



The Royal Government of Cambodia

National Technical Vocational Education and Training Policy 2017-2025

(Unofficial Translation)

Approved by the Council of Ministers
at the Plenary Meeting on 16 June 2017
Prepared by Ministry of labour and Vocational Training

KINGDOM OF CAMBODIA
NATION RELIGION KING

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Foreword

In the context of globalization, the continuous growth and competition for advantage requires every country to work hard in order to maximize the quality of products and services. The ASEAN integration requires Cambodia to cooperate with neighboring countries on priority sectors to realize ASEAN's common vision. In order to contribute to the socio-economic development, the Royal Government of Cambodia opined that improving competency of workforce and enabling them to utilize advanced technology is an important obligation for Cambodia to achieve sustainable economic growth and social stability.

Meanwhile, the Royal Government of Cambodia also set out policies and action plans to develop and to transform Cambodia from an economically disadvantage country with a high poverty rate to a low-middle income country. Over the past decade, Cambodia has achieved high economic growth; and with this good performance for the last five years, Cambodia has been named a new tiger economy in Asia.

Based on this direction, the formulation and the setting out of the National Technical Vocational Education and Training Policy 2017-2025 lays out the necessity framework to develop a strategy in technical vocational education and training (TVET) for workforces which better responds to the labor market demand; especially, the policy contributes to industrial development and the creation of decent employment while ensuring high quality and productivity of workforces to better compete with other countries in the region.

In Cambodia, there are many agencies which have been working on skills development, including public and private institutions, and non-governmental organizations. The collaboration between these institutions is a key factor to make workforce development successful. Therefore, the national policy must incorporate these institutions. The objective of this policy is to set up a common framework for all development partners to contribute to competency development of workforce based on structure and in an orderly manner toward long-term initiatives and employment. Therefore, the Royal Government of Cambodia hopes that the successful implementation of this policy will be a political message for promoting investment in key sectors which are considered as the pillars of national economy, through sufficient supply of highly productive workforce.

On behalf of the Royal Government of Cambodia, I would like to express my appreciation to the Ministry of Labour and Vocational Training for coordinating the formulation of this important National Technical Vocational Education and Training Policy 2017-2025; I greatly appreciate for the participation of all ministries, institutions, and development partners (DPs), especially the Asian Development Bank (ADB) for its support and cooperation in formulating this national policy.

I strongly believe that the strong commitment, responsibility, and good cooperation of ministries, government enforcement agencies, private sectors, and non-governmental organizations, will enhance the diversified quality of Technical Vocational Education and Training (TVET) and competitiveness of workforce which better responds to the labor market at present and in future.

Phnom Penh, 14 July 2017

Prime Minister

(Signed and Sealed)

Samdech Akka Moha Sena Padei Techo Hun Sen

1- Introduction

1.1. The importance of National Technical Vocational Education and Training Policy

Technical Vocational Education and Training (TVET) is an indispensable component for socio-economic development as it assists learners in gaining knowledge, technical skills, and competency to become skilled workers and technicians and it significantly contributes to the socio-economic development of the nation. Recently, the Royal Government of Cambodia (RGC) has endorsed a range of national policies, including “**Cambodia Industry Development Policy (IDP) 2015 – 2025**, and **National Employment Policy (NEP) 2015 – 2025**”, aimed at contributing to the development of industrial sector creating decent work and ensuring quality and high productivity of the workforce that is able to better compete with regional countries. In order to achieve the objectives set forth in the above national policies, “**National Technical Vocational Education and Training Policy**” must be prepared with clear vision, goals, objectives and strategies to develop human resources with high quality, competency and skills that can respond to socio-economic development at present and in future.

1.2. Overview of Technical Vocational Education and Training in Cambodia and in the Region

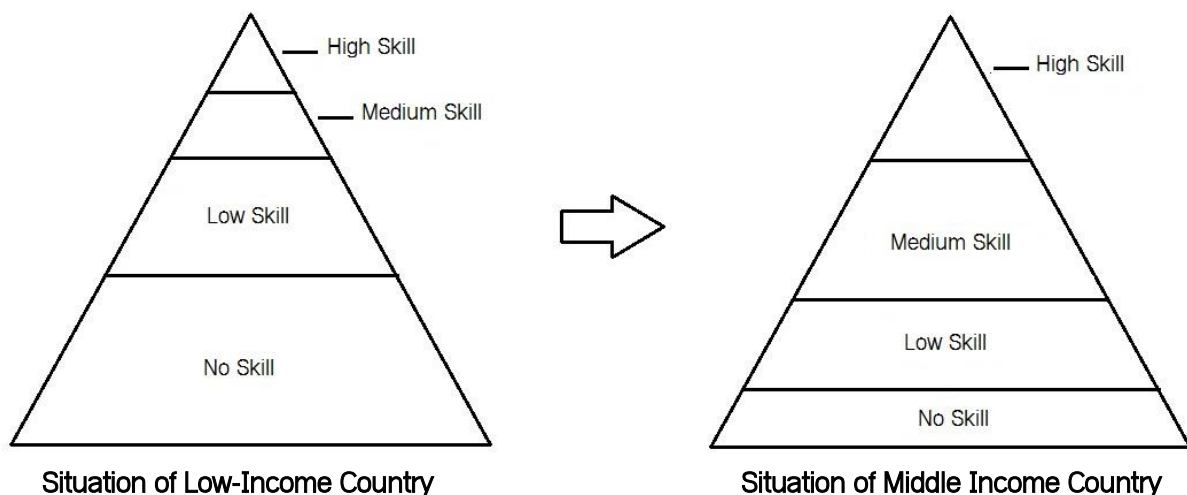
Within ASEAN, skills development is expanding quickly because it is considered as a crucial driving force for economic growth. Changes in skills development are being supported through skills development policies driven by demand-based training which are inclusive of all ministries and institutions providing skills training. In several countries, the expansion of Technical Vocational Education and Training (TVET) into an independent operating authority or government agency has led to the development of standards not only for technologies; but also, for priority sectors such as health, business skills, and especially computer-based systems skills or skills based on computer systems. ASEAN has also played a key role in supporting common skills standards for the region, in which the benefits have been seen in hospitality sector and traditional trades.

The Royal Government of Cambodia under the wise leadership of **Samdech Akka Moha Sena Padei Techo Hun Sen, Prime Minister of the Kingdom of Cambodia** has been paying highly attention to all sectors, especially the development of employment sector including job creation, the strengthening harmonized industrial relations and TVET to meet the demands of labor market in order to contribute to poverty reduction and improvement the livelihoods of people and to sustain socio-economic development as highlighted in the Rectangular Strategy Phase III. The National Strategic Development Plan (NSDP) 2014-2018 also clearly reflects government’s commitment into human resources development in the context of job creation to accelerate economic growth. The NSDP also sets out the main activities for the Ministry of Labour and Vocational Training to implement RGC’s priority policy, especially TVET.¹

¹ National Strategic Development Plan (NSDP). 2014-2018. Chapter 4. Policy and Priority Action, Page 298.

Cambodia's Gross Domestic Product (GDP) doubled within 10 years (1994-2004) and tripled within 15 years (1994-2009). In 2012, the economic growth rate reached at 7.3 percent and increased per capita GDP from \$760 in 2008 to \$1,300 in 2016.² Based on this growth, the status of Cambodia has been changed from low-income country to lower middle-income country; and RGC's socio-economic goal is to transform Cambodia into a **high-income country** by 2030 and a **developed country** by 2050.

