

The Country Paper should not exceed 25 pages, including the cover page.
The finalized Country Paper should be submitted via email at ICCDPP2017@krivnet.re.kr in Word (.doc file).

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Cambodia

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Introduction

We are now at a crucial crossroads where decisions must be made.

The structures of work opportunity are undergoing massive changes in most countries. Information and communications technology have significantly changed how organisations and businesses function. The local and national economies are affected by the global economy in ways that could not have been envisaged 30 years ago. Many people struggle to make a living. Incomes have been stuck for many years while the cost of living is steadily increasing. Wealth and income inequality is growing with wealth increasingly concentrated among a small percentage of the population. Youth unemployment and underemployment rates are universally high. Career pathways are very unclear. There remains a disconnection between education & training and the world of work, and between career development practitioners in all sectors and employers. The era of the 4th Industrial Revolution and Artificial Intelligence (AI) has arrived. Automation is increasingly encroaching and reshaping work in many economic sectors. The future of work is uncertain and unclear.

To deal with these issues above, we need to seek approaches and methods that meet individual career needs and produce measurable results that are practical and socially relevant for individuals and societies.

The career development sector addresses the challenges of bridging the supply and demand sided of the labour market and enhancing the prospects of our economy and society. It equips individuals to make educational, training and work choices that will afford them decent work and future opportunity and helps employers to access qualified and productive workers.

How is the career development sector in your country facing the challenge of being relevant and current in the context of such massive change? How have the personal, social and economic impacts of its programs and services been demonstrated and/or transformed in response to changes in the labour market? What can funders and policy makers realistically expect from programs and services provided within the sector? What can the public and employers realistically expect? What are the implications for policy and practice going forward?

The 2017 Symposium invites countries to examine the crossroads at which the relevance and impact of career development interact with the significant changes occurring in their labour markets and to explore constructive and impactful career development responses. Countries are expected to develop a Country Paper in which the following four themes will be addressed:



Theme 1

Understanding how work opportunities are changing



Theme 2

Ensuring that content and delivery of career development programs and services are relevant



Theme 3

Improving career practitioner training and practice



Theme 4

Reforming career services in education and labour to focus on career competencies and successful transitions

In reference to these themes, countries are encouraged to pay specific attention wherever possible to:

- Key elements in your country that are guiding policy development and implementation
- Examples of specific outcomes that are resulting from policy implementation and how these outcomes are measured
- Examples of promising implementation strategies.

General question

1. Please indicate the theme that you are the most interested in discussing (Please note that country teams will participate in all sub-themes discussions during the symposium.)
 - Understanding how work opportunities are changing
 - Ensuring that content and delivery of career development programs and services are relevant
 - Improving career practitioner training and practice
 - Reforming career services in education and labour market sectors to focus on career competencies and successful transitions

2. Please indicate your reasons for participating for this symposium.

- To learn about the experiences of implementation of career counselling in secondary school
- To learn about the policies and strategies supporting career guidance and counselling from other countries

3. To what degree are the established career content, programs and services in your country in meeting the career needs of the population?

(2)/5

4. On a scale of 1(Lowest) – 5(Highest), how does career development provided in schools, produce 'career ready school leavers' in your country?

(2)/5

5. On a scale of 1(Lowest) – 5(Highest), what is the strength of the public policy evidence base for career development in your country?

(2)/5

Thematic questions

Questions to help you to organise your country responses to the four specific themes are outlined below:



Understanding how work opportunities are changing

6. What are the major changes that are taking place in access to, or maintenance of, or progression in employment and/or livelihood possibilities for youth and adults in your country?

Cambodia experienced **rapid economic growth** in 2000-2015 becoming a lower middle income country in 2016. Rapid economic growth and diversification have been accompanied by an **increase in demand for a skilled workforce**. The education system has not kept up with these structural changes and **skills gaps have widened** despite of the fact that the government of Cambodia has made education a key component for the country's socio-economic development and has made significant progress in expanding educational opportunities over the past decade.

