



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

FOURTH QUARTER PROGRESS REPORT (October - December, 2010)



January 2011

## **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 Labor 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 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
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

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**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 Labour 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)
Date of ADB Review Mission	3 <sup>rd</sup> – 10 <sup>th</sup> Jun 2010
Date of ADB Mid-Term Review Mission	7 <sup>th</sup> – 16 <sup>th</sup> December 2010

**Quarterly Progress Report, 4<sup>th</sup> Quarter, 2010.  
Report 6.**

**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**

**Project Components:** Project components and their cost are shown in Table 1

**Table 1: Project Components and Cost**

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

**Executing Agency**

The executing agency (EA) for the Project will be 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 TVET<sup>1</sup>. The Project will establish 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), 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.

**Implementing Agencies**

The Directorate General Technical Vocational Education and Training (DGTVET) and its Technical Training Centers (TTCs), nongovernment 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.<sup>2</sup> 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
<b>Total</b>	<b>2,000,000</b>	<b>100</b>

## Progress and Achievements during the 4<sup>th</sup> Quarter, 2010

**Table 3: Priority Activities for 4th Quarter 2010**

Component	Planned Activity in 3rd Quarter, 2010	Per cent Completed	Follow-up Action
<b>A-PHT</b>			
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	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
5	Initiate and monitor/supervise completion of construction	90%	Last weeks of renovations
6	Supervise installation of equipment in food labs	90%	This will continue until 30/01/11

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

<sup>2</sup> 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.

7	Complete food lab renovation, NPIC	100%	Completed and in operation
8	Provide any required training for Commune trainers.	50%	On-going until December 2011
9	Meet Commune Councils for help in project monitoring	90%	All Commune Councils
10	Commission the 4 New labs ensuring Lab manager mastery of equipment	80%	This will continue until 30/01/11
11	Continue to work on baseline study report	50%	Data difficult to disaggregate
12	Develop training monitoring schedule for TTCs	100%	Schedules in place and managers following schedules
13	Plan and implement a food processing display in Phnom Penh during the Water Festival.	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>B- SB</b>			
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 assessment	100%	Completed 30/08/2010
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
<b>C- Capacity Building</b>			



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 0178) 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	100%	Document completed, approved and presentation to possible donors begun

### **Design and Monitoring Framework Achievements to December 31, 2010**

A review of the D and M framework based on achievement was completed for the mid term review and it summarizes all major achievements up to November 30, 2010. This has been updated to show achievements to December 31, 2010 and is attached as **Annex 1**.

### **Summary Conclusions and Recommendations , ADB Mid-term Review Mission, December 7 to 16, 2010**

The Aide memoire concluding the Mid Term Review is available through PCC. Component recommendations are listed at the conclusion of each Component Report in this QPR

The summary conclusions and recommendations are listed below:

- i. The Mission found the overall implementation and the technical inputs highly satisfactory. The project groundwork has been built.
- ii. The implementation capacity and lessons learnt at all levels are promising. The action plans of the overall implementation of the coming half-way will contribute to better progress.
- iii. The Mission endorses the proposed recommendations presented at the Kick-off meeting.
- iv. Individual institutional strategic planning and flexibility of the training programs shall be considered and encouraged for efficient implementation of the project.

**Table 4: Consultant activity as of 31 December 2010 )**

No.	Consultant Name	Work Days Available	Days Consumed	Days Remaining
	<b>International</b>			
1	T Norton	183	142	41
2	A Bamunuarachchi	132	111	21
3	R. Williams	122	122	0
	<b>National</b>			
4	Tung Sopheap	617	329	288
5	Em Huy	141	141	0
6	Choy Sun Ol	88	88	0
7	Ho Sovannka	280	280	0
8	Tong Socheath	264	246	18

**Table 5:Planned Training and CapacityBuilding Workshops and Seminars**

No .	Com- ponent	Target Group	Training Numbers	Total Training Days	Total Training Costs	Prepar- ation	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 (1fromeachCommune)	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/Assessme nt 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
<b>Total</b>					<b>50,915</b>	<b>9,450</b>		

## 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 are 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 END OF SEPTEMBER 2010

The statement of sources and uses of funds of JFPR till the end of the reporting period (31 December 2010) can be summarized as follows :

**Table 6 : Sources of Funds for JFPR till 31 December, 2010**

DESCRIPTION	2009 4 <sup>th</sup> Qtr	2010 1 <sup>st</sup> Qtr	2010 2 <sup>nd</sup> Qtr	2010 3 <sup>rd</sup> Qtr	2010 4 <sup>th</sup> Qtr	TOTAL TILL 31 DECEMBER 2010
<b>Source of ADB Funds (USD)</b>						
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
Repl. W/A Appl 00005					42,160.86	42,160.86
Repl. W/A Appl 00006					97,556.97	97,556.97
Repl. W/A Appl 00007					70,675.72	70,675.72
<b>Sub-Total-Repl. I/A</b>	<b>200,000.00</b>			<b>112,510.29</b>	<b>210,393.55</b>	<b>522,903.84</b>
Dir. Payment W/A Appl 00003				24,095.20		24,095.20
Dir. Payment W/A Appl 00004				53,254.37		53,254.37
<b>Sub-Total-Direct Payment</b>				<b>77,349.57</b>		<b>77,349.57</b>
<b>TOTAL SOURCES OFFFUNDS</b>	<b>200,000.00</b>	<b>-</b>		<b>189,859.86</b>	<b>210,393.55</b>	<b>600,253.41</b>
<b>Uses of Funds TVET (USD)</b>						
Civil Work	-	-	17,001.83	135,745.81	18,702.83	171,450.47
Equipment and Supplies	1,886.72	24,228.60	26,820.20	3,183.90	93,571.70	149,691.12
Training Workshop and Seminars	2,782.50	22,261.29	1,793.10	-	1,688.00	28,524.89
Consulting Services	-	-	-	-	-	-
Project Management Monitoring and Evaluation	5,435.70	11,697.63	8,463.58	5,738.56	8,815.86	40,151.33
Other Project Inputs	-	8,086.62	8,130.85	46,320.80	75,430.07	137,968.34
<b>TOTAL USES OF FUNDS</b>	<b>10,104.92</b>	<b>66,274.14</b>	<b>62,209.56</b>	<b>190,989.07</b>	<b>198,208.46</b>	<b>527,786.15</b>
<b>Cash in hand/Funds Available</b>						
Cash in Bank	183,876.00	109,164.42	47,203.96	26,785.16	37,840.53	37,840.53
Cash in hand (Petty Cash)	480.08	456.52	207.42	342.52	302.34	302.34
<b>TOTAL CASH IN HAND/FUNDS AVAILABLE</b>	<b>184,356.08</b>	<b>109,620.94</b>	<b>47,411.38</b>	<b>27,127.68</b>	<b>38,142.87</b>	<b>38,142.87</b>
<b>TOTAL CASH IN HAND/FUNDS AVAILABLE AND USES OF FUNDS</b>	<b>194,461.00</b>	<b>175,895.08</b>	<b>105,725.44</b>	<b>218,116.75</b>	<b>236,351.33</b>	<b>656,929.02</b>

## 1. Post Harvest Technology and Food Processing

### Civil Works

Three food labs have been 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 completed at NPIC. 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, all four food labs completed.

