



REVIEW

DECENT EMPLOYMENT FOR YOUTH IN CAMBODIA (DEY II) 1 JANUARY 2020-31 DECEMBER 2023

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FINAL DRAFT REPORT

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Acronyms

ADB	Asian Development Bank
ASEAN	Association of Southeast Asian Nations
BEEP	Basic Education Equivalency Programme
CAMFEBA	Cambodian Federation of Employers and Business Association
C-BED	Community-Based Enterprise Development
CBCs	Competency Based Curriculums
DCD	Department of Curriculum Development
DEY II	Decent Employment for Youth programme, phase II
DGTVE	Directorate General of Technical and Vocational Education and Training
DGY	Directorate General of Youth
DIT	Department of Information Technology
EHT	École d'Hôtellerie et de Tourisme Paul Dubrule
FLP	Factory Literacy Programme
ILO	International Labour Organization
ITC	Institute of Technology of Cambodia
ITI	Industrial Technical Institute
KAB	Know About Business
KE	Khmer Enterprise
LMS	Learning Management System
LMI	Labour Market Information
M&E	Monitoring and Evaluation
MEF	Ministry of Economy and Finance
MISTI	Ministry of Industry, Science, Technology and Innovation
MoEYS	Ministry of Education, Youth and Sport
MLVT	Ministry of Labour and Vocational Training
MoT	Ministry of Tourism
MSME	Micro, Small and Medium Enterprises
NEA	National Employment Agency
NGO	Non-Governmental Organization
NPIC	National Polytechnic Institute of Cambodia
NTTI	National Technical Training Institute
PUNOs	Participating UN Organizations
PSE	Pour un Sourire d'Enfant
RGC	Royal Government of Cambodia
RPL	Recognition of Prior Learning
SDC	Swiss Agency for Development and Cooperation
SDF	Skills Development Fund
SDGs	Sustainable Development Goals
SOPAC	Standard Operating Procedures on Apprenticeship in Cambodia
SOPs	Standard Operating Procedures
ToT	Training of Trainers
TVET	Technical and Vocational Education and Training
UN	United Nations
UNCT	United Nations Country Team

UNESCO	United Nations Educational, Scientific and Cultural Organization
UNDAF	United Nations Development Assistance Framework
UNICEF	United Nations Children’s Fund
UNIDO	United Nations Industrial Development Organization
UNSDCF	United Nations Sustainable Development Cooperation Framework
VOD	Vocational Orientation Department
WE Act	Women Entrepreneurs Act project

Executive Summary

The Decent Employment for Youth in Cambodia (DEY II) is in its fourth year of its second phase. It is a joint programme implemented by four Participating United Nations Organisations (PUNOs), namely ILO (also the administrative and convening agency); UNESCO; UNICEF and UNIDO. The key partners include the Ministry of Labour and Vocational Training (MLVT); the Ministry of Education, Youth and Sport (MoEYS), the Ministry of Tourism (MoT), the Ministry of Economy and Finance (MEF), Ministry of Industry, Science, Technology and Innovation (MISTI), Cambodian Federation of Employers and Business Associations (CAMFEBA), Trade Unions, and youth-led organisations.¹

The review aims to contribute to the collective learning process among the core DEY II stakeholders. The review is informed by a desk review and a field visit conducted in March 2023 to collect qualitative data via key informant interviews and focus group discussions conducted in Phnom Penh and Siem Reap, as well as in Battambang, Kampong Thom, and Banteay Meanchey. An internal Documentation and Learning Report² was executed shortly before the review, which sought to gather key project developments and learnings from the perspective of PUNOs and a range of national stakeholders. This aimed to stimulate reflection and dialogue among PUNOs in particular, to inform the current phase of DEY for the purpose of knowledge management and to inform thinking on future programming and cooperation. This process has provided a helpful contribution to the independent review, including for validation and triangulation purposes. The Documentation and Learning Report was used to verify what key informant interviewees and focus group discussants stated in interviews conducting during the review mission in March 2023.

Regarding relevance, the review found that DEY II was highly relevant in the context of Cambodia's recovery from pandemic, Pentagon Strategy (jobs and skills), impacts from youth employment perspective of climate change, rapid technological change. Moreover, it was relevant to RGC's policies and plans (Rectangular Strategy IV, National Employment Policy, National TVET Policy, National Youth Development Policy). In addition, it was relevant to strategic priorities of SDC's inclusive economic development portfolio (quality youth employment).

With respect to effectiveness, stakeholder feedback viewed the achievement of results by DEY II positively in the context of the project's results framework, despite the severe constraints and related adjustments triggered by the COVID-19 pandemic. The long term shift to digital learning platforms and blended learning approaches which was triggered by the pandemic response was a positive outcome of the crisis, and now forms an important basis for increased outreach and inclusion. In terms of the DEY II Steering Committee, the review found that the high level government representation was a positive aspect. However, there is room for improvement with respect to strategic policy engagement and a more inclusive and participatory youth voice within this body. Regarding the quality of the youth participation, there was some input to the DEY II design process. On the other hand, this review found a need to engage youth in a more systematic way, including at provincial level, by meaningfully and effectively reaching out to target groups. Jointly the PUNOs bring the comparative advantages of the UN system to the programme, such as its normative, convening and catalytic roles (rather than hands on delivery roles), its ability to engage with government at

¹ United Nations (2019), Joint Programme Document – Decent Employment for Youth in Cambodia (DEY), Phase Two: 2020-2023.

² Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia.

senior levels, and its policy and technical expertise. There are positive examples of effective leveraging of private sector contribution and additional donor funding.

Regarding efficiency, the review found that jointly the PUNOs bring the comparative advantages of the UN system to the programme, such as its normative, convening and catalytic roles, its ability to engage with government at senior levels, and its policy and technical expertise. Moreover, a majority of stakeholders assessed the performance of the secretariat very positively, including its coordination, communications, facilitation and advisory role during the pandemic period. However, a significant majority fed back that there is considerable scope for improving efficiencies through streamlining donor/secretariat/PUNO interactions. It was suggested that it would be helpful to constructively come to an agreement about what is expected - what the donor is looking for, what PUNOs can deliver - through designing a template together. An online system could be set up with template, tables, reporting, progress re outputs etc so everyone knows what is expected and there is transparency. For example, the Qualtrics software package is used in some UN M&E approaches and could be explored for use in DEY II and III. Overall the transaction costs for DEY II are high. This is partly because the joint programme coordination is complex; the secretariat needs to coordinate with 4 PUNOs, the UNRC, SDC, MLVT, plus Steering Committee coordination involving these stakeholders plus MOEYS, CAMFEBA, youth representatives. In addition, each individual PUNO has many teams to coordinate internally. One stakeholder suggested that this perspective could be balanced by analyzing the context of benefits of the joint programme which include bringing different stakeholders together, including the UN agencies, ministries, private sector and civil society. A number of solutions are proposed to address efficiency factors of DEY II, including adding to the secretariat a part time national M&E officer and a part time national Communications officer.

The review found that overall impact is a work in progress, although there are some good indications of achievement to date, which lay good foundations for impact in specific areas. Examples include more young women and men with improved employment prospects as a result of increased access to in- and out-of-school skills development, opportunities to become entrepreneurs, and increased access to services to help youth make employment decisions. Key informants highlighted impact as an area needing a much more systematic focus and documentation in DEY III, including in the design of the results framework. A suggestion included strengthening strategic dialogue and collaboration with other key players as identified in the Stakeholder Survey and Analysis conducted in 2021. Regarding measurement of impact, it would be good to consider inclusion of an impact assessment baseline study in the design of DEY III.

Likewise, the review found that sustainability, national ownership, and institutional strengthening are also works in progress. Positive aspects to highlight in this regard include the Royal Cambodian Government's participation in the DEY II Steering Committee and collaboration with the programme at all levels, including with respect to coaching and capacity building of people. However, stakeholder feedback was that there is still a tendency for national partners to see particular components of the programme as being primarily a UN initiative, even when these have been embedded within national frameworks and have already received a degree of national budget support. Suggestions for improvement include (i) bringing an exit strategy perspective to the DEY III design process; (ii) working towards a progressive increase of the national budget funding in DEY III (currently 8.91% of DEY budget), in programme initiatives that may include Know About Business, BEEP, FLP, Local Life Skills Education, Youth Rights @ Work, career guidance, and C-BED; and (iii) for the Royal Cambodia

Government to take over the lead from PUNOs of DEY interventions, demonstrating ownership and a progressive decline in reliance on outside input.

Concerning inclusion, the review found that gender equality and Leaving No One Behind (LNOB) have been factored into the design to a moderate degree. With respect to implementation of gender equality, DEY II has systematically reached out to vulnerable young women. Implementation of LNOB has been good regarding youth in rural areas, informal work, and potential youth labour migrants. However, it has been harder to access youth with disabilities, lesbian, gay, bisexual, queer, trans and intersex (LGBTQI) youth, and youth living with HIV/AIDS, including because of societal stigma. Notwithstanding, DEY II partner, *Ecole d'Hotellerie et de Tourisme* (EHT) Paul Dubrule, has been implementing a successful pilot to strengthen inclusion of young women and men with disabilities in tourism sector training through a partnership with the school for vision impaired. DEY II could now improve the quality of youth participation, targeting left behind priority groups. With respect to monitoring, DEY II has been commendably meticulous with its sex disaggregation. However, there has been near absent LNOB disaggregation, and there is scope for deeper attention to gender and LNOB analysis in programme documentation.

A rich and diverse documentation is presented in this report of lessons, challenges and project success factors as observed and experienced by the consulted stakeholders. These provide a strong basis for strengthening ongoing joint planning and achievement in the remaining period of DEY II and for the design of DEY III. The following are a selection of key recommendations made by this review: (i) increase meaningful youth engagement and participation; (ii) leverage digitalization to increase outreach and inclusion (digital access, digital learning platforms, digital skills) as a key modality for increasing decent employment for youth; (iii) leverage reputation and quality of programme partners to encourage good employer principles as a key element of decent employment for youth; (iv) continue to build on, strengthen and make explicit the underlying life-cycle approach, emphasizing 'integrated approaches'; (v) continue the emphasis on bridging informal and formal pathways to decent employment for youth; (vi) strengthen the focus on the decent work aspects of jobs that youth move into from DEY-supported training programmes and initiatives; (vii) promote internships, on-the-job training, and job placement for disadvantaged youth, including youth with disabilities; (viii) deepen, expand and engage systematically with the private sector; (ix) continue to strengthen the "jointness" aspect of the programme.

1. Review background

1.1 Context

Cambodia has the 4th largest youth population in the South-East Asia region. 70% of youth aged 15-29 were economically active in 2019. To achieve long-term development goals, Cambodia needs to create decent work for 160,000 young women and men who enter the^[1] job market each year. However, Cambodia's youth face many challenges in the labour market including: 1). Limited access to education and skills training, 2). Low quality and vulnerable employment,^[2] 3). Limited opportunities and support for entrepreneurship, and^[3] 4). Risk of exploitation and abuse for youth who migrate for work.³

DEY II is jointly implemented by four United Nations agencies, namely ILO (also the administrative and convening agency); UNESCO; UNICEF and UNIDO. The key partners include the Ministry of Labour and Vocational Training (MLVT); the Ministry of Education, Youth and Sport (MoEYS), the Ministry of Tourism (MoT), the Ministry of Economy and Finance (MEF), Cambodian Federation of Employers and Business Associations (CAMFEBA), Trade Unions, and youth-led organisations.⁴

The programme supports young women and men in Cambodia to increasingly obtain decent and productive employment opportunities by ensuring that they are better able to meet labour market demand and are prepared for quality employment. This goal is supported by three outcomes: (1) Young women and men in Cambodia have demand-driven skills and competencies, including soft; life; green and digital skills, which are relevant to current and future labour market needs; (2) Young women and men in Cambodia have adequate entrepreneurial capacity and increasingly access business development services; and (3) Young women and men in Cambodia are able to make career decisions based on relevant knowledge and support services for decent and productive employment.⁵

By December 2023, the programme aims to have assisted 3,000 young women and men to obtain employment/self-employment, including 1000 in formal employment and 200 in self-employment (50% female). An overall total of 170,900 youths (50% female) will directly benefit from the industry-driven skills and competencies development, basic education equivalency and literacy in factory, entrepreneurship and enterprise development training and support, employment services, and youth rights at work education and awareness raising programmes, offered by DEY II.⁶

To maximize impact and substantive cooperation, the DEY II is focusing on four sectors: Tourism, agro-business, construction and manufacturing. While the policy and system support are benefiting target institutions and groups nationwide, DEY II's implementation focuses in Phnom Penh and Siem Reap and their provincial clusters, including Kandal; Takeo, Kampong Speu; Kampong Cham; Kampong Thom; Battambang and Banteay Meanchey.⁷

³ United Nations (2019), Joint Programme Document – Decent Employment for Youth in Cambodia (DEY), Phase Two: 2020-2023. DEY II, Communications Note, undated.

⁴ United Nations (2019), Joint Programme Document – Decent Employment for Youth in Cambodia (DEY), Phase Two: 2020-2023.

⁵ United Nations (2019), Joint Programme Document – Decent Employment for Youth in Cambodia (DEY), Phase Two: 2020-2023. . Clarke, D (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (Phase 2): A Joint Programme of the UN in Cambodia.

⁶ United Nations (2019), Joint Programme Document – Decent Employment for Youth in Cambodia (DEY), Phase Two: 2020-2023. . Clarke, D (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (Phase 2): A Joint Programme of the UN in Cambodia.

⁷ United Nations (2019), Joint Programme Document – Decent Employment for Youth in Cambodia (DEY), Phase Two: 2020-2023. . Clarke, D (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (Phase 2): A Joint Programme of the UN in Cambodia.

The committed budget for DEY II in the period 2020-2023 is \$9.26 million USD. This consists of a \$4.06 million USD contribution by SDC and \$5.20 million USD in parallel funding from PUNOs, various donors, government and private sector.⁸

1.2 Review background

This is an independent review of DEY II. Its purpose is to assess the relevance, coherence, effectiveness, efficiency, impact and sustainability of DEY II. It aims to examine the extent to which DEY II's interventions have promoted and directly contributed to pathways to decent employment for youth. It documents key findings and lessons, identifies challenges, good practices and synergies, and draws conclusions and recommendations to inform the remaining implementation of DEY II and the design of the third phase of the programme.

The review covers all three outcome areas of DEY II and the first 36 months (January 2020 to December 2022) of implementation. The geographical scope of the review is country wide, aligned with the scope of the programme, i.e. generally limited to Phnom Penh and Siem Reap, and the surrounding provinces where project activities were carried out. As cross cutting themes, the review analyses integration of gender mainstreaming, disability inclusion, international labour standards, social dialogue, and environmental sustainability, as well as contribution to the SDGs and COVID-19 response. This review is carried out over 47 working days from 13 February to 19 May 2023.

The primary clients of the review are the DEY Secretariat, participating UN organisations (PUNOs), key ministries, social partners, CSOs, and the SDC as a major donor. Secondary users include other units within PUNOs that may indirectly benefit from the knowledge generated by the review. Other potential donors may also be interested.

1.3 Methodology

The review addresses OECD/DAC evaluation criteria, including:

- **Relevance:** The extent to which the intervention objectives respond to beneficiary, global, country and partner/institution needs, policies and priorities and continue to do so if circumstances change
- **Coherence:** The compatibility of the intervention with other interventions in a country, sector or institution.
- **Effectiveness:** The extent to which the intervention achieved, or is expected to achieve, its objectives and results, including any differential results across groups.
- **Efficiency:** The extent to which the intervention delivers or is likely to deliver results in an economic and timely way
- **Impact:** The extent to which the intervention has generated or is expected to generate significant positive or negative, intended or unintended higher level effects
- **Sustainability:** The extent to which the net benefits of the intervention continue or are likely to continue
- **Gender, human rights and LNOB:** the review integrates gender equality, human rights and LNOB as cross-cutting concerns throughout its methodology and all deliverables.

⁸ DEY II (November 2022), Revised Programme Budget. United Nations (2019), Joint Programme Document – Decent Employment for Youth in Cambodia (DEY), Phase Two: 2020-2023.

The key evaluation questions, as drawn from the Terms of Reference, are contained in the Review Matrix (Annex 3).

The review has used a mix of data sources collected through multiple methods. This has included primary data which was collected directly from stakeholders (Annex 2) about their first hand experience with the intervention during a two week mission in March 2023. This data was collected through key informant interviews, focus group discussions with programme beneficiaries, and some observation. It also included secondary data consisting of documentary qualitative and quantitative evidence that has direct relevance for the review, such as nationally and internationally published reports, programme documents, monitoring reports, previous reviews, country strategic plans, and research reports (Annex 1). This data was collected through a desk review of programme documents and other relevant materials. It has been used to verify qualitative data gathered directly from stakeholders. Data analysis has used triangulation where possible. Triangulation facilitates validation of data through cross verification from more than two sources. It tests the consistency of findings obtained through different instruments and increases the chance to control or assess some of the threats or multiple causes influencing the results. purposes.

Figure 1: Internal Documentation and Learning Report

An internal Documentation and Learning Report⁹ was executed shortly before the review by an external consultant, which sought to gather key project developments and learnings from the perspective of PUNOs and selected national stakeholders. This aimed to stimulate reflection and dialogue among PUNOs in particular, to inform the current phase of DEY for the purpose of knowledge management and to inform thinking on future programming and cooperation. This process has provided a helpful contribution to the independent review, including for validation and triangulation purposes. The Documentation and Learning Report was used to verify what key informant interviewees stated in interviews conducting during the review mission in March 2023. The consultations for the Documentation and Learning Report were conducted during December 2022 and February 2023. In addition to the PUNOs, selected core government partners, one TVET institute partner, and two parallel projects contributing to DEY II programme resourcing and results were interviewed. National stakeholders interviewed included the Ministry of Education (four Departments), Ministry of Economy and Finance (Khmer Enterprise), Ministry of Tourism, Ministry of Labour and Vocational Training (eight Departments), and Ecole d’Hotellerie et de Tourisme Paul Dubrulle (TVET institute partner). This review has interviewed similar stakeholders to the Documentation and Learning Report, as well as the principal donor, private sector and civil society partners, and additional TVET institutes. Moreover, focus groups were held with programme beneficiaries in five provinces. The Documentation and Learning Report covered similar issues to many of the key evaluation questions (18/35) in this review. This review largely concurs with the Documentation and Learning Report findings and recommendations, recognising the more limited nature of its consultation process. The Documentation and Learning Report has been used as a resource including in order to triangulate data from key informant interviews, written inputs by key informant interviewees, the desk review, and focus group discussions. Moreover, the review requested written inputs from PUNOs and other stakeholders to supplement primary data collected during key informant interviews; the Documentation and Learning Report thus provides another

⁹ Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia.

source of written inputs summarising feedback from PUNOs and government stakeholders. It is acknowledged that the external review would not have been possible in the allocated time frame without the Documentation and Learning Report.

Stakeholder participation has been ensured through the following:

- formal consultations at the outset of the review
- their review of the draft review report
- their input on the final review report
- consultations with women, men, girl and boy stakeholders
- interviews with direct recipients of programme services, including relevant ministries, social partners, private sector and youth
- interviews with key programme staff and PUNOs, and technical staff at regional and headquarters levels
- focus group discussions with programme beneficiaries of the selected activities, including youth
- interview with SDC.

This review is summative and relies on both quantitative and qualitative approaches to seek and triangulate responses to review questions and fulfill its purpose. The review is carried out in line with the norms, standards and ethical safeguards as elaborated upon in the document “Standards for Evaluation in the UN System”, United Nations Evaluation Group, 2016.

The review is potentially limited by the large geographical coverage of programme implementation, which takes place across nine provinces. The Terms of Reference allocated two weeks for the mission. The review team visited the two provinces where the main programme activities took place, namely Phnom Penh and Siem Reap, as well as Battambang, Kampong Thom, and Banteay Meanchey provinces, as secondary focused locations.

Another potential limitation is the respective timings of the final draft review report (May 17, 2023) and the submission to the donor of the 2022 Annual report (still pending). The matrix of results is included as an Annex to this review. However, remaining annual report 2022 data has not been included.

2. Key review findings

The findings summarized below follow the criteria and questions set out in the review Terms of Reference.

2.1 Relevance

2.1.1 Are the selected strategic interventions and outcomes relevant to or addressing the labour market demands and youth employment, the real needs of the young people, especially those who are most vulnerable?

The selected strategic interventions and outcomes are highly relevant to and address the labour market demands and youth employment, the real needs of the young people, especially those who are most vulnerable. The focus on youth is relevant for labour market demands, as Cambodia has the

fourth largest youth population in the South-East Asia region. 70% of youth aged 15-29 were economically active in 2019. To achieve long-term development goals, Cambodia needs to create decent work for 160,000 young women and men who enter the ^[17]_[SEP] job market each year.¹⁰

The outcomes (demand driven skills; entrepreneurial capacity; career decisions) are relevant to address the needs of young people, whose challenges in the labour market include limited access to education and skills training; low quality and vulnerable employment;^[17]_[SEP] and limited opportunities and support for entrepreneurship. DEY II was explicitly designed to address challenges of youth employment in Cambodia and prepare them for the future of work. The relevance to addressing the challenges in the labour market is addressed more fully in section 2.1.3 below.

The interventions are relevant for the most vulnerable youth. DEY II has focused on eight priority youth groups: youth in informal work, young labour migrants, youth with disabilities, indigenous youth, young LGBTQI, youth living with HIV/AIDS, youth living in remote areas, and youth affected by COVID-19, including 50% women. DEY II also prioritises vulnerable young women and men in school and out of school. As noted in the Documentation and Learning Report,¹¹ DEY II focuses on linking target groups outside the formal education and training system – e.g. BEEP provides a second chance to vulnerable and out-of-school youth to acquire a basic education equivalency qualification and support with formal TVET through placements in C1 (technical Vocational Certificate 1) courses.

2.1.2 To what extent is the programme relevant to the strategic priorities of SDC's inclusive economic development portfolio and RGC's specific policies and plans?

The programme is relevant to the strategic priorities of SDC's inclusive economic development portfolio and RGC's specific policies and plans to a high degree. With respect to SDC's inclusive economic development portfolio, DEY II is relevant for its overall objective of better quality employment for young people, women and disadvantaged groups in Cambodia, as well as for its three outcomes (improved skills and employability; better quality vocational skills development; inclusive policies on vocational skills, MSME development and decent work).¹² Moreover, DEY II is relevant to RGC's specific policies and plans. The programme was designed in line with key priorities of the Rectangular Strategy IV, and supports implementation of (i) the National Employment Policy 2015-2025; (ii) National TVET Policy 2017-2025; (iii) Industrial Development Policy 2015-2025; and (iv) National Policy on Youth Development 2011. It is relevant for the components of these policies related to enhancing skills, human resources, youth participation in national development and to increasing decent and productive employment opportunities.¹³ Key stakeholders pointed out that DEY II is also relevant for the new Cambodia Pentagon Strategy (formerly the Rectangular Strategy) which will have jobs and skills as a core focus, and incorporates TVET. Interview feedback also emphasized the government's recent commitment of resources to enable 1.5 million young women and men from poor families to undertake technical and vocational training from June 2023. DEY II is also relevant to the following RGC policies: (i) National Policy on Lifelong Learning 2019; (ii) TVET Strategic Action Plan 2019-2023; (iii) DGTVE's Gender Policy and Action Plan 2017-2026; (iv) Education Strategic Plan 2019-2023; (v) National Action Plan on Youth Development 2022-2026. These policies and plans

¹⁰ DEY II, Communications Note, undated.

¹¹ Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia. Key informant interviews.

¹² <https://www.eda.admin.ch/countries/cambodia/en/home/international-cooperation/strategy-cambodia.html>

¹³ United Nations (2019), Joint Programme Document – Decent Employment for Youth in Cambodia (DEY), Phase Two: 2020-2023.

encompass education, TVET, public private partnerships, access of vulnerable women and men to TVET, digital skills, entrepreneurship, and employment.

2.1.3 To what extent has the programme contributed to addressing the challenges of the labour market and decent and productive employment for youth?

The programme has contributed to addressing the challenges of the labour market and decent and productive employment for youth to a high degree. For example, the 2022 matrix of results (Annex 4) shows that overall, the average earning range of DEY participants who got employment in tourism/hospitality and construction related occupations were 10% higher than the baseline salary. Please see Annex 4 for more details. According to the review of the interventions established by DEY II with national partners and other partners, informed by DEY II workplans for 2020-2022 and interviews with stakeholders, it confirmed that DEY II has (as aimed by the programme) contributed to addressing four key challenges of the labour market, namely: (i) the systemic skills deficit within Cambodia's youth population at a time of rapid technological change, linked to low levels of secondary educational attainment; (ii) the skills mismatch between labour market requirements and the skills of young people; (iii) weaknesses in the country's entrepreneurship and business ecosystem as a source of employment and livelihood; and (iv) the need to address high levels of informality, vulnerability and inadequate quality of work (i.e. lack of decent and productive work).¹⁴ DEY II was expressly designed to address challenges of youth employment in Cambodia and prepare them for the future of work.¹⁵ The programme has contributed to addressing these challenges by addressing the skills deficit through formal and informal track interventions (e.g. TVET institutions, apprenticeship programmes), and mechanisms to link those outside the formal education system back into the formal track (e.g. BEEP, FLP, RPL). It has addressed the skills mismatch through focusing on building skills of young women and men in digital and green transformation - addressing the mega trends of the world of work, and building soft skills, which is a central request of private sector employers. DEY II has addressed the entrepreneurship and business ecosystem by establishing 399 new businesses (62% owned by women), which collectively employ approximately 1,278 young people (50% F). In terms of informality and decent work, as mentioned earlier the programme has had a key focus on linking informal and 'outside-the-system' initiatives – e.g. with vulnerable and out-of-school youth – with formal frameworks and institutions.

However, please see Lesson Learned in section 5.1 for advice on better addressing the “decent” aspect of decent employment for youth.

2.1.4 Has the repositioning of the programme in terms of design and implementation enhanced its relevance to the needs of the labour markets and young people in the context of COVID-19? To what extent has the programme provided a timely response vis-à-vis young people and national partners' needs in the COVID-19 context?

In 2022, the programme undertook a participatory adjustment of priorities and results framework in response to the challenges brought by the COVID-19 pandemic.¹⁶ The stakeholder feedback received, supported by DEY II internal reporting, affirmed the continued relevance of the project, and observed that this has increased in the context of Cambodia's recovery from the COVID-19 pandemic. The pandemic response affected all aspects of programme implementation from the delivery of skills development and other training activities to the state of rights at work, which deteriorated. However,

¹⁴ United Nations (2019), Joint Programme Document – Decent Employment for Youth in Cambodia (DEY), Phase Two: 2020-2023.

¹⁵ DEY II, Communications Note, undated.

¹⁶ Terms of reference for the assignment. Executive Summary of 2022 Revised Work Plan, “Decent Employment for Youth in Cambodia – DEY Phase II”.

feedback was largely positive (please see section 2.3.2) about the role, effectiveness and proactivity of the Secretariat, including through the challenges posed by the COVID-19 pandemic, and the Steering Committee provided the platform for approval of the adjustments that were required. The programme implementation was highly flexible and responded well to the COVID-19 pandemic, accelerating development of digital and blended learning platforms, modalities and capacities.¹⁷ For instance, DEY II and the ILO Japan project converted paper-based entrepreneurship training modules to online modules. In addition, five new modules were developed to support SME owners in overcoming pandemic-related obstacles. In collaboration with YEAC and GIZ, over 300 SME proprietors have been trained using these modules. In another example, BEEP was already well-established with a user-friendly online system, so was well placed to make the transition to blended learning using smart phone technology. During the pandemic, the BEEP also opened public access to support students in the formal education system with over 30,000 of them have benefited. Moreover, the programme made increasingly effective use of ICT in project internal communications and delivery. Stakeholders also highlighted the suspension of TVET during the pandemic response, so DEY II repurposed and digitalised TVET to ensure young people did not miss learning opportunities. For example, EHT used a digital TVET programme, particularly at certificate level and incorporating ASEAN standard quality, which it is still using to this day. Digitalisation as a key modality for increasing outreach and inclusion (digital access, digital learning platforms, digital skills) to increase decent employment for youth is discussed in more detail in section 4. 1, and explains how DEY II worked in concert with the government and private sector to address digital accessibility, particularly in rural Cambodia which is vulnerable to connectivity issues. Interview feedback also emphasised, notwithstanding the implementation delays, the pandemic response helped with green transformation, digital transformation, and opened up further opportunities to work with returned migrant workers. Some stakeholders mentioned that it was previously more difficult to access this group of migrant workers, so they had formerly only worked with potential migrant workers.¹⁸ Others emphasised that about 50 returned migrant workers received training on youth rights at work and entrepreneurship (to prepare them for migration decision and for next departure and to support them to reintegrate in their community), which is a good example in terms of synergies with other SDC-funded projects (PROMISE/IOM) and other PUNO projects (MFAT socio-economic recovery from COVID in Siem Reap and Battambang/ILO).

In conclusion, the repositioning of the programme in terms of design and implementation has enhanced its relevance to the needs of the labour markets and young people in the context of COVID-19. Moreover, the programme has provided a timely response vis-à-vis young people and national partners' needs in the COVID-19 context, despite some unavoidable delays.

2.1.5 To what extent has the programme been aligned and responsive to the emerging national sustainable development needs and actions?

The programme has been well aligned and responsive to the emerging national sustainable development needs and actions. Key informants affirmed the increased relevance of the project in the context of (i) Cambodia's recovery from the COVID-19 pandemic (discussed above in 2.1.4); (ii) the new Cambodia Pentagon Strategy with its focus on jobs and skills; (iii) the impacts from a youth employment perspective of climate change; and (iv) the increasing attention in national policy to the

¹⁷ Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia. Key informant interviews.

¹⁸ Key informant interviews. Focus groups discussions.

challenges and opportunities of rapid technological change with respect to the skills base within the workforce and ensuring decent work for all. For example, almost all of the programme components have been digitalised and transformed into blended training modules (e.g. TVET-related activities, local life skills education, entrepreneurship training, literacy training in factories).¹⁹ The programme shaped its interventions to build the recovery capacity of young people affected by the pandemic, including those who were suspended or laid off, as well as returned migrant workers.²⁰ Also, as discussed above, DEY II focused on digital and green transformation of skills of young women and men, to align with demand driven skills of the labour market.

2.1.6 To what extent are gender equality and LNOB inclusion explicitly factored in the design, implementation, and monitoring of the programme?

Gender equality has been factored into the design of DEY II to a moderate degree. Each outcome focuses on young women and men. There are specific gender equality outputs e.g. gender and green-responsive entrepreneurship education/training, and Increased availability of gender responsive career advisory, counselling and information services. Gender equality is a cross cutting theme of the design.

LNOB has been factored into the design of DEY II to a moderate degree. Rights, inclusion and empowerment of vulnerable young women and men, ^[SEP]including persons with disabilities are cross cutting issues. Moreover, DEY II focuses on eight populations vulnerable to being left behind, i.e. youth with disabilities, youth in informal work, youth labour migrants, indigenous youth, young LGBTQI, youth living with HIV/AIDS, youth living in remote areas, youth affected by COVID-19.²¹

With respect to implementation of gender equality, DEY II has systematically reached out to vulnerable young women, including through FLP (which targets factory workers who are predominantly (96%) female). Moreover, BEEP collaborates with FLP as a strategy to improve outreach to young women, since around 30% of BEEP students and graduates are female. A positive example of implementation of gender equality is Ms. Sreykhuoch Chin, a female BEEP graduate who is now enrolled in a vocational training programme for automotive mechanics, breaking the mould in a male-dominated occupation.²²

Regarding LNOB, outreach to priority youth groups has not been systematic. DEY II is doing a good job of targeting youth in rural areas, youth in informal work, and potential labour migrants (amongst TVET students via the 'safe migration' module). However, interviewees remarked that returnees were harder to access, although the programme has tried to capitalise on synergies with migrant worker programmes, such as ILO's TRIANGLE and through IOM/PROMISE. DEY II partner, École d'Hôtellerie et de Tourisme Paul Dubrulle (EHT), is implementing a successful pilot to strengthen the inclusion of young women and men with disabilities in tourism sector training. This involves working closely with the national school for the vision impaired. DEY II is helping to link informal and 'outside-the-system' initiatives – e.g. with vulnerable and out-of-school youth – with formal frameworks and institutions.. Those dropping out of school are often the most vulnerable with limited or no access to further education and training, which prohibit them from employment opportunities. Each PUNO prioritizes

¹⁹ United Nations in Cambodia (2022), Decent Employment for Youth, Phase II: Annual Narrative Progress Report – Annual Narrative Progress Report – 1 January -31 December 2021.

²⁰ United Nations in Cambodia (2021), Decent Employment for Youth, Phase II: Annual Narrative Progress Report – 1 January – 31 December 2020.

²¹ United Nations (2019), Joint Programme Document – Decent Employment for Youth in Cambodia (DEY), Phase Two: 2020-2023.

²² United Nations (2023), Annual Narrative Report, 01 January – 31 December 2022

gender equality, women's empowerment and LNOB within their own programmes and there is evidence of this being reflected in activities under DEY II – e.g. with respect to work among vulnerable youth, participation in skills development activities and in entrepreneurship and MSME development. For instance, the Digital Acceleration for MSMEs programme helped Chey Sambo Cashew Nuts Processing company to over double its staff, who are now 86% female.²³ At the same time, scope for a stronger joint focus and mutual reinforcement was indicated – moving beyond the consistent and commendable attention to sex-disaggregated data in DEY II reporting to looking more in depth at critical issues such as young women in leadership within the DEY sphere of work, the quality of participation and specifically targeting left behind sub-groups within broader gender categories - e.g. in prioritizing adolescent girls as a key target group within skills development and employment contexts. However, some stakeholders commented that DEY II was spreading itself too thin, that participation of target groups was “tokenistic”, trying to reach too many vulnerable groups, and as a result not really reaching many of those groups in a systematic manner. Please refer to Lesson Learned 5.3 on improving outreach and targeting of vulnerable groups.

Monitoring of DEY II has encompassed gender equality well, in terms of meticulous sex disaggregation. Moreover, the 2021 Annual Report included beneficiary stories about an aspiring female electrical engineer who enrolled in the training after completing the BEEP. The 2022 Annual Report included beneficiary stories about a female entrepreneur and a women's health podcaster who benefited from the Youth Rights @ Work for Entrepreneurs and Workers programme²⁴. However, there is scope for more attention to deeper gender analysis beyond the well-presented sex disaggregated data and numerical focus of reporting that has been solicited. DEY II is well placed to draw on the gender expertise of the PUNOs in this respect.

LNOB is less systematic in terms of monitoring of DEY II. Data is not really disaggregated by the target vulnerable groups (except for one instance of disaggregation concerning indigenous people)²⁵, and there is very little analysis relevant for any of these groups, despite the programme document envisaging annual M&E target breakdown of cross cutting themes, including gender, disability, ethnicity, etc.²⁶ The personal interest stories are helpful in bringing a human touch to the monitoring, and could be improved by including stories from youth in these vulnerable groups, and reflecting analysis relevant for such groups in the annual reports. For instance, regarding youth with disabilities it would be excellent to profile youth with a range of impairments who have benefited from DEY II interventions, including the youths with physical, vision and neurological impairments that the review team was able to speak with in the focus group discussions in the provinces. Evaluating impacts on all the target vulnerable groups for this review was challenging because it was not possible to speak with any indigenous youth, or young migrant workers, despite such requests.

In conclusion, gender equality and LNOB inclusion have been factored in the design, implementation and monitoring of DEY II to a moderate degree. This could be strengthened through influencing the government to reach these groups, particularly through the UN Resident Coordinator's Office and the influence of the Steering Committee . DEY II may want to consider developing, in partnership with the government and civil society, a strategy to reach and engage vulnerable groups for the remainder

²³ United Nations (2023), Annual Narrative Report, 01 January – 31 December 2022

²⁴ United Nations (2023), Annual Narrative Report, 01 January – 31 December 2022

²⁵ United Nations in Cambodia (2021), Decent Employment for Youth, Phase II: Annual Narrative Progress Report – 1 January – 31 December 2020.

²⁶ United Nations (2019), Joint Programme Document – Decent Employment for Youth in Cambodia (DEY), Phase Two: 2020-2023.

of phase 2 and for DEY III, which may include working with specialist NGOs working with these groups, and finding synergies with other projects working with these groups. Moreover, PUNOs have their own youth networks they engage with, and these could be leveraged to elevate the voices of the beneficiaries DEY II seeks to empower and amplify youth participation in the programme, as foreseen in the programme document (meaningful youth participation and inclusion in DEY planning, review and implementation).²⁷

2.1.7 To what extent has the programme selected the right people to support through different interventions?

The programme has selected the right people to support through DEY II interventions to a high degree, although there are areas to strengthen the outreach in the design, implementation and monitoring processes as discussed in section 2.1.6 above. Please see section 2.1.1 which discusses the relevance of the programme to the needs of Cambodia's young men and women, labour market demands, and the target vulnerable groups of youth. In terms of selecting the right target groups, please see the following table which summarises evidential reasons for focusing on these.

Figure 2: Reason for support to DEY II target vulnerable groups

DEY II target vulnerable group	Reason for support
Young women and men	<p>Young people aged between 15 and 30, who are the ultimate target-beneficiary group of DEY II, have been identified as one of the four key accelerators or catalytic programme areas that seek to trigger positive multiplier effects across the UNDAF outcomes and the SDGs. This underlines the contributions of the United Nations, in particular the four PUNOs, towards the realization of Cambodia's development outcomes, the SDGs and the CSGs.²⁸</p> <p>High unemployment and underemployment in Cambodia, particularly among the growing numbers of young people in need of job opportunities and appropriate skills. Vocational training is inadequate to meet the demands of a changing economy, and the large gap between the skills supply and labour demand. Dropout rates in basic education are high with many young people within this age group do not have the minimum education requirements to enter TVET programs.²⁹ 300,000 young people enter the labour market every year and that this figure will increase to 400,000 in the near future, thus making it difficult for Cambodia to absorb these new job-seekers.³⁰</p>

²⁷ United Nations (2019), Joint Programme Document – Decent Employment for Youth in Cambodia (DEY), Phase Two: 2020-2023.

