UNITED NATIONS DEVELOPMENT PROGRAMME

PROJECT DOCUMENT
CAMBODIA

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Project Title: Promoting Decent Youth Employment in Cambodia
Project Number: 00109996
Award ID: 00110789
Implementing Partner: UNDP Cambodia
Responsible Parties: Ministry of Labour and Vocational Training, the National Employment Agency
Start Date: 04 April 2019   **End Date**: 31 December 2021 **PAC Meeting date**: 11 December 2018

BRIEF DESCRIPTION
Cambodia remains a young and growing nation; people under the age of 30 represent two thirds of its population, which continues to grow at around 1.6% per year. Youth also constitute about 43% of the total working age population. Moreover, Cambodia is undergoing a rapid demographic transition, with birth rates falling, and the proportion of elderly dependents remaining relatively low. This demographic dividend can be used to further boost economic growth and bring about positive social transformation. Whether the country can realize these benefits in the future, however, is dependent on youth's access to decent and higher value jobs and their ability to start and sustain their enterprises, as well as to successfully respond to rapid technical change driven by the advent of Industry 4.0.

The project aims to support Cambodia to promote and expand decent employment among youth (15-30 years old) and identify and test avenues for youth to maximize returns on their jobs and income opportunities in the context of Industry 4.0. Specifically, the project aims to:

1. Contribute to **the improvement of sectoral and national policies** related to youth skills development and employment through policy-oriented researches and advocacy. This includes i) an analysis of the threats and opportunities presented by Industry 4.0 for youth employment and ii) a co-design of appropriate policy responses following the analysis.
2. **Increase human capital for decent and better employment to support Cambodia's Industry 4.0 transition.** The project will enable young working age Cambodians to participate in the dynamics of rising income from higher value-added manufacturing and services. This includes i) training access, relevance and delivery which contribute to progressive improvements in productivity, pay, and career ladder mobility within higher value-added manufacturing and services and ii) skills for young dropouts which are industry relevant, compatible with the formal education/TVET system.
3. **Increase young entrepreneurs' capability** by equipping them with entrepreneurial skills that will allow them to start-up businesses in both rural and urban areas that are responsive to changing industry needs. The project will also coordinate efforts and leverage resources from key stakeholders including government, development partners and private sector to promote social impact investment by young entrepreneurs.

While policy related work will benefit youth in general, three youth groups will be specifically targeted in this project because of their vulnerabilities, their challenges in getting into the formal system, and their potential. They are i) low skilled young workers, ii) school drop-out youth who are unable to enter the formal Technical and Vocational Education and Training (TVET) system or bridging programmes and iii) young aspiring entrepreneurs.

Contributing Outcome: UNDAF Outcome #2: by 2023, women and men in Cambodia in particular those marginalized and vulnerable, benefit from 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. *Indicative Output:* CPD Output 1.4: Young women & men have opportunities to progress through access to information, skills development and improved employment policies. *Gender marker:* GEN2	Total resources required	**US$ 1,516,080**
	Russian Federation-UNDP Trust Fund: Youth Window	US$ 800,000
	UNDP	US$ 300,000
	Parallel funding:	**US$ 327,341**
	World Bridge SDC	US$ 180,000 US$ 147,341
	To be mobilized	US$88,739

Agreed by (signatures):

UNDP Cambodia
(signature) Nick Beresford, Resident Representative
Date: 8.4.19

Acronyms

ADB	Asian Development Bank
AI	Artificial Intelligence
AWP	Annual Work Plan
CDRI	Cambodia Development Resource Institute
CPD	Country Programme Document
CQF	Cambodia Qualification Framework
CSOs	Civil Society Organizations
DG-TVET	Directorate General of TVET
DIM	Direct Implementation Modality
FAO	Food and Agriculture Organisation of the United Nations
FDI	Foreign Direct Investment
I4.0	Fourth Industry Revolution
JICA	Japanese International Cooperation Agency
KICPAA	Kampuchea Institute of Certified Public Accountants and Auditors
MEF	Ministry of Economy and Finance (or MoEF)
MEYS	Ministry of Education, Youth and Sport (or MoEYS)
MLVT	Ministry of Labour and Vocational Training (or MoLVT)
MSME	Micro Small and Medium Enterprises
NAC	National Accounting Council
NEA	National Employment Agency
NGO	Non-Governmental Organisation
PPP	Public Private Partnership
PPSEZ	Phnom Penh SEZ
RGC	Royal Government of Cambodia
RUPP	Royal University of Phnom Penh
SDC	Swiss Agency for Development and Cooperation
SDG	Sustainable Development Goal
SEZ	Special Economic Zone
SIDA	Swedish International Development Cooperation Agency
SME	Small and Medium Enterprises
TQ	Technician Qualification
TVET	Technical and Vocational Education and Training
TWGs	Technical Working Groups
UNDAF	United Nations Development Assistance Framework
UNDP	United Nations Development Programme
UNJP	United Nations Joint Programme
VSC	Vocational Skills Certification

Contents

I.   DEVELOPMENT CHALLENGES

Cambodia is one of the fastest growing economies in Asia with an average annual GDP growth rate of 7% over the last two decades. Growth has been underpinned by exports of goods and services (mainly garments) but construction and tourism have also made important contributions. Over the last 20 years, Cambodia's population has also increased by 50%, reaching just short of 16 million today. Cambodia's population is expected to continue growing over the next 35 years, with a projected population of 22.5 million by 2050.

As a newly emerging lower middle-income country, Cambodia is now in the midst of several transition processes - from an aid-dependent economy toward an economy driven by domestic investment and foreign direct investment (FDI). The goal is that Cambodia's economy will be rooted in the acquisition of skills, technology transfer and innovation, moving away from an economy that is based on plentiful, low-skilled and low-cost labour. This transition to a higher value-added production, based on a better-quality workforce, is key to sustaining Cambodia's economic success and reducing vulnerability and poverty.

Youth employment and associated challenges

Box 1: The Youth Employment Situation at a Glance
* The demographic dividend ends in 2038.
* Today there are 275,000 new entrants to the working age population. By 2025 this will reduce to 90,000/year and decline further thereafter.
* The overall labour force participation rate is 82.6%, and is 75.7% for youth, unemployment rate is low at around 0.7%, furthermore around 0.2% of youth employed are underemployed.
* 2/3 of the workforce are working poor or in vulnerable employment.
* By 2025, ASEAN integration will create 1 million new jobs for Cambodia. 50% will be in the form of vulnerable employment.
* Migrant remittances were $397 million in 2015 and are estimated to reach $1.74 billion by 2025.
* In 2015, Cambodia's average years of schooling is 4.94 years. By 2030 it will be 6.6 years. When Malaysia became a Middle-Income Country in 1992, the average years of schooling was 10.89 years. For Thailand it was 8.47 years (2010)
* Cambodia has the lowest education premium and one of the lowest literacy levels in the region.
* Among the wage employed youth, 73% were earning below the average. Young women received wages 11% lower than young men.

Cambodia's large proportion of youth[1] and its demographic dividend provide a rare opportunity for the country to boost economic growth and bring about positive social transformation. In Cambodia, people under the age of 30 represent two thirds of the country's population, which continues to grow at around 1.6% per year. Youth also constitute about 43% of the total working age population. Cambodia is simultaneously undergoing a rapid demographic transition, with birth rates falling and the proportion of elderly dependents remaining relatively low.

Whether Cambodia can realize these benefits in the future is dependent on its human capital and its young population's access to decent and higher value jobs. Youth employment rate in Cambodia is high (75.7% compared to 83% of overall labour force participation rate). In spite of this active participation, the majority of the workforce (two thirds) are working poor or in vulnerable

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[1] Though the proportion of younger cohorts in the labour market will get progressively smaller, with Cambodia's population growth nearly halved to 1.8% by 2014, longevity increasing substantially, and fertility dropping rapidly

employment and over 50% of all youth in waged employment are under-educated and engaged in low-skilled and low pay labour. Jobs in urban areas have absorbed the rural youth workforce and among the sectors that provide them jobs are the industrial sector, particularly the garment industry where young women comprise the majority of the workforce (e.g. 80% in Phnom Penh Special Economic Zone).

The prevalence of low-skilled labour relates in part to low education completion rates in Cambodia, with only 48% for lower secondary completion in 2015[2]. Cambodia has the second lowest literacy rate among ASEAN countries after Laos. Youth from poor households tend to leave school early and accept any kind of work, even with low wages and unsafe conditions. This traps them in low-quality and low-skilled jobs, often in the informal sector, leaving them vulnerable to shocks, and with little chance to find a better job. Mass, informal, and irregular migration to Thailand to engage in similarly low-skilled and precarious work is common.

Another challenge is a common mismatch between job qualifications and skills young workers have and those that employers seek.[3] This gap between the demand and supply is a major problem in Cambodia's labour market. Employers are unable to fill posts with qualified candidates while youth are struggling in poor quality jobs. For instance, the basic accountancy skills which are required by every enterprise remain difficult to find in terms of both good quality accountant personnel and their quantity even though there are numerous private schools that provide these courses. For this specific and common skill needed by the market, there is a need to increase the number of accountants and to improve the quality of accounting in financial reporting, regulation and oversight. Basic institutional infrastructure has been put in place, including the establishment of the National Accounting Council (NAC) and the Kampuchea Institute of Certified Public Accountants and Auditors (KICPAA). What remains to be done is the delivery of accounting skills at post-school level through a new technician qualification (TQ) designed for youth between 16 and 30 years old, including those who have not finished lower secondary school. This technician qualification would not only provide the skills needed by companies of all sizes but also upgrade the skills of young people, expanding their opportunity for decent employment.

Technical and Vocational Education and Training (TVET) programmes have sought to address this challenge by providing skill-upgrading programmes for interested workers. However, the formal TVET system also has its own constraints preventing it from fulfilling the commitment. Nationwide, there are 331 TVET institutions managed by Ministry of Labour and Vocational Training, Ministry of Education Youth and Sport, other ministries, NGOs, and private sector. TVET system consists of both short course (non-formal course) and long-term. The most common short courses related to agriculture, including livestock raising, vegetable growing, rice cropping, composting, sewing and wedding outfitting. The long-term courses, with an entry requirement of a minimum of grade 9 completion, result in a diploma or higher diploma allowing students to pursue a university degree afterward. The most common courses include accounting, banking, information technology, mechanics, civil engineering etc. Unfortunately, less than 10% of TVET enrollment is for these long-term courses, which are highly in demand in the market.[4]

Challenges for TVET include the limited number of students who meet the entry requirements due to the high dropout rate of students before grade 9.[5] To compound this challenge, TVET programmes are not widely known and they face numerous misperceptions. For instance, the

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[2] https://data.worldbank.org/indicator/SE.SEC.CMPT.LO.ZS?locations=KH
[3] ADB (2015) Cambodia: Bringing down the Skills Gap: Employment Diagnostic Study
[4] CDRI (2015), Cambodia Education 2015, Employment and Empowerment

[5] Based on 2015 data, lower secondary school (grade 9) completion rate is 48% (https://data.worldbank.org/indicator/SE.SEC.CMPT.LO.ZS?locations=KH)

formal courses provided by TVET institutions are seen as unsuitable for women (most of them focus on electrical, electronic, mechanical, etc.), they are for blue-collar jobs, and they are reserved for dropouts,[6] (especially for the non-formal courses). Limited time and financial resources are other reasons for not enrolling in TVET. For those who are already employed, the connection between the skills needed by their current employers and the courses provided by TVET programmes is not clear. This results in a lack of motivation from the part of employers to invest in staff capacity development.

The above issues illustrate the common challenges faced by young Cambodians: low skills, few opportunities, limited understandings of career pathways, high vulnerability, as well as persistent mismatches between human resources needs and labour supply. The lessons from previous TVET interventions further highlight the importance of fully reflecting the realities which young workers face, and various contingent factors such as family commitments, especially among young female workers, which shape their career aspirations. One notable career aspiration youth presently have is entrepreneurship, as it is viewed as offering an opportunity to achieve the life goal of pursuing a career and a quality family life.

Industry 4.0 or the Fourth Industrial Revolution and how it relates to youth employment

Added to the above challenges, Cambodia's youth are also facing a set of challenges associated with the advent of Industry 4.0 technologies. Industry 4.0 (I4.0), also known as "the fourth industrial revolution", refers to a suite of productive technologies and techniques, which are transforming the way global and regional industries operate. This is happening through a collection of advanced technologies (such as 3D printing, robotics, biotech, quantum computing), increased digitalization, automation, and introduction of Artificial Intelligence (AI). This could imply major impacts on Cambodian industry, where garment factories still dominate the market, by introducing changes in the economics of design, manufacturing and delivery, with dramatic improvements in productivity via increases in the quality of outputs while reducing cost. Most critically, these technologies are labour shedding, implying the loss of low value factory jobs, predominantly held by young women, and the limitations of the opportunities these technologies offer.

Yet these dynamics can also offer opportunities for young entrepreneurs, especially technically-savvy start-ups. It is important Cambodian youth are well equipped to both manage the threats of Industry 4.0 and exploit its potential gains. Evidence from several sources show these technologies are already having an impact within key sectors.

Box 2. Industry 4.0: Opportunities, threats and main responses

Industry 4.0 presents both opportunities and threats for the youth in Cambodia:
- Threats include reduced demand for (low cost) labour intensive manufacturing; reduced capital investment/ lower FDI; reduced employment; and potential lockouts from new value chains.
- Opportunities are centred on leap-frogging certain technical processes and cost advantages by not needing to acquire out-dated (legacy) production techniques; plus, opportunities to use new technology generally, but especially in niche sectors, and expand high value labour-intensive services (IT, medicine/ personal care, tourism etc.).

In response to these threats and opportunities, policymakers and the youth themselves, face two sets of responses:
- Defensive approaches, involving refocusing on sectors less exposed to automation (high dexterity assembly, high personal labour input activities), and developing higher value-

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[6] Ibid

added (often professional) services; and
- **Offensive approaches** - leap frogging and the acquisition of new technologies within existing and new productive activities.

Box 2 describes key threats and opportunities that Industry 4.0 may bring to Cambodian youth and types of approaches youth may be able to take in response. Whether Cambodia's youth will be able to take advantage of Industry 4.0 or become its victims by losing employment opportunities is likely to depend on the following sets of factors in consideration of the present situation:

1. **The country's preparedness and ability to strategically position itself for the anticipated changes as well as investment in improving productivity and in fostering innovation and technology among Cambodia's youth.** This requires macro level analyses of which sectors/segments of the society would be impacted by Industry 4.0 and formulating tailored strategies to enable different segments of youth to take advantage of its benefits rather than being left out or becoming its victims. In addition, existing policies should be strengthened to ensure the wellbeing of workers, the development of a productive workforce, and the shift of the workforce from low-value added to high-value added production.

2. **Education Policy: upgrading of youth skills within the targeted areas of anticipated growth and comparative advantage.** As noted, over 50% of all youth in waged employment are under-educated and low-skilled labours. This present situation puts Cambodia in a disadvantageous position to reap benefits from Industry 4.0. For example, if the labour force of the garment sector is replaced by machines through automation processes, millions of young female workers may lose their jobs. This calls for skills upgrading intervention packages based on the identification of priority areas for skill-upgrading in response to the labour market so that workers can focus on skills in which Cambodia can present a comparative advantage.

3. **Promoting entrepreneurship for the areas of anticipated growth and comparative advantage for Cambodian youth:** Besides upgrading youth's skills, including both unemployed and employed youth, Micro Small and Medium Enterprises (MSMEs) have shown to be promising for job creation by youth and for youth[7]. This will help youth accessing the labour market and skills training programmes that will fit to their interests of learning and choices of employment learned by the trends of social economy. In Cambodia, approximately 99% of enterprises in rural and urban areas are in the form of MSMEs (Industrial Development Policy 2015-2025). Phnom Penh provides more opportunities for young entrepreneurs than other cities and rural areas. Young and aspiring entrepreneurs lack key basic entrepreneurial capacities, are overly risk adverse, lack confidence, and face challenges in accessing credit and capital. For those young and aspiring entrepreneurs, the link between skills training (entrepreneurship, technologies, and other skills) and the success of their business is not clear either. Both quality of the training and its accessibilities need improvement.

