

Content Analysis of Career Counseling Services

Kampong Cham Town & Environs

EDUCATION FOR YOUTH EMPOWERMENT PROJECT (EYE)

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List of Abbreviations

BSI	Beacon School Initiative
BSDA	Buddhism for Social Development Action
CTSP	Cambodia Tertiary Scholarship Program
DANIDA	Danish International Development Agency
EYE	Education for Youth Empowerment
IBEC	Improved Basic Education in Cambodia Project
KAPE	Kampuchean Action for Primary Education
KYA	Khmer Youth Association
MFI	Microfinance Institution
MoEYS	Ministry of Education, Youth, and Sport
MoLVT	Ministry of Labor and Vocational Training
NEA	National Employment Agency
PI	Plan International
PSOD	Phnom Srei Organization for Development
PTC	Provincial Training Center
SCI	Save the Children International
Sida	Swedish International Development Agency
USAID	United States Agency for International Development
WEI	World Education, Inc.

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PART I:
Service Content
Analysis

1. INTRODUCTION

1.1. Background and Purpose

The *Education for Youth Empowerment* (EYE) is a new project that recently started in 2013 with pilot implementation in Kampong Cham Province and planned expansion to Prey Veng and Koh Kong in future years. The project focuses on empowering youth in three areas including social, economic, and political empowerment. Funded by Save the Children International and DANIDA, the project is developing implementation modalities through local partner agencies such as *Kampuchean Action for Primary Education (KAPE)*, *Phnom Srei Organization for Development (PSOD)*, and *Khmer Youth Association (KYA)*. One of the areas of service delivery that the project is closely considering relates to career counseling for both in and out-of-school youth. The purpose of the present analysis is to determine the scope of current career counseling services in Kampong Cham Town and its Environs in order to avoid duplication and better complement existing services. Possible options that the project is considering include working directly with government service providers, forming links with schools, and/or partnering with another agency.

The need for career counseling services for Cambodian youth has grown very acute in recent years as the youth population has grown to comprise a very large proportion of the population. Nearly two-thirds of the youth population leaves the education system without having completed the basic education cycle in order to enter the labor force. Recent analyses have indicated that only about half of youth have ever received any kind of formalized career counseling and in most cases, these services are ad hoc and very unstructured. Thus, most youth are making important life decisions without adequate information, demonstrating the need for improved youth services focusing on career counseling. Under its earlier programming, KAPE developed and implemented an intervention to support schools in the provision of career counseling services. However, this pilot activity encountered many problems in its implementation including a lack of teachers interested in playing the role of a counselor, the tendency of this role to be played by the school director who had little time to spend on fulfilling the role effectively, and a general low priority placed by local educators on this role. The current survey provides an opportunity for KAPE to review the lessons learned from its earlier implementation and develop new guidelines for service delivery, which will be tried and tested under the EYE framework.

The present report includes a narrative analysis of the Canvassing Survey results followed by a synopsis of the various career-counseling services available in Kampong Cham (Part II). Another section of the report summarizes the findings of the survey into an Analytical Matrix to map out the gaps in service provision to better inform the design of services developed by EYE in a way that does not duplicate what already exists (Part III). Based on the matrix, EYE has developed a service design chart that identifies the pros and cons of each design aspect of the service proposed. The project will use this analysis as a basis for discussing with stakeholders (including other service providers) how best to modify and finalize a career counseling service for local youth.

1.2 Overview of Current Career Counseling Services in Kampong Cham Town and Its Environs

As part of this career counseling service-mapping exercise, KAPE identified 11 service providers operating in Kampong Cham Town and its Environs. These service providers are summarized in Box 1 and include government, NGOs, MFIs, and one secondary school with regular counseling services for its students. A description of each service provider’s services, location, and contact information is provided in Part II of this document.

In general, 82% of these service providers described their services as centered in Kampong Cham’s urban areas, mainly the town itself, with indeterminate levels of penetration into the countryside. Nevertheless, 36% of service providers (mainly government) described their services as nationwide while another 36% described them as province-wide and the remainder indicating that their services were mainly local in scope only (see Table 1.1). It is not clear, however, how youth residing in the more rural areas of Kampong Cham access these services since offices are mainly based in the town.

In terms of the target groups that service providers seek to assist, 64% described their services as especially designed to reach the most socially vulnerable with little distinction between men, women, or minority groups. The same number claimed that they had been providing services to these target groups for 3 years or more and that they engaged on average about 3 or 4 counselors ranging from only one person to as many as ten at some establishments.

About 45% of service providers indicated that the demand for their services was more than they could accommodate while about 54% indicated that demand was commensurate with existing capacity or below what they had expected (see Table 2.2), suggesting that there may be scope for additional investment in service provision, if this is carefully coordinated with what already exists. Those indicating that demand exceeded capacity were mostly MFIs and the Provincial Training Center (PTC) while NGO providers tended to indicate that demand was less than anticipated. This finding also suggests the need for caution, since KAPE as an NGO, may be vulnerable to some of the same constraints in service provision demand.

Box 1: Career Counseling Service Providers in Kampong Cham

- 1) Youth Center (MoEYS)
- 2) Kampuchean Action for Primary Education (KAPE)
- 3) Demonstration School
- 4) Amret (MFI)
- 5) Kredit (MFI)
- 6) Vision Fund (MFI)
- 7) Krousar Yerng
- 8) Buddhism for Social Development Action (BSDA)
- 9) Plan International
- 10) National Employment Agency (MoLVT)
- 11) Provincial Training Center (MoLVT)

Table 1.1: The Way Service Providers Describe the Scope of their Services (N=11)

Scope of Services	%
Nationwide	36%
Province-wide	36%
District-based	0%
Mainly Local only (Kampong Cham Town)	27%

Table 1.2: The Way Service Providers Describe Demand for their Services (N=11)

Demand for Counseling Services	%
More than we can handle	45%
About what we can handle	18%
Much less than we had expected	36%
Hard to say	0%

2. Service Delivery Modalities and Content

2.1 Service Content

Interview responses from career counseling service providers in Kampong Cham demonstrated a diverse range of services. The most commonly provided services related to Training & Capacity Building as well as Apprenticeship Placements (64%) while the least commonly provided services included School-based Counseling Services (18%) and Referrals to Potential Employers/Job Placement (27%) (see Table 2.1). Such services as One-on-One Counseling, General Education/Employment Opportunities, and Starting a Small Business also happen with a fairly high level of frequency. Most of these services seem to be focused on youth who are already out of the education system while fewer providers focus on those who are still in school. In this respect, KAPE appears to be one of the few service providers focusing on career counseling services to in-school youth though to be sure, several MFIs reported making presentations to students at tertiary level with some degree of frequency.

