

Management Process of Preah Sihanouk Cambodia-China-Friendship Polytechnic Institute

Sambath Bou^{1*}, Ravuth Ros², Maly So³

1*Corresponding Author: Khemarak University, email: bousamath9@gmail.com

2 Khemarak University, email: rosravuth2019@gmail.com

3 Khemarak University, email: malyso092261621@gmail.com

Original Article History

- Received: 2025-09-02
- Revised: 2025-11-14
- Accepted: 2025-01-15

To cite this article: Bou, S., Ros, R., & So, M. (2026). Management process of Phreah Sihanouk Cambodia-China-friendship polytechnic institute. *Journal of Applied Research and Innovation (JARI)*, 1 (2), 21-36

Abstract

With the contributions to socio-economic development, building a workforce that is capable and capable of using advanced technologies is an important obligation for Cambodia to achieve the goal of sustainable economic growth and social stability. Sihanoukville Polytechnic Institute has a number of action plans towards continuous development and transformation. In this spirit, the preparation and launch of National Policy on Technical and Vocational Education and Training 2017-2025 highlighted the need to create a strategy for technical and vocational education and training for workforce to respond to the labor market needs, especially contributions to the development of the industrial sector and create decent jobs. This aims to ensure the quality and high productivity of workforce that can better compete with countries in the region. In Cambodia, there are many agencies that are engaged in skills development, from public institutions, private institutions and NGOs. Collaboration between all these institutions is a key factor for successful workforce development. The national policies must include all of these institutions. The purpose of this policy is to create a framework for all partners to contribute to workforce development in a structured and systematic manner, leading to long-term initiatives and jobs. Royal Government of Cambodia therefore hopes that the success of this policy implementation will serve as a political message to promote investment in key sectors that support the national economy by providing an adequate supply of a highly productive workforce.

Key words: *management process, polytechnic, socio-economic, social stability, action plan*

1. Introduction

Through the development of society, there is a change of management from one era to another and from one generation to another, such as a wise and energetic leader and human capital development. Although the technical and vocational education and training receive great attention from the Royal Government, the quantity and quality of technical and vocational education and training are still limited. This, however, doesn't respond to the needs of labor market, as well as technological development, which requires more attention from all relevant parties. In Cambodia, technical and vocational

education and training was re-established in 1993 under the Ministry of Education, Youth and Sports, with support from the International Labour Organization. It has grown with support from the Asian Development Bank. The Ministry of Education, Youth and Sports and the former Ministry of Social Affairs, Labor, Vocational Training and Youth Rehabilitation have had primary responsibility for technical and vocational training, both in- and out-of-school (Royal Decree, 2005). Currently, Ministry of Labor and Vocational Training has a total of 107 institutions responsible for providing technical and vocational education and training services under its auspices, including 37 public technical and vocational education and training institutions and 70 private institutions covering all capitals and provinces to respond to labor market needs. The long-term and short-term training of the Cambodia-China Friendship Polytechnic Institute, Preah Sihanouk, with the job market

2. Conceptual Framework of Literature

Education system in Cambodia

The education system in Cambodia consists of two streams, such as Technical and Vocational Education and Training (TVET Stream) and the Academic Stream. The two education systems are distinct, with different teaching and learning methods, different career goals, and different skills development needs for students (Sub Decree. 2016). Technical and vocational education and training system TVET focuses on equipping the individuals with the practical skills, knowledge, and abilities required for a specific occupation or trade. It emphasizes hands-on, practical learning, and often involves training in technical fields such as mechanics, engineering, healthcare, hospitality, agriculture, and trade skills. The TVET programs include apprenticeships, vocational diplomas, certificates, and associate degrees (Sub Decree, 1999). The key features of TVET include Practical orientation, such as TVET programs, industry relevance, diverse career paths, and flexible study paths. TVET programs emphasize the practical skills and workplace readiness, enabling students to directly apply their knowledge in the companies, factories, and industries. Industry relevance, such as TVET curricula, are designed in collaboration with industry stakeholders to ensure that graduates have skills and competencies that the job market demands. Diverse career paths of TVET offers a variety of the job opportunities in sectors such as construction, manufacturing, automotive, healthcare, information technology, and hospitality. Flexible study paths, such as TVET programs, often offer flexible study options, including part-time, evening, and online options that meet the needs of students who may be working or pursuing their education alongside other commitments (Circular of Royal govt, 2011).

