SDP SKILLS DEVELOPMENT PROGRAMME

CAMBODIA

1ST ROUND

TRACER STUDY REPORT

SDP PHASE 3

6 MONTHS AFTER TRAINING COMPLETION

- GRADUATES
- EMPLOYERS
- TRAINERS AND JPOs

OCTOBER 2025

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SKILLS DEVELOPMENT PROGRAMME (SDP) PHASE 3

1ST TRACER STUDY REPORT

FINAL REPORT

SUBMITTED TO:

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Skills Development Programme

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We would also like to acknowledge the dedication of the data collection team—enumerators, the field coordinator, and support staff—whose careful implementation, follow-up, and verification ensured data integrity.

EXECUTIVE SUMMARY

This first Tracer Study under SDP Phase 3 (2024–2028) assesses how SDP-supported training translates into improved employability, income, and workplace conditions for graduates, while incorporating perspectives from employers and training providers (trainers and Job Placement Officers). The study covers graduates who completed training between July 2024 and April 2025 across 12 target provinces, with proportional representation from IA2 Indirect, IA3 Indirect, and IA3 Direct pathways.

A total of 378 graduates (IA3 Direct: 52%, IA2 Indirect: 34%, IA3 Indirect: 15%; women: 36%) were interviewed, together with 65 employers/supervisors and 42 trainers/JPOs. Data were collected through phone calls and zoom meetings using Kobo Toolbox, validated and cleaned in Excel, and analyzed in close consultation with the Swisscontact Monitoring and Results Measurement (MRM) team to ensure methodological rigor and relevance of findings.

KEY FINDINGS

- **Improved Capacity.** The programme substantially enhanced graduates' technical and social capacities. A large majority (83%) reported better ability to perform their jobs, greater self-confidence, and improved teamwork, communication, and problem-solving skills. Employers confirmed marked improvements in customer service (+15%), teamwork (+12%), job commitment (+10%), and professionalism. More than half of the graduates (55%) assumed greater workplace responsibilities, demonstrating stronger initiative, adaptability, and awareness of their roles. The training also strengthened soft and green skills, such as energy and resource conservation, contributing to a more responsible and sustainable work culture.
- **Employment Outcomes.** Employment among graduates rose to 87% (from 71% prior to training), with the largest share in waged employment (47%), followed by family/friend businesses (33%) and self-employment (17%). Job quality indicators showed strong improvement—more graduates now have written contracts (+21 cases), annual leave (+29), and access to health insurance (+14). Non-wage supports such as food, accommodation, and transport are also widespread. Working conditions are viewed positively by most graduates (86% satisfied or highly satisfied), with strong perceptions of job stability (80%), workplace safety (89%), and fair treatment by supervisors (97%). Statistical analysis shows a positive correlation between job relevance and satisfaction (Pearson $r = 0.23$, $p < 0.01$), indicating that graduates employed in jobs aligned with their training are more satisfied and confident in their work.
- **Impacts.** The programme generated tangible socio-economic benefits. Average monthly income increased from USD 270 to USD 284 for both waged and self-employed graduates, and from USD 287 to USD 299 for wage-employed graduates. Self-employed graduates earned an average gross income of USD 691 and a net income of USD 246 after reinvestment, showing that entrepreneurship is emerging as a viable livelihood option. Graduates also report high levels of workplace safety (89%),

job stability (80%), and fair treatment (97%), confirming the programme's contribution to improved livelihoods, decent work, and strengthened social protection.

- **Gender and Income.** For wage employment, male graduates earned slightly higher average incomes than females (USD 306 vs. USD 289), but this difference is not statistically significant (F = 2.18, p = 0.15). Notably, several female graduates reported the highest individual earnings (up to USD 2,000), showing increased potential for women's economic advancement.
- **Employers' and Trainers' Perspectives.** Employers observed notable gains in staff performance and business outcomes, with 34% reporting improved enterprise operations following the employment of SDP graduates. Graduates were rated on par or better than other staff in technical, communication, and teamwork skills. Trainers and JPOs highlighted the programme's success in pedagogy and soft-skill integration but pointed to areas needing reinforcement—particularly longer and better-structured internships, improved access to training equipment, and stronger partnerships with employers for co-delivery and feedback.

CONCLUSIONS

The tracer study confirms that the SDP supported trainings have had a positive but moderate impact on improving employment outcomes, income stability, and job satisfaction. Graduates are better equipped with practical skills and more aligned with market needs, though further attention is required to enhance job quality, career progression, and income growth.

RECOMMENDATIONS

The recommendations for the study are provided as below:

1. Strengthen soft-skill and work-readiness curricula to enhance employability and workplace adaptability as employers reported being the most challenging area of advancement for graduates.
2. Institutionalize systematic feedback and follow-up mechanisms and framework for post-training support and performance monitoring to be applied or piloted at the training institutions to enhance effectiveness and outcomes of the training.
3. Provide inclusive incentives and transition support (e.g., stipends, job-entry coaching) to help graduates remain in their sectors to ensure that graduates are able to begin their new career entry.
4. Extend internship duration and assist vulnerable trainees to gain comprehensive on-the-job experience as they are crucial for employers to provide adequate skill and practical experiences to graduates.
5. Formalize partnerships with industries through advisory groups, micro-MoUs, and co-teaching or dual training models to enhance market relevance.

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LIST OF ABBREVIATIONS

Abbreviation	Full terminology
EFF	Employer Feedback Form
GDP	Gross Domestic Product
GSQ	Graduate Structure Questionnaire
IA2	Intervention Area 2
IA3	Intervention Area 3
IFT/JPO	Interview Form for Trainers and Job Placement Officers
JPO	Job Placement Officer
LED	Liechtenstein Development Service
MoLVT	Ministry of Labour and Vocational Training
MoT	Ministry of Tourism
MoU	Memorandum of Understanding
NGO	Non-Governmental Organization
SDC	Swiss Agency for Development and Cooperation
SDP	Skills Development Programme
SME	Small and Medium Enterprise
TVET	Technical and Vocational Education and Training

1. INTRODUCTION

The Skills Development Programme (SDP) is a collaborative project of the Swiss Agency for Development and Cooperation (SDC) and Liechtenstein Development Service (LED). The SDP Phase 3 from 2024 to 2028 is implemented by Swisscontact in collaboration with the Ministry of Labour and Vocational Training (MoLVT) and the Ministry of Tourism (MoT). The project aims to improving the access to decent employment and income opportunities for disadvantaged youth and low-skilled workers in twelve target provinces in Cambodia, namely Kratie, Stung Treng, Preah Vihear, Mondulkiri, Ratanakiri, Pursat, Battambang, Banteay Meanchey, Oddar Meanchey, Pailin, Koh Kong and Kampong Chhnang.

Working closely with the government at national and sub-national levels and with partners such as public and non-governmental training providers as well as private companies and other sectors, the programme supports systemic changes in the Technical and Vocational Education and Training (TVET) sector, aiming to strengthen governance, institutional performance, and training quality.

To assess the impact and successfulness of the implementation, SDP conducts tracer study with the graduates after the completion of training. This is the first Tracer Study under Phase 3. The study focused on graduates who completed SDP-supported training between July 2024 and April 2025. The main purpose of the Tracer Study is to assess the outcomes and impact of SDP-supported training on graduates' employability, workplace performance, and overall socio-economic well-being, while providing evidence to inform improvements in training delivery and related services. The specific objectives of the study are:

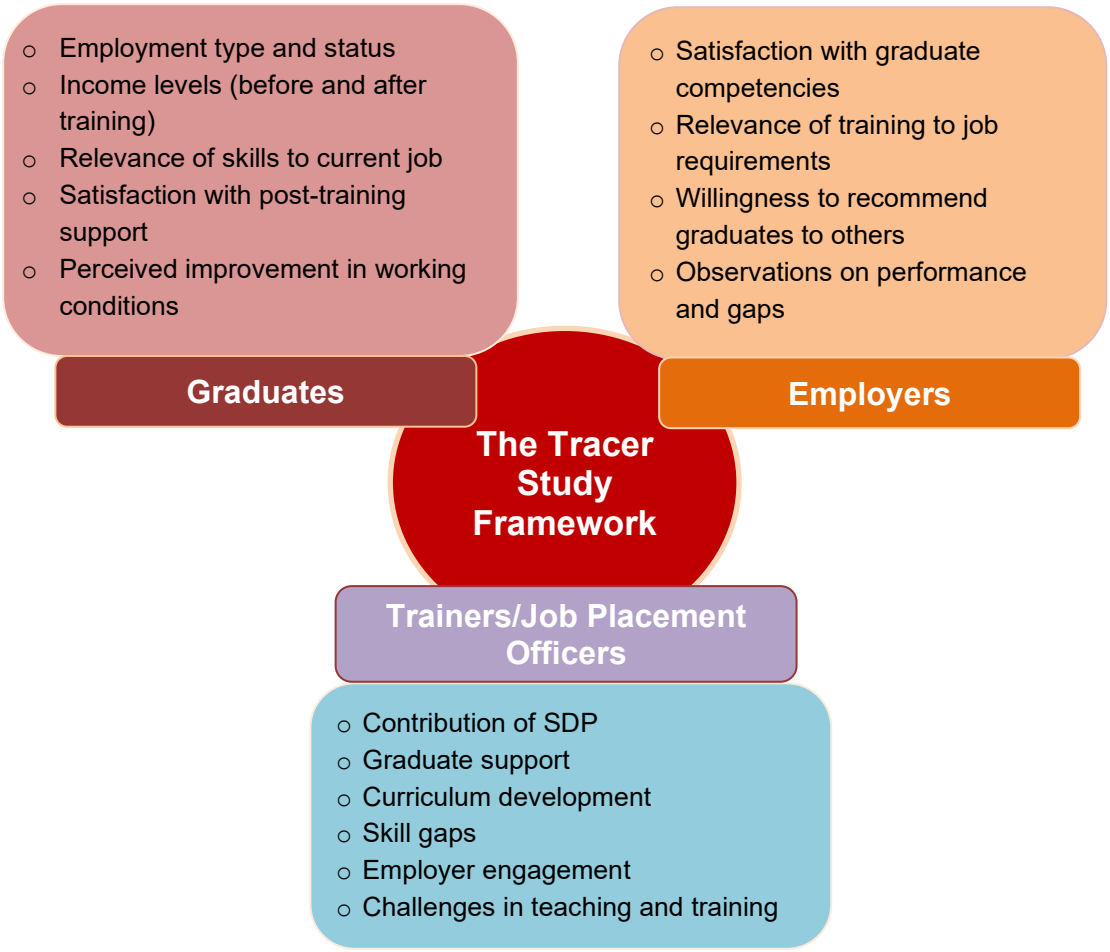
1. To evaluate graduates' employment status, income changes, working conditions, and the relevance of the skills acquired for their current jobs.
2. To assess the quality and relevance of post-training support and counselling services provided through TVET programmes.
3. To verify employer satisfaction with graduates' competencies and the alignment of SDP-supported training with labour market needs and expectations.

2. METHODOLOGY

2.1 The Study Framework

To assess the outcomes and impacts of the training programme as per the identified indicators, the study needs to capture information from the graduates. In addition, some indicators can be captured from the employers to understand their satisfaction regarding technical capacity and/or soft skill being provided. Another source of information which will be helpful is the efforts being put into the training and post-training can be obtained from the trainers. The key aspects for the tracer study are depicted as **Figure 1**.

Figure 1. Key Indicators for the Tracer Study



2.2 Population and Samples

2.2.1 Graduates

The target population of the study is graduates who benefit from the support of the program either directly or indirectly. The population of this group is reported by the programme partner institutions, namely the 14 training institutes and 12 provincial department of tourism, located in 12 provinces across the country. Up to August 2025, there were 13 training occupations – Automotive servicing, Barista, Building Electrical Wiring, Community Tour Guide, Computer Graphic Design, Computer Servicing, Cooking, Refrigerator air-condition servicing, Food and Beverage Service, Front Office, Housekeeping, Masonry, and Motorcycle Servicing - being provided to a total of 1,550 students (697/45% females), given the 659 (126/19% females)

from IA2 indirect, 388 (237/61% females) from IA3 direct and 503 (334/66% females) from IA3 indirect.

Box 1: Type of Graduates. There are three types of graduates, the IA2 Indirect, IA3 Direct, and IA3 Indirect.

- IA2 Indirect refers to learners who enrollment in the training courses as the result of the SDP support on TVET promotion and mobilization and learners benefited from the trainers who received capacity building and upskilling provided or facilitated by SDP
- IA3 Direct are learners benefited from that training provided by PDoTs or private sector under SDP financial and/or technical supports
- IA3 Indirect are learners enrolled in the courses provided by PDoTs, private sector, association using HoKa training material without SDP financial support.

The determination of sample size for graduates was based on the total figure of the graduates. The proportion of the samples in the direct category is quite low, only 25% out of the total number of trainees. However, since the study objective is to understand the direct impact of the program, 50% of the total sample was given to the direct trainee category (IA3 Direct) and the rest (50%) was given to the Indirect Category (IA2 Indirect and IA3 Indirect). Because one of the Indirect Category (IA3 Indirect) is the same type to the Direct Category (IA3 Direct), the determination of the sample weight is given more (35%) to the IA2 Indirect to avoid too much duplication for IA3. This resulted in only 15% of the indirect category is given to IA3 Indirect (Table 1). The sampling techniques being applied to this group is to ensure the distribution of the samples by location, institution, occupation, and sex following the distribution.

Table 1. Distribution of trainee population and sample across all types of trainees

Type of Graduates	Population				Target Samples		Actual Sample		
	Female	Male	Total	% to Grand Total	%	Figure	%	Total	Female
IA2 Indirect	126	533	659	43%	35%	114	112%	127	21 (17%)
	19%	81%	100%						
IA3 Indirect	334	169	503	32%	15%	49	115%	56	20 (36%)
	66%	34%	100%						
IA3 Direct	237	151	388	25%	50%	163	120%	195	95 (49%)
	61%	39%	100%						
Total	697	853	1,550	**100%**	**100%**	**325**	**116%**	**378**	**136 (36%)**
	45%	55%	100%						

The result from field interviews was conducted at a higher figure with the total achievement rate of 116%, given 112%, 115%, and 120% respectively for IA2 Indirect, IA3 Indirect and IA3 Direct.

2.2.2 Employers and Supervisors

The second group of samples is the employers and supervisors. This group was targeted at 20% (equivalent to 65 samples) and it was achieved as planned with 26 (40%), 18 (28%), and 21 (32%) from IA2 Direct, IA3 Direct, and IA3 Indirect, respectively. The process in recruiting employer samples is mainly based on snowball sampling techniques through the desire to share the contact address of employers from the graduates.

2.2.3 Trainers and Job Placement Officers

The last group of the samples is the trainers and job placement officers who are working at the partner TVET institutions across the 12 target provinces. They are involved with the development of the curriculum and delivery of training to graduates. They have the knowledge of curriculum applicability, issues and challenges in training as well as graduate situation at the ground level. The total population of this group is unknown. The total number of respondents from this group is 42 (15 job placement officers and 27 trainers).

2.3 Questionnaire Development

Three questionnaires; (i) Graduate Structure Questionnaire (GSQ) for graduates (ii) Employer Feedback Form (EFF) for employers and supervisors, and (iii) Interview Form for Trainers and Job Placement Officers (IFT/JPO); were used to assess the intended outcomes of the program and relevant information in support of the curriculum and program's enhancement.

2.3.1 Graduate Structured Questionnaire (GSQ)

The Graduate Structured Questionnaire (GSQ) was deployed to capture information on employment status, income change, working conditions, perceived training relevance, satisfaction with post-training support, and other socio-economic outcomes. The questionnaire was adopted from the previous Tracer Study with a slight adjustment to improve the applicability of the tool. The revised Tool is attached as **Annex 1**.

2.3.2 Employer Feedback Form (EFF)

Once again, the Employer Feedback Form (EFF) from the previous tracer study was adopted with a slight revision to adapt to the current situation. The questionnaire is a structured and open-ended question for employers and supervisors assessing graduate performance, skill relevance, and workplace integration. The revised Tool is attached as **Annex 2**.

2.3.3 Trainer and Job Placement Officer Interview

A new set of questions, Interview Form for Trainers and Job Placement Officers (IFT/JPO) were developed to guide the process of capturing trainers' perceptions regarding the trainee

selection, service delivery, curriculum update, applicability and employability. The Tool is attached as **Annex 3**.

2.4 Data Collection

After the completion of the one-day training on the three data collection tools, phone interviews were conducted with graduates and employers while zoom platform was deployed for trainers and job placement officers as individual and grouping. Two enumerators were deployed to interview the graduates and the employers with a daily operation and overseeing of a field coordinator. The interviews with trainers and job placement officers were conducted by the team leader and the field coordinator. Overall, the field coordinator oversaw the daily operations, while the team leader ensured overall quality control and timely progress of the data collection.

2.5 Data Analysis and Report Writing

2.5.1 Data Validation, and Cleaning

Kobo Toolbox, a digital platform, was used for data gathering and entering responses at the time of interviewing. The data were reviewed and validated once any issues observed including logic, consistency, and correctness. Verification was necessary if the data did not properly answer the question. After the completion of the data collection, the data were exported, verified and cleaned in the Excel format. Outliers and inconsistencies were reviewed and verified prior to the analysis.

