SKILLS DEVELOPMENT PROGRAMME

CAMBODIA

3RD ROUND

TRACER STUDY REPORT

JUNE 2024

6, 12 MONTHS AND 2 YEARS AFTER TRAINING COMPLETION

A project of:

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Confédération suisse
Confederazione Svizzera
Confederaziun svizra

Swiss Agency for Development and Cooperation SDC

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ABBREVIATIONS

5S	Sort, Set in Order, Shine, Standardize, Sustain
AC	Air Conditioner
BMC	Banteay Meanchey
BTB	Battambang
C (level)	Certificate level (e.g., C1= Certificate level 1)
CJFTEC	Cambodia-Japan Friendship Technical Education Center
CV	Curriculum Vitae
HoKa	Hospitality Kampuchea, intervention area 4 of SDP
IA	Intervention Area
ICT	Information and Communications Technology

IT	Information Technology
KPI	Key Performance Indicator
KRT	Kratie
Log Frame	Logical Framework
MDK	Mondulkiri
MRM	Monitoring and Results Measurement
NEA	National Employment Agency
NGO	Non-Governmental Organization
NIEI	National Institute of Entrepreneurship and Innovation
NPIA	National Polytechnic Institute of Angkor
NSSF	National Social Security Fund
OMC	Oddar Meanchey

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I. EXECUTIVE SUMMARY

The tracer study was conducted to follow up and assess the employability status and impacts on graduates who completed the trainings. This report marked as the third round of tracer study under SDP phase 2. In addition to the previous two rounds, this included 6 and 12 months, first round of study (completed the training around 2 years ago).

The study utilized quantitative method and employed a stratified random sampling of 729 graduates and 22 employers from 22 enterprises. This third round also expend its respondent to include a total of 74 employers/representatives from HoKa and 164 trainers, and management staff from PTCs, TTIs, and PDoTs. The survey was conducted on the phone using the digital questionnaires on Kobo Toolbox and collected by external enumerators. Raw data eventually downloaded and transferred into Excel and subsequently pulled to Microsoft Power BI for visualization and analysis. It is encouraged that the team and stakeholders also review the report on Power BI dashboard as it is interactive and dynamic. The study scoped out the following areas:

- Graduates' employment status at 6- and 12-months following training completion
- Incomes and income changes
- Relevance of the training to the workplace
- Working conditions (in case of wage employment)
- Training impacts
- Graduates' satisfaction with their skills and competencies for the workplace
- Benefit from NEA for pre-employment counselling (IA2)
- Employers' satisfaction with graduates' skills and competencies

The followings points highlight key findings of the study:

Proportion of Graduates:	
❖ received post-training supports	• **37%** or 135 (73 women) direct graduates surveyed received post-training supports from their respective training providers at 6 months after training. • 47% of IA1 graduates, 69% of IA3 graduates, and 19% of IA4 graduates received post-training support
❖ satisfied with post-training support received	• **87%** of graduates who received post-training supports were very satisfied and satisfied. • 82% satisfactory rate for IA1, 92% for IA3 graduates, and 90% for IA4 graduates.
❖ gained access to employment	**6 months after training:** • **38%** of the IA1 and IA3 graduates gained access to employment (self and wage employed). The employment rate for IA1 graduates was 26% and 54% for IA3 graduates. Among IA1 and IA3, 80% of the employed graduates had wage employment, 16% were self-employed, and 4% belonged to family/friend businesses (without regular income). **12 months after training**: • **63%** of graduates (IA1 and IA3) were verified as employed (self and wage). 56% employment rate for IA1, and 75% for IA3 graduates. Up to 72% of IA1 and IA3 graduates were wage employed, 23% were verified as self-employed and 5% were in family/friend business. **First Round Graduates:** • **61%** of graduates (IA1 and IA3) were employed (self and wage). 52% was for IA1 graduates, while 75% was for IA3 graduates. Among IA1 and IA3

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		graduates, 66% certified as wage employed, 27% were self-employed, and 7% marked as family/friend business.
❖	continued study	• **70%** or 237 (139 women) graduates out of the 339 unemployed graduates continued their studies, out of them 30% (72 graduates) continued general education, 27% (63 graduates) continued higher education, 41% (97 graduates) continued TVET training, and 2% (5 graduates) enrolled in language classes. • **83%** of unemployed graduates under IA1, 93% under IA2[1], **51%** under IA3, and **40%** under IA4 continued study.
❖	increased income compared to income before training	• On average graduates earned **USD197** per month before training, 6 months after training they made on average up to **USD300**, representing **52%** or USD103 increment compared to income before training. At 12 months after training, graduates earned an average monthly income of **USD257**, demonstrating a **81%** increasement rate compared to income prior to training. First round graduates who completed 2 years ago earned on average up to **USD379**, with an increment rate of **93%**. • In general, **59%** of graduates earned higher incomes now than before training, while 36% made the same incomes, and another 5% earned lower. Graduates made higher income gained up to USD413 on average compared to USD222 prior to training, corresponding to an increase of 86% or USD191.
❖	satisfied with the working conditions	• **89%** of the wage-employed graduates were pleased with their current working conditions (68% were satisfied, and 21% were very satisfied). Out of the remaining, 10% reported neutral (neither satisfied nor dissatisfied), and 1% were dissatisfied. The satisfaction rate varied by cohort, 91% for 6 months cohort, 85% for 12-month graduates, and 90% for the first-round.
❖	improved their working conditions	• In general, **9%** of wage employed graduates had improved working conditions compared to their working conditions before training, while 88% maintained the same working conditions. 1% exacerbated working conditions. • **18%** of hospitality graduates (IA4) reported improved working conditions including work hours, employment contract, annual leave, work insurance, incentives, and enterprise supports.
❖	reported receiving pre-employment counselling from NEA	• Among total respondents, **45 (23 women)** graduates received pre-employment training and counselling service from NEA. 63% of respondents improved on finding recruitment networks. 22% improved on tactic for interview preparation. 15% improved on writing their CV/Cover letter.
❖	reported having employment contract	• **49%** of the wage-employed graduates stated that they had (written) employment contracts with their employers/enterprises. However, the rates varied between 6-month and 12-month cohorts. Among graduates who completed training 6 months, the employment contract rate was 43% while the rate among 12-months graduates was 48% and first round was 68%. • The proportion of wage-employed graduates who had an employment contract varied by IA: 49% of IA1, 55% of IA3, and 43% of IA4 graduates.

[1] IA2 beneficiaries who benefit from the pre-employment training of NEA were mostly under training at the TVET schools.

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❖ reported relevance of training received for job	• **64%** of employed graduates (self and wage-employed) were working in positions related to the training received. On average, they rated 8 out of 10 for the relevance of skills and competencies for the workplace. • **85%** of graduates from both types (related and unrelated positions to training) felt that the soft skills they learned were important for their current job. • **96%** of hospitality graduates who were working related to training received positive feedback from their employers/enterprises after they attended training.
❖ Report impact of training on current job	• **86%** of all (372) employed graduates perceived that the training had positive impact on their current job including able to expand their area of responsibilities at work, improved skills to performance the job better, improved customer communication, able to offer better services, self-awareness of what to do at work, improved communication with co-workers, and increase their income.
Proportion of Employers	
♦ reported relevance of skills and competencies of graduates at workplace	• On average, employers rated **8.7** out of 10 on the relevance of skills for the work performance of graduates at the workplace (median=9, minimum=6, maximum= 10). In general, employers rated soft skills on average from 8.5-9 which was higher than technical skills (8.4).
♦ Reported satisfaction with graduates' skills and competencies	• Overall, **100%** (22 employers) of the surveyed **employers** reported their satisfaction with graduates' skills and competencies for the job, 20% were very satisfied and 80% were satisfied. • **77%** or 17 employers among 22 surveyed employers likely recruit graduates from TVET schools/ PDoTs again in case they need staff.
Proportion of HoKa Employers	
♦ reported of satisfaction of HoKa employers from training	• 99% or 73 of HoKa employers generally satisfied with training. They perceived that the training improved their skills, improved staff's performance and business operation.
♦ reported on future commitment from HoKa employers	• 99% or 73 of HoKa enterprises/employers showed willingness to join and/or send their staff to attend the future training. • 93% or 68 employers (of the 73 employers) were willing to contribute to the future HoKa training.
Proportion of Partners (Trainer and Management Staff)	
♦ reported on the improvement of trainers and management	• 93% (130 out of total 140) trainers confirmed the positive improvement on their course instruction and personal growth. • 98% (57 out of total 58) management staff acknowledged on positive impact on their institutions/ schools' management as a result of collaboration with SDP.

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II. BACKGROUND OF THE STUDY

The SDP aims at enabling more women and men, from disadvantaged groups, to have increased access to skills development and to find employment, and private and public training providers to offer relevant and quality training. To verify the employment outcomes and the relevance of SDP supported training for the workplace, the programme conducts study with graduates at least 6 and 12 months after completing the courses. These surveys are called tracer studies.

This is the final tracer study for SDP phase 2 which scoped different graduates' cohorts including the **6-month**, **12-month**, and **first batch graduates** (who completed the training 2 years ago). The employers who hire graduate were snowballed from the wage employed graduates. Additionally, enterprises/employers who benefit from HoKa training and trainers as well as management staff of the training provider partner (PTC, TTI, and PDoT) were also included to assess the benefits and impact of the intervention implementation. This final tracer study was conducted utilizing the internal resources of the MRM team and outsourced of the enumerators for data collection. Partners and provincial team supported the data collection process both face to face and phone call survey (facilitating with partners and updating graduates' contact information)

SDP has conducted three rounds of tracer study. The first round was conducted in May 2022 with the graduate who completed training by the end of 2021, the second round was between March to upon the completion of the report in June 2023. This report primarily covers the findings of the third-round tracer study which was conducted from February to May 2024.

2.1. STUDY OBJECTIVES

SDP conducts the tracer studies to analyse and understand:

- the quality and relevance of the post-training support provided to graduates,
- graduates' employment status and income,
- employment progress from 6 months to 12 months after graduation
- relevance of the skills training provided for the workplace,
- working condition improvement
- other perceived benefits as a result of the skills training

2.2. STUDY FRAMEWORK FOR THE TRACER STUDY

The study questionnaires will be developed based on the objectives described in the "Study Objectives" section as well as the indicators outlined below.

Indicators for graduates:

- Proportion of graduates satisfied with post-training support received (follow up only for direct trainees)
- Proportion of graduates with improved employment status: (self or waged) employment/ promotion.
- Proportion of graduates reporting that training improved their skills
- Proportion of graduates with increased income compared to income before training
- Proportion of graduate that improved their working condition
- Proportion of graduates that continued studying
- Proportion of graduates reporting relevance of training received for workplace
- Proportion of graduates satisfied with working conditions
- Proportion of graduates reporting having written working contract
- Proportion of graduates reporting on perceive other benefits of training

Indicators for employers:

- Proportion of employers reporting relevance of skills and competencies of SDP trainees at workplace.
- Proportion of employers who are satisfied with the SDP trainee's skills and competencies.
- Proportion of employers that will recommend SDP trainees to other enterprises

Indicators for HoKa employers:

- The perceived benefits as a result of HoKa training on the staff's skills improvement and contributions to the betterment of business performance
- Willingness of employer/enterprise to participate in the future training and their contribution.

Indicators for trainers and management staff:

- Staff (trainers and management) benefits from the training and capacity building provide and/or facilitated by SDP and the application to their work.
- Understanding the mechanisms and strategies/key activities of SDP that are beneficial to the institutional development of the partners and their willingness to continues those even after SDP.

III. SCOPE AND METHODOLOGY

The following subsections go into further detail about the study's methodology, including sampling strategy, instrument development, enumerator training, data collection techniques, report and analysis tools, and study limitations.

3.1. SAMPLING TECHNIQUE AND SAMPLE SIZE

SDP MRM team conducted the tracer study among graduates employing a **random stratified sample** (95% confidence level, 5% margin of error and 50% response distribution). Here is the link for sample size calculation based on the population size, confidence level, and margin of error. The strata for the sample are training institution (intervention), training occupation and sex. The sample size of employers surveyed largely depended on graduate surveyed and the data collected in the process. When the data on employer surveyed was observed to be saturated (data begins to reveal repetition and redundancy), the team ended the data collection.

The different sample size between direct and indirect trainees was considered as it was more difficult to track indirect trainees. The team considered reaching more direct trainees than indirect ones.
The population size for the third round of tracer study compiled of different cohorts as following:

a. **6-month cohort:** graduate who completed the training in 2023 including a total of 3,519 graduates from across 4 Intervention Areas out of which 2,727 (1,332) direct learners and 792 (482) indirect learners.
b. **12-month cohort**: graduates who completed training in 2022 (considering the time of survey 12 months after completion). The population for this cohort was 3,700 (1,496 women), 1894 (745 women) direct graduates and 1,806 (751 women) indirect.
c. **First-batch cohort**: graduates who completed the training in 2021 (by December) both direct and indirect trainees which were surveyed in the first round. A total of 370 graduates were survey, however, based on the sampling technique, 189 of them were targeted.
d. **Employers**: employers who hired graduates (at the time of the study), the study aimed to assess the satisfaction on the graduates' performance at work. The sample of this cohort were collected from the surveyed graduates (wage-employment) thus the size was dependent on the contact number snowballing from the graduates.
e. **HoKa employers**: this was the new cohort for this round. The participating hospitality businesses were interviewed to assess their perceived benefits and business improvement as the results of HoKa training.: **74 enterprises** from all 10 provinces were interviewed.

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f. **Trainer and management staff:** the aim was to study the outcomes as a result of trainer & management capacity development, institutional/organizational development as the contribution of SDP intervention activities, as well as the recommendations from partners for the future implementation of SDP.

Table 1 Population, Target Sample, and Completed Interview

Strata	Population		Target sample		Completed interviews		Total difference	Sample completion rate
Graduates	**Total**	Women	**Total**	Women	**Total**	Women	(-/+)	%
6-month cohort								
IA1 Direct	1,320	548	90	45	140	72	50	150%
IA1 Indirect	0	0	0	0	0	0	0	-
IA2 Direct	557	323	50	25	45	23	-5	95%
IA2 Indirect	0	0	0	0	0	0	0	-
IA3 Direct	285	111	90	45	71	39	-19	81%
IA3 Indirect	23	6	10	5	29	24	19	119%
IA4 Direct	565	350	100	50	108	69	8	108%
IA4 Indirect	725	463	10	5	14	4	4	104%
Total 6 month	3,475	1,801	350	175	407	231	57	157%
12-month cohort								
IA1 Direct	1,350	432	50	25	97	48	47	147%
IA1 Indirect	260	133	0	0	0	0	0	-
IA2 Direct	0	0	0	0	0	0	0	-
IA2 Indirect	291	164	0	0	0	0	0	-
IA3 Direct	250	114	70	35	58	26	-12	88%
IA3 Indirect	808	160	0	0	1	1	1	101%
IA4 Direct	294	199	60	30	39	25	-21	79%
IA4 Indirect	447	294	20	10	20	15	0	-
Total 12 month	3,700	1,801	200	100	215	115	15	115%
First-batch cohort								
IA1 Direct	530	270	50	25	42	23	-8	92%
IA1 Indirect	1,331	531	0	0	1	1	1	101%
IA2 Direct	0	0	0	0	0	0	0	-
IA2 Indirect	0	0	0	0	0	0	0	-
IA3 Direct	88	41	50	25	13	5	-37	63%
IA3 Indirect	64	32	0	0	11	4	11	111%
IA4 Direct	169	114	50	25	32	19	-18	82%
IA4 Indirect	404	234	10	5	8	7	-2	98%
Total First Batch	2,386	1,222	160	80	107	59	-53	47%
Total graduates	9,561	4,519	710	355	729	405	19	119%
Employers	-	-	30	-	22	-	-8	92%
Secondary group								
HoKa Employers	-	-	70	-	74	-	4	106%
Trainers and Management staff	-	-	100	40	164	54	64	164%
Total secondary	-	-	**200**	**40**	238	54	38	119%
GRAND TOTAL	**9,561**	**4,519**	**910**	**395**	**989**	**459**	**57**	**108%**

3.2. SURVEY QUESTIONNAIRE DEVELOPMENT

Four categories of questionnaires were developed and updated for this study round. The first and second ones were for graduate and employer surveys across all IAs which was adapted from the 2nd round, while the third one

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addressed the new cohort of employers/businesses that participated in HoKa training and the fourth one focus on training provider partner, namely trainer and management staff.

