



ACAC as T-VET and MoLVT policies

Somean KUOCH

Deputy Director General

National Employment Agency (NEA)

Dara Airport Hotel, Phnom Penh, Cambodia

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Current Situation of Cambodian Labor Market

Demand side:

- Rapid accelerated growth (7.6% 1990s to 9.6% for 2000-2008 period) but sudden stop of growth in 2009 due to garment-export oriented growth.
- Economic and Industrial structural change
- Inflow of FDI which shown to drive technology adoption and upgrading => Demand better skills
- Growing skills mismatch and hard to fill vacancies
- New open environment for overseas labor migration, no countries already more developed ever faced during their early stage of development:
 - No more time for exploitation of cheap labor for domestic industrialization
 - Quick spill-over of rising wage pressure from neighbor countries (equalization of domestic and foreign wage level)=> Challenge for labor intensive industry.

Supply side

- Demographic composition and its transition
 - Rapid increase in working age population and training age group
- About 70% of the labor force (15-24) have not completed lower secondary education (CSES)
 - Lack of basic skills to supports and to push to higher industrial based
 - Increases the social cost to the economy as the workforces ages with low education
 - High drop-out of student before reaching grade 9
- Vocational training graduates (vs to university graduates)
- Prevalence of ST vocational training rather than LT or high level training
- Biased curriculum design for belechor's degree
- Lack of multiple and flexible pathway as well as bridge between general education and TVTET

Supply side (cont):

- Weak proper quality, assurance, accreditation and recognition
- Curriculum not respond to and not provide right skills mix (hard vs soft, and theoretical vs practical) to demand of employer.
- Limited access to employment services (employment, vocational and career guidance and counselling...)
- Weak linkage and engagement with industry and stakeholders
- Lack high-quality teaching forces ; and lower incentives to attract and retain them
- Attractiveness of TVET to student population and employer is low. Public perception to and image of TVET is poor
- Insufficient information on skills demand and gaps in labor market, and relevance of provided skills for the workplace
- Weak labor market information to better plan and respond to current and future labor market demand

Policy Agenda

- Skills development and upgrading, and youth employment issues have been placed on the high priority agenda of the government policy platform:
 - Rectangular Strategy- Phase III 2014-2018, and its implementation plan, National Strategic Development Plan (NSDP) 2014-2018 through:
 - (1) Training of skilled and productive labor to meet market demand and increase value added;
 - (2) Developing regulatory frameworks, and building educational and vocational training institutions to respond to the first action;
 - (3) Encouraging private sector participation; and
 - (4) Strengthening the quality of education and promoting scientific research, technology development and innovation.

- **MoLVT's Strategic Development Plan 2014-2018 focusing on:**
 - (1) Improving working condition and industrial relation;
 - (2) Developing technical and vocational training;
 - (3) Promoting employment;
 - (4) Developing national social security fund; and
 - (5) Good governance.

 - TVET Strategic Development Plan of MoLVT 2014-2018 adopted a two-track policy, that is:
 - *to reduce poverty through provisions of basic skills for the rural poor so as to improve family income;*
 - *to support industrial development through the provision of higher level skills so as to meet current and future labor demand.*
- => **3 Main Goals:**
- Quality and relevant
 - Increasing the number of TVET enrollment and equity
 - Management and government

- The RGC recently launched the National Employment Policy 2015-2025:
 - **Goal 1: Increase decent and productive employment opportunities:**
 - To promote and assess decent employment outcomes of macroeconomic policy framework: Toward a pro-employment framework
 - To promote decent employment in sectoral development policies: Understanding the employment content and enhancing the inter-sectoral linkages
 - To promote employment through enterprise development and support to SMEs: A focus on improving the productivity, earnings, and employment generation of MSMEs in the informal sector.

- **Goal 2: Enhance skills and human resource development:**

- To enhance foundational skills for future learning: Oriented toward vulnerable out-of-school population
- To improve the quality of technical and vocational education and training (TVET): Competency standards and certification system and teacher training
- To improve the relevance of education and training to labor market needs

- **Goal 3: Enhance labor market governance:**

- To further strengthen labor market information base and system
- To further strengthen employment service outreach and effectiveness of services provided
- To improve conditions of work and protection of vulnerable workers
- To support mobility of workers and protect migrant workers

- **The commitment to achieve 9 years universal education:**
 - Has introduced and expanded demand-side programs (e.g. conditional cash transfer, vouchers, fee subsidy and scholarship, food and nutrition supplements) with incentive design to encourage not only school attendance and completion, but also on learning outcomes.
- Given the high drop out, government has introduced the “education for all” framework and Cambodia qualification framework, which could allow every individual to acquire some skills from the formal education as well as to continue upgrade his/her skills and move to a higher level of education in different pathways.
- The bridging course have been scaling up and made the TVET system more accessible and effective tool for youth skills development and upgrading.

Achievements:

Expansion of access

- More than 704 providers (public, NGO, private); with 214 registered with MoLVT, among those 38 are MoLVT's public institution (9 Institutes/Polytechnics, 5 RTCs, 26 PTCs).
- Training: institution-based (formal, non-formal); workplace-based (pre-employment, in-service); combination of multi-types (community based training).
- Increased no. of TVET trainees/graduates (mostly non-formal): higher education training (4-4.5 yrs); post-secondary training (2-2.5 yrs); long-term training (3 yrs); and short-term training (1-4 mos).
- Non-formal skill training intervention: PM Samdech Techo's Special Fund, Voucher Skill Training Program, Skill Bridging Program, Special Training Needs, National Training Fund, Post-harvest Technology, Apprenticeship Training

Governance/stakeholder engagement

- National Training Board (NTB)
- National Employment Policy (NEA)
- Industry Advisory Group

Quality

- Cambodia National Qualification Framework (8 levels) which unifying and improving learning pathway
- Competency Standards for construction, electricity, and business-ICT
- Setting up TVETMIS and LMIS

- Setting up of the National Employment Agency (NEA) in the 2009 was a key moment in getting employment, LMI and career guidance services. The key functions of NEA are to:
 - deliver information services to job seekers, employees, employers, skill training providers and the public to allow them to effectively interchange information openly and provide them the opportunities to meet one another.
 - provide new graduates, out-of-school youth and the unemployed with labour market information and training information.
 - offer job placement, services, career guidance, employment counseling, technical and vocational training counseling, information about occupational health, workplace safety, skills retraining.
 - conduct researches and develop labour market information system to be kept pace with the current and future socio-economic development.

Cambodia Education System

Age				
24	Higher Education	Universities & Institutes	Public & Private Universities & Institutes (Branches)	
23				
22				
21				
20				
19				
18	Upper Secondary		University of Health Science, University of Fine Arts, etc., Select & Entrance Examination	
17				
16				
15	9 Years Basic Education	Lower Secondary	Grade 12 (National Examination)	
14			Grade 11	
13			Grade 10	
12		Grade 9 (National Examination)		
11		Grade 8		
10		Grade 7		
9	Primary		Grade 6	
8			Grade 5	
7			Grade 4	
6			Grade 3	
5			Grade 2	
4	Pre-school		Grade 1	
3			Higher Step	
2			Medium Step	
1			Lower Step	

Technical
Vocational
Education &
Training

Non-Formal Education

Thank you!



Email: ksoamean@gmail.com