

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

THIRD QUARTER PROGRESS REPORT

(July - September, 2010)

OCTOBER 2010

ABBREVIATIONS

ADB	=	Asian Development Bank
BIT	=	Battambang Institute of Technology
CAMFEBA	=	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 Labour Organization
JFPR	=	Japan Fund for Poverty Reduction
JICA	=	Japan International Cooperation Agency
KIP	=	Kampot Institute of Polytechnic
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 Labour 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
PIB	=	Polytechnic Institute of Battambang Province
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

Table of Contents

A. Grant Basic Data	4
B. Project Summary	5
C. Project in Implementation	5
D. Financial Progress	9
E. Work Program for the Next Quarter	25

APPENDIXES

1. Utilization of JFPR Funds	27
2. Impress Account Statement	30
3. Procurement Program	30
4. Link with Associated Project	30
5. Deployment Schedule of Consultants	31
6. Quarterly Implementation Schedule	32

ANNEXES

- Annex 1: PHT Communes**
- Annex 2: TOT Training Plan**

Ministry of Labor and Vocational Training
Piloting the Post-Harvest Technology and Skills Bridging Program for Rural Poor
ADB/JFPR 9133-CAM



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 \$200,000.00 – RGC \$ 0) 2. Spend to date: \$76,379.06 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)

**3rd Quarter, 2010
Report No. 5**

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 labour market.

C. Project in Implementation

1. 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)

2. Executing Agency

The executing agency(EA) for the Project is the Ministry of Labour 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 will establish a steering committee, chaired by the secretary of state of MOLVT, which 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), Ministry of Economy and Finance(MEF), One Village, One Product(OVOP), and the Cambodia Agriculture Research and Development Institute(CARDI), private sector, and TVET private skills providers.

3. 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) are the Implementing Agencies(IAs)

4. 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 communities². 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
2. Equipments, Goods and Consumable Supplies	182,000	9
3. Training, Workshops, and Seminars	65,000	3
4. Consulting Services	497,000	25
5. Project Management, Monitoring and Evaluation	121,000	6
6. Other Project Inputs to contracting Institutions (TTCs/NGOs/CBOs)	906,000	46
7. Contingencies	64,000	3
Total	2,000,000	100

5. Achievements up to September 30, 2010

Table 3: Priority Activities for 3rd Quarter 2010

Component	Planned Activity in 3rd Quarter, 2010	Per cent Completed	Follow-up Action
A-PHT			
1	Assist 20 trainers to introduce basic food technologies in their home institutions.	100%	This will continue until 30/01/11
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	100%	This will continue until 30/01/11
3	Printing and distribution of Training Manual for Agri-marketing including pull outs for Commune based training	70%	On-going until project completion
4	Provide project administration training for TTCs using new materials	70%	On-going until project completion

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

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.

5	Initiate and monitor/supervise completion of construction	90%	Last weeks of renovations
6	Supervise installation of equipment if food labs	10%	This will continue until 30/01/11
7	Complete food lab (3) construction	100%	Completed and in operation
8	Provide any required training for Commune trainers.	50%	On-going until December 2011
9	Meet Commune Councils and review training plan	60%	Last meeting with NPIC/Kandal, September, 2010
10	Commission the 4 New labs ensuring Lab manager mastery of equipment		This will continue until 30/01/11
11	Write and distribute baseline study report	50%	Data difficult to disaggregate
12	Develop training monitoring schedule for TTCs	100%	Schedules in place and managers following schedules
13	Develop transport plan with Tuk -Tuks	70%	Variation in use in each site depending on existing vehicles
14	Expand links with small food processors in 4 Provinces/Phnom Penh	40%	This will continue until 30/01/11
B- SB			
15	Monitor skill bridging training process in the 3 TTCs	100%	Will continue until project completion
16	Provide support to TTCs and Tutors and resolve any issues on monitoring visits	100%	Will continue until project completion
17	Collect and do basic data analysis on ILP forms from trainees	100%	Completed 30/08/2010
18	Review reporting templates for tutors and TTCs	100%	Completed 30/08/2010
19	Prepare and administer TVET certificate entry tests based on test item bank produced in Q2	100%	267 students passed the entry tests administered at the 3 TTCs
20	Begin to review and update learning materials	40%	Material reviewed by stakeholders 13/10/2010
21	Assess effectiveness of recruitment strategy and revise as required		Material reviewed by stakeholders 13/10/2010
22	Complete interim assessment of models.	70%	Material reviewed by stakeholders 13/10/2010, individual meeting with each TTC 01/11/2010
23	Plan stakeholder workshop (Phase I review meeting)to review process and to determine interest in expanding SB to more TTCs.	100%	Material reviewed by stakeholders 13/10/2010
24	Complete study and Recommendations for a single certificate level entry test for all applicants using competency based	100%	Completed 30/08/2010

	assessment		
25	Complete study on the use of SB as part of PTC-Short courses to qualify to certificate entry.	100%	Completed 30/08/2010
26	Plan presentation on studies for Phase 1 review meeting	100%	Completed 30/08/2010
C-Capacity and Admin			
27	Improve capacity to complete quarterly reports	60%.	Will continue until project completion Still weak at this time
28	Improve capacity in civil works administration and construction supervision	80%	Will continue until project completion
29	Improve capacity in procurement	80%	Will continue until project completion
30	Continue implementing monitoring plan for Components A and B	50%	Will continue until project completion
31	Continue to strengthen 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	50%	Will continue until project completion
32	Support Project Steering Committee meeting	0%	No meeting
33	Develop recommendation for NTB on PHT expansion as a policy priority		

Table 4: Consultant activity as of 30 September 2010)

No.	Consultant Name	Work Days Available	Days Consumed	Days Remaining
	International			
1	T Norton	183	120	63
2	A Bamunuarachchi	132	111	21
3	R. Williams	122	122	0
	National			
4	Tung Sopheap	617	268	349
5	HuyEm	141	127	14
6	Choy Sun Ol	88	88	0
7	Ho Sovannka	280	256	24
8	Socheath Tong	264	238	26

Table 5: Planned 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	4020@\$25	1= 20	500	250	NTTI	Q32009
2	3.3.3	Stakeholders Mid term	4020@\$25	1=20	500	250	NTTI	Q4 (MT) 2010
3	3.3.3	Stakeholders Project report	50@\$25	2=100	1,000	250	Hotel	Q22012
4	1.3.1	TTC PHT Trainers (14TTC/DGTVET Staff)	8@\$25 PD	8x20= 160days	4,000	\$ 1000	NPIC	Q22009
5	1.3.1	TTC PHT Trainers (14TTC/DGTVET Staff)	8@\$25 PD	8x20= 160 days	4,000	\$ 1200	NPIC	Q12010
6	1.3.1	Commune Assistants (1from each Commune)	44@\$4 PD	20= 440 days	3,520	\$ 1500	TTC	Q22010
7	1.3.1	Commune Assistants (1from each Commune)	44@\$4 PD	20=440	3,520	\$ 1500	TTC	Q42010
8	1.3.1	TTC Directors / DGTVET, PHT	10@ \$25 PD	5= 50 days	1,250	0	NTTI	Q32009
9	2.3.1	TTC/NGO Bridge Managers, DGTVET	15@ \$25PD	10= 150 days	3,750	0	NTTI	Q12010
10	2.3.1	TTC/NGO Bridge Managers, DGTVET	15@ \$25 PD	5 days	1,875	0	NTTI	Q12011
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 plus2NTTI (From TTCs)	6@\$25	6X10= 60	9,000	\$2,000	NTTI	Q1 2010
Total					50,915	9,450		

6. 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).

