

Evaluation of the Generation Future Programme 2021 and 2022

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Exchange Square, 5th floor

Bldg. no. 19&24 Street 106, Sangkot Wat Phnom, Khan Daun Penh, Phnom Penh

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For further information, please contact:

United Nations Children's Fund

Exchange Square, 5th floor,

Bldg. no. 19&24 Street 106, Sangkot Wat Phnom, Khan Daun Penh, Phnom Penh

Email: phnompenh@unicef.org

Website: <http://www.unicef.org.kh>

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Executive Summary

Generation Future Programme

The Generation Future programme (referred to as ‘the programme’ hereafter) was implemented by UNICEF Cambodia in 2021 as a pilot and continued in 2022 as a complete programme. It had the goal of engaging more young people as change-makers by providing them with the skills, confidence and opportunities they needed to create positive change in their communities. The budget of the programme in 2021 was about USD 80,000 and that in 2022 just under USD 160,000.

The programme had 15 mentees in 2022 (and 13 in the 2021 pilot). Each mentee was matched with a mentor; about half of the mentors in 2022 worked in the private sector. Each mentee implemented a social impact project on a social issue that they chose according to a plan that they designed. All mentees were given technical support, guidance and advice by their mentors, UNICEF Cambodia and other partners. Volunteers (95 in 2021 and 128 in 2022) were recruited by the mentees to help implement the projects. The programme organised training sessions on 19 topics for the mentees (and some volunteers in selected sessions) to help them develop 21st Century Skills; these sessions were provided by private sector contributors, UNICEF Cambodia and other partners. Each project had access to a seed fund of up to USD 2,000 for its implementation.

The youth-led projects engaged young people both online (on UNICEF Cambodia communication channels and dedicated pages of the projects on social media platforms) and in-person (in events and in schools). A total of 5,752 youth ‘participants’ were directly and actively engaged by the mentee-led projects. 27,820 young people were involved as ‘supporters’ who promoted and/or encouraged others to engage in activities of the mentees’ projects. In the school implementation component of the programme, 6 of the projects went into 18 schools in Siem Reap Province to conduct activities for a total of 898 students (counting towards the 5,752 supporters) on the social issues that these projects addressed. These schools used a skills-based syllabus (i.e., Local Life Skills, or LLS), and the visits to them were arranged by UNICEF Cambodia.

A large-scale event, the World Children’s Day celebration event, marked the end of a programme cycle; high-profile figures from multiple sectors of the country were invited to attend the event that showcased the mentees’ projects.

Evaluation of the Programme

The evaluation is commissioned by UNICEF Cambodia and conducted by Dr Alvin Leung, an independent international consultant. It uses the six Organisation for Economic Cooperation and Development Assistance Committee’s (OECD DAC) evaluation criteria to assess the relevance, effectiveness, efficiency, coherence, (early) impact and sustainability of the Generation Future programme. The evaluation includes an additional criterion on gender equality, equity and human rights. It adheres to the United Nations Evaluation Group Norms and Standards for Evaluation amongst other international guidelines for research and ethics.

The evaluation examined the contribution that the private sector has made to the programme, the changes in the lives of the children and youth who have been part of the programme, and the impact that these youth have brought to their communities and other youth around them. Based on the findings, the evaluation provides key recommendations on (a) the value of the programme for UNICEF Cambodia; (b) the architecture of the programme; and (c) the best ways to scale, extend and sustain the programme in the future. The primary users of the evaluation are UNICEF Cambodia, programme implementing partners, mentors and mentees of the Generation Future programme (rights holders), the Ministry of Education, Youth and Sport (MoEYS; particularly at the province level in Siem Reap) (duty bearer), and private sector contributors.

The evaluation is based on the programme’s theory of change reconstructed by the consultant in collaboration with the core programme team at UNICEF Cambodia. The evaluation used contribution analysis approach, which used the theory of change to assess the relationships between programme inputs, outputs and outcomes. The evaluation adopted a non-experimental, mixed method research design. It also adopted a participatory approach in all its stages to ensure that young people and other stakeholders were adequately involved and informed.

The evaluation collected primary data using feedback forms, interviews and focus group discussions with 139 individuals, including mentees, mentors, youth volunteers, students and teachers at schools that used the LLS syllabus, officials of the MoEYS, private sector contributors, UNICEF Cambodia staff, and staff of the implementing partner. The data collection took place in January and February 2022; most of the data collection activities were conducted in person in Phnom Penh and Siem Reap of Cambodia, with a small number of them conducted online. The evaluation also reviewed programme documents, data and budget as well as relevant policy documents and literature. Primary data collected from various stakeholders and secondary data were triangulated in an iterative analysis process.

Key Evaluation Findings

Based on the data collected, the evaluation had the following findings, organised by the six OECD DAC criteria and the additional criterion on gender equality, equity and human rights.

Relevance

The programme was relevant and responsive to the key national policies on education and youth development, in particular the Education Strategic Plan and the National Policy on Youth Development. It was also relevant to the needs of adolescents and youth in Cambodia. Young people participating in the programme agreed that they developed 21st Century Skills and that these skills developed were what they needed and would be helpful in their study, work and daily lives. The youth-led approach has proven strong in ensuring relevance: most social issues chosen by the mentees were very relevant to the Cambodian youth, as demonstrated in the large number of participants and supporters that the projects engaged. A small number of social issues selected (e.g., introduction of IT sector jobs) were less relevant to young people in rural contexts, though.

The programme was largely relevant to the programme's mentors and its private sector contributors. The matching between mentees and mentors ensured that most mentors could work on relevant projects with young people with similar interests. Representatives of the private sector contributors interviewed opined that, by providing training sessions to young people, they contributed towards fulfilling corporate social responsibilities.

Coherence

The programme was coherent – and did not overlap – with similar programmes of other development partners. The Generation Future programme focused more on online campaigning, skills development for youth, and youth participation, while the programmes of other development partners emphasised more the provision of support to start-ups and promotion of entrepreneurship education.

The programme had the necessary linkages with the private sector for contributing to achieving programme outputs and outcomes. These linkages benefited the participating adolescents and youth directly as well as helped UNICEF Cambodia build new relationships with private sector partners and provided them with an entry point to collaborate with UNICEF. Yet, the Phnom Penh-centric positioning of the programme could have been improved to provide valuable experiences to young people in the provinces where similar opportunities were very limited.

The programme has been consistent with other interventions and activities of UNICEF Cambodia. The linkages that the programme had with multiple sections/strategy of UNICEF Cambodia were somewhat productive. The most productive linkage was the one with the Adolescent Development and Participation (ADAP) strategy, as the programme contributed to the work of ADAP by increasing young people's capacity to participate meaningfully in their communities and by providing an enabling environment for participation and increasing youth engagement. The linkage with the Education Section was productive, but the contribution made by the programme to the Education Section was small in scale; the evaluation also found that the programme's outputs and outcomes were not well aligned with those of the Education Section.

Effectiveness

The programme was overall effective in achieving its three outcomes.

First, young people were sufficiently engaged in actively addressing social issues that impacted them (outcome 1). Mentees were provided a high level of support from the core programme team as well as high quality training from UNICEF Cambodia, other development partners and private sector contributors on a wide range of topics. The available seed fund (up to USD 2,000 for each mentee-led project) was crucial to implement the projects. The mentors chosen for the mentees and their projects were suitable and highly relevant, and most mentor-mentee relationships were very productive. The technical expertise, seniority and influence of the mentors were conducive to project implementation, ensuring that the social issues were addressed and that the projects gained attention from young people in the country. Youth volunteers provided instrumental technical support to project implementation; they themselves also gained valuable skills and experience that would be useful for them not only for study and work but also to potentially lead actions that address social issues. The school implementation component and the online engagement very effectively expanded the reach of the programme. The programme to some extent inspired the school students to participate in addressing social issues more actively through their other learning activities in the LLS syllabus.

Second, the programme was somewhat effective in improving access to stable employment opportunities for young people (outcome 2). The programme helped mentees gain confidence in creating positive change, broadening professional networks and improving knowledge in project areas or themes; mentees believed that these benefits would be useful in furthering their study and subsequently finding jobs. Volunteers, although less involved compared to mentees, also agreed that the skills and confidence gained would help them in studying. Since the skills gained were in demand in the labour market, it could be inferred that the programme was contributing to improving the access to employment through skills training. It is nonetheless worth noting that this outcome was limited to mainly mentees and volunteers because: (a) the training was provided only to them; and (b) the involvement from other target groups (i.e., participants and supporters) was not significant enough for the evaluation to conclude that their access to employment was improved.

Third, the programme was effective in increasing opportunities for young people to contribute to civic decision making (outcome 3). This was primarily achieved by: (a) enabling and supporting (including on skills development) mentees and volunteers in running their projects (linked to outcome 1); (b) creating online spaces for youth participation; (c) raising awareness of social issues among young people; and (d) showcasing to stakeholders, including senior government officials and other influential members of society, young people's success in addressing social issues through online platforms and in events and subsequently seeking to open more opportunities for youth participation.

Efficiency

The economic efficiency of the programme was high considering the large number of young people reached (33,000+) by the programme and its relatively small budget (< USD 160,000). The evaluation found that the seed fund and mentoring together brought the most impact on young people and children in the most cost-efficient manner. The training bootcamp, wherein intensive skills development sessions were provided, also offered great value for money.

The operational efficiency in implementing the programme across sections needs improvement. In particular, the cross-section linkages appeared to have been hampered by the unclear responsibilities of the sections of UNICEF Cambodia involved; this caused minor delays in implementation and frustration among the staff involved. Moreover, the implementing partner was not managed properly, resulting in failures in recruiting volunteers from a multi-provincial youth organisation and in seed fund management.

(Early) impact

The programme successfully formed a network of talented young people who are agents of change; they are equipped with the right skillsets and hands-on experience to make changes in communities. This network can be useful for UNICEF Cambodia in furthering its work on youth empowerment and participation. The programme also built work relationships with mentors, many of which are influential individuals in the government, private sector and NGOs. The programme experience of working with mentors and private sector contributors, on the one hand, demonstrated that the private sector in Cambodia can be engaged to provide

very specific technical support and, on the other, provided an entry point for the private sector to collaborate with UNICEF Cambodia on youth development. Also, the unique strategies of the programme on enabling youth-led online campaigns and on creating online spaces for youth participation were very conducive to promoting youth participation and to reaching many young people in the country. Also, it can be inferred from the above that the programme improved UNICEF Cambodia's brand visibility among young people and the private sector.

That said, the contribution of the programme to the country programme of UNICEF Cambodia was evident but indirect, limiting the programme's impact. The evaluation finds that the contribution was mainly made to higher level goals but not to the specific outcomes (and their indicators) set for the work areas and sections of the country office. Another factor limiting the early – and potential – impact of the programme was the unrealised institutionalisation and scaling attempts, including that on building partnership with a multi-province youth network and that on connecting the programme with a government initiative on youth participation and volunteerism.

Sustainability

It is very likely that the programme's contribution to mentees and volunteers on the individual level will sustain; such contribution includes the skills improved, knowledge acquired, confidence gained and networks extended. As for the impact made on students and other participants, the evaluation cannot conclude confidently that it will sustain because the programme's interaction with them was relatively brief.

Some youth-led projects may not continue and their impact may therefore not sustain; this was because some mentees needed to focus on their study and would like to discontinue their projects, despite some continuation support offered by the programme team.

On the programme level, the planned – yet not materialised – institutionalisation efforts negatively impacted the programme's prospect and sustainability. The sustainability of the benefits brought by the school implementation component of the programme was questionable mainly because the programme had no institutional partners in this regard. These weaknesses can be attributed to the programme's short history and limited resources to create conditions for sustainability.

Gender equality, equity and human rights

Gender equality has been carefully considered by the programme in its design and implementation; it was evident that the programme contributed to ensuring gender equality: a few youth-led projects chosen had an explicit focus on ensuring gender equality and challenged gender norms and stereotypes that could limit girls' and young women's equal access to and participation in certain sectors of the economy of Cambodia.

The programme's design sought to use mechanisms to ensure equity (e.g., working with a multi-provincial youth network that engaged young people from disadvantaged backgrounds). Such attempts nonetheless were of limited success, and that negatively impacted the programme's ability to directly engage young people from marginalised and disadvantaged backgrounds. Some human rights issues, such as climate change, children's oral health and nutrition, were adequately addressed by the youth-led projects, but the evaluation found that some most urgent human rights issues identified in the country programme remained untouched by the programme.

Key Conclusion and Recommendations

Considering the programme's achievements and results, the evaluation concludes that the Generation Future programme should be continued.

The evaluation found that the most impactful programme components were the seed funds given to the youth-led social impact projects and the mentorship provided by influential individuals in Cambodia. However, it is evident that the programme cannot be significantly scaled only by increasing the number of projects, mentees and mentors unless there is a major increase of human and financial resource input.

Therefore, in expanding and scaling the programme, UNICEF Cambodia should aim to: (a) reach more young people, particularly those in marginalised and disadvantaged communities and outside Phnom Penh, without overwhelming the mentees and the core programme team; (b) deepen the engagement with participants, in particular students in schools that used the LLS syllabus, given the success of the school implementation component; (c) utilise existing infrastructure of the government by stepping up the programme's early institutionalisation efforts; and (d) devise plans to capitalise on the connections built particularly those with the private sector.

Considering the above and based on the findings, the evaluation made the following 8 recommendations. Recommendations 1 and 2 are on volunteer recruitment. Recommendations 3 and 4 are on school implementation and the programme's presence outside Phnom Penh. Recommendation 5 is on private sector engagement. Recommendations 6, 7 and 8 are on programme management.

1. **Map the youth networks in Phnom Penh and select provinces to support an improved outreach process.** This will help the core programme team identify channels to better advertise volunteering opportunities under the social impact projects. Working with local youth networks can help establish longer lasting relationships and leverage their local knowledge to reach young people from marginalised and disadvantaged communities in volunteer recruitment. These networks can also be used in inviting applications for being mentees.
2. **Establish the connection between the programme and the Volunteer for My Community (VMC),** a government initiative to promote youth development and participation. This will, on the one hand, help expand the reach of the programme and increase the diversity of the volunteers and, on the other, make an important step in institutionalising part of the programme.
3. **Introduce ‘quotas’ for mentees based in select provinces and strengthen core programme team support for them.** This means that a fixed number of mentees chosen must be ‘from’ and residing in the select provinces during the implementation of their social impact projects. This is to ensure that the selected mentees – and hopefully their volunteers – are not all based in Phnom Penh (as this has limited the reach of the programme). More importantly, having mentees in the select provinces allow them to work with target schools much earlier and in multiple occasions. These mentees should still receive the same opportunities to attend the training bootcamp and benefit from mentorship and training sessions.
4. **Establish connections with Youth Councils in Phnom Penh and select provinces.** The connections will further strengthen mentees' projects, as the Youth Councils can be engaged and/or consulted with in multiple components (e.g., mentee recruitment, volunteer recruitment, campaigning, school implementation) to further expand the reach of the programme and diversify the backgrounds from which mentees and volunteers come.
5. **Study how to best capitalise on the connections built with the private sector** by consulting with participated individuals and studying companies' corporate social responsibility (CSR) policies. The findings will contribute to devising a more relatable approach to engaging the private sector. It is also important to consider the long-term objectives of engaging the private sector in the Cambodian context.
6. **Position the programme either under the Deputy Representative Office (with one section acting as the Secretariat) or under ADAP (with a significant increase in stable funding to ADAP).** One concern that the new positioning should address is the availability of funding and human resources that can be dedicated to the programme, as the programme cannot scale on the current allocated human resources (1.5 staff members) and budget (<USD 160,000). Another concern that this new positioning should address is the cross-section linkages (see the following recommendation) for better operational efficiency and accountability.
7. **Reinforce cross-section linkages.** The aims of the reinforcement are to: (a) align the objectives of the programme with those of the projects/activities under the sections involved; (b) define the contribution to be made by the programme to the sections involved; (c) establish agreement on what and how the sections involved should contribute in return; (d) dedicate resources to keep to the agreement; and (e) ensure accountability.

8. **Strengthen the partnership with the Child Rights Coalition Cambodia (the implementing partner).** In response to the failures on volunteer recruitment and seed fund management, it is advisable to strengthen the partnership with the CRC-Cambodia (which managed a multi-provincial youth network) and improve the capacity of the partner. The CRC-Cambodia must also be given adequate resources; monitoring indicators must be clearly defined to ensure its accountability.

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List of Acronyms

ADAP	Adolescent Development and Participation
ADB	Asian Development Bank
AYRG	Adolescent and Youth Reference Group
COVID-19	Coronavirus Disease 19
CP	Child Protection
CRC-Cambodia	Child Rights Coalition Cambodia
DAC	Development Assistance Committee
EAPRO	East Asia and Pacific Regional Office
EQ	Evaluation questions
ESP	Education Strategic Plan
FGD	Focus group discussion
FTE	Full-time equivalent
GF	Generation Future
HEI	Higher education institute
ILO	International Labor Organization
KII	Key informant interview
LLS	Local Life Skills
OECD	Organisation for Economic Co-operation and Development
MISTI	Ministry of Industry, Science, Technology and Innovation
MoEYS	Ministry of Education, Youth and Sport
NEET	Not in education, employment or training
RGC	Royal Government of Cambodia
SDG	Sustainable Development Goal
STEM	Science, technology, engineering and mathematics
ToC	Theory of change
ToR	Terms of reference
UN	United Nations
UN-ESCAP	United Nations Economic and Social Commission for Asia and the Pacific
UN-SWAP	United Nations System-Wide Action Plan
UNDP	United Nations Development Programme
UNEG	United Nations Evaluation Group
UNICEF	United Nations Children's Fund
UNV	United Nations Volunteer
USAID	United States Agency for International Development
USD	United States Dollars
WCD	World Children's Day

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1. Introduction

This report presents findings, conclusions and recommendations of the evaluation of the Generation Future programme.

