

FINAL REPORT

MID-TERM-REVIEW OF THE FIRST 16 MONTHS OF THE 1ST PHASE OF THE UNITED NATIONS JOINT PROGRAMME ON YOUTH EMPLOYMENT (UNJP)

Consultancy Report

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Contents

Acknowledgements	3
List of abbreviations used in the review	4
Executive summary	5
1. Introduction, Background and Rationale	9
2. Methodology	11
3. Brief overview of the United Nations Joint Programme on Youth Employment (UNJP)	12
4. Findings	13
4.1 Relevance for the target group in the area of decent and productive work	13
4.2 Effectiveness toward the overall goal to promote youth employment	16
4.3. Efficiency of the institutional setting: Costs and benefits	20
4.4 Cross-cutting issues	22
4.5. National ownership and involvement of the private sector and youth	23
5. Lessons learned and conclusions	25
6. Strategic recommendations for the second phase of UNJP	27
Annex I: Theory of Change	30
Annex II: List of interviewees	31
Annex III: Guiding questions	35
Annex IV: Terms of Reference	39

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List of abbreviations used in the review

BEEP	Basic Education Equivalency Programme
CAMFEBA	Cambodian Federation of Employers and Business Association
CQF	Cambodian Qualification Framework
ITI	Industrial Technical Institute
ILO	International Labour Organization
KAB	Know About Business
LLS	Local Life Skills
MEF	Ministry of Economy and Finance
MoEYS	Ministry of Education, Youth and Sport
MLVT	Ministry of Labour and Vocational Training
MoT	Ministry of Tourism
NEA	National Employment Agency
NPIC	National Polytechnic Institute of Cambodia
RGC	Royal Government of Cambodia
SSC	Sector Skills Councils
SDF	Skill Development Fund
STED	Skills for Trade and Economic Diversification
SMART	Specific, measurable, achievable, realistic, time-bound
SDC	Swiss Agency for Development and Cooperation
TVET	Technical and Vocational Education and Training
UNDAF	United Nations Development Assistance Framework
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Population Fund
UNICEF	United Nations Children's Fund
UNIDO	United Nations Industrial Development Organization
UNJP	United Nations Joint Programme on Youth Employment
UNRCO	Office of the UN Resident Coordinator
UNV	United Nations Volunteers
YEAC	Young Entrepreneurs Association Cambodia

Executive summary

The “United Nations Joint Programme on Youth Employment” in Cambodia hereby referred to as “UNJP” started in September 2017 and will end its first phase in December 2019. Five UN agencies (ILO, UNDP, UNESCO, UNICEF and UNV) implement the UNJP nationwide and are co-financed by the Swiss Agency for Development and Cooperation (SDC). In March 2019, SDC commissioned this mid-term review of the first 16 months of the first phase with the purpose to determine the extent to which the UNJP has promoted and contributed to youth employment.

The review focused on the analysis and assessment of the **relevance** and **effectiveness** of the programme, the **efficiency** of the institutional setting, the analysis of selected **cross-cutting issues** such as equity, gender, human rights and conflict sensitiveness and the assessment of the **ownership** from government and **involvement** of the private sector and youth. This review furthermore suggests strategic recommendations and a potential theory of change for the second phase.

The review was conducted by a team of one international consultant as the team leader and one local consultant during a 20 day mission in March and April 2019 in Phnom Penh and three target provinces: Siem Reap, Kampong Thom and Kampong Cham. The methodology comprised 43 interviews with 232 interviewees (99 female), including focus group interviews and workshops with project partners and beneficiaries.

The consultant team met representatives of the five implementing UN agencies and the UN Resident Coordinator Office, the Cambodian government, the private sector, training providers and other development partners as well as students, trainees and graduates.

The review found that

- the **UN Joint Programme on Youth Employment** meets the needs of young people by providing access to formal and non-formal education, soft and entrepreneurial skills and career guidance and is in line with national priorities and policies of the Royal Government of Cambodia (RGC) such as the “National Employment Policy” (2015-2025), the “National Policy on Youth Development” (2011), the “Industry Development Policy” (2015-2025) and the “National TVET Policy” (2017-2025).
- **It contributes towards youth employment to the extent that young women and men:**
 - (a) **obtain opportunities to participate in formal and non-formal education including technical and vocational training.** These are the VET and TVET programmes from ILO for light manufacturing (arc welding, machining) and food processing (baking, fruit and vegetable processing), the Basic Education Equivalency Programme (BEEP) by

UNESCO and VET programmes by Friends International for vulnerable young people and the local life skills programme at lower secondary schools provided by UNICEF,

- (b) **receive training on basic business skills and enterprise development** such as the entrepreneurship curriculum in the upper secondary schools based on the “Know about Business (KAB)” programme for secondary school teachers by ILO, the community-based social entrepreneurs programme supported by UNV and the Community-Based Enterprise Development (C-BED) from ILO,
- (c) **have access to information about their rights at work** through literacy classes in factories supported by UNESCO, trainings on youth rights and responsibilities at work provided by ILO.
- Nevertheless, **UNJP also conducts activities and produces outputs which do not or only indirectly contribute to youth employment** such as research on macro-economic level by UNDP and workshops on volunteering by UNV.
- **The three outcomes of the first phase are not SMART** (specific, measurable, achievable, realistic, time-bound) formulated, especially not measurable.
- **The governance structure assures high-level participation of the government.** The Minister for Labour and Vocational Training himself co-chairs the steering committee of the UNJP. The steering committee is relevant and well accepted by stakeholders of the programme. Nevertheless, at the consultative group the members are not all at operational / implementation level and the co-chairs of steering committee and consultative group are the same high-level representatives. This may be an impediment to allow for a culture of open discussions, feedback and technical recommendations to the steering committee.
- **All participating UN agencies are satisfied with the programme coordination function led by ILO**, which includes planning, implementation, budgeting and reporting. Nevertheless, there are weaknesses with regard to communication towards Cambodian partners.
- **Currently the programme is not perceived as one programme**, but rather as a sum of the activities by different agencies. Specifically, at provincial level no one seems to know UNJP as umbrella, bringing these different activities together. A joint picture with joint visibility of the UN system in Cambodia is missing. Also, SDC is not visible as co-financier towards the general public. Among the implementing agencies a joint vision and spirit is not yet fully developed.
- **In terms of costs and benefits the five UN agencies have benefited a lot from being in a joint program.** Working together offered opportunities for scaling up the contributions of other UN agencies and to use synergies and different networks.

Following **lessons learned** were identified:

1. The development of a “joint brand” will require a short, medium and long-term strategy.
2. The co-funding eligibility criterium at the design phase of the UNJP created a patchwork of running activities by the UN agencies included into the UNJP.
3. Flexibility is required in terms of the number of agencies participating at the second phase of the UNJP.
4. The design of several activities was supply-driven by the mandate of the different UN agencies instead of being developed towards the overall objective.
5. There are good practices of VET and TVET, which can be used to formalize a dual system with the two learning venues: school and company.
6. The costs for paying extra classes at secondary schools is a significant factor towards drop-out of school.

The **recommendations** for the second phase of UNJP are as follows:

- a) Strengthen the **focus on youth employment** (effectiveness) of the programme by formulating SMART outcomes, which include a specified age of the target group. The second phase of the UNJP should focus on supporting the following strategic fields:
 - **BEEP** as a good mechanism to help young people to complete an equivalent of a grade nine education, enabling them to enroll in TVET and having better employment opportunities. This can be further supported by: i) rolling-out BEEP national-wide, ii) strengthening facilitators to be able to provide career guidance, iii) improving the accessibility to BEEP for young people with disabilities and iv) promoting BEEP as a free of charge alternative to paid extra-classes in selected subjects.
 - **TVET** as a pathway to obtain skilled workers required by the labour market. To fit the needs of the labour market, trainings need a higher quality. To achieve this, UNJP should support (i) trainings to enhance the quality of TVET trainers with focus on technical/professional, social and pedagogical skills, (ii) continue joint work with the private sector especially with the Sector Skills Councils and CAMFEBA in the development of national standards in the ongoing sectors including tourism and (iii) strengthening cooperation between the two learning venues of TVET (school and company).
 - **Life skills** as an essential part of being able to meet the challenges of everyday life and as preparation for work life. This should be supported in a manner to promote these skills in schools but avoiding a crowding out of basic school subjects from the school time.
- b) **Increase the efficiency of the institutional setting of UNJP** by (i) defining the implementing agencies based on clear eligibility criteria such as high level of contribution to youth

employment and own or third-party co-financing and (ii) presenting a common impact logic of the participating UN agencies to validate the reasons for the arrangement of joining forces.

- c) **Develop a joint brand of UNJP**, by formulating a joint communication strategy, including an UNJP logo and website, transferring the task of a joint communication strategy and monitoring of a harmonized approach to the Resident Coordinator Office and providing a regular UNJP newsletter to the public.
- d) **Strengthen cooperation with (i) government** by intensifying policy dialogue with MoEYS to tackle the problem of paid extra classes by teachers **and linking the UNJP with (ii) private sector and youth organizations** by linking the UNJP to the Sector Skills Councils, SMEs, Skills Development Fund by MEF and involving youth representatives in the design of UNJP activities.
- e) **Consider cross-cutting issues** by collecting disaggregated data by sex and age on beneficiaries and by including barrier-free elements to reach people with disabilities as well as following a conflict sensitive approach during planning and implementation of the second phase of the programme.
- f) **Enhance the attractiveness and quality of TVET** by promoting a dual concept of learning in school and company.

1. Introduction, Background and Rationale

The Swiss Agency for Development and Cooperation (SDC) in collaboration with its partners (ILO, UNDP, UNESCO, UNICEF and UNV) has commissioned a mid-term review of the 1st phase of the United Nations Joint Programme on Youth Employment (UNJP), which was conducted from March to April 2019 with a duration of 20 working days.

The UNJP is a partnership between SDC and the UN in Cambodia and consists of a first phase from September 2017 to December 2019 with the potential of two further successive phases from 2020 to 2024 and from 2025 to 2029. From the UN system ILO, UNDP, UNESCO, UNICEF and UNV participate in the joint programme, whereby ILO represents the administrative agent and convening agency and the contractor partner of SDC for the first phase of the programme. The total budget of the first phase of the programme amount to USD 4,478,000, including the SDC contribution of USD 2,000,000.

UNJP focuses on “facilitating young people’s entrance to the labour force while reducing inequalities – particularly for disadvantaged and vulnerable groups- and ensuring young women and men are better able to meet labour demand”¹. The overall objective of the programme is that **“Young women and men increasingly obtain decent and productive employment opportunities”**.