D. Financial Progress

SOURCES AND USES OF FUNDS OF JFPR TILL the END OF SEPTEMBER 2010

The sources and uses of funds of JFPR till the end of the reporting period (30 September 2010) are summarized as follows:

Table 6: Sources of Funds for JFPR till 30 September 2010

DESCRIPTION	2009 4 th Qtr	2010 1 st Qtr	2010 2 nd Qtr	2010 3 rd Qtr	TOTAL TILL 30 SEPTEMBER 2010
Source of ADB Funds (USD)					
First Advance In I/A - W/A Appl 00001	200,000.00	-	-		200,000.00
Repl. W/A Appl 00002				112,510.29	112,510.29

Sub-Total-Repl. I/A	200,000.00			112,510.29	312,510.29
First Payment for Lab KIP W/A 00003				24,095.20	24,095.20
Payment for Lab SRP W/A 00004				53,254.37	53,254.37
Sub-Total-DP				77,349.57	77,349.57
TOTAL SOURCES OFFUNDS	200,000.00	-		189,859.86	389,859.86
Uses of Funds TVET (USD)					
Civil Work	-	-	17,001.83	135,745.81	152,747.64
Equipment and Supplies	1,886.72	24,228.60	26,820.20	3,183.90	56,119.42
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	5,738.56	31,335.47
Other Project Inputs	-	8,086.62	8,130.85	46,320.80	62,538.27
TOTAL USES OF FUNDS	10,104.92	66,274.14	62,209.56	190,989.07	329,577.69
Cash in hand/Funds Available					
Cash in Bank	183,876.00	109,164.42	47,203.96	26,785.16	26,785.16
Cash in hand (Petty Cash)	480.08	456.52	207.42	342.52	342.52
TOTAL CASH IN HAND/FUNDS AVAILABLE	184,356.08	109,620.94	47,411.38	27,127.68	27,127.68
TOTAL CASH IN HAND/FUNDS AVAILABLE AND USES OF FUNDS	194,461.00	175,895.08	105,725.44	218,116.75	356,705.37

1. Recruitment of Consultants

All 5 Consultants have been recruited and fielded. The deployment schedule is shown in Table 18. . The days used/days remaining are shown in Table 4.

2. Post Harvest Technology and Food Processing

2.1. Civil Works

Three food labs are being constructed, one each on the campus of Kampot Institute of Polytechnics, Battambang Institute of Technology and Siem Reap Provincial Training Center. Renovation of space to create a food lab is required at NPIC. All site plans and construction drawings are completed as well as the cost estimates for the three food labs. After receiving No Objection to start the bidding process from ADB, the invitation for bids was advertised in local newspapers in English and in Khmer. The selling of bidding documents lasted for one month and the bids were opened on 29 January 2010. With the approval of the Bank (March 4, 2010), the project awarded the contracts to the lowest responsive bidders and started the construction process mid-March 2010.

Table 7: Civil Works Contract Awards

No.	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

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 Khla 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 KonKhla 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.

The contracts for the 3 Food Labs exceeded the budget by a total of \$1,605.00 and there was no provision for the minor renovations at NPIC or for furnishing the food labs. A proposal has been made to ADB CARM (May 4, 2010) for a reallocation of funds from other equipment accounts to cover these amounts. Adequate funds remain in other accounts for this purpose. Construction is now completed at all sites and renovations are almost completed at NPIC. The approval for the budget adjustments was given in the first week of September 2010 and all activities have gone ahead as planned

2.2 Equipment Procurement

Equipment procurement lists have now been completed for the 4 Food Labs and prices established. The price lists were sent to ADB for No Objection on May 4, 2010 and the NOL was received September, 2010, along with approval for a small budget adjustment to meet equipment costs. All equipment has now been ordered from the approved suppliers.

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 familiarity of Lab Manager with operations.

2.3 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 there proximity to Phnom Penh has made regular familiarization and on-on-one training an easy matter.

A final training visit will be made to each TTC by the PHT team in January, 2011

2.4 Planned Training

In PHT, there are 5 types of training planned.

Table 8: Planned Training

No.	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 Refresher 1 st Quarter, 2010,	20, 4 in each TTC and DGTVET staff	Tung Sopheap Long Paulett 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 Tong Socheath Em Huy Tung Sopheap
3	Food Lab managers Phase 2 Training	NPIC	1st Q, 2011	20, same individuals for advanced training.	Arthur Bamunuarachchi Tong Socheath Tung Sopheap
4	Trainers for Communes	At TTC sites	2 nd Q, 2010 2 nd Q, 2011	10 to 15 at each site	Tong Socheath Tung Sopheap
5	Commune Assistants	At TTC sites, Food Labs	3 rd Q, 2010 3 rd Q, 2011	44, 1 from each Commune	Tong Socheath Food Lab Managers
	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, Tong Socheath

Commune Based Training in Post Harvest technology and Food Processing up to September 30, 2010 for Four TTCs

Table 9: Polytechnic Institute of Battambang Province(PIB)

N.	Communes	Skills	N.of Trainees		
			M	F	Total
1	Anlong Vil	<p>1. Post-Harvest Technology(PHT): <i>[Cabbage, Green Mustard, Salad, Pepper, Banana, Mango, Tomato, Bitter Melon, & Fibrous Gourd.]</i></p> <p>2. Food Processing(FP): <i>[Juice: Soya Milk, & Orange; Jam: Pineapple, Orange, Mango, & Tomato; Sugar Dry: Papaya, Pineapple, Mango, Yam, & Wax Melon; Pickle: Cabagge, & Cucumber; Sugar/Salty Dry White Radish,</i></p>	2	14	16
2	Chheu Teal		5	22	27
3	Moung		0	23	23
4	O Dambang Muoy		1	21	22
5	O Dambang Py		1	12	13
6	Otaky		0	10	10
7	Peam Ek		10	16	26
8	Prek Khpob		5	9	14

