



# YOUTH TRAINING NEEDS ASSESSMENT REPORT

Youth in Policy: Skill Development and Engagement of  
Youth in Employment Related Policy

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# 1 INTRODUCTION

The United Nations agencies comprising of the ILO, UNDP, UNESCO, UNICEF and UNV have been working together to establish the United Nations Joint Programme on Youth Employment (UNJP). The UNDP's role in the UNJP is to provide policy related support to the Royal Government of Cambodia (RGC) to address issues related to low productivity, poor employment, limited skills and access to decent employment opportunities faced by youth. It intention is to focus on facilitating young people's entry to labour force while reducing inequalities, particularly for the disadvantaged and vulnerable groups, and ensuring that young women and men are better able to meet labour demand in the country.

Over the past few years, UNDP's youth employment work has around addressing youth's soft skills and has now been broadened to include research and collaboration with youth entrepreneur associations, National Employment Agency and other organisations. Given the fact that youth have not been adequately consulted and engaged in designing the youth employment initiatives and programmes, UNDP proposed working with youth and youth-led organisations to build their leadership, advocacy skills and capacity in organizing and engaging in strategic policy dialogues and the formulation of employment related policies and programmes.

Through UNDP the UNJP assigned the Advocacy and Policy Institute (API) to facilitate and provide the capacity development of youth-led organisations and youth leaders in engaging in strategic policy dialogues, especially the formulation and the implementation of youth employment related policies and strategies.

The Advocacy and Policy Institute (API) is a Cambodian non-profit non-government organisation (NGO) which has a mission to serve the long term democratic and social development needs of Cambodia through the empowerment of people to interact with their Government to protect their rights and provide for their needs.



API has established itself as one of the leading advocacy capacity building institutions in Cambodia. API is also becoming increasingly involved in direct advocacy and policy activities such as heading the campaign for a law on access to public information and information disclosure. API works on building communication between the legislature (Parliament), the Government and civil society. It has received widespread positive feedback from Cambodian and international organisations for its reliability, relevance and professionalism. API has forged its reputation through the delivery of advocacy training courses and the production of a range of publications in both Khmer and English that promote understanding of advocacy, access to information and the Government's Decentralisation and De-concentration policy.

With the financial support from the UNDP Cambodia, API has been providing the capacity building of youth-led organizations and youth leaders by undertaken the capacity needs assessment, developing the training curriculum and materials, conducting twice three-day training courses, coaching and supporting the trained youth, and giving support for youth-led policy dialogues.



## 2 OBJECTIVE OF TNA

With the input from the UNDP team, the application materials and training needs assessment were designed (in Khmer) for wide distribution through UNDP and API websites, social media and the networks of youth. The objective of the rapid capacity needs assessment (training needs assessment – TNA) was to:

**UNDERSTAND THE ISSUES RELATED TO YOUTH EMPLOYMENT**

**UNDERSTAND THE EXPERIENCE OF YOUTH IN RAISING THEIR ISSUES  
AND ANY CAPACITY BUILDING/TRAINING THAT THEY ATTENDED**

**IDENTIFY THE NEEDS FOR CAPACITY BUILDING SO THAT YOUTH CAN  
ADDRESS ISSUES RELATED TO YOUTH EMPLOYMENT**

**KNOW THE EXPECTATIONS OF YOUTH IN PARTICIPATING IN THIS  
CAPACITY TRAINING**

# 3 METHODOLOGY AND PROCESSES

The intention (aim) of API was that the information about this training opportunity was disseminated widely to reach all youth across the country by using social media and websites of UNDP and API so that as many as possible would be encouraged to apply for the training. The methodology and processes of conducting the TNA, therefore, was:

**For** the API team with UNDP help to design the application materials (see Annex 1: training announcement). They employed means to spread the materials to reach youth as many as possible and to make it easy for the interested youth to easily respond by filling out the online (Google Form) questionnaires (see Annex 2). For those unable to access and fill out the online application, they could still fill out the hard copy application questionnaires and API team assisted them to put into the online Google Form. The application form has four parts:

1. The background of individual youth
2. The understanding the issues related to youth employment
3. Experience of training
4. What are the most useful training topics

**To** organize the discussion with youth organizations and networks and universities in which UNDP and API provided them the background of the assignment and also explored ideas/thoughts from the participants during the

discussion meeting. There were 25 youth from different youth organizations attended (see Annex 4);

**For** UNDP and API team members to review and discuss the preliminary findings and make suggestions for a three days training course that would address the demands/needs of youth; and

**For** API to review the findings and suggestions then develop a three-day training framework (see Annex 5). This led to the assessment report being written by API team with consultation and assistance from UNDP team.

