



Opportunities in Human Resource Development

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Phnom Penh, Cambodia
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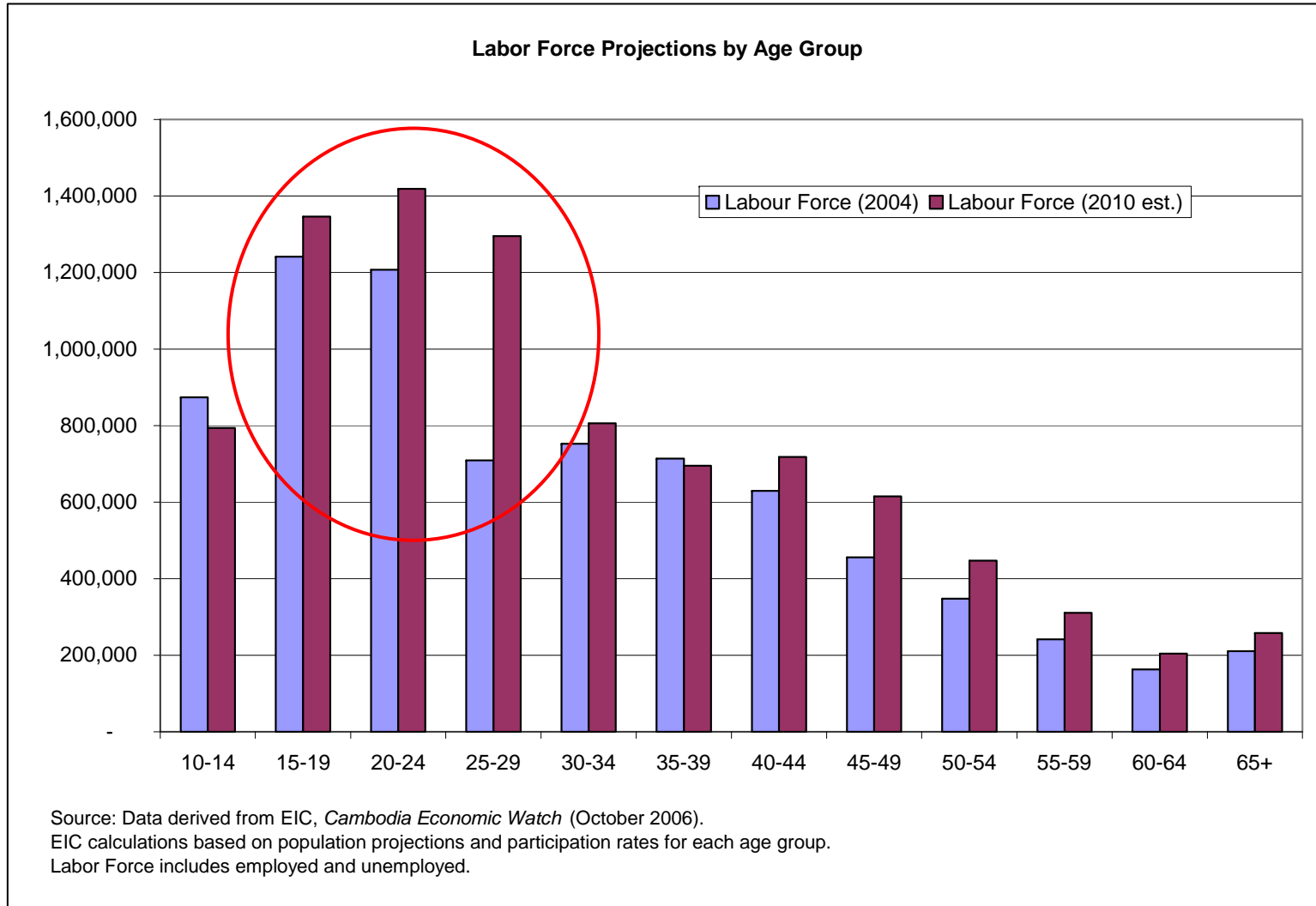
Background: Industry

Cambodia is a least developed country with a 14 million population. We have enjoyed dynamic growth and evolution of our sectors over the last years....

