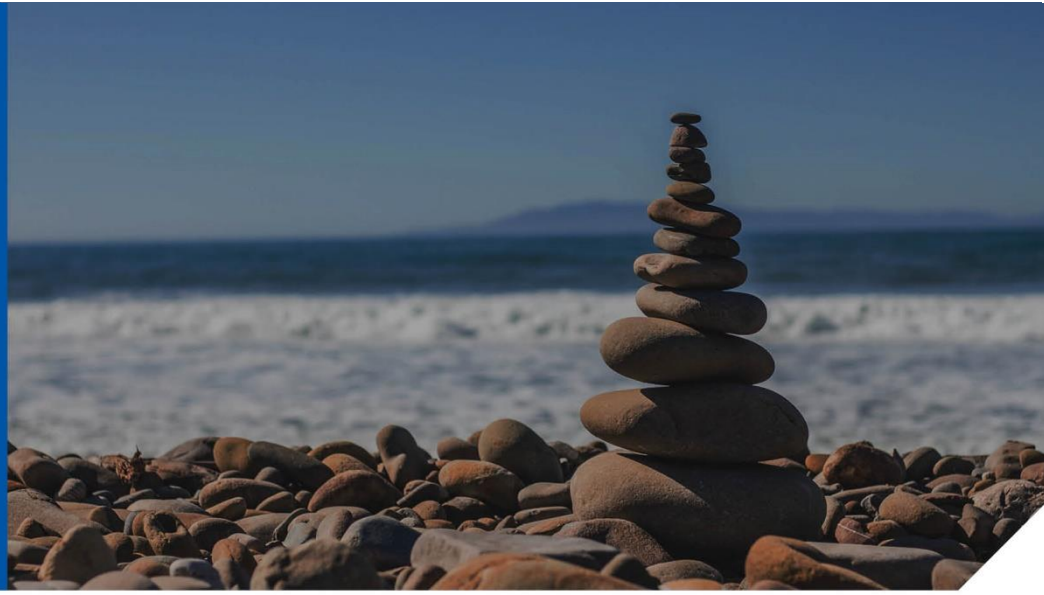
International Labour Organization

Evaluation Office

i-eval Discovery



COVID Recovery for returning Migrants and Host Communities in North West Cambodia

ILO DC/SYMBOL: KHM/21/02/NZL
Type of Evaluation: Project

Evaluation timing: Final

Evaluation nature: Independent

Project countries: Cambodia
P&B Outcome(s): Priority #1: More women, men and youth and vulnerable groups in Cambodia have access to decent and productive work as a result of increased economic diversification, productivity, competitiveness and development of the digital economy
SDG(s): SDG 1, SDG 4, SDG 5, SDG 8, SDG 9, SDG 13, SDG17.
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TABLE OF CONTENTS

ACRONYMS

ASC	Activity Steering Committee
ASEAN	Association of South East Asian Nations
BIT	Battambang Institute of Technology
BTB	Battambang (province)
CO	Country Office
DAC	Development Assistance Committee
DGTVET	Directorate General of Technical Vocational Education of the Ministry
Dpty	Deputy
DSC	Department of Standard and Curriculum
DWCP	Decent Work Country Program
DWT	Decent Work Team
GDP	Gross Domestic Product
EIIP	Employment Intensive Investment Program
EHT	Ecole d'Hotellerie et de Tourisme Pual Dubrule
FDG	Focus Discussion Group(s)
ILO	International Labor Organization
IOM	International Organization for Migration
ITI	Industrial Technical Institute
KHM	Cambodia
LMS	Learning Management System
LNOB	Leave No One Behind
MoI	Ministry of Interior
MoLVT	Ministry of Labor and Vocational Training
MSME	Micro Small and Medium Business
NCTP	National Committee for Tourism Professionals
NGOs	Non-Government Organizations
NPIA	National Polytechnic Institute of Angkor
NSDP	National Strategic Development Plan
NSSF	National Social Security Fund
NVIB	National Vocational Institute of Battambang
NZL	New Zealand
OECD	Organization for Economic Cooperation and Development
PDRD	Provincial Department of Rural Development
PDR	Peoples Democratic Republic
PSE	Pour un Sourire d'Enfant
RDG	Royal Cambodian Government
ROAP	Regional Office Asia and Pacific
RPL	Recognition of Prior Learning
SEAsia	South East Asia
SDG	Sustainable Development Goals
SR	Siem Reap (province)
TOR	Terms of Reference
TVET	Technical Vocational Education and Training
UN	United Nations
UNDAF	United Nations Development Assistance Framework
USD	United States Dollars
WD	Workdays

EXECUTIVE SUMMARY

Background

Cambodia, the country faced an unprecedented socio-economic crisis during the COVID-19 pandemic. An estimated 100,000 migrant workers returned from Thailand. A significant proportion of these returned to the provinces of Siem Reap and Battambang, along with returning internal migrants. Floods in the North-West have damaged roads and further induced labour market challenges.

To address these issues the government of Cambodia launched the project in partnership with the New Zealand Government "COVID-19 socio-economic recovery for returning migrants and host communities in North-West Cambodia". Application of Employment Intensive Investment Program (EIIP) EIIP or, 'labour intensive' approaches for constriction of infrastructure (rural roads) that has provided immediate income and at the same time repaired and strengthened damaged commune roads which also constrained recovery from COVID-19. The second component, to support the Technical Vocational Education and Training (TVET) system to move to distance and blended digital training systems, would increase workers and youth opportunities to obtain skills within the recovering construction and hospitality/tourism sectors. These activities have not been part of the normal focus of aid by New Zealand's (NZL) Ministry of Foreign Affairs and Trade (MFAT) to Cambodia. In response to the special circumstances imposed by the COVID-19 pandemic, MFAT sought to find ways that could mitigate its impact and build for the future.

Labor- intensive infrastructure construction

The EIIP component performed extremely well. The Project completed infrastructure works that included 92 culverts, community maintenance of 93 km of commune level roads, and 34 km of roads rehabilitated, matching the planned works possible from the funds available. As a result, the Project slightly exceeded its target for work opportunities, providing a total of 83,300 Work Days (WD) i.e. 100.6%, but fell short of the target for the number of House Holds (HHs) benefiting 2704 HHs (83%), a result that is still judged as highly satisfactory. While this benefited just 10% of the returning migrants, a rough estimate is that 30-40% of those involved in the EIIP work have been able to obtain ongoing work in road construction as now experienced road construction workers.

While the focus of EIIP work is the direct generation of work and income for the workers, a further set of social benefits were gained that are not typically achieved through machine-based construction: (a) high quality roads providing resilience to seasonal floods; (b) ownership and skills for effective road maintenance established within Communes; (c) substantial funds injected in commune with a multiplier effect (min. 1.5) enabling other economic activities; (d) stabilised communities with migrate workers accessing work locally; and (e) roads and road-work better integrated into the community.

Skills development

The project worked with 7 TVET institutions to develop and apply digitized course. This was successful in delivering 23 digitized course (3 above the target) which were then delivered to 3608 workers/students (90%) highly satisfactory. The responsible TVET Institutions were successful in conducting On-the-Job Training (OJT) which exceeded its target (800 cf. 300-500) and building Micro Small and Medium Enterprises (MSMEs) which met its targets (125 cf 120).

The NZL COVID-19 Recovery Project has in effect provided a pilot for the application of greening and digitization of the TVET system for the courses aimed at the construction and hospitality/tourism sectors. In the application of these, the Project has shown that the digitized course can provide access to courses

for a greater range of workers/students through reduction in reduced costs and flexibility in learning. This is already evident in the increases in registration for blended courses. Secondly it has shown that institutes can provide digitized courses with reduced costs and improved flexibility in the use of their resources. The savings for both students and institutes, if widely applied, could have macro implications with reduction in fossil fuel used of several million lt./mth., and, delays in construction of additional classroom facilities and as such contribute the greening of the TVET system as a whole [1].

The pilot application of the digitized courses also indicates potential drawbacks for widespread application. Poorer learning experience for some types of students, and limited access for students that live under disadvantaged or challenging circumstances. For the TVET Institutes, there are unrecognised costs that could emerge once digitization is scaled-up; i.e. subscription fees for apps, cloud-storage and employment to additional IT staff.

Project management

The project management and technical team managed the delays due to COVID-19 of almost a year, making a well-balanced selection of projects to yield the target Work Days and benefiting households, successfully achieving an output about 30% higher in 26 months, than was originally aimed for in the original 24 mth Phase I. It should be noted that this is a well-defined activity, directly managed by the project, with management procedures and templates that have been well tried and tested.

The skills development component did not have these advantages. While it did deliver the short-term outputs effectively, it did not do so well in terms of strengthening the TVET Institutes to sustainably conduct digitized courses, a medium-term output. The number of senior TVET managers and trainers trained was 50% of the target, meaning that a depth of capacity might not have been achieved. The eRPL platforms were well integrated into the national system, but this was not the case for one eRPL (tourism, administered by Ministry of Tourism (MoT) or for the 7 blended courses. Given their effectiveness, ways to adapt these would be worth doing and/or review the national platform. The complexity and challenge of working with the TVET system with its specific characteristics, for a program that was undergoing dynamic development, required committed and senior technical support.

LESSONS LEARNED

#1 Opportunities for Partners to Mainstream Good Practices

There are important lessons to be learnt in both components of the Project (noted below) which are worthwhile being mainstreamed by Project partners. Steering committee meetings, progress reports etc., might note these in passing, but projects in the throes of implementation tend to respond on a tactical basis (dealing with problems), and less so strategically as this lies beyond their mandate.

Thus, an overarching lesson is that the Project, as is the case for projects generally, focussed on delivery, did not provide the opportunity/environment where lessons might be learnt by stakeholders for more general application. This is exemplified by despite the long history of EIIP work in Cambodia, even its effectiveness to construct good quality roads was initially doubted, let alone the additional economic and social benefits that justify its ongoing application. The TVET system with its multiple institutions and levels, offers even greater challenges in communicating and sharing of lessons. The greening and digitization of

[1] Strategy 4.3.4 "Accelerate green transformation of TVET training institutions and adoption of sustainability practices across the whole TVET sector". Green and Digital Technology TVET Policy Framework.

the TVET in Cambodia is in an early stage of development. The lessons gained (+/-) from NZL COVID-19 Recovery Project should be used to contribute to the ongoing development of this see #4 below).

#2 Recognising the Need for Widespread Rehabilitation of Commune Roads.
The widespread and generally poor condition of commune level roads, especially after recent flood events, was not generally recognized. The process of the Project in reviewing commune priorities for infrastructure (overwhelmingly for road rehabilitation), followed by physical assessment has shown that there is a high demand for further improvement of such roads to reach the quality that will stand up to increased flooding, a consequence of climate change. The Project has shown that through including climate change as an issue to be addressed, leads to additional elements being included in road rehabilitation work, (i.e. raising height above flood levels, increasing culvert capacity). This enables improved flood resilience to be achieved at a reasonable cost. At the same time, this work can be well done by applying EIIP approaches and so generate significant numbers of decent work opportunities in areas where jobs and income are in short supply, with further impact on local economies (see 6.3 below).

#3 Recognising additional social and economic benefits to be gained from EIIP approaches
The focus on application of EIIP approaches to improvement of commune level roads tends to be on completion of the projects and the direct benefits gained by the workers in terms of WDs and incomes gained. The range of social benefits from application of EIIP are significant both in terms of the communities affected, and better resilience of these roads to climate impacts. These do not appear to have been part of the discussion around EIIP activities but could play a useful role in justifying broader application. These are:

a) substantial funds entering the community as a whole, which then supports further economic activity through a multiplier effect, estimated to be at least 1.5;
b) good quality road construction which in turn results in roads with greater resilience to climate effects and so would reduce public funds for recurrent repair and rebuilding
c) establishes a pool of experienced workers within the Communes, who can then perform effective maintenance and contribute to the roads' effective performance.
d) results in roads better integrated into the community and local environment (e.g. roadside trees maintained, pools formed providing incidental fishing, etc).

#4 Contributing to ongoing development of the greening and digitization of the TVET system.
The Project has provided opportunity for piloting of digitized and green TVET courses in a substantial manner. This has shown that this approach provides both positive and negative effects. The benefits include (a) increased registration and (b) reduction in costs for both students and the TVET Institutes providing the courses. These savings if scaled-up will provide economies at a macro level and thus serve to achieve key greening of TVET system as a whole. At the same time application of the digitized course within the Project has served to indicate that for some groups of students the reduction in classic face-to-face classes can result in less effective learning and loss of supportive learning environment important for students coming from disadvantaged circumstances.

RECOMMENDATIONS

#1 Enabling recognition of lessons for sustainable application of good practices by tripartite parterns.
Mechanisms to recognize emerging lessons within the life of a project should be included in project design. Various mechanisms (final evaluations, impact studies) enable ILO to gain lessons from each project but another type of mechanism is needed to provide opportunity for implementing partners to learn. These lessons need to emerge within the life of the project rather than appear as a coda on completion of a project. Such mechanisms need to operate outside of the normal project delivery process

so that lessons are objectively recognized, and then communicated and exchanged at all levels, throughout the life of the project. Such 'reflective' learning is best accomplished if not conducted passively but actively pursued. Methods that employ reflective learning cycles of this sort are well proven. The 'system in the room' which is core to the Leadership & Engagement for Improved Accountability Framework (LEAD) method, might be examined in this context.

#2 Building compelling models and rational for mainstream application of EIIP in Siem Reap

The good results generated by the application of EIIP are scattered across the target communes and as such are unlikely to influence the business-as-usual of machine-based contracts for rehabilitation of commune level gravel roads. To achieve acceptance of EIIP, and the generation of Decent Work that will go with is, a concentration of such work is needed to make an impact. This would then allow an assessment of the social and economic impacts, including the multiplier effect of workers' wages in the local economy. The Deputy Provincial Governor of Siem Reap (SR) has come to recognize the value of EIIP both for building climate resilient communal roads and impacting local economies. The opportunity exists to:

- co-design a project with the SR Dpty Provincial Governor to use EIIP approaches for use with existing Provincial funds on a significant proportion of communal roads
- have technical support from ILO to (a) directly supervise, and (b) to build a cohort within the Provincial Governors office to continue to design and supervise EIIP for commune roads
- include a research component to assess (a) the economic and social impact of extensive and linked EIIP constructed roads on commune economy, and (b) review how EIIP and machine-based contracts might be combined to ensure best use of public funds; (c) how EIIP or labour-intensive practices might fit into national guidelines for various categories of road construction.
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#3 Integrating skills development with EIIP for workers to access ongoing decent work

A large proportion of commune HHs continued to seek decent work, with workers in many sites forming work-gangs to proactively seek further work. Alerting workers to such opportunities as they are enlisted would assist them to appreciate the experience and skills, they gain through EIIP as well as the immediate cash income.

Project design could include a component to be included as part of OJT to stimulate workers' aspirations from the outset that they could build on their EIIP work experience to continue to seek and obtain further work. They should also be encouraged to further capitalize on their EIIP by participating in eRPL or Blended training.

#4 Mapping the TVET System and its integration of digitization

The TVET system for both technical and tourism sectors include two ministries, Ministry of Labour and Vocational Training (MoLVT) and the MoT, with 4 divisions, between them, with Provincial networks of their Institutes. The Project worked with 3 national-level TVET institutes of each of the ministries and 4 different provincial-level Institutes including one NGO - EHT. The digitization and greening of the TVET system is at an early stage and still dynamically evolving. Work developing and applying this within the NZL COVID-19 Recovery project is thus providing early examples of it and with that, fresh lessons both positive and negative.

A key recommendation for skills development is that ILO, along with the national partners and other donors in this sector conduct a national review of TVET systems to assess the emerging lessons to contribute towards effective greening and digitization, and to enable the initiatives amongst the two Ministries and department are better supported by ILO and other donors.

#5 Develop procedural guidelines and tracking system to better manage TVET initiatives.

ILO has a substantial role to play in strengthening the capacity of the TVET system. Such work does not often follow a set format. The formative work in the digitizing and greening of TVET is a very particular aspect of support for this sector.

Given the above, it would be worthwhile for the International Labour Organization (ILO) to review how to best give technical support for its project for skills development throughout a project and how templates for recording progress might be developed. The sector wide review of TVET in Cambodia noted above would assist in this.

2.0 PROJECT BACKGROUND

2.1 Project Context

Although the COVID-19 health impact was limited to date in Cambodia, the country faced an unprecedented socio-economic crisis during that period. For 2020, the Asian Development Bank (ADB) estimated that more than 390,000 workers lost their jobs and more than 100,000 legal migrant workers returned from Thailand (49 percent women). A significant portion of returning migrants was from Siem Reap and Battambang Provinces, which were also badly affected by floods in that same year. These provinces had also received returning internal migrants who lost their jobs in the hospitality, construction, and garment sectors (45,000 in hospitality, 150,000 in garments the majority being women, and 90,000 in construction). These three sectors represent 55 percent of Gross Domestic Product (GDP). Those who remained employed had furthermore encountered declines in income - 56.4 percent for those in the hospitality sector, 36.8 percent for the construction sector and 29.8 percent for the garment sector.

The risk of loss of income was higher for the informal sector (estimated at 1.5 million and self- employed workers, who made up over 90 percent of Cambodia's workforce in 2018. Cambodian women mainly operate micro-enterprises or are self-employed (62 percent), working in the informal economy and are mostly clustered in sectors which have been hard hit by COVID-19[2].

