

KINGDOM OF CAMBODIA  
NATION RELIGION KING



Ministry of Labour and Vocational Training  
Directorate General of Technical Vocation Education and Training

**Directorate General of Technical Vocational Education and Training**  
**Gender Policy and Action Plan**  
**2017 - 2026**

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## Forward

The Ministry of Labor and Vocational Training (MLVT) has the responsibility to develop, deliver and manage an inclusive system of market-relevant programs and services in technical and vocational education and training (TVET), to support and promote the goals of the Royal Government of Cambodia for long-term, sustainable development and economic growth based on export-oriented industry and regional integration through the ASEAN Economic Community (AEC). In carrying out its duties to create an inclusive TVET system for the 21<sup>st</sup> century, the Ministry fully endorses the principles of gender equality and equity that constitute a fundamental commitment of the Royal Government of Cambodia.

The 1993 **Constitution of the Kingdom of Cambodia** affirms that all Khmer men and women are equal before the law. The **Rectangular Strategy III** pledges the Government's commitment "to improve the status of women who are the backbone of the society and the economy" including strengthening TVET services to promote the role of women in the economy and increasing the role of women in the public sector. The **National Strategic Development Plan (2014 – 2018)** sets targets for women to successfully complete formal TVET programs as well as for the proportion of women in the civil service and in decision-making positions. **Neary Ratanak IV**, the national gender policy, strives to facilitate equal access to skills development training that can improve opportunities for women in employment, self-employment and other income-earning activities; and, to promote positive images of empowered women. The **National Employment Policy (2015 – 2018)** encourages women and men already employed in low-productivity, low-income jobs in the labor force to pursue TVET studies to upgrade their technical and employability skills.

Within the Ministry, the **TVET Strategic Plan** defines the priority strategies of MLVT to meet the commitments set out in the National Strategic Development Plan for the development of TVET in Cambodia, as well as targets for improving opportunities for women and other vulnerable groups to participate in TVET. The **MLVT Gender Mainstreaming Action Plan** is the Ministry's commitment "to ensure that Cambodian people both men and women obtain equitable and equal interests from the labor and vocational training policy of the Royal Government of Cambodia".

The **DGTVET Gender Policy and Action Plan** fully acknowledges and endorses the commitments of the Royal Government of Cambodia and the Ministry to gender equality and equity and the role of TVET in national development. It strives to establish a policy and strategic framework to guide the work of the Directorate General of Technical and Vocational Education and Training (DGTVET) and the technical training institutes (TTIs) under the management of MLVT, to promote opportunities for women and other vulnerable groups through TVET and to ensure engendered management and governance of TVET programs and services.

To achieve these goals, I would like to ask for the full support and cooperation of all the leaders within the Ministry, DGTVET and TTIs as well as other relevant ministries, development partners, the private sector and civil society, to ensure the technical, financial and other resources necessary to build a strong, gender-inclusive TVET system for all Cambodians.

Phnom Penh 04 November 2016  
Minister of Labour and Vocational Training

Minister



ITH SAMHENG

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## Acronyms and Abbreviations

ADB	Asian Development Bank
AEC	ASEAN Economic Community
ASEAN	Association of Southeast Asian Nations
BPfA	Beijing Declaration and Platform for Action
CBT	Competency-Based Training
CDG	Career development guidance
CDS	Community Development Specialist
CDTA	Capacity Development Technical Assistance
CEDAW	Convention on the Elimination of All Forms of Discrimination Against Women
CQF	Cambodian Qualifications Framework
DGTVET	Directorate General of TVET
DP	Development partner
EEQ	Enhancing Educational Quality Loan Program
ESDP	Education Sector Development Program
GAP	Gender Action Plan
GFP	Gender Focal Point
GMAG	Gender Mainstreaming Action Group
GMAP	Gender Mainstreaming Action Plan
GSC	Gender Secretariat Committee
GWG	Gender Working Group
HRD	Human Resource Development
IAG	Industrial Advisory Group
ICT	Information and communications technology
IEC	Information Education Communication
ILO	International Labor Organization
ILU	Industrial Liaison Unit
INGO	International non-governmental organization
IWG	Interagency Working Group
JICA	Japanese International Cooperation Agency
LFPR	Labor Force Participation Rate
LMIS	Labor Information Management System
MAF	MDG Acceleration Framework
MAFF	Ministry of Agriculture, Fisheries and Forestry
MDG	Millennium Development Goals
M&E	Monitoring and Evaluation
MLVT	Ministry of Labor and Vocational Training
MoCS	Ministry of Civil Service
MoEYS	Ministry of Education Youth and Sport
MoT	Ministry of Tourism
MoWA	Ministry of Women's Affairs
NCDD	National Committee for Sub-national Democratic Development
NEA	National Employment Agency
NEP	National Employment Policy
NGO	Non Government Organization
NQF	National Qualification Framework
NR	Neary Ratanak 

NSDP	National Strategic Development Plan
NTB	National Training Board
NTTI	National Technical Training Institute
OSTG	Office of Special Training and Gender
OS-WEE	Operation Strategy on Women's Economic Empowerment
PBA	Program based approach
PFMR	Public financial management reform
PGA	Participatory gender audit
PIU	Project Implementation Unit
PSA	Public service announcement
PSC	Project Steering Committee
PTC	Provincial Training Center
QA	Quality Assurance
RGC	Royal Government of Cambodia
RPL/RCC	Recognition of prior learning and recognition of current competencies
RS	Rectangular Strategy
RTC	Regional Training Center
SBP	Skills Bridging Program
SC	Steering Committee
TA	Technical Assistance
TENA	Training employment needs assessment
TNA	Training needs assessment
TTI	Technical Training Institute
TVET	Technical & Vocational Education and Training
TVETMIS	TVET Information Management System
TVETSDP	TVET Sector Development Loan Program
ToR	Terms of Reference
ToT	Training of Trainers
UNDP	United Nations Development Program
VET	Vocational Education and Training
VSC	Vocational Skills Certification
VSTP	Voucher Skills Training Program
WCCC	Women's and Children's Consultative Committee
WDC	Women's Development Center
WEE	Women's economic empowerment 

## Executive Summary

The DGTVET Gender Policy and Action Plan provides a policy and strategic framework to assist the Directorate General for Technical and Vocational Education and Training (DGTVET) of the Ministry of Labor and Vocational Training (MLVT) as well as the technical training institutes (TTIs) under the management of MLVT to increase women's participation in TVET and to mainstream gender in the management and governance of TVET institutions. It adheres to and affirms the policies and commitments of the Royal Government of Cambodia to promote gender equality and equity and the role of TVET in sustainable development and economic growth of the country including, among others, the Rectangular Strategy, the National Strategic Development Plan and the Neary Ratanak.

Empowering women through education and training including TVET is an effective strategy for long-term, sustainable economic development and growth. Cambodian women account for nearly half of the country's labor force. They already make significant contributions to GDP through their role in export industries, the work they do in the agricultural and informal sectors and, when they migrate, the remittances they send to their families and home communities. Upgrading women's knowledge, skills and competences to enable them as well as men to participate fully in high-skilled priority sectors will stimulate even greater productivity and economic growth

MLVT has worked diligently to strengthen TVET systems, programs and services with support from the Asian Development Bank (ADB) and other development partners. The DGTVET Gender Policy and Action Plan strives to build on, expand and strengthen the achievements to date to promote gender inclusiveness in TVET. It incorporates the commitments endorsed in the TVET Strategic Plan and the MLVT Gender Mainstreaming Action Plan, as well as the results of the Strengthening TVET loan program (STVET) and the targets of the TVET Sector Development Project loan program (TVETSDP).

Notwithstanding the achievements, challenges remain to promote women in TVET and to engender TVET programs and institutions. These challenges constitute the context for defining the orientation and scope of the DGTVET Gender Policy and Action Plan. In order to further promote women's participation in TVET, it is necessary to address, among others, the low perception of the value of TVET, the perception that technical skills and work are not appropriate for women, women's lack of information about the benefits of technical training, their lack of resources to pursue technical skills training, their lack of education background to succeed in technical skills training and the broad range of technical and entrepreneurial skills that women need to respond to existing and emerging market demands. The challenges to engendering the management and governance of TVET include the need to raise the profile of women in DGTVET and TVET institutions, to institutionalize gender mainstreaming capacity development, ensure that TVET programs, methods and materials are gender inclusive and collaborate with other public and private sector strategic partners to promote gender inclusive TVET.

The DGTVET Gender Policy and Action sets out a vision, goals, strategic objectives and desired outcomes that will be achieved over the coming decade from 2017 through 2025. It is accompanied by an initial action plan of strategies, key activities and targets to work towards the objectives and goals over the period up to 2021.



**Vision: Gender-inclusive TVET enables Cambodian women and men to improve their livelihoods and dignity through acquisition of the knowledge, skills, attitudes, and competences necessary for lifelong employability, productivity and competitiveness.**

In order to achieve the vision, the DGTVET Gender Policy and Action Plan defines two overarching goals with related objectives that address the main thrusts, namely, enhanced opportunities for women to participate in TVET and gender mainstreaming in TVET institutions and services.

**Goal 1: To ensure that Cambodian women, men and other vulnerable groups have equal and equitable opportunities to access and benefit from TVET.**

**Objective 1.1:** Increase knowledge and change perceptions about TVET with special focus to encourage women to choose formal TVET in high-priority fields.

**Objective 1.2:** Provide the resources that will support women and other vulnerable groups to enroll and participate in formal TVET and successfully complete technical training in priority sectors.

**Objective 1.3:** Promote alternative pathways for girls and women to qualify for formal TVET.

**Objective 1.4:** Increase livelihood development opportunities for rural and urban women, disabled people and people from indigenous communities through access to market-responsive non-formal TVET.

**Goal 2: To strengthen and engender the management and governance of DGTVET and TVET institutions.**

**Objective 2.1:** Enhance the quality and relevance of TVET programs and services to meet the challenges and needs of women and other vulnerable groups.

**Objective 2.2:** Strengthen the capacity and resources of DGTVET and TVET institutions to mainstream gender in the TVET sector.

## **Outcomes**

The outcomes of the TVET gender policy are the following:

1. The number of Cambodian women who qualify for high-skilled jobs in priority sectors increases.

As more women successfully complete technical education programs, the number of women who have the training and qualifications to satisfy industry demand for high-skilled workers in priority sectors will increase. To measure this outcome, the following indicators and targets are used:

- a) The number of female graduates from formal TVET programs: an increase of 3% per year to approximately 1,800 per year in 2025, or 35-40% over baseline.
  - b) The share of female graduates from TVET programs in priority sectors: a year-on-year increase (TBD).
  - c) Among women who have successfully completed formal TVET, the proportions employed or self-employed in priority sectors: a year-on-year increase (TBD).
2. Equal and equitable opportunities exist for women in the management and governance of TVET services and institutions.

While engendering TVET management and governance is a process that encompasses many facets, the opportunities for women to contribute to and influence that process is a good indication of significant institutional change. To measure this outcome, the following indicators are used:

- a) The proportion women employed in DGTVET and TVET institutions: an annual increase of 1%, that is, women constitute 30% of employees in 2025.
- b) The proportion of female employees in decision-making positions: an annual increase of 1%, that is, women account for 24% of staff in decision-making positions in 2025.
- c) The proportion of female teachers in TVET institutions: by 2026, women account for half of teachers in TVET institutions.

## Strategies

In the DGTVET Gender Policy and Action Plan, the five-year action plan for 2017-2021 translates the policy objectives into strategies and key activities as below.

1.1. Increase knowledge and change perceptions about TVET with special focus to encourage women to choose formal TVET in high-priority fields.

1.1.1 Enhance the scope and design of the DGTVET Social Marketing Program; and strengthen implementation of social marketing activities by TVET institutions.

1.1.2 Collaborate with MoWA and other line ministries and strategic partners to promote women in TVET.

1.2. Provide the resources that will support women and other vulnerable groups to enroll and participate in formal TVET and successfully complete technical training in priority sectors

1.2.1 Expand financial support for women, with priority for women enrolled in priority sectors.

1.2.2 Expand accommodation and other facilities for women at TVET institutions.

1.2.3 Expand availability of workplace learning opportunities for women enrolled in priority sectors.

1.2.4 Develop and implement a Career Development and Mentoring Program for all women enrolled in formal TVET.

1.3. Promote alternative pathways for girls and women to qualify for formal TVET.

1.3.1 Enhance gender-specific initiatives to ensure equitable opportunities for girls and women who have dropped out of school and/or are already in the workforce to qualify for TVET.

