



**Kingdom of Cambodia  
Nation Religion King**

**Ministry of Education, Youth and Sport**



**Master Plan  
for Technical Education  
at Upper Secondary Level  
(2015-2019)**

February 2015



Supported by [Korea International Cooperation Agency \(KOICA\)](#)

# Table of Contents

Contents .....	i
Abbreviations/Acronyms .....	iv
Preface .....	vi
<b>Chapter 1 Introduction</b> .....	1
<b>Chapter 2 Background</b> .....	2
2.1 School Facilities, Equipment and Infrastructure.....	3
2.2 Student Enrollment .....	4
2.3 Human Resources (Teachers).....	4
2.4 Current Situation Analysis.....	5
2.5 Resource Mobilization and Stakeholder Participation .....	5
2.6 Legislative Support and Strategies for Technical Education .....	5
<b>Chapter 3 Vision, Mission, Goals and Strategies</b> .....	8
3.1 Vision.....	8
3.2 Mission.....	8
3.3 Goals .....	8
3.4 Strategies.....	8
<b>Chapter 4 Strategies and Sub-Strategies</b> .....	9
<b>4.1 Strategy 1</b> Establishment of Legislative Framework to Support General and Technical Education System .....	10
1.1 Establishment of Legislative Framework .....	10
1.2 Establishment of Management and Support Mechanism for Technical Education.....	11
1.3 Establishment of Research and Development .....	11
<b>4.2 Strategy 2</b> Establishment of General and Technical Education System ....	12
2.1 Upgrade of Technical Education System .....	13
2.2 Expansion and Strengthening of General Technical High Schools ....	13
2.3 Operation and Support for General and Technical High Schools .....	14

<b>4.3 Strategy 3</b>	Development and Revision of Technical Education	
	Curricula and Textbooks .....	15
3.1	Development Technical Education Curricula and Textbooks .....	15
3.2	Development Technical Education Teaching and Learning Framework.....	15
3.3	Regular Revision of Innovative Technical Education Curricula According to Social Changes.....	15
<b>4.4 Strategy 4</b>	Establishment of Technical Education Facilities and Installation of Equipment .....	17
4.1	Construction of Classrooms, Workshops and Laboratories .....	17
4.2	Installation of Technical Education Facilities and Equipment according to the Standard of each Trade.....	17
<b>4.5 Strategy 5</b>	Training of Technical Education Teachers and Promotion of Teacher Qualification and Competency.....	18
5.1	Enhancement of Competence and Qualification of Technical Education Teacher and Managerial Staff .....	18
5.2	Development of Training Programs for Technical Education Teachers .....	18
5.3	Development of an Appraisal System for Technical Education Teachers .....	19
<b>4.6 Strategy 6</b>	Accreditation and Quality Assurance of Technical Education ..	20
6.1	Establishment Accreditation and Quality Assurance System for Technical Education.....	20
6.2	Accreditation and Student’s Qualification .....	20
6.3	Development of Monitoring and Evaluation System of GTHS.....	21
<b>4.7 Strategy 7</b>	Establishment Plan for Sustainability of Technical Education ..	22
7.1	Promotion of Industry-School-Government Cooperation .....	22
7.2	Promotion of Entrepreneurship and Competitiveness .....	22
7.3	Plan to Raise Budget.....	23
7.4	Development and Implementation of Bridging Programs .....	23

<b>4.8 Strategy 8</b>	Gender Mainstreaming .....	24
8.1	Provision of Infrastructure for Gender Equity .....	25
8.2	Promotion of Gender Equity in Technical Education.....	25
8.3	Development and Strengthening Competency on Gender Mainstreaming .....	25
<b>Chapter 5</b>	<b>Priority Strategies and Monitoring the Master Plan Implementation .....</b>	<b>26</b>
5.1	Priority Strategies .....	26
5.2	Monitoring and Evaluation of Master Plan Implementation .....	31
<b>Chapter 6</b>	<b>Conclusions.....</b>	<b>32</b>

### **List of Appendixes**

<b>Appendix 1</b>	Results of SWOT Analysis .....	33
<b>Appendix 2</b>	Student Perception Survey .....	39
<b>Appendix 3</b>	Analysis Report Using IPA (Importance Performance Analysis) Method.....	42
<b>Appendix 4</b>	SWOT Analysis Results on Gender Equity .....	52
<b>Appendix 5</b>	Action Plan Matrix of Master Plan for Technical Education at Upper Secondary Level .....	54

## Abbreviations/Acronyms

ASEAN	Association of South- East Asian Nations
CRITE	Cambodia Research Institute of Technical Education
CSUK	Chea Sim University of Kamchaymear
DACUM	Developing a Curriculum
DCD	Department of Curriculum Development
DGSE	Department of General Secondary Education
DC	Department of Construction
DNFE	Department of Non-Formal Education
DPSA	Department of Property and State Assets
Dept	Department
DP	Department of Planning
DPe	Department of Personnel
DPs	Development Partners
ESP	Education Strategic Plan
GTHSs	General and Technical High Schools
ICT	Information and Communications Technology
ITK	Institute of Technology of Kampong Chheuteal
IPA	Importance Performance Analysis
ITC	Institute of Technology of Cambodia
KOICA	Korea International Cooperation Agency
MoEYS	Ministry of Education, Youth and Sport
NA	Not Applicable
NCDG	National Curriculum Development Guideline
NGO	Non-Governmental Organization
NIE	National Institute of Education
NPIC	National Polytechnic Institute of Cambodia
NTTI	National Technical Training Institute
NU	Norton University
ODA	Official Development Aid
PB	Program Budgeting

PLACA	Prek Leap National College of Agriculture
POE	Provincial Offices of Education
R&D	Research and Development
RGC	Royal Government of Cambodia
RULE	Royal University of Law and Economic
SWOT	Strength, Weakness, Opportunity and Threats
SY	School Year
TE	Technical Education
TTD	Teacher Training Department
TVET	Technical Vocational Education and Training
USD	United States Dollar
UST	Union School of Technology
VOD	Vocational Orientation Department

## Preface

The Royal Government of Cambodia has the ambition to make the transition from a lower-middle income country to an upper-middle income country by 2030 and a developed country by 2050. To achieve this objective the Royal Government of Cambodia (RGC) has to develop technical skills for Cambodian youth in order to increase employment opportunity for them and so as to compete with other countries economically when the ASEAN Economic Community will be established at the end of 2015.