9	Samrong Knong	<i>&Khimchhi; Fish Pate; Chip: Banana & Yam]</i>	2	12	14
10	Voat Ta Muem		2	14	16
Total PHT: 9 Fruits and Vegetables			18	64	82
Total FP: 19 Skills			10	89	99
Total PIB			28	153	181

Table 10: Kampot Institute of Polytechnic(KIP)

N.	Communes	Skills	N.of Trainees		
			M	F	Total
1	Boeng Nimol	1. Post-Harvest Technology(PHT): <i>[Mango, Jackfruit, Pumpkin, White Radish, Pepper, Tomato, Wax Melon, Banana, Cucumber, Peanut, Coconut, Corn, Cabbage, Long Bean, &Water Melon]</i> 2. Food Processing(FP): <i>[Sugar &Salty Cucumber; Chip: Pumpkin, Banana; Suger Dry: White Radish, Mango, &Wax Melon; Rice Wine; Cucumber Pickle; & Soya Milk.]</i>	0	10	10
2	Boeng Sala Khang Tboundg		3	7	10
3	Chhouk		7	3	10
4	Dambok Khpos		8	12	20
5	Damnak Kantuot Khang Cheung		2	8	10
6	Kandaul		4	6	10
7	Koun Satv		4	6	10
8	Thmey		3	7	10
9	Tramaeng		4	6	10
Total PHT: 16 Fruits and Vegetables			31	49	80
Total FP: 9 Skills			4	16	20
Total KIP			35	65	100

Table 11: Siem Reap Provincial Training Center(SRP PTC)

N.	Communes	Skills	N.of Trainees		
			M	F	Total
1	Chreav	1. Post-Harvest Technology(PHT): <i>[Cabbage, 4 kinds Green Mustards, Chinese Kale, Pole Bean, Wax Melon, Long Bean, Leek , Water Convolvulus, Small Melon, Eggplant,</i>	1	22	23
2	Damdek		9	8	17

3	Kantreang	<i>Cauliflower, Sugarcane, Corn, & Chi(type of mint)Salad.]</i> <i>2. Food Processing(FP): [Sugar & Salty Cucumber; Pickle: Cucumber, & Green Mustard; Sugar Dry Wax Melon; & Solty White Mustard.]</i>	0	18	18
4	Khar Pou		8	10	18
5	Samraong		13	3	16
Total PHT: 18 Fruits and Vegetables			21	65	86
Total FP: 5 Skills			0	6	6
Total SRP PTC			21	71	92

Table 12: National Polytechnic Institute of Cambodia(NPIC)

N.	Communes	Skills	NO. of Trainees		
			M	F	Total
1	Kampong Svay	<i>1. Post-Harvest Technology(PHT): [Mango, Banana, Papaya, Tomato, Eggplant, Bitter Melon, Onion, Cabbage, Green Mustard, & Chinese Kale.]</i> <i>2. Food Processing(FP): [Juice: Ripe Tamarind, Pineapple, & Soya Milk; Chip: Potato, Banana, & Taro; Sugar Dry: Tomato, & Papaya.]</i>	2	18	20
2	Phum Thum		7	13	20
3	Preaek Koy		14	6	20
Total NPIC: PHT: 10 Fruits and Vegetables & FP: 8 Skills			23	37	60

Note: For NPIC per trainee provided Post-Harvest and Food Processing knowledge

Table 13: Summary Data for Four TTCs

No. of Commune	Skills	No. of Trainees		
		M	F	Total
27	PIB, KIP, &SRP Total PHT: 32 Fruits and Vegetables	70	178	248
	PIB, KIP, &SRP Total FP: 23 Skills	14	111	125
	NPIC Total PHT 10 Fruit & Vegetable & FP 8 Skills	23	37	60
Total 4 Institutes, Total PHT 34 Fruit & Vegetable, FP 27 Skills		107	326	433

3. Activity and Monitoring Report –Post Harvest Technology

3.1 Activities

3.1.1 Commune Council Meetings

In August-September 2010, TTCs organized commune council meetings facilitated by the DTL, the consultant, and CPU officers. Counterparts, lab managers and relevant officers were also involved. The meeting accomplished the following:

- i. Presentation by the DTL on Project Implementation
- ii. Presentation by post-harvest consultant on the topics to be included for training at commune and lab level, contribution of post-harvest sector in community development through farmers' understanding and practicing of post-harvest, processing, marketing and small business management, and food hygiene and sanitation.
- iii. Discussion among all commune councils, director, CPU officers, counterparts and consultant to boost relationships between institutes and communes and ensure decentralization as well.
- iv. Documenting related issues of communes for next training plan.
- v. Requests of Commune Councils from each Province.

a. Polytechnic Institute of Battambang (PIB)

a) 30 July, 2010, a commune council meeting was held at PIB, which is the TTC in Battambang province. The 12 commune councils (1 from each commune) were invited to attend the meeting. The 40 attendants were PIB director and deputy directors, PIB accountant, project counterparts from CPU, deputy team leader, post-harvest consultant, lab managers, CDSs, marketing specialists. After the presentations, commune councils understood deeply about the projects, and PIB role in this project, about the scope of post-harvest, and how training programs are processed. The commune councils agreed with the fact that what the project and PTB are doing will directly help the rural people in the target communes.

b) There was a suggestion from the head of Watt Tameum commune to plan more training since his commune has many villages (19 villages) compared with other communes.

b. Provincial Training Center-Siem Reap(PTC-SR)

a) 18 August, 2010, a commune council meeting was held at PTC-SR, which is the TTC in the province. The 12 commune councils (1 from each commune) were invited to attend the meeting. The attendants were PTC-SR director and deputy directors, PTC-SR accountant, project counterparts from CPU, deputy team leader, post-harvest consultant, lab managers, and CDSs. After the presentations, commune councils understood deeply about the projects, and PTC-SR role in this project, about the scope of post-harvest, and how training programs are processed. The commune councils agreed with the fact that that the project and PTC-SR will directly help the rural people in the target communes.

b) Head of Chreav commune suggested not to train in August and September because farmers are busy with rice production. The same case brought up by the head of Treang commune who suggested not to train in September and October for the same reason.

c. Kampot Institute of Polytechnic(KIP)

d. National Polytechnic Institute of Cambodia(NPIC)

Note: Rice post-harvest (drying) training was requested by most communes.

3.1.2 Observing at Commune Level and Interviewing Farmers

At the period of commune council meeting, CPU, counterparts, DTL and consultant visited the commune-based training sites to:

- i. Investigate the rural socio-economic of the communes being trained
- ii. Observe the training methods organized by Provincial Training Institutes
- iii. Interview the farmers being trained using the questionnaire format, mainly focused on:
(i) family information and income (ii) agri-produce being cultivated and other rural activities
(iii) interest of trainees on training programs, (iv) understanding and practice (post-harvest/processing, marketing and small business management, sanitation and food safety aspect) before and after training (v) possibilities/willingness of trainees to go to train at lab, (vi) requests of trainees on training programs and how to make value-added for their agri-produce.

