



InGuider

InGuider HANDBOOK

Version 1.0
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Introduction

Context of InGuider

Agriculture is one of the key engines of economic growth for ASEAN countries. However, Cambodia's overall innovation performance in agriculture is weak due to limited expenditure on R&D, the small number of researchers, a modest level of research publications, and extremely rare patenting. Cambodia ranks low on the technological readiness and innovation components of the 2017-2018 Global Competitiveness Index (94 and 110 out of 137 countries, respectively)¹. Its weak innovation culture is associated with a number of factors, including low investment in R&D; negligible private sector investment; low levels of interuniversity cooperation; lack of public-private cooperation, interaction across innovation stakeholders, and financial institutions providing innovation related investment; and poor performance in the education system. One starting point to reversing these disadvantages and bringing about significant improvement in the overall performance in the agriculture sector is improving technical human resources.

For this purpose, quality hands-on training via internship is a promising measure. Internships provide students with practical experience in the career field they wish to pursue. Not only does this give them an edge over other candidates when applying for jobs, but it also prepares them for what to expect in their field and increases their confidence at work. This contributes to better performance and easier knowledge absorption down the road. Many universities and colleges do require students to undertake internships as part of degree completion. However, the challenge is that these internships are usually not standardized into a coherent program. Also, there very often are not enough internship opportunities available for students in many universities in Cambodia. Concurrently, private companies mention the difficulties in finding qualified human resources. A good internship program, therefore, will benefit all three parties: the students, the university, and the private sector.

From June 2019 to December 2020, the Faculty of Agricultural Engineering (FAE) of the Royal University of Agriculture ran the InGuider internship program in cooperation with Swisscontact. The project aimed at addressing the challenges mentioned above while maximizing benefits to both the interns and the hosting institutions, using a structured and centralized approach. The program succeeded. This approach qualifies as a model to be introduced to other faculties and universities, especially in the agricultural sector.

Overview of the InGuider Handbook

This Handbook is a reference document aimed at assisting universities to implement a better internship program, using the InGuider model. The model, as was the project, is primarily targeted at implementation at the faculty level in the fields related to agricultural engineering. The model is based on the experience that FAE gained during the InGuider project, and the Handbook represents a consolidation of the lessons learned from that project. Throughout the Handbook, the unit running the program is referred to as “Faculty”, but the model—with appropriate care—may be expanded to the university level, or even for other fields of studies.

The essence of the InGuider model lies in (1) the structured and centralized approach of the program (i.e., the Faculty pre-selecting the companies rather than the students finding companies on their own), (2) the pre-internship training for students and (3) close supervision of the students by a faculty supervisor throughout the internship period.

To achieve the above, the model adopts 4 stages for the program. It begins with Stage 1 (Preparation), in which pools of trainers and supervisors are formed to help run the program. Stage 2 (Partnering) involves reaching out to private companies to promote the program and get their participation. In Stage 3 (Recruitment and Training), interns are recruited and trained. Finally, in Stage 4 (Monitoring and Evaluation), monthly and final feedback tools are used to improve intern’s performance and evaluate the program.

For each stage, the Handbook provides major instructive components (called Guidelines) based on a sequence of activities. Each Guideline is broken into broadly sequential steps, accompanied by guidance and tips. The Guidelines and steps outline a coherent structure from a program’s start to finish, but actual implementation may vary to fit the needs and circumstances of the adopting faculty. For instance, although Guideline 7 provides three default training topics, they mainly serve as an example of what the proper training topics should be. The committee of trainers are encouraged to come up with training topics that best suit the needs of each cohort of student interns, which can be gauged through surveys (See Guideline 2, Step 1).

1. World Economic Forum, *Global Competitiveness Index 2017-2018*. http://www3.weforum.org/docs/GCR2017-2018/03CountryProfiles/Standalone2-pagerprofiles/WEF_GCI_2017_2018_Profile_Cambodia.pdf

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Kuoni und Hugentobler-Stiftung



We would like to acknowledge the contribution of the internship institution partners such as Larano Manufacturer, Noeurn's Workshop, Khmer Eco Energy, Conservation Agriculture Service Center (CASC) of the Department of Agricultural Land Resources Management (DALRM), and YJI Agricultural Co., Ltd for providing the students' internship and hand-on experience. This has allowed the interns to broaden their skills and knowledges in the field agricultural mechanization in Cambodia.

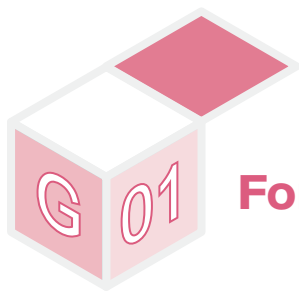
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STAGE 1

FACULTY PREPARATION



Form a Committee of Trainers

Purpose

To form a committee of trainers who can provide important training to prepare students for the internship program.

The Steps

No.	Methodological Step	Purpose	Output
1	Call for Trainers & Selection	To inform faculty members about the internship program, solicit their interests, and secure their commitment to serve as trainers.	A list of faculty members who are committed to serving as trainers.
2	Meet the Trainers	To present the trainers the process of the internship program and an overview of their role.	Trainers' role and responsibility are identified and clearly communicated.

