

### ***0.a. Goal***

[illegible]

### 0.b. Target

[illegible]

### ***0.c. Indicator***

[illegible]

### 0.e. Metadata update

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### 1.a. Organisation

[illegible]

**1.b. Contact person(s)**

0-0000 00000000 (00) (00) 0-0000 00000000 (00) (00) 0-000000000000 (00) (00) 0-000000000000 (00)

### ***1.c. Contact organisation unit***

□ □

### 1.d. Contact person function

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### 1.e. Contact phone

$$[\square] + \begin{bmatrix} \square & \square & \square \\ \square & \square & \square \\ \square & \square & \square \end{bmatrix} [\square]$$

### ***1.f. Contact mail***

pleaseyhsandy@yahoo.com [ ]

### 2.a. Definition and concepts

[illegible]

### 2.b. Unit of measure

□□□□□ [□□]

### 3.a. Data sources

[illegible]

### 3.b. Data collection method

[illegible]

### 3.c. Data collection calendar

[illegible]

### 3.d. Data release calendar

[illegible]

### 3.e. Data providers

[illegible]

### 3.f. Data compilers

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ប្រតិបត្តិការ [ប្រព័ន្ធ] <http://www.mop.gov.kh/> [ប្រព័ន្ធ] [ប្រព័ន្ធ]

### 3.g. Institutional mandate

The institutional mandate of the TVET system is defined by the legal framework, which includes the roles and responsibilities of the various stakeholders involved in the system. This includes the government, the private sector, and the educational institutions. The institutional mandate is also defined by the policies and procedures that govern the system, such as the funding mechanisms, the quality assurance mechanisms, and the accreditation mechanisms. The institutional mandate is also defined by the cultural and social context of the system, which may influence the roles and responsibilities of the various stakeholders.

### 4.a. Rationale

The rationale for the TVET system is based on the need to provide quality education and training to the workforce. This is necessary to ensure that the workforce is equipped with the skills and knowledge needed to meet the demands of the economy. The rationale is also based on the need to ensure that the education and training system is efficient and effective, and that it is able to respond to the changing needs of the economy.

### 4.c. Method of computation

The method of computation for the TVET system is based on the use of a set of indicators that are used to measure the performance of the system. These indicators are used to calculate the TVET index, which is a composite index that reflects the overall performance of the system. The indicators are used to measure the quality of education and training, the efficiency of the system, and the responsiveness of the system to the needs of the economy.

### 4.d. Validation

The validation of the TVET system is based on the use of a set of criteria that are used to assess the quality of the system. These criteria are used to assess the quality of the education and training, the efficiency of the system, and the responsiveness of the system to the needs of the economy. The validation is also based on the use of a set of indicators that are used to measure the performance of the system.

### 4.i. Quality management

The quality management of the TVET system is based on the use of a set of standards that are used to ensure the quality of the education and training. These standards are used to ensure that the education and training is of a high quality, and that it is able to meet the needs of the economy. The quality management is also based on the use of a set of indicators that are used to measure the performance of the system.

### 4.j. Quality assurance

The quality assurance of the TVET system is based on the use of a set of mechanisms that are used to ensure the quality of the education and training. These mechanisms are used to ensure that the education and training is of a high quality, and that it is able to meet the needs of the economy. The quality assurance is also based on the use of a set of indicators that are used to measure the performance of the system.

### 4.k. Quality assessment

The quality assessment of the TVET system is based on the use of a set of methods that are used to assess the quality of the education and training. These methods are used to assess the quality of the education and training, the efficiency of the system, and the responsiveness of the system to the needs of the economy. The quality assessment is also based on the use of a set of indicators that are used to measure the performance of the system.

## 5. Data availability and disaggregation

[illegible]

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