1.4. Increase livelihood development opportunities for rural and urban women, disabled people and people from indigenous communities through access to market-responsive non-formal TVET.

1.4.1 Enhance and expand the Voucher Skills Training Program (VSTP) and other non-formal TVET courses to respond to market demand and women needs and preferences for technical and entrepreneurial skills.

2.1. Enhance the quality and relevance of TVET programs and services to meet the challenges and needs of women and other vulnerable groups.

- 2.1.1 Increase the proportion of female teachers at TVET institutions, particularly in priority sectors.
- 2.1.2 Develop/enhance TVET Gender Mainstreaming Capacity Development Program for female TVET teachers/instructors, GFPs, CDSs and other staff at TVET institutions.
- 2.1.3 Strengthen linkages to private sector industry/business to support opportunities for female staff and students at TVET institutions.
- 2.1.4 Strengthen gender mainstreaming into TVET policies, procedures and curriculum.
- 2.1.5 Collaborate with MoWA and other line ministries and international organizations to enhance the quality and relevance of technical training for women.


2.2. Strengthen the capacity and resources of DGTVET and TVET institutions to mainstream gender in the TVET sector

- 2.2.1 Increase the number and promote opportunities for women in mid- and senior-level positions with DGTVET departments and as directors and deputy directors at TVET institutions.
- 2.2.2 Enhance the roles and resources of the Office of Special Training and Gender (OSTG) to support gender mainstreaming throughout DGTVET and TVET institutions.
- 2.2.3 Institutionalize and enhance gender mainstreaming capacity development for mid- and senior-level staff at DGTVET and TVET institutions.
- 2.2.4 Enhance the scope and capacity for gender mainstreaming in DGTVET budgeting and M&E systems.

### Implementation and Monitoring

The implementation and monitoring of the DGTVET Gender Policy and Action plan encompasses the following components:

- a) Accountability for implementation clearly defines roles and responsibilities for senior management of DGTVET and MLVT, as well as DGTVET departments and TTIs.
- b) The Office for Special Training and Gender (OSTG) has a mandate to oversee, coordinate, facilitate and provide technical support for the implementation of the DGTVET Gender Policy and Action Plan.
- c) Within the framework of the 5-year action plan, OSTG will prepare an annual work plan that, in consultation with DGTVET departments and TTIs, will confirm key activities, outputs and targets. The agreed program will be incorporated into the results-based planning, AOP and annual budget for departments and institutions, with budget resources coming from government, development partners and other strategic partners.

- d) An annual progress report will compile data from DGTVET departments, TTIs and TVETMIS to document the status of key activities and the achievement of output and targets, against the agreed program.
- e) To evaluate the effectiveness of the implementation of the DGTVET Gender Policy and Action Plan as well as the institutional capacity of DGTVET departments and TTIs to mainstream gender, OSTG will facilitate participatory gender audits involving representation from senior management of DGTVET and MLVT, DGTVET departments and TTIs and other stakeholders and strategic partners. An initial gender audit conducted following endorsement of the DGTVET Gender Policy and Action Plan to establish a baseline; a gender audit will be conducted at the end of the 3-year period of the gender action plan. 

# 1. Introduction


The DGTVET Gender Policy and Action Plan provides a strategic framework to assist the Directorate General for Technical and Vocational Education and Training (DGTVET) of the Ministry of Labor and Vocational Training (MLVT) to increase women's participation in TVET, including in non-traditional fields; and, to mainstream gender in the management and governance of TVET institutions. The DGTVET Gender Policy and Action Plan builds on, expands and strengthens the achievements to date to promote gender inclusiveness in TVET. It sets out goals, strategic objectives and desired outcomes for the period from 2017 through 2025, accompanied by an initial action plan of priority activities in the period up to 2021.

## 1.1 Policy Framework

Gender equality and equity are benchmarks for public policy and planning in Cambodia. The RGC has adopted policies that reflect the scope and orientation of its commitments to gender equality and women's economic empowerment, as well as national economic development that is supported through the strengthening of vocational and technical education and training. These policies are endorsed as an integral part of the DGTVET Gender Policy and Action Plan.

The 1993 Constitution affirms that all Khmer women and men are equal before the law<sup>1</sup>. Cambodia is a signatory of several international conventions that oblige it to protect the rights of women<sup>2</sup>: In 1992, Cambodia ratified without reservation the UN Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) and, in 2010, its Optional Protocol. In 1995, Cambodia endorsed the Beijing Declaration and Platform for Action (BPfA) at the Fourth World Conference on Women. The commitment to the UN Millennium Development Goals (MDG) is reflected in the fact that the RGC endorsed country-specific MDG targets for gender equality and other goals<sup>3</sup>.

The **Rectangular Strategy (RS)** is the socio-economic and political agenda of the RGC to strengthen long-term sustainable development aimed at promoting economic growth, creating jobs, ensuring equitable distribution of benefits and strengthening the effectiveness of public institutions. The RS-Phase III, 2014-2018 (RS-III) encompasses the Fifth Legislature of the National Assembly, and reaffirms the RGC commitment "to improve the status of women who are the backbone of Cambodia society and economy"<sup>4</sup>. In the context of the DGTVET Gender Policy and Action Plan, the RS-III establishes the RGC commitment to:

- a. Promoting the role of women in the economy through strengthening TVET services to provide women with technical and entrepreneurial skills;
- b. Increasing the proportion of women in line ministry management and strengthening their ability to pursue leadership at technical and managerial levels; and 

<sup>1</sup> RGC, 1993. The Constitution of the Kingdom of Cambodia, Article 31.

<sup>2</sup> MoWA, 2010. Cambodia Report: The implementation of the Beijing Declaration and Platform for Action (1995) and the outcomes of the 23<sup>rd</sup> Special Session of the General Assembly (2010).

<sup>3</sup> RGC, 2010. Cambodia Millennium Development Goals (CMDG) Report.

<sup>4</sup> RGC, 2013. Rectangular Strategy Phase III, paragraph 129.

- c. Strengthening technical and vocational training, including the formulation of a national TVET policy supported with a commitment to the development and reform of curriculum, qualification and competency standards and strengthening linkages with industry to ensure market relevance of TVET.

The **National Strategic Development Plan (NSDP)**, 2014-2018, is the development framework and roadmap for the implementation of the RS III, setting out specific programs and activities that line ministries and other agencies will implement over the 5-year period<sup>5</sup>. It reaffirms the RGC approach to a gender equality policy through gender mainstreaming as strategic to all sectors, at all levels of government and in the public budgeting process. Moreover, the NSDP, 2014-2018 focuses on women's economic empowerment and women's decision-making in public and political spheres, among other priorities.

With respect to women's economic empowerment, the NSDP 2014-2018 signals the RGC's commitment to


- a. Providing market-relevant skills training for jobs for women by expanding equitable TVET services that target the needs of women and other groups;
- b. Enhancing micro, small and medium enterprises (MSMEs) led by women; and,
- c. Improving the lives of women in rural communities by diversifying opportunities for on-farm and off-farm economic activities.

Core monitoring indicators for implementation of the NSDP have particular relevance for the DGTvet Gender Policy and Action Plan, namely:

- a. The proportion of women among students who successfully complete formal TVET training will increase from 8,000 in 2013 to 11,000 in 2018;
- b. The proportion of women in the public sector will increase 2% over the 5-year period, from 35% in 2013 to 37% in 2018; and,
- c. The proportion of women holding decision-making positions in the public sector will increase 5% over the 5-year period, from 20% in 2013 to 25% in 2018.

The **National Employment Policy (NEP)** 2015-2025 integrates the RGC economic development priorities for employment generation in high-skilled, high-value industries<sup>6</sup>. The goals and objectives strive to assess the needs and set targets for decent and productive employment in different sectors for both women and men; and, to encourage young people already employed in low-productivity, low-paying jobs to pursue TVET studies to gain the technical and employability skills that will enable them to strengthen their employment and income-earning opportunities.

The RGC national gender policy, **Neary Ratanak IV (NR-IV)**, 2014-2018, reflects MoWA and other line ministries' commitments<sup>7</sup> which are linked to achieving gender equality and equity in TVET:

- a. Facilitate equal access for women to vocational training, including strengthening of MoWA Women's Development Centers (WDCs) and supporting MLVT and other line ministries (LMs) for the construction of women-friendly TVET centers 

<sup>5</sup> RGC, 2014. National Strategic Development Plan, 2014-2018.

<sup>6</sup> RGC, 2015. National Employment Policy, 2015-2025.

<sup>7</sup> RGC, 2014. Neary Ratanak IV, 2014-2018.

- b. Improve and strengthen women-owned micro, small and medium enterprises particularly in the area of enterprise development skills; and,
- c. Promote livelihood development for poor, vulnerable women by collaborating with MLVT and other LMs to provide technical and entrepreneurial skills training.

Other priority policy areas of NR-IV address MoWA commitments and initiatives that are relevant to the development of gender-inclusive TVET, namely,


- a. Promote gender-responsible social attitudes based on positive images of empowered women and girls as well as gender-sensitive role models for men and boys.
- b. Increase the proportion of women in the civil service and strengthen their decision-making capacity and roles.

At the ministerial level, the DGTVET Gender Policy and Action Plan will align with the policy commitments of MLVT for the development and delivery of TVET services; initiatives to engender the current ADB-funded Technical and Vocational Education and Training Sector Development Project (TVETSDP); and, with commitments of the Ministry of Civil Service (MCS) to strengthen reform of the civil services. These include:

The **MLVT Gender Mainstreaming Action Plan**, 2014-2018, has been endorsed by the Minister as the strategic framework "to ensure that Cambodian people both men and women obtain equitable and equal interests from the labor and vocational training"<sup>8</sup>. The Plan highlights objectives to strengthen vocational training, namely:

- a. Promote gender equality in access to educational and vocational training services;
- b. Mainstream gender into the development competence, skills, technical and vocation amongst people;
- c. Reduce gender gap amongst staff and leaders of educational vocational training institutions;
- d. Mainstream gender into the development of national qualifications framework, national competency standards, testing and accreditation of courses, programs and educational institutions; and, more generally with reference to MLVT,
- e. Increase the recruitment of female civil servants and strengthen their capacities as well as boost the number of women in decision-making positions.

The **TVET Strategic Plan**, 2014-2018, defines the priority strategies of MLVT to meet the commitments set out in the NSDP for the development of TVET in Cambodia, namely enhancing the quality and relevance of TVET training, ensuring equitable access to TVET programs and services and strengthening management and governance of TVET. With respect to improving opportunities for women and other vulnerable groups, the Plan has identified several core breakthrough indicators to measure the overall results of the TVET sector against goals and objectives, including:

- a. Females constitute 30% of enrollment at public TVET in certificate level (CQF 1-3) training programs by the 2017-2018 academic year, against a 2013 baseline of 23%. 

<sup>8</sup> MLVT-GMAP, 2014. Gender Mainstreaming Action Plan in Labor and Vocational Training Sectors, Phase III (2014-2018). Prepared by MLVT- GMAG in cooperation with MoWA and ILO.

- b. The proportion of women holding decision-making positions in DGTVET increases to 30% by 2018, against a 2013 baseline of 12%. Positions include Deputy Director, Director, Deputy Director General and Director General.

The **TVETSDP Gender Action Plan** (TVETSDP-GAP) identifies how the outputs of the TVETSDP loan program will be engendered over the duration of the loan program, 2015-2019<sup>9</sup>. The scope of the loan covers equity and quality issues related to the continued development of TVET programs and services in Cambodia. Therefore, the GAP has identified a wide range of activities and targets that encompass activities related to, among others: development and implementation of initiatives to strengthen access to TVET such as Vocational Skills Certification, RPL/RCC, the Voucher Skills Training Program and the Skills Bridging Program; the TVET Social Marketing program; policies, procedures, standards and implementation arrangements for strengthening competence based training and TVET Quality Assurance systems; TVET-industry linkages; and, management and governance of DGTVET.

## 1.2 Gender and TVET: Achievements and Challenges

### A. Background

Despite significant economic growth in Cambodia, its labor force remains poorly educated and broadly lacking in the relevant technical and other skills necessary to sustain and expand the economy<sup>10</sup>. Primary education is nearly universal in Cambodia with 97% net enrollment. However, net enrollment rates drop significantly for lower and upper secondary school to, respectively, 39% and 17%. Overall, only 30% of young people in Cambodia complete secondary school.

At 80%, Cambodian women have the highest female labor force participation rate in the ASEAN region. They account for half of the agricultural work force and own 65% of all businesses in Cambodia. Nonetheless, women in Cambodia do not have the education, knowledge, skills and opportunities to fully participate in or benefit from the economic development of the country.