Sector	GDP share % (2003 – 2007)	Employment Share % (2003 – 2007)
Services Trade, transport, hotels , restaurants , financial services, real estate	40% - 41%	20% - 27%
Industry Construction, Garments, footwear, electricity	<15% - 30%	<5% - 13%
Agriculture Crops, silk, livestock, fisheries	<50% - 29%	80% - 59%

Background: Population forecast

A 2006 EIC review estimates a significant increase in youth in 2010



Background: Education Structure

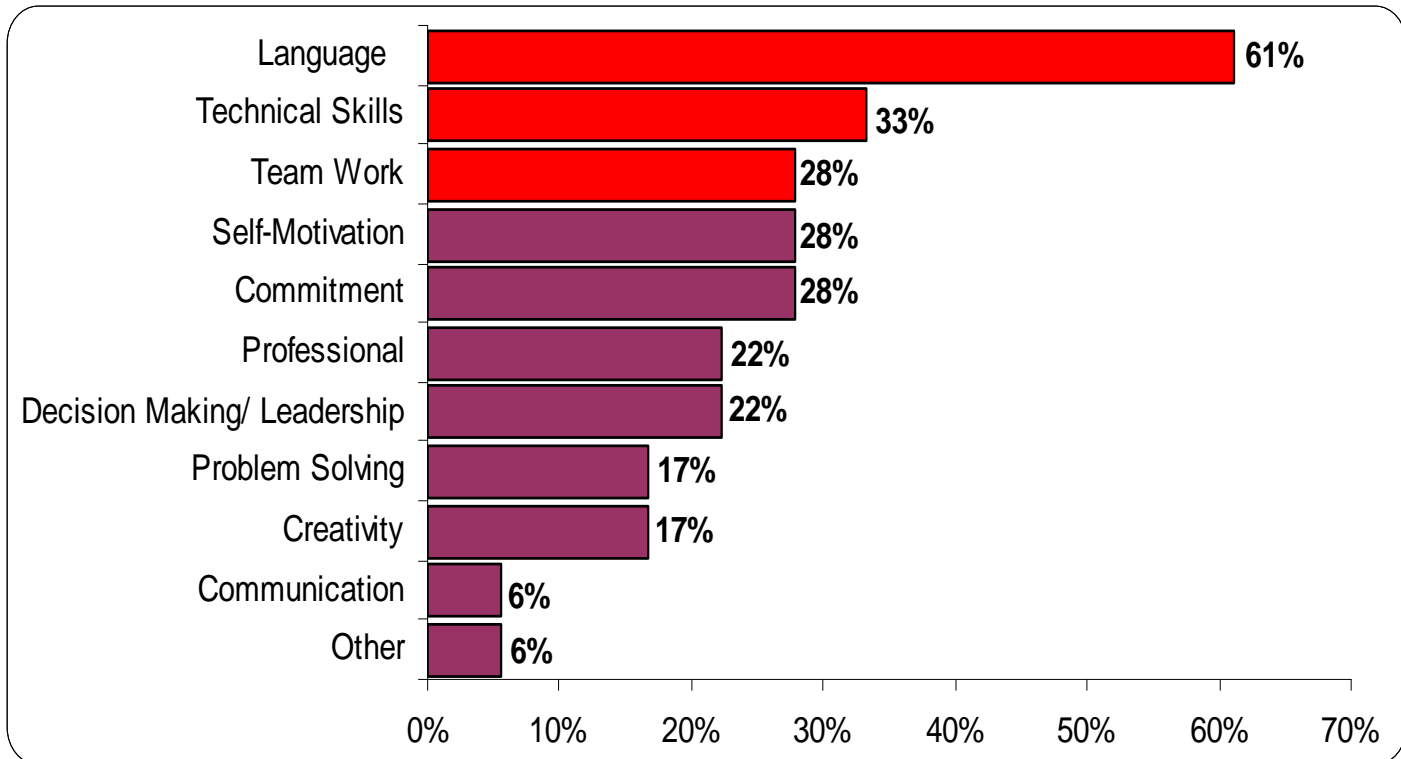
The education sector over time has focussed on ensuring education for all particularly in general education (primary education). Universities have flourished in number since 2000 with a total of 72 in 2008 (excl, branches)

