

Final Report

Mid-Term Review Skills Development Programme in Cambodia

April 30, 2019

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ABBREVIATIONS AND ACRONYMS

CQF	Cambodian Qualification Framework
CT	Consultant Team consisting of Martin Stottele and Somith Sok
DVT	Dual Vocational Training
MoLVT	Ministry of Labour and Vocational Training, Cambodia
MoT	Ministry of Tourism, Cambodia
MoWA	Ministry of Women Affairs, Cambodia
NEA	National Employment Agency
PCC	Provincial Coordination Committees (of SDP in the target provinces of Preah Vihear, Stung Treng and Kratie working groups in Stung Treng and Preah Vihear provinces that advise the work of SDP locally)
PDoT	Provincial Department of Tourism
PDoWA	Provincial Department of Women Affairs
PTC	Provincial Training Centre
RPL	Recognition of Prior Learning, an approach to competency-based assessment
SCO	Swiss Coordination Office – SDC office in Phnom Penh
SDC	Swiss Agency for Development and Cooperation
SDF	Skills Development Fund of the Ministry of Economy and Finance
ToT	Training of Trainers
TVET	Technical Vocational Education and Training
WDC	Women Development Centre

EXECUTIVE SUMMARY

The **consultancy mandate** is consisting of the Mid-Term Review (MTR) of the Skills Development Program's (SDP) phase 1, and was carried out in March 2019 by a Consultant Team (CT) consisting of the Team Leader, Martin Stottele and a Local Consultant, Somith Sok.

SDP is mandated and financed by the Swiss Agency for Development and Cooperation (SDC). After a long preparatory process Phase 1 commenced in July 2016 and will last to June 2020, followed by an anticipated Phase 2 (2020 - 2024). During 2016 - 2017 SDP has undergone program design adjustments to respond to the lessons learned during the first year of implementation. The Project was unfortunate to suffer of several changes in Project Management.

SDP's **Logical Framework** states the overall goal as to "Increase the income and employment opportunities for disadvantaged young women and men in the three rural provinces of Preah Vihear, Stung Treng and Kratie and to contribute to the creation of an inclusive, relevant, qualitative and well-coordinated TVET system nationwide".

SDP's design consists of three intervention areas, Dual Vocational Training, Hospitality Training and National Policy and Supporting VET Systems Reform and is mainly working on capacity, quality and relevance, and collaboration in the field of basic skills development in the three rather poor and economically less active target provinces. SDP is intending to influence development at national level and works through various platforms and mainly with governmental training centers (Provincial Training Center (PTC) of MoLVT and Women Development Center (WDC) of MoWA) at provincial level.

MTR Methodology: The Consultant Team conducted a summative evaluation to examine the extent to which anticipated outcomes have been achieved, to provide information about the value and impact of the program, and to determine the extent to which anticipated outputs were produced. The OECD DAC criteria were used as evaluation standard.

Findings

SDP is working in a demanding environment, and considering that fact, is achieving quite adequate and to some extent even excellent results. The economically less active, rather poor and scarcely populated provinces, the limitation in choice of training providers to work with, the targeting of the poor which cannot contribute much to training cost and the availability of almost entirely micro and small enterprises only makes target achievement difficult.

Relevance: The **training content** is considered relevant to fulfill the local labor market's and economy's needs. The labor market is showing its first signs of saturation, as it recently gets slightly more demanding to find employment for the graduates of the training.

Employers interviewed, are commonly happy with the soft skills of the graduates. Those employers active in very basic productive or service activities are generally satisfied with the vocational skills of graduates. Employers with more experience and exposure to higher quality production tend to mention shortcomings in the vocational skills performance of graduates they hired.

Graduates are generally satisfied with the quality of the training they received. The latest SDP Tracer Report ([Annex 4 – Tracer study](#)) from December 18 underlines this finding manifold. In general, as well the small number of participants and graduates interviewed by the CT say they are happy with what they have learned.

Effectiveness: The **quality of training provision** in hospitality, sewing and beauty is in most cases suitable to generate income, the graduates' employability would however profit from a further moderate improvement. The quality of the training provision in technical professions

is in several cases still too low to achieve minimum necessary skills standards, which allow a decent income generation through wage-employment or self-employment. The training modalities, the forms of teaching and learning, are well designed in all courses, however in technical professions often not implemented according to the design and therefore in many cases produce sub-optimal results in terms of vocational skills performance of the graduates.

Instructors' training capability varies significantly. Capabilities of instructors in beauty, sewing and hospitality seem to be close to what one needs to effectively and effectively organize basic vocational training. In technical professions though, the instructors' capabilities need improvement in vocational and training management skills in many cases.

Achieving minimum necessary skills standards as defined in Cambodia's standards definition in welding, small engine repair, motorbike repair and electrical installations is judged as difficult to achieve in 8 out of 10 cases seen. Reasons are, that

- a) much of the equipment at hand is not functional and/or unused,
- b) significant equipment is missing at all,
- c) equipment is obviously often not sufficiently maintained,
- d) there are limitations in adequate workshop organization and management skills,
- e) classes are sometimes being too big for the amount of equipment available
- f) instructors seem sometimes not sufficiently qualified, and
- g) much training which is designed to be done practical is, due to above reasons, is done theoretically or as showcase only.

Efficiency: The **target of training 5'400 people** is, in the given environment, highly demanding if not impossible to be achieved. A more credible prediction adds up to a suggested **new target of 4'100** young people enrolled while including the ones attending Recognition of Prior Learning as approved by SDC.

The Logframe target of **80% of the trainees enrolled completing the training** will come close to achievement. The completion rate is **predicted** to end up with **77% of the people enrolled**.

In terms of **graduates gaining access to wage- or self-employment within six months after course completion** the **target is defined with 70%**. As to the two tracer studies, the project will hardly be able to achieve that target, as the **predicted average employment rate stays at 59%**.

The CT suggests adjusting the Logframe Targets accordingly.

The **young peoples' motivation to register** for training is recently slightly decreasing. It gets increasingly difficult to recruit new trainees for the existing professions, and labor market and self-employment potential show early signs of saturation in specific professions, particularly in beauty and to some extent in sewing.

The **government is contributing** in-kind mainly through the provision of good quality buildings including often gender separated dormitories, equipment it owns and through making available their staff at the training centers. In-kind and financial **contributions from private sector** to traineeship and employment are considered sufficient, the remuneration generally acceptable, except for graduates interviewed, which were hired in motorbike and small engine repair shops.

The **efficiency of the project** itself in delivering its services is good. The **efficiency of the training provision** through training providers is considered acceptable. However, in some cases, efficiency is pushed a bit far, when the class size is going up to 30 participants, what is considered too big for adequate quality basic vocational skills training class.

Impact: The latest **tracer study** is showing a lot of very positive information concerning the outcomes and impact of the project, including individual, cultural and behavioral benefits. For details please refer to the draft report ([Annex 4 - Tracer Study](#)).

With its choice of professions the project responded well to the **labor market potential**, SDP does however need to be aware of the rising problem of first signs of market saturation in sewing and beauty courses.

Sustainability: SDP works in an environment and with a predefined framework of the target group with its limited purchasing power, the limited geographical outreach and surrounding economic activity, which makes achieving sustainability highly demanding. To some extent SDP is, due to above framework conditions, a social project, which might always need significant subsidies from donors or the Government.

SDP fully finances the operational cost of training including wages of teachers and partly project activity related overheads in the Government institutions, what is difficult to become sustainable. Payments to Government Employees, currently perceived as salary topping-ups, should increasingly change towards performance related incentives.

Except for the potential for subsidizing training through Government finance and the availability of good quality buildings with acceptable dormitories, there is not much **comparative advantage for sub-contracting government institutions** as training provider. Unfortunately, there are hardly any alternatives in the target provinces. The CT could not find concrete **plans to upscale the project approach**, neither by government nor donors or NGOs.

The Government recently introduced a **Skills Development Fund (SDF)**, which intends to co-finance training efforts of medium and large size enterprises. With the current rule-set, the SDF will however hardly cater much to regions with minor economic activity.

Gender aspects: As to the feedback collected in the **tracer studies** and the interviews held by the CT, the needs of young female trainees, mainly trained in beauty, swing and hospitality skills, are well addressed by SDP. The **female attendance** in training is clearly above 50%.

Cooperation between partners and Government: Where it is most obvious, SDP is using synergies with other projects; SDP works however mainly complementary. Potential to improve the use of synergies exists though.

Conclusions

- **Emphasis on quality rather than quantity:** Reducing target numbers, which can hardly be reached, would free budget to do important investments into training quality, what would have more potential to boost the local economy in the target regions than training many more young people in a limited market, and would be helping to further improve relevance and effectiveness of the project.
- **Taking up the sustainability issue**, even it is difficult: Starting to work on the sustainability issue would be well advisable as to ensure that not just trained young people, but as well a more systemic approach will remain at the end of the project. This would require an **intensified cooperation with the Government**.
- **Diversification of the portfolio** of professions could support the mitigation of the risk of over-saturating the market with graduates of particular professions.
- **Focusing training providers** and less providing similar training at many institutions could help improve quality, effectiveness and efficiency.
- **Geographical expansion** could contribute to achieving increased target numbers, increase outreach and help young people in other provinces to generate income.

Recommendations

Recommendations for the remaining time of SDP's Phase 1

Reducing targets – increasing quality: The option would consist of:

- SDC formally reducing the Logframe targets of the project, and
- SDP increasingly investing into training quality through improving instructors' vocational, methodic and workshop management skills, improving center management skills, assisting through equipment investment, and improving equipment maintenance and maintenance management skills of selected staff of the training providers.

Focusing training provision: Would mean to:

- Further focus the training provision to increase efficiency, by not carrying out all technical training at every PTC, but through clustering a particular profession, and carrying out the training for participants of all three provinces at one training center only, and
- Reduce the number of training providers in sewing and beauty from currently two to only one per province to ensure efficiency and mitigate market saturation.

Diversifying portfolio of professions: The project would under this recommendation:

- Provide opportunities to be training additional, economically interesting skills profiles, reduce the risk of market over-saturation in the existing professions, by addressing male trainees with agriculture related services, additional skills profiles in tourism and construction, and young women with additional profiles in hospitality, cooking and food processing, and
- Intensify outsourcing of the training provision beyond the three provinces, while sending the beneficiaries from the target provinces to other places for training.

Increasing Sustainability: To increase project sustainability, SDP could:

- Start to closely cooperate with the core Ministries (MoLVT, MoWA, MoT and MoEF) to over time increasingly cover operational cost of the training,
- Reformulate SDP payments to Government staff towards performance related incentives,
- Ensure that all participants contribute monetarily at least in small amount; certainly the poor less than the ones who can afford, and
- Start exploring the potential establishment of a training voucher scheme.

Suggestion by consultant team: The CT suggests opting for a **combination of all four recommendations** elaborated above, whereas the timing to start the various aspects would best be staged as described in **Annex 5 – Schedule of recommendations**. The preparatory work for the **recommendations “Diversifying portfolio of professions” and “Increasing Sustainability”** should be started in the remaining time of Phase 1, whereas **much of the implementation will only be happening in Phase 2**.

Recommendations for SDP's Phase 2

The recommendations for Phase 2 are characterized by the consolidation of the recommendations made above for the remaining time of Phase 1, since much of the work cannot be fully finalized within the remaining 14 months. In addition the CT suggests exploring the following options:

Geographical expansion: Geographical expansion could be approached along several strategies:

- a) **Adding at least one economically striving region to the project;** this could certainly help to increase the numbers of trainees and graduates gaining income, is however not closely in line with SDC's general geographical outreach in the country, since such regions would rather be around the capital or the southern belt, along the boarder to Vietnam. Provinces like Kampong Cham, Kampong Thom and Siem Reap would be regions with

moderate economic activity and close to the current project outreach. However, Siem Reap is well served by donors already and therefore not a good choice. Recent developments are opening up Special Economic Zones (SEZ) along the northern boarder to Thailand, which would be well in line with SDC's general geographical engagement. Further development in the field of SEZs should therefore be followed closely as not to miss potential opportunities.

- b) **Adding more economically slow developing region(s) to the project:** Neighboring Provinces to SDP's current geographical outreach to the east do fulfill the criteria of not being economically striving. Expanding into such regions does however need to be done consciously, as the difficulties of rather quickly saturating the market and the limitation of self-employment would, except for very selected field, certainly be faced there as well.
- c) **In tourism,** one could adopt a **partial geographical expansion**, training people originating from the **neighboring provinces Monulkiri and Ratanakiri**, which do have tourism potential and a relatively similar profile. No local SDP offices would need to be opened, but the services could be provided out of Stung Treng and Kratie, where as well the training could be carried out. That would be a relatively slim option to assist the young people in two more provinces and would have the potential to contribute to boost the tourism potential at in those regions.

Option c) is considered the most feasible of the three approaches by the CT, taking into account the limited resources of the project and the potential to achieve best possible value for money.

Skills for Migration: This recommendation is characterized by linking graduates of SDP's basic skills training which are interested in migration to PROMISE, a project that is specialized in the field. This approach would have the potential to improve quality of migration from the target region for those dreaming about making their life in the big city or even abroad.

1 INTRODUCTION

1.1 The project and its Objectives

The Skills Development Program (SDP) is a project mandated and financed by the Swiss Agency for Development and Cooperation (SDC). SDP was planned in 2013 and early 2014 and the first Project Design Study was produced by a team of three consultants and submitted to SDC in Feb. 2014. The project was tendered and awarded to an international consortium in Oct. 2014. This consortium conducted an inception phase from Nov. 2014 to Dec. 2015. SDC decided to tender the implementation of the first phase of SDP in Nov. 2015. The implementation was awarded to Swisscontact as lead agency in consortium with Inbas in April 2016. Phase 1 implementation commenced in July 2016 and is being carried out for four years (July 2016 to June 2020) followed by an anticipated Phase 2 (2020 - 2024). Potentially, a third phase of 4 years might take place (2024 - 2028). During 2016 - 2017 SDP has undergone program design adjustments to respond to the lessons learned during the first year of implementation. Since its start the project had to deal with unfortunate changes in project management, which were bringing additional instability triggered by a variety of management stiles.

SDP's Theory of Change is based on a Logical Framework, which states the overall goal at impact level to **"Increase the income and employment opportunities for disadvantaged young women and men in the three rural provinces of Preah Vihear, Stung Treng and Kratie and to contribute to the creation of an inclusive, relevant, qualitative and well-coordinated TVET system nationwide"**.

The overall SDP design, covering Years 2 to 4 of Phase 1, consists of three intervention areas. The intervention areas are taking account of the key problems of access, capacity, quality, relevance, and collaboration in the field of Skills Training in the identified target provinces. SDP furthermore targets on building long-term sustainability and scalability by aligning with key national policies.

The SDP Steering Committee serves as the governing body of the program. As part of SDP's strategy to align with government priorities, the committee is co-chaired by SDC's Deputy Director of Cooperation and representatives of MoT and MoLVT. Its members further include representatives of MoWA, NEA and the three Provincial Vice Governors.

The core training providers SDP is collaborating with are the Provincial Training Centers (PTC) of the MoLVT and the Women Development Centers (WDC) of the MoWA. Furthermore the project works with a private training provider in Kratie (Le Tonle) and outsources a few trainings to other providers outside the region of the three target provinces.

1.2 Mid Term Review and its objectives

The MTR of SDP aims to review and assess the performance and the strategic orientation of the program, that has been implemented during the first 2.5 years of SDP's phase 1, and to recommend potential changes in strategy and approach for the remaining time of phase 1 and the design of the 2nd phase (2020-2024). This shall support SDC, Swisscontact and the relevant stakeholders to, where necessary, adapt the program's implementation and to strategically inform the elaboration of the next phase.

The MTR has two objectives: A) To assess the relevance, effectiveness, efficiency, impact and sustainability of the first phase of SDP; and b) To develop suggestions for the strategy of the second phase of SDP.

In parallel SDC was mandating a Review of Phase 1 of the United Nations Joint Program on Youth Employment (UNJP). The external review – carried out by another team of consultants - evaluated the extent to which the UNJP has promoted and contributed to youth employment, its effectiveness and the program implementation strategies and coordination arrangements.

1.3 Review team

The Consultant Team (CT) was consisting of the Team Leader, Martin Stottele (martin(at)stottele.ch) and a Local Consultant, Sok Somith (somithsok(at)gmail.com).

1.4 Methodology

The Consultant Team conducted a summative evaluation to examine the extent to which anticipated outcomes have been achieved, to provide information about the value and impact of the program, and to determine the extent to which anticipated outputs were produced. The OECD DAC criteria were used as evaluation standard: (i) relevance, (ii) efficiency, (iii) effectiveness, (iv) impact, and (v) sustainability; thereby the CT used the guiding questions provided in the ToR (**Error! Reference source not found.**) as an orientation. Furthermore, the CT developed and provided suggestions for the strategy of the remaining part of the first and the second phase of SDP as well as some more overarching strategic options in TVET to the Swiss Coordination Office in Cambodia (SCO).

The CT worked in close cooperation with the SCO and the project implementer Swisscontact (SC). The CT interviewed beneficiaries, main partners, and stakeholders like other skills development initiatives, central and local Government authorities, training providers, and Government Agencies.

At the end of the in-country mission, the CT held a discussion of findings with the SCO. A separate meeting to discuss findings was held with Swisscontact. Initial findings, conclusions

and recommendations were captured in a PPT presentation up for discussion, whereas the draft and final review findings, including SDC's and SC's feedback, were captured in this report.

2 FINDINGS, OBSERVATIONS AND ANALYSIS

The findings are shown and discussed along OEDC DAC criteria and the guiding questions of the Terms of Reference for the mandate (see **Annex 1 – Terms of Reference**).

SDP is working in a demanding environment, and considering that fact, is achieving quite adequate and to some extent even excellent results. The economically less active, rather poor and scarcely populated provinces, the limitation in choice of training providers to work with, the targeting of the poor which cannot contribute much to training cost and the availability of almost entirely micro and small enterprises only makes target achievement difficult.

2.1 Relevance

2.1.1 Training content

The **training content and duration** are **considered relevant** to fulfill the local labor market's and economy's needs. It is however to say that the local economy in the three provinces is still in its early stages of development and that there is not much economic activity other than the usual trade, construction, rather basic services and differing but promising signs of tourism development.

The **labor market** is showing its **first signs of saturation**, as it recently gets slightly more difficult to find employment for the graduates of the training. A reason for that might well be, that the economy actually would need better skilled labor than what the trainings can supply. The way out for SDP might – besides investing into training quality - well be diversification into new professions, or fostering of services leading towards decent quality migration.

2.1.2 Employers' satisfaction

Employers interviewed, are **commonly happy with the soft skills** of the graduates. Those employers active in very basic productive or service activities are generally satisfied with the vocational skills of graduates. Employers with more experience and exposure to higher quality production tend to mention shortcomings in the vocational skills performance of graduates they hired and are asking for improved vocational skills performance of graduates.

In **Preah Vihear** and **Stung Treng** the **employers' satisfaction with vocational skills is generally moderately high**. However, in those rather remote provinces, employers seem yet to be missing better benchmarks. The **expectations in Kratie are oftentimes slightly higher**. For example, the former 1-year programs in hospitality training by Le Tonle have set a higher benchmark for hospitality graduates in that region. The current training run by Le Tonle with SDP assistance is however only of 4 months' duration. Employers do therefore explicitly ask for more practical experience from graduates of SDP assisted training, what the CT supports and suggests extending the training duration to 6 months.

2.1.3 Graduates' satisfaction

The **Graduates are generally satisfied** with the training quality. The latest **SDP Tracer Report** ([Annex 4 – Tracer study](#) – in draft only) from December 2018 states for example:

Dual Vocational Training (DVT) graduates consider the relevance of the skills learned as good (an average mark of 7.3 out of 10). 40% of the interviewed graduates consider the technical skills they learned as very useful (score 9 to 10 out of 10). Hospitality graduates consider the relevance of the skills learned good (7.5 out of 10); 40% consider the skills learned as very useful. Apprenticeship graduates consider the training as very good (average 9.2 out of 10); 75% of graduates consider the skills learned as very useful.

In general, the relatively small number of **participants and graduates interviewed by the CT say they are happy with what they have learned**. Graduates working in higher end tailoring, in welding and small engine repair interviewed by the CT mentioned however that they would have appreciated to gain more skills before going to a workplace, and in particular before being able to open an own business, what confirms the CT's impression of training quality.

2.2 Effectiveness

2.2.1 Quality of training provision

The **quality of training provision in hospitality, sewing and beauty** is in most cases **suitable**, would however as to a few employers interviewed profit from a moderate improvement. The quality of training provision in **technical professions** seems in several cases **sub-optimal to achieve minimum standards**, which would allow a decent income generation, and which are necessary to fulfill the standards defined for level 1 training in Cambodia. The main reasons being that:

- a) much of the equipment at hand is not functional and/or unused,
- b) significant equipment is missing at all,
- c) equipment is obviously often not sufficiently maintained,
- d) there are limitations in adequate workshop organization and management skills,
- e) classes are sometimes being too big for the amount of equipment available
- f) instructors seem sometimes not sufficiently qualified, and
- g) much training which is designed to be done practical is, due to above reasons, is done theoretically or as showcase only.

The CT therefore strongly suggests investing significantly into training quality as to improve above-mentioned aspects and improve the reputation of courses among trainees and employers.

The **training modalities**, the forms of teaching and learning, in **beauty, sewing and hospitality** are generally adequate. Particular attention should be given to the availability of a sufficient number of functional sewing machines for each trainee to practice individually, and to the number of trainees in a course, which should optimally not exceed 15.

The training modalities for **technical training** are designed well, however often not implemented according to the design, producing sub-optimal results. For the reasons please refer to paragraph 2.2.1.



2.2.2 Instructors' capabilities

Instructors' training capabilities vary significantly. Judging from jobs done by trainees, the capabilities of instructors in beauty, sewing and hospitality seems to be fairly close to what one needs to effectively organize basic vocational training. The capabilities of instructors in technical professions can hardly be adequate in many cases. The CT therefore suggests to invest significantly into vocational, and maintenance skills for instructors of technical courses and into methodic and workshop management skills for all instructors.

2.2.3 Comparing SDP graduates to others

The **difference in performance of SDP graduates** in comparison with other employees, having been trained at other institutions, could not be discussed with employers interviewed, as they have no graduates from comparable institutions employed in their businesses. However; the tracer study came up with some answers to the question as found in figure 3 below.

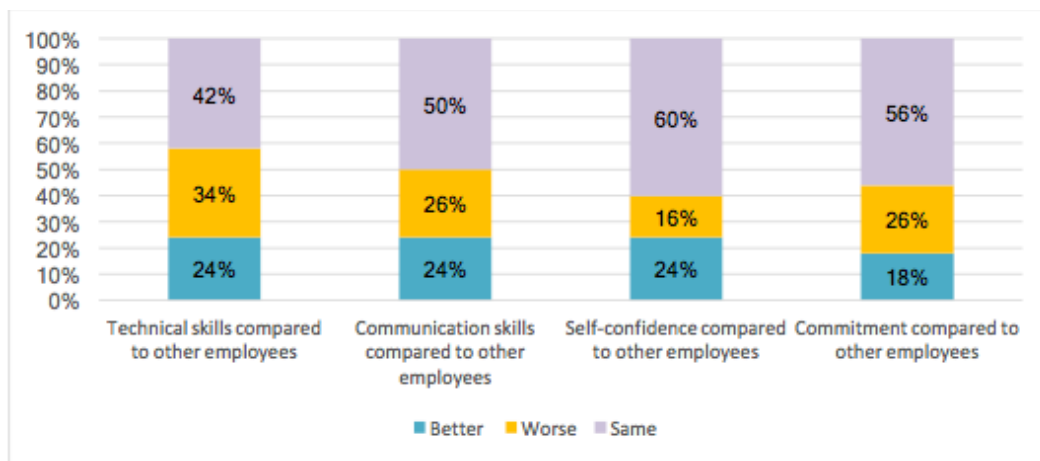


Figure 3 – Overall satisfaction on the performance of the graduates (n=50)

2.3 Efficiency

2.3.1 Target achievement

The **project will hardly be able to achieve the logframe target of enrolling 5'400 trainees**. As to the monitoring data, there have been 759 trainees enrolled during the first two years. With gaining experience and by diversifying the delivery channels, the yearly enrolment numbers did increase significantly in Y3, being expected to add up to 2'035 people enrolled. However, reaching the original target of 5'400 seems improbable. A realistic prediction can be found in Table 1 below, which adds up to a **suggested new target of 4'100 young people enrolled**, while – as approved by SDC - including the ones attending Recognition of Prior Learning.

There are several reasons for the reduction of the target number: The three provinces chosen are of very limited economic activity; the labor market in those regions has severe limitations; and so does the rather small market potential for self-employment in those regions. Some additional reasons are given in Table 1 below.

Trainees Enrolled	Y1 07/16-06/17	Y2 07/17-06/18	Y3 07/18-06/19	Y4 07/19-06/20	Total	Comments
DVT	226	378	749	350	1'703	Less in Y4 due to partial saturation and reduction in beauty and sewing
Hospitality	83	35	372	300	790	Y4 smaller as many potential businesses are served already
RPL	0	37	914	600	1'551	Slight increase from Y3 to Y4 as there are still many who can be certified
Total	309	450	2'035	1'250		
Grand total enrolled	4'044					

Table 1 – Projection of SDP enrolment

The Logframe target of **80% of the trainees enrolled completing the training** will come close to achievement. In DVT the completion rate is close to the 80% target, whereas in Hospitality the completion rate is currently around 70%. The **prediction of 77% of the people enrolled** completing training will result in a slight underachievement at the end of the

phase – the people enrolled for RPL are not part of this computation, as they do not attend training. More detailed figures can be found in Table 2 below.

Trainees Completing Training	Y1 07/16-06/17	Y2 07/17-06/18	Y3 07/18-06/19	Y4 07/19-06/20	Total	Comments
DVT	0	267	522	599	1'388 82%	Completion rate for Y4 is calculated based on 80% as reference from years 1-3.
Hospitality	20	46	252	225	543 69%	Completion rate for Y4 is calculated based on 70% as reference from the previous years.
RPL	-	-	-	-	-	Completion and employment does not apply to RPL. The project counts the number of people attending RPL assessments.
Total	20	313	774	824		
Grand total completed	1'931	77%				

Table 2 – Projection of SDP Training Completion

In terms of **graduates gaining access to wage- or self-employment within six months after course completion** the **target is defined with 4'208 people or 70% of the graduates**. As to the computation of the numbers, and predicted along the experience reported in the two tracer studies, the project will hardly be able to achieve that target, as the **predicted average employment rate stays at 59%**¹. The CT suggests to **adjust the logframe target to 900 persons employed**², or **60% of the graduates** of DTV and full-time hospitality training. For detailed figures please refer to Table 3 below.

Graduates in Employment	Y1 07/16-06/17	Y2 07/17-06/18	Y3 07/18-06/19	Y4 07/19-06/20	Total	Comments
DVT	0	156	304	349	809 58%	Employment rate is estimated based on the aggregate employment rate of 58.4% found in the two tracer studies conducted by SDP.
Hospitality	0	25	21	30	76 74%	Employment rate is estimated based on the aggregate employment rate of 73.9% found in the two tracer studies conducted by SDP. Of full-time hospitality training only.
RPL	-	-	-	-	-	Completion and employment does not apply to RPL. The project counts the number of people attending RPL assessments.
Total	0	181	325	379		
Grand total employed	885	59%				

Table 3 – Projection of SDP Graduates gaining Employment or Self-employment

2.3.2 Diversification of professions to increase numbers

Diversifying into other, **new professions** looks as being one of the obvious options to increase the number of young people who can profit from the trainings offered. However; one must be aware that this will be costlier per person trained than the development of the existing professions and will not contribute that much to the number of people trained, as the absorption in these new professions will be smaller than in the existing ones. Nevertheless, the CT suggests investing in diversification of the training offer and that SDC allows revising unit cost for trainings in the budget at the same time as revising the target numbers. For the potential choice of professions please refer to 6.1.36.1.2 Diversifying portfolio of professions

¹ For this computation the participants of RPL and the ones of in-house training and coaching in hospitality are disregarded as they already are in employment

² The significant reduction from 4'208 to 900 results from a) the reduction of the cohort of graduates by the ones attending RPL and hospitality in-house training and coaching, and b) from the reduction of the training target from 5'400 to 4'100.

