

ROYAL GOVERNMENT OF CAMBODIA

MINISTRY OF LABOUR AND VOCATIONAL TRAINING

**Piloting the Post-Harvest Technology and
Skills Bridging Program for Rural Poor
(JFPR 9133-CAM)**

Supported by ADB/Japan Fund for Poverty Reduction

SECOND QUARTERLY PROGRESS REPORT

(April - June 2010)

July 2010

ABBREVIATIONS

ADB	=	Asian Development Bank
CAMFEBBA	=	Cambodian Federation of Employers and Business Associations
CARDI	=	Cambodia Agriculture Research and Development Institute
CARM	=	Cambodia Resident Mission
CBO	=	Community-Based Organization
CDS	=	Community Development Specialist
COBP	=	Country Operations Business Plan
CPM	=	Country Programming Mission
CRDB	=	Cambodia Rural Development Bank
CSP	=	Country Strategy and Program
DGTVET	=	Directorate General Technical Vocational Education and Training
EA	=	Executing Agency
ESDP	=	Education Sector Development Program
ESP	=	Education Strategic Plan
ESSP	=	Education Sector Support Program
GIM	=	Grant Implementation Manual
ICS	=	Individual Consultant System
ILO	=	International Labor Organization
JFPR	=	Japan Fund for Poverty Reduction
JICA	=	Japan International Cooperation Agency
KOICA	=	Korea International Cooperation Agency
KR	=	Khmer Riel
MAFF	=	Ministry of Agriculture, Forestry and Fishery
M&E	=	Monitoring and Evaluation
MEF	=	Ministry of Economy and Finance
MFI	=	Micro-Finance Institution
MIS	=	Management Information System
MIME	=	Ministry of Industry, Mines and Energy
MoC	=	Ministry of Commerce
MoEYS	=	Ministry of Education, Youth and Sport
MoLVT	=	Ministry of Labor and Vocational Training
NGO	=	Non-Government Organization
NPIC	=	National Polytechnic Institute of Cambodia
NQF	=	National Qualification Framework
NSDP	=	National Strategic Development Plan
NTVETDP	=	National Technical Vocational Education and Training Development Plan
NTB	=	National Training Board
NTF	=	National Training Fund
NTTI	=	National Technical Training Institute
OVOP	=	One Village, One Product
PHT	=	Post Harvest Technology
PPTA	=	Project Preparatory Technical Assistance
PTB	=	Provincial Training Board
PTC	=	Provincial Training Center
SB	=	Skills Bridging
SEGF	=	Self-Employment Generation Fund
SME	=	Small and Medium Enterprise
Sqm	=	Square meter
TA	=	Technical Assistance
TTC	=	Technical Training Center
TVET	=	Technical Vocational Education and Training
UNESCO	=	United Nations Education, Scientific and Cultural Organization
VSTP	=	Voucher Skills Training Program
WB	=	World Bank

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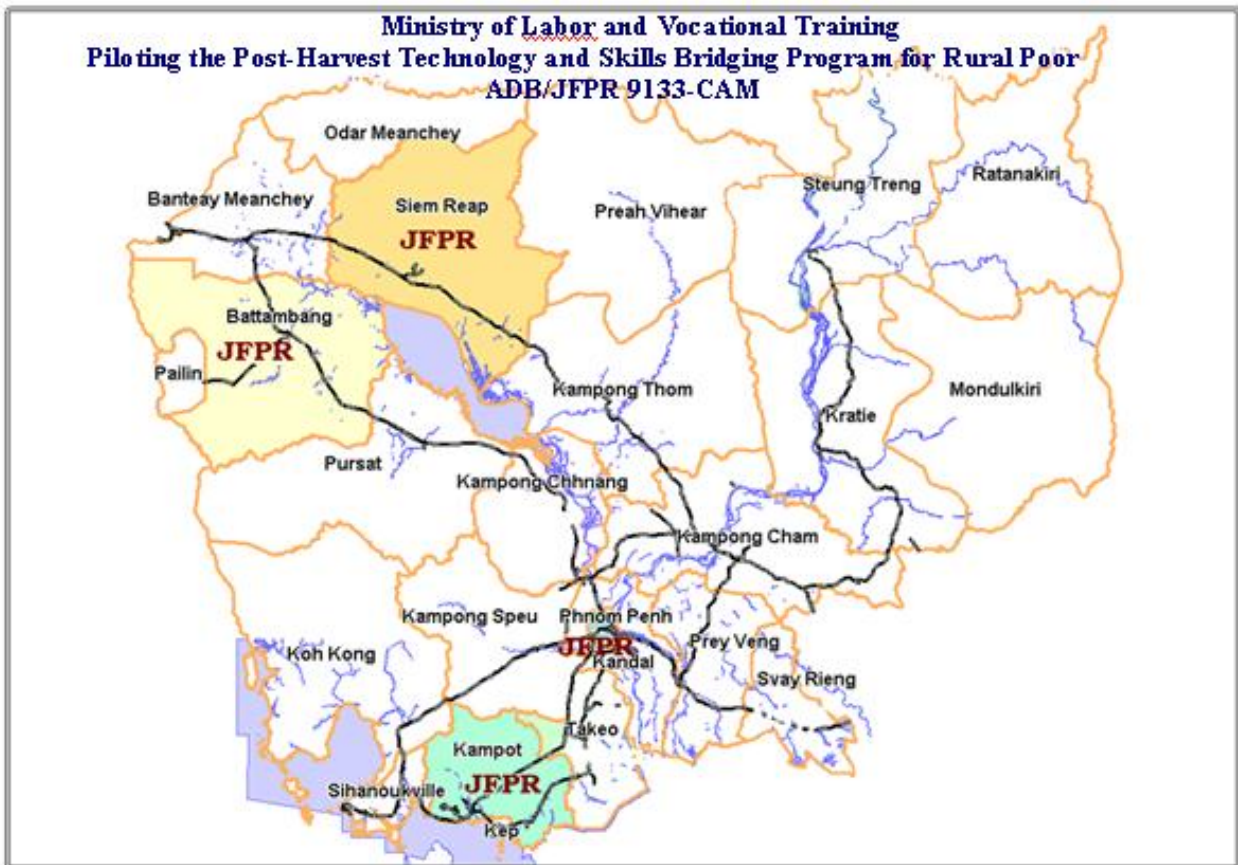
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A. Grant Basic Data

Grant Number	9133-CAM
Grant Title	Piloting the Post-Harvest Technology and Skills Bridging for Rural Poor Project
Receiver	Royal Government of Cambodia
Executing Agency	Ministry of Labor and Vocational Training
Estimated Project Cost	Total: \$2,320,000 (\$2,000,000 from ADB) (\$ 200,000 from RGC) (\$ 120,000 Other sources)
Project Financing Status	1. Received to date: \$0 (ADB \$0.00 – RGC \$ 0) 2. Spend to date: \$...0 3. Direct Payment to Consultants: \$59,914
Date of Approval by ADB	20 April 2009
Date Signing of Letter of Agreement	2 July 2009
Date of Effectiveness	2 July 2009
Duration of the Grant	3 years
Grant closing Date	1 July 2012

Date of ADB Mission	First mission (November 11-16, 2009)
Grant Steering Committee Actions	First meeting (February 18, 2010)
ADB Review Mission	June 3 – 10, 2010

**Quarterly Report, 2 nd Quarter, 2010.
Report 4.**

B. Project Summary

The Letter of Agreement was signed between the Government of Cambodia and the Bank on July 2, 2009. The Grant closing date is July 1, 2012.

Grant Objectives

The Project will help to reduce poverty among the rural poor in Cambodia by improving the post-harvest skills of agricultural producers and enhancing the knowledge and technical skills of youth to meet the demands of industry and entry requirements for certificate level TVET. The immediate objectives are to (i) increase the value added to agricultural produce through post-harvest (PH) skills development and training, and (ii) meet the needs of diversified enterprises through a technical vocational education and training (TVET) skills bridging program for youth. The Project will create new earning and income opportunities for poor agricultural producers in pilot communes both on and off-farm seasons, and create business opportunities and access to training and employment for out-of-school youth through improvements in their knowledge and skills that respond to the increasing demands of the labor market.

Project Components:

Project components and their cost are shown in Table 1

Table 1: Project Components and Cost

Number	Component Description	Cost
Component A:	Pilot Testing of Post-Harvest Technology Skills Development Program	\$1,155,000 (excluding contingencies)
Component B:	Pilot Testing of the TVET Skills Bridging Program	\$360,000 (excluding contingencies)
Component C:	Capacity Building and Project Management and Monitoring	\$421,000 (excluding contingencies)

Executing Agency

The executing agency (EA) for the Project will be the Ministry of Labor and Vocational Training (MOLVT), which is responsible for formulating national Technical Vocational Education and Training (TVET) policies and strategies. MOLVT is also the EA for the ESDP II, and the proposed project preparatory Technical Assistance on Strengthening TVET¹. The Project have been established a Steering Committee, chaired by the secretary of state of MOLVT, will provide general policy guidance, oversee project management and implementation, facilitate coordination with concerned ministries and institutions including representatives from Ministry of Agriculture, Forestry and Fishery (MAFF), Ministry of Industry, Mines, and Energy (MIME),

¹ ADB. 2008. *Preparing the Strengthening Technical and Vocational Education and Training Project (TA7116-CAM)*.

Ministry of Economy and Finance (MEF), Micro Enterprise Cambodia[One Village One Product (OVOP)], Ministry of Women’s and Veteran’s Affairs, Ministry of Tourism, Ministry of Commerce, association Micro Financial Cambodia, Association Commerce Cambodia, Private sector/NGO, and DGTVET Secretary.

Implementing Agencies

The Directorate General Technical Vocational Education and Training (DGTVET) and its Technical Training Centers(TTCs), Non Government Organizations (NGOs), and Community-Based Organizations(CBOs) will be the Implementing Agencies (IAs).

Financing Plan & Allocation of Grant Proceeds

The total cost of the Project is approximately \$2,320,000 equivalent, including physical and price contingencies. The JFPR grant of \$2,000,000 equivalent will finance 86% of the total project cost. The remaining \$320,000, or 14%, will be provided through in-kind, cash and/or service contributions by the Government, together with aid agencies, NGOs, CBOs, and communities.² The Executing Agency (EA) finances the salaries of regular project staff, rental of office spaces, and taxes or duties.

The allocation of grant proceeds is shown in the Table 1 below.