This is reflected in the following three outcomes:

- Outcome 1: Young women and men access quality formal and non-formal education including volunteerism to develop relevant technical and vocational skills.
- Outcome 2: Young women and men, both in-school and out-of-school, are equipped with adequate entrepreneurial and business skills to create and develop sustainable enterprises.
- Outcome 3: Young women and men benefit from a better condition and fair treatment at work.

The main purpose of the mid-term review was to assess the contributions of UNJP to **youth employment** and to compile recommendations for the 2nd phase of the programme including a potential theory of change. Furthermore, the efficiency of the institutional setting of the implementing partners was evaluated.

¹ See: United Nations Joint Programme Document. August 2017, Phnom Penh

The specific objectives of this review were as follows:

1. To examine the extent to which UNJP meets the needs of young people (in particular girls and women) in the area of decent and productive work (**relevance**).
2. To assess how well the UNJP outcomes and strategic interventions, contribute to promote youth employment (**effectiveness**).
3. To measure the comparative advantage and arrangement of joining forces of 5 UN agencies in achieving the expected results, including implementation modality (**efficiency**).
4. To consider equity, gender and human rights as well as conflict sensitivity as **cross-cutting issues**.
5. To measure the national **ownership** and the involvement of the private sector and youth.

2. Methodology

The review has been carried out by a team of two consultants, namely,

- Ms. Diana Cáceres-Reebs, as international consultant and team leader,
- Mr. Hong Seng, as national consultant.

The review followed the guiding questions as provided in annex III and included:

- Desk review of project documents, progress reports and meeting minutes,
- 43 interviews, including focus group interviews and workshops with project partners and beneficiary groups,
- 232 interviewees (99 female), list of interviewees is provided in annex II,
- field visits in Phnom Penh, Siem Reap, Kampong Thom and Kampong Cham,
- discussion of preliminary findings with SDC and the 5 UN implementing agencies.

The interviewees were representatives from:

- (i) the five **implementing UN-agencies** and the UN Resident Coordinator Office,
- (ii) the **Cambodian Government** such as Ministry of Labour and Vocational Training (MLVT), Ministry of Education, Youth and Sport (MoEYS), Ministry of Tourism (MoT), Ministry of Economy and Finance (MEF), National Employment Agency (NEA),
- (iii) the **private sector and local businesses** such as Young Entrepreneur Association of Cambodia, (YEAC), Cambodian Federation of Employers and Business Associations (CAMFEBA), trade unions, EuroCham, business owners,
- (iv) **training providers** such as Youth Centers, VET and TVET institutions, lower and upper secondary schools, volunteering organizations, Job Centers, NGOs and
- (v) other **development partners** such as Fin Church Aid, Don Bosco, Friends International, International Organization for Migration (IOM) and Organization for Disability Development Kampong Thom, as well as
- (vi) **beneficiary groups as students, trainees and graduates** (being employed).

During the field visits the consultant team collected information from the implementing agencies, target groups, project partners at national and provincial level as well as from other institutions and organizations related to youth employment, which are not directly involved in the UNJP.

To provide an example of a theory of change for the second phase of UNJP (annex I) a planning workshop has been conducted by the consultant team with the 5 UN agencies on April 18, 2019 in Phnom Penh. Conditions, preconditions and problems were formulated by the implementing agencies during this workshop. All the other aspects were added by the consultant team based on the findings in this review.

3. Brief overview of the United Nations Joint Programme on Youth Employment (UNJP)

The Royal Government of Cambodia (RGC) and the five UN agencies ILO, UNDP, UNESCO, UNICEF and UNV, with the financial support of the SDC started in September 2017 a joint programme to promote youth employment, called UNJP. It is anchored in the “United Nations Development Assistance Framework (UNDAF) 2019-2023”, which mentions that “the UN will contribute to improved employability, especially of the youth through TVET through a UN Joint Programme on Youth Employment” (UNDAF 2019-2023, p.44). The programme is implemented in collaboration with the Ministry of Labour and Vocational Training, Ministry of Education, Youth and Sport, Ministry of Tourism, National Employment Agency, Cambodian Federation of Employers and Business Association and several public and private partners.

Youth unemployment remains a big challenge in Cambodia. Every year around 300,000 persons enter the labour market. This creates the need for decent and productive employment opportunities, while ensuring that young people can access skills and quality education. Challenges for job-seekers and the labour market include low level of education, skill-mismatch, low-skilled and unskilled labor force.

The UNJP aims to contribute to addressing all these critical issues of youth employment in Cambodia, as follow:

- 1) UNJP facilitates access to **formal and non-formal education including technical and vocational training**, including through workplace-based training and volunteering programmes. These skills are mainstreamed in secondary school curricula and TVET programmes.
2. UNJP provides basic **business skills and enterprise development training**, both for in-school and out-of-school youth. The focus on in-school youth is on entrepreneurship training in lower secondary, upper secondary and vocational training. The work with out-of-school youth and young entrepreneurs consists of enterprise development support and community-based enterprise development.
3. UNJP contributes to decrease discrimination of young women and men at work and to create understanding and respect of **rights at work by both workers and employers**. Hereby, the programme provides capacity building for women working in factories, line ministries, worker unions and the National Employment Agency.

4. Findings

4.1 Relevance for the target group in the area of decent and productive work

Research question: To which extent does the UNJP meet the needs of young people and the labour market?

Young people and representatives of the private sector involved in activities of the UNJP were asked about their needs towards employment. The following table shows frequent answers, divided by secondary school students, young people out-of-school and representatives of the private sector.

Secondary school students	Young people out-of-school
<ul style="list-style-type: none"> • Career guidance at school. • Soft skills at school. • Information on employment opportunities. • Support to cover costs for transportation to school, accommodation and school fees for extra classes for up to four or five subjects (math, physic, chemistry, Khmer and biology). 	<ul style="list-style-type: none"> • Access to non-formal education and TVET programmes. • Entrepreneurial and business skills. • Completion of lower secondary school. • Financial resources to pay school fees. • Career guidance. • Information on education services and employment opportunities.
Representatives of the private sector	
<ul style="list-style-type: none"> • Skilled workers, qualified students/ apprentices and graduates. • A high-quality TVET system attractive for society and young people. • A better quality of TVET-institutions and qualified teachers. • Incentives from the government to have apprentices. • Networking and businesses opportunities between enterprises. • National standards for in-company trainers. • Communication mechanisms established between TVET schools and companies. 	

Trainings and courses provided by the UNJP mainly meet the needs mentioned by young people and target selected challenges of the labor force identified by private sector representatives. The activities and outputs of UNJP have a great overlap with the main needs concerning youth employment identified by young people (see table above) which is an indication for a high relevance for the target group². UNJP supports the completion of the lower secondary school, e.g. through the „BEEP“ of UNESCO. For many jobs the completion

² However, covering costs such as for transportation, accommodation and school fees are not action areas of UNJP, as this should not be the role of an international development partner.

of lower secondary school is a necessary precondition. BEEP therefore is a strategic pillar of the UNJP. UNICEF provides career guidance, soft skills and local life skills (LLS) through the “Local life skills programme” at lower secondary schools. The aim of the programme is to keep young people in school by providing soft skills. Career guidance gives young people a long-term perspective for their further educational pathway and thereby helps to motivate to stay in school. Furthermore, LLS are oriented towards community-based subjects which can lead to the drop-out of school (e.g. drug use or domestic violence) or towards improving soft skills like self-management, problem solving or decision making. These skills are a comparative advantage for young people when applying on the labor market. ILO provides entrepreneurial and business skills for school teachers through the „Know About Business“ (KAB) Programme. The trained teachers are multiplicators of this by establishing KAB courses at upper secondary schools. UNV provides the “social entrepreneurs programmes” for young people at Youth Centers. The latter two programmes try to improve the abilities of young people to self-employment by choosing different pathways to reach them.

In terms of VET and TVET courses provided by UNJP, the VET courses for example of hair cutting, sewing, beauty salon, moto repair, cooking and service provided by Friends International for vulnerable young people (supported by UNICEF) meet the needs of the young people. The courses guarantee a job after completion within a network of partner companies of Friends International. The approach of Friends International therefore is highly oriented towards the demands of the labor market. For the private sector it is a guarantee that the graduates of the courses have obtained a training more oriented to the needs of the sector. The pilot activities supported by ILO (started in May and June 2017) of machining (CQF level 2), fruit and vegetable processing (CQF level 2) and baking (CQF level 2) implemented at NPIC and of arc welding (CQF level 1 and 2) implemented at ITI were in line with the provided trainings of the institutions at that time. However, after the pilot phase the interest of the institutions decreased, since they did not have an adequate number of students applying for these courses at these levels. Beyond the pilots ILO together with MLVT/DoCS (Department of Curriculum Standard/Ministry of Labour and Vocational Training) finalized the development of competence-based curricula and training packages for the levels 1 to 4 for arc welding, machining, fruit and vegetable processing and baking and disseminated these to relevant TVET institutes nationwide. The sectors were chosen in consultation with the ILO’s tripartite constituents in Cambodia and supported by two reports of the “Skills for Trade and Economic Diversification” (STED) methodology by ILO, which in general terms identifies and anticipates the strategic skills needs of internationally tradable sectors in a country. In Cambodia the STED methodology has been applied in the economic sectors “Light Manufacturing” and “Food Processing”³. To this extend the development of these curricula can be assessed as a response to the needs of the two economic sectors mentioned above.

³ The STED methodology has been applied with funding support from the Swedish International Development Cooperation (Sida).

Students, trainees, volunteers, directors, teachers and community people are mostly satisfied with the courses and opportunities they received. This holds true for the “Basic Education Equivalency Programme” (BEEP)⁴, “Local life skills” for lower secondary schools and the “Entrepreneurship education” in upper secondary schools. The interviewees responded to see an added value of the activities of UNJP, as they improve their ability to find a job. All participants of the VET programmes by Friends International (supported by UNICEF) received a job after the completion of the training. Young beneficiaries and local partners of youth centers and volunteerism as well as partners from the private sector were interested to continue being part of the UNJP activities⁵.

