

PUBLIC-PRIVATE PARTNERSHIP FORUM
2018

Tuesday 7th August 2018

Phnom Penh

Cambodia

PARTNERSHIPS FOR WORK-BASED LEARNING **EXPERIENCES AND POSSIBILITIES**

Organised by



CDRI
Cambodia Development Resource Institute

សហការជាមួយ
In partnership with



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Section I

About Public-Private Partnership Forum 2018



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1. Background

The Public-Private Partnership Forum (PPP Forum) is one of the core activities of Cambodia Development Resource Institute's (CDRI) 3.5-year project (2017-2020), funded by the Swiss Agency for Development and Cooperation (SDC). The whole project – with research, capacity development and dialogue as the main components of its activities – focuses on the area of Technical and Vocational Education and Training (TVET). The PPP Forum, one of the main activities of the project, aims particularly to establish a well-coordinated mechanism for stakeholder engagement in Cambodian TVET. This forum consists of a series of dialogues to be held annually.

The PPP Forum 2018, the first of the series, is themed “Partnerships for Work-Based Learning: Experiences and Possibilities” because its thematic focuses comprise insights on how PPP is conceptually and practically systemised to support TVET in general, and work-based learning in particular. Such experiences are based on successful models in certain countries as well as existing practices in Cambodia. The main themes include: (1) Experiences from exposure visits to South Korea, China and Switzerland, and (2) Insights from research studies on PPP in TVET, internships, and apprenticeships in Cambodia. The term “possibilities” further indicates that this forum will secure a space for collaborative and visionary discussions on ways forwards for PPP in the Cambodian TVET sector and work-based learning.

Work-based learning is critical for quality TVET and students' occupational and professional competencies needed by industry and the labour market. In countries like Switzerland, Germany and Austria, learning based at workplace, especially in the form of apprenticeships, is a common practice in the TVET sector. Apprentices spend 60 to 80 percent of their time learning and working at enterprises, and only 20 to 40 percent at vocational schools. PPP is the core principle to make that apprenticeship system function; with that said, private sector roles are critical. The private sector contributes to the apprenticeship system in many ways, from developing and designing training content, to providing venues for training, to evaluating training achievements and to funding the training. These contributions are fundamental for collaborative platforms in which private sector, government and social partners work collectively to qualify apprentices.

However, encouraging the private sector to participate in such collaborative platforms for apprenticeship training is always a challenge for many countries – especially for countries in Asia where education and training have often been a responsibility of the state. Countries such as South Korea and China are challenged

both by the lack of engagement of the private sector, and the inefficiency or the non-existence of the apprenticeship system. In their TVET systems, the government is the key player, not the private sector. The government heavily invests in building collaborative platforms among stakeholders and ensuring opportunities for students' practices. In the same vein, apprenticeship systems in Asian countries, if existing at all, never produce results at the level of those produced by Germany or Switzerland. Students' platforms for real practices can only exist through school-based facilities (such as laboratories and workshops) and/or through enterprise-based internships at certain stages of their programs (lasting from around 2 weeks to 6 months).

Cambodia, to strengthen its TVET sector, has increasingly focused on promoting work-based learning through PPP. But as mentioned earlier, like most Asian countries, the private sector engagement in work-based learning – whether it is about creating collaborative platforms or offering actual training at the workplaces – is not vigorous in Cambodia. The current promotion endeavour – seen through the development of policies, guidelines, and industrial relation offices, etc. – is generally initiated by the government (with support from different multi-lateral and bilateral donors). In the Cambodian Government's new National TVET Policy 2017-2025, the private sector, especially employers, is one of the key stakeholders. The approval of the Internship Policy in late 2017 is another input that paves the way for more efficient work-based learning system in the country in the future.



2. Specific objectives

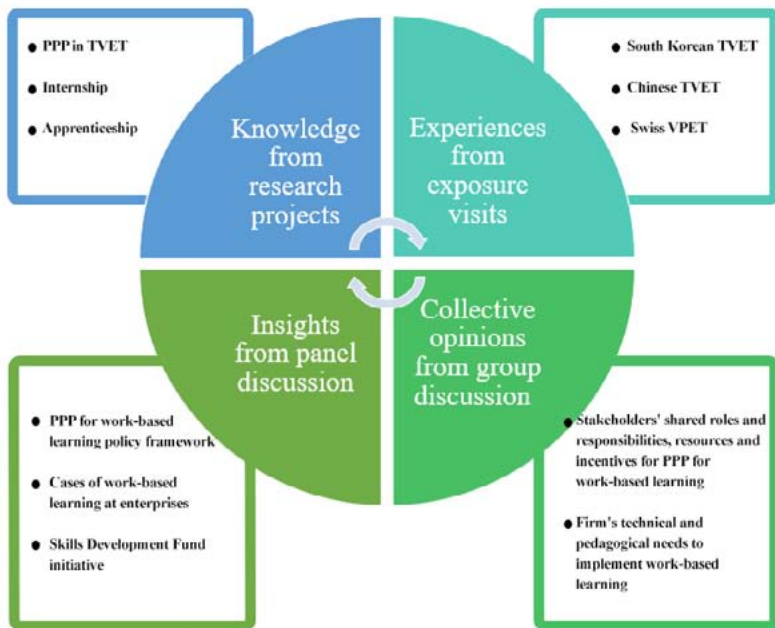
The PPP Forum 2018 aims to offer a platform for stakeholders of Cambodian TVET to understand concepts and practices of PPP and work-based learning and is guided by four specific objectives:

1. to share experiences acquired and lessons learnt from the TVET exposure visits to South Korea, China, and Switzerland
2. to present an overview of context, issues, and insights of PPP for work-based learning in the Cambodian TVET sector
3. to provide a platform for discussion on approaches to strengthening PPP for work-based learning in the Cambodian TVET sector, and
4. to provide a venue for networking among TVET stakeholders

3. Conceptual framework and key agenda

The PPP Forum 2018 is framed under four conceptual dimensions (see Figure 1): knowledge from research projects, experiences from exposure visits, insights from panel discussion, and collective opinions from group discussion.

