

TVET Country Profile

Cambodia



June 2020

Compiled in collaboration with SEAMEO VOC TECH

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TVETipedia Glossary

In case of further clarification and definitions of terms contained herein, please refer to UNESCO-UNEVOC’s online TVETipedia Glossary, which provides definitions and background information from various trustworthy sources on terms commonly used in the area of technical and vocational education and training. Find out more at www.unevoc.unesco.org/l/68.

Acknowledgements

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UNEVOC Network in Cambodia

UNEVOC Centres in Cambodia include the [Training Department, DGTVET – Ministry of Labour and Vocational Training](#), and the [Preah Kossamak Polytechnic Institute \(PPI\)](#).

Statistics¹

General information

Category	Indicator	Statistics
Demographic	Total population ²	16.3 million (2018)
	Population growth (annual %) ²	1.4 % (2019)
	Median age of population ²	25.6 years (2020)
	Population aged 15-24 years (in thousands) ²	17.8 % (est 2019)

Socio-economic	GDP growth (annual %) ³	2.3 % (2020)
	GDP per capita (current US\$) ³	1,510 (2018)
	Unemployment rate (%) ⁴	0.67 % (2019)
	Youth literacy rate, population 15 years and above, both sexes (%)	92% (2015)

Participation in education by level and by programme orientation (2018)

Category		Gross enrolment ratio (%)		Gross enrolment ratio Female (%)	
Primary education (ISCED 1)		107.4		106.1	
Secondary education, all programmes	Lower secondary (ISCED 2)	71.3	28.4 (2014)	74.2	29.2 (2014)
	Upper secondary (ISCED 3)				
Tertiary education, all programmes (ISCED 5-8)		14%		13%	

Education finance

Category	Indicator	Statistics
Expenditure	Expenditure on education as % of total government expenditure (%) <i>(Includes both operating and development expenditures)</i>	2.16 % (2018)

¹ Unless otherwise indicated, all statistics have been gathered from the UNESCO Institute for Statistics (UIS). <http://uis.unesco.org/>

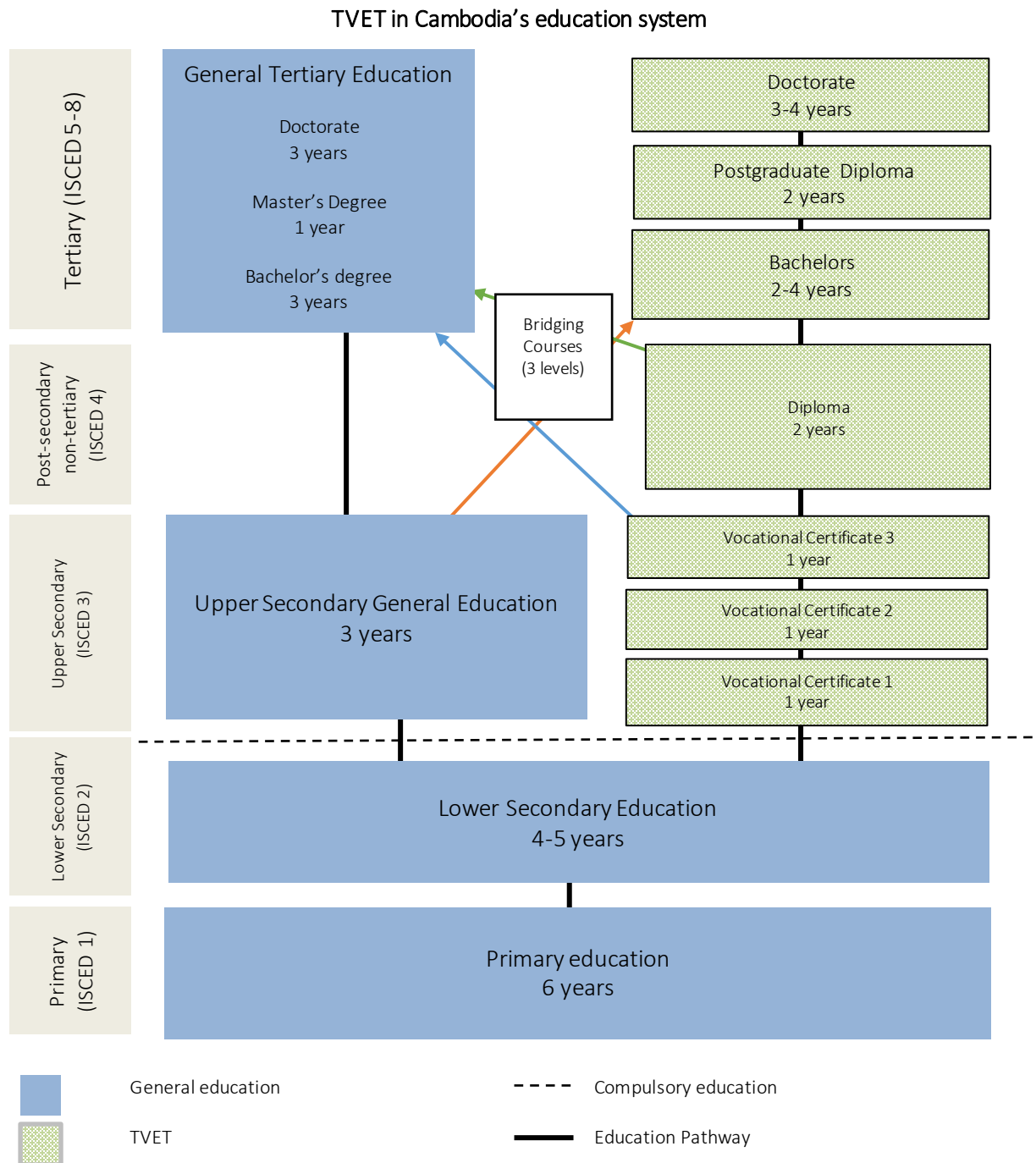
² World Population Prospects UNDESA <https://population.un.org/wpp/>