The Generation Future programme was implemented by UNICEF Cambodia in 2021 as a pilot and in 2022 as a full programme. It had the goal of engaging more young people as change-makers by providing them with the skills, confidence and opportunities that they need to create positive change in their communities.

The purpose of the evaluation is to assess the relevance, effectiveness, efficiency, coherence, (early) impact and sustainability of the Generation Future programme. The evaluation provides key recommendations on: (a) the value of the programme for UNICEF Cambodia; (b) the programmatic architecture of the programme; and (c) the best ways to scale, extend and sustain the programme in the future. It examined the contribution that the private sector made to Generation Future, the changes on the lives of the children and youth who have been part of the programme, and the impact that these youth have brought to their communities and other youth around them.

The evaluation is summative in that it provides an overall judgement on the programme, and formative in that it provides feedback on how well the different components of the programme are working.

The evaluation covers the period between August 2021 (when the programme was first implemented) and January 2023 (which falls in the data collection period). The timing of this evaluation aims to inform UNICEF and other stakeholders on the progress of the programme and lessons learned, and to present recommendations for future project adjustment. The primary data collection with 139 individuals took place in January 2023 and February 2023.

The evaluation was commissioned by UNICEF Cambodia. It was conducted and led by Dr Alvin Leung, the International Consultant for the evaluation assignment. He is referred to as 'the consultant' and 'the evaluator' in this report. Ms Kimputhvitheavy Vonn worked as an Evaluation Assistant to Dr Leung; she provided Khmer language support and administrative support during the data collection phase. Dr Leung and Ms Vonn form the 'evaluation team' mentioned in this report.

The report is structured as follows. Chapter 1 introduces the report. Chapter 2 provides the context and background to the evaluation. Chapter 3 presents the evaluation purpose, objectives and scope. Chapter 4 introduces the evaluation approach and methodology. Chapter 5 presents the findings of the evaluation, organised by the 6 OECD DAC evaluation criteria and an additional criterion on gender equality, equity and human rights. Chapter 6 discusses the main evaluation conclusions and lessons learned. Chapter 7 offers recommendations based on the evaluation findings. Annexes include: evaluation matrix; data collection tools; consent forms, term of reference of the evaluation; ethical review approval; the inception report approved; and the revised theory of change.

2. Background to and Object of Evaluation

2.1 Background to Evaluation

This section sets out the background to the evaluation, including the Cambodia context and its policy landscape. It covers three themes/concepts that are most relevant to the Generation Future programme: skills development and education, youth development and participation, and entrepreneurship education.

2.1.1 Context

Cambodia has one of the youngest populations in south-east Asia, with a third of its 16 million people under the age of 15 years and a fifth between the ages of 15 and 24 years. This dynamic and highly mobile population is poised to enter the work force and could be a major contributor to sustainable development and economic growth¹.

Over the past two decades, Cambodia has undergone a significant transition, reaching lower middle-income status in 2015 and aspiring to attain upper middle-income status by 2030. Driven by garment exports and tourism, Cambodia's economy has sustained an average growth rate of 8% between 1998 and 2018, making it one of the fastest-growing economies in the world. The national GDP per capita increased for about 7 times from USD 253 in 1993 to around USD 1,591 in 2021², despite the recent setback brought by the COVID-19 pandemic.

There have also been significant improvements made to Cambodia's education system. School enrolment rate has increased over the two decades; the school enrolment rates in 2018 are 90% (primary) and 38% (secondary). The system, however, has been impacted by the pandemic, the situation analysis conducted by UNICEF Cambodia estimates that 5% of young people aged 10-24 years old completely missed their education during the pandemic, which led to months long closure of schools.

2.1.2 Skills Development and Education

Whilst the growth of the economy and the development of the country over the last two decades are encouraging (despite the recent negative impact of the pandemic on the education system), there remain challenges regarding **skills development**. One key challenge is the mismatch between the skills learnt in schools and the skills needed by employers.

A study conducted by the ADB and the ILO³ in 2015 concluded that skills among young people did not match with employers' needs in Cambodia. In other words, the country's education system was not helping young people develop skills that were needed in the labour market. The study accordingly advocated a coordinated approach wherein private enterprises would be involved in providing education to help 'close the skills gap'. It also recommended providing nonformal and lifelong learning outside schools as well as ensuring information flows among students, schools and employers.

Another study, conducted by the World Bank⁴ in 2018, came to a similar conclusion that Cambodia's education system was not producing a future labour force that will be able to meet country's future job challenges. It stressed the need for building a skills development system that can incorporate socio-behavioural skills (e.g., creativity, innovation, leadership) and higher-order cognitive skills (e.g., critical thinking, problem solving, reasoning). It also underlined the need for incentivising private enterprises to play a more prominent role in providing, guiding and advocating for a demand-driven skills development system.

The findings above indicate a need for providing skills development opportunities to young people in Cambodia in formal, informal and nonformal education settings. There is also a need to engage the private

¹ United Nations, World Population Prospects: The 2017 Revision, Key Findings and Advance Tables. Working Paper No. ESA/P/WP/248 (2017).

² World Bank Data. <https://www.worldbank.org/en/home>

³ ADB, & ILO. (2015). *Addressing the Skills Gap: Employment diagnostic study—Cambodia*.

⁴ World Bank. (2018). *Cambodia's Future Jobs: Linking to the economy of tomorrow*.

sector in youth skills development, as this can help match the skills learnt in education settings with the skills needed in entering the labour market and/or starting one's own business. Coordination among young people, the government, the private sector, development agencies and other stakeholders is also key to success.

The involvement of the private sector in skills development and education has since been written into key government strategies including the Rectangular Strategy and the Education Strategic Plan – both published in 2018. The Royal Government of Cambodia (RGC) stated in the Rectangular Strategy⁵ that it would increase education's response to labour market demand and livelihoods. It also pledged to design programmes to incite entrepreneurship and to continue to promote the life skills programme for young people.

The Education Strategic Plan 2019-2023⁶ is a major guiding document of the RGC on education. The secondary and technical education sub-sector in the Education Strategic Plan is most pertinent to the Generation Future programme. The strategy for this sub-sector specifies the need for involving development partners and the private sector in school development planning, promotion of lifelong learning and provision of learning opportunities including those for the development of 21st Century Skills and other transferrable skills. More specifically, there is a strategy (1.2) on expanding partnerships between schools and the private sector on skills requirements and one (2.1) on meeting the 21st Century Skills frameworks.

Despite the attempts of the RGC and other stakeholders, adolescents and youth reported to UNICEF Cambodia in a 2020 situation analysis survey⁷ that the skills they had learnt in school were not useful for their daily lives. Only 15% of in-school adolescent and youth felt that most of the skills learnt were useful in their everyday lives. Adolescent and youth also expressed that they had limited capacity to meet the corporate world's needs and those of the society more broadly due to the skills gap. It is nonetheless worth noting that the situation analysis was conducted only 2 years after the aforesaid strategies were devised; major changes made to skills development and education systems take time to accomplish.

In view of the current situation and in line with government strategies, UNICEF Cambodia's country programme 2019-2023 is committed to increasing the access to inclusive, equitable, relevant and quality education that promotes lifelong learning⁸. It is also committed to engaging the private sector, schools and communities to help adolescents and youth reach their full potential and use innovation to address issues that impact young people of Cambodia.

2.1.3 Youth development and participation

The RGC has multiple strategies and frameworks in place to ensure **youth⁹ development and participation**. For example, the MoEYS established a nation-wide network of Youth Councils for upper secondary schools and has the National Council for Youth Development, which has been implementing programmes and activities including a youth volunteer programme and vocational skills programme. Spaces for youth participation in government programmes were also evident in the widespread efforts of the RGC to encourage and support volunteerism. Also, the RGC developed the National Policy on Cambodia Youth Development in 2011 to promote youth participation and to help young people become good citizens.

Despite these efforts, UNICEF Cambodia's situation analysis in 2020 found that youth participation in the development process and general programme development and implementation was lacking. It found that young people, both male and female, reported still having limitations to their social and community participation, including attending classes, workshops and social events. While young people and students took part in activities in the education sector, no activity had been reported to be headed by the youth themselves. Only 11% of responding young people said that they expressed their views and opinions or exchanged ideas with someone, a group of people or an organisation in the preceding 12 months.

⁵ RGC. (2018). *Rectangular Strategy for Growth, Employment and Efficiency: Building the foundation toward realizing the Cambodia Vision 2050—Phase IV*.

⁶ MoEYS. (2019). *Education Strategic Plan 2019-2023*.

⁷ UNICEF. (2020). *The Adolescents and Youth Situation Analysis in Cambodia*.

⁸ UNICEF Cambodia. (2018). *UNICEF Cambodia Country Program*.

⁹ UNICEF defines: adolescents as persons between the age of 10 and 19 years; youths as persons between the age of 20 to 24 years; and young people as persons between the age of 10 to 24 years. Youth is defined in the RGC's National Policy on Cambodia Youth Development as those between 15 and 30 years old.

The findings above prove the need for further empowering and engaging young people to contribute to – and even lead – policy discussions and civic decision-making. UNICEF Cambodia has been working with young people and the government through implementing the Adolescent Development and Participation (ADAP) cross-sectoral strategy; it also involves young people in some programme design and evaluation activities. One priority action under the ADAP¹⁰ is the use of Local Life Skills (LLS) syllabus¹¹ that introduced a subject where students are guided to create a project or find solutions to everyday scenarios as well as to explore and learn from their local context. According to the syllabus, students are given support to develop 21st Century Skills in the LLS subject¹². The syllabus was developed by the Department of Curriculum Development with the support of UNICEF Cambodia (which also co-organised teacher training sessions in the last 2 years); it was being implemented in select schools in 7 provinces of Cambodia, including Siem Reap Province, as of January 2021.

2.1.4 Entrepreneurship education

Another work area that is relevant to the Generation Future project is **entrepreneurship education**. Currently, entrepreneurship education in Cambodia is mainly provided in higher education institutes (HEIs). According to a report published by the UN-ESCAP and the MISTI (a relatively new ministry)¹³ in 2021, most of the 118 HEIs in Cambodia offer business-related courses, with a recent emphasis on entrepreneurship education. HEIs are also considered an important component in the nascent entrepreneurial ecosystem; they run dozens of start-up programmes and host incubators and innovation labs¹⁴. Multiple development partners, such as the EU, ILO and USAID, and private enterprises, such as Smart Axiata and EZECOM, are involved in supporting the development of the ecosystem. In addition, the government established in the last 5 years the USD 5-million Entrepreneurship Development Fund and an Entrepreneurship Promotion Centre.

There are nonetheless several weaknesses facing entrepreneurship education in Cambodia. The UN-ESCAP/MISTI report stated that coaching was limited in scale and structure, although young local entrepreneurial role models and innovation centre provided some support. Also, public universities reported a lack of meaningful partnerships with other stakeholders in the start-up ecosystem. Girls' relatively limited participation in STEM fields, and hence in innovation, was also an issue (this is partly because innovation is deemed by the government as closely related to STEM). Lastly, the skills gap mentioned earlier was also considered a hindrance to nurturing entrepreneurs in Cambodia¹⁵. The Generation Future programme's design responded to some of these systemic weaknesses, for instance, by developing young people's transferrable skills and by supporting youth-led projects that promote gender equity in STEM fields.

2.2 Object of Evaluation

The Generation Future programme has the **goal of engaging more young people as change-makers by providing them with the skills, confidence and opportunities that they need to create positive change in their communities**. It supports young people through training, personalised mentorship and seed funding to bring their own ideas to reality.

2.2.1 Programme Pilot in 2021

The programme was run as a pilot by the Communication Team of UNICEF Cambodia between August 2021 and November 2021 with a budget of USD 80,218. It started as a communication and outreach campaign.

¹⁰ UNICEF Cambodia. (2021). *Note for Record: Adolescent Development and Participation Cross-Sectoral Programme Review*.

¹¹ Department of Curriculum Development. (2019). *Local Life Skills Implementation Guides for Teachers and School Management: Applying life skills through real world experiences*.

¹² The syllabus aims to develop the following 12 skills: creativity; problem solving; critical thinking; self-management; resilience; communication; cooperation; negotiation; and decision making.

¹³ UN-ESCAP, & MISTI. (2021). *The Science, Technology and Innovation Ecosystem of Cambodia*.

¹⁴ Khieng, S., Mason, S., & Lim, S. (2019). *Innovation and Entrepreneurship Ecosystem in Cambodia: The roles of academic institutions (No. 118; Working Paper Series)*. Cambodia Development Resource Institute (CDRI).

¹⁵ A recent survey found that Cambodian university students scoring higher in self-assessment on innovativeness, risk-proactiveness and critical thinking are more likely to have the intention of becoming entrepreneurs. See You, S. K., Leung, A., Song, S., (January 2023). *Entrepreneurial Intentions and Behaviours of Cambodian University Students*. Cambodia Development Resource Institute (CDRI) Working Paper Series No. 136.

The programme pilot had **13 mentees** (10 females and 3 males) aged between 18 and 24; each mentee ran a project of their choice and could access a seed fund of up to **USD 2,000** to implement the project. All mentees were also offered regular support, guidance and advice on project management and problem solving. Each mentee was **matched with a mentor** (11 in total, with 2 of them mentoring more than 1 mentee). During the 15-week project planning and implementation period (August 2021 to November 2021), the mentors and mentees were advised to meet on a weekly basis to discuss the projects. Handbooks were developed by UNICEF Cambodia to guide the discussions.

Also, the mentees were provided **training** delivered by UNICEF Cambodia and its partners; these training sessions were on a wide range of skills, including communication skills, problem solving skills and teamwork. In addition, mentees had the opportunities to extend their professional networks as well as to gain project and professional exposure through UNICEF Cambodia's digital channels.

The programme pilot had five themes, and each mentee-led project fell into one or more of the five themes. The themes are: (a) health; (b) education; (c); the environment; (d) mental health; and (e) equality.

The programme was – and still is – closely connected to the World Children’s Day (WCD) (celebrated globally on 20 November) event organised by UNICEF Cambodia. The design of the programme was partly inspired by how WCD events brought stories of Cambodian children to the forefront. More importantly, programme mentees were given the opportunity to present their projects in the high-profile WCD 2021 event, where they also formally ‘graduated’ from the programme. In addition, digital channels and social media were utilised to provide exposure for the projects.

The programme pilot had the following three **objectives**:

1. To provide mentorship and support to up to 10 (later adjusted to 13) Cambodian young people with visions to ‘become change-makers’, equipping them with the resources to develop their skills and ideas into tangible projects.
2. To engage influencers and thought leaders on issues around youth empowerment and youth development.
3. To position UNICEF Cambodia as an organisation empowered by young people.

The programme pilot was internally assessed, with a report written, in December 2021. The pilot’s strategies, results and overall effectiveness were examined. The assessment found that the programme **pilot achieved its three objectives**. Other key **findings of the internal evaluations** are as follows:

- Mentees improved their knowledge, technical skills and soft skills.
- The programme pilot provided new opportunities for both mentees and youth volunteers.
- The We Are Generation Future (later renamed Generation Future) Facebook group created a new youth engagement entry point, with over 800 people joined as members as of December 2021.
- The programme pilot successfully engaged influencers and the wider public on youth development.
- Mentees achieved a combined social media following of 25,780 across all platforms, with one mentee achieving over 100,000 views on his mental health video as of December 2021.
- The programme pilot amplified young people’s voices and positioned UNICEF as an organisation empowered by young people. The collective impressions of WCD social media post reached almost 2.3 million as of December 2021.

The internal assessment report identified a few **challenges** regarding the programme pilot’s implementation. They include: (a) limited staff resources for implementation; (b) seed fund distribution (which was managed by Child Rights Coalition Cambodia (CRC-Cambodia), a partner of UNICEF Cambodia); and (c) social media campaign management including that of co-creating content with mentees.

2.2.2 Programme in 2022

Having proven that the programme pilot had traction and achieved its objectives, UNICEF Cambodia continued the Generation Future programme as a complete programme in June 2022. Its annual budget was increased to about USD 160,000. The funding was from the Australian Government through the Australian

NGO Cooperation Program (ANCP). Following the pilot and its internal assessment, the core programme team revised the programme's objectives. The three objectives for the 2022 programme and their indicators are presented in Table 1.

Table 1 Generation Future programme (2022) objectives and output indicators

Objective 1: To provide mentorship and support to 15 Cambodian young people with visions to become 'change-makers', equipping them with the resources to develop their skills and ideas into viable 'social good', sustainable projects.		
Output Indicators	Target	Achieved
1.1. Number of new Generation Future mentees onboarded as part of the 2022 cohort.	15	15 (F: 11; M: 4)
1.2. Number of 'social good' mentee projects developed.	15	15
1.3. Number of mentee projects to continue following the end of the programme. ¹⁶	/	7*
1.4. Mentees' skills and confidence notably developed or improved from the start to end of the programme.	/	Yes
Objective 2: To increase youth civic engagement across Cambodia by reaching a minimum of 2,000 young people as volunteers, participants or supporters for mentees' projects.		
Output Indicators	Target	Achieved
2.1. Number of young people engaged as mentee project group members and/or active volunteers.	110	128 (F: 73; M: 55)
2.2. Number of young people engaged as participants ¹⁷ through mentees' online and/offline project activities.	2,000 (combined)	5,752 (F: 2,340; M: 1,581)
2.3. Number of young people engaged as supporters ¹⁸ through mentees' online and/offline project activities.		27,820
2.4. Generation Future has been integrated into U-Report activities ¹⁹ .	/	No
Objective 3: To engage a minimum of 10 influencers and thought leaders, including Government / Ministry representatives and key development partners, on Generation Future and issues around youth empowerment and youth development.		
Output Indicators	Target	Achieved
3.1. Number of high-profile figures ²⁰ onboarded as actively engaged mentors.	10	12
3.2. Number of high-profile figures attending the WCD celebration event.	10	19
3.3. Number of high-profile figures participating or supporting mentee projects (not including mentors).	10	10
3.4. Generation Future has engaged the Ministry of Education, Youth and Sport (MoEYS) and has been integrated into Volunteer for My Community (VMC) ²¹ activities.	/	No

¹⁶ There was no target set according to the project documents. *7 of the 14 mentees responding indicated in feedback forms distributed as part of this evaluation that they would continue their projects, 5 'maybe', and the remaining 'no'.

