LIST OF ABBREVIATIONS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tr>
<td>ASEAN</td>
<td>Association of South East Asian Nations</td>
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<td>BSDA</td>
<td>Buddhism For Social Development Action</td>
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<td>CS</td>
<td>Community Saving</td>
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<td>ELC</td>
<td>Economic Land Concession</td>
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<td>FGD</td>
<td>Focus Group Discussions</td>
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<td>GDP</td>
<td>Growth In Domestic Products</td>
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<td>HHS</td>
<td>Household Survey</td>
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<td>NGOs</td>
<td>Non-Governmental Organizations</td>
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<td>MFI</td>
<td>Micro Financial Institutions</td>
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<td>SHGs</td>
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EXECUTIVE SUMMARY

This report presents the results of a research study supported by BSDA, to mapping out the current vocational skill training activities and understand some key challenges and constrains experienced by institutions involved in vocational skills training based in Kampong Cham province. Founded on the result of this study, a road map for future BSDA Vocational Skill Training Program will be developed as basis of BSDA next step.

As the study shows, vocational skill training has been developed as an alternative solution to youth unemployment and students who dropout of formal education. At the national level, a comprehensive concept document has been adopted by the inter-ministerial support and a “National Commission for Labor” has been formed, to oversee the overall implementation of the plan.

At the operational level, the vocational skill training activities have been carried out by different agencies along with different approaches and means. For example, in the government sectors, there is a number of ministries and departments who have been involved in vocational skill trainings including Department of Labor, Women Affairs, Rural Development, Social Affairs, Education and Agriculture. In Kampong Cham Province, a provincial vocational school has been operated under the supervision and support from the Ministry of Labor in collaboration with NGOs –Plan Cambodia and others–. The duration of the training skills could range from short courses, to medium and long term.

The Provincial Department of Education also has its own division known as the “Non-Formal Education”, which is responsible for providing vocational skills training to students who dropout from their formal education(1).

It has also been identified that, as part of the pro-poor service, NGOs have also been actively engaged in the vocational skill training. Over the past years in Kampong Cham and beyond, BSDA has provided vocational skill training courses to vulnerable individuals.

However, as identified by this study, although a comprehensive national policy has been put in place now, Cambodia is still late in the race, compared to most countries in ASEAN. The country has encountered by some key challenges, including human and financial capitals to support the smooth implementation of the adopted strategy and the lack of motivation/interest in the vocational skills training perceived by the general population, especially youth. As was reported by an official from the Ministry of Labor, the level of youth interested in the basic Vocational Skill training or short courses has been low sometime cannot be functioned without subsidiary support provided either by the government or NGOs. This issue has posed serious concerns over the ability of the government to deal with the current massive influx of unskilled labors from Cambodia to Thailand and to other neighboring countries. These migrant workers have expressed more interest in seeking for unskilled jobs, rather than to spend time in the vocational school.

At the Provincial Level, the National Strategy for Labor development appears to have been well informed only by the Department of Labor, but limited to other provincial government institutions involved in Vocational skills training. As result, a significant gap has existed in coordination between these institutions involved in the Vocational Skill Training program.

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1 Interview with the Director of the office of Non-Formal Education, Provincial Department of Education, Kampong Cham Province
The pro-poor services are the core value in Vocational skills training or TVET programs in Cambodia. To support these vulnerable groups, a substantial subsidized supports is needed, in order to ensure that these students are able to complete their training course as designed by the curriculum. Amid of these generous supports, the level of dropout rate amongst students at the basic vocational skills training has been reported as high and difficult to manage and to a larger extend, the costs based on the pro-poor service support have also been argued as high and not sustainable in long run.

Based on the key findings above, a number of basic recommendations has been put in place by this research for BSDA to review the current existing approaches and processes for vocational skill training and readjust its program inputs to meet the needs of trainees as well as to support the government’s policy. These recommendations including:

1) enabling for joined dialogues between relevant institutions, especially in Kampong Cham Province;
2) Work with the Department of Labor, to establish the link between vocational skill trainings and those of factories based in Kampong Cham province;
3) Revise the student selection process based on the 3 suggested approaches: a. Select of students from the community of BSDA target areas / b. Select through open training such English or other life skills activities carried out by BSDA / c. Select through the referrals from other NGOs and government agencies.

As added value to the current BSDA’s efforts to improve the level of effectiveness and efficiency in the field of vocational skills training, the organization should begin to explore some community based activities. As this approach will enable BSDA to get closer with the community people, especially to involved them in the selection of students for the vocational skills training as well as to help to build the family’s livelihood and community social capital and a system of support such as Community Self-Help Groups (SHG) and Community Saving (CS), which can be used as basis for exchange supports and helps, in time of needed.

Lastly but crucial, it is suggested for BSDA to adjust its current training practice by putting the students on the apprenticeship training (or on the job training) with various private shops and enterprises where students can earn some incomes from their placement while undertaking their training.
I. BACKGROUND

Currently, Cambodia claims to have a steady growth in GDP, with an average of 7.0% per year. The people annual income has increased from about US $900 to over $1100 by 2015. Amid of these positive outlooks, more social unrests have been organized by people, both in urban and rural areas. At least, 3 to 4 people organized advocacy campaigns have been reported each days, by local and international newspapers and media, as result of land conflicts and natural resources exploitation impacted by the ELCs. At least, over 2 million out of 5 million hectares of arable land has now been granted for ELC, to companies both local and international, with a believe that, the ELCs will lead to more steady grow in country GDP.

Furthermore, Cambodia experiences rapid changes in the political, social, economic and even in environmental conditions. Politically, Cambodia will become part of the ASEAN community by 2015. This integration process requires some considerable adaptation and restructuring in the country policies and practice in order enjoy equal access and economic redistribution amongst the members of the Nations. Socially, a significant increase in the level of people migration has been happening now and it is expected to be further double up, through the free flow in labor forces across order. In this case, a greater diversity in cross nationality migration will be high and it can lead to more cultural transformation and changes.

In economic term, Cambodia has encountered with numerous forms of economic integration for free market economy and trade. Local products become highly competitive and, thus more strategic choices and policies options will be needed, in order to build a strong resilience and sustainable economic growth that incorporate social inclusion and equity.

II. RATIONAL PROBLEM

Youth population represents more than half (about 62%) of the total population. While more youth are now able to work in various factories, numerous reports show that the high level of their unemployment still exists. The current increase in urban development has attracted youth from rural areas to the city, which causes a rapid increase in urban migration, but, at the same time, it creates labor shortage in rural areas, especially in agricultural productivities.

Amid of this labor shortage, hundreds of thousand youth have also been migrated to the neighboring countries such as Thailand, Malaysia, South Korea etc... Most of them are working as construction workers, fishery, factories or in food stalls and restaurants.

To assist youth to earn their living through the provision of vocational skill training is the key solution to youth employment; and to a larger extend, to prevent youth migration to the neighboring countries. Over the past decades, various attempts have been made, to support youth to gain their vocational skills, through various forms of vocational skill trainings and rehabilitation program, believing that, these skills would enable youth to get their jobs or to set up their business incomes. However, the poor quality of the training, the lack of proper marketing research and the lack of proper recruitment process for trainees have been argued as the key constraints, which lead to the fact that some youth decided to quit their training or cannot get job even after they graduated from their vocational schools.

III. SCOPE OF THE STUDY

Key Research Questions

To achieve the objective above, this research will explore answers to the following key research questions:
1. What are the current vocational skills trainings facilities exists in Kampong Cham province?
2. How the recruitment of trainees contribute to the completion of their training courses and successful job seeking?
3. What are the views of youth re: the linkages between recruitment process and relevant job market?
4. What are impacts and changes that have been made on their livelihood amongst trainees after they graduated?

Research Objectives

1. To generate a mapping of different vocational skill training centre and institutions in Kampong Cham Province.
2. To understand the linkage between the vocational skills training and job relevancy, including the skill training supported by BSDA.
3. To assess the effectiveness of the recruitment process and job placements for trainees.
4. To understand the views of trainees on the current level of effectiveness and efficiency of the overall process of recruitment, training process and the approach to apprenticeship adopted by the training.
5. To verify the level impacts made by the training skills on the livelihood of the trainees.
IV. RESEARCH METHODOLOGY

01. Literature Review: (Review all relevant documents)
A comprehensive reading of all related documents was carried out by the consultant.
- Various reports of vocational skills training provided by BSDA.
- The existing skill training curriculum.
- Statistical report from various sources and social enterprises.
- Relevant government’s report and publications on marketing.
Qualitative and participative approach.
The following methods of data collection were employed for this evaluation:

02. Semi-structured individual interviews with:
- management of the host organization BSDA.
- key management of partner organizations.
- key community focal persons and committees who are directly involved as the key stakeholder.
- key government officials including the provincial department of social affairs and Education.

