

EXPERT RESEARCH STUDY ON THE CURRENT STATE SITUATION AND NEEDS IN THE EDUCATION SECTOR IN CAMBODIA WITH THE FOCUS ON SECONDARY AND VOCATIONAL EDUCATION



Students of the Institute of Electric Science, Phnom Penh (picture taken on 31 October 2017)

FINAL REPORT (FINAL DRAFT)

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Abbreviations and acronyms

ACC	Accreditation Committee of Cambodia
ADB	Asian Development Bank
AEC	ASEAN Economic Community
AQRF	ASEAN Qualifications Reference Framework
ASEAN	Association of Southeast Asian Nations
CDA	Czech Development Agency
CDRI	Cambodia Development Resource Institute
CKN	Centre Kram Ngoy
CQF	Cambodian Qualifications Framework
CWG	Coordination Working Group for TVET
DBFC	Don Bosco Foundation Cambodia
DGHE	Directorate General of Higher Education
DGPP	Directorate General of Policy and Planning
DGTVET	Directorate General for TVET
DOTVET	Development Partner
ECE	Early Childhood Education
EL	Education Law (Law on Education)
EMIS	Education Law (Law on Education) Education Management Information System
ESP	Education Management Information System Education Strategic Plan
FGD	Focus Group Discussion
GTHS	General and Technical High School
HE	Higher Education
HEI	Higher Education Institution
HEMIS	•
	Higher Education Management Information System
HEQCIP	Higher Education Quality and Capacity Improvement Project
INGO	International Non-Government Organisation
IQA	Internal Quality Assurance
ICT	Information and Communications Technology
ILO	International Labour Organisation
KI	Key Informant
KII	Key Informant Interview
LMI	Labour Market Information
LMIS	Labour Market Information System
MEF	Ministry of Economy and Finance
MoEYS	Ministry of Education, Youth and Sport
MLVT	Ministry of Labour and Vocational Training
MoWA	Ministry of Women's Affairs
NEA	National Employment Agency
NGO	Non-Government Organisation
NGS	New Generation School
NIS	National Institute of Statistics of Cambodia
PTC	Provincial Training Centre
PTTC	Provincial Teacher Training Centre
QA	Quality Assurance
RGC	Royal Government of Cambodia
RTTC	Regional Teacher Training Centre
SDC	Swiss Agency for Development and Cooperation
SIDA	Swedish International Development Cooperation Agency
STEM	Science, Technology, Engineering, and Mathematics
STEAM	Science, Technology, Engineering, Creative Arts, and Mathematics
TEC	Teacher Education College
TOR	Terms of Reference
TVETMIS	TVET Management Information System
UNESCO	United Nations Educational, Scientific and Cultural Organization
VET	Vocational Education and Training

Introduction

Intro 1 Purpose, scope and methodology of the study

The objective of this study is to provide analysis of the current state of the education system in Cambodia and recommendations for the formulation of development aid measures at the end of 2017. A focus of this research is on secondary education and vocational education training including apprenticeships in conjunction with an analysis of local labour market needs. This study tries to identify issues and gaps in the education system in Cambodia. The result of this research are conclusions and key recommendations for future development cooperation in terms of sector focus and potential partner's identification.

Although this education research study was produced for the Czech Development Agency (CDA) in preparation of the design of its bilateral development aid programme 2018 - 2023, it might be of interest for a wider development partner community in Cambodia as well as for education researchers to have a look into our study. A lot of excellent studies, monographs, surveys and other documents about the education sector in Cambodia are available, including comprehensive statistics produced by MoEYS and NIS. We could rely on the work done by others for our desk research. We included the sources in our last annex.

Research Objectives

Main purpose of the study is the analysis of the current situation and the status of the Cambodian education system. The term education system for the definition of the research objectives is understood in a wider sense including general school education, technical and vocational training and education (TVET) and higher education. However, the study does not look at early childhood education and specific general adult education (e.g. literacy programmes and courses for illiterate adult learners).

Regarding the research area of vocational training is a much more unknown and fragmented study object, which includes formal vocational training as well as non-formal/informal ways of vocational skills training. Mostly, apprenticeships are characterised by non-formal and informal training-learning relationships.

It was understood that, beside an extensive desk review of relevant documentation and a limited fieldwork, the task implied the compiling and aggregating of education expert assessments and opinions as well as the inclusion of the researchers' views based on their knowledge, experience and findings.

Against the background of a broadly defined research field, the researchers tried to provide a general assessment of the education system using suitable indicators. Due to a relatively short research period given and limited resources in terms of working days, the assessment could not touch on all details in the relatively fragmented education landscape of Cambodia.

However, the research study is aiming to provide a comprehensive overview of the current situation and functioning of education in Cambodia, demands placed on educational institutions, teachers and students, and the needs of the local labour market as well as the local population in the field of secondary education, middle-professional and vocational training. To do so the researchers applied a mix of methods to address the following five major research tasks in regards to the Cambodian education system:

- Analysis of policies and programmes
- Primary data collection and analysis for the mapping of the Cambodian education system and infrastructure (general secondary and vocational training) 2014 2020
- Functional analysis of the education system 2017 including secondary, HE, VET
- Needs assessment and recommendations VET and secondary aiming at future development
- Identification of potential partners of the CDA in the research area.

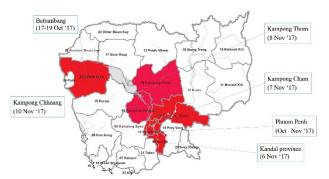
The focus of the study is on secondary education, secondary vocational education and training, apprenticeship training (mostly informal VET) including gaps and issues within the current system. Based on article 32 of the education law of Cambodia (compulsory enrolment at age of 6) this does mean for the researchers that the study has too look at lower secondary school education, including grades 7 to 9 (typical

age group 12 - 14 years), and upper secondary school education, including grades 10 to 12 (typical age group 15 - 18). However, not always the typical age groups are maintained due to late enrolment, frequent dropout and re-schooling as well as other problems.

The team will present the results of the assignment in the research study report "*The Current State Situation* and needs in the education sector in Cambodia with the focus on secondary education and vocational education and training – a research study". This report presents the findings, conclusions, recommendations, and looks into international and national development efforts in the fields of general education and VET. The report includes narrative parts and factual evidence supporting the conclusions and recommendations made. The study will provide the reader with recommendations on priority improvement areas regarding the study object and information about development stakeholders.

Study sites included in the field research

Figure 1: Map of Cambodia with highlighted target provinces and visiting dates

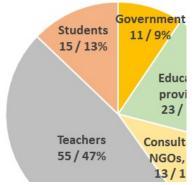


The TOR for this research study envisaged field visits. For the purposes of the research study, the team carefully selected the provinces marked in the map to the right. The chosen locations and number of sites visited took into account the limited available resources and study period set. The number and geographical distribution of the study visit sites for primary research had to be limited to a representative sample size maintaining efficiency throughout study activities. The map visualises the provinces visited and dates of conducted visits.

Part of the fieldwork programme were the provinces Battambang, Kandal, Kampong Cham, Kampong Thom and Kampong Chhnang. In the provinces visited, the researchers visited secondary schools, provincial training centres (PTCs) and government agencies, such as the branches of the National Employment Agency (NEA). The exact locations and names of schools are provided in the annexes.

Several different secondary school types were included in the research, such as 'normal'/typical secondary schools, Technical and General High schools and a New Generation School (Phnom Penh). Additionally, to the provinces highlighted in the map, the team undertook a number of site visits in Phnom Penh throughout October – November 2017. However, it has to be kept in mind that the field visit locations could only be a carefully selected few, a spot check, to verify information and check expert/research hypotheses on the ground.





For the purposes of the study, 117 persons were interviewed. The overall composition of the interlocutors is shown in the figure, which shows absolute numbers and share in percent.

While government officials, development partners, consultants and NGO representatives were interviewed in individual settings or in very small groups, the teachers and students were interviewed in focus group discussions. The teachers proved to be very active and interested. Therefore, this group is relatively large. The education providers met us usually in small groups of directors, vice director, staff and sometimes with (here included in the teacher's group).

Research methodology

The research study is based on a comprehensive desk review of relevant Governmental and donor documents, field visits and observations. These documents include statistics, government policies, programs and strategies of the national stakeholders such are Ministry of Education, Ministry of Planning, reports of foreign donors and international organisations and documents from other relevant actors. The work done by other researchers, projects and government agencies provided most valuable aggregated information, on which this study could rely. The desk review was complemented through the incorporation of information based on primary data collected during planned field visits.

The researchers applied the following methods for the purposes of this sector study:

- ✓ **Desk review**: The study team reviewed and analysed relevant documents such as national socioeconomic policies and education policies, studies and documents form other projects, statistical information and other available study related documentation received from key informants. The review helped the researchers to understand current trends and developments and provided most valuable comprehensive secondary information, and partly aggregated information. This secondary information, such as labour market information or aggregated education and TVET statistics, was necessary to answer general questions requiring an inclusive base of factual evidence. The complete list of documents and sources reviewed is attached to this study report (ANNEX 12).
- ✓ Individual interviews (Key Informant Interviews): Individual interviews were conducted with relevant stakeholders, government officials, development partners, INGOs/NGOs educators, consultants and education specialists. The interviews were structured with determined beforehand questions. However, the interviews were conducted flexibly to allow for unstructured conversations ranging wherever the interviewee wants to go in relation to the general topic. A lot of valuable expert opinions and hands-on experience in education sector reform implementation were collected. A list of all interview partners is attached to this study report (ANNEX 1).
- ✓ Focus group discussions: Additionally, to desk review and KIIs the study team conducted a number of focus group discussions (FGDs) with education specialists, school managers, teachers and learners/students in different schools and vocational training institutions visited. Usually, the group was in a range between 5 to 15 participants. Important was top ensure that the participants of the FGDs did not experience any pressure or threat altering their responses to the questions. The FGDs were used as a tool to collect accurate and in-depth information from the point of view of the direct actors and beneficiaries of the education system. The data collected was incorporated in the narrative parts of the study. The information was verified and triangulated with data obtained from other sources to the possible extend. A list of conducted FGDs is attached to this study report (ANNEX 1)
- ✓ Observations during field visits: During the visits in the provinces and different locations in Phnom Penh, the researchers made observations and collected photographic evidence supporting their expert opinion. Some of the pictures are included in the study.

Intro 2 Country and sector background

Cambodia - some words about its economic geography

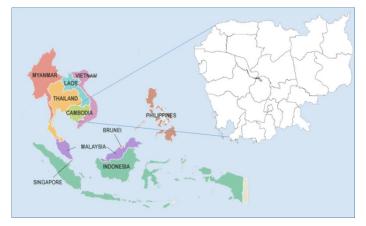


Figure 3: Cambodia on the ASEAN map

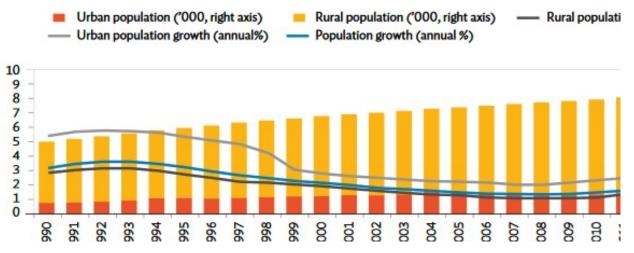
- o South East Asian Country
- o Border with Laos, Thailand & Vietnam
- o Capital city: Phnom Penh
- Population: 15.58 million
- Official language: Khmer
- GDP per Capita: **\$1,158**
- GDP Growth: 7.0%
- Life expectancy: 68.7 years
- Literacy: 77.6%
- School enrolment: 98%
- Time zone: (UTC+7)

Cambodia is located in the southern portion of the Indochina Peninsula in South-East Asia, covering a total land area of 181,035 square kilometres. Cambodia shares a border with Thailand and Laos to the north, Viet Nam to the east and southeast and, to the west, with Thailand and the Gulf of Thailand. After the Khmer Rouge regime, it took Cambodia decades develop its own human resources. Starting as agriculture country and the least developed country, the labour capacity and skills levels are very low.

"Soviet sources report that 90 percent of all teachers were killed under the Khmer Rouge regime. Only 50 of the 725 university instructors, 207 of the 2,300 secondary schoolteachers, and 2,717 of the 21,311 primary school teachers survived. The meagre educational fare was cantered on precepts of the Khmer revolution; young people were rigidly indoctrinated, but literacy was neglected, and an entire generation of Cambodian children grew up illiterate. After the Khmer Rouge were driven from power, the educational system had to be re-created from almost nothing. Illiteracy had climbed to more than 40 percent, and most young people under the age of 14 lacked any basic education."

Source: Education in Cambodia, <u>https://www.scribd.com/doc/2192903/Education-in-Cambodia</u>

Figure 4: Population growth and urban - rural population ratio (1994-2014)



Source: ILO / ADB, Cambodia Addressing the skills gap – Employment diagnostic study, 2015, p. 13

Roughly, 15-17 percent of the total population lives in urban areas with an increasing trend. Like other developing Asia, Cambodian economy still relies heavily on the agricultural sector and over 80 percent of the rural population make their living by cultivating rice, growing fruit-trees and vegetables, making palm sugar, and fishing. Rice and fish are the major sources of food the local people and agricultural export. The following figure shows the population growth and the ratio between rural and urban population between 1990 and 2014.

Cambodia's population today is around 15.76 Table 1: Indigenous people in Cambodia identified by million (2016 estimates), with an annual growth rate of around 1 per cent. The population density is 89 persons per square kilometre.

Approximately 90 percent of the population of Cambodia are ethnic Khmer. The rest consists of about 30 ethnic minority groups living in upland areas, the Cham (Islamic Khmer), Vietnamese, Chinese, etc. An overview over the minorities traditionally living in Cambodia gives the picture to the right (taken from).

The inclusion of indigenous minorities in the school system is still a challenge. One of the solutions is bilingual teaching in primary school.

Ethnic	Group	Rattanakiri	Stung Treng	Mondulkiri	Preah Vihear
1.	Brao	7,132	207	14	8
2.	Jarai	15,669	16	116	C
3.	Kachac	2,054	2	0	C
4.	Kleung	0	1	0	0
5.	Kraol	0	0	320	C
6.	Kravet	1,726	2,205	0	C
7.	Kreung	14,877	159	5	C
8.	Kuy	0	1	0	4,536
9.	Lun	0	273	0	C
10.	Mel	0	0	0	C
11.	Phnong	367	388	18,036	39
12.	Poar	0	0	0	316
13.	Rhade	0	0	10	0
14.	Roong	0	0	5	C
15.	Stieng	0	0	536	1
16.	Tampuon	22,128	13	70	0
17.	Thmaun	0	0	95	C
18.	Other	84	5	22	3
Total		64,037	3,270	19,229	4,903

language in their main settlement areas

b) Total

The country has favouring natural and geographical conditions especially for crop, rice and vegetable farmers and sugar-palm makers. The Mekong River, which stretches across the country from the north to the south, offers a great source for fishing and crops harvesting. Generally, therefore, the living conditions for the residents in the low and fertile land are better than for those living in the mountainous and remote to the main rivers areas.

Roughly, 83-85 percent of the children aged 5-14 years live in rural areas. An estimated 16 percent of the children aged 5-17 are involved in labour and 9 out of 10 are working in agriculture. Additionally, one of every three working children dropped out of school or non-formal training programs in order to support their families with income or workforce. The national socioeconomic report stated as late as for the period 1995-2000 that only 33 percent of the group of 12 years old children completed their primary education.

"Many children, especially girls, are required to work in order to supplement the very meagre incomes of poor families. An estimated 52 percent of 7 to 14 -year-olds (over 1.4 million children in absolute terms) are economically active In 2006, an estimated 213,000 children (aged 6-11) were not attending primary school To these children and their families living in extreme poverty, an education, with its long-term returns, has little economic value as long as there are greater, more immediate monetary gains from each member contributing to the family earnings at as early an age as possible."

Source: VSO, Reaching the unreached – Bridging the social divide through inclusive education, 2010, p. 5

With regard to the economic involvement Infobox 1: Cambodia - Figures at a glance (NIS, Census 2014)

of the population in the dawn of the ongoing reforms the National Education For All Assessment Group noted in 1999:

"Cambodia's economy is predominantly agrarian, with agriculture employing about 75.3 percent of the labour force.

Administrative division	
Provinces ¹	24 including 1 Municipality
Districts ²	197 including 9 Khans and 26 Cities
Communes ³	1,633 including 204 Sangkats

Source: UNDP, Pathways to Justice, Chapter II, p.8, Phnom Penh, 2005 (based on 1998 population census)

Agricultural practices are basically traditional employing labour-intensive methods. Industry (principally mining and manufacturing) employs only about 3.1 percent of the population. The tertiary service sector comprises hotels, trade, transport, education, health, tourism, etc. and accounts for the remaining 21.6 percent of the labour force."

The figures to right illustrate the importance of small enterprises and family businesses for the Cambodian economy. According to the numbers provided in the 2014 population census, the most recent available information, more than 450,000 out of 513,000 establishments (87%) of all establishments are small sized enterprises employing less than 5 persons.

73.8 % are small sized enterprises with only one or two employed persons. This corresponds with the number of home businesses (74.8%) indicated in the figures. А large number of the economically active population, which is exceeding the number employed by stationary establishments, is involved in street businesses. It can be assumed that a significant number of children at school age is involved in these economic activities.

Growing small-sized industry and service sectors are urging many Cambodian families now to pay more attention to education. The understanding of the value of education for their livelihoods gradually changes the traditional negligent view on education even in rural areas.

Villages^{3,4}

14,119

Economic activity

- 1. Normal Households in 2013^7 3,163,226
- 2. Number of Establishments except Street Businesses: 513,759
 - 5 persons engaged and over 44,171
 - 10 persons engaged and over 14,511
 - 100 persons engaged and over 895
 - 1,000 persons engaged and over 145
 - One person engaged (%)33.0
 - Two persons engaged (%) 40.8
 - Female Representative (%) 61.0
 - Cambodian Owner (%) 99.0
 - Business Place: Owned 77.2 % / Rented 21.3 %
 - Home Business 74.8 % / Traditional Market 10.6 %
 Area of Business Place (%): Less than 10m² 42.9 / 100m² and over 9.0
- Persons Engaged except Street Businesses: 1,874,670, Male 780,299 / Female 1,094,371
- 4. Persons Engaged per Establishment except Street Businesses: 3.6
- 5. Establishments except Street Businesses per km²: 2.8
- 6. Establishments except Street Businesses per 1,000 Persons: 33.8
- 7. Population per Establishment except Street Businesses: 29.6
- 8. Establishments except Street Businesses per 1,000 Normal Households: 162.4
- 9. Number of Normal Households per Establishment except Street Businesses: 6.2
- 10. Number of New Establishments⁸ except Street Businesses: 246,220
- 11. Number of Entities except Street Businesses: 508,133
- 12. Number of Enterprises except Street Businesses: 1,208
- 13. Annual Sales except Street Businesses (million USD): 22,612
- 14. Annual Sales per Entity except Street Businesses (USD)⁹: 44,508
- Annual Expenses per Entity except Street Businesses (USD)¹⁰: 37,074
- 16. Annual Expenses except Street Businesses (million USD): 18,836
- Annual Profit and Loss except Street Businesses (million USD): 3,776
- 18. Annual Profit per Entity except Street Businesses (USD)¹¹: 7,432

1) There were 25 provinces in Cambodia as of 31 December 2013 as Kampong Cham Province was divided into two provinces: Kampong Cham and Tboung Khmum. The 2014 Cambodia Intercensual Economic Survey was conducted according to the former provincial divisions.

- 2) Number of Districts according to administrative areas promulgated on 25 Dec 2013: Three Khans were newly established in Phnom Penh, three Khans were divided into two Khans each.
- 3) Number of Communes according to administrative areas promulgated on 25 Dec 2013.
- 4) Number of villages according to administrative areas promulgated on 25 Dec 2013.

11) Excludes entities whose amounts of both sales and expenses are zero or "Not reported".

The above picture is steadily changing on Cambodia's path to becoming an industrialised country.

⁷⁾ Number of normal households in March 2013 are from the results of Cambodia Inter-censual Population Survey 2013.

^{8) &}quot;New Establishments" means establishments, which started business between 1 January 2011 and 1 March 2014.

⁹⁾ Excludes entities whose amount of sales is zero or "Not reported".

¹⁰⁾ Excludes entities whose amount of expenses is zero or "Not reported".

"The Royal Government believes that Cambodia is on a path toward an era of unprecedented prosperity. Impressive rates of economic growth over the last decade have been translated in to a three-fold increase in per capita income that brings Cambodia to the threshold of joining the Lower Middle Income Country group. These achievements have not been realized without challenges. Nevertheless, they provide impetus for the Royal Government to continue to tackle those difficult challenges and consolidate progress."

Source: RGC, Development Cooperation & Partnerships Strategy 2014 – 2018, p. introduction

The following figure of growth rates by sector illustrates the ongoing trend of an impressive steady growth of industry and service sectors and the need for swift educational and vocational training adaptation.

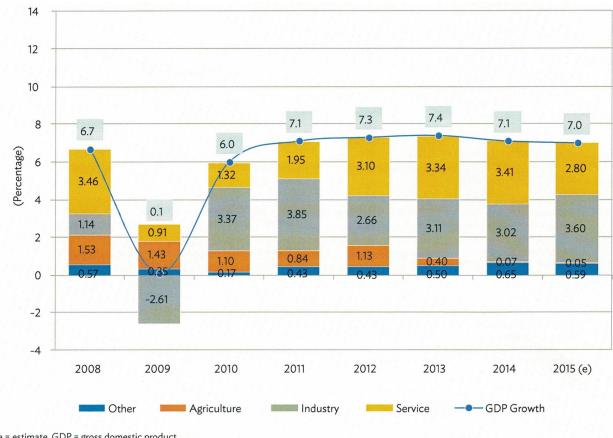


Figure 5: Sector composition of Gross Domestic Product Growths in Cambodia, 2008 - 2015

e = estimate, GDP = gross domestic product.

Source: ADB. 2016. Asian Development Outlook 2016. Manila.

The evolution of Cambodia's education system¹

To understand the current education system in Cambodia and the challenges it is facing, it is necessary to look into the past. This looking back into recent history and into the genesis of the education system as it exists now facilitates the understanding of the root causes of some of the most severe shortages and challenges Cambodia's education and training sector is facing. The lessons of the past allow to better address the challenges.

Postcolonial Cambodia, during the 1950s and the 1960s celebrated as one of the most prosperous states in Southeast Asia, eventually plunged into the Vietnam War in the first half of the 1970s, and, more

Source: ADB Brief No. 73, Policy priorities for a more responsive Technical and Vocational Education and Training System in Cambodia, November 2016, p. 2

¹ This chapter of the study, including the division into periods, is based on Sideth Sam Dy, Basic Education Development in Cambodia: Targets and Policies for Quality Improvement, Hiroshima 2004

dangerously, has fallen into a socio-cultural eradication and elimination of the Western ideology as well as the traditional lifestyle during the second half of the 1970s.

Cambodia's socio-cultural aspects are complex and particularly different from other developing countries in the form that the country's leadership between 1975 and 1979 of the Khmer Rouge regime attempted to build a utopian society rejecting international assistance and intervention. In order to gain a deeper understanding of the Cambodian society and its education system some examinations on its history, traditional contemporary culture, socioeconomic aspects and politics are helpful. The education system of Cambodia formed after the recovery from the genocidal era of the Khmer Rouge is still affected by it. Even after decades of peaceful development, the education system still suffers from the impact the genocide of thousands and thousands of teachers and the intellectual elite of the Cambodia before the involvement in the Vietnam War and the Khmer Rouge.

For almost four years under the revolutionary regime of the Khmer Rouge, it has been estimated that approximately two million people lost their lives. A conflict within the leadership of the Khmer Rouge occurred in the late 1970s and some fled to seek Vietnamese intervention. Vietnamese political and military intervention with support of many socialist-bloc nations came in January 1979 and eventually turned to be an occupation. The liberation from the genocidal regime of Pol Pot' stimulated wide support from the Khmer people and the sweep moved faster than expected. A new government was installed and Marx-Lenin socialism was used to lead this troubled nation to Vietnamese-Soviet style of Communism. The Vietnamese occupation ended in 1989 due to strong pressures and diplomatic and economic sanctions.

Following two decades of extreme political, social and economic upheaval, all the Cambodian warring factions signed a peace accord in Paris in 1991. National reconciliation with the assistance of the international community started. Since then this war-torn country reopened to the world and called for help to reconstruct its socio-political and economic structures.

A flux of educational policies affected the education sector in Cambodia in recent history. Social and political factors of the last four decades from the 1950s to the 1980s determined the flux of progress, crisis and recovery of the education systems. Cambodia suffered massive socio-cultural destruction, political turmoil, genocide, international isolation, and socioeconomic crisis during civil conflicts of the 1970s and 1980s. Political and economic problems within this period cannot be seen isolated from the education system that also suffered serious damage. It is, therefore, important to examine the complex history of education in Cambodia to understand the problems and challenges the country is facing today and to extract valuable lessons from earlier periods.

Political and socioeconomic changes have led Cambodia to successive reforms of the country's education system. Before 1975, the country adopted a French-based education system that required 13 years of education (6+4+2+1) with four or five major examinations. After 1979, the Ministry of Education – followed the Vietnamese guidelines implemented a 10 year-socialist-styled education system (4+3+3), but later expanded it to an 11-year education system (5+3+3) in 1986 prior to reaching the current system of twelve years.

After its reform in 1996, the formal general educational consists of 6+3+3 years general school education, 12 years for the completion of general education. This includes six years for primary education (grade 1 to 6) and six years for secondary general education (grade 7 to 12). Secondary education includes grades 7 to 9 and upper secondary education grades 10 to 12. General school education is prepared by at least one year for pre-school education (kindergarten) for children from 3 to 6 years old and can be leading to higher education of 4 to 5 years.

The education system in the 1950's and 1960's from a traditional to a western education system

Postcolonial Cambodia's education system administratively and academically derived from the French colonial education system introduced to Indochina during the early 1910s. Shifting from limited or no access

for girls to formal education within the traditional school system to the French schooling system in the midtwentieth century was a positive step towards universal basic education. During the colonial era, primary and secondary education in Cambodia was equivalent to education in France. The education framework then was based primarily on the regulations established in 1917 and providing Cambodia with an educational system including a six-year primary school cycle followed by four years of advanced primary schooling and finally three years of secondary study. Primary schooling was composed of two levels: elementary and complementary.

In the 1950s and 1960s, after gaining independence from France, the government of Prince Norodom Sihanouk made significant progress of education system elementary and secondary education was expanded to other part of the country, while higher learning institutions such as vocational institutions, teacher-training centres and universities were established.

Attempts were made to modernize as many as possible the traditional temple schools. The 'modernized' temple schools were mainly located in rural areas. The Cambodian education at this time was without universal curriculum. Urban schools offered more subjects in sciences and technology than rural schools, which focused more on local traditional culture and social subjects.

The set of courses varied between rural and urban primary schools regarding to the different needs. The syllabuses of the rural schools included knowledge on rice cultivation, crop improvement, handicrafts, bodily sanitation, and food hygiene. Urban schoolchildren enjoyed more general knowledge since they were prepared for secondary education, higher education or technical schools. French was the language of tuition for urban schools. In rural schools, also Khmer was used. In the last years before Cambodia gained independence, the colonial government, with recommendations from UNESCO, introduced compulsory education for children aged 6 to 13 years. However, the introduction of compulsory, free primary education, was too hasty. In the report presented at the UNESCO's 14th International Conference on Public Education, Princess Ping Peang Yukanthor stated:

"The principle of compulsory education can thus not be fully applied – until the government is in a position to fulfil its essential duties through the possession of sufficient number of teachers able, not only to instruct, but also to educate, and of adequate funds to meet all necessary expenditures."

Yukanthor, P. P., Educational development in Cambodia 1950-51. International Yearbook of Education, 1950-51, p.52-55. Paris: UNESCO.

Efforts were undertaken to combat vast illiteracy among the adult population in rural areas during the early 1950s. Teaching methods were improved towards more activities for the learners. The government policy prioritized on primary school building, teacher training, and increasing opportunities for secondary education. New principles of educational development in the 1950s, with the recommendations from UNESCO, were introduced and some were fully implemented. More learning opportunities for boys and girls and fighting illiteracy among adults in rural areas were established. However, the situation then was far from satisfactory e.g., statistically, only 10 percent of the female adults were basically literate in 1958.

Although primary education was compulsory in the 1950s and 1960s, there were no mechanisms for the implementation of this policy. During the two postcolonial decades, the government's expenditures rose significantly (20%) to modernise the education system. The efforts led to an increasing number of schools, teacher-training programs, and a flourishing higher education system in the 1960s. Postcolonial education under Prince Sihanouk regime continued the strategies previously outlined by the colonial experts. His policies for education after gaining independence were to attain the goal of compulsory primary education for all meantime increasing of the educational opportunities at all levels. The objective was to build a prosperous nation-state through educational development.

As government's schools emphasized Khmer language and culture, Khmer gradually became the universal language of tuition (as determined as language of tuition by today's Education Law). Independent schools

(approved and inspected by the government) emerged. Most of them located in urban areas for the children of the elite. The Chinese and Vietnamese communities operated others.

The term 'basic education', which aimed at the level of primary education, was first used in the annual government report to UNESCO in 1957. Despite an inadequate quality of teaching in the basic education system in many cases, it can be noted that the Prince Sihanouk regime had made significant progress in increasing accessibility at all levels of education. By the late 1960s, more than one million children enrolled in primary education as compared with about 0.6 million in 1960 and 0.13 million in 1950. From 1950 to 1965, the number of females enrolled at the primary level grew from 9 percent to 39 percent. Reflecting its attention and commitment to formal education in building a modern and peaceful state, the regime even increased its national budget for education to over twenty percent of the national expenditure by the late 1950s and subsequent years.

The education system during this period was focused on the main cities. The rural population did not benefit from the new opportunities of educational development. The reforms were not targeted at rural children and their family's poverty Furthermore education delivery was of low quality and reforms of the teaching methodology and curricula limited. However, the regime marked a great recovery of Cambodia for the past few hundred years of its history. Unfortunately, the progress of these decades was obstructed by the civil war following the overthrow of Prince Sihanouk in the 1970 and then destroyed by the Khmer Rouge regime.

Educational Crisis and Decline: 1970-1975

Following the over fifteen years of peace and prosperity which Cambodia enjoyed under the Sihanouk regime, General Lon Nol backed by the United States, seized control in a diplomatic coup d'état in March 1970 and declared the creation of the Khmer Republic. Not only was there little constructive reform during this period, but rather the country was driven into civil conflict. Fighting in rural areas spread in the early 1970s, causing multiple barriers to schooling opportunities. The nationwide instability and political turmoil led to the reduction of funding on education resulting in many school closures especially in rural areas.

The Khmer Republic, in its early years, planned to universalize primary education through administrative and curriculum reforms curbing declining quality and enrolment. Its priorities were (1) to build more primary schools, (2) to train and retrain more teachers with new teaching methodology, (3) to orient the system toward a judicious adaptation to new economic, social, and cultural requirements. Within its reform initiatives there was also an attempt to adopt Western principles and ideas to protect Cambodia from Communism. Unfortunately, these could not be implemented. The Ministry of National Education under the Khmer Republic faced huge challenges in dealing with a decline of funding and a loss of its resources during the civil war. The regime's opponents in both in the parliament and the jungles became a threat to the leadership by which its US support progressively weakened. More and more teachers and secondary school students fled to join the Khmer Rouge movement in the jungles. By early 1972, the US bombardment of Cambodian territory, which aimed at slowing the spread of communism, resulted in heavy human capital losses and a serious damage to the education system and infrastructure. The Khmer Rouge's ideology spread and drew additional support from the population especially rural peasants. These people fled their homes en mass to join the Khmer Rouge movement. The Lon Nol regime collapsed in April 1975 and the socioeconomic achievements of the previous regime soon vanished.

Abolition of schooling: 1975-1979



Photo by Taizo Ichinose, Indochina Photo Requiem, undated. He did not return from a journey to Angkor. Photo taken from Friedrich Ebert Stiftung, 1975 – 2005 Journey through the Night

Cambodia eventually plunged into darkness and despair during the regime of Democratic Kampuchea, or the infamous Khmer Rouge (Pol Pot regime), which came into power on 17th April 1975. The regime distorted Cambodia into a revolutionary genocidal regime. Pol Pot's 'great leap' revolutionary organization further ravaged Cambodia through the mass destruction of individual property, the schooling system, and social culture by forcing the entire population either into the army or into collective work camps and farms. The regime of the 1975-79 ceased Cambodia off from nearly all communication with the outside world.

The Khmer Rouge's organization (Angkar) evacuated Phnom Penh and all other urban centres, and city dwellers were sent to the countryside where they were forced to work in agricultural cooperatives under cruel supervision.

Many people suspected of being associated with the previous regime were killed, as were students, teachers, engineers, doctors, and other educated people. Cambodia lost almost three-quarters of its educated population under the regime when teachers, students, professionals, and intellectuals were killed or escaped into exile. Estimated almost two million of the pre-war Cambodian population of around seven million were killed or died through work overload, lack of healthcare or malnutrition.

"Without explaining their rationale, the Khmer Rouge forcibly emptied Cambodia's towns and cities, abolished money, schools, private property, law courts, and markets, forbade religious practices, and set almost everybody to work in the countryside growing food. We now know that these decisions were made by the hidden, all powerful Communist Party of Kampuchea as part of its plan to preside over a radical Marxist-Leninist revolution."

Chandler D., Voices from S-21: Terror and history in Pol Pot's secret prison. Chiang Mai: Silkworm Books, 2000, p. 1.

Under the Pol Pot regime, literacy education beyond the lowest grade was abolished and Western kind formal schooling was eradicated. People were classified into cooperatives in relation to sex and age group. Some basic reading and writing were introduced, albeit in an unstructured way and with no national curriculum, to children in some working collectives to a very limited extend. During the early years of this regime, basic education was deemed unnecessary.

The Khmer Rouge, at the beginning of their rule, made their way to establish a unified national curriculum, in which learning and practice stemming from its new communist ideology were combined. The Ministry of Education and Culture was established to show to the outside world that the regime had strong interest in creating new systems for its government. However, a crisis in its leadership emerged in 1977 when the most powerful leaders, namely, Pol Pot, Noun Chea, Eang Sary, and Khieu Samphan, began to purge what they called 'traitors or enemies of their revolution' within the Angkar. Subsequently many of their cabinet members were captured and taken to prison.

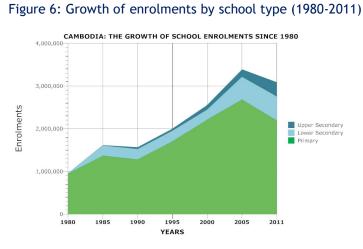
Education sector under the Khmer Rouge received less priority once the monstrous regime of the Khmer Rouge increasingly faced difficulties at all front lines.

"Many schools established in 1975 and 1976, had run for only a few months, with the priorities of the local leadership concentrated elsewhere – building dams and dykes or growing rice. With the escalation of the

Vietnamese conflict, village schools elsewhere were closed. Concentrating on flushing out its internal enemies, and defending the country against the external threat from Vietnam, the regime, its seemed, could no longer afford to devote precious resources to the cause of education. The decision, in all probability, was not a direction from the Centre. Instead, it seems to have been a pragmatic reaction by local leaders to the Centre's demand for unattainable rice harvests and human resources, with local leadership throughout the country perceiving the need to put 'all hands-on deck'."

Ayres, D., The Khmer Rouge and education: Beyond the discourse of destruction. History of Education, 28(2), 1999, p. 216.

Educational Rehabilitation and Reconstruction: 1979-1989



After the Khmer Rouge regime, education gradually restored. With support from various partners, Cambodia was able to improve its education system remarkably. This process is ongoing. Per Public Education Statistics and Indication 2016 - 2017 report, we still see the number of classes in pagoda 652 or 0.8% mostly in rural areas. The number of enrolled girls represent almost 50% of total enrolment which represent the trust and better understanding of the importance of education for both sexes in rural and urban areas.



The People's Republic of Kampuchea (PRK/1979-89) began to rebuild the country from the 'year zero'. This regime, which was supported by communist Vietnam and other socialist-bloc nations, ruled Cambodia after the fall of the Khmer Rouge. The regime's top priority between 1979 and 1981 was to reinstall educational institutions. Generous support from UNICEF and International Red Cross together with strong commitment by the PRK to restructure Cambodia saw about 6,000 educational institutions being rebuilt and thousands of teachers trained within a very short period.² The rebirth of education in Cambodia in 1979 represents a historically unique experience differentiating the country from any other nation. In the early 1980s, all levels of education (from kindergarten to higher education) were reopened and total enrolment was almost one million. Many teachers were better trained compared to the previous period and the quality gradually enhanced. Enrolment in primary education in 1989, increased to 1.3 million, in lower secondary education to 240.000, compared with only 900,000 and 4,800 respectively in 1980. However, it is worth noting that in any primary school, about 30 percent of the children had no father, 10 percent had no mother, and between 5 and 10 percent were orphans due to the genocide.

The key players in reforming and restructuring education system during the Heng Samrin regime were the Vietnamese technical advisors. The curriculum stressed solidarity and appreciation of the Vietnamese

² According to a senior provincial education official (interview 2001) who had been involved in rebuilding the basic education system and teacher training from 1979 on, the regime's policy on enhancing education was as follows: "1979-1981 was a period of restructuring and rehabilitating of both infrastructure and human resources. By restructuring and rehabilitation I refer to collecting school-aged children and putting them into schools despite in the poor condition. Classes were even conducted in makeshift, openair classrooms or under trees. We appealed to all those surviving teachers and literate people to teach the illiterates. We used various slogans such as 'going to teach and going to school is nation-loving' and so on. There were no official licenses or any high requirements for taking the teaching job. We just tried to open school and literacy classes, regardless of their quality." (Source: Dy Samsideth, Research report Basic Education Development in Cambodia: Targets and Policies for Quality Improvement, Hiroshima, 2004)

government and army stationed in Cambodia during this period. Vietnamese and Russian were the only foreign language inserted in the secondary school curriculum.

"The Vietnamese developed Cambodia's education system as a conduit for hegemonic ideas about socialist political and economic organization at the regional and international levels...the shape of Vietnamese hegemony reflected an internationalist, rather than a direct and exclusive colonial purpose. Cambodians both resisted and accommodated Vietnamese leadership and ideas during the occupation; while most accepted hegemony pragmatically, some collaborated or converted, and others demonstrated opposition through every day or quietly subversive-politically progressive acts."

Clayton, T., Education and the politics of language: Hegemony and pragmatism in Cambodia, 1979-1989. Hong Kong: Comparative Education Research Centre, University of Hong Kong 2000, p. 165.

Focus on basic schooling during the 1990s

The Constitutional Assembly adopted Cambodia's constitution in September 1993. Obviously, recommendations from the 1991 EFA Conference and the 1990 WCEFA were inserted in Article 68 of the constitution, which states: *"The State shall provide free primary and secondary education to all citizens in public schools. Citizens shall receive education for at least nine years"*.

The development of the education sector during the early 1990s focused on administrative capacity building and development, teacher training, access to primary education, and infrastructure reconstruction. The first few years after the new government was out in place significant progress was made in basic education enrolment and public funding. Improvements in education, especially basic education, became evident throughout the country. The National education budget has been gradually increased, the education system and curriculum have been reformed, more schools have been built, and more students have enrolled at all levels of education.

Among the key targets, namely, eradicating illiteracy among the adult population by 1995 and having all school-aged children enrolled by the turn of the century were not achieved. The reasons for this were that the country had just been recovering from the devastation of war and still was facing social insecurity, widespread poverty, still a shortage of government funding for the ambitious goals set, inadequate teaching and learning facilities, and a high percentage of untrained teachers that entered into service between 1979 and 1983. According to statistics of the MoEYS from 1998 at this time 6% of Cambodia's teachers had a primary education, 77% had attended lower secondary school, 14% upper secondary school and only 3% had a tertiary education.

Among their attempts to enhance the public administrative reform, market-oriented policies, Cambodia's leaders view education as a means to improve their peoples' socioeconomic status. Hence, the government's objectives during the late 1990s were to (i) enhance the quality of teaching and learning; (ii) increase accessibility to basic education and ensure equity in education services; and (iii) raise effectiveness in planning and management (MoEYS, 1996-97).

Insufficient numbers of educational institutions and trained teachers resulted in low retention rates and a failure to attain the goals of EFA in Cambodia. Statistics for the academic year 1998-99 showed that 59 percent of urban children, 82 percent of rural children, and 97 percent of the learners in remote areas failed to attain lower secondary education. Furthermore, in this academic year an average of 14.5 percent were unable to survive a full six-year primary education. While the gross enrolment ratio in primary school was 89.7 percent, it fell to only 23 percent in lower secondary, and 8.7 percent in upper secondary education.

Demands for formal basic education was increasing due to the growth of the population during the 1990s. The school-age population increased considerably in the 1998-99 school year. Net enrolment rates in primary education for the whole country were 78 percent. In other words, 22 percent of the population aged 6-11 remained out of school. The increased number of dropout rates within early years of the primary education level turned into higher illiteracy rates. The situation was even more critical in remote provinces as the net

enrolment rates were still lower than 50 percent. The transition rates from primary to lower secondary education were only 74 percent (MoEYS, 1996-9). Children who live far away from school with the complete grange of grades find it difficult to continue learning and many inevitably become dropouts.

In 1998-99 new schools were built; 5,156 primary, 355 lower- secondary, and 132 upper-secondary schools. However, 50 percent of the total number of primary schools did not have complete range of grades (1-6) for the primary cycle. This was even worse for children who lived far away from schools with the complete range of grades, which made it difficult to continue learning inevitably leading to dropouts.

The schools in this period did not always comply with official policies and allowed their teachers to charge the learners for in-school private tutoring and to collect contributions. Those who could not afford to pay inevitably dropped out. Most children, though given the opportunity to learn, were placed in large classes of around 70 in some primary schools. Almost one-third of the teachers were still untrained. Their salaries were only about US\$25 per month, which forced them to seek additional income sources.

PART I

I. REGULATORY AND POLICY FRAMEWORK

The 1993 constitution provides some important general direction and principles. The Law on Education law was adopted in December 2007 that regulates the entire education sector, but distinguishes between general and higher education on one side and TVET on the other side. The Labour Law of 2005 regulates vocational education and training and apprenticeships. Subsequent regulations (sub-degrees) determine roles and responsibilities of ministries in charge.

The responsibilities for policy making and management of the different education streams are mainly divided between two different ministries, the MoEYS and the MLVT. A number of good policies and strategies have been established during recent years, which are continuously shaping the education sector into a more modern and efficient one. This chapter gives an overview on the current education system in Cambodia from a regulatory and functional point of view distinguishing between general education, TVET and higher education.

I.1. Regulatory framework for education and training in Cambodia

Constitutional lowel	Constitut	tion (1993)	
Constitutional level —	Higher Education Law on Educ	ation (2007)	Tertiary TVET
	General Education	Labour Law (2005)	Secondary VET
Legislation —	Sub-Decree No. 156/ANKr.Bk/2016 on the Organizing and Functioning of the MoEYS	Sub-Decree No. 52/AN the Organizing and Sub-Decrees on the O Functioning of other mini in sectoral TVET, e	Functioning of the MLVT Organizing and stries involved
Sub-legal regulation $-$			agriculture
Subsequent regulation and instructions at ministry level and below		b-legal regulation, such as b-sectors of education	

Figure 7: Regulatory framework and most important regulations for the education sub-sectors

The figure above gives an overview over regulatory hierarchy and the most important regulations for the different education and training sub-sectors in Cambodia.

I.1.1. Constitution (1993)

The Cambodian Constitution of 1993 includes several articles related to the education sector. These are predetermining some general important features (underlined) of today's education system. Below the relevant articles:

Infobox 2: Constitution of 1993 - Education related articles

Article 65: The State shall protect and upgrade citizens' rights to quality education at all levels and shall take necessary steps for quality education to reach all citizens. The State shall respect physical education and sports for the welfare of all Khmer citizens.

- Article 66: The state shall establish <u>a comprehensive and standardized educational system throughout the country</u> that shall guarantee the principles of educational freedom and quality to ensure that all citizens have <u>equal</u> <u>opportunity to earn a living</u>.
- *Article 67:* The State shall <u>adopt an educational program according to the principle of modern pedagogy including</u> <u>technology and foreign languages</u>. The State shall control public and private schools and classrooms at all levels.
- *Article 68:* The State shall provide <u>free primary and secondary education to all citizens in public schools</u>. Citizens shall <u>receive education for at least 9 years</u>³. The State shall disseminate and develop the Pali schools and the Buddhist Institute.

From the Constitution of the Kingdom of Cambodia, 1993, Education, Culture, Social Affairs

instruments in Cambodia

Following the Constitution, the main parts of the regulatory framework for education and training in Cambodia are the Education Law from 2007 and the Labour Law from 2005 regulating vocational education and training and apprenticeships. These are complemented by sub-degrees regulating functions and responsibilities of the Ministries in charge (MoEYS and MLVT) and complementing regulations and instructions, regulating education and training provision in the country in detail.

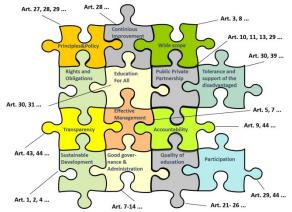
To mention here the Sub-Decree No. 156/ANKr.Bk/2016 on the Organizing and Functioning of the Ministry of Education, Youth and Sport and Instruction and Sub-Decree On the organisation and functioning of the Ministry of Labour and Vocational Training no. 52 from January 2005.

CONSTITUTION	Supreme Norm of the Cambodian Legal Hierarchy		
	Adopted by the Constituent Assembly; promulgated by the King.		
CONSTITUTIONNAL			
LAW	Assembly with a majority of two-third of all its Members		
CHBAB (Law)	Laws passed by the National Assembly and the Senate		
Organic Law	Law passed by the National Assembly that refers to the creation of		
Organic Law	organization of a state institution and its structures.		
	Designates either the promulgated Law and the Act of Promulgation		
	of a Law by the King; Signed by the King or, in His absence, by the		
KRAM (Law)	acting Chief of State; countersigned by the Prime minister and the		
	interested Minister.		
PREAH REACH KR	ET (Royal decree) - Decrees signed by the King		
	Highest Norm that may be enacted by the Executive Power, within		
	the framework of its Regulatory Power.		
KRET (Decree)	Signed by the King or, in His absence, by the acting Chief of State		
	generally countersigned by the Prime Minister and the interested		
	Minister.		
ANUKRET (Sub-	Regulation adopted by the Prime Minister and countersigned by the		
Decree)	interested Minister.		
PRAKAS	Regulation adopted by a Minister (or the Governor of the National		
(Declaration)	Bank for Banking Issues)		
PRAKAS ROOM (Jo	vint declaration)		
SECHKDEY PRAKA	S (Declarations)		
SECHKDEY SAMRA	CH/ (Decisions)		
SARACHOR (Circul	ar) Ministerial implementing measure		
	DAMNANG (Notification)		
SECHKDEY NAINO			
BOTBANHCHEA (R			
Deika (Local	Issued by institutions, such as Ministries, Provincial and municipa		
regulations)	levels, Communes		
EKSAR (Paper, Doc	ument, File)		
ROBAYAKAR (Rep	orts)		
LIKET (Letters)			

Infobox 3: Overview and hierarchy of legislative

I.1.2. Law on Education (2007)

Figure 8: Education Law - principles & content



It has to be kept in mind that the modern Cambodian education system is in a major reform process, facing numerous challenges developing preconditions for a dynamic socioeconomic change as envisaged by the national development policies and strategic plans, such as NSDP, Industrial policy, ESP, National TVET Policy and others.

The main regulatory instrument for the education system is the Law on Education from 2007. It forms the foundation on which the modern education system of Cambodia is building.

"The state shall prepare a comprehensive and standardized education system, which includes formal

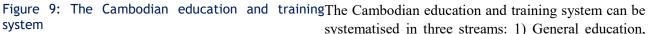
³ Basic Education

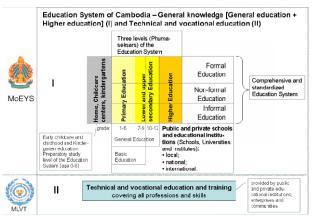
education, non-formal education, and informal education. Early child education is the preparatory study [levels] of the education system.

The education system of Cambodia is comprised of public and private education provided by local educational institutions. ..."

Article 15 Law on Education

The objective of the education law, which is operationalising the constitutional education norms, "*is to develop the human resources of the nation by providing a lifelong education for the learners to acquire knowledge, skills, abilities, dignity, good moral behaviour and characteristics, enhancing the learners to know the national identification, cultures and language.*" (Education Law, Article 2)





systematised in three streams: 1) General education, including the sub-sectors from early childhood education to upper secondary education, 2) Higher education, and 3) TVET, including secondary and tertiary TVET. The figure provides an overview of the education system of Cambodia as defined by the Education Law from 2007. General education and higher education is under the jurisdiction of the Ministry of Education, Youth and Sport (MoEYS), while TVET is under the jurisdiction of the Ministry of Labour and Vocational Training (MLVT).

The Education law distinguishes between three levels of education: primary, secondary and higher education and two types of education: general knowledge and technical and vocational education (Article 8 EL). According to the EL the state is in charge to ensure a comprehensive and standardized education system, which according to article 15 includes formal education, non-formal education, and informal education. Education providers can be public or private. All education institutions are regulated, monitored and licensed by the ministry in charge. Higher education institutions are provided with rights as institutions with administrative autonomy.

According to its Article 3 covers the "Education Law all educational programs and research studies, theories, as well as all kinds of technical and vocational education and training at all levels of the Cambodian education system.

The education law divides education into the two types 1) General knowledge and 2) TVET. The governance of two major types are also divided between two different ministries, the MoEYS and the MLVT. Although the education law is covering both types, the regulation of TVET is mainly covered by complementary regulatory acts.

I.1.3. Labour Law (1997)

The labour law systematises the different employment categories and defines fundamental employment relationships. Beside the regulation of the labour market and employer-employee relations, the Labour law includes a definition of apprentices and regulates vocational apprenticeship training as one of the most important forms of vocational training.

Article 8 of the Labour Law defines apprentices as "those who have entered into an apprenticeship contract with an employer or artisan who has contracted to teach or use someone to teach the apprentice his occupation; and in return, the apprentice has to work for the employer according to the conditions and terms of the contract". Chapter 3 (articles 51-64) of the Labour Law is completely devoted to the regulation of apprenticeships.

The law does not provide for any apprenticeship schools. Such are not existing.

I.1.4. Complementary sub-legal regulation

I.1.4.1 Sub-Decree No. 156/ANKr.Bk/2016 on the Organizing and Functioning of the MoEYS

According to the sub-decree The Ministry of Education, Youth and Sport is responsible for developing education sector, youth and sport in Cambodia such as:

- Education infrastructure, logistics and personnel
- Curriculum, educational standards and examination
- Education policy, planning and general management
- Good governance, decentralization and deconcentration (D&D) and legislation
- Early Childhood Education
- Provision of Education in Public School system
- Private schools and other educational institutions
- Non-formal education and life skills
- Higher education and Scientific Research
- Youth and Sports

I.1.4.2 Sub-Decree No. 52/ANKr.Bk/2005 on the Organizing and Functioning of the Ministry of Labour and Vocational Training

The Sub-Decree On the organisation and functioning of the Ministry of Labour and Vocational Training no. 52 from January 2005 established the MLVT as government body in charge for TVET. Article 2 of the subdecree grants the MLVT with the mission "to lead and take charge of Labour and Vocational Training throughout the Kingdom of Cambodia". The sub-decree determines organisational structure and responsibilities of the Ministry. The Labour Law however, regulates apprenticeship training. The following vocational training sector and apprenticeship functions are assigned by the sub-decree 52 to the MLVT:

- Study and prepare the National Policy on Employment in order to conclude the needs of the labour market;
- Design and develop policies on Employment based on the National Policy on Education, Technical and Vocational Training;
- Design and develop a National Policy on Education, Technical and Vocational Training;
- Design principles and manage the educational, technical and vocational training systems;
- Review requests for the establishment and recognition of institutions, centres, educational courses, and all kinds of technical and vocational training;
- Manage, supervise and evaluate both private and public educational, technical and vocational training institutions;
- In collaboration with the Ministry of Foreign Affairs and International Cooperation, maintain good communications with other ministries, institutions and regional and international organizations in order to promote education, technical and vocational training;
- Cooperate with enterprises and institutions to strengthen and promote education, technical and vocational training;
- Design and develop standards of employment to meet the requirements of both the local and international job market;
- Organize and supervise vocational proficiency exams for all types of employment and provide or confiscate accreditation licenses based on the outcome of the exam;

- Supervise the apprenticeship and cash of the apprenticeship in accordance with the Labour Law.

The organisational structure of the MLVT according to the regulation includes the *Department of International Cooperation* and the *DGTVET*, which are the main government partners for TVET cooperation. The NEA operates under the MLVT. The agency has an important role in employment market regulation and development.

I.2. Policies and programmes aiming at the education and training sector (with emphasis on secondary general and vocational education and training incl. apprenticeships)

I.2.1. Education and training policy background

Cambodia has set ambitious goals for it national development, which are directly depending on the available human resources. As shown in the introduction, the country is experiencing significant changes in its economic structure on its path to becoming an industrialised country. The relative importance of the agricultural sector is declining from a high level; industry and service sectors are becoming more important and diversified.

Cambodia plays an active role in the international education development community and adopts international policies and recommendations. The Kingdom is a signatory state of all significant international conventions related to education.

I.2.1.1 International conventions and education policy background

The General Assembly of the United Nations (UN) adopted and proclaimed the Universal Declaration of Human Rights (UDHR), on December 10, 1948, to promote, basically, freedom, justice, and peace in the world. As regards education, Article 26 stated: (i) everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit; (ii) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance, and friendship among all nations, racial or religious groups, and shall further the activities of the UN for the maintenance of peace; (iii) Parents have a prior right to choose the kind of education that shall be given to their children.

This declaration called upon all member countries/states to publicize the text and assure that human beings must be educated efficiently and formally to be able to adapt themselves in their respective society. This historic act has provided a baseline for many world education policymakers to shape and structure their national education systems; and enhance equality of educational opportunity accordingly.

The 1989 Convention on the Rights of the Child (CRC) not only recognized the 1948 UDHR but also appealed for more attention to vulnerable groups, especially children in the developing world. Article 28 of the CRC stated:

"State Parties recognize the right of the child to education and with a view to achieving this right progressively and on the basis of equal opportunity, the states shall, in particular: (a) make primary education compulsory and available free to all; (b) encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child and take appropriate measures such as the introduction of free education and offering financial assistance in case of need; (c) make higher education accessible to all on the basis of capacity by every appropriate means; (d) make educational and vocational information and guidance available and accessible to all children; (e) take measure to encourage regular attendance at schools and reduction of dropout rates."

The Convention calls for further consideration on making education free and accessible for all at least at a basic level. Though a large number of countries committed to improving the disparities, many more inequality emerged such in the socioeconomic and regional spheres. However, the global improved social services and industrialized economy had widened the gap between the privileged and the unprivileged. The socioeconomic gaps among the UN member countries are considerably large. Thus, the assistance is much needed for the underdeveloped and the least-developed countries justifying in the case of Cambodia the considerable international technical and financial support.

With initiations from key UN agencies namely UNESCO, UNICEF, UNDP, and the World Bank in response to the global change led to a largest historical worldwide gathering to jointly make a promise at World Conference on Education for All, in 1990 (WCEFA) to bring about this fundamental right to education to a reality by the year 2000.

The 1990 WCEFA (1,500 participants from 155 countries and 160 intergovernmental and nongovernmental organizations) adopted the World Declaration on EFA (WDEFA) and a Framework for Action to Meet Basic Learning Needs. The WDEFA in Article 1 states:

"Every person – child, youth and adult – shall be able to benefit from educational opportunities designed to meet their basic learning needs. These needs comprise both essential learning tools (such as literacy, oral expression, numeracy, and problem solving) and the basic learning content (such as knowledge, skills, values, and attitudes) required by human beings to be able to survive, to develop their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions, and to continue learning. The scope of basic learning needs and how they should be met varies with individual countries and cultures, and inevitably, changes with the passage of time."

After a decade of collective efforts, a second largest gathering took place in Dakar, Senegal. The 2000 Dakar World Education Forum (WEF) At the Dakar Meeting, all the participants made another attempt to provide quality education for all the world's children by 2015.

International developments and globalization encourage every nation-state to spare no effort to provide equitable access to basic education and enhance schooling quality for sustainable participation. Well-designed, timely and properly implemented education policies, curricula, and modern education systems will be fundamental for building a peaceful and prosperous society for progressive socioeconomic development. This sentiment has been confirmed by the experience and observations in other South East Asian countries during the last few decades. Once the vast majority of the population grew to be functionally literate economic growth and welfare gained momentum.

Successful national development necessarily includes the development of an education in which people become more productive, capable of utilizing innovative technologies, and are flexible under dynamic new socio-cultural conditions. Again, this backdrop of the issues and the implementation of the education related policies, the question is how well secondary school, and technical education and vocational training are preparing young people to enter into work life and to pursue their educational goals.

Cambodia advanced its development visions by moving from the status of a lower-middle income country to an upper-middle income country by 2030 and continuing to the status of

Figure 10: Cambodia on its path to become a uppermiddle-income country - Growth of GDP per capita 2007-2016 PPP⁴ indexed

⁴ GDP per capita (PPP based) is gross domestic product converted to <u>international dollars using purchasing power parity rates</u> and divided by total population. An international dollar has the same purchasing power over GDP as a U.S. dollar has in the United States. The number in this chart differs, therefore, from the absolute numbers given in a later chart in this study. The practical value of such indexing can be questioned.

developed economy by 2050. This has challenged its education system, which needs to respond to this vision with an adequate human capital development policy and an effective implementation of the education development strategy. The human capital policy in Cambodia has been focusing on the production of skilled human resource (labour force) by general education and vocational training.



https://tradingeconomics.com/cambodia/gdp-per-capita-ppp

The development of human resources for national development is in the heart of the National Strategic Development Plan 2014–2018, its Rectangular Development Strategy and new enacted policy on Industrial Development.

I.2.1.2 National Strategic Development Plan 2014 - 2018 (NSDP)

Cambodia has adopted the *National Strategic Development Plan 2014 – 2018* (NSDP). This plan is in line with the globally agreed upon development strategies and goals, e.g. in the field of education with the sustainable development goal 4, namely to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. The three priority areas of the sustainable development goal are 1) Fostering youth employment and entrepreneurship, 2) Promoting equity and gender equality, and 3) Facilitating transition to green economies and sustainable societies.

The NSDP under II - Creation of Jobs and ensuring improved working conditions refers directly to the challenges of technical and vocational training in Cambodia (# 2.187 – 2.189, pp 56, 57). The NSDP points out that usually most Cambodians tend to encourage their children to continue their studies at post-graduate level (starting with a Bachelor degree) resulting in low enrolment at the TVET institutions and that the quality of technical and vocational training was not responsive to all the segments of the labour market. The NSDP further points out that the challenges include: lack of infrastructure, equipment and technical documentation, staff or teachers not having enough skills and experience, curricula not responsive to labour market, and lack of participation, cooperation and contribution of the private sector. Finally, the NSDP mentions under 2.189 several other challenges, such as:

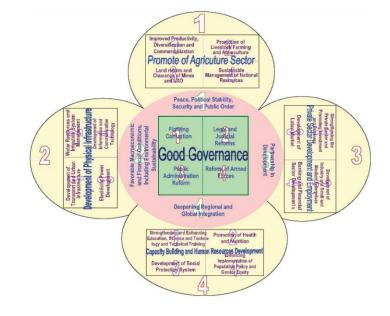
- Lack of consistency in training coordination mechanisms.
- Lack of awareness of the value of technical and vocational education and training and the tendency to encourage children to continue their studies in general academic education.
- Curricula and quality of technical and vocational education and training do not yet completely meet labour market demands.
- Lack of workshop technical equipment, materials and laboratories.
- Lack of labour market information and types of skills that meet labour market demands.
- Lack of financial resources for developing technical and vocational education and training, and limited cooperation and sponsorship from the private sector.
- Lack of skilled labourers for emerging industries, resulting in mismatch between the demand and supply of labour.