With general education system, the academic stream is an education system that focuses on theoretical knowledge, critical thinking, and subjects, such as

mathematics, physics, geography, chemistry, civics, science, social sciences, national language, and humanities. The Academic Stream typically focuses on preparing students for further education at the university or college and careers that require a strong academic foundation. The curriculum typically culminates in a high school diploma, college diploma, or university qualification (MLVT, 2013). The main characteristics of general education system are emphasis on theoretical learning, preparation for higher education, career paths graduates, and traditional assessment methods. Emphasis on theoretical learning that focuses on the the curriculum, emphasizes theory, research, analysis, and critical thinking skills. Preparation for higher education prepares or orients students for university or college by providing a solid academic foundation in a variety of subjects. Career paths graduates from this education system often pursue careers in fields, such as pharmacy, law, engineering, education, business, and research that require advanced degrees or specialized knowledge. Traditional assessment methods that emphasize assessment in this education system (Academic Stream) typically involves examinations, essays, research papers, and presentations to assess students' understanding of theoretical knowledge and academic abilities.

Technical and vocational education and training programs

At this point, the student will highlight the technical and vocational education and training programs currently being implemented by the Takeo Regional Polytechnic Institute. Post-secondary training programs have four levels, such as vocational certificate level and technical and vocational diploma levels 1, 2, and 3, which are given equivalent value to secondary education (Council of Ministers, 2016). From 1993 to present, institute has continued to provide short-term technical and vocational training to target groups from poor families, vulnerable groups, midwives and the general public with skill needs. Training is conducted at the institute, community, companies and workshops at various locations close to the learners. The training program has a minimum of 30 credits, with 1 credit equal to 15 hours of theoretical instruction and 30 hours of practical training in workshops or schools. For this certificate-level training, registration at a company, factory or enterprise is not required) (Council of Ministers, 20146).

The professional skills that the institute has provided training in the past have focused on the two-priority areas, such as service and agricultural sectors. The service sector (four-month study) focuses on many skills in line with the needs of job market, community requests, and project owners. These skills include motorcycle repair, car repair, small engine repair, magneto repair, television repair, car repair and maintenance, car lighting system repair, car air-conditioning-system repair, home-cooling-equipment repair, home electrical installation, computer services, hair cutting, fruit and vegetable

processing, and clothing design, etc. For the agricultural sector (one-week study), there are many skills including rice cultivation, cucumber cultivation, corn cultivation, chicken farming, duck farming, cattle farming, pig farming, frog farming, fish farming, lobster farming, cricket farming, and composting, etc.

Technical and professional diploma level

The Technical and Vocational Diploma Training Program 1.2.3 is a one-year program, including an internship period. Currently, Ministry has shortened the study period to four months for the Monday to Friday study session, both morning and evening. For the Monday to Friday night study session, students must study for eight months, including an internship. For the Saturday and Sunday study session, both morning and evening, students must study for ten months, including internship period. This training program has a minimum of 30 credits, with 1 credit equal to 15 hours of theoretical teaching, 30 hours of practical work in workshops or schools, and 45 hours of practical work in companies, factories, enterprises, organizations, state institutions, and individuals. Implementing the Technical and Vocational Diploma Training Program 1.2.3, the institute has been providing vocational training in 13 out of 38 skills including bricklayer, plumbing, building electrical installation, printing, car maintenance and repair, car electrical maintenance and repair, car air conditioning maintenance and repair, home cooling equipment service, electrical welding, electronic equipment maintenance and repair, computer graphic design, beauty services and beverage business to target groups of young men and women from poor families, vulnerable families, families with health certificates, families with health equity fund cards and young men and women nominated by capital, province, city, district or khan administration, etc.