Figure 1: Conceptual framework of the PPP Forum 2018 (Source: Authors)



The PPP Forum 2018 comprises four main sessions:

1. Trigger presentation of CDRI's research preliminary results,
2. Trigger presentation on CDRI-coordinated exposure visits in three countries,
3. Panel discussion on further experiences on PPP for work-based learning from practitioners and policymakers, and
4. Group discussion on future direction of PPP for work-based learning

Presentation 1: Concepts, issues, and insights on Public-Private Partnership for work-based learning

This presentation covers conceptual frameworks of PPP and work-based learning in general, as well as insights and issues of work-based learning in Cambodia (with a specific focus on the case of internship programs at private firms). An inquiry on the idea of apprenticeships in Cambodia is also included in the presentation. This presentation is delivered by Dr. Eam Phyrom, a researcher at CDRI.

Presentation 2: Employers' engagement in TVET: experiences from exposure visits to South Korea, China, and Switzerland

In the second presentation, Dr. Song Sopheak, another CDRI researcher, explains the frameworks and purposes of the three exposure visits. The presenter shares with participants the experiences and knowledge about TVET models and the practices of employers' engagement in work-based learning in the three countries. Finally, some reflections for Cambodian PPP for work-based learning is offered.

Panel discussion: Extended understanding of key issues of PPP and work-based learning

The aims of panel discussion at the PPP Forum 2018 is to gain deeper and more practical understanding on Cambodian context and practices of PPP and work-based learning from real practitioners and policymakers, and to connect international experiences with local practices. The discussion is framed by the issues and inquiries from the two trigger presentations. At least, three specific themes will be inquired into by the panel moderator, Dr. Chhem Rethy (Executive Director of CDRI), to extend the participants' understanding: PPP for work-based learning policy framework and collaboration platforms, actual cases of work-based learning/training at Cambodian enterprises, and Skills Development Fund initiative.

Panelists include:

- policymakers dealing with PPP from Ministry of Economy and Finance (MEF) and Ministry of Tourism (MoT),
- leaders of TVET institutions under Ministry of Labour and Vocational Training (MLVT), and
- managers and coordinators of training programs at private enterprises and business associations

Group discussion: Future direction of Cambodian PPP for work-based learning

The discussion focuses on ways to enhance Cambodian PPP mechanisms and principles in developing efficient work-based learning system at enterprises to the next level. The possible themes to cover during the discussion include:

- stakeholders' roles and responsibility, resources, costs and incentives needed to collectively engage in work-based learning
- specific needs (and contributions from stakeholders) to create a system of work-based learning at enterprises

There are 3 sub-sessions for the whole 105-minute discussion: (1) individual questionnaire; (2) big group discussion; and (3) selected group presentation.

- **Sub-session 1:** The task for this sub-session is completing a short questionnaire. Participants are guided to work individually to answer questions related to basic information and patterns for the workforce at their enterprise, the current capacities of enterprise-based training, and the possible needs of contribution from stakeholders.
- **Sub-session 2:** Based on lessons from the triggered presentations and the panel discussion and some reflective thinking on the questionnaire, the participants move into groups of different stakeholders. The groups discuss 3 open-ended questions related to ways forwards and approaches to create functional partnerships for work-based learning.
- **Sub-session 3:** After the big group discussion, a few groups will be selected to present their outputs. Finally, all participants will be allowed to raise questions or share comments.

After the workshop, the organising team will develop another critical output document to offer participants and relevant stakeholders a synthesis from the main themes and content derived from this workshop and from CDRI's research on PPP for work-based learning in Cambodia.

4. Program

7:30 - 8:00 am	Registration	
8:00 - 8:05 am	National anthem	
8:05 - 8:20 am	Opening remarks	<p>Dr. Chhem Rethy, Executive Director of Cambodia Development Resource Institute (CDRI)</p> <p>Mrs. Carin Salerno, Director of Cooperation, Swiss Agency for Cooperation and Development (SDC)</p> <p>H.E. Laov Him, Director General of TVET, Ministry of Labour and Vocational Training (MLVT)</p>
8:20 - 8:30 am	Presentation 1: Concepts, issues, and insights on Public-Private Partnership for work-based learning	by Dr. Eam Phylrom , <i>Researcher, CDRI</i>
8:30 - 8:40 am	Presentation 2: Employers' engagement in TVET: Experiences from exposure visits to South Korea, China and Switzerland	by Dr. Song Sopheap , <i>Researcher, CDRI</i>
8:40 - 10:10 am	<p>Panel discussion: Extended understanding of key issues of PPP and work-based learning</p> <ul style="list-style-type: none"> • PPP for work-based learning policy framework • Skills Development Fund initiative (SDF) • Cases of work-based learning at enterprises 	<p>Moderator: Dr. Chhem Rethy</p> <p>Panelists:</p> <ul style="list-style-type: none"> • Mr. Neak Samsen, ADB Consultant, SDF, Ministry of Economy and Finance • Mr. Sann Phanith, Training and Development Supervisor, Mega Asset Management Co., Ltd • Mr. Mob Sinuon, Director, National Polytechnic Institute of Angkor (NPiA) • Ms. Eng Sopheap, Board Member, CAMFEB • Mr. Try Chhiv, Deputy Director of Tourism (MoT)
10:10 - 10:30 am	Networking refreshments	
10:30 am - 12:15 pm	<p>Group discussion: Future direction of PPP for work-based learning:</p> <ul style="list-style-type: none"> • Stakeholders' shared roles and responsibilities, resources and incentives for PPP for work-based learning • Specific firms' technical and pedagogical needs to implement work-based learning 	<p>Facilitators:</p> <ul style="list-style-type: none"> • Dr. Song Sopheap, Researcher, CDRI • Dr. Khieng Sothy, Researcher, CDRI • Dr. Leng Phylrom, Researcher, CDRI
12:15 - 12:30 pm	Synthesis and closing remarks	by Dr. Chhem Rethy , CDRI
12:30 - 13:30 pm	Lunch	