2.5.2 Data Analysis and Report Writing

After the validation and cleaning of the data, data analysis was conducted in response to the determined indicators to be used for report preparation. Descriptive statistics were used to describe the status, changes and comparation. In addition, association analysis was also conducted using Chi-Square Test to test level of association between different factors while One-Way ANOVA analysis was conducted to confirm the significance of the differences between groups. Moreover, rechecking the results of the analysis in comparing the actual situation were made to ensure the validity and accuracy of the data. Verification and triangulation of the quantitative data with the qualitative responses were also conducted to ensure cross information reliability and validity.

2.6 Scope and Limitation

The scope of the Tracer Study is focusing only on the graduates under the support of the SDP either directly or indirectly. The study areas cover the project geographical coverage where partner institutions are located and provide the services. As the implementation of the study being conducted using the described methodology, there are a number of limitations being occurred over its course. These limitations are:

- **Limited random sampling application**. First, there are a number of wrong contact addresses, making the selection process changed and ignoring the randomness of the selection. Then, the selected graduates were occasionally unreachable, causing the interviewers to move from one graduate to another, causing the randomized selection to be inapplicable. The proportion of the untraceable reached 66% out of 369 called graduates for the IA2 Indirect, 28% out of 76 called graduates for IA3 Indirect, and 29% out of the 283 called graduates for IA3 Direct.
- **Uneven employer selection**. Commonly, graduates did not prefer to share their employer's contact number pointing to a few reasons such as working place sensitivity, i.e. casino owner, unavailable contact number information and being afraid of employers' sharing their unwanted working attitudes.
- **Interview method**. Telephone interviews were applied to both graduates and employers, limiting physical interaction between interviewers and respondents. This limitation is somehow unavoidable as their locations are dispersed all over the country with limited budget being available to the study.
- **Cambodia-Thai border conflict**. The interview period (July 20th and extended until September 10th, 2025) occurred incidentally at the time of where Cambodia-Thai military conflict broken out. This means that the interview questionnaires were not prepared for such a crisis making the result may hold its limitations where some study's parameters such as employment and income may be affected by the conflict.

3. FINDINGS

This chapter presents the result of the analysis from the surveys from the three sample groups: the graduates, the employers, and trainers and job placement officer (JPO). The presentation is provided by group complementing with description on potential links between groups, if applicable. The presentation aims at providing a comprehensive overview about graduate employment status with the provided training, and its relevance.

3.1 Graduates

3.1.1 Types of Interviewed Graduates

In this survey, 378 graduates were interviewed. Out of which over half are IA3 Direct (52%), followed by IA2 Indirect (34%) and IA3 Indirect (15%) (See **Figure 2**). Since IA2 Direct data was unavailable at the time of interview, there was non-of-them being interviewed. Women account for 36% of the sample (n=136), with their strongest representation in IA3 Direct (women are 49% of that subgroup) and IA3 Indirect (36%), and lower representation in IA2 Indirect (17%) (**See Figure 3**). Men comprise 64% (n=242). The male respondents are concentrated in IA2 Indirect (83%) and IA3 Direct (64%), while female respondents are primarily in IA3 Direct (49%).

Figure 2. Types of interviewed graduates

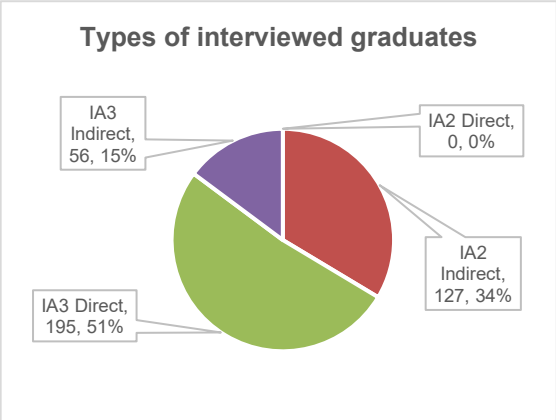
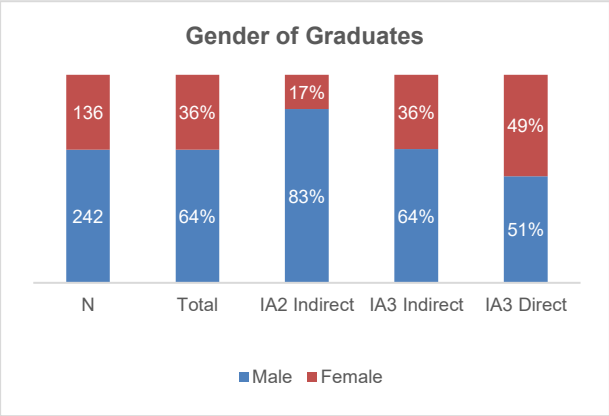
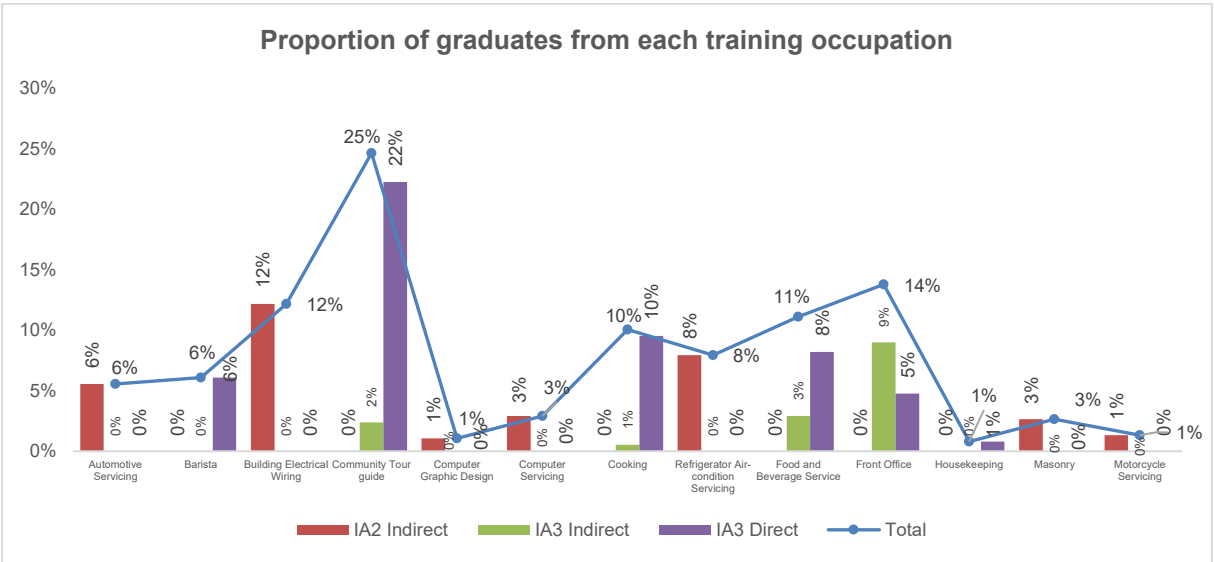


Figure 3. Gender of interviewed graduates



The 378 interviewed graduates participated in various training topics concentrated in hospitality and tourism: Community Tour Guide (25%), Front Office (14%), Food and Beverage Service (11%), Cooking (10%), Barista (6%), and Housekeeping (1%). Technical related topics share the remaining one-third, led by Building Electrical Wiring (12%) and Refrigerator Air-condition Servicing (8%), with smaller shares in Automotive (6%), Computer Servicing (3%), Masonry (3%), Motorcycle servicing (1%), and Computer Graphic Design (1%), almost entirely in the IA2 Indirect group. Lastly, the IA3 Indirect participation is modest and concentrated in Front Office (9%), Food and Beverage Service (3%), Community Tour Guide (2%), and Cooking (1%).

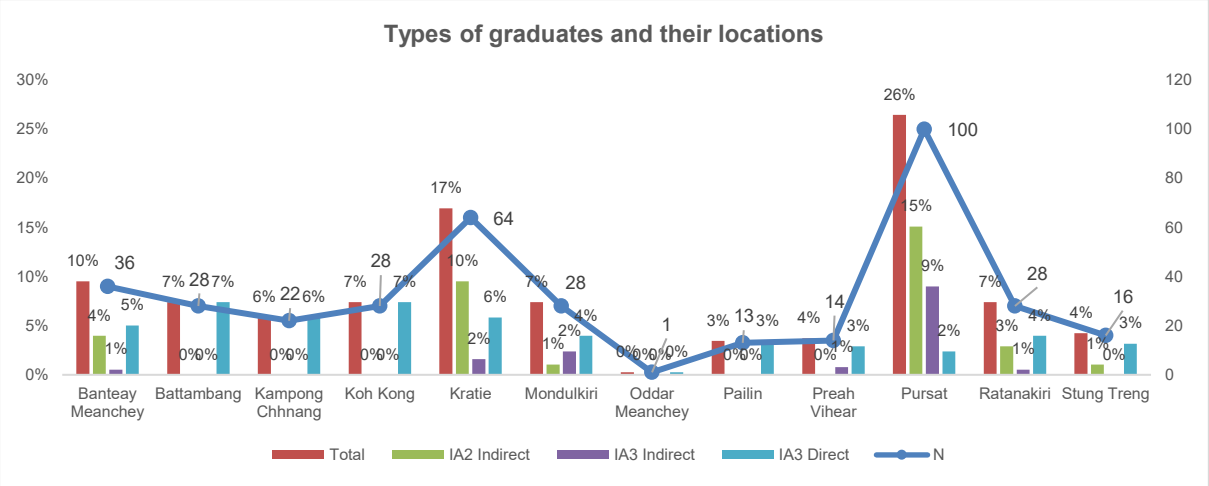
Figure 4. Proportion of interviewed graduates in each training occupation



Geographically, the respondents are concentrated in Pursat (26%) and Kratie (17%). In Pursat, the graduates are mainly from the Indirect group (IA2 Indirect 15%, IA3 Indirect 9%) with a small share (2%) of IA3 Direct, while Kratie also skews to the indirect group (10% IA2 Indirect) alongside IA3 Direct (6%). In other provinces, the share of respondents is similar: Banteay Meanchey (10%), Battambang (7%), Koh Kong (7%), Mondulkiri (7%), and Ratanakiri (7%). Notably, Battambang, Koh Kong, and Kampong Chhnang (6%) are almost entirely IA3 Direct.

Overall, IA3 Direct respondents are broadly distributed, while indirect pathways cluster in Pursat and Kratie (See **Figure 5**).

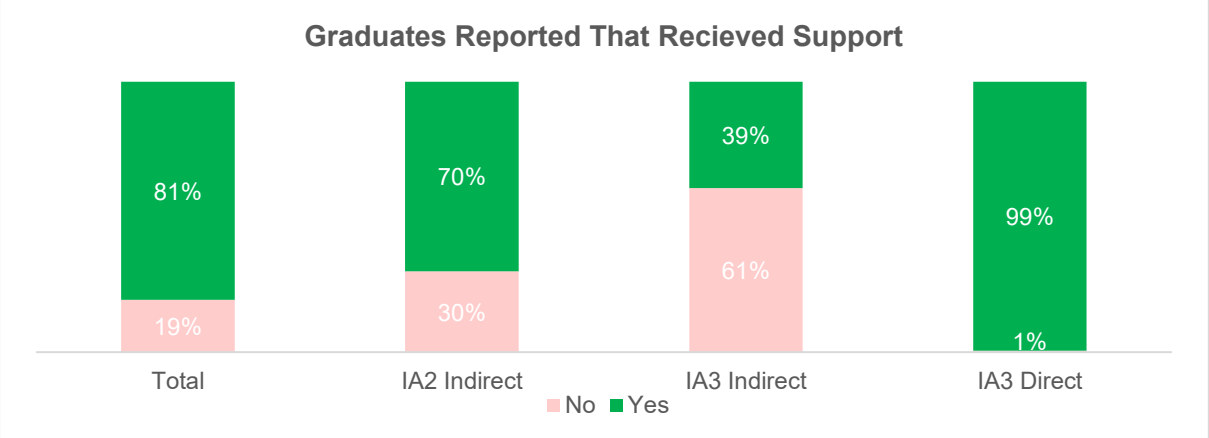
Figure 5. Proportion of interviewed graduates in each province



3.1.2 Post-Training Support

Graduates are expected to receive support even after they have already completed training to ensure that their career can be advanced. The result indicated that the support being given to graduates reached 81% (n=305), led by IA3 Direct with 99% reported having received support, whereas IA2 Indirect and IA3 Indirect received support at 70% and 61%, respectively (**Figure 6**). Those who have not received the support made up a 19% (n=73) of the total graduates entirely from the indirect group (IA2 Indirect 10%, IA3 Indirect 9%) whereas nearly all IA3 Direct graduates reported receiving support. This indicates a stronger follow-up among the IA3 Direct while there are gaps among the indirect cohorts.

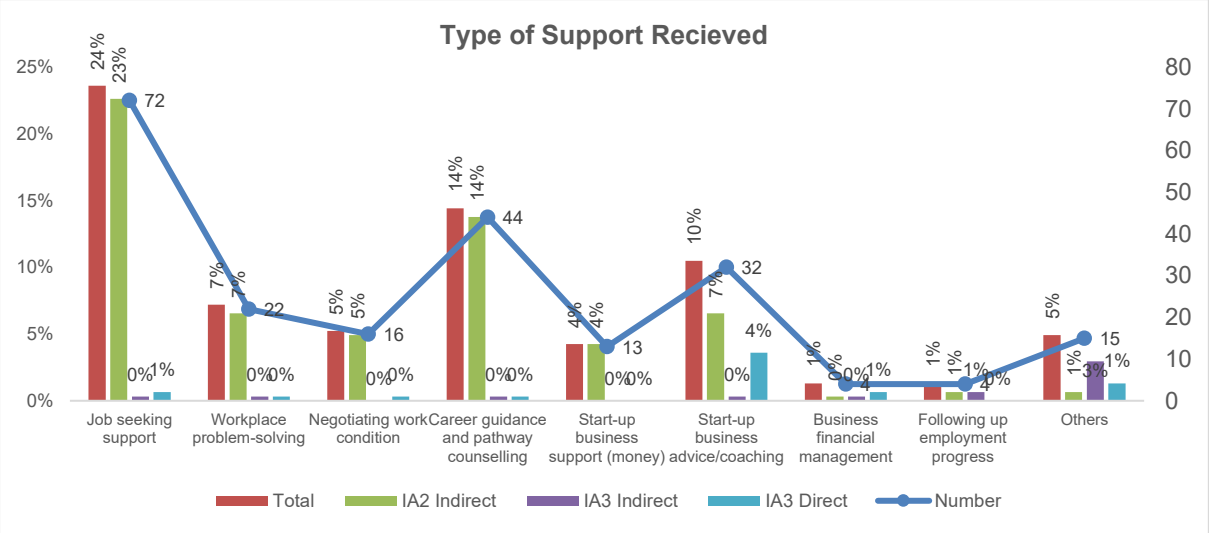
Figure 6. Proportion of graduates reported getting support after graduation



The most common support services are job-seeking assistance (24% of all graduates, almost entirely IA2 Indirect), career guidance counselling (14%, IA2 Indirect), workplace problem-solving (7%, IA2), and negotiating work conditions (5%, IA2 Indirect) (**Figure 7**). The support in entrepreneurship was less frequent - start-up advice/coaching (10%; IA2 7%, IA3 Direct 4%), start-up capital (4%; IA2 Indirect), and business-finance management (1%; IA3 Direct).

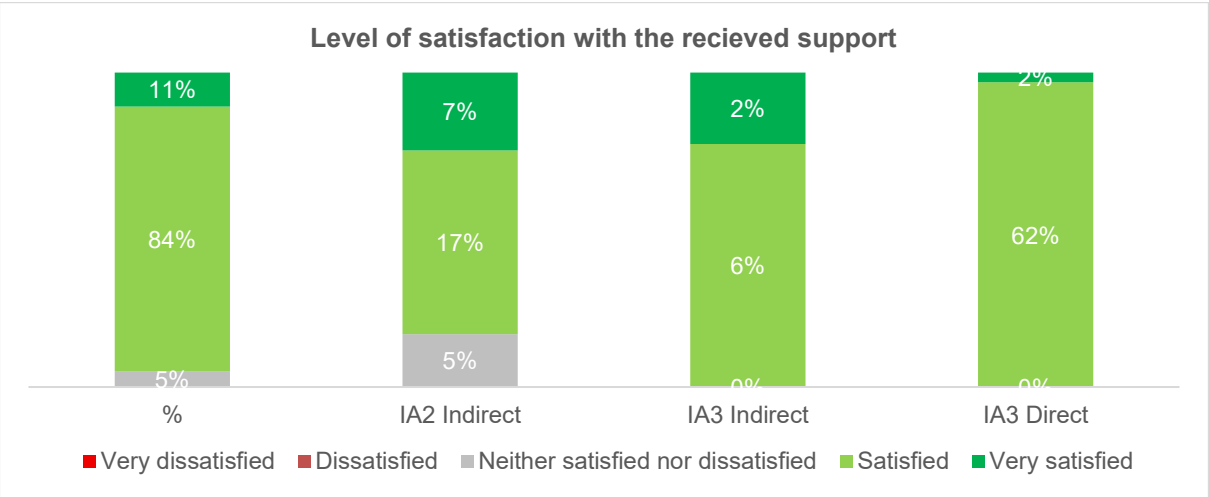
Follow-up on employment progress was rare (1%). “Other supports” such as creation of Telegram group for following up, continuing in sharing new techniques, and providing additional documents (5%) were mainly reported by IA3 Indirect and IA3 Direct. Overall, IA2 Indirect delivered the bulk of support services, while IA3 Direct received a smaller, more business oriented.

