



SKILLS
DEVELOPMENT
PROGRAMME



A photograph showing three young people in a workshop setting. Two individuals in the foreground are focused on connecting blue wires to a junction box mounted on a wooden wall. A third person stands behind them, observing the work. The background shows more electrical wiring and equipment, suggesting a technical or vocational training environment.

Implementation Manual for Social Inclusion and Wellbeing

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Implementers:



A Project of:



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LIST OF ABBREVIATIONS

CJFTEC	Cambodia-Japanese Friendship Technical Education Centre
DVT	Dual Vocational Training
GESI	Gender Equality and Social Inclusion
IA	Intervention Area
MRM	Monitoring and Results Measurement
NPIA	National Polytechnic Institute of Angkor
RPITSSR	Regional Polytechnical Institute of Techo Sen Siem Reap
PTC	Provincial Training Centre
SC	Swisscontact
SDC	Swiss Agency for Development and Cooperation
SDP	Skills Development Programme
SIW	Social Inclusion and Wellbeing
ToR	Terms of Reference
TVET	Technical and Vocational Education and Training
WDC	Women's Development Centres



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1. BACKGROUND

1.1 Skills Development Programme

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 (see Figure 1). It also contributes to the creation of an inclusive, relevant and well-coordinated national Technical and Vocational Education and 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. Throughout the phase, Gender Equality and Social Inclusion (GESI) and Social Inclusion and Wellbeing (SIW) were at the core of the SDP and an integrated part of all intervention areas. The SDP was committed to fostering gender equality.

Target Provinces of SDP

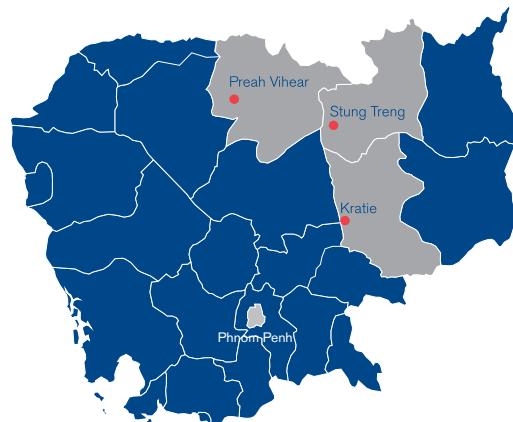


Figure 1, Target provinces of the SDP (grey)

1.2 Social Inclusion and Wellbeing

The SDP was committed to gender-responsive skills training and ensuring the participation of vulnerable and disadvantaged groups through a focus on gender equality within its Intervention Areas (IAs). This approach recognized that women and men are highly heterogeneous groups and sought to take into account the multi-dimensional roots of social differentiation, inequality and exclusion. In addition to gender equality, the programme was dedicated to social inclusion by improving the abilities, opportunities and dignity of disadvantaged groups based on their identity, social and economic characteristics.¹



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¹ <https://eige.europa.eu/thesaurus/terms/1397>

Contributing to the vision above, SIW has been embedded as a fundamental approach within the SDP to foster gender equality and social inclusion. It guaranteed a qualitative mainstreaming of GESI within the skills training during the first phase. The SDP and its partners recognized the importance of SIW in the training cycle to address gender bias on underprivileged young women and men, from different ethnic backgrounds, social positions, sexual orientation or with disabilities. SIW created a common understanding among the SDP's partners and helped them to implement the skills training consistently and in line with the gender equality and social inclusion policy of Swisscontact.² The SDP introduced the SIW manual to all training partners to guarantee that young women and men from the target provinces, regardless of their social and economic backgrounds gained access to the training and were treated equally.

In partnership with the training centres, namely the Women's Development Centres (WDCs) and the Provincial Training Centres (PTCs) in the three target provinces as well as the training institutes Regional Polytechnical Institute of Techo Sen Siem Reap (RPITSSR), the National Polytechnic Institute of Angkor (NPIA), Cambodia-Japanese Friendship Technical Education Centre (CJFTEC) in Siem Reap and the hospitality training centre of Le Tonle in Kratie, the SDP developed applicable SIW principles to guide the training centres.

During the first phase, the SDP took an active role in awareness raising and capacity building for SIW related issues, concept integration and SIW workplan design and implementation, not only for internal staff but also for its partners. The programme assisted them with guidance through training delivery and provided tools, which will be explained in detail in chapter 3.