In Cambodia, technological advancements, climate change, migration, demographic change and many other changes not only imply that today's skills may not match the jobs of tomorrow but also that newly acquired skills may quickly become obsolete. Skills recognition and utilization across borders for migrants and returning migrants are thus particularly crucial for the country. Moreover, many employers are also struggling to find workers with the skills they need. The COVID-19 pandemic revealed the vulnerability and necessity of skills and lifelong learning systems, including Technical and Vocational Education and Training (TVET) providers that were forced to close. In a short span of time, TVET systems were challenged to move towards distance and blended learning modalities, which in many cases were not well designed or implemented[7]. To tackle these challenges, ILO and the MOLVT have been cooperating since the beginning of the COVID-19 crisis to support the digital transformation of TVET at both policy and operational levels.

Returning migrants to Siem Reap and Battambang Provinces entered into a fragile socio-economic environment8. The UN estimates that poverty in Cambodia will almost double to about 17.6 per cent and unemployment will rise nearly seven-fold in 2020 following COVID-19, developments that will affect the two targeted provinces more than others.

During the last 25 years, floods in the North-West have had detrimental impacts on rural households, causing damage to properties and farmlands as well as basic infrastructure such as water supply, sanitation and access roads. Standing water from poor drainage leads to unhygienic living conditions and an increase in water-borne diseases. Climate vulnerability, floods, and other natural disasters induce labour market challenges in the provincial districts of Cambodia.

In this context, there is a need for improving existing infrastructure to secure adequate climate resilience. While addressing these challenges, it is possible to create productive employment and income generation that mitigate the job losses resulting from the economic impact of the COVID-19 pandemic. With this ambition and objective of mitigating the job losses by providing EIIP for local infrastructure, the ILO jointly with the government of Cambodia launched the project in partnership with the New Zealand Government "COVID-19 socio-economic recovery for returning migrants and host communities in North-West

[2] Economic and Social Commission for Asia and the Pacific (ESCAP), 2020

Cambodia". This EIIP approach is well known to both the ILO, Government and to some extent also the private sector. EIIP approaches has been extensively used in the past in Cambodia for addressing challenges both in a regular development context and as an effective crisis response.

2.2 Project description

Medium-term Outcome: Paid employment schemes in construction and maintenance of social and economic infrastructure in remittance-dependent communities

Short-term Outcome 1: Vulnerable households provided short-term employment
For short term outcome 1, the Provincial Departments of Rural Development (PDRDs) and the commune authorities were the main stakeholders involved, depending on the type of infrastructure. They are the primary caretakers of rural infrastructure development at local level. At provincial level, the PDRD was the local counterpart for the infrastructure works. Under short term Outcome 1 there were two outputs. Output 1.1 and output 1.2.

Output 1.1: Labour-intensive construction/rehabilitation of basic rural village infrastructure. The targets (performance indicators) under this output were:
•Approximately **60,000 workdays of** short-term employment provided across the targeted villages in Battambang and Siem Reap Provinces in phase 1 and additional **23,000** workdays for phase 2.
•Approximately **2,500 poor vulnerable** households in phase 1 and additional **750** for phase 2 who are most affected by the coronavirus pandemic including people with disabilities benefiting from short term employment opportunities.
•Total cash injections in the villages through the Activity's infrastructure works will be about US$ 1.3 million, of which about US$ 0.45 million are wage transfers and about US$ 446,000 Infrastructure work for phase 2.
• Not less than 35 basic infrastructure schemes installed or improved in the two clusters of around 10 - 15 communities each (one cluster in Battambang Province and one cluster in Siem Reap Province)
Approximately USD 1.3 million is planned to be available for the infrastructure capital works and is planned to be injected in the local economy. For phase 2, about 10km roads rehabilitated, 20 culverts installed and routine road maintenance of about 40km roads.

Output 1.2. Capacity building and technical support of community stakeholders in managing civil works. The targets (performance indicators) under this output were:
• Agencies represented in the Provincial Department and Rural Development (PDRD) in Battambang and Siem Reap have demonstrated their hands-on ability to efficiently and effectively plan and deliver investments in basic village infrastructure, using employment-intensive work methods and technologies, and applying an inclusive community participation model.
• Functional and self-sustainable community-based operation and maintenance systems in place for the constructed/improved village infrastructure assets.

Short-term Outcome 2: Returning migrants and workers access TVET programmes.
Under short-term outcome 2, the Directorate General of Technical Vocational Education and Training (DGTVET) of MOLVT was the main stakeholder for the Activity. DGTVET is the main caretaker of the development of online national vocational training platform and of the supervision of the creation of modular online and blended vocational training curricula for the construction sector and other selected sectors. This short-term outcome 2 had two outputs. Output 2.1 and Output 2.2.

Output 2.1. Development and delivery of online/blended vocational training. The targets (performance indicators) under this output were:

• One (1) online national Learning Management System (LMS) platform has been updated, strengthened and piloted with DGTVET.
• No less than 20 online and blended vocational training certified curricula modules including participant and trainers' guidelines have been developed for selected occupations of the construction sector (e.g., carpentry, masonry, plumbing) and other selected priority sectors/occupations.
• No less than 4,000 returning migrants and migrant workers, workers and students including people with disabilities will have accessed certified online and blended modular vocational training and recognition of prior learning programmes
• About 300-500 community members from the targeted communities will have received training on construction-related skills
• No less than 100 local Micro and Medium Enterprises (MSMEs) of villages targeted for infrastructure works will have received training
and coaching on enterprise management.

Output 2.2. Capacity building of public and private TVET institutions in developing and delivering blended training. The targets (performance indicators) under this output were:

• No less than twenty (20) twenty trainees from DGTVET management, other relevant ministries, employers' organisations and TVET school managers have received coaching and capacity building to design, develop, supervise, and assess online and blended modular vocational training programmes
• No less than forty (100)[3] TVET trainers and private sector representatives participated to a Training of Trainers, allowing them to train TVET teachers to deliver, facilitate and assess modular online and blended vocational training and recognition of prior learning programmes; All modules will include green and gender-responsive competencies and can be used to skills, upskill, or reskill targeted beneficiaries.
• No less than 10 TVET teachers have been trained to deliver and assess on the job certified training construction modular programmes delivered to workers involved in infrastructure works.
• No less than ten (10) trainers and facilitators have been trained on the implementation of gender sensitive blended learning and support packages on entrepreneurship and business revival, including additional supports such as online peer-to-peer learning, practical skills, mentoring and awareness of rights and equality.

Output 2.3. Technical and financial support to 120 youths, migrant workers and existing MSMEs to start up and upgrade their green enterprise

• At least 1000 participants including workers, youths, students, and PWDs join in green career fair in selected sectors of construction (renewable energy e.g., green plumbing), hospitality (e.g. Green Bakery) and agriculture/agro - processing (green food processing)
• 120 MSMEs owners able to green and digitalise their businesses and receive startup fund after training on business management.
• 10 youths/groups participate in national green innovation call to start or upgrade green MSMEs in selected sectors of construction, hospitality and agriculture/agro processing

[3] There is an inconsistency here and the Evaluation accepted 40 TVET trainers as the target number

3.0 EVALUATION BACKGROUND

3.1 Evaluation Purpose

The purposes of the final independent evaluation are accountability and organizational learning. The evaluation will assess the extent to which the project has achieved its planned objectives as per the agreement with the ILO constituents, the ultimate beneficiaries, and the donor. The final evaluation will also attempt to contribute to organizational learning by identifying lessons that have been learned and emerging good practices. Findings will be used to improve similar endeavors in the future.

The ILO considers evaluation to be an integral part of the implementation of development cooperation activities. This evaluation will follow guidelines on results-based evaluation of the ILO Evaluation Department (EVAL) contained in the "ILO Policy Guidelines for Evaluation" and, more specifically, the checklist "Preparation of the Evaluation Report". It will have to:

- Assess the extent to which the project has achieved its stated objective and expected results regarding the different target groups, while identifying the supporting factors and constraints that have led to them, including implementation modalities chosen, and partnership arrangements.
- Identify unexpected positive and negative results of the project and assess the extent to which the project outcomes be sustainable.
- Establish the relevance of the project design and implementation strategy in relation to the ILO, UN and SDGs and national development frameworks focusing on leaving no one behind agenda.
- Assess the extent to which the project strategy and its implementation take into consideration gender and disability inclusion, and climate change and environmental sustainability
- Provide recommendations, lessons learned and good practices to project stakeholders to promote sustainability and support further development of the project outcomes.
- Assess to what extent the project addressed the mid-term eval recommendations.

This evaluation will be conducted by an evaluator with experience in conducting the full evaluation process. The evaluation consultants have the sole responsibility for the substantive content of the final evaluation report in line with EVAL quality requirements.

3.2 Evaluation Principles and Criteria Questions

The TOR describes the conditions for compliance of evaluation exercise with the evaluation norms, standards and ethical safeguards specified in ILO's evaluation procedures. The ILO adheres to the United Nations system evaluation norms and standards as well as to the OECD/DAC Evaluation Quality Standards. To enhance the usefulness and impartiality of the evaluation, an evidence-based approach to evaluation was adopted. A combination of tools and methods were used to collect relevant evidence.

The TOR provides the criteria as well as specific questions for each of these as shown below:

1.0 Relevance

1.1 How does the project contribute to the development goals of the Decent Work Country Programme of Cambodia with emphasize on gender and disability inclusion, tripartism, SDGs, social dialogue, leaving no one behind (LNOB), climate resilience and environmental sustainability?

1.2 To what extent has the programme strategies and approaches been pertinent to constituents, social partners and stakeholders' need and strategic priorities of the development partner

(New Zealand) for Cambodia and the region to accelerate the local economic development and employment?

1.3 How did the project reflect and respond to the need of the ultimate beneficiaries in terms of increasing employment opportunities, creating jobs and providing better living standards and income opportunities for the people?

1.4 Do the project's intervention and key achievement are aligned with the key labour market trends and indicators including progress of the country in terms of achieving the SDG indicators.

2.0 Coherence

2.1 To what extent this project has its synergies and interlinkages with other ILO's responses that address similar situation to overcome the labour market challenges during COVID-19-19 in Cambodia?

2.2 To what extent this project was compatible with other national and provincial responses in terms of interventions/policy to for similar issues and labour market challenges in Cambodia.

3.0 Effectiveness

3.1 How effective are the project implementation strategies in achieving the Project targets in terms of creating the number of job opportunities and number of workdays for the employed created through employment- intensive rural infrastructure works, thereby improving livelihoods of men and women and climate resilience?

3.2 How blended TVET training will be developed and provided in related construction skills and other sectors in demand by the labor market. Did this blended approach and training increase the future employability of returning migrants and vulnerable households?

3.3 To what extent has the Project contributed to gender and disability, social inclusion and opportunities/gaps and the normative agenda of ILO? Was there any form of social dialogues used in the process of implementation of this project?

3.4 To what extent and how well did the programme meet the capacity needs of the constituents and how well did it address the needs and challenges for the challenges? (e.g., for employers, workers, local/provincial government support and sustain remediation efforts).

4.0 Efficiency of resource usage

4.1 How efficiently has the project been managed in terms of its human / financial resources and organizational / governance structure in both the phases?

4.2 To what extent has the project leveraged partnerships (with constituents, national and local institutions, and other UN/development agencies) that maximize the projects' effectiveness and impact on Cambodia's priority of increasing decent employment opportunities to fight back the consequences of COVID-19?

5.0 Sustainability

5.1 To what extent and how is the infrastructure established by the project be maintained and how local government will have access to resources for managing the infrastructures developed by the project interventions?

5.2 How do the TVET institute continue to integrate more blended learning opportunities and how these courses help their business cases to become stronger in the future? How do they monitor the success and how differently the blended courses affect the trainees and attract future trainees?

5.3 To what extent has the project approach contributed to climate resilient sustainability?

6.0 Orientation towards Impact

6.1 How has the project infrastructure work contributed to climate resilience? What were the

positive externalities produced by the project intervention such as road repairing, and building roads and culverts? Were there any negative externalities produced by the project?

6.2 To what extent do project's achievement and results support or are aligned with the broader and a macro level objective and ambitions of the Government to tackle the economic downfall of COVID-19 especially for i) national "Rectangular strategy phase IV", ii) "National Strategic Development Plan (NSDP) 2019-2023", iii) Cambodia UNDAF 2019-2023 development strategies?

6.3 How many households have benefited from the project and improved their longer terms livelihood benefits in terms of (i) the jobs offered through the infrastructure works, (ii) improved access and (iii) the vocational training opportunities.

6.4 How did the project affect youth and women especially? To what extent have the workers and trainees improved their employability because of project support in project districts?

3.3 Evaluation Methodology

The Evaluation Team was composed of a Team Leader (International) with a background in project design and delivery in livelihoods development, value-chain development, and governance, as well as having previous experience in conducting ILO final evaluations. He was supported by national Consultant with a strong background in the TVET systems and tourism, having previously provided consulting services for standard TVET curricula development now under review. Thus, the team provided a good balance experience to evaluate the two main interventions of the project.

The evaluation included three main steps (a) an Inception period including a zoom meeting with the ILO evaluation management team and study of relevant documents provided by the Project and additional documents sourced by the Evaluation Team itself (Annex #9.5); (b) field visits for interview with beneficiaries and stakeholders, combined with direct observation of the activities completed; (c) validation workshop for feed-back and consultation with stakeholders to confirm and reflect on findings (17 Oct.)

The field mission (08-16 Oct.) was based in Siem Reap for most of the time with a trip to Battambang sites. Infrastructure was inspected in all 4 districts and 7 local TVET institutions in both provinces either in person or remotely. The field mission included interviews with Focus Discussion Groups (FDG's) composed of various beneficiaries (workers, students) and stakeholders (commune chiefs, contracts, TVET administrators and teachers, and Provincial authorities), and finally remote interviews with senior personnel of SR Provine, ILO and the NZL donor. The schedule and persons met are provided in Annexes #9.3 and #9.4.

Most of the field mission interviews were conducted in Khmer, where the Team leader led the sequence of questions which the national consultant continued to interrogate the issue. When interviews were carried out with workers, flip charts were used to record the response progressively and provide a mind-map of the information so gained. On occasions when language permitted, the members of the team worked separately to cover a greater number of informants.

Gender was a cross-cutting concern throughout the methodology. Specific inquiry on gender inclusion was explicit in two of the evaluation questions. In preparation for the field mission the evaluation team requested that the beneficiary groups to be interviewed through FDGs specifically include women, as well as persons with disability. This was achieved in all interviews with road-workers (CMG and contractor managed) with just under half the respondents (48%) in the 6 FDGs being women; 26 out of 56 respondents (see Table #1 and Annex #9.4). Such inclusion was not possible in interviews with eRPL beneficiaries where most workers had been men. The Eval Team reviewed data and information provided

by the project for all activities disaggregated by gender and assessed the effectiveness of Project gender-related strategies. During interviews, the evaluation team made sure gender specific questions were included and that women's views were heard. The national member of the Eval Team was a woman and this assisted in gaining responses from women in the FDG interviews and ensured this focus was maintained when meeting with TVET Institute administrators.

PROJECT ACTIVITY	Informant type	No of Sites/Offices	No. of Informants		
			Men	Women	TOTAL
EIIP roads	Workers - CMG managed	4	12	21	33
	Workers - Contractor managed	1	9	-	9
	Contractors	2	8	-	8
	Commune chiefs and staff	8	12	3	15
	District / Provincial authorities	3	6	2	8
Skills Development	TVET departmental	2	2	-	2
	TVET administrators	7	24	3	27
	TVET teacher	1	1	-	1
	eRPL workers	1	9	-	9
	Blended students	-	-	-	-
	OJT	4 (workers)	n/a	n/a	n/a
	MSME businesses	6	1	5	6
Project	New Zealand MFAT	1		1	1
	ILO CO Cambodia	1	1	1	2
	ILO ROAP	2	1	1	2
	KHM/21/02/NZL Team	1	5	-	5
TOTAL					128

Table #1 Evaluation informant types and scope

During the evaluation the team were provided with documents recording the various outputs, as had been reported in the various progress and ASC meeting reports. To verify the figures for the EIIP component which employed 2704 HHs covering 83,300 WD, the team tested the validity of Project records through a spot-check of one of the works to check matching Project figures with day muster rolls and tallies. These matched and thus Project figures were accepted. Site visits to all types of EIIP contracts, along with interviews with Commune chiefs confirmed the physical completion of the works (see table #1). This along with interviews with Commune chiefs provided excellent triangulation for the road's component, which along with interviews with contractors both noted that (a) EIIP work resulted in better quality roads and (b) women were regarded as effective for road work. Interviews with a range of officials including Commune chiefs, and in particular FDGs with workers from all three types of contracts provided information on impact and sustainability both for (a) the benefit of the roads on enabling transport and (b) the benefit of the income to HHs.

Activities under the skills development component was not managed by the Project but by the TVET Institutes themselves. The Eval Team conducted face-to-face and remote interviews with administrators of all 7 TVET partner institutes who described the process of digitizing and delivery of the courses. A selection of these courses (EHT and NVIB) were viewed online to assess their completion and standard. These varied according to the context of the particular institutes. Verification of the output of workers and students trained was made by examination of the Technical Progress Reports (TPRs) prepared by the Institutes and comparing the number of workers/students accessing courses and the participant-lists of

workers/students attending courses. These did not always match, with the participant-lists generally showing less than figures in the TPRs, but also on occasions higher.

The Evaluation Team met recipients of OJT, eRPL and MSME interventions to gain an assessment of the benefits they had gained. In the case of OJT and MSMEs, the trainings had already generated impacts in terms of ongoing work in road construction and increased volume of business and profit respectively (see 4.6.3).