Section II

Summaries and highlights of CDRI's research on PPP in TVET and exposure visits

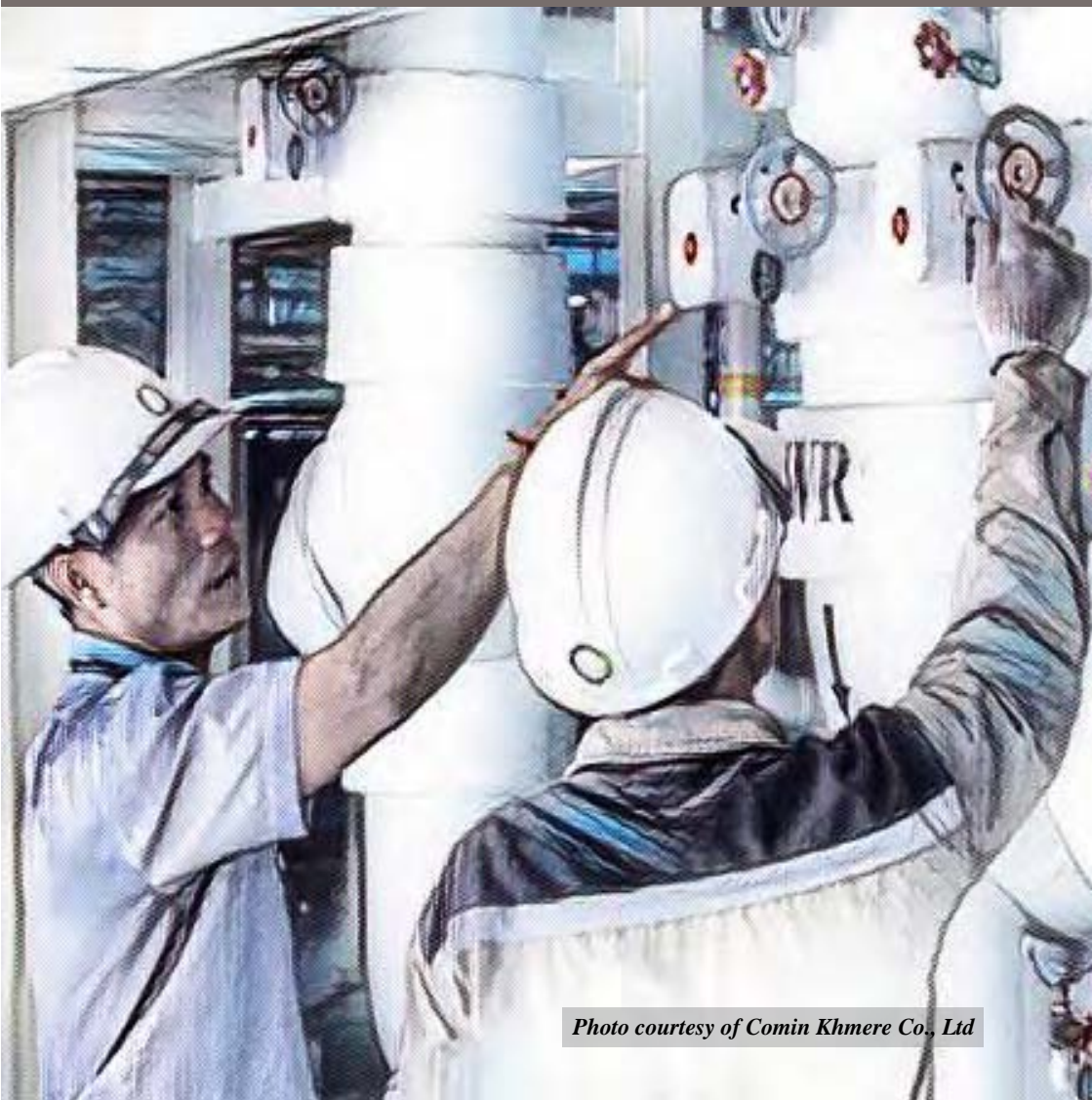
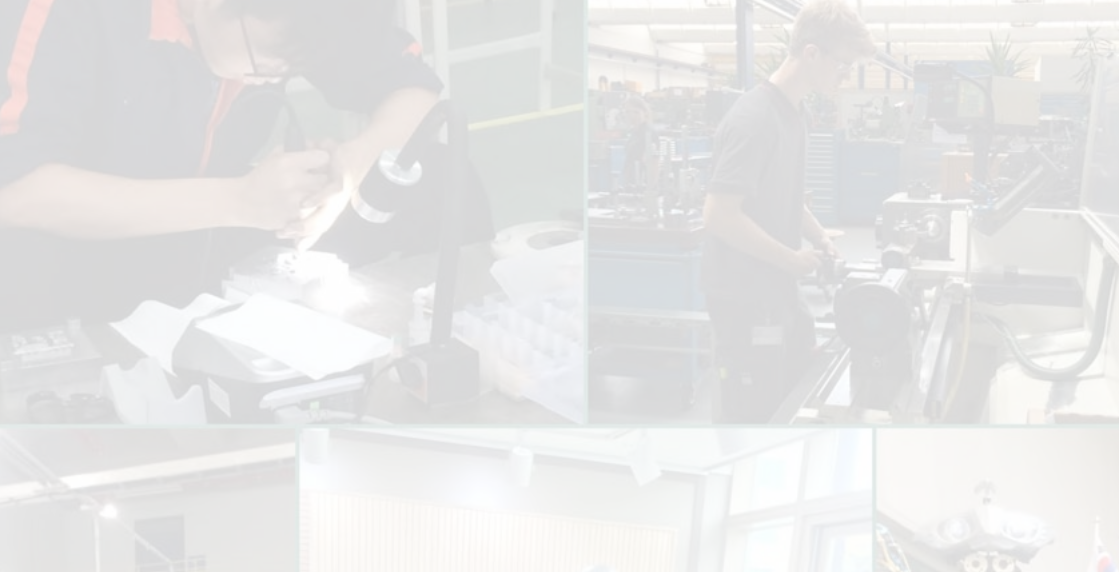
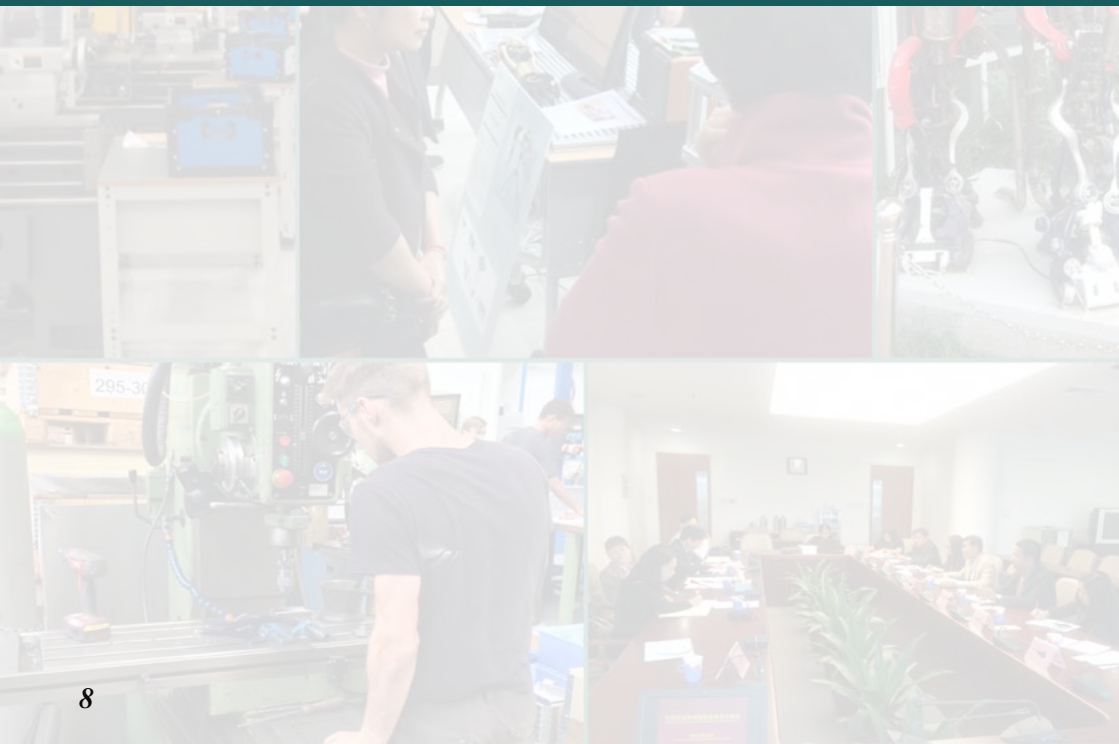