This still fairly describes the environment, in which vocational training today is provided. However, progress is gradually visible with more and more TVET institutions equipped with better facilities and materials. Especially there, where the private sector is actively involved and interested, the government agencies are actively cooperating on high levels of commitment and professionalism and international standards apply,

such as the ASEAN Common Competency Standards for Tourism Professionals (ACCSTP), the quality of TVET is improving significantly.

The strategy to achieve the goals of the NSDP 2014 - 2018 is the Rectangular Strategy for Growth, Employment, Equity and Efficiency (RS). The Rectangular Strategy Phase III, depicted to the right encompasses important development issues, including capacity building and human resources development as well as sustainable management of natural resources as a complex set of inter-woven rectangles.

Explicitly the RS names under Capacity building and human resources development the strengthening and enhancing of education and technical training as priorities. The activities of DBFC are, therefore, completely in line with national development strategies. Figure 11: Rectangular Strategy for Growth, Employment, Equity and Efficiency Phase III



Rectangular Strategy Phase III and the National Strategic Development Plan for the period 2014–2018 continue target poverty reduction at 1% / year. The four rectangles of the RS III include agriculture, infrastructure, private sector development and employment, and human resource development. The previous strategic focus on basic infrastructure (roads, water, and electricity) has shifted emphasis more on the development of the country's human resources. The human resources are placed at the core of Cambodia's future competitive advantage. For this study of particular interest are the rectangles three and four. They outline the priorities, which are inclusive in terms of economic development and human resource development, including general knowledge with focus on science and technology and technical training.

RS III Rectangle 3	RS III Rectangle 4	
Private Sector Development and Employment	Capacity Building and HR Development	
 Strengthening the private sector and promoting investment and business Development of industry and small and medium enterprises Development of the labour market Banking and financial sector development 	 Strengthening education, science and technology, and technical training Promotion of health and nutrition Development of a social protection system Implementation of population policy and gender equity 	

The National Strategic Development Plan of the Royal Government of Cambodia positions the development of human resources right in the middle of its Rectangular Strategy and refers in several contexts specifically to the TVET sector. Under no. 2.169 the plan attributes low trade sector competitiveness among others to the *"lack of a robust technical and vocational education and training (TVET) system that works closely with the private sector, including export sectors, to ensure that the skill needs are met"*. The quote below is taken from an address of Prime Minister Hun Sen from 16 July 2004 regarding the Rectangular Strategy of the RGC.

"The Royal Government will continue to strengthen its partnerships with the private sector and the national and international community to enhance and improve the quality of education services, both in vocational

and technical training and in higher education, consistent with international standards and the development needs of the nation."

Although, this address was voiced 13 years ago at the occasion of the first Cabinet meeting of the third legislature of the National Assembly at the Office of the Council of Ministers, the official policy directions are still in place unchanged.

I.2.1.3 Cambodian Qualifications Framework (CQF)

The CQF was approved by the NTB in 2012. The Cambodian Qualifications Framework is used for the development and classification of qualifications based on a set of criteria describing competencies. The criteria nationally agreed for specified levels of learning outcomes. The CQF is intended to ensure comparability within Cambodia in line with national and regional qualifications. The CQF aims to:

- ✓ Provide nationally consistent recognition of outcomes of education and training achieved in each qualification.
- ✓ Help with developing flexible pathways, which assist facilitating lifelong learning and the moving between the general/academic education and TVET.
- ✓ Provide the basic for recognition of prior learning, including credit transfer, experience and current competency.
- ✓ Encourage individuals to progress through education and training by improving access to qualifications and generally contributing to lifelong learning.
- ✓ Encourage the provision of more and higher quality vocational education and training through qualifications that meet needs and labour market demands contributing to national economic performance.
- ✓ Promote national and international recognition of qualifications offered in the Kingdom of Cambodia.
- ✓ Facilitate the regional mobilization of skills workforce.

C1 – C3 requires 3 years of TVET according to the CQF are requiring a minimum of 90 credits. There are eight levels of qualifications according to the CQF. The first four of these levels are covering secondary education and training leading to vocational and technical and vocational certificates. The CQF vocational level C3 can be seen as equivalent to completed upper secondary education (Bac II). The MoEYS has issued a Prakas (no. 155) allowing HEI to accept students with C3 certificates to enrol in the HEI according to the HEI's own regulations. The remaining four levels are post-secondary (tertiary) education. The entry level for higher education is the successful completion of secondary education. The levels for Technical and Vocational Education and training and higher education and their relationship to levels of secondary schooling are shown below.

CQF Levels	Technical and Vocational Education and Training	Higher Education	Minimum Credits
8	Doctoral Degree of Technology/Business Education	Doctoral Degree	54
7	Master Degree of Technology/Business Education	Master Degree	45
6	Bachelor of Technology/Business Education	Bachelor Degree	120
5	Higher Diploma of Technology/Business Education	Associate Degree	60
4	Technical and Vocational Certificate 3	Secondary Education	30
3	Technical and Vocational Certificate 2		30
2	Technical and Vocational Certificate 1		30
1	Vocational Certificate		30

Table 2: Structure and Levels of the Cambodian Qualifications Framework (CQF)

For the purposes of the CQF, 15 hours for one credit is taken as a measure of the amount of teaching and instruction. 30 hours for one credit is taken as a measure of the amount of Laboratory/workshop teaching activities. 45 hours for one credit is taken as a measure of the amount of fieldwork or internship training activities. One credit is a measure of the amount of teaching and instruction normally expected for a full time student at undergraduate levels in a semester and 30 credit hours. Based on the measure total amounts of credits can be determined for one academic/school/training year or the necessary credits for certain professions.

I.2.2. General Education and Knowledge Policies⁵

The MoEYS vision is to establish and develop human resources of the very highest quality and ethics in order to develop a knowledge-based society within Cambodia" (ESP, 2014-2018). The envisioned knowledge-based society is a society with fast and sustainable development in which people have tremendous knowledge in technology, deep understanding of culture and decent living standards with happiness, peace and dignity. To develop human resources of the very highest quality and ethics, the MoEYS envisages creating an education system that allows students to "meet international and regional standards and...be competitive in the job markets worldwide and act as engines for social and economic development in Cambodia" (MoEYS, 2005; 2009).

To reach this vision, the mission of the MoEYS's "is to lead, manage, and develop education, youth and sport sector in Cambodia in responding to the socio-economic and cultural development needs of its people and the reality of regionalisation and globalization" (MoEYS, 2014).

The MoEYS has a key role to shape students to be good citizens who have knowledge, skill, ethics and who are able to live harmoniously with others to contribute actively in the building Cambodia toward a knowledge based society. In the knowledge based economic society, individuals have freedom, choice and responsibility and the government adopts strategies and actions enabling the individuals to fulfil this freedom and responsibility through the market mechanism. The task's state from the actor who governs to the enabling state, which should make it possible for the citizens to make their own choices and it is in the regulated choices of each and every citizen that the state is inscribed.

Under the leadership of HE. Dr. Hang Chuorn Naron, since 2013 Minister of Education, a systematic education sector was initiated. Eight reform priorities were put as policy agenda. Those education reform priorities are:

- (1) Improving the quality of learning and teaching;
- (2) Increasing civil service and teachers' salaries and introduce merit-based appointments;
- (3) Providing more resources to the front-line service providers;
- (4) Reforming the examination system;
- (5) Establishing a policy think-tank for education;
- (6) Reforming youth and vocational skill programs;
- (7) Implementing higher education reform and student job counselling; and
- (8) Reforming the sport sector to prepare Cambodia to host the Southeast Asian Games in 2030.

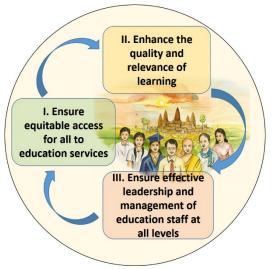
These eight priorities aim to improve the quality and efficiency of public service provided by the Ministry of Education, Youth and Sport. These eight priorities were consolidated in the Education Strategic Plan 2014-2018, which lays out the three main policy objectives in education directed at institutional autonomy, efficiency and effectiveness.

⁵ General education includes ECE, PE and secondary education. General Knowledge includes even academic higher education. This is to distinguish these policies from policies in the TVET sector in line with the objectives of this study.



Since the mid-2000s, education reform always was linked to the national economic development plan. This is reflected in all Education Strategic Plans (ESP 2000-2004, ESP 2006-2010, ESP 2009-2013 and ESP 2014-2018).





The ESP 2014- 2018 contributes to the achievement of the country's "Vision 2030" to build a sustainable, competitive and harmonious economy.

The ESP has an increasing focus on the expansion of Early Childhood Education, expanding access to quality secondary and post-secondary education and Non-Formal Education, Technical and Vocational Education.

The strategic sector plan defines the three main policies (figure) and focuses on the seven education sub-sectors early childhood education, primary education, secondary and technical education, higher education, non-formal education, youth development, and physical education and sport.

The ESP 2014 - 2018 describes the following priorities:

- 1. Early childhood care and education expansion (ECE): Increase enrolment in community pre-school and home-based care services for the poor, ethnic minorities, and children with disabilities. Increase the 5 year olds' enrolment in pre-schools to 80% in 2017-2018.
- 2. **Primary and secondary education:** Ensure all school age children are enrolled and retained to the end of the school year and cycle. Organize school construction, particularly to increase lower secondary schools. Expand scholarship programs in primary and secondary education.
- 3. School quality system and quality assurance: Develop a quality framework and tools to build the capacity of preschools, primary and secondary schools, and of teachers to meet service standards. This includes teacher training; provision of textbooks; school principal training; labs for science, computer and foreign languages; workshops for apprentice learning and sport fields.
- 4. **Technical and vocational education:** Implement a national qualifications framework to improve the quality of technical and vocational education.
- 5. Quality teaching: Teacher performance management and appraisal program.
- 6. **Higher education:** Systematic reform of the higher education system to bring it in line with regional and international standards.
- 7. **Result-based management system:** Develop and build capacity for an evidence- and outcome-based planning, budgeting and monitoring system at national and sub-national levels.
- 8. Financial management and financing: Build capacity for budget formulation and execution, procurement, decentralization of budget to schools, improve financial management, and strengthen auditing functions.
- 9. Literacy and lifelong learning: Create equivalency programs and mechanisms for literacy and lifelong learning.

The ESP goal in education is aligned with the broader national development agenda centred on an education reform, which responds to the "reality of globalization and regionalization meeting the labour market

demand and the immediate and long term need for economic growth and the country's competitiveness". This goal is believed to be achieved through three policy objectives such as Access and Equity (to create a comprehensive equity and access program); Quality and Relevance (to develop relevant curricula toward a labour market need) and the Development of a Governance and Finance system, policies and management and leadership as well as Decentralization and Deconcentration towards sector efficiency and effectiveness. In recent years more and more responsibilities in education management has been transferred from the national level to sub-national levels of education management (Provincial, Municipal and District, Khan and School levels).

The government is committed to continue to strengthen the teaching force, institutional structures and the professional cadre to run the education system; and to further improve and strengthen its education management and information system (EMIS). The ESP 2014 - 2018 includes a priority programme for higher education, the Higher education development program, which aims on a systematic reform of the higher education system to bring higher education into line with regional and international standards, enforce the quality implementation of the system; teaching and research in science, technology, engineering, arts and mathematics (STEAM) subjects.

1.2.2.2 Teacher Policy Action Plan - Ensuring the quality of teaching

"Education quality, rather than quantity, most accurately predicts economic growth. Increasing average education levels contributes to faster gross domestic product (GDP) growth only if schooling increases student learning—and the more the learning, the faster the growth Countries that achieve test scores higher by one standard deviation raise their average annual per capita GDP growth by more than 2 percentage points over 40 years...".

Source: Prateek Tandon and Tsuyoshi Fukao, World Bank, Educating the Next Generation - Improving Teacher Quality in Cambodia, Washington, 2015, p.1

"The experiences of ... top school systems suggest that three things matter most: 1) getting the right people to become teachers, 2) developing them into effective instructors, and 3) ensuring that the system is able to deliver the best possible instruction for every child."

Source: McKinsey&Company, How the world's best performing school systems come out on top, 2007⁶

At least until recently the teaching profession was not particular attractive for school graduates and didn't attract Cambodia's top graduates. According to a recent study from 2015, more than one-third of the 24 teacher training centres (TTCs) reported difficulties in recruiting qualified candidates were accepting low calibre enrolees. The entry requirements were not perceived to be difficult. According to the study, year 2 teacher trainees believed that entering the profession was the easiest aspect of their career. Raising the profession's selectivity and prestige was pointed out as essential.⁷

The national grade 12 examination was reformed in 2014 eliminating fraud. This led to much more reliable results of the national high school examination. A, B and C graduates (the best three categories) can enter into teacher training without particular entrance examination. The change in examination policy was painful at first with most students failing, but inspired institutions and schools. The interest in the teacher profession today is very high. 2017 saw, according to a key informant, ca. 70,000 applicants for 1,700 (41:1) places at teacher training institutions including the NTI (upper secondary school teacher training).

 $^{^{6} \}underline{https://www.mckinsey.com/industries/social-sector/our-insights/how-the-worlds-best-performing-school-systems-come-out-on-top}$

⁷ Prateek Tandon and Tsuyoshi Fukao, World Bank, *Educating the Next Generation - Improving Teacher Quality in Cambodia*, Washington, 2015

Teaching and learning in Cambodia is changing with huge steps. New teachers bring change into the school. According to key informants, large classes with teacher pupil ratios of 40 or more and multi-class teaching is still common in remote areas. Fast improvements in teacher training are hampered by the capacity of teacher training institutions, funding shortages and the presence of a large number of low-qualified teachers in the system, who were recruited in the years after the fall of the Khmer Rouge.

Due to the losses among teachers caused by the genocide, many teachers with insufficient according to nowadays standards qualification and educational background, entered the teaching profession. A natural generation change will take many more years from now.

PoEs and DoEs provide little support to schools in terms of feedback and school monitoring. Usually, no 'real' evaluation takes place. There is often a shortage of teachers and competition for them from private educational institutions. Therefore, school principals are cautions not to make teachers leaving. However, the current regulations allow reporting on the low performance of teachers. Annual development talks between school management and teachers are in most cases not conducted.

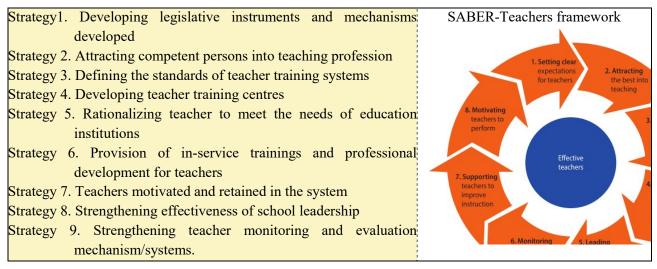
Better teaching quality will not only require the necessary teacher training, but also a change in curricula and textbooks. There exists a STEM Committee, which includes all stakeholders (MoEYS, ministries INGOs and NGOs). A main objective of the committee is to link general education to the labour market. A STEM policy was established in 2016.

The MoEYS addresses the issue of teacher quality through its Teacher Policy Action Plan (TPAP), which was officials approved in January 2015. The implementation plan is a priority of the MoEYS and actively supported by the DPs through the CDPF facility. The work on TPAP implementation has started since 2015. Some progress has been achieved. Some of the achievements include the work on the school director's handbook, the Teacher Education Professional Standards (TEPS), the Teacher Career Pathway and the Continuous Professional Development policy and guidelines. Much remains to be done, but bold steps into the right direction have been taken. The main objectives of the TPAP are to:

- \checkmark attract and motivate competent persons into the teaching profession
- ✓ ensure quality of pre-service teacher training
- ✓ ensure regular professional development and in-service training for teachers
- ✓ ensure the conditions necessary for teachers to fulfil their professional activity effectively and efficiently

The TPAP includes nine main strategies and a set of sub-strategies under the main strategies, which form the basis for the action plan. The main TPAP strategies are listed below. For comparison shown the World Bank's *Systems Approach for Better Education Results*.

Figure 13: Teacher Policy Action Plan strategies and WB SABER- Teachers framework



I.2.2.3 Policy Guidelines for New Generation Schools (2016)

The policy provides guidance to educators and administrators at all levels regarding the implementation of *New Generation Schools* (NGS). The establishment of New Generation Schools is an official policy goal of the MoEYS. The establishment of New Generation Schools is seen as a continuation of Child Friendly School developments. Such schools receive some greater autonomy from the state to stimulate educational innovation (Chartered School Movement). With this school type the ministry intents to create a new development track within the public education system that will lead to the creation of autonomous public schools, which receive high investment linked to new standards of accountability and governance as well as professional standards for 21st Century learning.

The vision of New Generation Schools is that NGS will lead to the emergence of a new administrative framework that ensures the necessary conditions needed for successful educational investment. The objectives are according to the NGS policy guidelines the following:

- ✓ Create autonomous public schools governed by strict rules of performance accountability linked to high investment.
- ✓ Create new governance boards that will hold schools accountable for their performance.
- ✓ Create an accreditation system that will facilitate Oversight Board decision-making about a school's adherence to New Generation School core principles.
- ✓ Provide new institutional freedoms (i.e., operational autonomy) to drive innovation in the way educational services are formulated and delivered.
- ✓ Enable the education system to be more efficient and socially equitable with respect to the teaching and learning process by instituting a rationalized resource allocation system that enhances educational services.
- ✓ Improve teaching standards through new approaches that include competitive teacher recruitment; performance-based incentives; intensive capacity building in educational technology; STEM and problem-based learning methodologies; and explicit teacher career paths linked to professional development opportunities (e.g., teacher scholarships for future study).
- ✓ Expand educational services for Cambodian youth that include career counselling services, differentiated learning channels (e.g., project work, subject clubs), mobile learning, and life skills education. 3

To achieve the objectives the policy guidelines identify a number of key strategies, such as:

- Rigorous School Selection;
- Partnerships with Non-State Actors (NSAs) and the Private Sector to assist Ministry in implementation and resourcing;
- Strengthen accountability;
- Directly supervision from national level;
- Provide special incentives for teachers to improve performance;
- Operational Autonomy linked with Innovation;
- Allow schools to work outside of the policy framework applied to normal schools, if this will promote new innovation to increase educational quality;
- Right to undertake outside recruitment of teachers from other schools;
- Modify the curriculum and use of technology to increase educational efficiencies;
- Intensive use of technology;
- Youth empowerment;
- Increased number of hours of instruction;
- Introduction of subject themes;
- Reduce the number of students in classrooms to increase individualized learning activities;
- Change mind sets and use new innovative designs in educational architecture;

- Others.

I.2.2.4 Master Plan for TVET integration at Upper Secondary Level (2015-2019)

One of the strategies of the RGC to develop human resources for development and to push economic growth with strengthened human resources in TVET is to prioritise technical education at upper secondary school level. To achieve this Master Plan for TVET integration was developed, which is introducing a new school type, the **General and Technical High Schools** (GTHSs). Hard and soft skills for the youth is seen as crucial to develop suitable and necessary skills, including physical, mental, intellectual ability, morality and values. The motto is Learning to do, Doing to learn, Earning to live and Living to Serve. Technical education, which derives partially from TVET, is seen as key role in considerable changes in Cambodian workforces.

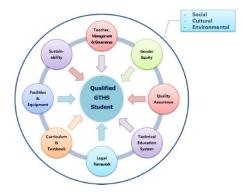
The vision of the GTHSs is that the students of General and Technical High Schools acquire excellent knowledge, technical skills and moral values to meet labour market demands and to continue life-long learning. Their mission is to orientate, promote and provide technical education services at upper secondary level in cooperation with stakeholders and development partners.

The master plan establishes the following goals:

- ✓ Establish technical education system at upper secondary level;
- ✓ Establish standards for technical education curricula;
- ✓ Establish and expand standardized General and Technical High Schools in every province/city;
- ✓ Increase enrolment rates in technical education stream so that more young people in Cambodia can be equipped with the right skills, find decent jobs and contribute to nation's economic development.

Eight strategies (consisting of twenty-four sub-strategies) are identified in support of the goals above as follows:

Figure 14: Eight GTHS strategies



Source: Master plan for TVET integration in US level

- 1. Legislative Framework to Back Up General and Technical Education System;
- 2. Establishment of General and Technical Education System;
- 3. Development of Technical Education Curricula and Textbook;
- 4. Establishment of Technical Education Facilities and Installation of Equipment;
- 5. Training of Technical Education Teachers and promotion of Technical Education Teacher's Qualification and competency;
- 6. Accreditation and Quality Assurance of Technical Education;
- 7. Establishment plan for Sustainability of Technical Education; and
- 8. Gender Mainstreaming.

Currently, the MoEYS' programs encompass two streams, general and technical education stream as education programs at General and Technical High Schools (GTHSs) in several provinces by linking schools to work and professional development for life-long learning. The goal is to have these schools in all provinces. These GTHSs have operated various trades such as animal husbandry, agronomy, electronics, electricity, mechanics and accounting. CDA was earlier supporting one of these schools in Kampong Chhnang Province.

School facilities are considered to be very important factors to success of the program, including classrooms, laboratories, dormitories, workshops, administrative buildings etc. A large plot of land will be required. The physical facilities are to be used for students to relate theory to practice so that they can develop in-depth knowledge of a subject and to prepare students for the work place situation. Moreover necessary infrastructure used for supporting learning and studying needs to be provided. This includes tap water, electricity, dormitories, playgrounds, school buildings, etc. Under the Master Plan, installation and management of experimental equipment is foreseen for all trades. Also, the standard of equipment for each trade will be set to ensure that students gain an adequate level of skills for each trade upon graduation and that all the equipment is diligently used, well managed and maintained properly.

An important issue for MoEYS under the strategy is the training of technical teachers to be competent and qualified resources, to develop manpower to match both the labour market needs and the government policy, and to improve national competitiveness by providing technical education in specific trades or skills. In order to deliver quality training service, attract those students who want to be a teacher and ensure teacher qualification, prioritized activities should be taken into account such as providing an incentive system for technical education teachers who voluntarily choose to work in remote GTHSs and building teacher dormitories equipped with facilities and consuming tools.

I.2.2.5 Higher Education Vision 2030 and Roadmap

The *Higher Education Vision 2030* guides the whole sub-sector. It has underpinned public policy intervention in higher education. This policy is in line with Cambodia's Industrial Development Policy and the National Strategic Development Plan and contributes to the achievement of Cambodian development vision to become a middle-income country and knowledge-based society by 2030.

The vision for the higher education subsector is "to build a quality higher education system that develops human resources with excellent knowledge, skills and moral values in order to work, learn, and live within the era of globalization and knowledge-based society". In order to achieve this vision, key stakeholders such as the government, HEIs, professional societies, private sector, students, lecturers etc. have their own roles and interconnect with each other.

The mission for the higher education subsector to achieve the Higher Education Vision 2030 and to develop an accessible higher education system that is diverse, internationally recognized, and conducive to teaching, learning, and research, by enabling HEIs to:

- 1. Generate and equip students with scientific and social concepts and principles, recognizing the importance of local and global wisdom and values; and
- 2. Instil in students the capability to meet society's needs and participate in the changing labour market and society.

There are four goals to achieve the higher education vision 2030 and mission: Quality and Relevance; Access and Equity; Inter-nationalization, and Governance and Finance.

Table 3: Target HEIs earmarked for public intervention The roadmap envisions three distinct phases of

Royal University of Phnom Penh	MoEYS
National University of Management*	MoEYS
Institute of Technology of Cambodia	MoEYS
Royal University of Law and Economics*	MoEYS
Chea Sim University of Kamchaymear	MoEYS
University of Heng Samrin Thbong Khmum	MoEYS
University of Battambang	MoEYS
University of Kratie	MoEYS
Svay Rieng University	MoEYS
Meanchey University	MoEYS
Kampong Chheuteal Institute of Technology	MoEYS
Kampong Speu Institute of Technology	MoEYS
University of Health Sciences*, Ministry of	
Royal University of Fine Arts*, Ministry of	
Fine Arts	
Royal University of Agriculture*, M	Ministry of
Agriculture, Forestry, and Fisheries	5

The roadmap envisions three distinct phases of intervention in public HEIs (table): Phase 1 - 2017-2020, Phase 2 - 2021-2025, and Phase 3 - 2026-2030 (ANNEX 4). Each phase includes key indicators for each goal. This section outlines the areas for intervention under each goal, the underlying principles for each goal, and its key activities

Each phase includes key indicators for each goal. The areas for intervention under each goal, the underlying principles for each goal, and defined key activities. *The roadmap for MoEYS uses the same four goals, or areas of reform, identified in the sub-sector wide mission.* These include: (1) quality and relevance; (2) access and equity; (3) internationalization; and (4) governance and finance.

Note: * signifies a public administrative institution finance.

For the MoEYS roadmap, objectives and strategies were developed for each goal, seen as areas for which actions must focus. The four goals and their subsequent 9 objectives and 22 strategies can be found in the table below:

Figure 15 Goals,	Objectives and	d Strategies of th	he HE roadmap	2017 - 2030
J ,				

Goal 1: Quality & Relevance	Goal 2: Access & Equity
Objective 1.1. Improve teaching and learning	Objective 2.1. Enable more students to enter HE
Strategy 1.1.1. Curriculum and assessment	Strategy 2.1.1. Scholarship and loan schemes
Strategy 1.1.2. Pedagogy	Strategy 2.1.2. Capacity expansion
Strategy 1.1.3. Teaching and learning resources	Strategy 2.1.3. Higher education tier system
Objective 1.2. Promote research and innovation	
Strategy 1.2.1. Post-graduate programs	Objective 2.2. Retain students in higher education
Strategy 1.2.2. Diaspora mobilization	Strategy 2.2.1. Student support services
Strategy 1.2.3. University industry linkage	Strategy 2.2.2. Credit and credit transfer
Strategy 1.2.4. Research foundation	
Objective 1.3. Upgrade faculty and staff	
Strategy 1.3.1. Academic staff development	
Strategy 1.3.2. Non-academic staff development	
Goal 3: Internationalization	Goal 4: Governance & Finance
Objective 3.1. Promote academic mobility and collaboration	Objective 4.1. Enforce and enact policies and legal frameworks
Strategy 3.1.1. Faculty and student mobility	Strategy 4.1.1. Policy and law
Strategy 3.1.2. Program and institution mobility	Strategy 4.2.2. Internal quality assurance
Objective 3.2. Promote international and regional academic programs	Objective 4.2. To improve financial management and increase funding
Strategy 3.2.1. Regional academic programs	Strategy 4.2.1. Public financing mechanism
Strategy 3.2.2. International academic programs	Strategy 4.2.2. Income diversification

1.2.2.6 Other General education and knowledge policies and strategies

Beside the policies and plans presented in this section, the MoEYS has adopted a whole range of general education policies including the following policies:

- ✓ Education 2030 Incheon Declaration and Framework for action towards Inclusive and Equitable Quality Education and Lifelong Learning for All
- ✓ School Health Policy
- ✓ Policy and strategies on information and communication technology in education
- ✓ Quality Control Guidelines for School Building Construction
- ✓ Competency Standards for Directors of Teacher Training Centres
- ✓ National Policy on Early Childhood Care and Development
- ✓ National Action Plan ON Early Childhood Development 2014-2018
- ✓ EMIS Master Plan 2014-2018
- ✓ Policy on Non-Formal Education Equivalency Programme
- ✓ Teacher Policy
- ✓ *Policy of non-formal education*
- ✓ Policy on HIV Aids
- ✓ Policy on education of children with disabilities
- ✓ *Child friendly school policy*
- ✓ Policy on human resources in education

These and more policies can be downloaded from the MoEYS website.

I.2.3. TVET and employment related policies

Specifically, for the TVET sector complementing policies and strategies apply. The skills of the workforce need to respond to the needs of the local, regional and global markets. The three policies objectives are founded on the national strategic goal of moving Cambodia economically towards the low medium income country in 2030 through the improvement of the productivity of the Cambodian workforce and by economic diversification. It is anticipated that the Cambodian economy will be rapidly progressing due to intensification of regionalisation and globalization.



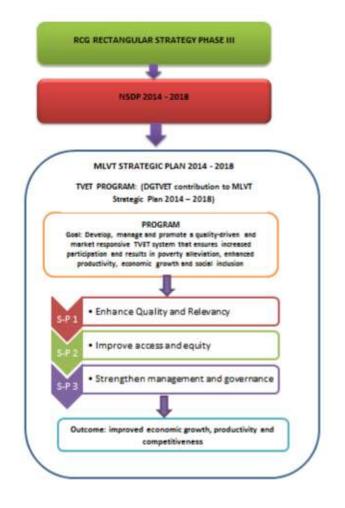
The Ministry of Labour and Vocational Training has developed its 5-year Strategic Plan for the development and delivery of programs under its mandate. The MLVT TVET Strategic Plan is a component of the overall MLVT Strategic Plan and focuses specifically on the development and delivery of TVET policies and actions across Cambodia. The ministries vision as defined in the plan is *"Skills for all for lifelong employability, productivity and competitiveness"*.

It includes an overall programme for TVET development, which includes 3 sub-programmes. Its declared purpose is to specify goals, programs, outputs, targets and indicators related to the Technical and Vocational Education and Training (TVET) mandate of the Ministry.

Priority TVET Policies under the plan: Figure 16: Strategic Framework TVET Strategic Plan 2014 - 2018

✓ Enhance the Quality and Relevance of TVET: This policy aims to improve quality of all aspects of TVET, including the quality of facilities, teaching and learning strategies, curriculum, TVET policies and practices, human resource capacity, promotion, delivery, management and of national TVET governance system and programs.

- ✓ Increase Equitable Access to Skilling and Training Opportunities: This policy aims to ensure that all people have equitable access to TVET opportunities.
- management \checkmark Strengthen and governance of TVET: This policy supports the development of human resource capacity to ensure improved planning, budgeting, program implementation, policy and strategy development and evaluation and reporting. The policy will ensure that the appropriate systems and processes are developed and in place to support the success of institutions, students and employers.





Under the national and TVET development policies and plans, the MLVT has been tasked with priority actions, which are summarised below:

• Action 1: Develop National TVET Policy aimed at strengthening the quality and relevancy of TVET

- ✓ Linking education and technical and vocational training with industry needs and worker productivity.
- ✓ Further strengthening the quality of education and technical and vocational training, and developing soft skills, especially teamwork, discipline and professional ethics at workplaces, through a reform in training curricula, strengthening national qualification standards framework, establishing national competency standards, and testing competency and skill recognition aimed at fulfilling the demand of labour market.
- ✓ Strengthen partnership between the state and the private sector to enhance the quality of technical and vocational education and training.
- ✓ Improve the quality of training at both certificate and diploma courses;
- ✓ Improve the quality of the education curriculum at all levels to ensure that Cambodian workers have the ability to compete with those from other ASEAN countries.
- Action 2: Expanding equitable access to TVET
- ✓ Expand the system of technical and vocational education and training (TVET) to ensure TVET training reaches all people in capitals and provinces;
- ✓ Continue holding skill-training programs via the special foundation of Samdech Techo Prime Minister, to further stage 3;
- ✓ Include entrepreneurship and communication into the study curriculum;

- ✓ Finalize the draft of the Cambodian Qualification Framework and prepare a Royal Decree on the introduction of this framework;
- ✓ Ensure consistency between the Cambodian Qualification Framework and the ASEAN qualification framework;
- ✓ Organize local skill competitions and participate in ASEAN skills competitions;
- ✓ Continue developing national capacity standards for competition, particularly in the sectors of construction, mechanics, business services, and ICT;
- ✓ Improve the criteria for recognizing the study curricula in the technical and vocational education and training institutions;
- ✓ Conduct inspections to determine whether the trainees who have completed training courses have actually studied the courses stated in the curricula;
- ✓ Develop and maintain information systems related to technical and vocational education and training;
- ✓ Promote multilateral approaches in the management of skills via the active participation of the RGC, private sector, and trade unions;
- Provide priority to women, disabled persons, vulnerable persons and school dropouts to improve their skills;
- ✓ Build dormitory buildings in various technical and vocational education and training establishments in capital and provinces;
- Action 3: Promote the sustainability of technical and vocational education and training through more effective and efficient management and governance practices
- ✓ Promote public-private partnerships to ensure that the curriculum of TVET responds to the market demand;
- ✓ Conduct research study on the skill gaps: what is provided versus what is required?
- ✓ Maintain IT-based TVET-MIS, and Labour Market Information System (LMIS).

These priorities are translated into concrete programmes and sub-programmes of the TVET strategic plan. These priorities or key action areas are therefore:

- 1. Improving Quality and Relevance of TVET Training
- 2. Providing Access and Equity to TVET training and skilling programs and services
- 3. Strengthening Management and Governance of TVET

The plan further outlines recommended ten future key focus areas for TVET in Cambodia:

1.	Quality through standards and Quality frameworks
2.	Economic Efficiency
3.	Distributional Equity
4.	Matching supply and demand
5.	Increasing TVET in schools
6.	Increasing mobility between sectors and with the world of work (Pathways & Progression)
7.	Preparing for mobility across the region
8.	Improving teacher quality
9.	Introducing Soft Skills
10.	Planning for sustainability

The MLVT action programme has the main goal to develop, manage and promote a quality-driven and market responsive TVET system that ensures increased participation [leading] to enhanced productivity, economic growth and social inclusion. The sub programmes under the plan are the following:

1. Improve the quality and relevance of TVET so as to improve its attractiveness and impact;

2. Increase enrolments and equitable access to TVET programs and services:

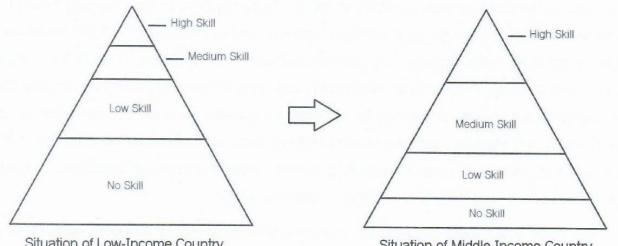
3. Improve Management and Governance of MLVT – TVET.

The programme is detailed with main activities, policies and indicators under each sub programme.

1.2.3.2 National TVET Policy 2017-2025

According to the Ministry of Planning (2015) the Cambodian worker's education and skills levels are low. Only 13.50% of workers received proper training while 14% finished primary school and 5.40% graduate bachelor degree. With the change from low-income country to medium income country, Cambodia require high skill workers. Now, Cambodia's labour force has relatively low skills and low educational attainment, and skill shortages are already apparent.

Figure 17: National development and skills levels (TVET Policy 2017-2025)



Situation of Low-Income Country

Situation of Middle Income Country

Source: TVET Policy 2017-2025, p.2

To align with these needs, the Ministry of Labour and Vocation Training has recently introduced the National Policy on Technical and Vocational Training 2017 - 2025. The strategy aims to build TVET capacity generating a workforce, which responds to labour market needs and contributes to developing the industrial sector creating jobs with high quality of workforce. Cambodia is aware of the competition context with other countries in the region. This National TVET Policy includes seven strategies and an action plan to support the implementation of the strategies.

	Strategy	Details
1.	Improving education quality of TVET to respond the need of both local and international market	 Continue and implement quality assurance system of TVET based on Cambodia National Qualification Framework Enhance quality and skill of trainers, infrastructure including fundamental for learning and teaching to respond the change of technology and labour market demand Develop TVET at the economic zones to meet the demanded quality
2.	Enhancing opportunities in receiving TVET with job creation equity	 Increase the number of enrolment with TVET by providing options and flexibilities Provide opportunities to people with life skill by focusing on women with fragile, poor, dropped out school students, migrate workers and minority people Create all mechanism and means to improve the education of TVET Improve the understanding of TVET by providing consultation, guidance about employment and skill and announcement at communities and provincial level Create one window service and provide services more conveniently related to TVET
3.	Encouraging collaboration between	• Encourage the collaboration between public, private and stakeholders on TVET system

Infobox 4: Strategies of the National TVET Policy 2017-2025

Strategy	Details
government and	• Enlarge the collaboration between public, private and stakeholders in development
private sector and	of curriculum based on the market demand and improve the skill with the existing
mobilizing resources	and new technology
from stakeholder in	• Create an appropriate mechanism to mobilize funds from all parties to develop the
developing and	skill
ensuring a	• Continue the implementation of studying fee and provide scholarship for poor
sustainability of	students especially women and minority students
TVET system	
	· Strengthen legal framework mechanism for TVET to link the training match with
	the market demand
4. Promoting	Organize funding mechanism based on result orientation for TVET institutions
governance in the	· Continue ameliorate information system of TVET and labour market information
TVET system	and also improve the labour market analysis and forecasting and survey on the
	required skill

Source: MLVT National Policy on TVET 2017 - 2025



I.2.3.3 National TVET Development Plan

The first National TVET Development Plan was prepared by the MLVT / Directorate General for Technical Vocational Education and Training (DGTVET) for the year 2005. Subsequent updates of this plan have been approved, affirming the 14 Policies of the original plan and introducing new implementation strategies each year based on the growing capacity of DGTVET.

I.2.3.4 National Policy on Industrial Development 2015-2025

On 06 March 2015, Cambodian government approved the Cambodian Industrial Development Policy 2015 – 2025 (IDP). The IDP is adopted as a guide to promote the country's industrial development that will help maintain sustainable and inclusive high economic growth through economic diversification, strengthening competitiveness and promoting productivity.

Cambodia's industrial sector currently remains weak and narrow-based as reflected by its simple structure of manufacturing and low level of sophistication that mainly concentrates on garments and food processing, while most manufacturing activities are still family-based and do not have the capacity to compete in the international market. Key features of Cambodian industries consist of a lack of diversity in industrial base, an informal and missing middle structure, weak entrepreneurship, an urban-cantered industry, and a low value addition and low level of technology application. The launching of this policy connotes the necessity and the urgency to embark on a "new growth strategy" that responds to the structural transformation of the domestic economy and the changing regional and global economic architecture, which includes the following:

- ✓ the favourable geopolitical spill overs in terms of linking Cambodian economy and its industry to the region especially within the ASEAN Economic Community and regional economic liberalization frameworks;
- ✓ potential role of the industry in promoting growth and creating new jobs in the context of an open economy, a demographic dividend and major structural changes that are conducive for industrial growth;
- ✓ the critical role of the industry as a policy tool to enhance the performance of core economic sectors, like agriculture and services, that will further contribute to boosting economic growth; and
- ✓ the importance of the industry sector as a focus for initiating both structural reforms and governance reforms of key national economic institutions with the aim at boosting economic productivity in long term and avoiding falling into the "middle income trap".

The aim of the IDP is to transform and modernize Cambodia's industrial structure from a labour-intensive industry to a skill-based industry by 2025, linking it with the global value chain, integrating into regional production networks and developing cluster, while strengthening competitiveness and improving productivity of domestic industries. This is also aimed at developing a modern technology and knowledge-based industry. In order to achieve vision, objectives and targets, the government has chosen the following four strategies:

- 1. Mobilizing and attracting foreign investments and private domestic investments by focusing on large industries, expanding markets and enhancing more technology transfer;
- 2. Developing and modernizing SMEs by way of expanding and strengthening the manufacturing base, modernizing registration of enterprises, ensuring technology transfer and industrial linkages;
- 3. Revisiting the regulatory environment to strengthen the country competitiveness by improving the investment climate and promoting trade facilitation, providing market information and reducing informal fees; and
- 4. Coordinating supporting policies such as development of human resource, technical training, improvement of industrial relations, and development of support infrastructure.

I.2.3.5 Trade Integration Strategy 2014 - 2018

The *Cambodia Trade Integration Strategy 2014-2018* (CTIS 2014-218) from January 2014 reiterates the findings of the NSDP regarding TVET. On pages 14 and 15 the strategy paper is stating:

"There is also mounting concern that, without sufficient increases in productivity, the pressure for higher wages may erode competitiveness. Increased skills that allow Cambodians to perform tasks presently performed by foreign personnel will reduce the costs to enterprises and enhance their competitiveness. For these reasons, it is important to address the gap between skills presently available in the work force and the skills necessary for the present and prospective work place."

The paper continues:

- "Cambodia lacks a robust TVET system that works closely with the private sector, including export sectors, to ensure skill needs are met
- Many young people graduate from primary, secondary, or even tertiary education with weak "foundation" soft skills (e.g. literacy and numeracy, communications, problem solving, teamwork, etc.) Foundation soft skills are critical to life-long-learning and future retraining in the work place
- university curriculums remain quite disconnected from skills needed in the market place and quality of education is often weak. "

The Trade Integration Strategy on its 517 pages is looking in-depth into a number of export-relevant sectors. Specifically, in chapter 17 *Skills for Export*, the CTIS analysis issues and relevant skills gaps. It points out the youth employment challenge, stating at pp. 383, 384:

"To ensure that young people can compete in the new workplace and in the ASEAN Economic Community, Cambodia's education system must make sure it <u>prepares youth with both the occupational qualifications</u> they need in their future job and the foundation soft/core skills, including literacy, numeracy, communication, team work, and other skills that will enable life-long learning. Soft/core skills are the key to life-long learning and training."

To give an example as pars pro toto: The CTIS paper provides a short analysis of the tourism sector, as one of the main sectors of Cambodian economy (pp. 400-402). Regarding the occupational demand, the strategy paper states: *"If the industry is to meet the six million international visitors target by 2018 it could nearly double in size from its 2012 level. <u>However, this is likely to be dependent on the ability of training institutions to deliver the quality and quantity of required skilled workforce. Most likely, the most critical states and the states of the states* </u>

<u>needs area will be staffing of hotels and restaurants.</u> The knock-on effect of growth in the hotel and restaurant subsectors may be significant on other home-based industries that cater to tourists, especially if the length of stay of visitors start rising again."

II. DATA ANALYSIS

This part includes some basic primary data and analysis for the sub-sectors covered by this study and some labour market and employment information. However, a baseline survey can only be based on a set of concrete indicators, which have to be defined for concrete projects. Only if the project will be defined and equipped with a logical framework or a design- and monitoring framework with a set of indicators, these indicators can be measured at the beginning of a concrete project. In the case of this study such indicators are not defined and a baseline survey cannot be conducted. There is, however, comprehensive information available on general education, for which the Education Management Information System (EMIS) provides regularly standardised information and data. For this study, some of this is used. Annual reports of education statistics and indicators are released by the MoEYS. The MoEYS has comprehensive information down to school level which allows to produce necessary analysis once indicators and objectives are defined.

Data and information on the TVET sector is not as well systematised as for general education and proofed to be more difficult to access. However, there is a TVET MIS in place under the MLVT. Quite comprehensive information and statistics are available from the NEA about labour markets. A complicated issue is information about apprenticeships. Apprenticeships are mainly taking place in the informal sector. Very little robust information can be found about apprenticeships.

There are a number of good surveys produced by projects and with support of international donors, such as the JICA supported Cambodia economic census or SIDA funded employment market information surveys. The survey team used some of the information sources (compare list of literature and sources). A good information source is the National Institute for Statistic (NIS).

II.1. Some basic information on general secondary education

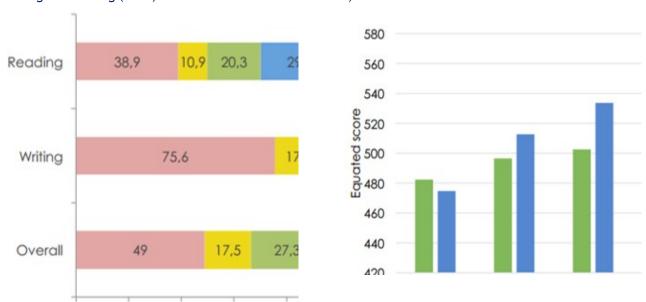


Figure 18: Grade 6 Khmer proficiency levels Figure 19: Mathematics test scores grade 6 (2007 - 2013)

Source (both figures): EQAD grade 6 assessments, 2007, 2013

The two figures illustrate the relative weakness of the education system in terms of learning outcomes of primary school. A system, which produces primary school graduates with overwhelmingly poor or basic learning results in reading and writing as two of the most important skills needed for higher grades and studies affects, with no doubt, the entire subsequent educational path and opportunities in live.

The second figure visualises a significant difference between rural and urban areas and might hint on significant differences in the quality of urban and rural teaching. There are, however, good examples for new approaches to school quality.

Following four figures below with basic information about the secondary school education sub-sector for the years 2014 - 2017. The charts are produced based on EMIS information based on three subsequent EMIS data cycles. The numbers illustrate that the secondary schools, measured in numbers, have a satisfactory pupil teacher ratio, which makes it comparable regionally with neighbouring Asian countries and internationally. The numbers of schools relative to total number of pupils could be sufficient, if the uneven geographical coverage is not taken into account. The EMIS provides also aggregated information on numbers of pupils per school and classroom per school type and province and in total numbers. A remarkable development in the past four years is that the sex ratio has tipped in favour of girls generally in upper secondary and in lower secondary rural schools' grades.

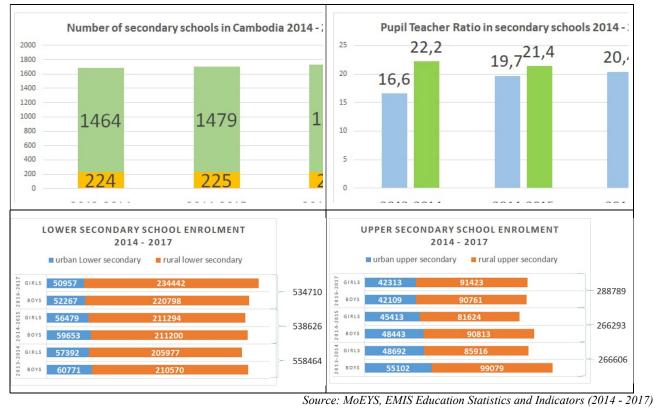


Figure 20: Some basic figures on secondary school education in Cambodia 2014 - 2017

School infrastructure: The table below gives an actual overview over the structural basis of the schools in place.

Descrip-	Total Nu	mber of	Concrete/Brick Structure		Wooden Structure		Bamboo Structure		New Buildings		Buildings in no Good Condition		
tion	Building	Rooms	Build- ings	Rooms	Build- ings	Rooms	Build- ings	Rooms	Re- paired	Con- structed	Floor	Roof	Wall
Whole Kingdom	22,735	94,660	19,660	86,575	2,936	69,847	139	238	759	1,272	4,485	3,213	4,679
Urban Area	3,224	15,946	2,900	14,975	321	965	3	6	199	151	626	435	489
Rural Area	19,511	78,714	16,760	71,600	2,615	68,882	136	232	560	1,121	3,859	2,778	4,190

Table 4: Information on status and construction material of schools in place

Source: EMIS 2016 - 2017

The next table is taken from the *MoEYS Public Education Statistics & Indicators 2016 – 2017 and reflects the total number of secondary schools and secondary schools by province.*

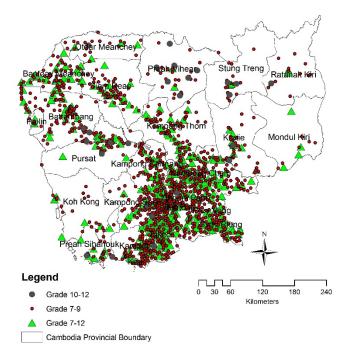
Table 5: Secondary	schools	classes	students and	l staff h	w n	rovince	2016	- 2017
Table J. Secondar	y schools,	classes,	students and	i starr L	ур	TOVINCE	2010	- 2017

Province	Number of	Disadv.	Number of	Number of	Classes	Enrol	lment	Repa	aters	Teachi	ng Staff	N
riovince	Schools	Schools	Classes	Classrooms	rooms in Pagoda	Total	Girl	Total	Girl	Total	Female	Te
Banteay Meanchey	82	1	772	750	4	35,237	18,395	611	213	1,739	699	
Battambang	118	0	1,246	1,180	0	56,432	30,020	1,452	530	2,682	1,248	
Kampong Cham	122	0	1,389	1,287	7	61,373	32,629	2,030	726	2,841	1,379	
Kampong Chhnang	76	0	732	697	4	35,083	18,789	740	252	1,567	619	
Kampong Speu	93	0	917	812	0	46,940	23,838	537	164	1,967	673	
Kampong Thom	91	0	878	828	0	40,337	21,781	916	341	1,696	753	\square
Kampot	99	0	1,004	916	28	44,751	22,271	982	278	2,100	868	
Kandal	140	0	1,666	1,550	22	71,611	37,124	2,554	861	4,130	1,907	
Kep	6	0	73	69	0	2,718	1,373	82	23	218	87	
Koh Kong	28	2	180	162	0	6,954	3,373	140	49	387	127	
Kratie	51	0	392	392	9	17,440	9,266	303	108	982	482	
Mondul Kiri	14	0	87	83	0	3,685	1,905	95	16	224	76	
Otdar Meanchey	36	0	252	239	0	11,634	5,989	394	125	459	150	
Pailin	8	0	94	93	0	3,988	1,994	132	35	300	111	
Phnom Penh	66	0	1,836	1,340	0	84,310	41,818	2,639	979	5,777	2,627	
Preah Sihanouk	27	0	286	284	0	11,742	5,749	255	78	713	244	
Preah Vihear	59	2	312	297	0	12,547	6,823	134	37	697	253	
Prey Veng	121	0	1,414	1,328	0	66,447	33,940	786	268	2,406	871	
Pursat	59	0	581	557	4	24,212	12,623	470	149	1,423	522	
Ratanak Kiri	21	0	165	142	0	7,944	3,733	134	42	394	159	
Siemreap	119	2	1,276	1,115	57	63,947	34,982	2,064	723	2,242	1,068	
Stung Treng	27	0	152	157	0	5,514	2,760	71	26	425	160	

Source: MoEYS Public Education Statistics & Indicators 2016 – 2017, p. 8

The map below has been produced specifically for the study. It indicates the locations of secondary schools in Cambodia. Although, huge progress has been achieved in the past two decades in terms of school construction and coverage, much remains to be done.

Figure 21: Geographical distribution of Secondary Schools - mapping



The map reveals that there are large areas, especially in the northeast and southwest of the country, where the coverage with secondary schools is not sufficient. In many areas, even basic education cannot be provided.

Disadvantaged Provinces, such as Mondulkiri, Stung Treng and Ratanakiri Preah Vihear, are not sufficiently covered. Especially the northern areas are areas, where indigenous minorities are concentrated.

A sufficient school coverage seems to be in place in the southeast of the country and along the national roads 5 (to Battambang) and 6 (to Siem Reap).

The improvement of access to secondary schooling will be an important task for the coming years.

Map produced by Chhinh Nyda, Education Research Council

II.2. Some basic information on TVET

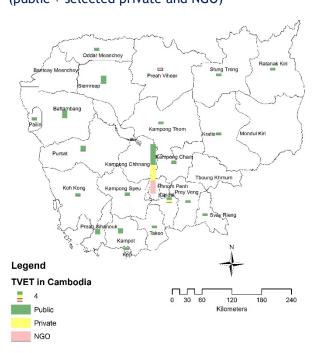


Figure 22: Geographical distribution of TVET institutions The TVET landscape is relatively fragmented with (public + selected private and NGO)

TVET institutions registered under more than a dozen different ministries, which all have their sector related TVET institutions. Lists are attached to this study report (ANNEXES 5&6). According to ADB (Policy Brief 73 from November 2016) 325 TVET institutions are registered across the different ministries, including 56 public training providers. The MLVT closed some of the private TVET institutions due to non-compliance with mandatory standards. There is very little data available on the informal sector. NGOs and projects play an important in the TVET sector, including soft skills training. In 'traditional' skills areas, such as electricity, mechanics, automotive, welding, DBFC or CKN need to be mentioned. A number of NGO and private organisations successfully provide TVET in tourism and hospitality.

Map produced by Chhinh Nyda, Education Research Council



ICT students in the PTC of Kampong Cham on 7 Nov 2017

The following tables provide an overview over the numbers of TVET students in public TVET providers. These are mainly the Provincial Training Centres (PTCs). The relatively low numbers of TVET students might point at a relatively large informal sector. Beside the public TVET institutions, private TVET providers are contributing significantly to TVET provision in Cambodia. The Don Bosco Foundation Cambodia for example runs five Technical Schools and a Hotel School with combined more than 1,600 students.

Especially, in the hospitality sector a number of INGO's, NGO's (e.g. PSE - Pour un Sourire d'Enfant) and private sector (e.g. NAGA Training Centre) successful models of public private partnerships are implemented.

The numbers provided below demonstrate the weakness of the Cambodia public TVET system. Only a comparably small number is enrolled in public TVET institutions. It can be assumed that a lot of VET is taking place in informal in-company apprenticeship trainings. Lists of public and private TVET institutions are attached as ANNEXES 5 and 6.

Deutleyler	Number of	Short C	Course	C	1	C	2	C	3	Higher I	Diploma	Bach	elor
Particular	institutions	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female
Whole country	39	12,074	6,601	1,478	358	309	41	203	23	6,888	948	15,116	3,412
By institution catego	у	8 9 8 9							a 10		n 20 17 19		8 - 2 7 - 5
Institute	13	<mark>3,61</mark> 2	1,788	758	173	250	28	198	23	5,654	577	15,114	3,412
DTO U/TO	26	8,462	4,813	720	185	59	13	5	0	1,234	371	2	0
PTC / VTC	20	0,402	.,							14			

Table 2: TVET Enrolment in TVET institutions under MLVT by training Level (2015 - 2016)

Source: MLVT, Technical and Vocational Training Education and Training Statistics 2015-2016

TVET in Cambodia is funded by the state, international organisations, donors. Some funding comes from other stakeholders, like NGOs. The NTB allocates the funds through the National Training Fund (NTF), which was developed in 1998. The Asian Development Bank is the major donor agency for TVET, which has been funding TVET in Cambodia since 1992. Currently ongoing or in the pipeline are ADB TVET projects worth roughly 100 Mio. USD.

II.3. Some basic information on higher education

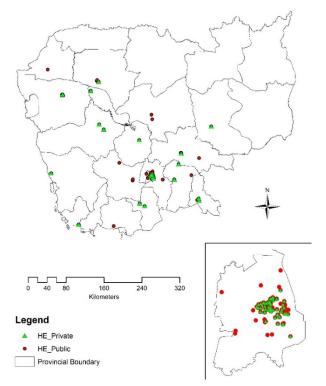


Figure 23: Geographical distribution of HEIs - mapping

The map shows the distribution of HEIs today with their main campuses.

It has to be mentioned that the map is not including campuses, other than the main ones. So, for example, a number of larger universities, such as the private Paññāsāstra University of Cambodia (PUC) and Build Bright University (BBU) have branches or campuses in more than one location.

E.g., the two HEIs have campuses in Battambang, which are not specifically indicated. In this municipality are six HEIs or their branches located. BBU has eight campuses: Phnom Penh, Siem Reap, Preah Sihanouk, Battambang, Ratanakiri, Takeo, Beantey Meanchey and Stung Treng.

The coverage with HEI, therefore, is somewhat better than shown in the map.

Map produced by Chhinh Nyda, Education Research Council

There currently around 120 higher education institutions registered in Cambodia. By 2015-16, the gross enrolment rate had climbed to 12 percent⁸. In the 2014-15 academic year, 24,970 students enrolled in associate degree programs; 182,987 students enrolled in bachelor's degree programs; 18,253 students enrolled in doctoral degree programs. Currently 18 out of 25 provinces have HEIs, public or private. Higher education quality has always been a concern due to the curriculum that in many cases do not meet labour market needs.

A list of all higher education institutions in Cambodia is attached with ANNEX 3.

II.4. Some basic labour and employment market information

II.4.1. Employment in Cambodia

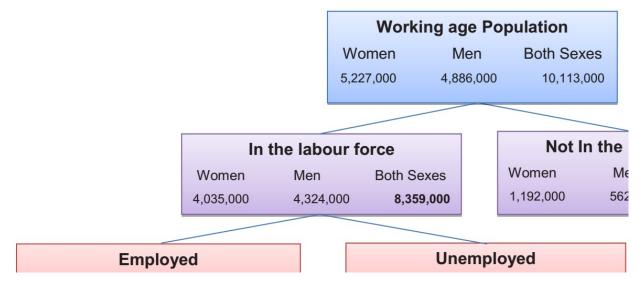
In 2015, the labour force participation rate in Cambodia was about 83 percent, including about 77 percent for women and about 89 percent for men. The employment rate of working age population aged 15-64 years was about 83 percent in 2015. In Cambodia overall, the differences between women and men was about 11 percentages with an employment rate of about 77 percent for women and 89 percent for men.

In the youngest age group, 15-19 years, about 57 percent for men and 59 percent for women participated in the labour force. From 20 years and above, the participation rates for women are lower than for men in all age groups. The largest difference between women and men is in the age group 55-64 years where about 64 percent of women and 90 percent of men are in the labour force.

⁸ This was a decrease from 15% in 2014-15, primarily due to a reformed national secondary education examination that reduced the number high school graduates.

According to the National Institute of Statistic, among 15 million of population, the working age population (persons age 15-64 years) is accounted for 10.11 million people. 8.3 million are in the labour force while 1.7 million is not the labour force.

Figure 24: Labour force in relation to the working age population (15-64 year)



Source: NIS, CSES 2015

Table 6: Labour force participation rate by age groups and sex, 2015 (in percent)

Age group	Women	Men
15 - 19	59.0	57.4
20 - 24	78.6	89.8
25 - 34	85.4	96.8
35 - 44	87.6	98.5
45 - 54	77.7	96.2
55 - 64	64.0	89.6
Source: NIS, CSES 2015		

The following table shows that the paid employees account for only 48.9% of the workforce, while selfemployed and unpaid family worker represent 0.1% and 3.7% respectively. This means that a maximum of 48.9% of the workforce is employed by the formal sector.

Table 7: Employment status, main occupation aged (15-64 years), 2015 (in percent).

Employment status	Women	Меі
Employed population, number (thousand)	4,029	4,32:
Paid employee	43.4	54.
Employer	0.1	0.
Own account worker/self-employed	52.7	42.3
Unpaid family worker	3.8	3.
I have a second s		

II.4.2. Structural employment changes and education levels of employees

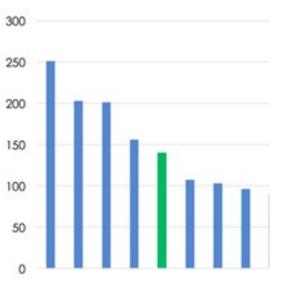
There has been a rapid drop in the share of agricultural employment in rural areas. In 2012 and 2013, a new and possibly significant pattern, if it is maintained, can be observed. Agricultural employment has fallen in rural areas. Since rural areas account for the majority of all employment, the absolute number of people in rural areas moving out of agricultural employment is large. All regions show significant fractions of industrial employment, including rural areas with more than 19% of the rural employment in the industrial sector by 2013. This change means a shift from agricultural employment but toward lower-skill occupations.