³ Asian Development Bank – Asian Development Outlook April 2020 <https://www.adb.org/countries/cambodia/economy>

⁴ ILO Estimates 2020 ilostat.ilo.org

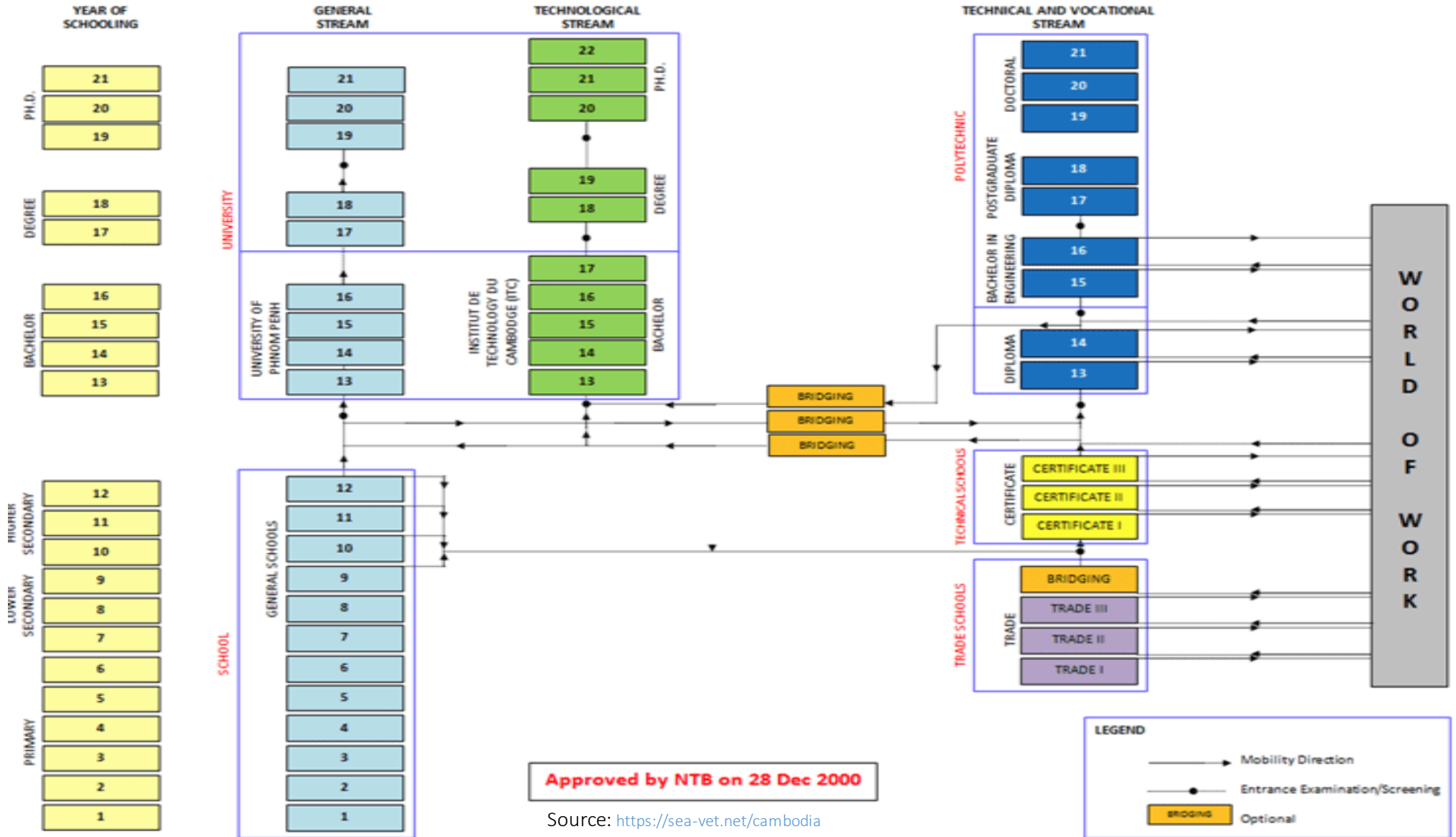
⁴ World Development Indicators data.worldbank.org

