



Kingdom of Cambodia

Nation Religion King



Cambodia Skills Development Roadmap 2023-2035



Cambodia Skills Development Roadmap

2023-2035

“To produce or transform Cambodia’s labor forces or human resources into supportive resources with high capacity and productivity responding to the current and future labor market needs for national socio-economic development; and to provide opportunities for lifelong learning to ensure *that every citizen has at least one skill in life*, has a better job, has dignity, and has higher living standard”

Prepared by
Ministry of Labour and Vocational Training
2023

Preamble

Under the factor of peace, territorial integrity, unity and political stability, the Royal Government of Cambodia has led the country and implemented key national policies, including the **"win-win" policy**, the triangular strategy, the rectangular strategy, the national strategic development plan, sectoral national policies and other various programs produced the pride achievement for the nation and the people for the past three decades. These foundations are indispensable preconditions that allow Cambodia to change its image on the international stage and achieve high economic growth at an average annual rate of 7.7%, which has contributed to reducing poverty, creating jobs and promoting inclusive and sustainable development for the people throughout the country. Obviously, the Royal Government's ability to manage these national developments and achievements has acted as a catalyst in enabling Cambodia to become a low-middle-income country and to be recognized and classified by the World Bank" among the "eight growth records" in the world in 2015 as well.

At the same time, the Royal Government of Cambodia, under the wise leadership of **Samdech Akka Moha Sena Padei Techo Hun Sen**, Prime Minister of the Kingdom of Cambodia, has set the goal of diversifying and modernizing Cambodian economy by transforming from the intensive labor economy into a skill-based economy which has a higher value added to maintain sustainable long-term economic growth, as stated in the Cambodian Industrial Development Policy 2015-2025 to build the necessary foundation to achieve the vision of Cambodia in 2030 and 2050. In order to achieve the goal of diversification and modernization of the Cambodian economy, the Royal Government of Cambodia clearly understands the importance of developing skills, knowledge, competencies, work attitudes, professional ethics and high productivity, which are the key factors in responding to the skill needs for the present moment as well as the future economy.

In this regard, the Royal Government of Cambodia has committed strongly to develop skills by promoting the implementation of National Technical Vocational Education and Training Policy 2017-2025, which contributes to solving key challenges by: 1.) Improve Technical Vocational Education and Training quality to meet national and international market demands 2) Increase equitable access to Technical Vocational Education and Training for employment generation 3.) Promote public-private partnerships and aggregate resources from stakeholders to support sustainable development of TVET; and 4.) Improve the governance of technical and vocational education and training system. In addition, the Royal Government of Cambodia has put in place a number of policies to guide the mutual implementation aiming at seizing opportunities for social economy, regional and global trends such as National Employment Policy 2015-2025, National Policy on Lifelong Learning, Cambodian Digital Economy and Social Policy Framework 2021-2035 and Cambodia Secondary Education Blueprint 2030 to encourage people to have good jobs and better living standards, improve citizen's dignity, increase the labor force or Cambodian human capital with knowledge, abilities, skills, work attitude, high productivity and more competitive for lifelong employment; and to ensure that **"every citizen has at least one skill in life."**

However, COVID-19 crisis has brought about a new context of living and working, and the way of doing business that requires the greater use of digital technology in day-to-day operations and the abandonment of

some skills. Cambodia is also being negatively affected by this new trend due to the majority of Cambodia's workforce is unskilled and unsuitable for the market demands while digital knowledge is still limited. Although the Royal Government of Cambodia has made efforts to promote the implementation of relevant policies and programs as an initiative, the development of technical and vocational skills still faces systemic challenges including: 1) lack of physical infrastructure among the training institutions 2.) lack of leadership and inter-institutional coordination mechanisms 3.) the base and industry links are still narrow and weak 4.) lack of trainers and experts from industry needs in curriculum development and 5.) participation or internships of trainees in industry are limited.

In this regard, in order to contribute to solving systemic challenges in skills development, the Royal Government of Cambodia has decided to launch Cambodian Skills Development Roadmap 2023-2035 to orient and nurture efforts of stakeholders in skills development with knowledge, abilities, work attitudes, professional ethics and high productivity which responds to the needs of the private sector in the present and future. In addition, this roadmap is intertwined and complements the Cambodian Textile and Garment Industry Development Map 2023-2027, which is designed to make Cambodia's textile and garment industry more competitive and increase more added value chain, environmental sustainability, the use of skillful technology and entrepreneurship as well as the contribution to implement other sectoral policies and strategies of the Royal Government of Cambodia through the introduction of sharp and specific measures for the implementation.

Taking this opportunity, I would like to express my high rating and appreciation to the General Secretariat of the Economic and Financial Policy Committee (EFPC) and the Ministry of Labor and Vocational Training for co-leadership, coordination and preparation Cambodian Skills Development Roadmap (SDR) 2023-2035 working closely with key stakeholders especially with public and private sectors. Additionally, I would like to thank to Asian Development Bank (ADB) to Cambodia for its close cooperation in technical and financial support to the Royal Government of Cambodia in developing and implementing the important skills development roadmap.

Finally, I believe that all relevant ministries and institutions will be involved in providing full cooperation with commitment, proactive, interactive and responsible spirit in implementing this skills roadmap and adhering to the approach and recommendations "**Mirroring, bathing, scrubbing, healing and surgery**" "**Internal reforming and increasing the external friends in the spirit of strengthening independence and national sovereignty**" by **Samdech Akka Moha Sena Padei-Techo Hun Sen**, Prime Minister of the Kingdom of Cambodia to increase competitiveness and higher productivity, which promotes Cambodia's economic diversification, meeting the expectations and needs of the people, and building the necessary infrastructure to achieve the vision of Cambodia in 2030 and 2050.

Phnom Penh, 17 March 2023

Deputy Prime Minister, Minister of Economy and Finance,
and Chairman of the Committee of Economic and Financial Policy

Signed and sealed by

H.E. AKKA BUNDIT SAPHEACHA Aun Pornmoniroth

Preface

National and global economic architecture have changed rapidly in technological advancement of industrial revolution 4.0, skills gaps and changes in the world of work, and the impact of COVID-19 pandemic presenting the new challenges and opportunities in many areas in which requires clear organization to produce a skilled and competitive workforce to meet current and future industry needs. In order to respond to the challenges above and the contribute to the vision of Cambodia in 2030 and 2050, the Royal Government has considered the development of human capital as the top priority resource to support socio-economic development of the nation, which requires Cambodia to have a specific map as a guide to show the way forwards to human resource development.

Therefore, Cambodia Skill Development Roadmap 2023-2035 has been developed to serve as a strategic document to guide all stakeholders in their specific plans contributing to strengthen the quality of Cambodia's skills development to be able to fulfill the potential of current and future development aiming to maintaining and promoting national economic growth in short, medium and long term as well as sustainable development.

In short, this roadmap has 5 pillars: 1) Improving the quality of technical and vocational education and training, 2) enhancing branding and outreach, 3.) industry relevant TVET, 4.) Good governance and leadership, 5.) Funding and sustainability, as well as intervention activities, interconnected key performance indicators that support to each strategic goal of pillars.

The roadmap has been prepared in line with the Industrial Development Policy 2015-2025, the National Technical Vocational Education and Training Policy 2017-2025, the National Employment Policy 2015-2025, Strategic Development Plan for Vocational Training 2019-2023, Strategic Action Plan for Modernizing on Technical Vocational Education and Training System 2019-2023, Cambodia's vision for the National Policy on Lifelong Learning 2030 and 2050, Cambodian Digital Economy and Social Policy Framework 2021-2035, roadmap for Cambodia Secondary Education Blueprint 2030 and Sustainable Development Goals (SDGs) 2030.

Finally, on behalf of the Ministry of Labor and Vocational Training and on my own behalf, I would like to express my appraisal and appreciation for the hard work of the technical working group of the Ministry of Economy and Finance, Ministry of Labor and Vocational Training, Asian Development Bank (ADB), Development Partners, the relevant ministries and institutions and experts that are actively involved in preparing this roadmap. At the same time, I would like to express my deepest gratitude to **H.E. AKKA BUNDIT SAPHEACHA Aun Pornmoniroth**, Deputy Prime Minister, Minister of Economy and Finance and Chairman of Economic and Financial Policy Committee for providing support, leading, coordination, review and validation on this important roadmap from the beginning to the end for professional development in Cambodia 2023-2035.

With my expectation, I strongly believe that ministries and all relevant partners will join the implementation in this Cambodian Skills Development Roadmap (SDR) 2023-2035 with effectiveness and success in the future.

Phnom Penh, 16 March 2023

Minister of Ministry of Labour and Vocational Training

Signed and sealed by
H.E. Dr. Ith Samheng

Abbreviation

No	Abbreviation	Full Words in Khmer	Full Words in English
1	MoWA	ក្រសួងកិច្ចការនារី	Ministry of Women's Affairs
2	MLVT	ក្រសួងការងារនិងបណ្តុះបណ្តាល វិជ្ជាជីវៈ	Ministry of Labour and Vocational Training
3	MoP	ក្រសួងផែនការ	Ministry of Planning
4	MEF	ក្រសួងសេដ្ឋកិច្ច និងហិរញ្ញវត្ថុ	Ministry of Economy and Finance
5	MSAVYR	ក្រសួងសង្គមកិច្ចអតីតយុទ្ធជន និងយុវនីតិសម្បទា	Ministry of Social Affairs Veterans and Youth Rehabilitation
6	MoEYS	ក្រសួងអប់រំ យុវជន និងកីឡា	Ministry of Education, Youth and Sport
7	MISTI	ក្រសួងឧស្សាហកម្ម វិទ្យាសាស្ត្រ បច្ចេកវិទ្យា និងនវានុវត្តន៍	Ministry of Industry, Science, Technology and Innovation
8	NTB	គណៈកម្មាធិការជាតិបណ្តុះបណ្តាល	National Training Board
9	NEP	ទីភ្នាក់ងារជាតិមុខរបរ និងការងារ	National Employment Policy
10	TVET	អប់រំបណ្តុះបណ្តាលបច្ចេកទេស និងវិជ្ជាជីវៈ	Technical Vocational Education and Training
11	ADB	ធនាគារអភិវឌ្ឍន៍អាស៊ី	Asian Development Bank
12	AFD	ទីភ្នាក់ងារបារាំងសម្រាប់អភិវឌ្ឍន៍	Agence Française de Développement
13	BTMA	សមាគមវាយនភណ្ឌ បង់ក្លាដែស	Bangladesh Textile Mills Association
14	CAMFEBA	សហព័ន្ធនិយោជក និងសមាគម ពាណិជ្ជកម្មកម្ពុជា	Cambodian Federation Of Employers And Business Associations
15	CAT	បច្ចេកវិទ្យាកម្មវិធីកុំព្យូទ័រ	Computer Applications Technology
16	CBT	ការបណ្តុះបណ្តាលផ្អែកលើសមត្ថភាព	Competency-Based Training
17	CDC	ក្រុមប្រឹក្សាអភិវឌ្ឍន៍កម្ពុជា	Council for the Development of Cambodia
18	DGTVET	អគ្គនាយកដ្ឋានអប់រំបណ្តុះបណ្តាលបច្ចេកទេស និងវិជ្ជាជីវៈ	Directorate General of Technical Vocational Education and Training
19	IDP	គោលនយោបាយអភិវឌ្ឍន៍ឧស្សាហកម្ម	Industrial Development Policy
20	IEC	ព័ត៌មាន ការអប់រំ និងទំនាក់ទំនង	Information Education and Communication
21	ILO	អង្គការអន្តរជាតិខាងការងារ	International Labor Organization
22	IMC	គណៈកម្មាធិការគ្រប់គ្រងវិទ្យាស្ថាន	Institute Management Committee
23	ITC	វិទ្យាស្ថានបច្ចេកវិទ្យាកម្ពុជា	Institute of Technology of Cambodia
24	ITI	គ្រឹះស្ថានបច្ចេកទេសឧស្សាហកម្ម	Industrial Technical Institutions
25	LMIS	ប្រព័ន្ធព័ត៌មានទីផ្សារការងារ	Labor Market Information System
26	NITRE	វិទ្យាស្ថានជាតិវិស្វកម្មវាយនភណ្ឌ និង ស្រាវជ្រាវ	National Institute of Textile Research and Engineering