Table 8: Employment by main economic sectors	, 2007-2013 (%)
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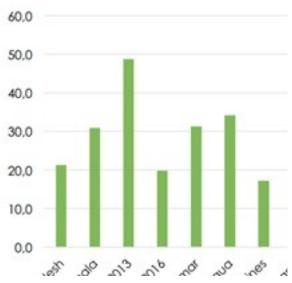
	2007	2008	2009	2010	2011
Employed population (thousands)	6,828	7,837	7,469	7,673	7,890
Agriculture	57.7	58.9	57.6	54.2	55.8
Industry	14.9	14.6	15.9	16.2	16.9
Services	27.4	26.5	26.5	29.6	27.3

The next figures show that labour in Cambodia is becoming more and more expensive, but the share of unskilled workers in the total labour force is still high and reveals a certain weakness of the Cambodian TVET system.









Source: Enterprise Surveys, the World Bank Group. Ministries of Labor of the different countries

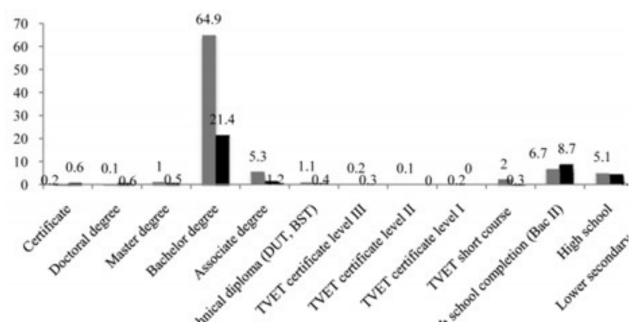


Figure 27: Distribution of job seekers and vacancies by education level (March 2010 - June 2013)

Source: NEA 2013

Cambodia's capacity and effectiveness in developing its human resource base depends in part on the institutional framework that is in place and on the systems of education and skills development.

Based on the CSES 2015 data, the educational statistic, labour force with completed primary school is 2.3 million people, which accounted for 27% of the total labour force. While only 6.8% of labour force completed upper secondary school.

Age group	None or only some education	Primary school not completed	Primary school completed	Lower secondary completed	Upper secondary completed	sec
Labour force (thousand)	1,132	2,713	2,320	1,173	567	
15-19	4.9	25.2	46.6	19.6	2.7	
20-24	6.0	23.9	31.5	17.6	12.6	
25-34	10.1	29.1	26.4	16.6	8.9	
35-44	17.4	35.2	26.6	11.6	5.3	
45-54	23.0	41.4	21.1	8.0	3.7	
55-64	26.7	48.8	14.1	6.7	2.1 Source: NIS, CSE	S 2015

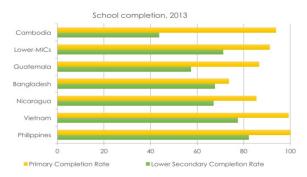
Table 9: Education level of the labour force by age group, 2015 (in percent)

"In general, establishments recruiting ... first time jobseekers expressed positive views of their preparedness for the job (average rating 3.5/5), particularly in the construction, the rubber and plastics, and education sector. Relatively speaking for TVET graduates, only ICT sector reported slightly negative appraisal."

Source: NEA, Skills Shortages and Skills Gaps in the Cambodian Labour Market: Evidence from Employer Skills Needs Survey 2015, p.15

Obviously, beside all persisting problems, the sector reforms are gradually having an impact, especially on the situation and skills levels of new graduates.

Figure 28: Secondary school attainment is the lowest Underqualified and unskilled Cambodian workers are among peer countries



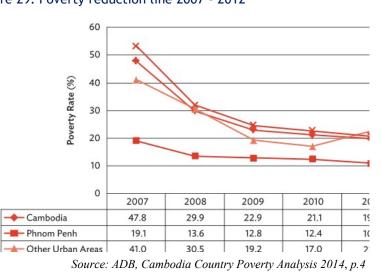
Source: WDI, 2016, Latest available data.

Underqualified and unskilled Cambodian workers are critical issues in the economic development. The economic growth is inextricably linked to the quality of workforce. Formal education and vocational training are often blamed for the failure of producing individuals who are well prepared for the local and global market.

However, there are also encouraging reports regarding the preparedness of first time job seekers for the labour market as the quote below illustrates.

II.4.3. Cambodian workforce productivity and level of education and training

Peace and political stability since the Figure 29: Poverty reduction line 2007 - 2012 1993 national election with international assistance open new opportunities for Cambodia to develop. Successive national development strategies have put in place to promote the economic growth toward the poverty reduction. The outcome of these national development strategies is stable economic growth and significant poverty reduction.



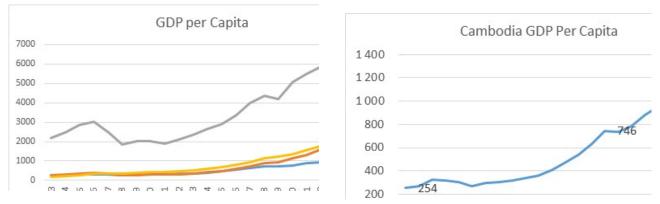
The Cambodian GDP per capita remains low at US\$ 1140 (measured in absolute numbers) compared to Southeast ASEAN Countries and the percentage of the population which lives below US\$ 1.25 per day is still high. The national poverty rate has been substantially reduced in the last two decades. Nevertheless, the Cambodian GDP per capita remains low at US\$ 1270 compared to its neighbouring countries such as Lao, Vietnam and Thailand, which demonstrate GDP/capita numbers of \$ 2186, \$ 2186 and \$ 5908 respectively.



The following figures are illustrating the comparatively low per capita GDP of Cambodia.

Figure 30: Comparison between GDP per capita and poverty rate in Southeast ASEAN Countries (USD)

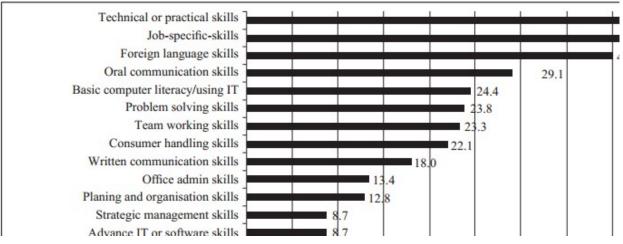
Figure 31: Cambodia - GDP per capita growth (USD)



Source: https://data.worldbank.org/indicator/NY.GDP.PCAP.CD?end=2016&locations=KH&start=1990

In Cambodian context, the lack of skills refers not only to hard skills but also soft skills. Based on the report of the Cambodian Federation of Employers and Business Association (CAMFEBA) on youth and employment (2008), most employees lack soft skills in particular among out of school youth. According to the survey, only 13 per cent of employers affirm that students graduating from vocational and higher education have all or most of the skills needed for work. Instead, 76 per cent of employers affirm that graduates are not equipped with the set of skills they need to perform their jobs (CAMFEBA, 2008, p.59). In addition to this perspective, both employers and young people report the shortage of hard and soft skills at the workplace as in the employer skills needs survey 2013 below.

Figure 32: Percentage of establishments reporting shortages of difficult skills **SKIIIS**



Source: Skill shortage and skills gaps in the Cambodian labour market: Evidence from employer skills needs survey 2013

The NEA Employer Skill Needs Survey 2015, which was conducted among 4013 establishments, shows some improvement regarding skills shortage (figure 21). The survey found that that the majority of establishments (39.6%) were small-sized establishments (10-19 employments), 31.9% were medium-sized establishments (20-99 employments), while 28.5% were large establishments (100 employments or more). Regarding the distribution of employment by size, large establishments (1,142) represented 91.2% of overall employment, followed by medium size 6.4% (1,182), while small establishments (1,590) accounted only for 2.4% of all employment. Generally, the majority of small establishments (not part of the sample size of the NEA employer skills need survey) are individual self-employed entrepreneurs or family run establishments.

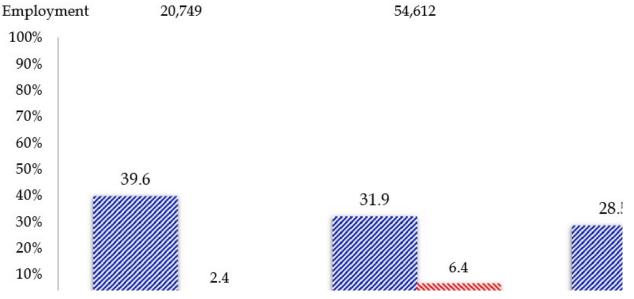


Figure 33: Distribution of establishments and employees by size (from left: small, medium, large establishments)

Source: Employer skills needs survey 2015 – final report, p. 24

The shares of the sectors in the labour market reveal the vulnerability of the Cambodian economy, where the dependence of the labour market on a few dominant industries concentrated in larger establishments with high numbers of unskilled or low-skilled workers is strong. These industries, such as garment and rubber are depending on the export markets. The danger of such a misbalance lies in the results of changes in the global economy. As soon as it will be too expensive to produce e.g. garments in Cambodia, huge numbers of low skilled workers in their late twenties and thirties and without perspective of finding other employment will be unemployed causing huge social pressure. The TVET system should respond to such challenges and potential dangers in time providing further training and retraining for the above-mentioned workforce. This would support the fundamental concept of lifelong learning for this inherently disadvantaged and vulnerable group supporting their long-term sustainable livelihoods.

"Everywhere, where a garment factory opens in proximity to a secondary school, the drop-out rate in lower secondary school increases."

Source: A national education expert during a field visit

Together, the five sectors garment, footwear and apparel; finance and insurance; accommodation; health; and food and beverage accounted almost 80.0% of the total number of establishments. When measured in terms of people employed in the sector, however, garment, footwear, and apparel alone represented 75.0% of the total employment. The following figure illustrates the described misbalance.

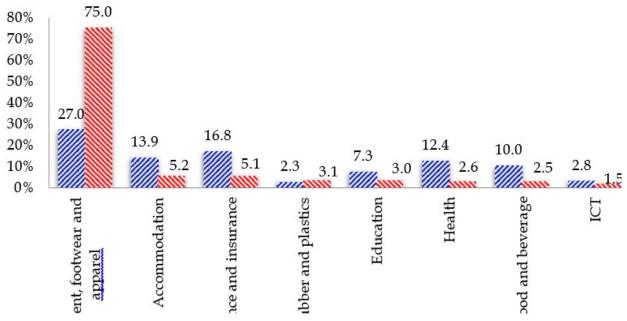


Figure 34: Sectors and employments (N=4013, Employer Skill Need Survey 2015)

Source: Employer skills needs survey 2015 – final report, p. 25

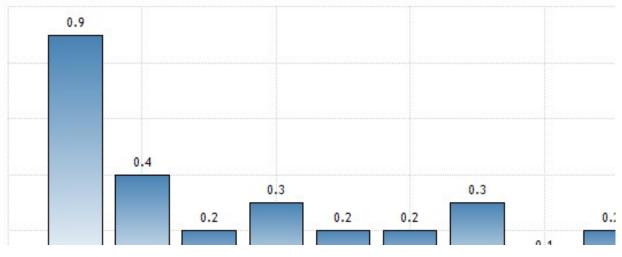
II.4.4. Labour market needs and skills match

The labour and employment markets and national economy are most important measures for the quality and relevance of the education and training sectors. Only if the education and training system provides relevant education and TVET of good quality, the graduates will find decent employment and the economy will develop. This interrelationship is clearly reflected in Cambodia's national development plans and strategies. The Rectangular Strategy of the NSDP puts the human resources right in the focus of the country's development efforts. That is why the assessment of the labour and employment market in relation to education and training is included in this chapter. The labour and employment market needs are predetermining the education and training needs to a significant extent.

According to article 38 of the Constitution of 1993, anyone has the right to choose any employment according personal ability and needs of the society. Article 12 of the Labour Law excludes discrimination based on race, complexion, sex, creed, religion, political opinion, birth, social origin or membership and activities in unions. Employment of job seekers shall be based on the qualifications required for a specific job. Other laws and regulations contain specific norms for civil servants. The Common Statute of Civil Servants in its article 11 no. 5 and 11 no. 7 requires candidates for the civil services to meet or satisfy conditions of physical aptitude in exercising their functions and duties. The Law on Education, for example, prohibits the inclusion of unnecessary physical abilities into selection criteria for recruiting public educational personnel.

The unemployment rate in Cambodia is amazingly low. From 0.9% in 2007 it fell to 0.1% in 2014 and has increased since then to 0.3% in 2016. The average unemployment Rate for the period 1994 to 2016 was 1.03 percent. This is a very low number, but it has to be taken into consideration that the average wage is still low and that an estimated 80% of the employment takes place in the informal sector. According to one of the key informant of this study, estimates of this number are 65–70%.

Figure 35: Unemployment rate 2007 - 2016 (in %)



Trade Economic (NIS), https://tradingeconomics.com/cambodia/unemployment-rate

An immanent trend is that with continued industrialisation the demand profile for labour force will change leading to the need of more qualified workers placing higher demands on the quality of TVET.

"[NTB] Related Ministries plan their training needs to be implemented for the upcoming years. Training need analysis will then be publicly posted to create awareness amongst training providers to supply proper training to cater the demand of respective Ministry."

Source: <u>http://www.ntb.gov.kh/index.htm</u>

The current employment structure hosts some significant risks due to the industry structure and high share of low skilled workforce. The garment industry for example employs large numbers of low-skilled workers and in the meantime, has a very low level of vertical integration. Textiles and components are imported from abroad and merely assembled in Cambodia. As soon as the wage level or other circumstances will make it too expensive to produce garment in Cambodia, the industry will move to cheaper locations. In this case, a large number of low-skilled garment workers in their thirties will be unemployed and in many cases unable to be trained. The TVET system should address the needs of this vulnerable group by providing them with vocational training for alternative employments. The same applies to other industries.

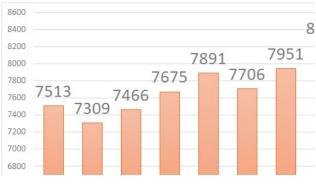


Figure 36: Employment in thousand persons 2007-2015 The figure provides an overview over the

The figure provides an overview over the employment of the population. There will be some more figures detailing the employment levels and sectors. A good source to get an impression about current labour market and employment opportunities is to look at vacancies at job announcements sites, such as the HRinc website <u>http://www.hrinc.com.kh/</u>. The search will also be informative for the assessment of economic activities in different provinces.

Source: National Institute for Statistic

The ASEAN integration developments and introduction of the ASEAN Economic Community (AEC) by 31 December 2015 are creating new opportunities for Cambodia, but also higher demands on the quality of education and economy. The AEC is including a free flow of skilled labour.

"The fact of ASEAN integration in 2015 and the desire of Cambodia to be a middle-income country by 2030 require considerable investment in education. Both professional and well qualified human resources and financial resources are required (highly successful ASEAN countries have grown in part as a result of the high level of education investment often in excess of 5% of gross domestic product GDP)."

Source: ESP 2014 – 2018, p. 12

"For economies to leverage fully on the positive effects of FDI, absorption capacity in terms of skills is key. ASEAN's agenda addresses this by facilitating the free flow of skilled labour across the region, taking into account relevant domestic regulations and market demand conditions."

Source: ASEAN Integration Report 2015

For the skilled workforce of Cambodia to be competitive with neighbouring nations, such as Singapore, Malaysia, Indonesia or Vietnam with their large populations and developed education systems, the country will need significant improvements in TVET. In some areas, such as tourism, Cambodia is on the forefront of developments. Key words are ACCSTP, Common ASEAN Tourism Curriculum (CATC) based training, assessment and certification of students based on competencies, mutual recognition, and competency-based training, recognition of prior learning, close cooperation between government agencies, NGOs and private sector. The National Committee for Tourism Professionals under the MoT is one of the most active and successful ASEAN leaders and regulators of tourism training standardisation and recognition and behind the success story of Cambodia in this field. This only in close cooperation with private sector and professional NGOs.

Standardised CATC curricula and trainings are available or in preparation for Certificate II up to Advance Diploma level in Housekeeping, Front Office, Food and Beverage, Food Production, Travel Agent, Tour Operation. Two hundred forty-two toolboxes for training units were developed by 2015, each corresponding to the 242 competency units described in the ACCSTP. Additionally, ASEAN Master Trainers and Master Assessors are trained and certified.

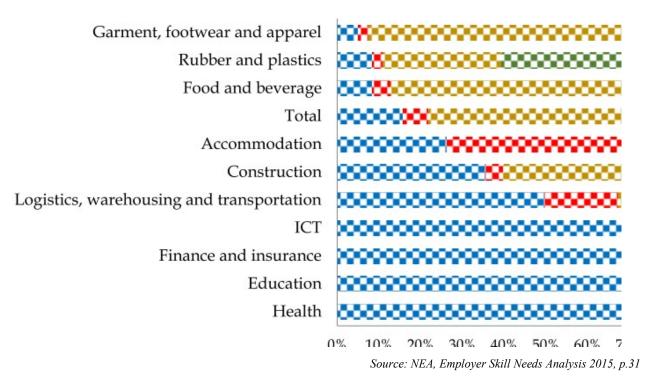
Cambodia began applying the ASEAN competency standards (ACCSTP) and curriculum from 2011, following the signing of the Mutual Recognition Arrangement on Tourism Professionals (MRA). It began with little or no enabling infrastructure. In just two years, Cambodia has set-up the necessary laws, regulations and required infrastructure, and been disseminating MRA materials to its 11 VET institutions, industry and key development partners. It has kept in pace with the rollout of ASEAN regional resources and training. As example; DB Hotel School in Sihanoukville, is applying the ACCSTP in its programmes from school year 2016 - 2017.

ASEAN MRAs are concluded in a number of professional fields, not yet relevant for the occupations and level of TVET Don Bosco is offering. However, MRAs are seen as embodying the main policy tool for skilled labour mobility in ASEAN. Even if the MRAs are not expected to override local laws and the agreements are applicable only in accordance with prevailing laws and regulations of the host country, it can be expected that barriers on the way of skilled workforce will be subsequently removed from many more occupations and skill levels over the next decade.

The employment is growing in the past years due to higher demand by growing industries. According to the NEA skills need survey very notable growth was recorded in the sectors finance and insurance (22.0%), followed by construction (19.0%), and ICT (16.9%). The garment, footwear and apparel sector, with the largest share of employment, also registered growth of 9.5% between 2013 and 2015. The growth in other sectors, such as health, rubber and plastics, education, and food and beverage The largest contribution to employment growth, according to the survey, came from the garment, footwear and apparel (73.9%), followed by finance and insurance (10.4%), and food and accommodation (6.8%).

The following figure is visualising the level of skills required by sector. With continued growth of more complex industries, the required skills level and numbers of skilled workers will predictably increase.

Figure 37: Skills levels distribution in different broad sectors



In ANNEX 7 attached are lists of occupations, for which the demand is highest.

III. FUNCTIONAL ANALYSIS OF EDUCATIONAL SYSTEM IN CAMBODIA

III.1. Traditions and cultural-historical factors influencing today's education system



A nation identifies through its culture, which materialises through language, arts, music, literature, myths and fairy tales, traditions, habits and other expressions of its intellectual achievements and lore. Culture develops and changes in the course of time depending on the environment or other factors. Language and means of communication have been playing their part in shaping the culture.

The trend in taking and giving or an exchange of cultures is inevitable for co-existence or integration of individuals. The culture of leadership and administrative system in Cambodia has been influenced for many centuries by different other cultures, by the 'ancient' Indian civilization and most recently by the 'modern' French culture. The elite absorbed Indian culture, including Hinduism, first before it subsequently blended with the local culture. The local people living in rural or remote areas preserved the traditional Khmer culture.

Traditionally the socioeconomic status in the Mon-Khmer society was measured by the size of one's rice fields and houses and numbers of cattle. Early Mon-Khmer community became more organized and extended along the costal and waterway areas. The Indian structural and political system was progressively integrated into the early Khmer culture. The creation of Funan Kingdom or *Nokor Phnom* in the third century A.D. is obviously an evidence for absorbing of Indian ideas of polity and trade. The Khmer managed to establish their own civilization which spread widely and influenced much of the mainland Southeast Asia during the ninth and the fifteenth centuries. The Khmer had remarkable achievements in all fields of art, economics and architecture (Angkor Wat) still very much part of Cambodian identity. The Khmer culture experienced ups-and-downs events after the collapse of the Angkor supremacy in 1432.

Concomitantly, Khmer social culture and economics were influenced by the Chinese ways of life. Indian and Chinese cultural elements such as language scripts, religions, and polities mounted in Southeast Asia during the fifth and the eighth centuries. The Khmer language script was believed to be created during this period. During the French colonial period, attempts to change the Khmer scripture were rejected by the Cambodian elite. However, French culture and language had a certain impacted on the 'modern' elite and leadership.

"There are negative and positive aspects of the Khmer tradition. Even today for example, women/girls are, commonly, not encouraged to travel far to work or to seek formal education. Their full independence is not yet granted though they reach the age of eighteen. Traditionally, the young females are in hands of their parents and when they become grown-ups, they will be handed over to their husbands. In the family, the youngest daughter inherits all the remaining property or family's possessions.

The sons are usually sent out to have some sort of education and skills for leading their respective own families and bring glory to the family by attending Buddhist temple education and back to serve the family and community. The parents devote themselves for increasing property for their children after they get married and they will decide to live with the youngest child since the child is the one who inherits most or the remaining large amount of their assets. This trend suggests that the youngest daughter is the one who is supposed to take care of her elderly parents when she is married and schooling beyond literacy level in this case is deemed unnecessary for her."

Source: Sideth Sam Dy, Basic Education Development in Cambodia: Targets and Policies for Quality Improvement, Hiroshima 2004, pp. 15-16

Even though, Cambodia has different minority communities, like Cham Muslim community, the school enrolment does not distinguish between children in different ethnic group. Cham parents want to send their children to school and their first preference is for children to be able to participate in both state schools and

religious studies. However, some Cham perceive access to state schools is still limited due to both economic factors and cultural differences. Gender bias (favouring boys) and conservative attitudes about educating girls, as well as a perceived lack of access to state schools (i.e. schools are too far away) are key factors that affect Cham parents' decisions about level and type of schooling for their daughters.

Still traditionally mentioned, as reasons for keeping girls at home are that girls are needed for household chores that it is not safe for girls to travel longer distances to school, and that school attendance is too expensive.

III.1.1. Traditional Buddhist education

In Cambodia, an education existed at least since the thirteenth century. Before the 20th century, traditional education in Cambodia was handled by the local Buddhist monasteries (Wats exclusively for males with the monks as teachers. Even further, most of the students were boys while girls were not encouraged or allowed to study. Basic literature, the foundation of religion, the studies were limited to memorizing Buddhist chants in Pali, and skills, such as carpentry, artistry, craftwork, constructing, musical instruments playing, were taught.

Before introduction of a French style education system, Buddhist education provided the only formal education in Cambodia. Around 600 Buddhist primary schools, with more than 10,000 novices and with 800 monks as instructors, existed in 1962. Traditionally regarded as main part of education was teaching of Buddhism and history. All other subjects were regarded as secondary. At the wat schools, boys were taught to read and to write Khmer. Many wat schools had so-called Pali schools for monk novices that provided three years of elementary education from which successful students could continue in Buddhist lycées with Pali, Buddhism, Khmer, mathematics, Cambodian history and geography, science, hygiene, civics, and agriculture in the curriculum. Graduates of these lycées could go to the Buddhist University in Phnom Penh. The Preah Sihanouk Raj Buddhist University, established in 1959, had 107 students in 1962.

III.1.2. Introduction of the French education model

The French education model dominated the Cambodian education system from the early 20th century until 1975. It was divided into primary, secondary and higher education, and specialized education. With the French model came a French style bureaucracy exercised by the Ministry of Education. The ministry had full control over the system; it established syllabi, hired and paid teachers, supplied, and inspected schools. Each province had an inspector for primary education.

Primary education in state- and temple-run schools included two cycles of three years each, which concluded with cycle examinations. The curriculum included arithmetic, history, ethics, civics, drafting, geography, hygiene, language, science, physical education and manual work. Primary schools were operating in most villages.

Secondary education was divided into two cycles of four years college and three years taught at Lycée. Completion of the first cycle and state examination. Successful led to a secondary diploma, the the first two years of the Lycée and state examination to the first baccalaureate and second baccalaureate after successful completion of the final secondary education year. First high school was opened in the late 1930s.

During the French colonialization, teaching Khmer was not a priority. However, so-called cultural *committees* under the Ministry of Education were responsible for Khmer language content and Khmer was the language of tuition in the first three years cycle. French instruction was taught from year two and was used in the second subsequent cycles. However, Khmer was used more widely in primary education by the early 1970s.

III.2. The Cambodian education system today - Reforms and development

In the current period of development much work has been done with much remaining ahead to establish a modern, competitive and completely comprehensive education system in the framework of a lifelong education concept non-discriminatively providing accessible quality education services for all citizens satisfying their needs and enabling them to actively and efficiently participate in the development of the country. The establishment of the ministries of Education, Youth and Sport and the Ministry of Labour and Vocational Training (2005) as main regulators for the education system and the promulgation of the education law in December 2007 mark the newest phase of educational development in the country.

The Cambodian education system by law distinguishes between three levels of education; primary, secondary and higher education and two types of education, including general knowledge, which includes academic and higher technical and vocational education. Higher education includes higher TVET. Therefore, for the purposes of this study three sub sectors will be looked at separately; 1) Secondary general education, 2) TVET and 3) Higher education. The three main streams include the following sub-sectors:

The last decade was characterised by huge reform efforts in all spheres of public administration and service delivery. Major policies were adopted and pursued since then, including the NSDP, the D&D strategy, educations strategic plans and Education for All.

OF TOTAL SUCCESS RATES	Grade 6	Grade 9	Grade 12
Banteay Meanchey	49%	51%	51%
Battambang	51%	53%	53%
Kampong Cham	50%	50%	50%
Kampong Chhnang	51%	50%	50%
Kampong Speu	48%	42%	43%
Kampong Thom	52%	51%	47%
Kampot	48%	49%	46%
Kandal	48%	48%	49%
Kep	48%	54%	46%
Koh Kong	49%	48%	43%
Kratie	52%	52%	47%
Mondul Kiri	52%	45%	54%
Otdar Meanchey	50%	51%	46%
Pailin	49%	52%	46%
Phnom Penh	48%	48%	49%
Preah Sihanouk	47%	47%	49%
Preah Vihear	53%	53%	50%
Prey Veng	49%	46%	45%
Pursat	50%	52%	50%
Ratanak Kiri	42%	43%	39%
Siemreap	52%	53%	51%
Stung Treng	52%	51%	49%
Svay Rieng	48%	44%	40%
Takeo	48%	45%	43%
Whole Kingdom	49%	49%	48%
- Urban Area	49%	49%	49%
- Rural Area	49%	49%	47%

Figure 38: Girls enrolled by Province (2013)

The education system is treating both sexes equally. The numbers of girls and boys in general education are today almost even.

"A long-held concern with the re-emergence of the Cambodian education system has been the worry that girls are being disadvantaged, perhaps for reasons of tradition (is it the girl's place is to look after younger siblings?) and possibly for systemic reasons: for example more male teachers.

Well, the Ministry's figures suggest girls are doing virtually as well as boys, overall, though are clearly disadvantaged in at least half a dozen of Cambodia's provinces. [orange and red] almost exactly half of all students [are girls].

A great result. More than this; the figures are almost identical when we compare Urban schools with Rural schools."

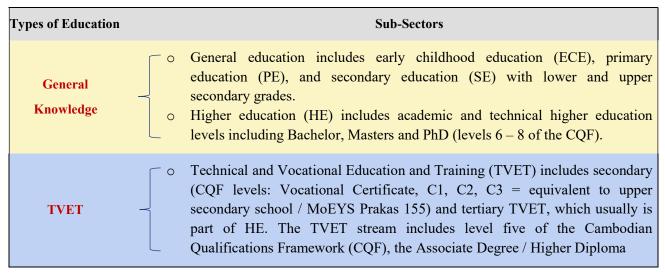
Data - MOEYS 2013

Source: https://savongschool.wordpress.com/2014/04/18/are-girls-lagging-behind-in-the-cambodian-school-system/

Below visualised the two main types of education with their sub-sectors and relation to the eight level Qualifications Framework CQF. With its eight level competency framework, Cambodia follows common international trends with many countries that adopted eight level qualifications framework. Post graduate education, including higher education and tertiary TVET corresponds to levels 5, 6, 7 and 8 of the CQF, while basic education and secondary vocational training falls under levels 1, 2, 3 and 4 of the CQF.

The lowest level of vocational achievement according to the CQF is the vocational certificate. With the MoEYS Prakas no. 155 from 11 February 2014 a direct pathway from vocational training to higher general/academic education was opened. The Prakas determines a certain equivalency between upper secondary school graduation and vocational certificates C3 and allows universities and other HEIs to enrol C3 graduates.

Infobox 5: Types of education, subsectors and CQF levels



The figure below visualises the education system correlating the different levels of education with typical age groups.

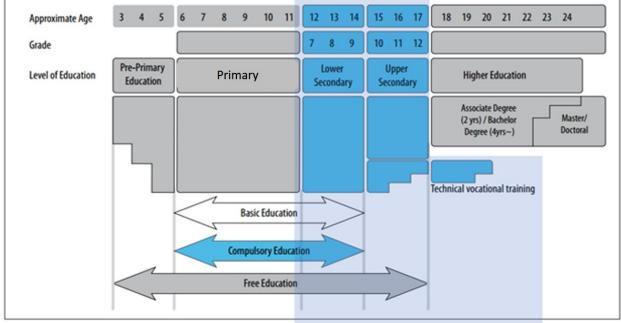


Figure 39: Overview Cambodian Education System with research focus highlighted

Source: UNESCO Report 2013: Policy Review of TVET in Cambodia

III.3. Education system governance

Articles 7 - 14 of the Education Law cover the management in education, including the levels of hierarchy in education management, the establishment and management of educational institutions and the issuance of certificates and diploma. The deployment and extension of functions to the different levels of education administration as well as the management of educational institutions have to be determined in related sub-

legal regulations (Art. 7 and 10 EL). Education monitoring and controlling systems are under the responsibility of the Ministry in charge of education and the MLVT for the VET sector.

With the Education Management Information System the MoEYS, MLVT, the entire government and the interested stakeholders have a good basis for information, analysis and decision-making. Comprehensive aggregated information can be retrieved from the EMIS database and the standardised reports the EMIS is producing regularly. This information includes international indicators, which makes it easy to compare the Cambodian education system with the systems of other countries. Beside the EMIS are existing other information systems, such as the Higher Education Management Information System (HEMIS) and the Labour Market Information System (LMIS).

Regarding education and training governance, still some fundamental issues remain in better organisation and efficient distribution of functions. The current governance system continues to promote centralized control, reflecting the centralizing and authoritarian principles of leadership, in spite of eff orts at reform aimed at promoting decentralization and collaborative governance of the education sector. Community involvement and accountability remain inadequate despite the reforms and initiatives.

III.3.1. Ministry of Education, Sport and Youth

"The MOEYS vision is to establish and develop human resources of the very highest quality and ethically sound in order to develop a knowledge-based society within Cambodia. In order to achieve the above vision, MOEYS has the mission of leading, managing and developing the Education, Youth and Sport sector in Cambodia in responding to the socio- economic and cultural development needs of its people and the reality of regionalization and globalization."

Source: ESP 2014 – 2018, p. 12

The administration and management of the general education system consists of 4 (four) hierarchical levels, which are the national or central level, the provincial/municipal level, the district/khan level and the educational institution level.

administration and Management (Art. 7 EL)

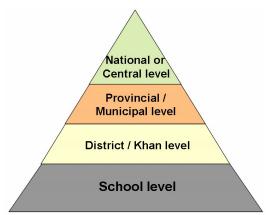


Figure 40: Education system - Levels of The figure shows the four hierarchical levels of administration and management in the general education sector. Article 7 paragraph 2 of the Law on Education foresees a separate regulation on structures and hierarchy of administration and management of education.

> In education management as described in the Law on Education all levels are engaged. This opens the doors for wide participation of all levels. The administration of schools and other educational institutions according to chapter III of the EL has to be determined in a separate regulation.

Chapter III of the EL further regulates the establishment schools and other educational institutions, their types and the provision of certificates and degrees. Special regulations are introduced for higher educational institutions regarding their autonomy and encouraging public private partnerships (PPP) for higher education. This supports the general policy of encouraging PPP in higher education as stipulated in the basic Cambodian education policy documents.

The MoEYS supports the national deconcentration and decentralisation (D&D) strategy. The decentralisation policy of the MoEYS is good, but difficult to implement. Most of the POE and DOE are not ready for more D&D and do, according to information from the key informants of this study, provide real support for the schools.

The capacity at local levels is not good enough yet. School based management efforts are also difficult to implement due to low capacity at school level. A generation change in the local school management will take time and significant capacity development/building efforts.

III.3.2. National Training Board

The National Training Board, headed by the Deputy Prime Minister, was established in 1996 in response to the recognised need to develop a coordinated long-term development plan for TVET. Senior members of each Ministry involved in TVET were appointed.

Infobox 6: National Training Board, sub decree from 14 October 2005 - NTB tasks

1	Prepare Policy and National Training Plan for TVET.
2	Coordinate and orient the work of TVET to meet the demand driven needs of the National Economy in the present and future.
3	Propose a project to renew and further develop the TVET System to be:
	3a Quality driven and effective
	3b Linked to National development priorities
	3c Respond to the needs of trade, industry agriculture and service sectors
	3d Relationship between workplace and institutions

The high level and comprehensive membership of the NTB reflects the commitment of the RGC to a partnership among those involved in TVET to improve the matching of skills training and TVET with labour market needs. The following ministries and organisations are represented in the NTB (ANNEX 2):

Table 10: Members of the National Training Board (35 members)

	Ministries	Chambers, Associations, Labour Unions		TVET providers		Others
1.	Labour and Vocational	1. Chamber of Professional	1.	National	1.	Council of
	Training	and Micro Enterprises of		Polytechnic		Ministers
2.	Social Affairs, Veteran and	Cambodia		Institute of	2.	Committee,
	Youth Rehabilitation	2. Cambodian Federation of		Cambodia		Rehabilitatio
3.	Education, Youth and	Employers and Business	2.	Polytechnic		n and
	Sport	Associations		Institute of		Develop-
4.	Commerce	3. Garment Industry		Battambang		ment Council
5.	Post and	Association		Province		for the De-
	Telecommunication	4. Hotel Industry	3.	Don Bosco		velopment of
6.	Tourism	Association		Foundation		Cambodia
7.	Agriculture, Forestry and	5. SME Association		Cambodia	3.	ADB, CARM
	Fisheries	6. Cambodia Chamber of		Technical School	4.	ILO CAM
8.	Industry, Mines and	Commerce		Phnom Penh		
	Energy	7. Cambodia National	4.	Smiling Children		
9.	Public Works and	Confederation Trade		Organization		

Transport	Unions	Training Centre	
10. Planning	8. Cambodia Workers		
11. Economy and Finance	Labour Federation of	Up to 3 more NGOs	
12. Health	Trade Unions	could be invited	
13. Environment	9. Mongrithy Group,		
14. Culture and Fine Arts	Employers		
15. Women's Affairs	Representative		
16. Rural Development			

Source: NTB, http://www.ntb.gov.kh/ntb/membership.htm

The NTB has been given the responsibility "to advance the status of TVET as a demand driven system responsive to the needs of the economy. It is charged with the task of ensuring that all training leads towards credit in a national framework and the greatest number of Cambodians have access to skills development to build better lives for their families."⁹

The idea behind the NTB was to create a mechanism to engage with the stakeholders in the TVET sector, including government, private, sector, NGOs, development partners, associations and unions on a partnership based membership for the purpose of long term planning and facilitation of TVET relevance. The NTB setup Provincial Training Boards as a mechanisms for a decentralized planning of skills training catering for the needs and socio-economic conditions of different regions and provinces.

The NTB can help integrate workplace and institutional training solutions as the opportunities emerge. It can make sure that national competency standards are developed within a national Qualifications Framework. The Board can approve and endorse pilot projects to test out innovative and cost effective ways of providing training and can support the development of training in new technologies as the economy moves ahead. It can look beyond schools and colleges to view the workplace itself as a provider of learning opportunities.

The NTB gives policy direction to the MLVTs Directorate General of Technical and Vocational Education and Training. The board provides general direction for the provision of skills development through public TVET institutions.

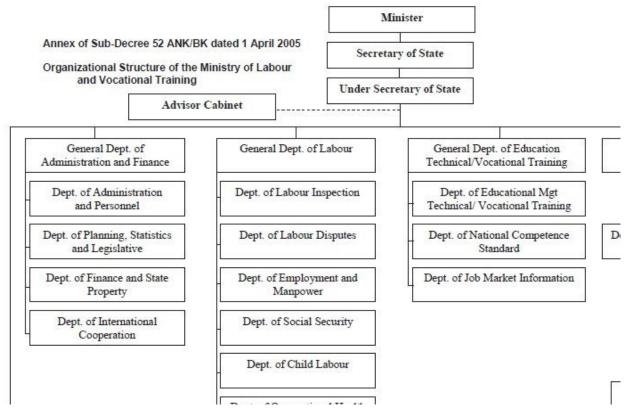
Together with the member stakeholders, the NTB aims to create an environment, which supports training by private sector providers, and to expand accessibility to TVET in the meantime balancing the uneven economic growth and changing macro-economic structure with the developing needs in many provinces.

According to key informants of this study, the NTB is not working so well. One of them mentioned that the Industrial Development Policy is clear in its objectives, but not implemented yet.

⁹ www.ntb.gov.kh

III.3.3. Ministry of Labour and Vocational Training (MLVT)

Figure 41: Organogram of the MLVT



The Directorate General of TVET (DGTVET) under MOLVT acts as the secretariat for the NTB. The DGTVET is responsible for supporting, expanding and assuring the quality of public and private provision of TVET and has the following functions:

- ✓ to develop a national policy for TVET and manage TVET systems;
- ✓ to review the needs of the labour market and prepare an occupational policy based on the national policy for TVET;
- ✓ to screen proposals for the establishment of institutions, centres and schools providing TVET services;
- \checkmark to control, monitor and evaluate public and private institutions of TVET; and
- ✓ to coordinate the communications among ministries, institutions, organisations in the region and in the world to promote TVET in cooperation with the Ministry of Foreign Affairs and international cooperation organisations.

Despite considerable progress made and significant support for TVET reforms, there seem to still exist many issues of lack effectiveness and efficiency concerning the TVET sector governance. One of the key informants summarised a triangle of issues comprising of *"weak leadership, lack of capacity and governance issues."*

The MLVT and especially the DGTVET undertook remarkable efforts to improve the governance of the TVEDT sector. Between 2013 and 2017 important policies and strategies were established, including a strategic plan for the ministry, a strategic plan for TVET, a national employment strategy 2015 - 2025, the National TVET policy 2017 - 2025, and the competency-based training and assessment policy with regulation of CQF related curriculum development, which is aligned with the ASEAN Qualifications Reference Framework (AQRF).

Public marketing by government and supporters is on the agenda. A social marketing campaign for TVET is under way, which will be designed to expand awareness of TVET opportunities, extend the coverage and

attract more young people to vocational training. The 15 June is national TVET day now! TVET, represented by MLVT, NEA and others is part of fairs and exhibitions. The stand of MLVT and NEA at a recent fair in Phnom Penh in October 2017 provided information and VET vacancy announcements from employers had around 40,000 visitors in just two days leading to 20,000 applications by potential trainees.

The leadership of the MLVT understands the importance of connecting TVET with the world of work and general education. The key informants from the DGTVET recognise that the missing connection between general education and TVET is a problem. The MLVT is the leading authority for TVET regulation and governance. It is in charge to *reinforce the Labour Law* and *promulgate the Law on Social Security Order for individuals who are under the provisions of the Labour Law and the Process of National Social Security Order Budget*.

"The Ministry of Labour and Vocational Training was granted missions by the Royal Government of Cambodia to lead and take charge of Labour and Vocational Training throughout the Kingdom of Cambodia."

Source: Sub-decree No. 52ANK/BK On the organisation and functioning of the MLVT, Article 2

MLVT Prakas number 072/11 on the registration of Technical and Vocational Education and Training (TVET) Institutions from March 2011 regulates the registration of TVET providers. According to the regulation do all public and private TVET institutions offering short course or long TVET courses on a regular basis have to register with the MLVT. This includes TVET providers under MLVT and other Ministries and all private TVET institutions, whether operated by development partners, private entities or INGOs/NGOs. The available lists are attached (ANNEXES 5 and 6). According to the MLVT/DGTVET there are 7 ministries in Cambodia, which include TVET in their system.

III.3.4. National Employment Agency (NEA)

The National Training Board approved the establishment of the National Employment Agency (NEA) in January of 2008 as a special agency under the jurisdiction of the National Training Board and the MLVT. The NEA was established by sub-decree. The agency is aiming to improve the quality and provision of labour market information services supporting informational exchange for better TVET relevance. NEA by provides job seekers, employees, employers, and TVET providers with LMI. The NEA was described by one of the key information of the study as very efficient.

The main objective of the NEA is to match workers seeking jobs with employers seeking new staff. However, it will be much more than this. With eleven planned job centres, it will share information across the country and for the first time, give access to the national labour market for everyone. A new concept was tested in November 2017, the Job Expo concept. Other new approaches to reach out to job seekers are a mobile NEA office, which will be introduced in 2018, the establishment of career guidance units (the first will be operational in Beantey Meanchey and Sihanoukville).

The NEA runs a website and a mobile phone app for information about job vacancies, produces reports and statistics. The agency is supported by the Swedish Employment Service (<u>www.arbetsformedlingen.se</u>) implementing the project *Skills Development and Youth in Cambodia Phase 2*. NEA and MoEYS are working together to provide job and career counselling in secondary schools. So far, more than 100.000 upper secondary pupils benefited from the programme.

III.3.5. National Technical Training Institute (NTTI)

The National Technical Training Institute in Phnom Penh was founded on 29/12/1999 (Sub-Degree no 109 dated 24/10/2001) in the post of the department of Ministry of Education, Youths and Sports. The institute originated from the Preach Kossomak Technical and Vocational Training Centre. The centre was granted institute status by the Ministry of Education, Youth and Sport in 1999, when it became the NTTI.

The National Technical Training Institute today is a higher education institute under direction of MLVT. The NTTI is responsible for training selected university graduates to become TVET teachers and upgrading trainers and administrative TVET staff usually in one-year programmes. NTTI also provides Vocational Technical Teacher Training Programme through which candidates can apply for Master, Bachelor and Diploma (Associate) degrees. The functions of the institute are:

- ✓ Development of a set of competency-based curricular for both the provincial and urban areas of the country.
- ✓ Provision of training in the management, administration, and operation of a national TVET system.
- ✓ Integration of existing fragmented in instructor-training courses into a national teacher education and staff development program.
- ✓ Designing and manufacturing a supply of appropriate learning resources.
- ✓ Research into trends and policies in TVET in the region and the recommendation on the future direction of TVET thus ensuring that there is a flexible and suitable TVET system the meet the needs of the labour market.

III.3.6. Higher Education Governance

Good governance and adequate public funding are cornerstone of the improvement of the quality of higher education. However, public funding to higher education is low comparing it to other education subsectors. The share of public expenditure per student is low compared to neighbouring countries. The government feels reluctant to provide more public funding to higher education institutions, because of concerns that HEIs are not be able to manage the funds effectively and efficiently.

While the Royal Decree on Public Administration Establishment by which government bodies including universities will be provided the autonomy of financial and staff management has been enforced since 1999, only very few public universities have become public administration establishment and have autonomy to make decisions on all affairs in their operations especially in financial and staff management. Based on the interview the researchers head with departments at a university, which is legally entrusted as autonomous entity, the national budget provided to the university is a small amount in comparing to its annual request for implementing its activities. The more significant source of income of the universities are the tuition fees. A decrease of the enrolment of the studies would put the universities at financial risk.

A support system to devolve autonomy to HEIs shall be developed so that public universities can legally transform themselves to autonomous entities. The governance (i.e. accountability, participation) of HEIs needs to be improved to increase government credibility in the eyes of the public. The legal and regulatory framework need to be established or updated to strengthen the good governance and the accountabilities of key agencies working on higher education such as the Accreditation Council of Cambodia (ACC).

III.4. Stakeholder involvement in education and training delivery

III.4.1. Cambodian Federation of Employers and Business Associations (CAMFEBA)

The Cambodian Federation of Employers and Business Associations (CAMFEBA) was established on 13 June 2000 in response to the increasing need for the private sector to stand together with a unified voice. CAMFEBA is an autonomous and independent federation of Employers and Business Associations recognized.

CAMFEBA is committed to achieving its vision

Infobox	7:	CAMFEBA	-	Vision,	Mission	and
Objective	es					

Vision:	Successful Business, Prosperous Cambodia
Mission:	We are the federation of employers and business associations. We
	promote the environment for
	successful business growth and support employers to achieve

(infobox) through close collaboration and coordination with its members understanding that a strong and unified private sector is indispensable to the development of a country's economy. This, in turn is beneficial to all parties.

CAMFEBA aims, according to the information given on the federation's website, to strengthen the Cambodian private sector and enable the members to compete in the global economy.

	exc	cellence in business practices.
Objectives:	✓	Coordinate the private sector
	,	under one unified umbrella
	\checkmark	Promote good industrial
		relations to ensure a
		harmonious business
		environment
	\checkmark	Represent our members where
		it matters most
	\checkmark	Provide Advice, Build
		Capacity & Disseminate
		Information

Source: https://www.camfeba.com/en/about-us/our-profile.html

CAMFEBA has become the single federation representing, promoting and safeguarding the rights and interests of employers in Cambodia. CAMFEBA provides a forum for consultation and discussion among members on matters of common interest, legal advice, research, training and other activities. The federation supports the adoption of sound principles and practices of human resource and industrial relations through information.

As of January 2016, CAMFEBA is representing over 2,000 employers, both unionized and non-unionized, comprising of 11 Business Associations as Association members, 264 individual companies as ordinary members and 25 non-profit organizations as Associate members.¹⁰

CAMFEBA is the nationally, regionally and internationally recognized employers' representative in Cambodia and is the sole employers' representative from Cambodia to the International Labour Conference held in Geneva, every year. CAMFEBA works closely with the ILO and is a member of the International Organization of Employers (IOE), the ASEAN Confederation of Employers (ACE) and the Confederation of Asia-Pacific Employers (CAPE).

III.4.2. INGO's, NGOs and international organisations

Quite a number of schools were built and are continuously funded by overseas supporters and of education support NGOs, which assist with training, resources and funding. The role of education sector NGOs is underlined by the importance and involvement of their umbrella organisation NEP, which is member of NEP, the education consultative meeting and of many initiatives and policy dialogues with the government. The inputs of NGOs working in the field of education are an integral part of the education strategy. They are contributing significantly to the achievement of education sector development targets.

¹⁰ <u>https://www.camfeba.com/membership/member-directory.html</u>

Figure 42: Certificate of the Don Bosco Technical School Kep with MLVT logo (Example)



International Development Partners and NGOs commit to address various gaps in sector development. Among the major development partners for the TVET sector are ADB, ILO, AFD, JICA, KOICA, SDC, UNIDO, UNESCO.

There are many NGO's working on all levels of skills development and providing training at local level. Only a few of them provide recognised long-term vocational training and award officially recognised certificates. To name some of them; PSE, Paul Dubrule, Salabai, Centre Kram Ngoy, Don Bosco Foundation Cambodia, Caritas Switzerland and Caritas Cambodia, AeA.

The NGO Education Partnership (NEP), which represents 142 members (92 national and 50 international NGOs). Information about NEP is included in the part about development partners.

The private sector also plays an important role in the TVET development. Private stakeholders are involved in providing feedback on and input for vocational training curricula, intern- and apprenticeships and various other issues such as the identification and reporting of skills gaps and mismatch. With the new competency-based training and assessment policy (approved in October 2017) the role of the private sector in occupational standard and training regulation development will increase. The CAMFEBA association acts as employer representative, while there are private companies involved in various sectors like those who work in construction, mechanic, and hotels.

One of the key informants told the researchers "that the private sector is under pressure by the Prime Minister is to contribute more to TVET. The problem, however, is that trust needs to be built between the private and public TVET sector. The capacity of the public sector has no capacity to communicate properly with the private sector. The private sector runs, therefore own training centres."

III.5. Functioning and analysis of General Education with focus on secondary schooling



Picture: Preah Soramarith High School in Kampong Chhnang (10 November 2017)

The Education Law assigns the responsibility for general education and higher education as well as the overall responsibility for education policy to the MoEYS. Other ministries and supporting agencies play important roles in education management and development, including the National Training Board (NTB), which includes all ministries with vocational training structures in their respective fields of competence.

To address the secondary schooling quality MoEYS has introduced a new type of secondary schools, the New Generation Schools (NGS) with a focus on STEM. A policy is established. Some of these new schools are operating. One of them was visited for the purposes of the study. The NGS have high entrance requirements and only the best pupils can enter. Indeed, the quality of teaching and learning as well as

facilities and teachers seems to be remarkably high. New methods are applied, the teachers receive an additional remuneration and the school facilities are equipped at a good level. The management of school visited was highly committed and open to lead the school forward.

The study team visited the New Generation High School *Sisowath* in Phnom Penh with excellent teaching learning facilities, highly committed teaching, and management staff, the students of which show significantly high learning results. It has to be mentioned, although, that the students attending the New Generation Schools are pre-selected among the best applicants. Schools, like New Generation Schools, Technical and General High Schools and the best Upper Secondary Schools (High Schools) in large urban areas are so far, unfortunately, rather exemplary exemptions than typical for the Cambodian general education system.

The MoEYS informs on its website that a number of policy level actions have been taken in regards to general secondary education during the 2009–2013 period. A "Master Plan for Secondary Education [is developed] and the operational manual for secondary education resource centre are approved, a Child Friendly School Policy for basic education, and changes in curriculum development. The in-service training systems for math and sciences were developed. The local life skills, ICT, tourism curriculum is approved and library standards for secondary school have been drafted."¹¹

However, the enrolment in and the quality of secondary education does not seem to have improved very much since then. The MoEYS mentions the following problems and achievements on its website:

- The repetition rate has decreased slightly;
- The dropout rate has not changed
- More students have selected science subjects; however, the quality of student learning in these subjects is unclear as there is no national assessment test conducted at Grade 12
- National assessment system has been institutionalized and is budgeted for. National examinations for grade 9 and 12 have been regularly conducted
- Number of lower secondary schools and upper secondary schools increased
- 50% of lower secondary schools have been upgraded to upper secondary school status
- Secondary education resource centres (SRC) are established in each Province
- 141 lower secondary schools in 8 provinces have computer labs
- Regional Teacher Training Colleges and National Institute of Education offer pre-service teacher training opportunities and formal in-service basic education teacher training system is being expanded. An in-service training system for math and sciences is ready for expansion.
- The Child Friendly School Policy has been implemented in 823 (50.74%) lower secondary schools.
- Technical Education is a relatively newly established function in MoEYS and a policy on Technical Education had been approved. This policy mentions the establishment of General Secondary Education and Technical Education High School (GTHS). There are, according to the MoEYS website, currently two GTHSs, which implement four programs. Based on an interview with the Vocational Orientation Department of the MoEYS, there are currently eight such schools with integrated vocational orientation/training programmes.
- Many secondary schools, especially schools in rural areas, lack quality inputs and in some subject areas teachers, teaching materials and equipment, textbooks, sciences labs, computer and language labs and library packages. Teaching style currently characterized by formal lecturing, copying, recitation and memorization will be shifted to encourage thinking and reasoning skills; teacher standards will be implemented to better monitor, appraise and develop teacher performance.
- The current technical education program lacks both a strong quality framework and quality inputs. There is neither an accreditation system nor a school quality assurance system and links between the school

¹¹ http://www.moeys.gov.kh/en/general-secondary-education.html#.WeWHvDBx3IV

system and labour market are very limited. A school administrative and financial management system is yet to be developed. Technical education service will learn from other countries. More development partners are becoming interested in these programs.

Findings about general secondary education

- The secondary education system is gradually improving with important policies and strategies established and steps taken, such as f. ex. the reform of the National grade 12 examination eliminating fraud, the introduction of new school types and better consideration of the needs of a diversifying economy;
- Equality of the sexes in secondary schooling is achieved and guaranteed by policies and regulations. Families and society increasingly recognise the value of general education for girls. Today the girl/boy ratio in secondary school is tipping in favour of girls;
- There are still problems regarding retention rates and dropouts in secondary school levels, access is not everywhere in Cambodia ensured. Still a major problem is poverty forcing children to work instead for learning;
- The school infrastructure and access to schooling is not yet achieved throughout Cambodia. Large areas of the country, especially in remote areas, e.g. the north-east do not have enough secondary schooling opportunities. There are still significant differences between rural and urban areas;
- Problems have been still reported, such as low quality of text books, informal payments (decreasing) and inflexible 'traditional' teaching, which is not supporting critical thinking, necessary sift skills and problem solving skills;
- Teacher quality and lack of capacity in education management, including PoEs, DoEs and school levels seems to be one of the biggest challenges for the Cambodian education system. The teacher quality is one of the main obstacles for improvements. The change is not easily done. Currently a significant proportion of teachers are in the system having a 9+2 years or lower educational.

III.6. Functioning and Analysis of TVET sub-sector, including apprenticeships

"Technical and vocational education and training cover all professions and skills provided by public and private technical and vocational education and training institutions, enterprises and communities, family or in co-operation between technical and vocational education and training institutions and enterprises and/or communities and family."

Article 15 Law on Education

"There is something wrong with the TVET system in Cambodia. I can feel it, but I don't know what it is." Source: One of the key international informants interviewed for the purposes of the study

The government of Cambodia is facing challenges to improve the country's TVET system to meet the demands of a growing and diversifying industry and international competition. Cambodia is part of the ASEAN Economic Community (AEC) since December 2015 and faces even more competition on its labour markets. In the first eleven months of 2017

Infobox 8: Def. Formal, Non-Formal, Informal Education

Formal education: Refers to processes of an education, which is systematic, standardized and comprehensive in structure and hierarchy. Formal education is provided by educational institutions with appropriate educational licenses or educational accreditation in accordance with the legal criteria and procedures stipulated in the Education Law (EL).

Non-formal education: Refers to educational activities,

the National Employment Agency registered and announced more than 65,000 vacancies. Only a small part could be filled so far directly by the NEA.

Dominant industries, such as garment, construction, rubber industries, still account for a huge number of employments, mostly low and unskilled 'hiding' in the informal sector. The garment industry alone provides around 650,000 employments. However, the diversification of the industry and a somehow booming economy in the last years place all higher demands on the Cambodian TVET sector. The industrial development of Cambodia is outlined in Cambodia's Industrial Development Policy from 2015. The government agency in charge of TVET is the MLVT. This is a relatively young ministry established as late as 2005^{12} . The MLVT is facing big challenges in modernising and organising а fragmented TVET system with a significant informal share. The MLVT, however, is making some considerable progress in its policy work and in recent years.

which are systematically prepared and conducted outside of the framework of formal education programs to offer a number of selected studies. Non-formal education covers a wide range of education programs such as literacy and numeracy, life skills, professional and basic education for learners who do not attend schools delivering formal education. Non-formal education consists of continuous and equivalent studies that are integrating into formal education or life-long education. Learners in non-formal education have the right to request to be assessed and to take tests for assessing the equivalent levels of their education by education authorities as stipulated in the EL.

Informal education: Refers to self-study or processes of life-long studies arising from the learners' interests, potential, self-preparedness and opportunities throughout which learners gain knowledge, skills, attitude and ideas. The improvement of knowledge, skills, attitude and ideas arises from daily experience, work, performance, individual lives and studies through people, society, and surrounding media and whenever and wherever knowledge or other sources of information independent from the programs of the formal and non-formal education are available. Learners have the right to request and take tests for assessing the equivalent levels of their studies from the responsible authorities stipulated in the EL.

Source: Education Law, Annex of terms and vocabulary

International and bilateral development partners and a number of organisations providing TVET support the Ministry and the TVET sector. Major achievements in the past years include, among others, the introduction of a universal Qualifications Framework, the Cambodian Qualifications Framework (CQF), which follows international trends and developments introducing an 8 levels descriptor framework covering all education levels, the adoption of the National TVET Policy 2017-2025 in mid-2017 and the approval of the Competency based Training and Assessment Policy (CBT&A) as well as the TVET QA system on 20 October 2017. This is supporting the development of the TVET system significantly. However, regarding the implementation of the new policies and improvements on the ground much remains to be done.

The key actors in TVET system in Cambodia include (1) government bodies, (2) non-governmental organizations, (3) development partners, and (4) private sector actors. The government actors who have very strong roles and responsibility to ensure TVET system growing and enable the facilitation of the human resources development for ASEAN Integration, aligning with the ASEAN Qualifications Framework mainly include:

- (1) National Training Board (NTB) and Provincial Training Boards (PTB),
- (2) Ministry of Labour and Vocational Training (MLVT),
- (3) National Employment Agency (NEA), under MLVT
- (4) Ministry of Education Youth and Sport (MoEYS),
- (5) Ministries with activities in TVET (members of the NTB)
- (6) Local Education and Labour Departments,
- (7) Public TVET Institutions (PTCs, RTCs, and TVET Institutions based in Phnom Penh, such as NTTI),
- (8) Community Learning Centres, and

¹² established by the Royal Kram NS/RKM/0105/003 dated 17 January 2005 promulgating the Law on Organization and Functioning of the Ministry of Labour and Vocational Training

(9) Secondary Schools (particularly those designed as resource centres or Technical and General High schools)

According the assessment of one of the key informants of this study the TVET system in Cambodia is not yet good. There are only a few exceptions. There are too few training centres, which generally provide just formal training in basic skills fields. Most of the skills training, actually, is provided on-the-job in the industries, businesses or firms. The TVET system must find common ground with the stakeholders, especially the private sector and develop a social dialogue. A review of regulations in place and even a new TVET act might be advisable.

"The image of our school is still not so good. This because of the quality of materials, teachers and facilities."

Key informant from the PTC in Kampong Thom during the field visit

III.6.1. TVET integration into general secondary school education

The MoEYS is aware of the increased demands in terms of relevance of general education and works on the integration of basic vocational training and TVET in the general school education. In lower secondary school (grades 7-9) the focus is on life skills and vocational orientation, while upper secondary education (10-12) will include basic vocational and more technical skills in three streams. The three streams are the Social stream, Science stream and Technical stream. The MoEYS has established the Department of Vocational Orientation under the Directorate General of Education and approved the *Master Plan for TVET at Upper Secondary Level 2015-2019*¹³.

A means to promote this integration are the introduction of Technical and General High Schools as a new type of secondary schools. Currently eight such schools are existing in Phnom Penh, Kampong Chhnang, Siem Reap, Kampong Thom, Kampot and Takeo (private). The number of pupils enrolled in Technical and General High Schools increases. In 2016 these schools had 1147 students, in 2017 already 1670. The students interviewed for the study (picture) informed that more and more people in their communities understand the value of their technical education and that it becomes now more prestigious to enrol at the school. This school type helps to overcome the 3D (Difficult, Dangerous, Dirty) stigma of TVET and contributes to changing the mind-set of young Cambodians. As an example; the Technical and General Preah Soramarith High School in Kampong Chhnang has three technical areas, from which the pupils can chose.



Picture: Upper secondary pupils with specialisation

These are animal husbandry, agronomi and electricity. This school was supported by CDA. Other such schools offer tourism, accounting, mechanics, electronics. The objective of the MoEYS is to have at least one Technical and General Highschool in each province. According a key informant of the study around 60% of the graduates enter the labour market and 30% continue in higher education.