¹⁷ 'Participants' was defined as those who were directly and actively engaged with the mentee-led projects. beneficiaries, including joining workshops and events.

¹⁸ 'Supporters' was defined as those who promoted or encouraged others to engage in mentee activities (e.g., sharing opportunities, campaign posts, media pieces etc). No data on supporters' gender was available, as many of them were supporters on social media platforms, which do not always collect gender data.

¹⁹ U-Report is a social messaging tool and data collection system developed by UNICEF to improve citizen engagement, inform leaders, and foster positive change.

²⁰ 'High-profile figures' was defined as social media influencers/celebrities, high-ranking ministry officials, Ambassadors, UN representatives, leaders of development and large private sector organisations/companies.

²¹ Volunteer for My Community (VMC) is a project run by the MoEYS that aims to promote volunteerism among young people in Cambodia. Participants receive training on skills and support on implementing volunteering projects. There is a competition towards the end to select a small number of projects to be given financial support for continuation.

In addition to the revised objectives, there were some other changes made to the programme after the pilot; these changes were informed by young people's feedback and the findings of the internal assessment. The most significant changes were:

- The programme's **implementation period** was **lengthened** from 15 weeks to 6 months (June to November 2022), with some training sessions and ongoing support extended to February 2023.
- The **number of mentees increased** from 13 in the pilot to 15 (11 females and 4 males).
- The **five** themes were consolidated into **three**: (a) education; (b) the environment; and (c) health.
- Applicants were required to submit a project plan and budget plan, which were not needed in the pilot. Written responses were needed in 2022 in either Khmer or English; this contrasted the 2021 application process wherein videos and voice notes were allowed.

The programme in 2022 adopted four **scale-up strategies**.

- From a youth engagement initiative to a **multi-sectoral initiative**.
 - The programme in 2022 added a component on engaging school students through the Local Life Skills (LLS) syllabus. The LLS syllabus is implemented by the MoEYS, with support from UNICEF Cambodia's Education Section, in schools in seven provinces including Siem Reap Province. It aims to develop the 21st Century Skills through inquiry-based, project-based learning. This component of the Generation Future programme intended to broaden the reach of the programme and extended the support networks.
 - The programme intended to use the existing partnerships with the Adolescent and Youth Reference Group (AYRG) and the Child Rights Coalition Cambodia (CRC-Cambodia) to recruit young volunteers for the mentee-led projects. It aimed to create peer-to-peer linkages between mentees and members of the AYRG.
- Increased **co-design** and **co-creation** opportunities.
 - The programme in 2022 aimed to engage volunteer youth advisors at various points, for instance, on designing the mentee application and mentor selection processes, selecting themes for training, and planning the World Children's Day event.
- From individual to **community-based** approach.
 - The programme sought to help mentees and volunteers involve the communities wherein the projects were implemented. It expected that mentees would act as amplifiers, influencing, sharing knowledge with and creating new opportunities for their volunteers. The aim of this approach was to enable volunteers to upskill in areas that would appeal to future employers and to improve their abilities to participate actively in their communities.
- Making **partnerships** a cornerstone.
 - The programme aimed to build and strengthen UNICEF Cambodia's partnership with the private sector. It intended to connect the mentees with professional experts and influential spokespeople, who would provide mentorship and support for mentees' projects.
 - The programme aimed to invite private firms to provide training for mentees²².
 - The programme sought to connect mentees to businesses, schools and international NGOs with the aim to create synergies between their projects and the work of those organisations.
 - The programme sought to establish connections with creative and media agencies, aiming to support young people to showcase their projects and gain exposure. The connections were expected to provide mentees with resources and capacity to grow their projects more effectively and sustainably while allowing them to influence and inspire a wider youth audience.

To summarise, the programme in 2022 had the following components:

Table 2 Generation Future programme (2022) components

Component	Details	Timeframe
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²² By contrast, the training in the 2021 pilot was mainly provided by the development sector and with social media influencers.

Component	Details	Timeframe
Mentorship	One-to-one mentoring sessions were provided by mentors with technical expertise in the mentees' chosen subject/area. The mentors and mentees were advised to meet weekly during the implementation period. (Mentors received a handbook, joined an introduction session at the start of the programme, and all but two joined the training bootcamp (mentioned below) networking sessions and the World Children's Day event. They were also offered one-to-one support provided by the core programme team.)	June 2022 to November 2022
Seed funding	Each mentee had access to a seed fund of up to USD 2,000 to support the development of their project. The money was managed and distributed by the programme partner CRC-Cambodia.	August 2022 to November 2022
Mentee training, including those provided in bootcamp	Training and capacity building sessions (19 in total) ²³ were provided by UNICEF Cambodia and partners to the mentees and other young people engaged in the Generation Future programme. Ten (10) of the training sessions were provided in a 1.5-day bootcamp at the beginning of the mentee-led project designing and implementation period.	June 2022 to February 2023
Volunteer recruitment	Mentees recruited and onboarded volunteers (128 in 2022) to support them with project development. Mentees in turn provided volunteers opportunities to learn new skills and build their knowledge and capacity.	June 2022 to November 2022
Campaign	Mentees and their projects were highlighted through dedicated social media posts on UNICEF Cambodia channels.	June 2022 to November 2022
School implementation	Six pre-selected mentees were supported to implement their projects in 18 schools in Siem Reap Province. 898 students participated in mentee-led activities.	September 2022 to November 2022
Online supporters / youth engagement	Young people were engaged as online supporters (27,520 in 2022) of mentees projects. They were connected to new opportunities through online platforms, including the Generation Future Facebook Group.	June 2022 to January 2023
World Children's Day (WCD)	Mentees' projects were showcased at the UNICEF's World Children's Day celebration event.	November 2022

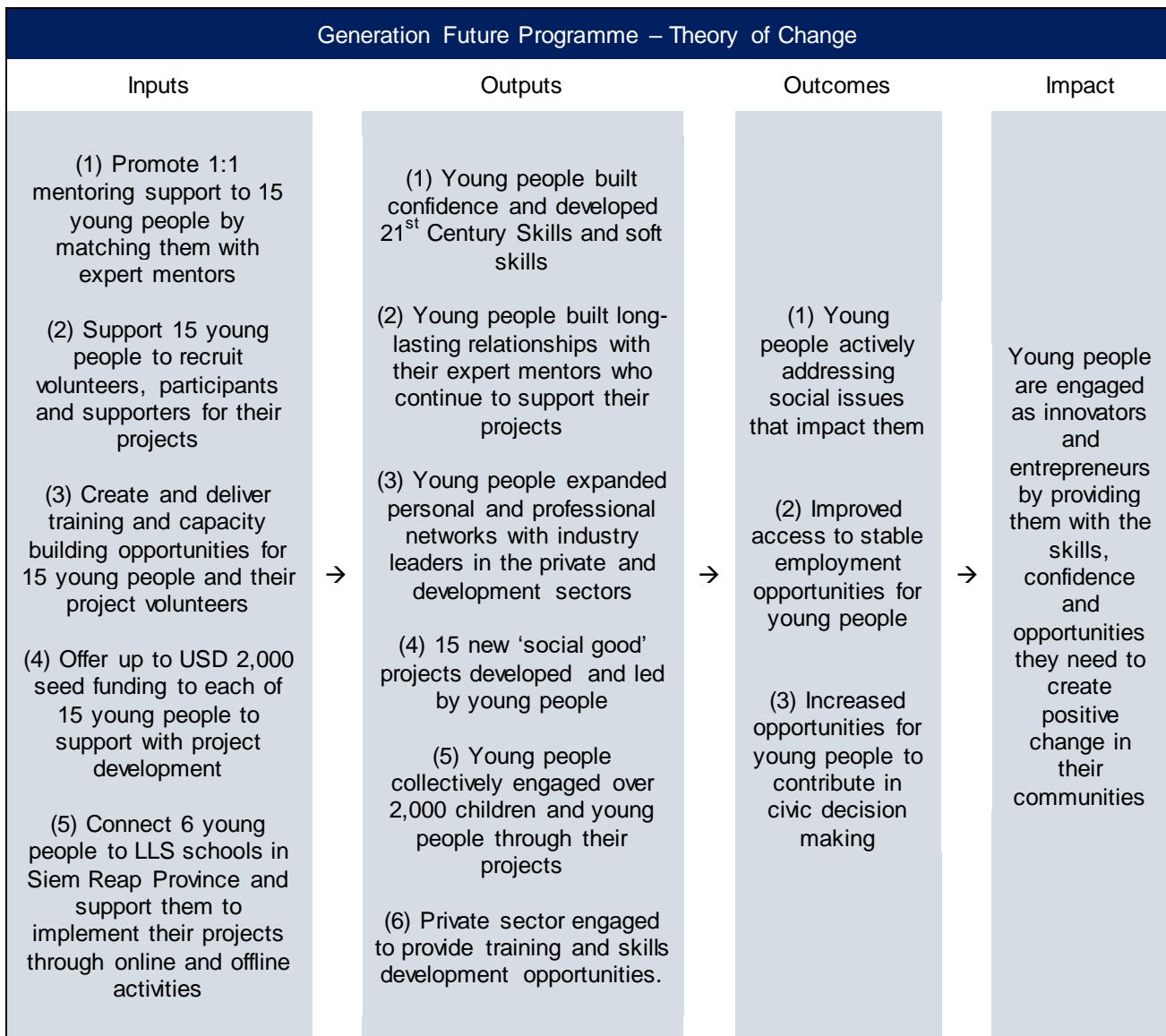
A **theory of change** (ToC) was developed by the core programme team to guide the evaluation. The ToC (see Figure 1) focuses on the expected pathways of change for the mentees and young people who took part in the programme. The outcomes in the ToC are changes that are expected to happen by the end of the programme (December 2022); the impact is expected to be achieved in 3 to 5 years after the start of the programme (between mid-2024 mid-2026). The changes expected for UNICEF Cambodia were not captured in the ToC, yet they are in the scope of this evaluation and are included in the evaluation questions (e.g., that on brand visibility).

While the changes expected for mentors were also not captured in the ToC, the programme expected that mentors would benefit from the programme in the following ways: (a) personal growth through the development of mentoring skills; (b) exposure across UNICEF Cambodia channels and through the wider media; (c) an opportunity to share knowledge to inspire the next generation of talent in Cambodia; and (d)

²³ The training sessions provided by private sector contributors included the following topics: communication and problem solving; building a website; public speaking; utilising social media for social impact projects; personal empowerment; branding and marketing; budget management; CV building and professional online profiles; pitching projects to donors and investors; and pitching brunch. The sessions provided by UNICEF Cambodia included the following topics: project management; and media engagement. The sessions provided by other partners (e.g., NGOs, ex-mentees and ex-mentors not working in the private sector) included the following topics: diversity, inclusion and equality; looking after one's mental wellbeing; photo-taking; volunteer engagement; budget management (by implementing partner the CRC).

professional experience mentoring a young person with a UN agency. These expectations were extracted from the handbook for mentors developed by the core programme team.

Figure 1 Theory of Change of the Generation Future programme



After discussions with the core programme team in the inception phase of this evaluation, three changes were made to the Theory of Change provided in the Terms of Reference. This was done according to objective 9 of the evaluation (see Section 3.1).

First, an extra output ‘private sector engaged to provide training and skills development opportunities’ was added, given the importance of such contribution and the fact that private sector’s contribution was mentioned in the purpose and objectives of this evaluation.

Second, the 5,000 target in output 5 was adjusted to 2,000. This was caused by significant delays in launching U-Report in Cambodia, which was expected to help engage more young people online. U-Report was not incorporated into the programme, and the target was adjusted accordingly.

Third, the word ‘sustainable’ in the phrase ‘sustainable “social good” projects’ in output 4 was removed. This was because the programme did not intend to sustain all mentee-led projects beyond the end of the year’s activities in November. The core programme team and the evaluator agreed in the inception phase that it

would be unrealistic to expect that all projects can continue regardless of their quality. It is because: (a) most mentees were in upper secondary schools and will further their study; and (b) further funding could not be guaranteed for all projects. This, however, does not imply that the impact on young people and others was not sustainable. It also did not affect how the evaluation criterion of sustainability (evaluation question 8) was studied in this evaluation (see Section 5.6 for findings on sustainability).

The programme in 2022 had the following key **stakeholders** (Table 3) and **target groups** (Table 4).

Table 3 Stakeholders of the Generation Future programme

Stakeholders	Roles and responsibilities	Level
Mentors	Support mentees to develop their projects, soft skills and confidence as well as expand their professional networks to accelerate mentee project results and impact. (Some mentors work in the private sector. One mentor was a minister.)	National and sub-national
Private sector	Develop and deliver training sessions for mentees and their project volunteers.	Sub-national
MoEYS ²⁴	MoEYS in Siem Reap Province implemented the Local Life Skills (LLS) syllabus in the province. (The programme's school implementation component was part of the LLS syllabus in the province.)	Sub-national
Child Rights Coalition Cambodia	Focal point for AYRG (a multi-provincial youth network) to encourage their engagement with mentee projects and responsible for mentee seed fund management and distribution.	National
Mentee 2021 alumni	Support and engage with 2022 mentees by offering guidance, leading the Generation Future Facebook group to highlight new opportunities, and act as facilitators for key events.	National

Table 4 Target groups of the Generation Future programme

Target groups	Relation to the programme	Direct/Indirect relationship
Mentees	15 mentees leading their own social-good projects (also referred to as 'project leads').	Direct
Mentors	15 expert professionals providing one-to-one support to each of the mentees and their project groups.	Direct
Youth volunteers	All 15 mentees recruit and onboard volunteers to support them with project implementation. The volunteers are young people from across the country (also referred to as 'project volunteers'), identified by the mentees through their own networks or those they have been connected with through the programme.	Direct
Communities	Young people and children benefiting from mentee projects through participation and engagement in their project activities (also referred to as 'participants').	Direct
LLS schools	Students and teachers from pre-school, primary and secondary schools in Siem Reap Province benefiting from mentee projects through participation and engagement in school workshops. (Students were also considered 'participants'.) These schools used the Local Life Skills syllabus and are referred to as 'LLS schools' in this report.	Direct
Members of online groups and platforms	Children and young people engaging with online platforms, including mentee project social media pages and the Generation Future Facebook group (also referred to as 'supporters').	Indirect

²⁴ This stakeholder was not included in the evaluation's terms of reference. It was added in the data collection phase of the evaluation after discussions with the core programme team.

The **sustainable development goals (SDG)** that were most pertinent to the programme were: (a) SDG 4 on ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all; SDG 8 on decent work and economic growth; and (c) SDG 17 on building and strengthening partnership for the goals.

On the mentee-led project level, multiple SDGs were relevant as the projects covered a wide range of social issues; these included SDG 2 (zero hunger), SDG 3 (good health and well-being), SDG 4 (quality education), SDG 5 (gender equality), SDG 8 (decent work and economic growth), SDG 12 (responsible consumption and production) and SDG 13 (climate action).

3. Purposes, Objectives and Scope

3.1 Purposes and Objectives

The **purpose** of the evaluation was to assess the relevance, effectiveness, efficiency, coherence, (early) impact and sustainability of the Generation Future programme, with gender equality, equity and human rights considered. It also examined the contribution that the private sector made to Generation Future, the changes on the lives of the children and youth who were part of the programme, and the impact that these youth brought to their communities and other youth around them.

The evaluation provides key **recommendations** on: (a) the value of the programme for UNICEF Cambodia; (b) the programmatic architecture of the programme; and (c) the best ways to scale, extend and sustain the programme in the future. Please refer to Chapter 7 for the recommendations.

As described in its terms of reference, the evaluation has 9 **objectives**:

1. Assess the relevance, effectiveness, and efficiency of the Generation Future and all its components.
2. Examine the coherence of the programme and its coordination, multi-sectoral linkages and complementary/supplementary relationships between all the stakeholders involved and identify the factors that enable or challenge successful coordination.
3. Evaluate the early/short term impacts and potential for impact that the programme has achieved for all its target groups (i.e., mentees, volunteers of programmes and their communities as well as youth participants of online trainings) and assess the sustainability of the results and impacts achieved at the individual, school, and community level.
4. Assess the contribution that the private sector partners have made on the mentees' and volunteers' skills, knowledge and network, and on their project results.
5. Assess the potential additional indirect effects that the programme might have on UNICEF's relationship and network with the private sector through the engagement with them for Generation Future.
6. Evaluate the extent to which the programme has increased UNICEF brand visibility and positioning of UNICEF Cambodia as an organisation empowered by children and young people.
7. Assess the continuation and scalability of the programme, identifying the most impactful components of the programme and evaluating the conditions required for its successful continuation and scale up.
8. Provide forward looking recommendations that are actionable and feasible in the short and medium term to help shape the programme design.
9. Reconstruct the ToC to guide the evaluation and develop a revised ToC (see Annex Q) that takes into consideration the forward-looking recommendations on programme design.

Key **users of findings** of this evaluation are UNICEF Cambodia, CRC-Cambodia/AYRG (implementing partner), mentors and mentees of the Generation Future programme (rights holders), the MoEYS (particularly at the province level in Siem Reap) (duty bearer) and private sector contributors.