Youth centers are satisfied with the motivation of young registered students and the engagement of volunteers participating in the activities but still need to build stronger bridges to Job Centers and the Young Entrepreneur Association of Cambodia. Youth centers represent an important vehicle to transfer the knowledge provided by trainings and courses at provincial level to young people. Hereby, volunteers help a lot to develop skills demanded by the private sector. Thus, registered students for BEEP responded to be aware of the opportunity that they now have for the completion of grade 9 and emphasized the importance of not having to pay for that. Also, the participants of the community-based/social entrepreneur trainings (facilitated by UNV) confirmed the value of the training for their future career and for the young people they visit and advice at commune level. Nevertheless, these social entrepreneur programme covers with a five-day training for volunteers only a limited scope of content and real impacts on self-employability were not possible to be assessed. Furthermore, youth centers claimed to be not always well informed about possible similar activities implemented by the Job Centers, the Young Entrepreneur Association of Cambodia (YEAC) or in other places.

Several framework conditions make it difficult for UNJP to fully address its interventions to the needs of young people. The quality of education at lower and upper secondary schools and TVET institutions remains poor and schools cannot guarantee a comprehensive education. This is partly due to the fact that teachers and trainers are not sufficiently qualified to achieve good learning outcomes. The labor force in Cambodia therefore is in general terms not sufficiently qualified. This is aggravated by the high dropout rates of school. According to MoEYS figures for the academic year 2016-17, the number of secondary school dropouts (grade seven to nine) nationwide totaled 15.4 per cent, the number of primary school dropouts (grade one to six) stood at 4.1 per cent and the number of high school dropouts (grade 10 to 12) during the same period totaled 18.3 per cent⁶. The need

⁴ BEEP aims to give Cambodian youths in grades seven to nine - who have dropped out of school - a chance to complete an equivalent of a grade nine education, enabling them to enroll in Technical and Vocational Education and Training programmes (TVET).

⁵ The participants interviewed did not refer to the UN Joint Programme (as a joint programme), but to the activities of the responsible implementing UN-agency.

⁶ Education Statistics & Indicators - Preschool and General education for Public School 2017/ 2018, EMIS 2017-2018, page/worksheet 46

for additional family income to cover urgent needs and the costs of around 5-10 USD per subject per month for extra classes in lower and upper secondary schools are important push-factors out of school⁷. The attractiveness of VET and TVET remains low, as the society still sees TVET as the „second chance“. This is aggravated by the fact that TVET activities do not sufficiently respond to the needs of the labor market.

4.2 Effectiveness toward the overall goal to promote youth employment

Research question: To what extend do the activities and outputs of the UNJP attain the outcomes and the overall objective of the programme?

Since the UNJP is in the first phase of implementation, the review did not focus on measuring whether objectives were achieved, but whether activities and outputs contribute to the overall objective “Youth employment” and the three following outcomes:

Outcome 1: “Young women and men access quality formal and non-formal education including volunteerism to develop relevant technical and vocational skills”

Outcome 2: “Young women and men, both in-school and out-of-school, are equipped with adequate entrepreneurial and business skills to create and develop sustainable enterprises”.

Outcome 3: “Young women and men benefit from better conditions and fair treatment at work”.

The three outcomes of the current phase of the UN Joint Programme are not completely SMART (specific, measurable, achievable, realistic and time-bound) formulated. Measurable outcomes are essential for evaluating the progress of the programme at any time. Only when the outcomes are specific and measurable, it is possible to say, if they have been achieved. In the current outcomes, the age of the target group “young women and men” is not specified⁸. The time to reach the outcomes is not defined (not time-bound). Outcome 1 and 2 are formulated in a way that one part of the outcome is a precondition for another part. This makes them unmeasurable. For outcome 1 „to develop ... skills“ is a consequence of having access to quality formal and non-formal education. For outcome 2 „to create and develop sustainable enterprises“ is a consequence of „Young women and men ... are equipped with adequate entrepreneurial and business skills“. Outcome 3 does not specify the „conditions“ at work. What does „better conditions“ mean? Furthermore, what does „benefit“ mean? Does it mean to be informed about or to have the conditions in place?

⁷ Offering paid extra classes are decided by the school management. Nevertheless, it strongly influences the access to education for vulnerable people.

⁸ The definitions of youth may vary depending on the source. The UN defines „youth as those persons between the ages of 15 and 24 years“ (<http://www.unesco.org/new/en/social-and-human-sciences/themes/youth/youth-definition/>); The Cambodian “National Policy on Youth Development” defines „youth are males and females holding Cambodian nationality, single or married, aged between 15 and 30“, “Youth Habitat” defines the age from 15 to 32, “African Youth Charter” defines the age from 15 to 35.

If the same outcomes remain for the second phase of UNJP, they should be reformulated as described below:

- Outcome 1: “By end of 2024, young women and men at age of 15 until 29 access quality formal and non-formal education including volunteerism and develop relevant technical and vocational skills”.
- Outcome 2: “By end of 2024, young women and men at age of 15 until 29, both in-school and out-of-school, are equipped with adequate entrepreneurial and business skills and create successful sustainable enterprises”
- Outcome 3: “By end of 2024, young women and men at age of 15 until 29 have decent conditions at work”.

Furthermore, new SMART outcome indicators should be defined.

Some outputs and activities are not directly contributing to their respective outcome. The activities were defined by each UN agency based on their own mandate. However, some activities are not very focused on the output or do not contribute directly to the outcome defined in the work plan. Outputs 1.1 and 2.1 of UNDP focus on research at macroeconomic level and do not contribute directly to outcome 1 as it is not clear how and when the results of the researches can help young women and men to access quality formal and non-formal education. UNDP reported to aim with its research to build a foundation for a long-term youth employment programme. If the institutional learning is an objective of the research to further improve the effectiveness of UNJP and other youth employment programmes in the long-run, this objective of institutional learning should be made visible through the formulation of a new own outcome. The activity of UNV related to output 3.1 focuses on workshops on volunteering. The contribution to better conditions and fair treatment at work does not become clear.

The target group of the overall objective of UNJP is not clear, leading to the fact that some activities aim for a significantly younger target group than the rest of the programme. The activities regarding local life skills of UNICEF (related to output 1.3) focus on skills for learning, personal empowerment and citizenship. They are aimed to prepare young people for employment. Nevertheless, the target group are students in grade 4-9, which include also children not yet in the age of searching employment opportunities on the labour market. If the target group of the overall objective of UNJP is understood as young women and men starting from the age of 15 years, these activities only partially meet the target group of the UNJP. Nevertheless, it makes sense to start career guidance before the age of 15 and specially before children and young people are at risk of dropping out of school. Taking into account the two aspects mentioned before, there is a need to clearly define the target group of UNJP or at least specify it for each outcome.

The use of UNJP products (produced outputs) by the beneficiaries is not always assured. Competence-based curricula (ILO) under output 1.2 were developed and disseminated to relevant TVET institutions. Due to limited budget, ILO could not support the further

implementation of those trainings at the TVET institutions. Nevertheless, ILO and MLVT/DGTVET (Directorate General of Technical and Vocational Education and Training) have a monitoring agreement to ensure a regular monitoring on the implementation of the developed curricula. Based on the information obtained by the two largest TVET institutions NPIC (during the interview at NPIC)⁹ and ITI (by phone)¹⁰, they are not implementing these trainings in 2019, as there are not sufficient student enrollments for these occupations.

The local life skills programme under output 1.3 (UNICEF) in the lower secondary schools includes a self-evaluation. According to the teachers interviewed this has a complicated wording and does not contain enough remarks to use it properly.

The Basic Education Equivalency Programme under output 1.3 (UNESCO) established learning centers with facilitators and equipment. Youth in remote areas or with disabilities have difficulties to access to BEEP.

The exercise of attributing activities to outputs, and these to outcomes and finally to the overall objective of the programme was quite difficult for most of the UN agencies involved. One of the most mentioned reason for that was the lack of involvement of the agencies in the design phase of the programme.

There was a lack of participation of the UN-agencies in the design phase of the UNJP. The idea of having an UN-Joint Programme for youth employment was born at an UN Country Team retreat in Phnom Penh in November 2014. Later, in 2015, ILO learned that SDC was interested in funding a programme on youth employment. Thus, the UN-Resident Coordinator at that time and the ILO submitted to SDC in the first half of the year 2015 the first concept (elaborated by ILO) for the implementation of UNJP. At the beginning, seven UN agencies were addressed to join. This preparation time took more than two years. Recommendations were provided by UAG (UN Advisory Group) and by the Young Entrepreneurs Association of Cambodia (YEAC) in 2015. At the beginning of 2016 SDC reported that it had concerns regarding the large number of agencies involved (7).

Then, UNIDO and UN Women left the list of tentative implementing partners, since they did not have the financial resources to get involved in the programme.

In terms of the planning process, some agencies confirmed high-level participation (deputies and technical) in some early meetings in 2015 (ILO, RCO, UNDP, UNFPA, UNICEF, UNIDO), but generally the agencies except ILO complained about the lack of a participatory process in designing the programme. The skeleton, including the outcomes and outputs have already been formulated by ILO and accepted by SDC, when the other UN agencies definitely joined

⁹ NPIC had 11 students in bakery (level 1), 12 students in welding (level 1) in 2017, no enrollment report in 2018; 12 students in manufacturing in year 1 and 12 students in year 2 (but in level 5) in 2018.

¹⁰ ITI had in 2019 only 3 students enrolled in welding. If ITI would offer this course it would be too expensive for the school. Therefore, some contents from the welding subject were included into the automobile and mechanic curriculum for level 5 and level 6. In 2017 ITI had 20 students in welding (level 1) and 15 students in (level 2). In 2018, 15 students (level 1) and 3 students (level 2) and 14 students (level 5) in welding. Low student enrollment in welding for level 1 and 2 since 2018.

the programme. Thus, the agencies were only able to underfeed the outputs with their regular activities in accordance with their mandates and co-financing.

A joint vision towards the overall objective is not fully developed. Even if each agency responded to be interested to continue in the joint programme and to further cooperate with the other four agencies, there is lack of a joint vision to achieving the overall objective of the programme. One reason seems to be the lack of participation in the development of the outcomes and outputs during the design phase. Another reason seems to be the fact that the majority of contributions of the UN agencies to UNJP consisted of running programmes.

No one seems to know the UN „Joint“ programme on Youth Employment. During interviews at national and provincial level, interviewees always referred to the “ILO programme”, “UNESCO programme”, “UNV programme” or “UNICEF programme”, but never mentioned more than one agency involved in this contribution. With some activities, the responsible UN agency even has never informed its partners of being part of the whole UNJP portfolio. Furthermore, there exist no common brand, logo or comprehensive website of the UNJP¹¹.