3.1.3 Training Programs Implementation

i. Target Communes

There are 44 communes in 4 provinces selected as target communes. For each target commune, the total trainees are 120. The actual total trainees and topics might be changed due to changes in seasons, and varieties of agricultural produce. The training topics will be modified accordingly.

ii. Training Budget

iii. Training Plan

The training plans for 2010 were approved. The training topics for each province were planned according to the baseline survey conducted by each TTC. In addition, all plans were the results of discussions with commune councils and NTB.

iv. Trainers

The trainers are officers of each TTC. They are the lab managers who got trained in the first phase of the Training of Trainers (TOT) program. For other food processing requirements in which the trained trainers have no capacity, TTC hired private processors with specific expertise. The numbers of trainers were organized by TTC directors.

v. Training Level

The trainings were for 2 levels:

- 1-Commune-based training
- 2-Lab-based training

vi. Training Methods

a. Commune-based training

In the beginning, training was commune-based using commune offices, pagodas, and/or farmers homes. The training methods included providing materials (Khmer version), classroom teaching, demonstration, and hands-on activities. Visiting the farms to see actual activities were required for some cases. The training topics/degree for commune-based were designed for appropriate applicable levels in terms of both technology and economy given rural conditions.

For post-harvest, the training focused on improving the traditional technique of the farmers to be more technical and effective. New techniques with simple and cheap materials were also

included. For food processing, the training focused on any foods which are safe from microbial infection, since the farmers have no ability in both knowledge and equipment to control food born illness. Those are preserved food using sugar or salt, fermented foods, dried foods, etc. Other topics, such as microbial safety and hygiene which are not practiced were conducted by demonstrations during the training.

b. Lab-based training

The laboratory-based trainees will be selected 1 from each commune-based trainees group of each commune and/or by any ways of which collaboration between TTCs and commune councils can be done. Other conditions for selection are willingness to help communes, interest in the area, and better knowledge. The roles of trainees at lab level are:

- a) disseminate the technical and scientific knowledge learned from the lab to the farmers
- b) help to investigate and provide more techniques and consultation to farmers
- c) provide the up-to date information and issues recently happened at commune to the TTC

Lab-based training schemes will focus on using equipments in practicing food safety (microbial, food spoilage testing). The relatively higher levels compared with commune level of food processing, post-harvest and marketing will also be provided. That means the laboratory-based training will include hands-on activities, which cannot be done at the rural setting because of not enough equipment, time and trainees' capacity.

3.2 Results of Monitoring

3.2.1 Commune Council Cooperation

Meetings and discussions with commune councils indicate commune councils are very cooperative since the training programs provide considerable development for the communes. Those councils in communes with economic base on agriculture are really interested to increase productivity. Post-harvest is an issue in all communes, leading to low productivity since the farmers' knowledge are minimal.

3.2.2 Results of Questionnaires

Questionnaires to on-going trainees/farmers, done by CPU, DTL and post-harvest consultant indicate positive results, summarized as the followings:

- a) All farmers are interested in the training program, since they have never been trained and never knew those kinds of technologies.
- b) Incomes are almost from agriculture activities. Some families, incomes are from working as workers outside their own province or abroad.
- c) Technically, all farmers do not understand the reasons why their agriculture products get spoiled or damaged. These are the reasons why they do not care about post-harvest losses. They have been doing post harvest only traditionally, less knowledge lead them no creative ideas to reduce the loss of post-harvest for their produce.
- d) Almost all farmers sell their produce to the collectors. Lack of marketing information lead to the lower price by those collectors, compared with market price.
- e) The crop productions are almost at family level. They cultivate seasoning and many kinds of produce but not much. Many times, produce are dumped on market at the same thereby reducing the price. In addition, those produce were wasted in many case since they don't know how to store, to preserve and to process.
- f) As in technical knowledge, the farmers don't know the reason of their food born illness and diseases often caused by poor food hygiene and sanitation.

3.3.3 Conclusion

Training programs for commune in post-harvest, food processing, and marketing are concluded to be necessary to increase the income of the farmers. The programs provide the farmers abilities to reduce their post-harvest losses, expand networking for marketing information, preserve the produce when there is no market, value adding, small business management ideas, and health improvement through food hygiene and safety.

4. Activity and Monitoring Report- Skills Bridging

There are no civil works and minimal procurement required in this component and there has been no activity in these. Considerable progress has been made in the areas of focus for this component.

4.1 Arrangements with TTCs

The three pilot TTCs were visited in the last quarter to review 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.

4.2 Models for Providers of TVET Skills Bridging Programs (SB)

Table 14: Skills Bridging Training Schedules for the 3 TTCs

No.	Institution	Model	Number of Trainees	Training Structure
1	National Technical Training Institute	In the Institution with regular NTTI Staff	110 (60 F)	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 (72 F)	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 (58 F)	24 groups in 12 locations, Trainees meet for 3 hours 2 days a week, mainly on Saturday and Sunday.

4.3. Performance Review: Phase 1 (February - September, 2010)

i. Objectives of the Skills Bridging Pilot Program for Rural Poor

The project has developed three pilot activities to evaluate the effectiveness of three skills bridging models in the Cambodian context.

The objectives are (1) to bring trainees up to the entry standard required in Mathematics, Science, Khmer, and employability skills for DGTVET Certificate programs that require these academic competencies at the lower Secondary School level. (2) to provide them with sufficient language, math and science skills to be employable in a new industry. The three delivery

partners (TVET Skills Bridging Program Providers) will each pilot a different approach to TVET Skills Bridging programs working with a combined total of 700 learners over 2.5 years. The target population will be out of school youth and the unemployed who cannot re-enter school or progress with formal education for age, economic or academic reasons.

The program will provide selected youth/school leavers with the opportunity to develop the skills and knowledge to enable them to gain entry to a recognized TVET certificate course or to enhance their prospects for employment.

ii. Implementers

The three locations and models are: (i) National Technical Training Institute (NTTI) doing the training on site in Phnom Penh with regular staff; (ii) Kampot Institute of Polytechnic (KIP) working with community based tutors in a variety of Communes, and (iii) Battambang Institute of Technology in partnership with Don Bosco using the NGO network of trainers to deliver the training is appropriate sites.

Each model will train 233 students over 2.5 years, for a total of 700 trainees. Provision is made for 216 hours of training per trainee.

A training coordinator was identified by each Pilot institution

Each class has a minimum of 5 students but no more than 7.