Photo courtesy of Comin Khmere Co., Ltd



1. Research studies on PPP in TVET, internships, and apprenticeships



Stakeholders' perception on PPP in TVET

There are three technical and vocational training models discussed in the literature: the school-based model, the liberal market model, and the dual system model. Cambodia's TVET is clearly a state-regulated, school-based model. The training method is generally content-based but is slowly embracing competency-based

Public-private partnerships are the most sustainable way to improve the quality and relevance of TVET. Partnerships must go beyond information sharing and unstructured internships, to include shared funding and collective governance.

approaches guided by market needs. Two entry points to the TVET are when students complete the 9-year basic education (upper-secondary TVET) and when they finish grade 12 (post-secondary TVET). However, only a minimal percentage of the students is enrolled in the upper-secondary TVET. Cambodian TVET is governed by different parent ministries (MLVT; Ministry of Education, Youth and Sports; and others) and offered by different providers (Public, Private, and NGOs). There are 39 public TVET institutions under MLVT.

In the current development agenda and policy context, Cambodian TVET institutions with their limited resources require collaboration and contribution from other stakeholders, especially the private sector – the assumption which is highlighted clearly in the third strategy of the current Cambodian national TVET policy (2017-2025). The TVET model – with consistent and collective coordination and support from government, TVET providers, and private employers – will offer students enough time to manually engage in practices and master professional expertise in the real world of work.

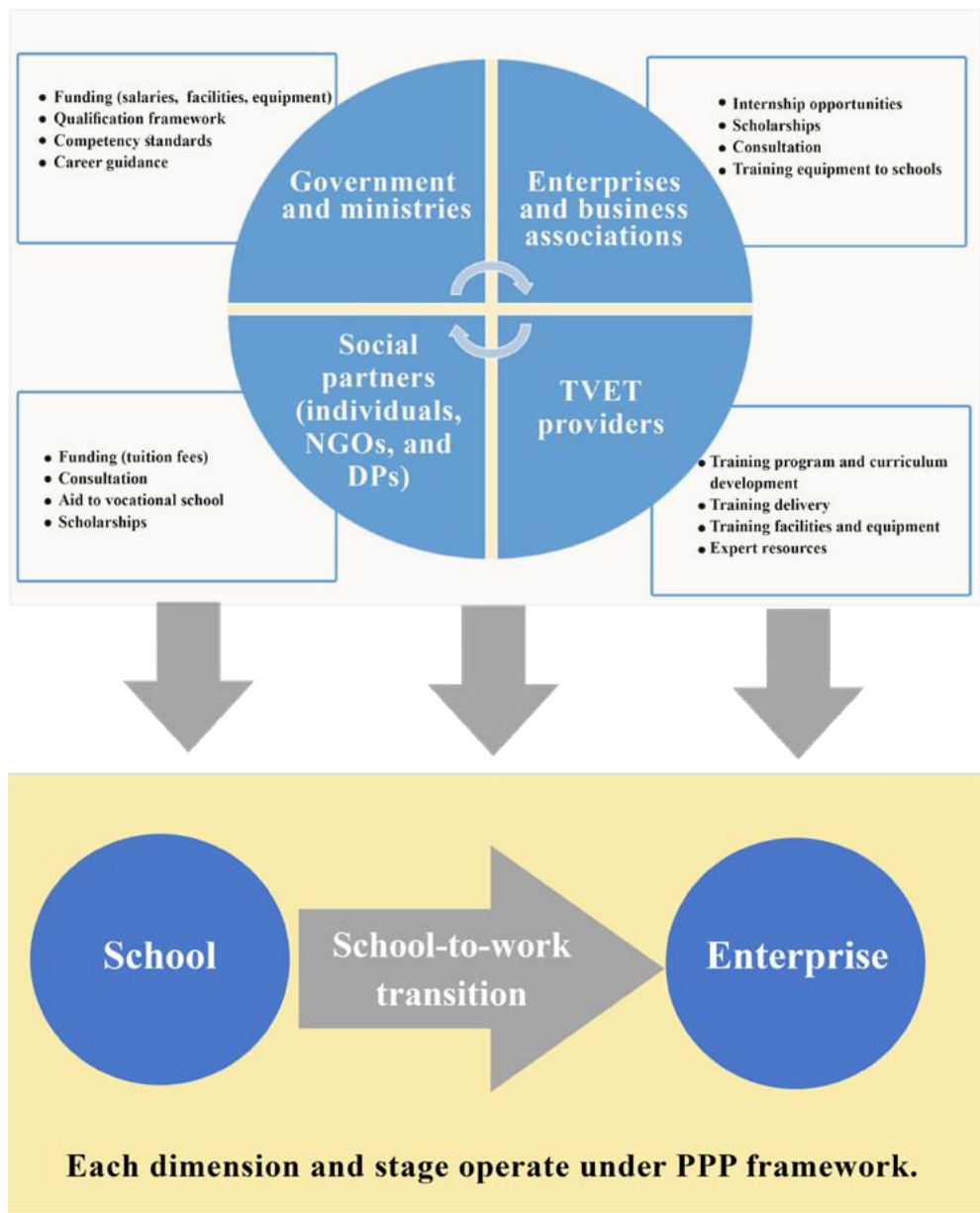
Based on a CDRI's study on the perception of TVET stakeholders, most of them acknowledge the necessity of PPP but question the capacity to coordinate and build trust among different stakeholders. Coordination within the PPP platform should focus on roles and responsibilities in popularisation, governance, financing, development of quality and standards, and monitoring and evaluation of TVET. To do this, it is necessary to have clear legal regulations, which still remains lacking in certain aspects in Cambodia, such as in the partnerships of stakeholders in both schools-based and enterprises-based training.