Level	General Education System	TVET System	Higher Education System
7		PhD in Technology / Business	PhD (Specialisation)
6		Master Degree in Technology / Business	Master Degree (Specialisation)
5		Bachelor Degree in Technology / Business	Bachelor Degree (Specialisation)
4		Higher Diploma of Technology Higher Diploma of Business	
3	Upper Secondary School Certificate	Technical Vocational Diploma Level III	
2		Technical Vocational Diploma Level II	
1		Technical Vocational Diploma Level I	
Entry	Lower Secondary School Certificate	Vocational Training Certificate	

Key skills the most difficult to find

Hospitality Sector: Workers

According to employers opinion, languages are the biggest challenge to find in the lower workforce.



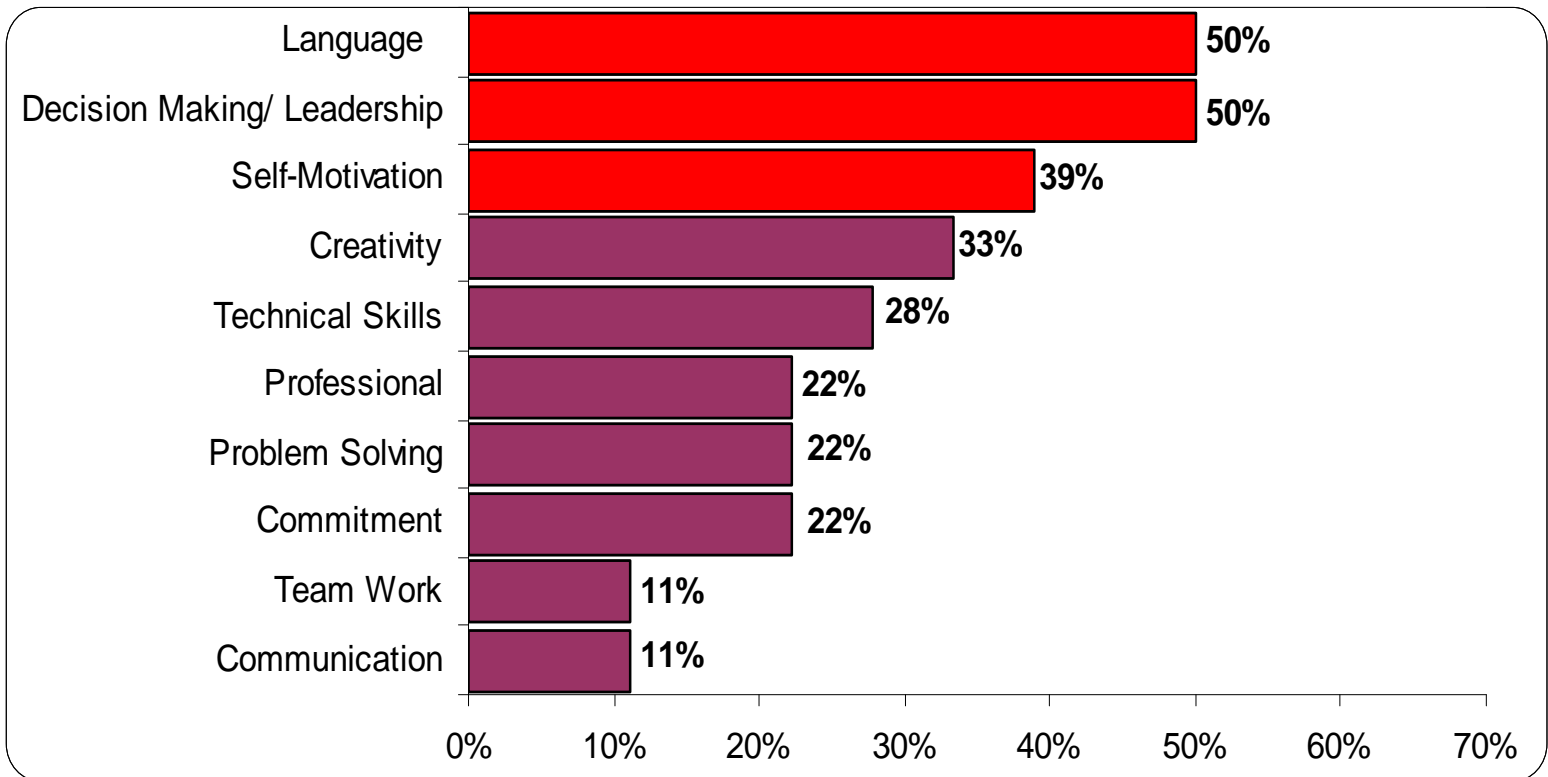
Notes:

- **Technical Skills** like **Service and House Keeping**
- Some of the “other” qualities mentioned by employers as difficult to find among Workers include **honesty, responsibility behaviour, patience, independence, self confidence** – all of which relate to attitude and personality sphere.

Key skills the most difficult to find

Hospitality Sector: Specialized Workers

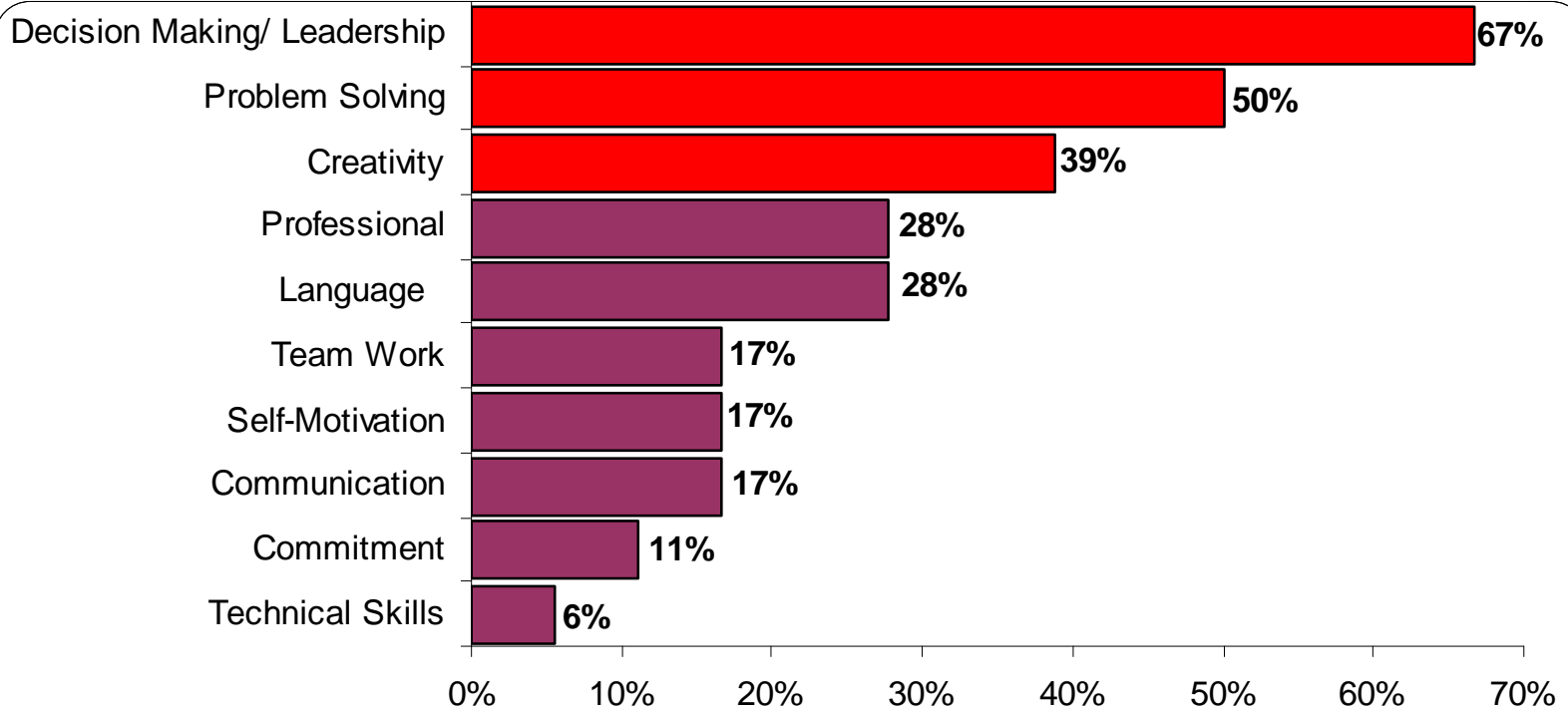
Even for Specialized Workers foreign language is a constraint and more advanced interpersonal skills such as decision making