The providers are responsible for:

- supervision and direct support to all training assigned;
- curriculum that leads to mastery of the agreed standards to prepare for Standards Assessment Test (SAT)
- recruitment of Tutors meeting Project criteria
- recruitment of students
- completion of an ILP by each student.
- accurate attendance records of trainees.
- student follow up for registered students who miss a class.
- appropriate training space.
- necessary training related equipment.
- photo copy of learning resources for trainees.

iii. Beneficiaries

The Project helps to reduce poverty among the rural poor in Cambodia by enhancing the knowledge and technical skills of youth to meet the demands of industry for employment both through gaining access to Certificate Skills development programs in DGTVET training centers and through improving their prospect of employment based on stronger reading, writing and math skills.

iv. Curriculum Development

A common curriculum was prepared for the three pilots in November of 2009. Teachers of the three subjects at the Certificate level were asked to base the curriculum on the knowledge required by students entering the DGTVET certificate programs. Existing curriculum from Don Bosco was used as a reference as was curriculum at NTTI and BIT.

v. Test Item Preparation

On May 12, 2010, there was a meeting at JFPR/ADB Project Office with presentation of JFPR Project Team Leader, JFPR TVET Skills Bridging Advisor, 3 Technical Teachers from BIT, 3 Technical Teachers from KIP and 3 Technical Teachers from NTTI.

a. Objectives of the meeting were:

- a) To prepare an inventory of test items for the assessment of Skills Bridging trainees to determine if they can meet the entry standards for DGTVET Certificate 1.
- b) To prepare the test items in Mathematics, Science and Khmer.
- c) To have the test items prepared by Certificate level teachers in NTTI, BIT and KIP who know the Certificate curriculum and are recognized as effective teachers in DGTVET.
- d) To complete at least 15 test items in each of the 3 subject areas.

a. Meeting Output

- a) Mathematics will be taking about 3 hrs with 100 scoring. There were 14 test items prepared.
- b) Science (physic and chemistry) will be taking about 2 hrs with 100 scoring. There were 15 test items prepared.
- c) Khmer literature will be taking 2 hrs with 100 scoring. There were 14 test items prepared.

vi. Training

Phase 1 of training took place between February 2010 and September 2010 (7 months = 28 weeks = 168 hours). The training sessions were two days a week, and 3 hrs a day. The second round of training will take place between February 2011 and September 2011.

There were three subjects:

- | | |
|---|------------|
| a) Essential Mathematics | = 68 hours |
| b) Science (Essential Physic and Chemistry) | = 58 hours |
| c) Essential Khmer | = 42 hours |

vii. Final Test Administration

The DGTVET Examination team met and selected test items from the approved list. Exams were printed and sealed and brought to each of the three sites by the DGTVET Examination Team members assigned to the site. Assessment Testing took place in the second week of September 2010. There will be a second test for trainees not successful in the first assessment

The final test took place at each of the three sites on 14 September 2010.

- | | |
|---|-----------|
| a) Essential Mathematics | = 3 hours |
| b) Science (Essential Physic and Chemistry) | = 2 hours |
| c) Essential Khmer | = 2 hours |

viii. Performance in Phase 1 of each of the Three SB Pilot Models

a. National Technical Training Institute (NTTI)

The training took place inside NTTI in classrooms and was taught by regular NTTI teachers.

The training started February 2, 2010 and finished on August 25, 2010.

Total 110 students (F=60). There were 22 groups with 8 tutors (F=1):

- a) 4 math tutors (3 from NTTI, 1 New Phnom Penh University);

- b) 2 science tutors (from NTTI); and
- c) 2 Khmer tutors (from NTTI).

A total of 65 students (F=37) completed skills bridging training for final test examination. 45 students (F=23) dropped out during the training.

Table 15: Student Recruitment and Drop Out

No	Registered Students		Background	Drop Out Student		Background
	Total	F		Total	F	
1	20	10	complete grade 7	20	10	complete grade 7
2	55	28	grade 8	17	10	grade 8
3	35	22	grade 9	8	3	grade 9
TOTAL	110	60		45	23	

Table 16: Student Performance on Final Test

No	Exam Students		Result	Students Missed Exam	
	Total	F		Total	F
1	60	35	PASSED	5	2
TOTAL	60	35		5	2

b. Kampot Institute of Polytechnic (KIP). KIP selectively recruits a number of individual community based Tutors, to deliver approved curriculum in the Communes in which they live/work. Tutors 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 and meets with trainees 2 times each week for 3 hours each time.

a) Training

Training started February 8, 2010 and finished August 31, 2010.

Total 165 students (F=72). There were 33 groups with 22 tutors (F=1).

The project implemented in four districts, and in Institute (14 students, F: 8, there were 3 groups of students): Kampong Trach, Teuk Chhou, Chum Kiri, and Dang Tung.

- i. District of Kampong Trach: 32 students (F=3), there were 6 groups of students with 4 tutors (all men).
- ii. District of Teuk Chhou: 31 students (F=13), there were 6 groups of students with 6 tutors (all men).
- iii. District of Chum Kiri: 34 students (F=17), there were 7 groups of students with 6 tutors (all men).
- iv. District of Dang Tung: 54 students (F=31) there were 11 groups of students with 6 tutors (F=1)

There were 165 students (F=72), finished the SB first phase program.

26 students (F=10) missed the final test, the reasons: 6 already engaged, 5 found jobs, 3 busy with family works, and other 12 couldn't find the reason.

Table 17: Student Recruitment and Drop Out

No	Registered Students		Background	Drop Out Student		Background
	Total	F		Total	F	
1	4	0	complete grade 7	0	0	complete grade 7
2	19	8	grade 8	0	0	grade 8
3	142	64	grade 9	0	0	grade 9
TOTAL	165	72		0	0	

Table 18: Student Performance on Final Test

No	Exam Students		Background	Result	Students Missed Exam		Background
	Total	F			Total	Result	
1	3	0	complete grade 7	PASSED	1	0	complete grade 7
2	17	7	grade 8		2	1	grade 8
3	119	55	grade 9		23	9	grade 9
TOTAL	139	62			26	10	

c. Battambang Institute of Technology(BIT) in partnership with Don Bosco BIT will act as activity supervisor on behalf of the PCU in the delivery by a single experienced NGO Provider, Don Bosco was recruited by the Project having significant experience in both TVET and Skills bridging as well as a strong presence in Battambang.

Total 124 students (F=58) divided into 24 groups, started on 8 February 2010 and finished on 31 July 2010.

a) Tutors

There were 18 tutors (F=6) selected from 53 candidates.