Cambodian girls and women have lower levels of educational achievement and literacy than their male counterparts. While there is no gender disparity in lower secondary enrollment rates, girls are more likely than boys to drop out before completing Grade 9. At the upper secondary level, there continues to be a large gender gap: the ratio of girls to boys is approximately 75%. Overall, the illiteracy rate among women (26%) is twice the rate among men (13%). In part due to lack of fundamental knowledge and skills, women in TVET primarily enroll in courses that lead to low-paying jobs.

While there is a shift in the Cambodian economy towards the industrial and service sectors, 75% of economically active women continue to rely on the agricultural sector for employment and are more likely than men to be engaged in vulnerable employment<sup>11</sup>. Fewer women than men work in industry (6% versus 9%) and in higher-skilled occupations (4% versus 6%). Overall, women's share of wage employment is 30%, of which 45% is concentrated in the

<sup>9</sup> ADB, 2014. TVETSDP, Gender Action Plan. ADB, 2014. TVETSDP, Program Administration Manual.

<sup>10</sup> The data in this section come from several sources, namely: ILO, 2016, *op cit.*; ADB, 2015. Promoting Women's Economic Empowerment in Cambodia; ADB and ILO, 2015, Cambodia – Addressing the Skills Gap; ADB, 2013. Gender Equality in the Labor Market – Cambodia, Kazakhstan and the Philippines; ADB, 2012. Cambodia Country Gender Analysis.

<sup>11</sup> People engaged in vulnerable employment include own-account and unpaid family workers.



garment industry. Youth unemployment is higher than the overall rate in Cambodia; and, unemployment is higher among women than among men.

There are significant gender gaps in wages earned by women in Cambodia. Overall, women earn 35% less than men. However, when disaggregated for level of educational achievement, the differences are even more pronounced. Women who have completed secondary school earn only one-half of what male secondary school graduates earn.

Although women own the majority of businesses, nearly all are small micro-enterprises, two-thirds of which are in wholesale and retail sales and services. Women's businesses are smaller and less profitable than men's businesses: they generate only 40% of all business revenues and significantly less than half of the profits.

It is estimated that more than 1 million Cambodians migrate to Thailand, Malaysia and other countries to work. Based on available data, there is an increased feminization of international migration: more women than men are migrating overseas, evidence of greater work opportunities in other countries. The education levels of all international migrants are low, however, with only 40% having education beyond the primary level and less than 1% having a technical/vocational diploma or certificate.

## **B. Achievements**


In the period since 2010, DGTVET has taken important steps to improve the opportunities for women in TVET and to strengthen gender mainstreaming in TVET programs and institutions. A key catalyst has been the ADB-funded Strengthening TVET (STVET) loan program. The following briefly summarizes the achievements<sup>12</sup>.

Over the period from 2009 through 2015, women enrolled in formal TVET accounted for 21% of all students. Most women in formal TVET are in the diploma and bachelor programs (CQF 5-6), accounting for 91% of female enrollment. At 9% of total female enrollment, women account for 19% of students enrolled in certificate level TVET programs (CQF 2-4).

The proportion of women enrolled in priority sectors has increased from 14% to 26%. This is strongly skewed towards ICT/business: 50% of all students studying in this sector are women. They account for 96% of all women enrolled in formal TVET in priority sectors.

Women account overall for 18% of graduates from formal TVET programs, based on data for the 2009-2015 period. The female share of graduates ranges from 21% for the bachelor program to 15% for certificate-level programs.

In 2014, DGTVET initiated a Social Marketing Program with a campaign that targeted students in upper secondary school, including messages to encourage young women to enroll in formal TVET in priority sectors. In support of the Program, a suite of IEC materials has been developed and disseminated to TVET institutions to support social marketing activities.

Closely allied with social marketing, DGTVET has also initiated a Career Information System including a Career Guidance Manual to assist TVET institutions in providing career guidance to female and male students. Capacity development training has been conducted for 

<sup>12</sup> The sources for data and other information reported in this section include reports of the MLVT TVETMIS as well as reports produced under the ADB-funded STVET loan program.

RTC/PTC directors and Industrial Liaison Units (ILU) in social marketing and career guidance.

Since 2010, TVET institutions in Phnom Penh and the 5 RTCs have collaborated with the regional Job Centers established by the National Employment Agency (NEA) to assist TVET graduates in finding employment. Initially, very few women received assistance although specific initiatives under the STVET loan program resulted in women accounting for 50% of graduates who were assisted in 2014.

Other important resources support women in formal TVET. There are now 10 women's dormitories providing accommodation at TVET institutions in nine provinces. From 2011 through 2014, women enrolled in ICT/business received 50% of scholarships awarded in this sector. Women also accounted for 60% of students participating in a pilot internship program that enabled most of them to find employment after completing TVET.

Women's participation in non-formal TVET is very strong, particularly in skills training in agriculture and other traditional income-generating activities of women. Based on data from 2009 through 2015, they represent 57% of more than 545,000 people enrolled in TVET short courses at 35 provincial training centers. In the pilot stage of the Voucher Skills Training Program (VSTP), women accounted for more than 60% of trainees, with a large majority of graduates able to use their skills to improve their own income-generating activities or to find wage employment. Due to the success of the pilot, the VSTP has been extended to all provinces.

Initiatives to institutionalize gender mainstreaming in DGTVET and TVET institutions have focused on capacity development as well as new employment policies and procedures for monitoring and evaluating TVET activities. Gender Focal Points (GFPs) have been designated at RTCs/PTCs, where they allocate 20% of their time to gender mainstreaming activities with students, teaching staff and administrative staff at TVET institutions. In 2014, a cascade ToT training program was implemented under the STVET loan program; a core group of Directors and GFPs from RTCs were trained as trainers and, subsequently, delivered training to staff from RTCs and PTCs.

### C. Challenges

While there have been some achievements in promoting women in TVET and engendering TVET programs and institutions, challenges remain and they continue to affect TVET in Cambodia.

Some of the challenges to increasing women's participation in TVET include:

1. **Technical training is not highly valued:** As noted, half of high school graduates in Cambodia want to attend university compared with only 17% who choose technical training at a TVET institution. This reflects the widespread attitude that TVET is a second choice to prepare for future employment and careers. Moreover, many girls and young women drop out of school after or even before completing lower secondary school and, due to lack of skills, enter the work force in low-paying occupations in the informal sector. Economic and social pressures limit the ability and willingness of families to invest in technical skills training for their daughters.

2. **Technical training for women is perceived as not appropriate:** Cultural and social norms about what are appropriate occupations for Cambodian women mitigate against women's participation in technical training and, particularly, in non-traditional fields such as the priority sectors of mechanics and construction. Overwhelmingly, women enrolled in TVET choose subjects that provide skills training in fields traditionally occupied by women. These fields, however, are often those that offer only low-paying jobs that are highly concentrated in the informal sector.
3. **Women lack information about the benefits of technical training:** The opportunity costs for women to enroll in technical and vocational training are high. Therefore, without adequate information about the range of employment and economic advantages of TVET, girls and young women as well as their families who influence decisions do not understand the benefits and are unable to change their attitudes about technical training. First and foremost, they need to know that there are job and business opportunities in the short term for women who complete technical training programs. They need, also, to know that within priority sectors and non-traditional fields there are many opportunities for women to find appropriate jobs where their technical training helps them to pursue careers, as well as opportunities to use their technical knowledge to support businesses.
4. **Women lack resources to pursue technical training:** Women more than men require a range of resources to enable and support them to pursue technical training and to be able to use that training to get jobs and start businesses. The availability of safe accommodation is essential to reassure families when young women enroll in TVET institutions that are far from home communities. Further, the lack of support for living costs at TVET dormitories is a principal reason for women to drop out of TVET programs, particularly when their families are unable to support them. Due to their backgrounds, women more than men need support to learn and gain confidence about how to work in technical fields in industry and business. This can take the form of more opportunities for practical and workplace learning to build capacity in using and applying technical knowledge. Women will also benefit from training and mentoring in confidence building, negotiation and other employability skills, as well as enterprise development skills.
5. **Women lack educational background for technical training:** This is a two-pronged challenge. Girls in school are often encouraged to think about their futures in terms of traditional women's roles and occupations and not about seeking jobs or doing business in technical fields. Many girls also drop out of school before completing Grade 9 and, therefore, do not have the qualifications to enter formal TVET programs. Reaching out to girls as well as to their families and their teachers when they are starting lower secondary school is important to increase their knowledge about the opportunities for women and to change attitudes about technical training, to encourage girls complete lower secondary school and pursue formal TVET studies and to inform families with girls who have dropped out of school how they too can qualify for TVET.
6. **Women need a broad range of technical and entrepreneurial skills to respond to current and new market demands:** Increasing the number of women who qualify for high-skilled jobs in priority sectors will be a slow process of social and economic transformation. In the meantime, women who are already in the labor force continue

to require lifelong learning opportunities to upgrade existing skills in many sectors and, increasingly, to retrain to learn skills in emerging sectors of the Cambodian economy.

DGTVET Gender Policy is established to address the above challenges.

## 2. Vision

The vision of the DGTVET gender policy for 2026 is: **Gender-inclusive TVET enables Cambodian women and men to improve their livelihoods and dignity through acquisition of the knowledge, skills and competences necessary for lifelong employability, productivity and competitiveness.**

## 3. Policy Goals and Objectives

In order to achieve the vision, the DGTVET gender policy defines two overarching goals with related objectives that address the main thrusts, namely, enhanced opportunities for women to participate in TVET and gender mainstreaming in TVET institutions and services.

### 3.1 Goals and Objectives

**Goal 1: To ensure that Cambodian women, men and other vulnerable groups have equal and equitable opportunities to access and benefit from TVET.**

**Objective 1.1.** Increase knowledge and change perceptions about TVET with special focus to encourage women to choose formal TVET in high-priority fields.

**Objective 1.2.** Provide the resources that will support women and other vulnerable groups to enroll and participate in formal TVET and successfully complete technical training in priority sectors.

**Objective 1.3.** Promote alternative pathways for girls and women to qualify for formal TVET.


**Objective 1.4.** Increase livelihood development opportunities for rural and urban women, disabled people and people from indigenous communities through access to market-responsive non-formal TVET.

**Goal 2: To strengthen and engender the management and governance of DGTVET and TVET institutions.**

**Objective 2.1.** Enhance the quality and relevance of TVET programs and services to meet the challenges and needs of women and other vulnerable groups.

**Objective 2.2.** Strengthen the capacity and resources of DGTVET and TVET institutions to mainstream gender in the TVET sector.

### 3.2 Expected Outcomes

The outcomes of the DGTVET gender policy are the long-term effects and institutional changes that result from the work to achieve the goals and objectives of the policy. Measuring the outcomes serves to identify cumulatively how the outputs of the proposed 

strategies and key activities contribute to achieving the policy goals for gender equality and equity in TVET and TVET institutions. The outcomes link the DGTvet gender policy with the fundamental national goals for gender equality and the role of TVET in sustainable economic development.

The outcomes of the DGTvet gender policy are the followings:

1. **The number of Cambodian women who qualify for high-skilled jobs in priority sectors increases.** To measure this outcome, the following indicators are used:
  - a) The number of female graduates from formal TVET programs.
  - b) The share of female graduates from TVET programs in priority sectors.
  - c) The proportions employed or self-employed in priority sectors.
  
2. **Equal and equitable opportunities exist for women in the management and governance of TVET services and institutions.** To measure this outcome, the following indicators are used:
  - a) The proportion women employed in DGTvet and TVET institutions.
  - b) The proportion of female employees in decision-making positions.
  - c) The proportion of female teachers in TVET institutions.

The time frame for evaluating outcomes is the same as the time frame of the TVET gender policy, namely up through 2025.

Within that time frame, the TVET gender action plan looks forward to 2021, in a first stage of identifying strategies and key activities to achieve the long-term policy goals and objectives. Therefore, measuring outcomes at this mid-point is also important to identify adjustments that may be required for strategies and activities in the period from 2022 through 2025.

The following details the rationale, baseline and targets for 2021 and 2025 for each of the indicators used to measure outcomes.