In 2015, the population of the Kingdom of Cambodia was 15,405,000 comprised of 10,113,000 working-aged population of whom 8,359,000 were in the workforce. However, the workforce's education and vocational skills were limited; 13.50 percent had no education, 27.80 percent completed primary education, 14.00 percent completed lower-secondary education, 6.80 percent completed upper-secondary education, and only 5.40 percent completed post-secondary education.³ The limited quality of workforces makes it difficult to adapt with the rapid changes of new technology. To transform Cambodia's status from a low-income country to a lower middle-income country, skills improvement of existing workforce and those who are prepared to enter the workplaces is crucial. Through this mechanism, the number of low-skilled workers would be reduced, while the low number of medium- and high-skilled workers would be increased as shown in the pyramids below:



1.3. Challenges

The efforts of Royal Government of Cambodia (RGC) and the participation of development partners have made noticeable improvement in skills development in TVET sector; however, there are challenges remains identified below:

² PowerPoint Presentation on Cambodia's Macroeconomic Progress: A Journey of 25 Years. Prepared by Ministry of Economic and Finance on 4 October 2016.

³ Ministry of Planning. 2015. Cambodia Socio-economic Survey 2015, Page 51 and 53.

1.3.1. The quality of Technical Vocational Education and Training (TVET) is not yet fully responsive to demands of labor market.

This is due to the lack of quality assurance system, outdated training methodologies, inauthentic experience in industry of technical trainers, and insufficient infrastructure, equipment choices, relevant regulations, industry accepted assessment system for trainers and trainees including skills of migrants, before and after immigration.

1.3.2. Lack of value attributed of Technical Vocational Education and Training (TVET).

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

1.3.3. Limited financial resources for Technical Vocational Education and Training (TVET) system.

RGC’s budget supported for this sector is insufficient because providing TVET training to build qualified workforces with specific skills in respond to the current demand of industry and the long-term economic development, as well as to be competitive with workforce throughout the region requires huge amount of capital investment. The financial contribution from private sectors and stakeholders is essential to sustain the development of TVET.

1.3.4. Limited acceptance of connection of Technical Vocational Education and Training (TVET) across all educational streams.

Despite the approval of Cambodian Qualifications Framework (CQF), there are issues including: 1) limited linkage between general education and TVET programs; 2) lack of joined effort in training TVET trainers and sharing of learning materials among relevant ministries; 3) skill bridging training program and certification across ministries and relevant non-public training providers is not widely implemented; and 4) lack of information sharing on labour market and TVET information between stakeholders.

1.3.5. Limited foundation and soft skills.

Preparation of first-time job seekers is limited as they lack of real life and work experiences, technical or employable skills, and motivation. Graduates often lack of foundation skills such as reading writing, mathematics, computing, communication abilities, team works and problem-solving skills. Technical skills, communication, team works, foreign languages, and customer relations are the five skills identified by enterprises to be strengthen.⁴

⁴ Report of Skills Shortages and Skills Gaps in the Cambodian Labor Market: Evidence from Employer Skills Needs Survey 2014. Prepared by National Employment Agency, 2015.

1.3.6. Limited involvement of stakeholders.

The limited involvement of stakeholder impacts quality, cost efficiency, and responsiveness required of TVET, which poses a number of challenges such as limited authentic-experience in industry of trainers, insufficient training programs; and the non-compliance of skills standard also causes the trainings to be less responsive to demand of labour market.

1.3.7. Inadequate materials and financial supports to trainees.

At the present, lack of financial support, decision-making support, and occupational guidance are the major challenges for youth in education. To continue in TVET, they point out some priority aspects such as dormitories, support for meals, and employment services upon graduation.⁵

1.3.8. Weakness in coordination and governance in TVET system.

Even though Ministry of Labour and Vocational Training is appointed by RGC to lead and to manage TVET sector, as described in sub-degree⁶ and circulation⁷, the implementation is inadequate as line ministries and institutes have not yet fully complied with the assignment of the RGC. Therefore, Coordination of the National Training Board (NTB) is crucial for implementing this national TVET policy among stakeholders.

2- Vision

The vision of National Technical Vocational Education and Training Policy is to improve the livelihood and dignity of people and to enhance Cambodia workforces or human resources with knowledge, competence, skills, working attitudes, professional ethics, high productivity and competitiveness for lifelong employability.

3- Goals and Objectives

3.1. Goals

to achieve the above vision, further development of management system and quality-based skills development system responded to needs of workforce for decent jobs are required in order to develop industry in archiving economic growth and high productivity. Therefore, this policy has defined the following goals:

- 3.1.1- To improve TVET quality to meet national and international market demands.
- 3.1.2- To increase equitable access to TVET for employment generation.
- 3.1.3- To promote Public-Private Partnerships (PPP) and aggregate resources from stakeholders to support for sustainable development of TVET system.
- 3.1.4- To improve the governance of TVET system.

⁵ Report of Needs Assessment of Technical Vocational Education and Training for Youth in Sotr Nikom and Puok District, Siem Reap Province in 2015. Prepared by Directorate General of Technical Vocational Education and Training, Ministry of Labour and Vocational Training.

⁶ Sub-decree No. 283 of 14 November, 2004 on Establishment and Operation of Ministry of Labour and Vocational Training.

⁷ Circulation No. 01 of 08 February, 2011 on the quality promotion and effectiveness of Technical Vocational Education and Training.

3.2. Objectives

To achieve **Goal 3.1.1. "To improve TVET quality to meet national and international market demands"**, this policy sets out the following objectives:

- 3.2.1.1- Continue to develop and implement Quality Assurance (QA) system based on Cambodia Qualification Framework (CQF).
- 3.2.1.2- Improve trainer's quality and pedagogy, and infrastructure including training and learning resources in respond to current technology development and market demands of labour.
- 3.2.1.3- Establish Technical and Vocational Park (TVP) in industry or economic zones to maximize utilization of equipment and trainers.

To achieve **Goal 3.1.2. "To increase equitable access to TVET for employment generation"**, this policy sets out the following objectives:

- 3.2.2.1- Increase enrollment in TVET system through providing flexible pathways.
- 3.2.2.2- Expand opportunities for people to obtain life skills by paying special attention to the needs of women, marginalized groups, poor youth, school dropout, migrant workers, and indigenous people.
- 3.2.2.3- Enhance all means and mechanisms to expand CQF based TVET training for all training institutions and stakeholders.
- 3.2.2.4- Increase awareness of TVET system through providing consultation, career guidance and vocational skills; and through institutional outreach-based marketing at provincial and local community level.
- 3.2.2.5- Establish one-stop service and provide convenient services related to TVET.

To achieve **Goal 3.1.3. "To promote Public-Private Partnerships (PPP) and aggregate resources from stakeholders to support for sustainable development of TVET"**, this policy sets out the following objectives:

- 3.2.3.1- Enhance PPP and partnership with stakeholders in TVET system.
- 3.2.3.2- Expand PPP and partnership with stakeholders to develop of training curriculums based on market needs in order to strengthen skills that respond to new and existing technology.
- 3.2.3.3- Establish coordination mechanism with stakeholders to set up National Skills Development Fund.
- 3.2.3.4- Develop a student fees policy for TVET providers and offer scholarships for poor students, and particularly women and indigenous people.

To achieve **Goal 3.1.4. "To improve the governance of TVET system"**, this policy sets out the following objectives:

- 3.2.4.1- Strengthen regulatory framework for TVET to link skills training to labour market demands.
- 3.2.4.2- Develop a result-based funding mechanism for operating TVET institutions.
- 3.2.4.3- Continue to improve TVET Management Information System and Labor Market Information System and strengthen Labor Market Forecasting Analysis and Skills-Needs Assessment.