Figure 7. Type of support received after graduation



Among the 305 (81%) graduates who received support, satisfaction is very high: 95% are positive (84% “satisfied” and 11% “very satisfied”) and none report dissatisfaction (**Figure 8**). Positive ratings are driven by IA3 Direct recipients, who account for nearly two-thirds of all satisfied/very satisfied responses (64%), followed by IA2 Indirect (29%) and IA3 Indirect (7%). Neutral views (5%) are mainly from IA2 Indirect. Notably, the “very satisfied” group (11%) skews toward IA2 Indirect (7%) more than IA3 Direct or IA3 Indirect (2% each).

Figure 8. Level of satisfaction with the support



The graduates suggested several supports to further improve the training, mainly focusing on the approach in delivering the training, including extending the duration of the courses, increasing the amount of hands-on practices, ensuring sufficient and functional training equipment, and enhancing instructor engagement and teaching clarity. Regarding post-training support, graduates expressed the need for assistance in job placement and internship

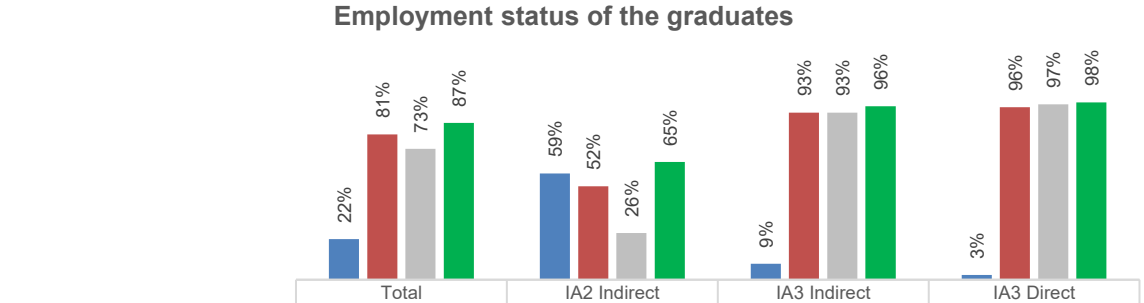
opportunities to help them apply their acquired skills in real work environments. They also emphasized the importance of providing refresher and advanced-level courses to further strengthen and upgrade their technical competencies. In addition, organizing community-based training and follow-up sessions to make continued learning more accessible, particularly for those residing in remote or indigenous communities were also stated. Another aspect is career guidance and mentoring which will be helpful for them.

3.1.3 Employment Status and Type

3.1.3.1 Employment Status

After training, there were 22% (20%, 1% and 1%, respectively for IA2 Indirect, IA3 Indirect and IA3 Direct) of the graduates searching for new employments while 81% of them having jobs. This rate indicates a higher proportion of graduates having jobs after training compared to only 73% before training. However, at the time of interviews, 87% (293) of the graduates managed to gain employment, implying potential effects of both placement and upskilling (**Figure 9**). IA3 Direct leads the results, contributing about half of those employed before/during (50%), employed after training (49%), and currently employed (51%) out of the total. IA3 Indirect adds a steady 14% (or more than 90% among the category) across these employment measures.

Figure 9. Employment status of the graduates

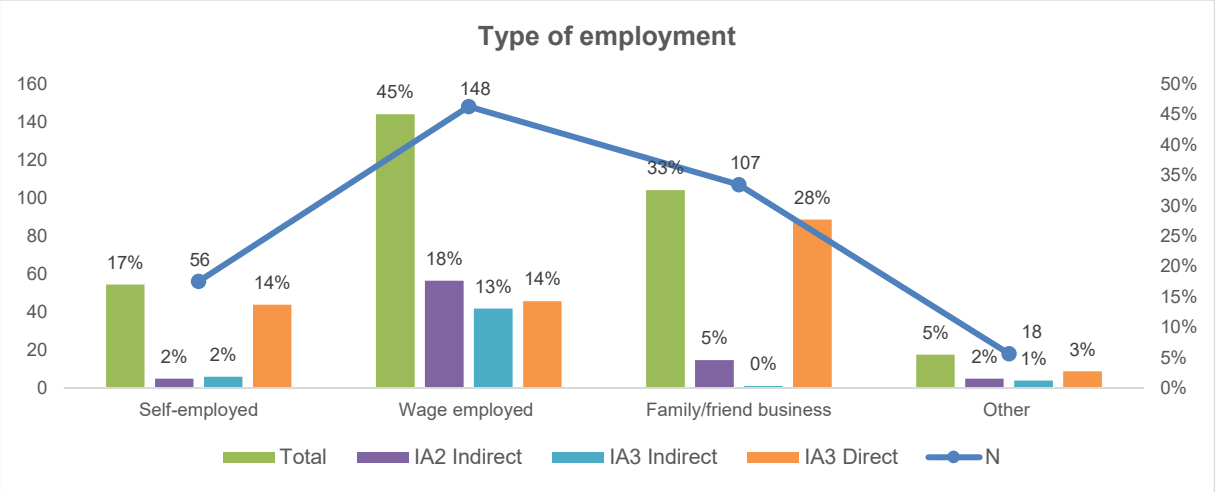


	Total	IA2 Indirect	IA3 Indirect	IA3 Direct
Looking for job after training	22%	59%	9%	3%
Employed after training	81%	52%	93%	96%
Employed before/during training	73%	26%	93%	97%
Current employment	87%	65%	96%	98%

3.1.3.2 Type of Employment

Among the 329 interviewed graduates (87% of all), nearly half are wage-employed (45%), while one-third work in family/friend businesses (33%), and 17% are self-employed (other = 5%). IA3 Direct accounts for most employment (58%)—especially in family/friend businesses (28%) and also in wage jobs (14%) and self-employment (14%). IA2 Indirect represents a quarter of the employed (25%), concentrated in wage jobs (18%), while IA3 Indirect comprises 16%, mostly wage-employed (13%) (See **Figure 10**).

Figure 10. Types of employment

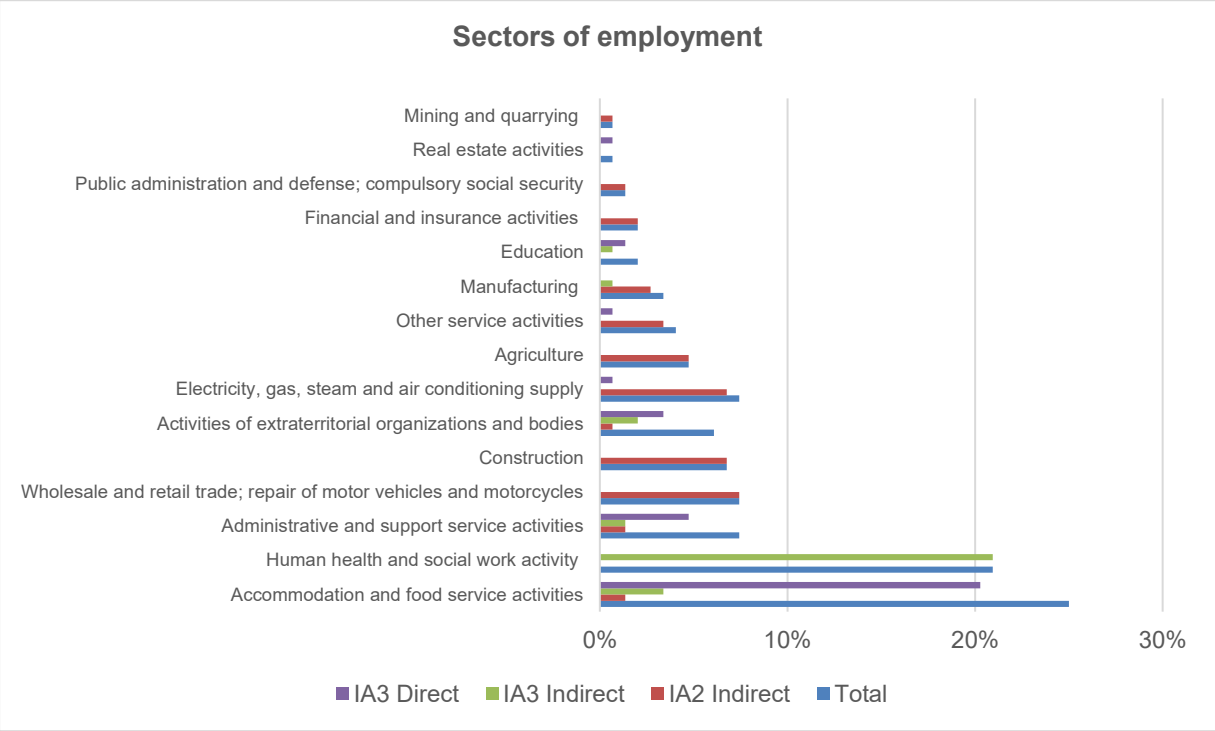


3.1.4 Waged Employed

3.1.4.1 Employment Sector and Position

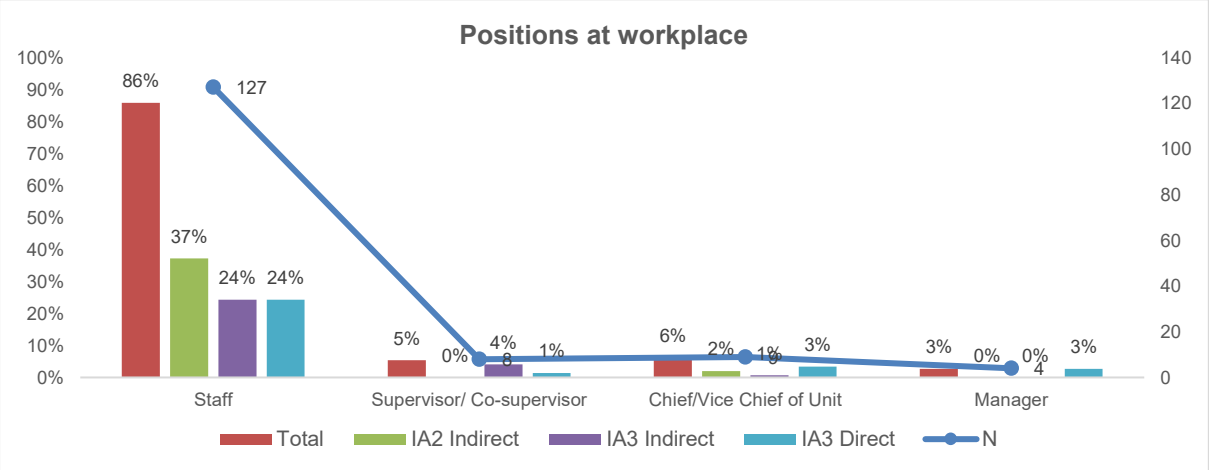
The 148 wage-employed graduates are concentrated in services, with accommodation & food (25%), followed by human health & social work (21%) together accounting for 46% of employers (N=148). The next six sectors accounted for 40% with similar proportional contribution between 5% and 7%. Overall, trainee types are 39% IA2-Indirect, 29% IA3-Indirect, and 32% IA3-Direct. Accommodation & food is mostly IA3-Direct (20% of all trainees), with small IA2-Indirect (1%) and IA3-Indirect (3%). Health & social work is entirely IA3-Indirect (21%). Several sectors—wholesale/retail and construction (7% each) and agriculture (5%)—are entirely IA2-Indirect, while electricity/gas is mostly IA2-Indirect (7%) with a small IA3-Direct share (1%). Other sectors are small (≤6%) with mixed trainee types.

Figure 11. Sectors that graduates are working in



The wage-employed graduates work mostly at the entry-level roles; (86%) are regular staff (**Figure 12**). The managerial position is only 14% (5% supervisors/co-supervisors, 6% chiefs/vice-chiefs, and 3% managers). IA2 Indirect is concentrated in regular employee (37%) which is similar to IA3 Indirect (24%) with a modest share of supervisors (4%). IA3 Direct shows the strongest upward mobility—accounting for all managers (3%) and most chiefs/vice-chiefs (3%), plus 1% supervisors—alongside 24% employees.

Figure 12. Position at the workplace



3.1.4.2 Income

The total income analysis of 148 wage-employed respondents shows that the majority earn modest salaries, with nearly four out of five earning less than USD 500 per month, and an overall average income of USD 287 (without/before incentives and tips) ranging from USD 50 to USD 2,000 (**Table 2**). Most respondents fall into the 0–250 USD and 251–500 USD ranges, while very few earn above USD 500, highlighting limited high-wage opportunities. Across intervention areas, IA2 Indirect has the lowest average salary (USD 257), IA3 Indirect shows

a relatively higher average (USD 346), and IA3 Direct records the widest variation (USD 50–2,000), indicating disparities in earning capacity but also the presence of higher income opportunities among some direct beneficiaries.

Table 2. Total income from salary of waged employed graduates

No	Last month salary	N	%	IA2 Indirect	IA3 Indirect	IA3 Direct
1	0 - 250 in US dollar	71	19%	31	9	31
2	251 - 500 in US dollar	73	19%	26	34	13
3	501 - 750 in US dollar	3	1%	1	0	2
4	751 - 1000 in US dollar	0	0%	0	0	0
5	>1000 in US dollar	1	0%	0	0	1
	Total	**148**	**20%**	**58**	**43**	**47**
	Average		$287	$257	$346	$269
	Min		$50	$85	$125	$50
	Max		$2,000	$550	$450	$2,000

The total income from all sources of the wage-employed graduates is concentrated at the low-end category, giving 47% of them earn $0–250 and 49% earn $251–500; only 4% are in the higher category (**Table 3**). ***The overall average income*** (plus additional incentives and tips) ***is $299***, with IA3 Indirect highest ($363) followed by IA3 Direct ($283) and IA2 Indirect ($264). Min–max ranges are $85–$550 (IA2 Indirect), $125–$675 (IA3 Indirect), and $50–$2,000 (IA3 Direct). By distribution, IA2 Indirect is more concentrated in the lowest bracket (21%), IA3 Indirect is relatively stronger in $251–500 (22%), and IA3 Direct spans both $0–250 (20%) and $251–500 (8%). The overall wage is slightly higher than the 2025 minimum wage ($208 per month) of the country[1].

Table 3. Total income from all sources of waged employed graduates

No	Income from All Sources (USD)	N	Total	IA2 Indirect	IA3 Indirect	IA3 Direct
1	0-250	67	47%	21%	6%	20%
2	251-500	70	49%	19%	22%	8%
3	501-750	5	3%	1%	1%	1%
4	751-1000	0	0%	0%	0%	0%
5	>1000	1	1%	0%	0%	1%
	Total	**143**	**100%**	**58**	**41%**	**30%**
	Average	$299		$264	$363	$283
	Min	$50		$85	$125	$50
	Max	$2,000		$550	$675	$2,000

Among waged-employed graduates, male graduates generally earned slightly higher and more stable incomes than females, though the gap was modest overall (**Table 4**). The majority of both men and women fell within the USD 251–500 income range (56% of males and 37% of females), while a notable share of females (57%) remained in the lowest bracket (≤ USD 250) compared with 40% of males. A few female graduates reported exceptionally high earnings, with the maximum female income reaching USD 2,000, compared to USD 675 for males. Average monthly income was USD 306 for males and USD 289 for females, with higher

[1] New Minimum Wage for the Textile, Garment, Footwear, Travel Goods, and Bag Sectors for 2025

averages observed among IA3 Indirect graduates (USD 390 for males and USD 295 for females). ***However, the ANOVA analysis (F = 2.18, p = 0.15) for similar position ranks indicates that these differences are not statistically significant, suggesting no strong evidence of a systematic gender-based income gap.***

Table 4. Total income from all sources of waged employed graduates by sex

No	Range of Income from All Sources (USD)	Total		IA2 Indirect		IA3 Indirect		IA3 Direct	
		Male	Female	Male	Female	Male	Female	Male	Female
1	0-250	36	31	24	6	3	19	9	6
2	251-500	50	20	23	10	22	6	5	10
3	501-750	3	2	1	1	1	1	1	1
4	751-1000	0	0	0	0	0	0	0	0
5	>1000	0	1	0	0	0	1	0	0
	Total	**89**	**54**	**48**	**17**	**26**	**27**	**15**	**17**
	Average	$306	$289	$274	$321	$390	$295	$262	$321
	Min	$85	$50	$85	$125	$125	$50	$120	$125
	Max	$675	$2,000	$550	$600	$675	$2,000	$520	$600

3.1.4.3 Working Conditions

Regarding their working conditions, the quality of job is generally positive. However, the formalization is mixed: more than half (57%) hold written contracts and 52% have employer health insurance; 63% receive annual leave averaging 13 days (about 10 days for IA2 Indirect vs. 15–16 days for IA3) (**Table 5**). Work schedules are around 8 hours/day and 6 days/week, with IA2 Indirect is longer (9h/day) and IA3 Indirect shorter (5 days/week). Non-wage supports are common as 64% of them receive some assistance, mainly food (58%), accommodation (47%), and transport (34%) and 64% also receive bonuses/incentives. Perceived conditions are highly positive with 80% report stable employment, 89% a safe workplace, and 97% equal treatment by supervisors, suggesting good workplace environments with room to further expand contract coverage and insurance.