Policy responses to youth employment related issues

To contribute to the Government's commitment to address youth skill and employment related issues mentioned above, UNDP will focus on three interrelated areas i) policy-oriented researches that will feed into high level policy dialogues leading to the adoption and/or revision of existing policies to benefit youth and their well-being, ii) a development/qualification and certification
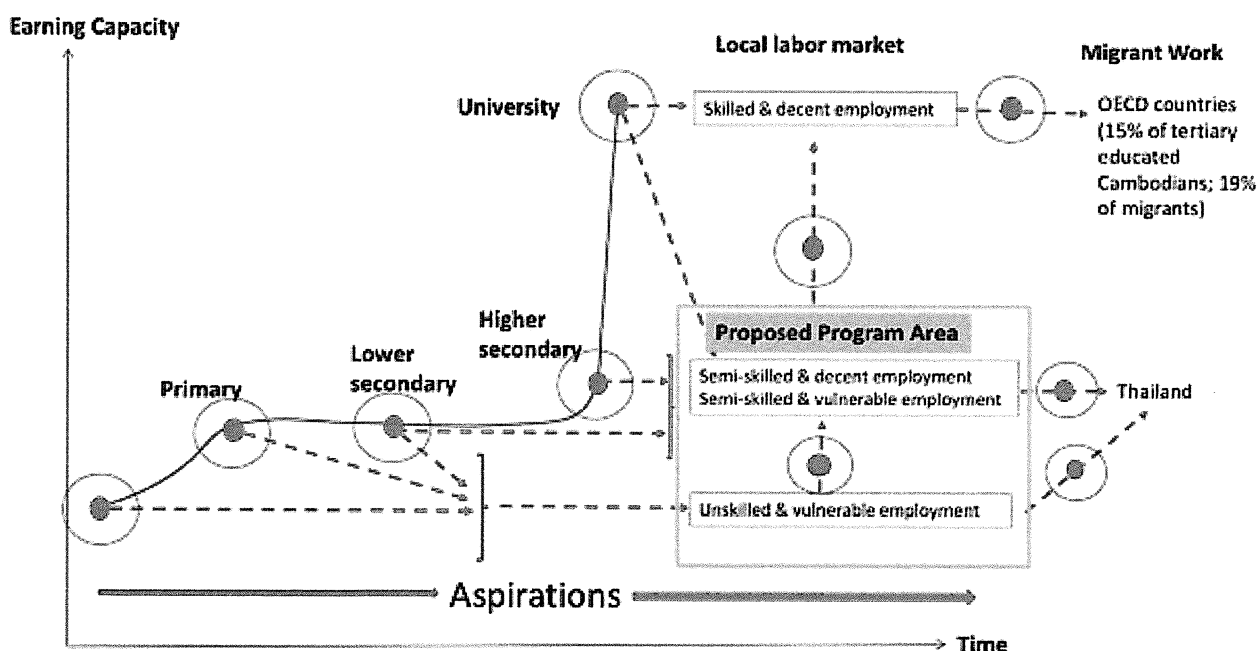
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[7] ILO, World Employment and Social Outlook 2017: Sustainable enterprises and jobs: Formal enterprises and decent work

programme allowing youth to upgrade their skills, and iii) entrepreneurship development for young aspiring entrepreneurs.

II.   STRATEGY

Overall Strategy:

The above diagram illustrates the model of youth education, income curve, and career pathway. Young people with less than lower secondary education land in unskilled and vulnerable employment which gives low financial return. Those with lower and higher secondary education can move to semi-skilled and decent work but sometimes still in vulnerable employment. Although their incomes are higher than the incomes of their less educated peers, the margin is small, unless they continue to pursue higher education.

Given the fact that the majority of Cambodian youth do not or could not afford a university degree, it is vital that youth employment interventions 1) focus on youth in the lower segments of the chart (i.e. youth without a high school diploma and/or youth without technical skills) by upgrading their skills (technical and entrepreneurship related) that respond to the needs of the market and gear toward a higher financial return. 2) In addition to upgrading skills and closing the current skills gap, through the provision of technical training, efforts will be made to ensure that firms are incentivised as a way to encourage them to invest in their staff learning. 3) Lastly, another key strategic approach is to support youth entrepreneurs to grow, hence to create more jobs for other youth. Besides training, it is important to support them in accessing financing through, for example, impact investors and other Government's funding schemes.

Objective and Outputs

Building on UNDP's past and existing work in Cambodia and the Asia-Pacific region, the objective of this project is to *support Cambodia to promote and expand decent employment among Cambodian youth*. Using a youth-centred approach, the project will identify and test avenues for Cambodian youth, especially the poor and vulnerable, to prepare for the arrival of Industry 4.0 and to maximize

their incomes through skills upgrading, improving linkages between jobseekers and employers, and promoting youth entrepreneurship. Specifically, the project aims to:

1. Contribute to the improvement of sectoral and national policies related to youth skills development and employment through policy-oriented researches and advocacy. This includes i) an analysis of the threats and opportunities presented by Industry 4.0 for youth employment and ii) a co-design of appropriate policy responses following the analysis.
2. Increase human capital for better and decent employment. The project will enable young working age Cambodians to participate in the dynamics of rising income from higher value-added manufacturing and services. This includes i) training access, relevance and delivery which contribute to progressive improvements in productivity, pay, and career ladder mobility within higher value-added manufacturing and services and ii) skills for young dropouts that are industry relevant, compatible with the formal education/TVET system.
3. Increase young entrepreneurs' capability to respond to opportunities presented by Industry 4.0 by equipping them with entrepreneurial skills that will allow them to start up business in both rural and urban areas.

The above-mentioned objective and outputs will contribute to UNDAF Outcome 2 and CPD Outputs 1.2 and 1.4.

UNDAF Outcome 2: by 2023, women and men in Cambodia, in particular those marginalized and vulnerable, benefit from 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.

CPD Output 1.2: Government fosters productivity alongside inclusive/ sustainable growth.

CPD Output 1.4: Young women & men have opportunities to progress through access to information, skills development and improved employment policies.

The project applies the following UNDP Signature Solutions:

Keeping people out of poverty

Women's empowerment and gender equality

It also contributes to the following Sustainable Development Goals (SDG):
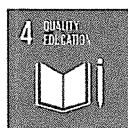
Indicator 4.4: By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship
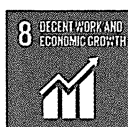
Indicator 8.5: by 2030, achieve full and productive employment and decent work for all women and men, including young people and persons with disabilities, and equal pay for work of equal value.
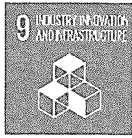
Indicator 9.2: Promote inclusive and sustainable industrialisation and, by 2030, significantly raise industry's share of employment and gross domestic product, in line with national circumstances, and double its share in least developed countries.

Strategic Interventions and Theory of Change

Theory of Change

The project will take the following strategic approaches to address key issues of youth and employment:

1. Research (Output 1) will inform sectoral and national policies, leading to a better policy environment that address the real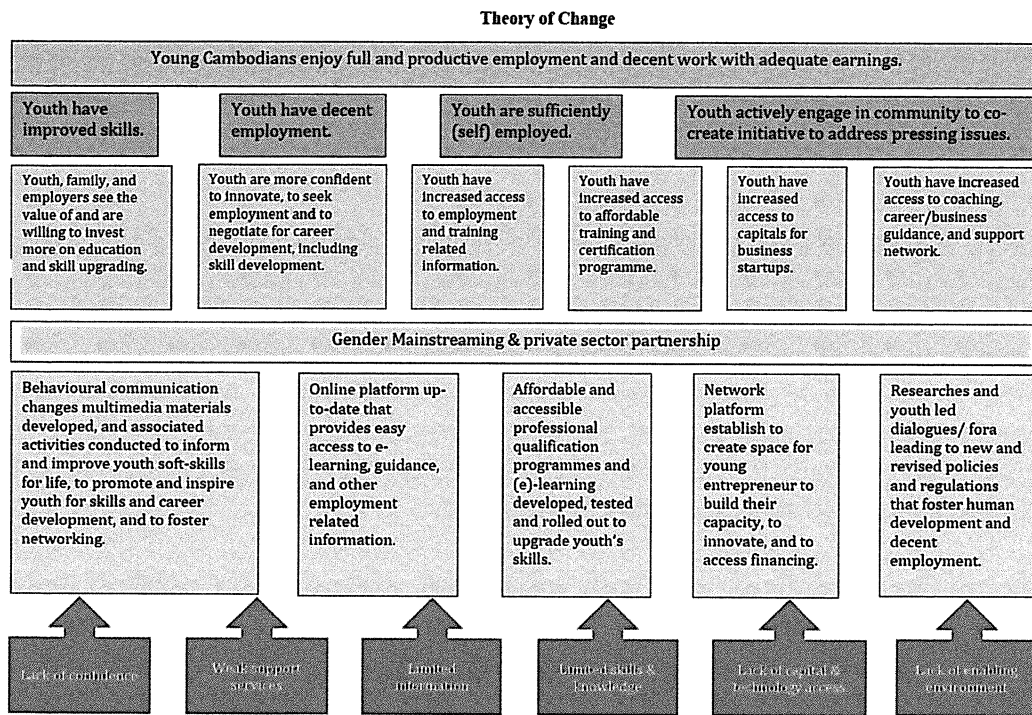 challenges and responds to the real needs of youth and the economy. Therefore, to create a policy enabling environment for youth employment and human development, the project will focus on in-depth analysis of key policy areas in light of Industry 4.0 that impacts Cambodia's workforce.

2. Under Output 1, the project will gage the impacts of Industry 4.0 on youth employment opportunities (as part of a wider study). For Outputs 1 and 3, it aims to develop modalities/ models for enabling youth entrepreneurs to access I4.0 technologies (linked to efforts to improve youth entrepreneurship in areas like 3D printing, mobile tech, e-commerce internet of things, etc.)

3. Through policy work, the project will support relevant ministries to incentivise the private sector to invest in staff learning and skills development (this includes but is not limited to providing tax incentives, such as a double corporation tax credit for businesses and zero rating VAT on training course fees), and would include state-sponsored efforts to enable/ meet the costs of certification and ensure recognition (Outputs 1 and 2).

4. Both Output 2 and 3 address skills strengthening for young people who are participating or will participate in the SME industrial park, compatible with the formal education/TVET

system (VSC[8], CQF) and lead to higher value added and increased productivity, better job opportunities and higher incomes.

5. A highly skilled and tech-savvy workforce will lead to an increase in productivity and competitiveness, thus attracting higher value-added industrial investments in Cambodia (Outputs 2 and 3).

6. In addition to entrepreneurship skills, a strong network of new entrepreneurs will empower other youth and facilitate their access to new technology and finance (Output 3).

7. The project will coordinate efforts and leverage resources from key stakeholders among government (especially the Government's newly announced fund to support young entrepreneurs), development partners and private sector to promote social impact investment in the field of youth employment (Outputs 1, 2 and 3).

Skill Upgrade and Entrepreneurship Development

The proposed project takes note that youth have different career aspirations which are influenced by various socio-economic factors. For instance, a survey by UNDP in late 2017 indicates that the majority of young migrants we interviewed prefer running their own business, rather than working as migrant wage laborers in factories. Factors influencing these decisions include not only their desire to be with family back in their hometown, but also the low income they receive, their extra expenses on house rental, as well as their limited understanding of career pathways and training options for them to reach their career goals. Taking into consideration these factors, the project interventions will involve working with youth to equip them with information so that they can make informed decisions and to pave the way to help them to reach their chosen goal, either through technical skill upgrading or entrepreneurship development.

For youth who decide to continue their path within their existing sector or other sectors, the project proposes to provide skill upgrading opportunities. In addition to the e-learning platform (mostly on employability skills) that UNDP is implementing with the National Employment Agency, UNDP will conduct a thorough analysis of industrial park needed skills. Based on this analysis, UNDP will develop a professional qualification system and affordable curriculum and rollout training programme targeting young people with lower level of education, including young dropouts who could not access formal TVET to upgrade and improve their skills. These activities will be implemented in partnership with the Government, employers (including special economic zones or industrial parks), and training institutes.

For technical skill upgrading, outside the context of industrial parks, the project will co-design a qualification programme together with the Government and training providers, based on the skills needed by the market. At the moment, based on discussion with key stakeholders, accounting skills have been identified as one of the much-needed skills by most economic sectors. While Cambodia's accountancy capacity has been improving over the past several years, more work needs to be done to sustain economic growth and to improve and increase domestic and international investment. Of the remaining challenges is the delivery of accounting skills training at post-school level. To fill in this gap, UNDP initiated a partnership with NAC, KICPAA and ICAEW to develop an internationally recognized accounting technician qualification (ATQ) training curriculum for 16 – 30-year olds, including those who left school prior to Grade 12 or are looking for a change to decent employment. The partnership is expected to be successful because it also partners with the learning institute in charge of qualifications and the training institutes that can provide low-cost or sponsored training. The project is being developed during 2019 to launch in 2020. Once approval from the National Training Board (NTB) is received, the programme will be marketed to perspective

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[8] Vocational Skills Certification

students. The ICAEW, with KICPAA, will also advocate to employers for funding and internship opportunities. ICAEW is currently working to develop the curriculum, train the trainers, and print the learning materials as well as identify which learning institution where the pilot program will be launched.

III.   RESULTS AND PARTNERSHIPS

A. EXPECTED RESULTS AND KEY ACTIVITIES

The proposed three-year project (2019 – 2021) aims to implement and achieve the following outputs:

Output 1: Improvement of sectoral and national policies related to youth skills development and employment through policy-oriented researches and advocacy with a specific focus on Industry 4.0 (I4.0):

An early consideration is the need to map the nature of Cambodia's industrial structure, and therefore, the potential exposure to threats versus the ability to take up opportunities – this is especially important for youth who are most exposed to the threat of automation. A rapid but reliable appraisal is needed as an input to guide decision making. In addition, an important policy message is the need for a strategic approach – for governments to be aware of the pressures and foresee the challenges, and subsequently, to plan and manage effectively. Best practice suggests that new institutional structures and arrangements, and innovative tools are needed to achieve this. This component entails the following activities:

- **Activity 1.1. Review and gage the impact on employment of I4.0 technologies/ automation with a focus on youth,** including young female workers from the garment factories that are very likely to be affected by the new technologies of I4.0. This would include the impact on employment level and job quality. This is likely to be modelled on the ILO Southeast ASEAN study ASEAN in Transformation (see: http://www.forschungsnetzwerk.at/downloadpub/asean_in_transf_2016_r1_techn.pdf), in addition to a review of enterprise responses (via a qualitative survey). Efforts will be made to ensure this can be replicated and provide a barometer of ongoing impacts. It would also form part of wider survey-based work seeking to estimate and monitor I4.0 impacts.

- **Activity 1.2. Outreach and sensitization to examine methods to connect youth entrepreneurs to I4.0 technologies, and pilot some of these tools.** Linked to component 3, these methods may include a national network, a centre of excellence, communications to promote technology take-up/transfer, a revolving technology seed fund and a national I4.0 competition.

These activities will be facilitated in partnership with ILO, UNIDO, Government and think tanks (e.g. Royal University of Phnom Penh (RUPP), Cambodia Development Resource Institute (CDRI), and other international educational institutes).

In addition to I4.0, the project will identify challenges and policy options to improve and expand youth's decent employment through policy-oriented researches as follows:

- **Activity 1.3. Study on skills projection in response to the emerging digital economy,** including a study on industry needed skills and skills needed by youth to improve their

entrepreneurship capabilities and employability. The latter will advise on best practices of young workers' acquisition of skills matching their career goals. It will also provide analytical data on the skills market to advise employers, youth and the Government to prepare policy, including policy that incentivises private sector to invest more in staff learning on skills demanded by the market.

Output 2: A scalable model of Skills Training and Certification that builds on existing career/job pathways in different economic sectors that offer higher value-added employment in the areas of anticipated growth and comparative advantage for Cambodian youth in the context of the emerging digital economy and Industry 4.0:

Under this output, the project will work with the Government, private sector and training institutes to upgrade youth's skills through a training programme that targets **young workers** who wish to upgrade their skills and **young dropouts** who could not access formal TVET.

The project is also seek to complete and sustain the Training Program's content, partners' courses development and put in place all delivery tools. During the project period the delivery of all available courses will be commenced, and the programs refined. As needed new courses will be added based on the development of the SME Cluster and Cluster Network to be established in parallel by another UNDP funded project in partnership with a private sector, World Bridge.

The Project will adopt a phase approach aiming at modelling, engineering and piloting a modular skills development delivery model to address the existing skills and competencies gaps and also identify the anticipated needs of the identified SME Clusters.

As such, the project will first conduct a general skills anticipation analysis for potential Cluster users as well as a baseline assessment of the current situation in Cambodia including the development of a comparative database including the identification of potential training providers (incl. certification levels) and the courses available. Second, the project will focus on developing a full "menu" of courses, providers and certification levels which can be offered to SME Cluster users and or other external users (especially those in lower-income households). It is foreseen that tailored training programs, curriculums and other specific skills content for each Cluster would be required.

Modular and scalable, the model would adopt a competency-based training approach with an emphasis on the workplace application of knowledge and skills. This will allow the apprentices and trainees to move through their apprenticeship or traineeship efficiently while maintaining an emphasis on quality of work.

This component includes the following activities:

- **Activity 2.1. Develop and implement career pathway for Industrial Park workers.** The project will start first with developing a template for firm-level career pathways which will be completed by firm managers. The template will include indicative data on current and projected staff requirements in terms of skills and units of labour at each functional level, expected remuneration at each level, type of training needed by workers to reach each level, and any other relevant information that will provide workers with an informed basis for making decisions about their future training and career movement within their industry. Information will also enable the training design team to clearly assess various training gaps and training needs including the new skills needed by the companies as a result of automation and new technology upgrades (see Activities 2.3). Ultimately firms should offer workers access to

certificate level training as part of their employment package as an incentive to stay longer and invest in building their skills.

- **Activity 2.3. Develop new training programme with innovative delivery mechanism.** Training programs will be developed using different forms of innovative media to address companies' commonly identified skills gaps and skills needed in the future. These include literacy, language, workplace readiness, related life skills for new factory workers, basic IT, as well as industry related technical skills, including robotics and programming based on the needs of the concerned companies/factories and the future needs identified in the research on I4.0 under Output 1. *Different training delivery mechanisms that can accommodate the workers' schedules and ensure easy access and completion will be piloted*, including classroom training, workshops, mentoring, apprenticeships, online tutorials, YouTube videos, using Facebook as an access point, etc).

The project seeks to testing pilot content on different audiences and establishing the design framework for further development. The training programs should all comply with the certification agreement and result in a certificate upon successful completion. They should also be affordable to deliver and to access so that the costs can be easily absorbed by the firms and manageable for the workers. Further detailing of the system of teaching, covering online interactive learning, mentoring and the building of a STEM/Technical learning network spanning across sectors.

- **Activity 2.4. Develop "Accountancy" Technician Qualifications.** In partnership with the National Accounting Council (NAC) and the Kampuchea Institute of Certified Public Accountants and Auditors (KICPAA), the project will start with a mapping of skills required for technician accountants, followed by the National Training Board approval for the structure and certification level of the program. A course syllabus will be then drafted and tested. A core group of examiners and trainers will receive ToT training from the project and partnerships will be established with training institutes to roll out the training programme to young people. This will also serve as an exemplar initiative, which might later be applied to other professional qualifications – such as human resources, legal/paralegal, procurement, and logistics/supply chain.