To facilitate career decisions of graduates a career counsellor is based at each of the TG High Schools, who also gives psychological and general life advice to students with problems. The schools have workshops and the programmes include a 3-month internship in year three (grade 12) of the programmes. It is however, still difficult to find private

¹³ Supported by Koica

electricity at Preah Soramarith High School in Kampong Chhnang (10.11.17) establishments offering internships.

III.6.2. Apprenticeships - an integral part of TVET

"Apprentices" are those who have entered into an apprenticeship contract with an employer or artisan who has contracted to teach or use someone to teach the apprentice his occupation; and in return, the apprentice has to work for the employer according to the conditions and terms of the contract.

Labour Law, Article 8

Apprenticeships are an integral part of successful TVET systems. They ensure the connection between vocational schools and the industry providing valuable workplace experience. Most of the apprenticeships in Cambodia are taking place in the informal sector or informally in the formal sector, not being part of a formal VET programme. To find robust data and information on such apprenticeships is very difficult.

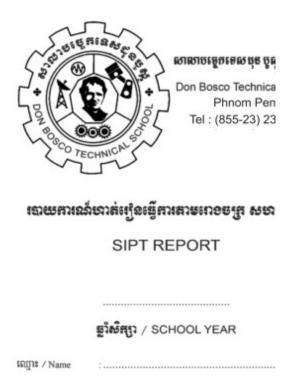
"I do not care about vocational certificates. I train my workers on-the-job in my firm. Most of my workers are trained in my company. The quality of work is ensured by my engineers and architects."

Managing partner of a successful construction firm during the field work

The concept of apprenticeships is in the Cambodian TVET system not as common as in other systems, which have an integrated approach to public private partnership in TVET (e.g. dual TVET in Germany, where a formula of 30% vocational school / 70% in company training is common practice). Usually, in Cambodian PTCs, only a short internship is part of the TVET programme.

The quality of practical training in the TVET schools depends on the quality of teachers, the availability of workshops and materials. Cooperation with the private sector and local industries is generally limited. In less developed provinces are large-scale industries absent and even smaller establishments are rare. The nation-wide census conducted regularly by the NIS gives a relatively accurate picture of local economic development by provinces, which is revealing that there are physically little opportunities for apprenticeships in certain provinces.

Figure 43: Cover SIPT Report of DB Technical Schools



There are, however, good examples for more apprenticeship content in certain sectors. This, especially in the tourism sector, where the students at early stages and extensively exposed to practical real life vocational training. Good examples are the hospitality and hotel trainings of PSE, Don Bosco Hotel School, Naga Training Centre and alike, which usually have very good relations to hotels and restaurants, which are always being happy to get good apprentices/interns.

The Don Bosco Technical Schools include in company training as a very important part of the vocational training in 'traditional skills' and cooperate for this purpose with more than 50 companies. Depicted to the left is the cover sheet of the standardised "Supervised In-Plant Training Report", which provides a direct and swift feedback from the companies hosting and training the trainees from DB Technical Schools. Due to this exemplary training cooperation, close to 100% of all graduates are finding employment. However, also this in-plant training lasts for only 3 months.

The Cambodian Labour Law regulates formal apprenticeships in chapter 51. The chapter regulates nature of apprenticeships and apprenticeship contracts, the terms of apprenticeship contracts, the duties of instructors and apprentices, the monitoring of apprenticeships and the termination of apprenticeship contracts. The Labour law determines that apprenticeships can be provided by industry or commercial establishments or in crafts and trades by artisans. The apprenticeship has to provide complete, methodical and professional training to the apprentice. Maximum period for apprenticeships according to the Labour Law is 2 years. The law provides some limited protection to the apprentice and includes the can-provision of an allowance for the apprentice in kind or financially. The regulation includes a provision for the examination and monitoring delegating the regulatory power to the MLVT.

It has to be noted that the regulatory framework provided by the Labour Law is incomplete for a comprehensive regulation of apprenticeships. The norms are superficial and can only be regarded as general apprenticeship framework. It does not provide sufficient social protection of apprentices and sufficiently clear regulation of important constituents of apprenticeship relations yet. The proliferation of apprenticeships as integral part of TVET in Cambodia will partly depend on the quality of subsequent regulation by the MLVT or additional legislative regulation. The Prime Minister has signed a Sub-Decree on apprenticeships (MLVT Prakas no. 042), which obliges companies with more than 60 employees to provide apprenticeships. However, this approach is not working so well and the 'enforced' apprenticeships are often rather internships. However, most of the apprenticeships in Cambodia are taking place outside any legislative regulation.

Findings about TVET sub-sector

- TVET is recognised as a priority sector for national development. The sector is supported by inclusive governance bodies such as the NTB, which is coordinating the different stakeholders and approving important TVET policy documents;
- o A relatively comprehensive policy and regulatory framework for TVET is in place, which includes a

TVET strategy until 2025, the CQF, a recently approved Competency based Training and Assessment Policy, a quality assurance policy and guidelines and others;

- o Generally, the Cambodian TVET system is still weak and still characterized by a supply-driven philosophy. As a legacy of Cambodia's history, many of the institutions were modelled on a centralized planning system where training programmes were developed to meet the specific skills needs of each Ministry and post-training job placement was guaranteed. This has contributed to inefficient and low quality training and limited market responsiveness from existing TVET institutions. The number and quality of public TVET providers are relatively low. There might be differences among different ministries and their vocational training providers. The programmes offered, the materials and textbooks are not fully responding to labour and employment market needs;
- Problems identified at national level include: lack of infrastructure, equipment and technical documentation, staff or teachers not having enough skills and experience, curricula not responsive to labour market, low level of investment and lack of workshop technical equipment, materials and laboratories;
- The cooperation between the TVET system and the stakeholders (industries, private sector, chambers and associations) is too low resulting in a lack of relevance of technical and vocational training in public TVET for segments of the labour market. There are good of successful public private partnership in the tourism and hospitality sector;
- The regulatory framework is still insufficient in certain areas, such as the apprenticeship regulation. It does not provide sufficient stimulus and social protection and is not clearly enough distributing the roles and responsibilities among stakeholders (government, private sector, chambers, unions);
- The informal VET still exists outside the official TVET system;
- TVET still has an image problem in the perception of school graduates. Cambodians tend to encourage their children to continue their studies at post-graduate level (starting with a Bachelor degree) resulting in low enrolment at the TVET institutions;
- However, aggregated, reliable and comprehensive labour market information is still difficult to get;
- There are only few pathways through TVET programmes to higher levels of education, and from school to TVET.

III.7. Functioning and analysis of the Higher Education sub-sector

III.7.1. Evolution of higher education in Cambodia

The higher education sub-sector until the beginning of the 1960's was significantly weaker than primary or secondary education with relatively low numbers of students. The only HEI then was the National Institute of Legal, Political, and Economic Studies specialised on the education of ca. 250 (late 1950s) civil servants.

"Wealthy Cambodians and those who had government scholarships sought university-level education abroad. Students attended schools in France, but after independence increasing numbers enrolled at universities in the United States, Canada, China, the Soviet Union, and the German Democratic Republic (East Germany). By 1970 universities with a total enrolment of nearly 9,000 students served Cambodia. The largest, the University of Phnom Penh, had nearly 4,570 male students and more than 730 female students in eight departments-letters and humanities, science and technology, law and economics, medicine, pharmacy, commercial science, teacher training, and higher teacher training. Universities operated in the provinces of Kampong Cham, Takeo, Battambang; and in Phnom Penh, the University of Agricultural Sciences and the University of Fine Arts offered training. The increased fighting following the 1970 coup closed the three provincial universities. ... Higher Education began making a slow comeback, following the establishment of the PRK. In 1986 the following main institutions of higher education were reported in the PRK: the Faculty of Medicine and Pharmacy (reopened in 1980 with a six-year course of study); the Chamcar Daung Faculty of Agriculture (opened in 1985); the Kampuchea-USSR Friendship Technical Institute (which includes technical and engineering curricula), the Institute of Languages; the Institute of Commerce, the Centre for Pedagogical Education (formed in 1979); the Normal Advanced School; and the School of Fine Arts."¹⁴

In 1997, Cambodia counted eight HEIs. By 2016, as many as 118 HEIs were supervised by 15 different ministries/agencies (ANNEX 3). Additionally, in the early 1990s, only 1 per cent of college-aged youths enrolled in tertiary education, mainly at the bachelor degree level.

The MoEYS on the ministry's website states: "Considerable progress has been made in Higher Education between 2009 and 2013 with student enrolments increasing to 207,000 and students receiving scholarships to 4,200. Increasingly higher education institutions (HEI) are meeting agreed minimum standards through the HEI Accreditation System. The Directorate General for Higher Education team and HEIs have built their capacity to strengthen planning and monitoring, manage research grants and scholarships and so absorb more funds for programs expansion. The Accreditation Committee of Cambodia (ACC) has gained a strong capacity to manage and operate the accreditation system. A research culture has begun to emerge through the implementation of an innovative research grant program and there is now stronger regional cooperation, collaboration and jointly implemented activities. A number of key policy actions have been taken including the approval of the Research Policy Master Plan, a Royal Decree on Professor ranking and the preparation of the Higher Education Vision 2030. The establishment of the Higher Education Technical Working Group has been an important milestone in establishing a forum for debate and discussion on higher education issues. The Government has recognized the importance of providing opportunities in higher education and the importance to assuring relevance and quality. ASEAN integration will provide opportunities for collaboration between institutions, joint research and quality standard setting."

¹⁴ Taken from *Education in Cambodia*, <u>https://www.scribd.com/doc/2192903/Education-in-Cambodia</u>

III.7.2. Quality and relevance of higher education

One of the key issue is higher education's relevance to the needs of the labour market and society. More research is needed to clearly identify the types of human resources and levels of qualification needed to advance the economy and society; however, existing data suggests that there is heavy concentration of enrolment in bachelor's and master's degrees in business-related majors and foreign languages (especially English) and IT (concentrating mainly in networking and programming). Enrolment in science, technology, engineering, arts, and mathematics (STEAM) is comparatively low, and enrolment in advanced diplomas and associate degrees is low too.

Cambodian HEIs currently lack qualified faculty members. There is urgent need to improve the quality of faculty members. Lecturers are still using traditional ways of teaching, which is focusing on memorizing rather understanding and collaboration. They focus only on teaching and not research and community/university services. However, there are policy and institutional issues related the research and innovation in HEIs. At the national and university level, there is no comprehensive support mechanism of the research and innovation. For instance, research scheme available and public funding are not available. The research facilities are not sufficiently equipped in HEIs. The classrooms are not designed to attract students to expose to the new way of learning that foster research, innovation and creativity.

The quality and relevance of higher education is inextricably linked to the curriculum. The curriculum of higher education does not teach students the knowledge and skills needed to work effectively in the work place. The skills and knowledge taught from curriculum are often blamed for its irrelevance to the local labour market need. There are many complaints from the employers about unqualified employees. The curriculum shall be revised, contextualized and updated regularly to move at the same pace with a very fast changing world. The STEM initiative is an important instrument to improve the quality of higher education. In order to make a significant impact on the quality of education, a comprehensive implementation action plan for STEM must be developed.

"A major challenge for the coming years will be to address the mismatch between the needs of the labour market in terms of skills, critical thinking ability and knowledge and the current products on the market. This will require better understanding of the labour market, better coordination and links with industry and better information for students so they can select appropriate courses. Maintaining high quality programs, internationally acceptable certification within an affordable pricing structure is also a challenge. Further work and increased resources will be required to ensure that more talented students from disadvantaged backgrounds can access higher education through scholarship programs or possibly student loan schemes."

Source: MoEYS, <u>http://www.moeys.gov.kh/en/higher-education.html</u>

III.7.3. Access and Equity to Higher Education

The percentage of gross enrolment in Cambodia is the lowest rates in ASEAN. To achieve the middleincome status by 2030, Cambodia needs to improve the employability and productivity of its workforce. The first of all, however, is to expand the access and equity to HEIs. The expansion of access and promotion of equity is possible with government funding. Unfortunately, government funded scholarships are very limited and in some case, due to the unfair process of recruitment of potential students, the poorest and vulnerable students cannot receive the scholarships. For the medium and long-term studies, a national student loan scheme should be created.

HEIs should also expand their capacity so that they can absorb more students in their institutions. The government needs to provide more financial support to universities, which provide academic programs that linked to the economic development and growth.

There should be more pathways for students from TVET even without Bac II (Grade 12- General education) certificate to continue studies at a HEIs for those to attract more students to higher education. Although, the MoEYS with Prakas no. 155 has introduced a sort of equivalency with C1 VET graduates, the system of equivalency of TVET with Bac II certificate should be redesigned to make an easy access to HEIs.

III.7.4. Regionalization and Internationalization

Higher education internationalization is crucial, if HEIs in Cambodia want to compete regionally and globally in the medium to long-term period. Regionalization and internationalization is a difficult task given the fact that the mobility of students and lecturers to other universities in the region and the globe is at very low scale, is generally at the university level and is funded by the host universities.

Further, the quality of education cannot meet the regional and international standards. Facing the current constraints, the only effective way of improving the quality of higher education is to cooperate with foreign HEIs in a form of trainings to lecturers and open office of foreign HEIs in the campus of HEIs. According to the interview with lecturers of the Royal University of Law and Economics (RULE), the cooperation between RULE and foreign universities from Japan, Europe, France and Canada and the membership in the ASEAN University Network since 2009 is crucial to make RULE visible regionally and globally. The cooperation and membership in the ASEAN University Network pushes the university to follow internationally accepted standards. For example, RULE must apply the ASEAN qualifications framework. More exchange programs of students and lecturers have been seen recently.

The local people always recognize international programs under this form of regional and other international cooperation. Whereas, the national program run by RULE is only recognized in Cambodia or through the MoU between RULE and each university on case basis.

Findings about the higher education sub-sector

- The Cambodian higher education sector has developed rapidly over the past two decades. HEIs are public and private and cater for the needs of higher academic and tertiary technical education;
- \circ Due to the relative autonomy the HEIs can develop their education offer relatively freely;
- The quality of education provided can differ significantly. However, due to a necessary registration and accreditation procedure the quality of HEIs in Cambodia should be assured at national standard level. Responsible for external quality assurance in HE is the Accreditation Council of Cambodia (ACC);
- University curricula, however, often remain quite disconnected from knowledge and skills needed in the labour market and quality of education is often weak;
- Through international cooperation and exchange, universities and HEIs are continuously developing their capacity and standing. Some leading universities, such as the Royal University of Phnom Penh, are setting the tone.

Conclusion Part I

The Cambodian education and training sector is in a process of complex reforms and change. The requirements of a changing regional dynamics, economy and labour markets require a new type of graduate. Education reforms need time due to lack of resources, capacity and funding.

Education development is aligned with national development policies and strategies apply to education. Education and training policies are good and established timely, but not always implemented. The education system caters for both sexes equally. Girls and women are not disadvantaged compared to boys and men.

MoEYS and MLVT are committed and supportive to the ongoing reforms. The leadership of the MoEYS is highly committed to the reforms. The governance capacity, research potential and management skills are increasing rapidly enabling the ministry to implement reforms that are more complex.

Issues:

- There is some need for complementary regulation or improvements. E.g., The regulatory framework for apprenticeships is not comprehensive, does not provide apprentices with enough social protection, and does not clearly enough determine the roles of all stakeholders.
- The education and training system need to further improve relevance and quality and partly access in all sub-sectors. TVET and secondary education are not yet fully responding to the changing labour and employment market needs. General education so far has little relevance for the employment and labour market. Better involvement and cooperation with stakeholders, e.g. the private sector is required;
- Vulnerable groups still need more support. Particularly the poorest and special needs pupils and students. Some support is available for physically disabled, especially provided by NGOs. The Law on Education embraces inclusiveness for special needs students. However, there so far is very little to nothing is in place to support mentally disabled children and young people to pursue education and basic vocational skills training.
- The reforms in the TVET sectors are generally slower facing significant challenges. The quality of public vocational training (PTCs) needs improvement. More cooperation of education and training sub-sectors required and cooperation with the private sector and industries.
- Secondary education is still not evenly available throughout Cambodia. There are disadvantaged areas with limited or no access to secondary schooling. The education system of Cambodia is a unified system. Therefore, secondary education generally has to be homogeneous. There are however new school types emerging, which are complementing the general secondary school system. These schools are the New Generation Schools and the General and Technical High Schools.
- Teacher quality, despite considerable improvements, is generally still relatively low. This is the biggest challenge at this stage of development. This is true as well as for general education, as technical teachers for integration as for Technical TVET teachers.
- Many graduates from primary, secondary, or even tertiary education lack not only STEM knowledge but also soft skills (e.g. communications, problem solving, teamwork, etc.) Foundation soft skills are critical to life-long-learning and future retraining in the work place.
- The informal sector exists outside the recognised formal TVET system with little 'tangible' interconnection;

Higher education has developed significantly during the past years. The sub-sector enjoys more autonomy, which enables the best HEIs in Cambodia to steadily improve. The sub-sector needs a robust quality assurance, but has clear strategies and a wide field for international cooperation in teaching and research contributing to a steadily increasing quality.

PART II

I. NEEDS ASSESSMENTS AND RECOMMENDATIONS

I.1. Needs assessments

This part includes the general assessment of needs in the sub sectors covered by the study.

Table 11: Needs assessment	matrix for CDA	nrogramming	2018 - 2023
	matrix for CDA	programming	2010 2023

	Priority			
Sub sector needs	Low	Medium	High	Highest
Secondary Education (lower and upper secondary educat	ion)	•		
Teacher Quality and teacher training				X
School infrastructure (remote rural areas)			Χ	
School attendance support (access for poor and vulnerable)			Х	
Support for special needs learners				X
Dormitories			Х	
Equipment		X		
Curricula and textbook development in STEM and TVET			Х	
TVET integration into SE			Х	
General LSE and USE development and quality				X
Support of Technical and General High schools incl.				X
technical teachers				Λ
Support of New Generation Schools	Х			
Budget support	Х			
General quality assurance in secondary education			Х	
Policy support including inter ministry		X		
TVET / Vocational Training				
Technical Trainer training				X
Support of PTCs			Х	
Infrastructure development	Х			
Equipment support		X		
Technical support for specific occupations				X
Training standard and teaching materials development				X
Cooperation with selected NGOs in TVET support				X
Support to implementing and developing quality assurance in TVET				X
Policy and regulatory support				X
Higher education				L.
International cooperation with				X
Quality assurance in higher education				X
Development of programmes in tertiary TVET			Х	
Development of a national scholarship / study loan system				X
Policy and regulatory advice on permeability between TVET and HEIs and other areas			X	

Based on the findings of the study the team can conclude that the education and training system are developing and are in the middle of ongoing reform processes. Generally, the education system is still weak. The TVET system and secondary VET are underdeveloped compared with international education systems and development efforts will still be needed in the years to come.

The quality of general education is improving, but still on a relatively low level. There are, however, exceptions with new focus school types such as NGSs and GTHSs, which already offer general education on a high level. One of the main concerns is the teacher and trainer quality and competence throughout Cambodia, still school infrastructure is missing in disadvantaged provinces. Access and relevance are not always provided. Materials, equipment and textbooks are often not of satisfactory quality. Poverty often impedes school attendance and causes dropout. The following matrix provides and overview over identified needs and priorities of the different education sub-sectors.

I.1.1. Needs assessment secondary education

Secondary education still faces many challenges from teacher quality, curricula and textbooks, facilities to methodology and access. Over the school years the enrolment drops dramatically, from close to 100% enrolment at grade one to just 15% graduates of upper secondary education. The dropout in lower secondary school alone is around 10%. Especially grades 7 and 8 see large dropout rates, while basic education should be for all. Despite national examination reforms, the quality of upper secondary school graduates could be better. The relative low level of general education is affecting the learning results at higher education. It was observed during practical lecturing and teaching that the level of analytical and critical thinking as well as foreign language skills is rather limited in many Bachelor students. Exceptions are the universities with strict entrance examinations, such as PUC.

The following summarised needs were identified for the secondary education sub-sector.

- 1) Improved teacher training in all subject areas, including subjects pertaining to Science, Technology, Engineering, and Mathematics (STEM).
- 2) Providing secondary schooling opportunities and access in remote areas;
- 3) Preventing students from drop out the schools;
- 4) Provide essential soft skills and life-long learning skills;
- 5) Revise secondary school curriculums to include vocational education and skill training;
- 6) The connection between general education and real life and the world of work should be further strengthened. This can be done through inclusion of practical work life/internship content, more career and occupational counselling and exposure to national economic development content.
- 7) Infrastructure and equipment in many secondary schools, especially in rural areas, are in need of improvement;
- 8) Even some of General and Technical High Schools have difficulty in constructing facilities and providing equipment required for teaching and learning skills, knowledge and attitude. Many schools still lack those facilities and equipment.

I.1.1.1 Access to general education and poverty

The Education law foresees the mandatory enrolment at the age of six, but does not include the mandatory education yet. As one of the reasons for then not enforcing mandatory schooling during the finalisation of the law in 2007 a high ranking MoEYS official mentioned to one of the authors of this study that Cambodia then was not in the position to enforce obligatory primary or basic schooling due to a lack of access and material resources. This, according to a key informant, is changing now. Such a change, of course, will imply that the MoEYS has to ensure access throughout Cambodia. However, access to all levels of general schooling is not evenly ensured.

School attendance in public schools in general education in Cambodia is according to the constitution and the Law on Education free of charge. However, different barriers are existing hindering access to school. In remote areas this can be the absence of schooling opportunities; the coverage with secondary schools of all grades is still incomplete (see secondary school map in primary data analysis in part I.3). Large areas are not covered with lower and upper secondary schools, so that it physically is not possible for the local population to send their children and youth¹⁵ to school.

It can be poverty of families, if they cannot afford the necessary subsistence expenditures for daily meals or school uniforms or simply cannot afford the loss of a helper with household chores, fieldwork or care taker for siblings. It can also be other socio-economic conditions, such as the bad quality of roads during the raining season. Often schoolchildren have to walk, cycle or travel far to their schools. Pictures like the one below are common sights in rural Cambodia before and after school.

¹⁵ According to Cambodia's *National Policy on Youth Development (2011)*, "youth" is referred to as people of both sexes aging between 15 and 30 years.

Certain provinces are particularly disadvantaged. This are the poorest provinces of Cambodia. The ADB *Cambodia Country Poverty Analysis 2014* mentions amongst them the seven provinces Kampong Chhnang, Kampong Thom, Kratie, Preah Vihear, Pursat, Siem Reap and Stung Treng. Some of the development aid, therefore, has been directed to these provinces. The Swiss Agency for Development and Cooperation (SDC) conducts its Skills Development Programme 2014 - 2027 for rural youth and low skilled hospitality workers in the three provinces Kratie, Stung Trang and Preah Vihear.

Although the situation has improved in the past years, still informal fees are often required for successful school attendance. Often, teachers are tutoring in private classes outside the regular lessons to earn some extra money. Often, unfortunately, pupils are forced to take part in such lessons to keep up in class. Sometimes materials, which should be free of charge, are copied and sold for a higher price than the copy costs. This is more common in remote areas than in larger urban areas, although for lower amounts. According to a key informant around 100 USD per month are required due to all kinds of costs for the attendance of a good secondary school in Phnom Penh. Not always additional payments are demanded by the schools. Sometimes the parents and families of pupils are helping with their initiative or financial donations to keep the school afloat.



As shown in the previous parts of this study, the access to education system, including all sub-sectors is still not equal for all. There are still geographical inequalities in Cambodia, which might be linked to social and economic inequalities, rural-urban differences, ethnicity and language. This indicates a manifested social division especially between urban (especially larger urban) areas and remote rural areas. In Cambodia's most disadvantaged provinces, there are still significant differences in average educational levels between young women and men.

Picture: On the way to school in Kampong Chhnang (10.11.2017)

I.1.1.2 Teacher quality

"The most discussed teacher issues in Cambodia lie around the quality and shortage. The number of teachers keeps increasing every year and the pupil teacher ratios have been reduced. For example, the pupil teacher ratio was 43:1 in 2006, but in 2013 the rate was just 34.2:1 (MoYES, 2007; 2014). Yet, competent teachers are always transferred to the urban schools after they served in the designated locations for one year ... This results in a shortage of teachers in rural areas. Multi-grade classes, double-shift teaching and using contract teachers are widely observed in the rural schools."

Source: Fata No, RUPP, Motivational Level of Cambodian Teachers and the Government Policies to Attract and Retain Competent Teachers, Phnom Penh, 2015, p. 2

The shortage of qualified teachers is both a symptom and a cause of the weakness of education and training in Cambodia and the main cause for the overall low quality of teaching/learning. A poor salary, harsh working conditions, and low social status of the teaching profession have left many teachers demotivated and disenchanted.

As far as teachers are concerned, the number of qualified school personnel has gradually increased over the past years. Capacity, however, remains a major challenge. The following is, unfortunately still largely true:

- teachers are largely under-qualified;
- Supply of qualified teachers is insufficient;
- Insufficient in-service training and professional development opportunities, which is needed for unqualified teachers in remote and rural with acute shortages;

- Lack of qualified teacher trainers;
- Inadequate teaching pay and conditions leading to de-motivation and low societal status.

Public secondary schools, including NGSs and GTHSs have difficulties to keep their teachers due to attractive job offers from private schools. The TPAP is addressing the teacher issue. The strategies included in the TPAP target the most important issues. Still, the available remuneration for teachers is often too low to keep the best in the system.

The TPAP is addressing this utmost important field of reforms. The curriculum framework for general education and technical education from 2015 includes a number of interesting teaching principles and assessment guidance in support of teaching quality. Under the teaching principles the framework lists the following four principles:

- Principle 1: Teaching is an activity to facilitate learners' learning in order to equip learners with knowledge, skills and attitudes through learner cantered approaches.
- Principle 2: Teaching is an activity to help and encourage learners to be efficient and responsible active self-learners who can apply knowledge in everyday life.
- Principle 3: Teaching must extend knowledge, experiences, skills and motivation of learners so that learners will love and give value to education.
- Principle 4: Teaching must connect learners/learning activities to the real world through the application of appropriate tools, including ITC.

The framework further recommends that the following should be provided.

- ✓ deep training to all teachers on the new curriculum and clear instruction on learner-cantered teaching methodologies should be provided;
- ✓ training to all teachers on school assessments and classroom assessments and educate them how to use the assessment results in order to improve their teaching methodologies and activities according to learners' knowledge;
- ✓ all technical support and required teaching materials;
- ✓ Improve research ability of all teachers for lifelong learning.

I.1.1.3 School infrastructure



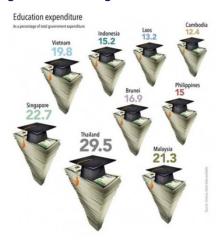
Picture (2006): A school in Kho Kong Province funded 2003 under ADB ESDP Loan 1865 CAM(SF)

Compared to previous years, the school infrastructure of as well general education as TVET has improved significantly. Huge efforts in the construction of facilities have been undertaken. The ADB and World Bank have financed a large number of facilities and school improvements. Additionally, other bilateral donors and NGO's have contributed to the improvement of school infrastructure.

There remains a lot to do to improve school infrastructure in terms of quality of facilities, furniture and equipment Many schools in rural Cambodia still look very different to the newly constructed or renovated schools as the one pictured.

I.1.1.4 Education funding

Figure 44: Cambodia's education spending in relation to ASEAN countries (2011-2012) as % of government budget



The figure to the left shows that Cambodia, compared with its neighbours until recently spent a relatively small part of its budget for education. The country ranked lowest among nine Asian countries. Meantime, according to national data, Cambodia has allocated already 18.31% of its budget to the education sector in 2016, with a view to reach 23% by 2020.

Among its principles the ESP 2014 – 2018 mentions the principle "*Improve financial sustainability built on needs-based projections*". The strategic sector plan also includes the Education financial management reform and financing program for building capacity for budget formulation and execution, procurement, decentralisation of budgets to schools, improving financial management and strengthening auditing as a priority programme.

Source: Savong's school, https://savongschool.wordpress.com/tag/students/

I.1.2. Needs assessment TVET

The MLVT, according to the study's key informants, faces eight challenges, on which the ministry is focusing. The challenges are pointing at the most pressing needs of the TVET sub-sector. These challenges are:

Table 12: The eight TVET challenges

Challenge 1:	TVET Quality Assurance
Chunchge 1.	Quality assurance, including the quality of technical teachers, instructors and trainers, is one of the most important challenges for the MLVT. Technical teachers/trainers are usually recruited from university and receive a training in pedagogy in the NTTI, which does not include practical technical skills. Now (from the school year 2017/2018), the NTTI changed its curriculum from 1 year to 1.5 years to include 6 months of practical industry training. TVET quality is one of the goals and is included in 3 objectives of the National TVET Policy 2017 – 2025. The ministry has setup its Quality Assurance Department in 2016. A quality assurance system was introduced by the MLVT to address this issue. The QA system includes 6 quality criteria fort internal and external audits. 80 TVET providers received trainings in quality assurance and quality management so far. 12 TVET institutions in Cambodia have certified quality management systems according to the ISO 9001 standard. The MLVT understands that the final instance measuring TVET quality is the labour and employment market.
Challenge 2:	Social acceptance of TVET
	The social acceptance and attractiveness of TVET compared to general and academic
	education and training is still low in Cambodia. Only a fraction of school graduates opt for
	TVET instead of general higher education. The National TVET Policy 2017 – 2025 addresses
	this issue.
Challenge 3:	
	The TVET policy 2017 - 2025 includes under strategy 3 - to promote public-private
	partnerships and of aggregate resources from stakeholders to support sustainable TVET - the
	sub-strategies 3) Establishing coordination mechanism and National Skills Development Fund

	and 4) student fees policy and scholarships for poor and vulnerable students.
Challenge 4:	Connection between TVET and higher education
	Often mentioned the disconnection of higher education from TVET and lack of relevance of
	HE for the labour market. However, this picture is rather fragmented. See also part 3.4.3
	higher education.
Challenge 5:	Lack of soft skills
	Employers and graduates mention a lack of important soft skills, which is lowering the
	productivity of workers. The National TVET Policy is addressing labour market relevance of
	TVET. In addition, the ongoing policy and cooperation dialogue of government and
	development partners ILO, ADB, JICA, SDC include this important issue. See also part 4 of
	this study.
Challenge 6:	Limited stakeholder involvement
	The TVET policy 2017 - 2025 includes under strategy 3 - to promote public-private
	partnerships and of aggregate resources from stakeholders to support sustainable TVET - the
	sub-strategies 1) enhancing PPP and stakeholders partnership and 2) expanding PPP and
	partnerships in developing curricula based on market needs and responding to new and
	existing technology requirements.
Challenge 7:	Upgrade of materials and workshops is very expensive
	The MLVT sees more private sector involvement in TVET financing and delivery as very
	important. Cooperation with the industry in TVET provision can help to bridge the gap. Until
	now the involvement of the private sector has been very limited.
Challenge 8:	TVET coordination and governance
	Regarding TVET coordination and governance, the National TVET policy 2017 - 2025
	determines 3 sub-strategies to address this issue. These are 1) Strengthening regulatory
	framework for TVET to link skills training to labour market demands, 2) Develop result-
	based funding mechanism for operating TVET institutions, and 3) Improving TVETMIS and
	LMIS.

The following needs can be summarised for the TVET sector:

- 1) Cambodia economy and local labour market will evolve rapidly over the next few years due to the growing influence of regional and global economy and structural change. It is important to ensure that Cambodia have sufficient and skill workforce to enter into the local labour market;
- 2) Increased skill training opportunities for potential dropouts of secondary schools and alternative career pathways through VET are needed;
- 3) On the job training needs to be provided for existing low-skilled workforce (garment industry) enabling them to find employment in growing industries;
- 4) The regulatory framework for apprenticeships needs to be reworked and improved to protect apprentices and determine roles and involvement of all stakeholders;
- 5) Serious efforts need to be undertaken to include informal vocational training and informal apprenticeships in the system providing the informal/non-formal trainees with opportunities to certify and recognition of prior learning and training;
- 6) It is to recommend the training skill should focus both on hard skills and soft skills. The elective vocational skill programs should be diversified and respond to local market needs. The training must adequately equip students with a wide range of soft skills such as an understanding of and positive attitudes towards employment; the capacity to exercise judgment, critical thinking, communication, and engage in teamwork; the requisite skills for identifying, analysing and working towards solutions of problems;
- 7) Improving the quality of technical teachers/trainers/instructors is of great importance. Technical teacher training is could be in the focus of project support.

I.1.3. Needs assessment higher education

It is very difficult for this sub-sector to identify specific recommendations. Too different are the situations of different public and private HEIs. Needs are depending on specific local conditions and needs of the HEI. Due to the relative autonomy, the HEI are not centrally controlled. Below a few identified general needs for the sector:

- a) The legal and regulatory framework need to be established or updated to strengthen good governance and the accountabilities of key agencies working on higher education such as the Accreditation Council of Cambodia (ACC);
- b) The National Institute of Education (NIE) has currently no support. It needs further strengthening and technical assistance;
- c) A need in the higher education sub-sector is the development and regulation of student loan/grant schemes for medium and long-term studies;
- d) The HEIs need more financial support in support of academic programs linked to economic development and growth;
- e) Development of additional pathways for students from TVET even without Bac II (Grade 12- General education) certificate to pursue at the university as these can attract more students to higher education. The system of equivalency of TVET with Bac II certificate should be redesigned to make an easy access to HEIs.

I.2. Recommendations

This part is summarising the key recommendations from the point of view of the research study team. For the purposes of the CDA the recommendations are formulated in a practical manner facilitating practical programme planning.

Recommendation 1:	CDA need to formulate its development cooperation strategy for the coming	
	years aligning it to ESP planning periods and national development agenda	
	coordinating with government taking into account European joint development	
	strategy and strategy/programmes of other DPs. This study can support the choice	
	of direction and identification of options. Some project content options are	
	provided below this section.	

- **Recommendation 2:** CDA should join the respective working groups for education, Education Sector Working Group (ESWG) and the government led Joint Technical Working Group in Education (JTWG-Ed) or TVET Coordination Working Group. This will provide valuable first-hand information on programming.
- **Recommendation 3:** Actively start communicating with competent government officials in partner ministries, international development partners and sector NGOs (NEP) in support of project identification and design.
- **Recommendation 4:** Sign MoUs with the respective government agencies in charge based on identified projects. This will provide the CDA with the necessary legal basis.
- **Recommendation 5:** For the CDA we would recommend focusing geographically and thematically, including practical project intervention with policy advice.
- **Recommendation 6:** Identify interest of Czech industry and other stakeholders to possibly design a project in a development partnership with interested Czech industries, such as machine building or food processing.

Recommendation 7:	CDA should still be flexible in choosing the potential target province and make
	an informed decision based on stakeholder recommendations.

- **Recommendation 8:** Review the potential project content section II.2.1 below for identification of potential options.
- **Recommendation 9:** We recommend to the CDA to conduct a validation workshop with government and development partners to validate the recommendation. Such a workshop could be helpful to update the information provided in the report and would facilitate a more broad introduction and visibility of the CDA as development partner. Validation workshops are usual practice for the development cooperation in Cambodia.

I.2.1. Potential project content

Meaningful project can be conducted in general education, TVET and health sector connected vocational training. Based on a good needs identification and project design even smaller project can have an important and visible impact.

I.2.1.1 General education - project content ideas

- a) One of the most important issues is secondary teacher and technical teacher quality, this in terms of subject knowledge and skills as in methodology. Many TVET providers lack good technical teachers, instructors and trainers. If CDA would be interested in this cooperation area, we recommend to the MoEYS (TPAP) or MLVT respectively;
- b) CDA could support the establishment of Teacher Education Colleges in the field of curricula development, capacity building and training. CDA could join the Teacher Education College curriculum development team and work together with VVOB in preparing the pre-service training curricula (PRESET) for TEC (lower secondary school teacher training);
- c) The reform agenda under the Minister of Education includes *from children in school to children learning in school*. More school-based management can support this agenda. CDA could develop a project in support of school-based management. Capacity development and building is crucial;
- d) Also in-service training of teachers (INSET). INSET is an important component of the TPAP implementation and needs attention. CDA could support and work together with MoEYS Teacher Training Department;
- e) The new curriculum for secondary school teachers includes arts. There is no curriculum for this subject yet. CDA could support curriculum development for the new teacher training curriculum in this particular field and team up with a NGO working in this field.

I.2.1.2 Higher education - project content ideas

- a) Strengthening the legal and regulatory framework for good governance and accountability of key agencies such as the Accreditation Council of Cambodia (ACC).
- b) Support the National Institute of Education (MoEYS) with technical support.
- c) Development and regulation of student loan/grant schemes for medium and long-term studies.
- d) Financial support to universities, which provide academic programs that linked to the economic development and growth.

I.2.1.3 TVET - project content ideas

- a) This could be in the field of technical teacher capacity building in industrial fields combined with the provision of specific Czech equipment and training materials.
- b) As an important need remains developing instruction materials for technical education;
- c) CDA could support the connection between general secondary education and vocational training as well as job counselling and career guidance;
- d) Technical support could be provided in the area of technical teacher quality (NTTI) and human resource development in MLVT and sub-national TVET governance;
- e) CDA could support the development of occupational standards in line with the CDA and competency based curricula in technical areas of interest for Czech Republic and the development of mechanisms for the recognition of prior learning including the informal sector based on competency standards. For work with the informal VET sector SDC and NGOs could be partners;
- f) CDA could chose a PTC (for example in Kampong Chhnang province) to develop a specific alonestanding project to strengthen the public TVET system or with a leading NGO, such as CKN or DBFC piloting new competency based VET programmes, approaches and improvements. As needs determined by visited PTCs: library, facilities new and for upgrade, workshop improvements, equipment (new and maintenance) and transportation means;
- g) Supporting TVET policy making and regulatory framework¹⁶: 1) Improvement of national TVET regulatory framework, which could include a national TVET law; 2) Policy and regulation for TVET student loans; 3) Policy and regulation for national skills development fund; and 4) Policy and regulation on institutional management of TVET institutions.

I.2.2. Kampong Chhnang as potential target province for the Czech Development Agency (CDA)

Region	Multidimensional Poverty Index (MPI = H × A)	Incidence of Poverty (H)	Average Intensity Across the Poor (A)	Percentage of Population Vulnerable to Poverty	Percentage of Population in Severe Poverty	Population Share
Banteay Mean Chey	0.189	43.3%	43.6%	23.0%	11.6%	4.1%
Battambang/ Pailin	0.161	36.9%	43.6%	24.5%	8.7%	7.3%
Kampong Cham	0.239	51.6%	46.4%	17.8%	20.0%	11.7%
Kampong Chhnang	0.277	57.1%	48.5%	26.6%	23.3%	4.1%

According to different poverty counts, the potential target province of the CDA Kampong Chhnang is among the poorest provinces in Cambodia The multidimensional poverty index (2010) of the *ADB Country poverty analysis* 2014). The province has an average share of the total population of around 4 %.

Depending on further project identification and sectors, CDA will have to cooperate and to connect with the POE and respective District Office of Education (DOE) or with the provincial department of labour and vocational training, NEA or other government agencies in charge at local level. Lists of schools and complete contact information CDA can get from the ministries.

For local NGO partners we recommend to review the list of NGOs and projects to identify who is working where.

The inclusion of this province in a bilateral development aid programme, therefore, seems to be fully justified. More so, since the CDA has already started the work in this province. However, we recommend looking with an open eye to other provinces in need based on the focus CDA.

¹⁶ Proposals regarding policy and regulatory drafting support from MLVT

II. INTERNATIONAL DEVELOPMENT COOPERATION AND IDENTIFICATION OF POTENTIAL PARTNERS

II.1. International and bilateral development cooperation and modalities¹⁷

The ESP 2014 - 2018 reconfirms the development cooperation approach of the Cambodian government stating under the principles of the ESP: "Mobilize the involvement of all stakeholders and development partners".

The international development partner community started to support Cambodia's education sector at an early stage and continued to support all education sub-sectors ever since with large amounts of development aid (ODA and other funding). Cambodia is partner country of the Global Partnership for Education (GPE) since 2006 (Coordinating Agency is UNICEF / <u>http://www.globalpartnership.org/country/cambodia</u>), with a country specific grant funding of currently 30 - 40 Mio. USD by UNICEF, UNESCO and IBRD.

In the 1990s, the levels of external assistance for the education sector exceeded the government's budget significantly. The ODA during this first period concentrated on technical/vocational education and higher education (around 40 per cent) and included limited support for basic education (grades 1 - 9).

Development partner's support has gradually shifted since then towards basic education. The major donors that have contributed to this shift include EU, with a significant Basic Education Sector Support Programme, which is still ongoing, SIDA (through UNICEF) and ADB. The deduction of ODA between 1997 and 1999 was due to a political crisis in 1997. Note: The development partners include bilateral and multilateral agencies, and NGOs.

Year	MOEYS	Development Partners (bi-&,multilateral, NGOs)	Total
1994	\$25,500,000	\$29,175,546	\$54,675,546
1995	\$32,000,000	\$35,320,553	\$67,320,553
1996	\$35,750,000	\$43,590,227	\$79,340,227
1997	\$25,181,000	\$53,206,829	\$78,387,829
1998	\$25,711,000	\$48,385,805	\$74,096,805
1999	\$32,825,000	\$34,120,714	\$66,945,714
Grand Total	\$176,967,000	\$243,799,673	\$420,766,673

Table 13: Annual education sector spending (budget in US\$) / 1994 - 1999 (indicative)

Source: CDC website <u>http://www.cdc-crdb.gov.kh/cdc/practices_chapter6.htm</u>

The currently major development partners working in the education sector are the following:

1) Asian Development Bank (ADB),

2) World Bank,

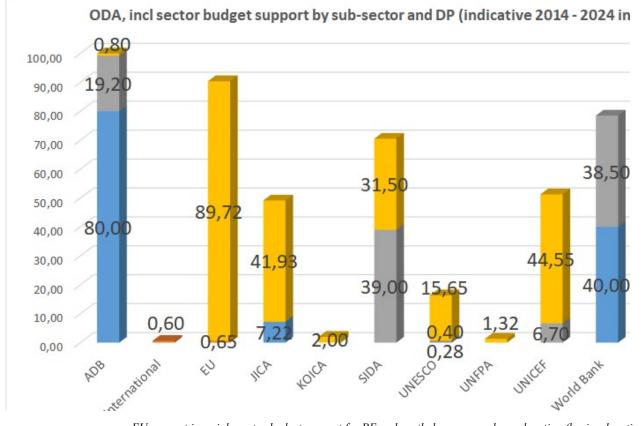
3) European Commission (EC),

¹⁷ A good informational resource about international, bilateral and NGO projects conducted in Cambodia is the website of the Cambodian Rehabilitation and Development Board (CRDB) / Council for the Development of Cambodia (CDC) <u>http://www.cdc-crdb.gov.kh</u>. The information in this part and some of the annexes is taken form this web resource.

- 4) Swedish International Development Cooperation Agency (SIDA),
- 5) United Nations Children's Fund (UNICEF)
- 6) Japan International Cooperation Agency (JICA),
- 7) United States Agency for International Development (USAID),
- 8) Flemish Association for Development Cooperation and Technical Assistance (VVOB),
- 9) United Nations Educational, Scientific and Cultural Organization (UNESCO), and
- 10) Other international nongovernment organizations.

The MoEYS currently lists the following 14 major education development partners on its website: ADB, European Union, JICA, KOICA, Metfone, NEP, Open Institute, SIDA (Sweden), UNESCO, UNICEF, USAID, VVOB (Belgium), WFP, World Bank. Others are not explicitly mentioned, e.g. VSO, or work in the TVET sub-sector, e.g. SDC (Switzerland). An actual indicative list of projects and funding provided by Education Sector Working Group (ESWG) members is attached to this study (ANNEX 11). The figure shows the indicative funding for most recent, ongoing or coming projects for the period 2014-20124 related to general education (without ECE and Primary Education) extracted from this indicative list. The category "other sector support" includes projects aimed on teacher quality and other directly related interventions. The total amount included in the figure is 464.96 Mio. USD. The figure underlines the continuously high commitment of the DP community to education development in Cambodia.





EU support is mainly sector budget support for PE and partly lower secondary education (basic education) The CDPF facility is UNICEF managed, but funded by EU, SIDA and UNICEF, here included under UNICEF. The amount of JICA support estimated based on information from Key Informants The lowest number is for non-formal education

It has to be kept in mind that the TVET sub-sector support is not included in the figure. For TVET support, the ADB alone is committing roughly 100 Mio. USD, SDC (Switzerland) for the Skills Development Programme ca. 24 Mio. USD and ADF (France) in support for the ongoing ADB TVETSDP project 15 Mio. USD, which amounts for these three donors alone to 139 Mio. USD.

The Development Cooperation and Partnership Strategy 2014 – 2018 is recognising the "increasing presence of non-traditional development partners, particularly from the Asia region, and new modalities of cooperation - such as South-South initiatives from former aid recipients ..." The strategy also stresses previous good experiences of cooperation with private sector and NGOs. "Likewise, the private sector and the non-governmental, non-profit sector have proven to be effective development actors and there are sufficient positive examples of them partnering with Government to highlight the potential for closer and enhanced collaboration in the future. In the face of growing diversity and the opportunity accorded thereby, development can, and should, move beyond the narrow emphasis conventionally placed upon the financial assistance provided by traditional aid donors."

Infobox 9: Development aid financing modalities

- **Direct Project Support:** This refers to traditional project support where the assistance is accounted for in the development budget of the MoEYS. Usually this type of support has separate donor defined disbursement, accounting, auditing and reporting procedures and is often associated with a discrete project implementation unit.
- Agency direct support: This refers to funds held by the donor agency and expended by it directly. This is a common modality for small or specific consultancies or small and discrete supply of assistance such as equipment. These funds do not appear in the government budget and are accounted for only by the donor agency.
- **Indirect support through NGOs**: This refers to support to the sector which is provided via other organizations such as non-government organizations. Funds are paid to those agencies and accounted for by those agencies directly to the donor.
- **Direct Budget Support:** This refers to direct payments from the agency to the Treasury usually on the basis of a letter or statement of policy outlining the activities and outcomes which determine the release of annual or semi-annual tranches. Disbursement, accounting, auditing and reporting is normally done through the government system of financial management.
- **Off-budget support to the Ministry**: Donor agencies may provide funds and resources direct to a Ministry through a separate bank account system, often co-signed by a MOEYS official and a donor representative. Such accounts may not be included in either recurrent or development budgets, and are usually accounted for only by the donor.

II.2. Mechanisms of aid coordination and cooperation

Generally, all development aid, including bilateral, multilateral and such provided by NGO's, as a rule, should support a single official sector policy and expenditure program, which, according to the principles of international development aid coordination and harmonization (Paris Declaration), will be under Government leadership.

There are sectoral development partnership and coordination arrangements in place, which are summarised in the figure below. The Czech Development Agency should participate in ODA coordination mechanisms depending on the sectors the agency plans to work in, e.g. education, TVET and health sector. The education development cooperation mechanisms are described in this part. Cambodia has also a very active and well working donor coordination working group for the education sector, the ESWG. An important mechanism among these arrangements for bilateral development partners are the "bilateral development partner portfolio reviews", which are seen as a useful complement to multi-stakeholder dialogue.

Bilateral meetings, usually taking place annually or every two years and led either by CRDB/CDC or the Ministry of Economics and Finance (MEF), provide an important opportunity to review progress as well as to discuss in a more in-depth manner a range of sector-specific issues that relate to a particular development partners programme.

Figure 46: Development Cooperation and Partnership Strategy 2014-2018 dialogue arrangements

The dialogue arrangements to be employed during 2014-2018 are summarised be

High-level dialogue	Cambodia Development Forum Meeting every two years, bringing together RGC, DPs, private sector & NGOs High-level meeting on national development: priorities, progress, challenges, financi			
Policy dialogue & policy review	 Ensuring Government-Private Sector Forum Meeting annually, focus on: Providing policy options and advises on PS development Addressing business related bottlenecks and concerns 	ng feedback and consistency in dialo Government-Development Partner Coordination Committee Meeting annually, focus on: • NSDP progress • JMIs • Public sector reforms • Cross-sector issues	gue at lower levels Government-NGO Consultation Meeting Meeting annually, focus on: • NGO role in supporting service delivery • Partnering to promote welfare of the people Includes general discussion & sector focus	B C C a C C Ir
Technical discussion &	Comprises 9 working groups responsible for coordinating among private sector DP coordination through:	 Technical Working Groups TWGs review and confirm future role and format. All TWGs hold an annual results meeting and establish 	 NGOs active in TWGs Principal NGO focal points are responsible for coordinating among NGOs 	in bi re m

Source: RGC, Development Cooperation & Partnerships Strategy 2014 – 2018, p. 9

Table 14: Education Sector development cooperation coordination - mechanisms

Categories	Institutional arrangement	Descriptions
	(ESWG)	Principal formal mechanism for discussion and information exchange, as well as coordination of joint planning and appraisal activities among donors
Meeting and JTWG		High-level forum for senior officials of the Ministry and donor/NGO representatives
		Forum for education NGOs and MOEYS
Aid coordination tools	• •	Framework for policy based strategic negotiation, planning and monitoring
Intra-donor coordination	Donor Coordination Advisor	Coordinator to liaise between donors and MOEYS, and based at ESWG

Source: http://www.cdc-crdb.gov.kh/cdc/practices_chapter6.htm

Figure 47: Strategic goal and strategies for promoting dev. effectiveness For

Strategic Goal and Objectives for Promoting Development Effectiveness

Overarching goal

Strategic objective 3

To ensure that development cooperation resources are used for maximum effectiveness and impact development goals as set out in the RS – Phase III, NSDP and strategies at sector, thematic and reform

Strategic objective 1 External resources are used to promote effective and sustainable development

Strategic objective 2 Partnerships focus on capacity development & systems strengthening Global partnership commitments are implemented consis context and priorities. Domestic financing and external res a complementary manner to support NSDP and sector/re consistent with national development goals.

Partnership arrangements are used effectively to ide address capacity development priorities and systems stre implement reform programmes of the Royal Government This will ensure a lasting and sustained impact on capabilit

Development partnerships and the resources they provi

Source: RGC, Development Cooperation & Partnerships Strategy 2014 – 2018, p. 4

"To ensure that Cambodia reaches the development goals that have been identified in the Rectangular Strategy – Phase III, the Royal Government will implement its development policies and strategies in an effective and coherent manner. These policies and strategies must, in turn, be associated with a rigorous framework for monitoring results and a commitment to development effectiveness. In addition, and to further strengthen the Royal Government's ownership and leadership over the national development agenda, Cambodia has joined with a wide range of development actors at the global level to establish the Busan partnership for development effectiveness. The over-arching objective of this Development Cooperation and Partnerships Strategy is the promotion of development effectiveness."

Source: RGC, Development Cooperation & Partnerships Strategy 2014 – 2018, foreword

The Development Cooperation and Partnership Strategy includes some main principles of development cooperation, such as government leadership, alignment with national strategies and the prioritisation of capacity building. As the four tools of implementing development cooperation, the strategy mentions 1) Programme-based Approaches (PBAs), 2) Results frameworks and results-based approaches, 3) Joint Monitoring Indicators (JMIs), and 4) Promoting resource transparency, accountability and results.

The main policy making bodies for education and vocational training are the MoEYS and the MLVT. They are determining the sector policies on the basis of national development policies and international policies and strategies with the aim to ensure the adoption of common harmonized approaches across the education sub-sectors.

II.2.1. Joint Technical Working Group on Education (JTWG-Ed)

In 2004, the joint technical working group on education was formed to facilitate a systematic coordination and regular policy dialogue between the government and development partners. The JTWG on Education is one of 19 technical working groups established under the Government Donor Coordination Committee (GDCC) in key sectors and reform areas to which the JTWG-Ed reports. The JTWG-Ed includes government, development partners (DPs) and representatives of the civil society.

The objective of the Technical Working Groups is to promote and strengthen aid effectiveness, to coordinate cooperation, and to support Cambodia's national development strategies, e.g. the Rectangular Strategy III and the National Strategic Development Plan 2014 - 2018 (NSDP). In the education sector, specifically the sector development plans, strategies and policies are setting the agenda for the TWG, e.g. the ESP. The six key functions of the TWG are:

 \checkmark aid coordination and resource mobilization;

the purposes of aid coordination and cooperation with development partners, the Royal Government of Cambodia (RGC) has adopted the Development *Cooperation* and Partnership Strategy 2014 2018. The strategic goal and strategic objectives of the strategy and development cooperation with all development partners are presented in the figure.

- ✓ information sharing;
- ✓ monitoring;
- ✓ policy dialogue;
- ✓ capacity building; and
- ✓ crosscutting issues.

II.2.1.1 TVET Coordination Working Group (CWG)

The TVET Coordination Working Group was established in 2013. It facilitates and promotes policy dialogue and coordination of support in developing and implementing the TVET strategic plan. The CWG contributes to the development and design of new development projects in the sub-sector. The TVET CWG consists of representatives from development partners, such as ADB, JICA and SDC, and the Cambodia Federation of Employers and Business Associations (CAMFEBA). The Directorate General of Technical and Vocational Education and Training (DGTVET) chairs the TVET CWG.

II.2.2. Government/Donor/NGO Consultative Meeting

The Government/Donor/NGO Consultative Meeting, chaired by the Minister of Education, is organized on a regular basis since 2001. Participants are senior officials including Secretary of States, Director Generals and other senior officials from MOEYS, donor and NGO representatives. The Planning Department serves as the secretariat for the Consultative Meeting. Consultative meetings are conducted on a regular basis to inform about reform progress, formally ratify major policy documents and statements, and agree on strategic directions for the sector.

II.2.3. Education Sector Working Group (ESWG)

In addition to a common policy and program framework, formal mechanisms for development coordination and harmonization are established. The ESWG was formally established in 2001 as an official forum for advancing effective coordination among education development partners, guided by formal terms of reference. According to the interviews conducted by the study team, it works well and effective up to date. The ESWG has evolved from an information exchange platform into a regular forum for exchange of donors' plans, intentions and sector support modalities and a strategic coordination mechanism. The members can discuss policy issues and formulate their joint recommendations. It has also enabled improved donors' understanding for sector planning, monitoring, analysis and financial planning.

The original mandate for the ESWG was connected with the Social Sector Working with a mainly monitoring and evaluation role. Late in 2001, the ESWG formally adopted Terms of Reference. In 2001-2002, the ESWG, according to the UNESCO office in Phnom Penh, delivered a "well-co-ordinated, timely and professional response from the donor community to the ESP/ESSP and EFA planning processes". The objectives of the ESWG include:

- \checkmark The advancement of education in the country.
- ✓ Establishing linkages with the Royal Government, and particularly with the MoEYS.
- \checkmark Monitoring the programme of education reform and development in the country.
- \checkmark The co-ordination of donors working in the education sector in Cambodia.

The ESWG, chaired by UNESCO, includes UNESCO, European Commission Delegation UNICEF, UNDP, UNFPA, WFP, USAID, COHCHR, the World Bank, ADB, AusAID, JICA, Belgium Co-operation Agency, Germany, France, Canada, SIDA, and the NGO Education Partnership

II.3. Important development partners - an overview

In this section, additional information is summarised about a number of important development partners in the education sector, which were interviewed for the purposes of the study.

Most of the international development partners as well as NEP have their development strategies in response to the national development policies and strategies. They are in most cases harmonised with the planning periods of major national strategic plans, such as the ESP. The European countries, including the Czech Republic, adopted a joint European Development Cooperation Strategy for Cambodia.

The European joint programming is a process whereby the European partners take strategic decisions based on a comprehensive view of European and other donors' support to Cambodia. It includes a joint analysis and response to the Cambodia's national development strategy and defines a division of labour among the European partners.

As development priorities, the strategy determines the rectangles 3 and 4 of the Rectangular Strategy Phase III *Support for Private Sector development and employment generation* and

In their joint strategy, the European development partners about education have agreed to "continue their support to education through support to the Education Strategic Plan 2014-2018. Main focus will continue to be on increased and equitable access to quality education at primary and secondary level. Specific attention will be paid to areas such as early childhood education, inclusive education, school operating budgets, scholarships, teacher qualifications and teacher deployment, quality assurance and national assessments". The European development partners commit to continue the policy dialogue and capacity development supporting the strengthening of the education system and the delivery of quality services.

In TVET the following areas are in the focus of the joint European development strategy:

- ✓ Development of technical and soft skills for youth;
- ✓ Reform of training curricula and programs;
- ✓ Strengthening national qualification standards and establishing national competency standards, aimed at fulfilling the demand of the labour market;
- ✓ Support to private sector (employers) involvement in the definition of curricula, the training of trainers and the management of trainees.

The EU is the European lead partner in general education, Switzerland (SDC) leads the joint European TVET sector support.

II.3.1. ADB - Asian Development Bank

The Asian Development is one of the most or the most important development partner of the Royal Government of Cambodia when it comes to secondary education and vocational training. The IFI has a permanent country office in Phnom Penh, the ADB Cambodia Resident Mission with competent staff and senior education and social sector officers. The development cooperation is guided by the ADB country strategy.



Due to its long-term engagement in Cambodia and numerous successfully accomplished projects, surveys, diagnostic studies and analyses, the ADB has accumulated a considerable country experience particularly in the education sector. This includes technical assistance shaping the education sector and considerable investments in general education and TVET infrastructure.

The picture shows a newly built dormitory building for girls at the Provincial Training Centre (PTC) in Kampong Cham Province.

The funding of ongoing projects funded by the ADB is around 100 Mio. USD. This amount will increase to roughly 200 Mio. USD by 2019, which will be evenly distributed between general education (e.g. Education Sector Development Programme, Enhancing Education Quality Project) and TVET (e.g. TVETSDP) projects. The EDP III will end in mid-June 2018; the next phase of EEQP will be started in 2019.

The focus in of ADB is on upper secondary education and STEM. However, under the ongoing upper secondary education support the ADB is not supporting Technical and General High Schools. Instead Secondary Resource Schools (introduced as model schools in 2008) are supported under the ongoing projects. 36 such schools are established, 12 more will follow. This school type has closer connection to the private sector/industry and students can obtain technical skills.

ADB is supporting a voucher programme in support of TVET. Currently a voucher programme redesign is under consideration making the vouchers more individual to give the choice of TVET provider to the school graduates. The development bank will partly move away from equipment investments to more voucher support for the TVET students/trainees. This might be combined with more career counselling.

The ongoing ADB TVETSDP project 2015 - 2021 targets around 100,000 trainees per year in secondary vocational training and 60,000 in higher technical TVET. The project is funded with 42.26 Mio. USD, including 23 Mio. from ADB, 15 Mio. from AFD and the rest from the Cambodian government.

II.3.2. EU - European Union

The European Union is one of the most important supporters of the education sector in Cambodia with a focus on primary and basic education. The support is predominantly provided through sector budget support. The European Union has a Delegation of the European Union to the Kingdom of Cambodia, which is operating on a permanent basis. The EU Delegation leads the preparation of the development cooperation programmes with Cambodia, manages the implementation of EU development actions and assures the coordination with EU countries for aid effectiveness. The EU is Cambodia's largest partner in terms of grant development assistance paying out between \notin 40 and \notin 50 million.



The ongoing programme of the EU in education under the *EU Development Cooperation Strategy for Cambodia 2014 – 2020* includes the allocation of 140 Mio. Euro. The total amount of development aid of the EU to Cambodia during this period is 410 Mio. Euros. The education sector development strategy of the EU in Cambodia is mainly focused on budget support for education access, quality and relevance as well as effective management and leadership and partly non-formal education. With these priorities, the EU strategy corresponds with the ESP 2014 – 2018. Beside the sector budget support, the EU has a number of thematic projects, including a project on vocational training education.