Table 2: Categories, Amounts, and Percentage of Expenditures

Category	Amount of Grant Allocated in \$	Percentage of Expenditures
1. Civil Works	165,000	8.25
2. Equipments, Goods and Consumable Supplies	182,000	9.10
3. Training, Workshops, and Seminars	65,000	3.25
4. Consulting Services	497,000	24.85
5. Project Management, Monitoring and Evaluation	121,000	6.05
6. Other Project Inputs to contracting Institutions (TTCs/NGOs/CBOs)	906,000	45.30
7. Contingencies	64,000	3.20
Total	2,000,000	100

Table 3: Categories, Amounts, and Percentage of Expenditures(Revised)

Category	Amount of Grant Allocated in \$	Percentage of Expenditures
1. Civil Works	178,000	8.90
2. Equipments, Goods and Consumable Supplies	176,000	8.80
3. Training, Workshops, and Seminars	65,000	3.25
4. Consulting Services	497,000	24.85
5. Project Management, Monitoring and Evaluation	121,000	6.05
6. Other Project Inputs to contracting Institutions (TTCs/NGOs/CBOs)	899,000	44.95
7. Contingencies	64,000	3.20
Total	2,000,000	100

C.Overview of Project achievement

² MoLVT will use its Self-Employment Generation Fund (SEGF), created under the Basic Skills Project (Loan 1368-CAM), to support trained beneficiaries. In addition, microfinance institutions will be contracted by TTCs to provide small business and micro-credit management training to Project beneficiaries.

Table 4: Summary of Key Achievements up to June 30, 2010

No.	Activity	Percent Completed	Detail and Follow-up Action
Component A - Post Harvest Technology-Food Processing-Marketing			
1	Complete training curriculum for Lab managers (16)	100%	Completed in English and Khmer, includes training materials for Community Assistants and Commune Training
2	Recruit and train Lab Managers	100%	24 days intensive training by TA at RUA. Second round of training being planned for 4th Quarter, 2010
3	Complete Annual Training Plans for each Province and achieve PTB /SC and ADB approval	100%	NPIC has no PTB. Commune leaders lead planning and approve final plan
4	Each Commune visited by TA and a basic market assessment completed	100%	There is a variation in produce, products and growing season in each Province.
5	Assist 20 trainers to introduce basic food technologies in their home institutions.	80%	When labs completed, market strategies, needed technology will be introduced in 4 TTCs
6	Field visit to each institution to continue Trainer Training and to orient training to specific products based on agriculture/market in each of 44 Communes	100%	Consultant visited each TTC and met with 4 trainees in each center to extend application of learning at RUA.
7	Printing and distribution of Training Manual for Agri-marketing including pull outs for Commune based training	100%	Manual completed in KHMER (with English available) distributed and reviewed in #2 above.
8	Provide project administration training for TTCs using new materials. Transfer all financial records/management documents to finance officers.	90%	4 Directors/ Finance officers/Lab managers/DGTVET staff meet with consultants for reviewing of overall activity, finance management and implementation strategies, May 11, 2010
9	Initiate and monitor/supervise construction	100%	Continuing supervision on a bi-weekly basis as required.
10	Supervise installation of equipment if food labs	0%	Food labs not finished. Equipment identified and budget approved by ADB. Probable installation now in September/October. Will not delay training.
11	Complete food lab (3) construction	85%	Construction/.renovation underway at all sites. Slow start at Kampot but all on schedule now.
12	Provide any required training materials for Commune trainers.	100%	Recruitment of trainers by TTCs continues on an as-needed basis. Orientation to project done by Lab Managers
13	Meet Commune Councils	100%	Annual Training Plans approved by

	and review Annual Training Plan		PTB, Steering Committee(SC) and ADB.
14	Revise budget to accommodate NPIC renovations and equipment needs	100%	Request submitted to ADB and approved.
15	Write and distribute baseline study report	50%	All data collected in Khmer and English from all 44 Communes in PHT. Report will be produced in the 4 th Quarter, 2010
16	Supervise the renovation of the NPIC food lab	0%	Have been bidden and prepare document for submit to ADB, and soon to begin renovations.
17	Inspect construction/ renovation and accept new facilities	60%	Inspection continues, good progress, facilities will not be completed until August/September. PHT training will proceed
18	Expand links with small food processors in 4 Provinces/Phnom Penh	20%	Focus on this by TTCs during 3 rd Quarter, 2010
19	Develop contact list of experts in specific food processing and packaging technologies to provide specialized training	100%	List of 18 national experts created and given to TTC Directors. As new opportunities arise, experts can train Lab Managers/Community Assistants. Adds to sustainability
Component B - Skills Bridging			
20	Complete and distribute SB curriculum in 3 areas.	100%	Ongoing of Skills Bridging
21	Complete the design of the 3 SB models	100%	Models completed and validated with DGT VET
22	Train tutors in each of 3 TTCs	100%	TA did training at each of the 3 sites using a Tutor Training Manual.
23	Train TTC staff in managing SB program with a special emphasis on activity monitoring and reporting and financial management	100%	TTCs are managing the program effectively and are making necessary adjustments as lessons are learned. Weekly tracking by TA
24	Monitor skill bridging training process in the 3 TTCs	100%	Monthly monitoring by consultants, weekly telephone monitoring. Data gathered for 3 rd Quarter meeting of stakeholders to revise SB as required before 2011 phase 2
25	Provide support to TTCs and Tutors and resolve any issues on monitoring visits	100%	Meeting with TTCs May 12 to address any issues. All TTCs and DGT VET present No major concerns but good planning input for phase 2
26	Collect and do basic data analysis on ILP forms from trainees	25%	Forms collected in Khmer. Data analysis to be completed in 3 rd Quarter 2010
27	Implement reporting templates for tutors and TTCs	100%	Templates in TTCs and in use for monitoring of training activities and tutor performance
28	Hold entry test item development workshop with NTTI and selected TVET	100%	Workshop held in PP may 12, 2010 with senior skills teachers from 3 TTCs in the 3 subject areas. Test

	certificate teachers from TTCs		items completed.
29	Develop test item bank (TTCs)	100%	Item bank completed in 3 subject areas with items to be randomly selected for final competency assessment
30	Begin to review and update learning materials	30%	It is more efficient to review all the materials once phase 1 is completed. The review will begin in September leading to revisions for Phase 2
31	Assess effectiveness of recruitment strategy and revise as required	100%	In most cases, grade 7 students struggle. Phase 2 will focus on 8 and 9. Commune based tutors are more effective in targeted recruitment (Kampot)
32	Develop 6 week Intensive program with TTCs	100%	Assessed and withdrawn. No market as all grade 9s regardless of certificate can write the institutional entrance test.
33	Complete interim assessment of models.	20%	A major assessment of Phase 1 will be undertaken in September, 2010
34	Plan stakeholder workshop to review process and to determine interest in expanding SB to more TTCs.	100%	Plan in place to involve all TVET institutions. Awaiting budget data to determine numbers.
35	Develop certificate format	100%	Certificate wording and format completed by stakeholders and passed on to DGTVET
Component C - Capacity and Admin			
36	Outline project and the way Pilot activities are intended to lead to implementation of effective and affordable strategies	75%	First of 3 phases completed
37	Engage counterparts as activity management apprentices so they can support activities after completion of project	25%	Counterparts willing but very busy. No allowances. Shift sustainability focus to the TTCs
38	Improve capacity to complete quarterly reports	75%	Financial and budget data completed by DGTVET staff. Narrative still primarily TA.
39	Improve capacity in civil works administration and construction supervision	100%	Counterpart fully involved at all stages of Lab construction including site visits for monitoring.
40	Improve capacity in procurement	75%	Capacity improving. Need more DGTVET staff assigned. Very complicated processes and need back-ups for all senior staff. Procurement formats required by ADB and MEF now well understood
41	Continue implementing monitoring plan for Components A and B	100%	Monitoring underway to a schedule. More counterpart participation.

42	Build 3 teams (procurement, finance, civil works and begin training for Grant 178) Strengthen capacity of TTCs to orient and train new TTCs if programs expanded	75%	TVET teams still too few to handle STVET. TTCs will be ready to expand SB to other Institutions. Too early to judge PHT readiness.
43	Support Project Steering Committee meeting	25%	One meeting since project started
44	Develop proposal for expansion of both PHT and SB to new sites.	50%	PHT proposal completed. Discussions with stakeholders on SB. High level of interest especially on linking SB to short courses so grads can proceed to certificate programs

Table 5: Consultant activity during reporting period. (Till end of June 2010)

No.	Consultant Name	Work Days Available	Days Consumed	Days Remaining
	International			
1	T Norton	183	86	97
2	A Bamunuarachchi	132	111	21
3	R. Williams	122	105	17
	National			
4	Tung Sopheap	617	207	410
5	Huy Em	141	127	14
6	Choy Sun Ol	88	86	2
7	Ho Sovannka	280	187	93
8	Socheath Tong	264	172	92

Table 6: Planed Training and Capacity Building Workshops and Seminars

No.	Component	Target Group	Training Numbers	Total Training Days	Total Training Costs	Preparation	Training Location	Training Dates
1	3.3.3	Stakeholders Inception	40 @ \$25	1= 20	500	250	NTTI	Q3 2009
2	3.3.3	Stakeholders Mid term	40 @ \$25	1=20	500	250	NTTI	Q4 (MT) 2010
3	3.3.3	Stakeholders Project report	50 @ \$25	2=100	1,000	250	Hotel	Q2 2012
4	1.3.1	TTC PHT Trainers (14 TTC/DGTVET Staff)	8 @ \$25 PD	8x20= 160 days	4,000	\$ 1000	NPIC	Q2 2009
5	1.3.1	TTC PHT Trainers (14 TTC/DGTVET Staff)	8 @ \$25 PD	8x20= 160 days	4,000	\$ 1200	NPIC	Q1 2010
6	1.3.1	Commune Assistants (1 from each Commune)	44 @ \$4 PD	20= 440 days	3,520	\$ 1500	TTC	Q2 2010
7	1.3.1	Commune Assistants (1 from each Commune)	44 @ \$4 PD	20=440	3,520	\$ 1500	TTC	Q4 2010
8	1.3.1	TTC Directors/ DGTVET,PHT	10 @ \$25 PD	5 = 50 days	1,250	0	NTTI	Q3 2009

9	2.3.1	TTC/NGO Bridge Managers, DGTVET	15 @ \$25 PD	10= 150 days	3,750	0	NTTI	Q1 2010
10	2.3.1	TTC/NGO Bridge Managers, DGTVET	15 @ \$25 PD	5 days	1,875	0	NTTI	Q1 2011
11	2.3.1	Curriculum/ Assessment Specialists	4@\$25	6X30= 180	18,000	\$1,500	NTTI	Q1 2010
12	2.3.1	Tutor Trainer Training plus 2 NTTI (From TTCs)	6@\$25	6X10= 60	9,000	\$2,000	NTTI	Q1 2010
Total					50,915	9,450		

2. Project Management, Audit, and Poverty Impact Assessment.

The focal person for this project has been identified in each of the participating institutions and Consultants and counterparts have met with the focal persons to provide training in project management. The baseline survey of the 44 communes involved in the PHT component has been completed and will be used as the basis for measuring the impact of the PHT training on completion of the project. The individual Learning Profile (ILP) baseline document for participants in the Skills Bridging component were completed as students commenced training and will be used to track the success rate of students as measured by the objectives they identified in the ILP (further study, job placement, self employment enhancement). Impact studies using the input of these two baseline studies will be completed to determine poverty impact.