27	RIS	កម្មវិធីត្រឡប់ទៅឧស្សាហកម្មវិញ	Return to Industry Scheme
28	RTC	មជ្ឈមណ្ឌលបណ្តុះបណ្តាលភូមិភាគ	Regional Training Centers
29	S4C	ការប្រកួតប្រជែងជំនាញ	Skills for Competition
30	SDC	ភ្នាក់ងារស្វីសសម្រាប់ការអភិវឌ្ឍ និងសហប្រតិបត្តិការ	Swiss Agency for Development and Cooperation
31	SDGs	គោលដៅអភិវឌ្ឍន៍ប្រកបដោយចីរភាព	Sustainable Development Goals
32	SDIB	វិទ្យាស្ថានអភិវឌ្ឍន៍ជំនាញ Bhubaneswar	Skills Development Institute of Bhubaneswar
33	SEZ	តំបន់សេដ្ឋកិច្ចពិសេស	Special Economic Zones
34	SOP	នីតិវិធីប្រតិបត្តិតាមស្តង់ដារ	Standard Operational Procedure
35	T&A	វាយនភណ្ឌ និងសំលៀកបំពាក់	Textile & Apparel
36	TP	អ្នកផ្តល់ការបណ្តុះបណ្តាល	Training Providers
37	TVET	ការអប់រំបណ្តុះបណ្តាលបច្ចេកទេស និងវិជ្ជាជីវៈ	Technical Vocational Education and Training
38	TVETSDP	កម្មវិធីអភិវឌ្ឍន៍វិស័យអប់រំបណ្តុះបណ្តាលបច្ចេកទេស និងវិជ្ជាជីវៈ	Technical and Vocational Education and Training Sector Development Program
39	TVP	សួនអប់រំបណ្តុះបណ្តាលបច្ចេកទេសនិងវិជ្ជាជីវៈ	TVET Park
40	UNIDO	អង្គការអភិវឌ្ឍន៍ឧស្សាហកម្មរបស់អង្គការសហប្រជាជាតិ	The United Nations Industrial Development Organization

Executive Summary

This roadmap is a strategic document to guide all actors that are involved in skills development to strengthen the quality of Cambodian skills development to fulfill the current and future potential growth. It also maintains and promotes the national economic growth in the short, medium and long-term as well as the sustainable development. This roadmap has been developed in line with the Cambodia's Vision for 2030 and 2050, especially in line with key policies and strategies such as the National Technical Vocational Education and Training Policy 2017-2025, the National Employment Policy 2015-2025, Strategic Development Plan for Vocational Training 2019-2023, Strategic Action Plan for Modernizing on Technical Vocational Education and Training System 2019-2023, Cambodia's vision for the National Policy on Lifelong Learning 2030 and 2050, Cambodian Digital Economy and Social Policy Framework 2021-2035, roadmap for Cambodia Secondary Education Blueprint 2030 align with Sustainable Development Goals (SDGs) 2030.

Cambodian Skills Roadmap envisions to produce or transform Cambodia's labor forces or human resources into supportive resources with high capacity and productivity responding to the current and future labor market needs for national socio-economic development; and to provide opportunities for lifelong learning to ensure that **every citizen has at least one skill in life**, has a better job, has dignity, and has higher living standard.

This roadmap consists of 5 strategic pillars with 26 objectives in total, 27 key performance indicators organized as intervention activities and 75 performance indicators for each intervention prepared closely intertwined with all objectives and strategic pillars.

- 1. Strengthening the Quality of TVET:** Strengthening the quality of TVET towards producing a pool of skilled workforce with enough capacity responding to labour market needs and be ready to enter into the industry through moving towards a full implementation of the Cambodia's Qualification Framework (CQF), update and develop competency based training package, soften the training programs, revitalizing TVET institutions, teacher reforming, inspection and doing assessment on technical teacher's competency, aligning with regional qualification framework and strengthening the existing skills sector council.
- 2. Enhancing branding and outreach:** building TVET reputation and identity and increasing promotion in all forms to gain attraction from communities in order to strengthen the professional orientation by multiplying the awareness, exchanging concepts, valuing and be more important, and promoting dreams to take pride on TVET adoption. Programing TVET system needs to include the entrepreneurship promotion and apprenticeship opportunities with inclusiveness to ensure that no one left behind and make it easy for those vulnerable groups to access to learning skills in TVET.
- 3. Industry relevant TVET:** Refers to the expansion of role, duties and participation of the private sector in skills development, strengthening and expanding the network between TVET training

institutions and industry, Reskilling and Upskilling program and establish more Sector Skill Councils.

4. **Governance and Leadership:** strengthening TVET good governance and leadership by continuing to develop TVET law and the norm of legal documentation through enhancing inter-institutional mechanism in order to support TVET monitoring evaluation system and management. Strengthening quality system and capacity of leadership and management; and to institutionalize management committee under TVET institutions.
5. **Funding and Sustainability:** diversify the source of funding mechanism for TVET and enhancing the efficiency (productivity) and effectiveness (impact) of resource usage, strengthening financial management towards the result-based implementation and autonomy of skills training institutions and increase the national budget allocation for TVET as well as skills development.

To ensure the quality and effectiveness of skills development roadmap as well as the key basic for action planning and evident based-decision, a monitoring and evaluation system should be made to meet the effectiveness managed by National Training Board for checking and review to evaluate on the implementation of relevant ministries that submitted its report to the ministry of labour and vocational training for preparing a regular progress report such as annually, once every three months (quarterly) aiming to do adjustment on objectives, interventions, performance indicators based on necessary requirements. Meanwhile, the tools being used for monitoring and evaluation will be conducted focus on each indicator to ensure its specification on evaluation and monitoring framework and to evaluate the sectoral implementation digitally; thus “national skills pathway” will be made to cover all progress by its strategic pillars, objectives, interventions and performance indicators defined in this skills roadmap.

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Section 1: Introduction

Driven by changing regional and global economic architecture, Industry 4.0 technological advancements and existing skill gaps, the Royal Government of Cambodia (RGC) expressed its commitment to improve the TVET system through the implementation of numerous strategies and policies such as Industrial Development Policy 2015-2025, National TVET Policy 2017-2025, TVET Strategic Action Plan 2019-2023, National Employment Policy 2015-2025, National Policy on Lifelong Learning, Cambodia Vision 2030/2050, Cambodian Digital Economy and Social Policy Framework 2021-2035, Cambodia Secondary Education Blueprint 2030. In addition, based on the importance of skills development, there is a gamut of development partners support funding project implementation to transform, modernize and strengthen Cambodian TVET landscape respectively. This suggests that Royal Government of Cambodia together with national and international organizations have clearly agreed that skills development is a breathtakingly key priority taking part in Cambodian social economic development that needs collaboration from relevant partners.

Together with several achievements of government investment in skills development on infrastructure, teacher competency development, establishing training packages and TVET system reformation for the past five years, the government has provided technical vocational education and training to 273,194 trainees in total (120,128 female), reskilling training to workers and employees affected by COVID-19 impact under the government intervention 14,000 employees, provided apprenticeship opportunities to 116,968 in total (85,715 female), and internship/field trip to factories and enterprises numerated 16,116 (4,108 female) and conducted the test on ERPL at the number 1,391 (64 female).

Compared these numbers to the youth aged from 15 up who have left from general education and in comparison to the case of workforce under the world of work for the present moment, those who get skills training are critical low in number caused by the gap between training programs and training periods that can be overlong for the training availabilities and lack of full soften training programs which makes it easy for both learning and studying. And the training institutes locates far from targeted group who needs training. There is still lacking of collaborative and effective mechanism to promote, exchange and promote youth, valuate technology or science for mindset improvement to adopt professions and or relevant skills and the importance of technical vocational education and training is at unsuitable to all levels. Additionally, the quality of TVET is not yet entirely responding to labor market needs owing to the standard for training package is not responsive to the industry needs, the implementation on standard for training package still incomplete, numbers of technical teachers and competency still limited and the quality assurance of training is also incomplete. Furthermore, private sector participation in supporting to TVET development are still limited and incomplete fundraising mechanism for skills development. In addition to these, the promotion on learning programs, apprenticeship programs, employment opportunity providence, training opportunities increase and increasing the capacity of

workers and employees on the job training are still limited. There are several incomplete challenges such as infrastructure, workshops, laboratory, tools and equipment are not suited with practical training needs especially the priority skills, coordination from relevant ministries which provide training service on technical vocational education and training; and information system and good governance in TVET have not yet fully practiced.

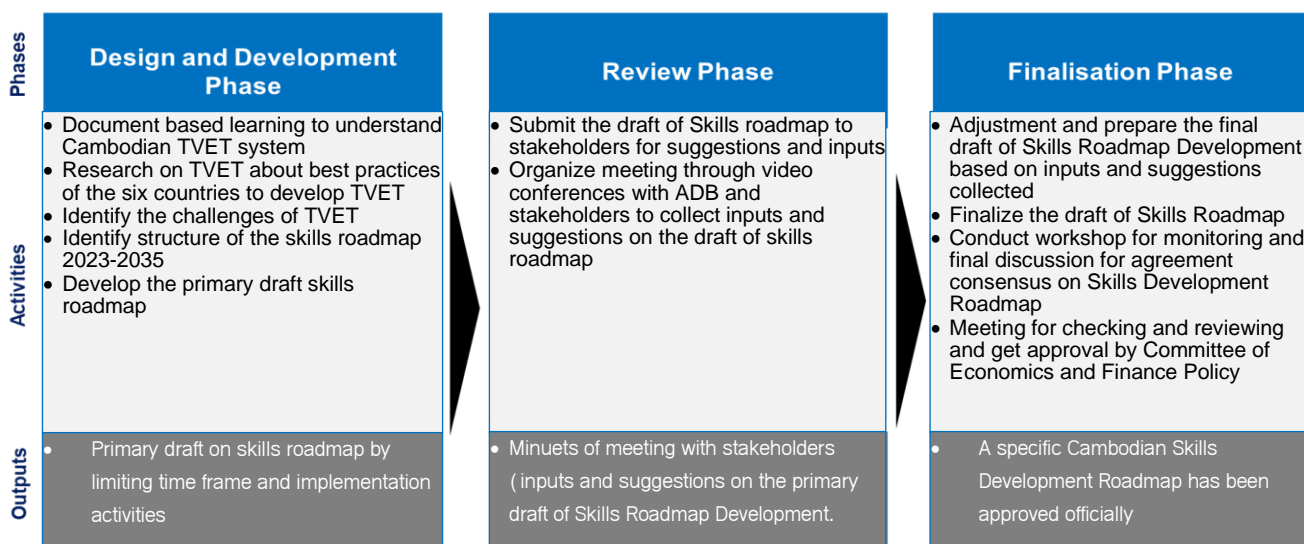
To have joined and addressed the challenges above along with changes of socio-economic structure, the changes of world of work and labor market technology, impact of COVID-19, Cambodian vision for 2030 and 2050, this roadmap necessarily needs orientation guidance for human capital development to support Cambodian socio-economic development.