Guidance on the Steps

1. Call for Trainers & Selection

Forming a committee of trainers is necessary for running an internship program using the InGuider model. This step, as with many other steps throughout the program, requires coordination provided by a focal person. The focal person is responsible for managing the internship program and can be someone from the Department of Academic Affair or from the implementing Faculty itself. The focal person should ideally be someone who is well-positioned to promote the program to all faculty members and to garner their participation to form the committee of trainers. Trainers selection can vary according to the circumstances of the Faculty (number of faculty members, diversity of skills, faculty members' availability, etc.).

2. Meet the Trainers

In this step, the focal person hosts a meeting to explain committed faculty members about trainers' role and responsibility. These include:

- Assessing training needs via student surveys;




- Identifying the training topics;

- Developing training materials and learning resources (slide presentations, quizzes, role-playing, etc.); and






- Delivering the training.

This is also an opportunity to coordinate the time availability of the trainers and clarify the timeline of the internship program.




Tips

-  Provide clear and sufficient information in the announcement.
-  Record the meeting outcome with clear role and responsibility.
-  Identify the channel of communication for the committee (email, Telegram, or Facebook, etc.).

Task

-  Create an announcement.
-  Promote and spread the announcement through every communication line in the university.
-  Schedule a meeting.
-  Discuss about the internship program and the role and responsibility of the trainers.
-  Document a list of faculty members committed to becoming trainers.

Tool

-  Communication materials (posters or leaflets)
-  Meeting minutes
-  An Excel spreadsheet for the list of faculty members committed to becoming trainers



Train the Trainers

Purpose

To provide the trainers the guidelines in delivering preparatory training to student interns. The training enables the trainers to plan, prepare, and deliver an effective training.

The Steps

	Methodological Step	Purpose	Output
1	Prepare the Training Materials	To identify training topics and prepare training materials.	Training topics identified and training materials created.
2	Deliver the Training	To provide trainers the guidelines in delivering training to the student interns.	A successful training

Guidance on the Steps

1. Prepare the Training Materials

The training topics can be identified based on the actual needs of the student group with respect to a benchmark of learning outcomes. Ultimately, at the end of the pre-internship training sessions, student interns should be able to:




- demonstrate possession of sufficient pre-requisite technical knowledge and skills to work efficiently at the receiving institution
- communicate effectively and professionally at the workplace
- work effectively in a team and
- perform and deliver on assigned duties in a professional manner.

Also, a survey should be developed to assess students' needs and support the identification of the training topics. The survey should be handed to third- and fourth-year students in the classrooms at the beginning of the semester.





2. Deliver the Training

The Training of Trainers provides the trainers the guidelines in delivering pre-internship training to student interns. Trainers will get to understand their main responsibility, which is to deliver the soft skills, communication skills, and basic business knowledge for the student interns. They will also learn how to plan and prepare for the training and how to effectively deliver it.




Tips

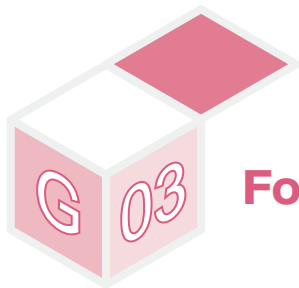
-  Adjust training to meet the learners' needs/student outcomes.
-  Use training time wisely and thoroughly cover all objectives in the courses taught.
-  Use testing and evaluation feedback procedures to assess the training's effectiveness.

Task

-  Identify training topics to match with study outcomes.
-  Schedule the training date.
-  Develop the agenda.
-  Provide participant-trainer with the knowledge and background needed.

Tool

-  The training takes place in university premise, e.g., classroom.
-  PowerPoint Presentation
-  Flipcharts/boards



Form a Pool of Faculty Supervisors

Purpose

To form a pool of supervisors to work on the recruitment, monitoring, and evaluating of interns.

The Steps

	Methodological Step	Purpose	Output
1	Call for Faculty Supervisors & Selection	To inform the faculty members about the internship program, solicit their interests, and secure their commitment to serve as faculty supervisors.	A list of faculty members who are committed to serving as faculty supervisors.
2	Orient the Faculty Supervisors	To provide insight into how supervisors should perform and be responsive to the needs of the interns.	Faculty supervisors' role and responsibility are identified and clearly communicated.

Guidance on the Steps




1. Call for Faculty Supervisors & Selection

The focal person, who is responsible for managing the internship program, makes an announcement to the entire Faculty. The first call for supervisors happens before the internships take place; but this may be repeated if necessary, because more faculty supervisors may be needed if more students receive internship placement. It should be noted that a faculty supervisor's role is effective from intern selection all the way through the internship duration, and each faculty supervisor may supervise several interns at the same time.






2. Orient the Faculty Supervisors

The faculty supervisor plays a key role in ensuring the student's learning during their internship. Beside learning about the InGuider model, the orientation also allows the faculty supervisor to understand their role and responsibility, which include: (1) learning about the profile of company/institution where the student is going to be an intern; (2) reviewing the intern's monthly time sheet and report; (3) visiting the intern at the company; (4) supervising the intern upon their request; and (5) acting as the Faculty's contact person for the company/institution.



Tips

-  Provide clear and sufficient information in the announcement.
-  Record the outcome of the meeting with specific/clear role and responsibility.
-  Identify the form of communication for the pool (email, Telegram, or Facebook, etc.)

