



SKILLS
DEVELOPMENT
PROGRAMME



Skills Development Programme

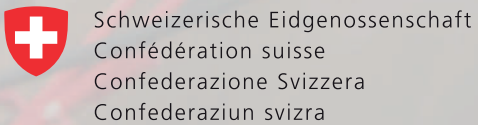
Phase 1

July 2016 - June 2020

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1. INTRODUCTION

1.1 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.

1.2 Purpose of the Documentation

The first phase of the SDP was executed through three different intervention areas. The following Documentation of Phase 1 of the SDP outlines the operations and performance in each specific area. The document gives an overview of the history of the SDP and its background as well as highlighting the actions taken and outcomes from each Intervention Area (IA). Monitoring and Results Measurement (MRM) system, management tools and gender inclusion are also explained in detail. Finally, an outline of the second phase will be provided. The document intends to summarize the programme and assist the reader in understanding the achievements of four years of work in a single and brief review.

The document is not an instruction manual on how to carry out a similar programme, rather, it shows the process behind the SDP and intends to guide the reader to fully understand what has been done, how it was carried out as well as the programme's outcomes. Also, the document will demonstrate the link between the first and second phases and will help to provide context for specific actions to be taken in the future. It is important to note that the document is written for an audience familiar with TVET as well as MRM.

1.3 Structure of the Documentation

The document is divided into four chapters. The first chapter highlights the background and TVET environment of Cambodia. It briefly presents the education system as well as the target provinces of Cambodia and the role of the SDP. The second chapter provides a timeline of the SDP and introduces relevant management tools, the MRM system as well as Gender and Social Inclusion (GESI) measures. The third chapter acts as the main part of the document and gives detailed insight into the approach and processes of the IAs. The fourth and last chapter looks at future scenarios and introduces the second phase by highlighting learnings, adaptations and next steps.

Note: Source documents are linked to various sections in the document. They link directly to tools and background information documents that may be relevant to the reader. Please do not share this document individually, i.e. without the source documents.



2. BACKGROUND



2.1 Education System of Cambodia

Cambodian history has been marked by colonization, the Vietnam War and the Khmer Rouge regime, which led to a tremendous loss of life, and by extension human capital, in the 1970s-1980s. Yet, in spite of enduring challenges, such as complex domestic politics and a high corruption rates, the country has transformed itself in the last twenty years and has seen the re-establishment of many institutions critical to a democratic state, including an education and training system.¹ The education system, after being completely destroyed during the Khmer Rouge period, has been re-built and slowly developed across the country. In recent years, there have been major efforts to improve the accessibility and quality of education, though primary school participation rates at 61.3% remain lower than the regional average and net enrolment for secondary school is even lower at 39% for male and 35% for females. There is a 34% primary school dropout rate, which is high in comparison to

neighbouring countries.² The Education Strategic Plan 2019-2023, outlines the government of Cambodia's commitment to provide inclusive, equitable and quality education and promote lifelong learning opportunities for all.³ However, SDP's experience and an internal literature review conducted for the preparation of Phase 2 showed that currently the links between the TVET system and the labour market are limited and qualifications oriented at meeting labour market demand are practically non-existent.

Additionally, there is still limited collaboration between actors in the sector, namely governmental institutions and the private sector. This lack of communication means that the training which is available is not always relevant nor up to the standard required for industry. Furthermore, vulnerable people, especially from rural areas, are not able to attend training and are therefore left behind.

¹ Cambodia's economic outlook, *Khmer Times* (2018, July 12). Retrieved from <https://www.khmertimeskh.com/511426/cambodias-economic-outlook/>

² Human Development Report 2014, UNDP and UNICEF 2013 Retrieved from: <http://hdr.undp.org/sites/default/files/hdr14-report-en-1.pdf>

³ RGC Education Strategic Plan 2019-2020. Retrieved from: https://www.globalpartnership.org/sites/default/files/2019-10-education_sector_plan-cambodia.pdf

2.2 The Beneficiaries

To address these issues, the SDP focused mainly but not exclusively on disadvantaged young women and men from rural areas to enhance opportunities for personal development and in the long run, the wellbeing of their families. Also, to further develop the quality of training provision and its relevance for the labour market, the SDP assisted selected provincial training centres (PTC) to improve their systems with the aim of equipping beneficiaries with the necessary skills for decent employment and entrepreneurship.

The primary beneficiaries are characterized by a low level of education. Many have dropped out of school and have since become locked out of formal education, since the education system doesn't allow the dropouts to re-enter. Programme beneficiaries are therefore left behind and cannot access opportunities to continue training and lifelong learning. Additionally, the programme supported low skilled workers to formalize their skills and knowledge in order to gain recognition through national and regionally endorsed qualification certificates, to improve their income and status in the labour market.



The secondary target group consisted of training for trainers, staff and management of the PTCs with the aim of improving the overall system for the primary beneficiaries. Staff were assisted with capacity building in their respective areas of work. The programme also worked to establish relations with relevant ministries and industries to decrease mismatch and improve opportunities for the primary beneficiaries.

2.3 Skills Development Programme

The SDP was created in 2013 and is funded by the Swiss Agency for Development and Cooperation. The first phase began in July 2016 and is implemented under a consortium with German consulting group INBAS and led by Swisscontact.⁴ The SDP aimed to increase the income and employment opportunities for disadvantaged young women and men in three rural provinces of Cambodia: Preah Vihear, Stung Treng and Kratie (see Figure 1). To tackle these difficulties the programme provides access to market-relevant skills training in occupational areas where there are job opportunities.⁵ Since TVET development is a relatively new field in Cambodia, the first phase focused on establishing bonds with relevant actors and assessing the relevance and applicability of activities in the target provinces. Therefore, the first phase was understood to be focused on knowledge building and strategic positioning. It is anticipated that the second phase will focus on expanding and sharing the successes of Phase I and the third phase will anchor and mainstream good practices throughout the TVET system. During the first phase, the SDP was divided into three Intervention Areas (IAs): Dual Vocational Training, Hospitality Training and National Policy and TVET Reform.

⁴ SDP 2 Draft ProDoc

⁵ Overview Skills Development Programme Cambodia. Retrieved from: <https://www.swisscontact.org/nl/en/country/cambodia/projects/projects-cambodia/project/-/show/skills-development-programme-cambodia.html>

2.4 The Target Provinces

In general, projects to support the TVET system development focus on national level interventions. This is valuable for systemic change however the needs of beneficiaries in remote and disadvantaged areas may remain unmet since national level changes often require significant time before they reach the rural provinces. Therefore, the SDP applied a “hands on” approach in three target provinces (Preah Vihear, Stung Treng and Kratie, see Figure 1). The three provinces face similar challenges including remoteness, low economic activity, low levels of occupational skills among the population and high rural to urban migration. They are also amongst the poorest provinces in the country.

In the three provinces, access to vocational training is available through the PTCs and Women Development Centres (WDC) and additionally in Kratie through Le Tonle, a training provider run by the NGO Cambodia Rural Development Team (CRDT). Several private training providers offer IT and English language classes. The quality of the training provided is variable but certainly can be improved. Also, as mentioned previously, there is currently a mismatch between the types of training provided and the needs of industry. As a result, the majority of training has been provided by the private sector through on the job training. To enhance the capacity of the PTCs and WDCs to provide relevant and high quality training, the SDP worked closely with the public providers in the three target provinces.

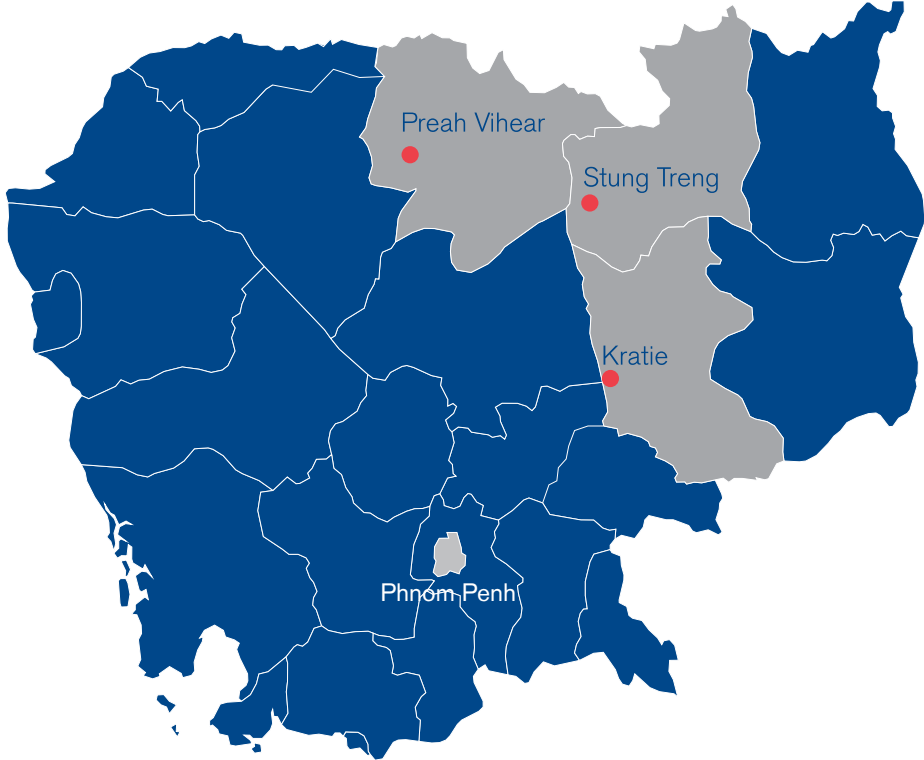


Figure 1 Target provinces of SDP (grey)



3. PROCESSES OF SDP

Following the initial period of programme design (2013-2014) the SDP began with an inception phase of one year during which the project proposal was drafted, and a baseline evaluation carried out. Additionally, the LogFrame was created and approved by SDC. Subsequently, the first phase was launched in 2016 (see Figure 2). The original IAs were in place for one year before adjustments were made in response challenges identified during initial implementation. The modified IAs have been retained to the present day. This chapter will describe the history of the Programme and its IAs as well as relevant management tools and MRM & GESI systems.

3.1 The Target Provinces

As the donor, SDC provided the principal framework for the project including the target provinces (Preah

Vihear, Stung Treng and Kratie), the main beneficiaries (disadvantaged and poorly educated young women and men from rural areas) and the technical focus on TVET. Based on these criteria the GFA Consulting Group (GFA) carried out the baseline and inception phase. Swisscontact was assigned to lead the first implementation phase which began with a labour market assessment to determine the private sector's demand for skilled workers in the target provinces, and the interests and aptitudes the youth from the target group. As stated in the LogFrame (see Annex 1), the overall impact of the Programme was anticipated to be: Increase the income and employment opportunities for disadvantaged young woman and men in the three rural target provinces, Preah Vihear, Stung Treng and Kratie and contribute to the creation of an inclusive, relevant qualitative and well-coordinated TVET system nationwide.