Thus, Cambodian Skills Development Roadmap 2023-2035 has been documented as a strategic documentation guide to all relevant partners that implement skills development to take part in quality strengthening on Cambodian skills development for its availability to complete the potential improvement now and in the future maintaining and supporting national economic growth for the short term, medium and long term as well as sustainable development. The relevant partners will have prepared and implemented their “plan and specific sectoral strategy” towards goals and objectives defined in this roadmap. The map has been made conformity with sustainable development goals 2030, policies and strategies and guidelines directed by government. In addition, this skills roadmap has depicted the intervention activities with period of implementation and specific performance indicators that are compass for those relevant partners to join and implement skills development.

Section 2: Approach towards development of the Skills Development Roadmap

The roadmap has been developed through three distinct but interlinked phases of delivery are broadly categorized as design and development, review, and finalization. The exhibit below represents these phases:

Brief diagram on phases of Skills Development Roadmap preparation



- **Design and Development:** This phase began with extensive existing research on international best practices about structure of TVET focusing on important institutions, implementing bodies, beneficiaries, and identify issues and challenges that Cambodia's TVET is mired with. In addition, inputs from research laid the foundation for developing the draft skills development roadmap and this roadmap is a critical guide of activities to be undertaken in the next phases of the project.
- **Review:** This phase focuses on dissemination the draft of skills development roadmap prepared in earlier phase to all relevant stakeholders to seek their inputs/suggestions through virtual meetings (considering that in-person meetings cannot be done given the COVID-19 protocols).
- **Finalization:** This phase will be carried out with the objective of drafting the final skills development roadmap through inputs and suggestion the second phase after adjusted by relevant stakeholders. After the draft will be finalized, skills development roadmap will be submitted to the final discussion meeting for checking and review and asking for a consensus approval from the Committee of Economics and Finance Policy.

Overall, the Roadmap has been developed through a **top-down and bottom-up approach that strikes a balance between national level policies and programs that have set the tone and provide guidance for skills development in the country as well as keeping cognizance of the ground reality and key issues and challenges** that exist in the skilling ecosystem of Cambodia. Therefore, the bottom-up approach comprises of engaging with relevant Ministries/Agencies and other stakeholders undertaking skills development through online consultations and a consensus building workshop.

This **Roadmap is intended to be results-focused, inclusive, performance-based, and forward-looking**, aligned with and contributing to the country's short, medium, and long-term goals and vision namely: National TVET Policy 2017-2025, National Employment Policy 2015-2025, Lifelong Learning Policy, TVET Strategic Action Plan 2019-2023, Cambodia Vision 2030/2050, Cambodia Digital Economic and Society Policy for 2021-2035, Cambodia Secondary Education Blueprint 2030 and Industrial Development Policy 2015-2025 and SDGs 2030 (the related targeted goals has been extracted in the appendix).

It must be noted that the skills development Roadmap developed in the next sub-section clearly spells out the five thematic objective pillars and corresponding key goals based on national level vision, policies and strategic documents along with performance indicators, timelines and responsible implementing ministry/agency/inter-ministerial committee mapped against each of the objectives.

Section 3. Vision, Objectives and Goals of Skills Development Roadmap

3.1. Vision

This skills development roadmap has a vision to produce or transform Cambodia's labor forces or human resources into supportive resources with high capacity and productivity responding to the current and future labor market needs for national socio-economic development; and to provide opportunities for lifelong learning to ensure that **every citizen has at least one skill in life**, has a better job, has dignity, and has higher living standard.

3.2. Objectives

This skills development roadmap has an objective to strengthening the quality of TVET to fulfill the potentials of current and future development to maintain and support the national economic growth as well as the sustainable development.

To achieve this objective, the five strategic pillars have been identified specifically that are intertwined with each other in purpose to address the different challenges of the eco-system of Cambodian TVET.

3.2.1. Strengthening the Quality of TVET: Strengthening the quality of TVET towards producing a pool of skilled workforce with enough capacity responding to labour market needs and be ready to enter into the industry through moving towards a full implementation of the Cambodia's Qualification Framework (CQF), update and develop competency based training package by adding more soft skills, skills in recent technology responding to industry 4.0 revolution, skills for future and green economy, softening the training programs, building infrastructure and installing training materials, revitalizing TVET institutions, teacher reforming, inspection and doing assessment on technical teacher's competency aligning with regional qualification framework and strengthening the existing skills sector council.

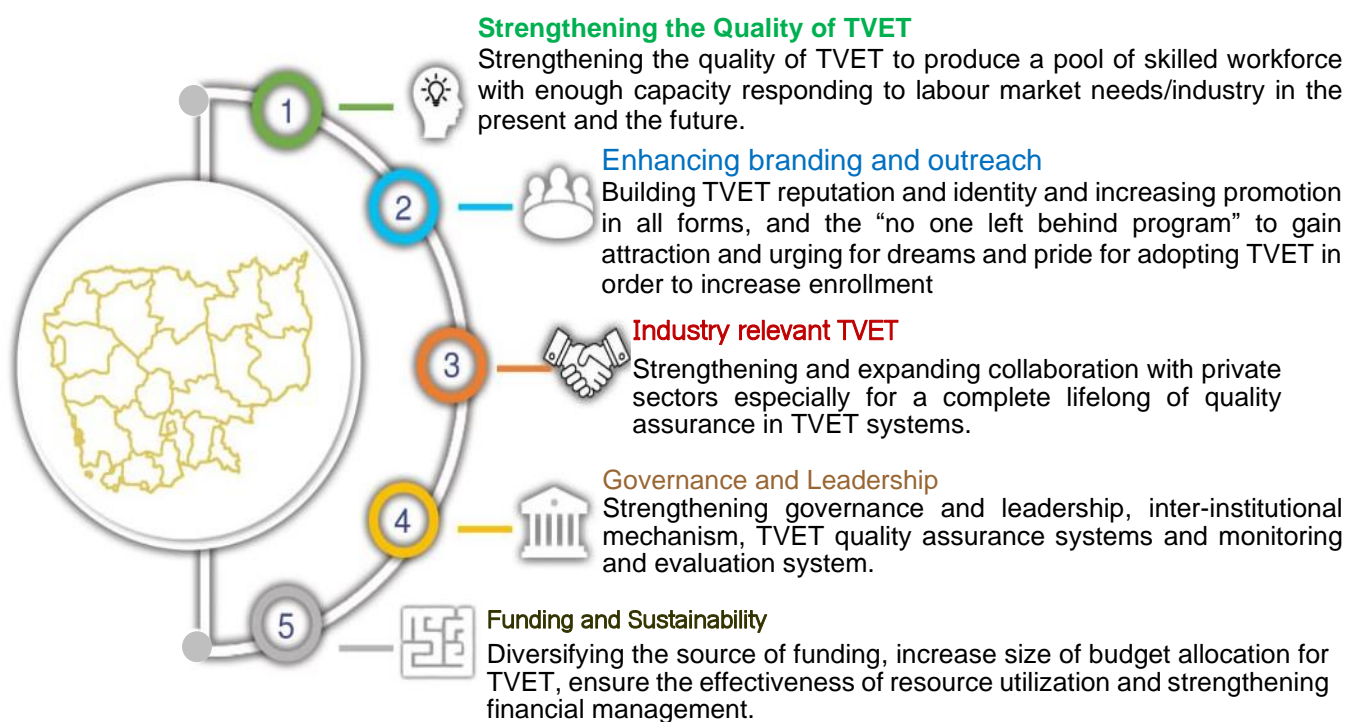
3.2.2. Enhancing branding and outreach: building TVET reputation and identity and increasing promotion in all forms to gain attraction from communities in order to strengthen the professional orientation by multiplying the awareness, exchanging concepts, valuing and be more important, and promoting dreams to take pride on TVET adoption. Programing TVET system needs to include the entrepreneurship promotion and apprenticeship opportunities with inclusiveness to ensure that no one left behind and make it easy for those vulnerable groups to access to learning skills in TVET.

3.2.3. Industry relevant TVET: Refers to the expansion of roles, duties and participation of the private sectors in skills development, strengthening and expanding the network between TVET training institutions and industry, Reskilling and Upskilling program and establish more Sector Skill Councils.

3.2.4. Governance and Leadership: strengthen TVET good governance and leadership by continuing to develop TVET law and the norm of legal documentation through enhancing inter-institutional mechanism in order to support TVET monitoring evaluation system and management. Strengthening quality assurance system and capacity of leadership and management and establish management committee under TVET institutions to increase more responsibilities and autonomy; and establish research and development unit including development and strengthening information management system and feedback to effectively monitor and evaluate the governance in TVET system.

3.2.5. Funding and Sustainability: diversify the source of funding mechanism for TVET and increase the efficiency of resource utilization by enhancing the effectiveness of existing financing mechanism of skills development fund, strengthening the framework of financial management in public training institutes towards the result-based implementation and autonomy of skills training institutions and increase the national budget allocation for TVET as well as skills development, increase the effectiveness of infrastructure utilization and existing funds from development partners such as non-governmental organization, national and international and private sectors as well as strengthening the financial management.

Overview of the five strategic pillars of Skills Development Roadmap



3.3. Goals and Key Performance Indicators

To achieve the above five-strategic pillars, this skills development roadmap consists of 26 goals and 27 key performance indicators that are organized as intervention activities and key performance indicators based on the 75 interventions each (detailed in section 6) and organized as interconnected alignment with the strategic pillars and each objective.

No.	Pillars/ Objectives	Goals	Key Performance Indicators
1	Strengthening the Quality of TVET	<ul style="list-style-type: none"> Moving towards a full-fledged implementation of Cambodia's Qualification Framework (CQF). Improving TVET trainer's capacity building Developing modular training packages, online learning modules and integrating soft skills in all TVET programs Transforming TTIs (by upgrading training facilities- gender sensitive and energy saving design) and their existing status to serve as regional resource centres Providing skills training for the current and future labour market needs including 4IR and Green Economy Strengthening existing SSCs Adoption of an integrated education and skilling approach 	<ul style="list-style-type: none"> Number of competencies defined per industry Number of trainers trained Number of trainees trained Number of training centers upgraded Number of advance training courses developed and executed Number of occupation standards created for 4IR and green economy Number of SSCs strengthened New Education Policy with integrated approach (education and skilling)
2	Enhancing Branding and Outreach	<ul style="list-style-type: none"> Increasing participation and awareness about skills training Focusing on branding, counseling, and advocacy Improving access of the marginalized groups Promoting Entrepreneurship Providing Apprenticeship opportunities for employment 	<ul style="list-style-type: none"> Devise a national brand strategy for "Cambodia Skills" % increase in students enrolment % increase in job placement for TVET graduates % increase in enrolment of marginalized groups % increase in candidates pursuing entrepreneurship % increase in apprenticeships for TVET graduates
3	Industry Relevant TVET	<ul style="list-style-type: none"> Enhancing role and participation of private sector in skills development Strengthening linkage between TVET Institutes and Industries Promoting Reskilling and Upskilling Setting up more SSCs 	<ul style="list-style-type: none"> Number of industry partnership programs implemented Number of successful industry placements including internship and/or apprenticeship % increase in youth employment % of existing workforce upskilled and reskilled/undergone WBL programs Number of new SSCs introduced and made operational
4	Governance and Leadership	<ul style="list-style-type: none"> Enhancing the effectiveness of TVET leadership/Institutional mechanism Improving convergence and co-ordination of efforts across multiple stakeholders in the TVET landscape Developing an effective monitoring and evaluation system Strengthening data intelligence for planning and decision making Enhancing the accountability and providing autonomy to TVET institutes Establishing National TVET R&D Division- a think tank for MLVT and other TVET stakeholders 	<ul style="list-style-type: none"> Strengthened and empowered NTB with revised roles and responsibilities Identify indicators that capture the functioning of the TVET ecosystem and drive agendas for skills development across the different policy domains Number of inter-ministries/agencies policy conflicts identified and solved Monitoring and evaluation system and process is developed Number of R&D institutions developed
5	Funding and Sustainability	<ul style="list-style-type: none"> Enhancing efficiency (productivity) & effectiveness (impact) of existing funding mechanisms of the Skills Development Fund 	<ul style="list-style-type: none"> Funding linked to project/programs outcomes

No.	Pillars/ Objectives	Goals	Key Performance Indicators
		<ul style="list-style-type: none"> Strengthening financial management of public training institute toward results-based performance and autonomy of TTIs. Increasing national budget allocation for TVET/Skills Development Leveraging existing infrastructure and funds from partners such as NGOs, international organizations, private sector, etc. 	<ul style="list-style-type: none"> Develop indicators on success of Skills Development Fund Convergence of different programs/ projects

Section 4: Roles of key stakeholders

The objectives around each pillar of the roadmap can be achieved through contribution and participation of the key stakeholders of the Cambodian TVET ecosystem. The table below outlines the roles of RGC, associated ministries, private sector (industries and employers), training providers, education/training institutes, community (career counsellors, learners, parents and teachers), NGOs and international organizations in building the TVET ecosystem around the five pillars of the skills roadmap.

