: an essential link in providing information to schools about CPD opportunities and credits and in transmitting teacher-level information about CPD undertaken and credits earned to HRMIS via PoE. The DoE may have a designated focal point responsible for CPD and TCP.

12. PoE: administers CPD and TCP systems at the decentralized level, providing the link between MoEYS and the DoE. Any formal CPD activities are coordinated at PoE level. Calendars of provincial-level CPD opportunities are prepared and published by the PoE focal point. CPD and TCP data is transmitted to the PoE by the DOE for entry into the HRMIS. The PoE has a designated focal point responsible for CPD and TCP.

13. CPDMO manages all CPD and TCP data at the central level, makes CPD policy, identifies funding for CPD, including school-level CPD, accredits CPD providers and offerings and disseminates information about CPD opportunities. CPDMO supports and coordinates these activities at the decentralized level through the network of MoEYS's TDs, PoE, DoE, school clusters and schools.

14. HRMIS (CPD and TCP modules): manage all data relevant to education sector employees' professional development and career progression.

15. CPD credit recording and career passport: CPD credits are recorded and career passports issued, showing a snapshot of this information after 5 years, or as needed.

16. Promotion on TCP: data on education employee qualifications, experience, appraisal outcomes and CPD are recorded to allow reports to be issued detailing an individual's position in relation to the requirements for promotion to a particular level of TCP.

17. TEI, MoEYS TD, HEI, and NGO, and private CPD/TQU/INSET providers: formal CPD is provided, often at school level, by a variety of providers, which have been accredited by the CPDMO, including Teacher Education Institutions, Technical Departments of the MoEYS, Higher Education Institutions, NGOs and other private providers of CPD, INSET and Teacher Qualification Upgrade programmes.

18. Cohorts of competent coaches, mentors, and national core trainers: individuals meeting the criteria for teacher education providers, and accredited by the CPDMO, may provide approved CPD activities directly to schools or may be employed by intuitional providers.

19. Accreditation, QA, and M&E: the CPDMO, in collaboration with relevant TDs especially TTD and with ACC, is responsible for the accreditation, quality assurance and monitoring and evaluation of CPD system, in particular the offerings provided by individual and institutional CPD providers.

20. Benchmarking, accreditation and QA team: this section of CPDMO, working closely with the relevant divisions of the Teacher Training Department, establishes benchmarks and standards for CPD offerings to ensure these are of the necessary quality, within the context of the CPD credit system, and conducts accreditation and quality assurance based on these benchmarks.

The CPDMO, within DoPers, will issue CPD certificates on a 5-year cycle¹ (or as required for career advancement), indicating CPD credits acquired. Accredited CPD/INSET providers, including projects, may implement their own CPD monitoring and evaluation instruments, including attendance, participation and performance records, training reports, etc. translated into CPD credits for submission to the CPD module of HRMIS, based on the criteria set out in section 3 below.

Attribution of CPD credits will be administered by the CPDMO, which will accredit given CPD offerings and attribute credits to these, based on the CPD credit acquisition system. Physical (paper) career passports, in the possession of individual teachers, school directors and education specialists, will be implemented in all cases to record the CPD activities and credits undertaken; these will also be recorded in the HRMIS/CPD module. Section 3 further elaborates on the processes of awarding CPD credits and accrediting a CPD activity.

2. Basic principles of CPD credit system

2.1. Alignment of CPD credit system

Every effort has been made to ensure the CPD credit system is aligned with other systems to allow the smooth interaction between these. In particular, the CPD credit system is aligned with:

- the credit system for pre-service teacher education
- the credit system for existing TQU programmes
- the higher education credit system of Accreditation Committee of Cambodia
- the Cambodian Qualifications Framework (2012)
- (TVET) Competency Based Assessment and Certification System for Cambodia
- ASEAN Qualifications Reference Framework (2018)
- ASEAN Guiding Principles for Quality Assurance and Recognition of Competency Certification Systems
- Teacher Professional Standards (2010)
- School Director Professional Standards (2017)
- Teacher Education Provider Standards (2016)
- The Teacher Career Pathways (TCP)

Credit systems for pre-service teacher education (including 12+2 and 12+4 programmes) and other higher education programmes (including BA+1 programme, to gain the equivalent of a B Ed in teaching – as set out in Prakas 1870) in Cambodia follow the provision set out in the royal decree No. NS/RKT/0303/129 on accreditation of higher education and guidelines for credit system and credit transfer by the Accreditation Committee of Cambodia (2004). This defines one academic credit as based on one contact hour in a week in a period of one semester which is at least 15 weeks long. In association with every contact hour, at least two hours of independent self-learning are recommended, with the amount of self-learning increasing with the level of study. Similarly, Prakas 1870 on Teacher Qualification Upgrade to B Ed (teaching) sets out the same method for converting nominal hours of learning into credits. Prakas 1870 also specifies the number of credits required to complete TQU programmes, as displayed in Table 3, and content areas (for example, education studies, specialised academic subject, curriculum studies, etc.) TQU programmes are to include.

¹ This may change to a one-year cycle.

However, the Prakas does not make a clear reference to competency standards or benchmarks for the BEd TQU programmes.

Ensuring alignment between pre-service teacher education and academic CPD undertaken for the purposes of upgrading teachers' qualifications to the same level is relatively straightforward. However, since CPD can be undertaken in numerous modalities and, following the decision set out in the CPDAP to develop a CPD credit system, it is necessary to also ensure:

- a) alignment of the CPD credit system with other frameworks and guidelines for credit attribution and
- b) that the provision for attributing credits earned by undertaking self-directed CPD aligns with that for structured academic CPD.

The other frameworks and guidelines for credit attribution with which the CPD credits system is aligned include: the Cambodian National Qualifications Framework (CNQF) (2012) and (TVET) Competency Based Assessment and Certification System for Cambodia (2017) by Training Board of Cambodia, and ASEAN frameworks and guidelines for certification and quality assurance for various levels and types of education. The CNQF provides a structure for levels of qualifications, number of credit hours, learning outcomes, and study pathways for: (1) technical and vocational education and training (2) higher education, allowing credits earned through TVET to contribute to a degree equivalent to higher education study, within the CNQF parameters. On the other hand, the Competency Based Assessment and Certification System for Cambodia (CBACS) establishes standardised assessment and certification mechanisms for TVET in Cambodia. Both the CNQF and CBACS follow the same formula also used for calculating credits in higher education and specify competencies in five areas: (1) knowledge, (2) cognitive skills, (3) psychomotor skills, (4) interpersonal skills and responsibility, and (5) communication, information technology, and numerical skills (See the Cambodian Qualifications Framework for specific competency standards in each of the five areas for each level of TVET qualification).

