

**Kingdom Of Cambodia**

**Country Paper  
on**

**Human Resources Development  
In Cambodia**

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Ministry of Labour and Vocational Training  
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# **I. General Information**

## **1. Natural Environment**

Cambodia a country situated in Southeast Asia, shares borders with Vietnam, Lao PDR and Thailand. Cambodia has a land area of 181,035 square kilometers.

Cambodia is situated between the Tropic of Cancer and the Equator.

The country has a warm and humid climate with an annual average temperature of 28.5 °c. There are two different seasons: Six months of dry season, from November to April, and six months of rainy season, from May to October. The country enjoys many favorable natural conditions:

- The central low-lying area, which stretches from the northwest to the southeast, is an important agricultural region.
- The chain of mountains standing to the west, to the north and in the eastern plateau shields the country from the effects of various storms and squalls.
- The great lake of Tonal Sap is a natural basin. It is the most important area for river fish.
- The warm and humidity of the climate bring about the lushness of the vegetation and the forest, which is the habitat of many species of wild animals.
- Many rich mineral deposits are the future potential resource of the country.

More than 80% of the total population live on and derive their incomes from farming best on traditional practices and rudimentary tools.

## **2-Demographic and Economic Growth**

Because of its high population growth rates, averaging 2.9% a year in the two decades from 1980 to 1998, Cambodia will experience substantial increases in its labour force grew by 2.7% over 1980 to 1998 and should grow in the order of 150,000 to 175,000 people a year, approaching 200,000 a year by 2010.

Two difficult tasks arise out of this growth. The first is to achieve sufficient economic growth to create the jobs needed to accommodate the labor force. The second is to ensure as far as possible that some of the benefits of economic growth come in the form of jobs among the poor, especially in rural areas. The evidence suggests that more must be done on both tasks if significant development and poverty reduction are to take place.

The main reason for this is that the consistently high population growth has been accompanied by very inconsistent economic growth. GDP growth reached 7.6% in 1995 then plunged to zero in 1998 (Table 1). Putting aside the inconsistency, and its reasons in 1997-98, the overall growth between 1991 and 1998 was 24.6%, or an annual average of only 3.2%. Given even minimal

productivity increases, employment growth in the 1990 would therefore have done little more than keep pace with labor force growth.

### 1- Population size, Growth and Distribution.

The final population of Cambodia as on March 3,1998 according to the 1998 Census is 11,437,656 people.

**The population of Cambodia by sex and urban-rural residence is given below.**

Total / Urban / Rural	Both sexes	Males	Females
Total	11,437,656	5,511,408	5,926,248
Urban	1,795,575	878,186	917,389
Rural	9,642,081	4,633,222	5,008,859

### Labor Force Participation, Employment and Unemployment Rates by Sex and Stratum, 2000

Labor Force Participation Employment and Unemployment	Cambodia	Phnom Penh	Other Urban	Rural
Labor Force Participation Rates	65.8	49.2	60.8	68.7
Both Sexes	66.2	56.5	65.4	67.7
Males	65.4	42.6	56.9	69.7
Females				
Labor Force Participation Rates	99.3	96.7	98.4	99.6
Both Sexes	99.2	97.0	98.3	99.6
Males	99.3	96.4	98.6	99.7
Females				
Unemployment Rates				
Both Sexes	0.7	3.3	1.6	0.4
Males	0.8	3.0	1.7	0.4
Females	0.7	3.6	1.4	0.3

### 1.1- GENERAL POPULATION CENSUS OF CAMBODIA

#### FIGURES AT GLANCE

1. Number of province/municipalities	24
2. Number of districts	183
3. Number of communes	1,609

4. Number of villages 13,406

5. Population by Urban-Rural residence and sex

Residence	Both sexes	Male	Females
<b>Total</b>	<b>11,437,656</b>	<b>5,511,408</b>	<b>5,926,248</b>
Urban	1,795,575	878,186	917,389
Rural	9,642,081	4,633,222	5,008,859

6. Percentage of urban population 15.7

7. Annual population growth rate (percent) 2.49

8. Total number of households 2,188,663

9. Number of normal or regular households 2,162,086

10. Average households size (based on normal or regular households)

Total	5.2
Urban	5.5
Rural	5.1

11. Percentage of female headed households 25.7

12. Density of population per Km<sup>2</sup> 64

13. Percentage of population by age group

Children (0-14)	42.8
Economically productive age group (15-64)	53.7
The elderly population (65+ )	3.5

14. Dependency ratio

Total	86.1
Urban	69.1
Rural	89.7

15. Sex ratio (No. of males per 100 females)

Total	93.0
Urban	95.7
Rural	92.5

16. Marital status of population aged 15 and over

#### Marital Status (in percentage)

Sex	Never Married	Married	Widowed	Divorced	Separated
Both Sexes	29.4	61.3	6.5	2.4	0.4

