



Australia Awards



ALUMNI GRANTEES: Mouk Mao
Master of Global Food and Agricultural Business, Adelaide University, 2015, Australia
IMPLEMENTATION PERIOD:
June 2025-Feb 2026



Co-lead :Yath Yoeuy
Master of Development Practice
James Cook University, Australia

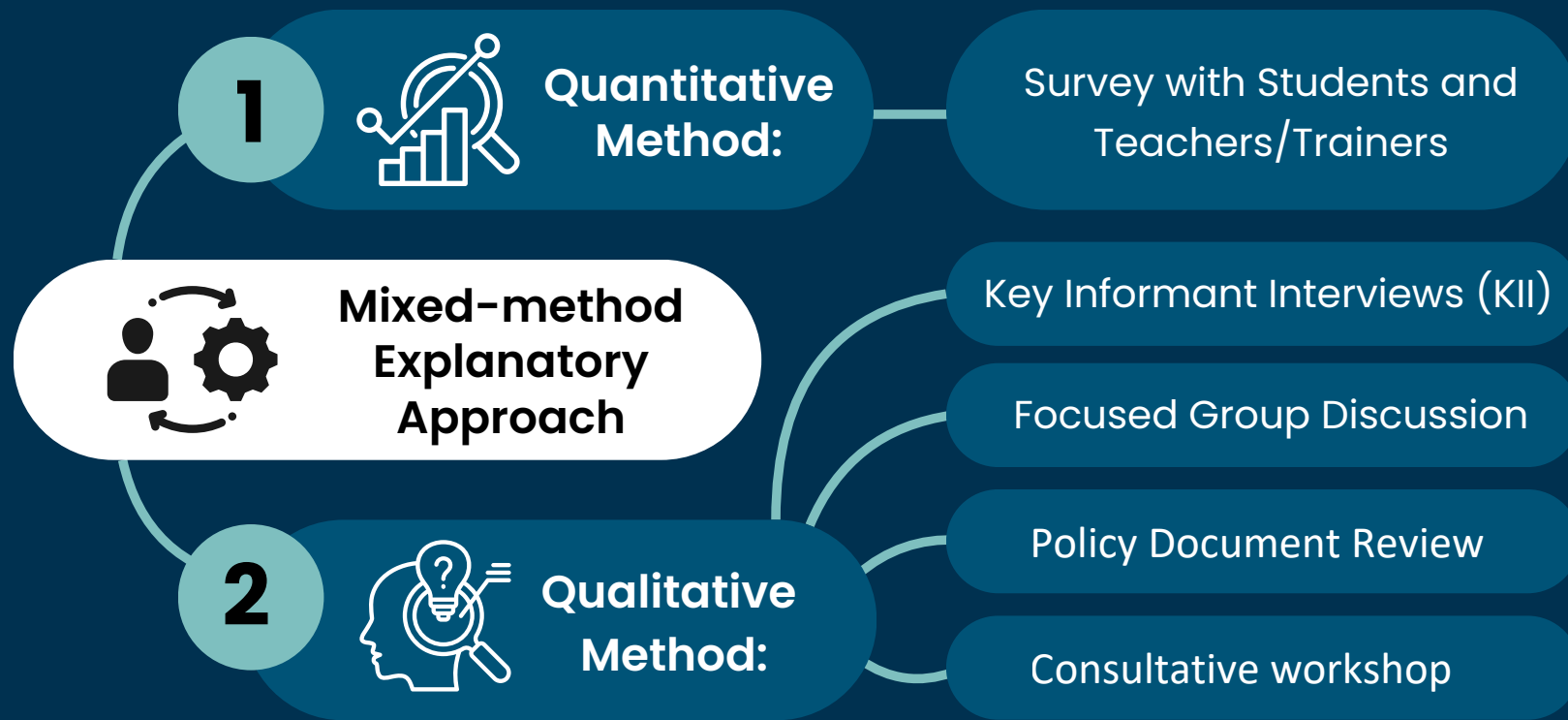


Co-lead: Khley UI
PhD in Educational Management,
National University of Battambang

RESEARCH QUESTIONS

- Q1** How are GEDSI (Gender, Disability, and Rural Youth) considerations integrated into green skills training?
- Q2** What institutional challenges hinder green skills integration and youth access to training?
- Q3** What systemic opportunities can be leveraged to improve youth employability in the green sector?
- Q4** How do current national policies and strategies support green skills development within TVET?