7. From your knowledge, what are the major drivers/factors behind these changes? -
*examples required

Although Cambodia has made great progress and has a nearly-universal primary enrolment (2015-16 98,4 boys%, 99,3% girls), **dropping out of school** is a persistent challenge in all levels of education. In primary school 7% of students end up dropping out. Of those who do make it to lower secondary, another 20% will drop out. For those who enter upper secondary, another 24% will drop out. With such high dropout rates before completing grade 9, a majority of young people are not eligible to enter the Technical and Vocational Education Training (TVET) certificate level courses. Even if students do complete grade 9, TVET institutions lament the quality of students they receive, in terms of basic literacy and numeracy skills. The **learning outcome** assessments in the lower secondary show that a large portion of the adolescents do not have the basic competency in Khmer, mathematics and physics. Moreover, **teachers' pedagogical and substance knowledge is limited**.

This puts an added strain not only on the TVET system as a whole (in terms of being able to produce with the needed skills), but in the classroom as well, where instructors have to manage those able to learn, and those who do not have the necessary foundation. During academic year 2014-2015 the dropout situation improved slightly (19,2%) but Battambang province has the highest dropout rate in the country (25%) with no improvement in past years.

Children in Cambodia have limited knowledge on different professions. Both teachers and students lack information on different career options, their requirements, places to study, modern professions

etc. The number of young people entering the labor market annually is expected to rise from 300 000 to 400 000 in the near future. Youth need to be equipped with skills for an effective integration to the labor market, to ensure their contribution as citizens at different levels, and to thrive in their lives. Career guidance and counselling provides young people with relevant information on education and career options, prospects and alternatives. Improving access to relevant education and training opportunities can lead to gainful employment and better livelihoods. Career counseling also has a substantive role in reducing school dropout rates.

8. How are education, training and employment policies and practices in your country responding, if at all, to these changes?

The Education Strategic Plan (ESP) 2014-2018, which serves as a roadmap for all efforts in the sector, has introduced core indicators related to student dropout and highlights the need to strengthen the quality of education with focus on improving teaching, learning and student achievement. As part of the on-going education sector reform Ministry of Education, Youth and Sports (MoEYS) has decided to include CGC in the national curriculum set to be implemented in 2018 and to place two qualified career counsellors in each Cambodian school to address the drop out and skills gap. An ADB funded project to develop upper secondary education in Cambodia in 2017-21 will provide career counselling module and entrepreneurship concepts module as part of all teaching training to be provided to 13 300 secondary school teachers (40% women) in cooperation with the National Institute of Education.

During 2014-2016 MoEYS (Vocational Orientation Department, VOD) has piloted together with a Finnish NGO, Finn Church Aid, the introduction of career guidance counsellors to four pilot schools in Battambang province. Through their work students have a clearer picture of career paths, what they need to study and overall the motivation to continue studying has increased and drop-out rates have fallen in the pilot schools.

9. What evidence is there, if any, of the impact of these policies and practices on improved access to work opportunities for youth and adults (please refer as appropriate to access issues covering gender, seniors, disabled and other minorities)?

- Create Job centre to provide career information in school and training centre.
- Create the web page to help people to consult about their career by online service.

10. What evidence is there, if any, of the impact of these policies and practices on improved access to appropriate workers by employers?

-N/A



Ensuring that content and delivery of career development programs and services are relevant

11. What reforms, if any, have already taken place in the content and delivery of career services in the education and labour market sectors in response to the changes identified in Theme 1?

The progressive circle of career counselling has been applied in the training of new practitioners. In that, education and career choices have been emphasized as one of the main tasks for them to deliver to the students.

12. What additional reforms are needed in the content and delivery of career services in the education and labour market (including PES and HR) sectors to respond to those changes?

- Create Job centre to provide career information in school and training centre.
- Create the web page to help people to consult about their career by online service.