²⁸ United Nations in Cambodia (2022), Decent Employment for Youth, Phase II: Annual Narrative Progress Report – Annual Narrative Progress Report – 1 January -31 December 2021.

²⁹ Please see relevant reports for education attainment by age group. Demographic and health survey:

<https://dhsprogram.com/pubs/pdf/FR377/FR377.pdf> Cambodia Socio-Economic Survey 2021: <https://www.nis.gov.kh/index.php/km/14-cses/118-cambodia-socio-economic-survey-2019-21> In the age group 18-24 only 49.7% have completed at least lower secondary education. Age group 25-34 this decreases to 37.5%.

³⁰ Committee on Economic, Social and Cultural Rights (2009), Concluding observations of the Committee on Economic, Social and Cultural Rights, E/C.12/KHM/CO/1

Young women	<p>Gender stereotyping persists in Cambodian society, including practices attributed to tradition such as those contained in the <i>Chhap Srey</i> (didactic code) which is still part of primary education curriculum and which legitimizes the inferior role of women. This stereotypical attitude recognizes the value of women's work only in the household but not women's work in society.³¹</p> <p>Limited opportunities for women to pursue their careers in the formal employment sector owing to the disproportionate burden of household and childcare responsibilities placed on them.³²</p> <p>Within Cambodia, the low skill-based garment sector is a key destination for many young women from rural and remote areas. Often they have dropped out of school with low levels or basic education, including literacy.³³</p>
Youth in informal work	<p>Informal employment among youth, who mostly have low levels of education, is prevalent in Cambodia.³⁴</p> <p>High concentration of women in the informal employment sector, including domestic work, where they continue to be excluded from labour and social security protection, such as minimum wages, overtime compensation and maternity leave.³⁵</p>
Young labour migrants	<p>Young women and men make up about 79 percent of migrants (both within the country and abroad), but often migrate internationally without proper legal identification and protection, exposing them to risk of abuse and discrimination at the workplace, as well as social exclusion in general.³⁶ These young women and men tend to lack awareness and knowledge about labour rights.</p>
Youth with disabilities	<p>Persons with disabilities suffer from the inaccurate stereotype that they cannot be productive members of society, resulting in difficulties in obtaining skilled employment.³⁷ Focus group discussants stated that employers need more awareness raising to break down stigma and about reasonable accommodation/adjustment.</p>
Indigenous youth	<p>Primary education continues to be a problem for the various ethnic minorities in the north and east of the country.³⁸ Focus group</p>

³¹ Committee on Economic, Social and Cultural Rights (2009), Concluding observations of the Committee on Economic, Social and Cultural Rights, E/C.12/KHM/CO/1

³² Committee on Elimination of Discrimination Against Women (2019), Concluding observations on the sixth periodic report of Cambodia, CEDAW/C/KHM/CO/6

³³ United Nations (2019), Joint Programme Document – Decent Employment for Youth in Cambodia (DEY), Phase Two: 2020-2023.

³⁴ ESCAP (2019), The Challenges of Youth and Informal Employment in Selected Asia-Pacific Countries.

³⁵ Committee on Elimination of Discrimination Against Women (2019), Concluding observations on the sixth periodic report of Cambodia, CEDAW/C/KHM/CO/6. The Ministry of Women's Affairs' Five Year Strategic Plan, "Neary Ratanak V (2019-2023)", page 3, mentioned "Community products, especially products by women-owned businesses, cannot respond to the market demands and cannot compete with other local and foreign markets",

³⁶ United Nations (2019), Joint Programme Document – Decent Employment for Youth in Cambodia (DEY), Phase Two: 2020-2023.

³⁷ Committee on Economic, Social and Cultural Rights (2009), Concluding observations of the Committee on Economic, Social and Cultural Rights, E/C.12/KHM/CO/1

³⁸ Committee on Economic, Social and Cultural Rights (2009), Concluding observations of the Committee on Economic, Social and Cultural Rights, E/C.12/KHM/CO/1

	discussants stated that indigenous youth tend not to be digitally literate.
Young LGBTQI	Human Rights Committee has expressed concern about reports of discrimination against lesbian, gay, bisexual and transgender persons, in particular in employment and healthcare settings. It noted with concern the lack of legislation expressly prohibiting discrimination on the grounds of sexual orientation or gender identity. ³⁹ This was confirmed in key informant interviews.
Youth living with HIV/AIDS	Mandatory HIV testing in employment settings ⁴⁰ mean youth living with HIV/AIDS are vulnerable to discrimination in employment on account of their HIV status.
Out-of-school youth and youth living in remote areas	Inadequate number of secondary schools, particularly in rural areas, as well as other obstacles to enrolment in and completion of secondary and tertiary education, including migration of parents as a result of poverty, child labour, disability, domestic responsibilities, child marriage and early pregnancy. ⁴¹ Young people are out of school due to an intersection of disadvantage and therefore more likely to be from poorer families, living in rural areas and being representing ethnic minorities. ⁴²
Youth affected by COVID-19	Engagement in economic activities, especially in informal sectors, are highly affected by the COVID-19 pandemic. Those in the garment and tourism sectors were seriously impacted by the COVID-19 pandemic. ⁴³

Some key informants stated that it would be helpful to have more strategic selection of enterprise development participants, such as for example focusing on, “those who really want to start a business, instead of those with no basic knowledge of entrepreneurship”, and on “those wanting not only to improve their existing business, but also to improve working conditions and employ more youth”. Other comments included wanting to focus on “companies that are already working (well) that have the potential to expand, creating jobs for more people.”

2.1.8 What are the opportunities for future interventions for closer alignment to the national development needs, strategic priorities of SDC and labour market demands?

Stakeholders emphasised the opportunity for increased engagement with the private sector, which points to the need for demand-driven skills, but also the need for effective labour market programmes and employment services to link the jobseekers to these opportunities, and to strengthen enterprises to be able to create jobs for youth. Noting that there is 80% private sector employment in Cambodia, this would align with labour market demands. . Increased private sector engagement also aligns with national development needs, including in the following national policies: (i) Rectangular Strategy IV (private sector growth and employment); (ii) National TVET Policy (strategy 3 - strengthen public private partnership and cooperation to ensure TVET sustainability); (iii) the

³⁹ Human Rights Council (2019), Report of the Special Rapporteur on the situation of human rights in Cambodia, - Assessing protection of those at risk of being left behind, A/HRC/42/60/Add.1.

⁴⁰ McCabe, C. (2016), Gender Equality and Zero Discrimination: Understanding the gender dimensions of legal and policy barriers affecting HIV response among women and girls in Asia Pacific, UNAIDS, UN Women, UNDP.

⁴¹ Committee on Elimination of Discrimination Against Women (2019), Concluding observations on the sixth periodic report of Cambodia, CEDAW/C/KHM/CO/6

⁴² See data on education attainment <https://dhsprogram.com/pubs/pdf/FR377/FR377.pdf>

⁴³ Human Rights Council (2020), Report of the Special Rapporteur on the situation of human rights in Cambodia, A/HRC/45/51.

National Employment Policy 2015-2025 (improve national competency standards in line with private sector standards); (iii) Industrial Development Policy 2015-2025 (expansion and modernisation of SMEs); and (iv) National Policy on Youth Development 2011 (increase entrepreneurship and labour market). Moreover, it also aligns with the strategic priorities of SDC, whose portfolio outcome 3 focuses on policies on MSME development and decent work together with the private sector.⁴⁴ Key informants suggested that some ways to increase private sector may include (i) engaging individual companies in the private sector, (ii) increased engagement with Sector Skills Council, (iii) engaging with EuroCham (European Chamber of Commerce in Cambodia), (iv) establishment of a formal forum for private sector engagement. Please see Lessons Learned 5.4 for further detail.

Another opportunity highlighted for closer alignment to national development needs and labour market demands is increased emphasis on digitalization. Please see Good Practice 4.1 for more details.

2.2 Effectiveness

2.2.1 Are the current outputs contributing/creating pathways towards outcomes? Are the selected strategic interventions contributing/creating pathways to achieving the desired change at outcome and impact levels?

The current outputs are creating pathways towards outcomes. For instance, the outputs 1.1-1.3 (national TVET system, private sector engagement, soft/green/digital skills) are creating pathways towards outcome 1 (demand driven skills and competencies). For example, the promotion of enrollment in vocational skills and the development of employment pathways through engagement with the private sector – including 28 PPPs with various private enterprises/companies in different sectors, e.g. with Hyatt Hotel Inc. to place interns from National Institutes of Entrepreneurship and Innovation (NIEI), GGear Group with Industrial Technical Institute (ITI), National Technical Training Institute (NTTI) and NIEI for curriculum development and training delivery on elevator installation and maintenance, upskilling air-conditioning technicians.⁴⁵ By the end of 2022, DEY II assisted 1,720 young people (of whom 57% were female) to obtain employment in various occupations [249 in 2020, 260 in 2021, and 1,211 in 2022]. Among them, 1,396 (of whom 58% were female) were in formal employment [81 in 2020, 164 in 2021, and 1,151 in 2022].⁴⁶

The outputs 2.1-2.3 (enabling environment, gender and green responsive entrepreneurship education/training) are creating pathways towards outcome 2 (adequate entrepreneurship capacity). For example, 399 new youth owned businesses have been established to end 2022 (62% owned by women), employing approximately 1278 young people (50% F). 301 existing businesses have been improved (44% owned by women) employing approximately 3,550 people (30% women).⁴⁷ Among 350 young aircon technicians from 125 electronic dealers, aircon installation and repair service providers who were upskilled with green skills, 280 of them reported their employment situation improved in the aspect of increased income.⁴⁸ One stakeholder criticised the entrepreneurship elements of the programme regarding the formality of the businesses established. However, it is an important first step to establish a business, and then to look at formalisation – taking a step by step

⁴⁴ <https://www.eda.admin.ch/countries/cambodia/en/home/international-cooperation/strategy-cambodia.html>

⁴⁵ United Nations in Cambodia (2023), Decent Employment for Youth, Phase II: Annual Narrative Progress Report – Annual Narrative Progress Report – 1 January -31 December 2022.

⁴⁶ United Nations (2023), Annual Narrative Report, 01 January – 31 December 2022

⁴⁷ United Nations (2023), Annual Narrative Report, 01 January – 31 December 2022

⁴⁸ United Nations (2023), Annual Narrative Report, 01 January – 31 December 2022

approach. Formalisation is supported in the National Industrial Development Policy, and by MISTI which has a mandate for SME development. At the macro level, formalisation is an important agenda because it broadens the tax base that funds social services. There is scope for now increasing DEY focus on formalisation of the newly established and improved businesses to move the formalisation agenda forward.

The outputs 3.1-3.3 (gender responsive career advisory services, rights at work, youth participation) are creating pathways towards outcome 3 (knowledge based career decisions)]. For example, institutional entities providing employment services, such as through national career fairs, and employment services in TVET. DEY II facilitated 59,589 young people (of whom 51% were female) [4,304 in 2020, 9,230 in 2021, and 46,055 in 2022] to access employment services (including career and skills counselling/ orientation/guidance, and pre-employment training). Among them, 1720 (of whom 57% were female) got employment and 97 (of whom 70% were female) started their own business, as integrated into the results mentioned above. Additionally, 432 (of whom 25% were female) enrolled in formal TVET and 20 young people (of whom 70% were female) received internship and volunteering opportunities.⁴⁹

For analysis of whether the selected strategic interventions are contributing/creating pathways to achieving desired change at outcome and impact levels, please see section 2.4.1.

2.2.2 Which strategic interventions and partners (government and private sector) are more directly contributing to decent and productive employment for youth in the medium (5 years) and long term (6-10 years)?

Those interventions with government and private sector that are more directly linked to contributing to decent and productive employment for youth in the medium and long term relate to those that link to employment opportunities (e.g. employment services) or those that create jobs (e.g. sectoral, economic and labour market policies, promote youth employability, youth entrepreneurship and enterprise development). In DEY III, it will be important to revise the core engagement modality, shifting to a more integrated, strategic and long-term partnership approach, rather than once-off smaller activities with limited sustainability.

The following table summarises a selection of strategic DEY II interventions and partners that are contributing to decent employment for youth in the medium and long term.

Figure 3: Selection of strategic DEY II interventions and partners that are contributing to decent employment for youth in the medium and long term

Interventions/partners	Medium term	Long term
BEEP/FLP	Promoting decent employment for youth over the medium and long term which relates to increased employability of youth. Improved pathways for young people to access education and skills training is key for Cambodia to be able to take	

⁴⁹ United Nations (2023), Annual Narrative Report, 01 January – 31 December 2022

	advantage of the major youth dividend which is currently not captured by the formal education or skills development system.	
Local life skills in lower-secondary school		‘Local Life Skills Education’ has been adopted as a core subject in the national curriculum. This national adoption ensures young women and men are able to access key skills such as Skills for Learning; Skills for Personal Empowerment; Skills for Employability; and Skills for Citizenship.
C-BED	Hundreds of young women and men starting their own businesses as a result of the promotion and application of the Community-based Enterprise Development (C-BED) tool. An annual impact tracer study of results show that 5-10 percent of the 10,000 or so young people trained every year go on to start new enterprises. This is reinforced by the promotion of linkages with the YEAC, CWEA and WEAC ⁵⁰ entrepreneur networks.	C-BED also contributes to decent employment for youth in the long term with the aspect that it was adopted as a standard entrepreneurship education curriculum in TVET system for Vocational Certificate (VC) and Technical and Vocational Certificate 1 (C1). Meaning that with knowledge on entrepreneurship, TVET VC and C1 graduates can decide between wage employment and self-employment with their acquired skill and if self-employment, they will have a conceptual foundation to support their business establishment
DGTVET, DGY and DNFE, Smart Axiata	Providing alternative flexible online learning modality through the BEEP to out-of-school youth to complete mandatory basic education required to enroll in C1/vocational skills.	
Apprenticeships	Implementation of the SOPACs / quality apprenticeships, including supporting the shift from informal to formal training and certification. E.g.	

⁵⁰ WE Act women business network supported by WE Act project of PACT Cambodia that DEY II collaborated with

	in tourism aligning with specific tourism sector guidelines.	
Targeted support SMEs for Digitalization	Digital Acceleration for SMEs, Business Digitalization for SMEs, Digitizing Digital Content for SMEs	
Cambodia Enterprise Incubation Programme	Increased capacities to promote entrepreneurship as a result of the strengthening of one national incubation centre through the Techo Startup Centre, and supporting the establishment of a new national incubation centre in collaboration with Khmer Enterprise, using the innovative digital platform IDEA App.	
NIEI, ITI, NTTI, GGear, Hyatt Hotel, Kong Noun Group	The development of employment pathways through engagement with the private sector – including (i) a partnership with Hyatt Hotel Inc. to place interns from NIEI, with 11 new partnerships in the pipeline; and (ii) seven PPDPs established between GGear and three technical training institutes ((ITI, NTTI, and NIEI), with four new partnerships on the way.	
Youth Rights At Work/DFNE/FLP/EHT	<p>Promotion of youth rights at work in Cambodia, by educating youth job seekers,⁵¹ employees, employers and entrepreneurs⁵² on their rights at work, and institutionalizing this approach with relevant government and private sector partners. This is directly linked to contributing to the “decent” aspect of decent employment for youth.</p> <p>2954 youth learned about youth rights at work through DEY II’s direct training, awareness raising workshop and social media campaign. With this knowledge, such youth are better placed to be able to negotiate their contract with an attention to decent</p>	

⁵¹ To prepare them to make employment decision

⁵² To incentivize them to ensure decent working conditions for young workers

	<p>working conditions when they find a job.⁵³</p> <p>23 SMEs were trained on youth rights at work, including 31 owners and managers. Based on available data, 1 of these SMEs registered their staff with Pension fund, 1 SME improved OSH conditions for herself at her own business, 1 SME is processing registration to the National Social Security Fund for his employees (N2SF).⁵⁴</p>	
Career counseling and public employment service, labour market information collection/skills forecasting, NEA	Increased access to services to help youth make employment decisions, ⁵⁵ including as a result of the strengthening and expansion of public employment services (PES) through the NEA as well as expanded access to career and TVET orientation services. and the provision of career counselling services by the BEEP facilitators.	
LMI collection and analysis/public employment services		Strengthening LMI collection and analysis, as well as public employment services, skills anticipation and longer-term sector development analysis in collaboration with the private sector.
DGTVET/MLVT - Entrepreneurship training in TVET: C-BED was adopted as a standard entrepreneurship education curriculum in the TVET system for Vocational Certificate (VC) and Technical and Vocational Certificate 1 (C1). With knowledge on entrepreneurship, TVET VC	It is envisaged that some TVET graduates will choose to be self-employed, thus create employment for themselves	With the condition that their business grows and formalized with additional support from DEY and when they are incentive about youth rights at work, they would be able to provide decent working conditions to themselves, and for their workers.

⁵³ United Nations in Cambodia (2023), Decent Employment for Youth, Phase II: Annual Narrative Progress Report – 1 January – 31 December 2020.

⁵⁴ United Nations in Cambodia (2023), Decent Employment for Youth, Phase II: Annual Narrative Progress Report – 1 January – 31 December 2020.

⁵⁵ and to increase access to decent and productive employment opportunities. In addition to making employment decisions, this links young people directly to labour market opportunities with employers.

and C1 graduates can decide between wage employment and self-employment with their acquired skill. If self-employment, they will have a conceptual foundation to support their business establishment upon graduation.		
DGY/MoEYS - Entrepreneurship training for youth through out-of-school training programme, including Cambodia Entrepreneurship Day (CED), using C-BED and Ready-For-Business training tools	222 young women and men are starting their own businesses due to the promotion and application of their learning from the Community-based Enterprise Development (C-BED) tool. An annual impact tracer study of results showed that 5-10% of the 10,000 or so young people trained every year go on to start new enterprises.	

2.2.3 What constraints have been experienced and to what extent have they been hampering the achievement of expected results and desired change?

The focus of feedback was on the impacts of the COVID-19 pandemic, which affected all aspects of programme implementation from the delivery of skills development and other training activities to the state of rights at work, which deteriorated. The DEY II response has been well documented in reports to the Steering Committee.

PUNOs noted that they had to respond quickly to adapt their plans and delivery modalities across all their work, including the DEY II components, even before the Steering Committee was in a position to review and endorse the necessary adjustments from an overall DEY II perspective. The adaptive management approach and capacity of the programme at all levels was viewed positively. The role of the secretariat during this period in maintaining communications, providing advice and preparing documentation for the Steering Committee was commended.

The significant long-term shift to digital learning platforms and blended learning approaches which COVID triggered, with the associated new skills and ways of working, was seen as a positive outcome of the adjustments within DEY II during the crisis. These now provides an important basis for increased outreach and inclusion, although ongoing attention to those excluded from digital access is crucial.

Beyond the COVID-19 pandemic, stakeholders highlighted the following further challenges:

- The low “second choice” status accorded to TVET by cross-generational public perceptions.

- The need to ensure that the employment into which DEY II-supported youth move is decent – linked to low levels of public awareness about all the aspects of decent work and the contributions of the UN, including DEY II, in this regard.
- The limited human and financial “starting” capacities of partners, requiring systematic and planned attention to developing these as part of a longer-term comprehensive strategy for cooperation, not via ad hoc once-off events.

The following internal DEY II challenges were also highlighted in feedback:

- The need to ensure adequate allowance in project planning for the time it can take to get initiatives “on their feet” - particularly when it is necessary to take on board and internalize new concepts and approaches which can be seen as burdensome “add-ons” to existing priorities and commitments (e.g. blended learning, green skills); and build shared understandings and effective working relations between stakeholders.
- Slow allocation of funds as a relatively regular feature of relations with DEY II, along with perceived slow decision-making on part of DEY II because of multi-agency nature of the organization and relations between PP-based offices and regional or HQ offices. One stakeholder pointed out that It is not only within PUNOs but also between PUNOs and service providers (sub-contracting for implementing each activity) from government institutions and private sector.
- The low visibility of the programme, and a delayed communications strategy, resulting in few being aware of DEY II interventions.

Generally, challenges were resolved at all levels of the project through a combination of internal agency responses and transparent / open consultation with the DEY II Secretariat, with lessons taken on board at the appropriate operational level. In the case of COVID-19, the Steering Committee provided the platform for approval of the adjustments that were required.

2.2.4 Who and what are the main driving forces to promote decent employment for youth? What lessons and best practices can be drawn from the interventions?

Interview feedback highlighted skills development, particularly transferrable skills and digital/green/soft skills, and TVET as significant driving forces to promote decent employment for youth. DEY II experience has affirmed and demonstrated the mutual reinforcement between increased employability and the likelihood of obtaining employment., if accompanied by integrated labour market programmes and employment services It has further shown that a key basis for such transitions is underlying educational and skill levels, with core skills (soft/cognitive, green and digital) all being critical to lifting skill levels of workforce in context of the challenges and opportunities of Industry 4.0 and climate change. The systemic reform and strengthening of the TVET system has become an urgent need in this context as well as ensuring stronger pathways to increase access to TVET and skills training.⁵⁶ Stakeholders emphasised that an additional driving force is enterprise development, their competitiveness and formalisation – without quality jobs available or offered, skills will not be sufficient. In order to have quality jobs, the “decent” aspect of decent work is a main driving force. This needs to be explicitly linked to international labour standards which Cambodia has ratified, including those relevant for non-discrimination, minimum wage, minimum age, occupational safety and health, equal pay for work of equal value, social protection, freedom of association, and potentially the forthcoming new international labour standard on quality apprenticeship (ILC, June 2023). This would help to link the accountability of employers to the legal framework governing the

⁵⁶ Clarke, D. (2023), Summary of Initial PUNO Feedback for Internal Review of DEY II.

“decent” aspect of decent employment, and is key to applying a human rights based approach to DEY II.

In terms of detailed lessons and best practices that can be drawn from the interventions, please see sections 4 and 5.

2.2.5 What has been the capacity of the programme in responding to unexpected risks?

Please see 3.1.4 for discussion of the capacity of the programme in responding to the major unexpected risk - the COVID-19 pandemic. DEY II will be more resilient to similar risks (pandemic) in the future as a result of its adaptative experience in responding to the COVID-19 pandemic, in particular through ready-made digital interventions.⁵⁷

2.2.6 To what extent has the governance mechanism of the programme been effective? What should be further improved and/or restructured?

Stakeholder feedback praised the high level government involvement in the Steering Committee, the co-chairing between the MLVT and the UNRC, the participation of young people, and the secretariat support to this body. Suggestions for improvement included for MLVT to take ownership of the Steering Committee and the programme, rather than being secretariat, PUNO and donor driven. This could be done through DEY III being led by the government but with technical support from the UN. Moreover, stakeholders thought there was potential for greater strategic policy engagement through the Steering Committee; that the body could be a mechanism to encourage further government resources to increase and expand DEY; that the participation of young people could be expanded to the provincial level, and to representatives of vulnerable groups of youth targeted by the programme; and that technical insights could be improved by including the perspective of technical experts with relevant contextual knowledge.

The following reflections are from the Documentation and Learning Report, with which this review concurs.

Project governance and coordination has been a key factor in results. The project was designed with a governance and coordination architecture which built on and took into account the lessons of DEY I. As well as ensuring effective and efficient project oversight and management, the structure was designed to reinforce linkages and collaboration between the project and senior levels of the government on the one hand, and between the PUNOs on the other. The following summary based on stakeholder input, including that of the UN Resident Coordinator’s Office, looks at what has proved to be effective, what has not worked so well, and priority areas for strengthening in Phase III.⁵⁸

Figure 4: Summary of stakeholder input - governance mechanisms

	Most effective	Less effective	Recommendations
Steering Committee	High level government involvement	MLVT co-lead arrangement has not led to sufficient	MLVT to take ownership of the Steering Committee

⁵⁷ United Nations in Cambodia (2022), Decent Employment for Youth, Phase II: Annual Narrative Progress Report – Annual Narrative Progress Report – 1 January -31 December 2021.

⁵⁸ Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia. Key informant interviews.

	<p>Co-chairing between MLVT and UNRC</p> <p>Participation of young people</p> <p>Secretariat support to Steering Committee</p>	<p>ownership</p> <p>Strategic policy engagement not sufficiently capitalised upon</p> <p>Participation of young people limited to central level</p> <p>Technical insights lacking</p>	<p>(sole lead) and the programme</p> <p>Consider DEY III being led by the government but with technical support from the UN</p> <p>Consider potential for greater strategic policy engagement through the Steering Committee</p> <p>Steering Committee could encourage further government resources to increase and expand DEY</p> <p>Participation of young people could be expanded to the provincial level, and to representatives of vulnerable groups of youth targeted by the programme</p> <p>Technical insights could be improved by including the perspective of technical experts with relevant contextual knowledge</p>
Technical Review Committee	<p>Met once a year to review, provide input into and endorse the work plan. This body is generally seen by the PUNOs as being at the level of</p>	<p>Loss of some momentum and visibility during the COVID period. The need to reactivate/re-energize the</p>	<p>Revisit the TOR to ensure its ongoing relevance in light of experience.</p> <p>Extend the role to include an explicit</p>

	<p>practical cooperation which will most drive the ongoing strengthening of the joint aspects of the programme.</p>	<p>committee under the current DEY II structure was highlighted by the PUNOs as the area most needing attention in the post-COVID era.</p> <p>Also emphasized was the need for a stronger integration of respective agency contributions within indicators and targets and a stronger focus on joint results through 'joining the dots' between the contributions of the PUNOs.</p>	<p>focus on reviewing and strengthening programme synergies.</p> <p>Aim for at least two meetings per year, timed to feed into Steering Committee meetings. All PUNOs to prioritize and adequately resource their participation.</p>
Consultative Group	Not applicable.	<p>Not functioning although PUNOs agree that the need for systematic outreach to key counterparts in the wider YE ecosystem remains.</p>	<p>Revisit the objectives and roles of the group with a view to identifying other means of achieving the same objectives and outcomes – e.g. via substantive seminars, policy dialogues and workshops on issues of wider shared interest, plus periodic wider stakeholder roundtable meetings to share DEY II/III's work, plans and lessons (the DEY II Stakeholder Survey and Analysis will be</p>

			useful in this context). ⁵⁹
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2.2.7 To what extent has the programme influenced the actions or priorities of key stakeholders in promoting decent and productive employment? What could be done more to increase influence?

The programme has influenced the actions or priorities of key stakeholders in promoting decent and productive employment by prioritising the influencing of macro policy settings, with an overall focus on (i) skills development and employability; (ii) self employment/entrepreneurship opportunities and SME development; and (iii) the quality of work in the new Pentagon Strategy. While there is acknowledgement that policy related changes are work in progress, partly due to delays to policy reforms during the COVID-19 crisis, the DEY through its PUNOs is advancing the focus of the policy aspect in 2023, including through support to DGTVE on the development of the new TVET strategic plan 2024-2028. According to the matrix of results in the 2022 Annual report, there have been seven policy and programmatic changes, which are gender and environmentally responsive, implemented by RGC to strengthen the entrepreneurship enabling environment for young women and men.⁶⁰ The cumulative results for 2020-2022 include the following.

- 1) MoEYS formal curriculum adopted the entrepreneurship education module “Know About Business (KAB)” as part of the Home Economic subject in grades 10, 11 and 12.
- 2) National TVET curriculum adopted the entrepreneurship training module “Community-Based Enterprise Development (C-BED)” for TVET VC and C1 levels.
- 3) MoT e-learning platform integrated the entrepreneurship training module “C-BED” as part of its curriculum.
- 4) Cambodia Entrepreneurship Day (CED) is now on the table to be included in the Annual Operational Plan (AOP) process (a process towards recognizing it as a national programme).
- 5) MoEYS/VOD integrated KAB into the technical schools’ curriculum.
- 6) Khmer Enterprise (KE) adopted UNIDO’s online incubation platform into National Enterprise Incubation Programme.
- 7) Institute of Technology of Cambodia (ITC) is developing Food Safety Training course with MISTI to improve the quality of Food products in the manufacturing sector", it in the process towards being a national training course for SMEs in this sector.⁶¹

Another example is that DEY II has continued supporting and engaging two youth platforms (i) the Adolescent and Youth Reference Group (AYRG), and (ii) the United Nations Youth Advocacy Panel (UNYAP) in the policy dialogues regarding children and adolescent issues such as youth employability. In 2020-2022, DEY II organised a number of capacity-building programmes, including orientation on TVET and training on youth rights at work, to enhance their capacity and effective participation in relevant policy dialogues.⁶² This is an example of DEY II putting in place mechanisms and processes to enable voices of young women and men to influence national policymaking with respect to youth employment.

⁵⁹ Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia. Key informant interviews.

⁶⁰ United Nations in Cambodia (2023), Decent Employment for Youth, Phase II: Annual Narrative Progress Report – 1 January – 31 December 2020.

⁶¹ United Nations in Cambodia (2023), Decent Employment for Youth, Phase II: Annual Narrative Progress Report – 1 January – 31 December 2020.

⁶² United Nations (2023), Annual Narrative Report, 01 January – 31 December 2022

Influence could be increased through high-level evidence-based dialogue to influence relevant national RGC policy settings and resourcing decisions. There is potential inherent in DEY's ability to bring together the resources and skills of relevant parts of the UN system in Cambodia to provide a strong platform for an increased focus in the next phase on national policy influence through high-level strategic dialogue. Such policy influence and strategic dialogue should be based on relevant research as well as the combined knowledge base of the UNCT. Linking with the ADB and World Bank in such dialogue would enhance impact and potentially provide opportunities to influence the prioritization and application of their large-scale resources. While strengthening policy frameworks is important, just as important is supporting the institutional capacities to implement these.

It was proposed by one PUNO in particular to maximise the impact of work done to date under DEY II by investing more deliberately and seriously in joint UN efforts to influence the government policy agenda in line with the priorities set out under the Pentagon Strategy – with the aim of ultimately reaching Cambodia's a larger proportion of young women and men in a systemic and sustainable way (beyond the numerical targets of DEY II). Through jointly conducted high-level policy dialogue, such engagement should aim to (i) contribute to the upstream enabling policy environment, including the skills /HR development aspects; and (ii) link macro, meso and micro policy levels with a view to maximising national impact.

It was further suggested that a higher level of policy engagement needs to be supported by (i) influencing national budget prioritization through high-level policy dialogue to increase the sustainable resourcing of programmes and initiatives contributing to an increased number of young women and men in decent work; (ii) institutional strengthening in key strategic areas to ensure policies are actually delivered; and (iii) a serious focus on strategic policy research and analysis to inform a strong narrative on the relevance of jobs and a strong, relevant and diverse skills base to Cambodia's future.

Maximizing the potential for strategic policy engagement of DEY III's links through the Steering Committee to the Minister of Labour, senior government officials and national policy and budgetary processes: Despite its limitations as a format and process to date, the committee provides a unique and already existing platform for (i) policy influence and engaging with the Cambodian Government's vision, priorities, strategies and commitments for decent employment and skills development and (ii) promoting the strengthening of internal government coordination and coherence between the relevant ministries and agencies. How to realize this potential to a greater degree than is currently the case is a question demanding attention in the lead-up to Phase III.

2.2.8 What is the assessment of the performance and contribution to decent employment of each of the PUNOs individually and jointly? Collaboration of the PUNOs with which partners is considered more or less effective?

Jointly the PUNOs bring the comparative advantages of the UN system to the programme, i.e. its normative, convening and catalytic roles (rather than hands-on delivery roles), its ability to engage with government at senior levels, and its policy and technical expertise.

In line with their respective mandates, comparative advantage, capacities and expertise, the PUNOs are making the following programmatic contributions to the achievement of DEY II Outcomes.⁶³

⁶³ United Nations (2019), Joint Programme Document – Decent Employment for Youth in Cambodia (DEY), Phase Two: 2020-2023.

Figure 5: Programmatic contributions of PUNOs

Agency	Main programmatic contributions
Outcome 1: demand driven skills and competencies	
ILO	Capacity building – skills (ministries, TVET stakeholders, private sector, RPL) Enhance quality of national TVET system Private sector engagement – TVET design and delivery Increase availability of training in digital and green skills Institutional strengthening – to green and digitalise TVET system at policy and operational levels Apprenticeship programme
UNESCO	Improved completion of required basic education completion and skills and skills bridging - for out-of-school youth including those already working (BEEP, FLP) Promote youth participation in skills development – for those who completed the BEEP Private sector engagement – programme implementation and internship .
UNICEF	Institutional strengthening – skills education, national education curriculum Capacity building – increase availability of training in life and soft skills contributing to TVET and employability Provision of work place learning programmes for vulnerable adolescents
UNIDO	Private sector engagement – TVET design and delivery with industry demand skills,
Outcome 2: adequate entrepreneurial capacity	
ILO	Improve enabling environment for youth entrepreneurship and enterprise through supporting national entrepreneurship eco-system. Build career decision capacity through entrepreneurship education in secondary schools and entrepreneurship training outside of school system Expand the gender and green-responsive entrepreneurship education/ training, including ready-for-business soft skills, to more secondary schools; TVET institutes; out-of-school youth and youth businesses for business skills development (C-BED, MSME training and support).
UNIDO	Improve enabling environment for youth entrepreneurship and enterprise development Incubation programmes, in collaboration with the national incubation centre (i.e Techo Startup Centre) and the national incubation and acceleration actor (i.e Khmer Enterprise (KE), through the implementation of Innovation Development and Entrepreneur for All (IDEA) App Cambodia platform). ⁶⁴ Supporting SME expansion and digitalization with Digital Acceleration of SMEs, digital business training and upgrading, reskilling and upskilling of SME employees.
UNESCO	Promote youth participation in entrepreneurial development through required BEEP course including basic employability skills/soft-skills

⁶⁴ United Nations (2023), Annual Narrative Report, 01 January – 31 December 2022

Outcome 3: knowledge based career decisions	
ILO	<p>Youth Rights @ Work</p> <p>Increase availability of gender-responsive career advisory, counselling and information services for both in-school and out-of-school youth</p> <p>Expansion of employment services for TVET students through integration of employment services in TVET, including through capacity building of TVET institutes and job centres in collaboration with DGTvet and NEA.</p> <p>Increase availability of gender-responsive employability training, for both in-school and out-of-school youth</p> <p>Increase capacities of three national youth platforms: The Adolescent and Youth Reference Group (AYRG) and the United Nations Youth Advocacy Panel (UNYAP), and youth committee of the National Trade Union Council (NTUC) to participate in policy dialogues relevant for youth employment</p>
UNESCO	<p>Career counselling and guidance for youth enrolled in the BEEP</p> <p>Exposure Trip/Study Tour to skills training institutes and potentials employers</p> <p>Supported lifelong learning for factory literacy students through upskilling programme which is the next step for students who have acquired basic functional literacy skills as well as to promote Public Private Partnership (PPP) and Cooperate Social Responsibility (CSR) in Cambodia.</p>
UNICEF	<p>Expansion of career counseling to youth in schools through e-learning course and career counselling App)</p> <p>Increase capacities of two national youth platforms: The Adolescent and Youth Reference Group (AYRG) and the United Nations Youth Advocacy Panel (UNYAP) to participate in policy dialogue relevant for youth employment</p>

Stakeholder feedback emphasised that all PUNOs were contributing effectively in line with their respective mandates, comparative advantages, capacities and expertise. Generally, key informants observed that all PUNOs did meaningful work to support youth to have a good transition from school to work, and for others to have better skills and working conditions, and highlighted the life cycle approach (please see Promising Practice in section 4.3). The Guidance Note on a New Generation of Joint Programmes emphasizes a principled approach using objective criteria and processes to select PUNOs when new funding is available.⁶⁵ Please see section 2.3.8 for further discussion on this point.

In terms of the more effective collaborations of the PUNOs, a number of examples were provided. These included:

- (i) Close collaboration between ILO and UNIDO on entrepreneurship promotion and SME development. This includes regular interaction through monthly meetings, daily informal contact and joint planning. Both agencies work with MLVT. However, the achievement of consolidated results arose as a result of each agency having a different target group focus. The ILO focus is on

⁶⁵ UN Sustainable Development Group (2023), Guidance Note on a New Generation of Joint Programmes, <https://unsdg.un.org/resources/guidance-note-new-generation-joint-programmes>

high school, university and just graduated youth from age 15-30 at the micro enterprise level. UNIDO prioritizes engagement more at SME level in the digital and food sectors.