RESEARCH METHODOLOGY

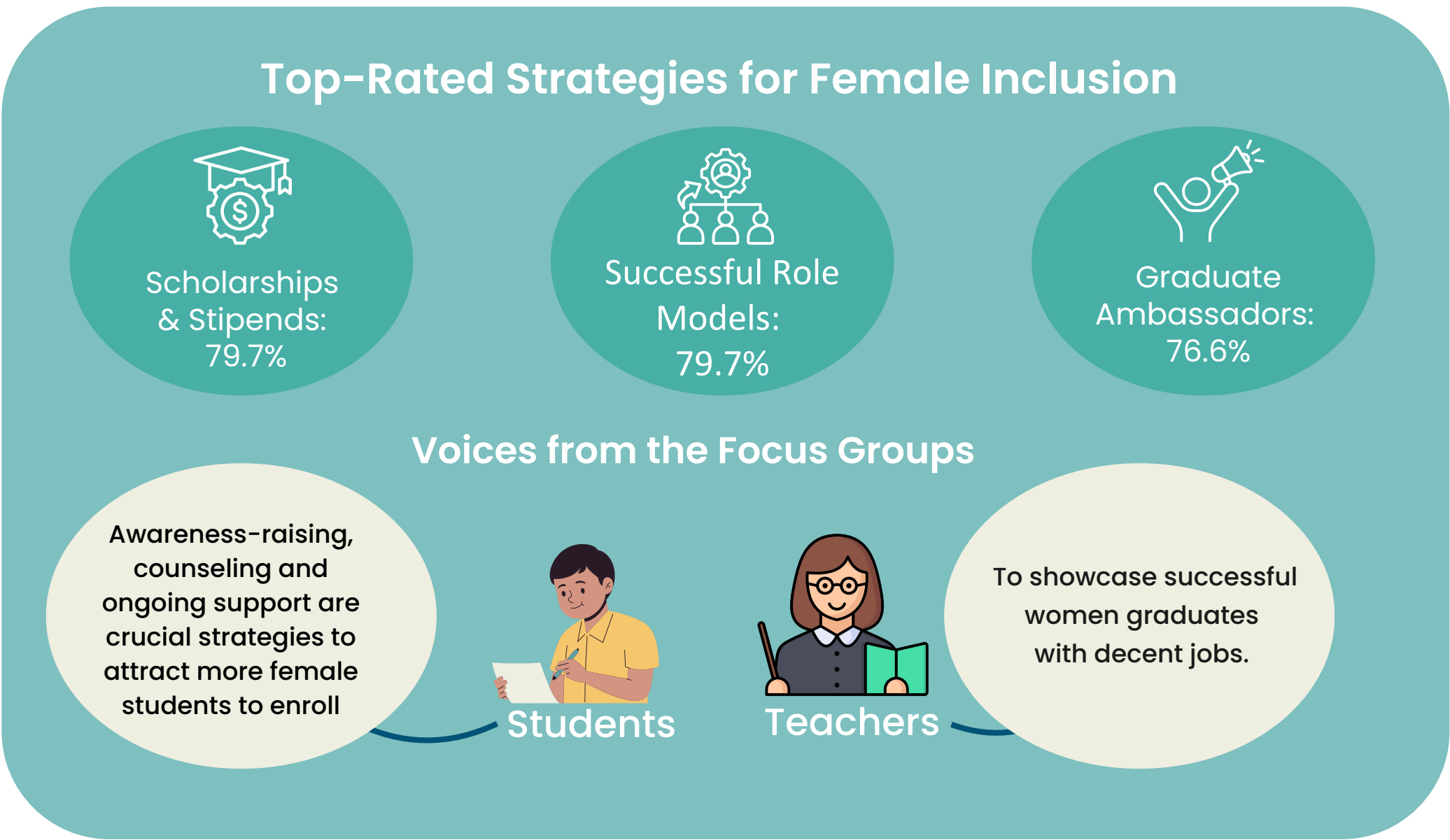


RESEARCH TITLE:
The Readiness of Cambodia's TVET system for Green Jobs: Challenges, Opportunities, and Career Prospects for Young People in Battambang Province

SIGNIFICANCE OF THE STUDY

- **Disadvantaged group engagement:** Providing actionable insights to equip GEDSI groups with skills for green competencies.
- **TVET Institutes:** Strengthening the capacity of training centers to deliver market-responsive green skills programs and strategies.
- **Policymakers (governments):** Offering evidence-based data to optimise resource allocation.
- **Private sectors:** The findings and recommendations of this research will contribute significantly to the private sector by supporting the development of a workforce equipped with green competencies.