**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
<b>Total</b>			<b>166,605.30</b>

### Equipment Procurement.

All equipment planned for in the project design has now been received and installed. As the project progresses, a list of equipment is being developed to meet required changes in the program based on the unique needs of each province and the needs for a more comprehensive national training facility at NPIC. All equipment has been procured in four Institutions 's labs . More equipment and furnishings will be needed to fully exploit the Labs' potential and this will be on the agenda of the next Mission Review

### Water Festival Food Fair

All 4 PHT TTCs participated in providing processed food and staffing the MOLVT-JFPR Booth at the festival. Over 15,000 people passed by the booth and over 3,000 took brochures and stopped to buy pickles, drinks, jam and other products produced by the project. It was seen as an excellent field project in food display and marketing for the Lab managers

### Arrangements with TTCs.

Arrangements made with the TTCs are working well. No adjustments are presently planned.

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

### 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 <sup>th</sup> Q, 2009 Site visits 1 <sup>st</sup> Q, 2010 Refresher 1 <sup>st</sup> 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	1 <sup>st</sup> Q, 2010 1 <sup>st</sup> Q 2011	20, 4 from each TTC, and DGTVET	Arthur Bamunuarachchi TongSocheath EmHuy

		TTCs(note 1)		staff	Tung Sopheap
3	Food Lab managers Phase 2 Training	NPIC	1st Q, 2011	20, same individuals for advanced training.	Arthur Bamunuarachchi TongSocheath Tung Sopheap
4	Trainers for Communes	At TTC sites	2 <sup>nd</sup> Q, 2010 2 <sup>nd</sup> Q, 2011	10 to 15 at each site	TongSocheath Tung Sopheap
5	Commune Assistants	At TTC sites, Food Labs	3 <sup>rd</sup> Q, 2010 3 <sup>rd</sup> Q, 2011	44, 1 from each Commune	TongSocheath Food Lab Managers
	Commune Members	In Communes and at Food labs	3 <sup>rd</sup> Q, 2010 3 <sup>rd</sup> 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 December 31, 2010 for Four TTCs**

**Table 9: Polytechnic Institute of Battambang Province(PIB)**

N.	Communes	Skills	N.of Trainees		
			M	F	Total
1	AnlongVil	<p><b>1. Post-Harvest Technology(PHT):</b><i>[Cabbage, Green Mustard, Salad, Pepper, Banana, Mango, Tomato, Bitter Melon, &amp;Fibrous Gourd.]</i></p> <p><b>2. Food Processing(FP):</b><i>[Juice:Soya Milk, &amp;Orange; Jam: Pineapple, Orange, Mango, &amp;Tomato; Sugar Dry: Papaya, Pineapple, Mango, Yam, &amp;Wax Melon; Pickle: Cabagge, &amp;Cucumber; Sugar/Salty Dry Parsnip, &amp;Khimchhi; Fish Pate; Chip: Banana &amp;Yam]</i></p>	6	45	51
2	Bavel		12	28	40
3	Chheu Teal		5	47	52
4	Moung		0	23	23
5	O Dambang I		8	26	34
6	O Dambang II		2	23	25
7	Otaky		7	15	22
8	Peam Ek		12	26	38
9	Prek Kpob		5	9	14
10	Samrong Khnong		3	39	42
11	Ta Meum		8	44	52
12	Voat Ta Muem		8	41	49
<b>Total PHT: 9 Fruits and Vegetables</b>			<b>49</b>	<b>117</b>	<b>166</b>
<b>Total FP: 19 Skills</b>			<b>27</b>	<b>249</b>	<b>276</b>
<b>Total PIB</b>			<b>76</b>	<b>366</b>	<b>442</b>

**Table 10: Kampot Institute of Polytechnic(KIP)**

N.	Communes	Skills	N.of Trainees		
			M	F	Total
1	Andoung Khmer	<b>1. Post-Harvest Technology(PHT):</b> <i>[Mango, Jackfruit, Pumpkin, Parsnip, Pepper, Tomato, Wax Melon, Banana, Cucumber, Peanut, Green Mustard Coconut, Corn, Cabbage, Long Bean, &amp;Water Melon]</i>  <b>2. Food Processing(FP):</b> <i>[Sugar &amp;Salty Cucumber; Chip: Pumpkin, Banana; Suger Dry: Sweet Parsnip, Mango, &amp;Wax Melon; Rice Wine; Cucumber Pickle; &amp; Soya Milk.]</i>	3	7	10
2	BoengNimol		0	10	10
3	BoengSala Khang Tboundg		3	7	10
4	Chhouk		10	10	20
5	Dambok Khpos		8	12	20
6	Damnakkantuot Khang Cheung		2	8	10
7	Kampong Trach Khang Lech		3	7	10
8	Kandaul		4	6	10
9	KounSatv		4	6	10
10	Phnom Kong		0	10	10
11	Satv Pong		7	13	20
12	Thmey		6	14	20
13	Tramaeng		4	6	10
14	Tuk Meas Khang Lech		15	5	20
<b>Total PHT: 16 Fruits and Vegetables</b>			<b>61</b>	<b>91</b>	<b>152</b>
<b>Total FP: 9 Skills</b>			<b>8</b>	<b>30</b>	<b>38</b>
<b>Total KIP</b>			<b>69</b>	<b>121</b>	<b>190</b>

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

N.	Communes	Skills	N.of Trainees		
			M	F	Total
1	Chreav	<b>1. Post-Harvest Technology(PHT):</b> <i>[Cabbage, 4 kinds Green Mustards, Chinese Kale, Pole Bean, Wax Melon, Long Bean, Leek , Water Convolvulus, Small Melon, Eggplant, Tomato Cauliflower, Sugarcane, Corn, &amp;Chi(type of mint)Salad. ]</i>	7	56	63
2	Damdek		12	67	79
3	Kantreang		2	38	40
4	Khna Por		15	25	40
5	Khnat		13	50	63
6	Kien Sangke	<b>2. Food Processing(FP):</b> <i>[Sugar &amp; Salty Cucumber; Pickle: Cucumber, Cabbage, &amp; Green Mustard; Sugar Dry Wax Melon; &amp;Soly White Mustard, Chili Sauce, &amp;</i>	2	32	34
7	Krabey Riel		3	14	17

8	Mean Chey	<i>Tomato Sauce.]</i>	2	15	17
9	Samraong		14	58	72
<b>Total PHT: 18 Fruits and Vegetables</b>			<b>50</b>	<b>225</b>	<b>275</b>
<b>Total FP: 8Skills</b>			<b>5</b>	<b>28</b>	<b>33</b>
<b>Total SRP PTC</b>			<b>55</b>	<b>253</b>	<b>308</b>

**Table 12: National Polytechnic Institute of Cambodia(NPIC)**

N.	Communes	Skills	N.of Trainees		
			M	F	Total
1	Kampong Svay	<b>1. Post-Harvest Technology(PHT):</b> <i>[Mango, Banana, Papaya, Tomato, Eggplant, Bitter Melon, Onion, Cabbage, Green Mustard, &amp;Chinese Kale.]</i> <b>2. Food Processing(FP):</b> <i>[Juice: Ripe Tamarind, Pineapple, Mango, &amp; Soya Milk; Chip: Potato, Banana, Yam, &amp;Taro; Sugar Dry: Tomato, Jackfruit, Pineapple, &amp;Papaya.]</i>	2	18	20
2	Kaoh Dach		12	28	40
3	PhumThum		7	13	20
4	PreaekKoy		15	5	20
5	Svay Rolum		2	18	20
<b>Total NPIC: PHT: 10 Fruits and Vegetables&amp; FP: 12 Skills</b>			<b>38</b>	<b>82</b>	<b>120</b>

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

**Table 13: TOTAL FOUR TTCs**

No. of Commune	Skills	N.of Trainees		
		M	F	Total
27	<b>PIB, KIP, &amp;SRP Total PHT: 32 Fruits and Vegetables</b>	160	433	593
	<b>PIB, KIP, &amp;SRP Total FP: 26 Skills</b>	40	307	347
	<b>NPIC Total PHT 10 Fruit &amp;Vegetable &amp;FP 12 Skills</b>	38	82	120
<b>Total 4 Institutes, Total PHT 34 Fruit &amp; Vegetable, FP 33 Skills</b>		<b>238</b>	<b>822</b>	<b>1,060</b>

#### **PHT Communes**

There are 44 communes in 4 provinces were selected as the target communes. For each target commune, the total trainees were 120 trainees planned for the whole training program. The actual total trainees and topics might be changed since there are (i)several cases among each commune, (ii)changes in seasons, and (iii)varieties of agri. produces. The training topics

will be flexible accordingly.) Using these adjustment factors, training in the Communes is progressing as planned. The overall training target of 3000 participants across 44 Communes will be reached or exceeded.