D. Financial Progress

SOURCES AND USES OF FUNDS OF JFPR TILL END OF JUNE 2010

The statement of sources and uses of funds of JFPR till the end of the reporting period (30 June 2010) can be summarized as follows :

Table 7 : Sources of Funds for JFPR till 30 June, 2010

DESCRIPTION	2009 4 th Qtr	2010 1 st Qtr	2010 2 nd Qtr	TOTAL TILL 30 JUNE 2010
Source of ADB Funds (USD)				
First Advance In I/A - W/A Appl B0001	200,000.00	-	-	200,000.00
TOTAL SOURCES OFFUNDS	200,000.00	-	-	200,000.00
Uses of Funds TVET (USD)				
Civil Work	-	-	17,001.83	17,001.83
Equipment and Supplies	1,886.72	24,228.60	26,820.20	52,935.52
Training Workshop and Seminars	2,782.50	22,261.29	1,793.10	26,836.89
Consulting Services	-	-	-	-
Project Management Monitoring and Evaluation	5,435.70	11,697.63	8,463.58	25,596.91
Other Project Inputs	-	8,086.62	8,130.85	16,217.47
TOTAL USES OF FUNDS	10,104.92	66,274.14	62,209.56	138,588.62
Cash in hand/Funds Available				
Cash in Bank	183,876.00	109,164.42	47,203.96	47,203.96
Cash in hand (Petty Cash)	480.08	456.52	207.42	207.42
TOTAL CASH IN HAND/FUNDS AVAILABLE	184,356.08	109,620.94	47,411.38	47,411.38
TOTAL CASH IN HAND/FUNDS AVAILABLE AND USES OF FUNDS	194,461.00	175,895.08	105,725.44	186,000.00

Status of Procurement

1. Post Harvest Technology and Food Processing

Civil Works

Three food labs are being constructed, one each on the campus of Kampot Institute of Polytechnics, Polytechnic Institute of Battambang Province [Lab location in Prey Konkla Vocational Training Center (VTC)] and Siem Reap Provincial Training Center. Renovation of space to create a food lab is required at NPIC. All site plans, construction still ongoing around more than 80% and will finishing at the end of July for the three food labs. The Lab Equipment on the process of bidding.

Table 8: Civil Works Contract Awards

	Location	Contractor	Amount
1	Battambang	Sophal Holding Co	56,410.65
2	Kampot	Cade Group Co.	54,137.42
3	Siem Reap	Royal Mekong Construction	56,057.23
		Total	166,605.30

Table 9: Status of Civil Works Till the end of June 2010

No	Location	Contractor	Contract Amount US\$	Amount Paid till date US\$	Percentage Paid	Percentage Construction Progress	Remarks
1	Battambang	Sophal Holding Co.	56,410.65	17,173.57	30%	80%	
2	Kampot	CADE Group Co.	54,137.42	0.00	0%	85%	First payment is under process
3	Siem Reap	Royal Mekong Construction	56,057.23	0.00	0%	85%	No payment request from contractor
		Total	166,605.30	17,173.57	10.15%	83.33%	

Note: Contractor who built the food lab in Siem Reap is willing to make only one payment request after construction is completed.

The STVET Grant (ADB Grant 178-CAM) proposed extensive construction on these three sites and it is important that the Labs not interfere with the larger project. The design and location of the 3 new Labs ensures that they will not interfere with the proposed construction under STVET.

A decision was made to locate the Battambang food lab to Prey Kon Kla rather than PIB because (i) of space issues at PIB and (ii) the development of a multi year campus plan for Battambang identifies PIB as the Business/ITC campus, BIT as the Technology campus and Prey Kon Kla as the Agriculture and Food Technology Campus. As noted in the letter to ADB, this change will not affect civil or other project costs and will generally improve operations of the pilot.

An assessment has been completed to identify the most appropriate facilities at NPIC to be converted for shared use between catering/hospitality and a food processing lab. A second assessment has begun to develop a plan to use a science lab for both chemistry (existing) and food quality and hygiene testing and this will be completed early in the quarter. Drawings

have been completed for a renovation of existing facilities to accommodate the new Food technology Activities. Now the procurement team is preparation on documents for sending to ADB for approval. NPIC The contract for this package will take 2 months to deliver to all four food labs.

At this time, the contracts for the 3 Food Labs exceed the budget by a total of \$166,605.30. There is no provision for the minor renovations at NPIC. There is no provision for furnishing the food labs. A proposal has been made to ADB CARM for a reallocation of funds from other equipment accounts to cover these amounts have been approval. Adequate funds remain in other accounts to support this transfer. Construction is now underway at all 3 new construction sites and after a slow start at Kampot, all are now making good progress. Site inspections are undertaken by the TA staff with the required frequency on an agreed schedule. Construction should be completed in late July, 2010

Equipment/Civil Procurement Plan 2010

Table 10: JFPR 9133, Procurement Plan, 2010.

Category		Description	Planned Date of Procurement	Planned Cost	Projected Cost	Proposed Source of Additional Funds
1	Construction	Food Lab Battambang	Feb, 2010	55,000	56,410.65	Within budget transfer
		Food Lab Kampot	Feb, 2010	55,000	54,137.42	NA
		Food Lab Siem Reap	Feb, 2010	55,000	56,057.23	Within budget transfer
	Renovation	NPIC Phnom Penh	June 1, 2010	0	11,334	Within budget transfer
	Food Lab Furnishings	Furnishing procurement for 4 Food Labs	July 1, 2010	0	19,440	Within budget transfer
	Food Lab Equipment	Equipment procurement for 4 Food Labs	July 1, 2010	80,000	92,856	Within budget transfer
	Vehicles	Procurement	July 1, 2010	9,600	9,600	NA
Total				254,600	299,835. (45,235)	Within budget transfer

Equipment Procurement (all areas)

Equipment procurement lists have now been completed for the 4 Food Labs and prices are established. The priced list were approval from ADB for No Objection and for also requested a minor budget revision as part of the an overall adjustment to meet the new projected costs.

A key issue is to match the projected arrival of equipment with the completion of the labs and the deployment of consultants to ensure effective installation and Lab Manager familiarity with operations.

Arrangements with TTCs.

A listing of the selected Communes is attached in **Annex 1**. Workshops and individual visits by consultants to the TTCs have contributed to a growing understanding of the training and administrative requirements of this component. KIT, PIB/BIT, and Siem Reap were part of the ESDP II-VSTP project and thus understand the processes well. They are also very experienced in Community Participative Planning. NPIC has not been involved in these processes before but their proximity to Phnom Penh has made regular familiarization and on-on-one training an easy matter.

Planned Training

In PHT, there are 5 types of training planned.

Table 11: Planned Training

	Target Group	Location of Training	Timing of training	Number of Trainees	Trainers
1	TTC management and finance officers	Phnom Penh and in TTC	4 th Q, 2009 Site visits 1 st Q, 2010	20, 4 in each TTC and DGTVET staff	Tung Sopheap Paulet T. Norton
2	Food Lab Managers	Phnom Penh, Royal University of Agriculture and continuing in their TTCs (note 1)	1 st Q, 2010 1 st Q 2011	20, 4 from each TTC, and DGTVET staff	Arthur Bamunuarachchi Socheat Tong Huy Em Tung Sopheap
3	Trainers for Communes	At TTC sites	2 nd Q, 2010 2 nd Q, 2011	10 to 15 at each site	Socheat Tong Tung Sopheap
4	Commune Assistants	At TTC sites, Food Labs	3 rd Q, 2010 3 rd Q, 2010	44, 1 from each Commune	Socheat Tong Food Lab Managers
5	Commune Members	In Communes and at Food labs	3 rd Q, 2010 3 rd Q, 2011	3000 in 44 Communes over 4 Provinces	Trainers for Communes, Food Lab managers, Socheat Tong

Note 1: In the 1 month training at RUA, the Food Lab managers learned 5 processes for preserving food. (as well as basic food chemistry, food packaging and marketing) They implemented 1 example of each process as part of their training.

The purpose of the recent field visit was the next step in training; to have the trainees duplicate the process(es) in their own institution (transference) and then to apply at least 1 process to a vegetable or fruit locally available based on their Provinces growing-cycle.

This transfer of learning from a lab situation (RUA) to the institutional location is a vital step in learning. In TVET, students can learn to weld in the school, but doing it in their first job is a major challenge. Building self confidence in the Lab Managers was a very important next step in their learning. The trainees are asked not to experiment with new products until they can reliably duplicate in their own institution, each process they learned in the 1 month training at RUA.

There will be another series of training refreshers when the Food Labs open in June once again to make sure that the Food Lab managers skills and self confidence is ready to support the commune based training.

Curriculum

Post-Harvest Technology and Marketing consultants completed the master curriculum and training manuals in advance of the Training of Trainers programs (January 11-February 6, 2010). This same base curriculum will be used in part *for all other training in this component (i) Commune Trainer Training, (ii) Commune Assistant Training, (iii) Commune Based Training) and so the bulk of the preparatory work is now done. As an example, Commune

Assistants will learn the basic food processing/packaging and food hygiene techniques and Commune members will use basic recipes for preservation and basic packaging for market transport. Work continues to improve and add more drawings/pictures to the curriculum based on the Training of Trainers experience and input.

A more detailed operational plan was completed for the TTCs and this attached in **Annex 1**.