No.	Pillars	Roles of Stakeholders
1	Strengthen the Quality of TVET	<p>RGC & Ministries</p> <ul style="list-style-type: none"> Drive the interventions by coordinating through steering committees that may involve representation from government, non-governmental, industry, employers and employees. Act as custodian of CQF to ensure compliance, enforcement and regular reviews of the framework. <p>Private Sector</p> <ul style="list-style-type: none"> Provide demand side inputs into development of qualifications and standards through representation by industry leaders, employers' federation, think-tanks to ensure alignment with the industry. <p>Training providers, education/training institutes</p> <ul style="list-style-type: none"> Provide supply side inputs on the aspirations of the takers of the skill training programs across different target segments such as women, people from marginalized groups, drop-outs, etc. <p>Community</p> <ul style="list-style-type: none"> Adapt TVET to the needs of community groups, ensure that TVET standards are being followed and compliance to all necessary guidelines and frameworks Provide inputs and feedback on the Occupational standards and model curriculum developed Provide inputs on the aspiration of learners, local issues and problems (social, economic, educational) for demand-led training Regular sensitization and consultation seminars to discuss new trends and reforms Timely feedback on the quality of training imparted <p>NGOs & International Organizations</p> <ul style="list-style-type: none"> Support the RGC and ministries to align the CQF with international standards and bring international best practices for developing quality and standards. Provide financial and technical support on strategic training and setting up of key facilities and acquisition of equipment and technologies.
2	Enhancing Branding and Outreach	<p>RGC & Ministries</p> <ul style="list-style-type: none"> Take leadership role to provide brand direction in alignment with other national strategies and plans. Coordinate with stakeholders (industry and institutions) to educate and energize the adoption of the brand strategy. Develop policy and programs to improve access to marginalized groups and promote entrepreneurship. <p>Private Sector</p>

No.	Pillars	Roles of Stakeholders
		<ul style="list-style-type: none"> Endorse the brand campaigns by providing relevant case study and successful examples of industry partnerships. Provide mentorship and opportunities for development of entrepreneurship, apprenticeship, etc. <p>Training providers, education/training institutes</p> <ul style="list-style-type: none"> Ensure effective implementation of the nation-wide branding strategy and use of IEC material Attract students with the right messaging to boost their self-esteem and reputation of the education path. <p>Community</p> <ul style="list-style-type: none"> Ensure the candidates are aware of the benefits of TVET and how it can support them in career development. Identify suitable beneficiaries and sensitize the community at the regional/provincial level regarding the TVET schemes and programs Assist in building a global image of Cambodian TVET ecosystem to make skilling aspirational <p>NGOs & International Organizations</p> <ul style="list-style-type: none"> Lend support to the marketing campaigns by raising profile of “Cambodia Skills” with high-value international partnerships, media engagements, and publicity in alignment with the national brand strategy.
3	Industry Relevant TVET	<p>RGC & Ministries</p> <ul style="list-style-type: none"> Use policy and incentives (financial and non-financial) to encourage industry-driven partnership programs. Provide effective job-matching services to reduce search cost and long-term (more than 6 months) joblessness. <p>Private Sector</p> <ul style="list-style-type: none"> Be a change agent by recognizing skill training and paying a skills premium to the pool of skilled workforce Be actively involved through signing MoUs throughout the training delivery cycle, i.e. curriculum development, guest lectures, mentoring, OJT, placements, etc. Update training institutes on the latest developments in human resources and industrial relations management <p>Training providers, education/training institutes</p> <ul style="list-style-type: none"> Spearhead industry partnership projects and programs Work together with industries so as to be able to have a credible skills framework that trainees can identify with employers. <p>Community</p> <ul style="list-style-type: none"> Active participation by the community in the design of partnerships Bring new resources and connections (focused on local businesses) to the TVET institutes <p>NGOs & International Organizations</p> <ul style="list-style-type: none"> Adopt as many industry partnership pilot projects and programs as possible. This will give the needed impetus and inertia. Provide relevant insights on global or regional changing industry and economic landscape affecting Cambodia’s niche and positioning.
4	Governance and Leadership	<p>RGC & Ministries</p> <ul style="list-style-type: none"> Design and implement the set-up of the apex skills council with participation from key stakeholders e.g., key industry leaders, academia, think-tanks, etc. Coordinate council meetings to identify and solve cross policy issues and inter-ministries/agencies misalignments. <p>Private Sector</p> <ul style="list-style-type: none"> Participate as key stakeholders (representing industry and employees) in ensuring the success of the governance systems developed for the TVET ecosystem. Contribute towards building an ecosystem driven by research and development. <p>Training providers, education/training institutes</p>

No.	Pillars	Roles of Stakeholders
		<ul style="list-style-type: none"> Act as one of the stakeholders in existing TVET governance structure to assist in policy direction and coordination. Provide support in undertaking R&D activities in Cambodia (mainly catering to impact evaluations of existing skill development programmes, developing White Papers on TVET, etc.) <p>Community</p> <ul style="list-style-type: none"> Active involvement of civil society and social partners in policy and decision making in the broader context of the paradigm switch from traditional governing patterns to the multi-stakeholder nature of the concept of governance <p>NGOs & International Organizations</p> <ul style="list-style-type: none"> Finance the relevant projects/programs that create the right outcomes and impact. Provide relevant insights on global or regional changing industry and economic landscape affecting Cambodia's niche and positioning. Provide platform for international collaborations to strengthen the R&D in the sector.
5	Funding and Sustainability	<p>RGC & Ministries</p> <ul style="list-style-type: none"> Set the policy framework and making decisions on funding mechanisms including the use of tax incentives. Different programs/projects may use different incentives (financial and non-financial). <p>Private Sector</p> <ul style="list-style-type: none"> Act as project/program owners to ensure the successful implementation. Take accountability for the identified and mutually agreed performance indicators for the different projects/programs. <p>Training providers, education/training institutes</p> <ul style="list-style-type: none"> Provide pattern of income and expenditures, and thus the potential for financial sustainability. Track budget utilization as per agreed indicators and timelines <p>Community</p> <ul style="list-style-type: none"> Financial support to TVET institutes to improve their accessibility and outreach Act as one of the key stakeholders in monitoring utilization of the TVET fund <p>NGOs & International Organizations</p> <ul style="list-style-type: none"> Supplement financing for the relevant projects/programs that create the right outcomes and impact.

Section 5: Monitoring and Evaluation

An effective monitoring and evaluation system is the key to evidence-based planning and decision making. Further, to ensure that the roadmap is implemented effectively, monitoring by NTB with support from MLVT will be crucial to prepare regular progress report focusing on 'what has worked and what has not worked' to promote transparency, accountability, and learning within the project context. Therefore, frequency monitoring such as annually for monitor and evaluation; and at least every 3 years for reviewing will be essential; and the tools to be used may be developed for each indicator to ensure clarity. A comprehensive, digitized sector performance monitoring framework may be developed to capture progress across all pillars, objectives and indicators identified in this Roadmap. A National Skills Portal may be developed having three categories of stakeholders: industrial establishments, TVET institutes and unemployed men and women. Through this portal the industrial organizations will notify their skills requirement, the TVET institutes register for their training, and unemployed men and women get all the information about their skill development needs. The Skills Portal will then be integrated to track achievement of training targets in real time, assess any challenges and develop mitigation strategies (as required).

Section 6: Detailed Matrix of intervention and performance indicators

The below matrix will detail the interventions that will be required to achieve the goals of the five objective pillars. Each intervention is categorized under the goals and objectives that it helps achieve and has the following aspects defined for it:

- Performance indicators: Measure of the success of the intervention
- Base year indicators: The progress made as on 2021 if the intervention is already being implemented in the current TVET ecosystem under any program/ project
- Targeted Indicators: The targets to be achieved for the intervention in the short, medium and long term
- Responsible Ministry/ Agency: The organization/ organizations responsible for the intervention
- Strategic alignment: The existing policy/ policies with which the intervention is aligned to
- SDG alignment: The SDG Goal that the intervention shall contribute to

#	Pillars (Objectives) Goals Interventions	Performance indicators	Base year indicators (2021)	Targeted Indicators			Responsible Ministry/ Agency	Strategic Alignment	SDG Alignment
				Short Term 2023-26	Medium Term 2027-30	Long Term 2031-35			
1. Strengthening the Quality of TVET									
1.1 Moving towards a full-fledged implementation of Cambodia's Qualification Framework (CQF)									
1.1.1	Develop a common framework- a step by step guide/process for development, review and final approval of nationwide Occupational standards/Qualification Packs	Compliance to the framework by all SSCs	No baseline	Existing 4 SSCs	Compliance by other SSCs as and when they are formed		SSCs with support from DGTVET, MLVT	National Technical Vocational Education and Training Policy 2017-2025, TVET Strategic Action Plan 2019-2023, Cambodia Vision 2030/2050	Goal 4
1.1.2	Devise a curriculum development framework-specific document that presents parameters to assist in the development of a curriculum and identifies learning outcomes	Compliance to the Curriculum Development Framework by all SSCs	No baseline	Existing 4 SSCs	Compliance by other SSCs as and when they are formed		SSCs with support from DGTVET, MLVT	National Technical Vocational Education and Training Policy 2017-2025, TVET Strategic Action Plan 2019-2023, Cambodia Vision 2030/2050	Goal 4
1.1.3	Develop skills standards and competency package (curriculum, learning materials and assessment packages) for more priority sectors of the country	Number of sectors/industries for which packages are developed	CQF Level 2-4 for construction, manufacturing, auto-mechanic and electrical works, CQF level 5 (Diploma) for electrical works	-Apparel and Textile -automotive and electronics -tourism and hospitality	-tourism and hospitality - automotive and electronics -Apparel and Textile	-Mining and Exploration -tourism and hospitality - other priority sectors	SSCs with support from DGTVET, MLVT	National Technical Vocational Education and Training Policy 2017-2025, TVET Strategic Action Plan 2019-2023, Cambodia Vision 2030/2050	Goal 4