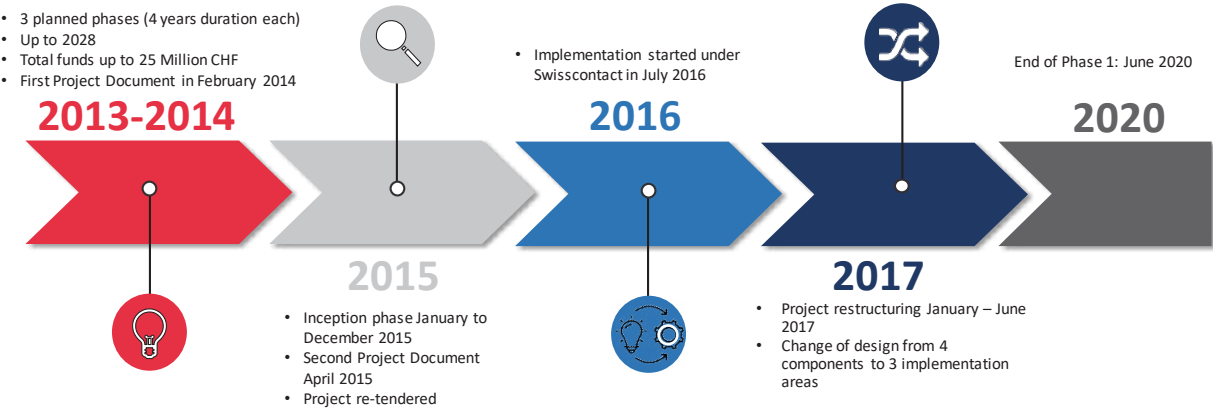


Figure 2 Timeline of the first Phase

3.2 Implementation & Programme Adjustments

In the first year of implementation the following challenges were encountered and led to modifications in the planned activities after the first year of the programme. Two main considerations informed the modifications:

- There is a lack of employment opportunities in target provinces; there was a higher labour market demand in Phnom Penh and other urban areas.
- The importance of offering TVET training in locations in proximity to industry and ideally involving both theoretical and practice-based learning models in order to move toward immersion in the “real world of work” rather than operating only as a rigid and costly school-based program.

To address these considerations, changes were made to the management and operational structure of the programme as well as the distribution of target numbers and budget. IAs were adjusted to avoid the pitfalls of a “siloe” approach. The newly designed IAs decreased competition and duplication and created stronger synergies. This presented a clearer picture of the programme outcomes to project stakeholders, target beneficiaries and training providers.

3.3 The Intervention Areas

As can be seen in Figure 4, the structure of the programme was divided into three parts. The first IA consisted of Dual Vocational Training (DVT) and focused on enabling disadvantaged young women and men from rural areas to attend training in selected occupations such as beautician, mechanics or building construction among others. They were not only provided with the course itself but also a full package of resources including informational events, training, certification and post training support. Apprenticeship activities proved to be difficult to implement in the initial phase and therefore were postponed to the second phase. The second IA, Hospitality training provides a similar package of support to IA1 but is

focused exclusively on the hospitality sector and low skilled workers rather than on disadvantaged young women and men. Industry partners such as hotels and restaurants received coaching on how to improve their facilities and working conditions for the beneficiaries. The third IA centred on improving the quality of the TVET system and offered “Training of Trainers” (ToT), “Training of Assessors” (ToA) as well as accreditation for assessors to enhance the education landscape. Additionally, the third IA aimed to improve the quality of training and involvement of the private sector, mainly through the development of training programs and corporate contracts. Last, it strongly focused on Recognition of Prior Learnings, helping low skilled workers to formalize their knowledge and skills through official certification. A detailed description of the IAs and how they were carried out and any challenges faced will be in the focus of Chapter 3.

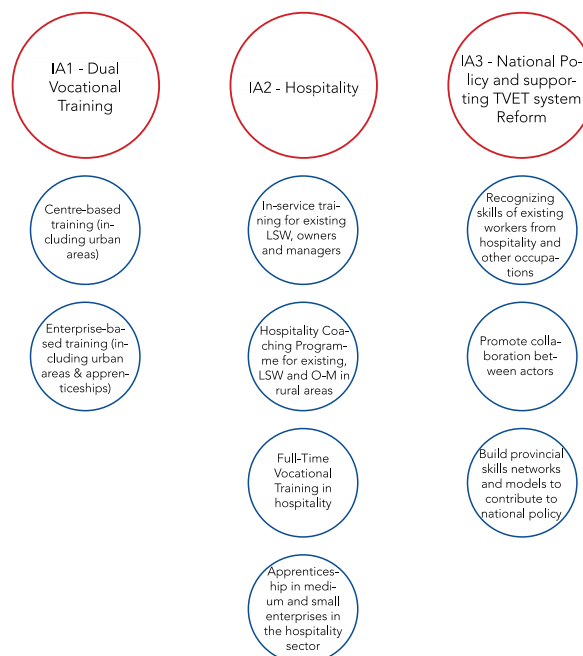


Figure 3 The 3 IAs and their activity channels

3.4 Mid Term Review and End of Phase 1

After the first two years of operation, a Mid Term Review (MTR) was conducted in March 2019. The recommendations included an increased focus on sustainability, geographical expansion, integration of economically active provinces, diversification of the occupational portfolio and improving the quality of training in the three target provinces. Based on the review, the target numbers of beneficiaries were redistributed and reduced to reflect changing priorities and address the opportunities of the programme more effectively. The MTR also led to changes in the management and budget structure to ensure the proper use of resources and facilitate the implementation of the interventions.

After the reorganisation, the revised programme repositioned itself within the TVET system and aimed to pilot concepts and close knowledge gaps of key system actors while continuing to work with the established three IAs. Key achievements and lessons of this period are highlighted (A full list of outcomes can be found in the LogFrame in Annex 1).

Achievements:



- Beneficiaries reported a very high rate of satisfaction with the programme. 81% of the graduates stated that the training had positive impacts on their personal life and job situation.
- The SDP actively contributed to the improvement of the TVET system, especially in terms of the institutionalisation of RPL and engagement of the

- private sector for work-based learning. Furthermore, the SDP managed to position itself in the TVET field as one of the only (if not the only) project(s) in TVET school quality development with a focus on system development and sustainability.
- Due to the “hands on” approach in the provinces and close collaboration with the Ministry of Labour and Vocational Training (MoLVT) and Ministry of Tourism (MoT), the SDP managed to gain significant trust from the government. For example, the MoLVT seconded two officers to work directly in the SDP offices in the fourth year of the programme.

Lessons:



- The apprenticeship activities were put on hold during the first phase due to a lack of readiness in the TVET sector and the limited presence of companies in the target provinces of sufficient scale to be able to incorporate apprenticeship.
- Collaboration with the WDCs was terminated after the first phase due to chronic shortages of teaching staff caused by resource constraints which limited the staff available for training. In addition, at the national level there is no evidence to indicate an intention to properly integrate the WDCs into the national TVET system.
- A labour market study conducted by the SDP, revealed a saturation of the labour market in the target provinces towards the end of the first phase as well as a mismatch between the occupations available and interests from the beneficiaries' side.

In sum, the first phase was used to understand the Cambodian TVET system and to test what works in the education environment as well as position the SDP within the TVET landscape. The first phase aimed to test possible intervention areas and create a baseline and understanding of the system. Overall, these objectives were met. The proposed second phase will focus on deepening and scaling up of the lessons learned and initial interventions to support the intended changes. In doing so, sustainability issues will be addressed and incorporated through increasing the commitment from government and relevant private sector stakeholders. There is further a possibility of a third phase, which will focus on consolidation and phasing out.

3.5 Management Structure of SDP

The SDP faced immense changes, in terms of continuity in the management structure, throughout the first phase. In total, the SDP was led by 4 team leaders during this period and therefore the team had to adapt to multiple managerial styles.

The SDP had a semi-decentralized structure with half of the team directly placed at strategic sites in order to facilitate work in the target provinces. Figure 4 shows the overall structure of the programme, including reporting lines and responsibilities of key personnel.

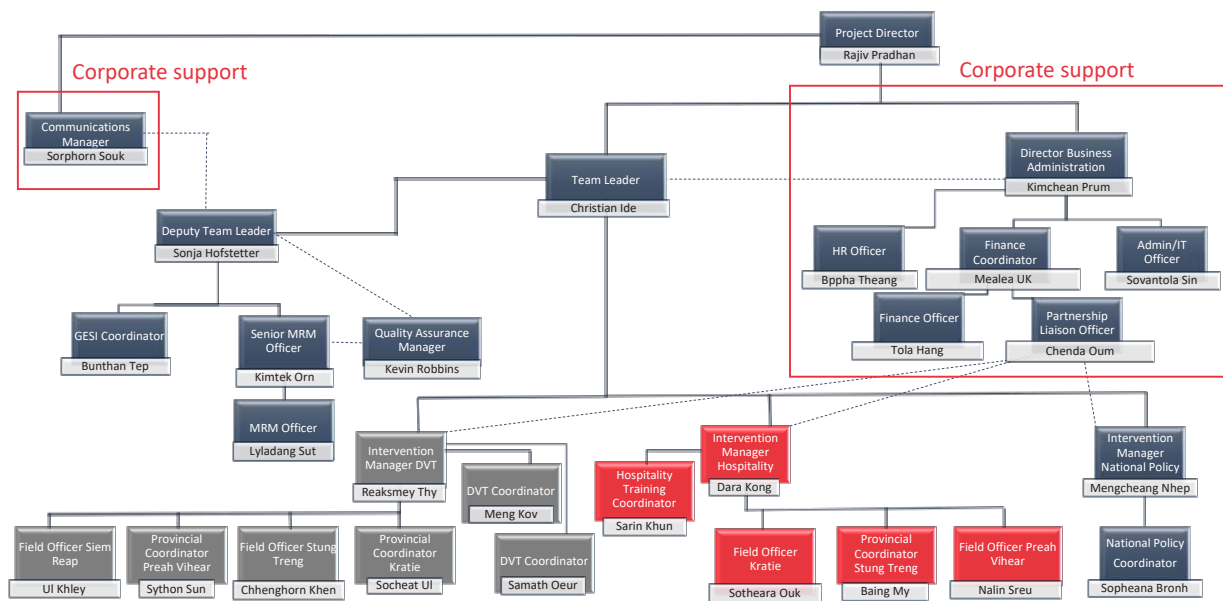


Figure 4 Organogram of SDP

The project director guided the programme and was in charge of leading corporate support and communications. Second in the hierarchy is the team leader, who led the IA managers and closely collaborated with the deputy team leader. The deputy team leader was in charge of the three supporting functions GESI, MRM and Quality Assurance. All the supporting functions were closely linked to the activities of the IAs and assisted the IA teams to effectively deliver programme activities. Finally, each IA had a manager, who directed the activities of each intervention. As previously mentioned, IA 1 and IA 2 consisted of a centralized team, based in the office in Phnom Penh, which organized the overall process of each intervention as well as a decentralized team in the provinces coordinating the activities on the ground and in close collaboration with relevant stakeholders. Thanks to this decentralization which enabled the physical presence of team members on site, the SDP was able to address shortcomings and needed changes of the activities with great speed and efficiency as well as creating strong bonds with the stakeholders. IA 3 consisted only of a team in Phnom Penh because the activities mainly engaged national

ministries, namely MoLVT and MoT, which are also based in the capital city.