Higher education training programs

With the higher technical diploma level, the Advanced Technical/Specialized Diploma training program is a two-year study program. This training program has a minimum of 60 credits, with 1 credit equal to 15 hours of theoretical teaching, 60 hours of practical work in a workshop or school, and 45 hours of practical work in companies, factories, enterprises, organizations, and public and private institutions. Currently, the institute offers training at the senior diploma/technical associate/specialty level in eight majors, including automotive mechanics, civil engineering, electrical engineering, electronics, veterinary medicine, information technology, accounting and finance, and English literature (Forecasts by MLVT From 1993-2017). For Bachelor of Technology/ Engineering Certificate, the Bachelor of Technology/Diploma in Engineering training program is a two-year program. The training program has a minimum of 120 credits, with 1 credit equal to 15 hours of theoretical

instruction, 30 hours of practical training in workshops or schools, and 45 hours of practical training or apprenticeship in the companies, factories, enterprises, government institutions, and individuals. Currently, the institute offers training at the Bachelor of Technology/Diploma of Engineering level in eight specializations, including Automotive Mechanics, Civil Engineering, Electrical Engineering, Electronics Engineering, Veterinary Engineering, Information Technology, Accounting and Finance, and English Literature (IMF, 2024).

Conditions of enrollment

Candidates who wish to enroll in vocational certificate level courses must be able to read, write, and do arithmetic, and have a physical ability appropriate to the skill they wish to study. With the study of technical and professional diploma level, the candidates, who wish to enroll in technical and vocational degree programs, must meet the following qualifications, such as 15 years old or older, young people from poor and vulnerable families (study for free and receive a stipend (4 months) during training), individuals from the informal and formal economy (attend free education but do not receive subsidies). However, the candidates, who wish to enroll in technical and vocational diploma courses, must have a technical and vocational diploma or an equivalent diploma and must be accompanied by a number of documents according to the requirements of the institute and the Ministry of Labor and Vocational Training. The candidates, who wish to enroll in technical and vocational courses, must have a technical and vocational diploma or an equivalent degree and must be accompanied by certain documents according to the requirements of the institute and the Ministry of Labor and Vocational Training. The candidates, who wish to enroll in a master's degree or associate degree in the technical studies, must have a 3-year technical and vocational diploma or pass or fail high school or have an equivalent diploma and must be accompanied by certain documents according to the requirements of the institute and the Ministry of Labor and Vocational Training. Candidates who wish to enroll in the Bachelor of Technology degree program leading to an engineering degree must have a high school diploma or equivalent degree and must attach a number of documents as required by the institute and the Ministry of Labor and Vocational Training.

To successfully complete the course, students of Techo Sen Takeo Regional Polytechnic Institute must meet the requirements, such as Professional certificate level (students must come to class regularly, and then trainees must pass a competency test at the end of the training course), Technical and Vocational Diploma Level 1 (students must complete all modules for at least 30 credits, sign up at least two weeks before the exam ends, and take the final exam (theory and practical) and obtain a score of 50% or higher), Technical

and Vocational Diploma Level 2 (students must complete all modules for a minimum of 30 credits, sign up at least two weeks before the exam ends, and take the final exam (theory and practical) and obtain a score of 50% or higher), and Technical and Vocational Diploma Level 3 (students must complete all modules for a minimum of 30 credits, sign up at least two weeks before the exam ends, and attend the graduation exam (theory and practical) and obtain a score of at least 50% Up). With the higher technical diploma level, all students must study at least 60 credits in core subjects and minor subjects, complete an internship at a company, factory, or enterprise for at least 3 months, write a research report and defend the research report in front of the committee, and pass national exams (final exams on theory and practical subjects) in at least 3 (three) specialized subjects. Bachelor's degree in technology showed that all students must study at least 120 credits in core subjects and minor subjects. Studenta, however, must do an internship at a company, factory, or enterprise for at least 3 months. All students must write a thesis and present it in front of a committee. In addition to this, all students must take a national exam (final exam on theoretical and practical subjects), at least 3 (three) specialized subjects. Hence, all associate and bachelor's degree students, who fail the national exam (final exam), must wait to retake the exam according to the institute's regulations.