Table 1: Levels of CNQF as compared to higher education in Cambodia, and minimum credits required for each level

Levels	Technical and vocational education and training	Higher education	Minimum credits required
8	Doctoral Degree of Technology/Business Education	Doctoral degree	54
7	Master's Degree of technology/Business Education	Master's degree	45
6	Bachelor of Technology/Business Education	Bachelor's degree	120
5	Higher Education of Technology/Business Education	Associate degree	60
4	Technical and Vocational Certificate 3		30
3	Technical & Vocational Certificate 2		30
2	Technical & Vocational Certificate 1		30
1	Vocational Certificates		30

The CPD credit acquisition system also aligns with the principles underlying the Recognition of Prior Learning (RPL) and Recognition of Current Competencies (RCC). The CBACS defines RPL as "an assessment process that provides options for the assessment of previously unrecognised skills, knowledge and learning an individual has obtained in the non-formal and informal learning

environments. RPL is a supported assessment process requiring strong candidate support,” (p. 10) while RCC refers to the process of validating “an award (Certificate, Diploma etc.)” that a candidate has already obtained “against the current registered qualification or competency standard” (p. 10).

In the wider ASEAN single market context, every ASEAN Member State (AMS) has a National Qualifications Framework (NQF) used as a reference for ‘recognising various types of human resource qualifications and skills within cross industrial territory’ (Bateman, 2016). The ASEAN Economic Community has 10 such frameworks, of which a summary can be found in Table 3. Each framework has a number of levels of qualifications ranging from 1 to 10, with 1 being the lowest, i.e., elementary and 10 being the highest, i.e., Doctoral. Cambodia is in the initial stage of implementation of its NQF. The competency standards of the Cambodian NQF covers a wide coverage of skills and competences also reflected in the other ASEAN NQFs, reflected in Table 2. The CPD credit acquisition system proposes a credit attribution mechanism which aligns with those stated in the frameworks reviewed in this section and is discussed in detail in Section 2.2.

Table 2: Summary of the National Qualifications Framework structure (Source: ASEAN Qualifications Reference Framework, 2018)

Country	Levels	Domains	Credit-based
Brunei Darussalam	8	<ul style="list-style-type: none"> • Knowledge and skills (the types of knowledge and skills involved); • Practice: Applied Knowledge and Understanding (the context in which the knowledge and skills are applied); • Generic cognitive skills; • Communications, ICT and Numeracy skills; • Autonomy, accountability and working with others (the level of independence). 	H Ed – 40 hours of national learning = 1 TVET – 10 hours of national learning = 1
Cambodia		<ul style="list-style-type: none"> • Knowledge; • Cognitive skills; • Psychomotor skills; • Interpersonal skills and responsibility; • Communication, information technology and numerical skills. 	Varies depending on methodology
Indonesia		Consists of 2 parts: <ul style="list-style-type: none"> • General – characteristics, personalities, working attitudes, ethics and morality • Specific: <ul style="list-style-type: none"> ○ Skills in fulfilling the job and competence; ○ Science/knowledge; ○ Methods and level of competence in applying science/knowledge; ○ Management skills² 	Yes – in higher education ³
Lao PDR*		<ul style="list-style-type: none"> • Knowledge; • Skills; • Application; 	

² Directorate General of Higher Education (2012)

³ Not included in decree

* Proposed

		<ul style="list-style-type: none"> • Social skills. 	
Malaysia	8	<ul style="list-style-type: none"> • Knowledge; • Practical skills; • Social skills and responsibilities, values, attitudes and professionalism; • Communication, leadership and team skills; • Problem solving and scientific skills; • Information management and lifelong learning skills; • Managerial and entrepreneurial skills. 	40 hours = 1 credit point
Myanmar*	8	<ul style="list-style-type: none"> • Knowledge and skills; • Application and competence; • Responsibility. 	
Philippines	8	<ul style="list-style-type: none"> • Knowledge, skills and values; • Application; • Degree of independence (autonomy and responsibility) 	-
Singapore	6	<ul style="list-style-type: none"> • Level of knowledge and skills involved; • Level of application of the knowledge and skills; • Level of accountability, independence, self organisation or organisation of others that is required to solve problems or complete tasks; • Cognisant of the occupational levels and range, and depth of the knowledge and skills required of the jobs which the qualifications relates to. 	1 Workforce Skills Qualifications (WSQ) credit value (cv) is equivalent to 10 recommended learning hours (RLH), (1 cv = 10 RLH). ⁴
Thailand	9	<ul style="list-style-type: none"> • Knowledge; • Skills; • Attributes. 	Yes
Vietnam*	8	<ul style="list-style-type: none"> • Knowledge; • Skills; • Autonomy and responsibility. 	1 = 30 hours of notional learning.

The CPD credit system is aligned with the Teacher Career Pathways (TCP), whereby professional titles may be earned by candidates who fulfil the criteria. CPD credits contribute to this progression.

⁴ Recommended Learning Hours (RLH) is defined as the number of hours which a typical trainee is expected to undergo, on average, in order to accomplish the specified learning outcomes of a competency unit, regardless of the methods of training and assessment adopted.

2.2 Credit system and education quality: workload considerations

The CPD credits system should support improvements in teacher quality and standards of teacher education / qualifications and not undermine these. Teachers should not therefore be encouraged to neglect their teaching obligations in order to pursue CPD, but should pursue CPD in order to improve their professional performance.

The CPD framework and action plan includes the right and obligation for teachers to undertake 100 CPD hours per year. This equates to approximately 3 hours per week over the school year. The CPD framework includes the recommendation that teachers should benefit from 5 non-instruction days per year to devote to CPD, which would equate to 40 hours, suggesting they would need to dedicate 60 hours of their personal time to CPD in order to accomplish 100 hours. In practice, the Cambodia teacher's workload allows most teachers to undertake at least 3 hours CPD per week during their contractual hours. For example, primary school teachers do not teach on Thursdays, which is reserved for technical meetings, professional learning community (PLC) sessions, helping low-performing students, etc. which should allow primary teachers to engage in 3 hours' CPD during this time. Lower and upper secondary teachers who teach specialised subjects have a weekly timetable of 18 and 16 hours' contact time respectively, which should allow 3 hours per week for CPD. Where teachers teach double shifts, this may compromise their ability to engage in three hours' CPD during their contractual workload hours. In addition to the obligation to conduct 100 hours CPD annually, teachers who wish to engage in more CPD, in order to gather additional CPD credits, either regularly or during a period where, for example, they are preparing for a TCP appraisal in the hope of being promoted to a higher professional title, are encouraged to dedicate time during weekends and/or school vacations to professional development activities.

3. Functioning of CPD credit system

3.1. Definition of CPD and types of CPD

3.1.1 Definition of CPD

The CPDFAP defines CPD for Cambodia as “a wide variety of specialized training, formal and informal education, or advanced professional learning intended to help classroom and specialist teachers and school directors improve their professional knowledge, skills, competence and effectiveness” (8). A wider definition of the essential principles of CPD, nevertheless highly applicable to teacher professional development, considers that it should:

- Be continuous
- Be owned and managed by the individual learner
- Be driven by the individual's needs and current state of development
- Have clear learning outcomes that satisfy individual and/or organisational needs
- Evaluate learning rather than merely describe what has taken place
- Be seen as an essential part of professional and personal life, not an optional extra (Marchington and Wilkinson, 2009: 377).

CPD can be conducted in various modalities such as training, workshops, conferences and events, e-learning programs, PLC sessions, completely self-directed activities, such as reading professional

literature, etc., with a common focus to improve an individuals' personal and professional knowledge and competencies, allowing them to continuously up-skill and even re-skill themselves in accordance with institutional, professional, and personal goals.