## ADB Mid-term Review Summary of Recommendations for PHT-Food processing

- i. Ensure good lab management and operations
- ii. Motivate and provide continuous support to the 20 trained lab managers/PHT experts
- iii. Encourage trainees to apply knowledge and skills and also train others in their respective locations

## 2. Skills Bridging

Monitoring Summary indicating performance of Phase 1

**Table 14:**

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

**Table 15:**

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

**Table 16:**

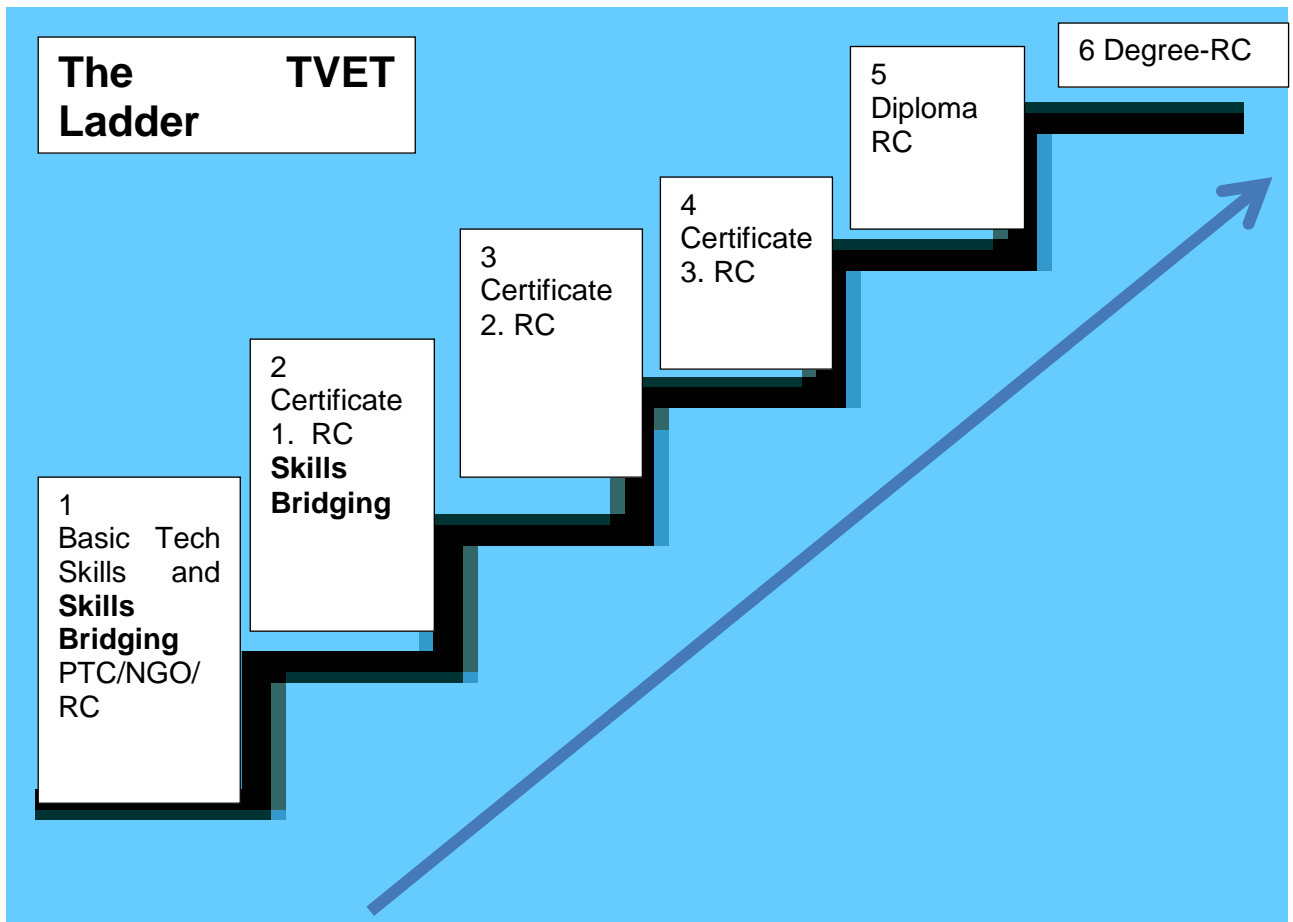
INSTITUTE	ALL STUDENTS		COMPLETE GRADE 7		GRADE 8		GRADE 9	
	TOTAL	F	TOTAL	F	TOTAL	F	TOTAL	F
BIT								
REGISTERED STUDENTS	124	58	32	12	52	25	40	21
DROP OUTS	54	23	16	6	22	10	16	7
STUDENTS COMPLETED TRAINING	70	35	16	6	30	15	24	14
NO. OF STUDENT MISSED EXAM	2	0	0	0	2	0	0	0
PASSED EXAM STUDENTS	68	35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

## The Role of Skill Bridging in Improving Accessibility to TVET and Improving Recruitment to Certificate Programs

Skills Bridging has 2 objectives:

- (1) helping Out-of-School Youth get into Skills training and
- (2) helping unemployed youth get basic employability skills to find a job.





### Report on Achievements in Phase 1, SB (Phase 1 completed )

Phase 1 of Skills Bridging is now completed and with the Stakeholders meeting on October 13, 2010, we have drawn together the lessons learned and recommendations for the next Phase. The plans and recommendations were confirmed in meetings with the three TTC Directors and staff, November 3 and 5 2010. A detailed report of SB performance was presented to the meeting and is attached to the QPR for the 3<sup>rd</sup> Quarter, 2010. The Stakeholders event with 36 participants included the three Pilot Project Institutional Directors as well as teachers, and students from each Pilot. DGTNET staff as well as Project Consultants, ADB staff and NGO staff also participated.

The overall object of the Skill Bridging program was to identify a model or models of training management to upgrade school drop outs to the entry level competencies required for DGTNET certificate programs or improve their opportunities for employment. Three distinctly different models were designed and all were successful although the results of the training revealed weaknesses and strengths in each model that can be addressed in Phase 2. Equally alternate models emerged that can be evaluated in Phase 2.

As you are aware, 365 trainees enrolled in the 7 month, 168 hour program using a common curriculum in mathematics, science and Khmer. Of these, 267 successfully completed the program. Partial data on drop outs reveals that satisfaction with the program was high but employment opportunities and various family priorities led to most of the program leavers. In Phnom Penh (TTI) if students lose their employment they usually must return to their home in the Provinces. This is a major contributor to NTTI drop outs. Equally about 200 of those that passed the assessment process have applied for certificate programs. The others have either found or are seeking employment. Specific data on these outcomes will be distributed when available.

