

## Leading career development services into an uncertain future: Ensuring access, integration and innovation

Country paper: Cambodia [Insert country name]

In advance of the symposium all attending countries are asked to produce a country paper setting out the key issues for their countries in relation to the key themes of the conference.

Please use this template to enter your information. You should aim to be concise. Use bullet points and links rather than providing a lot of local detail. **The paper should be no more than 10 pages in length.**

How to submit:

- Download the Country Paper Template, save this on your computer.
- Prepare the country paper based on consultation within the country team and preferably with relevant national authorities and information sources.
- Submit the Country Paper by sending it to [jmc@iccdpp.org](mailto:jmc@iccdpp.org) (John Mc Carthy, director ICCDPP)
- Deadline: **31<sup>st</sup> of January**

If you have questions concerning the country paper, please contact John Mc Carthy ([jmc@iccdpp.org](mailto:jmc@iccdpp.org))

### Background information

1. List all of the members of your country team with their organisation.

Mr. CHEK Lim (Leader) - Directorate General of Youth

Mr. RATH Sara (Member) - Vocational Orientation Department

Mr. TAING Sophia (Member) - Vocational Orientation Departement

2. What are the key aims your country has for participating in this symposium?

1. To learn different models of career development from various contexts

2. To study shared national and international framework on career development

3. To gain concept on how to prepare national policy on career development aligned with global perspectives within Cambodia's context

4. To get to know updated trends of career development from developed nations



### Theme #1 - Context and challenges for career development policy.

In your country...

3. Is the level of policy interest in career development:

- Growing?
- Shrinking?
- Staying about the same?

Comment

Career development is considered as a new concept in Cambodia. With the initiatives from the Ministry of Education, Youth and Sport (MoEYS), career development has been introduced in the form of guidance and counseling in secondary school since 2014. In order to support the Industrial Development Policy 2015-2025, MoEYS has placed importance on career guidance and counseling at secondary school level. Since then, it has been integrated in schooling system. Now, there are 35 secondary schools implementing career guidance and counseling.

4. What are the key political, social, economic and technological issues that are likely to have an impact on people's lives and careers in your country?

Give up to five of the most important issues as you see them.

1	Cambodia aims to transform the country from lower-middle income country to higher-middle income country in 2030. This requires considerable investment in education. Thus, the government has developed the Industrial Development Policy 2015-2025 to be a roadmap toward the achievement of the set goals. To assure this, MoEYS has also made constant reforms from curriculum, training, capacity development to financial reform.
2	There is an increasing consensus that Cambodia is facing a growing gap between the skills that industries and businesses require and what young people in education institutions, whether academic or vocational training, acquire.

3	Cambodia faces skills shortages and needs a higher education system able to bridge the skills gap. The country has only partly relied on developing technical and vocational education training (TVET) programmes to build skills over the short and medium term.
4	Another challenge for Cambodia is literacy among its labour force. The Cambodia Socio-Economic Survey 2010 reveals that about 18 percent of the labour force (aged 15-64) are either illiterate or have only basic literacy skills while 35 percent have not completed primary education. The adult literacy rate for the population aged 15 years and over is slow to improve, with a mere one percentage point gain from 75 percent in 2007 to 76 percent in 2010. Illiteracy poses a serious threat to economic growth, especially in Cambodia where only 2.1 percent of the workforce holds post-secondary education diplomas or higher education degrees.
5	The mismatch between graduate labour supply and demand stems from a lack of overall guidance from school career practitioners/higher education administrative bodies. Absence of a clear vision and policy direction for school career practitioners/higher education has long been a concern.

5. What roles do career development programmes and services play in addressing these political, social, economic and technological challenges?

Career development programme, in the form of career guidance and counseling at secondary schools in Cambodia, plays the role of:

1. orientation platform provider for students at secondary level to choose the right stream based on their strength, talent and interest.
2. counselor for students on any study difficulty.
3. guidance for students to prepare career planning.
4. educational adviser to schools to prevent students from dropping out.
5. career practitioner to assist students in visualizing their career path way.
6. initiate different networking possibilities for the benefit related stakeholders.



Theme #2 - Aims for, and access to, career development

In your country...

6. What are the key policy aims for career development programmes and services?

We have not yet developed the policy on career development programme.

7. What groups of people can access career development programmes and services and what groups are excluded?

At present time, under to the MoEYS, secondary school students in targeted secondary schools and out of school youth whereby the targeted schools are located can access the service. Whereas other groups such as university students, graduates, job seekers can access the service at National Employment Agency which is under the management of Ministry of labour.

8. How are the opinions of citizens and service users heard and incorporated into policy and practice?

Because, at school level, career guidance and counseling service is provided in two dimensions, vocational and educational, the service is good for secondary students.