4- Strategies

To achieve the above stated vision, goals and objectives, the RGC focus on development and implementation of clear policy framework that links stakeholders in all Ministries to ensure the effectiveness of the "National Technical Vocational Education and Training Policy". As noted, this policy framework is built on four pillars: (1) Improving TVET quality; (2) Increasing access to TVET; (3) Promoting PPP; (4) Improving governance of TVET system.

Furthermore, the National Technical Vocational Education and Training Policy will play an important role in developing a flexible TVET system that responds to market needs, both inside and outside the country, enabling people of all ages to develop and upgrade skills over lifetime. This system will support the improvement of productivity diversification in industry and increase the capacity of workers to better respond to new technology, production and service.

Thus, this National Policy sets out a number of strategies below to fill the gaps in quality assurance, management and marketing systems of TVET in order to support sectoral decent employment generation opportunities in different geographical areas leading to social and economic development.

4.1. Strategy 1. To improve Technical Vocational Education and Training (TVET) quality to meet national and international market demands.

This goal is to improve all aspects of TVET quality including the development of regulation frameworks. In addition, strengthening and improving TVET Quality Assurance will ensure consistency, quality of services, materials, appropriate training methodologies, employments linked training programs, business and industry demands based skills assessment system, provision of certification to new and existing workforces through recognition of competency, capacity building, and designing of training programs in partnership with enterprises to respond to labour market demands. Therefore, the quality of training programs will be supported by training institutions and recognized at nation and region level. Participation of industries, communities and stakeholders will enhance training outcomes responded to employments, attract new industries and contribute to economic growth.

4.1.1. Continue to develop and implement a Quality Assurance (QA) system based on Cambodia Qualification Framework (CQF).

1. Develop regulations to support monitoring and evaluation of implementation of CQF aligned with development of industry.
2. Facilitate recognition between Cambodia Qualifications Framework (CQF) and ASEAN Qualifications Reference Framework (AQRF) in TVET sector.
3. Strengthen implementation of Quality Assurance through monitoring and evaluation of TVET by applying the set criteria paralleled with CQF to enhance the competition of quality and services.
4. Develop and implement action plans, guidelines, and procedures for recognition criteria of training courses, training programs, and TVET institutions.
5. Develop and implement competency-based assessment or outcomes of study, skills testing, Recognition of Prior Learning (RPL), and Recognition of Current Competencies (RCC) and the provision of certificates, diploma, and licenses.
6. Develop regulations on provision of certification, which describes procedures for competency recognition aligned with CQF.
7. Establish National Centers for Skills Testing (NCST) to support priority skills and occupations.
8. Develop framework and standards for general education and TVET to enable smooth transitions from TVET to higher education institution.
9. Appoint unit within ministry or training providers as focal point to coordinate implementation and maintaining QA system for all public and private TVET institutions, and Non-Governmental Organizations (NGOs) providing TVET.
10. Provide training to officials and staffs of training institutions on self-assessment procedures and other requirements for accreditation in TVET.
11. Evaluate quality of skills training by providing online questionnaires to stakeholders and graduates on a regular basis.

4.1.2. Improve trainer's quality and pedagogy, and infrastructure including training and learning resources in respond to current technology development and market demands of labour.

1. Prepare regulations which requires TVET trainers to undertake pedagogy training and to regularly upgrade industry skills.
2. Enhance capacity and qualifications of trainers, especially women, on pedagogy and skills to gain new experiences from local and international industries.
3. Provide training to trainers on competency standards, competency-based assessment, preparation of training packages, and assessment equipment required by institutions in charged.
4. Develop annual plan for vocational capacity development at each level for trainers at TVET institutions.

5. Improve infrastructure and basic resources including training materials, workshops, documents, libraries; and provision of internet connection to TVET institutions based on training requirement and development of industry.
6. Identify possibility of shared resources among TVET institutions to allow students to receive combination of skills and foundational education as part of curriculums.
7. Strengthen quality of teacher training institutions by linking theory with opportunities to intern in industry.
8. Promote gender equality by encouraging women, based on maximum quota, to become trainers and managers in TVET institutions.
9. Set up incentive mechanisms for TVET trainers to work effectively in provinces based on official nomination.
10. Establish incentive schemes to attract scientists, top technicians, and high performing students to work or study in the TVET sector.
11. Ensure all skilled trainers and trainees receive training on environment and impact of job on environment, including green skills.

4.1.3. Establish Technical and Vocational Park (TVP) in industry or economic zones to maximize utilization of equipment and trainers.

- 1- Study and establish Technical and Vocational Park (TVP) in industrial and economic zones.
- 2- Establish Centers of Excellence (CoE) to strengthen quality of training aligned with labour market requirements, with involvement of stakeholders.
- 3- Establish research center to conduct studies on skills needed which respond to local and regional labor market demands.
- 4- Establish Human Resources Training Centre to increase and strengthen capacity of technical staffs.

4.2. Strategy 2. To increase equitable access to Technical Vocational Education and Training (TVET) for employment generation.

The goal is to increase enrollment of students in the TVET system by ensuring citizens to have equal opportunity to develop and expand the skills. This system is a foundation for lifelong learning and it ensures the continuous of skills development needed by economy. Therefore, it must be open to everyone especially women, marginalized people and ethnic groups to find decent works.

4.2.1. Increase enrollment in TVET system through providing flexible pathways.

- 1- Increase access to TVET through developing and implementing RPL and RCC based on CQF, and access through skills assessment system.
- 2- Expand TVET marketing programs at workplace to inform about economic benefits gained from improving skills.

- 3- Expand Voucher Skills Training Program (VSTP) and Skills Bridging Program (SBP) to enable school dropout and active workforces to further study in TVET system.
- 4- Provide more scholarships for target groups especially for women in order to encourage them to enroll in TVET programs; also provide stipends for Skill Bridging Program which link to CQF level 2.
- 5- Expand long term training programs to TVET institutions in provinces and cities where these programs do not yet available.
- 6- Encourage and support TVET graduates to be able to become self-employment by introducing microfinance programs or providing micro-credit.
- 7- Develop and implement Human Resource Training Program for skill workforces to mobilize within region.

4.2.2. Expand opportunities for people to obtain life skills by paying special attention to the needs of women, marginalized groups, poor youth, school dropout, migrant workers, and indigenous people.

- 1- Give priority to women, marginalized groups, poor youth, school dropout, ethnic groups, migrant workers, and unemployed to study in TVET through providing adequate scholarships, allowances and dormitories.
- 2- Enhance access to skills training and certification, especially for low-paid migrant workers.
- 3- Promote gender awareness, and implement gender equity and equality mechanisms in TVET institutions and relevant stakeholders.

4.2.3. Enhance all means and mechanisms to expand CQF based TVET training for all training institutions and stakeholders.

- 1- Develop distance learning, continuous learning programs, mobile training, and short-course training at communities, training institutions, enterprises, industries, companies, factories to improve accessibility and respond to skills needs.
- 2- Support TVET institutions and stakeholders to expand workforce training by applying the endorsed skills standards to link to the assessment at National Test Centers.
- 3- Continue to implement skills competition mechanisms at national and regional levels on recent innovative technology among students, technicians, engineers, trainers and young entrepreneurs.

4.2.4. Increase awareness of TVET system through providing consultation, career guidance and vocational skills; and through institutional outreach-based marketing at provincial and local community level.