The validation workshop was held in Siem Reap, chaired by the Deputy Provincial Governor and attended by the ILO Country Representative for Cambodia, as well as various stakeholders, including Commune chiefs, TVET institutions, and contractors. Findings of the evaluation were preceded by a summary of the project by the Project Team. Questions from the Deputy Provincial Governor were notable for their focus on the multiplier effect of wages from EIIP on the commune economy.

3.4 Limitations of the evaluation

The Evaluation was conducted late in the project after all activities had been completed, which meant that there was some difficulty in meeting direct beneficiaries. In the EIIP component, while the road construction itself was consistent, the experiences of workers under CMG and contractors managed works potentially could be different. While several FDGs of CMG workers were interviewed, only one group of EIIP workers of contractor managed works were met. In the event their experiences were consistent with CMG workers.

The assessment of benefits and process of the Skills Development component relied largely on meetings with administrators of the TVET Institutes. Only a small sample of student and worker beneficiaries were met; for eRPL (all male) and for MSME (mainly women in Battambang only). Unlike EIIP workers, these beneficiaries were not concentrated in village communities but widely dispersed and not under jurisdiction of the institutes themselves. Despite several efforts, students of blended courses, a major component of the program were not met, leaving a gap in the assessment. On the one occasion that a teacher of blended courses was met, this provided somewhat some contrasting information in terms of their effectiveness and weaker learning experiences for the students (see 4.5.2).

Data collection from the Skills component was challenging. The component did not have standard data collection tools for the Institutes to use, or seemingly had developed a consolidated database. In general, the institutions had relied on their own systems for record keeping and were not rigorous in this: PSE had not prepared a final TPR (figures were extracted from their participant lists); ITI had included students attending both classic and eRPL, etc. Resolving these discrepancies was beyond the capacity of the Evaluation. While appreciating the less than rigorous approach to data collection by the TVET Institutes, the data finally accepted for the workers/students is based on the Institute TPRs.

Given the number of partners and interventions, (eRPL, Blended, OJT and MSMEs) the Evaluation Team first composed a set of working papers for each intervention as preparation for responding to the evaluation criteria questions.

4.0 MAIN FINDINGS

4.1 Relevance

4.1.1 How does the project contribute to the development goals of the Decent Work Country Programme of Cambodia with emphasize on tripartism, SDGs, social dialogue, leaving no one behind (LNOB), climate resilience and environmental sustainability?

The Project contributes to the implementation of priority one (1) and all related outcomes of the ILO Cambodia 2019-2023 Decent Work Country Programme (DWCP). Priority 1: More women, men, youth and vulnerable groups in Cambodia have access to decent and productive work as a result of increased economic diversification, productivity, competitiveness and development of the digital economy. It further specifically contributes to the ILO Country Programme Outcome Kampuchea (KHM) 202 "Enhanced employability of men and women through improved and expanded gender-responsive skills development and employment services."

The Project is in line with the majority of the seventeen (17) United Nations Sustainable Development Goals (SDGs). It dovetails perfectly into the following goals:

- SDG 1: End poverty in all its forms everywhere.
- SDG 4: Quality Education: Ensure inclusive and equitable quality education and promote lifelong learning opportunities.
- SDG 5: Achieve gender equality and empower all women and girls.
- SDG8: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.
- SDG 9: Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation.
- SDG 13: to increase climate resilience and adaptation; and
- SDG17: to strengthen the means of implementation and revitalise the Global Partnership for Sustainable Development.

A limited degree of social dialogue took place within the project with the main focus being on the implementation towards increasing work opportunities during this time of crisis. Communication of lessons between stakeholders did not regularly take place, until the establishment of the Activity Steering Committee (ASC) in Phase II served to increase stakeholders' understanding and appreciation of EIIP methods. This is discussed further in later sections, with specific recommendations to improve this in future projects.

The Project took well-structured measures to ensure good inclusion in the EIIP component, with women and Persons With Disabilities (PWD) actively recruited. In general, the digitization of TVET courses has increased access to courses, but care needs to be taken to ensure that digitization does not reduce access for some groups, which would work against the ILO norm of Leave No One Behind (LNOB).

The Project took consistent measures to ensure climate resilience and minimize impact on the local environment. Gravel for road surfaces was sourced at quarries rather locally within the communes which would impact the local environment. The resulting roads are of high quality due to the EIIP standard practices, which in turn will result in these having greater resilience to seasonal flooding and a longer effective life, and so reduce need for recurrent repair and rehabilitation.

4.1.2 To what extent has the programme strategies and approaches been pertinent to constituents, social partners and stakeholders' need and strategic priorities of the development partner (New Zealand) for Cambodia and the region to accelerate the local economic development and employment?

Due to loss of jobs caused by the COVID-19 pandemic more than 100,000 migrant workers (49 percent women), returned from Thailand with a significant portion of those returning to the SR and BTB Provinces. Added to this, these two Provinces also received returning internal migrants who had lost their jobs, particularly from the construction and hospitality/tourism sectors, (see 4.1.4 below). Once COVID-19 restrictions were lifted, employers have continued to be challenged to find workers to replace these positions[4]. Workers that are available are not necessarily skilled and need to receive training. The TVET institutes themselves have links with industry and employer organizations through their Job Centres, that aid workers/students graduating to obtain employment. The Project itself provided a platform promote green jobs and to link workers and industry through conducting the Green Career Fair targeting the construction and tourism sectors, which was well patronized by 49 companies and attended by over 1000 job seekers.

New Zealand's Ministry of Foreign Affairs and Trade (MFAT) made its largest aid contribution outside of the Pacific with its aid to Cambodia of NZ$32M. MFAT had existing programs in Siem Reap and so quickly recognized the issue of returning migrant workers and sought measures to generate work opportunities. In consultation with ILO, the generation of work opportunities was primarily to be provided through the application of EIIP approaches for construction of local infrastructure. This along with working with TVET had not been part of previous NZL aid to Cambodia, but their value both for returning migrants and the labor pool in general was recognized.

4.1.3 How did the project reflect and respond to the need of the ultimate beneficiaries in terms of increasing employment opportunities, creating jobs and providing better living standards and income opportunities for the people?

The ultimate beneficiaries include both the resident population and returning migrants. The resident population to a large degree is already engaged in agriculture production. The COVID-19 restrictions still affected them both with reduced functioning of local markets systems along with the difficulty of transporting agricultural products to these markets. Roads damaged by the floods Oct 2019 affected many areas in the North West of Cambodia, further affected travel. Returning migrants dependent on finding wage labor, were firstly constrained by the COVID-19 restrictions and then by the poor condition which made it difficult for them to travel to find scarce work. Poor road conditions made many aspects of normal social life and access to services difficult, with common difficulties raised; the difficulties for children to travel to school, and, for pregnant women to reach clinics. The Project offered a range of infrastructure options for application of EIIP, however Communes identified roads as the key infrastructure to be improved to address the issues above.

The EIIP approach to improving the commune level roads resulted in HHs gaining immediate cash ranging from $130 to $360 per HH[5] depending on the contract type and period of work. HHs used this for their daily needs, thus helping to restart economic activity within the Commune. While these wages

[4] EUROCHAM Skills Gap Assessment 2024, EUROCHAM, SDC, SDP, Swiss Contact.

[5] Calculated based on Av. No. WD x Av wage $8.5 for each type of contract. For those workers engaged in more skilled activites (i.e. form work and concreting) the income would be higher.

were for a limited time, many of the workers can now present themselves as effective construction workers and in effect have gained entry to a new range of work opportunities.

The skills development work, with the digitization of courses in construction and hospitality, has opened an opportunity for many of the Commune based population to access these courses. Tracking of employment graduating and employment gained by workers/students was not part of the Project activity, but with the continuing high demand for workers in these sectors, they should be able to obtain work. Based on the results of graduating students from a similar program (SDP), those who do gain employment see an increase in their income of 60%[6]. Similar results should be gained for graduating workers/students trained with support of the Project.

4.1.4 Do the project's intervention and key achievement are aligned with the key labour market trends and indicators including progress of the country in terms of achieving the SDG indicators?

The 2030 Development Agenda for SDG 8 aims to promote sustained, inclusive, and sustainable economic growth, full and productive employment, and decent work for all. From 2018 to 2022, the average annual labour demand in terms of macro-occupations indicated that the highest labour demand was in the construction sub-sector, followed by tourism[7]. These trends are projected to remain consistent with the forecast for 2024 being that the top labor demand will remain with construction (29%) and tourism 24.7%), again emphasizing the importance of these sectors in the general economy[8]. Overall, the annual growth rate is currently 2.3% based on 2023 figures, equivalent to 220,000 new job creations. The NZL COVID-19 Recovery Project interventions are thus strongly aligned with SDG 8 and the key labour market trends in Cambodia's top priority economic sectors—construction and tourism.

It should be noted that the reports quoted draw heavily on surveys of the labour markets conducted by ILO itself. Thus, ILO makes a very significant contribution to assessing the demand and then facilitating improved supply of skilled labor in the country.

4.2 Coherence

4.2.1 To what extent this project has its synergies and interlinkages with other ILO's responses that address similar situation to overcome the labour market challenges during COVID-19 in Cambodia?

ILO has a long history in Cambodia of applying EIIP approaches to improve rural infrastructure. During the 90's over 1500 km of such roads were improved. ILO was able to build on this experience in its design and then implementation of the infrastructure component of the NZL COVID-19 Recovery Project. This included highly experienced management, technical staff, procedures and templates for tracking outputs at all levels. The careful selection of a combination of projects (culvert construction, maintenance, and rehabilitation) to match the WD and worker targets, illustrates effective management of this component, despite the restrictions COVID-19 placed upon it.

[6] Key results of Phase 2 of the Skills Development Programme. https://www.swisscontact.org/en/projects/sdp

[7] According to The Cambodia Labour Market Bulletins, June 2020, Data from TVETMIS: ព្រឹត្តិបត្រព័ត៌មានទីផ្សារការងារកម្ពុជា_ឆ្នាំទី១_លេខ២_ភាសាខ្មែរ.pdf

[8] According to the Cambodia Labour Market Bulletins, January 2024, Data from TVETMIS: MLVT_Labour_Market_Bulletin_S1Z2024_Final.pdf

The labour market challenges go beyond the rural sector. Workers in the hospitality and tourism sectors were badly affected and so relocated or left the sector altogether. This has resulted in an ongoing demand to recruit new workers with the required skills. Conducting the classic face-to-face training was no longer possible for TVET institutions to conduct during the pandemic shutdowns. The DGTVET had already begun some development of digital platforms[9]. The ILO in 2020 began to assist DGTVET towards a digitized system through supporting (a) supporting DGTVET staff to participate in an ITC e-learning laboratory and (b) development of a set of guidelines for step-by-step process by which existing curricula could transition from the classic face-to-face courses to blended courses. This thus provided the basis and model for how DGTVET and the provincial institutions could digitize their courses. The NZL COVID-19 Recovery Project then was well placed to put this into practice by firstly training senior TVET management staff in ILO's Turin training center in strategic and financial management of TVET institutes (10 persons), with TVET teachers and trainers (18, with 4 women) then trained in the development and delivery of blended courses in the construction and hospitality/tourism sectors to be applied returned migrant workers and general students.

ILO has contributed to broader skills development initiatives in Cambodia, along with other UN agencies (UNESCO, UNICEF, UNIDO), in particular with the Decent Employment for Youth in Cambodia Program (DEY). This aims to ensure that "by 2023, women and men in Cambodia, in particular the marginalized and vulnerable, benefit from expanded opportunities for decent work and technological innovations, and participate in a growing, more productive and competitive economy, that is also fairer and environmentally sustainable. ILO's particular contribution is to strengthen their capacities as well as reinforcing mechanisms to address skills development challenges and maintaining dialogue with government to increase budget allocation for TVET and employment-relevant sectors. ILO also supports enhancing the capacities of the private sector towards involvement in the design and delivery of TVET, including work-based learning, quality apprenticeships, and improving the effectiveness of sectoral skills councils, employers' associations, and selected entrepreneurship associations.

4.2.2 To what extent this project was compatible with other national and provincial responses in terms of interventions/policy to tackle the similar issues and the labour market challenges in Cambodia.

The Royal Cambodian Government (RCG) instituted two programs to support its population while COVID-19 restrictions prevented normal participation in work. This included a "Cash For Work Program for Rural Development" and the "Livelihood Enhancement Project" that aimed to reduce poverty, improve livelihoods and social welfare for rural populations, and was applied in 25 municipality and provinces of Cambodia. This Cash For Work Program links to ILO as it focuses on rural road construction under cash for work program and civil works. In addition, the RCG instituted the COVID-19 Cash Transfer Program that provided cash to those HHs who were identified as poor (ID Poor households). This was administered by all sub-national administrations including BTB and SR Provinces

To address the broader issue of enabling the population, particularly the youth to enter the labor markets disrupted by COVID-19, the MoLVT instated the DEY program described above. The specific activities of the NZL COIVID Recovery Project to digitize courses in BTB and SR TVET institutes thus both helps enable this, and at the same time benefited from DEY activities to encourage youth to participate, including action by Commune Chiefs.

[9] It is a short-term project the Ministry of Labour and Vocational Training received a direct fund from the Swiss Development Cooperation for overcoming COVID-19-19 for the TVET sector from August 2020 to May 2021 – www.tvet-elearning.com.

4.3 Effectiveness

4.3.1 How effective are the project implementation strategies in achieving the Project targets in terms of creating the number of job opportunities and number of workdays for the employed created through employment- Intensive rural infrastructure works, thereby improving livelihoods of men and women and climate resilience?

4.3.1.1 Job Opportunities

Project targets in Phase I were: for labor-intensive construction/rehabilitation of rural infrastructure to generate 2500 HH and 60,000 WD. Phase II added an additional 750 HH and 23,000 WD, to provide a final target of **3250 HH** and **83,000 WD** for the Project. In consultation with the target district and communes, road improvement was identified as the priority activity. To achieve these outcomes the project team identified a combination of roads works (culvert construction, maintenance, and rehabilitation) to generate the target WD and HHs using the funds available. Given the results below it made a well-balanced selection of projects.

The Project reported achievement of **2704 HHs** and **83,300 WD** which included 908 female workers (33.6%). As noted in Methodology, these figures were reviewed by spot checking specific infrastructure projects, as well as reports from FDG and informants, and so accepted as accurate. Thus, the Project overachieved the target for WD (100.6%) and is assessed as an excellent performance. The Project fell short in terms of the number of HHs benefiting by about 546 HHs. However, at 83% of the target, this is still highly satisfactory (see below).

Project implementation was severely limited for almost a year (10 mth) until about Feb 2022 when travel became possible along with face-to-face meetings and site inspections. No substantial work could begin in this period. The effective project time then beginning Mar 2022, and with the Extension and then Phase II, has had an effective operational time of about 26 mth. The project thus had to achieve targets there were at least 30% higher than those for the 24 mth of the original Phase I. Detailed ILO procedures to engage stakeholders (i.e. communes, contractors, etc.), pre-construction surveys and provisional design by the project team played a key role enabling relatively smooth delivery of the infrastructure projects once the COVID-19 restrictions were over.

The under achievement for the number of HHs is still significant, 546, or about 17% of the target number of HHs. This was already evident by the end of Phase I, where only 2001 HHs of the 2500 Phase I target had been engaged. The target WDs define the number of WD each HH can be employed to achieve the target HHs. For Phase I, this was approximately 24 WD/HH and for the additional targets of Phase II this was higher at approximately 30.6 WD/HH[10]. If HHs worked more than these days then fewer HHs can be employed. To achieve the target HHs requires management of the work gangs. This was done to some extent by forming gangs of 20 or so workers to rotate working after 2 week spells. This was generally accomplished within the contractor-managed projects, both culvert construction and road rehabilitation. However, for the maintenance projects carried out by Commune Maintenance Groups (CMG) and managed by the Commune, this limitation on WDs and rotation was not carried out as diligently, with HHs

[10] A rough calculation of the WD possible is gained by dividing the funds allocated to wages by $8.5 per day rate. This is not fully accurate as small number of workers were also paid up to $20 for skilled activities (steel and form work) and some funds also are used for basic equipment. This allows the maximum WD worked for individual workers for the target HHs to be achieved

working three times the needed rotation on some contracts. Resolution of this would have seen the target HHs achieved. This was the case for CMG in both Battambang and Siem Reap provinces. It may be that 'external' control (contractors) is better able to allocate WD than the Communes, where existing relationships might override more equitable allocation of work. (See Annex #9.6 and #9.7).

4.3.1.2 Resilience to climate change

The quality of the road work, for all three types of projects, culvert construction, maintenance and rehabilitation inspected appeared to be of high quality in terms of surface finish and apparent load bearing. One road inspected, completed almost 2 yrs[11] previously was still in 'as new' condition. Some communes reported that alternative routes previously constructed under normal machine-based contracts had rapidly deteriorated, to the extent that they are now disused. There are reports of ILO roads constructed in the early 90's that were submerged during the '95 floods and yet suffered little damage once water had receded[12]. This quality was reported by all levels; by community members who use the roads, Commune Chiefs and notably by the contractors themselves.

The elements of construction that confer this resilience are practices generally required for good quality rural roads, which ILO makes a requirement for each contract. These include; building road level above the seasonal flood levels, adequate culverts to allow flood waters to escape without overtopping and cutting roads; use of sufficient water during compaction to achieve load bearing; use of suitable gravel; adequate camber to provide run-off and prevent pooling; shaping of embankments and stabilizing of these against erosion by planting grass and road-side trees.