#### **Number of female graduates from formal TVET programs**

- a. **Rationale:** Women who successfully complete and graduate from formal TVET programs will have the knowledge and skills to compete for employment or to start businesses in their fields.
- b. **Baseline:** Women account for 25% of all graduates from formal TVET in priority sectors including 32% of graduates in ICT/business, 15% of graduates in mechanics and 1% of graduates in construction.
- c. **The target** is to increase the number of female graduates by an average of 3% per year over the period through 2025, with the results that:
  1. By 2021, the number of female graduates will be approximately 1,550 per year, or 20% over baseline. *KB*

2. By 2026, the number of female graduates will be approximately 1,800 per year, or 35-40% over baseline.
- d. **Sources:** The TVETMIS system of DGTVET collects and compiles annual sex-disaggregated data on graduates from Technical, Vocational Certificate, Higher Diploma of Technology/Business Education, Bachelor of Technology/Business Education programs.

#### Proportion of female graduates from formal TVET in priority sectors

- a. **Rationale:** Increasing the proportion of women who successfully complete TVET programs in priority sectors is an essential condition to enable them to increase their participation in the key sectors for national economic growth and development.
- a. **Baseline:** Women account for 25% of all graduates from formal TVET in priority sectors including 32% of graduates in ICT/business, 15% of graduates in mechanics and 1% of graduates in construction.
- b. **Targets:** The target is to increase the proportion of female graduates from formal TVET programs in priority sectors by an average of 1-2% per year, with the result that women account for 40% or more of graduates in 2025.
- c. **Source:** Survey of TTIs conducted in 2016: response rate of 60%.

#### Proportion of female TVET graduates employed or self-employed in priority sectors

- a. **Rationale:** Achieving national goals for increasing women's participation in economic growth and development will occur when female TVET graduates, among others, are employed or self-employed in priority sectors. This will signal important changes in perceptions and attitudes among women themselves as well as in the private sector about the advantages and benefits for women working in non-traditional fields and other priority sectors.
- b. **Baseline:** Women account of 43% of all graduates in priority sectors.
- c. **Targets:** The target is to increase the proportion of female graduates in priority sector by an average 1% per year, with the result that in 2025 women account for 53% or more and have self-employed.
- d. **Source:** The DGTVET Gender Action Plan identifies priority activities to expand the scope of tracer and other studies to evaluate the changes in career opportunities and choices among women who have successfully completed formal TVET. This will include studies that trace how women are able to secure employment in priority sectors or establish sustainable businesses in these sectors.

#### Proportion of women employed at DGTVET and TVET institutions


- a. **Rational:** Increasing the proportion of female employees is an institutional change that will contribute to engendering DGTVET and TVET institutions. It will also align DGTVET and TVET institutions with national targets for the participation of women in the civil service.
- b. **Baseline:** In 2016, women account for 22% of all employees at DGTVET and the 39 TVET institutions.
- c. **Target:** The target is to increase the proportion of female employees by an average of 1% per year over the period through 2025, with the results that, *KP*

1. By 2021, women account for 27% of all employees at DGTVET and the 39 TVET institutions.
  2. By 2025, women account for 32% of all employees at DGTVET and the 39 TVET institutions.
- d. **Source:** The source of data for measuring this indicator is the TVETMIS.
- e. **Note:** The targets are conservative and reflect the low rate of turnover within DGTVET and TVET institutions. As a consequence, DGTVET and TVET institutions will not achieve national targets that have currently been set<sup>13</sup>, but should show significant progress.

#### Proportion of women in decision-making positions at DGTVET and TVET institutions

- a. **Rationale:** Increasing the proportion of women who hold decision-making positions within DGTVET and TVET institutions is a further institutional change that will contribute to engendering management and governance of TVET. It will also align DGTVET and TVET institutions with national goals for women in leadership positions.
- b. **Baseline:** In 2016, the proportion of women in decision-making positions at DGTVET and TVET institutions is 14%<sup>14</sup>.
- c. **Target:** The target is to increase the proportion of women in decision-making positions by an average of 1% per year over the period through 2025, with the result that,
1. By 2021, women account for 19% of decision-making positions within DGTVET and TVET institutions.
  2. By 2025, women account for 24% of decision-making positions within DGTVET and TVET institutions.
- d. **Source:** The source of data for measuring this indicator is the TVETMIS.
- e. **Note:** The target is conservative and reflects the low rate of turnover within DGTVET and TVET institutions. Nonetheless, if the target is achieved there will be significant progress and DGTVET and TVET institutions will come close to achieving national goals albeit at a slightly slower pace<sup>15</sup>.

#### Proportion of female teachers at TVET institutions

- a. **Rationale:** Increasing the proportion of female teachers in TVET institutions is an institutional change that contributes to engendering the learning environment for women enrolled in TVET programs, establishes positive role models of women in technical fields and advances equal and equitable opportunities for women in the TVET sector.
- b. **Baseline:** In 2015, women account for 39% of all teachers in TVET institutions. 

<sup>13</sup> The NSDP, 2014-2018 sets a 2018 target of 37% for women in the civil service while the gender policy being prepared by the Ministry of Civil Services has proposed a 2020 target of 42%.

<sup>14</sup> Decision-making positions include Deputy Director of Department and higher at DGTVET and Directors and Deputy Directors at TVET institutions.

<sup>15</sup> The NSDP, 2014-2018 sets a 2018 target of 25% for women in decision-making positions; the 2020 target is 25-30% in the proposed gender policy of the Ministry of Civil Services.

- c. **Target:** The target is to increase the proportion of female teachers by an average of 1-2% per year over the period through 2025, with the result that,
  - 1. By 2021, women account for 45% of all TVET teachers.
  - 2. By 2025, women account for half of all TVET teachers.
- d. **Source:** The source of data for measuring this indicator is the TVETMIS.

## 4. Strategies

To achieve the TVET gender policy goals and objectives, the DGTVET Gender Policy and Action Plan incorporates a five-year action plan that translates the objectives into strategies and, for each of these strategies, key activities. This section presents the strategies and their rationales for each of the policy objectives.

**4.1. Goal 1: To ensure that Cambodian women, men and other vulnerable groups have equal and equitable opportunities to access and benefit from TVET.**

**4.1.1. Objective 1.1: Increase knowledge and change perceptions about TVET with special focus to encourage women to choose formal TVET in high-priority fields.**

As Cambodia strives to develop its industrial sector as a key driver of long-term sustainable economic development and regional integration, the Cambodian labor force including both women and men needs to prepare in order to qualify for high-skilled jobs in priority sectors. This requires raising awareness, increasing knowledge and changing perceptions and attitudes about the value of technical and vocational education and training (TVET). In the case of young Cambodian women, it also means overcoming long-held beliefs about what is appropriate work for women by providing information about the opportunities, advantages and benefits of technical education.

A dynamic, diversified approach to social marketing will help to build awareness of the benefits of TVET for young women in Cambodia and the opportunities they have to work or build businesses in high-skilled, well-paying jobs including in non-traditional areas, and other entrepreneurial endeavors. Effective social marketing can also influence attitudes and perceptions among parents and others who influence young women's decisions, and build a positive and strong reputation for TVET as a valid and effective method for the development of high-demand, marketable skills.

### Strategies

The strategies to increase knowledge and change perceptions about TVET include:

1. Enhance the scope and design of the DGTVET Social Marketing Program; and strengthen implementation of social marketing activities by TVET institutions.
2. Collaborate with MoWA and other line ministries and strategic partners to promote women in TVET.

**4.1.2. Objective 1.2: Provide the resources that will support women and other vulnerable groups to enroll and participate in formal TVET and successfully complete technical training in priority sectors.**



Over the 7-year period from 2009 through 2015, women who enrolled in formal TVET accounted for 21% of total enrollment; women who successfully completed and graduated from TVET accounted for 18% of total graduates<sup>16</sup>. At all levels of TVET programs, women are more likely than men to drop out before completing the programs.

The reasons are diverse. For women who do not live near a TVET institution, a first hurdle to enrolling and staying in TVET is often the lack of safe accommodation. Women's dormitories are now available at a number of TVET institutions; this responds well to some of the demand and needs to be expanded. A corollary difficulty for women, however, is the lack of financial support to cover living expenses while living away from home. In their absence, these factors often combine with the result that families of many female students ask them to return home.

Opportunities for practical, workplace learning are important to enable all students enrolled in technical education to learn how to apply the theoretical knowledge they gain. Workplace learning is particularly important for female students who generally need more time and practice to master new technologies. As well, the experience of working in local businesses and industry affords women opportunities to learn and adapt to what will be expected of them in future jobs.

### Strategies

The strategies to provide the resources that will facilitate the ability of women to enroll in and successfully complete TVET include:

1. Expand financial support for women, with priority for women enrolled in priority sectors and non-traditional fields.
2. Expand accommodation and other facilities for women at TVET institutions.
3. Expand availability of workplace learning opportunities for women enrolled in priority sectors.
4. Develop and implement a Career Development and Mentoring Program for all women enrolled in formal TVET.

#### 4.1.3. Objective 1.3: Promote alternative pathways for girls and women to qualify for formal TVET.

Many Cambodian girls and women enter the labor force with few if any technical skills. While there are many jobs available, these jobs constitute vulnerable work, that is, low-paid and unpaid work in the informal sector. They offer women very little job security and few prospects for good income-earning opportunities. Older women have often acquired different skills over many years of work although these skills are not formally recognized and the women continue to work at low-paying or unpaid work. And more recently, while young women who leave work in the garment sector have valuable experience working in industry, many did not finish school and have limited skills that may not be transferable to other jobs.

Flexible, alternative strategies or "pathways" are needed to enable women to qualify for TVET programs where they can learn new and/or upgrade market-relevant technical and

<sup>16</sup> Source: TVETMIS data for 2009 through 2015.

entrepreneurial skills. Alternative pathways will enable women who have not completed their basic education to meet the minimum requirements to enroll in formal TVET. Flexible strategies will encourage women in the workplace to pursue technical and entrepreneurial skills training on time tables and schedules that accommodate the demands on women to work and to meet their family obligations. Flexible strategies will also facilitate the ability of women to engage in lifetime learning, targeting the acquisition or upgrading of specific skills in response to market demands.

## Strategy

The principal strategy to promote alternative pathways to qualify for TVET is:

1. Enhance gender-specific initiatives to ensure equitable opportunities for girls and women who have dropped out of school and/or are already in the workforce to qualify for TVET.

### 4.1.4. Objective 1.4: Increase livelihood development opportunities for rural and urban women, disabled people and people from indigenous communities through access to market-responsive non-formal TVET

Cambodian women actively support the livelihoods and well being of their households. Women account for more than half of the labor force working in agriculture. In rural and urban communities, women are engaged in a wide range of small-scale production, services and other income-earning activities that supplement agricultural incomes or constitute a primary source of household income. For these women, the availability of short courses to upgrade or learn new technical skills will ensure that they are able to meet the demands of the changing Cambodian economy. Strengthening training in enterprise development will provide women with the knowledge and skills many do not currently have, to build sustainable micro-enterprises.

## Strategies

The strategies to strengthen non-formal TVET to provide livelihood development opportunities for rural and urban women and other groups include:

1. Enhance and expand the Voucher Skills Training Program (VSTP) and other non-formal TVET courses to respond to market demand and women, men and vulnerable groups needs and preferences for technical and entrepreneurial skills.

### 4.2. Goal 2: To strengthen and engender the management and governance of DGTVE and TVET institutions.

#### 4.2.1. Objective 2.1: Enhance the quality and relevance of TVET programs and services to address challenges and needs of women and vulnerable groups

To attract students and to meet the demands of industry, the TVET system must ensure the quality and relevance of TVET programs. From a gender perspective, the development and delivery of TVET programs and services must be sensitive to and address the challenges and needs of women. For example, female teachers are invaluable role models for young

women considering technical and vocational training. This is particularly true in priority sectors and non-traditional fields where female teachers can demonstrate the opportunities available to women. The TVET system needs to work closely with private sector industry and businesses to provide gender-equitable opportunities for industry-based experience to enable teachers as well as students to update or learn skills in emerging technologies. In the classroom, teaching and learning methods, materials and tools must be gender inclusive. And DGTVET and TVET institutions need to collaborate with strategic partners who are also committed to providing high-quality technical training and education to women as well as men.

### Strategies

The strategies to enhance the quality and relevance of TVET programs for women include:

1. Increase the proportion of female teachers at TVET institutions, particularly in priority sectors.
2. Develop/enhance DGTVET Gender Mainstreaming Capacity Development Program for female TVET teachers/instructors, GFPs, CDEs and other staff at TVET institutions.
3. Strengthen linkages to private sector industry/business to support opportunities for female staff and students at TVET institutions.
4. Strengthen gender mainstreaming into TVET policies, procedures and curriculum.
5. Collaborate with MoWA and other line ministries and international organizations to enhance the quality and relevance of technical training for women.

