



Terms of Reference

Overview of the Assignment

Title of assignment:	Review of the Skills Development Programme (SDP) phase 2 Duration of SDP phase 2: 4 years (June 2020-June 2024)
Objectives:	1) Assess relevance, coherence, efficiency, effectiveness, impact and sustainability of SDP phase 2 2) Provide suggestions for design of SDP phase 3 (final phase)
Duration of the assignment	Total 50 working days for the team (international and national expert)
Start date:	01 August 2023
End date:	30 September 2023
Location:	Phnom Penh and SDP target provinces
Number of experts	One international consultant One national consultant

Background

In 2012, SDC opened its cooperation office in Phnom Penh to oversee Switzerland's development cooperation activities in the country. SDC aims at reducing poverty, supporting equitable and sustainable development, and fostering participative and democratic governance whilst improving people's resilience in the wake of the COVID-19 pandemic and increasing impacts from climate change and disasters. The SDC's overall goal for the Swiss Cooperation Programme in the Mekong Region (MRCP) 2022-25 is to enable people, in particular young people, women and disadvantaged groups, to be more prosperous, resilient and better included in development processes. Projects and development activities in Cambodia are implemented along the following three thematic portfolios: (i) inclusive economic development (IED), (ii) governance and citizen participation, (iii) climate change and natural resource management. The Skills Development Programme (SDP) is part of the IED portfolio in Cambodia. It started in 2015 (phase 1) and is currently in its second phase (July 2020-June 2024). A third phase is planned to take place from mid-2024 to 2028. The implementation of the SDP has been mandated by SDC to Swisscontact.

In phase 2 of the SDP Switzerland is consolidating/replicating achievements from phase 1 and scaling up its support to youth and low-skilled workers in poor rural areas to facilitate access to relevant technical and soft skills leading to employment and improved income. Swiss expertise contributes to strengthen the collaboration between the public and private sector in the TVET system as well as its implementation, to improve the TVET management system and to strengthen the role and functioning of the provincial training boards (PTBs). SDP phase 2 aims at the following two outcomes: (i) the Cambodian TVET system is more effective in target provinces as well as at national level through strengthening institutional capacities to develop and inclusive TVET and monitoring system, (ii) disadvantaged young men and women and low-skilled workers have increased their employability. The expected results of the project: overall 12,500 disadvantaged youth and low-skilled workers (50% women) will benefit from the project; 5,500 people will directly benefit from improved access to quality vocational skills training and linkages to employment. 7,000 people will be reached indirectly as SDP increasingly focuses on institutionalization and sustainability by collaborating closely with the Ministry of

Labour and Vocational Training and the Ministry of Tourism. Collaboration with and role of the private sector in TVET will be strengthened with 625 cooperative agreements between TVET training providers and the private sector. 1600 staff from the public TVET sector and the private sector will receive capacity building. The main sectors addressed with SDP include mechanics, construction, electrical work, manufacturing, information and communication technology (ICT), and hospitality.

The project mainly acts as a facilitator of change, working closely with a wide range of stakeholders from the public and private sector at a national and sub-national level. It enhances the capacity of the key stakeholders and institutions to increase ownership and sustainability. In order to reach the objectives, the following four intervention areas have been defined: (i) TVET school development: Strengthening the institutional capacity of provincial training centres (PTCs) and provincial training boards to promote the relevance of TVET delivery, and to respond to labour market needs; (ii) TVET innovation laboratory: Fostering the collaboration between the public and the private sector to address systemic weaknesses through working with the skills development fund, supporting the national digital TVET platform, and improving labour market information and employment services; (iii) Training for disadvantaged youth: Mobilizing various public and private training institutions outside the target provinces to 1) provide quality vocational skills training or short/flexible courses for disadvantaged youth, and 2) link them to gainful employment; (iv) Hospitality Kampuchea: Industry-based hospitality training for low-skilled workers and capacity building for hospitality business owners and managers as well as public service trainers from provincial departments of tourism. The project applies social inclusion and gender equality strategies and promotes the systematic integration of gender at the policy, institutional, and training delivery level.