## 4 FINDINGS AND DISCUSSION OF ASSESSMENT

Within the 15 days of training announcement being distributed, there were 579 applications received (see Annex 3) coming from:

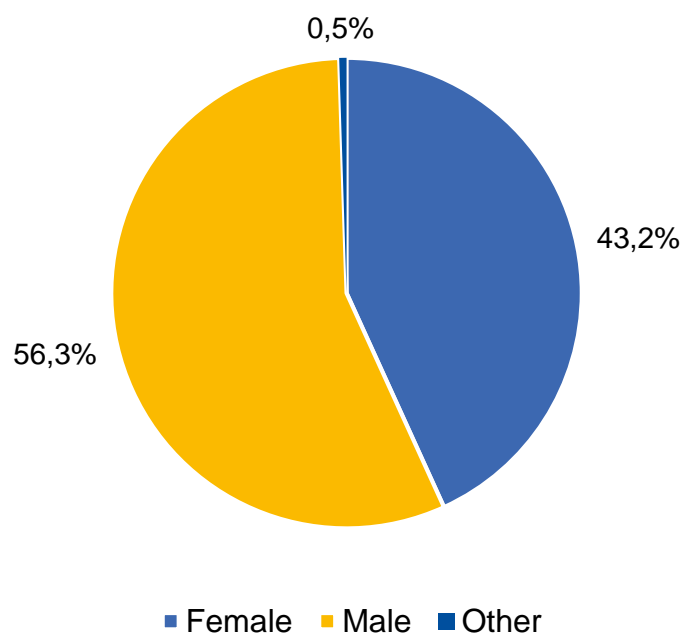
**PROVINCES** Phnom Penh, Banteay Meanchey, Kandal, Kampong Speu, Kampong Chhnang, Kampong Cham, Pursat, Battambang, Siem Reap, Preah Vihear, Kampong Thom, Prey Veng.

THE FOLLOWING SECTIONS GIVE FINDINGS OF THE ASSESSMENT OF APPLICATIONS RECEIVED

## 5 BACKGROUND INFORMATION OF APPLICANTS

Under this part, the questions have been asked about applicant's sex and education level.

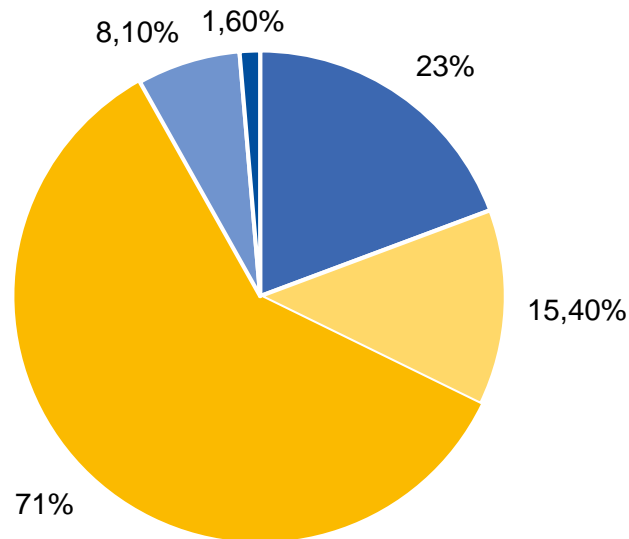
### SEX OF APPLICANTS



Of the 579 applicants who applied by filling out the online application, 43.2% were females, 56.3% were males and only 0.5% did not answer.



## EDUCATIONAL LEVEL



- Completed Primary School
- Completed High School
- Bachelor
- Master
- Other

Of the 579 applicants 71% of applicants obtained Bachelor degree, 8.1% have Master degree (or higher), 15.40% completed only high school, 23% only completed primary school and 1.6% chose other but they did not specify.

## UNDERSTANDING THE ISSUES RELATED TO YOUTH EMPLOYMENT AND EXPERIENCE OF YOUTH ENGAGEMENT

Under this part four questions have been asked related to the issues that hamper youth from achieving decent employment (their dream job) and experience of youth engagement for addressing their issues.

There are many and varied critical issues that hamper youth from achieving decent employment and they have been grouped for presentation into four groups although it is noted that comments are often similar in the different groups.

Answers from individual youth to the open ended questions were coded and the answers then classified into four groups related to:

1. Individual youth issues (self)
2. Family related issues
3. Job market related issues
4. Government and policy related issues with a fifth being no answer or no idea.

For the first group of individual youth related issues (self) there was a response of around 44%, for the family related issues it was 12.5% of applicants responded; for job market related issues 40% commented and for government and policy related issues it was a lowly 1.8% which was quite similar to the 1.6% who did not answer. It concluded that understanding and/or concern of the youth on their issues related to youth employment is about 58% related to personal and family issues with a further 42% are considered to be job market and government policy related issues.