The consistent application of these good practices are enabled by ILO practices; pre-works orientation for contractors; training on practices where necessary, and then detailed supervision during construction. Together these ensure that the final roads delivered are resilient.

4.3.1.3 Livelihoods

In many communes the recent floods had left roads in poor condition which constrained normal economic such as transport and sale of agricultural goods to local markets, at a time when communities dislocated by COVID-19 shutdowns were attempting to restart. Normal social activity was enabled, with a common statement from FDG and Communes that poor road had made travel to school for children difficult and dangerous, thus limiting their attendance. Another recurring statement was difficulties faced by pregnant who had to travel several days ahead of term to avoid rushed travel over poor roads, and then find accommodation close to clinics. The Project worked on roads from existing Commune priority lists, with uncertain schedules due to limited funds. The Project was thus instrumental in bringing this work forward and assisting in economic and social recovery processes.

The Project has injected close to $0.95M into the economies of 23 Commune of the four districts. If machine-based contracts had been issued work opportunities for the Communes would have significantly reduced, (manual labor in machine-based contracts is typically <20%), and only then if contractors had hired locally. Thus, the Project EIIP approaches injected funds into the local economy that most likely would not have occurred. The funds individual HHs gained depended on the days worked and varied from about $130 to $330 (see Annex #9.5 and #9.6). This was then used for immediate daily needs. The funds

[11] Rehabilitation contract for road linking Srae Khvav and Kok Doung communes, 5.64km

[12] Personal communication Bjorn Johannessen

from workers' wages entering Communes varied from around $10,948 for smaller CMG managed contracts[13] to $64,608 for larger rehabilitation contracts[14]. Such sums would by virtue of providing cash to HHs - enable other enterprises and commerce to take place, (e.g. small goods stalls, payment of day labor, etc.) with a multiplier effect of an estimated 1.5, and so have an economic impact of $16,422 and $96,912 respectively.

There are a number of non-economic ways in which the ILO labour-based construction supported or enhanced livelihoods. Commune Chiefs consistently noted that machine-based contracts tended to be invasive with (a) roadside trees cut and so degrading their normal living environment, (b) entry and exit from the finished road to homes and farms was no completed with residents having to complete this in order to access and use the roads. As well as these 'road' issues, other aspects contributed to a better community: culvert construction provided pools for minor fishing, thus adding protein to diets, and migrant workers who had previously sought income by cross-broader travel, now found they could gain decent income while home-based (including local travel), thus stabilizing their families and the communities. Together these aspects meant they saw the labor based approaches to roads construction as better engaged with, and contributing to, the community, rather than being a disruptive activity.

4.3.2 How blended TVET training will be developed and provided in related construction skills and other sectors in demand by the labor market. Did this blended approach and training increase the future employability of returning migrants and vulnerable households?

Data for labour demand for the construction sector is not available for Siem Reap and Battambang Provinces as such. However, at the national level, while the construction sector was disrupted during COVID-19, there is now a strong demand for construction occupations.

The Siem Reap and Battambang TVET Institutes developed eRPL and Blended digitized a total of 23 courses related to the construction sector during the course of the project. Four of the eRPL couses for tourism could not be uploaded and applied as the platform had yet to be developed by NCTP (see below). These included masonry, plumbing, electrical wiring welding, air-conditioning, concrete formwork. Not all of these are applicable for road construction but apply to the construction sector in general. The sector had experienced a boom period prior to COVID-19. It has not recovered to those levels, but there is a strong demand for construction skills as noted above. The manufacturing sector in contrast is more active and various large companies (Ford, Toyota etc.) that have previously relied on workers who were un-ticketed now are actively enrolling their workers in the eRPL courses to ensure they have a broader skills base along with associated knowledge, and to ensure that their work-force is fully certified.

The eRPL courses were provided by four Institutes, who have now conducted face-to face assessment and certified **1616 workers**[15] of whom 948 were migrant workers (59%) and only 8% women. The effectiveness in reaching returning migrants was variable. The two nationally accredited RPL Assessment Centers, BIT and NPIA both actively disseminated the availability of the new e-courses, including directly involving Commune leaders. As a result, their combined complement, 600 workers, were all returning migrants from out-of-town commune areas. In comparison the workers certified by ITI and NPIC, both located in Phnom Phen, outside the geographic focus of the project, and were internal migrants. The ITI included workers who had also attended classic RPL face-to-face courses (300 workers) to report their total of 800

[13] Prey Pheneas Commune

[14] Srea Kvav / Kok Doung Communes

[15] This figure includes 300 workers assess using the classic RPL. As this still contributes to enabling workers to better access work and better conditions it is included.

workers. Further issues may arise as the ITI is not one of the five accredited RPL Assessment Centers putting the certification they issue in doubt. A fifth Institute (EHT) was due to deliver eRPL courses for tourism. It depended on obtaining the eRPL platform from NCTP of Ministry of Tourism (MoT), which had not constructed the necessary platform as it aimed that this will be aligned with the ASEAN tourism qualification system.

The returning migrant workers who did participate in the new digitized courses resided outside of the city centers, for who attending the classic face-to-face courses would have been prohibitive. The eRPL platform thus provided the opportunity for them to participate and the workers interviewed had actively sought it out to register. They had just received their certificates on the day of the interview, so their benefit had yet to be tested. They themselves were confident that the certification would result in them finding work and better wages.

A total of **1993 students** provided the Blended courses by four Institutes (NVIB, NPIA, PSE and EHT) in construction and hospitality/tourism sectors. Of these at least 842 (42%) were women mainly for the hospitality and tourism sectors. Very few returning migrants were attracted to these courses. The tourism sector itself, while still far behind the rates seen pre-COVID-19, continues to seek new workers as many old workers have relocated or otherwise left the sector. Due to the collapse of tourism and it's still slow recovery, the old workers of the sector now feel it offers less secure employment and have left the sector all together. As result the sector is seeking new workers and needs them to be trained quickly. This is indicated by the Ecole d'Hotellerie et de Tourism Paul Dubrule (EHT) and PSE who have trained more than 500 students in blended hospitality courses many of how were reported to have already obtained work.

A further 8 programs mainly at higher levels (C2 and C3 levels) were also developed by the institutes but were not uploaded and used within the project time frame. However, this does illustrate the acceptance of digitized and blended learning by the TVET institutes.

4.3.3 To what extent has the Project contributed to gender and disability, social inclusion and opportunities/gaps and the normative agenda of ILO? Was there any form of social dialogue used in the process of implementation of this project?

For the infrastructure component, migrant workers overall comprised about 70% of the HHs. Of these about 31% were women and 1.5% were PWD. The importance of social inclusion was raised and agreed upon with stakeholders, i.e. contractors, Commune Chiefs, etc., during the initial orientation. It is unlikely that this level of inclusion of these groups would have occurred without this application of ILO norms. Thus, these vulnerable HHs were able to gain work and income for their families.

Women generally worked at the same tasks as men and with the same work quotas for standard work such as digging etc. However they were generally not assigned to more technical or heavier tasks. Thus for culvert construction which required breaking up of old concrete structures, followed by steel and concrete work, women represent only about 10% of the workforce (See Annex #9.6 and #9.7). For the standard type of manual labour, women in some cases represented over 40% of the workforce; (e.g rehabilitation in SR - 43%, and maintenance in BTB - 45%). Contractors confirmed their satisfaction with the female workers, noting that in many cases they worked more diligently than men. This successful inclusion of women and PWDs thus has helped to some degree to break down old perceptions towards these groups.

The same degree of inclusion could not be ensured for the skills development component where participants are self-selecting. Yet, the eRPL courses, which were all construction orientated and where

women would normally be a low proportion of candidates, still included 134 female workers of the total 1615 (8%). This voluntary inclusion of working these sectors indicates that these work options should be made accessible to women.

The project aimed to provide 2750 EIIP workers with National Social Security Fund (NSSF) NSSF membership. This was initiated only in Phase II, for workers in the rehabilitation and maintenance of road projects (5 CMGs). This was not provided to all workers of Phase I due to the registration of NSSF card at the provincial level only available from 2023. In addition, work injury insurance' was provided by the contractors to all workers. While HHs have not continued subscriptions, the inclusion of workers in these relatively new social security packages, even for the short period of they worked on Project activities, serves to make them aware of these and the benefits their families can gain.

4.3.4 To what extent and how well did the programme meet the capacity needs of the constituents and how well did it address these needs and challenges for the challenges (constituents?) (if any, e.g., for employers, workers, and local/provincial government to support and sustain remediation efforts).

4.3.4.1 Infrastructure

The first impact on the communities came from the COVID-19 shutdowns beginning early-2020 until end-2021. Those HHs with agriculture-based livelihoods could continue their production but were constrained in traveling to trade products to gain income. HHs who relied on wage income had this curtailed, which was then acerbated by the return of migrant workers from Thailand thus competing for the same limited job opportunities. These returning migrant workers were generally about 10% of the pre-COVID-19 resident population in the targeted communes, and in a few smaller communes were up to 30%.

These issues were further compounded by floods in Oct. 2019 which caused serious damage to many commune roads. As COVID-19 restrictions were relaxed and travel was possible again, the impact of the flood damage on recovery was evident. Travel to seek work on-farm and outside the commune was difficult with transport services unable to operate on the damaged roads, and farmers still constrained to transport products to markets. Social activities that included family exchange, children able to travel to schools and all community members to access services was limited. Thus, while the Project was open to support EIIP for a range of infrastructure works, Communes identified road improvement as their priority activity. The roads for improvement were selected from Commune priority lists, with the Project then identifying those that would link villages and connect to other roads to provide the greatest benefit economically and socially. Improvement of the selected roads addressed the issues above, which in some cases are now used preferentially to shorter alternative routes where the roads had not withstood the effects of flooding.

While the resident populations generally had agriculture-based livelihoods and their vulnerable HHs had access to the RCG cash transfer programs, the returning migrants were wage-based with little opportunity to find work due to ongoing shutdowns and restrictions. The EIIP work for road improvement was thus readily accepted by the returning migrant population even though only a small proportion had previous construction experience from their work in Thailand. The manual work was generally simple and within the capacity of local workers. In addition, the supervision provided by ILO engineers and technicians, had a capacity building element to it, and along with the OJT, ensured that the work gangs could perform effectively. The efficacy of the work experience along with the supervision and OJT is evident in that an estimated 30-40% of the workers have continued to be retained for further road construction work.

4.3.4.2 Skills development

Digitization of TVET courses had already been established as a means to improve its accessibility and delivery (National Policy on Technical and Vocational Education and Training 2017-2025, strategy 1—Strengthen the Quality of TVET). Similar strategies courses related to tourism, under MoT, had been delayed until mid-2023 in order to be compliant with regional standards, (ASEAN tourism competency-based standard). As a result only limited action had taken place to develop TVET digital platforms for tourism prior to COVID-19, which had not been piloted or released. With the COVID-19 shutdowns the provision of face-to-face courses halted (2020). Once shutdowns eased (Nov. 2022) and travel was possible, access to classic face-to-face courses still remained difficult. The development of digital platforms thus enabled candidates to enroll and participate under these restrictions.

The RPL courses are designed to enable workers with existing work experience to have full skill sets for their occupations, and certification of these. The digitization of this through eRPL enables them to study the theory component without taking leave of work, as well as saving in travel costs. (Testing of competence remains a face-to-face activity). When candidates come from out of town, these costs must also include food and accommodation. Apart from COVID-19, these costs inhibit workers participation in such courses, thus confining them to lower paid jobs. The digitization of these courses thus provides a more accessible and lower cost pathway for workers to gain certification and thus better type of employment.

The Blended courses are aimed at a broader group with particular emphasis on youth, but in this case without prior work experience to draw on. The benefits to these students, while some may be city based and face less travel, is similar.

4.4 Efficiency of resource usage

4.4.1 How efficiently has the project been managed in terms of its human/financial resources and organizational / governance structure in both the phases?

4.1.1.1 Human resources

The Project was supported by the ILO Country Director and technical specialists from ILO's Country Office (CO) and Regional Office for Asian and the Pacific (ROAP). Internally the project faced serious challenges in its initial period of operation due to COVID-19 restrictions, the thing it aimed to mitigate. For a period of 10 mth., until the end of Feb 2022, activities were limited to virtual meetings with stakeholders to inform them of Project, its objectives, activities and their roles. These challenges were compounded with a change in project manager at Dec 2021 with a gap of 6 weeks, and later in the skills development programme officer at Oct 2022 with a gap of 8 weeks.

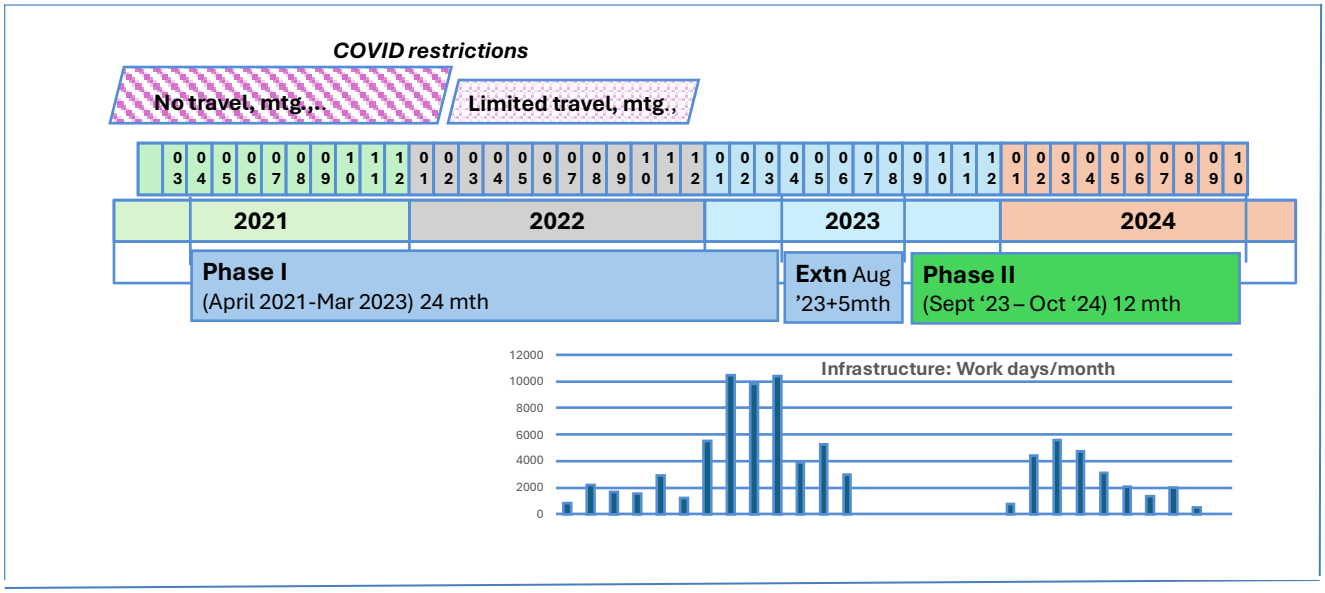

Fig 1. Impact of COVID-19-19 on project delivery of Workdays (WD) across Phase I and II

Key preparatory activities for infrastructure (site inspection and selection, training etc.) could thus begin only in Mar. 2022 once restrictions eased to allow site visits, face to face meetings, selection of projects etc. The first construction began in June 2022 and continued modestly for a further six months, before achieving high output in early 2023, only months before the design end of project Phase I. Once Phase II was mobilized work rapidly peaked (see Fig. #1). Once works were in progress, daily muster sheets were made by the CMG and by contractors, with weekly summaries to ensure legitimate attendance and track accumulation of WD, a critical component of tracking expenditure. Overall, the project team achieved the full complement of infrastructure projects under challenging conditions within the combined Phase I and II timeframe, an excellent performance.

Implementation of activities for the skills development component is quite different; (a) the Project dealt with multiple agencies at national and provincial levels; (b)activities were not managed by the Project as the road works were but conducted by the partners themselves; (c) it included four types of intervention (OJT, eRPL, Blended courses and MSMEs), and (d) the digitization greening focus was still in the process of formative development. This is a complex task left to a single relatively junior staffer, whose background is in the education sector, which tends to the didactic and so, somewhat different from the TVET sector. This lack of familiarity with the sector in regard to their varied responsibilities and inherent capacities would make it challenging for him to influence their practices.

The skills component overachieved in terms of the programs developed and workers/businesses trained by OJT and for MSME practices. Its result for workers/students trained under the new digitized programs was highly satisfactory, 3608 or 90%, with 976 being women (27%). There were some shortfalls in delivery; reduced training of senior TVET management and training staff (50%, see Annex #9.8), rushed mobilization of the MSME intervention towards the end of the Project, and the problematic alignment of eRPL and blended courses with national platforms for some of the programs. In comparison to the EIIP component the skills component was under-resourced. Funds for technical support were in fact proportionally higher than for EIIP (ration of technical support/inputs being 0.75 and 0.41 respectively), but it was the day-to-

day management of this component where staff were needed. In the end the component was able to deliver at its short-term level outputs (programs and workers/students) but was less effective at the medium-term level output of strengthening the TVET system itself, but there are limitations to how much it could achieve here.

4.4.1.2 Financial resources

Examining the broad categories of project expenditure of the total $4.35M USD about $1.72M (40%) was spent on infrastructure works. Of the infrastructure funds $0.95M (55%) was paid as direct wages to workers (or 22% of the total project funds) with the remainder ($0.79M) for contractor contracts for culvert construction and rehabilitation projects. Technical support (manager, supervising engineers and consultants) was $0.7, (see Annex #9.6 and #9.7).