² Swisscontacts' Policy on Gender Equality and Social Inclusion, Swisscontact 2019

The programme partners were in charge of mainstreaming SIW through their training activities and the provision of adequate facilities to enhance the learning environment. As the result of the mainstreaming, the learners benefited from appropriate access to gender segregated dormitories and sanitation facilities, first aid and health care support, safety and protection from all forms of violence and discrimination.

To assist the training partners in ensuring the quality of their school environments as well as training, the SDP designed the SIW manual to address the following key challenges and to share experiences and best practices.

- SIW focal persons at programme partners often lacked access to budgets and other resources to implement their action plans and the SDP assisted them through mediation with decision makers to allocate the needed resources.

- In several cases no clear function or role was assigned to the SIW focal persons and the SDP helped to design Terms of References (TORs) to specify their mandate and functions.
- Mechanisms for Monitoring and Results Measurement (MRM) in terms of SIW were not sufficient and had to be installed. For instance, it was not clear who had to report to the SIW focal person regarding issues of SIW and how to address them accordingly.
- The SDP helped the partners to improve their training facilities such as the dormitories, kitchen and sanitation facilities in terms of gender segregation, hygiene and maintenance.
- Lastly, the learning environments were challenging for the learners due to insufficient recreation activities and the lack of decent nutrition and the SDP tried to assist the partners by developing gardening programs and introducing after school activities.





2. ABOUT THE MANUAL

2.1. Objective of SIW

The SIW manual was formulated for two main reasons. First, to recapitulate the successes and experiences of the first phase in terms of SIW. Second, and based on the lessons learned, the manual outlines activities and tools to integrate SIW into vocational training provision and improve the quality of the learning environments.

Overall objective

The manual acts as a self-learning guide, presenting processes and step by step instructions for the SDP's partners and their SIW focal persons, to address challenges and to implement inclusive and equal training and learning cycles at institutional and individual levels. The manual will help partners to promote SIW even after the end of the SDP.

Specific objectives

- To provide step by step guidance and required tools for the school management and SIW focal person to improve learning quality, the learning environment and the wellbeing of the trainees.
- To provide a checklist for the school management and SIW focal person as a reference point for decisions for SIW related changes.
- To demonstrate solutions and experiences as well as show processes adopted during phase one.

2.2. Structure of the Manual

The SIW manual outlines the processes and activities carried out under the SDP focus area for SIW to understand their importance and implementation. It presents lessons learned from Phase 1 and guides the reader through the actions carried out during the first four years. It provides guidance to understand the necessity of each activity as well as indicating tasks and responsibilities for implementation. Several additional tools are introduced, which can be found

in the source documents and are stored in a separate folder and indexed according to the chapter numbers of this manual. As mentioned, the manual intends to summarize the SIW activities and assist the reader in understanding four years of experience in a brief document. For a comprehensive overview of the programme, the SDP documentation of Phase 1 should be consulted.

The manual is divided into three chapters. The first chapter shows the background and the second chapter demonstrates the purpose of the manual. The third and main chapter focuses on explaining the different areas of SIW, starting with the establishing the structures and functions necessary to institutionalize SIW, followed by steps to upgrade facilities and health care, recreation and after school activities, security as well as mobilization and resource allocation. Each chapter highlights processes, assigns responsibilities, introduces additional tools and shows the SDP requirements for SIW.

The manual delivers step by step instructions on how to carry out similar SIW activities creating 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 training centres or contexts. The manual is written for an audience familiar with at least basic knowledge of Technical and Vocational Education and Training (TVET) and SIW.

2.3. Users and Use

The users of the manual are primarily the SIW focal points, but also include the partners' management and their staff. It could also be used by other relevant stakeholders and colleagues, to gain a clear understanding of SIW in relation to the SDP and use it as a base for replication.



3. ACTIVITIES TO MAINSTREAM SIW

3.1. Institutionalizing SIW in Training Centres

3.1.1. Introduction

To establish SIW at the institutional level, structures and functions had to be introduced and staff sensitized. The importance of resource allocation for SIW also had to be highlighted. Each partner had to assign a focal point for SIW and establish the necessary

mechanisms and regulations to embed SIW (see Figure 2). The following subchapters demonstrate the key processes which had to be carried out to prepare the partners and their staff to incorporate SIW into their daily work.



Figure 2, Key activities to lay the groundwork for SIW functions

3.1.2. Processes and Tools Institutionalizing SIW

To set up the structures and functions for SIW at the partners' facilities the following five activities had to be undertaken. Each activity consists of several tasks and tools, which are described in detail. The individual or entity responsible for implementation is noted in the next sub chapter 3.1.3. Furthermore, for each activity the supporting documents and tools which helped the SIW focal point and partners staff in carrying out the activities are linked.