## INFORMATION AND UNDERSTANDING OF JOB MARKET

Job announcements by both public and private dissemination is not wide enough to reach individual youth in rural areas with information not always reliable nor attractive nor relevant to them as they are mostly unskilled workers. This has led to many youth migrating to cities (Phnom Penh) and outside Cambodia (mainly Thailand), where many job opportunities are available. But information is not only not widely disseminated (access) it is also lacking in important detail on aspects such as work conditions and benefits for all types of work and requirements for employment.

There is miss-match between skills and job market availability in terms of many jobs calling for higher skills than are really necessary. And because there are fewer jobs available than job seekers it is highly competitive with many youth submitting applications but lacking the requirement for previous work experience, a real challenge. Furthermore, some applicants confirmed that available jobs offered very low payment that does not allow them to even have a dignified living. That applies in particular to low and unskilled workers but even to university students and the newly graduated with limited experience. Wages are considered low when compared to neighboring countries, and local living costs. In addition, some employees also discriminate against gender and age. This applies to both government positions and the private sectors. There is the belief that directly or indirectly discrimination is related to a high level of corruption, nepotism and political influence.

## BARRIERS TO EMPLOYMENT

At least half of the 579 youth applicants raised in the open ended section of online TNA that they lack job related experiences, volunteer experiences, also lack of skills and job information. Some of applicants have no confidence, low self-esteem, lack of soft-skills, interview skills, ability in writing CV and cover letter and specific technical skills. Some applicants have difficulties with living conditions and they could not attend university or other higher education and have limited “foreign” language education This puts job seekers especially from rural areas at a disadvantage

As previously discussed the survey respondents were 43.2% females, 56.3% male, and 0.5% who choose not to respond. About 80% are university graduates and these people are interested in job related policy for youth trainings (It is noted that just 1.50% of total Cambodian population graduated from university<sup>1</sup>). Many of the respondents confirmed they are low in education and soft skills including leadership, management, finance, and vocational skills yet the job market required practical skills and working

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<sup>1</sup>[worldpopulationreview.com/countries/cambodia-population/](http://worldpopulationreview.com/countries/cambodia-population/) accessed 12 Feb 2019

experience. Limited communication and networking skills among youth is another weakness especially on foreign language (English, Chinese) and ICT. Some of them have low self-esteem and self-confidence due to limited networks. Both in the focus group discussion and individual online survey it was confirmed that many high school and university graduated youth do not work part time or as volunteers in order to get job experience before graduation yet many job announcements require at least one or two years working experience and education to bachelor level. Some of youth also stated that they had made wrong decisions for their field of study or did not give priority to both getting job experience and education at university at the same time often because of different personal, friends and families' influences and conditions of living and priorities.

## FAMILY AND FRIENDS EXPECTATIONS

Most of university and high school graduated youth are from the middle economic class in urban areas including rural cities but few from the poor family households. Generally, university students' priority is only to study at school, and they are not interested in looking for jobs or volunteer services to get job experience. Even when helping in their family business which are mostly a non-formal or unregistered business they do not get trained very much about running a business including business plan development and financial and accounting systems and records. In addition, many youth do not receive sufficient proper orientation, motivation and guidance from families and others to become professional and highly committed employees. More often they get the theory of being good leaders and managers at school, not in the practical working life cycle where they start from a simple and low responsibility position as an employee at private, government and civil society organizations. Interestingly, applicants confirmed that their parents wanted their sons or daughters to run their family business (usually an SME) or work with government or companies and the parents do not see the importance of acquiring vocational & technical skills.

Family and social (friends) are strong influencers often having different expectations towards education and jobs. Social work and volunteerism is a very new concept for Cambodia so it is very challenging factor for many high school and university students especially. middle class and rich and wealthy families, who prefer (even expect) their children to run family business rather than deciding on their own about the place to work and engagement in social works. Even though their rights are guaranteed by the law parents may try to stop their youth's involvement in social and political affairs, particularly, since there seems to be a lack of role models for youth in business.

Youth from poor families often are unskilled and with low education. Their families lack sufficient land for agriculture, or have no land, or may be in a land conflicts. So they drop out of school becoming unemployed or employed for short periods of time in different agricultural seasonal jobs and in construction industries and some migrate outside Cambodia to work. In some very poor families the children follow their parents or may be forced to work for construction, factories etc. The brick making industry has been much involved in this indentured labor.

## POLICY FACTORS AFFECTING YOUTH EMPLOYMENT

There is in existence both a Youth Employment Policy and a National Youth Policy but these seem to be having little impact.