#	Pillars (Objectives)		Base year indicators (2021)	Targeted Indicators			Responsible Ministry/ Agency	Strategic Alignment	SDG Alignment
	Goals Interventions	Performance indicators		Short Term 2023-26	Medium Term 2027-30	Long Term 2031-35			
					- other priority sectors				
1.1.4	Develop curriculum and competency standards for jobs/occupations related to 4IR, future skills and green economy	Percentage of Curriculum and competency standards developed for identified job roles	No baseline	30%	50%	80%	MLVT, MEYS	National Strategic Development Plan 2019-2023, National Employment Policy 2015-2025, Cambodia Vision 2030/2050	Goal 4, 7 and 13
1.1.5	Define pathways for lateral and upward mobility in different competency levels across all streams (general, technical and technological)	Approved pathways/ mobility direction across various competency levels	As per TVET system approved by NTB in Dec 2000, some level of mobility direction already exists	1	-	-	NTB, DGTVET, MLVT	National Technical Vocational Education and Training Policy 2017-2025, TVET Strategic Action Plan 2019-2023	Goal 4
1.1.6	Alignment of Cambodia Qualification Framework (CQF) to international standards (like those of Singapore, India)	No. of regional/ international frameworks to which the CQF is aligned to	As a member of Association of South East Asian Nations (ASEAN), the CQF is aligned with the regional qualification framework	5	10	15	NTB, DGTVET, MLVT	National Technical Vocational Education and Training Policy 2017-2025, TVET Strategic Action Plan 2019-2023	Goal 4
1.1.7	Implement a Quality Assurance system based on CQF for both public and private TVET institutes across the country	Adoption by all TVET institutes	All institutes under MLVT are subject to quality audit	All institutes under other ministries	Non-public TVET Institutes	-	MLVT, MEYS, Quality Assurance – Monitoring and Evaluation	National Technical Vocational Education and Training Policy 2017-2025, TVET Strategic Action	Goal 4

#	Pillars (Objectives)		Base year indicators (2021)	Targeted Indicators			Responsible Ministry/ Agency	Strategic Alignment	SDG Alignment
	Goals Interventions	Performance indicators		Short Term 2023-26	Medium Term 2027-30	Long Term 2031-35			
							Division of DGTVET	Plan 2019-2023, Cambodia Vision 2030/2050	
1.1.8	Alignment of all existing programs under different Ministries to CQF	Percentage of courses and levels aligned to CQF	All programs under MLVT are currently aligned to CQF	100% of priority sectors under IDP 2015-25	Alignment of all remaining sectors identified for this period	Alignment of all remaining sectors identified for this period	DGTVET, MLVT, MEYS and other central level Ministries	National Technical Vocational Education and Training Policy 2017-2025, TVET Strategic Action Plan 2019-2023, Cambodia Vision 2030/2050	Goal 4
1.1.9	Develop guidelines/criteria for accreditation of courses offered by NGOs and private training providers comprising of (not limited to): <ul style="list-style-type: none"> • Scope • Accreditation process • Training course administration (duration, facilities, faculty competence, etc.) 	Percentage of courses accredited as per the developed guidelines	Course accreditation done as part of ADB's TVET SDP in electrical works and manufacturing	30%	50%	80%	NTB's sub-committee on Accreditation Courses	National Technical Vocational Education and Training Policy 2017-2025, TVET Strategic Action Plan 2019-2023, Cambodia Vision 2030/2050	Goal 4
1.2 Improving TVET trainer's capacity building									
1.2.1	Develop a nation-wide Human Resource (HR) Policy Manual for TVET Instructors covering aspects (not limited to):	Compliance to the HR Policy Manual by all TVET Institutes	No baseline	All TTIs	All public TVET Institutes (except TTIs)	All non-public TVET Institutes	DGTVET, MLVT with support from MEYS and SSCs	National Technical Vocational Education and Training Policy 2017-2025, TVET Strategic Action Plan 2019-2023,	Goal 4

#	Pillars (Objectives) Goals Interventions	Performance indicators	Base year indicators (2021)	Targeted Indicators			Responsible Ministry/ Agency	Strategic Alignment	SDG Alignment
				Short Term 2023-26	Medium Term 2027-30	Long Term 2031-35			
	<ul style="list-style-type: none"> Recruitment and Deployment norms (including direct out-sourcing instructors with industry experience by public TTIs) Sources of recruitment Induction levels and nature of employment Evaluation and selection Appointment formalities Benefits and facilities Probation and Confirmation Compensation plan 							Cambodia Vision 2030/2050	
1.2.2	Develop a common framework for accreditation of trainers aligned to CQF	Compliance to the framework developed	No baseline	NTTI	All institutes/SSCs conducting ToTs	DGTVET, MLVT with support from MEYS and SSCs	National Technical Vocational Education and Training Policy 2017-2025, TVET Strategic Action Plan 2019-2023, Cambodia Vision 2030/2050	Goal 4	
1.2.3	Develop common guidelines for Training of Trainers (ToTs) comprising of:	Adherence to developed guidelines	No baseline	NTTI	All institutes/SSCs conducting ToTs	DGTVET, MLVT with support from MEYS and SSCs	National Technical Vocational Education and Training Policy 2017-2025, TVET	Goal 4	

#	Pillars (Objectives) Goals Interventions	Performance indicators	Base year indicators (2021)	Targeted Indicators			Responsible Ministry/ Agency	Strategic Alignment	SDG Alignment
				Short Term 2023-26	Medium Term 2027-30	Long Term 2031-35			
	<ul style="list-style-type: none"> Entry level requirements Standardized structure of ToT Standardized content Assessment criteria Certification levels and process 							Strategic Action Plan 2019-2023, Cambodia Vision 2030/2050	
1.2.4	Strengthen operational efficiency and capacity of NTTI in terms of teaching pedagogy and new techniques	Percentage of NTTI staff capacitated	20 NTTI Master trainers trained to pilot the delivery (in 2016); 300 TVET instructors will graduate from the NTTI each year, starting in 2011	30%	50%	80%	MLVT with support from MEYS, MEY and other central level Ministries	National Technical Vocational Education and Training Policy 2017-2025, TVET Strategic Action Plan 2019-2023, Cambodia Vision 2030/2050	Goal 4
1.2.5	Build capacity of other TVET Institutes and SSCs to undertake ToTs	Percentage of TVET Institutes and SSCs capacitated	No baseline	TVET Institutes: 10% SSCs: Existing 4	TVET Institutes: 20% SSCs: Newly created SSCs	TVET Institutes: 30% SSCs: Newly created SSCs	MLVT with support from MEYS and other central level Ministries	National Technical Vocational Education and Training Policy 2017-2025, TVET Strategic Action Plan 2019-2023, Cambodia Vision 2030/2050	Goal 4
1.2.6	Expanding the Return to Industry Scheme (RIS) beyond diploma trainers	Number of trainers covered as part of RIS	256 CBT-trained instructors have already completed RIS for the priority sectors	300	400	500	MLVT with support from MEYS, MEF and other central level Ministries	National Technical Vocational Education and Training Policy 2017-2025, TVET Strategic Action	Goal 4

#	Pillars (Objectives)		Base year indicators (2021)	Targeted Indicators			Responsible Ministry/ Agency	Strategic Alignment	SDG Alignment
	Goals Interventions	Performance indicators		Short Term 2023-26	Medium Term 2027-30	Long Term 2031-35			
			implemented under TVETSDP					Plan 2019-2023, Cambodia Vision 2030/2050	
1.3 Developing modular training packages, online learning modules and integrating soft skills in all TVET programs									
1.3.1	Develop e-learning modules based on existing TVET programs	Percentage of courses for which digital content is developed	UNIDO has developed digital modules for T&A sector	30%	50%	100%	MLVT, MEYS, MEF	National Technical Vocational Education and Training Policy 2017-2025, Cambodia Digital Economy and Society Policy Framework 2021-2035, Cambodia Vision 2030/2050	Goal 4
1.3.2	Promote flexible, modular based training courses with micro/nano certificates	Number of modular training courses developed for more sectors/industries	Under TVETSDP, module-based skills standards and learning and assessment materials are being developed for automotive electrical servicing (CQF Level 2), Masonry (CQF Level 2),	Apparel and Textile Tourism and hospitality	Tourism and hospitality	Tourism and hospitality Mining and Exploration	MLVT, MEYS, MEF	National Technical Vocational Education and Training Policy 2017-2025, Cambodia Vision 2030/2050	Goal 4

#	Pillars (Objectives) Goals Interventions	Performance indicators	Base year indicators (2021)	Targeted Indicators			Responsible Ministry/ Agency	Strategic Alignment	SDG Alignment
				Short Term 2023-26	Medium Term 2027-30	Long Term 2031-35			
			Computer servicing (CQF Level 2)						
1.3.3	Identification and adoption of new technology for training delivery purpose by CoEs through establishment of Centre of Advanced Technology (CAT) ¹	Number of CAT established (region wise)	No baseline	1	1	1	MLVT, MEYS, MEF	National Technical Vocational Education and Training Policy 2017-2025, Cambodia Digital Economy and Society Policy Framework 2021-2035, Cambodia Vision 2030/2050	Goal 4
1.3.4	Development of soft skills curriculum/modules and training material (including trainer guide, assessment guide) post validation from industry	Developed curriculum/modules, training material	NTTI has developed 6 modules on soft skills	8	10	12	Office of Soft Skills Development of the Department of Standards and Curriculum with support from SSCs, CAMFEBA	National Technical Vocational Education and Training Policy 2017-2025, National Employment Policy 2015-2025, IDP 2015-25, Cambodia Vision 2030/2050	Goal 4
1.3.5	Incorporate soft skills into curricula for CQF levels 5 and above	Percentage TVET programs in which soft skills are incorporated	Soft skills training module developed and incorporated into curricula for CQF Levels 1–4	30%	30%	40%	Office of Soft Skills Development of the Department of Standards and Curriculum with support from SSCs	National Technical Vocational Education and Training Policy 2017-2025, National Employment Policy 2015-2025, IDP 2015-25, Cambodia Vision 2030/2050	Goal 4

¹ It will serve as a specialized centre where students from various courses/programs will use 3D virtual reality learning, AI and other advanced technologies to "authenticate" work processes and environments.