1. TVET Systems



¹³ Compiled by UNESCO-UNEVOC International Centre. For a detailed overview and exact mobility between various programmes, please see page 6

TECHNICAL VOCATIONAL EDUCATION AND TRAINING SYSTEM FOR CAMBODIA



Formal TVET system

The formal TVET system in Cambodia is structured as follows:

TVET programmes are initially offered at the upper secondary education level (ISCED 3).	
Duration:	3 years
Admission requirements:	Completion of lower secondary education
Taught in:	Vocational Upper Secondary Schools
<p>After the completion of lower secondary education, students have the choice of continuing to upper secondary education or of entering secondary-level vocational training programmes offered by the Ministry of Labour and Vocational Training. The students can either complete three successive Certification courses (Certificate I, Certificate II and Certificate III), or they can access the labour market after completing each certificate. Alternatively, the students can also complete Level 1 of the bridging courses and access to undergraduate programmes in the general tertiary education.</p> <p>The courses are offered in a wide variety of areas, including vehicle repairing, general mechanics, computer technology, agricultural mechanics, electricity, electronics, repairing of cooling mechanics, and civil engineering.</p>	
Vocational Diplomas are provided at the post-secondary non-tertiary education level (ISCED 4).	
Duration:	2 years
Admission requirements:	Completion of General Upper Secondary Education or Vocational Upper Secondary (Holding Certificate III)
Taught in:	Polytechnics and Technical Institutes
<p>Vocational Diploma programmes are offered in the technical areas such as automotive repair, general mechanics, ICT, agricultural mechanics, electronics, civil engineering, etc, and business areas such as sales and basic accounting. After acquiring this diploma, the students can either move to a vocational Bachelors programme, or enrol in a bridging course (Level 3) to gain access to technology-focused undergraduate programmes in the general academic stream, or access the labour market.</p>	
TVET programmes at tertiary level are offered at Polytechnics (ISCED 5-8)	
Duration:	2-4 years
Admission requirements:	Vocational Diploma, Completed General Upper Secondary
Taught in:	Polytechnics
<p>The Polytechnics offer a wide range of courses at the tertiary level that equip students with industry-relevant skills, to prepare them for careers in fields such as engineering, applied sciences, ICT, health sciences. TVET programmes are offered at undergraduate, graduate and post-graduate levels.</p>	

To enrol in the TVET programmes at the Bachelors level, the students need possess a Vocational Diploma which reduces the duration of the Bachelors programme to 2 years. The students can also enrol at this level if they have completed upper secondary general education and passed through the bridging programmes. In this case, the duration of the programme is 4 years. Further education at Masters and Doctoral levels require on the completion of the preceding degrees.

