



Kingdom of Cambodia Nation Religion King

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Ministry of Labour and Vocational Training
Directorate General of TVET

Policy & Reform Priorities for Skills Development in Cambodia

International Forum
on

Skills for Inclusive and Sustainable Growth in Developing Asia-Pacific,
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1.1 Labour Forces & Govt's Overreaching Strategy

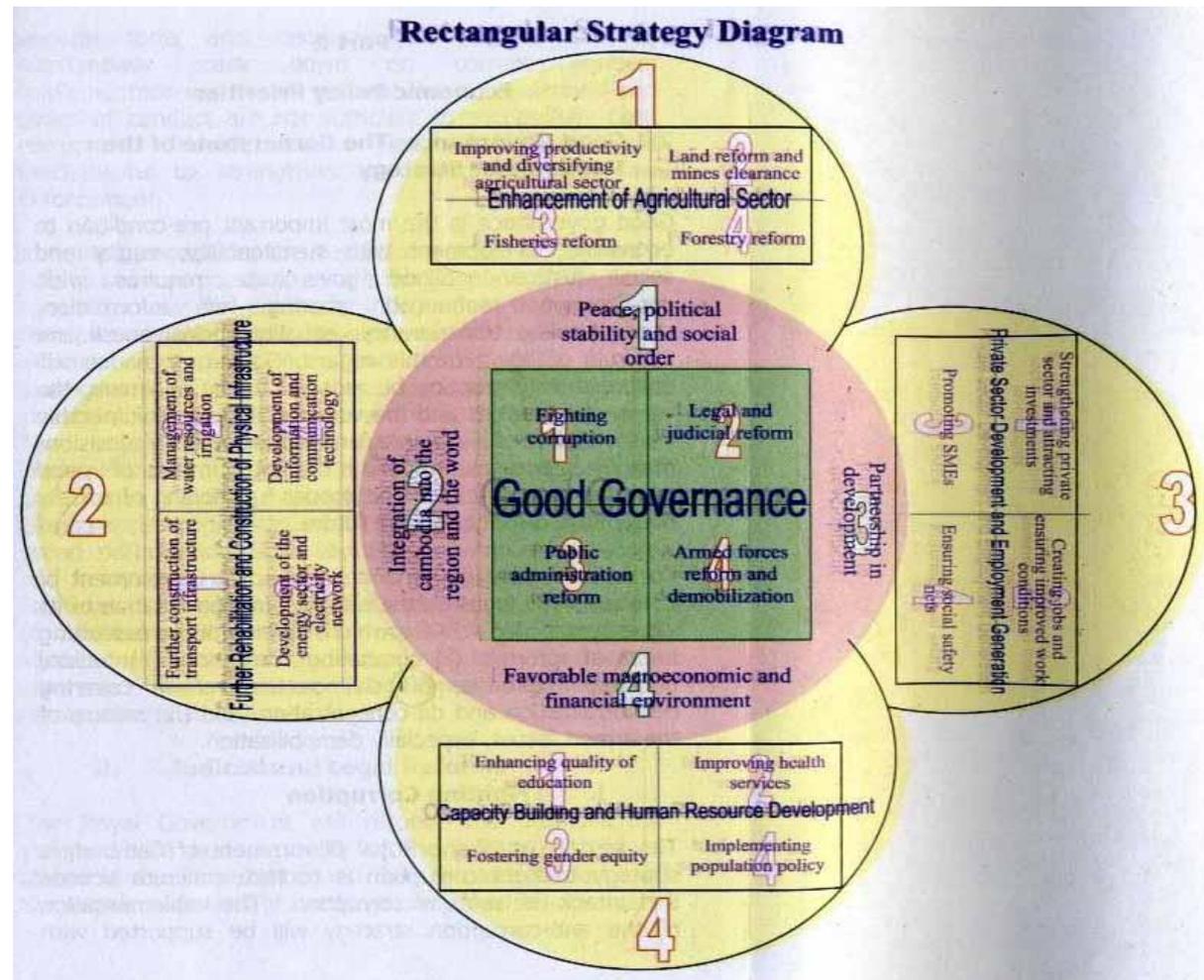
Sector	Both sexes	Females
Employed Person	6,934,891	3,542,491
Agriculture, Forestry & Fishing	72.29%	75.11%
Manufacturing	6.19%	8.20%
Construction	2.04%	0.62%
Wholesale, & retail trade, repair	7.75%	9.60%
Transportation & Storage	2.24%	0.40%
Administrative and support service activities	0.79%	0.58%
Public Administration and defense, social security	2.73%	0.71%
Education	1.64%	1.22%