03. Focused Group Discussions (FGDs)
Focus group discussions were carried out, in order to get a better understanding, validate findings and interpretation, provide an opportunity for interaction and engagement between stakeholders and target beneficiaries. In this case, a series of FGDs were organized with the groups as follows:
- Group of former trainees who have been graduated,
- Groups of trainees who are currently still on their study in the center.
- Groups of employers, if necessary

04. Quantitative Survey amongst Youth
The quantitative method helped to understand the views of youth in relation to their perceptions and understanding about the current job market, the kind of training skills they might need and the linkages between the trained skills and livelihood improvement. The set of questionnaires for this quantitative survey was developed based on consultation between BSDA management and the research consultant. There were 177 keys respondents (Male 105 & Female 72) were involved in the HHs interviews.

05. Consultation workshop with key stakeholders
At the end of the field work, a consultation workshop was organized with all key stakeholders, where draft of key findings was presented to the audiences. This workshop remained to be part of the research process, where more inputs and suggestions were gathered and integrated into the report.
V. KEY CONSTRAINTS AND LIMITATIONS

This study attempts to provide an in-depth understanding about the level of effectiveness and efficiency in the vocational skills training program. However, due to the lack of documents and coordination between institutions involved in the vocational training, the study, therefore, has extended more discussions with experts from other institutions, including High ranking officials from Ministry of Labor and NGOs. However, due to limited resource and time constraints, but intended for ambitious outcomes, some gaps might exist and could affect the quality of key findings generated by this research.

Furthermore, while conducting this study, the research team had some difficulties in making contacts with the former students and their parents, who could provide some invaluable information and inputs to this report, as many of them have moved to other places, including Thailand. In this case, it is hard for this study to provide a thorough investigation on the changes that have been made to the students and their families after they graduated from school.

VI. KEY FINDINGS

A. Contemporary Efforts for Vocational Skills Development (TVET)

Vocational skill training has been developed as alternative solution to youth unemployment and school dropout rate. At the national level, a comprehensive concept document has been adopted by the inter-Ministry support and a “National Authority for Labor” has been formed, to oversee the overall implementation of the plan. As was explained by officials from Ministry of Labor, the degree of training education in TVET has been designed as standard for ASEAN community Integration by 2015.

This policy concept put emphasis on 4 key areas:

1. Developing of qualified and competent technical human resources
2. Expanding TVET provision throughout the country to make it more accessible and equitable
3. Improving the Quality and Management of TVET services.
4. Promoting Public-Private Partnership(PPP)

At the operational level, the vocational skill training has been carried out by different agencies along with different approaches and means. In the government sectors, for example, there are a number of ministries and departments have been involved in vocational skills training including labor, women affairs, rural development, social affairs, education and agriculture. In Kampong Cham Province, a

3 Quoted from Policy & Reform Priorities for Skills Development in Cambodia; Ministry of Labor and Vocational Training Directorate General of TVET
provincial vocational school has been in operation under the supervision and support from the Ministry of Labor in collaboration with NGOs –Plan Cambodia and others. The duration of the training skills could range from short courses, to medium and long term.

The Provincial department of Education also has its own division known as the “Non-Formal Education”, which is responsible for providing vocational skills training. As was explained by the Director of provincial Department for Education in Kampong Cham, the vocational skill training run by the non-formal education has been set up as part of the government strategy to provide opportunity for students who drop-out of schools. It was also reported that, although with an off operation, other line departments such as Women Affairs, Rural Development, Social Affairs and Agriculture have also developed their own vocational skill training courses. Each claims to have done some basic feasibility study prior to the time to start the course.

Part of the pro-poor service, NGOs have also been actively engaged in the vocational skill training, specifically for youth from poor families and students drop-out of schools. Over the past years, BSDA has provided vocational skill training course for short and medium course across Kampong Cham province and beyond. Besides the vocational skill training, the students are entitled to receive free accommodation, food and a small monthly stipends to cover other expenditures. Similarly, there is also a number of NGOs that are active in supporting the vocational skill training such as Don Bosco, Hagar, Friends International etc... The trainings provided by these NGOs, is based on the value of pro-poor training, they relied heavily on subsidized supports and targeting the most vulnerable individuals and groups such as the poor of the poor and street children. The Friend International, for instance, have a big vocational skill training center in Phnom Penh, where vulnerable youth and street boys and girls are sent. The selection of students in the Center of Friend International has been carried out or screened by the outreach community based facilitators stationed at key slum areas across Phnom Penh. BSDA has also been actively involved in vocational skill training. Students are selected amongst youth from poor families, from different provinces across the country. As was identified by this research study, each NGOs has adopted their own criteria and processes, and most of them focuses on short term and medium courses ranging from handicraft, electronic and mechanical skills.

B. Analysis of key constraints and challenges

01. Constraints in policy implementation

The interview with high a ranking official from Ministry of Labor revealed that, National Strategy for Labor and Vocational Training has been adopted as a standard document for the ASEAN community Integration 2015. While this concept document has now been published and adopted as road map for skill labor development in Cambodia, the plan appears to have been challenged by some key issues including the lack of financial support, technical inputs and the motivation amongst the trainees. This official further explained that, the level of youth interest in basic vocational skill training or short courses has been low sometime cannot be functionned without subsidiary support provided either by the government or NGOs, while more students have expressed interest in higher education (Bachelor level).

Here is a list of key constrains addressed by the government’s strategic document for vocational skills training (TVET)4.

- 1. Social concepts/cultures (poor image of TVET)
- 2. Economic & industrial growth, mismatch between supply and demand
- 3. Constrained financial resources
- 4. Limited resource mobilization - staff & logistics
- 5. Necessity to Improve quality of TVET programs
- 6. Weak public-private partnership,
- 7. Insufficient quality management instruments

The low level of interest in the bottom skills level has posed serious concerns over the ability of the government to deal with the current massive influx of unskilled labors from Cambodia to Thailand and other neighboring countries. As was discussed with some of these migrant workers, they have expressed more interest in seeking for unskilled jobs, rather than to spend time in the vocational school. As was

4 Quoted from Policy & Reform Priorities for Skills Development in Cambodia; Ministry of Labor and Vocational Training Directorate General of TVET
explained by returned migrants “I need money to feed my family, so if I attended the vocational skills training, then I lost my income”. This problem has been further exacerbated by the fact that, many vocational training schools run by the government are still poorly managed due to the lack of funding, human resources and lack basic equipment. At the same time, sharing information and technology remains to be weak between the relevant line ministries and departments involved in the implementation of the TVET program as well as with other government and expert institutions.

02. Coordination issues
Although a comprehensive policy option has been now put in place, Cambodia is still far behind the race, compared to most countries in the ASEAN. While some significant gaps have existed in the policy implementation, the country still encounters with other key challenges, including the lack of effective coordination between the institutions and agencies involved in the vocational skill training program. For example, interviews with those of experts from government Ministry and department revealed that, as Cambodia is seeking for more investments in industry, training labors to work for factories has been spelled out as in most needed now and in the foreseeable future. However, the gap has existed in the areas of coordination for information exchange still be weak or not strongly established. At the operational level, there is no sing of strong coordination has yet been put in place. As was identified by this research, each training institution has made their own plan without coordination with each other. In Kampong Cham Province, the coordination meeting or workshop on matters linking to vocational skills training has been rarely organized or not exist5.

At the Provincial Level, the National Strategy for Labor appears to have been well informed only by the department of labor, but limited to other provincial government institutions involved in vocational skills training. Interviews with the Provincial Director for non-informal revealed that, he was unaware about the strategy, and thus he still relies on the action plan and guideline from the line Ministry (education). The lack of informed policy that exists at the provincial level, somehow, appears to have generated more constraints in the coordination for training inputs and expected outcomes. As was identified by this research study, each government department continues to proceed with their own plan and training activities. In Kampong Cham province, there is no joined workshop has been organized yet, to discuss about the vocational skills training activities. Interview with the government officials from the department of education and labor show a need for such workshop to be arranged, where key stakeholders can work together to assist and mobilize resources to support each other when necessary. As an official from Ministry of Labor and Provincial department for Labor have expressed “the lack of coordination in skills production has resulted in poor resource mobilization and, to a larger extend it, it is a waste of time when each institution continues to proceed with their own means without responding the common goal and needs addressed by the National Strategic plan for Labor and vocational skills development6”. This issue was also shared by NGOs involved in the TVET/vocational skills training.

03. The problems with pro-poor services
The pro-poor services are the core values for vocational skills or TVET programs in Cambodia. The vulnerable individuals and families are amongst the target beneficiaries for vocational skills training. Small skills on beauty aid, haircut, wedding costumes, auto repair, electronic and electrical skills etc… are amongst the skills available from these training schools. To support these vulnerable groups, a substantial subsidized supports are needed, in order to ensure that, these students are able to complete their training course as designed by the curriculum. The subsidiary supports can be ranged from free accommodations, free meal, stipend support and additional back up capital for income generation.

