



SKILLS
DEVELOPMENT
PROGRAMME

*In-House Training
in the Hospitality Sector
in Cambodia*
Implementation Guideline

June 2020

Implementers:



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LIST OF ABBREVIATIONS

AQRF	ASEAN Qualification Reference Framework
CCA	Cambodia Chef Association
CP	Career Pathway
CQF	Cambodian Qualification Framework
DVT	Dual Vocational Training
HIT	High Impact Training
IA	Intervention Area
IHT	In-House Training
LSW	Low Skilled Workers
MoT	Ministry of Tourism
MRM	Monitoring and Results Measurement
NCTP	National Committee for Tourism Professionals
O/M	Business Owners and Managers
PDoT	Provincial Department of Tourism
PIP	Professional Industry Placement
SDC	Swiss Agency for Development and Cooperation
SDP	Skills Development Programme
SIW	Social Inclusive Welfare
ToT	Training of Trainers
ToA	Training of Assessors
TVET	Technical and Vocational Education and Training
TWG	Technical Working Group
VET	Vocational Education and Training



1. INTRODUCTION

1.1 SDP at a Glance

The Skills Development Programme (SDP) is mandated by the Swiss Agency for Development and Cooperation (SDC). The first phase of the SDP (2016 to 2020) has been implemented by Swisscontact in partnership with INBAS. The programme aims to increase income and employment opportunities for young women and men in three rural provinces of Cambodia: Preah Vihear, Stung Treng, and Kratie. It also contributes to the creation of an inclusive, relevant, and well-coordinated national Technical and Vocational Education Training (TVET) system. To accomplish this, the SDP comprises activities in three intervention areas: dual vocational training, hospitality training, and national policy, and TVET reform. Gender equality and social inclusion are integrated as transversal themes in all intervention areas.

1.2 Purpose of the Implementation Guideline

The following guidelines outline the process and implementation of In-House Training (IHT). The document takes up lessons learned from phase 1 of the SDP and guides the reader through the entire cycle of the IHT carried out during the first four years. It provides guidance to understand each step and introduces several additional tools, which can be found in the annexes. Last, the achievements and outcomes of the first phase are highlighted. As mentioned, the guidelines are intended to summarize the delivery channel of the Intervention Area (IA) and assist the reader in understanding four years of work and experience in a single and brief document. For a comprehensive overview of the IA, the SDP documentation of Phase 1 should be consulted.

This document is not a step by step instruction on how to carry out a similar delivery channel, rather,

it shows the process that was undertaken and creates a baseline for replication. It guides the reader to fully understand what has been done, how it was carried out, and eventually the benefits if applied in other provinces. The guideline is written for an audience familiar with TVET and the hospitality sector.

1.3 Structure of the Documentation

The document is divided into six chapters. The first chapter introduces the purpose of the guidelines. The second chapter contextualizes the IA for the reader, outlining the environment as well as the role of the SDP and the entire hospitality IA. The third chapter focuses on the development and implementation of IHT. The fourth chapter addresses the training delivery and the post-training support granted to the beneficiaries. The fifth presents the training packages and tools developed during phase 1. The sixth and last chapter highlights outcomes and achievements, challenges as well as lessons learned. Additionally, the [source documents](#) are stored in a separate folder and are indexed according to the chapter numbers of these guidelines.

1.4 Users and Use

The users of the document are primarily the SDP team members, but also include partners such as the Ministry of Tourism (MoT), Provincial Department of Tourism (PDoT), hospitality training providers, freelance trainers and assessors, HR managers, hospitality businesses, and associations. The guidelines could also be used by members of the Strategic Review Panel and other colleagues, to gain a clearer understanding of the delivery channel of the SDP intervention.



2. BACKGROUND

2.1. TVET System in Cambodia

At present, the objectives and actions of all stakeholders in the TVET sector in Cambodia are not fully aligned. Emerging from the general education system, oftentimes linkages between labour market demand and TVET skills training are not fully functioning and therefore the training quality provision and professionalism have room for improvement. Currently, the TVET system in Cambodia involves many ministries and numerous provincial departments, which are engaged in capacity building, assessment, certification, and accreditation. This context does not promote consistency and requires trade-offs, which often affect the quality of the system itself. As a result, the SDP facilitated bringing together the relevant national and provincial stakeholders (government, private sector, and training providers) and helped to harmonise understanding and improve the quality of the TVET system.

2.2. Hospitality Sector in Cambodia

The hospitality sector in Cambodia is still on the rise and there is a growing demand for skilled and certified workers in the hospitality sector.¹ In Cambodia, there are several hospitality training schools offering good quality training but they focus on Vocational Education and Training (VET) and do not include upskilling of Low Skilled Workers (LSW). Furthermore, they are much more expensive than industry-based models. Additionally, high turnover rates are common in the rural hospitality sector, and usually, business owners and managers (O/M) train their low-skilled staff on the job without proper guidance, experience, or official certification. This contributes to high turnover

rates and, because of a lack of recognition and low salaries for LSW, the quality of provision of services to the customer is not sufficient. To tackle these issues, improve the quality of the hospitality sector in rural areas and help LSW to enter certification processes, the SDP successfully designed and carried out the IHT model, which is aligned to the Cambodia Qualification Framework (CQF). It provides a certificate of competency to LSW of the ASEAN Qualification Reference Framework (AQRF). Further, it is recognized and actively endorsed by the National Committee for Tourism Professionals (NCTP) and the MoT.



¹ UNWTO, country profile of Cambodia 2019

2.3 Skills Development Programme

The Skills Development Programme (SDP) was funded by the Swiss Agency for Development and Cooperation (SDC) and implemented by a consortium led by Swisscontact. The first four-year phase of the SDP started in July 2016 and will be followed by a second and possibly by a third phase. A detailed documentation of the first phase exists. The SDP aimed to increase the income and employment opportunities for disadvantaged young women and men from three rural provinces in Cambodia: Preah Vihear, Stung Treng and Kratie (see Figure 1). For the second phase, two new provinces will be added, namely Mondulakiri and Ratanakiri.



The programme consisted of three IAs to tackle the various inconsistencies of the TVET system, such as standardisation or mismatch between industry needs and training provision encountered in the target provinces. Through the IAs, the SDP provided access to market-relevant skills training in occupational areas with employment opportunities. Since TVET development is a relatively new field in Cambodia and the SDP was newly designed, the first phase focused on establishing bonds with relevant actors, finding out which activities are worth applying, have potential for growth and are embraced by the stakeholders. The second phase will see a reorganization of the IAs and there will be an expansion to the two new target provinces Mondulakiri and Ratanakiri. Before explaining the IHT in detail a brief overview about the entire Hospitality IA will be given.