In phase 2 SDP continues its work in the 3 provinces of Preah Viehar, Stung Treng and Kratie from phase 1, but also initiated working in Mondulkirri and Ratanakiri. In the hospitality sector to another five provinces (Pursat, Battambang, Pailin, Banteay Meanchey and Oddor Meanchey).

Objectives of the Review

The objective of the assignment is to review the implementation and performance of SDP phase 2 and to recommend potential changes in strategy and approaches for the design of its last phase 2024-2028. The review will therefore support SDC, Swisscontact and relevant stakeholders in designing SDP phase 3. To this end, the review team will

- 1) Assess relevance, coherence, efficiency, effectiveness, impact and sustainability of SDP phase 2¹
- 2) Provide suggestions for design and development of SDP phase 3. Phase 3 will be the final phase and the budget will be less.

Scope

The consultant team will perform the following tasks:

1. Review SDP documents, such as the SDP Project Document including the Logframe, annual reports, Yearly Plans of Operation (YPO), minutes of Steering Committees and government documents related to TVET.
2. Elaborate the concept note for the review, detailing 1) methodology - including a list of more specific questions/aspects identified by the consultant team (based on the review of documents), 2) work plan, 3) reporting template and 4) the proposed field visits, in close coordination with SDC Cambodia and the SDP implementing partner Swisscontact.
3. Interview and exchange with relevant stakeholders, such as selected representatives of the government partners, TVET schools, training providers and the private sector (particularly,

1 These are the OECD's DAC criteria for evaluating development assistance. Detailed descriptions of the criteria can be found at:

<http://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm>

- employers who have hosted internships for SDP learners, who employ SDP graduates or low-skilled workers), graduates, learners, SDC partners and development partners
4. Analyse each intervention area and intervention strategy with respect to the various review criteria (see objective 1).
 5. Assess the effectiveness and efficiency of the implementation modalities, including subcontracting the government and training providers for delivering the training and provide suggestions for the sustainability of the selected interventions and the project.
 6. Evaluate the strategic focus of the project, providing recommendation for the design of phase 3 building on lessons learnt from the current phase; which interventions should be continued / merged or discontinued, which interventions should be further strengthened and how.
 7. Summarise the findings, conclusions and recommendations in the review report. The report should include:
 - a summary of the review's findings with respect to the criteria (see objective 1)
 - recommendations for elaboration of phase 3 (see objective 2)

Review questions

Relevance

1. To what extent have the objectives and the core design elements of the intervention (such as the theory of change, structure of the project interventions, choice of services and intervention partners) adequately reflected and addressed the needs and priorities of the target group?
2. To what extent have SDP interventions addressed the needs of female young learners? To what extent were the measures to address the needs of women relevant?
3. What market-oriented professions are more relevant to young women in the next phase?
4. Does the project address the "right" (most relevant in a labour market perspective) sectors and professions in the target provinces?
5. To what extent has the programme contributed to addressing the challenges of the labour market and decent employment for youth?
6. To what extent the programme has selected the right people and partners to support through different interventions?

Coherence

1. To what extent are SDP interventions compatible with other SDC projects (consistency, complementarity and synergies) in Cambodia?
2. To what extent are the interventions compatible with interventions of other actors (bilateral and multilateral donors, private sector, UN, NGOs etc.)?
3. To what extent is the programme relevant to and coherent with the strategic priorities of RGC's specific policies and plans? To what extent is SDP supporting the Government in implementing its policies and plans? How should SDP further strengthen its interventions to be institutionalized into the government programme?

Effectiveness

1. To what extent are the approaches/strategies adequate and effective to achieve the intended results?
2. Is the project on track in terms of achieving outputs and outcomes?
3. How effective is the monitoring system to monitor and measure results?
4. To what extents has SDP achieved its intended results related to transversal themes; gender, governance and conflict sensitive programme management (CSPM)?
5. How effective is the collaboration between the SDP and government institutions and the private sector?
6. What constraints have been being experienced and to what extent have they been hampering the achievement of expected results and desired change?