- Notes: Among the **technical skills** hard to find for this category of workers, we find: **Service, Food & Beverage preparation, Fire rescue and Maintenance** (carpenter, plumber, electrician)

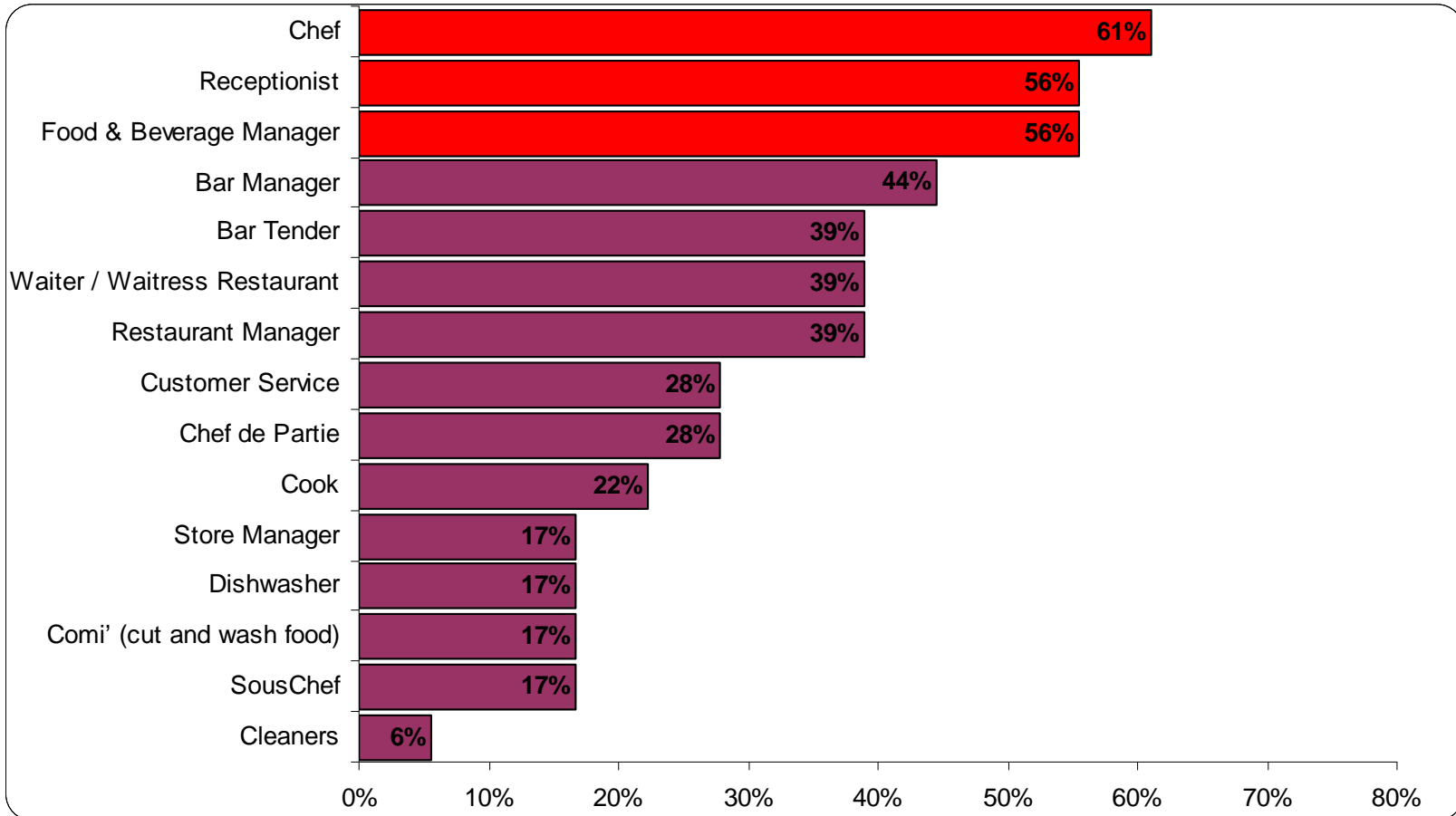
Key skills the most difficult to find – Hospitality Sector: Professional Staff