- 6 Khmer Literature Tutors (F=4)
- 6 Mathematics Tutors (F=1)
- 6 Physic and Chemistry Tutors (F=1)

Table 19: Student Recruitment and Drop Out

No.	Registered Students	Background	Drop out Student		Background
			Total	Female	
1	32	Complete Grade 7	16	6	Complete Grade 7
2	52	Grade 8	22	10	Grade 8
3	40	Grade 9	16	7	Grade 9
TOTAL	124		54	23	

Table 20: Student Performance on Final Test

No	Exam Students		Result	Students Missed Exam	
	Total	F		Total	Result
TOTAL	68	35	PASSED	2	0

b) Location of classes

There were 24 groups of study. These 24 groups studied in 14 locations
Don Bosco Salabalat, Don Bosco Andong Chenh, Wat Toul Ta Ek, Wat PorKnong, Wat Psa, Thmey, Wat Kanda, Wat Sampov, Wat Sophy, Wat Piphithearam, Phum Ang, Phum O Char, Phum Chrey Kong, Boeung Raing primary school, Christ Catholic Community

c) Final Test

70 Students (F=35) completed the Skills Bridging Studied, 68 students (F=35) passed the final test. Two students were absent from the final test because they are busy with assisting a cow seller.

More research is being undertaken to determine reasons for dropping out with the intent of improving retention in Phase 2.

Reasons of Drop Outs

Total of students who dropped out were 23. Reasons were:

- 7 found work in Thailand
- 5 found job in Garment factories
- 3 found job as workers
- 3 found job as local chef assistance
- 2 immigrated
- 2 found job as mushroom growing
- 1 assistant cow seller

Table 21: Summary of Skills Bridging Data, Phase 1

INSTITUTE	ALL STUDENTS		COMPLETE GRADE 7		GRADE 8		GRADE 9	
	TOTAL	F	TOTAL	F	TOTAL	F	TOTAL	F
NTTI								
REGISTERED STUDENTS	110	60	20	10	55	28	35	22
DROP OUTS	45	23	20	10	17	10	8	3
STUDENTS COMPLETED TRAINING	65	37	0	0	38	18	27	19
NO. OF STUDENT MISSED EXAM	5	2	0	0	3		2	2
PASSED EXAM STUDENTS	60	35	0	0	35	18	25	17

INSTITUTE	ALL STUDENTS		COMPLETE GRADE 7		GRADE 8		GRADE 9	
	TOTAL	F	TOTAL	F	TOTAL	F	TOTAL	F
KIP								
REGISTERED STUDENTS	165	72	4	0	19	8	142	64
DROP OUTS	0	0	0	0	0	0	0	0
STUDENTS COMPLETED TRAINING	165	72	4	0	19	8	142	64
NO. OF STUDENT MISSED EXAM	26	10	1	0	2	1	23	9
PASSED EXAM STUDENTS	139	62	3	0	17	7	119	55

INSTITUTE	ALL STUDENTS		COMPLETE GRADE 7		GRADE 8		GRADE 9	
	TOTAL	F	TOTAL	F	TOTAL	F	TOTAL	F
BIT								
REGISTERED STUDENTS	124	58	32	12	52	25	40	21
DROP OUTS	54	23	16	6	22	10	16	7
STUDENTS COMPLETED TRAINING	70	35	16	6	30	15	24	14
NO. OF STUDENT MISSED EXAM	2	0	0	0	2	0	0	0
PASSED EXAM STUDENTS	68	35	16	6	28	15	24	14

Table 22: COST ESTIMATES BY INSTITUTION

Skills Bridging (Feb 2010 - Sep 2011)			
ITEMS	NTTI	KIP	BIT
Number of Students	220	330	248
Total Tutors Fees (US\$)	11,150	15,213	11,500
Overhead Costs (US\$)	0	0	1,725
Coordination Fees (US\$)	1,672.50	2,281.95	2767
Training Supplies (US\$)	6,160	9,240	5,902
TOTAL:	18,982.50	26,734.95	21,894
Unit Cost per student	86.28	81.02	88.28

5. 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 DGT VET 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.

6. 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.

7. Input and Supplies

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

E. Work Program for the Next Quarter 2010

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 3rd Quarter.

Table 23: Priority Activities for 4th Quarter 2010

Component	Planned Activity in 4 th Quarter, 2010
A-PHT	
	Assist 20 trainers to introduce basic food technologies in their home institutions.
	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
	Distribution of Training Manual for Agri-marketing including pull outs for Commune based training
	Provide project administration training for TTCs using new materials
	Initiate and monitor/supervise completion of construction
	Supervise installation of equipment if food labs
	Complete food lab renovation, NPIC
	Provide any required training for Commune trainers.
	Meet Commune Councils for help in project monitoring
	Commission the 4 New labs ensuring Lab manager mastery of equipment
	Continue to work on baseline study report
	Develop training monitoring schedule for TTCs
	Plan and implement a food processing display in Phnom Penh during the Water Festival.
	Expand links with small food processors in 4 Provinces/Phnom Penh
B-SB	
	Monitor skill bridging training process in the 3 TTCs
	Provide support to TTCs and Tutors and resolve any issues on monitoring visits
	Collect and do basic data analysis on ILP forms from trainees
	Review reporting templates for tutors and TTCs

	Prepare and administer TVET certificate entry tests based on test item bank produced in Q2
	Begin to review and update learning materials
	Assess effectiveness of recruitment strategy and revise as required
	Complete interim assessment of models.
	Plan stakeholder workshop (Phase I review meeting)to review process and to determine interest in expanding SB to more TTCs.
	Complete study and Recommendations for a single certificate level entry test for all applicants using competency based assessment
	Complete study on the use of SB as part of PTC-Short courses to qualify to certificate entry.
	C-Capacity Building /Admin
	Improve capacity to complete quarterly reports
	Improve capacity in civil works administration and construction supervision
	Improve capacity in procurement
	Continue implementing monitoring plan for Components A and B
	Continue to strengthen 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
	Support Project Steering Committee meeting
	Develop recommendation for NTB on PHT expansion as a policy priority

APPENDICES

Appendix: 1

1. Utilization of JFPR Funds

**Table 24: 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 25: Statement of Project Expenditure (As of 30 September 2010)