2.4. Hospitality Intervention Area

The hospitality IA aimed to enhance the tourism sector in the three rural provinces by helping MoT and its subdivisions as well as training providers to improve vocational training and standardize the certification process. The focus was to improve the hospitality sector in the provinces and in doing so create more jobs for disadvantaged young women and men as well as enabling uncertified LSW to receive official recognition. The IA consisted of four activity channels namely the apprenticeship channel, the coaching channel and the training channel for disadvantaged young women and men as well as IHT. A detailed description of the entire IA, its delivery channels and activities can be found in the SDP documentation of Phase 1.

Target Provinces of SDP

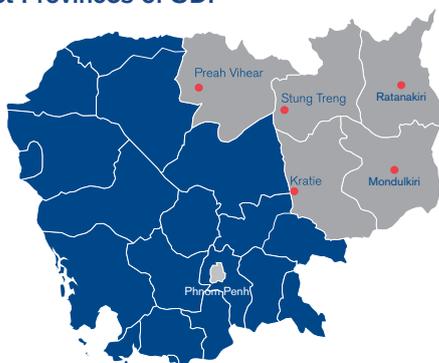


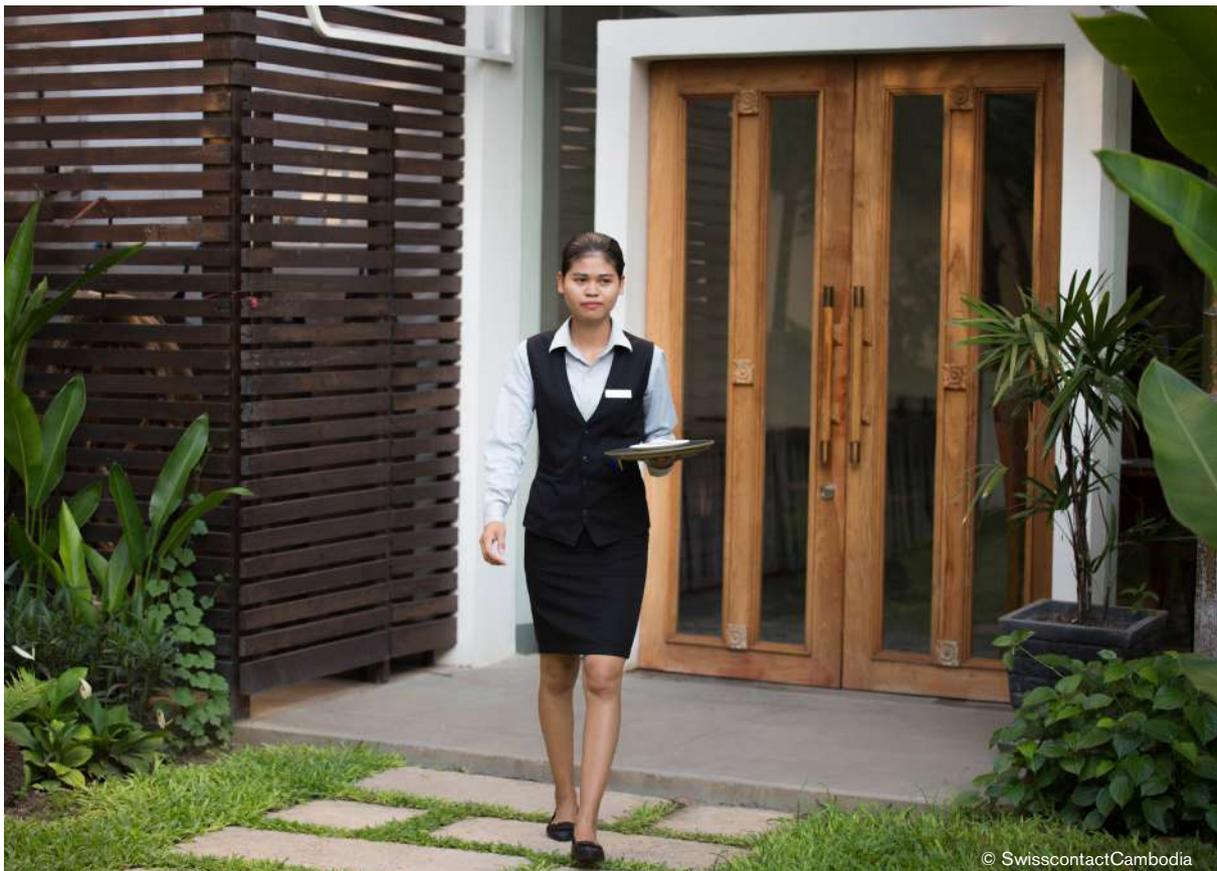
Figure 1, Target provinces of the SDP (grey)

2.5 Target Provinces

IHT training was carried out in all three target provinces in the north-east of the country.² The provinces have similar characteristics in terms of remoteness, difficult access and poor infrastructure as well as comparatively low levels of economic activity. Additionally, they face the highest poverty rates in the country and have low levels of basic and occupational skills within the population. To address these issues the SDP not only supports the development of the TVET system at the national level but also focuses on a hands-on approach directly in the provinces. The aim is to create direct benefits for the target groups and not only work on policy advocacy, which oftentimes takes a long time for changes to reach the vulnerable groups.

2.6 Beneficiaries

IHT helped mainly LSW to formalize their skills and knowledge and gain official recognition through national and regional qualification certificates. This was intended to improve their income and status in the labour market. Indirectly, the SDP targeted business owners and managers to improve their services and working environments to enhance the working conditions for the primary beneficiaries. Additionally, the SDP helped MoT and the PDoT to establish the certification systems, create education programmes for Training of Trainers (ToT) and Training of Assessors (ToA) and build up accreditation points. Again, this helped to indirectly foster the personal development of LSW and facilitate access to qualifications.



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² SDP 2 Draft ProDoc



3. DEVELOPMENT AND IMPLEMENTATION OF IHT

The IHT focused on improving the skills of low skilled workers. This was achieved by providing training to improve their technical skills in the three selected professions: room attendance (housekeeping), reception (front desk), and food and beverage services. Since the training provision system in the target provinces was not fully functioning, several measures had to be taken before the training could be provided. As a first step, training for trainers and training for assessors were developed and carried out.

Once a trainer and assessor pool were established the training for the beneficiaries was developed and conducted. The training itself consisted of mobilization, training delivery, and a skills test as well as post-training support after completion for the trainees, similar to the Dual Vocational Training (DVT) IA. The training took place over the course of 12 modules and directly at the participating businesses in the provinces. The following Figure 2 shows the necessary steps taken to establish the IHT.