3.6 MRM System

The SDP faced several challenges at the beginning of the phase with respect to MRM but after a process of adjusting the system and instilling more ownership in the team, the revised MRM system proved to be a good match for the needs of the project. The MRM system not only tracked the impact of the programme in terms of employment or number of contracts signed but also tracked additional information critical to the programme's success such as the percentage of women participating and the satisfaction of graduates. The LogFrame in Annex 1 contains the complete list of programme indicators.

This section will briefly introduce the programme's MRM system and give an overview of its tracking systems (Table 1) and tools (Table 2). An MRM manual developed by SDP offers a summary of the MRM system and lessons learned of the first phase.



Table 1: Main tracking systems of the SDP

Tracking systems	Description	Timeline	Experiences
Field visits	Field visits were regularly conducted based on the four main stages of training delivery (pre-during-end-post training) with implementing partners' officers in relevant roles to continuously update and adapt to the changes of the tools and systems used.	4 times, based on training delivery cycles (pre to post training)	The meetings and field visits have been very important opportunities where partners and the SDP team could discuss changes, make suggestions for improvements on the tools and systems and closely follow up the working progress.
Training quality assessments	At the end of each training batch (end or nearly end of traineeship period), the SDP team conducted a survey with trainees to collect information on their satisfaction with training delivery and support. Based on these training quality assessments SDP has adapted to the needs of the trainees. Additionally, during the implementation phase, the SDP changed the data collection method from paper to online surveys for the training providers, to lower the workload and to have constant up to date data.	End of each training batch	The training quality assessment has proven to be an efficient tool. In particular, the change from paper to a digital version released the MRM team from the workload associated with data input and reduced the field visits significantly. Kobo toolbox was used for online data collection.
Input from partners (online)	The online database was designed to monitor the LogFrame indicators and results chains. This was done to verify if the programme was on track and accomplishing its objectives. Also, it helped SDP to make up to date evidence-based decisions for adjustments.	Each stage of training cycle and after each training batch	The online database allowed the SDP's partners to enter and update data directly from the field without the need for the SDP to conduct field visits. Through the SDP team and in collaboration with the partners, the database was continuously fine-tuned and where needed, improvements were made to enhance accessibility and usage.
Tracer studies	The tracer studies aimed at gaining information on the relevance and effectiveness of the programme. This included the employment activities of the former trainees, income generation, quality and relevance of training, satisfaction with the current job and any other outcomes of the training on the graduates.	Six and twelve months after each course completion	Tracer studies data has been used for various purposes including quality assurance, result monitoring and measurement as well as reviewing and reporting. It helped SDP to demonstrate the outcomes and impact of the training provided.

Table 2: Main MRM tools of the SDP

Tools (click on Hyperlink to access tool)	Description	Timeline	Experiences
Microsoft SQL management	All the information collected from the partners was inserted into the SQL management system through the online front-end. Microsoft SQL stores all data in the cloud and then transfers it to the Power BI (see MRM tools) for monitoring, learning, adapting and reporting.	Constantly, real time data storage	Microsoft SQL is an important software for storing SDP data. It is a cloud-based system that ensures the security and reliability of the data.
Live dashboard (Power BI)	The Power BI dashboard is a performance tool used to analyse, track and report data in real time by means of interactive data visualizations.	Continuously	Power BI was a crucial tool to help the team visualize real time data at different levels (output, outcome and impact). Through this, the SDP was able to easily manage different elements of the programme such as disaggregating data by gender or showing the overall impact of all IAs combined.
LogFrame	The LogFrame and its indicators determined which information had to be monitored, measured and verified in a comprehensive way to track the progress of the programme.	Continuously	The LogFrame was adjusted to reflect the changes made after the initial launch of the programme. Subsequently, the LogFrame proved to be a useful visualization tool for everyone to quickly understand the progress of the IAs, combining the outputs of the activities and the number of beneficiaries reached.
Kobo Toolbox	Kobo toolbox is a free toolkit for mobile data collection and designed specifically for challenging environments that face issues with connectivity and data transfer. It allows both online and offline access, therefore making it suitable for field data collection.	SDP surveys	The digitalized data collection method (Kobo toolbox) minimized the risk of data entry errors and eliminated the time lags for data input. However, clear technical guidance had to be given to the respondents, before application, to guarantee proper usage.

The inclusion of partners was essential to the programme monitoring as they were able to directly access certain parts of the MRM system and submit data related to their activities online. This was especially beneficial for the MRM team, since it reduced the costs and environmental impact associated with field travel and gave them better access to up to date data. This enabled them to suggest activity adjustments and the necessary internal and external reviews.

women still believe that the most important role of women is to take care of the household.⁶ To break this gender gap and foster equality for women and other socially disadvantaged groups, SDP embedded relevant measures as part of the interventions and activities, termed 'Socially Inclusive Welfare' (SIW; refer to separate available guideline). Table 3 shows the most important measures taken to raise awareness and address this issue.

Table 2 gives an overview of the main MRM tools. Overall, the MRM system was crucial to clearly show the outcomes of SDP as well as create a base for discussion and decision making in the design of the second phase. Nevertheless, certain adjustments will be made in Phase 2 such as the further integration of the intervention teams in the collection of data. This should lead to more ownership and give the IA managers a base for decision making. The MRM system will also be further enhanced by improving qualitative observations made by the IA teams.



3.7 GESI System

Despite improvements in the labour market and education system, traditional views about domesticity and the role of women are still widely held in Cambodia. Around 80% of all men and 90% of all

Table 3: Main GESI mainstreaming tools

Tool (click on Hyperlink to access tool)	Description	Timeline	Experiences
SIW mainstreaming tools	To mainstream and enhance SIW SDP developed several tools such as checklists, action plan for partners and bi-monthly action plan templates.	Continuously	The tools proved to be helpful in terms of SIW communication and guidance for the team and partners and helped to improve the learning environment of the students significantly.

⁶ Gender equality in the labour market in Cambodia (Report from ILO & ADB, 2013) Retrieved from: <https://www.adb.org/sites/default/files/publication/31193/gender-equality-labor-market-cambodia.pdf>

The first phase offered a variety of opportunities for the SDP to introduce SIW and GESI to key stakeholders and open debate on how to integrate these important elements into skills development and the labour market. The SDP took an active role in awareness raising and capacity building not only of the internal staff and partners but also of stakeholders and beneficiaries through the labour market assignments, training programmes and learner support. Key achievements from the first phase are:

- Improvement of the physical facilities at the training centres, to be able to provide separate dormitories and toilets for female and male students
- Provision of adequate bedding to improve the sleeping conditions for disadvantaged students
- Support for adequate health and nutrition through a gardening programme
- Additional after school activities to maintain a good learning atmosphere

To continue the efforts and success made during the first phase the internal focal point (GESI coordinator) will retain their appointment into the next phase. Also, the coordinator and the management are equipped with Swisscontact's internal knowledge and tools such as strategies for Gender-Sensitive Communication and Gender Implementation Guidelines to assist the team and guarantee mainstreaming throughout the interventions. The "Leave No One Behind"⁷ approach will be emphasized and GESI will be integrated into the Project Cycle Management (PCM). Detailed information on GESI and the learnings of the SDP during the first phase can be found in the SIW guideline.



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⁷ Refer to: <https://www.eda.admin.ch/deza/en/home/themes-sdc/fragile-contexts-and-prevention/friedliche-gerechte-inklusive-gesellschaften/inklusive-gesellschaften.html>



4. INTERVENTION AREA 1 DUAL VOCATIONAL TRAINING

4.1 Overview

IA1 enabled disadvantaged young women and men from the target provinces (Kratie, Stung Treng & Preah Vihear) to access dual vocational training. This included 12 occupations, which were selected based on a labour market study: motor mechanic, small engine mechanic, beautician, tailor, masonry, electrician, plumber, welder, cook helper, food processing assistant, air conditioner mechanic and barber. In general, all the occupations were equally open for male and female trainees but certain preferences (women; beautician/men: mechanic) were discovered. The IA also helped the beneficiaries with post training support assuring that the newly acquired skills could be applied and that trainees were integrated into the labour market. The beneficiaries were selected based on the following criteria.

- Strong interest and willing to commit to 7 months of intensive training
- Member of a vulnerable rural family⁸
- Age between 15-30
- Priority given to beneficiaries with disabilities or ethnic minority background
- No working experience or educational background was required

After the selection of the trainees, they were enrolled in the training, which consisted of 7 months of on and off the job training, a 3-5 days skills test (including the certification) and 6 months post training support. As can be seen in Figure 5, the support for the trainees from the PTCs and WDCs was comprehensive and provided a decent learning environment to the trainees.

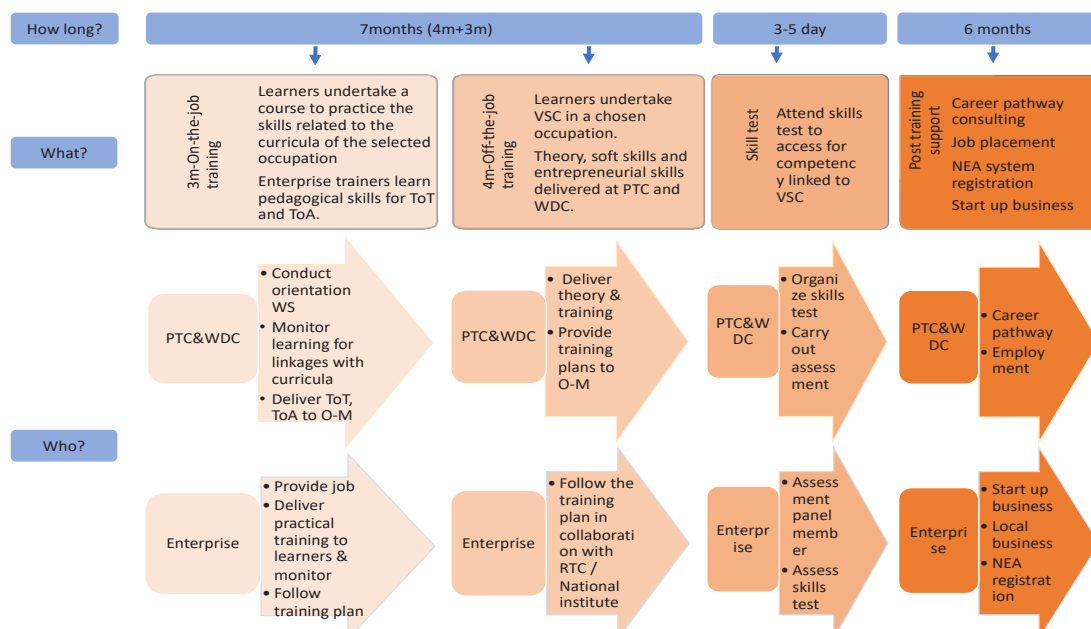


Figure 5 DVT IA training timeline and activities of stakeholders

⁸ Belonging to an ethnic minority, Differently abled, Marital status: single mothers/fathers, widow(er)s, divorced, Unskilled, Unemployed, Underemployed, Low skilled, School dropouts (before grade 9, but could be more flexible for women and other disadvantaged groups)

The training enabled the trainees to access a full range of benefits including: technical skills (which met the requirements of the labour market), soft skills and exchange visits to companies, entrepreneurial skills and the possibility of a 5000 USD start up contribution, stipend (coverage of health care, accommodation, allowance), coaching and counselling, traineeship

and certification as well as post-training support for employment.