#### 4.2.2. Objective 2.2: Strengthen the capacity and resources of DGTVET and TVET institutions to mainstream gender in the TVET sector

There is widespread and strong consensus around the role and significance of accountable and inclusive institutions in promoting sustainable and equitable development, in this case of the TVET sector. This requires a fundamental shift to an institutional environment that is, itself, gender inclusive. Mainstreaming gender in DGTVET and TVET institutions will create equitable opportunities for women and men, their capacity to develop and implement gender-inclusive TVET services and the operational systems to support that.

### Strategies

The strategies to strengthen gender mainstreaming capacity and resources in DGTVET and TVET institutions include:

1. Increase the number and promote opportunities for women in mid- and senior-level positions with DGTVET departments and as directors and deputy directors at TVET institutions.
2. Enhance the roles and resources of the Office of Special Training and Gender (OSTG) to support gender mainstreaming throughout DGTVET and TVET institutions.

3. Institutionalize and enhance gender mainstreaming capacity development for mid- and senior-level staff at DGTVET and TVET institutions.
4. Enhance the scope and capacity for gender mainstreaming in DGTVET budgeting and M&E systems.

## 5. Implementation and Monitoring & Evaluation

The DGTVET Gender Policy and Action Plan encompasses commitments to key activities, outputs and targets to mainstream gender in TVET programs, services and management as agreed in the MLVT Gender Mainstreaming Action Plan and in the Gender Action Plan (GAP) for the TVET Sector Development Program (TVETSDP). The implementation of the DGTVET Gender Policy and Action Plan will contribute significantly to strengthening the institutional capacity of DGTVET and TTIs to promote gender-inclusive TVET.

A strong, pro-active and coordinated approach is necessary to ensure the effective implementation of the DGTVET Gender Policy and Action Plan and the achievement of the outputs of the objectives, strategies and key activities. This approach is predicated on the active participation of and interventions by the management and staff of DGTVET departments and TTIs and is supported by the senior management of MLVT and the Gender Secretariat.

**Accountability** for the implementation of the DGTVET Gender Policy and Action Plan includes:

Minister	<ul style="list-style-type: none"> <li>• Endorse DGTVET Gender Policy and Action Plan; authorize revisions as necessary</li> </ul>
Secretary of State	<ul style="list-style-type: none"> <li>• Review DGTVET Gender Policy and Action Plan as well as annual plans, progress reports, independent evaluations, etc.</li> <li>• Advocate with strategic partners in the public and private sectors for gender inclusive TVET systems, programs and services</li> </ul>
Gender Secretariat	<ul style="list-style-type: none"> <li>• Review DGTVET Gender Policy and Action Plan, annual plans and progress reports, etc., particularly as related to alignment with GMAP</li> <li>• Advocate with strategic partners in the public and private sectors for gender inclusive TVET systems, programs and services</li> </ul>
DGTVET	<ul style="list-style-type: none"> <li>• Guide the implementation, monitoring and evaluation of the DGTVET Gender Policy and Action Plan including review of annual work plans and progress reports, funding and M&amp;E systems; as relevant, commission independent evaluations of activities, outputs and outcomes</li> <li>• Ensure the all DGTVET departments and TTIs undertake results-based planning and preparation of AOPs and annual budgets that allocate sufficient funds and other resources for implementation of the DGTVET Gender Policy and Action Plan as per agreed annual work plans</li> </ul>

	<ul style="list-style-type: none"> <li>• Ensure rigorous accountability from all DGTVET and TTI managers and staff for implementation of the DGTVET Gender Policy and Action Plan as it relates to their work as per agreed annual work plans and including tracking of activities, outputs and meeting targets</li> <li>• Ensure that all external communications and advocacy related to TVET systems and programs under the management of DGTVET include attention to gender equality and equity</li> <li>• Address gender inequalities and remove systemic barriers to gender mainstreaming in the internal staffing and culture of DGTVET and TTIs</li> <li>• Advocate for gender equality and equity and communication clear expectations to managers and staff of DGTVET and TTIs</li> </ul>
Office of Special Training and Gender (OSTG) including Gender Focal Points (GFPs)	<ul style="list-style-type: none"> <li>• Oversee and coordinate the implementation, monitoring and evaluation of the DGTVET Gender Policy and Action Plan, including coordination and supervision of the preparation of annual plans and progress reports, tracer and evaluation studies and periodic gender audits</li> <li>• Consult and collaborate with senior management at DGTVET and TTIs to ensure that annual results-based planning and AOP support implementation of the DGTVET Gender Policy and Action Plan; and annual budgets allocate funds, personnel and other resources required to support gender mainstreaming activities and targets</li> <li>• Consult and collaborate with DGTVET departments and TTIs to advise and, as relevant, to provide technical assistance to promote effective gender mainstreaming in the responsibilities, work and activities of the departments and institutions including those identified in the annual plan for implementation of the DGTVET Gender Policy and Action Plan</li> <li>• Develop, deliver and monitor gender mainstreaming awareness raising, training and mentoring programs to strengthen the institutional capacity of management, administrative and teaching staff at DGTVET departments and TTIs</li> <li>• Conduct and/or coordinate and disseminate gender-focused research and analysis related to the implementation, monitoring and evaluation of the DGTVET Gender Policy and Action Plan; coordinate with DGTVET departments, TTIs and TVETMIS/LMIS to ensure annual compilation and analysis of sex-disaggregated data</li> <li>• Collaborate with the management of DGTVET and TTIs to advocate with strategic partners to promote gender-inclusive TVET systems, programs and services; and, to identify and solicit financial and other support for Implementation of the DGTVET Gender Policy and Action Plan</li> </ul>
DGTVET Departments and	<ul style="list-style-type: none"> <li>• Ensure that annual results-based planning and AOPs support implementation of the DGTVET Gender Policy and</li> </ul>

TTIs	<p>Action Plan; and annual budgets allocate funds, personnel and other resources required to support gender mainstreaming activities and targets</p> <ul style="list-style-type: none"> <li>• Carry out key activities for implementation of the DGTVET Gender Policy and Action Plan as they relate to the work of the department or TTI, ensuring that outputs and targets are met; coordinate with OSTG on technical assistance and support required to do this</li> <li>• Collaborate with and support OSTG for collection of data, analysis and reporting to document key activities, outputs and targets for implementation of the DGTVET Gender Policy and Action Plan</li> <li>• Ensure that Gender Focal Points (GFPS) have sufficient time and other resources to carry out their roles to support gender mainstreaming and capacity development within the department or institution</li> </ul>
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The key to successful implementation of the DGTVET Gender Policy and Action Plan is the active participation of all DGTVET departments and TTIs that are responsible for ensuring that agreed key activities are undertaken and targets are met, as they relate to gender mainstreaming objectives for the department or institution. To facilitate this, the OSTG will coordinate, collaborate with and, as relevant, provide technical assistance to DGTVET departments and TTIs. Gender Focal Points (GFPs) designated in each department and institution will act as liaison with the OSTG and will participate in and support the gender mainstreaming process.

In its role to oversee and coordinate the implementation, monitoring and evaluation of the DGTVET Gender Policy and Action, the OSTG will prepare an **annual work plan**. The OSTG will consult and coordinate closely with DGTVET, its departments and TTIs as well as the MLVT Gender Secretariat and other stakeholders. The preparation of the plan will be done at the beginning of each year throughout the 5-year period of the gender action plan. It will confirm the key activities, outputs and targets identified in the 5-year action plan that will be undertaken by DGTVET, its departments and the TTIs. The annual work plan is closely coordinated with results-based planning for each department and institution, and reflected in AOPs and annual budgets. Budget sources for implementation of the DGTVET Gender Policy and Action Plan can be from government, development partners and other strategic partners .

At the end of each year, the OSTG will coordinate the preparation of an **annual progress report** to update the status and outputs of key activities as set out in the DGTVET Gender Policy and Action Plan, as well as achievements in terms of targets met. The annual report is based on data and other information from DGTVET departments, TTIs and the TVETMIS/LMIS resources; it constitutes a rolling review of institutional progress towards meeting the objectives of the DGTVET Gender Policy and Action. Each year, the report is submitted to senior management of DGTVET and MLVT for review and approbation; disseminated to all DGTVET departments and TTIs; and, constitutes the basis for review and identification of key activities, outputs and targets to be addressed in the AOP/budgets for the following year.

To monitor the effectiveness of the implementation of the DGTVET Gender Policy and Action Plan, the OSTG will facilitate participatory **gender audits** involving representation from senior management of DGTVET and MLVT, DGTVET departments and TTIs and other stakeholders and strategic partners. The process of gender audit will evaluate progress towards the policy outcomes of the DGTVET Gender Policy and Action Plan as well as improvements in the institutional capacity of DGTVET and TTIs for mainstreaming gender in TVET programs, services and management.


An initial gender audit conducted following endorsement of the DGTVET Gender Policy and Action Plan establishes a baseline for evaluation of policy outcomes and institutional gender mainstreaming capacity. A gender audit will be conducted at the end of the 3-year period of the gender action plan. It will encompass a detailed review of the cumulative outputs and outcomes of implementation of the policy/action plan, extensive self-assessment of gender mainstreaming capacity development; and, confirmation of the policy orientations and goals in an updated 5-year action plan for gender inclusive TVET programs and services.

DGTVET departments and TTIs may also request support and assistance from OSTG to conduct supplementary gender audits, for example, on a two- or three-year basis. These audits will focus on evaluation of initiatives to strengthen institutional capacity for gender mainstreaming in the context of the specific conditions within departments and institutions, and will be linked to the outputs and outcomes of the gender mainstreaming capacity development program set out in the 5-year action plan.

## 6. Conclusions

The overarching goal of the Royal Government of Cambodia is sustainable development of an export-oriented economy and successful integration into ASEAN. Equitable opportunities for women and strengthening the technical and vocational education and training (TVET) sector are key strategies and commitments of the RGC to achieve that goal. The focus of the strategies is to increase the numbers of women and men who successfully acquire the technical and entrepreneurial skills to enable them to participate actively in the growing Cambodian economy, particularly in the high-priority sectors of construction, mechanics and ICT/business

The DGTVET Gender Policy and Action Plan is a roadmap for DGTVET, its departments and TTIs to promote gender inclusive TVET. The policy encompasses two broad goals for development of technical and vocational education and training, namely: i) to **increase the opportunities for women as well as men to participate in and benefit from TVET** and ii) to **engender TVET governance and management**.

With this Policy, DGTVET and MLVT are determined to fulfill their roles as leaders and facilitators for long-term economic growth through providing gender inclusive technical and entrepreneurial skills development to enable Cambodian women and men to pursue better employment and self-employment opportunities. 

## Annex 1: Glossary

Decent work for women and men	Productive work performed in conditions of freedom, equity, security and human dignity, to which women and men have access on equal terms.
Gender mainstreaming	Is a globally accepted strategy for promoting gender equality. Mainstreaming is not an end in itself but a strategy, an approach, a means to achieve the goal of gender equality. Mainstreaming involves ensuring that gender perspectives and attention to the goal of gender equality are central to all activities policy development, research, advocacy/dialogue, legislation, resource allocation, and planning, implementation and monitoring of programs and projects.
Women's empowerment	Refers to the process of increasing the opportunity for women to take control of their own lives. It is about women developing self-reliance, gaining skills or having their own skills and knowledge recognized, and increasing their power to make decisions and have their voices heard, and to negotiate and challenge societal norms and customs.
Gender budgeting	Is the application of gender mainstreaming in the budgetary process. It means incorporating a gender perspective at all levels of the budgetary process and restructuring revenues and expenditures in order to promote gender equality.
Gender	Refers to the social differences and relations between men and women that are learned, changeable over time, and have wide variations both within and between societies and cultures. The differences and relations are socially constructed and are learned through the socialization process. They determine what is considered appropriate for members of each sex. They are context-specific and can be modified.
Productivity	Ratio of output for a given set of inputs (labour, capital, land, input materials) in a specific period.
Unemployment	Has no jobs, actively seeking for a job and/or available if offered one
Gender and diversity	As an organizational concept, means an approach that embraces diversity in gender, age, nationality, culture, beliefs, attitudes, language, physical abilities and social circumstances.
Gender equity	Means fairness of treatment for women and men, according to their respective needs. This may include equal treatment or treatment that is different but which is considered equivalent in terms of rights, benefits, obligations and opportunities. Equity is means; equality is the goal.
Gender equality	Entails concept that all human beings, both men and women, are free to develop their personal abilities and make choice without limitations set by stereotypes, rigid gender roles and prejudices. Gender equality means that the different behavior, aspirations and needs of women and men are considered, valued and favored equally. It does not mean that women and men have to become the same, but that their rights, responsibilities and opportunities will not depend on whether they are born female or male.