The government education system and quality of education in Cambodia do not effectively address and match the needs for skilled job markets or indeed any labor market. On the broader front the economic and political climate and the infrastructure and processing facilities along with production costs recently have meant a lack of investment by large foreign companies has not helped in job creation for youth. And there also lack of a national youth employment policy being effective, the emphasis in youth policy being on sport but not youth employment.



Moreover, most unskilled female youth are employed in garment factories, where currently there is a big concern of the EU withdrawing its EBA (Everything But Arms) concessions because of current tension and uncertain future political issues and solutions.

Another issue raised relating to Government is the perception that there is some nepotism and corruption in recruitment process both private, public sectors and others. They mentioned the need to have good connection/network or pay recruitment processing fees to apply and get the job or be promoted to higher position. They also mentioned about unstable political situation also affecting them getting decent jobs.

Some respondents feel the Government has not supported them financially with capital (grants) or low interest loans to assist youth into self-employment in business or with technical support for startup (of SME) with tax concessions. There is no assistance for self-employment business, less economic and social development opportunities, especially for indigenous youth (ethnic minorities) in north and northeast provinces of Cambodia.

## EXPERIENCE IN RAISING ANY YOUTH RELATED ISSUES TO GOVERNMENT AND/OR POLICY MAKERS AT ANY LEVEL

The questions asked were about (i) experience in raising issues (ii) how the issue was raised and (iii) the result. The issues were wide ranging and were coded and classified into seven groups with the full range of topics being:

### ECONOMICS

- Poverty
- Youth migration
- Family living condition
- Low employment rate
- Low salary or wages
- Low labor market
- Infrastructure

### SOCIETY AND CULTURE

- Gender stereotype
- School drop-out children and youth
- Education quality in rural areas
- Lack of transparency
- Corruption
- Youth welfare
- Youth volunteering
- Health issues

### NATURAL RESOURCES

#### MANAGEMENT

- Land disputes and NRM awareness of residents in rural areas
- Environmental protection

### ADMINISTRATION AND SECURITY

- Budget of sub-national administration level
- Drug and alcohol issues
- Violence and domestic violence
- Human trafficking in the community
- Community security

### GENDER

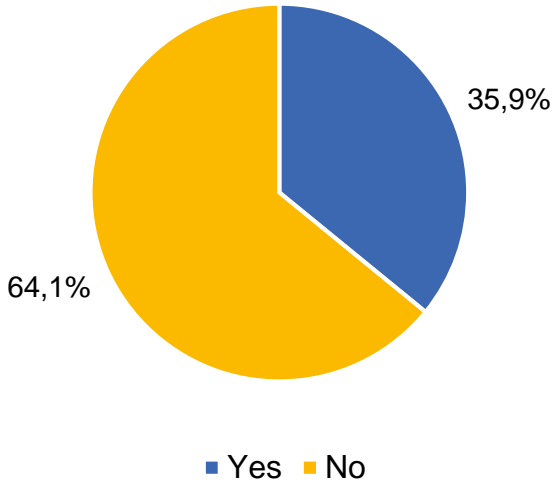
- Inequality of LGBTI
- Vulnerable discrimination (youth, elderly, person with disability....)

### POLITICS AND POLICIES

- Limited participation of youth in decision making, policy making, advocacy, national budget allocation
- Political trends
- Skill orientation for youth
- Corruption and traffic accidents
- Low youth morality in society
- Lack of youth empowerment in country development

It found that some 36% had experience in raising to government and or policy makers at any level. With the balance of 64% having no prior experience. The issues raised were:

1. Economic related factors	1%
2. Society and culture	17%
3. Natural Resource Management (NRM)	2%
4. Public Administration and Security	14%
5. Gender	5%
6. Political and Policies	28%
7. Others	2%



### HOW WERE THE ISSUES RAISED?

The assessment showed that youth raised the issues in two ways namely by direct and indirect methods. Some applicants raised it by talking or asking questions through public forums, workshops and in other meetings. They raised the issues with village chief, local authorities, commune councilors, opposition party members, non-governmental organization, university rectors and school principal. Furthermore, some of applicants stated that they raised issues and shared opinions by writing comments on Facebook page.

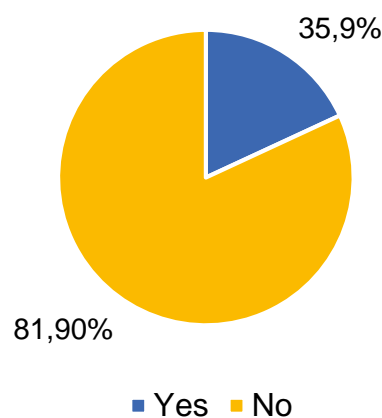
Applicants' answers about the way they raised issues were coded and classified as direct method or indirect method. It was found that 11% used a direct method in raising youth issues by talking or asking questions with “authority persons” whilst 89% used an indirect method such as writing comments on Facebook page as a way for sharing their concerns and opinions.

