Cambodia: Strengthening Technical and Vocational Education and Training Project

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<th>Project Name</th>
<th>Strengthening Technical and Vocational Education and Training Project</th>
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<td>Project Number</td>
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<td>Country</td>
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<td>Project Type / Modality of Assistance</td>
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<td>Grant 0178-CAM: Strengthening Technical and Vocational Education and Training Project concessional ordinary capital resources lending / Asian Development Fund US$ 24.50 million</td>
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<td>Education - Technical and vocational education and training</td>
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<tr>
<td>Gender Equity and Mainstreaming</td>
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**Description**
The Project will support the Government's strategies to reduce poverty and achieve socioeconomic development for all Cambodians. These include (i) promotion of vocational and skills training to ensure continuing improvement in national productivity; (ii) creation of jobs in the formal and nonformal sectors; (iii) an increase in agricultural productivity to create jobs in rural areas; and (iv) the establishment of technical vocational education and training (TVET) networks to assist both men and women, especially the poor, disabled and vulnerable, to respond to labor market needs. The Project will help ensure an expanded public TVET system that is endorsed by industry and is better aligned with the skills requirements of the formal and informal economies. The project will develop replicable models for transforming the system so it is more relevant to industry, focusing initially on three industry sectors: mechanics, construction, and business services and information and communication technologies (ICT). These models can be used as the basis for continued reform in other industry sectors.

**Project Rationale and Linkage to Country/Regional Strategy**
Current public TVET provision does not fully meet the need for basic and mid-level skills in the formal and informal economies. Lack of access to formal training on a national basis, weak links with industry, lack of entrepreneurial focus, poor quality control, and inadequate institutional financing continue to limit the quantity and quality of system output. The current global economic downturn has increased the need for strategies that will lead to a wider, more internationally competitive production base. Greater investment in formal vocational skills formation is essential to ensure the expansion of the skilled labor force, and a substantial increase in productivity through more effective and efficient training.

**Impact**
An expanded, employment-ready mid-level workforce in rural and urban areas, including both men and women.

**Project Outcome**
**Description of Outcome**
An expanded, enterprise-endorsed public training system better aligned with the basic and mid-level skills requirements of the formal and informal economies in mechanics, construction, and business services and information and communication technologies.

**Progress Toward Outcome**
Most except for two outcome indicators have been met/exceeded. The increase in the number of graduates with formal TVET qualifications from public institutions and Graduates from enterprise- and center-based VSTP training are in relevant full-time employment or self-employment have not been met.

**Implementation Progress**
**Description of Project Outputs**
Output 1: Formal programs that are more relevant to industry
Output 2: Expanded and better quality nonformal training
Output 3: Institutional capacity to plan and manage TVET is strengthened.
### Status of Implementation Progress (Outputs, Activities, and Issues)

The Project closed on 31 July 2015 with 99% contract awards and 98% disbursement.

#### Summary of Output 1 achievements:
- 5 PTCs/institutions were upgraded to RTCs
- The roles and responsibilities of RTCs and the clustering of public provincial TVET institutions around the RTCs have been finalized
- 7 new buildings have been constructed in 5 RTCs, ITI and CIEDI
- 6 existing buildings have been rehabilitated in Kampot RTC, Takeo RTC, CIEDI and ITI
- 4 Dormitories were provided to the RTCs (excluding Takeo RTC, which got from Govt. budget)
- 5 Dormitories were provided to PTCs offering the new CBT programs
- Construction and Automotive equipment under ICB were delivered to all 5 RTCs. Construction equipment was supplied to PPI and NTTI, automotive equipment was supplied to ITI and JVC, and computer equipment were delivered to all SRTCs, PPI, ITI, NIB, NTTI, CIEDI
- All workshop staff were trained in the use of the delivered equipment
- 3 TWGs, comprising of 25 teachers, 57 expert workers, and 60 IAG member (3 priority sectors) were involved in preparation of various CBT documents, with CS and CBC endorsed by NTB sub-committee and approved by NTB
- CS, CBC, CBUP, CAP were completed for 36 different qualifications across CQF Levels 2, 3, and 4 in 3 priority areas
- CS, CBC were completed for 27 different qualifications across CQF Levels 2, 3, and 4 in 3 priority areas
- 779 units of competencies, 388 learning modules, 23,709 pages of CBT documents in English and 22,199 pages in Khmer have been completed
- Teachers from all the institutions were trained a number of times in both hard and soft skills by NTTI
- 1,092 students are enrolled in the new CQF Level 2 courses in this ongoing academic year
- 155 in-country workshops have been conducted for 10,007 (F-1,431) participants
- 39 Directors, 57 Deputy Directors and 818 teachers/staff have benefitted from capacity building workshops