## Annex 2. Action Plan

ACTION PLAN 2017-2021											
Strategies	Key Activities	Indicators	Targets	Time Frame					Responsibility	Resources	
				17	18	19	20	21		State	DP
<b>GOAL 1: CAMBODIAN WOMEN AND MEN AND OTHER VULNERABLE GROUPS HAVE EQUAL AND EQUITABLE OPPORTUNITIES TO ACCESS AND BENEFIT FROM TVET</b>											
<b>Objective 1.1: Increase knowledge and change perceptions about TVET with special focus to encourage women to choose formal TVET in high-priority fields</b>											
1.1.1 Enhance scope and design of DGTVET Social Marketing Program; and strengthen implementation of social marketing activities by TVET institutions	1.1.1.1 Conduct TENA using adapted survey tool to collect and analyze information on innovative methods/ tools to communicate with different groups of women, parents, community leaders, local businesses	TENA survey tool adapted and tested	One survey tool	1					DGTVET/Dept. of Labor Market Information TTIs DP: TVETSDP	◆	◆
		Survey conducted	One survey conducted		1						
		Innovative methods/ tools identified and developed for use in social marketing	One tool/year		1	1	1	1			
	1.1.1.2 Develop MOU with MoEYS, private sector and NGOs at national and provincial levels to support collaboration with lower secondary school directors and teachers to conduct social marketing activities to encourage TVET training for female and male students when they complete Grade 9	MOUs agreed between MLVT/DGTVET and strategic partners	One MOU/year	1	1	1	1	1	MLVT/ DGTVET TTIs MoEYS Private sector NGOs	◆	
	1.1.1.3 Design/implement annual social marketing activities to target girls enrolled in grades 6-9 and	Female enrollment in certificate-level TVET (TVETSDP)	+2% per year from 2017 onwards Baseline: 20% (TVETMIS, 2015)	22%	24%	26%	28%	30%			

**ACTION PLAN 2017-2021**

Strategies	Key Activities	Indicators	Targets	Time Frame					Responsibility	Resources	
				17	18	19	20	21		State	DP
	their teachers, to promote certificate-level TVET (CQF 2-4) in priority sectors										
	1.1.1.4 Design/implement annual social marketing activities to target girls/women who have not completed lower secondary school, to promote alternate pathways to qualify for certificate-level (CQF 2-4) TVET in priority sectors	Female enrollment in Skills Bridging Program (TVETSDP target)	2019 target: F = 50%+ of trainees in SBP Baseline: 61% (STVET)			50%	50%	50%	DGTVET/Dept. of Labor Market Information TTIs DP: TVETSDP	◆	◆
	1.1.1.5 Design/implement annual social marketing activities to target girls/women who stop working at garment factories, to promote alternative pathways to qualify for certificate-level (CQF 2-4) TVET in priority sectors.					50%	50%	50%	DGTVET/Dept. of Labor Market Information TTIs DP: TVETSDP  Strategic partner? ILO	◆	◆
	1.1.1.6 Design/implement annual social marketing activities to target parents, community leaders and local businesses, to promote certificate-level TVET (CQF 2-4) for girls, including priority sectors	Social marketing tools designed and piloted, with messages targeting parents, community leaders and local businesses	All RTCs/PTCs have designed and piloted community-based social marketing tools	39					DGTVET/Dept. of Labor Market Information TTIs DP: TVETSDP	◆	◆
		RTCs/PTCs are integrating social	All RTC/PTCs integrating social		39	39	39	39			

**ACTION PLAN 2017-2021**

Strategies	Key Activities	Indicators	Targets	Time Frame					Responsibility	Resources	
				17	18	19	20	21		State	DP
		marketing activities into community-based training programs	marketing activities into community-based training activities								
	1.1.1.7 Design/conduct training program for staff at DGTVET and TVET institutions responsible for social marketing, to build capacity in gender inclusive methods and tools including TENA. Trainees include all relevant staff, e.g., Dept. Labor Market Information, OSTG, GFPs, CDS, ILU, etc.	Training program designed and piloted in RTC cluster of TTIs	One cluster/year	1	1	1	1	1	DGTVET/Dept. of Labor Market Information TTIs DP: TVETSDP	◆	◆
Women participating in training (TVETSDP)		Target: 20%	20%	20%	20%	20%	20%				
Annual refresher training conducted		1 refresher training/year/cluster		1	2	3	4				
1.1.2 Collaborate with MoWA and other relevant stakeholders in the public, private and NGO sectors to promote women in TVET	1.1.2.1 DGTVET names delegate(s) to TWGG-WEE	DGTVET delegate(s) participate in TWGG-WEE	1-2 DGTVET staff designated and participate regularly in TWGG-WEE	2	2	2	2	2	MLVT/DGTVET OSTG	◆	
	1.1.2.2 Promote rebranding TVET as "career education" and women in TVET as contributing to women's economic empowerment	TVET rebranded as "career education"	New/existing social marketing materials promote TVET as "career education"	✓	✓	✓	✓	✓	DGTVET Dept. of Labor Market Information OSTG	◆	
	1.1.2.3 Advocate and contribute the ensuring complementary and consistent messages about the										

### ACTION PLAN 2017-2021

Strategies	Key Activities	Indicators	Targets	Time Frame					Responsibility	Resources	
				17	18	19	20	21		State	DP
	opportunities and benefits of TVET for women										
	1.1.2.4 Collaborate to develop and implement a national campaign to increase knowledge and change attitudes about the opportunities and benefits of TVET for women in priority sectors, as integral component of women's economic empowerment and national economic and industrial development	Development and dissemination of national campaign with materials	2 campaigns		1		1		DGTVET Members of TWGG-WEE (MoWA, MoT, MoEYS, etc.) Strategic partners? ILO UN Women	◆	◆
<b>Objective 1.2: Provide the resources that will facilitate the ability of women and other vulnerable groups to enroll and participate in formal TVET and successfully complete technical training in priority sectors</b>											
1.2.1 Expand financial support for women, with priority for women enrolled in priority sectors and non-traditional fields	1.2.1.1 Increase the number of annual stipends awarded to women enrolled in diploma and bachelor programs (CQF 5-6)	Female recipients of stipends to CQF 5-6 students	By 2019: Females = 30% Baseline: 30% (2016 survey of TTIs)			30%	30%	30%	DGTVET/Dept. of Training TTIs DP: TBD	◆	TBD
	1.2.1.2 Increase the number of annual stipends awarded to women in certificate programs (CQF 2-4)	Female recipients of stipends to CQF 2-4 students (TVETSDP)	By 2019: F = 30% of recipients Baseline: 30% (2016 survey of TTIs)			30%	30%	30%	DGTVET/Dept. of Training TTIs DP: TVETSDP		◆
	1.2.1.3 Prioritize the award of stipends to women enrolled in priority sectors	Female recipients of stipends for studies in priority sectors (TVETSDP)	By 2019: F = at least 20% of recipients of stipends in each of 3 priority sectors			20%	20%	20%	DGTVET/Dept. of Training TTIs		◆

### ACTION PLAN 2017-2021

Strategies	Key Activities	Indicators	Targets	Time Frame					Responsibility	Resources	
				17	18	19	20	21		State	DP
			Baseline (2014): F = 50% ICT/business; 10% mechanic; 20% construction						DP: TVETSDP		
1.2.2 Expand accommodation and other facilities for women at TVET institutions	1.2.2.1 Construct new women's dormitories with kitchen/dining facilities and multi-purpose/ meeting space	New dormitories constructed	2021: 6 new dormitories in 6 provinces Baseline: 10 dormitories in 9 provinces						DGTVET/MLVT Dept. of Admin. & Finance RTCs/PTCs DP: ADB / TVETSDP DP: AfDB		◆
			ADB/TVETSDP: 3 dormitories		1	1	1				
			AfDB: 3 dormitories			1	1	1			
	1.2.2.2 Renovate/upgrade existing women's dormitories to incorporate kitchen/dining facilities and multi-purpose/meeting space	Renovated dormitories provide cooking and meeting facilities	2021: 5 existing dormitories upgraded	1	1	1	1	1	DGTVET/MLVT Dept. of Admin. & Finance RTCs/PTCs DP: TBD		◆
1.2.2.3 Renovate/upgrade sanitation facilities for women in all TVET institutions	TVET institutions have properly functioning sanitation facilities for women	2018: all TVET institutions with proper facilities		100%				DGTVET/MLVT Dept. of Admin. & Finance RTCs/PTCs DP: TBD		◆	
1.2.2.4 Renovate/upgrade facilities at TVET institutions to ensure access for disabled students	TVET institutions have ramps and other disabled facilities	2018: all TVET institutions with proper facilities		100%				DGTVET/MLVT Dept. of Admin. & Finance RTCs/PTCs DP: TBD		◆	

### ACTION PLAN 2017-2021

Strategies	Key Activities	Indicators	Targets	Time Frame					Responsibility	Resources	
				17	18	19	20	21		State	DP
1.2.3 Expand availability of workplace learning opportunities for women enrolled in priority sectors	1.2.3.1 Increase proportion of internships each year for women enrolled in format TVET at diploma and bachelor levels (CQF 5-6) in priority sectors	Proportion of internships for women in priority sectors	2018 onward: ICT/business: F = 50% Construction: F = 20% Mechanics: F = 20% Baseline: 24% (2016 survey of TTIs)		20-50%	20-50%	20-50%	20-50%	DGTVET/Dept of Training TTIs  Strategic partners: Local businesses	◆	
	1.2.3.2 Increase proportion of internships each year for women enrolled in formal TVET at certificate level (CQF 3-4) in priority sectors	Proportion of internships for women in priority sectors (TVETSDP)	2018 onward: ICT/business: F = 50% Construction: F = 20% Mechanics: F = 20% Baseline: 24% (2016 survey of TTIs)		20-50%	20-50%	20-50%	20-50%	DGTVET/Dept. of Training TTIs DP: TVETSDP  Strategic partners: Local businesses	◆	
1.2.4 Develop and implement a Career Development and Mentoring Program for all women enrolled in formal TVET	1.2.4.1 Develop Program components and implementation strategies, using gender-specific methods and tools:								Overall: DGTVET / Dept. of Training / OSTG TTIs DP: TVETSDP	◆	◆
	a) Career guidance and job placement assistance/mentoring	Component design and implementation strategies complete	2017: pilot version 2018: final version	1	1				Regional Job Centers Strategic partner? ILO	◆	◆
	b) Women's employability skills training	Component design and implementation	2017: pilot version 2018: final version	1	1				Strategic partner? MoWA/WDCs	◆	◆

### ACTION PLAN 2017-2021

Strategies	Key Activities	Indicators	Targets	Time Frame					Responsibility	Resources	
				17	18	19	20	21		State	DP
		strategies complete							ILO		
	c) Women's business start-up and enterprise development skills training	Component design and implementation strategies complete	2017: pilot version 2018: final version	1	1				Strategic partner? MoWA/WDCs ILO	◆	◆
	d) Guidance on regional mobility/migration	Component design and implementation strategies complete	2017: pilot version 2018: final version	1	1				Strategic partner? MoWA/WDCs UN Women IOM	◆	◆
	1.2.4.2 Pilot Program at 5 RTCs and PNH-based institutes including design and implementation of training for RTC/Institute staff involved (female teachers, GFPs, CDS, etc.)	Training methods and tools developed	2017: pilot version 2018: final version	1	1				DGTVET / Dept. of Training / OSTG	◆	◆
		Training conducted with all relevant staff at RTCs and Institutes	6 training sessions per year for staff at RTCs and institutes	6	6				RTCs/Institutes DP: TVETSDP Strategic partners?		
		Program implemented at RTCs/Institutes	2018: implemented at 7 PNH institutes and 5 RTCs		12				MoWA/WDCs ILO / UN Women		
	1.2.4.3 Expand Program at RTCs to include all female students at PTCs in same provinces as RTCs	Students at 7 PTCs access existing Program piloted at RTC	2019: implemented at 7 PTCs			7			DGTVET / Dept. of Training / OSTG RTCs/Institutes	◆	◆
		Relevant PTC staff trained in Program	7 training sessions at PTCs			7			DP: TVETSDP		
	1.2.4.4 Roll out Program to other PTCs at rate of 5-6 PTCs per year	Training conducted with all relevant staff at 5-6 PTCs per year	5-6 training sessions per year			5-6	5-6	5-6	DGTVET / Dept. of Training / OSTG PTCs	◆	◆
		Program initiated at 5-6 PTCs per year	Program initiated at 5-6 PTCs per year			5-6	5-6	5-6	DP: TBD		
	1.2.4.5 Conduct annual tracer	Tracer study	1 study/year		1	1	1	1	DGTVET / Dept. of	◆	◆