Table 2.1: Counseling Service Content (N=11)

Kinds of Services Provided	%
Training and Capacity-building	64%
Apprenticeship Placements	64%
One-on-One Counseling	55%
Education and Employment Opportunities	55%
Starting a Small Business	55%
Access to Brochures and other literature	55%
Education Opportunities only	36%
Referrals to potential employers/Job placement	27%
School-based Counseling Services	18%
Other	0%

When asked whether service providers had any specialized brochures or training documents that they had developed as part of their service provision, 73% indicated that they had. The content of these documents is diverse and ranges from Starting a Business, School-based Career Counseling Manual, Marketing Documents about Applying for Loans, and NGO service provider profiles (see Box 2). Much of this documentation is informational in nature with a few intended to be used as manuals for training purposes.

Box 2: Content of Brochures and Publications Used by Service Providers

- Starting a business/Making Business Plans
- School-based Career Counseling Manual
- Marketing Documents on Applying for Savings and Loans
- Outreach documents for parents on youth
- Profile of selected NGOs and their services
- Information on seeking employment

2.2 Modalities of Service Delivery

Inquiries about the various service modalities through which service providers deliver their services, the two most common responses were Walk-in Services and the use of Promotional Literature (64%). The utilization of telecommunication-based services such as telephone, social media, and SMS was much less common with only 18% to 27% of service providers indicating that they did so (see Table 2.2). About a third to half of service providers maintained databases of employers and job seekers to facilitate job placement services. The response of 'Other' included more specialized activities such as the use of Student Councils at school level to organize employer-mapping activities and disseminate information to other students. No agencies indicated

that they had developed interactive media or video documentaries to disseminate service information or facilitate capacity-building activities.

Some service providers like Plan International indicated that they relied primarily on local partners and government for the actual delivery of counseling services, providing funding to them to facilitate their efforts in this area. They did not deliver services directly as this seemed an unsustainable approach.

Most service providers (91%) indicated that they provided their counseling services for free and used a varied basket of advertising modalities to get out their messaging to youth. One provider indicated that they charged based on the ability to pay. About a third of providers indicated that their service delivery was part of a larger package of services and interventions that included TVET training, life skills courses, loan provision, and community outreach among others. The other two-thirds indicated that their services were provided as a stand-alone package.

All service providers indicated that they engaged in some form of advertising with Posters, Social Media, and Radio being the most commonly used channels while visiting schools and youth networking seemed to be the least common (see Table 2.3).

2.3 Impacts and Gaps

Service providers generally reported relatively high success rates in terms of the number of service users who were able to start a business, find a job, or identify a career. In this respect, 27% of providers indicated that all or nearly all beneficiaries experience successful career formation while 55% indicated that about half of them are able to do so (see Table 2.4). It is not clear, however, whether these estimates are based on concrete tracking exercises and/or feedback or whether they

Table 2.2: Service Delivery Modalities (N=11)

Service Delivery Modalities	%
Walk-in service	64%
Use of Brochures & Promotional Literature	64%
Registration on a Database	45%
Access to a Database of Employers	27%
Information Access via Social Media/SMS	27%
Other	27%
Telephone-based Counseling	18%
Interactive Media/Videos	0%

Table 2.3: Kinds of Advertising Employed to Maximize the Utilization of Services (N=11)

Advertising Modalities	%
Posters and Billboards	73%
Social Media	73%
Radio	64%
Television	45%
Government Channels	45%
Other	45%
Visiting Schools	36%
Youth Networking	27%

Table 2.4: Success Rate in Terms of Career Formation (N=11)

How many of your beneficiaries were able to get jobs/start careers as a result of your service?	%
All or nearly all	27%
About half of them	55%
Only a few of them	9%
None of them	0%
Don't Know	9%

are primarily anecdotal in nature. To be sure, 82% of providers indicated that they received feedback from beneficiaries through a number of modalities including partner reports, phone calls, meetings, and letters.

Service providers were nearly evenly split in terms of the assessment that there were gaps in their service provision (see Box 3). About 45% stated that there were gaps in their service provision that could be filled through additional partnerships or networking. Mainly these gaps referred to the need or desire to link up with service providers who provided actual referrals for jobs or loan services for micro-enterprise formation.

Box 3: Gaps in Service Provision

- 55% of Career Counseling Service Providers indicated they had NO gaps in their services
- 45% indicated that they had gaps to fill

3. Capacity-building Support

3.1 Capacity-building Modalities

About 90% of service providers indicated that they provide some sort of capacity-building support as part of their career counseling services. The modalities for this support are varied and include direct counseling, workshops, and formal courses. One-off workshops, one-on-one counseling, and facilitating self-study seem to be the most commonly cited modalities for support while the provision of formal courses is less common. No one provided online training services.

Workshops when they are held tend to cater to very large groupings of beneficiaries rather than taking the form of smaller seminars where greater depth can be provided in the explanation of content. About a third of providers stated that they usually provide some sort of certification at the end of the workshops that they provide but most do not seem to do so.

In terms of the development of curricular materials for workshops, there is a tendency for service providers to develop their own materials (55%) while 45% use the materials of others or a combination of their own and others' materials (see Box 4). The tendency to develop one's own materials largely stems from the tailor-made nature of many of the workshops that are provided for specific target groups with specialized needs.

