



SKILLS
DEVELOPMENT
PROGRAMME



Dual *Vocational Training* Implementation Guideline

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Implementers:



A Project of:



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LIST OF ABBREVIATIONS

CDF	Community Development Facilitator
C-P	Contractual Partners
DAG	Disadvantaged Group
DGTVET	Directorate General of Technical and Vocational Education and Training
DVT	Dual Vocational Training
GESI	Gender and Social Inclusion
IA	Intervention Area
ITI	Industrial Technical Institute
JPO	Job Placement Officer
MoLVT	Ministry of Labour and Vocational Training
MRM	Monitoring and Results Measurement
NEA	National Employment Agency
NGO	Non-Governmental Organization
PDoLVT	Provincial Department of Labour and Vocational Training
PDoT	Provincial Department of Tourism
PTC	Provincial Training Centre
SDC	Swiss Agency for Development and Cooperation
SDP	Skills Development Programme
SIW	Social Inclusion Welfare
SME	Small Medium sized Enterprise
TVET	Technical and Vocational Education and Training
TP	Training Provider
WDC	Women Development Centre



INTRODUCTION

SDP at a Glance

The Skills Development Programme (SDP) is mandated by the Swiss Agency for Development and Cooperation (SDC). The first phase of the SDP (2016 to 2020) has been implemented by Swisscontact in partnership with INBAS. The programme aims to increase income and employment opportunities for young women and men in three rural provinces of Cambodia: Preah Vihear, Stung Treng and Kratie. It also contributes to the creation of an inclusive, relevant and well-coordinated national Technical and Vocational Education Training (TVET) system. To accomplish this, the SDP comprises activities in three intervention areas: dual vocational training, hospitality training and national policy and TVET reform. Gender equality and social inclusion are integrated as transversal themes in all intervention areas.

Purpose of the Implementation Guideline

The Guideline for Dual Vocational Training (DVT) outline the operations of the Intervention Area (IA) to understand its processes and implementation. It explores lessons learned from phase 1 of the SDP and guides the reader through the entire cycle of the training provision from pre- to post- training. The document provides guidance to understand each step as well as offering best practice advice. Lastly, the achievements and outcomes of the first phase are highlighted.

This document is designed to give existing and new staff an overview of each activity in the context of DVT. It is important to note that the guidelines are written for an audience familiar with TVET as well as the terminology used within the SDP.

Structure of the Documentation

The guidelines are divided into six chapters. The first chapter highlights the background of the SDP and the DVT IA. Chapters 2 to 5 are related to the implementation of the training cycle, describing each step from pre- to post-training activities. The sixth and last chapter highlights the first four years of work done by the SDP and gives a brief overview about the lessons learned and adaptations made. Additionally, the [source documents](#) are stored in a separate folder and are indexed according to the chapter numbers of these guidelines.

Users and Use

The users of the document are primarily existing and new team members, but under certain circumstances also include relevant partners. Certain knowledge of the SDP and its terminology may be required to fully grasp the document.





1. BACKGROUND

1.1 Skills Development Programme

The first four-year phase of the SDP started in July 2016 and will be followed by a second and possibly by a third phase. The SDP is funded by the Swiss Agency for Development and Cooperation and implemented by a consortium led by Swisscontact. A document detailing the first phase is available. The SDP aimed to increase income and employment opportunities for disadvantaged young women and men from three rural provinces in Cambodia: Preah Vihear, Stung Treng and Kratie. For the second phase, two new provinces will be added, namely Mondulakiri and Rattanakiri (See Figure 1). The programme consisted of three IAs to tackle various barriers, such as high unemployment or school dropout, encountered in the target provinces. The SDP provided access to market-relevant skills training in occupational areas with employment opportunities. During the first phase, the SDP focused on establishing bonds with relevant actors and determining the appropriate activities to deliver in the target provinces. For the second phase, the SDP will be reorganized and enter an expansion stage, hence the introduction of two new provinces.

Target Provinces of SDP

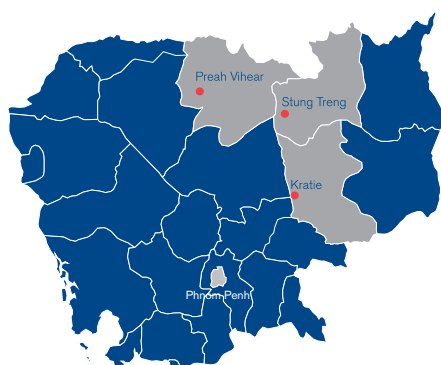


Figure 1, Target provinces of the SDP (grey)

1 SDP 2 Draft ProDoc

1.2 DVT Intervention Area

This IA enabled disadvantaged young women and men from the three target provinces to access dual vocational training. The training targeted market relevant occupations such as masonry or small engine mechanics, which were selected based on a labour market study carried out by the SDP towards the end of phase 1. The IA gave selected young women and men access to 7 months on and off the job training and provided them with comprehensive support to guide them through the process from pre- to post- training. This included a follow up 6 months after they entered the labour market. The training consisted not merely of technical skills but granted access to a full range of benefits including: soft skills and exchange visits to companies, entrepreneurial skills and the possibility of USD 100-1000 start-up contribution, stipend (coverage of health care, accommodation, allowance), coaching and counselling, traineeship and certification as well as post training support to gain employment.

1.3 Target Provinces

As seen in Figure 1, the SDP focused on the North East of the country where the provinces are remote and have challenges with access, poor infrastructure and comparatively low levels of economic activity. Furthermore, they are among the provinces with the highest poverty rates in Cambodia and are characterized by low levels of basic and occupational skills within the population.¹ The SDP strategy was not only to support the overall TVET system development at national level, but also focused on a "hands on" approach to directly support the target provinces.

In the provinces, access to DVT is available through Provincial Training Centres (PTCs) and in some cases NGO Training Providers (TPs) as well as Women Development Centres (WDCs). Since the quality of provision of the PTCs is sometimes insufficient, the SDP also worked under a different IA to improve the overall quality of the schools and decrease the mismatch between the types of training being provided and industry needs.

1.4 Beneficiaries

This intervention area focused on assisting disadvantaged young men and woman from rural areas, to create opportunities for personal development and in the long run enhance their wellbeing and that of their families. The main beneficiary group is characterized by having a low level of education, many having dropped out of school. Since the education system in Cambodia

does not allow dropouts to re-enter, the beneficiaries are left behind and have very limited possibilities to continue training and lifelong learning. Through the IA this problem was tackled, and the beneficiaries received the opportunity to return to education.

1.5 Relevant Occupations

Based on a labour market survey² in the target provinces, the SDP carefully observed which occupations (see Table 1) are likely to gain popularity within the industries and are needed to lower the mismatch between the education provided by the PTCs and the industry needs. The most relevant occupations from the labour market survey are listed. In general, all the occupations were open to male and female trainees but during the first phase certain gender-related preferences were discovered.



² Labour Market Survey, Angkor Research and Consulting September 2019

Table 1: Relevant Occupations for DVT

Occupation	Industry demand				Youths interest		Notes
	Preah Vihear	Kratie	Stung Treng	National	Male	Female	
Salesperson	High	High	High	Moderate	Low	High	Business skills, customer relations and communication were highly demanded by recruiters. Youths (female) were interested in learning these skills as they will be useful for them to open their own business.
Car / big engine repairer	High	High	High	High	High	Low	There is a high demand from business representatives for big engine repairers. Youths reported their interest in learning about car/ tractor repairs.
Beautician	High	High	High	N/A	Low	High	Beautician occupations will be available in 2020 according to recruiters. Female youths report their high interest in beautician skills.
Motorbike repairer	High	Average	High	High	High	Low	Motorbike repair is a popular occupation among male youths and is demanded by recruiters.
Welder/ blacksmith	High	High	Low	High	Low	Low	Despite representing a good employment opportunity, most youths said they did not want to become welders due to unsafe working conditions and perceived poor income.
Waiter	High	High	Low	Moderate	N/A	N/A	Recruiters will look for candidates to apply for waiter positions. However, youths did not report to be interested in this kind of employment.
Chef/baker	High	High	Low	High	N/A	N/A	Chef and bakers represent a good opportunity for future training.
Receptionist	High	High	Low	Low	N/A	N/A	Receptionists were demanded by Small and Medium Enterprises (SMEs) owners. Youths did not mention receptionist as one of their field of interest.

1.6 Relevant Training Providers

Similarly, to the labour market survey, the SDP carried out an internal training provider assessment³ to determine suitable training providers for collaboration (see Table 2). The following table gives an overview on the evaluated training providers.

The NGO TPs are on average more expensive per trainee than the public and provincial TPs. This can be explained by the different approaches and number of

staff needed for the additional services. Also, provincial training providers are gaining less income through the trainees (lower cost contribution) than NGO TPs but add more additional services (training material, allowance, accommodation, transport, social welfare, food) to their training courses than the public TPs. Furthermore, the provincial and NGO training providers have on average a lower number of staff than public training providers.