The instrument underwent this process of translating and testing to assure that each item was:

a) easily understood by all respondents.
b) non-offensive and non-threatening.
c) simple for interviewers to record. The translated instruments were transformed into digital forms utilizing Kobo Toolbox.

The questionnaires were digitalized and tested (role play) in a few rounds by MRM team and the enumerators to ensure the coherence of the questions and valid data collection. It also ensures the correctness of skip logic.

3.3. ENUMERATORS RECRUITMENT, TRAINING, AND DATA COLLECTION

The previous enumerators in the first and second rounds were rehired at the early February 2024. The MRM team conducted one day orientation on 12 February 2024 to reintroduce the SDP general overview. The digital questionnaires were also reoriented. The data collection started on 20 February and concluded on 31 May 2024. Not being different from the previous rounds, the data collection also encountered some challenges including unreachable and wrong contact numbers. To reach more graduates as planned, the SDP team and training providers supported updating the graduates contacts.

3.4. DATA VALIDATION, CLEANING, AND ANALYSIS

Kobo Toolbox was used as a data gathering instrument. The MRM team approved the validation of the data after verifying that each question was answered. This guaranteed the data's logic, consistency, and correctness. Verification was necessary if the data did not properly answer the question. The MRM team had to verify before approving the enumerators. This procedure guaranteed the accuracy and calibre of the data analysis procedure.

After the data collection and validation process was finished, the MRM team exported an excel file from Kobo Toolbox to be cleaned. The Excel file containing the first and second rounds' data was copied and pasted into the SharePoint folder containing the third round's data. This was done to bring the data from one data source into alignment with the **Microsoft Power BI** dashboard that was already in place.

3.5. LIMITATIONS

Since the surveys were conducted exclusively by phone with graduates, respondents might feel unsure and reluctant to respond to certain questions, particularly those about their salaries. Some graduates chose not to reveal their actual earnings, leading to a lack of income disclosure. Conversely, some misreported their incomes. Graduates who were employed provided their employers' contact information, but some refused to do so despite purpose explanation from data collectors. Consequently, the number of employers interviewed was lower than the target sample.

This 3rd round of tracer study, data collectors were assigned to have a field travel to HoKa 10 target provinces. During the reflection meeting, data collectors put the emphasis on the diverse participants. Five enterprises sent their staff to participate in the interview although it was informed that owner or manager should attend. Here, the challenge was the limit information due to the availability of the respondents in questionnaire, some questions concentrated on the enterprise operation. This point supposed to ask management level. However, data collectors asked this to staff due to the invitation on behalf of management. Hence, this might lead to missing and limited information.

IV. SURVEY FINDINGS

4.1. RESPONSE DISTRIBUTION

4.1.1 Graduates

This third round of study traced a total of 729 (405 women) graduates comprising of 280 (144 women) from IA1, 45 (23 women) from IA2, 183 (99 women) from IA3, and 221 (139 women) from IA4. Under each category, the number included both direct and indirect trainees. Figure 1 detailed the surveyed graduates by cohorts. The result was dominated by 6 months cohort, followed by 12 months. This round included 107 graduates or 15% of total respondents from the first batch.

Figure 1: Graduates Surveyed by Cohorts

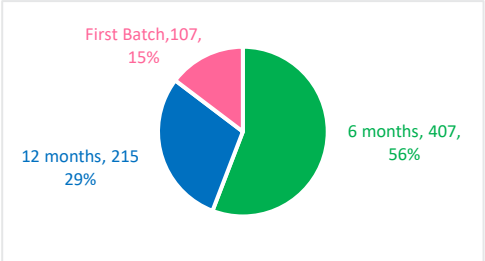
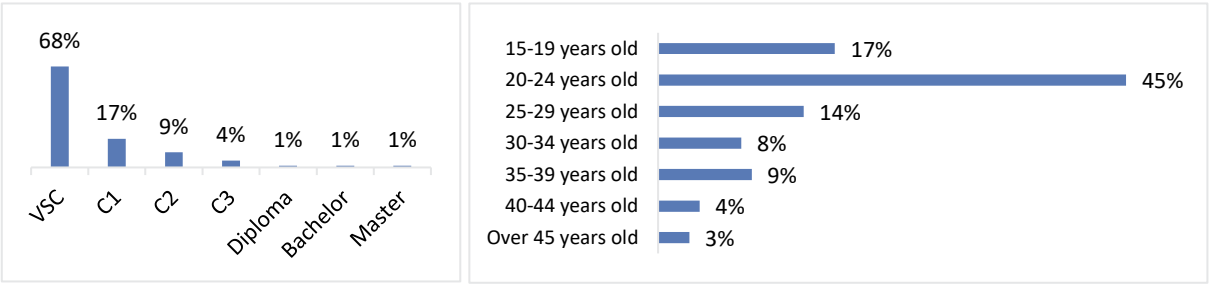


Figure 2 included two graphs. The first graph visualized the course level. Most graduates completed training in VSC level (68%) and subsequently followed by C1 (17%), C2 (9%) and C3 (4%). Furthermore, 1% each from

Figure 2: Graduates by Course Levels and Age Ranges

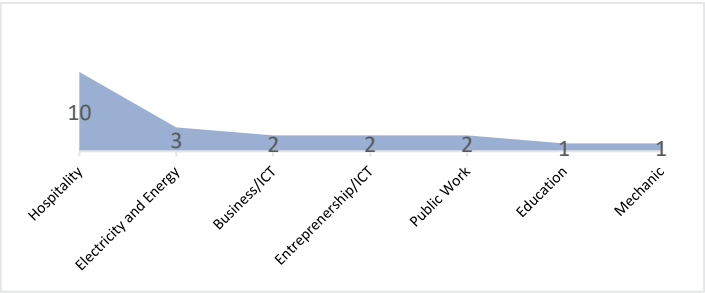


Diploma, Bachelor and Master. The second graph reports the graduate's age. The graduate demography was significantly covered 20-24 years old (45%) and comparatively to others age range. Other proportions can be seen in the second graphical illustration. For the details of graduates surveyed by training providers and courses, please refer to ANNEX 1: DETAILS ON THE SURVEY RESULTS *Table 6*: Graduates Surveyed by Training Providers and Courses, Disaggregated by Sex.

4.1.2 Employers

A total of 22 employers from 22 businesses partook the survey. At the first glance, figure 3, hospitality sector represents significant numbers (45% or 10 out of 22) of respondents comparatively to other sectors. The remaining sectors orderly are Electricity and Energy (3), Business/ICT (2), Entrepreneurship/ICT (2), Public work (2), Education (1), and lastly Mechanic (1).

Figure 3: Employers Surveyed by Business Sectors



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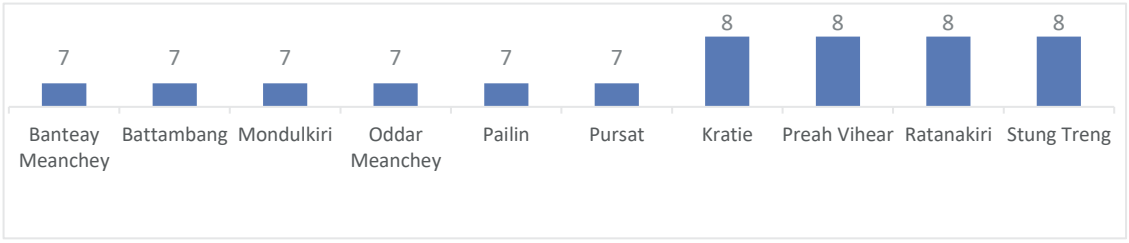
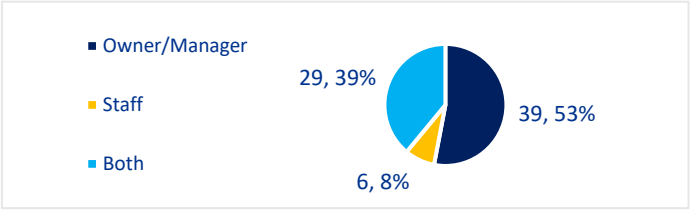
4.1.3 HoKa Employers

Figure 4: HoKa Employers Interviewed by Provinces



Across 10 target provinces of SDP, 74 hospitality businesses representative were selected to participate in tracer study. The number of enterprises/employers interviewed is illustrated in figure 4 below. According to the respondents, 283 staff from the surveyed enterprises attended the HoKa training. Figure 5 suggests the position attended the training. Owners/managers dominantly participated in the training[2] accounted for 53% (n=39), while 39% (29 respondents) were both owners/managers and staff, followed by staff participated (8% or 6 respondents). The chart has expounded on the priority of participant. Among the interviewed establishment, the owners/managers were dominantly granted the chance to join training rather than staff. This is supported by the size of the participating enterprises as 70% or 52 businesses were micro enterprises and 28% or 21 businesses were small, indicating that the chances of owners and/or managers attending the training were high. This also reveals that the hospitality sector in the SDP target provinces is massively driven by micro-enterprises. Moreover, the role of micro and small enterprise contributes subsequently. The results demonstrate the diverse categories of enterprises, including guesthouses, restaurants, homestays, hotels, resorts, and coffeeshops.

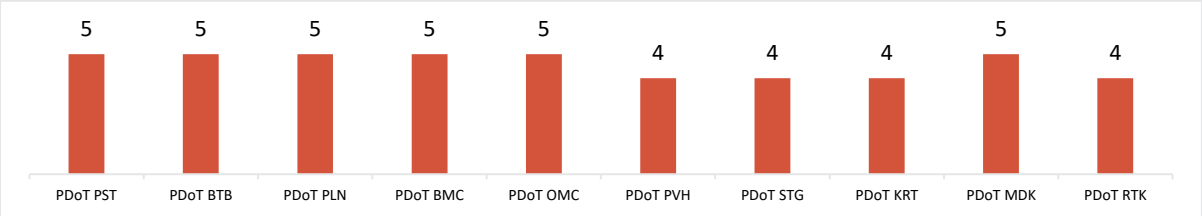
Figure 5: Type of Staff Joined HoKa Training



4.1.4 Trainer and Management Staff (Public Partners)

A total of 164 (54 women) trainers and management staff (PTCs/TTIs and PDoTs) filled the survey. Out of them, 106 respondents were trainers, 24 were management staffs and 34 respondents were in both positions. Breaking down into IA partners, there were 42 respondents each from RPITSSR and NPIA, followed by 4 from CJFTEC and 3 from NIEI, while IA1 partners filled out a similar range from 4-6 from each institution. The higher responses of two partners from IA3 were because the survey link was sent to each partner and relevant trainers and staff were open to fill in. Figure 7 presents the response distribution from IA1 and IA3 partners. In IA4 partners, each PDoT partner was interviewed 4-5 respondents as presented in Figure 6.

Figure 6: PDoT Directors/Trainers of IA4 Partners



[2] This figure does not present the overall picture of HoKa training that employer/manager participant was dominant the proportion of staff participation. It only suggests the finding from the 74 surveyed enterprises.

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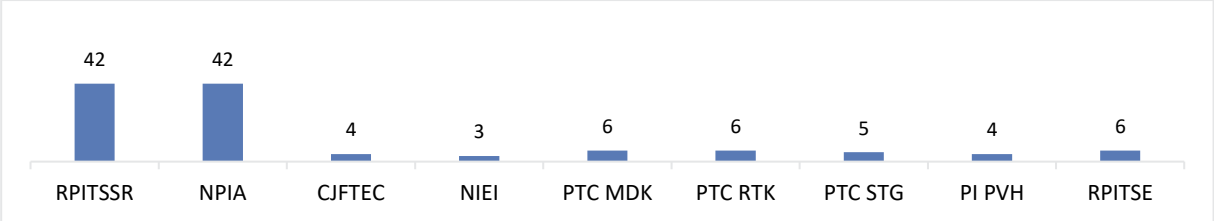
Figure 7: Trainer/Management IA1 and IA3 partners



4.2. GRADUATES

4.2.1 Post Training Support

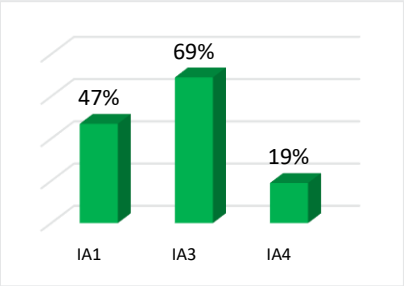
Post training support is supposed to be offered to graduates at least 6 months after the training completion. The study followed up with the 6 months cohort and found out that:

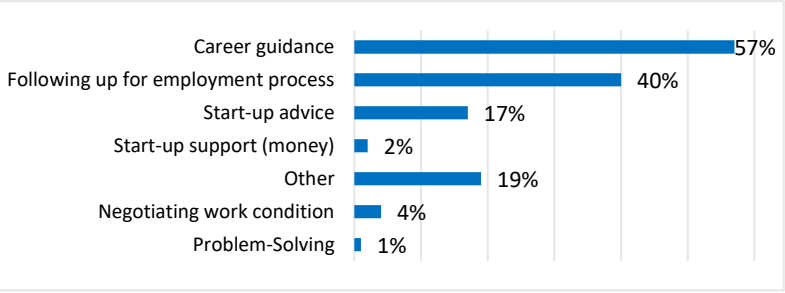
- **37% (**135 graduates out of 364) of the direct graduates particularly received the post training supports. In the proportion, 54% (73 graduates) were women. Out of which:
  - 69% of IA3 graduates
  - 47% of IA1
  - 19% of IA4.

The post-training mentioned by graduates received included providing career guidance and counselling (57%), following up for employment process (40%), start-up advise (17%), negotiate work condition for graduates (4%), start-up support or budget contribution (2%). More detail is visualized in figure 8.

The study assessed the overall graduates' satisfaction of post training support received. Among all (135 graduates), 87% were satisfied, 7% were extremely satisfied, 5% were neutralized their stance. In contrast, 1% minorly indicated their unsatisfactory stance. In addition to the above result, graduates offered their feedback. They put emphasis that the training providers should conduct more regular follow-up interval time frame, use polite words with graduates, and follow up on work condition of graduates. Be noted that, each graduate was allowed to choose multiple types of supporting.