Source: National Census 2008, NIS/MoP

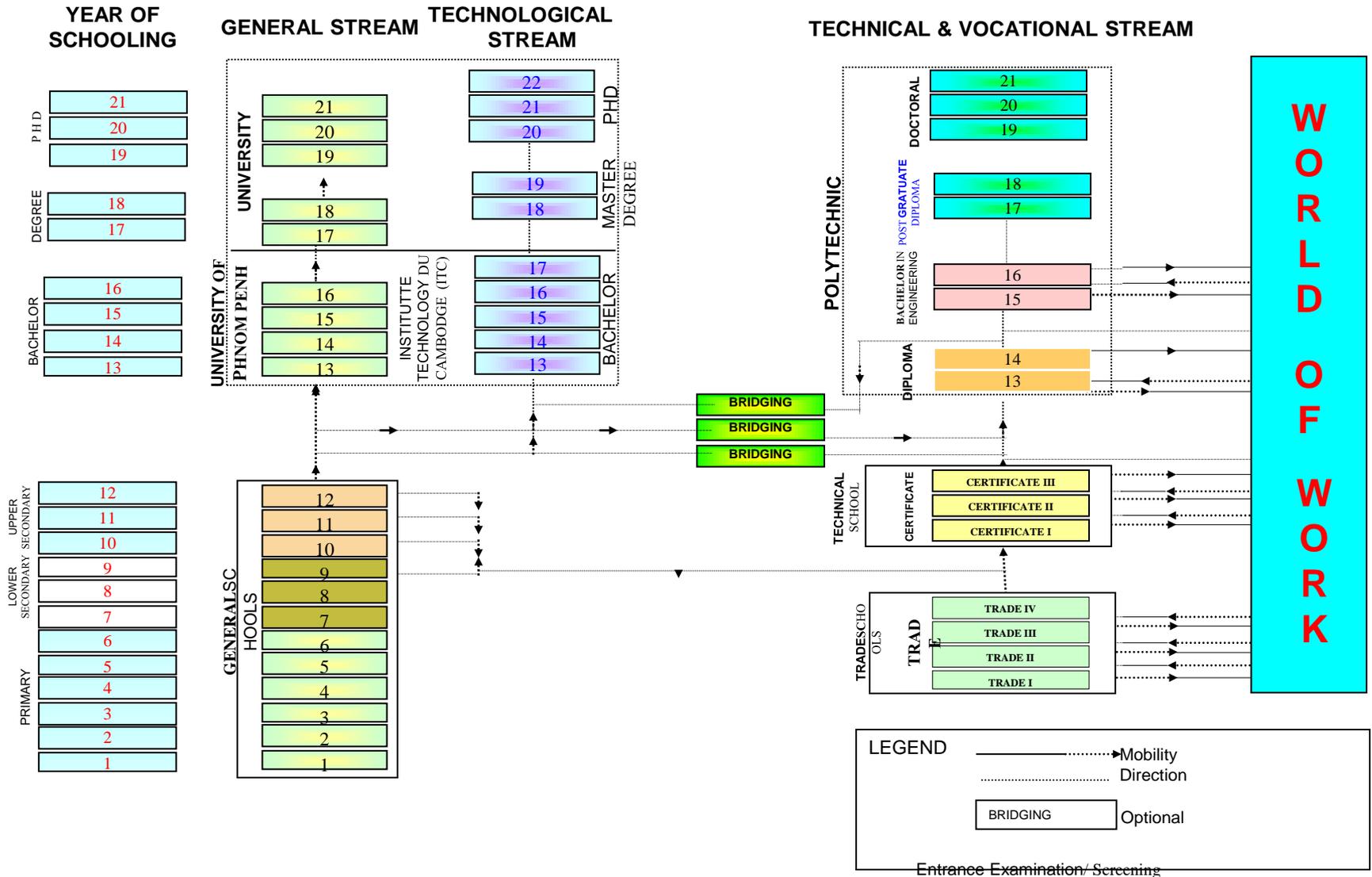
1.2 Government's Rectangular Strategy

It is the strategy underpinning the economic policies of the Government of Cambodia to promote