2.3.3 Trainee registration

The CT found that the young peoples' **motivation to register for training is already decreasing**, as we were informed that it gets increasingly difficult to recruit new trainees for the existing professions. Without being able to talk to people that were reluctant to attend training, the CT has to base on assumptions what probable reasons for that can be. Young people might believe that it gets increasingly difficult in particular in professions like hospitality, sewing or beauty to generate income through employment or self-employment, since there are already many people trained in the respective field. Other reasons might be that the feedback of former and/or current trainees concerning the quality of the training or its general service provision is not that positive, or that there is an increasing perception that the graduation from the training does not improve the employment conditions much.

All those assumptions are however in contradiction with the statements graduates make six and twelve months after graduation. This might be an interesting topic to be looked into, by an intern student once.

2.3.4 Labor- and self-employment market potential

The CT found that labor market and self-employment potential both show early signs of saturation in specific professions, particularly in beauty and to some extent in sewing, since there have been relatively big numbers of people trained for those provinces with few inhabitants and economic activity. Limited access to finance is besides the limited skills a main reason for difficulties to start up an own business. For alternative professions please refer to chapter 6.1.3 Diversifying portfolio of professions.

2.3.5 Government contribution

The Cambodian **government is contributing** in-kind to SDPs efforts through the provision of buildings including sometimes basic gender separated dormitories and equipment it owns in PTCs and WDCs already since the beginning of the project. These contributions are essential to the project. However, in practically every SDP activity where government employees are involved, they are being paid for their work by the project. The ownership of the various government bodies and agencies involved is however to be good by the CT. MoT mentioned that it tends to rely on ILO when it comes to the assistance in developing standards, as they feel excellently served from there.

The provincial governments have gained quite a substantial ownership over time and are through the Vice Governors and the PDoLs, PDWAs and PDoTs actively involved in SDP training activities.

2.3.6 Private sector contribution

In-kind **contributions from private** sector to traineeship and employment, mainly in form of time invested into trainees and fresh graduates, are considered adequate. Working conditions in the businesses visited are varying significantly, are however generally acceptable in comparison to the standards in the region. Financial contributions are considered sufficient, the remuneration generally acceptable, except for graduates hired in motorbike and small engine repair, of which several, the CT talked to, were hired after the finalization of their traineeship, however without monetary reward, working only for free food and lodging. The ownership of the business people in the training program varies from low to high among the ones the CT was talking to. Additional SDP efforts to involve and provide basic services to business people providing traineeship could further increase their ownership. Unfortunately the CT did not meet one of the business people who have contributed to curriculum development.

2.3.7 Efficiency of training modalities

The efficiency of **training modalities** applied by SDP is considered acceptable. However; in some cases, the **class size** is considered **too big** going up to 30 participants, as the time the instructor can invest on the individual trainee is not sufficient during practical training. Solutions to solve the problem can be to break big classes up into subgroups, have two instructors during practice sessions or to reduce class size for the whole course. Typical class size with one instructor should not exceed 12 to 18, depending on profession, as to achieve decent quality results. As well here it is essential that the training modalities are implemented as planned in the course design.

2.4 Impact

2.4.1 Outcome and impact data from the tracer study



The latest tracer study dating December 2018 is showing a lot of very positive information concerning the impact of the project (much more information can be found in the draft **Annex 4 – SDP Tracer Study**). Looking at the market limitations it might well be, that a part of these positive results will alter over time and already not be as good any more in the next tracer study. A few core indicators are mentioned here:

61% of Dual Vocational Training (DVT) interviewed 6 months past finalizing the training are working (are self-employed or wage-employed), 21% say they are continuing training. 77% of wage-employed graduates receive a higher salary, and 83% of self-employed graduates gain more income than before training. An average the working graduates earned USD 23 before training, what increased by 317% to USD 96 half a year after the end of training.

57% of DTV trainees having graduated 12 months ago are working. 7% have been promoted during the last year, 100% have a higher salary than before training, averaging USD 145.

67% of hospitality graduates interviewed 6 months post training are working, 20% continue training, 70% of the wage-employed have a higher salary, averaging USD 60 before training and USD 137 after training (increase 128%).

77% of apprenticeship graduates interviewed 6 months after training are wage-employed, none of them are self-employed or in new training. 75% of the wage-employed graduates have a higher salary, 67% of the self-employed gain a higher income increasing from USD 50 before training to USD 234 6 months after graduation (increase 368 %).

2.4.2 Benchmarking with other graduates of skills training

A benchmarking with graduates of other projects like ADB and the Government through MoLVT is hardly possible, as the organizations do not produce that detail of tracer data. ADB is assisting the provision of training at level 2 to 4, and what they do at level 1 is in other professions, and MoLVT shifted in the 3 SDP provinces to carry out mainly 1-weeks farmers trainings, what is difficult to compare against.

2.4.3 Individual, cultural and behavioral benefits

The participants have gained a variety of **individual, cultural and behavioral benefits** from attending training. For a wealth of positive information please refer to the **Annex 4 – SDP Tracer Study**.

As an example 96% of the graduates reported the soft skills learned during their vocational training helpful to find their current employment, and 60% of employers mentioned that the self-confidence of graduates was good or very good.

2.4.4 Response to labor market

SDP's **response to the labor market** was so far to train people in whatever professions the market study showed the biggest and most significant potential, what is the logical way to go about; that market was however in several cases not very big. In many cases one can even say that the limited market was rather being "created" by the project, as the businesses supplied with workers would otherwise probably just have gone on hiring new untrained staff from their families or from the road and trained them on the job.

2.5 Sustainability

2.5.1 Fully financing operational cost

SDP fully finances operational cost of the training and in addition finances overheads of the Government institutions at the PTCs and WDC's with payments considered as topping-ups by the receivers, what is **hardly going to be sustainable**. The day the project is finished, there is a good chance that the majority of training will be discontinued.

In one way or another the **subsidies of operational cost for training need to be reduced over time** and being taken over by participants, Government or the private sector, or most probably a combination of it. The participants should contribute to training cost. Subsidies should not be given "with the watering can", giving the same to all, but the poor should receive more than the ones who can afford to contribute more. It is however essential that, before one goes into such schemes, the quality of training is improving, as to ensure that the service people are receiving is worth the money they pay, or they won't participate any more.

2.5.2 Payments to Government employees

Making **payments to Government Employees**, which are on receivers' side interpreted as salary topping-ups is questionable. To overcome the fact that the current approach is hampering sustainability, but taking into account that people are used to it, one could revise the system and **go closer to a scheme of performance related incentives**.

2.5.3 Comparative advantage in sub-contracting government as main training provider

There is not much **comparative advantage** for **sub-contracting government as the main training provider** of the project, except for the facts that the Government has with its PTCs and WDCs training facilities and dormitories in place, has at least basic training equipment and for the apparent opportunity that the Government might take over and continue training at the end of the project and so contribute to sustainability. However, there are hardly any alternatives in the three provinces the project is active. With Le Tonle the project works with one existing non-government training provider. Fostering the establishment of new, private, for profit training providers would be a theoretical option. However, as the purchasing power of the target group is in general very limited and the Government does only occasionally co-finance training at private providers, it is highly questionable if such providers could sustain after project end.

Going beyond the three Provinces to subcontract training to government and private training providers has some potential which is explored already by the project, and what has certainly more potential, in particular when the project starts developing new professions with more limited labor market potential, where it is not economically feasible to establish a course in even one of the little provinces.

2.5.4 Plans to upscale SDP approach

The CT could not find any concrete **plans to upscale the project approach**, neither by the government nor among other donors or NGOs. The rather narrow definition of geographical outreach and target group make the project very distinct what makes it demanding to find interest among other donors. It would however still be worth to talk to other donors while offering some flexibility when it comes to outreach and target group for someone being interested to co-finance and scale the project.



2.5.5 Sustainable investment into training providers

Benefits through **investment into the training centers** in form of improved teachers' performance, granted equipment, further fostering of career guidance and job placement services, improved business relations, training management, and center management have at least a **theoretical chance to sustain** post the project duration. To produce positive outcomes beyond the end of the project, SDC and SDP will need to intensify the communication with MoLVT, MoWA and MoT to discuss at least a gradual increase of their financing of operational cost of training.

2.5.6 Skills Development Fund

The Government was recently introducing a new channel for VET financing called the **Skills Development Fund (SDF)**. The SDF will, with its current tentative rule-set in place, however hardly cater to the economically least active regions, as it intends to co-finance training efforts of medium and large size enterprises. Since there are hardly any companies of the size in the three target provinces, one can predict that not much will improve for the three provinces through the SDF in the next 2 years.

Should the SDF rule set under the influence of interested donors to contribute to the fund, like IFAD or the ADB, change in the next years, there could however opportunities for SDP be opening up over time. It is therefore advisable to **stay in close contact with the SDF and in particular with the potential donors IFAD and ADB** to try and influence that the training fund is in the mid-term not only co-financing tailor made training for medium and large size businesses, but developing a rule set which allows co-financing skills training for people living in less developed parts of the country and probably training being carried out by private training providers.

2.5.7 Training Voucher Scheme

As a precatory measure to enable cooperation with the Skills Development Fund, SDP could start exploring the establishment of a training voucher scheme. Training vouchers would, besides the fact that it could be a good way to prepare for Government financing, have quite some potential to foster the promotion of training. Furthermore, such a scheme gives the choice of selecting a training provider and course fully into the hand of the trainee, what can foster the competition between training providers and consequently foster the quality and affordability of training.

The project would however need to test Government interest in the approach, since the scheme could actually be a **tool to co-finance training through the Skills Development Fund**. In case there is not sufficient interest on Government side, the subject should better be dropped since it is too expensive to introduce the scheme for the limited Project purpose only.

2.5.8 Government interest in Dual Vocational Training

The **Government shows genuine interest in various forms of Dual Vocational Training** as it can rightfully see that such forms could reduce training cost and improve training quality. This is an **opportunity for SDP to further engage** and intensify the cooperation as to enhance the efforts towards the establishment of less costly and therefore a more sustainable approach in the delivery of vocational skills training. SDP could intensify its work as to create more functioning examples what will make it easier to convince stakeholders to further invest into such a scheme. Furthermore SDP could intensify developing and testing tools and approaches what might serve as input for the Government to systemically introduce DVT in the country.



2.6 Gender Aspects

2.6.1 Addressing female needs

As to the feedback collected in the tracer studies the **needs of young female trainees are well addressed by SDP**. With 58% female attendance the target is so far well achieved. Intake 4 records a 52% female attendance, what is however not a clear negative tendency of change yet. SDP should however be attentive and ensure to further develop new professions attractive to female trainees, as the two driving engines beauty and sewing are sooner or later facing market saturation and will need to partly be replaced by others.

2.6.2 Measures to support female attention

The **measures to support female attention** having, at least to some extent, been introduced by SDP are:

- a) the selection of professions interesting for female to attend, and
- b) the fact that the training programs are sufficiently well in line with young females' needs in terms of gender sensitive accommodation and toilets etc. and the scheduling which serves female needs.

Female trainees generally responded to be satisfied with the services they receive (for details please refer to the **Annex 4 – SDP Tracer Study**).

2.7 Cooperation between partners

2.7.1 Synergies with other projects

Where it is most obvious, **SDP is using synergies with other projects**. SDP works however mainly complementary to the engagement of other stakeholders investing into Cambodia's training market. Several of the main actors' fields of activity do have no or only little common ground with what SDP is doing; for example ILO, which is with its work on standards mainly focusing on the levels 2 to 4, whereas SDP works on level 1 training, ADB which is mainly active in other provinces and where at level 1 then in other professions – only the PTC in Kratie is currently receiving two new buildings through the ADB loan -, PROMISE works with a different target group, the migrant workers, and CHAIN is in agriculture and horticulture, what are sectors where SDP is not active. Potential to improve the use of synergies exists though; for example, the project could try to make use of training material in soft skills being developed by UNJP partners, or take up the discussion with PROMISE on **linking graduates of basic skills training interested in migration to PROMISE**. With UNJP in particular, SDP could look for two to three coordinating meetings a year to exchange on what both parties are doing and see where there could be common ground.

2.7.2 Work at policy level

SDP's work in component 3, "policy & system reform", must be looked at realistically. SDP has not sufficient weight to trigger major systemic changes, since its size is limited and the target group as well as the geographical outreach very particular and therefore its work is not in the first place addressing the system, but a sub-system. As a consequence SDP's systemic work is more of the nature to create functioning examples, develop tools and procedures for new approaches, for example the development of training on level 1, the contributions to the system of Recognition of Prior Learning or the integration of school dropouts, and feed them back to the respective Ministries and sometimes other donors and implementers. The potential impact can, if taken up by the Government, be significant. However, with that approach the risk of not creating sufficient interest to make the Government picking up a new approach is significant.

2.7.3 Synergies with Government

So far SDP has been working well in making sure synergies with the Government were made use of. Ensuring to even **further enhance SDP synergies with the Government**, in particular with MoLVT, MoWA, MoT and with the SDF, is however essential for efficiency as well as sustainability of SDP's inputs and therefore needs to be continuously ensured, while reacting quickly on potential changes induced by Ministries.

2.8 Project management, administration and capacities

2.8.1 Project management and administration

SDP has suffered of several unfortunate changes in its **project management**. Nevertheless, the current setup seems promising and once the new project manager is well introduced, the management should be back in line with SDC's needs. The **number of project staff** seems rather generous on a first glance in comparison with the number of people being trained. One must however take the geographical outreach, the complexity of training modalities and the intensity of input into current and future trainings into account, what makes the allocation of resources look more rational. The **project's administration** seems relatively complex, might however even intensify in complexity in case it will be decided to introduce performance related incentives to Government employees, invest more into the development of new courses and equipment procurement and probably even develop a training voucher scheme.

2.8.2 Project monitoring

SDP has an **extensive, relatively time consuming and therefore costly monitoring system** in place, which in some cases bases on the systems developed for big size rural economic development projects, which have it difficult to measure outcome and impact of their activities. Vocational skills training can however be much more straight forward when it comes to monitoring, since outputs are relatively easy measurable by the project, and a decent quality tracer study answers practically any question in terms of indicators on outcome and impact level. The CT therefore suggests revisiting the monitoring scheme and reducing its complexity to what is really needed. What need to be ensured are mainly two aspects:

- a) the reporting to the donor SDC, which on the one hand follows the indicators in the logframe, and on the other needs some “human stories” and other forms of “success (or failure) stories”; and
- b) the provision of all necessary information for the management and steering of the project.

The project needs to make sure that there is **no “monitoring for the sake of monitoring”**.

2.8.3 Tracer study

In its mid-term development the project might, after approval of SDC since it will change the status of independence, want to **consider doing the tracer study by the project’s own staff**. Telephone interviews can be done as a filler activity and integrating tracer data into the existing SDP databank would improve data quality and open doors to derive management information.

2.8.4 Monitoring-Data quality

The CT found that data in documents like for example the latest YPO, the latest tracer study and SDP’s Databank called PowerBI are not always the same. Outsourcing the tracer study limits the information you can derive to whatever you have defined in the ToR. Since you don’t own the raw-data you cannot make additional analysis. If possible, the contractor of the tracer study could work directly with the project’s PowerBI dataset and add the data there. That would guarantee equivalence as all is in only one dataset. The best would probably be to carry out the tracer studies more often, every 6 months, by the projects own staff and **use PowerBI as the platform**.

3 SDP HIGHLIGHTS AND CHALLENGES

The majority of SDP’s challenges have been elaborated in chapter 2, and shall not be repeated here. Nevertheless, there are a few highlights and challenges, which were not mentioned yet.

3.1.1 SDP internal Self-Assessment

SDP’s Self-Assessment carried out very recently is excellent in quality, in most cases well in line with the CT’s findings and can therefore only be recommended for consultation. For the reader’s convenience the document can be found in **Annex 3 – SDP Self-Assessment**.

3.1.2 Budget structure

SDP is somewhat hampered by an expansively detailed and as a result limiting budget structure. Part 4 of the budget called “Administered Project Funds” is consisting of more than 120 budget items at a level of detail, which is certainly neither necessary for approval nor interesting for the donor. As a side effect is “holding the project management hostage” not to think outside the box defined by the project budget, and therefore bearing the risk that necessary quick reactions on a changing environment are not being done, and at the end of each year the project is under-spending its budget. The CT suggests, using that level of detail project-internally to sum-up and define budget figures, to however reduce the level of detail dramatically to probably 10 summary line items for the communication with SDC and use the

SDC definition of 10% over-spending tolerance on the budget item at that level. The approach would a) reduce SDC's efforts in budget control and approval of budget changes, and b) give the project management the necessary room to think and act outside the box.

3.1.3 Wealth of studies

The **number of studies done for and inputs given to SDP** and the available studies being conducted by other parties **is impressive** – just to name some, there are the rapid market assessment, the cost-benefit analysis, the job outlook from NEA, SDP's baseline study, 3 reports of backstopping missions, and the backstopper's stakeholder analysis and several more. The CT gets the impression that it would be good to filter all those studies including the MTR recommendations, take, jointly with SDC, the core decisions, and start focusing on adjusting and scaling the implementation modalities, rather than thinking about conducting further studies.

4 LESSONS LEARNT – GOOD PRACTICES

The majority of SDP lessons learnt have been elaborated in chapter 2, and shall not be repeated here. Nevertheless, there are a few aspects which were not mentioned yet.

4.1.1 Third party contributions to operational cost of training

Potential contributions and initiatives of government and private sector for level 1 training are rather limited so far. Gradual operational cost coverage by Government would be most desirable if the project intends to work sustainably, as there is not much potential for significant contributions from training participants and private sector. As to the information provided to the CT, there has been one case of private sector contributions, with Kubota sponsoring machines and tools to the PTC in Preah Vihear, as to improve the quality of training in small engine repair and potentially recruit future maintenance staff from their graduates, or at least foster to have more – Kubota friendly - workshops out in the villages. Unfortunately, there are hardly any bigger size companies active in the three provinces and therefore the potential for replication is very limited.

4.1.2 SDP's comparative advantages

SDP's comparative advantages with the Government and NGOs when it comes to vocational skills training provision at entry level are: innovation and investment into equipment, access to external know-how and finally a potential for a bigger scale than most of the NGO activities. Adding training quality to the list of advantages as soon as possible would be a most desirable additional asset. SDP trainings are, besides some NGOs, among the few, which are providing tangible opportunities to school dropouts. Furthermore, SDP is with very few exceptions pretty much the only effort at bigger scale to include level 1, or entry-level training into the Cambodian Qualification Framework.

4.1.3 Public-Private dialogue at Provincial level

As to the information collected in the target Provinces, SDP is one of the first actors to bring the private sector and Government actors to the table at provincial level. The resulting exchange might still be at a comparatively low level, it however is a considerable progress to the situation before. In particular business representatives mentioned that they appreciate the approach.

5 CONCLUSIONS

The major conclusions of the CT as follow:

- **Emphasis on quality rather than quantity:** Reducing target numbers, which can hardly be reached, would free budget to do important investments into training quality, what would have more potential to boost the local economy in the target regions than training many more young people in a limited market, and would be helping to further improve relevance and effectiveness of the project.
- **Taking up the sustainability issue,** even it is difficult: Starting to work on the sustainability issue would be well advisable as to ensure that not just trained young people, but as well a more systemic approach will remain at the end of the project. This would require an **intensified cooperation with the Government**.
- **Diversification of the portfolio** of professions could support the mitigation of the risk of over-saturating the market with graduates of particular professions.
- **Focusing training providers** and less providing similar training at many institutions could help improve quality, effectiveness and efficiency.
- **Geographical expansion** could contribute to achieving increased target numbers, increase outreach and help young people in other provinces to generate income.

6 RECOMMENDATIONS

The following recommendations are structured along the remaining time of Phase 1, until mid 2020, and the Phase 2 from mid 2020 to mid 2024. The timing to start the various aspects is best being staged as described in **Annex 5 – Schedule of recommendations**. The recommendations do not need to be implemented uniquely, but can well be combined to form a revised strategic approach of SDP.

6.1 Recommendations for the remaining time of SDP's Phase 1

6.1.1 Reducing targets – increasing quality

The recommendation named “Reducing targets – increasing quality” is characterized by

- a) SDC formally reducing the Logframe targets of the project, and
- b) Investing into training quality through improving instructors' vocational, methodic and workshop management skills, improving center management skills, assisting through equipment investment, improving equipment maintenance and maintenance management skills of selected staff of the training providers.

At this point of time it would be advisable to revise the Logframe targets and restructure and revise the project Budget for year 4.

This option shall lead to an improved acceptance of the training by participants and employers, increase participation and ensure that graduates do have the necessary entry-level skills to get meaningful employment or go into successful self-employment. The formal reduction of the target shall foster a change of mindset of the project team from “chasing numbers” towards “improving training quality” by freeing budget reserved for operational cost of training and moving it to the various activities to improve training quality. At the same time the rigidity and level of detail of the budget should be reduced as to give the project the necessary room to quickly react on developments during the budget year, without having to ask for permission with SDC for the smallest change.

Formally reducing the targets should be done as soon as possible, since the development of the YPO 2019-2020 is very much dependent on it.

6.1.2 Focusing Training Provision

The target here would be to further focus the training provision to increase efficiency, by not carrying out all technical training at every PTC, but through clustering a particular profession, and carrying out the training for participants of all three provinces at only one or two training centers.

In addition, the project needs to start thinking about reducing the number of training providers in sewing and beauty from currently two to only one per province to ensure efficiency and mitigate market saturation.

6.1.3 Diversifying portfolio of professions

At the core of the recommendation “Diversifying portfolio of professions” is the intention to enable the project to provide more economically interesting skills profiles to the young people in the three provinces, while at the same time reducing the risk of over-saturation of the market in the existing professions.

Future and potential trades mainly addressing male trainees with potential in the existing geographical region are suggested to be agriculture related services, further skills profiles serving the construction sector, service professions like mobile phone repair. Such courses are most probably to be carried out at PTCs or at training providers outside the target region.

Market relevant professions for young women will then rather be related to hospitality, by consequently adding hospitality training, training in cooking and food processing, while those are suggested to rather be carried out at the WDCs, being aware that this will enhance gender segregation. The approach makes however best use of the strengths of the respective institutions in terms of available skills and facilities.

In addition, the diversification of the training portfolio is suggested to explore intensifying the outsourcing of training provision beyond the three provinces, working with Government and non-government institutions. This in particular in professions where the market potential is so limited that it is not reasonable to establish a training in the province, where it is very difficult to find the necessary potential instructor in the region, or where the establishment of the training facilities would be too expensive for the project.

6.1.4 Increasing Sustainability

To mitigate the significant risk of ending up with an un-sustainable project, SDP should start to intensify the cooperation with the core Ministries (MoLVT, MoWA, MoT and MoEF), with the intention that Ministries do gradually cover operational cost for the training being assisted by SDP.

SDP should be restructuring payments to Government staff by increasingly building performance related incentives into the scheme instead of payments, which might be interpreted as a form of wage topping-up by the receiver. Once that is established, it will be easier to transform the system into a Government financed activity.

Subsidizing the poor and “rich” the same way by giving the training for free to all is not recommended. Making use of the Government scheme in place to define poor people and subsidizing them more than others should be the way to go. As a matter of principle, all participants should contribute at least a little something monetarily, but certainly the poor less than the ones who can afford.

In addition, the CT recommends that SDP starts exploring the establishment of a training voucher scheme. The project would however need to test Government interest to use a Training Voucher Scheme as a tool to co-finance training through the Skills Development Fund.

6.1.5 Suggestion by consultant team

The CT suggests opting for a **combination of all four recommendations** elaborated above, whereas the timing to start the various aspects would best be staged as described in **Annex 5 – Schedule of recommendations**. The preparatory work for the **recommendations “Diversifying portfolio of professions” and “Increasing Sustainability”** should be started in the remaining time of Phase 1, whereas **much of the implementation will only be happening in Phase 2**.

6.2 Recommendations for SDP’s Phase 2

The recommendations for Phase 2 are characterized by the consolidation of the recommendations made above for the remaining time of Phase 1, since much of the work cannot be fully finalized within the remaining 14 months. In addition the CT suggests exploring the following options:

6.2.1 Geographical expansion

Geographical expansion could be approached along several strategies:

- a) **Adding at least one economically striving region to the project**; this could certainly help to increase the numbers of trainees and graduates gaining income, is however not closely in line with SDC’s general geographical outreach in the country, since such regions would rather be around the capital or the southern belt, along the boarder to Vietnam. Provinces like Kampong Cham, Kampong Thom and Siem Reap would be regions with moderate economic activity and close to the current project outreach. However, Siem Reap is well served by donors already and therefore not a good choice. Recent developments are opening up Special Economic Zones (SEZ) along the northern boarder to Thailand, which would be well in line with SDC’s general geographical engagement. Further development in the field of SEZs should therefore be followed closely as not to miss potential opportunities.
- b) **Adding more economically slow developing region(s) to the project**: Neighboring Provinces to SDP’s current geographical outreach to the east do fulfill the criteria of not being economically striving. Expanding into such regions does however need to be done consciously, as the difficulties of rather quickly saturating the market and the limitation of self-employment would, except for very selected field, certainly be faced there as well.
- c) **In tourism**, one could adopt a **partial geographical expansion**, training people originating from the **neighboring provinces Monulkiri and Ratanakiri**, which do have tourism potential and a relatively similar profile. No local SDP offices would need to be opened, but the services could be provided out of Stung Treng and Kratie, where as well the training could be carried out. That would be a relatively slim option to assist the young people in two more provinces and would have the potential to contribute to boost the tourism potential at in those regions.

6.2.2 Skills for Migration

This recommendation is characterized by linking graduates of SDP’s basic skills training which are interested in migration to PROMISE, a project that is specialized in the field. This approach would have the potential to improve quality of migration from the target region for those dreaming about making their life in the big city or even abroad.

6.2.3 Suggestion by consultant team

The CT considers option c) as the most feasible of the three approaches, taking into account the relatively limited resources of the project and the potential to achieve best possible value for money.

7 Acknowledgements

The Consultant Team would like to thank all actors which have given their exceptional support to the mid-term review mission. Particular recognitions go to the SDP team at central and local level, which prepared very well with its internal assessment work and assisted the CT in a variety of ways, to the SDC representatives and the Cambodian Government representatives at central and provincial level, which generously invested their time to discuss with us, and last but not least to all representatives of training providers, to participants, graduates and private sector representatives who gave us the opportunity to learn more about their achievements and problems at hand.