Description	Original Budget Allocation	Revised Budget Allocation	Total Expenditure Previous Month	Expenditure Current Month	Total Cumulative Expenditure	Balance Budget
	1	2	3	4	5=3+4	6=2-5
(1) Civil Work						
1.1.1 Civil work	165,000.00	177,972.77	41,097.03	111,650.61	152,747.64	25,225.13
<i>Sub-Total (1)</i>	<i>165,000.00</i>	<i>177,972.77</i>	<i>41,097.03</i>	<i>111,650.61</i>	<i>152,747.64</i>	<i>25,225.13</i>
(2) Equipment & Supplies						
1.2 Equipment & supplies for PHT	98,000.00	138,000.00	30,339.80	165.00	30,504.80	107,495.20
2.2 Equipment & supplies for SB	44,000.00	8,000.00	1,107.30	315.00	1,422.30	6,577.70
3.2 Equipment & supplies for TVET	40,000.00	30,000.00	23,679.12	513.20	24,192.32	5,807.68
<i>Sub-Total (2)</i>	<i>182,000.00</i>	<i>176,000.00</i>	<i>55,126.22</i>	<i>993.20</i>	<i>56,119.42</i>	<i>119,880.58</i>
(3) Training Workshops and Seminars						
1.3 Training and workshops for PHT	15,000.00	15,000.00	4,714.45	0.00	4,714.45	10,285.55
2.3 Training and workshops for SB	15,000.00	15,000.00	4,771.55	0.00	4,771.55	10,228.45
3.3 Training & workshops for TVET	35,000.00	35,000.00	17,350.89	0.00	17,350.89	17,649.11
<i>Sub-Total (3)</i>	<i>65,000.00</i>	<i>65,000.00</i>	<i>26,836.89</i>	<i>0.00</i>	<i>26,836.89</i>	<i>38,163.11</i>
(4) Consulting Services						
Consulting services	0.00	0.00	0.00	0.00	0.00	0.00
<i>Sub-Total (4)</i>	<i>0.00</i>	<i>0.00</i>	<i>0.00</i>	<i>0.00</i>	<i>0.00</i>	<i>0.00</i>
(5) Project Management Monitoring and Evaluation						
1.5.1 Project management M&E for PHT	8,000.00	8,000.00	5,457.20	68.00	5,525.20	2,474.80
2.5.1 Project management M&E for SB	8,000.00	8,000.00	1,038.00	493.50	1,531.50	6,468.50
3.5 DGTVET project manag. & coordi	105,000.00	105,000.00	23,740.27	538.50	24,278.77	80,721.23
<i>Sub-Total (5)</i>	<i>121,000.00</i>	<i>121,000.00</i>	<i>30,235.47</i>	<i>1,100.00</i>	<i>31,335.47</i>	<i>89,664.53</i>
(6) Other Project Inputs						
1.6.1 Implement. PHT skill develop.	720,000.00	700,000.00	16,620.08	9,708.89	26,328.97	673,671.03
1.6.2 Printing & translation for PHT	10,000.00	10,000.00	0.00	0.00	0.00	10,000.00
2.6.1 Implementation TVET SB grants	168,000.00	168,000.00	28,797.58	3,150.00	31,947.58	136,052.42
2.6.2 Printing & translation for SB	8,000.00	8,000.00	4,261.62	0.00	4,261.62	3,738.38
<i>Sub-Total (6)</i>	<i>906,000.00</i>	<i>886,000.00</i>	<i>49,679.38</i>	<i>12,858.89</i>	<i>62,538.17</i>	<i>823,461.83</i>
<i>Unallocated Provision (7)</i>		<i>13,027.23</i>				<i>13,027.23</i>
TOTAL = (1)+(2)+(3)+(4)+(5)+(6)=(7)=	1,439,000.00	1,439,000.00	202,974.99	126,602.70	329,577.69	1,109,422.31
Note: Excluded Direct Payment(4) and Contingency						

Table 26: Statement of Project Expenditure for Year 2011 Projection

Description	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Total Year 2011
(1) Civil Work					
Civil work	0	0	0	0	0
<i>Sub-Total (1)</i>					
(2) Equipment & Supplies					
Equipment & supplies for PHT	1,000	1,000	500	500	
Equipment & supplies for SB	2,000	0	0	0	
Equipment & supplies for TVET	1,000	1,000	500	500	
<i>Sub-Total (2)</i>	4,000	2,000	1,000	1,000	8,000
(3) Training Workshops and Seminars					0
Training and workshops for PHT	1,000	1,000	1,000	1,000	4,000
Training and workshops for SB	2,000	0	2,000	0	4,000
Training & workshops for TVET	0	0	10,000	3,000	13,000
<i>Sub-Total (3)</i>	3,000	1,000	13,000	4,000	21,000
(4) Consulting Services					
Consulting services	Direct Payment	Direct Payment	Direct Payment	Direct Payment	Direct Payment
<i>Sub-Total (4)</i>					
(5) Project Management Monitoring and Evaluation					0
Project management M&E for PHT	2,000	2,000	2,000	2,000	8,000
Project management M&E for SB	1,500	1,500	1,500	1,500	6,000
DGTVET project manag. & coordi	2,900	2,900	2,900	2,900	11,600
<i>Sub-Total (5)</i>	6,400	6,400	6,400	6,400	25,600
(6) Other Project Inputs					0
Implement. PHT skill develop.	55,000	55,000	55,000	55,000	220,000
Printing & translation for PHT	1,000	1,000	1,000	1,000	4,000
Implementation TVET SB grants	13,700	13,700	13,700	13,700	54,800
Printing & translation for SB	4,000	0	0	0	4,000
<i>Sub-Total (6)</i>	73,700	69,700	69,700	69,700	282,800
TOTAL = (1)+(2)+(3)+(4)+(5)+(6)	87,100	79,100	90,100	81,100	337,400

2. Imprest Account Statement

The Imprest Account was opened September 30, 2009.

3. Procurement Program

Civil Works. The 3 Food labs are now in the construction phase and may be completed by mid July, about 1 month later than the original plan. Equipment and furnishings for the 4 labs have been approved by ADB (June 9,2010) and procurement will be completed in the fourth quarter. The delays will not affect the timing of beginning the first phase of Commune based training.

Equipment lists have now been completed for all required 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

4. 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 4426 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 after grade 9 without achieving a grade 9 certificate. Although the available pool of applicants for TVET certificate courses appears to be large, the 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.

5. Schedule of Deployment of Experts and Consultants

The deployment schedule is shown in Table 8

Table 28: 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 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, DGTVET												
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 EOI/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																		

Appendix 1: PHT Communes

Table 29: 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	AnlongVil	3
2	Bavel	Bavel	52
3	Banan	Chheu Teal	15
4	Moung	Moung	46
5	Sangkae	O DambangMuoy	5
6	Sangkae	O DambangPy	6
7	ThmarKol	Otaky	12
8	EkPhnum	PeamEk	8
9	EkPhnum	PrekKhpob	12
10	EkPhnum	SamrongKnong	9
11	ThmarKol	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	BoengNimol	35
3	Kampong Trach	BoengSalaKhangTboung	50
4	Chhouk	Chhouk	42
5	Angkor Chey	DambokKhpos	72
6	Kampong Trach	DamnakKantuotKhang Cheung	48
7	Kampong Trach	Kampong TrachKhang Lech	38
8	TekChhou	Kandaul	14
9	TekChhou	KounSatv	8
10	Angkor Chey	Phnum Kong	71
11	TekChhou	Prey Thnang	15
12	Chhouk	Satv Pong	52
13	TekChhou	Thmey	8
14	Chhouk	Tramaeng	47
15	BanteayMeas	TukMeasKhang 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	PrasatBakong	Kandek	8
5	PrasatBakong	Kantreang	18
6	Soutrnikum	KharPou	26
7	Puok	Khnat	14
8	Soutrnikum	KienSangae	37
9	Siem Reap	Krabeiriel	15
10	PrasatBakong	Mean Chey	25
11	Soutrnikum	Samraong	40
12	Chikreng	Sangvoeuy	45
5 Districts		12 Communes	

