

## SKILLS DEVELOPMENT PROGRAMME (SDP) - PHASE II



Phayuk Morm visiting her family, Preah Vihear, Cambodia.

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### BACKGROUND

While large numbers of young women and men enter the job market every year, skills mismatch and skills shortages are major challenges in Cambodia. Key weaknesses in the Technical Vocational Education and Training (TVET) system include (1) Limited collaboration between government and private sector to shape and improve the quality of TVET, to increase market orientation, and to foster necessary innovations; (2) Limited capacity of trainers due to a lack of professional training, which combines practical, theoretical, and pedagogical skills. The engagement and capacity of enterprises to systematically deliver skills training are also weak. In rural provinces they are predominantly informal and unable to provide decent working conditions; (3) Lack of relevance and quality of training to accurately meet labour market needs. Curricula do not respond to market demand; (4) Limited access

to and outreach by the public TVET system for the development of a skilled workforce, especially for disadvantaged and lowly educated youth from rural areas.

The National TVET Policy 2017-2025 and the TVET Strategic Action Plan 2019-2023 aim at improving the quality of the TVET system and promote flexibility and market orientation. Switzerland is scaling up its support to youth and low-skilled workers in poor rural areas to facilitate access to relevant technical and soft skills leading to employment and improved income. Swiss expertise contributes to strengthening the collaboration between the public and private sector in the TVET system as well as its implementation.

This project forms an integral part of the Swiss Cooperation Programme in the Mekong Region 2022-25.

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### OBJECTIVES

Disadvantaged young women and men and low-skilled workers have gained access to decent employment and increased income. The project aims at the following three outcomes:

**Outcome 1:** The Cambodian TVET system is more effective in target provinces.

**Outcome 2:** Disadvantaged young men and women and low-skilled workers have increased their employability.

**Outcome 3:** Government institutions have improved institutional capacity to develop an inclusive TVET and monitoring system.

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### EXPECTED RESULTS

12,000 disadvantaged youth and low-skilled workers (50% women) are targeted. 5,000 people will directly benefit from improved access to quality vocational skills training and linkages to employment. 7,000 people will be

**PROJECT AT A GLANCE:**

**Duration**  
Phase I: Jul 2016 - Jun 2020  
Phase II: Jul 2020 - Jun 2024

**Budget**  
SDC budget phase II:  
CHF 9,000,000

**Implementing Agencies**  
Swisscontact (Swiss Foundation for Technical Cooperation) in consortium with INBAS GmbH

- Other partners**
- Ministry of Labour and Vocational Training,
  - Ministry of Tourism,
  - National Employment Agency,
  - Skills Development Fund,
  - Provincial departments of labour and vocational training,
  - Provincial departments of tourism
  - Provincial training centres,
  - Training providers
  - Private sector.

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reached indirectly as SDP increasingly focuses on institutionalization and sustainability by collaborating closely with the Ministry of Labour and Vocational Training and the Ministry of Tourism. 600 cooperative agreements between TVET training providers and the private sector for work-based learning and training will be signed. 700 staff from the public TVET sector and the private sector will receive capacity building. The main sectors include mechanics, construction, electrical work, manufacturing, information and communication technology (ICT), and hospitality. Switzerland also supports the elaboration of Cambodia’s TVET law.

**APPROACH**

The project mainly acts as a facilitator of change, working closely with a wide range of stakeholders from the public and private sector at a national and sub-national level. It enhances the capacity of the key stakeholders and institutions to increase ownership and sustainability. In order to reach the objectives, the following four intervention areas have been defined: (i) TVET school development: Strengthening the institutional capacity of provincial training centers (PTCs) and provincial training boards to promote the relevance of TVET delivery, and to respond to labour market needs. This includes quality improvement of PTC management, training materials, M&E system, collaboration of PTC’s with the private sectors, and employment services; (ii) TVET innovation laboratory: Fostering the collaboration between the public and the private sector to address systemic weaknesses through working with the Skills Development Fund, supporting the national digital TVET platform, and improving labour market information and employment services; (iii) Training for disadvantaged youth: Mobilizing various public and private training institutions outside the target provinces to 1) provide quality vocational skills training or short/flexible courses for disadvantaged youth, and 2) link them to gainful employment; (iv) Hospitality Kampuchea: Industry-based hospitality training for low-skilled workers and capacity building for hospitality business owners and managers as well as public service trainers from provincial departments of tourism. The project applies social inclusion and gender equality strategies and promotes the systematic integration of gender at the policy, institutional, and training delivery level.

**KEY RESULTS AND INSIGHTS FROM PREVIOUS PHASES**

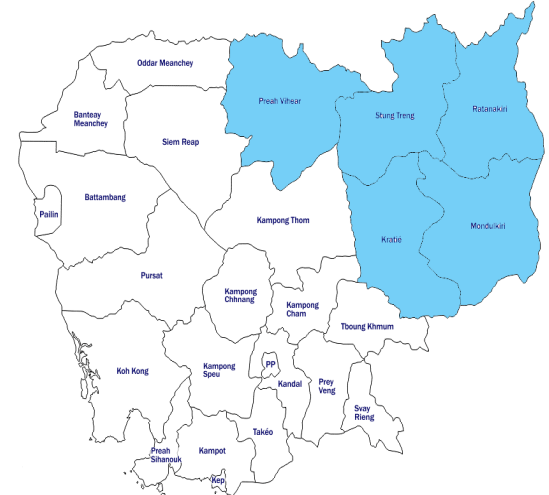
The project supported the TVET system to become more inclusive, and to better accom-

modate the needs of disadvantaged people in rural areas. 4,200 disadvantaged youth and low-skilled workers (50% women) participated in improved market-oriented training. 3,300 of them improved their employability and gained access to better employment and income. A solid collaboration with the private sector for development and implementation of TVET was built. More than 500 partnership agreements were signed between vocational training schools and enterprises to promote the combination of theory learning and practice. 24 curricula in the mechanic, electricity, construction, and hospitality sectors were developed in collaboration with the private sector. Assessment instruments for recognition of prior learning in 11 occupations were established. 665 (26% women) teachers and assessors enhanced their professional capacities to improve the delivery of TVET.

Addressing the poor requires a mix of flexible interventions, including the identification of relevant occupations, awareness-raising in and engagement with the communities, parents and local authorities. Addressing gender needs in a male dominated TVET system remains important. More emphasis will have to be put on supporting youth in the transition from training into the labour market, with interventions such as career counselling. Digitalization of the TVET system and green skills are emerging issues to be addressed.

**TARGET GROUPS AND PROJECT LOCATION**

Disadvantaged young people with low-level education and low-skilled workers. Teachers, instructors and management staff of public TVET institutions, personnel of other government institutions as well as owners of small businesses also benefit from the programme. SDP phase II covers the 5 provinces of Preah Vihear, Stung Treng, Kratie, Ratanakiri and Mondulakiri, while some interventions go beyond these provinces.



Target provinces highlighted in blue colour