- 1- Expand extension programs especially through adequacy of social networks to promote TVET.
- 2- Expand capacity and ability, as well as sufficient marketing budget for TVET institutions and relevant stakeholders in order to promote skills training throughout the country.

- 3- Develop marketing and extension strategies on skills awareness in villages, communes, sangkats, and communities to attract school dropout, the poor, marginalized groups especially women and ethnic groups to study within TVET system.
- 4- Enhance social marketing of TVET and vocation orientation to students at secondary education in all cities and provinces.
- 5- Organize forums and fairs including students achievements in TVET sector.

4.2.5. Establish one-stop service and provide convenient services related to TVET.

- 1- Set up "one-stop service" within TVET institutions to provide TVET information including skill training programs for both short- and long-term training courses, new skills programs, scholarships, apprenticeships, internships, employment opportunities, and microfinances.
- 2- Organize research study on innovations, and provide technology related services demanded by market to better inform students and workforces about careers.
- 3- Expand more "Job Centers" in industrial or economic zones and also provide consultations on career guidance and vocational skills to citizens.

4.3. Strategy 3. To promote Public-Private Partnerships and aggregate resources from stakeholders to support for sustainable development of TVET

Technical Vocational Education and Training (TVET) requires collaboration with stakeholders in better planning and development of its system to respond to actual labor market needs. In addition, the Royal Government of Cambodia (RCG) always supports other mechanisms including Fee Policy, promotion of Public Private Partnerships in order to develop and sustain the operation of TVET institutions.

4.3.1. Enhance PPP and partnership with stakeholders in TVET system.

- 1- Encourage and promote implementation of PPP mechanism to ensure that TVET programs respond to labor market needs.
- 2- Collaborate with employers to prepare regulations which prioritize applicants with CQF based certification.
- 3- Develop a range of PPP model which covers small and medium enterprise (SME) as well as industries sectors and other sectors.
- 4- Organize PPP program to aggregate private sectors and TVET institutions to compete for quality and effectiveness of TVET system.
- 5- Continue to encourage all TVET institutions including institutions already authorized by other ministries or agencies, to register with the Ministry of Labor and Vocational Training or Municipal and Provincial Departments of Labor and Vocational Training based on level of training programs

applied, in order to ease collect data, monitoring and implementation of CQF framework, national competency standards and the use of the National Skills Testing System.

4.3.2. Expand PPP and partnership with stakeholders to develop of training curriculums based on market needs in order to strengthen skills that respond to new and existing technology.

- 1- Continue to develop curriculums at all levels to respond to labour markets needs and new technology, with participations from private institutions and stakeholders.
- 2- Continue to establish Sector Skills Councils (SSC) to provide advices and orientation on skills development and effectiveness of TVET system.
- 3- Continue to develop National Competency Standards, Competency Based Curriculums, and Skills Testing Packages for priority sectors.
- 4- Monitor, follow up and evaluate training programs based on National Competency Standards in all sectors.
- 5- Ensure that TVET institutions integrate entrepreneurship concepts in training programs to support self-employment.
- 6- Review and revise law related to apprenticeship to ensure that it addresses needs of modern economy.
- 7- Coordinate and collaborate between training institutions and industries to strengthen quality and implementation of apprenticeships, field visit, internships, and on-job training.
- 8- Integrate soft skills into TVET programs by providing transferable skills for supporting job placement and long-life learning as well as assisting students on self-preparation for labour market.
- 9- Integrate physical education activities, sports, arts and culture into training programs; and build infrastructure to support these activities at TVET institutions aimed at strengthening individual physical capacity, better understanding of arts and culture during transitions of globalization and past culture to maintain the national identity.

4.3.3. Establish coordination mechanism with stakeholders to set up National Skills Development Fund.

- 1- Prepare skills development policy which encourages private sectors and stakeholders to develop TVET sector through providing consultation, skills training, financial contributions, inputs for curriculums development, and providing opportunities for students to conduct internship at relevant factories, companies and institutions.
- 2- Develop National Skills Development Fund (NSDF) to strengthen skills for workforce based on labor market demands.
- 3- Set targets for NSDF or alternative funding sources to support industry-led training of workforce in order to meet higher level skills requirements or to adapt to new technology.

4.3.4. Develop a student fees policy for TVET providers and offer scholarships for poor students, and particularly women and indigenous people.

- 1- Continue to encourage both public and private TVET institutions to charge fees for skills training aligned with National Skills Standards (NSS) under CQF.
- 2- Encourage institutions to utilize a portion of fee revenue for scholarship programs to poor students identified by line ministries and relevant agencies.
- 3- Develop coordination mechanisms with relevant institutions to provide loans for students to study in TVET sector.
- 4- Encourage TVET institutions to prepare agreements with industries to provide training programs in industries or institutions.
- 5- Encourage Development Partners (DPs), Non-Governmental Organizations (NGOs), private companies and donors to seek feasibility in providing scholarships to poor youth who study TVET programs.

4.4. Strategy 4. To improve the governance of Technical Vocational Education and Training (TVET) system.

This goal is to support human resource development in order to ensure the continuous improvement of TVET governance, management, planning, budgeting, policy and strategy implementation including evaluation and reporting. Moreover, TVET system must be dynamic and flexible and respond to employers' needs and to demand of new technology. It must be ensured that CQF equivalency system is frequently updated and reinforced its implementation to support the success of TVET institutions, students, workforces and employers.

4.4.1. Strengthen regulatory framework for Technical Vocational Education and Training (TVET) to link skills training to labour market demands.

- 1- Strengthen roles of secretariat of National Training Board (NTB) in coordination with line ministries, institutions and stakeholders in contributing to development of TVET.
- 2- Continue to implement decentralization strategy for management of TVET institutions to speed up decision-making and accountability to all institutions.
- 3- Continue to develop regulations on roles and duties of TVET institutions based on the missions and mandates.
- 4- Strengthen capacity in institution management through capacity development systems in terms of management, leadership and accountability.
- 5- Strengthen accountability and capacity of each institution in preparing annual operation plan and policy, quality assurance, monitoring and evaluation.
- 6- Develop policy, regulation and governance; as well as strengthen management structure in each institution including private institutions.

- 7- Encourage all TVET institutions to set up working groups responsible for coordinating with vocational associations, service providers, factories, enterprises, and institutions to collect information on skills needed by employers and to assist students in finding a job successfully upon graduation.
- 8- Improve institutional quality management through competition and classification among TVET institutions.
- 9- Continue to encourage collaboration and field visits among TVET institutions both locally and overseas.
- 10- Continue to modify regulations and guidance on management of TVET institutions registration, including private institutions, associations and NGOs, for more efficiency and effectiveness.
- 11- Monitor and evaluate the relevance of TVET system.
- 12- Develop Human Resource Development policies to attract qualified trainers while considering gender equality, and also prepare benefit packages (not only salary) with better working conditions.

4.4.2. Develop a result-based funding mechanism for operating TVET institutions.

- 1- Conduct research study on effectiveness of TVET funding mechanisms based on performance of institutions and agencies.
- 2- Conduct research study on alternative models that reflect the needs of experience in industry for trainers, which are the core inputs for effective training.
- 3- Provide guidelines which allow public TVET institutions to appropriately generate income for sustainability.
- 4- Provide sufficient fund to develop TVET institutions.
- 5- Ensure that financial management of public TVET institutions is transparent based on income classifications index, and expenditure classification such as construction, maintenance of buildings, equipment and other incentives for government officers including staffs, teachers and leaders.