3.1.2 Types of CPD

The CPD credit system will consider two categories of CPD:

- structured CPD, which refers to formal courses or other CPD activities delivered by an accredited CPD provider: often a TEI, a development partner or a technical department of the MoEYS; and
- self-directed CPD, which refers to CPD undertaken by the educator without the formal support of an accredited provider but within the scope of the CPD framework.

CPD credits may be earned for both types of CPD⁵. The CPD system is being introduced in Cambodia as a phased process, beginning with structured CPD.

Structured CPD

Structured CPD consists of a CPD activity delivered by an accredited CPD provider, which will include a specified amount of face-to-face activities. Face-to-face activities may take the form of workshops, taught courses, seminars, action research group activities, or other activities. For every hour of face-to-face activity, participants are expected to engage in at least two hours of self-study. Because CPD is an active process, where the teacher is at the centre of their own development, even structured CPD involves a significant amount of self-study and requires the teacher or school directors to demonstrate that they have actively engaged in the CPD process, by producing evidence that they have applied the learning to their professional practice in the classroom and in school, reflecting on the relationship between theory and practice and how the learning may help them improve their teaching. For more information about how structured CPD is credited, please see section 3.2 below.

Self-directed CPD

Self-directed CPD is based on input sourced by the individual educator, without recourse to an accredited CPD provider. This input includes (but is not limited to) a MOOC, attendance and/or presenting an original work at a conference or other professional learning activity, participation in a research group, reading professional literature in the form of journals or books, for example, researching and publishing an article, etc. A list of accredited sources recognised by CPDMO will be published in due course, once the system to award CPD credits for self-directed CPD is operational. It will also be possible for credits to be earned for self-directed CPD from a source not yet accredited; teachers, school directors, and education specialists will need to make an individual request for accreditation of the source(s) used.

For every hour of self-directed engagement with a CPD source, participants are expected to engage in at least two hours of related self-study. The teacher or school director must demonstrate that they have actively engaged in the CPD process, by producing evidence that they have applied the learning

⁵ The CPDFAP refers to a “hybrid” academic and non-academic CPD credit system (17), where academic CPD is delivered by TEIs or HE institutions and leads to course credits (within a TQU perspective) and non-academic CPD may school-based, cluster-based, or delivered by a TEI or by MoEYS. The present CPD credit system builds on this to allow self-directed CPD to contribute to TQU, within certain parameters.

to their professional practice in the classroom and in school, reflecting on the relationship between theory and practice and how the learning may help them improve their teaching. For more information about how self-directed CPD is credited, please see section 3.2 below.

This classification makes clear the overlap between structured CPD and self-directed CPD, and that both involve a considerable amount of self-study. The current understanding of teacher education, including CPD, stresses the role of reflection at all levels: the teacher or student teacher is encouraged and expected to reflect on their own practice in the light of theory and to reflect on theory based on their experience of classroom practice, in an ongoing iterative relationship. This expectation is encapsulated in the concept of the *reflective practitioner*, whereby a teacher, as part of being a lifelong learner, is continuously assessing and seeking to reflect on and develop their own practice.

Another distinction sometimes used in Cambodia is between short-term and long-term CPD. However, this is also not considered useful for this purpose.

3.2. Criteria for assigning CPD credits

CPD credits are awarded on the basis of the:

- Number of structured CPD hours successfully undertaken
- Number of self-study hours of CPD activities successfully undertaken
- Quality and content of CPD programme and activities, including competencies promoted (benchmarking and standards)
- Evaluation and assessment (demonstration of output and demonstration of outcome)

3.2.1 Number of CPD hours successfully undertaken

The CPD credit system is designed to align with preservice teacher education, where to complete a 3-credit course, trainee teachers need to attend 3 hours of lecture + 6 hours of self-study (or 9 hours of laboratory or fieldwork) weekly for 15 weeks at least, and demonstrate their ability to meet the minimum assessment requirements. A pre-service Bachelor of Education degree, for example, typically includes 5 courses per semester, allowing 15 credits to be earned per semester (675 hours, of which 225 face-to-face), with 8 semesters needed to achieve a B Ed: 120 credits in total.

However, “number of hours” of CPD is not considered an appropriate basis for CPD credit attribution alone; benchmarks of quality, content and measurable output/outcomes are also to be satisfied.

The basic principle of allocating CPD credits is that a CPD activity consisting of 15 hours face-to-face + 30 hours self-study or 45 hours laboratory or fieldwork (or a combination) which conforms to accepted benchmarks of quality and measurable output/outcomes may earn one credit.

In the case of self-directed CPD, which does not include any face-to-face contact time, this is replaced by the notion of “input” from an accredited source, such as a MOOC, professional journal or textbook. Thus, for self-directed CPD, the basic principle is that a CPD activity consisting of 15 hours “input” from an accredited source + 30 hours self-directed practical work, research, or application of the input which conforms to accepted benchmarks of quality and measurable output/outcomes may earn one credit.

One CPD credit is awarded for:

- **15 hours face-to-face + 30 hours self-study (practical work, research, laboratory work and application of the input) Or**
 - **45 hours of supervised teaching practice OR**
 - **15 hours “input” from an acceptable source + 30 hours self-study (practical work, research, laboratory work and application of the input) OR**
 - **45 hours of independent self-study, experiment, or fieldwork (outcome to be validated by supervisors/management of an organization)**
- which conforms to accepted benchmarks of quality and measurable outputs/outcomes**

Technical meetings related to work are not considered as CPD and are not eligible to earn CPD credits.

The following examples illustrate CPD activities for teachers which would earn one CPD credit.

Examples of a one-credit structured CPD activity:

Example 1

Two days (15 hours) of face-to face workshop, followed by an assignment expected to involve 30 hours of self-directed learning assessed by a report.

Example 2

Five days consisting of 3 hours of face-to face workshop daily, and six hours daily developing an appropriate output in groups.

Example 3

Engagement in a mentoring activity, consisting of 8 hours’ total classroom practice in the presence of the mentor, 7 hours’ total structured debriefing to identify areas for improvement and strategies to achieve this, 30 hours’ engagement to address the areas identified (15 hours self-directed study and planning; 15 hours’ preparing a report setting out approaches to the problem, strategies to overcome it and outcomes) to be validated during regular appraisals.

Examples of a one-credit self-directed CPD activity:

Example 1

Engagement in 15 hours’ online learning from a MOOC and 30 hours’ project work, leading to an output to be assessed during institution-based appraisal.

Example 2

Engagement in a teaching lab, organised within a PLC over the course of 10 weeks (3 hours per week participation; 15 hours’ session preparation and report preparation): each week, one teacher presents a classroom situation with they would like their colleagues’ professional input and support; teacher take it in turn to teach whilst their colleagues observe. The teacher whose situation is studied leads the feedback session and writes a report summarizing the professional learning achieved.

Example 3

Participation in an action research project: 5 hours' elaboration of project with mentor or PLC leader, including familiarisation with principles of action research; 30 hours action research activity in the classroom and working with colleagues; 10 hours' report production.