Communication and cooperation

The Institute has worked hard to find the development partners in companies, factories, and enterprises by signing the memorandums of understanding to collaborate on a number of tasks, as such opening the technical skills training courses to target groups, opening the training courses to enhance the skills of technical teachers and leaders, exchanging the experiences through study visits to workplaces, companies, and institutions, helping maintain equipment and materials for training work, providing the space for students to work and study abroad, offering the job opportunities for students and participate in providing feedback on curriculum development, participating in the various events organized by institute or company, and collaborating on other points according to necessity and further discussion. For international relations and cooperation, the institute has strived to find suitable partners to develop with the technical and vocational training institutions by signing a memorandum of understanding to cooperate on a number of tasks, as such exchanging work experience through study tour programs and joint camping trips, providing professional training to institutional leaders and technical instructors, giving scholarships to students to continue their studies, providing opportunities for institute students to conduct study tours, creating a common curriculum, and collaborate on other points according to necessity and further discussion (Curriculum Mapping, n.d). Quality assurance the system for technical and

vocational education and training. To ensure that the management system and technical and vocational education and training are conducted with high quality, efficiency, and effectiveness, the institute receives evaluations on two quality standards each year:

Ministry of Labor and Vocational Training

Attention to the quality of management and leadership work and technical and vocational education and training programs is a must for institutions that provide technical and vocational education and training. By promoting and strengthening human resource capacity to have technical and vocational skills in response to labor market needs, the technical and vocational education and training institutions must educate and train students to have entrepreneurial ideas, creative ideas, work consciousness, sensible responsibility, innocent character, meaning, morality, and virtue. Human resource training requires regular monitoring, monitoring and evaluation. In the response to the above factors, the Ministry of Labor and Vocational Training has launched a quality assurance system for technical and vocational education and training and has launched an evaluation program for all technical and vocational education and training institutions under the Ministry. This quality assurance system evaluates six criteria, management and governance, physical resources, staff, civil servants and teachers, trainees and students, curriculum, teaching and learning, and research and development. From 2012 to present, the institute has received quality assessments in accordance with all 6 criteria and has achieved good and excellent results. This shows that the Polytechnic Institute of Techo Sen Takeo Region has paid great attention to the quality of technical and vocational education and training, especially the development of human resources with technology and technical skills with quality, efficiency and effectiveness for labor market and as an important resource for participating in the Royal Government of Cambodia in building and developing the nation (Samheng, 2023).

Company Guardian Independent Certification Ltd

The Institute first applied for accreditation of its Technical and Vocational Education and Training (TVET) programs from the Guardian Independent Certification Ltd in January 2015. By obtaining accreditation of its TVET programs, the Institute requested an assessment of a total of 29 core functions of its offices and departments. From January 2015, the initial date of the assessment application, until 2023, Institute has received seven assessments and good results every year. National Policy on Technical and Vocational Education and Training 2017-2025. The necessity of a national policy on technical and vocational education and training is an indispensable factor in socio-economic development. This encourages students to gain knowledge Technical skills with real capabilities, become a worker skills technician, and

make important contributions to national social and economic development. Recently, the Royal Government of Cambodia has launched a number of the major national policies, including “Development Policy Cambodian industry sector 2015 - 2025 and National Policy on Occupations and Employment 2015 – 2025.

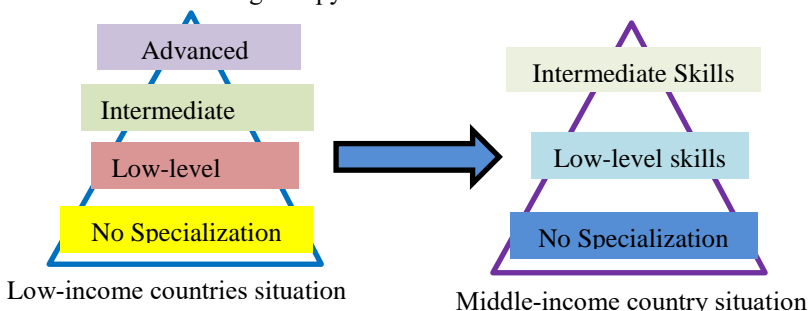
Contributing to the development of industrial sector will create the decent jobs and ensure quality and productivity with the high labor force that can compete better with regional countries. By participating in the decision, the goal of national policy set out above is national education and training policy. Technical and professional needs to be prepared by setting a vision, purpose, goal, and strategy in developing high-quality human resources, ability and skills to respond to economic development society today and in the future.

Overview of TVET in Cambodia and Region.