Task

-  Create an announcement.
-  Promote and spread the announcement through every communication line in the Faculty.
Schedule a meeting.
-  Discuss about the internship program and the role and responsibility of faculty supervisors.
-  Document a list of faculty supervisors.
-  Provide the faculty supervisors with the templates of the monthly time sheet and monthly report.

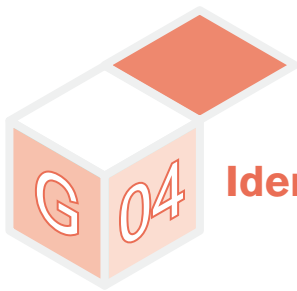
Tool

-  Communication materials (posters or leaflets) & Introduction slide deck
-  List of faculty members committed to becoming faculty supervisors in excel/word document



STAGE 2

PARTNERING WITH PRIVATE COMPANIES



Identify Potential Companies

Purpose

To look for and shortlist potential companies who may be interested in offering internship opportunities for students, and to develop a database of those companies for future uses.

The Steps

Methodological Step		Purpose	Output
1	Seek and Research	To identify companies suitable for the internship program.	A list of potential companies
2	Document Potential Companies	To create a database with all relevant information for easy access.	A database of in-depth information about the companies

Guidance on the Steps

1. Seek and Research

Desk research helps us identify potential companies and gives us a general idea about their operations and services. The purpose of this step is to match the service dynamics of the companies to the internship's learning outcomes for the students. To complete this step the faculty can conduct research online and try to find out as much as possible about the companies. Please note that the receiving institution does not strictly need to be a private company. In certain cases, a public institution or a development partner in the sector may be an appropriate place of internship if there are opportunities for interns to learn relevant technical skills. The leading consideration is that of fulfilling the learning outcomes for the student interns.

2. Document potential companies

It is important to record the details of the companies. The faculty can later access contact information for promoting the internship program. Information should consist of the contact person's email, phone number, location, company background, etc.



Collect all the private sector network information into the document. This is not limited to information found online. This could be from anyone in the Faculty who has had prior interactions with the companies.



Conduct online research.



Input all information of potential company into a document.



Develop a list based on the data.



List of Agriculture Companies.



Securing Internship Opportunities

Purpose

To find and select the right institutions and convince them to provide internship opportunities to the students.

The Steps

Methodological Step		Purpose	Output
1	Schedule a Meeting	To schedule a meeting with key people from the companies.	Companies' representatives agree to meet.
2	Meet the Companies	To know the companies better, promote the internship program, and secure internship opportunities.	Companies offer the internship opportunities to students.

Guidance on the Steps

1. Schedule a Meeting

Meeting with the private companies is key for the Faculty to get to know in-depth about their works and, at the same time, to promote its internship program. This can also build a long-term connection which helps the Faculty identify collaboration areas in the future.

Scheduling a meeting starts with a cold-call or an email. Making a short introductory call could be more effective in approaching the companies' key people who usually have a busy schedule. In the call, the Faculty representative must (1) clearly introduce themselves, (2) concisely communicate the purpose of the meeting, and (3) invite the companies to the internship presentation at the Faculty.

2. Meet the Companies

Once the meeting schedule is set, the Faculty will need to prepare some promotional materials such as leaflet or presentation slides to show during the meeting. The companies will want to know about the internship program, especially what the students study and whether these are aligned with the companies' works, so these points should be included in the materials. It is also important for the Faculty to underline how the program makes the students well-prepared for the internship and list the benefits both parties will gain.



Include testimony from the previous internship program in the presentation.



Hand out the promotional materials to the companies after the meeting.



Call the companies and invite them for the presentation.



Prepare a presentation about the internship program.



Create a leaflet or a booklet to introduce the internship program and highlight the achievement.



Internship program booklet



STAGE 3

INTERN RECRUITMENT & PREPARATION



Intern Recruitment

Purpose

To recruit interns based on the requirement of the companies.

The Steps

Methodological Step		Purpose	Output
1	Announcement	To announce the opportunities of internship to the students.	Students apply for the internship positions.
2	Shortlisting	To determine a reasonably-sized pool of suitable applicants for the interview step.	A shortlist of potential students.
3	Interviews	To more closely evaluate the shortlisted students' capacities.	All shortlisted students are interviewed.
4	Selection	To review and make a final selection of students for the internship.	Successful selection of students for the internship.

Guidance on the Steps

1. Announcement

Announcement is the pivotal step to promote internship opportunities to students. The Faculty will need to prepare the core contents of the announcement, including the job descriptions and the benefits to the students from entering the internship program. The announcement should be accessible both online and offline. It can range from a post on the information board, through circulated flyers and leaflets, to digital promotion. Furthermore, the announcement should be made in lectures where the students can ask about the program.

2. Shortlisting

It is important for the Faculty to screen the students' applications. Shortlisting is the key process to reduce the large number of applicants to a smaller pool of potential students. The Faculty needs to sort all the applications properly by categorizing their majors of study. Then, the applications should be screened to ensure the applicants meet the requirements for the available internship positions.




3. Interviews

After the shortlisting process, the Faculty should have a list of applicants suitable for the interview process. The next task is to arrange an interview time for each applicant and invite them for the interview. The interview is very important, because it allows for a closer evaluation of the applicant's capacities. It is critical for the Faculty to ensure the quality of the interview process and choose the best applicants for the internship program.