The budget support 2015 - 2016 was 40 Mio. Euros for basic education. The ongoing phase is covering beside the non-formal education the re-inclusion of dropouts. The EU is funding the CDPF¹⁸, which is supporting the implementation of the Teacher Policy Action Plan (TPAP) and the Capacity Building Master Plan 2014 – 2018 of the MoEYS. The update of the ESP, due in 2019, will be determining the upcoming CDPOF programming. The evaluation of the current CDPF phase is ongoing. The evaluation report will be available soon. The new development cooperation programme will be for 2018 - 2021. It will include sector budget support, CDPF, CSO and local authority facility and continued support for policy dialogue.

EU is supporting other smaller actions out of its in-country managed facility Civil Society Organisations/Local Authorities (CSOs/LAs) in Development and European Instrument for Democracy and Human Rights-Country Based Support Scheme (EIDHR- CBSS. Here supported are ECE and governance at local level. Among others EU is supporting the 3-years project Tackling the Implementation Gap in Education Reform; Mobilising Civil Society, which is implemented by NEP and DVV international. The action started in 2016 and supports Provincial Education Sector working Groups. The action is linked to the CDPF to strengthen capacity at decentral levels. EU does not support the TVET sector.

The EU is supporting decentralisation towards more school-based management and budget responsibility for school operating budgets. Discussions between MoI and MoEYS are ongoing. The relationship with the Cambodian government have been described as excellent. EU participates in the policy dialogue through the ESWG, JTWG Ed, the Education Congress and the MoEYS DG Policy and Planning. Achievement of agreed ESP indicators are the basis for EU's payments.

II.3.3. World Bank / IBRD - IDA

The WB is one of the major supporters of the Cambodian education sectors and focuses currently primarily on lower secondary education and public administration in the education sector and early childhood education access. The main ongoing project is the Secondary Education Improvement Project (SEIP), which is funded with around 40 Mio. USD. Another important intervention was the Cambodia Education Sector Support Project (CESSP).

¹⁸ Capacity Development Plan Fund: EU, SIDA and UNICEF agreed to create a multi-donor fund, the CDPF, managed by UNICEF to support the implementation of MoEYS Capacity Development Plan. The contributions non-earmarked to leave full ownership of MoEYS. The CDPF funds such important work as the Teacher Policy Action Plan implementation.

The Secondary Education Improvement Project (SEIP) aims to expand lower secondary education to achieve minimum standards in target areas, and to provide immediate and effective response in case of an eligible crisis or emergency. The three components to the project include:

- The first component being improving lower secondary education to meet minimum standards. This
 component aims to support the goals of the ESP and TPAP through the establishment of 130 effective
 lower secondary schools (i.e., schools that meet LSSES) in efforts to provide lessons for replication to
 MoEYS as it increases expenditures in the sub-sector. This component targets approximately 8 percent of
 total lower secondary schools nationwide. This component will be implemented using a holistic approach,
 targeting national, sub-national, and school levels, improving school-based management, teacher
 performance, and school environments.
- 2. Strengthening project management and monitoring and evaluation including technical and operational assistance for the coordination, administration, monitoring, evaluation, and audit of the project. It will also include activities to support the PISA for Development (PfD) to strengthen the assessment capacity of MoEYS in preparation for PISA 2021.
- 3. Contingent emergency response. The objective of the contingent emergency response component, with a provisional zero allocation, is to allow for the reallocation of financing in accordance with the IDA Immediate Response Mechanism in order to provide an immediate response to an eligible crisis or emergency, as needed.

Beside the above described project, the World Bank support access to early childhood education with the *Early Childhood Care and Development for Floating Villages Project*. The project aims to improve access to quality Early Childhood Care and Development (ECCD) services through community and home-based programs for 0 to 5-year-olds, particularly for those from disadvantaged background, in the targeted areas. WB is implementing the project through the INGO *Save the Children International* with 1.8 Mio. USD.

II.3.4. Swedish International Development Agency

Sida is a government agency working on behalf of the Swedish parliament and government. Sida aims to contribute to implementing Sweden's Policy for Global Development (PGU). Sweden was one of the first countries to provide humanitarian support to Cambodia after the fall of the Khmer Rouge in 1979. Long-term development cooperation began in the 1990s. It focuses amongst others on education and labour market issues. In the field of education and employment, the agency's results strategy for development assistance in Cambodia 2014-2018 focuses on education and employment to improve possibilities for the poor to contribute to and benefit from economic growth. The strategy will be updated to cover the period until 2020. Education and employment will remain on the agenda. The cooperation with the government agencies is reported as working very well.

Sweden, long being one of the largest donors in the education sector, continuous to support various programmes to provide poor children access to good basic education, supports the work of the UNICEF managed CDPF fund with 30 Mio. SEK for three years (20 Mio. SEK will be provided in the next CDPF phase), provides school improvement grants (SIG) in support of basic education with currently 60 Mio. SEK/year. Briefly about the activities:

- SIDA support flexible School Improvement Grants since 2014 comprising more than 8,000 schools at the pre-school, basic education and upper-secondary level. This contributed, according to Sida, to 95 per cent of the country's children beginning in compulsory school today. Only a few students are reported to continue to higher education, which is seen as a major problem.
- Sweden supports Cambodia's ambition to improve the industrial relations and conditions in the labour market – not least for young people. Sida supports the Arbitration Council Foundation, whose mission is to arbitrate labour market conflicts. Since 2014, a four-party cooperation is also under way between

Sweden, the International Labour Organisation (ILO), H&M and IF Metall that aims to improve industrial relations in the textile sector.

- In cooperation with UNDP and BBC Media Action, a popular multimedia initiative, *Klahan9*, is also being implemented to spread information to young people through TV, radio and social media about issues concerning the labour market and employment.
- Much of the development work that Sweden contributes to in the labour market area is framed by the common Global Deal initiative that Sweden launched in 2016 together with ILO and the OECD. Cambodia backed the initiative early on. Global Deal aims to improve the social dialogue between the parties of the labour market and lead to gains for society, employers and employees.

II.3.5. VVOB - Education for Development (Belgium)

VVOB is a Flemish (Belgium) organisation for development in education and technical assistance with its headquarter in Brussels. The organisation was founded in 1982, operates currently in nine countries and is in Cambodia since 2004.

VVOB is a visible partner for education development in Cambodia. Funding for its current education project comes from the Belgian federal government. As the other development partners presented in this part of the study VVOB is working in line with national development policies and in cooperation with the government agencies in charge. VVOB cooperates with a number of partners from Belgium. It has a quite significant budget for several programmes for the current phase in its development cooperation. In education, this includes the SMART programme (below) and 6 to 8 internship opportunities to Flemish students to teach mathematics and science to Cambodian pupils. They are teaming up with Cambodian student teachers who help translate their lessons from English into Khmer for the pupils. SMART aims on strengthening mathematics and STEM education.

Name: Strengthening Math Results and Teaching (SMART)

Location: Provinces Battambang, Phnom Penh, Kandal and Kampong Cham

Implementation: 2017 – 2021

Budget: € 3,868,000

Donor(s): Belgian Federal Government (DGD)

Key themes: Primary education, Teacher Development, Strategic Support

VVOB works with Cambodian partners, who keep the responsibility of implementing the plans with assistance from VVOB. This approach ensures ownership and accountability. VVOB offers technical assistance aimed at facilitating the acquisition of capacity at individual and institutional level by the Cambodian partners.

In the education sector, VVOB is focusing on ECE, Primary education, TVET as well as teacher professional development and school leadership. VVOB has some experience in working with special needs children with psychosocial problems and difficulties with mathematics in three provinces including Kampong Chhnang.

Additionally, VVOB is part of the curriculum team for the new Teacher Training Colleges (TTC) to be established with support from JICA in Phnom Penh and Battambang. VVOB might be training future lecturers of the TTCs in class subjects such as room management, mathematics.

II.3.6. NEP - NGO Education Partnership (NEP)

The NGO Education Partnership (NEP), established in 2001, promotes the discussion and exchange of ideas between education NGOs and MOEYS. The NEP has facilitated a more coordinated approach to the work of NGOs within the context of the ongoing education reforms. The NGO as an umbrella organisation provides support for the development of the education sector in different ways, including inputs to specific initiatives

and mechanisms (e.g. the EFA National Plan, ESSP Reviews, ESP, the ESWG, the CG and the Consultative Meeting), as well as operational research and the management of projects.

NEP has four sub-sector/thematic working groups, including early childhood education, primary education, non-formal education and education & disabilities.

NEP is supporting Provincial Education Sector Working Groups under the conditions of an ongoing EU funded action. MoEYS and ESWG recognise and appreciate the critical role played by NEP within the education partnership approach in Cambodia. Just recently, NEP participated in a Consultative meeting on improving efficiency of public expenditure was conducted. Additionally, NEP organises regular meetings of Provincial Education Sector Working Groups under the conditions of an EU funded action to support stakeholder involvement. In 2017, NEP conducted an education NGO mapping applying a new methodology, which includes detailed information about the members and their fields of work (geography, expertise, sub-sector and main themes). According to a KI the mapping report will be available in November/December 2017.

As a problem mentioned by a key informant was that NGOs not always align with official development policies and concepts and that some of them work parallel to the system. The ongoing consolidation process in education governance and development, however, will require such alignment. A complete list of all members of NEP is attached to this study (ANNEX 8).

II.3.7. Other development partners in the education sector

Other development partners with activities were mentioned during interviews or are known to the authors. We just mention them briefly below:

- AFD (France) committed to contribute to the ADB TVETSDP with 15 Mio. Euros. This support has not been released yet.
- China Aid might support Technical and General High Schools and has started talks with the Vocational Orientation Department of the MoEYS
- CRS Catholic Relief Service (USA) is conducting a project to support inclusive education for physically disabled children with funding of DanChurchAid
- The Finnish Church starts/has a project for career guidance in Battambang and teacher training at the RTTC and secondary schools
- GIZ (Germany) is doing some very limited work with a regional TVET programme without any permanent TVET project structure in Cambodia and some limited work in the health sector with vocational training components
- JICA plans to support education infrastructure and reforms of BA education programmes and supported among others the Technical and General School work through capacity building of the MoEYS VOD, school staff and materials.
- KOICA (South Korea) is supporting human capacity building and development, health sector, higher education and TVET. Koica has supported the Master Plan for TVET at secondary level, TG High School curricula and textbooks List of all projects in Cambodia under http://www.koicacambodia.org/project-support/
- Qatar Foundation was (2013-2016)/is supporting the Vocational Training Program at HUN SEN ROTA School in Kandal province <u>http://www.reachouttoasia.org/en/project-detail/vocational-training-program-hun-sen-%E2%80%93-rota-school</u>
- Swiss Agency for Development and Cooperation (SDC), Skills Development Programme Cambodia. The programme started in December 2014, included an inception, and includes four implementation phases in 12 years. Implementer is Swiss Contact. Currently ongoing implementation phase 1. SDP focuses on rural poor in three disadvantaged provinces Kratie, Stung Treng and Preah Vihear. It aims to provide rural poor youth with skill training and recognised certificates in necessary skills others than in

agriculture. It also targets low skilled hospitality workers and informal apprenticeships. Additionally, the SDP includes policy dialogue for more inclusiveness of informal vocational training. Partner ministries are the MLVT and the MoT.

- UNICEF is an important development partner regarding inclusive education and support for out of school children
- USAID is planning to support in-service training for teachers (INSET) with a future project. USAID's 2014-2018 Country Development Cooperation Strategy for Cambodia includes education. The agency is also supporting literacy programs for children "All children reading", this through research (Research Triangle Institute) and toolkit development.
- WB and ADB are considering major teacher training projects for secondary school teachers. ADB is planning for 25 Mio. USD (loan and grant) in support for secondary education.

II.4. Potential partners of CDA for future cooperation in the area of education

The TOR for this sector study were very broad without specifically pointing out concrete directions of anticipated future development cooperation. The study had to cover general secondary education, TVET with focus on secondary VET and apprenticeships, and higher education. Additionally, the study was asked to look at local labour and employment markets. No detailed information was provided on available budgets or even basic concrete project direction/design ideas from CDA. No CDA country strategy is available. Based on this information, the team can only provide general direction regarding potential partners, priorities and project themes.

The team provided the local representative, Ms. Lucie Chuda, with some valuable contacts (MoEYS, NGOs) for deeper discussions of potential projects in November 2017. The annexes of this study provide a complete overview over all NGOs working in the education sector, contacts in MoEYS and MLVT for detailed discussion of CDA's development cooperation strategy 2018-2023. In case of a combined health and VET approach a concrete school is mentioned in this report. We definitely recommend contacting Dr. DY Samsideth from the MoEYS. He is an excellent resource person for all ongoing development cooperation in the general education sector and leading some important reforms, e.g. TPAP.

The task of project identification differs from the task of a sector analysis. It was not part of the TOR and would need much more focusing and clearer description, which would be the preferences of CDA in terms of potential project content and geographical coverage. There are countless opportunities to conduct meaningful education projects in Cambodia. There are also many potential project implementation partners, which will be very happy to cooperate with CDA. All key informants from national and international NGO's as well as from the MoEYS and MLVT expressed their willingness to cooperate with CDA. Specifically; VVOB would be interested to cooperate with CDA in lower secondary education, Don Bosco Foundation Cambodia, one of the leading VET providers, is very much interested in working in secondary vocational training. The list of KIs is attached to this report. There are some very knowledgeable resource persons working for many years in the sector. Such include international advisors and local specialists, such as PHAN Bunnath from KAPE, which whom we warmly recommend to continue the discussion. We definitely recommend to contact NEP for guidance on education NGOs.

CDA has earlier conducted a range of projects in Cambodia in the fields of education and health and has established a very good contact with some of the key decision makers in the MoEYS as well as with a concrete Technical and General High school. The director expressed the interest of continuing this cooperation. The feedback from <u>all</u> KIs regarding previous contacts with CDA, including the mission from October 2017, was very good. Additionally, the Czech Republic has a special relationship with the King of Cambodia. Eight previous or ongoing projects supported by the Czech Republic are listed in ANNEX 10. These are very good pre-conditions for a successful programme design!

However, the task of project identification and programme design for the period 2018 - 2023 would be the next step following this sector study. The team can responsibly state that the doors are open in government,

development partners, schools and NGO's in Cambodia for CDA. What is needed is subsequent concretisation and communication from the side of CDA with the potential partners and mechanisms, systematised in this report looking at the national development priorities, needs matrix, the projects conducted and plans, the EU development strategy for Cambodia, which the Czech Republic is part of, and strategies of other development partners. The information about with whom to connect and to discuss, we provide in our report. The ESWG is an excellent platform to get first-hand experience and recommendations from other development partners. The sector priorities, as identified by the team, are summarised in the needs analysis section. These include the most urgent and important issues in the sub-sectors covered by this study. We also recommend to look at the strong sides of the Czech Republic, which has a lot to offer in the field of industrial capacity and education quality.

II.4.1. Choosing a cooperation/implementation partner for upcoming projects - How to do it

- 1. The need for cooperation/implementation partner will depend on the operational mode of specific projects. The following implementation modes can be thought of:
 - Project of the CDA managed by a team fielded by the CDA;
 - A project, which would be implemented in cooperation with the government, a partner agency or NGO;
 - Support for ongoing development aid projects (component of another project/programme);
 - Financial budget support or financial support for project work.
- 2. The choice of partner will depend on the geographical and thematic focus. Identify a specific project idea with and location in consultation with government, DPs, NGOs, beneficiaries and then identify potential partners. There are excellent NGOs active in different sub-sectors with highly knowledgeable and experienced education experts, such as NEP as umbrella organisation, VVOB, KAPE, Don Bosco Foundation Cambodia, CKN and many others, who are open for cooperation with the CDA and can provide valuable input. The NGOs mentioned are potentially very interested in cooperating with CDA.
- 3. Explore the attached lists of projects and education NGOs attached to identify potential partners based on CDAs own preferences.
- 4. If CDA decides to combine efforts in the education and training sector with the ongoing support to the health sector (e.g. in vocational training), we recommend to communicate with the MoH and the University of Health Sciences <u>http://www.uhs.edu.kh</u> and the Technical School for Medical Care (TSMC) operates. This school provides training of Nurses, Midwives, Radiation Technicians, Biomedical Technicians, and Physiotherapists. In this case, we also recommend speaking with other development partners in the sector, particularly with GIZ, USAID, Beat Richner/Kantha Bopha (<u>http://www.beat-richner.ch/</u>) Some NGOs implement projects in basic life skills, health and hygiene.

At this stage, we cannot provide names of schools or partners more specific. We know nothing about specific plans of CDA.

Conclusion Chapter II

Government and development partners are working effectively together. The communication with the government is good. Development partner's commitment to education development is continuously high. The international development partner community is supporting education reforms in all subsectors and will continue to do so in the coming years. This support is aligned with national development policies, e.g. the ESP. The Cambodian government is welcoming international development aid and cooperation at all levels and cooperating on a high and well-coordinated manner taking leadership and ownership.

There is a large NGO network in support for education. The inputs provided by the INGOs and NGOs are highly welcomed and useful. There might be the need for more alignment with national education policies.

General secondary education and secondary VET provide a wide field for cooperation. The needs for improvements regarding relevance, quality and access are immense. Potential partners are available and surely will be ready to cooperate with CDA in specific fields of its coming development intervention.

Quality of teaching and learning is the most important issue at this stage of development, closely followed by management capacity and necessary curricula and textbook reforms, which will develop STEM, critical thinking, analysis and soft skills. The education and training sector needs further support and international development cooperation is highly welcome. More cooperation of education and training sub-sectors required and cooperation with the private sector and industries.

The higher education sub-sector has some specific needs, beside the need of quality improvements. One identified need is the development of a national scholarship / study loan system in support of access to higher education.

Significant international development aid is available for the education-subsectors. Coordination among the DPs is needed. The different sector working groups provide a good forum for such coordination. With no doubt the CDA can develop and implement much-needed projects in the Cambodian education and training sector.

Annexes

ANNEX 1: List of officials, key informants and focus group participants interviewed

#	Name	Position/Function	Organisation	Contact (phone / email)	
			Durch Karawala Dalatashuka	+85512896304	/
1	CHAN Choeun	Deputy Director	Preah Kosomak Polytechnic	choeun009@gmail.com	/
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2	CHIN Chanveasna (Mr.)	Executive Director	NGO Education Partnership	dir@nepcambodia.org	
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			MLVT, Technical and	<u>emminyud(@mocys.gov.kn</u>	
		Civil/Construction	Vocational Education and	+85512819681 / +855911443312	/
4	CHUY Sam Ol (Mr.)	Engineer	Training Sector Development	samolchuy@gmail.com	/
		Eligineei		<u>samorenuy(@gman.com</u>	
		Head of the	Project (ADB) MoEYS / Education Research	+85592777278	/
5	Dy Samsideth (Mr.)				/
	•	Secretariat	Council (ERC)	dy.samsideth@moeys.gov.kh	
6	EK Hieng (Mr.)	Director	Kampong Thom Provincial	+85512926232 /	
Ŭ	211 1110 g (1111)		Training Centre		
7	HEANG Sang	Head of Private	Royal University of Law and		
<i>'</i>		Law Department	Economics (RULE)		
			Preah Bat Preah Norodom		
			General and Technical High		,
8	HENG Sochet (Mr.)	Principal	School in Ta ot, Peany,	+855766465555	/
			Kampong Tralach, Kampong	sochethheng@gmail.com	
			Chhnang Province		
			MLVT, Technical and		
		National Master	Vocational Education and	+85592678504 / +855967487777	/
9	HOR Mengheang (Mr.)	Teacher Trainer	Training Sector Development	mengheang@gmail.com	/
			Project	mengheang@gman.com	
		Team Leader SDC	Swisscontact Cambodia for		
				195505999400	,
10	Karl Goeppert	Skills Development	Swiss Agency for	+85595888400	/
		Programme	Development and Cooperation	karl.goeppert@swisscontact.org	
		Cambodia	(SDC)		
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Key Informants (names of Cambodians are written family name first in capital letters)

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2017-10-30 Focus Group Discussion with Teachers of the New Generation School at Sisowath High school in Phnom Penh

#	Name	Position/Function	Organisation	Contact (phone / email)	
1	CHAP Pisit	Mathematics teacher	Sisowath New Generation	+85569667679	/
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7	UNG Samnang	Mathematics teacher	Sisowath New Generation	+85587200672	/
/	UNO Saminang	watternatics teacher	School Phnom Penh	ungsamnang@gmail.com	

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2017-10-31 Focus Group Discussion with Admin of Kandal provincial technical training centre

2017-10-31 Focus Group Discussion with Students of the New Generation School at Sisowath High school in Phnom Penh

#	Name	Position/Function	Organisation	Contact (phone / email)
1	HOK Vityia	Grade 9 student	Sisowath New Generation School Phnom Penh	+85516323290
2	THAV Somalivann	Grade 8 student	Sisowath New Generation School Phnom Penh	+85585769084
3	YON Sophea	Grade 10 student	Sisowath New Generation School Phnom Penh	+855964494200
4	VISNU Navira	Grade 9 student	Sisowath New Generation School Phnom Penh	+85511204499

2017-11-6 Focus Group Discussion with management team of Kampong Cham Provincial Technical Training Centre

#	Name	Position/Function	Organisation	Contact (phone / email)
1	HAV Thin	Director	Kampong Cham Provincial Technical Training Centre	+85517914547
2	SAMRITH Malida	Vice Director	Kampong Cham Provincial Technical Training Centre	+855973828261
3	MEAS Phea	Marketing officer	Kampong Cham Provincial Technical Training Centre	+85592204028
4	CHHEAN Chon	Head of Admin unit	Kampong Cham Provincial Technical Training Centre	+85516464644
5	CHHOEUN Chroy	Admin officer	Kampong Cham Provincial Technical Training Centre	+85581329975
6	KEU Chheang	Teacher	Kampong Cham Provincial Technical Training Centre	+85511222093
7	ROS Sithy	Study office officer	Kampong Cham Provincial Technical Training Centre	+85586333312
8	ENG Nora	Vice Director	Kampong Cham Provincial Technical Training Centre	012617128

2017-11-6 Focus Group Discussion with teachers of Peam Chi Kang High School, Kampong Cham

#	Name	Position/Function	Organisation	Contact (phone / email)
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3	Lrnh ChanNarom	Teacher	Peam Chi Kang High School,	+855969781241
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4	Ny Chanika	Teacher	Peam Chi Kang High School,	+85517834046
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			Peam Chi Kang High School,	+85592427242
5	Suy Sokheang	Teacher	Kampong c	
			ham	

6	Ly Mouylin	Teacher	Peam Chi Kang High School,	+85592866457
			Kampong cham	
7	Hone Selm	Teacher	Peam Chi Kang High School,	+855712650149
/	Hong Soky	Teacher	Kampong cham	
8	Khuy Mengkhy	Teacher	Peam Chi Kang High School,	+85510322234
0	Knuy Mengkny	Teacher	Kampong cham	
9	Kak Kimron	Teacher	Peam Chi Kang High School,	+85592585984
9	9 Kak Kimron Teacher	Teacher	Kampong cham	
10	Soon Sonhal	Vice Dringing	Peam Chi Kang High School,	+85517289792
10	Sean Sophal	Vice Principal	Kampong cham	

2017-11-07 Focus Group Discussion with Teachers of the Education study sector in Cambodia at Kampong Siem Kindergarten in Kampong Thom

#	Name	Position/Function	Organisation	Contact (phone / email)
1	OL Mengan	Teacher	Kampong siem Kindergarten	+85598574785
2	PHENG Vuthea	Teacher	Kampong siem Kindergarten	+855965522559
3	CHHENG Seivheng	Teacher	Kampong siem Kindergarten	+855964054248
4	PUM Chinda	Teacher	Kampong siem Kindergarten	+85577499987
5	SOUN Sokuntheary	Teacher	Kampong siem Kindergarten	+85577644885
6	SEM Syneth	Teacher	Kampong siem Kindergarten	+85586768351
7	RUN Seyma	Teacher	Kampong siem Kindergarten	+855962861414
8	SHEA Chinda	Teacher	Kampong siem Kindergarten	+855964648850
9	PHEAP Suden	Teacher	Kampong siem Kindergarten	+85577261328
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2017-11-07 Focus Group Discussion with Teachers of Education study sector in Cambodia at Kampong Thom High school in Kampong Thom

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3	AEOUM Chhengan	Teacher	Kampong Thom High school	+85592210403
4	SOKHA Sophak	Teacher	Kampong Thom High school	+855973573217
5	SAM Raksa	Teacher	Kampong Thom High school	+85577598889
6	Koy Kemheng	Director	Kampong Thom High school	+85511615945
7	VOL Bunna	Teacher	Kampong Thom High school	+855979999196
8	BE Sokvelea	Teacher	Kampong Thom High school	+85517530547
9	NOUN Sokkea	Teacher	Kampong Thom High school	+855189999608
10	CHUN Chanthara	Teacher	Kampong Thom High school	+85595387599
11	DOUNG Phalla	Teacher	Kampong Thom High school	+85592927965
12	THUK Sophal	Teacher	Kampong Thom High school	+85592928176

2017-11-08 Focus Group Discussion with administration and teachers of Kampong Thom Provincial Training Centre (PTC)

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3	SO Angkhin	Teacher	Kampong Thom PTC	angkhin.ntti@gmail.com
4	OUTH Sovanara	Administration	Kampong Thom PTC	sovanaraouk88@yahoo.com
5	ANN Sovann	Teacher	Kampong Thom PTC	
6	HIENG Sokhy	Educational Office	Kampong Thom PTC	hiengsokhyptc@gmail.com
7	SAM Veasna	Administration	Kampong Thom PTC	
8	KUENG Run	Teacher	Kampong Thom PTC	khengrun2013@gmail.com
9	SOK Tithsean	Teacher	Kampong Thom PTC	soktithsean@gmail.com

10	MEAS Serey	Teacher	Kampong Thom PTC	sereyrupp@gmail.com
11	RIN Koempisey	Teacher	Kampong Thom PTC	rinkoempiseykpt@gmail.com
12	KUN Vanndan	Teacher	Kampong Thom PTC	vanndankun@yahoo.com
13	CHAP Vandeth	Teacher	Kampong Thom PTC	chapvandeth@gmail.com
14	TAN Kimsrun	Teacher	Kampong Thom PTC	tankimsrun@gmail.com

2017-11-08 Focus Group Discussion with Teachers of Education study sector in Cambodia at Kampong Thom Job Centre in Kampong Thom

#	Name	Position/Function	Organisation	Contact (phone / email)
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2017-11-08 Focus Group Discussion with Teachers of Education study sector in Cambodia at Kampong chheur teal general and technical education high school in Kampong Thom

#	Name	Position/Function Organisation		Contact (phone / email)
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2	SIEN Koolen	Management deputy	Kampong chheur teal high school	+85577450036
3	SHUM Shun	Communication officer	Kampong chheur teal high school	+855974658618
4	SOUR Piseth	Deputy director	Kampong chheur teal high school	+85511377223

2017-11-10 Focus Group Discussion with Students at Soramarith high school in Kampong Chhnang

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4	HEM Teyyum	Agricultural Student	Preah soramarith high school	N/A
5	SET Navy	Agricultural Student	Preah soramarith high school	N/A
6	NHEL Pheara	Agricultural Student	Preah soramarith high school	N/A
7	SEANG MI	Electricity Student	Preah soramarith high school	N/A
8	CHHORN Beantitheam	Electricity Student	Preah soramarith high school	N/A
9.	OU Chanveha	Electricity Student	Preah soramarith high school	N/A
10	SOM Sreymom	Electricity Student	Preah soramarith high school	N/A
11	MEOUN Seangly	Electricity Student	Preah soramarith high school	N/A

2017-11-10 Focus Group Discussion with Teachers of Education study sector in Cambodia at PTC in Kampong Chhnang

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ANNEX 2: Members of the National Training Board (NTB)

16 H.E. LEAPH VANNDEN Member the Development of Cambodia 17 H.E. OUM SOPHAL Member President, University of Medicine, Ministry of Health 18 H.E. SOU SOVOUTH Member Adviser and Director of Information Education and Promotion, Ministry o 19 MR. LAY SAMOUN Member Deputy Director General of Administration and Finance, Ministry of Culture and Fine Arts 20 MRS. LONG NIMUL Member Deputy Director General of Social Development, Ministry of Women's Affairs 21 MR. LEAP SAMNANG Member Director Training and Research, Ministry of Rural Development 22 MR. LEAP SAMNANG Member Chief of Accounting and Finance, Mongrithy Group, Employers Representative 23 MR. KONG SANG Member Director of Garment Industry Association, Employers Representative 24 MR. LEO MENG Member Director of SME Association 26 H.E. NGUON MENGTECH Member Director of SME Association 26 H.E. NGUON MENGTECH Member President of Cambodia Chamber of Commerce 27 Mr. CHUON MOM THOL Member President of Cambodia National Confederation of Trade Unions 28 Mr. SOM AUN Member	1	H.E. SOK AN	Chairman	Deputy Prime Minister, Minister of the Council of Minister
III. PET CHAMNAN Vice Chairm. Secretary of State, Ministry of Education, Youth and Sport III. SON KOUNTHOR Vice Chairm. Chairman of Chambed of Professional and Micro Enterprises of Cambodia Mr. VAN SOU IENG Vice Chairm. Chairman, Chairman, Chairman, Cambodian Federation of Employers and Business Associations III. SON KONNEN Member Secretary of State, Ministry of Commerce B. IE. LAR NARATH Member Secretary of State, Ministry of Tourism III. SAM PROMONEA Member Secretary of State, Ministry of Tourism III. L. NITAS MONIKA Member Under Secretary of State, Ministry of Industry, Mines and Energy III. L. KIM TOUCH Member Under Secretary of State, Ministry of Public Works and Transport III. L. KIM TOUCH Member Under Secretary of State, Ministry of Public Works and Transport III. HAK SOKMAKARA Member Under Secretary of State, Ministry of Education and Development Council fo the Development of Cambodia III. L. LEAPH VANNDEN Member Deputy Director General Committee, Rehabilitation and Development Council fo the Development of Cambodia III. H. E. SOU SOVOUTH Member Deputy Director General of Administration and Finance, Ministry of Culture and Erin/connert MR. LAY SAMOUN	2	H.E. PICH SOPHOAN	Vice Chairm.	Secretary of State, Ministry of Labour and Vocational Training
ILE. SON KOUNTHOR Vice Chairm. Chairman of Chamber of Professional and Micro Enterprises of Cambodia M. VAN SOU IENG Vice Chairm. Chairman, Cambodian Federation of Employers and Business Associations ILE. OUK BUN Member Secretary of State, Ministry of Commerce ILE. SAM PROMONFA Member Secretary of State, Ministry of Post and Telecommunication ILE. SAM PROMONFA Member Secretary of State, Ministry of Orarism ILE. SAM PROMONFA Member Under Secretary of State, Ministry of Industry, Mines and Energy ILE. SIM TOUCH Member Under Secretary of State, Ministry of Public Works and Transport ILE. KIM TOUCH Member Under Secretary of State, Ministry of Public Works and Transport ILE. NY TAYI Member Under Secretary of State, Ministry of Feonomy and Finance ILE. LEAPH VANNDEN Member Deputy Director General Committee, Rehabilitation and Development Council fo the Development of Cambodia IT H.E. OUU SOYOUTH Member Deputy Director General of Administration and Finance, Ministry of Culture and Finance, Ministry of Kual Development INR. LAY SAMOUN Member Deputy Director General of Administration and Finance	3	H.E. HAV BUNSE	Vice Chairman	Secretary of State, Ministry of Social Affairs, Veteran and Youth Rehabilitation
6 Mr. VAN SOU IENG Vice Chairm. Chairman, Cambodian Federation of Employers and Business Associations 7 H.E. OUK BUN Member Secretary of State, Ministry of Commerce 8 H.E. LAR NARATH Member Secretary of State, Ministry of Post and Telecommunication 9 H.E. SAM PROMONEA Member Secretary of State, Ministry of Agriculture, Forestry and Fisheries 10 H.E. ONG KOSAL Member Under Secretary of State, Ministry of Industry, Mines and Energy 12 H.E. MEAS MONIKA Member Under Secretary of State, Ministry of Public Works and Transport 13 H.E. HAK SOKMAKARA Member Under Secretary of State, Ministry of Public Works and Transport 14 H.E. VONG SAMON Member Under Secretary of State, Ministry of Economy and Finance 16 H.E. IARN HANNDEN Member Deputy Director General Committice, Rehabilitation and Development Council fo the Development of Cambodia 17 H.E. OUM SOPHAL Member President, University of Medicine, Ministry of Health 18 I.E. SOU SOVOUTH Member Deputy Director General of Social Development, Ministry of Culture and Fine Arts 20 MRS. LONG NIMUI. <td>4</td> <td>H.E. PET CHAMNAN</td> <td>Vice Chairm.</td> <td>Secretary of State, Ministry of Education, Youth and Sport</td>	4	H.E. PET CHAMNAN	Vice Chairm.	Secretary of State, Ministry of Education, Youth and Sport
ILE. OUK BUN Member Secretary of State, Ministry of Commerce 8 ILE. LAR NARATH Member Secretary of State, Ministry of Post and Telecommunication 9 H.E. SAM PROMONEA Member Secretary of State, Ministry of Tourism 10 ILE. ONG KOSAL Member Under Secretary of State, Ministry of Agriculture, Forestry and Fisheries 11 H.E. KIM TOUCH Member Under Secretary of State, Ministry of Public Works and Transport 12 ILE. MEAS MONIKA Member Under Secretary of State, Ministry of Public Works and Transport 13 H.E. HAK SOKMAKARA Member Under Secretary of State, Ministry of Economy and Finance 16 ILE. OVIG SAMON Member Under Secretary of State, Ministry of Economy and Finance 16 ILE. LAPH VANNDEN Member Deputy Director General Committee, Rehabilitation and Development Council fo the Development of Cambodia 17 ILE. SOU SOVOUTH Member President, University of Medicine, Ministry of Reath 18 H.E. SOU SOVOUTH Member Deputy Director General of Social Development, Ministry of Colure and Fina Arts 20 MRS. LONG NIMUI. Member Deputy Director Gener	5	H.E. SON KOUNTHOR	Vice Chairm.	Chairman of Chamber of Professional and Micro Enterprises of Cambodia
8 ILE. LAR NARATH Member Secretary of State, Ministry of Post and Telecommunication 9 ILE. SAM PROMONEA Member Secretary of State, Ministry of Tourism 10 ILE. ONG KOSAL Member Under Secretary of State, Ministry of Industry, Mines and Energy 11 ILE. KIM TOUCH Member Under Secretary of State, Ministry of Industry, Mines and Energy 12 ILE. MEAS MONIKA Member Under Secretary of State, Ministry of Public Works and Transport 13 ILE. HAK SOKMAKARA Member Under Secretary of State, Ministry of Planning 14 ILE. VONG SAMON Member Under Secretary of State, Ministry of Planning 15 ILE. IAAK NOKMAKARA Member Under Secretary of State, Ministry of Planning 16 ILE. LEAPH VANNDEN Member Deputy Director General Committee, Rehabilitation and Development Council for the Development of Cambodia 17 H.E. OUM SOPHAL Member President, University of Medicine, Ministry of Health 18 H.E. SOU SOVOUTH Member Deputy Director General of Administration and Finance, Ministry of Culture and Fine Arts 20 MR. LAY SAMOUN Member Deputy Dir	6	Mr. VAN SOU IENG	Vice Chairm.	Chairman, Cambodian Federation of Employers and Business Associations
Provide Deputy Director General of Administry of Rulation and Promotion, Ministry of Culture and Finance, Ministry of Multication and Promotion, Ministry of Culture and Finance, Ministry of C	7	H.E. OUK BUN	Member	Secretary of State, Ministry of Commerce
Instruction Instruction <thinstruction< th=""> <thinstruction< th=""></thinstruction<></thinstruction<>	8	H.E. LAR NARATH	Member	Secretary of State, Ministry of Post and Telecommunication
III III. Member Under Secretary of State, Ministry of Public Works and Transport 13 H.E. HAK SOKMAKARA Member Under Secretary of State, Ministry of Planning 14 H.E. VONG SAMON Member Under Secretary of State, Ministry of Planning 15 H.E. NY TAY1 Member Under Secretary of State, Ministry of Planning 15 H.E. NY TAY1 Member Deputy Director General Committee, Rehabilitation and Development Council fo the Development of Cambodia 17 H.E. OUM SOPHAL Member President, University of Medicine, Ministry of Health 18 H.E. SOU SOVOUTH Member Adviser and Director of Information Education and Finance, Ministry of Culture and Finance, Ministry of Women's Aflairs 20 MRS. LONG NIMUL Member<	9	H.E. SAM PROMONEA	Member	Secretary of State, Ministry of Tourism
Instruction Instruction 12 II.E. MEAS MONIKA Member Under Secretary of State, Ministry of Public Works and Transport 13 II.E. HAK SOKMAKARA Member Under Secretary of State, Ministry of Planning 14 II.E. VONG SAMON Member Under Secretary of State, Ministry of Planning 15 II.E. NY TAYI Member Under Secretary of State, Ministry of Economy and Finance 16 II.E. LEAPH VANNDEN Member Deputy Director General Committee, Rehabilitation and Development Council fo the Development of Cambodia 17 II.E. OUM SOPHAL Member President, University of Medicine, Ministry of Health 18 II.E. SOU SOVOUTH Member Deputy Director General of Administration and Finance, Ministry of Culture and Fine Arts 20 MR. LAY SAMOUN Member Deputy Director General of Social Development, Ministry of Women's Affairs 21 MR. LAY SAMNANG Member Director Training and Research, Ministry Association, Employers Representative 22 MR. HANG BO Member Director of Garment Industry Association, Employers Representative 23 MR. KONG SANG Member Director of SME Association <	10	H.E. ONG KOSAL	Member	Under Secretary of State, Ministry of Agriculture, Forestry and Fisheries
13 H.E. HAK SOKMAKARA Member Under Secretary of State, 14 H.E. VONG SAMON Member Under Secretary of State, Ministry of Planning 15 H.E. NY TAYI Member Under Secretary of State, Ministry of Economy and Finance 16 H.E. LEAPH VANNDEN Member Deputy Director General Committee, Rehabilitation and Development Council fo the Development of Cambodia 17 H.E. OUM SOPHAL Member President, University of Medicine, Ministry of Health 18 H.E. SOU SOVOUTH Member Adviser and Director of Information Education and Promotion, Ministry o Environment 19 MR. LAY SAMOUN Member Deputy Director General of Social Development, Ministry of Women's Affairs 20 MRS. LONG NIMUL Member Director Training and Research, Ministry of Group, Employers Representative 21 MR. HEAP SAMNANG Member Director of Hotel Industry Association, Employers Representative 22 MR. KONG SANG Member Director of SME Association 24 MR. LEO MENG Member Director of SME Association 25 MR. HENG HEANG Member Director of SME Association 26 H.E. NGUON MENGTECH Member Presiden	11	H.E. KIM TOUCH	Member	Under Secretary of State, Ministry of Industry, Mines and Energy
14 H.E. VONG SAMON Member Under Secretary of State, Ministry of Planning 15 H.E. NY TAYI Member Under Secretary of State, Ministry of Economy and Finance 16 H.E. LEAPH VANNDEN Member Deputy Director General Committee, Rehabilitation and Development Council fo the Development of Cambodia 17 H.E. OUM SOPHAL Member President, University of Medicine, Ministry of Health 18 H.E. SOU SOVOUTH Member President, University of Medicine, Ministry of Health 19 MR. LAY SAMOUN Member Deputy Director General of Administration and Finance, Ministry of Culture and Fine Arts 20 MRS. LONG NIMUL Member Deputy Director General of Social Development, Ministry of Women's Affairs 21 MR. LEAP SAMNANG Member Director Training and Research, Ministry Grup, Employers Representative 22 MR. KONG SANG Member First Deputy Director of Garment Industry Association, Employers Representative 23 MR. KONG SANG Member Director of SME Association 24 MR. LEO MENG Member Director of SME Association 25 MR. HENG HEANG Member Director of SME Association 26 H.E. NGUON MENGTECH	12	H.E. MEAS MONIKA	Member	Under Secretary of State, Ministry of Public Works and Transport
15H.E. NY TAYIMemberUnder Secretary of State, Ministry of Economy and Finance16H.E. LEAPH VANNDENMemberDeputy Director General Committee, Rehabilitation and Development Council fo the Development of Cambodia17H.E. OUM SOPHALMemberPresident, University of Medicine, Ministry of Health18H.E. SOU SOVOUTHMemberPresident, University of Medicine, Ministry of Health19MR. LAY SAMOUNMemberDeputy Director General of Administration and Finance, Ministry of Culture and Fine Arts20MRS. LONG NIMULMemberDeputy Director General of Social Development, Ministry of Women's Affairs21MR. LEAP SAMNANGMemberDirector Training and Research, Ministry of Rural Development22MR. KONG SANGMemberFirst Deputy Director of Garment Industry Association, Employers Representative23MR. KONG SANGMemberDirector of Met Industry Association, Employers Representative24MR. LEO MENGMemberDirector of SME Association25MR, HENG HEANGMemberDirector of Cambodia National Confederation Trade Unions28Mr. SOM AUNMemberPresident of Cambodia Workers Labour Federation of Trade Unions29H.E. BUN PHEARINMemberDirector of National Polytechnic Institute of Cambodia, Training Provider, Representative30Mrs. DOUNG VANDETHMemberDirector of Polytechnic Institute of Battambang Province, Training Provider, Representative	13	H.E. HAK SOKMAKARA	Member	Under Secretary of State,
16H.E. LEAPH VANNDENMemberDeputy Director General Committee, Rehabilitation and Development Council fo the Development of Cambodia17H.E. OUM SOPHALMemberPresident, University of Medicine, Ministry of Health18H.E. SOU SOVOUTHMemberAdviser and Director of Information Education and Promotion, Ministry o Environment19MR. LAY SAMOUNMemberDeputy Director General of Administration and Finance, Ministry of Culture and Fine Arts20MRS. LONG NIMULMemberDeputy Director General of Social Development, Ministry of Women's Affairs21MR. LEAP SAMNANGMemberDirector Training and Research, Ministry of Rural Development22MR. KONG SANGMemberChief of Accounting and Finance, Mongrithy Group, Employers Representative23MR. KONG SANGMemberDirector of Hotel Industry Association, Employers Representative24MR. LEO MENGMemberDirector of SME Association25MR. HENG HEANGMemberGeneral Director, Cambodia Chamber of Commerce27Mr. CHUON MOM THOLMemberPresident of Cambodia National Confederation Trade Unions28Mr. SOM AUNMemberDirector of National Polytechnic Institute of Cambodia, Training Provider 	14	H.E. VONG SAMON	Member	Under Secretary of State, Ministry of Planning
16 H.E. LEAPH VANNDEN Member the Development of Cambodia 17 H.E. OUM SOPHAL Member President, University of Medicine, Ministry of Health 18 H.E. SOU SOVOUTH Member Adviser and Director of Information Education and Promotion, Ministry of Environment 19 MR. LAY SAMOUN Member Deputy Director General of Administration and Finance, Ministry of Culture and Fine Arts 20 MRS. LONG NIMUL Member Deputy Director General of Social Development, Ministry of Women's Affairs 21 MR. LAY SAMNANG Member Director Training and Research, Ministry of Rural Development 22 MR. HANG BO Member First Deputy Director of Garment Industry Association, Employers Representative 23 MR. KONG SANG Member Director of Hotel Industry Association, Employers Representative 24 MR. LEO MENG Member Director of SME Association 25 MR. HENG HEANG Member General Director, Cambodia Chamber of Commerce 27 Mr. CHUON MOM THOL Member President of Cambodia National Confederation Trade Unions 28 Mr. SOM AUN Member President of Cambodia Workers Labour Federation of Trade Unions 29 H.E. BUN P	15	H.E. NY TAYI	Member	Under Secretary of State, Ministry of Economy and Finance
18H.E. SOU SOVOUTHMemberAdviser and Director of Information Education and Promotion, Ministry of Environment19MR. LAY SAMOUNMemberDeputy Director General of Administration and Finance, Ministry of Culture and Fine Arts20MRS. LONG NIMULMemberDeputy Director General of Social Development, Ministry of Women's Affairs21MR. LEAP SAMNANGMemberDirector Training and Research, Ministry of Rural Development22MR. LEAP SAMNANGMemberChief of Accounting and Finance, Mongrithy Group, Employers Representative23MR. KONG SANGMemberFirst Deputy Director of Garment Industry Association, Employers Representative24MR. LEO MENGMemberDirector of Hotel Industry Association, Employers Representative25MR. HENG HEANGMemberDirector of SME Association26H.E NGUON MENGTECHMemberPresident of Cambodia Chamber of Commerce27Mr. CHUON MOM THOLMemberPresident of Cambodia National Confederation Trade Unions28Mr. SOM AUNMemberDirector of National Polytechnic Institute of Cambodia, Training Provider29H.E. BUN PHEARINMemberDirector of Polytechnic Institute of Battambang Province, Training Provider30Mrs. DOUNG VANDETHMemberDirector of Polytechnic Institute of Battambang Province, Training Provider	16	H.E. LEAPH VANNDEN	Member	Deputy Director General Committee, Rehabilitation and Development Council for the Development of Cambodia
18H.E. SOU SOVOUTHMemberEnvironment19MR. LAY SAMOUNMemberDeputy Director General of Administration and Finance, Ministry of Culture and Fine Arts20MRS. LONG NIMULMemberDeputy Director General of Social Development, Ministry of Women's Affairs21MR. LEAP SAMNANGMemberDirector Training and Research, Ministry of Rural Development22MR. HANG BOMemberChief of Accounting and Finance, Mongrithy Group, Employers Representative23MR. KONG SANGMemberFirst Deputy Director of Garment Industry Association, Employers Representative24MR. LEO MENGMemberDirector of Hotel Industry Association, Employers Representative25MR. HENG HEANGMemberDirector of SME Association26H.E NGUON MENGTECHMemberGeneral Director, Cambodia Chamber of Commerce27Mr. CHUON MOM THOLMemberPresident of Cambodia National Confederation Trade Unions28Mr. SOM AUNMemberDirector of National Polytechnic Institute of Cambodia, Training Provider Representative29H.E. BUN PHEARINMemberDirector of Polytechnic Institute of Cambodia, Training Provider Representative30Mrs. DOUNG VANDETHMemberDirector of Polytechnic Institute of Battambang Province, Training Provider Representative	17	H.E. OUM SOPHAL	Member	President, University of Medicine, Ministry of Health
19MR. LAY SAMOUNMemberFine Arts20MRS. LONG NIMULMemberDeputy Director General of Social Development, Ministry of Women's Affairs21MR. LEAP SAMNANGMemberDirector Training and Research, Ministry of Rural Development22MR. HANG BOMemberChief of Accounting and Finance, Mongrithy Group, Employers Representative23MR. KONG SANGMemberFirst Deputy Director of Garment Industry Association, Employers Representative24MR. LEO MENGMemberDirector of Hotel Industry Association, Employers Representative25MR. HENG HEANGMemberDirector of SME Association26H.E NGUON MENGTECHMemberGeneral Director, Cambodia Chamber of Commerce27Mr. CHUON MOM THOLMemberPresident of Cambodia National Confederation Trade Unions28Mr. SOM AUNMemberDirector of National Polytechnic Institute of Cambodia, Training Provider: Representative29H.E. BUN PHEARINMemberDirector of Polytechnic Institute of Battambang Province, Training Provider: Representative	18	H.E. SOU SOVOUTH	Member	Adviser and Director of Information Education and Promotion, Ministry of Environment
21MR. LEAP SAMNANGMemberDirector Training and Research, Ministry of Rural Development22MR. HANG BOMemberChief of Accounting and Finance, Mongrithy Group, Employers Representative23MR. KONG SANGMemberFirst Deputy Director of Garment Industry Association, Employers Representative24MR. LEO MENGMemberDirector of Hotel Industry Association, Employers Representative25MR. HENG HEANGMemberDirector of SME Association26H.E NGUON MENGTECHMemberGeneral Director, Cambodia Chamber of Commerce27Mr. CHUON MOM THOLMemberPresident of Cambodia National Confederation Trade Unions28Mr. SOM AUNMemberDirector of National Polytechnic Institute of Cambodia, Training Provider: Representative29H.E. BUN PHEARINMemberDirector of Polytechnic Institute of Battambang Province, Training Provider: Representative30Mrs. DOUNG VANDETHMemberDirector of Polytechnic Institute of Battambang Province, Training Provider: Representative	19	MR. LAY SAMOUN	Member	Deputy Director General of Administration and Finance, Ministry of Culture and Fine Arts
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27 Mr. CHUON MOM THOL Member President of Cambodia National Confederation Trade Unions 28 Mr. SOM AUN Member President of Cambodia Workers Labour Federation of Trade Unions 29 H.E. BUN PHEARIN Member Director of National Polytechnic Institute of Cambodia, Training Providers 30 Mrs. DOUNG VANDETH Member Director of Polytechnic Institute of Battambang Province, Training Providers	25	MR. HENG HEANG	Member	Director of SME Association
28 Mr. SOM AUN Member President of Cambodia Workers Labour Federation of Trade Unions 29 H.E. BUN PHEARIN Member Director of National Polytechnic Institute of Cambodia, Training Providers 30 Mrs. DOUNG VANDETH Member Director of Polytechnic Institute of Battambang Province, Training Providers	26	H.E NGUON MENGTECH	Member	General Director, Cambodia Chamber of Commerce
29 H.E. BUN PHEARIN Member Director of National Polytechnic Institute of Cambodia, Training Providers 30 Mrs. DOUNG VANDETH Member Director of Polytechnic Institute of Battambang Province, Training Providers	27	Mr. CHUON MOM THOL	Member	President of Cambodia National Confederation Trade Unions
29 H.E. BUN PHEARIN Member Representative 30 Mrs. DOUNG VANDETH Member Director of Polytechnic Institute of Battambang Province, Training Providers Representative Representative	28	Mr. SOM AUN	Member	President of Cambodia Workers Labour Federation of Trade Unions
30 Mrs. DOUNG VANDETH Member Representative	29	H.E. BUN PHEARIN	Member	Director of National Polytechnic Institute of Cambodia, Training Providers Representative
31 MR. SOUY CHHENG Member Director of Don Bosco Phnom Penh Thiem, Training Providers Representative	30	Mrs. DOUNG VANDETH	Member	Director of Polytechnic Institute of Battambang Province, Training Providers Representative
	31	MR. SOUY CHHENG	Member	Director of Don Bosco Phnom Penh Thiem, Training Providers Representative

32	H.E. LAOV HIM		Director General of Technical Vocational Education and Training, Ministry of Labour and Vocational Training
33	MR. MAR SOPHEA	Member	ADB, National Organization and NGO Representative
34	MR. TUN SOPHORN	Member	ILO, National Organization and NGO Representative
35	Mr. PIN SARAPICH	Member	Director of Training Centre, Smiling Children Organization, National Organization and NGO Representative

More NGO representatives can be invited / Source: http://www.ntb.gov.kh/ntb/membership.htm, 171126

No.	Institution	Location	Supervising Ministry		oe of EIs	Year Established
1	Royal University of Phnom Penh	Phnom Penh	MoEYS	Pb		1988
2	Royal University of Law & Economics	Phnom Penh	MoEYS	Pb		2003(1992)
3	National University of Management	Phnom Penh	MoEYS	Pb		1984
4	Chea Sim University of Kamchaymear	Prey Veng	MoEYS	Pb		1991
5	Svay Rieng University	Svay Rieng	MoEYS	Pb		2005
		Banteay				
6	Meanchey University	Meanchey	MoEYS	Pb		2007
7	University of Battambang	Battambang	MoEYS	Pb		2007
8	University of Kratie	Kratie	MoEYS	Pb		2015
9	University of Heng Samrin Thbong Khmum	Thbong Khmum	MoEyS	Pb		2016
10	Institute of Technology of Cambodia	Phnom Penh	MoEYS	Pb		1984
11	National Institute of Education	Phnom Penh	MoEYS	Pb		1980
12	Kampong Chheuteal Institute of Technology	Kampong Thom	MoEYS	Pb		2015
13	Kampong Speu Institute of Technology	Kampong Speu	MoEYS	Pb		2015
14	Norton University	Phnom Penh	MoEYS		Pv	1997
15	Build Bright University	Phnom Penh	MoEYS		Pv	2000
16	Pannasastra University of Cambodia	Phnom Penh	MoEYS		Pv	2002
17	Cambodia University for Specialties	Phnom Penh	MoEYS		Pv	2002
18	International University	Phnom Penh	MoEYS		Pv	2002
19	Cambodian Mekong University	Phnom Penh	MoEYS		Pv	2003
20	University of Cambodia	Phnom Penh	MoEYS		Pv	2003
21	Western University	Phnom Penh	MoEYS		Pv	2003
22	IIC University of Technology	Phnom Penh	MoEYS		Pv	2008
23 24	Angkor Khemara University	Kampot	MoEYS MoEYS		Pv Pv	2008 2004
24	Angkor University Asia Euro University	Siem Reap Phnom Penh	MoEYS		PV Pb	2004
25	Human Resources University	Phnom Penh	MoEYS		Pv	2003
27	University of Management and Economics	Battambang	MoEYS		Pv	2005
28	University of Puthisastra	Phnom Penh	MoEYS		Pv	1999
20	Life University	Sihanouk	MoEYS		Pv	2007
20	South Fost Asia University	Ville Sigm Boon	MaEVS		Dry	2006
30 31	South East Asia University Chenla University	Siem Reap Phnom Penh	MoEYS MoEYS		Pv Pv	2006 2007
32	Limkokwing University	Phnom Penh	MoEYS		Pv	2007
33	Khmer University of Technology and Management	Sihanuk Ville	MoEYS		Pv	2008
34	Panha Chiet University	Phnom Penh	MoEYS		Pv	2009
35	Zaman University	Phnom Penh	MoEYS		Pv	2009
36	Dewey International University	Battambang	MoEYS		Pv	2010
37	Beltei International University	Phnom Penh	MoEYS		Pv	2012
38	Kampong Cham University	Kampong Cham	MoEYS		Pv	2013
39	American University of Phnom Penh	Phnom Penh	MoEYS		Pv	2013
40	Cambodia International University	Phnom Penh	MoEYS		Pv	2010
41	University of Economics and Finance	Phnom Penh	MoEYS		Pv	2011
42	Chamroeun University of Poly-Technics	Phnom Penh	MoEYS		Pv	2002
43	Phnom Penh International University	Phnom Penh	MoEYS		Pv	2002
44	Khemarak University	Phnom Penh	MoEYS		Pv	2004
45	Vanda Institute	Phnom Penh	MoEYS		Pv	2001
46	SETEC Institute	Phnom Penh	MoEYS		Pv	2002
47	Angkor City Institute	Kampong Thom	MoEYS		Pv	2002
48	Sachak Asia Development Institute	Phnom Penh	MoEYS		Pv	2002

ANNEX 3: List of Higher Education Institutions (public and private) as of November 2016

No.	Institution	Location	Supervising Ministry	• -	e of EIs	Year Established
49	Social Science and Technology Institute	Svay Rieng	MoEYS		Pv	2007
50	Institute of Management and Development	Pursat	MoEYS		Pv	2006
51	SIU International Institute	Phnom Penh	MoEYS		Pv	2003
52	Bright Hope Institute	Kampong Chhang	MoEYS		Pv	2007
53	Khemara Sastra Institute	Prey Veng	MoEYS		Pv	2008
54	Saint Paul Institute	Takeo	MoEYS		Pv	2009
55	CamEd Institute	Phnom Penh	MoEYS		Pv	2004
56	St Clements Institute	Phnom Penh	MoEYS		Pv	2012
57	PCL Management Institute	Phnom Penh	MoEYS		Pv	2010
58	Raffles International College, Phnom Penh	Phnom Penh	MoEYS		Pv	2010
59	Phnom Penh Institute of Nursing and Paramedical Sciences	Phnom Penh	MoEYS		Pv	2012
60	Learning for Success Institute	Phnom Penh	MoEYS		Pv	2013
61	InterEd Institute	Phnom Penh	MoEYS		Pv	2004
62	Phnom Penh International Institute of the Arts	Phnom Penh	MoEYS		Pv	2013
63	Battambang Institute of Nursing Sciences	Battambang	MoEYS		Pv	2016
64	ACLEDA Institute of Business	Phnom Penh	MoEYS		Pv	2015
65	Asia Institute of Sciences	Phnom Penh	MoEYS		Pv	2008
66	Financial Institute of Cambodia	Phnom Penh	MoEYS		Pv	2012
67	American Intercon Institute	Phnom Penh	MoEYS		Pv	2008
68	Business Institute of Cambodia	Phnom Penh	MoEYS		Pv	2006
69	Belton International Institute	Kampong Cham	MoLVT		Pv	2010
70	Sineru Institute	Phnom Penh	MoEYS		Pv	2012
71	ICS Institute	Phnom Penh	MoEYS		Pv	2004
72	University of Health Sciences	Phnom Penh	MoH	Pb		1979
73	National Institute of Public Health	Phnom Penh	MoH	Pb		1997
74	Royal University of Fine Arts	Phnom Penh	MCFA	Pb		1989
75	Royal University of Agriculture	Phnom Penh	MAFF	Pb		1985
76	Prek Leap National Institute of Agriculture	Phnom Penh	MAFF	Pb		1984
77	Kampong Cham National School of Agriculture	Kampong Cham	MAFF	Pb		1995
78	Preah Sihanouk Raja Buddhist University	Phnom Penh	MCR	Pb		2006
79	Preah Sihamoni Raja Buddhist University	Phnom Penh	MCR	Pb		2007
80	Samdech Akka Moha Sena Padei Techo Hun Sen Buddhist University	Kampong Cham	MCR	Pb		2011
81	National Defense University	Phnom Penh	MoND	Pb		2006 (1979)
82	Health Science Institute of RCAF	Phnom Penh	MoND	Pb		2009 (2004)
83	Cambodia Army Institute	Kampong Speu	MoND	Pb		2009
84	Techo Hun Sen Military Technical Institute	Kampong Speu	MoND	Pb		2010
85	Active Soldier Thmat Pong School	Kampong Speu	MoND	Pb		2003
86	Police Academy of Cambodia	Kandal	MoI	Pb		2007
87	Royal Academy of Cambodia	Phnom Penh	СоМ	Pb		1999
88	Cambodia Marine Human Resource Institute	Phnom Penh	MPWT	Pb		2009
89	Centre for Banking Studies	Phnom Penh	NBC	Pb		1999
90	National Institute of Social Affairs	Phnom Penh	MoSAVYR	pb		2011
91	Institute of Electrical Science	Phnom Penh	MoME	Pb		2011
92	National Institute of Business	Phnom Penh	MoLVT	Pb		1985
93	National Technical Training Institute	Phnom Penh	MoLVT	Pb		1999
94	Kampot Institute of Polytechnic	Kampot	MoLVT	pb		2008
95	Regional Polytechnic Institute Techo Sen Battambang	Battambang	MoLVT	Pb		1980
96	Battambang Institute of Technology	Battambang	MoLVT	Pb		2007
97	Regional Polytechnic Institute Techo Sen Siem Reap	Siem reap	MoLVT	Pb		NA