Annexes

Annex 1 – Terms of Reference

Annex 2 – Mission Schedule

Annex 3 – SDP Self-Assessment

Annex 4 – SDP Tracer Study

Annex 5 – Schedule of recommendations



Annex 1

Terms of Reference

For the Mid-Term Review (MTR) of the Skills Development Programme (SDP) phase 1, Cambodia

Overview of the Assignment

Title of assignment:	Mid-Term Review (MTR) of the Skills Development Programme (SDP) phase 1
Objectives:	1) Assess relevance, efficiency, effectiveness and sustainability of the first phase of SDP 2) Develop suggestions for the strategy of the second phase of SDP
Duration of the assignment	20 working days each (international and national) max.
Start date:	15 February 2019
End date:	10 April 2019
Location:	Phnom Penh and the three SDP target provinces (Kratie, Stung Treng and Preah Vihear), possibly Siem Reap
Number of experts	One international consultant One local consultant

Background

SDC opened its offices in Cambodia in March 2013. In preparation of a potential TVET programme in the country, SDC commissioned several pieces of research (Political Economy Analysis, Challenges and Opportunities for Achieving Social Inclusion in Post- Conflict Cambodia", "Sector profile and proposal for SDC strategy formulation in TVET)", as well as a Design Study for the intended TVET programme. The results of these studies were discussed with national stakeholders (Government, national and international NGOs, private sector representatives). Based on this an inception phase was to confirm the project design and to set strong grounds to start implementation. In close cooperation with the Ministry of Labor and Vocational Training and the Ministry of Tourism, the SDC funded Skills Development Programme (SDP) started its inception phase in December 2014. Then, it was tendered for the project implementation of phase 1 in 2016.

The Skills Development Programme (SDP) is mandated and fully financed by the Swiss Agency for Development and Cooperation (SDC). The first phase of SDP (2016 to 2020) is implemented by a consortium under the leadership of Swisscontact. 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 TVET system. To accomplish this, the SDP consists of three Intervention Areas: Dual Vocational Training, Hospitality Training as well as National Policy and TVET Reform. The programme works closely with the Cambodian government at the



national and the provincial level. Partners include the Ministry of Labour and Vocational Training (MoLVT), the Ministry of Tourism (MoT), the Ministry of Women's Affairs (MoWA) and their provincial Departments, the National Employment Agency (NEA) as well as the private sector. Local implementers in the target provinces include Provincial Training Centres (PTCs), local Women's Development Centres (WDCs) as well as NGOs and businesses of the hospitality and TVET sectors. SDP is committed to both Gender Equality, Social Inclusion and conflict sensitivity as transversal themes in all Intervention Areas. This is decisive for the relevance of the programme.

The SDP Steering Committee serves as the governing body of the programme. As part of SDP's strategy to align with government priorities, the committee is chaired by the SDC's Deputy Director of Cooperation and co-chaired by representatives of MoT and MoLVT. Its members also include representatives of MoWA, NEA and provincial vice governors in the target provinces.

Objectives of the Review

This MTR aims to review and assess the performance and the strategic orientation of the programme that have been implemented during the first 2.5 years of SDP's first phase and to recommend potential changes in strategy and approaches for the design of the 2nd phase (2020-2024). This will support SDC, Swisscontact and relevant stakeholders to adapt, where necessary, the programme's implementation and the elaboration of the next phase.

To this end, the assignment has two objectives:

- 1) Assess the relevance, effectiveness, efficiency, impact and sustainability of the first phase of SDP.¹
- 2) Develop suggestions for the strategy of the second phase of SDP.

Scope of Work/Tasks

The consultants will perform the following tasks:

1. Assess relevant SDP documents, such as the ProDoc including the LogFrame, and, annual and semi-annual reports, Yearly Plans of Operation (YPO), M&E system including Baseline etc.
2. Elaborate the concept for the MTR, including methodology, work plan, reporting template and the proposed field visits, in close coordination with SDC Cambodia and the SDP implementation team.
3. Exchange with relevant stakeholders, such as selected representatives of the government partners, training providers and the private sector (particularly, employers who have hosted traineeships for SDP participants and who employ SDP graduates), SDC partners and development partners
4. Interview relevant SDP beneficiaries, such as participants, graduates and candidates assessed through Recognition of Prior Learning (RPL).
5. Analyse the project approach/strategy and the intervention areas with respect to the criteria (see objective 1).
6. Assess the pertinence of the implementation strategy, including sub-contracting the government and training providers for delivering the training and initiatives for the sustainability of the project.
7. Evaluate the strategic focus of the project, providing recommendation for the design of the 2nd phase building on lessons learnt from the current phase.

1 These are the OECD's DAC criteria for evaluating development assistance. Detailed descriptions of the criteria can be found at: <http://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm>



8. Deliver recommendations on additional opportunities for strategic project interventions and corrective actions in order to resolve outstanding issues and improve the project performance for the remainder of the current phase.
9. Summarise the findings and recommendations in a final report. The report should include:
 - a summary of the MTR's findings with respect to the criteria (see objective 1)
 - an assessment of strengths, weaknesses, opportunities and threats of the programme
 - recommendations for risk mitigation and for the improvement of the current implementation
 - obstacles and challenges encountered during the assignment, if any
10. suggestions for improving the performance of the current phase
11. Provide recommendations for elaboration of the second phase (see objective 2)
12. Develop proposals for a further strategic enhancements and increased synergies within the Skills Development Domains of SDCs programme.

Methodology

The assignment will consist of the following steps:

- 1) Preparation, including desk research, assessing relevant SDP documents.
- 2) Briefing with SDC and the SDP implementation team
- 3) Meeting stakeholders in Phnom Penh
- 4) Meeting stakeholders and beneficiaries in selected locations in the target provinces.
- 5) De-briefing with SDC and the SDP implementation team
- 6) Reporting – consisting of the production of a draft report and, after feedback from SDC, the delivery of a final report.

Deliverables and duration

Deliverables	Deadline	Days intl. expert	Days national expert
MTR concept submitted to SDC - Review of relevant documents - Collect and review the relevant government strategies in the field of TVET and labour markets - Prepare and present concept for the MTR - Incorporate feedback from SDC to finalize the concept	25.02.19	3	3
Preparation of Review mission - Collect primary and secondary data relevant to SDP			2
Review mission in Cambodia		12	12



- Analyse data relevant to SDP - Conduct consultation meeting, interview both at national and sub-national level - Facilitate and present the findings to SDC and SDP team			
Draft MTR report - Elaborate draft MTR report	30.03.19	3	3
Final MTR report - Finalize the MTR report, incorporating the feedback from stakeholders, especially from SDC.	10.04.19	2	
Total		20 days	20 days

The consultants work closely with the SDP implementation team. The detailed work plan with dates, schedules, travel itineraries and meeting agenda will be discussed with the consultants upon arrival in Phnom Penh.

The MTR of the SDP will be done in parallel with the MTR of the UN Joint programme on Youth employment. If possible, the two reviews will be done by the same team, but based on separate ToRs. If this is the case, several tasks between the two can be combined, resulting in a lower number of total day for the two assignments.

Team requirements and responsibilities

This assignment is to be executed by a team combining international and national experts. The Team will comprise the following experts:

- One international expert with broad experience in project evaluation, design and knowledge of TVET concepts and delivery, knowing building blocks between training with employment and income methodology, will act as team leader. The consultant proves an in-depth knowledge of SDC policies on TVET and long-standing experience with the Swiss approaches to TVET globally, including dual vocational training. He is the team-leader of the review and has the overall responsibility of the Mid-Term-Review.
- One national expert with in-depth knowledge and experience of vocational skills development in Cambodia. This consultant is required to have a strong knowledge of the stakeholders and the TVET landscape in the country and has to be knowledgeable in local project management and evaluation in the TVET sector
- Both consultants will have profound understanding of ecosystem of labour market and vocational training and a good knowledge of social inclusion, esp. gender equality and conflict sensitive programme management.
- The consultants will report to the head of Skills Development and Employment at SDC Phnom Penh. The consultants will work closely with the SDP implementation team who will provide the consultants with a workspace and will assist in the organisation of travel within Cambodia, with visits, meetings, interpretation (Khmer-English and English-Khmer) and accommodation.



Schweizerische Eidgenossenschaft
Confédération suisse
Confederazione Svizzera
Confederaziun svizra

Federal Department of Foreign Affairs FDFA
Swiss Agency for Development and Cooperation SDC

Swiss Cooperation Office and Swiss Consular Agency
Phnom Penh / Cambodia

- SDC and Swisscontact will provide the consultants with all needed documents and information. Briefing de-briefing meetings will be organized in coordination between SDC and Swisscontact.

Application

Interested candidates are kindly requested to send the following documents to the Swiss Agency for Development and Cooperation (SDC) at va.ros@eda.admin.ch

1. Letter of interest (cover letter) with indication of applicant's ability and availability
2. CV or resume;
3. 1-2 reports of similar assignments, and
4. Financial proposal (fees, traveling, workshop and other costs). Please see the budget template.

Please note that the travel costs shall be calculated based on economy class fare regardless of the length of travel; and costs for accommodation, meals and incidentals. Costs will be formulated in US\$.



Annex 1:

Documents to be provided:

- SDP report, YPOs, reports and minutes
- SDP Prodoc
- M& E system including baselines and intermediary results
- SDC Mekong region strategy
- CHAIN prodoc
- UNJP prodoc
- PROMISE prodoc
- Other documents (tbc)

Annex 2:

List of Potential Questions for MTR-SDP:

1. To what extent has SDP benefited the young people and improved their livelihood? What changes can be observed in term of individual, structural, behaviour and cultural? The extent to which SDP has contributed to improving income of young people, comparing against the minimum wage and the other projects for example, ADB-supported and MoLVT project.
2. Is the project implementation on the right track toward achieving the expected results as set out in the project document?
3. Do the strategic interventions, approaches and activities of SDP respond to the labor market and need of young people in the target province?
4. To what extent has SDP made to improve the synergies with projects, i.e. ADB, UNJP, PROMISE, CHAIN and other projects?
5. Under SDP's interventions, which professions are more relevant to labor market and young people in the target province? What are the future and potential trades that could be included in the rest of the programme and the next phase?
6. What is the level of contributions and ownership from government and private sector involving the implementation of skills development programme? What initiatives and options should be included?
7. Are the training modalities effective and efficient? What is comparative advantage of sub-contracting government as training providers? Is the instructor's capacity sufficient? What should be improved for quality training TVET programme, including theory and work-based learning?
8. Are employers satisfied with the SDP-supported training programmes? Do you seen any difference between employees from SDP support and the other employees?
9. Have the soft skills been institutionalized in the TVET programme? Does it meet the demand of employers?
10. Has SDP interventions addressed the need of female young learners? What special measure have been introduced in the programme?
11. What are the challenges face by SDP and how it has addressed?
12. What are the comparative advantage of SDP and what are the window opportunity of SDP for the current and next phase?
13. What market-oriented professions are more relevant to young women in the next phase? Should the project expand the coverage area?
14. What are the strategic position and interventions of the programme in the next phase? What viable joint initiatives should SDP invest more to bring driving force/strategic partners for sustainability?

Annex 2

Programme for Review of SDP (and UNJP) March to April 2019

1. Consultant team1(SDP): Mr. Martin (International consultant as a team leader), Mr. Sok Somith (local consultant)
2. Consultant team 2 (UNJP): Ms. Diana Cáceres-Rees (International consultant as a team leader), Mr. Seng Hong (local consultant)
3. Both consultant teams together

Joint programme for both consultant team in Phnom Penh

Date	Time	Description	Who and contact details (who should attend the meeting)	Venue	Consultants	Organizer (just support in facilitating and connecting)	Follow up (local consultant)	Status
14 Mar	1030-1200	ILO	Socheata, Sophorn, Rim	ILO, PnP Center, building I, 2 nd floor, Sotheaeros Blvd.	Diana	Socheata	Hong	confirmed
	1530-1630	RCO	Paulin and Nimol	UNDP 5, St Paster, PnP	Diana	Socheata	Hong	confirmed
15 Mar	1000-1130	UNICEF	Natacha, Sydney, Bunly, Solin, Khanha	UNICEF, Exchange Square, 5 th floor, St 106	Team 2	Socheata	Hong	confirmed
	1145-1315	UNESCO	Santosh, Kimlay, VuthaTBC	Museum Café, St 178, PnP	Team 2	Socheata	Hong	confirmed
	1330-1500	UNV	Clark, Makara, Shouly	UNV officer, PnP Center, Sotheaeros	Diana	Socheata	Hong	confirmed
	1515-1645	UNDP	Rany, Amara, Sakshi	UNDP office, building 5, St Paster	Diana	Socheata	Hong	confirmed

18 March	0900-1200	Briefing with SDC	Simon, Va	SDC office	Two teams	Va	Va	
	1200-1300	Coordination meeting consultants teams	Team 1 and Team 2	Eleven One Kitchen restaurant	Two teams	Martin	Somith	
	1430-1700	SDP management Briefing / discussion self-assessment	Christian, Sonja	SDP office	Team 1	Martin	Somith	
	1400-1730	UNJP	ILO UNICEF UNDP UNV UNESCO	UNICEF	Team 2	Diana	Hong	Confirmed
19 March	0800 - 0915	SDP monitoring team	SDP monitoring team	SDP office	Team 1	Martin	Somith	confirmed
	1030-1200	Meeting with MoLVT	• H.E. Laov Him, DG, DGTVET; • Mr. Teang Sak, Director, Department of Standard and Curriculum; • Mr. Khim Yorm, Deputy Director, Department of Standard and Curriculum, 012 724 924	DGTVET meeting room	Both teams	SDP	Somith	Confirmed (DGTVET just called and requested to move the meeting to 10:30-12:00 on same day. This is pending to confirm with tentative schedule with UNJP)
	0100-0245	SDP project team	SDP project team	SDP office	Team 1	Martin	Somith	confirmed
	0245--0315	SDP management final questions	Christian, Sonja	SDP office	Team 1	Martin	Somith	confirmed
	1600-1700	Meeting with NEA	H.E Hay Hunleng, deputy director of NEA Ms. Sao Kanhroat 016 498 778	NEA Office	Both teams	SDP	Somith	Confirmed

20 March	0830-1000	Meeting with: - MoEYS	MoEYS/DGY: - H.E Sroy Socheat, Director of Youth - H.E Chek Lim, Deputy Director of Youth, 012 912 981 - Mr. Taing Sophanarath, Director of YC dep., 012 826 876 - Mr. Nuon Vansoeun, Deputy Director of VoD, 011-924-927 - Mr. Prom Vibol, 011-607-201 - Mr. Rath Sarah, director of Vocational orientation department, 012 392988	DGY office, st. 380, BKK1	Two Teams	UNJP	Hong	Confirmed
	1100-1200	CAMFEBA	CAMFEBA: Mr. SAR Kinal, board member, 078 808333	Aplus consulting PPIU Buiding, 4th floor, #36, St.169, Phnom Penh	Two teams	SDP	Somith	Confirmed
	0100-0200	EuroCham Mr. Blaise Kilian, Executive Director director@eurocham-cambodia.org 012 911 651	Eurocham office		Two teams	SDP	Somith	Confirmed
	1425 – 1530	MoT/NCTP	MOT/NCTP: - H.E. Try Chhiv, Director of NCTP	- MoT office	Two teams	SDP	Hong	Confirmed

	1615 - 1715	MEF, SDF	Secretariat and Director of Department of International Cooperation and ASEAN; 012 355 588 - Ith Sreykeo, Technical Officer, NCTP 078 515 199 MEF, Skill Development Fund Mr. Chea Kok Hong, MEF/SDF, 017876888,	MEF Building C, SDF Room at 4 th floor	Two Team	SDP/UNJP	Hong	Confirmed
21 March	0830-1000	Meeting with: - NPIC or NTTI	NPIC: - H.E. Muong Phasy, Vice President, 017 938 405; phasy.muong@gmail.com ITI: - Mr. Moan Sam Oeurn, Director; 012 407 960; samoeurn.dir@gmail.com	NPIC	Two teams	UNJP	Hong	Confirmed Contact person: Mr. Hin Chandara, chandara.npic2015@gmail.com , tel: 012 507 477;
	1130-1300	Meeting with: - YEAC	YEAC: - Mr. Sambath, ED, 012 885212 - Mr. Pech Polene, vice-president, ceo@wegcambodia.com , 012 523 865 - Mr Seang Sopagna, vice-president, pagna@cam-asean.com 016 999 762	Dibgy restaurant, st. 63, BKK1	Two Teams			Confirmed Contact person: Mr. Sambath, ED, 012 885212
	1400-1530	Meeting with: - Fin Church Aid	Ms. Saara Lehmuskoski Country Director Tel. 012201799 Saara.Lehmuskoski@kirkonulkomaanapu.fi No. #4B, Street 370, Phnom Penh, Cambodia	Fin Church Aid office	Two teams	UNJP	Somith	Confirmed
	1545-1700	Meeting with UNIDO	Mr. Sok Narin, representative, N.SOK@unido.org ; 012-757-327	UNIDO office in	Diana	UNJP		Confirmed

				Phnom Penh Center				
22 March	0830- 1000	Meeting with DonBosco	Father Roel Soto 069945893 Don Bosco Technical School House #203 Street Wat Samrong Andeth, Phum Kok Kleang, Khan Krung They, Seen Sok District, Phnom Penh.		Two Teams	SDP	Somith	Confirmed
	1030- 1200	Meeting with Mith Samlanh	Mr. CHEN Dechorith, 3PC programme manager, 016303074 dechorith@friends-international.org	Friends International Office	Two teams	UNJP		Confirmed
	1400- 1530	Ministry of Women's Affairs	Mrs. Soth Sithon, director of department of economic development 012 691 167 Mrs. Thoeurn Sakmana, deputy of department of economic development 011 616 146	MoWA Office	Team 1	SDP		Confirmed
	1430 - 1530	Meeting IOM	Akhara 068 999 920	IOM Office 4 th Floor Tai Ming Build., Norodom Blvd. (close to Ministry of Interior)	Diana	UNJP	Va	Confirmed
	16:00- 17:00	Meeting with Trade Unions	Ms. Heng Rithy, 012 400 885 Mr. Sreang Narith, 012 636 766 Ms. Phuong Leakhena, 017 252 637 Mr. Seang Chhroeun, 089 230 004	ILO office in Phnom Penh Center	Diana - Smith	UNJP	Hong	Confirmed
	1600- 1700	Meeting ADB	Mr. Sophear Mar, smar@adb.org , 015 871 817	ADB office	Martin	SDP	Somith	Confirmed
Site visits from March 24 to 28 as to separate program defined by Somith and Sonja for Team 1 and by Diana and Hong for Team 2 (see drafts below)								
29 March	1300- 1400	Coordination meeting consultants teams	Team 1 and Team 2	SDC office	Two teams	Martin	Somith	
	1415- 1615	Discussion on key findings SDP and	Simon, Va	SDC office	Two teams	Va	Va	

		UNJP with SDC						
	1630-1730	Presentation key findings for future SDC skills strategy	Simon, Va	SDC office	Two teams	Va	Va	
01 April	0830-1000	Present key findings with SDP	SDP team	SDC office	Team 1	Va	Somith	
	1000-1130	Present key findings with UNJP	5 UN agencies	SDC office	Team 2	Va	Hong	Confirmed
	1500-1630	Debriefing with SDC	Carin, Simon, Va, SDC Myanmar	SDC office	Two teams	Va	Va	

Programme for consultant team 1: SDP

Meeting with vice-governors, PTCs, WDCs, provincial department of tourism, NGO partners, and employers in hospitality and TVET sector, students, graduate (self-employed, being employed) and other potential private sector in the three provinces.

Date	Time	Description	Who and contact details (who should attend the meeting)	Province	Organizer (just support in facilitating and connecting)	Follow up (Local consultant)	Remarks
24 March	12:00 – 17:00	Travel to Preah Vihear (5-6 hours)			Somith		
25 March	8:00am – 9:00am	MTR consultant visit Swisscontact field team	Swisscontact office-PVH	Preah Vihear	Sython	Somith	
	9:00am – 10:30am	MTR consultant visit PTC	PTC office	Preah Vihear		Somith	
	10:30am – 12:00pm	Visit PDoWA-WDC	WDC office	Preah Vihear		Somith	
	Lunch break						
	1:30pm – 3:30pm	Visit PDoT	PDoT office	Preah Vihear	Sython	Somith	
4:00pm – 5:30pm	Visit enterprise (Seila Chantrea), graduates (Mrs. Seila Chantrea, Owner, participated in in-house training, Intake1)(Mrs. Meas Ratha, Front	Selachantrea restaurant	Preah Vihear	Somith			

		Office, Ly Hout-gesthouse, participated in in-house training, Intake1) and RPL candidate (Ms. Ung Sreyneath, female, Front Office, RPL candidate, GreenPalace Hotel) (Mr. Lanh Bros, Front Office, RPL Candidate, Green Palace Hotel)					
26 March	6:00 – 8:00	Travel to Stung Treng (approx.2 hours)		Stung Treng	Chhenghorn	Somith	
	8:00am-8:45pm	Visit Swisscontact field team	SDP-STG-office			Somith	
	8:45AM-9:45AM	MTR consultant visit PDoT	PdoT-office			Somith	
	9:45-11:45AM	MTR consultant visit PTC	PTC-office			Somith	
		Lunch Break				Somith	
	2:00PM-2:30 PM	Meeting with WDC	WDC office Miss. Phal Srey Pheak(WDC) Contact:095 511-567	Stung Treng		Somith	
	2:30PM-5:00PM	Meeting with graduates from PTC and WDC: 1-Name: AnSey Sorya Age: 22 years old Graduate: Intake 2 (WDC-Sewing class) Her background: Mrs. Ansey Sorya, she drop out school at grade 9, working at Vilaiy Enterprise, Enterprise location: 9-10Km from WDC office. 2-Name: Morm Chivoin Age: 18 years old Graduate: Intake 3 (WDC-Beauty class) Her background: Miss. Morm	WDC office Miss. Phal Srey Pheak (WDC) Contact:095 511-567 Miss. Hong Tydali (PTC-JPO) Contact:071 9 709 064			Somith	

		Chivoin living at Veel Khchach village, Thalaborivat commune, Talaborivat district, She school drop out at grade 6, She is from poor family, she work at Srey Neang Enterprise, Reachea Nocol Village, Sangkat Stung Treng. 3-Name: Mrs. Sem Sreynea Age: 23 years old Graduate: Intake 2 (PTC-Beauty class) Her back ground from Sreh Krasang Village, Sreh krasang Commune, Siembok district.After 2 month traineeship, She feel strong and confident to opening the bussiness at Dekcho Sen Samaki Stung Treng Market in Stung Treng Town. Her contact: 097 67 22 553					
27 March	7:00 am	Travel to Kratie (approx.1.5-2 hours)					
	9:00-10:00am	Meeting with PTC management and visit learners of intake 4 at the center. (PTC plans to start intake 4 by 15 March)	Director, 2 deputy directors and Job Placement Officer JPO—Mr. Sorn Chendia (Tel: 078 350 530)	Kratie	Socheat	Somith	
	10:00am-11:00am	Meeting with management of WDC and visit learners of intake 4, which starts from 4th March 2019) at WDC	Director, deputy director, JPO—Ms. Chem Pov (tel: 031 4366 738)	Kratie		Somith	
	11:00-12:00am	Visit welding enterprises and graduates of intake 3, at Chin Sengheng enterprise, 2 km from the center	2 male graduates—Orn Nan and Pha Ratha (intake 3, finished in Feb 2019, got salary of 150\$/month, plus accommodation and meals) and JPO of	Kratie		Somith	

		Visit motorbike repairing enterprise and graduate of intake 2, at Cheang Dorn enterprise 5 km from the center	PTC—Mr. Sorn Chenda Male graduate—Ra Phally of PTC (intake 2, finished in July 2018, continued internship from Aug 2018, got 30\$/month plus incentive, meals and accommodation)				
	12:00-1:30pm	Lunch at Le Tonle restaurant and visit the center	Consultants and Swisscontact team?	Kratie		Somith	
	1:30-2:30pm	Meeting with management of Le Tonle, at Le Tonle center	Management, Director and trainers	Kratie		Somith	
	2:45-3:45pm	Meeting with PdoT, at PdoT office	Director, deputy director and trainer	Kratie		Somith	
	3:45-5:00	Focus group discussion with 6 graduates of PTC (2 from motorbike repairing skill, 2 from welding skill, 2 from small engine repairing skill) At SPD office Welding intake 3: Orn Nan and Pha Ratha (worked since Feb 2019, got 150\$/month plus meals and accommodation) Motorbike intake 3: Ly Chamreurn and Nhem Soknorn (continued internship since Feb 2019, got accommodation and food, no salary yet) Small engine intake 2: Dorn Sytheang, Thy Narith (worked since Aug 2018, got 40\$/month, plus accommodation and food)	Consultants, and graduates	Kratie		Somith	
28 March	7:00-12:30	Travel to Phnom Penh				Somith	



Self Assessment

Preparing for MTR and Phase II

Sonja Hofstetter
Phnom Penh
March 2019

Implementers



A Project of

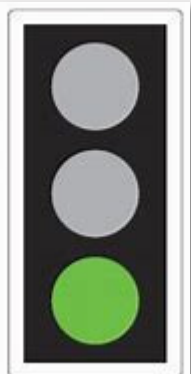
Schweizerische Eidgenossenschaft
Confédération suisse
Confederazione Svizzera
Confederaziun svizra

Swiss Agency for Development
and Cooperation SDC

Self assessment



SKILLS
DEVELOPMENT
PROGRAMME



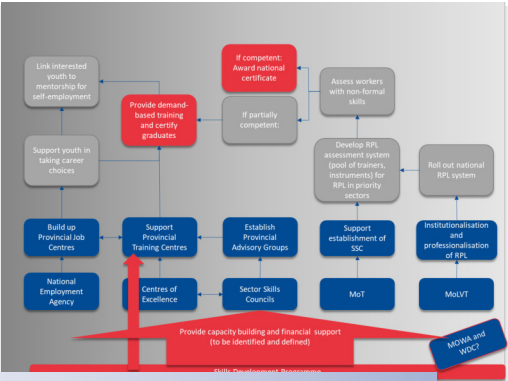
What has worked in phase 1?



What has not worked in Phase I?



What are the lessons learned from Phase I?



What are the proposed ideas for Phase II?