Males	32.8	64.6	1.6	0.8	0.2
Females	26.6	58.4	10.8	3.7	0.5

17. Singular Mean age at marriage

Males	24.2
Females	22.5

18. Adult literacy rate (percentage of literate persons aged 15 and over to total persons aged 15 and over )

<b>Residence</b>	<b>Both Sexes</b>	<b>Males</b>	<b>Females</b>
Total	67.3	79.5	57.0
Urban	79.1	88.2	70.8
Rural	64.9	77.6	54.3

19. Educational levels completed by literate persons aged 25 years and over

<b>Educational Level</b>	<b>Percent Both Sexes</b>	<b>Males</b>	<b>Females</b>
No educational Level	2.1	2.0	2.2
Primary not completed	56.6	49.0	66.1
Primary	24.7	28.7	19.7
Lower Secondary	11.8	13.9	9.2
Secondary/Diploma	4.0	5.3	2.4
Beyond and Secondary	0.8	1.1	0.4

20. Economic activity rate of population aged 15 years and over

Both Sexes	77.0
Males	81.2
Females	73.5

21. Percentage of population by industrial sector

Primary	77.5
Secondary	4.3
Tertiar	18.2

22. Percentage of migrants (with previous residence outside place of enumeration )

31.5

23. Percentage of households having access to safe drinking water (I,e piped water, water from tube/pipe well and water bought)

Total	29.0
Urban	60.3

	Rural	23.7
24. Percentage of households having electricity as main source of light	Total	15.1
	Urban	53.6
	Rural	8.6
25. Percentage of households by main type of fuel used for cooking	Firewood	90.0
	Charcoal	5.3
	Kerosene	1.8
	LPG	1.7
	Others	1.2
26. Percentage of households having toilet facility within premises	Total	14.5
	Urban	49.0
	Rural	8.6
27. Estimates of Total Fertility Rate	Total	5.3
	Urban	4.4
	Rural	5.5
28. Estimates of Infant Mortality Rate	Both Sexes	80
	Males	88
	Females	72
	Urban	65
	Rural	82
29. Estimates of Life Expectancy at Birth	Both Sexes	56.3
	Males	54.4
	Females	58.3
	Urban	60.0
	Rural	55.8

## II. Education and Vocational Training System

### A. NATIONAL EDUCATION SYSTEM

Much of the educational infrastructure was destroyed by the war. The constitution of the Kingdom of Cambodia has defined clearly a democratic and pluralistic government structure. Chapter 6 states the rights of all citizens to obtain education. Every citizen has an equal right to obtain equal education at basic levels and the government shall establish a general and universal education system throughout the country. The education principles aim at training people, equitably

and according to their capacity, to enable them to earn a living. The new constitution promulgates a compulsory education for nine years and a guaranteed quality education for all Cambodians. There is a restructuring of the educational system from eleven years to twelve years of schooling. The Cambodian education system is a complete one, from pre-school (3 years), primary school (6 years), lower secondary school (3 years), upper secondary school (3 years) and tertiary education (4-7 years). (Chart of national education system as attached). Vocational and Technical Education and training are conducted from 1 year to 3-5 years. Non-formal education also contributes to the training of citizens.

The educational system is primarily defined by an overall governance structure. The educational system is heavily decentralized with three levels of governance responsible for its management. At the central level, the Ministry of Education, Youth and Sport (MOEYS) has overall responsibility for establishing national policies and curriculum guidelines. Some tertiary institutions and vocational and technical secondary education institutions are under the governance of other technical ministries (Ministry of Agriculture, Health, Labor, etc...). The other two levels are the provincial and district administrations. The MOEYS does not only formulate the national policies but also the budget for all provinces, and ensures that all local educational authorities spend their budgets and implement educational development projects within the national policy framework and budget allocation.

All kinds of private schools are allowed to operate according to the curriculum development approved by the Ministry of Education, Youth and Sport.

## **1. Higher education system**

Higher education was one of the areas most severely affected by the events of recent years. The Cambodian Government throughout the 1980's reestablished its institutions of higher education. A network of 9 public higher education institutions have been established which provide for instruction in areas such as agriculture, medicine, economics, industry, technology, teacher training, science, art and culture. A further fifteen technical and professional training institutions (specialized secondary schools) also offer tertiary level courses lasting for periods of 2 to 3 years for upper secondary school graduates. All higher education institutions providing degree programs are public. Although Cambodia is economically weak, higher education is almost completely free. Students, whether poor or rich, pay nothing for tuition. Apart from a recently established private university providing degree programmes, there are a few private institutions providing tertiary level courses, which are non-degree programs.