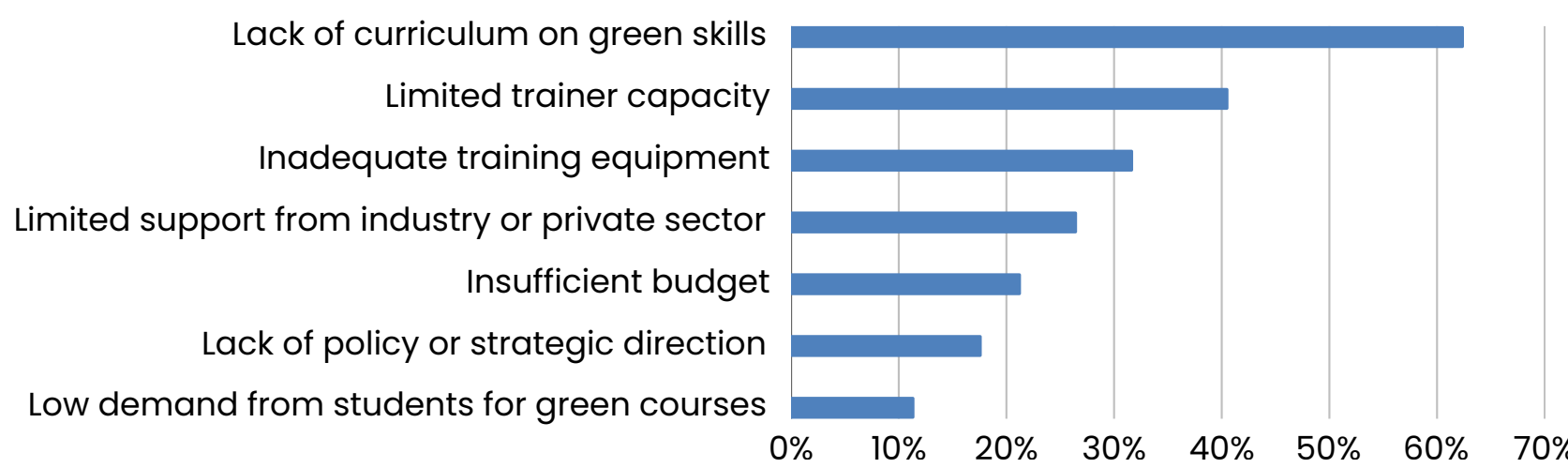
RESEARCH KEY FINDINGS



- Disability inclusion: Around **56.38%** agreed, and **17.91%** strongly agreed that staff should be trained to use respectful and inclusive languages. Physical accessibility is considered for physical aspects either. Use of accessible Information, Education, and Communication (IEC) materials agreement (**40.07%**) and strong agreement (**9.57%**).
- Strategies for youth participation: Partnerships with the private sector, with **89.74%** of teachers agreeing and **10.26%** strongly agreeing; 70.31% of respondents agreed and **8.33%** strongly agreed with the delivery of flexible or remote green training formats. **69.27%** of respondents agreed and **17.71%** strongly agreed that TVET institutions should develop bridging or foundation programmes.



Institutional challenges to integrate green skills into TVET



The graph shows that the main challenge to integrating green skills into TVET is the lack of a green skills curriculum (62.5%). Other key barriers include limited trainer capacity (40.63%), inadequate training equipment (31.77%), and limited support from industry or the private sector (26.56%)

Coordination mechanisms	Overall (%)			
	Neutral	Agree	Strongly Agree	Total
Establish inter-ministerial working	6.67%	73.33%	20.00%	100%
Improve on policy monitoring and	13.33%	66.67%	20.00%	100%
Develop national competency	6.67%	60.00%	33.33%	100%
Increase budget allocations to	13.33%	60.00%	26.67%	100%
Include specific targets for green	20.00%	53.33%	26.67%	100%
Strengthen employer	13.33%	53.33%	33.33%	100%
Offer incentives to TVETs that	6.67%	40.00%	53.33%	100%

The findings indicate positive perceptions of coordination mechanisms for supporting green initiatives in TVET. The strongest support was for inter-ministerial working groups (73.33% agree; 20.00% strongly agree), followed by improving policy coordination and aligning TVET with green jobs. Respondents also recognized the importance of developing competency standards and allocating resources for green TVET programs.

KEY RECOMMENDATIONS

- Strengthening awareness of TVET and green skills among disadvantaged groups is essential.
- Inclusive infrastructure and learning environments should be further enhanced by all relevant stakeholders.
- Public-private partnerships should be strengthened and sustained to enhance the relevance and employability outcomes of TVET graduates.
- Capacity of TVET teachers and trainers in green technologies should be systematically enhanced to meet emerging labour market demands.
- Strengthening of policy implementation for TVETs.