



Ministry of Labour and Vocational Training

Stakeholder Meeting of the Multi-Country Research Project on “Skills for Industry”

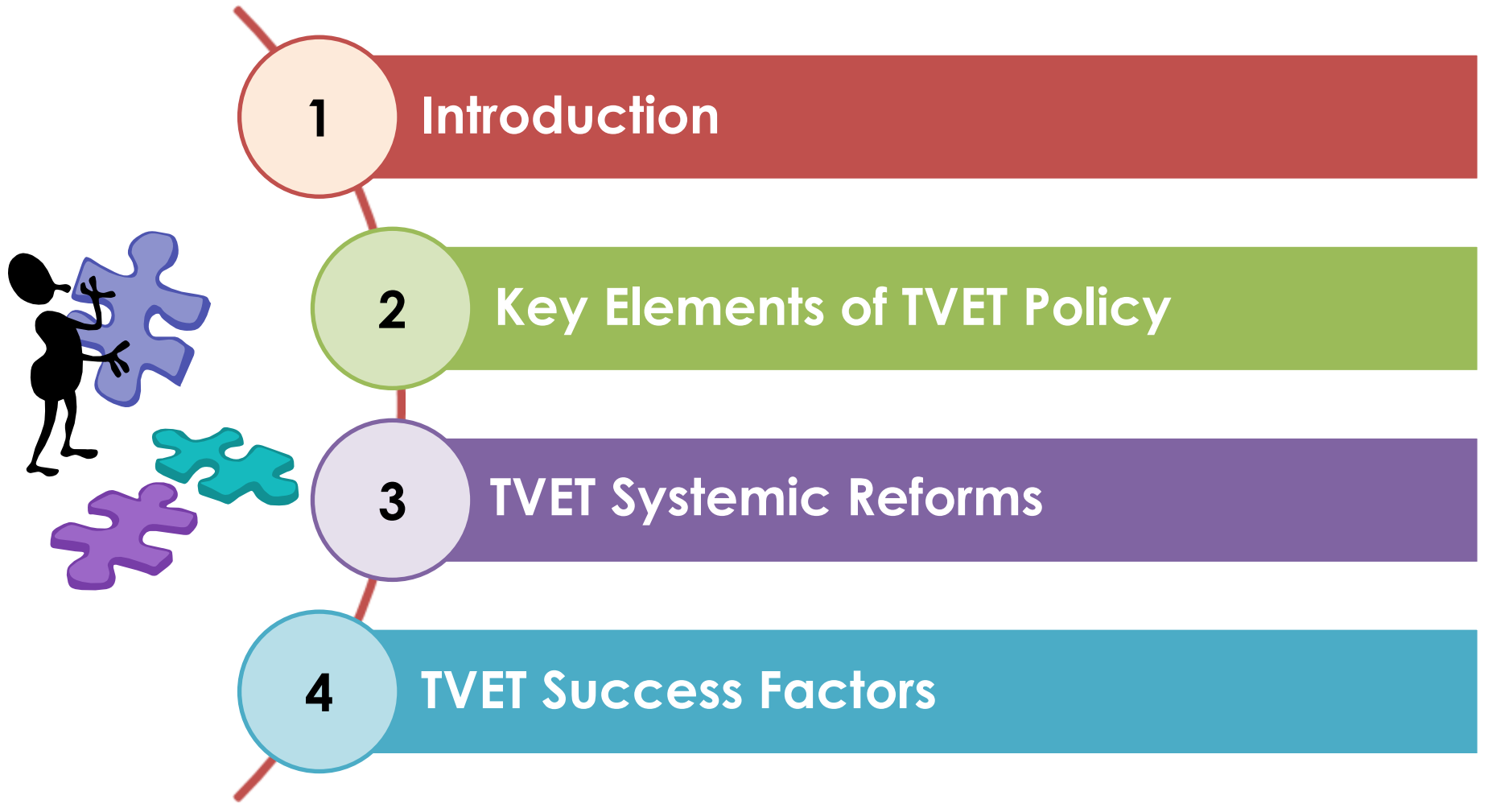
KEY ELEMENTS OF THE CAMBODIAN POLICY IN TECHNICAL VOCATIONAL EDUCATION AND TRAINING (TVET)

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Minister Delegate Attached to the Prime Minister and Permanent Secretary of State

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PRESENTATION OUTLINE



1: INTRODUCTION

EDUCATION AND TRAINING – GLOBAL CHALLENGES

2

TVET educators need to adapt to evolving skills such as Higher Order Thinking Skills (HOTS), green skills.

1

Education systems all over the world are facing great challenges in keeping pace with rapid changes occurring in the 21st century.

3

Education systems hugely impacted by globalization, including innovations in ICT, international and regional competitions.

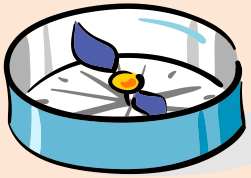
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Constantly changing needs of the world of work, call for the reorientation of the education systems in general and TVET systems in particular.