Non-formal TVET

According to [UNESCO TVET Policy Review of Cambodia \(2013\)](#), the Provincial Training Centres (PTCs) and Vocational Training Centres (VTCs) are the main providers of non-formal TVET. However, there are also public institutions such as Community Learning Centres (CLCs), Non-Governmental Organizations (NGOs), Women's Development Centres, private providers, and small businesses offering informal apprenticeships. The courses are short-term lasting between 1-4 months, and focus on sectors such as agriculture, construction, motor repairs and basic food processing.

There are 22 PTCs which offer agriculture, craft and basic vocational skills. PTCs do not offer a standardized programme and their operations, enrolment, length of training and delivery modalities vary across centres. CLCs, under the Ministry of Education, Youth and Sports (MoEYS), offer literacy and basic vocational training for income generation. Currently, there are at least 157 CLCs operating across Cambodia.

According to the Directorate General on Vocational Education and Training, on the basis of official registration data, provincial data, directories, and advertising records, an estimated 750 private businesses offering fee-based training services were identified nationwide. The largest single group offered computer and/or English language training. Other providers were identified as driving schools, dance academies and small auto or electrical workshops, which offered informal apprenticeships.

There are also a range of non-formal skills development programmes (see Page 9) implemented under the set of training funds put in place by the government and donors (mainly ADB). DGVET indicated that the number of beneficiaries of the different training funds, in 2009–2019, was 114,142 (56,882 female).

In-Service Training Programmes

In-service training programmes are not regulated in Cambodia. Little information is available regarding the actors, the scale and the importance of in-service training. Quantitative information (with corresponding performance indicators) is limited to a relatively small scale of activity reported in a scattered way by CAMFEBA and other organizations. There is evidence that few private enterprises are spending significant amounts on in-company technical and vocational training.

Non-formal programmes in Cambodia under training funds (2009-19)	
Programme/ Funds	Purpose
National Training Fund	Support initial training programme before employment in PTCs. At present, the NTF is administered and financed by MoLVT. All PTCs, a significant number of NGOs and some institutes receive funds from the NTF to provide short-term vocational training programmes.
Voucher Skills Training Programme (VSTP)	Provide skills development programmes for disadvantaged groups in PTCs, enterprises and communities. The VSTP is funded by ADB. It is a large-scale non-formal programmes responding to demand from communes and villages. Although the great majority of trainees participated in agriculture and livestock-related programmes, the VSTP also supported non-agriculture skills development programmes.
Prime Minister's Special Fund: Special Fund of Samdech Techo Prime Minister	Support skills development and entrepreneurship for the recently unemployed and out of work youth. The fund also provides allowances to trainees for food and accommodation. Training is delivered by PTCs, NGOs and communities.
Post-harvest Technology and TVET Skills Bridging Programmes	Provide training in post-harvest skills for agricultural producers and skills training to jobless and out-of-school youth to allow them to be integrated into the formal TVET
Source: UNESCO TVET Policy Review for Cambodia (2013)	

2. TVET strategy and key policy documents

The main strategy and policy documents guiding Cambodia in the context of skills development and TVET are as follows:

Name of document	Cambodia Technical and Vocational Education and Training (TVET) Policy 2017-2025
Date entered into force	2017
Website link	https://t1p.de/jftf6
Key points and objectives	
<p>The National TVET Policy is the main guiding policy framework to guide the government's skills development strategies and coordinate all parties involved. The policy was developed through a consultative process with technical assistance from the Asian Development Bank (ADB) with the goal of transforming and modernizing Cambodia's skills development system to better serve new labour force entrants, existing workers, and Cambodia's future development.</p> <p>The National TVET Policy has the following key objectives:</p> <ol style="list-style-type: none"> i. Improve TVET quality to meet national and international market demand; ii. Increase equitable access to TVET; 	

- iii. Promote public–private partnerships (PPPs) and aggregate stakeholder resources to support sustainable development of the TVET system; and
- iv. Improve the governance of the TVET system

Name of document	National Employment Policy (2015-2025)
Date entered into force	2015
Website link	https://t1p.de/900i
Key points and objectives	
<p>The National Employment Policy (2015-2025) is aimed at addressing the challenges of skills shortage and skills mismatches, by ensuring education and TVET systems respond to the needs of the labour market. To accomplish this, the National Employment Policy envisions:</p> <ul style="list-style-type: none"> i. Developing sector-based approaches in education and TVET for higher-level skills in priority sectors; ii. Strengthening and promoting collaboration between education and TVET providers and the private sector to reduce the skills gap; iii. Encouraging work-based learning, promoting internships and apprenticeships; iv. Strengthening and further developing existing institutional mechanisms and creating new mechanisms to allow for better and regular dialogues among stakeholders of education and training; v. Promoting and encouraging the private sector to play an active role in providing policy information, skills development, training delivery, and finance training; vi. Developing mutual recognition of skills programs within ASEAN; vii. Conducting research and development for new technologies; and viii. Monitoring and evaluating the relevance of the labour market for education and TVET. 	