Amid of these generous supports, the level of drop-out rate amongst students at the basic vocational skills training has been reported as high and difficult to manage when the participants are from the poor families or from the vulnerable groups. As was explained by officials from BSDA “although we have developed a clear criteria for selecting the students and a strong commitment from the family has been made, to ensure that the trainees can complete their training course, the level of drop-out rate still be
Furthermore, with poor family background, while undertaking the course, some students have experienced psychosocial distresses, which some time affect their study performances and communication between peers and teachers. Poor performance behaviors in the class were often reported. This issue has also been shared by other NGOs and government schools involved in the pro-poor vocational skill training. As result, a key concern has commonly been raised over the inability of these training institutions to cope and deal with the psychosocial distresses and cultural behaviors acquired by those who attend the training. In some cases, the institutions spend more time and efforts to deal with these psychosocial issues than to focus on the core skills training. Personal development and life skills inputs have also been integrated as part of the training curriculum, but the satisfactory outcomes still be questionable.

In some NGOs such Friend International, where students are selected from the most vulnerable groups and individuals, the institution has spent more resources and time in life skills training, before the core skills inputs can be provided. The students are given free choices, whether they should stay or leave the class during the initial period of their classes, even though, a careful selection process and screening has already been carried out. While this approach has led to successful completion of many students, school officials argued that, the drop-out rate, happen during the initial phase of the training still be high and unpredictable. Poverty and demand for daily income versus spending time for skills improvement were the main root causes leading to this drop-out.

04. The cost related factors
The costs in vocational skill training based on the pro-poor service support have also been argued as high and not sustainable in long run. Over the course of this research, we have discussed with NGOs: the related costs per person, from the time when they started the training until they finished. In an one and half year training cost, the school spent approximately a total of $3000 per students, while each trainee also spent about the same amount, if they work elsewhere as unskilled worker over the same period (with 5USD per day x 365 days as unskilled labor) and not attend the training. This estimated costs and loses as described for both, the school and the trainee indicates a need to review the approach of the training and process, to ensure long-term sustainability for vocational skills training in Cambodia. It should be noted that, although this roughly estimation was done in consultation with an NGOs only, such costs has also been felt by other NGOs involved in this study.

Amid of this constrain in the costs and loses, in training for the poor and vulnerable groups, the school is also entitled to spend more time and resources on life skills, to address the psychosocial issues and other cultural behaviors amongst students during the training, before the core skills training can be introduced. As often the case, the cost for timing and experts supports, to deal with such complicated issues has also
been argued as another burden to the total cost of the vocational skill training. In some schools, to deal with psychosocial issues, a professional counseling is needed to assist the students from the beginning till they completed their training. Unfortunately, some training institutions do not have such service available, and therefore, the dropout rate tends to be higher, as result of the lack of appreciate support to the students who are in distress or inability to cope with their psychosocial issues during the training.

The low education amongst trainees from poor economic background and vulnerable groups has also been described as another key constrain, where the training institutions have to deal with, in order make sure that students are able to catch up with the level of technical and literacy level required by the class. The training for writing and numeracy skills, somehow, has been argued as another cost involved and time burden in the process of vocational skills training. As it has been experiencing by NGOs, donors often hesitate to support these additional costs (life skills, writing and numeracy), but more interested only in core skills.

**05. Relevancy**

**Students selection and recruitments**

As was identified by this study, each training institution involved in the study claimed to have developed a clear and strict criteria for student candidates and, selection processes were also carefully designed, to ensure that they would get the right students for the right training. The Most common criteria including youth from poor families, students who drop-out of school and individuals from vulnerable family. To ensure the right students for the right course, a basic survey has often been organized, in coordination with local authority and close families members (can be guardian or parents).

Interviews with staff official involved in this study, however, revealed that, although clear criteria and selection process are developed, the institutions still encounter with some key challenges. Although the poor families have often expressed strong interest in the learning skills, but arguing that they would lose their income if they were undertaking the study. Furthermore, while short courses have been prepared for students from poor family has been designed, the drop-out rate still be high amongst students from the poorest of the poor.

Youth drop out of school has also been targeted by the vocational skill training school. However, as was explained by official from the Provincial Department for Non Formal Education: “we want to select youth who dropped-out of school, but as often the case, those youth tend not see the training skills as the first entry point for their job, but prefer to look for unskilled work, where they expect to gain more experiences, skills and income, while on the job”.

**Views from employers and private enterprises:**

Interviews with employers from hotel and guesthouses in Kampong Cham shows that, almost all staff working in this areas of business are hired from relatives and through personal contacts, rather than through recruitment process. As was explained by employers “to have proper skilled staff would be helpful for our business, but, at the time being, our business still be small so, we might not need such skilled worker. We just call someone when we need them”.

While job opportunity in hotel and guest houses is less attractive, especially in Kampong Cham province, there are more demands were expressed from the restaurants and food shops. Interviews with employers in this business area show a need for professional skilled cook to work in the restaurants and big food shops. Similar to other businesses involved in this study, the recruitment of staff has still been done through friends and relatives. There are a few cases, where cooks are recruited through other vocational schools such as BSDA or other vocational skills training institutions.

More skilled staff are found in the mechanic shops such as car garages and motorbike repairing. As the interviews show, this business sector has put high value to the skilled staff. They explained that “at our places, we found the skilled workers are more productive and easy to work with. However, they further
argued that, “some time, we cannot afford to pay to all skilled staff, but to use some unskilled workers, and train them on the job”\textsuperscript{13}. At least about 2/3 of the staff recruited by this sector were skilled staff and more demands for skilled staff were expressed.

Interview with staff official in charge of skill training program from Friend International shows that, short term skills in mechanical repairs and metal made builders (Cheang Dek) have been quite suitable to the job market. Students who study in these skills often get the job early, even before they complete their training\textsuperscript{14}. This experience was also confirmed by the Director of Prey Kon Khla vocational school\textsuperscript{15}. Some basic discussions have also been made with owners from small electronic shops such as computer and telephone. Again, as the business still be small, there is no major recruitment process has been made. Most recruitment is made only through friends and relatives. As was explained by the shop owner; “in our business, if we recruited staff, we could only select the skilled persons who are either trained in computer science or learned their skills from elsewhere\textsuperscript{16}”. In Kampong Cham, this sector of business appears to have been managed mostly by family and demands for trained staff were not strongly expressed from the vocational schools, but more interested in computer sciences and high skills in technology, to deal with the client’s requests.

Interviews with employers from the beauty aid shops and tailors show that, while they are in need for skilled staff, they have expressed some difficulties in keeping their staff. In the tailor shops, for example, young people are more interested in the factory job rather than to come and work as the tailor. This issue has been further exacerbated by the fact that people tend to use more ready made and second hand clothes rather than to have their clothes made by the tailor. Furthermore, young women appear to be more interested in working as factory worker rather than to attend the vocational skill training. In-depth discussions were also carried out with trainees from the weaving skills, to assess the level of relevancy, effectiveness and outcomes of this particular training skill. While the overall training process and time spent on the training course were described as practical and culturally invaluable for community to revitalize their weaving culture and identity, the outcome generated by this business skill has encountered some significant challenges. Marketing has been described as a major obstacle, in promoting the trainee’s interest in the weaving business after they graduated. The lack of capacity to develop fashionable products made from weaved clothes was argued as the key constrain in the market. At the same time, the level of production generated by the traditional equipment or manual weaving method and materials as used by the training cannot respond to the demand for market value chains. “The level of level of production produced by this traditional equipment/method has been slow and with low quantity, and as result, it affects both, the income flow as well as cannot respond to requests from business shops”, explained by the weavers\textsuperscript{17}. They suggested that, to make the weaving business more attractive and fashionable, the weaving skills should not only be focusing on the production of clothes, but trainees must learn more about the update fashions, as secondary made materials, and, to a larger extend, semi-machine handicraft equipment can be used during the training course\textsuperscript{18}.

Training Processes and Approaches

As was identified by this study, while each training institution/facility has claimed to follow a thorough selection process and criteria, some key different approaches and processes were adopted during the training. In BDSA, a centered based training class has been organized, where all students are entitled to stay for the whole period of their training. Food and accommodation are provided by the school. At the same time, interview with government officer from the vocational skills training school run by the Provincial Department of Labor also shows that with support from an NGOs – Plan Cambodia – some students from rural communities can receive basic scholarship supports including dormitory and food allowance while undertaking the training, whereas, students who stay close to the school can return to their community after the school hours.

Ministry of Labor has also adopted a plan to organize community based training activities, where the training class can be organized directly in the villages, where trainees are come from. Although the latter

\textsuperscript{13} This is a common quote from employers of the car garages and mechanic shops, based in Kampong Cham Province.
\textsuperscript{14} Quoted from the program officer for Skill training from Friend International, based in Phnom Penh.
\textsuperscript{15} The Director of Prey Kon Khla Vocational School said that “even his students who study mechanics or Metal builder can go and work in Thailand.
\textsuperscript{16} Quoted from interviews with computer shops owners, from both in Kampong Cham and Phnom Penh
\textsuperscript{17} Quoted from interviews with computer shops owners, from both in Kampong Cham and Phnom Penh.
\textsuperscript{18} It was quoted from the weaving trainee in BDSA.
method appears to have no cost involved in accommodation and stipends support, and more easier for trainees, they argued that, this process might need more resources and more costly on transportation of equipment and materials for the training. Up to the time of this study, this training method has not yet been trialed.