Set up internal SIW committee and focal point and start to build up mechanisms

As a starting point for SIW mainstreaming, partners had to set up internal SIW committees, use the action plan template and integrate SIW into their daily agendas. This was done with the support and under supervision of the school management, which was responsible for introducing

SIW and its importance. In addition to the SIW committees, partners had to appoint a SIW focal point whose roles and responsibilities were outlined in clear ToRs. The SIW focal point was in charge of overseeing and carrying out the SIW interventions. Lastly, the partners had to allocate a certain amount of money (within their limitations) to fund the SIW activities.

Train and support SIW focal point in carrying out tasks and responsibilities

The SIW focal point was trained by the GESI Manager of the SDP and during the phase received regular follow-ups and workshops. As a first task the SIW focal point, together with the GESI Manager, used the SIW checklist to assess the facilities and trainings to identify shortcomings, such as unclean dorms or other improvements, to be addressed by the SIW action plan.

The Swisscontact (SC) GESI Policy and communication manual were given to the SIW focal point to improve their understanding of the importance of SIW and the theory behind it.

SIW
focal point
implements rules
and regulations and
follow up on
learners

Once the action plan was under way the SIW focal point established mechanisms to introduce the rules and regulations to trainees in areas such as facility and equipment usage, safety and security among others. This was done through internal partner forms to align information with the partners' specific context. The SIW focal point followed up with the learners on rules and regulations.

Set up MRM
system for SIW

To monitor success and progress, the SIW focal point, together with the MRM team, carried out surveys through 1-minute questionnaires. The MRM team trained the SIW focal points to use the SDP Database, assisted the SIW focal point to carry out the surveys and followed up on them.

Sensitize
for SIW
communication and
embed it into the
organization of
the partners

The SIW focal point consistently worked to mainstream SIW within the partner organization and sensitize for SIW communication. This was done through regular internal exchange meetings and follow-ups with staff. The SDP helped the SIW focal point with the organization of reflection workshops and study tours to see best practice examples as well as provided relevant and standardized presentations.



3.1.3. Roles and Responsibilities for Institutionalizing SIW

Main Activities	Roles and Responsibilities		Documents/Tools (click on Hyperlink to access)
	Lead Persons	Tasks	
Duration: 2 months			
Setup internal SIW committee and focal point and start to establish mechanisms for mainstreaming	Partner: director, staff, SIW focal point	<ol style="list-style-type: none"> 1. Integrate SIW into agenda and partner's structure 2. Assign SIW focal point (includes ToR) 3. Integrate SIW action plan into partner management 4. Allocate budget for SIW activities 	<ul style="list-style-type: none"> • SIW checklist • SIW action plan template • ToR for focal point (use partner form)
Train and support SIW focal point in carrying out tasks and responsibilities	Partner: SIW focal point	<ol style="list-style-type: none"> 1. Introduce SIW manuals of the SDP 2. Use SIW checklist to make a baseline for improvements 3. Organize and lead regular internal meetings for SIW 4. Create social media groups to mainstream SIW and get feedback 	<ul style="list-style-type: none"> • SIW checklist • SC GESI Policy • SC GESI communication guideline
SIW focal point implements rules and regulations and follows up with learners	Partner: SIW focal point	<ol style="list-style-type: none"> 1. SIW focal point ensures trainees are informed of rules and regulations (facilities, equipment, safety and security etc.) 2. SIW focal point follows up on rules and regulations with the trainees regularly and addresses shortcomings and provides assistance if needed 	<ul style="list-style-type: none"> • A mechanism to orient the trainees (use partner form)
Setup MRM system for SIW	Partner: SIW focal point	<ol style="list-style-type: none"> 1. SIW focal point carries out surveys and applies the SIW checklist to monitor progress and create a baseline 2. SIW focal point enters the data into the SDP database 	<ul style="list-style-type: none"> • SIW checklist • 1-minute survey questionnaire • MRM Guideline
Sensitize the staff and management for SIW communication and embed GESI into the organization of the partners	Partner: director, staff, SIW focal point	<ol style="list-style-type: none"> 1. SIW focal point mainstreams GESI within the partner organisation, sensitizes the staff and arranges exchange meetings and SIW coordination 2. SIW focal point follows up with staff regularly 	<ul style="list-style-type: none"> • GESI communication presentation • SIW presentation

The SDP developed additional support guidelines focusing on MRM. Existing and new staff are strongly encouraged to review the additional guidelines and apply them in the provinces. The guidelines consist of

several checklists and tools, which helped the SDP team to implement the intervention and provide training to the partners.