4.2 Timeline

Figure 6 shows the main activities and milestones throughout the phase.

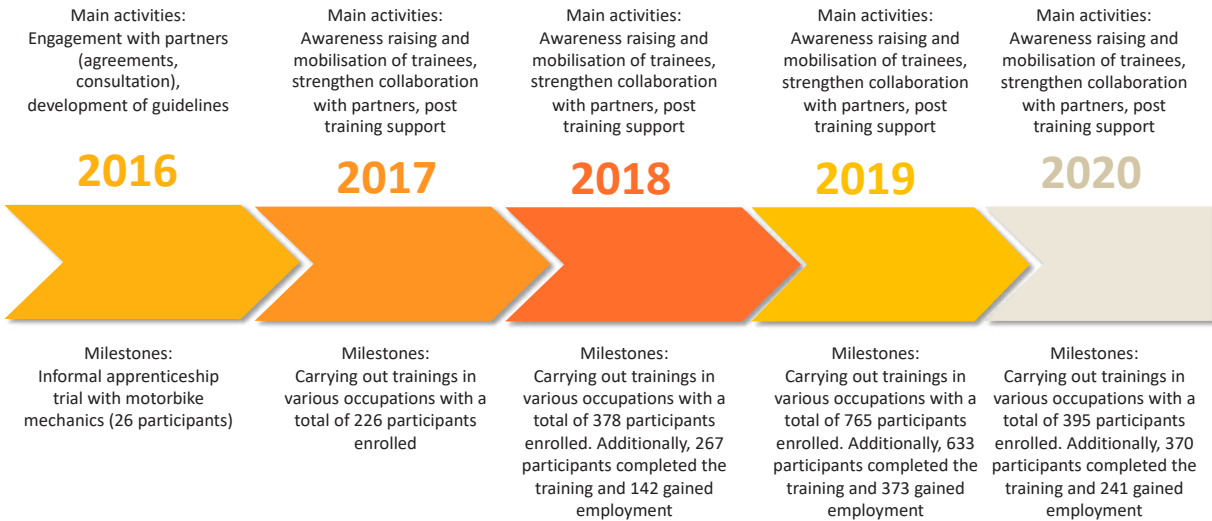


Figure 6 Timeline IA1

4.3 Key Stakeholders

Figure 7 illustrates the stakeholder landscape at the end of phase one and includes ambitions for the evolution of these collaborations for the second phase (red arrows). It also shows the need for investments (+) and potential areas for conflict (-). Many lessons were learned in terms of building relationships with stakeholders in the first phase: For IA1 there was a special need to involve the families of the beneficiaries during the selection and mobilization process because their inclusion was key to ensure participant retention in the training. Moreover, the coordination of the TVET sector was important and included

a variety of actors such as development banks and international organisations, such as the International Labour Organization (ILO) and the Agence Française de Developpement (AFD), to discover possibilities for synergies. This was done through activities such as exchange meetings and knowledge transfers. Additionally, the SDP has established a good rapport with training providers in Cambodia in the last 4 years. Negotiations in preparation for the second phase began towards the end of the first phase to facilitate a smooth transition between phases.

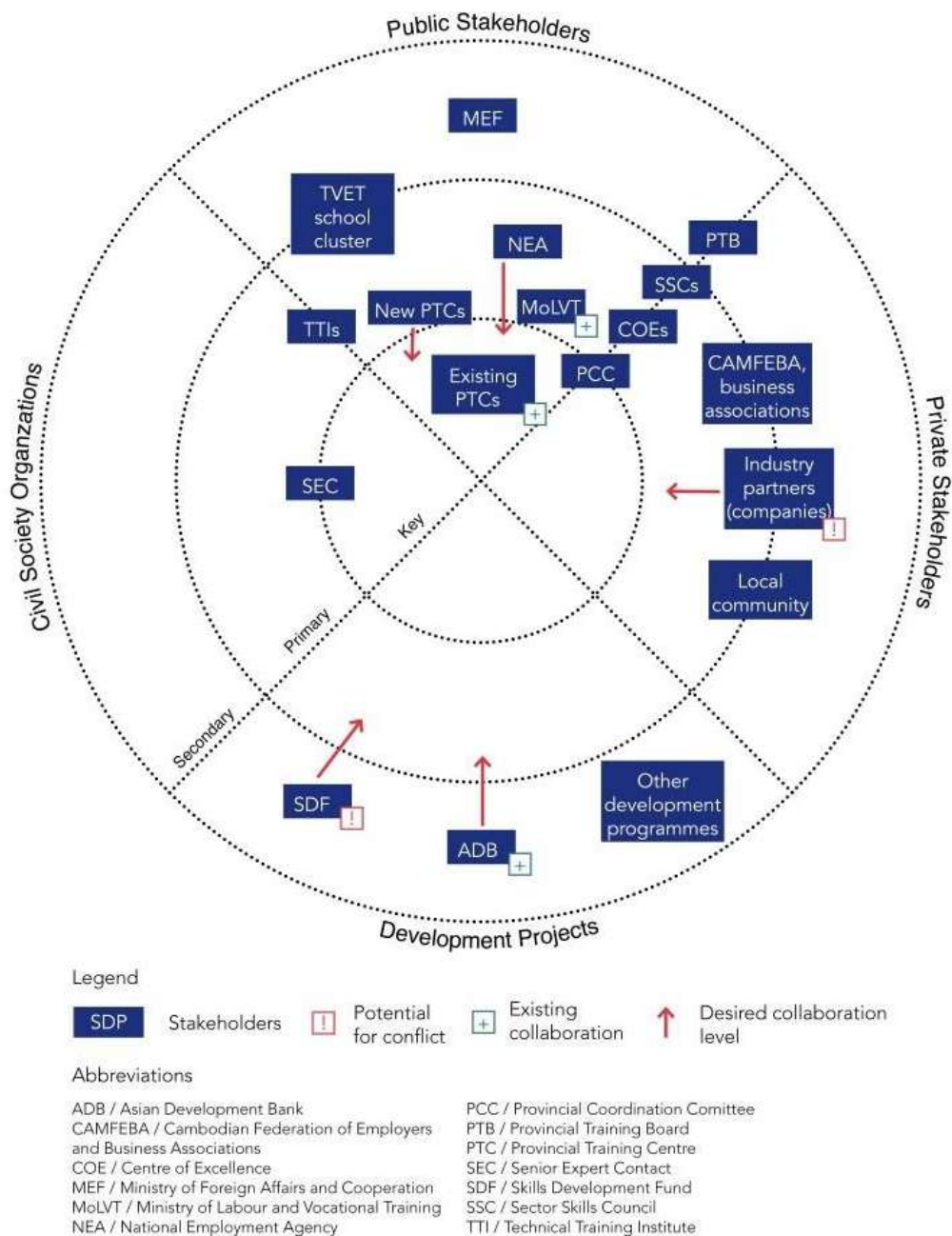


Figure 7 Stakeholder landscape IA1

The strong bonds established with the PTCs and MoLVT played a crucial role in the positive outcome of the programme activities. Both were engaged from the outset as the success of the programme was depended on their willingness to support the intervention areas. The National Employment Agency (NEA) was also an important stakeholder as they played a key role in

the labour market insertion and official registration of the trainees. Lastly, the Senior Expert Contact (SEC) played a key role in terms of knowledge sharing and capacity building for the PTCs and WDCs. Since SEC is part of Swisscontact, strong bonds and collaboration exist and an efficient workflow was guaranteed.

4.4 Outcomes and Achievements

The main goal of IA1 was to bridge the gap between the education system and industry. This gap had been a major impediment to the quality of training of the PTCs and WDCs and led to the introduction of DVT. Instead of only providing training at the centres, the learners were linked to a traineeship in collaboration with local industry. This enabled them to practice on the job and to acquire additional real-life skills in the interaction with employers, co-workers and clients. In many cases, the traineeship led to long term employment and in the long run the trainees received significant income increases.

By the end of the first phase (June 2020), the SDP will have contributed to improving the livelihood prospects of 1,763 disadvantaged young women and men from the target provinces (female: 958, 54%) by enabling them access to traineeship and employment. 63% of the beneficiaries (across all IAs) are in wage- or self-employment and have, on average, increased their income from 44 USD per month to 96 USD six months after course completion. The trend of increasing their incomes continues after one year of training completion, when they earn an average of USD 140 per month. This constitutes an average income increase of 318%, which, compared to the average income per person in rural areas of 35 USD (according to the Cambodian Socio-Economic Survey of 2017⁹), is significant.

Finally, the high satisfaction rates of graduates and employers must be highlighted. In total, 86% of graduates stated that the training had a positive impact on their job situation and personal life, and it helped them to increase their self-confidence. The employers confirmed the high communication skills of the graduates and stated that they were far more advanced than other employees which had not attended training. This clearly shows the effectiveness of the training in terms of the provision of soft skills provision.

4.5 Challenges

The following are the most important and influential challenges faced in IA1:

- Reaching the target numbers of participants and creating an appreciation of TVET education was difficult in the beginning as the local community and beneficiaries perceived TVET as dangerous, difficult and dirty. Therefore, awareness raising of the long-term benefits of training had to be provided. Furthermore, industry partners were reluctant to pay decent salaries to the beneficiaries even after training completion and again the SDP intervened to highlight the benefits of well-trained workers.
- The quality and management of training centres was lacking and TVET marketing tools were non-existent. Training materials and equipment were of low quality. Therefore, the SDP created a pathway for improvement including, for example, the Lean Management (5S) training¹⁰.
- An inclusive training cycle (from pre-training to post training support) did not exist and had to be developed in order to properly assist the participants.
- Coordination and cooperation between the PTCs and private stakeholders as key partners for employment had to be established.

Based on the experiences and challenges faced during the first phase, the SDP was able to adjust the IA throughout the first phase as shortcomings were identified. This learning will also be applied to the design of the second phase.