Friend International has adopted a different method for training process. For example, staff are trained in community skills and they are entitled to spent a lot of time with community, before students can be selected. Within the skill training center, space has been provided to students to visit skill training activities in the center, and see if they would be interested or decided on the skills they want to learn. The staff official from FI further explained that, although students are registered in the center, they still have free choice to decide, if they would want to study the skills. In this process, there were a certain number of cases, where students decided not to take the course. In FI, food and accommodation are provided and life skills training has been considered as importance as the core skills. While under training, FI has built a strong network with various private shops and business employers, where students are sent for internship and receive apprenticeship training.

However, as was identified by this study, most of these training institutions does not have any clear tools or space for monitoring the students after they complete their training. People migration and larger areas of coverage were described as a major issue affecting the capacity of the training institution to provide monitoring and coaching supports to individual students, after they completed their training.

VII. FUTURE TRENDS AND CHALLENGES

Over the next few years, it is expected that, the vocational skills training will be further challenged by the rapid changes in the socio economic and political trends, that have been happening and will be happening, both in Cambodia and in the region.

At the National and Regional Level:

As was learned by this study, Cambodia has encouraged for more investments in businesses including factory and agro industry. As a high ranking government official from Ministry of Labor said “Over the next coming years, I think, Cambodia will need more labor forces to work in factories and other agro business enterprises”¹⁹. However, although such need has been addressed by all line ministries, there is still little evidence that, that this idea has been discussed or planned. No exchange information and data has yet been made by line ministries, for the preparation and strategic response.

Furthermore, the Cambodian migration to the neighboring countries is expected to further increased,

¹⁹ Quoted from His Ex.Tep Oeun, Diredtor General for Vocational Skill Training, Ministry of Labor
especially in the next coming years, after the ASEAN integration 2015. The number of Cambodian migrants in Thailand has now increased to almost 1 million, while South Korean agrees to double up the intake of Cambodian unskilled workers to South Korea. The migration, somehow, has posed more concerns over the capacity of the Cambodian government to adopt a safeguard policy, to maximize the uses of it human potential. It is expected that, through the free flow of labors, which is one of the core elements for the ASEAN Economic Integration by 2015, more Cambodian unskilled migrants will leave their country, seeking for jobs in the neighboring countries.

At home, Cambodia has also encountered by the rapid change in the farming productivities. The traditional farming method of subsistent farming has now been transformed into more commercialized practice. Farmers are more engaged in the farming for cash crops and sell. In this case, more preparation and plan for labor supply should be put in place, to support the development in this sector.

At the Local Level
The following section will put more emphasis on the analysis of local needs for Vocational Skill training based a population survey carried out by the research team.

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent</td>
<td>40.78%</td>
<td>59.22%</td>
</tr>
<tr>
<td>No of Respondents</td>
<td>73</td>
<td>106</td>
</tr>
</tbody>
</table>

Table 1: Number of study population by sexes
There are 177 youth aged between 14 to 26 years olds were selected as studied population.

<table>
<thead>
<tr>
<th>Ages</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>14 to 17 ys</td>
<td>26.26%</td>
</tr>
<tr>
<td>18 to 26 ys</td>
<td>73.74%</td>
</tr>
</tbody>
</table>

Table 2: Ages of Studied Population
As shown in the table below, most youth (73.74%) selected for this study are aged between 17 to 22 years old, and they are treated as the most attractive groups for vocational skill training.

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>73</td>
<td>41.01%</td>
</tr>
<tr>
<td>High School</td>
<td>67</td>
<td>37.64%</td>
</tr>
<tr>
<td>Middle School</td>
<td>24</td>
<td>13.48%</td>
</tr>
</tbody>
</table>

Table 3: Level of education amongst the key respondents
The table below shows the level of education acquired by the key respondents, while undertaking this research.
<table>
<thead>
<tr>
<th>Education Level</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary School</td>
<td>13</td>
<td>7.30%</td>
</tr>
<tr>
<td>No or Little Education</td>
<td>1</td>
<td>0.56%</td>
</tr>
<tr>
<td>Total</td>
<td>178</td>
<td>100%</td>
</tr>
<tr>
<td>System</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>179</td>
<td></td>
</tr>
</tbody>
</table>

**Table 4: Where key respondents stay**
Furthermore, as indicated in the table below, most of the youth selected for this study were migrants from rural areas and they are staying in the renting houses, with relatives or friends, while only a small percent was from Kg Cham City.

<table>
<thead>
<tr>
<th>Staying Location</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>In my own home</td>
<td>6</td>
<td>3%</td>
</tr>
<tr>
<td>With Relative</td>
<td>24</td>
<td>13%</td>
</tr>
<tr>
<td>Friend</td>
<td>44</td>
<td>25%</td>
</tr>
<tr>
<td>Rent</td>
<td>104</td>
<td>58%</td>
</tr>
</tbody>
</table>

**Table 5: The Family Background**
At the same time, these youth were mostly from families that have earned incomes from farming, animal raising, Labor works and small businesses.

<table>
<thead>
<tr>
<th>Sources of Incomes</th>
<th>Respondents</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>NTFP</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Bank</td>
<td>1</td>
<td>0.56%</td>
</tr>
<tr>
<td>Credit</td>
<td>1</td>
<td>0.56%</td>
</tr>
<tr>
<td>Dentist</td>
<td>1</td>
<td>0.56%</td>
</tr>
<tr>
<td>Hair Cut</td>
<td>1</td>
<td>0.56%</td>
</tr>
<tr>
<td>Interest</td>
<td>1</td>
<td>0.56%</td>
</tr>
<tr>
<td>Music for Rent</td>
<td>1</td>
<td>0.56%</td>
</tr>
<tr>
<td>Remork Driver</td>
<td>1</td>
<td>0.56%</td>
</tr>
<tr>
<td>Teacher</td>
<td>1</td>
<td>0.56%</td>
</tr>
<tr>
<td>Volunteer with NGO</td>
<td>1</td>
<td>0.56%</td>
</tr>
<tr>
<td>Renting the house and other immobile assets</td>
<td>2</td>
<td>1.00%</td>
</tr>
<tr>
<td>Fishing</td>
<td>3</td>
<td>1.00%</td>
</tr>
<tr>
<td>Handicraft</td>
<td>3</td>
<td>1.00%</td>
</tr>
<tr>
<td>Money sent from overseas</td>
<td>10</td>
<td>5.00%</td>
</tr>
<tr>
<td>Working for a business company</td>
<td>10</td>
<td>5.00%</td>
</tr>
<tr>
<td>Working for NGOs</td>
<td>12</td>
<td>6.00%</td>
</tr>
<tr>
<td>Processing of Agricultural products</td>
<td>13</td>
<td>7.00%</td>
</tr>
<tr>
<td>Loan the money</td>
<td>13</td>
<td>7.00%</td>
</tr>
<tr>
<td>Working as government employees</td>
<td>21</td>
<td>11.00%</td>
</tr>
<tr>
<td>Small business</td>
<td>46</td>
<td>25.00%</td>
</tr>
</tbody>
</table>
Table 6: Attended the vocational schools
Interestingly, through a snowball selection, a majority of the youth involved in this study (62.64%) have never been at the vocational school before, while 37% have attended some skills training.

Table 7: Kinds of vocational skills training attended by youth
The following table describes the kinds of training skills attended by the key respondents. At the top of the list, there is almost 50% of the total respondents had attended vocational skills training including computer, English, agriculture, hospitality and electronic.
This study also explores answers regarding the reasons why students quit their vocational skill training. In this case, poverty, stay home to help family and build family income are amongst the core reasons for quitting their study. This figure has also reflected genuinely to the result of the semi-structure interviews, where more respondents (12%) argued poverty in the family and lack of supportive income were the primary reasons to quit the skills training, and about 3% said as lack of capacity to follow the class due to low education or difficult to catch with technical issues required during the training.

Table 8: The reasons for quitting the vocational skill training

<table>
<thead>
<tr>
<th>Reason</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earn income for family</td>
<td>6.15%</td>
</tr>
<tr>
<td>Stay home &amp; help family</td>
<td>6.15%</td>
</tr>
<tr>
<td>No money to pay for the school</td>
<td>5.38%</td>
</tr>
<tr>
<td>Cannot catch up with other students</td>
<td>2.80%</td>
</tr>
<tr>
<td>Spend too long for the school</td>
<td>1.12%</td>
</tr>
<tr>
<td>Want to be a monk</td>
<td>0.56%</td>
</tr>
<tr>
<td>Graduated BBA</td>
<td>0.56%</td>
</tr>
<tr>
<td>Graduated BA</td>
<td>0.56%</td>
</tr>
<tr>
<td>Because finish training</td>
<td>0.56%</td>
</tr>
</tbody>
</table>

Table 9: Youth opinions and plan, after quitting their schools

The survey also shows that, although most students has committed to complete their study, a significant number of youth (30%) has argued vocational skill training as their next step, if they quitted their school, and another 21% see migration, either within Cambodia or to the neighboring countries, as their alternative solution for their employment after leaving their schools, whereas, 24% had admitted that, they have no ideas about what they will do.