3.1.4. Requirements of Institutionalizing SIW

To enhance the learning environment for the trainees and assure their wellbeing, the SDP required the following changes:

- The partners had to assign a SIW focal point and integrate SIW into their daily work as well as launch the SIW action plan.
- The partners had to develop clear ToRs for their SIW focal points and state tasks and responsibilities.
- The partners had to allocate a budget for SIW related interventions and adjustments of their facilities.

3.2. Dormitories, Kitchen and Sanitation Facilities

3.2.1. Introduction

To provide a suitable learning environment, gender segregated dormitories, clean kitchens and adequate sanitation facilities are key. Through the SIW focal point, tidiness, hygiene and health were addressed and rules and regulations were provided to the learners. For these activities, two steps (see Figure 3) were necessary. Additionally, the partners needed to upgrade their facilities, which was organized through the SIW focal point and supported by the SDP.

3.2.2. Processes and Tools for Improving Dormitories, Kitchen and Sanitation Facilities

To ensure facilities met the requirements of SIW at the partners' sites, two activities had to be undertaken.

Each consists of several tasks, which are described below in section 3.2.3 and the person responsible identified. Links are provided for supporting documents and tools, which helped the SIW focal point and partner staff in carrying out the activities.

Action plans to properly set up and equip dormitories were elaborated through the partners directors in collaboration with the SIW focal points. This included providing space segregated by gender and equipping them with proper furniture such as beds, sleeping materials, mosquito nets, lockers and kitchen materials (e.g. dining tables, chairs cooking materials etc.) Action plans to provide gender segregated bathrooms and proper kitchen facilities as well as cleaning plans also had to be prepared. Since improving facilities was very cost intensive the SDP supported the partners with additional funds.

After the set-up of the facilities, the SIW focal point was in charge of orienting the learners on rules and regulations (sleeping hours, access to dormitories, cleaning plans, functions of lockers, hygiene measures, safety and security). The SIW focal point was assisted by partner staff and together they assured that the facilities were cleaned and tidied regularly and provided cleaning materials to the learners. The SDP followed up with the SIW focal point regularly.

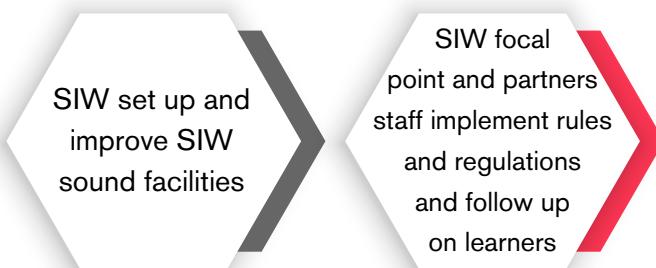


Figure 3 Key activities to set up the SIW sensitive environment

3.2.3. Roles and Responsibilities for Dormitories, Kitchen and Sanitation Facilities

Main Activities	Roles and Responsibilities		Documents/Tools (click on Hyperlink to access)
	Lead Persons	Tasks	
Duration: 2 months			
Setup and improve SIW sound facilities	Partner: director, SIW focal point	<ol style="list-style-type: none"> Prepares action plan to provide gender segregated dormitories Makes sure the dormitories are equipped with proper furniture (beds, sleeping materials, mosquito nets, lockers etc.) and electricity and set up cleaning and security plans Prepares action plan to provide gender segregated toilets and bathrooms as well as cleaning plan Prepares action plan to provide kitchen materials and clean water (filter system) in the kitchens for the trainees as well as sets up a cleaning plan 	<ul style="list-style-type: none"> SIW checklist SIW action plan template Cleaning plan (use partner form) Security plan (use partner form)
SIW focal point and partners staff implements rules and regulations and follows up on learners	Partner: SIW focal point, staff	<ol style="list-style-type: none"> The SIW focal point and staff orient the learners on the rules and regulations (sleeping hours, access, cleaning plan) and assure the implementation The SIW focal point and staff make sure that the dormitories are cleaned and tidied on a regular basis and provide cleaning materials to the learners The SIW focal point and staff assure that the security for the learners is guaranteed (function of lockers) The SIW focal point and staff assure that the partners sites are cleaned regularly and the learners implement the waste management plan The SIW focal point and staff teach the learners about hygiene measures and make sure the sanitation and kitchen facilities are cleaned regularly 	<ul style="list-style-type: none"> Cleaning plan (use partner form) Movement plan for learners (use partner form) Security plan (use partners form) Waste management plan (use partners form)