Table 2: Overview of training providers

Name of training provider	# of staff in 2019	# of trainees in 2019	Average cost/course in 2019	Average cost/trainee in 2019	Course level provided				
					Short course	VSC	C1	C2	C3
CJFTEC	10-30	> 100	5000-7500 \$	500-1000 \$		yes			
Don Bosco	> 50	> 100	> 10000 \$	> 3000 \$		yes	yes	yes	
EGBOK	10-30	30-50	N/A	> 3000 \$			yes		
ITI	> 50	> 100	3000-5000 \$	< 500 \$		yes	yes	yes	yes
Le Tonle	1-10	1-30	< 3000 \$	1000-2000 \$	yes				
NIEI	> 50	> 100	7500-10000 \$	500-1000 \$		yes	yes	yes	yes
NPIA	> 50	> 100	> 10000 \$	2000-3000 \$		yes	yes	yes	yes
NPIC	> 50	> 100	> 10000 \$	1000-2000 \$		yes	yes	yes	yes
PPI	> 50	> 100	7500-10000 \$	500-1000 \$			yes	yes	yes
PSE	> 50	> 100	7500-10000 \$	1000-2000 \$			yes	yes	yes
PTC KRT	10-30	> 100	3000-5000 \$	< 500 \$		yes	yes	yes	
PTC MDK	10-30	> 100	< 3000 \$	< 500 \$	yes				
PTC PVH	10-30	> 100	5000-7500 \$	500-1000 \$		yes			
PTC RTK	10-30	> 100	< 3000 \$	< 500 \$	yes	yes			
PTC STG	10-30	30-50	< 3000 \$	< 500 \$		yes	yes		
RPITSSR	> 50	> 100	> 10000 \$	500-1000 \$		yes	yes	yes	yes
Sala Bai	30-50	> 100	3000-5000 \$	> 3000 \$			yes		

³ Internal Training Provider Assessment, SDP 2019

1.7 DVT IA Team Organization

Figure 2 shows the organogram for the DVT IA. The IA manager leads the intervention and along with the coordinator is based in Phnom Penh. The figure also shows the two provincial coordinators and two field officers as well as the training management coordinator. Together they were in charge of guiding the IA in the target provinces to be able to work directly with the training providers and closely monitor the advancement and outcome of the IA.

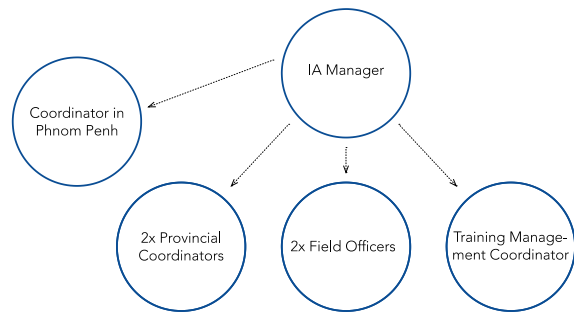


Figure 2, DVT IA team structure



Figure 3, Pre-Training activities and flow



2. PRE-TRAINING

To encourage the active engagement of relevant stakeholders, namely the PTCs and WDCs, the SDP worked through collaborative agreements. These agreements are similar to subcontracts but additionally incorporated contributions such as staff and budget allocation from the PTCs and WDCs. Throughout the document they are referred to as Contractual Partners (C-P). Preparation of the C-Ps as well as selection of the learners was key to the successful

training implementation. Therefore, the pre-training was divided into 3 pillars, which have to be followed respectively and are displayed in Figure 3. Each pillar consists of several steps to enrol the learners and start the course. The subchapters provide information on each activity, assign responsibilities and create cross references to relevant source documents. Additionally, information and in-depth explanations for certain activities are provided.

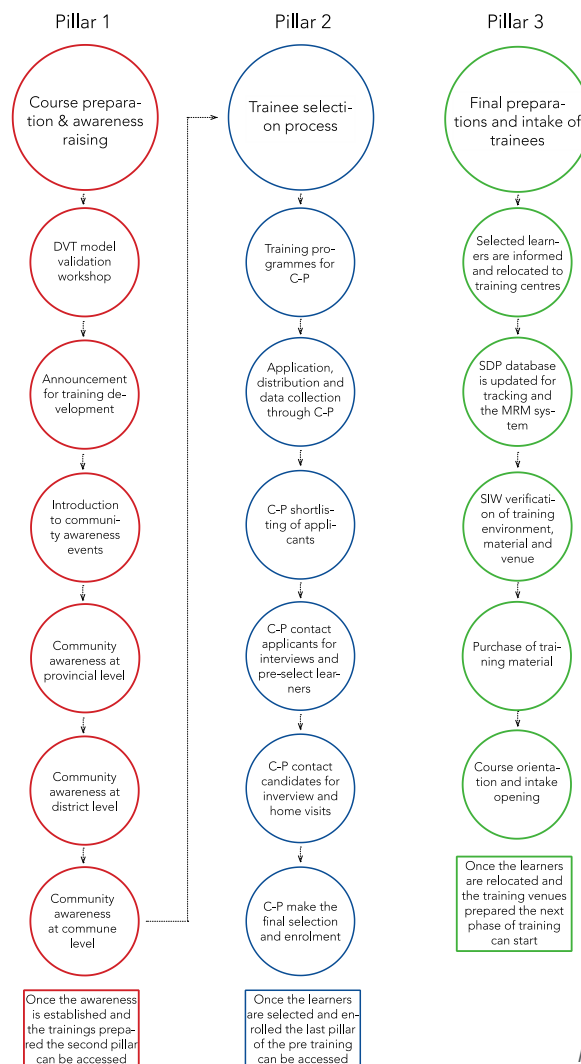


Figure 3, Pre-Training activities and flow

2.1 Course Preparation and Awareness Raising

2.1.1 DVT Model Validation Workshop

Main Activities	Roles and Responsibilities		Relevant Documents/Tools
	Lead Roles	Tasks	
Duration: 1 week			
Workshop to validate DVT model with C-P and private sector 3-4 hours per province	PTC: director and training unit	1. Logistic arrangement: venue, invitations 2. Facilitator for questions about PTC roles of each step of training cycle in the DVT IA	• DVT model and presentation
	PDOLVT: training officer		
	SDP: IA manger	1. Present the SDP model and conditions 2. Note down participants' input on the model 3. The SDP finalises the DVT model	
Technical meeting	MoLVT: officers	MoLVT technical stakeholders	• DVT model and presentation
	SDP: IA manger	Discussion and feedback on DVT model	
Strategic Meeting (2 hours)	MoLVT: officers	DGTVET, district governor and others	• DVT model and presentation
	SDP: IA manger	Provide information DVT – model, projections	

2.1.2 Announcement for Training Development

Main Activities	Roles and Responsibilities		Relevant Documents/Tools
	Lead Roles	Tasks	
Duration: 4 weeks			
Announcement of training development (Should be ready at least 60 days prior to training) SDP: IA mangers, communications specialist	PTC: training unit	1. PTCs receive the announcement materials to gain an understanding of the awareness development materials 2. NEA receive materials	• DVT model and presentation
	NEA: officers		
	1. Present the SDP model and conditions 2. Note down participants' input on the model 3. The SDP finalises the DVT model		

2.1.3 Introduction to Community Awareness Events

Main Activities	Roles and Responsibilities		Relevant Documents/Tools
	Lead Roles	Tasks	
Duration: 3-4 hours			
Introduction of C-P to community awareness events	PTC: Director, Training Unit, and Community Development Facilitators (CDF)	<ol style="list-style-type: none"> 1. Define participants 2. Organise venue and snacks 3. Schedule for district and commune level workshop and budget plan 	<ul style="list-style-type: none"> • DVT model and presentation • Supporting documents
	SDP: IA manager, provincial coordinator	<ol style="list-style-type: none"> 1. Define orientation date 2. Prepare presentation slides in Khmer 3. Introduce supporting documents 4. Discuss, plan and prepare for district and commune level workshop 5. Orient C-P on the use of application, registration and forms 	

2.1.4 Community Awareness at Provincial Level

Main Activities	Roles and Responsibilities		Relevant Documents/Tools
	Lead Roles	Tasks	
Duration: 3-4 hours			
Community awareness workshop at provincial level	PTC: Director, Training Unit, and CDFs	Participate in the workshop	<ul style="list-style-type: none"> • Supporting documents • I-Stand • SDP promotional material
	SDP: IA manager, provincial coordinator	<ol style="list-style-type: none"> 1. Develop workshop concept note for community awareness 2. Communicate with relevant partners to organise the workshop 3. Facilitate workshop 4. Establish communication for district level workshop 	

Depending on the type of audience, the location, language, presentations and logistics varied.

The following section explains in detail how community awareness raising at provincial level was carried out.

The supporting documents and promotional material were disseminated at the end of each presentation to distribute the information locally.

Table 3: Basic necessities for the awareness presentation

Participants:	<ul style="list-style-type: none"> • NGOs working with youth, education and employment; • Government- provincial governor/ vice, line departments, district governor, chief of district council • Enterprises- related to the SDP and potential participants/ employers • Youth Associations
Facilitator:	The SDP team leader and provincial coordinator
Location/Venue:	Provincial hall or hotel business meeting room
Roles and responsible:	Logistics: Provincial coordinator Support: The SDP team in Phnom Penh
Time and duration:	Time is flexible, meeting should not take longer than 3 hours
Period:	Pre-training phase
Frequency:	One formal event a year
Information Material:	<ul style="list-style-type: none"> • Supporting documents containing: (developed by IA manager and the IA team) • Introduction to the SDP: Slide presentation, former learner testimony, digital photo gallery/ A3 photo prints • Leaflets on courses available within the year: course topic, length, selection criteria, selection process and how to apply. I-stands and the SDP promotional material

Table 4: Main topics, purpose and message for the awareness presentation

Topic	Purpose	Message
SDP overview and courses on offer	Introduce participants to the SDP, present the upcoming courses available	The SDP's added value to skills training including dual training modality, trainee welfare support during training, post-training support, accredited curriculum delivered by professional trainers
TVET system in Cambodia	Explain to attendees how the current system works Build NGOs knowledge on TVET	TVET is a valuable training alternative and an opportunity for young people to gain skills
Labour Market and Occupations/ career pathways	Present TVET entry level occupations in priority/in demand sectors, career opportunities and pathways Present tool available for young learners to find out about their interest and talents and match them with potential occupations	Highlight that there is a variety of in-demand occupations different from the common/ known ones Present a realistic view of what is in demand and what are the career pathways for each occupation

2.1.5 Community Awareness at District Level

Main Activities	Roles and Responsibilities		Relevant Documents/Tools
	Lead Roles	Tasks	
Duration: 3-4 hours			
Community awareness workshop at district level	PTC: Director, Training Unit, and CDFs	<ol style="list-style-type: none"> 1. Participate in the workshop 2. Observe and establish connections with district and commune stakeholders for the following workshop process 3. Maintain communication with key stakeholders to organise commune level workshop 	<ul style="list-style-type: none"> • Supporting documents • I-Stand • SDP promotional material
	SDP: IA manager, provincial coordinator	<ol style="list-style-type: none"> 1. Develop workshop concept note for community awareness 2. Communicate with relevant partners to organise the workshop 3. Facilitate workshop 	

In line with 2.1.4, depending on the type of audience and location, the language, presentations and logistics varied.