3.3. Quality and content of CPD programme and activities, including competencies promoted

As seen above, CPD credits are awarded on the basis of the:

- Number of structured CPD hours successfully undertaken
- Number of self-directed hours of CPD activities successfully undertaken
- Quality and content of CPD programme and activities, including competencies promoted (benchmarking and standards)
- Evaluation and assessment (demonstration of output and demonstration of outcome)

In order for CPD activities to earn CPD credits, the requisite benchmarks of content, quality, competencies developed and measurable output/outcomes must be met. Awarding of credits for all types of CPD activities will be dependent on the extent to which CPD participants can demonstrate their abilities to meet the benchmarks.

3.3.1 Benchmarking of level / standards

CPD offerings or activities are designed to meet the needs of the teachers, school directors or education specialists for whom they are intended. Benchmarking is based on the relevant professional standards for the target group. Currently in Cambodia, professional standards exist for teachers (developed in 2010) and school directors (developed in 2017). Professional standards have not yet been developed for education specialists. The professional standards for teachers and school directors do not yet differentiate between teachers or school directors at different stages on the TCP. It is important that professional standards should be developed for education specialists and for teachers and school leaders *at each stage on the TCP* as soon as possible.

The CPD credit system applies to education employees at all stages in their careers. Given the current profile of the teacher force in Cambodia, a priority focus of the CPD system is to allow as many teachers as possible to achieve the status and knowledge of a qualified teacher, holding a B Ed⁶.

3.3.2 Benchmarking of teacher CPD contributing to B Ed level qualification

The benchmark standards presented below are based on the competencies and level of intellectual operation required of an acceptably competent, qualified teacher (see teacher Professional Standards - 2010). They define the minimum required level of competency and performance to be demonstrated by a teacher in order to acquire the relevant CPD credits. They do not describe or differentiate between levels of competency and performance above that threshold. They also do not refer to the

⁶ The CPD credit system will be introduced using a phased approach. The first phase includes credits for structured CPD and a simplified system of benchmarking. The second phase will introduce credits for self-directed CPD and a more ambitious system of benchmarking, which includes a more ambitious system of benchmarking and benchmarking of the TCP.

benchmark standards of CPD offerings for teachers who already hold a B Ed or higher degree, for whom appropriately benchmarked CPD activities will be made available during the second phase.

Benchmarking of CPD contributing to B Ed level qualification: phase 1

During phase 1 of the CPD credit system, a simplified system of benchmarks will operate, based on the 2010 Professional Standards for teachers, which are structured around the areas of Professional Knowledge, Professional Practice and Professional study. During phase 1, in order for CPD activities to be accredited, CPD providers are required to demonstrate that the activities foster professional knowledge and competencies in line with the professional standards; to earn CPD credits, teacher are required to demonstrate through their CPD assessments, outputs and outcomes that they meet the same standards (see Box 1 below).

Box 1: Benchmarks for CPD leading to B Ed level (phase 1), based on the Cambodian teacher professional standards (2010)

Standard 1: Professional Knowledge. CPD offerings foster in teachers and teachers demonstrate:

Knowledge of students

- 1.1 Know students** (their learning needs, capacity, academic backgrounds, and attitude to learning)
- 1.2 Know clearly about **family status and factors** (i.e., gender, social & economic backgrounds, disability and ethnicity) that affect student learning, and how to resolve those factors

Knowledge of content

- 1.3 Be aware of **national educational policies**, national education goals and purposes of general education
- 1.4 Understand how to **prepare a lesson plan**
- 1.5 Understand curriculum content.** Be able to explain and teach subject content well
- 1.6 Understand how to **integrate content from one subject to another** so students gain transferable skills and are more willing to learn.

Knowledge of students learning

- 1.7 Understand **educational context** of classroom and community.
- 1.8 Understand **how students learn**.
- 1.9 Understand differences** in student skills, learning speed and learning styles.

Standard 2: Professional Practice. CPD offerings develop and teachers demonstrate:

Planning for and assessment of learning outcomes

- 2.1 Prepare correct and effective lesson plans, teaching curriculum, and assessment of learning outcomes
- 2.2 Prepare **teaching and learning materials** to achieve student learning outcomes
- 2.3 Employ a variety of appropriate **ways for assessing student learning**
- 2.4 Follow up student participation and maintain **records of student progress**
- 2.5 Give **feedback to students, parents or guardians** about the development of student knowledge, skills and attitudes

Learning environment

- 2.6 Provide **safe learning environment** and encourage all students to learn
- 2.7 Help **students to become increasingly responsible** for their own learning.
- 2.8 Participate in **school development** to support learning and welfare of students and colleagues.

Teaching strategies

- 2.9 Use a **range of teaching methods** to facilitate student learning and to meet MoEYS *Curriculum Standards*.
- 2.10 Meet **student learning styles and needs** through suitable implementation of various teaching methods

2.11 Prepare and give students opportunities for learning about **problem resolution as well as critical and creative thinking**

2.12 Use of **information and communications technology**, if possible, to make teaching and learning more effective

Standard 3: Professional Study. CPD offerings foster in teachers and teachers demonstrate:

Self learning

3.1 Regularly evaluate own teaching and plan for **personal professional development**

3.2 Develop IT knowledge and skills to be applied to teaching and learning.

3.3 Improve relationships with students, parents, colleagues and community

Participation in improving teaching

3.4 Read professional education articles and carry out research to broaden knowledge and improve teaching.

3.5 Interact with other teachers in professional learning activities.

Benchmarking of CPD contributing to B Ed level qualification: phase 2

During phase 2 of the CPD credit system, benchmarking of CPD activities for teachers seeking to achieve B Ed level will move towards a more ambitious system, based on expectations of teacher competencies in high performing countries. The benchmark standards are defined for four interconnected areas of competency:

- Knowledge and understanding (both Specific content knowledge, *knowing that* and Application knowledge, *knowing how*)
- Application of key principles to related contexts
- Ability to reflect on salient issues
- Transferable skills

During phase 2, in order for CPD activities to be accredited, CPD providers are required to demonstrate that the activities foster professional knowledge and competencies in line with these areas of competency; to earn CPD credits, teachers are required to demonstrate through their CPD assessments, outputs and outcomes that they meet the same competency standards (see Box 2 below).

Box 2: Benchmarks for CPD leading to B Ed level (phase 2)

1. Knowledge and understanding

CPD offerings offer teachers and teachers are able to demonstrate:

1.1 Specific content knowledge (or declarative knowledge, *knowing that*) defined as knowledge of subject matter and its organising structures.