In ASEAN Skill development is progressing rapidly due to the perception, regarding as a factor and necessity for the economic growth. The change is supported through policies to develop skills that generally based on the needs and included in all ministries, as well as all relevant institutions provided training. In some countries, Technical and vocational education and training expanded and became an authority or independent agency within government and created standards for the priority sectors. ASEAN also plays an important role in supporting common regional skills standards. These benefits are seen in the hospitality sector, as well as traditional businesses.

The Royal Government of Cambodia under the wise and highly intelligent leadership, Samdech Techo Hun Sen has payed close and strong attention in all areas, especially employment sector development, including job creation strengthening the harmony of relationships that is professionally related and promote technical and vocational education and training to respond to labor market needs, contribute to poverty reduction, improving the lives of citizens and socio-economic development Sustainable as reflected in the third phase of Quadrant Strategy. Strategic development plan National 2014 - 2018 also shows the government’s commitment to the human resource training. This is clear evidence in the context of job creation to accelerate economic growth, and the strategic plan also identifies a number of key actions for the Ministry of Labor and Vocational Training to implement the priority policies of the Royal Government of Cambodia, especially training and vocational training, such as gross domestic product (GDP) doubled in 10 years (1998-2004), and tripled in 15 years (1994-2009), and in 2012, economic growth reached 7.3 percent with GDP per capita increasing from \$60 in 2008 to \$1,300 in 2016. Through this economic growth, Cambodia has moved from being a poor country to a “lower middle-income country,” and the socio-economic goal of

the Royal Government of Cambodia is to transform Cambodia into an upper middle-income country by 2030 and a “developed country” by 2050. In 2015, the Kingdom of Cambodia had a total population of approximately 15,405,000, and a working-age population of 10,113,000, of which 8,359,000 were in the labor force. The education and skills of the labor force remain low, as such 13.50 percent of the labor force has no education; 27.80 percent have completed primary education; 14 percent have completed secondary education, 6.80 percent have completed high school; 5.40 percent have completed university. In addition, the quality of the labor force is still limited and is difficult to adapt to new technological developments due to the limited knowledge base of the labor force. Currently, Cambodia aims to transform a low-income country into a middle-income country, which requires upgrading the skills of the existing labor force and those ready to enter the labor force. Through this, the number of low-skilled workers will be reduced, while the small number of medium- and high-skilled workers will be increased, as shown in the following two pyramids.



Monitoring and Evaluation

By ensuring the progress of efficiency and effectiveness in monitoring and implementing this national policy, the Royal Government assign tasks to the national training committee through the Ministry of Labor and Training. The profession serves as a secretariat to organize and coordinate the effective implementation of monitoring system. Checking and evaluating include preparing annual reports on the implementation and compliance with this national policy submit to the government. Through this national training committee identifies challenges in terms of targets and indicators, this will serve as a basis for making decisions on urgent measures necessary to address emerging issues that arise during the implementation of this policy. Each measure must have an implementation plan with a specific duration. The results and impacts resulting from the implementation of this plan must be measurable. Each implementation plan must be accompanied by estimating the amount of money needed.

3. Results

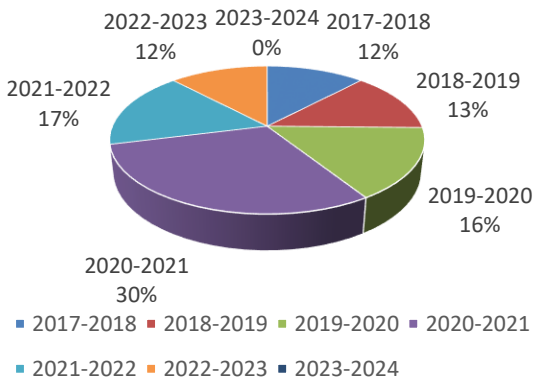
Student statistics from the academic year 2018-2024

Vocational certificate training is a training that relies on project funding provided by development partners such as the Asian Development Bank and separate or special funding packages from the Ministry of Economy and Finance through the Ministry of Labor and Vocational Training, which is an irregular provision of training like other levels. At this point, the researcher will only mention the statistics of students, who will be studying in the academic year 2021-2024 at the technical and vocational diploma level, the higher technical diploma level, and the bachelor of technology level.