The following sections explains in detail how community awareness raising at the district level was carried out.

Table 5: Basic necessities for the awareness presentation

Participants:	<ul style="list-style-type: none"> • NGOs working with youth, education and employment; • Government- district governor/vice, commune council for women and children chief, chief of district council, district office representatives for education, commune chief • Enterprises related to the SDP and potential participants/employers • Youth associations leader and members, well-structured social groups
Facilitator:	IA manager and provincial coordinator
Location/Venue:	<p>District hall or hotel when available/Districts to be chosen according to relevance and provincial set up</p> <p>Dual Vocational Training (IA): C-P will be assigned a list of target districts and communes each intake based on the number of disadvantaged young women and men in the communes</p>
Roles and responsible:	<p>Logistics: Provincial coordinator</p> <p>Support: The SDP team in Phnom Penh</p>
Time and duration:	Time is flexible, meeting should not take longer than 3 hours
Period:	Pre-training phase, after provincial level meeting has taken place
Frequency:	One formal event a year in different districts
Information Material:	<ul style="list-style-type: none"> • Supporting documents (developed by IA manger and the IA team) • Introduction to the SDP: Slide presentation, digital photo gallery/A3 photo print, case study/testimony • Leaflets on courses available within the year: course topic, length, selection criteria, selection process and how to apply. • I-stands and SDP promotional material

Table 6: Main topics, purpose and message for the awareness presentation

Topic	Purpose	Message
SDP overview and courses on offer	Introduce participants to the SDP, present the upcoming courses available	The SDP's added value to skills training including the dual training modality, trainee welfare support during training, post-training support, accredited curriculum delivered by professional trainers
TVET system in Cambodia	Explain to attendees how the current system works Build NGOs' and private sector partners' knowledge of TVET	TVET is a valuable training alternative and an opportunity for young people to gain skills
Labour Market and Occupations/ career pathways	Present TVET opportunities for entry level occupations in priority/in demand sectors, career opportunities and pathways Present tool available for young learners to find out about their interest and talents and match them with potential occupations	Highlight the variety of in-demand occupations different from the common/known ones Present a realistic view of what is in demand and what are the career pathways for each occupation

2.1.6 Community Awareness at Commune Level

Main Activities	Roles and Responsibilities		Relevant Documents/Tools
	Lead Roles	Tasks	
Duration: 1 day			
Community awareness workshop at commune level First half day	PTC: Director, Training Unit, and CDFs	<ol style="list-style-type: none"> 1. Lead workshop with one or more communes at the same time 2. Invite participants 3. Facilitate presentation and questions and answer session 4. Distribute information and application forms 5. Create list of potential learners in the villages 	<ul style="list-style-type: none"> • Supporting documents • I-Stand • SDP promotional material • Travel cost for participants template
	SDP: IA manager, provincial coordinator	<ol style="list-style-type: none"> 1. Open workshop speech, observe and support 2. Remind C-P that eligible learners include those within poor households 	
Community awareness workshop at commune level Second half day	PTC: CDFs, Village focal point	<ol style="list-style-type: none"> 1. Post announcement in public areas in the village 2. CDF to visit some poor families with potential youth to join in the SDP 3. Identify focal point persons in the villages to work with; inform them about the allowance for the focal point in the village 4. Create list of focal points per village 5. Support focal points to identify village events where he/she can announce the programme 6. Create a plan with focal points for next trip to distribute applications, conduct shortlisting and interview applicants 	<ul style="list-style-type: none"> • SDP promotional material • List of potential learners (use C-P form) • List of focal points per village (use C-P form)
	SDP	Follow up on progress and challenges	

Depending on the type of audience and location, the language and presentations as well as the logistics varied. The following section explains in detail how community awareness raising at commune level was carried out. It was necessary that the C-Ps defined the number of participants ahead of time since the C-Ps needed to provide snacks and cover travel costs for

all participants. For that purpose, it was essential to define the distance and a rate.

The number of participants and budget for the event needed to be presented to the SDP Provincial Coordinator. At the end of the session, the C-Ps distributed the promotional material.

Table 7: Basic necessities for the awareness presentation

Participants:	<ul style="list-style-type: none"> • NGO working at the community level • Commune council representatives, commune council for women and children chief, all village chiefs, village elders, tribe chief, household leader • Community: parents, school principal, potential learners
Facilitator:	C-P and CDF, head of training unit at PTC
Roles and responsible:	PTC Logistics: invitation, venue, food SDP: PC supports and observes
Location/Venue:	Pagoda/public space with easy access Target: 7-10 communes per intake
Time and duration:	Flexible (approximately 2-3 hours)
Period:	Pre-training phase, after district level meeting has taken place
Frequency:	Once or twice a year (depending on number of intakes)
Information Material:	Supporting documents containing: (to be developed by IA manager and the IA team) <ul style="list-style-type: none"> • Introduction to the SDP: flip chart, A3 photo prints • Leaflets on courses available within the year: course topic, length, selection criteria, selection process and how to apply. I-stands and the SDP promotional materials • Application forms in Khmer



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Table 8: Main topics, purpose and message for the awareness presentation

Topic	Purpose	Message
SDP overview and courses on offer	Introduce participants to the SDP, present the upcoming courses available	The SDP's added value to skills training including dual training modality, trainee welfare support during training, post-training support, accredited curriculum delivered by professional trainers Highlight that only out of school learners are eligible. Visual presentation of training facilities and trainees during training
TVET system in Cambodia	Explain to attendees how the current system works Build NGOs' and community knowledge on TVET	TVET is a valuable training alternative and an opportunity for young people to gain skills
Labour Market and Occupations/ career pathways	Present TVET opportunities for entry level occupations in priority/in demand sectors, career opportunities and pathways Present tool available for young learners to find about their interest and talents and match them with potential occupations	Highlight that there is a variety of in-demand occupations different from the common/known ones. Provide a realistic picture of the employment opportunities and what occupations entail so potential trainees can make an informed decision. Labour market information about the occupations training with links to: current market demand and location, salary, working hours and schedule.



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2.1.7 Announcements

Main Activities	Roles and Responsibilities		Relevant Documents/Tools
	Lead Roles	Task	
Duration: 1 day			
Announcement (Should be made at least 30 days prior to training)	PTC: Training Unit, and CDFs	<ol style="list-style-type: none"> 1. Announce the training courses available through official channels 2. Ensure that information material and application forms are available at public places and can be easily accessed 3. Create announcement plan 4. Use announcement content check list 5. Use Announcement Form 	<ul style="list-style-type: none"> • Announcement Plan and Content Checklist (part of supporting documents) • Announcement Form (part of supporting documents)
	SDP: provincial coordinator, GESI manager	<ol style="list-style-type: none"> 1. Verify announcement plan 2. Verify announcement content 3. Verify that C-P is using proper forms 	

C-P were responsible for announcing the training courses through a wide variety of media, such as local FM radio, printed media (newspapers, leaflets, brochures) and establishing direct communication with local networks, community-based groups, associations, etc. The C-P ensured that all announcement materials were available at public places and were easily accessed by the broad community, including but not limited to, schools, pagodas, ethnic minority gathering venues, Provincial Department of Tourism (PDoT) and PDoLVT information boards, provincial halls, district offices and places where people gather. During phase 1, the SDP created an announcement plan to ensure that the appropriate target audiences, channels and public places were taken into account. It also featured a content checklist which is part of the supporting documents. It is a useful tool to plan and carry out announcements.

To ensure the wide dissemination of information to target communities, the announcements were held in the Khmer language and covered the following information:

- Training information, including title of the training occupations, related skills for which training will be provided, the start and end dates of the training, enterprise description (short description, appealing to potential trainees), training duration. Highlight support available to find employment.
- Standard information, including eligibility criteria, highlight priority given to special groups (e.g. women, differently able people, ethnic minority, etc.), training provider, programme funding source, implementer
- Application information, including where to obtain and submit application, and application deadline.

2.2 Trainee Selection Process

2.2.1 Training Programme for C-P

Main Activities	Roles and Responsibilities		Relevant Documents/Tools
	Lead Roles	Tasks	
Duration: 1 day			
Training on the data collection forms	PTC: CDFs	<ol style="list-style-type: none"> 1. Participate in the training 2. Establish a data collection and entry team 3. Assign a responsible person for SIW 	<ul style="list-style-type: none"> • Application form with conditions list (part of supporting documents) • Registration form (part of supporting documents) • Home visit form (part of supporting documents) • MRM Guidelines (see separate document of the SDP) • SIW Guidelines (see separate document of the SDP)
	SDP: GESI manager, MRM team	Provide training on the use of learner forms	

The SDP developed two additional supporting guidelines focusing on Social Inclusion Welfare (SIW) and Monitoring and Results Measurement (MRM). Existing and new staff are strongly encouraged to revise the additional guidelines and apply them in

the provinces. The two guidelines consist of several checklists and tools, which help the IA team to implement the intervention and provide training to the C-Ps.

2.2.2 Application, Distribution and Data Collection through C-P

Main Activities	Roles and Responsibilities		Relevant Documents/Tools
	Lead Roles	Tasks	
Duration: 30 days			
Application distribution, filling and collection	PTC: CDFs, Village focal person	<ol style="list-style-type: none"> 1. Focal person visits families as per chief list and presents the SDP, leaves applications and condition list. Offers help to fill in form at his/her place at the village 2. Applications signed by applicant guardians before submitting 3. Learners submit applications to either to village focal persons or at training centre Focal point sends applications to CDF	<ul style="list-style-type: none"> • Application form with condition list (part of supporting documents) • Registration form (part of supporting documents)
	SDP: provincial coordinator	Follow up on progress and challenges	

The C-P distributed the application forms ([see supporting documents](#)) for potential learners to apply to the training courses. In cooperation with the local focal points, the C-P was responsible for arranging the distribution, collection and submission of applications. The application form contains 15 questions to collect the applicant's personal details, socio-economic status, education level, and motivation to participate in the training. Only information from questions 1 to

13 was later entered later in the database because number 14 and 15 was private information regarding income and health status. Applicants filled in one copy of the application form signed by themselves and their guardians and submitted it together with any required documents as stated in the announcement form. At the end of the application period, the C-P collected all applications for analysis. Only applications received within the deadline were accepted and reviewed.