- (ii) Close collaboration between ILO and UNIDO, in partnership with WE Act, on the annual Cambodia Entrepreneurship Day, which is now commemorated in 25 provinces. As well as providing training each year to some 10,000 young people, participants work in small groups to develop a business plan to enter into a national competition.
- (iii) Plans to revive ILO collaboration between the ILO and UNESCO indicator on the provision of entrepreneurship and business development training to BEEP participants (graduated learners as well as current learners).
- (iv) Links between ILO and UNICEF high school life skills programme, with the ILO Know About Business tool being used as a reference document.
- (v) UNESCO and UNICEF's 3PC (Partnership Programme for the Protection of Children) NGO partners enrolled targeted youth in BEEP
- (vi) UNESCO, UNIDO and ILO jointly organised TVET/Skills Study Tour in Siem Reap for 128 BEEP learners from Siem Reap and Banteay Meanchey. Among them, 58 BEEP learners had the opportunity to learn about youth rights at work⁶⁶ Among them, 58 BEEP learners had the opportunity to learn about youth rights at work.
- (vii) With the support of the DEY II Strategic Innovation Fund, UNICEF and UNIDO are jointly supporting and collaborating with an INGO partner, Friend International to develop and implement training on digital marketing, building employment and business opportunities for current TVET students, former graduates of TVET and small entrepreneurs.⁶⁷
- (viii) Collaboration between ILO and UNIDO in the training on youth rights at work for young entrepreneurs
- (ix) UNESCO worked collaboratively with ILO and UNIDO to organise the first study tour in Siem Reap for BEEP learners from Siem Reap and Banteay Meanchey.⁶⁸
- (x) UNESCO and ILO worked collaboratively to integrate the Youth Rights at Work learning contents into the FLP new textbooks for Khmer languages levels 1-2 and enhanced the quality of the implementation of the new textbooks.⁶⁹
- (xi) Cambodia Entrepreneurship Day (CED) is an annual event jointly organised by MoEYS with technical support from the ILO every year. It was initiated in 2018. In 2022, UNIDO supported this event by introducing and coordinating with ten SME owners to become mentors for youth groups who were working on business idea pitching.⁷⁰
- (xii) ILO collaborated with UNIDO to mobilise SME owners to a pilot training on YR@W for Young Entrepreneurs, conducted in Siem Reap, under the partnership with YEAC Siem Reap Chapter.⁷¹

2.2.9 What should be strengthened to increase effectiveness?

Interview feedback highlighted the need to strengthen the quality of youth participation, and specifically target left behind vulnerable groups.

Representatives of youth CSOs and networks participated in the founding workshop for DEY II and provided feedback on youth priorities through a national youth event in Siem Reap during the DEY II

⁶⁶ Clarke, D. (2023), Summary of Initial PUNO Feedback for Internal Review of DEY II.

⁶⁷ United Nations (2023), Annual Narrative Report, 01 January – 31 December 2022

⁶⁸ United Nations (2023), Annual Narrative Report, 01 January – 31 December 2022

⁶⁹ United Nations (2023), Annual Narrative Report, 01 January – 31 December 2022

⁷⁰ United Nations (2023), Annual Narrative Report, 01 January – 31 December 2022

⁷¹ United Nations (2023), Annual Narrative Report, 01 January – 31 December 2022

prodoc development phase. Since then, engagement has been maintained via the support provided by UNICEF to national youth and provincial networks, including national youth platforms The Adolescent and Youth Reference Group and the United Nations Youth Advocacy Panel.

However, initial and ongoing youth engagement has not been reflected by a systematic and regularized opportunity for representative youth voices to be heard on policy and programme matters relevant to youth. One stakeholder noted that the MOI issued additional guidance in 2022 to the Commune/Sangkat (C/S) council on the selection of youth representatives as member of CCWC. By using another funding source, the UNICEF Social policy section has supported the MoI to strengthen the functioning of C/S council and to implement the additional guideline through the capacity enhancement of the youth representation in the C/S council. AYRG has linked with youth representative member of the CCWC to ensure that both youth in the system and out of the system have the same voice. Moreover, it was pointed out that the AYRG members represented adolescents and youths from different religions and socio- economic backgrounds, and were inclusive of marginalized groups such as youth with disabilities, youth from rural and urban areas, indigenous youth, and LGBTQI.

Stakeholders emphasised the need to engage more young people in a systematic way, especially to give advice on programming which targets young people in Cambodia. They particularly underscored the need to engage young people more at provincial level, to address cultural dynamics of relations between youth and adults, and to give advice on how to reach out to the most vulnerable youth in the target populations. For example, the motto of the disability movement is “Nothing About Us Without Us”. Therefore, DEY II could strengthen its participation of youth with disabilities by engaging youth with a range of different impairments (physical, visual, hearing, psycho-social, intellectual, and neuro-diverse) to seek their advice as to how to reach these groups and how best to empower youth with disabilities to increase skills, access entrepreneurship opportunities, and receive career guidance. Interviewees noted that the UN Youth Advocacy Panel is for the whole of UN programming, not just DEY II, and that it would be good to create a formal opportunity for youth voices to be heard on DEY II/III planning, progress and directions and reviews, including those from provincial level. This may include reaching out to Cambodia Disability Advisory Council, organisations of persons with disabilities (and assisting OPDs to reach youth with disabilities), organisations of indigenous persons (and assisting them to reach indigenous youth), youth wings of unions, women’s organisations.

Another suggestion was to amplify the youth voice on the Steering Committee, perhaps in the form of a Youth Reference Group which meets at least twice per year and has two seats on the Steering Committee. At least one of the youth representatives on the SC should be female. An additional proposition was to engage MoSVY due to its engagement with marginalized youth. One stakeholder emphasised that this should not be a tokenistic participation, i.e. this means that if young people join the meetings we need to make sure they understand what is being discussed and need to make translation available if the young person does not speak English. Please see Lesson Learned 5.3 for further recommendations as to improving participation of vulnerable groups of youth.

2.2.10 Which specific interventions and with which partners should be continued/strengthened to promote decent employment for youth and which interventions should be discontinued?

Interview feedback emphasised that the interventions where DEY II initiatives have been substantially (if not fully) embedded into national institutional frameworks, with increased national resourcing, should be continued/strengthened to promote decent employment for youth. These include BEEP; FLP; the lower high school life-skills programme; KAB; C-BED; blended TVET learning methods; green and digital skills competency development and training; Incubation programmes, in collaboration with the national incubation centre (i.e Techo Startup Centre) and the national incubation and acceleration actor (i.e Khmer Enterprise (KE), through the implementation of Innovation Development and Entrepreneur for All (IDEA) App Cambodia platform). SME Digital Acceleration training for SME owners; and the development of employment services within TVET institutes. In the latter case, this has been supported by the development with DGTNET and NEA of a manual for employment services in TVET institutes in 2022, with the roll-out out at national level through ToTs and application in TVET institutes in 2023. The provision and institutionalization of employment services to students in TVET institutes has the potential for immediate benefits in terms of outreach, visibility, impact and scalability. In light of the unprecedented opportunity offered by the government's commitment of resources to enable 1.5 million young women and men from poor families⁷² to undertake technical and vocational training, include a joint advocacy and public awareness / outreach component in DEY II to "rebrand" TVET as a top and desirable career choice alongside all other elements of the formal education system.

As discussed in section 2.2.9, interventions and partnerships with young women and men themselves should be strengthened, including amongst vulnerable populations. Lesson learned 5.2 discusses how the accountability aspects of decent work could be strengthened via links to international labour standards and international human rights laws relevant for non-discrimination, occupational safety and health, social protection, minimum age and minimum wage rights.

With respect to specific DEY II interventions that should be discontinued, the one area about which questions were raised in the PUNO consultations was the small strategic grants window (DEY Strategic Innovation Fund), which seems to have been transaction heavy and results light.

2.2.11 To what extent have the young people, private sector, and national partners been meaningfully and systematically engaged in the design, implementation and monitoring of the programme?

The following table summarises the extent to which young people, private sector, and national partners have been meaningfully and systematically engaged in the design, implementation and monitoring of the programme.

Figure 6: Summary of extent of engagement of young people, private sector, and national partners

	Most effective	Less effective	Recommendations
Youth engagement ⁷³	Representatives of youth CSOs and networks	Initial and ongoing youth engagement has	Create a formal opportunity for youth voices to be heard

⁷² Given that this population group is often also the out of school youth it is important to ensure more students from poor families can access pathways to enroll in TVET, which they often don't have. For reference again: <https://dhsprogram.com/pubs/pdf/FR377/FR377.pdf>

⁷³ Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia. Key informant interviews.

	<p>participated in the founding workshop for DEY II and provided feedback on youth priorities through a national youth event in Siem Reap during the DEY II prodoc development phase.</p> <p>Since then, engagement has been maintained via the support provided by UNICEF to national youth and provincial networks.</p>	<p>not been reflected by a systematic and regularized opportunity for representative youth voices to be heard on policy and programme matters relevant to youth.</p>	<p>on DEY II/III planning, progress and directions and reviews.</p> <p>This might take the form of a Youth Reference Group which meets at least twice per year and has two seats on the Steering Committee. At least one of the youth representatives on the SC should be female.</p>
Private sector ⁷⁴	<p>Early engagement with employers via the private sector roundtable and engagement of CAMFEBA – this helped to reinforce the market orientation of the skills components of the design.</p> <p>The development of employment pathways through engagement with the private sector – including 28 PPPs with various private enterprises/companies in different sectors, e.g. with Hyatt Hotel Inc. to place interns from National Institutes of Entrepreneurship and Innovation (NIEI), GGear Group with Industrial Technical Institute (ITI), National Technical Training Institute (NTTI)</p>	<p>Co-ownership / co-design with private sector was weak</p>	<p>Deepen and expand private sector engagement so that it gains its own self-sustaining momentum</p>

⁷⁴ Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia. Key informant interviews.

	<p>and NIEI for curriculum development and training delivery on elevator installation and maintenance, upskilling air-conditioning technicians.⁷⁵</p> <p>Leveraging additional technical and financial resources into the programme – e.g the positive examples elsewhere detailed of engagement to date with selected private sector counterparts</p>		
Government ⁷⁶	<p>Facilitating greater engagement of the Minister and senior officials – the Steering Committee field visit was seen by government counterparts as a big success in this regard and could be seen as a good practice</p>	<p>Co-ownership / co-design with government was weak, with direct government representation largely absent in the joint development process.</p>	<p>Co-design DEY III with government</p>

2.3 Efficiency

2.3.1 What are the comparative advantages of this joint UN programme that can contribute and make differences in addition to the other existing efforts? How have these advantages been leveraged to enhance the achievement of the results?

As previously discussed, jointly the PUNOs bring the comparative advantages of the UN system to the programme, e.g. its normative, convening and catalytic roles (rather than hands-on delivery roles), its ability to engage with government at senior levels, and its policy and technical expertise.⁷⁷ These advantages have been effectively leveraged to enhance the achievement of the results in various ways. For example, ILO's technical expertise in international labour standards and decent work has been leveraged to (i) promote decent working conditions in SMEs through training on this topic; and

⁷⁵ United Nations in Cambodia (2023), Decent Employment for Youth, Phase II: Annual Narrative Progress Report – Annual Narrative Progress Report – 1 January -31 December 2022.

⁷⁶ Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia. Key informant interviews.

⁷⁷ Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia. Key informant interviews.

(ii) promote awareness raising of youth rights at work among TVET students through the integration of this topic into employment services in TVET. UNESCO and UNICEF's ability to engage with government at senior levels has been leveraged to add value to their participation in national policy and coordination bodies regarding education and children. UNIDO's convening and catalytic role⁷⁸ has been leveraged in DEY II's work with MSMEs.

2.3.2 To what extent is DEY II well-coordinated in terms of communication, timing, planning, budgeting, implementing, monitoring and reporting? Is there value added by engaging the complementary expertise of the different participating UN organisations to achieve decent and productive employment?

A majority of stakeholders assessed the performance of the secretariat very positively, including its coordination, communications, facilitation and advisory role during the pandemic period. The role of the secretariat during this period in maintaining communications, providing advice and preparing documentation for the Steering Committee was commended. Generally, challenges were resolved at all levels of the programme through a combination of internal agency responses and transparent/open consultation with the secretariat, with lessons taken on board at the appropriate operational level. Reporting to the Steering Committee was seen as transparent and comprehensive, as well as being a positive contributor to the 'jointness' of the programme through its focus on shared results. The latest DEY II results in line with the targets set out in the results framework is available in the latest Steering Committee and progress reports which are meticulously produced with PUNO input. Such results are seen by stakeholders as being well documented and presented by the secretariat. The value of increased inter-agency collaboration at the technical level was also noted from an efficiency perspective.⁷⁹

One stakeholder highlighted some challenges for the secretariat due to the complexity of the project set-up and coordination with PUNOs, noting that from their perspective there have sometimes been delays in submission of documents, such as the project document, workplan, some annual reports, meeting minutes, communication strategy, resource mobilisation strategy. It noted a perceived lack of quality control, and acknowledged that this may be due to the workload of the secretariat. It also acknowledged that notwithstanding it appreciates the performance of the secretariat with regard to coordination, and organisation of key events such as field visits and steering committee meetings. It suggested that a potential DEY III could benefit from including a very clear definition of the tasks of the secretariat.

DEY II as an entity is regarded by stakeholders as a good partner - One key partner, the NEA, commented that they found the secretariat to be flexible, responsive and proactive (e.g. sharing information of relevance to the partner on capacity building opportunities, transparent).⁸⁰

A key concern is discussed in section 2.3.5 regarding the workload of the National Programme Coordinator which is heavily weighted towards monitoring the reporting, coordination, and transactional duties, leaving little time for the role of the secretariat in facilitating space and opportunities for dialogue (including dialogue at the national policy level), the sharing of information

⁷⁸ On SME related work.

⁷⁹ Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia. Key informant interviews.

⁸⁰ Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia. Key informant interviews.

and lessons, communications, and enhanced collaboration. It was suggested that the role of the secretariat could be supplemented/strengthened by: (i) setting-up a shared online dashboard system to enable PUNOs to have real time access to data on results against the agreed targets, as well as to expenditure against the budget and other relevant information; (ii) adding a part time national M&E officer into the DEY coordination team as a priority to both take on the internal and external reporting role and enhance the internal learning environment (e.g. through learning workshops); (iii) adding a part time national communications officer into the DEY secretariat to increase the visibility of DEY II and to help raise awareness of key stakeholders (especially employers, parents) about decent work, non discrimination and other key issues for youth employment.

Please see discussion in sections 2.2.8 and 2.3.1 regarding the value added by engaging the complementary expertise of the different participating UN organisations to achieve decent and productive employment. Please see discussion regarding challenges of coordination in section 2.3.5.

2.3.3 To what extent are DEY II resources prioritised to optimise the delivery of the expected results of youth employment? Has the programme effectively leveraged the private sector's contribution and donor funding?

Please see 2.3.7 for discussion of inefficient prioritization of DEY II resources towards SDC processes and demands, which impacts negatively on the delivery of expected results of youth employment in terms of minimizing the available time for PUNOs to implement programme activities.

On the other hand, there are positive examples of DEY II effectively leveraging the private sector's contribution and donor funding, including additional technical and financial resources. Some examples include (i) the reskilling and upskilling of young aircon technicians, which helped young people to create new businesses and increase their salaries after acquiring the latest aircon technologies, improving professional ethics, and to access an innovative e-hailing application for aircon technicians, with investment from a private sector partner; (ii) telecommunications company Smart Axiata in Cambodia has joined hands with DEY II and the line ministries to provide in-kind support (350 tablets, 5 PCs, 350 SIMs and 500 free internet data packages) to support digital education and skills development for youth.⁸¹ The new two-year agreement provides 500 smartphones, 100 tablet devices, 20 Wi-Fi facilities and 1,000 internet data packages;⁸² and (iii) the development of employment pathways through engagement with the private sector – including 28 PPPs with various private enterprises/companies in different sectors, e.g. with Hyatt Hotel Inc. to place interns from National Institutes of Entrepreneurship and Innovation (NIEI), GGear Group with Industrial Technical Institute (ITI), National Technical Training Institute (NTTI) and NIEI for curriculum development and training delivery on elevator installation and maintenance, upskilling air-conditioning technicians.⁸³ DEY II mobilized more than \$20,000 in kind and cash contribution for the private companies to organize the annual Cambodia Entrepreneurship Day event. In terms of financial resources, DEY II originally envisaged an (in-kind) contribution of \$306,600 USD from a single private sector donor, Smart Axiata, comprising 3.59% of the total programme budget. The programme budget in November 2022 shows that DEY II managed to add a further private sector contribution of

⁸¹ New sponsorship agreement for 2023-2025 has been signed. In-kind contributions include 500 smartphones, 100 tablets, 20 wifi facilities and 1,000 internet packages.

<https://www.unesco.org/en/articles/smart-axiata-and-unesco-renewed-strategic-partnership-support-out-school-youths-nationwide>

⁸² United Nations in Cambodia (2022), Decent Employment for Youth, Phase II: Annual Narrative Progress Report – Annual Narrative Progress Report – 1 January -31 December 2021.

⁸³ United Nations in Cambodia (2023), Decent Employment for Youth, Phase II: Annual Narrative Progress Report – Annual Narrative Progress Report – 1 January -31 December 2022.

\$126,900 USD, bringing it up to 4.68% of the total programme budget.⁸⁴

The programme document originally envisaged the development of a joint resource mobilisation strategy to generate additional funds over and above PUNO parallel and SDC contributions to provide the basis of a pooled funding approach.⁸⁵ A stakeholder analysis was conducted in 2021, which fed into the development of a resource mobilisation strategy in 2022. A concerted effort was made by PUNOs during 2020 and 2021 to mobilize resources (in-kind and cash) from the government, private sector, and other development partners to support the implementation of DEY II. In total, DEY II mobilised USD 2.78 million, including in-kind contribution in new funding during the two years.⁸⁶ In terms of leveraging donor funding, in addition to SDC's funding, PUNO parallel contribution/funding, and private sector contribution, DEY II has received contributions from RGC, bilateral donors, NGOs and training institutes. The following table summarises these (additional) sources of contributions to DEY II, as of November 2022, which accounts for 36.55% of the total DEY II budget.⁸⁷ One stakeholder clarified that there was an increase of 16% of the UN budget, which resulted in an increase of 8% of the overall budget (PUNOs plus SDC funds). Another stakeholder clarified that co-funding by PUNOs was originally intended to be in-kind contributions, not matching the agreed funds, or 'new funding' in the sense of 'additional funding'.

Figure 7: Summary of RCG, bilateral donor, NGO and training institute contributions to DEY II

Donor/Contributor	Amount of (in-kind) contribution (USD)	Percentage of total budget
Royal Cambodian Government	\$825,945	8.91%
MOEYS	234,748.00	2.53%
MEF (KE and Techo Start Up)	276,400.00	2.98%
MLVT	264,797.00	2.86%
MOT	50,000.00	0.54%
Bilateral donors	\$2,385,000	25.74%
Australia	145,000.00	1.56%
China	100,000.00	1.08%
European Union	200,000.00	2.16%
Germany	70,000.00	0.76%
Japan	730,000.00	7.88%
New Zealand	850,000.00	9.17%
Sweden (Sida)	290,000.00	3.13%
NGOs and Training Institutes	\$175,763	1.9%
Cambodian Children's Fund	50,800.00	0.55%
Cambodian Garment	24,963.00	0.27%

⁸⁴ DEY II (2022), Amended Programme Budget.

⁸⁵ United Nations (2019), Joint Programme Document – Decent Employment for Youth in Cambodia (DEY), Phase Two: 2020-2023.

⁸⁶ United Nations in Cambodia (2022), Decent Employment for Youth, Phase II: Annual Narrative Progress Report – Annual Narrative Progress Report – 1 January -31 December 2021.

⁸⁷ DEY II (2022), Amended Programme Budget.

Training Institute		
Global Environment Facility	100,000.00	1.08%

In conclusion, overall the programme has effectively leveraged private sector funding and additional donor funding, which make up 4.68% and 36.55%⁸⁸ of the total programme budget respectively.

2.3.4 What aspects should be considered to reduce the complexity of the project and to optimise the results on youth employment?

According to key stakeholders, DEY III should consider the following aspects to reduce the complexity of the project and optimise the results on youth employment:

- **Preparing early for the positioning of DEY III within the new UNSDCF architecture:** A new feature of DEY III design will be the requirement for close alignment with the new UN Sustainable Development Framework (UNSDCF). This is a much more complex, rigorous and engaged process than has been the case with the current UNDAF. For example, each of the 4 UNSDCF pillars will be supported by an inter-agency Results Group to support and coordinate joint work planning. DEY III will link to two such Results Groups in particular – one under Outcome 1, which encompasses skills development and one under Outcome 2 which encompasses decent work and formalization. DEY III will need to strategically position itself (along with other relevant UN joint programme in this context, with DEY PUNOs also members of the relevant Results Groups. It will be helpful to be clear about where DEY III fits into the UNSDCF architecture before the Phase 3 design process gets underway.
- **Emphasise work with employers** - To optimise the results of the programme, consider placing increased emphasis on work with employers (e.g. see recommendations relating to good employer principles, emphasis on decent work aspects of jobs that youth move into from DEY supported initiatives).
- **Prioritising the influencing of macro policy settings:** The DEY II overall focus on (i) skills development and employability; (ii) self-employment/entrepreneurship opportunities and SME development; and (iii) the quality of work/rights at work (and employment services), is integral to the emphasis of the new Pentagon Strategy.
- Following from the above consideration, it was proposed by one PUNO in particular to maximise the impact of work done to date under DEY II by **investing more deliberately and seriously in joint UN efforts to influence the government policy agenda in line with the priorities set out under the Pentagon Strategy** – with the aim of ultimately reaching Cambodia's a larger proportion of young women and men in a systemic and sustainable way (beyond the numerical targets of DEY II). Through jointly conducted high-level policy dialogue, such engagement should aim to (i) contribute to the upstream enabling policy environment, including the skills /HR development aspects; and (ii) link macro, meso and micro policy levels with a view to maximising national impact.
- There is further a need to clarify just what the desired 'end point' of DEY III is in terms of local ownership and leadership and what strategies and approaches will best lead to this outcome at all levels. Defining what success will look like, linked to identifying those interventions which have proven to be most successful, should further be a key component of the DEY III design process with achieving impact and sustainability as key drivers, in essence bringing an 'exit

⁸⁸ calculated by adding RCG, bilateral donor, NGO, training institutes contribution.

strategy' perspective to the design. This should include a stronger focus on systems building which can support interventions in the longer run rather than once off interventions.⁸⁹

- Be more focused on a few interventions and concentrate on a few partners rather than investing on many small activities with many partners. Aim for only **three consolidated outputs** under each outcome, requiring negotiation between the relevant PUNOs on a formulation which both encompasses their engagements and comparative advantages and maximizes collaboration and joint planning and implementation.
- Revisit, strengthen and continue to build on the comparative advantages of the UN system in Cambodia as articulated in the DEY II Prodoc, particularly with respect to the UN's normative, convening roles and catalytic roles. **Key questions** to be asked at all stages of DEY III design are: What's is the UN's unique added-value alongside other national and international actors; and how can this be most strategically, systemically and impactfully leveraged for sustainable change with respect to the decent employment of Cambodia's population.⁹⁰
- Please see discussion under section 3.3.7 regarding reducing **complexity of donor reporting requirements**, in line with the Paris Declaration on Aid Effectiveness, the principle of harmonization, simplifying procedures and avoiding duplication.

2.3.5 Assessment of transaction costs versus the results achieved, including admin costs vs operational costs, by PUNOs respectively?

Overall the transaction costs for DEY II are high. This is partly because the joint programme coordination is complex; the secretariat needs to coordinate with 4 PUNOs, the UNRC, SDC, MLVT, plus Steering Committee coordination involving these stakeholders plus MOEYS, CAMFEBA, youth representatives. Moreover, each individual PUNO has many teams to coordinate internally. One stakeholder suggested that this perspective could be balanced by analyzing the context of benefits of the joint programme which include bringing different stakeholders together, including the UN agencies, ministries, private sector and civil society.

The DEY II revised budget (November 2022) shows that although the project management and oversight costs are equal to 22% of the overall budget, the administration/operational costs of the DEY Secretariat are equal to 11% of the program budget. It only includes Secretariat's staff costs, mission, office rental and shared services and supplies, equipment, and security. These costs are equal to 50% of the 'Project Management and Oversight' budget, which is managed by the Secretariat. The remaining 50% is for joint activities and products such as steering committee and technical review team meetings, joint workshops, communications, M&E, and resource mobilization. In addition, the budget for joint strategic innovations implementation is equal to 21% of the 'Project Management and Oversight'. Of this, staff costs made up 42% of the total secretariat budget (very reasonable staff costs with national programme coordinator), with 37% for operational costs (related to mission costs, joint communications, joint programme coordination, workshops, M&E, office and security, etc), and 21% for joint activities costs.⁹¹

⁸⁹ There is very little reference to system strengthening and institution building. For example in the case of BEEP and FLP, apart from being well referenced in government policy, important systems have been put in place by the respective Ministries to support its implementation. After completion of these programmes participants receive government recognised equivalency certification, which shows the institutional backing and commitment to the programs. This is the first important step towards future sustainability and ownership.

⁹⁰ Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia. Key informant interviews.

⁹¹ DEY II (2022), Amended Programme Budget.

Regarding SDC funded programme staff for Secretariat staff plus each PUNO, please see the following table which summarises the staff positions and their contribution to DEY II outputs. It also summarises the costs and percentage of staffing budget per PUNO.

Figure 8: SDC funded programme staff for Secretariat and each PUNO

PUNO (institution, staff)	Contribution to DEY II interventions	SDC contribution over 4 years – total \$1,197,269.66
Secretariat staff - DEY Coordinator - DEY Programme and Finance Assistant		\$376,150 (31% of total SDC funded staff budget)
ILO staff - Enterprises Development, Project Coordinator	Outputs 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 3.3 (all outputs)	\$110,349.66 (9% of total SDC funded staff budget)
UNESCO staff - Education Officer, BEEP (x2) - Education Officer, FLP (first 2 years)	Outputs 1.1, 1.3, 2.2, 3.2,	\$166,000 (14% of total SDC funded staff budget)
UNICEF staff - Adolescent Officer	Outputs 1.1, 1.3, 3.1, 3.3	\$279,500 (23% of total SDC funded staff budget)
UNIDO staff - National Project Coordinator - Public Private Development Partnership - Project Assistant	Outputs 1.2, 2.1	\$265,270 (22% of total SDC funded staff budget)

The table illustrates the potentially inequitable weighting of the staffing contributions, with the most going to UNICEF and UNIDO staff implementing four and two outputs of the total eight outputs respectively. However, as stakeholders have noted, it is not necessarily the number out of outputs they may be contributing to, it is also the nature and size of the contribution. BEEP, for example, is a major national programme now, but large and complex and scaled up under DEY II - so a larger staffing component to manage and deliver this can be justified.

It is challenging to assess the administration/operational costs of PUNOs given that neither budgets nor financial reports for PUNOs show any costs other than personnel costs. Based on the programme's latest revised budget, the following is the proportion of staff costs out of activity costs (activity costs mean budget for the activity, excluding overhead costs):

- ILO: 13% (1 staff, coordinates many different interventions across 3 outcomes)
- UNESCO: 19% (2 staff, coordinate 2 specific interventions, BEEP & FLP); please note that since July 2022 this has been reduced to only one staff paid by SDC
- UNICEF: 52% (1 staff, coordinates vocational skills development through NGO programme)
- UNIDO: 43% (3 staff, coordinate activities for 2 outputs, SMEs and skills through PPPs).

Stakeholders observed that the intention from the beginning was to add value to the existing work of the four agencies on youth employment through (1) a small injection of additional funding and (2) increased intra-UN synergies and collaboration. UNICEF that their main contributions were life skills, vulnerable community youth and youth networks. All concerned agreed that increased intra-UN synergies and collaboration required the adequate resourcing of a coordination/secretariat function, so that sits in a different space. Please see discussion in section 2.3.2 regarding the secretariat.

2.3.6 Which specific partners have contributed substantially to the results of the project on employment?

Please see section 2.2.2 for an overview of government and private sector partners that have contributed substantially to the results on employment.

2.3.7 Are the project set up and implementation modalities, including the funding channel, efficient? If not, what should be changed?

Regarding implementation modalities, ILO provides a financial contribution to implementing partners for implementation of activities under all outcomes, and partners match this financial contribution. At the same time, ILO provides institutional strengthening and capacity building through technical assistance, training of trainers, coaching programmes and training at ILO-ITC. UNESCO also provides a financial contribution to its implementing partners who in turn provide matching contributions. UNESCO provides institutional strengthening and capacity building via training of trainers, and reflection workshops. UNICEF provides direct funding to implementation partners. MOEYS matches this contribution. It is unclear whether Friends International matches their contribution. UNICEF provides institutional strengthening through capacity building workshops, refresher trainings, and reflection workshops. UNIDO provides direct funding to service providers. GGear has provided financial contribution over and above a matched contribution. It is unclear whether Mango Tango and the TVET institutes also provide financial contributions. UNIDO provides institutional strengthening and technical support to implementing partners. Overall the model of matching financial contributions plus providing institutional strengthening is sound and should be continued, with a move to progressively increased financial input from partners.

DEY II's secretariat (at convening agency ILO) is responsible for ensuring overall coordination, communications, facilitation and efficient functioning of the programme. It also supports the Steering Committee, Technical Review Committee, and ensures delivery of the Annual Report, as well as feeding into the donor's annual internal report.⁹² A significant majority fed back that there is considerable scope for improving efficiencies through streamlining donor/secretariat/PUNO interactions. It was suggested that it would be helpful to constructively come to an agreement about what is expected - what the donor is looking for, what PUNOs can deliver - through designing a template together. An online system could be set up with template, tables, reporting, progress re outputs etc so everyone knows what is expected and there is transparency. For example, the Qualtrics software package is used in some UN M&E approaches and could be explored for use in DEY II and III.

Given the history of PUNOs working with SDC for around seven years now, and in recognition of the working relationship that has been established during such period, it would seem timely for development of a streamlined mechanism to provide constructive feedback. It was suggested that a

⁹² United Nations (2019), Joint Programme Document – Decent Employment for Youth in Cambodia (DEY), Phase Two: 2020-2023.

six monthly meeting could be tabled with the donor, UNRCO and PUNOs to enable a more consolidated and streamlined means of sharing progress, raising feedback, inputs and guidance, and jointly advising how to address challenges. It was suggested that either the UNRCO or the Country Director of the ILO Office for Cambodia (convening agency) as the joint UN/PUNO voice, could then play an important role to help convey such outcomes, including relevant policy elements, to the the National Steering Committee. The need to continue strengthening the trust-based interaction between DEY II and SDC, as the principal donor, was also highlighted by a majority, particularly through means such as that suggested above.

Another suggestion was for the Country Director of the ILO Office for Thailand, Cambodia and Lao People's Democratic Republic to become the main interface/contact with the donor (e.g. via the proposed six monthly meeting), the latter of whom could streamline its focus to providing feedback at a more strategic and lessons learned level, stepping back from day-to-day input. It was suggested that the Secretariat focus on coordination and on providing a platform for PUNOs to engage in dialogue, reflect on lessons, and synergies, and the DEY II Annual Report. The need to continue to improve and streamline processing to avoid duplication and strengthen efficiencies was highlighted. In accordance with the principle of harmonisation, it is suggested that consideration be given to adjusting the DEY II annual report timeline (currently Jan-Dec) to be more synchronistic with the SDC annual report process (Aug-Jul, with suggested submission date to be one month after the end of the reporting period, or some other date to be agreed by the parties) to ensure that just one DEY II reporting process suffices, thus reducing the burden on the secretariat and PUNOs and avoiding duplication. Alternatively it was also suggested to potentially align the DEY II indicators where relevant with those of the SDC Mekong Strategy 2022-2025 to enhance synchronisation. Jointly developing a template to address efficiencies could be used here too, emphasising the value of formalising agreements and joint planning.

Regarding the funding channel, interview feedback confirmed that the classical UN platform has been used whereby donor funds are channeled through the convening agency with subsequent disbursement to PUNOs (pass through). This has generally worked well, except that stakeholders noted the slow allocation of funds as a relatively regular feature of relations with DEY II, along with perceived slow decision-making on part of DEY II because of multi-agency nature of the organization and the requirements of relations between Phnom Penh-based offices and regional or HQ offices. Key informants noted that this is probably a systemic issue, and that other options did not necessarily present savings efficiency wise. Stakeholders thought that the parallel funding has generally worked well, with SDC funding meeting approximately 50% of the whole programme costs, and agencies and partners making up the other 50%. In principle, parallel funding is helpful as it reinforces the concept of the joint programme building on/scaling up existing PUNO initiatives. A couple of PUNOs thought it would be helpful to have more flexibility in the funding mechanism.

2.3.8 Based on the overall review, conclusions on the number of participating UN agencies, and suggestions to maintain or reduce the number of UN agencies to maximise the effectiveness and efficiency of the project in phase 3

This review recommends that the design of DEY III take a principled approach to selecting the PUNOs using objective criteria to inform such selection. A fundamental step will be deciding upon the focus of DEY III as a programme in terms of the overall objective, outcomes and outputs. From there, the PUNOs would likely be self-selecting based on their comparative advantage in addressing such

outcomes, or one would use objective criteria. The UNSDG Guidance on a New Generation of Joint Programmes emphasises that joint programmes have a strong programmatic rationale. The concept for a joint programme emerges either: (i) From the UN system, based on the country situation, the UNSDCF, and the comparative advantages of two or more PUNOs and their partners to achieve results; or (ii) In response to a request from government or donors who wish to harness the value and comparative advantages of focused effort by the UN system. This can involve a global, regional or country level pooled or vertical fund, established to address global priorities and frameworks. <sup>[L]
[SEP]</sup>When a joint programme emerges from the UN system, PUNOs are normally self-selecting, based upon common UNSDCF results and partners and informed by the UNCT configuration. In countries without a UNSDCF i.e., in ‘exceptional circumstances’, a joint programme is based upon available UNCT-agreed planning frameworks. <sup>[L]
[SEP]</sup>When a joint programme responds to a request from government or donors or to a call from a pooled fund, the UNRC and UNCT use objective criteria to inform their selection of PUNOs and to allocate resources. <sup>93 [L]
[SEP]</sup>

2.3.9 Assessment of the efficiency taking into consideration geographical coverage, interventions and resources

DEY II’s geographic focus is primarily in Phnom Penh and Siem Reap, with secondary focus in their surrounding provinces including Takeo, Kampong Speu, Kandal, Kampong Thom, Kampong Cham, Banteay Meanchey and Battambang. This focus builds on that of DEY I and aligns with the following criteria: (i) links to the sector focus; (ii) all DEY UN partners have relevant youth employment activity in the selected localities; and (iii) potential specific cooperation, links and synergies exist between such activities. ⁹⁴

Some stakeholders emphasized that the whole idea was originally about adding value to existing programmes, not creating new ones. Others thought that the geographic focus should be tightened to just Phnom Penh and Siem Reap provinces with an increased policy and budget focus at national level. National partners requested expansion to other provinces, for example, to rural mountainous areas to better reach indigenous populations, and to other remote, difficult to reach vulnerable populations.

Overall, the wide geographic focus has not always positively impacted DEY II’s efficiency, despite the intention to link with UN partners with relevant youth employment activities in the selected localities. See section 5.5 for a discussion of synergies of DEY II with other UN interventions, and the conclusion that this needs further strengthening. One conceptual question that was identified for consideration in Phase III design is how to take account of the relevant work of all the PUNOs outside the DEY II results framework and geographic priorities. The focus of reporting is on those components of work funded through DEY II, while reference was made by all PUNOs to other highly relevant engagement in Cambodia in areas outside DEY II including industrial policy, economic diversification, SME development, productivity development, decent work promotion, labour law compliance, rights at work etc. A dichotomy is thus apparent between the current highly specified and targeted donor project model on the one hand, and much wider relevant national UN programmes on the other, which a comprehensive joint UN programme focused on impact might potentially encompass. ⁹⁵

⁹³ UN Sustainable Development Group (2023), Guidance Note on a New Generation of Joint Programmes, <https://unsdg.un.org/resources/guidance-note-new-generation-joint-programmes>

⁹⁴ United Nations (2019), Joint Programme Document – Decent Employment for Youth in Cambodia (DEY), Phase Two: 2020-2023.

⁹⁵ Clarke, D. (2023), Summary of Initial PUNO Feedback for Internal Review of DEY II.

If the geographic focus is to be retained or expanded from the status quo, it would be important to identify the provinces where there is existing work going on in the context of existing programmes and projects. On the other hand, once DEY III programme design is under way, and there is a foundational decision regarding the programmatic focus, how to improve on the efficiency of geographic coverage, interventions and associated resources would become clearer. For example, if DEY III decides to focus on skills development for migrant workers returning from Thailand, it would make sense to concentrate on Siem Reap province which shares a border with Thailand. One stakeholder suggested that this could be expanded to other provinces where migrant workers come from, such as Prey Veng, Takeo, Battambang, Kampong Thom, and Preah Vihear.

The geographic focus of DEY II is both (i) a constraint in terms of potentially exercising genuine national influence and impact (with all agencies active beyond the prioritised provinces), and (ii) a potentially helpful factor in ensuring a tighter focus and providing opportunities for on-the-ground collaboration and 'jointness', as inter-agency interactions at that level are at a practical delivery level. There is a need to review geographic focus in this context and look at how to maximise impact in both of these respects.

2.4 Impact

2.4.1 To what extent has the programme generated long-term or sustainable changes at policy, institutional and beneficiary levels?

In terms of sustainable changes at policy level, this is still a work in progress. However, positive progress in terms of programmatic impact with evidence of good foundations for sustainability include the following: (i) MoEYS formal curriculum adopted the entrepreneurship education module "Know About Business (KAB)" as part of the Home Economic subject in grades 10, 11 and 12. (ii) National TVET curriculum adopted the entrepreneurship training module "Community-Based Enterprise Development (C-BED)" for TVET VC and C1 levels. (iii) MoT e-learning platform integrated the entrepreneurship training module "C-BED" as part of its curriculum. (iv) Cambodia Entrepreneurship Day (CED) is now on the table to be included in the Annual Operational Plan (AOP) process (a process towards recognizing it as a national programme). (v) MoEYS/VOD integrated KAB into the technical schools' curriculum (vi) Khmer Enterprise (KE) adopted UNIDO's online incubation platform into National Enterprise Incubation Programme. (vii) Institute of Technology of Cambodia (ITC) is developing Food Safety Training course with MISTI to improve the quality of Food products in the manufacturing sector", it in the process towards being a national training course for SMEs in this sector.

As discussed below in section 2.5.2, DEY II could strengthen impact by focusing on strengthening institutional capacities of relevant government institutions and private sector.

In terms of beneficiary level changes, please see analysis below from the Documentation and Learning Report, with which this review concurs.

