Country profiles are compiled from a variety of national and international sources and have been informed and validated by UNEVOC Centres in the country or other TVET national authorities.

The designations employed and the presentations of material throughout this report do not imply the expression of any opinion whatsoever on the part of UNESCO concerning the legal status of any country, territory, city or area or of its authorities, or concerning the delimitation of its frontiers or boundaries.
## Contents

Abbreviations ......................................................................................................................... 4

1. TVET mission, strategy and legislation ........................................................................ 5

2. TVET formal, non-formal and informal systems ........................................................... 6

3. Governance and financing .............................................................................................. 7

4. TVET teachers and trainers ............................................................................................. 8

5. Qualifications and Qualifications Frameworks ............................................................ 9

6. Current reforms, major projects and challenges ............................................................ 10

7. Links to UNEVOC centres and TVET institutions ........................................................ 12

8. References and further reading ...................................................................................... 12
Abbreviations

ADB Asian Development Bank
DGTVET Directorate General of TVET
ESP Education Strategic Plan
LSP Life Skills Program
MOEYS Ministry of Education, Youth and Sports
MOLVT Ministry of Labour and Vocational Training
NGOs/IOs Non-Governmental Organizations/International Organizations
NOF National Qualification Framework
NTB National Training Board
NTDP National TVET Development Plan
NTF National Training Fund
NTTI National Technical Training Institute
PPP Public Private Partnership
PTCs Provincial Training Centres
STVET Strengthening Technical and Vocational Education and Training project
TVET Technical and Vocational Education and Training
VO Vocational Orientation
VTC Vocational Training Centres

TVETipedia Glossary

Below are listed TVET terms mentioned in this report. Click on a term to read its definitions on the UNESCO-UNEVOC TVETipedia glossary.

Access and equity National Qualifications Framework
Capacity Building Non-formal training
Certificate Qualification
Competency standard Quality
Competency-based training Quality Assurance
Compulsory education Skills
Curriculum Standard
Diploma Teacher In Vet
General Education Tertiary Education
Informal Learning Trainer
Informal sector TVET
In-service training Upper secondary education
Labour market
1. TVET mission, strategy and legislation

TVET strategy

The Education Strategic Plan (ESP) 2009-2013 outlined a strategic plan for TVET under a sub-programme named Technical and Vocational Education Expansion. This programme aims to offer TVET in the medium- and short-term, to expand the Vocational Orientation (VO) services, and to strengthen the Life Skills Program (LSP) in schools at all levels. Responding to ESP, three TVET directions have been identified:

- Ensuring equitable access to TVET;
- Improving the quality and efficiency of TVET; and
- Developing institutional structure of TVET and building capacity for TVET staff.

In addition, the National TVET Development Plan (NTDP) (2008) has drawn a twenty-five year development plan for TVET from 1996 to 2020, comprising four steps towards due years as showed in the following scheme:

Scheme extracted from National Training Board (NTB) publication: National TVET Development Plan-2008.

---

1 Population aged 14-25
2 All statistics compiled from the United Nation’s Population Division’s *World Population Prospects, the 2015 Revision* (http://esa.un.org/unpd/wpp/DVD/)

---

5 / Compiled by UNESCO-UNEVOC (http://www.unevoc.unesco.org/)
TVET legislation

All TVET legislation can be accessed from the following link: http://www.ntb.gov.kh/lawstvet.htm (in the Khmer language only).

Sources:

2. TVET formal, non-formal and informal systems

Formal TVET system

After compulsory education, which consists of a six year primary school followed by a three-year lower secondary school, students can enrol in the formal TVET programmes or continue to the three-year upper secondary general education. Upper secondary TVET programmes are offered at three different levels (each lasting one year) in a wide variety of areas, including vehicle repairing, general mechanics, computer technology, agricultural mechanics, electricity, electronics, repairing of cooling mechanics, and civil engineering.

The formal TVET system also recruits graduates from upper secondary schools, who have completed grade twelve. The duration of the training varies depending on the course, but it lasts a minimum of one year. For instance, technical and professional training institutions offer programmes lasting two to three years and leading to a certificate/high diploma (Diploma for Technician). Other providers of tertiary TVET are polytechnics and a small number of vocational training centres/schools.