4. Selection

Once the interviews have been conducted, the Faculty will need to sort the applicants based on their performance. After finalizing the selection of the successful candidates, the Faculty needs to inform them through emails or calls that they have been selected for the internship program and that they should prepare for the orientation and training which will be provided later.




-  Communicate the benefits or learning outcomes in the announcement.
-  Ask more questions related to intern availability and interests in the internship.
-  Be clear about timelines and work environment.



-  Post the announcement.
-  Shortlist the candidates.
-  Interview the candidates.
-  Develop the contract after the students are selected



-  Announcement sample



Intern Orientation & Training

Purpose

To prepare the students for high performance at the internship, by laying out expectations and equipping them with additional skills.

The Steps

Methodological Step		Purpose	Output
1	Orientation	To introduce the internship to the student interns.	The student interns understand the program, know their supervisors, and know what are expected of them at the internship.
2	Training on Soft Skills	To equip the interns with interpersonal skills.	Interns have knowledge of and can utilise the soft skills.
3	Training on Business Management	To provide the interns with basic knowledge of how a business is managed.	Interns have basic knowledge of business management.
4	Training on the "4S Model" of Marketing	To equip interns with knowledge on marketing.	Interns have a basic understanding of marketing strategies.

Guidance on the Steps

1. Orientation

The content of the orientation must include the following items: the significance of participating in the internship program, contract with the company, introduction to the supervisor, communication of role and responsibility, and the code of conduct that the students need to follow while working at the company.

2. Training on Soft Skills

The training equips students with knowledge and skills to communicate effectively and professionally at the workplace.




3. Training on Business Management

The training allows students to learn fundamental concepts of operation management from a general management perspective.



4. Training on the “4S Model” of Marketing

The 4S Technology Market Segmentation or simply the 4S Model is an innovation of Swisscontact that provides structured and technical marketing strategies for customer segmentation to the private sector for an effective and efficient commercialization of technology.





-  Structure the training based on the objectives and have a clear timeline.
-  Incorporate activities in the training sessions to engage all participants.
-  Use pre-test and post-test to evaluate the organization of the training and learning outcome.



-  Trainers develop slide presentations for the orientation and training sessions.
-  Schedule the time for orientation and training.



-  Handbook for Trainers
-  4S Model leaflet



STAGE 4

**INTERN
MONITORING &
EVALUATION**



Intern Monitoring

Purpose

To prepare the students for high performance at the internship, by laying out expectations and equipping them with additional skills.

The Steps

Methodological Step		Purpose	Output
1	Intern Visit	To ensure the interns know where to seek support and to keep in touch with the company.	Visits are timely made, and interns and companies are kept in touch with.
2	Monthly Report	To record the internship activities.	Reports, findings, experiences.

Guidance on the Steps

1. Intern Visit

Intern visits will be conducted by the supervisor during the duration of the internship. There will be multiple visits. At least two visits must be scheduled with the company for internships lasting between three to six months. The first visit should be within 1 to 2 weeks after the internship begins, and the final visit should be within 1 to 2 weeks before the internship ends.

2. Monthly Report

Monthly reports are prepared by the student interns. The intern must keep a record of their daily activities at the company to keep track of their learning outcomes. The record can then be used as a basis for the report. The duty to produce the report, together with the template for the report, is introduced to the interns during the orientation day. The Faculty can be flexible when developing a template for the interns.

Tips



Encourage questions. Let students know that they are welcome to ask questions along their internship journey.



Set a network of support where students can also directly ask the supervisor and their professors or seniors.



The communication channel shall be both formal and informal, ranging from text messaging and phone calls to emails.

Task



Provide a monthly report template.



Schedule a visit to the company.



Note down the feedback the students and the company may have.

Tool



Intern Visit Report Template



Intern's Monthly Report template



Monthly time sheet template



Intern and Program Evaluation

Purpose

To evaluate the student's progress and measure the effectiveness of the internship program for the students and the companies.

The Steps

Methodological Step		Purpose	Output
1	Final Report	For the student to present the experience and learning outcomes.	Students submit final reports.
2	Evaluation by Interns	To receive feedback for the improvement of the program.	Students complete the evaluation form.
3	Evaluation Private Companies	To receive feedback on the student's performance and for the improvement of the program.	Companies complete the evaluation form.

Guidance on the Steps

1. Final Report

The final report must be submitted by the students at the end of their internship. The report will provide an overview of the internship experience and highlight what skills and knowledge the students will have gained from the program. The final report is important for the supervisor to review and can be a condition for the granting of academic credits.

2. Evaluation by Interns

The evaluation must be completed right after the end of the internship.

3. Evaluation by Private Companies

The evaluation must be completed right after the end of the internship.



Notify evaluators about the evaluation in advance.



Aggregate and summarize the input after collecting them.



The interns develop the final report and submit it to the supervisors.



The companies and interns complete the evaluation forms.



Final report template



Evaluation forms



ANNEX

Annex 1: Template for the List of Agriculture Companies

List of Agriculture Companies for Internship						
No.	Company Name	Company Profile	Contact Person	Position	Telephone	Email
1	Company A	What does the company do?	Name	Role	(+855) 12 345 678	Recipient@email.com
2	Company B					
3	Company C					
4	Company D					
5	Company E					
6	Company F					
7	Company G					
8	Company H					
9	Company I					
10	Company J					

Annex 2: Sample Promotional Material for the Internship Program

Internship Newsletter

January, 2020 | Issue 1










Upcoming Internship Cycle

1

January 2020:

Accepting ToR from Companies

2

February 2020:

2nd Cycle Internship

I. About the Internship Program

Royal University of Agriculture (RUA) was founded in 1964 as the Royal University of Agronomy Science. In 1994, it developed into Royal University of Agriculture, currently the leading agricultural university in Cambodia. Faculty of Agricultural Engineering (FAE) is one of the 10 faculties in RUA. It offers 3 majors: soil and water engineering, agricultural machinery and agriculture energy and environment.