Impact was highlighted by stakeholder feedback as an area needing a more systematic focus and documentation in the next phase, including in the design of the results framework. Overall, the

impact of DEY II can be described as work in progress, with some good indications of achievement to date in specific areas.⁹⁶

The following criteria have been applied in considering the impact to date of DEY II interventions: (i) Evidence of initiation of changes/improvements in relevant policies, systems, capacities and behaviours; (ii) indications of contributions to sustainability; and (iii) gender-responsiveness and evidence of LNOB, without which both impact and sustainability are compromised.⁹⁷

The following examples are selected from those provided by PUNO and other stakeholder feedback of emerging and demonstrated impact of DEY II training, partnership development and technical support activities.⁹⁸

1. More young women and men with improved employment and income prospects as a result of:

- ✓ **Improved employability** due to increased access to in-school and out-of-school skills development opportunities ranging from TVET programmes to RPL opportunities, engagement in BEEP and FLP, and informal community initiatives. TVET trainees supported by DEY II, for example, acquired market-related skills in areas including hotel services, masonry, welding, automotive and motorcycle repair, electrical wiring, cooking, beauty salon services, barbering, machining, fruit and vegetable processing and baking.
- ✓ **Opportunities to become entrepreneurs and start their own business** as well as the improvement of existing youth-owned businesses which employ a significant number of young people. Several programmes/initiatives are underway under DEY II through all PUNOs to promote and support entrepreneurship and small business development. Examples include:
 - Hundreds of young women and men starting their own businesses as a result of the promotion and application of the Community-based Enterprise Development (C-BED) tool. An annual impact tracer study of results show that 5-10 percent of the 10,000 or so young people trained every year go on to start new enterprises. This is reinforced by the promotion of linkages with the YEAC, CWEA and WEAC entrepreneur networks.
 - Hundreds of young women and men in the tourism sector acquiring the necessary knowledge and skills in entrepreneurship, digital marketing and e-commerce to start their own SMEs.
 - Increased capacities for up-scaling and fundraising for 135 new youth-owned businesses/SMEs and business development providers. While improvements in enterprise operations and youth employment can also be attributed to parallel funding and other development partners in the ecosystem, these enterprises have directly benefited from DEY II enterprise development support in a range of areas. These include improved capacities to comply with the national tax

⁹⁶ Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia. Key informant interviews.

⁹⁷ Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia. Key informant interviews.

⁹⁸ Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia. Key informant interviews.

system requirements; increased access to finance and investors; improved efficiency and productivity; and the upgrading of processing/production facilities and digital technology systems. The latter also required the investment of resources in the reskilling and upskilling of young employees to operate newly upgraded facilities and technologies, including digital. The above-mentioned reskilling and upskilling of young aircon technicians also helped young people to create new businesses and increase their salaries after acquiring the latest aircon technologies, improving professional ethics, and accessing an innovative e-hailing application for aircon technicians, with investment from a private sector partner.

- Increased capacities to promote entrepreneurship as a result of the strengthening of one national incubation centre through the Techo Startup Centre, and supporting the establishment of a new national incubation centre in collaboration with Khmer Enterprise, using the innovative digital platform IDEA App. The new centre is now known as the Cambodia Enterprise Incubation programme. It supports young innovators and entrepreneurs who are looking to establish or scale-up their business to better validating their business model and better access the business support system in Cambodia. This includes support for digital business registration; facilitating linkages to digital financial systems; and promoting connections, networking, skills and knowledge that contribute to implementation of the national Digital Economy and Society Policy.
 - Increased mutual support through matchmaking events that enable new youth-digital start-ups and SMEs to connect with each other and improve business networking – opportunities which are highly valued by most SME owners.
 - The acquisition by young women and men staff employed by 260 SMEs of improved relevant skills, including through (i) the reskilling and upskilling of 350 young aircon technicians from 125 electronic dealers as well as aircon installation and repair service providers (SMEs); (ii) digital acceleration for SMEs that promote the use of digital technology in their business operations, including marketing, accounting, human resource management and leadership.
 - The upgrading of food processing standards through the development of a training curriculum on Food Safety Standards by MISTI. This aims to implement a law that requires food processing SMEs to have a manager or a technician certified in Food Safety Standards. This upgrading contributes to the modernization of SMEs and promotes reskilling and upskilling of employees, most of whom are from vulnerable groups in society. As a result, they are better able use upgraded facilities and technologies and improve working standards in line with local and international market requirements.
- ✓ The development of **employment pathways through engagement with the private sector** – including (i) a partnership with Hyatt Hotel Inc. to place interns from NIEI, with 11 new partnerships in the pipeline; and (ii) seven PPDPs established between GGear and three technical training institutes ((ITI, NTTI, and NIEI), with four new partnerships on the way.
 - ✓ Increased access to **services to help youth make employment decisions**, including as a result of the strengthening and expansion of public employment services (PES) (6000 youth accessed out of school PES – see Annex 4) through the NEA as well as expanded access to career and TVET

orientation services; counselling on job security and safety; and pre-employment training for job readiness. An increasing number of lower secondary schools have implemented a new career counselling App, with teachers have trained to how to use the App with their students.

- ✓ Linking job-seekers with potential employers in Siem Reap through **career fairs**. For example with **National Employment Agency partners (59,589 young women and men accessed public and non public in school and out of school employment services – 51% women)**, the **joint TVET Study Tour/career fair organised for BEEP and other programme participants which linked youth with potential employers⁹⁹ or in association with workshops** on tourism employment related topics run by École d'Hôtellerie et de Tourisme Paul Dubrule (EHT) – some 2,000 young women and men participated in workshops in 2022, along with employers who are encouraged to participate to learn about the wider aspects of the tourism industry and being a good employer. Job fairs have also been supported under DEY II in other provinces and at national level through DEY II.
- ✓ Institutional support to the development and rollout of an employment services manual in TVET institutes and job centres with DGTNET and NEA.
- ✓ **Sector-specific initiatives**, such as the MoT HoKa (Hospitality Kampuchea) training programme which has organized TOT programmes in food and beverages in Siem Reap. Flow-on training following the TOT has seen 400 staff trained in the workplace.¹⁰⁰

2. Increased opportunities for young women and men to obtain better quality market-relevant training through the national TVET system. Including as a result of:

- ✓ The development of **digital and blended learning platforms, modalities and capacities**, accelerated by the COVID-19 pandemic, including through BEEP and other digital initiatives.
- ✓ The expanded **“bridge” provided by BEEP into TVET for out-of-school youth**, with community youth and FLP initiatives also providing such links. This is a key example of where DEY is able to reach the most vulnerable, providing pathways in which for example the 1.5 million youth from poor families priorities by RGC can access TVET and skills training. This is also an example of system building through which formal equivalency certificates recognised by both MoEYS and MLTV.
- ✓ The development of competencies and curricula to enable greater availability and quality of **soft/cognitive, green and digital core skills development** within the TVET system - all being critical to lifting skill levels of workforce in context of the challenges and opportunities of climate change and IR 4.0.
- ✓ Improved foundations in place through DGTNET for the expanded development of **competency-based learning materials (CBMs)**. This is now a priority of high urgency in light of the PM's commitment of funding for 1.5 million TVET learners from poor families. *DGTNET*: “We increasingly have the curricula now – the priority from here is translating these into CBMs.”

⁹⁹ <https://www.khmertimeskh.com/501197500/learners-from-unescos-beep-join-study-tour-on-skills-training-and-career-employment/>

¹⁰⁰ Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia. Key informant interviews.

- ✓ Increased (although unmeasured) awareness of TVET as a an option for youth as a result of the **Annual TVET Day** (all provinces in 2022 and a first in ASEAN).
- ✓ Increased **market orientation of TVET programmes**, with SDF and DEY influences important in this respect, among others.¹⁰¹

3. Increased numbers of young women and men empowered within the labour market as a result of Recognition of Prior Learning (RPL) certification:

- ✓ Supported by the training of teachers on e-pedagogy and digital skills (EHT) as well as the training of assessors on how to perform blended RPL (NCTP).
- ✓ The MoT has further been tasked to develop tourism sector RPL guidelines for ASEAN on the basis of progress in the Cambodia context.¹⁰²

4. Young women empowered through increased literacy as a result of participation in FLP:

- ✓ Beyond the acquired literacy levels, impacts include the rebalancing of gender relations within households, contributing to stronger ability and confidence of women to negotiate; an associated reduction in domestic violence; increased productivity which contributes to GDP; increased company profitability; and improved prospects of career advancement (MoEYS Dept of Informal Education).
- ✓ These impacts supported by (i) a new FLP curriculum to allow 6th-grade equivalency certification, giving them an option to enrol in BEEP after graduation to achieve lower secondary education equivalency; and (ii) a partnership was established with the Cambodian Garment Training Institute (CGTI) of the Manufacturers Association of Cambodia (GMAC) to provide upskilling/reskilling courses to garment factory workers.¹⁰³

5. Increased number of girls and boys with enhanced employment-relevant life skills as a result of:

- ✓ Strengthened relevant capacities in an increasing number of lower high schools, supported by (i) school-school and province-province mutual support links and arrangements; and (ii) the development by MoEYS of a 10-module e-learning course on local life-skills education for teachers and school directors.
- ✓ Putting such skills into practice has included youth being part of solutions to community issues (e.g through local enterprise development or addressing waste issues)¹⁰⁴ and advocating to local government to address their concerns.

¹⁰¹ Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia. Key informant interviews.

¹⁰² Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia. Key informant interviews.

¹⁰³ Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia. Key informant interviews.

¹⁰⁴ Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia. Key informant interviews.

6. Increased ability of young women and men to advocate for their rights at work, including through

- ✓ Integration into FLP curriculum, training of youth centre leaders and increased social media profile.¹⁰⁵ Other initiatives to embed the rights at work for youth curriculum have included at career fairs, dedicated youth rights at work workshops, including for vulnerable groups (young migrant workers, etc.), and training of DNFE staff

7. Basis strengthened for the voices of young women and men about their employment needs to be better heard by policy makers and employers as a result of:

- ✓ Increased capacities of two national youth platforms: The Adolescent and Youth Reference Group (AYRG) and the United Nations Youth Advocacy Panel (UNYAP).
- ✓ A youth-led online campaign conducted for policy actions to increase employability for young women and men.
- ✓ Mass outreach social media messaging in areas including COVID-19 prevention, mental health and psychosocial support through the AYRG online platform.
- ✓ Youth Development Councils established in Siem Reap and Battambang.¹⁰⁶

2.4.2 What needs to be done to increase the impact of the programme and to better measure impact?

To enhance the attention to achievement and measurement of impact, it is suggested that consideration be given to the inclusion of an impact assessment baseline study in the design of DEY III. This could be (i) carried out with the participation of all PUNOs and other key stakeholders and (ii) used at the same time as a learning and capacity development opportunity for all involved.¹⁰⁷ One stakeholder emphasised the need to carefully design the indicators. Another stakeholder suggested that DEY should analyse the relative impact of participation as a once off event as compared to longer term engagements, such as completing an equivalency programme.

As discussed below in section 2.5.2, DEY II could strengthen impact by focusing on strengthening institutional capacities of relevant government institutions and private sector.

Impact could also be enhanced by strengthening strategic dialogue and collaboration with other key relevant international players with a priority focus which aligns with that of DEY, such as the ADB which brings considerable resources and influence into the skills area (refer to the Stakeholder Survey and Analysis conducted in 2021 of DEY II current and potential stakeholders for elaboration).¹⁰⁸

Also suggested in consultations was the potential for DEY III to leverage additional tools and technologies which are designed to contribute to planning for and monitoring impact– for example

¹⁰⁵ Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia. Key informant interviews.

¹⁰⁶ Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia. Key informant interviews.

¹⁰⁷ Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia. Key informant interviews.

¹⁰⁸ Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia. Key informant interviews.

the *Market Systems Development Methodology (MSD) Toolkit* and the use of big data to monitor overall progress. The MSD Toolkit¹⁰⁹ also helps to prioritise scaling-up and the sustainability of impact for poor and disadvantaged people. A number of international agencies use and promote the tool, including SDC, Sida, Australian DFAT and USAID.¹⁰⁹ One PUNO is actively working on using MSD in its skills development projects to increase impact.¹¹⁰

2.5 Sustainability

2.5.1 What has been the level of contribution and ownership of the government and private sector to the specific interventions of each outcome? What contribution/ownership modalities have proven more workable? And what not? Which interventions have gained more contribution/ownership? What should the government and private sector contribute more?

Please see section 2.3.3 regarding level of contribution of government and private sector.

With respect to contribution modalities that have proven more workable, stakeholder feedback was that monetisation of staff time and facilities such as learning centres, meeting rooms was the most workable from the government. On the other hand, budget contribution from government partners in activity implementation did not work so well, for example organisation of workshops, meetings, consultancies and operational costs.

In terms of further government contribution, the government should work towards progressive increase of national budget funding in DEY III. DEY II has seen a government contribution of 8.91% of the total programme budget (\$825,945) from MOEYS, MEF (KE and Techo Start Up), MLVT, and MOT. In DEY II design discussions, the government committed to increase annual funding by \$100,000 USD per year. Ultimately this was difficult to implement once the government incurred COVID response related debt. Key informants observed that although DEY II interventions have been integrated into some government plans, much of the implementation relies on programme funding. A positive example is where stipend support (receive monthly allowances from programme funding) for BEEP facilitators has been significantly reduced by 50% starting at the beginning of DEY II, indicating the gradual contribution and better ownership of line ministries. Moreover, the salaries of contracting FLP teachers have been fully paid by the MoEYS. The printing of the new literacy books has been now covered by the MoEYS' budget starting from 2022.¹¹¹ Therefore, it would be timely to have renewed commitment to increase annual funding by the government (at a level that is realistic for RCG) in DEY III to move towards national ownership and sustainability. Moreover, other decent employment programmes in Cambodia engage with national budget processes, such as those funded through the EU, UNDP, World Bank and ADB. DEY should be part of these conversations too. For example, it was suggested that it would be timely for Know About Business to be integrated into the national education budget, and that MOEYS could take over the lead from PUNOs in implementing Cambodian Entrepreneurship Day. Other programmes that have been integrated into national plans already and are ripe for inclusion in national budgets include BEEP, FLP, Local Life Skills Education, and Youth Rights at Work training programme. The key message from stakeholders was that government should demonstrate ownership by taking over the lead from PUNOs of DEY interventions, incorporating such

¹⁰⁹ Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia. Key informant interviews.

¹¹⁰ for example through the LKDF. <https://lkdfacility.org/>

¹¹¹ United Nations (2023), Annual Narrative Report, 01 January – 31 December 2022

programmes into national strategic plans as well as into national budget processes via phased national budget increases.

Moreover, feedback highlighted that the government should take the lead in the Steering Committee, demonstrating ownership and a progressive decline in reliance on input from the outside. Please see discussion in section 2.2.6 about maximising the potential of the Steering Committee, including through MLVT co-leadership/ownership, policy influence, strengthening government coordination and involvement of government technical departments.

Other suggestions included that the government and private sector could join forces to contribute to expansion of internet access in rural areas in Cambodia. There are good examples of this, such as the partnership with Telecommunications company Smart Axiata and line ministries, which could be scaled up to include other telecommunications companies. Other opportunities could be explored to support access to online education and training materials without access to the internet, such as through devices like RACHEL (Remote Area Community Hotspot for Education and Learning). Developed by World Possible, RACHEL is a portable, battery-powered device that functions as a router to transmit signals and stores educational materials that can be accessed without an internet connection. The materials contained in RACHEL can be easily connected to nearby laptops, smartphones, and tablets.¹¹²

Regarding private sector contribution, the partnership with GGEAR/upskilling aircon technicians is an example of good practice that could be replicated. GGEAR contributed to at least 70% of the costs, with UNIDO providing guidance and coaching regarding the training materials plus 30% of the cost. However, stakeholders emphasised that this requires communication and dialogue to educate the private sector about its role and potential benefits of upskilling the labour force. This good practice may be showcased as an example of investment in developing innovative solutions using technology to generate profit as well as green benefits for target populations. Please see Lesson Learned 5.4 on increasing private sector engagement for more ideas.

In terms of national ownership, please see analysis below from the Documentation and Learning Report, with which this review concurs.

Sustainability rooted in national ownership also remains work in progress, the RCG's participation in the DEY II Steering Committee and collaboration with the programme at all levels notwithstanding.¹¹³

Although Cambodian Government partners consulted for this report all strongly indicated ownership of key DEY II initiatives in their sphere (e.g. BEEP, FLP, the life-skills programme, and TVET strengthening initiatives, among others), some PUNO feedback indicated that there is still a tendency in their experience for national partners to see particular components of the programme as being primarily a UN initiative, even where these have been embedded within national frameworks and have already received national budget support (e.g. the high school life skills programme - although

¹¹² Kopernik (2023), Technology in the Education Sector: Are We Prepared? https://kopernik.info/en/news-events/blog/technology-in-the-education-sector-are-we-prepared?mc_cid=a05216321b&mc_eid=71cf034449

¹¹³ Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia. Key informant interviews.

the degree of local ownership does vary, with the quality of the local school leadership being an important enabling factor).¹¹⁴

In this context, the following examples were given of emerging foundations for potential sustainability in specific areas at different levels. These frequently involve the strengthening of core institutional capacities; the development of guidelines and SOPs to guide future actions; the development and use of IT tools (e.g apps) and TOT. Taken together, they contribute to the underpinning systems and capacities needed to strengthen sustainability based on increased national ownership in DEY III.¹¹⁵

- The **integration of BEEP into wider MoEYS planning** as part of Cambodia's wider education/learning architecture, supported by increased MoEYS/MLVT collaboration at local level. BEEP and FLP are both referenced in government planning documents as being integral to the provision of learning pathways outside the formal TVET and education systems. A strong sense of ownership of BEEP was indicated by the consultation with the MoEYS Directorate of Youth ("the Minister is so proud of BEEP" – MoEYS). When COVID struck, BEEP was already well -established with a user- friendly online system, so was well placed to make the transition to blended learning using smart phone technology. In addition, the inter-ministerial certification for this programme is very important institutional commitments through official certification and recognition (not UN owned).
- The **embedding of life skills into the basic education curriculum**, with demonstrated application of skills learned through the successful establishment of local community projects which address specific issues identified by the schools, students and communities concerned. Such projects also provide a basis for lobbying local government to incorporate such activities into their community investment plan. The life-skills programme is now supported by an online training platform for teacher training (DEY II/UNICEF played "kickstart" role in its establishment).
- **Embedding of green skills elements of the competency standards (CSs) of four occupations in the Tourism/Hospitality sector** into 16 Apprenticeship Manuals for these occupations. In addition, the green skill elements and green unit competencies in the CSs and Competency-based Curriculums (CBCs) of plumbing levels 2-4 have been developed and are about to enter the approval process under the National Training Board. Green skills have been further included as a requirement in existing tourism training curricula and systems. The intention is to move towards the green skills certification of hospitality sector facilities and services. TOT in this respect is currently underway.
- **RPL/RCC assessment capacities increased** through the development of a digital platform and assessment tools for the hospitality sector.
- The **integration of the Community-Based Enterprise Development Education tool (C-BED) for Aspiring Entrepreneurs into the national TVET curriculum**, with its online module included within the E-learning platform of TPTD, MoT. Nine TVET institutes have now implemented the C-BED

¹¹⁴ Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia. Key informant interviews.

¹¹⁵ Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia. Key informant interviews.

training tool. A strong sense of ownership of CBED indicated by consultation with MoEYS Directorate of Youth (“CBED is now fully government-owned and funded”).¹¹⁶

- **Incorporation of the Know About Business tool (KAB) into the new high school curriculum as an option in the Home Economics curriculum in grades 10, 11 and 12.** The original 10 ILO KAB modules were adapted into a set of six modules, which are being used to train teachers. KAB is further being embedded into new textbooks under the current curriculum. Internal capacities have been strengthened through training of selected staff in the ILO International Training Centre in Turin. KAB remains an optional learning pathway, and thus can be dependent on teachers being willing to teach it outside the regular school day, potentially compromising its sustainability.
- **Adoption of Standard Operating Procedures (SOPs) and development of apprenticeship guidelines** (the latter still pending final approval) as a basis for moving ahead with quality apprenticeships but need to support shift from informal to formal training through curricula and formal qualifications within the NQF. In the tourism sector, support for MoT has enabled the development of apprenticeship training guidelines, which now need to be operationalized and reconciled with existing general guidelines.
- **Enhanced core capacities of the NEA**, including through (i) strengthening core skills of key personnel within the organization via the ILO International Training Centre in Turin and (ii) enabling enhanced outreach and visibility via improved digital skills and use of digital tools - website, mobile Apps, websites.
- **Establishment of standards and a core group of trainers in Cambodia’s Spa and Wellness sector**, on the basis of which MoT has been tasked with developing an ASEAN curriculum and standards for the sector (which in turn would in due course reinforce the professionalization of the Cambodian sector). Follow-up steps are now needed to progress the professionalization of the sector, develop career paths and lift the sector’s profile as a safe and specialist service.
- **Establishment of a national entrepreneurship incubator** led by Khmer Enterprise and one existing national incubation centre strengthened.
- **Strengthened capacities of entrepreneur associations / networks**, to influence national enabling frameworks for youth entrepreneurship and provide support to young entrepreneurs (YEAC, CWEA, WE Act Cambodia, IHPP, VSO, CPSA and CMA). Key informants noted that SME owners are now more aware of rights at work, including social protection, which they are now providing to their employees.
- **Establishment of self-sustaining South-South Cooperation arrangements** between the Cambodian hospitality sector with Hainan University in China for training in Hainan cuisine. including currently employed staff. Plan to expand to other Chinese provinces on self-sustaining basis.

¹¹⁶ Please note that DEY II did not provide financial support to MoT to implement C-BED in their e-learning platform, nor to TVET institutions nor to DGTVE to implement C-BED in TVET. But DEY II did provide minimal financial support to MoEYS to organize Cambodia Entrepreneurship Day with a plan to phase out the financial support once this is integrated into Annual Operational Plan (AOP) (under progress) once it is approved.

- **Strengthened voice of youth at national and local policy levels**, including via the National Assembly and social media platform, through youth-led platforms, AYRG and UNYAP, youth-related national platform NYDC; and Youth Development Councils in Siem Reap and Battambang under the National Action Plan on Youth Development.
- **Impending SDF guidelines on PPPs for decent work for companies and TVET institutions** but held back by a lack of resources and technical expertise currently to progress these.¹¹⁷

However, overall stakeholder feedback indicated that sustainability also remains very much work in progress. The evidence of genuine sustainability arising out of the above developments remains to be realized in many cases. In this sense, the list is more one of potential to contribute to sustainability, rather than actual change measurably achieved. Systematic and sustained follow-up is required to bring the potential to fruition.¹¹⁸

As earlier noted, one step that can be taken to strengthen national ownership and leadership in the next DEY phase is the involvement of Cambodian partners from the beginning of the DEY III design. Clearly the need to keep ‘lifting the game’ on sustainability requires ongoing and strengthening engagement in supporting the increased strategic and core capacities of partners. The impact assessment baseline study proposed in the Recommendations, if taken forward, should pay particular attention to the interlinked impact and sustainability of capacity development initiatives, with related lessons to improve future performance.¹¹⁹

A key element of the institutional strengthening agenda is continuing to support and facilitate greater coherence and coordination at all levels of government, including through the National Steering Committee. The role of the BEEP centres and high school life-skills programmes in bringing together the relevant ministries and departments at local level were among positive examples that were highlighted in this regard by PUNO feedback.¹²⁰

There is further a need to clarify just what the desired ‘end point’ of DEY III is in terms of local ownership and leadership and what strategies and approaches will best lead to this outcome at all levels. Defining what success will look like, linked to identifying those interventions which have proven to be most successful, should further be a key component of the DEY III design process with achieving impact and sustainability as key drivers, in essence bringing an ‘exit strategy’ perspective to the design.¹²¹

¹¹⁷ Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia. Key informant interviews.

¹¹⁸ Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia. Key informant interviews.

¹¹⁹ Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia. Key informant interviews.

¹²⁰ Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia. Key informant interviews.

¹²¹ Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia. Key informant interviews.

2.5.2 How effectively has the programme built the necessary capacity of people and institutions? How effectively has the programme built national ownership and capacity?

DEY II has built the necessary capacity of people to a moderate degree. Please see 2.5.1 for positive examples of this, including TVET trainees, entrepreneurs, C-BED trainees, youth-owned businesses, Techo Start Up Centre, enterprise development trainees, aircon technicians, increased literacy of young women through FLP, increased employment relevant life skills of girls and boys, increased ability of young women and men to advocate for their rights at work, increased capacities of two national youth platforms to advocate for decent employment for youth: The Adolescent and Youth Reference Group (AYRG) and the United Nations Youth Advocacy Panel (UNYAP).

Regarding concrete results of institutional strengthening, some examples include capacity building and coaching on digital and green TVET; 7 TVET institutions are taking ownership and leadership in transforming their classic TVET modules and RPL assessment packages and methodologies into blended and green; 25 training and assessment packages were blended with the integration of green skills and basic digital skills; the Department of Youth and VoD under MoEYS were able to organize KAB ToT for selected teachers in 25 provinces; 25 secondary schools implemented KAB with 4891 students without DEY II financial support; 13 public TVET institutions were able to implement C-BED in their TVET curriculum with 5336 students without financial support from DEY II.

However, stakeholder feedback regarding institutional strengthening was that it is still a work in progress. Interviews with the ministries emphasised skill levels and staff resourcing is the main issue. DGTNET for example was keen to develop a longer-term (five year) integrated strategic cooperation approach/framework with DEY III so core long term directions and shared objectives are clear and able to be jointly planned, implemented, and monitored, supported by annual review and planning processes. The National Employment Agency would like to focus on strengthening core functions of the NEA system in a systematic, strategic deliberate long term way, prioritising counseling service capacities and coverage. The Ministry of Tourism emphasised the need to focus overall on the strategic strengthening of the tourism sector standards and skills development system, with institutional strengthening as the foundation. The main message was to move away from ad hoc, once off workshops towards a more systematic, iterative and consolidated approach, focusing on institutional strengthening.

Regarding national ownership, please see section 2.5.1.

2.5.3 Which specific interventions have proven significant potential for scalability? Which specific interventions depend on DEY II funding with little probability for sustainable financing beyond the project?

Criteria used for this assessment of scalability are (i) availability of sustainable financing; (ii) evidence of national ownership via incorporation into policy and core business planning; (iii) availability of the requisite systems and capacities for scaling up and or evidence of commitment to develop these; (iv) proven success of initial implementation and identification of lessons and success factors to guide scaling up/expansion.

Interview feedback emphasised the following interventions as having potential for scalability:

- Local life skills

- AYRG representation – there is scope for expansion at provincial level; for example in Siem Reap and Battambang, the network is being provincialized
- Digital and green transformation of TVET – in the context of the Prime Minister’s commitment to provide \$1.5M; DEY could explore curriculum development, lifting profile of TVET
- Strengthening and support to the employment services delivered through TVET institutes and job centres (through the DEY supported employment services manual)
- RPL
- Youth Rights at Work (institutionalization within youth enterprises, employers, FLP, MLVT, MOEYS)
- PPP (TVET curriculum development, training and delivery)
- KAB (has been taken on board within MOEYS, who have taken basic modules for streamlining and consolidation, with further scope to enter the curriculum and national budget)
- C-BED (Tracer studies indicate that 10-20% of those who participate in entrepreneurship introductory processes do go on to start their own business). C-BED in TVET has been entirely adopted by DGTNET/MLVT and implemented by 13 public TVET institutions without relying on financial support from DEY II. At the same time, implementation is expanding through other public TVET institutions.
- EHT Paul Dubrule – working with more groups of PWD not just visually impaired
- Professional training such as that provided by the MoT through the National Committee of Tourism Professionals and other such relevant bodies in strategic high-growth sectors of the economy
- Khmer Enterprise is supporting both start ups (e.g. Techo Start Up Centre) and SMEs.

Regarding BEEP and FLP, MOEYS and MLVT have both contributed in-kind contributions, mainly staff time, in the amounts of \$234,748 and \$264,797 respectively. Moreover, stakeholders highlighted the following:

- BEEP – DEY II pays monthly stipends (e.g. \$75/month per facilitator, each learning centre has two facilitators). The stipend has reduced by 50% in DEY II from \$150/month per facilitator. Significant in-kind contributions from the line ministries and the private partners were made to BEEP.
- FLP – MOEYS is already funding the salaries of FLP facilitators. There is a significant contribution made by factories through staff time. The factories are allowing staff to attend FLP during working hours, which is a cost to the factories and an important commitment made by factory management.

In this regard, please see section 2.5.2 regarding the request of government stakeholders to focus on institutional strengthening and addressing staffing, and that this be addressed through, *inter alia*, development of five year integrated strategic cooperation plans, supported by annual review and planning processes.

Regarding specific interventions which depend on DEY II funding with uncertainty surrounding sustainable financing beyond the project, stakeholder feedback included:

- Vocational skills – CSO provision relies on DEY II funding, thus far has not connected with formal TVET or technical high school system.

- SME support – unclear whether incubation centres and SME departments ready to take over once programme ends. This is primarily because these activities have only recently begun and it is too early to judge sustainability.

2.5.4 In the next phase, what should be the key focus and specific interventions to directly and substantially promote decent employment for youth?

The following reflections are from the Documentation and Learning Report, with which this review concurs.

The following considerations emerged from stakeholder consultations to be “put on the table” in the design of DEY III.¹²²

(a) Preparing early for the positioning of DEY III within the new UNSDCF architecture: A new feature of DEY III design will be the requirement for close alignment with the new UN Sustainable Development Framework (UNSDCF). This is a much more complex, rigorous and engaged process than has been the case with the current UNDAF. For example, each of the 4 UNSDCF pillars will be supported by an inter-agency Results Group to support and coordinate joint work planning. DEY III will link to two such Results Groups in particular – one under Outcome 1, which encompasses skills development and one under Outcome 2 which encompasses decent work and formalization. DEY III will need to strategically position itself (along with other relevant UN joint programme in this context, with DEY PUNOs also members of the relevant Results Groups. It will be helpful to be clear about where DEY III fits into the UNSDCF architecture before the Phase 3 design process gets underway.

(b) Lifting the level of ambition of DEY III: DEY II was centred around achieving what were considered to be realistic numerical results (e.g. 3,000 young women and men to obtain employment/self-employment, including 1000 in formal employment and 200 in formal self-employment). Building on the progress and lessons of DEY II, some consulted stakeholders highlighted the need to lift the sights of DEY III through joint strategic interventions, particularly at national policy and systemic institutional strengthening levels, to reach and impact the decent employment prospects of a much greater proportion of Cambodian young women and men. How this shift might be reflected in a Phase III design, taking account of existing resources and partnerships is posed as a question for discussion.

(c) Prioritising the influencing of macro policy settings: The DEY II overall focus on (i) skills development and employability; (ii) self-employment/entrepreneurship opportunities and SME development; and (iii) the quality of work/rights at work (including the role of PES), is integral to the emphasis of the new Pentagon Strategy.

(d) Following from the above consideration, it was proposed by one PUNO in particular to maximise the impact of work done to date under DEY II by investing more deliberately and seriously in joint UN efforts to **influence the government policy agenda in line with the priorities set out under the Pentagon Strategy** – with the aim of ultimately reaching Cambodia’s a larger proportion of young women and men in a systemic and sustainable way (beyond the numerical targets of DEY II). Through jointly conducted high-level policy dialogue, such engagement should aim to (i) contribute to the

¹²² Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia. Key informant interviews.

upstream enabling policy environment, including the skills /HR development aspects; and (ii) link macro, meso and micro policy levels with a view to maximising national impact. It is acknowledged that concrete results at the policy level so far are still a work in progress, and that policy results can take some time to come to fruition. However this does not diminish the need for more deliberate and joint UN efforts in this regard. Each PUNO brings its respective expertise to different policy areas, such as ILO on decent work policies, UNESCO and UNICEF on education policies, and UNIDO on industrial development policies.

(e) It was further suggested that a higher level of policy engagement needs to be supported by (i) **influencing national budget prioritization** through high-level policy dialogue to increase the sustainable resourcing of programmes and initiatives contributing to an increased number of young women and men in decent work; (ii) **institutional strengthening in key strategic areas** to ensure policies are actually delivered; and (iii) a serious focus on **strategic policy research and analysis** to inform a strong narrative on the relevance of jobs and a strong, relevant and diverse skills base to Cambodia's future.

(f) **Maximizing the potential for strategic policy engagement of DEY III's links through the Steering Committee to the Minister of Labour, senior government officials and national policy and budgetary processes:** Despite its limitations as a format and process to date, the committee provides a unique and already existing platform for (i) policy influence and engaging with the Cambodian Government's vision, priorities, strategies and commitments for decent employment and skills development and (ii) promoting the strengthening of internal government coordination and coherence between the relevant ministries and agencies. How to realize this potential to a greater degree than is currently the case is a question demanding attention in the lead-up to Phase III.

(g) Linking to this consideration is the potential of DEY III working with PUNOs in a coherent and planned way to effectively **leverage their participation in national policy and coordination bodies** (e.g UNESCO and UNICEF with respect to education and children, and UNIDO with respect to the Sihanoukville 'Master Plan'). The DEY II Prodoc envisages that this will happen.

(h) **Focusing DEY III's resources in proven success areas:** It was proposed in consultations that DEY III should focus joint attention and resources on the policy, institutional strengthening and programme delivery areas which have proved to be most successful to date in promoting youth employment, rather than allocating resources through an agency 'equal share' model. This will require the PUNOs looking jointly and objectively at what has worked and wasn't hasn't and agreeing to a budget structure which reflects this. Hard decisions may be required. In this context, it was proposed that soft skills development should be a cross- cutting theme within and outside the school system and TVET programmes.

(i) **Clarifying the overall primary focus of DEY III** - is it on contributing to the creation of jobs and numbers in jobs, or on strengthening the employability of youth for the jobs which are available and supporting the facilitation of links to such opportunities – or a balance of both? Employability, including in the context of entrepreneurship, is the primary current orientation. Where the future primary focus is pitched will affect how Phase 3 is designed, including its performance measurement regime. It is agreed that, overall, the main target group for DEY II should remain those young women and men who are most disadvantaged and likely to be left behind.

(j) **Strengthening the focus on the decent work aspects of jobs that youth move into:** Going beyond the current work on promotion of rights at work and reaching / supporting private sector counterparts to apply the labour laws and be “good employers” (including in synergy with KE), a need was highlighted to clarify how “decent” is defined and assessed. The importance of working with MISTI on formalisation of enterprises and employment in line with the IDP and National Employment Policy was also highlighted as an area requiring higher profile and more systematic attention in DEY III.

(k) **Taking account of the relevant work of all the PUNOs outside the DEY II results framework and geographic priorities:** The focus of DEY II planning, implementation and reporting is on those components of work funded through DEY II, while reference was made by all PUNOs to other highly relevant engagement in Cambodia in areas outside DEY II. These included industrial policy, economic diversification, SME development, productivity development, decent work promotion, labour law compliance, rights at work etc. A dichotomy is thus apparent between the current highly specified and targeted donor project model on the one hand, and much wider relevant national UN programmes on the other, which a comprehensive joint UN programme focused on impact might potentially encompass. How DEY III might better link and leverage ‘outwards’ into the wider work of the UNCT on youth employment is an area of great potential from an impact perspective in DEY III.

(l) **Defining success:** Linked to the above, the need was highlighted to develop a clear joint definition of success for DEY III, which in turn would inform strategies and planning for sustainability, encompassing policy, institutional and capacity development dimensions.

(m) **Putting gender equality, the rights of persons with disabilities, and LNOB at the centre of DEY III design and implementation to ensure impact and sustainability.**¹²³

2.5.5 Which institutions (government and private sector) play a critical role for sustainability?

All government and private sector institutions with which DEY II has engaged play a critical role for sustainability. Please see section 2.5.2 regarding the DGTNET need for systemic institutional strengthening and systems support for government partners, rather than ad hoc support. Please see section 2.5.1 regarding the need for government to increase integration of DEY II initiatives into national policies as well as progressively increase national budget allocations for sustainability. Please see Lesson Learned on the need to strengthen private sector engagement in DEY III. The National Employment Agency plays a critical role for sustainability due to its link between employability and actually getting a job, and its progressively increasing outreach with offices in most provinces. The NEA is a key referral point, and a critical interface for counselling services, career guidance, linking job seekers with jobs, providing market information to influence TVET policy and priorities, employer planning, and government policy on employment and skills.

2.6 Coherence

The terms of reference request assessment of coherence, specifically to assess if and how each strategic intervention could leverage synergy, sequence and complementarity with other strategic

¹²³ Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia. Key informant interviews.

interventions and to what extent the synergies specifically contributed to achieving the program's expected outcomes.

Please see analysis of coherence in Lesson 5.5 - Joint programmes underscore the UN's commitment to "delivering as one", and answer the need for more coherent, cross-sectoral approaches and contribute to catalytic change, linked to one or more UNSDCF outcomes, country priorities and SDGs.

