

<b>Design Summary</b>	<b>Performance Targets and/or Indicators</b>	<b>Data Sources and/or Reporting Mechanisms</b>	<b>Achievements/Status</b>
<p><b>Impact</b> Reduce the degree of poverty in the target communes in Cambodia</p>	<p>Poverty incidence in the targeted communes reduced by 5%, by 2012</p> <p>Improved income-generating opportunities for trained villagers and youth</p> <p>Improved sense of wellbeing of project beneficiaries</p>	<p>Government socioeconomic survey</p> <p>Project impact assessment report</p> <p>Family satisfaction survey</p>	<p>Data recorded</p> <p>Baseline data collected on Communes</p> <p>Surveys begin 2<sup>nd</sup> Q, 2011</p>
<p><b>Outcome</b> Increased net income and greater employment opportunities among rural poor with improved knowledge and skills</p>	<p>3,000 agricultural producers in 44 targeted communes received PHT training (storage, processing, and packaging) and around 80% of them apply PHT skills by 2012</p> <p>Family income increased by 20% through improvements in the variety and quality of processed and packaged food products, by 2012</p> <p>700 unemployed youth and or school leavers in targeted locations graduate from the TVET skills bridging program by 2012</p> <p>50% of graduates entered further training at the certificate level in TTCs, and the remaining 50% employed by 2012</p>	<p>Baseline survey</p> <p>Midterm and final review and project</p> <p>Project impact assessment report</p> <p>Project completion report</p>	<p>Surveys completed in all Communes</p>

**Output 1: PHT skills development program successfully pilot tested in the four project locations**

<p>1. Identification of demand-based PHT technologies for targeted communes</p>	<p>PHT needs assessment completed by the first month of project implementation (April 2009)</p>	<p>PHT needs assessment report</p>	<p>PHT needs assessment completed as required in all Communes</p>
<p>2. Curriculum, learning materials and handbooks development for identified PHT skills</p>	<p>PHT curriculum, learning materials, and handbooks developed and printed by the third month of project implementation (June 2009)</p>	<p>TA report TTCs' reports DGTJET quarterly progress report</p>	<p>All materials, handbooks, training texts completed with resource Manual for Lab managers in Khmer and English.</p> <p>All 4 labs completed by October 2010 with deficiencies being addressed.</p>
<p>3. Construction and upgrading of food safety-testing buildings in targeted TTCs</p>	<p>Food safety testing facilities (maximum 200 square meters on floor, slab-on-grade) constructed and, or upgraded in targeted TTCs by July 2009</p>	<p>TA report TTCs' reports DGTJET quarterly progress report</p>	<p>PHT equipment for Commune based training provided by December 2009, lab equipment by November 2010</p>

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4. Enhancing skills and competencies of agricultural producers to apply PHT skills	<p>PHT required equipment provided by August 2009</p> <p>First PHT skills-development plan endorsed by June 2009</p> <p>PHT skills training program started by July 2009</p> <p>3,000 agricultural producers trained (50% of whom are women), and 80% of them apply PHT skills and techniques by 2012</p>	<p>PHT skills-development plan implemented</p> <p>TA reports TTCs' regular reports</p> <p>DGTVET quarterly progress report Mission reviews</p>	<p>PHT plan implemented with TOT January , 2010</p> <p>433 by September 2010, 326 female</p>

**Output 2: TVET skills bridging program successfully pilot tested in the four project locations**

1. Entry-level academic skills for TVET certificate-level development	Entry-level academic skills for TVET skills bridging program agreed within the first month of project implementation (April 2009)	TA report DGTVET report	Entry level skills agreed, September 2009
2. Development and upgrading of curriculum and learning materials for TVET certificate level	TVET skills curriculum and learning materials developed, and, or upgraded by June. 2009	TA report TTCs' reports DGTVET quarterly progress report	Curriculum completed by stakeholders, November 2009  Assessment instrument completed and approved, June 2010.
3. Development and adoption of standards assessment instrument	Standards assessment instrument adopted by July 2009 First TVET skills bridging plan endorsed by July 2009 TVET skills bridging program started by August 2009	TA report TTCs' reports DGTVET quarterly progress report	Program started January 2010  365 students enrolled, 267 graduated in Phase 1 (of 3) October 2010.
4. Improvement of employability skills and competency of out-of-school youth	700 youth (50% of whom are females) graduated. About 50% of graduates have entered further training at the certificate level in TTCs, and the remaining 50% employed by 2012	TVET skills bridging plan implemented TA reports TTCs' regular reports DGTVET quarterly progress report Mission reviews	Phase 2 planning completed November 2010 with target of 450 registrations and 35 graduates