Imprest Accounts.

MEF will allow one imprest account per province so the Battambang account will be managed by PIB with BIT submitting invoices. While this adds a complexity in Battambang (Skills Bridging) where the funds must go to a bank account controlled by PIB rather than BIT, the funds transfer process has been developed and no difficulties should emerge because of the extra step. MEF does not permit imprest accounts in Phnom Penh and so NPIC will invoice the PCU directly.

PHT Site Visits/Monitoring/Lab Manager Continuing Education

International, National Consultants, and Counterpart have been visited in TTCs (Kampot, NPIC, Battambang and Siem Reap Province) for: 1. Monitor impact of training, 2. Provision of equipment for practicing, 3. Initiation of practicing, 4. Initiate development of training materials, 5. Initiate commune interaction. During the visit we saw that -No activity started. Material given is being studied.

For 2nd quarter 2010 National Consultant and Counterparts have been visited in Kampot, Siem Reap, Battambang, and NPIC to discuss about training plan, to check the problem of practicing, and to support the continuous learning for all trainers.

For determining the Post-Harvest Technology and Food Processing appropriated for all target communes, simplify the level 1-1 materials for training the trainees, continue translating necessary technical materials required in the project including translation to Cambodian Language and modify it suitable for Cambodian situation. Developed method and alternative for training the trainees. Worked with procurement to complete the big-batch food lab equipment list for all target technical centers. Contributed to development of first annual training plan. Followed up the progress of practicing for trainers for skill improvement: provide more processing/post-harvest technology, and encourage trainers to learn more basic documents and do practicing even with little equipment and raw food materials.

Future Activities will support them for training at communes based and lab based. Continue supporting the training for all trainers, continue to translate some more technical materials required for the projects. Plan any programs for improving skills of trainers and their unique training opportunity. In case has more budget, list down the priority equipment. Find out how to improve first training activities, then update training plan for next year, comparing with other similar projects. Remind the procurement and suppliers again on specification before the bidding, to make sure that the equipments are in right function.

2. Skills Bridging

There are no civil works and minimal procurement required in this component and there has been no activity in these areas.

Arrangements with TTCs.

The three pilot TTCs were visited in the last quarter to review Skills Bridging(SB) tutor recruitment and training procedures, learning materials provision, financial management and various operation issues. Each of the three models is different and so the arrangements vary slightly in each.

Models for Providers of TVET Skills Bridging Programs (SB)

There are three models for the provision of the TVET Skills Bridging Program and providers are selected. See **Annex 2**

NTTI is the Phnom Penh based TVET Skills Bridging provider in this pilot program. The NTTI is a recognized and accredited provider of TVET programs recognized by the MOLVT.

Kampot Institute of Polytechnic (KIP) An Regional Training Center(RTC)/Provincial Training Center(PTC) from one of the targeted provinces was seen to be advantageous as a Provider of a TVET Skills Bridging Program. The KIP has been nominated as a Provider as it is able to demonstrate that it is able to trial some programs at the commune level.

Battambang province is seen as an ideal province to pilot the TVET Skills Bridging Program with an NGO Provider and Don Bosco was selected. Don Bosco has a Training Center established in Battambang with space and with experienced staffs.

The Battambang Institute of Technology (BIT) has been nominated as a partner in piloting the TVET Skills Bridging Program in Battambang Province. BIT will take on an administrative role in assisting Don Bosco with the program. The BIT will also assist as a link to DGTVET. The Don Bosco / BIT partnership is ideal in trialling an “NGO Provider” as suggested in the original concept for the TVET Skills Bridging program.

Table 12: Skills Bridging Training Schedules for the 3 TTCs

No.	Institution	Model	No. of Trainees	Training Structure
1	National Technical Training Institute	In the Institution with regular NTTI Staffs	110(F:60)	22 groups. Trainees meet for 3 hours 2 times each week on week day evenings. 17.30 hrs to 20.30 hrs
2	Kampot Institute of Technology	Commune based trainers organize classes in the Communes	165(F:72)	33 groups Trainees meet for 3 hours 2 days a week, mainly on Saturday and Sunday. Tutors arrange most convenient times with trainees
3	Battambang Institute of Technology	BIT contracts the training to an NGO (Bon Bosco)	124(F:58)	24 groups in 12 locations, Trainees meet for 3 hours 2 days a week, mainly on Saturday and Sunday.
Total			399(F:190)	

Achievements in Skills Bridging(SB)

- i. Curriculum materials in all three subject areas (Math, Science, Khmer) were completed as planned with input from DGTVET senior teachers from the various technologies.

- ii. Working models for SB have been updated and translated from English into Khmer. These models and their implications have been discussed with the nominated Providers. (NTTI, KIP and BIT)
- iii. Text materials and student bags with basic student kit were distributed as planned
- iv. A Tutors Manual for the Tutor training workshops was completed and used to train the SB leaders at the three sites who will then provide support and training to the Tutors as required.
- v. Monitoring reports indicate that in general, Training strategies being used are consistent with those proposed in the manual.
- vi. Entry requirements to TVET certificate programs have been identified and were reviewed among stakeholders January 4-6, 2010, with final input on January 21, 2010 before conducting Skills Bridging.
- vii. Recruitment at all three sites exceeded targets (see Table 10). The overall target was 350 students and 399 were accepted. Each of the 3 models began training as planned in the 3rd week of February
- viii. International experience in skills bridging programs has shown that the greatest challenge is maintaining enrolment. Many students leave school in the first place because they do not enjoy classroom learning. All students in the SB program are working and their input is needed on the family farm or other business. While it is much too early to draw conclusions, the overall retention rate is very high at almost 90 per cent with 57% of the training time completed. The expected retention rate was 70 percent. Beyond this, the program models are already showing different retention rates.
- ix. Working models and cost estimates, based on the budget have been developed and are now implemented.
- x. Training workshops have been completed to strengthen the curriculum and achieve agreement on content with the Providers in the previous Quarter.
- xi. A Tutors Manual for the Tutor training workshops was completed and used to train the SB leaders at the three sites who will then provide support and training to the Tutors as required.
- xii. Monitoring reports indicate that in general, Training strategies being used are consistent with those proposed in the manual.

Skills Bridging Monitoring Reports, 2nd Quarter, 2010

International Adviser and National Consultant have been done in this input, were been requested to begin planning additional components in skills bridging which may be tested during the project. In particular he has been researching ways of:

- Determining the most effective way of integrating the Skills Bridging Program into the short courses offered by DGTVET institutions.

- Developing a format for a single entry test to be used by all DGTVET institutions for all students applying for entrance to Certificate 1 programs.

Visits were made to five (5) institutes to interview the directors and staff to ascertain the current status of policy and the Certificate 1 and short courses offered. [Kandal Provincial Training Center, JVC Technical School, Preak Kossomak Polytechnic Institute (PPI), Industrial Technical Institute (ITI), Cambodia-India Entrepreneur Development Center (CIEDC)] A visit is planned for Kampot Institute of Polytechnics (KIP) during the next Quarter

Discussions have been held with TVETM staff to clarify the current official policy governing the entrance examinations for DGTVET Certificate 1 programs. The Council of Ministers gives Inter-Ministry responsibility for the entry examinations, scholarships and stipends to the Ministry of Labour and Vocational Training (MoLVT) and the Ministry of Economy and Finance (MEF). The Entrance examination process is covered by a yearly Prakas issued by the MoLVT.

This process has now been documented and can be used by the project as a means of clarifying responsibilities for examinations (including examination/assessment of Skills Bridging students.)

Diagrammatic representation of the entrance examination process has been upgraded to reflect the current policy and the roles of the MOLVT and MEF and the implications for Skills Bridging. A draft paper has been developed which outlines current process for entrance examinations and recommendations for future examinations which will include the Skills Bridging graduates.

A draft paper has been developed which outlines the current status of DGTVET Certificate 1 Programs and Short Courses. The feasibility (and interest) of Provincial training Centers (PTC) and Institutes conducting Skills Bridging Programs in association with Short Courses is being researched.

The Skills Bridging Program is well into the “teaching phase” and is being monitored by the National Skills Bridging Adviser and the Deputy Team Leader. Preparations are now under way for the “assessment phase”. An item bank of questions and assessment tasks has been established. A checklist to assist TVETM and the Skills Bridging Providers to manage the assessment process has been developed. Meetings are now planned to clarify and document the process and have the process endorsed by DGTVET.

Advice of Monitoring process and how to produce monitoring report. Reviewed the monitoring tools for implementing institutes and DGTVET. Draft of Special Skills Bridging proposal for discussion with DGTVET. Prepared the documents and materials of Special Skills Bridging for meeting at with Implementing institutes. Discussion Meeting about proposed Special Skills Bridging. Prepared for Test Item Inventories meeting with implementing institutes. Produced Test Item Inventories for Assessment. Reviewed the documents related to SB and financial procedures. Advice on the issued and concerned. Provided supports to ensure counterpart understood the Skills Bridging activities and implementation process. Prepared the assessment test and process. Provided supports on the monitoring process, producing report and preparation for assessment test.

Table 13: Skills Bridging Training Program (Students Drop - Out) till end of June 2010

No.	Institutions	No. of Students (registered)			No. of Students (Drop-Out)			No. of Students (On going)		
		F	M	Total	F	M	Total	Female	Male	Total
1	NTTI	60	50	110	23	20	43	37	30	67
2	KIP	72	93	165	0	0	0	72	93	165
3	BIT/Don Bosco	58	66	124	21	24	45	37	42	79

Total	190	209	399	44	44	88	146	165	311
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The reason of the drop out students, because they busy with their daily work, return back to countryside(for NTTI and BIT/Don Bosco), the course is too hard for them, since they have to travel long way to class (for BIT/Don Bosco).

3. Capacity Building

A continuing focus is to use the JFPR as a preparatory opportunity for the management and administration of the forthcoming ADB STVET grant. Key issues are the development of effective teams for procurement, finance and civil works. The process of developing the teams further is underway and good progress is being made as accountabilities within DGTVET are clarified.

There has been a noticeable acceleration in the decision making process related to the Project within DGTVET and the links between the PCU and the project appear to be more clear.

A continuing task in capacity building is to assist the TTCs to become increasingly demand driven; that is to respond to the requests of communities and local industry for skills. In the typical top down Government training model, this takes time but progress is being made. Increasing proportions of TTC budgets are being met by earned income and this project will accelerate that as it is an incentive based model. TTCs receive frequent support from project consultants in completing community training needs analysis and designing training to meet this need.