- **Activity 2.5 Explore financial and other incentives to encourage employers to invest in training.** In partnership with the private sector and RGC (the General Directorate of Taxation), UNDP will explore the scope for developing tax incentives (double expense credits, VAT exemptions) and administrative measures to encourage employers to invest in training for human capital development. This might also be linked to participation in quality assurance and recognition arrangements, by making these conditional. This work is to draw on the experiences of neighbouring and other ASEAN nations.

The project will work with national institutions (National Employment Agency and Directorate General of TVET), National Accounting Council (NAC), the Kampuchea Institute of Certified Public Accountants and Auditors (KICPAA) and the General Directorate of Taxation, alongside SME Industrial Park and private firms to offer the workers access for training certification as part of their employment package. The certificate will be recognized by the government and formal training institutions as well as by the companies for hiring and promoting their staff/workers. The project will explore partnership with other thinktanks including Skolkovo School of Management to analyse future industry and future skills projection in Cambodia. Currently, UNDP signed a partnership

agreement with two economic zones e.g. Phnom Penh Special Economic Zone and World Bridge Industrial Park.

Output 3: Youth (and young aspiring entrepreneurs) have the tools needed to start their businesses, particularly in areas responsive to Industry 4.0 and the emerging digital economy, as a result of entrepreneurship training (identified by the component 1 analysis):

Entrepreneurship development has increasingly become a critical solution to addressing rising unemployment in the world. While young people in particular lack of entrepreneurship skills and have limited access to market information, production, business matching, capital and credit markets, the present of Industry 4.0 even put more pressure to young entrepreneurs to continue upgrading their skills, products and services. The majority of the technically gifted individuals are not equipped with innovative entrepreneurship skills that are vital for establishing and running viable businesses. To address these issues, and to respond to the needs of the emerging digital economy and Industry 4.0, the project provides entrepreneurship training that promotes technology transfer, networking, seed funding start-up, and innovation. Together with skills development, information on jobs and careers are also being highlighted as part of skills upgrading for youth.

This component entails the following activities to enable youth entrepreneurship development:

- **Activity 3.1. Review and advance the entrepreneurship training package to enable reaching out to Industry 4.0 level** - The training package will be refined and finalized based on the different needs and context of young entrepreneurs in the areas of anticipated growth and comparative advantage for Cambodia's youth (identified by component 1's Industry 4.0 research). It will be put in diverse formats (in print and digital) that allow youth to learn in classroom settings and from home.

- **Activity 3.2. Establish partnerships with training service providers (public and/or private) for business incubation.** A Memorandum of Understanding between UNDP and training service providers will be established to enable the delivery of business incubation services to youth.

  Business incubation has been a widely adopted means to encourage youth entrepreneurship in China, India and other countries in East Asia, where over 2,000 of such initiatives have been documented.[9] Together these incubators help empower youth in marginalized communities to develop rural enterprises and facilitate technological improvement for urban, semi-urban and rural start-ups.

- **Activity 3.3. Enrol and train young (and young aspiring) entrepreneurs.** Under this component, at least 1,000 youth (half of them women) will receive entrepreneurship business incubation services and advisory services. Business incubation services will be designed to accelerate the growth and success of start-ups and entrepreneurial SMEs through an array of business support resources, services and business mentoring labs that could include physical space, capital, and common services and networking connections. Targeted youth will be young people who are already at the start-up stage or youth who aspire to become entrepreneurs. Although cities are where the enterprises grow rapidly, the training services will also extend to youth from semi-urban and rural areas.

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[9] In Mongolia, for example, business start-ups are part of the "National Programme on Promotion of Youth Development", which aims to boost the development of microenterprises.

B. PARTNERSHIP

To achieve its goals and given the fact that the proposed project is only for 3 years with different innovative approaches and pilots, the project seeks to partner with different institutions, stakeholders and projects to maximize impact and to ensure its sustainability. The forms of partnership are twofold: joint activities and scaling-up of the project's models. The project will also seek to learn from and share experiences with others (within and outside Cambodia), to build on the successes of other partners, and to align with existing work without having to re-invent the wheel.

a. Key Partners:

Russian Federation: The Cambodia-Russia Intergovernmental Commission for Trade, Economic, Scientific and Technical Cooperation: 10th Commission was held on 23 August 2017 in Moscow, during which both sides discussed ways to intensify bilateral cooperation in various fields: trade, investment, industry, tourism, ICT and media, science, education, culture, environment, health, agriculture, mines and energy, law enforcement and military. The cooperation through ASEAN such as the 2016 Russia-ASEAN 4th Youth Submit in Cambodia was a significant testimony of increasing ties and partnership between Russia and the region, including Cambodia. The proposed project provides an opportunity to bring the Cambodia-Russia-UN cooperation closer in the areas of youth employment, trade/ business, and innovation. As this is the first Russian funded development project through the UN in Cambodia, the project will further cooperation with the Russian Federation and explore partnership within Cambodia and with other Russia's institutions such as the research and training institute (for I4.0, TVET and entrepreneurship training related components) and with special economic zones. The project will closely engage the Russian Federation Embassy in Cambodia to seek guidance and inputs on the project's strategies and partnership with other key Russian institutions and programmes within the region.

Special Economic Zone/SEZ, Industrial Park, and Cluster of Enterprises: One of the project's target groups will be low-skilled workers in the Industrial Park, Special Economic Zone, and in a cluster of enterprises that will established through a UNDP parallel project namely Sustainable SME Cluster Park. To begin with, the project will further explore collaboration with the Phnom Penh Special Economic Zone and the World Bridge Industrial Park. UNDP signed memorandums of understanding (MOUs) with each of them in 2017 and 2018 for a collaboration that leads to the transformation of these zones and parks to become sustainable through integration of Sustainable Development Goals (SDGs) into their business operations. Among other areas, this existing partnership includes the zone/park's commitment to provide impact investment to incentivize firms to invest in their workers on the job training and career progression, which the project proposes to undertake under component 2. Outside of the zone and park systems, the project will continue to explore partnerships with other large companies or clusters of companies for their employees' skill upgrading.

Ministry of Labour and Vocational Training (MLVT) and National Employment Agency (NEA): Currently, UNDP is partnering with the National Employment Agency to improve their outreach activities to young job seekers. An agreement (in the form of an MOU) will be developed and agreed between MLVT, NEA, UNDP and the zone/park and the training service providers regarding the training certification for any training programs developed and piloted under this project (components 2 and 3). The certification will be recognized by the formal TVET institutions as well as by firms for hiring and promotion.

National Accounting Council (NAC) and the Kampuchea Institute of Certified Public Accountants and Auditors (KICPAA): Through the Institute of Chartered Accountants in England and Wales (ICAEW), UNDP developed a partnership with NAC and KICPAA to establish an Accounting Technical Qualification system and curriculum. The aim is to increase the number of technician accountants in Cambodia and to improve quality so that it meets the market's requirements (component 2).

Royal University of Phnom Penh (RUPP) is Cambodia's oldest and one of the largest public universities. It hosts more than 12,000 scholarship and full-fee paying students, across a diverse range of undergraduate and postgraduate programs. It is unique in Cambodia for offering specialist degrees in fields including the sciences, humanities and social sciences, as well as professional degrees in fields such as information technology, electronics, psychology, social work, and tourism.

RUPP has over 450 full-time staff. All of its 335 academic staff members hold tertiary qualifications, including 15 PhDs and 280 Master's degrees. They are supported by over 120 administrative and maintenance staff. In addition, the university maintains links with Cambodian and international NGOs, local and international universities and government ministries. As a result, various international and non-government organizations and government offices regularly contribute adjunct faculty members to help expand RUPP's capacity.

UNDP has initiated discussion with the university on future collaboration between UNDP, the university and businesses (including PPSEZ) to promote innovation and entrepreneurship in emerging and growing markets. Specifically, the proposed project will explore and join forces with the university which is now considering creating an innovation lab to test and foster new business ideas and innovations related to digital skills, bioengineering and bio technology and other areas where Cambodian youth may have comparative advantages as identified by the I4.0 research (component 1).

Cambodia Development Resource Institute (CDRI) works to produce independent, objective, high quality policy-relevant development research, to maximise its accessibility to policy makers, influencers and stakeholders and to have it affect policy in six interrelated areas that are key for Cambodia's sustainable development:1) agriculture, 2) economics, 3) education, 4) environment, 5) governance and 6) health.

CDRI conducts research and disseminates its research knowledge and products through a number of communication strategies: conferences, workshops, seminars, broadcast media, print media, library collection and information sharing, small group communication and interpersonal communication. Under the component 1, the project aims to partner with CDRI to conduct I4.0 survey to gauge employment impacts of automation on youth and to develop and test models that enable youth to access to I4.0 technologies.

Young Entrepreneur Association of Cambodia (YEAC)– Through YEAC, UNDP Cambodia would explore the incentive modality to promote private sectors investment in youth skills building and the advancement of entrepreneurship training package to fit with emerging Industry 4.0 and digital economic.

United for Youth Employment in Cambodia is a United Nations Joint Programme between ILO, UNDP, UNESCO, UNICEF, and UNV. It is a 10-year programme with an estimated budget of USD45,500,000. Its initial phase from 2017-2019 has 3 main outcome areas: 1) increasing access to quality formal and informal education including volunteerism to develop relevant technical and vocational skills, including recognition and accreditation frameworks; 2) increasing entrepreneurial

and business skills to create sustainable enterprises; 3) promoting young workers' rights and reducing abuse and discrimination at work. The proposed Project to be funded by UNDP-Russia Trust Fund will partner with these UN agencies to synergize the activities and to maximize the outcomes, with the proposed Project focusing specifically on low-skilled factories workers and young entrepreneurs to upgrade their skills. The models and training packages developed and tested by the project and recognized by the Ministry of Labour and the National Employment Agency can be applied in the 10 year UN joint programme in different factories and geographical areas to benefit as many youth as possible. Additionally, the UN joint programme's finding on the information gap that exists for young people to choose their vocation and career must be filled, particularly in the wake of Industry 4.0. The proposed project seeks to address this gap and respond to the changing labour market in Cambodia.

The **General Directorate of Taxation** is a division of the Ministry of Economy and Finance (MoEF) charged with the assessment and collection of domestic taxes. The initiative would approach GDT to examine if and how specific tax incentives might be developed to reward private and public-sector employer investment in training and human resource development.

b. Other Partners

Swiss Agency for Development and Cooperation/SDC and Swiss Contact's Skills Development Project aims to increase the income and employment opportunities for disadvantaged young women and men in three of Cambodia's rural provinces (Preah Vihear, Stung Treng and Kratie). To achieve this, the programme provides access to market-relevant skills training in occupational areas where there are job opportunities. The programme is arranged into three intervention areas. Each implementing area is designed with a labour-market led approach. The skills training is designed to promote improved access to learners. The training programmes are developed with industries' input and the delivery follows principles of best-practice, that is, learners will learn occupational skills and knowledge, and have the opportunity to apply and practice the skills and knowledge in a real workplace environment. The implementing areas include 1) Dual Vocational Training (combination of technical, soft and entrepreneur skills training that takes place in a training centre and in an enterprise); 2) Hospitality Training (coaching, training and apprenticeships in the hospitality industry); 3) Supporting Policy and TVET reform (Recognition of Prior Learning, certification of qualifications). To date the project has developed 9 new curricula, all approved by the Government, some under TVET and some under the Ministry of Tourism.

UNDP will partner with SDC on the process for certification for new training programs and explore possible options of using the industry relevant SDC training programs in the advance context of SEZ, potential manufacturing zones including SME. The project will also collaborate with SDC on the rollout of entrepreneur skills training package by sharing the tools and learning from each other's best practices. The proposed project has not decided on the geographical areas yet. However, UNDP will consult with key stakeholders to avoid duplication and to ensure smooth collaboration.

Swedish International Development Cooperation Agency/SIDA: Skills Development and Employment for Youth in Cambodia, Phase II. The overall objective is to support Skills Development and Employment for youth and contribute to a better functioning of the labour market. The project consists of two interlinked components: 1) establishing and operationalizing 3 regional Job Centres; 2) further Development of the National Employment Agency within the field of Labour Market Information and Career Counselling, Labour Market Forecasting; examining labour force, industry and occupational trends to provide a picture of future employment and job openings based on economic growth; transforming labour market information into a package accessible for the youth; a Swedish Career Counsellor attached to NEA.

UNDP will coordinate NEA capacity building and partnership activities closely with SIDA, and link job information to opportunities in the SEZs. Through this SIDA project UNDP will also work with the regional job centres and the NEA to provide information on and to recruit youth interested in entrepreneur training (component 3).

Asian Development Bank/ADB: Technical and Vocational Education Training Sector Development Program (TVET SDP), 5-year, $25.6 million loan, implemented by the Ministry of Labour and Vocational Training. The Project includes 4 outputs, related to 1) Increased Access to TVET programs, 2) Enhanced quality and relevance of TVET, 3) Increased involvement of employers in TVET delivery, 4) Strengthened governance and management of TVET system. Of specific relevance to this project is output 1, to introduce a Vocational Skills Certification (VSC). The Project will support the Department of National Competency Standards to review rules for all TVET qualifications and produce qualification requirements for introducing the Vocational Skills Certification at Cambodia Qualification Framework (CQF) level 1 as an alternative entry requirement into the formal TVET system (CQF level 2). Entry requirements at CQF level 1 do not include Grade 9 certification. The Vocational Skills Certification will include an option for trainees to study towards a specific subject area leading to CQF level 2 qualification. The Ministry of Labour and Vocational Training will issue a regulation (*Prakas*) and relevant guidelines for implementing and monitoring CQF, inclusive of the Vocational Skills Certification criteria for qualification.

ADB is also developing a new project in consultation with NEA, which is a youth employment facilitation program, providing out-of-school youth and jobseekers with career coaching, life skills and technical training, and internships with employers.

UNDP will work closely with ADB to ensure that any training programmes developed will be compliant with MLVT VSC certification criteria and procedures, as well as linking with the new ADB youth employment facilitation programme potentially in the context of placing youth in new employment in the PPSEZ.

C. TARGETED BENEFICIARIES

The project targets young men and women who are seeking jobs or who are already employed but in low-skill and low-pay employment. Specifically, it aims to benefit the following groups of youth:
1. Low skilled workers in the manufacturing zone or industrial clusters and from other economic sectors who wish to upgrade their skills;
2. Young working age Cambodians who have dropped out of school and are unable to enter the TVET system or even bridging programmes; and
3. Young aspiring entrepreneurs.

D. RESOURCE ALLOCATION AND BUDGET MANAGEMENT

The proposed budget will cover the cost of short and long-term experts, staff, the production of training curriculum and materials, the implementation of training activities, and other related logistic costs. The proposed project will be mainly co-financed by funds from UNDP-Russia's Trust Fund, UNDP core resources, and funds from private sector. The World Bridge Industrial Park is contributing $270,000 to the eco-park transformation, of which $180,000 is allocated for capacity development of staff. Some activities are co-financed by UNDP's ongoing projects: UNDP Policy Project and the UN Joint Programme on Youth Employment.

- Output 1 on I4.0 will be co-financed by UNDP's core resources and the Trust Fund.

- Output 2 on Skills Training and Certification will be co-financed by UNDP core resources and Trust Fund on Accountancy Technician Qualification initiative. While the World Bridge Industry Park fund will be used for the development of the Vocational Skills Certification scheme and curriculum for young workers.
- Output 3 on Entrepreneurship Training will be co-financed by the UNDP core resources, the Trust Fund and SDC parallel funding.
- The project will share costs related to project management and technical expertise from UNDP's existing Policy and youth employment.
- Cost of Country Office staff's time (as assurance and oversight) will be charged directly to the project (DPC) based on the time spent on the project.

While the cost for some activities such as researches and the development of curriculum and vocational skill certification scheme etc. do not vary, the costs of training depend on the number of trainees/students. Under this proposed project, the minimum number of beneficiaries is 2,500. The project will continue to mobilize more resources to expand the training activities to cover more students. What is more, the implementation of the project's activities will take into account and be synergized with other existing projects of UNDP, UN agencies, SDC, SIDA, ADB, and JICA to ensure better coordination, collaboration, and to maximize the impacts and the use of resources.

E. RISKS AND ASSUMPTIONS

Types of risks and counter measures to be taken by the project

No	Types of risks	Counter measures
1	Limited cooperation and coordination from key partners	The project supports outreach capacity of the National Employment Agency which is part of the Ministry of Labour and Vocational Training. And the project will also use the platform provided by the UN Joint Programme on Youth Employment, chaired by the Minister to gain interest and collaboration from key government stakeholders.
2	The private sector does not cooperate and coordinate activities effectively	The project will work with actors within the private sector who have demonstrated commitments to improve human resources and skills of young workers. These partners include Phnom Penh SEZ, World Bridge Industrial Park, young entrepreneur associations, etc. Based on the demonstration of successful results, the project seeks to influence and transform other actors in the private sector to invest in their staff capacity.
3	No incentive system for private sector to invest in human resources	The project will work with relevant ministries (Ministry of Economy and Finance, and Ministry of Labour) to advocate for an incentive system that encourages private sector to invest in their staff capacity, especially in light of the I4.0.
4	Lack of understanding and willingness from the part of family to invest in youth's education and skill training	The project will use multi-media approach and community outreach to raise awareness about economic return of investment in education. This will be based on the study being conducted by UNDP in partnership with CDRI.
5	Programme inputs (funds, human resources, etc.) are not mobilized in a timely fashion	The project seeks to avoid this risk by ensuring that procurement of services (individuals, firms) is done in the most efficient manner with due consideration of the need for high levels of expertise to successfully implement the project.