Full details of the activities during Phase 1 including curriculum design, tutor recruitment and training, training location identification, monitoring activities, testing design and item selection and final test administration and grading are reviewed in some detail in the QPR for the Third Quarter, 2010. The general outcome reflected by Stakeholders was of an effective program achieving its goals within budget. This was corroborated by the findings of the ADB Mid term review, December 7 to 16, 2010.

What is clear from the Phase 1 experience is that there will be no one model of Skills Bridging that is best for all locations in all provinces in the country. (i) Rural students face different challenges than those in Phnom Penh. (ii) Distance travelled to training venues is a significant determinant in program completion. (iii) Tutor salaries need to be revised to ensure we are attracting the most competent young people to lead the program.(iv) Training provided by institutions that also offer certificate programs strengthens the recruitment of SB graduates to those certificate programs. Skills Bridging can be a significant base for recruitment to under subscribed TVET certificate programs. (v) tutors living in the Communes from which the trainees are recruited are most effective in reducing drop outs from the program, (vi) flexibility in scheduling training as well as in the number of students in each tutorial group is significant in attracting and keeping trainees.

Phase 2

### **Recommendations for Adjusting SB Phase 2, based on the lessons learned in Phase 1 and the stakeholders meeting, October 13, 2010 ( Annex 1)**

It is recommended that:

1. All three models continue with minor adjustments to their mode of operation as recommended by the stakeholders.

#### **NTTI**

2. At NTTI, larger student groups can be formed and training planned with the required hours (168) but over a shorter period of time. Urban students often have to return to the Provinces if employment is disrupted or family demands change so a shorter duration of training will improve retention.
3. NTTI has no certificate programs and this contributes to the student retention issue there. Is it possible to approve 2 certificate programs as the equipment is in place now. (Electrical, Auto) NPIC has indicated it will assist NTTI with any issues in implementing the 2 certificate courses.
4. CIEDC, which is on the same campus but it has a variety of programs which would attract SB graduates and it has links with employers that would help job placement. CIEDC is interested in emphasizing the skills introduction component of the SB so that students get an orientation to work but also an awareness of the certificate programs available across the NTTI campus. It is recommended that 100 student places be allocated to CIEDC for Phase 2. The revised SB Budget includes this..
5. Recruitment to NTTI SB is more difficult as many institutions recruit students at the same time and the SB program requires special advertising support.

#### **Kampot (KIT)**

6. At Kampot, tutors salaries will be increased from R6,000 per hour to R8,000 per hour to be more competitive with other tutoring/teaching jobs.

7. A provision will be made to assist trainees with transport to KIT for the final assessment procedure. The Commune based model allows the best accessibility to the program, but creates a cost challenge to attend the final assessment.
8. The institution may use some of its own management fee to provide a basic lunch to trainees where in the judgment of the institution, the trainees effectiveness is reduced by hunger.
9. Issuing training materials to students is a high priority.
10. Kampot be allocated a further 50 trainee places to pilot a model in which Short Course students in technical skills may follow up the skills training with the SB program to qualify them for KIT DGTVET certificate programs.
11. The model can be replicated in Phase 2 at other rural PTCs in the resources can be made available.

#### Battambang-BIT-Don Bosco

12. At BIT- Battambang, the complexity of the financial model linking BPI, BIT and Don Bosco created some early issues but good cooperation among their partners has resolved these.
13. Don Bosco primarily serves the eastern side on Battambang and its environs. BIT will begin a section of Skills bridging at the BIT campus to better serve the western areas. A new allocation of 50 trainee places will be made to BIT to do this. This will also support the link between SB and DGHTVET certificate programs seeking to improve recruitment.
14. Don Bosco tutors will have their hourly fee increased from R6,000 to R 8,000.
15. Don Bosco will be encouraged to recruit tutors from the Communes in which students live. The travel distance for many tutors is excessive and in bad weather, reduces the training time. Equally the effectiveness of the Kampot model suggests this recommendation to reduce drop outs.

#### General

16. A 4<sup>th</sup> Pilot be supported at CIEDC. The pilot will be allocated 100 trainee places to integrate Small Business, Basic Computing and Introduction to Marketing Skills Short Course training with SB so that graduates of the SB may continue in DGTVET certificate programs within the NTTI campus or find employment quickly.
17. That the SB students take the DGTVET Scholarship Exam for entry into DGTVET programs as a final assessment of their competencies. The current formal final assessment will be discontinued in its present format although the institution may use a series of tests to prepare the trainees for the DGTVET assessment process and to grant an institutional certificate of accomplishment. This will reduce the cost of the program, more closely align it with the DGTVET recruitment strategy and ensure performance comparability among SB and regular applicants.
18. That the resources budgeted for the development and administration of the SB Competency Assessment test for Entry to TVET certificate programs be used to

develop and administer the common SB/TVET Scholarship test for the years 2011 and 2012

19. That the SB program be offered between April and September so that program completion coincides with the DGTVET Scholarship examination.
20. A close relationship between the TTC and the Provincial Education Office greatly improves recruitment. The Office can identify grade 8 and 9 drop outs and the communes in which they live. This improves recruitment as well as training location decisions as shown in the Kampot model.
21. The TVET Scholarship Program be expanded so that more poor students can enroll. As an example, 111 graduates from the Kampot SB program wish to enroll in programs at that Institute but have too few resources. Although employment might be the alternative as the second objective of SB, expanding the number of scholarships would address some of the recruitment issues to certificate programs. It is recommended that 100 new scholarship places be added to each of KIP, BIT, and PPI and a plan be put in place to add 100 TVET Scholarship places to each Regional Center as these are completed in STVET.
22. Although we have only completed Phase 1, it seems timely to consider adding blended or integrated short courses/Skills Bridging in PTCs in the first Technology target fields of STVET. (Auto, Civil, ICT/Accounting). This would be the next step in linking short courses to the NVQF and to life-long learning in TVET.

#### **Summary Recommendations for Skills Bridging of Project Mid-term Review, December 7 to 16, 2010**

- i. Involve CSOs and community-based NGOs, private partnership, institutional cooperation with MoEYS and MoAFF for sharing resources and information.
- ii. Teaching and learning materials shall be reader friendly and possible made them colorful.
- iii. Lessons learnt will provide each institution to provide realistic strategic plans and costing for further consideration for approval
- iv. Continuous support and follow-up from each training institution is vital to ensure the effectiveness and positive impact of the management and training program.

#### **Agreed Changes in SB Implementation Schedule.**

##### **Objective:**

- To facilitate the registration of SB graduates into DGTVET Certificate 1 programs.
- To reduce drop outs between SB program completion and the beginning of DGTVET Certificate programs

##### **Action Required**

- Align the final assessment of SB with the DGTVET Entry test for all certificate applicants seeking a Government Scholarship.
- Develop local assessment instruments for SB at the participating institutions.

- DGTVET and JFPR work together to develop and administer a new National Entry Examination for Scholarship support for Certificate 1 Programs

**Impact on Project**

Phase 3 of SB will be completed in mid September 2012 rather than June 2012. This would require a contract extension from June 30, 2012 to October 31, 2012. The new cost will be 4 months of a national consultants salary.

**Table 17: New SB training Schedule**

	2009					2010					2011					2012												
	M	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
1																												
2																												

**Outcome for DGTVET**

- A common competency based National Certificate-level Entry/Scholarship examination to be written by all applicants to certificate 1 regardless of where they learned the required competencies in Math, Science, Khmer.