Table 5. Key employment parameters of waged employed graduates

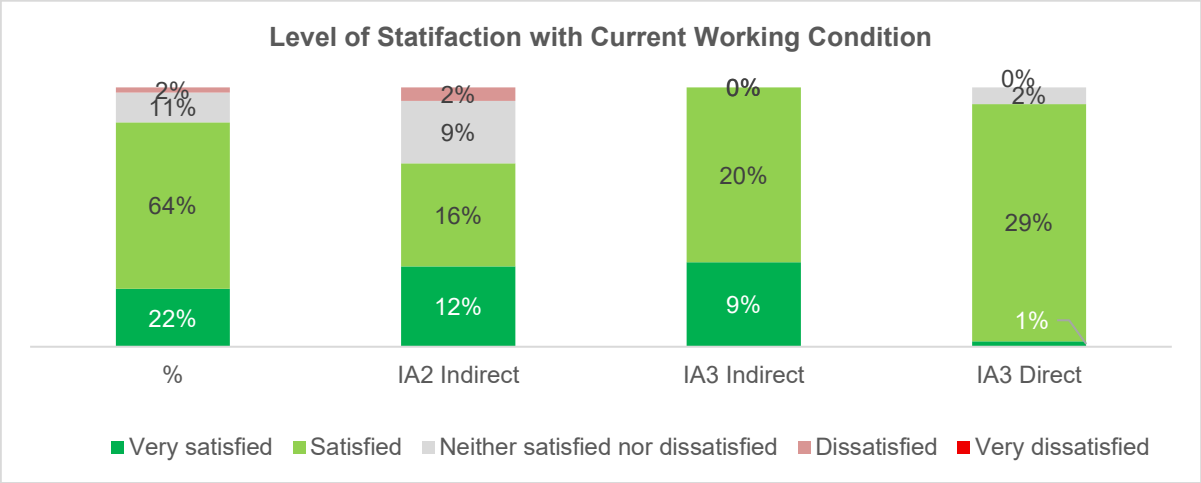
No.	Employment Parameters	N	%	IA2 Indirect	IA3 Indirect	IA3 Direct
1	**Employment Status**					
	Waged employed	148	100%	39%	29%	32%
	Employment contract	84	57%	14%	28%	15%
	Working hours per day	8		9	8	8
	Working-days per week	6		6	5	6
	Having annual leave	93	63%	30%	23%	10%
	Number of annual leave	13		10	15	16
	Health insurance	77	52%	11%	25%	16%
2	**Received support**	95	64%	20%	25%	20%
	Accommodation support	65	47%	13%	22%	12%
	Transportation support	47	34%	9%	22%	3%
	Food support	80	58%	17%	25%	16%
	Phone card	2	1%	1%	1%	0%

No.	Employment Parameters	N	%	IA2 Indirect	IA3 Indirect	IA3 Direct
	Other	3	2%	1%	1%	0%
3	Received bonuses/ incentives	95	64%	16%	28%	20%
4	Stability of employment	119	80%	24%	28%	29%
5	Safe work environment	132	89%	33%	25%	31%
6	Equal treating from supervisor	143	97%	36%	28%	32%

3.1.4.4 Job Satisfaction

The graduates are satisfied with the current working conditions with 86% positive (64% satisfied, 22% very satisfied), 11% neutral, and only 2% dissatisfied (**Figure 14**). The "satisfied" group is led by IA3 Direct (29% of total), with IA3 Indirect (20%) and IA2 Indirect (16%). "Very satisfied" responses come mostly from IA2 Indirect (12%) and IA3 Indirect (9%), with a small IA3 Direct share (1%). Neutral views are from IA2 Indirect (9%), and the few dissatisfied cases appear only in IA2 Indirect (2%).

Figure 13. Level of satisfaction with current working conditions



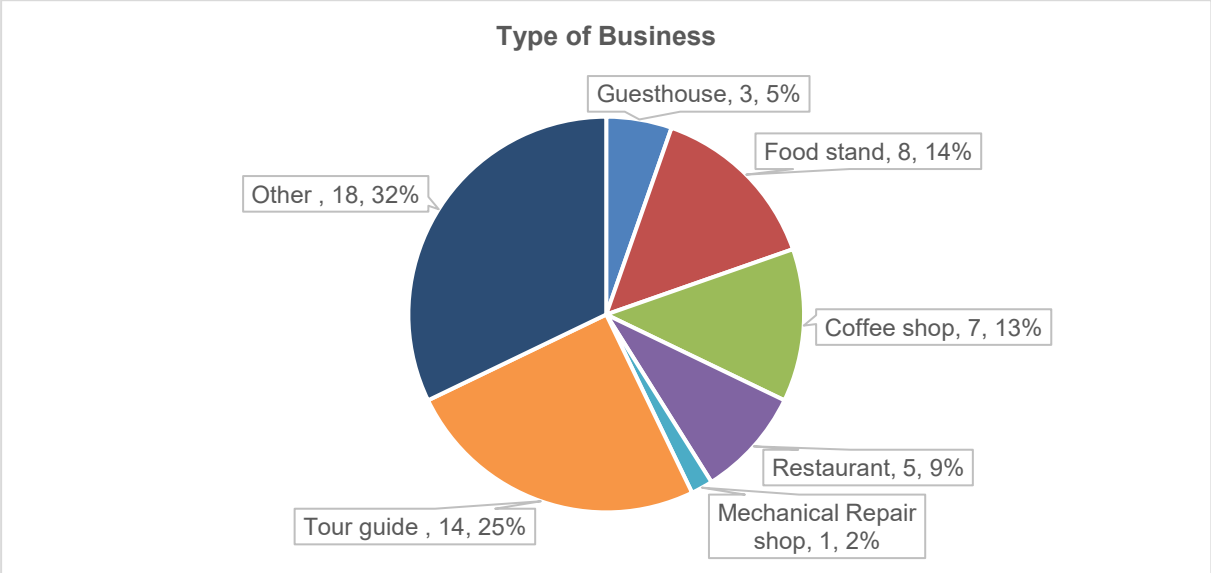
The association analysis shows a significant positive relationship between job satisfaction and employment related to training ($r = 0.23$, $p < 0.01$), indicating a moderate positive relationship between job satisfaction and employment related to training, meaning graduates working in jobs aligned with their training are more likely to be satisfied with their current employment.

3.1.5 Self-Employed

3.1.5.1 Types of Business

The self-employed graduate is modest (15%, n=56) out of the 369 interviewed graduates (**Figure 15**). The self-employed are concentrated in tourism and small food services: tour guiding (4%) leads, followed by food stands (2%), coffee shops (2%), restaurants (1%), and a few guesthouses (1%); "other" micro-enterprises account for 5%, while technical trades like mechanical repair are rare. Overall, the self-enterprise skews toward micro, service-oriented activities aligned with their training in hospitality.

Figure 14. Type of businesses



3.1.5.2 Income

The total number of the interviewed self-employed graduates is 56. The below income is the calculation of the average income from the past three months that the business has earned. The result shows that they generally earn modest but varied incomes, with half clustered in the USD 251–500 range and around one-quarter reaching above USD 750 (**Table 6**). IA3 Direct participants stand out with the highest average (USD 719) and widest income spread, reflecting both risk and opportunity, while IA2 and IA3 Indirect participants average much lower (USD 566 and USD 592, respectively) with limited proportion for the higher category. Overall, the data suggest that self-employment has the potential to generate high returns for a few, but most graduates remain in middle-income brackets, with a small share still struggling at the bottom category.

Table 6. Average Total Income over the Last Three Months

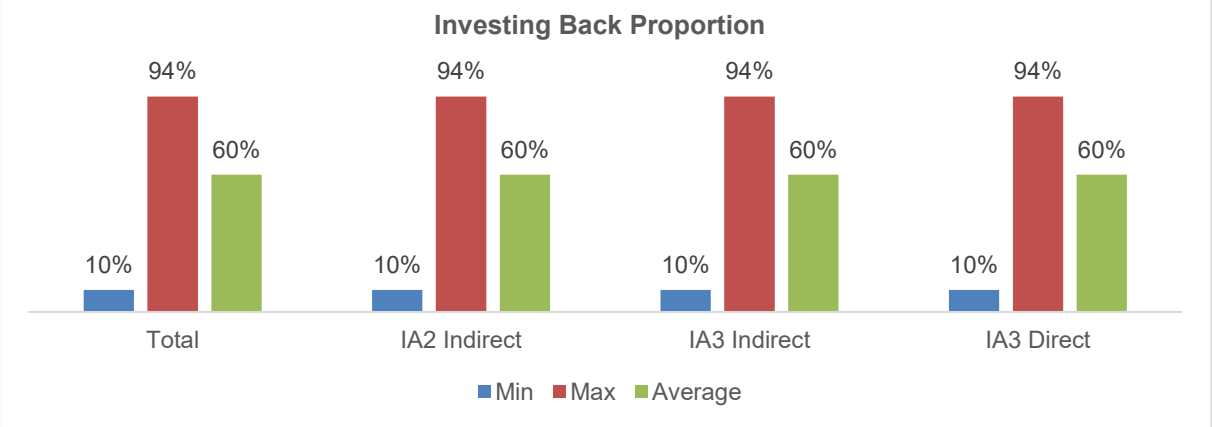
No.	Income Range (USD)	N	%	IA2 Indirect	IA3 Indirect	IA3 Direct
1	0-250	5	9%	1	0	4
2	251-500	27	48%	2	4	21
3	501-750	7	13%	1	0	6
4	751-1000	7	13%	0	1	6
5	>1000	10	18%	1	1	8
Total		**56**	**100%**	**5**	**6**	**45**
Average (US$)		**$691**		**$566**	**$592**	**$719**
Min (US$)		$110		$200	$333	$110
Max (US$)		$5,250		$1,350	$1,267	$5,250

3.1.5.3 Back Investment

On average, the self-employed graduates re-invested about 60% of their monthly income back into their businesses, indicating a strong level of commitment to sustaining and expanding their enterprises. The reinvestment proportion is consistent across all categories (IA2 Indirect, IA3 Indirect, and IA3 Direct), with a minimum of 10% and a maximum of 94% (**Figure 16**). This wide range suggests variability in business maturity and profitability—some entrepreneurs

operate at a subsistence level with limited capacity to reinvest, while others allocate a substantial portion of earnings to growth, equipment, or operational improvements, reflecting diverse stages of business development and financial behavior among graduates.

Figure 15. Proportion of the Investment Cost



3.1.5.4 Net Income

After removing the investment cost, majority (64%) of the 56 self-employed graduates reported earning a monthly net income between USD 0–250, while 21% earned USD 251–500, and only 15% earned above USD 500 (**Table 7**). None reported income exceeding USD 1,000, reflecting that most businesses are still in the early or small-scale stage. ***The average monthly income across all groups was USD 246***, ranging from a minimum of USD 20 to a maximum of USD 824. By category, IA3 Indirect graduates had the highest average income (USD 435), followed by IA2 Indirect (USD 306) and IA3 Direct (USD 214).

Table 7. Average Total Net Income over the Last Three Months

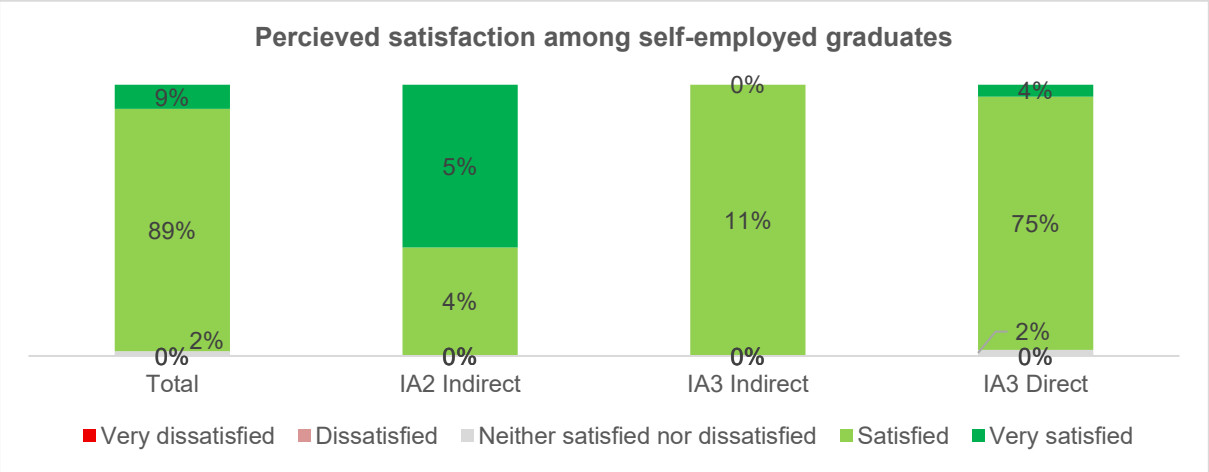
No.	Net Income Range (USD)	N	%	IA2 Indirect	IA3 Indirect	IA3 Direct
1	0 – 250	36	64%	3	0	33
2	251 – 500	12	21%	1	4	7
3	501 – 750	6	11%	1	1	4
4	751 – 1000	2	4%	0	1	1
5	>1000	0	0%	0	0	0
	Total	**56**	**100%**	**5**	**6**	**45**
	Average		$ 246	$306	$435	$214
	Min		$ 20	$100	$286	$20
	Max		$ 824	$743	$779	$824

3.1.5.5 Business Satisfaction

The data show a very high level of satisfaction among self-employed graduates, with nearly all participants expressing satisfaction and none reporting dissatisfaction (**Figure 17**). While a small fraction (2%) remained neutral, the dominant pattern is positive, particularly among IA3 Direct participants, who represent the majority of self-employed. IA2 Indirect graduates also showed strong satisfaction, with half of them even reporting being “very satisfied.” This

suggests that despite income variability (as seen in earlier tables), graduates generally feel positive about their business outcomes and opportunities following training.

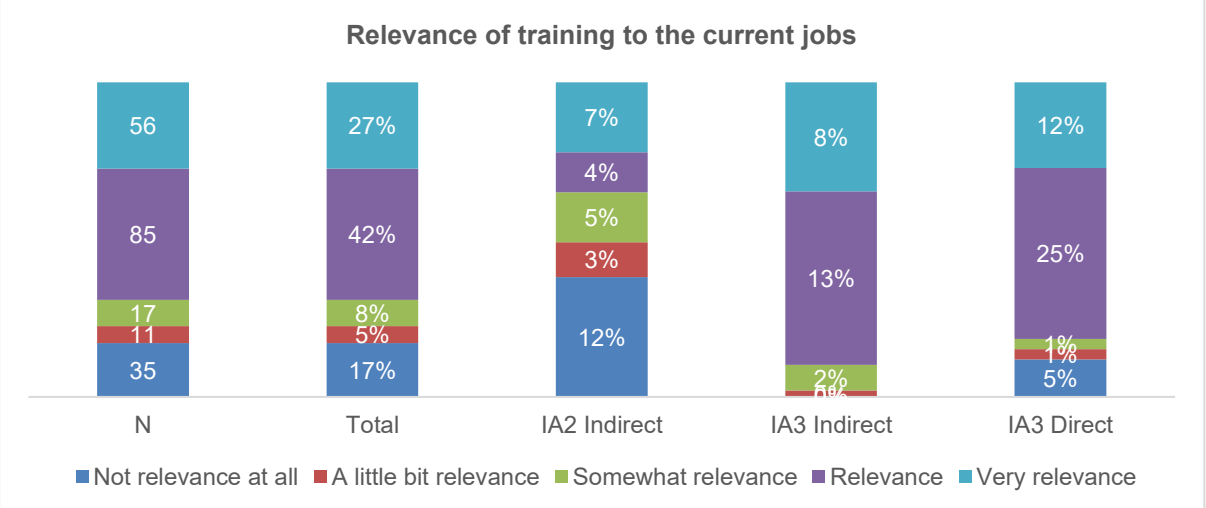
Figure 16. Perceived satisfaction among self-employed graduates



3.1.6 Relevance of the Training

Out of 204 respondents (self-employed and waged employed), the majority (73% or 148 people) reported that they are currently working in a position related to their training course, while 27% (56 people) are not. When disaggregated by intervention areas, IA3 Direct accounts for the largest share (37%) of those employed in jobs related to their training, followed by IA3 Indirect (23%) and IA2 Indirect (13%). Conversely, among those not working in related positions, IA2 Indirect represents the highest proportion (18%), while IA3 Direct and IA3 Indirect account for 8% and 1% respectively. In addition, most respondents (**69%**) rated the skills learned as relevant or very relevant to their current jobs, while **30%** found them less relevant, with IA3 Direct beneficiaries showing the strongest alignment between training and job relevance (**Figure 13**).