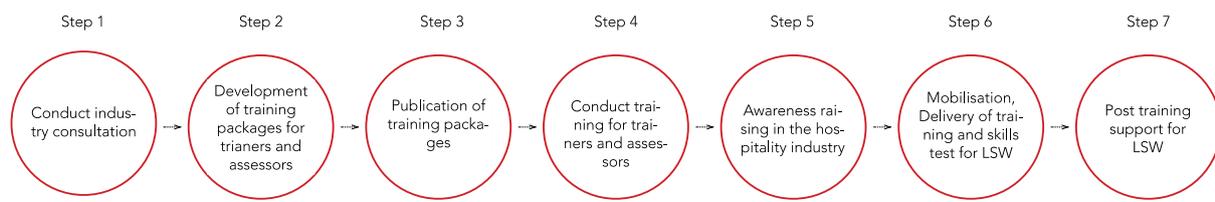


Figure 2, Necessary steps to carry out IHT

3.1 IHT Model and Approach

From a business perspective, a skills development programme aims to increase the effectiveness of the enterprise’s operations, which in return will help them increase their revenue and lower staff turnover. Similarly, in the SDP, the IHT activity channel aimed to increasing the remuneration and employability of low-skilled workers already employed in the hospitality sector in the three target provinces.

The most cost-effective way of conducting training courses is at the enterprise-level where the place is ready for trainees to learn and practice theory, lay the foundation for skills development, and apply their knowledge in a real working environment. Therefore, the SDP in-house training activity channel implemented a dual approach involving the participating businesses, where learners received off- the job training and on-the-job training at their existing workplaces.



Prior to the start of the project, there was limited training taking place at the workplace. The low capacity for training provision was addressed by the IHT, focusing on LSW but also assisting the O/M of the establishments to create a more decent working environment and in the long run, provide better service to their customers. Workers were trained on a range of technical modules to enhance service quality and business competitiveness as well as building knowledge and understanding of technical hospitality

skills. Simultaneously, the beneficiaries received relevant technical skills training directly at their workplace. To guarantee the quality of the on the job training, coaching support to assist O/M was provided. It targeted the O/M and proposed work-based training and learning approaches through rotating trainers and advisor visits. IHT promoted change within the market system by triggering training demand from local businesses and developing training supply. Local trainers and assessors as can be seen in Figure 3.

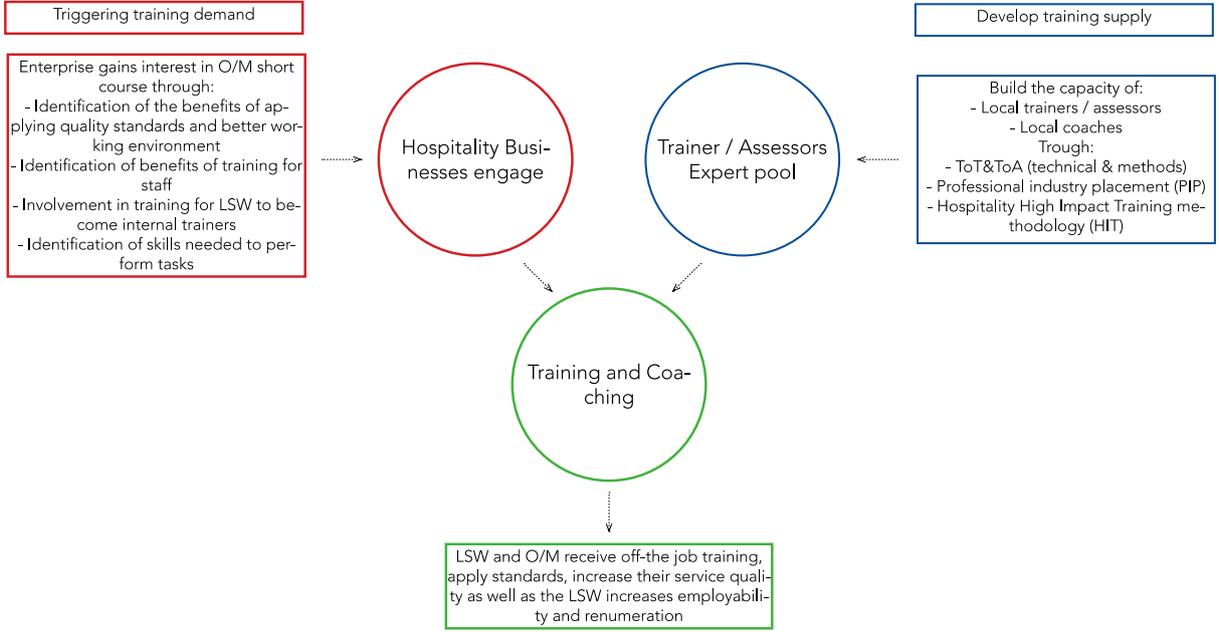


Figure 3, IHT market system change

On one hand, triggering training demand among local enterprises raised awareness of the importance of service quality standards which motivated enterprises to join the training programme. On the other hand,

developing training supply created a base of local trainers to train businesses on how to upgrade their performance by applying the recognized ASEAN hospitality quality standards.

3.2 Relevant Occupations

In line with the AQRf, the SDP chose the following occupations to carry out the IHT. For each occupation, curricula for LSW and O/M were developed according to the ASEAN competency standards. These can be accessed through the respective hyperlinks provided below.

- Room attendant (housekeeping) / [Curricula LSW and O/M](#)
- Receptionist (front office) / [Curricula LSW and O/M](#)
- Food and beverage server / [Curricula LSW and O/M](#)

At the beginning of the SDP, the training was launched with the three occupations listed above. Since the IA proved to be successful for these three occupations,

the occupation cook was added towards the end of the phase. Therefore, it is still under development. In general, all the occupations were equally open for male and female trainees but during the first phase, certain gender-related preferences were discovered.

3.3 Roles of Contractual Partners

Mainstreaming IHT in Cambodia required close collaboration with MoT at the national level and its provincial counterparts and subdivisions. MoT focuses on managing and developing the tourism industry³ and endorsed the ASEAN standards and mechanisms exclusively in the hospitality sector. In addition to the Ministry, the partners listed in Table 1 were also key to this activity channel along with their roles and responsibilities.