### ***The 9 public institutions of higher education are:***

- **The Royal University of Phnom Penh (RUPP)** which was founded in 1960 and was expanded in 1988 by merging the teacher training college (Ecole Normale Supérieure) with the Foreign Language Center and the Central Political School. RUPP has 12 departments grouped into 3 faculties and one institute: Faculty of Science, Faculty of Humanities and Social Science and the Institute of Foreign Languages.
- **The Institute of Technology of Cambodia (ITC)**, formally the Institute Technique Supérieur de l' Amitié Khméro- Soviétique (Higher Technical Institute of Khmer Soviet Friendship), reopened in 1981 with the assistance of the former Soviet Union. Since 1993, after the retreat of the Soviet Union, the French Government provided assistance for renovating and developing ITC. The institute has 5 departments: civil engineering, rural engineering, chemical and agricultural food engineering, electrical and energetic engineering, industrial and mine engineering.
- **The University of Health Sciences** provides training for doctors and assistant physicians in Medicine, Pharmacy and Dentistry.

- **The Royal University of Agriculture (RUA)** is divided into 5 faculties:

1. **Faculty of Agronomy,**
2. **Faculty of Animal Health and Production,**
3. **Faculty of Agricultural Engineering,**
4. **Faculty of Forestry**
5. **Faculty of Fishery.**

.. **The Royal University of Fine Arts** is composed of 5 faculties:

1. Faculty of Archaeology,
2. Faculty of Architecture and Urbanism,
3. Faculty of Plastic-Arts,
4. Faculty of Music
5. Faculty of Choreographic Arts.

## 1-The objectives of the HRD Office:

HRD Office dedicates itself to the cultivation of a highly competent technical workforce, well versed in theory and practice. Through our HRD Institutes high-quality technical competency development becomes accessible for all those who aspire for life-learning, improvement of skill and competencies and an unimpeded participation in economic and social life regardless of educational backgrounds, social origins and gender.