The main reason for implementing agencies to participate in the UNJP was to complement each other and acquire additional funding. Besides the fact that “the programme was a good opportunity to get financing”¹² the motivation for the agencies was to complement each other, to use the own know how, experiences and running projects in the sector of youth employment and to be able to use the contacts of the other agencies, since each agency has a different mandate. The UN agencies also had to fulfill the request by the UN Head Quarters of ONE UN to better work together on joint initiatives in following the objectives of the UNDAF. This was accompanied by the wish to leverage the impact by joining forces to achieve the different goals of the agencies.

Each agency has thematic fields related to youth employment. The representatives of the five agencies interviewed summarized their thematic fields related to youth employment. ILO works on skills development, entrepreneurship education, policy support to ministries to conduct the National Employment Policy and support to NEA (public employment services), rights at work and research. UNICEF focuses on the school-system, curriculum, local life skills, critical thinking, local livelihood activities and social media. UNESCO provides policy support to MLVT, MoEYS and NEA, teacher training, career counselling and guidance services, Basic Education Equivalency Programme (BEEP) and in-factory literacy programmes. UNV mandate comprises volunteering infrastructure, policy support to MoEYS, support to Youth Centers, advocacy and capacity building for volunteers. UNDP focuses on policy support to MEF, support to NEA, research, multimedia and media platform programmes.

¹¹ There is a general homepage but this only contains an overview of the programme. The contact point for this page is ILO (<https://sustainabledevelopment.un.org/partnership/?p=23531>).

¹² Most common interview answer.

4.3. Efficiency of the institutional setting: Costs and benefits

Research questions: Is the institutional setting of the UNJP cost-efficient? Are the outputs from the institutional setting of UNJP in relation to the inputs?

To measure the efficiency of the institutional setting, the (transaction) costs and benefits (including synergies) of the implementing agencies were analyzed. The interviewees were asked about the costs in the processes of coordination and decision making and to what extent they have saved costs due to joint work (lower transaction costs). The benefits could not be determined in monetary terms, but rather in terms of advantages. Therefore, this analysis is rather qualitative. UN-agencies were asked about the counterfactual situations (hypothetical situation without joint implementation or with less implementing partners) to highlight the synergies of cooperation. The governance structure of the UNJP, covering (i) the steering and consultation level as well as (ii) the programme coordination level was assessed as part of the institutional setting of the programme.

UN agencies have benefited from being in a joint program, whereby the costs for coordination lies mainly with ILO. Working together offered the UN agencies the opportunity for scaling up contributions and use the networks of other agencies. This saved time in searching for contacts and assessing the quality of different potential partner organizations. The institutional learning benefited from the joint approach as it opened venues for receiving feedback and improve own activities. In terms of coordination, the knowledge about the different responsibilities within the project avoided duplication and overlaps, which due to some interviewees most likely would have occurred without the joint framework. Although agencies have to invest a certain amount of time for coordination, the greatest burden lies on the convening agency ILO, whereby the time investments by the other agencies are limited. The deviation of the reporting and budgeting period of UNJP (September to August) and the UN calendar (January to December) created so far, an extra work load and thereby additional coordination costs.

ILO, UNESCO and UNICEF provide an added value for the implementation of the UNJP. ILO contributes with its network of government, employers and worker's organizations, its tri-partited approach as well as with its expertise in VET, apprenticeship, enterprise development, employment services and "youth rights at work". UNESCO has the advantage to work on all levels of education and vocational education and training. UNICEF supports the educational school system through local life skills at lower secondary schools, trying to include them in the curricula. In contrast, the added value of UNV and UNDP is less concrete.

The governance structure of the UNJP assures high-level participation of the government, but needs adjustments in the composition of the consultative group. The high-level representation of the MLVT at the steering committee through the Minister as co-chair highlights the relevance given to the programme by the Royal Government of Cambodia (RGC). From the point of view of the members, there is a high satisfaction regarding the function of the steering committee, which met regularly twice per year. Nevertheless, there

are two aspects that hinder the efficiency of the consultative group, which should be an advisory body: Its members are not all at operational level and the co-chairs of the steering committee and consultative group are the same high-level representatives. These two aspects do not fully allow to have open discussions, feedbacks without strong hierarchies and formulate technical recommendations to the steering committee.

Inter-ministerial coordination at national and provincial level regarding the functions and actions of each line ministry still has room for improvement, as information are not yet shared consequently between the ministries. Furthermore, sometimes three, four or all five agencies work separately with the same governmental partner (NEA, MoEYS and others) by having meetings separately and representing their respective programs. Changing this, would be a low-hanging fruit to improve inter-ministerial coordination and to reduce the transaction costs of the partners.

There is room for increasing the participation of the private sector in the steering committee. Even if representatives of CAMFEBA, YEAC and other associations are members (defined in the terms of reference) of the consultative group, many of the interviewees expressed concerns about the lack of involvement of the private sector in the governance structure of the programme. There may be reasons why the private sector does not participate, like lack of interest, time, incentives and information about potential benefits. But insufficient communication and information on expected roles may also be an issue. During a meeting with high-level YEAC representatives in Phnom Penh, YEAC confirmed to get a budget from UNDP for the elaboration of the “Investment Guidebook” and conduction of “Youth Conferences”. At the same time, they did not even know that YEAC is a regular member of the consultative group, since they have not been invited directly to the meetings.

The coordination structure of UNJP is doing the right things (is relevant), but tends to unequally give visibility to the different implementing agencies. All five UN-agencies involved in UNJP indicated high satisfaction with the coordination role (as administrative and convening agent) assumed by ILO in terms of communication, planning, budgeting, implementation, monitoring and reporting. This is linked to the technical expertise provided by the ILO, but also to the low transaction costs for the other agencies. The lack of a joint communication strategy to the Cambodian partner and the public remains a challenge. Although SDC is a member of the steering committee and consultative group and co-finances almost 50% of the total budget of UNJP, its contribution is not visible, as UNJP activities are understood as activities of each implementing agency.

4.4 Cross-cutting issues

Research questions: How was the selection process of participants for the courses and trainings? How was the composition of training participants (young women and men)? What are the reasons for dropouts? Are there any gender specific challenges, risks for discrimination or conflict potential within the programme implementation?

The objective of considering cross-cutting issues as equity, gender, human rights and conflict sensitivity was to identify potential gaps and deficiencies of the programme.

Young woman and men benefit equally, although the preparation of the programme did not include a gender analysis. The selection of women and men for the different courses at the lower and upper secondary schools, Youth Centers, VET Centers and TVET institutions was well gender balanced. The involvement of young women and girls was guaranteed in all activities observed. The programme activities are in line with young females' needs. Female participants, volunteers, students and trainees responded to be satisfied with the courses and trainings they receive. Implementers and facilitators of UNJP activities responded to be aware of promoting equity and gender. Although young women and men benefit in sum equally from the project activities, depending on the offered occupation, sometimes young women or young men comprised the majority of students. This is very common in many countries, as the individual career planning of young people is also influenced by culturally shaped role models of occupations, which are perceived to be desirable for either women or men. Nevertheless, no gender analysis has been conducted exclusively for the preparation of the project. Therefore, the design of the UNJP was not differentiated by gender. Although gender discrimination does not occur in the running phase, data collection of beneficiaries differentiated by sex, may allow for the future a gender monitoring.

Specific measures for the inclusion of people with disabilities have been designed within UNJP. UNDP provides basic financial management and tax regulation trainings to young persons with disabilities who are running small business and social enterprises. At least 200 youth with disabilities were trained on pre-employment skills including CVs writing, job seeking approaches and effective interviews. A dialogue between employers and young persons with disabilities was created through a regular radio talk show to address employment concerns of young persons with disabilities.

UNJP activities have been developed towards the right to education, work and access to information. UNESCO, UNICEF and ILO provide capacity building, literacy for young female workers in factories, life skills at lower secondary school. Line ministries, workers unions and the National Employment Agency are trained on youth rights at work.

Conflict sensitivity is not an obvious issue at the first stage of the programme. In the context of the UNJP, a conflict sensitive approach means to analyze how interventions interact with a conflict, how the programme tries to mitigate unintended negative effects and to influence

conflicts positively wherever possible. In the project areas visited, conflicts or conflict potential were not seen as an obvious issue. Participants for the different trainings and activities are mainly self-selected by expressing the interest to participate. But as soon as it comes to the decision of selecting specific schools, teachers or TVET institutions governmental representatives are involved in the selection process. So far, conflicts were not observed. Nevertheless, to avoid an instance which could discriminate towards a specific group and thereby nurture conflicts, a conflict sensitive approach could be considered during the implementation of the second phase of the UNJP.

There exists the risk of potential negative unintended impacts. One common reason for the dropout of school is poverty, since students are not able to pay the school fees and extra classes in mathematics, physic, Khmer, chemistry and biology provided by teachers outside the regular school hours. Target group of these extra-classes are slow learners. Nevertheless, according to the school principals and teachers interviewed, in the regular school hours a comprehensive education cannot be always guaranteed. Therefore, teachers use the extra-classes to complete the whole content. This causes different levels of learning and school success.

Classes on Local Life Skills (LLS), entrepreneurial / business skills (supported by UNICEF and ILO) are being introduced in the school curricula and are carried out during the regular school time (e.g., local life skills 2 hours per week) or outside the regular school time (e.g. Know about business). The LLS programme (supported by UNICEF) includes many aspects, which have been described as very useful by young people and the community. Students, teachers and parents interviewed responded to be satisfied with the content and implementation modality of the programme in the lower secondary schools.

In the long term, the introduction of more classes during the regular school time can intensify the phenomena of shifting basic content towards the paid extra classes, instead of teaching it during regular school time. The entrepreneurial / business skills (KAB) classes avoids a crowding out of content by teaching in schools, but outside of the regular school hours.

4.5. National ownership and involvement of the private sector and youth

Research questions: How is the level of national ownership of ministries and technical line departments? How are ministries involved in planning and implementation of UNJP? How is the level of involvement of the private sector and youth?

UNJP is in line with national strategies and priorities. The UNJP focuses on improving formal and non-formal education, soft skills, volunteerism and entrepreneurial and business skills, it supports the “National Employment Policy” (2015-2025), “National Policy on Youth Development” (2011), “Industry development policy” (2015-2025) and also the “National TVET policy” (2017-2025) by contributing to achieving the goals respectively.