Figure 8: Percentage and Types of Graduates (IAs) Received Post-Training Supports from Training Providers





4.2.2 Employment Status and Type of Employment

This study encompassed three graduate cohorts: 6 month[3], 12 month[4] and first batch cohort[5]. The graduate's employment status was divided into 3 interval stages including employment status before training, 6 months, and 12 months after training. As previously mentioned, first batch cohort was taken into assessment along with. The result suggested in below.

[3] 6 months after training: the study conducted with 407 (231 women) graduates.
[4] 12 months after training: conducted with 215 (115 women) graduates. This was the 6 months after training cohort that were interviewed in 2nd round of study.
[5] First batch cohort: 105 (59 women) graduates was the 12 months after completion cohort that were interviewed in 2nd round of study.

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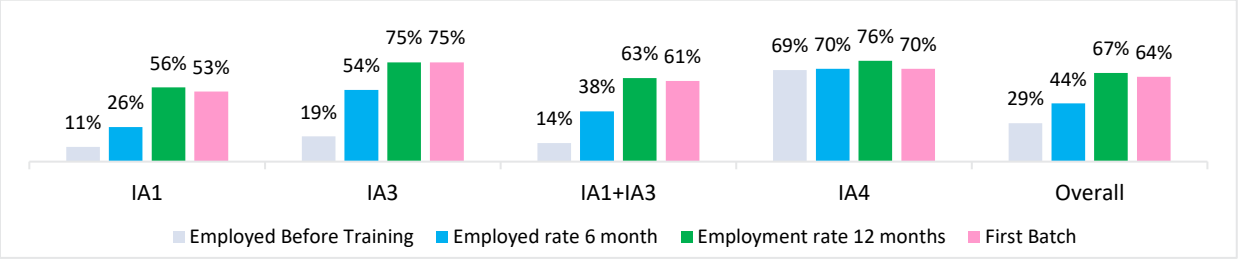
Figure 9: Graduates' Employment Rate before Training, 6 Months, 12 Months after Training and First Batch

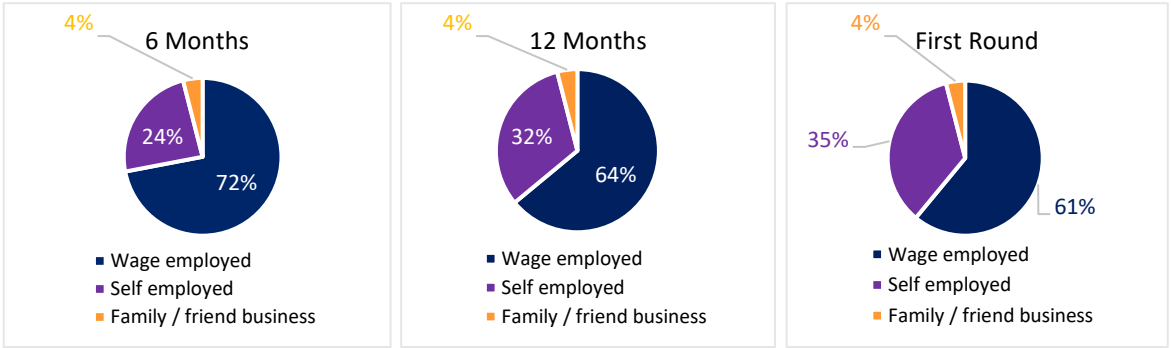


Overall, before training, solely 29% (119 graduates, 73 women) of graduates accessed to employment while 71% (288 graduates, 158 women) were unemployed. Six months after training, 44% (178 graduates, 103 women) obtained employability. For 12 months, 67% (143 graduates[6], 69 women) were employed. The first batch cohort, the employability rate maintained to 64% (69 graduates, 36 women).

In the SDP Log Frame, the employment rate captures only graduates as disadvantaged youth under IA1, IA2 and IA3 since graduates from IA4 are low-skilled workers who already had employment at the time of training. Hence, in figure 9, IA4 chart illustrated slightly different employment rate before and after training. Furthermore, IA1 and IA3 were jointly visualized by column chart in figure 9. It suggested that 12 months after training, graduates mostly and comparatively gained employment to others. Despite adding IA2 graduates into this round, it reported that all IA2 graduates are currently students at TTIs. Hence, be noted, these types of graduates were not counted in employment.

The study further explored the type of employment in each cohort. In figure 10, the result found that after 6 months after completion, 72% were wage-employed, 24% were self-employed, and 5% belonged into family/friend businesses. One year after training, 64% belonged to wage-employed, 32% corresponded to self-employed, and 4% assisted family/friend business. For first batch cohort, 61% were wage-employed, 35% obtained self-employed, and 4% belonged to family/friend business. The trend showed bigger proportion of graduates tend to be self-employed the longer time after they graduates. The reason could be that they need to work and save first prior to running their own businesses. Figure 8 suggested the graphs corresponded to the above narratives.

Figure 10: Employment Type of 6 Months, 12 Months and First Round Cohort



The study further found that 74% (126 graduates, 74 women) of the employed graduates worked in the related fields to the training received, followed by 53% (73 graduates, 36 women) of the 12-month cohort, and 60% (39 graduates, 20 women) of the first-batch cohort.

[6] The sample of graduates included in the study for 12 months was lower than 6-month cohort, therefore the absolute number presented in the employment rate was smaller than 6-month employment rate. This is as well applicable to first batch cohort.

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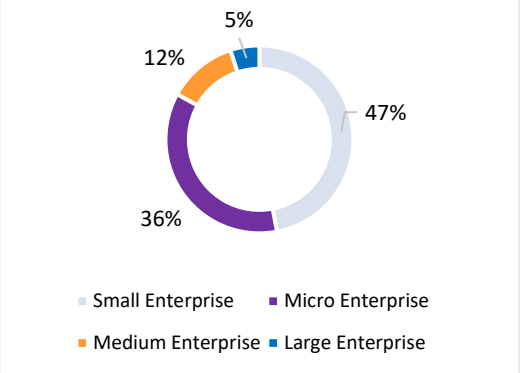
❖ Wage-Employed Graduates

Overall, waged-employed graduates across IA1, 3 and 4 demonstrated 67% of total employed graduates, equivalent to 259 graduates (135 women). Up to 39% of IA1 and IA3 graduates confirmed that they received job at the traineeship enterprises following their traineeship period. Moreover, 72% of IA4 (HoKa) learners concurrently worked at the same enterprises they were working at the time of training. The study found that 4% of wage-employed graduates got a promotion at work, more than half of them were IA3 graduates. A total of 149 (58% of 259 waged-employed graduates) were working related to training that they received. The sizes of enterprises graduates were working for were grouped into 4 categories[7]: micro enterprise (1-9 employees), small enterprise (10-49 employees), medium enterprise (50-249 employees), large enterprise (250+ employees). Figure 11 showed that 47% (123 graduates) of the wage-employed graduates were working in small enterprises, 36% (93 graduates) of them were working in micro enterprises, 12% (30 graduates) in medium enterprises, and 5% (13 graduates) in large enterprises.

Figure 11: Size of Enterprises that Graduates Work for

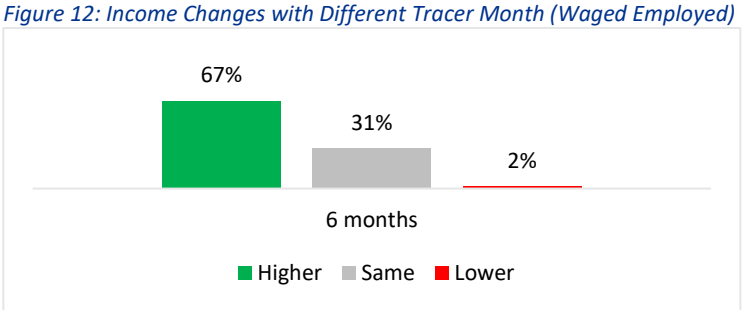


The subsequent section will put emphasis on wage graduates' incomes changes with breaking down by each tracer month.

- Average monthly income before training **USD113**.
- 6 months after training: graduates earned **USD218**[8], with an increment rate of 92% or **USD104** higher compared to income before training.
- 12 months after training, graduates earned on average, **USD236**[9], indicating a growth of 109% compared to income prior to training. The observation underlined that male (**USD250**) earned more than female (**USD218**).
- First-batch cohort: averagely earned monthly income of **USD289**[10], with a raise of 155% or USD176 more benchmarked with income before training. The same observation highlighted that male (**USD302**) earned more than female (**USD280**).
- Overall, graduates (all 3 cohorts) earned on average **USD235** (comprise of 220 average salary and 16 average tip/extra earning), representing an increment of 108% or USD122 compared to before training.

There's slightly difference of average incomes between graduates who worked in related occupations and those who did not.

Figure 12: Income Changes with Different Tracer Month (Waged Employed)



According to figure 12, 67% of 6 months graduates reported the positive changes in their income. However, 31% reported sameness while 2% informed the declining. We can learn that most of graduates successfully elevated their salary. The report consumer can find the graphical detail in figure 12.

[7] Source: European Commission (2015a)
[8] USD218 comprised from USD203 as average monthly salary for 6 months graduates and USD15 as incentive/tips.
[9] USD236 comprised from USD224 as average monthly salary for 12 months graduates and USD13 as incentive/tips.
[10] USD289 comprised from USD263 as average monthly salary for first batch cohort and USD26 as incentive/tips.

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❖ Self-Employed Graduates

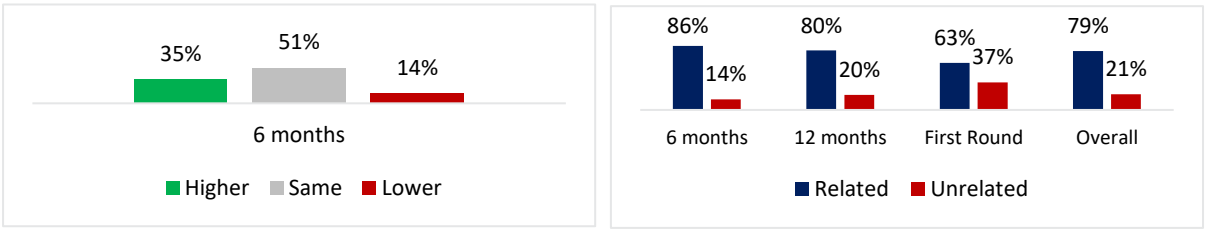
A total of 113 (65 women) graduates[11] were self-employed, accounted for 29% of total employed graduates (aggregated 6-month, 12-month and first cohorts). Among all self-employed graduates, 89 or 79% of graduates worked relevantly to the training in which they participated. Among all self-employed graduates, 49% or 55 graduates received support from training providers. Those include support on business start-up advice (80%), business planning coaching (67%), financial management (49%), problem solving (42%), start-up funding (20%).

The income evaluation of self-employed graduates is summarized as below:
Overall examination, graduates earned totally and averagely **USD1,169**. However, self-employment requires investment. Hence, per month self-employed graduates invested **USD728**. Therefore, they earned the monthly net profit approximately **USD441**. Before training, the graduates reported earning **USD444**. This suggested that graduate earn less income for **USD3** which equivalent to 1% of decrement.

- Net profit before training: **USD444**
- 6 months after training: accumulated income was USD 1,618 on average per month, minus investment of USD 1,076, net profit per months was **USD542,** representing an increment rate of 22% or USD99
- 12 months after training: total earning was USD750, subtracted by USD452 of the investment, which remained **USD297**, showing a decrement of 33% or **USD146** compared to income prior to training
- First batch cohort: total earning of USD1,169, invested on average up to USD635, thus remained **USD534** as net profit indicating a growth of 20% or USD90
- Overall (all 3 cohorts): total average earning was USD1,169 (both investment and profit) per month, subtracted investment of USD728, thus net profit/income was **USD441,** slightly lower (-1%) than prior to training

Figure 13 displays the income changes and working relevancy of training. 6 months after training, 51% of graduates revealed that their average incomes were the same, 35% reported a positive increment, while 14% of 6 months graduate reported income decrement. Income increment findings were concentrated solely on 6

Figure 13: Income Change and Related Work with Different Tracer Month (Self-Employed)



months graduates due to the net-profit income was collected during data collection. The benchmark for comparison were available. Hence, the result for 12 months graduates and first round graduate were not reported. In figure 13, all graduates also disclosed their relatedness to their work to training. As suggested, the result was 86% of 6 months graduates, 80% of 12 months graduates, and 63% of first round cohort. With combination of all tracer rounds, in overall, 79% of self-employed graduates reported their relatedness in their current employment.

Figure 14 listed the business activities of self-employed graduates. This suggested that food stall (22%) was the major business activity chosen by self-employed graduates. The subsequent businesses were coffee shop (10%), welding services (10%) and moto repair shop (9%). Report consumer can extract more insight from Figure 10 below.

[11] Number of graduates gained self-employment include newly open business and existing business (IA4) as some of owners/managers also attended courses with low-skilled workers.

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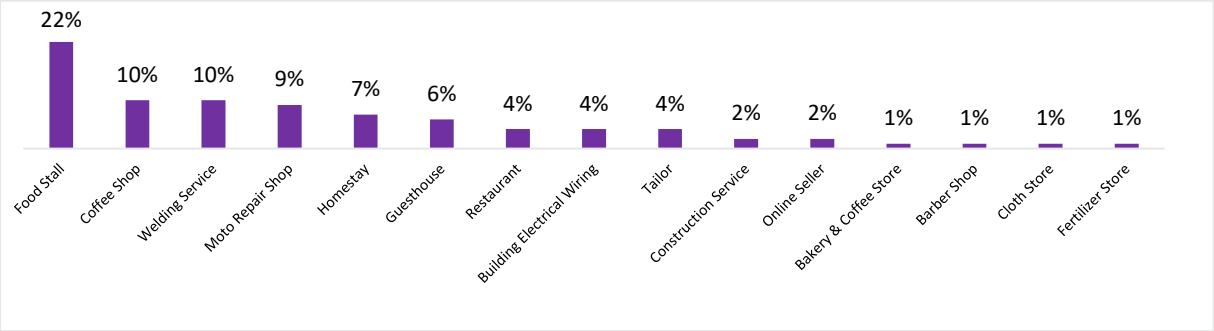
Figure 14: Business Activities of Self-Employed Graduates



Graduates' satisfaction with business was also examined during the interview. The study overall found that 22% were very satisfied and 54% were satisfied. While 18% of self-employed graduates rated neutrality and the remaining 5% indicated their dissatisfaction, while 1% was completely dissatisfied.

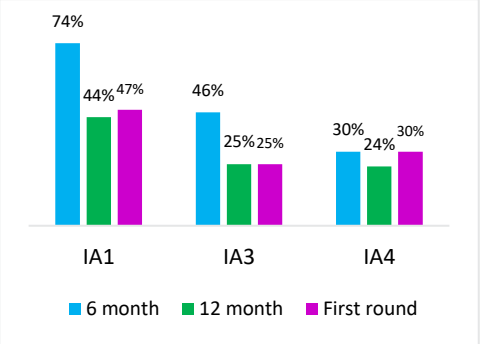
❖ Family/Friend Business

The study revealed that 17 graduates (7 women) of 390 of total employed graduates engaged with family/friend business. In this study, this type of employment was considered informal as graduates were without regular salary. Hence, no further questions asked the graduates for assessment. Graduates mostly considered this as temporary options. The findings on the relevance of training to work of this employment type will be reported in section 4.2.5.