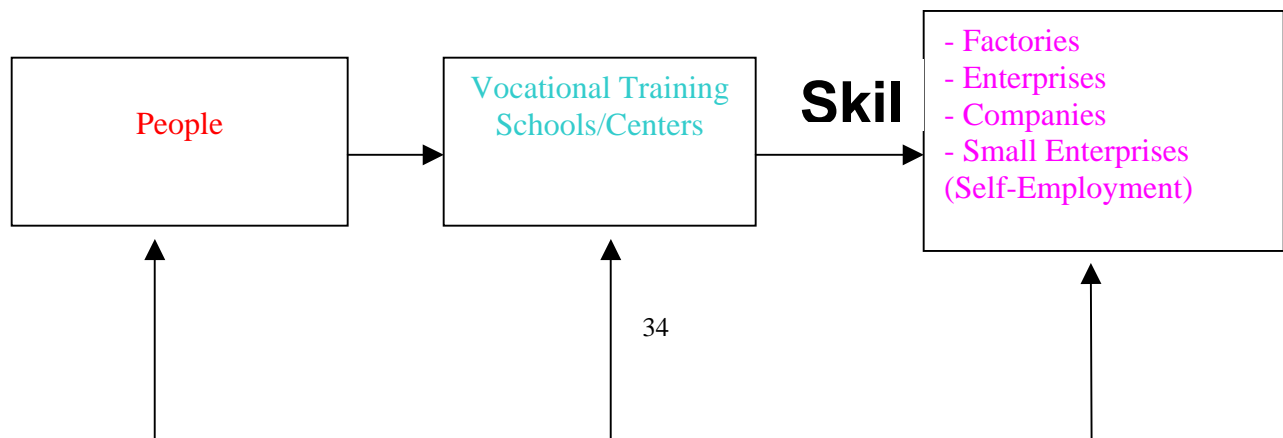
## 2-Vision

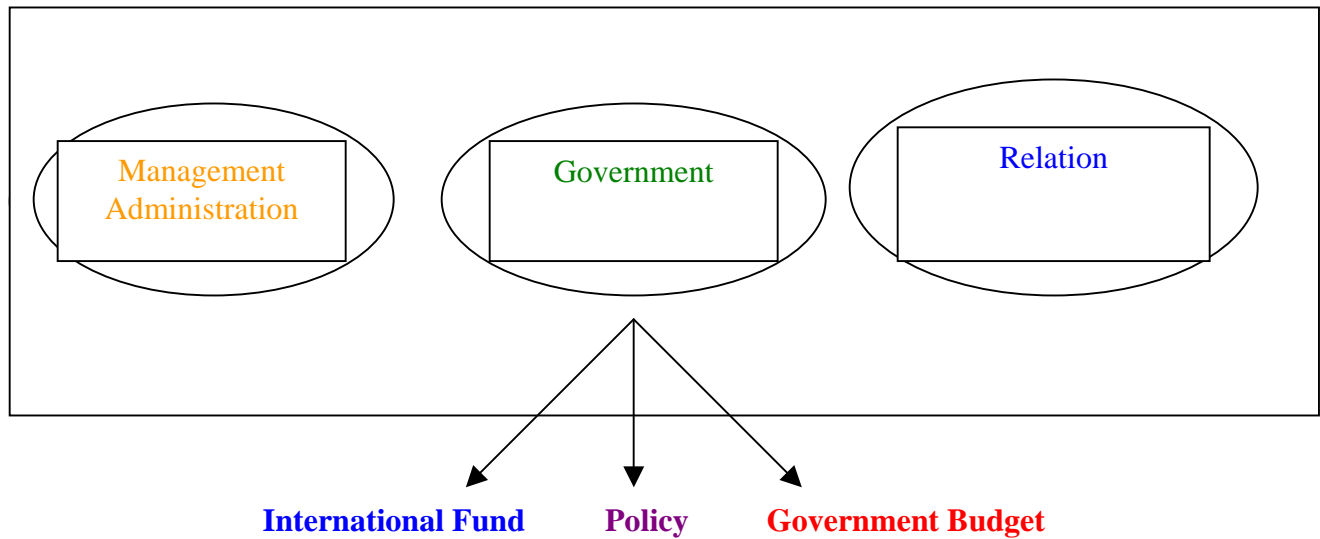
New HRD Office as the Center of Excellence in the field of Technical Vocational Education with highly skilled and educated graduates.

## 3-Mission

New HRD Office is committed for the provision of relevant, accessible, high quality and efficient technical skill, vocational-technical education and skill development. Likewise to conduct research, extension services, community outreach programs, entrepreneurial activities responsive to the need of community in accordance with the local and national development goals and priorities.

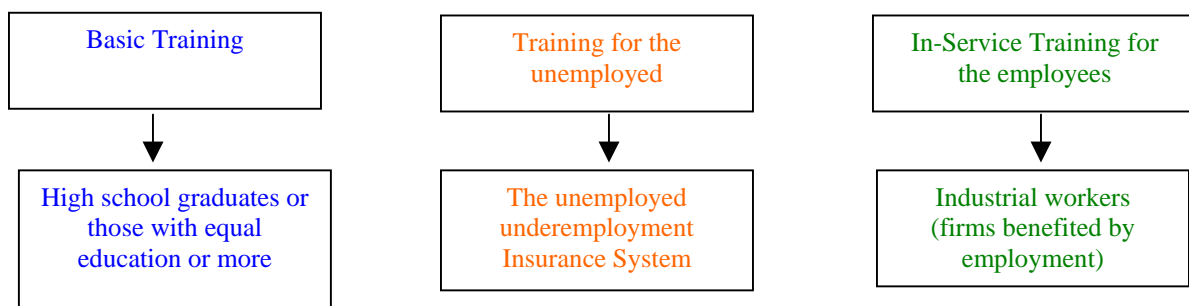
## 4-RELATION SYSEM OF VOCATIONAL TRAINING SECTION





## Vocational Training Services

The Vocational Training will operate the training courses that fully supports by the government.



The HRD Office will offer special course through the Vocational Training Center which focusing on the latest technological know-how in response to the demands from the local market.

The curriculums of the training courses are field oriented and focused on practice, which respond to the labor market demands.



## Development of easy-learning and easy-instructing media

### Comprehensive Projects

We conduct job analyses and develop practice projects making use of product drawing for the training process. Thus, company / industrial skills are reflected in the curriculum.

**Project Guidelines** Our teaching and learning methodology is based on the integration of theory and practice and we also help trainees to manage their learning assignments individually or in a group.

### Textbooks

Textbooks reflect the latest developments in technologies, know-how and leaning methodologies and are learner-friendly supports accompanying the trainees' progress step by step.