The research also shows that, although most students has committed to complete their study, a significant number of youth (30%) has argued vocational skill training as their next step, if they quitted their school, and another 21% see migration, either within Cambodia or to the neighboring countries, as their alternative solution for their employment after leaving their schools, whereas, 24% had admitted that, they have no ideas about what they will do.
Table 10: Skills needed by youth when migration

This study was also seeking for in-depth understanding about what kinds of skills they might need, if they want to migrate elsewhere, after schooling. As shown by the table below, up to 18% of the studied population expressed no ideas about what they really wanted, while skills in computer, working in factories, agriculture, hospitality, tailor, Mechanics, electronic and cooking are amongst the professional skills wanted by those who intend to do while migrating.

<table>
<thead>
<tr>
<th>Jobs/Skills needed when migration</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>I don’t know</td>
<td>17.18%</td>
</tr>
<tr>
<td>Factory</td>
<td>11.73%</td>
</tr>
<tr>
<td>Computer</td>
<td>11.73%</td>
</tr>
<tr>
<td>Farming/Agriculture</td>
<td>8.38%</td>
</tr>
<tr>
<td>Whatever available</td>
<td>7.82%</td>
</tr>
<tr>
<td>Hospitality</td>
<td>6.15%</td>
</tr>
<tr>
<td>Tailor</td>
<td>5.59%</td>
</tr>
<tr>
<td>Mechanics</td>
<td>3.35%</td>
</tr>
<tr>
<td>Electronics</td>
<td>2.79%</td>
</tr>
<tr>
<td>Restaurant as cook</td>
<td>1.68%</td>
</tr>
<tr>
<td>Construction skills</td>
<td>1.12%</td>
</tr>
<tr>
<td>Medical personal</td>
<td>1.12%</td>
</tr>
<tr>
<td>Work for NGOs</td>
<td>1.12%</td>
</tr>
<tr>
<td>House works</td>
<td>0.56%</td>
</tr>
<tr>
<td>Bank</td>
<td>0.56%</td>
</tr>
<tr>
<td>Business men</td>
<td>0.56%</td>
</tr>
<tr>
<td>Doctor</td>
<td>0.56%</td>
</tr>
<tr>
<td>Selling goods</td>
<td>0.56%</td>
</tr>
<tr>
<td>Government employee</td>
<td>0.56%</td>
</tr>
</tbody>
</table>

Table 11: Level of interest for youth in vocational skills training

However, as the survey shows, almost all youth involved in the study have expressed their strong interest in the vocational skills training as the basis for their capacity building, before seeking for jobs.
Generally, as it has been stressed by this research, the development of vocational skill training in Cambodia does not only need proper policy option, but also requires better coordination, information sharing and used as basis for effective mobilization of resources. At the same time, while Cambodia encountered by the loss of labor forces every day, through migration, this issue is expected to be increased within the next coming years, followed by the ASEAN integration by 2015. The skills training therefore must be well prepared not only for responding to the in country needs, but it should also be addressed to the trends in the region. Based on this conclusion, BSDA cannot act alone and the organization has neither resources nor expertise to address such wide range of needs.

However, some basic recommendations can be proposed here, for BSDA to reviews its current existing approach and process for vocational skill training, and, readjust its program inputs, to ensure appropriate responses to the needs of trainees as well as to support the government’s program for vocational skill training.

**01. Proposed for future directions**

1. As a small organization, BSDA cannot respond to the whole contextual situation and needs linking to vocational skills training in Cambodia. However, the organization can help to open up some windows for joined dialogues between relevant institutions, especially in Kampong Cham Province. In this case, BSDA can provide an initial facilitation support to the joined discussions and workshops between the Provincial Department for Labors and other government agencies and NGOs involved in the vocational skills training. This suggestion was also raised by the Director of Provincial Department for Labor.

2. As was identified by this research, Cambodia continues to attract more investments in the areas of industrial development and factories, and therefore, with the collaboration above, BSDA can work with the Provincial Department of Labor, to establish the link between vocational skill trainings and those of factories based in Kampong Cham province. This connection might be able to open up another opportunity for collaboration and support between the factories and vocational skill training, seeking for possibility to support skill development for factory workers. This approach is quite challenging for both BSDA and the provincial government and, it is an unprecedented initiative in the vocational skills development in Cambodia, if it could work out.

3. While the current terms for skill training in BSDA will be soon finished and students will be graduated, it is suggested for BSDA to revisit its skill training program and consider the following skills training as identified by this survey. Here are the skills that can be considered for BSDA vocational...
skills training:
- Computer /electronics
- Cooking and Hospitality
- Mechanics such as car and motor bike repairs
- Agricultural techniques
- Tailor.

02. Approaches to students selection & selection process

It is proposed for BSDA to revise the student selection process and considers 3 suggested approaches as follows:

1. Select of students from the BSDA target communities
2. Select through open training such English or other life skills activities carried out by BSDA
3. Select through the referrals from other NGOs and government agencies

How the approaches above can be proceeded?

Approach 1: It requires BSDA to select its own target areas/communities to work, and the Skills training can be integrated with other development activities in BSDA. In this process, the selection of students can be done from these target communities and other villages nearby.

Approach 2: The selection of students can be done through the BSDA open training activities such as English and life skills training. While undertaking these open training, students can be familiarized or oriented about the available skills training from BSDA, and let’s them see, understand, feel before they can decide on what training they need. In this approach, BSDA should build a clear marketing strategy, to bring up the interests of students in the skill training and, to a larger extend, more assistance are needed to ensure student self-determination and decision.

Approach 3: BSDA must step up its capacity in marketing, where information and leaflets about BSDA vocational skills training activities can be disseminated or shared with other NGOs including the Micro-Financial Institutions (MFI). Through this marketing process, more students can be recruited by the referrals from other agencies.

It should be noted that, as identified by this research study, a significant number of youth respondents have expressed no vision for their future carrier, and, in this case, job counseling or carrier coaching sessions might be needed for some students who have difficulties in selecting their training skills. Some life skill training, focusing on self-empowerment and decision making might be necessary in this case.

03. To build community based development activities

Based on the “approach 1” above, BSDA can begin to explore some community based activities, to build the family’s livelihood and community social capital. This approach enables BSDA to get closer with community people, and able to involved community in the selection of students for the vocational skills training as well as to help community to build a system of support such as Community Self Help Groups (SHG) and Community Saving (CS), which can be used as basis for exchange supports and helps, in time of needed. At the same time, staff should be well equipped with community skills and capacity in project management should be built.

04. Moving from center based training to apprenticeship training and practices

To reduce the costs, for both trainees and BSDA, it is suggested for BSDA to adjust its current training culture, by moving the training activities away from BSDA center, but places the students on their job training with various private shops and enterprises. To adopt this approach, BSDA can make some field visits to Friend International or Hargar, where such method of training has been carried out for many years. Furthermore, a two ways support between BSDA and those of private shops can be built, to seek for a possibility where students can earn some incomes from their placement with the private shops, while undertaking their training.

05. How BSDA center can be used?

While the activities of the training skills will be shifted away from the current BSDA training center, then, the organization can use this center for the following purposes:

1. It can be used as the accommodations for some students who are in needed for place to stay, when...
private shops cannot help.
2. The center can be used as class room for open training such as life skills training and English skills education.
3. Use it as basis for life skills training that can be organized specifically for students who attend the vocational skills training with private shops. This training session can be carried out regularly (can be once every 2 weeks or once per month), as part of the integration process in the vocational skills training.
4. Use for activities linking to other community based development activities as needed by BSDA.

06. Life skills training
BSDA should design a clear curriculum for life skills training that can fit with the socio, cultural and economic context of students. This can be done through consultations and exchange of information with other institutions, both in the government and NGOs.

07. The pro-poor service support
As was suggested in section (E), BSDA can maintain the pro-poor service training, through the provision of necessary accommodations, meal, for students who cannot afford for their living while they take the apprenticeship training.

IX. ANNEXES

ANNEX 1: TERMS OF REFERENCES

Terms of Reference
Job Market Analyzes (BSDA’s Mekong Kampuchea’s Kid project)
For Youth 16 to 20 years old in Kampong Cham and Tbong Khmum province

Background
All countries in the world have been developing systems, services, business, cultures, traditionnal, skills, education, and so on run into a globalization. The globalization has been walking mainly with all people in the world. All men, consequently, were competing between men and men, materials and materials, capacities and capacities, cultures and cultures, business and business, etc. It, another way, can be reciprocal of each system.