7. Which specific interventions and with which partners should be continued/strengthened/re-oriented to support youth and low-skilled workers to access skills development and decent employment and which interventions/partners should be discontinued?

Efficiency

1. To what extent have the interventions delivered the results (outputs, outcomes) cost-effectively? How efficient and effective is the project set-up including number of staff and their location in the field and in Phnom Penh
2. To what extent has SDP delivered the results (outputs, outcomes) within the intended timeframe or reasonably adjusted timeframe?
3. To what extent have management, monitoring and steering mechanisms supported efficient implementation?
4. Are the various training modalities effective and efficient, including sub-contracting government as training providers? What should be improved or changed?
5. What are the comparative advantages and added value of SDP, making differences in addition to or in comparison to other skills development projects in Cambodia? How have these advantages been leveraged to optimize the results?
6. To what extent have the government and the private sector made contributions to the project implementation?
7. What synergies and resources from the government, private sector and development project should be mobilized to enhance the efficiency and effectiveness of the project?

Impact

1. To what extent has SDP generated or is expected to generate 'higher-level effects' as defined in the design document of the intervention at policy, institutional and target population levels?
2. What needs to be done to increase the impact of the programme and to better measure the impact?
3. Did specific parts of the intervention have a greater impact than others?
4. Are employers receiving interns or employing graduates satisfied with the SDP-supported training programmes? Do they see any differences between employees trained by SDP supported trainings and the other employees?

Sustainability

1. To what extent are the government and private sector partners capable and motivated (technical capacity, ownership) to continue activities to achieving the outcomes in the view of gradual phasing out of SDP support? What evidence is there that the achieved effects will continue after the completion of the project?
2. How effectively has the programme built the necessary capacity of government and private sector institutions (national partners, sub-national partners and implementing partners)? How effectively has the programme built ownership and capacity of key stakeholders?
3. Which specific interventions have proven significant potential for sustainability and scalability? Which specific interventions depend on ongoing project funding?
4. What shall be the key strategic direction and interventions of the project in the next phase? What viable joint initiatives should SDP invest to bring driving force/strategic partners for sustainability? For example, co-designing and joining with government projects (loan, public budget)?
5. Which institutions (government and private sector) play a critical role for the sustainability of the project interventions?

Evaluation process and methods

The assignment will consist of the following steps:

- 1) Desk review of project documents, progress reports, internal review, meeting minutes, communication materials, relevant national strategies and policies
- 2) Briefing with SDC and the SDP implementation team
- 3) Meeting with stakeholders in Phnom Penh and in the target provinces
- 4) De-briefing with SDC and the SDP implementation team
- 5) Reporting – consisting of the production of a draft report and, after feedback from SDC, the delivery of the final report.

Deliverables and duration (deadlines are set, number of days per task and distribution between team is indicative)

Deliverables	Deadline	Days intl. expert	Days national expert
Inception report concept submitted to SDC - Review of relevant documents - Collect and review the relevant government strategies in the field of TVET and labour markets	15.08.2023	3	3
Review mission in Cambodia - Conduct consultation meetings and interview both at national and sub-national level	08.09.2023	12	12
Draft review report - Draft the review report - Facilitate and present the findings to SDC and SDP team	15.09.2023	7	7
Final review report - Finalize the review report, incorporating SDC's comments	29.09.2023	3	3
Total		25 days	25 days

Note for deliverables:

1. Concept note outlining the review scope and methods, review objectives and questions, potential respondents, sampling, deliverables and work plan, review report outline and desk review.
2. A succinct but comprehensive narrative report in English, max 20 pages excluding annexes, containing the executive summary (<2-3 pages); brief background and review methodology; structured findings; conclusions and concrete recommendations for the design of the third phase. The annexes shall include assessment grid, ToRs of the review, interview guide, list of interviewed stakeholders, documents reviewed.