⁹ Cambodia Socio Economic Survey 2017 (Report from National Institute of Statistics & Ministry of Planning, 2018) Retrieved from: <https://www.nis.gov.kh/nis/CSES/Final%20Report%20CSES%202017.pdf>

¹⁰ Refer to e.g. <http://www.leansixsigmadefinition.com/glossary/5s/> for further information

The following are key lessons learned during the first phase:

- TVET education is still not fully appreciated in the communities and stronger communication of the benefits has to be carried out in the second phase.
- There was a need to clearly define roles of relevant stakeholders, the PTCs and SDP s and to agree standards to enhance the overall quality of training and improve possibilities for future employment through creating stronger links to relevant industries.
- The training should cover occupations that reflect the needs of industry. The SDP carried out a labour market survey to better address this issue and select occupations which are demanded by the private sector. It was discovered that technical

occupations were not readily taken up by female students since the division of occupations between women and men is still deeply embedded in Cambodian society. Therefore, the SDP decided to incorporate women specific occupations in the second phase.

- Not all the learners appreciated the support and the selection criteria had to be adjusted to require a commitment from the beneficiaries' side.

4.6 Tools

During the first phase the SDP developed several tools, guidelines and packages to support the PTCs and trainees. Table 4 identifies the key tools with hyperlinks to the source documents provided in the first column.

Table 4: Main Tools for IA1 DVT

Tools (click on Hyperlink to access tool)	Description	Timeline	Experiences
Recruitment package	Introduction materials used for awareness raising and the recruitment process such as leaflets, project brief, registration forms etc.	One to two months before the start of each intake	It clearly divides the roles and responsibilities and helps to reduce misunderstandings. It important to offer continued support to partners to guarantee the proper usage of the package.
Operational guidelines	The guidelines provide in depth information about the entire training cycle and responsibilities.	Continuously	The guideline clearly assigned tasks and step by step guidance for the entire training cycle thereby reducing misunderstandings. It was useful throughout the phase for communication with relevant partners.
Post training support package	This package guided training providers through post training support. For example, it provides documents to structure employment and follow up with graduates.	Up to six months after the end of each intake	The package helped the training providers to organize post training support and assisted their yearly operational planning. Overall, it was appreciated by the partners because of its flexibility and room for interpretation.



5. INTERVENTION AREA 2 HOSPITALITY TRAINING

5.1 Overview

The second IA aimed at enhancing the tourism sector by supporting training providers in line with the Ministry of Tourism's ambitions to develop eco-tourism in rural areas. The SDP assisted both the ministry and training providers in the provinces to improve their services. The approach was to prepare disadvantaged young women and men to access employment opportunities in this growing sector. To implement the strategy, four activity channels were designed as can be seen in Figure 8. There were two approaches focusing on in house training in urban and rural areas and one approach focussing on full time vocational training. A fourth activity channel was designed but not carried out called hospitality apprenticeship. The apprenticeship activity channel was discontinued because of the lack of readiness in the sector and public entities to fully embrace and establish apprenticeship systems. The three active activity channels will be explained in detail.

The in-house training programme in urban areas focused on improving the skills of low skilled workers (LSW). Training was provided in five selected professions: room attendant, receptionists, food and beverage services, cook and barista. Since the training provision system in the target provinces was not fully functioning, several measures had to be taken before the training could be delivered. As a first step, training of trainers (ToT) and training of assessors (ToA) were developed and carried out. Once a trainer and assessor pool were established the training for the beneficiaries was developed and conducted. The training itself consisted of mobilization, training delivery and a skills test as well as training support after completion. This took place over the course of 12 weeks and was centralized mainly in the PTCs and urban areas of the provinces.

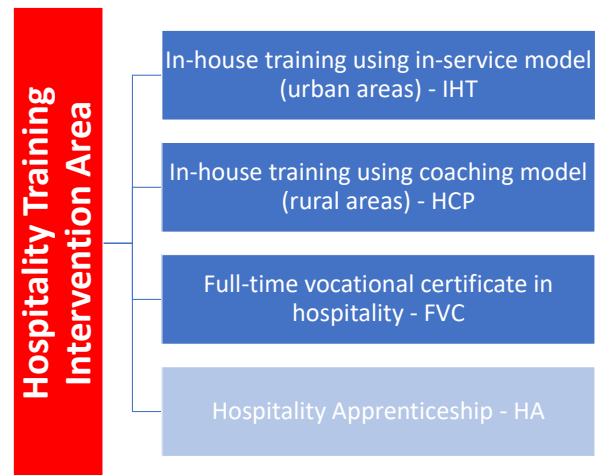


Figure 8 IA2 Activity Channels

The second activity channel on **hospitality coaching in rural areas** focused on the owners and managers of the establishments to improve their services and the working environment for LSW. This was done to enable the LSW to work in a positive environment and ultimately provide better services to tourists. As with the first activity channel, trainers and assessors had to be trained since training provision in the target provinces was at a very low level and no trainer and assessor pools existed. For this activity channel the collaboration with the Provincial Department of Tourism (PDoT) was important since the ToT and ToA was carried out with officially recognized PDoT trainers. This was done to create ownership and engagement from the public ministries. The training and assessment for the owners and managers was conducted directly at the establishments. Coaching was carried out during an entire week on site. Afterwards, time for improvements and adjustments was granted and later on revised together with the PDoT assessors.

The following is a full list of the activities carried out to achieve the second activity channel:

- Development of curricula and training plans for hotels and restaurants
- Development of training programmes for trainers and assessors
- Provision of training for PDoT trainers and assessors
- Awareness raising in the hospitality industry (for owners and managers)
- Mobilisation and registration of hospitality businesses
- Training provision, support and monitoring of the programmes
- Post training support for owners and managers

The third and last activity channel consisted of a 6-months centre-based skills training programme. The creation of the full-time vocational skills certificate programme was done due to high demand for entry level skilled personnel in the hospitality sector and to enable disadvantaged young women and men to

be equipped with the necessary skills to meet this demand. This activity channel was designed similarly to the DVT training and included the five professions for which there was market demand: room attendant, receptionist, food and beverage services, cook and barista. It consisted of the following steps:

- Industry consultation workshop (to determine the needed professions)
- Development of curricula and training plans
- Conduction of training for trainers and assessors at the hospitality training centres
- Awareness raising in the rural communities and industry (for disadvantaged young women and men)
- Mobilisation, delivery of training and skills test for disadvantaged youth
- Certification and post training support for the graduates

5.2 Timeline

Figure 9 shows the main activities and milestones throughout the phase.

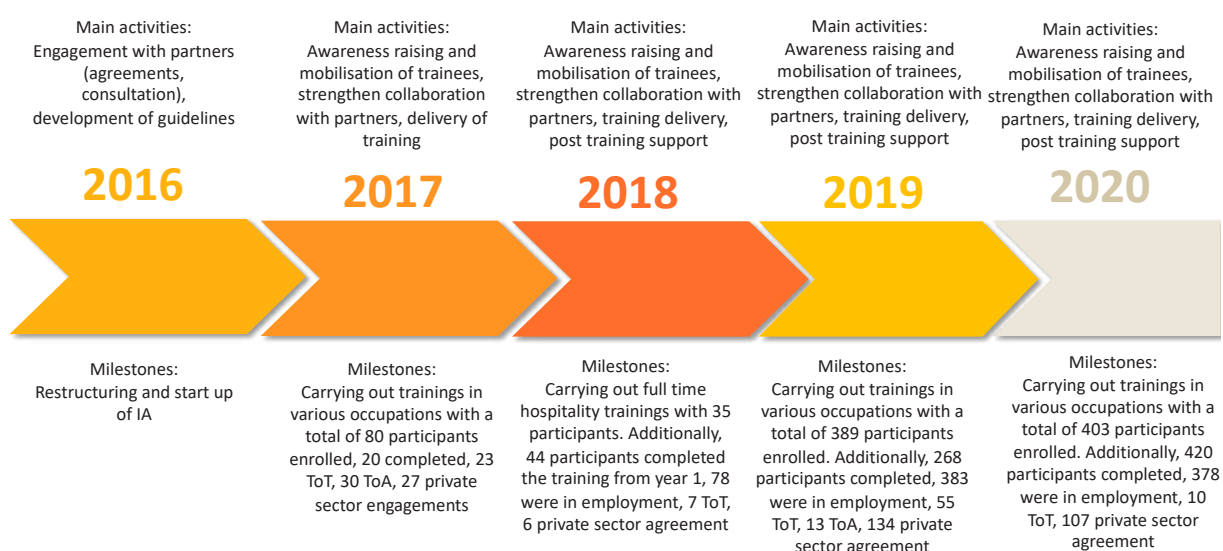


Figure 9 Timeline IA2

5.3 Key Stakeholders

Figure 10 illustrates the stakeholder landscape at the end of phase one and includes ambitions for the evolution of these collaborations for the second phase (red arrows). It also shows the need for investments (+) and potential areas for conflict (-). Public actors played an important role in this IA, particularly PDoT and its governing body MoT. They are the official gatekeepers of hospitality training in Cambodia. For the second phase this relationship will be strengthened encourage ministries to take up programme activities after completion of the SDP. Owners and managers in the private sector

were essential stakeholders as they were part of the capacity building activities as well as being responsible for fostering a positive working environment for LSW. The SDP also exchanged knowledge and lessons learned with ILO since they also worked with MoT. During this phase, links with the Cambodia Restaurant Association (CRA) and Cambodia Hotel Association (CHA) were established and were crucial since these civil society organisations have important networks throughout the hospitality industry. These bonds will be further enhanced in the second phase.