No.	Institution	Location	Supervising Ministry	• -	e of EIs	Year Established
98	Preah Kossomak Polytechnic Institute	Phnom Penh	MoLVT	Pb		2001
99	National Polytechnic Institute of Cambodia	Phnom Penh	MoLVT	Pb		2005
100	Industrial Technical institute	Phnom Penh	MoLVT	Pb		1980
101	Cambodia India Entrepreneurship Development Center	Phnom Penh	MoLVT	Pb		2006
102	Kampong Thom Provincial Vocational Training Center	Kampong Thom	MoLVT	Pb		NA
103	Siem Reap Provincial Vocational Training School	Siem Reap	MoLVT	Pb		NA
104	Business Institute of Cambodia	Prey Veng	MoLVT		Pv	2006
105	Institute of New Khmer	Phnom Penh	MoLVT		Pv	2002
106	Institution for Development of Economy	Phnom Penh	MoLVT		Pv	2009
107	Cambodian Youth's Future Institute	Phnom Penh	MoLVT		Pv	2007
108	Business Neakporn Institute	Kampong Cham	MoLVT		Pv	2006
109	Cambodia International Cooperation Institute	Phnom Penh	MoLVT		Pv	2007
110	Student Development Institute	Phnom Penh	MoLVT		Pv	2008
111	Belton International Institute	Phnom Penh	MoLVT		Pv	NA
112	Polytechnic Institute of Cambodia	Koh Kong	MoLVT		Pv	NA
113	Asian Institute of Cambodia	Kratie	MoLVT		Pv	2013
114	Vanda Institute	Battambang	MoLVT		Pv	2014
115	Professional Training Center of Electrical Cambodia	Phnom Penh	MoLVT		Pv	2009
116	Don Bosco Vocational Training Center	Phnom Penh	MoLVT		Pv	2006
117	National Institute of Posts and Telecommunications, and Information Communication and Technology	Phnom Penh	MoPT	Pb		1985
118	Economics and Finance Institute	Phnom Penh	MEF	Pb		1985

ANNEX 4: Higher Education Roadmap 2017 - 2030

Objective	ective Strategy Phase I: 2017-2020 Phase II: 2021-2025		Phase III: 2026-2030	
Goal One: Quality and	Relevance			
Objective 1.1. To improve teaching and learning	Strategy 1.1.1. Curriculum and assessment	By 2020, all HEIs will have updated their curriculum and assessment to reflect the five domains of learning outcomes in the CNQF.	By 2025, 8 HEIs will have updated their curriculum and assessment in selected priority programs to meet the ASEAN Mutual Recognition Agreement Frameworks.	By 2030, 6 HEIs will have updated their curriculum and assessment in selected priority programs to meet an international standard.
		By 2020, at least seven HEIs will adopt elective courses.By 2020, undergraduate programs in at least seven HEIs will offer major and minor fields of study.	By 2025, all HEIs will adopt elective courses.By2025,undergraduate departments/programs in all HEIs will offer major and minor fields of study.	By 2030, the credit and credit transfer systems will be fully implemented in line with an international system.
		By 2020, the capacity to develop academic curricula that reflect local needs and local contexts will be strengthened.	By 2025, academic curricula reflecting local needs and contexts will be mainstreamed into half of the departments/programs of all HEIs.	By 2030, academic curricula reflecting local needs and local contexts will be mainstreamed in all HEIs.
		By 2020, teaching materials on local knowledge (e.g., Buddhist studies and Khmer studies, etc.) and knowledge about the region (e.g. ASEAN studies, etc.) will be developed.	By 2025, local knowledge and knowledge about the region will be mainstreamed into the curriculum of all HEIs.	
	Strategy 1.1.2. Pedagogy	By 2020, 80% of full-time faculty members and at least 20% of part-time faculty members of all HEIs will integrate ICT in teaching and learning (T&L) (where appropriate).	By 2025, all full-time faculty members and at least 50% of part-time faculty members at all HEIs will integrate ICT in T&L (where appropriate).	By 2030, all faculty members in all HEIs will integrate ICT in T&L (where appropriate).
		By 2020, 40% of full-time faculty members and at least 20% of part-time faculty members will improve T&L approaches, e.g., by using critical pedagogy, experiential learning and service learning (where appropriate).	By 2025, 60% full-time faculty members and at least 50% of part-time faculty members will improve T&L approaches, e.g., by using critical pedagogy, experiential learning and service learning (where appropriate).	By 2030, 80% of the faculty members will improve T&L approaches, e.g., by using critical pedagogy, experiential learning and service learning (where appropriate).
	Strategy 1.1.3.	By 2020, all HEIs will be equipped with	By 2025, 8 provincial HEIs will have	By 2030, one state-of-the-art

Objective	Strategy	Phase I: 2017-2020	Phase II: 2021-2025	Phase III: 2026-2030
	Teaching and learning	functional libraries, teaching	improved libraries, laboratories, and	laboratory and one state-of-art library
	resources	laboratories, and classrooms.	classrooms to meet the national standard.	will be operating in 2 HEIs.
		By 2020, the expansion investment plan	By 2025, CAM-REN will be expanded to	By 2030, CAM-REN will expand to
		for Cambodia Research and Education	all HEIs in Phnom Penh and two priority	all HEIs.
		Network (CAM-REN) will be	HEIs in two provinces.	
		completed.		
		By 2020, an HEI inter-library loan	By 2025, all HEIs in Phnom Penh and 2	By 2030, all HEIs will participate in
		system will be launched.	HEIs in two priority provinces will	the inter-library loan system.
			participate in the inter-library loan system.	
		By 2020, 7 HEIs will begin to write their	By 2025, all HEIs will use contextualized	By 2030, the contextualized textbooks
		own textbooks that reflect local contexts	textbooks that reflect local knowledge and	will be updated to reflect the local
		and local knowledge and wisdoms.	wisdoms in priority programs.	contexts, knowledge and wisdoms in
				priority programs.
		By 2020, introductory books to 50 key	By 2025, all introductory books to 50 key	By 2030, primary works of the 50 key
		thinkers in foreign languages in every	thinkers in every discipline will be	thinkers in the fields of studies will be
		discipline will be identified and	translated into Khmer.	translated into Khmer.
		purchased.		
Objective 1.2. To	Strategy 1.2.1. Post-	By 2020, 6 universities will offer quality	By 2025, all major universities in Phnom	By 2030, all universities will offer
promote research and	graduate programs	doctoral programs in priority areas.	Penh and two in priority provinces will	quality doctoral programs in priority
innovation			offer quality doctoral programs in priority	areas.
			areas.	
		By 2020, four HEIs will have post-	By 2025, some selected post-graduate	By 2030, some selected post-graduate
		graduate program(s) meeting ASEAN	programs at 7 HEIs will meet ASEAN	programs at all the HEIs will meet
		standards.	and/or international standards.	ASEAN and/or international
				standards.
	Strategy 1.2.2.	By 2020, a diaspora mobilization	By 2025, the diaspora mobilization	By 2030, the diaspora mobilization
	Diaspora mobilization	strategy will be in place (connected to	strategy will be fully operationalized at 6	strategy will be revised and fine-tuned
		target 3.1.1.2. below).	HEIs to support research and innovation.	and implemented at all HEIs.
	Strategy 1.2.3.	By 2020, some selected programs at 6	By 2025, all HEIs will have joint	By 2030, all HEIs will continue to
	University industry	HEIs will collaborate with enterprises,	programs with enterprises, industries and	strengthen their joint collaboration
	linkage	industries (including those in special	think tanks.	with enterprises, industries, and think
		economic zones), and think tanks on		tanks.
		research and innovation projects.	D 2027 41 1 1 1 1	D 2020 d 1 1 1 1
	Strategy 1.2.4.	By 2020, Cambodian national research	By 2025, the research grants will be	By 2030, the research grants will be

Objective	Strategy	Phase I: 2017-2020	Phase II: 2021-2025	Phase III: 2026-2030
	Research foundation	fund will be established and	increased by at least 50% and National	increased by at least another 50% and
		operationalized and an initial 10 million	Research Awards Program (in social and	National Research Awards program
		dollars will be allocated to the research	natural sciences) will be set up and	will be expanded by twofold.
		grants scheme.	operational.	
		By 2020, a research foundation for	By 2025, the funding to the research	By 2030, the funding to the research
		STEAM-related fields will be introduced	foundation for STEAM-related fields will	foundation for STEAM-related fields
		and funded (connected to target 1.2.4.2).	be increased by at least 50%.	will be increased by at least another 50%.
Objective 1.3. To	Strategy 1.3.1.	By 2020, half of the HEIs in Phnom	By 2025, 75% of the HEIs in Phnom Penh	By 2030, all HEIs in Phnom Penh and
upgrade faculty and	Academic staff	Penh will meet the requirements of full-	and 30% of regional HEIs will meet the	50% of regional HEIs will meet the
staff	development	time faculty holding PhDs.	requirements of full-time faculty members	requirement of full-time faculty
			holding PhDs.	members holding PhDs.
		By 2020, research fellowship program in	By 2025, the research fellowship program	By 2030, the national research
		priority areas for national development	will be expanded by 50%.	fellowship program will be expanded
		will be introduced and funded		by another 50%.
		(connected to Target 1.2.4.2).		
		By 2020, a national professoriate system	By 2025, the national professoriate system	By 2030, some major universities will
		will be implemented	will be reviewed and revised.	be ready to run their own professoriate
				system.
	Strategy 1.3.2. Non-	By 2020, capacity building for non-	By 2025, half of all HEIs will have a non-	By 2030, all HEIs will have a non-
	academic staff	academic staff on all key aspects of	academic staff development plan in place	academic staff development plan in
	development	support services from all HEIs will be	and implemented.	place and implemented.
		implemented.		
Goal 2: Access and Equ	•			
Objective 2.1. To	Strategy 2.1.1.	By 2020, university scholarships will	By 2025, minimum and maximum tuition	By 2030, minimum and maximum
enable more students	Scholarship and loan	cover both tuition fees and living	fees will be introduced.	tuition fees will be updated.
to enter HE schemes		stipends to meet the living needs of		
		students.		
		By 2020, need-based scholarships will	By 2025, the number of students on need-	By 2030, the number of students on
		be introduced and number of students on	based scholarships will be increased by	need-based scholarships will be
		need-based scholarships increased by	100% above the baseline.	increased by 200% above the baseline.
		30% above the baseline.		
		By 2020, a policy on merit-based		By 2030, the number of STEAM
		scholarship scheme for STEAM	enrolled in Year 1 on merit-based	students enrolled in Year 1 on merit-

Objective	Strategy	Phase I: 2017-2020	Phase II: 2021-2025	Phase III: 2026-2030
		programs will be in place and the	scholarships will be increased by 30%	based scholarships will be increased
		number of STEAM students enrolled in	above the baseline.	by 40% above the baseline.
		Year 1 on merit-based scholarships will		
		be increased by 15% above the baseline.		
		By 2020, a fair and equitable loan	By 2025, 15 million dollars will be	By 2030, 20 million dollars will be
		scheme will be introduced and 10	allocated annually to the national loan	allocated annually to the national loan
		million dollars will be allocated annually	scheme.	scheme.
		to a national loan scheme.		
	Strategy 2.1.2.	By 2020, physical infrastructure of half	By 2025, physical infrastructure of all	By 2030, physical infrastructure of all
	Capacity expansion	of Phnom Penh HEIs will be improved	Phnom Penh HEIs and half of regional	HEIs will be improved to
		to accommodate growing student	HEIs will be improved to accommodate	accommodate growing student
		population.	growing student population.	population.
	Strategy 2.1.3. Higher	By 2020, guidelines on an HEI	By 2025, all HEIs will be classified and	By 2030, a functional tier system of
	education tier system	typology ¹⁹ will be introduced.	funded based on the typology.	HEIs will be in place.
			By 2025, one open university will be set	By 2030, the capacity of the open
			up.	university to absorb students will be
				expanded twofold.
		By 2020, the framework to establish a	By 2025, one full-fledged national	By 2030, the national comprehensive
		national comprehensive university will	comprehensive university will be	university will be supported to reach
		be in place.	established and funded.	top 100 in Asia.
Objective 2.2. To	Strategy 2.2.1. Student	By 2020, 10 HEIs will have functional	By 2025, 4 HEIs will meet ASEAN	By 2030, 7 HEIs will meet ASEAN
retain students in	support services	dormitories and extra-curricular activity	standards for student support services	standards for student support services
higher education		facilities.	(connected to Target 1.3.2).	(connected to Target 1.3.2).
	Strategy 2.2.2. Credit	By 2020, 4 HEIs will be supported to	By 2025, the ASEAN credit transfer	By 2030, the ASEAN credit transfer
	and credit transfer	enable them to conduct ASEAN credit	system will be implemented in 4 HEIs.	system will be implemented in 6 HEIs.
		transfer system.		(Connected to Objective 3.1)
Goal 3: Internationaliza	ation			
Objective 3.1. To	Strategy 3.1.1. Faculty	By 2020, faculty and student exchange	By 2025, all HEIs will have faculty and	By 2030, all HEIs will increase their
promote academic	and student mobility	programs will be incorporated into the	student exchange programs in place and	faculty and student exchange by

¹⁹ It is envisioned that Cambodian higher education institutions can be classified into (1) a technical institute & community college; (2) specialized university; (3) comprehensive university, and (4) research university.

Objective	Strategy	Phase I: 2017-2020	Phase II: 2021-2025	Phase III: 2026-2030
mobility and collaboration		strategic plans of 10 HEIs and the plans implemented.	the plans implemented.	twofold.
		By 2020, a national inbound faculty mobilization strategy will be in place.	By 2025, the national inbound faculty mobilization strategy will be fully implemented.	By 2030, the number of inbound faculty members will be increased by 50%.
		By 2020, outbound faculty mobility will be increased by 100% above the baseline.	By 2025, outbound faculty mobility will be increased by twofold.	By 2030, outbound faculty mobility will be increased by fourfold.
		By 2020, inbound and outbound student mobility will be increased by 100% above the baseline	By 2025, inbound and outbound student mobility will be increased by twofold.	By 2030, inbound and outbound student mobility will be increased by fourfold.
	Strategy3.1.2.Programandinstitution mobility	By 2020, joint degree programs will be established in 2 HEIs in some selected priority programs.	By 2025, joint degree programs will be established in 5 HEIs in some selected priority programs.	By 2030, joint degree programs will be established in 10 HEIs in some selected priority programs.
		By 2020, a legal framework on branch/ satellite campuses will be set up.	By 2025, four quality branch/ satellite campuses will be invited to Cambodia.	By 2030, eight quality branch/ satellite campuses will be invited to Cambodia.
Objective 3.2. To promote international & regional academic programs	Strategy 3.2.1. Regional academic programs	By 2020, ASEAN priority programs will be implemented in 10 HEIs.	By 2025, 10 HEIs will have programs that meet ASEAN standards — i.e., accredited/assessed by regional quality assurance bodies.	By 2030, all HEIs will have programs meeting international standards.
	Strategy 3.2.2. International academic programs	By 2020, 7 HEIs will have post-graduate program(s) using English as the medium of instruction.	By 2025, 7 HEIs will have half of the post-graduate programs using English as the medium of instruction.	By 2030, 7 HEIs will have all post- graduate programs using English as the medium of instruction
		By 2020, 8 HEIs will incorporate intercultural and international events into their strategic plans and have the plans implemented.	By 2025, all HEIs will incorporate intercultural and international events into their strategic plans and have the plans implemented.	By 2030, all HEIs will increase their intercultural and international events by twofold.
Goal 4: Governance &				
Objective 4.1. To enforce and enact policies and legal frameworks	Strategy 4.1.1. Policy and law formulation and enforcement	By 2020, the HEI licensing sub-decree will be fully implemented. By 2020, a legal framework on institutional autonomy, transparency, and accountability will be adopted	By 2025, a draft Royal Decree on HE will be available for consultation and endorsed.	By 2030, the Royal Decree on HE will be fully implemented.
		(including human resource and financial		

Objective	Strategy	Phase I: 2017-2020	Phase II: 2021-2025	Phase III: 2026-2030
		management).		
		By 2020, a professional development	By 2025, the professional development	By 2030, the professional
		plan for DGHE will be formulated.	plan for DGHE will be fully implemented.	development plan for DGHE will be updated and fully implemented.
Objective 4.2. To	Strategy 4.2.1. Internal	By 2020, the HEMIS system will be	By 2025, the HEMIS system will be	
strengthen the	quality assurance	fully functional.	updated.	
Quality Assurance System				
		By 2020, a comprehensive capacity	By 2025, all HEIs will have their internal	By 2030, IQA improvement and
		development plan for internal quality	quality assurance capacity strengthened.	investment plan will be set up by all
		assurance will be set up and		HEIs.
		operationalized.		
Objective 4.3. To	Strategy 4.3.1. Public	By 2020, all HEIs will prepare a	By 2025, all HEIs will implement	
improve financial	financing mechanism	functional asset inventory management	accounting software or integrated MIS that	
management and		system and annual finance statements in	capture all the financial transactions of the	
increase funding		accordance with cash-based IPSAS, that	HEI.	
		are externally audited and made	By 2025, public budget allocation will	
		available to the public on HEI websites.	reflect the guidelines for block grants and	
		By 2020, guidelines for block grants and	performance-based budgets.	
		performance-based budgets with multi-		
	~	year funding will be introduced		
	Strategy 4.3.2. Income	By 2020, 2 HEIs will receive financial	By 2025, 6 HEIs will receive financial	By 2030, all HEIs will receive
	diversification	support from enterprises and industries	support from enterprises and industries for	financial support from enterprises and
		for collaboration (connected to target	collaboration. (connected to target	industries for collaboration.
		1.2.3.1.). Py 2020 2 universities will lourable	1.2.3.1.) Py 2025 6 universities will loureh a	By 2030, all universities will launch a private business arm to increase
		By 2020, 2 universities will launch a	By 2025, 6 universities will launch a	1
		private business arm to increase	private business arm to increase revenues.	revenues.
		revenues.		

ANNEX 5: List of TVET institutions in Cambodia as presented by NTB + additional information

Source: <u>www.ntb.gov.kh/instituitions.htm</u> + additional information

Public TVET Institutions (Long & Short Term Courses)

National Polytechnic Institute Of Cambodia (NPIC) Contact Person: H.E Bun Phearin Mobile: 016 844 741 Tel: 023 353 562 Fax: 023 353 561 Address: Sre Reachak Village, Sangkat Somrong Krom, Khan Dangkor, Phnom Penh E-mail: <u>info@npic.edu.kh</u> Website: <u>http://www.npic.edu.kh</u>
National Institute of Business (NIB) Contact Person: Mr. Ly Sothea Mobile: 092 492 005 Tel/Fax: 023 360 458 Address: St.217, Phoum Trea, Sangkat Steung Mean Chey, Khan Mean Chey, Phnom Penh E-mail: <u>nib@camnet.com.kh</u> Website: <u>http://www.nib.edu.kh</u>
National Technical Training Institute (NTTI) Contact Person: H.E Yok Sothy Mobile: 012 667 753 Tel/Fax: 023 883 039 Address: Russian Blvd, Sangkat Toek Tla, Khan Reusey Keo, Phnom Penh E-mail: <u>ntti@citylink.com.kh</u> Website: <u>http://www.ntti.edu.kh</u>
Preak Kossomak Polytechnic Institute (PPI) Contact Person: H.E Hem Chantha Mobile: 012 826 404 Address: Russian Blvd, Sangkat Toek Tla, Khan Reusey Keo, Phnom Penh E-mail: <u>ppi@camnet.com.kh</u>
Regional Polytechnic Institute Techo Sen Battambang Province (RPITSB) Contact Person: Mrs. Doung Vandeth Mobile: 012 918 148 Address: Prekmorhatep Village, Svay Por Commune, Battambang Disctrict / Province E-mail: <u>ptc@camintel.com</u> Website: <u>http://www.pib.edu.kh</u>
Battambang Institute of Technology (BIT) Contact Person: Mr. Ouk Davandy Mobile: 016 863 899 Tel/Fax: 053 952 693 Address: Romchek 4 Village, Ratanak Commune, Battambang Disctrict / Province E-mail: <u>dvd_assany@yahoo.com</u>
Industrial Technical Institute Contact Person: Mr. Moan Sam Oeurn Mobile: 012 407 960 Address: Russian Blvd, Sangkat Toek Tla, Khan Reusey Keo, Phnom Penh E-mail: <u>samoeurn_ciedc@yahoo.com</u>
Cambodia-India Entrepreneurship Development Institute (CIEDI) Tel: 023 351 377 Fax: 023 351 388 Address: Russian Blvd, Sangkat Toek Tla, Khan Reusey Keo, Phnom Penh E-mail: <u>ciedc_ci@yahoo.com</u> Website: <u>http://www.ciedc.com</u>
Phnom Penh JVC Technical School (JVC: Japan International Volunteer Center)

Contact Person: Mr. Nop Thim Mobile: 012 727 926 Tel/Fax: 023 882 987 Address: Mao Tse Tong Blvd (St.245), Khlang Romsev, Sangkat Phsar Doem Kor, Khan Toul Kok, P Penh
Cambodia-Thai Skill Development Center (CTSDC) Contact Person: Mr. Ros Peth Mobile: 092 827 988 Address: Sre Reachak Village, Sangkat Somrong Krom, Khan Dangkor, Phnom Penh
Kandal PTCC Contact Person: Mr. Rath Vongsey Mobile: 012 867 904 Address: Prek Samrong Village, Takhmao Commune, Takhmao Disctrict, Kandal Province E-mail: vongsey04@yahoo.com
Regional Polytechnic Institute Techo Sen Takeo (RPITST) Contact Person: Mr. Pann Nora Mobile: 012 806 631 Address: Ty 3 Village, Raka Knong Commune, Doun Keo Disctrict, Takeo Province E-mail: <u>norapann@gmail.com</u>
Regional Polytechnic Institute Techo Sen Kampot (RPITSK) Contact Person: Mr. Chrun Kimleng Mobile: 012 289 992 Address: 1 Ousakphea Village, Kampong Kandal Commune, Kampongbay Disctrict, Kampot Province
Sihanouk Ville PTC Contact Person: Mrs. Neak Narith Mobile: 016 907 518 Address: Group 15, Mandal 2, Sangkat 3, Khan Mittapheap, Sihanouk Ville E-mail: <u>neak_narith008@yahoo.com</u>
Kampong Speu PTC Contact Person: Mr. Kem Chakny Mobile: 012 995 952 Address: Tompoung Village, Komhéng Commune, Somrong Torn District, Kampong Speu Province E-mail: <u>ptc_kampongspeu@yahoo.com</u>
Kep PTC Contact Person: Mr. Nop Saroeurn Mobile: 092 953 667 Address: Thmey Village, Sangkat Prey Thom, Khan Kep, Kep City
Prey Veng PTC Contact Person: Mr. Moeng Vanna Mobile: 012 772 037 Address: Ty 2 Village, Kampong Liev Commune / District, Prey Veng Province E-mail: <u>moeng_vanna@yahoo.com</u>
Regional Polytechnic Institute Techo Sen Svay Rieng (RPITSSR) Contact Person: Mr. So Ladin Mobile: 016 735 881 Address: Méphleung Village, Svay Rieng Commune / District, Svay Rieng Province E-mail: <u>so_ladin@yahoo.com</u>
Kampong Cham PTC Contact Person: Mr. Chea Phally Mobile: 011 865 407 Address: Ty 7 Village, Kampongcham Commune / Disctrict, Kampong Cham Province E-mail: <u>phaly_chea@yahoo.com</u>
Kampong Thom PTC Contact Person: Mr. Ek Hieng Mobile: 012 926 232 Address: Archar Leak Village / Commune, Steung Sen Disctrict, Kampong Thom Province
Regional Polytechnic Institute Techo Sen Siem Reap (RPITSSR) Contact Person: Mrs. Phang Puthy

Mobile: 012 918 167 Address: Bunteaychas Village, Slor Krom Commune, Siem Reap Disctrict / Province
E-mail: <u>phangputhy@yahoo.com</u>
Banteay Meanchey PTC Contact Person: Ms. Samreth Socheath Mobile: 077 969 858
Address: Keap Village, Toek Tla Commune, Serey Sorphoan District, Banteaymeachey Province E-mail: <u>s.cheath@yahoo.com</u>
Pursat PTC
Contact Person: Mr. Pum Chantha Mobile: 012 932 683
Address: Chamkar Chek Village, Phas Prey Commune, Sampov Meas District, Pursat Province E-mail: <u>ptc_pursat@yahoo.com</u>
Kampong Chhnang PTC Contact Person: Mr. Ly Chanrith
Mobile: 012 426 033
Address: Sre Pring Village, Kampong Chhnang Commune / District, Kampong Chnnang Province
Kratie PTC Contact Person: Mr. Soun Dany
Mobile: 012 339 392 Address: Oreusey Ty 2 Village, Oreusey Commune, Kratie District / Province
E-mail: soundany@yahoo.com
Stung Treng PTC Contact Person: Mr. Van Rommo
Mobile: 092 963 434 / 011 445 949
Address: Prey Por Village, Sras Reusey Commune, Steung Treng District, Steung Treng Province
Rattanak Kiri PTC Contact Person: Mr. Sem Pat
Mobile: 012 552 282 Address: Ty 2 Village, Laban Seak Commune, Balong District, Ratanak Kiri Province
Pailin PTC
Contact Person: Mr. Keun Sokun
Mobile: 017 945 424 Address: Otakok Village, Sangkat Toulavea, Khan Pailin, Pailin City
E-mail: keunsokun@gmail.com
Koh Kong PTC Contact Person: Mr. Chim Mon
Mobile: 012 351 943
Address: Ty1 Village, Smachmeanchey Commune / Disctrict, Koh Kong Province E-mail: <u>pmkohkong@yahoo.com</u>
Otdar Meanchey PTC
Contact Person: Mr. Heng Kimsoun Mobile: 011 767 632 / 017 514 714
Address: Sras Thom Village, Samrong Commune / District, Oudormeanchey Province
E-mail: <u>kimchheak_dn@yahoo.com</u>
Prey Konkla PTC (Battambang) Contact Person: Mr. Nouv Nhin
Mobile: 017 389 647
Address: Ang Doung Pring Village, Omal Commune, Battambang District / Province Chantiers-Ecoles de Formation Professionnelle (C.E.F.P)
Contact Person: Mr. Mob Sinuon
Tel: 017 674 446 Address: Siem Reap Prov inside the place of the Provincial Direction of Education Youth and Sport, Box 056, Siem
Reap
E-mail: <u>sinuon.mob@gmail.com</u>
Centre National de la Soie (CNS) Contact Person: Ms. Seng Kannica

Tel: 089 345 526 Address: National Road No.6, Puok District, Siem Reap Prov E-mai: <u>kannica_seng@yahoo.fr</u>
Boeng Nimol Vocational Training Center (Kampot) Contact Person: Mr. Bouy Bros Mobile: 092 279 464 Adress: Tvi Khang Thbong Village, Angdoung Khmer Commune, Kampongbay Disctrict, Kompot Province
Rolang Vocational Training Shcool (Pursat) Contact Person: Mr. Lim Chaikry Mobile: 012 894 801 Address: Svay Leak Village, Snam Preah Commune, Bakan District, Pursat Province
Sihanouk Ville JVC Technical School (JVC: Japan International Volunteer Center)

Private TVET Institution: "Long & Short Term Courses"

Economic Development Institute Contact Person: Mrs. Chin Sokha Mobile: 012 404 045 Tel: 012 393 959 / 011 571 724 Address: #12-14B, St.271, Sangkat Toek Thla, Khan Reusey Keo, Phnom Penh City, Cambodia E-mail: <u>president@mobitel.com.kh</u>
Cambodia International Cooperation Institute Contact Person: Mr. Doung Chanamrith Mobile: 012 898 112 Tel: 016 926 444 Address: #294CD, St.182, Sangkat Toek Laak III, Khan Toul Kork, Phnom Penh City, Cambodia E-mail: <u>info@cici.edu.kh</u>
Institute of New Khmer Generation Contact Person: Mr. Nop Narin Mobile: 012 925 974 Tel: 016 205 280 Address: #23CD, St.160, Sangkat Toek Laak II, Khan Toul Kork, Phnom Penh City, Cambodia
TAYAMA Business School Contact Person: KIY OMI DOI Mobile: Tel: 023 224 991 Address: #22, St.242, Sangkat Chaktomok, Khan Doun Penh, Phnom Penh City, Cambodia E-mail: doi@yahoo.com.jp
Takhmao Korean Training Center Contact Person: Mr. Uch Piseth Tel: 024 391 539 Address: #60-62F, National Road No.2, Doem Mian Village/Commune,Takhmao District, Kandal Province, Cambodia E-mail: <u>uch.piseth@yahoo.com</u>
EDC Training Center Contact Person: H.E Chan Khieng Tel: 023 338 049 Address: Chamkadoung Street, Sangkat Sambour, Khan Dangkor, Phnom Penh City, Cambodia E-mail: <u>edc-etp@everyday.com</u>
Seng Ai Korean Language Center Contact Person: Mr. Kim Ai Address: #195, St.19, Sangkat Chey Chamnas, Khan Doun Penh, Phnom Penh City, Cambodia

NGO TVET Institution: Long & Short Term Courses

Cambodian Youth's Future Organization Vocational Training Center Contact Person: Mr. Ting Socheat Mobile: 012 629 965 Tel: 012 692 109 / 016 632 858 Address: #28, St.328, Sangkat Toul Svay Prey II, Khan Chamkamorn, Phnom Penh City, Cambodia E-mail: info@cyfo.org Website: http://www.cyfo.org

Don Bosco Foundation Cambodia with five Technical Schools (Phnom Penh, Battambang, Sihanoukville&Kep, Poipet) and a Hotel School in Sihanoukville Contact Person: Father Soto Roel Mobile: 011 205 222 Address: House 203, Phum Chress, Sangkat Phnom Penh Thmey. Sen Sok District, Phnom Penh, Cambodia E-mail: <u>rsoto.sdb@gmail.com</u>

Centre Kram Ngoy, vocational training facilities in Phnom Penh and Kandal Province

Pour un Sourir d'Enfant (PSE)

Naga Training Centre

Cambodia Rural Development Team (CRDT), Restaurant and Hospitality in Kratie and Preah Vihear provinces

..... and others

ANNEX 6: List of private TVET institutions in Cambodia registered by the MLVT (Nov 2017)

ក្រស់ចមរាយ ខ្លួនភាពទាំង ស្រុង សេង ស្រុង សេង ស្រុង សេង ស្រុង ស្អា ស្រុង ស្រុង ស្រុង ស្រុង ស្រុង ស្រុង ស្រុង ស្រុង ស្រុង ស្អា ស្

អគ្គនាយកដ្ឋានអប់រំបណ្តុះបណ្តាលបច្ចេតទេស និងវិជ្ជាជីវៈ ខាយកដ្ឋាខគ្រប់គ្រងគ្រីះស្ថាខសិក្សា ទ្រះពសិនលាចត្រពង្គសំ ជាតិ សាសនា ព្រះមហាក្សត្រ

ឈ្មោះត្រីះស្ថានអច់ចែណ្ដារបណ្ដាលចច្ចេកលេស និចចិញទីច:៦ក៩ន ដែលមានការអនុញ្ញាត្តច្បាច់ពីក្រសួតកាទោរ និចចល្កោះចណ្ដាលចិញទីទះ

85.1	<u>ឈ្មោះត្រីះស្ថានសិត្យព្</u>	ດີສາອ	แล้งคลชั่ง:คชั่นเล	เหมือะคิมใหญ่ในอ	រួមតាសលើត/អនុត្រឹង្យ
9	ใจกูญเลิมที่รัฐได้เหมู่ที่ฐ (1.ม.ณ) Institue for Development of Economy (IDE)	<mark>រាជធានីភ្នំពេ</mark> ញ	បណ្ដុះបណ្ដាលវិជ្ជាជីវៈ ដល់ឃិញបត្រជាន់ទ្លស់	លោកស្រី ចិន សុខា ០១៦ ៣៩៣ ៩៥៩	ពលដែល៣៩ កាយូ.កាយអ ៦៣៧ ៦០/៦០/៨០ កាយក្បានអ ៩៦
io.	វិទ្យាស្ថានជាណិដ្ឋសាស្ត្រកម្ពុជា (វ.ព.ក) Business Institute of Cambodia (BIC)	ខេត្តក្រៅវង សាខាខេត្តស្វាយរៀង	បណ្តុះបណ្តាលវិជ្ជាជីវៈ ដល់បរិជ្ញាបត្រ	នអូម៉ា នក៍ កាល៖ ៦៧៩ ៩៦ឆ ៩៩០	6000000 ng.ng.ng.ng.ng.ng.ng.ng.ng.ng.ng.ng.ng.n
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"	រីឡាស្ថានខ្មែរជំនាន់ថ្មី (1.8.6) Institute of New Kmer (INK)	រាជធានីភ្នំពេញ សាខាខេត្តបាត់ដំបង	បណ្តុះបណ្តាលវិជ្ជាជីវៈ ដល់ឃុំវិញបត្រជាន់ទួស់	លោក ណុប ខរិខ្ជ ០១២ ៩២៥ ៩៧៤	ពលរោលស០ កប្បៈបា ឯ៦e eevdeឯថ កបៈក្បឧអ ៣៦ថ
4	វិទ្យាស្ថានហិរញ្ញវត្ថុ និងគណនយ្យ Institute of Finace And Accounting (IFA)	<mark>រាជធានីភ្នំពេញ</mark>	ឃិញ្ញាបក្រ	លោក ប៊ុន សុទ្ធរោ ពេលភ ប៊ុន សុទ្ធរោ	កាប.ក្សនអ ៦៣e ៨e០ថ/៦០/៦៨
9	វិទ្យាស្ថានអាស៊ី កម្ពុជា Asia Institute of Cambodia (AIC)	រទត្តក្រាច:	បណ្ដុះបណ្ដាលវិជ្ជាជីវៈ ដល់បរិជ្ជាបត្រ	លោក ឆាន សុភាព ០១២ ៧០៥ ៤៥៣	ថ៩០៩/៦០/ឆា០ ក.ប្ប/ររ.ក ៦៦៩ ថ៩/៦០/ថថ កប.ក្យនអ ឆ៦៩
ci	ใจกุญรหลีปฐาร์ธิญรีส (1.н. 8) Student Development Institute (SDI)	រាជធានីភ្នំជាញ	បណ្តុះបណ្តាលវិជ្ជាជីវៈ ដល់បរិញ្ញាបត្រ	លោក គា ឃុំវាត់ ០៧៧ ៧៧៧ ០០៨	៣៩០៩/០៩/៩៣ កាប.ក្យនអ ជីងឯ ឯ០/០៩/៣៩ ការ្យាររា ៩៩៩
đ	โรกภูมชบฐกโรกฏี (โ.บ.ก.ต.) Phnom Penh Institute of Technology (PPIT)	រាជធានីភ្នំជាញ	បណ្ដុះបណ្ដាលវិជ្ជាជីវៈ ដល់បរិញ្ញាបត្រ	លោក Azuma Fumimaza (KH: លោក លោង សុជាតិ)	nu.ក្យនអ ០ថ ឯ೯០៩/៩០/ឯ೯
4	ខ្សែកស្ថានវ៉ាន់ដាបាក់ដំបង (11.ដ.ប.ប) VANDA Institute of Battambang	ខេត្តបាត់ដំបង	បណ្ដុះបណ្ដាលវិជ្ជាជីវៈ ដល់បរិញ្ញាបត្រ	លោក ហេង វ៉ាន់ដា ០៨នៅ នាននៅ នាននៅ	៦៩០៩/រញ្ញព/៩៩/ភ.ប្ប/ប.ក ជេ៩៩ ៤៩០៩/៦០/ឯ៩/ភប.ក្បូនអ ៩០៩
90	វិទ្យាស្ថានវិឌីស៊ី(WiDey Institute)	ភ្នំពេញ	បណ្តុះបណ្តាលវិជ្ជាជីវៈដល់ បរិញ្ញាបត្រ	ខ្ចុំញ្ហែវ្ទា មណី កាល៖ ០៩៣ ៣០៩ ៩៩០	រាប.ក្យនអ ខារថ ៨ខ០២/ខេទង០
99	វិទ្យាស្ថាន អ៊ីនស្នីភ្នំ Instinct Institute	ភ្នំពេញ	បណ្តុះបណ្តាលវិជ្ជាជីវៈដល់ <mark>បរ</mark> ិញ្ញាបក្រ	គឹម សិរីវ៉ុន្ឍ ០៩៧ ៩៨៩៩ ៨៨៨	៨៩០៣.បរប្រ.ក ៨៩០០%ទេ%ទេ

alio	វិទ្យាស្ថានអាយ អ៊ី យូ អន្តរជាតិ (វ.អ.អ.យ) Institute of I.E.U International (IEU)	រាជធានីភ្នំពេញ	បណ្តុះបណ្តាលវិជ្ជាជីវៈ ដល់បរិញ្ញាបក្ររង	លោក ជួន (ន្លាី ០១២ ៩១០ ៧១១
m	វិទ្យាស្ថានបច្ចេកទេសជួសជុលរថយន្ត (វ.ប.រ)	រាជធានីភ្នំពេញ	បណ្តុះបណ្តាលវិជ្ជាជីវៈ	លោក ឈឹម ម៉ុល្លី
	Institute of Automotive Technology (I.A.T) វិទ្យាស្ថានអភិវឌ្ឍន័ធនធានមនុស្សអាស៊ីនៅកម្ពុជា(វ.អ.ធ.ម.ក)		ដល់បរិញ្ញាបត្ររង បណ្តុះបណ្តាលវិជ្ជាជីវៈ	០១២ ២៩៦ ៧២៦ លោក ឈន ប៊ិន ហឿន
đ	Asia Human Resource Development Institute in Cambodia (Asia HRDI)	រាជធានីភ្នំពេញ	ដល់បរិញ្ញាបត្ររង	ସେରୁ ୧୯୫ ଖନ୍ଦ
56	វិទ្យាស្ថាន ស៊ី ឃ្នេក CGAC Institute	រាជធានីភ្នំពេញ	បណ្ដុះបណ្ដាលវិជ្ជាជីវៈ ដល់បរិញ្ញាបត្ររង	ហ៊ាង ស៊ូហាន ០១២ ២៤៦ ៣៣៦
90	វិទ្យាស្ថានសាន់រ៉ាយស៍ (រ.ស.ស.រ) Sunrise Institute (S.R.I)	រាជធានីភ្នំពេញ	បណ្ដុះបណ្ដាលវិជ្ជាជីវៈ ដល់បរិញ្ញាបក្ររង	លោក ហ៊ន ម៉ារ៉ុង ០១២ ៨៨៩ ៨០៨
a	វិទ្យាស្ថាន ប៊ី អាយ ជី អន្តរជាតិ (វ.ប.អ.ជ.អ) B I G International Institute (B.I.G.I.1)	រាជធានីភ្នំពេញ	បណ្តុះបណ្តាលវិជ្ជាជីវៈ ដល់បរិញ្ញាបក្ររង	លោក សោម សក្កាវុធ ០១៦ ៥២២ ៦១៦
d	វិទ្យាស្ថានអាជីវកម្មអន្តរជាតិ (វ.អ.អ.) International Business Institute (I.B.1)	រាជធានីភ្នំពេញ	បណ្តុះបណ្តាលវិជ្ជាជីវៈ ដល់បរិញ្ញាបត្ររង	លោក ឡី សុភាព ០១២ ៩៩ ៨៩ ៥៥
đ	វិទ្យាស្ថានជំនាញគណនេយ្យ (វ.ជ.គ) Institute of Professional Accounting (1.P.A)	ខេត្តសៀមរាប	បណ្តុះបណ្តាលវិជ្ជាជីវៈ ដល់បរិញ្ញាបត្ររង	លោក ហួត សូនី ០១៧ ៥៥៥៥ ៦៣
80	សាលាពាណិជ្ជសាស្ត្រតាយ៉ាម៉ា (ស.ព.ត) Tayama Business School (TBS)	រាជធានីភ្នំពេញ	បណ្តុះបណ្តាលវិជ្ជាជីវៈ	លោក ញ៉ឹក ចំរើន ០១០ ៦០៩ ៥៣៩
89	មជ្ឈមណ្ឌលហ្វឹកហ្វឺនភាសាកូរ៉េ សេង អាយ (ម.ហ.ភ.ក) Seng ai Korean Language Center (SKLC)	រាជធានីភ្នំពេញ	បណ្តុះបណ្តាលវិជ្ជាជីវៈ	លោក គីម អាយ ០១២ ២០០ ០៨៤
a ia	សាលាបច្ចេកទេសអន្តរជាតិភ្នំពេញ (ស.ប.អ.ភ.ព) Phnom Penh International Technique College (PPITC)	រាជធានីភ្នំពេញ	បណ្តុះបណ្តាលវិជ្ជាជីវៈ	លោក អួច ប៉ោស្រេង ០១២ ៤៣៣ ៣៥៦
m	មជ្ឈមណ្ឌលបណ្តុះបណ្តាលភាសាជប៉័ន ភាគិណុ(ម.ប.ជ.ត) TATENO Japanes Training Center (T.J.T.C)	រាជធានីភ្នំពេញ	បណ្តុះបណ្តាលវិជ្ជាជីវៈ	អ្នកស្រី កឹម សុជាតិ ០១២ ៩៦៧ ៤៤៦

00	វិទ្យាស្ថានគុណភាពការងារកម្ពុជា(វ.គ.ក.ង.ក) QUALITY CAREER INSTITUTE OF CAMBODIA(QCIC)	រាជធានីភ្នំពេញ	បណ្តុះបណ្តាលវិជ្ជាជីវៈដល់ បរិញ្ញាបក្ររង	លោក ហ៊ិយ សំបូរ ០១២ ៦៥៩ ២០០
20	មជ្ឈមណ្ឌលក្រមង៉ុយបច្ចេកសាស្ត្រ(ម.ក.ង.ប) CENTRE KRAM NGOY PACHEKASASTRA(C.K.N.P)	រាជធានីភ្នំពេញ	បណ្តុះបណ្តាលវិជ្ជាជីវៈដល់ សញ្ញាបក្រជាន់ខ្ពស់ បច្ចេកទេស	លោក តោ សារិវាត ០១១ ៨២០ ៨៦៩
08	វិទ្យស្ថានពាណិជ្ជកម្មអន្តរជាតិកាកេហាស៊ិ(វ.ព.អ.ក) KAKEHASHI INTERNATIOAL & BUSINESS INSTITUTE(K.I.B.I)	រាជធានីភ្នំពេញ	បណ្តុះបណ្តាលវិជ្ជាជីវៈដល់ បរិញ្ញាបត្ររង	លោក ហៃ ប៊ុនស័ក្តិ ០៩២ ៣៥០ ២២៦
៣០	វិទ្យាស្ថានអភិវឌ្ឍវិជ្ជាជីវៈ (វ.អ.វ) Vocatioal Training Development Institute(V.D.I)	បាត់ដំបង	បណ្តុះបណ្តាលសញ្ញាបត្រ បច្ចេកទេស និងវិជ្ជាជីវៈ ១ ២	លោក យុទ្ធ ចេតនា 081 990 991
៣១	វិទ្យាស្ថាន វិនាំដា ភ្នំពេញ(វវដ-ភព) Vanda Institute of Phnom Penh(VI-PP)	ភ្នំពេញ	បណ្តុះបណ្តាលវិជ្ជាជីវៈ, សញ្ញាបត្រ	លោក ហេង វ៉ាន់ដា ០៧៧ ៧៣៧ ៧៧៧
៣២	វិទ្យាស្ថានវិទ្យាសាស្ត្រ និងបច្ចេកវិទ្យា អូស្ត្រាលី Australian Institute of Science and Technology (AIST)	ភ្នំពេញ	បណ្តុះបណ្តាលវិជ្ជាជីវៈដល់ បរិញ្ញាបត្ររង	០១៦ ១៩៩៨ ៩៩០
៣៣	សាលាបណ្តុះបណ្តាលវិជ្ជាជីវៈ និងកាសាជប៉ុន ខែហ្គ KAIKO Vocational and Japanese Traning Academy (K.V.J.A)	ភ្នំពេញ	បណ្តុះបណ្តាលវិជ្ជាជីវៈ	០១៧ ៩០១ ៩៨១

ANNEX 7: List of occupations in demand (NEA Employer Skill Needs Survey 2015)

Occupations sorted by the highest number of workers to be recruited during the next 6 month	Number of workers to be recruited
Shoemaking and related machine operators	56.59%
Sewing machine operators	4.24%
Sewing, embroidery and related workers Credit and loans officers	2.86%
Waiters	2.77% 2.35%
Bookmakers, croupiers and related gaming workers	2.32%
Accountants	2.07%
Cleaning and housekeeping supervisors in offices, hotels and other establishments	1.39%
Bank tellers and related clerks	1.30%
Information and communications technology sales professionals	1.13%
University and higher education teachers	1.10%
Electrical line installers and repairers	1.05%
Specialist medical practitioners	0.93%
Cleaners and helpers in offices, hotels and other establishments Cooks	0.91%
Sales workers not elsewhere classified	0.88%
Security guards	0.88%
Advertising and marketing professionals	0.82%
Information and communications technology operations technicians	0.74%
Hotel receptionists	0.74%
Freight handlers	0.71%
Statistical, finance and insurance clerks	0.68%
Clearing and forwarding agents	0.68%
Manufacturing labourers not elsewhere classified Vocational education teachers	0.57%
Contact centre information clerks	0.51%
Other language teachers	0.45%
Generalist medical practitioners	0.45%
Hand packers	0.45%
General office clerks	0.42%
Telecommunications engineers	0.37%
Car, taxi and van drivers	0.34%
Kitchen helpers	0.34%
Policy administration professionals	0.31%
Civil engineers	0.31%
Nursing professionals	0.31%
	0.31%
Nursing associate professionals	
Computer network and systems technicians	0.28%
Air conditioning and refrigeration mechanics	0.28%
Tailors, dressmakers, furriers and hatters	0.28%
Chefs	0.28%
Sales demonstrators	0.28%
Database and network professionals not elsewhere classified	0.28%
Electrical engineering technicians	0.25%
Midwifery professionals	0.23%
Administrative and executive secretaries	0.23%
Pharmacists 11	0.20%
Messengers, package deliverers and luggage porters	0.20%
Translators, interpreters and other linguists	0.17%
Food and beverage tasters and graders	0.14%
Client information workers not elsewhere classified	0.14%
Financial and insurance services branch managers	0.14%
Personnel and careers professionals	0.14%
Door to door salespersons	0.14%

Office supervisors	0.14%
Laundry machine operators	0.14%
Information technology trainers	0.11%
Policy and planning managers	0.11%
Stock clerks	0.11%
Engineering professionals not elsewhere classified	0.11%
Restaurant managers	0.11%
Health professionals not elsewhere classified	0.08%
Public relations professionals	0.08%
Dentists	0.08%
Information and communications technology user support technicians	0.08%
Receptionists (general)	0.08%
Production clerks	0.08%
Food service counter attendants	0.08%
Fast food preparers	0.08%
Mechanical engineers	0.06%
Teaching professionals not elsewhere classified	0.06%
Software developers	0.06%
Commercial sales representatives	0.06%
Transport clerks	0.06%
Insurance representatives	0.06%
Social work associate professionals	0.06%
Finance managers	0.06%
Library clerks	0.06%
Contact centre salespersons	0.06%
Weaving and knitting machine operators	0.06%
Heavy truck and lorry drivers	0.06%
Business services and administration managers not elsewhere classified	0.03%
Advertising and public relations managers	0.03%
Professional services managers not elsewhere classified	0.03%
Hotel managers	0.03%
Mathematicians, actuaries and statisticians	0.03%
Product and garment designers	0.03%
Secondary education teachers	0.03%
Financial analysts	0.03%
Web and multimedia developers	0.03%
Process control technicians not elsewhere classified	0.03%
Trade brokers	0.03%
Debt collectors and related workers	0.03%
Building and related electricians	0.03%
Education methods specialists	0.03%
Teachers' aides	0.03%
Total	100.00%

Occupations / hard to fill vacancies (2015)	Density of ht_vac
Managers	
Financial and insurance services branch managers	60.0%
Policy and planning managers	50.0%
Restaurant managers	50.0%
Professionals	
Specialist medical practitioners	100.0%
Nursing professionals	100.0%
Midwifery professionals	100.0%
Dentists	100.0%

Pharmacists	100.0%
Health professionals not elsewhere classified	100.0%
Information technology trainers	100.0%
Policy administration professionals	100.0%
Personnel and careers professionals	100.0%
Advertising and marketing professionals	100.0%
Vocational education teachers	94.7%
Other language teachers	87.5%
Generalist medical practitioners	68.8%
Public relations professionals	66.7%
Translators, interpreters and other linguists	66.7%
Civil engineers	54.5%
Information and communications technology sales professionals	50.0%
Technician and associated professionals	·
Nursing associate professionals	100.0%
Information and communications technology user support technicians	100.0%
Computer network and systems technicians	100.0%
Clearing and forwarding agents	91.7%
Credit and loans officers	77.6%
Information and communications technology operations technicians	61.5%
Chefs	50.0%
Clerical support workers	
Receptionists (general)	100.0%
Stock clerks	100.0%
Contact centre information clerks	94.4%
Bookmakers, croupiers and related gaming workers	85.4%
Client information workers not elsewhere classified	80.0%
Hotel receptionists	76.9%
Bank tellers and related clerks	76.1%
Statistical, finance and insurance clerks	54.2%
Service and sale workers	
Door to door salespersons	100.0%
Food service counter attendants	100.0%
Cooks	83.9%
Cleaning and housekeeping supervisors in offices, hotels and other establishments	67.3%
Sales workers not elsewhere classified	58.1%
Sales demonstrators	50.0%
Craft and related trades workers	100.00/
Air conditioning and refrigeration mechanics	100.0%
Food and beverage tasters and graders	100.0%
Electrical line installers and repairers	78.4%
Sewing, embroidery and related workers	78.2%
Tailors, dressmakers, furriers and hatters	50.0%
Plant and machine operators and assemblers	100.00/
Shoemaking and related machine operators	100.0%
Laundry machine operators	
Car, taxi and van drivers Sewing machine operators	91.7%
	66.7%
Elementary occupations Freight handlers	92.0%
Messengers, package deliverers and luggage porters	85.7%
Cleaners and helpers in offices, hotels and other establishments	75.0%
Manufacturing labourers not elsewhere classified	65.0%
Hand packers	62.5%
Kitchen helpers	58.3%
кина параз	30.570

ANNEX 8: List of members of the NGO Education Partnership (October 2017)

N₽	NGO's Name	Acronym	Туре	Telephone	E-mail	Representative Name	NEP Forcal Point	Field of Expertise	
1	ActionAid Cambodia	AAC	Inter	023 994 987	SamOeun.Chin@actionaid.org; e- mail_cambodia@actionaid.org	Ms. Hun Boramey (Country Director)	Mr. Chin Sam Oeun, Education Officer		#33, Stre Bassac , F Phnom P
2	Action for Rural Economic Development of Cambodia	AREDOC	Local	012 81 51 31	aredoc.ngo@gmail.com	Mr. Keo Pisethdara, Executive Director		Child Sponsorship Program	#16, Stre Penh Thr Penh
3	ADRA Cambodia	ADRA	Inter	023 880 693, 023 884 365	ranyy@adracambodia.org; marks@adracambodia.org ; anns@adracambodia.org	Chork Rany	Ms. Chork Rany, 012 299 712	 Child Sponsorship Adult Literacy Learning Through Play (parenting skills) Health 	# 4, Stree Kork, Phr Toul Korl before ca primary s
4	AFESIP Cambodia	AFESIP	Local	012888840	afesip.nc@gmail.com, sylor@afesip.org, education@afesip.org	Chhoeurth Sao	Meas Kimleng	 Recovery; - Education and training; - Social outreach and Economic empowerment 	#3, St. 9, Phnom P Phnom P Peng Hou
5	Agence d' Aide à la Coopération Technique et au Développement Pharmaciens Sans Frontières	ACTED	Inter	012 950441/ 012 826849	phnompenh.education- pm@acted.org; elmar.loreti@acted.org	n@acted.org; Country Director NEE		NFE	#113 (Pa Floor), M Boulevan Chamkar Cambodi:
6	Aide et Action	AeA	Inter	023 221 940 / 077 777 847	samphors.vorn@aide-et- action.org	Mr. Vorn Samphors, C	Country Coordinator		House #3 Phorn), S Khan Tou Cambodia
7	Asian Hope Cambodia	AHC	Inter	023 885 170	csain@asianhope.org		Mr. Chris Sain, Director of Program Advancement	Education; Teacher Training	# 43A, St Phnom P
8	Asia Human Resource Development Center (Cambodia)	Asia HRDC	Local	023 883 831 012 408 009	asiahrdc@hkam.org	Mr. San Sros, Executive Director		Vocational Training (Associate Degree)	No.15, 17 Vealvong Phnom P

12	AusCam Freedom Project	AFP	Inter	089 278 778	<u>kimbra@auscamfreedomproject. org</u>	Ms. Kimb	ra Smith	Education Scholarship Support with Secondary to High School, School Partnership- Girl Clubs, Families business support, Extra curiculum activiteis mental health, personal development, mentoring, English and computer lab in Community Centre, Client and Case Management Support, and Sponsorship Program	#21, Street 460, Sangkat Toul Tompoung1, Khan Chamkar Morn, Phnom Penh, Cambodia	October 16,2014
13	Aziza's Place		Local	023 99 75 73	socheat@azizasplace.org, socheat_man@yahoo.com	Mr. Soy S	Socheat	Education, Child Protection, Child	# 153, Street 12BT, Sangkat Bueng Tompon, Khan Meanchey, Phnom Penh	August 2, 2010
14	Buddhist Library Cambodia Project	BLCP	Local	017 409 216	kinpheap@yahoo.com	Mr.Kin Pheap, Ex	ecutive Director	NFE, hygiene and sanitation	Sovann Sakor Village, Sangkat Kampong Kandal, Kampot Town, Cambodia	August 9, 2016
15	Building Bridges for Children	BBC	Local	012 391 077 / 077 248 222	<u>colinphillips@live.co.uk</u>	Colin Phillips	Sok Bunnarith	Preschool, Basic education, scholarship program, teacher capacity building, student enrichment classes, school sanitation and hygiene, water for students, student's house support, and community development	#259, Peal Nheak II village, Sangkat Pthas Prey, Pursat town, Pursat province, Cambodia. website: www.bbc.org.kh	June 20, 2014
16	Building Community Voice	BCV	Local	098 885 625 / 012 307 027	phuongbcv@gmail.com	Ms. Pry Phally Phuon Director	g, Executive	Child Sponsorship Program	#17A, Street 468, Sangkat Toul Tompoung 1, Khan Chamkamorn, Phnom Penh, Cambodia	July 23rd, 2015
17	Bandos Komar	BK	Local	023 216 023, 012 755 536, 010/012 247 773	sothirak@bandoskomar.org, phallin@bandoskomar.org, info@bandoskomar.org	Mr. Sok Sothirak	Mr. Sok Sothirak, Executive Director	Basic Education (1-9) and early childhood care and development (ECCD)	#6, St. 388, Tuol Svay Prey I, Chamkarmorn, Phnom Penh	February 5, 2006
18	Cambodian Agency Development of Disability and the Poor	CADDP)	Local	012 202 561 / 070 202 561 / 090 912 111	directorcaddp@gmail.com	Mr. Prum Sam Oeurn, Executive Dorector		to disability and the poor children by running the program such as Community Early Childhood, Dropout, Private Class(English, Math and Information Technology)	Damnak Ampil Village, La Ang Commune, Dang Tong District, Kampot Province. Email: directorcaddp@gmai.com Website: https://www.caddpcambodi a.org	July 24, 2017
19	Caramanico Foundation Cambodia	CFC	Local	12 893 693/01277049 9	thaliemol9@gmail.com	Tiann Monie (Mrs) Pr	ogram Coordinator	Preschool and Lower secondary education	Banlung, Ratanakiri, Cambodia.	October 07,2015

20	Children Action for Development	CAD	Local	089 68 73 63/ 089 68 75 86	cad.cambodiaracky@gmail.com	Mr. Thy Bunrith, E	xecutive Director	Education (Child Friendly School & supplementary Class Project), Child right, Child Protection, Child Sponsorship, Recycling program at school, livelihood program and woman handicraft shop.	# 03, Group 03, Chamkasamrong 2 village, Chamkasamrong commune,Battambang city, Battambang province	April 21, 2011
21	CARE	CARE	Inter	023 215 267	care.cam@online.com.kh; jan.noorlander@care- cambodia.org	Mr. Jan noorlander			# 255, Mao Tse Toung (St. 245) corner street 63, Phnom Penh	January 24, 2002
22	Community Council For Development Organization	CCDO	Local	011 61 51 67	organizationccdo@gmail.com	Mr. Chhe Thuok, E	executive Director	Child right , child protetion vocaition skills livelihood nonformal education primery education people with disabilities,	Svay Village, Samrong Commune, Samrong District, Takeo Province, Cambodia	March 27, 2012
23	Cambodian Children's Advocacy Foundation	CCAF	Local	16811720	rith@ccaf-khmer.org	Mr. Hing Channarith	, Executive Director	Preschool, English and community Development projects	# 225, Street 2001, Sangkat Kakab, Khan Posenchey, Phnom Penh	March 9, 2009
24	Cambodian Children's Fund	CCF	Inter	012 98 50 09, 023 991 944	solkoemhong@cambodianchildre nsfund.org, channin@cambodianchildrensfun d.org; tepsophy@cambodianchildrensfu nd.org	Mrs.Kram Sok Channoeurn - Country Manager	Education (Early Childhood, Primary, Secondary & High School) Teacher Development English Curriculum Mathematics Curriculum	Education (Early Childhood, Primary, Secondary & High School) Teacher Development English Curriculum Mathematics Curriculum Leadership Program e-learning Public School Support STEM Clubs The Arts Child Sponsorship	No. 222, Chamroeun Phal Village, Sangkat Boeung Tumpun, 12351 Phnom Penh	October 6, 2011
25	Cambodia Volunteer for Community Development	CVCD	Local	012 476 522	sameavin.cvcd@gmail.com or info@cvcd.org.kh	Mr. KAN SYLONG, Excutive Director	Vin Samea (012476522)	Primary Education and Non-Formal Education	#14, St.32 A, Sangkat Touk Thla, Khan Sen Sok, Phnom Penh, Cambodia	November 30,2016
26	CCS Italy	CCS	Inter	017 327 250 016 500 038 034 934 359	sopheakccsitaly@yahoo.com; ccsitcambodia@gmail.com	Mr. Nicolas Saunier Country Director	Mr. Nicolas Saunier Mr. Chea Sopheak	Sponsorship Program Education (Early Childhood & Primary School)	Group 9, Mondul 2, Sangkat 3, Sihanoukville Province, www.acraccs.org	June 1, 2009
27	Children for Better Future	CBF	Local	011 92 96 98	saroeun.eang@yahoo.com	Mr. Eang Saroeun	Mr. Eang Saroeun, Director	Primary Education	#38, St 51 BT, Boeung Tompun, Meanchey, Phnom Penh, Cambodia.	September 23, 2011
28	Community For Transformation	CFT	Local	025 218 276/ 012 758 031/ 012 713 229	cft.cambodia@gmail.com / sonytolven@yahoo.com	Mr. Choub Metta, Exe Mr. Tolven Sony, Proş		Non-formal education	Chen Dammlu Village, Veang Chas Commune, Odongks District, Kampong Speu Province, Website: cftcambodia.org	July 23rd, 2015
29	Child's Dream Cambodia Organization	CDCO	Local	063 64 85 888, 012 440 291	yem@childsdream.org	Mr. Khlok Yem		Education:Basic & Higher	#160, National Road No.6, Krous Svay Dang Kum, Siem Reap	October 3, 2011
30	Cambodian Disabled People's Organization	CDPO	Local	012 33 88 14 023 221 823	director@cdpo.org	Mr. Ngin	Saorath		Wat Thann, Norodom Blvd, Tonle Bassac, Chamkarmorn, Phnom Penh	January 14, 2009