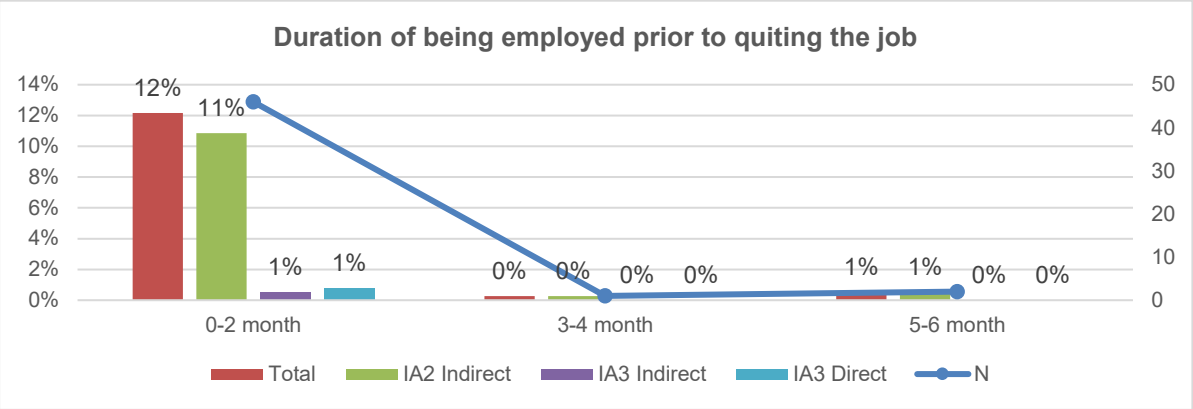
Figure 17. Relevance of training to current employment



3.1.7 Unemployment

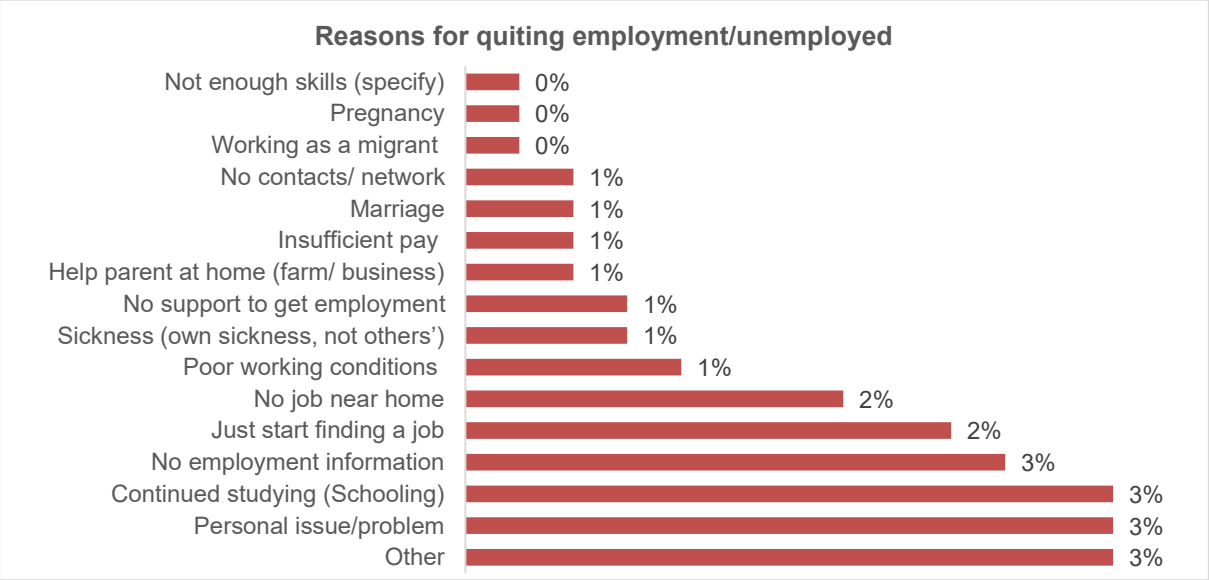
The graduates who are not currently employed are 13% of the full sample (n=49); 94% left within 0–2 months (46 people), with only three cases lasting 3–6 months (**Figure 18**). This non-retention is highly concentrated in IA2 Indirect (12% of the total sample), while IA3 Indirect and IA3 Direct each account for about 1%. The pattern suggests brief, trial or seasonal placements are mainly an IA2 Indirect issue, whereas IA3 show stronger post-training retention.

Figure 18. Duration of employment prior to job quitting



There is a total of 83 reasons for being unemployed or stopping work of the 49 graduates. The largest shares are “personal issues/problems” (3%), “continued studying” (3%; general education: 6, undergraduate: 2, and technical skill: 4), “no employment information” (3%), and “other” (3%), followed by “just started finding a job” (2%) and “no job near home” (2%) (**Figure 19**). Job-quality factors—insufficient pay (1%) and poor working conditions (1%)—and network/support gaps (no contacts 1%, no support 1%) are smaller, and self-reported skill gaps are minimal (0%). Overall, barriers cluster around information/intermediation gaps and life-course factors.

Figure 19. Reasons for quitting job

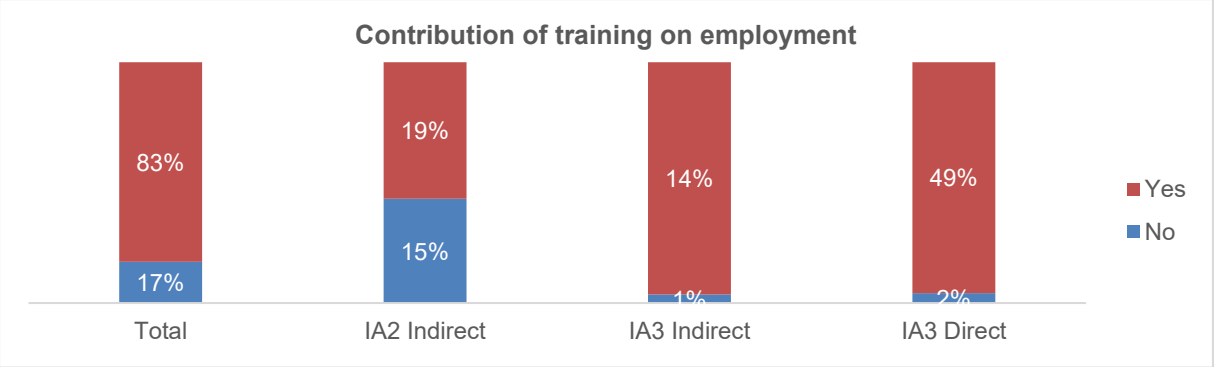


3.1.8 Social Benefits

3.1.8.1 Perceived Benefits

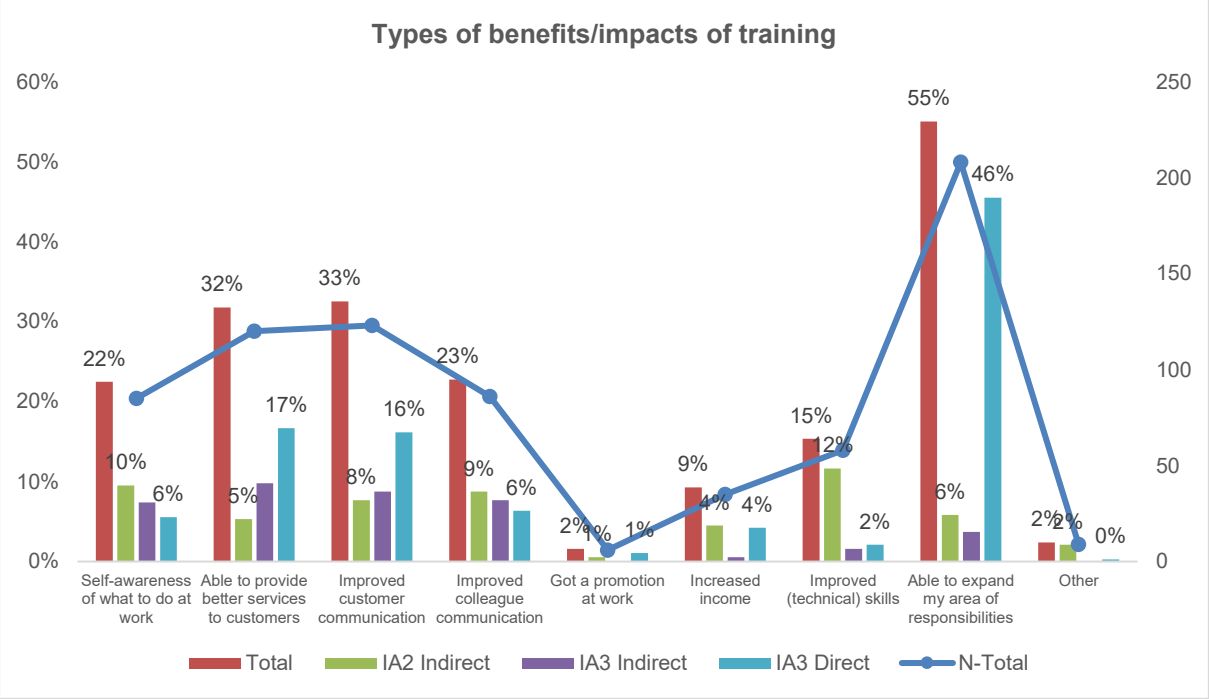
Perceived impact of the training is strong with 83% of graduates (n=313) say the training has improved their capacity or skill for implementing job (**Figure 20**). The proportion is led by IA3 Direct (49% of the total sample) with additional portion from IA2 Indirect (19%) and IA3 Indirect (14%). Only 17% (n=65) report no impact—and this is concentrated in IA2 Indirect (15%), with very small shares from IA3 Indirect (1%) and IA3 Direct (2%). This points to effective conversion of IA3 Direct training into workplace gains, while IA2 Indirect group need stronger linkage and follow-up.

Figure 20. Contribution of training on employment



The association of the employment and training was tested. The Chi-square test result (χ^2 = 80.24, $p < 0.001$) indicates a strong and statistically significant relationship between employment status and perceived training impact among graduates. Those who are employed are far more likely to report that the training had a positive impact on their work or life, whereas a large proportion of the unemployed stated that the training had no impact. This finding suggests that the perceived usefulness and effectiveness of the training program are closely associated with graduates' ability to secure employment.

Figure 21. Type of benefits/impacts of training



The specific benefits are broad and practical with over half of graduates (55%) reported the ability to expand responsibilities mainly among the IA3 Direct (46%) (**Figure 21**). Customer communication improved markedly (33%), and service quality (32%). Once again led by IA3 Direct (16%–17%) alongside IA3 Indirect (9%–10%). The other benefits include clearer role self-awareness (22%) and improved colleague communication (23%) while technical skill upgrades are noted by 15% (primarily IA2 Indirect at 12%). In addition, there are also income increases (9%) and promotions (2%).

3.1.8.2 Working Conditions

The changes of working conditions are observed at various aspects from the broader employment to improved job quality. The total employed graduate increased by 62 people, with more formalization and benefits: written contracts (+21), annual leave coverage (+29) though with slightly fewer average leave days (−1.61), health insurance (+14), employer supports (+23), and bonuses/incentives (+18); two (2) graduates also reported promotions. The working hour intensity shifted toward longer days (+0.56 hours/day) but fewer days per week (−0.53), making the weekly hours roughly stable/slightly lower (−0.8 hours/week) (**Table 8**). Overall, the pattern suggests expanded access to formal protections and non-wage benefits with no rise in total time burden.

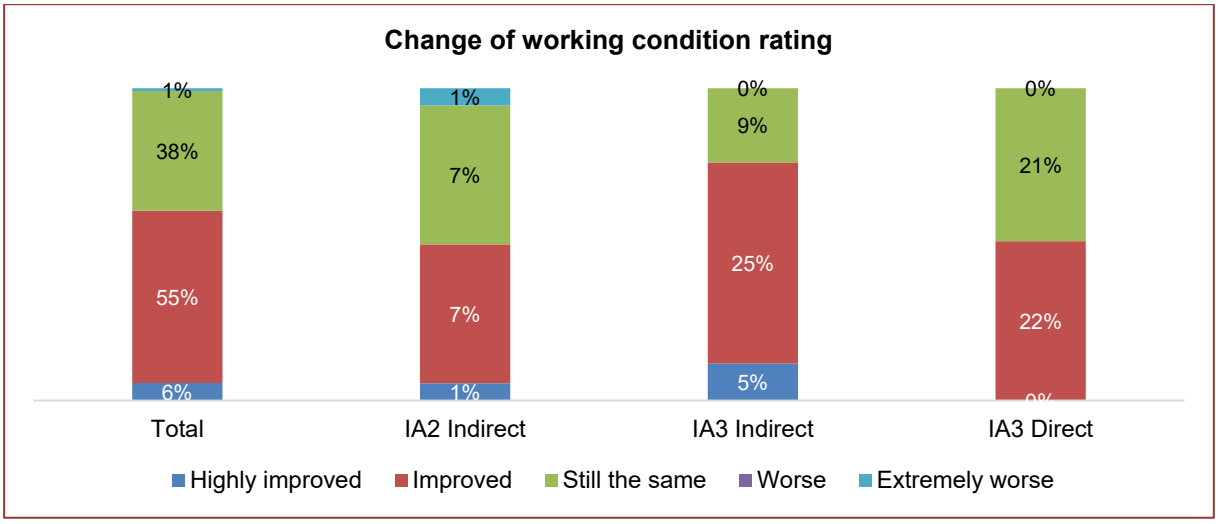
Table 8. Changes of key working conditions - before and after training

No.	Parameters[2]	Before Training	Current	Change
1	Employed	267 persons	329 persons	+62 persons
2	Written contract	63 persons	84 persons	+21 persons
3	Avg. hours per day	7.87 hours	8.43 hours	+0.56 hours
4	Avg. days per week	6.60 day	6.07 day	−0.53 day
5	Annual leave	64 persons	93 persons	+29 persons
6	Avg. annual leave days	14.39 days	12.78 days	−1.61 days
7	Health insurance	63 persons	77 persons	+14 persons
8	Any employer support	72 persons	95 persons	+23 persons
9	Bonuses/incentives	77 persons	95 persons	+18 persons
10	Got promotion	-	2 persons	+2 persons

Apart from the physical changes, there are 107 respondents reported changes in a number of aspects. A proportion of 61% report better working conditions since training (55% “improved” and 6% “highly improved”), 38% say conditions are unchanged, and the unfavourable one is negligible (1%) (**Figure 22**). The gains are driven by IA3 category, especially IA3 Indirect (25% “improved” and most “highly improved” at 5%) alongside IA3 Direct (22% “improved”). IA3 Direct also has a larger “still the same” share (21%), suggesting slower workplace conversion or higher starting baselines, while IA2 Indirect plays a smaller role overall and includes the only “extremely worse” case (1%).

Figure 22. Perceived changes in working conditions

[2] 2-10 are only relevant for wage-employed graduates



The qualitative information reported by those who rated their working conditions "improved/highly improved" point to better work environments and benefits (regular pay, lighter workload, housing/food), supportive management, new knowledge/skills and ability to close performance gaps, promotions and modest pay rises, plus more tasks, customers, or sales. Those who said "still the same" most often cite skill–job mismatch, no organizational changes or salary movement, probationary status, unchanged workload, few clients, limited/short training, or higher instability. The few "worse" ratings reflect jobs that don't match their training/skills.

3.1.9 Income Change

3.1.9.1 Overall

Table 8 shows the income changes of both waged and self-employed graduates. The records show a moderate improvement in income levels after training, with the average monthly income increasing from ***USD 270*** to ***USD 284*** (**Table 9**). The share of graduates in the lowest income bracket (≤ USD 250) declined from 58% to 52%, while those earning USD 251–500 rose from 37% to 41%, and those in the USD 501–750 range increased from 2% to 6%, indicating a gradual shift toward higher income tiers. The minimum income improved from USD 0 to USD 20, and the maximum income doubled from USD 1,000 to USD 2,000, showing that a few individuals achieved notable earnings growth. Among the subgroups, IA3 Indirect and IA3 Direct graduates showed slightly higher post-training averages, suggesting stronger income effects for those with more direct training exposure.

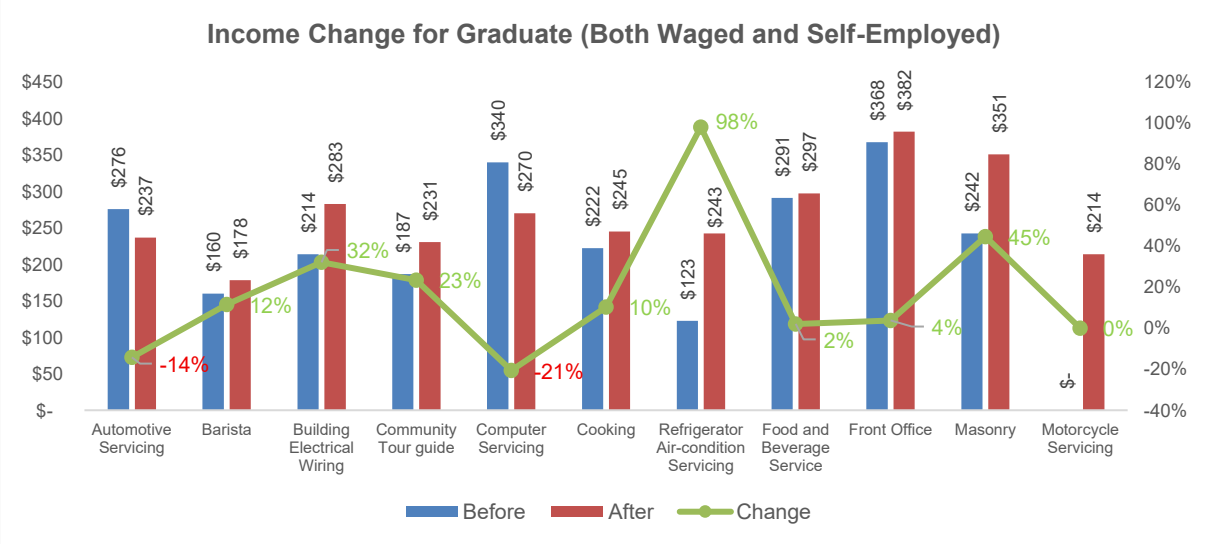
Table 9. Income range and changes of both waged and self-employed graduates

No	Income Range (USD)	Total		Total (%)		IA2 Indirect		IA3 Indirect		IA3 Direct	
		Before	After	Before	After	Before	After	Before	After	Before	After
1	0 - 250	100	103	58%	52%	61%	52%	19%	18%	76%	71%
2	251 - 500	64	82	37%	41%	39%	44%	77%	73%	18%	21%
3	501 - 750	4	11	2%	6%	0%	3%	4%	6%	2%	7%
4	751 - 1000	4	2	2%	1%	0%	0%	0%	2%	4%	1%
5	>1000	0	0	0%	0%	0%	0%	0%	0%	0%	0%
	Total	**172**	**198**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
	Average	$270	$284			$209	$267	$344	$372	$211	$248
	Min	$0	$20			$0	$85	$0	$125	$0	$20

No	Income Range (USD)	Total		Total (%)		IA2 Indirect		IA3 Indirect		IA3 Direct	
		Before	After	Before	After	Before	After	Before	After	Before	After
	Max	$1,000	$2,000			$400	$743	$738	$779	$1,000	$2,000

The overall incomes for most occupations showed the increase between 2% and 98%, except automotive servicing and computer servicing with a decrease of -14% and 21%, respectively. The biggest increases include refrigerator air-condition servicing (98%), followed by masonry (45%), building electrical wiring (32%), community tour guide (23%) and the rest less than 12%. The reasons for the decrease of the income reported to be due to change of occupation after the training for automotive servicing while computer services were decreased due to the number of graduates are more after training making the average become lower than those before the training.