The internship program is a part of the Faculty of Agriculture Engineering (F AE)'s curriculum that aims to equip students with

hand-on experience related to their majors. The internship program is a part of the Faculty of Agriculture Engineering (F AE)'s curriculum that aims to equip students with hand-on experience related to their majors.

FAE and Swisscontact has collaborated to improve the internship program and engage students with various private companies through InGuider, a four-stage guideline in running a standard internship program for universities.

Page 1

Annex 3: Internship Announcement Sample



Announcement Description

Noeurn Workshop - The local workshop has been operating since 1990. The workshop produces and sells all kinds of agricultural equipment, mostly based on customers' orders. The agriculture equipment includes disc plough, mouldboard plough, border disc, sprayer, fertilizer application, rice seeder, grass slasher, and other implements.

While selling tractors has not been an issue in Cambodia, the widespread use of implements has not been observed. In order for farmers, technologies providers, NGOs, government, and agriculture stakeholders to get access to the technology, Noeurn Workshop and Swisscontact have agreed to commercialize the Seed/Fertilizer Broadcaster aiming to expand machinery accessibility to smallholder farmers (SHFs) in the region.

Currently, Noeurn Workshop is looking for skilled and ambitious 2nd-4th year student(s) of Agricultural Engineering to intern at their workshop.

The selected intern(s) will have a special opportunity to learn about the production process of Seed/Fertilizer Broadcasters, get hands-on experience working at an agricultural machinery workshop, learn about its business operation, gain basic knowledge on financial management of SMEs, and receive capacity-building training before starting their internship.

Job Description

Position:	Intern
Employment start:	From May 2020
Location:	North Kampong Chen Commune, Storn District, Kampong Thom Province.
Duration:	3 to 6 months
Reports to:	Mr. Noeurn (Workshop owner) & Mr. Ream Soveth (Swisscontact project team)
Additional support:	Monthly allowance and accommodation

Tasks

The intern(s) will be working on two main tasks (i) assisting in basic business operation and financial management, (ii) assisting in basic technical dimensions related to agricultural machinery. These includes:

- Providing support in fixing, making, and adapting of seed/fertilizer broadcasters, sprayer, tractors and other agricultural implements;
- Supporting daily business operations including managing sale transaction list;
- Communicating pro-actively with potential customers, intervention partners, and the project team;
- Providing support to MIGIP's consultant on the field (Baray District) to implement project activities; and
- Providing support in creating and monitoring basic financial management system for Noeurn Workshop (these include staff payrolls, lists of raw materials needed, products costs record, etc.)

Requirements

- Good understanding of business operation and basic financial management.
- Good mechanical skills, steel works, and basic fixing skills.
- Able to work in Kampong Thom Province for 3-6 months.
- Fluent in Khmer, with knowledge in written English.
- Computer literacy especially in Microsoft Excel, Word, and PowerPoint.
- Knowledge on Internet and social media use.
- Willingness to work as a team and commitment and ambition to contribute to sustainable and inclusive economic development in Cambodia.

Application should be directed to: Royal University of Agriculture, Faculty of Agricultural Engineering

E-mail: thdyna@rua.edu.kh

Please provide a CV (no more than 4 pages) and a cover letter (no more than 1 page).

Deadline for application: April 27, 2020.

Annex 4: Sample Contract between an Intern and the University



Royal University of Agriculture
Faculty of Agricultural Engineering

Kingdom of Cambodia
Nation Religion King

Internship Contract

This Internship Contract, hereinafter referred to as the "Contract" is entered into on [date] by and between:

The Faculty of Agricultural Engineering (FAE) of the Royal University of Agriculture (RUA), which is represented by [Name of Supervisor], with present address in [District, Province, Cambodia] (hereinafter referred to as "Faculty"); and

[Student Name], a Cambodian citizen, holding ID card No.....issued on..... (hereinafter referred to as "Intern").

Now it is hereby agreed between the parties hereto as follows:

Article 1: Background

The Intern will spend a total of 3 months from [Day/Month/Year] in the internship program, where they will receive training provided by the Faculty, and on-site job training at [Company Name], with present address at [Street, Village, District, Province, Cambodia] (hereinafter "Receiving Institution").

Article 2: Scope of Work

2.1 The Faculty hereby agrees to place the Intern at [Company Name], and the intern agrees to the arrangement as follows:

Position: Intern

Location: [Street, Village, District, Province, Cambodia]

2.2 The Intern agrees to aforementioned arrangement under the terms and conditions as set forth hereunder and perform their duties and responsibilities in conformity with the Job Description as attached in Annex 1, and the Schedule for Business Management Intern as attached in Table 1.

Article 3: Term of Contract

3.1 The term of this Contract shall be three months starting from [Day/Month/Year] and ending on [Day/Month/Year]. This Contract may be terminated with immediate effect and without further compensation other than payment of any outstanding payments.