### ACTION PLAN 2017-2021

Strategies	Key Activities	Indicators	Targets	Time Frame					Responsibility	Resources	
				17	18	19	20	21		State	DP
	studies and incorporate results in adaptation of Program, as relevant	conducted and results analyzed							Training / OSTG / TVETMIS TTIs DP: TVETSDP & TBD		
		Program redesign completed, as relevant	Redesign as relevant		✓	✓	✓	✓			
<b>Objective 1.3: Provide alternative pathways for girls and women to qualify for formal TVET</b>											
1.3.1 Enhance gender-specific opportunities for girls and women enrolled in non-formal TVET to qualify for formal TVET	1.3.1.1 Develop and incorporate gender-inclusive module on post-TVET career opportunities including soft and entrepreneurship skills for women into Skills Bridging Program (SBP)	Module developed and tested at select PTCs offering SBP (TVETSDP)	1 module developed	1					DGTVET/Dept. of Training TTIs DP: TVETSDP	◆	◆
		Training for SBP staff on methods/ tools for teaching module	Training at 5 RTCs and in PNH = 6 training sessions	6							
		Roll out of module in SBP	Roll-out at 5-6 TTIs per year		5-6	5-6	5-6	5-6			
	1.3.1.2 Prioritize women's participation in SBP on annual basis	Females enrolled in SBP (TVETSDP)	2019 onward: F = 50% SBP trainees Baseline: 61% (STVET)	30%	30%	50%	50%	50%	DGTVET/Dept. of Training TTIs DP: TVETSDP	◆	◆
	1.3.1.3 Prioritize women's participation in RPL/RCC assessments in priority sectors	Women participating in RPL/RCC assessments in SBP (TVETSDP)	2017-2018: F = 20% 2019 onwards: F = 30%	20%	20%	30%	30%	30%	DGTVET/Dept. of Training TTIs DP: TVETSDP	◆	◆
1.3.1.4 Prioritize women's participation in Vocational Skills Certification (VSC) pilot	Women participating in VCS program (TVETSDP)	2017-2018: F = 20% 2019 onwards: F = 30%	20%	20%	30%	30%	30%	DGTVET/Dept. of Training	◆	◆	



### ACTION PLAN 2017-2021

Strategies	Key Activities	Indicators	Targets	Time Frame					Responsibility	Resources	
				17	18	19	20	21		State	DP
	with non-formal TVET courses in agricultural skills development								RTCs/PTCs DP: TVETSDP		
	1.3.1.5 Prioritize women's participation in CQF1 course in Basic Manufacturing Processes for Low-Level Technicians.	Women participating in CQF1 course (TVETSDP)	2017-2018: F = 20% 2019 onwards: F = 30%	20%	20%	30%	30%	30%	DGTVET/Dept. of Training TTIs DP: TVETSDP	◆	◆
<b>Objective 1.4: Increase livelihood development opportunities for rural and urban women, disabled people and people from indigenous communities through access to market-responsive non-formal TVET</b>											
1.4.1 Enhance and expand Voucher Skills Training Program (VSTP) and other non-formal courses to meet the needs/ preferences of women and other vulnerable groups for market-responsive technical, soft and entrepreneurial skills	1.4.1.1 Promote women's participation in VSTP including their participation in non-traditional fields	Women participating in VSTP (TVETSDP)	2017 onwards: F = 60%+ in VSTP Baseline: 55%	60%	60%	60%	60%	60%	DGTVET/Dept. of Training TTIs DP: TVETSDP	◆	◆
		Women participating in VSTP in non-traditional skills training (TVETSDP)	By 2019: F = +20% over baseline Baseline (2015): Mechanics: 0% Construction: 0% ICT/Business: 60%	+10%	+15%	+20%	+20%	+20%			
	1.4.1.2 Review, enhance and expand VSTP/short-course gender-specific training program on basic enterprise development skills (financial literacy, marketing, etc.) to meet needs of female-run	Tracer/evaluation study of effectiveness of VSTP micro-enterprise training program to meet needs of female-run	1 tracer study conducted		1					DGTVET/Dept. of Training TTIs DP: TBD	◆

### ACTION PLAN 2017-2021

Strategies	Key Activities	Indicators	Targets	Time Frame					Responsibility	Resources	
				17	18	19	20	21		State	DP
	micro-enterprises in rural and poor urban areas	micro-enterprises							Strategic partner for course development and staff training: ILO Strategic partner for implementation: MoWA/WDC		
		Curriculum upgraded as required and tested at 1 PTC in each of 5 clusters of RTCs/PTCs	Pilot of curriculum at 5 PTCs		5						
		RTC/PTC teachers receive ToT training on content, methods, tools of curriculum	ToT training at 5 RTCs		5						
		Revised women's enterprise development skills training course delivered	Roll-out at 10 TTIs per year			10	10	10			
	1.4.1.3 Bi-annual assessment of market demand and women's preferences for short courses to upgrade technical skills with focus on priority sectors, including:							DGTVET/Dept. of Training/ OSTG/ TVETMIS TTIs DP: TBD	◆	◆	
	a) Tracer studies on cluster basis of female participants of VSTP and other short courses, including questions to identify unmet needs/ preferences of women for technical skills,	Tracer study conducted in each of 5 RTC/PTC clusters	5 tracer studies		2		3				
	b) Market studies on cluster basis, to identify unmet market demands in priority	Market study conducted in each of 5 RTC/PTC	5 market studies		2		3				

ACTION PLAN 2017-2021											
Strategies	Key Activities	Indicators	Targets	Time Frame					Responsibility	Resources	
				17	18	19	20	21		State	DP
	sectors with potential for women	clusters									
	c) Adapt/expand VSTP and other short courses offered, as relevant	New course(s) developed as relevant	1-2 new courses developed as relevant			1-2		1-2			
<b>GOAL 2: THE MANAGEMENT AND GOVERNANCE OF DGTVET AND TVET INSTITUTIONS IS STRENGTHENED AND ENGENDERED</b>											
<b>Objective 2.1: Enhance the quality and relevance of TVET programs and services to meet the challenges and needs of women and other vulnerable groups</b>											
2.1.1 Increase the proportion of female teachers and instructors at TVET institutions, particularly in priority sectors and non-traditional fields	2.1.1.1 Collaborate with NTTI to develop and implement annual promotional campaigns to encourage women to enroll and successfully complete NTTI teacher training program	Promotional campaigns developed and implemented	1 campaign/year	1	1	1	1	1	DGTVET/Dept. of Quality Assurance NTTI  Strategic partners: Universities Businesses/industry (for costs of promotional campaign)	◆	
		Females successfully complete NTTI teacher training program	Annual increase: +2% 2020 target: F = 35-40% graduates of NTTI teacher training prog. Baseline (2013): 25%	+2%	+2%	+2%	+2%	+2%			
	2.1.1.2 Adopt gender-sensitive policies and procedures to prioritize the recruitment of qualified female candidates as TVET teachers	Policy/procedures adopted and disseminated	1 policy adopted with procedures defined	1					DGTVET/MLVT Dept. of Admin. & Finance NTTI	◆	
	2.1.1.3 Adopt gender-sensitive policies and procedures to prioritize opportunities for existing female teachers to	Policy/procedures adopted and disseminated	1 policy adopted with procedures defined		1				DGTVET/MLVT Dept. of Admin. & Finance NTTI	◆	

### ACTION PLAN 2017-2021

Strategies	Key Activities	Indicators	Targets	Time Frame					Responsibility	Resources	
				17	18	19	20	21		State	DP
	transfer to open teaching positions in home province										
2.1.2 Develop/enhance TVET Gender Mainstreaming Capacity Development Program adapted to TTI/ teaching context, with participation by teaching, GFP, CDS and other staff at TVET institutions	2.1.2.1 Develop new and/or enhance existing modules for TVET Gender Mainstreaming Capacity Development Program, to focus on specific, practical issues of promoting women's participation in TVET, including:								DGTVET/Dept. of Training OSTG / GFPs TTIs	◆	◆
	a) Review and strengthen module(s) on basic concepts, methods and issues of gender mainstreaming	Existing module(s) evaluated Revised module(s) developed, as relevant	1-2 modules/year, as required	1-2	1-2				DP: TBD  Strategic partner? MoWA		
	b) Develop module to foster positive images and attitudes about empowered women in TVET, in industry and priority sectors	Develop module	1 module developed	1							
	c) Review and strengthen module(s) on gender inclusive learning and teaching methods and tools, to address challenges faced by women in technical training	Existing module(s) evaluated Revised module(s) developed, as relevant	1-2 modules/year as required	1-2	1-2						
	2.1.2.2 Develop and implement annual ToT training and refresher training	ToT training modules addressing both gender	1-2 modules developed/year as required	1-2	1-2	1-2	1-2	1-2	DGTVET/Dept. of Training	◆	◆

### ACTION PLAN 2017-2021

Strategies	Key Activities	Indicators	Targets	Time Frame					Responsibility	Resources	
				17	18	19	20	21		State	DP
	program for GFPs, to build capacity to implement TVET Gender Mainstreaming Capacity Development Program	mainstreaming issues and participatory training methods							OSTG / GFPs TTIs		
		Annual ToT training workshop implemented for GFPs from all TVET institutions	1 workshop/year	1	1	1	1	1	DP: TBD		
	2.1.2.3 Implement TVET Gender Mainstreaming Capacity Development Program on annual basis and link participation/performance to annual personnel review, including:								DGTvet/Dept. of Training OSTG / GFPs TTIs	◆	◆
	a) Adopt policies and procedures to link attendance and performance in Program to annual performance reviews for staff, and provide them with incentives	Policy and procedures adopted and disseminated	1 policy adopted with procedures defined		1				DP: TBD		
		Pre- and post-assessment tools developed	1 set pre- and post-assessment tools developed		1						
		Annual performance review forms adapted to include attendance/performance in Program	1 set annual performance review forms adapted		1						
	b) Implement Program with training sessions conducted 3-4 times per year at all TVET institutions	3-4 training sessions per year conducted at all TVET institutions	3-4 trainings per year for each of 39 TTIs = 120 sessions minimum	120	120	120	120	120	TTIs GFPs		

### ACTION PLAN 2017-2021

Strategies	Key Activities	Indicators	Targets	Time Frame					Responsibility	Resources	
				17	18	19	20	21		State	DP
	c) Organize bi-annual workshops (1 per RTC/ PTC cluster) to review progress of teaching staff and others to adopt effective attitudes and practices to mainstream gender n TVET	Bi-annual workshops conducted in each of 5 RTC/PTC clusters	2019: 5 workshops 2021: 5 workshops			5		5	TTIs OSTG GFPs		
2.1.3 Strengthen linkages to private sector industry/ business to support opportunities for female staff and students at TVET institutions	2.1.3.1 Collaborate with private sector industry/ business partners in matters related to gender mainstreaming, including:								DGTVET/Dept. of Training/Dept. of Quality Assurance TTIs	◆	◆
	a) Outreach and consultations with industry/ business to increase knowledge and change attitudes about opportunities and benefits of women in TVET including priority sectors (as part of Social Marketing Program)	Consultations and social marketing activities that target industry/business partners	5/year	5	5	5	5	5	DP (Social Marketing Program): TVETSDP		
	b) Advocate with industry/business to adopt gender inclusive hiring policies and procedures	Industry/ business partners that adopt affirmative hiring policies and procedures	10/year	10	10	10	10	10			
	c) Increase the number of placements for female teaching staff at TVET institutions to spend time working industry/business in order to update knowledge	New placements per year for female teaching staff	20/year	20	20	20	20	20			