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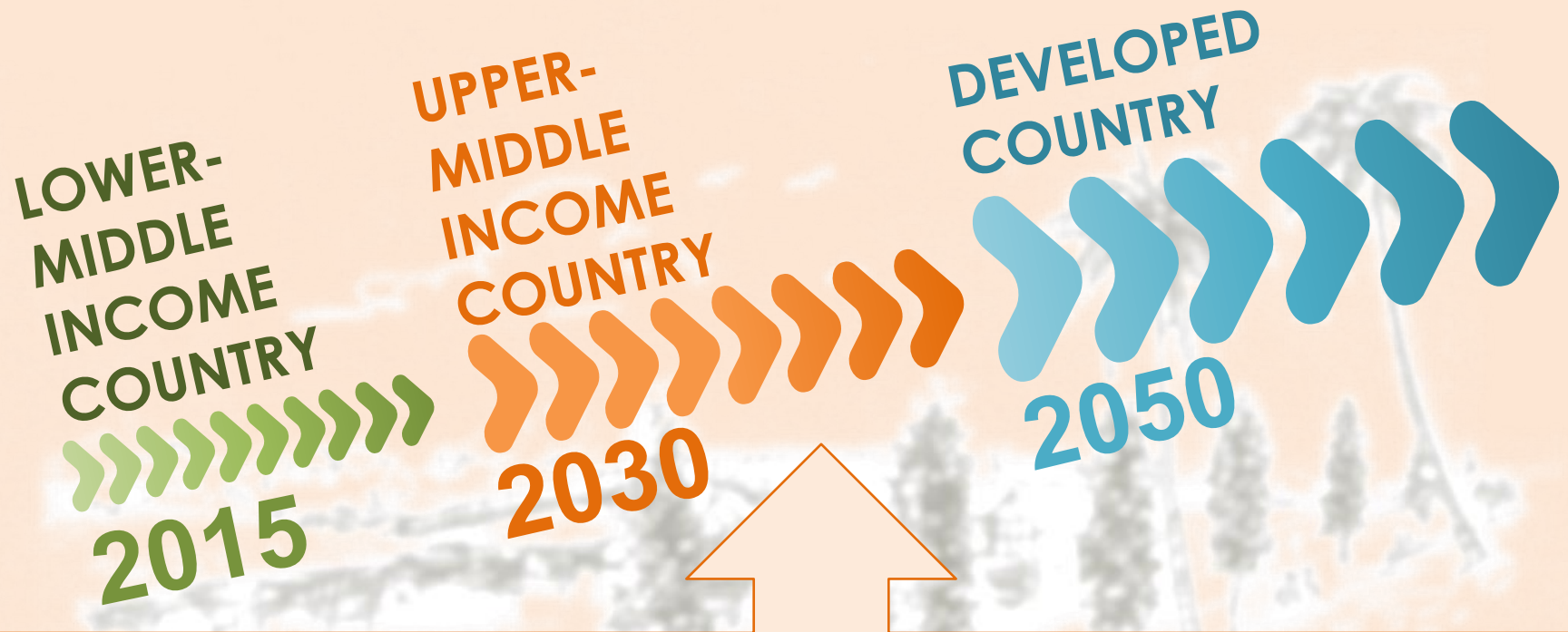
Growing concern for policy reforms and initiatives in preparing TVET educators for the next generation.





1: INTRODUCTION

CAMBODIA – SOCIO-ECONOMIC GOALS



- ! Cambodia requires high-quality, skilled and capable labor human resources and a competent labor force to the achieve socio-economic goals
- ! Ministry of Labour and Vocational Training (MLVT) has an important role in accelerating the industrialization of the country

1: INTRODUCTION

CAMBODIA – TOWARDS A KNOWLEDGE-BASED ECONOMY

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1. Cambodia's long-term vision:

2030: To become an **upper-middle-income** country

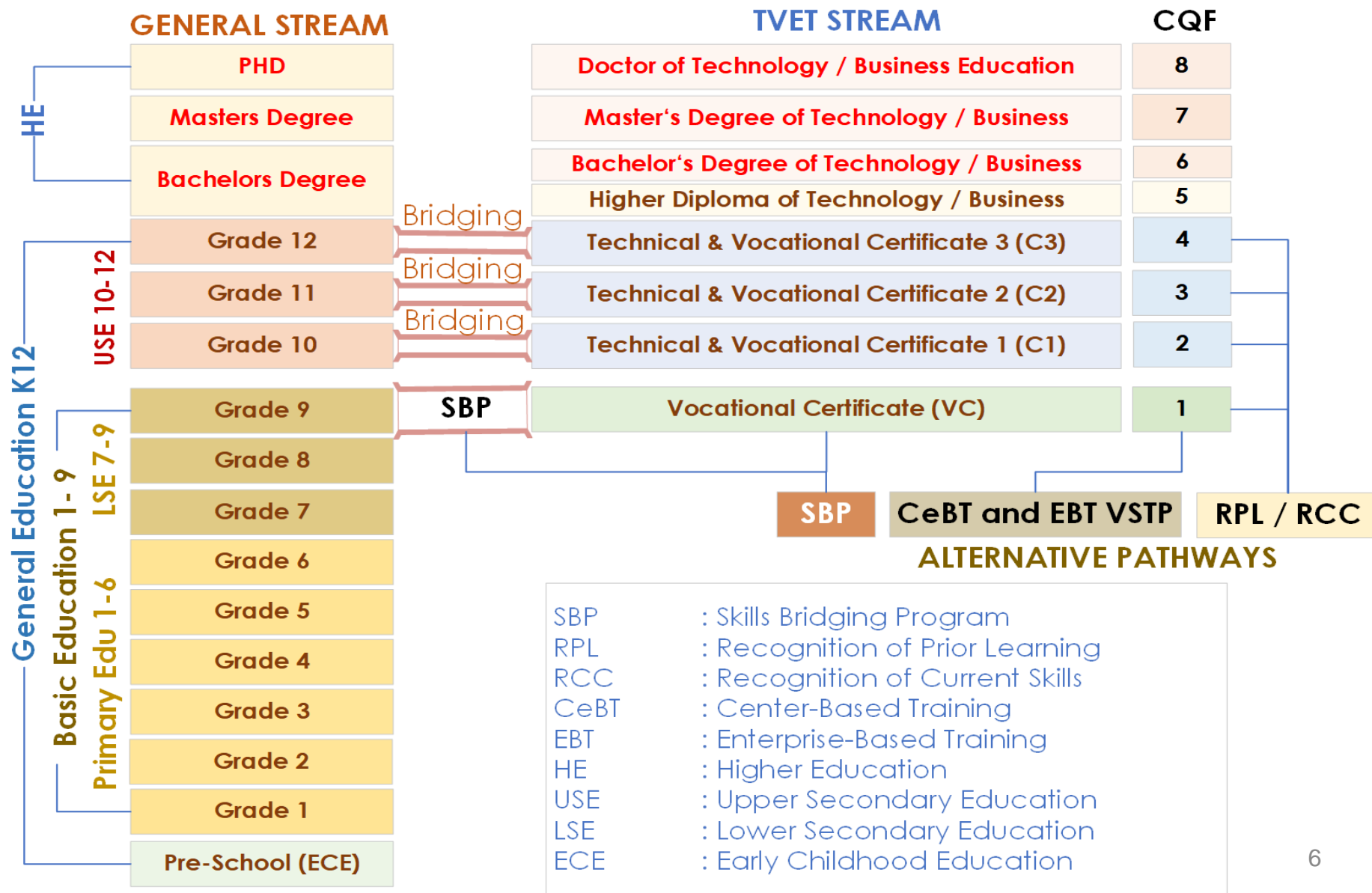
2050: To become a **high-income** country