The RGC has developed strategies for capacity and human resource development to improve the quality of education; one of which is through prioritizing technical education at upper secondary level. To implement these strategies, all parties need to work together to address challenges and to respond to any remaining loopholes such as building infrastructure and both public and private institutions, small and medium enterprises and to build human resources especially in the field of Technical and Vocational Education and Training to push economic growth of the country and region.

Developing technical skills (hard and soft skills) for youth is crucial for us to develop suitable and necessary skills among youth and make sure they have adequate skills which include physical, mental and intellectual ability and morality, values, skills and expertise in order to become good citizens in and also contribute to the country by formulating the economy of the family, community and nation in line with the Four Pillars of Technical Education : **Learning to do, Doing to learn, Earning to live and Living to serve.**

The Ministry of Education, Youth and Sport (MoEYS) would like to deeply thank Vocational Orientation Department officials, education staff, KOICA and Korean experts who are involved in developing the Master Plan for Technical Education at Upper Secondary Level. This document is crucial to enhance productivity, efficiency and quality of technical education at upper secondary school level in Cambodia.

The MoEYS strongly hopes that all concerned institutions, general and technical high schools, national and international organizations, private sector and all stakeholders will contribute to, cooperate and support the implementation of the Master Plan for Technical Education at Upper Secondary Level with successful results.

Phnom Penh 27 February 2015  
Minister, the Ministry of Education, Youth and Sport



*[Handwritten signature in blue ink]*

Dr. HANG CHUON NARON



# **CHAPTER 1**

## **INTRODUCTION**

Globalization is bringing nations closer together in all fields that require the participation of relevant stakeholders in the sustainable development of the youth's skills. ASEAN integration 2015 will allow Cambodia to have access to the youth's skill development by delivering Technical Vocational Education and Training (TVET) and enable Cambodia to stand shoulder-to-shoulder with other ASEAN members in terms of labor force. Technical education, which derives partially from TVET, plays a key role in considerable changes in Cambodian workforces.

Regarding the aforementioned context, the Ministry of Education, Youth and Sport (MoEYS) has paid more attention to technical education in order to provide technical skills for youth. The MoEYS has also exceptionally cooperated with KOICA to develop the Master Plan for Technical Education at Upper Secondary Level, curricula for accounting, agriculture, electricity, electronics and mechanics, and textbooks for each trade.

Furthermore, in alignment with Education Strategic Plan (ESP) 2014-2018, The MoEYS pushes strategies and implementation of Technical Education focusing mainly on vocational orientation, life skills programs and career guidance for students at lower secondary schools. Through providing life skills and technical skills for students at upper secondary level, it will help support their family economies and the national economy as a whole and encourage students to continue lifelong education.

The Master Plan for Technical Education at Upper Secondary level includes eight strategies consisting of twenty four sub-strategies as follows: Legislative Framework to Back Up General and Technical Education System, Establishment of General and Technical Education System, Development of Technical Education Curricula and Textbook, Establishment of Technical Education Facilities and Installation of Equipment, Training of Technical Education Teachers and promotion of Technical Education Teacher's Qualification and competency, Accreditation and Quality Assurance of Technical Education, Establishment plan for Sustainability of Technical Education and Gender Mainstreaming.

## **CHAPTER 2**

### **BACKGROUND**

In accordance with the constitution of the Kingdom of Cambodia, Education Law, Cambodia Millennium Development Goals, National Strategic Development Plan and Rectangular Strategy of the Kingdom of Cambodia, the Royal Government of Cambodia has issued strategies on capacity building and human resources development to improve the quality of technical education at upper secondary level.

The MoEYS has established Education Strategic Plan (ESP) 2014-2018 integrating Technical Education into secondary level curriculum and ensured implementation of the strategies in providing education service, and technical skills to students so that they can compete on the world stage in the realm employment and improve family and nation economies like other countries in the region. The MoEYS' strategy on technical education is to enhance and expand technical education services to citizens for sustainable development and poverty reduction.

The MoEYS (ESP 2014-2018) has formulated policy to give greater emphasis to expanding technical education and opportunities for secondary education through the continued and improved partnership among Royal Government of Cambodia (RGC), development partners, private sector, non-governmental organizations, communities and parents.

Currently, the MoEYS' programs encompass two streams, general and technical education stream as education programs at General and Technical High Schools (GTHSs) in three provinces by linking schools to work and professional development for life-long learning. So far these GTHSs have operated various trades such as animal husbandry, agronomy, electronics, electricity, mechanics and accounting in the three provinces as follows:

- Kampong Chheuteal High School has started operating 4 trades: Electricity, Electronics, Agronomy and Animal husbandry since 2003
- Samdech AkKa Moha Sena Padei Techor Hun Sen Rota Khsach Kandal GTHS has started the technical education stream with 2 trades: Electricity, Electronic since 2012
- Preah Bat Samdech Preah Borom Neat Norodom Sihamoni GTHS has started the technical education stream with 2 trades: Electricity and Agronomy since 2013.

The MoEYS issued the national guidelines for developing and operating the technical education program in July 2014 to regulate it countrywide. In order to manage the functional