4.4.3. Continue to improve TVET Management Information System (TVETMIS) and Labor Market Information System (LMIS) and strengthen Labor Market Forecasting Analysis and Skills-Needs Assessment.

- 1- Develop and maintain TVETMIS to better gather skills development related information; and LMIS through collaboration with stakeholders.
- 2- Continue to research and develop LMIS and use findings and data as basis to prepare training plans that respond to labor market demands.
- 3- Work with Sector Skills Councils (SSC), gather feedback from employers on performance of workforces as inputs for improving skills training programs.

- 4- Conduct Skills Training Needs Assessment and establish occupation list with codes for skill training delivery that responds to needs of industries, employers, and communities.
- 5- Collect, analyze, and report on information of employers and need of workforces in future based on type of occupations and skills locally and internationally.

5- Action Plan

In order to achieve the above strategies, there must be special attention given to the activities below:

5.1. Mechanism development

In order to achieve the above priority activities, the National Training Board (NTB) through the Ministry of Labor and Vocational Training (MLVT) as secretariat in collaboration with line ministries, institutions and stakeholders need to develop internal coordination mechanisms aiming to adjust and respond quickly or provide inputs for strategic plans in the future.

5.2. Legal framework formulation

The National Training Board (NTB) through Ministry of Labour and Vocational Training (MLVT), as secretariat, continues to support the development of more regulations for TVET, including:

- Technical Vocational Education and Training (TVET) Law.
- Policy on loan for TVET study.
- Policy on National Skill Development Fund.
- Policy on Institution Management for public, private, international organization, NGOs in charge of TVET.

5.3. Financial support

In order to implement the activities to support the National Technical Vocational Education and Training Policy 2017–2025, the National Training Board (NTB) and line ministries can utilize annual national budget or financing from local and international cooperation and other sources.

5.4. Human Resource Development

To ensure effective the implementation of National TVET Policy, strengthening capacity of officers of line ministries and relevant institutions must be improve in relevant skills.

5.5. Project implementation process

The action plan of this policy shall be developed annually and every five years based through consultations with stakeholders, to ensure effective of policy implementation. The plan should entail the Royal Government of Cambodia's vision to promote TVET and shall correspond to the National Development Strategic Plan and other legal documents of the RGC. The plan shall also be implemented within the RGC's political program framework.

6- Monitoring and Evaluation

In order to ensure the progress, efficiency and effectiveness of the implementation of this Policy, the Royal Government of Cambodia (RGC) tasks the National Training Board (NTB) through its secretariat within the Ministry of Labor and Vocational Training to organize and coordinate implementation through monitoring and evaluation system, including annual reports on implementation and compliance to the national policy, that will be submitted to RGC. In this way, the National Training Board identifies development challenges based on goals and indicators as the basis to make decisions and to take immediate action to overcome challenges during the implementation of this policy.

Each intervention will have a specific timeframe for the implementation. Outputs and impact of policy implementation can be measured and an action plan is to be attached with the budget.

7- Conclusion

“The National Technical Vocational Education and Training Policy 2017-2025” is an RGC’s roadmap to guide the development of the TVET sector, especially in skills development, by directing the provision of skills, capacities and employment-related knowledge for Cambodian people to support life-long employment with the improvement of productivity and competitiveness both locally and overseas.

This policy has a broad vision based on four goals: *(1) Improving Technical Vocational Education and Training quality; (2) Increasing equitable access to Technical Vocational Education and Training; (3) Promoting Public-Private Partnerships; (4) Improving governance of Technical Vocational Education and Training system.*

The timing to implement this policy is appropriate for the socio-economic situation of the low-income country which is emerging to become the middle-income country by 2030. Therefore, targeting skills of workforce is essential and attention should be highly paid to the massive number of youth in education and school dropouts who could not effort for formal technical vocational education and training; and to tackle this issue, it requires partnerships with industries to provide trainings. Attracting foreign investment based on skilled workforce with high wages is a major challenge, thus this policy creates a framework which emphasizes on partnership and collaboration in socio-economic development in the future.

Base on this policy, the Royal Government of Cambodia believe that relevant institutions, development partners, organizations, communities, families, individuals, and training institutions will collaboratively and successfully implement this National Technical Vocational Education and Training Policy.

8- Glossary

No.	Key word	Explanation
1	Registration	An officially recognized process to offer opportunities to institutions for building formal relationship with relevant public institutions (Authority).
2	Quality Assurance (QA)	A common word for activities ensuring that education and training services provided by institutes or agencies are effective and responsive with required standards, the set goals and objectives.
3	In-industry Training	Trainings taken place in industrial setting.
4	Accreditation	A process through official association or agency to publicly recognize school, institute, college, university, or academic program to meet at least minimum standards. Based on definition of the Accreditation Committee of Cambodia (ACC), it is defined as an official approval based on the set procedures to claim that a higher education institution has met the conditions, criteria or minimum standard of quality set out by ACC, and is thereby authorized to issue a certificate or diploma of any level for a given period.
5	Recognition of Prior Learning (RPL)	A process to obtain recognition and validation on competencies which received from informal education and formal training, for certification purposes.
6	Recognition of Current Competencies (RCC)	A process to provide credits to learner and job holder who are competent. The evidences provided by candidate to assessor are evaluated against qualifications and competency standards to determine the level of qualification or competency standards of the candidate.
7	Assessment	A process to collect evidence to prove that students have gained skills that meets the set standards. Assessment has been used to trace the development of students (improvement of knowledge, skill and competence). Based on definition of Accreditation Committee of Cambodia (ACC), assessment is a mechanism to recognize the quality of education through evaluation on process, guidance, criteria, or minimum standards on higher institutes conducted by ACC officers; and the self-assessment report is to be summited to ACC for accreditation and improvement quality of higher education.
8	Competency Based Assessment	A process to collect evidence to determine whether students archived the performance standard. Assessment has been used as part of learning processes and to trace the development of students (improvement of knowledge, skill and competence).

9	Skills Training Program	A training program based on occupations. Upon completion and evaluation, credits(s) will be granted which lead forwards to receive qualification aligned with CQF.
10	Curriculum	A set of works to be done base on time to develop training program such as setting goals, content, methodology (including evaluation) and training materials. Based on the definition of Accreditation Committee of Cambodia (ACC), training program refers to a set of courses prepared for students to gain knowledge, manner, morality and capacity to pursue lifelong learning.
11	Bridging or Skills Bridging Program (SBP)	The training programs for youths, who do not have chance to complete grade 7, 8 and 9 in general education system, to be able to continue their study in TVET system.
12	Cambodia Qualifications Framework (CQF)	The national instruments used to develop and to classify national qualifications in accordance with criteria of the set learning levels. It is also the policy and strategy used to ensure quality of education and training to achieve outcome with specific standard recognized locally and internationally.
13	Sector Skills Councils	The senior representatives of business from any specific economic sector (tourism, construction) who was appointed by the ministry in charge of the sector. The Sector Skills Council is responsible for approving skills standard for occupations within the sector and providing recommendations to include the standards in the qualification framework. The Sector Skills Council may have other additional roles as determined by the National Training Board (NTB).
14	Technical Vocational Education and Training (TVET) Institutions	Institutes, training centers, and vocational schools that provides technical and vocational trainings.
15	Skill	The capacity to utilize knowledge to work and to solve problems. Skills can be described as an analysis (right thought, intuition, and innovation) and as practice (talent related to manual skills, materials, equipment and other goods).
16	Soft Skill	The non-technical skill required for a person to carry out work appropriately in workplace and society. This skill can be transferred and applied in any types of work and industries, based on the set level.
17	Green skills	Technical skills, knowledge, value and behavior that workforce need to support for socio-economic and environmental development in a sustainable manner, which is generally recognized as sustainable skills or green skills.