Expenditure on skills development that included the contracts with TVET Institutes and seminars amounted to 0.60M (14% of the total budget), with technical support (manger, national staff and consultants) of $0.47M.

Workers were paid $8.5 per day, the minimum daily wage and as such did not distort the local economy. Those carrying out work requiring specific skills (i.e. concrete formwork and steelwork) were paid up to $20/day. The contracts in effect used about $20/day to generate the standard day payment of $8.5. This was very similar for all types of contracts (culvert, maintenance and rehab), with this being a little higher in BTB. The proportion of funds of each contract that was paid to workers varied from 35-54% for specific contracts, but interestingly was on average about 45% for all types of the contracts (see Anne #9.6 and #9.7).

To realize the full cost for conducting EIIP, the cost of supervision must also be taken into account. The project engineers and technicians played a key part in ensuring that good practices were used. Their share of the technical support noted above is significant, amounting to a total for the two provinces of $0.24M over the two phases. This would raise the cost of generating one WD to about $22.8 per day.

4.4.1.3 Governance structures.

The Project had a geographic focus on the two Provinces most affected by returning migrant workers, BTB and SR and where many communes had been badly affected by floods in Oct 2019. Project operation began in April 2021 without a specific MoU but operated under a general MOU with MOLVT that covers projects aligned with the DWCP. A Project Steering Committee (PSC) was formed in late-2022 for each of the Provinces, to ensure high level coordination and mobilization of projects, in particular coordinating with Ministry of Interior (MoI) and the Provincial Department of Rural Development (PDRD).

This structure changed for Phase II with an Activity Steering Committee (ASC) formed in Feb 2024. With the Phase II being implemented only in SR, this was chaired by the Dpty Provincial Governor of SR, which included members of Rural Development, Labour and Vocational Training, Environment, ILO staff, administration of the SR Districts of Puok and Angkor Chum with participating Communes and NPIA. While its first meeting was held late in the Project, on April 2024, this played an important role in demonstrating to senior members of the ASC, the effectiveness of the EIIP approaches to improvement of commune level roads.

Governance within the project, or project management, varied. The delivery of the infrastructure component using EIIP was excellent. As noted, the projects had been well chosen to match needs and the resources available, the projects themselves are well defined and directly managed by Project staff (engineers and technicians), delivered on schedule and detailed records. Detailed management is

essential when working with cash for work to ensure workers and WD are legitimate and ILO has well established procedures and templates for this.

Documentation within the skills sector was not well organized. The skills development component in this area again suffers in comparison to the EIIP which has developed its monitoring templates over many years. Records for the teachers trained, candidates attending courses were not always categorized by gender or migrant status. Data when presented by the Project was often in the form of original Institute records, suggesting it did not have a consolidated database for this component. This became challenging to unravel, and the Evaluation Team finally decided to accept the data presented based on the Institute prepared TRPs, along with the interviews with the partners themselves (See Annex #9.8).

4.4.4.2 To what extent has the project leveraged partnerships (with constituents, national and local institutions, and other UN/development agencies) that maximize the projects' effectiveness and impact on Cambodia's priority of increasing decent employment opportunities to fight back the consequences of COVID-19?

At the field level, the Project selected infrastructure projects from Commune lists of priority road for improvement. Potential sites were then surveyed to select those that linked several communities, social resources (schools etc.) or would link to road section planned for improvement in the coming years.

Within the skills development activities, the Project funds to support delivery of blended courses was often combined with normal operational funds of the institutes and/or funds from other donors (eg. IOM). This had the effect of extending the beneficiaries and at the same time consolidating the application of the new courses.

As noted earlier (4.2.1) the NZL COVID-19 Recovery Project both benefited from and enabled the national DEY program. At the same time, the multiple donors supporting DGTVET on occasion lacked some coordination and resulted in overlap. As a case in point the Project developed the "Green and digital Technology TVET Policy Framework". Once it was completed, it was found that a similar initiative had been undertaken by another division of DGTVET with another donor.

4.5 Sustainability

4.5.1 To what extent and how is the infrastructure established by the project be maintained and how local government will have access to resources for managing the infrastructures developed by the project interventions?

The Project emphasized to all stakeholders the value of regular maintenance, if not annually at least bi-annually, as an effective measure to ensure roads remain in good condition to serve communities. The Project conducted formal handover procedures with local communes, in which the communes agree that they would provide maintenance. The communes have funds annually assigned for infrastructure work ($30-100,00 depending on the size of the communes) which they can apply for this work.

Nevertheless, there will be many demands on those funds. Perhaps more important than the funds, is the technical and management skills and sense of ownership gained in the community for effective road maintenance. Commune chiefs can mobilize the resources using minimal funds as long as roads are not allowed to seriously deteriorate. The ILO requirement of the inclusion of women in the workforce can play

a key role here. This will assist in ensuring that experienced workers for maintenance will be available, as women remain in the communities when men are absent traveling for work.

The Project has made efforts to ensure that the value of (a) labor-intensive construction for commune roads, and (b) regular maintenance to protect investment in roads is appreciated at higher levels within the District and Provincial authorities. This was achieved through the formation of ASC which served to give senior administrators opportunities to appraise the work directly. These lessons, however, come at the end of the project when such administrators will move onto other tasks and issues.

4.5.2 How do the TVET institute continue to integrate more blended learning opportunities and how these courses help their business cases to become stronger in the future? How do they monitor the success and how differently the blended courses affect the trainees and attract future trainees?

The digitization and greening of TVET is an existing policy for Cambodia (National Policy on Technical and Vocational Education and Training 2017-2025, strategy 1—Strengthen the Quality of TVET) which was then stimulated by COVID-19 restrictions. Initiatives and contributions to this have been supported by a range of donor agencies, including Plan International (eRPL) and SDC (online technical and vocational education and training (TVET) for Cambodian youths – TVET e-learning[16]). Through the NZL COVID-19 Recovery Project, 4 (2 institutes and 2 NGOs) TVET Institutes had staff trained in the digitization of existing curriculum material into blended formats for course related to construction and hospitality/tourism sectors. The institutes developed and delivered 23 digitized courses, in excess of the targeted 20.

The sample of digitized courses or programs that have been uploaded were examined. The platforms worked effectively, and the content was well presented. Some variation was noted; the NVIB courses, while very adequate had a reasonable level of reference material and this was as attached pdf's. In comparison the EHT course were continually being updated, had a wider range more topical material thus giving an enhanced learning experience. All Institutes noted that the process of digitizing courses benefited their teachers through; having to discriminate the details of their lessons, and then identifying the way each element could be delivered effectively. This has now enabled these Institutes to continue digitization of further courses as they require. Recognizing the benefits to delivery of these, they applied the curriculum development skills gained from the Project to digitize a further 11 programs, which were not applied in the course of the Project (and in some cases not recognized) but are now available for future application.

Capacity for digitization of courses clearly exists for the 2 public and 2 NGO TVET Institutes who have developed and delivered the blended construction and hospitality/tourism courses. However, for this to be sustainable or robust establishment of capacity, it is best achieved in some depth. In this regard the Project has fallen short with only about 50% of the senior TVET managers and trainers being trained, or one per institute, where the resources were there for two per institute to attend. (See Annex #8). The target itself was ambitious given the challenges for the Institutes to permit two senior management staff to be absent together during the period of COVID-19 restriction.

The benefits of the digitized courses for workers/students include; remote registration; flexible acquisition to the digitized components, at times that suit them; opportunity to study with reduced disruption to any existing employment; and reduced costs for travel and food and accommodation compared to the classic

[16] It is a short-term project the Ministry of Labour and Vocational Training received a direct fund from the Swiss Development Cooperation for overcoming the COVID-19 for TVET sector from August 2020 to May 2021 – www.tvet-elearning.com.

face-to-face classes. These reduced burdens of time and costs for students open the opportunity to gain improved skills for a range of candidates who otherwise might not manage to access and participate in the courses. The Institutes already note a rise in their registrations.

The Institutes gained efficiencies in operating the blended courses. For eRPL course provided to returning migrant workers, they found; easier registration and collection of evidence of previous work experience and learning, reduced costs for testing theory components. The eRPL can reduce the time of assessment by 50% of the total duration of face-to-face assessment. Overall the institutes estimated the reduction in teir costs to deliver eRPL courses was 20%-30% compared to the classic face-to-face approach.

These savings can be substantial and can go far beyond the direct savings of items such as reduced paper use. For students, the reduced travel was estimated by NVIB to save then $20/mth, which is applied across the full target of 1.5 M youth TVET trained, would save **3,000,000lt of fuel per mth**. The NVIA noted that the flexibility it gained with the reduced face-to-face times reduced the pressure on their classroom availability, to the extent they will **not need to build a new wing** of classrooms. These are macro effects and contribute to the greening of the TVET system itself. At the same time there are some less obvious costs for Institutes to run the digitized courses that may not be apparent while these are still delivered in a limited number. These include additional costs for subscriptions for the 'apps' under which the digitized systems operate, hiring additional 'cloud' storage space, having sufficient devices on hand and extensive wifi provision, and eventually the hiring of dedicated IT personnel.

There are some concerns that the digitization might limit access to those workers/students not sufficiently digitally literate, especially workers enrolling for eRPL courses[17], or living under circumstances that otherwise limit them, and that student learning is not as effective as face-to-face. One teacher interviewed that students already can be challenged to learn new material, and when this is combined with them having to do this when they are also digitally challenged can be too much. There was a progression in acceptance of digitized systems. PSE, which works with students from disadvantaged homes, valued the face-to-face teaching for the safe and supportive environment that it provided, and dropped the digitized course once it was possible to return to face-to-face learning. The average TVET institute could report on the benefits to delivery and some of the challenges from lack of face-to-face learning and was in favour of continuing to use and expand their application. In the case of the EHT which works at an elite level, the digitization provided an excellent, dynamic and challenging learning environment that they appreciated highly. The balance between increasing accessibility and efficient delivery, and quality of the teaching/learning, is yet to be assessed, along with ways that might be employed to mitigate these.

The eRPL platforms developed by each Institute are well aligned synchronized with the national system and so gain recognition of the Cambodia Qualification Framework. Workers who complete this thus will gain certificates recognised nationally. There are concerns that other courses are not well aligned with the relevant national systems. As noted above, PSE and EHT were not able to proceed in conducting eRPL tourism courses as the National Committee for Tourism Professionals (NCTP) had yet to develop this, waiting to align it with the ASEAN Region standards. Similar issues may occur with the Blended courses developed and then successfully applied by the Institutes, NVIB NPIA and two NGO's PSE and EHT. These do not directly align with the national digital platforms developed by MoLVT, even though in some ways they appear to provide a more engaging learning experience for students. As such this could threaten their continued use, unless modified. Or alternatively this might also prompt a review of the national platforms.

[17] Even when most youth might access social media, in the cases where they must become familia with an e-learning app at the same time as having to digest technical, the learning experience can be compromised

4.5.3 To what extent has the approach adopted by this project contributed to the climate resilient sustainability?

The overall approach of the project has been to enable COVID-19 recovery through directly providing work opportunities and upskilling the workforce in general so that it can obtain better work. It is the way in which these initiatives have been applied, that can contribute towards climate resilience.

4.5.3.1 Infrastructure

The Project provided work opportunities through funding the use of manual labor for the rehabilitation and improvement of the commune level roads. The Project directly contributes to the resilience of these to the effects of annual wet season rains and flooding by requiring application of good practices enabled through EIIP methods, i.e. road levels raised above seasonal flooding, adequate culvert construction to allow passage flood waters, level roads and good camber to ensure runoff and prevent pooling, compaction and use of suitable materials.

In the process of this, the Project has built capacity of communes to continue to conduct regular maintenance of these which will extend their use. These roads now provide a model for climate resilient construction. However, they are scattered through each commune and represent only a small proportion of the approximately 500-600 km in each District with 30-50 km roads in each commune. The majority of these remain in poor condition (see 6.2) and thus the overall impact on movement within communes continues to be affected. As such the EIIP roads are unlikely to make an impression and lead to general use of EIIP.

4.5.3.2 Skills development.

The skills development has four interventions, and these contribute to climate resilience in different ways.

On the Job training for construction workers consolidates the local villagers to be effective workers and thus able to enter this new area of decent work. With a greater sense of competence, they are then more likely to insist on and help to manage effective road maintenance within their own commune. Such regular maintenance will play an important role in ensuring that the roads themselves will continue to be resilient to climate effects. As such recurrent rehabilitation would be delayed so reducing the overall carbon footprint for road construction (materials, fuel consumption etc.).

eRPL and Blended training. The greening of the TVET system often refers to savings in paper and power from digitization. The application of these by the Project has already indicated there may be substantial savings in fuel consumption (3M Lt/mth. if applied across DEY) and reduced or delayed construction of additional facilities. These would contribute to the greening of the TVET sector as a whole and reduce its contribution to climate change (see 4.5.2).

MSME training. Many small businesses in Cambodia are formed from personal initiatives of simply *"what might work"*. This is a trial-and-error process which can easily result in failure and wasted resources. Additional stresses from climate impacts (changes in clientele, interruption of flow of goods and materials etc.) can precipitate failure with the entrepreneurs returning to the workforce. A core element of the Small Business Management and Planning[18] - based on a recognized ILO course[19] - was bookkeeping, enabling the business owner to better plan their operation. Such planning would assist them in any re-organizing or restructuring of their work.

[18] The program had integrated digital and green skills.

[19] "Start and Improve Your Business"

In addition, to these specific ways the Projects has contributed greening and digitization of TVET, the Project also supported a broad initiative to support DGTVET in the development of a policy framework for a Green and Digital Technology TVET to provide it goals, objectives and strategies for the DGTVET as a whole. As noted in 4.4.4.2 similar initiatives were provided by other donors. Nonetheless, the macro efficiencies noted above would contribute to achieving at a high level, Strategy 4.3.4 of the "Green and Digital Technology TVET Policy Framework".

4.6 Orientation towards Impact

4.6.1 How has the project infrastructure work contributed to climate resilience? What were the positive externalities produced by the project intervention such as road repairing, and building roads and culverts? Were there any negative externalities produced by the project?

The contribution of project infrastructure work towards climate resilience is as noted above. Positive externalities or indirect benefits from this work are notable. First and foremost, and that most related to the project short term objectives of enabling work opportunities, is that HHs involved in the infrastructure work have been able to gain further employment, (see below 4.6.3).

The Evaluation Team to illustrate the benefits of EIIP to the commune economy as distinct from workers' wages, applied a multiplier factor of 1.5[20]. Taking a sample contract of one maintenance (Srae Khvao commune) of $10,460 for WD and one contractor-managed rehabilitation road (Reul commune) with $64,608 and applying the multiplier factor of 1.5, the full economic effect of the funds injected into those communities would be $15,690 and $96,912 respectively. These funds were reported to be spent on 'daily needs' (i.e. food, clothing, schooling and medical) almost entirely within the commune thus enabling small businesses to exist, which would be difficult when no funds exist within the community, and then continue to circulate enabling other activities (payment of day agriculture labour etc.).

The SR Dpty Provincial Governor's interest in EIIP has been raised firstly through his involvement in the ASC, but further by these findings by the Eval Team. He is interested in seeing the best use of public funds both in job creation and creation of resilient road infrastructure. Two areas in particular caught his attention (a) the role of multiplier factors in stimulating local economic activity and (b) generation of a pool of experienced road construction workers. Based on the latter he intends to form a register of experienced workers to facilitate linking contractors with workers.

No negative externalities were noted or reported. The detailed ILO procedures in engaging with and training all stakeholders greatly helps in ensuring that such externalities do not arise later. The procedures used in construction, such as sourcing gravel from existing quarries rather than expediently from within the communes, avoided degrading the local environment; not cutting of existing roadside trees etc. all these avoided negative effects that had occurred with previous road construction. One transient negative externality occurred with competition for work. While the returning migrant workers were well accepted after completing quarantine, envy did arise when they gained work preferentially to the residents when all were in need. However, this was temporary and dissipated as work progressed and all benefited from the newly functioning roads.

[20] The tourism sector in Cambodia uses a factor of 1.25. In this case where funds received are spent within the commune for daily needs this will be higher. Judging from literature this could be as high as 2.0, but a conservative figure of 1.5 was selected.

4.6.2 To what extent do project's achievement and results support or are aligned with the broader and a macro level objective and ambitions of the Government to tackle the economic downfall of COVID-19 especially for i) national "Rectangular strategy phase IV", ii) "National Strategic Development Plan (NSDP) 2019-2023", iii) Cambodia UNDAF 2019-2023 development strategies?

The Project has responded to the labour market requirements in the construction and tourism sectors through two mechanism; (a) provision of decent work through labor-intensive infrastructure work, and (b) promoting decent work and mobilizing skills training through development and application of blended and eRPL to improve the access of workers and students to these courses who would otherwise not easily done so. Together these provide the basic opportunity for the resident and returning migrant population of two provinces to obtain work and income. While the EIIP work was limited (20-50 days) this has enabled many of these workers to continue to find ongoing work. Similarly, the work opportunities opened to those completing the digitized courses will continue to benefit them well into the future. In many cases all the HHs who have participated are likely to see their opportunities of decent work to have improved compared to their pre COVID-19 situation. Within the EIIP work the NZL COVID-19 Recovery Project took effective action to improved social inclusion of women and PWD, with then recognized as being able and effective. Opportunity for social protection was also opened to these workers through compliance with international labour standards and membership of NSSF within the EIIP work.