Table 14: Staff Development

No.	Title	Participants	No. of Participants	When
1	Inception Workshop	ADB, PCUs, DGTVET, NPIC, NTTI, PIB, KTI, PTC-Siem Reap, Don Bosco	45	October 2009
2	ESDP II and JFPR 9133 as a Planning Basis for Expanded Commune-based Activities in TVET Institutions	ADB Review Mission , DGTVET, NPIC, NTTI, PIB, BIT, Don Bosco, KIP, Siem Reap PTC	34	November 2009
3	Training of Trainers	DGTVET, NPIC, KIP, PIB, Prey Konkla VTC, Siem Reap PTC	20	Jan-Feb 2010
4	Development of Skills Bridging Training/Teaching Materials	DGTVET, NTTI, KIP, BIT/Don Bosco	27	January 2010
5	Training of Trainers for the TVET Skills Bridging Tutors	DGTVET, NTTI, KIP, BIT/Don Bosco	18	January 2010
6	Skills Bridging Certificate Meeting	DGTVET, NTTI, KIP, BIT/Don Bosco	19	April 2010
7	PHT Meeting	DGTVET, NPIC, KIP, PIB, Siem Reap PTC	22	May 2010
8	Develop Test Items for the Assessment of Skills Bridging Trainees	DGTVET, NTTI, KIP, BIT/Don Bosco	11	May 2010

4. Equipment and Facilities

Procurement of office equipment is completed and equipment installed.

Office facilities are working well with a full communications suite in place.

Provision of Internet has been upgraded.

5. Input and Supplies

All required supplies for the office are being provided through the project budget.

E. Work Program for the Next Quarter

The Work Program for the Project is shown in Table 8. There are no planned changes to the program outlined for the 2nd Quarter of 2010 (Year 2). Table 8 shows the Priority activities for the 2nd Quarter

Table 15: Priority Activities for 3rd Quarter 2010

Component	Planned Activity in 3rd Quarter, 2010
A-PHT	
1	Assist 20 trainers to introduce basic food technologies in their home institutions.
2	Field visit to each institution to continue trainer Training and to orient training to specific products based on agriculture/market in each of 44 Communes
3	Printing and distribution of Training Manual for Agri-marketing including pull outs for Commune based training
4	Provide project administration training for TTCs using new materials
5	Initiate and monitor/supervise construction
6	Supervise installation of equipment if food labs
7	Complete food lab (3) construction
8	Provide any required training for Commune trainers.
9	Meet Commune Councils and review training plan
10	Revise budget to accommodate NPIC equipment needs
11	Write and distribute baseline study report
12	Supervise the renovation of the NPIC food lab
13	Inspect construction/renovation and accept new facilities
14	Expand links with small food processors in 4 Provinces/Phnom Penh
B- SB	
15	Monitor skill bridging training process in the 3 TTCs
16	Provide support to TTCs and Tutors and resolve any issues on monitoring visits
17	Collect and do basic data analysis on ILP forms from trainees
18	Implement reporting templates for tutors and TTCs
19	Finished test item development workshop with NTTI and selected TVET certificate teachers from TTCs
20	Completed test item bank (TTCs)
21	Begin to review and update learning materials
22	Assess effectiveness of recruitment strategy and revise as required
23	Complete interim assessment of models.
24	Plan stakeholder workshop to review process and to determine interest in expanding SB to more TTCs.
25	Develop certificate format
C-Capacity	

and Admin	
27	Improve capacity to complete quarterly reports
28	Improve capacity in civil works administration and construction supervision
29	Improve capacity in procurement
30	Continue implementing monitoring plan for Components A and B
31	Build 3 teams (procurement, finance, civil works and begin training for Grant 178) Strengthen capacity of TTCs to orient and train new TTCs if programs expanded
32	Support Project Steering Committee meeting
33	Develop proposal for expansion of both PHT and SB to new sites.

Appendix: i.Utilization of JFPR Funds

**Table 16: 6 Month Budget Estimate by Expenditure Categories
(September 2009 to February 2010)**

Cat. No.	Expenditures by Categories	Allocation	Requested Amount	Balance
1	Civil Works	165,000	65,000	100,000
2	Equipment & Supplies	182,000	113,600	68,400
3	Training Workshops and Seminars	65,000	18,000	47,000
4	Consulting Services	497,000	-	497,000
5	Project Management Monitoring and Evaluation	121,000	16,200	104,800
6	Other Project Inputs	906,000	67,300	838,700
7	Contingency	64,000	-	64,000
Subtotal JFPR Grant Financed		2,000,000	280,100	1,719,900
Government contribution		200,000		
Other Sources (Aid agency, NGOs, community-based organizations, community contribution)		120,000		
TOTAL PROJECT COSTS		2,320,000		

1. The estimate of expenditures is based on the workplan and procurement plan approved by ADB on 31 August 2009.
2. A separate estimate of expenditure sheet should be used for each component.

Table 17: 6 Months Cost Estimate (Detailed Cost Table)
(September 2009 to February 2010)

Code	Grant Components Inputs/Expenditure category	Allocation	Sep-09	Oct-09	Nov-09	Dec-09	Jan-10	Feb-10	Requested Amount	Balance		
1.1	Civil Works	165,000	-	-	-	20,000	25,000	20,000	65,000	100,000		
1.1.1	Building food safety testing facilities (maximum 200 square meters)	165,000	-	-	-	20,000	25,000	20,000	64,600	33,400		
1.2	Equipment, Goods, and Consumable Supplies	98,000	-	-	5,000	54,600	5,000	-				
1.2.1	Equipment for labs	80,000	-	-	5,000	45,000	5,000	-				
1.2.2	Motorcycle vehicles (for community development specialists and community monitoring)	9,600	-	-	-	9,600	-	-				
1.2.3	Office supplies and materials	8,400	-	-	-	-	-	-				
1.3	Training, Workshop, and Seminars	15,000	-	-	-	-	-	-			-	15,000
1.3.1	Training/workshop for TTCs, NGOs, CBOs, Commune Councils, and seminars	15,000	-	-	-	-	-	-			-	-
1.4	Consulting Services	139,000	-	-	-	-	-	-			-	139,000
1.4.1	Civil works specialist (N)	9,000	-	-	-	-	-	-			-	-
1.4.2	Post-harvest technology specialist	90,000	-	-	-	-	-	-			-	-
1.4.3	Post-harvest technology specialist (N)	16,800	-	-	-	-	-	-			-	-
1.4.4	Post-harvest technology marketing specialist (N)	12,000	-	-	-	-	-	-			-	-
1.4.5	Travel and per diem for consulting services (include international roundtrip flight)	11,200	-	-	-	-	-	-			-	-
1.5	Project Management and Coordination	8,000	-	-	-	-	300	300			600	7,400
1.5.1	Community project management and monitoring support	8,000	-	-	-	-	300	300			-	-
1.5.2	TTC director (EA counterpart staff)	-	-	-	-	-	-	-	-	-		
1.5.3	TTC' coordinator (EA counterpart staff)	-	-	-	-	-	-	-	-	-		
1.5.4	M&E, MIS officer (EA counterpart staff)	-	-	-	-	-	-	-	-	-		
1.5.5	Electricity and water bills	-	-	-	-	-	-	-	-	-		
1.6	Other Project Inputs to Contracting Institutions	730,000	-	-	-	-	26,650	26,650	53,300	676,700		
1.6.1	TTCs to implement PHT skills development grants	720,000	-	-	-	-	26,650	26,650	-	-		
1.6.2	Curriculum printing and translation	10,000	-	-	-	-	-	-	-	-		
Total		1,155,000								183,500	971,500	
Percentage of Expenditures Amount eligible for JFPR Financing Amount Requested										183,500	971,500	

**Table 18: 6 Months SB Cost Estimate (Detailed Cost Table)
(September 2009 to February 2010)**

JFPR Grant Assistance No.: 9133-CAM								Date: Sep 09			
Component B: Pilot Testing of Technical Vocational Education and Training Skills Bridging Program								Estimate Sheet No.: 02			
Application No. 00001											
Item No.	Inputs/Expenditure category	Grant Components	Allocation	Sep-09	Oct-09	Nov-09	Dec-09	Jan-10	Feb-10	Requested Amount	Balance
2.1	Civil Works		-	-	-	-	-	-	-	-	-
2.2	Equipment, Goods, and Consumable Supplies		44,000	-	-	6,000	5,000	2,000	-	13,000	31,000
2.2.1	Equipment for TVET skills testing		36,000	-	-	6,000	5,000	2,000	-		
2.2.2	Office supplies and materials		8,000	-	-	-	-	-	-		
2.3	Training, Workshop, and Seminars		15,000	-	-	3,000	-	3,000	-	6,000	9,000
2.3.1	Training and, or workshop for TTCs, NGOs, CBOs, commune councils, and seminars		15,000	-	-	3,000	-	3,000	-		
2.4	Consulting Services		117,000	-	-	-	-	-	-	-	117,000
2.4.1	TVET skills bridging specialist		90,000	-	-	-	-	-	-		
2.4.2	TVET skills bridging specialist (N)		16,800	-	-	-	-	-	-		
2.4.3	Travel and per diem for consulting services (include international roundtrip flight)		10,200	-	-	-	-	-	-		
2.5	Project Management and Coordination		8,000	-	-	-	-	300	300	600	7,400
2.5.1	Community project management and monitoring support		8,000	-	-	-	-	300	300		
2.5.2	TTC contract officer (EA counterpart staff)		-	-	-	-	-	-	-		
2.5.3	TTC cashier (EA counterpart staff)		-	-	-	-	-	-	-		
2.5.4	M&E, MIS assistant (EA counterpart staff)		-	-	-	-	-	-	-		
2.5.5	Electricity and water bills		-	-	-	-	-	-	-		
2.6	Other Project Inputs to Contracting Institutions		176,000	-	-	-	-	7,000	7,000	14,000	162,000
2.6.1	NGOs and CBOs to implement TVET skills bridging grants (2 months)		168,000	-	-	-	-	7,000	7,000		
2.6.2	Curriculum printing and translation		8,000	-	-	-	-	-	-		
Total			360,000							33,600	326,400
Percentage of Expenditures											
Amount eligible for JFPR Financing											
Amount Requested			360,000							33,600	326,400