³ MoT, the Ministry of Tourism. Retrieved from: <https://www.tourismcambodia.org/the-ministry>

Table 1: Roles and responsibilities of partners

Partners	Roles and responsibilities
Ministry of Tourism and NCTP	<ul style="list-style-type: none"> • Perform quality assurance through skills tests and training • Issue certificates for beneficiaries • Registration in Tourism Skills Passport for beneficiaries • Collaboration in refresher training • Collaboration in ToT/ToA • Support and collaborate on promotion, awareness raising and graduation • Reflection and feedback on training materials
PDoT	<ul style="list-style-type: none"> • Mobilize and select learners in collaboration with industry trainers • Provide training in collaboration with industry trainers • Report outcomes of the training to Ministry of Tourism • Support and collaborate on workshops and participate in the trainings • Reflection and feedback on training materials
Cambodia Chef Association (CCA)	<ul style="list-style-type: none"> • Provide input for training needs analysis • Provide feedback on the training materials
Trainers for housekeeping, front office, food and beverage services	<ul style="list-style-type: none"> • Mobilize and select learners (O/M, LSW) • Prepare the training venue including all related-module resources • Deliver the training • Conduct the ongoing/summative assessment • Review the training materials and feedback
Assessors for housekeeping, front Office, food and beverage services	<ul style="list-style-type: none"> • Prepare assessment tools and sheets • Conduct skills tests • Prepare the documents for MoT for the certification
Siem Reap HR Club	<ul style="list-style-type: none"> • Coordinate the trainings and professional industry placement • Represent the employer for the trainings and professional industry placement • Assess and issue recommendation letters for trainees • Participate in reflection workshops on Professional Industry Placement (PIP)
Partner hotels in Phnom Penh and Siem Reap	<ul style="list-style-type: none"> • Provide training • Commit to hosting PIP trainees • Allocate coaches to support the PIP trainees in their enterprise • Coaches read supporting documents and make resources available as requested • Evaluate the trainees through pre- and post-tests and online survey on overall feedback on PIP • Provide a signed certificate and/or letter of recommendation upon successful completion of training • Provide meals and uniform (if available)
Hospitality vocational training school	<ul style="list-style-type: none"> • Provide the study tours • Brief on the training programme • Sharing of best practice examples for hospitality training, internships and employment
International Consultants	<ul style="list-style-type: none"> • Support the development of training materials • Support the delivery of high impact training • Support training of trainers and training of assessors
Technical Working Group (TWG)	<ul style="list-style-type: none"> • Provide training of trainers and training of assessors • Assist the NCTP with assessment and certification • Reflection and feedback on the training materials

3.4 Capacity Building of Local Resources (Trainers and Assessors)

The IHT delivery channel was designed not only to benefit individual training participants but also to build local capacity and train local trainers in the target provinces. To contribute towards the longevity of the SDP interventions, the IHT made use of resources from local networks and expert pools who will be able to continue training implementation, accreditation of beneficiaries, and coaching of enterprises even after the withdraw of the SDP. The ToT and ToA were designed for local participants and enabled them to access the skills needed in line with the designated training approach and methodology. To be able to ensure continuity, the SDP focused on helping industry partners to improve their services and on strengthening collaboration between the PDoT and relevant stakeholders. Furthermore, through the creation of the Technical Working Groups (TWGs),

which are also related to PDoT, a base for collaboration between different stakeholders in the hospitality sector was built. The TWGs master trainers are now available and can assist the local trainers if needed. Lastly, the lack of industry connection was often the source of insufficient knowledge of trainers and assessors. Therefore, the first step was to establish a [Professional Industry Placement \(PIP\)](#) (use hyperlink for detailed information) and introduce [High Impact Training \(HIT\)](#) (use hyperlink for detailed information), which helped the trainers and assessors relate their work more closely to industry needs. After the PIP and HIT were carried out the three following steps (see Figure 4), refresher training on IHT, ToT/ToA, and enterprise coaching from trainers and assessors (see Figure 4) completed the training.

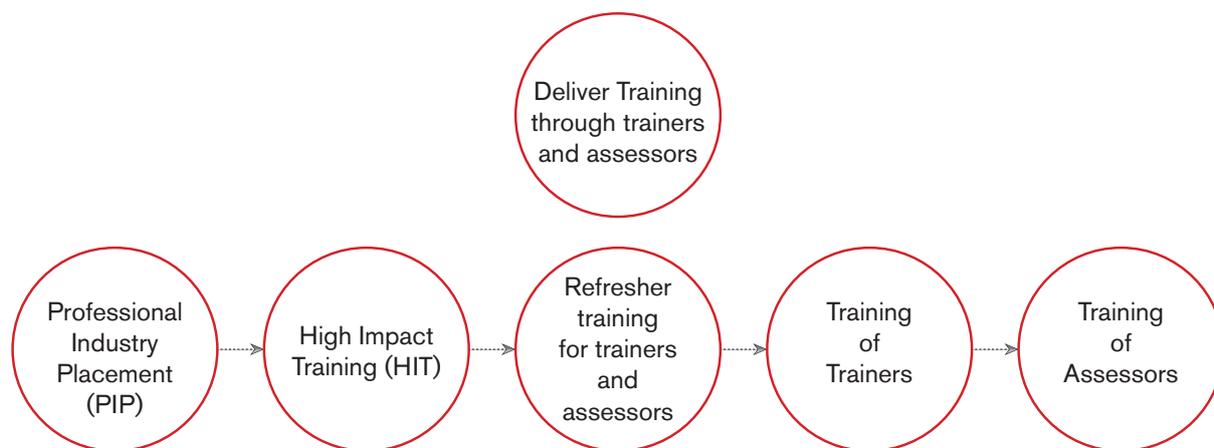


Figure 4, Necessary steps to build up capacities of local resources



Professional industry placement (PIP)

Placement in a good quality hospitality establishment in order to acquire technical skills and knowledge and to understand and align the needs of the industry with the expertise of the trainers and assessors.

Training for trainers and assessors

Development of formal training skills in line with ASEAN standards. Training included the provision of soft skills, which are needed for the assessments and coaching as well as training provision. For example, to accept unexpected challenges during classes or while visiting establishments. Furthermore, the IHT was established and provided to trainers and assessors.

Refresher training for trainers and assessors

Refresher training on all relevant topics for hospitality-related services and quality standards aligned with ASEAN standards.

Coaching of enterprises through trainers and assessors

Enterprise coaching requires a specific skill set. This was an important part of the training to prepare the trainers and assessors to fulfil their later role with high-quality standards. Training also helped the trainers and assessors to gain confidence in their future work.

3.5 Developing Industry Based In-House Trainers

Owners and managers of businesses who participated in the SDP were engaged to become industry in-house trainers. This served to further incorporate them into the overall strategy and foster buy-in from industry as well as in the long run, create a more suitable working environment for the beneficiaries. During the IHT the SDP conducted workshops with the O/M to increase their capacities. These workshops comprised the three training units listed below. The assigned tasks, duration, and relevant tools will be displayed in detail in chapter 4.