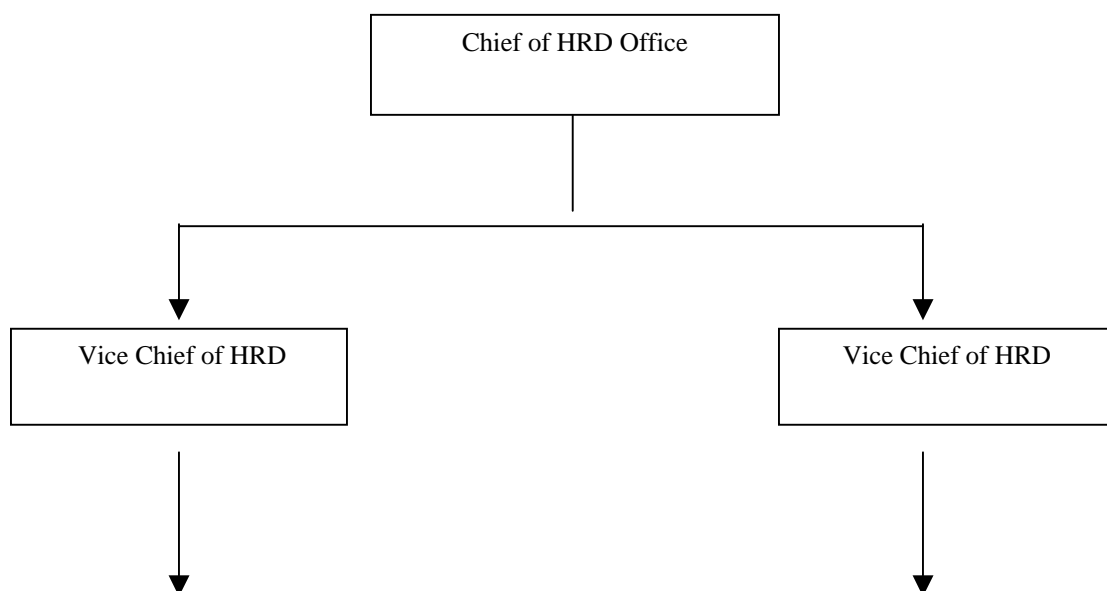
\*\*Objective of employment promotion

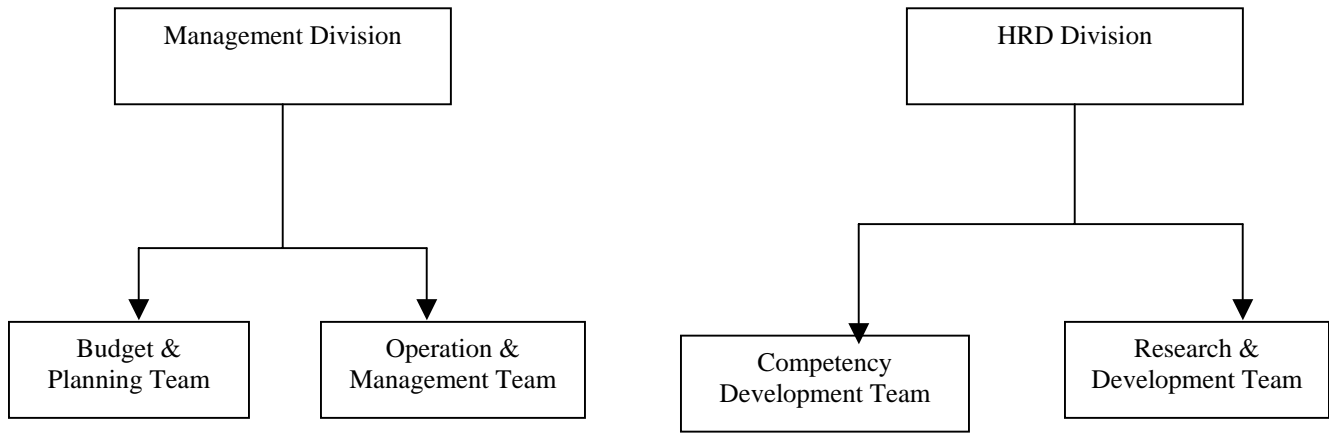
-Self- sustainability: creation of cost and revenue strategy

-Job placement: Recruiting good jobs in local and external (overseas employment) market.

-Industrial cooperation: cooperation strategy with centers and schools, industries, government, international organizations, non-governmental organizations .....

### Organization chart





**\* Because of the important role on vocational training and HRD, the government established the policy as described below in order to promote young and other disable people.**

1. Vocational training is a very important field of Cambodia's plan on training of human resource. The Royal Government pays considerable attention on this field and to take into account as a priority one among other important fields.

- We have observed that there are many reasons that push population to live in the poverty. Among those reasons, the biggest one is that the people do not have enough skills for running their business as well as to be in lack of capacity or technical knowledge in planting, etc. More than 90 percent of farmers are planting by using traditional method. After harvest season, in some regions, people do not have any additional work or employment.

- The target people whose living are below the poverty line and the vulnerable group such as **young poor and disable persons**, orphan children, widows and poor people who live in the rural area, around 40 percent, are suggesting for possibility and opportunities in receiving a job or practicing self-employment in community.

- In short, vocational training is a very crucial and principal task of the human resource development and poverty alleviation.

2. At the present time, Cambodia needs human resource at all levels such as:
- (a). High Level: PhDs, engineers, bachelor degrees, and professors.
  - (b). Middle Level: technicians, teachers, and medical doctor assistants.
  - (c). General Level: training skills.

The result of 1998 census showed that the total labour force is **5.1** millions. The number of people who have completed primary school and the people in the group age from **15** to **64** is around 3.4 millions.

- The above mentioned data showed that there is a great need of skills training in general level in order to develop human resource and poverty alleviation.

- The number of graduates have been trained by factories/enterprises is around 200,000 including garment industry and rubber plantation. This number is small, to compare with the need of human resource of our country. Current training system does not respond to the need of skill training yet. The skills training should provide more opportunities for individual to be placed on job employment and income generation as a mean for improving the living standard.