Non-formal and informal TVET systems

The Provincial Training Centres (PTCs) and Vocational Training Centres (VTC) are the major providers of non-formal TVET. These courses are short-term lasting from one to four months and focusing on basic agriculture, construction, motor repair skills, craft, and basic food processing. They are mainly designed to address social dislocation and poverty reduction, and target in particular rural areas.

For example, PTCs offer the following courses:

- One to two-weeks course on agriculture (representing the majority of courses offered by PTCs 46 per cent); and
- Three to six months courses on technical trade (15 per cent), textiles-garments (9 per cent), hairdressing-beauty (5 per cent), with computing, tourism, hospitality, business, art, and languages making up the remaining 25 per cent.

There is an array of other non-formal training offered by private providers and NGOs, which focuses on non-formal agricultural provision, craft, textiles and garments.

Sources:


3. Governance and financing

Governance

The National Training Board (NTB) is an apex body for TVET policy formation and for the approval of strategies to implement that policy. NTB is chaired by a deputy prime minister and
includes senior representatives of all involved ministries, employers, employees, trade union, training providers (public, private, and NGOs/IOs), and donors with limited private sector memberships. NTB has not only a coordinating function but also the leadership role in linking a national training programme to the needs of the economy. NTB was formally constituted in 1996 in recognition by the government. The mandate of NTB is to:

- Prepare policy and national training plans for TVET;
- Coordinate and orient TVET to meet the demand-driven needs of the national economy in the present and the future; and
- Propose a project to renew and further develop the TVET system.

The Ministry of Labour and Vocational Training (MOLVT) upon its establishment in 2004 took on the responsibility for TVET programmes, which used to be under the authority of the Ministry of Education, Youth and Sports (MOEYS).

The Directorate General of TVET (DGTVET) under the authority of the MOLVT acts as the secretariat for the NTB. It is responsible for supporting, expanding and assuring the quality of public and private provision of TVET. The mandate of DGTVET is as follows to:

- Develop a national policy for TVET and manage TVET systems;
- Review the needs of the labour market and prepare an occupational policy based on the national policy for TVET;
- Screen proposals for the establishment of institutions, centres and schools providing TVET services;
- Control, monitor and evaluate public and private institutions of TVET; and to
- Coordinate the communications among ministries, institutions, organizations in the region and in the world to promote TVET in cooperation with the Ministry of Foreign Affairs and international cooperation organizations.

Financing

TVET is funded by the government, international organizations, donors and other stakeholders. The government and non-government funds are allocated by the NTB through the National Training Fund (NTF), which was developed in 1998. The Asian Development Bank is the major donor agency, which has been funding TVET in Cambodia since 1992.

Sources:

4. TVET teachers and trainers

The National Technical Training Institute (NTTI), founded officially in 1999, is a state-own higher education institute under the direction of the Ministry of Labour and Vocational Training (MOLVT). The NTTI is responsible for training selected university graduates to become capable and professional TVET teachers and upgrading trainers and administrative TVET staff. Teacher training is a one-year programme consisting of thirty-seven credits. The NTTI also provides Vocational Technical Teacher Training Programme through which candidates can apply for Master, Bachelor and Diploma (Associate) degrees.
The government has set a policy to train 300 TVET teachers every year and by 2012 more than 2000 TVET teachers have been trained.

The National TVET Development Plan–2008 has recommended rethinking the NTTI structure and curriculum to ensure that it is clearly linked to the needs of TVET and so that the Institute can undertake the assigned leadership role in research and development.

**Sources:**

5. Qualifications and Qualifications Frameworks

**Secondary vocational education**

<table>
<thead>
<tr>
<th>Programme</th>
<th>Duration</th>
<th>Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semi-skilled worker</td>
<td>1 year</td>
<td>Certificate I</td>
</tr>
<tr>
<td>Skilled worker</td>
<td>2 years</td>
<td>Certificate II</td>
</tr>
<tr>
<td>Highly skilled worker</td>
<td>3 years</td>
<td>Certificate III</td>
</tr>
</tbody>
</table>

Students who complete the three-year (level three) TVET programmes are awarded a certificate equivalent to high school diploma (*Baccalauréat*).