Additional users include: schools that participated in the Generation Future programme (rights holders); youth volunteers of the programme (rights holders); development partners that operate in Cambodia; other government institutions; organisations that contributed to the Generation Future programme; the UNICEF Regional Office for East Asia and the Pacific (EAPRO) and other UN agencies.

3.2 Approach

The evaluation adopts a **human rights-based approach**²⁵. It collected and analysed data to produce findings and to give recommendations to: (a) empower people (rights-holders; adolescents and youth in this case) to claim and exercise their rights; and (b) to strengthen the capacity of the actors (duty-bearers, for example)

²⁵ UNICEF (n.d.). Universal Values – Principle One: Human Rights-Based Approach. <https://unsdg.un.org/2030-agenda/universal-values/human-rights-based-approach>

who have a particular obligation or responsibility to respect, protect and fulfil the rights of the poorest, weakest, most marginalised and vulnerable, and to comply with these obligations and duties.

The evaluation also takes into consideration **gender equality, and equity**. Certain groups of adolescents and young people in Cambodia are disadvantaged, which include: young women and girls; young men and boys (who are more likely than young women and girls to drop out of schools²⁶); adolescents and young people from rural areas; adolescents and young people from non-majority communities; adolescents and young people with disabilities; and children and adolescents not in education, employment or training (NEET). The consultant scrutinised whether and how the programme adequately engaged with, and empowered, these groups and communities; he sought to achieve this not only through reviewing programme documents and data but also through actively including them in the data collection process to allow them to express their views and be heard. Please also see Section 4.9 for ethical considerations.

This evaluation is guided by the UNICEF's revised Evaluation Policy (2018)²⁷, the United Nations Evaluation Group (UNEG) Norms and Standards for Evaluation (2016)²⁸, UNEG Guidance on Integrating Human Rights and Gender Equality in Evaluation (2014)²⁹, UN-SWAP Evaluation Performance Indicator, UNEG Ethical Guidelines for Evaluation (2021)³⁰, UNICEF Procedure on Ethical Standards and Research, Evaluation and Data Collection and Analysis (2021)³¹ and UNICEF-Adapted UNEG Evaluation Report Standards (2017)³².

To ensure the quality of the evaluation, the consultant worked closely with the Evaluation Management Team at UNICEF Cambodia. Also, UNICEF Cambodia formed a Reference Group comprised of two mentees in the 2022 cohort and UNICEF Cambodia staff from multiple sections (no external partners were invited to join). The group was actively involved in multiple stages of this evaluation to give comments and suggestions. A list of the members of the Reference Group can be found in the acknowledgements in this report.

3.3 Framework and Questions

The framework used in this evaluation is informed by the well-established OECD DAC evaluation normative framework.

The consultant accepted all the overarching and evaluation questions listed in the terms of reference (ToR). The evaluation aims to answer three overarching questions, which were also used to frame the conclusion of the evaluation. The three **overarching questions** are:

1. What has the programme achieved during its two rounds' existence?
2. Have the resources invested produced the expected and long-lasting results on those who have been engaged with the programme?
3. Should the programme be continued, and if so, what are the best ways to expand and scale the programme?

There are 16 **evaluation questions** that guide the evaluation that provide an objective and comprehensive response to the overarching questions. All the evaluation questions and their corresponding OECD DAC criteria can be found in Table 5. These 16 evaluation questions were provided by UNICEF Cambodia in the ToR. Evaluation questions 10 to 14 (in green below) are on scaling up the Generation Future programme. Evaluation questions 15 and 16 (in yellow below) are on gender equality, equity and human rights.

²⁶ UNICEF Cambodia (2020). *Why Are Boys Leaving Secondary School Early in Cambodia?*

https://www.unicef.org/cambodia/media/3371/file/UNICEF_Full_Report%20Report%20Dropout%20Student_English.pdf

²⁷ <https://www.unicef.org/evaluation/documents/revised-evaluation-policy-unicef-2018>

²⁸ <http://www.unevaluation.org/document/detail/1914>

²⁹ <http://www.unevaluation.org/document/detail/1616>

³⁰ <http://www.unevaluation.org/document/detail/2866>

³¹ <https://www.unicef.org/evaluation/documents/unicef-procedure-ethical-standards-research-evaluation-data-collection-and-analysis>

³² <https://www.unicef.org/evaluation/documents/unicef-adapted-uneg-evaluation-reports-standards>

Table 5 Evaluation questions and evaluation criteria

Evaluation Questions	Eval. Criteria				
	Relevance	Effectiveness	Sustainability	Efficiency	Coherence
1. How relevant is the programme to the context and needs of adolescents and youth in Cambodia? How well does it fit within government policies and strategies for adolescents and youth?	√				
2. Is the programme well positioned within UNICEF Cambodia? Are there necessary cross-sectoral linkages in place? Are the necessary partnerships in place?	√				√
3. What programme components are bringing the most impact in the most cost-efficient manner?		√		√	√
4. How is Generation Future impacting and shaping existing partnerships and programmes? Under this question, a special focus on: the integration with the Local Life Skills schools and the partnership with CRC-Cambodia/AYRG, and the internal linkages with ADAP business model?					√ √
5. What value is being created for UNICEF Cambodia's relationship and network with the private sector from the engagement with them through Generation Future?		√			
6. What impact have the private sector mentors and trainers made on the mentees' and volunteers' skills, knowledge and network, and their project results?		√			√
7. What clear results of the Country Programme is Generation Future clearly contributing towards? Is the existence of Generation Future amplifying other UNICEF Cambodia efforts by enhancing achievement of results and by increasing brand visibility?		√			
8. Are the conditions in place so that the impacts on the young people, and those engaged in the programme, remain beyond the duration of the programme? What could challenge sustainability of results?			√		
9. How has the programme impacted the mentors? How can UNICEF build on these to enhance results for children?					√
10. What are non-negotiable elements and conditions of Generation Future that are essential for reaching results and need to be present in any design of the programme? What would be the ideal governance of the programme and what linkages and partnerships would be needed to secure a successful continuation and scale up?		√			
11. Is the current design of the Generation Future cost efficient? Would the costs when scaled up be manageable?				√	
12. How effective did the stakeholders play their roles in the programme? What are the better ways that the stakeholders could potentially contribute to the programme?		√			
13. What lessons can be drawn from the use of scale strategies in the re-design of the second phase of the programme? What can be learned from the strategies that were planned but not implemented?	√	√		√ √	√
14. When scaled, what positive or negative unexpected consequences/ spill-over effects from Generation Future might emerge? How will they affect the programme implementation and achievement of results at scale?		√			
15. How has the programme considered gender equality, equity and human rights in both its design as well as in the programme implementation?					√
16. How is the programme contributing towards enhancing gender equality, equity and human rights?					√

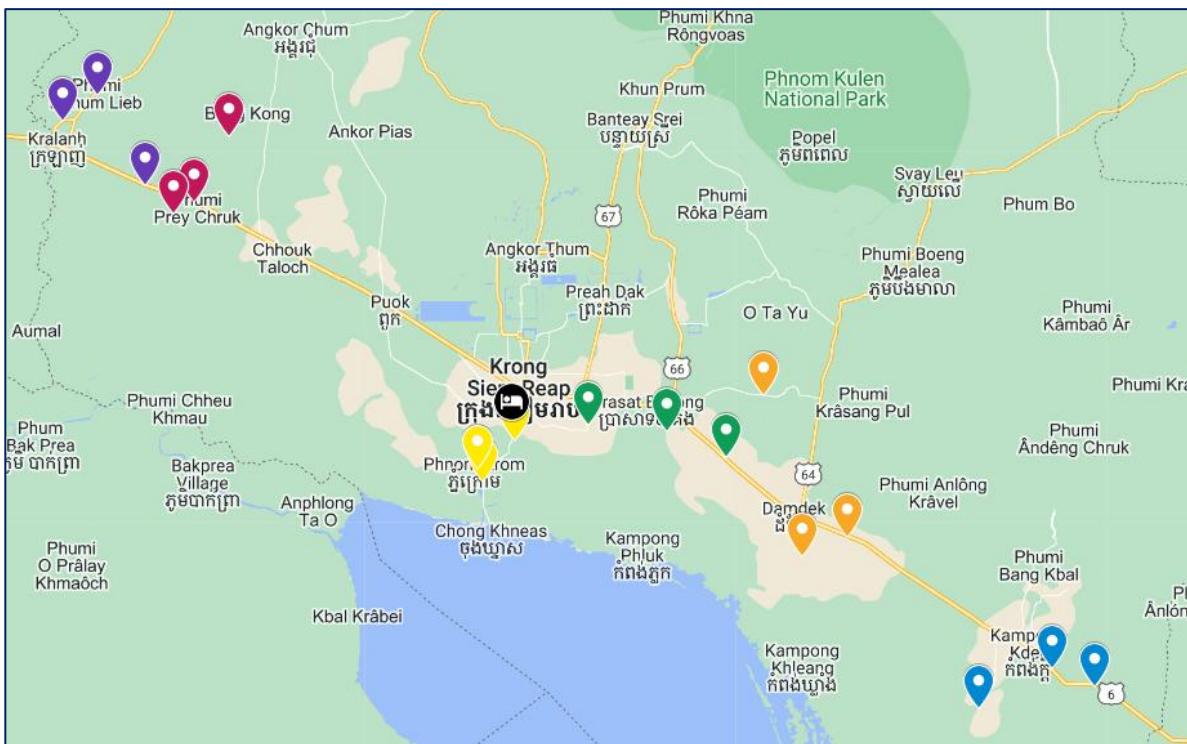
In addition to the above criteria, the evaluation included an additional criterion of **gender equality, equity and human rights considerations**, despite them already being the focus of evaluation questions 15 and 16.

3.4 Scope

The evaluation focuses on the 2022 version of the programme. However, it also reviewed and understood what happened in the 2021 version (programme pilot) in order to better understand the changes and modifications that took place in the second version of the programme. A small number of programme activities continued into January 2023 when the data collection of this evaluation was taking place. The evaluation uses 31 January 2023 as a cut-off date when evaluating the programme; any activities beyond the cut-off date were not evaluated.

All programme components (as listed in Table 2) were assessed. The geographical scope of this evaluation is national, with a focus on the locations of the 28 mentees' project implementation (15 from 2022 cohort as the primary focus and the 13 from 2021 pilot as a secondary focus). Siem Reap Province was given special attention in this evaluation, as it was where the school implementation component of the programme took place. The implementation area covered all **six** districts of the province including both urban and rural areas. Figure 2 shows the locations of the 18 schools (colour pinned) wherein the component was implemented.

Figure 2 Locations of schools wherein the school implementation component of the programme was implemented



The evaluation includes the impact criterion. However, only early impacts were captured at the time of the evaluation because the programme started only in mid-2021. The potential impact was explored through considering whether the pathways for change were valid (see contribution analysis in the Section 4.1).

4. Methodology

This chapter delineates the methodology of the evaluation. It provides information on data collection and analysis methods, methodological limitations, challenges and mitigation, and ethical considerations.

4.1 Overview

This is a **utilisation-focused evaluation**. It was planned, designed and implemented in a way that aimed to maximise the utilisation of the findings and the process of the evaluation to inform decisions and improve performance. The evaluation engaged with the key intended users of the evaluation (listed at the end of Section 3.1) to ensure a sense of ownership among them; it also strives to meet the users' practical needs for making judgement and decisions.

The evaluation adopts a **non-experimental, mixed methods research design** (as proposed in the ToR), which uses both qualitative and quantitative data. This approach combines the two kinds of data to balance out the limitations of each of the data type; it also ensures that the two types of data are well integrated to evaluate the project meaningfully and to provide stronger evidence and more confidence in the evaluation's findings.

It is nevertheless important to note that the programme has relatively little quantitative monitoring data. Considering this limitation, the consultant spent a significant amount of time in Cambodia (4 weeks) speaking with and collecting quality qualitative data from programme participants. He also made use of pre-interview digital surveys with mentees to help inform the interviews and to some extent collect quantitative data; he used the surveys to, primarily, compare to the self-assessment data collected for the 2021 pilot and to, secondarily, help the core programme team to set indicators (e.g., percentage of participants agreeing that they improved certain skills in participating in the programme) for any future iterations of the programme.

This evaluation uses **contribution analysis**, which is an approach for inferring the degree to which programme activities have contributed to the perceived outcomes. The theory of change of the programme (reconstructed and shown in Figure 1) is the foundation of the contribution analysis. The articulation of a theory of change and subsequent assessment of the perceived relationships between the various linkages and the validity of the assumptions can be used to generate a plausible argument for programme contribution. The conclusion of a contribution analysis is not necessarily a definitive proof, rather it provides evidence of a line of reasoning that the programme has contributed to its observed results.

The evaluation also adopts a **participatory approach** in all its stages. Mentees of the 2022 programme were engaged in the inception phase in an informal online meeting to learn about the evaluation; the meeting was then followed by a digital form to collect data collection suggestions from them. These suggestions were considered carefully during the development of the data collection tools; for example, the evaluation plan allocated more of the in-country visit time to conducting focus group discussions with youth volunteers, as mentees pointed out that the volunteers were essential to implementing the projects. The consultant also presented in February 2023 the initial findings of this evaluation in a session designed specifically for the mentees to ensure that they were informed and that they had the opportunity to respond to the initial findings.

Following this approach, a **reference group** was formed with the support of UNICEF Cambodia. This setup facilitated the participation of mentees and select UNICEF Cambodia staff. The consultant gave presentations on the inception report and initial findings (immediately following the data collection) as well as on the final findings and recommendations. These presentation sessions have helped the consultant validate the data collection plan and the findings. Participants were encouraged to ask questions, express their opinions as well as give feedback and suggestions.

4.2 Secondary Data

The evaluation **reviewed programme documents, data and budget**. Table 6 gives a list of the data and documents reviewed. These documents were selected because they were most relevant to the programme being evaluated.

Table 6 Secondary data reviewed

Data and Documents (Secondary) Reviewed (with year of publication/production in brackets)
Programme documents and content prepared by UNICEF Cambodia
Concept Note (2021 & 2022)
Mentees and Mentors Biographies (2021 & 2022)
Handbooks and information sheet for mentors (2021 & 2022) and mentee handbooks (2021 & 2022)
Programme work plans including budget (2021 & 2022)
Internal assessment report of the Generation Future programme 2021 (2021)
Generation Future school implementation plan (2022)
Online content created by the Generation Future programme 2021 and 2022
Social media and digital platform participation data
UNICEF Cambodia – CRC-Cambodia partnership document
Other documents prepared by UNICEF Cambodia
UNICEF Cambodia Country Programme 2019-2023
The Adolescents and Youth Situation Analysis in Cambodia (December 2020)
ADAP Cross-Sectoral Programme Review – Note for Record (August 2021)
Local Life Skills Implementation Guidelines for Teachers and School Management (2019)
UNICEF Strategic Plans 2018-2021 and 2022-2025
Documents including policy documents published by the Royal Government of Cambodia
Rectangular Strategy for Growth, Employment, Equity and Efficiency (2018)
Education Strategic Plan 2019-2023 (2019)
National Policy on Science, Technology and Innovation 2020-2030 (2019)
National Policy on Cambodia Youth Development (2011)
Concept Note on Volunteer for My Community (2021)
Other documents
AYRG Strategic Plan for Fiscal Year 2021-2023 (AYRG, 2021)
The Science, Technology and Innovation Ecosystem – Cambodia (UN-ESCAP; MISTI, 2020)
Engaged and Heard: Guidelines on Adolescent Participation and Civic Engagement (UNICEF, 2020)
Matching Today's Challenges with Tomorrow's Solutions (UNICEF, 2020)
Scaling Innovation for Every Child (UNICEF, 2019)
Conceptual Framework for Measuring Outcomes of Adolescent Participation (UNICEF, 2018)
Cambodia's Future Jobs: Linking to the economy of tomorrow (World Bank, 2018)
Cambodia: Sustaining strong growth for the benefit of all (World Bank, 2017)
Best Practices Guidelines and Toolkit on Engaging the Private Sector in Skills Development (UNDP, 2017)
The Private Sector and Youth Skills and Employment Programs in Low and Middle-Income Countries (World Bank, 2015)
Addressing the Skills Gap: Employment diagnostic study – Cambodia (ADB; ILO, 2015)

4.3 Primary Data

With assistance provided by UNICEF Cambodia, primary data (see Table 7) were collected in January and February 2023 in Phnom Penh, Siem Reap Province and online.

Three data collection instruments – **feedback forms (surveys)**, **focus group discussions (FGDs)**, **key informant interviews (KIs, or interviews)** – were used. Guides developed for all focus group discussion and key informant interviews are given in annexes B to L; these guides were written using the evaluation matrix (see Annex A), amongst other key documents, as a foundation.