3.2 Capacity-building Content

The content of capacity-building activities is rather standard and includes resume development, interview protocols, and tips on where to find jobs (see Table 3.2). These topics tend to be most frequently provided by NGOs and government institutions such as the Youth Department or the PTC. Procedures for getting loans and starting businesses are generally offered by Microfinance institutions. It should be noted again that these capacity-building workshops are generally offered outside of the formal education system, which suggests a significant possible gap in service

Table 3.1: Kinds of Capacity Building Support Offered (N=11)

Kind of Support	%
One-off Workshops	55%
One-on-One Counseling	55%
Self-study Using Didactic Materials	55%
Formal Courses	27%
Do not do Capacity-building	9%
Online Training Services	0%

Box 4: Workshop Curricular Materials

- 36% of service providers use the curricular materials of others for their workshops
- 55% develop their own materials
- 9% use a combination of both

provision.

In addition, several of the topics such as resume writing and interviewing may be more appropriate for higher-end out-of-school youth such as those who have completed at least one cycle of secondary education or even university. Such topics may not be as appropriate for those youth who have not completed secondary or even primary school level education. It may be useful to identify what sorts of capacity-building topics would be most useful for these youth and how they could be disseminated to lower-end youth out-of-school.

Table 3.2: Capacity-building Content by Topic (N=10)

Percentage of Service Providers Offering the Following Topics	%
Making a Resume	50%
How to find where the jobs are	50%
Other	50%
How to do an interview	40%
How to start a small business	40%
How to get a loan	30%
How to take certain tests (e.g., TOEFL)	10%

4. Networking among Service Providers

4.1 Scope of Networking Activities

Although 73% of service providers described networking activities as ‘essential’ to the way that they operated, the actual reported incidence of networking was not very high. Only 36% of those surveyed indicated that they worked closely with other service providers on a frequent basis while the remainder cited only irregular or rare levels of frequency. The institutions or agents most frequently cited as a networking partner were NGO Projects (cited by 73% of respondents) followed by Government Departments or Institutions (64%) and Formal Education Institutions (55%) such as universities or secondary schools (see Table 4.1). Surprisingly, MFIs and Drop-in Centers were cited with the least frequency.

Table 4.1: Partners with Whom Networking Most Often Occurs (N=11)

Partner	%
NGO Projects	73%
Government Departments/Institutions	64%
Formal Education Institutions	55%
Vocational Training Institutions	36%
Other Counseling Offices	18%
MFIs and Banks	9%
Drop-in Centers	9%
Other	9%

Of some interest to the current assessment, 45% of those interviewed indicated that they were very interested in establishing networks with a new partner while the remainder indicated that they were also open to the possibility but with certain conditionalities such as having a similar mission, complementing existing services (especially in cases of job referral), and providing more experience and opportunities for capacity-building. These conditions are laid out in Box 5.

Box 5: Conditions for Expanding Network Ties with a New Partner

- Have a similar purpose and mission
- Fill gaps in current services
- Have greater experience than we do
- Provide better understanding of the job market
- Have the ability to provide capacity-building support
- Provide additional funding
- Able to expand job referral capacity

4.2 Effectiveness and Adequacy of Networking Activities

In terms of the effectiveness of networking in the province, most service providers expressed high levels of satisfaction. In this respect, 45% of service providers indicated that networking partnerships had 'exceeded' their expectations while another 45% indicated that their expectations had been met. A majority of service providers expressed the opinion that the counseling network in Kampong Cham was far from overcrowded and that there was considerable scope for additional service provision (see Box 6).

Box 6: How Service Providers Describe the Counseling Network in Kampong Cham

- Too many providers: 0%
- About enough providers: 18%
- Not enough: 73%

5. CONCLUSIONS AND RECOMMENDATIONS

5.1 General Observations

The present canvassing survey found that there is scope for the provision of additional career counseling services in Kampong Cham both in the town itself and in the countryside. In this respect, it should be noted that no current service providers expressed the view that there were too many services and 73% indicated that there were 'not enough' services; in addition, 45% stated that their services were unable to meet the demand for counseling services. These key findings suggest the viability of a strategy in which EYE could develop additional services, provided that these do not duplicate what is currently being provided. Nevertheless, several service providers, mainly NGOs, indicated that the demand for their services had been much less than what they had anticipated, highlighting a possible risk for service provision if modalities for dissemination are not properly structured.

Most career counseling services in Kampong Cham appear to be concentrated in urban and semi-urban areas. It is not clear to what extent services available in Kampong Cham Town were reaching youth in the more rural areas of the province. While it is certain that many youth come to the town to seek out these services, it is likely that many do not. To be sure, the viability of career counseling services in rural areas where population densities are much lower is not certain. Thus, the provision of rural based services though needed is associated with some risks relating to service access.

In order to prevent the possibility of duplication, it is suggested that EYE collaborate with one or more service providers to try to complement their services, rather than setting up a stand-alone service. In this respect, it should be noted that the current survey found that 45% of service providers expressed an interest in starting a partnership with a new service provider. A Government partner such as the Provincial Training Center, the Youth Center, or National Employment Agency might be the best place to consider such a configuration of additional services though private service providers should also be considered, particularly the multiple projects within KAPE, which are already providing services within the formal education system, where there seems to be considerably less focus among current service providers. The three projects of most relevance in this regard would be the Improved Basic Education in Cambodia Project (IBEC), the Beacon School Initiative (BSI), and the Cambodia Tertiary Scholarship Program (CTSP) (see Annex 1 for a description of each project). Working within one or more state secondary schools

(such as the Demonstration Schools, which is already providing rudimentary career counseling services) should also be considered.

A partnership could be characterized by several levels of formality ranging from a simple networking arrangement in which EYE and the partner simply share information and coordinate activities to one of very high formality in which EYE provides subsidies to the partner (either in cash or in kind) to deliver services jointly. Plan International offers a good model in this regard where they provide operating subsidies to both government and private service providers in the NGO sector to increase the efficiency of their services. The PI model is very popular with both government and the local NGO sector because it demonstrates the commitment of an international organization to locally set agendas rather than the other way around.