The national ownership remains solid and stable with the support of the Royal Government of Cambodia (RGC) fully behind the UNJP, but the sustainability of the programme is not assured yet. The high-level participation of MLVT through its minister at the steering committee is a proof of the high commitment of the Royal Government of Cambodia. Also, MoEYS, MoT and MEF show commitment and are satisfied with the governance structure of the UNJP. MLVT cooperates with ILO on the basis of the “Skills for Trade and Economic Diversification” (STED) programme and with the “Community-Based Enterprise Development” (C-BED) programme¹³. The NEA adopted the ILO manual in local training and rights at work. The MEF supports financing of VET / TVET through the “Skills Development Fund” as a stimulus to incentivize the private sector to provide training. MLVT and MoEYS jointly launched the “Basic Education Equivalency Programme” (BEEP) in August 2018 and already introduced it in two provinces with technical support from UNESCO. At the same time it still seems that the national ownership within the UNJP strongly depends on the support of the UN agencies and programmes. The first phase aims at grounding and consolidating initiatives to support young women and men in their quest for decent jobs and thereby did not yet focus on sustainably anchoring the results within the government system. In the medium-term it will get more important to orientate the programme towards structural changes and strengthen the capacity of the governmental entities.

UNJP involvement of private sector and youth still needs to be intensified. Through the support of UNDP the Young Entrepreneurs Association of Cambodia (YEAC) provides trainings, information, elaborates the “Investment Guidebook for Young Entrepreneurs” and conducts local conferences for youth. The Cambodian Federation of Employers and Business Associations (CAMFEBA) is part of many committees, including the National Training Board and part of a MLVT committee. CAMFEBA is involved in curriculum development with ILO and MLVT and MoT. Youth Centers provide trainings and facilitate young peoples’ access to information and education. Young people and volunteers are strongly committed to participate at activities and trainings facilitated by the UN agencies of UNJP. Nevertheless, increasing participation of youth and private sector in the design, implementation and monitoring of UNJP and coordination between relevant actors still can be improved. In the three provinces visited, no visible cooperation between Job Center, Youth Center, School and YEAC were observed. Representatives of the private sector not always have information about initiatives of UNJP and the opportunities they gain from participating and consulting with the programme. The volunteer facilitators of BEEP are often not sufficiently prepared for providing adequate career guidance. Involving these young people would need a stronger preparation for them.

¹³ The Community-Based Enterprise Development (C-BED) Programme is a low-cost training approach designed by ILO for helping entrepreneurs and micro-business owners to plan and improve their businesses.

5. Lessons learned and conclusions

The second phase of the UNJP can take advantage from the following lessons learned in the first phase:

- **The development of a “joint brand” will require a short, medium and long-term strategy.** The lack of a joint vision is mostly due to the fact that not all implementing UN agencies of the UNJP were involved in the design of outcomes and outputs of the programme. Managing a joint programme, which shows only the logo of the agency that leads the activity may furthermore hamper a joint brand. Developing a joint communication strategy under the UN Resident Coordinator Office may help to force the implementing agencies to align their activities stronger towards the outcomes and overall objective.
- The second phase of UNJP can only be planned with previously defined criteria for the eligibility of the participating agencies such as high level of contribution to youth employment and own programmes with own or third-party co-financing. The **co-funding eligibility criterium at the design phase of the UNJP created a patchwork of running activities** by the UN agencies included into the UNJP.
- **Flexibility is required in terms of the number of agencies participating at the second phase of the UNJP.** An increase of implementing agencies would not be an added value but rather increase coordination costs. The selection of implementing agencies for the second phase should be based on a common impact and results logic and include those agencies into the UNJP which clearly contribute to the objective of youth employment.
- **The design of several activities was supply-driven by the mandate of the different UN agencies instead of being developed towards the overall objective.** It is important to put more focus on producing outcome-oriented outputs jointly and less on conducting activities separately.
- **The modality of implementation of the program currently creates unnecessary transaction costs for the government,** when different agencies hold separate meetings with the same governmental entity.
- **There are good practices of VET and TVET, which can be used to formalize a dual system with the two learning venues: school and in-company training.** The trainings implemented by Friends International or the “Enterprise-Based Vocational Education” (EVE) programme implemented by Chip Mong Insee Cement Corporation and the National Polytechnic Institute of Cambodia (NPIC) provide good examples. It is important to assess all these experiences and create mechanisms for the further development and implementation of a Cambodian dual vocational education and training system.

- **The costs for paying extra classes at secondary schools is a significant factor towards drop-out of school.** It became clear that the practice of offering extra-classes at secondary schools paid by the students further increases poverty and youth unemployment and is a factor which needs to be taken into account by UNJP.

Based on all these findings, the review concludes:

- (1) **The program contributes to and promotes youth employment** to the extent that young women and men obtain opportunities to participate in formal and non-formal education, including technical and vocational training, receive training on basic business skills and entrepreneur development and have access to information about their rights at work.
- (2) By measuring how activities and outputs contribute to the outcomes and the overall objective "youth employment", the review obtained that there are activities contributing to achieving youth employment, but **there are also activities and outputs which do not contribute with the outcomes respectively, or which only contribute in a very indirect way** such as some activities of UNDP related to research at macroeconomic level and budget financing and UNV related to workshops on volunteering. If this situation remains during the second phase of UNJP, the effectiveness of the program may be at risk.
- (3) Some initial steps should be
 - i) the **formulation of SMART outcomes and SMART indicators**, allowing to assess if objectives have been achieved,
 - ii) the **definition of the number of implementing agencies** based on eligibility criteria related to youth employment,
 - iii) **stronger involvement of the private sector**, specifically the existing Sector Skills Councils, SMEs and the SDF by MEF and youth in planning of the second phase and implementation of UNJP,
 - iv) the further promotion of BEEP, VET/TVET programmes and LLS/Career Guidance and
 - v) **strengthening the role of the Resident Coordinator Office** in achieving a joint communication and a harmonized approach.
- (4) **The creation of a joint vision** is the result of a **participatory planning process**, which includes the formulation of
 - i) a joint **Theory of Change** with joint outcomes and outputs as well as
 - ii) a **common impact logic** that justifies why several agencies work together to achieve one overall objective.

6. Strategic recommendations for the second phase of UNJP

Research questions: How can the UNJP be improved? How can the risk of programme failure be reduced?

A. STRENGTHENING THE FOCUS ON YOUTH EMPLOYMENT (MORE EFFECTIVENESS)	
A.1	<p>Strengthening the support to strategic fields of the UNJP such as</p> <ul style="list-style-type: none"> - BEEP by: i) rolling-out BEEP national-wide, ii) strengthening facilitators to be able to provide career guidance, iii) improving the accessibility to BEEP for young people with disabilities and iv) promoting BEEP as a free of charge alternative to paid extra-classes in selected subjects. - TVET by (i) supporting trainings to enhance the quality of TVET trainers with focus on technical/professional, social and pedagogical skills, (ii) continue joint work with the private sector especially with the SSC and CAMFEBA in the development of national standards in the ongoing sectors including tourism and (iii) strengthening cooperation between the two learning venues of TVET (schools and companies). - Life skills should be supported in a manner to promote these skills in schools but avoiding a crowding out of basic school subjects from the school time.
A.2	Formulate measurable outcomes and indicators for the second phase. They should be specific, measurable, achievable, realistic and time-bound.
A.3	Define a leading agency per outcome , which coordinates the contributions of the different agencies.
A.4	Specify the age of the target group of the overall objective or at least the different outcomes. One possibility would be to define the target group as young people at age between 15 and 29 and restrict activities towards this target group. Another possibility would be to extend this target group by younger children to prevent their drop-out of school e.g. through career guidance and life skills.
A.5	Plan the 2nd phase of the UNJP jointly (with support from RCO or an external facilitator).
A.6	Develop a comprehensive Theory of Change based on the provided draft in the annex and develop a joint monitoring and evaluation framework to measure that outputs are used by the target group.
B. INCREASING THE EFFICIENCY OF THE INSTITUTIONAL SETTING	
B.1	<p>Limit the participating agencies to those with direct high contributions towards the overall objective. Define criteria for eligibility like:</p> <ul style="list-style-type: none"> - High level of contribution to youth employment. - Own programmes (not only activities or outputs). - Own or third-party co-financing.

	<p>Consider the following UNJP membership options:</p> <ul style="list-style-type: none"> - Option 1: ILO, UNESCO and UNIDO; - Option 2: ILO, UNESCO, UNIDO and partially UNICEF and UNV. <p>Develop a common impact logic that justifies why the selected agencies work together to achieve the overall objective of the UNJP.</p>
B.2	Intensify dialog with UNIDO , as this UN agency has currently running projects on skill development and youth and has available funding.
B.3	Transfer the task of a joint communication strategy and monitoring of a harmonized approach to the Resident Coordinator Office. Formulate Terms of Reference including financial modalities for this task.
B.4	Consider the option to include a representative from the private sector (from interested Sector Skills Councils) into the Steering committee as well as from the trade unions to strengthen their ownership and involvement in the UNJP.
B.5	Review the structure of the consultative group as it should have members at operational level and not be chaired by the same co-chairs of the steering committee. Consider to include a technical representative from MEF into the consultative group.
B.6	Introduce a rotation system for the co-chair function in the consultative group to encourage the ownership of the RGC. This could cover the representatives (at operational level) of the two or three ministries most involved in the UNJP (MLVT, MoEYS, MoT).
C.	DEVELOPING A JOINT BRAND OF UNJP
C.1	Develop a website for UNJP , including (i) the programme's description (SDGs and targets, deliverables and timeline, resources mobilized), (ii) a database of all activities attributed towards the objective of youth employment, (iii) a calendar of events, (iv) news archive.
C.2	Use „one“ UNJP or UN logo to guarantee joint visibility for all UN agencies as implementers and for SDC as co-financier.
C.3	Develop a joint communication strategy for UNJP towards the public and policy makers.
C.4	Improve communication by introducing monthly jour fixe of all involved agencies under the responsibility of the UN Resident Coordinator Office.
C.5	Provide a regular UNJP-newsletter (quarterly) to the public about running activities and results obtained.
D.	STRENGTHENING COOPERATION WITH GOVERNMENT, PRIVATE SECTOR AND YOUTH
D.1	Intensify the policy dialogue with MoEYS to take actions to disincentivize the practice of paid extra classes by school teachers (e.g. couple salary towards performance of pupils).

D.2	Conduct joint instead of separate meetings of the implementing UN agencies with governmental entities or define one agency as key account manager, to avoid transaction costs for the government.
D.3	Link the UNJP towards the new established „Skills Development Fund“ and „Entrepreneurship Development Fund“ by MEF.
D.4	Strengthen cooperation with Sector Skills Councils as they are important to engage the private sector and to determine the demand for skills in each sector. Focus more on participation of small and medium enterprises (SME) in the activities of UNJP.
D.5	Strengthen the cooperation among youth centers, job centers, YEAC and Khmer Youth Association at provincial level through the VET programmes of UNJP.
D.6	Involve youth representatives in the design of the second phase of UNJP.
D.7	Include career guidance for volunteer facilitators and registered students in the BEEP activities to better prepare them for their task.
D.8	Test roll-out options and assess binding constraints for TVET institutions before developing new competence-based curricula.
D.9	Strengthen capacities of governmental entities in order to assure the sustainability of the programme.