**Table 19: 6 Months Capacity Building Cost Estimate (Detailed Cost Table)
(September 2009 to February 2010)**

**6-Month Cost Estimate (Detailed Cost Table)
(September 2009 to February 2010)**

JFPR Grant Assistance No.: 9133-CAM										Date: Sep 09	
Component C: Capacity Building and Project Management and Monitoring										Estimate Sheet No.: 03	
Application No. 00001											
Item No.	Inputs/Expenditure category	Grant Components	Allocation	Sep-09	Oct-09	Nov-09	Dec-09	Jan-10	Feb-10	Requested Amount	Balance
3.1	Civil Works		-	-	-	-	-	-	-	-	-
3.2	Equipment, Goods, and Consumable Supplies		40,000.00	-	-	6,000.00	25,000.00	5,000.00	-	36,000.00	4,000.00
3.2.1	Office supplies and materials for DGTVET		40,000.00	-	-	6,000.00	25,000.00	5,000.00	-	-	-
3.3	Training, Workshop, and Seminars		35,000.00	-	3,000.00	6,000.00	3,000.00	-	-	12,000.00	23,000.00
3.3.1	Training, workshop, seminar, meeting		10,000.00	-	3,000.00	6,000.00	3,000.00	-	-	-	-
3.3.2	Annual workshop on good lessons		10,000.00	-	-	-	-	-	-	-	-
3.3.3	Annual information dissemination on good practices and policy dialogue		15,000.00	-	-	-	-	-	-	-	-
3.4	Consulting Services		241,000.00	-	-	-	-	-	-	-	241,000.00
3.4.1	TVET institutional and policy development, and community capacity building specialist (TL)		162,000.00	-	-	-	-	-	-	-	-
3.4.2	TVET institutional development, and community capacity building specialist (DTL) (N)		54,000.00	-	-	-	-	-	-	-	-
3.4.3	Travel and per diem for consulting services (include international roundtrip flights)		25,000.00	-	-	-	-	-	-	-	-
3.5	Project Management and Coordination		105,000.00	1,000.00	2,000.00	2,000.00	2,000.00	4,000.00	4,000.00	15,000.00	90,000.00
3.5.1	DGTVET project management, monitoring and coordination		40,000.00	1,000.00	2,000.00	2,000.00	2,000.00	4,000.00	4,000.00	-	-
3.5.2	Project director (EA counterpart staff)		-	-	-	-	-	-	-	-	-
3.5.3	Project manager (EA counterpart staff)		-	-	-	-	-	-	-	-	-
3.5.4	Accounting/procurement officer (EA staff)		-	-	-	-	-	-	-	-	-
3.5.5	M&E, MIS officer (EA counterpart staff)		-	-	-	-	-	-	-	-	-
3.5.6	Secretary (EA counterpart staff)		-	-	-	-	-	-	-	-	-
3.5.7	Cleaner (EA counterpart staff)		-	-	-	-	-	-	-	-	-
3.5.8	Electricity and water bills		-	-	-	-	-	-	-	-	-
3.5.9	Baseline survey, PHT/TVET needs assessments and project impact evaluation		20,000.00	-	-	-	-	-	-	-	-
3.5.10	External financial audit		45,000.00	-	-	-	-	-	-	-	-
3.6	Other Project Inputs to Contracting Institutions		-	-	-	-	-	-	-	-	-
Total			421,000.00							63,000.00	358,000.00
Percentage of Expenditures											
Amount eligible for JFPR Financing											
Amount Requested			421,000.00							63,000.00	358,000.00

Appendix: ii. Imprest Account Status

The Imprest Account was opened September 30, 2009.

Appendix: iii. Procurement Program

Civil Works. The 3 Food labs are now in the construction phase and may be completed by end of July, about 1 month later than the original plan. Will be completed in 3rd Quarter tendered. These delays will not affect the timing of beginning the first phase of Commune based training.

Equipment have been completed 3 packages and still preparing for sending to ADN "No Objection", and another one package re-invitation to submit sealed bids for the supply of equipment. The enhanced equipment package for NPIC has received the ADB "No Objection" letter and will proceed to coincide with the completion of the Food Lab renovations

Appendix: iv. Link with Associated Project

The post harvest technology-food processing component of this project uses the analysis of the outcomes of the ESDP II-TVET-VSTP activity as the design basis. In a survey of 4,426 VSTP graduate trainees there was a frequently cited concern in how to manage the surplus agricultural produce that resulted for much greater efficiencies resulting from training. The project will pilot various strategies in food processing to determine which can be added to the battery of options available to communes in the expanded VSTP program to be offered in all Provinces in the proposed TVET I Grant. Early results from this project will be available in the second quarter of 2010 to coincide with the implementation of this Project.

Developing a bridging mechanism to help students gain entry to TVET certificate programming is a priority. The proposed TVET 1 Grant has a planned expansion of the TVET system at the certificate/diploma level and whereas the number of grade 12 graduates eligible for entry to higher education is substantial, there is a significant shortage of eligible grade 9 graduates for the certificate courses. Many graduates of TVET short courses are unable to proceed to TVET certificate courses which require grade 9 certificates for entrance. Entry level TVET is largely a dead-end because of this.

Each year an estimated 90,000 young people leave school without achieving a grade 9 certificate. Although the available pool of applicants for TVET certificate courses appears to be large, this reality is quite different.

Bridging programs have a very mixed history of success and failure in Asia. This project will test out a wide variety of bridging mechanisms and methodologies and after analysis of the outcomes, feed a preferred model to the proposed Grant program to be employed by both the PTCs and the new Regional Colleges to extend access to TVET certificate training.

ILO is providing assistance to match job seekers with employers seeking skilled staff. A key element of this is to assist applicants without skills to master those skills. The project will coordinate with the ILO project to ensure that where grade 9 equivalency is required, ILO registrants can access the project Skills Bridging activities.

Appendix: v. Schedule of Deployment of Experts and Consultants

The deployment schedule is shown in Table 20

**Table 20: Deployment Schedule of Consultants ADB/JFPR 9133
Assuming 22 working days a month**

CONSULTANT'S NAME	POSITION	2009					2010												2011												2012									
		M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12	M13	M14	M15	M16	M17	M18	M19	M20	M21	M22	M23	M24	M25	M26	M27	M28	M29	M30	M31	M32	M33	M34	M35	M36			
Working Days		A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J			
Mr. Tom Norton 183	Team Leader, TVET Institutional and Policy Development and Community Capacity Building Specialist.																																							
Mr. Arthur Bamunuarachchi 132	Post Harvest Technology Specialist.																																							
Mr. Rodney Williams 122	TVET Skills Bridging Specialist.	12																																						
Ms. Tung Sopheap 617	Community Development and TVET Institutional Development Specialist (Deputy Team Leader)	8.5																																						
Mr. Huy Em 141	Post-Harvest Technology Marketing Specialist		15																																					
Mr. Chuy Sam Ol 88 (50% of each month)	Civil Work Specialist		15	15	15		15		15		15																													
Mrs. Sovannka Ho 280	TVET Skills Bridging Specialist.				12													4																						
Mr. Tong Socheath 264	Post Harvest Technology Specialist.					16													6																					

Appendix: vi. Quarterly Implementation Schedule

Table 21: Quarterly Implementation Schedule

No	Outputs	Year 1 2009		Year 2 2010				Year 3 2011				Year 4 2012	
		3	4	1	2	3	4	1	2	3	4	1	2
1	Output 1: PHT Skills Development Program successfully pilot tested in 4 project locations												
1.1	Conduct PHT Needs assessment in targeted provinces (Month1)												
1.1.1	Complete baseline study of participants												
1.1.2	Complete harvest cycle chart for each Commune												
1.1.3	Complete TENA for each Commune												
1.1.4	Complete market opportunities assessment for PH for 4 Provinces and 44 Communes												
1.1.5	Identify Packaging suppliers/prices												
1.1.6	Identify possible exporters												
1.1.7	Design and implement financial management and contract management training for TTC Post Harvest Development Grant management .												
1.1.8	Design and implement TTC training program for TTC Directors, CDS, DGT VET												
1.1.9	Design annual workplan for each TTC												
1.1.10	Endorse PHT Workplan												
1.2	Develop, review and print curriculum, learning materials, and handbooks based on PHT needs assessment (Month1-3)												
1.3	Construct 3 food safety testing buildings in 3 TTCs and upgrade 1 food safety testing building in NPIC												
1.3.1	Develop test procedures/protocols for labs												
1.3.2	Train TTC, Food Lab CDOs												
1.3.3	Select/Train 44 Commune assistants												
1.4	Identify required training equipment for Commune												
1.4.1	Identify required training equipment for Commune												
1.4.2	Complete contracting with TTCs												
1.4.3	Commence Commune PHT												
1.4.4	Identify required training equipment for TTC Labs												
1.4.5	Procure required equipment												
1.5	Commence Commune operations												
1.6	Commence TTC Lab operations												
1.7	Develop trade show format/PP and local												

2	Output 2: TVET Skills Bridging Program successfully pilot tested in 3 target locations																		
2.1	Develop learning materials for the TVET Skills Bridging Program																		
2.1.1	Identify entry level requirements/Math Gr 9 equiv																		
2.1.2	Identify entry level requirements/Sci. Gr 9 equiv																		
2.1.3	Identify entry level requirements. Khmer. Gr 9 equiv																		
2.1.4	Identify study skills/employability skills																		
2.1.5	Identify alternate training strategies for pilots																		
2.1.6	Develop entry agreement with TVET Institutions for acceptance of TVET Skills Bridging graduates																		
2.1.7	Develop prakas for acceptance of TVET Skills Bridging graduates into TVET certificate courses																		
2.1.7	Assessment of Curriculum and adjustment																		
2.1.8	Develop Bridge baseline study doc																		
2.1.9	Prepare TVET bridging program, submit for approval and issue prakas (Ministerial order) for implementation - Consistent with NTQF																		
2.2	Develop EO/RFP/Contracts for providers																		
2.2.1	Nominate institutions as Providers for Stage 1 of TVET Skills Bridging Program (NTTI and a PTC/RTC)																		
2.2.2	Identify selection criteria and procedures for a NGO Provider																		
2.2.3	Develop recruitment strategies for potential TVET Skills Bridging students																		
2.2.4	Train Providers on procedures for the administration of the TVET Skills Bridging Grant																		
2.2.5	Support the Providers and monitor the implementation of the TVET Skills Bridging Grant																		
2.3	Develop and or review and print TVET skills curriculum and learning materials																		
2.3.1	Develop and test standards assessment instrument and submit for approval, and issue prakas (Ministerial order) for implementation																		
2.4	Develop and endorse TVET skills bridging plan																		
2.5	Start Pilot 1 and 2– TVET Skills Bridging Program (NTTI and PTC)																		