6	The project's major focus is testing of new approaches for scaling up. However, reflective and timely learning does not take place to effectively incorporate lessons from pilots for successful scaling up.	The project places a central focus on "effective learning" to identify what works and what does not work in a timely manner. For this reason, the project conducts regular assessments to rigorously evaluate the design of models applied under the project and to improve the design and implementation approaches, by incorporating lessons learned. The project will make use of the lessons learned for designing a successful approach for scaling up.

F. SOUTH-SOUTH AND TRIANGULAR COOPERATION (SSC/TrC) AND KNOWLEDGE SHARING

The project will promote South-South and Triangular Cooperation through close coordination with UNDP regional and global offices.

The UNDP regional and global offices will play a lead role in disseminating best practices and lessons learned from other countries and in connecting Cambodia with other countries in order to share lessons and experiences. This will happen through exchange visits and regional workshops/meetings. The project will work closely with UNDP/Russian Trust Fund team to explore and expand cooperation with other countries.

The project will produce training curricula in the local language and media products to raise awareness about youth's soft skills, investment in education, and I4.0. The project will also develop and upgrade online learning courses (which will be housed on NEA's website). The project will organize regional level learning events and study tours to foster knowledge sharing of youth employment challenges and devising common and regional level solutions and strategies to tackle youth employment related issues among the ASEAN countries.

The project ensures full access to information to project-related activities and decisions by making all relevant information available on our project and UNDP country website. Furthermore, the project will conduct awareness-raising activities (i.e. events and campaigns) to ensure that relevant stakeholders fully understand key concepts such as eco/sustainable industrial park, the I4.0 and its impacts and potential for employment and growth, and the importance of investing in education.

G. SUSTAINABILITY AND SCALING UP

Social and human development sustainability will be improved through skills upgrading/training programmes (under outputs 2 and 3). The impact of education on socio-economic development is widely known. Not only will it contribute to sustainable economic growth of the nation and provide good financial return to youth, but more importantly, it has a profound and long-term impact on the quality of life of youth themselves and their families.

Institutional sustainability will be improved through systematic capacity development measures for government partners. The project supports the establishment of a qualification programme and provides training of trainers to the Government staff and training institutions so that they can continue to provide training to youth after the completion of the project.

Innovation and scaling up are central to the project. The project will pioneer a number of innovative approaches in public private sector partnership to build strong human resources in delivering a training programme and in curriculum development. These models will be developed in a way that is easy to scale up, with minimal financial investment.

IV. PROJECT MANAGEMENT

UNDP will serve as Implementing Partner of the project, under Direct Implementation Modality (DIM). The project will seek to maximize the results by jointly implementing activities with other partners such as the Ministry of Labour and Vocational Training/ General Directorate of TVET and the National Employment Agency, the Ministry of Education, Youth and Sport, the PPSEZ, World Bridge Industry Park, potential manufacturing zone, SME clusters, the National Accounting Council (NAC), the Kampuchea Institute of Certified Public Accountants and Auditors (KICPAA) and Young Entrepreneur Association of Cambodia (YEAC) to deliver components 2 and 3. Activities under component 1 will be jointly implemented with the above-mentioned ministries, the Ministry of Economy and Finance, and research institutes such as the Cambodia Development Resource Institute and the Royal University of Phnom Penh. The project will draw on expertise and resources from other UN agencies such as ILO, UNV, UNICEF, UNESCO, and UN Regional Center Youth Co-Lab team. Additionally, the project will closely work with the Cambodian National Training Board for curriculum development and certification programme approval.

The project will be governed by a Project Board (see details in section VIII). To support the Board in its function, UNDP will act as project assurance to ensure compliance with the rules and regulations. On a daily basis, the project will be coordinated by a project coordinator/manager who will work closely with UNDP Country Office staff (especially the programme and policy teams) to ensure the smooth and quality delivery of the project. The Country Office will also provide logistical support to the project team.

The project is based in Phnom Penh, housed in UNDP premise. Its coverage is nation-wide through its work to address policy and regulation issues, policy researches and institutional capacity building (e.g. National Employment Agency and Kampuchea Institute of Certified Public Accountants and Auditors). Although youth in Phnom Penh and urban areas might benefit more because of their physical presence which allows them to easily access the centres, the project's work on youth access to employment information and employability skills learning make it possible for youth from across the country to access these services through the online platform.

V. RESULTS FRAMEWORK

Intended Outcome as stated in the UNDAF/Country [or Global/Regional] Programme Results and Resource Framework:
By 2023, women and men in Cambodia, in particular the marginalized and vulnerable, benefit from 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.

Outcome indicators as stated in the Country Programme Results and Resources Framework, including baseline and targets:

- Output 1.2: Government fosters productivity alongside inclusive/ sustainable growth
  - Indicator 1.2.1: # of adopted relevant RGC policies, plans and strategies supported by UNDP BASELINE (2018): 2, TARGET: 7, Data Resource: National reports
- Output 1.4: Young women & men have opportunities to progress through access to information, skills development and improved employment policies
  - Indicator 1.4.1: # of young women & men a) accessing on line information b) using multi-media content c) skills certification BASELINE (2018): a.-c. 0, TARGET: a. 20,000; b. one million c. 3000 (50% women for all), Data Resource: NEA
  - Indicator 1.4.2: # of youth and gender responsive government employment policies BASELINE (2018): 0, TARGET: 1, Data resource: Government Gazette, Project reports.

Applicable Output(s) from the UNDP Strategic Plan:
SP Output 1.1.2: Marginalised Groups, particularly the poor, women, people with disabilities and displaced are empowered to gain universal access to basic services[10] and financial and non-financial assets to build productive capacities and benefit from sustainable livelihoods and jobs
Indicator 1.1.2.3.a: Country has an improved enabling environment (policy, legal, regulatory and institutional frameworks) for expansion of decent work and livelihoods

Project title and Atlas Project Number: 00109996

EXPECTED OUTPUTS	OUTPUT INDICATORS	DATA SOURCE	BASELINE		TARGETS (by frequency of data collection)					DATA COLLECTION METHODS & RISKS
			Value	Year	2019	2020	2021	FINAL (cumulative)		
Output 1 Improvement of sectoral and national policies related to youth skills development and employment through policy-oriented researches and advocacy with a specific focus around Industry 4.0 (I4.0)	1.1: I4.0 Survey to gage employment impact of automation (focusing on youth) finalised and published	Project report (annual and quarterly report)	0	2018	0	1	0	1		Review of documents

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[10] Basic services include social services (e.g. health and nutrition, education, water and sanitation, social housing, **vocational training**), **economic services** (including finance), environmental and energy services (e.g. renewables, clean fuels and technology, use of natural resources), and other services (e.g. rule of law and justice). Please note that UNDP focuses primarily on policies and capacities that improve the enabling environment for provision of basic services.

Output	Indicator	Data source		2018	Baseline				Means of verification
	1.2: **No. of model/tools** options identified and piloted for enabling youth entrepreneurs to access I4.0 technologies	Project report (annual and quarterly report)	0	2018	0			2	Review of documents
	1.3: *The study on skills projection in response to emerging digital economy finalized and published*	Project report (annual and quarterly report)	0	2018	No	*Skills projection study finalized and published*	*Skills projection study finalized and published*	*Skills projection study finalized and published*	Review of documents
Output 2 A scalable model of Skills Training and Certification that builds on existing career/job pathways in different economic sectors that offer higher value-added employment in the areas of anticipated growth and comparative advantage for the Cambodia youth	2.1: No. of SME Clusters of Industry Park adopted career pathways for workers	Project report (annual and quarterly report)	0	2018	0	1	1	2	Review of documents
	2.2: SME Clusters skills requirement fulfilment rate	Project report (annual and quarterly report)	0	2018	N/A	40%	60%	60%	Review of documents
	2.3: No. of Vocational Skills Certification scheme established	Project report (annual and quarterly report)	0	2018	0	2	0	2	Review of documents
	2.4: No. of Industry Park workers enrolled in vocational skills certification programme	Project report (annual and quarterly report)	0	2018	0	400	400	800 (50% women)	Review of documents
	2.5: No. of students enrolled in Accountancy Technical Training programmes	Project report (annual and quarterly report)	0	2018	0	200	300	500 (50% women)	Review of documents
Output 3 Youth (and young aspired entrepreneurs) are ready to start their business through entrepreneurship training	3.1: Entrepreneurship training package reviewed, revised, and finalized	Project report (annual and quarterly report)	0	2018	No	Yes	Yes	Yes	Review of documents
	3.2: Business Incubation for young entrepreneur established	Project report (annual and quarterly report)	0	2018	0	1	1	1	Review of documents
	3.3: No. of young (and young aspiring) entrepreneurs who received entrepreneurship training	Project report (annual and quarterly report)	0	2018	0	200	200	200 (50% women)	Review of documents

VI. MONITORING AND EVALUATION

Monitoring Plan

Monitoring Activity	Purpose	Frequency	Expected Action	Partners (if joint)	Cost (if any)
Track results progress	Progress data against the results indicators in the RRF will be collected and analysed to assess the progress of the project in achieving the agreed outputs.	Quarterly, or in the frequency required for each indicator.	Slower than expected progress will be addressed by project management.		
Monitor and Manage Risk	Identify specific risks that may threaten achievement of intended results. Identify and monitor risk management actions using a risk log. This includes monitoring measures and plans that may have been required as per UNDP's Social and Environmental Standards. Audits will be conducted in accordance with UNDP's audit policy to manage financial risk.	Quarterly	Risks are identified by project management and actions are taken to manage risk. The risk log is actively maintained to keep track of identified risks and actions taken.		
Learn	Knowledge, good practices and lessons will be captured regularly, as well as actively sourced from other projects and partners and integrated back into the project.	At least annually	Relevant lessons are captured by the project team and used to inform management decisions.		
Project Quality Assurance	The quality of the project will be assessed against UNDP's quality standards to identify project strengths and weaknesses and to inform management decision making to improve the project.	At least once every two years and at the end of poject	Areas of strength and weakness will be reviewed by project management and used to inform decisions to improve project performance.	MoLVT, MoEYS, NEA PPSEZ, World Bridge, NAC, KICPAA, CDRI, RUPP	
Review and Make Course Corrections	Internal review of data and evidence from all monitoring actions to inform decision	At least annually	Performance data, risks, lessons and quality will be discussed by	Same as above	

			the project board and used to make course corrections.	Same as above
Project Report		Annually, and at the end of the project (final report)	A progress report will be presented to the Project Board and key stakeholders, consisting of progress data showing the results achieved against pre-defined annual targets at the output level, the annual project quality rating summary, an updated risk long with mitigation measures, and any evaluation or review reports prepared over the period.	
Project Review (Project Board)		At least once per year	The project's governance mechanism (i.e., project board) will hold regular project reviews to assess the performance of the project and review the Multi-Year Work Plan to ensure realistic budgeting over the life of the project. In the project's final year, the Project Board shall hold an end-of project review to capture lessons learned and discuss opportunities for scaling up and to socialize project results and lessons learned with relevant audiences.	Any quality concerns or slower than expected progress should be discussed by the project board and management actions agreed to address the issues identified.	Board

Evaluation Plan

Evaluation Title	Partners (if joint)	UNDAF/CPD Outcome	Planned Completion Date	Key Evaluation Stakeholders	Cost and Source of Funding
Final Project Evaluation		UNDAF Outcome 2; CPD Output 1.2, and 1.4	December 2021	MoLVT, MoEYS, NEA PPSEZ, World Bridge, NAC, KICPAA, CDRI, RUPP	USD35,000 (project)

VII. MULTI-YEAR WORK PLAN

EXPECTED OUTPUTS	PLANNED ACTIVITIES	Budget Description	RESPONSIBLE PARTY	Planned Budget by Year			TOTAL
				2019	2020	2021	Amount (USD)
Output 1: Improvement of sectoral and national policies related to youth skills development and employment through policy-oriented researches and advocacy with a specific focus around Industry 4.0 (I4.0)	Activity 1.1. Review and gauge the impact on employment of I4.0 technologies/ automation with a focus on youth	Consultant(s)	UNDP	37,000			37,000
	Activity 1.2. Outreach and sensitization to examine methods to connect youth entrepreneurs to I4.0 technologies, and pilot some of these tools	Workshop/ conference	UNDP		10,000		10,000
		Staff cost (under management & UNDP support)	UNDP				
	Activity 1.3. Study on skill projection in response to emerging industry 4.0 and digital economy	Consultant(s)	UNDP		20,000		20,000
		Workshop/ conference	UNDP		10,000		10,000
	Total Output 1						77,000
Output 2: A scalable model of Skills Training and Certification that builds on existing career/job pathways in different economic sectors that offer higher value-added employment	Activity 2.1. Develop and implement career pathway for Industrial Park workers.	Consultant(s) and meeting	UNDP	25,926			25,926 (World Bridge Parallel Funding)
	Activity 2.2. Develop and apply Vocational Skills Certification scheme to companies' training	Staff cost (under management &	UNDP	0	0	0	0

in the areas of anticipated growth and comparative advantage for the Cambodia youth	programme (MoU signed).	UNDP support)					
	Activity 2.3. Develop and roll out new training programmes.	Consultant(s), service providers, meeting and workshop	UNDP	0	92,593	48,148	140,741 (World Bridge Parallel Funding)
	Activity 2.4. Develop and roll out "Accountancy" Technical Qualification	Consultant(s), service providers, meeting and workshop	UNDP	102,073.61	107,407.33	84,262.06	293,743.00
	Activity 2.5 Explore financial and other incentives to encourage employers to invest in training	Consultant(s) and staff cost (under management & UNDP support)	UNDP	0	0	0	Cost include in 3.3 as a grant to YEAC
	Total Output 2						**460,409.67**
Output 3: Youth (and young aspired entrepreneurs) are ready to start their business through entrepreneurship training	Activity 3.1. Develop tailored entrepreneurship training package.	Consultant(s)	UNDP	50,000			50,000
	Activity 3.2. Establish partnership with training service providers (public and/or private) for business incubation.	Staff cost (under management & UNDP support)	UNDP				Cost included in 3.3
	Activity 3.3. Enrol and train young (and young aspired) entrepreneurs	Trainers / service providers	UNDP	138,244	120,756	103,000	362,000 (SDC parallel funding $219,868)

Project Management and Technical Support	Total Output 3						422,000
	Project Implementation Team	Salary of project coordinator and admin and finance assistant (70% cost shared by UNJP on Youth Employment)	UNDP	40,000	70,000	70,000	180,000
	Project Oversight and Technical Backup (cost of some in-houses experts are also covered by other projects)	Direct Project Cost of UNDP CO oversight, M&E, and technical expert team	UNDP	55,700	59,770	65,100	180,570
	Travel	Car rental DSA and other related costs	UNDP	7,000	10,000	7,000	24,000
	Equipment and other logistics – the project will minimize costs related to equipment by using the existing ones transferred from other closed projects).	1 laptop and 1 monitor etc.	UNDP	3,000			3,000
	Monitoring and Evaluation	Annual monitoring/ field visits Final evaluation	UNDP		15,000	20,000	35,000
	Cost recovery / miscellaneous	ISS, stationary, communication, rental charge	UNDP	17,900	17,900	19,495	55,295

	etc.	
Total project management and technical support		477,865
Total (without GMS)		1,427,275
General Management Service/ GMS (non-core)		88,805 (SDC Parallel: 16,212; Wordbridge parallel: 13,333)
GRAND TOTAL		1,516,080

VIII. Governance and Management Arrangements

Project Board

The Project Board is chaired by the UNDP Resident Representative. A high-level representative from the Russian Federation Embassy will sit on the Project Board as senior supplier/donor. Other members of the Board include senior representatives of the Ministry of Labour and Vocational Training; Ministry of Education, Youth and Sport; PPSEZ; World Bridge and from youth and/or entrepreneur associations.

The Board will meet on a regular basis and at least once a year to provide strategic direction and oversight. The Board will have decision-making authority. It will review and approve the project document and annual workplans, review implementation progress, guide resource allocation and carry out independent reviews. In order to ensure UNDP's ultimate accountability, the Board's decisions should be made in accordance to standards that shall ensure best value for money, fairness, integrity transparency and effective international competition. In case a consensus cannot be reached, final decision shall rest with the UNDP (the Country Director). Project reviews by the Board are made at designated decision points during the project implementation, or as necessary when raised by the project manager. The Board is consulted by the manager for decisions when project tolerances have been exceeded[11]. Based on the approved annual work plan (AWP), the Board may review and approve project quarterly plans when required and authorises any major deviations from these agreed quarterly plans. It ensures that required resources are committed and arbitrates on any conflicts within the project or negotiates a solution to any problems between the project and external bodies.

Oversight and Support Services

The quality of the project will be regularly monitored and assured by the UNDP Country Office. A programme analyst and a programme associate will be assigned to perform the monitoring and oversight function. Additional technical support will be provided through access to external expertise locally and internationally, regional experts or institutions if needed. UNDP Country Office team will also provide support, particularly for compiling lessons learned and sharing experiences with other stakeholders locally and internationally. UNDP Country Office will also provide support on the recruitment of key project personnel, procurement of goods and services, and the identification and facilitation of training activities. This support from the UNDP Country Office is cost recovered through the Implementation Support Services (ISS) and Direct Project Charge (DPC). These costs are an integral part of programme delivery.