### ACTION PLAN 2017-2021

Strategies	Key Activities	Indicators	Targets	Time Frame					Responsibility	Resources	
				17	18	19	20	21		State	DP
	and skills, particularly in priority sectors										
	d) Increase the number of internship opportunities for female students at TVET institutions, particularly in priority sectors	New internships per year for female students	40/year	40	40	40	40	40			
	2.1.3.2 Prioritize the annual participation of female TVET teachers and instructors for placements to work in industry/business to update knowledge and skills	Proportion of annual placements for female staff	2017-2018: F = 15-20% 2019 onward: F = 30% Baseline: TBD	15-20%	15-20%	30%	30%	30%	DGTVET/Dept. of Quality Assurance TTIs  DP: TVETSDP	◆	◆
	2.1.3.3 Prioritize the participation of female staff from Industrial Liaison Units (ILUs) for training on implementation of revised internship programs	Proportion of female ILU staff participants in training for revised internships (TVETSDP)	2017-2018: F = 10-15% 2019 onward: F = 20% Baseline: TBD	15-20%	15-20%	20%	20%	20%	DGTVET/Dept. of Quality Assurance TTIs  DP: TVETSDP	◆	◆
2.1.4 Strengthen gender mainstreaming into TVET policies, procedures and curriculum	2.1.4.1 Conduct gender analysis and where relevant strengthen all new policies, procedures, criteria and related training materials to ensure that they are gender responsive and gender inclusive, including <ul style="list-style-type: none"> <li>• RPL/RCC certification / assessment</li> <li>• VSC assessment criteria</li> </ul>	Policies, procedures, criteria and related training materials are gender responsive and gender inclusive	2018: 100%	70%	100%				DGTVET/Dept. of Quality Assurance NTTI  DP: TVETSDP	◆	◆

**ACTION PLAN 2017-2021**

Strategies	Key Activities	Indicators	Targets	Time Frame					Responsibility	Resources	
				17	18	19	20	21		State	DP
	<ul style="list-style-type: none"> <li>Competence based training (CBT) assessment and certification system including CBT profiles</li> <li>Quality Assurance System</li> <li>Initiatives to strengthen public-private partnerships</li> <li>Revised Training and Employment Needs Assessment (TENA)</li> </ul>										
	2.1.4.2 Strengthen TVET curricula and learning/teaching materials to ensure they are free of gender bias and promote positive images of empowered women, including:								DGTVET/Dept. of Curriculum & Standards	◆	◆
	a) Conduct gender analysis of curricula and learning/teaching materials for formal TVET programs and revise as relevant	Gender analysis conducted Materials revised, as relevant	1 gender analysis for each of 3 priority sectors + other courses	2	2				Strategic partner? UN Women		
	b) Conduct gender analysis (GA) of curricula and learning/teaching materials for TVET short courses and revise as relevant	Gender analysis conducted Materials revised, as relevant	1 gender analysis for agriculture + each of 3 priority sectors + other courses		2	3					
	c) Develop guidelines for the preparation of new teaching/learning materials for	Guidelines developed	1 set of guidelines		1						



### ACTION PLAN 2017-2021

Strategies	Key Activities	Indicators	Targets	Time Frame					Responsibility	Resources	
				17	18	19	20	21		State	DP
	both formal and non-formal TVET programs to ensure they are gender inclusive										
	d) Develop and implement training and refresher program for curriculum writers and others responsible for curriculum development, to build capacity in gender inclusive curriculum development	Training program developed and implemented	2018: training program developed and implemented 2020: refresher training implemented		1		1				
2.1.5 Collaborate with MoWA, MoEYS, MoT and other line ministries and international organizations to enhance the quality and relevance of technical training for women	2.1.5.1 Investigate and consult regarding opportunities for joint cooperation on the development and delivery of market-relevant vocational training for women	MOU with MoWA and/ or other LMs providing TVET programs	Target: 2020: 2+ MOUs with MoWA and/or other LMs		1	1	1		DGTVET/MLVT	◆	
<b>Objective 2.2: Strengthen the capacity and resources of DGTVET and TVET institutions to mainstream gender in the TVET sector</b>											
2.2.1 Increase the number and promote opportunities for women with DGTVET departments and as directors and deputy directors at TVET institutions.	2.2.1.1 Increase the number of women employed in mid- and senior level positions at DGTVET and TVET institutions, including:								DGTVET/MLVT Dept. of Admin. & Finance	◆	
	a) Adopt gender-sensitive policies and procedures to prioritize the recruitment of qualified female candidates to mid- and senior-level positions in DGTVET and as directors and deputy directors at TVET	Policy/procedures adopted and disseminated	1 policy adopted including procedures	1							

### ACTION PLAN 2017-2021

Strategies	Key Activities	Indicators	Targets	Time Frame					Responsibility	Resources	
				17	18	19	20	21		State	DP
	institutions										
	b) Prioritize the selection of qualified women for open positions at mid- and senior-levels at DGTVET	Proportion of women in mid- and senior level positions in DGTVET	Target, 2021: F =25% Baseline (2015): F = 15%	16%	18%	20%	22%	25%			
	c) Prioritize the selection of qualified women for open positions as managers at TVET institutions	Proportion of female directors and deputy directors at TVET institutions	Target, 2021: F = 25% Baseline (2016): 15%	16%	18%	20%	22%	25%			
	2.2.1.2 Increase the number of women in decision-making positions at DGTVET and TVET institutions, including								DGTVET/MLVT Dept. of Admin. & Finance	◆	
	a) Adopt policies and procedures to prioritize the promotion of qualified women	Policy/procedures adopted and disseminated	1 policy adopted including procedures	1							
	b) Prioritize the promotion of qualified women to positions of director and deputy director or higher at DGTVET and TVET institutions	Proportion of women in decision-making positions	Target, 2020: F = 20% Baseline, DGTVET (2015): 15% Baseline, TVET institutions (2015): 15%	16%	17%	18%	19%	20%			
	2.2.1.3 Develop and implement a Women's Leadership and Career Development Program for women in mid- and senior-level positions at DGTVET and								Overall: DGTVET / MLVT Dept. of Admin. & Finance OSTG	◆	◆

### ACTION PLAN 2017-2021

Strategies	Key Activities	Indicators	Targets	Time Frame					Responsibility	Resources	
				17	18	19	20	21		State	DP
	TVET institutions, including:								DP: TVETSDP		
	a) Develop and implement annual training program to build gender mainstreaming capacity related to TVET management, including training on, among others: i) gender analysis and auditing methods and tools; ii) gender inclusive policy, planning and programming; iii) gender responsive budgeting	Develop and implement one new module per year	1 module/year Participation target: 100% women in mid- and senior-level positions at DGTVET and TVET institutions	1 100%	1 100%	1 100%	1 100%	1 100%	Strategic partners? MoWA UN Women UNDP		
	b) Develop and implement annual women's leadership training and mentoring program including, among others: i) participatory and gender inclusive communications, ii) negotiations, iii) networking and iv) leadership skills	Develop and implement one new module per year	1 module/year Participation target: 100% women in mid- and senior-level positions at DGTVET and TVET institutions	1 100%	1 100%	1 100%	1 100%	1 100%			
	c) Prioritize access to English language and computer skills training	Participation target: 100% women in mid- and senior-level positions at DGTVET and TVET institutions, as required	Participation target: 100% women in mid- and senior-level positions at DGTVET and TVET institutions, as required	100%	100%	100%	100%	100%	Strategic partner: TBD		
2.2.2 Enhance the roles and resources of the Office of Special Training and Gender	2.2.2.1 Develop and endorse TOR for an expanded role for OSTG to oversee and	TOR developed, endorsed and disseminated	1 TOR developed	1					DGTVET/Dept. of Training	◆	

**ACTION PLAN 2017-2021**

Strategies	Key Activities	Indicators	Targets	Time Frame					Responsibility	Resources	
				17	18	19	20	21		State	DP
(OSTG) to support gender mainstreaming throughout DGTVEET and TVET institutions	coordinate gender mainstreaming initiatives throughout all DGTVEET departments and TVET institutions including oversight of activities carried out by gender focal points (GFPs)										
	2.2.2: Develop and implement annual TOT gender mainstreaming training program for staff of OSTG, GFPs and other relevant staff, e.g., CDs, to ensure capacity to implement and oversee gender mainstreaming capacity development within DGTVEET and TVET institutions	Develop and implement annual program	Participation target: 100% staff OSTG, GFPs and other relevant staff	100%	100%	100%	100%	100%	DGTVEET/Dept. of Training	DP: TBD	Strategic partner? MoWA UN Women
	2.2.2: Collaborate with and advise directors and staff of DGTVEET departments and TVET institutions to support implementation of gender-specific activities, e.g., social marketing, curriculum development, Women's Career Development and Mentoring Program, etc.	OSTG consultations with DGTVEET departments and TTIs	Minimum: 1 consultation/year with each department and TTI	45	45	45	45	45	OSTG DGTVEET/Dept. of Training TTIs		
	2.2.2.4 Increase staff and budget resources of OSTG as required to fulfill TOR responsibilities	Permanent staff	From 2017: 4	4	4	4	4	4	DGTVEET/MLVT	Dept. of Admn. & Finance	
2.2.3 Institutionalize and	2.2.3.1 Develop gender								DGTVEET		

### ACTION PLAN 2017-2021

Strategies	Key Activities	Indicators	Targets	Time Frame					Responsibility	Resources	
				17	18	19	20	21		State	DP
enhance gender mainstreaming at DGTVET and TVET institutions	mainstreaming capacity development program in digital format for i) initial training of new employees and ii) refresher training for all employees, including:								OSTG		
	a) Adapt TVET Gender Mainstreaming Capacity Development Program (see above) to video modules	Video modules developed	1 module/year		1	1	1	1	DP: TBD		
	b) Develop and implement online learning platform (intranet) to disseminate modules	Intranet platform developed	1 intranet platform developed		1				Strategic partner(s): TBD		
	c) Adopt policies, procedures, assessment tools, etc. to link capacity development using online learning platform to annual performance goals and review for staff	Policies and procedures adopted and disseminated; assessment tools developed	1 policy adopted including procedures and tools		1						
	d) Launch/implement online learning platform	Intranet learning platform launched	Intranet tools available			✓	✓	✓			
	e) Organize annual workshops on cluster basis for mid- and senior-level staff to disseminate gender-related achievements	Annual workshop conducted	1 workshop/year			1	1	1			
	2.2.3.2 Increase accessibility and participation of women in mid- and senior-level positions to participate in DGTVET capacity development								DGTVET/Dept. of Quality Assurance	◆	
								DP: TVETS DP			

### ACTION PLAN 2017-2021

Strategies	Key Activities	Indicators	Targets	Time Frame					Responsibility	Resources	
				17	18	19	20	21		State	DP
	activities, including										
	a) Establish quotas for women and men to participate in training, study tours, etc., related to i) Social Marketing Program, ii) Quality Assurance System, iii) CBT implementation, iv) TVETMIS and LMIS and v) other policies and programs.	Proportion of female participants (TVETSDP)	Targets: F = at least 20-30% participants Baselines: 10% (STVET)	20%	25%	30%	30%	30%			
	b) Adopt policies and procedures to make capacity development more accessible to women, e.g., organizing training, workshops, etc., in Khmer and located in Cambodia	Policies/procedures adopted and disseminated	1 policy adopted including procedures	1							
	2.2.3.3 Promote DGTVET and TVET institutions as women-friendly work environments, including:								DGTVET/MLVT OSTG	◆	◆
	a) Adopt policies, grievance procedures, etc. to prohibit sexual harassment and to promote gender-appropriate behavior in the workplace	Policies/procedures adopted, disseminated and enforced	1 policy adopted including procedures	1							
	b) Adopt policies and procedures to facilitate flexible work scheduling for women and men, to promote better work/life balance	Policies/procedures adopted, disseminated and implemented	1 policy adopted including procedures		1						
	c) Develop crèche and	Women's	2021: All 16	5	5	2	2	2			

**ACTION PLAN 2017-2021**

Strategies	Key Activities	Indicators	Targets	Time Frame					Responsibility	Resources	
				17	18	19	20	21		State	DP
	dormitories for TVET staff	dormitories renovated or built to include facilities for female staff	women's dormitories also accommodate needs of female staff Renovation: 5/year, 2017-2018 New construction: 2/year, 2019-2021						DP: ADB, AfDB		
2.2.4 Enhance the scope and capacity for gender mainstreaming in DGTVET budgeting and M&E systems	2.2.4.1 Review and strengthen AOP and annual budgets to ensure integration of targets of TVET-GPAP and allocation of adequate resources	AOP and annual budget = gender responsive	AOP and annual budget = gender responsive	✓	✓	✓	✓	✓	DGTVET/MLVT OSTG	◆	
	2.2.4.2 Review and strengthen TVETMIS and LMIS to ensure integration of all relevant sex-aggregated data collection, analysis and reporting	TVETMIS/LMIS indicators include all relevant gender indicators	TVETMIS/LMIS indicators include all relevant gender indicators	✓	✓	✓	✓	✓	DGTVET TVETMIS/LMIS  DP: TVETSDP	◆	◆
	2.2.4.3 Conduct regular tracer and evaluation studies to assess progress, outputs and impacts of initiatives to increase women's participation in TVET and to mainstream gender in DGTVET and TVET institutions	Tracer/evaluation studies conducted	1-2/year	1-2	1-2	1-2	1-2	1-2			