



# World TVET Database Cambodia

Compiled by: UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training

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## 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
NQF	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.

<a href="#">Access and equity</a>	<a href="#">National Qualifications Framework</a>
<a href="#">Capacity Building</a>	<a href="#">Non-formal training</a>
<a href="#">Certificate</a>	<a href="#">Qualification</a>
<a href="#">Competency standard</a>	<a href="#">Quality</a>
<a href="#">Competency-based training</a>	<a href="#">Quality Assurance</a>
<a href="#">Compulsory education</a>	<a href="#">Skills</a>
<a href="#">Curriculum</a>	<a href="#">Standard</a>
<a href="#">Diploma</a>	<a href="#">Teacher In Vet</a>
<a href="#">General Education</a>	<a href="#">Tertiary Education</a>
<a href="#">Informal Learning</a>	<a href="#">Trainer</a>
<a href="#">Informal sector</a>	<a href="#">TVET</a>
<a href="#">In-service training</a>	<a href="#">Upper secondary education</a>
<a href="#">Labour market</a>	

# Cambodia

Population:	15,578,000 (2015)
Youth population <sup>1</sup> :	3,209,000 (2015)
Median population age:	23.9 (2015)
Annual population growth (2010-2015) <sup>2</sup> :	1.62%



Data © OpenStreetMap Design © Mapbox

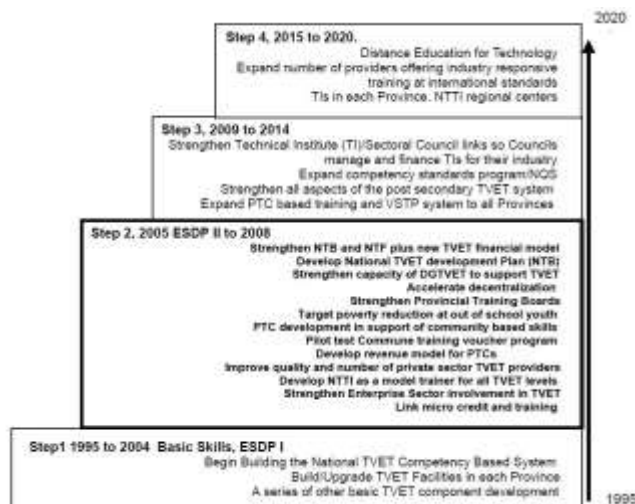
## 1. TVET mission, strategy and legislation

### 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.

<sup>1</sup> Population aged 14-25

<sup>2</sup> All statistics compiled from the United Nation's Population Division's *World Population Prospects, the 2015 Revision* (<http://esa.un.org/unpd/wpp/DVD/>)

## TVET legislation

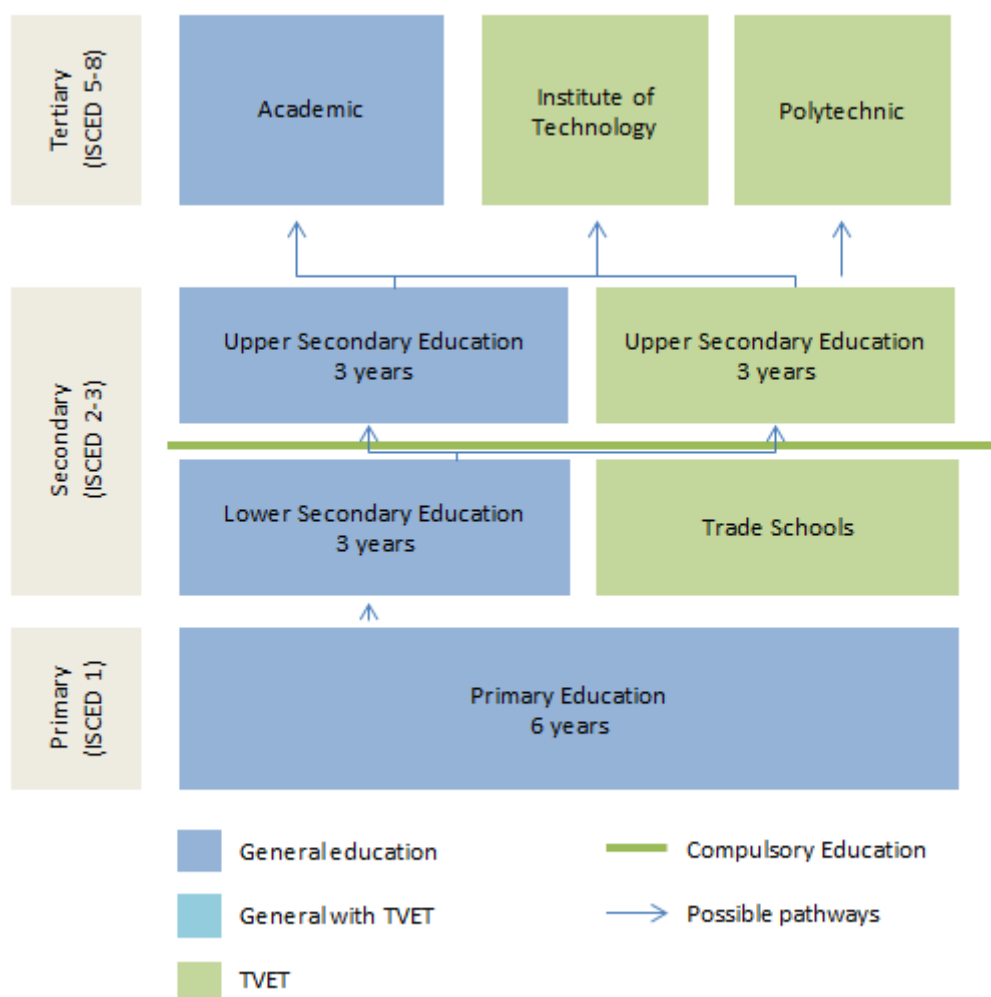
All TVET legislation can be accessed from the following link:  
<http://www.ntb.gov.kh/lawstvet.htm> (in the Khmer language only).