Donor's Visibility

The project will adhere to relevant Russia-UNDP Trust Fund policies, including the communication and visibility guidelines (annex 1). The focal person/representative from the Russian Federation Embassy in Cambodia will be regularly informed about the progress of the project and will be invited to join and observe the project's activities. The project will also make acknowledgement of

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[11]The Project Executive Board has the responsibility to define for the National Project Director the specific project tolerances within which the National Project Director can operate without intervention from the Project Executive Board. For example, if the Project Executive Board sets a budget tolerance of 10%, the National Project Director can expend up to 10% beyond the approved project budget amount without requiring a revision from the Project Executive Board.
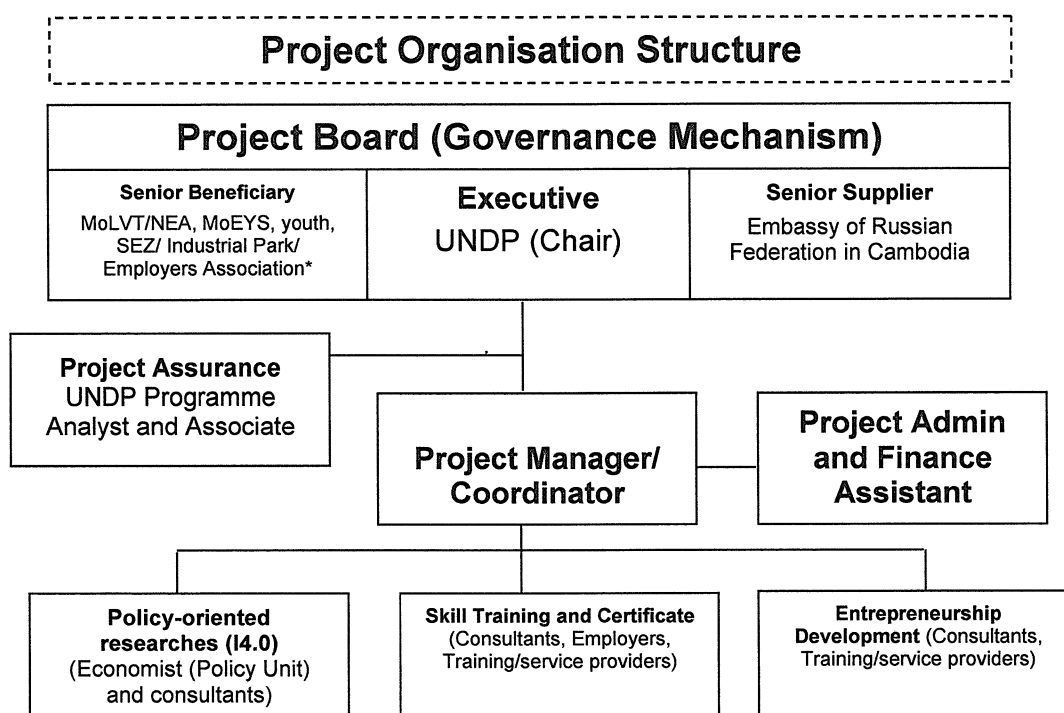
the financial contribution from Russia in the project's publication, media communication and in the activities, etc.

Project Team

The daily activities of the project will be carried out by the project team (consisting of a project manager/coordinator, an admin and finance assistant and other long and short-term technical staff as required; see chart below). The project manager/coordinator from UNDP will be in charge of ensuring overall coordination and implementation in accordance with UNDP's rules and will ensure the delivery of quarterly and annual progress reports. He or she will also ensure effective coordination with sectoral technical working groups, including the technical working group on Skills, on Youth, Gender, Private Sector Development as well as Planning and Poverty Reduction.

Project organization structure

- Project Board: UNDP as Chair; a high-level representative from the Russian Federation Embassy as senior supplier; and senior representatives from the Ministry of Labour and Vocational Training (MoLVT), Ministry of Education, Youth and Sport (MoEYS), World Bridge, PPSEZ, and from youth and/or employer and entrepreneur associations as members and one two representatives of youth from manufacturing and enterprise.
- UNDP oversight team: head of programme, programme analyst and programme associate.
- Project team: project manager/coordinator, technical experts, admin and finance assistant, and other short-term experts as needed.

Project Organisation Structure

Project Board (Governance Mechanism)

Senior Beneficiary	Executive	Senior Supplier
MoLVT/NEA, MoEYS, youth, SEZ/ Industrial Park/ Employers Association*	UNDP (Chair)	Embassy of Russian Federation in Cambodia

Project Assurance
UNDP Programme
Analyst and Associate

Project Manager/ Coordinator

Project Admin and Finance Assistant

| **Policy-oriented researches (I4.0)** (Economist (Policy Unit) and consultants) | **Skill Training and Certificate** (Consultants, Employers, Training/service providers) | **Entrepreneurship Development** (Consultants, Training/service providers) |

IX.   LEGAL CONTEXT

This project document shall be the instrument referred to as such in Article 1 of the Standard Basic Assistance Agreement between the Government of Cambodia and UNDP, signed on 19th December 1994. All references in the SBAA to "Executing Agency" shall be deemed to refer to "Implementing Partner."

This project will be implemented by UNDP ("Implementing Partner") in accordance with its financial regulations, rules, practices and procedures.

X.   RISK MANAGEMENT

1. UNDP as the Implementing Partner will comply with the policies, procedures and practices of the United Nations Security Management System (UNSMS.)

2. UNDP as the Implementing Partner will undertake all reasonable efforts to ensure that none of the project funds are used to provide support to individuals or entities associated with terrorism and that the recipients of any amounts provided by UNDP hereunder do not appear on the list maintained by the Security Council Committee established pursuant to resolution 1267   (1999).   The   list   can   be   accessed   via http://www.un.org/sc/committees/1267/aq_sanctions_list.shtml.   This   provision must be included in all sub-contracts or sub-agreements entered into under this Project Document.

3. Social and environmental sustainability will be enhanced through application of the UNDP Social and Environmental Standards (http://www.undp.org/ses) and related Accountability Mechanism (http://www.undp.org/secu-srm).

4. UNDP as the Implementing Partner will: (a) conduct project and programme-related activities in a manner consistent with the UNDP Social and Environmental Standards, (b) implement any management or mitigation plan prepared for the project or programme to comply with such standards, and (c) engage in a constructive and timely manner to address any concerns and complaints raised through the Accountability Mechanism. UNDP will seek to ensure that communities and other project stakeholders are informed of and have access to the Accountability Mechanism.

5. All signatories to the Project Document shall cooperate in good faith with any exercise to evaluate any programme or project-related commitments or compliance with the UNDP Social and Environmental Standards. This includes providing access to project sites, relevant personnel, information, and documentation.

6. UNDP as the Implementing Partner will ensure that the following obligations are binding on each responsible party, subcontractor and sub-recipient:

    a. Consistent with the Article III of the SBAA *[or the Supplemental Provisions to the Project Document]*, the responsibility for the safety and security of each responsible party, subcontractor and sub-recipient and its personnel and property, and of UNDP's property in such responsible party's, subcontractor's and sub-recipient's custody, rests with such responsible party, subcontractor and sub-recipient. To this end, each responsible party, subcontractor and sub-recipient shall:
        i. put in place an appropriate security plan and maintain the security plan, taking into account the security situation in the country where the project is being carried;

ii. assume all risks and liabilities related to such responsible party's, subcontractor's and sub-recipient's security, and the full implementation of the security plan.

b. UNDP reserves the right to verify whether such a plan is in place, and to suggest modifications to the plan when necessary. Failure to maintain and implement an appropriate security plan as required hereunder shall be deemed a breach of the responsible party's, subcontractor's and sub-recipient's obligations under this Project Document.

c. Each responsible party, subcontractor and sub-recipient will take appropriate steps to prevent misuse of funds, fraud or corruption, by its officials, consultants, subcontractors and sub-recipients in implementing the project or programme or using the UNDP funds. It will ensure that its financial management, anti-corruption and anti-fraud policies are in place and enforced for all funding received from or through UNDP.

d. The requirements of the following documents, then in force at the time of signature of the Project Document, apply to each responsible party, subcontractor and sub-recipient: (a) UNDP Policy on Fraud and other Corrupt Practices and (b) UNDP Office of Audit and Investigations Investigation Guidelines. Each responsible party, subcontractor and sub-recipient agrees to the requirements of the above documents, which are an integral part of this Project Document and are available online at www.undp.org.

e. In the event that an investigation is required, UNDP will conduct investigations relating to any aspect of UNDP programmes and projects. Each responsible party, subcontractor and sub-recipient will provide its full cooperation, including making available personnel, relevant documentation, and granting access to its (and its consultants', subcontractors' and sub-recipients') premises, for such purposes at reasonable times and on reasonable conditions as may be required for the purpose of an investigation. Should there be a limitation in meeting this obligation, UNDP shall consult with it to find a solution.

f. Each responsible party, subcontractor and sub-recipient will promptly inform UNDP as the Implementing Partner in case of any incidence of inappropriate use of funds, or credible allegation of fraud or corruption with due confidentiality.

Where it becomes aware that a UNDP project or activity, in whole or in part, is the focus of investigation for alleged fraud/corruption, each responsible party, subcontractor and sub-recipient will inform the UNDP Resident Representative/Head of Office, who will promptly inform UNDP's Office of Audit and Investigations (OAI). It will provide regular updates to the head of UNDP in the country and OAI of the status of, and actions relating to, such investigation.

g. UNDP will be entitled to a refund from the responsible party, subcontractor or sub-recipient of any funds provided that have been used inappropriately, including through fraud or corruption, or otherwise paid other than in accordance with the terms and conditions of this Project Document. Such amount may be deducted by UNDP from any payment due to the responsible party, subcontractor or sub-recipient under this or any other agreement. Recovery of such amount by UNDP

shall not diminish or curtail any responsible party's, subcontractor's or sub-recipient's obligations under this Project Document.

Where such funds have not been refunded to UNDP, the responsible party, subcontractor or sub-recipient agrees that donors to UNDP (including the Government) whose funding is the source, in whole or in part, of the funds for the activities under this Project Document, may seek recourse to such responsible party, subcontractor or sub-recipient for the recovery of any funds determined by UNDP to have been used inappropriately, including through fraud or corruption, or otherwise paid other than in accordance with the terms and conditions of the Project Document.

Note: The term "Project Document" as used in this clause shall be deemed to include any relevant subsidiary agreement further to the Project Document, including those with responsible parties, subcontractors and sub-recipients.

h. Each contract issued by the responsible party, subcontractor or sub-recipient in connection with this Project Document shall include a provision representing that no fees, gratuities, rebates, gifts, commissions or other payments, other than those shown in the proposal, have been given, received, or promised in connection with the selection process or in contract execution, and that the recipient of funds from it shall cooperate with any and all investigations and post-payment audits.

i. Should UNDP refer to the relevant national authorities for appropriate legal action any alleged wrongdoing relating to the project or programme, the Government will ensure that the relevant national authorities shall actively investigate the same and take appropriate legal action against all individuals found to have participated in the wrongdoing, recover and return any recovered funds to UNDP.

j. Each responsible party, subcontractor and sub-recipient shall ensure that all of its obligations set forth under this section entitled "Risk Management" are passed on to its subcontractors and sub-recipients and that all the clauses under this section entitled "Risk Management Standard Clauses" are adequately reflected, *mutatis mutandis*, in all its sub-contracts or sub-agreements entered into further to this Project Document.

XI.   ANNEXES

1. Project Quality Assurance Report

2. Social and Environmental Screening Template

3. Risk Analysis

4. Capacity Assessment: N/A

5. Project Board Terms of Reference and TORs of key management positions

PROJECT QA ASSESSMENT: DESIGN AND APPRAISAL

OVERALL PROJECT

EXEMPLARY (5) ◎◎◎◎◎	HIGHLY SATISFACTORY (4) ◎◎◎◎O	SATISFACTORY (3) ◎◎◎OO	NEEDS IMPROVEMENT (2) ◎◎OOO	INADEQUATE (1) ◎OOOO
At least four criteria are rated Exemplary, and all criteria are rated High or Exemplary.	All criteria are rated Satisfactory or higher, and at least four criteria are rated High or Exemplary.	At least six criteria are rated Satisfactory or higher, and only one may be rated Needs Improvement. The SES criterion must be rated Satisfactory or above.	At least three criteria are rated Satisfactory or higher, and only four criteria may be rated Needs Improvement.	One or more criteria are rated Inadequate, or five or more criteria are rated Needs Improvement.

DECISION

- **APPROVE** – the project is of sufficient quality to continue as planned. Any management actions must be addressed in a timely manner.
- **APPROVE WITH QUALIFICATIONS** – the project has issues that must be addressed before the project document can be approved. Any management actions must be addressed in a timely manner.
- **DISAPPROVE** – the project has significant issues that should prevent the project from being approved as drafted.

RATING CRITERIA

STRATEGIC

1. Does the project's Theory of Change specify how it will contribute to higher level change? (Select the option from 1-3 that best reflects the project): • **3:** The project has a theory of change with explicit assumptions and clear change pathway describing how the project will contribute to outcome level change as specified in the program/CPD, backed by credible evidence of what works effectively in this context. The project document clearly describes why the project's strategy is the best approach at this point in time. • **2:** The project has a theory of change. It has an explicit change pathway that explains how the project intends to contribute to outcome-level change and why the project strategy is the best approach at this point in time, but is backed by limited evidence. • **1:** The project does not have a theory of change, but the project document may describe in generic terms how the project will contribute to development results, without specifying the key assumptions. It does not make an explicit link to the program/CPD's theory of change. *Note: Management Action or strong management justification must be given for a score of 1	3	2
	1	
	Evidence	
	The project has provided the clear architecture of the ToC with specific layout of the change pathways (p.11). However, there are some limitation of evidences to prove if the proposed approaches are the best match.	
	3	2

	1

2. Is the project aligned with the thematic focus of the UNDP Strategic Plan? (select the option from 1-3 that best reflects the project):	**Evidence**
3: The project responds to one of the three areas of development work[1] as specified in the Strategic Plan; it addresses at least one of the proposed new and emerging areas[2]; an issues-based analysis has been incorporated into the project design; and the project's RRF includes all the relevant SP output indicators. *(all must be true to select this option)* **2:** The project responds to one of the three areas of development work[1] as specified in the Strategic Plan. The project's RRF includes at least one SP output indicator, if relevant. *(both must be true to select this option)* **1:** While the project may respond to one of the three areas of development work[1] as specified in the Strategic Plan, it is based on a sectoral approach without addressing the complexity of the development issue. None of the relevant SP indicators are included in the RRF. This answer is also selected if the project does not respond to any of the three areas of development work in the Strategic Plan.	The project directly addresses the sustainable development pathway which is directly is link to the UNDP Strategic Plan output 1.1.2 as indicated in the project RRF (p.25).

RELEVANT

3. Does the project have strategies to effectively identify, engage and ensure the meaningful participation of	3	2
targeted groups/geographic areas with a priority focus on the excluded and marginalized? (select the option from 1-3 that best reflects this project):		1

	Evidence
3: The target groups/geographic areas are appropriately specified, prioritising the excluded and/or marginalised. Beneficiaries will be identified through a rigorous process based on evidence (if applicable). The project has an explicit strategy to identify, engage and ensure the meaningful participation of specified target groups/geographic areas throughout the project, including through monitoring and decision-making (such as representation on the project board) *(all must be true to select this option)* **2:** The target groups/geographic areas are appropriately specified, prioritising the excluded and/or marginalised. The project document states how beneficiaries will be identified, engaged and how meaningful participation will be ensured throughout the project. *(both must be true to select this option)* **1:** The target groups/geographic areas are not specified, or do not prioritize excluded and/or marginalised populations. The project does not have a written strategy to identify or engage or ensure the meaningful participation of the target groups/geographic areas throughout the project. *Note: Management Action must be taken for a score of 1	Three youth groups are specifically targeted in this project include i) low skilled young workers, ii) school drop-out youth who are unable to enter the formal Technical and Vocational Education and Training (TVET) system or bridging programmes and iii) young aspiring entrepreneurs. While Phnom Penh is the main target area, however, the project has not clearly identified the specific geographic areas in other location yet.

	3	2

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[1] 1. Sustainable development pathways; 2. Inclusive and effective democratic governance; 3. Resilience building

[2] sustainable production technologies, access to modern energy services and energy efficiency, natural resources management, extractive industries, urbanization, citizen security, social protection, and risk management for resilience

	1

4. Have knowledge, good practices, and past lessons learned of UNDP and others informed the project design? (select the option from 1-3 that best reflects this project):
- **3:** Knowledge and lessons learned (gained e.g. through peer assist sessions) backed by credible evidence from evaluation, corporate policies/strategies, and monitoring have been explicitly used, with appropriate referencing, to develop the project's theory of change and justify the approach used by the project over alternatives.
- **2:** The project design mentions knowledge and lessons learned backed by evidence/sources, which inform the project's theory of change but have not been used/are not sufficient to justify the approach selected over alternatives.
- **1:** There is only scant or no mention of knowledge and lessons learned informing the project design. Any references that are made are not backed by evidence.

*Note: Management Action or strong management justification must be given for a score of 1

Evidence

The project is formulated based on the lesson learned from a recent implementing youth employment projects namely multi-media initiative for youth and UN Joint Programme on Youth Employment. The project is already designed based on ethnographic research done by UNDP Cambodia.

3	2
1	

5. Does the project use gender analysis in the project design and does the project respond to this gender analysis with concrete measures to address gender inequities and empower women? (select the option from 1-3 that best reflects this project):
- **3:** A participatory gender analysis on the project has been conducted. This analysis reflects on the different needs, roles and access to/control over resources of women and men, and it is fully integrated into the project document. The project establishes concrete priorities to address gender inequalities in its strategy. The results framework includes outputs and activities that specifically respond to this gender analysis, with indicators that measure and monitor results contributing to gender equality. *(all must be true to select this option)*
- **2:** A gender analysis on the project has been conducted. This analysis reflects on the different needs, roles and access to/control over resources of women and men. Gender concerns are integrated in the development challenge and strategy sections of the project document. The results framework includes outputs and activities that specifically respond to this gender analysis, with indicators that measure and monitor results contributing to gender equality. *(all must be true to select this option)*
- **1:** The project design may or may not mention information and/or data on the differential impact of the project's development situation on gender relations, women and men, but the constraints have not been clearly identified and interventions have not been considered.