❖ Unemployed Graduates

A total of 339 (197 women) of traced graduates were unemployed, accounted for 47% of surveyed graduates. The rate differed by intervention areas. It is marked that IA1 unemployment rate was 74% for 6 months, 44% for 12 months and 47% for first round. On the other hand, IA3 unemployment rate was 46% for 6 months, 25% for 12 months and 25% for first round. While IA4 was 30% for 6 months and 24% for 12 months and 30% for first round. This result showed that graduates needed more time to gain access to (secured) employment. Although taking IA2 into study, the result was not shown in the graph due to all IA2 graduates considered unemployed.

Figure 15: Unemployment Rate by IAs and Graduate Cohort



Result revealed that unemployment rate mostly from 15-19 years old group which account to 88%, 80% and 57% for 6-month, 12-month, and first-batch cohort respectively. This was followed by 20-24 years old group. The extra insight revealed in figure 16.

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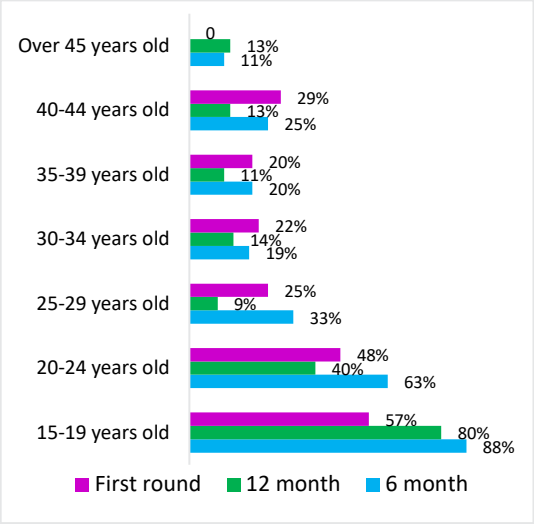
The notable reasons for unemployment majorly were continuation of studying. This reason was up to 70% of all unemployed graduates. This reason greatly labelled to 15-19 years old group and 20-24 years old group. This result was verifiable. Generally, those two age groups shall be in school. For 40-44 years old group, 35-39 years old group and 30-34 years old group revealed that helping parent at home/farm/business (17%), no job near home (6%), no employment information (4%), in searching for a job (6%), marriage and pregnancy (2%), caring elderly relative or children (4%), and migration (1%) were unemployment reason. Moreover, three reasons of unemployment were explored for over 45 years old group. Those were unavailable job close to their shelter, lack of employment information and personal sickness. Be noted that questionnaire allowed the multiple selection for this question.

Figure 16: Unemployment Rate by Age Range



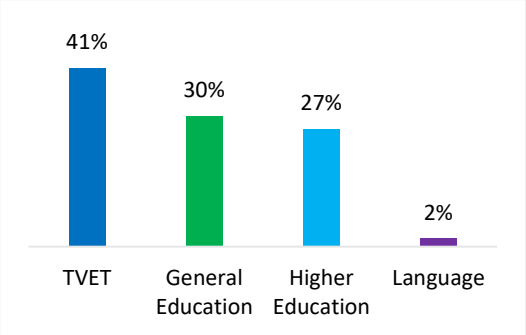
Among the unemployed graduates, 95% or 323 graduates perceived that they benefitted from the training beyond the employment aspect. The training benefits included connection and communication with others (28%), improvement of their decision-making skills (42%), ability to express their ideas better (21%), awareness of greening skills/environmental protection (7%). Some stated that they help their family in terms of repairing electronic network.

❖ Continued Study

Continuation of study were considered one reason of being unemployed.

- A total of 237 (139 women) or 59% out of 339 unemployed graduates surveyed were continuing their study/training. Among those respondents,
  - 30% were in general education,
  - 27% were in higher education,
  - 41% chose dominantly TVET, the TVET courses include Electrical maintenance and fitting, Building electrical wiring, Electricity, Automotive servicing, Tailor, Air-condition servicing, Motorcycle servicing, Information Technology, mechanic, etc. This simply illustrated in figure 17.
  - 2% pursued language study.

Figure 17: Types of Courses Graduates Continued Study



4.2.3 Incomes

The questions on income were asked to evaluate the changes and increment compared to income before training. However, the results may not be 100% accurate as some graduates may provide estimated amounts as this question was somehow sensitive for some graduates. Wage-employed graduates were asked about their income in the last month and self-employed graduates were asked about their income three months in a row, i.e., income last month, 2 months ago, and 3 months ago and lastly how much they invested in their business per month on average. The average net income of self-employed graduates was calculated by summing up the average income three months in a row minus the average amount of investment per month.

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- **waged-employed graduates** specifically earned an average monthly income of **USD235** after training completion (6, 12 months and first round, compared to **USD113** average monthly income prior to the training, demonstrating an income increase of 108% or USD122 extra.
- **self-employed graduates** made an average net income of **USD441** while income before training was **USD444**, equivalent to 1% decrement rate or USD3 lower.

Overall, with combination of waged-employed and self-employed graduates, the study found that before training, graduates earned approximately on average **USD197**. The income rose to **USD300** after 6 months of the training (52% increment rate). However, it declined to **USD257** for 12 months of training but still greater than the income before training (31% increment rate) and eventually rose to **USD379** for the first batch graduates (93% increment rate).

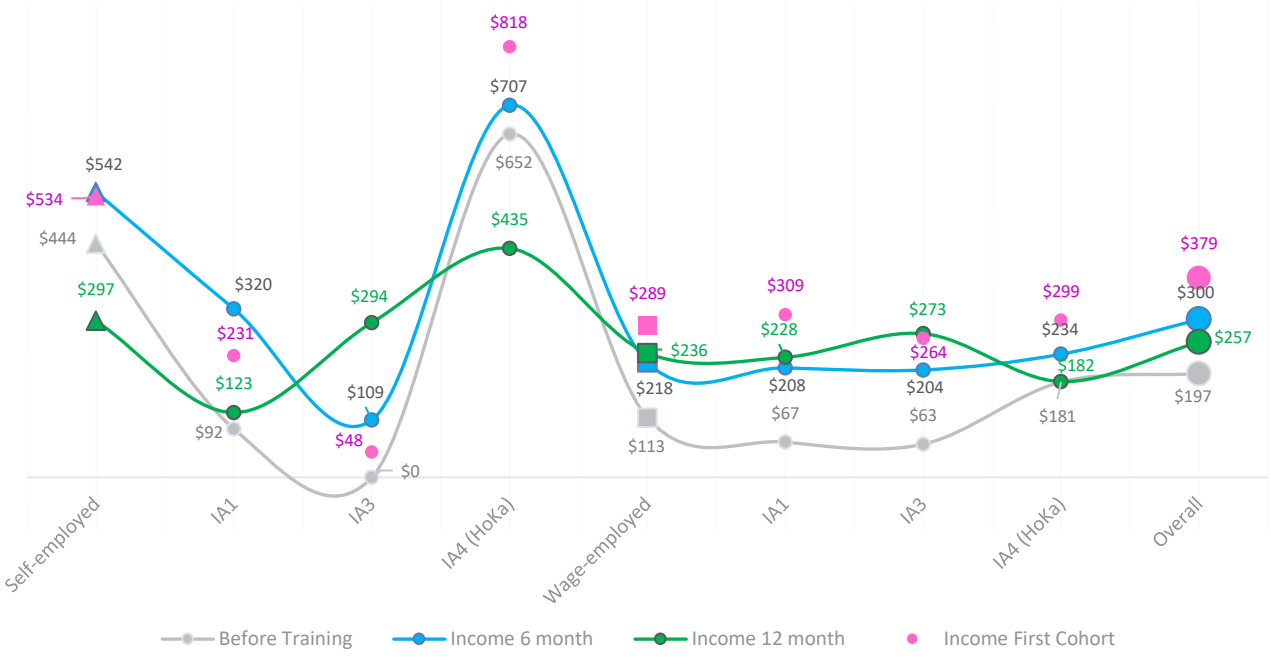
A difference of income could be observed between men and women and intervention area:

- among IA1 graduates, men earned USD244, while women earned USD192, in general graduates earned USD222
- under IA3, men earned USD271, women earned USD199, average income of the two was USD232
- for IA4 (HoKa) graduates, men earned USD413, and women made USD391, overall income was USD399

Overall, men earn higher than women graduate across all IAs. It is noted that graduates who reported to be working in related occupations to training had a slightly higher income on average than the unrelated ones with an income of USD322 compared to USD256 per month respectively.

Figure 18 portrays the income evolution of graduate before training, 6 months and 12 months after training completion and the income for the first-batch cohort. The line chart differentiates between self-employed, waged-employed and IAs. At first glance, self-employed graduates earned more than the wage employed. Particularly, IA4 (HoKa) self-employed graduates of first cohort made income tremendously and averagely (**USD818**) greater than the same type of graduate but different tracer round. The rest of IAs graduate earned slightly different in average. In addition to the above highlight, the report consumer can extract insight in the below figure.

Figure 18: Graduates Income Evolutions (on Average)



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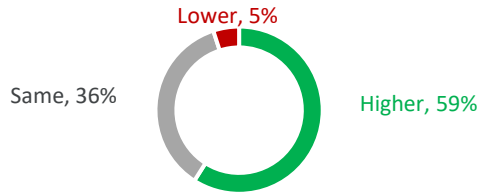
More details on graduates' income evolution by intervention area and courses trained are listed in Table 9: Graduates Incomes before Training, 6 Months, 12 Months after Training .

Figure 19: Income Changes before and after Training (6 Month Cohort)



For the third of study, 59% of employed graduates claimed an increment in their income after training. While 36% of employed graduates affirmed similar income. However, 5% of employed graduates negatively expressed the declining of their income after training. The result graphically visualized in figure 19.

4.2.4 Working Conditions

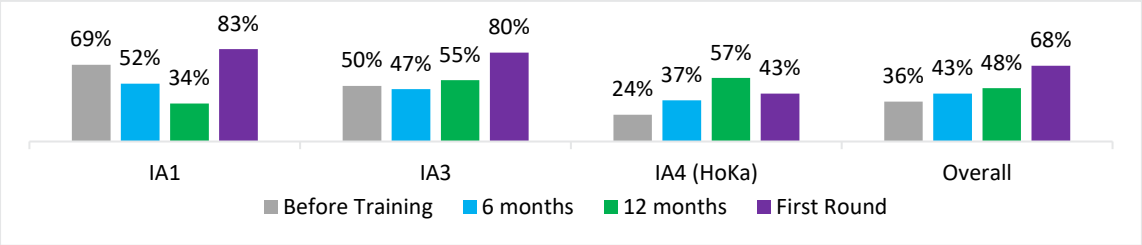
The assessment of work condition covered particularly on wage-employed graduates with the coverages of working hours, annual leaves, written contracts, incentives, safeness, and treatment at workplace. The comparison was also taking into assessing.

Based on the findings, the following are working conditions of wage-employed graduates:

- **employment contract**:
  - before training, on average 36% of the wage-employed graduates possessed employment contract
  - overall, after training, **49%** or 127 (67 women) of the total 259 (135 women) wage-employed graduates surveyed reported that they had written employment contract with their enterprises.
  - **43%** of the 6 months wage-employed graduates reported possessing written contract.
  - **48%** for 12-month wage-employed graduates.
  - **68%** for the first batch.

  This implied that the condition of labour legal aspect improved from time to time. Overall, 42% of graduates worked in occupations related to training had written contracts compared to 59% of those who worked in unrelated occupations. The rate differs by intervention area as stated below:

Figure 18: Percentage of Employment Contract base IAs and Tracer Month



- **average working hours**: all wage-employed graduates revealed they worked 8.5 hours on average per day and 6 days per week. It was noted that IA4 (HoKa) graduates worked longer (8.9 hours per day) than other graduates. Most of them have worked, but not limited to, as general managers, subsequently as front office, food & beverages service and housekeeping orderly. The graduates who possessed the occupation related to the training tended to have longer working hours than unrelated graduates.
- **annual leave**: among all (259, 135 women) wage-employed graduates, **42%** reported that they had annual leave (paid leave) on average 17 days a year, while the rest stated they could take leave if they wanted but it was unpaid.
- **work insurance**: **47%** of wage-employed graduates reported having work insurance either from the National Social Security Fund (NSSF) or from private companies.

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- **enterprise's support**: **53%** reported having received support from their enterprises including food support/allowance (79%), accommodation support (51%), transportation support/allowance (32%).
- **work incentives**: 50% received work incentives from their employers in the form of bonus or rewards.
- **work environment**: almost all (98%) of wage-employed graduates perceived that they were treated equally among the employees, 95% thought that their workplace/job was safe, and 76% perceived that their job was stable. There were no big different perceptions between men and women on work safety and equal treatment at work.
- **working condition satisfaction:** In overall, the survey waged-employed graduates revealed diverse perceptions of working condition satisfaction. Out of all, 21% were very satisfied, 68% satisfied, while 10% showed their neutrality, 1% were dissatisfactory on this. With further exploration, wage-employed graduates with related occupation to training were more satisfied than the unrelated.

In this third round, 88% of wage-employed reported that their working conditions were the same, while 9% of the same type of graduate said the improvement, 3% expressed exacerbation. This empirical evidence implied training had low impact on working conditions. Although the study traced the working condition and SDP took the aspect of working condition, this was not the major intervention.

Table 2 below offered the comparison in the aspect of working conditions with different tracer round. The report consumer comparatively explores the result with below table.

Table 2: Wage Employed Graduates' Working Conditions before, 6 Months, 12 Months after Training and First Round Batch

Working conditions	Before training	6 months after training	12 months after training	First Round Batch
% graduates having employment contract	36%	43%	48%	68%
# of average working hours per day	8.7	8.6	8.1	9.1
# of average working days per week	5.9	5.9	5.8	6.0
% of graduates have paid annual leave	37%	41%	44%	46%
# average annual leave (in days)	17	17	17	18
% graduates having work insurance	53%	46%	42%	61%
% graduates receiving support from enterprise	55%	61%	41%	56%
% graduates receiving work incentive/bonus	39%	47%	53%	51%
Average monthly income of wage-employed graduates	USD113	USD218	USD236	USD289

4.2.5 Training Relevance

The findings showed that **64% or 238 (130 women)** of the total employed graduates (373 graduates, 200 women), out of which 79% for self-employment and 58% for wage employment, were working in the positions **related to training** received, while the other 36% were working disparately. A few reasons were provided for why they worked differently from the skills learned, out of which 31% believed that this was a good job, 29% thought current job led to a better career possibility, 19% perceived the current job was more stable, and 9% emphasized on the high salary.

Overall, graduates rated 8 out of 10 on the relevance of skills learned during training for their current job. Furthermore, **83%** of all employed[12] graduates reported to be satisfied with the relevance of skills and competencies to apply at work. The graduates described the usage of new skills at work substantially, ability to run the business, transferring the skills to others. Furthermore, graduates who worked in unrelated occupations to the courses acknowledged the importance of soft skills they received as part of the training. They reported that the training has improved their communication skills, better self-preparation, business initiations, finding a job, income management and green practices.