- *Growth*
- *Employment*
- *Equity*
- *Efficiency*



1.3 TVET System for Cambodia



1.4 Cambodia Qualifications Framework

CQF Level	MLVT + NTB	MoEYS + ACC
	TVET	Higher Education
8	Doctoral degree	Doctoral Degree
7	Master of Technology/ Business	Master Degree
6	Bachelor of Technology/Engineering / Business	Bachelor Degree
5	(Higher) Diploma	Associate Degree
4	Technical & Vocational Certificate III	
3	Technical & Vocational Certificate II	
2	Technical & Vocational Certificate I	
1	Vocational Certificate	

2 TVET Reforms

2020

Step 4, 2015 to 2020

- Distance Education for Technology
- Expand number of providers offering industry responsive training at international standards
 - TIs in each Province
 - NTTI regional centers

Step 3, 2009 to 2014

- Strengthen Technical Institute (TI)/Sector Council links so Councils manage and finance. TIs that train for their industry
 - NQF in place, Develop & expand SCS/CBCS/testing program
 - Strengthen in-industry skills upgrading for employees
 - Upgrade 5 PTCs into RTCs
 - Expand PTC based training and Voucher system to all Provinces
 - Building dormitories in TVET Institutions

Step 2, 2005 to 2008

- Strengthen NTB and NTF plus new TVET financial model
- Strengthen capacity of DG.TVET to support TVET delivery
- Accelerate decentralization
- Strengthen Provincial Training Boards
- Target poverty reduction and out of school youth
- PTC development in support of community based skills
- Pilot test Commune training voucher program
- Develop revenue/life long learning model for PTCs
- Improve quality and number of private sector TVET providers
- Develop NTTI as a model trainer for all TVET

Step 1, 1996 to 2004

- Reform TVET system
- Begin Building the National TVET Competency Based System
- Build/Upgrade TVET Facilities in each Provinces
- Develop NTTI, TVET teacher training
- Develop basic National Qualifications Framework
 - Set up NTB, PTB, & IATC,
- Set up NTF & Self-Employment Generation Fund

TVET Development Cycle

1996

2.1 TVET Key Policy Directions

1	A supply driven system based on a large social demand	➔	A demand driven system guided by labor market signals
2	A school based system delivering " diplomas " upon examination	➔	A TVET system delivering " competencies " as per recognized standards
3	A school based system with minimum flexibility in delivery	➔	An education and training system with multiple exit/entry points and flexible delivery
4	No official recognition of prior learning	➔	A system which recognizes competencies wherever and however they are obtained (RPL)
5	A school based system with a study program orientation	➔	A TVET system oriented to officially recognized professions and trades

2.1 TVET Key Policy Directions (cont.)

6	Education and training focused on the formal sector	➔	Education and training for the formal, non-formal and informal sectors
7	Separation between education and training	➔	Integration of education and training
8	Centralized management	➔	Decentralized management
9	Institutions and organizations fully supported and run by central government	➔	Self supporting/managing institutions and organizations with partial support from central government
10	Low-level and terminal courses offered by the Institutions	➔	Institutions to offer higher level courses as part of an alternative technical and vocational stream

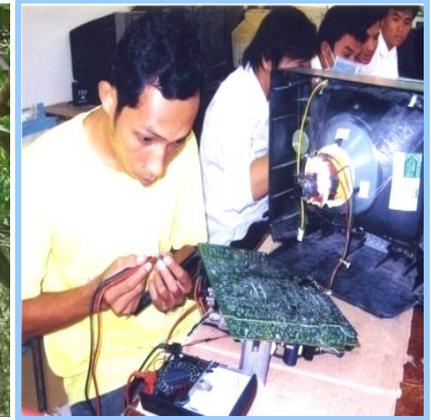
2.1 TVET Key Policy Directions (cont.)