#### Summary of Output 2 achievements:
- 2 new PTCs were established in Mondulkiri and Preah Vihear
- 1 new building was constructed for Kep PTC, which was operating from a rented property
- 4 new workshop buildings were constructed in Mondulkiri, Preah Vihear, Ratanakiri, Stung Treng
- 47 existing buildings were rehabilitated in 26 provincial training institutions
- Basic workshop and automotive workshop was delivered to all provincial PTCs
- Construction and automotive equipment were delivered to 7 PTCs offering the new CBT programs
- Workshop staff were trained in the use of the equipment delivered
- 160 teachers from the PTCs were trained on the use of CBT
- 123 teachers were trained in the use of basic competencies in the new curricula
- 88 teachers teaching non-formal courses were trained in CBT and 19 competency profiles
- Rural VSTP was implemented across all 23 provinces
- Urban VSTP and micro-enterprise were piloted in Phnom Penh
- 211,969 (F-127,372 60%) people got trained under VSTP
- 800 were trained under urban VSTP and micro-enterprise
- There were 64 different types of courses, with 4,831 training providers
- 19 competency profiles have been completed to enable trainees to move to CQF level 2 later on when the assessment centers have been set up

#### Summary of Output 3 achievements:
- The capacity to plan and manage the TVET sector has been considerably strengthened through 155 various in-country benefitting 10,007 participants, 4 regional training packages (1 still to be implemented) benefitting 85 participants and 2 study tour packages benefitting 19 participants
- DGTVET has been restructured into 6 departments; the ToRs have been finalized and approved and the departments have been staffed and are currently operational
- Cambodia Qualifications Framework was approved by NTB and by the Government in the form of sub-decree
- Baseline study was completed
- Policy Study on Future Directions of TVET and TVET Financing was completed
- Based on this, TVET Strategic Plan 2014-18 has been completed
- MTEF 2015-18, unit cost study of different programs and draft 2016 Annual Operational Plan have been completed
- Midterm and final impact studies completed
- Quality Assurance framework completed and approved
- 2 rounds of internal and external audits of all public TVET institutions have been completed
- LMIS has been designed, has been uploaded in the website and is operational
- TVETMIS has been designed, has been uploaded in the website and is operational
- TVETMIS reports for 2012-13 and 2013-14 have been completed
- Protocol for registration of TVET institutions with MLVT were finalized and have been uploaded in the website
- ILUs have been re-established in the TVET institutions, the ILU members have been trained on how to establish linkages with the private sector and in the marketing of the TVET programs
- 521 staff (F-88) were trained in TVETMIS, 159 (F-12) were trained in LMIS and 80 were trained in ISO certification
- Career guidance manual has been extensively discussed and distributed to the provinces
- Social marketing strategy has been developed along with leaflets, brochures, posters, TV and video spots and these are being marketed through national TV and radio channel
- 17 members of senior management (Directors and above), 11 Deputy Directors of DGTVET and 99 staff have participated in various workshops

### Geographical Location

Nation-wide, Battambang, Kampot, Mondolkiri, Preah Vihear, Siem Reap, Svay Rieng, Takeo

### Safeguard Categories

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<th>Category</th>
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### Summary of Environmental and Social Aspects

#### Environmental Aspects

#### Involuntary Resettlement

#### Indigenous Peoples

### Stakeholder Communication, Participation, and Consultation
The TA consultants held two major stakeholder workshops with over 100 participants, conducted two surveys of TVET graduates, did a questionnaire survey and interviews with seven provincial training center directors and 30 community development specialists on recommended adjustments to VSTP; interview the teachers, managers and graduates of the seven Phnom Penh post-secondary institutes; and surveyed the graduates of the National Technical Training Institute (NTTI) on the effectiveness of NTTI teacher training.