For 38% it was considered that their efforts in raising issues produced a positive response but a much greater number (62%) felt they received negative (or no) results.

## EXPERIENCE IN RAISING ANY YOUTH RELATED ISSUES TO GOVERNMENT AND/OR POLICY MAKERS AT ANY LEVEL

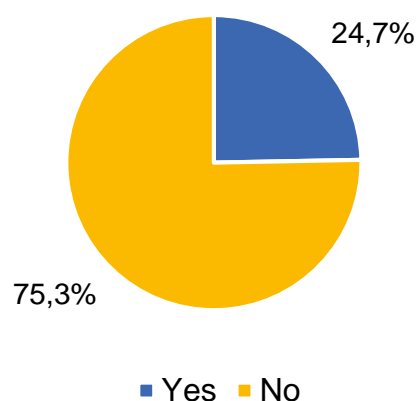
Under this part, there were two questions asked related to any capacity training that they attended as well as training related to communication and advocacy?

Of the 579 applicants only 18.1% had ever participated in the training course related to policy making on topics such as good governance, sub-national administration policies, environment, drug trafficking and migration.



## EXPERIENCE IN PARTICIPATING IN ANY ADVOCACY TRAINING

The numbers with such experience were low, just 24.7% confirmed they have ever attended any advocacy training which was usually about youth debate, mobilizing support, presentation and public skill. The majority (75.3%) had no such experience.



## POSSIBLE TRAINING TOPICS AND EXPECTATIONS

Under this part, the key question asked was “What skills do you think you should develop in order to properly present your ideas to key decision makers such as the government? Please choose three most important topics would you like to learn?”

TOPICS	VERY IMPORTANT	IMPORTANT	LESS IMPORTANT
1. Leadership	393	153	33
2. Youth employment policy	380	168	31
3. Problem Identification and Solving	345	192	42
4. Communication	322	216	41
5. Advocacy	319	214	46
6. Public speaking (Self-confidence)	303	219	57
7. Analytical skills	290	227	62
8. Project planning	281	222	76
9. Action research	276	241	62
10. Critical thinking	271	240	68
11. Project management	259	248	72
12. Monitoring and Evaluation	209	299	71
13. Facilitation	197	311	71
14. Report writing	179	312	88
15. Gender mainstreaming	164	305	110
16. Stakeholder engagement	150	323	106



It can be seen from the table that there was widespread agreement among the respondents with seven top ranked topics as “very important” being:

Leadership	393	Advocacy	319
Youth employment policy	380	Public speaking (Self-confidence)	303
Problem Identification and Solving	345	Analytical skills	290
Communication	322		

A further four topics were ranked just a little below and there was then a very clear gap to the five lowest ranked topics.

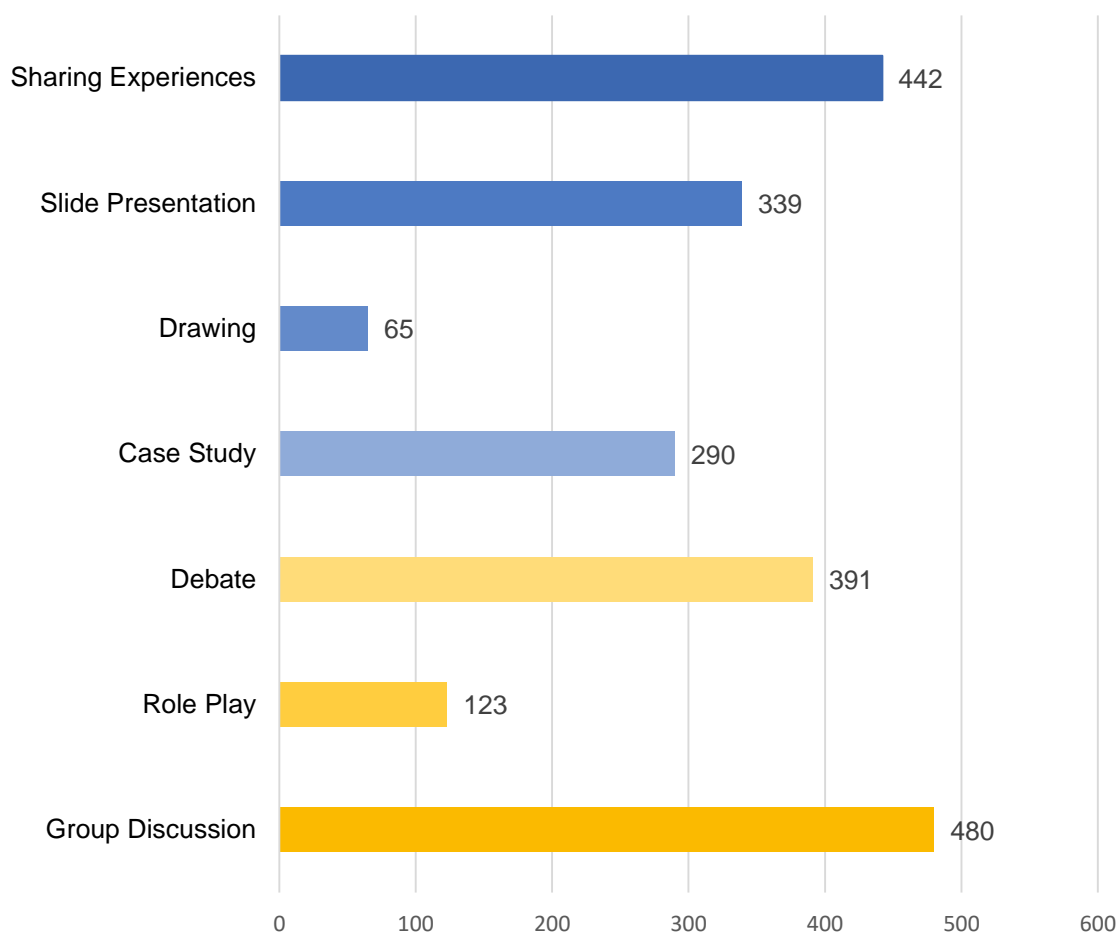
## METHODOLOGIES/APPROACHES IN THE TRAINING