Table 7 Primary data collected in the evaluation

Primary Data Collected	Expected number of participants	Actual number of participants
Feedback forms (surveys) for mentees in the 2022 cohort (see Annex B) Note: The forms were used to: (a) collect quantitative data on certain questions; (b) provide the consultant with basic information for more productive interviews with the mentees; (c) allocate interview time to questions that will produce more nuanced responses. The forms were in both English and Khmer and distributed electronically.	15	14 ³³ (F: 11; M: 3)
Interviews with mentees (both the 2021 and 2022 cohorts) (see Annex C) Note: Each interview was about 60 minutes long. All mentees were offered the options of being interviewed in English or Khmer. Most of them chose English; Khmer language support was provided for 4 mentees who were more confident in expressing themselves in their first language.	5 (2021) + 15 (2022)	5 (F: 4; M: 1) (2021) + 14 (F: 11; M: 3) (2022)
Focus group discussions with youth volunteers (see Annex D) Note: Each FGD was about 45 minutes long. There were 2 to 5 participants in each of the groups. 5 FGDs were conducted in Khmer; 3 were conducted in English. See Section 4.4 for the sampling.	45	24 ³⁴ (F: 14; M: 10)
Focus group discussions with LLS school students (see Annex E) Note: Each FGD was about 35 minutes long. Each group had 6 student participants. They took place in select schools in Siem Reap Province and were conducted in Khmer. See Section 4.4 for the sampling.	60	60 (F: 30; M: 30)
Interviews with LLS school teachers and/or headteachers (see Annex F) Note: Each interview was about 20 minutes long. They took place in selected schools in Siem Reap Province and were conducted in Khmer.	7	7 (F: 2; M: 5)
Interviews with MoEYS officials (see Annex G) Note: Each interview was about 30 minutes long. They took place in Siem Reap Province and were conducted in Khmer. One was a province-level official and the other two district-level officials.	3	3 (F: 0; M: 3)
Pre-interview surveys to and interviews with mentors (2022 cohort) (see Annex H) Note: Each interview was about 30 minutes long. They took place remotely (online) and were conducted in English. The selection of participants was partly informed by the mentors' responses to the online survey.	15 (surveys) (of which 7 for interviews)	13 (surveys) (of which 7 for interviews) (F: 3; M: 4)
Interviews with private sector contributors (see Annex I) Note: Each interview was about 20 minutes long. One took place in Phnom Penh in-person and the other remotely (online). Both were conducted in English.	2	2 (F: 0; M: 2)

³³ One mentee in the 2022 cohort removed himself from communication with UNICEF and associated partners. The evaluation therefore could not reach to the mentee.

³⁴ The actual number of volunteers participated in the FGDs was lower than what was expected in the inception phase. This is because some projects had fewer than 3 volunteers (this piece of information was unavailable to the evaluation team in the inception phase and the first half of the data collection period). Furthermore, 5 nominated volunteers either declined the evaluation team's invitation or made last-minute cancellation.

Primary Data Collected	Expected number of participants	Actual number of participants
Interviews (see Annex J) with core programme team at UNICEF Cambodia Note: The consultant had weekly meetings with the team during the inception of the evaluation. Two 2-hour long interviews in English were arranged – one for late-January (towards the beginning of data collection period) and one for early-February (towards the end of the data collection period). The latter was mainly used to review initial findings and to answer EQs 10-14.	2	2 (F: 1; M: 1)
Interviews with UNICEF Cambodia staff (see Annex K) Note: The consultant interviewed the representatives of the following sections of the country office: Communication; Education; and Child Protection. He also spoke with the Deputy Representative, Corporate Partnerships Specialist, and a Siem Reap office representative.	7	7 (F: 4; M: 3)
Interview with a CRC-Cambodia representative (see Annex L) Note: The in-person interview in English was about 30 minutes long.	2	2 (F: 1; M: 1)
<i>Actual number of unique participants:</i>	/	139

The consultant worked with the core programme team to **recruit** individuals to participate in the evaluation activities. The consultant sent invitations directly to the selected individuals so that they understood the evaluation was being conducted by someone independent of UNICEF Cambodia. For the LLS schools, the communication was initiated by the UNICEF Cambodia Siem Reap Office. Participation in all evaluation data collection activities was voluntary.

The KIIs with mentees and FGDs with volunteers were conducted in two **venues**. First is a secondary school in southeast Phnom Penh wherein **six** of the mentees in the 2022 cohort studied. Second is a coffee shop in the building in central Phnom Penh where the UNICEF Cambodia office is located. The selection of these venues ensured the safety of the participants and avoided giving the impression that the evaluation was conducted by UNICEF Cambodia.

Regarding the **language use** for FGDs and KIIs, please refer to the notes in Table 7. All Khmer language support was provided by the consultant's assistant, a native Khmer speaker. Relevant data collection tools and consent forms were translated into Khmer.

All but two KIIs and FGDs were **audio-recorded**. The recordings were used by the consultant to develop this report and other deliverables. All recordings were held only by the evaluation team and were not shared with UNICEF Cambodia and other stakeholders. This is to ensure confidentiality of the respondents. Also, the consultant did not and will not use the recordings directly in any deliverables. Summaries were prepared by either the consultant or his assistant for each KII and FGD conducted. These summaries are held only by the evaluation team and will not be shared.

Piloting of data collection tools with mentees and volunteers took place in the week commencing with 23 January 2023. That with LLS school students took place in the week after. The evaluation team used the feedback to refine the tools; there were no significant changes needed.

4.4 Sampling

All the 15 **mentees** of the 2022 cohort were invited to interviews, given that they were heavily involved in the programme and that the number of mentees is relatively small. One mentee was unreachable. As for the 13 mentees in the 2021 cohort, the consultant worked with the core programme team to select 5 for the interviews; 2 of them were mentees who chose not to continue their projects after the close of the programme pilot.

Selection of **mentors** for interviews was guided by the mentors' responses to the feedback form (online surveys). Seven (7) out of 15 were invited according to the plan. At least 2 mentors, whose relationships with

mentees were deemed (by the mentors themselves) more challenging to maintain, were selected to give a more accurate and comprehensive understanding of the implementation of the programme. The selection also sought a balance between Khmer (n=3) and non-Khmer mentors (n=4).

Table 8 provides details on the sampling for focus group discussions with youth volunteers and LLS school students.

Table 8 Sampling for focus group discussions with youth volunteers and LLS school students

Focus group discussions with youth volunteers	Focus group discussions with LLS school students
Sampling criteria: <ul style="list-style-type: none"> - 3 volunteers were nominated by each mentee. - Mentees were encouraged to choose at least 1 volunteer who they felt their work relationship with could have been improved. - Included both genders. 	Sampling criteria: <ul style="list-style-type: none"> - 7 schools in Siem Reap Province - Covers 5 projects (with one project excluded because the children participated were considered by the evaluation team too young (<7 years old) to be involved in data collection; their teachers were interviewed) - All 6 districts in the province and Siem Reap town were covered. - Female-to-male ratio: 1:1 (achieved)
Sample size: <ul style="list-style-type: none"> - Number of focus groups: 8 - Number of participants in total: 24 	Sample size: <ul style="list-style-type: none"> - Number of focus groups: 10 - Number of participants in total: 60

The sampling considered two categories – namely gender and urban/rural locations – as they could have an influence on the implementation and results of programme activities. The sample sizes were decided with the length of the in-country visit considered; they were maximised to ensure that the evaluation team met as many young people as it could.

The evaluation allocated more time and resources to meeting with youth volunteers (with more than half of all volunteers included) because they had more active and direct involvement in the project compared to the LLS school students. Regarding the selection of LLS schools, the evaluation covered all the 6 projects that went into schools to work with students.

The youth volunteers participated in the FGDs were nominated by the mentees who worked with them in social impact projects. Whilst the mentees were encouraged to nominate volunteers of a diverse backgrounds, the evaluation team did not have control over who were nominated. This was because the mentees kept a record of who their volunteers were, with their gender and disabilities recorded. Volunteers' race/ethnicity was not recorded while their disabilities were not provided to the evaluation team³⁵; they thus were not used as categories to select participants for this evaluation.

As for the LLS schools, 6 mentees and 6 volunteers went to 18 of them in Siem Reap Province. Each of the mentee-volunteer pair went to 3 schools. The evaluation team chose 1 school from the 3 that had the same mentee-volunteer pair going in. A total of 5 schools were chosen in this way, 2 FGDs with students and 1 interview with a teacher were conducted in each of them. In choosing these schools, the evaluation team achieved a balance of schools that were visited as the first, second and last by the mentees; this was needed because the core programme team observed that mentees were less effective in delivering activities in the first schools that they went to. The remaining 2 of the 7 schools chosen were primary schools; their students were considered too young to participate in FGDs – only teachers were interviewed.

4.5 Evaluation Matrix

³⁵ Disability disaggregated data of 'participants' was also not available to the evaluator. Such data was considered by the core programme team as too challenging to obtain due to the lack of data obtained at youth-led events (with no formal registration possible) and school student data limited to those with 'visible' disabilities.'

The evaluation matrix is an analytical framework that guides the evaluation. It used the 16 evaluation questions (EQ) as a foundation. Evaluation indicators were developed for the evaluation questions (except for EQs 10-14 on scaling up³⁶); they provided a more granular understanding of the questions. The evaluation questions and indicators were then mapped against data collection tools to guide the tool development process in the inception phase (phase 1) and the writing of this report (phase 3). Please see Annex A for the evaluation matrix.

4.6 Data Analysis Methods

The data analysis relied on **thematic analysis** for highlighting key themes identified in the documents and data and connect them to the relevant points in the evaluation matrix. A thematic analysis focuses on the search and generation of themes from the dataset; these are then clustered into categories and emergent themes from each category for further analysis and re-categorisation to identify key patterns.

In analysing and organising the primary qualitative data, the evaluation used an **iterative process**. It was used to identify key thought units related to each evaluation question from both the FGDs and the KIIs, organising these thought units into clusters and identifying the key themes within each cluster. These themes and the ones emerged from the thematic analysis, however, did not contradict the higher-level themes determined by the evaluation questions and framework.

The evaluation also used the method of **narrative analysis** in making sense of the qualitative data collected, particularly those from adolescents, young people and children. A narrative analysis refers to a family of approaches for interpreting diverse texts, which have in common a storied form. In practice, this method seeks to understand human experience and social phenomena through the particularity and context of stories.

Evidence for conclusions was built via **triangulation analysis**, a method used to mitigate biases. Themes or patterns were examined to determine if they were coming from multiple stakeholder levels and multiple stakeholder categories. Observations or comments that only came from a single source or a single category of stakeholder were given less weight during the building of the analysis. Findings highlighted in this report emerged from multiple actors and across multiple stakeholder categories.

The data collected and evidence generated in the analysis process were used to logically develop recommendations for UNICEF Cambodia. The consultant worked to ensure that the recommendations made in the final report would be useful to primary intended users and that realistic descriptions of how they can be made operational in the context of Cambodia were given. Actions for target groups are included. The programme lead was consulted in the development of the recommendations. The recommendation validation process is described in Chapter 7.

4.7 Limitations

This evaluation relied heavily on UNICEF Cambodia and its implementing partner for monitoring data. Whilst the consultant used primary data and findings of document review to triangulate such monitoring data, there was very limited time to verify all monitoring data. Therefore, one limitation of this study is that it **assumed the validity of monitoring data**.

As mentioned in Section 4.1, the programme has very **limited quantitative data**. Also, there is no pre-activity baseline data (e.g., self-assessment on skills to be developed) for the 2022 programme. This limited the possibility of drawing direct comparisons between different time points (e.g., the beginning and end of pilot as well as the beginning of the 2022 programme) using quantitative data. That said, the use of the feedback form

³⁶ This is because these evaluation questions (EQ) are worded differently (these questions were provided in the ToR). First, some of these questions (e.g., EQ 10) are already very specific and thus do not require a further breakdown. Second, all these questions are very much forward-looking, and the answers to them requires a higher level of analysis of the findings to other evaluation questions. For example, EQ 13 asks what lessons can be drawn from the use of the scale-up strategies; the response to this must be informed by the findings of multiple other EQs. Another example is EQ 12 on how effective the stakeholders played their role and what better ways could the stakeholders contribute to the programme; this question, again, requires a higher level of analysis using the findings for multiple other EQs.

produced a small amount of quantitative data that are comparable to that produced in the evaluation of the 2021 pilot, and these could potentially be used for future comparisons and other monitoring purposes. The consultant also quantified some qualitative data collected in focus group discussions.

4.8 Challenges and Mitigation

Table 9 lists the challenges expected by the evaluator and the mitigation strategies used.

Table 9 Challenges and mitigation strategies used

Challenges	Mitigation strategies used
Key stakeholders may be unavailable during data collection period of this evaluation.	<p>Stakeholders of the programme were identified in the inception phase of the evaluation. The inception report also provided a detailed data collection plan. The plan was implemented during the data collection phase.</p> <p>Since many interviewees had full-time jobs, the consultant extended his work hours into late afternoons and Saturdays to allow flexibility for data collection. Also, he made use of technology to arrange online meetings with certain interviewees to save time on travel.</p>
Some adolescents and youth are not sufficiently proficient in English; the lead evaluator does not speak Khmer.	<p>The consultant leading this evaluation does not speak Khmer, so he hired a native Khmer speaker, who had extensive experience in research and working with young people, as an evaluation assistant. She worked with the consultant in both Phnom Penh and Siem Reap province. All but 3 focus group discussions, as well as interviews with some mentees, were conducted in Khmer to ensure that participants could best express themselves. All mentees were provided the option of being interviewed in Khmer; 4 took the Khmer option.</p>
It could be difficult to obtain views and suggestions from younger participants.	<p>The evaluation team understand that young participants (e.g., volunteers and LLS school students) may require help, other than language support, to best express themselves. Innovative data collection tools with the use of cue cards and interactive activities were designed to engage these participants. The tools used activities to help them first recall their participation in the programme and provide 'scaffolding' to elicit their views from them. Working with peers in a group setting (i.e., the focus group discussions) also helped construct a friendly environment for expression.</p>
Teachers may insist on being in the classroom when FGDs take place.	<p>This could potentially cause challenges with obtaining objective and honest views from students. The evaluation team explained to teachers why they were encouraged not to be present when the activities took place. The team explained to the teachers that the FGDs did not intend to evaluate their teaching. No teacher was present in any of the FGDs.</p>
There could be selection biases in choosing volunteers to participate in data collection activities.	<p>Since mentees held the lists of volunteers, they may nominate volunteers who were closer to them and who were more active to participate in the data collection activities of this evaluation. As a mitigation, the evaluation team explained to mentees that the evaluation did not intend to assess the quality of the mentees or their projects. It also asked each mentee to nominate at least one volunteer who worked less on the project than others and/or were less engaged. In the FGDs with these volunteers, the team reiterated that their views and thoughts would be anonymised and encouraged them to be honest in giving their views including critical ones.</p>
It may be difficult to reach a consensus on key lessons.	<p>The consultant had weekly catch-up meetings with UNICEF Cambodia during the inception phase. This arrangement ensured that the two parties regularly exchanged views and opinions.</p> <p>A reference group was set up for this evaluation. Adolescents and young people who participated in the programme, members of the core programme team and select UNICEF Cambodia staff were members of the reference group. They were actively engaged in reviewing the inception report and initial findings, and they will be engaged in reviewing this final report. An easy-to-understand presentation on the initial findings was given and one on final report will be given; this ensures that young people are effectively engaged. This setup helped reach consensus on key lessons.</p>

Challenges	Mitigation strategies used
There could be differences in expectation in quality of evaluation.	This evaluation follows the UNICEF's quality assurance frameworks. The consultant actively asked for comments and recommendations; he accordingly reviewed written materials (e.g., reports, focus group discussion guide) until they were well accepted by UNICEF Cambodia.

4.9 Ethical Considerations

The evaluation is conducted in full accordance with the following international **guidelines for research ethics**, as well as **personal data protection, health and safety precaution and protocols for reporting abuses**: UNICEF's revised Evaluation Policy (2018)³⁷, the United Nations Evaluation Group (UNEG) Norms and Standards for Evaluation (2016)³⁸, UNEG Guidance on Integrating Human Rights and Gender Equality in Evaluation (2014)³⁹, UN-SWAP Evaluation Performance Indicator, UNEG Ethical Guidelines for Evaluation (2021)⁴⁰, UNICEF Procedure on Ethical Standards and Research, Evaluation and Data Collection and Analysis (2021)⁴¹, UNICEF-Adapted UNEG Evaluation Report Standards (2017)⁴², and UNICEF's Policy on Personal Data Protection (2020)⁴³.

The evaluator, Dr Alvin Leung, and his assistant, Kimputhvitheavy Vonn, are independent of UNICEF Cambodia. They are impartial and have no conflict of interest. Dr Leung is accountable for the evaluation.

Ethical review was conducted by an external team at the Health Media Lab, considering that the evaluation involved children as participants. The ethical review team was shared a copy of the inception report including its annexes which contained the data collection tools used (annexes B, C, D and E are for data collection that involves children). An approval was obtained on 7 January 2023; a copy of the ethical approval is attached to this report (Annex O) for reference.

The evaluation team adhered to the **principles** below to ensure that ethical concerns were taken into consideration to avoid stigma, discrimination, any form of harm to children and adolescents, protection of confidentiality, protection of rights, ensuring the dignity and welfare of all respondents.

1. Do no harm

- The data collection exercise of this evaluation did not expose anyone, particularly adolescents and children, to additional risks through the evaluation team's actions. No sensitive issues (e.g., gender-based violence) were mentioned in data collection activities.

2. Protection of rights of children, adolescents and youth

- The consultant and his assistant sought explicit **verbal consent** (see Annexes M1 to M5 for the consent form) to participate in the data collection exercise from all participants of KIIs and FGDs, including children, adolescents, youth and other stakeholders. They were informed of the purposes of the data collection activities and of their rights to withdraw from the data collection anytime. The verbal consent was audio-recorded in the cases of KIIs and FGDs.
- The feedback forms for mentees and mentors contained at the beginning a statement on the purposes of data collection, data privacy and data protection. Participants were required to confirm that they understood the statement and that they agreed to proceed before they can answer any questions.
- For LLS school students, a separate consent form was sent to their teachers, who were asked to return the forms before the start of data collection.