*Note: Management Action or strong management justification must be given for a score of 1

Evidence

Gender analysis is taken across the documents. Gender equality is fully considered and promotes in project intervention (components 2 and 3). Gender indicator are also incorporated in the RRF (output indicator 2.4 & 2.5).

3	
1	

6. Does UNDP have a clear advantage to engage in the role envisioned by the project vis-à-vis national partners, other development partners, and other actors? (select from options 1-3 that best reflects this project):
- **3:** An analysis has been conducted on the role of other partners in the area where the project intends to work, and credible evidence supports the proposed engagement of UNDP and partners through the project. It is clear how results achieved by relevant partners will contribute to outcome level change complementing the project's intended results. If relevant, options for south-south and triangular cooperation have been considered, as appropriate. *(all must be true to select this option)*
- **2:** Some analysis has been conducted on the role of other partners where the project intends to work, and relatively limited evidence supports the proposed engagement of and division of labour between UNDP and partners through the project. Options for south-south and triangular cooperation may not have not been fully developed during project design, even if relevant opportunities have been identified.
- **1:** No clear analysis has been conducted on the role of other partners in the area that the project intends to work, and relatively limited evidence supports the proposed engagement of UNDP and partners through the project. There is risk that the project overlaps and/or does not coordinate with partners' interventions in this area. Options for south-south and triangular cooperation have not been considered, despite its potential relevance.

Evidence

The roles of expected partners are clearly defined in the project document (p.17)

*Note: Management Action or strong management justification must be given for a score of 1	

SOCIAL & ENVIRONMENTAL STANDARDS

7. Does the project seek to further the realization of human rights using a human rights based approach? (select from options 1-3 that best reflects this project): • **3:** Credible evidence that the project aims to further the realization of human rights, upholding the relevant international and national laws and standards in the area of the project. Any potential adverse impacts on enjoyment of human rights were rigorously identified and assessed as relevant, with appropriate mitigation and management measures incorporated into project design and budget. *(all must be true to select this option)* • **2:** Some evidence that the project aims to further the realization of human rights. Potential adverse impacts on enjoyment of human rights were identified and assessed as relevant, and appropriate mitigation and management measures incorporated into the project design and budget. • **1:** No evidence that the project aims to further the realization of human rights. Limited or no evidence that potential adverse impacts on enjoyment of human rights were considered. *Note: Management action or strong management justification must be given for a score of 1	3	2
	1	
	Evidence The project is directly address the human rights and inequality issues through promotion and expanding decent employment among young people. The potential adverse impacts on target group is well analysed.	

8. Did the project consider potential environmental opportunities and adverse impacts, applying a precautionary approach? (select from options 1-3 that best reflects this project): • **3:** Credible evidence that opportunities to enhance environmental sustainability and integrate poverty-environment linkages were fully considered as relevant, and integrated in project strategy and design. Credible evidence that potential adverse environmental impacts have been identified and rigorously assessed with appropriate management and mitigation measures incorporated into project design and budget. *(all must be true to select this option)*. • **2:** No evidence that opportunities to strengthen environmental sustainability and poverty-environment linkages were considered. Credible evidence that potential adverse environmental impacts have been identified and assessed, if relevant, and appropriate management and mitigation measures incorporated into project design and budget. • **1:** No evidence that opportunities to strengthen environmental sustainability and poverty-environment linkages were considered. Limited or no evidence that potential adverse environmental impacts were adequately considered. *Note: Management action or strong management justification must be given for a score of 1	3	2
	1	
	Evidence The potential adverse impact on environment is not analysis, however, due to the project focus on youth skill development in which has no direct link to environmental issues.	

9. Has the Social and Environmental Screening Procedure (SESP) been conducted to identify potential social and environmental impacts and risks? The SESP is not required for projects in which UNDP is Administrative Agent only and/or projects comprised solely of reports, coordination of events, trainings, workshops, meetings, conferences and/or communication materials and information dissemination. [if yes, upload the completed checklist. If SESP is not required, provide the reason for the exemption in the evidence section.]	Yes	No
	Refer to completed SESP form	

MANAGEMENT & MONITORING

10. Does the project have a strong results framework? (select from options 1-3 that best reflects this project): • **3:** The project's selection of outputs and activities are at an appropriate level and relate in a clear way to the project's theory of change. Outputs are accompanied by SMART, results-oriented indicators that measure all of the key expected changes identified in the theory of change, each with credible data sources, and populated baselines and targets, including gender sensitive, sex-disaggregated indicators where appropriate. *(all must be true to select this option)* • **2:** The project's selection of outputs and activities are at an appropriate level, but may not cover all aspects of the project's theory of change. Outputs are accompanied by SMART, results-oriented	3	2
	1	
	Evidence The RRF is defined in SMART manner (p.24)	

indicators, but baselines, targets and data sources may not yet be fully specified. Some use of gender sensitive, sex-disaggregated indicators, as appropriate. *(all must be true to select this option)* • **1:** The results framework does not meet all of the conditions specified in selection "2" above. This includes: the project's selection of outputs and activities are not at an appropriate level and do not relate in a clear way to the project's theory of change; outputs are not accompanied by SMART, results-oriented indicators that measure the expected change, and have not been populated with baselines and targets; data sources are not specified, and/or no gender sensitive, sex-disaggregation of indicators. *Note: Management Action or strong management justification must be given for a score of 1		

11. Is there a comprehensive and costed M&E plan in place with specified data collection sources and methods to support evidence-based management, monitoring and evaluation of the project? Comments: The M& E plan is in place and costed, while the final evaluation will be integrated in a thematic evaluation of CO on governance portfolio as a whole.	Yes (3)	No (1)

12. Is the project's governance mechanism clearly defined in the project document, including planned composition of the project board? (select from options 1-3 that best reflects this project): • **3:** The project's governance mechanism is fully defined in the project composition. Individuals have been specified for each position in the governance mechanism (especially all members of the project board.) Project Board members have agreed on their roles and responsibilities as specified in the terms of reference. The ToR of the project board has been attached to the project document. *(all must be true to select this option).* • **2:** The project's governance mechanism is defined in the project document; specific institutions are noted as holding key governance roles, but individuals may not have been specified yet. The prodoc lists the most important responsibilities of the project board, project director/manager and quality assurance roles. *(all must be true to select this option)* • **1:** The project's governance mechanism is loosely defined in the project document, only mentioning key roles that will need to be filled at a later date. No information on the responsibilities of key positions in the governance mechanism is provided. *Note: Management Action or strong management justification must be given for a score of 1	3	2
	1	
	Evidence The project governance structure is clearly defined in the project document with mentioning of specific institutions that holds key functions for governing and implementation. ToR of project board and key management positions also enclosed.	

13. Have the project risks been identified with clear plans stated to manage and mitigate each risks? (select from options 1-3 that best reflects this project): • **3:** Project risks related to the achievement of results are fully described in the project risk log, based on comprehensive analysis drawing on the theory of change, Social and Environmental Standards and screening, situation analysis, capacity assessments and other analysis. Clear and complete plan in place to manage and mitigate each risk. *(both must be true to select this option)* • **2:** Project risks related to the achievement of results identified in the initial project risk log with mitigation measures identified for each risk. • **1:** Some risks may be identified in the initial project risk log, but no evidence of analysis and no clear risk mitigation measures identified. This option is also selected if risks are not clearly identified and no initial risk log is included with the project document. *Note: Management Action must be taken for a score of 1	3	2
	1	
	Evidence The project has identified some potential risks with clear counter measurement.	

EFFICIENT		

14. Have specific measures for ensuring cost-efficient use of resources been explicitly mentioned as part of the project design? This can include: i) using the theory of change analysis to explore different options of achieving the maximum results with the resources available; ii) using a portfolio management approach to improve cost	Yes (3)	No (1)

effectiveness through synergies with other interventions; iii) through joint operations (e.g., monitoring or procurement) with other partners.		
15. Are explicit plans in place to ensure the project links up with other relevant on-going projects and initiatives, whether led by UNDP, national or other partners, to achieve more efficient results (including, for example, through sharing resources or coordinating delivery?)	Yes (3)	No (1)

16. Is the budget justified and supported with valid estimates?	3	2
• **3:** The project's budget is at the activity level with funding sources, and is specified for the duration of the project period in a multi-year budget. Costs are supported with valid estimates using benchmarks from similar projects or activities. Cost implications from inflation and foreign exchange exposure have been estimated and incorporated in the budget. • **2:** The project's budget is at the activity level with funding sources, when possible, and is specified for the duration of the project in a multi-year budget. Costs are supported with valid estimates based on prevailing rates. • **1:** The project's budget is not specified at the activity level, and/or may not be captured in a multi-year budget.	1	
	Evidence The project budget breakdown at activity level with clear itemized costs and timeframe.	

17. Is the Country Office fully recovering the costs involved with project implementation?	3	2
• **3:** The budget fully covers all project costs that are attributable to the project, including program management and development effectiveness services related to strategic country program planning, quality assurance, pipeline development, policy advocacy services, finance, procurement, human resources, administration, issuance of contracts, security, travel, assets, general services, information and communications based on full costing in accordance with prevailing UNDP policies (i.e., UPL, LPL.) • **2:** The budget covers significant project costs that are attributable to the project based on prevailing UNDP policies (i.e., UPL, LPL) as relevant. • **1:** The budget does not adequately cover project costs that are attributable to the project, and UNDP is cross-subsidizing the project. *Note: Management Action must be given for a score of 1. The budget must be revised to fully reflect the costs of implementation before the project commences.	1	
	Evidence Though there is small budget portion to be mobilized, the project budget is sufficiently to cover the mandatory management costs,	

EFFECTIVE		

18. Is the chosen implementation modality most appropriate? (select from options 1-3 that best reflects this project):	3	2
• **3:** The required implementing partner assessments (capacity assessment, HACT micro assessment) have been conducted, and there is evidence that options for implementation modalities have been thoroughly considered. There is a strong justification for choosing the selected modality, based on the development context. *(both must be true to select this option)* • **2:** The required implementing partner assessments (capacity assessment, HACT micro assessment) have been conducted and the implementation modality chosen is consistent with the results of the assessments. • **1:** The required assessments have not been conducted, but there may be evidence that options for implementation modalities have been considered. *Note: Management Action or strong management justification must be given for a score of 1	1	
	Evidence Given the nature of the project aim at piloting new innovative approach to youth employment, the selected Direct Implementation Modality is fit better to allow flexibilities for testing intervention.	

	3	2
	1	

19. Have targeted groups, prioritizing marginalized and excluded populations that will be affected by the project, been engaged in the design of the project in a way that addresses any underlying causes of exclusion and discrimination? • <u>3:</u> Credible evidence that all targeted groups, prioritising marginalized and excluded populations that will be involved in or affected by the project, have been actively engaged in the design of the project. Their views, rights and any constraints have been analysed and incorporated into the root cause analysis of the theory of change which seeks to address any underlying causes of exclusion and discrimination and the selection of project interventions. • <u>2:</u> Some evidence that key targeted groups, prioritising marginalized and excluded populations that will be involved in the project, have been engaged in the design of the project. Some evidence that their views, rights and any constraints have been analysed and incorporated into the root cause analysis of the theory of change and the selection of project interventions. • <u>1:</u> No evidence of engagement with marginalized and excluded populations that will be involved in the project during project design. No evidence that the views, rights and constraints of populations have been incorporated into the project.	Evidence The ethnographic research that is done to inform the formulation of the project provided a platform for targeted youth to directly engage in the design project. In addition, youth representatives were also consulted during project LPAC.	

	Yes (3)	No (1)
20. Does the project conduct regular monitoring activities, have explicit plans for evaluation, and include other lesson learning (e.g. through After Action Reviews or Lessons Learned Workshops), timed to inform course corrections if needed during project implementation?		

	Yes (3)	No (1)
21. The gender marker for all project outputs are scored at GEN2 or GEN3, indicating that gender has been fully mainstreamed into all project outputs at a minimum. *Note: Management Action or strong management justification must be given for a score of "no"	Evidence	

	3	2
22. Is there a realistic multi-year work plan and budget to ensure outputs are delivered on time and within allotted resources? (select from options 1-3 that best reflects this project): • <u>3:</u> The project has a realistic work plan & budget covering the duration of the project *at the activity level* to ensure outputs are delivered on time and within the allotted resources. • <u>2:</u> The project has a work plan & budget covering the duration of the project at the output level. • <u>1:</u> The project does not yet have a work plan & budget covering the duration of the project.	1	
	Evidence The programme has the detail multi-year workplan and budget plan with sufficient resource allocation with a slight amount to be mobilized.	

SUSTAINABILITY & NATIONAL OWNERSHIP

	3	2
23. Have national partners led, or proactively engaged in, the design of the project? (select from options 1-3 that best reflects this project): • <u>3:</u> National partners have full ownership of the project and led the process of the development of the project jointly with UNDP. • <u>2:</u> The project has been developed by UNDP in close consultation with national partners. • <u>1:</u> The project has been developed by UNDP with limited or no engagement with national partners.	1	
	Evidence The project did proper stakeholder consultation to ensure ownership of national partners (MoEYS, MoLVT, NEA)	
	3	2.5

24. Are key institutions and systems identified, and is there a strategy for strengthening specific/ comprehensive capacities based on capacity assessments conducted? (select from options 0-4 that best reflects this project):	2	1.5
	1	
3: The project has a comprehensive strategy for strengthening specific capacities of national institutions based on a systematic and detailed capacity assessment that has been completed. This strategy includes an approach to regularly monitor national capacities using clear indicators and rigorous methods of data collection, and adjust the strategy to strengthen national capacities accordingly. **2.5:** A capacity assessment has been completed. The project document has identified activities that will be undertaken to strengthen capacity of national institutions, but these activities are not part of a comprehensive strategy to monitor and strengthen national capacities. **2:** A capacity assessment is planned after the start of the project. There are plans to develop a strategy to strengthen specific capacities of national institutions based on the results of the capacity assessment. **1.5:** There is mention in the project document of capacities of national institutions to be strengthened through the project, but no capacity assessments or specific strategy development are planned. **1:** Capacity assessments have not been carried out and are not foreseen. There is no strategy for strengthening specific capacities of national institutions.	Evidence The capacity assessment was already done with National Employment Agency and Young Entrepreneur Associations of Cambodia under the scope of another UNDP supported projects and on-going capacity development is in place.	
25. Is there is a clear strategy embedded in the project specifying how the project will use national systems (i.e., procurement, monitoring, evaluations, etc.,) to the extent possible?	Yes (3)	No (1) (N/A)
26. Is there a clear transition arrangement/ phase-out plan developed with key stakeholders in order to sustain or scale up results (including resource mobilisation strategy)? The project has a clear sustainability and scale-up plan (p.22)	Yes (3)	No (1)

Annex [2]. Social and Environmental Screening Template

The completed template, which constitutes the Social and Environmental Screening Report, must be included as an annex to the Project Document. Please refer to the Social and Environmental Screening Procedure and Toolkit for guidance on how to answer the 6 questions.

Project Information

Project Information	
1. Project Title	Promoting Decent Youth Employment in Cambodia
2. Project Number	00109996
3. Location (Global/Region/Country)	Cambodia

Part A. Integrating Overarching Principles to Strengthen Social and Environmental Sustainability

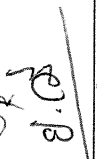| QUESTION 1: How Does the Project Integrate the Overarching Principles in order to Strengthen Social and Environmental Sustainability? |
|---|
| *Briefly describe in the space below how the Project mainstreams the human-rights based approach* |
| Project is designed to directly tackle the human rights and inequality issues in the form of promoting skills development, access to decent jobs and right at works. The project adopted human-right approach through improvement of sectoral and national policies related to youth skills development and employment, policy-oriented researches and advocacy, increase human capital for decent and better employment to support Cambodia's Industry 4.0 transition. The project facilitate young working age Cambodians to participate in the dynamics of rising income from higher value-added manufacturing and services. The project will also coordinate efforts and leverage resources from key stakeholders including government, development partners and private sector to promote social impact investment by young entrepreneurs. |
| *Briefly describe in the space below how the Project is likely to improve gender equality and women's empowerment* |
| The gender equality issue is being analysed and taken into accountant into project approaches particularly under component 2 and 3 which related to skills building. The gender disaggregated indicators also incorporated into Results Resource Frameworks, in which the project aim to achieve at least 50% or target group are women in term skills building and upgrading (output indicator 2.4 and 2.5). |
| *Briefly describe in the space below how the Project mainstreams environmental sustainability* |
| While project will conducts serverall workshop/trainings and confenrences activities throughout the project cycle, the project will make sure to adopt UNDP plastic free event principle. |

Part B. Identifying and Managing Social and Environmental Risks

QUESTION 2: What are the Potential Social and Environmental Risks? _Note: Describe briefly potential social and environmental risks identified in Attachment 1 – Risk Screening Checklist (based on any "Yes" responses) If no risks have been identified in Attachment 1 then note "No Risks Identified" and skip to Question 4 and select "Low Risk". Questions 5 and 6 not required for Low Risk Projects._	QUESTION 3: What is the level of significance of the potential social and environmental risks? _Note: Respond to Questions 4 and 5 below before proceeding to Question 6_			QUESTION 6: What social and environmental assessment and management measures have been conducted and/or are required to address potential risks (for Risks with Moderate and High Significance)?
Risk Description	**Impact and Probability (1-5)**	**Significance (Low, Moderate, High)**	**Comments**	_Description of assessment and management measures as reflected in the Project design. If ESIA or SESA is required note that the assessment should consider all potential impacts and risks._
Risk 1: No risk identified	I = P =			
Risk 2: No risk identified	I = P =			
Risk 3: No risk identified	I = P =			
Risk 4: No risk identified	I = P =			
[add additional rows as needed]				

QUESTION 4: What is the overall Project risk categorization?