Figure 23. Income Change for Graduates (Both Waged and Self Employed)



3.1.9.2 Waged Employed Graduates

The overall pictures of the waged employed graduates show a slight improvement but persistent challenges. While the total number of wage earners grew and the average income increased modestly (USD 287 to USD 299), nearly half continue to earn below USD 250 per month, and only a small minority progressed into higher-income ranges (**Table 10**). The emergence of a very small group earning over USD 1,000 suggests that better opportunities

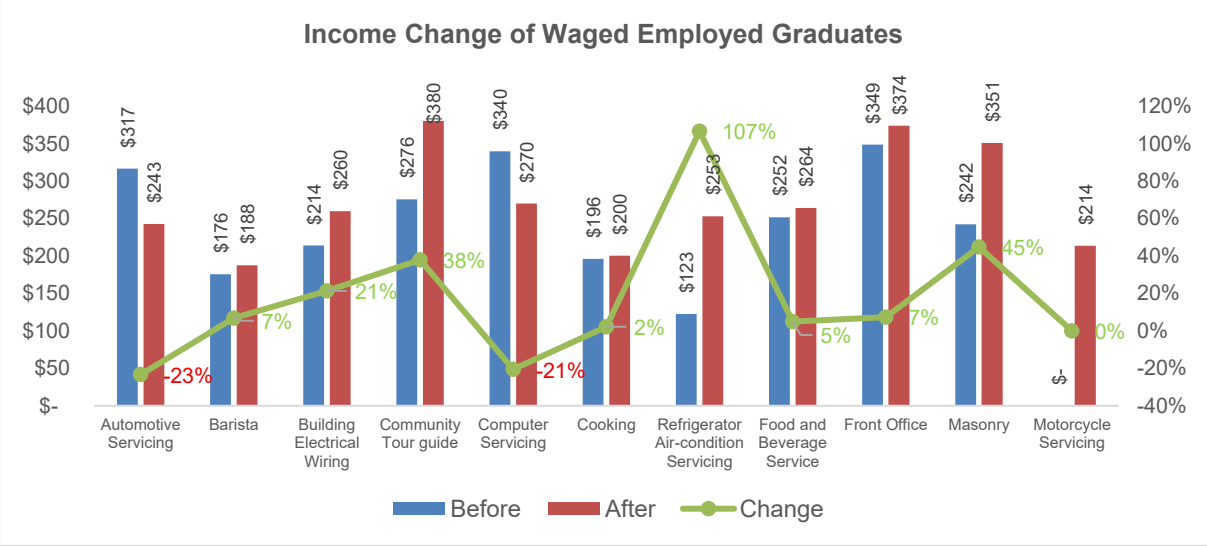
exist, but they remain rare. The decline in the 751–1000 USD group and the drop in minimum income also highlight continued instability at the lower end of the labour market. In short, training helped more graduates secure waged employment, but the quality of wages remains concentrated at low to mid-levels, with only a few breakings into higher-paying jobs.

Table 10. Income range and changes of wage-employed graduates

No	Income Range (US$)	Number		Percent	
		Before	After	Before	After
1	0-250	48	67	46%	47%
2	251-500	54	70	52%	49%
3	501-750	1	5	1%	3%
4	751-1000	1	0	1%	0%
5	>1000	0	1	0%	1%
	Total	**104**	**143**	**100%**	**100%**
	Average	$ 287	$299		
	Min	$ 75	$50		
	Max	$ 1,000	$2,000		

For the waged employed graduates, most occupations show higher post-training incomes, ranging from modest gains (+2% cooking; +5% food & beverage; +7% Barista and Front Office) to strong jumps—Building Electrical Wiring (+21%), Community Tour Guide (+38%), Masonry (+45%), and the largest in Refrigerator Air-condition Servicing (+107%). Two tracks declined: Automotive Servicing (−23%) and Computer Servicing (−21%). Motorcycle Servicing appears only after training ($214). Note that very small “before” samples (e.g., Refrigerator Air-condition Servicing, Computer Servicing) can exaggerate percentage changes.

Figure 24. Income changes by occupations for self-employed graduates



3.1.9.3 Relevance of the Training

Income levels among wage-employed graduates varied moderately by the relevance of their jobs to their training (**Table 11**). The graduates who reported their work as “relevant” or “very

relevant" to their training earned average monthly incomes of USD 314 and USD 288, respectively, compared to USD 271–250 among those who felt their jobs were only slightly or somewhat related. Notably, those indicating no relevance at all also showed a relatively high average income (USD 316), possibly influenced by a few high-earning outliers. However, the comparison between income and the relevance of training to current job shows that income levels vary slightly across categories but without a statistically significant difference as per the result of the ANOVA test (F = 1.24, p = 0.33).

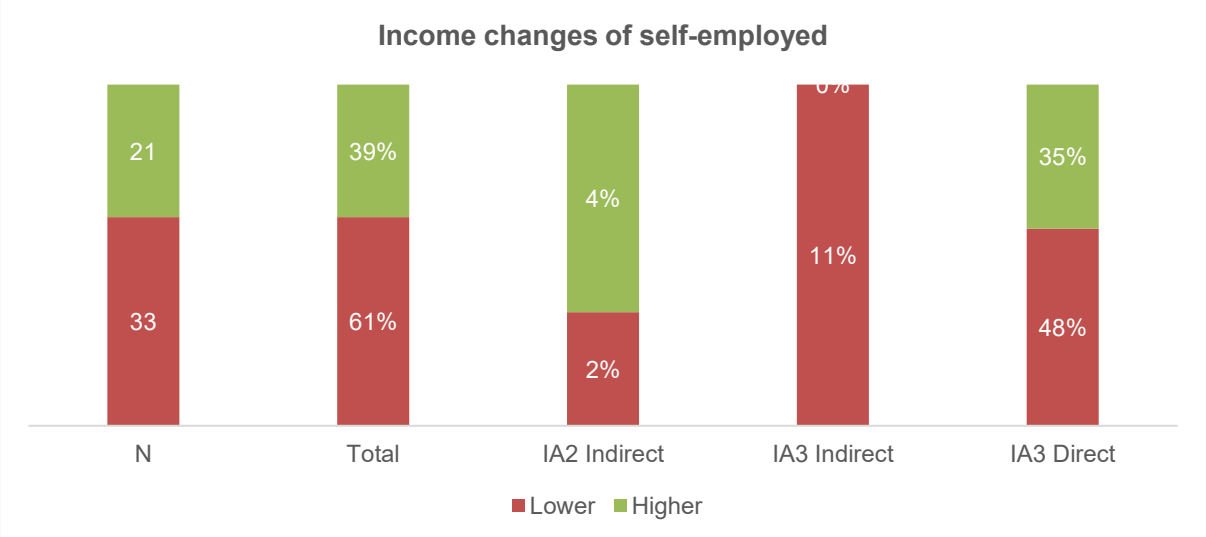
Table 11. Income range by training relevance of wage-employed graduates

No	Income Range by Training Relevance (USD)	Total		IA2 Indirect		IA3 Indirect		IA3 Direct	
		N	Average (USD)	N	Average (USD)	N	Average (USD)	N	Average (USD)
1	Not relevance at all	30	316	24	250	0	#DIV/0!	6	583
2	A little bit relevance	9	271	6	332	1	125	2	160
3	Somewhat relevance	14	250	9	276	4	211	1	170
4	Relevance	57	314	8	206	25	405	24	254
5	Very relevance	33	288	11	291	13	346	9	201
	Total	**143**	**299**	**58**	**264**	**43**	**363**	**42**	**283**

3.1.9.4 Self-Employed Graduates

All self-employed graduates experienced income changes after training, but the majority (61%) perceived the income declines, suggesting that self-employment carries significant challenges in sustaining or increasing earnings (**Figure 23**). The IA3 Direct group produced the largest share of both positive and negative outcomes, with 35% reporting higher income but 48% reporting lower income, highlighting its high-risk, high-reward nature. IA2 Indirect graduates showed limited but slightly more positive results, while IA3 Indirect graduates experienced only declines.

Figure 25. Perceived income changes of the self-employed graduates



Although self-employed graduates perceived changes in their earnings, the actual figures show a slight improvement in income levels, with the average income increasing from USD 232 to USD 246 (**Table 12**). The minimum income declined marginally from USD 28 to USD

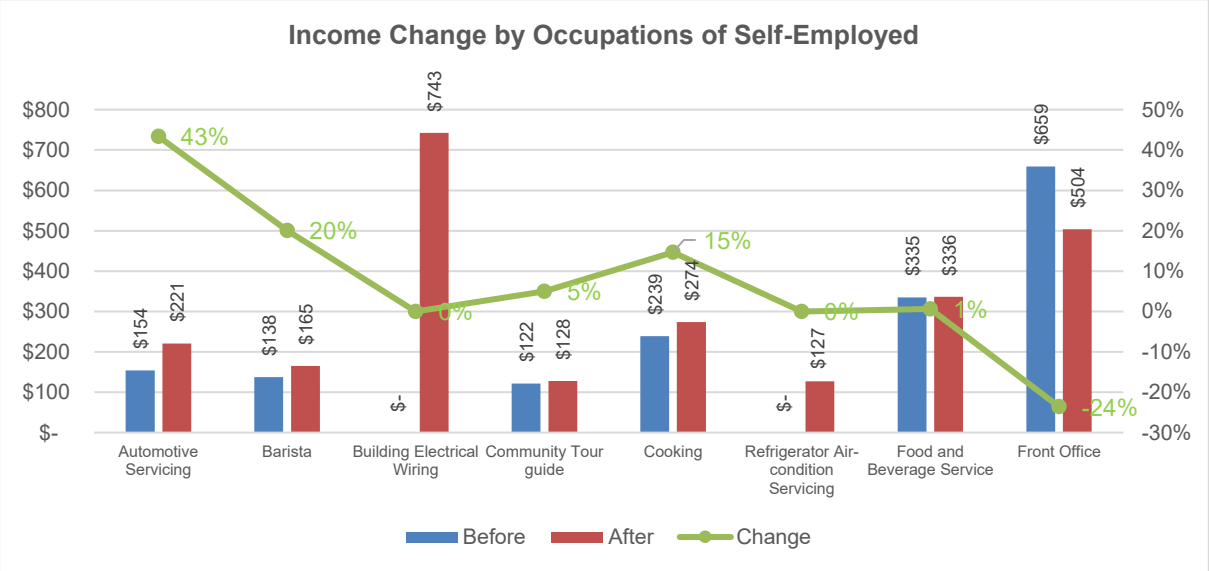
20, while the maximum income decreased from USD 1,000 to USD 824, suggesting fewer high-earning outliers after training. The proportion of graduates in the lowest income bracket (≤ USD 250) slightly declined from 68% to 64%, while those earning USD 251–500 rose from 20% to 21%, and those in the USD 501–750 range nearly doubled from 6% to 11%, indicating modest upward movement among some graduates. Meanwhile, the share of those in the USD 751–1,000 category fell slightly from 6% to 4%. Overall, the data suggest that training contributed to minor improvements in income distribution, with a small shift toward middle-income levels.

Table 12. Income range and changes of self-employed graduates

No	Income Range (US$)	Number		Percent	
		Before	After	Before	After
1	0-250	34	36	68%	64%
2	251-500	10	12	20%	21%
3	501-750	3	6	6%	11%
4	751-1000	3	2	6%	4%
5	>1000	0	0	0%	0%
	Total	**50**	**56**	**100%**	**100%**
	Average	**$232**	**$246**		
	Min	**$28**	**$20**		
	Max	**$1,000**	**$824**		

Most occupations show higher post-training incomes: automotive servicing rose 43%, Barista +20%, Cooking +15%, Community Tour Guide +5%, and Food and Beverage Service +1%. Front Office is the only clear decline (−24%), dropping from $659 to $504 with the same small sample, reasoning to the effects of tourism activities within the areas. Building Electrical Wiring and Refrigerator Air-Condition Servicing have only post-training observations (N=1 each), so percentage change isn't meaningful.

Figure 26. Income changes by occupation of self-employed graduates



3.2 Employers

3.2.1 Enterprise & Respondent Profile

The employers refer to the enterprises/institutions that hire the graduates to support their business operation. The employers who participated in the survey are mainly from Pursat (37%), followed by Kratie (18%), Ratanakiri (11%), Koh Kong (8%), Banteay Meanchey (6%), Battambang (6%) and the rest (14%) are from Kampong Chhnang, Kandal, Mondulkiri, Pailin, Phnom Penh, and Stung Treng (**Figure 24**). They are mainly male (83%), and women appear only among IA3-linked employers (**Figure 25**).

Figure 27. Graduates' employers

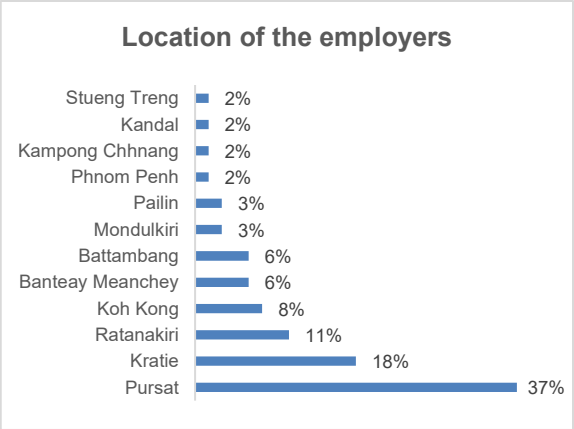
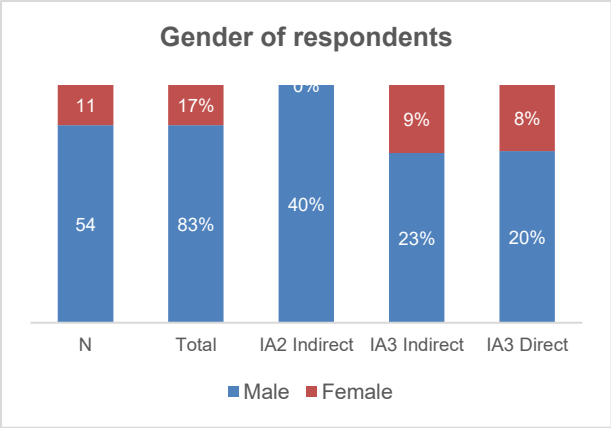
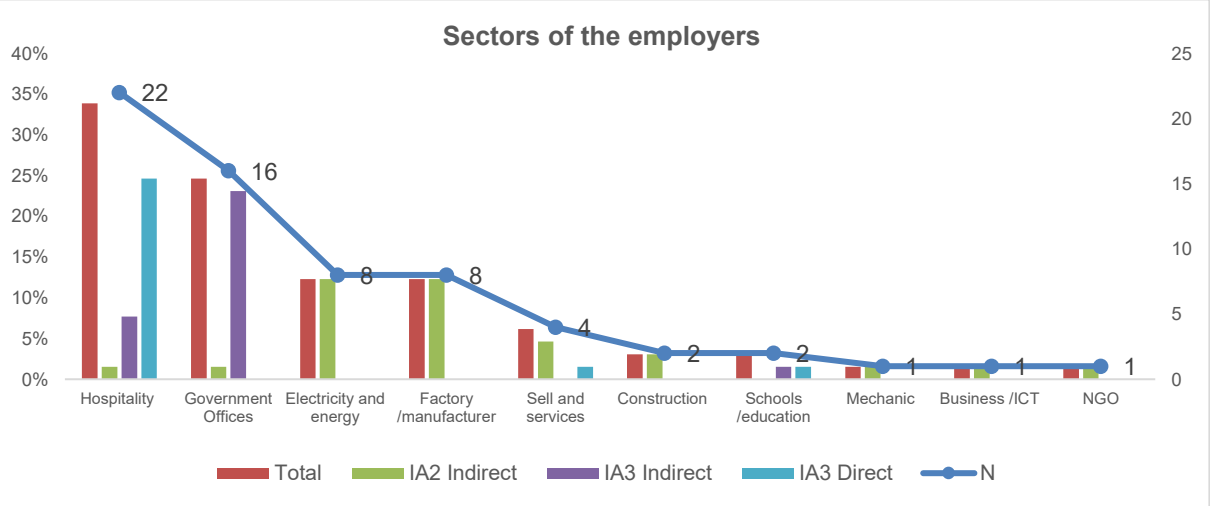


Figure 28. Gender of employers' respondent



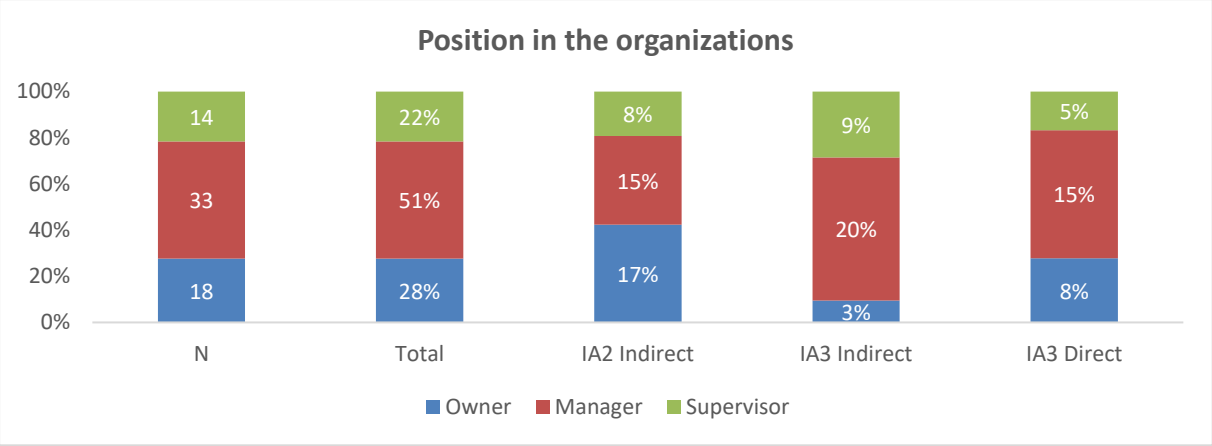
The sector of the employers are mixed but they show in three clusters: (1) Customer services (40%), combining of hospitality and sell and services, concentrated among IA3-Direct employers; (2) Public-sector settings (25%), especially government offices, largely attributable to the IA3-Indirect; and (3) Production/ technical domains (31%) covering electricity/energy, factory/manufacturing, plus construction, mechanics, and basic ICT, mainly under the IA2-Indirect category. Schools/education (3%) appear lightly across the IA3 category both direct and indirect (**Figure 26**).