3.2 Any extension will be discussed and agreed beforehand by both parties in writing; otherwise, this Contract will end on the date stated above.

Article 4: Monthly Allowance

The monthly allowance for this position will be paid in US dollars in his designated bank account. The allowance is --- US\$ ([Amount in words]) per month.

Article 5: Personal Income Tax

The Receiving Institution will withhold monthly income tax and pay it to the Tax Department as required by applicable laws and regulations of Cambodia.

Article 6: Working Hours

The Intern shall work 8 (eight) hours a day from Monday to Friday with one-hour break for lunch. The working hours can be flexible based on the agreement with their line supervisor and Receiving Institution where the Intern works.

Article 7: Public Holidays

The Intern is also entitled to the public holidays that are listed yearly by the Ministry of Labour and Vocational Training of Cambodia.

Article 8: Termination

The Contract may be terminated with 7 days' written notice given by either party according to the Labour Law of Cambodia. Notice is to be given to the Receiving Institution.

Article 9: Confidentiality & Conflict of Interest

- 9.1 The Intern shall protect sensitive and confidential information, and reputation of the Faculty.
- 9.2 In the event of breach of essential terms or conditions of this Contract, the Faculty reserves the right to recover any damages.

Article 10: Miscellaneous

10.1 Entire Agreement

This Contract (together with its Annex and Table) constitutes the entire agreement and understanding between the parties with respect to its subject matter and replaces and supersedes all prior agreements, arrangements, undertakings, or statements regarding such subject matter.

10.2 Language

This Contract is made in English in 2 (two) copies. The parties here shall keep 1 (one) copy each.

10.3 Governing Laws and Jurisdiction

All terms and conditions of this Contract are governed by the applicable laws and regulations of Cambodia and any disputes arising out of the implementation or interpretation thereof shall be settled by the competent court of Cambodia.

In witness whereof, the parties have executed this Contract on the date written above.

Signature the Faculty's Representative

Signature of the Intern

Name

Date:.....

Name

Date:.....

Job Description

The selected Intern will receive training provided by the Faculty and they will support the Receiving Institution's businesses to strengthen its management.

Duties

- Strengthen business management capacities
- Support the company in designing stock management system and developing an effective production plan
- Support the workshop's daily business in fixing and adapting different kind of agricultural machinery.
- Communicate pro-actively with potential customers, intervention partners, and the project team
- Conducting service workshops and demonstration events to tractor owners and farmers.

Requirements

- Good understanding of business management processes
- Very good accounting skills
- Very good mechanical skills
- Ability to work independently, with high motivation for delivering programme activities to a good standard
- Experience in organising events and meetings is an advantage
- Fluent in Khmer, with good knowledge in English
- Computer literacy especially on Microsoft Word, Power Point, and Excel
- Willingness to work as a team and commitment and ambition to contribute to sustainable and inclusive economic development in Cambodia.

Annex 5: Sample Agreement between the University and a Company



Royal University of Agriculture
Faculty of Agricultural Engineering

Kingdom of Cambodia
Nation Religion King

Internship Agreement

This Internship Agreement, hereinafter referred to as the "Agreement" is entered into on [date] by and between:

The Faculty of Agricultural Engineering (FAE) of the Royal University of Agriculture (RUA), which is represented by Dr. THENG Dyna, with present address in Dongkor District, Phnom Penh, Cambodia (hereinafter referred to as "Party A"); and

Agricultural Equipment Manufacturer, which is represented by OUCHHEOUM Larano, with present address at No. 1588, National Road 5, Samakey Village, Sangkat Russey Keo, Khan Russey Keo, Phnom Penh, Cambodia (hereinafter referred to as "Party B").

Now it is hereby agreed between the parties hereto as follows:

Article 1: Roles and Responsibilities of Party A

Party A shall appoint a supervisor charged with attention and supervision on the student(s), and with contacts with Party B.

Article 2: Roles and Responsibility of Party B

- 2.1 Party B enables the student(s) to intern within the agreed duration, starting from [Date/Month/Year] and ending on [Date/Month/Year], and provide necessary support as attached in Table 1 and Table 2.
- 2.2 Party B shall appoint someone charged with attention and supervision on the student(s) and with contacts with Party A.
- 2.3 Party B shall allow the student(s) to take public holidays that are listed yearly by the Ministry of Labour and Vocational Training of Cambodia.
- 2.4 Party B shall allow the student(s) to attend the capacity-building training provided by party A as attached in Table 2.
- 2.5 Accidents in the workplace will be covered by Party B.

Article 3: Amendment & Termination of Agreement

- 3.1 This Agreement can be amended upon agreement in writing between Party A and Party B.
- 3.2 Party B shall be entitled to terminate the internship contract of a particular student intern upon consultation with the supervisor assigned by Party A, if the student(s), to the opinion of the supervisor assigned by Party B, does not sufficiently take the current rules into account or does not follow the

3.3 instructions given by or on behalf of the company.

Party A shall be entitled to terminate the internship contract of a particular student if Party B fails to adhere to the Roles and Responsibilities.

In witness whereof, the parties have executed this Agreement on the date written above.

Signature of Faculty of Agricultural Engineering

Signature of Private Company

THENG Dyna

OUCHHEOUM Larano

Date:.....

Date:.....