Cambodia, separately, is a country in Asian that it is running into globalization system like other countries also. Cambodia itself, meanwhile, is walking slowly with globalization system like business, various infrastructures of nation, education systems, and various skills for Khmer youths in order to competition with ASEAN Countries.

Buddhism for Social Development Action (BSDA) found that social problems in Cambodia community are happening because of youth’s unemployment both urban and rural. Research on Job Market
Analyzes project in Kampong Cham and Tbong Khmum province has created by BSDA in order to search for real of causes and resolution of youth's unemployment. BSDA's outlook would like to Cambodia youth get values of life and employment daily.

Cambodian's migration for labor harder at Thailand, Malaysia, South Korea, and another are facing many problems because of they do not have any skills for employment daily. For countries nearby Cambodia has been upgrading to all them citizen for welcome business of local and international, and return on Cambodia is not yet set up any goal for its citizen.

According to social problems lead BSDA to set up goal project for Cambodian in Kampong Cham and Tbong Khmum province, and BSDA's project is focused on vulnerable youth ages 16-20 in countries over the world that including like China, Indonesia, the Philippines, Bangladesh, and Vietnam. The project will underpin four projects components:

- Component 1 : Expand the number of young people reached
- Component 2 : Develop, test and document a signature program package
- Component 3 : Generatenational learning and evidence
- Component 4 : Strengthen our leadership profile and partnership base

In Cambodia, Mekong Kampuchea's project is already launched by BSDA to support at risk youngster people in Kampong Cham and Tbong Khmum. Key activities include:

- Assess Job Market Conditions and Needs
- Inform and Support Training Activities
- Build Strong Employment Linkages
- Advocate for long term change

Introduction

Job Market Analyzes is a part of Mekong Kampuchea's Kids project on Vocational Training of BSDA and Accenture, for support youngster people from vulnerable community, OVC adults, lower education to enable youngster people to acquire skills and competencies to pursue their employment aspirations and perform jobs well. In Cambodia, Vocational Training Center of Mekong Kampuchea's Kids project works with at-risk youth to help improve their job prospects. It will be working with two categories of youth :

1. Youth enrolled in Public Vocational Schools - In School Youth (ISY)
2. At risk Youngster People- Out of School Youth (OSY) including Graduated trainees and dropout students of Mekong Kampuchea's project

The Job Market Analyzes (JMA) will help us do the following :

For OSY

1. Identify employment & self-employment opportunities for the OSY to improve their current livelihood options.
2. Identify specific skills/capabilities needed for the OSY to engage in these opportunities.
3. Identify training sources to provide needed hard skills and soft kill for OSY Youth

For ISY

1. Assess the barriers for graduates of ISY to gain employment or start their own business in the industry of their choice and/or to be successful in their employment.
2. Identify the weaknesses in the Vocational Schools based on feedback from employers of ISY graduates.
For the project

1. Identify private sector partners to employ and/or train
2. Identify training partners to deliver hard skills training
3. Identify job-matching platforms that may be relevant

The TOR for the JMA is provided in the following sections.

Key Activities

The consultant will develop the basic of JMA tool-kit and adapt it as needed to address the specific needs of this project. The key activities will include but not be limited to the following:

1. Desk research to identify major sectors within the market, current government initiatives focused on youngster people training, and the existing market of training services.
2. Conduct semi-structured interviews (in collaboration with BSDA’s staff) with key stakeholders within trade, government and private sector associations.
3. Facilitate a meeting(s) with selected business associations including business associations, entrepreneurial associations, vocational school, and NGOs for figure out job market situation in Kampong Cham, Tbong Khmum and others cities/provinces, and providing the minutes.
4. Field study including one-on-one interviews with identified market actors and training service providers.
5. Targeted FGD within business and vocational training associations.
6. Interviews (conducted in collaboration with BSDA’s staff) with potential partners on market and training side.
7. Submission of assessment report and presentation.

Expected Consultant Deliverables

1. Desk research summary document, highlighting key market sectors and related statistics basic data.
2. Full list of institutional and individual contacts developed throughout the market assessment.
3. Compiled raw data from market research and interviews in electronic format.
4. Final report provided in English, which should include but not be limited to the following sections:

01. Background

02. Objectives

- To generate a mapping of different vocational skill training center and institution in Tbong Khmum and Kampong Cham province.
- To understand the linkage between the vocational skills training and job relevancy, including the skill training supported by BSDA
- To assess the effectiveness of the recruitment process and job placements for trainees
- To understand the views of trainees on the current level of effectiveness and efficiency of the overall process of recruitment, training process and the approach to apprenticeship adopted by the
training and training module.
- To verify the level impacts made by the training skills on the livelihood of the trainees.

03. Methodology

001. Literature review: (review all relevant documents)
A comprehensive reading of all related documents was carried out by the consultant. These documents including:
- Various reports of vocational skills training provided by BSDA
- The existing skill training curriculum
- Statistical report from various sources and social enterprises
- Relevant Cambodian Government’s report and publications on marketing
- And relevant ASEAN Government’s report and publication on marketing

002. Qualitative and participative approach
The following methods of data collection were employed for this evaluation.
Semi-structured interview:
- Individual interviews with management of the host organization BSDA.
- Individual interviews with key management of partner organizations.
- Individual interviews key community focal persons and committees who are directly involved as the key stakeholder.
- Individual interviews with key government officials including the provincial department of social affairs and Education.

Focused Group Discussions (FGD)
Focus group discussions were carried out, in order to get a better understanding, validate findings and interpretation, and provide an opportunity for interaction and engagement between stakeholders and target beneficiaries. In this case, a series of FGDs were organized with the groups as follows:

1. Students:
   - Out of School Youth,
   - Students are working on any employment,
2. Guardians:
   - Out of School Youth,
   - Students are working on any employment,
3. Non-Target Groups:
   - Youth Community,
   - Out of School Youth,

Individuals
- Department of Labor and Vocational Training,
- Department of Education,
- Vocational Training Education Center:
  - Provincial Center
  - PSE
  - DON BOSCO
  - FI-HARGA

003. Quantitative survey amongst youngster people
This is a quantitative method that can help to understand the views of youth in relation to their perceptions and understanding about the current job market, the kind of training skills they might need and the linkages between the trained skills and livelihood improvement. The set of questionnaires for this quantitative survey will be developed based on consultation between BSDA management and the
research consultant.

The project focused on Vulnerable Youth Group:
- OVC (youth),
- Street Children Adults,
- Youth: School both Rural and Urban,
  - Drug user
  - Poor Youngsters

004. Consultation workshop with key stakeholders

A consultation workshop, with all key stakeholders will also be organized, at the end of the field work, where draft of key findings was presented to the audiences. This consultation workshop remained to be part of the research process, where more inputs and suggestions from participants were gathered and integrated into the report.
ANNEX 2: LISTS OF QUESTIONNAIRES FOR SEMI-STRUCTURED INTERVIEWS

GUIDED QUESTIONS FOR INTERVIEWS WITH POLICY MAKERS
(Relevant officials from the government institutions & NGOs leaders/private businesses involved in the vocational skill training)

1. How long has you been working in this position?

2. Can you help to identify the names or number of all vocational skills training centre and institutions exist in your respected constituency/provinces? Or in Cambodia? Do you have a list including skills available?
   ▪ Government?
   ▪ By NGOs?
   ▪ Private?

3. Based on you observation, what are the major skills focused by these training institutions? Why these skills are popular, than the others?

4. What are the key challenges, in the development and running of the vocational skills training? How to work with those challenges?

5. What would be the most needed skills within the vocational training in Cambodia, over the next 5 to 10 years? Why?

6. What would be your suggestions, to ensure highly efficiency and effectiveness of the vocational skills training in Cambodia, linking to job market:
   ▪ The selections of trainees?,
   ▪ Training process and methodology?
   ▪ Preparation for job seeking opportunities?

THANK YOU!
GUIDED QUESTIONS FOR INTERVIEWS WITH TRAINING INSTITUTIONS
(Program officials and trainers)

1. How long has your school been operating so far?

2. What are the majors/ skills focused by your school? What are the skills that are more attractive to students? Why?

3. How these skills were determined by your school? By Assessment? Or just do it?

4. How many skills as:
   - Short term training course? How long? How much does it cost for each student?
   - How many skills as long term training course? How long? And how much does it cost per each students?

   (Request for the copy of the training curriculum, if available)

5. Are there any changes in these skills or subjects of the training, over the past 5 years? If changes why? If not change then why not?

6. How your students are selected? Criteria? Process? What are views in this selection? Effective? Do we get the right students? If not why?

7. What is the level of dropout rate amongst your students? And which skills affect most? Can you explain the reasons why do they stop the training?

8. What are the major challenges your institution has facing while running these training courses? And why? Training process?

9. How many % if your students who can get jobs after training? In what skills and why?

10. How many % of students who have no job after they complete their training? And what skills? And why they cannot get the job?