The most visible gap in service provision relates to youth groupings who are in-between in and out-of-school youth. Survey findings demonstrated that most counseling services focus on those youth who have already left the formal school system. Only one provider (the Demonstration School) was found to be providing counseling services to students within the school system, especially those who were considering leaving school. Most other secondary schools in Kampong Cham Town do not appear to be providing such services with the exception of 22 secondary schools where KAPE, through its Improved Basic Education in Cambodia Project, has piloted a Career Counseling Resource Person activity in collaboration with the Vocational Orientation Department.¹ This suggests the need to distinguish between three groups of youth:

- ***In-school youth:*** These are youth who are in school and are planning to continue their education (if they can) until the end of the secondary school cycle either at Grade 9 or at Grade 12).
- ***Almost Out-of-School Youth:*** These are youth who are currently in school but whose continued tenure is in doubt either because they feel low interest to stay due to curriculum irrelevance, cost factors, or the lure of income in the private sector or a combination of all three factors.
- ***Out-of-school Youth:*** These are youth who have already left the school system and are already employed or are seeking employment.

There is merit in providing counseling services to in-school youth who are imminently planning to leave school in order to enter the workforce. This youth group is not currently a priority among most counseling service providers; rather they only receive services after they have left the school system (i.e., after they have become out-of-school youth). Providing counseling services to this group would generate efficiencies in coverage, since they are already centralized in one central location, eliminating the obstacles to outreach once they become part of a very dispersed population as out-of-school youth.

5.2 Specific Recommendations

This report concludes with the following recommendations for the design of career counseling services supported by EYE:

¹ KAPE (2012), *Findings of the Career Advice Pilot: Findings of the IBEC Pilot at Grade 8 in the 2011-12 Academic Year*, Kampong Cham: IBEC.

1. **Developing a Partnership:** Consider the provision of counseling services in collaboration with a partner who is currently providing counseling services in order to avoid the possibility of duplication. Such an approach would also generate efficiencies in service provision. Government partners to consider in this regard include NEA, PTC, or a state secondary school. These possibilities are not mutually exclusive and could include one or more partners at government level.
2. **Targeting Almost Out-of-School Youth:** Consider targeting Almost Out-of-school Youth as a new category of service recipient. These youth are not currently receiving services and it is more likely that they can be reached while they are still in school than when they become out-of-school youth.
3. **Rural-based Services:** Consider citing some service provision in rural areas using secondary schools as a means to defuse risks relating to service access.
4. **Capacity-building Topics of Relevance to Youth who are Seeking Blue Collar Jobs:** Many service providers are already providing support for capacity-building topics relating to career identification that cater to efforts to achieve white collar jobs. Much less is being done to provide support for capacity-building topics for youth at the lower end of the career identification process. Consider the identification of useful topics for these youth.
5. **Consider the Possibility of Subsidies for Current Service Providers:** Along the lines of working in partnership with another service provider, consider the possibility of direct subsidies much as Plan International has done with numerous service providers in Kampong Cham. This model is popular with stakeholders and ensures maximum opportunities for cooperation and sharing.

PART II:
Service Provider
Mapping Directory
(Kampong Cham Town)

Service Map of Career Counseling Service Providers in Kampong Cham Town and Environs

Name of Service Provider	Location	Target Groups	Short Description of Relevant Services	Key Contact Persons
A. Youth Center (MoEYS)	Village 6, Kampong Cham Town, Kampong Cham Province	<ul style="list-style-type: none"> • Open to all youth but seeks to focus on the most vulnerable 	The Youth Center provides a combination of capacity-building (e.g., how to start your own business) as well as counseling services focusing mainly on employment services. They do one-on-one counseling and provide workshops from time to time on particular topics relating to employment. The center is also open to youth for purposes of self-study and access to a library services.	Mr. Doung Sophat, Director Email: -- Tel: 012 27 89 76
B. Provincial Training Center (MoLVT)	No7 Village, Sangkat Kampong Cham, Kampong Cham Town, Kampong Cham province	<ul style="list-style-type: none"> • Open to all youth but seeks to focus on the most vulnerable • Out-of-school youth 	The PTC receives its funding through MoLVT. It provides skills training and counseling services to all of its students.. The selection process is through the collaboration with Commune CCWC. Kampong Cham PTC is providing skills training to 536 youths (80% of them are female). The PTCs provides food, monthly allowance (US\$30)), and accommodation. PTC at Kg Cham provides loan for graduated trainees who want to start self-employment.	Mr. Chea Phally Email: phaly_chea@yahoo.com Tel: 077 757 958
C. National Employment Agency (MoLVT)	No7 Village, Sangkat Kampong Cham, Kampong Cham Town, Kampong Cham province	<ul style="list-style-type: none"> • Open to all youth but seeks to focus on the most vulnerable • Out-of-school youth 	<p><i>National for Employment Agency (NEA)</i>. NEA is a Special Operating Agency (SOA) under the jurisdiction of the National Training Board with the General Directorate of TVET. The NEA's mission is to coordinate and provide information related to labor market in the Kingdom of Cambodian. NEA is aimed at improving the quality and effective delivery of labor market information services by providing job seekers, employees, employers and skill training providers to exchange information with one another. The agency just recently expanded its services to Kampong Cham and is based in the PTC.</p> <ul style="list-style-type: none"> • NEA provides its services to job seekers as following: (1) a register of job seekers and employment opportunities, (2) deliver information services to job seekers and the public on job opportunity and training opportunity, (3) promote interchange of information openly and provide job seekers, employees and employers to meet one another through publicity campaigns, including job fairs, (4) introduce job orientations to be ready for job opportunity and professional development, and (5) provide general labor market information. The interventions are being offered to 3,000 job seekers. 	Mr. Sok Sophal NEA, director Email: jc_kampongcham@nea.gov.kh Tel: 012 82 78 37