2.2.3 C-P shortlisting of Applicants

Main Activities	Roles and Responsibilities		Relevant Documents/Tools
	Lead Roles	Tasks	
Duration: 1-2 days			
Application shortlisting	PTC: CDFs	<ol style="list-style-type: none"> Analyse application forms and shortlist candidates at PTC by CDF and the SDP Create a list of candidates for interviews 	<ul style="list-style-type: none"> Application form with condition list (part of supporting documents)
	SDP: provincial coordinator, GESI manager, MRM team	<ol style="list-style-type: none"> Follow up on progress and challenges Support C-P to undertake short listing Provide all forms 	

The SDP provided clear parameters for the selection of learners to ensure that the process is gender and socially inclusive. The C-P started the shortlisting process by checking the applications that meet the key entry criteria and only applicants who met the key entry criteria were considered for interviews.

- Socially marginalised status: women and men from the following deprived groups: widows, ethnic minority, returned migrants, physically disabled, land concession affected, HIV infected
- Economically poor status: men and woman whose daily income is less than Riel 20000 (USD 5).

The key entry criteria are:

- Strong interest and commitment (7 months of intensive training)
- Be from a vulnerable rural family
- Age between 15-30 years
- Priority granted to beneficiaries with disabilities or ethnic minority background
- No working experience or educational background is required

When there were more eligible candidates than available spaces, the training providers needed to select 30% more candidates for the interview process to allow a larger group for selection. For example, if a training course had 20 available slots, the training provider interviewed at least 26 eligible candidates with the highest preliminary marks. Once the shortlisting was finalised, the application forms needed to be given to the interview panel to be used and completed during the interview. Also, the shortlisted candidates were contacted by the CDF and focal point to arrange an interview.

Candidates meeting the key entry requirements were then compared against the shortlisting factors to give special consideration to those within the Disadvantage Groups (DAGs). DAG include people that are socially and economically marginalised and excluded.

2.2.4 C-P Contact Applicants for Interviews and Pre-select Learners

Main Activities	Roles and Responsibilities		Relevant Documents/Tools
	Lead Roles	Tasks	
Duration: 3-4 days			
Contact applicants for Interview. Pre-selection of learners	PTC: CDFs	<ol style="list-style-type: none"> 1. CDF contacts focal point to set a date for interviews with the shortlisted candidates 2. Focal point informs shortlisted candidates 3. CDFs interview the shortlisted candidates following the SDP guidelines 4. Finalize number of selected applicants 5. Keep list of reserve applications 	<ul style="list-style-type: none"> • Application form with condition list (part of supporting documents) • Interview sheet (part of supporting documents) • SIW Guideline
	SDP: provincial coordinator	<ol style="list-style-type: none"> 1. Follow up on progress and challenges 2. Observe and support PTC to deliver interviews following the SIW guidelines 3. Provide forms 	

Interviews of the applicants were done by an interview panel comprising a minimum of three members. The composition of the interview panel included at least 2 CDFs, 1 focal person from the village and in the role of an observer, a representative of the SDP. The C-P informed the SDP Provincial Coordinators of the interview date. Staff from the SDP or donors needed to be given ample notice since they occasionally acted as observers for interviews and field visits. Any changes to the interview date had to be immediately communicated to the SDP provincial coordinators. During the interview, the SDP provincial coordinator verified the information provided in the application form ([see supporting documents](#)) and filled in any gaps. The interview panel used the interview sheet ([see supporting documents](#)) to ask questions and in doing so, confirmed the shortlisting factors from the application form. Furthermore, the panel asked questions from the interview sheet, filled in comments for each answer and gave a score to each of the six questions. Successful candidates were selected according to the ranking order, starting with the highest score first.

Questions:

- Information on indigenous background
- Average time spent learning
- Understanding of dual training model and

acceptance of the model

- Possible challenges and how the learner will deal with them
- Motivation to become part of the training
- Clear vision of future employment and entrepreneurial aspirations

Upon completion of the interview, the panel informed the candidates that all available places would be filled in the order in which candidates ranked but the deliberations of the selection panel remained confidential. After the digitalization of the interview sheets, the C-P presented the list of selected candidates to the SDP for review and approval. All the application forms and interview sheets needed to be collected and stored by the C-P for data collection.



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2.2.5 C-P Contact Successful Applicants for Home Visit

Main Activities	Roles and Responsibilities		Relevant Documents/Tools
	Lead Roles	Tasks	
Duration: 1 week			
Contact applicants who passed interview and arrange home visit	PTC: CDFs	<ol style="list-style-type: none"> 1. CDF informs focal point about candidates that passed the interview 2. Focal point arranges plan for home visit to candidates that passed interview 	<ul style="list-style-type: none"> • Home visit form (part of supporting documents)
	SDP: provincial coordinator	Follow up on progress and challenges	

The C-P arranged a home visit with the selected candidates to validate the information they provided in the application form and during the interview and to verify that the candidates met the socio-economic requirements to participate in the SDP. This was completed with the home visit form. The form allowed the SDP to verify candidates' poverty status, measure poverty rates and track changes in living conditions over time. The 11-questions survey took around 10 minutes to complete.

The home visit was an important final step in the candidate selection process. If during the visit the C-P identified inconsistencies in the information provided by the candidate or if the C-P verified that the key criteria were not met, the candidate was deemed unsuccessful and the C-P selected another candidate.

2.2.6 C-P Carry the Final Selection and Learners' Registration (Includes Database Entry)

Main Activities	Roles and Responsibilities		Relevant Documents/Tools
	Lead Roles	Tasks	
Duration: 2 weeks			
Final selection and enrolment (One day per village)	PTC: CDFs	<ol style="list-style-type: none"> 1. CDF and focal point visit candidate's home to meet with guardians, clarify the learning conditions with both of them, and verify socio-economic status 2. CDF fills in Home Visit form 3. CDF completes registration form with candidate <p>CDF team leader(s) review that forms are complete and filled correctly. If not, CDF needs to go back to candidate.</p>	<ul style="list-style-type: none"> • Home visit form (part of supporting documents package) • Registration form (part of supporting documents)
	SDP: provincial coordinator	<ol style="list-style-type: none"> 1. Follow up on progress and challenges 2. Document conclusion of selection process 	

During the home visit, the selected candidates needed to be registered. CDFs completed the registration form ([see supporting documents](#)) with the selected learners. CDFs met with the learners and their guardians, discussed the learning conditions and made sure they were understood by all parties.

The Employment and Income section of the document was used to assess the learner's work history. The employment section refers to the learner's activity during the three months prior to the course. CDFs will help the learners to calculate the time the candidates worked during this period by asking the three questions below. If the trainees did not work prior to the course, this section will be left empty.

- Employment questions: How many hours a day they usually worked
- How many days a week they usually worked
- How many months a year they usually worked

The income section collects information about the learner's income as accurately as possible. Although the learners have already answered this question

during the application process, the response might not be correct. The objective is to obtain the total amount of money earned during the 3 months prior to training. CDF will help the learner to calculate the approximate amount by suggesting possible activities and adding up the money earned. Money might have been earned through activities other than employment such as wood collection, one-off help at a farm, etc. This information can be collected either as a monthly figure for each of the three months prior to training or as an overall total covering the same period.

At the end of the process, the provincial coordinator documented the conclusion of the selection process by collecting the home visit and registration forms ([see supporting documents](#)) and presenting them to the IA manager. No public announcement of successful candidates was made.

During the two weeks after the home visit and registration of successful learners was completed, the C-P entered all the information collected from the application form, registration form and home visit form in the SDP database. Access to the internet was needed for this process.



2.3 Final Preparations and Intake of Trainees

2.3.1 Information of Selected Learners and Relocation to Training Centre

Main Activities	Roles and Responsibilities		Relevant Documents/Tools
	Lead Roles	Tasks	
Duration: 2-3 days			
Successful Learners are informed via phone call	PTC: CDFs	<ol style="list-style-type: none"> 1. CDF informs focal person about selected candidates, reserve candidates and unsuccessful candidates 2. CDF informs focal points that reserve candidates may apply for future intakes or may enter course if successful candidates drop-out during the early days 3. CDF informs focal points about starting date 4. Focal point contacts selected candidates, reserve candidates and unsuccessful candidates 5. Focal point informs candidates about starting date 	-
	SDP: provincial coordinator	Follow up on progress and challenges	
Learners are transported to the training centre	PTC: CDFs	<ol style="list-style-type: none"> 1. C-P provides transportation for learners to come to the centres 	-
	SDP: provincial coordinator	Follow up on progress and challenges	

2.3.2 Update Database Entry

Main Activities	Roles and Responsibilities		Relevant Documents/Tools
	Lead Roles	Tasks	
Duration: 2 weeks			
Learners are transported to the training centre	PTC: data entry team	<ol style="list-style-type: none"> 1. Data entry team/CDF leader checks that all forms are complete and filled in correctly 2. Data entry team reviews forms at the centre and sends number of students per course to MRM team 3. Data entry team enters data from all forms (applications, registration, home visit) into the SDP database 4. C-P files all forms 	<ul style="list-style-type: none"> • Home visit form (part of supporting documents) • Registration form (part of supporting documents) • MRM Guideline
	SDP: MRM team, provincial coordinator	<ol style="list-style-type: none"> 1. Train PTC on data entry process 2. MRM team opens and sends batch id per course to data entry team 3. Monitor quality of data entry 	

If possible, the SDP encouraged the PTCs to work directly in an online version of the forms to reduce the time burden of entering data from hand written forms.