Name of document	Cambodia Industrial Development Policy (2015-2025)
Date entered into force	2015
Website link	https://t1p.de/luyn
Key points and objectives	
<p>The aim of the IDP is to transform and modernize Cambodia’s industrial structure from a labor-intensive industry to a skill-based industry by 2025, linking with global value chain, integrating into regional production networks and developing cluster, while strengthening competitiveness and improving productivity of domestic industries. This is also aimed at developing a modern technology and knowledge- based industry.</p> <p>In pursuit of these objectives, the IDP follows the following strategies:</p> <ul style="list-style-type: none"> i. Mobilizing and attracting foreign investments and private domestic investments by focusing on large industries, expanding markets and enhancing greater technology transfers; ii. Developing and modernizing SMEs by way of expanding and strengthening the manufacturing base, modernizing registration of enterprises, ensuring technology transfer and industrial linkages; 	

- iii. Revisiting the regulatory environment so as to strengthen the country competitiveness by way of improving the investment climate and promoting trade facilitation, providing market information and reducing informal fees; and
- iv. Coordinating supporting policies such as development of human resource, technical training,
- v. Improving industrial relations, and development of support infrastructure.

3. Governance and financing

Governance

The governance model of the Cambodian TVET system has been evolving on four main fronts over the last decade:

- i. Establishing an entity with specific responsibilities for setting standards, certification, assessment and evaluation of the TVET system;
- ii. Decentralization of governance;
- iii. School empowerment and autonomy;
- iv. Promoting the involvement of civil society and social partners in policy making

The key governing entities within the Cambodian TVET system include:

- i. The Ministry of Labour and Technical and Vocational Education and Training (MoLVT)
- ii. The Ministry of Education, Youth and Sport (MoEYS)
- iii. Education and labour local authorities
- iv. Provincial Training Centres (PTCs)
- v. Community Learning Centres (CLCs)
- vi. Schools (especially those designated as resources centres)
- vii. Employers' organizations (CAMFEBA)
- viii. Private companies
- ix. NGOs
- x. National Employment Agency (NEA)
- xi. National Training Board (NTB)

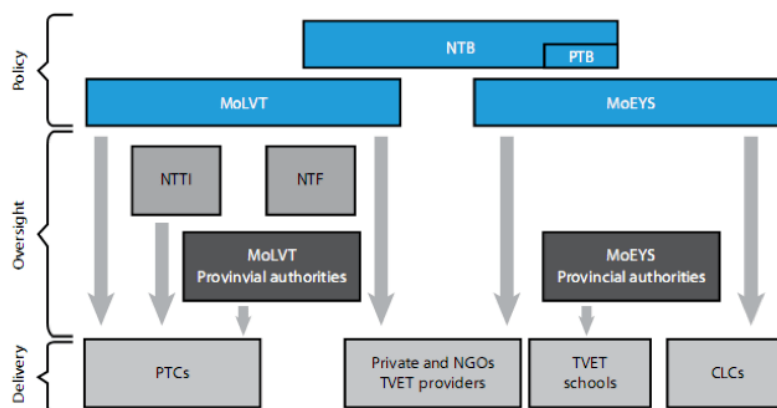
Until 2004, formal TVET was under the Office of Technical and Vocational Training of the MoEYS. The office was directly responsible for the administration and development of TVET and for the management of its institutions and programmes. In 2005, most of the responsibilities for TVET were transferred from MoEYS to the newly constituted Ministry of Labour and Vocational Training (MoLVT) under a Directorate General of TVET (DGTVET). Responsibilities for non-formal and informal (short course) vocational training were also placed under the MoLVT from the Ministry of Social Welfare. All matters related to TVET were later placed under the mandate of the National Technical Board (NTB), which acts as the main coordination agency for TVET in Cambodia. The MoEYS and the MoLVT continue to deliver on core and concurrent functions under the oversight of the NTB.