2. **Technological trends** will help move Cambodia toward a **knowledge-based economy**

3. **Development of technology infrastructure** will be a crucial determinant of Cambodia's future **industrial diversification, productivity growth, and competitiveness**

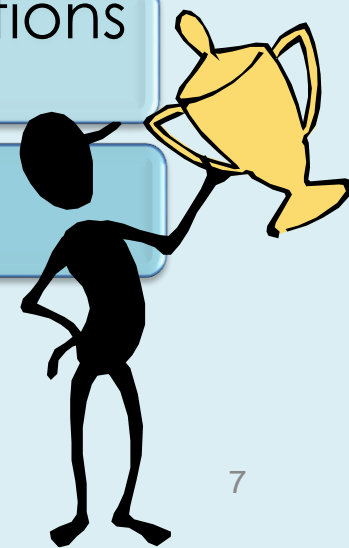
1: INTRODUCTION

CAMBODIA – EDUCATION SYSTEM



1: INTRODUCTION

CAMBODIA – TVET RELATED POLICIES



1: INTRODUCTION

CAMBODIA – TVET SECTOR OVERVIEW

8 Assessment Centers:

1. NPIA
2. PPI
3. BIT
4. PTC-Kratie
5. RTC-Takeo
6. RTC-Kampot
7. RTC-Svay Rieng
8. RTC-Siem Reap

Teachers/Trainers in TTIs

- **2069 (F: 509/24.6%)**
- ✓ **Incl. CBT trained:**
 - **845 (F: 166/19.6%)**

Sector Skills Councils:

- MoU signed between MLVT & CAMFEBA on 11 June 2018
- Then established 4 Sector Skills Centers (Electricity, Manufacturing, Construction, and Auto Mechanic) on 10 July 2018, chaired by public TTIs
- 5 July 2022, members of SSCs were revised and chaired by Private Sectors

4 Centers of Excellence

- NPIC, Manufacturing
- BIT, Auto-Mechanics
- NPIA, Construction
- PPI, Electrical Work



❖ Total: 107 TVET Institutions

- 37 public TVET institutions
- 49 private TVET institutions
- 21 NGOs/Associations registered under DGTVET/MLVT.

TVET students Trainees in the AY 2020-2021 (TVETMIS REPORT - April 2022)

- ❖ **Total: 72,412 (F: 40%)**
- Short Course: 25,187 (F: 51%)
- C1: 12,847 (F:45%)
- C2: 2,143 (F:33%)
- C3: 684 (F:24%)
- Higher Diploma: 10,252 (F:23%)
- Bachelor: 20,784 (F:35%)
- Masters: 515 (F:25%)

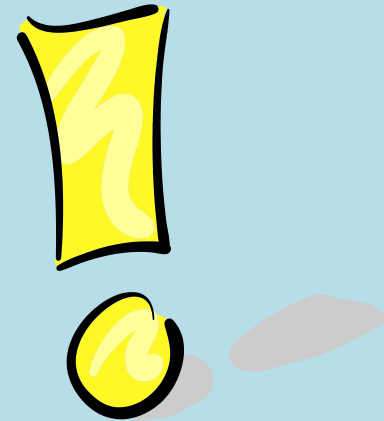
**KEY ELEMENTS
OF THE
CAMBODIAN
TVET POLICY**



2: KEY ELEMENTS OF TVET POLICY

CAMBODIA – WHAT DO WE WANT TO ACHIEVE?

A **continuously improving world-class TVET system**, which produces sought after graduates, creates employment and entrepreneurship opportunities, and contributes to sustainable economic, social and environmental development for Cambodia within a national, regional and global context.