1. **Introductory Workshops:** for O/M to get to know the training and the possibility of becoming in-house trainers as well as the benefits for their businesses. In this first session, the possibilities for improvement, operational management, and how to work with staff attending the SDP training were highlighted. Also, it demonstrated the work of the SDP and indirectly promoted the interests of the beneficiaries.
2. **Coaching Workshop:** for O/M to learn the skills needed to coach and guide their staff adequately and how to transform the lessons learned during the first workshop.
3. **In-house Coaching Visits:** O/M get support and ideas on how to improve the businesses directly at the site from the local trainers and assessors. They not only guided the in-house trainers but helped them with the planning of new ideas and provided hands-on support on how to conduct the desired changes.



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3.6 Working with Trainers and Assessors

During the first phase, the SDP gained a lot of knowledge about the needs of the trainers and factors important to the successful delivery of training. The experience showed that the trainers were in general punctual, confident, knew about teaching methodologies and aligned them properly with the ASEAN standards, and used the provided tools. The following points were common to successful training:

- Content adjusted to the audience (learners) and keeping track of the individual progress
- Face to face classes were important for the development of the learners and to properly guide them through the entire process
- The teaching strategy was very important. It had to be emphasized (to the trainers and assessors) that the learners were adults and therefore needed different inputs than adolescents.
- Integrated learning (for example the provision of soft skills or communication skills) valuable to prepare learners to make connections between topics and improve skills such as multi-tasking.
- Applying the Hospitality HIT methodologies influenced the outcome of the courses by making them more efficient
- Encouragement and reminding the learners about the benefits regularly motivated them to continue the training and progress towards the desired outcome
- Coordinator. At the end of the session, the CPs distributed the promotional material.

3.7 Working with Trainees

Five factors were important to motivating learners and ensure the relevance of course provision:

1. Learning by doing proved to be a successful methodology to ensure the involvement of the learners and their high level of retention of information



2. Homework and the practice book activities, which was handed out to the trainees as part of their training (see source documents), were important to discover shortcomings and indicate areas for further improvement
3. Self-preparation before each class was key to success and careful study of the teaching materials was very important for that preparation (additional reading, etc.)
4. Doing practical work and showing best practice examples during the course helped to engage the learners
5. The SDP established a communication system for the learners (through Telegram, Facebook and Skype messengers) to exchange knowledge and involve the students





4. TRAINING DELIVERY FOR LOW-SKILLED WORKERS



The IHT for Low-Skilled Workers (LSW) consisted of a three-month training divided into on and off the job training. This offered a dual approach with work-based learning combined with formal learning. The LSW were required to work 4-5 days a week at the workplace directly applying their new skills. Additionally, one day a week formal technical and soft skill training was provided by industry, freelance, and PDoT trainers to lay the theoretical foundation and guarantee professional

standards of the selected occupation. As mentioned in section 3.5, the O/M were trained and helped to develop industry in-house trainers, to support the LSW in applying the lessons learned during the course, offering training directly at the workplaces, as well as creating a decent working environment. The following sections cover the training plan and implementation process as well as the assessment, certification, accreditation, and post-training support.

4.1 Training Plan

The implementation of IHT was based on a dual approach of on and off the job training and consisted

of the four phases: pre-training, during training, end of training, and post-training (see Figure 5).

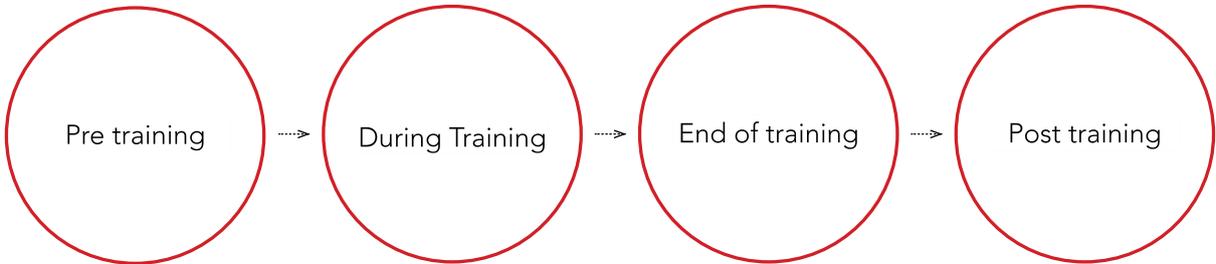


Figure 5, Four phases of the training



Before starting the training, recruitment, and selection of the beneficiaries had to be conducted. It took around 2 months and was an important step to guarantee the selection of suitable candidates and solicit buy-in from relevant businesses. Additionally, baseline assessments were carried out to identify weaknesses and training needs. The activities will be explained in detail in section 4.2.

workplace setting and the monitoring of the learners to see their progress and development. The training process will be explained in detail in section 4.3.



The end of training consisted of the assessment, certification, and accreditation of the beneficiaries. It had, on average, a duration of 1 month and will be highlighted in section 4.4.



The training took place over a period of 3 months and comprised both on and off the job training. The off the job training consisted of a full day training per week provided directly at the businesses. It laid the theoretical foundation and provided necessary skills to the learners. The training was conducted in group sessions offering practical information, interactive activities, discussions on practical and soft skills, and study tours. The on the job training consisted of activities and tasks given in a



Post-training support was provided up to six months after training completion and consisted of addressing gaps in soft skills through refresher trainings, to respond to the demands of the job and workplace, and to monitor the progress of the beneficiaries. This step will be explained in detail in subchapter 4.5. It was also important to measure the performance of IHT in order to consider adapting the services if needed.

4.2 Pre-Training Activities

Main Activities	Roles and Responsibilities		Relevant Documents/Tools
	Lead Persons	Tasks	
Industry consultation workshops (only one time for each occupation)	PDOT and NCTP: director and staff	<ol style="list-style-type: none"> 1. Present the training plan and IHT model 2. Consultation for occupation selection and needed skills 3. Check for existing programmes (adjustments or exchange) 	<ul style="list-style-type: none"> • IHT and SDP presentation
	SDP: IA manager and staff	<ol style="list-style-type: none"> 1. Present the SDP, model, and conditions 2. Note down participants' input for occupation selection 3. The SDP finalises the IHT model 	
Material revision and publication (based on industry consultation workshop)	PDOT: director and staff	Participate in the SDP workshops	
	SDP: IA team	<ol style="list-style-type: none"> 1. Existing documents revision workshop 2. Content double-check in English and Khmer 3. Graphic design of documents 4. Publishing completed materials 	