11	Education and training largely inaccessible	➔	More accessible education and training system
12	Cost-prohibitive education and training	➔	More affordable education and training
13	Low participation by women and vulnerable groups	➔	More equitable participation by affirmative action
14	Education and training which is inefficient	➔	Efficient TVET system
15	System oblivious of the standards in the region	➔	TVET system comparable to systems in the region

3 Government's TVET Policy

Track 1:

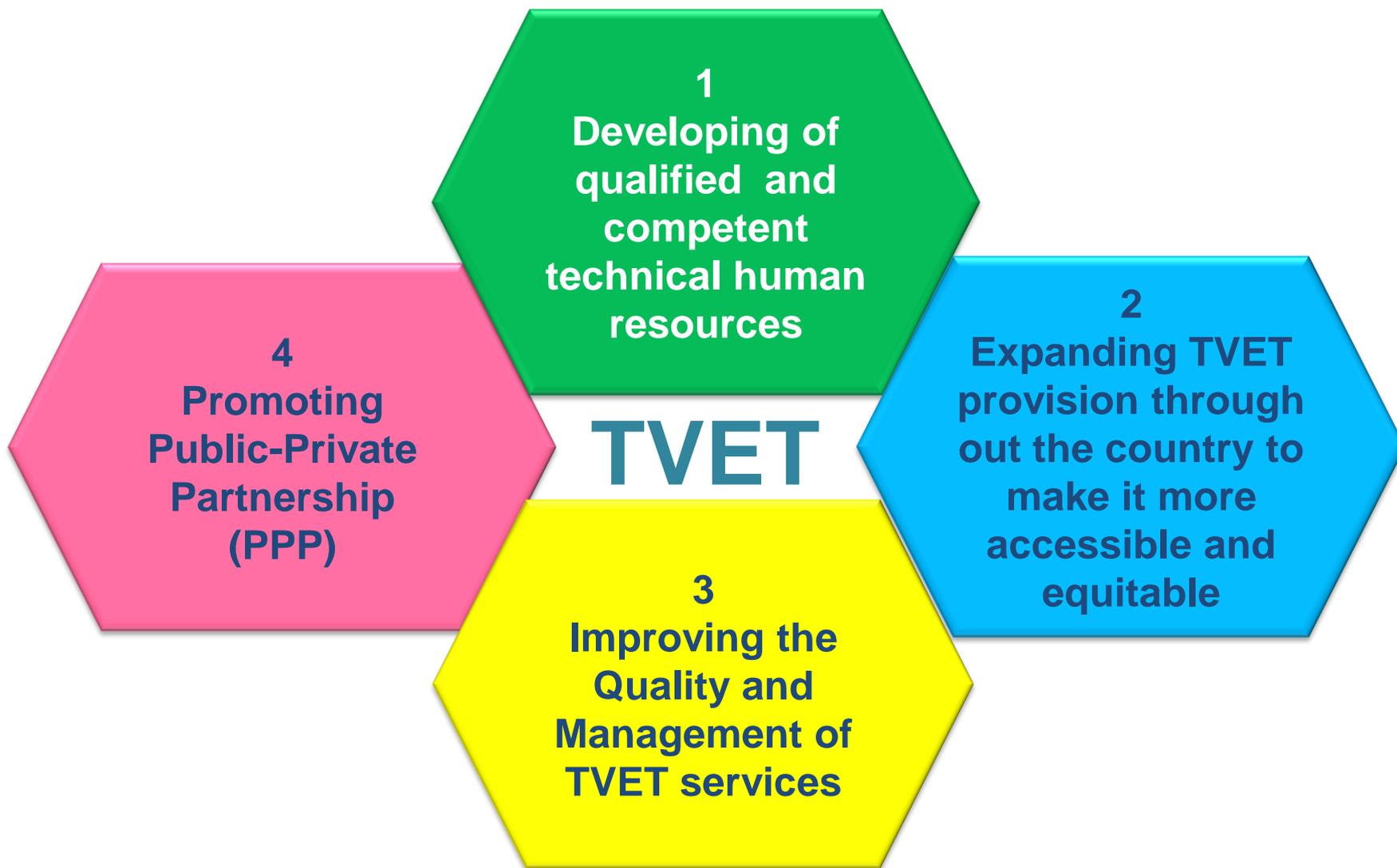
Poverty Reduction - basic skills for the rural poor to improve family income.



Track 2:

Supporting Industrial Development - higher level skill as requested by industry or required in the future to attract industry.

3.1 TVET Strategic Directions



4 Key Challenges

- ✓ Social concepts/cultures (poor image of TVET)
- ✓ Economic & industrial growth – mismatch between supply and demand
- ✓ Constrained financial resources
- ✓ Limited resource mobilization - staff & logistics
- ✓ Necessity to Improve quality of TVET programs
- ✓ Weak public-private partnership,
- ✓ Insufficient quality management instruments

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Thank You