9. Is there a framework for ethical practice in career development? How does this framework balance the interests of the individual with the demands of policy and signals from the labour market?

No. There is not.



**Theme #3 – Integrating career development into wider society.**

In your country...

10. Which ministries or jurisdictions are responsible for career development programmes and services? Clarify what programmes and services each ministry or jurisdiction has responsibility for.

Two ministries.

In the Ministry of Education, Youth and Sport, there are two departments responsible, Vocational Orientation Department (VOD) and Department of Youth Management Center (DYMC). VOD is responsible for career guidance and counseling service in secondary schools. DYMC is responsible for career orientation and orientation on entrepreneurship for out of school youth.

In the Ministry of Labour, National Employment Agency (NEA) serves as bridge between employers and job-seekers. NEA also organize national career fair and some other career orientation forum to the public.

11. What leadership, co-ordination and collaboration approaches exist within the career development system to ensure collaboration across different sectors and different types of clients. For example, how are career development systems within the education system connected to those within employment, health and youth work?

In technical schools, whereby career guidance and counseling service are provided, students benefit, on one hand, from classroom guidance approach, by which lessons such as safety at workplace, career explore, career anchor, job seeking skills, etc. are taught; and on the other hand, from face to face approach which school counselors play an important role as career counselor which he/she orientate students on professional information and career planning.

12. What are the main challenges to leadership in the field and the main obstacles to effective collaboration?

The lack of career development policy and low motivation from leadership level are the key challenges. As for collaboration, there exists two obstacles, financial and technical support from the government and development partners.

13. What kind of cooperation (if any) is there between the career development services and stakeholders like employers, trade unions, the media, NGOs, professional organisations etc?

With the initiative from MoEYS, Finn Church Aid cooperate with VOD to develop Career Guidance and Counseling programme in secondary school level. Now the programme is implemented in 35 secondary schools across the country.

14. How is the professionalism of career development workers developed and maintained whilst working with other professionals?

N/A

15. Do other types of professionals (e.g. teachers and social workers) deliver career development?  
How is a professional service ensured?

No



#### Theme #4 - Leading innovative change for the future.

In your country...

16. What are the key innovations or ways that career development programmes and services have changed over the last 10 years? This could include changes relating to technology, practice, management and governance and the use of new theories and evidence.

Career development programme is now managed in both schooling system and non-schooling system. Ministry of eEducation, Youth and Sport (MoEYS) has trained school career counselors to take care of the career guidance and counseling service intergrated into secondary school level, and has established 3 youth centers to deal with out-of-school youth. Whereas, National Employment Agency (NEA) has intergrated the programme in their job-centers and mobile job-center in order to assure the accessibility career development to the public. NEA also establish a website to whom that may concern about the job opportunity, career development and how to apply new job. At the same time MoEYS has cooperated with local Non Government Organization develop the Apps called TREY VISAY (for Adroid and iOS) to provide the mobile career guidance and counseling for those who want to aware about the career choices, career guide, personal assesement and study guide.

17. How do national policies and initiatives, where they exist, ensure and support the development of innovation in career development services provision?

Cambodian 's National Employment Policy has approved and disseminated. To implement the National employment Policy, the government has issued Technical and Vocational Education and Training (TVET) Policy 2017–2025, formally approved by the government on 16 June 2017. The new policy will guide the formulation and implementation of strategies for skills development and will facilitate better coordination among those involved in skills development in Cambodia. The Government has issued the sub degree to ensure the all company, SME and manufacture provide the career development/capacity building to their staff and employee.

18. What new, innovative and promising interventions in career development programmes and services is your country planning for the future? How are such innovations making the most of open data initiatives, online technologies, artificial intelligence and other forms of innovation?

fMoEYS is planning to develop online platform to promote career guidance and counseling. By online tools/application, school career counselors can access such student's data as study problem, personal problem, desired study stream, planned professional institution, dream job, current career status, and so forth. The tools will be useful for school career counselors to track their students' data, so that they can manage their service even better.

19. How is the training and continuing professional development (CPD) of careers professionals encouraging innovation and taking account of new evidence as well as changes in technology and the labour market?

To assure school career counselors' competences, constant refresher trainings have been conducted. The modules of the training program mainly focus on technical content/issue rather than tools use. Trainees can only observe techniques and ICT tools used during the training by trainers, and apply it to their own context. Due to the lack of ICT tools installed in schools, there are only 7 schools out of the 35 adopting and applying ICT into their service.

### Final reflections

20. Is there anything else that you could like to address through participating in this symposium?

By participating in the symposium, we wish to:

1. learn different experiences of conducting career development programme, both lesson learned and solutions, in schooling system.
2. see the trends of career development in the age of Industry 4.0. and possibilities for developing nations to adapt and align the programme to meet the UN's Sustainable Development Goals.