3. Conclusions

In conclusion, the stakeholder feedback received, supported by the desk review and the DEY II internal Documentation and Learning Report affirmed the continued relevance of the project, and observed that this has, if anything, increased in the context (i) Cambodia's recovery from the COVID-19 pandemic; (ii) the new Cambodia Pentagon Strategy (formerly the Rectangular Strategy) which will have jobs and skills as a core focus; (iii) the impacts from a youth employment perspective of climate change; and (iv) the increasing attention in national policy to the challenges and opportunities of rapid technological change with respect to the skills base within the workforce and ensuring decent work for all. Overall, the stakeholder feedback validated the relevance of the substantive work areas covered by DEY II, as set out in the results framework outcomes. This indicates that the initial setting of priorities and outcomes for DEY II was on solid ground in terms of the issues to be addressed in the national context.¹²⁴

Stakeholder feedback further viewed the achievement of results by DEY II positively in the context of the project's results framework, despite the severe constraints and related adjustments triggered by the COVID-19 pandemic. Impact was highlighted by stakeholder feedback as an area needing a more systematic focus and documentation in the next phase, including in the design of the results framework. Overall, the impact of DEY II can be described as work in progress, with some good indications of achievements to date which lay the foundations for impact in specific areas.¹²⁵

Regarding efficiency, the review found that jointly the PUNOs bring the comparative advantages of the UN system to the programme, such as its normative, convening and catalytic roles (rather than hands-on delivery roles), its ability to engage with government at senior levels, and its policy and technical expertise. Moreover, a majority of stakeholders assessed the performance of the secretariat very positively, including its coordination, communications, facilitation and advisory role during the pandemic period. However, the review found that inefficient prioritization of DEY II resources towards donor processes and demands impacts negatively on the delivery of expected results of youth employment in terms of minimizing the available time for PUNOs to implement programme activities. Overall the transaction costs for DEY II are high. This is partly because the joint programme coordination is complex; the secretariat needs to coordinate with 4 PUNOs, the UNRC, SDC, MLVT, plus Steering Committee coordination involving these stakeholders plus MOEYS, CAMFEBA, youth representatives. In addition, each individual PUNO has many teams to coordinate internally. A number of solutions have been proposed to address efficiency factors of DEY II.

¹²⁴ Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia. Key informant interviews.

¹²⁵ Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia. Key informant interviews.

With respect to sustainability rooted in national ownership, stakeholder feedback indicates that this area also remains work in progress, the Cambodian Government's participation in the DEY II Steering Committee and collaboration with the programme at all levels notwithstanding. Although Cambodian Government partners consulted for this report all strongly indicated ownership of key DEY II initiatives in their sphere, PUNO feedback indicated that there is still a tendency in their experience for national partners to see particular components of the programme as being primarily a UN initiative. This can be the case even where these have been embedded within national frameworks and have already received a degree of national budget support.¹²⁶

4. Promising practices

4.1 Digitalisation as a key modality for increasing outreach and inclusion (digital access, digital learning platforms, digital skills) to increase decent employment for youth

Good practice element	Text
Relevant conditions and context	<ul style="list-style-type: none"> • Digitalisation may be a key modality to improve delivery of labour market interventions, such as training, and employment services, while ensuring inclusive approaches of digitalisation. In addition, digitalisation may be a key modality for increasing decent employment for youth via jobs in the digital economy. • Good smart phone access in Cambodia • Internet access can be poor in rural Cambodia due to connectivity issues • The significant long-term shift to digital learning platforms and blended learning approaches which COVID triggered, with the associated new skills and ways of working, is seen as a positive outcome of the adjustments within DEY II during the crisis. • This outcome now provides an important basis for increased outreach and inclusion. • Challenges requiring attention with regard to those excluded from digital access due to connectivity issues, lack of digital skills and constrained access to the necessary technologies. • Good links to national and international priorities for Cambodia: <ul style="list-style-type: none"> ○ Rectangular Strategy IV - Rectangle 2: Economic diversification, particularly "preparation for the digital economy and Fourth Industrial Revolution." ○ Cambodia Digital Economy and Society Policy Framework 2021-2035 - Building a vibrant digital economy and society by laying the foundations to promote digital adoption and transformation in all social actors including the state, citizens, and businesses, to accelerate new economic growth and promote social welfare. ○ UNDAF 2019-2023 - Outcome 2: By 2023, women and men in Cambodia, in particular the marginalized and vulnerable, benefit from

¹²⁶ Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia. Key informant interviews.

	<p>expanded opportunities for decent work and technological innovations; and participate in a growing, more productive and competitive economy, that is also fairer and environmentally sustainable.</p>
Cause effect relationship	<ul style="list-style-type: none"> • DEY II focuses on increasing demand-driven digital skills, which are relevant to current and future labour market needs. For example: <ul style="list-style-type: none"> ○ UNICEF and UNIDO - supporting micro-enterprises owned by vulnerable youths to digitize their marketing - 32 micro-enterprises trained in digital marketing. ○ ILO and UNIDO – combining expertise to support Impact Hub to train 800 youth on digital branding). ○ UNESCO/MOEYS/MLVT - The Basic Education Equivalency Programme – BEEP is providing free flexible alternative online education to out-of-school youth to complete lower secondary/basic education, equivalent to Grade 9 that enables them to enroll in skills training either at TVET institutes or at Technical High Schools. ○ Khmer Enterprise - Digital skills promotion as part of entrepreneurship training and mentoring. ○ MoT - increased development of digital tourism skills under the TVET system. ○ The ILO, together with the ITC-ILO works with the government, TVET institutions and social partners in Cambodia to support the digital transformation of the TVET system through blending the TVET curricula and assessment packages. ○ Training of teachers on e-pedagogy and digital skills (EHT) as well as the training of assessors on how to perform blended RPL (NCTP). • DEY II is working with private sector and government to increase digital access: <ul style="list-style-type: none"> ○ Telecommunications company Smart Axiata in Cambodia has joined hands with UNESCO and the line ministries to provide in-kind support (350 tablets, 5 PCs, 350 SIMs and 500 free internet data packages) to support digital education and skills development for youth. ○ NEAs at provincial level - Learners who do not have a personal smartphone or computer can come to any BEEP learning centers which are equipped with internet access, tablet devices, computers and facilitators to support them. ○ The Trey Visay app is an e-career counselling application available to use both offline and online for students from Grades 9 to 12. To overcome the challenge of digital access, MOEYS VOD encouraged schools to purchase laptops and LCD projectors to introduce the Trey Visay application to students. Students who own smart phones but have limited internet access can still use the application in the offline mode, once it has been downloaded on their device. In addition, students who do not have smartphone could in the future be paired up with their peers who live nearby and have a smartphone, especially during school closures. Otherwise, students who do not have a

	<p>smartphone can also be organised to come to school for career counselling sessions with the use of an LCD projector.</p> <ul style="list-style-type: none"> ○ Working with Ggear on upskilling technicians to access and use e-hailing app for Technician
Measureable impact and beneficiaries	<ul style="list-style-type: none"> • Increased opportunities for young women and men to obtain better quality market-relevant training through the national TVET system as a result of the development of digital and blended learning platforms, modalities and capacities. • The development of competencies and curricula to enable greater availability and quality of digital core skills development within the TVET system - critical to lifting skill levels of workforce in context of the challenges and opportunities of IR 4.0. • Hundreds of young women and men in the tourism sector acquiring the necessary knowledge and skills in entrepreneurship, digital marketing and e-commerce to start their own SMEs. • MOT – online training for tourism, since launch in 2020 has registered 70,000 participants. Increased sustainability because the TOT was recorded and uploaded to MOT website for free ongoing access.¹²⁷ • Increased opportunities for young women and men to obtain better quality market-relevant training through the national TVET system including as a result of the expanded “bridge” provided by BEEP into TVET for out of school youth. • Increased outreach and inclusion. <ul style="list-style-type: none"> ○ Reached geographically diverse populations ○ Reached rural populations ○ Increases access for youth with disabilities • Increased capacities to promote entrepreneurship as a result of the strengthening of one national incubation centre through the Techo Startup Centre, and supporting the establishment of a new national incubation centre in collaboration with Khmer Enterprise, using the innovative digital platform IDEA App. This includes support for digital business registration; facilitating linkages to digital financial systems; and promoting connections, networking, skills and knowledge that contribute to implementation of the national Digital Economy and Society Policy. • Increased mutual support through matchmaking events that enable new youth-digital start-ups and SMEs to connect with each other and improve business networking – opportunities which are highly valued by most SME owners. • The acquisition by young women and men staff employed by 260 SMEs of improved relevant skills, including through digital acceleration for SMEs that promote the use of digital technology in their business operations, including marketing, accounting, human resource management and leadership. • Enhanced core capacities of the NEA, including through enabling enhanced

¹²⁷ Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia. Key informant interviews.

	outreach and visibility via improved digital skills and use of digital tools - website, mobile Apps, websites. ¹²⁸
Potential for replication and by whom	<ul style="list-style-type: none"> • Increase availability of training in digital literacy skills through (i) an increased and systematic emphasis on digital skills development, including as a core element of TVET, entrepreneurship training and apprenticeship development; (ii) supporting KE and CAMFEBA to mainstream these considerations into support for employers; and (iii) continuing to improve the quality and effectiveness of blended learning approaches for skills development.¹²⁹ • The MOT model of digitalization of training (recording TOT and uploading to ministry website for ongoing training access for multiple groups of trainees) could be replicated by other key ministries working with DEY II. • Scale up the work with private sector and central and provincial level government to increase digital access to vulnerable populations of youth (including youth living in rural areas, young women, youth with disabilities, indigenous youth). • Continue a focus on inclusive approaches, and addressing the digital divide. Digital enabled services and initiatives and complement face-to-face interactions, be it for trainings, or employment services.

4.2 Leveraging reputation and quality to encourage good employer principles as a key element of decent employment for youth

Good practice element	Text
Relevant conditions and context	<ul style="list-style-type: none"> • DEY II partner, <i>École d'Hôtellerie et de Tourisme Paul Dubrule</i> (EHT), is a high-quality vocational training institution in tourism and hospitality in Siem Reap. • A centre of excellence that has received many awards, it has a stellar reputation in the tourism and hospitality sector in Cambodia. • A highly inclusive school, EHT awards scholarships to vulnerable Cambodian youth. It has fostered a diverse student body that is inclusive of students with disabilities, LGBTQI youth, youth living with HIV/AIDS, youth migrant workers, and youth living in rural areas. • EHT emphasises international level skills, including foreign language skills (English, French, Chinese), and compliance with international standards, such as "Ecocampus", which embraces environmental sustainability. • Students engage in theoretical study, local internship placements, and have high rates of job placement upon graduation (74%). Many also participate in post-graduate international traineeships in Asia or Europe for 3-12 months after completion of the academic year programme.

¹²⁸ Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia. Key informant interviews.

¹²⁹ Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia. Key informant interviews.

	<ul style="list-style-type: none"> • Employers in the hotel and tourism industry seek out EHT graduates for their English language abilities, in addition to their industry skills. • EHT is a member of EuroCham Cambodia, the European Chamber of Commerce in Cambodia. • Other examples include DEY II partners like the National Employment Agency, Friends International and CTEP who provide employment services for young people and also increase attention to good employer principles.
Cause effect relationship	<ul style="list-style-type: none"> • EHT helps students to choose best employers possible, i.e. those that comply with decent work obligations. • EHT is making sure students know and demand their labour rights, using DEY materials in lessons. • EHT is raising awareness of employers regarding decent work obligations, including social protection, minimum wage, and non-discrimination. • Emphasis on “decent” work, leveraging EHT’s reputation for quality graduates to encourage potential employers to provide social protection, increased salaries, acceptance of graduates with disabilities and other vulnerable groups of youth. • EHT only provides graduates to compliant hotels who sign a contract of compliance, with good benefits, salary, social protection, promotion, training.
Measureable impact and beneficiaries	<ul style="list-style-type: none"> • This impacts the quality of youth employment in Siem Reap. • Has helped Siem Reap to become more competitive with Phnom Penh in terms of salaries. • EHT graduates received 117 job offers in 2022 with good benefits, increased salaries, and provision of social protection. • EHT has witnessed employers changing their employment practices to accord with decent work, e.g. four hotels increased salaries, and added social protection programmes. • NEA, Friends International and CTEP altogether were able to place 1151 young people into formal employment with protections under Cambodia’s labour law.
Potential for replication and by whom	<ul style="list-style-type: none"> • Academy of Culinary Arts Cambodia – premier culinary training institution with excellent reputation and English speaking graduates, sufficient to leverage employers to encourage rights at work • Mr. Anodak, Chairman of EuroCham Cambodia (chamber of commerce) and VP of Working Group D – good connections with government (potential contact to find more partners to replicate this good practice) <p>For consideration: (reputation not as high)</p> <ul style="list-style-type: none"> • PSE-Institute School of Hospitality and Tourism (Phnom Penh, Cambodia) – fellow Eco-Schools pilot participant and DEY II partner • Sala Bai (Siem Reap, Cambodia) - fellow Eco-Schools pilot participant

4.3 Life cycle approach to decent employment for youth

Good practice element	Text
Relevant conditions and context	<ul style="list-style-type: none"> • DEY II is underpinned by a life-cycle approach, which provides a powerful basis for enhanced coherence, synergies and impact through targeting and consolidation of all PUNOs effort and resources.¹³⁰ • These interventions need to be ‘integrated’, i.e. with a range of combined services available to the same cohort of youth
Cause effect relationship	<ul style="list-style-type: none"> • Stakeholders observed that a key value of DEY II has been the facilitation, support and linking it provides in terms of the skills development/employment ‘flow’ from a life cycle perspective – e.g. the flow from life skills at school and community level (UNICEF) to TVET (ILO); out-of-school youth via BEEP (UNESCO) to TVET; TVET to employment and self-employment (UNIDO, ILO); and re-skilling and upskilling at workplace level in partnership with enterprises that have better resources and technology (UNIDO-GGear’s training to Aircon technicians, and others). The latter approach involves reskilling and upskilling youth through modernizing SMEs with weak technologies and resources to enhance their investing in skills development. • The importance of continuing to maximize the value-addition of the underlying life-cycle approach of DEY I and II which provides a powerful basis for enhanced coherence, synergies and impact through the targeting and consolidation of PUNO effort and resources. At both programme intervention level and the level of the everyday realities of young people, the experience of DEY II highlights the importance of facilitating the multiple labour market transitions young people are undergoing (e.g. from school to work, unemployment to employment, employment back to education, etc.) in a changing labour market.¹³¹
Measureable impact and beneficiaries	<ul style="list-style-type: none"> • The life-cycle approach provides a powerful basis for enhanced coherence, synergies and impact through targeting and consolidation of PUNO effort and resources. • The life-cycle approach is particularly impactful for linking informal and ‘outside-the-system’ initiatives – e.g. with vulnerable and out-of-school youth – with formal frameworks and institutions.¹³²
Potential for replication and by whom	<ul style="list-style-type: none"> • This concept and approach has been part of DEY since the beginning, but there is scope to further reinforce attention in this area; increase the visibility of the pathways and interlinkages; revisit and refine the analysis and thinking based on experience to date; and ensure that the approach explicitly and visibly drives the design of the new phase. <i>Inter alia</i>, this points to the role of public employment services and the various support measures they can provide as critical components of Phase 3. PUNO feedback also highlighted the need in this context to strengthen the link and flow between soft skills development at schools and

¹³⁰ Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia. Key informant interviews.

¹³¹ Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia. Key informant interviews.

¹³² Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia. Key informant interviews.

	<p>the TVET system.</p> <ul style="list-style-type: none"> • Continue to build on, strengthen and make explicit the underlying life-cycle approach of DEY I and II as a foundation of enhanced coherence, synergies and impact through the targeting and consolidation of PUNO effort and resources (refer to Annex 5 for a simplified representation of the approach). While this concept and approach has been part of DEY since the beginning, there is scope to reinforce attention in this area; increase the visibility of the pathways and interlinkages; revisit and refine the analysis and thinking based on experience to date; and ensure that the approach explicitly and visibly drives the design of the new phase.¹³³ • Consider use of the market system development approach in DEY III
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4.4 Emphasis on bridging informal and formal paths to decent employment for youth

Good practice element	Text
Relevant conditions and context	<ul style="list-style-type: none"> • A key focus of DEY II has been linking informal and ‘outside-the-system’ initiatives – e.g. with vulnerable and out-of-school youth – with formal frameworks and institutions. • DEY II aims to have assisted 3,000 young women and men to obtain employment/self-employment, including 1000 in formal employment and 200 in formal self-employment by December 2023. • DEY II linking mechanisms to bridge informal and formal paths from education to decent employment for youth include: BEEP, FLP, KAB, C-BED, entrepreneurship incubators & networks, career counseling and PES (NEA), workers’/youth rights awareness, youth advocacy & support networks, informal learning & support. • DEY II target groups outside formal education system include workers in garment factories, tourism and other private sector workplaces; young people who have dropped out of formal education; informal workers; aspiring entrepreneurs; alienated youth in the community.¹³⁴
Cause effect relationship	<ul style="list-style-type: none"> • BEEP is a major success story in reaching a vulnerable, poor and neglected part of the population, female and male – an important achievement in the Cambodia context. Despite the challenges of working in the informal economy, DEY II has observed an increase in enrolment in BEEP at the same time, with numbers of enrollments and graduates continuing to increase and with new centres continuing to open. • FLP provides women in garment factories with basic literacy skills and knowledge of rights at work. After successful completion of the programme, they earn a certificate equivalent to either Grade 4 or 6, which allows them to pursue further education at formal or non-formal education institutions. FLP is a successful

¹³³ Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia. Key informant interviews.

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	<p>example of promotion of work based learning modality promoting decent work. Uptake was good because participants were encouraged to join, and employers provided the time and working space or participation. It is a good return on investment as FLP not only empowers women to build their literacy and understand their fundamental rights (labour rights, contracts, safe working conditions), but it contributes to building a more competitive and sustainable garment industry, one of the largest employers of women in Cambodia.</p> <ul style="list-style-type: none"> • BEEP and FLP are both referenced in government planning documents as being integral to the provision of learning pathways outside the formal TVET and education systems. A strong sense of ownership of BEEP was indicated by the consultation with the MoEYS Directorate of Youth (“the Minister is so proud of BEEP” – MoEYS). When COVID struck, BEEP was already well -established with a user- friendly online system, so was well placed to make the transition to blended learning using smart phone technology. The integration of BEEP into wider MoEYS planning as part of Cambodia’s wider education/learning architecture, supported by increased MoEYS/MLVT collaboration at local level.¹³⁵
Measureable impact and beneficiaries	<ul style="list-style-type: none"> • More young women and men with improved employment and income prospects as a result of improved employability due to increased access to in-school and out-of-school skills development opportunities ranging from TVET programmes to RPL opportunities, engagement in BEEP and FLP, and informal community initiatives. • Young women empowered through increased literacy as a result of participation in FLP: <ul style="list-style-type: none"> ✓ Beyond the acquired literacy levels, impacts include the rebalancing of gender relations within households, contributing to stronger ability and confidence of women to negotiate; an associated reduction in domestic violence; increased productivity which contributes to GDP; increased company profitability; and improved prospects of career advancement (MoEYS Dept of Informal Education). ✓ These impacts supported by (i) a new FLP curriculum to allow 6th-grade equivalency certification, giving them an option to enrol in BEEP after graduation to achieve lower secondary education equivalency; and (ii) a partnership which has been established with the Cambodian Garment Training Institute (CGTI) of the Manufacturers Association of Cambodia (GMAC) to provide upskilling/reskilling courses to garment factory workers. • Increased opportunities for young women and men to obtain better quality market-relevant training through the national TVET system. Including as a result of the expanded “bridge” provided by BEEP into TVET for out-of-school youth, with community youth and FLP initiatives also providing such links.¹³⁶
Potential for replication and by	<ul style="list-style-type: none"> • The overall focus on vulnerable young women and men within and outside the formal education system and the workforce should be further strengthened in the new design, to help them re-engage in order to advance their skills development

¹³⁵ Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia. Key informant interviews.

¹³⁶ Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia. Key informant interviews.

whom	<p>and employability.</p> <ul style="list-style-type: none"> • Accelerate the shift from informal to formal employment and enterprises in line with the IDP and National Employment Policy is a critical priority in this context. Also crucial is continuing to increase the numbers of factory workers benefiting from the FLP which can enhance confidence and abilities to negotiate in the workplace. • Strategically support the Cambodian Government's formalization policies and commitments (a priority of the IDP for SMEs and of MISTI, including a focus on women-led SMEs; also focus on implementation of the SOPACs/quality apprenticeships, including supporting the shift from informal to formal training and certification). • The focus on formalization is relevant within the new UNSDCF architecture and the inter-agency Results Group under Outcome 2 which encompasses decent work and formalization. • The potential of further strengthening BEEP outreach by bringing Provincial Offices of Education more into the process was highlighted by MoEYS, with these offices being responsible for 348 community learning centres and being possible sources of financing. • Within the overall DEY II focus on the most vulnerable young people, the potential and importance of linking bottom-up youth employment and empowerment activities with the social welfare system, particularly at local levels, was highlighted. It was observed that improving such linkages has been shown to improve the likelihood of take-up of employment related opportunities by vulnerable youth, including through enrolment in BEEP.¹³⁷
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5. Lessons learned

5.1 Strengthen the focus on the decent work aspects of jobs that youth move into from DEY-supported training programmes and initiatives

Lesson learned element	Text
Context and any related preconditions	<ul style="list-style-type: none"> • DEY II supported male and female youth to participate in the online training course, "Youth Rights @ Work". • Stakeholders emphasized the low levels of employer and public awareness about all the aspects of decent work, as well as reluctance on the part of some employers to fulfill certain rights at work for youth employees.
Challenges/causal factors	<ul style="list-style-type: none"> • Stakeholders highlighted the need to ensure that the employment into which DEY II-supported youth move is decent.¹³⁸ • To address this, DEY II would benefit from a systematic application of the

¹³⁷ Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia. Key informant interviews.

¹³⁸ Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia. Key informant interviews.

	<p>human rights based approach to programming in order to underscore the accountability of duty bearers, including employers and the government. A human rights based approach is a conceptual framework for the process of human development that is normatively based on international human rights standards and operationally directed to promoting and protecting human rights. It seeks to analyse inequalities which lie at the heart of development problems and redress discriminatory practices and unjust distributions of power that impede development progress and often result in groups of people being left behind.¹³⁹</p> <ul style="list-style-type: none"> • A fundamental characteristic of decent employment for youth is the “decent” aspect. This needs to be explicitly linked to international labour standards which Cambodia has ratified, including those relevant for non-discrimination, minimum wage, minimum age, occupational safety and health, equal pay for work of equal value, social protection, freedom of association, and potentially the forthcoming new international labour standard on quality apprenticeship (ILC, June 2023). This would help to link the accountability of employers to the legal framework governing the “decent” aspect of decent employment, and is key to applying a human rights based approach to DEY II. • Joint programmes enable the UN system to support programmes related to normative standards and guiding principles, especially LNOB, human rights and gender equality.¹⁴⁰ Use the international human rights law framework to hold duty bearers to account for non-discrimination of the DEY II target groups of youth e.g. Convention on the Elimination of Racial Discrimination (indigenous youth); Convention on the Elimination of Discrimination Against Women (young women); and Convention on the Rights of Persons with Disabilities (youth with disabilities).
Success/positive issues	<ul style="list-style-type: none"> • Interview feedback praised the increased awareness and knowledge of youth about their rights at work. For example, a young woman who participated in the “Youth Rights @ Work” ongoing training stated that she learned about the “importance of working conditions, having an employment contract, social protection benefits, and employer obligations.” • DEY II also supported the development of the new FLP curriculum that allowed sixth-grade equivalency certification to FLP learners, giving them an option to enrol in BEEP after the completion of FLP to achieve lower secondary education equivalency. This new curriculum was approved by MoEYS. It employs new literacy textbooks for Mathematics and Khmer, which integrate content on youth rights at work which topics such as employment contracts, social security, working conditions (leave, wages and working hours), and occupational safety and health. This will facilitate outreach to young people on these topics from late 2022 onwards. • Khmer Enterprise highlighted their institutional focus on the employer dimension of decent work and noted their role in support “good employer

¹³⁹ <https://unsdg.un.org/2030-agenda/universal-values/human-rights-based-approach>

¹⁴⁰ United Nations Sustainable Development Group (2022), Guidance Note on a New Generation of Joint Programmes. <https://unsdg.un.org/resources/guidance-note-new-generation-joint-programmes>

	ship” – for example, through ensuring good working conditions for employees. ¹⁴¹
Administrative issues (staff, resources, design, implementation)	<p>Recommendation: Strengthening the focus on the jobs into which DEY beneficiaries will move - Ensure the necessary prioritization and resourcing of the decent work dimensions of DEY III, balancing the overall focus under DEY II on employability of youth. Key approaches in this context include:</p> <ul style="list-style-type: none"> • Going beyond the current work on promotion of rights at work and reaching / supporting private sector counterparts to apply the labour laws and be “good employers”; a need was highlighted to clarify how “decent” is defined and assessed.¹⁴² • Working with and supporting KE’s engagement with employers to ensure they apply national labour legislation and act as “good employers”¹⁴³ • Supporting the development of national laws and policies relevant for implementation of international labour standards ratified by Cambodia in those areas fundamental for application of the “decent” aspect of decent employment for youth, e.g. minimum wage, social protection, quality apprenticeships, law on TVET. Ensure that laws and policies are developed in a tripartite manner, i.e. involving government as well as social partners (employers’ and workers’ organisations). Advocate for implementation of these laws in relevant sectors, e.g. social protection in target sectors – construction, tourism. • Taking account of the relevant work of all the PUNOs outside DEY II, including decent work promotion, labour law compliance, rights at work, etc.¹⁴⁴ • A focus on implementation of the legal framework for decent work would assist with ownership and sustainability aspects of DEY II, and leverage DEY II’s influence with government in the policy arena, especially through the Steering Committee to the Minister of Labour, senior government officials and national policy processes.¹⁴⁵ • The decent work aspects of jobs should also focus on formalizing SMEs that that comply with Cambodian labour law (a majority of MSMEs are still in the informal sector and do not comply with labour law and therefore decent work) • Consider incentivizing SMEs on this topic. In DEY II, 34 representatives of 19 SMEs and SME associations received training on youth rights at work. Based on available data, 2 SMEs improved working conditions for their employees (1 started contribution for pension fund, the other one was in process to pay contribution for social protection for the employees.

¹⁴¹ Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia. Key informant interviews.

¹⁴² Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia. Key informant interviews.

¹⁴³ Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia. Key informant interviews.

¹⁴⁴ Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia. Key informant interviews.

¹⁴⁵ Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia. Key informant interviews.

5.2 Promote internships, on-the-job training, and job placement for disadvantaged youth, including youth with disabilities

Lesson learned element	Text
Context and any related preconditions	<ul style="list-style-type: none"> • DEY II seeks to reach priority youth groups, including youth with disabilities • 4.9% persons with disabilities in Cambodia – 2019 General Population Census • According to ESCAP (2021), Disability at a Glance, in Cambodia: <ul style="list-style-type: none"> ○ Youth with disabilities are much less likely to be employed than youth without disabilities. ○ Persons with functional difficulty are more likely to engage in informal work. ○ Compared with male youths with functional difficulty, female youths with functional difficulty were almost six times as likely to be idle in Cambodia. ○ Persons with disabilities are less likely to have ever attended school, have completed primary school and have completed secondary school or higher. • Persons with disabilities are subject to the inaccurate stereotype that they cannot be productive members of society, resulting in difficulties in obtaining skilled employment.¹⁴⁶ • Cambodia has ratified the United Nations Convention on the Rights of Persons with Disabilities and its Optional Protocol. • Cambodia's Law on the Protection and Promotion of the Rights of Persons with Disabilities (2009) prohibits disability discrimination (s 2), provides for reasonable accommodation (ss 38, 40), has employment quotas for the public sector (2%) and private sector (1%) (ss 34, 35), and addresses accessibility issues (chapt. 5). • Cambodia has a National Disability Strategic Plan 2019-2023, and Disability Action Council, both of which provide a strong framework for action across all ministries at national and sub-national levels. • There is a good network of organisations of persons with disabilities (OPDs) in Cambodia, e.g. Cambodia Disabled People's Organisation, a national umbrella network of OPDs in all provinces.
Challenges/causal factors	<ul style="list-style-type: none"> • DEY II is reaching only a very modest amount of youth with disabilities. • DEY II is not reaching youth with all types of disabilities, despite the existence of a number of OPDs advocating for the rights of persons with all different types of impairments. It is reaching some youth with physical and visual impairments, and one youth with autism spectrum disorder. However, it is not reaching youth with hearing, psycho-social or intellectual

¹⁴⁶ Committee on Economic, Social and Cultural Rights (2009), Concluding observations of the Committee on Economic, Social and Cultural Rights, E/C.12/KHM/CO/1

	<p>impairments.</p> <ul style="list-style-type: none"> Stakeholders highlighted stigma against persons with disabilities, particularly amongst parents in rural villages who keep their family members isolated from society, due to cultural and religious beliefs that persons with disabilities are suffering for misdeeds in a past life. Stigma is also pervasive in Cambodian society, reflected in the fact that persons with disabilities are educated in segregated rather than mainstream schools, and in employers' negative attitudes towards hiring persons with disabilities. This impacts upon access to education, training and employment for youth with disabilities. Stakeholders emphasised the need to engage more young people in a systematic way, especially to give advice on programming which targets young people in Cambodia. They particularly underscored the need to engage young people more at provincial level, and to give advice on how to reach out to the most vulnerable youth in the target populations. For example, the motto of the disability movement is "Nothing About Us Without Us". Therefore, DEY II could strengthen its participation of youth with disabilities by engaging youth with a range of different impairments (physical, visual, hearing, psycho-social, intellectual, and neuro-diverse) to seek their advice as to how to reach these groups and how best to empower youth with disabilities to increase skills, access entrepreneurship opportunities, and receive career guidance.
Success/positive issues	<ul style="list-style-type: none"> DEY II partner, École d'Hôtellerie et de Tourisme Paul Dubrue, is implementing a successful pilot to strengthen the inclusion of young women and men with disabilities in tourism sector training. This involves working closely with the national school for the vision impaired.
Administrative issues (staff, resources, design, implementation)	<ul style="list-style-type: none"> Provide support to particularly vulnerable groups of youth with disabilities, including young women, persons with psycho-social and intellectual impairments, and youth with neurodiversity. Such support should include promotion of wage employment, self employment, the development of cooperatives, and starting one's own business. Work with Organisations of Persons with Disabilities which target all the different types of impairments. Work with special schools to target persons with different types of impairments. This will help DEY II to reach those who are furthest behind first, and implement LNOB. Include awareness raising components to reduce stigma against persons with disabilities, both amongst parents and employers, in terms of access to education, training and employment. Support École d'Hôtellerie et de Tourisme Paul Dubrue to expand its disability inclusion programme to include students with all types of impairments. Promote digital skills training for youth with disabilities, including through consideration of partnerships with technology companies, such as multinationals that are already doing well in disability inclusion, and tech social enterprises such as Digital Divide Data. Work with Digital Data Divide (DDD), which is a business in Phnom Penh that delivers digital content, data,

	<p>and research services to clients worldwide. It grew from a small data entry operation in Cambodia in 2001, to become the largest technology-related employer in Cambodia and Laos, with an office in Kenya and headquartered in the USA. DDD's unique Impact Sourcing model¹⁴⁷ has developed a growing network of young professionals and propelled hundreds of families out of poverty. Notably, these young professionals include youth with disabilities. For example, the Lao office currently employs youth with disabilities as 10% of its workforce. There is scope to employ youth with disabilities at Digital Data Divide's Cambodia office.¹⁴⁸ Promote the acquisition by youth with disabilities of work experience in the open labour market by supporting disability inclusive work place training and employment programmes, such as through impact sourcing models and compliance with the Impact Sourcing Standard.</p> <ul style="list-style-type: none"> • Work with multinational corporations with global policies of hiring persons with disabilities, and remote/hybrid and digital working models, to employ youth with disabilities in their national offices in Cambodia or remotely from their offices abroad, including through technical assistance. Some examples include Unilever (Phnom Penh), and IBM & Microsoft (abroad)¹⁴⁹. These companies are already operating remote or hybrid working models, providing staff with access to technology to make that happen. • Reach out to ILO's Global Business and Disability company members in Cambodia, i.e. Accor Hotels, IBM, Standard Chartered, and Total Energies to explore job placement opportunities for youth with disabilities. Promote the business case for disability inclusion. Employees with diverse experiences have different approaches to problem-solving and can increase a company's capacity for innovation. Companies that are disability-inclusive report higher levels of retention, engagement and loyalty among their employees. Businesses that show a real commitment to inclusion also enjoy a better reputation among customers and are better
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¹⁴⁷ **Lessons and success factors:** DDD transforms lives through sustainable training and employment programs, which provide a path to lifelong opportunity. DDD complies with the **Impact Sourcing Standard**, the first globally recognised standard for the business practice of impact sourcing. The standard defines minimum requirements for providers of business products and services to demonstrate their commitment to inclusive employment. **Impact Sourcing is a business practice where a company prioritizes suppliers that intentionally hire and provide career development opportunities to people who otherwise have limited prospects for formal employment, including persons with disabilities.** The Impact Sourcing Standard is for product and service providers (suppliers) and their client organizations (buyers). It aims to provide a common understanding of Impact Sourcing to aid successful partnerships between buyers and suppliers committed to Impact Sourcing. The Standard may also be beneficial for communicating an organization's inclusive hiring commitments to job seekers, employees, government and civil society stakeholders, customers, and the general public. Impact Sourcing has been shown to provide many business and social benefits. Service providers access new sources of talent, achieve higher levels of employee engagement and lower attrition rates. Employees with disabilities take their first step onto a career ladder that leads to economic self-sufficiency through income growth, skills development, and professional advancement. DDD is a member off the **Global Impact Sourcing Coalition**, a global network of businesses creating jobs for those left behind through the power of procurement and global supply chains.

¹⁴⁸ In Lao PDR, **DDD partnered with OPDs such as the Lao Disabled Women's Development Centre** to identify youth with disabilities to participate in a three-month paid internship programme where on-the-job training is provided. Once this is complete, there is the opportunity to enter into full employment on the operations floor with salary and benefits. **DDD provides reasonable accommodation, such as assistive technology** for its employee with a hearing impairment. DDD's employees with disabilities are **not doing segregated or menial work**. For example, its IT Manager has a physical impairment. The **comprehensive and sustainable training programme** continues throughout one's career, and includes English language, time management, and life skills. Technical training encompasses data entry, research, 3D scanning applications development and cloud computing. Advanced training includes project management, people management, and leadership training. Moreover, DDD supports its employees to achieve tertiary level education by paying for scholarships to attain a Bachelor's degree. After some years of working at DDD, youth with disabilities are encouraged to **compete in the open job market**, complete with their degree, training and experience.

¹⁴⁹ Connect with Microsoft's Accessibility Team in Washington D.C. Ms. Rylind Rodgers – rylindrodgers@microsoft.com ; and with IBM's Diversity and Inclusion Leader, IBM APAC in India, Ms. Prachi Rastogi - prachirastogi@in.ibm.com

	positioned to move into new markets.
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5.3 Improve participation, outreach and targeting of vulnerable groups of youth

Lesson learned element	Text
Context and any related preconditions	<ul style="list-style-type: none"> • DEY II seeks to reach eight priority youth groups, including youth living in rural areas, youth in informal work, youth labour migrants, youth with disabilities, indigenous youth, young LGBTQI & youth living with HIV/AIDS, and youth affected by COVID-19.
Challenges/causal factors	<ul style="list-style-type: none"> • DEY II is reaching only a very modest amount of youth with disabilities, indigenous youth, young LGBTQI & youth living with HIV/AIDS. • Stakeholders emphasized stigma surrounding the issues of LGBTQI and HIV/AIDS in Cambodia, noting that legal protections do not exist to protect these groups against discrimination in employment situations, such as prohibiting mandatory HIV testing. Reaching these two groups is particularly challenging due to difficulties in identifying such persons. • Regarding indigenous youth, stakeholders requested scaling up to mountainous areas where such populations reside, since it has been challenging to reach these groups in DEY II target provinces. Stakeholders noted the generally poor digital literacy of indigenous youth, which impacts their access even further.
Success/positive issues	<ul style="list-style-type: none"> • DEY II is doing a good job of targeting youth in rural areas, youth in informal work, and young labour migrants (pre-departure) • DEY II is helping to link informal and ‘outside-the-system’ initiatives – e.g. with vulnerable and out-of-school youth – with formal frameworks and institutions¹⁵⁰
Administrative issues (staff, resources, design, implementation)	<ul style="list-style-type: none"> • Retain the overall programme focus on young women and men who are most vulnerable, at risk and marginalized, with prioritization of engagements which help those outside the formal employment and education/training system to re-engage in order to advance their skills development and employability.¹⁵¹ • Work with NGOs and development partners working with LGBTQI youth, youth living with HIV/AIDS, and indigenous youth to gain better access to these communities. Address digital literacy of indigenous youth. • Ensure that policies, laws, regulations, national strategies aim to eliminate discrimination (e.g. in employment, entrepreneurship and TVET enrolments, etc) and that there are capacities in place to ensure effective implementation (e.g. the work that the ILO had been doing to protect the rights of persons living with HIV/AIDS in the hospitality sector through regulatory and capacity development modalities – this involved engagement

¹⁵⁰ Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia. Key informant interviews.

¹⁵¹ Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia. Key informant interviews.

	<p>with unions, employers and the labour inspection service).</p> <ul style="list-style-type: none"> • Explore what may have been done in this context with CAMFEBA CWEA, YEAC etc, (reaching out to their members), and through the public awareness raising on labour rights (mainly via social media) - and whether attention was paid to the wider aspects of inclusion beyond factors such as gender, poverty and disengagement from formal education through major DEY components such as BEEP – which of course is already a major success story in reaching to a vulnerable, poor and neglected part of the population, female and male – an important achievement in the Cambodia context. • In phase 3 of DEY, consider focusing on fewer groups of vulnerable youth, going for quality over quantity. Consider focusing on youth with disabilities, youth labour migrants, youth living in rural areas, and youth in informal work given the skills and knowledge of PUNOs and partners. • Enhance dialogue of selected national youth platforms on policy and programme development, ensuring representation of youth with disabilities, LGBTQTI youth, indigenous youth and other vulnerable groups of youth on these platforms to ensure their voices are included.
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5.4 Systematic private sector engagement is key, including in countries with a high percentage of MSMEs

Lesson learned element	Text
Context and any related preconditions	<ul style="list-style-type: none"> • Small and medium sized businesses (SMEs) provide the backbone of Cambodia's economy.¹⁵² • Private sector engagement is a national priority for Cambodia <ul style="list-style-type: none"> ○ Rectangle 2 – Economic diversification, digital economy, fourth industrial revolution ○ Rectangle 3 – Private sector development, promoting SMEs and entrepreneurship, job market development ○ RGC draft SME Policy Framework 2015 • DEY II recognizes the need to strengthen the private sector's role in the creation of employment for the country's youth and address the lack of private sector engagement in skills development. • DEY II seeks to increase private sector engagement in TVET design and delivery, and improve private sector cooperation on research and development for business, as well as integrating private sector engagement as a cross cutting theme.¹⁵³ • DEY II recognises that including the private sector in skills development is necessary in order for training to be aligned with the demand for skills.