The NTB approves policy, sets program objectives and establishes measurable targets. As part of its coordinating function, it assumes the leadership role in linking a national training program

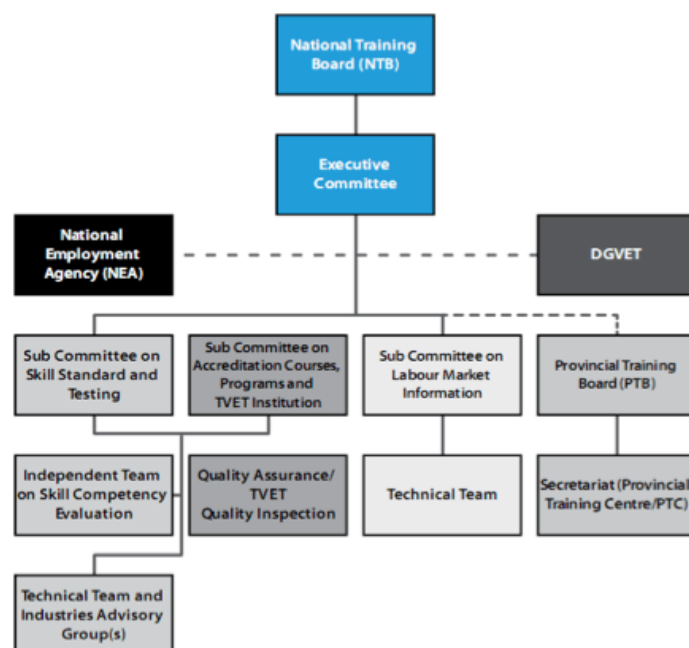
to the needs of the economy by the National Strategic Development Plan (NSDP). The members of the NTB consist of representatives from different ministries as well as from the private sector, employees, training providers, international organizations and non-government organizations. The NTB, which consists of representatives from all 14 ministries and training institutions, is responsible for policy direction and coordination.

With regards to the institutes, regional training centres (RTCs) and provincial training centres (PTCs), DGTVET provides leadership and guidance in the development of the vision, the mission and the strategic direction as well as in mentoring and training of the senior management to develop management capacity. DGTVET sets objectives, allocates resources and monitors output.

Cambodia TVET Governance Structure



Structure of the NTB



Source: UNESCO TVET Policy Review of Cambodia (2013)

Public-Private Partnership

Public-Private Partnership (PPP) is considered as an important institutional set-up to improve the quality and relevance of TVET. There are several organisations that play an important role in developing a sound PPP in Cambodia. These organisations are acting at the national level and by sector. The Cambodian Federation of Employers and Business Associations (CAMFEBA) is an overarching body representing and safeguarding the rights and interests of employers in terms of labour issues. The CAMFEBA also acts as a training provider to:

- i. Assist employers in strengthening their competitive edge through skills training and employee development;
- ii. Provide employers with a comprehensive range of practical, generic and customized training and development programmes for employees' skills upgrading; and
- iii. Update employers on the latest developments in human resources and industrial relations management.

Financing

Government, international organisations, donors and other stakeholders finance TVET in Cambodia. The government and non-governmental funds are allocated by the NTB throughout the National Training Fund.

The Government budget is allocated to achieve the following main objectives:

- Improving the quality of TVET
- Increasing access to TVET
- Strengthening of governance and management of TVET

According to the most recent available data, government allocations to TVET amounted to US\$ 12.82 million in 2017-8. Furthermore, the TVET Sector Development Project 2015-2021 with the support of the Asian Development Bank (ADB) has earmarked USD 42.26 million during its implementation.

4. TVET teachers and trainers

The basic qualification requirement of teachers/trainers is their competence in at least one level above the level that they provide the training. For example, the basic qualification of teachers/trainers for C1 (Certificate Level 1) is that he/she is competent in C2 (Certificate Level 2).

TVET teachers are selected within the age limits prescribed according to the degree they are holding. Selection is done through an examination, which includes the specialized subject (for example, civil engineering) and general knowledge. Up until 2016, TVET teachers training courses, which take place at the National Technical Training Institute (an institute under the MoLVT), were delivered as one-year courses. However, due to a change in curriculum design, the training course now stretches over one and a half years. The updated curriculum allows TVET teacher trainees to work in the industry for approximately six months to experience up-to-date technology to enhance their own course delivery and teaching.