3.2.4. Requirements for Dormitories, Kitchens and Sanitation Facilities

To enhance the learning environment for the learners and assure their wellbeing, the SDP expected the partners to implement the action plans as mentioned

in the sub chapters 3.2.3. Through the action plans the following changes, as can be seen in the figures 4 and 5 below, can be expected.



Figure 4, Dormitory example after the improvement at the PTC Kratie



Figure 5, Kitchen example after the improvement at the PTC Kratie

3.3. Healthcare and Nutrition

3.3.1. Introduction

A balanced diet and healthy nutrition are important to enhance the learners performance and progress.³ Also, first aid assistance in case of emergency is crucial. Therefore, the SIW focal point assured that first aid measures were in place at the partner's sites and a home gardening programme as well as water filters were installed (Figure 6). This helped to sensitize the learners on the importance of proper nutrition and at the same time provide them with a varied diet and clean water.

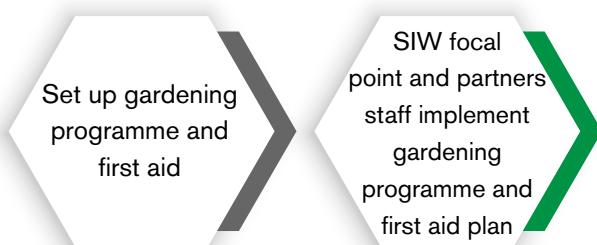


Figure 6, Key activities to carry out Healthcare and Nutrition



3.3.2. Processes and Tools for Healthcare and Nutrition

The two activities consist of several tasks, which are described in 3.3.3 and the person responsible identified. For each main activity supporting documents and tools are provided.

The gardening programme, first aid kits (including instructions and warnings) and water filters were installed as part of the SIW action plan. The installations had to be checked by the SIW focal point on a regular basis and if needed maintenance undertaken. Since improving facilities was very cost intensive, the SDP supported the partners with additional funds during phase one.

After setting up the facilities the SIW focal point was in charge of orienting the learners on the gardening programme and healthcare measures. The SIW focal point was assisted by the partner's staff and together they assured that the installations were properly maintained and functioning. Furthermore, they sent trainees with health issues for proper treatment at the nearest healthcare point or hospital.



³ Nutrition. World Health Organization 2020. Retrieved from: <https://www.who.int/health-topics/nutrition>

3.3.3. Roles and Responsibilities for Healthcare and Nutrition

Main Activities	Roles and Responsibilities		Documents/Tools (click on Hyperlink to access)
	Lead Persons	Tasks	
Duration: 2 months			
Setup gardening programme and first aid	Partner: director, SIW focal point and staff	<ol style="list-style-type: none"> Prepares action plan for gardening programme and installing first aid kit (including instructions and warnings) as well as water filters The SIW focal point checks the first aid kit regularly 	<ul style="list-style-type: none"> SIW checklist SIW action plan template Gardening programme plan (use partner form) First aid plan (use partner form)
SIW focal point and partner staff implement gardening programme and first aid plan	Partner: SIW focal point, staff	<ol style="list-style-type: none"> The SIW focal point and staff orient the learners on the safety measures and first aid and implement the gardening programme with the learners If needed, the SIW focal point sends trainees with health issues for proper treatment at the nearest healthcare point or hospital 	<ul style="list-style-type: none"> Gardening programme plan (use partner form) First aid plan (use partner form)

3.3.4. Requirements for Healthcare and Nutrition

To successfully implement the gardening programme and assure the security of the learners, the SDP expected the partners to implement the action plans as mentioned in the sub chapters 3.3.3. Through the

action plans and the additional funding of the SDP, the following installations, as can be seen in figures 7 - 9 below, can be expected.



Figure 7, Improved water system



Figure 8, Installed first aid kit



Figure 9, Implementation of the gardening programme

3.4. Recreational Activities, Safety and Security

3.4.1. Introduction

Soft skills and structured recreational activities are important to foster the personal development of the learners. Properly designed and attractive after school activities such as sports or social gatherings assist the learners to achieve better educational outcomes.⁴ Also, a safe learning environment is essential to guarantee the wellbeing of the learners and to increase school attendance.⁵ Therefore, the SDP strongly emphasized the creation of recreational activities and safety measures at the partners' sites through the SIW focal point. To do so the two steps (see Figure 10) had to be carried out.