Main Activities	Roles and Responsibilities		Relevant Documents/Tools
	Lead Persons	Tasks	
Announcements of the training, ToT and ToA	NCTP: staff, freelance trainers, and assessors (support from the SDP)	<ol style="list-style-type: none"> 1. Announce the training courses available through official channels 2. Ensure that information materials and application forms are available at public places and can be easily accessed 3. Create announcement plan 4. Use the announcement content checklist 5. Select candidates and provide ToT and ToA 	<ul style="list-style-type: none"> • Announcement Plan and Content Checklist (part of supporting documents) • Announcement Form (part of supporting documents)
	SDP: IA manager and staff	<ol style="list-style-type: none"> 1. Verify announcement plan and content 2. Verify that partners are using proper forms 3. Support the ToT and ToA 	
Listing of enterprises for mobilisation/ starting with promotion event	PDoT: director and staff, freelance trainers	<ol style="list-style-type: none"> 1. Make a list of possible enterprises and prepare mobilisation 2. Host promotion events in provinces and motivate businesses to participate 3. Carry out promotion event for registered businesses 4. Set criteria for selection 5. Trainers introduce the skills needed (awareness workshop) to promote the training 	<ul style="list-style-type: none"> • IHT and SDP presentation
	SDP: IA manager and staff	<ol style="list-style-type: none"> 1. Present the SDP, model, and conditions 	
Selection and Recruitment of learners	PDoT: director and staff, freelance trainers	<ol style="list-style-type: none"> 1. Learners and businesses submit applications to freelance trainers for the programme 	<ul style="list-style-type: none"> • IHT agreement form
	SDP: IA manager and staff	<ol style="list-style-type: none"> 1. Follow up on progress and challenges 2. Sign the agreements to join the training 3. Enter the data into the database 	
Kick-off event	PDoT: director and staff, freelance trainers	<ol style="list-style-type: none"> 1. Introduction to IHT model and training programme 2. Announcement of the start of the training 3. Update of registered learners and list of attendance in the database 4. Brief the learners on the rules and regulations for the training 	<ul style="list-style-type: none"> • IHT and SDP presentation • SDP hospitality flyer
	SDP: IA manager and staff	<ol style="list-style-type: none"> 1. Follow up on progress and challenges 	

4.3 During Training Activities

Main Activities	Roles and Responsibilities		Relevant Documents/Tools
	Lead Persons	Tasks	
Off the job training on technical, soft, and communication skills	Hospitality businesses, in-house trainers, freelance and PDoT trainers	<ol style="list-style-type: none"> 1. Revision of the module and learning outcomes to meet IHT approach 2. Conduct the technical skills training so that the learners acquire the needed skills according to the training plan (12 modules for each occupation 1 day per week) 3. Monitoring of progress 	<ul style="list-style-type: none"> • MRM Guideline
	SDP: IA staff, MRM team	<ol style="list-style-type: none"> 1. Follow up on progress and challenges 2. Check and verify the training quality 3. Check the database entries for MRM tracking 	
On the job training on technical skills (for the selected occupations)	Hospitality businesses, in-house trainers, freelance and PDoT trainers	<ol style="list-style-type: none"> 1. Enterprises conduct the technical skills training so that the learners acquire the needed skills according to the training plan 2. Coach enterprise in-house trainers to have appropriate training methods for transferring the skills to learners 3. Follow up and report progress to the SDP on a monthly basis 4. Monitoring of the progress and coaching of learners 	<ul style="list-style-type: none"> • SIW Guideline • SDP partner monthly report (part of supporting documents)
	SDP: IA staff	<ol style="list-style-type: none"> 1. Follow up on progress and challenges 2. Check and verify the training quality 3. Check the learning environment for SIW 	
Conduct Satisfaction Survey for course completion	Hospitality businesses, freelance trainers and assessors PDoT /NCTP/ Private Sector (Third Party/ observer)	<ol style="list-style-type: none"> 1. Inform learners that a satisfaction survey will be conducted one week before the end of classes 2. Request learners attend session 3. Gather learners in classrooms 	<ul style="list-style-type: none"> • Satisfaction survey guidance
	SDP: IA staff, MRM team	<ol style="list-style-type: none"> 1. IA staff conducts learners' feedback through satisfaction survey session: explain questionnaire and purpose, support learners while filling survey 2. IA staff collects questionnaires and verifies if they have been completed 3. IA staff gives questionnaires to the MRM team who will enter information in the database 	

During the first phase, the SDP visited the hospitality businesses in the last week of training, and together with the assessors, they conducted a satisfaction survey with the learners. This information will help the SDP to make any necessary changes and adjustments to improve the delivery of IHT. It is important to highlight that the satisfaction survey is meant to be collected anonymously so the learners can express their opinions freely.

Separate Socially Inclusive Welfare (SIW) and Monitoring and Results Measurement (MRM) guidelines have been developed and are strongly recommended for the SDP team members as well as PDoT staff.

4.4 End of Training

Main Activities	Roles and Responsibilities		Relevant Documents/Tools
	Lead Persons	Tasks	
Conduct theoretical tests based during the training modules (formative)	PDoT and NCTP: freelance assessors and assigned third party observers (also from the private sector)	<ol style="list-style-type: none"> Partners must prepare the test based on the modules provided Partners must prepare the test venue (materials, Q and A room, schedule arrangements, testing methods) Partners must prepare the scoring sheet Partners carry out the skills test and note the scores Partners submit the final scores to the database Partners submit the documents to MoT for the issuance of the certification 	<ul style="list-style-type: none"> • Skills assessment manual • Training facility checklist
	SDP: IA staff	<ol style="list-style-type: none"> Provincial coordinator supervises and helps to carry out the test Provincial coordinator checks if the data is updated correctly in the database 	



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Main Activities	Roles and Responsibilities		Relevant Documents/Tools
	Lead Persons	Tasks	
Conduct practical test at the workplace (summative)	PDoT and NCTP: freelance assessors and assigned third party observers (also from the private sector)	<ol style="list-style-type: none"> Partners must prepare the test based on the modules provided Partners must prepare the test venue (materials, Q and A room, schedule arrangements, testing methods) Partners must prepare the scoring sheet Partners carry out the skills test and note the scores Partners submit the final scores to the database 	<ul style="list-style-type: none"> • Skills assessment manual • Training facility checklist
	SDP: IA staff	<ol style="list-style-type: none"> Provincial coordinator supervises and helps to carry out the test Provincial coordinator checks if the data is entered correctly into the database 	
Provision of certification and accreditation	Freelance assessors	<ol style="list-style-type: none"> Ministries prepare and print a certificate for each beneficiary and integrate them into the formal system (ASEAN standard and recognized in all ASEAN countries) and NCTP is in charge of quality assurance 	• -
	NCTP: quality assurance		
	SDP: IA manager	<ol style="list-style-type: none"> Follow up on progress and challenges 	

After the assessment results are released, the freelance assessors and NCTP (quality assurance) will process a request for certification of the ASEAN units of competence from NCTP for those who receive a

grade of at least 60% in the units of competency that make up the curriculum. The SDP works closely with MoT, PDoT, and NCTP to certify the beneficiaries and integrate them into the formal system.