18	Productivity	The ability to produce.
19	Labor Productivity	The output that a worker can produce within a specific time set (e.g. hourly).
20	National Skills Assessment Centers	Centers accredited by competent authorities to provide evaluation services on skills competence, Recognition of Prior Learning (RPL), and Recognition of Current Competencies (RCC).
21	Competence	The ability to apply existing knowledge and skills. The competence includes: <ul style="list-style-type: none"> - Mental ability: to incorporate theories and perceptions acquired through experience. - Functioning ability: to perform and achieve the assignment (know skills, know how to do). - Personal ability: to perform specific task by one self. - Ethical ability: personal and professional values.
22	Competency Standard	The clarifications made and approved by authorized institution, which set rules and contexts for the implementation or set target to achieve. Competency Standard also refers to knowledge, skills, and competencies that link to occupational practice.
23	Technical and Vocational Park	A cluster of technical vocational education and training institutes that share financial, human capital, and physical resources to enable students to practice their skills. Technical and Vocational Park is also a forum used to: <ul style="list-style-type: none"> - Enhance technical vocational education and training quality through the competition to search for outstanding students or candidates as well as to present their achievements and new technological discoveries to attract participation from investment and private sectors. - Provide solutions to tackle the concerns of industrial and privates sector through human resource training to correspond to the actual labor market demands as well as to provide maintenance services in the production chain and machineries.
24	Voucher Skills Training Program (VSPT)	Training program prioritized target groups (school dropout youths, households with handicap women as household head, the unemployed, the poor, ethnic groups) and corresponded to the needs of community. Voucher skill training program is categorized into 3 types, 1- community based training, 2- enterprise based training and 3- center based training.

Annex. Policy Matrix

Goals and Objectives	Strategies	Target Year	Responsible Institutions
Goal 3.1.1. To improve TVET quality to meet national and international market demands			
Objective 3.2.1.1- Continue to develop and implement Quality Assurance (QA) system based on Cambodia Qualification Framework (CQF)	1- Develop regulations to support monitoring and evaluation of implementation of CQF aligned with development of industry.	2017 - 2025	<ul style="list-style-type: none"> - MLVT - MoEYS - MoT - Other related ministries and institutions
	2- Facilitate recognition between Cambodia Qualifications Framework (CQF) and ASEAN Qualifications Reference Framework (AQR) in TVET sector.	2017 - 2025	<ul style="list-style-type: none"> - MLVT - Other related ministries and institutions
	3- Strengthen implementation of Quality Assurance through monitoring and evaluation of TVET by applying the set criteria paralleled with CQF to enhance the competition of quality and services.	2017 - 2025	<ul style="list-style-type: none"> - MLVT - Other related ministries and institutions
	4- Develop and implement action plans, guidelines, and procedures for recognition criteria of training courses, training programs, and TVET institutions.	2017 - 2025	<ul style="list-style-type: none"> - MLVT - Other related ministries and institutions
	5- Develop and implement competency-based assessment or outcomes of study, skills testing, Recognition of Prior Learning (RPL), and Recognition of Current Competencies (RCC) and the provision of certificates, diploma, and licenses.	2017 - 2025	<ul style="list-style-type: none"> - MLVT - MoEYS - Other related ministries and institutions
	6- Develop regulations on provision of certification, which describes procedures for competency recognition aligned with CQF.	2017 - 2025	<ul style="list-style-type: none"> - MLVT - Other related ministries and institutions
	7- Establish National Centers for Skills Testing (NCST) to support priority skills and occupations.	2017 - 2025	<ul style="list-style-type: none"> - MLVT - Other related ministries and institutions

	8- Develop framework and standards for general education and TVET to enable smooth transitions from TVET to higher education institution.	2017 - 2025	- MLVT - MoEYS - Other related ministries and institutions
	9- Appoint unit within ministry or training providers as focal point to coordinate implementation and maintaining QA system for all public and private TVET institutions, and Non-Governmental Organizations (NGOs) providing TVET.	2017 - 2025	- MLVT - Other related ministries and institutions
	10- Provide training to officials and staffs of training institutions on self-assessment procedures and other requirements for accreditation in TVET.	2017 - 2025	- MLVT - Other related ministries and institutions
	11- Evaluate quality of skills training by providing online questionnaires to stakeholders and graduates on a regular basis.	2017 - 2025	- MLVT - Other related ministries and institutions
Objective 3.2.1.2- Improve trainer's quality and pedagogy, and infrastructure including training and learning resources in respond to current technology development and market demands of labour.	1- Prepare regulations which requires TVET trainers to undertake pedagogy training and to regularly upgrade industry skills.	2017 - 2025	- MLVT - MoEYS - MoT - Other related ministries and institutions
	2- Enhance capacity and qualifications of trainers, especially women, on pedagogy and skills to gain new experiences from local and international industries.	2017 - 2025	- MLVT - MoEYS - MoT - Other related ministries and institutions
	3- Provide training to trainers on competency standards, competency-based assessment, preparation of training packages, and assessment equipment required by institutions in charged.	2017 - 2025	- MLVT - MoEYS - MoT - Other related ministries and institutions
	4- Develop annual plan for vocational capacity development at each level for trainers at TVET institutions.	2017 - 2025	- MLVT - Other related ministries and institutions

	5- Improve infrastructure and basic resources including training materials, workshops, documents, libraries; and provision of internet connection to TVET institutions based on training requirement and development of industry.	2017 - 2025	- MLVT - Other related ministries and institutions
	6- Identify possibility of shared resources among TVET institutions to allow students to receive combination of skills and foundational education as part of curriculums.	2017 - 2025	- MLVT - MoEYS - Other related ministries and institutions
	7- Strengthen quality of teacher training institutions by linking theory with opportunities to intern in industry.	2017 - 2025	- MLVT - MoEYS - Other related ministries and institutions
	8- Promote gender equality by encouraging women, based on maximum quota, to become trainers and managers in TVET institutions.	2017-Average	- MLVT - Other related ministries and institutions
	9- Set up incentive mechanisms for TVET trainers to work effectively in provinces based on official nomination	2017 - 2025	- MLVT - Other related ministries and institutions
	10- Establish incentive schemes to attract scientists, top technicians, and high performing students to work or study in the TVET sector.	2017 - 2025	- MoEYS - MLVT - Other related ministries and institutions
	11- Ensure all skilled trainers and trainees receive training on environment and impact of job on environment, including green skills.	2017 - 2025	- MLVT - MoEYS - Other related ministries and institutions
Objective 3.2.1.3- Establish Technical and Vocational Park	1- Study and establish Technical and Vocational Park (TVP) in industrial and economic zones.	2017 - 2025	- MLVT - MoEYS - MoP - Other related ministries and institutions