¹⁵² United Nations (2019), Joint Programme Document – Decent Employment for Youth in Cambodia (DEY), Phase Two: 2020-2023, citing World Bank. (April 2018). Cambodia Economic Outlook: Recent Economic Developments and Outlook. World Bank Group, Phnom Penh.

¹⁵³ Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia. Key informant interviews.

Challenges/causal factors	<ul style="list-style-type: none"> • Co-ownership / co-design with government and private sector was weak during the formulation phase of DEY II, with direct government representation largely absent in the initial part of the joint DEY II design development process. • The critical importance of seriously increased and expanded engagement of and with the private sector through CAMFEBA and other relevant private sector platforms, as well as directly with selected companies. This strategic need was highlighted in all consultations. DGTVET and KE for example, highlighted the need to provide pathways through employer engagement for graduates to obtain decent work opportunities. DGTVET commented that “we can handle the supply side with partners’ technical and financial support but we need the private sector to drive the demand side”. KE highlighted their institutional focus on the employer dimension of decent work and noted their role in support “good employer ship” – for example, through ensuring good working conditions for employees. They also emphasized the need to balance the roles of the government and private sector, observing that state interventions on their own don’t always have “the right” result. The SDF noted that they are looking for increased support, including a national consultant, to assist with completing the drafting of a private sector engagement manual with a focus on building the private sector skills development ecosystem. They further noted the SDF role in helping to shift TVET schools towards a business /market-led approach. There is potential for seeking synergies with ADB and World Bank programmes with respect to increase private sector engagement, including at the strategic policy level. ¹⁵⁴
Success/positive issues	<p>Stakeholder feedback highlighted the following factors as among the key contributors to achieving the results recorded to date in separate DEY II reporting against project indicators and targets:</p> <ul style="list-style-type: none"> • Early but limited engagement with employers in the DEY II design process via the private sector roundtable and engagement of CAMFEBA helped to reinforce the market orientation of the skills components of the design. • An orientation to building on existing momentum and capacities - government, private sector and CSO - even if the capacities were fragile at the beginning • The leveraging of additional technical and financial resources into the programme – e.g. the positive examples of engagement to date with selected private sector counterparts (refer to details in the following point). ¹⁵⁵ • More young women and men with improved employment and income prospects as a result of the development of employment pathways through engagement with the private sector – including 28 PPPs with various private enterprises/companies in different sectors, e.g. with Hyatt Hotel Inc. to

¹⁵⁴ Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia. Key informant interviews.

¹⁵⁵ Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia. Key informant interviews.

	<p>place interns from National Institutes of Entrepreneurship and Innovation (NIEI), GGear Group with Industrial Technical Institute (ITI), National Technical Training Institute (NTTI) and NIEI for curriculum development and training delivery on elevator installation and maintenance, upskilling air-conditioning technicians.¹⁵⁶</p> <ul style="list-style-type: none"> • FLP factory partners are an important private sector partner. As a major employer in Cambodia their partnership is important in the decent employment agenda. • In addition, the partnership with CTGI provides upskilling programmes to literacy programme graduates. The literacy and upskilling programmes provide improved employment and promotion pathways for factory workers.
Administrative issues (staff, resources, design, implementation)	<p>Build on progress under DEY II by significantly and systematically increasing engagement with the private sector in all facets of DEY III as a key impact and sustainability strategy. Drawing on lessons under DEY II and private sector inputs into DEY III design, this should include:</p> <ul style="list-style-type: none"> • Increased private sector engagement in TVET governance, design and delivery • Accelerating implementation of the PPPs for Youth Employment project (ILO-China/ DEY II and DGTVE); and supporting the development the SDF guidelines on private sector engagement • Implementation of the SOPACs / quality apprenticeships, including supporting the shift from informal to formal training and certification • Continuing to strengthen and expand LMI collection and analysis, the provision of public employment services, skills anticipation and longer-term sector development analysis through support for and collaboration with NEA and the private sector. • More systematic attention is needed to in-depth engagement with the private sector through CAMFEBA and other platforms, including through PPPs, with respect to employment opportunities and delivery of skills – whether through formal institutions or in the workplace. There is potential for seeking synergies with ADB and World Bank programmes in this respect, including at the strategic policy level. Sector-based engagement e.g. with the tourism sector, should continue to be a priority alongside expanded partnerships with selected individual company partners, entrepreneur networks and MSME networks.¹⁵⁷

5.5 Joint programmes underscore the need for more coherent, cross-sectoral approaches

Brief description of lesson learned	Joint programmes underscore the UN's commitment to “delivering as one”, and answer the need for more coherent, cross-sectoral approaches and contribute
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¹⁵⁶ United Nations in Cambodia (2023), Decent Employment for Youth, Phase II: Annual Narrative Progress Report – Annual Narrative Progress Report – 1 January -31 December 2022.

¹⁵⁷ Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia. Key informant interviews.

	to catalytic change, linked to one or more UNSDCF outcomes, country priorities and SDGs.
Context and any related preconditions	<p>The Decent Employment for Youth (DEY II) programme in Cambodia is entering its final year. One of 10 joint programmes within the UN system in Cambodia, DEY II is an example, with all its challenges as well as its successes, of the UN's commitment to "delivering as one." Having now been sustained through almost two phases, with a third phase potentially on the horizon, DEY II is followed keenly within the UN system, including well beyond Cambodia.</p> <p>DEY II is jointly implemented by four United Nations agencies, namely ILO (also the administrative and convening agency); UNESCO; UNICEF and UNIDO. The key partners include the Ministry of Labour and Vocational Training (MLVT); the Ministry of Education, Youth and Sport (MoEYS), the Ministry of Tourism (MoT), the Ministry of Economy and Finance (MEF), Ministry of Industry, Science, Technology and Innovation (MISTI) Cambodian Federation of Employers and Business Associations (CAMFEBA), entrepreneurship networks, a core group of trade unions and youth-led CSOs.¹⁵⁸</p>
Success/positive issues	<p>A key concern highlighted by the independent evaluation of DEY I (then referred to as the UN Joint Programme for Youth Employment) was the weakness in the 'jointness' aspect of the programme. The PUNOs consulted for this report generally observed that this aspect - including joint planning, implementation and information sharing - has increased under Phase II. Key enabling factors that were cited include (i) the opportunity to build trust and shared understandings as a result of having worked together under a common framework for two programme phases in the case of three PUNOs; (ii) the attention given to coherence and synergies in DEY II reporting; (iii) a consistent donor focus in this area; and (iv) the role of the secretariat in facilitating space and opportunities for dialogue, the sharing of information and lessons, and enhanced collaboration.¹⁵⁹</p> <p>PUNO feedback indicated that one key contributor to increased coherence and synergies is attention to specific (and where necessary) formalized planning for collaboration in agreed priority areas. It was observed more than once that increased practical collaboration "does not just happen." One area that was highlighted in this regard is the need for further increased and jointly planned cooperation and outreach at local level on both formal and informal skills development where PUNOs are working in the same sphere and geographic space - linked to ongoing support to increased collaboration between the relevant local government authorities. Such joint planning clearly needs to be built into the design process to the degree possible, particular in the joint development of outputs, indicators and targets which both reflect the diversity</p>

¹⁵⁸ Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia. Key informant interviews.

¹⁵⁹ Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia. Key informant interviews.

	<p>of engagement of each PUNO and the specific areas for practical and planned collaboration.¹⁶⁰</p> <p>The collaboration between ILO and UNIDO on entrepreneurship promotion and SME development demonstrates the value of regularized and deliberate interaction and can be described as a good practice. This has included monthly meetings, regular (even daily) informal contact and joint planning. Both agencies work with MLVT and MoEYS. However, what can be termed a ‘convergence’ factor in terms of the achievement of consolidated results arises as a result of each agency having a different target group and locality focus. While the ILO focus is on high school, university and just graduated youth from age 15-30 at the micro enterprise level, UNIDO prioritizes engagement more at SME level in the digital and food sectors. This reinforces the need for clarity on the synergies and the level at which they play out – e.g. in the policy and strategy sphere vis-à-vis practical on-the-ground collaboration.¹⁶¹</p>	
Challenges/causal factors	<p>Feedback from one core DEY II government partner (DGTVE) welcomed the increased integrated / synergistic approaches on both their own and the UN sides. They observed that the DEY II results and planning framework has “given us a push to improve our own internal collaboration and communications, with a focus on achieving results.” At the same time, they observed that there is still scope for significant improvement of the “one UN approach.” The different international agencies active in TVET support bring different approaches to soft skills (for example), with a general lack of coherence contributing to the inefficient use of resources. To this is added the increased burden on the Cambodian government due to uncoordinated one-by-one meetings between DGTVE, UN and other international partners. It was seen that at least the UN (and DEY) could move towards joint meetings with government counterparts where relevant, and set a good example for the rest of the international partner community.</p> <p>Another aspect of synergies is the role played by the DEY II secretariat in providing a platform for engaging in a coordinated and transparent way with key partners in cases where multiple actors, including more than PUNO, are involved. The importance of ensuring clear oversight, coordination, clarity and transparency within such cases was highlighted, with the NEA highlighting this as a positive feature of their partnership with DEY II.¹⁶²</p>	
Administrative issues (staff, resources,	With respect to potential opportunities for new synergies, the following were highlighted in stakeholder consultations. ¹⁶³	
	ILO and UNICEF — wider UNICEF	Supporting national social protection cash

¹⁶⁰ Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia. Key informant interviews.

¹⁶¹ Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia. Key informant interviews.

¹⁶² Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia. Key informant interviews.

¹⁶³ Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia. Key informant interviews.

design, implementation)	& ILO collaboration	transfers to vulnerable families to support youth to access TVET.
	All PUNOs - leveraging and responding to the Prime Minister's recent pledge to provide resources for skills development for 1.5 million youth from poor families.	Dialogue and joint planning required between PUNOs, linking to their respective partners, in the course of DEY II and as part of the design of DEY III.
	All PUNOs – accessing and leveraging commune-level funding provided by the government.	Dialogue and joint planning required between PUNOs, linking to their respective partners, in the course of DEY II and as part of the design of DEY III.

6. Recommendations

The following recommendations arise from the preceding documentation of DEY II work, lessons and strategic considerations:

1. Increase youth engagement and participation

- Consider developing, in partnership with the government and civil society, a strategy to reach and engage vulnerable groups for the remainder of phase 2 and for DEY III, which may include working with specialist NGOs working with these groups, and finding synergies with other projects working with these groups. Ensure that this includes engagement of youth in the system and out of the system in a systematic way.
- In phase 3 of DEY, consider focusing on fewer groups of vulnerable youth, going for quality over quantity. Consider focusing on youth with disabilities, youth labour migrants, youth living in rural areas, and youth in informal work given the skills and knowledge of PUNOs and partners.
- Engage with youth networks that PUNOs engage with individually, and leverage these to elevate the voices of the beneficiaries DEY II seeks to empower and amplify youth participation in the programme.
- Strengthen gender equality and LNOB inclusion through influencing the government to reach these groups of vulnerable youth, particularly through the UN Resident Coordinator's Office and the influence of the Steering Committee.
- Consider integration of these groups in the new UNSDCF to reinforce the systematic outreach.

2. Leverage digitalisation to increase outreach and inclusion (digital access, digital learning platforms, digital skills) as a key modality for increasing decent employment for youth

- Increase availability of training in digital literacy skills through (i) an increased and systematic emphasis on digital skills development, including as a core element of TVET, entrepreneurship training and apprenticeship development; (ii) supporting KE and CAMFEBA to mainstream these considerations into support for employers; and (iii) continuing to improve the quality and effectiveness of blended learning approaches for skills development.¹⁶⁴
- The MOT model of digitalization of training (recording TOT and uploading to ministry website for ongoing training access for multiple groups of trainees) could be replicated by other key ministries working with DEY II.
- Scale up the work with private sector and central and provincial level government to increase digital access to vulnerable populations of youth (including youth living in rural areas, young women, youth with disabilities, indigenous youth).
- Continue a focus on inclusive approaches, and addressing the digital divide. Digital enabled services and initiatives and complement face-to-face interactions, be it for trainings, or employment services.

3. Leverage reputation and quality to encourage good employer principles as a key element of decent employment for youth

¹⁶⁴ Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia.

- Work with partners with sufficient reputation and quality which can be leveraged to encourage good employer principles. Such partners may include EHT, Academy of Culinary Arts Cambodia, NEA, CTEP, Friends International, members of EuroCham Cambodia, PSE-Institute School of Hospitality and Tourism, and Sala Bai.
- Work with these partners to help their graduates and potential job applicants to choose best employers possible, i.e. those that comply with decent work obligations, through making sure students and job applicants know and demand their labour rights.
- Work with these partners to raise awareness of employers regarding decent work obligations, including social protection, minimum wage, and non-discrimination.
- Advocate to potential employers use of employment contracts which comply with national labour law and international labour standards relevant for decent employment for youth.¹⁶⁵
- Consider working with the Cambodian Federation of Employers and Business Associations (CAMFEBA) to develop a model employment contract incorporating good employer principles, which can then be used for advocacy to its members and potential employers.

4. Continue the life cycle approach to decent employment for youth

- Continue to build on, strengthen and make explicit the underlying **life-cycle approach** of DEY I and II as a foundation of enhanced coherence, synergies and impact through the targeting and consolidation of PUNO effort and resources. While this concept and approach has been part of DEY since the beginning, there is scope to reinforce attention in this area; increase the visibility of the pathways and interlinkages; revisit and refine the analysis and thinking based on experience to date; and ensure that the approach explicitly and visibly drives the design of the new phase.¹⁶⁶
- *Inter alia*, this points to the role of public employment services and the various support measures they can provide as critical components of Phase 3. PUNO feedback also highlighted the need in this context to strengthen the link and flow between soft skills development at schools and the TVET system.¹⁶⁷
- Consider use of the market system development approach in DEY III
- Consider emphasising ‘integrated approaches’ combining the demand- and supply-side and intermediation initiatives (e.g. training and employment services) and making multi service models available to the same cohort of youth.

5. Continue the emphasis on bridging informal and formal paths to decent employment for youth

- The overall focus on vulnerable young women and men within and outside the formal education system and the workforce should be further strengthened in the new design, to help them re-engage in order to advance their skills development and employability.

¹⁶⁵ Please also see relevant guidance in recommendation 6 on decent work aspects.

¹⁶⁶ Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia.

¹⁶⁷ Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia.

- Accelerate the shift from informal to formal employment and enterprises in line with the IDP and National Employment Policy is a critical priority in this context. Also crucial is continuing to increase the numbers of factory workers benefiting from the FLP which can enhance confidence and abilities to negotiate in the workplace.
- Strategically support the Cambodian Government's formalization policies and commitments (a priority of the IDP for SMEs and of MISTI, including a focus on women-led SMEs; also focus on implementation of the SOPACs/quality apprenticeships, including supporting the shift from informal to formal training and certification).
- The focus on formalization is relevant within the new UNSDCF architecture and the inter-agency Results Group under Outcome 2 which encompasses decent work and formalization.
- The potential of further strengthening BEEP outreach by bringing Provincial Offices of Education more into the process was highlighted by MoEYS, with these offices being responsible for 348 community learning centres and being possible sources of financing.
- Within the overall DEY II focus on the most vulnerable young people, the potential and importance of linking bottom-up youth employment and empowerment activities with the social welfare system, particularly at local levels, was highlighted. It was observed that improving such linkages has been shown to improve the likelihood of take-up of employment related opportunities by vulnerable youth, including through enrolment in BEEP.¹⁶⁸

<p>6. Strengthen the focus on the decent work aspects of jobs that youth move into from DEY-supported training programmes and initiatives</p>
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Ensure the necessary prioritization and resourcing of the decent work dimensions of DEY III, balancing the overall focus under DEY II on employment and employability of youth. Key approaches in this context include:

- Going beyond the current work on promotion of rights at work and reaching / supporting private sector counterparts to apply the labour laws and be “good employers”; a need was highlighted to clarify how “decent” is defined and assessed.¹⁶⁹
- Working with and supporting the engagement of KE, employers' and business associations (e.g. CAMFEBA, Chambers of Commerce, sectoral business associations and federations) with employers to ensure they apply national labour legislation and act as “good employers.”
- Supporting the development of national laws and policies relevant for implementation of international labour standards ratified by Cambodia in those areas fundamental for application of the “decent” aspect of decent employment for youth, e.g. minimum wage, social protection, quality apprenticeships, law on TVET. Ensure that laws and policies are developed in a tripartite manner, i.e. involving government as well as social partners (employers' and workers' organisations). Advocate for implementation of these laws in relevant sectors, e.g. social protection in target sectors – construction, tourism.
- Taking account of the relevant work of all the PUNOs outside DEY II, including decent work promotion, labour law compliance, rights at work, etc.¹⁷⁰

¹⁶⁸ Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia.

¹⁶⁹ Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia.

¹⁷⁰ Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia.

- A focus on implementation of the legal framework for decent work would assist with ownership and sustainability aspects of DEY II, and leverage DEY II's influence with government in the policy arena, especially through the Steering Committee to the Minister of Labour, senior government officials and national policy processes.¹⁷¹
- The decent work aspects of jobs should also focus on formalizing SMEs that that comply with Cambodian labour law (a majority of MSMEs are still in the informal sector and do not comply with labour law and therefore decent work)
- Consider incentivizing SMEs on this topic. In DEY II, 34 representatives of 19 SMEs and SME associations received training on youth rights at work. Based on available data, 2 SMEs improved working conditions for their employees (1 started contribution for pension fund, the other one was in process to pay contribution for social protection for the employees)
- Strategically supporting the Cambodian Government's formalization policies and measures (a priority of the IDP and of MISTI, including a focus on women-led SMEs).

<p>7. Promote internships, on-the-job training, and job placement for disadvantaged youth, including youth with disabilities</p>

- Provide support to particularly vulnerable groups of youth with disabilities, including young women, persons with psycho-social and intellectual impairments, and youth with neurodiversity. Such support should include promotion of wage employment, self employment, the development of cooperatives, and starting one's own business. Work with Organisations of Persons with Disabilities which target all the different types of impairments. Work with special schools to target persons with different types of impairments. This will help DEY II to reach those who are furthest behind first, and implement LNOB. Include awareness raising components to reduce stigma against persons with disabilities, both amongst parents and employers, in terms of access to education, training and employment. Support *École d'Hôtellerie et de Tourisme Paul Dubrule* to expand its disability inclusion programme to include students with all types of impairments.
- Promote digital skills training for youth with disabilities, including through consideration of partnerships with technology companies, such as multinationals that are already doing well in disability inclusion, and tech social enterprises such as Digital Divide Data. Work with Digital Data Divide (DDD), which is a business in Phnom Penh that delivers digital content, data, and research services to clients worldwide. It grew from a small data entry operation in Cambodia in 2001, to become the largest technology-related employer in Cambodia and Laos, with an office in Kenya and headquartered in the USA. DDD's unique Impact Sourcing model has developed a growing network of young professionals and propelled hundreds of families out of poverty. Notably, these young professionals include youth with disabilities. For example, the Lao office currently employs youth with disabilities as 10% of its workforce. There is scope to employ youth with disabilities at Digital Data Divide's Cambodia office. Promote the acquisition by youth with disabilities of work experience in the open labour market by supporting disability inclusive work place training and employment programmes, such as through impact sourcing models and compliance with the Impact Sourcing Standard.
- Work with multinational corporations with global policies of hiring persons with disabilities, and remote/hybrid and digital working models, to employ youth with disabilities in their national

¹⁷¹ Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia.

offices in Cambodia or remotely from their offices abroad, including through technical assistance. Some examples include Unilever (Phnom Penh), and IBM & Microsoft (abroad)¹⁷². These companies are already operating remote or hybrid working models, providing staff with access to technology to make that happen.

- Reach out to ILO's Global Business and Disability company members in Cambodia, i.e. Accor Hotels, IBM, Standard Chartered, and Total Energies to explore job placement opportunities for youth with disabilities. Promote the business case for disability inclusion. Employees with diverse experiences have different approaches to problem-solving and can increase a company's capacity for innovation. Companies that are disability-inclusive report higher levels of retention, engagement and loyalty among their employees. Businesses that show a real commitment to inclusion also enjoy a better reputation among customers and are better positioned to move into new markets.

8. Improve participation, outreach and targeting of vulnerable groups of youth

- Retain the overall programme focus on young women and men who are most vulnerable, at risk and marginalized, with prioritization of engagements which help those outside the formal employment and education/training system to re-engage in order to advance their skills development and employability.¹⁷³
- Work with NGOs and development partners working with LGBTQI youth, youth living with HIV/AIDS, and indigenous youth to gain better access to these communities. Address digital literacy of indigenous youth.
- Ensure that policies, laws, regulations, national strategies aim to eliminate discrimination (e.g. in employment, entrepreneurship and TVET enrolments, etc) and that there are capacities in place to ensure effective implementation (e.g. the work that the ILO had been doing to protect the rights of persons living with HIV/AIDS in the hospitality sector through regulatory and capacity development modalities – this involved engagement with unions, employers and the labour inspection service).
- Explore what may have been done in this context with CAMFEBA, CWEA, YEAC etc, (reaching out to their members), and through the public awareness raising on labour rights (mainly via social media) - and whether attention was paid to the wider aspects of inclusion beyond factors such as gender, poverty and disengagement from formal education through major DEY components such as BEEP – which of course is already a major success story in reaching to a vulnerable, poor and neglected part of the population, female and male – an important achievement in the Cambodia context.
- In phase 3 of DEY, consider focusing on fewer groups of vulnerable youth, going for quality over quantity. Consider focusing on youth with disabilities, youth labour migrants, youth living in rural areas, and youth in informal work given the skills and knowledge of PUNOs and partners.
- Enhance dialogue of selected national youth platforms on policy and programme development, ensuring representation of youth with disabilities, LGBTQI youth, indigenous youth and other vulnerable groups of youth on these platforms to ensure their voices are included.

¹⁷² Connect with Microsoft's Accessibility Team in Washington D.C. Ms. Rylin Rodgers – rylinrodgers@microsoft.com ; and with IBM's Diversity and Inclusion Leader, IBM APAC in India, Ms. Prachi Rastogi - prachirastogi@in.ibm.com

¹⁷³ Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia.

9. Engage systematically with the private sector

Build on progress under DEY II by significantly and systematically increasing engagement with the private sector in all facets of DEY III as a key impact and sustainability strategy. Drawing on lessons under DEY II and private sector inputs into DEY III design, this should include:

- Increased private sector engagement in TVET governance, design and delivery
- Accelerating implementation of DEY II PPDP activities
- Implementation of the SOPACs / quality apprenticeships, including supporting the shift from informal to formal training and certification
- Continuing to strengthen and expand LMI collection and analysis, the provision of public employment services, skills anticipation and longer-term sector development analysis through support for and collaboration with NEA, the private sector, and private recruitment agencies.
- More systematic attention is needed to in-depth engagement with the private sector through CAMFEBA and other platforms, including through PPPs, with respect to employment opportunities and delivery of skills – whether through formal institutions or in the workplace. There is potential for seeking synergies with ADB and World Bank programmes in this respect, including at the strategic policy level. Sector-based engagement e.g. with the tourism sector, should continue to be a priority alongside expanded partnerships with selected individual company partners, entrepreneur networks and MSME networks.
- All elements of DEY III design should take account of and reflect this systematic engagement with the private sector in a way that is coordinated and mutually reinforcing.¹⁷⁴

10. Continue to strengthen the “jointness” aspect of the programme

There is still scope for significant improvement of the “one UN approach”, including through the following:

- Continue and increase the role played by the DEY II secretariat in providing a platform for engaging in a coordinated and transparent way with key partners in cases where multiple actors, including more than PUNO, are involved. Emphasise the importance of ensuring clear oversight, coordination, clarity and transparency within such cases.¹⁷⁵
- In order to offset the increased burden on the Cambodian government due to uncoordinated one-by-one meetings between ministries, UN and other international partners, consider moving towards joint meetings with government counterparts where relevant, and set a good example for the rest of the international partner community.
- Further increase and jointly plan cooperation and outreach at local level on both formal and informal skills development where PUNOs are working in the same sphere and geographic space - linked to ongoing support to increased collaboration between the relevant local government authorities. Such joint planning may be built into the design process to the degree possible, particularly in the joint development of outputs, indicators and targets which both reflect the

¹⁷⁴ Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia.

¹⁷⁵ Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia.

diversity of engagement of each PUNO and the specific areas for practical and planned collaboration.¹⁷⁶

11. Build increased ownership and sustainability into the DEY III design process

To further build national ownership and enhance impact and sustainability, ensure the direct and meaningful engagement of the following key stakeholder groups from the beginning:

- Consider MLVT leading the Steering Committee (without co-leadership of UNRC)¹⁷⁷
- Consider DEY III being led by the government but with technical support from the UN
- Steering Committee could encourage further government resources to increase and expand DEY
- In terms of further government contribution, the government should work towards progressive increase of national budget funding in DEY III. It would be timely to have renewed commitment to increase annual funding by the government (at a level that is realistic for RCG) in DEY III to move towards national ownership and sustainability.
- Moreover, other decent employment programmes in Cambodia engage with national budget processes, such as those funded through the EU, UNDP, World Bank and ADB. DEY should be part of these conversations too.
- The government should demonstrate ownership by taking over the lead from PUNOs of DEY interventions, incorporating such programmes into national strategic plans as well as into national budget processes via phased national budget increases.
- The government and private sector could join forces to contribute to further expansion of internet access in rural areas in Cambodia. Consider partnerships with telecommunications companies (similar to one with Smart Axiata) and line ministries.
- Other opportunities could be explored to support access to online education and training materials without access to the internet, such as through devices like RACHEL (Remote Area Community Hotspot for Education and Learning). Developed by World Possible, RACHEL is a portable, battery-powered device that functions as a router to transmit signals and stores educational materials that can be accessed without an internet connection. The materials contained in RACHEL can be easily connected to nearby laptops, smartphones, and tablets.¹⁷⁸
- Regarding private sector contribution, the partnership with GGEAR/upskilling aircon technicians is an example of good practice that could be replicated. GGEAR contributed to at least 70% of the costs, with UNIDO providing guidance and coaching regarding the training materials plus 30% of the cost. However, stakeholders emphasised that this requires communication and dialogue to educate the private sector about its role and potential benefits of upskilling the labour force. This good practice may be showcased as an example of investment in developing innovative solutions using technology to generate profit as well as green benefits for target populations.
- current and potential additional core government stakeholders (including DGT VET, NEA, MoT, relevant MOEYS departments, MISTI, KE and SDF) to contribute analysis and help shape substantive priorities and outcomes (MoSVY was also suggested for attention due to its engagement with marginalized youth)

¹⁷⁶ Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia.

¹⁷⁷ Please see recommendation 18 for further input regarding Steering Committee

¹⁷⁸ Kopernik (2023), Technology in the Education Sector: Are We Prepared? https://kopernik.info/en/news-events/blog/technology-in-the-education-sector-are-we-prepared?mc_cid=a05216321b&mc_eid=71cf034449

- private sector representation – CAMFEBA, tourism sector and other relevant sector-based representation, individual company partners involved in DEY II, entrepreneur networks and MSME networks
- representatives of national and provincial youth networks supported under the project
- to the extent possible, representatives of selected key beneficiary groups, with support and advice of PUNOs
- a representative sample of CSOs engaged in the youth employment / entrepreneurship / start-up eco-system at national and provincial levels, including the representation of women’s networks and Organizations of Persons with Disabilities.¹⁷⁹

Ensuring such engagement on a basis which is both meaningful and efficient will in itself require careful process design, planning and management, underpinned by the perspective that the investment of time and resources in this area will strengthen the design, local ownership, impact and sustainability of DEY III. A combination of wider joint and group specific processes will be needed. An example of the latter is the private sector roundtable meeting which fed into the design of DEY II. Provincial representation and inputs should be ensured, including at least one consultation based in a province which has been an active site of DEY II engagement.¹⁸⁰

Further specific elements arising out of stakeholder consultations for inclusion in the design of DEY III include:

- Consider emphasising ‘integrated approaches’, combining the demand- and supply-side and intermediation initiatives (e.g. training and employment services) and making multi-service models available to the same cohort of youth.
- Continue to build on, strengthen and make explicit the underlying **life-cycle approach** of DEY I and II as a foundation of enhanced coherence, synergies and impact through the targeting and consolidation of PUNO effort and resources (refer to Annex 5 for a simplified representation of the approach). While this concept and approach has been part of DEY since the beginning, there is scope to reinforce attention in this area; increase the visibility of the pathways and interlinkages; revisit and refine the analysis and thinking based on experience to date; and ensure that the approach explicitly and visibly drives the design of the new phase.
- Revisit, strengthen and continue to build on the comparative advantages of the UN system in Cambodia as articulated in the DEY II Prodoc, particularly with respect to the UN’s normative, convening roles and catalytic roles. **Key questions** to be asked at all stages of DEY III design are: What’s is the UN’s unique added-value alongside other national and international actors; and how can this be most strategically, systemically and impactfully leveraged for sustainable change with respect to the decent employment of Cambodia’s youth population.
- Place **climate change, environmental sustainability and IR4.0** at the centre of DEY II design through (i) an increased and systematic emphasis on green and digital skills development, including as a core element of TVET, entrepreneurship training and apprenticeship development; (ii) supporting KE and CAMFEBA to mainstream these considerations into support for employers; and (iii) continuing to improve the quality and effectiveness of blended learning approaches for skills development.

¹⁷⁹ Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia.

¹⁸⁰ Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia.

- Continue to prioritize the facilitation and support of increased **coherence and coordination** between the relevant government ministries and agencies, building on progress to date.
- Adopt a national focus overall, while still retaining a **geographic focus** where relevant in agency-agency joint planning and collaboration in order to enhance joint focus and collaboration.
- Retain the overall programme focus on **young women and men who are most vulnerable**, at risk and marginalized, with prioritization of engagements which help those outside the formal employment and education/training system to re-engage in order to advance their skills development and employability.
- Aim for only **two consolidated outputs** under each outcome, requiring negotiation between the relevant PUNOs on a formulation which both encompasses their engagements and comparative advantages and maximizes collaboration and joint planning and implementation.
- Include the joint development with core stakeholders of a **sustainability strategy** as part of DEY III design. This should in effect serve as an exit strategy and be subject to regular review by the Steering Committee and Technical Review Committee.¹⁸¹
- Consider inviting ADB, AFD, IFAD and the World Bank to engage in the design process.

12. Align with the new UN Sustainable Development Framework (UNSDCF) and continue to support Cambodian national policies relevant for decent employment for youth

Align DEY III with Cambodian national policies, including (i) Rectangular Strategy for Growth, Employment, Equity and Efficiency – Phase IV 2019-2023; (ii) National Strategic Development Plan, 2019-2023; (iii) Industrial Development Policy 2015-2025; (iv) National Employment Policy 2015-2025; and (v) National TVET Policy 2017-2025.

Ensure strategic clarity about where DEY III, as one of 10 UN joint programmes in Cambodia, fits within the new UNSDCF architecture – particularly with respect to its positioning vis-à-vis UNSDCF Results Groups under Outcome 1 (which encompasses skills development), and Outcome 2 (which encompasses decent work and formalization). Such clarity should be developed prior to the commencement of the DEY III formulation process in collaboration with the UNRCO.¹⁸²

13. Put impact at the core

To enhance the attention to achievement and measurement of impact:

- Strengthen impact by focusing on strengthening institutional capacities of relevant government institutions (particularly skill levels and staff resourcing) and private sector. Move away from ad hoc, once off workshops towards a more systematic, iterative and consolidated approach, focusing on institutional strengthening.
 - With DGTNET - develop a longer-term (five year) integrated strategic cooperation approach/framework with DEY III so core long term directions and shared objectives are clear and able to be jointly planned, implemented, and monitored, supported by annual review and planning processes.

¹⁸¹ Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia.

¹⁸² Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia.

- With the National Employment Agency - focus on strengthening core functions of the NEA system in a systematic, strategic deliberate long term way, prioritising counseling service capacities and coverage.
- With Ministry of Tourism - focus overall on the strategic strengthening of the tourism sector standards and skills development system, with institutional strengthening as the foundation.
- Overall, for key government partners, move towards strategic, comprehensive and integrated cooperation frameworks as the core engagement modality based on (i) alignment of DEY III and partner strategic priorities and objectives; (ii) coordinated multi-PUNO involvement as relevant; and (ii) strategic, systemic and longer-term support by DEY III to develop or strengthen critical policies, systems, strategies and institutional capacities which are relevant to youth employment. Such longer-term frameworks should be negotiated and formalized with key government partners early in the life-cycle of DEY III and translated into annual implementation plans.¹⁸³
- Focus DEY III's interventions and resources in areas which have proved to be most successful to date in promoting youth employment from a long-term and systemic perspective, taking into account the impact criteria and success factors summarized in Sections 4.1 and 5. This will require the PUNOs and core partners to look jointly and objectively at what has worked well and wasn't hasn't and agreeing to a budget structure which reflects this. Hard decisions may be required.
- Consider the inclusion of an impact assessment baseline study in the design of DEY III. This could (i) be carried out the participation of all PUNOs and other key stakeholders and (ii) be used at the same time as a learning and capacity development opportunity for all involved.
- Enhance impact by strengthening strategic dialogue and collaboration with other key relevant international players with a priority focus which aligns with that of DEY, such as the ADB which brings considerable resources and influence into the skills area (refer to the **Stakeholder Survey and Analysis** conducted of DEY II current and potential stakeholders for elaboration).
- As part of the design process set out in recommendation 1, jointly define what success will look like. This in turn can inform strategies and planning for sustainability, encompassing policy, institutional and capacity development dimensions.¹⁸⁴

14. Leverage resourcing for youth employment

Implement the resource mobilization strategy to underpin and guide DEY III advocacy for and leveraging of increased resources to support the agreed priorities under DEY III. This should encompass advocacy for phased increases of national budgetary contributions in key areas as well as seeking co-designed strategies and programmes with major financing sources such as the World Bank, ADB and other bilateral ODA providers.¹⁸⁵ Be guided by the stakeholder analysis which was conducted in 2021 regarding other financing sources.

15. Elevate the joint focus on strategic policy engagement

¹⁸³ Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia.

¹⁸⁴ Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia.

¹⁸⁵ Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia.

Place an increased focus in DEY III on joint engagement, including with the wider UNCT, on policy advocacy and engagement to strengthen Cambodia's macro policy settings with respect to youth employment in line with the priorities set out in the pending new Pentagon Strategy,¹⁸⁶ including skills development and employability, self employment, entrepreneurship, SME development, and the quality of work. Consider an increased focus on supporting formalisation through the National Industrial Development Policy. Continue support to DGTvet on the development of the new TVET strategic plan 2024-2028.

Through high level policy dialogue, such engagement should (i) have impact and sustainability at its core and focus on the upstream enabling policy environment, including the skills /HR development aspects; (ii) clearly target and seek to link the macro, meso and micro levels of national policy settings; (iii) include a focus on influencing national budget prioritization of decent work for Cambodia's youth; (iv) be supported at the programmatic level by institutional strengthening interventions in key strategic areas to ensure policies are actually delivered; (v) strengthen the capacity of stakeholders (government institutions and employers) both at national and sub-national level to implement and monitor policies; and (vi) be informed by strategic policy research and analysis to underpin a strong narrative on the relevance of decent jobs and a strong, relevant and diverse skills base to Cambodia's future.¹⁸⁷

<p>16. Respond to the Prime Minister's commitment of increased resources for TVET - elevating the status of TVET and expanding professional skills development</p>

In light of the unprecedented opportunity offered by the government's commitment of resources to enable 1.5 million young women and men from poor families to undertake technical and vocational training, include a joint advocacy and public awareness / outreach component in DEY II to "rebrand" TVET as a top and desirable career choice alongside all other elements of the formal education system.¹⁸⁸

- Consider supporting the government in designing projects and strategies in order to achieve this commitment.
- Work with NGOs and development partners working with LGBTQI youth, youth living with HIV/AIDS, youth with all types of disabilities (physical, sensory, neurodiversity, intellectual, psycho-social), indigenous youth and other groups focused on by DEY to access the TVET opportunities under the commitment.
- Capitalise on BEEP and FLP's ability to reach the most vulnerable to help with access to TVET under this commitment
- Explore curriculum development related to the digital and green transformation of TVET in the context of the Prime Minister's commitment

This should be a multi-stakeholder (government, private sector, CSO and UN) campaign, potentially catalysed by DEY III and aimed at shifting the deeply embedded perception of TVET as a second and lessor option for young women and men. The development of such campaign should include (i) study

¹⁸⁶ Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia.

¹⁸⁷ Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia.