Figure 29. Sectors of the employers



The employers are typically the managers (51%) or owners (28%) of the organizations and 22% the supervisors of the graduates (**Figure 27**). They are concentrated in IA2-Indirect, aligning with smaller or family-run enterprises; IA3-Indirect is dominated by managers, pointing to more structured or institutional workplaces; and IA3-Direct shows a manager–owner mix with relatively fewer supervisors.

Figure 30. Position of respondents in the organizations



3.2.2 Recruitment & Internship Practices

The recruitment of the graduates shows the trend toward trusted and close-range channels, i.e. words of mouth or personal acquaintances and referrals, including recommendations from existing staff—with public ads (Facebook, radio, websites) as a strong secondary channel (**Table 13**). The TVET/PDoT is also reported to be used. By group, IA2-Indirect depends most on personal networks and has the strongest link to TVET/PDoT while IA3-Indirect relies more on ads and other institutional or ad-hoc methods. Lastly, the IA3-Direct combines networks with advertising. There are only a few proportions reported the direct recruitment from other enterprises.

Table 13. Channels for employers to recruit new staff

No.	Channels	N	%	IA2 Indirect	IA3 Indirect	IA3 Direct
1	Personal acquaintances and referrals	42	65%	31%	11%	23%
2	TVET schools/institutions or PDoTs	15	23%	15%	2%	6%
3	Advertisement/ announcement (Facebook, website, radio, etc.)	27	42%	15%	14%	12%
4	Recruiting from other enterprises	3	5%	3%	0%	2%
5	Recruiting through existing staff	42	65%	28%	17%	20%
88	Other (specify)	29	45%	17%	25%	3%

3.2.3 Outcome Changes Before vs. After Training

The reflection of employers on "before–after" changes of graduates who were employed before and after the training show the shifts in workplace behaviours and service orientation. The communication with customers, teamwork with colleagues, and overall conduct are the areas with highest proportion of improvement ranging between 10% and 15% (**Table 14**). Technical competence is also improved to a better level (5%), and the employers emphasize that confidence and problem-solving have been more apparent on the job (between 4% and 7%). The employers also mention greener work habits with more attention to careful use of electricity and water, less wastefulness, and basic separation or reuse practices which have become more routine. The changes are all positives with the range of 2% and 8%.

Table 14. Before and after training changes of graduates

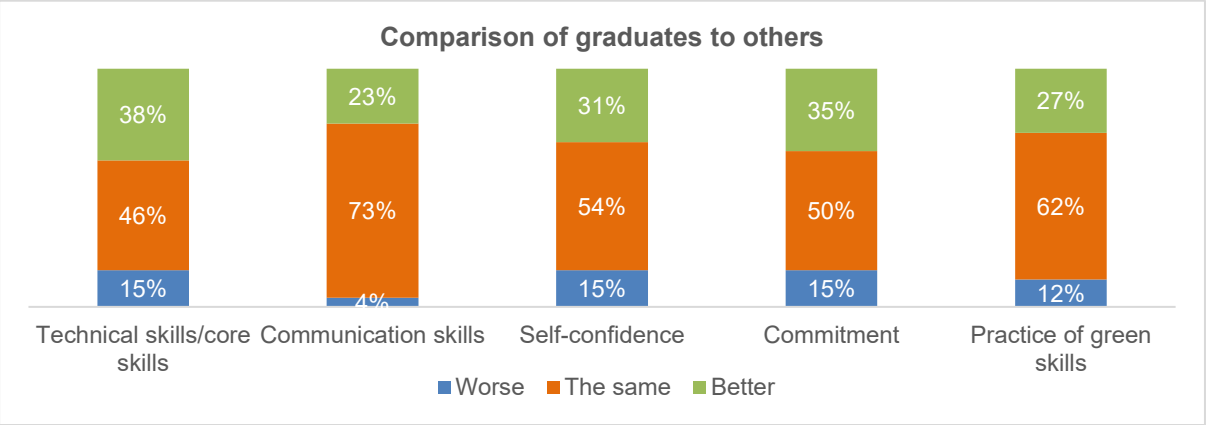
No.	Items	Before (N=32)	After (N=65)	Changes
1	Technical/core skills to do the job	71%[3]	75%	5%
2	**Soft skills and life skills**	**73%**	**79%**	**9%**
a	Communication with customers/customer service	69%	79%	15%
b	Communication skills with colleagues/teamwork	72%	80%	12%
c	Commitment to his/her job	73%	80%	10%
d	Confidence in his/her job	75%	78%	5%
e	Honesty in his/her job	77%	82%	7%
f	Problem solving at work	73%	75%	4%
3	**Practices/adaptation of green skills at work**	**70%**	**74%**	**5%**
a	Energy/electricity saving	71%	75%	6%
b	Water saving	71%	75%	6%
c	Recycling/reuse of material	69%	75%	8%
d	Minimizing of single plastic use and/or reuse	68%	71%	5%
e	Waste classification	72%	74%	2%

3.2.4 Comparison with Non-Graduates Staff

It is 40% of the employers can compare the graduates of their other employees. Among those 26 comparisons, graduates are mostly on par or better than other staff across all competencies: technical (38% better, 46% same, 15% worse), communication (23% better, 73% same, 4% worse), self-confidence (31% better, 54% same, 15% worse), commitment (35% better—the strongest edge—50% same, 15% worse), and green skills (27% better, 62% same, 12% worse) (**Figure 28**). The result implies that training has achieved at least parity with notable strengths in commitment and self-confidence; technical depth and applied green practices.

[3] The calculation of the percentage derived from the sum of actual total value of the given 5 point-rating scale divided by the sum of total value of the potential 5 point-rating scale in the dataset.

Figure 31. Comparison of graduates with other employees



3.2.5 Business Performance of Employers

There are 39 (60%) employers responded to the question. Of which, 22 (34% of all, 56% of respondents) reported business performance improvements after graduates got training, 17 (26% of all: 65; 44% of respondents: 39) saw no change (**Figure 29**). The "yes" cases were from IA3 Indirect (73% or 16 of the 22) vs IA3 Direct (27% or 6 of the yes); none came from IA2 Indirect. Most-cited effects were clearer roles/ responsibilities (17 mentions), better customer service (15), fewer staff turnover (15), stronger teamwork (11), faster/smoother operations (8), and higher customer satisfaction (8) (**Figure 30**).

Figure 32. Perceived changes in enterprise business performance

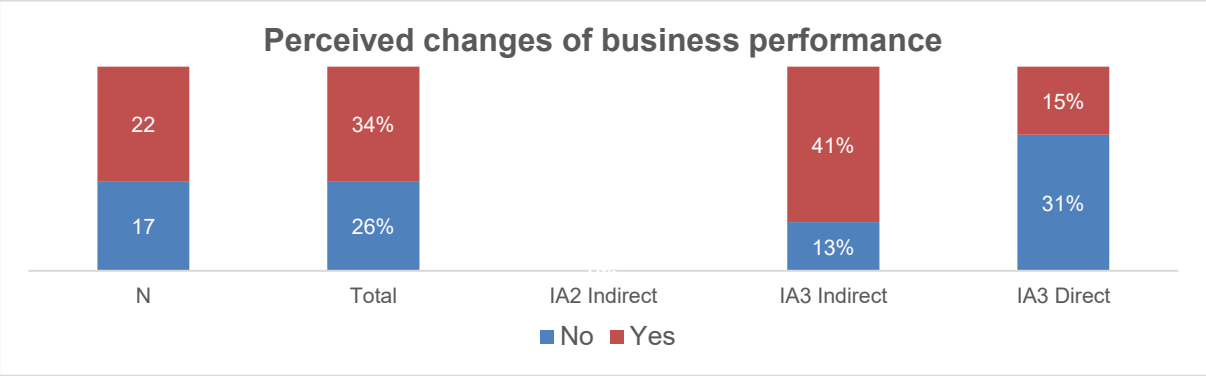
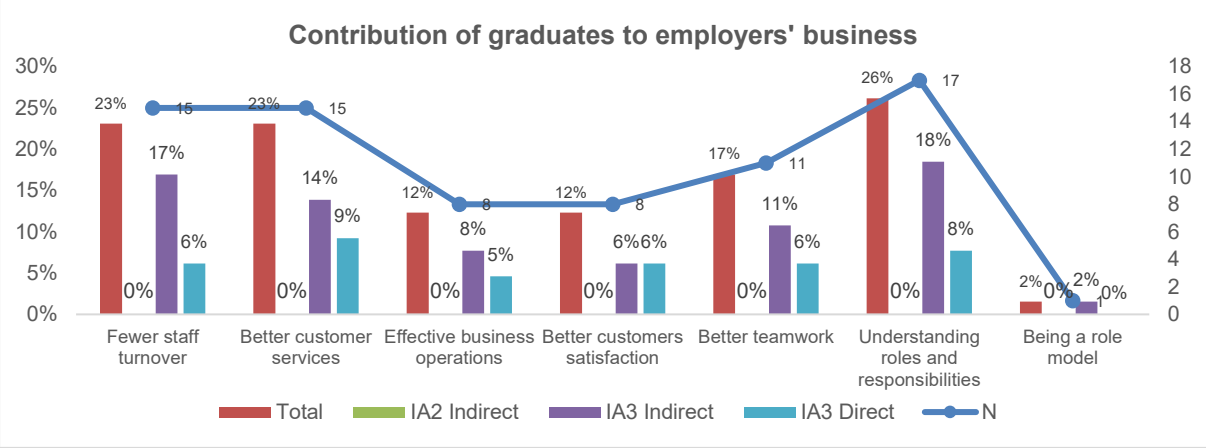


Figure 33. Contribution of graduates to enterprise business performance



3.2.6 Skills Gaps and Training Needs

Employers reported the need of behavioural and service upskilling such as customer service, teamwork, commitment to work as well as technical skill. Digital basics (IT/computer skills) and workplace English appear as cross-cutting add-ons rather than core gaps (**Table 15**). Technical/job-specific training needs are concentrated in technical/industrial settings (IA2-Indirect), while service-oriented settings (especially IA3-Indirect and IA3-Direct) emphasize customer interaction, teamwork, and professional conduct. Requests for cross-cultural interaction, language, admin, cooking and self-confidence are present but very few—suggesting foundations are adequate and the priority is professional behaviours plus applied, context-specific skills.

Table 15. Additional skill needs for graduates

No.	Skill needs	N	%	IA2 Indirect	IA3 Indirect	IA3 Direct
1	Customer service	12	18%	2%	12%	5%
2	Commitment to work	11	17%	8%	8%	2%
3	Technical/ job specific skills	10	15%	14%	2%	0%
4	Teamwork	8	12%	2%	11%	0%
5	IT/ Computer skills/ digital skills	5	8%	0%	6%	2%
6	Cross-cultural interaction	3	5%	2%	2%	2%
7	Languages (English or other)	3	5%	2%	0%	3%
8	Self-confidence	1	2%	0%	2%	0%
9	Admin	1	2%	0%	2%	0%
10	Cooking	1	2%	0%	0%	2%

3.3 Trainers and Job Placement Officers

3.3.1 Training

3.3.1.1 Teaching Delivery and Challenges

Methodologically, trainers often use theory-then-practice with demonstration to replication, plus group discussions/presentations and some self-study. Many trainers reported no recent change in methods, while others adapted their teaching techniques based on qualifications and needs of students through periodic and modest adjustments. The pattern suggests that pedagogy is broadly appropriate while equipment access and foundational skills are the most reported constraints. Low learner motivation and literacy/comprehension gaps were also reported. Some students prefer practices and struggle to engage with conceptual learning whereas insufficient/outdated equipment and high student-to-equipment ratios were also reported.

3.3.1.2 ICT and Digital Tool Use

Digital use is mainly the use of instructional videos (YouTube/website), Telegram for coordination, and Google Forms for exams/teacher evaluations, with occasional online classes (Meet), interactive quizzes (e.g., Kahoot), LMS use, and projectors. Internet access and limited effectiveness of these tools in replacing practical works were also reported. ICT tools and soft-

skills content are present and useful, but their impact is contingent on connectivity, student capacity, and structured embedding in the course flow.

3.3.1.3 Training Outcomes & Skill Gains

Trainers reported the training outcomes primary on improved technical skill, supported by business/entrepreneurship awareness and stronger soft skills/ethics/discipline. Trainers also cite higher-earner/high-performer cases and smaller signals of digital/ICT skill uptake and job-readiness awareness. This indicates tangible technical gains for many trainees, with complementary employability benefits where programs link classroom learning with practical placements and coaching.

3.3.2 Employment

3.3.2.1 Preparation

Trainers report on the training to consider both behavioral and technical training to prepare students for work. In addition, there are some supports regarding active engagement/initiative and job-readiness preparation such as CV writing, interview practice, and job search. On-the-job practice/internships and soft skills/work ethics/timekeeping are reported. In addition, at the school side, the dominant actions are internship/job matching support, pre-internship orientation and sharing openings.

3.3.2.2 Barriers & Constraints

Employment barriers for graduates reported by trainers include limited market demand, and learners' qualification. In addition, low wages/compensation compared to labor employment is the most frequent challenge for trainees. There are some works being far away from home, making graduates reluctant to relocate alongside with student soft skills/attitude/discipline gaps. Institutional limits such as lack of equipment/materials and short course/internship durations have caused transition challenges. Accommodation/cost-of-living, technical-depth gaps, employer demands, and narrow job markets were also reported to some extent. A few mentions English proficiency and low perseverance/engagement. Overall, the constraint pattern suggests that even with matching and orientation in place, sustained practice exposure, resource adequacy, mobility support, and soft-skills reinforcement remain pivotal to converting training into jobs.

The more dynamic and larger provinces like Battambang, Banteay Meanchey, Kampong Chhnang, and Pursat reported the employment barriers are mainly the qualitative aspects, relating to graduates' attitude, discipline, and soft skills, as well as mismatched expectations about salary and working conditions despite the availability of job opportunities. In contrast, respondents from rural provinces such as Kratie, Preah Vihear, Ratanakiri, and Stung Treng emphasized a more structural constraints such as limited number of local employers, restricted job diversity, and reluctance or inability of graduates to relocate due to family and financial reasons. Communication challenges and weak follow-up mechanisms further hinder job placement in rural areas, while urban centres face issues of competition among graduates and short job retention.

3.3.3 Curriculum Development

3.3.3.1 Curriculum Improvement

In general, trainers report the alignment of curriculum content with labor-market through the combination of Ministry standard curricula with local market perceived by trainers through own research and consultation with firms; some still note context misalignment or resource limits that challenge practical alignment. The revision of curricula tends to occur every 2–3 years, with some annual minor improvement. Regarding the contribution to the improvement, the private sector is most cited mainly through inputs on needs, internships, and occasional curriculum work while a few contributions are obtained from NGOs/partners and other schools/teachers. Very few reported no external involvement persist. Overall, there is a recognizable loop from standards to market input to periodic revision, but it is uneven across institutions.

3.3.3.2 The 21st Century Skill

Soft skills, especially communication (and some teamwork)—alongside basic research/ problem-solving elements were limitedly reported. There were also those who acknowledge no dedicated soft-skills module or only textbook coverage and cite learner readiness and English proficiency as friction points. There have some 21st Century Skill such as critical thinking, creativity, collaboration, communication, technology, flexibility, etc. being reported and some trainers indicated incorporating research skills, with occasional references to coding/club/project-based activities, innovation/design, and problem-solving/critical thinking.