Table 1: Schedule for Business Management Intern

Week	Responsible Organization	Activity
Week 1	SC & FAE	<ul style="list-style-type: none"> Provide training on 4S Model Provide orientation on the internship program
	Larano	<ul style="list-style-type: none"> Provide company tour and introduce interns to other staff Introduce interns to the company mission, structure, and vision
Week 2	SC	<ul style="list-style-type: none"> Provide training on soft skills Provide training on Inclusive Market Approach
	Larano	<ul style="list-style-type: none"> Provide orientation on the management of staff and business
Week 3	SC	<ul style="list-style-type: none"> Provide training on Business Management
	Larano	<ul style="list-style-type: none"> Provide orientation on the communication and work with clients
Week 4	SC	<ul style="list-style-type: none"> Provide training on Communication
	Larano	<ul style="list-style-type: none"> Provide orientation on the communication and work with partners
Week 5-6	Larano	<ul style="list-style-type: none"> Introduce intern to current stock management and challenges
Week 7-8	SC & FAE	<ul style="list-style-type: none"> Visit intern at Larano's workshop to assess intern's progress and skill development
	Larano	<ul style="list-style-type: none"> Introduce intern to current production chain of the workshop and challenges
Week 10-12	SC & FAE	<ul style="list-style-type: none"> Visit intern at Larano's workshop to assess intern's progress and skill development
	Larano	<ul style="list-style-type: none"> Develop an effective production plan for Larano

Table 2: Training Schedule for Interns

No	Topic	Detail	Trainer	Time & Date	Venue
1	Orientation	Introduction to the internship program			
2	Soft Skill	Communication, problem-solving, teamwork			
3	Business Management	Business model & business calculation			
4	4S Model	4 steps of 4S & success stories			

Annex 6: 4S Marketing Strategy Leaflet



MIGIP
Mekong Inclusive Growth
& Innovation Programme



4S

Technology Market Segmentation

Why?

Cambodia needs to shift towards sustainable intensification, which can only be possible with technology and techniques. More specifically, farmers need to adopt the technology to increase productivity in the field. To ensure successful adoption of technology, private sector needs a strategy that allows them to understand their customers, the farmers, better. Swisscontact's 4S Technology Market Segmentation (4S model) recognizes the need for a marketing strategy which will help private sector target farmers better with the right kind of product.

What?

The 4S model, a brand product of Swisscontact, is a four-step marketing strategy which uses farmer segmentation and target marketing to effectively promote agriculture technology. The 4S consists of 4 stages: Search, Set-up, Service and Showcase.

SEARCH: The purpose of this stage is to identify the potential farmers who will be interested in buying new technology; and the location where the marketing will have maximum impact.

SET UP: The purpose of this stage is to set up demand creation meeting between the potential buyers of technology to potential users; to demonstrate that there is demand for the service.

SERVICE: The potential buyers are invited to a workshop to show the business potential of buying and becoming a service provider.

SHOWCASE: All relevant stakeholders are invited to a demonstration event. Here the private sector will demonstrate the technology and offer the farmers a chance to see how it works.

Who?

This product is designed for the private sector.

Partners




Noeun Workshop

Where?





swisscontact

Annex 7: Sample Template for Intern Visit Reports

Kingdom of Cambodia
Nation Religion King

Name of University

Name of Faculty

INTERNSHIP VISIT REPORT

Internship Company/Institution: _____

Duration: _____ Months

From: Date/Month/Year to Date/Month/Year

Intern: Name of the Student

I. Overview

The supervisor describes the working condition, including:

1. Working hour
2. Internship schedule
3. Challenges

II. Technical Skills

The supervisor answers in sentences to the following question:

1. What technical skills is the students obtaining during their internship?

III. Soft Skills

The supervisor answers in sentences to the following questions:

1. How well does the student demonstrate their soft skills during the internship? Through which activities?
2. Does the student get additional training from the company/institution?

IV. Suggestions

The supervisor discusses with the company partner to evaluate the intern's overall performance.

1. What are the suggestions from the company/institution?

V. Pictures

Attachment of some pictures during the visit.

Place, Date: ____/____/____

Place, Date: ____/____/____

Approved by
Dean of Faculty

Prepared by
Supervisor

Annex 8: Sample Template for Intern's Monthly Reports

Internship Monthly Report

Student Name: _____
University: _____ Faculty: _____
Position: _____
Company/Institution: _____
Date: ____ / ____ / ____

Activities

Student describes the internship activities by each week.

Week 1

Week 2

Week 3

Week 4

Pictures

- The Intern provides some pictures during the internship.
- Write a short sentence to explain the pictures.