3. Experiences and studies, were successfully implemented, of developed countries, namely Japan, South Korea, Singapore, etc. showed that they have implemented human resource development programmed only through providing their people the skills training. And they considered this key task of development and investment is a must.

**\* Set up a vocational training law and other regulations.**

## **❖ II. Government Policies and Management**

### **4-Some specific initiatives:**

- Develop national competence standards and national qualifications frame work with foreign countries).
  - Develop national skill standards.
  - Develop national skill training.
  - Improve the quality of skill training.
  - Develop program for vocational training.
  - Set up national skills competitions.
  - Improve the capacity of teaching.
  - Establish provincial vocational training.

- request for international assistance and to explore other financing sources as well as generate income.

### **Links with Industries and Enterprises:**

- An efficient and responsive Vocational Training System must meet the demands of the market.
- Cooperate closely with Employers' Association in order to disseminate the training information.
- Without linkages with the industries and partnerships with private sector the students are taught only theories and they lack the practical knowledge necessary to find and hold jobs.

### **TVET SYSTEM**

Technical Vocational Education and Training (TVET) is a fundamental human right, yet this a need is beyond the reach of many Cambodians today. Cambodia after more than two decades of war, suffers from a poor physical and administrative infrastructure and extreme poverty. The TVET system was heavily damaged and this has affected to the human resources in the field of technical skills.

Recently, the Royal Government has given particular attention to TVET needs in Cambodia.

The problems in formal education have created a massive need for non formal education. More than one million school children between the age of 6-14 are not in school. Many never enrol and the vast majority of others drop out before attaining a competent literacy level. In addition, more than 1,5 million adults are illiterates. This means that one in four Cambodians are in need of Technical Skill.

### **C.ENHANCING INTERNATIONAL COOPERATION IN (TVET)**

- There is an urgent need for more financial and technical support from international agencies for Technical Vocational Education and Training in particular, to allow TVET to contribute more significantly to economic and social development.

- The new technologies must be harnessed to provide widespread access TVET. They should be used to make distance irrelevant and to render curriculum-based knowledge and vocational guidance information more easily accessible to all.

## Goal

- To develop the Department of Vocational Training's staff capabilities in writing project proposals and in project management, particularly with regards to project implementation, reporting, monitoring and evaluation.
- To develop competence and Knowledge and promote a feeling of self-confidence, self-reliance and personal well being, so that staff will be able to carry out their responsibilities in an effective and efficient manner.
- To encourage staff to conduct workshops in Human Resource Development for other staff within the MOSALVY in order to build up the Ministry's infrastructure this can act as a model for the ministries to follow.

The training duration is divided to **short term** and **long term** training course.