31	ChildFund Cambodia	ChildFund	Inter	012 97 97 31, 023 997 113	sansothearo@childfund.org.kh	Mr. Prashant Verma, Country Director, Tel: 017 333 846 prashantverma@chil dfund.org.kh	Mr. San Sothearo	Education - Child Protection and Resilience	#14, St 240, Sangkat Chaktomuk, Khan Daun Penh, Phnom Penh, Cambodia, Website: www.childfund.org.au	April 21, 2014
32	Cambodian Organization for Children and Development	COCD	Local	023 223 945 / 012 998 243	cocdoffice@gmail.com	Mr. Bin Bora, Executive Director		lower secondary education) - Economic Empowerment including vocational training - Social empowerment	No. 34, Street 480, Sangkat Phsar Doem Thkov, Khan Chamkarmorn, Phnom Penh, http://cocd-cambodia.org	January 12, 2011
33	Cooperation for Alleviation of Poverty	COFAP	Local	012 491 540	y_bunthengcofap@yahoo.com			Child Sponsorship Program, Education Program (Primary), and Food Security	Head Office: Kdey Village, Sangkat Prey Tahou, Stoeung Sen Twon, Kampongthom Province Sub-Office: Konpou village, Pean Rong commune, Svay Antor District, Prey Veng Province.	March 27, 2012
34	Chumkriel Language School	CLS	Local	089 256 400	clskampot@gmail.com	Mr. Nget Sokonthy,	Executive Director	Non-formal education & suplement to government school	Chumkiel Commune, Teokchhu district, Kampot Province, Cambodia, http://www.chumkriellangu ageschool.org	April 18, 2012
35	Cambodia Rural Development Team	CRDT	Local	12 45 46 36	or_channy@crdt.org.kh	Mr. Or Channy, Execu	tive Director	Energy, Environmental Education, Micro-credit, Vocational Skills Training, Social Enterprises	Street 2, Trapeang Pring Village, Kratie Town, Kratie Province, Cambodia, www.crdt.org.kh	July 18th, 2013
36	Child Rights Foundation	CRF	Local	023 211 223	crf2002@online.com.kh or info@childrightsfound.org	Mr. Vorn Koy, Executive Director		Children's councils, Child Protection, Positive discipline, DRR (Safe School), SC-WASH	#71N, Street 402, Tumnup Teuk, Chamkar Morn, Phnom Penh, Cambodia	May 25,2012
37	Catholic Relief Services (CRS)	CRS	Inter	023 211165	sanda.rihtman@crs.org; lauren.pelascini@crs.org; kosal.sean@crs.org	Ms. Sanda Rihtman, Subregional Country Representative	Mr. Sean Kosal	Inclusive Education and Health (HIV, TB, HSS, Malaria)	#14, Street 278, Sangkat Boeung Keng Kang I, Khan Chamkar Morn, Phnom Penh, Cambodia. Website:www.crs.org	December 24,2013
38	Community Translation Organization	СТО	Local	012 351 696	boctoomc@gmail.com	Mr. Yinh Ya	Rith Bo, Program Coordinaor (012351 696)		Somrong Commune, Somrong District, Oddor Meanchey Province	September 16,2016

39	Chlldren and Women Development Center in Cambodia	CWDCC	Local	012 643 136	teng@cwdcc.org	Mr. Phou Teng, Executive Director		Community Development, Agriculture, Water and Sanitation, Food Security, Environmental Education, Community Based Ecotourism, Social Enterprises, Women Rights, Child Rights, Child Education, Youth Development, Climate Change, Disaster Risk Reduction.	Sovansakor village, Sangkat Kampong Kandal, Krong Kampot, Kampot province	April 21, 2011
40	Development Association Resource Economic	DARE	Local	012483134 096 216 9092	organizationdare@yahoo.com	Mr. Hy Sros, Exe	cutive Director	Non-formal Education Project	# 167, Group 12, Surei Village, Peamek Commune, Ekphnom District, Battambang Province, Cambodia	January 12, 2011
41	Disability Development Services Program	DDSP	Local		ddsp@camintel.com; samnang65@yahoo.com	Pheng Samnang			Peal Nhek 2 village, Sangkat Pteh Prey, Pursat city, Pursat Provice	October 3, 2011
42	Disabled Youth Children Foundation for Education and Vocation	DYCFE	Local	012 776 020	samdycfe@gmail.com	Ms.Muong Sopheap			Trapaing village, Kos Commune , Tramkak District, Takeo province	August 14, 2007
43	Damnok Toek/ Goutte d'Eau	DT	Local	012 970 855, 043 750 154	neakloeung@damnoktoek.org	Mr. Tea Ea	Tea Ea	NFE, Vocational Training, Residential center, Social work, Clinic, Community kindergarten.	Prek Ksay Village, Prek Ksay 'Ka' Commune, Peam Ro District, Prey Veng province	November 17, 2008
44	Enfants & Dévelopment	E&D	Inter	023 21 21 96	nathalie.dupont@enfantsetdevel oppement.org	Ms. Nathalie Dupont, Regional Coordinator for Cambodia & Vietnam	Sok Sovannarith	Early childhood care and development	#9AB St 446, Sangkat Tuol Tompoung 1, Khan Chamkar Mon, Phnom Penh, BP 586, http://enfantsetdeveloppem ent.org	August 2, 2010
45	Emergency Foundation for Miserable	EFFM	Local	012 875 722	om.tara@ymail.com	Mr. Om Tara			# 530, Prektoil village, Sangkat Stung Meanchey, Khan Meanchey, Phnom Penh, www.effm.org	February 15, 2010
46	Finn Church Aid	FCA	Inter	023 88 11 00	martin.pel@kirkonulkomaanapu.f i; Johanna.arponen@kirkonulkoma anapu.fi	Ms. Johanna Arponen ,person in charge of Cambodia office and Ms. Anu Riikonen; head office	Mr. Pel Martin, program coordinator	Enhance Career Guidance and Vocational Education in secondary schools	Asia Regional Office No. #4B, Street 370, Sangkat Beoung Keng Kang I Khan Chamkar Morn, Phnom Penh, Cambodia www.kirkonulkomaanapu.fi – www.finnchurchaid.fi	January 2, 2012
47	Glow Cambodia Organization	GCO	Local	077 300 987	director@glowcambodia.org	Mr. Chim Sophon, F	Executive Director	Education- Languages, Teacher Training	House # 41& 43, Betong Street, Kork Kleang Village, Phnom Penh Thmey, Sen Sok, Phnom Penh, Cambodia.	March 16, 2015
48	Good Neighbors Cambodia	GNC	Inter	023880557, 017 592084, 092 731434	channsambath.gnc@gmail.com / dougnc.ho@gmail.com	Lee Sung Bum, Country Director	Sok Dou, Education and Advocacy Officer	Eary Chilhood and basic education	#77, St.566, Sangkat Boeung Kak 1, Khan Toul Kork, Phnom Penh, Cambodia	December 08,2015

49	Great Peace Cambodia	GPC	Inter	053 953 742 / 012 20 70 40	greatpeacecambodia@yahoo.com	Mr. Lee Jungho, Country Director, 012 207 040, Email: jhlee@taiwhafound. org	Mr. Chan Ratha, Project Manager,017 266 672,Email: chanratha08@gma il.com	World / Community welfare and Education	Group 41, Prek Mohatep Village, Sangkat Svay Por, Battambang City, Battambang Province.Website: www.taiwhafound.org	August 17, 2012
50	Green Umbrella	GU	Local	090 333 882/090 333 883	sokrath@greenumbrella- khmer.org	Mr. Hour Sokrath/N	Ar. Chhoy Samrath	Education	Watchambok Bitmeas, Putsor Commune, Bati District, Takeo Province, Cambodia	April 21, 2014
51	Hagar International Foundation	Hagar	Inter	023 211 961, or +855 088 2211 978.	nou.piseth@hagarinternational.o rg	Mike Nowlin ,Deputy Country Director of Hagar	Mike Nowlin ,Deputy Country Director of Hagar	Education	# 354i,Sreet 518, Group3, Toul Kok Village, Sangkat Toul Sangke, Khan Russey Keo. Phnom Penh	June 28, 2006
52	Handicap International Cambodia	HI	Inter	023 212 897	office@hicambodia.org /penny@seebeyondborders.org	Gilles Nouzies Program Director	Penny Everitt/ED Shuttleworth	Disability	#9AB, Street 446, Sangkat Toul Tompoung1, Khan Chamkarmon, Phnom Penh, Cambodia	July 6, 2016
53	Hearts of Gold	HG	Inter	012 635 142 023 221 802	n_nishiyama@hofg.org	Mr. NISHIYAMA Represe		Education Physical Education (PE) Sport People with Disabilities	#35G, Street 456, Sangkat Toul Tompoung II, Khan Chamkarmorn, Phnom Penh, Cambodia. Website: www.hofg.org	December 24,2013
54	Homeland (Meahto Phum Ko'mah)	МРК	Local	053 952 911/ 012 881 784	mao.lang@mpkhomeland.org	Ms. Ma	o Lang		#767, Group 18, Daim Spey Village, Slaket Commune, Battambang District, Battambang	May 25, 2005
55	Hope for Cambodian Children Foundation	HfCCF	Inter	053 900 171 / 053 900 170	<u>hfccf@y7mail.com;</u> sothoeurnthy@gmail.com	Mr. Peter Butler, Country Director, Tel: 012 83 10 19	Education Team	free monitoring child care and education classes for 64 toddlers(preschool) and over 270 community students for free basic English and Computer class.	Ballat Village, Norea Commune, Sangke District, Battambang Province. Email: hfccf@y7mail.com / sothoeurnthy@gmail.com Website: https://www.hopeforcambo dianchildren.org	July 24, 2017
56	International Cooperation Cambodia	ICC	Inter	012 651 135	<u>associate_director@icc.org.kh</u>	Mr. Has'	Thoeun		#7B1, SORLA street 371(path 4), ORKIDE village, TUEK THLA commune, SEN SOK district, PHNOM PENH. Post Office Box 612, Office phone: (+855)92 469 934, Email: info@icc.org.kh, Website: www.icc.org.kh	January 24, 2002

57	Indochina Starfish Foundation	ISF	Inter	023 424 236/012 977 981	cv@indochinastarfish.org, ps@indochinastarfish.org, ks@indochinastarfish.org, tcs@indochinastarfish.org, sn@indochinastarfish.org, ys@indochinastarfish.org	Chourp Vicheka	Chourp Vicheka	Edication and Football for Disadvantage children	#1310, Plov Lum, Chamroeunphal Village, Sangkat Beong Tompon, Khan Meanchey, Phnom Penh, Cambodia, Www, Indochinastarfish.org	June 8, 2010
58	Kampuchea Action for Primary Education	KAPE	Local	042 941 481 ;012 963 353, 012 342 322	huon@kapekh.org; kurt@kapekh.org; vanna@kapekh.org	Mr. Hin Simhuon	Mr. Hin Sim Huon	Primary Education; Teacher Education	Provincial Teacher Training College, Kampong Cham Town, Kampong Cham Province	July 28, 1999
59	KHEMARA	KHEMARA	Local	017589 887 / 097 874 47 45 / 010 244 606	khemara.ed@khemaracambodia.o rg	Ms. KOY PI	HALLANY	Chil Care, Non-Formal Education, Child Protection, Justice for Children, HIV Prevention and Education	Ottarawatei Pagoda, National Road #5, Russey Keo District, Phnom Penh, Cambodia	October 7, 2015
60	Khmer Association For Development Of Countryside Cambodia	KAFDOC	Local	072 971 584	info@kafdoc.org	Mr. Uk Yth	Mr. You Arun	Education for primary school, basic and non formal/WAS/Low vision children	Orussey II Village, Sangkat Orussey, Kratie Town, Kratie Province, Cambodia	January 31, 2013
61	Khmer Cultural Development Institute	KCDI	Local	017 726969, 017 260 245	nguon_sothy@yahoo.com	SUN SAYMOM , I	NGUON SOTHY	Training,Classical,Traditional Music and Dance	1 Ousaphear, Khum Kampong Kandal, Kampot Town, Kampot Province, 13205, Cambodia	June 22, 2009
62	Khmer Development of Freedom Organisation	KDFO	Local	012 816 971 ;012 912 727	sprumden.kdfo@gmail.com	Ms. Soeun Prumden,	Executive Director		Domnak Thom Village, Stoeung Meanchey, Khan Meanchey, Phnom Penh	April 7, 2003
63	Khmer New Generation Orgainzation	KNGO	Local	092 79 05 97	kngocambodia@yahoo.com.au	Mr. Sun Saveth	Executive Director	Non-formal Education	#379, Group 25, Bospo Village, Odambang I Commune, Battambang Province	January 2, 2012
64	Khmer NGO for Education	KHEN	Local	017 857 652, 053 953 550, 095 84 28 28	khunbunlee@yahoo.com, khen.managingdirector@gmail.co m , khen.sup.btb@gmai.com	Mr. Khun Bunlee	Khun Bunlee, & An Kimsan	Child Rights/Child Protection, (Early Childhood & Primary) Education, Inclusive Education & Non- formal Education. (Maistreaming WASH & Disability)	Head office: House 385, street 530, Chamkar Samrong 2, Chamkar Samrong, Battambang Province, Cambodia (leading form Preah Nearay Stue, with many hand, towards Market Pothivong-about 1000m), Project Sites: Samlout District & Rukkhakiri District	August 15, 2014
65	KnK Cambodia	KnK	Local	053 952 759- 012 49 22 29	sreysakan@yahoo.com	Mr. Srey Sakan	Executive Director	1- House for youths (provide saft home, basic need, education and vocation skill training. 2- Young Women Empowerment(provide skill training in center and working with salary)	Chamkar Russey village, Prek Preah sdach commune, Battambang district, Battambang province	June 9, 2007

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66	Komar Ney Kdey Sangkheum	KNKS	Local	052 661 1011, 012 282 690	knksyfc@yahoo.com; nopnat@yahoo.com	Mr Nop Nat	ED		Battambang office: Group 41, Prek Mohatep Village, Svay Po Sangkat, Battambang City, Battambang province Pursat Office: Rong Masin Village, Svay Luong Commune, Kandieng	November 26, 2008
67	Komar Pikar	KPF	1 1	023 210 447,	vichetra.kong@komarpikar.org	Mr. Kong Vichetra			District, Pursat Provicne #43, wat Sarawoan, Street	February 13, 2008
	Foundation Kong Pisey Disability Development Federation	KDDF	Local Local	012 843 466 077 90 98 12	samang.kdff@yahoo.com	Mr. Bath Samang			178, Khan Daun Penh Ang Don Pil Village, Toek Laar, Kong Pisey District, Kampong Speu Province, Cambodia	January 2, 2012
69	Krousar Thmey	KT	Local	012 801 000	direction@krousar-thmey.org	Mr. Auray AUN, General Director		Education for blind or deaf children	#4 Street 257-Toeuk Laâk I, Khan Toul Kork, Phnom Penh, Kingdom of Cambodia;P.O Box 1393, Phnom Penh	March 06,2013
70	Krousar Yoeung	KrY	Local	023 884 804	<u>KROUSARYOEUNG@online.co</u> <u>m.kh</u>	Mr. Khim Vichet , F	Executive Director	Early childhood care and development	House No. 577, Angtaminh Street, Porprok Khang Tbong Village, Sangkat Kakap, Khan Posenchey, Phnom Penh Website: www.krousaryoeung.org	July 14, 2003
71	Khmer Youth Association	KYA	Local	023 884 306	president@kya-cambodia.org	Ms. Tan Kim He	eng, President		#262, St.138, Sangkat Teuk La-ork II, Khan Toul Kork, Phnom Penh, Cambodia, Website: kya-cambodia.org	May 25,2015
72	LIFE WITH DIGNITY	LWD	Local	023-881 100, 023-883 254, 023-883 264	<u>minsor@lwd.org.kh</u>	Mr. Min Sor, Executive Director, 012 329 926			#22, Street 604, Sangkat Boeung Kak II, Khan Tuol Kork, P.O Box 37, Phnom Penh, Kingdom of Cambodia Tel: (855-23) 881 100/ (855- 23) 881 616 Email: info@lwd.org.kh, Website: www.lwd.org.kh	March 27, 2012
73	Live & Learn Environmental Education	Live & Learn	Local	023 885 502	cambodia@livelearn.org, socheath.sou@livelearn.org	Socheath Sou, Country Manager			House #19, St. 552, PO Box 91 Phnom Penh, 12151, Cambodia Tel: +855 23 885 502	January 12, 2011
74	Lotus Outreach Cambodia	LOCAM	Local	011 894 908	raksmey@lotusoutreach.org	Ms. VAR Vannaksereyraksme y	Ms. VAR Vannaksereyraksm ey	Formal and Non-Formal Education, Anti-Trafficking and VAW, Economic Empowerment, Health & Sanitation	#13A, Street 81, Sangat Beong Raing, Khan Daunpenh, Phnom Penh, Cambodia	May 7, 2013
75	Maryknoll-Cambodia	Maryknoll	Inter	023 211 731, 012 994 441, 012 813 565	maryknollcambodia@gmail.com, lmontielmm@gmail.com	Sr. Len Montiel, Country Representative		higher education	#29, St. 95, Boeung Keng Kang III, Phnom Penh	January 24, 2002

76	Mekong Plus	Mekong Plus	Inter	012 86 71 82, 044 690 1050	mekongplus.sr@gmail.com; yannkosal@gmail.com	Ms. Yann Kosal Program Director			Chork Village, Kompong Chark Commune, Rumdoul District, Svay Rieng	August 16, 2011
77	Mennonite Central Committee	MCC	Inter	012 996 139	derekhostetler@mcc.org, vincentstange@mcc.org	Derek Hostetler	Vincent Stange	General Education	#78A, St.504, Phnom Penh, Cambodia	April 08,2016
78	Mission Alliance	MA	Inter	023214086 / 01733613	sambath@nmakh.org	Sim Sambath	Kim Savy	Primary	#81A, St.456, Sangkat Toul Tompoung, Phnom Penh, Cambodia	December 08,2015
79	MISSIONE POSSIBILE CAMBODIA	MPC	Inter	012 613 083/017 914 483	mpcambo@gmail.com	JUSSARA PEREIA DA SILVA			#44B, Street 456, Sangkat Toul Tompoun II, Khan Chamkarmorn, Phnom Penh, Cambodia	May 7, 2013
80	Mith Samlanh	M/S	Local	023 220 596/ 078 657 766/ 012 592 968/015 996 930	kosal-ec@mithsamlanh.org; pisith@mithsamlanh.org]	SEM SANSAMKOSAL	Mr. Horn Pisith		#215,St.13,Sankat Chey Chumnas, Khan Daun Penh, Phnom Penh	July 6, 2006
81	M'lop Tapang	МТ	Local	034 399 050/ 012 587 384	sarin@mloptapang.org ; info@mloptapang.org	Mr. Eve Saosarin	Mr. Prum Pech, Education Program Manager, pech@mloptapang .org	Formal and Non-formal education, Vocational training center.	Group 4, Village 4, Sangkat 4, Preah Sihanouk Province	January 12, 2011
82	Mlup Baitong	MB	Local	012 413 857	mlup@online.com.kh	Mr. Om Sophana, Executive Director, 012 840 136			# 194, Street 371, Khan Mean Chey, Phnom Penh	May 16, 2005
83	Mlup Promviheathor Center Organization	мрс	Local	10463141	mpcenter54@yahoo.com vichhay_mpc@yahoo.com	Mr. Menghak Vichhay	Mr.Menghak Vichhay ED	Cammunity Development, Water and Sanitation, Food Security, Enviromental Education, Community Based Ecoturism, Social Enterprises, Women Right, Child Right, Child Education, Youth Debelopment, Climate Change, Disaster Risk Bidection.	Sre Ambel Village, Sre ambel Commune, Sre ambel District, Koh Kong Province, Cambodia	January 31, 2013
84	Marist Solidarity Cambodia	MSC	Inter	012 688 032	tghfms@gmail.com	Br Terry Heinrich	Br Terry Heinrich	Education-all levels-youth with disabilities	Phum Prek Reang, Sangkat Kompong Samnanh, Takhmao City, Kandal Province	May 25,2012
85	National Educators' Association for Development	NEAD	Local	092 151 535, 017 41 41 29	nead_sounghouts@yahoo.com	Siv Sam Oeun			# 906, Street 1E, Por Prork Tbong village, Khan Dangkor, Phnom Penh	August 2, 2010
86	National Federation of UNESCO Association in Japan , Cambodia Office	NFUAJ	Inter	063 965 607 / 012 825 052	vutha@unesco.or.jp	Mr. Nong Vutha		Community Learning Center	Group 7, Svay dangkum Village, Sangkat Svay Dankum, Siem Reap Municipality, Siem Reap Province, Cambodia	September 16,2016
87	New Life Foundation	NLF	Inter	+855 12 680 590	info@nlfcambodia.org; samdy@nlfcambodia.org	Mr. Leang Samdy			523, MONIRETH BLVD. (STREET 217), SANGKAT STEUNG MEANCHEY PHNOM PENH	January 23, 2002

88	Non-Timber Forest Products	NTFP	Local	075 947 039, 089 98 33 87; 012 559 402	edntfp@ntfp-cambodia.org; cde@ntfp-cambodia.org; admin@ntfp-cambodia.org	Mr. Long Serey			Village IV, Labanseak Commune (Sangkat), Banlung City, Ratanakiri Province, Cambodia	March 27, 2012
89	Occupation of Rural Economic Development and Agriculture	OREDA	Local	077 720 561	sarath.oreda@gmail.com	Mr. Rath Sarath, E	xecutive Director	Early Childhood Education, Primary, Lower Secondary and Non-Formal Education	Satpong Village, Satpong Commune, Chhouk District, Kampot Province, https://www.facebook.com/ oreda.ngo	July 6, 2016
90	Olds Age and Miserabel People Help	ном	Local	012 75 98 76	homktm@yahoo.com	Mr. Ol Sam Each			Kampong Thom Province, Cambodia	April 21, 2014
91	Orphanage for Cambodia Children Organization	occo	Local	017 577 589	chey_sipho2010@yahoo.com	Ms. Chey Sipho			#310, Group 5, Prey Dach Village, Otaki Commune, Thmorkol District, Battambong Province	May 25, 2012
92	Open Institute	OI	Local	023 224 821,012 415 734	piseth@khmeros.info_	Mr. Kheng Piseth, Executive Director			House 8 Street 352, Sangkat Boeng Keng Kang 1, Khan Chamkarmorn, Phnom Penh. Phone: 023 224 821 P.O.Box 1552 Phnom Penh Cambodia.	September 15, 2008
93	Operations Enfants du Cambodge	OEC	Local	053 952 752 / 012 22 93 09	oec@camintel.com	Ms. Tith Davy, Execut	ive Director		# 23, Group 2, Sophy II Village, Rottanak commune, Battambang district, Battambang Province	July 13, 2006
94	One in Love Ministry	OILM	Local	017 965 649 017990 321	hendara1@yahoo.com	Mr. Hen Chandara	Mr. Hen Chandara	Editon and Feeding orphans in orphanage.	Chherteal village, Kampongchen Tbong commune, Stong district, Kampong Thom province	April 21, 2011
95	Organization to Develop Our Villages	ODOV	Local	012 429 047	<u>sopheat_tes@odov.net</u>	Mr. TES SOPHEAT Director	', Excutive	Upper Lower secondary educaiton, vocational training Skill	Veang Village, Me Sang District, Prey Veng Province, Cambodia, www.odov.net	November 30, 2016
96	Our Objective Organization	000	Local	016 375 950/012 605 464	hhooinfo@gmail.com	Mr. Houn Hoeun			Chork Village, Rokhaknong Commune, Daunkeo Town, Cambodia	August 23,2013
9 7	Plan International	PLAN	Inter	023 217 214 /012 88 77 14	Chanto.Ket@plan- international.org	Mr. Jan Jaap Kleinrensink, Country Director	Ket Chanto	ECCD, Primary and Secondary, and Non-formal education	Block A of Phnom Penh Centre, Room 411, 4th floor, Phnom Penh	December 7, 2004
98	Pour un Sourire d'Enfant	PSE	Inter	012 600 110 (1st), 012 626 865(2nd)	borithy.lun@pse.ngo; robraw.ann@site-pse.org; pse@site-pse.org	Mr. Lun Borithy, General Director Tel: 012 802 384	Mr. Lun Borithy	Education, Meal, Health, Housing, Vocational Training and families support	#402, Trea Village, Stung Meanchey, Phnom Penh	March 14, 2004
99	People Improvement Organization	PIO	Local	012 530 093/ 012 27 85 38	phymean@peopleimprovement.o rg; john@peopleimprovement.org ; malydamean@yahoo.com	Mrs. Noun Phymean, CEO	Mr. John Thompson or Mrs. Mean Malyda	Formal education and Vocational training	#224MC, Prov Lum, Sangkat Stung MeanChey, Khan MeanChey,Phnom Penh	February 5, 2008
100	Professor''s Alliance for Development	PAD	Local	012 886 980; 016 949 105	sinachh@yahoo.com	Mr. Chhoeng Sina			# 378, Street . 26B, Sleng Roleung Village, Toeuk Thla Commune, Russey Keo District, Phnom Penh	December 16, 2004

101	Promviheathor	PVT	Local	012 581 022; 012 941 588	promvihearthor@yahoo.com	Mr. Khuon Narin			Peal Gnek Village, Ptas Prey Commune, Sampov Meas District, Pursat Province	May 21, 2003
102	PEPY Empowering Youth	PEPY EY	Local	017 737 519	sarakk@pepyempoweringyouth.o rg.	Mr.Rith Sarakk, E	xecutive Director	Education	#N-28, St. Neak Poan, Borey Preom Prey, Trapang Ses , Kok Chork , Siem Reap	November 18, 2007
103	Puthi Komar	РКО	Local	053 730 347 / 012 358 446	pko@pkocambodia.org	Mr. Lim Sophea	Mr. Lim Sophea	Formal & Non-formal Education. Child Rights, (Early Childhood & Primary) Education,	Kamkor Village, Sangkat Svaypor, Battambang Municipality, Battambang province	July 1, 2005
104	Rabbit School Organization	RSO	Local	012 36 93 76	huntouch40@gmail.com; huntouchrabbit@yahoo.com	Mr. Hun Touch			#13A, St 278, Sangkat Boeung Kang Kong I, Khan Chamkar Morn, Phnom Penh	January 2, 2012
105	Respect for Children	RFC	Local	012 925 848	president@respectforchildren.org	Ms. Mak Ra	avieng, ED	Child sponsorship program	#362B, St 69BT, Sangkat Boeung Tompon, Khan Meanchey Phnom Penh, Cambodia, www. respectforchildren.org	August 23,2013
106	Rural Friend Community for Development	RFCD	Local	012 685 773 092 995 117	rfcdpst@yahoo.com	Mr. Keo Phal, Executi	ve Director		Qachkok Village, Osandan Commune, Krakor District, Pursat Province, Cambodia	December 24,2013
107	Rural Orphan Organization	ROO	Local	012 712 809	vuthylong2000@yahoo.co.uk	Mr. Leung Vuthy	Mrs. Prak Makara	Child protection and Education	# 193, Group 12, Taprouch Village, Sangkat Kdoldounteav, Krong Battambang, Battambang province	May 30, 2011
108	Rural Aid Organization	RAO	Local	044 945 540, 011 918 547, 092 805 912	prumbopha@gmail.com	Ms. Prum Bopha	Ms prum Bopha	Executive Director	Roung Banle Village, Sangkat Svay Rieng, Svay Rieng Town, Svay Rieng province	February 15, 2010
109	Room to Read - Cambodia	RtR	Inter	023 881161/ 023 881171	kall.kann@roomtoread.org; pheng.srun@roomtoread.org;	Mr. Kann Kall, Countr	y Director	1) Reading Program 2) Girl an Education Program	# 111, Street 566, Boeung Kok II, Toul Kork, Phnom Penh, Cambodia	January 30, 2003
110	Salariin Kampuchea	SK	Local	010 285 690/ 012 320 562	info@salariinkampuchea.org, ravy@salariinkampuchea.org;info @salariinkampuchea.org	Mr. Vang Ravy		NFE	Veal village, Chreav Commune, Siem Reap province	August 2, 2010
111	Samaky Organization	samaky	Local	017820190/09 2917225	samakyngo@yahoo.com samakyngo@gmail.com	Ok aingkim	EDUCATION Child Protection	Child Sponsorship program Eduation (ECCD,PRIMAIRY) Food Security,Advocacy	Dey Kraham village Mien Commune Prey Chhor District Kompong Cham Province	August 2, 2010
112	Samritan's Purse International Relief	Samaritan	Inter	023 212 189/ 078 387 905	bjacob@samaritan.org; whester@samaritan.org	Patrick Seger; Mr. Wayne Hesta			No 9 A-B, St. 504, Sangkat Phsa Doeurm Thkov, Phnom Penh, Cambodia	April 18, 2012
113	SeeBeyondBorders	SBB	Inter	053 513 9666	sarah.reynolds@seebeyondbord ers.org	Sarah Reynolds Country Manager	•	Primary Education	No 785, Group 25, Chamkar Samrong Village, Chamkar Samrong Commune, Battambang Province, Cambodia.	July 6, 2016

114	Servants to Asia's Urban Poor Cambodia	SAUP	Inter	85570639745	smallfishbryce@gmail.com; beckyroxas06@yahoo.com	Rebecca Roxas and Ruth Bryce			No 29B, Street 478, Sangkat Toul Tumpong, Khan Chmakamorn, Penh, Phnom Penh, Cambodia	March 27, 2012
115	Sustainable Cambodia	SC	Inter	052 6502 329 / 012 50 55 12	polin@sustainablecambodia.org	Mr. Phang Polin E	xecutive Director	General Education	House #583, National Road 5- Ra Village, Sangkat Pteah Prey, Pursat Town, Pursat province, Cambodia,Website: www.sustainablecambodia.o rg	May 25, 2015
116	Save the Children	SC	Inter	023 223 403/4/5/6, 012 965 697	sarath.keo@savethechildren.org	Elizabeth Pearce, Country Director	Mr. Keo Sarath, Education Specialist	Education	No 5, Street 242, Sangkat Chktomouk, Khan Daun Penh, Phnom Penh, Cambodiail	February 28, 2012
117	Sustainable Schools International	SSI	Local	012 225 879	kong@sustainableschoolsinternat ional.org, academy@sustainableschoolsinte rnational.org, rita@sustainableschoolsinternati onal.org, maureen@sustainableschoolsinte rnational.org	Mr. Sem Kong, Count	ry Manager	Rural Education, Youth, Leadership, Youth Entrepreneurship	Chrork Teak Village, Tropaing Chor Commune, Aural District, Kampong Speu Province, Cambodia. Website: www.sustainableschoolinter national.org	May 25, 2015
118	Shanti Volunteer Association	SVA	Inter	023 219 080	info@sva-cambodia.org; samy@sva-cambodia.org	Mr. Kiyotaka TAMARI	Mr. Ham Vicheth Mr. SO Samy	Education	# 32, St. 288, Sangkat Olympic, Chamkarmorn, PP	February 12, 2002
119	Sipar		Inter	013 747 499, 023 212 407	sothea.sin@sipar-cam.org; info@sipar-cam.org; sothik.hok@sipar-cam.org	Mr. Sin Sothea		Library	#9, St. 334, Beoung Keng Kong I, Chamcamon, Phnom Penh	January 24, 2002
120	Society for Community Development in Cambodia	SOFDEC	Local	017 701 740, 012 718 371	sofdec@camintel.com	Dr. Khun Leang Hak,	Executive Director		Sangkat Boeung Kok II, Khan Toul Kork, Phnom Penh, Cambodia	29th August, 2014
121	Sovann Phoum	SP	Local	023 220 306/01288 88 34	sovannphoum@online.com.kh; ed@sovannphoum.org.kh; pc@sovannphoum.org.kh	Heng Sok, Eexcutive I	Director	Primary and Lower Secondary Education	#486A, St. 271, Tuol Tompoung II, Chamkar Morn, Phnom Penh	August 24, 2006
122	Street Children Assistance and Development Program	SCADP	Local	077 905 090, 016 544 844	scadpcambodia@hotmail.com; pheakdey_scadp@yahoo.com	Mrs. Yim Sokhary	Mr. Kham Chanpheakdey	Non-Formal Education and Child Rights	#119B1, Road 68K, Group 5, Chamkar Ovleuk Village, Kakab Quarter, Posenchey District, Phnom Penh, Phnom	January 28, 2003

123	Smiling Gecko Cambodia	SGC	Local	089364764 / 098306375	info@smilinggecko-cambodia.org; samath@smilinggecko- cambodia.org	Mr. Ngon Sokleap, Director	Mr. Ly Samath, Education Project Manager	living standard of Cambodia poor people by creating jobs, providing trainings, education, especially Village School Project through building basic infrastructure such as school and sanitary buildings, providing teaching and learning materials, scholarship, nutritious food, foreign language skills, various training and other needed supports.	#4, street 490, sangkat phsar doeum tkov, Chamkarmorn, Phnom Penh. Tel: 011 609 191	June 2, 2017
124	Tekdeysovannphum	TDSP	Local	016 599 992,054 71 00 71	tdsp.director@gmail.com; info@tdsp-khmer.org	Mr. Hean Sovan dara		Livehood education and social business	National road No. 5, Kampong svay village, Sangkat Kampong Svay, Sereisophoan town, Banteay Meanchey province	January 19, 2017
125	Teacher Across Borders Australia	TABA	Inter	61437875660	blallen49@gmail.com; clarene21@hotmail.com; slachal@tpg.com.au, oslerj@bigpond.com	Ms. Jenny Osler, secretary			PO Box 123, Warrandyte, Vic Australia 3113	June 27, 2011
126	Teach for Cambodia	TFCam	Local	011 324 824 / 099 707 077	monirath.siv@teachforcambodia . <u>org;</u> kalyan.yim@teachforcambodia.o rg; jojo.lam@teachforcambodia.org	Monirath Siv, CEO	JoJo Lam, Director of External Relation	higher education	#87M, St. 05, Chom Choa, Phnom Penh Cambodia	September 16,2016
127	Temple Garden Foundation	TGF	Inter	063 6 906 735, 092 561 732	cd@tgfcambodia.com	SAMUEL I	3. FLINT	Health Care, Children's Education, Water and Sanitation, Income Generation	No 1036, Group 6, Road 88, Phum Salakengseng, Sangkat Svaydongkum, Siem Reap Town, Siem Reap Province, Cambodia	October 07,2015
128	This Life Cambodia	TLC	Inter	063 966 050/ 092 844 900	b.gorter@thislifecambodia.org; contact@thislifecambodia.org; se@thislifecambodia.org; billy@thislifecambodia.org; jeni@thislifecambodia.org	Mr. Billy Gorter	Mr. Sen Se	Education	No. 313, Group 9, Sala Kanseng Village, Sangkat Svay Dangkum, Siem Reap City, Siem Reap	January 12, 2011
129	Tiny Toones	ТТ	Local	012 710 394; 017 394 879(David)	den_long@tinytoones.org; belinda@tinytoones.org; short@tinytoones.org	Short, General Manager			#154, Street 368, Sangkat Chba Ampov, Phnom Penh, Cambodia. Website: www.tinytoones.org	August 17,2012

130	TOUTES A L'ECOLE		Local	023 53 74 999, 096921286 7	marie.bruchet@happychandara. org: gfeytmans.toutesalecole.org	Mr. GERARD FEYTMANS, Country Representative	Ms. Marie Bruchet, 0969212867	Primary Education, Lower secondary educaiton and upper lower secondary educaiton	#902,St. 369, Sangkat Prek Thmey, Khan Chbar Ampov, Phnom Penh, Cambodia, Website: www. Toutes-a- l-ecole.org	November 30, 2016
131	Vulnerable Children Assistance Organization	VCAO	Local	023 884 722/ 012 876 422	vcao@vcao.org.kh	Mr. Chea Pyden, Exec	utive Director		#72, St 608, Sangkat Boeung Kok II, Toul Kork, Phnom Penh, Cambodia. Website:www.vcao.org.kh	December 24,2013
132	Voluntary Service Overseas	VSO	Inter	023 882 768 017 333 490	guillaume.sauval@vsoint.org; sochea.nhem@vsoint.org; serena.travis@vsoint.org;	Mr.Guillaume Sauval Mr. Nhem Sochea, R Advisor (fo	esearch and Policy		#17, Street 234, Sangkat Phsar Doeum Kor, Khan Toul Kork, Phnom Penh, Cambodia	January 24, 2002
133	United Brother Association	UBA	Local	023 216 147 / 067 896 449	info@ubango.org	Ms. Chea Sophany, I	Executive Director		#62EC1, Street 432, Sangkat Toul Tompoun I, Khan Chamkarmorn, Phnom Penh, Cambodia, www.ubango.org	July 18th, 2013
134	Urban Poor Women Development	UPWD	Local	023 995 580/ 089 655 324	info@upwd.org, navy@upwd.org	Mr. Uy Navy			# 187AEo, Street 163,Sangkat Toul Tumpong II, Khan Chamkarmorn, Phnom Penh	February 14, 2008
135	Wathnakpheap	WP	Local	023 217 449	admin@wathnakpheap.org; director@wathnakpheap.org	Mr. Heng Chanthorn			# 42BEo, Street 488,Sangkat Phsar Deum Thkov, Khan Chamkarmorn, Phnom Penh	April 7, 2003
136	WeWorld Cambodia		Inter	023 555 03 48	sokly.leng@weworld.it; saran.som@weworld.it; bopha.kong@weworld.it;	Alberto Orru	Mr. Sokly Leng	Child protection and Education and health	House 49, Street 302, Boeung Keng Kong I, Khan Chamkarmorn, Phnom Penh	January 16, 2017
137	World Education	WE	Inter	023 216 854, 078 555 060	dara_kim@kh.worlded.org	Mr. Kim Dara, Countr Director	y Operations	Formal and Non-Formal Education (Early grade reading, Safe Migration, and Financial Literary)	#30B, Street 652(off 271), Sangkat Toeuk Laork III, Khan Toul Kork, Phnom Penh(Cambodian Red Cross Entrance). Tel: 092 959 513	January 24, 2002
138	World Renew	WR	Inter	23 214 086/017 82 82 87	sneth@world-renew.net	Neth Sovann			#81 A, Street 456, Toul Tompoung I, Chamkar Mon, Phnom Penh	October 30,2012
139	World Vision	wv	Inter	012 34 58 05 023 216 052	Vanna_Soeum@wvi.org		Mr. Soeum Vanna		# 20, Street 71, Tonle Bassac, Khan Chamkarmorn, Phnom Penh	January 27, 2003
140	Youth for Peace	YFP	Local	023881346/01 2212003	director@yfpcambodia.org; sokkoeunman@gmail.com	Mr. Long Khet, Executive Director	Mr. Man Sokkoeun, Program Manager	education, critical thinking skills development, leadership, conflict resolution, and reconciliation to Cambodian's youth from Primary School to Higher	#3, Street 578, Sangkat Boeung Kak II, Khan Toul Kok, Phnom Penh Email: director@yfpcambodia.org Website: https://www.yfpcambodia.or g	July 24, 2017
141	Youth Resource Development Programme	YRDP	Local	023 880 194;012 360 464	director@yrdp.org	Mr. Cheang Sokha, I	Executive Director	Active Citizenship Education	#93, St. 590, Boeung Kork II, Toul Kork, Phnom Penh	October 12, 1999

142	Youth Star Camb	odia	YSC	Local	023 900 162/163, 089 524 525/086 515 555	admin@youthstarcambodia.org, hengyen@youthstarcambodia.org , chheng@youthstarcambodia.org	Mr. Luy Tech Chheng, Acting Director	Ms. Heng Yen, Communications Officer Intern	Non-Formal Education	#1, St.560, Sangkat Boeung Kak 1, Khan Toul Kork, Phnom Penh Cambodia	October 07,2015
Tota	l:	142									
Loca	1:	92									
Inte	rnational:	50									

ANNEX 9: List of ongoing NGO projects in education by sector (without ECE and Primary Education)

Source: http://odacambodia.com/ngo/report/listing_by_sector.asp#none

Sub-Sector:	Secondary	Education
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No	NGO Name	Project Name	Start Date	End Date	<u>Status</u>
1.	ADRF- Cambodia	Supporting School Education and Promoting Character Education for Children and Youth	8/1/2014	8/31/2017	On-going
2.	AHC4	Asian Hope Schools, Village Development Program, Teacher Training Program, Higher Education and Learning Program	8/12/2011	12/31/2017	On-going
3.	CEAF	Cambodia-Japan Friendship Meddle and High School	4/23/1998	4/2/2019	On-going
4.	CFC4	Education Support for Trapaing Chress Lower	8/1/2016	8/31/2019	On-going
5.	EdM	Education support to poor Children through Sponsorship, Scholarship, Education and Capacity Building	1/1/2007	12/31/2017	On-going
6.	HMIC	Josiah Project IV	1/1/2017	12/31/2019	On-going
7.	IMSC	Provide Education Scholarship to Students from Grade 7 to Grade 12	1/1/2016	12/31/2018	On-going
8.	IRD	Food For Education-Phase II	9/1/2012	12/31/2017	On-going
9.	JPA	Jay Pritzker Academy	1/1/2007	12/31/2016	On-going
10.	KAPE	Girls Education Initiative(GEI)	1/1/2014	12/31/2017	On-going
11.	KYA	Better School for Girl	1/1/2016	12/31/2016	On-going
12.	PI	Education Included Technical Vocational Education Training	7/1/2016	3/31/2019	On-going
13.	PSE	Supporting the School Non-enrolling and Poor Children	10/1/2016	9/30/2019	On-going
14.	SDAFC	Seventh-day Adventist Foundation Cambodia	5/1/2015	5/1/2020	On-going

Sub-Sector: Tertiary, Vocational and Higher

No	NGO Name	Project Name	Start Date	End Date	<u>Status</u>
1.	AHC4	Asian Hope Schools, Village Development Program, Teacher Training Program, Higher Education and Learning Program	8/12/2011	12/31/2017	On-going
2.	ALC	Language and Technical Skill Training and Sending the Trainees to Work in Japan	9/4/2007	12/31/2014	On-going
3.	APHEDA	Quality 'Second Chance' Vocational Education Leading to Village Co-ops and Jobs	7/1/2016	6/30/2017	On-going
4.	APLC	Sala Bai Hotel School	1/1/2016	8/26/2019	On-going
5.	ATCVH	Angkor Training Centre	12/11/2015	12/11/2018	On-going
6.	CARITAS	Technical and Vocational Education Training	1/1/2013	12/31/2016	On-going
7.	Caritas-Switzer	Friendly Vocational Skills Development for Young Women and Young Mothers with Children	8/18/2013	12/31/2016	On-going
8.	CCF	Vocational Training of Cambodia Children's Fund	5/25/2015	5/25/2018	On-going
9.	CIESF	Establishment of a Graduate School of Education	10/1/2009	9/30/2017	On-going
10.	CIESF	Spread Entrepreneur Education and Support Venture Business	10/1/2009	9/30/2017	On-going

No	<u>NGO Name</u>	<u>Project Name</u>	Start Date	End Date	<u>Status</u>
11.	CIESF	Technical and Vocational Education and Training	3/1/2012	2/28/2017	On-going
12.	CKN	Contribution to the Development of Technology and Technical, Vocational Training Program	1/1/2016	7/31/2016	On-going
13.	CSI	English Training Program	1/1/2015	12/31/2017	On-going
14.	СҮК	Weaving Skills Training and Community Development Project	4/1/1994	12/31/2017	On-going
15.	DBFC	Don Bosco Home for Street Children and Disadvantaged Youth Poipet	5/24/2002	12/31/2016	On-going
16.	DBFC	Don Bosco Technical School - Sihanoukville	5/24/1997	12/31/2016	On-going
17.	DBFC	Don Bosco Technical School-Phnom Penh	1/1/1994	12/31/2016	On-going
18.	DBFC	Don Bosco Vocational School for Girls	10/24/1992	12/31/2016	On-going
19.	DBFC	Don Bosco Vocational School for Girls-Kep	2/3/2002	12/31/2016	On-going
20.	DKKIM-CAM	Scholarship Program of D.K.Kim Cambodia Foundation	9/1/2011	12/31/2017	On-going
21.	ESK	Woodworking School	1/1/2016	12/31/2016	On-going
22.	EW	Rehabilitation Project	2/12/1992	1/28/2016	On-going
23.	FRA	Rehabilitation for Cambodian Poverty-stricken Children and Families	12/10/1998	12/31/2018	On-going
24.	GC2	Provide Education and Vocational Training to the Poor Children and Youth	12/1/2012	12/31/2018	On-going
25.	GDI	Central For Education	7/1/2008	12/31/2017	On-going
26.	GG	General Basic Education Program, English Language, Computer, Scholarship and Protein Food Program	4/30/2016	4/30/2021	On-going
27.	JCIA	Vocational Training for People with Disabilities, Poor People and Children	1/1/2016	6/30/2019	On-going
28.	JWOC	Education Loans Project	1/1/2016	12/31/2016	On-going
29.	JWOC	Free Classes Program	1/1/2016	12/31/2016	On-going
30.	JWOC	Scholarship Program	1/1/2016	12/31/2016	On-going
31.	KAMONOHASHI	Community Enterprise Project	3/1/2009	6/7/2019	On-going
32.	KAPE	Stem4Women	3/1/2016	2/28/2018	On-going
33.	ККО	Vocational Training and Education	1/1/2016	12/31/2016	On-going
34.	KMSC	Phnom Penh Technical School and Koma Vision Center	10/2/1996	6/7/2021	On-going
35.	КҮ	Vocational Training for Disadvantaged Young People in Cambodia	7/1/2016	6/30/2017	On-going
36.	NFUAJ	Angkor Community Learning Center	1/1/2016	12/31/2018	On-going
37.	NHC	General Basic Education Programs, Khmer General Knowledge, Foreign Languages, Computer and Vocational Training	1/1/2016	12/31/2018	On-going
38.	NLF	New Life Foundation Community Education Project	8/1/2015	8/1/2018	On-going
39.	OHF	Hope Skills and Community	1/1/2013	12/31/2017	On-going
40.	ONG-FPC	Ecole d'hotellerie et de Tourisme Poul Dubrule	6/12/2002	12/31/2017	On-going
41.	PI	Education Included Technical Vocational Education Training	7/1/2016	3/31/2019	On-going
42.	PIFO	Provision of Education and Vocational Training	6/1/2016	6/1/2019	On-going
43.	РКН	PKH Skills Training and Childcare	1/3/2002	6/9/2018	On-going
44.	PN	Center for Information Systems Training	1/1/2007	12/31/2017	On-going
45.	PSE	Accommodation	1/1/2015	12/31/2016	On-going

No	NGO Name	Project Name	Start Date	End Date	<u>Status</u>
46.	PSE	PSE Institute	3/25/2014	3/25/2017	On-going
47.	SALT	Sport and Leadership Training	1/1/2016	12/31/2018	On-going
48.	SCI	Education for Youth Empowerment/Adolescence Skills for Successful Transitions	1/1/2016	12/31/2016	On-going
49.	SKO2	Young People Empowerment Project	1/1/2016	12/31/2017	On-going
50.	ТА	Battambang Trade School	9/10/2003	12/31/2017	On-going
51.	ТА	New Development Center	9/10/2003	12/31/2017	On-going
52.	TC2	Holistic Child Education and Development	1/1/2017	1/30/2020	On-going
53.	U of N	Youth Assistance Project	1/1/2015	12/31/2017	On-going
54.	U of N	Youth Development Center	1/1/2016	12/31/2018	On-going
55.	U of N	Youth Leadership Training	1/1/2015	9/30/2017	On-going
56.	VBNK	Management Service	1/1/2016	12/31/2017	On-going
57.	WVC	Empower Youth to Enhance Child Well- Being(EYECWB)	5/1/2015	4/30/2016	On-going
58.	WVC	Phnom Sruoch Learning Resource Centre (PLRC)	10/1/2015	9/30/2016	On-going
59.	YRDP	Youth Employment for Brighter Cambodia	1/1/2016	12/31/2016	On-going

Sub-Sector: Sector Policy

No	<u>NGO Name</u>	<u>Project Name</u>	<u>Start Date</u>	End Date	<u>Status</u>
1 <u>.</u>	BBCMA	The Multi-media Initiative for Youth Programme (MIY)	11/25/2014	9/30/2018	<u>On-going</u>

Sub-Sector: Teacher Training

No	<u>NGO Name</u>	<u>Project Name</u>	<u>Start Date</u>	End Date	<u>Status</u>
1.	CIESF	Assist Teachers at PTTC and RTTC	10/1/2009	9/30/2017	On-going
2.	EdM	Education support to poor Children through Sponsorship, Scholarship, Education and Capacity Building		12/31/2017	On-going
3.	KAPE	School Management and Leadership (SML)	1/1/2016	6/30/2018	On-going
4.	U of N	Pre-School Teacher Training and Development Program	11/1/2015	11/30/2017	On-going

ANNEX 10: List of Education Projects in Cambodia by Development Partners and NGOs (2016)

Educa	tion			
Develo	pment Partner			
1.	ADB	LN 2889 Third Education Sector Development Program (project Loan)	21-Mar-2013	30-Jun-2018
2.	ADB	LN 3166 Technical and Vocational Education and Training Sector Development Program (Project Loan)	9-Jan-2015	31-Dec-2017
3.	ADB	LN 3167 Technical and Vocational Education and Training Sector Development Program	9-Jan-2015	30-Jun-2020
4.	ADB	LN 3427 Upper Secondary Education Sector Development Program	5-Dec-2016	30-Jun-2022
5.	ADB	TA 9178 Accelerating Policy Reforms in Secondary Education	4-Nov-2016	30-Jun-2018
6.	Australia	Australia Awards Scholarships Program	15-Aug-1995	30-Jun-2018
7.	Australia	Australian Government Volunteer Programs	1-Jan-2006	31-Dec-2017
8.	Canada	Francophonie Scholarships 2014-2019	21-Oct-2014	30-Sep-2019
9.	Canada	Support for the UNESCO Education For All Global Monitoring Report	1-Dec-2015	31-Mar-2017
10.	China	Technical Vocational Education and Training Center at Sihanouk Province	10-Dec-2015	10-Jun-2017
11.	Czech Republic	Enhancement of Scientific Research Activities and International Activities at Universities in Cambodia	1-Jan-2015	31-Dec-2016
12.	Czech Republic	Enhancement of Technical Education in Cambodia	3-Aug-2015	28-Feb-2017
13.	Czech Republic	Holistic Promotion of Community Development and Early Childhood Development (ECD)	18-Mar-2016	31-Oct-2016
14.	Czech Republic	Improvement of Hygiene Standards and Occupational Safety in Wat Kirisraasong Primary School (in Kirivong disetrict, Takeo)	1-Jul-2015	29-Feb-2016
15.	Czech Republic	Improving the level of science and research at the Royal University of Agriculture	1-Jan-2017	31-Dec-2018
16.	Czech Republic	Improving the level of science- research, pedagogical and international activities at Cambodian Universities	1-Jan-2015	31-Dec-2016
17.	Czech Republic	Improving the quality of practical education and research activites at the Faculty of Forestry, Royal University of Agriculture, Cambodia	1-Jan-2017	31-Dec-2018
18.	Czech Republic	Support of People with Disabilities in the Labour Market	1-Jan-2016	31-Dec-2017
19.	EU/EC	Breaking the Cycle of Youth Marginalisation and Vulnerability in Rural Communities in Cambodia	1-Jan-2015	30-Jun-2018
20.	EU/EC	Capacity development partnership Fund (CDPF) Phase II extension	1-Jan-2017	30-Jun-2019
21.	EU/EC	Early Childhood Care and Development (ECCD) for ethnic minority children in Ratanakiri province	1-Feb-2013	31-Jan-2017
22.	EU/EC	Ensuring a brighter future for the most vulnerable children through the promotion of integrated Early Childhood Care and Development.	1-Mar-2015	1-Dec-2018
23.	EU/EC	EU-Cambodia Education Sector Reform Partnership 2014-16 - Budget Support Component	1-Jan-2014	31-Dec-2017
24.	EU/EC	EU-Cambodia Education Sector reform Partnership 2014-2016 - Complementary Support Component	1-Jan-2015	30-Jun-2018
25.	EU/EC	Tacking the implemenation gap in education reform, mobilising civil society	1-Jan-2016	30-Jun-2019
26.	France	Decentralized Cooperation	1-Jan-2006	31-Dec-2019
27.	France	FSP CEFASE - Support consolidation of French language teaching in Southeast Asia (Cambodia, Laos, Vietnam)	2-Jan-2012	18-Jul-2015
28.	France	Provision of technical expertise to the Institute of Technology of Cambodia	1-Jan-2006	31-Aug-2017
29.	France	Provision of technical expertise to the MoEYS (higher education and research)	1-Oct-2010	31-Dec-2017

Source: <u>http://odacambodia.com/Reports/report_oda_and_ngo_listing_of_project_by_sector.asp</u> (171111)

20	Enor	Description of technical summerties to the University of U-141 C	21 Aug 2011	21 Dec 2017
30.	France	Provision of technical expertise to the University of Health Sciences	31-Aug-2011	31-Dec-2017 31-Dec-2017
31. 32.	France	Scholarship Programmes Support to Vocational Training (AFD)	1-Jan-2006 3-Dec-2012	
32. 33.	ILO	Scaling-up STED: Skills for Trade and Economic Diversification		31-May-2019 31-Dec-2017
33. 34.	Japan	Japan Overseas Cooperation Volunteer Program	9-Apr-2015 1-Jan-2012	31-Dec-2017 31-Dec-2017
34.	Japan	JICA Partnership Program (NGO Collaboration)	3-Jan-2012	31-Dec-2017 31-Dec-2017
35. 36.	*	Project for Improving TVET Quality to Meet the Needs of Industries	30-Sep-2015	31-Mar-2020
50.	Japan	Project for Institutional Capacity Development of CJCC for a Center of	30-Sep-2015	51-Ivial-2020
37.	Japan	Development and Networking for Business Human Resources	1-Apr-2014	31-Mar-2019
38.	Japan	Project Formulation and Evaluation Study	1-Jan-2012	31-Dec-2017
39.	Japan	Senior Volunteer Program	1-Jan-2012	31-Dec-2017
40.	Japan	Technical Cooperation by Experts	1-Jan-2012	31-Dec-2017
41.	Japan	Technical Training in Japan	1-Jan-2012	31-Dec-2017
42.	Japan	The Project for Constructing School Building at Boeung Snuol Primary School in Bavel District, Battambang Province	25-Nov-2016	24-Nov-2017
43.	Japan	The Project for Constructing School Building at Chheu Teal Chrum Primary School in Veal Veng District, Pursat Province	25-Nov-2016	24-Nov-2017
44.	Japan	The Project for Constructing School Building at Khlaing Primary School in Ba Phnum District, Prey Veng Province	25-Nov-2016	24-Nov-2017
45.	Japan	The Project for Constructing School Building at Korki Primary School in Kien Svay District, Kandal Province	24-Mar-2017	23-Mar-2018
46.	Japan	The Project for Constructing School Building at Samdech Euv Samdech Mae Secondary School in Banlung City, Ratanakiri Province	24-Mar-2017	23-Mar-2018
47.	Japan	The Project for Constructing School Building at Slab Leng Secondary School in Basedth District, Kampong Speu Province	24-Mar-2017	23-Mar-2018
48.	Japan	The Project for Constructing School Building at Ya Dav Primary School in Ou Ya Dav District, Ratanakiri Province	24-Mar-2017	23-Mar-2018
49.	Japan	The Project for Development and Dissemination of Sustainable Production System Based on Invasive Pest Management of Cassava in Vietnam, Cambodia and Thailand	1-Jan-2016	30-Apr-2021
50.	Japan	<u>The Project for Establishing Foundations for Teacher Education</u> <u>College (E-TEC)</u>	25-Jan-2017	31-Dec-2022
51.	Japan	The Project for Expansion of Lower Secondary Schools in Phnom Penh	10-Jul-2014	31-Jan-2015
52.	Japan	The Project for Human Resource Development Scholarship (2014)	30-May-2014	31-Dec-2018
53.	Japan	The Project for Human Resource Development Scholarship (2015- 2019)	16-Jun-2015	31-Dec-2019
54.	Japan	The Project for Human Resource Development Scholarship (2016- 2020)	1-Aug-2016	31-Dec-2020
55.	Japan	The Project for Human Resource Development Scholarship (2017- 2023)	14-Jul-2017	31-Dec-2023
56.	Japan	The Project for Human Resource Development Scholarship (FY2013)	20-Jun-2013	31-Dec-2017
57.	Japan	The Project for Human Resource Development Scholarship (three-year cycle)(2017-2022)	14-Jul-2017	31-Dec-2022
58.	Japan	The Project for Promotion of Inclusive Education for Children with Disabilities in Kandal Province (2nd Phase)	4-Jul-2016	3-Jul-2017
59.	Japan	The Project for Promotion of Inclusive Education for Children with Disabilities in Kandal Province (3rd Phase)	29-Jun-2017	28-Jun-2018
60.	New Zealand	English Language Training for Officials (ELTO)	18-May-2009	30-Jun-2018
61.	New Zealand	New Zealand ASEAN Scholars Awards (NZ-AS)	1-Jul-2009	30-Jun-2021
62.	New Zealand	Short Term Training Scholarships (STTS)	3-Mar-2016	31-Dec-2018
63.	Republic of Korea	2017 Expert Dispatch Program for Technical Cooperation	1-Jan-2017	31-Dec-2017
64.	Republic of Korea	2017 Public Private Partnership (PPP) Assistance	1-Jan-2017	31-Dec-2017
65.	Republic of Korea	2017 Volunteer Dispatch Program for Technical Cooperation	1-Jan-2017	31-Dec-2017
66.	Republic of Korea	The Project for Quality Improvement and Innovation of Kampong	1-Jan-2016	31-Dec-2018