IA1: Dual Vocational Training



**SKILLS
DEVELOPMENT
PROGRAMME**



Overall

PTC and WDC are delivering training

Graduates are getting jobs and opening businesses

PTC/WDC conduct better mobilisation of learners from rural areas

Trainers

Industry trainers mostly have good technical knowledge

Private sector

Kubota has contributed with a training centre

Improved collaboration with private sector for traineeships

Agreements at local level with private sector

Soft skills training

PTC/WDC offer life skills/ entrepreneurship skills training as an add-on



Training quality

Training quality remains low

Trainers do not have capacity to apply CBT methods

Trainers lack pedagogical skills

Infrastructure and training equipment is of poor quality

Training materials are of low standard

Demand assessment is not yet built into the training cycle

Numerous challenges in recruitment of learners

Post-training support is limited

Gender Equality and Social Inclusion

Partners can apply the SIW guidelines only with support

Private sector

Little engagement of medium/large enterprises in provinces

Ownership

Lack of ownership of PTC and WDC – we tell them what to do

IA1: Dual Vocational Training – Lessons Learned



SKILLS
DEVELOPMENT
PROGRAMME

Project Design

Expectations and plans for PTC and WDC by line ministries need to be **understood before phase II**

Need to Lower expectations on target numbers

Capacity building activities need to be **identified and planned from the beginning**

Training Model

Improve trainee mobilisation strategy

Allocate **time and resources for capacity building** of PTC and WDC

Training model should be **demand-based** and support PTC and WDC to develop further

Improved business **start up support** and mentoring is needed for **self-employment**

Training Centre management must be part of intervention

Equipment/Infrastructure/Training Materials

Training consumable material is needed at internships in order for trainees to be accepted in traineeships

Infrastructure/Equipment is crucial to improve training quality

SDP needs to have time and resources to support PTC/WDC to develop **better training materials**

Private Sector Involvement

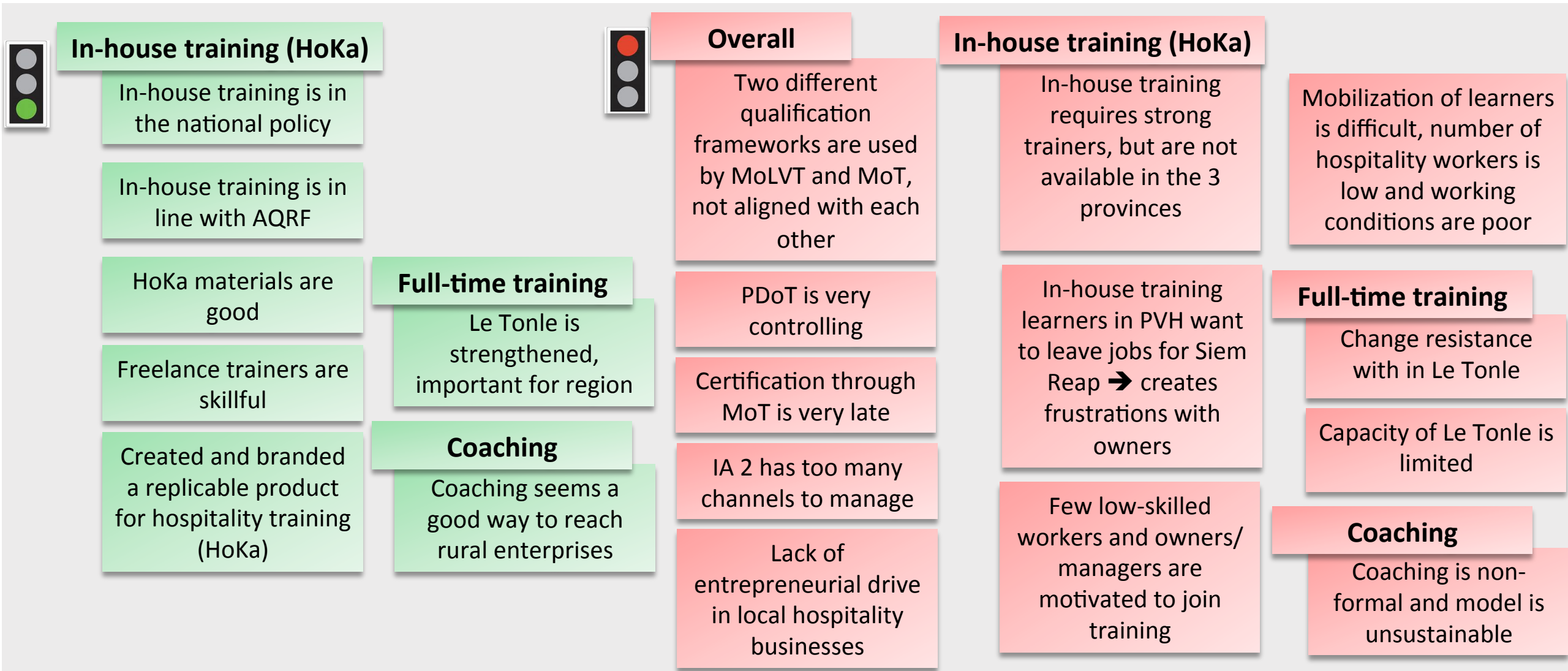
Involvement of larger companies is successful (Kubota), needs to be pursued further

Gender Equality and Social Inclusion

SIW/GESI need to be **built into agreement and training intervention**



IA2: Hospitality Training



IA2: Hospitality Training –Lessons Learned



SKILLS
DEVELOPMENT
PROGRAMME



Channel 1: In-house training

Training materials need to be **customized to provincial realities** and this **takes time**.

Where tourism industry is not active, in-house training does not work.

Branding helps to promote and market training “product”.

Channel 2: Coaching

Good approach and feasible to be implemented by PDoT.

Limited outreach as number of hospitality businesses is low.

Channel 3: Full-time Vocational Training

Government is planning to open a training provider for hospitality in Kratie.

Expectations and plans for Le Tonle need to be understood before phase II.

Le Tonle cannot cope with high target numbers (only 30 learners per intake).

It might be better train youth in PP and SR for hospitality training.

Apprenticeships: Politically sensitive, needs further discussion and better understanding.

IA3: Policy and RPL



SKILLS
DEVELOPMENT
PROGRAMME



Overall

Good working relationship with different entities of MoLVT and also with NCTP

Contribution to national system by developing level 1 training packages

Recognition of Prior Learning

RPL testing for hospitality was successful

RPL work of SDP was recognized by MoLVT

RPL is in line with national policies



Overall

Policy and RPL activities should not be limited to KRT, PVH and STG

Policy activities and outcomes are not clearly stated in the project document

National Coordination of TVET actors cannot be done by SDP

Scope of work with MOWA and NEA is unclear

Heavy workload on finance and administration

Policy dialogue needs clearer strategy

Recognition of Prior Learning

There is no RPL system yet, current testing is not sustainable

Target provinces not suitable for RPL piloting

IA3: National Policy Support – Lessons Learned



SKILLS
DEVELOPMENT
PROGRAMME

Project Design

Implementation strategy needs to be endorsed by DGTNET

Skills Fora/Policy Dialogue need to be **sharpened** and have **explicit link with SDP activities**

No geographical limitations for interventions on policy and national TVET system

Outputs and outcomes for policy and national TVET system need to be defined better in the intervention logic of SDP

Collaboration with Government should be based on framework **agreements for whole phase**, and **annual work plans and budget**

Recognition of Prior Learning

Piloting of RPL needs to be followed by **support to build the system**

Actors and Engagement

SDP must engage in **Technical Working Group on TVET (donor and Gov)**

Crucial actors in TVET system should be included and strengthened: **SSC and CoE**

Balanced support to all ministries and other public entities included



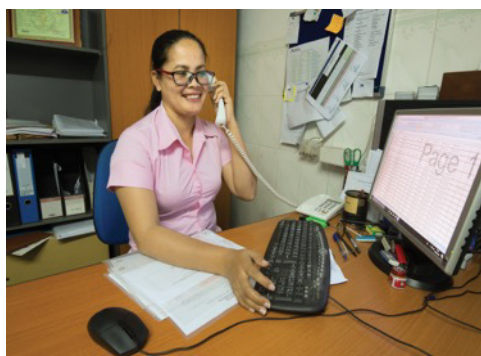


SKILLS
DEVELOPMENT
PROGRAMME

We create opportunities

Annex 4

Tracer Studies on Graduates of the Skills Development Programme



Angkor Research and Consulting Ltd.
February 2019



Acknowledgements

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Mr. Ian Ramage oversaw the entire research project. Mr. Keo Kimhorth and Mrs. Kren Bopha led the data collection and took part in the questionnaire design. Ms. Kim Laurent designed the database, conducted the analysis and wrote the final report.

Thanks to all project staff who collected the data. Last but most importantly, we would like to express our gratitude to the graduates and employers who took the time to participate in the survey, providing us with valuable information.

Acronyms and abbreviations

CAPI	Computer assisted personal interviewing
CRDT	Cambodian Research Development Team
DVT	Dual Vocational Training
F&B	Food and Beverage
FVTC	Full Time Vocational Training Certificate
HH	Household
KHR	Khmer riel
NGO	Nongovernmental organization
QC	Quality control
SDC	Swiss Agency for Development and Cooperation
SDP	Skills Development Programme
SPSS	Statistical Package for the Social Sciences
TOR	Terms of reference
TVET	Technical and Vocational Education and Training
USD	US dollar (1USD=4000 riel)
VTC	Vocational training center

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Executive Summary – Indicators

In 2018, Swisscontact commissioned Angkor Research to conduct three tracer studies among the former trainees of the Skills Development Programme (SDP), to examine the relevance and quality of the SDP training program, graduates' employment outcomes, and other perceived effects of the training on graduates' lives. This is the second tracer study report, including 232 Dual Vocational Training (DVT) graduates who end their training six months ago, 82 DVT graduates who completed their training one year ago, 13 apprentices and 30 hospitality graduates who finished the course six months ago. Additionally, Angkor Research interviewed 50 employers to gather their satisfaction and feedback over the graduates they employ(ed). The survey was conducted through phone from December 24th, 2018 until January 24th, 2019.

The tables below present the results by project indicators and by types of graduates.

Dual Vocational Training (DVT) Graduates – 6 Months (n=232)

Proportion of graduates satisfied with post-training support received (follow up only)	38.5% (87) of all DVT graduates (6 months) received support from the Vocational Training Center (VTC) after the completion of their training. Among them, 70.1% (61) received support to find a job and were very satisfied with this help (average satisfaction score of 8.6/10). 39.1% (34) of the respondents reported to have received advices over their career and to be very satisfied with it (average satisfaction is score 8.8/10).
Proportion of graduates with improved employment status: employment/ promotion	Four wage-employed DVT graduates (3.4%) reported to have received a promotion after the training and four (3.4%) changed employment in the past six months. 61.2% of these DVT graduates (142) are currently working (either self-employed or wage-employed).
Proportion of graduates reporting that training improved their skills	64.1% of the employed DVT respondents (91) who graduated six months ago mentioned a positive impact on their personal lives, that the training allowed them to improve their skills.
Proportion of graduates with increased income compared to income before training	77.1% of the wage-employed respondents (91) reported a higher salary after participating in the vocational training. 82.6% of the self-employed DVT respondents (19) said that they were earning a higher income after the training. Wage-employed graduates reported earning an average, USD 23.1 (median USD 0) prior to training and USD 95.5 (median is USD 75) after the training (in the last month).
Proportion of graduates that continued studying	21.1% of respondents who do not currently have a job continued their studies.
Proportion of graduates reporting relevance of training received for workplace	40% of the DVT respondents who completed their training six months ago (54) reported that they found the technical skills learned very useful (score of 9 to 10/10). The average score given by the respondents highlights that for them, the relevance of their technical skills is good (average score is 7.3/10).

Dual Vocational Training (DVT) Graduates – 6 Months (n=232)

Proportion of graduates satisfied with working conditions	40.8% of the respondents (58) reported to be very satisfied with their working conditions (score between 9 and 10/10). The average score graduates gave on their working conditions reflects that they are generally satisfied (average score is 7.6/10).
Proportion of graduates reporting on perceived benefits of training	17.6% of the respondents (26) mentioned that the training had an impact on their family. Eleven of them mentioned that this impact was positive. However, when asked whether the training had adverse impacts on their households, 15 of the employed DVT graduates (6 months) 64.1% of the DVT respondents who graduated six months ago (91) mentioned a positive impact on their personal lives. The main impacts of the training mentioned by the graduates included; feeling more confident about career opportunities (49.5%), better communication with customers and colleagues (36.3%), improved self-esteem (35.2%) and being able to learn a new skill they like (34.1%)

Dual Vocational Training (DVT) Graduates – 12 Months (N=82)

Proportion of graduates with improved employment status: employment/ promotion	57.3% of graduates (47) are currently working (either self-employed or wage employed). 6.5% of the wage-employed graduates (two) reported to have received a promotion and 3.4% (1) reported to have changed employment over the past six months.
Proportion of graduates reporting that training improved their skills	85.1% of the employed respondents (40) mentioned that as part of the benefits on their personal life, the training allowed them to improve their skills.
Proportion of graduates with increased income compared to income before training	100% of the self-employed (16) and of the wage-respondents (31) reported to have a higher salary after participating in the vocational training. Wage employed graduates reported to earn on average, USD 62.9 (median is USD 0) prior to training and USD 144.7 (median is USD 112.5) after the training (last month).
Proportion of graduates that continued studying	5.7% of respondents (two) who do not currently have a job continued their studies.
Proportion of graduates reporting relevance of training received for workplace	61.7% of the DVT respondents (29) who completed their training a year ago reported that they found the technical skills very useful (score between 9 and 10/10). The average score given by the respondents highlights that for them, the relevance of their technical skills is good (average score is 8.4/10).
Proportion of graduates satisfied with working conditions	61.3% of the respondents reported to be very satisfied of their working conditions (score between 9 and 10/10). The average score graduates gave on their working conditions reflects that they are generally satisfied (average score is 8.3/10).
Proportion of graduates reporting on perceive benefits of training	6% of the employed respondents (3) mentioned that the training had a positive impact on their family. Additionally, 8.5% of all respondents mentioned that the training impacted negatively on their household. Various reasons were provided including that they were not earning much income during/ just after the training and that their families struggled with farming/house work without them. 85.1% of the respondents (40) mentioned that they obtained personal benefits from the training, including: improved self-esteem (75%), feeling more confident about career opportunities (52.5%), being able to express ideas and connect with clients/colleagues (35%), or learning skills they like (10%).

HOSPITALITY GRADUATES – 6 months (n=30)

Proportion of graduates satisfied with post-training support received	83.3% of the hospitality graduates (25) received support from the VTC after the completion of their training. Among them, 96% (24) received support to find a job and were very satisfied with this kind of help (average satisfaction score of 9/10). A fifth of them (20% - 5) also mentioned to have received assistance from the VTC to follow English classes. Regarding this support, they were also very satisfied (average score of 9/10). One respondent reported to have received advice about their career and to be very satisfied by it (average satisfaction is score 10/10)
Proportion of graduates with improved employment status: employment/ promotion	Two thirds (66.7%) of the respondents (20) reported to have a job. All of them said they were wage- employed. None received a promotion in the past six months. One respondent (5%) reported to have changed employment in the past semester.
Proportion of graduates with increased income compared to income before training	70% of the wage-employed hospitality graduates reported a higher income after the training. Wage-employed hospitality graduates reported earning on average, USD 59.7 (median is USD 0) prior to training and USD136.8 (median is USD 120) after the training (last month).
Proportion of graduates that continued studying	20% (2) of the hospitality graduates reported that they were continuing to study to obtain a high school degree (1) or to obtain further knowledge in wedding embellishment (1).
Proportion of graduates reporting relevance of training received for the workplace	Most respondents reported that the skills learned were very useful (grade between 9 and 10/10: 40%) or useful (grade between 6 and 7/10: 35%). The average score respondents gave for the usefulness of the training was 7.5/10, highlighting the relevance of the skills taught during the training.
Proportion of graduates satisfied with working conditions	Most respondents reported being very satisfied (grade between 9 and 10/10: 50%) or satisfied (grade 6 to 7/10: 30%) with their working conditions. The average score respondents gave about their working conditions is 7.3/10, highlighting their overall satisfaction.
Proportion of graduates reporting on perceive benefits of training	15% of the employed respondents (3) mentioned that the training had a positive impact on their family. Additionally, 25% of the employed graduates (5) highlighted that the training impacted their household negatively because they were not earning much income during/ just after the training and that their families struggled with farming/house work without them. 100% of the respondents mentioned that they obtained personal benefits from the training, including: improved self-esteem (60%), feeling more confident about career opportunities (60%), being able to express ideas and connect with clients/colleagues (25%), or learning skills that they liked (15%).

APPRENTICES (n=13)

Proportion of graduates satisfied with post-training support received	15% (2) received support from the VTC after the completion of their training. Among them, all (2) received support to find a job and were very satisfied with this kind of help (average satisfaction score 10/10). One respondent also said to have received advice on his career and was very satisfied with it (average score of 10/10).
Proportion of graduates with improved employment status: employment/ promotion	76.9% of the respondents reported to have a job. Six of them (60%) were self-employed and four wage-employed (40%). None received a promotion over the past six months nor changed employment in the past semester.
Proportion of graduates with increased income compared to income before training	75% (3) of the wage-employed and 66.7% (4) of the self-employed apprentices reported to have a higher income after the training. Wage employed apprentices reported to earn on average, USD 50 (median is USD 0) prior to training and USD 233.8 (median is USD 267.5) after the training (last month).
Proportion of graduates that continued studying	None of the apprentices reported to continue studying.
Proportion of graduates reporting relevance of training received for the workplace	Equal proportions of apprentices (40%) reported that the skills learned were very useful (grade 9-10: 40%) and not useful (grade below 5/10). The average score respondents gave about the usefulness of the training is 6.8/10, highlighting the average opinion of the respondents.
Proportion of graduates satisfied with working conditions	Most of the respondents reported to be very satisfied (grade 9 to 10/10: 75%) or satisfied (grade 6 to 7/10: 25%) with their working conditions. The average score respondents gave about their working conditions is 9.2/10, highlighting their overall high satisfaction.
Proportion of graduates reporting on perceive benefits of training	One respondent (10%) mentioned that the training had an impact on their family. However, none of them mentioned that the impact was positive on their family. Graduates highlighted that the training impacted negatively their household because they were not earning much income during/ just after the training and that their families struggled with farming/house work without them. 100% of respondents mentioned that they obtained personal benefits from the training, including; being able to express ideas and connect with clients/colleagues (40%) improved self-esteem (20%), feeling more confident about career opportunities (20%), or learning skills that they liked (20%).

EMPLOYERS (n=50)

Proportion of employers reporting relevance of skills and competencies of SDP trainees at workplace.	42% of the employers reported that the technical skills of the graduates they employ was either good (score 7 to 8/10) or very good (score 9 to 10/10). The average score employers gave regarding the technical skills of their graduates reflects their overall fair/ average satisfaction (6.2/10). 58.8% of the employers said that the communication skills of their graduates with customers was good (score 7-8/10) or very good (score 9 to 10/10). The average score employers gave regarding the communication skills with customers of their graduates reflects the overall fair/ average satisfaction they have (6.6/10). 50% of the employers said that the communication skills of their graduates were good (score 7 to 8/10) or very good (score 9 to 10/10). The average score employers gave regarding the communication skills with customers of their graduates reflects the overall good satisfaction they have (7.5/10). 66% of the employers said that the communication skills of their graduates were good (score 7 to 8/10) or very good (score 9 to 10/10). The average score employers gave regarding the communication skills of their graduates reflects the overall good satisfaction they have (7.5/10). 50% of the employers said that the overall skills to perform well on the job of the graduates were good (score 7 to 8/10) or very good (score 9-10/10). The average score employers gave regarding the overall skills of their graduates reflects the overall fair/average satisfaction they have (6.5/10).
Proportion of employers who are satisfied with the SDP trainee's skills and competencies	60% of the employers said that the confidence of the graduates was good or very good. The average score employers gave regarding the confidence of their graduates reflects the overall good satisfaction they have (7/10). 84% of the employers said that the honesty of the graduates was good or very good. The average score employers gave regarding honesty of their graduates reflects the overall very good satisfaction they have (8.5/10). 70% of the employers said that the overall performance of the graduates was good or very good. The average score employers gave regarding the overall performance of their graduates reflects the good satisfaction they have (7.4/10).
Proportion of employers willing to hire more SDP trainees	83.3% of employers reported to be willing to hire more SDP trainees.
Proportion of employers that will recommend SDP trainees to other enterprises	36% of the employers reported to be very likely (score above or equal to 9/10) to recommend SDP trainees to other enterprises.

Project background

The Skills Development Programme (SDP) Cambodia (Phase 1) was launched as a flagship Programme in April 2016 to help bridge the employment gap and commenced in July 2016. This four-year project is funded by the Swiss Agency for Development and Cooperation (SDC) and implemented by Swisscontact and Institute for Vocational Training, Labour Market and Social Policy (INBAS). Working in close collaboration with the various national and provincial government departments, the programmes operation focuses on the northern provinces of Cambodia; Kratie, Stung Treng and Preah Vihear.

SDP aims to increase the income and employment opportunities for disadvantaged young women and men. To contribute to the creation of an inclusive, relevant, qualitative and well-coordinated Technical and Vocational Education and Training (TVET) system nationwide. The programme comprises of three intervention areas: dual vocational training (DVT), hospitality training and national policy.

Within hospitality training, the Full Time Vocational Training Certificate (FVTC) provides intensive skills training with practical experiences at industry venues. Additional support is given for job placements along with post-training to rural unemployed youth in collaboration with the local Non-Governmental Organization (NGO), the Cambodian Research Development Team (CRDT).

Objectives

The general objective of this study is to understand the lives and conditions of the former trainees of the Skills Development Programme, with focus on the relevance and quality of the SDP training program, graduates' employment outcomes, and other perceived effects of the training on graduates' lives.

This information will be used to inform Swisscontact and SDP about the quality and relevance of their training, with the goal of improving these services and related indicators of program success.

Methodology

Angkor Research is conducting a multi-stage, multi-round telephone survey of graduates and their current employers. It will be representative of the population of graduates from both the Dual Vocational Training (DVT) and Hospitality Training programs. Three rounds of surveys are to be completed over twelve months at approximately equal intervals. This tracer study is the second tracer study. This survey is conducted with hospitality graduates, apprentices and DVT graduates who completed their vocational training six months ago and will follow-up as well on DVT respondents who graduated one year ago. Based on the graduate list provided by Swisscontact, Angkor Research proceeded to contact the SDP participants and verify their current employers.

Hospitality and DVT tracer study – Second round

A census of all available graduates was attempted during the second survey round. Thirty individuals were Hospitality graduates. DVT graduates were divided into two categories: the ones who finished their training one year ago (156) and those who graduated six months ago (296). Additionally, 26 apprentices were included in the study. Telephone interviews were attempted with all participants with contact information. When this information was not readily available, Angkor Research contacted the vocational training center, a family member's phone or the village chief if contact details were provided. This strategy allowed the interviewer to obtain an updated phone number of the graduates and to update the graduates' database. When respondents were not initially reachable by these methods, Angkor Research tried to contact them through social media.

Employer study

Employer selection was done among the graduates selected for the tracer studies. A preliminary list of employers was provided to Angkor Research by the SDP team. This list was updated along with the interviews of the graduates, who were asked to provide their employer's contact details. In total, 77 employers were identified, out of which, 50 were successfully interviewed. It should be noted that 11 employers could not be reached due to a wrong number or because the call could not go through. Whenever, calls were not successful a first time, interviewers tried again at another time of the same day and/or a following day.

Table 1: Sample stratification, sample size and sampling methodology.

Strata	Population	Targeted Sample	Completed interviews	Response rate
Round 2 – December 2018 - January 2019				
Tracer study (6 months)				
DVT	296	296	232	78.4%
Apprentices	26	26	13	50.0%
Hospitality	35	35	30	86.0%
Tracer study (12 months)				
DVT	156	110	82	75.0%
Sub-total (all graduates)	513	467	357	76.4%
Employers		77	50	65.0%
Total (round)		544	407	75.0%

Revision, translation and pre-testing of survey instruments

Angkor Research revised, translated and finalized the three quantitative instruments. Making draft and final versions in both English and Khmer available to Swisscontact project staff.

The instruments were designed based on the project indicators. The instrument design incorporates several steps:

The draft instruments were translated throughout the design process and checked multiple times to confirm both the appropriateness of the translation, and the effectiveness of the instrument in gathering the required data. All survey instruments undergo this period of translation and testing to ensure that each item is: 1) easily understood by all respondents; 2) non-offensive and non-threatening (and therefore more likely to elicit true responses); 3) simple for interviewers to record; and, 4) not eliciting random data.

During this phase, in consultation with Swisscontact, Angkor Research tested the instruments through role plays, ensuring that they work effectively. This process ensured that the instrument would gather data that is not only rich and informative, but easy to administer, understand and meets the objectives of the evaluation. This step assured that the enumerators were extremely familiar with the questionnaires by the time data collection began.

Once the drafts of the instruments were finalized, we formatted them into the tablet-based data collection systems used for the actual data collection and tested the systems to ensure that they functioned appropriately.

Computer Assisted Personal Interview (CAPI) was used to record the data for the survey. The CAPI system was designed using the World Bank SurveySolutions software package and included section names, question labels, instructions and answers in both English and Khmer. The Khmer interface was used for data collection. The CAPI systems were tested multiple times to check the quality of the translation, the smooth flow of questions, and to make sure that all logic patterns and validation rules were working properly.

All interview cases have a unique survey ID to facilitate tracking, and include Interviewer and Supervisor IDs, interview date/time, receipt of informed consent, detailed instructions, non-suggestive probing, logic patterns, validation rules, consistent variable names and coded and open-ended answer options when relevant and applicable.

Developing the CAPI/ CATI systems

The data entry program was developed using the pre-tested drafts of the survey instruments approved by Swisscontact which placed heavy emphasis on validation, consistency and quality checks. The data model was built, implemented and deployed at Angkor Research's offices in Phnom Penh. The program included:

- Adaptations to data entry range and consistency checks to values appropriate for Cambodia based on existing household survey data.

- Range and consistency checks to minimize data entry errors and inconsistent data. Violations of these checks will lead to an immediate and transparent message sent to the keypuncher, along with a practical method for correcting keypunch errors, or over-riding and documenting any answers that violate the range and consistency check rules.
- Allowance for valid open-ended and “other” textual responses outside of the response options provided in the questionnaire.
- Variable names generated by the program that correspond clearly and logically to the question labels used in the questionnaire.
- A coding strategy that maintains consistent, unique identifiers for respondents for matching longitudinal data.

Data validation and quality control (QC) are of critical importance for the overall integrity of the survey. They took place at every step of the survey process, with mechanisms built into the survey design, data collection, data entry and analysis processes. In addition to the mechanism inserted in the CAPI system allowing errors messages to be displayed whenever data were not consistent, the data collection supervisor performed direct observations of the interviews to ensure data quality. The supervisor also checked the data collected to ensure that no questions were missed. Call backs were conducted whenever there was any doubt in the respondent’s answers or when questions appeared. During the data cleaning, consistencies of the answers were once again reviewed, and any missing or unclear information was discussed with the interviewers and supervisor. They would then check with the respondents.

Field staff recruitment and training

The staff recruitment process began in beginning of December 2018, two weeks before that the training took place. Angkor Research staff developed and prepared training materials covering all aspects of the tracer study. Swisscontact program staff were invited to attend the two days training starting on December 20th, 2018 providing the background of the initiative and an introduction to the programme objectives. The training familiarized research staff with the objective of the research, format of the questionnaires, ensured a good understanding of all questions and answer codes, and described how to accurately and efficiently record information.

Data collection

On December 24th, 2018 Angkor Research started data collection with one supervisor and three interviewers based at Angkor Research’s office. Data collection was completed on January 24th, 2018.

Data download, cleaning and translation

Data was downloaded from the SurveySolutions web platform (accessible from the cloud server) in Statistical Package for the Social Sciences (SPSS) format. The data was cleaned as it was received on a server: once downloaded, the datasets were checked using SPSS for consistency, missing values, etc. In the same time, open-ended answers were progressively translated from Khmer to English language.

At completion of the verification and reconciliation process, a final database has been produced and converted into CSV format, accompanied by a codebook.

Limitations

These respondents may have over- or under-reported information, including their past income (forgetfulness, loss of face, hope of additional support, etc.). Some questions in the interview could be considered sensitive by some respondents. Interviewers were provided specific training on such questions and respondents were well informed of the anonymity of data collection and their rights to refuse to answer, but some inaccuracies may persist in reporting of these answers.

Similarly to the first tracer study, data collectors met challenges to locate and reach a great proportion of graduates due to various reasons (i.e. inaccurate number, phone not reachable, number no longer in use). Angkor Research mitigated this issue by diversifying the way to reach the graduates, using family and friends' contact details, social media or contacting the vocational training centers. Moreover, some employers reported to be busy at the time of the call and refused initially to be interviewed. They nevertheless agreed to schedule a later appointment to complete the survey. It should be nevertheless noted that a great proportion of graduates (52%) declined to provide their employers' contact details, which didn't allow enumerators to interview all relevant employers. Angkor Research will attempt to mitigate this phenomenon in the next tracer study by providing further explanation to the graduates on the purpose and necessity to reach their employers. We hope that additional explanation may reassure the graduate and encourage them to give their employers' contact details.