(TVP) in industry or economic zones to maximize utilization of equipment and trainers.	2- Establish Centers of Excellence (CoE) to strengthen quality of training aligned with labour market requirements, with involvement of stakeholders.	2017 - 2025	- MLVT - MoEYS - Other related ministries and institutions
	3- Establish research center to conduct studies on skills needed which respond to local and regional labor market demands.	2017 - 2025	- MLVT - MoEYS - Other related ministries and institutions
	4- Establish Human Resources Training Centre to increase and strengthen capacity of technical staffs.	2017 - 2025	- MLVT - MoEYS - Other related ministries and institutions
Goal 3.1.2. To increase equitable access to TVET for employment generation			
Objective 3.2.2.1- Increase enrollment in TVET system through providing flexible pathways.	1- Increase access to TVET through developing and implementing RPL and RCC based on CQF, and access through skills assessment system.	2017 - 2025	- MLVT - MoEYS - MoT - Other related ministries and institutions
	2- Expand TVET marketing programs at workplace to inform about economic benefits gained from improving skills.	2017 - 2025	- MLVT - Other related ministries and institutions
	3- Expand Voucher Skills Training Program (VSTP) and Skills Bridging Program (SBP) to enable school dropout and active workforces to further study in TVET system.	2017 - 2025	- MLVT - MoEYS - Other related ministries and institutions
	4- Provide more scholarships for target groups especially for women in order to encourage them to enroll in TVET programs; also provide stipends for Skill Bridging Program which link to CQF level 2.	2017 - 2025	- MLVT - MoEYS - MoT - Other related ministries and institutions

	5- Expand long term training programs to TVET institutions in provinces and cities where these programs do not yet available.	2017 - 2025	- MLVT - MoEYS - Other related ministries and institutions
	6- Encourage and support TVET graduates to be able to become self-employment by introducing microfinance programs or providing micro-credit.	2017 - 2025	- MLVT - MoEYS - Other related ministries and institutions
	7- Develop and implement Human Resource Training Program for skill workforces to mobilize within region.	2017 - 2025	- MLVT - MoEYS - MoT - Other related ministries and institutions
Objective 3.2.2.2- Expand opportunities for people to obtain life skills by paying special attention to the needs of women, marginalized groups, poor youth, school dropout, migrant workers, and indigenous people.	1- Give priority to women, marginalized groups, poor youth, school dropout, ethnic groups, migrant workers, and unemployed to study in TVET through providing adequate scholarships, allowances and dormitories.	2017 - 2025	- MLVT - MoEYS - Other related ministries and institutions
	2- Enhance access to skills training and certification, especially for low-paid migrant workers.	2017 - 2025	- MLVT - Other related ministries and institutions
	3- Promote gender awareness, and implement gender equity and equality mechanisms in TVET institutions and relevant stakeholders.	2017 - 2025	- MLVT - MoWA - Other related ministries and institutions
Objective 3.2.2.3- Enhance all means and mechanisms to	1- Develop distance learning, continuous learning programs, mobile training, and short-course training at communities, training institutions, enterprises, industries, companies, factories to improve accessibility and respond to skills needs.	2017 - 2025	- MLVT - MoEYS - Other related ministries and institutions

expand CQF based TVET training for all training institutions and stakeholders.	2- Support TVET institutions and stakeholders to expand workforce training by applying the endorsed skills standards to link to the assessment at National Test Centers.	2017 - 2025	- MLVT - MoEYS - MoT - Other related ministries and institutions
	3- Continue to implement skills competition mechanisms at national and regional levels on recent innovative technology among students, technicians, engineers, trainers and young entrepreneurs.	2017 - 2025	- MLVT - MoEYS - MoT - Other related ministries and institutions
Objective 3.2.2.4- Increase awareness of TVET system through providing consultation, career guidance and vocational skills; and through institutional outreach-based marketing at provincial and local community level.	1- Expand extension programs especially through adequacy of social networks to promote TVET.	2017 - 2025	- MLVT - MoEYS - Other related ministries and institutions
	2- Expand capacity and ability, as well as sufficient marketing budget for TVET institutions and relevant stakeholders in order to promote skills training throughout the country.	2017 - 2025	- MLVT - MoEYS - MEF - Other related ministries and institutions
	3- Develop marketing and extension strategies on skills awareness in villages, communes, sangkats, and communities to attract school dropout, the poor, marginalized groups especially women and ethnic groups to study within TVET system.	2017 - 2025	- MLVT - MoEYS - Other related ministries and institutions
	4- Enhance social marketing of TVET and vocation orientation to students at secondary education in all cities and provinces.	2017 - 2025	- MLVT - MoEYS - Other related ministries and institutions
	5- Organize forums and fairs including students' achievements in TVET sector.	2017 - 2025	- MLVT - MoEYS - Other related ministries and institutions

Objective 3.2.2.5- Establish one-stop service and provide convenient services related to TVET.	1- Set up “one-stop service” within TVET institutions to provide TVET information including skill training programs for both short- and long-term training courses, new skills programs, scholarships, apprenticeships, internships, employment opportunities, and microfinances.	2017 - 2025	- MLVT - Other related ministries and institutions
	2- Organize research study on innovations, and provide technology related services demanded by market to better inform students and workforces about careers.	2017 - 2025	- MLVT - MoEYS - Other related ministries and institutions
	3- Expand more “Job Centers” in industrial or economic zones and also provide consultations on career guidance and vocational skills to citizens.	2017 - 2025	- MLVT - MoEYS - Other related ministries and institutions
Goal 3.1.3. To promote Public-Private Partnerships (PPP) and aggregate resources from stakeholders to support for sustainable development of TVET			
Objective 3.2.3.1- Enhance PPP and partnership with stakeholders in TVET system	1- Encourage and promote implementation of PPP mechanism to ensure that TVET programs respond to labor market needs.	2017 - 2025	- MLVT - CDC - MEF - MoEYS - Other related ministries and institutions
	2- Collaborate with employers to prepare regulations which prioritize applicants with CQF based certification.	2017 - 2025	- MLVT - CDC - MEF - MoEYS - Other related ministries and institutions
	3- Develop a range of PPP model which covers small and medium enterprise (SME) as well as industries sectors and other sectors.	2017 - 2025	- MLVT - CDC - MEF - Other related ministries and institutions

	4- Organize PPP program to aggregate private sectors and TVET institutions to compete for quality and effectiveness of TVET system.	2017 - 2025	<ul style="list-style-type: none"> - MLVT - CDC - MEF - MoEYS - Other related ministries and institutions
	5- Continue to encourage all TVET institutions including institutions already authorized by other ministries or agencies, to register with the Ministry of Labor and Vocational Training or Municipal and Provincial Departments of Labor and Vocational Training based on level of training programs applied, in order to ease collect data, monitoring and implementation of CQF framework, national competency standards and the use of the National Skills Testing System.	2017 - 2025	<ul style="list-style-type: none"> - MLVT - MoEYS - Other related ministries and institutions
Objective 3.2.3.2- Expand PPP and partnership with stakeholders to develop of training curriculums based on market needs in order to strengthen skills that respond to new and existing technology.	1- Continue to develop curriculums at all levels to respond to labour markets needs and new technology, with participations from private institutions and stakeholders.	2017 - 2025	<ul style="list-style-type: none"> - MLVT - MoEYS - MoT - Other related ministries and institutions
	2- Continue to establish Sector Skills Councils (SSC) to provide advices and orientation on skills development and effectiveness of TVET system.	2017 - 2025	<ul style="list-style-type: none"> - MLVT - MoEYS - MoT - Other related ministries and institutions
	3- Continue to develop National Competency Standards, Competency Based Curriculums, and Skills Testing Packages for priority sectors.	2017 - 2025	<ul style="list-style-type: none"> - MLVT - MoEYS - MoT - Other related ministries and institutions
	4- Monitor, follow up and evaluate training programs based on National Competency Standards in all sectors.	2017 - 2025	<ul style="list-style-type: none"> - MLVT - MoEYS - MoT - Other related ministries and institutions