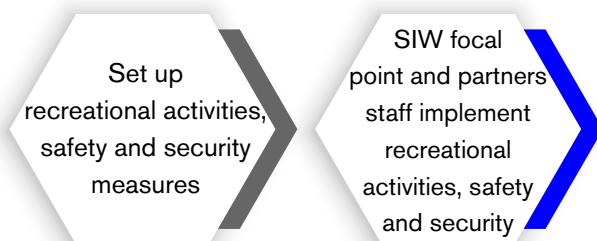


Figure 10 Key activities to carry out Recreational Activities, Safety and Security

3.4.2. Processes and Tools for Recreational Activities, Safety and Security

The two activities consist of several tasks, which are described in 3.4.3 and the responsible person identified. For each main activity links are provided for supporting documents and tools.

The recreational activities such as sport, social gatherings and educational video screenings as well as safety and security measures required implementation plans led by the SIW focal point and partners staff.

After setting up activities, the SIW focal point and partners staff were in charge of orienting the learners on the schedules and encouraging them to participate. They assured the safety and security measures were implemented.



⁴ Extracurricular Activities and Adolescent Development. *Journal of Social Issues* 2003. Retrieved from: <https://spssi.onlinelibrary.wiley.com/doi/abs/10.1046/j.0022-4537.2003.00095.x>

⁵ Safe school and learning environment. UNHCR 2007. Retrieved from: <https://www.refworld.org/pid/469200e82.pdf>

3.4.3. Roles and Responsibilities for Recreational Activities, Safety and Security

Main Activities	Roles and Responsibilities		Documents/Tools (click on Hyperlink to access)
	Lead Persons	Tasks	
Duration: 2 months			
Setup recreational activities and safety and security measures	Partner: director, SIW focal point and staff	<ol style="list-style-type: none"> Prepares action plan for recreational activities (sport, social gatherings, educational video screening etc.) Prepares and assigns the security official (usually the SIW focal point) to assure the wellbeing of the learners 	<ul style="list-style-type: none"> SIW checklist SIW action plan template Recreational activities plan (use partner form) Security plan (use partner form)
SIW focal point and partners staff implement recreational activities and safety and security measures	Partner: SIW focal point, staff	<ol style="list-style-type: none"> The SIW focal point and staff provide the schedule for recreational activities and encourage the learners to participate The SIW focal point and staff orient the learners on security and safety measures as well as assisting the learners if needed 	<ul style="list-style-type: none"> Recreational activities plan (use partner form) Security plan (use partner form)

3.4.4. Requirements for Recreational Activities, Safety and Security

Through the setup of recreational activities and safety measures, the SDP expected to increase the overall motivation of the learners and help to improve the learning environment. The high training completion rates for Dual Vocational Training (DVT), which exceeded 80%⁶ certainly is an indicator that the applied measures were beneficial to the learners and assisted with the overall positive outcomes of the programme.

3.5. Resources, Mobilisation and Budget Allocation

3.5.1. Introduction to Resources, Mobilisation and Budget Allocation

Sufficient budget is key to mainstreaming SIW. Therefore, the partners had to allocate resources for SIW activities. Since budget changes take significant

time it was important for directors of the partner organizations to make sure it was planned well ahead and integrated in the annual budget. The funds will benefit the learners and enhance their environment, improving the overall quality of the partners' sites, as was shown during phase one of the SDP.

3.5.2. Planning and Adaptation

Additional funds for SIW mainstreaming should be acquired through reallocating existing funds within the partner's budget. However, infrastructural changes can be costly and additional funds from donors or programmes such as the SDP or ASEAN Development Fund can be sought in case of insufficient funding. Acquiring funds from third party entities requires significant time and should be planned well ahead.

⁶ SDP Documentation phase 1



ANNEXES

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

- Angkor Research and Consulting (2018-2019), Tracer Studies on Graduates of SDP
- Angkor Research and Consulting (2019), Labour Market Research
- SDP (2019), Internal Training Provider Assessment
- SDP (2020), Monitoring and Results Measurement Implementation Guidelines
- SDP (2020), Skills Development Programme Documentation Phase 1
- SDP (2020), Social Inclusion and Welfare Implementation Guideline



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