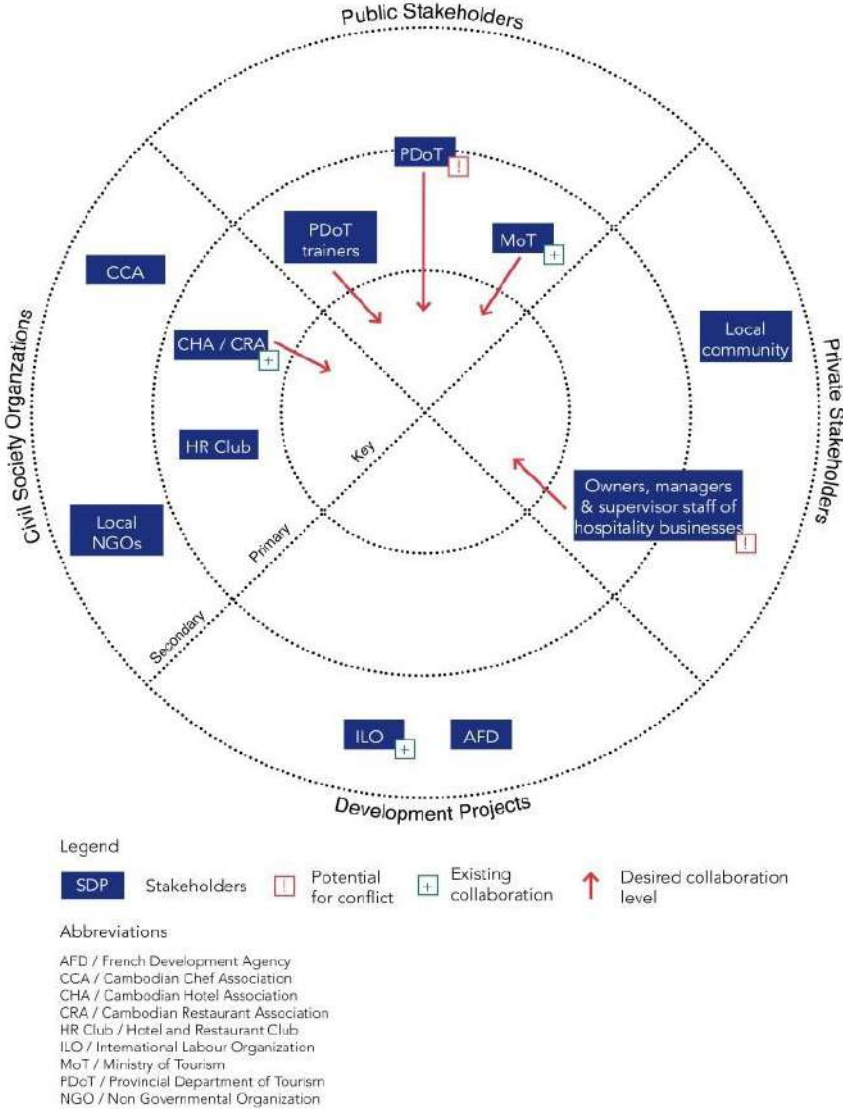


Figure 10 IA2 Stakeholder landscape

5.4 Outcomes and Achievements

By the end of the first phase (June 2020), the targets to improve the working conditions of low skilled workers and integrate disadvantage young women and men in the hospitality sector will be achieved. The target numbers are expected to be exceeded by 11% and to date, 840 of the 893 individuals trained have secured employment. Initially, the SDP faced difficulties in running the activities, primarily due to resistance from PDoT and underperformance of the contracted partners. However, after crucial adjustments and mediation the training model is now established, running and much appreciated by the relevant stakeholders, as reflected in the targets. This is also underlined by the fact that the Hospitality IA is recognized by MoT and the National Committee of Tourism Professionals (NCTP) and SDP was invited to present the IA in several ASEAN meetings to share good practice. Furthermore, MoT provides graduates of this hospitality training a certificate, which is aligned with the ASEAN Standard and ASEAN Qualifications Reference Framework (AQRf).

As in IA1, full time hospitality graduates were able to secure wage or self-employment and had increased their income from an average of 48 USD per month to 125 USD six months after course completion (63% of the beneficiaries across all IAs). This trend of increasing income continued after one year of training completion, when they earned an average of 173 USD per month. This constitutes an average income increase of 318% which compared to the average income per person in rural areas of 35 USD (according to the Cambodian Socio-Economic Survey of 2017¹¹) is quite significant.

For this IA all graduates and 77% of owners and managers reported satisfaction with the quality of training. This satisfaction in combination with the take up of the ministries shows the impact created by the IA.

Lastly, the high overall participation rates of women, around 60% (due to the high percentage of women working in the hospitality field), was beneficial for promoting the programme's aim to foster gender equality.

5.5 Challenges

IA 2 faced various challenges of which the most important are listed below:

- The hospitality sector in Cambodia in the target provinces is still undeveloped, with many hospitality businesses not being run professionally. It was therefore challenging to mobilize students for the hospitality training.
- The hospitality sector has a high staff turnover (on average every 3-6 months) which affects the quality of services. Furthermore, low salaries and poor working conditions throughout the sector are difficult to align with the labour laws in the provinces.
- The target provinces lacked sufficient numbers of assessors, trainers and training facilities.
- Most hotels, restaurants and coffee shops are family businesses and do not have the capacity to improve working conditions such as higher pay, adequate numbers of leave days, or to send their staff to attend training. Additionally, the owners and managers as well as learners did not initially appreciate the added value of the training.
- In the beginning of the phase, PDoT was not readily collaborating with the programme, which led to delays in training provision. MoT and the regional PDoTs required the use of the ASEAN Toolboxes for the training. It proved to be challenging to apply them in the target provinces because of a lack of English language ability amongst learners.
- Professional development of the learners in the target provinces is limited since the hospitality sector currently offers limited career paths.

¹¹ Cambodia Socio Economic Survey 2017 (Report from National Institute of Statistics & Ministry of Planning, 2018) Retrieved from: <https://www.nis.gov.kh/nis/CSES/Final%20Report%20CSES%202017.pdf>

5.6 Lessons Learned and Adaptions

The key lessons learned during the first phase are highlighted. Lessons were adopted into the programme on an ongoing basis to improve programming in the first phase.

- In line with the high standard of the ASEAN toolboxes, the SDP developed training materials for the hospitality training for the occupations of front office, housekeeping, food and beverage services and cooking. This was done based on the training needs analyses carried out in the target provinces. These materials were also translated into Khmer.
- Gaining trust and establishing the SDP within the hospitality training sector took around one year of engagement. After close engagement with the MoT and PDoT as well as the private sector, the reputation of the hospitality training grew, and

beneficiaries joined more readily. The training was also appreciated by the owners and managers of the businesses.

- High Impact Hospitality Training (HIHT) and Professional Industry Placements (PIP) to build the capacity of the PDoT trainers and assessors was key to improving their teaching methodologies and industry knowledge. To achieve this, the SDP enabled them to gain experience in real workplaces in Phnom Penh and Siem Reap.

5.7 Tools

The SDP developed several tools, guidelines and packages used to support the trainees to ensure the success of IA2. In Table 5 the key tools are explained and hyperlinks to the source documents provided.

Table 5: Main Tools for IA2

Tools (click on Hyperlink to access tool)	Description	Timeline	Experiences
Recruitment package	The recruitment package consists of introduction materials used for awareness raising and the recruitment process such as leaflets, media, promotional materials, project brief, registration forms etc.	One to two months before the start of each intake	It helped to clarify and prepare the learners with necessary information and demonstrate the scope and requirements of the training.
Operational guidelines	The guidelines provide in depth information about the entire training cycle as well as outlining responsibilities for implementation including post training support materials.	Continuously	The guideline clearly assigned tasks and provided step by step guidance for the entire training cycle and in so doing, reduced misunderstandings. It was not only useful for the SDP team but also for the partners throughout the phase.
Training materials	For the following four occupations: Front Office, Food and Beverage Service, Housekeeping and Cooking, training material was developed to equip the partners as needed. It included a wide range of documents such as presentations, workbooks, training guides and principles.	Continuously	The material assisted the partners in carrying out the training and provided useful tools for the learners to improve their skills.



6. INTERVENTION AREA 3 NATIONAL POLICY AND TVET REFORM

6.1 Overview

IA3 supported the development of the national TVET system through three activity channels: first, the capacity building and strengthening of existing TVET structures; second, the introduction and piloting of Recognition of Prior Learning (RPL); and, third, the promotion of collaboration between TVET actors.

The first activity channel tackled the ineffective coordination among TVET actors (mainly the government and industries) to introduce industry-led skills development. The SDP facilitated the links between industries and training providers to contribute to the development of a Cambodian Qualification Framework (CQF), with the aim of including disadvantaged young women and men and provide them with an accessible and flexible procedure for TVET. To achieve this, the SDP developed and introduced standardised procedures in close collaboration with the responsible departments of MoLVT and MoT. Based on the CQF, the SDP created Competency Based Training (CBT) curricula for the first level of the CQF. Key activities in this channel include:

- Identification and selection of the occupations required by industry (labour market survey)
- Carrying out a Developing a Curriculum (DACUM) workshop to identify requirements of certain occupations
- Revision of existing and development of new curriculum for each occupation
- Capacity training for trainers

The second activity channel focused on mainstreaming RPL. In Cambodia two ministries (MoLVT and MoT) are advancing RPL in parallel and therefore it was necessary to work with both ministries simultaneously.

The MoT endorsed the mechanisms and guidelines for RPL exclusively in the hospitality sector and MoLVT developed a RPL policy, which matches the mechanisms and guidelines from MoT. In order to carry out RPL, occupation standards needed to be in place. For the hospitality sector the standards existed to a certain extent and needed only minor adjustments. For other relevant occupations a Cambodian CBT package had to be developed. Assessors and assessment points first had to be trained and provided, which was done in close collaboration with the PTCs. Afterwards, the assessment of RPL was piloted in the three target provinces to test it on a micro scale, including experts from the Royal Government of Cambodia (RGC) to assure take up and knowledge sharing if successful. To pilot RPL the following seven steps were taken:

- Preparing ToRs for piloting RPL with relevant provincial government bodies
- Introduction of national RPL strategies at provincial level
- Development of CQF, standards and training packages for RPL
- Identification and capacity building for assessors
- Awareness raising for RPL in the target provinces
- RPL assessment and certification of beneficiaries



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The third activity channel promoted collaboration between relevant TVET actors. Connections between regional training providers and ministries and their regional departments were still weak and therefore the SDP installed Provincial Training Boards (PTB) in each province. The PTBs would act as a coordination body to ensure responsiveness to the needs of trainees and employers. A second reason to promote collaboration was to create a shared understanding and commitment to TVET development at the provincial level. After the

set up and launch of the PTBs, they carried out regular quarterly meetings to address issues regarding TVET. Based on these discussions, skills fora were created through which regional action plans were developed to strengthen TVET.

6.2 Timeline

Figure 11 shows the main activities and milestones throughout the phase.