1.2 Application/pedagogical knowledge (practitioner knowledge, procedural knowledge, *knowing how*) to translate specific content knowledge into the context of teaching

1.3 Analytical and critical engagement with educational processes, allowing a rigorous intellectual reflection on different approaches to and perspectives on education issues, including interdisciplinary approaches

1.4 An awareness of contemporary educational concepts, and theoretical approaches to education

1.5 The opportunity to critically evaluate and question educational processes and engage in debate around these

1.6 The opportunity to draw upon contemporary research and other relevant educational literature, including access to selected primary sources

- 1.7 The opportunity to analyse and evaluate education policy and practice critically and systematically
- 1.8 The opportunity to expand one's horizons to accommodate new principles and new knowledge
- 1.9 The content of CPD offerings should address, as appropriate:

- a) educational processes and the implications of these for classroom and wider practices
- b) the implications for learning and education policies and practice of cultural, political, philosophical, historical, technological and economic contexts
- c) an awareness of one's own and other education systems and underlying assumptions and values

2.Application

CPD offerings encourage teachers to demonstrate the ability to:

- 2.1 systematically analyse educational concepts, theories and policy issues
- 2.2 reflect on the relationship between their subject knowledge and its application in educational policies and contexts, including areas of discontinuity
- 2.3 accommodate new principles and understandings
- 2.4 engage with a variety of evidence, including relevant primary and secondary sources, to develop their knowledge and understanding
- 2.5 apply such evidence to plan and support changes in their practice
- 2.6 apply educational theories and concepts to a classroom and other educational contexts
- 2.7 CPD offerings grounded in conducting and understanding educational research should offer a range of research methodologies and approaches

3.Reflection

CPD offerings present teachers with opportunities to:

- 3.1 reflect on their own learning, understanding, development and practices
- 3.2 incorporate into their practice concepts and theories studied, testing these against their own experience
- 3.3 challenge and critically analyse theory and research in their light of their own experience.

4.Transferable skills

Transferable skills are not specific to education studies; they interact with the three other areas of competence (knowledge and understanding, application and reflection). CPD offerings should provide opportunities for teachers to develop skills in the following areas:

- 4.1 **Communication and presentation:** communicate effectively in writing and orally, formulating and organising coherent positions and arguments using appropriate technical vocabulary
- 4.2 **Technology:** use relevant technology and educational applications effectively to support their work and to enhance critical, reflective study
- 4.3 **Application of numerical skills:** understand and communicate numerical information effectively and accurately, including collecting and applying numerical data appropriately, analysing qualitative and quantitative data and presenting data in appropriate formats
- 4.4 **Working with others:** engage in team work effectively and cooperatively, including planning, allocating responsibilities and leading where appropriate
- 4.5 **Improving own learning and performance :** develop study, research and planning skills, including developing workplans, working to deadlines and reflecting on their own performance and learning, so as to improve these
- 4.6 **Analytical and problem-solving skills:** analyse information, identifying and evaluating appropriate solutions
- 4.7 **Adapting to change:** demonstrating constructive responses to changing environments

Benchmarking will be achieved and enforced by a combination of the process of accreditation of courses and providers (by CPDMO/TTD) and verification of individual competencies during the appraisal process.

3.3.3 Benchmarking of CPD for school directors

The benchmark standards presented below are based on the competencies and level of intellectual operation required of an acceptably competent, qualified school director (see School Director Standards, 2017). They define the minimum required level of competency and performance to be demonstrated by a school director in order to acquire the relevant CPD credits. They do not describe or differentiate between levels of competency and performance above that threshold. They also do not refer to the benchmark standards of CPD offerings for school directors who already hold post-graduate degrees or higher qualification in school leadership and management, for whom appropriate CPD activities will be made available in time.

In addition to benchmarks based on the Professional Standards for School Directors, school directors are expected to demonstrate the same competencies as teachers, namely:

- Knowledge and understanding (both Specific content knowledge, *knowing that* and Application knowledge, *knowing how*)
- Application of key principles to related contexts
- Ability to reflect on salient issues
- Transferable skills:
 - Communication and presentation
 - Technology
 - Application of numerical skills:
 - Working with others:
 - Improving own learning and performance
 - Analytical and problem-solving skills
 - Adapting to change

They are expected to demonstrate content knowledge and application knowledge of the following key thematic competency areas, based on the Professional Standards for School Directors:

- Profile and characteristics of a school director (Standard 2):
 - Knowledge of and adherence to the professional code of conduct;
 - Leadership and management
- Teaching and learning management (Standard 5)
 - Providing pedagogical support, guidance and mentoring
 - Curriculum, Standards and books
 - Teaching plans and lesson plans
 - Teaching methodologies (Student-centred methodologies, Inquiry-based learning, Using questions)
 - Differentiated pedagogy (Support to learners with special educational needs, support to slow learners)
 - Curriculum content (technical education, reading and maths for beginning levels)

- Assessment of learning (formative and summative assessments; continuous assessment, recording of progress; organising tests at school level)
- Evaluation systems at school and class level
- Critical thinking and innovative skills (Standard 3):
 - Knowledge, vision and understanding of policies and strategic plans
 - Ability to implement and manage an action plan
 - Ability to review and evaluate an action plan
- Administrative management (Standard 4)
 - School management and leadership (role and tasks of school director)
 - School governance (Global citizenship, Gender and school development, Health and education)
 - Policies and procedures for schools (School management committees, Inspection tasks within the school, School self-assessment)
 - School standards
 - School development plans (school improvement plan)
 - Results-based management
- Financial management (Standard 4)
 - School operation fund
- Personnel/staff management (Standards 4/5)
 - Framework for personnel management
 - Performance management system
 - Support to teacher CPD (development of CPD plan, identification of CPD activities, lesson study, research, Professional learning communities)
 - Appraisal
- Network and relationship building (Standard 6)
 - School relationships with the community, authorities and private sector
 - School relationships with parents, to foster parental involvement in the school

3.4. Evaluation or assessment of CPD activities

3.4.1 Evaluation or assessment of CPD activities for teachers

- 10-15% of the assessment of structured CPD activities is based on attendance and punctuality
- Assessment of CPD activities is innovative and includes formative feedback to support teachers' learning and development. Assignments are designed to allow opportunities for teachers to demonstrate a wide range of competencies, knowledge and understanding and will involve a range of appropriate methods of assessment, including but not limited to:
 - Written Reports
 - Oral or video presentations
 - Curriculum or pedagogical materials, accompanied by an introduction presenting the underpinning theoretical framework
 - Portfolio of varied outputs
 - Research or action research reports
- Assignments should demonstrate the ability to engage with theoretical knowledge and research evidence; where appropriate, assignments include a combination of theoretical and practical activities.
- CPD activities are required to demonstrate both output and outcome.

Demonstration of Output

- Assessment of CPD activities will include a focus on the teacher's demonstration of the four areas:
 - Knowledge and understanding
 - Application of key principles to related contexts
 - Ability to reflect on salient issues
 - Transferable skills

Demonstration of Outcomes

- Assessment of CPD activities will include a focus on a teacher's demonstration that they have applied knowledge and understanding acquired through engaging in the CPD opportunity to their teaching work to attempt to produce positive change in their professional activity:
 - demonstrate that they have engaged critically and analytically with and knowledge acquired during structured or self-directed CPD
 - apply this to address an identified problem or challenge in their professional practice, demonstrating the ability to consider a real-world situation within a theoretical framework
 - assess the impact, demonstrating the ability to analyse real-world change within the chosen theoretical framework

3.4.2 Evaluation or assessment of CPD activities for school directors

The criteria for evaluation or assessment of CPD activities for school directors include those for teachers outlined above:

- 10-15% of the assessment of structured CPD activities is based on attendance and punctuality
- Assessment of CPD activities is innovative and includes formative feedback to support learning and development. Assignments are designed to allow opportunities for school directors to demonstrate a wide range of competencies, knowledge and understanding.
- Assignments should demonstrate the ability to engage with theoretical knowledge and research evidence; where appropriate, assignments include a combination of theoretical and practical activities.
- CPD activities are required to demonstrate both output and outcome.