Name of Service Provider	Location	Target Groups	Short Description of Relevant Services	Key Contact Persons
			<ul style="list-style-type: none"> NEA also provides service to Employers by disseminating information on the labor market to make it easy for employers to find skilled workers, providing office/space for interviews with job seekers, data related to job seekers, matching and referring job seekers to employers, collecting information regarding job opportunity, providing general labor market information. NEA started implementing in five job centers, namely: Phnom Penh, Battambang, Siem Reap, Kampong Speu and Svay Rieng. 	
D. Kampuchean Action for Primary Education	c/o Provincial Teacher Training College, #56 National Highway 7 Kampong Cham Town, Kampong Cham	<ul style="list-style-type: none"> Vulnerable Girls In-school youth (both sexes) 	<p>KAPE has several projects of relevance to career counseling services. This includes <i>the Improved Basic Education in Cambodia Project (IBEC)</i>, which has developed a Career Counseling Manual for use at High School Level that was pilot tested in 22 secondary schools in collaboration with the Vocational Orientation Department. KAPE is supporting this career counseling framework in approximately 100 secondary schools, including the Demonstration School in Kampong Cham Town.</p> <p>Another project of relevance to career counseling is the <i>Education for Youth Empowerment Project (EYE)</i>, which just started in 2013. This project seeks to support extensive counseling services for both in and out-of-school youth linked with the Demonstration School, which receives intensive support from KAPE.</p> <p>A final project of relevance is the <i>Cambodia Tertiary Scholarship Program (CTSP)</i>, which is funded by The Asia Foundation. This project provides scholarship support to vulnerable girls to study at Western University and other local tertiary institutions. The project has built a job referral network with local employers to facilitate quick entry of graduates into the labor force.</p>	<p>Ms Hem Mary, Vice Director Email: mary@kapekh.org Tel: 012 521 866</p> <p>Mr. Phann Bunnath EYE Project Manager Email: p.bunnath@kapekh.org Tel: 012 764 439</p> <p>Ms. Or Phiran CTSP Manager Email: phiran@kapekh.org Tel: 012 62 60 57</p>
E. Demonstration High School	#56 National Highway 7 Kampong Cham Town, Kampong Cham	<ul style="list-style-type: none"> All youth still in school (Grades 7 to 10) 	The Demonstration School is a model state institution with close links to KAPE. The school has adopted the school-based Career Counseling framework piloted by KAPE with the Vocational Orientation Department and provides regular counseling to all students using the Student Council at the school as a means to help organize services. The school has also started outreach to local institutions of relevance such as the PTC to provide	Ms. Thon Salun Vice Director Email: -- Tel: 077 479 374
F. Buddhism for	#06,12 Village,Sangkat	<ul style="list-style-type: none"> Vulnerable Youth, 	BSDA's main youth focused program is the Mekong Kampuchea	Mr. Say Sokhourn,

Name of Service Provider	Location	Target Groups	Short Description of Relevant Services	Key Contact Persons
Social Development Action	Kampong Cham, Kampong Cham Town, Kampong Cham Province, CAMBODIA	<p>especially girls</p> <ul style="list-style-type: none"> • Out-of-school youth 	<p>Kid's (MKK) project, which was launched in 2007 and is currently one of the largest and most successful projects of BSDA. The children participating in this program have either lost one or both parents, or they are vulnerable children who, due to external circumstances like poverty, lack of education or illness are especially exposed to dangers such as malnourishment, HIV/AIDS, drugs, exploitation or even child trafficking. There are three vocational training programs and a scholarship program to assist with financing the expenses of Cambodia's public school system, complemented by free English and computer training classes. The program started with the Apsara Kids Project, where children between 6 and 18 were able to learn Cambodian traditional dancing and visit a public school the other half of the day. Soon afterwards the Smile Restaurant Social Enterprise was opened, which employs and trains vulnerable youth in restaurant management skills.</p> <p>BSDA also has a newly opened residential vocational training center, the Smile Kids Village. Twenty girls and five boys (2011) are taught sewing, weaving, cooking, gardening and English. Since girls need special support because of their higher level of vulnerability, due to conservative society structures and the danger of prostitution, BSDA focuses on these issues in its projects, aiming to make youth more independent and strengthen their position in society. In the long term BSDA hopes these skills and abilities will create a stable foundation in children's lives, enabling them to build on what they learn and live up to their potential, leaving poverty behind.</p>	<p>BSDA, Project Coordinator Email: Tel: 012 398 743</p>
G. Plan International	Koeung Kok Village, Sangkat Boeung Kok, Kampong Cham Town, Kampong Cham Province	<ul style="list-style-type: none"> • Focuses on the most vulnerable youth and those from poor backgrounds • Out-of-school youth 	<p><i>Plan International/ PI (Kg Cham Province)</i> contributes to the NSPS through capacity building to local government related to NCDM, health and climate change and working in partnership with NGOs to provide skills training. Skills trainees are selected among vulnerable youths from IDP families, people with disability (15 - 24 years old, male and female).</p> <ul style="list-style-type: none"> • The training duration is 4 months for basic level, and 12 months for intermediate level. The technical skills training consists of motor repairing (6 months - USD 350), tailoring (4months - USD 250), hairdressing (4 months - USD 	<p>Mr. An Sam An, Plan, Hes Project Officer Email: saman.an@plan-international.org Tel: 012 682 083</p>

Name of Service Provider	Location	Target Groups	Short Description of Relevant Services	Key Contact Persons
			<p>200) and make-up (4 months – USD 200).</p> <ul style="list-style-type: none"> The soft and life skills training include skills such as entrepreneurship, health, child rights, communication, self-esteem and motivation. The trainees access free charge of training and they are provided food, accommodation, transportation, and financial support to cover the cost of training. The apprenticeship is mostly done in all level of basic, and intermediate skills training. During the apprenticeship, all trainees are provided other benefit such as food, accommodation, transportation and financial support. The two greatest strengths of the organization: provide oriented market to youths and involved NGOs, government partners to reach the marginalized youths at national and sub-national level. Plan just started this project with partners. 	
H. Krousar Yerng	Kandaol Chrum Village, Kandaol Chrum Commune, Ponheakraek District, Kampong Cham Province	<ul style="list-style-type: none"> Vulnerable youth Out-of-school youth 	Krousar Yerng is a local NGO focusing on youth development with funding coming mainly from Plan International. KY works closely with the Provincial Training Center of Kampong Cham to provide access to vocational training for vulnerable youth, mainly in Tbong Khmum and Ponhea Krek Districts. Before referring youth to join TVET, youth and their parents are consulted together in order to decide which trade is most suitable for them. They also provide a small stipend to youth during the time that they are engaged in TVET training to support their living costs. KY also provides training and career counseling at the end of their training course. KY also provides access to a small library on employment and training opportunities.	Ms. Tom Lekena, Project Coordinator Email: leakhe-na.tom@krousaryoeung.org Tel: 012 731 365
I. Amret (MFI)	#99, Street Toul Sbou, Village 2, Sangkat Veal Vong, Krong Kampong Cham, Kampong Cham Province	<ul style="list-style-type: none"> Open to all youth but seek to target the most vulnerable youth and public people 	Amret is a microfinance institution, which provides loans to various target groups for many purposes. Loan recipients receive one to one counseling on how to make small business loans most effective. Collateral is required for AMRET loans, however. Amret also provides access to various literature on loans and micro-enterprises as well as access to youth internships for those completing their tertiary studies with the possibility of becoming formal staff at the end of the internship.	Mr. Khay Menglin, Amreth, Head of provincial office, Tel: 012 900 411 E-mail: menglin.khay@amret.com.kh
J. Kredit (MFI)	NR 7, Beoung Snay Vil-	<ul style="list-style-type: none"> Open to all youth 	Kredit is a microfinance institution, which provides loans to local	Mr. Kong Chea,