2.3.3 Verification of Training Environment, Material and Venue

Main Activities	Roles and Responsibilities		Relevant Documents/Tools
	Lead Roles	Tasks	
Duration: 1 day			
Verification of training environment (should be done 1 month prior to course start)	PTC: director, gender focal point SDP: GESI manager, provincial coordinator	<ol style="list-style-type: none"> 1. Conduct verification of accommodation conditions as per SIW guideline 2. PTC appoints gender focal point and SIW team 1. Orientation on trainee welfare 2. Work with SIW team at training centre 3. Monitor arrangements: spot checks 	<ul style="list-style-type: none"> • SIW Guideline
Verification of training material and training venue arrangements (should be done 1 month prior to course start)	PTC: technical trainers, head of training unit SDP: IA manager, provincial coordinator, GESI manager	<ol style="list-style-type: none"> 1. Develop package of training material 2. Adjust and finalize list of training equipment, tools, and consumables for purchase request 3. Develop trainee progress record (one book per trainee) to be approved by the SDP 4. Prepare training venue, workplan and budget- Prepare training kit for trainee 1. Verify that training material, venue and consumable material are ready and according to standards 2. Follow up progress and challenges 3. Comment on and approve final drafts 	<ul style="list-style-type: none"> • SIW Guideline • Absence record sheet (part of supporting documents) • Operational workplan and budget template • Traineeship expectations template • Material purchase form

As mentioned, separate SIW guidelines have been developed and are strongly recommended for the SDP team members as well as PTC staff.

2.3.4 Purchase of Training Material

Main Activities	Roles and Responsibilities		Relevant Documents/Tools
	Lead Roles	Tasks	
Duration: 1 day			
Training material purchase (should be done 1 month prior to course start)	PTC: director, finance team SDP: provincial coordinator, finance team	<ol style="list-style-type: none"> 1. Join the one-day orientation on Procurement Guidelines 2. Procure consumable material, including teaching and learner material 3. Procure training equipment and tools <p>Provide a one-day orientation on procurement guideline</p>	<ul style="list-style-type: none"> • Finance procurement guide note • Material purchase form

The SDP required strict and detailed finance procurements and therefore a one-day orientation in addition to the dissemination of the finance procurement guide note was necessary.

2.3.5 Course Orientation and Intake Opening (Agreement Signature)

Main Activities	Roles and Responsibilities		Relevant Documents/ Tools
	Lead Roles	Tasks	
Duration: 1 day			
Course orientation	PTC: director, training unit	<ol style="list-style-type: none"> 1. Define chair and participants of the event 2. Arrange all logistics as needed for an official event 3. Prepare learner welfare package using budget of the SDP 4. Conduct orientation workshop 5. Guest of honour provides the learner welfare package (such as soap, shampoo, book, pens etc.) at PTC 6. Ask learners to sign agreement form (detailed below) 	<ul style="list-style-type: none"> • Traineeship expectations template • Agreement form (part of the supporting documents)
	SDP: provincial coordinator, IA manager	<ol style="list-style-type: none"> 1. Discuss with PTC to define participants 2. Work with PTC on communication material (backdrop), topics to present (SIW), PTC logistic support person 3. Define learner welfare package 4. During workshop, be one of guest speakers 5. Report on learners' welfare 6. Provide agreement form (PTC and Learners) 7. Preside over the signing of the agreement between PTC and Learners 	

During the orientation and intake opening event, learners needed to sign an agreement form in which they committed to follow the centre rules, processes and regulations; confirmed that they understood

what undergoing training entailed and what their responsibilities were; and accepted the terms and conditions of their presence at the centre.





3. DURING TRAINING

Collaboration with the private sector to deliver on the job training was crucial to give the learners much-needed industry experience. The first pillar of the period during trainings demonstrating how to engage with the private sector and how to ensure suitable enterprise selection (see Figure 4). Pillar two consists of the training delivery itself, which can be accessed once the first pillar is completed, as shown in the Figure. The training guides the student through on and off the job training. The third and last pillar is

focussing on reporting and reflection. This pillar supports the programme to follow up on dropouts, to gain knowledge and in the long run be able to improve the training.

The following sections provide information on each activity and include cross references to relevant documents. They assign responsibilities for the SDP team members and C-Ps. In depth explanations are provided for certain activities.

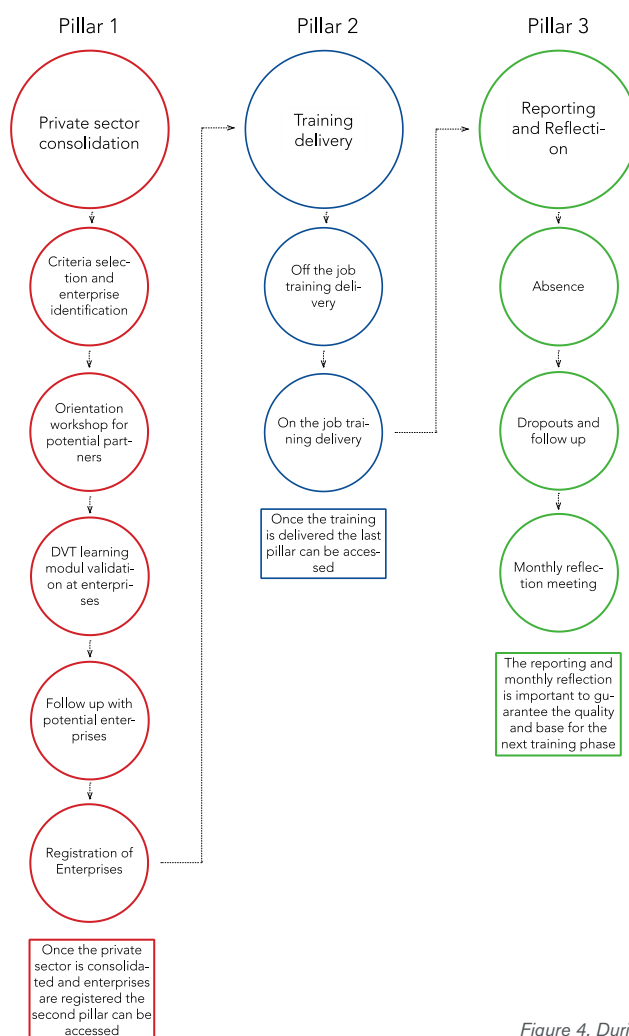


Figure 4, During Training activities and flow

3.1 Private Sector Consolidation

3.1.1 Criteria Selection and Enterprise Identification

Main Activities	Roles and Responsibilities		Relevant Documents/ Tools
	Lead Roles	Tasks	
Duration: 1 week			
Criteria selection and enterprise identification	PTC: director, training unit	<ol style="list-style-type: none"> 1. Meet with the SDP to define enterprise selection criteria by occupation (including working environment and quality of on-the-job training) 2. Together with the SDP decide on the location of the enterprises whether at provincial or district level 3. Make a list of initial potential enterprises at provincial and district level 4. Draft the roles and responsibilities needed as a minimum to undertake dual training model 	<ul style="list-style-type: none"> • Private sector partner consultation guide note • Potential enterprise list template
	SDP: IA manager, provincial coordinator	<ol style="list-style-type: none"> 1. Meet with PTCs 2. Define selection criteria (business experience, location, working environment, training equipment, trainer relationship, job opportunity etc.) 3. Define enterprise location where DVT can be applied effectively 	

The following is a list of some of the selection criteria used to select enterprises to participate in the training:

- Enterprise should be located in town
- Enterprise should have enough equipment, tools and material for traineeship
- Enterprise should have a decent working environment and space
- Enterprise are able to teach the skills to the trainees (time, coach, workspace)

3.1.2 Orientation Workshop for Potential Partners

Main Activities	Roles and Responsibilities		Relevant Documents/ Tools
	Lead Roles	Tasks	
Duration: half day			
Orientation workshop	PTC: director, training unit, ITI master trainer	<ol style="list-style-type: none"> 1. Organize orientation workshops with potential enterprises grouping them by similar occupations when possible 2. Logistical arrangements: venue, invitations 3. Act as facilitator for questions about PTC roles in the programme 4. Present PTC, model and conditions 	<ul style="list-style-type: none"> • Private sector partner consultation guide note • Potential enterprise list template
	SDP: IA managers, provincial coordinator	<ol style="list-style-type: none"> 1. Participate in consultation workshop 2. Keep record of participants' input on the model 3. Negotiate conditions 	

3.1.3 DVT Module Validation for Enterprises

Main Activities	Roles and Responsibilities		Relevant Documents/Tools
	Lead Roles	Tasks	
Duration: half day			
DVT learning modules validation for traineeship at enterprise	PTC: director, training unit	<ol style="list-style-type: none"> 1. Organize orientation workshops with potential enterprises grouping them by similar occupations when possible. 2. Logistical arrangements: venue, invitations 3. Participants: potential enterprise trainer and PTC technical trainers 4. Present the SDP, model and conditions 	<ul style="list-style-type: none"> • DVT model and presentation • I-Stand • SDP promotional material
	SDP: IA manager, provincial coordinator	<ol style="list-style-type: none"> 1. Participate in and support the consultation workshop 2. Cooperate with ITI during the workshop to identify and finalize the potential competencies to undertake at enterprise level during the traineeship 	

3.1.4 Follow Up with Potential Enterprises

Main Activities	Roles and Responsibilities		Relevant Documents/Tools
	Lead Roles	Tasks	
Duration: 1 day			
Follow up with potential enterprises	PTC: training unit	<ol style="list-style-type: none"> 1. Follow up with enterprises that showed interested to join the SDP by visit or phone call 2. Make a list of final enterprises 3. Make a final list with agreed conditions (for traineeship opportunity) 4. Inform the SDP of the enterprises and conditions 	<ul style="list-style-type: none"> • Potential enterprise list template
	SDP: provincial coordinator	Follow up on progress and challenges	