Competency profile of the consultant team

This assignment is to be executed by a team combining international and national experts. The international expert will act as team leader and sign the contract on behalf of the team. We highly encourage a gender balanced team. The team will comprise the following competencies:

- Advanced university degree (Masters or higher) in international development, public policy, development economics, business or other relevant field
- In-depth knowledge of SDC policies on TVET and long-standing experience with the Swiss approaches to TVET globally, including dual vocational training
- Profound understanding of ecosystem of labour market and vocational training by both consultants. Knowledge of TVET concepts and systems including linkages to private sector, labour market and employment.
- Solid experience in project evaluation and project design

- In-depth knowledge and experience of vocational skills development and profound knowledge of the relevant stakeholders and the TVET landscape and policies in Cambodia by the national expert
- Strong analytical capacities and strategic thinking
- Strong commitment to deliver in time and high-quality, i.e. a credible report that can be used for improving strategic decisions.
- In-depth knowledge of gender equality, governance and of conflict-sensitive programme management
- Ability to work on own initiative as well as a member of a team
- Strong communication skills, in writing as well as in communication with various stakeholders.
- Excellent English language skills

Management and Reporting Arrangements

- The consultant team will report to the Head of Programme Inclusive Economic Development at SDC Phnom Penh. They will work closely with the SDC national programme manager. Swisscontact will assist in the organisation of meetings with key stakeholders.
- SDC and Swisscontact will provide the consultant team with all needed documents and information. Briefing, de-briefing meetings will be organized in coordination with SDC.

Application procedure

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

1. Letter of interest (cover letter) with indication of applicant's ability and availability
2. CV of team members (max 3 pages)
3. 1-2 reports of similar assignments, and
4. Financial proposal (daily fees, traveling, workshop and other costs). Please provide the draft budget with the overall costs for the assignment. The SDC budget template will be provided later.

Please note that the travel costs shall be calculated based on economy class fare regardless of the length of travel. Costs will be formulated in US\$.

Deadline: **30 June 2023**

Contracting

The contract will be awarded by the Swiss representation office in Cambodia following an analysis of technical and financial proposals received in response to the terms of reference.

Assessment of offers and decision from SDC: Mid July 2023

Contract: End of July 2023

Start of assignment: 1st August 2023

More information about the SDP, please go to [Skills Development Programme](#)

Annex 1:**Documents to be provided:**

- SDP reports, YPOs, reports and minutes
- SDP Prodoc
- SDC Mekong Cooperation Programme 2022-2025
- National TVET policy
- TVET strategic action plan 2019-2023
- ToRs of National Training Board and Provincial Training Board
- TVET documents (tbc)

Assessment grid (version July 2021)

Note: this assessment grid is used for evaluations and internal assessments of SDC or SECO financed projects and programs (hereinafter jointly referred to as an 'intervention'). It is based on the OECD Development Assistance Committee evaluation criteria.² If specific results are not yet measurable at the time of the assessment, it requires analysing the likelihood of achieving impact and sustainability. All applicable sub-criteria should be scored and a short explanation should be provided. Additional sub-criteria may be added.

Select the corresponding number (0-4) representing your rating of the sub-criteria in the column "score": 0 = not assessed; 1 = highly satisfactory; 2 = satisfactory; 3 = unsatisfactory; 4 = highly unsatisfactory

- **Highly satisfactory (HS)** – there were no shortcomings in relation to the intervention’s relevance, coherence and efficiency; the objectives at outcome level were fully achieved or exceeded and are likely to have a significant impact, which will be sustained in the future.
- **Satisfactory (S)** – There were moderate shortcomings in relation to the intervention’s relevance, coherence and efficiency. Most intended objectives at outcome level were achieved (or for mid-term: are likely to be achieved). The likelihood of achieving intended impact or sustainability of the intervention’s benefits is reasonable.
- **Unsatisfactory (U)** – There were important shortcomings in relation to the intervention’s relevance, coherence and efficiency, in the achievement of its objectives (N.B. if outputs are achieved, but do not result in the expected outcomes, consider rating relevance and/or effectiveness as unsatisfactory). The likelihood of achieving intended impact or sustainability of the intervention’s benefits is questionable.
- **Highly unsatisfactory (HU)** - There were very severe shortcomings in relation to the operation’s relevance, coherence and efficiency. Intended objectives have not been achieved, achievement of intended impact or sustainability of benefits are highly unlikely.
- **Not assessed (na)** – The criteria statement cannot be assessed. Please explain and provide details in the justifications section.