In addition, evaluation or assessment of school director CPD activities should demonstrate the following abilities:

- diagnose a real-life problem and situate this within the relevant body of academic research or literature
- formulate an action plan for their school, drawing on the relevant body of academic research or literature and on best practice examples from other countries
- implement an action plan within their school
- monitor and report on the impact of their action plan, including assessing the extent of any change observed.

3.5 CPD providers and accreditation

CPD providers are accredited by the CPDMO, based on recommendations from TTD. The CPDFAP makes clear that the Teacher Education Provider Standards (TEPS) may need to be amended for this purpose (19). CPD providers, including TEIs, TDs of MoEYS, DPs and NGOs and, potentially, individuals or commercial organisations, may apply to the CPDMO for accredited CPD provider status. The HRMIS lists accredited CPD providers and their credentials, along with a list of accredited CPD activities or offerings which may be offered by each provider. For more information on accreditation of CPD providers, please see the CPD Handbook.

4. Uses of CPD credits

CPD credits may contribute to gaining qualifications or qualifications upgrading and advancement along the Teacher Career Pathways. CPD credits may also contribute to the outcome of regular appraisals.

CPD credits will be converted to points in a systematic manner, allowing an appraiser to quickly generate score reports through HRMIS for the appraisal purposes.

4.1. CPD credits – contribution to qualifications and TQU

As indicated in Table 3, to successfully complete initial teacher education and achieve a B Ed requires 120 credits, with requirements for distribution of these amongst subjects of study:

1. Education studies (pedagogical studies)
2. Subject knowledge (pre-school and primary) / academic subject (lower secondary) school subject content
3. Curriculum studies (teaching methodology associated with school subjects)
4. Language enhancement (academic writing, reading, presentation, in foreign language (English or French))
5. Education Research (theory and practice of academic research)
6. Practicum (teaching practice)
7. Essential courses (modules on topics relevant to teachers)

TQU allows 60 credits of the 120 required for a B Ed to be waived providing the teacher:

- has 12 + 2 qualification;
- has 5 years' experience as a MoEYS teacher
- is not older than 55 years of age at the time of application
- Passes the entrance exam (Prakas 1870)

Therefore, TQU requires 2 years full-time study or 2 years' intensive summer courses of approximately 50 hours per week over 9 weeks (= approximately 900 hours in total).

Table 3: Numbers of credits in areas of study required for teachers undergoing pre-service teacher education and TQU for a BEd in Teaching and Number of CPD credits which may contribute to TQU (shown in brackets) (Source: Prakas 1870, TTD, 2019; TQU proposal added by STEPCam TAs)

	Subjects of study	Pre- primary teacher (regular) <i>Model C</i>	Pre-primary teacher with a BA or a higher degree in a relevant subject (TQU) <i>Model B</i>	Pre-primary teacher with an associate degree in teaching or BA not in early childhood education (TQU) <i>Model A</i>	Primary teacher (regular) <i>Model C</i>	Primary teacher with a BA in a relevant subject (TQU) <i>Model B</i>	Primary teacher with an associate degree in teaching or BA not in primary education (TQU) <i>Model A</i>	Lower Secondary (LS) teacher (regular) <i>Model C</i>	LS teacher with a BA in a relevant subject (TQU) <i>Model B</i>	LS teacher with an associate degree in teaching or BA in an irrelevant subject (TQU) <i>Model A</i>
1	Education studies	12	4 (2)	6 (3)	12	4 (2)	6 (3)	15	4 (2)	6 (3)
2	Specialised academic subject	25	9 (4)	6 (3)	25	9 (4)	14 (5)	55	9 (4)	22 (8)
3	Curriculum studies	54	0 (0)	24 (12)	54	0 (0)	21 (7)	12	0 (0)	9 (4)
4	Language enhancement and academic discourse skills	2	0 (0)	2 (2)	2	0 (0)	2 (2)	8	0 (0)	6 (6)
5	Education research	3	3 (1)	3 (1)	3	3 (1)	3 (1)	3	3 (1)	3 (1)
6	Practicum	20	0 (0)	0 (0)	20	0 (0)	0 (0)	20	0 (0)	0 (0)
7	Common (essential) subjects	4	2 (1)	4 (2)	4	2 (2)	4 (2)	7	2 (1)	4 (2)
	Elective subjects determined by TEI	0	12 (12)	15 (15)	0	12 (12)	10 (10)	0	12 (12)	10 (10)
	Total	120	30 (15)	60 (30)	120	30 (15)	60 (30)	120	30 (15)	60 (30)

Proposed ceiling on CPD credits appears in brackets, based on 100% for LEADS and Elective, and between 33% - 50% for other subjects of study.

There is a proposed total ceiling on CPD credits overall of 50%⁷.

CPD credits may contribute to the 60 credits required for TQU.

⁷ This is the recommendation of the STEPCam TAs, but MoEYS may choose to adjust the total ceiling to, say, 30%.

A different formula will apply for each of the seven types of course and for each of category of teacher (each of the seven types of course for each profile of teacher shown in Table 3 above, would have a separate formula for the proportion of credits which can be earned through CPD)⁸. e.g. for a primary teacher with an associate degree in teaching or a BEd in primary education, undergoing TQU, of the 6 credits for Education studies, 1, 2 or 3 of these may be earned through CPD credits, provided the CPD offering is accredited as “Education studies”

It remains to be determined whether teachers who currently have a 9+2 level qualification should have the same options to waive credits, whether there should be extra requirements for them or different waiving decision, or whether these teachers need to complete the full 4 years (120 credits) to obtain a BEd.

See Table 3 above for details of the requirements per subjects of study for teachers in different categories.

4.2 CPD credits – contribution to TCP promotion

The CDP system interacts with the TCP at several levels, with CPD credits contributing to TCP progression (for more information, see the TCP framework and implementation guidelines).

4.3 CPD credits – contribution to regular appraisal

As explained in detail in section 1.3 above, CPD credits contribute to regular appraisals.

5. CPD credit attribution process

5.1 Credit attribution for structured CPD

When structured CPD is undertaken through an accredited CPD provider, such as a TEI, the provider informs the DOE, POE or CPDMO (as appropriate) of the list of teachers or school directors who have successfully undertaken a given CPD activity, including dates, venue, scores obtained, etc. The DOE, POE or CPDMO captures this information in the HRMIS. The HRMIS already includes accredited CPD providers and offerings, which have been judged to meet the benchmarks and requirements. Once the names of teachers or school directors who have successfully undertaken the structured CPD activity are entered in the HRMIS and the information is validated at the relevant level, the CPD credits will appear in the individual teachers’ profiles (Career Passport).

In parallel, on successfully completing all aspects of the CPD offering, including all assessments, the teacher or school director’s physical Career Passport will be updated to show this information and stamped by DOE, POE or CPDMO. The Career Passport remains in the teachers’ possession.

⁸ The precise formula is still to be determined. The suggestion, on which Table 3 is based, is: 100% of Elective subjects; 100% of LEADS; between 33% and 50% for other types of course.