3.1.5 Registration of Enterprises

Main Activities	Roles and Responsibilities		Relevant Documents/Tools
	Lead Roles	Tasks	
Duration: 1 week			
Enter information about enterprises in the SDP database	PTC: data entry team	<ol style="list-style-type: none"> 1. Verify that forms are complete with all the correct information 2. Enter data on enterprises and owners into database 	<ul style="list-style-type: none"> • Enterprise and Owners Registration form (part of supporting documents)
	SDP: MRM team	<ol style="list-style-type: none"> 1. Follow up on progress and challenges 2. Provide assistance for correct database usage 	

3.2 Training Delivery

3.2.1 Off the Job Training

Main Activities	Roles and Responsibilities		Relevant Documents/ Tools
	Lead Roles	Tasks	
Duration: 4 months			
Off the job training on technical skills	PTC: training unit	<ol style="list-style-type: none"> 1. Revision of the module and learning outcomes to meet DVT approach 2. Conduct the technical skills training so that the learners acquire the needed skills according to the training plan 3. Monitoring of progress 	<ul style="list-style-type: none"> • MRM Guidelines
	SDP: provincial coordinator, MRM team	<ol style="list-style-type: none"> 1. Follow up on progress and challenges 2. Check and verify the training quality 3. Check the database entries for MRM tracking 	
Off the job training on soft skills	PTC: training unit	<ol style="list-style-type: none"> 1. Revision of the module and learning outcomes to meet DVT approach 2. Conduct the soft skills training so that the learners acquire the needed skills according to the training plan 3. Monitoring of progress 	<ul style="list-style-type: none"> • SIW Guidelines
	SDP: provincial coordinator, GESI manager	<ol style="list-style-type: none"> 1. Follow up on progress and challenges 2. Check and verify the training quality 3. Check the learning environment for SIW 	
Off the job training on communication skills	PTC: training unit	<ol style="list-style-type: none"> 1. Revision of the module and learning outcomes to meet DVT approach 2. Conduct the communication skills training so that the learners acquire the needed skills according to the training plan 3. Monitoring of progress 	-
	SDP: provincial coordinator	<ol style="list-style-type: none"> 1. Follow up on progress and challenges 2. Check and verify the training quality 	



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3.2.2 On the Job Training

Main Activities	Roles and Responsibilities		Relevant Documents/Tools
	Lead Roles	Tasks	
Duration: 3 months			
On the job training on technical skills (for the selected occupations)	PTC: training unit, private enterprises instructors	<ol style="list-style-type: none"> 1. Signing of the agreement between the learners and enterprise 2. Enterprises conduct the technical skills training according to the training plan. 3. Coach enterprise instructors to have appropriate training methods for transferring the skills to learners effectively 4. Follow up and report on progress to the SDP on a monthly basis 5. Monitoring of progress and coaching of learners (training unit) 	<ul style="list-style-type: none"> • SIW Guidelines • Agreement Enterprise/ Learners
	SDP: provincial coordinator	<ol style="list-style-type: none"> 1. Follow up on progress and challenges 2. Check and verify training quality 3. Check the learning environment for SIW 	

3.2.3 Ongoing Counselling

Main Activities	Roles and Responsibilities		Relevant Documents/Tools
	Lead Roles	Tasks	
Duration: Continuously			
Ongoing Counselling	PTC: training unit	Regularly meet with the trainees to follow up on their needs and personal development and, if needed take measures accordingly	-
	SDP: provincial coordinator	Assist the training unit with regular meetings with the trainees	



3.3 Reporting and Reflection

3.3.1 Absence

Main Activities	Roles and Responsibilities		Relevant Documents/Tools
	Lead Roles	Tasks	
Duration: Continuously			
Recording of Absence	PTC: training unit	<ol style="list-style-type: none"> 1. Keep record of absences for each student 2. Enter number of absences for each student in the database at the end of the month 	<ul style="list-style-type: none"> • Absence Record Sheet (part of supporting documents)
	SDP: provincial coordinator	Assist the training unit to keep track of absences	

C-Ps were required to keep records of learners' absences. For this purpose, C-Ps could use their existing methods or the SDP absence record sheet ([see supporting documents](#)). Absences were then

reported in the online database. It was important to track absence, since it reflected on the learning and outcomes of the training. If a student had repeated absences, individual measures were taken.

3.3.2 Dropouts and Follow Up

Main Activities	Roles and Responsibilities		Relevant Documents/Tools
	Lead Roles	Tasks	
Duration: Continuously			
Managing Dropout	PTC: training unit	<ol style="list-style-type: none"> 1. If absences are longer than 4 consecutive days C-P has to contact the learner to clarify the situation 2. In case of dropout the C-P has to update the SDP database with a reason for the dropout 	-
	SDP: provincial coordinator	Follow up on progress and challenges	

After four full-day unexcused absences in a row, the C-P needed to contact the learner, confirm the reasons for being absent and verify if they intended to come back. If the learner did not return to the course, enquiries about the reasons for this decision were

made and recorded. This information needed to be entered into the database, under the learner's profile. At the end of every month, the C-P had to enter the information on drop-outs into the database.

3.3.3 Monthly Reflection Meetings with C-P

Main Activities	Roles and Responsibilities		Relevant Documents/Tools
	Lead Roles	Tasks	
Duration: half day			
Monthly reflection meeting	PTC: Director, training unit	<ol style="list-style-type: none"> 1. Prepare monthly partner report and send to the SDP during the first week of the month before the meeting 2. Arrange meeting logistics for first week of the month and invite: director and deputy director, training unit and CDF 3. Attend meeting. During the meeting, participants will reflect on the report and issues around SIW, MRM and data entry, finance and procurement, etc. 	<ul style="list-style-type: none"> • SDP subcontractor/partner monthly report (part of supporting documents)
	SDP: IA manager, provincial coordinator	<ol style="list-style-type: none"> 1. Provincial coordinator helps PTC with doubts about completing the report 2. Provincial coordinator receives report and forwards it to IA manager 3. IA manager and provincial coordinator summarize highlights of the meeting and translate them into English to present during the monthly SDP team meeting. 	

C-P were required to complete a report every month, using the template provided by the SDP ([see supporting documents](#)). The report provided the opportunity for them to record the challenges they faced during the previous month with respect to:

- Welfare of learners: challenges related to accommodation, food, security, health, love, social relationships, drug/alcohol use, depression/anxiety, family issues, and traditional practices among others.
- Delivery of training: challenges around the delivery of training such as issues with the training equipment, trainers not attending classes, lack of substitute trainers, learners not attending class due to special events, training material not adequate and electricity cuts among others.

- Administrative aspects: challenges related to the management of training delivery such as payments not being done in a timely manner or insufficient consumable material among others.

This report also provided C-Ps with the space to request support from the SDP in relation to the challenges they were facing. Moreover, the SDP asked for C-Ps' feedback on ways to improve communications and overall working relationships between the two parties. Additionally, C-Ps were asked to report on the activities done during the previous month as per the workplan, any outstanding issues from the previous month, and the schedule for the upcoming month.



4. END OF TRAINING

This section describes the skills test and graduation steps of the IA, as displayed in Figure 5. These two elements were necessary to confirm that learners had acquired the requisite skills during training, but it was also an opportunity to publicly recognize their accomplishment. After the successful completion of the course the learners were presented with a certificate. Again, the second pillar could only be accessed once the first was completed.

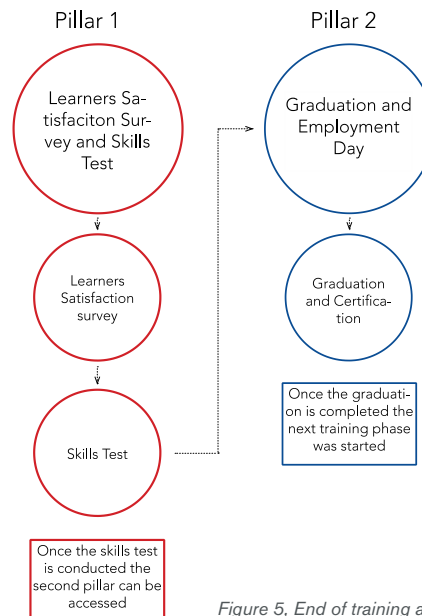


Figure 5, End of training activities and flow

4.1 Learners Satisfaction Survey and Skills Test

4.1.1 Learners Satisfaction Survey

Main Activities	Roles and Responsibilities		Relevant Documents/Tools
	Lead Roles	Tasks	
Duration: 1 day			
Conduct Satisfaction Survey for course completion	PTC: training unit	<ol style="list-style-type: none"> 1. Inform learners that a satisfaction survey will be conducted one week before the end of classes 2. Request learners to attend session 3. Gather learners in classrooms 	<ul style="list-style-type: none"> • Satisfaction survey guidance
	SDP: provincial coordinator, MRM team	<ol style="list-style-type: none"> 1. Provincial coordinator collects learners' feedback through satisfaction survey session: explain questionnaire and purpose, support learners while filling out survey 2. Provincial coordinator collects questionnaires and verifies they have been completed correctly 3. Provincial coordinator gives questionnaires to MRM team who will enter information in the database 	

During the last week of class, representatives from the SDP visited the training provider and together they conducted a satisfaction survey with the learners on the training course. This information helped the SDP and the training provider to make any necessary changes and adjustments to improve the delivery

of DVT. The SDP provided guidance to the trainees on how to complete the survey. Thus, the SDP was able to learn the learners' level of satisfaction with the course. It is important to highlight that the satisfaction survey was meant to be collected anonymously so the learners could express their opinions freely.

For this purpose:

- The SDP provincial coordinator was present during the collection of information and ensured that learners had an unbiased and private space to answer the questions.
- The SDP provincial coordinator provided instructions about the session, the questionnaires and reassured learners that the information they provided would be treated as confidential.
- The C-P provided envelopes or a box so learners could turn in the questionnaires while protecting their anonymity.