¹⁸⁸ Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia.

of the lessons and outcomes of other ASEAN countries which have embarked on a similar effort for similar reasons – namely Malaysia and Singapore; and (ii) building on and expanding the annual TVET Day success to increase public awareness activities.¹⁸⁹

In addition to the above-highlighted emphasis on blended green and digital skills development in the current climate change and IR4.0 contexts, further prioritize the following to ensure that the opportunity provided by the government’s new commitment of resources can be maximized:

- Translate existing and to-be-developed TVET curricula into Competency-based (Learning) Materials (CBMs) in an increased range of relevant occupational areas. This will address a critical gap in the government’s ability to respond effectively to the opportunity provide by the PM’s increased resourcing commitment.
- Alongside traditional TVET approaches, give due attention to accelerating and strengthening professional training such as that provided by the MoT through the National Committee of Tourism Professionals and other such relevant bodies in strategic high-growth sectors of the economy.
- Strengthen the demand side of skills development, including TVET, through the application of Recommendation 7.¹⁹⁰

17. Gender mainstreaming, inclusion and LNOB

Ensure that the mainstreaming of gender and LNOB considerations continue to be a key driver of DEY III design and implementation by:

- Consider moving beyond the consistent and commendable attention to sex-disaggregated data in DEY II reporting to looking more in depth at critical issues such as young women in leadership within the DEY sphere of work, the quality of participation and specifically targeting left behind sub-groups within broader gender categories - e.g. in prioritizing adolescent girls as a key target group within skills development and employment contexts.
- Gender equality and LNOB inclusion could be strengthened through influencing the government to reach these groups, particularly through the UN Resident Coordinator’s Office and the influence of the Steering Committee . Integration of these groups into the new UNSDCF might be helpful to reinforce the systematic outreach.
- DEY II may want to consider developing, in partnership with the government and civil society, a strategy to reach and engage vulnerable groups for the remainder of phase 2 and for DEY III, which may include working with specialist NGOs working with these groups, and finding synergies with other projects working with these groups.
- Moreover, PUNOs have their own youth networks they engage with, and these could be leveraged to elevate the voices of the beneficiaries DEY II seeks to empower and amplify youth participation in the programme, as foreseen in the programme document (meaningful youth participation and inclusion in DEY planning, review and implementation).
- The personal interest stories are helpful in bringing a human touch to the monitoring, and could be improved by including stories from youth in these vulnerable groups, and reflecting analysis relevant for such groups in the annual reports.

¹⁸⁹ Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia.

¹⁹⁰ Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia.

- Ensuring that the voices of women, persons with disabilities, indigenous peoples and other discriminated-against and vulnerable groups are at the centre of the DEY III design processes. A cornerstone of such approaches should be more systematic outreach to and engagement with relevant national networks such as the Indigenous Community Support Organization (ICSO) and the Cambodia Disabled People's Organization (CDPO).
- Inclusion of gender and LNOB-specific indicators and targets in the DEY III results framework to ensure regular planning and monitoring attention.¹⁹¹ Consider focusing especially on data that is already included in data collection systems of partners.
- Alignment with the UN Disability Inclusion Strategy (UNDIS) to ensure a specific focus on engagement with and support for young women and men with disabilities in DEY III design, planning and implementation.
- Leveraging lessons on disability inclusion from existing DEY II partners – e.g. a pilot of the École d'Hôtellerie et de Tourisme Paul Dubrue to strengthen the inclusion of young women and men with disabilities in tourism sector training. This involves working closely with the national school for the hearing and sight impaired and disability NGOs (and their associated schools).¹⁹²

18. DEY III governance and coordination

Strengthen the governance and coordination of DEY III in ways which enhance national ownership, impact and sustainability by:

Steering Committee

- MLVT to take ownership of the Steering Committee (sole lead) and the programme
- Consider DEY III being led by the government but with technical support from the UN
- Consider potential for greater strategic policy engagement through the Steering Committee
- Steering Committee could encourage further government resources to increase and expand DEY
- Participation of young people could be expanded to the provincial level, and to representatives of vulnerable groups of youth targeted by the programme
- Technical insights could be improved by including the perspective of technical experts with relevant contextual knowledge
- Consider the potential value added of potentially involving key donors beyond SDC in Steering Committee members

Technical Review Committee

- Revisiting the TOR to ensure its ongoing relevance in light of experience. Extending the role to include an explicit focus on reviewing and strengthening programme synergies. Aiming for at least two meetings per year, timed to feed into Steering Committee meetings. All PUNOs to prioritize and adequately resource their participation.¹⁹³

DEY II Secretariat

- Consider reviewing the roles of the secretariat, including technical support to the secretariat to ensure the quality of work, including document preparation

¹⁹¹ Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia.

¹⁹² Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia.

¹⁹³ Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia.

- Explore whether co-financing of the secretariat is appropriate
- With PUNO technical support, set-up a joint / shared online dashboard system for joint monitoring purposes.
- Dependent on available resources, prioritize the addition of at least a part-time M&E officer¹⁹⁴ and a part-time communications officer to the DEY coordination team.¹⁹⁵ Explore the role of PUNOs in M&E to see whether there are efficiencies to be gained.

Youth voice on the Steering Committee

- Ensure that the discussions are designed in a way that young people can meaningfully participate, and that participation should benefit both DEY and the young people themselves.
- Create a formal opportunity for youth voices to be heard on DEY II/III planning, progress and directions and reviews. This might take the form of a Youth Reference Group which meets at least twice per year and has two seats on the Steering Committee. At least one of the youth representatives on the SC should be female.¹⁹⁶

Annex 1: Document review

Programme documents

- United Nations (2019), Joint Programme Document – Decent Employment for Youth in Cambodia (DEY), Phase Two: 2020-2023.
- United Nations (2020), DEY Revised Results Framework 2020-2023
- United Nations (2020), Project Budget per Outcome and per Agency for 2020-2023

Work Plans

- United Nations (2021), Executive Summary of 2021 Work-plan, 'Decent Employment for Youth in Cambodia – DEY Phase II'
- United Nations (2022), Executive Summary of 2022 Revised Work-plan, 'Decent Employment for Youth in Cambodia – DEY Phase II'
- United Nations (2021), DEY Work-plan for 2021 (January-December 2021)
- United Nations (2022), DEY Work-plan for July-December 2022
- United Nations (2022), DEY Work-plan for 2022 (January-December 2022)
- United Nations (2020) DEY Revised Work-plan for 2020
- United Nations (2020), Executive Summary of 2022 Work-plan (1st revision)

Annual Reports

- United Nations (2021), Annual Narrative Report, 01 January – 31 December 2020
- United Nations (2022), Annual Narrative Report, 01 January – 31 December 2021
- United Nations (2023), Annual Narrative Report, 01 January – 31 December 2022, including DEY II matrix of results to end 2022

¹⁹⁴ Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia.

¹⁹⁵ Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia.

¹⁹⁶ Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia.

- United Nations (2021), Consolidated Expenditure by UN Organization, Annual Financial Statement as at 31 December 2021

Steering Committee

- United Nations (2020), Minutes of the First Meeting of the Program Steering Committee of the 'Decent Employment for Youth in Cambodia – DEY Phase II), February 2020
- United Nations (2021), Minutes of the Second Meeting of the Program Steering Committee of the 'Decent Employment for Youth in Cambodia – DEY Phase II), February 2021
- United Nations (2022), Minutes of the Third Meeting of the Program Steering Committee of the 'Decent Employment for Youth in Cambodia – DEY Phase II), June 2022

Internal Review

- Clarke, D. (2023), Documentation and Learning Report, Decent Employment for Youth in Cambodia (DEY II), A joint programme of the United Nations in Cambodia.
- United Nations (2022), Summary of Internal PUNO Feedback for Internal Review of DEY II, December 2022

Government policies

- Royal Government of Cambodia (2018), Cambodian Sustainable Development Goals (CSDGs) Framework 2016-2030
- Royal Government of Cambodia (2019), National Strategic Development Plan 2019-2023
- Royal Government of Cambodia (2015), National Employment Policy 2015-2025
- Royal Government of Cambodia (2011), National Policy on Cambodia Youth Development
- Royal Government of Cambodia (2015), Cambodia Industrial Development Policy 2015-2025
- Royal Government of Cambodia (2019), National Technical Vocational Education and Training Policy 2017-2025
- Royal Government of Cambodia, Ministry of Labour and Vocational Training (2019), Labour and Vocational Training Development Strategic Plan 2019-2023
- Kingdom of Cambodia (2019), Decent Work Country Programme 2019-2023
- Royal Government of Cambodia, Ministry of Education, Youth and Sport (2019), Education Strategic Plan 2019-2023

UNDAF

- United Nations Development Assistance Framework 2019-2023, Cambodia

Evaluation

- Mid-Term Review of the First 16 months of the First Phase of the United Nations Joint Programme on Youth Employment
- Management Response

Annex 2: List of key informant interviewees and focus group discussants

Total 70 males, 32 females, 15 young women, 11 young men, 4 PWD (1 physical impairment, 1 neuro-diverse, 1 visual impairment), 1 LGBTQI+, 1 PLWHIV, 4 youth living in rural areas

Participating UN Organisations

ILO

- Mr. Sophorn Tun, Country Coordinator for Cambodia
- Ms. Socheata Sou, National Programme Coordinator in Cambodia
- Mr. Julien Magnat, Specialist – Skills and Employment, Decent Work Technical Team, Bangkok
- Mr. Felix Weidenkaff, Youth Employment Expert, Regional Office for Asia and the Pacific, Decent Work Technical Team, Bangkok
- Mr. Akira Kawasaki, Youth Empowerment and Skills Development, Decent Work Technical Team, Bangkok
- Ms. Chann Shouly, National Project Coordinator
- Mr. Kuoy Kimroeun, National Project Coordinator
- Mr. Chheng Saoleng, National Project Coordinator
- Mr. Stefano Merante, Development & TVET Programme Officer, ITC- ILO, Turin, Italy

UNESCO

- Mr. Sardar Umar Alam, Head of Office and UNESCO Cambodia Representative
- Mr. Kimlay Leav, Programme Officer, UNESCO Cambodia
- Ms. Esther McFarlane, Acting Chief of Education, UNESCO Cambodia
- Mr. Vutha Lay, Programme Officer, UNESCO Cambodia

UNICEF

- Ms. Carla Enrica Foglia, Adolescent and Youth Empowerment Officer, UNICEF Cambodia
- Mr. Chum Channra, Education Specialist, UNICEF Cambodia

UNIDO

- Mr. Sok Narin, Country Representative, UNIDO Cambodia
- Ms. Heng Chantheng, National Project Coordinator, UNIDO Cambodia
- Mr. Mattias Larsen, Skills Officer, UNIDO HQ, Vienna

Government

MLVT

- DGTNET
 - Deputy Director General, DG of TVET - M
 - Director, Department of Standard and Curriculum - M
 - Deputy Director, Department of Institution Management - M
 - Chief of Office, Department of Institution Management - F
 - Deputy Director, Department of Labour Market Information - M
 - Chief of Office, Department of Policy and Strategy - M
 - Deputy Chief of Office, Department of Quality Assurance - M
 - Deputy Director, Department of Training - M
 - Deputy Director, Department of International Cooperation – M

- Deputy Chief of Office, Department of International Cooperation – M
- National Employment Agency
 - Deputy Director General, National Employment Agency (national level) – F
 - Chief of Office, National Employment Agency (national level) – F
 - Director, Job Centre (sub-national level) – M – Kampong Thom
 - Deputy Director, Job Centre (sub-national level) – M – Kampong Thom
- TVET Institutions
 - Deputy Director, NPJA – M – Siem Reap
 - Officer, National Polytechnic Institute of Cambodia - M
 - Director, NVIB – M - Battambang
 - Deputy Director, NVIB – M - Battambang
 - Deputy Director, Industrial Training Institute – M
 - Staff, Industrial Training Institute - M

MOEYS

- Director, Department of Vocational Orientation - M
- Chief of Office, Department of Vocational Orientation - M
- Deputy Chief of Office, Department of Vocational Orientation - M
- Deputy Chief of Office, Department of Curriculum Development - F
- Directorate General of Youth - M
- Department of Youth - M
- Director, Department of Youth Centre Management - M
- Deputy Director, Department of Information and Technology - M
- Deputy Director, Department of Non-Formal Education - M

MEF

- Entrepreneurship Development Manager, Khmer Enterprise - M
- Project Coordination Specialist, Skills Development Fund - F
- Director, Techo Startup Centre - M

MOT

- Team Leader, National Committee for Tourism Professionals - F
- Director, Department of Tourism Professional Training - M

Ministry of Industry, Science, Technology and Trade

- Director, SME Department – M

Donor

- Deputy Director of Cooperation, SDC – F
- National Programme Manager, SDC – M

Private sector

- General Manager, CAMFEBA – M
- Deputy General Manager, CAMFEBA - M
- CEO, GGear Group Co. Ltd – M

- Corporate Communication Specialist, Smart Axiata – F
- Director, EHT/Paul Dubrue School of Tourism and Hospitality – M – Siem Reap
- Projects and Communications Manager, EHT/Paul Dubrue School of Tourism and Hospitality – M – Siem Reap
- Senior Account Executive, Mango Tango – M,

CSO partners

- Director, CTEP – M – Siem Reap
- CEO, Impact Hub Phnom Penh – F
- Officer, Cambodia Children's Fund – F
- Programme Officer, VSO – M
- Entrepreneurship Manager, PACT/WE Act Cambodia - M
- Programme Manager, CPSA – M
- Programme Lead, CPSA – M
- Officer, CRC Cambodia – F
- Director of Vocational Training Programme, Pour un Sourire d'Enfant (PSE) – M
- Senior Technical Advisor, GIZ – M – Siem Reap

Other

- National Project Coordinator, IOM/PROMISE - F

Beneficiaries – Focus Group Discussions

Gender	Location of FGD	Additional disaggregation	DEY Activities
F	Phnom Penh	Young woman	Youth Rights at Work Training Program
F		Young woman, rural	Cooperative Training Modules
M		Young man	MOVER Programme
F		Young woman	BEEP graduate
M		Young man	TOT on Activity-Based Learning
M		Visual impairment	Adolescent and Youth Reference Group, Youth Rights At Work
M	Kampong Thom	Physical disability, young man, rural	Soft skills, pre-employment training
M		Young man, rural	Know About Business
F		Young woman	National Online Youth Business training
F		Young woman	
M		Young man	Career fair
F		Young woman	
F	Siem Reap	Young woman	Career fair
M		Young man	
F		Young woman	
M		Young man, LGBTQI+, PLHIV	
F		Young woman	

Gender	Location of FGD	Additional disaggregation	DEY Activities
F		Physical disability, young woman	
F	Banteay Meanchey	Adolescent girl	Know About Business – upper secondary school
F		Adolescent girl	
F		Adolescent girl	
F		Adolescent girl	
F		Adolescent girl	
M		SME – Owner, rural	Digital business
M		SME – CEO, rural	SME resilience
M	Battambang	Sales supervisor	GGear Group, upskilling
M		Young man, rural	MOVER Programme
M		Person with Autism Spectrum Disorder, rural, young man	
M		Young man	BEEP graduates
F		Young woman	

Annex 3: Review matrix

Criteria	Proposed final review questions	Methods	Target groups	Triangulation
Relevance				
Relevance and strategic fit	1) Are the selected strategic interventions and outcomes relevant to or addressing the labour market demands and youth employment, the real needs of the young people, especially those who are most vulnerable?	Semi-structured interviews (individual and group) – KIIs and FGD	Government officials, UN agencies, SDC and other relevant development partners, training providers, business associations, employers, workers' organizations) and rights holders (individual youth of different profiles, i.e., gender, geographic locations, socioeconomic status; and youth groups and networks) as beneficiary	Semi-structured interviews (individual and group) Secondary analysis review, particularly project reports and documentation activities
	2) To what extent is the programme relevant to the strategic priorities of SDC's inclusive economic development portfolio and RGC's specific policies and plan?	Desk review		
	3) To what extent has the programme contributed to addressing the challenges of the labour market and decent and productive employment for youth?	Project site visit		
	4) Has the repositioning of the programme in terms of design and implementation enhanced its relevance to the needs of the labour markets and young people in the context of COVID-19? To what extent has the programme provided a timely response vis à vis young people and national partners' needs in the COVID-19 context?	Debriefing of DEY Secretariat, participating UN agencies, key ministries (i.e, the Ministry of Labour and Vocational Training), SDC.		
	5) To what extent has the programme been aligned and responsive to the emerging national sustainable development needs and actions?			
	6) To what extent are gender equality and LNOB inclusion explicitly factored in the design, implementation, and monitoring of the programme?			
	7) To what extent the programme has selected the right people to support through different			

	interventions?		y groups of the project.	
	8) What are opportunities for future interventions for closer alignment to the national development needs, strategic priorities of SDC and labour market demands?			
Effectiveness				
Project progress and effectiveness	1) Are the current outputs contributing/ creating pathways towards outcomes? Are the selected strategic interventions contributing/creating pathways to achieving the desired change at outcome and impact levels?	Semi-structured interviews (individual and group) – KIs and FGD	Government officials, UN agencies, SDC and other relevant development partners, training providers, business associations, employers, workers' organizations) and rights holders (individual youth of different profiles, i.e., gender, geographic locations, socioeconomic status; and youth groups and	Semi-structured interviews (individual and group)
	2) Which strategic interventions and partners (government and private sector) are more directly contributing to decent and productive employment for youth in the medium (5 years) and long term (6-10 years)?	Desk review Project site visit		Secondary analysis review, particularly project reports and documentation activities
	3) What constraints have been being experienced and to what extent have they been hampering the achievement of expected results and desired change?	Debriefing of DEY Secretariat, participating UN agencies, key ministries (i.e, the Ministry of Labour and Vocational Training), SDC.		
	4) Who and what are the main driving forces to promote decent employment for youth? What lessons and best practices can be drawn from interventions?			
	5) What has been the capacity of the programme in responding to unexpected risks?			
	6) To what extent has the governance mechanism of the programme been effective? What should be further improved and/or restructured?			
	7) To what extent has the programme influenced the actions or priorities of key stakeholders in promoting decent and productive employment? What could be done			

	more to increase influence?		networks) as beneficiary groups of the project.	
	8) What is the assessment of the performance and contribution to decent employment of each of the 4 PUNOs individually and jointly? Collaboration of the PUNOs with which partners is considered more effective or less effective?			
	9) What should be strengthened to increase effectiveness?			
	10) Which specific interventions and with which partners should be continued/strengthened to promote decent employment for youth and which interventions should be discontinued?			
	11) To what extent have the young people, private sector, and national partners been meaningfully and systematically engaged in the design, implementation and monitoring of the programme?			
Efficiency				
Efficiency	1) What are the comparative advantages of this joint UN programme that can contribute and make differences in addition to the other existing efforts? How have these advantages been leveraged to enhance the achievement of the results?	Semi-structured interviews (individual and group) – KIIs and FGD	Governments officials, UN agencies, SDC and other relevant development partners, training providers, business associations, employers, workers'	Semi-structured interviews (individual and group)
	2) To what extent is the DEY II well-coordinated in terms of communication, timing, planning, budgeting, implementing, monitoring and reporting? Is there value added by engaging the complementary expertise of the different participating UN organizations to achieve decent and productive employment?	Desk review Project site visit Debriefing of DEY Secretaria		Secondary analysis review, particularly project reports and documentation activities

	3) To what extent are DEY II resources prioritised to optimize the delivery of the expected results of youth employment? Has the programme effectively leveraged the private sector's contribution and donor funding?	t, participating UN agencies, key ministries (i.e, the Ministry of Labour and Vocational Training), SDC.	organizati ons) and rights holders (individual youth of different profiles, i.e., gender, geographic locations, socioeconomic status; and youth groups and networks) as beneficiary groups of the project.	
	4) What aspects should be considered to reduce the complexity of the project and to optimize the results on youth employment?			
	5) Assessment of transaction costs versus the results achieved, including admin costs vs operational costs, by PUNOs respectively?			
	6) Which specific partners have contributed substantially to the results of the project on employment?			
	7) Are the project set-up and implementation modalities, including the funding channel, efficient? If not, what should be changed?			
	8) Based on the overall review, conclusions on the number of participating UN agencies, and suggestions to maintain or reduce the number of UN agencies to maximize the effectiveness and efficiency of the project in phase 3.			
	9) Assessment of the efficiency taking into consideration geographical coverage, interventions and resources.			
Impact				
Impact	1) To what extent the programme has generated long-term or sustainable changes at policy, institutional and beneficiary levels?	Semi-structured interviews (individual	Governme nt officials, UN	Semi-structured interviews (individual

	2) What needs to be done to increase the impact of the programme and to better measure the impact? [1] [SEP]	and group) – KIs and FGD Desk review Project site visit Debriefing of DEY Secretariat, participating UN agencies, key ministries (i.e, the Ministry of Labour and Vocational Training), SDC.	agencies, SDC and other relevant development partners, training providers, business associations, employers, workers' organizations) and rights holders (individual youth of different profiles, i.e., gender, geographic locations, socioeconomic status; and youth groups and networks) as beneficiary groups of the project.	and group) Secondary analysis review, particularly project reports and documentation activities
Sustainability				
Sustainability	1) What has been the level of contribution and ownership of the government and private sector to the specific interventions of each outcome? What contribution/ ownership modalities have proven	Semi-structured interviews (individual and group) –	Government officials, UN agencies, SDC and	Semi-structured interviews (individual and group)

	more workable? And what not? Which interventions have gained more contribution/ownership? What should the government and private sector contribute more?	KIIs and FGD	other relevant development partners, training providers, business associations, employers, workers' organizations) and rights holders (individual youth of different profiles, i.e., gender, geographic locations, socioeconomic status; and youth groups and networks) as beneficiary groups of the project.	Secondary analysis review, particularly project reports and documentation activities
	2) How effectively has the programme built the necessary capacity of people and institutions (of national partners and implementing partners)? How effectively has the programme built national ownership and capacity?	Desk review		
		Project site visit		
	3) Which specific interventions have proven significant potential for scalability? Which specific interventions depend on the funding from the project with little probability for sustainable financing beyond the project?	Workshop with stakeholders		
	4) In the next phase, what should be the key focus and specific interventions to directly and substantially promote decent employment for youth?	Debriefing of DEY Secretariat, participating UN agencies, key ministries (i.e, the Ministry of Labour and Vocational Training), SDC.		
	5) Which institutions (government and private sector) play a critical role for the sustainability?			

Annex 4: Matrix of results to 2022

Indicator	Baseline	2022 Planned Indicator Target	2022 Achieved Indicator Target (Result – non accumulative)	2020-2022 Achieved Indicator Target (Result – accumulative)	2020-2023 Planned Indicator Target	Reasons for Variance with Planned Target	Source of verification
Impact/development objective: Young women and men increasingly obtain decent and productive employment opportunities.							
Number of young women and men in formal employment, including formal self-employment, with DEY support.	Baseline is not available for formal employment assisted by the DEY in Phase I.	Direct beneficiaries: 345. Indirect beneficiaries: 4,000.	Direct beneficiaries: 1,154 (56% F).	Direct beneficiaries: 1,396 (58% F), in waged employment. The 4-year target is achieved by 140%. Indirect beneficiaries: <i>data will be provided in the final report.</i>	Direct beneficiaries: 1,000, including 200 self-employment. Indirect beneficiaries: 13,700, including self-employment.		Partners' records.
Average monthly earnings of DEY youth in targeted sectors.	Within the scope of DEY phase I, following are the monthly salaries of youth in employment with DEY support:	For the tourism, agro-business and construction sectors: at least equal to a 10% increase annually of baseline salary.	Earning ranges in Tourism sector related occupations: ♦ Cooking: USD 110-198* In Construction	Overall, the average earning range of DEY participants who got employment in occupations in DEY priority sectors in the first 3 years of phase 2 fluctuated from one year to	For the tourism, agro-business and construction sectors: at least equal to a 10% increase annually in baseline salary. For the manufacturing	To cope with the lack of employment opportunities due to impact of COVID-19 and slow recovery, some youth	Partners' records.

Indicator	Baseline	2022 Planned Indicator Target	2022 Achieved Indicator Target (Result – non accumulative)	2020-2022 Achieved Indicator Target (Result – accumulative)	2020-2023 Planned Indicator Target	Reasons for Variance with Planned Target	Source of verification
	<ul style="list-style-type: none"> Hospitality: USD100-200 Mechanical (motorcycle) repair: USD100-150 Beauty salon: USD100-150 plus service tips USD30-50 per month Barber: USD110-150 Tailor/sewing: USD125-165. <p>National data (LFS 2012, to be updated by LFS 2019/2020):</p>	For the manufacturing sector: at least equal to Cambodia's national minimum wage of the garment and footwear sector.	<p>sector related occupations:</p> <ul style="list-style-type: none"> ♦ Electrical wiring: USD 150-200 ♦ Aircon installation and maintenance : USD 250-350 <p>Salary ranges for other occupations in servicing sector:</p> <ul style="list-style-type: none"> ♦ Motorcycle repairing: USD 120-235 ♦ Beauty salon: USD 50-200* ♦ Barber: USD 100-250* <p>* Some ranges include very low salaries,</p>	another. However, the average range of those who were employed in tourism/hospitality and construction related occupations were noted 10% higher than the baseline salary, as of 2021. And they have decreased in 2022.	sector: at least equal to Cambodia's national minimum wage for the garment and footwear sector	<p>beneficiaries opted to take part-time jobs.</p> <p>Due to a lack of systematic data tracking tool and mechanism, the data on the monthly earnings of DEY II participants of employment services was unavailable. Thus, it is challenging to have a complete picture of the monthly earnings of DEY II beneficiaries</p>	

Indicator	Baseline	2022 Planned Indicator Target	2022 Achieved Indicator Target (Result – non accumulative)	2020-2022 Achieved Indicator Target (Result – accumulative)	2020-2023 Planned Indicator Target	Reasons for Variance with Planned Target	Source of verification
	<p>Average monthly income from employment (wage/salary) –</p> <ul style="list-style-type: none"> • Tourism: USD 110 • Agriculture: USD 110 • Construction: USD 120 • Manufacturing: USD 110. 		this is because they include incomes of some students who take on part time and odd day jobs as there are only limited full time positions available.			in its priority sectors and to provide an accurate analysis of their progress. Though, the improvement of the DEY II's and partner's M&E aspect is in progress.	
Inclusion of specific objectives and measurable targets for decent employment of young women and men in strategies and action plans of IDP, NEP, TVETP and NYDP.	Each IDP, NEP, TVETP and NYDP has references on youth employment and highlights skills and entrepreneurship development as priority areas.	0	0	0 The 4-year target is fully unachieved.	Specific objectives and measurable targets for decent employment of young women and men included in the strategies and action plans of IDP, NEP, TVETP, and NYDP for subsequent cycle, with DEY support.	DEY II provided technical support to the National Youth Development Council (NYDC) in the development of the M&E framework for the	PUNOs' records.

Indicator	Baseline	2022 Planned Indicator Target	2022 Achieved Indicator Target (Result – non accumulative)	2020-2022 Achieved Indicator Target (Result – accumulative)	2020-2023 Planned Indicator Target	Reasons for Variance with Planned Target	Source of verification
	However, currently they do not set out specific objectives and targets for decent employment of young people.					National Youth Development Action Plan (NYDAP) 2019-2023. While indicators and targets related to decent employment for youth were suggested as the core indicators for the NYDAP 2019-2023, the suggestions were not adopted due to the assessment that it is hard to measure and achieve	

Indicator	Baseline	2022 Planned Indicator Target	2022 Achieved Indicator Target (Result – non accumulative)	2020-2022 Achieved Indicator Target (Result – accumulative)	2020-2023 Planned Indicator Target	Reasons for Variance with Planned Target	Source of verification
						<p>those indicators through the current activities proposed in this inter-ministerial action plan. It was also considered to be challenging to obtain a commitment from relevant ministries to ensure the delivery of those indicators and targets.</p> <p>To continue supporting the national policies, the programme</p>	

Indicator	Baseline	2022 Planned Indicator Target	2022 Achieved Indicator Target (Result – non accumulative)	2020-2022 Achieved Indicator Target (Result – accumulative)	2020-2023 Planned Indicator Target	Reasons for Variance with Planned Target	Source of verification
						commits to support the review of the TVET Strategic Plan 2019-2023 and the development TVET Strategic Plan 2024-2028. The progress will be reported in the final report.	
Outcome 1: Young women and men in Cambodia have demand-driven skills and competencies, including soft; life, green and digital skills, which are relevant to current and future labour market needs.							
Number of young women and men who have obtained employment.	814 (332 F) adolescents and youth have obtained job (2019 DEY report).	Direct beneficiaries: additional 970. Indirect beneficiaries: 8,450.	Direct beneficiaries: 1,211 (57% F)	Direct beneficiaries: 1,720 (57% F) The 4-year target is achieved by 57%. Indirect beneficiaries: <i>data will be provided in</i>	Direct beneficiaries: additional 3,000. Indirect beneficiaries: a total 28,000.		Partners' records.

Indicator	Baseline	2022 Planned Indicator Target	2022 Achieved Indicator Target (Result – non accumulative)	2020-2022 Achieved Indicator Target (Result – accumulative)	2020-2023 Planned Indicator Target	Reasons for Variance with Planned Target	Source of verification
				<i>the final report.</i>			
Percentage of employers and trainees across all DEY-supported initiatives satisfied with the quality of skills provided by public and private TVET institutions.	No baseline. (no survey conducted by DEY in phase 1).	At least 60%	85% of surveyed employers were satisfied with the performance of young technicians who have been upskilled in Air-conditioner installation, maintenance, and professional ethics.	85% (for employer side). The 4-year target (for employer side) is overachieved.	At least 80%		
Number of existing Sector Skills Councils (SSCs) strengthened to improve collaboration with private sector on TVET.	4 Sector Skills Councils established by 2019. They are for Manufacturing , Automotive Mechanic, Electricity and Construction	1 existing SSC	0	The 4-year target is fully unachieved.	2 Existing SSCs for construction and manufacturing.	The discussion with CAMFEBA, which is part of the national coordination mechanism of SSCs, was	PUNO's report.

Indicator	Baseline	2022 Planned Indicator Target	2022 Achieved Indicator Target (Result – non accumulative)	2020-2022 Achieved Indicator Target (Result – accumulative)	2020-2023 Planned Indicator Target	Reasons for Variance with Planned Target	Source of verification
	sectors					under progress. It's been advised that the areas of support can be directly discussed and planned with the existing SSCs through the sub-national mechanism.	
Output 1.1: Improved quality, effectiveness and coordination of national TVET system (public and private).							
Number of public and private TVET providers supported and operated as assessment centres under MLVT/MoT to deliver RPL assessments (including e-RPL), according to national, ASEAN	0, under DEY phase 1 support. Overall, 2 private TVET institutions certified as assessment centres by 2019. (MoT, national data 2019)	4 additional	5 additional	7 (NPIC, ITI, PSE, EHT, NPIC, BIT, NVIB) The 4-year target is achieved by 100%.	7 additional public and private TVET providers supported and operated as assessment centres to deliver RPL assessments (including e-RPL).	With the contributions from the parallel funds, DEY II was able to advance well the digital and green transformation of TVET and RPL assessment.	PUNO's records.

Indicator	Baseline	2022 Planned Indicator Target	2022 Achieved Indicator Target (Result – non accumulative)	2020-2022 Achieved Indicator Target (Result – accumulative)	2020-2023 Planned Indicator Target	Reasons for Variance with Planned Target	Source of verification
and industry standards.							
Number of existing competency standard packages greened and training packages (including e-learning) developed/upgraded and being applied with DEY support, following CQF, industry and /or ASEAN standards, with related training and testing arrangements. Green competencies are integrated into selected training packages.	4 competency standards training packages for 4 occupations (machining, arc-welding, baking, food & vegetable processing) developed with DEY support in phase 1. In total, 88 competency standards packages in place (for 88 occupations) for automotive, construction, electrical, ICT/business and tourism	0 existing competency standard greened. And, 0 additional training packages developed/upgraded and greened.	No other existing competency standard was greened. And, 19 additional training and assessment packages were upgraded/blended with the integration of green skills and basic digital skills.	7 exiting competency standards greened (4 in tourism/hospitality , 3 in construction sectors). The 4-year target is achieved by 100%. And, 25 training and assessment packages were upgraded/blended with the integration of green skills and basic digital skills. The 4-year target is achieved by 208%.	7 existing competency standard packages greened. And, 12 training packages developed/upgraded and greened.		Partners' reports. PUNOs' records.

Indicator	Baseline	2022 Planned Indicator Target	2022 Achieved Indicator Target (Result – non accumulative)	2020-2022 Achieved Indicator Target (Result – accumulative)	2020-2023 Planned Indicator Target	Reasons for Variance with Planned Target	Source of verification
	sectors (MLVT/MoT, national data 2019).						
Number of trainers / assessors from public and private sectors trained (including on e-TVET and e-RPL) in RGC priority occupations of selected sectors with DEY support.	61 (15F) trainers and 76 (28F) assessors trained with DEY support in phase 1. In total, 550 trainers and 496 assessors trained by 2019 (MLVT/MoT national data).	10	79 (35% F)	211 (43% F) The 4-year target is achieved by 141%.	150 trainers / assessors.		PUNOs' records.
Number of young women and men who enrolled in TVET as a result of DEY initiatives, including in-school and out-of-school, covering both formal (C1 up) and informal	1,378 (529 female) enrolments through DEY initiatives. (2019 DEY report) National data (2018, TVET JMI): Enrolled in	630	1,153 (28% F)	1,784 (34% F) received skilling and upskilling training in various skill occupations through formal and informal courses. The 4-year target is achieved by 89%.	Additional 2,000, including those enrolled in online skills training.	With the contributions from the parallel funds, DEY II was able to expand the coverage for skilling and upskilling to more young	Partners' records.

Indicator	Baseline	2022 Planned Indicator Target	2022 Achieved Indicator Target (Result – non accumulative)	2020-2022 Achieved Indicator Target (Result – accumulative)	2020-2023 Planned Indicator Target	Reasons for Variance with Planned Target	Source of verification
(short course).	short-term TVET courses:49,662 ; Enrolled in TVET certificate 1,2,3: L 1-2 995; L3 491, L4 398; Enrolled in CQF 5 (Advanced Diploma of Technology /Speciality: 4,908 Participation in VSTP: 14,212.					people through various training programmes.	
Output 1.2: Increased private sector engagement in TVET design and delivery.							
Number of new Public-Private Partnerships (PPPs) established for TVET delivery with DEY support.	2 PPPs in place on Accountancy Technical Qualification (ATQ) with DEY support in 2019 (UNDP).	5	25	28 The 4-year target is achieved by 270%.	10	With the contribution from the parallel funding, in particular, in support of establishing	Partners and PUNOs' records.

Indicator	Baseline	2022 Planned Indicator Target	2022 Achieved Indicator Target (Result – non accumulative)	2020-2022 Achieved Indicator Target (Result – accumulative)	2020-2023 Planned Indicator Target	Reasons for Variance with Planned Target	Source of verification
						the collaborations between public TVET institutes with private companies (through PPP MoUs) for reskilling, upskilling, internship, and job placement opportunities , DEY II was able to achieve more than the planned target.	
Number of young women and men who have participated in workplace-based learning programmes	72 (39 F) were engaged in traditional apprenticeship . (2019 DEY report) National data :	50	37 (46% F)	57 (56% F). The 4-year target is achieved by 29%.	200	The result for this indicator should have been higher than this, because the number of	Partners' records.

Indicator	Baseline	2022 Planned Indicator Target	2022 Achieved Indicator Target (Result – non accumulative)	2020-2022 Achieved Indicator Target (Result – accumulative)	2020-2023 Planned Indicator Target	Reasons for Variance with Planned Target	Source of verification
(including internship and quality apprenticeship), as a result of DEY-supported PPPs.	Apprenticeships and internships in 2018: 1,754 (TVET JMI) Policy on Apprenticeships and Internships in place Standard Operating Procedures developed for apprenticeships.					young people who participated in workplace-based learning programmes was integrated into the result of another indicator under output 1.1 “Number of young women and men who enrolled in TVET as a result of DEY initiatives.” in 2020-2021 reports.	
Number of enrolments per year with passing rate for	400 (50% female) with the support of DEY phase 1.	200	135 (58% F)	297 (51% F), of whom 277 (52% F) passed with either full qualification or	New 1,700, with 70% passing rate.	COVID-19 interrupted the face-to-face RPL	Partners’ reports. PUNOs’ records.

Indicator	Baseline	2022 Planned Indicator Target	2022 Achieved Indicator Target (Result – non accumulative)	2020-2022 Achieved Indicator Target (Result – accumulative)	2020-2023 Planned Indicator Target	Reasons for Variance with Planned Target	Source of verification
qualification assessment through RPL / RCC, including through online, in priority skills occupations as a result of PPPs supported by DEY.	781 (428 women) RPL enrolments in 2019 (<i>MoT national data including DEY phase 1 data.</i>)			unit competencies. The 4-year target is achieved by 17%.		assessment activities in 2020-2021. To address this challenge, DEY II has been supporting the development of the RPL assessment platform and tools since 2020. As a result, 6 RPL assessment packages were digitally upgraded, among them, 2 packages were tested with 135 (58% F). Other 13 assessment	

Indicator	Baseline	2022 Planned Indicator Target	2022 Achieved Indicator Target (Result – non accumulative)	2020-2022 Achieved Indicator Target (Result – accumulative)	2020-2023 Planned Indicator Target	Reasons for Variance with Planned Target	Source of verification
						packages for 7 occupations are under the process of digital upgrading/blending. The roll-out of blended assessment will be undertaken in 2023 with the expectation that it will benefit many young people as planned.	
Output 1.3: Increased availability of training in life, soft, blended TVET and green skills. Digital literacy is integrated.							
Number of additional lower-secondary schools and TVET institutions which have delivered life, soft, blended	83 lower secondary schools, covering 32,771 (17,349 F) students providing local	20 additional lower-secondary schools with 2,000 students delivered life skills.	60 additional lower-secondary schools implemented local life skills.	100 lower-secondary schools implemented local life skills education with 35,143 students (52% F).	140 additional lower-secondary schools delivered life skills. 7 public TVET institutions	COVID-19 interrupted TVET activities in 2020-2021. To address this	Partners' and PUNOs' records.