The question asked was: “What are the methodologies do you prefer most in the training course?”. The ranking of the seven choices given in the questionnaire are:

**METHODOLOGIES** Group discussions, Sharing experiences real practices, Debate, Slide presentation, Case study, Role play and Playing game, Drawing

A wide variety of answers were given under the “Other” category, some just a variation on the wording but none was significant in the number of responses.

Examples include recap, energizer game, panel discussion, in depth analysis and individual/group assignment.



The final question asked in the application was open ended asking for suggestions. Responses included:

1. More training to youth for all provinces
2. More group discussion than slide presentation
3. More detail on youth development policy
4. Training should be conducted on Saturday and Sunday
5. Produce materials to online course
6. Invite guest speakers to attend in the training

# 6 THE ANALYSES OF THE FINDINGS

Through the application and assessment processes, reviews and discussions conducted with youth organizations and networks and with the UNDP team, this part of report gives us a summary of a summary of analysis on the critical areas and issues based on findings recorded in previous sections. This section on the API analysis should provide us better understanding and therefore the basis of consideration for future actions.

## THE EDUCATIONAL LEVEL

A very high percentage of applicants (respondents) graduated from the university - about 80% hold Bachelor or Master degree with 15.40% having only completed high school. The high numbers of applicants being graduates is a clear indication that graduated youth are interested in the social issues, particular youth employment.

## ISSUES/FACTORS THAT HINDER YOUTH PARTICIPATION AND EMPLOYMENT

The results of the assessment indicate clearly that there are a number of issues that youth are facing. The issues that they are facing are quite mixed – some relate to information and understanding of the job market, others personal such as low self-confidence, because of low education, lack of vocational skills, less experience, others to the family factor and condition (poverty), job market knowledge, societal issues and the government. The lack of confidence and motivation or encouragement of youth has been raised from recent discussions as well.

These discussions also pointed out the general youth's challenges and issues. If we focus on youth who are raising the issues related to youth employment,

engaging in dialogues with the relevant government institutions and private sectors, then the capacity development should be related rather to soft skills and confidence. Youth who participated in both the assessment and discussion have indicated that the demands for better capacity and opportunity for engagement and discussion is highly needed.

### **EFFECTIVE ENGAGEMENT AND DISCUSSION**

Among respondents only 36% indicated that they have ever raised any youth related issues to government and policy makers. During the discussion meeting it was acknowledged that the results of youth engagement and discussion so far has been limited and in some cases there has been no result. This perhaps is because the issues are broad but still they are critical to youth such as poverty, youth migration, low employment rate, low salary or wage, gender stereotype, drop-out school children, quality of education, lack of transparency in the public institutions, corruption, natural resource management, land disputes, environmental protection, drug and alcohol, violence against women/children, human trafficking, limited space for youth participation and empowerment. But often there is a lack of strong evidence to support youth in raising and discussing with the relevant government's institutions, CSOs and private sectors.

On the question how youth raised their issues, it was learnt that they raised the issues either directly and indirectly. Some applicants raised it by talking or asking questions through public forums, workshops and any other form of meeting with authority figures village chief, local authorities, commune councilors, opposition party members, NGOs, university rectors and school principal. However, some of applicants stated that they often write comments on the Facebook page for sharing the opinions. But it shows that many youths are not afraid to speak out which is a positive sign for the future. On the other hand, the lack of experience and confidence is also limiting any effective engagement and discussion of youth issues.