Around 96% of wage-employed graduates in hospitality (IA4) also expressed that they received positive feedback from employers after the training. However, 13% of graduates attended further training after graduation to be able to work well.

4.2.6 Training Impact

The impact of training on graduates were assessed. Among waged-employed graduates (372 total graduates, 200 women), **86%** revealed that training impacted positively on their current employment. Classification by IAs,

- 91% of IA1 graduates perceived the impact,
- 82% of IA3,
- 86% of IA4 (HoKa) graduates reported on the same thing.

Those aspect of improvements were:

- expending area of responsibilities (51%),
- betterment on job performance (51%),
- customer communications (46%),
- better customer service (44%),
- responsibility awareness (37%),
- improved communication with co-workers (31%),
- salary increment (26%).

Furthermore, 30% or 221 of surveyed graduates expected to further be acquiring of other skills for further improvement. IT skills were the popular option which accounted to 20%, accompanied by AC repairing (6%) as another significant option. Asking about the future, 26% of surveyed graduates had a plan. In that, 60% of graduates were planning owning business, while 24% concentrated on business expansion. Moreover, 10% of graduates planned to find new job either in the same enterprise or difference. Furthermore, 45% of surveyed graduates were willing to register for the future training.

4.2.7 Overall Feedback

Generally, graduates expressed positive feedback. Key recommendations from graduates included satisfaction with the received training and a call for continued vocational course offerings. They also suggested improvements such as providing better learning materials and issuing certificates of appreciation for top-performing trainees. Additionally, some graduates proposed more practical sessions and longer course durations while others recommended incorporating English language instruction. Notably, hospitality graduates (IA4) advocated for higher-level training in barista skills and other hospitality-related areas, like previous studies.

4.2.8. Graduates' Evolution of 6, 12 months and First Round

The two following tables summarized the evolutions of graduates at 6 months, 12 months after training, and the first-round). In interval period of tracer time was approximately one year in between. Table was distinguished into two. Table 3 represents exclusively the 3rd round respondent (current round). Table 4 presents all rounds (first, second and third tracer round).

[12] The wage- and self-employed graduates comprised of 372 graduates, out of whom 200 were women.

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Table 3: Graduates' Evolutions in the 3rd Round of Study

Graduates' evolution (study round 3)		Before training	6 months after training	12 months after training	First Round
Employment rate (%) graduates under IA1 and IA3		14%	38%	63%	61%
Employment type (all IA)	% Wage employment	64%	72%	64%	61%
	% Self employment	28%	24%	32%	35%
	% Family/friend business without salary	8%	4%	4%	4%
% Graduates working related to training received		N/A	74%	53%	60%
% Graduates satisfied with the relevance of training on their current jobs		N/A	83%	84%	85%
[13]Graduates' incomes and income increase compared to before training	Overall	USD197	USD300 52%↑	USD257 31%↑	USD379 93%↑
	Wage employed	USD113	USD218 92%↑	USD236 109%↑	USD289 155%↑
	Self employed	USD444	USD542 22%↑	USD297 -33%↓	USD534 20%↑
% Graduates having employment contract (only wage employed)		36%	43%	48%	68%
% Graduates' satisfaction on their current working conditions (only wage employed)		N/A	91%	85%	90%

Table 4: Graduates' Evolution 1st, 2nd, 3rd Rounds of Study

Graduates' evolution (study rounds 1,2 and 3)		Before training	6 months after training	12 months after training	First Round
Employment rate (%) graduates under IA1 and IA3		24%	47%	61%	61%
Employment type (all IAs)	% Wage employment	64%	67%	63%	61%
	% Self employment	29%	28%	34%	35%
	% Family/friend business without salary	7%	5%	3%	4%
% Graduates working related to training received		N/A	67%	60%	60%
% Graduates satisfied with the relevance of training on their current jobs		N/A	84%	82%	85%
[14]Graduates' incomes and income increase compared to before training	Overall	USD176	USD274 56%↑	USD273 55%↑	USD379 116%↑
	Wage employed	USD125	USD231 84%↑	USD242 93%↑	USD289 130%↑
	Self employed	USD297	USD377 27%↑	USD332 12%↑	USD534 80%↑
% Graduates having employment contract (only wage employed)		40%	49%	48%	68%
% Graduates' satisfaction on their current working conditions (only wage employed)		N/A	91%	84%	90%

[13] The income increment/decrement of 6 months, 12 months before training graduate and first round graduate resulted from the comparison of respective income with the income before training.

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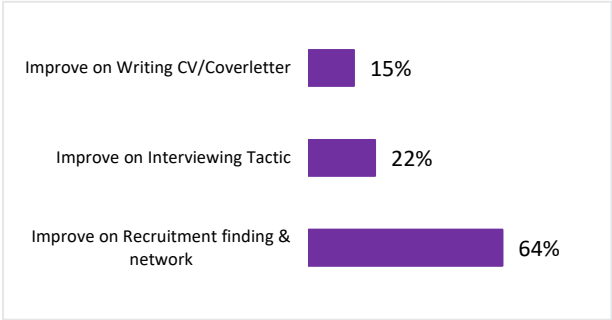
4.2.9 NEA Pre-Employment Guidance on IA2 Graduate

This 3rd round of tracer study also extra contemplated to assess the impact from pre-employment guidance in terms CV/Cover letter preparation, job searching, job interview tip and preparation provided by the National Employment Agency (NEA). Among all respondents, 45 (23 women) graduates, all were TVET learners counted under IA2, were surveyed. Learners were asked about the improvement/change after they received capacity building, out of them 50% reported they shared the information and knowledge gained to their friend/other. Furthermore, graduates mentioned the benefit of attending the training with NEA, those include having improved on job searching and recruitment network (63%), improved job interview preparation techniques (22%), and improved their CV and cover letter writing (15%).

Figure 19: Benefit after Joining Training by NEA on Graduates



4.3. EMPLOYERS

The subsequent section presents an analysis of employer survey. The covering aspects included recruitment methods, employer's satisfaction with graduate's skill and competency. Further recommendations from an enterprise perspective were also noted.

4.3.1 Enterprise Characteristics

Up to 22 employers from 22 enterprises were interviewed via telephone using snowball sampling method. Among them, 9 were managers, 7 were enterprise owners, 2 were department lead, and 4 belonged to others. Table 5 below compiled business sector, type of business and graduate's positions at those enterprises.

Table 5: Enterprise Surveyed by Business Type and Sector, and Graduates' Positions

Business/entity sector	Business/entity activities	Graduate position at the enterprise/entity	# of enterprise/ entity
Hospitality	Hotel	Barista	1
		Admin Staff	1
		Housekeeper	2
		Receptionist	2
	Restaurant	Receptionist	1
		General Manager	1
	Coffee Shop	General Manager	1
	Resort	Barista	1
		Chef	1
		Housekeeper	1
		N/A	1
Electricity and Energy	Electrical Wiring Service	Air-con repairer	1
		Electrical Wirer	1
Public work	Government office/department	Admin staff	1
		Village Vice Chief	1
Business/ICT	Microfinance	Credit Officer	2
Education	Private School	Electrical Wirer and Plumber	1
Mechanic	Garage Shop	Electrical Wirer	1
Total enterprises/entities			**22**

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Among the surveyed employers, it was informed that

- 38% of enterprises provided traineeship to IA1 and IA3 trainees,
- 77% of them expressed the possible recruitment once again from PDoT/TVET training providers once again,
- 44% of them perceived that trainees need extra training and guidance for the betterment of job performance.

4.3.2 Recruitment Method

The same to the previous rounds, employers were questioned regarding recruitment channels. The data revealed that

- 39% recruited staff via personal acquaintances and referrals,
- 24% chose advertisement (Facebook, website),
- 15% recruited from TVET institutions or PDoTs.
- 13% chose referral from existing staff,
- 7% used recruitment banner/brochure
- 2% recruited from other enterprises.

4.3.3 Satisfaction on Graduates' Skills and Competencies

All the employers surveyed reported their satisfaction with the graduate's skills, competencies and performance the at workplace. For further exploration, employers were asked to rate with structured statement in questionnaire with the scale from 1-10, where 1 is the least favorable, and 10 is the most favorable. On average, employers rated as below:

- honesty in job got (9.23),
- communication with customer (8.77),
- communication with colleague (8.73),
- commitment to his/her job (8.64),
- confidence in his/her job (8.59),
- technical skill to perform the job (8.41),
- overall skills to perform well on job (8.73)

Based on this empirical evidence, honesty was favorably rated. Employers also suggested additional training as well. As a result, employers put emphasis on technical skills for job (23%), customer service (15%), commitment to work (8%), cross-cultural interaction (8%), English language (8%), financial management (8%), IT/Computer skills (8%) and teamwork (8%). In here, we can conclude that employers still strongly underlined the essentialness of technical skill for work.

Figure 20: Comparison of Graduates' Skills and Performance to Other Employees in the Same Position

Employers reported that graduates under SDP performed their tasks better than other employees in the same position. Those underlined in communication skills, and technical skills. In work commitment and self-confidence, SDP graduates were also better than. The report reader comprehended insight in figure 22. Moreover, 11% of the employers mentioned that graduates received higher wages than other employees.

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4.3.4 Overall Feedback from Employers

The questionnaire allowed employers to express their feedback. This was collected qualitatively. Employers offered diverse and interesting information. Therefore, we can summarize those employers chiefly expressed appreciation on SDP for providing training, and skill obtaining opportunities to disadvantaged group. Moreover, they optimistically expressed on the continuation of project.

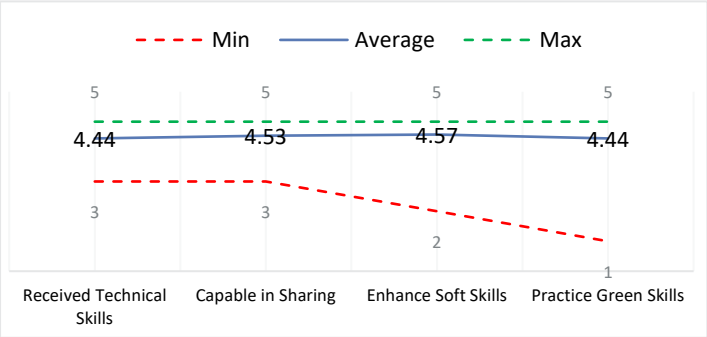
4.4. HOKA EMPLOYERS

The study scoped on five main points regarding employers who participated in HoKa training, 1) owners/managers perceived benefits after the training, 2). their observation on staff performance improvement (in case there were staff attended), 3). Business operation improvement as the result staff and service improvement, 4). benefit of the training of trainers (in case they are industry trainers), and 5). suggestion and feedback.

4.4.1 Training Benefits Perceived by Owners/Managers

The interviewed owners and manager were assessment on the benefits perceived from the training after their participation. The questionnaire assessed the owners and managers' perception on usefulness of skills training on the range from 1-5. Among all interviewed enterprise, 68 had owners and/or managers attended training. Overall, 99% or 67 employers reported their agreement on the benefit of HoKa trainings for them. Figure 21 demonstrates the evaluation on the training benefits perceived after training. Respondents rated soft skills enhancement highest, on average 4.57, followed by the capacity improvement and capability to share knowledge and skills attained to their staff on average 4.53 (minimum=3). This interpreted the strong competency of owners/managers to possibly conduct training or knowledge sharing future to their staff or colleague. On technical skills and green skills improvement, they valued equally on average 4.44 each. Participants in barista training particularly underlined their consensus on the technical skills gained including on brewing coffee methods, machine cleaning method, sort of coffee bean recognition. Despite the high turnout rate for the above-mentioned statements, the practice of green skills improvement also received lowest minimal rate at 1. This signifies the unachievable for owners/managers in specific provinces including Battambang and Kratie in terms of applying the "environmental protection practice" concept in their businesses.

Figure 21: Perceived Benefit Rated by Owners and Managers



Respondents provided more details on the training benefits beyond the rating categories structured in the questionnaire. Those benefits include gaining new skills, not only technical skills, but also business management skills including customers service and communication. Employers stated that they (and their staff) were able to provide faster and better service standard and quality in terms of good interaction with customers, how to welcome guest, good moral, and hygiene. A restaurant manager in Mondulkiri specified that "(*as a result of the training I) improved my management skills, communication and moral in providing service to customers*". This was echoed by many other respondents. On the other hand, owners/managers indicated that they were aware of the business opening procedure and could delegate the tasks to their staff better.

Noticeably, respondents expressed that since attending the training they or their business earned good relationship with PDoTs and other business. "*(I am) able to acquaint other owners/managers and establish a good relationship with PDoT officials*" quoted from one respondent in Banteay Meanchey. This was verified by PDoT's perspectives as two notable comments shall be highlighted and quoted. "*(the HoKa training) enhanced spirit for*

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official in PDoT and sharing skill to enterprise owners" and "*develop human resources in PDoT and bolstering a close tie with enterprises' owners in tourism sector*". Therefore, owners/managers verifiably identified the enhanced relationship with PDoTs staff.

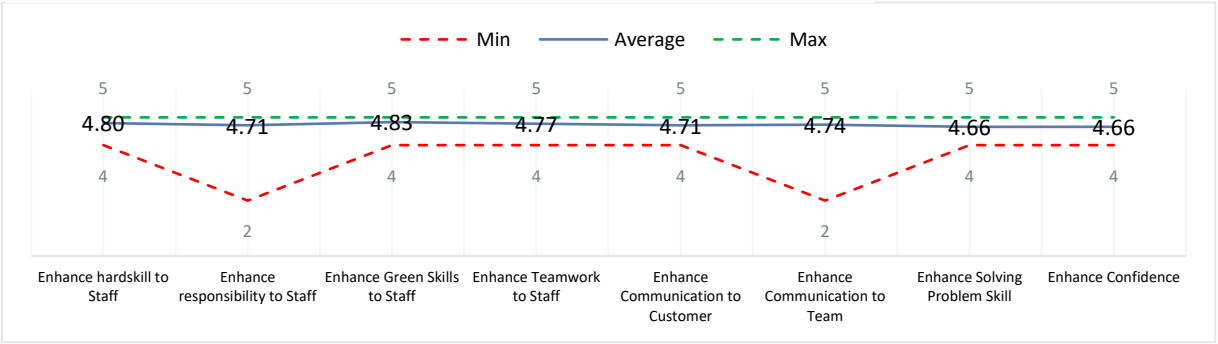
In addition, the training has provided confidence and credibility to respondent. Owners and managers in Battambang, Banteay Meanchey and Preah Vihear stated similarly that upon receiving skills and certificate they felt more confident to fulfil their work and were able to share to their staff. A hotel owner in Banteay Meanchey explained that *"(I am able to) delegate work task, more skilful, feel happy and confident at work*."