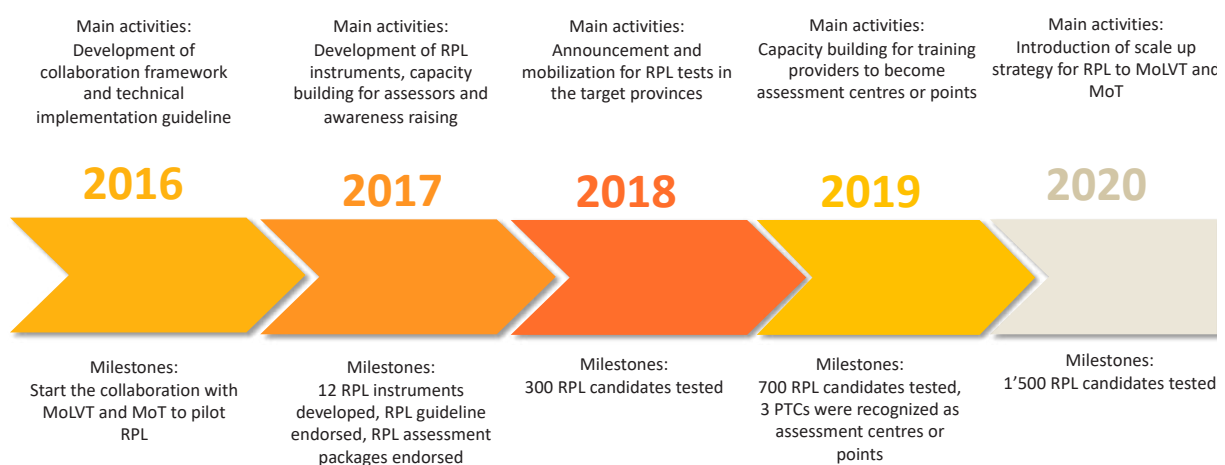


Figure 11 Timeline IA3

6.3 Key Stakeholders

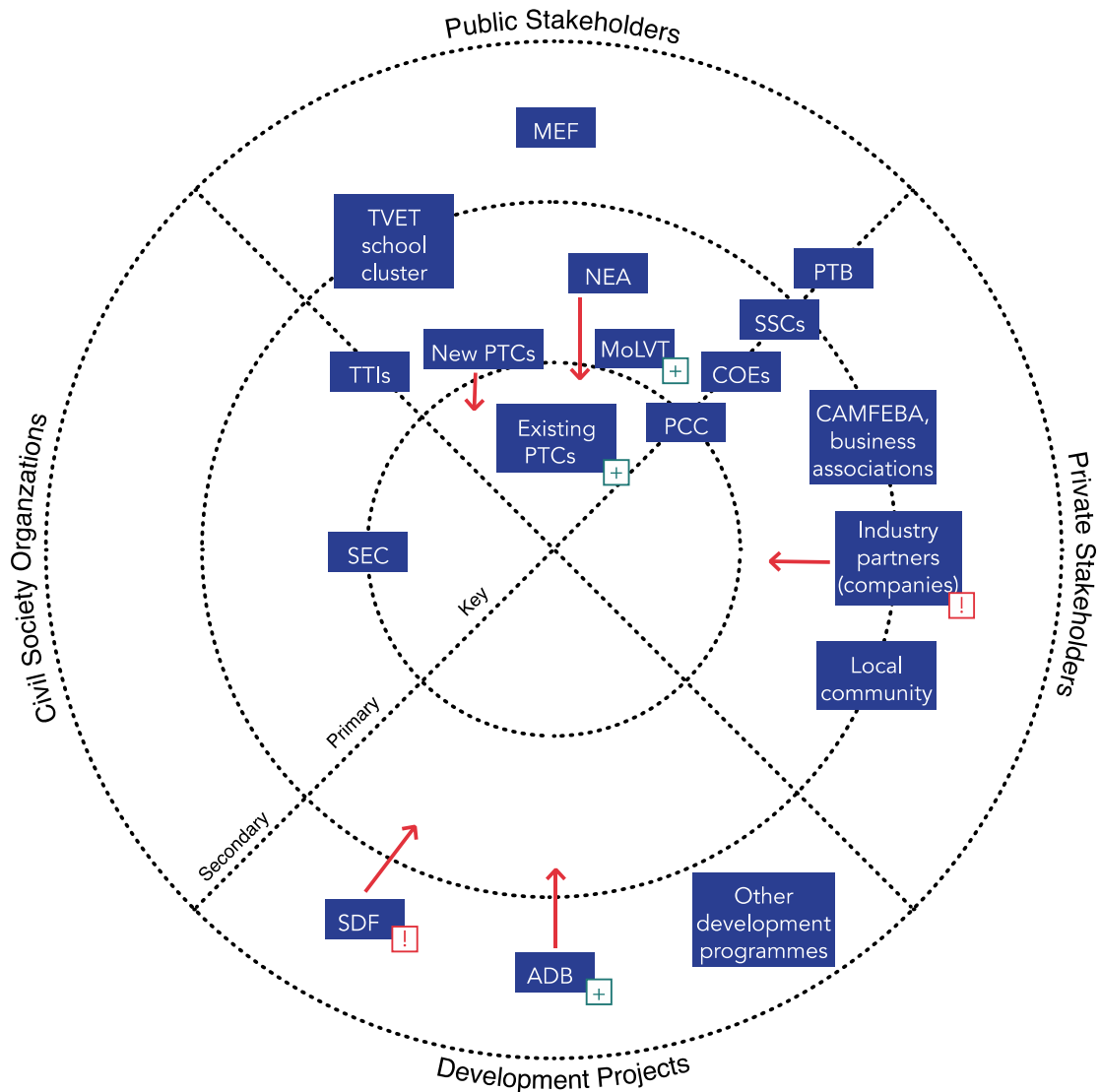
Figure 12 illustrates the stakeholder landscape at the end of phase one and includes ambitions for the evolution of these collaborations for the second phase (red arrows). It also shows the need for investments (+) and potential areas for conflict (-).

Public sector actors played an important role for this IA. Therefore, a lot of time and effort was invested to closely work with the PTCs and MoLVT which were both integrated into all planning and implementation work from the start of the first phase. The relationship with MoLVT was particularly important since their participation was crucial for the positive outcome of this IA. Additionally, relations with the National Employment Agency were established through regular meetings

and the Ministry of Economy and Finance (MEF) played an active role in the endorsement of the TVET school development and in financing TVET related issues. Moreover, the TVET school cluster provided important links to the PTCs with relevant TVET system actors such as the newly established Centres of Excellence (COEs) or Sector Skills Council (SSC) as well as larger Technical Training Institutes (TTIs). All these public stakeholders contributed to the promotion of the national TVET agenda and technological development of the TVET sector. Private stakeholders consisted of the local communities, families and local industry who had to be engaged from an early stage to ensure they endorsed and understood the benefits of RPL and supported the process.

Additionally, the Cambodian Federation of Employers and Business Associations (CAMFEBA) was an important network partner in the private sector and ensured the relevance of the training for the companies.

SEC is an important civil society organisation that assists and enhances development processes. Since they are an integral part of Swisscontact, strong bonds exist.



Legend

- SDP** Stakeholders
- !** Potential for conflict
- +** Existing collaboration
- ↑** Desired collaboration level

Abbreviations

- ADB / Asian Development Bank
- CAMFEBA / Cambodian Federation of Employers and Business Associations
- COE / Centre of Excellence
- MEF / Ministry of Economy and Finance
- MoLVT / Ministry of Labour and Vocational Training
- NEA / National Employment Agency
- PCC / Provincial Coordination Committee
- PTB / Provincial Training Board
- PTC / Provincial Training Centre
- SEC / Senior Expert Contact
- SDF / Skills Development Fund
- SSC / Sector Skills Council
- TTI / Technical Training Institute

Figure 12 Stakeholder landscape IA3

6.4 Outcomes and Achievements

Through this IA, the SDP established itself as an influential actor in the TVET environment by assisting other stakeholders on topics such as work based learning (WBL), cooperation with the private sector and the integration of disadvantaged youth and LSW in rural areas into the formal TVET school system and labour market. This IA contributed to the TVET successful development of the sector by helping to establish assessment points, supporting the ministries to develop assessment criteria. Furthermore, trainings in 6 sectors were piloted and rolled out in the target provinces. The PTC in Preah Vihear has already been accredited as a recognized assessment point for RPL and the PTCs in Kratie and Stung Treng are in the process accreditation. Moreover, the SDP supported the MoLVT in the development of 4 competence-based assessment packages at Vocational Skills Certificate (VSC) level for the professions of bricklayer, electrician in construction, maintenance of small engines, and motorcycle service. The procedures, processes and tools for implementing RPL have been adopted in advance of the nationwide implementation of RPL. According to the MoLVT and its development plan for 2020-2021, RPL will be introduced in 5 additional assessment centres for 600 candidates.

By the end of the first phase, the SDP will have helped 1,580 candidates to engage in RPL tests. Under this IA, 593 trainers were trained to deliver IA1 and IA2 and 172 assessors received training and accreditation for the hospitality and DVT sector as well as RPL assessment. 24 training programmes (competency-based curricula) were created and are functioning in at least 4 sectors throughout the TVET system. Also, the SDP helped to sign 576 cooperative agreements with the private sector for TVET implementation and delivery. The initial target of 200 will be greatly exceeded as the IA expanded to Phnom Penh and Siem Reap in addition to the target provinces because of the high interest from the private sector.

6.5 Challenges

IA3 faced three main challenges:

1. Mobilisation and preparation of candidates

- The mobilisation visits and meetings of the PDoT/ NCTP with employers (hotel owner, management) and employees (potential candidates for RPL Assessment) have not been as efficient and effective as envisaged, since the process proved to be slower than anticipated and the private stakeholders didn't put RPL as the most pressing issue on their agendas.
- The time gap between mobilisation meetings and the actual assessments was 1.5 months, which ideally should be closer to 1-2 weeks.
- Lack of market demand and pressure on the hospitality sector in the target provinces

2. Organisational and legal aspects of RPL assessment and certification

On one hand, RPL Assessment in the hospitality sector was piloted under the auspices of MoT and under the supervision of the NCTP and its Secretariat. The assessments were done against selected unit standards of the ASEAN Toolboxes but the Toolbox is not integrated into the national system of Standards, Assessments and Certification. On the other hand, the parallel national system of RPL under MoLVT is legalised inter alia by the Policy on Assessment and Certification of the NTB. Since the SDP was supporting the piloting of RPL of both systems there was a risk this would further of the disconnect between the two systems rather foster harmonisation.

3. Scale-up of RPL

Without direct support from the SDP, the major difficulties for MoLVT and MoT were to scale up RPL assessments to additional occupations, to engage with more candidates and to add more locations/provinces for the assessments.

These three core challenges were interlinked and affected each other. For instance, quality assessments require resources but if the cost is too high RPL assessments will not be affordable for government, candidates and employers. Therefore it would not be possible to roll them out to a substantially larger number of candidates. However, if the number of assessments cannot be substantially increased awareness and uptake of RPL amongst employers and workers will remain low. Also, certificates will not become credible if the quality of assessment and certification cannot be assured and gain recognition.

6.6 Lessons Learned and Adaptions

The key lessons learned during the first phase for IA3 are highlighted below. As mentioned, these lessons have been integrated in an ongoing manner during the first phase.

- Private sector participation in TVET programmes in the target provinces was limited. Weak buy-in from private sector in implementing the RPL test still has to be further addressed.
- The collaboration with MoLVT was difficult in the

beginning and required a lot of attention from the SDP. However, after a difficult start and buy in from MoLVT, the ministry allocated technical officials and managers from the Department of Standards and Curriculum (DSC), as well as national TTIs and gathered support from companies. Furthermore, MoLVT appointed two experts from the DSC to work directly with the SDP to support implementation.

- Similarly, endorsement from the MoT had to be received and again it required considerable time for negotiations. Once this was achieved, the ministry allocated NTPC members to work with the SDP and helped to create ownership with industry partners.
- There is still a gap in school quality development in the target provinces and therefore the SDP developed strategic plans and will start an entire intervention area in the second phase dedicated to addressing school quality.

6.7 Tools

Table 6 details the key tools for IA3 and the hyperlink to the source document is provided.