Key highlights

- Main stakeholders of Cambodian TVET comprise government, enterprises and business associations, TVET providers and social partners (see Figure 2).
- Cambodian stakeholders acknowledge the importance of PPP for training based at TVET institutions as well as workplaces (see Figure 2).
- Prevailing forms of PPP in Cambodian TVET include job recruitment and placement, internships, participation in career and technical workshops, and scholarships.
- Key remaining questions revolve around the clarity of PPP direction, roles and resources of stakeholders, and incentives needed.

Figure 2: TVET stakeholders in Cambodia and their key roles and responsibilities
(Source: Authors)



Concepts and practices of internships in Cambodia

Cambodian students – more attracted into the academic education track and lacking exposure to work-based learning experience at school – generally cannot understand the work atmosphere at firms or gain industry-required skills and techniques. An internship is

Internship program in Cambodia helps students to socialise and transition into workplaces and so give them opportunities for career network and future employment.

a popular form of school-to-work transition programs in Cambodia that attempts to bridge this gap. Cambodian internship programs operate due to either a firm's self-interest (i.e. the pull factor) or requests from universities or TVET institutions (i.e. the push factor). Such a program is important for the TVET sector in that it helps transition and socialise students into workplaces and so give them opportunities for career network and future employment.

Cambodian internship programs generally last for 3 months (and can range from 1 to 6 months). An internship at Cambodian private firms generally involves observing, questions to and guidance by supervisors, and actual practice of certain less-demanding tasks. Soft skills orientation and informal advices on working attitudes are also generally reported. Interns generally receive certificates after their internship program is complete. Some firms only offer the certificate upon request. The costs of internship basically include allowances (generally, 50 USD per month). Some firms do not pay allowance; some pay up to slightly above 100 USD. Other expenses vary according to different firms and the focused occupations (which may include insurance, free meals or meal allowances, uniforms, other petty financial expenses, and intangible expenditure incurred by interns using office spaces and materials, mentor's time, administration and coordination time). A certain percentage of well-performing interns are recruited to full staff.

Throughout the whole process of internship, certain challenges remain: costs of internship; collaboration and interaction between schools and firms in terms of internship planning, students' attitudes, monitoring and feedback; and technical and pedagogical system of internship programs at firms (curriculum, guideline, manuals and training, etc.).



Key highlights

- An internship is a program of “supervised work experience” that aims to transition students from schools to workplaces and expose them to real working environment.
- Internship at Cambodian firms can be conceptualised through two lenses (see Figure 3):
 - Firm’s self-interest (in labor force, potential employees, social responsibilities) and
 - External forces (requests from universities and students to complete their thesis or courses).
- Systemising internships at Cambodian firms requires focuses on both technical and pedagogical aspects.
- Planning and monitoring an internship program require systematic collaboration between Cambodian education providers and firms.

Figure 3: Push and pull factors of internship program implementation at Cambodian private firms (Source: Authors)