13. What are the policy levers in place or needed in your country that support necessary reforms (e.g. the provision of experiential careers learning) in the content and delivery of career services in education and labour market sectors?

- Government approved and disseminate the national employment policy and action plan.
- Conduct the annual career fair by involvement all relevant parties.

14. What are the main barriers and/or success factors to implementing such career service reforms i.e. policy, content and kind of services, delivery methods, and openness to change?

On one hand, it seems that networking is a challenging task for the practitioners due to lacking of cooperation from private sectors and enterprises. On the other hand, career guidance and counselling service is still new to our Cambodian context.



Improving career practitioner training and practice

15. How do governments/agencies/professional associations in your country ensure that the initial and continuing training of career practitioners in the public and private sectors stay relevant to the context (place, time and needs) of clients' social, economic and work lives?

The career counselling training developed and piloted by MoEYS and Finn Church Aid (FCA) has been built in collaboration with technical expertise from Finland, where career counselling and guidance have long traditions. The training was a 7-month process and feedback from the participants and learnings from the first phase have been incorporated in future trainings.

For the future more networking with the private sector can be incorporated into the training.

16. What role does/should the business/employer community have in influencing the relevance of practitioner training?

It is important that employer community's needs are analysed and that the information has an impact on the content of the training.

17. What national/regional mechanisms are in place to ensure that practitioners' competency frameworks, if such exist, stay relevant?

The MoEYS opens procedure of regular mentoring to new practitioners for FCA and other development partners. This means that FCA and other development partners are able to manage monitoring service as well as additional trainings to the new practitioners at secondary schools.

18. What are the main barriers/success factors to effecting reforms in the professional preparation and development of career practitioners?

Cambodia does not yet officially recognise the education or the position of career counsellors as a profession in schools. To assure that career counselling is effectively implemented throughout the country it would require that training of Career and Guidance Counsellors is incorporated to the national teacher training, at least as a module, in the long term as a sub-section of an education Bachelor/Master's degree. Schools should also have official positions for Career and Guidance Counsellors as regular staff of every lower and upper secondary school. To reach this objective it needs governmental decisions and collaboration between various ministries: Education, Finance, Employment etc.



Reforming career services in education and labour to focus on career competencies and successful transitions

Transition is a process of moving within and between education, employment or training situations.

Career transition competences refer to the knowledge, skills and attitudes required to make successful transitions.

19. What have the Ministries of Education and Ministries of Employment done individually and collectively in your country to ensure that individuals learn how to make successful transitions to and within an uncertain labour market?

There are two programs in the country, "vocational orientation service" provided by Vocational Orientation Department under the MoEYS, and "national career fair" provided by National Employment Agency under the Ministry of Labour and Vocational Training.

20. How career transition competencies are currently addressed in curricula and in employability frameworks in the education and employment sectors (PES, HR, Employment training etc.) in your country?

-We implemented career counselling in secondary school. It is an extra curricula activity. Counsellor at school conduct the program in cooperation with relevant institution, job centre, vocational training institute, department of vocational orientation. Involving of private sector is a crucial activity. Representative from private sector are invited to have a speech to student about the market need and how to employed.

21. How is the acquisition of these transition 2competencies assessed?

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22. What research if any is undertaken in your country to identify the evolving career learning* (KSA) needs of different groups of the population? How are the results of such research acted on/used and by whom, in order to make career learning relevant?

Career learning in this context refers to the knowledge, skills and attitudes that individuals require to enable them to both understand the worlds of work and learning and the relationships between them to enable them to navigate these worlds successfully.

-N/A

23. What needs to be done in your country so that transition, employability and entrepreneurial skills are integral and essential parts of curricula and programmes in education and labour sectors?

Firstly, the classroom guidance session of the career guidance and counselling service needs to be included in the national curricula. Secondly, there is a need of national policy on collaboration between school and enterprises, that is the better networking between schools and private sectors need to be assured. And thirdly, all the career guidance practitioners needs to have regular access to career information and guidance methodology.