### *Sources:*

Ministry of Education, Youth and Sport (2010). Education Strategic Plan 2009-2013. Phnom Penh: Ministry of Education, Youth and Sport. Accessed: 25 November 2013.

National Training Board (2008). National TVET Development Plan-2008. Phnom Penh: National Training Board. Accessed: 25 November 2013.

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



Scheme compiled by UNESCO-UNEVOC from the Ministry of Labour and Vocational Training (2011). Directorate General of TVET publication: Current Status and Future TVET Policy Direction. Phnom Penh: Ministry of Labour and Vocational Training.

## 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:*

Ministry of Labour and Vocational Training (2011). Directorate General of TVET publication: Current Status and Future TVET Policy Direction. Phnom Penh: Ministry of Labour and Vocational Training. Accessed: 26 November 2013.

UNESCO-IBE (2011). World Data on Education VII Ed. 2010/11. Cambodia. Geneva: UNESCO-IBE.

## 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, privates, 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 (DGTVE) 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 DGTVE 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:*

UNESCO-IBE (2011). World Data on Education VII Ed. 2010/11. Cambodia. Geneva: UNESCO-IBE.

## 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:*

National Training Board (2008). National TVET Development Plan-2008. Phnom Penh: National Training Board. Accessed: 25 November 2013.

Webpage of the Regional Cooperation Platform. Accessed: 26 November 2013.

Webpage of the National Technical Training Institute. Accessed: 26 November 2013.

## 5. Qualifications and Qualifications Frameworks

### Secondary vocational education

Programme	Duration	Qualification
Semi-skilled worker	1 year	Certificate I
Skilled worker	2 years	Certificate II
Highly skilled worker	3 years	Certificate III

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

### Post-secondary vocational education

Programme	Duration	Qualification
Technician	2-3 years	Diploma
Engineers	2-3 years	Bachelor's

### 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.

Cambodian NQF Level	General Education System	TVET System	Higher Education System
8		Doctoral Degree	Doctoral Degree
7		Master of Technology/Business	Master Degree
6		Bachelor of Technology/Engineering/Business	Bachelor Degree
5		Higher Diploma of Technical/ Business	Associate Degree

4	Upper Secondary School certificate	TVET Certificate III	
3	Upper Secondary School certificate	TVET Certificate II	
2	Upper Secondary School certificate	TVET Certificate I	
1	Lower Secondary School Certificate	Vocational Skill Certificate	

Table extracted from the Ministry of Labour and Vocational Training Directorate General of TVET publication: Current Status and Future TVET Policy Direction (2011)

## 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:*

Ministry of Labour and Vocational Training (2011). Directorate General of TVET publication: Current Status and Future TVET Policy Direction. Phnom Penh: Ministry of Labour and Vocational Training. Accessed: 26 November 2013.

## 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:**

- Asian Development Bank (2008). Strengthening Technical and Vocational Education and Training Project. Cambodia: Asian Development Bank. Accessed: 23 August 2012.
- Ministry of Labour and Vocational Training (2011). STVET Implementation Plan 2011-2015. Phnom Penh: Ministry of Labour and Vocational Training. Accessed: 26 November 2013.

## **7. Links to UNEVOC centres and TVET institutions**

### **UNEVOC Centres**

- [Department of Technical and Vocational Education and Training Management \(DTVETM\)](#)
- [Preah Kossamak 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**

- Asian Development Bank (2008). [Strengthening Technical and Vocational Education and Training Project](#). Cambodia: Asian Development Bank. Accessed: 23 August 2012.
- Ministry of Education, Youth and Sport (2010). [Education Strategic Plan 2009-2013](#). Phnom Penh: Ministry of Education, Youth and Sport. Accessed: 25 November 2013.
- Ministry of Labour and Vocational Training (2011). [STVET Implementation Plan 2011-2015](#). Phnom Penh: Ministry of Labour and Vocational Training. Accessed: 26 November 2013.
- National Training Board (2008). [National TVET Development Plan-2008](#). Phnom Penh: National Training Board. Accessed: 25 November 2013.
- UNESCO-IBE (2011). [World Data on Education VII Ed. 2010/11. Cambodia](#). Geneva: UNESCO-IBE.
- Webpage of the [National Technical Training Institute](#). Accessed: 26 November 2013.
- Webpage of the [Regional Cooperation Platform](#). Accessed: 26 November 2013.

## 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).