Place, Date: _____

Place, Date: _____

Prepared by:
Name of Intern

Approved by:
Name of Supervisor

Annex 9: Sample Monthly Time Sheet

TIME SHEET

Student Name: _____

University: _____ Faculty: _____

Position: _____

Company/Institution: _____

No.	Date	No. of Hours	Remarks
1		8	
2		8	
3		8	
4		8	
5		8	
6		Weekend	
7		Weekend	
8		8	
9		8	
10		8	
11		8	
12		8	
13		Weekend	
14		Weekend	
15		8	
16		8	
17		8	
18		8	
19		8	
20		Weekend	
21		Weekend	
22		8	
23		8	
24		8	
25		8	
26		8	
27		Weekend	
28		Weekend	
29		8	
30		8	

Prepared by:

Approved by:

Name:

Name:

Position:

Position:

Annex 10: Sample Program Evaluation Form (for Interns)

EVALUATION FORM

To what extent do you agree with each statement?	Strongly Disagree					Strongly Agree				
1. My soft skills were improved. Comments:	1	2	3	4	5					
2. I made new contacts which can influence my career. Comments:	1	2	3	4	5					
3. I have learned more on how to apply theory into practice. Comments:	1	2	3	4	5					
4. I have gained practical experience that will make me a better professional. Comments:	1	2	3	4	5					
5. The experience was of high value for my degree studies. Comments:	1	2	3	4	5					
6. The experience was of high value for my personal development. Comments:	1	2	3	4	5					
7. My financial resources during the internship was appropriate. Comments:	1	2	3	4	5					
8. The duration of the internship was appropriate. Comments:	1	2	3	4	5					

Annex 11: Sample Intern Evaluation Form (for Companies)

Employer Evaluation Questionnaire

Student/ Intern:

Position:

Organization:

Assessment Criteria Key:

1. Unsatisfactory (Never demonstrates this ability/ does not meet expectations)
2. Uncomplimentary (Seldom demonstrates this ability/ rarely meets expectations)
3. Fair (Sometimes demonstrates this ability/ meets expectations)
4. Commendable (Usually demonstrates this ability/ sometimes exceeds expectations)
5. Exceptional (Always demonstrates this ability/ consistently exceeds expectations)

Please check appropriate number if any criterion applies to the intern/internship experience.

Ability to learn

- | | | | | | |
|--|---|---|---|---|---|
| a. Asks pertinent and purposeful questions | 1 | 2 | 3 | 4 | 5 |
| b. Seeks and utilizes appropriate resources | 1 | 2 | 3 | 4 | 5 |
| c. Accepts responsibility for mistakes and learns from experiences | 1 | 2 | 3 | 4 | 5 |

Reading/ Writing/ Computation Skills

- | | | | | | |
|---|---|---|---|---|---|
| a. Reads/ comprehends/ follows written materials | 1 | 2 | 3 | 4 | 5 |
| b. Communicates ideas and concepts clearly in writing | 1 | 2 | 3 | 4 | 5 |
| c. Works with mathematical procedures appropriate for the job | 1 | 2 | 3 | 4 | 5 |

Listening & Oral Communication Skills

- | | | | | | |
|---|---|---|---|---|---|
| d. Listens to others in an active and attentive manner | 1 | 2 | 3 | 4 | 5 |
| e. Effectively participates in meetings or group settings | 1 | 2 | 3 | 4 | 5 |
| f. Demonstrates effective verbal communication skills | 1 | 2 | 3 | 4 | 5 |

Creative Thinking & Problem-solving Skills

- | | | | | | |
|--|---|---|---|---|---|
| a. Breaks down complex tasks/problems into manageable pieces | 1 | 2 | 3 | 4 | 5 |
| b. Brainstorms/develops options and ideas | 1 | 2 | 3 | 4 | 5 |
| c. Demonstrates an analytical capacity | 1 | 2 | 3 | 4 | 5 |

Professional & Career Development Skills

- | | | | | | |
|---|---|---|---|---|---|
| a. Exhibits self-motivating approach to work | 1 | 2 | 3 | 4 | 5 |
| b. Demonstrates ability to set appropriate priorities/goals | 1 | 2 | 3 | 4 | 5 |
| c. Exhibits professional behavior and attitude | 1 | 2 | 3 | 4 | 5 |

Interpersonal & Teamwork Skills

a.	Manages and resolves conflict in an effective manner	1	2	3	4	5
b.	Supports and contributes to a team atmosphere	1	2	3	4	5
c.	Demonstrates assertive but appropriate behavior	1	2	3	4	5

Organizational Effectiveness Skills

a.	Seeks to understand and support the organization's mission/goals	1	2	3	4	5
b.	Fits in with the norms and expectations of the organization	1	2	3	4	5
c.	Works with appropriate authority and decision-making channels	1	2	3	4	5

Basic Work Habits

a.	Reports to work as scheduled and on-time	1	2	3	4	5
b.	Exhibits a positive and constructive attitude	1	2	3	4	5
c.	Dress and appearance are appropriate for this organization	1	2	3	4	5

Character Attributes

a.	Brings a sense of values and integrity to the job	1	2	3	4	5
b.	Behaves in ethical ways	1	2	3	4	5
c.	Respects the diversity (Religious/Cultural) of co-workers	1	2	3	4	5

Open Category: Industry Specific Skills:

Are there any skills or competencies that you feel are important or career-field represented by your organization that have not been listed in this evaluation?
If so, please list these skills below and assess the intern accordingly.

.....

.....

.....

Additional Comments (If Any):

.....

.....

.....

Overall Performances of the intern

1. Would you supervise this intern again?
Yes No Uncertain If no, please explain:

2. Would your organization host this intern again?
Yes No Uncertain If no, please explain:

3. Would you recommend this student to other organizations?
Yes No Uncertain If no, please explain:

4. Overall performance of this intern:

Unsatisfactory		Poor		Average		Good		Outstanding	
F	D	C-	C	C+	B-	B	B+	A-	A+

assessment was made after 3 months of internship on (Day/ Month/ Year)

Supervisor's Signature

Date