Table 6: Main Tools for IA3

Tools (click on Hyperlink to access tool)	Description	Timeline	Experiences
Technical implementation guidelines (TIG)	The TIG is a practical tool that facilitates communication among the SDP team members and between the SDP team and its partner. It outlines the overall goal and purpose of IA3, provided its strategy and approach and contained a step by step implementation plan for the IA.	Continuously	This document acted as a reference to clarify every aspect of the IA to help those involved in managing its different aspects. The guidelines improved quality and consistency. The users were primarily the SDP team members and partners.



7. OUTLOOK PHASE 2

7.1 Learning

During the first phase, the SDP faced many internal and external challenges but also successes. One of the main outcomes was the strategic positioning of the SDP within the TVET environment in Cambodia to successfully start the second phase. The following will outline the key lessons learned in the first phase, which will be integrated into the design of the second phase.

Effective project steering and focus on results

To enhance the ownership, commitment and accountability of the Royal Government of Cambodia (RGC) and the respective ministries a Memorandum of Understanding (MoU) should be signed at the start of the second phase. This would transparently allocate roles and responsibilities to stakeholders and allow the implementation to focus on achieving the desired results, rather than on activities and outputs. The MoU should be signed with all three parties, namely the RGC, the SDP and SDC as the Chair of the Steering Committee.

Evidence based policy engagement

A strength of the SDP was the combination of diverse micro level interventions to gain experience in the field and meso and macro level interventions, which served to introduce the lessons learned from the field into national policy debates. This helped to create a strong relationship with MoLVT and MoT. Furthermore, the project positioned itself in the TVET ecosystem in Cambodia and made significant contributions to TVET development in the areas of RPL, TVET school quality development, and the integration of disadvantaged young women and men and low skilled workers in rural areas into the formal school system and the labour market.

Relationship with the government

The SDP also built a strong relationship with the government, specifically with MoLVT. In year 4, the Ministry seconded two officers to work directly in the office of the SDP to further strengthen this cooperation. Interventions in the second phase will build on this mutual trust and appreciation.

Flexibility was crucial

A complex programme such as the SDP operating in a rather dynamic environment like Cambodia with a skills development system in its early stages needed to be approached with a high level of flexibility. This included the adaptability of working tools such as section 4 of the budget, work plans and potentially also the Logical Framework throughout the initial implementation phase. Good collaboration and open communication between programme management and SDC was key to efficient implementation.

Low sustainability of WDCs

The WDCs were most eager to collaborate with the SDP, but there was no visible political will or plan at the national level to link WDCs to the national TVET system. Furthermore, the Ministry of Women's Affairs (MoWA) does not have a systematic development plan for the WDCs in place, and therefore their quality and sustainability are questionable. For these reasons, the collaboration with the WDCs will be discontinued for the second phase.

Institutionalisation of RPL

The Competency-based Assessment and Certification System (CBACS), which includes RPL, was piloted successfully and is now ready to be implemented. Rather than being a standalone activity, RPL is integrated into the services of public training providers which can act as assessment centres. However, there is no clear strategy for the institutionalisation of RPL yet as recurrent costs are too high to be covered at scale by public budgets. Moreover, since other development partners (ILO, International Organisation for Migration (IOM)) continue to support the MoT to implement RPL, the SDP will not continue this support in the second phase.

Diversification of occupations for the inclusion of women

In 4 years, out of all the enrolled participants in DVT, the SDP has managed to enrol just 25 women in so-called “non-traditional trades”. While awareness raising and promotion among women to choose a non-traditional trade can influence them in their decisions, it is not advisable to push women in such a direction as they might struggle to gain the support of their family and/or feel uncomfortable in a male-dominated work environment. For phase 2, the SDP will diversify the portfolio of occupations available to women.

Remoteness and training quality

The low economic activity coupled with the remote location of the target provinces proved to be challenging. This was reflected in the adjustment of the target numbers after the MTR. In general, the TVET training programs and human resource skills did not meet the needs of the labour market. There was also limited collaboration among key TVET stakeholders: government, private sector and training providers.

7.2 Adaption and Next Steps

In line with the learnings from the first phase, the following priorities will underpin the design of the second phase. While the first phase was primarily designed to position the SDP within the TVET environment in Cambodia and to test strategies and interventions, to discover the ones which are readily endorsed by the stakeholders, the second phase will focus on scaling up and adjusting the IAs to the needs of the changing TVET environment.

In general, a more facilitative approach will be sought; to work with and through partners and to enhance the commitment of stakeholders at national and sub national level. Also, by strengthening collaboration with the RGC, governance of the programme should be improved, and more ownership and accountability given to the respective ministries. To achieve this, a steering structure will be created in partnership with the relevant ministries.

Additionally, two new provinces (Monduliri and Rattanakiri in the north east of the country) will be introduced to replicate the work done with the PTCs. To strengthen credibility and buy in from relevant stakeholders for skills development as a good alternative to basic education, the target groups will be widened to focus not only on disadvantaged young women and men but also include low skilled workers or unemployed youth, amongst others. Rather than only focusing on scaling up and replicating the work done with the PTCs, the SDP also aims to improve the quality of services in the existing PTCs. A new IA will be created to improve TVET education and to gradually improve the PTCs even further. In the second phase, innovation will be fostered through an IA which

will be able to take up innovative ideas to test them and discover the response of the TVET system in the country. This new IA was designed to take advantage of the current flexibility of the TVET system in Cambodia as it is still developing rapidly and therefore presents an opportunity to adapt to the changing environment.

Within the SDP, the MRM system will be strengthened and used as an adaptive project management tool. The

focus of the second phase is to build the capacity of the system actors so that they take ownership of the actions of the programme and will continue to deliver relevant services. Therefore, the role of the SDP will change to focus on adaptive management with the stakeholders carrying out the relevant changes. With this approach, adjustments and measures can be easily discussed and designed.



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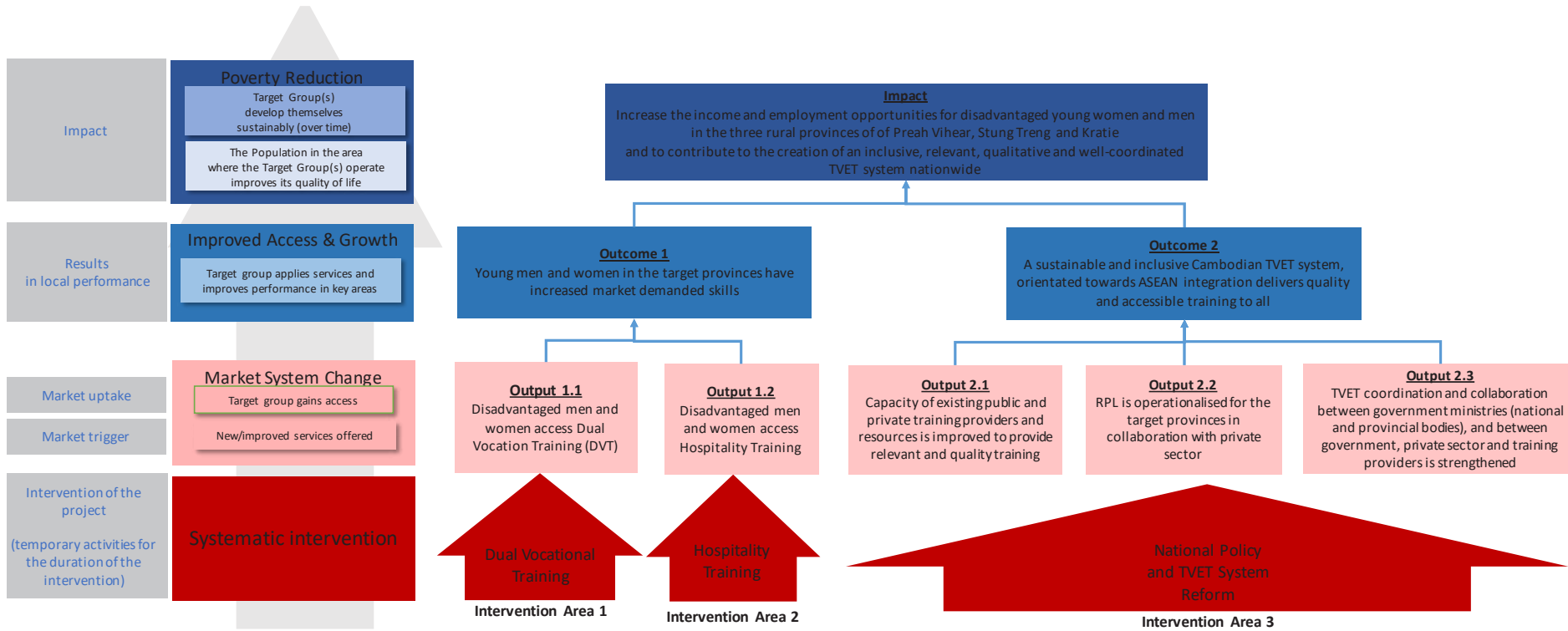
ANNEX

Annex 1: LogFrame, First Phase

		(accumulated since July 2016)			
Outcome 1: Young men in the targeted provinces have increased market	60% of participants gain access to wage or self within six months after course completion				
	80% of employers and trainees in employment report satisfaction on the relevance of skills and competencies for the workplace six months after course completion				
Output 1.1 (for IA 1): Disadvantaged men and women	youth participate in DVT				
	80% of DVT learners complete training (50% female)				
Output 1.2 (for IA 2): Disadvantaged men and women access hospitality training	Disadvantaged men and women (youth and owners/managers) participate in hospitality				
	80% of hospitality learners complete training				

		Estimated results as of June 2020 (accumulated since July 2016)			
Outcome 2: A sustainable inclusive Cambodian TVET system, oriented towards the ASEAN integration, delivers quality and accessible TVET to	Approved training programmes (competency based curricula) in at least 4 sectors that meet gender and ethnicity considerations				
	Cooperative agreements with private sector for TVET implementation and delivery				
Output 2.1 (for IA 3): Capacity, quality and relevance of existing training resources is improved according to CQF standards	based curricula in at least 4 sectors developed in collaboration with private sector according to CQF standards				
	Trainers trained for hospitality and DVT sectors (50% female)				
	Assessors trained for hospitality and DVT sectors (including assessors in RPL assessment) (50% female)				
Output 2.2 (for IA 3): RPL is operationalized for the target provinces in collaboration with	through the pilot RPL (50% female)				
	Occupation specific assessment instruments for RPL developed in collaboration with private sector				
Output 2.3 (for IA 3): TVET coordination and collaboration between government (national and provincial government, private sector and training providers is	Collaboration and coordination platforms between key TVET actors established and functional at provincial level with active tion from private sector				
	Policy dialogues/skills fora events facilitated among key TVET actors from government, training providers and private sector at				

Annex 2: Theory of Change, First Phase





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Swisscontact Cambodia

THANS CORP Building, 7th Floor, #46,
Mao Tse Toung Blvd (245), Sangkat Boeng Trabek,
Khan Chamkarmorn, Phnom Penh, Cambodia
Tel. +855 (0)23901157

www.swisscontact.org/cambodia

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