The Survey was divided into four sections which allowed the learners to assess the key aspects of their training experience:

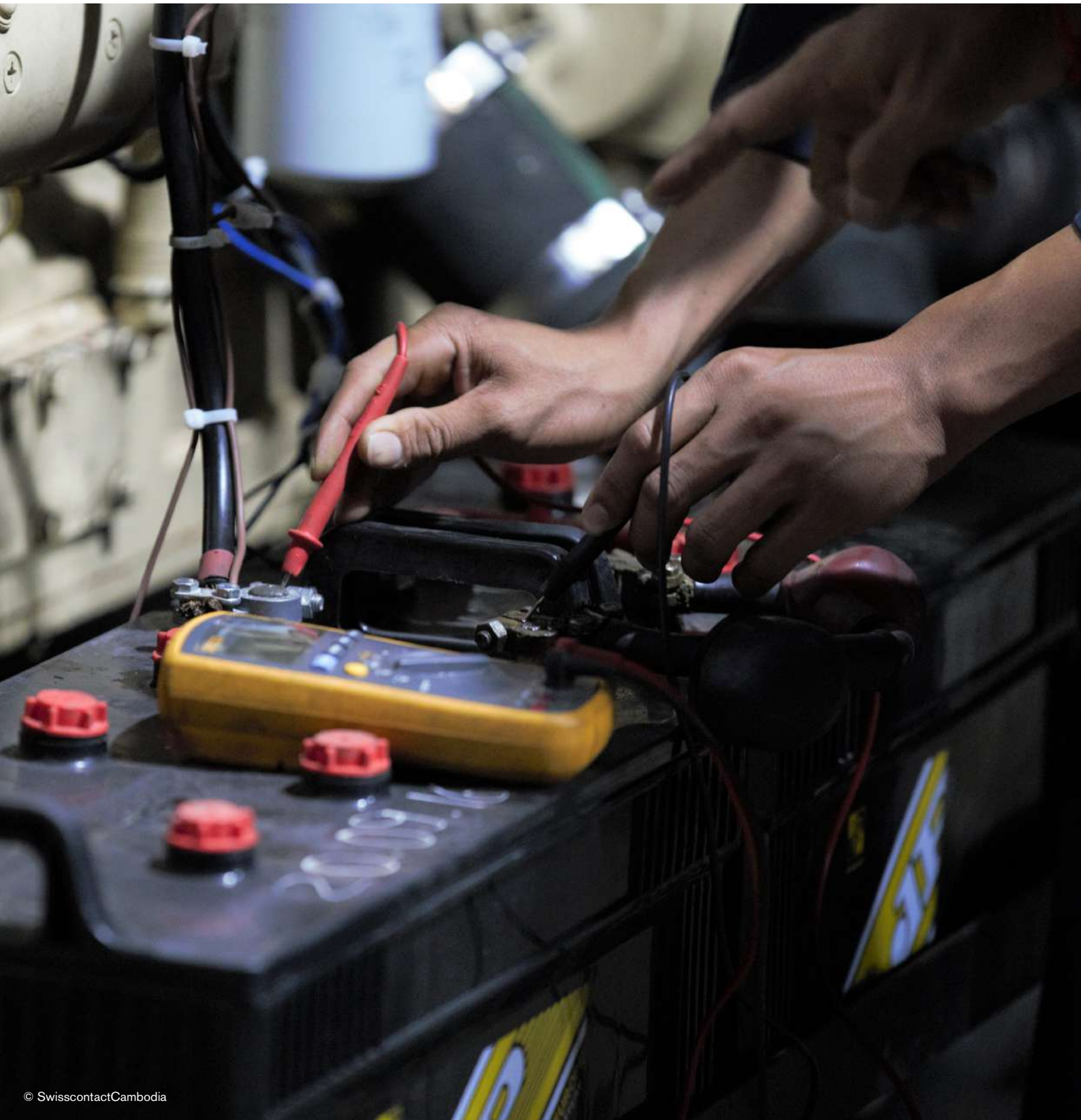
1. The trainers: learners assessed each of the trainers that provided classes.
2. Training material, content and methodology
3. Accommodation and facilities
4. Overall experience in the training course (satisfaction)

4.1.2 Skills Test

Main Activities	Roles and Responsibilities		Relevant Documents/ Tools
	Lead Roles	Tasks	
Duration: 1 week			
Conduct theory test based on the training modules	PTC: training unit	<ol style="list-style-type: none"> 1. C-P must prepare the test based on the modules provided 2. C-P must prepare the scoring sheet 3. C-P carries out the skills test and revises the scores 4. C-P submits the final scores to the database 	-
	SDP: provincial coordinator	<ol style="list-style-type: none"> 1. Provincial coordinator supervises and helps to carry out the test 2. Provincial coordinator checks if the data is entered correctly into the database 	
Conduct practical test based on the training modules	PTC: training unit	<ol style="list-style-type: none"> 1. C-P must prepare the test based on the modules provided 2. C-P must prepare the scoring sheet 3. C-P carries out the skills test and revises the scores 4. C-P submits the final scores to the database 	-
	SDP: provincial coordinator	<ol style="list-style-type: none"> 1. Provincial coordinator supervises and helps to carry out the test 2. Provincial coordinator checks if the data is entered correctly into the database 	
Conduct practical test at the workplace.	PTC: training unit, enterprises	<ol style="list-style-type: none"> 1. C-P must prepare the test based on the modules provided 2. C-P must prepare the scoring sheet 3. C-P carries out the skills test and revises the scores 4. C-P submits the final scores to the database 	-
	SDP: provincial coordinator	<ol style="list-style-type: none"> 1. Provincial coordinator supervises and helps to carry out the test 2. Provincial coordinator checks if the data is entered correctly into the database 	

4.2 Graduation and Employment Day

Main Activities	Roles and Responsibilities		Relevant Documents/Tools
	Lead Roles	Tasks	
Duration: 1 day			
Intake for Celebration	PTC: director, training unit	1. Organise venue, invitation and agenda, refreshments, backdrop, participant list and certificate	<ul style="list-style-type: none"> • Graduation and employment day guidance note
	SDP: provincial coordinator	1. Support logistics and documentation of the event (photos etc.)	
Intake closing and briefing outputs by the SDP and Head of provincial coordination committee	PTC: Head of provincial coordination committee	<ol style="list-style-type: none"> 1. PTC as Master of Ceremony 2. Participants: Training providers (PTC and Enterprises), and Learners, key relevant stakeholder (NGO and Government department) 	-
	SDP: team leader and IA manager	1. The SDP supports logistics and documentation of the event (photos etc.)	
Sharing successes	PTC: director, former learners who got job or started a business	1. Facilitate and invite the former learners to share success stories	<ul style="list-style-type: none"> • Trainees profile format
	SDP: provincial coordinator	1. The SDP supports logistics and documentation of the event (photos etc.)	
Presentation of certificate and closing ceremony	PTC: Head of provincial coordination committee	1. C-P prepare and print a certificate for each graduate	-
	SDP: team leader and IA manager	1. The SDP supports logistics and documentation of the event (photos etc.)	



5. POST-TRAINING

After the completion of training graduates were given post training support (see Figure 6) and their progress was followed on a long-term basis to demonstrate the impact of the intervention activities. The post training support consisted of activities to help the graduates to gain employment or to start their own micro business up to six months after graduation. Once

the graduates entered employment, they were able to access employment counselling. The programme continued to follow up with them to track their personal development. The activities are detailed in the following sections which also identify relevant documents and assign tasks to SDP members and C-P.

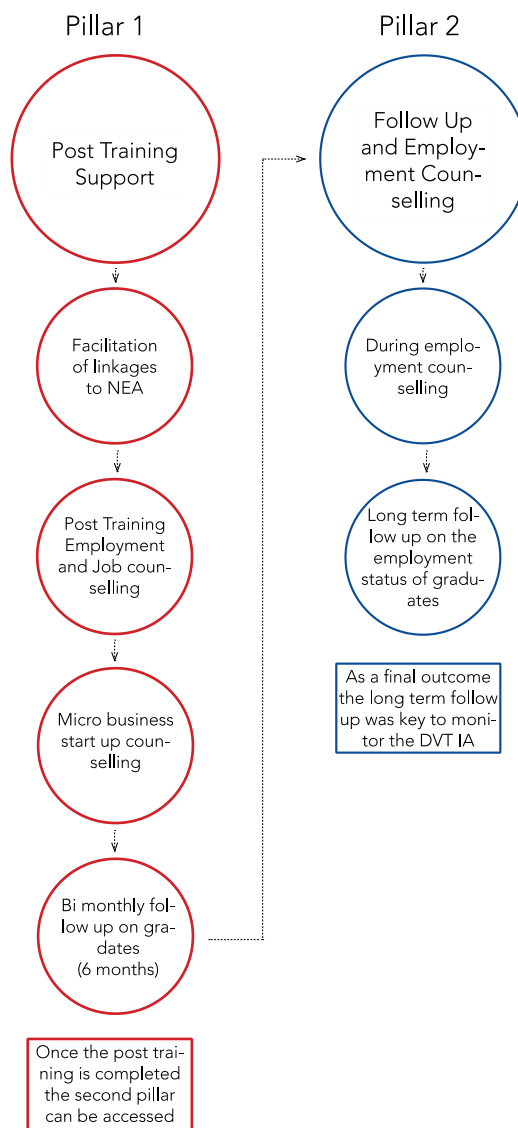


Figure 6, Post-training activities and flow

5.1 Post-Training Support

5.1.1 Facilitation of Linkages to NEA

Main Activities	Roles and Responsibilities		Relevant Documents/ Tools
	Lead Roles	Tasks	
Duration: 1 day			
Facilitate linkages with NEA (Immediately after end of training)	PTC: JPO	<ol style="list-style-type: none"> 1. JPO introduces the services of NEA to graduates 2. JPO introduces the registration system of NEA 3. JPO helps graduates to make a CV 4. JPO helps graduates to register in the jobseeker system 	<ul style="list-style-type: none"> • Post training guidance note
	SDP: provincial coordinator	Follow up on progress and challenges	

The introduction to the NEA system was important to enable the graduates to look for jobs. Therefore, the Job Placement Officer (JPO) of the training provider

helped the graduates to understand and access the system, and draft a CV. This helped to connect the graduate with job placements in the private sector.