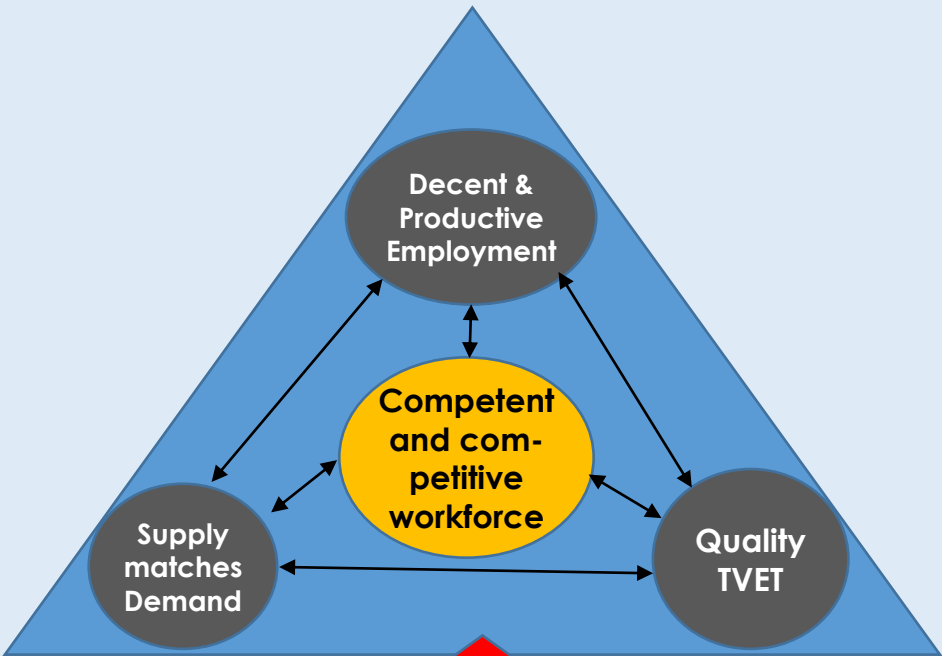
2: KEY ELEMENTS OF TVET POLICY

CAMBODIA – TVET SUPPORTIVE OF NATIONAL DEVELOPMENT

DESIRED
FUTURE OF
TVET

Poverty alleviation and
National Development

← Ultimate Goal



↑
TVET
Interventions

Improved Access, Relevance & Quality in TVET,
Improved Governance and Management, Effective
Cooperation (PPP)