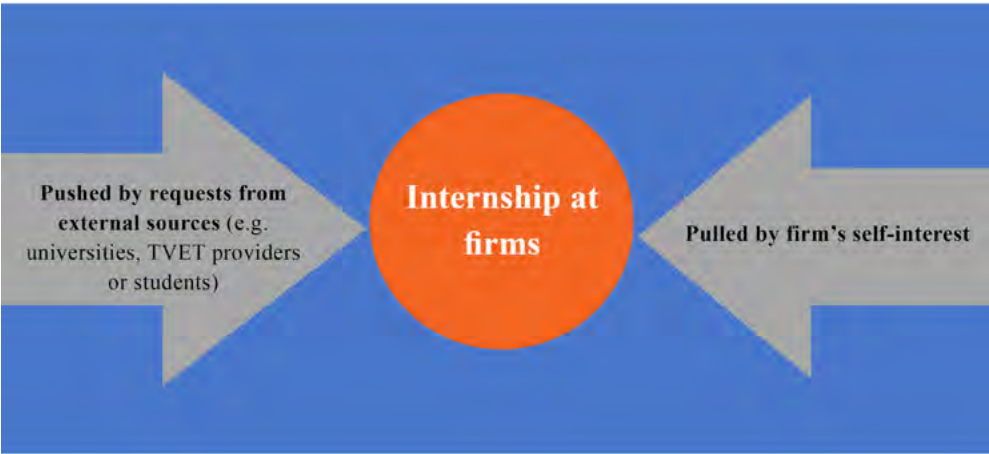
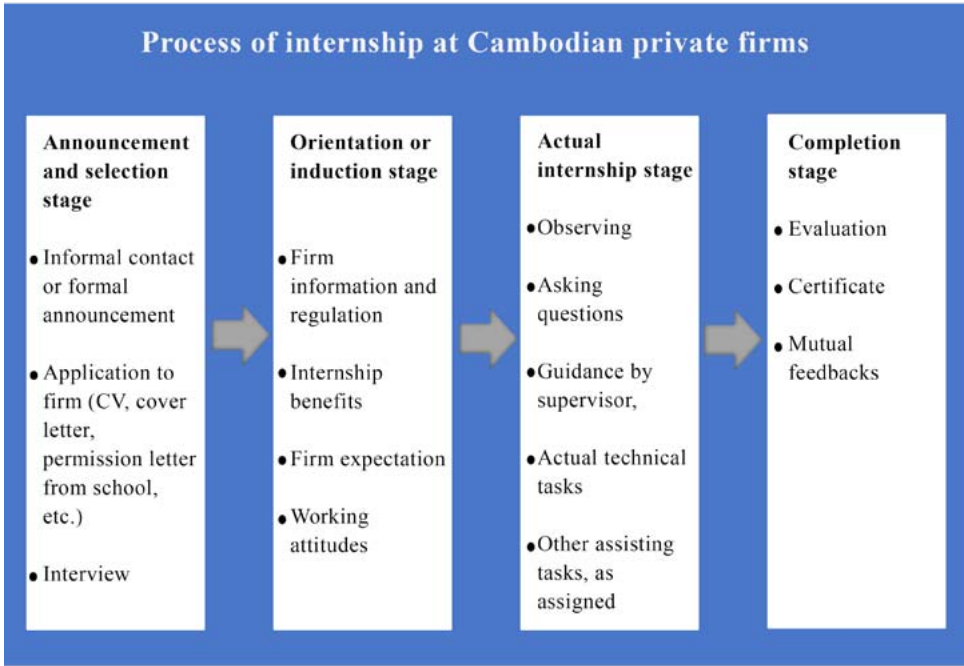


Figure 4: The whole internship process at Cambodian private firms (Source: Authors)



Inquiries for apprenticeships in Cambodia

Formal and well-coordinated apprenticeship system will equip students with professional competencies and mastery in specific occupations, which cannot be offered by short-term, school-to-work transition programs.

An apprenticeship is a work-based learning program that contains certain unique aspects; apprentices learn and (generally) earn while working and producing at enterprise, and they can obtain occupational mastery and industry-recognised credentials. The industry-recognised credentials are assets for apprentices for the rest of their working

life. These characteristics make the idea of apprenticeship generally distinguishable from other forms of school-based vocational training programs, short-term transition-to-workplace programs, and other informal and less-intensive skills-transmitting programs. Existing successful apprenticeship models – such as the dual systems of Switzerland and Germany – are generally formal, governed and supported by multiple stakeholders in a form of public-private partnership and is driven by labour market demands. Apprenticeship is an investment which may generate both short-term and long-term benefits to firm – such as labour force demand, productivity, potential employees, social responsibility and a good reputation (see Figure 5).

Some evidence confirms the existence of the idea and practice of apprenticeships in Cambodia: (1) from the legal perspective (as presented in the 1997 Labour Law), (2) through statistical reports (from 92 Cambodian enterprises having apprenticeship reported by UNESCO to 448 enterprises by MLVT's Strategic Plan to Promote TVET in 2013), (3) through some pilot programs (e.g. the apprenticeship component of Hospitality Training of the Skills Development Program (SDP) by Swisscontact in three provinces of Cambodia), and (4) through traditional apprenticeship practices in the art and craft occupations such as goldsmith and silver work. Such apprenticeship notions and practices are not by any means similar to the formal (dual) apprenticeship training model in countries like German, Austria, or Switzerland. It is more informal and not regulated in practice. A lot more needs to be studied about these existing small-scale apprenticeship practices in Cambodia and especially, as to whether they are cost-effective and should be extended in scope.

In the context where students are criticised for a lack of occupational competencies and professional mastery, is it not apprenticeships that Cambodia and most developing countries need? Setting up a formal apprenticeship system

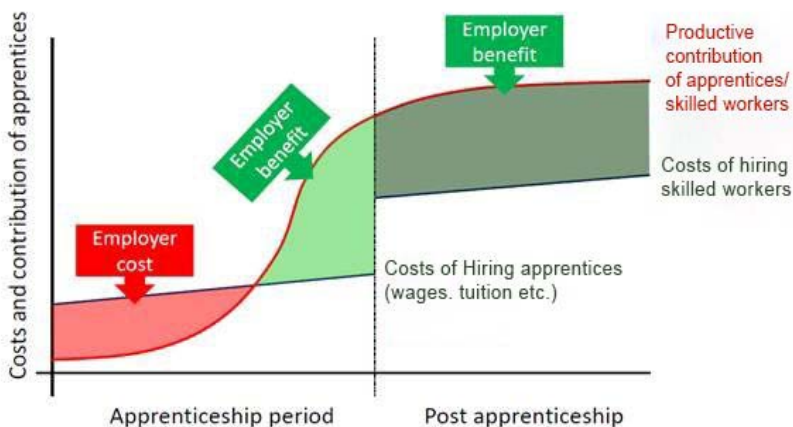
in Cambodia is not impossible but can be very challenging. If Cambodia is to develop an apprenticeship system, its first move would be to set up a dialogue platform and taskforce. This would then study and collect relevant materials, in order to understand the current situation and recognise ways to formalise it. Rigorous research and policy discussions are needed to consolidate and innovate the current apprenticeship practices to ensure that they are structured and aligned with the country's economic visions. Other subsequent tasks may include reaffirming legal regulations; raising awareness; engaging TVET providers and the private sector; building their capacity in designing workplace training program; and providing financial, logistics, and expert supports to enterprises to start setting up training programs at workplaces.