Title of the evaluated intervention: [Click here to enter intervention title.](#)
 Evaluation type: [Click here to enter evaluation type.](#)
 Evaluator(s): [Click here to enter assessor\(s\)' name.](#)
 Date of the evaluation: [Click to select a date](#)

Key aspects based on DAC criteria	Score	Justification (Provide a short explanation for your score or why a criterion was not assessed)
Relevance Note: the assessment here captures the relevance of objectives <u>and</u> design <i>at the time of design and at time of evaluation</i>		
1. The extent to which the objectives of the intervention respond to the needs and priorities of the target group.	select	Click here to enter text.

² For more guidance see: Better Criteria for Better Evaluations. Revised Evaluation Criteria. Definitions and Principles for Use, OECD/DAC Network on Development Evaluation, 2019.

Key aspects based on DAC criteria	Score	Justification (Provide a short explanation for your score or why a criterion was not assessed)
2. The extent to which the objectives of the intervention respond to the needs and priorities of indirectly affected stakeholders (not included in target group, e.g. government, civil society, etc.) in the country of the intervention.	select	Click here to enter text.
3. The extent to which core design elements of the intervention (such as the theory of change, structure of the project components, choice of services and intervention partners) adequately reflect the needs and priorities of the target group.	select	Click here to enter text.
If an additional sub-criteria is relevant please formulate it here	select	Click here to enter text.
Coherence		
4. Internal coherence: the extent to which the intervention is compatible with other interventions of Swiss development cooperation in the same country and thematic field (consistency, complementarity and synergies).	select	Click here to enter text.
5. External coherence: the extent to which the intervention is compatible with interventions of other actors in the country and thematic field (complementarity and synergies).	select	Click here to enter text.
If an additional sub-criteria is relevant please formulate it here	select	Click here to enter text.
Effectiveness		
6. The extent to which approaches/strategies during implementation are adequate to achieve the intended results.	select	Click here to enter text.
7. The extent to which the intervention achieved or is expected to achieve its intended objectives (outputs and outcomes).	select	Click here to enter text.
8. The extent to which the intervention achieved or is expected to achieve its intended results related to transversal themes.	select	Click here to enter text.
If an additional sub-criteria is relevant please formulate it here	select	Click here to enter text.
Efficiency		

Key aspects based on DAC criteria	Score	Justification (Provide a short explanation for your score or why a criterion was not assessed)
9. The extent to which the intervention delivers the results (outputs, outcomes) cost-effectively.	select	Click here to enter text.
10. The extent to which the intervention delivers the results (outputs, outcome) in a timely manner (within the intended timeframe or reasonably adjusted timeframe).	select	Click here to enter text.
11. The extent to which management, monitoring and steering mechanisms support efficient implementation.	select	Click here to enter text.
If an additional sub-criteria is relevant please formulate it here	select	Click here to enter text.
Impact		
12. The extent to which the intervention generated or is expected to generate 'higher-level effects' as defined in the design document of the intervention. Note: when assessing this criterion, the primary focus is the intended 'higher-level effects'. In the event that <i>significant</i> unintended negative or positive effects can be discerned, they must be specified in the justification column, especially if they influence the score.	select	Click here to enter text.
If an additional sub-criteria is relevant please formulate it here	select	Click here to enter text.
Sustainability		
13. The extent to which partners are capable and motivated (technical capacity, ownership) to continue activities contributing to achieving the outcomes.	select	Click here to enter text.
14. The extent to which partners have the financial resources to continue activities contributing to achieving the outcomes.	select	Click here to enter text.
15. The extent to which contextual factors (e.g. legislation, politics, economic situation, social demands) is conducive to continuing activities leading to outcomes.	select	Click here to enter text.
If an additional sub-criteria is relevant please formulate it here	select	Click here to enter text.

Additional information (if needed): [Click here to enter text.](#)