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4.5 Post Training Support

Main Activities	Roles and Responsibilities		Relevant Documents/Tools
	Lead Roles	Tasks	
Duration: 2-3 days			
Bi-monthly follow up on progress during the 6 months support period	Freelance trainers and assessors	<ol style="list-style-type: none"> 1. Freelance trainers and assessors report back to the SDP about the employment status of beneficiaries 2. Freelance trainers and assessors enter the information into the SDP database to keep track of the LSW 	• -
	MRM	<ol style="list-style-type: none"> 1. Follow up on progress and challenges 2. MRM survey for trainers and assessors 	

Keeping track of the beneficiaries during the first six months after graduation is key to track any changes in income and employment. Therefore, the freelance

trainers and assessors should be strongly encouraged to follow up with the beneficiaries bi-monthly and enter the data into the SDP database.



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5. TRAINING PACKAGES

In addition to the materials outlined in chapter 4, the SDP developed training packages for the IHT channel to support the ministries, freelance trainers, and assessors as well as the learners. All the additional training packages highlighted in this chapter can be found in the [source documents](#). The training packages were developed to ensure the consistency and quality of training delivery. Materials include a curriculum of training for each of the occupations, trainer manuals, guidelines, presentations, learning material for the beneficiaries, and assessment tools.

The development of the materials took place during different stages of the intervention according to the needs of partners. During the pre-training, curricula were developed to help PDoT and the trainers with the selection of suitable learners and industries. For the training, packages were elaborated for

each occupation and not only for the learners but also for the O/M. At the end of the training, several assessment tools were provided to the assessment bodies to align their work with the ASEAN standards and guarantee consistency. Lastly, for the post-training support, several documents were elaborated as can be observed in chapter 4.

5.1 Curriculum for Occupations

For each occupation, a curriculum was developed to assist the ministries and freelance trainers and assessors to select the learners and O/M. The SDP developed the curricula in collaboration with local experts and international consultants to guarantee program quality and alignment with ASEAN standards as well as the incorporation of the local context.



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5.2 Trainer and Assessor Materials

The following list gives an overview of the materials developed to build up the trainer and assessors pool for the IHT:

- Documents to make announcements (letter formats and templates, promotional materials)
- Documents to engage with ministries and freelance trainers and assessors (letter formats and templates)
- Introduction material for IHT and the SDP (presentations, leaflets)
- Material to support the selection of potential trainers and assessors (curriculum, registration forms, trainer needs assessment)
- Learning materials for trainers and assessors (high impact training guide, methodologies, ASEAN toolbox)
- Principles and practice handbook (trainer manual) to standardise the trainings and ensure quality
- Trainer guide, which provides an overview of each training session and how to deliver it (includes weekly presentations)
- Assessment manual which provides guidance on how to carry out the assessment for each occupation



5.3 Trainee Materials

The SDP developed a series of occupational based training modules to upgrade the skills of the beneficiaries as well as the O/M to enhance their working environment and service provision. The modules are based on ASEAN standards and were created in collaboration with national and international hospitality consultants as well as freelance trainers and assessors to align them with the local context. The following list gives an overview of the materials developed to assist the learning process at the hospitality businesses themselves:

- Documents for assessments and recruitment (checklists, promotional materials)
- Introductory material for IHT and the respective occupations (Summary, presentations)
- Learning material for beneficiaries and O/M (presentations, working materials, examples)
- Practical book (key document containing all the information of each occupation)
- Learner workbook (document for the learners to note down the progress and keep track of the learning)
- Materials for trainers (presentations, templates, videos, flashcards, methodologies)

5.4 Trainee Facilities

Training facilities are important to the provision of quality training, particularly in terms of training venue and resources, such as projectors, tables, or chairs. Appropriate supporting equipment is crucial to being able to demonstrate working processes and best practices. During the first phase, the SDP aimed to check the workplaces at the start of each batch of training sessions to provide the freelance trainers and assessors with a training facility checklist. Furthermore, the O/M were handed learning materials to improve the working and learning environment for the beneficiaries.





6. OUTCOMES AND LESSONS LEARNED

This final chapter will highlight the learning from the last four years of work. It will show the outcomes and achievements, as well as challenges encountered during the first phase. Furthermore, it will display lessons learned and adaptations.

6.1 Outcomes and Achievements of IHT

Initially, the SDP faced difficulties in running the activities, primarily due to the resistance from PDoT and the underperformance of the contracted partners. However, after crucial adjustments and mediation, the training model is now established, running, and much appreciated by the relevant stakeholders, as is reflected in the target numbers. By the end of the first phase, the IA exceeded the target number of participants by 12.5% (900 instead of 800). Furthermore, participants noted a significant increase in income, starting at an average of USD 185 per month which rose to USD 234 on average six months after course completion.

This constitutes an average income increase of 126%. This is compared to the average income per person in rural areas of around USD 35 (according to the Cambodian Socio-Economic Survey of 2017).

The success of the training is also underlined by the fact that IHT is recognized by MoT and the NCTP and the SDP was invited to present the entire IA in several ASEAN meetings to share good practice. Also, MoT provides the beneficiaries with a certificate, which is aligned with the ASEAN Standard and AQRF. The target to improve the working conditions of the beneficiaries and better integrate them into the hospitality sector was achieved. Additionally, for this IA all beneficiaries and 77% of O/M reported satisfaction with the quality of training which, in combination with the takeup of the ministries, shows the impact created by the IA. Lastly, the high participation rates of women, at around 52% was beneficial for the aim to foster gender equality.