The above relates in many ways to broader national programs and illustrates how their broad objectives can be achieved:

i) The "Rectangular strategy phase IV" aims to ensure sustainable economic growth of around 7% per annum, create more jobs, in terms of both quality and quantity aspects, achieve the poverty reduction target of below 10%, and strengthen the capacity and governance of public institutions. The Project aligned with this by contributing to the poverty reduction of below 10%.

ii) The "National Strategic Development Plan (NSDP) 2019-2023", aims to reach the status of an upper-middle income country by 2030 for growth, employment, equity and efficiency. The Project has contributed the employment opportunities and equity in a decent work agenda.

iii) Cambodia UNDAF 2019-2023 development strategies include outlines the partnership between the United Nations (UN) and the Royal Government of Cambodia (RGC) in support of the national development priorities as articulated in the Rectangular Strategy-Phase IV (RS-IV) and the 2030 Agenda outcome 2 expanding economic opportunities. The Project contributed to through in SDG8 – to promote sustained, inclusive and sustainable economic growth, full and productive employment, and decent work for all.

4.6.3 How many households have benefited from the project and improved their longer terms livelihood benefits in terms of (i) the jobs offered through the infrastructure works, (ii) improved access and (iii) the vocational training opportunities.

The infrastructure work through the OJT, along with participating in the work itself built capacity in terms of road construction and resulted in those HHs being able to seek and obtain further work. Where the work was as a CMG, those HHs interested in pursuing this type of work formed themselves into 'work gangs' to seek work. Where the work was contractor-managed, this provided contractors with the opportunity to identify and recruit effective workers for additional contracts. One SR contractor of a road rehab project stated he had continued to employ 100+ workers or about half those employed, on a new contract once EIIP work had been completed. This ongoing employment in road construction appears to be consistent

across all contract types (CMG and contractor-managed) and has been substantial. A rough estimate would be that about 30-40% of the infrastructure workers gained ongoing work, which would amount to 1100 HHs. This benefit is open ended, and so far more significant than the temporary work gained within the Project.

The OJT does not confer specific technical skills, but rather soft skills, that along with the experience of participating in EIIP road works will assist them to operate effectively and safety in this work environment. Workers obtained a 'certificate of completion', which while not a formal certification will indicate to road contractors, and others, that they will be proficient workers. No doubt that some of these are already included in the 30-40% uptake of infrastructure workers into new jobs.

It is difficult to give figures for the number of HHs that have benefited from improved access to vocational training. The dominance (100%) of migrants that accessed the eRPL courses strongly suggests these courses have opened opportunities to them that they would not otherwise have been able to take. A total of **1496** persons undertook eRPL courses which are all related to the construction sector. The pro-active manner in which industry partners of TVET assign their workers to RPL courses indicates that this certification is well recognized so that successful candidates should expect to gain work. Similarly with the blended courses. The **1667** candidates who took these tend to come from a broad cross section of the community. The courses include both those linked to construction and to hospitality and tourism sectors. As noted earlier, this sector has yet to rebounded from COVID-19, but the loss of experienced workers from the sector means that new recruits are already being sought, with this likely to increase as it recovers.

While the MSME training might not be considered to be vocational training in the common sense and the candidates are not seeking certification for employment of others, it has conferred skills onto those entrepreneurs, so that they could expand their small enterprises. The numbers here are relatively small, 120 businesses and not all participating applied the lessons. Those enterprises that had gained small grants for their pitches - all improved the operation of their business that resulted in increased turnover (25-50%), expansion of operations, and in some cases employment of additional workers. The ways each enterprise improved its operation is specific to each business, but underlying factor was the way bookkeeping enabled each business to manage their material and cash flows so that their business would operate more consistently.

4.6.4 How did the project affect youth and women especially? To what extent have the workers and other trainees improved their employability because of project support in the project districts?

The NZL COVID-19 Recovery Project as part of ILO norms, took specific action to ensure that women were recruited as workers on the infrastructure projects at the overall rate of 33%. This conferred a sense of inclusion for these women. Their work capacity was recognized by contractors who noted that while not carrying out heavy work, often worked more diligently than their fellow male workers. Within the skills development component of the project which the Project cannot influence directly, women represented 16% of candidates for eRPL and blended training. These were not confined to the lighter hospitality courses, but also the courses that would lead to them working in the construction sector; masonry, plumbing, electrical wiring and welding. In this case this was opening new horizons for these women. The proportion of 16% is conservative as the data collected for some blended courses did not record gender which is likely to be higher for the hospitality sector[21].

[21] The Annual Report May 23-April 2024, reported women made up 30% of trainees for both eRPL and Blended courses, and 67% of those joining hospitality courses.

The Project along with EHT conducted Green Career Fairs for the construction and tourism sectors to illustrate new job opportunities and improved work conditions that might be gained through TVET courses. This was combined with illustrating to businesses how they might operate as green industries, (i.e. renewable energy, plumbing, green bakery and green food processing). The MSMEs activity enlisted a high proportion of women led businesses (59% female) interested to improve their business, which included promoting fair working conditions for youth.

5.0 CONCLUSIONS

5.1 Effectiveness

The Project performed extremely well in its direct or short-term objectives of (a) creating work opportunities for returning migrants and vulnerable workers, and, (b) strengthening TVET capacity and access of workers and students to the courses.

The Project completed infrastructure projects that included 92 culverts, community maintenance of 93 km of commune level roads, and 34 km of roads rehabilitated, matching the planned works possible from the funds available. As a result, the Project slightly exceeded its target for work opportunities, providing a total of 83,300 WD (100.6%), but fell short of the target for the number of HHs benefiting 2704 HHs (83%). While this affected just 10% of the returning migrants in the target Communes, a rough estimate is that 30-40% of those involved in the EIIP work have been able to obtain ongoing work in road construction as now experienced workers.

The infrastructure work on road improvement accelerated the restarting of travel for economic and social purposes, thus assisting recovery from COVID-19. The application of EIIP practices for improvement of commune roads was assessed by contractors to be 20-30% which they justified saying that the EIIP approaches extended the time on site – up to double. This does not fit with reviews of extensive EIIP work conducted in Cambodia in the past.[22]. This extended time on site/cost, if it can be confimred, is balanced by a broad set of advantages, both economic and social, that informants reported EIIP brings:

- The road quality is high. As a result, it will be more resilient to seasonal flooding and regular maintenance extend its life, potentially representing substantial savings in public funds
- Ownership and skills for effective road maintenance are now embedded within the Communes
- injected $0.95M into the communities, which would not have occurred under normal PDRD contracting. These funds used for daily needs and thus continue to circulate in the commune economies with a minimum 1.5 multiplier effect, which in turn enables other economic activities (small business, agriculture labor etc)
- HHs previously oriented towards cross-broader labor, now see that there are ongoing work opportunities locally, allowing them to remain with their families. This saves their expenses and results in cash spent remains in the commune, rather than externally if away.
- Various aspects of EIIP assist to integrate the road works into the community, rather than disrupt it, including retaining (not cutting) roadside trees; completed access on/off roads into farms and houses; formation of pools for minor fishing providing protein to the diet.

[22] The higher cost counters finding of a survey of EIIP work conducted by ILO in Cambodia in the 90s. Ref. Jobs or Machines, Comparative Analysis of Rural road Work in Cambodia, Paul Munters

5.1.2 Piloting of digitized TVET course.

The Skills Development component was complex with multiple partners in a sector that is essentially still in a development phase of the greening digitization of the TVET system. Through the support in capacity building for the partners the Project was successful in delivering 23 digitized course (3 above the target) which were then delivered to 3608 workers/students, (90% of target 4000) The OJT and MSME were effective in exceeding or delivering their targets.

The NZL COVID-19 Recovery Project has in effect provided a pilot application of greening and digitization of the TVET system, for courses within the construction and hospitality/tourism sectors. This application has indicated firstly that this provides access to courses for a greater range of workers/students through reduction in reduced costs and flexibility in learning. This is already evident in the increases in registration, including out-of-city candidates. Secondly it has shown that institutes can provide digitized courses with reduced costs and improved flexibility in use of its resources. The savings for both students and institutes if widely applied could have macro implications and significant greening of TVET (i.e. reduction in fossil fuel of several million lt /mth., and delays in new construction of facilities) as a whole[23].

The application of the digitized courses within the Project also indicates potential drawbacks for widespread application. Poorer learning experience and limited access for students that live under challenging circumstances. For Institutes there are unrecognised costs that could emerge when digitization is scaled up; i.e. subscription fees for apps, cloud storage and IT staff.

5.1.3 Managing skills development

The skills development component did not deliver as well in terms of strengthening the TVET Institutes towards their capacity to provide digitized course sustainably (medium-term output). It appears that the complexity and challenges of working with the TVET system and its specific characteristics, for a program that was undergoing dynamic development indicates that additional and more senior technical support was needed.

The above, along with complexity of the TVET system itself, while the digitization work itself proved to be very effective, some aspect of the sustainability of the outputs is not as it could have been. The number of management trainers trained for this was 50% of the target, meaning that a depth of capacity might not have been achieved. The eRPL platforms were well integrated into the national system, but this was not the case for eRPL in tourism (administered by MoT) or potentially for the institute developed blended courses.

In terms of management of the skills development work, it is appreciated that such work would vary from programme to programme, so that standard management templates may not be as developed as they are for EIIP. Nevertheless, it does seem that at the Project management level there was insufficient monitoring of activities and results.

[23] Strategy 4.3.4 “Accelerate green transformation of TVET training institutions and adoption of sustainability practices across the whole TVET sector”. Green and Digital Technology TVET Policy Framework.

6.0 LESSONS LEARNT

6.1 Opportunities for Partners to Mainstream Good Practices

The main lesson is that 'lessons' for both components of the Project are not being recognised or articulated in a way that the national and provincial partners might consider ongoing application of these.

There are important lessons to be learnt in both component of the Project which would be worthwhile being mainstreamed. Steering committees, progress reports etc., might raise these in passing but projects in the throes of implementation tend to respond on a tactical basis (dealing with problems), and less so as strategically as this lies beyond their mandate. Two instances can be noted here.

(a) The effectiveness of EIIP has been well demonstrated with over 1500 kilometres of roads improved with these practices in Cambodia. Yet in the two provinces of BTB and SR, this does not appear to be well recognized, with machine-based contracts remaining the norm.
(b) Within the TVET sector, the advantages and disadvantages of the digitization appear within specific institutions but have not been shared or consolidated across the institutions and levels (province/national) in a way that allows them to be recognised and inform ongoing digitization of TVET in Cambodia.

An overarching lesson is that the Project, as is the case for projects generally, as it focusses on delivery, does not provide the opportunity/environment where lessons might be learnt by stakeholders for more general application. Despite the long history of EIIP work in Cambodia, even its effectiveness to construct quality roads was initially in doubt, and only recognized once the ASC had been formed and field trips made. Such trips assist in recognition of benefits, but it is to be seen only "in passing", without being taking on for future application. The lack of recognition of the broader benefits of EIIP approaches for improvement of communal roads was well noted at Commune level, and yet not recognized by entities as close as District governors. The TVET system, with its multiple institutions and levels, presents greater challenges in communicating and sharing of lessons.

6.2 Recognising the Need for Widespread Rehabilitation of Commune Roads.

The widespread and generally poor condition of commune level roads, especially after recent flood events, was not generally recognized. The process of the Project in reviewing commune priorities for infrastructure (overwhelmingly for road rehabilitation), followed by physical assessment has shown that there is a high demand for further improvement of such roads to reach the quality that will stand up to increased flooding, a consequence of climate change. The Project has shown that through including climate change as an issue to be addressed, leads to additional elements being included in road rehabilitation work, (i.e. raising height above flood levels, increasing culvert capacity). This enables improved flood resilience to be achieved at a reasonable cost. At the same time, this work can be well done by applying EIIP approaches and so generate significant numbers of decent work opportunities in areas where jobs and income are in short supply, with further impact on local economies (see 6.3 below).

6.3 Additional Social and Economic Benefits to be Gained from EIIP

The focus on application of EIIP approaches to improvement of commune level roads tends to be on completion of the project and the direct benefits gained by the workers in terms of WDs and incomes

gained. The range of social benefits from application of EIIP are significant both in terms of the communities affected and in terms of the resilience of these roads to climate impacts. These do not appear to have been part of the normal discussion around these. The social benefits of application of the EIIP approach for improvement of commune level gravel roads are repeated here, which result in:

e) substantial funds entering the community as a whole, which then supports further economic activity through a multiplier effect, expected to be at least 1.5;
f) good quality road construction which in turn results in roads with greater resilience to climate effects and so reduces public funds for recurrent rebuilding
g) establishes a pool of experienced workers within the Communes, who can then perform effective maintenance and contribute to the roads effect performance.
h) results in roads better integrated into the community and local environment (e.g. roadside trees maintained, pools formed providing incidental fishing etc).
i) Results in road maintenance now seen by Communes as highly effective when good practices are employed

6.4 Digitization of TVET courses provides efficiencies in delivery, but incur unforeseen costs and poorer learning

The Project has provided opportunity for piloting of digitized and green TVET courses in a substantial manner. This has shown that this approach provides both positive and negative effects. The benefits include (a) increased registration and (b) reduction in costs for both students and the TVET Institutes providing the courses. These savings if scaled up will provide economies at a macro level and contribute to the greening of the TVET system as a whole. At the same time application of the digitized course within the Project has indicated that for some groups of students the reduction in classic face-to-face classes can result in less effective learning and loss of supportive learning environment important for those students coming from disadvantaged circumstances.

7.0 EMERGING BEST PRACTICES

The Evaluation Team has not designated any practices to be 'Emerging Best Practices'. The practices used for the EIIP component were extremely effective but are those well tried and tested. While we believe that the social and economic benefits derived from this have not been well articulated in the past, or part of ongoing discussion and reporting, this is not a practice. Rather there is a recommendation for there to be a process to recognize lessons in general to be part of project design in future projects.

Similarly for the skills development component of the Project. The inputs for OJT and MSME were well applied and effective. However, these are also courses that are well proven, and certainly should be continued where appropriate.

The inputs for digitized courses and their application are a work in progress. A range of very high benefits is evident, but at the same time, the implementation of this still carries some negatives that have yet to be well described and/or addressed. As such they cannot yet be regarded as a Best Practice.

8.0 RECOMMENDATIONS

8.1 Enabling recognition of lessons for sustainable application of good practices by tripartite partners

As noted above, the Project has generated significant lessons which tripartite members, could continue to mainstream or act upon. Such lessons tend to be recognized or articulated in the last days of a Project, at a time when the stakeholders move onto other tasks.

Mechanisms to recognize emerging lessons should be included in the project design, and then can be applied throughout a project. "Reflective learning" should be actively pursued. This can be initiated during project orientation with all stakeholders at all levels present to identify key challenges and opportunities. These can then be strategically revisited through regular stakeholder 'check-ins', so that emerging lessons recognized early. Methods that employ reflective learning cycles of this sort are well proven[24].

One of the strengths of ILO project is that they invest substantial effort into orientation and training stakeholders as a normal part of project design. Such mechanisms for recognizing lessons in real time, could similarly become the norm in project design.

Responsible Unit	Priority	Time Implication	Resource Implication
ROAP	Medium	Design of new projects	minimum

8.2 Building compelling examples and rational for mainstream application of EIIP in Siem Reap

The application of EIIP to achieve both climate resilient commune-level roads, and generate social and economic impacts, (including multiplier effects) has begun to be recognized by the SR Dpty Provincial Governor. To generate a compelling example of these benefits, EIIP should be applied across a substantial proportion of roads in a sample Commune. This would enable Provincial officers to assess the social and economic impacts on the commune as a whole

ILO could collaborate with the SR Dpty. Provincial Governor to design a pilot project to apply EIIP across the bulk of roads in a selected commune.:

- use existing Provincial funds for infrastructure improvement to apply EIIP approaches over a significant proportion of communal roads in one or two communes. s
- ILO provide technical support to (a) directly supervise, and (b) to build capacity for the Province to continue to design and supervise application of EIIP.
- include a participatory research component to enable the Province to assess (a) the economic and social impact of extensive and linked EIIP constructed roads on commune economy, and (b) review how EIIP and machine-based contracts might be combined to ensure best use of public funds

[24] The 'system in the room' approach which is core to the Leadership & Engagement for Improved Accountability Framework (LEAD) has been effective in malaria elimination initiatives, where organisation and management are key to success. See https://www.shrinkingthemalariamap.org/tool/leadership-engagement-improved-accountability-delivery-services-framework-lead (accessed 28 October 2024).

Responsible Unit	Priority	Time Implication	Resource Implication
ROAP and CO for Cambodia	Medium	Apply during tenure of current SR Dpty Governor.	medium

8.3 Integrating skills development with EIIP for workers to access ongoing decent work

A large proportion of commune HHs continued to seek decent work, with workers in many sites forming work-gangs to proactively seek further work. Alerting workers to such opportunities as they are enlisted would assist them to appreciate the experience and skills, they gain through EIIP as well as the immediate cash.

Project design where EIIP approaches are used could include a component as part of OJT to stimulate workers' aspirations from the outset that they can build on their experience and capacity gained from the relatively short time of EIIP work, to continue to seek and obtain further work. They should also be encouraged to further capitalize on their EIIP work through participating in eRPL or Blended training.

Responsible Unit	Priority	Time Implication	Resource Implication
ROAP	Medium	During design of new projects with EIIP component	medium

8.4 Mapping the TVET system and its integration of digitization

The digitization and greening of the TVET system is at an early stage and still dynamically evolving. Work developing and applying this within the NZL COVID-19 Recovery project is thus providing early examples of it and with that, fresh lessons. These include efficiencies for both candidates (workers and students) and the institutes providing the courseare emerging. The broader implications of these as digitized course are scaled up are not yet recognized.