#	Pillars (Objectives) Goals Interventions	Performance indicators	Base year indicators (2021)	Targeted Indicators			Responsible Ministry/ Agency	Strategic Alignment	SDG Alignment
				Short Term 2023-26	Medium Term 2027-30	Long Term 2031-35			
1.4 Transforming TTIs and their existing status to serves as regional resource centres									
1.4.1	Transform TTIs (by upgrading training facilities-gender sensitive and energy saving design) into leading TVET Institutes for improving quality and industry-relevance of the TVET system	Number of TTIs transformed	4 TTIs under DGTV/MLVT and ITC of MoEYS are being upgraded/ transformed under S4C project	5	3	4	MLVT, MEYS and MEF	National Technical Vocational Education and Training Policy 2017-25, Cambodia Vision 2030/2050	Goal 4
1.4.2	Upgrading TTI status to public administrative institutions to serves as regional resource centres/hubs for: <ul style="list-style-type: none"> • upskilling of teaching staff • development of online TVET courses • labor market monitoring 	Number of TTIs whose status is upgraded	5 TTIs already exist as regional institutes/centres	3	2	2	MLVT, MEYS and MEF	National Technical Vocational Education and Training Policy 2017-25, Cambodia Vision 2030/2050	Goal 4
1.5 Providing skills training for the current and future labour market needs including 4IR and Green Economy									
1.5.1	Labor Market Forecasting Analyses and Skills-Needs Assessments (national, provincial and sectoral level skill gap study) including for jobs/occupations related to 4IR, green economy	Number of studies conducted across levels specified	NEA conducts an annual study on skill gaps at the national level	1 study each on an annual basis	1 study each on an annual basis	1 study each on an annual basis	NEA, Department of Labour Market Information, National Institute of Statistics, CAMFEBA	National TVET Policy 2017-2025 (4.4.3), Industrial Development Policy 2015-2025, Cambodia Vision 2030/2050	Goal 4

#	Pillars (Objectives)		Base year indicators (2021)	Targeted Indicators			Responsible Ministry/ Agency	Strategic Alignment	SDG Alignment
	Goals Interventions	Performance indicators		Short Term 2023-26	Medium Term 2027-30	Long Term 2031-35			
1.5.2	Conduct periodic tracer studies of TVET graduates	Number of tracer studies conducted	Tracer Studies were carried out for graduates of SDC's SDP project (6 and 12 months after each course completion)	1 study each on an annual basis	1 study each on an annual basis	1 study each on an annual basis	NEA with support from Department of Labour Market Information, National Institute of Statistics, CAMFEBA	National TVET Policy 2017-2025 (4.4.3), Industrial Development Policy 2015-2025, Cambodia Vision 2030/2050	Goal 4
1.6 Strengthening existing SSCs									
1.6.1	<p>Strengthen existing Sector Skills Councils:</p> <ul style="list-style-type: none"> Develop a pool of own trainers and assessors Engage actively with several countries for technology transfer in skill training, training of trainers, setting up of model and centres of excellence. Conduct sectoral studies and act as one-stop shop to disseminate the industry knowledge being created or developed across the world for the stakeholders 	Number of SSCs strengthened	No baseline	4	5	8	MLVT, MEYS and private sector (CAMFEBA)	National TVET Policy 2017-2025 (3.1.4), TVET Strategic Action Plan 2019-2023, Cambodia Vision 2030/2050	Goal 4

#	Pillars (Objectives)		Base year indicators (2021)	Targeted Indicators			Responsible Ministry/ Agency	Strategic Alignment	SDG Alignment
	Goals Interventions	Performance indicators		Short Term 2023-26	Medium Term 2027-30	Long Term 2031-35			
	<ul style="list-style-type: none"> Develop own placement portal and mobile apps 								
1.7 Adoption of an integrated education and skilling approach									
1.7.1	Reform secondary and higher secondary education system into a multidisciplinary and flexible system with multiple entry and exit points by integrating professional education and vocational education	New Education Policy with integrated approach developed and approved	No baseline	-	Finalization of the new education policy with integrated approach	-	DGTVET with support from MLVT, MEYS, SSCs	National Technical Vocational Education and Training Policy 2017-2025, TVET Strategic Action Plan 2019-2023, Cambodia Vision 2030/2050	Goal 4
2. Enhancing Branding and Outreach									
2.1 Increasing participation and awareness about skills training									
2.1.1	Develop nation-wide IEC material to spread awareness about CQF, CBT, skill development, RPL, RCC, etc.	Number of Ministries and TVET Institutes using the IEC material developed	As part of ADB's Skills for Competitiveness Project IEC material is already developed	All Ministries TVET Institutes: All public	All non-government TVET Institutes	-	NTB, MLVT, MEYS, CAMFEBA	National TVET Policy 2017-2025 (4.2.4), Cambodia Vision 2030/2050	Goal 4
2.1.2	Focused promotion through skill ambassadors including eminent personalities	Number of events organized through skill ambassadors	No baseline	10	20	30	NTB, MLVT, MEYS, CAMFEBA	National TVET Policy 2017-2025 (4.2.4), Cambodia Vision 2030/2050	Goal 4
2.2 Focusing on branding, counseling, and advocacy									
2.2.1	Develop a strategy for skill advocacy making "Skilled in Cambodia" a Global Brand and a new identity	Adoption and implementation of the finalized Strategy by all	As part of ADB's Skills for Competitiveness Project, there is	MLVT and MEYS; All public	Other central Ministries and non-	-	NTB, MLVT, MEYS, CAMFEBA	National TVET Policy 2017-2025	Goal 4

#	Pillars (Objectives) Goals Interventions	Performance indicators	Base year indicators (2021)	Targeted Indicators			Responsible Ministry/ Agency	Strategic Alignment	SDG Alignment
				Short Term 2023-26	Medium Term 2027-30	Long Term 2031-35			
	<p>for the country. Strategy may include aspects such as:</p> <ul style="list-style-type: none"> Organize nation-wide campaign involving all stakeholders Participate in the national and international conference, meetings and seminars, participation in World Skills Competition Celebrate World Youth Skills Day Conduct exposure visits 	key Ministries and TVET Institutes	a TVET Marketing Specialist responsible for preparing marketing plan, products, strategies and conducting social marketing and awareness raising campaigns	institutes under MLVT	public TVET institutes		(4.2.4), Cambodia Vision 2030/2050		
2.2.2	Counselling and guidance to create aspiration among marginalized groups	Number of counselling sessions organized	Counselling as part of SDC's Skill Development Project	10	20	30	Ministry of Women's Affairs, Ministry of Social Affairs, Veterans and Youth Rehabilitation, MLVT, MEYS, CAMFEBA	National TVET Policy 2017-2025 (4.2.4), Cambodia Vision 2030/2050	Goal 4
2.3 Improving access of the marginalized groups									
2.3.1	Develop guidelines for all training providers to ensure gender and social inclusion friendly training environment	Number of TPs compliant with required training environment	Implementation Manual for Social Inclusion and Wellbeing developed by SDC in 2020	100%	100%	100%	Ministry of Women's Affairs, Ministry of Social Affairs, Veterans and Youth Rehabilitation,	National TVET Policy 2017-2025 (3.1.2), TVET Strategic Action Plan 2019-2023,	Goal 4,5 and 8

#	Pillars (Objectives) Goals Interventions	Performance indicators	Base year indicators (2021)	Targeted Indicators			Responsible Ministry/ Agency	Strategic Alignment	SDG Alignment
				Short Term 2023-26	Medium Term 2027-30	Long Term 2031-35			
			can be leveraged				MLVT, MoT, MEYS	Cambodia Vision 2030/2050	
2.3.2	Select need based occupations	Number of new occupations identified for training of people from marginalized group	12 (motor mechanic, small engine mechanic, beautician, tailor, masonry, electrician, plumber, welder, cook helper, food processing assistant, air conditioner mechanic and barber) identified as part of SDC's Skill Development Project	10	20	30	Ministry of Women's Affairs, Ministry of Social Affairs, Veterans and Youth Rehabilitation, MLVT, MoT, MEYS	National TVET Policy 2017-2025 (3.1.2), TVET Strategic Action Plan 2019-2023, Cambodia Vision 2030/2050	Goal 4,5 and 8
2.3.3	Establish counselling service centers at provincial and community level in collaboration with local NGOs for women and vulnerable groups	Number of counselling service centres established	No baseline	1 in each province and community on a pilot basis	Roll out in other provinces & communities		Ministry of Women's Affairs, Ministry of Social Affairs, Veterans and Youth Rehabilitation, MLVT, MEYS, MEF	National TVET Policy 2017-2025 (3.1.2), TVET Strategic Action Plan 2019-2023, Cambodia Vision 2030/2050	Goal 4,5 and 8
2.3.4	Strengthen the capacity of regional Job Centers to assist job seekers and students	Number of job centres strengthened	Existing 13 job centres	4	4	5	NEA with support from MLVT	National TVET Policy 2017-2025 (3.1.2), TVET Strategic Action Plan 2019-2023,	Goal 4,5 and 8

#	Pillars (Objectives)		Base year indicators (2021)	Targeted Indicators			Responsible Ministry/ Agency	Strategic Alignment	SDG Alignment
	Goals Interventions	Performance indicators		Short Term 2023-26	Medium Term 2027-30	Long Term 2031-35			
								Cambodia Vision 2030/2050	
2.4 Promoting Entrepreneurship									
2.4.1	Develop entrepreneurship guidelines related to financing for TVET graduates, competency standards and curriculum	Compliance to developed guidelines by all TVET institutes and SSCs	Cambodia is in the process of developing guidelines with support from ILO	40%	60%	100%	MLVT, MEYS, MITSI	National TVET Policy 2017-2025, National Employment Policy 2015-2025, Cambodia's Science, Technology & Innovation Roadmap 2030, Cambodia Vision 2030/2050	Goal 4
2.5 Providing Apprenticeship opportunities for employment									
2.5.1	Amend Apprenticeship guidelines to expand its coverage	Percentage of industries compliant to new amended guidelines	No baseline	100%	100%	100%	DGTNET, MLVT, MEYS, SSCs	National TVET Policy 2017-2025 (3.2.2.5), National Employment Policy 2015-2025, IDP 2015-25, Cambodia Vision 2030/2050	Goal 4 and 8
3. Industry Relevant TVET									
3.1 Enhancing role and participation of private sector in skills development									
3.1.1	Development of the strategy framework for institutionalizing partnerships with industry for various aspects	Development of Strategy Framework and Implementation Plan, list of potential partners	No baseline	Strategy is developed	-	-	MLVT, MEYS with support from other Ministries	National Technical Vocational Education and Training Policy 2017-2025, TVET Strategic Action Plan 2019-2023,	Goal 4

#	Pillars (Objectives) Goals Interventions	Performance indicators	Base year indicators (2021)	Targeted Indicators			Responsible Ministry/ Agency	Strategic Alignment	SDG Alignment
				Short Term 2023-26	Medium Term 2027-30	Long Term 2031-35			
								Cambodia Vision 2030/2050	
3.1.2	Establishing Centers of Excellence for high growth sectors ²	Number of CoEs established	4	2	3	5	MLVT, MEYS with support from SSCs, MEF, CAMFEBA	National Technical Vocational Education and Training Policy 2017-2025, TVET Strategic Action Plan 2019-2023, Cambodia Vision 2030/2050	Goal 4
3.1.3	Develop a series of industry led TVET programs specifically for 4IR, green economy	Number of TVET programs designed	No baseline	5	10	15	MLVT, MEYS with support from SSCs and private sector (CAMFEBA)	National Technical Vocational Education and Training Policy 2017-2025, TVET Strategic Action Plan 2019-2023, Cambodia Vision 2030/2050	Goal 4
3.1.4	Establishing Technical and Vocational Park (TVP) ³ in industry or economic zone based on the outcomes of a feasibility study	Number of TVPs established	4 TTIs under a TVET Park in Phonm Penh	2	3	5	NTB, MLVT, MEYS, MoP, MEF	National Technical Vocational Education and Training Policy 2017-2025, TVET Strategic Action Plan 2019-2023, Cambodia Vision 2030/2050	Goal 4

² Examples of successful CoEs: Bangladesh- The National Institute of Textile Engineering and Research (NITER) is a centre of excellence in textile training and education operated by the Bangladesh Textile Mills Association (BTMA) in cooperation UNIDO, EU. Vietnam- At the TVET institution level, the Centre of Excellence for TVET and greening TVET have been piloted. India- Skill Development Institute Bhubaneswar (SDIB) has operationalized 4 CoEs in the areas of advanced machining, emerging technologies, etc. in partnership with prominent industry players.

³ A cluster of technical vocational education and training institutes that share financial, human capital, and physical resources to enable students to practice their skills.