Short term: 1 => 6 month

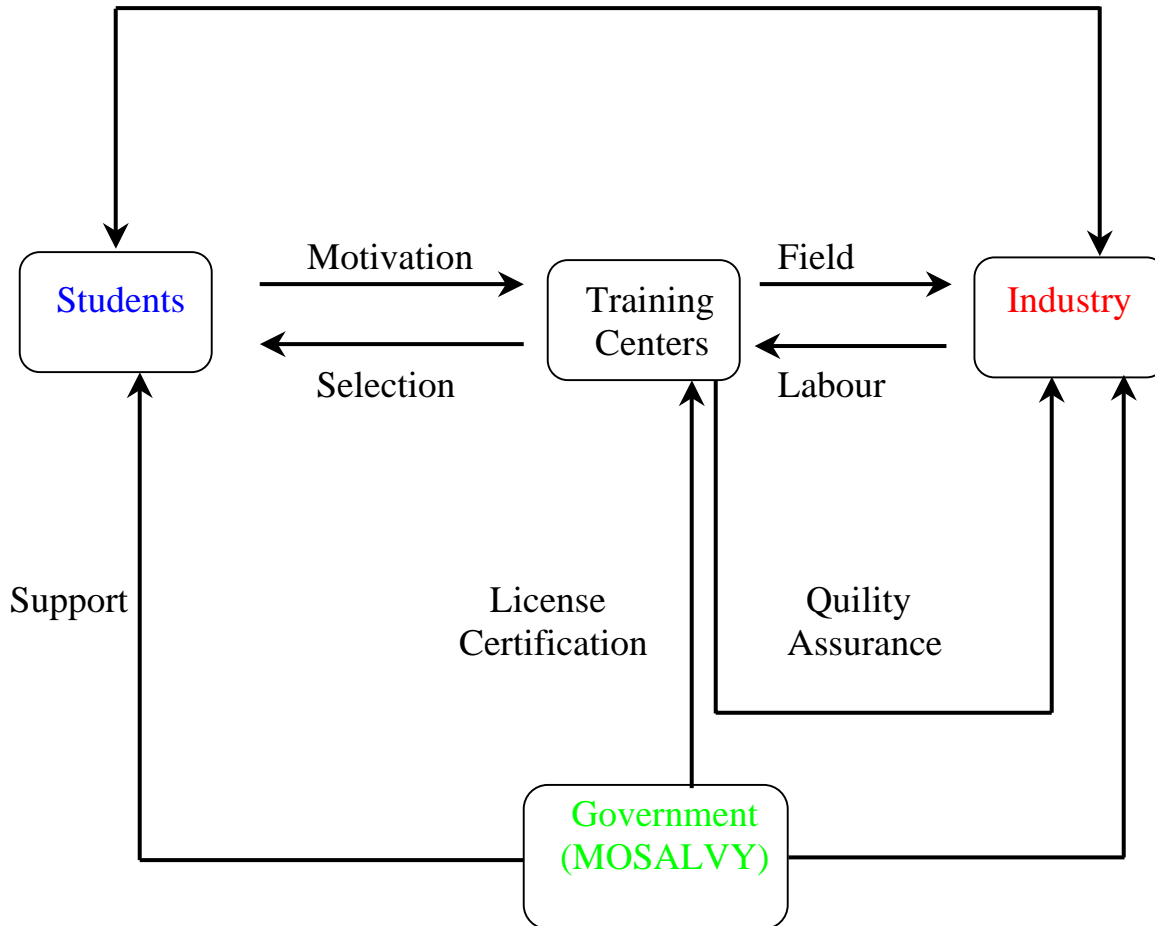
Long term: 1 year => 2 year

\* The training duration will be extended to 4 years ([Cambodia National Polytechnic College](#)).

The priorities of the Government in the education sector are to improve the quality of primary and secondary education, make higher education and Vocational Training more respective to the needs of the economy, and improve educational management, planning and budgeting.

A key priority will be to improve efficiency and productivity of the education system including greater attention to private sector financing options. Increased capital investment will be linked to further institutional restructuring, capacity building, better service and in-service training in order to ensure enhanced efficiency of public investment.

## Placements Job



### Objectives

The main objectives of TVET system is to promote young people to get a good skills and also have ability to find a job and to do self employment for better life.

### Perspective beneficiaries

Immediate beneficiaries: The jobless people, orphans who can not continuous their study, unskilled workers in the cities as well as in the other provinces.

Reducing poverty is a central thrust of the First Socio-Economic Development Plan for 1996-2000. Poverty is a serious problem affecting 30 percent of all households in Cambodia.

The Government's strategy for reducing poverty is to address its many characteristics across a broad front and to treat the issue as essentially being synonymous with human development. In addition, the Government's self-employment opportunities in small-scale activities in urban and rural areas. This has implications for technical education and vocational training, given the need to ensure that increasing employment takes place in the context of increasing productivity.

Vocational Training should be combined with the provision of micro-credit to create job opportunities that are locally or regionally in demand.

### **III. LABOUR AND VOCATIONAL TRAINING:**

Labour and training policies have several dimensions, including migration opportunities, new skills like IT and vocational training. Vocational Training is linked to the education policies set out in section.

Labour export has been an important option for reducing poverty in several of Cambodia's Asian neighbours, such as the Philippines, Sri Lanka, Thailand and Vietnam. The Royal Government policy is to encourage official labour exports to increase welfare, enhance skills, reduce unemployment and increase state revenues. Constraints to increased exports of workers include, low education and limited foreign language skills, an increasingly competitive market for export labour, and complex regulatory and bilateral arrangements, which do not prohibitively raise costs yet adequately protect the interests of export workers poses a challenge. Technical assistance is needed in these areas and should draw in the considerable regional experience in developing labour markets and regulations.

Information Technology has much to offer in enabling all these sectors to move to more productive systems. Already some of Cambodia's many young people are embracing IT based activities. In some cases IT systems are being used to convey market information and exporting data processing services.

To draw maximum benefits from the ever changing global market, Cambodia needs to tackle inter-related actions at three levels: significant improvements in market access, linked to a coherent program of technical assistance and capacity building and based on continuing domestic policy reforms and adjustments.

Low-skilled people are especially vulnerable to under-employment. An effective labour code and vocational training and labour ensure increased access to income generating opportunities, through the development of protective work conditions for employees.

Concomitant with economic growth is the increased demand in urban and rural areas for a broader range of relevant technical skills. At present the capacity of the vocational training systems is limited and its orientation is largely divorced from the needs of a market economy. In recent years, student enrolment and the number of courses have been declining because of **a perception of poor quality of training and lack of opportunities for employment in public administration**. The weakness in public sector of vocational training system have encouraged a robust private sector response with an increasing number of private sector institutions providing training, on a fee basis, in information technology and foreign languages. However, most private sector Vocational Training activities are confined to Phnom Penh and Vocational Training capacity in rural areas remains dependent on external assistance through non-formal Vocational Training delivery.