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5.1.2 Post-Training Employment and Job Counselling

Main Activities	Roles and Responsibilities		Relevant Documents/Tools
	Lead Roles	Tasks	
Duration: 1 day			
Provide career pathway counselling	PTC: JPO	<ol style="list-style-type: none"> 1. JPO helps the graduates to enter the job market 2. JPO helps the graduates to plan their career pathway 	<ul style="list-style-type: none"> • Post training guidance note • Post training guidelines • Career pathway support planning
	SDP: provincial coordinator	Follow up on progress and challenges	
Job linkage support for graduates	PTC: JPO	<ol style="list-style-type: none"> 1. JPO helps graduates to make a CV and arrange interviews 2. JPO helps graduates to register in the jobseeker system 3. JPO gives individual counselling for graduates on job opportunities 	<ul style="list-style-type: none"> • Post training guidance note • Post training guidelines • Career pathway support planning
	SDP: provincial coordinator	Follow up on progress and challenges	



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5.1.3 Micro Business Start Up Counselling

Main Activities	Roles and Responsibilities		Relevant Documents/ Tools
	Lead Roles	Tasks	
Duration: 2 days			
Provide business start-up counselling	PTC: JPO	<ol style="list-style-type: none"> 1. JPO helps to plan and counsels the graduates for business start up 2. JPO provides entrepreneurship coaching to the graduates 	<ul style="list-style-type: none"> • Presentation on entrepreneurship in TVET • Presentation on SME entrepreneurship forum • Business plan summary
	SDP: provincial coordinator	Follow up progress and challenges	
Support seed fund for business start up	PTC: JPO	<ol style="list-style-type: none"> 1. JPO helps the graduates to apply for the seed funding for business start-up. 2. JPO makes first selection of graduates against criteria provided by SDP 3. JPO reports back to the SDP about graduates who are selected and ready for the application 	<ul style="list-style-type: none"> • Criteria for business start up
	SDP: IA manager, provincial coordinator	<ol style="list-style-type: none"> 1. Provincial coordinator checks the business plans against the criteria and presents it to the IA manager 2. IA manager presents the suggested graduates to the management for final approval 3. SDP management makes the final decision and reports back to IA manager 4. IA manager forwards applicants' information to finance team and informs the JPO and graduate about successful application 	

The SDP encouraged graduates to start their own micro business and provided support for the necessary first steps through the JPO. The SDP took on the role of providing information to the JPO, who then helped

the graduates to apply for the seed fund (also provided by the SDP) and assisted in the elaboration of the business plan.

5.1.4 Bi-monthly Follow Up for Graduates (6 Months)

Main Activities	Roles and Responsibilities		Relevant Documents/Tools
	Lead Roles	Tasks	
Duration: 1 day			
Bi-monthly follow up on progress during the 6-month support period	PTC: JPO	<ol style="list-style-type: none"> 1. JPO reports back to the SDP about the employment status of graduates 2. JPO introduces the information into the SDP database to keep track of the graduates 	-
	SDP: provincial coordinator	Follow up on progress and challenges	

Keeping track of the graduates during the first six months after graduation was key to track changes in the income and employment of beneficiaries. Therefore,

the JPO followed up with the learners on a bi-monthly basis and entered the data into the database of the SDP.

5.2 Follow Up and Employment Counselling

5.2.1 During Employment Counselling

Main Activities	Roles and Responsibilities		Relevant Documents/Tools
	Lead Roles	Tasks	
Duration: 1 week			
During Employment Counselling	PTC: JPO	<ol style="list-style-type: none"> 1. If needed, the JPO provides counselling to graduates after they enter employment to ensure the graduates welfare and a decent working environment 2. JPO reports back to the SDP so that information can be used for the improvement of future training courses and selection of enterprises 	-
	SDP: provincial coordinator	Follow up on progress and challenges	

5.2.2 Long Term Follow Up on Employment Status

Main Activities	Roles and Responsibilities		Relevant Documents/Tools
	Lead Roles	Tasks	
Duration: 1 week			
Follow up on the employment status of graduates (Ideally until the phase ends or at least 2 years after employment)	PTC: JPO	<ol style="list-style-type: none"> 1. JPO updates the SDP database regularly about the employment status of graduates 2. JPO updates the SDP database each time graduates receive support: date, type of support 3. JPO records when graduates obtain employment: date, enterprise and salary 	<ul style="list-style-type: none"> • Follow up record list for graduates
	SDP: provincial coordinator, MRM team	Follow up on progress and challenges	

Long term data analysis was only possible if the database was up to date with information about the personal development of former graduates. Therefore, the MRM team ensured that the JPO followed up on

a regular and long-term basis with former graduates. The MRM team briefed the JPO on the importance of the tracking and introduced the assigned person to the follow up record list.



6. OUTCOME AND LEARNINGS FROM PHASE 1

During the first phase, the SDP set up, launched and carried out the DVT IA. Below are the key outcomes and achievements of the IA, as well as lessons learned from the first phase.

6.1 Outcomes and Achievements of the DVT IA

The DVT model aimed to create a link between the education system and the needs of industry. Training provided by PTCs was not previously connected to labour market needs and did not contain industry-based learning. A major feature of the DVT model was to not merely enhance training at the training centres but rather introduce an on-the-job, work-based learning opportunity in addition to classroom learning. This was done to link the trainees directly to local industry to gain hands-on experience and to find an entry-point into the labour market. This not only enhanced the relevance of trainees' technical skills but also fostered the development of soft skills through the interaction between employers, co-workers, clients

and the trainees. In many cases, it led to long term employment, with a reported 12% employment rate increase 1 year after training completion. In the long run, the trainees received a significant income increase, which was shown in tracer studies carried out by the SDP one year after each training cycle⁴.

Overall, the SDP contributed to poverty reduction for 1763 disadvantaged youth (women: 958, 54%) from the target provinces by facilitating access to training, traineeships and (self-)employment. By the end of the first phase, 62% of the beneficiaries for the DVT IA were in wage or self-employment and had increased their income from USD 41 per month to USD 77 six months after course completion. One year after the completion of training learners earned an average of USD 132 per month. This constitutes an average increase of 322%. Compared to the average income per person in rural areas of USD 35 (according to the Cambodian Socio-Economic Survey of 2017)⁵, this increase is quite significant.



⁴ Tracer studies on graduates of the SDP, Angkor Research and Consulting October 2018, February 2019, August 2019

⁵ Cambodia Socio Economic Survey 2017 (Report from National Institute of Statistics and Ministry of Planning, 2018) Retrieved from: <https://www.nis.gov.kh/nis/CSES/Final%20Report%20CSES%202017.pdf>

The average income of DVT graduates was 132 USD per month. More than 500 (a significant amount over the target of 200) mainly small and medium enterprises collaborated with the training providers to offer traineeships and subsequent employment opportunities for the graduates.

Furthermore, graduates and employers both reported high rates of satisfaction. In total, 81% of graduates stated that the training had a positive impact on their employment situation and personal development and helped them to increase their communication skills and confidence. Employers confirmed the high standard of communication skills of the graduates compared to employees which did not attend training. This is particularly interesting, since it shows the importance and relevance of soft skills training, which was introduced as part of the training package at the PTCs.

6.2 Lessons Learned and Adaptations

The SDP adjusted the DVT model as soon as problems were identified, for example the stigmatization of TVET as dangerous and difficult or leading to positions with low salaries. This helped to improve the performance of the IA and to reach the desired target numbers at the end of the phase. The following section outlines key lessons learned.

- TVET education is still not fully understood, and sometimes underappreciated or even stigmatized in the communities. Therefore, awareness raising had to be undertaken to promote the long-term benefits of training. Furthermore, the TVET education businesses were reluctant to pay decent salaries to the beneficiaries even after training completion and sensitization was needed to highlight the benefits of well-trained workers.

- To enhance the overall training provision of the PTCs, the roles of the relevant stakeholders had to be clearly assigned. This helped them to understand their responsibilities and foster their buy-in. Also it strengthened the bonds between the stakeholders and the private sector since they were more open for collaboration and searched for synergies for the future employment of trainees.
- The quality of training provision at the training centres as well as TVET marketing tools was lacking. Also, training materials and equipment were of low quality. Therefore, the SDP had to create a pathway for improvement, for example using the Japanese 5S lean management training.⁶
- A comprehensive training cycle (from pre- to post training support) did not exist and coordination and cooperation between the PTCs and private stakeholders was weak. Therefore, the SDP had to set up the entire cycle, which needed significant time and communication between C-Ps until the DVT IA was fully understood and endorsed.



⁶ The 5S pillars, Sort, Set in Order, Shine, Standardize, and Sustain, provide a methodology for organizing, cleaning, developing, and sustaining a productive work environment. Retrieved from: <https://www.epa.gov/sustainability/lean-thinking-and-methods-5s>



ANNEXES

The [source documents](#) are stored on SharePoint and are indexed according to the chapter numbers of this guidance. They can be accessed through the SDP Cambodia team. The following six resources support these guidelines and provide detailed information, templates and guidance for anyone who would like to understand the DVT implementation.

- Angkor Research and Consulting (2018-2019), Tracer Studies on Graduates of SDP
- Angkor Research and Consulting (2019), Labour Market Research
- SDP (2019), Internal Training Provider Assessment
- SDP (2020), Monitoring and Results Measurement Implementation Guidelines
- SDP (2020), Skills Development Programme Documentation Phase 1
- SDP (2020), Social Inclusion and Welfare Implementation Guideline

A person wearing a long-sleeved shirt with vertical stripes in shades of pink, purple, yellow, and white. They are holding two framed certificates with gold borders and red mats. The certificates have blue decorative borders and some text, including a logo at the top. The person is also wearing blue jeans and a pink bag is visible at the bottom right.

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Cover: A graduate visiting her hometown,
Preah Vihear Province

Pictures: Swisscontact Cambodia

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