E.	CONSIDERING CROSS-CUTTING ISSUES
E.1	Ensure that people in remote areas without access to smart phone or computer as well as people with disabilities can access to BEEP.
E.2	Include barrier-free elements into BEEP for people with disabilities.
E.3	Collect disaggregated data by sex and age on beneficiaries to improve a gender-sensitive monitoring system.
E.4	Consider a conflict sensitive approach during the implementation of the second phase of the UNJP to avoid the possibility of discrimination towards a specific group and thereby nurture conflicts.
E.5	Be aware that new school activities in the regular school time can have the potential to crowd out the intensity of basic school subjects (mathematics, Khmer, chemistry, physics, biology).
E.6	Promote selected subjects of BEEP like mathematics and Khmer, as an alternative to paid extra classes at schools.

F.	ENHANCING ATTRACTIVENESS AND QUALITY OF TVET
F.1	Formalize and strengthen good practices of Dual VET / TVET.
F.2	Create mechanisms to strengthen the cooperation between learning venues (schools and companies).
F.3	Support training of teachers and trainers.
F.4	Establish criteria for VET trainers in companies.

ANNEX I:
Theory of Change

SDG 1

SDG 4

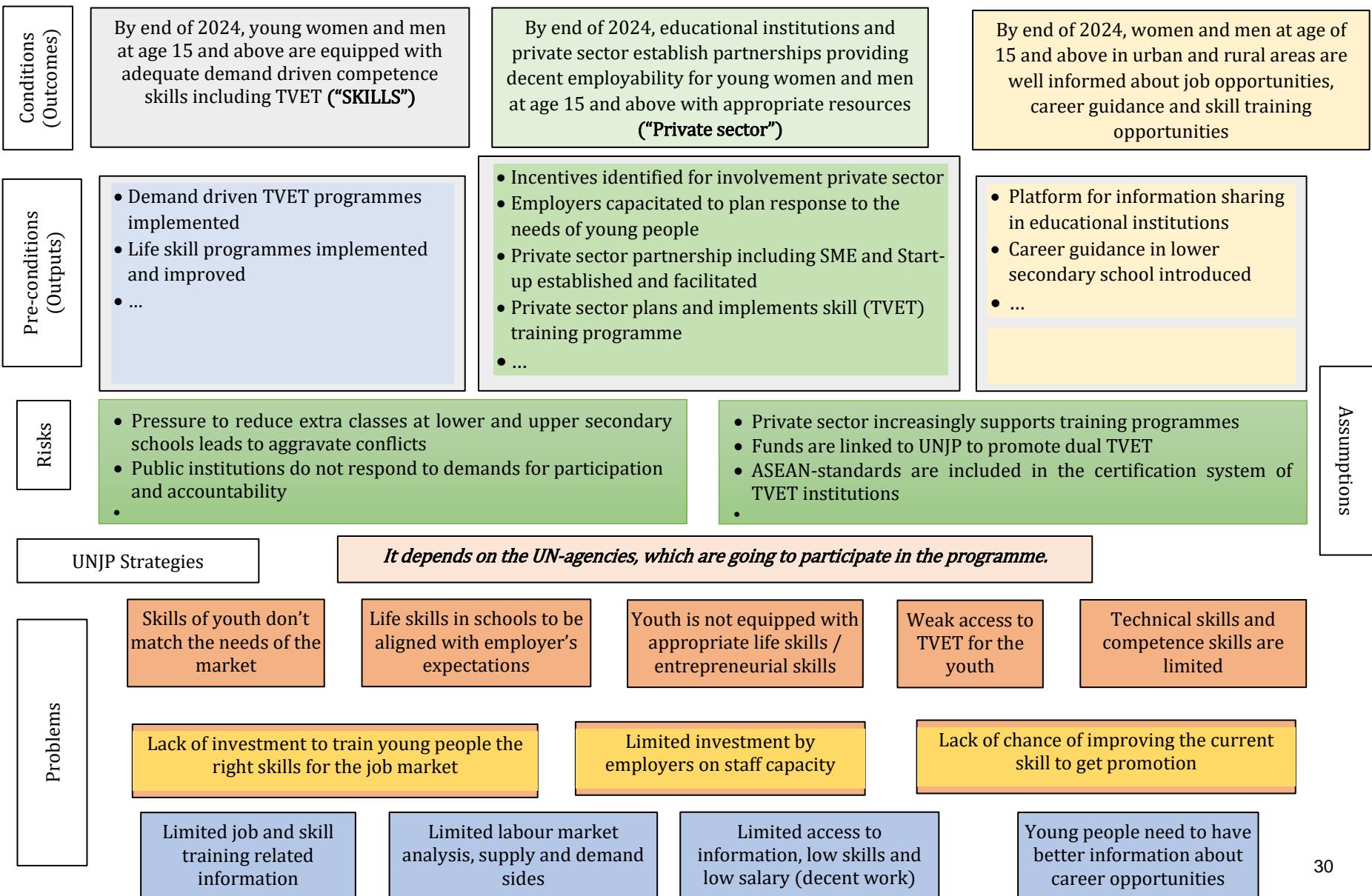
SDG5

SDG8

SDG9

SDG17

Young women and men at age 15 and above increasingly obtain decent and productive employment opportunities



Annex II: List of interviewees

Date	#	Institution/organization	Total	Female	Name and function of the interviewees
Phnom Penh					
14th March	1	ILO	4	1	Ms. Socheata Sou, Mr. Sophorn Tun, Mr. Rim, Mr. Julian (BKK office via Skype)
	2	RCO	3	2	Ms. Pauline Tamesis, Mr. Nimol, Ms. Anastasia Baskina
15th March	3	UNICEF	3	1	Ms. Natascha Paddison, Mr. Bunly, Mr. Chem Solin
	4	UNESCO	1	0	Mr. Santosh Khatri
	5	UNV	1	0	Mr. Clark
	6	UNDP	2	2	Ms. Amara Bou, Ms. Vathana Tep
18th March	7	UN-Agencies (workshop)	15	9	Representatives of all five UN-agencies
19th March	8	MLVT	12	0	H.E. Mr. Laov Him, DG, DGTVET; Mr. Teang Sak, Director, Department of Standard and Curriculum; Mr. Khim Yorm, Deputy Director, Department of Standard and Curriculum, Mr. Hing Sideth, Director and MLVT Advisor and eight other participants
	9	NEA	2	1	H.E Hay Hunleng, deputy director of NEA and 1 colleague
20th March	10	MoEYS	13	1	H.E. Ms Sroy Socheat, Director of Youth; Mr Chiv Ratha, Deputy Secretary-General of Cambodian National Council for Youth Development, Deputy Director-General of Youth, Ms Nuon Vansoeun, Deputy Director, Department of Vocational Orientation and ten other participants
	11	CAMFEBA	2	0	Mr Sar Kinal, Treasure of CAMFEBA, member of the Board, Managing Director of Aplus Consulting; Mr Muram, from Secretariat of CAMFEBA
	12	EuroCham	1	0	Mr Blaise Kilian, Executive Director

	13	MoT	3	2	H.E. Mr. Try Chhiv, Director of NCTP Secretariat and Director of Department of International cooperation and ASEAN and two other colleagues
	14	MEF / SDF	3	1	Mr. Cheak Kok Hong and two other colleagues
21 st March	15	NPIC	11	0	H.E. Muong Phasy, Vice President and 10 delegates from NPIC (Mr. Horchhong Chen, Dean of Faculty of Electricity)
	16	YEAC Phnom Penh	2	0	Mr Bun Sambath, General secretary, executive director; Mr Sim Chankiriroth, member of the Board of YEAC
	17	Finn Church Aid	1	1	Ms. Saara Lehmuskoski, Country Director
	18	UNIDO	3	0	Mr. Sok Narin, Country Director, Mr. Sin Kang, Project coordinator; Mr. Hak Sok Chea, National Project Coordinator
22 nd March	19	Don Bosco	1	0	Father Roel Soto, Rector
	20	Mith Samlang	4	1	Ms. Kirsty Miley, 3PC Technical Coordinator
	21	IOM	1	0	Mr. Akhara UY, National Project Officer
	22	Trade Unions	2	1	Ms. Heng Rithy, Union women worker; Mr. Sreang Narith, Cambodia Workers Economic Union Federation
SIEM REAP					
24 th March	23	National Youth Centre, BEEP registered students	3	1	Mr. Sieng Meng, 28 years/dropped grade 7; Ms. Sun Sreinith, 25 years/dropped grade 7; Mr. Chea Samnang, 16 years/dropped grade 7
	24	National Youth Centre, BEEP facilitators and coordinator	7	3	Mr. Bora, General Coordinator for Youth Volunteer on BEEP, and 6 volunteers
25 th March	25	National Youth Centre, Volunteers of com. entrepreneurship programme	4	2	Ms. Keo Cheata, Dancer and Singer; Ms. Reun Sarun, Admin and Librarian; Mr. Loem Paachhoun, student year 3 at university; Mr. Pronh Savanna, Tboktao (Khmer Boxing) Performer
	26	Job Center	2	0	Mr. Sean Sokhon, Director of Siem Reap Job Center, one other colleague
	27	Regional Polytechnic Institute	1	1	Ms. Phang Puthy, Director

