

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

[illegible]

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 [១១]

2.a. Definition and concepts

សំណួរស្តង់ដារ ១ សំណួរស្តង់ដារ (១០) "សំណួរ"

2.b. Unit of measure

សំណួរ (១១)

3.a. Data sources

សំណួរស្តង់ដារ ១ សំណួរស្តង់ដារ (១០) "សំណួរ" សំណួរស្តង់ដារ ១ សំណួរស្តង់ដារ (១០) <http://www.mlvt.gov.kh> [១១] [១១]

3.b. Data collection method

សំណួរស្តង់ដារ ១ សំណួរស្តង់ដារ (១០) (MoLVT) ១ សំណួរស្តង់ដារ ១ សំណួរស្តង់ដារ (១០)

3.c. Data collection calendar

សំណួរស្តង់ដារ ១ សំណួរស្តង់ដារ (CVNR) សំណួរស្តង់ដារ ១ សំណួរស្តង់ដារ (១០) CVNR សំណួរ សំណួរ-សំណួរ សំណួរស្តង់ដារ ១ សំណួរស្តង់ដារ (១០) CVNR សំណួរ-សំណួរ សំណួរស្តង់ដារ ១ សំណួរស្តង់ដារ (១០) CVNR សំណួរ-សំណួរ សំណួរស្តង់ដារ ១ សំណួរស្តង់ដារ (១០) CVNR សំណួរ-សំណួរ សំណួរស្តង់ដារ ១ សំណួរស្តង់ដារ (១០)

3.d. Data release calendar

សំណួរស្តង់ដារ ១ សំណួរស្តង់ដារ (១០)

3.e. Data providers

សំណួរស្តង់ដារ ១ សំណួរស្តង់ដារ (១០)

3.f. Data compilers

សំណួរស្តង់ដារ ១ សំណួរស្តង់ដារ VNR សំណួរ, សំណួរ, សំណួរ, សំណួរ សំណួរស្តង់ដារ ១ សំណួរស្តង់ដារ (១០) <http://www.mop.gov.kh/> [១១] [១១]

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 governance structures. The institutional mandate is also defined by the cultural and social norms that shape the system, such as the attitudes towards vocational education and training, and the values that underpin the system.

4.a. Rationale

The rationale for the TVET system is based on the need to address the skills gap in the economy, and to provide opportunities for young people to acquire the skills and knowledge needed for employment. The rationale is also based on the need to ensure that the TVET system is aligned with the needs of the economy, and that it is able to respond to the changing demands of the labour market.

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 system's performance index, which is a composite index that reflects the system's overall performance. The indicators are used to measure the system's performance in terms of its ability to provide quality education and training, its ability to respond to the needs of the economy, and its ability to ensure that the system is aligned with the needs of the labour market.

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 system's performance. These criteria are used to assess the system's performance in terms of its ability to provide quality education and training, its ability to respond to the needs of the economy, and its ability to ensure that the system is aligned with the needs of the labour market.

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 that the system is able to provide quality education and training. These standards are used to ensure that the system is able to provide quality education and training in terms of its ability to respond to the needs of the economy, its ability to ensure that the system is aligned with the needs of the labour market, and its ability to ensure that the system is able to provide quality education and training to all young people.

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 that the system is able to provide quality education and training. These mechanisms are used to ensure that the system is able to provide quality education and training in terms of its ability to respond to the needs of the economy, its ability to ensure that the system is aligned with the needs of the labour market, and its ability to ensure that the system is able to provide quality education and training to all young people.

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 system's performance. These methods are used to assess the system's performance in terms of its ability to provide quality education and training, its ability to respond to the needs of the economy, and its ability to ensure that the system is aligned with the needs of the labour market.

5. Data availability and disaggregation

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 (ប្រតិបត្តិការស្រាវជ្រាវស្រាវជ្រាវ): https://www.ilo.org/dhaka/Whatwedo/Projects/WCMS_226500/lang--en/index.htm Askiv
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 (ប្រតិបត្តិការស្រាវជ្រាវស្រាវជ្រាវ) (ប្រតិបត្តិការស្រាវជ្រាវស្រាវជ្រាវ) (ប្រតិបត្តិការស្រាវជ្រាវស្រាវជ្រាវ) (ប្រតិបត្តិការស្រាវជ្រាវស្រាវជ្រាវ) (ប្រតិបត្តិការស្រាវជ្រាវស្រាវជ្រាវ) [https://s](https://sustainabledevelopment.un.org/content/documents/23603Cambodia_VNR_SDPM_Approved.pdf)
[Sustainablevelopment.un.org/content/documents/23603Cambodia_VNR_SDPM_Approved.pdf](https://sustainabledevelopment.un.org/content/documents/23603Cambodia_VNR_SDPM_Approved.pdf)

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