An increase in the number of qualified applicants to DGTVET certificate programs

Implementation Plan and Estimated Costing of Skills bridging, Phase 2 and 3 (to project completion).

Table 18: SKILLS BRIDGING TRAINING TARGETS AND COSTING

No	DESCRIPTION	Model 1: NTTI		Model 2: KIP		Model 3: BIT with DonBosco		Model 1: CIEDC		
1	PARTNER	N/A		Community Based Individuals		DONBOSCO and BIT		N/A		
2	Students	200 students		330 students		248 students		200 students		
3	Group of study (minimum 10 students per group)	20 groups		33 groups		25 groups		20 groups		
4	No. of Weeks for courses	28 weeks		28 weeks		28 weeks		28 weeks		
5	3 hours per time, 2 times per week	168 hours		168 hours		168 hours		168 hours		
6	Bonus, selection students (Riels)	25,000 R/student:	5,000,000	25,000 R/student:	8,250,000	25,000 R/student:	6,200,000	25,000 R/student:	3,000,000	
7	Bonus, complete course (Riels)	25,000 R/student:	5,000,000	25,000 R/student:	8,250,000	25,000 R/student:	6,200,000	25,000 R/student:	3,000,000	
8	Teaching fees for Tutors, (Riels)	10,000 R /hour:	33,600,000	8,000 R/hour:	44,352,000	8,000 R/hour:	33,600,000	10,000 R /hour:	20,160,000	
9	<b>Total fees for Tutors (Riels)(9) =</b>	<b>( 6+7+8): 43,600,000</b>		<b>( 6+7+8): 60,852,000</b>		<b>( 6+7+8): 46,000,000</b>		<b>( 6+7+8): 26,160,000</b>		
10	<b>Total fees for Tutors (US\$)(10) =</b>	<b>(9)/4000: 10,900</b>		<b>(9)/4000: 15,213</b>		<b>(9)/4000: 11,500</b>		<b>(9)/4000: 6,540</b>		
11	Overhead cost for service providers (R)(11) =	N/A		N/A		(9) x 15%: 6,900,000		N/A		
12	Overhead cost for service providers (US\$)(12) =	N/A		N/A		(10)*15%: 1,725		N/A		
13	<b>Coordination Fees (US\$)(13) =</b>	<b>(10)* 15%: 1,635</b>		<b>(10)*15%: 2,282</b>		<b>For BIT (10+14)*15%: 2,767</b>		<b>(10)* 15%: 981</b>		
14	<b>Training supplies (US\$)(14) =</b>	<b>200 x 28 x 1 US\$: 5,601</b>		<b>330 x 28 x 1 US\$: 9,240</b>		<b>248 x 28 x 1 US\$: 6,944</b>		<b>120 x 28 x 1 US\$: 3,360</b>		
15	<b>Training supplies for training provider (DONBOSCO)</b>						<b>For DBS 85% of (14)</b>		<b>5,902</b>	
16	<b>TOTAL FOR MODEL (US\$):(16)</b>	<b>(10)+(13)+(14): 18,136</b>		<b>(10)+(13)+(14): 26,735</b>		<b>(10)+(12)+(13)+(15): 21,894</b>		<b>(10)+(13)+(14): 10,881</b>		
						Note: For BIT \$2,767 DBS \$19,127 total BIT=13,648				
						Total BIT & DBS students =		368 \$ 32,775		
<b>GRAND TOTAL: (US\$)</b>		<b>95,782</b>		<b>Unit cost (US\$)</b>						
NTTI		18,136		91						
KIP		26,735		81						
BIT \$13,648		32,775		89						
DONBOSCO \$19,127										
CIEDC		18,136		91						

### 3. Capacity Building

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.

### 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.

All equipment and facilities are completed and in place

### 5. Input and Supplies

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

## E. Work Program for the 4th Quarter, 2010

The Work Program for the Project is shown in Table 8. There are no planned changes to the program outlined for the 1<sup>st</sup> Quarter of 2010 (Year 2). Table 8 shows the Priority activities for the 4<sup>th</sup> Quarter, 2010 and their degree of achievement.

**Table 19: Priority Activities for 1<sup>st</sup> Quarter 2011**

Component	Planned Activity in 1 <sup>st</sup> Quarter, 2011
<b>A-PHT</b>	
1	Plan and organize Phase 2 TOT training at NPIC
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	Print 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 completion of construction
6	Supervise installation of equipment if food labs
7	Complete food lab installations and equipment upgrade lists, NPIC
8	Provide any required training for Commune trainers.
9	Continue to meet Commune Councils for help in project monitoring
10	Complete inventory of lab equipment with required additions to lab equipment for hygiene testing
11	Continue to work on baseline study report
12	Develop training monitoring schedule for TTCs

13	Complete food marketing material in Khmer
14	Expand links with small food processors in 4 Provinces/Phnom Penh
<b>B-SB</b>	
1	Review curriculum ,materials and upgrade
2	Complete business/Accounting stream math materials, CIEDC
3	Orient new partner to SB-CIEDC
4	Plan expansion of technical/business skills content in SB curriculum (NTTI, BIT)
5	Develop implementation plan for BIT in-house program
6	Implement new recruitment strategy for all pilot sites.
7	Implement all recommendations approved at MT review.
8	Prepare all materials for March beginning of Phase 2
9	Develop better marketing materials for SB for Commune councils and students
10	Expand tracking system to capture drop outs who go to employment.
11	Complete common testing program for TVET certificate program entry
12	Improve participation of DGTVET counterparts to begin transfer of program from project team to DGTVET team.
<b>C-Capacity Building /Admin</b>	
1	Plan major capacity building meeting for November for all PTC/TVET institution directors to begin disseminating programs
2	Train PTCs in certificate program development to give targets for SB students and build long term development capacity
3	Improve DGTVET participation in QPRs
4	Strengthen financial management links to further integrate VSTP finance processes.
5	Expand DGTVET staff monitoring of project components
6	Develop and get approval for a diploma/degree program at NPIC for PHT
7	Improve DGTVET capacity in marketing using 2 pilots as training mechanism.



## Appendix: 1

### 1. Utilization of JFPR Funds

**Table 20: 6 Month Budget Estimate by Expenditure Categories  
(September 2009 to February 2010)**

<b>Cat. No.</b>	<b>Expenditures by Categories</b>	<b>Allocation</b>	<b>Requested Amount</b>	<b>Balance</b>
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
<b>Subtotal JFPR Grant Financed</b>		<b>2,000,000</b>	<b>280,100</b>	<b>1,719,900</b>
Government contribution		200,000		
Other Sources (Aid agency, NGOs, community-based organizations, community contribution)		120,000		
<b>TOTAL PROJECT COSTS</b>		<b>2,320,000</b>		

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 21: Statement of Project Expenditure (As of 31 December 2010)