Survey findings

GRADUATES

Graduates characteristics

During this round of the tracer study, 357 graduates were located and interviewed. Among them, 30 (out of 35) were hospitality graduates and 314 were DVT graduates. DVT graduates were disaggregated among the ones completing their training a year ago (82 interviewed out of 110) and the ones who graduated 6 months ago (232 out of 296). Additionally, 13 (out of 26) apprentices were surveyed. Most of the graduates interviewed were in Stung Treng and in Preah Vihear provinces.

This second tracer study included 232 female respondents (65%). The average age of graduates interviewed was 20.8 years old. The average ages among categories of graduates are similar (see **Table 2**). It should be noted that 14.3% of the graduates are under 18 years old (31 females).

Table 2: Summary of the graduates' characteristics

	Hospitality (n=30)		DVT 6 Months (n=232)		DVT 12 Months (n=82)		Apprentices (n=13)		Total (n=357)	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
CURRENT LOCATION										
Preah Vihear	-	-	94	40.5%	34	41.5%	8	61.5%	136	38.1%
Stung Treng	4	13.3%	54	23.3%	47	57.3%	2	15.4%	107	30.0%
Kratie	26	86.7%	69	29.7%	-	-	2	15.4%	97	27.2%
Phnom Penh	-	-	12	5.2%	-	-	-	-	12	3.4%
Kandal	-	-	2	0.9%	-	-	-	-	2	0.6%
Poipet	-	-	-	-	1	1.2%	-	-	1	0.3%
Kampong Thom	-	-	-	-	-	-	1	7.7%	1	0.3%
Kampong Som	-	-	1	0.4%	-	-	-	-	1	0.3%
GENDER										
Male	15	50.0%	72	31.0%	25	30.5%	13	100.0%	125	35.0%
Female	15	50.0%	160	69.0%	57	69.5%	-	-	232	65.0%
AGE (in years)										
Mean	20.2		20.5		21.6		21.9		20.8	
Median	19		20		21		20		20	

Hospitality and DVT Graduates' access to post training support

This section was only asked to respondents who graduated six months ago. Among the 30 hospitality graduates interviewed, 83.3% (25) reported that they had received support from the Vocational Training Center (VTC) after finishing their course. As for the DVT graduates completing their training six months ago, 38% (87) reported to have received assistance from the VTC while there were only 15% (2) of the apprentices reporting such support.

The types of support obtained vary but most respondents explained that the VTC helped them to find a job (70.1% of the DVT, 100% of the apprentices and 96% of the hospitality graduates). The level of satisfaction over the support to find a job received was high for all types of graduates. VTC also provided advices on their career (39.1% of the DVT, 50% of apprenticeship and 20% of the hospitality respondents). Table 3 provides more details on the kind of support offered by the VTC to hospitality and DVT graduates as well as on the associated level of satisfaction.

Table 3: Types of support provided by the VTC and related average satisfaction score

Which kind of support? Multiple answer	DVT 6 Months (n=87)		Apprentices (n=2)		Hospitality (n=25)		Average satisfaction score (out of 10) ¹		
	%	Count	%	Count	%	Count	DVT 6 months	Apprentices	Hospitality
Helped you find a job	70.1%	61	100.0%	2	96.0%	24	8.6	10.0	8.9
Help to attend English training	-	-	-	-	20.0%	5	-	-	9.0
Advices on career	39.1%	34	50.0%	1	4.0%	1	8.8	10.0	10.0
Technical support to start a business	12.6%	11	-	-	-	-	9.4	-	-
Financial support to start a business	20.7%	18	-	-	4.0%	1	8.3	-	5.0
Assisted you to use the job seeker system registration	8.0%	7	-	-	-	-	8.6	-	-
Other	6.9%	6	-	-	-	-	8.3	-	-

Most of the DVT and hospitality graduates (57.3% and 83.3% respectively) said that they looked for a job after graduation from the vocational training through diverse recruitment processes, while only a third (30.8%) of the apprenticeship reported to have done so. The most common methods used to seek a job include being helped by VTC staffs, contacting employers directly or being approached by employers (Table 4).

Table 4: Methods to look for a job

Recruitment Methods	Hospitality (n=25)		DVT 6 months (n=133)		Apprentices (n=4)	
	Percent	Count	Percent	Count	Percent	Count
I receive support to find a job (i.e. VTC)	80.0%	20	46.6%	62	-	-
Contact employers	52.0%	13	35.3%	47	50.0%	2
Employers approached me	52.0%	13	27.1%	36	25.0%	1
Personal connection (family and contacts)	36.0%	9	43.6%	58	25.0%	1
Started my own business	-	-	2.3%	3	-	-
Internet and online advertising	4.0%	1	1.5%	2	-	-
Used an employment agency	-	-	1.5%	2	-	-

¹ Score 1 is very poor and score 10 is excellent

Employment status

Respondents were asked whether they found a job after the completion of the training. As a result, almost two-thirds (61.3% of all graduates) reported that they did (Table 5). It should be noted that 52% of the men interviewed (65) reported to have a job after the training, and so did 66.4% of the women surveyed (154).

Table 5: Graduates who find a job after the training

	Apprentices (n=13)		DVT 6months (n=232)		DVT 12months (n=82)		Hospitality (n=30)		Total (n=357)	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Unemployed	4	30.8%	103	44.4%	19	23.2%	12	40.0%	138	38.7%
Employed	9	69.2%	129	55.6%	63	76.8%	18	60.0%	219	61.3%

Among the 30 hospitality graduates interviewed, 20 (66.7%) currently have a job while among the 232 DVT respondents who graduated six months ago, 142 (61.2%) reported being employed. Among the 82 DVT graduates who attended the vocational training a year ago, 57.3% (47) are working. Ten apprentices also reported to be employed (76.9%) (

Table 6). Overall, out of all the interviews completed with graduates, almost two-thirds reported to currently have a job (61.3%). When looking at the difference between male and female respondents, we can note that employment rates are very similar: 61.2% of the female respondents (142) were employed and 61.6% of the male interviewees (77) reported to have a job (see Table 18 in annex).

Table 6: Current Employment status – per types of graduates

	Apprentices (n=13)		DVT 6months (n=232)		DVT 12months (n=82)		Hospitality (n=30)		Total (n=357)	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Unemployed	3	23.1%	90	38.8%	35	42.7%	10	33.3%	138	38.7%
Employed	10	76.9%	142	61.2%	47	57.3%	20	66.7%	219	61.3%

Interestingly, 15.4% (55) of all respondents mentioned that they previously found employment after the training but that they were not currently employed. Almost a quarter (23.3%) of hospitality graduates and more than one in five (22%) DVT respondents (12months graduates) said that they stopped the employment found after the training. As for the apprentices and the DVT graduates (6months), these proportions are respectively 15.4% and 12.1%.

As follow-up question on this matter, respondents were asked about the duration of their employment. On average apprentices stayed 3.5 months at their workplace, DVT and hospitality graduates worked for 2.5 and 2.6 months respectively. DVT graduates who completed their training one year ago stayed in average 6.6 months at their workplace. In most cases (52), the decision of the end of the employment was taken by the graduates (94.5%). All the apprentices and the DVT respondents who graduated six months ago said they took the decision to cease working. As for the DVT individuals graduating 12 months ago and the hospitality graduates, 88.9% and 85.7% respectively decided to end their employment. The main reasons mentioned to have stopped working included the need to help their family at home or in the farm, that the salary was not enough, that the individual or a family member was sick or that the job was too difficult.

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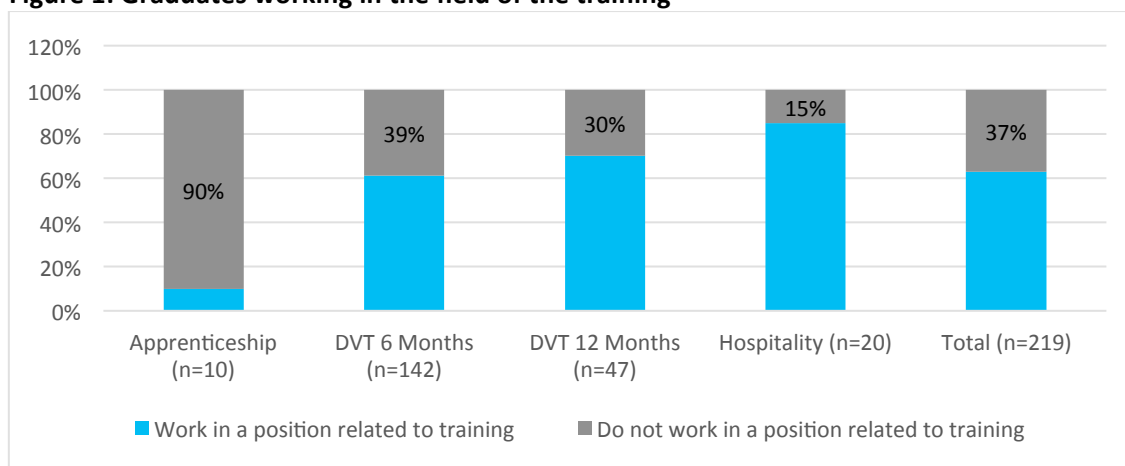
Graduates reporting to work were asked which kind of employment they had. As a result, all 20 (100%) hospitality graduates, 118 DVT individuals graduating six months ago (83.1%) and 31 of the graduated completing their training a year ago (66%) reported to be wage employed. Most of the apprentices (60%) said that they were self-employed.

Table 1: Types of employment per graduates

	Apprentices (n=10)		DVT 6months (n=142)		DVT 12months (n=47)		Hospitality (n=20)		Total (n=219)	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Self employed	6	60.0%	23	16.2%	16	34.0%	-	-	45	20.5%
Wage employed	4	40.0%	118	83.1%	31	66.0%	20	100.0%	173	79.0%
Family/ friend business	-	-	1	0.7%	-	-	-	-	1	0.5%

Among all the employed graduates, 63% (138) reported to work in a position related to the training they followed (Figure 1). More specifically, 85% of hospitality (17), 70.2% of DVT graduates who completed their training a year ago (33), 61.3% of the DVT individuals who graduated six months ago (87) and 10% of the apprentices (1) reported to be employed in a job related to the skills learned.

Figure 1: Graduates working in the field of the training



The main reasons given for working in a different field than the training they attended were that they can obtain a better salary (56.3% of all types of graduates) and have better career opportunities (42.2% of all types of graduates).

However, 96.8% of the graduates (180) reported that they found the soft skills learned during their vocational training helpful to find their current employment/ job hunt. Most of the respondents explained that their communication skills improved after attending the training and that it helped them in their job hunt, but also in their daily lives. They mainly explained that the training enabled them to develop their communication skills with employers, customers and colleagues.

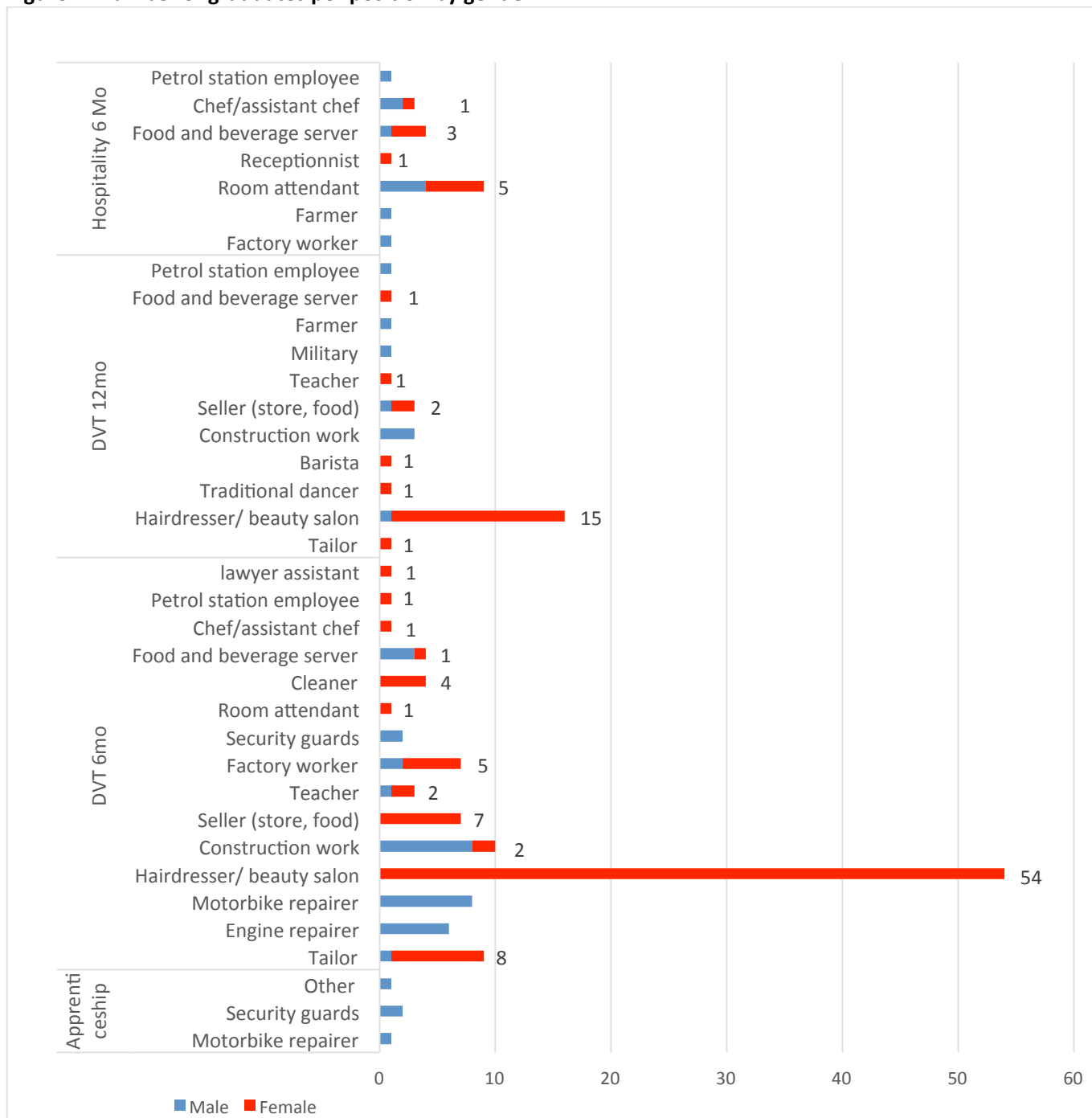
Wage employed

Most of the hospitality graduates currently work as room attendant (45%) or as food and beverage server (20%), and as chef/assistant chef (15%). As for the DVT graduates, most of them work as hairdressers (six months: 45.8%; twelve months: 51.6%). Two wage-employed apprentices reported to work as security guards (50%), while one reported to work as motorbike repairers (25%) and another was seller (25%). Table 7 details the employments of each graduates' category (also see Figure 35 in Annex)

Table 7: Wage employment per type of graduates

	Apprentices (n=4)		DVT_6months (n=118)		DVT_12months (n=31)		Hospitality (n=20)		Total (n=173)	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Tailor	-	-	9	7.6%	1	3.2%	-	-	10	5.8%
Mason	-	-	-	-	-	-	-	-	-	-
House wirer	-	-	-	-	-	-	-	-	-	-
Engine repairer	-	-	6	5.1%	-	-	-	-	6	3.5%
Motorbike repairer	1	25.0%	8	6.8%	-	-	-	-	9	5.2%
Hairdresser/ beauty salon	-	-	54	45.8%	16	51.6%	-	-	70	40.5%
Traditional dancer	-	-	-	-	1	3.2%	-	-	1	0.6%
Barista	-	-	-	-	1	3.2%	-	-	1	0.6%
Construction work	-	-	10	8.5%	3	9.7%	-	-	13	7.5%
Seller (store, food)	1	25.0%	7	5.9%	3	9.7%	-	-	11	6.4%
Teacher	-	-	3	2.5%	1	3.2%	-	-	4	2.3%
Military	-	-	-	-	1	3.2%	-	-	1	0.6%
Factory worker	-	-	7	5.9%	-	-	1	5.0%	8	4.6%
Security guards	2	50.0%	2	1.7%	-	-	-	-	4	2.3%
Farmer	-	-	-	-	1	3.2%	1	5.0%	2	1.2%
Room attendant	-	-	1	0.8%	-	-	9	45.0%	10	5.8%
Cleaner	-	-	4	3.4%	-	-	-	-	4	2.3%
Receptionist	-	-	-	-	-	-	1	5.0%	1	0.6%
Food and beverage server	-	-	4	3.4%	1	3.2%	4	20.0%	9	5.2%
Chef/assistant chef	-	-	1	0.8%	-	-	3	15.0%	4	2.3%
Petrol station employee	-	-	1	0.8%	1	3.2%	1	5.0%	3	1.7%
Lawyer assistant	-	-	1	0.8%	-	-	-	-	1	0.6%
Other	-	-	-	-	1	3.2%	-	-	1	6%

Figure 2 presents the gender of the graduates per employment and per type of graduates.

Figure 2: Number of graduates per position by gender

- Traineeship**

Among the wage-employed respondents who graduated six months ago, most of them were part of a traineeship as part of their vocational training (all four apprentices, all 20 hospitality respondents and 110 DVT graduates). However, few of them continued working at the same place they did their traineeship (none of the apprentices, 20% of the hospitality respondents and 33.6% of the DVT graduates).

- Contracts**

79.2% of the graduates (137) do not have a written contract for their position. More specifically, 82.2% of the DVT graduates who ended their training 6 months ago (97), 90.3% of the DVT graduates completing

their training a year ago (28), 75% of the apprentices (3) and 45.5% of the hospitality graduates (9) do not have a proper working contract.

- **Promotion and employment change**

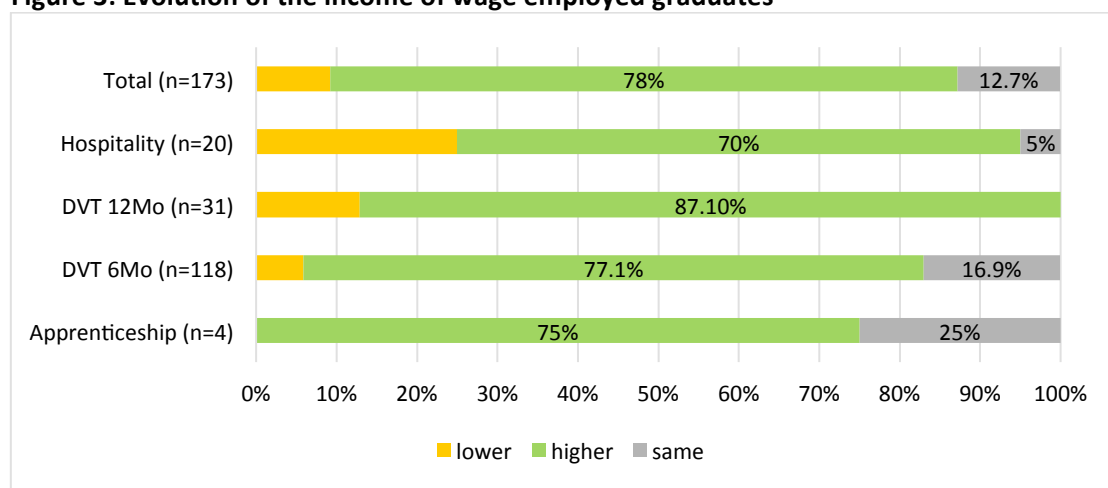
Four DVT graduates (3.5%) reported to have received a promotion in the past six months. All reported that their income was higher after the promotion. None of the other categories of graduates reported to have had a promotion over the past six months.

Additionally, six graduates (3.6% of all graduates) said they changed job over the past semester. Among them, 67% reported to earn a higher income after changing employment while 16.5% said that they were earning a lower wage.

- **Income**

78% of all the wage employed graduates (135) reported that their income was higher after the completion of the training. Sixteen respondents mentioned that they were earning less after the training (9.2% of all graduates).

Figure 3: Evolution of the income of wage employed graduates



Before attending the course, 68% of all the respondents didn't have an income (118). After completion of the vocational training, 44% of the graduates (76) reported to have a monthly income above USD100. The average income among all the graduates was multiplied by three, increasing from USD35.1 (median is USD 0) prior to the training to USD112.3 (median is USD100) after the completion of the vocational course.

The average income of all types of graduates generally increased after the vocational training. The average income of the apprentices and DVT who graduated six months ago was multiplied by four while the mean wage of the DVT who completed the training a year ago and hospitality graduates more than doubled.

Figure 4: Average and median income per type of graduates before and after the training (in USD) Figure 5, Figure 6, Figure 7 and Figure 8 provide further disaggregation of the income range before and after training by types of graduates.

Figure 5, Figure 6, Figure 7 and Figure 8 provide further disaggregation of the income range before and after training by types of graduates.

Figure 5: Income before and after training – Apprentices (n=4)

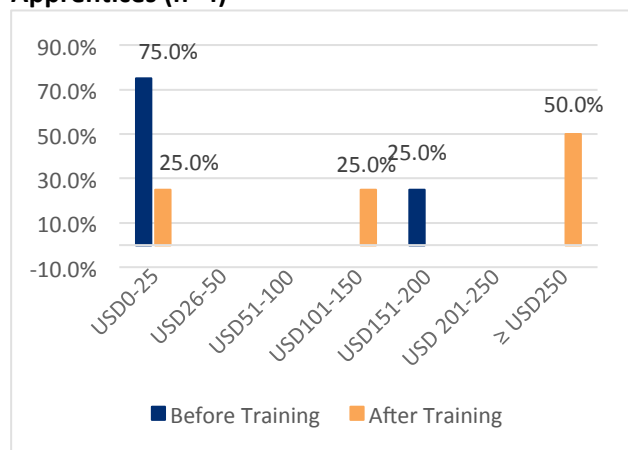


Figure 6: Income before and after training – DVT 6 months (n=118)

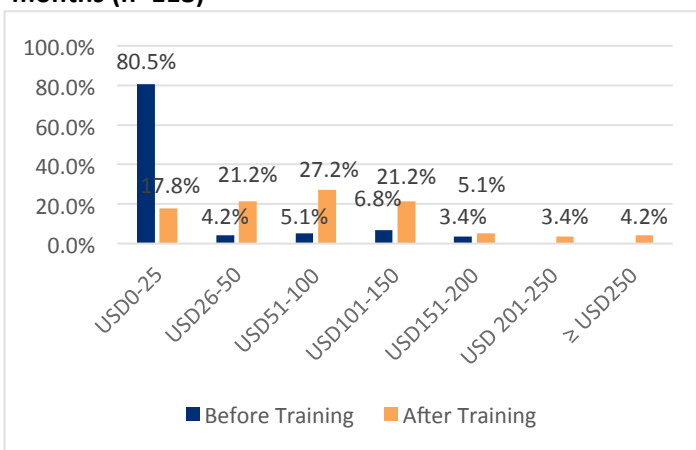


Figure 7: Income before and after training – DVT 12 months (n=31)

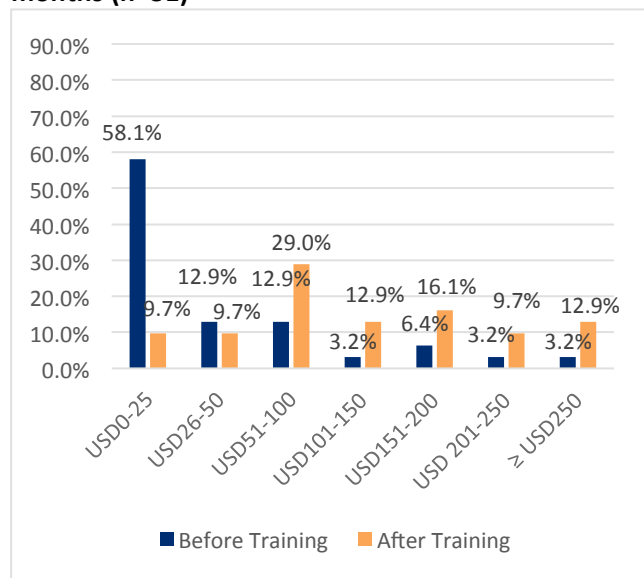


Figure 8: Income before and after training – Hospitality (n=20)

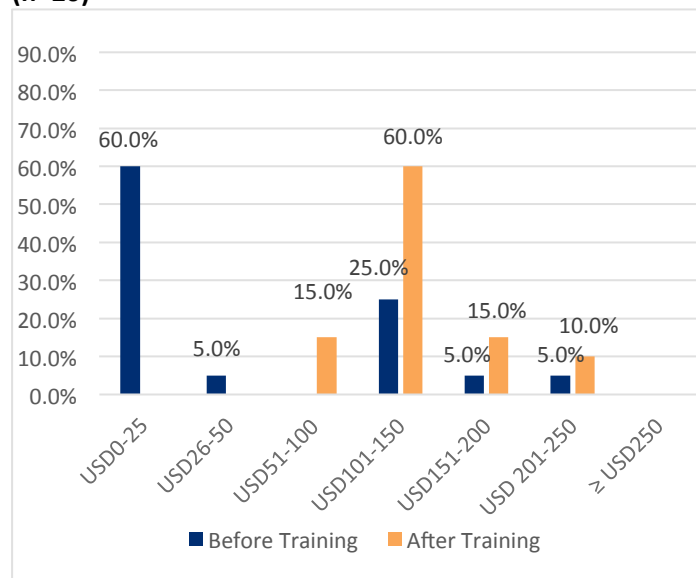
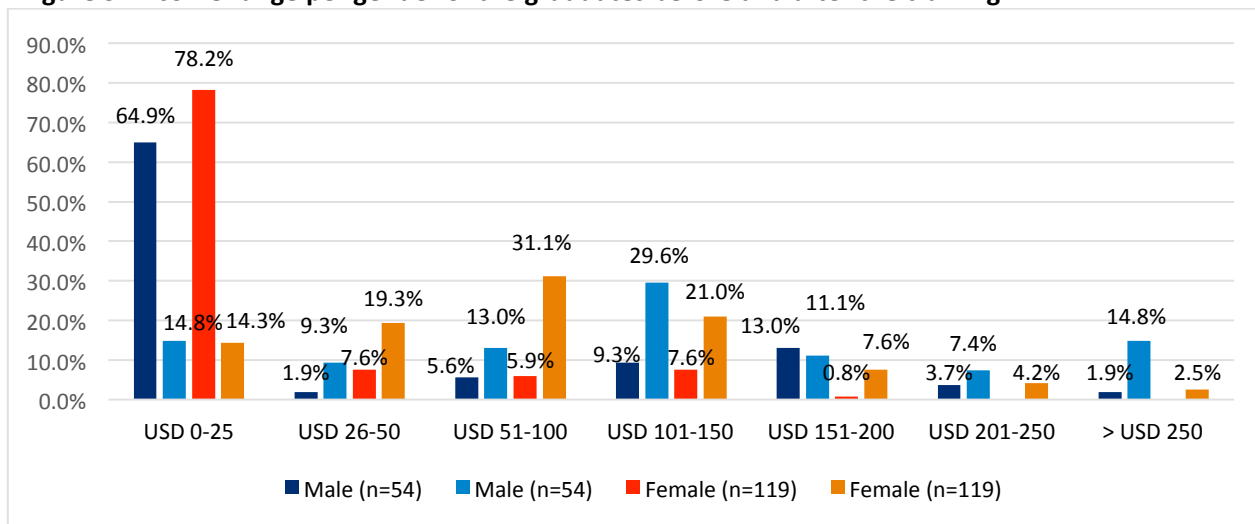
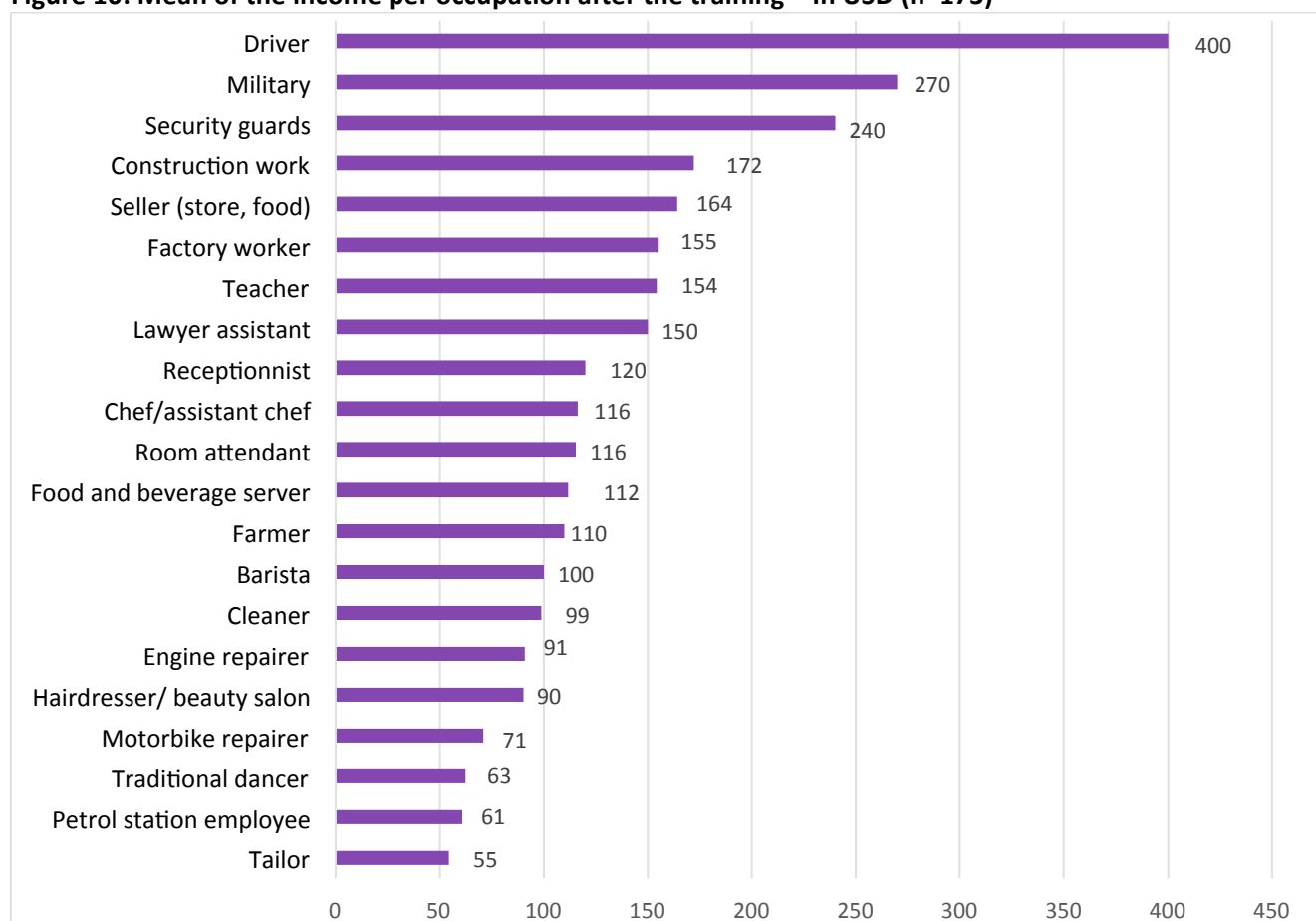


Figure 9 (See **Error! Reference source not found.** in Annex) provides further details on the income earned by the graduates as it presents the income ranges disaggregated by gender before and after the vocational training.