11. Beside the training skills, what are other supports provide, to prepare students to get their job done, after the training?

12. What are your suggestions to ensure the future efficiency and effectiveness of the vocational skills training course?
   - The selections of trainees?,
   - Training process and methodology?
   - Preparation for job seeking opportunities?
   - Skills focuses over the next 5 years?

THANK YOU!
1. How long have you been in this training course?

2. How do you decide to take the course in BSDA vocational skill training center?

3. What are criteria that enable you to attend this training course? How does it fit with your purposes?

4. What are the main topics provided by this training school, and which topic is most attractive to students here?

5. What were your experienced while undertaking the skill training with BSDA?
   Easy, why?
   Difficult, why? and how did you revolve?

6. What are your main expectations, after you finish this study? (for those who are undertaking their study)

7. How much confident do you have on your skills, after your graduation from BSDA? what problem are you facing? How do you resolve them?

8. Do you have plan to take any other skill training in the future? if yes, what are they?

9. Based on your experiences, in BSDA, what kind of skill trainings that are relevant to the job market?

10. What are the reasons that make some students cannot complete their study in this school?

11. What are your future thoughts and purposes after completing this training? and what kind of preparation do you need, in order to achieve what you wanted?

THANK YOU !
1. How long do you run your shop (for employers)? How many staff do you have (skilled and unskilled staff)?

2. What are your experiences in the management of your staff, compared between the skilled and unskilled staff?

3. Do you have any plan for sending your staff or children for further training on other skills?

4. For parents, have you ever sought for skills needed for your children, so that they can use their skills to make a better living?

5. Have you ever sent any of your children to vocational skill training? If yes, where and what skills and why do need this skills for him/her?

6. For both employers and parents: Can you explain why some staff or your children decided to quit their jobs?

7. Do you have any suggestions to help your employees or children to stay on with their jobs, after they complete their training?

THANK YOU!
ANNEX 3: LIST OF QUESTIONNAIRES FOR HHS/STRUCTURED INTERVIEWS
(For youth aged from 14 to 24 years old)

CODE N°...................................................................................................................................................................................................................................................

DATE:.......................................................................................................................... TIME:..........................................................................................................................

NAME OF THE INTERVIEWER:......................................................................................

PLACE OF INTERVIEW:..............................................................................................

VILLAGE:.............................................................. COMMUNE:..............................................................

DISTRICT:.......................................................... PROVINCE:..............................................................

CODE:..........................................................................................................................

1. PERSONAL DATA

NAME:.............................................................. NICKNAME:..............................................................

AGE:.........................YEARS SEX □ MALE □ FEMALE

NATIONALITY & NATIVE LANGUAGE³:..........................................................................................................................

CODE: 1=KHMER 2=CHINESE 3=MUSLIM 4=VIETNAMESE 5=OTHERS

2. FAMILY’S SOCIO-ECONOMIC STATUS

2.1. How many people live in your house?

...........PERSONS
### 2.2. Family assets

#### 2.2.1. Agricultural equipment

<table>
<thead>
<tr>
<th>Assets</th>
<th>Number</th>
<th>Cost</th>
<th>Assets</th>
<th>Number</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ox Cart</td>
<td></td>
<td></td>
<td>Big Tractor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plough</td>
<td></td>
<td></td>
<td>Small tractor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ronoas; Riace Mill Machine</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Water pump machine</td>
<td></td>
<td></td>
<td>Others:</td>
<td></td>
<td></td>
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</table>

#### 2.2.2. Other assets

<table>
<thead>
<tr>
<th>Assets</th>
<th>Number</th>
<th>Cost</th>
<th>Assets</th>
<th>Number</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bicycle; (VCR/VCP</td>
<td></td>
<td></td>
<td>Sewing Machine</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Motor Bike</td>
<td></td>
<td></td>
<td>Electric Cooking pot</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Small car</td>
<td></td>
<td></td>
<td>Fan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pickup Car</td>
<td></td>
<td></td>
<td>Air Condition;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mini-van</td>
<td></td>
<td></td>
<td>Washing Machine</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Big Truck</td>
<td></td>
<td></td>
<td>Refrigerator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rowing Boat</td>
<td></td>
<td></td>
<td>Telephone</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engine Boat</td>
<td></td>
<td></td>
<td>Generator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Audio/VDEO</td>
<td></td>
<td></td>
<td>Others:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Television</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer</td>
<td></td>
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#### 2.2.3. Animal Inventory

<table>
<thead>
<tr>
<th>Animals</th>
<th>Total Number</th>
<th>Animal sold last year</th>
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<tbody>
<tr>
<td></td>
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<td>Total Cost in Riel</td>
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<tr>
<td>Cow</td>
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<tr>
<td>Buffalos</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pig</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Horse</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chicken</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Duck</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others:</td>
<td></td>
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</table>
2.2.4. Land Ownership

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<thead>
<tr>
<th>Land</th>
<th>Size of land managed (m²)</th>
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<tr>
<td></td>
<td>Total size</td>
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<tr>
<td>Rice</td>
<td></td>
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<tr>
<td>Chamka</td>
<td></td>
</tr>
<tr>
<td>Land for Business</td>
<td></td>
</tr>
<tr>
<td>Residential</td>
<td></td>
</tr>
<tr>
<td>Others:</td>
<td></td>
</tr>
</tbody>
</table>

3. HOUSING

3.1. Where are you staying now?

☐ IN MY OWN HOME (> GO TO 3.2)  ☐ WITH RELATIVE

☐ FRIEND  ☐ RENT

3.2. Housing Conditions (if you have your own home)

- ROOF
- WALL
- FLOOR

CODE: 1=BLUE TENT  2=THACTH  3= METAL  4=WOOD  5= CIMENT CONCRETE
6= WOOD  7= BAMBOO  8=TILE  9= CEMENT FLOOR  10= SOIL  11=OTHERS

4. FAMILY INCOMES

4.1. What are source of your family’s incomes, over the past 12 months?
(Tick all incomces sources as relevant to your family)

- Farming/animal raising/ fishing
- Processing of agricultural products
- Small business
- Labor works
- Working as government employees
- Renting the house and other immobile assets
- Loan the money
- Money sent from overseas
- Working for NGOs
- Working for a business company
4.2. Based on the list of incomes above, please list all main incomes as priority in the boxes below:

▢ 1ST INCOME  ▢ 2ND INCOME  ▢ 3RD INCOME  ▢ 4TH INCOME

5. EDUCATIONAL BACKGROUND

5.1. What level of your education?

▢ PRIMARY SCHOOL  ▢ MIDDLE SCHOOL  ▢ HIGH SCHOOL

▢ UNIVERSITY  ▢ NO OR LITTLE EDUCATION

5.2. Have you ever attended vocational skill training before?

▢ YES  ▢ NO

5.3. If yes, what kind of skills training did you attend?

▢ CONSTRUCTION  ▢ TAILOR  ▢ FACTORY  ▢ MECHANIC  ▢ ELECTRONIC

▢ FARMING  ▢ HOSPITALITY  ▢ RESTAURANT AS COOK  ▢ HOUSE WORKS

▢ ENGLISH  ▢ COMPUTER  ▢ OTHERS, PLEASE SPECIFY..........................

5.4. Are you still studying now?

▢ YES  ▢ NO (TO 5.5)

5.5. If no, please explain the reasons why did you quit school?

▢ NO MONEY TO PAY FOR THE SCHOOL  ▢ STAY HOME & HELP FAMILY

▢ SPEND TOO LONG FOR THE SCHOOL  ▢ EARN INCOME FOR FAMILY,

▢ CANNOT CATCH UP WITH OTHER STUDENTS  ▢ OTHERS, PLEASE SPECIFY..........................

5.6. If yes, how long will you continue your study?

▢ TILL COMPLETE UNIVERSITY  ▢ FINISH HIGH SCHOOL

▢ FINISH PRIMARY SCHOOL

▢ MIGHT QUIT SOON (GO TO 5.7)  ▢ NOT SURE

5.7. If you plan to quit school, what would be your next step?

▢ STAY HOME FOR A WHILE  ▢ MIGRATION OUTSIDE THE COUNTRY (TO 6.1)

▢ MIGRATION IN THE COUNTRY (TO 6.1)  ▢ TAKE VOCATIONAL SKILL TRAINING (TO 6.2)

▢ WILL RETURN TO SCHOOL AGAIN  ▢ MARRY  ▢ DON’T KNOW
6. FUTURE JOB AND SKILLS

6.1. If planned for migration, what kind of job will you seeking for?

☐ CONSTRUCTION   ☐ TAILOR   ☐ FACTORY   ☐ MECHANIC
☐ ELECTRONIC COMPUTER   ☐ FARMING   ☐ HOSPITALITY
☐ RESTAURANT AS COOK   ☐ HOUSE WORKS   ☐ WHATEVER AVAILABLE
☐ OTHERS, PLEASE SPECIFY...........................................   ☐ I DON’T KNOW

6.2 If there would be vocational training course is available for you, would you like to join?

☐ YES (IF YES GO TO 6.4)   ☐ NO (PLEASE GIVE THE REASONS TO 6.3)

6.3. If no, please give the reasons.

☐ I AM TOO POOR TO WAIT (NEED MONEY)   ☐ BECAUSE I CANNOT READ AND WRITE
☐ DO NOT KNOW WHERE TO GO OPLAN TO MARRY
☐ MY PARENTS DO NOT ALLOW ME TO GO   ☐ IT IS NOT IMPORTANT FOR ME
☐ I CANNOT EXPLAIN   ☐ OTHERS, PLEASE SPECIFY.................................................................