For Professional Staff, decision making/leadership and problem solving skills are the most difficult to find.



- Among the **Technical Skills** hard to find for this category of workers, we find **Financial Control, General Management, Food & Beverage Management**

Key Job Functions the most difficult to fill in – Operations Functions (hospitality)



- Other function have been mentioned as hard to find like: **SPA Therapists** and **SPA Manager**, **House Keeping Manager**, **IT managers**, **Maintenance Manager**



The Human Resource Opportunity

- **SKILLS development is a priority and focus**
- **Vocational Training**
 - Refreshing skills
 - Up and cross-skilling of un-skilled and semi skilled workers
- **Professional Development – RESKILLING!**
 - Refreshing skills
 - Developing skills



The Human Resource Opportunity

The Work Force	The Need	The Opportunity
<p>Young, dynamic and eager to learn</p> <p>Prepared to invest in their education</p> <p>Need flexibility to learn and earn</p>	<p>Entry level training, technical skills and soft skills</p> <p>On going development: technical skills and soft skills</p> <p>Training that is recognised</p> <p>Employers willing/ready to engage and invest time in closing the gap (no options at present)</p>	<p>A need for specialised and practical training institutions focussed on skills development</p> <p>Partner with local provider to improve current offering</p> <p>Start afresh and distinguish with high standards of training and development</p>



Thank you
I will be happy to answer any specific questions

Suggestions & Recommendations

Partial (1 of 3)

Area of Intervention	Priority Action	Impact on skills gap	Timeframe
Government involvement to coordinate of all the different stakeholders and stimulate a meaningful reformation of the education system	Creation of organization body in charge for stakeholders coordination and dialogue	HIGH	MEDIUM TERM
Dialogue between employers and education providers to narrow down the skill mismatch between what institutes provide and what the market demand	Hospitality Sector – Education Providers Forum organized twice a year	HIGH	SHORT TERM
Curriculum development & Consolidation to improve the quality of education and to offer the skills that market requires	Standard curriculum development for Higher education and Vocational training in cooperation with market players. Use existing strengths from existing programmes as there are some good programmes available	HIGH	MEDIUM TERM

Suggestions & Recommendations

Partial (2 of 3)