Figure 9: Income range per gender of the graduates before and after the training

The highest incomes reported were earned by graduates who are not working in the fields of vocational training provided. These include; driver (mean of USD400), military (mean of USD270), or as security guard (mean of USD240). Figure 10 presents the average income earned per job type.

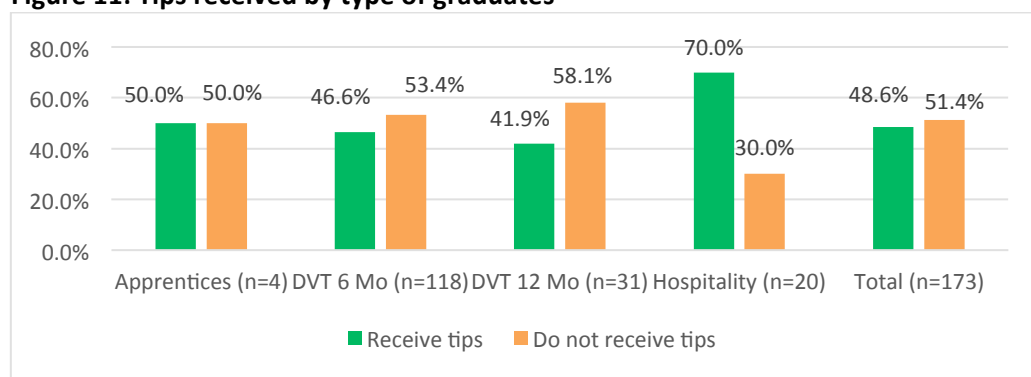
Figure 10: Mean of the income per occupation after the training – In USD (n=173)

According to the CEIC data², household income per capita is USD1,228, which represent a monthly income of USD102.3. If we compare this data with the average income reported last month (USD 112.3), we can see that the two value are very similar. If we compare this household income per capita to each category of graduates, we can observe that apprentices, DVT respondents who graduated a year ago and hospitality graduates are earning in average higher incomes (USD233.8, USD144.8 and USD136.9 respectively) compared to the monthly household income per capita.

- **Tips**

Also, 48.6% of all graduates (84) receive tips. More specifically, fourteen hospitality graduates (70%) reported to have tips while two apprentices (50%) reported to have obtained some last month. Less than half of the DVT graduates said have earned tips - 46.6% for six months graduates (55) and 41.9% for the twelve months graduates (13). The average amount of tips earned last month among all graduates was USD17.7 (median is USD 10). Apprentices received in average USD27.5 last month while respondents who graduated a year ago reported to earn an average of USD 19.3 (median is USD 10) in tips last month. The ones graduating six months ago said earning an average of USD17.8 (median is USD 10). Hospitality graduates reported to get an average of USD14.3 in tips last month (median is USD 10.5).

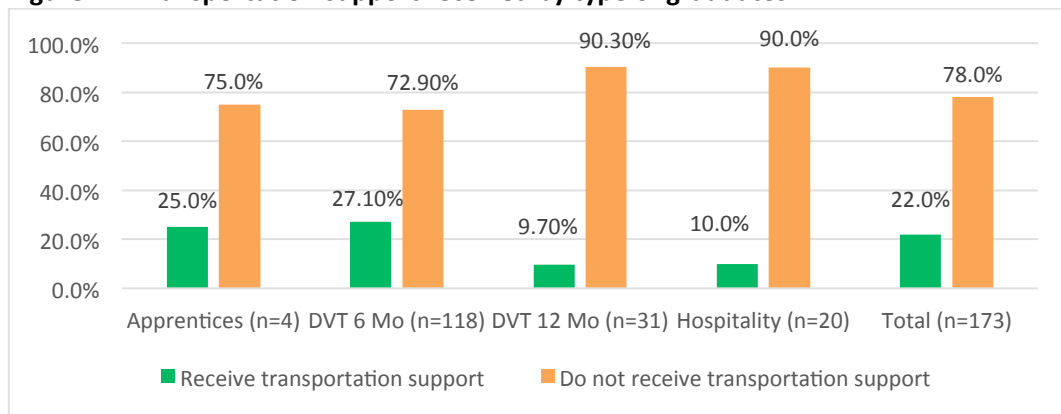
Figure 11: Tips received by type of graduates



- **Transportation support**

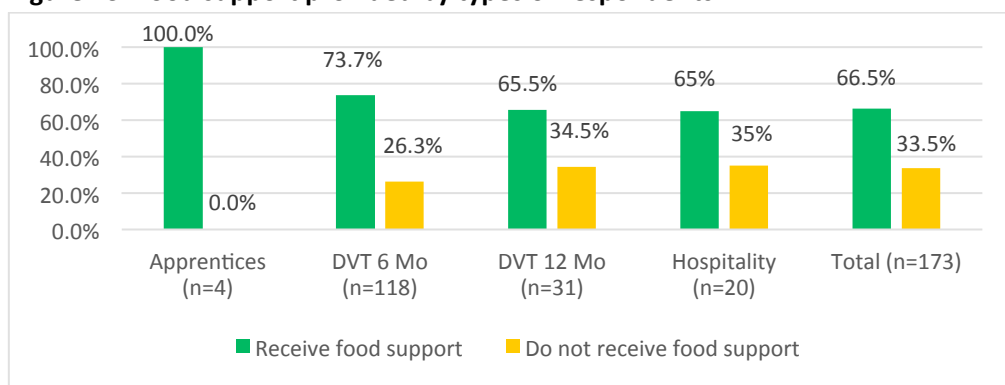
One hundred and thirty-five graduates (78%) reported that they didn't get any transport support from their employer. Among the ones receiving support, fifteen of them said that they were obtaining a small monthly transportation allowance ranging from USD 7 to USD 37.5. Thirty-two DVT respondents who graduated six months ago were mainly the ones reporting to have transportation support (27.1%) and especially such allowance.

² The CEIC, household income per capita (current US\$). Available at <https://www.ceicdata.com/en/indicator/cambodia/annual-household-income-per-capita>. Last consulted on February 15th, 2019.

Figure 12: Transportation support received by type of graduates

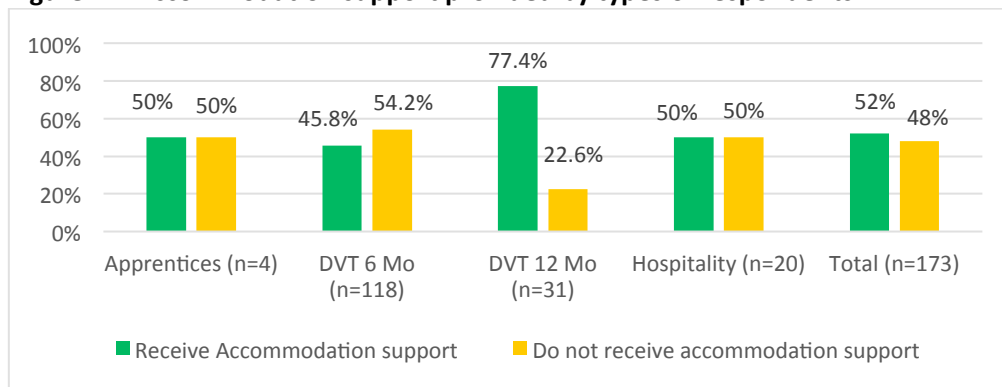
- Food support**

Furthermore 65% of the respondents (115) said that their workplace was providing food support to them. However, if we observe more closely the different types of graduates, all do not have the same level of assistance. All four apprentices, 73.7% of the DVT individuals who graduated six months ago (87) and 65% of the hospitality (13) respondents reported to have food support from their employers. Additionally, 35.5% of the DVT graduates who completed their training a year ago (11) reported to receive it. This support was mainly defined as having one or more meals provided by their employers.

Figure 13: Food support provided by types of respondents

- Accommodation support**

Also, 48% of the graduates (83) reported that their employer was providing accommodation support. Two apprentices (50%), 54.2% of the DVT individuals who graduated six months ago (64) and 50% of hospitality graduates (10) reported to receive a kind of accommodation support. In addition, 22.6% of the DVT respondents who finished their training a year ago (7) explained that they got this kind of support. This support was mainly defined as having a room provided by their employer.

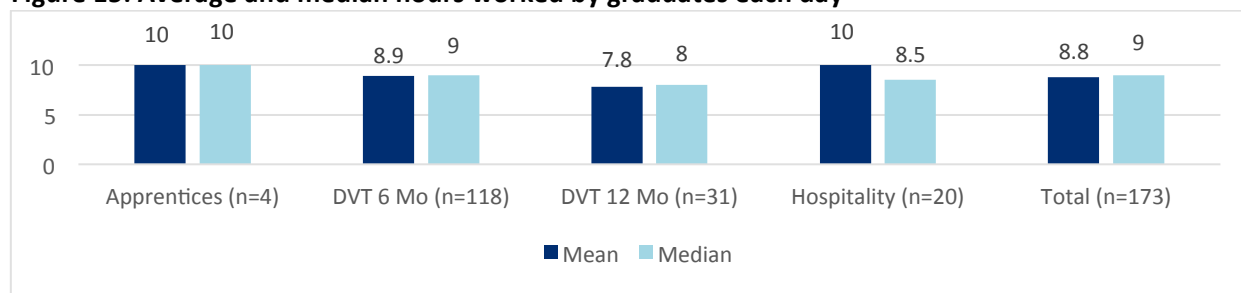
Figure 14: Accommodation support provided by types of respondents

- Working hours**

On average graduates reported to work 8.8 hours (median is 9) per day for 6.2 days a week (median is 7). DVT graduates who finished their training a year ago mentioned to be working on average 7.8 hours daily for 5.77 days. As for the respondents who graduated 6 months ago, they reported to work 8.9 hours per day for 6.2 days a week. Table 8 and Table 9 present details of the number of hours and days worked by graduates while Figure 15 displays the average and median hours and days worked.

Table 8: Hours of work per day per graduates

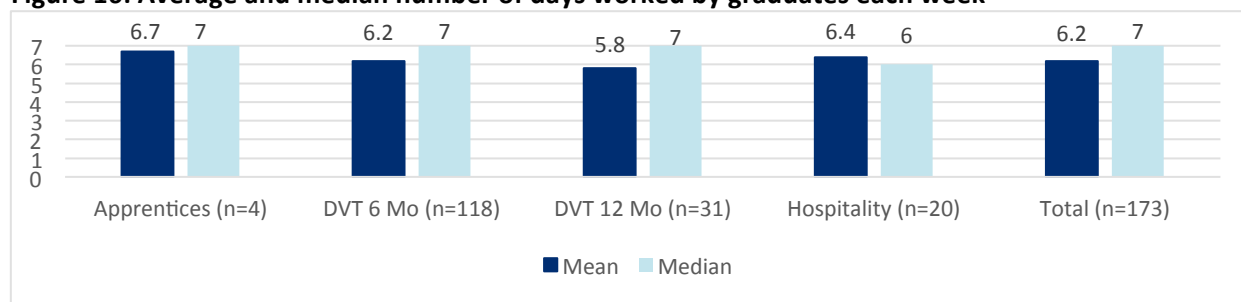
	Apprentices (n=4)		DVT 6 Mo (n=118)		DVT 12 Mo (n=31)		Hospitality (n=20)	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
2 h/day	-	-	2	1.7%	-	-	-	-
3 h/day	-	-	2	1.7%	1	3.2%	-	-
4 h/day	-	-	6	5.1%	-	-	-	-
5 h/day	-	-	5	4.2%	5	16.1%	-	-
6 h/day	-	-	8	6.8%	3	9.7%	-	-
7 h/day	-	-	3	2.5%	4	12.9%	-	-
8 h/day	1	25.0%	30	25.4%	5	16.1%	10	50.0%
9 h/day	1	25.0%	13	11.0%	7	22.6%	2	10.0%
10 h/day	-	-	22	18.6%	4	12.9%	-	-
11 h/day	1	25.0%	6	5.1%	-	-	-	-
12 h/day	1	25.0%	10	8.5%	1	3.2%	2	10.0%
13 h/day	-	-	3	2.5%	-	-	4	20.0%
14 h/day	-	-	3	2.5%	1	3.2%	1	5.0%
15 h/day	-	-	5	4.20%	-	-	-	-

Figure 15: Average and median hours worked by graduates each day

Additionally, 63% of the graduates work seven days a week (109). If we look closer at the weekly working hours reported by graduates under 18 years old, it should be noted that they reported working an average of 8.8 hours a day (median is eight hours) for 6.2 days per week (median is seven).

Table 9: Days of work per week per graduates

	Apprenticeship (n=4)		DVT 6 Mo (n=118)		DVT 12 Mo (n=31)		Hospitality (n=20)	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
1 day	-	-	1	0.8%	-	-	-	-
2 days	-	-	5	4.2%	2	6.5%	-	-
3 days	-	-	3	2.5%	2	6.5%	-	-
4 days	-	-	3	2.5%	2	6.5%	-	-
5 days	-	-	10	8.5%	6	19.4%	-	-
6 days	1	25.0%	16	13.6%	2	6.5%	11	55.0%
7 days	3	75.0%	80	67.8%	17	54.8%	9	45.0%

Figure 16: Average and median number of days worked by graduates each week

Then, 78% of all the graduates (135) reported that they were not the main source of income in their household. However, most of the graduates interviewed added that they contribute to the expenses of their families (130 - 75%). These trends can be observed for all categories of respondents an apprentice (25%) and 29 DVT individuals who graduated six month ago (24.9%) reporting that they were not the main income earner in their household. Additionally, 16.1% and 15% of the DVT graduates completing their training a year ago (5) and hospitality respondents (3) respectively said that they were not the main bread winner of their family.

As for the contribution to their household's expenses, 95% of the hospitality graduates (19) and most of the DVT graduates (six months:70.3%; twelve months:83.9%) mentioned supporting their families.

Self-employed

Among the 16 DVT respondents who graduated 12 months ago and who reported to be self-employed, a third of them (31.3%) said they were running a beauty salon and offering tailoring services. Others were making furniture and running a motorbike repair shop. As for the apprentices, five of them reported to run a food stand (83.3%). Six DVT graduates completing their training six months ago reported to run a guesthouse (26.1%) or to have a food stand (26.1%). Error! Reference source not found. provided further details on the disaggregation by gender of these self-employed graduates.

Figure 17: Type of business run by self-employed DVT graduates by gender

	Apprentices Male (n=6)	DVT 6 Mo			DVT 12 Mo		
		Male (n=10)	Female (n=13)	Total (n=23)	Male (n=6)	Female (n=10)	Total (n=16)
Guesthouse	-	-	46.2%	26.1%	-	-	-
Homestay	-	10.0%	30.8%	21.7%	-	-	-
Food stand	83.3%	30.0%	23.1%	26.1%	-	-	-
Restaurant	-	-	-	-	-	-	-
Tailor	-	-	-	-	-	50.0%	31.3%
Repair motorbike	-	-	-	-	66.7%	-	25.0%
Beauty salon	-	-	-	-	-	50.0%	31.3%
Make furniture	-	-	-	-	16.7%	-	6.3%
Barber	-	40.0%	-	17.4%	-	-	-
Others	16.7%	20.0%	-	8.7%	16.7%	-	6.3%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Related to the financial impact of the training, 86.7% of the self-employed graduates (39) explained that they were earning a higher income after completing the vocational training. Error! Reference source not found. provides a description of the mean and median income over the past three months of the different types of self-employed graduates according to their business³. Apprentice and DVT respondents who graduated six months ago recorded low average incomes three months ago. Only respondents who finished their vocational training a year ago and who ran a motorbike reparation shop recorded a high average income (USD 363) three months prior to the interview. Except for this latter category of interviewees, all the other average incomes were higher last months compared to three months ago (Error! Reference source not found.). Graph related to the evolution of income for each type of respondents can be found in annex (Figure 32, Figure 33 and Figure 34).

It can be observed that some graduates are in un-related self-employment/ wage employment after 6 months, but in related self-employment 12 months after training. It can be assumed that graduates will take on unrelated jobs in order to open their business later on.

³ See evolution graph in Annex.

Table 10: Evolution of Income per business run by self-employed graduates

In USD (USD1 = 4,000 riels)	Last month		Two months ago		Three months ago		Average Income
	Mean	Median	Mean	Median	Mean	Median	
Apprentices (n=6)							
Food stand	218	280	114	100	50	0	127.3
Gold seller	200	200	0	0	0	0	66.7
DVT 6 Months (n=23)							
Guesthouse	95	63	77	0	151	0	107.7
Homestay	79	75	63	75	69	75	70.3
Food stand	126	106	78	44	81	13	95
Barber	41	44	42	28	6	0	29.7
Others ⁴	200	200	50	50	0	0	83.3
DVT 12 Months (n=16)							
Tailor	73	50	87	88	45	25	68.3
Repair motorbike	158	125	220	175	388	363	255.3
Beauty salon	61	50	35	15	28	10	124
Make furniture	400	400	200	200	0	0	200
Wood seller	83	83	0	0	0	0	27.7

On average, graduates invest back 32.3% of their income every month (median is 30%). The average proportions of income to be reinvested in their business reported by each category of graduate is quite similar (35% for trainees, 35% for DVT 6 months graduates and 26% for DVT 12 months graduates). 83.3% of the self-employed apprentices (5) and DVT graduates (six months: 18; 78.3% and twelve months: 9; 56.3%) reported that they were not the main source of income in their household. However, 75.6% of the self-employed graduates (34) said that that they were contributing to their family's expenses. On average, they mentioned giving 40.4% (median is 45%) of their income to their household.

UNEMPLOYED

The main reason given to be unemployed by both hospitality and DVT graduates (6 months follow-up) was the lack of job opportunity near their home (30% and 31.4% respectively). As for the DVT graduates completing their training a year ago, the main justifications for their unemployment were that they didn't have enough skills to get a job (31.4%) and that they needed to help their family at home or at the farm (31.4%). Most of the apprentices explained that they were not working as they didn't have enough money to open their own business (66.7%). Other explanations given by hospitality graduates included the lack of contact or network and health reasons. Error! Reference source not found. provides more details about the reasons given by the different types of graduates and per gender.

Table 11: Reasons for being unemployed (in %)

	Hospitality	DVT 6 months	DVT 12 months	Apprentice	Total
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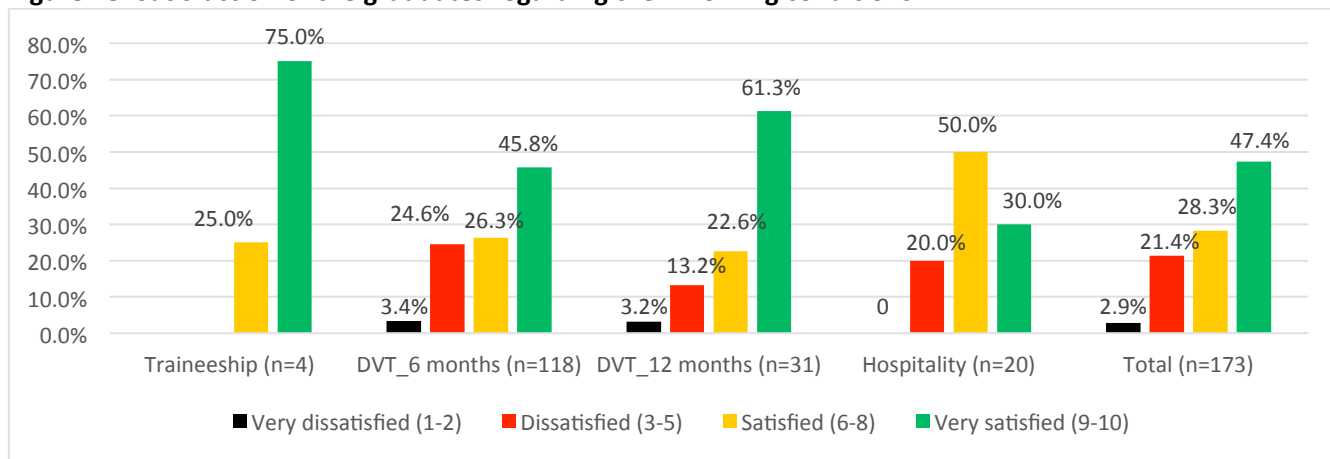
⁴ Others include one farmer and one individual drilling wells

	Hospitality			DVT 6 months			DVT 12 months			Apprentice	Total
	Female (n=5)	Male (n=5)	Total (n=10)	Female (n=60)	Male (n=30)	Total (n=90)	Female (n=25)	Male (n=10)	Total (n=35)	Male (n=3)	
No job opportunity near my home	40.0%	20.0%	30.0%	33.3%	36.7%	34.4%	16.0%	20.0%	17.1%	33.3%	29.7%
Help family home	-	-		15.0%	36.7%	22.2%	40.0%	10.0%	31.4%	-	23.9%
Not enough skills to get a job	40.0%	-	20.0%	26.7%	13.3%	22.2%	24.0%	50.0%	31.4%	-	23.9%
No contacts/network	-	20.0%	10.0%	23.3%	23.3%	23.3%	12.0%	30.0%	17.1%	-	20.3%
Continued studying	20.0%	20.0%	20.0%	16.7%	30.0%	21.1%	4.0%	10.0%	5.7%	-	16.7%
Not enough money to start a business	-	-			13.3%	10.0%	12.0%	50.0%	22.9%	66.7%	14.5%
Sickness of family/myself	20.0%	-	10.0%	16.7%	23.3%	18.9%	16.0%	20.0%	17.1%	-	17.4%
No employment information	-	20.0%	10.0%	6.7%	-	11.1%	4.0%	-	2.9%	-	4.3%
Marriage	20.0%	-	10.0%	8.3%	-	5.6%	16.0%	-	11.4%	-	7.2%
No support to engage with enterprises/with job opportunities	-	-		3.3%		2.2%	-	-	-	-	1.4%
Pregnancy/children	-	-		6.7%	-	4.4%	-	-	-	-	2.9%
Migration	-	-		1.7%		1.1%	-	-	-	-	0.7%
Other	20.0%	40.0%	30.0%	5.0%	6.7%	5.6%	-	-	-	-	5.8%

Among the 23 respondents who mentioned being unemployed because they were continuing their studies, most mentioned studying in high school and university (accounting and law degrees). Other reported to keep learning technical skills including hairdressing, tailoring and motor repairing. The average duration of these studies is 14 months (median is six months).

Graduates' satisfaction and relevance of training

Graduates were then asked to grade their satisfaction of their working condition from one to ten, one being poor satisfaction to ten being very satisfied. Most of the graduates reported to be satisfied with their current work conditions (average score of 7.8/10). More specifically 47.4% of all graduates employed (82) reported to be very satisfied with their working conditions (grade above or equal to 9/10). It should be nevertheless noted that 33 (28%) DVT graduates who completed their training six months ago reported to be very dissatisfied or dissatisfied. A similar trend can be observed with the DVT respondents who graduated a year ago as five of them (16.4%) said to be very dissatisfied or dissatisfied with their condition at work (Error! Reference source not found.).

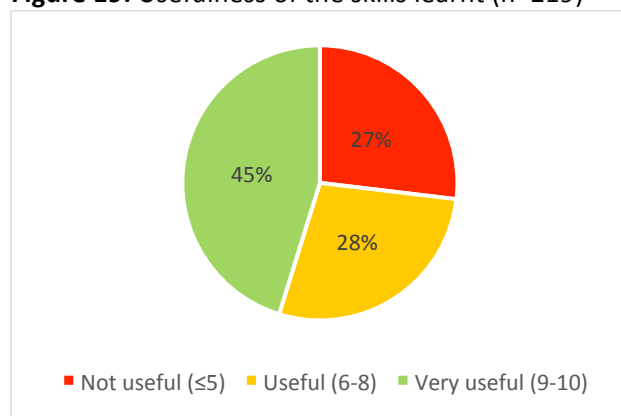
Figure 18: Satisfaction of the graduates regarding their working conditions

Regarding the satisfaction of the graduates over the benefits of their current work, graduates were satisfied (average score of 7.8/10). Almost half of all graduates employed reported to be very satisfied (79 - 45.7%) with their working conditions (grade above or equal to 9/10). Two respondents (only DVT individuals who graduated six month ago) reported to be very dissatisfied with the benefits of their current employment (1.2% of all graduates). Five hospitality respondents (25%) and eight DVT graduates who finish their study a year ago (25.8%) reported to be dissatisfied with the benefits provided by their work (grade between 3-5/10).