2.5.1	Monitor and support the TVET Skills Bridging Programs												
2.6	Start Pilot 3 – TVET Skills Bridging Program (NGO)												
2.6.1	Monitor and support the TVET Skills Bridging Program												
3	Output 3: DGTVET effectively managing implementation project												
3.1	Recruit consultants in the first 2 months of project implementation												
3.2	Produce grant implementation manual, submit for approval and endorse in first quarter of project implementation												
3.3	Provide capacity building to staff of DGTVET and TTCs and contracting CBOs and NGOs												
3.4	Prepare procurement plans and documentations for ADB approval in the second quarter												
3.5	Submit semi annual progress reports between 2009-2012												
3.6	Submit external financial audit reports												
3.7	Conduct annual participatory dialogue and lesson learned sharing among Government and stakeholders												
3.8	Submit the approved exit strategies for TTCs and DGTVET to MOLVT and ADB within 3 months of project completion												
3.9	Produce independent poverty impact assessment-within 3 months of project completion												

CDS =Community Development Specialist, CBOs = Community-Based Organizations, DGTVET = Directorate General Technical Vocational Education and Training, Gr = Grade, NPIC = National Polytechnic Institute of Cambodia , NTQF = National TVET Qualification Framework, PHT = Post Harvest Technology, Sci = Science, TENA = Training and Employment Needs Assessment, TTC = Technical Training centre, TVET = Technical Vocational Education and Training

Annex 1: Post-Harvest Technology (PHT) Communes

Table 22: 44 COMMUNES SELECTED FOR PILOTING OF JFPR

Battambang, Kampot, Siem Reap Province, and NPIC (Phnom Penh)

No.	Name of Districts	Name of Communes	Distance(Km)
1. Polytechnic Institute of Battambang Province (PIB)			
1	Sangkae	Anlong Vil	3
2	Bavel	Bavel	52
3	Banan	Chheu Teal	15
4	Moung	Moung	46
5	Sangkae	O Dambang Muoy	5
6	Sangkae	O Dambang Py	6
7	Thmar Kol	Otaky	12
8	Ek Phnum	Peam Ek	8
9	Ek Phnum	Prek Khpob	12
10	Ek Phnum	Samrong Knong	9
11	Thmar Kol	Ta Meum	29
12	Sangkae	Voat Ta Muem	9
6 Districts		12 Communes	
2. Kampot Institute of Polytechnic (KIP)			
1	Kamptown	Andoung Khmer	3
2	Chhouk	Boeng Nimol	35
3	Kampong Trach	Boeng Sala Khang Tbound	50
4	Chhouk	Chhouk	42
5	Angkor Chey	Dambok Khpos	72
6	Kampong Trach	Damnak Kantuot Khang Cheung	48
7	Kampong Trach	Kampong Trach Khang Lech	38
8	Tek Chhou	Kandaul	14
9	Tek Chhou	Koun Satv	8
10	Angkor Chey	Phnum Kong	71
11	Tek Chhou	Prey Thnang	15
12	Chhouk	Satv Pong	52
13	Tek Chhou	Thmey	8
14	Chhouk	Tramaeng	47
15	Banteay Meas	Tuk Meas Khang Lech	54
6 Districts		15 Communes	
3. Siem Reap Provincial Training Center (SPTC)			
1	Siem Reap	Chreav	15
2	Soutrnikum	Damdek	35
3	Soutrnikum	Kampong Khleang	47
4	Prasat Bakong	Kandek	8
5	Prasat Bakong	Kantreang	18
6	Soutrnikum	Khar Pou	26
7	Puok	Khnat	14
8	Soutrnikum	Kien Sangae	37
9	Siem Reap	Krabeiriel	15
10	Prasat Bakong	Mean Chey	25

11	Soutrnikum	Samraong	40
12	Chikreng	Sangvoeuy	45
5 Districts		12 Communes	
4. National Polytechnic Institute of Cambodia (NPIC)			
1	Kien Svay	Kampong Svay	45
2	Mukh Kampul	Kaoh Dach	42
3	Kien Svay	Phum Thum	55
4	S'ang	Preaek Koy	56
5	S'ang	Svay Rolum	41
3 Districts		5 Communes	
Total: 20 Districts		44 Communes	

Annex 2: The Three Skills Bridging Models

ADB-JFPR 9133, October 16, 2009, Revised March 17, 2010 Summary of Skills Bridging Pilots

A. General

1. The project will develop a minimum of 3 pilot activities to evaluate the effectiveness of 3 skills bridging models in the Cambodian context. The objective of all models is to bring trainees up to the entry standard required for DGTVET certificate programs in mathematics, science, Khmer, study skills and employability skills. These pilots will train a minimum of 700 students.
2. Any trainee who does not succeed in meeting the entry test requirement for certificate programs even after the additional tutorial period (2 weeks) and the writing of a second test, will still be deemed a student for financial purposes and may be counted by the TTC.
3. Each pilot will be managed by a DGTVET institution that has certificate programs in which it can register SB graduates.
4. Each model will train a minimum of 233 students over 2 years. Provision is made for 168 hours of training per trainee. The trainee target can be exceeded but NOT the budget.
5. Each of the 3 Target Training Centers (TTC) and their training providers in Models 2 and 3 will receive required training in project budget management activity monitoring and general performance reporting.
6. The project will provide a training session for Tutors in the TTC for each model.
7. Curriculum will be set centrally under NTTI leadership.
8. Final assessment testing will be developed by NTTI and teaching staff from the TTCs so that there is a complete correlation between student achievement and the entry requirements of the certificate programs.
9. Provision is made for a total training cost of \$172.00 per trainee. However if the planned number of trainees is exceeded (700) the unit cost will be reduced.
10. There is a small budget available for learning equipment to ensure the technology orientation of the training.
11. There is budget provision of \$44,000 for each of the 4 pilots, \$40,000 of which goes to each lead institution to directly support the training. A funds-flow model has been developed to transfer funds to the TTCs in Models 2 and 3. Budget is incentive based. (meeting milestones) and will be distributed based on real costs as shown in invoices submitted to the PCU.
12. The Center (PCU) will be allocated \$ 4,000. over the project period to cover monitoring, provision of transport, communications costs and general management services including financial services.
13. TTC accounts will be backfilled every three months based on costs incurred by the TTCs which may not exceed \$20,000 per year. The existing ESDP II, VSTP financial mechanism will be used.
14. The first round of training will take place between February 2010 and August 2010.
15. Performance Assessment will take place in the third week of September 2010. There will be a second test in the 4th week of September for trainees not successful in the first assessment. Tests will be set by the consulting team.
16. There will be a review of the first phase of the program on its completion with adjustments made as required.

17. There will be an assessment of the 3 models in the 2nd Quarter of 2012 with recommendation.

B. Criteria for Selection of Communes and Trainees in Skills Bridging Program (GIM)

“Trainees from Communes within the regular service area of the selected institutions/organizations are eligible for inclusion in the bridging program. Trainees will meet the following minimum requirements: (i) have completed grade 7 or be able to read and write at the equivalent level of a grade 7 graduate (ii) have been out of school for at least one school year, (iii) be 16 years of age or older. (iii) be sufficiently motivated, in the judgement of the selectors to complete the program, (iv) live close enough to the bridging tutorial center to be able to easily participate in the program without additional travel expense. (v) give evidence of sufficient family support in the provision of food to sustain them during the bridging period, (vi) express an interest in further training on completion of the bridging at a Regional Center or other recognised training institution”

C. Center Based Model-NTTI

C 1: Model 1- NTTI, 220 Trainees over 2 years. Institution recruits students for 3 hours a night, 2 nights a week for 28 weeks (168 hours) to take regular tutorials. Integrates some basic technology into SB materials to link academic learning to applied technology. Offers intro to computers (basic literacy) as well as Measurement in Technology, (Math) Technology Basics (Science), Technical Reporting (Khmer) and a module Employability Skills.

C. NTTI may receive up to \$40,000 (\$20,000 per year) to cover all costs of the 2 year SB program.

1. Of this, there is a maximum of \$25,043 available to pay Tutors. (hourly fee plus incentive for trainee success)
2. Each class will have a minimum 5 students but no more than 7
3. NTTI may have up to 46 classes (over 2 years)
4. A provision is made within the \$40,000 TTC allocation for teaching materials and supplies other than basic curriculum materials. This is based on \$1.00 per student week to be paid to the TTC based on actual enrolment.
5. NTTI hires the Tutors and pays them 10,000 Riel per hour)
6. Teaching cost per year for each of 2 years is as follows: 7,728 hours of instruction x 10,000 Riel per teaching hour = 77,280,000 Riel or \$ 19,320
7. Tutors receive 25,000 Riel for each trainee who completes the training and passes the exit assessment. (a maximum of 220 X 25,000 = 5,500,000 Riel, which is \$1,375.00)
8. Tutors may teach up to 2 groups

C2: NTTI will provide:

- i. Curriculum meeting the DGT/VET certificate programs entry skills requirements in Math, Science, Khmer, and Introduction to Computers, acceptable to the project Consultants with adaptations to make it relevant for pre-technology students
- ii. Program coordination and supervision.
- iii. Accounts for all Project Funds received as directed by JFPR/PCU staff.

- iv. Recruitment of suitable tutors.
- v. Accurate attendance records.
- vi. Recruitment of trainees (with support from Project Consultants)
- vii. Completion of an Individual learning Plan (ILP) by each student.
- viii. Student follow up for registered students who miss a class (cell phone).
- ix. Appropriate space.
- x. Necessary training related equipment.
- xi. Photo copy of learning resources for trainees.
- xii. Additional tutorial support for a period of 2 weeks to trainees who are unsuccessful in their first attempt at the Standards Assessment Test (SAT) at the completion of training.
- xiii. Assistance in developing the final SAT.
- xiv. Assistance in administering and grading the SAT

D. Community Based Model-Kampot

D1: Model 2- Kampot Institute of Polytechnics, 255 Trainees over 2 years

KIP selectively recruits a number NGOs/CBOs or Individual Tutors, to deliver approved curriculum in the Commune(s) in which they work. Tutors will recruit trainees, set up learning groups of 5 trainees in each group, a tutor may have as many as 4 groups, complete an Individual Learning Profile (ILP) for each student and submit to KIP for approval, meet 2 times each week for 3 hours with each group, contact trainees by SMS between classes to see if there are problems, ensure students attend the performance assessment against program standards to be held at KIP .