Select one (see SESP for guidance)		Comments
Low Risk	☑	
Moderate Risk	☐	
High Risk	☐	

QUESTION 5: Based on the identified risks and risk categorization, what requirements of the SES are relevant?

Check all that apply		Comments
Principle 1: Human Rights	☐	

Principle 2: Gender Equality and Women's Empowerment	☐	
1. Biodiversity Conservation and Natural Resource Management	☐	
2. Climate Change Mitigation and Adaptation	☐	
3. Community Health, Safety and Working Conditions	☐	
4. Cultural Heritage	☐	
5. Displacement and Resettlement	☐	
6. Indigenous Peoples	☐	
7. Pollution Prevention and Resource Efficiency	☐	

Final Sign Off

Signature	Date	Description
QA Assessor Amara Bou	04/04/19	UNDP staff member responsible for the Project, typically a UNDP Programme Officer. Final signature confirms they have "checked" to ensure that the SESP is adequately conducted.
QA Approver Rany Pen	04/04/19	UNDP senior manager, typically the UNDP Deputy Country Director (DCD), Country Director (CD), Deputy Resident Representative (DRR), or Resident Representative (RR). The QA Approver cannot also be the QA Assessor. Final signature confirms they have "cleared" the SESP prior to submittal to the PAC.
PAC Chair Nick Beresford	8.9.15	UNDP chair of the PAC. In some cases PAC Chair may also be the QA Approver. Final signature confirms that the SESP was considered as part of the project appraisal and considered in recommendations of the PAC.

SESP Attachment 1. Social and Environmental Risk Screening Checklist

Checklist Potential Social and Environmental Risks	
Principles 1: Human Rights	Answer (Yes/No)
1. Could the Project lead to adverse impacts on enjoyment of the human rights (civil, political, economic, social or cultural) of the affected population and particularly of marginalized groups?	No
2. Is there a likelihood that the Project would have inequitable or discriminatory adverse impacts on affected populations, particularly people living in poverty or marginalized or excluded individuals or groups? [1]	No
3. Could the Project potentially restrict availability, quality of and access to resources or basic services, in particular to marginalized individuals or groups?	No
4. Is there a likelihood that the Project would exclude any potentially affected stakeholders, in particular marginalized groups, from fully participating in decisions that may affect them?	No
5. Is there a risk that duty-bearers do not have the capacity to meet their obligations in the Project?	No
6. Is there a risk that rights-holders do not have the capacity to claim their rights?	No
7. Have local communities or individuals, given the opportunity, raised human rights concerns regarding the Project during the stakeholder engagement process?	No
8. Is there a risk that the Project would exacerbate conflicts among and/or the risk of violence to project-affected communities and individuals?	No
Principle 2: Gender Equality and Women's Empowerment	
1. Is there a likelihood that the proposed Project would have adverse impacts on gender equality and/or the situation of women and girls?	No
2. Would the Project potentially reproduce discriminations against women based on gender, especially regarding participation in design and implementation or access to opportunities and benefits?	No
3. Have women's groups/leaders raised gender equality concerns regarding the Project during the stakeholder engagement process and has this been included in the overall Project proposal and in the risk assessment?	No
4. Would the Project potentially limit women's ability to use, develop and protect natural resources, taking into account different roles and positions of women and men in accessing environmental goods and services? *For example, activities that could lead to natural resources degradation or depletion in communities who depend on these resources for their livelihoods and well being*	No
Principle 3: Environmental Sustainability: Screening questions regarding environmental risks are encompassed by the specific Standard-related questions below	
Standard 1: Biodiversity Conservation and Sustainable Natural Resource Management	
1.1 Would the Project potentially cause adverse impacts to habitats (e.g. modified, natural, and critical habitats) and/or ecosystems and ecosystem services?	No

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[1] Prohibited grounds of discrimination include race, ethnicity, gender, age, language, disability, sexual orientation, religion, political or other opinion, national or social or geographical origin, property, birth or other status including as an indigenous person or as a member of a minority. References to "women and men" or similar is understood to include women and men, boys and girls, and other groups discriminated against based on their gender identities, such as transgender people and transsexuals.

	For example, through habitat loss, conversion or degradation, fragmentation, hydrological changes	
1.2	Are any Project activities proposed within or adjacent to critical habitats and/or environmentally sensitive areas, including legally protected areas (e.g. nature reserve, national park), areas proposed for protection, or recognized as such by authoritative sources and/or indigenous peoples or local communities?	No
1.3	Does the Project involve changes to the use of lands and resources that may have adverse impacts on habitats, ecosystems, and/or livelihoods? (Note: if restrictions and/or limitations of access to lands would apply, refer to Standard 5)	No
1.4	Would Project activities pose risks to endangered species?	No
1.5	Would the Project pose a risk of introducing invasive alien species?	No
1.6	Does the Project involve harvesting of natural forests, plantation development, or reforestation?	No
1.7	Does the Project involve the production and/or harvesting of fish populations or other aquatic species?	No
1.8	Does the Project involve significant extraction, diversion or containment of surface or ground water? *For example, construction of dams, reservoirs, river basin developments, groundwater extraction*	No
1.9	Does the Project involve utilization of genetic resources? (e.g. collection and/or harvesting, commercial development)	No
1.10	Would the Project generate potential adverse transboundary or global environmental concerns?	No
1.11	Would the Project result in secondary or consequential development activities which could lead to adverse social and environmental effects, or would it generate cumulative impacts with other known existing or planned activities in the area? *For example, a new road through forested lands will generate direct environmental and social impacts (e.g. felling of trees, earthworks, potential relocation of inhabitants). The new road may also facilitate encroachment on lands by illegal settlers or generate unplanned commercial development along the route, potentially in sensitive areas. These are indirect, secondary, or induced impacts that need to be considered. Also, if similar developments in the same forested area are planned, then cumulative impacts of multiple activities (even if not part of the same Project) need to be considered.*	No
Standard 2: Climate Change Mitigation and Adaptation		
2.1	Will the proposed Project result in significant[2] greenhouse gas emissions or may exacerbate climate change?	No
2.2	Would the potential outcomes of the Project be sensitive or vulnerable to potential impacts of climate change?	No
2.3	Is the proposed Project likely to directly or indirectly increase social and environmental vulnerability to climate change now or in the future (also known as maladaptive practices)? *For example, changes to land use planning may encourage further development of floodplains, potentially increasing the population's vulnerability to climate change, specifically flooding*	No
Standard 3: Community Health, Safety and Working Conditions		
3.1	Would elements of Project construction, operation, or decommissioning pose potential safety risks to local communities?	No
3.2	Would the Project pose potential risks to community health and safety due to the transport, storage, and use and/or disposal of hazardous or dangerous materials (e.g. explosives, fuel and other chemicals during construction and operation)?	No

[2] In regards to CO_2, 'significant emissions' corresponds generally to more than 25,000 tons per year (from both direct and indirect sources). [The Guidance Note on Climate Change Mitigation and Adaptation provides additional information on GHG emissions.]

3.3	Does the Project involve large-scale infrastructure development (e.g. dams, roads, buildings)?	No
3.4	Would failure of structural elements of the Project pose risks to communities? (e.g. collapse of buildings or infrastructure)	No
3.5	Would the proposed Project be susceptible to or lead to increased vulnerability to earthquakes, subsidence, landslides, erosion, flooding or extreme climatic conditions?	No
3.6	Would the Project result in potential increased health risks (e.g. from water-borne or other vector-borne diseases or communicable infections such as HIV/AIDS)?	No
3.7	Does the Project pose potential risks and vulnerabilities related to occupational health and safety due to physical, chemical, biological, and radiological hazards during Project construction, operation, or decommissioning?	No
3.8	Does the Project involve support for employment or livelihoods that may fail to comply with national and international labor standards (i.e. principles and standards of ILO fundamental conventions)?	No
3.9	Does the Project engage security personnel that may pose a potential risk to health and safety of communities and/or individuals (e.g. due to a lack of adequate training or accountability)?	No
Standard 4: Cultural Heritage		
4.1	Will the proposed Project result in interventions that would potentially adversely impact sites, structures, or objects with historical, cultural, artistic, traditional or religious values or intangible forms of culture (e.g. knowledge, innovations, practices)? (Note: Projects intended to protect and conserve Cultural Heritage may also have inadvertent adverse impacts)	No
4.2	Does the Project propose utilizing tangible and/or intangible forms of cultural heritage for commercial or other purposes?	No
Standard 5: Displacement and Resettlement		
5.1	Would the Project potentially involve temporary or permanent and full or partial physical displacement?	No
5.2	Would the Project possibly result in economic displacement (e.g. loss of assets or access to resources due to land acquisition or access restrictions – even in the absence of physical relocation)?	No
5.3	Is there a risk that the Project would lead to forced evictions?[3]	No
5.4	Would the proposed Project possibly affect land tenure arrangements and/or community based property rights/customary rights to land, territories and/or resources?	No
Standard 6: Indigenous Peoples		
6.1	Are indigenous peoples present in the Project area (including Project area of influence)?	No
6.2	Is it likely that the Project or portions of the Project will be located on lands and territories claimed by indigenous peoples?	No
6.3	Would the proposed Project potentially affect the human rights, lands, natural resources, territories, and traditional livelihoods of indigenous peoples (regardless of whether indigenous peoples possess the legal titles to such areas, whether the Project is located within or outside of the lands and territories inhabited by the affected peoples, or whether the indigenous peoples are recognized as indigenous peoples by the country in question)? *If the answer to the screening question 6.3 is "yes" the potential risk impacts are considered potentially severe and/or critical and the Project would be categorized as either Moderate or High Risk.*	No

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[3] Forced evictions include acts and/or omissions involving the coerced or involuntary displacement of individuals, groups, or communities from homes and/or lands and common property resources that were occupied or depended upon, thus eliminating the ability of an individual, group, or community to reside or work in a particular dwelling, residence, or location without the provision of, and access to, appropriate forms of legal or other protections.

6.4	Has there been an absence of culturally appropriate consultations carried out with the objective of achieving FPIC on matters that may affect the rights and interests, lands, resources, territories and traditional livelihoods of the indigenous peoples concerned?	No
6.5	Does the proposed Project involve the utilization and/or commercial development of natural resources on lands and territories claimed by indigenous peoples?	No
6.6	Is there a potential for forced eviction or the whole or partial physical or economic displacement of indigenous peoples, including through access restrictions to lands, territories, and resources?	No
6.7	Would the Project adversely affect the development priorities of indigenous peoples as defined by them?	No
6.8	Would the Project potentially affect the physical and cultural survival of indigenous peoples?	No
6.9	Would the Project potentially affect the Cultural Heritage of indigenous peoples, including through the commercialization or use of their traditional knowledge and practices?	No
Standard 7: Pollution Prevention and Resource Efficiency		
7.1	Would the Project potentially result in the release of pollutants to the environment due to routine or non-routine circumstances with the potential for adverse local, regional, and/or transboundary impacts?	No
7.2	Would the proposed Project potentially result in the generation of waste (both hazardous and non-hazardous)?	No
7.3	Will the proposed Project potentially involve the manufacture, trade, release, and/or use of hazardous chemicals and/or materials? Does the Project propose use of chemicals or materials subject to international bans or phase-outs? _For example, DDT, PCBs and other chemicals listed in international conventions such as the Stockholm Conventions on Persistent Organic Pollutants or the Montreal Protocol_	No
7.4	Will the proposed Project involve the application of pesticides that may have a negative effect on the environment or human health?	No
7.5	Does the Project include activities that require significant consumption of raw materials, energy, and/or water?	No

Project Title:	Promoting Decent Youth Employment in Cambodia			Award ID: 00110789			Date: 1 October 2018	

#	Description	Date Identified	Type	Impact & Probability	Countermeasures / Mngt response	Owner	Submitted, updated by	Last Update	Status
1	Limited cooperation and coordination from key partners	1 Oct 2018	Strategic	The project may not realize the ownership by the government counterpart. P=1 I= 3	The project supports outreach capacity of the National Employment Agency which is part of the Ministry of Labour and Vocational Training. And the project will also use the platform provided by the UN Joint Programme on Youth Employment, chaired by the Minister to gain interest and collaboration from key government stakeholders.	Youth Employment Coordinator	Programme Analyst		
2	The private sector does not cooperate and coordinate activities effectively	1 Oct 2018	Strategic	The project may not be able to reach out to its target groups in targeted sectors. P = 2 I = 5	The project will work with actors within the private sector who have demonstrated commitments to improve human resources and skills of young workers. These partners include Phnom Penh SEZ, World Bridge Industrial Park, young entrepreneur associations, etc. Based on the demonstration of successful results, the project seeks to influence and transform other actors in the private sector to invest in their staff capacity.	Youth Employment Coordinator	Programme Analyst		
3	No incentive system for private sector to invest in human resources	1 Oct 2018	Regulatory	The project may experience less participation from private sector. P = 2 I = 2	The project will work with relevant ministries (Ministry of Economy and Finance, and Ministry of Labour) to advocate for an incentive system that encourages private sector to invest in their staff capacity, especially in light of the I4.0.	Youth Employment Coordinator	Programme Analyst		
4	Lack of understanding and willingness from the part of family to invest in youth's education and skill training	1 Oct 2018	Strategic	The enrolment of youth in TVET certification programme may not at scale. P= 3	The project will use multi-media approach and community outreach to raise awareness about economic return of investment in education. This will be based on the study being conducted by UNDP in partnership with CDRI.	Youth Employment Coordinator	Programme Analyst		

#							
5	Programme inputs (funds, human resources, etc.) are not mobilized in a timely fashion	1 Oct 2018	Financial	The project may experience shortage of fund at 3rd year. However, given there is little amount of funding gap, hence, impact is low. P=2 I= 1	The project seeks to avoid this risk by ensuring that procurement of services (individuals, firms) is done in the most efficient manner with due consideration of the need for high levels of expertise to successfully implement the project.	Youth Employment Coordinator	
6	The project's major focus is testing of new approaches for scaling up. However, reflective and timely learning does not take place to effectively incorporate lessons from pilots for successful scaling up.	1 Oct 2018	Strategic	The project may experience time constraint to pilot the models. P=3 I=2	The project places a central focus on "effective learning" to identify what works and what does not work in a timely manner. For this reason, the project conducts regular assessments to rigorously evaluate the design of models applied under the project and to improve the design and implementation approaches, by incorporating lessons learned. The project will make use of the lessons learned for designing a successful approach for scaling up.	Youth Employment Coordinator	Programme Analyst

ANNEX 5a:

(Draft)
Project Board Terms of Reference
of
Promoting Decent Youth Employment in Cambodia

I. Aim

The overall aim of the project board is "to support Cambodia to promote and expand decent employment among youth (15-30 years old) and identify and test avenues for youth to maximize returns on their jobs and income opportunities in the context of Industry 4.0."

The project board will be responsible for making management decisions on a consensus basis for the project when guidance is required by the project manager (National Management Specialist), including revision and approval of project workplan and budget and reports, giving corrected directions and recommendations.

II. Specific Roles and Responsibilities of the Project Board

The specific roles and responsibilities of the project board are listed below.
A. During project implementation stage:
- To provide overall policy guidance on the project's general direction and priorities in the light of evolving circumstances in Cambodia,
- To review the progress on implementation of activities and assess the relevance of the project within the overall context of the national reforms and will propose necessary recommendations to adjust project activities as required,
- To ensure that required resources are committed and arbitrate on any conflicts within the project or negotiate a solution to any problem between the project and external bodies,
- To define for the manager the specific project tolerances within which the manager can operate without intervention from the project board.
- To review and approve quarterly and annual workplans of the project,
- To review and approve biannual and annual reports that will be submitted by the National Management Specialist and make recommendations for following up actions,
- To provide ad-hoc direction and advice for exception situations when project manager's tolerances are exceeded,

B. During the project closure stage:
- Assure that all products and deliverables have been completed satisfactorily,
- Review and approve the end report, and
- Make recommendations for follow up actions and post project review plan.

III. Composition of the Project Board

The project board composition is presented in the table below.

No	Name	Position	Agencies

1	Mr. Nick Beresford	Chair	Country Director, UNDP
2	Mr. Kumilov Maxim	Member	2nd Secretary, Russian Federation Embassy
3	TBD	Member	Directorate General of TVET, MoLVT
4	TBD	Member	Ministry of Education Youth and Sports
5	Mrs. Ly Vouchcheng,	Member	Deputy General, NEA
6	TBD	Member	Youth Representative, UN Youth Advisory Council
7	Mr. Samath Bun	Member	Executive Director, YEAC

IV. Overall Arrangement

The Youth Employment Coordinator will be the secretary to the project board who will work closely with the UNDP Program Analyst to prepare and arrange meetings. The project board meeting will be conducted once per year and ad hoc meetings may be convened upon the request of the Youth Employment Coordinator or of any member. All related documents and meeting agenda and minutes will be prepared and circulated to all chair and members beforehand at least 3 days. Any meeting of the project board can be proceeded with a minimum quorum of at least one representative of each group (executive, senior supplier, and senior beneficiary)

In order to ensure UNDP's ultimate accountability, the board's decisions should be made in accordance to standards that shall ensure best value to money, fairness, integrity transparency and effective international competition. In case a consensus cannot be reached, final decision shall rest with the UNDP Resident Representative.