Table 12: Satisfaction of the graduate over the benefits of their current work

	Traineeship (n=4)		DVT_6 months (n=118)		DVT_12 months (n=31)		Hospitality (n=20)		Total (n=173)	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Very dissatisfied (1-2)	-	-	2	1.7%	-	-	-	-	2	1.2%
Dissatisfied (3-5)	-	-	24	20.3%	8	25.8%	5	25.0%	37	21.4%
Satisfied (6-8)	1	25.0%	39	33.1%	7	22.6%	8	40.0%	55	31.8%
Very satisfied (9-10)	3	75.0%	53	44.9%	16	51.6%	7	35.0%	79	45.7%
Average	9		7.8		7.8		7.3		7.8	

Ninety-nine graduates (45.2%) reported that the technical skills learned was very useful (grade between 9-10/10) for their current job.

Figure 19: Usefulness of the skills learnt (n=219)

Nevertheless, it should be noted that four (40%) apprentices, 42 DVT respondents who graduated six months ago (29.6%), five (25%) hospitality graduates and eight DVT graduates completing their training a year ago (17%) found the technical skills learnt not useful (grade lower than 5/10) for their current job.

Table 13 presents the usefulness of the skills learned by the graduates during the training.

As follow-up question, respondents were asked to justify the grade they gave regarding the usefulness of the technical skills learned. The main reasons for respondents to say that the technical skills learned were very useful or useful to them were because it allowed them to find a job and to earn an income by themselves. Also, they mentioned that they used these new skills in their job, which enable them to develop their knowledge and practice. Some reported that, thanks to the skills learned during the training, clients and employers were satisfied with their performances.

One of the main explanations for a low usefulness score were that the skills requested at work – even in relation with their training – were very different in practice than the ones learnt. As for example, the techniques used in a beauty salon were not the ones that the graduates learned to perform at the vocational training centre. Also, some respondents reported that they felt not having enough time to practice technical skills during their training and were not knowing well how to perform on the job. Others gave a low score for the usefulness of the technical skills as they explained not using them for their current employment.

Table 13: Usefulness of the skills learnt per type of graduate

	Traineeship (n=10)		DVT_6months (n=142)		DVT_12months (n=47)		Hospitality (n=20)	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Not useful (≤5)	4	40.0%	42	29.6%	8	17.0%	5	25.0%
Useful (6-8)	2	20.0%	42	29.6%	10	21.3%	7	35.0%
Very useful (9-10)	4	40.0%	58	40.8%	29	61.7%	8	40.0%

Among the areas of knowledge that the graduates wished to have learned during the training, most mentioned further technical skills applied in beauty salon (hairstyle, permanent make-up, nail art) or in wedding embellishment industry. More specific focus was requested also on sewing skills and engine/Koyun repairing skills.

When asked about the training impacts, 67.6% of them reported seeing impact on their job (148) and 73.5% saw effects on their personal life (161). Forty-four (20.1%) of them also mentioned that they saw impacts on their family. The main impact on their family was that they were able to earn an income by themselves to support their household. As for the impacts of the training on their personal life, 80 respondents reported that they had more career opportunities (49.7%) after the training and 76 felt that their self-esteem and confidence improved (47.2%). Fifty-six individuals also mentioned that the training enabled them to express their ideas and connect with customers and colleagues (34.8%). More disaggregation and details can be seen in Table 14.

Table 14: Impacts of the training on the graduates

	Traineeship (n=10)		DVT_6months (n=142)		DVT_12months (n=47)		Hospitality (n=20)		Total (n=219)	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Impacts on family										
Has impacts on family	9	90.0%	117	82.4%	35	74.5%	14	70.0%	175	79.9%
No impact on family	1	10.0%	25	17.6%	12	25.5%	6	30.0%	44	20.1%
Impacts on personal life										
Has impacts on personal life	-	-	51	35.9%	7	14.9%	-	-	58	26.5%
No impacts on personal life	10	100.0%	91	64.1%	40	85.1%	20	100.0%	161	73.5%
Impacts on job										
Has impact on job	3	30.0%	47	33.1%	16	34.0%	5	25.0%	71	32.4%
No impact on job	7	70.0%	95	66.9%	31	66.0%	15	75.0%	148	67.6%

Twenty-five respondents (11.4% of the employed graduates) mentioned that the training had negative impacts (one apprentice, 15 DVT graduates who completed their training six months ago, four DVT graduates who ended their training one year ago and five hospitality graduates). The explanations provided were that the training worsened their health, that they could not earn money for their family during this time, and that the teacher was not good (i.e. didn't pay attention to them, complain when they made mistakes, taught too fast, etc.).

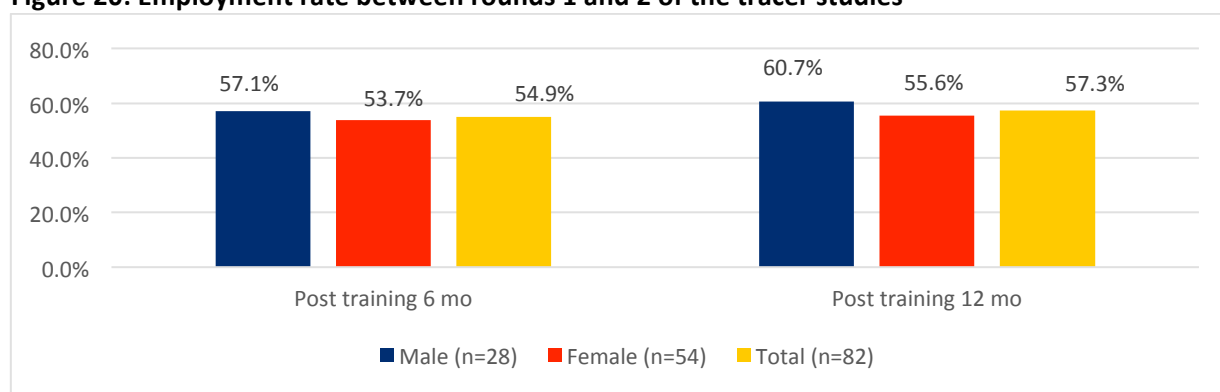
ANALYSIS OF THE DVT GRADUATES BETWEEN ROUND 1 AND 2

During the first round of tracer studies, in November 2018, 110 DVT graduates who completed their training six months prior the survey were reached out of 156. In the second tracer studies, these DVT graduates were re-contacted to examine the evolution of their employment situation. Out of these 110, 82 were reached and surveyed with a similar instrument.

- **Employment status**

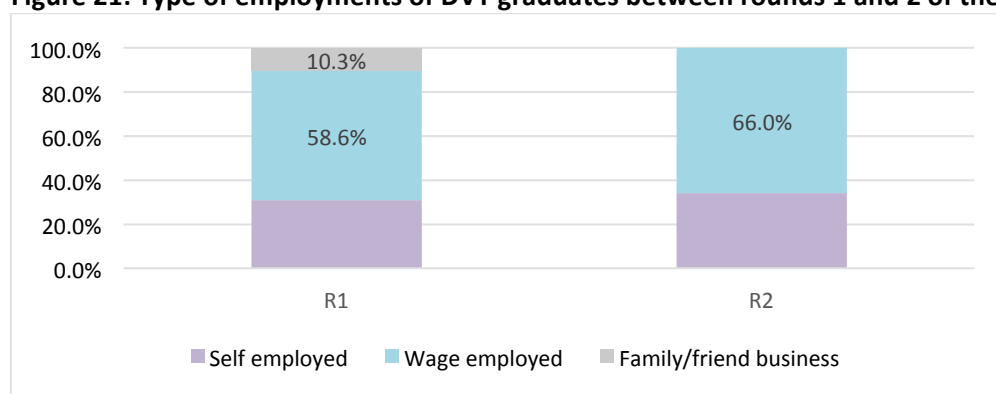
A higher proportion of DVT graduates reported to be employed one year after the completion of the vocational training (57.3%) compared to six months ago (54.9%). Figure 20 highlights the employment rates of the DVT graduates, disaggregated by gender six and twelve months after training.

Figure 20: Employment rate between rounds 1 and 2 of the tracer studies



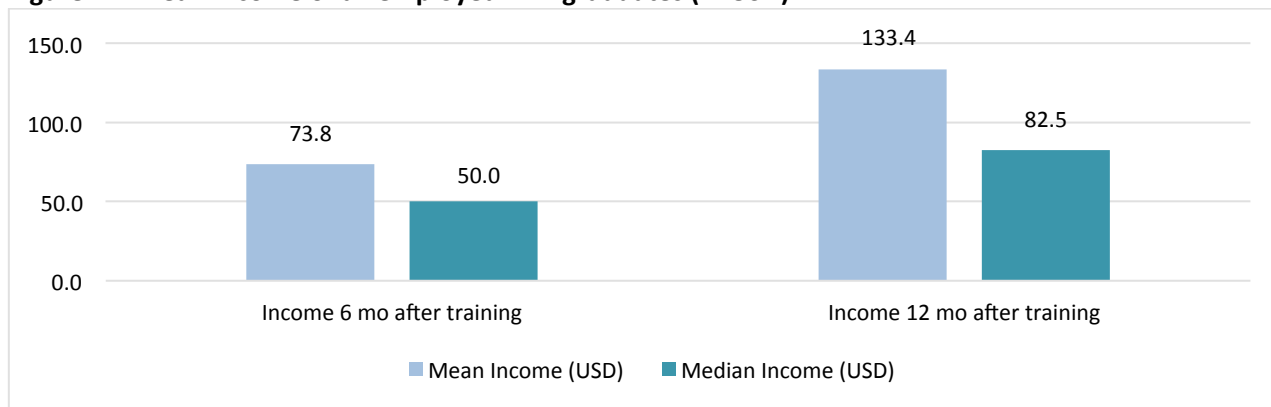
Most of the employed DVT graduates reported to be wage employed in both rounds of survey. Higher proportion mentioned to be wage employed and self-employed one year after the training as none of them said to be working for their family or friend (without salary).

Figure 21: Type of employments of DVT graduates between rounds 1 and 2 of the tracer studies



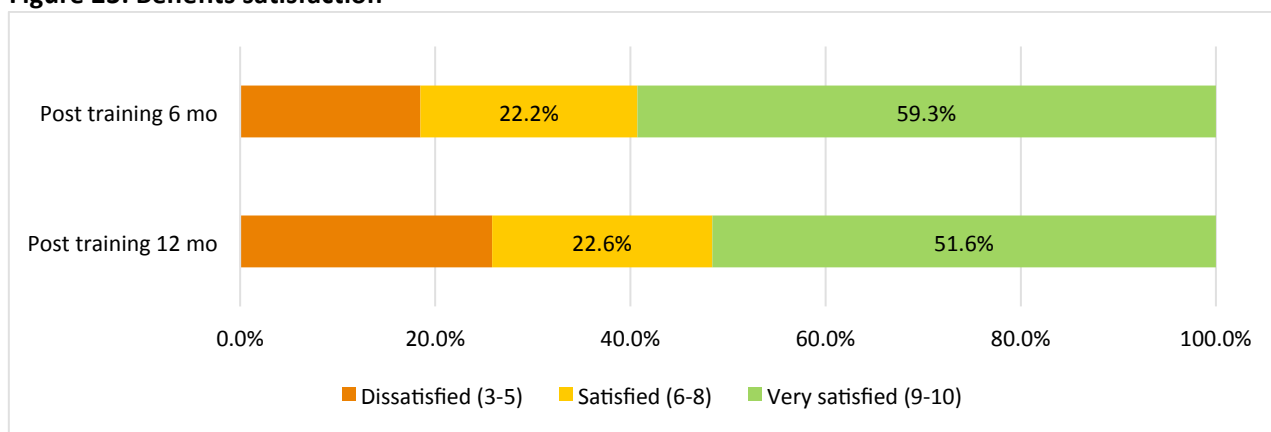
- **Income**

The average income of all the employed DVT graduates reached in both rounds of survey increased significantly if we compare their salary six months (average is USD 73.8; median is USD 50) and a year after the training (average is USD 133.4; median is USD 82.5).

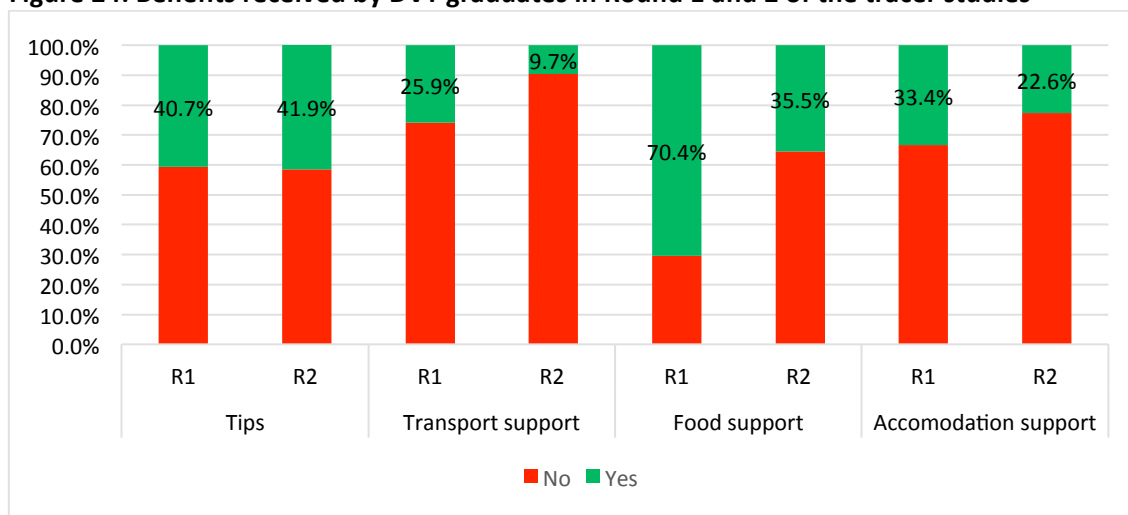
Figure 22: Mean Income of all employed DVT graduates (in USD)

- Satisfaction & Benefits**

Regarding the satisfaction over the benefits DVT graduates obtain, a lower proportion reported to be satisfied or very satisfied one year after completion of the training compared to the data collected six months ago. Figure 23 highlights these results.

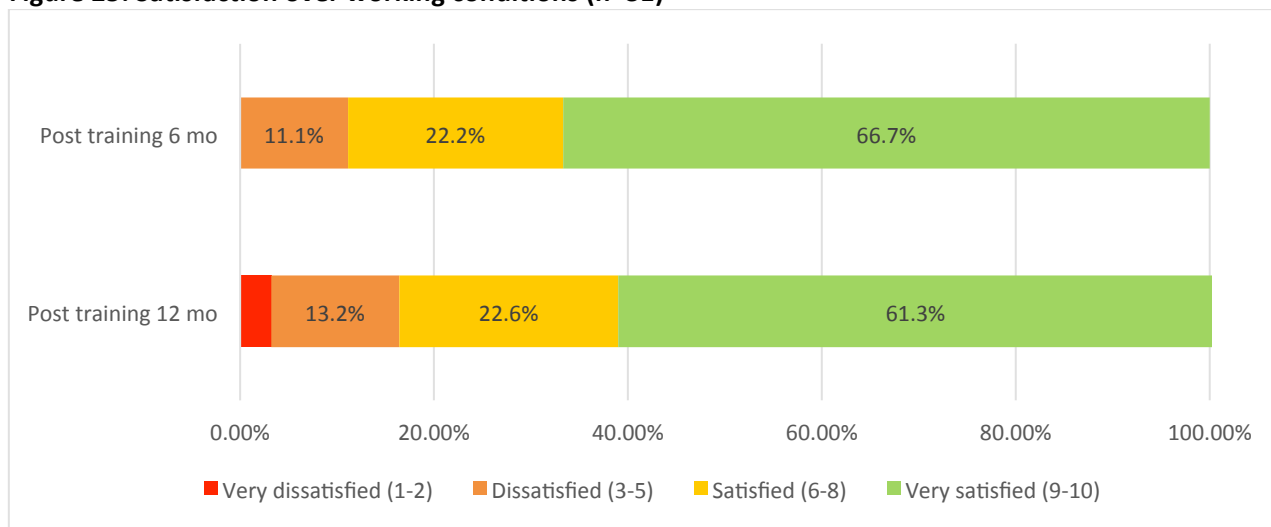
Figure 23: Benefits satisfaction

The decrease of overall satisfaction regarding the benefits DVT graduates have from their employers can be explained as a lower proportion of them reported to obtain food, transportation or accommodation support one year after the training completion (second round of the tracer studies) compared to six months ago (first round of the tracer studies). Figure 24 presents the proportions of DVT graduates reporting to have transport, food and accommodation supports as well as tips between the two rounds of tracer studies.

Figure 24: Benefits received by DVT graduates in Round 1 and 2 of the tracer studies

- Satisfaction and working conditions**

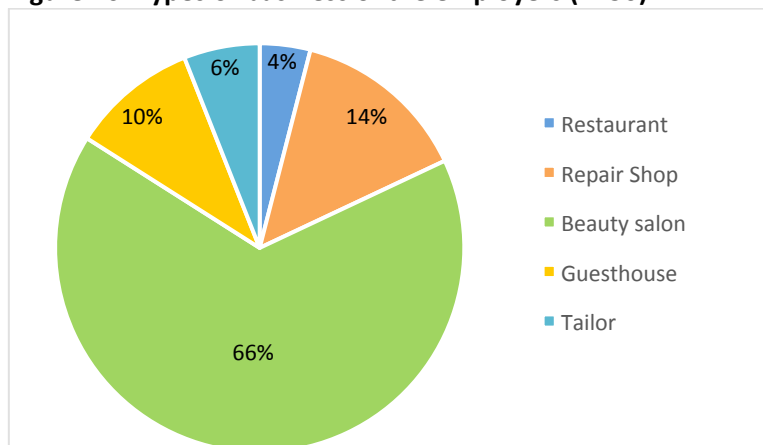
Most of the DVT graduates reported to be satisfied or very satisfied by their working conditions in both rounds of survey. However, a higher proportion of DVT respondents reported to be very dissatisfied by their working conditions (3.2%). It should be noted that this graduate reported to work in an un-related wage job.

Figure 25: Satisfaction over working conditions (n=31)

EMPLOYERS

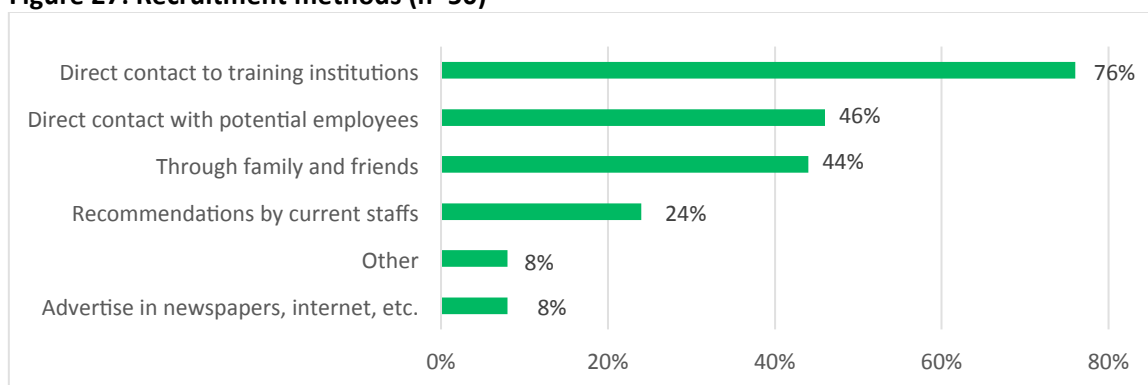
Employers' Characteristics

Among the 50 employers (37 female respondents) reached for this tracer study, most of them run a beauty salon (66%) or a repair shop (14%). Figure 26 shows the different types of businesses of employers.

Figure 26: Types of business of the employers (n=50)

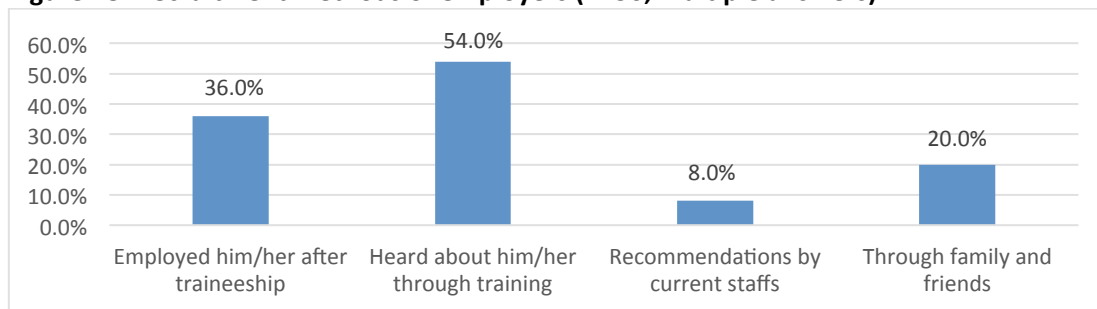
It should be noted that when the data collectors contacted the 50 employers, ten of them (20%) reported that the graduates they employed stopped working with them. Angkor Research interviewed them as they could provide insights into their satisfaction with the graduates past performances and their interest to hire more graduates in the future. These employers also provided further information regarding their collaboration with them. Employers reported that the graduates worked in average for 3.5 months before ending their work. Most of the times, it was the graduates alone (40%) or both employers and graduates (40%) who decided to end the employment. The most common reasons cited by employers for graduates to end their work were to go working in another place or just to stop coming working without giving any other justification.

Among the most recruitment method possible, 76% of the employers contact the training institutions/ VTC (38), 46% directly contact potential employees directly (23) or 44% go through friend and family recommendations (22). Also, 98% of the employers (49) said that these methods are their preferred recruitment processes.

Figure 27: Recruitment methods (n=50)

The employers currently working with graduates were asked about their satisfaction with the graduates' skills as well as about the recruitment process.

Following the same recruitments methods mentioned above, 54% of the employers (27) recruited graduates after hearing about the training program, 36% directly after traineeship (18), while some employed them based on recommendations from family and friends (8 - 20%) or staffs (4 - 8%).

Figure 28: Recruitment methods of employers (n=50; multiple answers)

Employers' Satisfaction

Employers were also asked to score their satisfaction regarding the skills and behaviour of the graduates. Most of the employers were generally satisfied with their employees (see Table 15).

When employers were asked to grade the technical skills of the graduates employed to do the job, 42% of them (21) reported that graduates have an average level of technical skills (score 5-6/10) while 12% (6) said graduates had very good technical skills (score 9-10/10). The average score given by employers reflects this mixed satisfaction regarding the level of the technical skills of the graduates (6.2/10; median is 5.5/10).

Then, 58% (29) of the employers reported that their graduate had a good (score 7-8/10) or very good communication skills with customers. The average grade given by employers on this item is 6.6/10 (median is 7/10), which also highlights that despite more than half of the employers reporting that graduates have a good/very good communication, other were more disappointed on this point.

Also, 44% of the employers (22) said that their graduates' communication skills with their colleagues were very good (score 9-10/10). The average score provided by the employers on this point is 7.5/10 (median is 8/10), expressing the good general opinion of the employers on the graduates' communication skills with their colleagues.

As for the graduates' overall skills to perform well on the job, 50% of the employers (25) explained that the graduates they employed had good (score 7-8/10) or very good (Score 9-10/10) skills. The average score given by the employer is 6.5/10 (median is 6.5/10).

Additionally, 70% of the employers (35) found their graduates committed to their job, rating the commitment level of their graduate as good (scored 7-8/10) or very good (score 9-10/10). The average score is 7.4/10 (median is 8/10), highlighting the good general opinion of the employers on the graduates' communication skills with their colleagues.

Similarly, 60% of the employers (30) found that their graduates had a good (scored 7-8/10) or very good (score 9-10/10) level of self-confidence. The average score regarding the graduate's confidence is 7/10 (median is 7/10), translating the good general opinion of the employers on the graduates' communication skills with their colleagues.

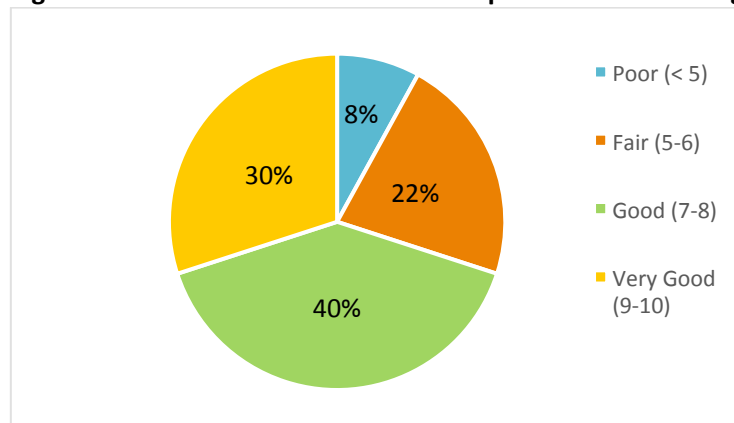
Finally, 68% of the employers (34) were satisfied with the graduates' honesty, grading it as very good (score 9-10/10). Three employers (6%) scored their graduates' honesty poorly. The average score is good, being 8.5/10 (median is 10/10).

Table 15: Satisfaction scores (1 is poor and 10 is excellent) on the skills of graduates (n=50)

	Technical skills to do the job		Communication skills with customers		Communication skills with colleagues		Overall skills to perform well on the job		Commitment to his/her job		Confidence		Honesty	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Poor (< 5)	8	16%	8	16%	5	10%	6	12%	7	14%	7	14%	3	6%
Fair (5-6)	21	42%	13	26%	12	24%	19	38%	7	14%	13	26%	5	10%
Good (7-8)	15	30%	17	34%	11	22%	18	36%	19	38%	16	32%	8	16%
Very Good (9-10)	6	12%	12	24%	22	44%	7	14%	16	32%	14	28%	34	68%
Mean	6.2		6.6		7.5		6.5		7.4		7		8.5	
Median	5.5		7		8		6.5		8		7		10	

Finally, the overall performance of the graduates was mainly scored as good (20 - 40%) or very good (15 - 30%) by the employers (Figure 29 **Error! Reference source not found.**). The average score is good (7.4/10 and median is 7/10).