		Cham National School of Agriculture(KCNSA) based on Saemaul- Undong, Cambodia (2016-2017/\$2,000,000)		
67.	Sweden	Capacity Development Partnership Fund 2015-2017	1-Dec-2014	31-Dec-2017
68.	Sweden	Education Programme Support - School Improvement Grant, SIG, 2013-2017	1-Sep-2013	31-Oct-2017
69.	Sweden	Education Quality Assurance 2013-2017	1-Feb-2013	30-Jun-2017
70.	Sweden	ICT Study, RUPP Cambodia	1-Oct-2015	31-Mar-2016
71.	Sweden	RBM Workshop - RUPP	1-Oct-2015	17-Jun-2016
72.	Sweden	Royal Academy of Culinary Arts Vocational Training 2015-2018	12-Mar-2015	30-Jun-2018
73.	Sweden	RUPP ICT Policy & Master Plan and preparatory support for Reserach Cooperation	1-Sep-2016	31-Dec-2017
74.	Sweden	Skills Development & Employment for Youth 2013-2017	31-Jan-2013	1-Nov-2017
75.	Sweden	Skills Development 2017-2019	1-Mar-2017	1-Mar-2019
76.	Sweden	UNICEF - Inclusive Education Support 2014-2016	1-Jan-2014	31-Dec-2017
77.	Switzerland	Poverty Reduction through Skills Development for Safe and Regular Migration in Cambodia (Lao PDR, Myanmar, Thailand and Vietnam) Inception phase	1-Dec-2015	31-Mar-2017
78.	Switzerland	Research, Policy Dialogue and Capacity Building Program on Technical and Vocational Education and Training	15-Mar-2016	30-Jun-2020
79.	Switzerland	Skills Development Programme Cambodia	1-Jul-2016	30-Jun-2020
80.	Switzerland	Skills Development Programme Cambodia-Inception Phase	15-Dec-2014	31-Jan-2016
81.	UK	<u>Promoting awareness of and access to Science, Technology,</u> Engineering and Maths (STEM) education and career opportunities in <u>Cambodia</u>	1-Apr-2017	31-Mar-2018
82.	UK	UK Embassy internship scheme for disadvantaged Cambodians	1-Apr-2016	31-Mar-2018
83.	UNDP	Multi-media Intitiative for Youth Programme (MIY)	25-Nov-2014	30-Sep-2018
84.	UNFPA	"KHM05MOE" - UNFPA Support to Adolescents and Youth and Comprehensive Sexuality Education Integration Programme	1-Mar-2016	31-Dec-2019
85.	UNICEF	Country Program Action Plan 2016 - 2018: Inclusive and quality education	10-Feb-2016	31-Dec-2018
86.	USA	<u>All Children Reading (ACR) Asia - Cambodia Technical Assistance for</u> <u>Coordination and Collaboration in Early Grade Reading - USAID</u> <u>Cambodia Mission program</u>	20-Mar-2017	19-Mar-2021
87.	USA	Connecting the Mekong Through Education and Training (COMET) (RDMA Program)	1-Oct-2014	31-Oct-2019
88.	USA	Developing Mother Tongue Electronic Readers with Interactive Features (E-Books for Khmer) (Washington DC program)	30-Sep-2015	30-Dec-2017
89.	USA	Education Support Initiative (ESI) USAID Cambodia Mission Field Support	4-Jan-2017	10-Mar-2017
90.	USA	US Peace Corps English Teacher and Teacher Trainer Project	1-Dec-2009	1-Jun-2018
91.	WFP	Country Programme - Education Sector	1-Jul-2011	31-Dec-2018
92.	World Bank	Education - Early Childhood Care and Development for Floating Village Project (JSDF Grant)	25-Jan-2016	31-Dec-2018
93.	World Bank	Education - Global Partnership for Education (GPE): Second Education Sector Support Project (GPE TF017490)	16-May-2014	31-Jul-2017
94.	World Bank	Education - IDA H6070 Higher Education Quality and Capacity Improvement Project	30-Dec-2010	30-Sep-2017
95.	World Bank	Education - Main IDA 47960 Higher Education Quality and Capacity Improvement Project	30-Dec-2010	30-Sep-2017
96.	World Bank	Education - Secondary Education Quality Improvement Project (IDA17, Credit 59780)	16-Jul-2017	29-Jul-2022
+ NGO				
1.	<u>AAR JAPAN</u>	Promotion of Inclusive Education for Children with Disabilities	4-Jul-2016	3-Jul-2019
2.	ACCB	Angkor Center for Conservation of Biodiversity(ACCB) a Kingdom of Cambodia / Goetz Project	14-Mar-2003	23-May-2032

5.	ACTED-PSF	Breaking the Cycle of Youth Marginalization and Vulnerability in Rural Communities in Cambodia Supporting School Education and Promoting Character Education for	1-Jan-2015	31-Dec-2017
5. 6. <u>Al</u>	ADRF-Cambodia			
6. <u>A</u>		Children and Youth	1-Aug-2014	31-Aug-2017
	<u>AHC4</u>	Asian Hope Schools, Village Development Program, Teacher Training Program, Higher Education and Learning Program	12-Aug-2011	31-Dec-2017
7.	IDE ET ACTION	An Integrated Approach from the Cambodian Consortium for Out of School Children(CCOOSC)	1-Jul-2014	30-Jun-2017
	AIP	Head Safe Helmet On	1-Jun-2014	31-May-2016
8.	ALC	Language and Technical Skill Training and Sending the Trainees to Work in Japan	4-Sep-2007	31-Dec-2014
9.	<u>AMC</u>	Adore Mission Cambodia	30-Nov-2014	30-Nov-2019
10.	AOG	Prey Dach Primary School-Battambang	1-Jul-2005	31-Dec-2017
11.	AOG	Siem Reap Floating Primary School	1-Jul-2000	31-Dec-2017
12.	AOG	Siem Reap School	1-Jan-1998	31-Dec-2017
13.	AOG	Sihanouk Ville Orphanage	27-Dec-2000	31-Dec-2017
14.	AOG	Tayong School	1-Jan-1992	31-Dec-2017
15.	APER	Centers d'acceil et Batiments Scolairess	1-Jan-2016	1-Oct-2019
16.	<u>APHEDA</u>	Quality 'Second Chance' Vocational Education Leading to Village Co- ops and Jobs	1-Jul-2016	30-Jun-2017
17.	APLC	Sala Bai Hotel School	1-Jan-2016	26-Aug-2019
18.	<u>ATCVH</u>	Angkor Training Center	11-Dec-2015	11-Dec-2018
19.	BandosKomar	Supporting for Education of Children in Rural Primary and Pre-schools	1-Jan-2013	31-Dec-2017
20.	BBCMA	The Multi-media Initiative for Youth Programme (MIY)	25-Nov-2014	30-Sep-2018
21.	BLCP	Education For Children	1-Jan-2013	31-Dec-2017
22.	CAMKIDS	Medical Education Nutrition Development	1-Aug-2015	30-Jun-2019
23.	CAPSEA	Child Education Support and scholarship for normal school's students	21-Aug-1995	31-Dec-2016
24.	CARE	Ensuring a brighter future for the most vulnerable children through the promotion of integrated Early Childhood Care and Development.	1-Mar-2015	1-Dec-2018
25.	CARE	Ethnic Minority Women Program	1-Jan-2015	30-Jun-2017
26.	CARITAS	Technical and Vocational Education Training	1-Jan-2013	31-Dec-2016
27.	Caritas-Switzer	Friendly Vocational Skills Development for Young Women and Young Mothers with Children	18-Aug-2013	31-Dec-2016
28.	<u>CCF</u>	Education of Cambodian Children's Fund	1-Apr-2015	30-Apr-2018
29.	<u>CCF</u>	Vocational Training of Cambodia Children's Fund	25-May-2015	25-May-2018
30.	CCS	Ensuring Children's Rights to Education, Well-being, and Gender Equity	1-Jan-2016	31-Dec-2017
31.	<u>CDCO</u>	Basic Education and Scholarship Program	1-Jan-2011	1-Mar-2017
32.	<u>CEAF</u>	Cambodia-Japan Friendship Meddle and High School	23-Apr-1998	2-Apr-2019
33.	<u>CEAI</u>	Joshua Academy Project	10-Jan-2008	1-Jun-2018
34.	CFC3	Caring for Cambodia	1-Mar-2009	1-Jun-2018
35.	<u>CFC4</u>	Education Support for Trapaing Chress Lower	1-Aug-2016	31-Aug-2019
36.	ChildFund	Education Program	1-Jan-2016	30-Jun-2017
37.	<u>CIAI</u>	Education Support Program	1-Jan-2017	31-Dec-2019
38.	CIESF	Assist Teachers at PTTC and RTTC	1-Oct-2009	30-Sep-2017
39.	<u>CIESF</u>	Combination School Project "CIESF Leaders Academy (Kindergarten)"	8-Aug-2016	30-Sep-2017
40.	CIESF	Establishment of a Graduate School of Education	1-Oct-2009	30-Sep-2017
41.	<u>CIESF</u>	Spread Entrepreneur Education and Support Venture Business	1-Oct-2009	30-Sep-2017
42.	<u>CIESF</u>	Technical and Vocational Education and Training	1-Mar-2012	28-Feb-2017
43.	<u>CKN</u>	Contribution to the Development of Technology and Technical, Vocational Training Program	1-Jan-2016	31-Jul-2016
44.	COCD	The Project for Constructing School Building at Chheu Teal Chrum	25-Nov-2016	24-Nov-2017

		Primary School in Veal Veng District, Pursat Province		
45.	<u>COPION-</u> CAMBODIA	Enhancing Accessibility to Quality Education for All	1-Jan-2013	1-Jan-2018
46.	CRS	Social Care and Inclusive Education for Children with Disabilities	1-Jan-2016	31-Dec-2017
47.	<u>CSI</u>	English Training Program	1-Jan-2015	31-Dec-2017
48.	<u>CSI</u>	Rural Community Service	1-Jan-2016	31-Dec-2017
49.	<u>CSI</u>	Transformation through Education	1-Jan-2016	30-Jun-2018
50.	<u>CYK</u>	Community-Based Childcare and Education Project	1-Apr-2017	31-Mar-2020
51.	<u>CYK</u>	Weaving Skills Training and Community Development Project	1-Apr-1994	31-Dec-2017
52.	DBFC	Don Bosco Children Fund	24-Jan-1992	31-Dec-2016
53.	<u>DBFC</u>	Don Bosco Home for Street Children and Disadvantaged Youth Poipet	24-May-2002	31-Dec-2016
54.	<u>DBFC</u>	Don Bosco Technical School - Sihanoukville	24-May-1997	31-Dec-2016
55.	<u>DBFC</u>	Don Bosco Technical School-Phnom Penh	1-Jan-1994	31-Dec-2016
56.	DBFC	Don Bosco Vocational School for Girls	24-Oct-1992	31-Dec-2016
57.	<u>DBFC</u>	Don Bosco Vocational School for Girls-Kep	3-Feb-2002	31-Dec-2016
58.	DFCC	TPR English And Bible School	10-Jan-2010	31-Dec-2017
59.	DKKIM-CAM	Scholarship Program of D.K.Kim Cambodia Foundation	1-Sep-2011	31-Dec-2017
60.	<u>E&D</u>	Early Childhood Resource Center	1-Aug-2010	31-Dec-2017
61.	EDF-Cambodia	The Education Development Fund Scholarship	1-Feb-2010	31-Dec-2017
62.	EdM	Education support to poor Children through Sponsorship, Scholarship, Education and Capacity Building	1-Jan-2007	31-Dec-2017
63.	EDUCAM	Grade 7 - 12 Scholarship Program	1-Sep-2008	31-Dec-2019
64.	ELIC	Educational Life International Cambodia	30-May-2013	30-May-2016
65.	ESC KIZUNA	Improvement of Quality of Education in Cambodia (Scholarship Program for Teacher Trainees and Teaching English by Radio)	1-Oct-2011	31-Dec-2017
66.	<u>ESK</u>	Woodworking School	1-Jan-2016	31-Dec-2016
67.	EW	Rehabilitation Project	12-Feb-1992	28-Jan-2016
68.	<u>FCA</u>	Cambodia Program	1-Jan-2016	31-Dec-2016
69.	FCC2	Education Assist Program	1-May-2009	31-Dec-2017
70.	<u>FRA</u>	Rehabilitation for Cambodian Poverty-stricken Children and Families	10-Dec-1998	31-Dec-2018
71.	<u>GC2</u>	Provide Education and Vocational Training to the Poor Children and Youth	1-Dec-2012	31-Dec-2018
72.	<u>GDI</u>	Central For Education	1-Jul-2008	31-Dec-2017
73.	GF	Construction of School Buildings	12-Aug-2015	12-Aug-2018
74.	<u>GG</u>	General Basic Education Program, English Language, Computer, Scholarship and Protein Food Program	30-Apr-2016	30-Apr-2021
75.	<u>GPI</u>	Children of Hope	1-Aug-2016	1-Aug-2019
76.	<u>GU</u>	Karuna Kumar School	1-Jan-2016	31-Dec-2019
77.	HACHANCAM	Global Leadership Management	1-Jan-2009	31-Dec-2018
78.	<u>HIDA</u>	Water Supply Project	1-Jan-2007	31-Dec-2017
79.	<u>HMIC</u>	Josiah Project IV	1-Jan-2017	31-Dec-2019
80.	<u>HNKLA</u>	Origami School and Children Computer School Origami	21-Feb-2005	31-Dec-2017
81.	<u>HSC</u>	Green-world Project	1-May-2017	1-May-2020
82.	<u>ICC</u>	Ratanakiri Integrated Development and Education Project (RIDE)	1-Mar-1996	1-Feb-2016
83.	<u>IMSC</u>	Provide Education Scholarship to Students from Grade 7 to Grade 12	1-Jan-2016	31-Dec-2018
84.	IRD	Food For Education-Phase II	1-Sep-2012	31-Dec-2017
85.	ISF	Education, Football and Community Development	7-Mar-2017	7-Mar-2020
86.	<u>IVCM</u>	Mamre Learning Center	17-Feb-2013	31-Dec-2016
87.	JCIA	Vocational Training for People with Disabilities, Poor People and Children	1-Jan-2016	30-Jun-2019

88.	<u>JGG</u>	Children and Youth Education Project	1-Jan-2017	31-Dec-2022
89.	JHP	Educational Project	1-Jan-1993	31-May-2018
90.	JLMM	Community Based Pre-school Program	22-Dec-2006	22-Dec-2018
91.	JPA	Jay Pritzker Academy	1-Jan-2007	31-Dec-2016
92.	JRFC-WAFC	The Rural School Project	1-Jan-2017	31-Dec-2019
93.	<u>JWOC</u>	Education Loans Project	1-Jan-2016	31-Dec-2016
94.	<u>JWOC</u>	Free Classes Program	1-Jan-2016	31-Dec-2016
95.	JWOC	Scholarship Program	1-Jan-2016	31-Dec-2016
96.	<u>KAKO</u>	Community Development through Education	1-Mar-2014	28-Feb-2017
97.	<u>KAMONOHASHI</u>	Community Enterprise Project	1-Mar-2009	7-Jun-2019
98.	<u>KAPE</u>	Beacon School Initiative(BSI)	1-Jan-2014	31-Mar-2017
99.	<u>KAPE</u>	Book for Cambodia(BfC)	1-Apr-2014	31-Dec-2017
100.	<u>KAPE</u>	Cambodia Tertiary Scholarship Program(CTSP)	1-Jan-2015	31-Dec-2017
101.	<u>KAPE</u>	Easy2Learn(E2L)	1-Jan-2015	30-Jun-2017
102.	<u>KAPE</u>	E-Book for Khmer(E4K)	15-Jan-2015	15-Jan-2017
103.	<u>KAPE</u>	Educate A Child(EAC)	1-Jan-2015	30-Jun-2017
104.	<u>KAPE</u>	Girls Education Initiative(GEI)	1-Jan-2014	31-Dec-2017
105.	<u>KAPE</u>	I'm Learning Project (QLE/ILP)	1-Jan-2014	31-Dec-2017
106.	KAPE	New Generation School	1-Jan-2016	30-Jun-2018
107.	KAPE	Reinforcing Education Access with Community Help(REACH)	1-Jan-2014	31-Dec-2017
108.	KAPE	School Management and Leadership (SML)	1-Jan-2016	30-Jun-2018
109.	KAPE	Stem4Women	1-Mar-2016	28-Feb-2018
110.	KHEMARA	Education Care and Support for Early Childhood Center	1-Jan-2016	31-Dec-2016
111.	KKEV Cambodia	Provide Funds, Technical Assistances and Building Houses, Pre-school, Training School, Provide Care and Education to Orphans, Street and Vulnerable Children	1-Jan-2007	31-Dec-2017
112.	<u>KKO</u>	Vocational Training and Education	1-Jan-2016	31-Dec-2016
113.	<u>KMSC</u>	Phnom Penh Technical School and Koma Vision Center	2-Oct-1996	7-Jun-2021
114.	<u>KT</u>	Development of Education for Blind and Deaf Children	1-Jan-2008	31-Dec-2017
115.	<u>KY</u>	Early Childhood Care and Development (ECCD) for Ethnic Minority Children	1-Jan-2016	31-Jan-2017
116.	<u>KY</u>	Integrated Early Child Care Development/Resource Center	1-May-2016	30-Apr-2018
117.	<u>KY</u>	Vocational Training for Disadvantaged Young People in Cambodia	1-Jul-2016	30-Jun-2017
118.	<u>KYA</u>	Better School for Girl	1-Jan-2016	31-Dec-2016
119.	LCF	Liger Learning Center	1-Aug-2012	31-Jul-2018
120.	<u>LJO</u>	Education and Academic Scholarship	1-Apr-2015	1-Apr-2018
121.	LLS	Little Love	1-Aug-2016	1-Aug-2019
122.	<u>LOHI</u>	School and Student Sponsorship	1-Jan-2010	31-Dec-2017
123.	<u>MA2</u>	Partnership for Community Transformation	1-Jan-2015	31-Dec-2020
124.	MJP	Improving the Quality of Education	1-Jan-2007	30-May-2016
125.	NAPIC	Kuma Cambodia Kindergarten and Primary School	8-Jun-2012	31-Mar-2017
126.	NAPIC	Kuma Education and Professional Orientation Program	20-Mar-2015	20-Mar-2020
127.	<u>NFUAJ</u>	Angkor Community Learning Center	1-Jan-2016	31-Dec-2018
128.	NHC	General Basic Education Programs, Khmer General Knowledge, Foreign Languages, Computer and Vocational Training	1-Jan-2016	31-Dec-2018
129.	<u>NLF</u>	New Life Foundation Community Education Project	1-Aug-2015	1-Aug-2018
1	OCKENDENCAN	Out of School Children	1-Mar-2014	30-Nov-2017
130.	<u>OCKENDENCAM</u>			
	<u>OCKENDENCAM</u> <u>OHF</u>	Hope Skills and Community	1-Jan-2013	31-Dec-2017
130.		Hope Skills and Community Ecole d'hotellerie et de Tourisme Poul Dubrule	1-Jan-2013 12-Jun-2002	31-Dec-2017 31-Dec-2017

134.	<u>PFC</u>	Prison Fellowship Program	1-Jan-2016	31-Dec-2016
135.	<u>PI</u>	Early Childhood Care and Development	1-Jan-2016	31-Mar-2019
136.	<u>PI</u>	Education Included Technical Vocational Education Training	1-Jul-2016	31-Mar-2019
137.	<u>PI</u>	Improve Primary Education (IPE)	1-Jul-2010	31-Dec-2017
138.	<u>PIFO</u>	Provision of Education and Vocational Training	1-Jun-2016	1-Jun-2019
139.	<u>PIO</u>	Formal Education Program for Unprivileged Children	1-Nov-2006	31-Aug-2016
140.	<u>PKH</u>	PKH Skills Training and Childcare	3-Jan-2002	9-Jun-2018
141.	<u>PN</u>	Center for Information Systems Training	1-Jan-2007	31-Dec-2017
142.	<u>PSE</u>	Accommodation	1-Jan-2015	31-Dec-2016
143.	<u>PSE</u>	PSE Institute	25-Mar-2014	25-Mar-2017
144.	<u>PSE</u>	Supporting the School Non-enrolling and Poor Children	1-Oct-2016	30-Sep-2019
145.	<u>RtR</u>	Reading Instruction and Girl's Education	1-Jan-2016	31-Dec-2018
146.	<u>SAJ</u>	School Construction Aid for Sending Children to School and Food Aid	1-Jan-2016	31-Dec-2020
147.	<u>SALT</u>	Sport and Leadership Training	1-Jan-2016	31-Dec-2018
148.	<u>SCI</u>	Basic Education	1-Jan-2015	31-Dec-2018
149.	<u>SCI</u>	Early Childhood Care and Development for Floating Villages	25-Jul-2016	9-Jun-2019
150.	<u>SCI</u>	Educate A Child - National Consortium for Out of School Children	1-Jan-2015	30-Nov-2017
151.	<u>SCI</u>	Education for All (An Integrated Approach from the Cambodia Consortium for Out of School Children)	1-Jul-2016	30-Nov-2017
152.	<u>SCI</u>	Education for Youth Empowerment/Adolescence Skills for Successful Transitions	1-Jan-2016	31-Dec-2016
153.	<u>SCI</u>	Eliminating Physical and Emotional Punishment on Children at Home	1-Jan-2014	31-Dec-2017
154.	<u>SCI</u>	FIRST READ: Supporting Families with pre-school children to learn together in Cambodia Phase II	1-Mar-2016	28-Feb-2019
155.	<u>SCI</u>	Inclusive Education for All	1-Jan-2016	31-Dec-2018
156.	SDAFC	Seventh-day Adventist Foundation Cambodia	1-May-2015	1-May-2020
157.	<u>SGC</u>	Village School Project	1-Apr-2017	1-Apr-2020
158.	<u>SIPAR</u>	Reading Development Project for Improvement the Quality of Education for All	1-Jan-2015	31-Dec-2019
159.	<u>SKO2</u>	Young People Empowerment Project	1-Jan-2016	31-Dec-2017
160.	SOFDEC	Ches Pi Rien	1-Apr-2014	31-Dec-2016
161.	<u>SPIEN</u>	Construction the School Building	1-Jan-2015	31-Dec-2016
162.	<u>SPIR</u>	Education Program	1-Jan-2017	31-Dec-2019
163.	<u>SVA</u>	Dream School	1-Jan-2017	31-Dec-2019
164.	<u>SVA</u>	Library-oriented Community Learning Center(CLC)	1-Jan-2017	31-Dec-2018
165.	<u>SVA</u>	Quality Improvement of Early Childhood Education at State Preschools in Battambang Province	1-Jan-2016	31-Dec-2018
166.	<u>SVA</u>	Urban Poor Basic Education(UPBE)	1-Jan-2015	31-Dec-2018
167.	<u>TA</u>	Battambang Trade School	10-Sep-2003	31-Dec-2017
168.	TA	David's Orphanage Center	10-Sep-2003	31-Dec-2017
169.	TA	New Development Center	10-Sep-2003	31-Dec-2017
170.	TAF	Books for Asia	1-Jul-2004	31-Dec-2016
171.	<u>TC2</u>	Holistic Child Education and Development	1-Jan-2017	30-Jan-2020
172.	TSA	Trust & Smile Education Support Project	9-May-2016	12-Aug-2019
173.	<u>U of N</u>	Pre-School Teacher Training and Development Program	1-Nov-2015	30-Nov-2017
174.	<u>U of N</u>	Student Volunteer Service Internship	1-Jan-2015	1-Sep-2017
175.	<u>U of N</u>	Youth Assistance Project	1-Jan-2015	31-Dec-2017
176.	U of N	Youth Development Center	1-Jan-2016	31-Dec-2018
		-		
177.	<u>U of N</u>	Youth Leadership Training	1-Jan-2015	30-Sep-2017

179.	<u>V&D</u>	Education Sponsorship Project	1-Jan-2008	31-Dec-2016
180.	<u>VBNK</u>	Management Service	1-Jan-2016	31-Dec-2017
181.	WA	Cambodia Wildlife Conservation	1-Jan-2001	31-Dec-2016
182.	<u>WE</u>	Total Reading Approach for Children(TRAC) Plus Project	1-Jan-2015	30-Sep-2017
183.	<u>WSC</u>	School of Hope	1-Aug-2016	1-Aug-2019
184.	<u>WVC</u>	Better Health for Families & School Children(BHFSC)	1-Jan-2016	31-Dec-2016
185.	<u>WVC</u>	Education & Life Skills (EdLS) Program	1-Jan-2017	31-Dec-2019
186.	<u>WVC</u>	Empower Youth to Enhance Child Well-Being(EYECWB)	1-May-2015	30-Apr-2016
187.	<u>WVC</u>	Flood Safe Schools in Battambang(FSS)	1-Jan-2015	31-Dec-2016
188.	<u>WVC</u>	Gifts in Kinds(GIK)	1-Oct-2015	30-Sep-2017
189.	<u>WVC</u>	Humanitarian Accountability Network in Cambodia(HANet)	1-Oct-2015	30-Sep-2017
190.	<u>WVC</u>	Phnom Sruoch Learning Resource Center(PLRC)	1-Oct-2015	30-Sep-2016
191.	WWONLUS	Making Education a Right for All	1-Jan-2015	31-Dec-2017
192.	<u>YRDP</u>	Youth Employment for Brighter Cambodia	1-Jan-2016	31-Dec-2016

ANNEX 11: Development Partner Support to Cambodia (draft list as of November 2017)

This section maps out the major support to the Cambodian education sector by key development partner and sub-sector. It also provides an approximate budgetary contribution and the geographic scope of the support. The mapping was completed by the Education Sector Working Group (ESWG) Secretariat and the information is as of August 2017

Agency	Title of Project (On- going and Planned)	Brief Description and Objectives of the Project	Project Duration	Total Budget (US\$)	Partner Ministries/ Institutions (Implementing Partners)	Geographical Coverage
Early Childhood Ed	ucation			·		
KOICA	Strengthening and expanding the Early Childhood Education in Cambodia	(1) Upgrade Preschool Teacher Training Center to Preschool Education College (12+4); (2) Increase intake of teacher trainees; and (3) Upgrade teacher trainer's capacity to M.A. certificate	2019-2024	\$ 10,000,000	MoEys (ECED,TTD)	Nationwide
World Bank	P146085: Early Childhood Care and Development (ECCD) for Floating Villages Project	 Objective Improve access to quality ECCD services through community and home-based programmes for 0-5 years old, particularly for those who are from disadvantaged background in the targeted area. Indicators (1) Number of children enrolled in community based ECCD programmes by the project; (2) Number of children enrolled in home-based ECCD programmes by the project; (3) Percentage of community based ECCD projrammes rated as overall on the adjusted ECCD quality indicators through classroom observation.	30-May- 2016 to 10-Jun- 2019	\$2,790,000	MoEYS Embassy of Japen, JICA Save the Children	Kampong Chhnang, Pusat
Primary Education	1		•	1		r
Germany BMZ/GIZ	Regional Fit for School Programme (Cambodia, Phillippines, Laos PDR, Indonesia)	The German Ministry for Economic Cooperation and Development (BMZ) commissioned GIZ to implement the Regional Fit for School programme. Launched in 2011, it is a joint Water, Sanitation and hygiene in Schools (WinS) program of the Cambodian Ministry of Education, Youth and Sport (MoYES), the South Asia Ministers of Education Organization regional center for Educational Innovation and Technology (SEAMEO INNOTECH) and GIZ. The program me supported the adaption of the Fit for School Approach in four countries including Cambodia, Indonesia, Lao PDR and the Philippines. In Cambodia, GIZ supports MoEYS to implement and scale-up the Fit for school approach in nation- wide. To reduce hygiene deficiency related diseases in school-age	01-Dec- 2015 to 30-Nov- 2018	\$321,000	MoEYS (SHD, POEs, DOEs) GIZ SEAMEO INNOTECH	Nationwide, special focus on Kampot, Preah Vihear, Battambang

Agency	Title of Project (On- going and Planned)	Brief Description and Objectives of the Project	Project Duration	Total Budget (US\$)	Partner Ministries/ Institutions (Implementing Partners)	Geographical Coverage
		children in Cambodia, the programme focus on improving basic				
		hygiene, including dental hygiene and preventing worm infections.				
		The programme use of simple techniques including daily				
		supervised group handwashing with soap, daily supervised group				
		tooth brushing with fluoride toothpaste and bl-annual deworming.				
USAID	All Children Reading	All children Reading Cambodia project to improve early reading	1-Nov-	\$15,000,000	MoEYS	Siem Reap,
	Cambodia Project	skills of children in grades 1-3	2016			Kampong
		Objective	То			Thom, Kratie,
		(1) Improved capacity of the MoEYS to effectively manage at the	27-Jun-		Joint collaboration with	Stung Treng,
		national, provincial, district, and school levels, evidence-based	2021		local and international	Preah Vihear
		Early Grade Reading programmes with the appropriate education			NGOs and MoEYS	
		system, support mechanism and policies that are more inclusive,				
		relevant and responsive to the needs of children, in particular to				
		children with disabilities;				
		(2) Strengthened partnerships and coherence to support EGR				
		objectives in Cambodia				
		(3) School provide quality education for all children through				
		strengthened partnerships and coherence to support students with				
		physical and cognitive disabilities;				
		(4) Children with disabilities can meaningful participate in the				
		learning process and academically perform better in early grade				
		reading, writing and mathematics; and				
		(5) Coordinated and harmonized evidence-based early grade				
		reading and writing programme endorsed and implemented in				
		grades1-3 that is feasible, practical and scalable				
		Results				
		The project is in the start-up phase with some results:				
		- (1) The project was launched by end of May 2017 with back-				
		to-back co-creation workshop followed by finalization of project workplan;				
		(2) Support EQAD to develop flyers for National Assessment				
		Grade 3 & 6;				
		(3) Developed Policy Option Brief for CPD development; and				
		(4) Teacher survey on the alignment among curriculum, textbooks				
		and teaching and learning resources is going on,				
WFP	CP-Education Sector	The project focuses on school feeding programme which mainly	1-Jul-2011	\$155,844,550	MoEYS	Kampong
		includes school meals (SM), food scholarship or take-home rations	То		(PED, SHD, TTD)	Chhnang,,

Agency	Title of Project (On- going and Planned)	Brief Description and Objectives of the Project	Project Duration	Total Budget (US\$)	Partner Ministries/ Institutions (Implementing Partners)	Geographical Coverage
		(THR) and cash scholarship (CS) programmes.	31-Dec-			Pursat,
		- (1) The SM Programme provides a daily nutritious breakfast	2018			Battambang,
		to pre-primary and primary school children in the areas with			Mol	Siem Reap,
		low educational performance and high food insecurity. SM			MAFF (esp. at sub	Banteay
		model building (e.g. Home grrown school feeding model) is			national level)	Meanchey, Odor
		part of the project to ensure linkage of school meals to				Meanchey,
		agricultural production, food security, dietary diversity, and				Preah Vichear,
		rural development, including creating business opportunities			Plan International	Steung Treng,
		for the local small-scale farmers whose provide fresh produce for school meals; and				Kampong Speu, Kampong Thom
		- (2) promote early childhood development and right-age enrollment;			World Education	
		- (3) Increase national ownership and develop capacities and				
		promote sustainable, cost-efficient and high-impact school feeding models; and			SAJ	
		- (4) Contribute to improve safety nets for vulnerable				
		households, helping to improve food security, nutrition and reduce negative coping mechanisms.			WVC (later)	
		- Results: In school year 2015-2017				
		- (1) The SM programme has reached approximately 300,000				
		pre- and primary school children in 1,260 schools in 9 provinces; and				
		- (2) Scholarships: The cash scholarship uses mobile banking				
		through a microfinance institution covering 17,000 students in				
		Kampong Thom, Kampong Speu, Pursat, and Banteay				
		Meanchey provinces. The food scholarship / take home				
		ration, which is fully supported by USDA covering 15,000				
		children in three provinces (Kampong Thom, Siem Reap, and				
		Battambang)				
Secondary education						
World Bank	Secondary Education	Objectives	6-Jul-2017	\$40,000,000	MoEYS	Nationwide
	Improvement Project	- (1) Expand lower secondary education to achieve minimum	То		(DGE, DoC, TPAP Team)	
	2017-2022	standards in target areas; and	29-Jul-			
		- (2) Provide immediate and effective response in case of an	2022			
		eligible crisis or emergency.				
		- Indicators				
		- (a) Number of target lower secondary schools that have				

Agency	Title of Project (On- going and Planned)	Brief Description and Objectives of the Project	Project Duration	Total Budget (US\$)	PartnerMinistries/Institutions(Implementing Partners)	Geographical Coverage
		 achieved minimum standards; (b) Number of teachers who graduate from TUP; and (c) Number of enrolled students in newly constructed lower secondary schools (total/female). 				
UNESCO	Basic Education Equivalency Programme	This project will provide the lower-secondary drop-out learners, particularly girls with the opportunity to complete the lower secondary level through the ICT-based basic education equivalency program.	1-Mar- 2016 To 31-Dec- 2018	\$400,000		National Level
ЛСА	The Project for Expansion of Lower Secondary Schools in Phnom Penh	ResultsConstruction of 8 lower secondary schools as follow:1. Chamroern Phal: 24 classrooms2. Teuk La-ak: 20 clssrooms3. Hun Sen Borey 100 Khnong: 20 classrooms4. Hun Sen Pochentong: 125. O Bak Kaom: 12 classrooms6. Prek Leap: 21 classrooms7. Chumpou Voan: 24 classrooms8. Russey Keo: 24 classrooms	30- Jun2014 To 31-Aug- 2017	\$7,216,145	Phnom Penh Municipality PhnomPenh Education Office	Phnom Penh
ADB	Accelerating the Education Policy Reform in Cambodia (PATAP9178-CAM0	The TA supports the implementation of the policy actions articulated in the USESDP and provides timely and critical support and advice in other key policy areas that are essential for enhancing the quality and effectiveness, not just of upper secondary education but he secondary education subsector in general.	5-Dec- 2016 To 31-Dec- 2018	\$1,000,000	MoEYS (DGE) MEF	Policy and Consulting Service
ADB	Upper Secondary Education Sector Development Programme (USESDP) (Project Loan 3427- CAM)	Objectives The USESDP is the response of ADB to the government's vision of improving quality of its human resources to sustain Cambodia's economic development and enhance its competitiveness. This will be achieved by supporting sequenced reforms aimed at improving the effectiveness of upper secondary education. The impact of the program will be improved effectiveness of the USE system. Results Assess to upper secondary education improved; quality and relevance of upper secondary education improved; and institutional capacity for planning, management and delivery of education strengthened.	Jan-2017 To Dec-20121	\$30,000,000	MoEYS (SED, DOC, DoP, TTD, TPAP Team, NIE) MEF	Nationwide

Agency	Title of Project (On- going and Planned)	Brief Description and Objectives of the Project	Project Duration	Total Budget (US\$)	PartnerMinistries/Institutions(Implementing Partners)	Geographical Coverage
ADB	Secondary Upper	Objectives	Oct-2017	\$15,000,000	MoEYS	Policy National
	Secondary Education	The proposed USESDP-2 is part of the phased support of ADB to	То			Coverage
	Sector Development	develop high quality of human resources by improving the	Dec-2018		MEF	
	Programme (USEDP-	effectiveness of upper secondary education. It builds on and				
	2)	complements will be high-quality human resources developed for a				
		knowledge-based society. The outcome will be effectiveness of the				
		USE system improved.				
		Results				
		Quality of teachers in upper secondary school improved; Quality and labor market relevance of USE improved; and Institutional				
		capacity for planning, management, and delivery of education				
		strengthened.				
ADB	Secondary Upper	Objectives	Nov-2018	\$35,000,000	MoEYS	Investment
	Secondary Education	The proposed USESDP-2 is part of the phased support of ADB to	То			Project
	Sector Development	develop high quality of human resources by improving the	Nov-2024			Nationwide
	Programme (USEDP-	effectiveness of upper secondary education. It builds on and				
	2)	complements will be high-quality human resources developed for a				
		knowledge-based society. The outcome will be effectiveness of the				
		USE system improved.				
		Results				
		Quality of teachers in upper secondary school improved; Quality				
		and labor market relevance of USE improved; and Institutional				
		capacity for planning, management, and delivery of education strengthened.				
Higher education	n	suchgineneu.				
World bank	Higher Education	Objectives	30-Dec-	\$23,000,000	MoEYS	Nationwide
	Quality and Capacity	(1) Improve the quality of teaching, management and research in	2010		(DHE, ACC, DSR, HEIs)	
	Improvement project	project-supported entities; and	То			
	2010-2017	(2) Pilot the targeting of disadvantaged students for enhanced	30-Sep-			
		retention.	2017			
		Indicators				
		(1) 40% of HEIs supported under HEQCIP showing an increased				
		aggregate score against a modified subset of ACC accreditation				
		criteria; (2) 70% of sub-maximum and far the response much completed				
		(2) 70% of sub-projects approved for the research grant completed by completed date; and				
		(3) An average annual retention rate of 95% of project supported				
		(5) An average annual relention rate of 95% of project supported				

Agency	Title of Project (On- going and Planned)	Brief Description and Objectives of the Project	Project Duration	Total Budget (US\$)	PartnerMinistries/Institutions(Implementing Partners)	Geographical Coverage
		scholarship recipients.				
World Bank	HigherEducationInstitutionCapacityImprovementProject2018-2023	Objectives (1) Improve teaching, research, and management capacities in target Higher Education Institutes; and (2) Strengthened the capacity of the higher education system. Indicators:	1-Jul-2018 To 30-Jul- 2023	\$40,000,000	MoEYS (HEIs, DGHE, DHE, DSR, ACC, ERC)	Phnom Penh, Kampong Cham
	Under discussion	 (a) Completion rate of undergraduates in targeted departments; (b) Completion rate of government scholarship students who are from disadvantaged backgrounds in targeted HEIs; and (c) Number of targeted HEIs to publicly disclose minutes of board meetings. 				
Non-Formal Educat	tion			•		
DVV International	Promotion of Adult Education in Cambodia	 (1) Support DNFE to develop vocational training skills curriculum for CLCs; (2) Support NEP in implementing the EU project on 'Tackling the implementation Gap in Education Reform; Mobilizing Civil Society", which aims at improving the advocacy capacities of CSOs at the provincial and local levels. DVV also supports NEP's 	1-Jan-2017 To 31-Dec- 2021	\$600,000	MoEYS (DNFE) NEP	Nationwide
		NFE Sub Sector Working Group to discuss new legal and budgetarian developments and develop a CSO position on the government's NFE policy; (3) Support NTFP Non-Timber Forrest products (NTFP) in			YRDP YFP	
		Rattanakiri province. This includes capacity building for the voluntary teachers as well as textbook development and a story telling award; (4) Support (YFP) Youth for Peace focusing on local communities			NTFP	
		 and youth, using concepts of truth telling and healing in Community Peace Learning center; (5) Support (YRDP) Youth Resources Development Programme implementing climate change awareness to train youth (mainly at high school and university levels) to gain knowledge on climate change and be empowered and confident to take action. 				
EU	Breaking the cycle of youth marginalization and vulnerability in rural communities in	To strengthen the capacity of Non State Actors establish model Community Skills Training Centers (CSTCs) to provide systematic and skills training to educationally disadvantaged youth and integrate this service delivery model into national systems.	1-Jan-2015 To 31-Dec- 2017	€ 650,000	ACTED	Prey Veng

Agency	Title of Project (On- going and Planned)	Brief Description and Objectives of the Project	Project Duration	Total Budget (US\$)	Partner Ministries/ Institutions (Implementing Partners)	Geographical Coverage
	Cambodia					
UNESCO	Cambodia Malala Project: Malala Fund for Girl's Right to Education	Promote adult literacy rate among garment workers through developing and piloting a functional literacy package for garment factory workers.	2016-2017	\$282,727	MoEYS (DNFE) MoWA	Phnom Penh, Siem Reap, Some selected provinces
					NGOs	
Cross Sub Sectors	1		l			
ADB Basic Education	Third Education Sector Development Programme (ESDP3) (Project Loan 2889- CAM)	Objectives The ESDP-3 supports strengthening of the basic education system, in particular the lower secondary subsector. The impact of the programme will be the achievement of universal 9-year basic education. The outcome of the program will be increased lower secondary enrolment. Results (1) Improved access to lower secondary schools: Construction and renovation of lower secondary schools, teacher housings, dorm for RTTC in Phnom Penh. (2) Improved quality of lower secondary schools: School-based enrichment programme through SIG for dropout prevention, INSET for lower secondary schools: math and science technical group leaders and teachers. (3) Improved sub sector management: Capacity building for lower secondary school directors/deputy directors on school-based management, NIE for conducting action research, and piloting basic education school cluster.	21-Mar- 2013 To 31-Dec- 2017 (with possibility to be extended to 30-Jun- 2018)	\$19,200,000	MoEYS (SED, TTD, NIE) MEF	Nationwide impact for Policy Lending, 18 provinces, incl. Phnom Penh and 6 RTTCs
UNICEF ECE, PE, SE, and NFE	Inclusive Quality Early Childhood Development and Basic Education	 Strengthened capacities of administrators in six target provinces in analysing, planning, coordinating, implementing and monitoring actions that promote IECD; Increased government and non-government capacities to provide access to inclusive basic education particularly amongst indigenous minorities and children with disabilities including in emergencies; Strengthened capacity of education authorities at national level and in targeted districts to provide quality and measurable primary and lower secondary education; and 	2016-2018	\$6,700,000	MoEYS (ECED, PED, GSED, EQAD, TTD, SHD)	Nationwide with focus on Northest, Siem Reap, Takeo, Kampot, Sihanouk Ville

Agency	Title of Project (On- going and Planned)	Brief Description and Objectives of the Project	Project Duration	Total Budget (US\$)	PartnerMinistries/Institutions(Implementing Partners)	Geographical Coverage
		(4) Enhanced community capacity to demand accountability of inclusive quality basic education, particularly in target districts.				
Sweden/SIDA ECE, PE, SE, and NFE	Basic Education Support (UNICEF's Inclusive Quality Early Childhood Development and Basic Education 2016- 2018)	 Support to UNICEF's programme for inclusive and quality education Objectives: (1) Strengthened capacities of administrators in 6 target provinces in analysing, planning, coordinating, implementing and monitoring actions that promote IECD; (2) Increased government and non-government capacities to provide access to inclusive basic education particularly amongst indigenous minorities and children with disabilities including in emergencies; (3) Strengthened capacity of education authorities at national level and in targeted districts to provide quality and measurable primary and lower secondary education; and (4) Enhanced community capacity to demand accountability of inclusive quality basic education, particularly in target districts. 	1-Jan-2016 To 31-Dec- 2018	\$19,000,000	MoEYS	Nationwide with focus on Northeast, Siem Reap, Takeo, Kampot, Sihanouk Ville
Sweden/SIDA ECE, Primary and Secondary Education	School Improvement Fund TBD	Pooled funding for operational budget to all public pre-schools, primary and secondary schools. Strengthening school based management aiming at decreased drop-out and increased quality in teaching and learning	1-Jan-2018 To 31-Dec- 2020	\$20,000,000	MoEYS	Nationwide
World Bank ECE, Primary and Secondary Education	Global Partnership for Education (GPE/FTI) 2014-2017	Objectives (1) Expand access to early childhood education for 3-5 years old; and (2) Contribute to improved access to and quality of basic education, particularly for those from disadvantaged backgrounds. Indicators: (a) Enrolment ration of children aged 5 in the urban and rural districts where new 74 formal and 500 community based pre- school facilities are provided; (b) Percentage of students in Grade 3 reaching 40-60 words per minute on the EGRA; (c) Percentage of primary teachers applying effective EGRA teaching methods; and (d) Lower secondary enrolment rate	16-May- 2014 To 31-Jul- 2017	\$38,500,000	MoEYS (DoP, PED, DGE, Dept. of Construction, DoF, TTD, EQAD, SHD)	Nationwide
Other Sector Suppor			1 0017	<u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u></u>	N EVO	
JICA	The Project for	Quality of teachers are produced from TEC.	Jan 2017	\$4,063,939	MoEYS	Phnom Penh,

Agency	Title of Project (On- going and Planned)	Brief Description and Objectives of the Project	Project Duration	Total Budget (US\$)	Partner Ministries/ Institutions (Implementing Partners)	Geographical Coverage
	Establishing Foundation for Teacher Education College (E-TEC)		To Jan 2023		(TTD, TPAP Team)	Battambang
ADB	Transaction Technical Assistance (TRTA): Preparing the Second Upper Secondary Education Programme	The TA will help the government to prepare Second Upper Secondary Education Sector Development Program (USESDP-2). It will help support the development of a program that is anchored on the Government's reform priorities in upper secondary education and is suitable for ADB financing in all dimensions: technical, financial, economic, institutional, sector policy, and safeguards,	1-Oct- 2017 To 1-Jun- 2019	\$800,00	MoEYS MEF	Policy and Consulting Service
EU	Cambodia Education Sector Reform Contract 2018-2021 - Budget Support Component (TBD)	Support to MoEYS. Precise description of the action TBDD.	1-Jan-2018 To 31-Dec- 2021	€ 89,000,000	MoEYS	Nationwide
EU	TrackingtheImplementation Gap inEducation Reform;MobilizingCivilSociety	 To strengthen sub-national civil society mechanism and capacity in the field of education to mobilize local CSO monitoring and tracking and bring about improvements in service delivery; and To develop further and expand the activity of the national network of CSOs active in the field of education, aligned to multi- sectoral CSO development. 	1-Jan-2016 To 1-Jan-2018	€ 718,542	NEP	Nationwide
EU/SIDA/UNICEF (CDPF II)	Capacity Development Partnership Fund Phase II	The CDPF is a partnership between the Royal Government of Cambodia, the European Union, the Embassy of Sweden and UNICEF. Operationalizing this partnership is a pooled funding mechanism ("The Fund"), which supports the implementation of key priorities of the Master Plan on Capacity Development. The Fund is managed by UNICEF, and receives financial contributions from the European Union, the Embassy of Sweden, and UNICEF, making operational the principles of the aid effectiveness. CDPF supports the implementation of MoEYS Master Plan on Capacity Development 2014-2018 with a view to strengthening capacity in planning, budgeting, policy, implementation, auditing and monitoring and evaluation in order to ensure effective implementation of policy interventions to improve equity, quality and the efficient management of the sector.	1-Jan-2015 T0 31-Dec- 2017	\$14,687,886	MoEYS	Nationwide

Agency	Title of Project (On- going and Planned)	Brief Description and Objectives of the Project	Project Duration	Total Budget (US\$)	Partner Ministries/ Institutions (Implementing Partners)	Geographical Coverage
EU / SIDA /	Capacity Development	Objectives	1-Jan-2018	\$23,683,540	MoEYS	Nationwide
UNICEF (CDPF	Partnership Fund	The CDPF is a partnership between the Royal Government of	То			
III)	Phase III	Cambodia, the European Union, the Embassy of Sweden and	31-Dec-			
		UNICEF. Operationalizing this partnership is a pooled funding	2021			
		mechanism ("The Fund"), which supports the implementation of				
		key priorities of the Master Plan on Capacity Development. The				
		Fund is managed by UNICEF, and receives financial contributions				
		from the European Union, the Embassy of Sweden, and UNICEF,				
		making operational the principles of the aid effectiveness. The				
		purpose of the CDPF is to support the implementation of				
		(1) MoEYS's Mid-Term Review of the Education Sector Plan 2018-20				
		(2) the Education Sector Plan 2019-23, once developed; and				
		(3) the Master Plan on Capacity Development 2014-2018,				
		operationalized through Annual Operation Plans prepared by				
		central and sub-national governments.				
		Results				
		CDPF Phase III will finance different forms of capacity building,				
		with a focus on methods that produce impactful results and long-				
		lasting change. Key results will include:				
		(1) Evidence-based policies developed based on quality research and dialogue;				
		(2) Results-oriented planning, policy and monitoring and				
		evaluation conducted at all levels of the education system;				
		(3) Government financing to education is based on principles of				
		equity and quality, and ensures greater financial accountability;				
		(4) More efficient management of personnel through systematic				
		capacity development mechanisms;				
		(5) Improved equity in, and quality and relevance of education				
		service delivery; and				
		(6) Improved gender equity and diversity in education technical and organizational leadership.				
JICA	The Project for	Objectives	2013-2016	\$2,500,000	MoEYS	Phnom Penh,
	Education Resource	Foundation for MoEYS to support teachers for science and				Kandal, Prey
	Development in	mathematics lesson improvement at the lower secondary level is			(TTD, NIE, RTTC)	Veng,, Takeo,
	Science and Math at	strengthened.			(-,,)	Kampong
	the Lower Secondary	Results				Cham,

Agency	Title of Project (On- going and Planned)	Brief Description and Objectives of the Project	Project Duration	Total Budget (US\$)	PartnerMinistries/Institutions(Implementing Partners)	Geographical Coverage
	Level (STEPSAM3)	1. Teacher's Guide for science and mathematics lesson improvement at the lower secondary level is developed.2. The capacity of RTTC trainers for science and mathematics lesson improvement at the lower secondary level is enhanced.				Battambang
ЛСА	The Project for Human Resource Development Scholarship (JDS 2017-2022)	To resolve development challenges in the kingdom of Cambodia by supporting the government officials and others who are expected to become leaders for obtaining Master's degree in Japan higher education institutions, thereby contributing to strengthen the bilateral partnership.	14-Jul- 2017 to 31-Dec- 2022	\$ 2,582,859	MoEYS	Nationwide
ЛСА	The Project for Human Resource Development Scholarship (JDS 2017-2023)	To resolve development challenges in the kingdom of Cambodia by supporting the government officials and others who are expected to become leaders for obtaining Master's degree in Japan higher education institutions, thereby contributing to strengthen the bilateral partnership.	14-Jul- 2017 to 31-Dec- 2023	\$ 3, 278,244	MoEYS	Nationwide
ЛСА	Data Collection Survey on Human Resource Development for industrialization in Education Sector	To review the existing policies and activities and to prioritize effective reactions in the supply demanded human resources for industrial development. Upon the MoEYS's interest for promoting the following 3 issues, JICA expects to exchange ideas and agree on cooperation programs with MoEYS and its partners. (1) Establishment of Teacher Education Collages (TECs); (2) Development of the research and institutional capacity of ITC and universities in provinces; and (3) Establishment of General and Technical High Schools (GTHS) around Special Economic Zones (SEZ)	2016	N/A	MoEYS (TPAP Teacm, DHE, Department of Vocational Orientation)	Nationwide
ЛСА	TheProjectforConstructionofTeacherEducationColleges	Construction of TECs in Phnom Penh and Battambang	April 2018	N/A	MoEYS (TTD, TPAP Team)	Phnom Penh, Battambang
ЛСА	Strengthening Engineering Education and Research for Industrial Development in Cambodia	Institute of Technology of Cambodia enhances its institutional and research capabilities for strengthening local universities (Battambang and Svay Rieng Universities) education in the field of Engineering.	April 2018	N/A	MoEYS ITC RUPP UBB Svay Rieng University	Phnom Penh, Battambang, Svay Rieng
KOICA	The Project for QualityImprovementInnovationof		1-Jan-2016 to 31-Dec-	\$ 2,000,000	N/A	N/A

Agency	Title of Project (On- going and Planned)	Brief Description and Objectives of the Project	Project Duration	Total Budget (US\$)	Partner Ministries/ Institutions (Implementing Partners)	Geographical Coverage
	Kampong Cham National School of Agriculture (KCNSA) Based on Saemaul- Undong Cambodia		2017			
KOICA	Establishment of Techno Advanced IT Centre	Developing the innovative ICT centre with integrating the functions of IT training, R&D and business incubation into one building.	2019- 20124	\$ 5,000,000	MoEYS (ICTD)	Phnom Penh
Sweden / SIDA	Education Quality Assurance	Objectives Support through the Swedish School Inspectorate to strengthen quality assurance in the education system. Creating a strong education quality assurance system. Results Education Quality Assurance system created and in the process of nationwide roll out.	2013-2016	\$ 2,000, 000	MoEYS SSI	Nationwide
Sweden/ SIDA	School Improvement Grants	Objectives Top up operational budget to all public pre-schools, primary schools and secondary schools. Strengthening school based on management aiming at decreased drop-out and increased quality in teaching and learning Results School based management strengthened, increased capacity to plan budget and follow up.	2013-2016	\$ 20,000, 000	MoEYS	Nationwide
Sweden / SIDA	Research Cooperation with RUPP	Support to creating and strengthening research systems at RUPP and MOEYS DHE. supporting and strengthening systems for scientific research.	1-Jan-2017 to 31-Dec- 2021	\$ 4,500,000	MoEYS RUPP	Phnom Penh
UNESCO	CapED Literacy in Cambodia		2017-2018	\$ 400,000	MoEYS (DGE)	Phnom Penh
UNESCO	CapED for SDG4 integration in Cambodia	Develop national capacities in participating countries to integrate SDG4 commitments into national education policy and sector management including monitoring of progress towards SDG4. Strengthen national capacity to review existing policies and strategies in light of SDG4develop national capacities to align and strengthen national data and education management information systems for monitoring progress towards SDG4.	2016-2018	\$200,000	MoEYS (DGPP)	National Level
UNESCO	Strengthening Teacher Education Programme (STEP)	The overall objective of this program is to improve quality of teaching and learning in basic education through influencing teacher policy dialogues and promoting innovative teacher training	2016-2018	\$400,000	MoEYS (TPAP Taskforce)	National Level

Agency	Title of Project (On- going and Planned)	Brief Description and Objectives of the Project	Project Duration	Total Budget (US\$)	Partner Ministries/ Institutions (Implementing Partners)	Geographical Coverage
		in both, pre-service and in-service trainings.				
					RUPP	
UNESCO	Gender Responsive Teacher Education/Training	This project aims to support the gender assessment in teacher education both content and perception in the participating countries.	11-Jan- 2016 to 31-Dec- 2018	\$250,000	MoEYS Gender Assessment Team	National Level
UNESCO	Enhanced Classroom Learning through ICTs		1-Mar- 2015 to 31-Dec- 2018	Technical Cooperation	Directorate General of TVET of MLVT, MoWA	National Level
UNESCO	Global Partnership for Education (GPE III) Strengthening Teacher Education in Cambodia (STEPCAM 2018-2020)	Building on the work of previous projects and recognizing the fundamental importance of the initial years of schooling, STEPCAM is on CPD of EG teachers and those who train them, with the aim of creating sustainable teaching learning improvements, STEPCAM has four components, which are integrated and aligned to target CPD for teachers and teacher trainers, are as following: Component 1: Development and Implementation of CPD Management Systems; Component 2: INSET professional development of teachers of EG learning; Component 3: Upgrading qualifications of trainers in PTTCs; Component 4: Renovation of PTTC facilities. STEPCAM aims to assist MoEYS in developing and implementing a CPD system, aligned with the clear TPAP strategies, whereby outcomes are more important than attendance and teachers have the opportunity to gain clear, long-term benefits from improving their classroom practice.	1-Jan-2018 to 31-Dec- 2020	\$14,399,987	MoEYS (DGPP, PED, TTD, EQAD, PTTCs, EMIS, HRMIS, DMSP/DoC, DGAF) RUPP	National Level
UNFPA	Comprehensive Sexuality Education (CSE) Integration into National Curriculum	Technical and financial assistance has been provided to the process for CSE integration into the Health education curriculum as a mandatory subject. In 2016 we provided technical support to the National Curriculum Framework for drafting the syllabus of the entire health education subject and in 2017 we are working with School Health Department on the CSE syllabus and learning standards and outcomes. In 2018 we would like to technically support the development of	2010-2018	\$1,174,459		

Agency	Title of Project (On- going and Planned)	Brief Description and Objectives of the Project	Project Duration	Total Budget (US\$)	PartnerMinistries/Institutions(Implementing Partners)	Geographical Coverage
		 CSE textbooks for teacher which include lesson plans as this is a new subject and it will be important to have the material to facilitate the teaching and learning of this new area. We would like to seek your advice on this as we understand that textbooks will only be developed for some subjects. Objectives (1) At first phase the extra curriculum of CSE for grades 5, 6, 7, 8, 9, 10, 11, developed and endorsed to be used in full school's coverage of 9 provinces under UNFPA targeted provinces (2) Second phase the CSE integration which is aiming in having nationwide of learning on Comprehensive Sexuality Education as part of Health Education and Teacher Capacity Building are all-time goal of the program; and (3) Third phase will be teacher capacity building both pre-service and in-service teacher training (if fund available). Results: (1) We have set of extra curriculums of CSE for 8 grades plus the out of school youth curriculum; (2) 2015-2016, the CSE was a part of Health Education Subject and fully integrated into the National Curriculum Frame endorsed by the Minister of Education in early 2016 (3) 2016-2017, Health Education Syllabus has been drafted and being finalized by 2017; and (4) 2018, Health Education textbooks will be planned to developed. 				
UNFPA	Cambodia Youth Development Index Development	 (1) Technical and financial support to finalize the National Action Plan for Youth Development which was endorsed in 2016 by the Prime Minister of Cambodia, Chair of the National Council for Cambodian Youth Development; (2) Provided technical support to develop an Approach Paper which provides a guide to other Ministers and subnational government on how to mainstream youth development and promote youth participation at the sub-national level in Cambodia (with a focus on Sub-National Administration and School Level); (3) Commenced supporting the development of a Youth Development Index Report within the framework of 2017-2018as other countries in ASEAN are also working on this measure to 	1-Jan-2017 to 30-Dec- 2018	\$150,000		

Agency	Title of Project (On- going and Planned)	Brief Description and Objectives of the Project	Project Duration	Total Budget (US\$)	Partner Ministries/ Institutions (Implementing Partners)	Geographical Coverage
		guide investments in youth development. Objectives Youth development covers the various aspects of youth's life such as their education, health, poverty, employment, and civic participation. Youth development identifies future strengths and gaps. Given that addressing the need for youth development is of strategic importance for Cambodia, there is a need to map and assess the advancement that has been achieved and highlight areas which need to be improved. This will result in more concerted actions at the national level as well as at provincial level. While there are many reasons for indexing youth data the following highlight those most relevant to Cambodia, particular to be used for Youth Policy review and revision. Results (1) Inception Report on Youth Development is available (2) Framework and Guideline for Cambodia Youth Development index is finalized; and (3) consultation process is commended in Aug 2017.				
UNICEF	Global Partnership for Education (GPE III) – Variable Part (2018- 2011)		1-Jan-2019 to 31-Dec- 2021	\$6,180,000		
VSO	Improved Quality of Teaching and Learning	Objectives (1) to support the development of PRESET 12+4 BEd curriculum (TPAP Strategy 3.1); (2) to support the development of systematic INSET programme (TPAP strategy 6); (3)to Improve teacher's and teacher trainer's capacity in applying child-centre teaching techniques particularly (but not exclusively) in basic English language (BEL) ; and (4) to strengthen the relationships between practice schools and teacher training college and enhance consolidation of training and teaching practice (TPAP strategy 3.1.2.4).	4-Jan-16 to 31-Mar-17	\$415,000	MoEYS (TTD, all PTTCs,)	All provinces with PTTCs, More specific cooperation with PTTCs Kampong Thom, Battambang, Banteay Meanchey

Agency	Title of Project (On- going and Planned)	Brief Description and Objectives of the Project	Project Duration	Total Budget (US\$)	PartnerMinistries/Institutions(Implementing Partners)	Geographical Coverage
VSO	Strengthening Education Management (SEM) PLUS (see Appendix 1)	Objectives (1) to improve planning systems at POE and DOE levels, including coaching/training on developing Annual Operating plans and budgeting, (2) to improve management systems at POE and DOE levels, including coaching/training on monitoring provincial Education strategic plan; and (3) to improve individual planning and management capacity of staff at POEs and DOEs.	2015-2016	\$730,000	MoEYS (DGPP, 11, POEs)	Kampong Thom, Battambang, Banteay Meanchey, Pailin, Kep, Kampot, Rattanakiri, Mondulkiri, Kratie, Stueng treng, Tbong Kmom
VVOB	Strengthening Math Results and Teaching (SMART Programme) – Primary Education/TECs	The programme aim to improve the mathematics learning outcomes of pupils in primary education by increasing the relevance and effectiveness of the teaching and learning. The strategic partner of the programme is the MoEYS in white the operational partners are the two pills TECs in Phnom Penh and Battambang, with support to Kendal and kampong Cham at a later stage, if they are also becoming TECs; otherwise they will also be supported as PTTCs. Capacity development trajectory of teacher trainers at TECs and teachers of practice schools will be developed in cooperation with structural partners from university colleges in Flanders education development partners in Cambodia and MoEYS. Objectives The programme aims to improve the mathematics learning outcomes of pupils in primary education by increasing the relevance and effectiveness of the teaching and learning. More specifically it aims to reach following intermediate Results (IRs) :(IR1) teacher Education colleges (TECs) offer upgraded pre-service gender sensitive and level appropriate training in mathematics; (IR2) TECs offer upgraded pre-service training for student teaching taking into account the different learning levels of all pupils, through effective classroom management; and(IR3) TECs and practice schools have an increased focus on teaching performance, gender and environment. Results (1) One taskforce team established in collaboration with.	1-Jan-17 to 31-Dec-17	\$ 3,800,000	MoEYS (TECs)	Start with TECs PhnomPenh and Battambang with inclusion of Kandal and Kampong Cham at later stage.

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