Key highlights

- Apprenticeships aim for “occupational mastery and industry-recognized credentials”.
- Formal apprenticeship systems are governed by multiple stakeholders and driven by labour market demands.
- Apprenticeship in Cambodia exists, but not in a formal system.
- Cambodian apprenticeships remain under-researched, misconstrued, and undervalued.

Figure 5: Costs and benefits patterns of apprenticeship investment at firms



Source: Adopted from Lerman (2014) “Do firms benefit from apprenticeship investments?”



2. Lessons learnt from exposure visits to South Korea, China, and Switzerland



South Korean TVET

The TVET system in South Korea is well synchronised with the country's economic planning goals and its eco-system. The government ensures that labour and skills demand of the economy can be met by heavily investing in facilities and equipment for TVET institutes.

In an attempt to build a competency-based society, South Korea is diversifying its TVET system to promote industry engagement and labour market relevance.

TVET pathways in South Korea begin at high school, with four vocational options available for students completing 9-year compulsory education. The training models at TVET institutions are basically competency-based and guided by industrial needs. Private sector involvement in TVET in South Korea takes the form of collaboration. TVET institutions are connected with major private enterprises like Samsung and KIA Motors. A clear example is the case of KOREATECH, which alone constitutes 850 partner companies. These companies provide internship places, consultation for curriculum development, and funding for research projects. The current trend in South Korea shows demands for more work-based learning with stronger private sector's involvement. In that respect, various programs are proposed and developed – such as company-designated program at Korean Polytechnics, Meister High School, Apprenticeship program and Work-study dual program.



Key highlights

- The South Korean government plays leading roles in supplying training facilities and equipment to TVET institutions.
- Good balance between theory and practice in training curriculum: 50 percent of theory and 50 percent of practice
- Companies provide places for internships, expertise exchanges, and funding for training and research projects.
- Government's recent efforts to diversify TVET system focus on engaging industries in the training process.



Image 1: Cambodian delegation in a meeting hosted by Director of the Global Education Center of KOREATECH to understand the vocational education and training in South Korea and at KOREATECH



Image 2: Cambodian visitors observe the exhibitions of students' final projects of the 2-year program at Korea Polytechnic.

Two main Chinese government policies – “Made in China 2025” and the “Belt and Road Initiative” – influence Chinese TVET sector in certain ways. The “Made in China 2025” policy is designed to transform China from a manufacturing giant into a world manufacturing powerhouse. The “Belt and Road Initiative” is

To achieve the status of manufacturing powerhouse, China prioritises talent cultivation and invests a lot in schools’ facilities and equipment to ensure students’ practice.

the government’s ambitious trade and infrastructure development project will open more spaces for Chinese TVET to go global and engage with international partners. The Chinese government is very strategic on which areas of industry the country needs to focus and what talents are required. The area of Artificial Intelligence, for example, will receive a huge investment of US\$ 150 billion by 2030. Chinese TVET is managed by two ministries: Ministry of Education and Ministry of Human Resources and Social Security (MoHRSS). The Ministry of Education manages formal TVET institutions and TVET degree programs. The ministry classifies three levels of TVET – Secondary Vocational School, Higher Vocational School, and Technical University. MoHRSS is in charge of industrial schools and skill training. The main mission of Chinese TVET is to promote local economic development. Its training model is more talents-targeted. Key industrial areas which China plans to excel in 2025 are mapped out, and the types and number of talents needed are well projected. Training, as well as practical engagement of students, mainly takes places at schools. Internship programs are provided only at the last semester of the program. Despite so, the TVET institutions of China are well-equipped with strong infrastructure (such as workshops and laboratories) and, in the case of Shenzhen municipality, with high-techs – not less advanced compared to facilities in private firms.



Key highlights

- Chinese TVET providers possess state-of-the-arts workshops and laboratories equipped with high-techs (almost same as those used in the industry), funded by the municipal government.
- At secondary level, the municipality gives subsidies to enterprises in exchange for internship places; at post-secondary TVET, the internship program is funded by enterprises.
- TVET curriculum is developed by a tri-party platform (among schools, enterprises, and enterprise associations).
- TVET institutions’ instructors can obtain opportunities to join training at enterprises.



Image 3: Cambodian delegation listen to presentations about Chinese TVET and education and training at the Shenzhen Polytechnic.



Image 4: A student works on an assignment in the IoT (Internet of Things) laboratory at an upper-secondary vocational school in Shenzhen.

Swiss VPET (Vocational and Professional Education and Training)

The Swiss vocational education system is often referred to as the Swiss dual VET. Dual VET is a system of vocational education and training at the upper-secondary level that engages students in training at two different venues: the vocational schools (20-40 percent) and enterprises (60-80 percent). To be trained through this system, one has to find an apprenticeship opportunity at a private enterprise and then enroll as a part-time student at vocational school. The mission of dual VET is to qualify the apprentice for a particular occupation or profession. The mission is shouldered by three partners: the confederation (central authority, equivalent to ministries in Cambodia), the cantons (local authority, equivalent to provinces), and the professional organisations (employers and their associations). In summary, the confederation is responsible for the strategic management and the development of the VPET system; the cantons do the implementation and supervision; and the professional organisations develop training content and provide apprenticeship places. The professional organisations are the backbone of the dual VET system. They do the ground work and provide training services: create new occupations, determine training contents, run their own training centers, provide apprenticeship positions at enterprises, and pay most of the costs incurred by the in-enterprise training. Besides the dual VET, the vocational and technical training at tertiary education level is called Professional Education. Together the whole vocational education system (VET and Professional Education) in Switzerland is often referred to as the VPET system (Vocational and Professional Education and Training). The education and training system in Switzerland is highly permeable. Due to the presence of bridging mechanisms, it is easy for students to switch their educational pathways between academic and vocational tracks.

The private sector is the backbone of the Swiss dual VET: they develop the content, deliver quality training services, and bear 60 percent of the country's VET total costs.



Key highlights

- VPET is provided through the partnerships between three parties with different but collaborative roles: the confederation, the cantons, and the professional organisations (i.e. enterprises and trade associations).
- Training content at enterprises is reviewed by professional associations every five years.
- No dead-end qualification: by means of testing and bridging programs, students can switch from vocational education (VPET) to general higher education (universities) and vice versa.
- Vocational and career guidance starts early at grade 7 to ensure that students could choose the right career path when they enter upper-secondary VET.