#	Pillars (Objectives)		Base year indicators (2021)	Targeted Indicators			Responsible Ministry/ Agency	Strategic Alignment	SDG Alignment
	Goals Interventions	Performance indicators		Short Term 2023-26	Medium Term 2027-30	Long Term 2031-35			
3.2 Strengthening linkage between TVET Institutes and Industries									
3.2.1	Develop and strengthen linkage between industry and TVET Institutes (firms and schools, firms and universities/ colleges, School-Factory Enterprise)	Number of MoUs signed by registered TVET Institutes with industry partners	On an average 15 MoUs per TVET Institute	30 MoUs per TVET Institute	60 MoUs per TVET Institute	100 MoUs per TVET Institute	MEYS, MLVT, CAMFEBA	National Technical Vocational Education and Training Policy 2017-2025, TVET Strategic Action Plan 2019-2023, Cambodia Vision 2030/2050	Goal 4
3.2.2	Promote Vocational Training and Industry Attachments among youth in the GTHS through work experience, internships, and apprenticeships	Percentage of youth targeted	This is part of the Secondary Education Priorities in Cambodia Secondary Education Blueprint 2030	30%	50%	80%	MEYS, MLVT, CAMFEBA	National Technical Vocational Education and Training Policy 2017-2025, TVET Strategic Action Plan 2019-2023, Cambodia Vision 2030/2050, Cambodia Secondary Education Blueprint 2030	Goal 4
3.2.3	Assist with the transition of lower secondary students to upper secondary technical programs through curriculum alignment, guidance and career counselling	Percentage of youth targeted	This is part of the Secondary Education Priorities in Cambodia Secondary Education Blueprint 2030	30%	50%	80%	MEYS, MLVT, CAMFEBA	National Technical Vocational Education and Training Policy 2017-2025, TVET Strategic Action Plan 2019-2023, Cambodia Vision 2030/2050, Cambodia Secondary	Goal 4

#	Pillars (Objectives)		Base year indicators (2021)	Targeted Indicators			Responsible Ministry/ Agency	Strategic Alignment	SDG Alignment
	Goals Interventions	Performance indicators		Short Term 2023-26	Medium Term 2027-30	Long Term 2031-35			
								Education Blueprint 2030	
3.2.4	Make mandatory provisions for the industries and employers to hire certain percentage of skilled and certified workers during recruitment or filling up of vacancies.	Compliance to the provision by industries	No baseline	100% compliance	100% compliance	100% compliance	NTB, DGTVET, MLVT, CAMFEBA	National Technical Vocational Education and Training Policy 2017-2025, TVET Strategic Action Plan 2019-2023	Goal 4
3.3 Promoting Reskilling and Upskilling									
3.3.1	Develop programs for reskilling and upskilling (WBL) of existing workforce in partnership with industries	Percentage of workers targeted across sectors	ADB as part of its S4C project is promoting WBL programs	Apparel and Textile: 40% Tourism and F&B: 30% Mining and Exploration: 30%	Apparel and Textile: 50% Tourism and F&B: 40% Mining and Exploration: 40%	Apparel and Textile: 60% Tourism and F&B: 50% Mining and Exploration: 50%	CAMFEBA, MLVT, MEYS	National TVET Policy 2017-2025, Cambodia Vision 2030/2050	Goal 4
3.3.2	Select need based occupations and develop need-based standards and	Number of occupations identified, and	No baseline	5	10	15	MLVT, MEYS	National TVET Policy 2017-2025,	Goal 4

#	Pillars (Objectives) Goals Interventions	Performance indicators	Base year indicators (2021)	Targeted Indicators			Responsible Ministry/ Agency	Strategic Alignment	SDG Alignment
				Short Term 2023-26	Medium Term 2027-30	Long Term 2031-35			
	curriculum and modular learning materials for reskilling and upskilling	new standards developed for reskilling and upskilling						Cambodia Vision 2030/2050	
3.4 Setting up more Sector Skill Councils (SSCs)									
3.4.1	Set-up more SSCs and formalize through Memoranda of Agreement to include all key economic sectors and all regions of Cambodia	Number of SSCs created	4	5	8	12	NTB with support from MLVT, MoP MEYS and CAMFEBA	National TVET Policy 2017-2025 (3.1.4), TVET Strategic Action Plan 2019-2023, Cambodia Vision 2030/2050	Goal 4
4. Governance and Leadership									
4.1 Enhancing the effectiveness of TVET leadership/Institutional mechanism									
4.1.1	Establish advisory boards with participation of local authorities, private sector representatives and civil society in public TVET institutions	Number of public TVET Institutes with established Advisory Boards	No baseline	10	13	15	NTB with support from MLVT and MEYS	National TVET Policy 2017-2025 (3.1.4), TVET Strategic Action Plan 2019-2023	Goal 4
4.1.2	Meet between National and Regional TVET governance bodies to conduct the roles and functions envisaged in the existing legislation and plans	Frequency of meetings conducted	No defined frequency (ad-hoc basis)	On a quarterly basis each year	On a quarterly basis each year	On a quarterly basis each year	NTB	National TVET Policy 2017-2025 (3.1.4), TVET Strategic Action Plan 2019-2023	Goal 4
4.1.3	Develop a plan for capacity building of selected personnel of key agencies on aspects (not limited to):	Number of capacity building workshops undertaken as	Capacity building undertaken by donor partners	10	20	30	NTB, MEF, MLVT, MITS	National TVET Policy 2017-2025 (3.1.4), TVET Strategic Action Plan 2019-2023	Goal 4

#	Pillars (Objectives) Goals Interventions	Performance indicators	Base year indicators (2021)	Targeted Indicators			Responsible Ministry/ Agency	Strategic Alignment	SDG Alignment
				Short Term 2023-26	Medium Term 2027-30	Long Term 2031-35			
	<ul style="list-style-type: none"> National Skills Portal CBT, CQF, RPL/RCC Adopting a flexible training approach Updated TVET MIS, amended apprenticeship guidelines M&E system 	per the approved plan	as and when the need arises						
4.2 Improving convergence and co-ordination of efforts across multiple stakeholders in the TVET landscape									
4.2.1	Create common norms for rationalization of TVET schemes and programs across line ministries and agencies at central and provincial level	Compliance to common norms by all Ministries and agencies	No baseline	Maintain 100% compliance	Maintain 100% compliance	Maintain 100% compliance	NTB with support from MLVT and MEYS	National TVET Policy 2017-2025 (3.1.4), TVET Strategic Action Plan 2019-2023	Goal 4
4.2.2	Strengthen and empower National Training Board (NTB) for promoting cooperation among industry, training system, skills council, and other relevant stakeholders	NTB strengthened with roles and responsibilities, accountabilities, authority and SoPs redefined	NTB exists but no meetings happen	Revision of roles and responsibilities of NTB in line with the Skills Roadmap	Review of roles and responsibilities of NTB as per need	Review of roles and responsibilities of NTB as per need	Inputs from NTB, DGTNET with support from MLVT, MEF and MEYS	National TVET Policy 2017-2025 (3.1.4), TVET Strategic Action Plan 2019-2023	Goal 4
4.2.3	Develop, Install and Commission - National Skills Portal ⁴ - an online platform connecting	Activities/modules of National Skills Portal implemented	No baseline	100%	-	-	MLVT	National TVET Policy 2017-2025 (3.1.4), TVET Strategic Action Plan 2019-2023	Goal 4

⁴ Through this portal the industrial organizations will notify their skills requirement, the TVET institutes register for their training, and unemployed men and women get all the information about their skill development. The Skills Portal will then be integrated to track achievement of training targets in real time, assessing any challenges and develop mitigation strategies (as required).

#	Pillars (Objectives)		Base year indicators (2021)	Targeted Indicators			Responsible Ministry/ Agency	Strategic Alignment	SDG Alignment
	Goals Interventions	Performance indicators		Short Term 2023-26	Medium Term 2027-30	Long Term 2031-35			
	industry, training institutes and the trainees								
4.3 Developing an effective monitoring and evaluation System									
4.3.1	Develop a monitoring and Evaluation framework	Monitoring frameworks developed for monitoring of stakeholders/skill development programs/skill development activities	Donor funded projects have their own project specific M&E system	Approved monitoring frameworks	-	-	NTB, MLVT, MEYS	National TVET Policy 2017-2025 (3.1.4), TVET Strategic Action Plan 2019-2023	Goal 4
4.3.2	Monitor the implementation progress of Skills Roadmap	Percentage of targets of Roadmap achieved	No baseline	100%	100%	100%	NTB, MLVT, MEYS	National TVET Policy 2017-2025 (3.1.4), TVET Strategic Action Plan 2019-2023	Goal 4
4.3.3	Analyze monitoring data, evaluate and take corrective measures	Reports on monitoring data generated	No baseline	Need Based	Need Based	Need Based	MLVT, MEYS, NEA, National Institute of Statistics	National TVET Policy 2017-2025 (3.1.4), TVET Strategic Action Plan 2019-2023	Goal 4
4.4 Strengthening data intelligence for planning and decision making									
4.4.1	Design a comprehensive MIS to also include employment and labour market data/statistics in addition to TVET enrolment and graduate statistics	Updated TVET MIS	Module developed to link TVETMIS and LMIS	Roll-out the updated TVET MIS at national level (including data disaggregation by region, province, districts)			Statistical Office of MLVT	National TVET Policy 2017-2025 (3.1.4), TVET Strategic Action Plan 2019-2023, National Employment Policy 2015-2025	Goal 4 and 8

#	Pillars (Objectives) Goals Interventions	Performance indicators	Base year indicators (2021)	Targeted Indicators			Responsible Ministry/ Agency	Strategic Alignment	SDG Alignment
				Short Term 2023-26	Medium Term 2027-30	Long Term 2031-35			
4.4.2	Develop data collection guidelines for the updated TVET MIS	Data collection guideline developed	Reporting modules revised to provide consolidated reporting and disaggregated division/institution reporting	Approved guidelines for data collection	-	-	Statistical Office of MLVT	National TVET Policy 2017-2025 (3.1.4), TVET Strategic Action Plan 2019-2023, National Employment Policy 2015-2025	Goal 4 and 8
4.4.3	Collect data following the guideline and feed into TVET MIS	Data collection conducted on a regular basis	No baseline	100% adherence to the guidelines	100% adherence to the guidelines	100% adherence to the guidelines	Statistical Office of MLVT, NEA	National TVET Policy 2017-2025 (3.1.4), TVET Strategic Action Plan 2019-2023	Goal 4 and 8
4.5 Enhancing the accountability and providing autonomy to TVET institutes									
4.5.1	Set-up an Institute Management Committee (IMC) ⁵ in all TVET Institutes empowered for: <ul style="list-style-type: none"> addition of new trade, deletion of obsolete trades modification/revamping of syllabus assessing requirement of the faculty training student selection, staff selection 	Number of TVET Institutes where IMC is established	No baseline	All public TTIs	All non-govt. TVET Institutes	Private TTIs	NTB, MLVT, MEYS	National TVET Policy 2017-2025 (3.1.4), TVET Strategic Action Plan 2019-2023	Goal 4 and 8

⁵ Example India: The scheme 'Upgradation of 1,396 Government ITIs through Public-Private Partnership' was launched in 2007-2008 under which one industry partner is associated with each ITI to lead the process of upgradation. As part of the scheme, Institute Management Committee (IMC) was constituted in each ITI headed by the Industry Partner and IMC had both academic and financial autonomy.