### **TRAINING AND CAPACITY BUILDING**

There are about only 18.1% who have participated in any training course related to policy making. Such training focused on good governance, sub-national

administration policies, environment, drug trafficking and migration are not issues relating directly to employment. Lack of capacity training on how to go about advocacy has limited youth in participation and raising issues. In answer to the on previous experience in advocacy training only 24.7% responded positively. It is clear that training alone is not enough to ensure that youth is actively engaged in dialogues on the issues related to youth employment.

### **YOUTH ISSUES AND TRAINING TOPICS**

Earlier sections of this report give a long list of issues with suggested training topics that were raised by the youth applicants and during the discussion meetings between API and UNDP; these include:

- Job market – understanding it, how to access information, employment conditions
- Development of personal soft skills
- Development of vocational skills
- Social issues affecting the youth
- How to prepare for employment
- Management and business skills

The API and UNDP discussion acknowledged that addressing the issues can go beyond the capacity development. It needs better strategy development and interventions to work with youth-led organizations and networks.

The results of rating training topics from the youth application process and the discussion meeting (between API and UNDP on January 18, 2019) have similar results as shown in table below:



7 TOP TOPICS FROM APPLICATION ASSESSMENT	SUGGESTED FROM THE MEETING OF API AND UNDP (ON 18 JANUARY)
<ul style="list-style-type: none"> <li>- Leadership (393)</li> <li>- Youth employment policy (380)</li> <li>- Problem Identification and Solving (345)</li> <li>- Communication (322)</li> <li>- Advocacy (319)</li> <li>- Public speaking (Self-confidence) (303)</li> <li>- Analytical skills (290)</li> </ul>	<ul style="list-style-type: none"> <li>- Learning from roles model youth to motive other youth</li> <li>- Pre-job and on job training</li> <li>- Soft skills: build confidence</li> <li>- Leadership: public speaking and listening skills and communication skills</li> <li>- Writing skills on social media</li> <li>- Problem solving and critical thinking, analytical skills</li> <li>- Managing changes</li> <li>- Emotional intelligent and team building and team work</li> <li>- Data collection and analysis and reporting</li> <li>- Advocacy &amp; Law and indigenous rights</li> </ul>

The suggested training topics are broad which the three days training envisaged alone cannot fully address UNLESS there is coaching and mentoring the trained youth planned and implemented. What is also clear from the respondents is that they want to be involved in the training, they do not want to just passively sit and be lectured to by the facilitator or resource person. They want to feed their own ideas and experiences into the training.

# 7 CONCLUSION AND RECOMMENDATIONS

With the support from UNDP team, API successfully designed the application materials and conducted the training needs assessment (TNA) with youth across Cambodia. By focusing upon any interested youth across the country, the training (or capacity) needs assessment aimed to understand what are the issues related to youth employment, their experience in participating in raising the issues, and to identify what are the needs of youth are for the capacity building so that youth are better able to address the issues related to youth employment.

As the result, there was a high number of youth who responded to the announcements and were interested in and wished to participate the training for capacity development. The assessment gave useful information about the issues related to youth employment and their needs for capacity development to be able to have better engagement in raising issues and in policy discussion.

The assessment results indicated clearly that youth are facing a number of issues and identified the challenges that are hindering them from a more active participation and access to job market and to be able to hold Government's institutions and private sector actors to more accountability and responsiveness. It also indicated that youth are interested in many social, economic, environmental and political issues. However, without capacity building lack of self-confidence, motivation, encouragement, capacity and space will still hamper youth from any effective engagement and discussion in raising issues with Government's institutions, CSOs and private sectors.

During the API and UNDP discussion meeting, the representatives from youth organizations and universities have indicated that youth needs soft skills, coaching and support so that they are able to engage and discuss with relevant institutions to better address their issues and challenges. The capacity development for individual youth, youth organizations and network is highly recommended. Training and capacity

building alone is not enough, coaching and mentoring is crucial and necessary.

Based on the findings of the assessment and discussion with UNDP team, the key recommendations have been formulated as follows:

**1.** Due to there being many issues that Cambodian youth are facing with little program intervention it is highly recommend that a youth engagement strategy should be developed that allows youth to engage and discuss issues relevant to them.

**2.** Training alone is not enough. Coaching and supporting youth is crucial and needed.

**3.** Training should be given in five main topics identified during the TNA exercise  
These five training topics are

- 3.1 Leadership
- 3.2 Youth employment policy
- 3.3 Problem identification and solving
- 3.4 Communication
- 3.5 Advocacy

These topics are, however, broad and a three days training cannot fully address them. So training curriculum and materials development must be well targeted.