At the same time these are reservations about digitized courses, that include (a) limited access for less digitally literate workers and students in disadvantages or troubles circumstances and (b) the digitized elements of the courses are less effective for - student learning and for teachers to assess their progress and weaknesses.

The ILO, along with the national partners and other donors should conduct a national review of TVET systems to assess the lessons emerging from the application of digitized courses.

Responsible Unit	Priority	Time Implication	Resource Implication
ROAP (Skills and Lifelong Learning sector) and CO for Cambodia	High	Within 12 mth. - while digitization of TVET system is still developing	Medium (seek co-finance with other donors in this sector)

8.5 Develop procedural guidelines and tracking system to manage TVET.

The skills development section of the Project document faces challenges in working with multiple institutes who apply their own procedures. The Project did not have a set of well-established operational guidelines and monitoring formats to support its work with the multiple partnersThe ILO should review how to best give technical support for this sector throughout a project and how templates for recording progress might be developed. The sector wide review of TVET in Cambodia would assist in this (8.4).

Responsible Unit	Priority	Time Implication	Resource Implication
ROAP (Skills and Lifelong Learning sector) and CO for Cambodia	Medium	During design of new projects with a skills component	Minimal (part of design process)

9.0 ANNEXES

ANNEX 9.1 TERMS OF REFERENCE

TOR - Revised ToR_Final Evaluation.p

ANNEX 9.2 INCEPTION REPORT

241008
Inception_report_-_CA

ANNEX 9.3 SCHEDULE OF FIELD MISSION

Updated: 7 Oct 2024

Date/Day	Time*	Stakeholders meeting/Descriptions	Participants/ Designation to be interviewed	Topics	Venue	Focal Person/ Accompany the mission	Status	Remarks
Battambang province								
Tuesday 8 Oct	8.00	Depart for Battambang Province			Battambang	-Sophara/ Damnang	Confirmed	Project car, Driver: Chea Samai
	10.30	Meeting, Provincial Department of Rural Development-PDRD	- Mr Van Thol, PDRD Director - Mr Seng Sovuth, Head of road division		PDRD office Battambang	Sophara	Confirmed	
	14.30	- Meeting and visit TVET- Battambang Institue of Technology-BIT - Interview 5-8 trainees on RPL	- Management team: Mr. Ouk Davandy, Mr. Svay Chamrith, Mr. Khiev Boreiroth	Development and delivery of RPL	BTI School- Battabmang town	Nil Damnang	Confirmed	
	16.00	- Meeting with TVET- National Vocation Institue of Battambang-NVIB - Interview 5-8 trainees on MSME	- Mr. Heng Ngounhort, Director and management team	Development and delivery of blended training, on the job training, and MSME	NVIB School- Battabmang town	Nil Damnang	Confirmed	
Wednesday 9 Oct	8.30	- Project sites visit rehabilitated roads and culverts construction of the project phase 1 in Koas Kralo and Rukhakiri districts - Meeting/Interview with CMG leaders and workers (5-8 people)**		Sites tour to get an insight into the work completed work, current condition	- Preak Chit commune, Rukhakiri district - Hah and Preah Phos communes, Kaos Kralo district	Nhep Sophara	Confirmed	Project car Driver: Chea Samai
		Meeting Chief commune	- Mr. Sar Vichet, Chief commune and commune councils		Hab commune office		Confirmed	
	15.00	Meeting contractor	Mr Kong Meng and his technical staffs	To get insight the road rehabilitation contract applying Local Resource based method, employment and infrastructure work	Battambang town	Nhep Sophara	Confirmed	
	16.00	Return to Siem Reap				Damnang/ Sophara		

Siem Reap province								
Thursday 10 Oct	8.30	Meeting district administrator of Puok and Chief communes	- Mr Sin Chan Thol, District Governor and Chief communes of Pery Chruk, Yeang, Sasarsdom and Reul communes		District administraction office, Puok	-Tuy Lalin, Nhep Sophara	Confirmed	Project cars Driver: TBN
	11.30	- Project site visit the rehabilitated roads and culverts construction - Visit road routine maintenance work carried out by community contracts - Interview with CMG leaders and workers(5-8 workers)** the Srae Khvav commune		Sites tour to get an insight into the work completed works, current condition, quality and approach	- Srae Khvav, Koul, Kok Doung(?) communes			
Friday. 11 Oct	8.30	Meeting Provincial Governor office, Siem Reap.	H.E Ing Kim Leang, Vice Governor of Siem Reap province. Steering committee Chairman	Courtesy meeting	Provincial Gorvenor office, Siem Reap		Confirmed	
	9.30	- Project site visit the rehabilitated roads and culverts construction - Visit road routine maintenance work carried out by community contracts - Interview with CMG leaders and workers(5-8 workers)** in Doun Peng commune		Sites tour to get an insight into the work completed works, current condition, quality and approach	- Reul, Nokor Phears, Doun Peng, Lvea, Trei Nhor, communes, and Yeang commune(?)		Confirmed	
Monday 14 Oct	8.30	Meeting the Department of Directorate General of Technical and Vocational Education and Training	Mr Chhum Borath, Deputy Director	Capacity building on blended training and green TVET transformation	Virtual- Phnom Penh	Nil Damnang	Confirmed	Zoom link to be created
	10.00	Meeting the National Committee for Tourism Profesional	Mr Try Chhiv, Director				TBC	
	11.30	Meeting the National Polytechnic Institute of Cambodia	Mr Hin Chandara, Project Officer	Development and delivery of e-RPL			Confirmed	
	14.30	Meeting the Industrial Technical Institute	Mr Meng Vandeth, Project Officer	Development and delivery of RPL			Confirmed	
	16.00	Meeting Pour un Sourire d'Enfrant	Ms Seab Sineang, Project Officer	Development and delivery of blended			Confirmed	
Tuesday 15 Oct	8.30	Meeting MFAT	- Mr Matthew Allen, First Secretary, New Zealand Embassy Bangkok - Ms Natthanun (Nan) Patcharapunchai, Development Programme Coordinator, New Zealand Embassy Bangkok		Virtual	Eav Kong	Invited	Zoom link to be created
	10.30	Meeting ILO Backstopping	Mr Bjorn Johannessen, Sr Engineer-EIIP-DWT Bangkok		Virtual	Eav Kong	Confirmed	
	14.00		Ms Mary Kent, Spec in Skills and Employability DWT Bangkok		Virtual	Eav Kong	Confirmed	
	15.30	Contractors' meeting	- Mr Am Lo, Director of Amlo construction, Co - Mr Ky Pouk, Director of AMRL company, Mr Roh Chamroun, Director of Roh Chamroun company, - Mr Vantha, Deputy director of Hout Choun	To get insight the road rehabilitation contract applying Local Resource based method, employment and infrastructure work	ILO-Project Office, Siem Reap	Eav Kong/ Tuy Lalin/ Nhep Sophara		

Wednesday. 16 Oct	8.30	Meeting NPIA(National Institute of Technology Angkor)	- Dr. Mob Sinoun, Director - Mr Rath Rothanak, Deputy Director	Development and delivery of blended training and on the job	NPIA School, Siem Reap town	Nil Damnang	Confirmed	Project car Driver: TBN
	10.30	Meeting Provincial Governor office, Siem Reap	Mr Chek Kimchun, Deputy director of administration		Provincial Gorvenor office, Siem Reap	Tuy Lalin	TBC	
	13.30	Meeting Labour and Vocational Training Department	Mr Chan Sokhom Chenda Director of LVT Department of Siem Reap	To get insight the TVET management and support	Office of the LVT, Siem Reap Town	Nil Damnang	TBC	
	15.30	- Meeting and visit École d'Hôtellerie et de Tourisme Paul Dubrule (EHT) - Interview 5-8 trainees on MSME	- Ms Justine GRAND, communication manager - Meeting with Teacher and student who	Development and delivery of blended training, and MSME	Paul Dubrule(EHT) school, Siem Reap town	Nil Damang	Confirmed	
Thursday 17 Oct	9,00	Finding workshop	Stakeholders. List of the participants is attached	The project evaluation debriefing and finding	Hotel (TBN), Siem Reap Town	Project Team		
	16.00	ILO- Country Office for Debriefing	- Ms Xiaoyan, Director, ILO Country Office for Thailand, Cambodia and Lao PRD - Mr Oktavianto Pasaribu, Deputy Director, ILO Country Office for Thailand, Cambodia and Lao		Virtual- Bangkok	Eav kong	TBC	Zoom link to be created

ANNEX 9.4: PERSONS MET

NAME	ORGANIZATION	POSITION
Ms. Naththanun Patcharapunchai	MFAT - New Zealand Embassy	Development Programme Coordinator
H.E Ing Kim Leang	Siem Reap Sub-National Administration	Deputy Provincial Governor
Mr. Tun Sophorn	Co ILO-Bangkok	National Coordinator
H.E Try Chhiv	MoT (Ministry of Tourism)	Director of NCTP & Advisor to MoT
Mr. Chhum Borath	Department of Policy of DGTVET	Deputy Director
Mr. Chek Kim Chun	Siem Reap Sub-National Administration	Deputy Director
Mr. Chan Sokhom Chenda	Siem Reap Provincial Department of Labour and Vocational Training	Director
Ms. Chiem Soram	Project Coordinator	Office of PDoLVT
Mr Bjorn Johannessen	ILO – ROAD	EIIP DWT Senior Specialist
Ms. Mary Kent	ILO – Skills and Employability	Skills and Employability DWT Specialist
Mr. Eav Kong	ILO - KHM/21/02/NZL Project	Project Manager
Mr. Nil Damnang	ILO - KHM/21/02/NZL Project	National Project Coordinator
Mr. Keo S. Phearum	ILO - KHM/21/02/NZL Project	Project Admin and Finance
Mr. Tuy Lalin	ILO - KHM/21/02/NZL Project	Field Engineer – Siem Reap
Mr. Nhep Sophara	ILO - KHM/21/02/NZL Project	Field Engineer – Battambang
Mr. Am Lo	Am Lo Construction Co., Ltd.	Contractor, Managing Director
Mr. Moerk Ploeurn	Am Lo Construction Co., Ltd.	Contractor, Site Supervisor
Mr. Ky Pouk	AMRL Construction Co., Ltd.	Contractor, Managing Director
Mr. Roun Roeuy	AMRL Construction Co., Ltd.	Contractor, Site Supervisor
Mr. Chem Vantha	Hout Cheurn Construction Co., Ltd	Contractor, Site Supervisor
Mr. Roh Chamroeun	Roh Chamroeun Construction Co., Ltd	Contractor, Managing Director
Mr. Morng Kimmao	Roh Chamroeun Construction Co., Ltd	Contractor, Site Supervisor
Mr. Kong Meng	… Construction Co., Ltd	Contractor, Deputy Managing Director
Mr. Vinh Bunchhov	… Construction Co., Ltd	Contractor, Admin Manager
Mr. Hin Chandara	TVET - NPIC	Head of Skills Development Project
Mr. Teng Chenda	TVET - BIT	Director
Mr. Svay Chamrith	TVET - BIT	Deputy Director, Assessment Center Manager
Ms. Han Rattna	TVET – BIT	Head of Office Administration
Mr. Meng Vandeth	TVET – ITI	Head of Department
Mr. Leng Lyno	TVET – ITI	Accountant
Mr. Ouch La	TVET – ITI	Technical Instructor
Mr. Mom Sokla	TVET – ITI	Technical Instructor
Mr. Oum Khuneay	TVET – ITI	Technical Instructor
Mr. Veng Senghong	TVET - ITI	Technical Instructor
Mr. Rath Ratanak	TVET - NPIA	Deputy director
Ms. Eng Saloth,	ILO- Enterprises (CBED)	National Consultant on MSMEs
Mr. François Schnoebelen	TVET - EHT	Director
Mr. Poy Seyla	TVET - EHT	Hospitality Tutor
Ms. Justine Grand	TVET - EHT	Project and Communication Manager
Ms. Hou Hong	MSME Business Management Skills Participant, Siem Reap	Co-Founder of CWE Travel
Ms. Seab Sineang	TVET - ILO Project Coordinator	Monitoring and Evaluation Officer
Ms. Kleang Sovann	TVET - ILO Project Manager	…
Mr. Van Thol	PDRD	Director, Battambang
Mr. Seng Sovuth	PDRD	Head of Roads Division, Battambang
Mr. Roth Ratanak	TVET- NPIA	Director
Mrs. Seng Kannica	TVET - NPIA	Deputy Director
Mr Muong Phasy	TVET - NPIC	Deputy Director

Mr. Hin Chandara	TVET - NPIC	Head of Short Course Training
Mr. Heng Ngoun Hort	TVET - NVIB	Director
Mr. Sok Kun	TVET - NVIB	Deputy Director
Mr. Neang Lyvuth	TVET - NVIB	Deputy Director
Mr. Sean Leam	TVET - NVIB	Deputy Head of Construction Department
Mr. Khean Piseth	TVET - NVIB	Technical Instructor
Mr. Sok Kun	TVET - NVIB	Electricity Instructor
Mr. Sou Sokha	TVET - NVIB	Air-Conditioning Instructor
Ms. Sun Ravoun	TVET - NVIB	Food Processing Instructor
Mr. Yin Neth	TVET - NVIB	Construction Instructor
Mr. Bin Rorth	MoI	Provincial Engineer
Mr. Sin Chan Thol	Pouk District, Siem Reap	Governor
Ms. Hor Kimai	Pouk District, Siem Reap	Chief of Office for Commune-Sangkat Support
Ms. Chheuy Horn	Lvea Commune, Siem Reap	Chief of Commune
Mr. Yorm Sreynith	Sor Sor Sdom Commune, Siem Reap	Member of Commune Council
Mr. Hin Chandara	Reul Commune	Chief of Commune
Ms. Tim Sokunthy	Prey Chuk Commune	Chief of Commune
Ms. Duch Malin	Yeang commune	Chief of Commune
Mr. Teab Teum	Trei Nhor	Chief of Commune
Mr. Liv Vin	Khvao Commune	Chief of Commune
Mr. Chhut Sao	Khvao Commune	Member of Commune Council
Mr. Ry Choeung	Khvao Commune	Member of Commune Council
Mr. Sar Vichet	Hob Commune, Battambang	Chief of Commune
Mr. Leum Loun	Hob Commune, Battambang	1st Vice Chief of Commune
Ms. Som Sokhom	Hob Commune, Battambang	2nd Vice Chief of Commune
Mr. Chhoem Khom	Hob Commune, Battambang	Member of Commune Council
Ms. Heng Chanra	Hob Commune, Battambang	Member of Commune Council
Mr. Mak Sovanchhai	Hob Commune, Battambang	Commune Clerk
9 Migrant workers group (all male)	Battambang	eRPL participants
8 Migrant workers/host community workers group (5 female)	Doun Peng Commune, Battambang	(Female) CMG leader and CMG Members
7 Migrant workers/host community workers group (4 female)	Doun Ba Commune, Battamgang	CMG leader and CMG Members
6 MSME owners (5 female)	Battambang	MSMEs' business management skills training participants
12 Migrant workers group (8 female)	Doun Peng Commune, Siem Reap	CMG leader and CMG Members
6 Migrant workers/host community workers group (4 female)	Srae Khvao Commune, Siem Reap	CMG leader and CMG Members
14 Migrant workers group (6 female)	Reul Commune, Siem Reap	Road rehabilitation workers

ANNEX 9.5 - REFERENCES

#	Documents
1	Building Rural Roads, Bjorn Johannessen
2	Call for proposal “Blended TVET, Online Recognition Prior Learning (eRPL) and Green TVET”. Finding Innovations to Digital and Green Transformation of TVET system in Cambodia - Applicant’s Guideline.
3	Concept note: Extended support to migrant workers and vulnerable households in North-West Cambodia
4	Country Programme review- decent Work Country Programme2019-2023, Nov 2023
5	Decent Work Country Programme 2019 – 2023, Status of Targets Completion, Review and Progress in Brief
6	Green and Digital Technology TVET Policy Framework, DGTVET
	EuroCham Skills Gap Assessment 2024, EuroCham, SDC,SDP, Swiss Contact
7	KHM/21/02/NZL Implementation Plan 24/03/2021
8	Jobs or Machines, Comparative Analysis of Rural road Work in Cambodia, Paul Munters
9	Mid-Term Evaluation – August 2023
10	Minutes of Steering Committee Meeting: 22 Mar.‘24
11	National Employment Strategy, 2015 - 2025
12	National Strategic Development Plan 2019-2023
13	Project Financial Status Report by Project Outcome
14	Project reports: Progress report June – Oct ’21; Quarterly May – Oct ’22; Progress: Nov ’22 – May’23; Progress: May – Oct ’23; Annual: Ap ’21- Ap’22; Annual: May ’22-May’23
15	Report on the Cambodia Labour Force Survey 2019 (National Institute of Statistics/ILO)
16	Results Framework (revised) Ap ’21 – Oct ‘24
17	Rural Roads: Improving its Contribution to Growth and Poverty reduction in Sub-Saharan Africa, by G.Banjo, H. Gordon and J. Riverson
18	Sample - Completion Report (construction of concrete pipe culverts, June 2023)
19	Sample - Contracts (road rehabilitation, culvert construction, road maintenance)
20	Sample - Employment record (day sheet signed and summary sheet)
21	Sample - Tender documents (road rehabilitation, culvert construction, road maintenance)
22	Summary - completed infrastructure completed Phase I and Phase II
23	Summary Monthly Progress Report Phase 1&2
24	The Cambodia Labour Market Bulletins, June 2020, Data from TVETMIS: ព្រឹត្តិបត្រព័ត៌មានទីផ្សារការងារកម្ពុជា_ឆ្នាំទី១_លេខ២_ភាសាខ្មែរ.pdf
25	The Cambodia Labour Market Bulletins, January 2024, Data from TVETMIS: MLVT_Labour_Market_Bulletin_S1Z2024_Final.pdf
26	UNDAF 2019-2023 Cambodia