Name of Service Provider	Location	Target Groups	Short Description of Relevant Services	Key Contact Persons
	lage, Sambomeas Commune, Kampong Cham Town, Kampong Cham Province	but seek to target the most vulnerable youth	people who find it more difficult to access loan services from local banks. Kredit focuses on all age groups but seeks to specialize in youth outreach services. They now provide loans for both micro-enterprise start-ups as well as education loans for university study in Phnom Penh and elsewhere. Kredit also coordinates with other local service providers and provides intern opportunities for new university graduates. They also engage in community outreach to local schools to provide information on its loan program and how to apply. Kredit also periodically provides capacity-building workshops on starting a small business.	Deputy Branch Director Email: sbm_kcm@kredit.com.kh Tel: 092 925 469
K. Vision Fund (MFI)	NR 7, No 6 Village, Sangkat Veal Vong, Kampong Cham, Kampong Cham Province	<ul style="list-style-type: none"> Open to all youth but seek to target the most vulnerable youth 	Vision Fund Cambodia is a microfinance institution, which was established by World Vision to improve the lives of children by offering small loans and other financial services to families. Loans require some amount of collateral but on very generous terms. Their work empowers their clients to grow successful businesses, which enable children to grow up with improved health and education. Working in partnership with World Vision they are committed to long-term change, which will unlock potential for future generations. Many services use a one-to-one modality and include educational opportunities, apprenticeship placement, and education and employment for youth seeking loans.	Mr. Sor Tha Tola, Vision Fund, Branch director Email: vfckcm_ks@wvi.org Tel: 088 6007 528

PART III:
Analytical Matrix &
Pros and Cons
Analysis

Analytical Matrix for Career Counseling Services in Kampong Cham Education for Youth Empowerment

Service Dimension	Design Aspects among Current Service Providers	%	Relevant Gaps
Location	School-based	18%	X
	Center-based (non-school setting)	82%	
	Non-physical location	0%	
Kinds of Service Provision	One-on-one Counseling	55%	
	Training & Capacity building	64%	
	Referrals	27%	X
	Education Opportunities Only	36%	
	Employment Opportunities Only	0%	
	Both Education & Employment Opportunities	55%	
	Starting a small Business	55%	
	Access to Brochures and Informational Literature	55%	
Career Counseling Manuals	Yes	18%	X
	No	82%	
Service Modalities	Walk-in	64%	
	Telephone Services	18%	X
	Access to Brochures and Literature	64%	
	Access to a database	27%	X
	Registration on a Database	45%	
	Using Social Media and SMS	27%	X
Service Cost	Completely Free	91%	
	Some must pay	9%	
	All must pay	0%	
Advertising	Visiting schools	36%	
	Posters & Billboards	73%	
	Television	45%	

Service Dimension	Design Aspects among Current Service Providers	%	Relevant Gaps
	Radio	64%	
	Social Media	73%	
	Youth Networking	27%	
Capacity Building Modalities	Formal Courses	27%	X
	One-off Workshops	55%	
	One-on-one Counseling	55%	
	Self-study services	55%	
	On-line Training	0%	X
	No training	9%	
Capacity Building Content	Making a Resume	45%	
	Doing an Interview	36%	X
	Taking Certain Tests	9%	X
	Finding where the jobs are	45%	
	Small Business	36%	X
	Getting a Loan	27%	X
	Migration	??	
Certification	Yes	36%	X
	No	64%	
Networking Contacts	Government	64%	
	Other Counseling Services	18%	X
	NGO Projects	73%	
	Employers	9%	X
	Formal Education Institutions	55%	
	Vocational Training Institutions	36%	X
	MFIs and Banks	9%	X
	Drop-in Centers	9%	X
Target Beneficiaries	Open to all	55%	
	Mostly Vulnerable	64%	
	Mostly Girls	27%	X
	Mostly Boys	27%	X
	Specific Groups	27%	X

Counseling Service Design for EYE – Pros & Cons Analysis

	Tentative Design Aspect	Pros	Cons	Stakeholder Remarks
Location	<p>School-based: Service is best based in a school because there are few service providers who are looking at the population of in-school youth and especially those in-school youth who are currently on the verge of dropping out. The proposed school where the service will be piloted is the Demonstration School in the PTTC compound where the EYE office is based and where there are opportunities for significant synergies with other youth-focused programming supported by KAPE.</p>	<ul style="list-style-type: none"> • Fills a gap since most services and projects focus only on the out-of-school youth population • Offers significant opportunities for synergies with other KAPE projects • No rental costs for center • Access to PTTC facilities 	<ul style="list-style-type: none"> • Scope for replication in other schools is uncertain • Willingness of out-of-school youth to visit a school site is unknown • Facilities are currently limited and at maximum capacity • School staffing is in short supply to animate this service 	<ul style="list-style-type: none"> • The Youth Department is starting to build a Youth Information Center that will be sited at the Youth Center. The center will start to train teachers about career counseling services (supported by Sida with eventual handover to MoEYS for support). • Endorse the idea of defining a 'bridge' group between in & out-of-school youth (PoEYS-Youth Center) • The Youth Center will provide short-term capacity bldg courses. • Youth Center is planning on doing something similar in the school system; disseminating information to youth before they dropout (disseminate in school and in the community) • They are planning on starting this service in September 2014; want to cooperate with EYE on this and support the idea of a school-based service • Will work closely with the Job Center on this, • Will have a self-service center and a library about job placement • School-based services should refer them to this new service (linked to NEA) at the Youth Center • They will identify a core teacher and a community member that will be responsible for this work in each target area • Setting up a school-based service could be a good idea but the project needs to consider carefully about the nature of the service that is available (Plan International) • In order to make the service accessible to out-of-school youth that the service at the school is available to them. (PSOD) • Could consider a school-based service complemented by a center-based service in the nearby KAPE Office/PTTC (KAPE)