Figure 6: The governance framework of PPP of Swiss VPET: Evidence of clarity of coordinating and specific roles and responsibilities of stakeholders



Source: SERI (State Secretariat for Education, Research and Innovation) (2015), Retrieved from : <https://www.apprenticeship-toolbox.eu/governance-regulatory-framework/stakeholder-cooperation/24-stakeholder-cooperation-in-switzerland>



Image 5: Cambodian and other countries' delegates visit Georg Fischer AG (Piping Solutions company) to study how apprenticeships are conducted at the private enterprise.

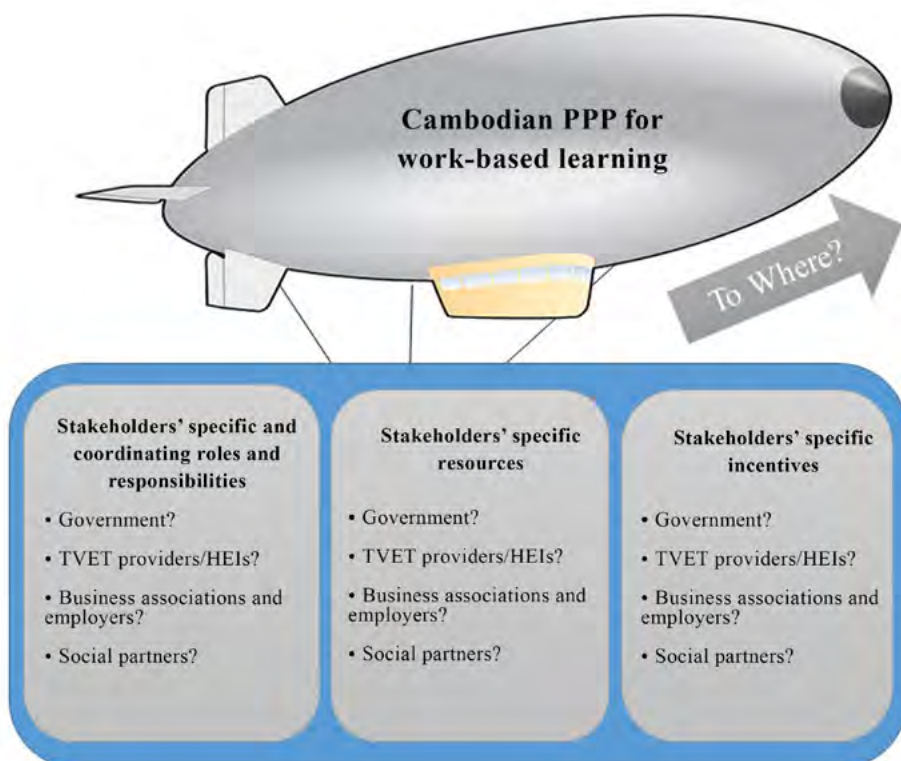


Image 6: A patient is being examined by one of the three apprentices, supervised by a trainer (far left). In Switzerland, companies' customers are accustomed to and accept services by apprentices.

3. Inquiries on future direction of Cambodian PPP for work-based learning

The panel discussion and the group discussion of the PPP Forum 2018 will allow participants to think deeply and collaboratively about the future of Cambodian PPP for work-based learning. The key questions center on whether we can clarify the direction for PPP for work-based learning and regulate fundamental changes in elements and principles that make the system functions pragmatically and efficiently for all stakeholders.

Figure 7: A conceptual sketch to clarify the direction and system of PPP for work-based learning in Cambodia (Source: Authors)



About CDRI

CDRI works to produce independent, objective, high quality policy-relevant development research, to maximise its accessibility to policy makers, influencers and stakeholders and to have it affect policy in six interrelated areas (i.e. education, economics, agriculture, governance, environment, and health) that are key for Cambodia's sustainable development.

CDRI's core values: MERIT

- We create the professional conditions that nurture **merit**.
- We foster **excellence**, as a professional and personal habit.
- We practice a culture of **respect** and **responsibility**.
- We pledge to live and act with **independence** and **integrity**.
- We build deep **trust** and **transparency**, capable of achieving the mission and vision of the **Institute**.

CDRI's focuses on research in TVET:

- TVET models
- Public-Private Partnership
- Consolidation of TVET system, curriculum and quality assurance
- Permeability between higher education and TVET
- Gender equity in TVET

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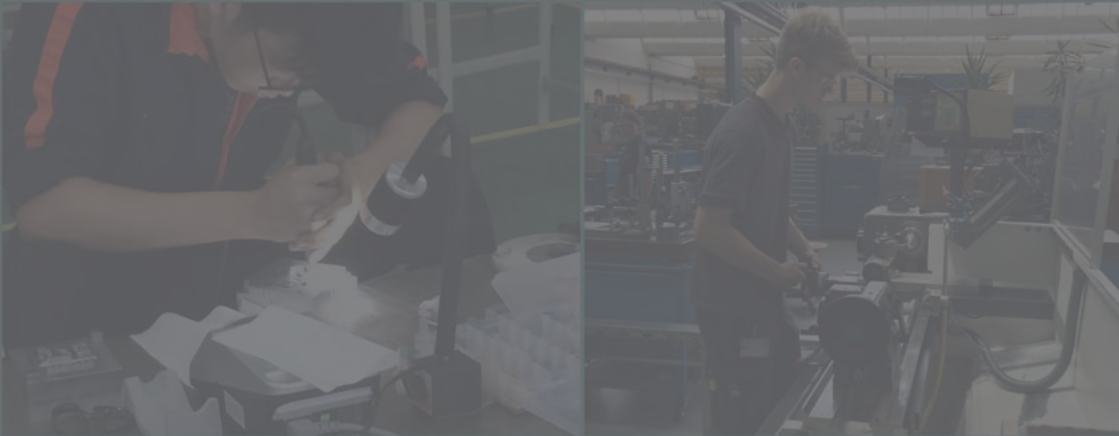
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