Indicator	Baseline	2022 Planned Indicator Target	2022 Achieved Indicator Target (Result – non accumulative)	2020-2022 Achieved Indicator Target (Result – accumulative)	2020-2023 Planned Indicator Target	Reasons for Variance with Planned Target	Source of verification
TVET and green skills; and number of participants who have received green skills training. Digital literacy is integrated into the delivery of the training.	life skills education in Takeo, Kampot, Battambang, Siem Reap, and Stung Treng. (In Siem Reap alone - 26 lower secondary schools - 9,203 students/5,167 girls). (2019 DEY data)	6 additional TVET institutes implemented blended TVET and green skills training. 500 participants received green skills training.	1 additional TVET institute implemented blended TVET. 0 participants received green skills training.	The 4-year target is achieved by 71%. 2 TVET institutes implemented blended TVET and green skills training. The 4-year target is achieved by 29%. 250 students received green skills training (39% F). The 4-year target is achieved by 26%.	delivered blended TVET and green skills training. 960 participants received skills training for green jobs.	challenge, DEY II has been supporting the digitization of the TVET system and programme. Furthermore, to support the TVET system to respond to climate change, which is part of the megatrends impacting the world of work, DEY II has been also supporting the green transformation of TVET. Through	

Indicator	Baseline	2022 Planned Indicator Target	2022 Achieved Indicator Target (Result – non accumulative)	2020-2022 Achieved Indicator Target (Result – accumulative)	2020-2023 Planned Indicator Target	Reasons for Variance with Planned Target	Source of verification
						these efforts, 19 training packages and 6 RPL assessment packages were digitized with the integration of green skills and basic digital skills. At the same time, the other 17 training and assessment packages were in process of upgrading to digital and green. The roll-out of these packages will be	

Indicator	Baseline	2022 Planned Indicator Target	2022 Achieved Indicator Target (Result – non accumulative)	2020-2022 Achieved Indicator Target (Result – accumulative)	2020-2023 Planned Indicator Target	Reasons for Variance with Planned Target	Source of verification
						undertaken in 2023 with an anticipation that it will benefit many young people as planned.	
Number of out-of-school young women and men who have graduated from Basic Education Equivalency Programme (BEEP) with DEY support.	0 (2019 DEY report)	300 (30% F)	437 (29% F)	671 (30% F) The 4-year target is achieved by 67%.	At least 1,000		BEEP MIS. Partners' reports.
Outcome 2: Young women and men have adequate entrepreneurial capacity and increasingly access business development services.							
Number of new businesses established with number of young women and men employed.	35 youth-owned businesses set up (13 by young women, 22 by young men) using the skills gained through DEY	130 new businesses with 130 youths employed.	229 (70% F) new businesses employed approx. 570 (50% F) young people.	399 new businesses (62% owned by women) employed approx. 1,278 young people (50% F). The 4-year target is achieved by 100%.	400 new businesses, with 1,000 youth employed (excluding business owners).		Partners' reports. Tracer survey.

Indicator	Baseline	2022 Planned Indicator Target	2022 Achieved Indicator Target (Result – non accumulative)	2020-2022 Achieved Indicator Target (Result – accumulative)	2020-2023 Planned Indicator Target	Reasons for Variance with Planned Target	Source of verification
	<i>(2019 DEY report).</i>						
Number of existing businesses improved.	34 existing businesses have improved <i>(2019 DEY report).</i>	158	186 (39% F) employed approx. 2045 (52% F).	301 (44% F) employed approx. 3,550 (30% F). <i>The 4-year target is achieved by 75%.</i>	400 existing businesses		Partners' reports. Tracer survey.
Number of young women and men whose employment situation has improved.	No baseline available	500	1,055 (56% F)	1,055 (56% F) <i>The 4-year target is achieved by 70%.</i>	1,500		Partners' reports. Tracer survey.

Indicator	Baseline	2022 Planned Indicator Target	2022 Achieved Indicator Target (Result – non accumulative)	2020-2022 Achieved Indicator Target (Result – accumulative)	2020-2023 Planned Indicator Target	Reasons for Variance with Planned Target	Source of verification
Number of policy and programmatic changes, which are gender and environmentally responsive, implemented by RGC to strengthen the entrepreneurship enabling environment for young women and men.	RGC policies and programmes in place in 2019 included: draft SME Policy Framework (2015) and drafting of implementation strategy; Start-up Policy (MoPTC); incentives for priority sectors innovative research, ICT development, environmental protection and the development of SME clusters; tax incentives for 3-5 years; customs	2	4 programmatic changes: 1) Cambodia Entrepreneurship Day (CED) is now on the table to be included in the Annual Operational Plan (AOP) process (a process towards recognising it as a national programme). 2) MoEYS/VO D integrated KAB into the technical	7 programmatic changes: 8) MoEYS formal curriculum adopted the entrepreneurship education module “Know About Business (KAB)” as part of the Home Economic subject in grades 10, 11 and 12. 9) National TVET curriculum adopted the entrepreneurship training module “Community-Based Enterprise Development (C-BED)” for TVET VC and C1	At least 5 policy and programmatic changes (including development of the MEF/EPF and Techo Start-Up Training Centre; establishment of / support for SME accelerators; RGC university/private sector R&D cooperation; and expansion of entrepreneurship training at secondary schools and TVET institutions).		Partners’ and PUNOs’ reports.

Indicator	Baseline	2022 Planned Indicator Target	2022 Achieved Indicator Target (Result – non accumulative)	2020-2022 Achieved Indicator Target (Result – accumulative)	2020-2023 Planned Indicator Target	Reasons for Variance with Planned Target	Source of verification
	incentives; creation of an SME Bank in 2019; and the establishment of the MEF/EPF and Techo Start-Up Training Centre.		<p>schools' curriculum.</p> <p>3) Khmer Enterprise (KE) adopted UNIDO's online incubation platform into National Enterprise Incubation Programme .</p> <p>4) Institute of Technology of Cambodia (ITC) is developing Food Safety Training course with MISTI to improve the quality</p>	<p>levels.</p> <p>10) MoT e-learning platform integrated the entrepreneurship training module "C-BED" as part of its curriculum.</p> <p>11) Cambodia Entrepreneurship Day (CED) is now on the table to be included in the Annual Operational Plan (AOP) process (a process towards recognizing it as a national programme).</p> <p>12) MoEYS/VOD integrated KAB into the technical</p>			

Indicator	Baseline	2022 Planned Indicator Target	2022 Achieved Indicator Target (Result – non accumulative)	2020-2022 Achieved Indicator Target (Result – accumulative)	2020-2023 Planned Indicator Target	Reasons for Variance with Planned Target	Source of verification
			of Food products in the manufacturing sector", it will be adopted as a national training course for SMEs in this sector.	schools' curriculum. 13)Khmer Enterprise (KE) adopted UNIDO's online incubation platform into National Enterprise Incubation Programme. 14)Institute of Technology of Cambodia (ITC) is developing Food Safety Training course with MISTI to improve the quality of Food products in the manufacturing sector", it in the process towards being a national training course			

Indicator	Baseline	2022 Planned Indicator Target	2022 Achieved Indicator Target (Result – non accumulative)	2020-2022 Achieved Indicator Target (Result – accumulative)	2020-2023 Planned Indicator Target	Reasons for Variance with Planned Target	Source of verification
				for SMEs in this sector. The 4-year target is achieved by 140%.			
Output 2.1: Improved enabling environment for youth entrepreneurship and enterprise.							
Number of existing RGC business	Establishment of MEF Entrepreneurs	1	1 new national incubation, called IDEA	1 national incubation (IDEA APP Cambodia) has	At least 2 existing.		Partners' and PUNO's reports.

Indicator	Baseline	2022 Planned Indicator Target	2022 Achieved Indicator Target (Result – non accumulative)	2020-2022 Achieved Indicator Target (Result – accumulative)	2020-2023 Planned Indicator Target	Reasons for Variance with Planned Target	Source of verification
incubation / acceleration centres strengthened to provide support to young women and men entrepreneurs.	hip Promotion Fund and the MEF Techo Start-Up training Centre.		APP Cambodia (EIP) has been established and supported. It is known as Cambodia Enterprise Incubation programme, which is being led by KE using UNIDO's programme IDEA App. And, 1 existing national incubation centre (Techo Startup) has been strengthened.	been established and supported. At the same time, 1 existing national incubation centre (Techo Startup centre) has been strengthened. The 4-year target is achieved by 100%.			
Number of Research and Development	2 research and innovation centres exist	0	1 existing R&D and innovation service unit,	1 existing R&D and innovation service unit, hosted by ITC	At least 1 of the existing centres fully operational		Partners' and PUNO's reports.

Indicator	Baseline	2022 Planned Indicator Target	2022 Achieved Indicator Target (Result – non accumulative)	2020-2022 Achieved Indicator Target (Result – accumulative)	2020-2023 Planned Indicator Target	Reasons for Variance with Planned Target	Source of verification
(R&D) and innovation service units, hosted by academia/research institutions, which are formally established with DEY support to assist women and men entrepreneur start-ups.	(i.e ITC and NIPT), however, are not offering service to private sector.		hosted by Institute of Technology of Cambodia (ITC) has been engaged and supported to assist women and men entrepreneurs in the foods manufacturing sector in Cambodia.	has been engaged and supported. The 4-year target is achieved by 100%.	and providing services to young start-ups.		
Number of national knowledge-sharing platforms on youth entrepreneurship established and strengthened with DEY support.	0	0	DEY II continued maintaining the online platform (FB page of Cambodia Entrepreneurs hip Day / CED), and expansion of its scope is in progress.	1 online platform (FB page of CED). The 4-year target is achieved by 100%.	1		PUNO' report.
Number of youth entrepreneurs	60 secondary school and	Additional 150	1,305 (52% F)	1,681 (52% F)	At least 600		Partners' and PUNOs'

Indicator	Baseline	2022 Planned Indicator Target	2022 Achieved Indicator Target (Result – non accumulative)	2020-2022 Achieved Indicator Target (Result – accumulative)	2020-2023 Planned Indicator Target	Reasons for Variance with Planned Target	Source of verification
who have accessed (i) business start-up services or (ii) ongoing business development services with DEY support.	university students of 5 provinces accessed BDS as part of 'Big Idea 'contest in Battambang, August 2019 (Our Business Project, DGY/MoEYS). 32 (17 female) receiving business incubation support from DEY.			The 4-year target is achieved by 280%.			reports.
Number of entrepreneur associations / networks, which have strengthened capacity with DEY support to influence national enabling	YEAC, CWEA and FASTMEC have been actively involved in influencing national enabling frameworks for	0	2 (YEAC and CMA)	9 The 4-year target is achieved by 129%.	7 existing entrepreneur associations / networks strengthened.		Partners' and PUNOs' reports.

Indicator	Baseline	2022 Planned Indicator Target	2022 Achieved Indicator Target (Result – non accumulative)	2020-2022 Achieved Indicator Target (Result – accumulative)	2020-2023 Planned Indicator Target	Reasons for Variance with Planned Target	Source of verification
frameworks for youth entrepreneurship .	entrepreneurs hip, however, required further capacity strengthened.						
Output 2.2: Gender and green-responsive entrepreneurship education/training, including ready-for-business soft skills, expanded to more secondary schools and TVET institutes, as well as to more out-of-school youth and youth business.							
Number of secondary schools (lower and higher levels) and public TVET institutes implementing online/in-class-room entrepreneurship education/training, including ready-for-business soft skills with DEY support; with number of young women and men participated.	66 lower-secondary schools implemented entrepreneurship education and reached 7,715 students of which 4,121 were female) in Phnom Penh, Kg.Speu, Kg.Thom and Tboung Khmum. 788 secondary and university students in 6 provinces received	25 additional secondary schools. 6 additional public TVET institutes. 833 additional students.	No additional secondary schools implemented KAB, however, 20 schools that implemented since 2021 continued. 4 additional TVET institutes implemented C-BED. 6,060 (54% F) students participated in KAB and C-BED.	25 secondary schools implemented KAB. <i>The 4-year target is achieved by 5%.</i> 13 public TVET institutes implemented C-BED. <i>The 4-year target is achieved by 50%.</i> 10,227 (56% F) students participated in KAB and C-BED. <i>The 4-year target is achieved by 193%.</i>	500 secondary schools. 20 public TVET institutes. 5,300 students.	The integration of the KAB learning content into textbooks of Home Economic subject for grades 10-12 was being finalised. It is expected that this integration will be approved by MoEYS Minister and the	Partners' and PUNOs' reports.

Indicator	Baseline	2022 Planned Indicator Target	2022 Achieved Indicator Target (Result – non accumulative)	2020-2022 Achieved Indicator Target (Result – accumulative)	2020-2023 Planned Indicator Target	Reasons for Variance with Planned Target	Source of verification
	ready-for-business soft skills training (2019 DEY report).					textbooks will be printed and used nationwide in 2023 onward. And with this nation adoption, it is expected that thousands of students in more than 550 upper-secondary schools and hundred thousands of young people will benefit from KAB.	
Number of young women and men who have received online/in-class-	5,399 youth received entrepreneurs hip training (2019 DEY	6,500	11,234 (55% F)	20,911 (55% F) The 4-year target is achieved by 105%.	Additional 20,000		Partners' and PUNOs' reports.

Indicator	Baseline	2022 Planned Indicator Target	2022 Achieved Indicator Target (Result – non accumulative)	2020-2022 Achieved Indicator Target (Result – accumulative)	2020-2023 Planned Indicator Target	Reasons for Variance with Planned Target	Source of verification
room entrepreneurship training out-of-school system with DEY support, including ready-for-business soft skills and business development training.	report); 456 farmers/co-op members in 5 provinces received business/co-op training (2019, ILO); 404 business owners & savings group members received business training via CSOs (2019, ILO).						
Outcome 3: Young women and men in Cambodia are able to make career decisions based on relevant knowledge and support services for decent and productive employment.							
Number of young women and men who have accessed public and non-public (i) in-school and (ii) out-of-school employment services, with	6,000 youth accessed out-of-school public employment services (PES). (2019 DEY report) National data:	Additional 29,600.	46,055 (53% F)	59,589 (51% F) The 4-year target is achieved by 119%.	Additional 50,000.		Partners' and PUNOs' reports.

Indicator	Baseline	2022 Planned Indicator Target	2022 Achieved Indicator Target (Result – non accumulative)	2020-2022 Achieved Indicator Target (Result – accumulative)	2020-2023 Planned Indicator Target	Reasons for Variance with Planned Target	Source of verification
DEY support.	7,430 young women and 5,556 young men accessed in-school PES in 2018 (NEA) 2,181 young women and 2,181 young men accessed out-of school PES in 2018 (NEA).						
Output 3.1: Increased availability of gender-responsive and inclusive employment services, which meet the needs of young people.							
Gender-responsive and inclusive employment services are integrated into TVET and NEA systems with DEY support.	Career advisory, counselling and employment information services are not yet systematically in place in secondary and TVET system.	The operational manual for the integration of gender-responsive and inclusive employment services into TVET adopted and piloted.	The guidebook for the implementation of the employment services in TVET was finalized and approved by DGTVE in September 2022.	The guidebook for the implementation of the employment services in TVET was finalized and approved by DGTVE. The 4-year target is achieved by 80%.	Gender-responsive and inclusive employment services are integrated into TVET and NEA systems.	The ToTs for all TVET institutes will be done in 2023, and the pilot in selected schools will be supported. The development of inclusive employment	DGTVE report. Guidebook (in Khmer)

Indicator	Baseline	2022 Planned Indicator Target	2022 Achieved Indicator Target (Result – non accumulative)	2020-2022 Achieved Indicator Target (Result – accumulative)	2020-2023 Planned Indicator Target	Reasons for Variance with Planned Target	Source of verification
						services, in particular for youth with disabilities, to be delivered by NEA is in progress.	
Output 3.2: Increased awareness of rights and responsibilities at work among unionized and non-unionized young women and men.							
Number of young women and men and employers engaged by youth-led initiatives, including digital communications, on issues concerning youth rights and responsibilities at work.	4.1 million reached in 2018; 10,700 youth engaged by youth rights at work awareness-raising initiatives implemented by programme partners (2019 DEY report).	Additional 10,000	2,985 (58% F) youth and young entrepreneurs received training on youth rights at work. In addition, 8,195 audiences reached through youth rights at work social media campaign.	11,180 (58% F among those received direct training) The 4-year target is achieved by 56%.	Additional 20,000.	The youth rights at work social media campaign in 2022 focused on rights and responsibilities regarding decent work, employment contract, social security, and work conditions. The campaign will continue in	Partners' and PUNO's reports.

Indicator	Baseline	2022 Planned Indicator Target	2022 Achieved Indicator Target (Result – non accumulative)	2020-2022 Achieved Indicator Target (Result – accumulative)	2020-2023 Planned Indicator Target	Reasons for Variance with Planned Target	Source of verification
						2023 with a focus on other topics such as occupational and safety and exercising rights at work. With this campaign alongside other direct training to the target groups, DEY II expects to reach the planned target.	
Number of young women and men factory workers in number of factories who have graduated with certification	In DEY Phase 1, 926 (95%) female graduated from 25 factories in 9 locations at	Additional 350 (96% F) workers in 15 factories.	Additional 330 (98% F) workers in 15 factories.	867 (96% F) workers in 15 factories. The 4-year targets for the number of graduates and factories are	At least an additional 1,200 (90% female), in 20 factories.		Partners' and PUNO's reports.

Indicator	Baseline	2022 Planned Indicator Target	2022 Achieved Indicator Target (Result – non accumulative)	2020-2022 Achieved Indicator Target (Result – accumulative)	2020-2023 Planned Indicator Target	Reasons for Variance with Planned Target	Source of verification
from DEY-supported factory literacy programmes which include messages on rights and responsibilities at work.	Grade 4 General Education level (2019 DEY report).			respectively achieved by 72% and 75%.			
Output 3.3: Effective mechanisms and processes in place to enable voices of young women and men to influence national policy-making, programme development and implementation with respect to quality and availability of youth employment.							
Number of youth-related platforms strengthened to improve youth influence in national policy and decision-making concerning youth employment, with DEY support.	The following platforms are in place: i) National Youth Development Council (NYDC) ii) UN Youth Advisory Panel (UNYAP); and iii) Adolescent and Youth Reference Group	3 (existing)	2 (AYRG, UNYAP) (DEY II continued supporting and engaging 2 youth-led platforms, AYRG and UNYAP in the DEY II activities, especially in policy advocacy concerning	3 (AYRG, UNYAP and NYDC)	3 platforms are strengthened, functioning effectively to facilitate meaningful youth engagement: i) NYDC ii) UNYAP iii) AYRG.		Partners' and PUNOs' reports.

Indicator	Baseline	2022 Planned Indicator Target	2022 Achieved Indicator Target (Result – non accumulative)	2020-2022 Achieved Indicator Target (Result – accumulative)	2020-2023 Planned Indicator Target	Reasons for Variance with Planned Target	Source of verification
	(AYRG) NYDC yet to function effectively <i>(National Youth Development Action Plan Review, 2019).</i>		youth employment. 59 youth representatives had their capacity built on policy advocacy.)				
Number of existing youth committees of trade-union federations strengthened by DEY.	0 by 2019.	16	0 Preparation for implementation in 2023 was in progress	0 Preparation for implementation in 2023 was in progress	16	It has been challenging to implement the work plan with the National Trade Union Council in 2022 regarding the capacity building for the youth committees, due to conflicting priorities within federation	PUNO's reports.

Indicator	Baseline	2022 Planned Indicator Target	2022 Achieved Indicator Target (Result – non accumulative)	2020-2022 Achieved Indicator Target (Result – accumulative)	2020-2023 Planned Indicator Target	Reasons for Variance with Planned Target	Source of verification
						members of NTUC.	

Annex 5: Terms of Reference

Assignment Title	Review of the “Decent Employment for Youth in Cambodia” programme phase 2 (DEY II)
Duration of the programme phase 2	1 January 2020 to 31 December 2023
Length of review	40 days, to begin on 13 February 2023 and be completed by 19 May 2023
Location	Phnom Penh, with some travels to the target provinces
Participating UN entities	ILO, UNESCO, UNICEF and UNIDO

Introduction

To promote accountability, enhance learning and documentation and gain strategic advice for current and future youth employment programming in Cambodia, the Decent Employment for Youth in Cambodia programme phase 2 (DEY II), in collaboration with its partner, the Swiss Agency for Development and Cooperation (SDC), is commissioning a review of the programme. The Terms of Reference (ToR) set out the review’s purpose and objectives, methodological options, and operational modalities for a team of two independent consultants (one international expert as team leader and one national expert). Findings and recommendations from this review will inform and feed the design of the subsequent phase of the programme. For SDC, the review will provide elements for decision-making on a potential contribution to phase 3. The review will be conducted from 13 February to 19 May 2023 with a maximum of 40 working days (up to 20 days for the international consultant and 20 days for the national consultant).

Background and Rationale

Benefiting from the continuous strategic and financial support of SDC and financial contributions from other funding partners, the DEY II commenced the implementation in January 2020, for a period of four years. Continuing from phase 1, DEY II aims to support the Royal Government of Cambodia (RGC) to address the following strategic gaps with regard to youth decent employment: (i) the systemic skills deficit within Cambodia’s youth population at a time of rapid technological change, linked to low levels of educational attainment; (ii) the mismatch between labour market requirements and the skills of young people; (iii) the necessity to improve the country’s entrepreneurship and business ecosystem as a source of employment and livelihood; and (iv) the need to address high levels of informality, vulnerability and inadequate quality of work.

The DEY II is being jointly implemented by four United Nations agencies, namely ILO (also the administrative and convening agency); UNESCO; UNICEF and UNIDO. The key partners include the Ministry of Labour and Vocational Training (MLVT); the Ministry of Education, Youth and Sport (MoEYS), the Ministry of Tourism (MoT), the Ministry of Economy and Finance (MEF), Cambodian Federation of Employers and Business Associations (CAMFEBA), Trade Unions, and youth-led organisations.

The programme supports young women and men in Cambodia to increasingly obtain decent and productive employment opportunities by ensuring that they are better able to meet labour market demand and are prepared for quality employment. This goal is orientated by three outcomes as follows:

- 1) Young women and men in Cambodia have demand-driven skills and competencies, including soft; life; green and digital skills, which are relevant to current and future labour market needs.
- 2) Young women and men in Cambodia have adequate entrepreneurial capacity and increasingly access business development services.
- 3) Young women and men in Cambodia are able to make career decisions based on relevant knowledge and support services for decent and productive employment.

By December 2023, the programme aims to:

- (i) Assist 3,000 young women and men to obtain employment/self-employment. Of these, 1,000 will be in formal employment and 200 will be in formal self-employment, with decent monthly earnings at least equal to (a) minimum wage of Cambodia's garment and footwear sector for the employment in the selected manufacturing sector, or (b) a 10% increase in the baseline salary for the employment in other selected sectors;
- (ii) Support the implementation of the National Employment Policy 2015-2025; the National TVET Policy 2017-2025; the Industrial Development Policy 2015-2025; and the National Policy on Youth Development 2011; and
- (iii) Augment the focus of the above-mentioned policies towards decent employment for young women and men.

A total of 170,900 youths (50% female) will directly benefit from the industry-driven skills and competencies development, basic education equivalency and literacy in factory, entrepreneurship and enterprise development training and support, employment services, and youth rights at work education and awareness raising programmes, offered by DEY II.

Taking into account the impact of the COVID-19 pandemic, DEY II also aims at contributing to the implementation of the COVID-19 policy responses of the RGC to address this pandemic crisis and its consequences, in particular in the area of education and training, entrepreneurship and enterprise development, employment and incomes.

To maximize impact and substantive cooperation, the DEY II is focusing on four sectors, such as Tourism, Agro-business, Construction and Manufacturing. While the policy and system support are benefiting the target groups nationwide, DEY II's implementation focuses in Phnom Penh and Siem Reap and their provincial clusters, including Kandal; Takeo, Kampong Speu; Kampong Cham; Kampong Thom; Battambang and Banteay Meanchey.

The implementation of DEY II's interventions to realise its development objective and outcomes is underpinned by a range of partnerships and related multi-stakeholder engagements and guided by the expected results chain / Theory of Change included in the Programme Document.

At the programme secretariat level, the monitoring of the programme results has been made according to the indicators and targets outlined in the approved results framework. An M&E matrix and annual reports have been used as mechanisms to review the progress against the set target for each result indicator, while each Participating UN Organization (PUNO) has employed its own monitoring instruments. In 2022 the programme has undertaken a participatory adjustment of priorities and results framework in response to the challenges brought by the COVID-19 pandemic.

Following 36 months of DEY II implementation, it is important for the programme to take stock of implementation progress and challenges and draw key lessons to inform the design of the subsequent phase.

Purpose of the review

The proposed review shall seek to:

- (i) Examine the extent to which DEY II's interventions have promoted and directly contributed to pathways to decent employment for youth.
- (ii) Assess the relevance, coherence, effectiveness, efficiency, impact and sustainability of DEY II¹⁹⁷.
- (iii) Generate key findings, and lessons, identify challenges, good/promising practices and synergies and draw conclusions and strategic recommendations that can inform the remaining implementation of DEY II and the design of the third phase of the programme.

Specific Objectives of the review

The review is guided by the specific criteria as follows:

- 1) **Relevance:** To examine the extent to which DEY II met the needs and priorities of the RGC, young people, and different needs of young women and men from different groups, including young persons with disability and other marginalised youth groups, in the area of decent and productive employment, especially in the context of responding to and recovering from an unexpected crisis. And the extent to which DEY II selected and supported the right people.
- 2) **2a Effectiveness:** To assess how well the DEY II strategic interventions contributed to decent and productive employment for youth and how effective the programme has been in achieving the outcome results and contributing to the change pathways. Which specific interventions are more directly contributing to decent employment for youth in the current context as well as in the perspective of Future of Work mega trends impacting the world of work in Cambodia, especially the digital transformation, climate change and demographic trends currently impacting the Cambodia labour market.
2b Effectiveness of the management arrangement: To assess the effectiveness of the implementation strategies and coordination arrangements among participating UN agencies and with the implementing partners (i.e government ministries, private sector...).

¹⁹⁷ As guided by the ILO evaluation guidances and OECD DAC evaluation criteria.

- 3) **Coherence:** To assess if and how each strategic intervention could leverage synergy, sequence and complementarity with other strategic interventions and to what extent the synergies specifically contributed to achieving the program's expected outcomes.
- 4) **Efficiency:** To assess the extent to which the interventions deliver or are likely to deliver results in an economic and timely way: this includes an economic analysis of costs for administration and staff versus costs for operational activities. To assess the efficiency of each of the 4 UN agencies to deliver specific results and to contribute to the goal of the programme. To assess the comparative advantages of having a UN joint programme / having multiple UN agencies working jointly in a programme and how the advantages have been leveraged to enhance the achievement of the results (achieve more and better results).
- 5) **Impact:** To assess the extent to which the programme has generated long-term or sustainable changes at policy, institutional and beneficiary levels?
- 6) **Sustainability:** To examine the extent to which the results of the DEY II likely have a long-term and sustainable positive contribution to achieving the programme's development objective, including the strengthened capacity of key institutions, mechanisms, systems and services that serve pathways to decent employment for youth. And to assess which strategic interventions have significant potential for scalability and build national ownership for long-term continuation and sustainability (including financial sustainability).

Scope of the review

The external review will cover all three outcome areas of DEY II as articulated in the results framework and will cover the first 36 months (January 2020 to December 2022) of implementation.

Through a forward-looking approach, the review will assess performance, progress and approaches towards the achievement of the expected results for phase II, clearly identify facilitating and constraining factors, as well as measure the concrete contribution of the programme to the pathways to decent employment for youth made by all four participating UN entities individually and jointly. Based on the findings, the review shall suggest the most potential strategic and concrete intervention scenarios to achieve effectively and efficiently decent and productive employment for youth in the subsequent phase. The review shall include recommendations on 1) what should be continued, 2) what should be discontinued, 3) what else should be done and 4) what should be done differently. The "what" includes the dimension of "who", "with whom" and "how".

The review will also look at the results chain outlined in the Theory of Change, including goal; outcomes; outputs; and strategies toward decent employment for youth and suggest adaptation of the results chain covering potential interventions for the next phase. Attention will also be given to the relevance of DEY II to the respective national and United Nations strategies and policies, the relevance in the context of further changes in the economy and labour market since the start of DEY II, including those responding to COVID-19, digitalisation, climate change and demographic megatrends impacting the world of work in Cambodia.

The review will also carefully assess the extent to which cross-cutting issues, including gender equality, human rights, and leaving no one behind (LNOB) have been addressed. This will help identify gaps and make relevant recommendations to improve DEY processes to better deliver results for young women and men in a more coordinated and collaborative manner.

Review questions

Following the above-mentioned specific objectives, the review seeks to get answers to the key questions as follows:

RELEVANCE

- 1) Are the selected strategic interventions and outcomes relevant to or addressing the labour market demands and youth employment, the real needs of the young people, especially those who are most vulnerable?
- 2) To what extent is the programme relevant to the strategic priorities of SDC's inclusive economic development portfolio and RGC's specific policies and plan?
- 3) To what extent has the programme contributed to addressing the challenges of the labour market and decent and productive employment for youth?
- 4) Has the repositioning of the programme in terms of design and implementation enhanced its relevance to the needs of the labour markets and young people in the context of COVID-19? To what extent has the programme provided a timely response vis à vis young people and national partners' needs in the COVID-19 context?
- 5) To what extent has the programme been aligned and responsive to the emerging national sustainable development needs and actions?
- 6) To what extent are gender equality and LNOB inclusion explicitly factored in the design, implementation, and monitoring of the programme?
- 7) To what extent the programme has selected the right people to support through different interventions?
- 8) What are opportunities for future interventions for closer alignment to the national development needs, strategic priorities of SDC and labour market demands?

EFFECTIVENESS (INCLUDING OF MANAGEMENT ARRANGEMENT)

- 1) Are the current outputs contributing/creating pathways towards outcomes? Are the selected strategic interventions contributing/creating pathways to achieving the desired change at outcome and impact levels?
- 2) Which strategic interventions and partners (government and private sector) are more directly contributing to decent and productive employment for youth in the medium (5 years) and long term (6-10 years)?
- 3) What constraints have been being experienced and to what extent have they been hampering the achievement of expected results and desired change?
- 5) Who and what are the main driving forces to promote decent employment for youth? What lessons and best practices can be drawn from interventions?
- 6) What has been the capacity of the programme in responding to unexpected risks?
- 7) To what extent has the governance mechanism of the programme been effective? What should be further improved and/or restructured?
- 8) To what extent has the programme influenced the actions or priorities of key stakeholders in promoting decent and productive employment? What could be done more to increase influence?

- 9) What is the assessment of the performance and contribution to decent employment of each of the 4 PUNOs individually and jointly? Collaboration of the PUNOs with which partners is considered more effective or less effective?
- 10) What should be strengthened to increase effectiveness?
- 11) Which specific interventions and with which partners should be continued/strengthened to promote decent employment for youth and which interventions should be discontinued?
- 12) To what extent have the young people, private sector, and national partners been meaningfully and systematically engaged in the design, implementation and monitoring of the programme?

EFFICIENCY

- 1) What are the comparative advantages of this joint UN programme that can contribute and make differences in addition to the other existing efforts? How have these advantages been leveraged to enhance the achievement of the results?
- 2) To what extent is the DEY II well-coordinated in terms of communication, timing, planning, budgeting, implementing, monitoring and reporting? Is there value added by engaging the complementary expertise of the different participating UN organizations to achieve decent and productive employment?
- 3) To what extent are DEY II resources prioritised to optimize the delivery of the expected results of youth employment? Has the programme effectively leveraged the private sector's contribution and donor funding?
- 4) What aspects should be considered to reduce the complexity of the project and to optimize the results on youth employment?
- 5) Assessment of transaction costs versus the results achieved, including admin costs vs operational costs, by PUNOs respectively?
- 6) Which specific partners have contributed substantially to the results of the project on employment?
- 7) Are the project set-up and implementation modalities, including the funding channel, efficient? If not, what should be changed?
- 8) Based on the overall review, conclusions on the number of participating UN agencies, and suggestions to maintain or reduce the number of UN agencies to maximize the effectiveness and efficiency of the project in phase 3.
- 9) Assessment of the efficiency taking into consideration geographical coverage, interventions and resources.

IMPACT

- 1) To what extent the programme has generated long-term or sustainable changes at policy, institutional and beneficiary levels?
- 2) What needs to be done to increase the impact of the programme and to better measure the impact?

SUSTAINABILITY

- 1) What has been the level of contribution and ownership of the government and private sector to the specific interventions of each outcome? What contribution/ownership modalities have proven more workable? And what not? Which interventions have gained more contribution/ownership? What should the government and private sector contribute more?
- 2) How effectively has the programme built the necessary capacity of people and institutions (of national partners and implementing partners)? How effectively has the programme built national ownership and capacity?
- 3) Which specific interventions have proven significant potential for scalability? Which specific interventions depend on the funding from the project with little probability for sustainable financing beyond the project?
- 4) In the next phase, what should be the key focus and specific interventions to directly and substantially promote decent employment for youth?
- 5) Which institutions (government and private sector) play a critical role for the sustainability?

These questions will be prioritised and further clarified during the inception phase.

Methodology of the review

The review shall be conducted using the following tentative methodological approach:

- Desk review of project documents, progress reports, internal review, meeting minutes, communication materials, relevant national strategies and policies (see Annex 1), and other relevant materials identified by the consultants.
- Key information interviews with relevant duty-bearers (i.e., Government officials, UN agencies, SDC and other relevant development partners, training providers, business associations, employers, workers' organizations) and rights holders (individual youth of different profiles, i.e., gender, geographic locations, socioeconomic status; and youth groups and networks) as beneficiary groups of the project.
- Project site visits.
- Workshop with stakeholders to collect information.
- Debriefing of DEY Secretariat, participating UN agencies, key ministries (i.e, the Ministry of Labour and Vocational Training), SDC.
- The data collection and information should be collected, presented and analysed with appropriate gender disaggregation, and further disaggregation as outlined in the DEY II results and monitoring framework, where applicable. To the extent possible, the data collection, analysis and presentation should be responsive to and include issues relating to ILO's normative work, social dialogue, diversity and non-discrimination, including disability issues.

The methodology will need to be revised and adapted by external consultants with prior consultation with the DEY Secretariat and SDC. The agreed detailed approach and methodology, including the process, work plan, will be part of the inception report. The ILO evaluation guidelines should be consulted.

Deliverables and Timeframe

Deliverables	Indicative Deadline	# of days for intl. expert	# of days for nat. expert
Inception report, final version delivered to DEY Secretariat <ul style="list-style-type: none"> - Review of relevant documents, and collect primary and secondary data relevant to DEY II. - Collect and review the relevant government strategies in the fields related to decent employment for youth and the labour market in Cambodia. - Develop an annotated outline for the review report. - Prepare and present the draft inception report including the concept, plan, methodology, review questions and interview guidelines, and the timeline for the review. - Incorporate feedback from stakeholders and SDC to finalize the inception report. - Submit the final inception report 	22-Feb-23	3	3
Review mission in Cambodia <ul style="list-style-type: none"> - Prepare interview schedule, in close coordination with DEY Secretariat - Analyse data relevant to DEY II. - Conduct consultation meetings and interviews both at the national and sub-national levels. 	17-Mar-23	10.5	12
Draft review report Develop and submit the draft report of the review to the DEY Secretariat, SDC, MLVT and the involved UN agencies.	5-Apr-23	4.5	3
Presentation of Findings Present the findings of the review to the DEY Secretariat, SDC, MLVT and the involved UN agencies. This includes the preparation and delivery of the meeting to present the findings	14-Apr-23	0.5	0.5
Present the findings to DEY Programme Steering Committee.)	19-May-23 (tentative)	0.5	0.5
Final review report Finalize the report of the review, incorporating the feedback from stakeholders.	24-Apr-23	1	1
Total		20	20

Note for deliverables:

1. Inception report including concise review concept outlining the review scope and methods, review objectives and questions, potential respondents, sampling and information sources, deliverables and work plan, review report outline and desk review.

2. A succinct but comprehensive narrative report in English (<25 pages excluding annexes) covering the executive summary (<2-3 pages); background; review methodology; structured findings; conclusions and concrete recommendations for the design of the third phase; and annexes (proposed Theory of Change of phase 3, TOR of the review, interview tools, list of interviewed stakeholders, documents reviewed).

Management and Reporting Arrangements

This review is commissioned and managed by the ILO, the administrative agency of the DEY II. The management of the review will be guided by the Review Management Committee, of which the representatives of the SDC in Phnom Penh and participating UN Agencies are members.

The Review Management Committee will jointly recruit the consultant team, review the inception report, review the instruments, review the draft report, and endorse the final report, with the administrative support of the DEY Secretariat.

The consultants will directly report to and receive guidance from the ILO/DWT Skills and Employability Specialist, based in ILO Regional Office in Thailand, with day-to-day coordination support from the DEY Coordinator based in Cambodia.

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

The review will be conducted by engaging a team of an international consultant as team leader and a national consultant that should jointly bring the following qualifications and competencies:

- Advanced university degree (Masters or higher) in international development, public policy, development economics or similar
- Relevant experience in youth employment programming, such as skills development, employment services, entrepreneurship/SMEs development, and youth labour rights
- Extensive consulting experience and expertise in the area of Evaluation with an excellent understanding of evaluation principles and methodologies, including capacity in an array of qualitative and quantitative methods
- Extensive experience in planning, implementing, managing or monitoring and evaluation of development collaboration initiatives,
- Strong commitment to delivering timely and high-quality results, i.e., credible reports that are used for improving strategic decisions
- In-depth knowledge of human rights, gender equality and equity agendas, and of conflict-sensitive programme management
- Ability to work on own initiative as well as a member of a team. Ability to plan and organise work
- Good leadership and management track record, as well as excellent interpersonal and communication skills to help ensure that the review is understood and used
- Knowledge of the UN system and the different UN agencies;
- Knowledge and understanding of Cambodian socio-economic and political context, including government system. Previous work experience in labour markets in South-East Asia is desirable.
- Strong analytical skills and strong strategic thinking

- Strong communication skills, in writing as well as in communication with various stakeholders. Excellent English language skills as well as Khmer.