**Output 3: DGTVET effectively managing project implementation**

1. Development of program management and financial and monitoring systems	Grant implementation manual (GIM) developed by the first month of project implementation (April 2009)	GIM endorsed by ADB TA report DGTVET quarterly progress report	GIM completed and endorsed  Financial Management handbook completed and endorsed.
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<p>2. Enhancement of DGTVET and TTCs staff, CBOs and, or NGOs, and commune councils</p> <p>3. Dissemination of lessons and development of recommended policy</p> <p>4. Development of exit strategies for DGTVET and TTCs</p>	<p>Effective grant reporting and accounting processes established</p> <p>Capacity-building training provided to around 80 people (30% of whom are women), including staff of DGTVET, TTCs, and contracting CBOs and NGOs by June 2009, and throughout the project implementation</p> <p>Annual participatory policy dialogue and lesson sharing among the Government and stakeholders in various workshops, seminars, including ADB's brownbag event</p> <p>Business plan that enables TTCs to operate in a commercially sustainable manner after project completion endorsed by TTCs and MOLVT within 6 months prior to project completion</p> <p>Recommended policies and strategies are incorporated into the regular TVET program</p>	<p>TA report DGTVET quarterly progress report</p> <p>Training reports Mission reviews Lessons for NTB regular meeting</p> <p>Lessons for MOLVT annual congress DGTVET annual report TA reports Approved business plan Approved exit strategy (recommended policies and strategies)</p>	<p>Training as outlined provided for 120 DGTVET/TTC/NGO staff of whom 50% were female</p> <p>Lessons learned in Skills bridging , Phase 1, distributed with recommendations for Phase 2, November 2010.</p> <p>TTC PHT plans in process to be completed as product profile is completed.</p> <p>PHT and SB long term plans completed. PHT plan submitted to ADB for consideration</p>
<p><b>Activities with Milestones</b></p> <p><b>Output1</b></p> <p>1.1 Conduct PHT needs assessment in targeted provinces— within the first month of project implementation (April 2009).</p> <p>1.2 Develop/review and print curriculum, training materials and handbooks based on PHT needs assessment— within the first 3 months of project implementation (June 2009).</p> <p>1.3 Construct three food safety testing buildings in three provincial TTCs,</p>	<p>Completed</p> <p>Completed</p> <p>Completed</p> <p>Completed</p> <p>Achieved</p> <p>Commenced July 2010</p> <p>Completed</p> <p>Completed November 2009</p> <p>Completed, no prakas required.</p> <p>Completed Oct. 2009</p> <p>Commenced January 2010</p> <p>Completed</p> <p>Completed</p>		

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<p>and upgrade one food safety testing building in NPIC (July 2009).</p> <p>1.4 Procure the required equipment and supplies for basic post-harvest technologies—within the first 6 months of project implementation.</p> <p>Commence operations—within 9 months of project implementation.</p> <p>Develop and endorse PHT skills development plan—by June 2009.</p> <p>Commence first PHT skills training program—by July 2009.</p> <p>Output 2</p> <p>2.1 Prepare entry-level academic skills for TVET bridging program, submit for approval, and issue parkas (ministerial order) for implementation by April 2009. The academic skills for TVET bridging program will be consistent with the development of the NTQF.</p> <p>2.2 Develop and, or review and print TVET skills curriculum and learning materials—by June 2009.</p> <p>2.3 Develop and test standards assessment instrument, and submit for approval, and issue parkas (ministerial</p>	<p>Completed and on-going</p> <p>Completed September 2010</p> <p>Baseline data completed</p> <p>QPRs submitted</p> <p>FY 2009 completed</p> <p>Completed October 2010</p>		

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<p>order) for implementation—by July 2009.</p> <p>Develop and endorse of TVET skills bridging plan—by July 2009.</p> <p>Start first TVET skills bridging training program—by August 2009.</p> <p>Output 3</p> <p>3.1 Recruit consultants in the first 2 months of project implementation (April 2009).</p> <p>Produce grant implementation manual, submit for approval and endorse in the first quarter of project implementation (April 2009).</p> <p>3.3 Provide capacity building to staff of DGTNET and TTCs, and contracting CBOs and NGOs by June 2009, and throughout project implementation.</p> <p>3.4 Prepare procurement plan and documentations for ADB's approval in the second quarter (Q2) of 2009 (May 2009)</p> <p>3.5 Produce baseline survey reports—by April 2009.</p> <p>3.6 Submit semi annual progress reports between 2009 and 2012.</p> <p>3.7 Submit external financial audit reports for FY2009, FY2010, and FY2011.</p> <p>3.8 Conduct annual</p>			

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<p>participatory policy dialogue and lesson learned sharing among the Government and stakeholders in Q1 2010 and Q1 2011.</p> <p>3.9 Submit the approved exit strategies for TTCs and DGTVET to MOLVT and ADB—within 3 months of project completion.</p> <p>3.10 Produce independent poverty impact assessment—within 3 months of project completion.</p>			