**4.** For effective training and capacity building for youth, a mix of training methods and activities are required that allow participants to take role during the training. The participants prefer some methodologies such as facilitation techniques with depth in to lesson, sharing experiences real practices or examples, group discussion questions and answers, case study, debate and role play and playing game. ‘

### **BE A YOUNG POLICY INFLUENCER**

#### **Learn how to develop the right skills to engage in policy making related to youth employment**

Have you wondered about key issues in your community that hamper you from getting your ideal job? Do you have ideas about implementing change - but don't know how or where to start?

Then this is your chance! We, API and UNDP, are conducting 2 three-day training sessions, in Seem Reap (15-17 Feb) and Phnom Penh (22-24 Feb) 2019. We are looking for interested and motivated youth with different backgrounds and hometowns. What skills do you lack or would you like to improve in order to engage in effective policy dialogues with decision makers? Leadership, communication or advocacy skills, critical thinking, analytical skills or something completely different? - Let us know and we will adapt the training to it. Strengthened with the new capabilities, you will develop an advocacy plan focused on key issues related to youth employment, and will have the opportunity to actively address these issues and propose solutions in a self-led meeting with representatives from the government, private sector, and relevant stakeholders - thereby initiating real change!

This project is under The United Nations Joint Program on Youth Employment (UNJP), which aims to support the Royal Government of Cambodia to address issues to relate to low productivity, poor employment, limited skills and access to decent employment opportunities faced by youth. It intends to focus on facilitating young people's entry to labor force while reducing inequalities, particular for the disadvantaged and vulnerable groups, and ensuring that young women and men are better able to meet labor demand in the country.

Successful participants will not only have the opportunity to engage with key policy decision makers on youth employment related issues, but also receive a certificate of participation from UNDP for their hard work!

All DSA of participants in the training and project activities is supported by UNDP!

**TRAINING APPLICATION FORM**

**យុវជន និងគោលនយោបាយ**

**YOUTH AND POLICY**

**Training Applicant Form and Need Assessment**

**API**

**I. Personal Background**

1. Name	
2. Age	
3. Sex	Female <input type="checkbox"/> Male <input type="checkbox"/>
4. Org/University	
5. Position	
6. Date of Birth	
7. Current Address	
8. Email	
9. Phone Number	
10. Education	<input type="checkbox"/> Completed Primary School <input type="checkbox"/> Completed High School <input type="checkbox"/> Bachelor <input type="checkbox"/> Master <input type="checkbox"/> Other.....



## II. The Understanding the issues related to youth employment

1. What are some issues that hamper youth/you from achieving decent employment/their dream job?

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2. Have you ever raised any youth related issues to government and/or policy makers at any level before?

No

Yes

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.....

3. How the issue was raised (in what way)?

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.....  
.....

4. What was the result?

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.....

## III. Training experiences

5. Have you participated in any training/academic course related to policymaking before?

No

Yes

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.....  
.....

6. Have you ever participated in any advocacy training before?

No

Yes

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#### IV. Training Topics

*If you have been selected for the training*

7. What skills do you think you should develop in order to properly present your ideas to key decision makers such as the government? Please choose three most important topics would you like to learn?

TOPICS	VERY IMPORTANT	IMPORTANT	LESS IMPORTANT
1. Leadership			
2. Communication			
3. Advocacy			
4. Critical thinking			
5. Analytical skills			
6. Stakeholder engagement			
7. Youth employment policy			
8. Problem Identification and Solving			
9. Facilitation			
10. Project management			
11. Report writing			
12. Gender mainstreaming			
13. Project planning			
14. Monitoring and Evaluation			
15. Public speaking (Self-confidence)			
16. Action research			

TOPICS	VERY IMPORTANT	IMPORTANT	LESS IMPORTANT
17. (Other)៖			

8. What are the methodologies do you prefer most in the training course?

- Group discussion
- Slide Presentation
- Role Play
- Debate
- Case study
- Drawing
- Sharing experiences (Fish bowl)
- Others.....

9. Please tell us what role(s) do you wish to take during the three-day training? (Please list them down!) Such as sharing or telling your personal/friend story telling related to work/employment experience to other training participants(

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10.If you have any suggestion related to the organizing the training, please do let us know

.....  
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 .....

Thank you very much. Deadline of application form: by 23 Jan 2019.

- ❖ Apply through ៖ <https://goo.gl/forms/hZOnsqrb9ObZTZ5c2> or email to: [sokhalay@apiinstitute.org](mailto:sokhalay@apiinstitute.org) or [sreyleaknob@apiinstitute.org](mailto:sreyleaknob@apiinstitute.org) ឬ
- ❖ Contact
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