							(US Dollars)
Description	Original Budget	Revised Budget	Current Month	Previous Month	Accomulated	Commitment	Remain Budget
1	2	3	4	5	6 = 4 + 5	7	8 = 3 - 6 - 7
<b>(1) Civil Work</b>							
Civil work	165,000.00	177,972.77	10,354.90	161,095.57	171,450.47	6,054.73	467.57
<i>Sub-Total (1)</i>	<i>165,000.00</i>	<i>177,972.77</i>	<i>10,354.90</i>	<i>161,095.57</i>	<i>171,450.47</i>	<i>6,054.73</i>	<i>467.57</i>
<b>(2) Equipment &amp; Supplies</b>							
Equipment & supplies for PHT	98,000.00	138,000.00	65,420.40	58,340.10	123,760.50	8,167.80	6,071.70
Equipment & supplies for SB	44,000.00	8,000.00	76.00	1,662.30	1,738.30	-	6,261.70
Equipment & supplies for TVET	40,000.00	30,000.00	-	24,192.32	24,192.32	-	5,807.68
<i>Sub-Total (2)</i>	<i>182,000.00</i>	<i>176,000.00</i>	<i>65,496.40</i>	<i>84,194.72</i>	<i>149,691.12</i>	<i>8,167.80</i>	<i>18,141.08</i>
<b>(3) Training Workshops and Seminars</b>							
Training and workshops for PHT	15,000.00	15,000.00	-	4,714.45	4,714.45	-	10,285.55
Training and workshops for SB	15,000.00	15,000.00	-	6,459.55	6,459.55	-	8,540.45
Training & workshops for TVET	35,000.00	35,000.00	-	17,350.89	17,350.89	-	17,649.11
<i>Sub-Total (3)</i>	<i>65,000.00</i>	<i>65,000.00</i>	<i>-</i>	<i>28,524.89</i>	<i>28,524.89</i>	<i>-</i>	<i>36,475.11</i>
<b>(4) Consulting Services</b>							
Consulting services	497,000.00	497,000.00	16,000.00	313,224.59	329,224.59	-	167,775.41
<i>Sub-Total (4)</i>	<i>497,000.00</i>	<i>497,000.00</i>	<i>16,000.00</i>	<i>313,224.59</i>	<i>329,224.59</i>	<i>-</i>	<i>167,775.41</i>
<b>(5) Project Management Monitoring and Evaluation</b>							
Project management M&E for PHT	8,000.00	8,000.00	-	7,955.20	7,955.20	-	44.80
Project management M&E for SB	8,000.00	8,000.00	-	1,821.30	1,821.30	-	6,178.70
DGTVET project manag. & coordi	105,000.00	105,000.00	4,683.33	25,691.50	30,374.83	-	74,625.17
<i>Sub-Total (5)</i>	<i>121,000.00</i>	<i>121,000.00</i>	<i>4,683.33</i>	<i>35,468.00</i>	<i>40,151.33</i>	<i>-</i>	<i>80,848.67</i>
<b>(6) Other Project Inputs</b>							
Implement. PHT skill develop.	720,000.00	700,000.00	27,473.90	54,048.03	81,521.93	-	618,478.07
Printing & translation for PHT	10,000.00	10,000.00	-	-	-	-	10,000.00
Implementation TVET SB grants	168,000.00	168,000.00	19,524.21	32,660.48	52,184.69	-	115,815.31
Printing & translation for SB	8,000.00	8,000.00	-	4,261.62	4,261.62	-	3,738.38
<i>Sub-Total (6)</i>	<i>906,000.00</i>	<i>886,000.00</i>	<i>46,998.11</i>	<i>90,970.23</i>	<i>137,968.34</i>	<i>-</i>	<i>748,031.66</i>
<i>Unallocated Provision(7)</i>	<i>64,000.00</i>	<i>77,027.23</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>77,027.23</i>
<b>TOTAL = (1)+(2)+(3)+(4)+(5)+(6)+(7)</b>	<b>2,000,000.00</b>	<b>2,000,000.00</b>	<b>143,532.74</b>	<b>713,478.00</b>	<b>857,010.74</b>	<b>14,222.53</b>	<b>1,128,766.73</b>
(*) Consulting services Pay direct from ADB							

**Table 22: Statement of Project Expenditure for Year 2011 Projection**

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

## **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 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 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 23:

**Table 23: 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							
		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	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	15																																			
Mrs. Sovannka Ho 280	TVET Skills Bridging Specialist.			12												4																												
Mr. Tong Socheath 264	Post Harvest Technology Specialist.			16												6																												

#### 4: 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	<b>Output 1: PHT Skills Development program successfully pilot tested in project locations</b>												
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 work plan for each TTC												
1.1.10	Endorse PHT Work plan												
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 CDSs												
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	<b>Output 2: TVET Skills Bridging Program successfully pilot tested in 3 target locations</b>																		
2.1	Develop learning materials for the TVET Skills Bridging Program																		
2.1.1	Identify entry level requirements/Math Gr 9 equivalence																		
2.1.2	Identify entry level requirements/Sci. Gr 9 equivalence																		
2.1.3	Identify entry level requirements. Khmer. Gr 9 equivalence																		
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																		
<b>2.2</b>	<b>Develop EOI/RFP/Contracts for providers</b>																		
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																		
<b>2.3</b>	<b>Develop and or review and print TVET skills curriculum and learning materials</b>																		
2.3.1	Develop and test standards assessment instrument and submit for approval, and issue prakas (Ministerial order) for implementation																		
<b>2.4</b>	<b>Develop and endorse TVET skills bridging plan</b>																		
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	<b>Output 3: DGTVET effectively managing implementation project</b>																		
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: Project Design and Monitoring Framework Linked to Achievements, July 2009, December 31, 2010**

<b>Design Summary</b>	<b>Performance Targets and/or Indicators</b>	<b>Data Sources and/or Reporting Mechanisms</b>	<b>Achievements/Status</b>
<b>Impact</b> Reduce the degree of poverty in the target communes in Cambodia	Poverty incidence in the targeted communes reduced by 5%, by 2012	Government socioeconomic survey	Data recorded
	Improved income-generating opportunities for trained villagers and youth	Project impact assessment report	Baseline data collected on Communes
	Improved sense of wellbeing of project beneficiaries	Family satisfaction survey	Surveys begin 2 <sup>nd</sup> Q, 2011
<b>Outcome</b> Increased net income and greater employment opportunities among rural poor with improved knowledge and skills	3,000 agricultural producers in 44 targeted communes received PHT training (storage, processing, and packaging) and around 80% of them apply PHT skills by 2012	Baseline survey Midterm and final review and project	Surveys completed in all Communes
	Family income increased by 20% through improvements in the variety and quality of processed and packaged food products, by 2012	Project impact assessment report	
	700 unemployed youth and or school leavers in targeted locations graduate from the TVET skills bridging program by 2012	Project completion report	
	50% of graduates entered further training at the certificate level in TTCs, and the remaining 50% employed by 2012		
<b>Output 1: PHT skills development program successfully pilot tested in the four project locations</b>			

Design Summary	Performance Targets and/or Indicators	Data Sources and/or Reporting Mechanisms	Achievements/Status
1. Identification of demand-based PHT technologies for targeted communes	PHT needs assessment completed by the first month of project implementation (April 2009)	PHT needs assessment report	PHT needs assessment completed as required in all Communes
2. Curriculum, learning materials and handbooks development for identified PHT skills	PHT curriculum, learning materials, and handbooks developed and printed by the third month of project implementation (June 2009)	TA report TTCs' reports DGTVET quarterly progress report	All materials, handbooks, training texts completed with resource Manual for Lab managers in Khmer and English.
3. Construction and upgrading of food safety-testing buildings in targeted TTCs	Food safety testing facilities (maximum 200 square meters on floor, slab-on-grade) constructed and, or upgraded in targeted TTCs by July 2009	TA report TTCs' reports DGTVET quarterly progress report	All 4 labs completed by October 2010 with deficiencies being addressed.
4. Enhancing skills and competencies of agricultural producers to apply PHT skills	<p>PHT required equipment provided by August 2009</p> <p>First PHT skills-development plan endorsed by June 2009</p> <p>PHT skills training program started by July 2009</p> <p>3,000 agricultural producers trained (50% of whom are women), and 80% of them apply PHT skills and techniques by 2012</p>	<p>PHT skills-development plan implemented</p> <p>TA reports TTCs' regular reports</p> <p>DGTVET quarterly progress report Mission reviews</p>	<p>PHT equipment for Commune based training provided by December 2009, lab equipment completed.</p> <p>PHT plan implemented with TOT January , 2010</p> <p>1,060 by December 2010, 822=77.54% female</p>
<b>Output 2: TVET skills bridging program successfully pilot tested in the four project locations</b>			
1. Entry-level academic skills for TVET certificate-level development	Entry-level academic skills for TVET skills bridging program agreed within the first month of project	<p>TA report</p> <p>DGTVET report</p> <p>TA report</p>	Entry level skills agreed, September 2009