3.3.4 Enterprise Engagement

3.3.4.1 Engagement & Participation

Schools engage firms mainly through direct onsite visits/face-to-face outreach, events (e.g., TVET Day, forums, exhibitions), media/printed promotion, and invitations and sometime provincial committee/department-led meetings. Private-sector roles include internship placements, curriculum/program design or improvement, career talks/visits, inputs/material donations, and sharing labor-market feedback. There are still some institutions stated, “no participation”. Direct visits and committee-facilitated meetings such as Provincial Training Board (PTB), and Institution and Employer Partnership are reported to be the most effective medium of engagement which can produce higher employer participation and clearer alignment of needs. However, time availability of enterprise remains a recurring constraint.

3.3.4.2 Cooperation and Arrangement

Majority of respondents indicate no current engagement plan for company cooperation or partnership while a third reference MoUs are under exploration/partially used. The participation of industry includes teaching/guest lectures and exposure to modern equipment, with occasional industry visits/study tours and piloting of dual/alternating school–enterprise models. The challenges are the availability of firms and capacity limits, which hinder sustained co-teaching or frequent rotations. Overall, there is clear intent to deepen co-delivery, but many institutions still need the resources, schedules, and formal arrangements (plus employer buy-in) to make practice-based models routine rather than an ad hoc basis.

3.3.5 Post-Training Support

3.3.5.1 Placement

Overall, the training institutions connect with employers to provide job placement, matching, and job search for graduates directly or through career centers/partners. The connection is, however, uneven and varied from one institution to another. After the placement of graduates at the enterprises/employers, the common channels to follow up the graduates include direct and occasional phone call/contact with employers. Telegram/Facebook are the most cited channels for communication ecosystem and information sharing regarding employment opportunities, opening and updates. There is sometime the arrangement of regular meetings between training institutions and the employers as well. In conclusion, the placement mechanisms at training institutions depend heavily on relationship-based coordination and routine follow-ups with firms rather than systematic setup.

3.3.5.2 Support Services

Training institutions prepare and support learners before and during transition to work such as pre-internship/job orientation, CV preparation, and interview coaching. JPO reported graduates need financial/transport/ accommodation assistance, additional equipment/ materials to ensure that they can perform as per the job description. In addition, they claimed that employers demand student motivation/discipline and persistence where training institutions need to identify the appropriate supportive measures.

3.3.5.3 Feedback Gathering

Employer feedback is gathered mainly via internship/employment evaluations, onsite visits/interviews, phone follow-ups, and simple forms. The gathering of feedback tends to lack a systematic arrangement. The overall feedback of employers includes converging practical enablers to boost placement and work-readiness: longer/more structured internships with earlier matching, updated equipment/consumables mirroring enterprise technologies, and stronger coordination routines (regular meetings/MoUs, employer talks, site visits, standardized feedback forms). JPOs also indicates the needs of supporting learners in terms of transport/dormitory stipends for out-of-province placements, soft-skills and English reinforcement, and career services such as CV preparation, interview coaching, a job-placement focal point, alumni/graduate tracking. A minority reports few additional needs, but the most cited gaps are practice intensity, resource adequacy, and structured feedback/placement processes.

3.3.6 The Support of SDP

The most common support of the programme being reported were media/communication skills such as photo/video shooting and editing, followed by digital tools for data work such as Kobo/online analytics platform. There was also the assessment and monitoring support for trainers to assess student competency during and after learning being reported. Lesson planning/pedagogy such as lesson preparation, and classroom management is another aspect. There were also the support of equipment/materials support, technical upskilling for trainers through the organization of workshop and management setup being reported. In addition, labour-market alignment, and expanding practical exercises are part of the support.

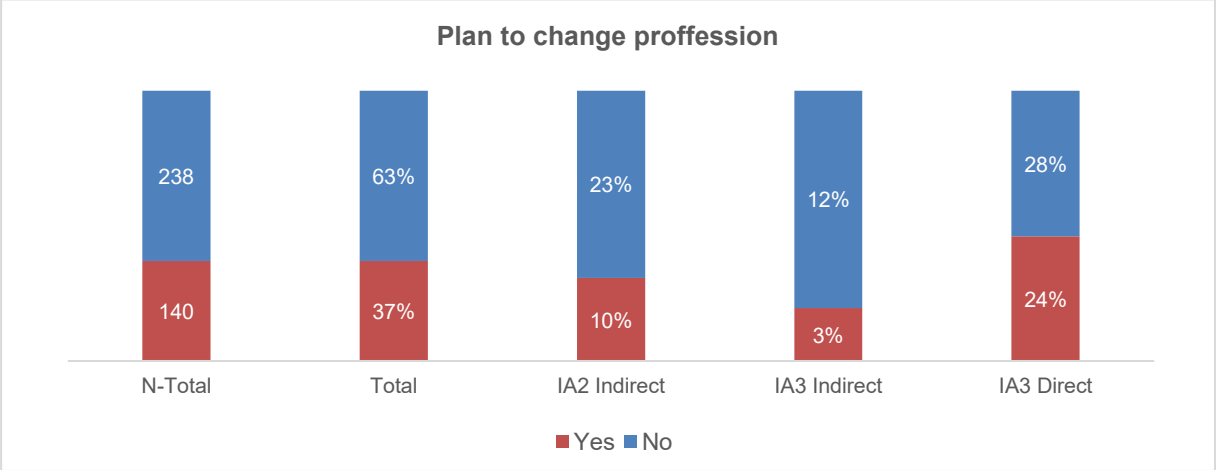
Notably, some of them reported of having experiences of participation or capacity building being obtained from the programme. The usefulness of the support is mainly on better teaching and learner guidance where they can structure lessons and support students more effectively. Specifically, media and communication skill are helpful for them to directly apply in the classroom (teaching photo/video techniques). Moreover, some of them stated their exposure to new equipment/technologies which are practical and useful tools for their teaching.

3.4 Next Steps

3.4.1 Graduates

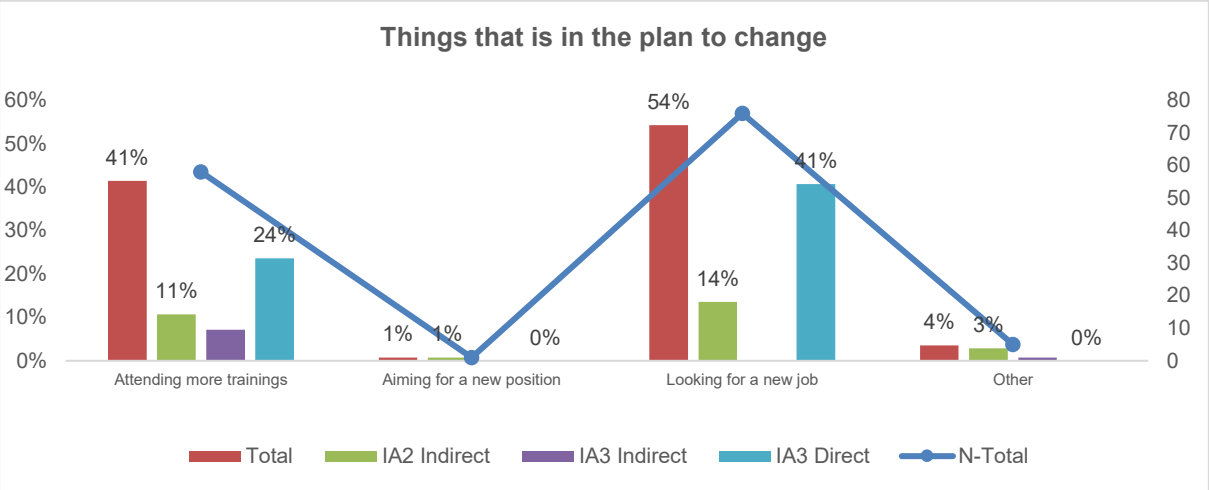
About two in five graduates plan to do something after training (37%), while 63% expect to continue as normal (**Figure 31**). Change intentions are led by IA3 Direct—24% of the total sample—which implies roughly 46% of IA3 Direct graduates plan changes, compared with 29% of IA2 Indirect and 20% of IA3 Indirect. "No-change" responses are distributed across IA3 Direct (28% of total), IA2 Indirect (23%), and IA3 Indirect (12%). This points to stronger readiness to act among IA3 Direct, with indirect groups likely needing more coaching or support to convert training into planning/action.

Figure 34. Plan to change profession



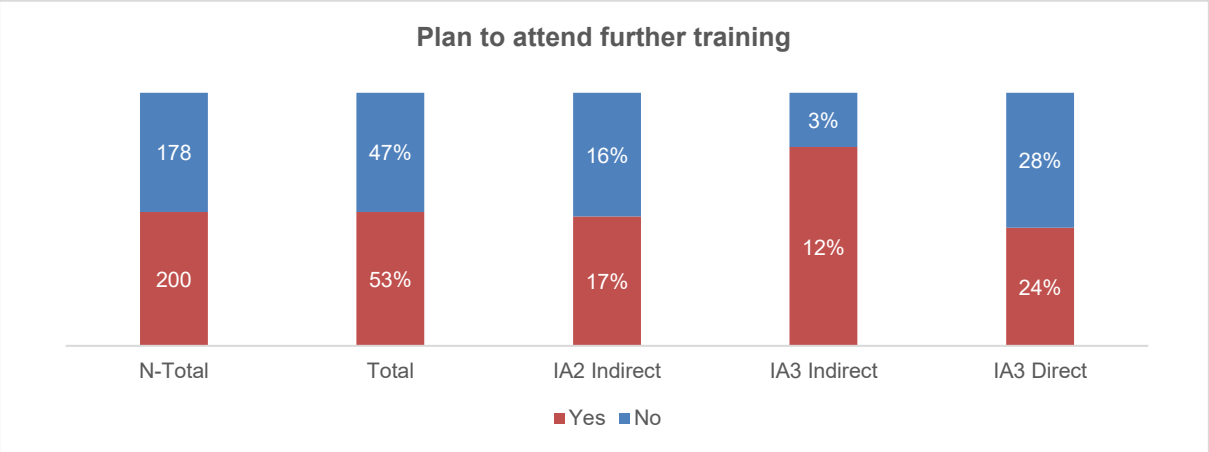
Among the 140 graduates who plan to do something, most intend to look for a new job (54%, n=76) or attend more trainings (41%, n=58); very few aim for a new position (1%) or other actions (4%). IA3 Direct contributes to the intentions (64% of changers), especially job search (41%) and additional training (24%) (**Figure 32**). IA2 Indirect accounts for 28%—split between job search (14%) and training (11%)—while IA3 Indirect is just 8% and leans toward more training (7%) with virtually no job-search plans.

Figure 35. Things that graduate plans to change



Out of the 368 graduates, there are a slightly higher than half of them (53%, n=200) want further training (**Figure 33**). The demand is led by IA3 Direct (24%), followed by IA2 Indirect (17%) and IA3 indirect (12%). The 47% who do not want more training are concentrated in IA3 Direct (28%). This suggests higher appetite for additional or advanced courses among IA3 Indirect (and part of IA2 Indirect), while many IA3 Direct graduates may prefer to continue working without further training.

Figure 36. Graduate plan to attend further training



Qualitative data suggests the motivations to pursue further training as graduates would like to strengthen their employability and capability. They want deeper and clearer knowledge, new or additional skills (including foreign-language and computer skills), higher qualifications (e.g., a bachelor's degree), and opportunities that come with scholarships or stipends. By contrast, those not seeking more training mainly face time constraints busy with farming, small business, full-time work or study, along with personal circumstances (pregnancy/childcare, health, and age). There are also institutional barriers where graduates need to have employer/school permission or rules against repeat enrolment; limited interest; perceptions of already having sufficient skills or not applying past learning; preferring to give new applicants a chance; and financial limitations are also cited.

3.4.2 Employers

The needs that employers want the most are mainly relevant to the professionalism in practice of the staff. They ask for better foundational habits such as punctuality, customer care, teamwork, and responsible conduct which can deliver a consistent quality output and better performance. The strengthening could be implemented through a more internship program as a structured learning process with clear outcomes, simple supervisor guides, and joint reviews into a reliable pipeline. This has come as they observe that the current internship program is too short. A number of demanding skills include customer services, English for work, digital basics, and targeted technical topics that would help graduates to keep pace with day-to-day needs. Moreover, proper arrangement for work such as job descriptions, probation checklists, simple contracts and a channel for course alerts and employer feedback would be improved through a school–enterprise relationship that is practical, predictable, and easy to maintain.

3.4.3 Trainers and Job Placement Officers

Trainers and Job Placement Officers point at modernizing practical training by equipping and maintaining up-to-date, trade-specific equipment and putting basic lab governance in place as the most important consideration to boost learners' technical capacity. In addition, institutionalize trainer upskilling through regular refreshers and short industry attachments, with soft-skills and English integrated into delivery will be another ingredient that needs for students. The third aspect is to continue refreshing curricula into concise, competency-based modules explicitly aligned with employer needs and assessed through structured, longer internships is always important. The fourth is to formalize employer partnerships obtaining advisory input, guest sessions, site visits, tool donations, internship evaluations and scale targeted student support to reduce access barriers (transport/meal/dorm stipends) alongside budgeted outreach and recruitment. Finally, monitoring and support to track equipment utilization, trainer refresher completion, internship quality, and employer feedback will be useful for improving the curricula, labs, and teaching plans of the training institutions.

4. CONCLUSION AND RECOMMENDATIONS

4.1 CONCLUSION

Across the three categories, IA2 Indirect, IA3 Indirect and IA3 Direct, the tracer study reports consistent evidence of improved capacity among the graduates. Self-assessments show 83% report better ability to perform their jobs, and employers report the betterment in several aspects such as customer communication (+15%), teamwork (12%), work conduct/ commitment (+10%), confidence (+5%), and the uptake of basic green practices (energy/water saving +6%, recycling/reuse +8%). Where direct comparisons were possible, graduates are rated on par or better than other staff across technical skills (38% better, 46% same), communication (23% better, 73% same), self-confidence (31% better, 54% same), commitment (35% better), and green skills (27% better, 62% same). These competency gains translate into expanded responsibilities (55% of graduates), very high satisfaction with post-

training support (95% among recipients), and improvements in job quality indicators were also observed.

This tracer study shows the impacts of SDP in translating the training into tangible employability and enterprise benefits, while also surfacing practical levers to strengthen outcomes at scale. Overall employment among graduates is high (87%) increasing from 71% prior to the training with wage employment the largest share (47%), followed by work in family/friend businesses (33%) and a small notable share of self-employment (17%). In addition, the job quality indicators have shown significant improvement on multiple parameters. More graduates (84 or 25% out of 329 employed graduates increasing from only 63 or 24% out of 267 employed graduates) now hold written contracts and have access to annual leave, employer health insurance, and bonuses/incentives. Non-wage support (e.g., food, accommodation, transport) are common (95 people increasing from 72), and perceived working conditions are largely positive (86% satisfied and highly satisfied). More graduates report stable employment (80%), safe workplaces (89%), and equal treatment from supervisors (97%). Satisfaction with post-training support is very high (95% among recipients), indicating that the mix of placement, counselling, and problem-solving services is functioning.

The finding on income is mixed but directionally encouraging. The wage-employed graduates cluster in the USD 0–250 and USD 251–500 bands, with an average of USD 299 increasing from USD 287 and little more number increased to the higher categories. Self-employment has higher income variation. Although their perception is decline in income, the actual figures suggest a reduced share of the lower income group, a stronger middle (251–500), and a stable proportion of high earners, with the average nudging up to USD 686 increasing from USD 665. Taken together, training appears to help more graduates enter or remain in work and to modestly improve earnings, though many still generate income in a lower-to-mid wage category.

Employer perspectives confirm the graduate data. Among respondents who can report change, a majority (34% vs. 26%) report improved business performance after employing graduates thanks to their clearer roles/responsibilities, better customer service, stronger teamwork, smoother operations, and higher customer satisfaction. Where direct comparisons were possible, graduates perform on par or better than other staff across all domains.

4.2 RECOMMENDATIONS

As per the findings of the graduates, employers and trainers and job placement officers, recommendations can be provided as below:

1. Soft-skill enhancement has been in strong need where employers reported being the most challenging area of advancement due to lack of personal and professional capability. The program should consider formulating a more comprehensive and concrete curriculum to boost the skills for youth to be ready prior to releasing from the training program.
2. SDP should consider the formulation of feedback mechanisms to support the training institutions rolling out their after-training support so that the monitoring mechanism can be more systematic and regular in enhancing knowledge application and capacity

refreshment at all courses of working. A number of key indicators for monitoring graduate performance and outcomes should be considered.

3. Inclusive support and programme such as financial incentives and motivational program to retain graduates at the job entry point is crucial to ensure career changing and adoption of graduates since their involvement in skill sector has been challenging in the first start due to other attractive wage of the labour-intensive employment.
4. Supporting for a lengthening the internship to a longer and more comprehensive duration as they are crucial for employers to provide adequate on-the-job training to graduates as well as technical and social capacity observation for employers through supporting for some selected vulnerable individuals.
5. Consider the support for the formalisation of employer partnership with industries through the sector/provincial advisory groups such as scheduling quarterly employer talks/site visits, using micro-MoUs for co-teaching, curriculum input, and internship evaluation and pilot dual/alternating models where feasible.

SKILLS DEVELOPMENT PROGRAMME

Supporting an inclusive revelant skills system