N ^o	Academic year	Academic level									
		Certificate (4 months)		Bridge to continue skills		C1 ,C2 ,C3		Bachelor's and Master's Degrees in Technology		Total	
		Total	F	Total	F	Total	F	Total	F	Total	F
1	2017-2018	150	30	0	0	106	28	0	0	256	56
2	2018-2019	165	15	50	31	78	23	183	68	476	137
3	2019-2020	195	7	75	37	120	57	258	87	648	188
4	2020-2021	375	46	0	0	886	359	295	120	1,556	528
5	2021-2022	210	44	0	0	694	274	303	126	1,207	444
6	2022-2023	150	30	0	0	663	234	312	151	1,125	415
7	2023-2024	0	0	100	55	878	272	323	146	1,158	443
Total		1,245	172	225	123	3,282	1,217	1,674	698	6,426	2,210

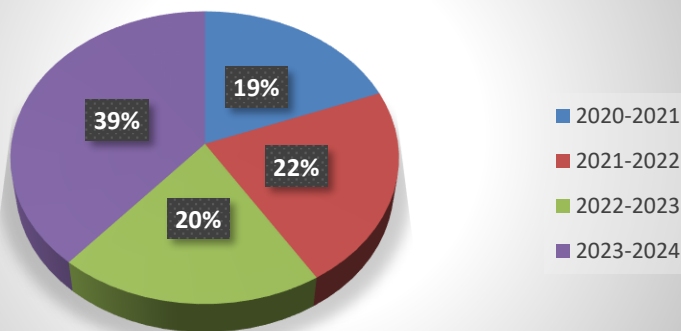
The graph3.1of the statistics of student enrollment in the academic year 2018-2024 showed that the number of the students registered and approved for admission from the Technical and Vocational Diploma 1 to the Bachelor of Technology level has increased every year. In the academic year 2018-2024, there were a total of 1,245 students, 172 of whom were female. And in the academic year 2018-2024 , there were a total of 1,150 students, 585 of whom were female. Statistics on students having jobs after graduation for 3 months from 2021-2024. At this point, the study only mentions statistics of students with technical and vocational diploma levels 1, 2, 3, higher technical diploma levels, and bachelor of technology levels who can find work and run their own businesses within 3 months after successfully graduating. A summary statistical graph on students who are employed 3 months after graduation.

Graph 3.1 statistics of student enrollment



The graph on the percentage of students who have jobs after graduation for 3 months from 2020-2021 to 2023-2024 shows that the number of students who have graduated and have jobs after graduation from the Technical and Vocational Diploma 1 level to the Bachelor of Technology level varies every year. In the academic year 2020-2021, there were a total of 309 students, 168 of whom were female. In the academic year 2021-2022, there were a total of 355 students, 181 of whom were female. In the academic year 2022-2023, there were a total of 326 students, 171 of whom were female. In the academic year 2023-2024, there were a total of 625 students, 188 of whom were female. Technical and vocational diploma

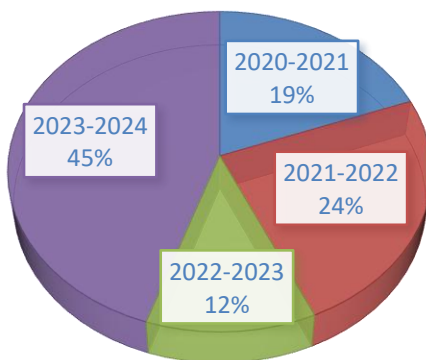
Graph 3.2 Percentage of students having job after graduation



Technical and Vocational Diploma 1

According to Graph3.3, students with Technical and Vocational Diploma 1 were able to find work (either working in private companies or running their own businesses) after successfully completing their studies within 3 months for the 2020-2021 academic year, there were 122 students, 79 females. For the 2021-2022 academic year, there were 153 students, 71 females, which is an increase of 31 students compared to the 2020-2021 academic year. In the 2022-2023 academic year, there were only 75 students, 23 females, because most students decided to continue their studies to Technical and Vocational Diploma 2. However, in the 2023-2024 academic year, there were 285 students, 85 females, an increase of 163 compared to the 2020-2021 academic year, and compared to the 2021 academic year, there was an increase of 132, but compared to the students who were looking for work in the 2022-2023 academic year, there was an increase of 210.