4. National Polytechnic Institute of Cambodia (NPIC)			
1	KienSvay	Kampong Svay	45
2	MukhKampul	KaohDach	42
3	KienSvay	PhumThum	55
4	S'ang	PreaekKoy	56
5	S'ang	SvayRolum	41
3 Districts		5 Communes	
Total: 20 Districts		44 Communes	

Appendix 2: TOT Training Plan, PHT Lab Managers

Phase 2 Training Plan and planned Activities, PHT Terms of Reference for Tong Socheath, November 1, 2010-February 28, 2011 for Phase 2 Training of Trainers (TOT) Program in Post Harvest Technology, Food Processing, and Marketing plus Training Lab Managers on the New Equipment-Objective and Scope

1 Objectives of TOT Training

- i. To further build the capacity of the 20 Lab Managers who completed Phase 1 training through learning and applying new skills and knowledge.
- ii. To receive Hands–on practice on new PHT equipment (arriving in November 2010) ,
- iii. To expand their understanding with basic food science, understanding the related marketing networks, learn related Government policies and functions, and
- iv. To understand current issues with quality/safety of food products and review the theory of food hygiene and microbiological testing ,
- v. To learn to use new food hygiene testing equipment
- vi. To facilitate the exchange of experience among the Lab managers of the first 6 months of operation of Commune based training and make any revisions in the training approach suggested by that experience.
- vii. To introduce lab managers to local experts in food processing and food hygiene who can be resources to the labs in the future.
- viii. To introduce lab managers to local production managers from private food and food derivative production companies and governmental officers in the areas of post-harvest and food science.
- ix. To expand the network in agricultural marketing and the range of potential products
- x. To further study and be able to teach Micro/small enterprise management for food products

Scope

- i. Practicing with the new equipment in food processing and food microbial testing.

- ii. Learning the cleaning and maintenance of the new equipment
- iii. Demonstrating and practicing new approaches to post harvest food preservation using evaporative cooling, modified, solar drying, pre-cooling, and other treatments.
- iv. Demonstrating and practicing food hygiene testing.
- v. Building capacity in marketing and linking with outside resources.

Timing, Location and Duration

It is proposed to deliver 10 days of training in January, 2011, after completion of the Food Processing Lab at NPIC. Trainees will live in the dormitories at NPIC and food will be provided. A further 15 days will be spent in the field, in the 4 new Labs ensuring the equipment installation and training the Lab Managers on the new equipment

1.1 Participants

There will be 20 participants all of whom completed Phase 1 training in January, 2010

1.2 Course Description of Post-harvest-food processing technology

The following is short description of course in Phase2: **Prepare Curriculum and Provide Lab Training at NPIC**

Table 30: Training Plan

Date	Time	Description	Teaching method	Instructor
1	Morning and Afternoon	-Opening of Workshop PIU/DGTVET in-put on activities and future activities. -Discussion among lab managers of challenges met thus far Review TOT Phase 1 training New equipment application shows -Overview of food safety	Brainstorming, demonstration	Emhuy/Arthur/ Socheath
2	Morning and afternoon	-Food safety: Food Bourne illness, pathogenic micro-organisms, food spoilage microorganisms, how bacteria occur in food, food standards and quality assurance. -Parameters for food hygiene quality, parameters for food born illness -Laboratory quality assurance -Food lab operation procedure -Microbial testing of food: Sampling plans, sample collection and preparation of analysis, analysis for Parameters of food hygiene quality and food born illness. -Processing of fermented garlic, dried ginger, dried wax gourd -Processing of carrot juice, fermented lemon, -Pre-cooling treatment -Hot water treatment -Evaporative cooling system	Theory, demonstration and practicing	Arthur/ socheath
3	Morning and Afternoon	-Current situation of food safety and additives usages, and food born illness -Related policy of royal Government policy of Cambodia	Practicing and practicing	Mr. ChimSokha Food safety officer, Ministry of Industry
4	Morning and	producing soap, essential oil, cosmetic oil, tea,	Theory,	Mr. Bun

	Afternoon	vegetable oil, green grass juice, medicine foods extraction	demonstration and practicing	Sambath Production Manager, nature Bodia company
5	Morning and Afternoon	producing soap, essential oil, cosmetic oil, tea, vegetable oil, green grass juice, medicine foods extraction	Theory, demonstration and practicing	Mr. Bun Sambath Production Manager, nature Bodia company
6	Morning and Afternoon	-Food safety: Food born illness, pathogenic microorganisms, food spoilage microorganisms, how bacteria occur in food, food standards and quality assurance. -Parameters for food hygiene quality, parameters for food born illness -Laboratory quality assurance -Food lab operation procedure -Microbial testing of food: Sampling plans, sample collection and preparation of analysis, analysis for Parameters of food hygiene quality and food born illness. -Industry visit: Confirel company	Theory Practicing	Arthur/ Socheath
7	Morning and Afternoon	Rice postharvest and processing engineering-Cambodia Case	Theory and demonstration and practice	Mr. SomBunna, Cambodia Agriculture Research and Development Institute
8	Morning and Afternoon	producing soap, essential oil, cosmetic oil, tea, vegetable oil, green grass juice, medicine foods extraction	Theory, demonstration and practicing	Mr. Bun Sambath Production Manager, nature Bodia company
9	Morning and Afternoon	-Product packaging and trademark -Product standards and specifications -Production law -Total production Management	Theory and demonstration	Mr. OtChandy, production manager, The Coca Cola Co. Ltd
10	Morning and Afternoon	-Food safety: Food born illness, pathogenic microorganisms, food spoilage microorganisms, how bacteria occur in food, food standards and quality assurance. -Parameters for food hygiene quality, parameters for food born illness -Laboratory quality assurance -Food lab operation procedure -Microbial testing of food: Sampling plans, sample collection and preparation of analysis, analysis for Parameters of food hygiene quality and food born illness. -Marketing -Proposal writing for postharvest and food processing	Theory Theory and practicing	EmHuy Arthur/ Socheath All consultants

Note: This schedule might be flexible accordingly.

Step 2:After completion of the TOT, 1 National and 1 International consultant will spend 15 days (4 days at each of Siem Reap, Battambang, Kampot) and 3 days for NPIC ensuring equipment is installed and functioning, reviewing on-site cleanliness and hygiene processes, resolving and uncertainties in procedures and processes and monitoring training in the

Communes. They will help set the training programs and schedule for the Commune Assistants.

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.

The training manuals are unique in being the only comprehensive introductory text in Khmer that brings together food processing and marketing along with an introduction to rural micro enterprise management.

The training manuals are now available in English (May 24, 2010).