³⁷ <https://www.unicef.org/evaluation/documents/revised-evaluation-policy-unicef-2018>

³⁸ <http://www.unevaluation.org/document/detail/1914>

³⁹ <http://www.unevaluation.org/document/detail/1616>

⁴⁰ <http://www.unevaluation.org/document/detail/2866>

⁴¹ <https://www.unicef.org/evaluation/documents/unicef-procedure-ethical-standards-research-evaluation-data-collection-and-analysis>

⁴² <https://www.unicef.org/evaluation/documents/unicef-adapted-unevaluation-report-standards>

⁴³ <https://www.unicef.org/supply/media/5356/file/Policy-on-personal-data-protection-July2020.pdf.pdf>

- For mentees and volunteers under the age of 18, a consent form in Khmer was sent to their parents or guardians to obtain their assent.
- 3. Ensure **health and safety** of children and adolescents
 - Health and safety precaution measures were in place for in-person data collection. First, the venues chosen for conducting KIIs and FGDs (i.e., a secondary school and a coffee shop in the same building as UNICEF Cambodia – both in central Phnom Penh) were safe to access. No data collectors were allowed to be in an enclosed room alone with the participants. Second, during the data collection period, there was no COVID-19 restrictions in Cambodia, apart from that individuals with COVID-19 symptoms were asked to stay home. No participant reported such symptoms.
 - It is mandatory for the evaluation team to report abuse of children. No such abuses were reported during the data collection period.
 - The consultant, Dr Alvin Leung, has more than 10 years of experience working with children and adolescents in multiple countries. He is a qualified teacher and has taught in schools.
- 4. Improve **welfare and wellbeing** of children, young people and adolescents
 - The design of the evaluation and its data collection tools had the rights, welfare and wellbeing of children, adolescents and young people well considered. The evaluation team explained to children, adolescents and youth at the beginning of data collection the objectives of speaking with them.
- 5. Preserve **dignity** of respondents
 - The team treated all respondents as being of worth and in a way that was respectful to them as valued individuals irrespective of differences such as gender, race, ethnicity and religious background.
 - The team complied with codes for vulnerable groups. The team was aware that groups and/or individuals, who, by virtue of their capacities, demographics, personal identification or affiliation, opinions, beliefs or circumstances may have less agency or may be at greater risk of harm within their current context. The team followed the guidelines named at the beginning of this chapter to ensure the safeguarding of these groups.
- 6. **Fair representation**
 - The evaluation team was committed to capturing the voices of participants with due considerations to respect for persons, justice, nonmaleficence and beneficence, as well as to representing the participants and their experiences ethically in as true a form as possible in the evaluation report and other deliverables of the evaluation.
- 7. **Data protection and privacy, and anonymity**
 - All interviews with mentees and mentors as well as focus group discussion (FGD) data (from youth volunteers and LLS school students) were anonymised. Codes rather than names were used in summaries for additional protection. None of the participants are identifiable.
 - This evaluation report and other deliverables produced summarise the views and opinions of respondents without connecting them to specific individuals and without using names. This intends to make it as difficult as possible for anyone to determine the identities of these individuals.
 - All data collected in the evaluation activities are stored on password-protected devices that can only be accessed by the evaluation team. Online forms are stored in password-protected Google online storage that can only be accessed by the evaluation team. All data were then transferred to password-protected Microsoft cloud storage that can only be accessed by the evaluation team. All raw data held by the evaluation team will be destroyed within 3 months after the completion of the evaluation. UNICEF Cambodia will not be given access to any of the raw data of interviews and FGDs to ensure confidentiality and to avoid the team from finding out who informed the team of what.
 - Some interview data (i.e., those collected from adults except for mentors) are not anonymised. This is because their identities are already known to UNICEF Cambodia. These interviewees were notified of this arrangement before the formal start of the interview.
 - The data collected in FGDs and interviews were only used to evaluate the Generation Future programme, including the production of the evaluation report and other deliverables stated in the terms of reference of the evaluation. They will not be used for any other purposes.
 - UNICEF Cambodia is the sole data controller after the evaluation is completed. It means that UNICEF Cambodia decides how to use the data shared with them (e.g., anonymised and aggregated survey results) and is responsible for looking after the data according to UNICEF's most up-to-date data protection protocol⁴⁴ once the evaluation is completed.

⁴⁴ <https://www.unicef.org/supply/media/5356/file/Policy-on-personal-data-protection-July2020.pdf.pdf>

- All participants can request for the data that they give to be removed. Such requests need to be submitted to the consultant (Dr Alvin Leung at alvinleung@cantab.net) directly. No such requests were submitted as of 5 March 2023.

5. Findings

This chapter presents the evaluation findings. The findings are guided by the 16 evaluation questions provided in the Terms of Reference of the evaluation. The findings are grouped by the six OECD DAC criteria (Sections 5.1 to 5.6). Findings on gender equality, equity and human rights are provided separately in Section 5.7. The evaluation matrix (see Annex A) was used in the writing of the findings to ensure that the findings are comprehensive.

The programme's achievement of outputs has been provided in Table 1 in Section 2.2.2 on page 26 of this report.

5.1 Relevance⁴⁵

5.1.1 National Policies

The programme has been relevant and responsive to the national policies on education and youth development, the most important of which are the Education Strategic Plan (ESP) and the National Policy on Youth Development. There are four areas in which the programme responds well to the national policies. First, the **learning of life skills and the 21st Century Skills** (ESP strategy 1.3). The programme provided mentees and volunteers opportunities to improve – and use in real-world situations – life skills and 21st Century Skills. All responding mentees and volunteers agreed that they improved these skills and that the skills were relevant to their study, work and/or daily lives.

Second, the use of **inquiry-based learning and student-centric approach** in classrooms (ESP strategy 2.1). Six mentees and their volunteers went to 18 schools in all the 6 districts of Siem Reap Province to conduct interactive activities with 898 school students. The activities were given as a part of the LLS syllabus. Students were asked to conduct simple research, have discussions and give presentations. Although the activities were relatively short (0.5 days), its success showcased that these pedagogies could work in rural settings. MoEYS officials went to some schools during the activities and were encouraged by the results; they said in interviews that the activities were engaging and went well with the LLS syllabus. Teachers also agreed that the activities were relevant to their students.

Third, the provision of **career counselling and guidance** for secondary school students (ESP strategy 2.2). Multiple youth-led projects of the programme used innovative ways to provide career counselling and guidance. For example, a project used workshops to help students identify their career interests. Two projects in 2022 encouraged female students to enter the STEM fields. These projects were responsive to the ESP in that they provided career guidance while at the same time tackled gender stereotypes that contributed to gendered jobs (e.g., jobs in STEM were for men).

Fourth, the promotion of **youth participation**. The programme developed young people's capacity to participate in civic decisions and enabled them to use digital tools to voice their opinions and amplify their influence; the digital platforms also connected young people who shared interests in addressing the same social issues. These mechanisms, which build an enabling environment for youth participation, respond well to the strategy 5.6 of the National Policy on Youth Development. Also, the promotion of volunteerism, which is central to the programme, is well aligned with the strategy 5.10 of the National Policy of Youth Development.

While the programme is relevant to the national policies, **its concept note did not mention explicitly these policies and related strategies**. The consultant suggests that the core programme team include a section on policy and operational context analysis in programme documents and/or concept note, as this should guide any upcoming institutionalisation efforts.

⁴⁵ According to the terms of reference, the following evaluation questions are under the OECD DAC evaluation criterion of relevance: 1, 2 and 13.

5.1.2 Needs of Adolescents, Youth and Other Stakeholders

The programme's focus on skills development, particularly those of the 21st Century skills, was aptly chosen. As pointed out in Section 2.1, multiple studies in Cambodia concluded that young people were not equipped with the skills that employers desired primarily because the formal education system did not provide enough opportunities for young people to develop these skills. This programme addressed this by providing opportunities to mentees and volunteers to develop 21st Century Skills not only through training but also through working on projects.

All young people participated in the evaluation agreed that the skills developed (as well as confidence gained and professional networks expanded) were what they needed and would be helpful in their study, work and/or daily lives. This can be attributed to the consultative process that the programme used at the beginning to better understand mentees' needs regarding skills development. The team then used the findings to arrange training sessions on the skills mentioned by the mentees. The team also provided on-demand support to projects to ensure that relevant support was given to help young people implement their projects.

The youth-led, bottom-up approach used in the programme has proven strong in ensuring relevance. The approach emphasised the importance of working with young people for young people. All the 28 projects (13 in 2021 and 15 in 2022) were led by mentees who had the autonomy to design and implement their projects. Mentees expressed in the evaluation's interviews strong interests in addressing the social issues chosen by them.

Most social issues chosen by the mentees were relevant to the Cambodian youth. The projects' relevance can be seen in their huge number of followers (27,000+) on multiple social media platforms. A project that used blogs and podcasts to share stories of how young leaders and entrepreneurs overcome difficulties, for example, had close to 20,000 followers/subscribers on its pages on social media platforms (with the number of views even larger). It can be established that the messages of these projects resonated with young people in the country. Three mentee-led projects in 2022 (i.e., Ladies in Tech, Engineering for Girls, Girls Kick) had an explicit focus on **gender equality** issues that were very relevant to the context; for instance, two projects encouraged and inspired female students to pursue careers in the STEM fields, which were male-dominant in Cambodia and in demand of workers.

Some of the youth-led projects were nonetheless relatively less relevant to the needs of the most marginalised and disadvantaged adolescents and youth in the country. One example is the project on encouraging young people to pursue careers in the IT industry; the mentee and volunteers of the project went to schools in Siem Reap to conduct activities, which, in the consultant's opinion, were only tangentially relatable to the students. This gap was somewhat a manifestation of the urban-rural divide in the country, given that most mentees and volunteers were based in Phnom Penh, the capital city.

The extensive use of online communication channels also increased the programme's relevance. With the increasing popularity of smartphones and improving Internet penetration in the country, the projects' messages and online campaigns could effectively reach many young people. Equally importantly, the interactive nature of these platforms (e.g., Facebook) allowed the mentees, volunteers and the core programme team to better understand the needs of adolescents, youth and children. According to the UNICEF Cambodia staff members interviewed, the programme's experience also helped the organisation improve its capabilities for developing engaging content to connect with young people. Furthermore, it helped the organisation discover new channels and modalities in communicating with young people.

5.1.3 Other Stakeholders' Needs

The programme was largely relevant to the private sector contributors and the mentors, most of which came from the private sector and some from the development sector and the government.

Regarding the programme's relevance to the private sector contributors, representatives interviewed opined that, by providing training sessions, they **contributed towards fulfilling corporate social responsibilities (CSR).** However, **there remained a gap between what the contributors wanted and what the programme could offer.** A few mentors mentioned that the representatives of the private sector would like to have 'good

publicity' from participating in the programme; this nonetheless was limited by the (reasonably drafted) UNICEF guidelines on private sector engagement, which associated the level of publicity allowed with the amount of donation made. Also, there was no end-of-project report on impact produced for mentors' and private sector contributors' use in reporting to their companies. This gap posed a challenge for the programme to stay relevant to the private sector.

In the case of mentors, **the matching between them and the mentees ensured that most mentors could work on relevant projects** with enthusiastic young people with similar interests. To mentors in more senior positions, they appreciated the opportunities to 'give back to the society'; younger mentors, in addition, appreciated the usefulness of the experience in advancing their careers. A small number of mentors were running businesses that could collaborate with mentees' projects. All the above contributed to the relevance of the programme to mentors.

5.2 Coherence⁴⁶

5.2.1 Internal coherence

The programme is consistent with other interventions and activities of UNICEF Cambodia; it is aligned with UNICEF's mission goals and principles of communication and youth empowerment. The programme is currently under the Communication Section, and it has linkages with the Education Section, Child Protection Section and the ADAP strategy. **These cross-section linkages were in general productive.** They, on the one hand, gave the programme the support that it needed to achieve its outputs and outcomes and, on the other, allowed the programme to contribute to the activities of other sections.

The linkages with the ADAP cross-sectoral strategy were most productive, for the two were well aligned and their activities harmonised. The programme built young people's capacity to address social issues, empowered young people through establishing an enabling environment, and prepared them to meaningfully participate in civic decision and policy making – these results contributed to the ADAP's work. In addition, the programme's school implementation component in school that use **Local Life Skills (LLS)** syllabus (under the **ADAP**, which was managed by the **Child Protection Section**) enriched the students learning experience and development of the 21st Century Skills in select schools. (It is nonetheless worth noting that the ADAP had only 1 dedicated staff member in 2022 and had very limited capacity.)

Apart from providing support for the ADAP (and the associated LLS), the **Child Protection Section** also provided the necessary technical support on managing the implementing partner, CRC-Cambodia/AYRG. The **partnership with CRC-Cambodia/AYRG** was designed with good intention: the programme intended to offer AYRG members the opportunities to work on youth-led projects while AYRG could offer potential connections to expand the reach of these projects. Nevertheless, the execution was cumbersome and, as a result, the partnership was never realised and the intended results of the partnership not achieved (see Section 5.4).

The linkage with the Education Section was constructive, but the contribution was on a small scale. The experience of implementing issue-based learning contributed to the **Education Section's** aim to provide quality education through showcasing to teachers and officials of the MoEYS how issue- and inquiry-based learning could take place in rural schools. Some youth-led projects on promoting STEM education for girls and on development of digital skills were also relevant to the work of the Education Section. Such contribution was, however, small in scale because, first, the school implementation reached only 18 schools with each given half-day activities and, second, the Education Section focuses more on early childhood and basic education as well as ministerial and leadership capacity building.

The programme's positioning (under the Communication Section) was functional, but it could no longer fully support the programme. The current positioning is a legacy of the programme's start as a communication and outreach campaign partly to contribute towards the World Children's Day 2021. The programme has evolved in the last two years, especially with the addition of the school implementation

⁴⁶ According to the terms of reference, the following evaluation questions are under the OECD DAC evaluation criterion of coherence: 2, 4 and 13.

component and the integration with the ADAP. Its positioning within UNICEF Cambodia therefore needs to change.

There is a consensus among UNICEF staff interviewed that it should be taken out of the Communication Section and become a cross-section programme. Two possible options emerged in the discussions. The first is that the programme sits with the Deputy Representative's Office (or the Representative's Office) with one section acting as the secretariat; this is the preferred option of the senior management of the country office. The second is that it sits parallel or as part of the ADAP, considering its focus on adolescent development and participation as well as its deepening linkages with the LLS. Staff interviewed agreed that both options will strengthen the cross-sectional nature of the programme and allow the programme to continue to contribute to multiple sections.

5.2.2 External coherence

Cambodia has a burgeoning innovation ecosystem, and there is an increasing number of programmes providing support to social enterprise start-ups and promoting entrepreneurship – mainly run by universities and development partners^{47 48}. **This programme does not overlap with them, as it had a unique focus on online campaigning and was strategically designed to focus on promoting youth's skills development and facilitating youth participation.** This vision nonetheless was not well communicated in publication and to all mentors, 2 of the 7 mentors interviewed, rather, saw the programme more as a start-up support programme. This was unexpected in the core programme team's perspective.

The programme's Phnom Penh-centric positioning could have been improved to provide valuable experiences to young people in provinces where similar opportunities were very limited. Although the application was open to youth in the whole country and despite the fact that all personal information (including that on applicants' residence) was redacted in the selection process, all but one selected mentees (and most volunteers) in 2022 were based in Phnom Penh. This unexpected outcome of mentee selection severely limited the programme's abilities in reaching young people outside Phnom Penh who had few similar opportunities. In other words, the programme's external coherence with other similar programmes was unintentionally compromised. Although one may argue that the programme's focus on online campaigns could help mentees' projects reach other parts of Cambodia, this cannot be assessed because the engagement data were not geo-tagged.

The necessary linkages with the private sector were in place and contributed to the achievement of programme outputs and outcomes. The programme engaged the private sector by inviting employees and senior executives of private companies (e.g., Hyundai, American Chamber of Commerce) to be mentors. It also invited private sector company's representatives (e.g., Facebook, KPMG, Smart) to give training sessions to young people. These linkages benefited the participating adolescents and youth directly as well as helped UNICEF Cambodia build new relationships with the private sector and provided them with an entry point to collaborate with UNICEF (as agreed by some UNICEF Cambodia staff members interviewed). These kinds of collaboration aligned well with the government's policies on ensuring that young people are equipped with skills needed in the labour market.

The programme also established linkages between mentees and other partners on the youth-led project level. Many of these linkages were initiated by mentors for mentees and volunteers, while some were established by the mentees themselves. These partners included the print and digital media, small and medium size enterprises (SMEs) of the private sector, environmental groups and universities. Some of the partners, such as cyclo drivers and art groups, were badly affected by the COVID-19 pandemic, and the projects provided them with timely support.

5.3 Effectiveness⁴⁹

⁴⁷ UN-ESCAP, & MISTI. (2021). The Science, Technology and Innovation Ecosystem of Cambodia.

⁴⁸ You, S. K., Leung, A., Song, S, (January 2023). Entrepreneurial Intentions and Behaviours of Cambodian University Students. Cambodia Development Resource Institute (CDRI) Working Paper Series No. 136.

⁴⁹ According to the terms of reference, the following evaluation questions are under the OECD DAC evaluation criterion of effectiveness: 3, 5, 6, 7, 12, 13 and 14.

This section reports on whether and how the programme has achieved its objectives and outcomes. It first reports the findings by components (see Table 2 on p.7 for a list of programme components), with the contribution of the components to achieving the objectives and outcomes explained and supported by evidence and data. Some smaller and closely associated components are combined. The section then reports the overall effectiveness, organised by outcomes, with effectiveness of all the components considered holistically.

5.3.1 Mentorship

The selection and matching of the mentors were outstanding and considered by both mentors and mentees as effective in implementing the youth-led projects. The core programme team identified mentors and matched them with mentees only after the selection of mentees was finalised; this ensured the quality of the matching. More than half of the mentors in 2022 were from the private sector (with the remaining from the government, development sector and the academia), and it appeared that the relationships built increased UNICEF Cambodia's presence in the private sector.

Most mentees interviewed thought highly of their mentors who, in their opinion, provided them with technical expertise, professional network, inspiration and emotional support needed not only to implement their social impact projects but also to develop themselves personally and professionally. Mentors introduced to mentees the people whom they worked with and they knew professionally, expanding mentees' professional networks. Some of these people introduced even provided additional funding to individual projects. This funding was often in the form of small sponsorship arrangements between businesses and the mentees and was therefore managed by them directly. Also, mentees said that their mentors provided guidance by means of asking facilitating and constructive questions and that some helped them sharpen skills needed for project results (e.g., how to communicate with difference audiences, how to approach funders). At least 11 out of the 15 mentors in the 2022 cohort also used their presence on social media platforms to amplify the influence and expand the reach of the youth-led projects. At least two mentors even offered mentees their business facilities (e.g., studios) for use in implementing the project.