The Royal Government of Cambodia recognizes that Vocational Training institutions need to improve performance. A number of areas have been identified that need to be addressed to make Vocational Training yield higher returns and be able to support the process of economic and social development. A policy priority of the Government is to strengthen financial, regulatory and management systems alongside improved quality assurance mechanisms, linked to increased operational autonomy for the institutions.

In 2001, the government has approved a policy for the development of the Vocational Training systems. The first priority of the Government is to put in place the needed regulatory and quality control mechanisms and to support the growing public/private partnerships, and to ensure an increased operational autonomy for the institutions.

## **. GOALS AND DUTIES OF VOCATIONAL TRAINING:**

1. In order to improve the living standard and alleviate the vulnerability of most-likely the people as part of strategy implementation on poverty alleviation, the Ministry has defined a priority for providing vocational training in General Level for the people, particularly for vagrants, disable persons, widows and poor orphan young persons by setting up training courses and programs for people who have low education. It is meaning that we should provide specific knowledge, which is in general we call "know how to do".

2. According to the above-mentioned, duty vocational training has two goals as follows:

- (a). To develop human resource through skills training in order to provide to factories/enterprises according to their need, so we can reduce maximally unemployment/un-skill rate.

- (b). To develop skills in order to catch up with an impulse of productivity, so as to create new job or improve present skill standard.

3. Set up national programmed for vocational training for securing sustainability and stability of local labour market.
  - Establish public enterprises for vocational training.
  - Set up and implement policy on credit scheme for vocational training. This Task is focusing on apprentices who were trained by the vocational training center.
  - Develop vocational training programmed in accordance with the need of local and external labour market.
  - Establish the counseling service for vocational training in the rural and urban areas.
  - Strengthen and sustaining the existing vocational training centers.
  - Continue to promote and attract aids from non-governmental Organizations.
  - Create and implementing vocational training programmed for remote rural communities.
  
4. Promote the implementation of apprenticeship programs, which is an obligation for private factories/enterprises. It is expected that there are 6,000 skill workers per year will be tested and certified through this programme.
  
5. Research and develop skill standard according to the need of local and External labour market demands in order to secure stability of the economy growth and employment.

## **Policies and Plans**

The Ministry of Labour and Vocational Training established its Strategy Policy to implement the action plans. These policies will include all actions of Vocational Training that will be described in the following :

**Policy 1:** To Implement a Demand-driven System guided by Labor Market Signals

- 1.1- Develop competency standards that will guarantee the industry /market a major voice in Vocational Training.
- 1.2- Establish Provincial Training Boards to deal effectively with the above-stated issues or tasks in the provinces.
- 1.3- Develop indicators to measure the levels of competencies required in the labor market and encourage industry participation in study programs.
- 1.4- Establish Industry Liaison Offices in each training institution /technical school to establish and maintain linkages with the concerned industries.
- 1.5- Develop partnerships between training institutions market/work place to ensure better relevancy.

**Policy 2:** To Develop a System that will impart Competencies in accordance with Recognized Standards

- 2.1- Develop curriculum based on Competency Standards to ensure that Vocational Training will impart skills required by the market and industry.
- 2.2- Modernize training facilities, plant/equipment to improve the quality of training and to make the trainees competitive regionally.
- 2.3- Improve the capacity of teaching staff in order to implement successfully Training programs.

**Policy 3:** To set up a System which Recognizes Competencies wherever and however they are obtained

- 3.1- Establish Testing Committee to implement a national system of testing based on competency standards as a key element of TVET reform. This will enable the testing of the level of skills to ensure quality work performance.
- 3.2- Enable students to continue their through recognition of prior learning through skill testing as an alternative to formal form training.

**Policy 4:** To set up training System that is oriented to officially Recognize Professions and Trades

- 4.1- Incorporate competency standards in all Training curriculum to achieve the national goal of producing qualified technical and vocational manpower.
- 4.2- Promote implementation of the curriculum based on competency standards defined by the market and industry.

**Policy 5:** To Decentralize Management

- 5.1- Decentralize management by empowering local tiers to be more effective and efficient. The higher tiers should focus on strategies rather than of routine operations.
- 5.2- The responsibility of each training institution should be gradually increased based on its achievements and performance. Empowerment must be performance based.

**Policy 6:** To Manage Institutions and Organizations

- 6.1- Strengthen the training institutions and manage to achieve self sustainability.

6.2- Encourage institutions to generate income by providing services.

**Policy 7:** To make Vocational Training more Equitable by Affirmative Action in favor Of Women & Vulnerable Groups

7.1- Strengthen the Gender and Equal Opportunities Unit to ensure affirmative action in favour of women and the vulnerable groups to ensure that they are not discriminated in terms of access to TVET.

7.2- Provide equal opportunities and examine gender issues as part of TVET policy and strategy.