6.4. If you want to take vocational skill training, what kind of skills do you need to learn for?

☐ CONSTRUCTION   ☐ TAILOR   ☐ FACTORY   ☐ MECHANIC
☐ ELECTRONIC COMPUTER   ☐ FARMING   ☐ HOSPITALITY
☐ RESTAURANT AS COOK   ☐ HOUSE WORKS   ☐ WHATEVER AVAILABLE
☐ OTHERS, PLEASE SPECIFY...........................................   ☐ I DON’T KNOW

6.5. In skill training, what would be the length of training course do you want?

☐ VERY SHORT COURSE (LESS THAN 6 MONTHS)
☐ SHORT COUSE (6 MONTHS-1 YEAR)
☐ MEDIUM 1-2 YEARS   ☐ LONG TERM COURSE (OVER 2 YEARS)
☐ HAVE NO IDEAS

6.6. Do you need certificate for your study?(if yes, go to next question)

☐ YES (TO 6.7)   ☐ NO   ☐ IT DOES NOT MATTER FOR ME

6.7. If yes, how do you want your certificate to be recognized by?

☐ BY THE SCHOOL AUTHORITY   ☐ BY THE GOVERNMENT (MINISTRY)
☐ I HAVE NO IDEA

6.8. While undertaking the training course, which of the following supports/options do you prefer?

☐ STAY AND STUDY IN THE CENTER FOR THE WHOLE TIME
☐ STAY AT HOME BUT COME TO THE CENTER FOR STUDY
☐ THE STUDY SHOULD BE DONE IN MY COMMUNITY
☐ WHATEVER AVAILABLE ☐ OTHERS, PLEASE SPECIFY.................................................................
☐ I HAVE NO IDEA

GOOD LUCK!
## ANNEX 4: LIST OF KEY RESPONDENTS

List of key respondents for semi-structure interviews

<table>
<thead>
<tr>
<th>No</th>
<th>Names</th>
<th>Sex</th>
<th>Positions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Government Officials &amp; NGOs</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>No</strong></td>
<td><strong>Names</strong></td>
<td><strong>Sex</strong></td>
</tr>
<tr>
<td>1</td>
<td>His Ex Tep Oun</td>
<td>M</td>
<td>Director general for Vocational Skill Training, Ministry of Labor</td>
</tr>
<tr>
<td>2</td>
<td>Cheng Pheap</td>
<td>M</td>
<td>Head of Provincial Department of Labor, Kampong Cham Province</td>
</tr>
<tr>
<td>3</td>
<td>Hav Thin</td>
<td>M</td>
<td>Vice director of Provincial Vocational Skill Training School, Kampong Cham Province</td>
</tr>
<tr>
<td>4</td>
<td>Nov Nhean</td>
<td>M</td>
<td>Director of Prey Kon Khla, Vocational Skill Training School, Battambang Province</td>
</tr>
<tr>
<td>5</td>
<td>Dak Ngeng</td>
<td>M</td>
<td>Head of Department of Vocational Skill Training, Friends International, Phnom Penh</td>
</tr>
<tr>
<td>6</td>
<td>Ly Mengsan</td>
<td>M</td>
<td>Head of office of Informal Education, Provincial Department of Education, Kampong Cham Province</td>
</tr>
<tr>
<td></td>
<td><strong>BSDA Management &amp; Staff</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Thon Vandong</td>
<td>M</td>
<td>Executive director, BSDA</td>
</tr>
<tr>
<td>2</td>
<td>Say Sokhoeun</td>
<td>M</td>
<td>Program coordinator</td>
</tr>
<tr>
<td>3</td>
<td>Oun Kimseng</td>
<td>M</td>
<td>Trainer for cooking</td>
</tr>
<tr>
<td>4</td>
<td>Teng Sinoun</td>
<td>F</td>
<td>Trainer for talor</td>
</tr>
<tr>
<td>5</td>
<td>Chhay Sophea</td>
<td>F</td>
<td>Trainer for weaving</td>
</tr>
<tr>
<td>6</td>
<td>Sean Peakdey</td>
<td>F</td>
<td>Trainer for cooking</td>
</tr>
<tr>
<td>7</td>
<td>Sound Narong</td>
<td>F</td>
<td>Trainer for cooking</td>
</tr>
<tr>
<td>8</td>
<td>???</td>
<td>F</td>
<td>Former trainer for cooking</td>
</tr>
<tr>
<td></td>
<td><strong>Business Managers and Shop Owners</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Cheang Nhor</td>
<td>M</td>
<td>Motorcycle Reparing Shop, Kampong Cham</td>
</tr>
<tr>
<td>2</td>
<td>Yan Suchea</td>
<td>F</td>
<td>Manager at Car Mechanic, Keuk Rors garage, Kampong Cham Province</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>Gender</td>
<td>Position/Role</td>
</tr>
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<td>--------</td>
<td>---------------------------------------------------</td>
</tr>
<tr>
<td>3</td>
<td>Tang Kimsa</td>
<td>M</td>
<td>Manager at Mekong Crossing, Kampong Cham Province</td>
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<tr>
<td>4</td>
<td>Chhean Manorith</td>
<td>M</td>
<td>Manager at Moon River Restaurant, Kampong Cham</td>
</tr>
<tr>
<td>5</td>
<td>Eung Sophat</td>
<td>M</td>
<td>Garage manager, Kampong Cham</td>
</tr>
<tr>
<td>6</td>
<td>Heng Veasna</td>
<td>M</td>
<td>Garage manager, Kampong Cham</td>
</tr>
<tr>
<td>7</td>
<td>Mr. Yon Mounyghen</td>
<td>M</td>
<td>Manager of Panleu Pech Guesthouse, Kampong Cham</td>
</tr>
<tr>
<td>8</td>
<td>Khouy Ratana</td>
<td>F</td>
<td>Manager of Monorom II VIP staffs</td>
</tr>
<tr>
<td>9</td>
<td>Kim Chhorn</td>
<td>F</td>
<td>Manager of pyramid guesthouse staffs</td>
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**Parents of trainees**

<table>
<thead>
<tr>
<th></th>
<th>Name</th>
<th>Gender</th>
<th>Occupation</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Chhoun Thea</td>
<td>F</td>
<td>Housewife</td>
</tr>
<tr>
<td>2</td>
<td>Yong San</td>
<td>F</td>
<td>Housewife</td>
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<tr>
<td>3</td>
<td>Pin Ang</td>
<td>F</td>
<td>Housewife</td>
</tr>
<tr>
<td>4</td>
<td>Yon Yoeurn,</td>
<td>M</td>
<td>Farmer</td>
</tr>
<tr>
<td>5</td>
<td>Choem Nhor</td>
<td>F</td>
<td>Farmer</td>
</tr>
<tr>
<td>6</td>
<td>Chhoeum Em</td>
<td>F</td>
<td>Farmer</td>
</tr>
<tr>
<td>7</td>
<td>Mrs. Hout Toeurn</td>
<td>F</td>
<td>Farmer</td>
</tr>
<tr>
<td>9</td>
<td>Mrs. Seat Sean</td>
<td>F</td>
<td>Farmer</td>
</tr>
<tr>
<td>9</td>
<td>Mrs. Seat Samon</td>
<td>F</td>
<td>Farmer</td>
</tr>
<tr>
<td>10</td>
<td>Mr. Sao Kosal</td>
<td>M</td>
<td>Farmer</td>
</tr>
<tr>
<td>11</td>
<td>Kao Soeurt,</td>
<td>F</td>
<td>Farmer</td>
</tr>
<tr>
<td>12</td>
<td>Hoem Morn</td>
<td>F</td>
<td>Farmer</td>
</tr>
<tr>
<td>13</td>
<td>Meas Nov</td>
<td>F</td>
<td>Farmer</td>
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<tr>
<td>14</td>
<td>Yi Theom</td>
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<tr>
<td>15</td>
<td>Tang Soeurn</td>
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**Students dropped out of school**

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<td>Mr. Peng Sukhni</td>
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<td>Former sewing student</td>
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<td>2</td>
<td>Thoeurt Rattha</td>
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<tr>
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<td>Sorn Sukhni</td>
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<td>Former sewing student</td>
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<td>Miss. Sao Sot</td>
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<tr>
<td>7</td>
<td>But Makara</td>
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<td>Former cooking student</td>
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