<b>Design Summary</b>	<b>Performance Targets and/or Indicators</b>	<b>Data Sources and/or Reporting Mechanisms</b>	<b>Achievements/Status</b>
2. Development and upgrading of curriculum and learning materials for TVET certificate level	implementation (April 2009) TVET skills curriculum and learning materials developed, and, or upgraded by June. 2009	TTCs' reports DGTVET quarterly progress report	Curriculum completed by stakeholders, November 2009
3. Development and adoption of standards assessment instrument	Standards assessment instrument adopted by July 2009 First TVET skills bridging plan endorsed by July 2009 TVET skills bridging program started by August 2009	TA report TTCs' reports DGTVET quarterly progress report	Assessment instrument completed and approved, June 2010.  Program started January 2010
4. Improvement of employability skills and competency of out-of-school youth	700 youth (50% of whom are females) graduated. About 50% of graduates have entered further training at the certificate level in TTCs, and the remaining 50% employed by 2012	TVET skills bridging plan implemented TA reports TTCs' regular reports DGTVET quarterly progress report Mission reviews	399 students enrolled, 267 graduated in Phase 1 (of 3) October 2010.  Phase 2 planning completed November 2010 with target of 450 registrations and 35 graduates
<b>Output 3: DGTVET effectively managing project implementation</b>			
1. Development of program management and financial and monitoring systems	Grant implementation manual (GIM) developed by the first month of project implementation (April 2009)	GIM endorsed by ADB TA report DGTVET quarterly progress report	GIM completed and endorsed  Financial Management handbook completed and endorsed.
2. Enhancement of DGTVET and TTCs staff, CBOs and, or NGOs, and commune councils	Effective grant reporting and accounting processes established	TA report DGTVET quarterly progress report	Training as outlined provided for 120 DGTVET/TTC/NGO staff of whom 50% were female
3.+++Dissemination of lessons and development of recommended policy	Capacity-building training provided to around 80 people (30% of whom are women), including staff of DGTVET, TTCs, and contracting CBOs and NGOs by June	Training reports Mission reviews Lessons for NTB regular meeting	Lessons learned in Skills bridging , Phase 1, distributed with recommendations for Phase 2, November 2010.  TTC PHT plans in

Design Summary	Performance Targets and/or Indicators	Data Sources and/or Reporting Mechanisms	Achievements/Status
<p>4. Development of exit strategies for DGTVET and TTCs</p>	<p>2009, and throughout the project implementation</p> <p>Annual participatory policy dialogue and lesson sharing among the Government and stakeholders in various workshops, seminars, including ADB's brownbag event Business plan that enables TTCs to operate in a commercially sustainable manner after project completion endorsed by TTCs and MOLVT within 6 months prior to project completion</p> <p>Recommended policies and strategies are incorporated into the regular TVET program</p>	<p>Lessons for MOLVT annual congress DGTVET annual report TA reports Approved business plan Approved exit strategy (recommended policies and strategies)</p>	<p>process to be completed as product profile is completed.</p> <p>PHT and SB long term plans completed. PHT plan submitted to ADB for consideration</p>
<b>Activities with Milestones</b>			
<b>Output 1</b>			
1.1 Conduct PHT needs assessment in targeted provinces—within the first month of project implementation (April 2009).			Completed
1.2 Develop/review and print curriculum, training materials and handbooks based on PHT needs assessment—within the first 3 months of project implementation (June 2009).			Completed
1.3 Construct three food safety testing buildings in three provincial TTCs, and upgrade one food safety testing building in NPIC (July 2009).			Completed
1.4 Procure the required equipment and supplies for basic post-harvest technologies—within the first 6 months of project implementation.			Completed
1.5 Commence operations—within 9 months of project implementation.			Achieved
1.6 Develop and endorse PHT skills development plan—by June 2009.			Commenced July 2010
1.7 Commence first PHT skills training program—by July 2009.			Completed
<b>Output 2</b>			
2.1 Prepare entry-level academic skills for TVET bridging			Completed November

Design Summary	Performance Targets and/or Indicators	Data Sources and/or Reporting Mechanisms	Achievements/Status
<p>program, submit for approval, and issue parkas (ministerial order) for implementation by April 2009. The academic skills for TVET bridging program will be consistent with the development of the NTQF.</p> <p>2.2 Develop and, or review and print TVET skills curriculum and learning materials—by June 2009.</p> <p>2.3 Develop and test standards assessment instrument, and submit for approval, and issue parkas (ministerial order) for implementation—by July 2009.</p> <p>2.4 Develop and endorse of TVET skills bridging plan—by July 2009.</p> <p>2.5 Start first TVET skills bridging training program—by August 2009.</p> <p><b>Output 3</b></p> <p>3.1 Recruit consultants in the first 2 months of project implementation (April 2009).</p> <p>3.2 Produce grant implementation manual, submit for approval and endorse in the first quarter of project implementation (April 2009).</p> <p>3.3 Provide capacity building to staff of DGTVET and TTCs, and contracting CBOs and NGOs by June 2009, and throughout project implementation.</p> <p>3.4 Prepare procurement plan and documentations for ADB's approval in the second quarter (Q2) of 2009 (May 2009)</p> <p>3.5 Produce baseline survey reports—by April 2009.</p> <p>3.6 Submit semi annual progress reports between 2009 and 2012.</p> <p>3.7 Submit external financial audit reports for FY2009, FY2010, and FY2011.</p> <p>3.8 Conduct annual participatory policy dialogue and lesson learned sharing among the Government and stakeholders in Q1 2010 and Q1 2011.</p> <p>3.9 Submit the approved exit strategies for TTCs and DGTVET to MOLVT and ADB—within 3 months of project completion.</p> <p>3.10 Produce independent poverty impact assessment—within 3 months of project completion.</p>			<p>2009</p> <p>Completed, no prakas required. Completed Oct. 2009</p> <p>Commenced January 2010 Completed</p> <p>Completed</p> <p>Completed and on-going</p> <p>Completed September 2010 Baseline data completed QPRs submitted FY 2009 completed Completed October 2010</p>

*ADB = Asian Development Bank, CBO = Community-Based Organization, DGTVET = Directorate General Technical*

*Vocational Education and Training,*

*JFPR = Japan Fund for Poverty Reduction, MOLVT = Ministry of Labour and Vocational Training, NGO = nongovernmental*

*organization,*

*NPIC = National Polytechnic Institute of Cambodia, NTQF = National TVET Qualification Framework,*

*PHT = Post-Harvest Technology, PTB = Provincial Training Board, Q = Quarter, TA = Technical Assistance,*

*TTC = Technical Training Center, TVET = Technical Vocational Education and Training.*