Visits and interviews were also conducted with: AFD, Cambodian Chamber of Commerce and Industry, Cambodian Federation of Employers and Business Associations, Cambodian Institute of Development Studies, Chamber of Commerce and Industry, Chamber of Professional and Micro Enterprises, the Federation of Employers, Garment Association in Cambodia, Garment Industry Productivity Centre and the Travel and Hospitality Institute. The Ministry of Women’s Affairs was also consulted. Donor agencies consulted were EC, GTZ, ILO and the World Bank.

Private sector TVET training providers were also consulted through visits and interviews. A sample of 40 private sector trainers was identified and interviewed about non-government provision.

The project was implemented in closer coordination with industry than has been the case in the past, through the creation of the Enterprise Sector Councils (ESCs), the focus on just three economic sectors, and the inclusion of the ESCs and other industry experts in the development of standards, curricula and assessment. The project steering committee, through its composition, promoted the involvement of other stakeholder ministries, as well as the employers’ federation and private training providers. The VSTP had strong stakeholder involvement as the training agenda was determined at commune level on the basis of a local needs assessment.

### Business Opportunities

#### Consulting Services

The Project will be supported by 600 person-months of consultants (160 person-months of international and 440 person-months of national consultants). The consulting services are designed to assist the Project to achieve sustainable outcomes by providing technical support for implementation, system and institutional monitoring and training planning, management, and delivery and staff upgrading. Ten of the international and nine of the national specialists will assist with skills standards and curriculum development, management and instructor training, development of management information systems and a web site, and implementation of the VSTP. Two of the international and two national consultants will support the PCU in finance, monitoring and evaluation, procurement and civil works. All consultants will be selected in accordance with ADB’s Guidelines on the Use of Consultants (2007, as amended from time to time). Project implementation consultants will be engaged through a firm on the basis of quality- and cost-based selection with an 80:20 weighting. Ministry of Labor and Vocational Training (MOLVT), through the PCU, will be responsible for selecting and hiring consultants. Additional individual consultants will be hired to support the PCU as needed. The Project will also recruit consulting or other firms who will facilitate regional training and study tours as well as carry out M&E baseline and impact studies using the consultants’ qualification selection method. In-country training will also be arranged using the consultants’ qualification selection method.

#### Procurement

All ADB-financed goods, works and services will be procured in accordance with the ADB’s Procurement Guidelines (2007, as amended from time to time). The project director, assisted by the project staff, will be responsible for all procurement. The indicative procurement plan and a procurement capacity assessment have been prepared, along with details of the proposed equipment and unit costs of inputs. Supply contracts for goods such as laboratory and workshop equipment estimated at $500,000 equivalent or more will be awarded on the basis of international competitive bidding. Supply contracts for goods such as motorcycles, computers and office equipment of more than $50,000 but less than $500,000 will follow national competitive bidding procedures. Items costing less than $50,000 will be procured through shopping. Details of procurement packages and technical specifications must be submitted to Ministry of Economy and Finance (MEF) and ADB for approval before procurement.

Civil works under the Project will consist of construction and/or rehabilitation of training facilities, workshops, and dormitories. Civil works contracts estimated at $1 million or more will be awarded on the basis of international competitive bidding. Civil works contracts of more than $50,000 but less than $1 million will be procured through national competitive bidding procedures, and contracts less than $50,000 may be procured through shopping.

The procurement capacity assessment reveals that the Directorate General of Technical and Vocational Education and Training (DGTVET) is experienced in the procurement of goods, but less experienced in procuring works and services and consultants, and the site management and monitoring of civil works (Supplementary Appendix I). Training and mentoring will be provided by the consultants to strengthen capacity, specifically in the preparation of bid documents and bid evaluation reports for civil works, bid evaluation, training of Project Coordination Unit (PCU) staff, and procurement review committees on procurement regulations and ADB guidelines, preparation of detailed lists, and technical specifications of equipment, and selection and contracting of consulting services.

### Timetable

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