	Techo Sen Siem Reap (RPITSSR)				
28	Trainees of Mith Samlang VET programmes and Manager	10	5	Mr. Boran Kira, 17 y/dropped G7/barber; Mr. Neang Chanon, 18 y/dropped G7/barber; Ms. Peun Chanroth, 22 y/dropped G6/sewing; Ms. Leum Thip, 19 y/dropped G6/sewing; Ms. Soun Ye, 19 y/dropped G9/beauty salon; Ms. Ra Sreileang, 19 r/dropped G9/beauty salon; Mr. Ouk Uy Hour, 19 y/dropped G7/motor repair; Mr. Sith Thea, 20 y/dropped G9/motor repair; Ms. Yang Sreinith, 17 y/dropped G8/cook; Mr. Soeun Seang Ek, 18 y/dropped G10/Service	
29	Mith Samlang / Friends International	8	3	Mr. Tho Maneth, Program Director; Ms. My Sameth, Social Worker; Ms. Ang Many, Social Worker; Mr. Chea Pheakdey, Teacher/trainer for Cook; Mr. Neng Nitheng, Teacher/trainer for barbershop; Mr. Deuk Sophoan, Small Business Officer; Ms. Chhen Boravy, Sewing; Mr. Mak Dyna, Counselor	
30	Horng Beauty Salon, Siem Reap(Enterprise employing graduates)	1	1	Ms. Lang Horng, owner of Horng Beauty Salon Shop in Siem Reap	
31	YEAC Siem Reap	2	0	Mr. Chhay Sopheap, Executive director, Mr. Set Ordam, Executive Officer	
26 th March	32	Aranh Raingsei Lower Secondary School, Siem Reap (school principal and teachers)	11	7	Mr. Proun Pronh, School Principal; Mr. Yung Hour, Officer of PoE-SR; Mr. Phoun Setha, teacher; Ms. Nhoun Sopheap, teacher; Ms. Proeun Chhay, teacher; Ms. Lem Ya, teacher; Ms. Vey Pisey, teacher; Ms. Try Chanra, teacher; Ms. Phoeung Rotha, teacher; Mr. Nob Sarat, deputy - school principal; Ms. Soun Sin, teacher
	33	Aranh Raingsei Lower Secondary School, Siem Reap (school support committee and parents)	7	3	Mr. Phat Phoeu, parent; Mr. Ros Vichhun, parent; Mr. Say San, SSC; Proeuk Thoeu, SSC; Ms. Soth Savun, parent; Ms. Oun Sam Oy, parent; Ms. Soeu Chhiet, parent

	34	Aranh Raingsei Lower Secondary School, Siem Reap (students)	18	13	6 students - grade 7; 3 students - grade 8; and 9 students - grade 9
KAMPONG THOM					
27th March	35	Kampong Thom Secondary School (Teacher and School Leaders)	6	2	Mr. Leang Houy, deputy school principal; Ms. Koy Kimleang, school principal; Ms. Kouch Sovannary, youth development; Mr. Hong Sakhon, youth development and 2 other colleagues
	36	Business owner "Sport Ware"	1	0	Mr. Sok Sovannara, Business Owener and teacher
	37	Kampong Thom Secondary School (Knowledge about Business (KAB), Teacher and students)	19	11	Mr. Brok Kimsrun, teacher "physic and KAB"; 18 students grade 11
	38	Organization for Disabled People Development, Kampong Thom	2	1	Mr. Pich Sovann, ED for ODPD; and Ms. Phum Sreipov, Accountant
KAMPONG CHAM					
28th March	39	Sambourmeas Secondary School, Kampong Cham	5	0	Mr. Vong Sarith, School Principal; Mr. Chot Kimsreang, Deputy School Principal; Mr. Chhoeung Soniroth, teacher-biology and KAB
	40	YEAC - Kampong Cham	6	5	Mr. Ly Ty, member of YEAC Board Kampong Cham; Ms. Nym Sreymom, YEAC Secretary; and 4 female student who benefit from YEAC workshop on business ideas
	41	Youth Center, PoE Kampong Cham	3	1	Mr. Heng Songeang, deputy officer of YC, Mr. Tin Chhunheng, Training Officer; Ms. Tey Anbonava, YC Officer
	42	Youth Volunteer, Youth Center Kg Cham	6	3	6 young volunteers (grade 12 and year 1 and year 3 university)
	43	Sabourmeas Secondary School, KAB activities	20	14	20 students from grade 11 taking part of the KAB classroom activities, facilitated by Mr. Chhoeung Soniroth (teacher)
Total		232	99		

Interview partner	SDC	UN-agencies in PP	Government	Private sector	Training providers	Trainees, graduates	Other projects
Annex III: Guiding questions							
1) To examine the relevance of the programme to the target groups							
To what extent are the objectives of the programme still valid?	x	x	x				
Are selected outcomes and strategies relevant? Do they contribute to achieve decent/productive employment for young people?		x					
What are the needs of young people in the area of decent and productive work and what are challenges they face?	x	x		x	x	x	
Do interventions of UNJP address the real needs of young people at the current labour market demand?			x	x	x		
Are young learners (in particular girls and women) satisfied with the UNJP supported measures?	x			x	x		
To what extent has UNJP contributed to addressing the challenge of labour market in terms of individual, structural, behavior and cultural changes?	x		x				
2) To assess the effectiveness of the outcomes and their respective outputs in the medium and long term							
To what extent are the objectives of UNJP likely to be achieved?		x	x	x			
Are current outputs contributing towards expected outcomes? Are the outcomes well focused to achieve the overall objective?	x	x					
What are facilitating and constraining factors for the achievement of the overall objective of the programme?	x	x	x	x			
Is the governance mechanism of the project effective? If so, why? If not, what should be further improved?	x	x	x	x			
To what extent has the UNJP managed to mitigate risks identified at the design stage? How are new risks (financial, institutional/governance, socio-political, environmental, industrial) identified and how are they addressed?	x						
3) To measure the efficiency of the institutional setting							
What are the comparative advantages and contributions of UN joining force vs efficiency gains and value for money, specifically in addressing the key strategic objectives of the future phase?	x	x					
Is it really necessary to have 5 UN institutions implementing the next phase?	x						
To what extent is the UNJP well-coordinated (communication, planning, budgeting, implementation, monitoring and reporting)?	x	x					
Is there a value added by engaging the complementary expertise of the different participating UN organizations?	x	x					
To what extent is the UNJP making progress in promoting synergies and coordination with other projects?	x	x	x	x	x		

Guiding questions	Interview partners						
	SDC	UN-agencies in PP	Government	Private sector	Training providers	Trainees, graduates	Other projects
To what extend has the UNJP reduced transaction costs of participating UN-agencies, government and donors as well as private sector?	x	x	x	x			
What is the complementary value of UNJP that can contribute and make different in addition to the other existing projects?		x					
Which partnerships should be more encouraged? And how should they be encouraged?	x	x	x	x			
What could have been, if the five UN-agencies didn't work together?		x					
What is the concrete contribution to youth employment by all the five participating UN entities individually and jointly?		x					
4) To consider equity, gender and human rights as well as conflict sensitivity as cross-cutting issues							
Does the programme meet the needs of young female learners? Which measures have been conducted?	x	x			x	x	
Does the programme have a CSPM approach? How is it being embedded?	x	x			x		
Are the interventions addressing the needs of the most disadvantaged and vulnerable? To what extent are equity considerations factored in the design and implementation?		x			x	x	x
How is the selection process of participants for the programme activities?		x	x		x		x
What are the reasons for drop-outs?		x	x	x	x	x	x
How is the composition of the training participants?		x	x		x		
What are gender specific challenges?		x			x	x	x
Are there risks for discrimination or conflict potential?		x	x		x		x
5) To measure the national ownership and the involvement of the private sector and the youth							
What is the level of contribution and ownership from government and private sector in the UNJP, including cost-sharing?	x	x	x	x			
What are strengths and weaknesses of UNJP from the perception of the government?			x				
What are the needs of the private sector and young people?				x	x	x	
What are reasons why companies and young people participate in the activities of UNJP?				x	x	x	

Guiding questions	Interview partners				
	SDC	UN-agencies in PP	Government	Private sector	Training providers
					Trainees, graduates
To what extent are employers engaged in the implementation of the project?	x			x	
What is needed to engage the private sector in a more systematic way to provide decent employment for young people?	x	x	x	x	x
How relevant are the contents of UNJP trainings for the private sector?				x	x
Is there a difference between UNJP trained workers and workers recruited from the external labour market?				x	x
What kind of skills and qualifications in the labour market does the private sector need?	x	x		x	x
What could increase the motivation of the private sector to provide (more) volunteer, apprenticeship and internship programs for young women and men?				x	x
To what extent are young people engaged in the implementation and monitoring of the project?	x				x
How have young people being contacted to participate in the activities of the program?	x			x	x
What should be done to allow youth to get continuous benefits from the programme?	x	x			x
What are the major factors influencing positive or negative youth participation in programme activities?	x	x		x	x

Guiding questions	Interview partners				
6) To formulate recommendations	SDC	UN-agencies in PP	Government	Private sector	Training providers
In the next phase, what are the key focus and strategic interventions of UNJP to promote the youth employment explicitly and visibly or to address the labour market challenges? Should the Theory of Change be introduced to 2 nd phase?	x	x			
Have the soft skills, including global citizenship education for sustainable development been institutionalized in the TVET programme?		x		x	x
How is the internal coordination and communication within the partner ministries? What are hampering and promoting factors?			x		
Who would be rather driving forces to promote the youth employment? What lessons and best practices can be drawn from interventions?		x	x	x	x
Is the steering structure of UNJP (structures and processes of communication and decision making) functional in terms of taking over responsibility, commitment and ownership?	x	x	x	x	
Is any theory of change or impact chain developed together with partners? How are impact chains being used?	x	x	x		

Annex IV: Terms of Reference

Title	Review of Phase 1 of the United Nations Joint Programme on Youth Employment (UNJP)
Duration of the programme phase 1	September 2017 to December 2019
Length of review	20 days, to begin in February and be completed by April 2019
Location	Phnom Penh, with some travel to the target provinces
Participating UN entities	ILO, UNDP, UNESCO, UNV and UNICEF

Introduction

To promote accountability, to enhance learning and documentation and to gain strategic advice, the Swiss Agency for Development and Cooperation (SDC), in collaboration with its partners (ILO, UNDP, UNESCO, UNV, and UNICEF), is commissioning a review of Phase 1 of the United Nations Joint Programme (UNJP) on Youth Employment. The Terms of Reference (ToR) set out the purpose and objectives, methodological options and operational modalities for two independent consultants (one international and one national). Findings and recommendations from this review will inform and feed the design of the second phase of the UNJP. The review is will be conducted from February to April 2019 with a duration of maximum 20 working days.

Background and Rationale

To address the critical issue of decent youth employment in the context of the rapidly growing, export-led Cambodian economy, the United Nations Joint Programme (UNJP) was designed, supporting the implementation of the Royal Government of Cambodia (RGC) Policies such as National Employment Policy, National Technical and Vocational Education and Training Policy, National Youth Development Policy and Industrial Development Policy. The UNJP focuses on facilitating young people's entrance to the labour force while reducing inequalities – particularly for disadvantaged and vulnerable groups- and ensuring young women and men are better able to meet labour market demand.