I. Position Information

Job Title: **Youth Employment Officer**
Type of Contract: Service Contract
Grade: SB4
Reports to: Programme Analyst/Programme and Results Cluster
Duty Station: Phnom Penh

II. Organizational Context

The Kingdom of Cambodia has the youngest population in South East Asia with more than 50 percent of the people below 25 years of age and 20.6 percent between 15 and 24 . Royal Government of Cambodia has embarked in the effort to create decent and productive employment opportunities for the estimated 270,000 new entrants to the labour market every year while at the same time ensuring that young people have access to skills and to quality education and business training in an environment that ensures the respect of their rights at work. There have been remarkable improvements in the last two decades in achieving universal primary education and building up lower secondary education and there has been important progress in poverty reduction. Yet at the same time, the benefits have been unevenly distributed and there has been a growing demographic bulge among the near poor. High levels of vulnerability of the poor and near poor, particularly in rural areas, limit the scope for more inclusive growth. Despite the low unemployment rate of 3.8 percent among persons aged 15-24 , young people are systematically more likely to be unemployed than adults – up to three times more so- while working poverty and informality persist: 81 percent of all jobs are considered vulnerable; 80 percent of enterprises are informal and the majority of people employed in agriculture rely on subsistence farming. As a result, rural-to-urban migration in search for better paid jobs is showing no signs of weakening, as is formal and informal external migration.

To address the critical issue of youth employment in the context of the rapidly growing Cambodian economy and in line with recently enacted National Employment Policy (2015-2025) and National Technical Vocational Education and Training Policy (2017-2025), UNDP is focusing on facilitating young people's entrance to the labour force and their ability to upgrade their skills and move to better jobs while reducing inequalities. The UNDP intervention is multifaceted focusing on improving mobility of youth in the labor market, their soft skills and capacity of RCG to respond to increased demands from the labor market.

III. Functions / Key Results Expected

The **Youth Employment Officer** will work under direct supervision of the Programme Analyst and in close consultation with the ACD-Programme. When needed, the Youth Employment Officer will work closely with key stakeholders including National Employment Agency(NEA), Ministry of Labor and Vocational Training, Ministry of Education Youth and Sports, and other relevant stakeholders for effective implementation of the programmes/projects. The Youth Employment Officer will be

responsible for overall and day-to-day coordination, management and monitoring of the youth employment initiatives as well as ensuring that the initiatives achieve their intended outputs and targets as stated in the annual workplans and programme/project documents.

The Youth Employment Officer will be responsible for the following programmes/project components including UN Joint Programme on Youth Employment and Promoting Decent Youth Employment in Cambodia Project.

In addition, Youth Employment Officer will also coordinate the programmatic activities for new phase of UNDP assistance to Cambodia in the area youth employment to achieve Country Programme Document (CPD) and United Nations Development Assistance Framework (UNDAF) .

The Youth Employment Officer will perform the following 6 key functions:

- ❑ Day-to-day operational and financial management, co-ordination and the delivery of outputs in a timely and efficient manner;
- ❑ Monitoring and evaluation, planning and reporting responsibilities;
- ❑ Ensure effective management of human resources (recruitment and management of programme staff and procurement of services);
- ❑ Develop and maintain effective relations including with all programme partners; ensure coordination with other UN agencies participating in UN Joint Programme
- ❑ Facilitate knowledge building and knowledge sharing and capacity development;
- ❑ Coordinate and facilitate stakeholder's consultations and programming of the new cycle of UNDP assistance to Cambodia in the area of youth employment.

1. **Day-to-day operational and financial management and the delivery of outputs in a timely and efficient manner:**

- Ensure that all activities in all the components are coordinated to i) ensure complementarity and impact; ii) implemented in a timely manner and results are delivered as planned;
- In consultation with UNDP Country Office staff, prepare Annual Work Plans (AWP), Quarterly Work Plans (QWP), and Monitoring and Evaluation plans;
- Overall administration, guidance and supervision of the project staffs and interns;
- Manage and monitor the programmes/projects' issues and risks as initially identified in the Programme Documents appraised by the Local Programme Appraisal Committee, submit new issues and risks to the Programme Board for consideration and decision on possible actions if required, update the status of these issues and risks by maintaining the Programmes/projects' Risks Log and Issues Log;
- Coordinate aspects of data collection, reporting and Monitoring and Evaluation (M&E) aspects of the programmes/projects;
- Ensure full compliance of operations with UNDP rules, regulations and policies and monitoring of achievement of results;
- Ensure the implementation of the effective internal control, proper design and functioning of the financial resources management system;
- Prepare timely, accurate and reliable financial reports – both internal and external;
- Ensure effective management of physical assets of the programme;
- Coordinate and support all activities leading to the annual audit exercise and follow up of the audit recommendations;
- Keep abreast of youth employment policy development trends and dynamics which will impact delivery of the programme and potential follow-up programming.

2. **Monitoring and evaluation, planning and reporting responsibilities:**

- Produce timely programme/project progress reports - both internal and external - following UNDP and programme requirements and established procedures and donors' guidelines where applicable;
- Establish and maintain Programme/projects M&E system and tools and ensure full implementation of the M&E system;
- Oversee the organization of Programme/projects' Board meetings and coordinate all aspects of development of progress reports and other documentation as required;
- Work closely with UNDP CO staff to generate quarterly and annual Combined Delivery Reports (CDR) for signature and presentation to and discussion within the Programme Board;
- Coordinate evaluation exercises as required.

3. **Ensure effective management of human resources (recruitment and management of programme staff and procurement of services):**

- Undertake planning and day-to-day management of programme's human resources;
- Ensure that the programme is optimally staffed;
- Coordinate individual staff work plans, work load and learning plan;
- Guide and oversee the work of the Programme/project staff to ensure full compliance with the implementing rules, regulations, policies and strategies;
- Coordinate all national and international consultants to ensure that contracting processes are in accordance with planned schedules and deliverables;
- Maintain close contact with UNDP Country Office to ensure coordination on human resources administration of both national and international staff, as well as coordinate the recruitment process;
- In close consultation with ACD and Programme Analyst develop Terms of References (TORs) of all required consultants and staff and actively participate in the recruitment process as required.

4. **Develop and maintain effective relations including with all programme partners:**

- Maintain close coordination with the key stakeholders, UN agencies and development partners on all aspects of programmes/project implementation;
- Lead on the coordination with partner UN agencies on behalf of UNDP in UN Joint Programme of Youth Employment
- Liaise with contractors and other responsible partners to ensure programme outcomes are met in a timely manner;
- Support resource mobilization efforts by coordinating the preparation of quality reports and other documents.

5. **Facilitate knowledge building and knowledge sharing and capacity development:**

- Coordinate with programme staff to document best practices and lessons learned on an ongoing basis;
- Contribute to the development of knowledge products, knowledge networks and communities of practice.

6. **Coordinate and facilitate stakeholder's consultations and programming of the new cycle of UNDP assistance to Youth Employment :**

- Establish and maintain close relationship with various stakeholders including Government, development partners, international and national Civil Society Organizations (CSOs), professional associations, academia, think-tanks and private sector;

- Lead and coordinate stakeholder's consultation process;
  Lead and coordinate programming exercise by supervising the work of international and national consultants and liaising with UNDP regional center and Headquarters.

IV. Impact of Results

The key results have an impact on the overall effectiveness and efficiency of UN energy and green growth activities in the country, including short, medium and long-term planning, improved business results and client services.

They also impact on increasing Governments', partners', and civil society and communities' awareness and knowledge of energy and green growth to development, and on the ability for energy and green growth plans and sectoral policies. Accurate analysis, presentation and knowledge sharing promote timely positioning and readjustment of UNDP programme management.

V. Competencies

Core Competencies:
- Promoting Ethics and Integrity / Creating Organizational Precedents
- Building support and political acumen
- Building staff competence, Creating an environment of creativity and innovation
- Building and promoting effective teams
- Creating and promoting enabling environment for open communication
- Creating an emotionally intelligent organization
- Leveraging conflict in the interests of UNDP & setting standards
- Sharing knowledge across the organization and building a culture of knowledge sharing and learning
- Fair and transparent decision making; calculated risk-taking

Functional Competencies:

Advocacy / Advancing Policy Oriented Agenda: preparing information for advocacy
- Identifies and communicates relevant information for a variety of audiences for advocating UNDP's mandate
- Maintains a functioning network of contacts with a variety of stakeholders to promote a better understanding of UNDP's mandate and to support advocacy efforts

Results-based Programme Development and Management: Contributes into results through primary research and analysis
- Assesses project performance to identify success factors and incorporates best practices into project work
- Researches linkages across programme activities to identify critical points of integration
- Monitors specific stages of projects/programme implementation
- Analyses country situation to identify opportunities for project development
- Participates in the formulation of project proposals and ensures substantive rigor in the design and application of proven successful approaches and drafts proposals accordingly

Building Strategic Partnerships: Maintaining a network of contacts
- Maintains an established network of contacts for general information sharing and to remain up-to-date on partnership related issues

- Analyses and selects materials for strengthening strategic alliances with partners and stakeholders
- Establishes and nurtures positive communication with partners

Innovation and Marketing new Approaches: Enhancing processes or products
- Generates new ideas and proposes new, more effective ways of doing things
- Documents and analyses innovative strategies/best practices/new approaches
- Documents bottlenecks, problems and issues, and proposes effective solutions
- Embraces new approaches

Resource Mobilization: Providing inputs to resource mobilization strategies
- Analyses information/databases on potential and actual donors
- Develops a database of project profiles. Identifies opportunities for project proposals for presentation to donors

Promoting Organizational learning and Knowledge Sharing: Basic research and analysis
- Generates new ideas and approaches, researches best practices and proposes new, more effective ways of doing things
- Documents and analyses innovative strategies and new approaches
- Identifies and communicates opportunities to promote learning and knowledge sharing
- Develops awareness of the various internal/external learning and knowledge-sharing resources

Job Knowledge and Technical Expertise: Fundamental knowledge of own discipline
- Understands and applies fundamental concepts and principles of a professional discipline or technical specialty relating to the position
- Possesses basic knowledge of organizational policies and procedures relating to the position and applies them consistently in work tasks
- Identifies new and better approaches to work processes and incorporates the same in his/her work
- Analyses the requirements and synthesizes proposals
- Strives to keep job knowledge up-to-date through self-directed study and other means of learning
- Demonstrates good knowledge of information technology and applies it in work assignments
- Demonstrates in-depth understanding and knowledge of the current guidelines and project management tools and utilizes these regularly in work assignments

Organizational Leadership and Direction

Global Leadership and Advocacy for UNDP's Goals: Preparing information for global advocacy
- Identifies and communicates relevant information for advocacy for UNDP's goals for a variety of audiences
- Maintains a functioning network of contacts in the media and civil society, to promote a better understanding of UNDP's mandate and to support advocacy efforts
- Identifies and takes advantage of opportunities for advocating for UNDP's mandate

Client Orientation: Establishing effective client relationships
- Researches potential solutions to internal and external client needs and reports back in a timely, succinct and appropriate fashion
- Organizes and prioritizes work schedule to meet client needs and deadlines
- Establishes, builds and sustains effective relationships within the work unit and with internal and external clients
- Actively supports the interests of the client by making choices and setting priorities to meet their needs
- Anticipates client needs and addresses them promptly

VI. Recruitment Qualifications

Education:	• Bachelor or Master's degree in Business Administration, Public Administration, Economics, Political Sciences, Social Sciences or other related fields;
Experience:	• Master with at least 3 years or Bachelor with at least 5 years of relevant work experience on issues related to youth employment, empowerment and development related projects; • Solid experience in providing technical support, strategic coordination and establishing inter-relationships with government, development partners and NGOs would be highly desirable; • Proven experiences in proposal development, report writing, resource mobilization, monitoring and evaluation; • Experience in managing project in compliance with the requirement of the donor and other development agencies. Within this context, experience of working within UN agencies, government entities, various development partner agencies in managing donor funds is an asset; • Proven knowledge of the national and international framework and policies in relation to youth employment and youth development; • A sound understanding, and experience in personnel management and in the application of equal employment opportunities and workplace diversity; • Experience in the usage of computers and office software packages.
Language Requirements:	Fluency in spoken and written Khmer and English.

VII. Signatures- Job Description Certification

Incumbent

Name   Signature   Date

Supervisor

Name   Signature   Date

Chief Division/Section

Name   Signature   Date

I. Position Information

Job Code Title:	Cambodian Young Graduate – Project Finance and Admin
Pre-classified Grade:	SB-1
Supervisor:	Youth Employment Officer and under day to day coordination with Programme-Finance Associate

II. Organizational Context

At UNDP, we recognize the important role of young people as one of the significant driving forces for the sustainable development agenda. The Cambodian Young Graduate Programme is therefore designed to encourage and provide opportunities at entry level for Cambodian young graduates to learn, to expose and to contribute to the development and attainment of the sustainable development goals.

Specifically, for this vacancy, UNDP is looking for a young university graduate to work with the youth employment project team to implement the youth employment related works.

Under the guidance from Youth Employment Officer and the Programme-Finance Associate, the incumbent provides administrative and finance support services ensuring high quality of work, ensures accurate, timely and properly recorded/documented service delivery. The incumbent is expected to work as a team in close collaboration with colleagues from other teams as required.

III. Functions / Key Results Expected

Summary of Key Functions:

❑ Provide financial and administrative support to the team for effective planning and implementation of youth employment related projects;

❑ Contribute to knowledge building and knowledge sharing

1. **Provide financial and administrative support to the team for effective planning and implementation of youth employment related projects;**

   - Provide support to the Youth Employment Officer and Programme-Finance Associate in all financial aspects of the project;
   - In close coordination with UNDP Programme-Finance Associate and Youth

Employment Officer, prepare, maintain and revise as necessary financial records for projects;

- Make timely payments of project related commitments, including commitments related to staff and service contracts;
- In close coordination with UNDP Programme-Finance Associate, process all project staff travel and DSA payments, as well as other entitlements and claims;
- In close coordination with UNDP Programme-Finance Associate, ensure appropriate reporting on expenditure;
- Maintain logs, files and updates on all project related finance records.
- Assist the Youth Employment Officer in consultancy- administration, including processing of recruitment, appointment and contract extensions and upkeep of consultancy records;
- Arrange appointment schedules and travels. Organize meetings/workshops and draft correspondence, minutes, etc.;
- Control and safeguard all project assets/liabilities, maintenance of project inventory and reporting including periodic physical counts, inventory tags, and updates;
- Assist in procurement of office supplies/equipment and preparing procurement plan;
- Coordinate travel and accommodation as necessary to support project field work;

2. Contribute to knowledge building and knowledge sharing:

- ❑ Support to project teams in the implementation of various aspects of the projects including events, workshops, and conferences;
- ❑ Participation in the trainings for the operations/projects staff on programme;
- ❑ Contributions to knowledge networks and communities of practice;
- ❑ Collecting and documenting relevant project documents.

IV. Impact of Results

Accurate data and background analysis have an impact on the quality of the design and the implementation.

V. Competencies

OPERATIONAL EFFECTIVENESS

- ☑ Ability to perform a variety of repetitive and routine tasks and duties related to programme support
- ☑ Ability to review data, identify and adjust discrepancies
- ☑ Ability to handle a large volume of work possibly under time constraints
- ☑ Good knowledge of administrative rules and regulations
- ☑ Detailed knowledge and understanding of clerical, administrative, secretarial best practices and procedures, in-depth knowledge of office software applications relating to word processing data management presentation, ATLAS, as required
- ☑ Ability to operate and maintain a variety of computerized business machines and office equipment in order to provide efficient delivery of service
- ☑ Ability to organize and complete multiple tasks by establishing priorities

MANAGING DATA

- ☑ Collects and compiles data with speed and accuracy identifying what is relevant and discarding what is not, records it in an accessible manner and maintains data bases
- ☑ Thoroughly and methodically collects, verifies and records data demonstrating attention to detail and identifying and correcting errors on own initiative
- ☑ Transmits file data; creates and generate queries, reports and documents utilizing databases, spreadsheets, communications and other software packages with speed and accuracy
- ☑ Interprets data, draws conclusions and/or identifies patterns which support the work of others

MANAGING DOCUMENTS, CORRESPONDENCE AND REPORTS

- ☑ Creates, edits and presents information (queries, reports, documents) in visually pleasing, clear and presentable formats such as tables, forms, presentations, briefing notes/books and reports using advanced word processing and presentation functions and basic database and spreadsheet software
- ☑ Edits, formats and provides inputs to correspondence, reports, documents and/or presentations using work processing, spreadsheets and databases meeting quality standards and requiring minimal correction
- ☑ Shows sound grasp of grammar, spelling and structure in the required language
- ☑ Ensures correspondence, reports and documents comply with established UN standards
- ☑ Ability to produce accurate and well documented records conforming to the required standard

PLANNING, ORGANIZING AND MULTI-TASKING

- ☑ Organises and accurately completes multiple tasks by establishing priorities while taking into consideration special assignments, frequent interruptions, deadlines, available resources and multiple reporting relationships
- ☑ Plans, coordinates and organises workload while remaining aware of changing priorities and competing deadlines
- ☑ Demonstrates ability to quickly shift from one task to another to meet multiple support needs
- ☑ Establishes, builds and maintains effective working relationships with staff and clients to

facilitate the provision of support

Promoting learning and knowledge management/sharing is the responsibility of each staff member.

VI. Recruitment Qualifications

Education:	• Bachelor's degree in accounting and finance;
Experience:	• Internship or volunteering experiences (If any); • Proven organizational, financial, inventory, auditing, and budgetary knowledge and skills. • Familiarity with financial and technical rules, regulations and procedures relevant to project implementation are preferable. • Be proactive, flexible and have the ability to works with different teams of the institution; • Experience in the usage of accounting software and office software packages (MS Word, Excel, etc.);
Language Requirements:	Good command of spoken and written Khmer and English.

VII. Signatures- Job Description Certification

Incumbent (*if applicable*)		
Name	Signature	Date
Supervisor		
Name	Signature	Date
Chief Division/Section		
Name	Signature	Date