#	Pillars (Objectives) Goals Interventions	Performance indicators	Base year indicators (2021)	Targeted Indicators			Responsible Ministry/ Agency	Strategic Alignment	SDG Alignment
				Short Term 2023-26	Medium Term 2027-30	Long Term 2031-35			
	<ul style="list-style-type: none"> deciding on the machinery requirement and preparing specification for it arranging workshop seminars and industrial visits 								
4.6 Establish National TVET R&D Division- think tank for MLVT and other TVET stakeholders									
4.6.1	Establishment of National TVET R&D Division comprising of- key functionaries, composition, roles and responsibilities- policy advisory/inputs, career support, knowledge exchange networks, R&D (set-up innovation research centres, guidelines for R&D in TVET institutes, promote joint R&D between industry and TVET institutes)	Established TVET R&D Division	Think tank framework already exists and RGC is in the process of establishing it	1	-	-	MLVT, MEYS, MISTI and MoP	National Strategic Development Plan 2019-2023, National Employment Policy 2015-2025, Cambodia's Science, Technology & Innovation Roadmap 2030, Cambodia Vision 2030/2050	Goal 7 and 9
4.6.2	Establish a national research fund and TVET research agenda	Finalized fund and agenda	No baseline	Approved fund and agenda for TVET research	-	-	MLVT, MEYS and MoP, MISTI	National Strategic Development Plan 2019-2023, National Employment Policy 2015-2025, Cambodia's Science, Technology & Innovation Roadmap 2030,	Goal 7 and 9

#	Pillars (Objectives)		Base year indicators (2021)	Targeted Indicators			Responsible Ministry/ Agency	Strategic Alignment	SDG Alignment
	Goals Interventions	Performance indicators		Short Term 2023-26	Medium Term 2027-30	Long Term 2031-35			
								Cambodia Vision 2030/2050	
4.6.3	Establish R&D divisions among all TVET institutes to promote innovation	Number of TVET Institutes where R&D divisions are established	R&D division exists in major institutes across Cambodia	All TTIs (at Institute level)	All public TVET Institutes	private and NGOs TVET Institutes	MLVT, MEYS and MoP, MITSI	National Strategic Development Plan 2019-2023, National Employment Policy 2015-2025, Cambodia's Science, Technology & Innovation Roadmap 2030, Cambodia Vision 2030/2050	Goal 7 and 9
5. Funding and Sustainability									
5.1 Enhance efficiency (productivity) & effectiveness (impact) of existing funding mechanisms of the Skills Development Fund									
5.1.1	Prepare legal framework for the implementation of National Skill Development Fund in collaboration with other line departments and stakeholders	Finalized framework for National Skill Development Fund implementation	No baseline (pilot SDF till 2024)	-	Approved framework for NSDF	-	MEF with support from MLVT, CDC and other related ministries	National TVET Policy 2017-2025 (4.3.3, 5.2, 5.4), National Strategic Development Plan 2019-2023	Goal 4 and 17
5.1.2	Develop SDF operational guidelines and manuals for fund disbursement	Policy manual for operationalizing the fund	SDF pilot operational guidelines and manuals exist	-	Approved policy manual	-	MEF with support from MLVT, CDC and other related ministries	National TVET Policy 2017-2025 (4.3.3, 5.2, 5.4), National Strategic Development Plan 2019-2023	Goal 4 and 17
5.1.3	Align permanently established NSDF to pilot SDF in terms of administration, financial	Complete alignment across all parameters	No baseline	-	100% alignment	-	MEF with support from MLVT and other related ministries	National TVET Policy 2017-2025 (4.3.3, 5.2, 5.4), National Strategic	Goal 4 and 17

#	Pillars (Objectives)		Base year indicators (2021)	Targeted Indicators			Responsible Ministry/ Agency	Strategic Alignment	SDG Alignment
	Goals Interventions	Performance indicators		Short Term 2023-26	Medium Term 2027-30	Long Term 2031-35			
	management, and priority sectors							Development Plan 2019-2023	
5.1.4	Monitor utilization of developed and institutionalized fund through compliance to SOPs and financial audits	Mechanism to monitor performance of NSDF	Compliance of standard operating procedures is confirmed through financial audits on an annual basis. Also, there exists a National SDF Monitoring and Evaluation Specialist for devising SDF M&E system	To be monitored every year	To be monitored every year	To be monitored every year	MEF with support from MLVT, CDC and other related ministries	National TVET Policy 2017-2025 (4.3.3, 5.2, 5.4), National Strategic Development Plan 2019-2023	Goal 4 and 17
5.1.5	Consider SDF integration with levy grant scheme for the development of higher-level skills to support economic restructuring	Policy manual for the integration	Levy grant system existed prior to launch of SDF	-	Approved policy manual	-	MEF with support from MLVT and other related ministries	National TVET Policy 2017-2025 (4.3.3, 5.2, 5.4), National Strategic Development Plan 2019-2023	Goal 4 and 17
5.2 Strengthening financial management of public training institute toward results-based performance and autonomy of TTIs									
5.2.1	Conduct a financial assessment of selected public TVET institutions to get a better picture of a) their dependence on income-generating activities, b) the way existing resources are utilized, and c) ways to	Number of TVET Institutes whose financial assessment is conducted	No baseline	10	10	18	MEF with support from MLVT and other related ministries	National TVET Policy 2017-2025 (4.4.2, 4.3.3)	Goal 4 and 17

#	Pillars (Objectives) Goals Interventions	Performance indicators	Base year indicators (2021)	Targeted Indicators			Responsible Ministry/ Agency	Strategic Alignment	SDG Alignment
				Short Term 2023-26	Medium Term 2027-30	Long Term 2031-35			
	increase the financial sustainability.								
5.2.2	Develop performance/results-based funding for public TVET institutions	Performance indicators such as students' results, employability of graduates, inclusion of apprenticeships in curricula, etc.	No baseline	Introduce in 5 public TVET institutes on a pilot basis	Roll out in other TVET Institutes		MEF with support from MLVT and other related ministries	National TVET Policy 2017-2025 (4.4.2, 4.3.3)	Goal 4 and 17
5.2.3	Pilot a SEZ training fund within the SEZ and in the regional TVET area ⁶ - where companies in the SEZ set up a common training fund	Number of regions covered	No baseline	Pilot in one regional area	Roll-out in all other regions		Ministry of Economy & Finance	National TVET Policy 2017-2025 (4.4.2, 4.3.3)	Goal 4 and 17
5.3 Increase national budget allocation for TVET/Skills Development									
5.3.1	Increase overall budgetary allocation towards skilling/TVET	% of total budget allocated to TVET from all various sources (Government and DP)	-	5%	10%	15%	Ministry of Economy & Finance	TVET Strategic Action Plan 2019-2023	Goal 4
5.4 Leveraging existing infrastructure and funds from partners such as NGOs, international organizations, private sector, etc.									
5.4.1	Conduct a mapping exercise of existing infrastructure to identify existing resources and	Findings of the mapping exercise	No baseline	Report on study findings	-	-	MLVT, MEYS, MEF with support from other	National Technical Vocational Education and	Goal 4

⁶ Example: This model has worked well in Vietnam Industrial Zones. 59 Companies in the SEZ set up a common training fund for training potential, new and current workers. Vocational training in industrial zones is flexible programmes suitable to the enterprises' specific needs. Trainees are allowed to practice on the same devices operated at work and are more likely to be employed after training. ADB can opt to promote this among companies in specific SEZ or promote this within workshop on social corporate responsibility.

#	Pillars (Objectives) Goals Interventions	Performance indicators	Base year indicators (2021)	Targeted Indicators			Responsible Ministry/ Agency	Strategic Alignment	SDG Alignment
				Short Term 2023-26	Medium Term 2027-30	Long Term 2031-35			
	examine the extent to which they are utilized						relevant Ministries	Training Policy 2017-2025	
5.4.2	Design suitable incentive schemes (such as CSR activity, sharing of certification fee, job-based training, deliver courses as per local needs, etc.) so that existing infrastructure can be optimally leveraged for skill training	Finalized incentive scheme	No baseline	Roll-out the scheme			MLVT, MEYS, MEF with support from other relevant Ministries	National Technical Vocational Education and Training Policy 2017-2025	Goal 4
5.4.3	Define guidelines for uses of existing infrastructure (can be used during holidays/off hours for training purposes, shop floors of industries can be utilized for practical training etc.)	Compliance to User manual/SOPs	No baseline	100% compliance	100% compliance	100% compliance	MLVT, MEYS with support from other relevant Ministries	National Technical Vocational Education and Training Policy 2017-2025	Goal 4

Section 7: Conclusion

This Skills Development Roadmap is the key guidance for human resource development in Cambodia to be the competent and productive labour forces which will contribute to achieve the Cambodia vision of being the high-medium income Country in 2030 and being a high-income country in 2050. The roadmap has a vision to produce or transform Cambodia's labor forces or human resources into supportive resources with high capacity and productivity for national socio-economic development, responding to the current and future labor market needs; and to provide opportunities for lifelong learning to ensure that **every citizen has at least one skill in life**, has a better job, dignity, and higher living standard.

The roadmap has included interventions, goals, and 5 strategic pillars of: 1. Strengthening TVET Quality, 2. Enhancing Branding and Outreach, 3. Industry Relevant TVET, 4. Leadership and Governance, 5. Funding and Sustainability, in the direction of making Cambodian TVET with quality and effectiveness by equipping skills, knowledge, attitude and increasing productivity for the youths newly enter into the labour market, and upskilling and reskilling for the existing ones.

To achieve the above vision and objectives, skills development roadmap needs budget support from both public and private sectors for the implementation and requires responsible commitment from relevant partners on each intervention; meanwhile, it needs specific and cooperative mechanisms, and regularly checking and evaluation in order to assure the efficiency and effectiveness in the implementation to make Cambodia full with skilled labor force at technical level (low medium and high) that will be supportive to all kinds of industries' effective investment in Cambodia for the right convenient time.

Appendix: Table of Key Goals relevant with skills development extracted from SDGs 2030

Name of the Goals	Sub-goals
<p>Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</p>	<ul style="list-style-type: none"> • Target 4.3 Equal access to affordable and quality technical, vocational and tertiary education. • Target 4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship. • Target 4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children. • Target 4.7 Ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development. • Target 4c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small-island developing States
<p>Goal 5: Achieve gender equality and empower all women and girl</p>	<ul style="list-style-type: none"> • Target 5.a Undertake reforms to give women equal rights to economic resources, as well as access to ownership and control over land and other forms of property, financial services, inheritance and natural resources, in accordance with national laws • Target 5.b Enhance the use of enabling technology, in particular information and communications technology, to promote the empowerment of women
<p>Goal 7: Ensure access to affordable, reliable, sustainable, and modern energy for all</p>	<ul style="list-style-type: none"> • Target 7.2 By 2030, increase substantially the share of renewable energy in the global energy mix • Target 7.3 Double the global rate of improvement in energy efficiency by 2030 • Target 7.a By 2030 enhance international cooperation to facilitate access to clean energy research and technologies, including renewable energy, energy efficiency, and advanced and cleaner fossil fuel technologies, and promote investment in energy infrastructure and clean energy technologies
<p>Goal 8: Economic growth and full, productive & decent employment</p>	<ul style="list-style-type: none"> • Target 8.5 By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value. • Target 8.6 By 2020, substantially reduce the proportion of youth not in employment, education or training
<p>Goal 9: Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation</p>	<ul style="list-style-type: none"> • Target 9.5 Enhance scientific research, upgrade the technological capabilities of industrial sectors in all countries, in particular developing countries, including, by 2030, encouraging innovation and substantially increasing the number of research and development workers per 1 million people and public and private research and development spending

Name of the Goals	Sub-goals
<p>Goal 13: Take urgent action to combat climate change and its impacts</p>	<ul style="list-style-type: none"> • Target 13.3 Improve education, awareness raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning • Target 13.b Promote mechanisms for raising capacities for effective climate change related planning and management focusing on women, youth, local and marginalized communities
<p>Goal 17: Strengthen the means of implementation and revitalize the global partnership for sustainable development</p>	<ul style="list-style-type: none"> • Target 17.1 Strengthen domestic resource mobilization, including through international support to developing countries to improve domestic capacity for tax and other revenue collection. • Target 17.17 Encourage and promote effective public, public- private, and civil society partnerships, building on the experience and resourcing strategies of partnerships

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