ANNEX 9.6 - INFRASTRUCTURE OUTPUTS / SIEM REAP PROVINCE

Project name	Qty (km/no)	Contract amount	No of workers						No of Workdays (WD)				Evaluation analysis				
			Resident	Migrant	Type			Total	Type			Total					
					Men	Women	PWD		Men	Women	PWD		WD/wkr	$/WD	$/wkr	WD Ttl $	WDA-%
A - Culvert Construction																	
Kouk Doung, Srae Khvav Commune	14	37,955	43	55	92	6		**98**	2348	112		**2460**	25.1	15.4	213.4	20910	0.55
Kdei Run and Yeang Commune	11	30,572	45	57	91	11		**102**	1725	190		**1915**	18.8	16.0	159.6	16278	0.53
Prey Chruk Commune	7	29,164	28	40	54	14		**68**	1159	220		**1379**	20.3	21.2	172.4	11722	0.40
Norkor Phears Commune	10	37,851	31	35	57	9		**66**	1196	390		**1586**	24.0	23.9	204.3	13481	0.36
Pouk and Angkor Chum districts	20	35,531	34	35	56	13		**69**	1853	332		**2185**	31.7	16.3	269.2	18573	0.52
Total / Av.	**62**	**171,073**	**181**	**222**	**350**	**53**		**403**	**8281**	**1244**		**9525**	**Av 24.0**	**Av18.5**	**Av 204**	**Av 16192**	**Av. 0.47**
B - Community road maintenance																	
Keteyos village, Pouk district	4.2	20,386	11	17	16	12	1	**28**	370	759	90	**1219**	43.5	16.7	370.1	10362	0.51
Phlang village, Pouk district	5.7	24,759	12	19	22	9		**31**	991	540	0	**1531**	49.4	16.2	419.7	13009	0.53
Doun Kaev commune, Pouk	6	21,911	7	15	12	10		**22**	395	788	0	**1183**	53.8	18.5	456.9	10051	0.46
Yeang commune, Pouk	5	26,377	8	16	18	5		**24**	857	264	0	**1121**	46.7	23.5	396.8	9524	0.36
Daun Keo commune, ohal-Kouk Phnouv and Doun On Village	6.4	27,852	11	21	21	11		**32**	513	723.5	0	**1236**	38.6	22.5	328.3	10506	0.38
Doun Kaev commune, hnoat Chrum-Doun On Village	4.6	24,595	9	23	15	17		**32**	333	657	0	**990**	30.9	24.8	263.0	8415	0.34
Sosarsdom commune, Pouk	5.8	25,669	15	21	21	15		**36**	669	649	0	**1318**	36.6	19.5	311.1	11199	0.44
Lvea commune, Pouk district	8.0	31,895	15	25	19	21		**40**	707	1062	0	**1769**	44.2	18.0	375.8	15032	0.47
Trei Nhor+ Nokor Phearse rd-	8.2	29,292	12	25	27	10		**37**	1164	442	0	**1606**	43.4	18.2	368.9	13651	0.47
Doun Peng + Kodoung-3.1km	7.4	21,331	11	24	23	11	1	**35**	591	333	131	**1055**	30.1	20.2	256.2	8968	0.42
Srae Khvave2.2km+ Koul 2.1km	7.84	23,795	16	27	26	16	1	**43**	807	646	56	**1509**	35.1	15.8	298.3	12827	0.54
Yeang commune, Puok district	4.40	18,335	7	17	17	7		**24**	480	309	0	**789**	32.9	23.2	279.4	6707	0.37
Treinhor commune, Puok district	3.00	22,000	6	20	22	4		**26**	560	81	0	**641**	24.7	34.3	209.6	5449	0.25
Total / Av.	**76.54**	**318,197**	**140**	**270**	**259**	**148**	**3**	**410**	**8437**	**7253.5**	**277**	**15967**	**Av 39**	**Av 21**	**Av 333**	**Av 10438**	**Av 0.42**
C- Civil work (rural road rehabilitation)																	
Sre Kvav com., Angko Chum dist.	5.6	159,712	63	166	141	88	2	**229**	5372	2048	181	**7601**	33.2	21.0	282.1	64609	0.40
Norkor Pheas, Kok Dong comune, Angkor Chum district	5.3	166,483	68	168	99	137	2	**236**	5577	3878.5	161	**9616**	40.7	17.3	346.3	81736	0.49
Angkor Chum district and concrete sections in Pouk district	3.1	176,255	50	140	116	74	3	**190**	5943	856	280	**7479**	39.4	23.6	334.6	63572	0.36
Sre Kvav commune, Angkor Chum	4.9	140,764	50	141	103	82	2	**191**	3813	2314	170	**6297**	33.0	22.4	280.2	53525	0.38
Reul commune, Puok district	4.2	111,260	60	142	126	76	6	**202**	5383	1882	142	**7407**	36.7	15.0	311.7	62960	0.57
Total / Av.	**23.14**	**754,474**	**291**	**757**	**585**	**457**	**15**	**1048**	**26088**	**10978.5**	**934**	**38400**	**Av.36.6**	**Av19.9**	**Av 310**	**Av.65280**	**Av. 0.44**
PROVINCE TOTAL		**1,243,744**	**612**	**1249**	**1194**	**658**	**0.35**	**1861**	**42803**	**19476**	**934**	**63890**					

NOTE: Evaluation Analysis sub-headings: WD/wkr (Workdays per workers – calculated assuming $8.5/day as standard); $/WD (funds expended in contract to generate each workday); WDTtl (total workdays); WD% (percentage contract value used for wages)

ANNEX 9.7. INFRASTRUCTURE OUTPUTS - BATTAMBANG PROVINCE

Project name	Qty (km/no)	Contract amount	No of workers						No of Workdays (WD)				Evaluation analysis				
			Resident	Migrant	Type			Total	Type			Total					
					Men	Women	PWD		Men	Women	PWD		WD/wkr	$/WD	$/wkr	WD Ttl $	WD%
A - Culvert Construction																	
Kaos Krala, Hab and Preah Phos Communes	8	23,732	26	29	52	2	1	**55**	797	75	12	**884**	16.1	26.9	137	7514	0.32
Preak Chik, Muk Reah and Basak Communes	8	19,744	30	31	55	5	1	**61**	776	99	10	**885**	14.5	22.3	123	7523	0.38
Daun Ba and Chhnal Moan Communes	10	22,886	23	33	53	2	1	**56**	763	50	9	**822**	14.7	27.8	125	6987	0.31
Kaos Krala, Hab and Preah Phos Communes	8	23,732	26	29	52	2	1	**55**	797	75	12	**884**	16.1	26.9	137	7514	0.32
Total / Av.	**34**	**90,094**	**105**	**122**	**212**	**11**	**4**	**227**	**3133**	**299**	**43**	**3475**	**Av. 15.1**	**Av. 25.7**	**Av 128**	**Av. 7341**	**Av. 0.33**
B - Community road maintenance																	
Tuol Lieb and Prey Phneas village, Koas Kralo district	5.2	20,553	14	16	21	9	0	**30**	652	511.5		**1163**	38.8	17.7	330	9886	0.48
Prey Phneas village, Koas Kralo district	4.1	20,006	1	27	15	13	0	**28**	555	733.5		**1288**	46.0	15.5	391	10948	0.55
Sre Sdok, commune, Rukah Kiri o district	4	19,636	12	14	16	10	0	**26**	584	401		**985**	37.9	19.9	322	8373	0.43
Muk Reah commune, Rukah Kiri o district	3.6	21,916	0	24	7	16	0	**23**	569	513		**1082**	47.0	20.3	400	9197	0.42
Total / Av.	**16.9**	**82,111**	**27**	**81**	**59**	**48**	**0**	**107**	**2360**	**2159**			**Av. 42.4**	**Av. 18.4**	**Av. 361**	**Av. 9601**	**Av 0.47**
C- Civil work (rural road rehabilitation)																	
Koas Kralo commune, Koas Kralo district	5.4	163,556	85	258	233	107	1	**343**	4500	1919	93	**6512**	19.0	25.1	161	55352	0.34
Daun Ba, Chnamon communes-km	5.2	163,029	58	163	132	86	2	**221**	3881	1679	207	**5767**	26.1	28.3	222	49020	0.30
Total / Av.	**10.6**	**326,585**	**143**	**421**	**365**	**193**	**3**	**564**	**8381**	**3598**	**300**	**12279**	**Av. 22.5**	**Av. 26.7**	**Av. 192**	**Av.52186**	**Av. 0.32**
PROVINCIAL TOTAL		**475,057**	**143**	**595**	**584**	**250**	**6**	**843**	**13076**	**5981**	**300**	**19388**					

NOTE: Evaluation Analysis sub-headings: WD/wkr (Workdays per workers – calculated assuming $8.5/day as standard); $/WD (funds expended in contract to generate each workday); WDTtl (total workdays); WD% (percentage contract value used for wages)

ANNEX 9.8. SHORT-TERM OUTCOME #2: RETURING MIGRANTS AND WORKERS ACCESS TVET PROGRAMMES

INST	OUTPUT - TVET CAPACITY BUILDING (2.2)				OUTPUT - TVET COURSE AND CANDITATES (2.1)					OUTPUT - OJT (2.1)				OUTPUT - Enterprise (2.1)			
	Management	Trainers	Teachers	Trnr/Facilitator	Programs	worker/students				road workers (CMG contracts)				MSMEs			
	20 psn	no less than 40	no less than 10	no less than 10	20	4000				300-500				120			
	achieved	achieved	achieved	achieved	achieved	men	women	migrant	ToTal	men	women	migrant	ToTal	#	men	women	Total
DGTVET (MoLVT)	4																
NPIC	1																
#eRPL					6	257	43	150	300								
ITI	1	6															
#eRPL					3	785	15	283	*800*								
NPIA	1			9 (4 women)													
OJT										147	153		300				
#RPL					2	255	45	300	300								
# Blended					2	187	9	0	196								
NVIB	1		10 (3 women)											MSME	10	50	60
OJT										123	77		200				
# Blended					2	540	365	30	905								
BIT	1	12															
#eRPL					4	184	31	215	215								
PSE	1																
# Blended					5				168								
EHT														MSME	40	25	65
#eRPL					4												
# Blended					6	256	468	0	724								
ILO Staff	*1*																
TOTAL	**10**	**18**	**10**	**9**	**34**	**2464**	**976**	**978**	**3608**	**270**	**230**	**0**	**500**		**50**	**75**	**125**

ANNEX 9.9 LESSONS LEARNT TEMPLATES

COVID Recovery for Returning Migrants and Host Communities in North West Cambodia.

Project DC/SYMBOL: **KHM/21/02/NZL**
Name of Evaluator: **John G. Connell, Marta Saya**
Date: 23 November 2024

The following lesson learned has been identified during the course of the evaluation. Further text explaining the lesson may beincluded in the full evaluation report.

LESSON LEARNED ELEMENT	**6.1 Opportunities for partners to mainstream good practices**
Brief description of lessons learned (link to specific action or task)	Both components of the project have a number of 'lessons' which could be applied in a sustainable manner by the partners. There is no mechanism for these to be recognized in the course of implementation - and articulating these at the project ends through a final evaluation means it is unlikely partners continue to focus on these as they move onto other issues.
Context and any related preconditions	This is a general situation for most project, which necessarily focus on implementation and are not well placed for ongoing reflection.
Targeted users / Beneficiaries	ILO project design
Challenges /negative lessons - Causal factors	Commitment to have a mechanism for Reflective Learning included as part of project design, along with the various other preparation and orientation activities standard for ILO project design. Some cost would be involved but this would not be expected too high.
Success / Positive Issues - Causal factors	This has not been applied and thus the opportunity for the various lessons to be taken on board by partners will be missed and then lost as local officials move onto other stations.
ILO Administrative Issues (staff, resources, design, implementation)	As noted above, a mechanism for Reflective Learning should be a normal part of project design, with cost of this not expected to be high.

COVID Recovery for Returning Migrants and Host Communities in North West Cambodia.

Project DC/SYMBOL: **KHM/21/02/NZL**
Name of Evaluator: **John G. Connell, Marta Saya**
Date: 23 November 2024

The following lesson learned has been identified during the course of the evaluation. Further text explaining the lesson may beincluded in the full evaluation report.

LESSON LEARNED ELEMENT	**6.2 Unrecognized need for rehabilitation of communal roads**
Brief description of lessons learned (link to specific action or task)	The Project in the process of conducting EIIP work, has been able to show that communal roads, essential means of transport for economic and social needs of poor communities, are in far greater need of rehabilitation than has been generally recognised. These are now subjected to increased threat of damage through floods (climate change induced). Specific actions can be taken to mitigate this (raised height, increased capacity of culverts) which can be carried out using EIIP approaches and thus injects funds into poor communities.
Context and any related preconditions	Limited budgets are available annually for Districts and communes to carryout infrastructure works, with business as useful - being for contractors to be hired to make repairs using machine-based methods
Targeted users / Beneficiaries	By conducting an increased rehabilitation program, and works to mitigate future floods, communities will benefit through (a) roads not being damaged by floods and thus normal travel being maintained, (b) funds entering poor communities when and if EIIP approaches are used
Challenges /negative lessons - Causal factors	Several factors tend to see machine-based rehabilitation taking place (a) existing funds for such work is limited, (b) perception that EIIP requires additional funds and work periods are extended. The social and economic benefits to poor communities are not well recognized, which leads to business as useful approaches (machine-based rehabilitation).
Success / Positive Issues - Causal factors	There are very significant positive benefits to local communities, both social and economic: injection of funds into local economy bolstered by 'multiplier factors which should provide strong justification for EIIP where ever local government aims to increase work opportunities in rural areas.
ILO Administrative Issues (staff, resources, design, implementation)	The project has ended and so these lessons are likely to be lost to the local partners.

COVID Recovery for Returning Migrants and Host Communities in North West Cambodia.

Project DC/SYMBOL: **KHM/21/02/NZL**
Name of Evaluator: **John G. Connell, Marta Saya**
Date: 23 November 2024

The following lesson learned has been identified during the course of the evaluation. Further text explaining the lesson may beincluded in the full evaluation report.

LESSON LEARNED ELEMENT	**6.3 Additional Social and Economic Benefits from EIIP**
Brief description of lessons learned (link to specific action or task)	Focus on the output of EIIP has tended to be on the works completed along with the WD and income gained by workers. There are a range of other social and economic benefits that are not recognized and could strengthen the case for ongoing application of this approach, thus generating further decent work opportunities far beyond the project target.
Context and any related preconditions	EIIP work is well conducted and can be expected to reliably produce the physical and direct outputs, upon which the above lessons can be also observed.
Targeted users / Beneficiaries	ILO project Regional and Country offices - during project design
Challenges /negative lessons - Causal factors	Enabling projects to recognize and communicate these benefits effectively to key counterpart agencies. Some resistance may occur as it will disturb business as usual, but the broader economic benefits should provide a powerful rational to apply it. Staff personal change and so the lesson can easily be lost. As such it should also be integrated into standard government protocols for communal road construction
Success / Positive Issues - Causal factors	Currently the Dpty provincial Governor of Siem Reap is interested in the broader economic impact that EIIP can have. It should be possible to develop a project using existing Provincial funds with ILO technical support to demonstrate these benefits in a substantial manner.
ILO Administrative Issues (staff, resources, design, implementation)	Seeking funds to support such a learning initiative as described above.

COVID Recovery for Returning Migrants and Host Communities in North West Cambodia.

Project DC/SYMBOL: **KHM/21/02/NZL**
Name of Evaluator: **John G. Connell, Marta Saya**
Date: 23 November 2024

The following lesson learned has been identified during the course of the evaluation. Further text explaining the lesson may beincluded in the full evaluation report.

LESSON LEARNED ELEMENT	**6.4 Pluses (+) and minuses (-) for digitization of TVET courses**
Brief description of lessons learned (link to specific action or task)	The digitization of TVET courses is in an early stage of development. The Project has provided opportunity for this to be applied in a substantial manner. This has shown high benefits in reduction of cost for student and institutes. But at the same time weaknesses in terms of (a) potential hidden cots as it is scaled up and (b) weaker learning experiences for students, with disadvantaged student potentially being left out.
Context and any related preconditions	TVET is currently being digitized as a national level. Thus, any such early lessons could have a profound effect on its ongoing and effective development in Cambodia
Targeted users / Beneficiaries	ILO Skills Development unit, and the MoLVT and MoT of Cambodia
Challenges /negative lessons - Causal factors	Further focused review of the TVET system is needed, which should be conducted along with the RGC and other donor partners in this sector. Common commitment and funds for such a study will need to be generated.
Success / Positive Issues - Causal factors	Recognition of these early lessons will benefit TVET system and as such Decent Work opportunities for many students into the future
ILO Administrative Issues (staff, resources, design, implementation)	Gaining interest, commitment and funds for an initial study will require time and energy amongst many other immediate and pressing activities. Identifying opportunities to improve the digitization process and funds to mobilize these will be an additional exercise.