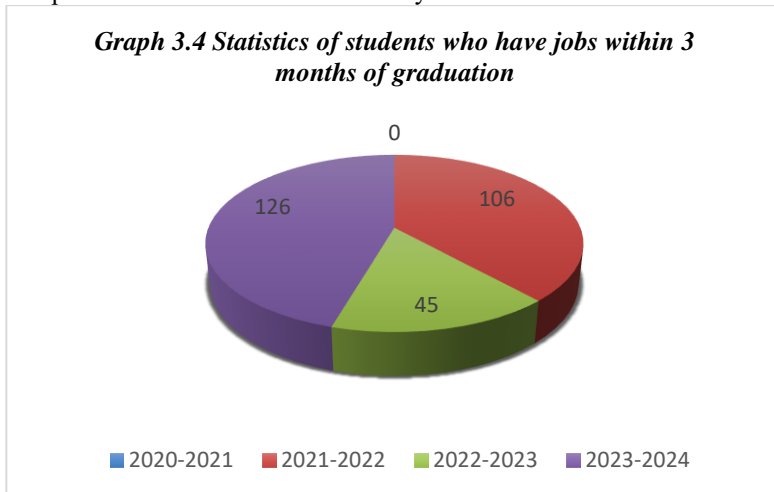
FIGURE 3.3 STATISTICS OF STUDENTS WITH JOBS WITHIN 3 MONTHS OF GRADUATION



Technical and Vocational Diploma 2

According to the graph3.4, students with Technical and Vocational Diploma Level 2 can find jobs (both working in private companies and running their own businesses) after successfully completing their studies within 3 months. For the 2020-2021 academic year, there were no students who were able to find jobs because the institute did not accept students to enroll in the 2019-2020 academic year because it was a time when the world, including Cambodia, was affected by the COVID-19 pandemic. By the 2021-2022 academic year, there were 106 students who were able to find jobs, 73 of whom were female. In the 2022-2023 academic year, the number of

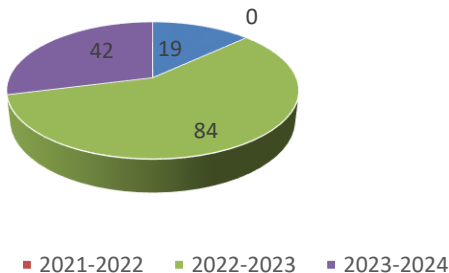
employed students decreased to only 45 students, 18 of whom were female, because most students decided to continue their studies with Technical and Vocational Diploma Level 3. However, in the 2023-2024 academic year, there were 126 employed students, 29 of whom were female, an increase of 20 compared to the 2021-2022 academic year, and an increase of 81 compared to the 2022-2023 academic year.



Technical and Vocational Diploma 3

According to Graph 3.5, students with Technical and Vocational Diploma Level 3 were able to find work (either working in private companies or running their own businesses) after successfully graduating within 3 months for the 2020-2021 academic year, there were 19 students, 8 females. For the 2021-2022 academic year, there were no students looking for work, as they decided to continue their studies at the Technical Diploma or Associate Degree level. In the 2022-2023 academic year, the number of employed students was 84, 59 females, because some students decided to continue their studies at the Technical Diploma or Long Bachelor's Degree level, as in the 2021-2022 academic year. And in the 2023-2024 academic year, there were 42 students, 15 females, who were employed. Usually, some students who successfully graduated from the Technical and Vocational Diploma Level 3 decided to continue their studies at the Technical Diploma Level without looking for work, and some others decided to continue their studies and work.

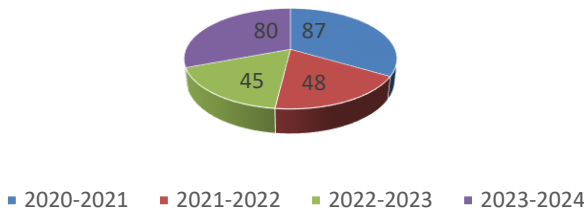
Graph 3.5 of students with 3-month employment after graduation



Higher technical diploma

According to Graph 3.6, students who studied a technical higher education degree were able to find work (either working in private companies or running their own businesses) after successfully completing their studies within 3 months for the 2020-2021 academic year. There were 87 students, 43 females. For the 2021-2022 academic year, there were 48 students, 11 females, meaning the number of employed students decreased by 39 compared to the previous academic year. In the 2022-2023 academic year, the number of employed students was only 45 students, 15 females. However, in the 2023-2024 academic year, there were 80 students, 18 females, a slight increase compared to the 2021-2022 and 2023-2023 academic years, but this number is still less than the 2020-2021 academic year. Usually, students who successfully complete a technical higher education degree or associate degree decide to find work or run their own businesses, and some decide to continue their studies for a bachelor's degree in technology.