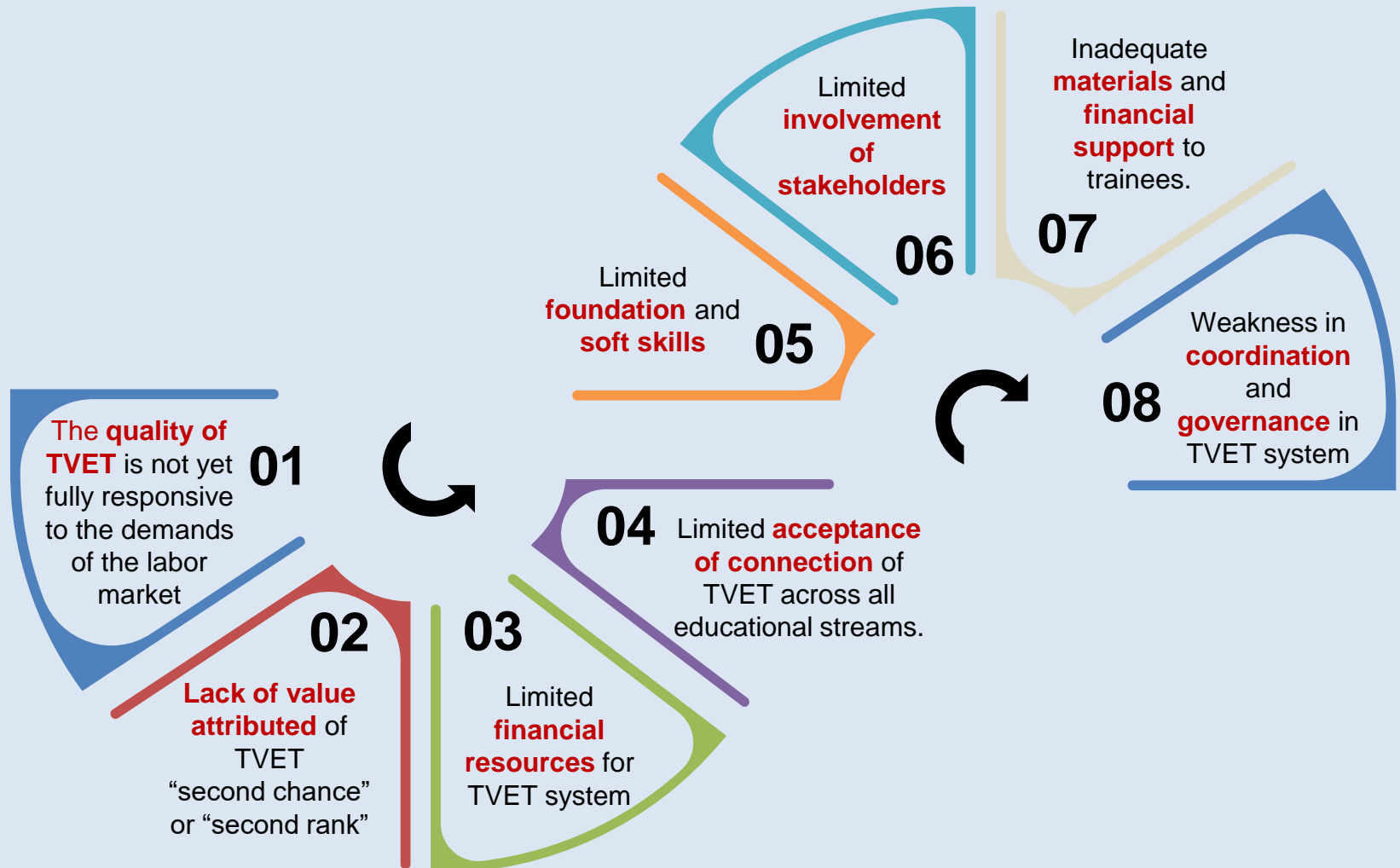
↑
Key
Results

Entrepreneurship and needs based IDP facilitation
Enhancing Quality Assurance Mechanisms In TVET
Competence-based Training in TVET (CBT)
National TVET Qualifications Framework (CQF)

↑
Strategies₁₁

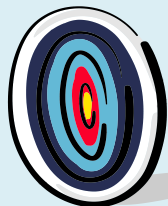
2: KEY ELEMENTS OF TVET POLICY

CAMBODIA – TVET CHALLENGES TODAY

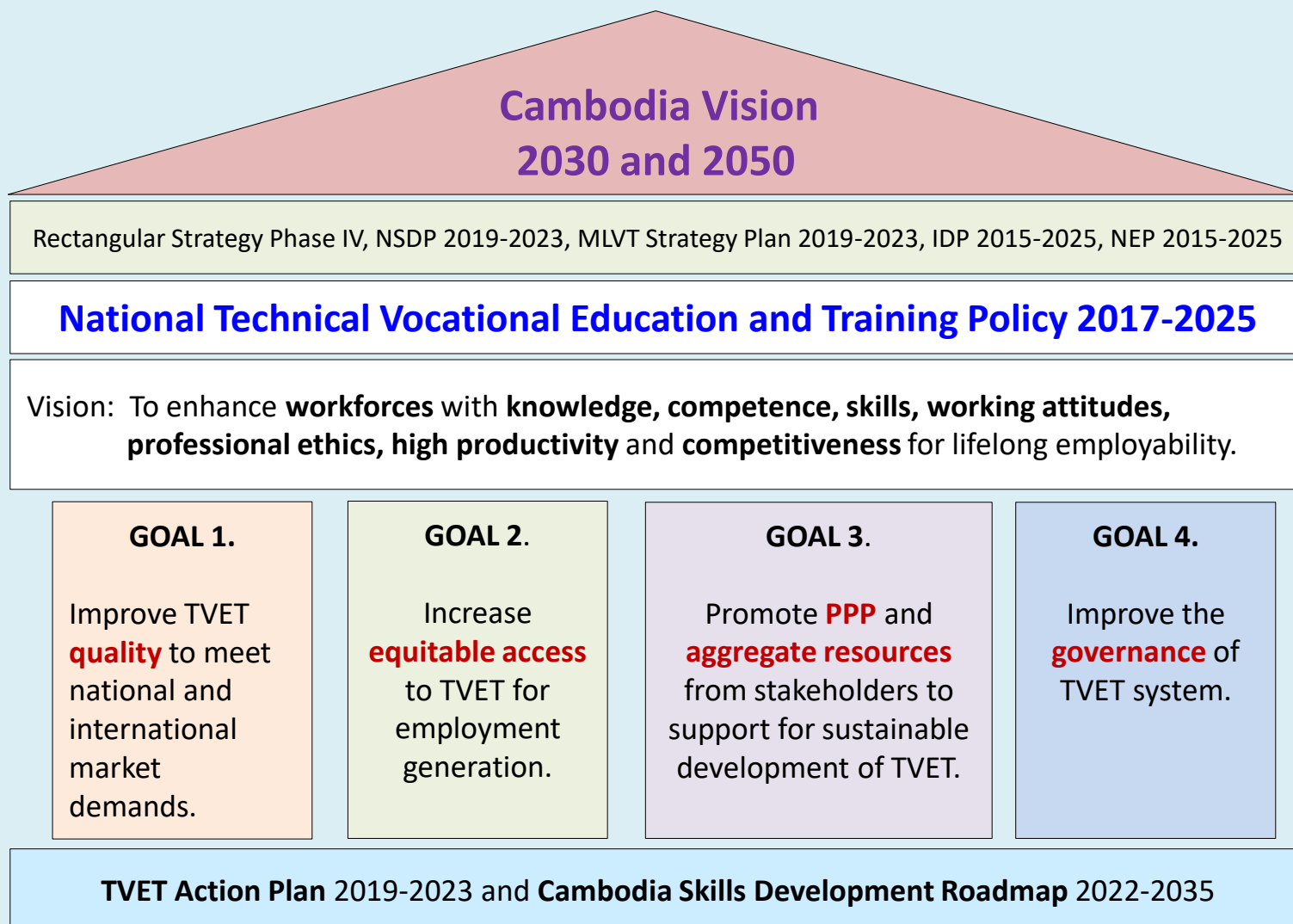


Remark

TVET: Technical Vocational Education and Training



2: KEY ELEMENTS OF TVET POLICY CAMBODIA – TVET POLICY 2017-2025 GOALS



Remark:

NSDP: National Strategic Development Plan, MLVT: Ministry of Labour and Vocational Training, IDP: Industrial Development Policy, NEP: National Employment Policy, PPP: Public-Private Partnerships