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6.2 Challenges

During the first phase, IHT faced various challenges. The most significant are as follows:

- The hospitality sector in Cambodia is not fully developed throughout the country and in the target provinces, it was challenging to mobilize learners and students for hospitality training.
- The hospitality sector has a high staff turnover (on average every 3-6 months) which affects the quality of the hospitality services. Low salaries and poor working conditions throughout the sector are difficult to align with the labour law in the provinces.
- Most hotels, restaurants, and coffee shops are family businesses and do not have the capacity to employ workers at favourable conditions or send their staff to attend training. Owners and managers as well as learners did not appreciate the added value of the training at the outset.
- At the beginning of the phase, PDoT was not readily collaborating, which led to delays in training provision. MoT and the regional PDoTs required the use of ASEAN Toolboxes for the training. It proved to be challenging to apply them in the target provinces because of a lack of English language skills and the high standards required by the Toolboxes.
- Motivation and personal development of the learners in the target provinces is limited since the hospitality sector offered limited employment possibilities and career paths.
- The target provinces lacked sufficient numbers of assessors and trainers to provide IHT.
- The beneficiaries did not have the required level of English and technical vocabulary to have basic conversations with customers. Some beneficiaries did not even possess writing and reading skills in Khmer and therefore, strong emphasis on learning languages had to be provided.
- For the O/M, it was difficult to retain the beneficiaries since their businesses were often secondary sources of income and therefore improvement of the working environment and customer service was not always at the core of the business strategy.



6.3 Lessons Learned and Adaptations

During the first phase, IHT faced various challenges. The most significant are as follows:

- Training materials for the hospitality training were developed to align with the high standards required by the ASEAN Toolboxes. This was done based on the training needs assessments that were carried out in the target provinces. The material was also translated into Khmer.
- Gaining trust and establishing the SDP within the hospitality training sector took around one year. After close engagement with MoT and PDoT as well as the private sector, the hospitality training gained a positive reputation and beneficiaries were more eager to join. The training also came to be valued by the owners and managers of the businesses.
- High impact hospitality training and professional industry placements to build up the capacities of the PDoT trainers and assessors was key to improving their teaching methodologies and industry knowledge. To achieve this, the SDP enabled them to gain experience in real workplaces in Phnom Penh and Siem Reap.





ANNEXES

Source Documents

The [source documents](#) are stored on SharePoint, indexed according to the chapter numbers of these guidelines, and can be accessed through the SDP Cambodia team. The following four resources support these guidelines and provide detailed information, templates, and guidance for anyone who would like to understand the implementation of IHT.

- SDP (2020), Dual Vocational Training Implementation Guideline
- SDP (2020), Monitoring and Results Measurement Implementation Guideline
- SDP (2020), Skills Development Programme Documentation Phase 1
- SDP (2020), Social Inclusion and Welfare Implementation Guideline

Terminology

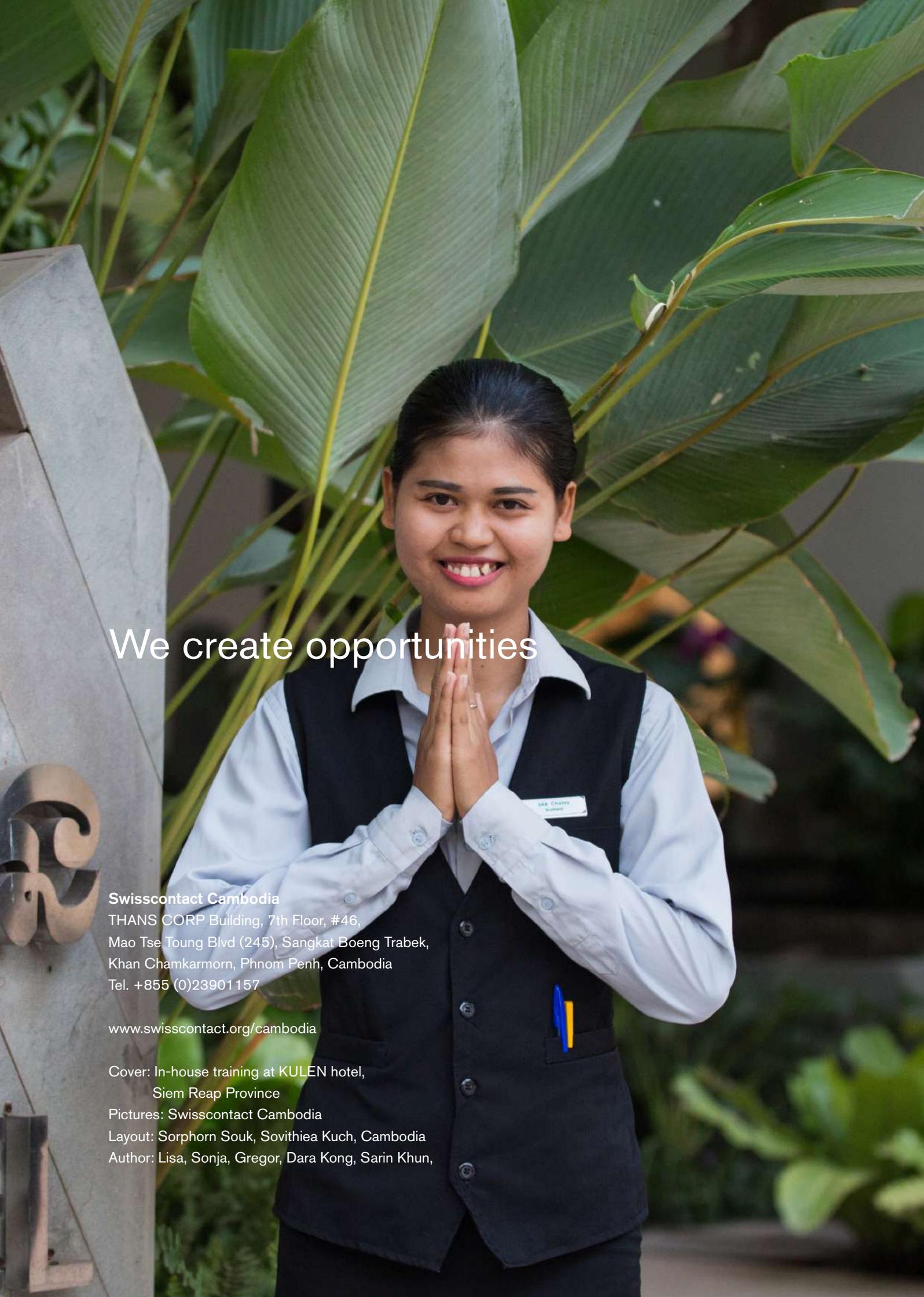
In general, these guidelines require basic knowledge of TVET and the hospitality sector but key terms as employed by the SDPs are described below.

TVET is understood as the provision of technical and vocational education and training for young disadvantaged people, but also include persons from minority groups or target segments such as women. It helps learners to acquire skills and knowledge to develop professional careers and enter the world of work.

In-house training is a dual vocational approach to directly help LSW to improve their situation at the workplace and enable them to benefit from lifelong learning as well as recognition of prior learning. In-house training focuses on a workplace approach combined with regular centre-based training days.

On the job training is provided directly at the workplace of the trainees and may also involve coaches, their employers.

Off the job training is provided at the training centre involving mainly the trainees.



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