The greening practices were highlighted by some owners and managers of the food stalls and coffee shop in Kratie and Stung Treng. *"(I got) skills on creative food menu, know how to recycle and reduce kitchen waste and know how to store vegetable and meat naturally*.", "*I know how to separate waste types and produce fertilizer from the kitchen waste.*"

4.4.2 Employers' Observation on Staff's Performance

In case staff attended the training, owners/managers were questioned about their observation on staff performance with the scale of 1 to 5 on average. A total of 35 enterprises interviewed had been sending staff to training. The results revealed that almost all (99% or 34 enterprises) positively observed the impact of training contributing to their staff's performance[15] on various aspects including technical skills, soft skills, and green skills. Green skills enhancement was rated the highest up to 4.83 on average. Technical skills, teamwork, and communication enhancement received on average 4.80, 4.77 and 4.74 respectively. On the other hand, staff responsibilities[16] and customer communication improvement were equally rated with 4.71 on average, while problem solving, and confidence improvement received the lowest rating of 4.66.

Figure 22: Observation by Owners/Managers on Staff



Based on observation, staff possibly integrated the saving environment concepts into daily task delivery (4.83). This was substantiated by recitation from one owner/manager "*after staff understand how to reduce plastic, save water and electricity, therefore the owner also reduced expense*.". However, customer communication seemed to be at a mid-favourable compared to other categories. Despite a slight difference rating result, all statements were rated above 4. We can conclude that staff had performed better as the result of attending the training and based on employers' observation. Owners/managers had markedly stated the improvement of the "welcoming procedure". This digested the improvement of greeting, facial and physical expression, impression of guest's immediate arrival.

4.4.3 Training Impact on Enterprise Operation

The study also assessed the possibility of enterprise operational transformation after owners, managers and staff partook the training. On the Likert scale from 1 to 5, Figure 23 offered close identical results to one another.

[15] For those enterprises that sent their staff to the training.
[16] Staff needed less guidance and direction from their supervisors as they were aware of their role and responsibilities, i.e. what to perform at work.

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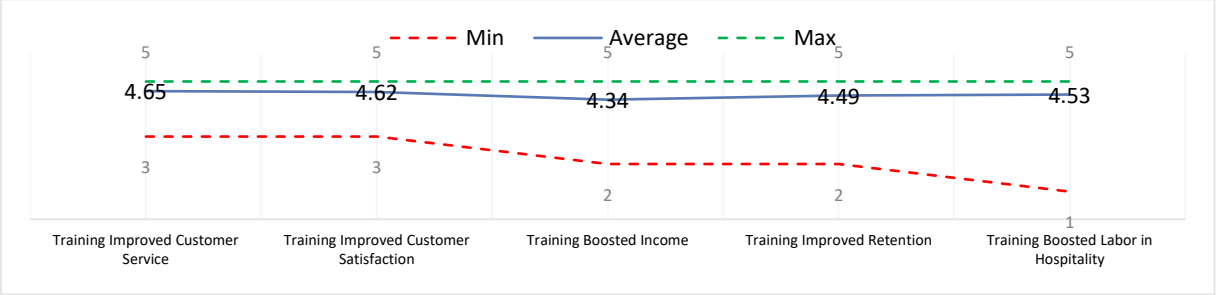
Among all respondents, 99% or 73 employers (out of 74 surveyed) believed that training influenced enterprises operations. Respondents outlined that the training had enhanced customer service and customer satisfaction, with the average rate of 4.65 and 4.62 respectively. In addition, the respondents believed in the positive increment of skilled labour in hospitality sector (4.53 on average) and increment of business incomes (4.32). In conclusion, the positive impacts on the enterprise operation were profoundly on customer service and customer interaction, specifically on staff morality. Furthermore, few owners/managers reported the customer increment (due to better service provided) and favourable recommendation from tourism promotional websites.

Figure 23: Training Impacts on Enterprise Operation (Scale: 1-5)



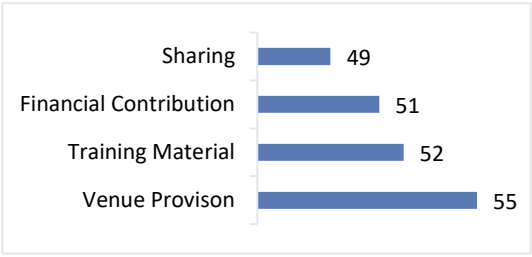
The findings noticeably offered a few extra points. A few owners/managers mentioned that they had expanded their businesses as indirect contribution from the training. Moreover, customers' satisfaction leads to extra tips for staff, while standards, high morality, and convenient services boosted the enterprise recognition. The above expression was the comments from enterprise owners.

Another noteworthy point is the inclusive accessibility preparation. Employer mentioned that their enterprises have improved accessible mobilization particularly for elderly people. Either hygiene or insecticide methods had been ameliorated and conducted. In addition, the employers could identify international tourist's needs and adjusted their service accordingly. All these points demonstrate the service and inclusiveness improvement. In addition to enhancing enterprise operation, industry trainers can identify extra desires from the guests. For example, one respondent raised the satisfaction on the "**online booking procedure**" in training module. This is believed to be the modernization and technological integration in enterprise operation.

4.4.4 Future Participation and Contribution

The study showed that 99% or 73 (out of 74 surveyed) owners/managers indicated their willingness, either directly attending or sending staff to attend the future training. However, solely 93% or 68 enterprise representatives out of those 73 enterprises demonstrated willingness to contribute to the training. The types of future contribution were diverse including contribution on training venue (55 enterprises, 81%), training materials (52 enterprises, 76%), budget/money (51 enterprises, 75%), and sharing knowledge to others (49 enterprises, 66%)[17]. The results indicated that employers were willing to contribute on the training venue the most (81%), followed by training material and financial contribution. This could be translated that the venue is the most affordable and basic one as it already available to them, plus that the training would boost enterprise recognition and collaboration among other employers, trainers, and PDoTs as well.

Figure 24: Type of Future Contribution from Enterprise



[17] One respondent can choose more than one. Hence, enterprises committed to more than one contribution.

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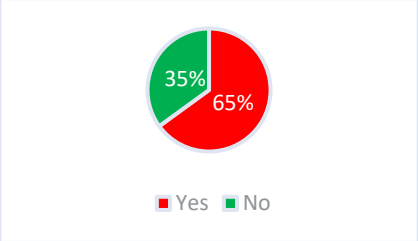
4.4.5 Employers Attended the Training of Trainer (ToT)

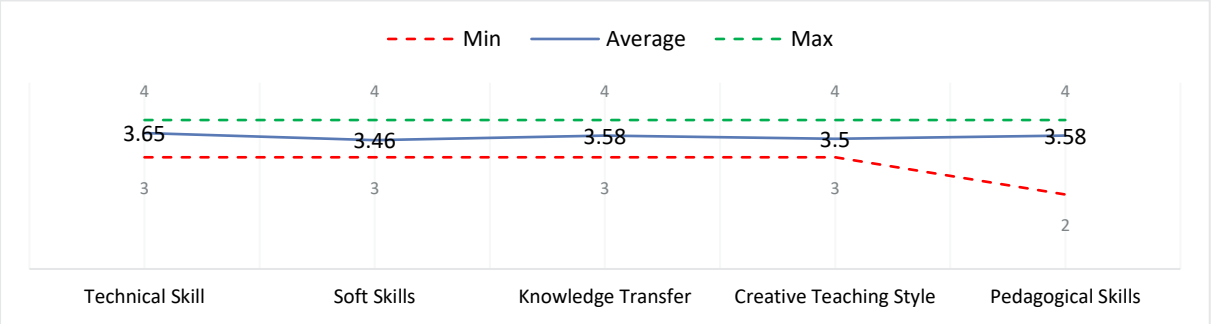
More than one third (35%) or 26 employers (out of 74) surveyed attended the training of trainer (ToT). The structured questionnaire also examined the improvement of participants after joining ToT. On the scale from 1 (lowest) to 4 (highest), the ToT participants were asked to rate on the improvement and relevant of the training. The average rates almost hit the top score, on the range from 3.5 to 3.65. Technical skills (on different occupation) were rated the highest (3.65), accompanied by pedagogical skills (3.58), knowledge transfer (3.58), soft skills and creativity (3.46) and training method (3.50). This implicates the high quality and relevance of the HoKa training of trainer. As the result suggested in Figure 26.

Figure 25: Percentage of Employer Attended Training of Trainer (ToT)



It is notable that ToT participants demonstrated the encouragement to train other low-skilled workers and disadvantaged group. The skills and competency equipped through the ToT, plus the accreditation improved their credibility and confidence. The trainers trained had been able to train and assess trainee's ability.

Figure 26: Perceived Benefits on Training of Trainer (ToT)



4.4.6 Overall feedback and suggestion

General feedback was discoursed outside the structured questionnaires. The purpose was to seek extra overall comment. Also, this provided a space for suggestions to SDP for way forward. The results are listed in bullet points the box below.

Notable General Feedback from Owners/Managers

- Suggest having more training at enterprises with rotation. Training shall concentrate on practice rather than theory.
- Majority of employers want continuation of this programme.
- Cooking has limited training materials. This course shall provide more adequate materials.
- Upper level of training for Barista and Cooking courses
- Training module shall include ***Smoking Prohibition*** procedure.
- Trainer exchange session shall be considered and hosted.
- Training shall have two sessions (morning and afternoon). Therefore, trainee manage to choose relatively to their free time from duty hour to join training.
- Foreign language shall be the centric and included in training. This refers to English.
- Suggest including more relevant hospitality skills/occupations for training delivery.

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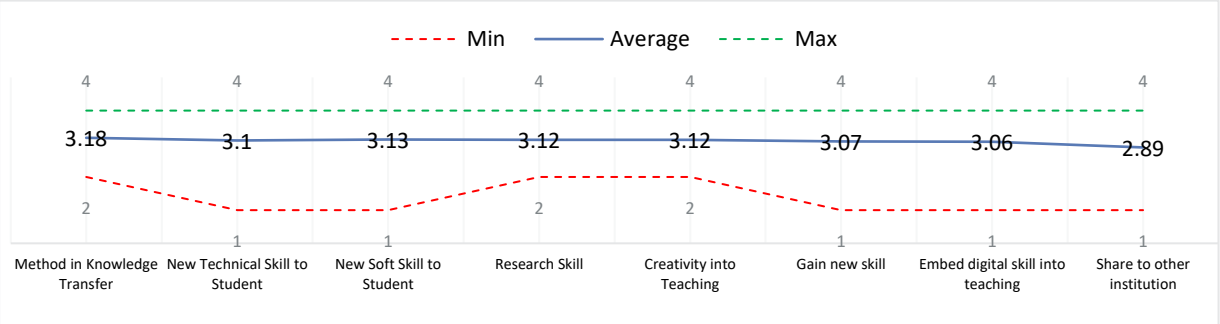
4.5. TRAINERS

4.5.1 Benefits for the Trainers

In this section, the results on the benefits which trainers perceived will be categorized into IA partners, i.e. IA1 and IA3 (PTCs and TTIs), and IA4 (PDoTs) as below:

❖ **PTCs and TTIs' trainers**

Figure 27: Training Impacts on Trainer, IA1 and IA3 (Scale: 1-4)



The 3rd round of tracer study included the perspective of partners including trainers. Therefore, this subsection outlined trainers' perception on how the SDP supported/facilitated training (ToT) contributed to their work and teaching. A total of 103 (31 women, 30%) trainers filled out the survey, out of them 12 (4 women, 33%) were either trainer and management staff of PTCs and TTIs under IA1 and IA3. In general, 92% or 95 trainers expressed their consent that the ToT their received implied positive impact for their teaching and their work. The result is presented on average with a scale from 1 to 4. The rating statements received quite similar rating. Figure 27 revealed hierarchical results. Among all statements, improvement method in knowledge transferring was scored the highest (on average 3.18) followed by transferring new soft skill to student (3.13), enhancing research skill (3.12), embedding creativity into teaching (3.12), transferring new technical skill to student (3.10), gaining new skills (3.07), embedding digital skill into teaching (3.06), and lastly, sharing to other training institution (2.89).

Based on the above mentioned, knowledge transferring methodology substantially impacted on trainers. This seemingly resulted in a changing style, and behaviour during teaching. Nonetheless, sharing to other training institutions received comparatively low rated to other statements. The reason probably was the limitation of hosting sharing workshops among either PTCs or TTIs.

The study additionally examined on the improvement of teaching methodology. Both IA partners revealed almost identical results. 55% (11 trainers) of IA1 respondent improved their teaching methodology, while 54% (44 trainers) of IA3 indicated their betterment. These include, as indicated by trainers, adapting, and integrating blended teaching as well as digital tools in teaching (zoom, google meet…), more focus on student-centred approached, group work, increasing students' interest and participation, and increasing confidence and self-research of trainers.

The study comprehensively details through open-ended questions. PTC Ratanakiri reported to manage writing milestone report, improvement of management skills and remarkable digital data visualization. While PTC Mondulkiri signified their improvement of personal apprehension and pedagogy. Similarly to A1, IA3 partners offered a few notices. Trainers of RPITSSR, NPIA, CJFTEC and NIEI have enhanced flexibility in organizing meeting and way of communication. Harmony in classroom through working peers' discussion, group work and exchanges had been utilized in class. Another noteworthy point was the increment of self-study practice, as well as self-research. Furthermore, digital classroom has been embraced through online questionnaire, quizzes,

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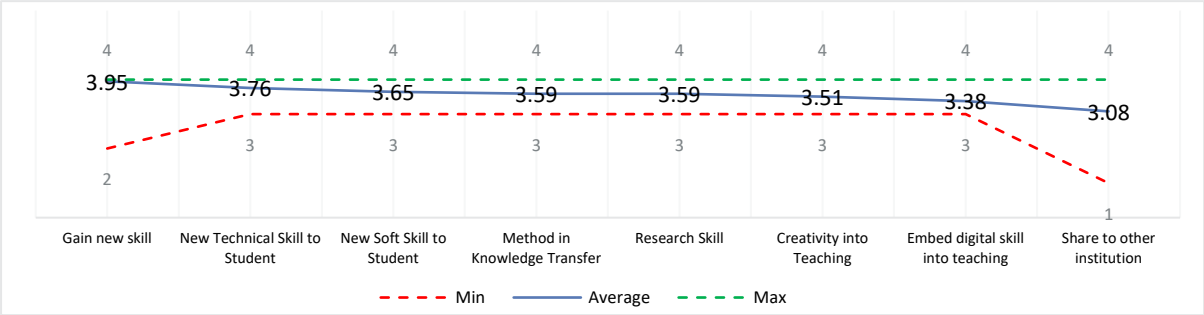
presentation, etc. Further comments by trainers included opportunity to work and collaborate with other institutions, knowledge and experiences sharing, as well as increased cooperation with private sector.

❖ PDoTs' Trainers

In this section, the result particularly revolves around a total of 37 (15 women, 41%) PDoT trainers, 22 (8 women, 36%) of which functioned as both trainer and management staff, across the 10 target provinces of HoKa. Like others, PDoT trainers were assessed with Likert scale questions (from 1-4).