Area of Intervention	Priority Action	Impact on skills gap	Timeframe
Internships programs to integrate education institutes theoretical approach and support the development of practical skills	Compulsory attendance of internships programs, as part of the standard curriculum	HIGH	SHORT TERM
Accreditation system to “guarantee” the quality level of the education institutions and of skills developed	Definition of minimum set of requirements that institutes have to match in order to be accredited (eg. standard curriculum)	HIGH	LONG TERM
Teaching facilities to allow a modern and interactive learning process	Setting up and development of laboratories, technology tools, teaching materials	HIGH	LONG TERM
Teachers development to boost the quality of education trough the quality of lectures	Teachers training and updating courses provided by hospitality market experts	HIGH	SHORT TERM





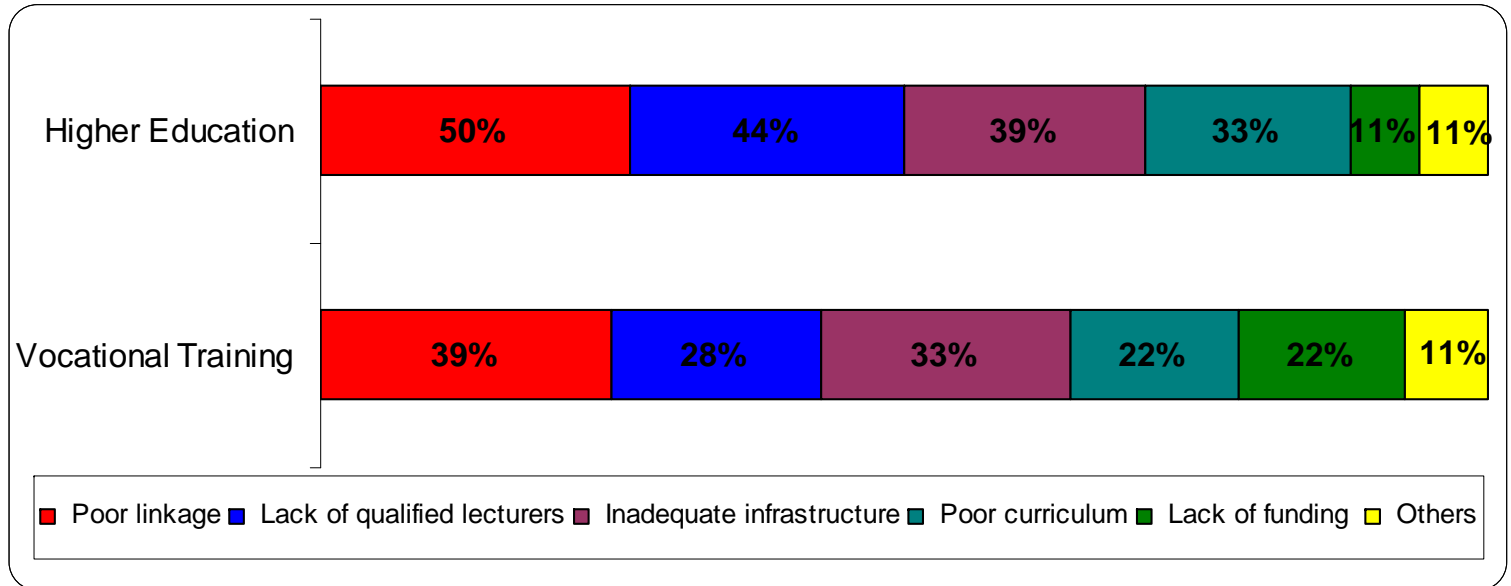
Suggestions & Recommendations

Partial (3 of 3)