**Post-secondary vocational education**

<table>
<thead>
<tr>
<th>Programme</th>
<th>Duration</th>
<th>Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technician</td>
<td>2-3 years</td>
<td>Diploma</td>
</tr>
<tr>
<td>Engineers</td>
<td>2-3 years</td>
<td>Bachelor’s</td>
</tr>
</tbody>
</table>

**National Qualifications Framework (NQF)**

The National Training Board (NTB) approved the Cambodian NQF in 2012. It comprises eight levels as shown in the following table. The next step is to enact the regulatory framework and sub-decree in order to implement this framework throughout the country.
Quality assurance

The Directorate General of TVET (DGTVET) has the central responsibility of assuring the quality of TVET provision. Training providers must meet and continue to meet the agreed standards to be eligible for government training funds.

Sources:

6. Current reforms, major projects and challenges

Current reforms and major projects

In 2011 the Ministry of Labour and Vocational Training (MOLVT) and the Directorate General of TVET (DGTVET) identified the TVET policy priorities and categorized them into: (1) micro policies; (2) development policies to support the micro policies; and (3) enabling policies to sustain demand-driven TVET system to guide the direction of future TVET development, as follows:

Micro Policies
- Policy 1: Poverty reduction
- Policy 2: Decentralization

Development Policies to Support Micro Policies
- Policy 3: Supporting industrial growth
- Policy 4: Community and enterprise based training
- Policy 5: Out of School Youth
- Policy 6: Self-employment
- Policy 7: Micro Credit
- Policy 8: Small Enterprise

Enabling Policies to Sustain Demand-Driven TVET System
Policy 9: Public Private Partnership (PPP)-financing of TVET
Policy 10: PPP-enterprise involvement in TVET
Policy 11: PPP-Expanding the provision of TVET
Policy 12: Quality Assurance of TVET
Policy 13: Quality of TVET leadership, management and coordination
Policy 14: Labour market information
Policy 15: Competency Standards

The Strengthening Technical and Vocational Education and Training (STVET) project is a five-year project (2010-2015) developed by the government to improve access, relevance and quality of TVET system, in particular to align TVET system to the emerging labour market needs. The objectives of STVET include:

- Promoting TVET;
- Creating jobs in the formal and non-formal sectors, in particular in rural areas; and
- Establishing TVET networks.

Recently the government in cooperation with the Asian Development Bank (ADB) have agreed on a second phase of STVET (2014-2019). The outputs of the second phase are as follows:

- Increased access to TVET programmes;
- Improved quality and relevance of the TVET system; and
- Strengthened governance and management in TVET delivery.

Challenges

TVET has two major and often competing directions. First, TVET needs to be responsive to social equity issues by assisting the poor to master skills which will enhance family income through better farm productivity or basic self-employment. Second, TVET must meet the needs of enterprises for skilled and adaptable workforce. With limited resources, the government aims to link TVET institutes to the needs of communes as defined by communes themselves and promotes to the concept of demand-driven TVET, which focuses on the labour market needs and competency-based training.

Action plans to overcome challenges:

- Promoting quality teaching/training in both hard and soft skills to meet labour market needs;
- Installing adequate equipment and facilities according to the training needs;
- Strengthening and upgrading TVET teachers and trainers based on the new technology and current and future needs of the labour market;
- Developing competency-based curriculum that is responsive to new trends in technology and the labour market information;
- Increasing and promoting the use of new resources (increasing internet connectivity);
- Collaborating with relevant employers and training providers; and
- Providing in-service training courses for both teachers and students.
Sources:

7. Links to UNEVOC centres and TVET institutions

UNEVOC Centres

- Department of Technical and Vocational Education and Training Management (DTVETM)
- Preah Kossomak Polytechnic Institute (PPI)

TVET Institutions

- Cambodia-India Entrepreneurship Development Center (CIEDC)
- National Institute of Business (NIB)
- National Polytechnic Institute Of Cambodia (NPIC)
- National Technical Training Institute (NTTI)
- Polytechnic Institute of Battambang Province (PIB)

8. References and further reading

References


Further Reading

Youn-Saing, K; Ji-Sun, C; San-Don, L; Young-Sub, L; and Ki-Rak, R (2010). TVET Policy Reviews of 8 Asian Countries. Seoul: Korea Research Institute for Vocational Education and Training (KRIVET).