## Annex 2: PHT Communes

**Table 25: 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)
<b>1. Polytechnic Institute of Battambang Province (PIB)</b>			
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
<b>6 Districts</b>		<b>12 Communes</b>	
<b>2. Kampot Institute of Polytechnic (KIP)</b>			
1	Kampot Town	Andoung Khmer	3
2	Chhouk	BoengNimol	35
3	Kampong Trach	BoengSalaKhangTboung	50
4	Chhouk	Chhouk	42
5	Angkor Chey	DambokKhpob	72
6	Kampong Trach	DamnakKantuoKhang 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
<b>6 Districts</b>		<b>15 Communes</b>	
<b>3. Siem Reap Provincial Training Center (SPTC)</b>			
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
<b>5 Districts</b>		<b>12 Communes</b>	

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

### Annex 3. SB Skills Bridging Planning Meeting, Oct 13, 2010

#### **Minutes of Meeting**

**Subject:** Skills Bridging Phase 1 Wrap – Up, and Phase 2 Planning

**Date:** October 13, 2010 8:00 – 17:00

**Venue:** NTTI Conference Room

**Chaired by:** 1. HE LaovHim Project Coordinator, ADB/JFPR 9133 – CAM

2. Samsideth Dy Education Specialist, ADB

3. Tom Norton Project Team Leader, ADB/JFPR 9133 – CAM

**Facilitated by:** Ho Sovannka, TVET Skills Bridging Specialist

#### **Participants:**

1. HE LaovHim Project Coordinator, ADB/JFPR 9133 – CAM
2. Tom Norton Project Team Leader, ADB/JFPR 9133 – CAM
3. Tung Sopheap Project Deputy Team Leader, ADB/JFPR 9133–CAM
4. Ho Sovannka TVET Skills Bridging Specialist
5. Mr. Tep Oeun DGT VET
6. Mr. Khin Chantha PCU
7. Mr. Hing Sideth PCU
8. Ms. Nong Kanika PCU
9. Mr. Kheng Khemara PCU
10. Ms. Sau Sokun Kethya PCU
11. Mr. Mam Pich PCU, SB Counterpart
12. Mr. Seung Sotha PCU, SB Counterpart
13. Mr. Sron Thong PCU, SB Counterpart
14. Mr. Chin Virak PCU
15. Mr. Long Polett PCU, Accountant
16. Mr. Pok Miya PCU
17. Mr. Yok Sothy Director, NTTI
18. Mr. Chhar Khemarin Deputy Director, NTTI
19. Mr. Dy Long NTTI
20. Mr. Yoeung Yen SB Student, NTTI
21. Ms. Mil Sok Heng SB Student, NTTI
22. Mr. Chrun Kim Leng Director, KIP
23. Mr. Yoem Sarath Officer, KIP
24. Mr. Srey Saray Officer, KIP
25. Ms. Hiet Vary SB Student, KIP
26. Mr. Ung Muny SB Student, KIP
27. Mr. Ouk Davandy Director, BIT
28. Mr. Svay Chamrith Deputy Director, BIT



29. Mr. Sim Seang Officer, BIT
30. Mr. Meng Sopheng SB Student, BIT
31. Ms. Nget Srey Neath SB Student, BIT
32. Ms. Sun Sarika Director, DonBosco

### **Objectives of the Workshop.**

1. Review and assess each step of planning and delivering the three pilots of Skills Bridging between September 2009 and September 2010.
2. Form recommendations for the adjustment of all components of the Pilots as input to PHASE 2 planning.
3. To assess the possibility of Skills Bridging becoming a part of regular DGTVET programming.

Mr. Sam Sideth Dy, ADB CARM opened the workshop by giving a short remark about Skills Bridging first phase implementation. He found the first phase was successful and with good results, He also mentioned that based on his visit to Battambang, June 2010, he realized that Skills Bridging will be more and more recognized and effective for local communities in Cambodia.

In order to ensure the sustainability, we need to build good recommendations for the second phase of skills bridging implementation. He and other project team members might want to spend time to conduct a more field visits to find out the strengths and weaknesses of each component of the SB project.

Second, HE Laov Him, Project Coordinator give short opening remarks. He overviewed the project work plan and activities so far implemented. He would like the participants; especially the implementers please find the weakness of the first phase activities, and please give a solution and to improve for second phase implementation.

Tom Norton, Team Leader of Project ADB/JFPR 9133 – CAM also provided information about first phase key achievements in Skills Bridging as well as Project working activities and time frame.

Project Consultant Ho Sovanka made a presentation mainly about objectives of Skills Bridging and about Skills Bridging first phase, wrap up activities with detail information about , number of students from the beginning and the number of students who passed the Skills Bridging program. It also provided overview about SB Pilot sites which are NTTI doing the training on site in Phnom Penh with regular staff, KIP working with Community based tutors and BIT in partnership with Don Bosco.

Key achievements in Skills Bridging, First Phase: February – August 2010

1. Training sessions were held in Battambang for Skills Bridging leaders and financial officers in November 2009

2. Curriculum Design sessions were held in Battambang and NTTI with TVET leader teachers
3. Tutor Training sessions were held as required, on 29 January 2010
4. The 3 pilot programs began in the first week of February with 399 students (NTTI=110, KIP=165, BIT=124)
5. The providers have shown flexibility and recommended on-going operational adjustments to improve each of the pilots.
6. A test item bank for the certificate program Entry Competency Assessment Test completed with a meeting on 12 May 2010.
7. Agreement of Certificate
8. Continuous Monitoring by partner institutes and TA
9. Final Test 4 September 2010 with 267 students successfully passed the exam of which NTTI = 60 (F=35), KIP=139 (F=62) and BIT = 68 (F=35)

The three implementing institutes also presented their experience and feedback as recommendations for the second phase implementation.

There were some issues for implementing first phase SB by **NTTI**

- Long Curriculum with short time period
- Students dropped out school for a long time already, it was difficult to catch up the lesson
- Students do not understand the beneficiaries of SB yet
- No incentive for student to attend class
- Phnom Penh is a place where students just immigrant for a while with families.

NTTI has some recommendation for second phase:

- Needs to have support by institutes with Certificate program, so that NTTI can encourage students of SB for study.
- Shall have Tutors books of all subjects
- Financial payment release by PCU shall be in time.

There were some issues for implementing first phase SB by **KIP**

- Parent not encourage students to study, lack of information about the program for parent at the rural area.
- The exam at the institute is so far from the location of students.

**KIP** has some recommendation for second phase:

- Need to provide incentive for students attending the test exam.

There were some issues for implementing first phase SB by **BIT**

- Period of finding students is short and lack of dissemination of the program
- Target groups are not clearly identified.
- Incentive support to tutors still have doubt, not appropriate.

- Location of group study is not convenience.

**BIT** has some recommendation for second phase:

- Extend the period of finding students
- Collaboration with local authorities and stakeholders
- Clearly identified target groups with formal letters from DGTVET and HE project coordinator
- Dissemination meeting with local people with Q&A
- Establish discipline for students
- Follow the pedagogy strategy.

## **Conclusion**

The basic curriculum and processes had no real problems. Each pilot site had unique operational issues based on location and the style of the pilot. A key question is whether or not the SB students can use the regular DGTVET scholarship qualification test as their final test rather than having a separate test

Tom Norton, clarified that the project team of TL, DTL and SB specialist will conduct field visits to individual institutes separately in the first week of November 2010. The purpose of the visit is to revise the pilots as recommended by the feedback and solve any issues.

The team will prepare a financial model for second phase of SB.

The meeting finished at 5:00 PM.

## **SB Report Prepared by**

**Sovannka Ho**

**TVET Skills Bridging Advisor**

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