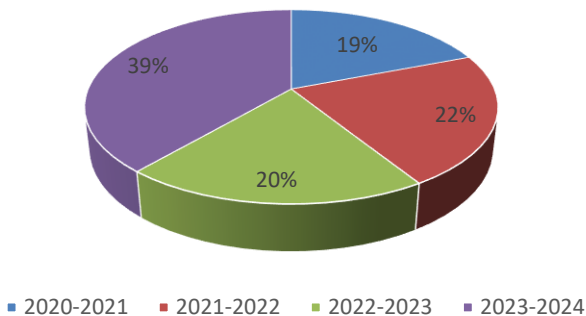
Graph 3.6 statistics of students who have jobs within 3 months of graduating



Bachelor of Technology

According to Graph 3.7, students who studied a Bachelor of Technology degree were able to find a job (either working in private companies or running their own business) after successfully graduating within 3 months for the 2020-2021 academic year, there were 81 students, 38 females. For the 2021-2022 academic year, there were 48 students, 26 females, meaning the number of employed students decreased less than the previous academic year by 33. In the 2022-2023 academic year, the number of employed students was 77 students, 56 females, an increase of 29 compared to the 2021-2022 academic year, but a decrease of 4 compared to the 2020-2021 academic year. However, in the 2023-2024 academic year, there were 92 students, 41 females, a slight increase compared to the 2020-2021 academic year and the 2022-2023 academic year, namely an increase of 11 for the 2020-2021 academic year and 15 for the 2022-2023 academic year, but an increase of 44 compared to the 2021-2022 academic year. Typically, students who successfully complete a technical or bachelor's degree decide to find work or become self-employed, and some decide to continue their studies with a bachelor's degree in technology.

Graph 3.7 statistics of students with a Bachelor of Technology degree who have jobs within 3 months of graduation



4. Conclusion

The study was about the process of managing the training institution with accountability and transparency and a long-term perspective to ensure the stable and high-productivity operations in harmony. The efforts of ensuring the quality of technical and vocational education and training are the key aspects in strengthening the economy growth, expanding educational services, carrying out the value, and attracting development partners – participating in

technical skills training cooperation and connecting the labor markets. In addition, this strived to monitor the challenges and problem-solving and to improve the operational management due to circumstances and opportunities. The long-term management strategies were implemented with the procedures, policy, and decision-making. This study significantly contributed Cambodia-China Friendship Polytechnic Institute satisfied and advanced the skills and competence. A large percentage of students chose majors other than technical and vocational.

Reference

- Forecasts by the Ministry of Labor and Vocational Training based on social surveys from 1993-2017
- IMF World Economic Outlook Report (April 2024)
- Ministry of Labor and Vocational Training [MLVT] (2013, December 31). *Strategic Plan for the Development of the Employment and Vocational Training Sector 2014-2018*.
- Royal Decree, No. NS/RKM/0105/003, (2005, January 19). *Law on the Establishment of the Ministry of Labor and Vocational Training*. Cambodia
- Royal Government, No.1 (2011, February 8). *Circular on improving the quality and effectiveness of technical and vocational training*.
- Samheng , A. K. (2023) Decision on adjusting the composition of the Staff Evaluation Committee at the Takeo Regional Polytechnic Institute. (010/23Kb/S.S.R.R.R.B.B).
- Sub-decree, No. 56 (2016, April). *The management of Civil servants and contract officers*. Royal Decree of the Republic of Indonesia
- Sub-decree No. 87 of the Royal Decree No. 87. (1999, October 4). *The organization and functioning of the Ministry of Social Affairs, Labor, Vocational Training and Youth Rehabilitation*. Cambodia