Figure 28: Training Impacts on Trainer, IA4 (Scale: 1-4)



Overall, 98% or 36 interviewed trainers reflected positive thought on the ToT training contributing to their teaching. Figure 2830 illustrated the average rate of each benefit statement including gaining new skills (3.95), transferring new technical skill to learners (3.76), transferring new soft skill to learners (3.65), improvement methodology in transferring knowledge (3.59), enhancing research skill (3.59), embedding creativity into teaching (3.51), embedding digital skill into teaching (3.38), and sharing to other institutions (3.08). PDoT trainers positively benefited from training by gaining additional skills to their current proficiency. Participants positively admired the provision of ToTs. They could advance their teaching methods, skills, and confidence. Some respondents also praised the opportunity to practice (in real workplace) and exchange experiences with enterprises/employers during the field study/ Professional Industry Placement (PIP). Therefore, PIP could be counted as one among ToTs that provided the enhancement of trainer's knowledge and experience. Other training provisions were also a conducive factor. However, similarly to IA1 and IA3, PDoT trainers indicated lower rate on sharing to other institutions.

Focusing outside the rating categories, PDoT trainers reported having improved way of either internal or external communication. Among all PDoT respondents, PDoTs Mondulkiri, Pailin, and Ratanakiri revealed positively the closeness between PDoTs and enterprise owners after joint participation. This point implies the future improvement and more possibilities for future collaboration. On top of that, PDoTs Banteay Meanchey, Battambang, Mondulkiri and Preah Vihear reported the hosting of internal sharing among its officials. Moreover, PDoTs can provide consultation service to newly established business that required either hard skill or soft skills.

Respondents stated that the training was adequate for both practical and theoretical concentrations. This can be verified by the comment from trainer at PDoT Pailin. The respondent quoted that "*obtaining clearer on theory and practices, acquiring extra technique for an easy explanation to trainee*".

Among all surveyed PDoT trainers, 76% or 28 PDoT trainers (out of 37 surveyed) demonstrated the improvement of their teaching method. This implies the high beneficial and the right direction of the training. The first notable improvement is the integration of video, slides presentation, pictures, and infographic into training materials. Through this, it moderated the ease in teaching. Second, roles plays and games were applied to refresh the training. PDoT trainers have taken the language illiteracy of trainees into account. Hence, it's reported that trainers put more practice in training and chose oral assessment as complementary to other tests. This ensured

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the participation of illiterate trainees. Moreover, PDoT Ratanakiri trainers, for example, claimed that they adopted technical words and simplified for trainees from minority group. Furthermore, the results had shown that all PDoTs trainer indicated their commitment to deliver future training with more autonomous.

4.5.2 Feedback and suggestion

PDoT trainers suggested producing additional video for other skills. The video shall be focused on facilitation for illiterate trainees with less explanation and more demonstration. After theoretical training, trainers proposed SDP provide two additional days to focus on training/internship in industry. Some courses shall be considered adequate provision of training materials including coffee bean, coffee machine, and stove. All PDoT trainers revealed their enthusiasm and commitment on training provision unless the project is discontinued.

4.6. MANAGEMENTS

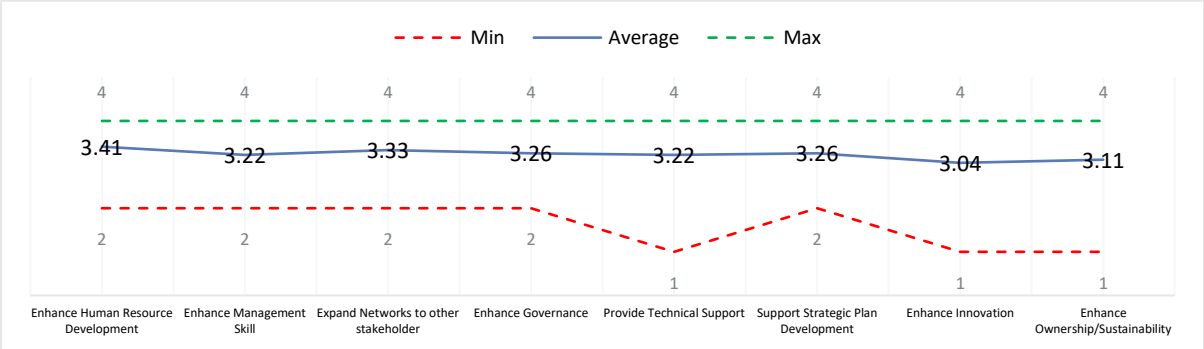
4.6.1 Institutional Benefits under Cooperation with SDP

❖ PTCs and TTIs Management

Among the surveyed management staff from SDP's partners, notable points have been illustrated. The survey results 95% or 25 management staff (out of 27) from PTCs and TTIs, specifically IA1 and IA3 partners, agreed on positive impact from the SDP collaboration on their institutes.

Participants were asked to rate from 1 (strongly disagreed) to 4 (strongly agreed) about their perception that the collaboration contributed to their institutes development. Among all statements, enhancing human resource development was rated 3.41 on average, accompanied by expanding networks to other stakeholder (3.33), enhancing institutional governance (3.26), supporting strategic plan development (3.26), enhancing management skill (3.22), providing technical support (3.22), enhancing ownership/sustainability (3.11), and enhancing innovation (3.04). PTCs and TTIs redundantly rated human resource development as the most improvable while enhancement innovation was the least rating choice. A close observation showed that in general IA1 partners rate the statements higher than those from IA3 as SDP works more intensively on the institutional capacity

Figure 29: SDP Helps Institution, IA1 and IA3 (Scale: 1-4)



building and development with the 5 PTCs and TTIs.

In addition to the structured rating statements, PI Preah Vihear highlighted the benefit and assistance of transforming from training centre to institute. Furthermore, PI Preah Vihear, RPITSE, and PTC Stung Treng positively mentioned the beneficial mechanisms including knowledge on project management cycle (Plan-Do-Check-Act), trainers reskilling, TVET advertisement, 5S, gender equality awareness, and fund raising from development partners/funding sources. PTB mechanism and private partnerships were mentioned by PTC

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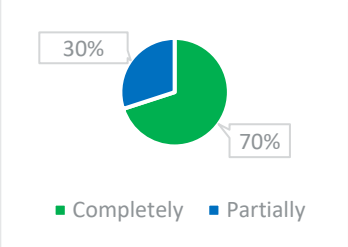
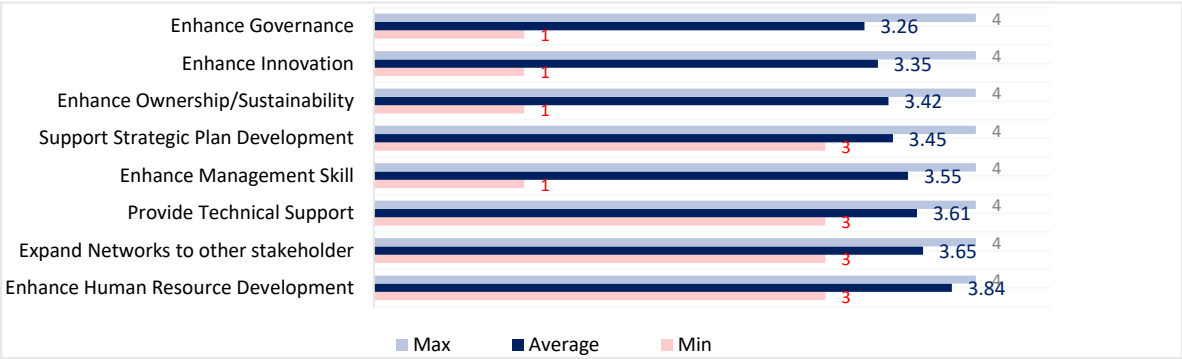
Ratanakiri. Figure 30 illustrated that 70% or 19 of PTCs and TTIs management demonstrated the commitment to completely continue all the mechanisms. However, 30% or 8 respondents revealed partial continuation. NPIA and RPITSSR mentioned their commitment to advance Public-Private Partnership, internship programme TVET advertisement, monitoring, and evaluation, in-house training mechanism would be completely continued. Nevertheless, IA3 partners stated that they would not be able to mobile learners from outside the province. On the other hand, PI Preah Vihear committed to continue all mechanism, however this would largely depend on sources available.

Figure 30: Commitment to Continue Mechanism (IA1 & IA3)



❖ PDoT Management

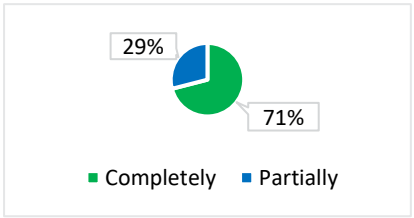
Figure 31: Perception on How Collaboration with SDP Contributed to PDoTs (Scale: 1-4)



Similar points were assessed for PDoT management. As a result, 98% or 30 PDoTs' directors and management staff agreed the collaboration with SDP contributed positive changes to their respective department. Comparatively speaking, the result showed enhancing human resource development (3.84), enhancing management skill (3.55), expanding network to other stakeholder (3.65), enhancing governance (3.26), providing technical support (3.61), support strategic plan development (3.45), enhancing innovation (3.35), enhancing ownership/sustainability (3.42). As presented in Figure 31, human resource development was the most favourable option. It implies the strong capacity development was effectively offered. However, institutional governance remained low comparatively to other benefits.

Furthermore, PDoT management stated benefits both internally and externally counting from institutional capacity building for trainers in terms of technical skills for training, consultation from SDP coordinator, planning, facilitating, and communication skills. The external paybacks for PDoTs were significantly mentioned similarly across all PDoTs that the relationship with private sector (employers) in the respective province has been bettered. "*…(through the project implementation, we) have close relation with hospitality employers*" a management from PDoT Banteay Meanchey stated. A management from PDoT Pursat reiterated "*(the programme) increased the staff capacity to communication and support private sector*." Management from PDoT Mondulkiri mentioned that *"(we) created communication channel (telegram group) with employers for providing training information, consultation and related problem solving to them*." These also confirmed by other PDoTs and indicated that the image of PDoTs and relationship with employers have been boosted.

Figure 32: Commitment to Continue Mechanism (IA4)



Majority (71%) of PDoT directors and management staff demonstrated commitment to completely continue all mechanisms during SDP implementation. Those include provision of trainings at least twice a year provided the

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budget available, providing consultations and feedback to employers on their services, and encourage them to participate and contribute to training. Another 29% of management stated that the mechanism would be partially continued. Those mechanisms include recruitment and training potential low-skilled workers with various courses and skills and sharing session to other provinces.

4.6.2 Feedback and Suggestion

❖ PTCs and TTIs Management

Respondents suggested to continue capacity building in terms of management, trainers, and fund raising, among those foreign language (English) improvement was mentioned. PI Preah Vihear would realize their efficient work if their language proficiency improvement had been considered. SDP was believed to be the catalyst for increment of stakeholder engagement in TVET. IA3 partners suggested putting emphasis on building infrastructure and equipment. Initiating, management, development model, adopting creative sustainable development (ITMD) shall be considered for ensuring sustainable institutional development. Management ability shall be constantly capacitated while PTB's role shall be enhanced regularly.

❖ PDoT Management

PDoT directors also took this study to offer a few suggestions. PDoT Battambang emphasized on tour guide course, with the boosting of gastronomy tourism. Local cuisine uniqueness shall be promoted. PDoT Banteay Meanchey and Preah Vihear demonstrated their intention to acquire skills in massage and spa. PDoT Pursat suggested to focus on infrastructural support including training materials (LCD projector, bed, blanket, etc). While PDoT Mondulkiri suggested to the enlargement of target group beyond low-skilled workers by including disadvantaged and school dropout youth in the training.

4.6.3 Implication for Sustainability

Based on the response provided by public and private sector partners, some points could be brought into discussion regarding implication for sustainability. Reflecting on IA1 and IA3 partners, the commitments raised by respondents could be potentially the sign sustainability. As stated by some school management, the high commitments were pointed on the private sector involvement, public private partnership, and in-house/internal training mechanisms. However, some schools raised concern about financing and therefore, the commitment will largely depend on the budget available of the institutions.

The assessment with employers involved with HoKa training showed that the upskilling training (HoKa) was highly appreciated by private sector/employers as they reported the perceived benefits and contribution of the training with up to 99% of the enterprises' representatives. With this, majority of the interviewed employers (93% or 68 of those who were willing to attend or send staff to the training) indicated their willingness to contribute to the future training whether training venue, existing materials for practice, budget, or sharing knowledge (in case they were trainers). From the public partners (PDoTs) especially the management, the commitments were proved on the continuation to offer training at least twice a year in collaboration with private sector in the province, if without SDP support. SDP has built the pool of trainers and/or assessors in the target provinces both from the PDoTs and enterprises with the total of 226 trainers and/or assessors. This translates into high possibility future training either it will be offered by PDoTs or internal training within the hospitality establishments.

V. CONCLUSIONS

The third tracer study conducted under the SDP phase 2 provides a comprehensive assessment of the employability status and impacts on graduates who completed their training. With the total respondent of **989** (729 graduates, 22 employers, 74 participating HoKa establishments, 164 trainers and management staff from SDP partner institution at sub-national level) the study utilized a quantitative approach to gather data through digital questionnaires, ensuring a robust analysis of the findings. The results revealed significant improvements

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in employment status, income levels, and the relevance of training to workplace, highlighting the effectiveness of the training programs.

Employment status improvement: One of the most notable findings of the study was the increment in the percentage of graduates possessing written employment contracts. Before training, only **36%** of wage-employed graduates had contracts, which rose to **49%** post-training. This improvement indicated a positive trend in the legal aspects of labor relations for graduates. The data further indicated that **68%** of the first batch of graduates secured written contracts, underscoring the long-term benefits of the training programs.

Relevance of training to employment: The study also highlighted the relevance of training to the graduates' current occupations. A significant **83%** of 6-month graduates, **84%** of 12-month graduates, and **85%** of the first-batch cohort reported satisfaction with the skills relevancy and competencies they learnt to their workplace. This correlation between training and employment accentuates the effectiveness of the curriculum in equipping graduates with the necessary skills for the job market. However, percentage of graduates who worked in occupations related to their training having written contracts was lower, with **42%** of them securing such agreements compared to **59%** of those in unrelated fields.

Income levels and job satisfaction: The financial impact of the training was another critical aspect of the study. In general, the employed graduates achieved the income increment of over **50%** on average compared to their earning prior to participating the training. A substantial **93%** of income increment on average were achieved by first-round graduates compared to their previous earnings. This trend is indicative of the training's effectiveness in enhancing the graduates' earning potential. Furthermore, the study assessed graduates' satisfaction with their business activities, revealing that **22%** were very satisfied, while **54%** expressed general satisfaction. This high level of satisfaction reflects the positive outcomes of the training programs and their contribution to graduates' entrepreneurship skills.

Employers' satisfaction with graduates' skills and performance: The survey results indicated that employers were satisfied with graduates' skills and competencies in the workplace. Honesty received a favourable rating, and employers emphasized the importance of technical skills. Graduates under the SDP program outperformed other employees in communication and technical abilities. Additionally, employers appreciated the program's focus on training and skill development for disadvantaged groups and expressed optimism about its continuation.

HoKa employer feedback and industry benefit: Feedback from employers further corroborated the study's findings. Many employers noted improvements in their businesses as an indirect result of the training received by their staff and/or owners/managers. Enhanced customer satisfaction, increased tips for employees, and improved service standards were highlighted as key benefits. Employers also notified better accessibility for clients, particularly for elderly individuals, and a greater understanding of international tourists' needs. Both employers/hospitality establishment interviewed and the PDoTs reported having strengthened their collaboration and mutual understanding, as well as better image of the PDoTs. These insights demonstrate the broader impact of the training programs on the industry, fostering a more skilled, responsive workforce and better cooperation.