5.2 Credit attribution for self-directed CPD

When self-directed CPD is undertaken at the school, cluster or PLC level, the teacher or school director's individual learning plan is agreed with their immediate supervisor. This is structured to include a given number of hours' input from an accredited self-directed CPD source, such as an accredited MOOC, given journal articles, given book chapters, etc. and a plan for a given number of hours of self-study or reflective practice, followed by preparation of an output to demonstrate the impact of the self-directed CPD. During their regular appraisal, the teacher or school director presents their portfolio of evidence that they have successfully accomplished their Professional Learning Plan (PLP), including evidence of impact (outputs and outcomes). If the appraisal result is positive, the appraiser confirms that the corresponding number of CPD credits has been earned and communicates this information to the DOE, POE or CPDMO, who captures this information in the HRMIS. The HRMIS already includes information on accredited sources for self-directed CPD, which have been judged to meet the benchmarks and requirements (and space for as yet unaccredited sources to be validated on an individual basis). Once the information is validated at the relevant level, the CPD credits will appear in the individual teacher's profile (Career Passport).

In parallel, following a successful regular appraisal, the teacher or school director's physical Career Passport will be updated to show this information and stamped. The Career Passport remains in the teachers and school directors' possession.

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Annex 1: Example of CPD credit attribution

The following examples demonstrate how CPD activities will be allocated credits, taking existing CPD offerings and applying the principles outlined to these.

Example 1: Early Grade Math training undertaken by early grade teachers (STEPCam, UNESCO)

60 hours of face-to-face training + assumed 120 hours' "reflective application" during teaching and self-directed activity, including reports: **4 CPD credits**

Content and assessment to be measured against benchmarks

- Assessment:
- 15% attendance and punctuality (awarded by trainers)
- 25% teaching demonstration during the workshop (awarded by workshop trainers using 14 indicators)
- 10% Production of teaching materials during the workshop (awarded by workshop trainers)
- 20% one-page reflection on workshop content (assessed by workshop trainers)
- 30% post-training application of workshop content – implementation report (assessed by school-based mentors)

Annex 2: CPDMO ToR

CPDMO Vision and Mission

Vision

The Continuous Professional Development Management Office (CPDMO) manages a high quality, school-based professional development system, which supports and empowers educators to ensure that every public school in Cambodia has well-qualified and effective teachers and school directors who are lifelong learners, continuously reflecting on and improving their own performance and that of their students.

Mission

To support and motivate classroom and specialist teachers and school directors to continuously improve their professional knowledge, skills, competence, and effectiveness and advance their careers through management and regulation of quality CPD delivery, including benchmarking, accreditation and quality assurance.

Chapter 1: General regulations

Article 1

These ToR aim to determine the organisation and functioning of the CPDMO, under the Department of Personnel (DoPers), Directorate General of Administration and Finance (DGAF).

Chapter 2: Roles and functions

Article 2

The CPDMO organizes and regulates CPD within MoEYS, using interdepartmental teams to perform the following roles and functions:

- Manage and regulate CPD delivery, including benchmarking, accreditation and quality assurance
- Manage CPD data and credits
- Manage information dissemination and communication with teachers, school leaders and education specialists

These roles and functions include but are not limited to the following activities:

- Develop and manage an HRMIS system to manage teacher HR data, including data on CPD for education personnel, as set out in the Continuous Professional Development Framework for Teachers and School Directors
- Manage the CPD module of the HRMIS, including information on CPD providers and CPD offerings, in addition to records of CPD undertaken by education personnel, and generate reports and statistics as needed
- Gather and manage data on CPD needs assessment and training plans, based on needs and expertise, and generate reports and statistics as needed
- Manage progression on the TCP for teachers, school leaders, and education specialists, and generate reports and statistics as needed

- Provide CPD certificates for teachers, school leaders and education specialists every 5 years or as needed
- Re-categorize teachers who qualify for a higher professional category
- Define accreditation criteria for CPD or INSET providers, CPD offerings, career advancement, recognition awards, etc.
- Disseminate information on CPD offerings provided by Teacher Education Institutions (TEIs) or other CPD providers
- Perform quality assurance for CPD offerings, and select assessors where appropriate
- Prepare reports on work and achievements for the administration office
- Be responsible for any other tasks assigned by the Director

The CPDMO is led by a chief and three deputy chiefs.

Chapter 3: Responsibilities and authority of the chief of CPDMO

Article 3

The CPDMO chief has the following roles and responsibilities:

- Working collaboratively with other departments, exercise strong leadership and management to strategically operationalize a CPD system to provide teachers with quality CPD, with the objective of improving quality of education delivery and raising the motivation, morale and efficacy of the teaching force, based on MoEYS's plans and policies
- Working collaboratively with other departments, DPs and accreditation bodies, ensure rigorous quality assurance and accreditation processes for CPD providers, including but not limited to teacher education institutions, based on MoEYS's plans and policies
- Strengthen cooperation with other departments, DPs, and NGOs to commission and implement CPD offerings and programmes
- Working collaboratively with other departments, oversee administration, finance, and budget to ensure adequate funding for CPD for all teachers, school leaders and education specialists, including funding for CPD provided and managed at the school level
- Working collaboratively with other departments, oversee smooth implementation and administration of Teacher Career Pathways (TCP), ensuring seamless interaction between CPD credit system and TCP
- Working collaboratively with other departments, champion and promote a culture of open communication and information sharing, around quality CPD for teachers, school leaders and education specialists, including use of digital technologies to ensure these stakeholders have access to information relative to CPD provision and can consult their own HR records
- Working collaboratively with other departments and DPs, contribute to a culture and practices of effective HR information gathering and management, ensuring a single information system and data set are used for all HR functions, including CPD management
- Working collaboratively with other departments, support the effective functioning of the three divisions of the CPDMO, namely the CPD coordination, benchmarking, accreditation,

quality assurance and budgeting division, the data and credit recording and management division, and the information and communications division

Chapter 4: CPDMO Structure

Article 4

Each division is led by a deputy chief. A deputy chief has the following roles and responsibilities:

- Assist the CPDMO chief and be accountable for roles assigned by the chief
- Lead activities of their division, under overall responsibility of the CPDMO chief, and provide input/comments for documents before sending them to the chief
- The CPDMO comprises three divisions: the CPD data and credit recording and management division; the CPD coordination, benchmarking, accreditation, quality assurance and budgeting division, and the CPD information and communications division (see figure 1). Annex 1 presents the position of the CPDMO within DoPers.