Area of Intervention	Priority Action	Impact on skills gap	Timeframe
Career Centres to advice students about how to write a CV and cover letter, how to manage and be confident during an interview	Setting up of Career Centres in all education institutes, also in charge to operate as placement agency (for internship and employment)	MEDIUM	MEDIUM TERM
School-to-job information to stimulate the students towards the labour market expectations and inform them about the career opportunity	Organization of career forums and workshops at least twice a year	MEDIUM	SHORT TERM
Certification system to play a key role for education quality level and skill “production”	Strengthening of examination process and students attendance monitoring	MEDIUM	MEDIUM TERM

Challenges Education Institutions Face Employers Perspective

*The biggest challenges faced by insitutions is **Poor Linkage / Coordination between institutes and employers**. This is clearly not an Education Institution challenge only*



No match between what universities teach and what the market really needs



Skill Mismatch Detailed Picture (1 of 4)

The gap is significant especially on those kinds of skills that are extremely necessary for any kind of job in the hospitality sector

Skills Gap Area	Edu. Sector	Comment
<i>Languages</i>	ALL	English is a minimum requirement; French, Korean, Japanese are also important
<i>Interpersonal Skills</i>	ALL	Skills like Communication, Team Work, Team Management are considered a must to enter and succeed in performing and competitive organization
<i>Qualities and attitudes</i>	ALL	Qualities like confidence, assertiveness, problem solving and attitudes like integrity, responsibility, commitment must be developed as any other skill. These qualities and attitudes represent a major development area for Cambodian youth

Skill Mismatch Detailed Picture (2 of 4)

Skills Gap Area	Edu. Sector	Comment
<i>Information Technology</i>	All	IT tools are used at every level of the organization, including restaurant / bar and reception; graduates must be IT oriented
<i>Expectations on employment level</i>	All	Information on the labour market is scarce and graduates don't have any idea about the career opportunities and paths in hospitality business. Both graduates from Higher Education and Vocational Training expect to be employed as "managers".
<i>Hospitality industry</i>	All	The knowledge and the deep understanding of the hospitality sector in terms of market industry characteristics and career opportunity has to be one of the achievement of higher and vocational education

Skill Mismatch Detailed Picture (3 of 4)

Skills Gap Area	EDU sector	Comment
<i>Business sense</i>	HE	<ul style="list-style-type: none">○ Graduates should enter labor market with a developed business sense:<ul style="list-style-type: none">● why it is important to save on costs, why it is important to push the selling.● 'P&L cannot be just a financial statement in the hands of the accountants'
<i>Practical skills</i>	HE	<ul style="list-style-type: none">○ Graduates approach the labor market without any idea on what 'practically' they are required to do. Their expectations of the work place are very different from reality○ 'They cannot even write a basic business communication'
<i>Learning attitude / learning confidence</i>	VT	<ul style="list-style-type: none">○ A fast learning process is necessary for a faster career

Skill Mismatch Detailed Picture (4 of 4)

Skills Gap Area	EDU Sector	Comment
General Knowledge	VT	Geography is a minimum requirement; more broadly, General Knowledge and cultural understanding and awareness helps to build the confidence
Customer service	VT	A customer centred attitude is at the base of the success in an hospitality career. Customer service must be priority number one at every level of the organization and has to be developed constantly already during study years
Vocational Training Institutes offer	VT	The skill gap in vocational education is driven also by the lack of a professional training Institute for the hospitality sector in Phnom Penh. Two good institutes operate in Siem Reap, but graduated do not move to Phnom Penh after graduation

Government, Policy and Strategy

Supply

Matching Supply and Demand

Demand

Fewer People
Prof & Management Level
Highly Skilled

Active Labour Market Players
Matching Supply & Demand

Current and Emerging Industry

Many People
Basic Technical level Skills
Entry Level – Supervisors in Industry

TVET Focus

Current and Emerging Industries

Majority Workforce
Lower level Skills
Rural and Provincial Areas
Agriculture and home based

Active Labour Market Players
Matching Supply & Demand

Agriculture & Home Based
Current and Emerging Industries

The need for technical vocational specialised training schools (industry or skills focus) and ongoing professional development training