Training methodology and continuous improvement: The study also examined the training methodologies employed by trainers, revealing a shift towards more flexible and interactive teaching approaches. Trainers reported improvements in their management skills, digital data visualization, and the incorporation of self-study practices among students. The embrace of digital tools for classroom engagement, such as online quizzes and presentations, indicates a commitment to continuous improvement in training delivery. This adaptability was crucial in preparing graduates for the evolving demands of the job market.

In conclusion, the third tracer study emphasized the significant positive impacts of the training programs on graduates' employability, income levels, job relevance, and job satisfaction. The findings highlight the essentialness of relevant training in securing employment and income increase. As the study revealed, the collaboration between training institutions and employers was vital for fostering a skilled workforce that meets industry needs. Moving forward, continued investment in training and development will be essential to sustain these positive outcomes and further enhance the employability of future graduates.

VI. ANNEXES

6.1. ANNEX 1: DETAILS ON THE SURVEY RESULTS

Table 6: Graduates Surveyed by Training Providers and Courses, Disaggregated by Sex

Training providers and courses	Women	Men	Total
IA1	**142**	**136**	**278**
PTC Kratie	**7**	**14**	**21**
Building Electrical Wiring	2	5	7
Computer Servicing	5	2	7
Domestic Refrigerate Air-Condition Service	0	3	3
Electrical Maintenance & Fitting	0	2	2
Masonry	0	2	2
PTC Mondulkiri	**44**	**28**	**72**
Beauty and Salon	8	0	8
Building Electrical Wiring	11	11	22
Computer Servicing	19	10	29
Electrical	0	2	2
Electrical Maintenance & Fitting	3	0	3
Information Technology	3	3	6
Motorcycle Servicing	0	2	2
PTC Preah Vihear	**16**	**33**	**49**
Automotive Servicing	0	3	3
Building Electrical Wiring	3	23	26
Computer Servicing	13	3	16
Domestic Refrigerate Air-Condition Service	0	1	1
Information Technology	0	1	1
Masonry	0	1	1
Motorcycle Servicing	0	1	1
PTC Ratanakiri	**27**	**21**	**48**
Beauty and Salon	14		14
Computer Servicing	9	11	20
Man Hair Cut	0	3	3
Motorcycle Servicing	0	6	6
Tailor	4	1	5
PTC Stung Treng	**48**	**40**	**88**
Arc Welding	0	9	9
Automotive Servicing	0	4	4
Building Electrical Wiring	8	16	24
Computer Servicing	29	5	34
Graphic Computer Design	11		11
Masonry	0	6	6
IA2	**23**	**22**	**45**
NEA (learners from TVET schools in Battambang and Siem Reap	**23**	**22**	**45**
Accountant	13	0	13
Banking	1	0	1
Barista	1	0	1
Building Electrical Wiring	5	10	15

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Car Maintenance and Repair Service	0	4	4
Domestic Refrigerate Air-Condition Service	0	1	1
Electrical Automotive	0	1	1
Electronic	0	1	1
Information Technology	2	2	4
Mechanic	1	3	4
IA3	**97**	**84**	**181**
CJFTEC	**11**	**8**	**19**
Beverage & Food Processing	7	0	7
Food & Beverage Service	4	8	12
NIEI	**42**	**36**	**78**
Barista	36	5	41
Beauty and Salon	4	0	4
Building Electrical Wiring	0	20	20
Cook	1	0	1
Domestic Refrigerate Air-Condition Service	1	11	12
NPIA	**10**	**9**	**19**
Administration and Cashier	8	0	8
Automotive Air Conditioner Servicing	0	1	1
Automotive Servicing	0	4	4
Building Electrical Wiring	0	1	1
Electrical Maintenance & Fitting	2	1	3
Food And Beverage Processing	0	1	1
Small Engine Maintenance and Repair	0	1	1
RPITSSR	**34**	**31**	**65**
Accountant	24	3	27
Administration and Cashier	4	0	4
Building Electrical Wiring	3	20	23
Computer Servicing	3	1	4
Domestic Refrigerate Air-Condition Service	1	6	7
Electrical Maintenance & Fitting	0	1	1
IA4	**143**	**82**	**225**
PDoT Banteay Meanchey	**18**	**12**	**30**
Barista	2	0	2
Food & Beverage Service	8	8	16
Front Office	7	2	9
Housekeeping	1	2	3
PDoT Battambang	**15**	**13**	**28**
Food & Beverage Service	7	9	16
Front Office	4	2	6
Housekeeping	3	2	5
PDoT Kratie	**13**	**10**	**23**
Barista	3	4	7
Community Tour Guide	5	3	8
Food & Beverage Service	2	2	4
Front Office	1	0	1
Housekeeping	2	1	3

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PDoT Mondulkiri	**21**	**10**	**31**
Barista	11	4	15
Community Tour Guide	4	5	9
Food & Beverage Service	4	1	5
Front Office	1	0	1
Housekeeping	1	0	1
PDoT Oddar Meanchey	**5**		**5**
Barista	4	0	4
Food & Beverage Service	1	0	1
PDoT Pailin	**3**	**3**	**6**
Food & Beverage Service	3	3	6
PDoT Preah Vihear	**15**	**13**	**28**
Barista	2	3	5
Community Tour Guide	7	5	12
Food & Beverage Service	3	3	6
Front Office	3	2	5
PDoT Pursat	**5**	**1**	**6**
Food & Beverage Service	1	0	1
Front Office	4	1	5
PDoT Ratanakiri	**22**	**7**	**29**
Barista	8	3	11
Community Tour Guide	1	0	1
Food & Beverage Service	8	4	12
Front Office	4	0	4
Housekeeping	1	0	1
PDoT Stung Treng	**26**	**13**	**39**
Barista	10	7	17
Community Tour Guide	4	3	7
Food & Beverage Service	6	3	9
Front Office	5	0	5
Housekeeping	1	0	1
Total	**405**	**324**	**729**

Table 7: Percentage of Graduates Received Post Training Supports by Training Provider

Intervention Areas (IA) and training providers	Women	Men	Total
IA1	**53%**	**47%**	**47%**
RPITSE	0%	0%	0%
PTC Mondulkiri	55%	45%	58%
PI Preah Vihear	67%	33%	75%
PTC Ratanakiri	0%	0%	0%
PTC Stung Treng	48%	52%	44%
IA3	**53%**	**47%**	**69%**
CJFTEC	53%	47%	89%
NIEI	50%	50%	43%
NPIA	63%	38%	57%
RPITSSR	38%	62%	93%

IA4	60%	40%	19%
PDoT Kratie	100%	0%	33%
PDoT Mondulkiri	0%	100%	5%
PDoT Preah Vihear	67%	33%	27%
PDoT Ratanakiri	0%	0%	0%
PDoT Stung Treng	100%	0%	25%
PDoT Battambang	60%	40%	25%
PDoT Pursat	0%	0%	0%
PDoT Pailin	33%	67%	50%
PDoT Banteay Meanchey	67%	33%	10%
PDoT Oddar Meanchey	100%	0%	40%
Overall	**54%**	**46%**	**37%**

Table 8: Employment Rate before and after Training

Intervention area and course	Employment rate (before Training)	Employment rate (6 month)	Employment rate (12 month)	Employment Rate (first Round)
IA1	**11%**	**26%**	**56%**	**53%**
Direct trainee	**11%**	**26%**	**56%**	**52%**
Arc Welding	0%	2%	0%	2%
Automotive Servicing	0%	3%	2%	0%
Beauty and Salon	1%	4%	11%	0%
Building Electrical Wiring	1%	6%	15%	2%
Community Tour Guide	0%	0%	1%	0%
Computer Servicing	5%	9%	6%	29%
Domestic Refrigerate Air-Condition Service	0%	0%	1%	2%
Electrical	0%	0%	2%	0%
Electrical Maintenance & Fitting	0%	0%	0%	10%
Information Technology	0%	1%	2%	0%
Man-Hair Cut	0%	0%	3%	0%
Masonry	2%	1%	1%	5%
Motorcycle Servicing	1%	1%	5%	2%
Tailor	0%	0%	5%	0%
IA3	**19%**	**54%**	**75%**	**75%**
Direct trainee	**18%**	**56%**	**74%**	**77%**
Automotive Air Conditioner Servicing	0%	0%	2%	0%
Administration and Cashier	1%	11%	0%	0%
Automotive Servicing	0%	1%	0%	0%
Barista	7%	8%	24%	23%
Beverage & Food Processing	0%	8%	2%	0%
Beauty and Salon	0%	0%	5%	0%
Building Electrical Wiring	6%	8%	26%	31%
Community Tour Guide	1%	0%	0%	0%
Computer Servicing	0%	1%	0%	0%
Cook	0%	0%	0%	8%
Domestic Refrigerate Air-Condition Service	1%	3%	16%	15%
Food & Beverage Service	1%	14%	0%	0%

Indirect trainee	**21%**	**48%**	**100%**	**73%**
Accountant	21%	48%	0%	0%
Barista	0%	0%	0%	18%
Beauty and Salon	0%	0%	100%	0%
Building Electrical Wiring	0%	0%	0%	36%
Electrical Maintenance & Fitting	0%	0%	0%	18%
IA4	**69%**	**70%**	**76%**	**70%**
Direct trainee	**72%**	**73%**	**82%**	**69%**
Barista	17%	18%	21%	25%
Community Tour Guide	6%	7%	41%	3%
Food & Beverage Service	30%	28%	8%	38%
Front Office	14%	15%	8%	3%
Housekeeping	6%	5%	5%	0%
Indirect trainee	**43%**	**50%**	**65%**	**75%**
Housekeeping	0%	0%	20%	0%
Barista	0%	0%	30%	13%
Food & Beverage Service	36%	36%	5%	50%
Front Office	14%	14%	10%	13%
Grand Total	**29%**	**44%**	**67%**	**64%**

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Table 9: Graduates Incomes before Training, 6 Months, 12 Months after Training and First Round by Course

Intervention area and course	Average income before training	Average income 6 month	Increment rate (%)	Average income 12 month	Increment rate (%)	Average Income First Round	Increment rate (%)
IA1	**$73**	**$236**	**222%**	**$190**	**159%**	**$275**	**275%**
Direct	**$73**	**$236**	**222%**	**$190**	**159%**	**$277**	**277%**
Arc welding	$ -	$427	0%	$ -	0%	$238	0%
Automotive servicing	$ -	$137	0%	$298	0%	$ -	0%
Beauty and Salon	$76	$287	278%	$76	0%	$ -	0%
Building Electrical Wiring	$36	$204	472%	$215	503%	$132	Infinity
Community Tour Guide	$ -	$ -	0%	$ -	0%	$200	0%
Computer Servicing	$82	$215	163%	$256	213%	$263	221%
Domestic Refrigerate Air-Condition Service	$ -	$ -	0%	$100	0%	$ -	0%
Electrical	$ -	$ -	0%	$325	0%	$ -	0%
Electrical Maintenance & Fitting	$ -	$ -	0%	$ -	0%	$249	0%
Information Technology	$ -	$180	0%	$363	0%	$ -	0%
Man Haircut	$ -	$ -	0%	$199	0%	$ -	0%
Masonry	$390	$324	-17%	$293	-39%	$547	14%
Motorcycle Servicing	$125	$198	58%	$175	40%	$175	-13%
Tailor	$ -	$ -	0%	$100	0%	$ -	0%
Indirect	**$ -**	**$ -**	**0%**	**$ -**	**0%**	**$250**	**0%**
Beauty and Salon	$ -	$ -	0%	$ -	0%	$250	0%
IA3	**$55**	**$193**	**249%**	**$276**	**400%**	**$239**	**332%**
Direct	**$28**	**$175**	**524%**	**$278**	**890%**	**$244**	**770%**
Administration and Cashier	$5	$184	Infinity	$ -	0%	$ -	0%
Automotive Air Conditioner Servicing	$ -	$ -	0%	$300	0%	$ -	0%
Automotive servicing	$ -	$150	0%	$ -	0%	$ -	0%

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Barista	$	-	$199		0%	$216		0%	$108		0%
Beauty and Salon	$	-	$	-	0%	$	-	0%	$320		0%
Beverage & Food Processing	$	-	$123		0%	$300		0%	$	-	0%
Building Electrical Wiring	$171		$296		73%	$322		88%	$338		98%
Computer Servicing	$	-	$192		0%	$	-	0%	$	-	0%
Domestic Refrigerate Air-Condition Service	$	-	$230		0%	$273		0%	$280		0%
Food & Beverage Service	$	-	$106		0%	$	-	0%	$	-	0%
Indirect	**$135**		**$244**		**81%**	**$200**		**49%**	**$233**		**73%**
Accountant	$135		$244		81%	$	-	0%	$	-	0%
Barista	$	-	$425		0%	$	-	0%	$	-	0%
Beauty and Salon	$	-	$	-	0%	$200		0%	$	-	0%
Building Electrical Wiring	$	-	$	-	0%	$	-	0%	$203		0%
Electrical Maintenance & Fitting	$	-	$	-	0%	$	-	0%	$100		0%
IA4	**$341**		**$395**		**16%**	**$314**		**-8%**	**$549**		**61%**
Direct	**$361**		**$404**		**12%**	**$212**		**-41%**	**$640**		**77%**
Barista	$154		$180		17%	$315		104%	$1,156		651%
Community Tour Guide	$90		$128		43%	$150		66%	$250		150%
Food & Beverage Service	$742		$805		-9%	$217		-71%	$407		-45%
Front Office	$194		$235		21%	$287		48%	$200		-5%
Housekeeping	$94		$82		-13%	$151		60%	$	-	0%
Indirect	**$136**		**$300**		**121%**	**$557**		**311%**	**$230**		**70%**
Barista	$	-	$	-	0%	$616		0%	$225		0%
Food & Beverage Service	$190		$220		16%	$2,167		Infinity	$248		31%
Front Office	$	-	$500		0%	$245		0%	$165		0%
Housekeeping	$	-	$	-	0%	$	-	0%	$224		0%
Overall	**$197**		**$300**		**52%**	**$257**		**31%**	**$379**		**93%**

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6.2. ANNEX 2: STUDY QUESTIONNAIRES LINKS

- Graduate questionnaire (Khmer)
- Graduate questionnaire (English)
- Graduate questionnaire (Electronic form in Kobo Toolbox)
- Employer questionnaire (Khmer)
- Employer questionnaire (English)
- Employer questionnaire (Electronic form in Kobo Toolbox)
- HoKa Employer questionnaire (Khmer)
- HoKa Employer questionnaire (English)
- HoKa Employer questionnaire (Electronic form in Kobo Toolbox)
- Trainer/Management Questionnaire (Khmer)
- Trainer/Management Questionnaire (English)
- Trainer/Management Questionnaire (Electronic form in Kobo Toolbox)

6.3. ANNEX 3: STUDY REPORT LINK ON POWER BI DASHBOARDS

- Link to report visualization in Power BI (The report was embedded generally. Report consumer shall filter specific tracer rounds (Round 3) via the button in report dashboard.

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