Eleven of the 12 mentors responded were delighted to have taken part in the programme and described the experience as 'rewarding', 'warm' and 'joyful'. Most valued the opportunities to work with the young people and see them grow. According to mentor interview data, the programme was able to provide positive mentoring experiences, and this contributed to maintaining long-lasting mentor-mentee relationships (output 2) and ensured that it could continue to attract experts and key individuals to become mentors.

Some mentor-mentee relationships were relatively loose, with fewer than 4 meetings over the 6-month implementation period – significantly fewer than what the programme expected (one one-hour meeting per week). The following factors contributed to the looser relationships: (a) an overreliance on online meetings, which were not conducive to building rapport; (b) physical distance, which limited the possibility of meeting in person; (c) language barriers, as some mentors were not Khmer speakers and some mentees not proficient in English; and (d) time availability on both sides. The infrequent meetings did not appear to have impeded the implementation of the projects or the skills development of the mentees. Also, it did not appear that the frequency of the meetings indicated the health of the relationships (because most mentees involved still felt that their relationships with mentors were good, only 2 out of 19 interviewed said the relationships were 'not good'). **Although the programme expected weekly meetings between mentors and mentees, most pairs did not meet as frequently.** The frequencies varied greatly; the interview data suggested that most pairs met every 2-4 weeks. The core programme team may want



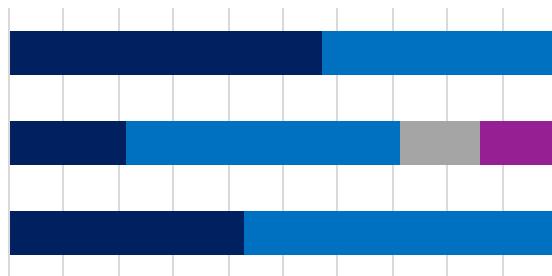
© UNICEF Cambodia/2022/DARAKORN
A government minister, His Excellency Samheng Boros, who was also a mentor for the Generation Future 2022 programme, taking photos with children on the World Children's Day event.

to give mentors and mentees in the future a more realistic expectation base on this finding.

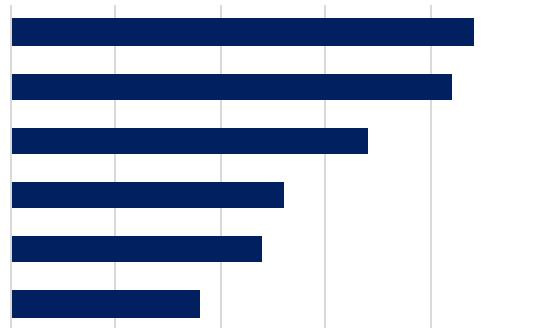
5.3.2 Skills development for mentees and volunteers

The programme was highly effective in improving young people's 21st Century skills. All mentees in the 2022 cohort interviewed agreed that, in participating in the programme, they improved a range of the Skills. Figure 3 shows the extent to which the mentees (n=14) agreed that they improved the skills (extracted by the evaluation team from the handbook for the mentees).

The skills-based training organised by the programme was seen by the mentees as useful for implementing their projects (see Figure 4). The training sessions delivered by the private sector contributors were considered relatively less useful because (a) some sessions were didactic according to the mentees; (b) some projects did not have corresponding components (e.g., branding); (c) a couple of sessions were delivered late due to trainers' limited availability (e.g., the session on pitching was given only after the WCD event wherein potential funders and government officials approached mentees, some of which were not prepared to respond to such enquiries and give 'pitches').



As for volunteers, they also reported an improvement of skills in participating in the programme. As shown in Figure 5, a majority of responding volunteers (n=24) said that they improved teamwork and problem-solving skills. However, volunteers believed that, like mentees, they should be introduced to mentors and have the access to training sessions including the bootcamp. The core programme team recorded some training sessions and made them available online to respond to this request. The bootcamp was limited to mentees and one volunteer per project partly because of considerations over costs, according to the programme lead.



All responding mentees and volunteers said that the skills improved were and would be useful in their study, work and/or daily lives. Mentees who planned to continue their projects added that these skills would be crucial in the continuation. Some mentees had prior experience of running similar projects; the improvement in skills for them was generally less significant. An exception in this regard was budget planning primarily because the amount of seed fund given (up to USD 2,000) was larger than that in similar programmes run by other organisations (often under USD 1,000 in the evaluator's understanding; the VMC, a government initiative, offered USD '00 to 'winning teams', for comparison).

5.3.3 Volunteer recruitment and online supporter engagement

The 15 social impact projects in 2022 had a total of 128 volunteers (73 females and 55 males; 38 under the age of 18 and the remaining aged between 18-25), exceeding the target of 110. The number of volunteers in each project varies from 1 to 32 (median: 9). Volunteers provided vital support to the mentees leading the project.

The inclusion of volunteers as a target group in the programme design effectively expanded the reach to more young people. This addressed the limiting factor of the programme: the number of mentors and mentees that it could support given the resource allocated. This arrangement sought to ensure that mentors and mentees could develop close relationships (by not overburdening mentors) while mentees were given the support needed to implement their projects.

The recruitment of volunteers nonetheless did not produce the intended results, even though the target of 110 volunteers was met. The programme planned to recruit volunteers from the Adolescent and Youth Reference Group (managed by the implementing partner, CRC-Cambodia), a group of 400+ young people from 10 provinces and Phnom Penh, many of them from marginalised and disadvantaged communities. The recruitment efforts were unsuccessful, with fewer than 3 members becoming volunteers. Most volunteers were indeed friends and classmates of mentees and some worked together on previous projects⁵⁰. This had

⁵⁰ This was an estimate as the programme did not record whether volunteers were 'new'. There was also no record of whether AYRG members have become volunteers; the evaluation team learnt from interviews with mentees that one project had 3 AYRG members signed up but they then became uncontactable.

the unexpected negative effect of limiting the scope and reach of the programme, particularly to those who were from marginalised and disadvantaged backgrounds and/or lived outside Phnom Penh.

Multiple factors contributed to the ineffective volunteer recruitment: (a) the online recruitment session co-organised with the CRC-Cambodia for the AYRG was deemed by the mentees unengaging; (b) some mentees used English in their presentations in the session while most AYRG members were not sufficiently proficient in English; (c) the one-time recruitment session was at the beginning of the projects when some mentees were unsure what help they would need from volunteers; (d) the CRC-Cambodia did not follow up with the volunteer recruitment even though its staff was aware of the lack of engagement; (e) according to mentees, there was not enough training and support for them on volunteer recruitment; and (f) according to the CRC-Cambodia representatives, they were not sufficiently engaged in earlier stages of the programme. Furthermore, the programme's original plan of connecting with the Volunteer for My Community (VMC), a government initiative supported by the Education Section of UNICEF Cambodia, was not implemented due mainly to a lack of resource and dedicated support.

As for **online supporters**, the 15 social impact projects had a total of 27,820 'followers' on social media platforms, including Facebook (76%), YouTube (6%) and Telegram (6%), as of December 2022. This number does not include those who only 'shared' projects or viewed online posts/uploads. The number of supporters that each project had varied, from 0 to 18,682, with a median of 254; it is more than five times the target. It is possible to infer that this larger number of followers contributed towards amplifying the influence of the mentees and their projects as well as increasing brand visibility⁵¹ of the Generation Future, and to some extent that of UNICEF Cambodia⁵², among young people in Cambodia.

The programme's online engagement was effective in attracting a large number of followers, thanks to a few factors: (a) the programme, being in the Communication Section, used the Section's expertise in creating online content for young people; (b) some posts of the social impact projects were highlighted on UNICEF Cambodia's webpage and social media platform; (c) a few mentors had extensive experience in content creation and heavy social media presence, both of which helped mentees to engage young people online; (d) many mentees were digital-savvy and some were working on other projects which helped bring in followers; and (e) a few mentees' projects were featured in newspapers and other traditional media.

Some youth-led projects had relatively fewer online supporters and engagement. A few of them prioritised going into communities and invested less time in online content creation; another few set up their project pages a bit too late in the process. Also, the original plan of using **U-Report** to engage more young people online did not materialise owing to severe unexpected delays of the rollout of the platform.

5.3.4 School implementation

The school implementation component (wherein 6 of the 15 mentees and 6 volunteers went to 18 schools in Siem Reap Province that used the Local Life Skills (LLS) syllabus to conduct activities as part of the syllabus) **was effective and successful**.

These 18 schools are referred to as 'LLS schools' in this report.

LLS school students were able to recall what they had learnt in the activities 3 months after when the evaluation team visited them. Some said that they shared the knowledge learnt (e.g., that on nutrition and environmental protection) with their families and communities.



⁵¹ This exact extent of the brand visibility increased, however, would require a country-wide questionnaire akin to the one conducted by the UNICEF Cambodia.

⁵² Mentees were not allowed to use the UNICEF branding.

The students found the activities very engaging and were able to practise the 21st Century Skills taught in the LLS syllabus. Although the activities were not extensive (0.5 days), most were designed by mentees to be inquiry-based, so that the students had the chance to work in small groups. Some students also gave presentations towards the end; they said in FGDs that the experience helped them gain confidence. According to teachers in the LLS schools, this component of the programme and the LLS syllabus complemented each other well in helping students develop the skills and increasing students' interests in social issues that impacted them. Many students said in FGDs that they would love to have more similar activities.

Some students said that they were inspired by the mentees and volunteers and expressed willingness to run similar projects locally. While the implementation of the LLS syllabus varied⁵³, some LLS school students had the experience of interviewing village leads and local government officials; for these students, the mentees' projects were particularly relatable and appeared to be more effective in encouraging students to address social issues.

The component effectively created 'buy-in' from the MoEYS on the provincial and district levels, as indicated by the MoEYS officials interviewed. They opined that the programme activities helped students learn about social issues in an engaging way. The career guidance given through interactive activities (2 of the 6 projects were on career) was also appreciated by the officials, as such guidance was very limited in rural areas. In relation to that, having guests visiting from outside the province was also considered advantageous, as it could expand students' horizon and inspire them. UNICEF Cambodia staff interviewed felt that this buy-in could potentially generate more civic participation opportunities for school students.

Teachers found the activities engaging and relevant to the students' needs. When asked how the students benefited from the activities, most teachers mentioned a gain of knowledge of the social issues discussed in the activities and a change in attitudes towards the issues; only a few of them actively mentioned 21st Century Skills development (while the evaluation can confirm that it took place).

In 2 of the 7 schools visited in this evaluation, teachers were not present in the classrooms during the activities; this was a missed opportunity to allow for follow-up lessons given by teachers. Also, as the officials pointed out, watching how activities were conducted could have helped those teachers develop themselves professionally. Furthermore, the MoEYS officials pointed out that the mentees' school visits were 'one-off' in nature and that there was limited collaboration between the mentees and teachers in the schools involved. They felt that closer collaboration between mentees and teachers and further integration of the programme component into LLS would be beneficial to school students, mentees and volunteers.

Mentees and volunteers found their interaction with students memorable; most of them said these were their proudest moments in the project. The activities also helped the mentees build a wider supporter base for their projects and familiarise them with the local (and, in many cases, rural) contexts in the country. Some mentees said that this helped them better understand the rural contexts and the challenges faced by the children and adolescents living there.

The coordination of the school visits was effective, but the implementation plan had to be scaled back, limiting the reach of the component. Due primarily to the very limited human and financial resources, the programme team decided not to go to schools in Battambang Province as it was originally planned.

5.3.5 Campaigns and World Children's Day event

With the support of the core programme team and the Communication Section, most mentees' projects set up online pages. UNICEF Cambodia also used its communication platforms to feature all mentees' projects and showcased young people's successes. **The pages had 27,000+ followers in total (demonstrating the effectiveness of this component),** and this support base allowed mentees to expand the reach of their projects and allowed messaging to reach young people in Cambodia directly. In addition, the Generation

⁵³ Whilst the implementation of the LLS syllabus was not in the scope of this presentation, the evaluation team collected data on that to assess whether the two were implemented coherently. The implementation of the LLS syllabus varied greatly in timing, duration and modalities (e.g., whether it is a separate subject, whether students need to write a report).

Future Facebook page (with 1,900+ followers as of December 2022, in addition to the aforementioned 27,000+), managed by the core programme team and a few former mentees, brought updated of various projects to its followers.

The effectiveness of this component (i.e., campaigns) to mentees' projects varied; it mainly depended on the designs of the projects. It appeared to be more useful to projects that sought to raise awareness on social issues (e.g., a project on reducing food waste and projects on encouraging girls choosing careers in STEM) and those that focused on online content production (e.g., a project on producing podcasts on how young people overcome difficulties in their lives) and online platform building (e.g., a project on providing volunteering opportunities information).

In relation to this, several projects attracted the attention of the media. Reporters actively approached the mentees, interviewed them and featured their projects in national newspapers and overseas publications, further amplifying the influence of their projects.

The World Children's Day celebration event was to some extent effective in increasing opportunities for young people to contribute to civic decision making. This is mainly achieved by having influential representatives from the government, private sector and development agencies attending the event. Mentees and volunteers gave pitches/presentations on their projects to the audience; they also had booths where they could explain to attendees their projects in details. Mentors and private sector contributors interviewed said that they were impressed by the mentees. It is still early to tell whether such influence will translate into actual opportunities to participate in civic participation, but it can be concluded in this evaluation that the event provided a platform for young people to demonstrate their capabilities in making changes in their communities. In addition, many mentees said that the experience of speaking in front of important members of the society greatly increased their confidence. A few of them also said that the positive reception of their pitches assured them that the project was worth pursuing even after the end of the cycle.

The core programme team observed that the event inadvertently distracted some mentees from implementing their social impact projects as mentees needed to prepare for their presentations and 'project booths'. This, however, was not mentioned by mentees in the evaluation team's interviews with them. The core programme team also opined that the organisation of the event diverted its attention from providing support for mentees towards the end of their projects.

5.3.6 Overall effectiveness

The programme was overall effective in achieving its three outcomes.

First, young people were sufficiently engaged in actively addressing social issues that impact them (**outcome 1**). Mentees were provided a high level of support from the core programme team as well as high quality training from UNICEF, other development partner and private sector contributors on a wide range of topics. The considerable amounts of seed fund to implement the project was also crucial; its use was diverse and responded to the projects' needs. The mentors chosen for the mentees and their projects were suitable and highly relevant, and most mentor-mentee relationships were very productive. The technical expertise, seniority and influence of the mentors were conducive to project implementation, ensuring that the social issues were addressed and that the projects gained attention from young people in the country. Volunteers provided crucial technical support to project implementation; they themselves also gained valuable skills and experience that would be useful for them not only for study and work but also to potentially lead actions that address social issues. The school implementation component and the online engagement very effectively expanded the reach of the programme. It to some extent inspired the school students to participate in addressing social issues more actively through their other learning activities in the LLS syllabus.

Second, the programme was somewhat effective in improving access to stable employment opportunities for young people (**outcome 2**). The programme helped mentees gain confidence in creating positive change, broadening professional networks and improving knowledge in project areas or themes (see Figure 6); these, they believed, would be useful in furthering their study and finding jobs. Volunteers, although less involved compared to mentees, also agreed in FGDs that the skills and confidence gained would help them in studying. Since the skills gained were in demand in the labour market, it could be inferred that the programme contributing to improving the access to employment through skills training. It is nonetheless worth noting that this outcome was limited to mainly mentees and volunteers because: (a) the training was provided only to them; and (b) the involvement from other target groups was not significant enough for the evaluation to conclude that their access to employment was improved.



Additionally, some mentee-led projects appeared to have contributed to achieving this outcome. For instance, the projects on encouraging young women to enter STEM fields, the project on promoting volunteerism (somewhat as skills development opportunities as well), and the project on providing training on IT skills and familiarising participants with jobs in the IT sector logically could contribute to outcome 2. However, the participants of the projects were not contacted in this evaluation (as it focusses on the programme-level effectiveness, not project-level), the consultant cannot give a conclusion in this regard. Also, as most mentees were still in secondary schools and years away from entering the labour market, there were limitations in assessing the results under outcome 2.

Third, the programme was effective in increasing opportunities for young people to contribute in civic decision making (**outcome 3**). This was primarily achieved by: (a) enabling and supporting (including on skills development) mentees and volunteers in running their projects (linked to outcome 1); (b) creating online spaces for youth participation; (c) raising awareness of social issues among young people; and (d) showcasing to stakeholders, including senior government officials and other influential members of society, young people's success in addressing social issues through online platforms and in events and subsequently seeking to open more opportunities for youth participation.

5.4 Efficiency⁵⁴

⁵⁴ According to the terms of reference, the following evaluation questions are under the OECD DAC evaluation criterion of efficiency: 3, 11 and 13.

5.4.1 Economic efficiency

The economic efficiency of the programme was high considering the large number of young people reached (see Table 1 for outputs). The spending of this programme in 2022 was just under USD 160,000. About half of that human resource costs, including the salaries of the programme lead and of a 0.5 FTE United Nations Volunteer (UNV) as well as the payments for various contractors providing audio-video support. About a quarter were seed funds for youth-led projects (up to USD 2,000 each). There is, however, **no comparable project in Cambodia for the evaluation to compare spendings with.**

The programme spending was not significantly different from the original budget, except for the agency fees for organising the World Children's Day celebration event. The event costed about a quarter (USD 48,000) of the total spending, even though it was not exclusively about the programme. This budgeting was a result of the fact that the programme sat under the Communication Section. It is advisable to separate the spending on the WCD event from that on the programme, regardless of the future positioning of the programme within the organisation. A more sensible arrangement is that this programme contributes a proportion (for example, 25% to 30%) of the costs to organising the WCD event.