	5- Ensure that TVET institutions integrate entrepreneurship concepts in training programs to support self-employment.	2017 - 2025	- MLVT - MoEYS - MoT - Other related ministries and institutions
	6- Review and revise law related to apprenticeship to ensure that it addresses needs of modern economy.	2017 - 2025	- MLVT - Other related ministries and institutions
	7- Coordinate and collaborate between training institutions and industries to strengthen quality and implementation of apprenticeships, field visit, internships, and on-job training.	2017 - 2025	- MLVT - Other related ministries and institutions
	8- Integrate soft skills into TVET programs by providing transferable skills for supporting job placement and long-life learning as well as assisting students on self-preparation for labour market.	2017 - 2025	- MLVT - MoEYS - MoT - Other related ministries and institutions
	9- Integrate physical education activities, sports, arts and culture into training programs; and build infrastructure to support these activities at TVET institutions aimed at strengthening individual physical capacity, better understanding of arts and culture during transitions of globalization and past culture to maintain the national identity	2017 - 2025	- MLVT - MoEYS - Other related ministries and institutions
Objective 3.2.3.3- Establish coordination mechanism with stakeholders to set up National Skills Development Fund.	1- Prepare skills development policy which encourages private sectors and stakeholders to develop TVET sector through providing consultation, skills training, financial contributions, inputs for curriculums development, and providing opportunities for students to conduct internship at relevant factories, companies and institutions.	2017 - 2025	- MLVT - CDC - MEF - Other related ministries and institutions
	2- Develop National Skills Development Fund (NSDF) to strengthen skills for workforce based on labor market demands.	2017 - 2025	- MLVT - CDC - MEF - Other related ministries and institutions

	3- Set targets for NSDF or alternative funding sources to support industry-led training of workforce in order to meet higher level skills requirements or to adapt to new technology.	2017 - 2025	- MLVT - MEF - Other related ministries and institutions
Objective 3.2.3.4- Develop a student fees policy for TVET providers and offer scholarships for poor students, and particularly women and indigenous people.	1- Continue to encourage both public and private TVET institutions to charge fees for skills training aligned with National Skills Standards (NSS) under CQF.	2017 - 2025	- MLVT - MoEYS - MoT - Other related ministries and institutions
	2- Encourage institutions to utilize a portion of fee revenue for scholarship programs to poor students identified by line ministries and relevant agencies.	2017 - 2025	- MLVT - MoEYS - MoT - Other related ministries and institutions
	3- Develop coordination mechanisms with relevant institutions to provide loans for students to study in TVET sector	2017 - 2025	- MLVT - MEF - Other related ministries and institutions
	4- Encourage TVET institutions to prepare agreements with industries to provide training programs in industries or institutions.	2017 - 2025	- MLVT - MoEYS - MoT - Other related ministries and institutions
	5- Encourage Development Partners (DPs), Non-Governmental Organizations (NGOs), private companies and donors to seek feasibility in providing scholarships to poor youth who study TVET programs.	2017 - 2025	- MLVT - MoEYS - MoT - Other related ministries and institutions
Goal 3.1.4. To improve the governance of TVET system			
Objective 3.2.4.1- Strengthen regulatory	1- Strengthen roles of secretariat of National Training Board (NTB) in coordination with line ministries, agencies and stakeholders in contributing to development of TVET.	2017 - 2025	- MLVT - Other related ministries and institutions

framework for TVET to link skills training to labour market demands.	2- Continue to implement decentralization strategy for management of TVET institutions to speed up decision-making and accountability to all institutions.	2017 - 2025	- MLVT - Other related ministries and institutions
	3- Continue to develop regulations on roles and duties of TVET institutions based on the missions and mandates.	2017 - 2025	- MLVT - Other related ministries and institutions
	4- Strengthen capacity in institution management through capacity development systems in terms of management, leadership and accountability.	2017 - 2025	- MLVT - Other related ministries and institutions
	5- Strengthen accountability and capacity of each institution in preparing annual operation plan and policy, quality assurance, monitoring and evaluation.	2017 - 2025	- MLVT - Other related ministries and institutions
	6- Develop policy, regulation and governance; as well as strengthen management structure in each institution including private institutions.	2017 - 2025	- MLVT - Other related ministries and institutions
	7- Encourage all TVET institutions to set up working groups responsible for coordinating with vocational associations, service providers, factories, enterprises, and institutions to collect information on skills needed by employers and to assist students in finding a job successfully upon graduation.	2017 - 2025	- MLVT - Other related ministries and institutions
	8- Improve institutional quality management through competition and classification among TVET institutions.	2017 - 2025	- MLVT - Other related ministries and institutions
	9- Continue to encourage collaboration and field visits among TVET institutions both locally and overseas.	2017 - 2025	- MLVT - Other related ministries and institutions
	10- Continue to modify regulations and guidance on management of TVET institutions registration, including private institutions, associations and NGOs, for more efficiency and effectiveness.	2017 - 2025	- MLVT - Other related ministries and institutions
	11- Monitor and evaluate the relevance of TVET system.	2017 - 2025	- MLVT - Other related ministries and institutions

	12- Develop Human Resource Development policies to attract qualified trainers while considering gender equality, and also prepare benefit packages (not only salary) with better working conditions.	2017 - 2025	- MLVT - Other related ministries and institutions
Objective 3.2.4.2- Develop a result-based funding mechanism for operating TVET institutions.	1- Conduct research study on effectiveness of TVET funding mechanisms based on performance of institutions and agencies.	2017 - 2025	- MLVT - MEF - Other related ministries and institutions
	2- Conduct research study on alternative models that reflect the needs of experience in industry for trainers, which are the core inputs for effective training.	2017 - 2025	- MLVT - Other related ministries and institutions
	3- Provide guidelines which allow public TVET institutions to appropriately generate income for sustainability.	2017 - 2025	- MLVT - MEF - Other related ministries and institutions
	4- Provide sufficient fund to develop TVET institutions.	2017 - 2025	- MLVT - MEF - Other related ministries and institutions
	5- Ensure that financial management of public TVET institutions is transparent based on income classifications index, and expenditure classification such as construction, maintenance of buildings, equipment and other incentives for government officers including staffs, teachers and leaders.	2017 - 2025	- MLVT - MEF - Other related ministries and institutions
Objective 3.2.4.3- Continue to improve TVET Management Information System and Labor Market Information System	1- Develop and maintain TVETMIS to better gather skills development related information; and LMIS through collaboration with stakeholders.	2017 - 2025	- MLVT - MoP - Other related ministries and institutions
	2- Continue to research and develop LMIS and use findings and data as basis to prepare training plans that respond to labor market demands.	2017 - 2025	- MLVT - MoP - Other related ministries and institutions

and strengthen Labor Market Forecasting Analysis and Skills-Needs Assessment.	3- Work with Sector Skills Councils (SSC), gather feedback from employers on performance of workforces as inputs for improving skills training programs.	2017 - 2025	- MLVT - MoP - Other related ministries and institutions
	4- Conduct Skills Training Needs Assessment and establish occupation list with codes for skill training delivery that responds to needs of industries, employers, and communities.	2017 - 2025	- MLVT - Mop - Other related ministries and institutions
	5- Collect, analyze, and report on information of employers and need of workforces in future based on type of occupations and skills locally and internationally.	2017 - 2025	- MLVT - MoP - Other related ministries and institutions

Note:

- MLVT Ministry of Labour and Vocational Training
- MoEYS Ministry of Education, Youth and Sports
- MoT Ministry of Tourism
- MoP Ministry of Planning
- MoWA Ministry of Women Affairs
- MEF Ministry of Economy and Finance
- CDC Council for the Development of Cambodia