KIP will receive 15% of the contract value based on the performance of the CBOs in recruiting and maintaining assigned trainee numbers.. This will cover all administrative and supervisory costs of KIPs involvement in the Skills Bridging Pilot. (other than any required follow up studies of trainees) .

KIP may also provide training for up to 2 groups of 5 students in each of the 2 years of the Project on the same financial base outlined below for the CBO providers

A provision is made within the \$40,000 TTC allocation for teaching materials and supplies other than basic curriculum materials. This is based on \$1.00 per student week to be paid to the TTC based on actual enrolment.

D 2: KIP will provide:

- i. Curriculum meeting the DGT VET certificate Programs entry skills requirements in Math, Science, Khmer, and Introduction to Computers, acceptable to the project Consultants with adaptations to make it relevant for pre-technology students or the assured use of the NTTI Skills Bridging Curriculum.
- ii. Program coordination and supervision including an individual contact for the project Consultants.
- iii. Accounts for all Project Funds received as directed by JFPR/PCU staff.
- iv. Quarterly reports to the Project Consultants /PCU
- v. Recruitment of suitable Community Based Organizations (CBOs).
- vi. Supervision of the training provision by the CBOs including on going monitoring.
- vii. Payment of the CBOs based on Consultant/PCU Direction

- viii. Supervise the recruitment of effective Tutors.
- ix. Additional tutorial support for a period of 2 weeks to trainees who are unsuccessful in their first attempt at the Standards Assessment Test (SAT) at the completion of training.
- x. Assistance in developing the final SAT.
- xi. Assistance in administering and grading the SAT.

D 3: CBOs will provide:

- i. Supervision and direct support to all training assigned
- ii. Recruitment of Tutors meeting Project criteria
- iii. Recruitment of trainees (with support from Project Consultants)
- iv. Completion of an ILP by each student.
- v. Accurate attendance records of trainees.
- vi. Student follow up for registered students who miss a class (cell phone).
- vii. Appropriate training space.
- viii. Necessary training related equipment.
- ix. Photo copy of learning resources for trainees.

D 4: Incentive based Payment Model for Tutors

- Tutors (either direct hires or those working through NGO/CBO will be paid as follows:
- 25,000 Riel for each trainee recruited with a completed ILP and approved. Maximum 6,375,000.00 Riel- \$1,593.75)There can be up to 51 groups, 25 each year. Groups meet 3 hrs a day, 2 times a week, 28 weeks.
- Tutors receive 6,000 Riel an hour for instruction (3 hrs x 2 times a wk x 6,000= 36,000 Riel a week to the tutor for each group, up to 4 Groups for each Tutor with 5 to 7 students in each group).
- 25,000 Riel paid to tutors for each of the 255 Trainees completing the training and passing the exit assessment. (maximum payment of 6,375,000.00 Riel (\$1593.75)
- Total possible payment to tutors for 1 year of project is 3 hrs x 2 times a wk x 28 weeks x 6,000 R an hour x 25 groups= 25,200,000.00 R (plus recruitment and graduation incentives of 6,375,000.00 R = 31,575,000.00 R (Total payment to Tutors: \$7893.75 per year for 2 years)
- CBOs will receive 15% of the total payment to Tutors. If CBOs are not used and Tutors are direct hires, no payments are made and the funds can be used to expand the training.
- KIT receives 15% ...same as above.

E. Alternate Provider Model-Battambang

E 1: Model 3- Battambang Institute of Technology, 225 Trainees over 2 years

BIT will act as activity supervisor on behalf of the PCU in the delivery by a single experienced Skills Bridging Provider recruited by the Project. The provider will have a teaching location in the Province and may have residence facilities. The model may include both part time and full time learners although the total training hours per trainee (168 hours) will remain the same as the other 2 models as will the cost per student (\$172.00)

A provision is made within the \$40,000 TTC allocation for teaching materials and supplies other than basic curriculum materials. This is based on \$1.00 per student week to be paid to the TTC based on actual enrolment.

MEF allows only one bank account per Ministry outside of Phnom Penh and for MOLVT, PIB holds the account. Therefore BIT will invoice PIB as required to access funds. All original invoices and financial documents including those from the training provider (Don Bosco) will remain at BIT with copies being provided to PIB and the PCU.

MEF allows only

- NGO Provider will receive up to \$40,000 based on performance milestones
- 20% mobilization allowance
- 50% at the mid point of training (208 hours)
- 20% on completion of training by at least 80% of trainees.
- 10% on at least 70% of those writing the SAT being successful

E 2: BIT will provide:

- i. Program coordination and supervision including an individual contact for the project Consultants.
- ii. Accounts for all Project Funds received as directed by JFPR/PCU staff.
- iii. Quarterly reports to the Project Consultants /PCU
- iv. Recruitment of a suitable private sector provider.
- v. Supervision of the training provision by the Provider including on going monitoring.
- vi. Payment of the Provider based on Consultant/PCU Direction.
- vii. Invoicing PIB (the DGTVET-Battambang Bank account manager)
- viii. Assistance in developing the final Standards Assessment Test (SAT).
- ix. Assistance in administering and grading the SAT.

E 3: The Provider will be responsible for:

- i. Supervision and direct support to all training assigned.
- ii. Curriculum that leads to mastery of the agreed Standards to prepare for SAT.
- iii. Recruitment of Tutors meeting Project criteria
- iv. Recruitment of trainees (with support from Project Consultants)
- v. Completion of an ILP by each student.
- vi. Accurate attendance records of trainees.
- vii. Student follow up for registered students who miss a class (cell phone).
- viii. Appropriate training space.
- ix. Necessary training related equipment.
- x. Photo copy of learning resources for trainees.
- xi. The provider will be encouraged to use the incentive based model outlined in C4 above

F. Intensive Program.

Each year up to 90,000 students leave grade 9 without a certificate. They cannot go on to TVET certificates and do not return to secondary school. After assessing the progress being made in the 3 pilot programs as determined by monitoring in April and May, it may be possible to support a 6 week intensive Skills Bridging Program in each of the 3 TTCs specifically targeting these students.

The program would use the same curriculum as the on-going program and the same tutors. Classes of 10 students would be acceptable as much of the work will be step by step review rather than individual tutoring.

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Annex 3: Post-Harvest Technology (PHT) Finance and Operations

JFPR 9133 PHT Implementation Draft , October 27, 2009, revised March 18, 2010

A. Financing TTC Participation in PHT.

1. The MINIMUM number of trainees is 3000. (68 per commune) The target can be 5,000 (114 per Commune)
2. PHT total implementation budget is \$730,000 for 4 Institutions including a learning materials printing provision of \$10,000.
3. There are 44 communes involved.
4. Each Commune will be awarded a PHT Voucher of up to 15,000 for 30 months training. TTCs will receive 15% of this based on effective provision of their accountabilities as shown below with an emphasis on regular monitoring of training.
5. The total Commune Training Budget will be \$660,000 leaving \$70,000 as the general support provision. (see 7 below)
6. The implementation budget will be allocated to TTCs based on the number of Communes they are supporting. Thus \$ 730,000 divided by 44 Communes = 16,590.90. per commune allocated to TTCs
7. There is a \$15,000 per Commune training allowance 3 years x \$5,000 per year, leaving \$1,590.90 per commune to be used by TTCs for learning materials reproduction, TTC transport fuel costs, purchase of fruit and vegetables for labs, transport of commune assistants, packaging materials, labels and trade fairs
8. It is estimated that Commune Based training will begin in June, 2010.
9. TTC will receive an advance of 20% of the annual budget from PCU at least 2 weeks before training commences. They will then invoice PCU to backfill this using the comprehensive financial system established in ESDP ii, VSTP).

B. Table 23: Financial Provision by TTC

1	2	3	4	5	6			
	Province /TTC	Comm unes	Total Trainees (Minimum)	Total Budget (3 yrs) @ \$16,590.90 Per commune* (See note below)	Total Com-mune Budget (less 15% TTC Admin Costs)	Yr 1 (3months) Budget (less 15% TTC Admin Costs)	Yr 2 (12 months) Budget (less 15% TTC Admin Costs)	Yr 3(12 months) Budget (less 15% TTC Admin Costs)
1	Battambang	12	818	199,090.90	180,000	22,121.19	88,484.76	88,484.76
2	Kampot	15	1,023	248,863.60	225,000	27,651.48	110,605.92	110,605.92
3	NPIC	5	341	82,954.60	75,000	9,217.14	36,868.56	36,868.56
4	Siem Reap	12	818	199,090.90	180,000	22,121.19	88,484.76	88,484.76
	Total	44	3,000	730,000.00	660,000	81,111.00	324,444.00	324,444.00
	Total Less 15% TTC Admin Costs					68,945.00	275,778.00	275,778.00

- Note:\$ 15,000 per commune + \$1,695 held by TTC for materials, training supplies. See note 7 above.

C. Responsibilities of the TTCs

Table 24 : TTC Accountabilities to be used as measures for Administrative payment to TTCs

No.	Accountability	Detail
1	Inform PTB of Program	
2	Contribute to a single promotional package for communes	Centrally coordinated
3	Visit each Commune Council with package.	\$3,000 Council Training Prov , 3.3.1)
4	Complete Village Survey of Ag/PHT needs	
5	Recruit Qualified trainers, Host orientation sessions by Huy/Sopheath	Budget provision. 3.3.1 for 4 orientation sessions
6	Set up commune training schedule. Based on 1 week modules	Training includes market, product, micro-E and SEGF
7	Deliver training learning materials	Provision for motos and tuk-tuk
8	Purchase and transport training supplies (fruit, veg, packaging, small equipment)	Central provision in TTC for this. See note 7 above.
9	Complete 1 to 6 in all Communes by May 15, 2010	Monthly status reports to PMU beginning Feb 1, 2010
10	Support trainers as required using trained CDS, 4 in each TTC. Resolve training problems	Attend first day of all training
11	Prepare certificates of participation	
12	Pay trainers	Provision in 1.6.1
13	Monitor training	
14	Develop, promote and manage trade fair of Commune products.	
15	Complete activity and financial reports on time for PMU	
16	Assist in assessing training	Involve Commune leaders