TVET SYSTEMIC REFORMS

- FOR A MORE RESPONSIVE AND EFFICIENT TVET SYSTEM

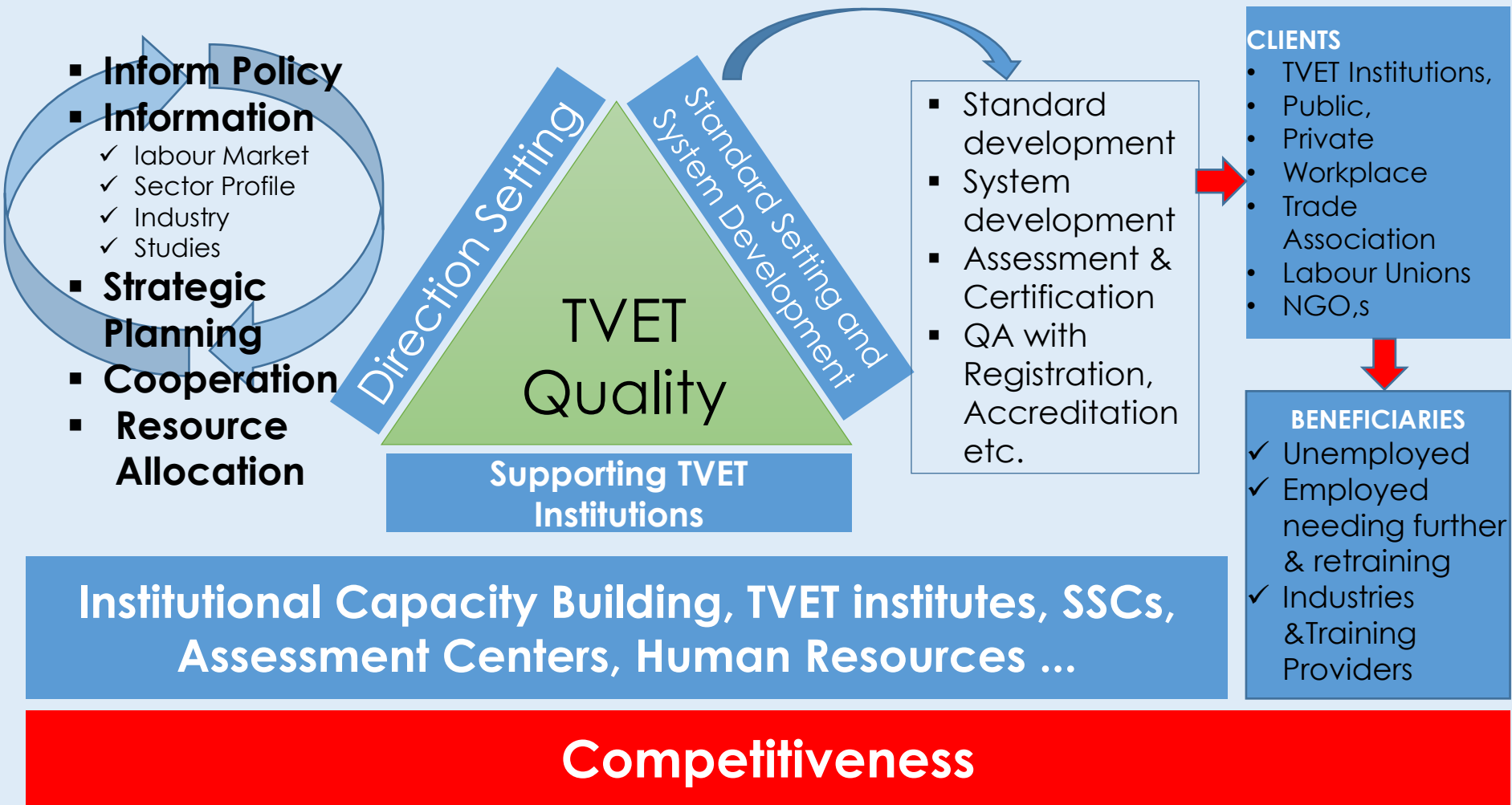
School

Industry



3: TVET SYSTEMIC REFORMS

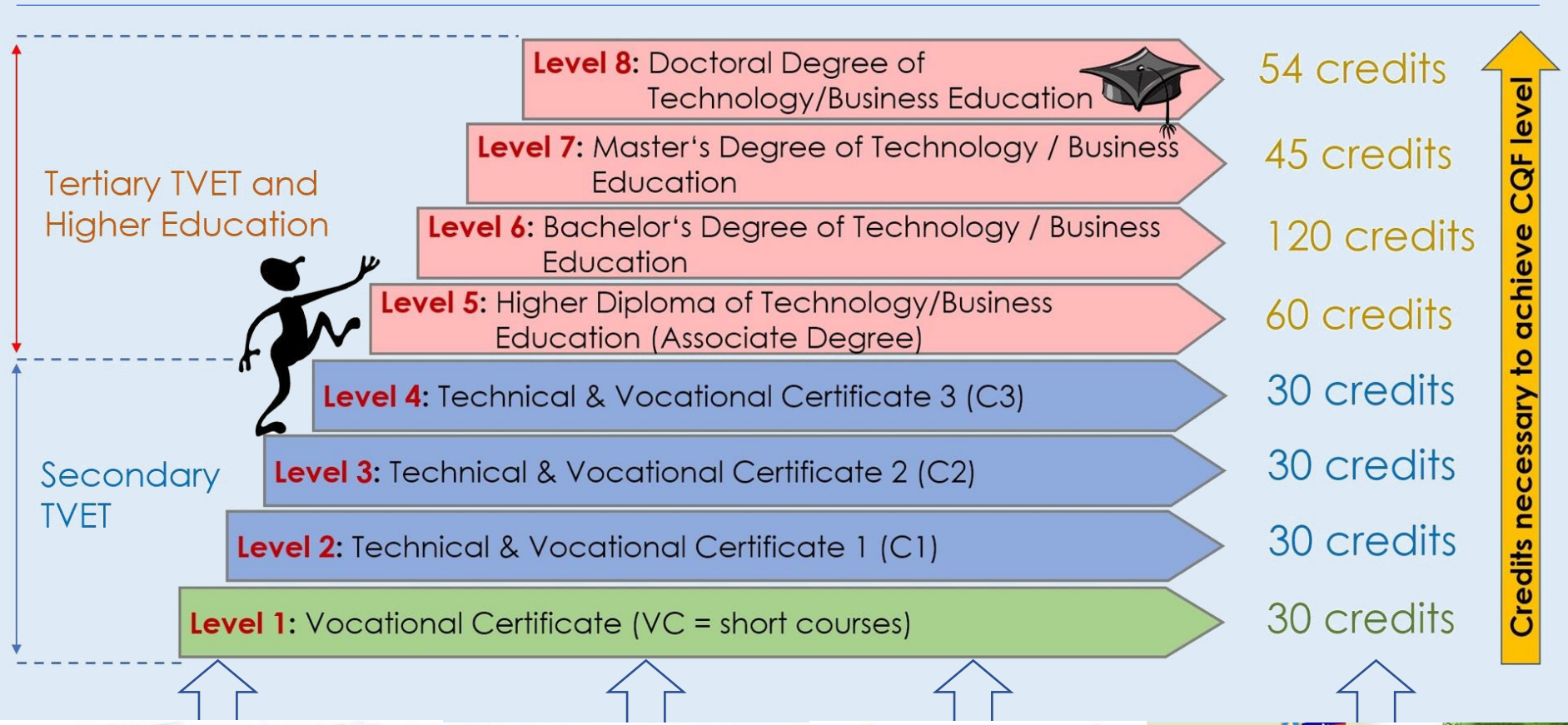
MLVT / DGTVET – EXERCISING LEADERSHIP



3: TVET SYSTEMIC REFORMS

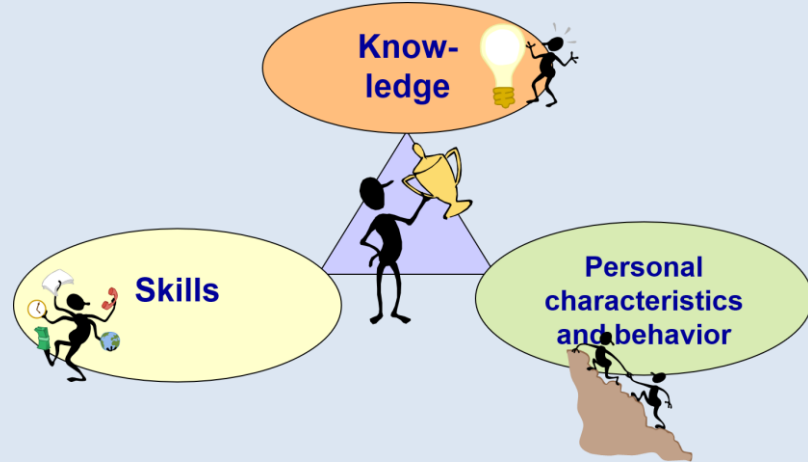
CAMBODIA QUALIFICATIONS FRAMEWORK –

FOR ASSESSMENT, RECOGNITION, AWARDS AND MOBILITY

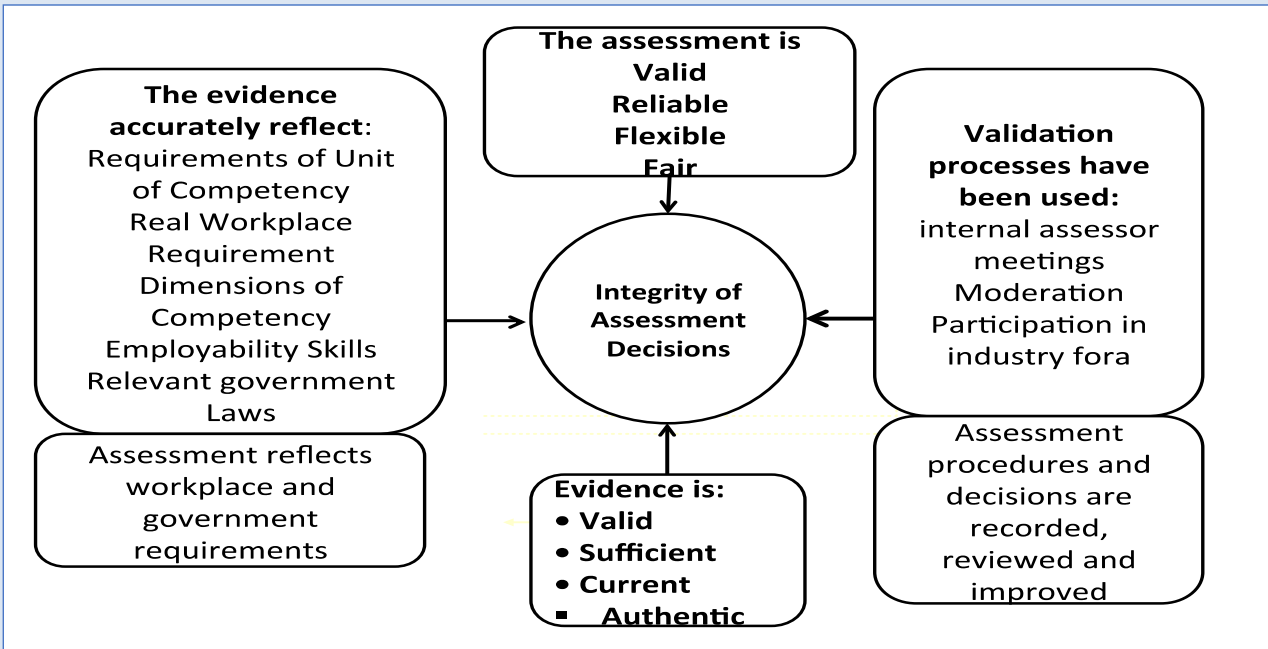


3: TVET SYSTEMIC REFORMS

COMPETENCY-BASED ASSESSMENT AND CERTIFICATION SYSTEM (CBACS)

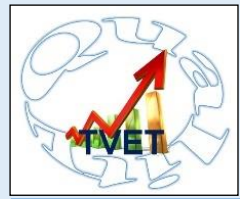


Competency-Based Assessment & Certification System (CBACS) was approved by National Training Board (NTB) in October 2017 and promulgated on 14 November 2017



CBACS was official launched on 17th May 2019





3: TVET SYSTEMIC REFORMS

QUALITY ASSURANCE SYSTEM - CRITERIA

TVET QUALITY ASSURANCE SYSTEM – SIX ELEMENTS





3: TVET SYSTEMIC REFORMS

TVET QUALITY ASSURANCE SYSTEM – **QUALITY AUDITS**

	Rating	2017	2019	2021
1	Excellent	3	4	4
2	Good	6	8	15
3	Fairly Good	12	12	8
4	Acceptable	9	6	8
5	Need for Improvement	7	8	3



3: TVET SYSTEMIC REFORMS

BUILDING BRIDGES AND OPENING PATHWAYS

- INTO FORMAL TVET AND EMPLOYMENT

1. Competency-based Training (CBT)
2. Competency-based Assessment and Certification System (CBACS)
3. Recognition of Prior Learning/Recognition of Current Competencies (RPL/RCC)
4. Skills Bridging Program (SBP)
5. Vocational Certification (VC)

Incentivising TVET

1. Stipends for the youth in need