The NTTI provides Vocational Technical Teacher Training Programme through which candidates can apply for Master, Bachelor and Diploma (Associate) degrees.

5. Qualification system and quality assurance

Cambodia Qualifications Framework (CQF)

The Cambodia Qualification Framework (CQF) is the national instrument that develops and classifies qualifications based on a set of nationally agreed criteria for specified levels of learning achieved. It is a policy and strategy in the quality assurance of education and training which clarifies the standard of learning outcomes, academic levels and the quality of qualifications, and is widely recognized as such as in the international academic and professional communities.

Currently, Cambodia features its own qualification framework with 8 levels starting from Level 1, which enables students to get a Vocational Certificate by doing non-formal courses or being recognized for prior learning or current competencies (RPL, RCC). The CQF provides a framework for vertical pathways within TVET and lateral pathways between TVET and general education.

Level	TVET	General Education
1	Vocational Certificate	Lower Secondary
2	Technical and Vocational Certificate I	Upper Secondary
3	Technical and Vocational Certificate II	
4	Technical and Vocational Certificate III	
5	Higher Diploma/Associate Degree Of Technology/Business Education	
6	Bachelors in Technology / Business Education	Bachelors
7	Masters in Technology / Business Education	Masters
8	Doctorate in Technology/ Business Education	Doctorate

As a member of Association of South East Asian Nations (ASEAN), the CQF (Cambodia Qualification Framework,) is aligned with the regional qualification framework through the process of referencing.

Quality assurance

As per the specifications of the National Technical Board in 2012, the quality assurance of TVET in Cambodia is implemented through self-assessment and external assessment. Self-assessment is conducted within TVET institutions themselves while the external assessment is conducted by the Department of Quality Assurance. Both self- and external assessment follow a 5-point scale (from zero to four). The main assessment criteria include the following:

- i. Management and governance,
- ii. Physical resources,
- iii. Staff and teacher,
- iv. Students,
- v. Curriculum, teaching and learning, and

- vi. Research and development.

6. Current reforms and policy discussion

The TVET National Policy 2017-2025 is the roadmap to develop skills in Cambodia, and the Ministry of Labour and Vocational Training and Directorate General of Technical and Vocational Education and Training are currently developing a strategic plan for the implementation of the policy.

Since the development process for TVET requires many steps, the Departments dealing with TVET have increased from 3 to 6 (1-Department of Labour Market Information, 2-Department of Training, 3-Department of Standard and Curriculum, 4-Department of Quality Assurance, 5-Department of Policy and Strategy and 6-Department of Institution Management). In ensuring the quality of TVET provision, the curriculum for TVET teacher trainees has been reformed in 2018-19 to ensure that future TVET teachers have knowledge about TVET as well as the up-to-date knowledge in current technology used by the industry.

Challenges

According to the National Technical Vocational Education and Training Policy 2017-2025, the Royal Government of Cambodia has recognized some challenges to TVET as follows:

Inadequate quality of TVET to respond to industry demand

The quality of Technical Vocational Education and Training (TVET) is not yet fully responsive to demands of the labour market. This is due to the lack of a quality assurance system, outdated training methodologies, inauthentic experience in the industry by technical trainers, as well as insufficient infrastructure, equipment choices, relevant regulations, industry-accepted assessment system for trainers and trainees including skills of migrants, before and after immigration.

Limited permeability between TVET and other streams

Despite the approval of the Cambodian Qualifications Framework (CQF), there are limited connections and mobility paths between general education and TVET programs. Furthermore, the Skill-bridging training programs and certification across ministries and relevant non-public training providers is not widely implemented.

Limited appeal of TVET vis-à-vis general education

Some people value only higher education (university) which causes the low enrolment in TVET. To date, a number of educational institutions have not yet widely provided guidance to students on the choice of learning and further study as well as the promotion of the importance of TVET. A more negative perception, which is common throughout ASEAN, has viewed TVET as “second-chance” and/or “second-rank” education for the poor, marginalized groups, and school drop-out youth. This also poses a big challenge on TVET enrolment to train workforces for existing and new growing industries.

7. References and further reading

Asian Development Bank : Asian Development Outlook 2020

<https://www.adb.org/publications/asian-development-outlook-2020-innovation-asia>

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