Figure 29: Overall satisfaction over the performance of the graduate (n=50)

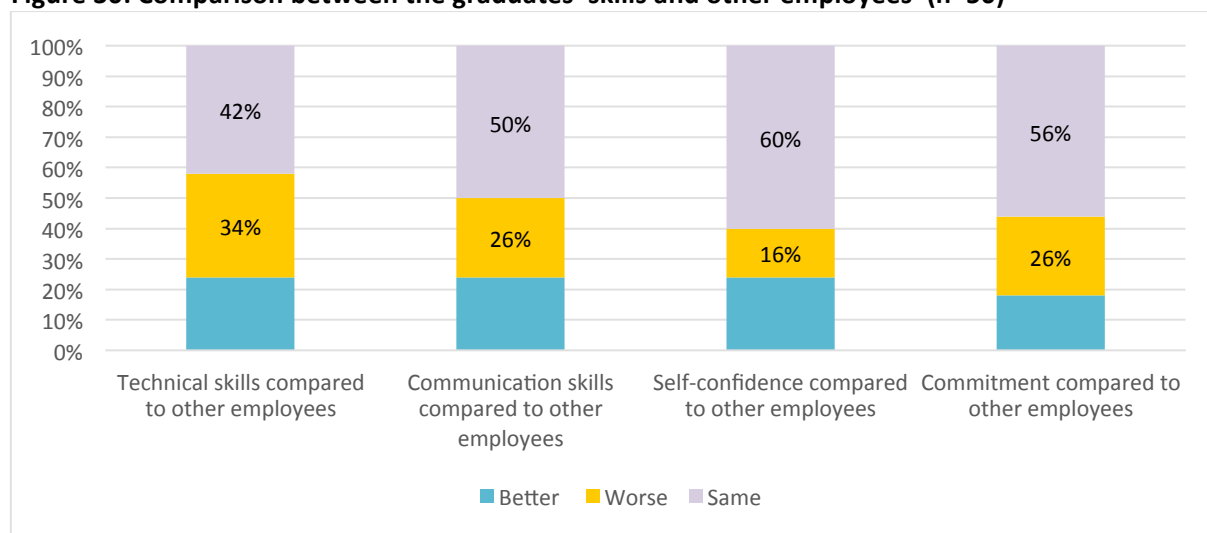


Furthermore, 70% of the employers (35) reported that the graduates they employ needed additional training. Twenty nine employers mentioned that the main need for additional training was on technical/ job specific skills (82.9%), including moto repairing, cooking skills as well as further beauty training (nail art, make-up, hair dressing and styling).

Table 16: Additional training needs for the graduates according to the employers (n=35)

Multiple answers	Count	Percent
Customer service	4	11.4%
Commitment to work	3	8.6%
IT/ Computer skills	4	11.4%
English	4	11.4%
Technical/ job specific skills	29	82.9%
Other	2	5.7%

Employers were also asked to compare the skills of the graduates employed with the skills of other employees. Twenty-one respondents (42%) found that the technical skills of the graduates were at the same level as the other employees while 12 (24%) reported that graduates' skills were higher than their other colleagues. A similar trend can be observable for the communication skills and commitment of the graduates. Twenty-five respondents (50%) said that the communication skills were similar to their other workers while slightly 13 employers (26%) said graduates' skills were better. As for self-confidence more 60% of the employers (30) surveyed said the graduates and other workers had same level of confidence. 24% of them (12) thought that graduates were more confident than their co-workers. Finally, 56% of employers (28) explained that the level of commitment was the same for graduates and other workers while 26% of them (13) said that commitment was lower for graduates compared to other employees (Figure 30).

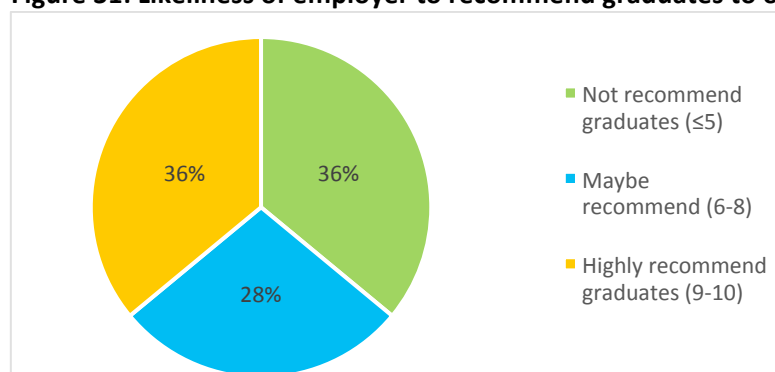
Figure 30: Comparison between the graduates' skills and other employees' (n=50)

The employers were then asked about the difference of income between graduates and other employees. As a result, 62% of them (31) reported to pay the same wage to graduates and other employees. Fourteen employers (28%) said that they were paying their other employees a higher salary compared to the graduates. The most common justifications for the difference of income were that the other employees had more experience and had more knowledge than the graduates.

Among all employers contacted, regardless whether graduates are still working with them, 72% of them (36) reported to be interested in hiring more graduates in the future. More specifically, 77.8% of the employers willing to hire further graduates (28) aimed to recruit two or more. Among the employers reporting to need further graduates, they said to be looking for 22 hairdressers (61.1%), five tailors (13.9%), four motor cycle repairer (11.1%) or three food and beverage servers (8.3%).

When asked to score their willingness to recommend other enterprises to hire SDP graduates from one to ten with one representing their unwillingness to recommend graduates and ten their strong motivation to recommend graduates, 36% of the employers (18) would highly recommend them (score above or equal to 9/10). It should be noted that a similar proportion (36%) of employers reported that it would be unlikely that they recommend the graduates to other enterprises (score lower than 5/10).

Figure 31: Likeliness of employer to recommend graduates to other enterprises



Forty-two employers (84%) mentioned to have recommendations to improve the training programme. Most of them recommend that the training should be longer and ensure that the graduates master well the skills taught before finishing the programme. Additional advice included to provide further technical training and specific skills to the graduates.

Conclusion

The second tracer study was conducted with 357 graduates who reported on their employment status and satisfaction on the vocational training they attended, as well as with 50 employers expressing their opinion on the work of the graduates they employ.

Based on the results of the interviews in the section above, several observations can be made and should be further examined in the coming tracer study.

A positive finding of the study is that the income of the graduates who are working (self-employed and wage-employed) increased significantly after participating in the training, both for hospitality graduates and DVT graduates. The average income among all wage-employed graduates almost tripled, going from an average of USD35.1 before the training to USD112.3 after completing the course. Apprentices and DVT respondent who graduated six months reported a higher increase of their average income compared to the other types of graduates, as it went respectively from USD50 to USD233.8 and from USD23 to USD 95.5 on average. The highest incomes reported were earned by graduates who are not working in the fields of vocational training provided. These include; driver (mean of USD400), military (mean of USD270), or as security guard (mean of USD240).

Another main finding is that more than half of the all graduates (61.3%) are employed after the completion of the training, including two thirds of hospitality graduates (66.7%), more than three-quarters of the apprentices (76.9%), and 61.2% of the DVT respondents who completed their vocational course six months ago. The proportion of DVT graduates who graduated a year ago is slightly lower than the other proportions of employed respondents (57.3%). It can be suggested that some of the graduates found a job (sometime un-related to the training) and stay in this employment for a few months before trying to open their own business. Others reported stopping their work as they were not satisfied by the working conditions (level of effort, income, schedule, etc.).

To improve sustainability and longevity of employment, solutions should be explored to allow graduates to save money or to have access to financial support to start their own business. In several cases – especially for DVT graduates and apprentice – their aim is not to be wage employed but to develop their own activity, which can push them to temporarily work in employment having negative impacts (on their health, family life, etc...) to gain enough funds.

Additionally, regarding the graduates' employment, we can observe that very none of the DVT graduates who studied house wiring and masonry worked in these field of work in both survey. SDP should possibly examine the employment offers available in the current job market and adapt their training accordingly. If masonry and house wiring are not field where graduates can find a job, SDP may consider adding new training fields and remove the ones that are not successful.

When looking at the age of the graduates, it can be observed that 14.3% of them are under 18 years old. Cambodian labour law specifies that an individual must be at least 18 years to be able to sign an employment contract on their own for a full-time job. This may dissuade employers to hire them as the type of work they need requires full-time employees. This point was mentioned by underage unemployed respondents, who also added that their parents would not allow them to work in a full-time job. Also, some of the under-age graduates reported continuing high school after completion of the vocational training. SDP should be careful when recruiting underage trainees to participate in the vocational training, as it

might appear more attractive for young people (as they see the opportunity to have a job and earn an income) but may also dissuade them to continue their high school study.

Other graduates explained that they had to stop work for health reasons or to help their family with house/farm work. When look closely at the median working hours per week for all types of graduates (67 hours per week for apprentices, 55.2 for DVT graduates completing their training six months ago, 45.2 hours per week for DVT respondents who graduated a year ago and 64.5 hours per week for hospitality graduates), it seems a be a very intense schedule for the monthly income earned. It also should be noted that according to the Cambodian labour law, the maximum legal working hours per week is 48 hours.

Additionally, this tracer study highlighted that very few graduates reported to have a written employment contract. This may facilitate the turn-over in the enterprises they work for, as it doesn't offer them the legal labour protection and make it easy for them to quit their job or to be fired.

Further efforts should be emphasized in collaborating with employers to ensure that graduates have proper working hours and benefits (i.e. transportation indemnity, etc.). This would perhaps encourage graduates to stay longer at their workplace.

Also, one of the findings of this survey is that approximately a quarter of the employers reported that graduates had better technical and communication skills than other employees, which highlights the good quality of the training received. Nevertheless, employers reported some areas for improvement, including specific technical skills (beauty salon, engine repairs, etc.) which could be an opportunity for SDP to provide additional training for its former graduates in collaboration with the employers. Having the possibility to continue to be trained for their current employment may decrease the turnover of graduates.

It can also be highlighted that the DVT who were followed-up between the two rounds of tracer studies increase significantly and constantly their income since they participated in the vocational training. However, their level of satisfaction decreased regarding the benefits they obtain from their work. This can be explained as lower proportions of graduates reported to get food, accommodation and transportation supports from their employers.

Annex 1 – Additional disaggregation

Please find below data discussed in the report presented through table or graphs.

Table 17: Number of wage-employed graduates per occupation and according to the course they followed (N=173)

	Room Attendant	Motor Repair	House wiring	Food and beverage server	Beauty Salon	Sewing	Small engine repair	Barber
Tailor	-	1	-	-	-	9	-	-
Engine repairer	-	1	-	-	-	-	5	-
Motorbike repairer	-	9	-	-	-	-	-	-
Hairdresser/ beauty salon	-	-	-	-	68	1	-	1
Traditional dancer	-	-	-	-	-	1	-	-
Barista	-	-	-	-	-	1	-	-
Construction work	-	6	2	-	1	1	1	2
Seller (store, food)	-	1	-	-	4	5	1	-
Teacher	-	1	-	-	2	1	-	-
Military	-	-	1	-	-	-	-	-
Factory worker	1	-	1	-	1	5	-	-
Security guards	-	3	-	-	-	-	1	-
Farmer	-	1	-	1	-	-	-	-
Room attendant	4	-	-	5	1	-	-	-
Cleaner	-	-	-	-	1	3	-	-
Receptionist	1	-	-	-	-	-	-	-
Food and beverage server	-	-	1	4	-	3	-	1
Chef/assistant chef	-	-	-	3	-	1	-	-
Petrol station employee	1	-	-	-	-	2	-	-
Lawyer assistant	-	-	-	-	1	-	-	-
Other	-	-	-	-	-	-	1	-
Total	7	23	5	13	79	33	9	4

Figure 32: Evolution of the median Income per business run by self-employed DVT 6 months graduates (n=23)

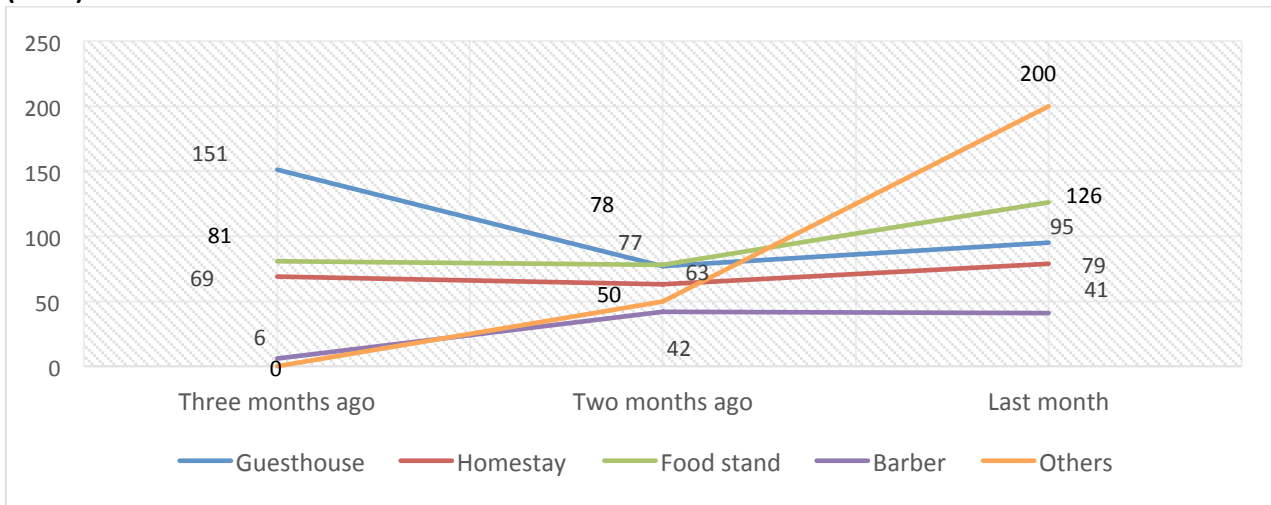


Figure 33: Evolution of the median Income per business run by self-employed DVT 12 months graduates (n=16)

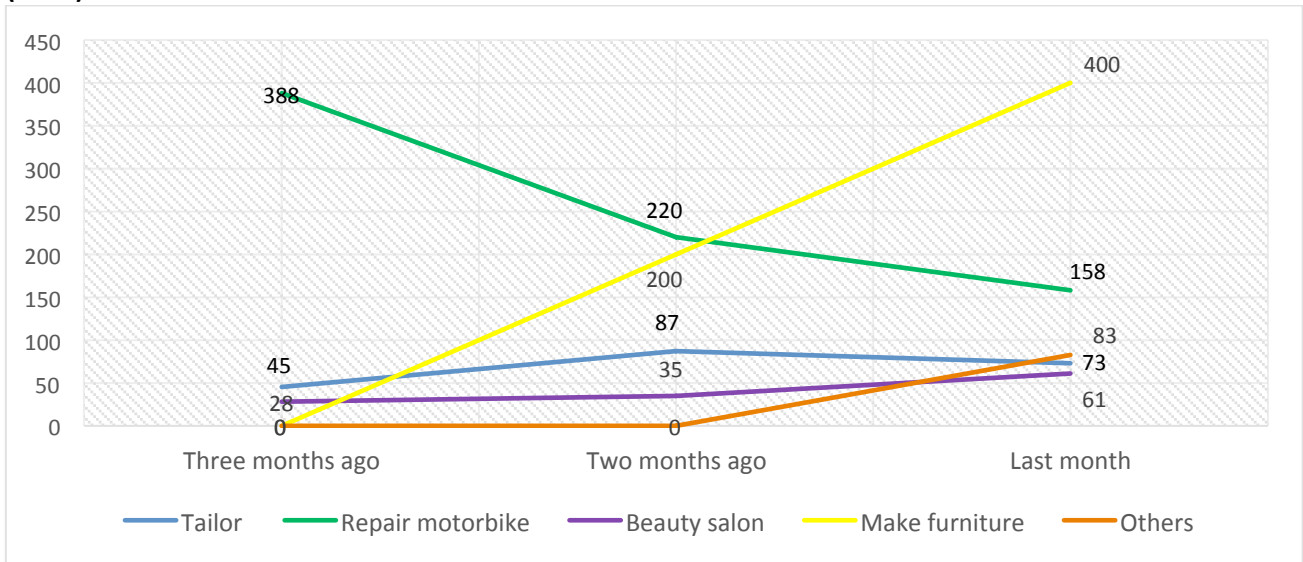


Figure 34: Evolution of the median Income per business run by self-employed apprentices (n=6)

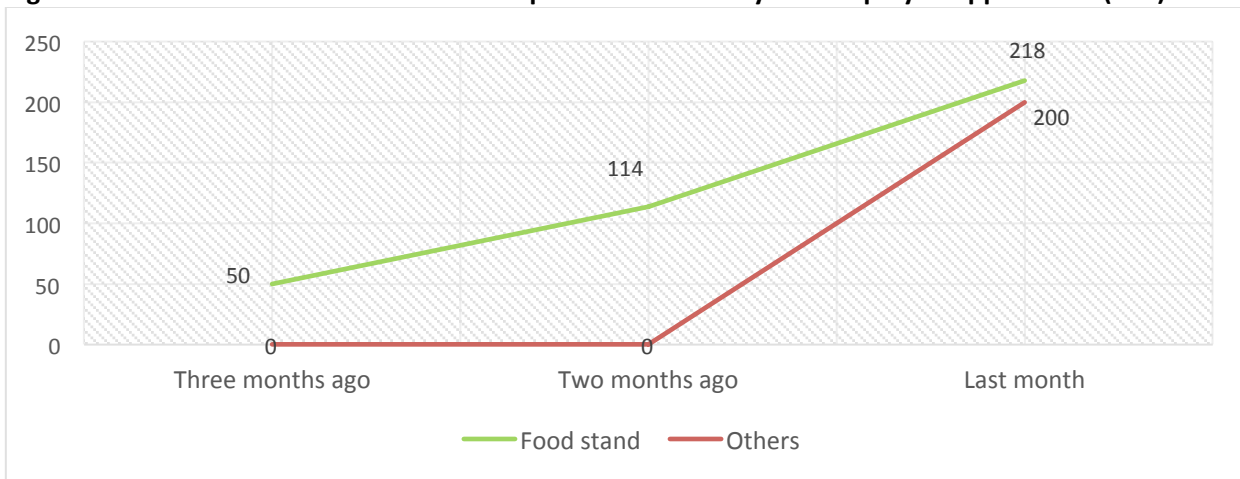


Table 18: Employment rate by gender and types of graduates

	Apprentices (n=13)		DVT_6months (n=232)				DVT_12months (n=82)				Hospitality (n=30)				Total (n=357)			
	Male		Male		Female		Male		Female		Male		Female		Male		Female	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Unempl oyed	3	23.1 %	3	41.7 %	6	37.5 %	1	40.0 %	2	43.9 %	5	33.3 %	5	33.3 %	4	38.4 %	9	38.8 %
Employ ed	10	76.9 %	4	58.3 %	10	62.5 %	1	60.0 %	3	56.1 %	1	66.7 %	1	66.7 %	7	61.6 %	14	61.2 %
Total	13	100. 0%	7	100. 0%	16	100. 0%	2	100. 0%	5	100. 0%	1	100. 0%	1	100. 0%	11	100. 0%	23	100. 0%

Figure 35: Wage Employment per type of graduates

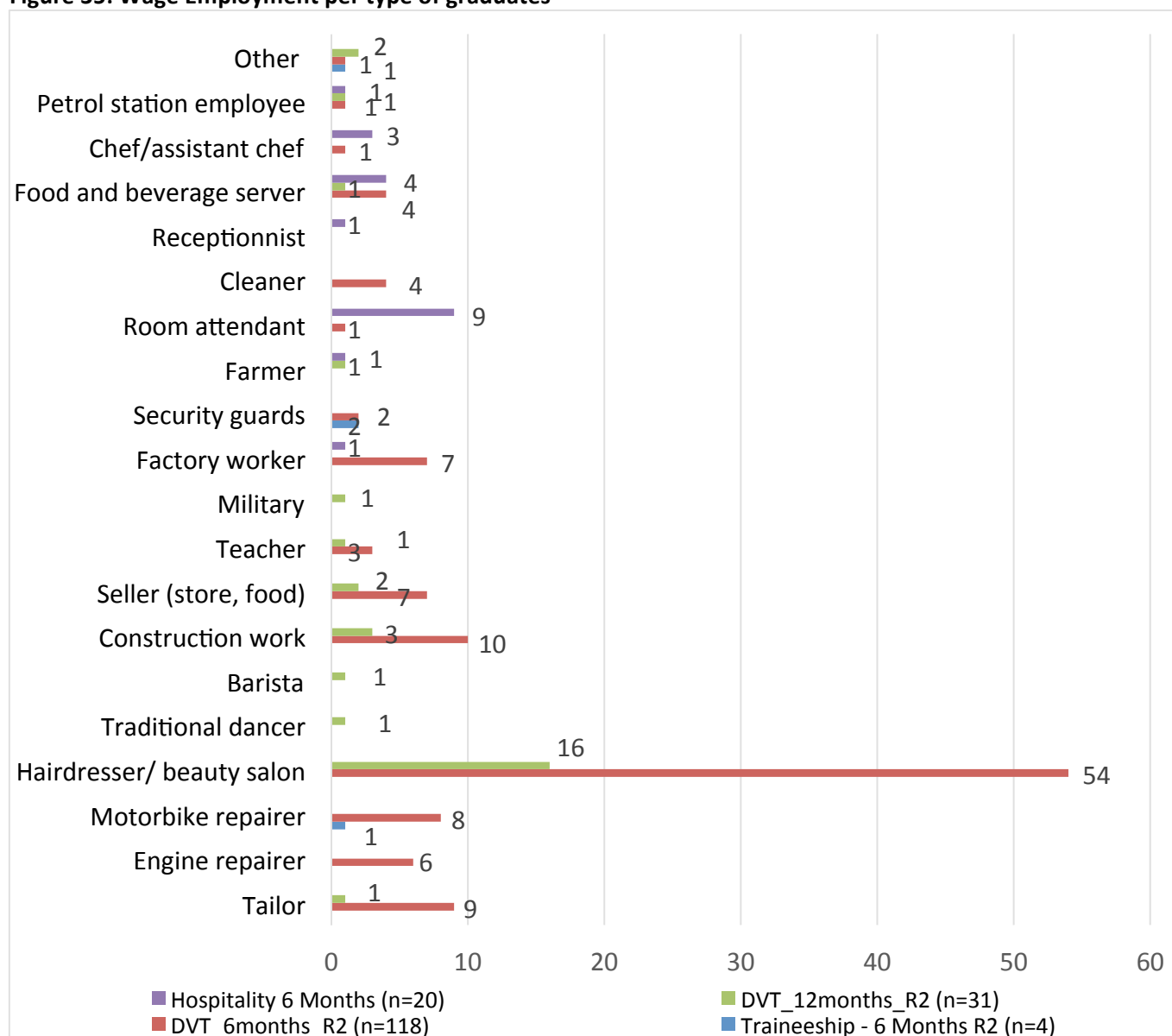


Table 19: Income ranges among wage employed graduates before completion of training

BEFORE	Apprentices (n=4)		DVT 6 Mo (n=118)		DVT 12 Mo (n=31)		Hospitality (n=20)	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
USD0-25	3	75.0%	95	80.5%	18	58.1%	11	60.0%
USD26-50	-	-	5	4.2%	4	12.9%	1	5.0%
USD51-100	-	-	6	5.1%	4	12.9%	-	-
USD101-150	-	-	8	6.8%	1	3.2%	5	25%
USD151-200	1	25.0%	4	3.4%	2	6.4%	1	5.0%
USD 201-250	-	-	-	-	1	3.2%	1	5.0%
≥ USD250	-	-	-	-	1	3.2%	-	-
Average (in USD)	50.0		23.0		63.0		59.7	
Median (in USD)	0.0		0.0		0.0		0.0	

Table 20: Income ranges among wage employed graduates after completion of training

AFTER	Apprentices (n=4)		DVT 6 Mo (n=118)		DVT 12 Mo (n=31)		Hospitality (n=20)	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
USD0-25	1	25.0%	21	17.8%	3	9.7%	-	-
USD26-50	-	-	25	21.2%	3	9.7%	-	-
USD51-100	-	-	32	27.2%	9	29.0%	3	15.0%
USD101-150	1	25.0%	25	21.2%	4	12.9%	12	60.0%
USD151-200	-	-	6	5.1%	5	16.1%	3	15.0%
USD 201-250	-	-	4	3.4%	3	9.7%	2	10.0%
≥ USD250	2	50.0%	5	4.2%	4	12.9%	-	-
Average (in USD)	233.8		95.5		144.8		136.9	
Median (in USD)	267.5		75.0		112.5		120.0	

Table 21: Income ranges before training for male and female graduates

	Before training						After training					
	Male		Female		Total		Male		Female		Total	
	n	%	n	%	n	%	n	%	n	%	n	%
USD 0-25	35	64.9%	93	78.2%	128	74.0%	8	14.8%	17	14.3%	25	14.5%
USD 26-50	1	1.9%	9	7.6%	10	5.8%	5	9.3%	23	19.3%	28	16.2%
USD 51-100	3	5.6%	7	5.9%	10	5.8%	7	13.0%	37	31.1%	44	25.4%
USD 101-150	5	9.3%	9	7.6%	14	8.1%	16	29.6%	25	21.0%	41	23.7%
USD 151-200	7	13.0%	1	0.8%	8	4.6%	6	11.1%	9	7.6%	15	8.7%
USD 201-250	2	3.7%	-	-	2	1.2%	4	7.4%	5	4.2%	9	5.2%
> USD 250	1	1.9%	-	-	1	0.6%	8	14.8%	3	2.5	11	6.4%
Average	USD63.9		USD21.6		USD35.1		USD144.6		USD97.2		USD112.3	
Median	USD0.0		USD0.0		USD 0.0		USD120.0		USD88.7		USD100.0	

Table 22: Satisfaction of the graduate regarding their working conditions.

	Traineeship (n=4)		DVT_6 months (n=118)		DVT_12 months (n=31)		Hospitality (n=20)		Total (n=173)	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Very dissatisfied (1-2)	-	-	4	3.4%	1	3.2%	-	-	5	2.9%
Dissatisfied (3-5)	-	-	29	24.6%	4	13.2%	4	20.0%	37	21.4%
Satisfied (6-8)	1	25.0%	31	26.3%	7	22.6%	10	50.0%	49	28.3%
Very satisfied (9-10)	3	75.0%	54	45.8%	19	61.3%	6	30.0%	82	47.4%
Average		9.2		7.6		8.3		7.3		7.8

Annex 5 - Schedule of Recommendations SDP

<i>Core Recommendations Phase 1</i>	<i>Start prepa- rations</i>	<i>Start imple- mentation</i>
Reducing targets – increasing quality		
SDC formally reducing the Logframe targets of the project in SDP prepared and proposed revised Logframe and Budget	Immediate	06/2019
SDP investing in training quality: improving instructors' vocational skills	06/2019	01/2020
Improving instructors' methodic & workshop management skills	06/2019	01/2020
Improving center management skills	09/2019	03/2020
Assisting through equipment investment	06/2019	01/2020
Improving maintenance and maintenance management skills	01/2020	06/2020
Focusing training provision		
Clustering particular professions in selected training centers	06/2019	06/2020
Reducing number of training providers in sewing and beauty	06/2019	06/2020
Diversifying portfolio of professions		
Preparing new courses for female and male participants	09/2019	06/2020
Intensifying outsourcing training provision beyond the target provinces	09/2019	06/2020
Increasing Sustainability		
Discussing increasing operational cost coverage with Government	10/2019	06/2021
Revising SDP payments to Gov. staff - performance related incentives	09/2019	01/2020
Introducing monetary contribution by participants	09/2019	06/2020
Exploring potential establishment of training voucher scheme	09/2019	Dep. On Governm.
Minor Adjustments suggested for Phase 1		
Extending training duration of Le Tonle courses to 6 months	06/2019	01/2020
Stay – with SDC backing - in close contact with IFAD, ADB and the SDF	Immediate	Ongoing
Core Recommendations Phase 2		
<u>Assumption:</u> <i>That SDC decides adopting only the tourism expansion option</i>		
Adding at least one economically striving region to the project	NA	NA
Adding economically slow developing region(s) to the project	NA	NA
In tourism, adopting partial geographical expansion, training people from neighboring provinces Monulkiri and Ratanakiri,	06/2020	01/2021
Skills for Migration, linking graduates of SDP's basic skills training which are interested in migration to PROMISE	06/2020	01/2021