	Tentative Design Aspect	Pros	Cons	Stakeholder Remarks
Beneficiaries	<p>Focus on 3 Youth Populations: The service will focus not only on <i>in</i> and <i>out-of-school youth</i> but youth in a middle category who are still in school but whose continuing enrollment is tenuous and who will probably soon dropout.</p> <p>In order to make sure that these services are also available for out-of-school youth, the EYE Project will seek to disseminate information about the center through a youth network in the community that it will build in collaboration with local commune councils, several of which have shown significant interest in cooperating with the project and even allocating Commune Investment Services for youth-focused services (e.g., Sambo Meas Commune).</p> <p>Provisions will also be made so that out-of-school youth can also access this service, even though they are no longer in school.</p> <p>Recent data indicates that boys are now more at-risk than girls of dropout, requiring special attention to this youth grouping.</p>	<ul style="list-style-type: none"> • Novel approach that identifies a bridge group between in and out-of-school youth • Provides further justification for working within the formal secondary school sector • Reaches youth before they leave school and migrate elsewhere • Accessing a more diverse youth population will ensure efficiencies in programming investment, potentially reaching more youth for the same amount of funding 	<ul style="list-style-type: none"> • Requires more diversity in services • Increases the complexity of service provision 	<ul style="list-style-type: none"> • Most stakeholders agree that the creation of a 'bridge' group is a good idea. • Stakeholders cautioned that EYE needs to consider how to reach the identified youth groups, especially those who are already out of the system (Plan International) • This approach will indeed require greater complexity in service provision so the project needs to review once again whether there are enough resources to do it or not. • There also needs to be very clear criteria through which to classify youth into the categories proposed.

	Tentative Design Aspect	Pros	Cons	Stakeholder Remarks
Kinds of Service Provision	<p>Kinds of Services: Proposed services will include the following modalities:</p> <ul style="list-style-type: none"> • One-on-one Counseling for students who are determined to be at risk based on an analysis using a tool in the Career Counseling Manual; one-on-one services will also be made available to out-of-school youth who visit the center • Training & Capacity building: Topics are still in planning but will cover topics on kinds of available employment using a manual developed by Sipar and modified into an MoEYS Manual on the World of Work. Capacity-building workshops will be organized at training facilities at the PTTC that will be renovated for the purpose. • Referrals for Education and Employment*: This service will be facilitated by developing a database of useful contacts with current service providers such as NEA, PTC, MFI services for education loans and micro-enterprise start-ups. • Access to Brochures & Informational Literature: EYE will develop a number of brochures explaining its services and how to access them. • Outreach services: The project will invite other service providers such as PTC and MFIs to give talks to students and out-of-school youth. 	<ul style="list-style-type: none"> • Scope for both individualized services as well as those directed at large groups • Providing referral services fills a gap that recent surveys have identified • Taps into the services of others (outreach services) 	<ul style="list-style-type: none"> • One-on-one counseling is very human resource intensive • High demands for qualified human resources to deliver this many services and at this level of diversity 	<ul style="list-style-type: none"> • Stakeholders cautioned that EYE needs to be careful about the level of technology that is used regarding the availability of databases because many youth are not IT literate (Plan International) • EYE should consider developing special visual tools that are easy for out-of-school youth to understand. • To save time and resources, stakeholders suggested providing group counseling to youth with similar problems. • Follow-up should be a key aspect of the service provided, especially in the case of capacity-building in a vocational field (Amret/MFI)/Consider follow-up surveys by telephone • There are many services that are identified and the project should consider whether this scope should be narrowed or not (Plan International) • Use the self-survey form as a means to help tailor services the needs that exist (Demonstration School) • Review the documents of others to simplify the tasks that are implied by the services identified; this will also avoid duplication (Plan International) • Self-survey form needs to be adapted to the needs of all the target groups that have been identified (KAPE) • Plan and the PTC are doing a similar form (not finished yet) so should compare notes on this. (PTC & Plan International) • Make sure that the services are as simple and streamlined as possible (PSOD/Plan International) • Kredit suggested that the project link up with their capacity building workshops rather than doing their own workshops as well as their loan program (Kredit) • Stakeholders stressed the need to match service content to student needs as much as possible, rather than providing overly generalized counseling services.

	Tentative Design Aspect	Pros	Cons	Stakeholder Remarks
Counseling Manual	<p>Counseling Manual: EYE will modify an existing manual developed by the IBEC Project and Vocational Orientation Department to facilitate an activity program for both in and out-of-school youth in local communities. The Manual will also help to provide a framework for service providers based at schools. This appears to be a gap in counseling services where few providers have an explicit counseling handbook.</p>	<ul style="list-style-type: none"> Realizes savings by building on what has already been developed and avoids duplication Fills a gap since few service providers appear to have counseling manuals in place 	<ul style="list-style-type: none"> Significant challenges in adapting counseling services designed for in-school youth to those who are out-of-school 	<ul style="list-style-type: none"> Plan International suggested building the revised manual on the documents of others (Plan International) The manual should emphasize 'coaching' methods as well as didactic methods (PSOD) Goal setting should also be included in the manual.
Service Modalities	<p>Service Modalities: The counseling service will include the following service modalities for youth in identified location(s):</p> <ul style="list-style-type: none"> Walk-in Brochures and Literature Database Access (listing of potential employers, potential apprenticeships, educational opportunities, and MFI loan programs) Registration on a Database (for purposes of following up on those individuals who have sought referral services) Using Social Media and SMS: The service will consider a number of different methods that are cheap and low cost for maintaining contact with interested service recipients such as LINE & Facebook. 	<ul style="list-style-type: none"> High number of service modalities will ensure a higher probability of reaching a large number of youth beneficiaries; greater penetration of target population 	<ul style="list-style-type: none"> This number of service modalities may be very human resource intensive Technical challenges for database development and maintenance 	<ul style="list-style-type: none"> Stakeholders confirmed that the downside of the suggested approaches are very human resource intensive and may add too much complexity to programming.