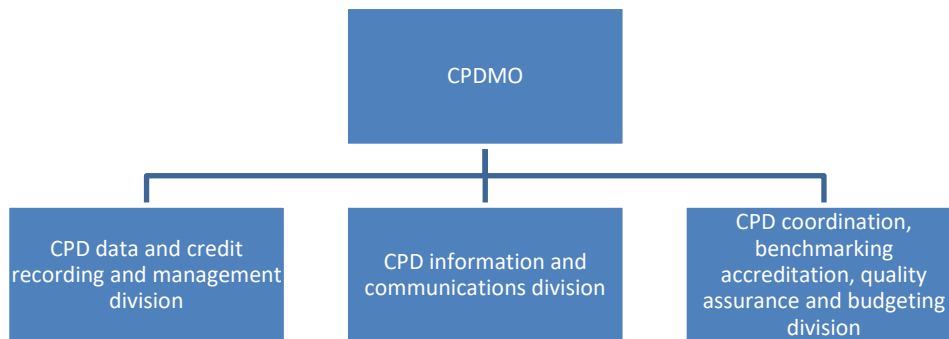


Figure 1: CPDMO structure

Chapter 5: Responsibilities of divisions of CPDMO

Article 5: Responsibilities of CPD data and credit recording and management division

Working collaboratively with the interdepartmental team supporting the division:

- Develop and manage an HRMIS system to manage teacher HR data, including data on CPD for education personnel, as set out in the Continuous Professional Development Framework for Teachers and School Directors
- Manage the CPD module of the HRMIS, including information on CPD providers and CPD offerings, in addition to records of CPD undertaken by education personnel, and generate reports and statistics as needed
- Gather and manage data on CPD needs assessment and training plans, based on needs and expertise, and generate reports and statistics as needed
- Record teacher-level HR data, including but not limited to information on: academic qualifications, professional experience, CPD undertaken and credits earned, appraisal outcomes (data to be seized at school, DoE or PoE level, as appropriate)

- Archive records of CPD activities corresponding to individual career passports
- Provide CPD certificates every 5 years or as needed, for teachers, school leaders and education specialists, indicating CPD credits earned
- Within the frameworks of the TCP and the CPD, define criteria for career advancement, recognition awards, etc.
- Manage information relating to career progression, re-categorizing following promotion, qualifications upgrading or advancement along TCP for teachers, school leaders, and education specialists, and generate reports and statistics as needed
- Re-categorize teachers who qualify, for example, after completing a degree upgrade at a TEI
- Archive results of annual institution-based appraisals of teachers, school leaders and education specialists
- Generate reports on individual teachers, school leaders and education specialists, indicating their situation in relation to TCP advancement (number of points within TCP scoring system)
- In collaboration with the information and communications division, support PoE and DoE to sensitise teachers, school leaders and education specialists about management of individual career passports of CPD activities
- In collaboration with the information and communications division, support PoE and DoE to sensitise teachers, school leaders and education specialists about individual professional learning plans / CPD plans and individual portfolio management
- In collaboration with the information and communications division, support PoE and DoE to communicate with and support school-based and cluster-based CPD committees
- Register professional technical groups/PLCs at school and cluster levels

Article 6: CPD coordination, benchmarking, accreditation, quality assurance and budgeting division

Working collaboratively with the interdepartmental team supporting the division:

- Provide administrative, logistical and statistical support to the Teacher Support and Appraisal Office of TTD to conduct CPD needs assessments, analyse the data gathered and produce training plans
- Provide administrative and statistical support, including HRMIS information about training needs, to the INSET and Teacher Support and Appraisal Offices of TTD, in order to commission CPD activities, including school- and cluster-based activities
- Provide coordination and administrative support, including HRMIS information about CPD providers and offerings, to the Teacher Support and Appraisal Office of TTD, in order to conduct quality assurance of CPD delivery
- Provide coordination and administrative support, including HRMIS information about appraisals, to the Teacher Support and Appraisal Office of TTD, in order to conduct quality assurance of the appraisal process of teachers, school leaders and education specialists

- Provide coordination and administrative, logistical and statistical support, including relevant HRMIS data, to the INSET and Teacher Support and Appraisal Offices of TTD, in order to conduct an annual review of the CPD system
- Provide coordination and administrative support to the INSET, Planning and Pedagogical, and Teacher Support and Appraisal Offices of TTD, in collaboration with accreditation providers, to define accreditation criteria for CPD or INSET providers, CPD offerings, etc.
- Based on the accreditation criteria, accredit CPD providers, including TEIs who meet the Teacher Education Provider Standards (TEPS), TDs, DPs, and other providers who meet the relevant criteria determined by MoEYS
- Based on the accreditation criteria, establish and accredit cohorts of competent coaches, mentors, and national core CPD trainers
- Based on the accreditation criteria, support the INSET office of TTD to approve CPD offerings submitted by providers
- Based on the CPD credit system approved by MoEYS, provide coordination and support to the Teacher Support and Appraisal Office of TTD to assign credits to CPD offerings
- Coordinate systems and processes necessary to allow CPD delivery, including supporting the INSET office of TTD to plan and coordinate CPD delivery at school level
- Provide support and coordination to TTD to prepare an annual budget for CPD activities for teachers, school leaders and education specialists

Article 7: CPD information and communications division

Working collaboratively with the interdepartmental team supporting the division:

- Provide coordination and support to the INSET and Teacher Support and Appraisal Offices of TTD to produce an annual calendar of CPD events and activities
- With input from TTD, compile, publish and distribute CPD information, including but not limited to a CPD Handbook and Teacher Induction Handbook, for teachers, school leaders and education specialists
- With input from TTD, publish and distribute an annual calendar of CPD activities, in collaboration with other divisions of CPDMO, including through an application (app) and the CPDMO website
- Support PoE and DoE to sensitise teachers, school leaders and education specialists about management of individual career passports of CPD activities
- Support PoE and DoE to sensitise teachers, school leaders and education specialists about individual professional learning plans / CPD plans and individual portfolio management
- Support PoE and DoE to communicate with and support school-based and cluster-based CPD committees
- In collaboration with DoPO and TTD, support PoE and DoE to support and collect information on the development of professional technical groups/PLCs at school and cluster levels, for registration by the data and credit recording and management division

Article 8: Capacity development of CPDMO personnel

Given the needs of the CPD system and the functions the CPDMO will perform, many of which are substantially different from any previous functions undertaken by MoEYS, a programme of capacity development for CPDMO shall be undertaken. This shall include but not be limited to the following:

- Visit of an office responsible for managing and administering CPD for education professionals, including a CPD credit system (CPDMO or equivalent) in another developing country which has successfully implemented a similar CPD system, in order to observe systems and procedures and benefit from lessons learned (DoPers director + CPDMO chief/deputy chiefs)
- Training in teacher appraisal (CPDMO chief and deputy chief of CPD coordination, benchmarking, accreditation, quality assurance and budgeting division, and relevant personnel from Teacher Support and Appraisal Offices of TTD)
- Training in benchmarking and accreditation for CPD delivery (CPDMO chief and deputy chief of CPD coordination, benchmarking, accreditation, quality assurance and budgeting division, and relevant personnel from INSET and Teacher Support and Appraisal Offices of TTD)
- Training in M&E (CPDMO chief and deputy chief of CPD coordination, benchmarking, accreditation, quality assurance and budgeting division, and relevant personnel from INSET, Planning and Pedagogical and Teacher Support and Appraisal Offices of TTD)
- Training in conducting a large-scale (CPD) needs assessment (CPDMO chief and deputy chiefs, and relevant personnel from INSET, Planning and Pedagogical and Teacher Support and Appraisal Offices of TTD)
- Training in strategies for communication with teachers and school directors across the country (CPDMO chief and deputy chief of CPD information and communications division)
- Training in HRMIS use (CPDMO chief and deputy chief of CPD data and credit recording and management division)