2. Student Internships
3. Return to Industry Scheme for Teachers
4. Career Counselling
5. TVET quality assurance



3: TVET SYSTEMIC REFORMS

PUBLIC PRIVATE PARTNERSHIPS – TO IMPROVE TVET RELEVANCE, QUALITY AND SUSTAINABILITY

4 Sector Skills Councils (SSCs)

Establishment of 4 Sector Skills Councils (SSCs) on 10 July 2018



4 Centers of Excellence (CoEs)

Establishment of 4 Centers of Excellence (CoEs) on 8 June 2015



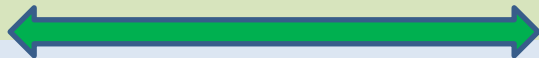
PUBLIC PRIVATE PARTNERSHIP



TVET Institutions



Industries



QUALITY CULTURE

Implementing quality into culture



If quality culture is absent, the door into the future will be closed

4: CONCLUSION – TVET SUCCESS FACTORS

Key Success Factors

Description

Cooperation of government & industry (PPP)



- Innovative strength secured by cooperation between the state and trade and industry. State organizes the dialogue forums to reach agreement on such matters as the development of training occupations.

Workplace-based Learning



- In-company training fosters knowledge and skills and promotes social and personal competence
- Participation in working life motivates and reduces drop-out numbers.

National standards (CQF, CBACS



- Skilled workers have standardized, generally recognized qualifications
- Companies can exchange staff via the labor market and reduce costs
- Transparency, permeability and equality of opportunity are increased

Qualified TVET staff (Internships, RIS



- Training, which TVET staff undergoes is a central quality concern
- Trainers must combine the qualities of pedagogue and a skilled worker

Institutionalizing research & innovation



- Effective and meaningful TVETMIS and Educational and labor market research for early recognition of skills requirements
- Research results for policy and practices secure TVET quality
- LMI provides an important basis for VET advisory services

4: CONCLUSION – TVET SUCCESS FACTORS (2)

Key Success Factors

Description

Comprehensive legal & regulatory framework facilitating TVET



- All aspects of TVET are well regulated leaving space for new occupational developments. Responsibilities are clearly defined.
- Trainees of TVET institutions are socially protected

Effective TVET governance and institutional management system



- Clear distribution of competencies and responsibilities for regulation, supervision, occupational standards, assessment and research
- The elements of the TVET governance structure work together

Strong industrial basis and international cooperation (export industries)



- TVET Relevance and employability of TVET graduates
- TVET has generally a good image in Kenya and is considered a good life choice and career option by many youth

Sufficient funding of TVET by government and private sector



- TVET students/trainee gets stipends/allowances and studies support, when needed.
- Every school leaver can afford to enter into a TVET program



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THANK YOU!