The UNJP intends to increase decent and productive employment opportunities for young job seekers through the generation of economic impact evidence for policy intervention and skills training, including life skills, entrepreneurship, skills training and volunteerism, as well as promoting their rights at work. The UNJP will mainly contribute to the implementation of the United Nations' 2030 Agenda and in particular, that of Goal 8 to promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.

The UNJP is a partnership between the United Nations system¹⁴ and SDC. It is foreseen to implement it in three successive phases. The review will look at the completed first 16 months of the Phase 1 (September 2017 to December 2018). The first phase aims at grounding and consolidating initiatives to support young women and men in their quest for decent jobs. The design of the second phase (January 2020 to 2024¹⁵)

¹⁴ Five participating UN entities: ILO (convening agent), UNDP, UNESCO, UNICEF and UNV with overall coordination from UNRCO.

¹⁵ Exact timing of commencement and duration to be confirmed.

will commence in early 2019. The review shall be forward-looking and provide future strategic direction for the design of the 2nd phase based on the lessons learnt from the first phase.

Three interrelated outcomes, outlined below, have been developed during the first phase and each is supported by a sub-set of outputs and actions. Ultimately, the success of the joint programme will be measured against its ability to meaningfully contribute towards the expected results and the achievement of the development objective where “*young women and men increasingly obtain decent and productive employment opportunities*”.

Outcome 1: Young women and men access quality formal and non-formal education including volunteerism to develop relevant technical and vocational skills;

Outcome 2: Young women and men, both in-school and out-of-school, are equipped with adequate entrepreneurial and business skills to create and develop sustainable enterprises; and

Outcome 3: Young women and men benefit from a better condition and fair treatment at work.

Following 16 months of UNJP implementation, it is important to take stock of implementation progress and challenges, to draw some lessons thus better informing the design of the subsequent phase.

Overall Objective

The proposed external review shall seek to determine the extent to which the UNJP has promoted and contributed to youth employment, its effectiveness and the programme implementation strategies and coordination arrangements. The review will also look if the approach of the project has enhanced synergy, youth participation, national ownership and private sector involvement. The review will generate important findings, conclusions, lessons learnt and recommendations that can then be used to design the 2nd Phase. Furthermore, it will have look at the institutional setting, its efficiency and the contribution of each of the partners towards the implementation of the three outcomes.

Specific Objectives¹⁶

1. To examine the UNJP and the extent to which it meets the needs of young people (in particular girls and women) in the area of decent and productive work (relevance)
2. To assess how well the UNJP outcomes and strategic interventions, contribute to promote youth employment. Which strategic interventions are more directly relevant to the youth employment (effectiveness) in the medium and long-term.
3. To measure the comparative advantage and arrangement of the joining force of 5 UN agencies to achieving the expected results, including implementation modality (Efficiency)
4. To make strategic recommendations that will feed into the design of subsequent phase of the UNJP, using findings, conclusions and lessons learnt.
5. Develop proposals for a further strategic enhancements and increased synergies within the Skills Development Domains of SDCs programme.

Scope of the Review

The external review of the UNJP will cover all the three outcome areas as articulated in the results and monitoring framework and will cover the first 16 months (September 2017 to December 2018) of implementation. Through a forward-looking approach, the review will assess progress and approaches towards achievement of the expected results, clearly identify facilitating and constraining factors, as well as assess the concrete contribution to youth employment made by all the five participating UN entities

¹⁶ See Annex 1 for list of potential questions that could be asked.

individually and jointly. The review will also look at the result chain from a Theory of Change perspective in terms of goal, outcome, outputs and strategies toward youth employment and suggest potential a potential theory of chain covering all interventions for the next phase. Attention will also be given to the relevance of UNJP to national and United Nations strategies and policies. The review will also carefully consider equity, gender and human rights as well as conflict sensitivity as cross-cutting considerations. This will help to identify gaps and make relevant recommendations to improve UNJP processes to better deliver results for young women and men in a more coordinated and collaborative manner.

Methodology

- Desk review of project documents, progress reports and meeting minutes;
- Key information interviews with relevant duty-bearers (i.e., Government officials, UN agencies, SDC and other development partners (i.e. ADB), training providers, business associations, employers) and rights holders (youth of different profiles (i.e., gender, geographic locations, socioeconomic status) as beneficiary groups of the project);
- Project site visits;
- Workshop.

Deliverables and Timeframe

Deliverables	Deadline	Days intl. expert	Days national expert
MTR concept delivered to SDC - Review of relevant documents - Collect and review the relevant government strategies in the field of TVET and labour markets - Prepare and present concept for the MTR - Incorporate feedback from SDC to finalize the concept	25.02.19	3	3
Preparation of Review mission Collect primary and secondary data relevant to UNJP			2
Review mission in Cambodia - Analyse data relevant to UNJP - Conduct consultation meeting, interview both at national and sub-national level - Facilitate and present the findings of the MTR to SDC and the involved UN agencies		12	12
Draft MTR report Elaborate draft MTR report	30.03.19	3	3
Final MTR report Finalize the MTR report, incorporating the feedback from stakeholders, especially from SDC.	20.04.19	2	
Total		20	20

The MTR of the UNJP will be done in parallel with the MTR of the Skills Development Project (SDP). If possible, the two reviews will be done by the same team, but based on separate ToRs. If this is the case, several tasks between the two can be combined, resulting in a lower number of total day for the two assignments.

Note for deliverables:

1. Concise MTR concept outlining the review scope and methods, review objectives and questions, potential respondents, sampling and information sources, deliverables and work plan, report outline and desk review;
2. A succinct but comprehensive narrative report (<30 pages including annexes) covering the executive summary (<2-3 pages, in English); background; review methodology; findings; conclusions and concrete recommendations for the design of the second phase; and annexes (UNJP Log Frame or Theory of Change, ToR, interview tools, list of interviews, documents reviewed).

Management and Reporting Arrangements

This review is commissioned and will be managed by the Swiss Agency for Development and Cooperation (SDC) Phnom Penh, in collaboration with the ILO and other participating UN Agencies.

Minimum Qualifications and Experience of the Consultants (one international and one national))

The review will be conducted by engaging one international and one national consultant that should jointly bring the following competences:

- Holding an advanced university degree (Masters or higher) in international development, public policy, development economics or similar, including knowledge of youth programming;
- Having extensive consulting experience with an excellent understanding evaluation principles and methodologies, including capacity in an array of qualitative and quantitative methods;
- Having extensive experience in planning, implementing, managing or monitoring and evaluation, preferably in the youth employment sector;
- Bringing a strong commitment to delivering timely and high-quality results, i.e., credible reports that are used for improving strategic decisions.
- Having in-depth knowledge of the SDC/UN's human rights, gender equality and equity agendas, and of conflict sensitive programme management;
- Having a good leadership and management track record, as well as excellent interpersonal and communication skills to help ensure that the review is understood and used;
- Sound knowledge on the UN system and the different UN agencies is highly desirable;
- Specific experience of youth programming is strongly desired;
- Have extensive experience in assessing TVET programmes, and have solid knowledge of the dual vocational training system;
- Previous experience of working in an East Asian context is desirable, together with understanding of the Cambodian context and cultural dynamics;
- Ability to concisely and clearly express ideas and concepts in written and oral form as well as the ability to communicate with various stakeholders in English; the national consultant should be proficient in Khmer.

Applications

Interested candidates are kindly requested to send the following documents to the Swiss Agency for Development and Cooperation (SDC) via e-mail at va.ros@eda.admin.ch

1. Letter of interest with indication of applicant's ability and availability and for which role (international or national)
2. CV or resume;
3. 1-2 reports of similar assignments, and
4. Financial proposal (fees, traveling, workshop and other costs). Please see the budget template.

Please note that the travel costs shall be calculated based on economy class fare regardless of the length of travel; and costs for accommodation, meals and incidentals. Costs will be formulated in US\$.

Applications must be received by 15 February 2019.

ANNEX 1: LIST OF SOME POTENTIAL REVIEW QUESTIONS

1. Are selected outcome and strategies relevant and contribute to achieve the desired change for likelihood of having impact on decent and productive employment for young people? Do interventions address the real needs of young people at the current labour market demand?
2. To what extent has UNJP contributed to addressing the challenge of labour market in term of individual, structural, behaviour and cultural changes?
3. Are the interventions addressing the needs of the most disadvantaged and vulnerable? To what extent are equity considerations factored in the design and implementation?
4. To what extent is the UNJP making progress in promoting synergies and coordination with other projects, for example, ADB, SDC projects?
5. What is the level of contribution and ownership from government and private sector in the UNJP, including cost-sharing? What should they invest more?
6. Is the governing governance mechanism of the project effective? If so, how? If not, what should be further improved?
7. Are current outputs contributing towards expected outcomes? What constraints are being experienced and to what extent are they hampering achievement of expected results?
8. What challenges are being experienced to the desired change? Who would be rather driving forces to promote the youth employment? What lessons and best practices can be drawn from interventions?
9. To what extent has the UNJP managed to mitigate risks identified at the design stage? How are new risks (financial, institutional/governance, socio-political, environmental, industrial) identified and how are they addressed?
10. To what extent are the young people, employers and national partners engaged in the implementation and monitoring of the project?
11. What are the comparative advantages and contributions of UN joining force vs efficiency gains and value for money, specifically in addressing the key strategic objectives of the future phase? Do we really need 5 UN institutions to implement the next phase?
12. To what extent is the UNJP well-coordinated in terms of communication, planning, budgeting, implementing, monitoring and reporting? Is there value added by engaging the complementary expertise of the different participating UN organizations?
13. To what extent has the UNJP reduced transaction costs of participating UN organizations, Government and donors as well as private sector?

14. Does the programme have a CSPM approach? How is it being embedded?
15. Has the soft skills, including global citizenship education for sustainable development been institutionalized in the TVET programme?
16. What is the complimentary value of UNJP that can contribute and make different in addition to the other existing projects?
17. In the next phase, what are the key focus and strategic interventions of UNJP to promote the youth employment explicitly and visibly or to address the labour market challenges? In addition, should the Theory of Change be introduced to 2nd phase?

ANNEX 2: LIST OF RELEVANT UNJP DOCUMENTS AND REPORTS SHARED WITH CONSULTANT

1. UNJP programme document
2. UNJP results and monitoring framework
3. UNJP Year 1 and year 2 Work plans
4. Progress reports
5. Steering committee minutes
6. Key events or workshop reports
7. National Employment Policy
8. National Youth Policy
9. National TVET policy
10. Industrial Development Policy
11. UNDAF 2016-2018
12. Final draft UNDAF 2019-2023
13. SDC Mekong region strategy 2018-2021