	Tentative Design Aspect	Pros	Cons	Stakeholder Remarks
Capacity Building Modalities	<p>For its capacity-building services, the project will consider a number of different modalities including the following:</p> <ul style="list-style-type: none"> • Formal Courses: these will be short but formal courses that end with some sort of certification in order to build up the professional repertoire of youth beneficiaries and to give some credibility to the training process. Suggested topics may include important job-seeking behaviors such as resume writing, short biographies (for youth seeking blue collar employment), interviewing, how to complete job and loan applications, and using the internet as a job seeking tool. Each course will end with formal evaluation and certification if a participant passes a test. • One-off Workshops: These capacity-building opportunities will be more frequent than Formal Courses and will last anywhere from one to two days. They will include topics that can quickly be covered • One-on-one Counseling: This will entail informal capacity-building through one-on-one contact with youth and the provision of advice and guidance in their search for employment. • Self-study services: The Demonstration School has a Media Center that the EYE Project will make further investments by organizing internet access to three computer terminals that walk-in youth will have access at any time during the day. The project will also develop informational videos on both employment and educational opportunities in Kampong Cham, using the agency's Communications Office. Depending on the availability of volunteers, youth may also have access to these facilities during the early evening. 	<ul style="list-style-type: none"> • Formal courses with certification fills a service gap identified in a recent canvassing survey • Diverse capacity-building modalities ensures higher level of penetration of target population and more flexible response to local demands 	<ul style="list-style-type: none"> • Diverse number of capacity-building modalities will be very human resource intensive and may add significant complexity to the project that exceeds the availability of technical resources 	<ul style="list-style-type: none"> • Migration is indeed a gap that should be filled and much of the proposed capacity-building considered by EYE should focus on this gap. • Migration services should be linked to the involvement of local authorities (PSOD)

	Tentative Design Aspect	Pros	Cons	Stakeholder Remarks
Staffing Provisions	<p>Services at the proposed center will be broken into two sectors. A school-based staff person who will provide services to students still enrolled at the school with guidance based on a revised manual developed earlier by VOD and IBEC. This individual may be assisted by one or more youth volunteers who will be recruited by the project and trained. They will be responsible for facilitating access to internet and ICT services in the Media Center and maintaining the proposed database.</p> <p>Services for out-of-school youth and those on the verge of leaving school will be overseen by a group of volunteers recruited from university level youth and who receive a small stipend from the project. Possible sources for these individuals include direct recruitment from universities or short-term internships through KAPE's Cambodia Tertiary Scholarship Program.</p>	<ul style="list-style-type: none"> Proposed division of labor ensures that one or two people are not overwhelmed with multiple tasks Matches specific tasks to specific individuals in a logical way Offers possible links with internship programming that KAPE wishes to support 	<ul style="list-style-type: none"> Very human resource intensive planning; may tax available resources Ability of project to find volunteers with required levels of capacity is uncertain 	<ul style="list-style-type: none"> Using school staff is very sustainable but with the teacher shortages in schools (including the Demo School) there is a danger that there will not be enough depth to the service provided. (KAPE)
Staffing Costs & Sustainability	<p>Sustainability issues relating to staffing costs will be met by linking up with evolving trends at the Demonstration School to develop school income streams that will come from several sources. These include office space rental, canteen rental, and user fees that MoEYS has agreed to allow pending discussions with parents. KAPE will also be setting up an Endowment Fund that will be administered by a Public Private Partnership Board that oversees the Demonstration School. KAPE will establish this fund with an initial donation of \$20,000 provided by Apple Corporation (estimated start-up – November 2014). These various sources of income will hopefully provide nominal resources to maintain recurrent staffing costs and volunteer stipends to avoid dependency on EYE funding, in the later stages of the project.</p>	<ul style="list-style-type: none"> Synergies with other programming promises some possibility of sustained service provision 	<ul style="list-style-type: none"> Availability of resources may be less than evolving needs Competition with other school needs 	<ul style="list-style-type: none"> Stakeholders supported the idea of using volunteers but remarked on the challenges that will exist for training them effectively so that they can provide good services Volunteers can play a support role for accessing resources electronically on the computer terminals and tablets that will be available in the counseling center. Use a peer counseling approach

	Tentative Design Aspect	Pros	Cons	Stakeholder Remarks
Networking Contacts	<p>The project will set up a database of that maps out linkages with other service providers that focuses especially on the following agencies/offices:</p> <ul style="list-style-type: none"> • Government (PTC, NEA) • Other NGO Projects (e.g., Krousar Yerng, Mekong Kids, CTSP, BSI, etc) • Employers (requires coordination with NEA listings) • Formal Education Institutions (Western University, CUS) • Vocational Training Institutions (PTC) • MFIs and Banks (Kredit, Amarith, BRASAC, etc) <p>The project will also seek to disseminate information about its services through youth networks that it will develop in collaboration with commune councils in Kampong Cham</p>	<ul style="list-style-type: none"> • Facilitates synergies with other service providers in Kampong Cham • Increases the efficiencies of other service providers in Kampong Cham 	<ul style="list-style-type: none"> • Assumes willingness and ability of other service providers to make time for working with EYE 	<ul style="list-style-type: none"> • EYE should consider incorporating a service map of all employers. While such a task may be too great for EYE alone, the project may consider working with NEA, which will use its funding from Sida and ADB to develop such a resource in the future. EYE will be in touch with NEA about the availability of such a service map (NEA)