The seed fund and mentoring together brought the most impact on young people in children in the most cost-efficient manner. The USD 2,000 seed fund available for each of the 15 mentee-led projects enabled the young people to implement the projects and amplify the influence through volunteers and online supporters. It is nonetheless worth noting that such impact was only possible with the help of mentors (who were not paid for in 2022) and mentees' own time invested (who was not paid for, strictly speaking). The **training bootcamp** (around USD 5,000 for 15 mentees and 15 volunteers for 1.5 days) also offered great value for money, as it was mentioned by many mentees as a memorable experience with lots of learning opportunities.

Two important programme components were not allocated dedicated financial resources in the budget: volunteer recruitment and school implementation. Volunteer recruitment in 2022 was considered mainly as a responsibility of the implementing partner, CRC-Cambodia; its costs was therefore subsumed under the USD 1,000 management fees paid to the CRC-Cambodia. As for the school implementation component, the costs on local transportation and accommodation in Siem Reap Province as well as on preparing teaching and learning materials came from the seed funds of the projects (for each of the 6 projects, about 10% of its seed fund). Although this was not an intentional choice, it treated the mentees who took time out to go to schools unfairly, as they had less seed money for project implementation compared to their counterparts who did not go to schools in Siem Reap.

5.4.2 Operational efficiency

The operational efficiency in implementing this programme across sections needs improvement, despite the programme's good internal coherence (see Section 5.2.1). In particular, **the cross-section linkages appeared to have been hampered** by the unclear responsibilities of the sections involved.

The programme was started by the Communication Section. It then established connections with the Child Protection (CP) Section and the Education Section in its second year of existence. The former mainly managed the implementation partner (i.e., CRC-Cambodia), led the ADAP (which was also supported by the Education Section); the latter mainly supported the school implementation component in Siem Reap Province (alongside the so far unfruitful U-Report and VMC efforts).

The cross-section linkages were not well-defined, with responsibilities of the staff members involved unclear. This judgement made by the consultant was agreed by some UNICEF Cambodia staff members interviewed. While these constantly evolving linkages gave the agility that the programme needed, they also caused confusion – and sometimes minor delays and frustration – among the staff involved, as this evaluation finds. Multiple staff members interviewed felt that these linkages needed to be formalised, as this could help clarify the inputs and responsibilities of the sections involved.

The substandard management of the implementing partner severely impacted the programme's operational efficiency. The partner, CRC-Cambodia, provided support on seed fund management (in 2021 and 2022) and volunteer engagement (in 2022). Seed fund management was a significant problem in both

years. According to the mentees, the training session on managing finances provided by the CRC-Cambodia was unhelpful (as it was perplexing and overly technical) and the support given inadequate. About one in four mentees in 2022 had to at some point spend their own and parents' money on the projects – mostly USD 100 to 200 but in an extreme case USD 1,000. While in some of these cases the mentees were indeed responsible for not following the guidelines, in most the culprit was the complicated processes involved in using the seed fund. For instance, a simple request of modifying project budget would need to go to the CRC-Cambodia, the programme lead and the Child Protection Section. This caused significant delays and subsequently led to young people spending their money to solve the problems more quickly given the tight timeframe of the implementation. All the money that the young people spent has been reimbursed by January 2023.

Furthermore, as mentioned in Section 5.3.3, the volunteer recruitment handled by the CRC-Cambodia was unsuccessful. This, in the consultant's judgement, could partly be attributed to the vague contractual agreement between the country office and the CRC-Cambodia overseen by the CP Section; for example, an indicator asked for pairing 28 mentees with 28 AYRG members without specifying what the pairing meant. In the perspective of the CRC-Cambodia, the online briefing session fulfilled the agreement even though only a few from the AYRG expressed willingness to join the projects as volunteers in 2022.

5.4.3 Timeliness

The programme was implemented within the intended timeframe, except for two training sessions provided by private sector contributors. **The decision made after the 2021 internal review of the programme to extend the implementation period from 15 weeks to 6 months was proven appropriate.** On the youth-led-project level, some mentees found the implementation timeframe (< 6 months) very tight; most mentees, nevertheless, were able to complete their projects.

5.5 Impact⁵⁵

As pointed out in section 3 of the terms of reference of this evaluation, the impact assessed here is **early impact** because the programme has a short history (i.e., 16 months; in 2 cohorts). Objective 3 of the evaluation (set in the terms of reference) also asks for a study of the potential for impact. The findings reported under the criterion of impact therefore include the impact beyond the programme outcomes in the theory of change. More specifically, it looks into the change that the programme has on its integration with the ADAP and LLS (evaluation question 4) as well as its relationships built with the private sector including the indirect effects of the programme may have on UNICEF Cambodia's relationships with the private sector (evaluation objective 5).

The programme successfully formed a network of talented young people (i.e., mentees, volunteers) who are agents of change. They are equipped with the right skillsets and hands-on experience (as elaborated in the effectiveness section) to make changes in the communities. There were already occasions in which these young people were approached by different sections of the country office for consultations when planning activities. The programme lead also established close relationships with some of the mentee alumni of Generation Future 2021 and continued to work on specific issues such as climate change. This network can be useful for UNICEF Cambodia in furthering their work on youth empowerment and participation; the interview data suggest that there is a high level of willingness among these young people to continue to work with UNICEF Cambodia to address key social issues.

The programme has built work relations with mentors, many of which are influential individuals in the government, private sector and development agencies. The interview and feedback data suggest that the mentors were impressed by the capabilities of the young people involved (particularly mentees) in leading changes in communities; this understanding was gained through working with them on projects and from listening to their pitches in the WCD celebration event. The experience appeared to have encouraged a small

⁵⁵ According to the terms of reference, the following evaluation questions are under the OECD DAC evaluation criterion of impact: 3, 4, 6, 9, 13, 15 and 16.

number of mentors to reflect on the private sector's roles in youth skills development. One wrote, '[t]he private sector [can] contribute not only financial resources but also we can offer the use of buildings and facilities, training, volunteering with young people, providing working experience, and providing business expertise.'

The programme proved that the private sector in Cambodia can be engaged to provide very specific technical support. So far, the contribution given in this programme has mainly been in the form of technical support and of a 'one-off' nature. The primary objective of the support was to support the development of the projects. It undoubtedly provided an 'entry point' for companies to collaborate with UNICEF Cambodia, but as pointed out by a UNICEF Cambodia staff member, there needs a strategy to transform the support into higher-level, sustainable and scalable contribution. These relationships built with the influential, high rank individuals and with companies and organisations could potentially be capitalised on by UNICEF Cambodia, which may want to carefully consider case by case what these companies and organisations can contribute.

The unique strategies of the programme on enabling youth-led online campaigns and on creating online spaces for youth participation have proven valuable. The social impact projects demonstrated that young people are capable in communicating with each other in innovative ways to address social issues and make change in communities. The extensive use of short videos and podcasts appeared to be much more effective than text-based communication in the digital age. These strategies can potentially be used by other programmes and the ADAP to mobilise young people and to complement in-person and direct activities with adolescents and children.

Moreover, the success stories of these young people and their social impact project are inspirational and motivational to other young people in the country – and this could be used in promoting youth participation and empowerment. This finding derives from mentor and mentee interview data as well as volunteer and LLS school student FGD data. The communication materials produced by the programme and the Communication Section reinforced the message that young people can make meaningful changes in the society.

Considering the work connections built with the mentors and private sector contributor as well as the engagement with a large number of students and online supporters, **it can be inferred that the programme improved brand visibility among young people and the private sector.** However, it must be stressed that the projects were not permitted to use the UNICEF branding directly and that 'brand visibility' could not be scientifically assessed in this evaluation. It was also impossible (and perhaps too early) to conclude in this evaluation whether the improved brand visibility enhanced achievement of other UNICEF Cambodia's efforts.

The contribution of the programme to the country programme of UNICEF Cambodia was, in the consultant's judgement, evident but indirect, limiting the programme impact. The evaluation finds that the contribution was mainly to higher level goals (e.g., economic participation for young women and girls, skills development, youth participation) but not to the outcomes (and their indicators) set for the work areas and sections of the country office (with ADAP as an exception). The discussions with staff of the country office indicate that this impeded the performance of the multi-section linkages and caused uneasiness among teams, as relevant sections felt that there was no direct contribution from the programme to them. These interviewees also hoped that the issues addressed by the programme could be more aligned with those being addressed by the sections involved to generate synergy that could lead to bigger impact.

Another factor limiting the early – and potential – impact of the programme was the unrealised institutionalisation and scaling attempts. These included: (a) the connection between the programme and the Volunteer for My Community; (b) working with AYRG on recruiting volunteers from more diverse backgrounds; (c) delivering the school implementation component in more than one province; and (d) integration between the programme and the U-Report platforms. Although these unsuccessful attempts did not stop the programme from achieving its outputs and outcomes, it limited the early impact and scalability of the programme as well as the possibility of working on and with the wider systems.

5.6 Sustainability⁵⁶

⁵⁶ According to the terms of reference, evaluation question 8 is under the OECD DAC evaluation criterion of sustainability.

5.6.1 Individual- and project-levels

The programme has made direct and clear contribution to the mentees and volunteers participated. It is very likely that **the benefits from skills improved, knowledge acquired, confidence gained and networks extended will sustain** on an individual level. The mentee interview data strongly suggest that most had the will to continue to make changes in their communities. The attention they gained from online campaigns and the influence they had during the programme may decrease over time, but, as the experiences of the mentees in the 2021 cohort demonstrated, such attention and influence – together with the skills, knowledge and confidence gained – are conducive to mentees making changes in their communities beyond their 'graduation' from the programme.

As for the youth-led projects, the picture is mixed. First, **not all mentees would like to continue their projects** because some of them would like to focus on their study as they would be going to universities either in Cambodia or overseas. Among the 14 mentees in the 2022 cohort responded, 7 would like to continue their projects, 5 said that they were not sure, and 2 said they would not. Second, **whilst some projects already secured funding (mainly from other NGOs) for continuation, most of them did not**; some mentors interviewed added that their mentees' projects lacked a sustainable business model. Target support for projects that were most likely to continue and secure further funding could have helped address these concerns, but the provision of such support was considered by the mentees as limited. Setting the funding concerns aside, mentors were asked to what extent their projects' impact could sustain; 3 chose 'to a large extent', 7 'to some extent' and the remaining 3 'to a small extent'. It is nonetheless worth noting that this programme, unlike start-up support programmes, did not have a primary goal of setting up profitable, and hence sustainable, businesses.

The **project pages online** to some extent created spaces for young people to take part in addressing social issues, but it remains **difficult to assess how sustainable these spaces are**. The consultant observed that, although the pages were still being updated in January and February 2022, they became much less active (i.e., with less frequent updates and fewer 'likes' and 'sharing' from their followers) after the formal close of the project cycle in late-November. It also remains difficult to gauge how deep the engagement is, not to mention monitoring how such engagement online (e.g., following a page) is turned into actions (e.g., influencing civic decision making) over time.

As for the impact made on students and communities (also referred to as 'participants' of the programme), the programme's interaction with them was relatively brief. In the case of students, while there is strong evidence that, after 3 months of taking part in the school activities, students were able to recall what they learnt, the evaluator cannot confidently conclude that this will sustain for a longer time, unless there are continuous and repeated messaging. Similarly, the interaction with the communities was also brief and the conditions for sustainability was not strong, and it can be logically deduced⁵⁷ that any impact made will fade unless there are repeated activities and messaging.

5.6.2 Programme-level

The programme **established connections with many influential individuals** in the private sector, other development partners and the government. Most mentors and private sector contributors interviewed expressed willingness to continue to contribute; the positive experiences and increased brand recognition are also useful for recruiting more mentors. These suggest that mentorship, being the most important component, can continue to be provided. However, due partly to the programme's short history, there is not yet a plan on how to transform these kinds of 'one-time' contribution into scalable and more sustainable ones.

It was evident that the school implementation component, as part of the LLS syllabus, secured buy-in from the local MoEYS officials in Siem Reap Province. The experience proved that this component is workable in rural contexts, and such buy-ins will help bring the component to more LLS schools in Siem Reap and probably other provinces.

⁵⁷ Please note that no 'participants' other than LLS school students were involved in this evaluation by design (as they simply attended an event and could leave no contact details), the findings on the impact on them were drawn from assessment of the conditions of sustainability.

While the LLS syllabus is institutionalised (as it was endorsed by the MoEYS) and could be scaled up and sustained, this component is of a different nature and hence **difficulties in ensuring its scalability, replicability and sustainability**. Since the programme plan did not include an institutional partner in this regard (e.g., teacher training college) and had no clear plans to work with schools on a more sustainable model (e.g., engaging teachers in planning the activities), the programme relied heavily on individual mentees' capabilities in conducting interactive activities that can complement the use of LLS syllabus in schools. This heavy reliance became a threat to the sustainability of the school implementation component, as it could not be guaranteed that future mentees would be as capable as this year's in delivering activities that could help develop students' 21st Century Skills. In other words, the success of the component in 2022 may not be replicated while such replication will be needed to ensure that the positive effects on students (and to some extent teachers and schools) can last (see Sub-Section 5.6.1). Moreover, the success of the component in 2022 was achieved mainly because 4 of the 6 mentees who conducted activities in schools came from the same reputable Phnom Penh-based private school that focuses on project-based learning. Yet, this school is not a formal programme partner and will not have students of the right age next year to apply for being mentees of the programme.

Also, the core programme team intended to work with the Education Section to integrate the programme with the Volunteer for My Community (**VMC**), a government initiative. This institutionalisation effort could have ensured sustainability of the programme by means of stably recruiting volunteers and paving the way to transferring the programme (at least in part) to the government. Yet, this arrangement was not materialised; the evaluation team was therefore **unable to assess the sustainability of this connection**.

Another factor that could challenge the sustainability of programme outcomes and impact is the **capacity of the implementing partner**, CRC-Cambodia. As reported in Section 5.4.2, the partner experienced significant difficulties in recruiting volunteers and supporting projects' seed fund management. Capacity building for the implementing partner, and potentially new partnerships with youth networks and local civil society and not-for-profit organisations promoting youth development and participation, is needed to sustain the impact.

Many of the challenges mentioned above were results of the very limited financial and human resources the programme had, as pointed out by the core programme team and agreed by the consultant. These challenges also ought to be considered with the fact that the programme had a **short history** (i.e., 16 months). Furthermore, UNICEF Cambodia staff members interviewed pointed out that **the programme's funding model limited the extent to which the core programme team and the country office could devise plans on institutionalisation and continuous implementation**.

5.7 Gender Equality, Equity and Human Rights

Gender equality has been carefully considered by the programme in its design and implementation ; it was evident that the programme contributed to ensuring gender equality. The programme in 2022 had more female than male mentees (F: 11; M: 4), volunteers (F: 73; M: 55) and participants (F: 2,340; M: 1,581). A few youth-led projects chosen had an explicit focus on ensuring gender equality; for example, the projects on encouraging young women to develop careers in the STEM fields and the project on promoting football among girls. The programme provided these projects support and an enabling environment for implementation and advocacy. These projects also challenged gender norms and stereotypes that could limit girls' and young women's equal access to and participation in certain sectors (i.e., STEM, IT, football).

As seen in the programme outputs, most mentees in both 2021 and 2022 were females (2021: 10 in 13; 2022 11 in 15). This, according to the core programme team, was primarily caused by the mentee selection process wherein all personal information including that on gender was redacted. While this ensured that mentees were selected based on merits and their project plans, it did not help with ensuring equal participation between males and females. A UNICEF Cambodia staff member suggested that, in the next programme cycles, the gender ratio in different stages of the selection process be monitored to help achieve a more desirable male-

to-female mentee ratio. It is worth noting that boys and young men in Cambodia were more likely to drop out from schools⁵⁸ and that they were also more vulnerable to online grooming/exploitation⁵⁹.

The programme's design considered equity and human rights. For example, the core programme team was cognisant that, given the demanding requirements on mentees, the programme needed to use other mechanisms to ensure that young people who were less capable in managing large-scale projects could still participate as volunteers. The first mechanism was the agreement with the CRC-Cambodia and AYRG, many members of which came from marginalised and disadvantaged backgrounds. The second was the connections to be built with the Volunteer for My Community, a government initiative that could ensure more equal participation. The third was the use of U-Report, which should allow young people nation-wide to express their opinions on specific issues (most are related to rights of children and adolescents).

However, such attempts were of limited success, and that in particular negatively impacted the programme's ability to directly engage young people from marginalised and disadvantaged backgrounds. Although there were no relevant data, stakeholders were aware that most mentees and volunteers (all but two were based in Phnom Penh during the implementation period although most grew up outside Phnom Penh) came from 'good schools' and 'good families'. This negative impact on equity was to some extent compensated for by the school implementation component wherein mentees and volunteers went into schools in rural contexts to conduct activities. Yet, these interactions were relatively brief and the benefits that these participants received were incomparable to those received by mentees and volunteers.

Some human rights issues were adequately addressed by the youth-led project; obvious examples included climate change, children's oral health and nutrition. **Yet, the evaluator observed that the most urgent human rights issues (identified in the country programme) remained untouched by the programme,** these included: gender-based violence, discrimination against people with disabilities, child marriage, and teenage pregnancy. Of course, the programme team could not dictate what human rights issues were to be addressed as the topics were proposed by mentees. Some UNICEF Cambodia staff members interviewed acknowledged this concern and suggested that the programme may want to consult with different sections to identify 'priority issues'; and, in selecting mentee applications, prioritise projects that are proposed to address these issues. This could potentially strengthen the connections between the programme and the sections' work in UNICEF Cambodia. Such considerations in selection should be made transparent to prospective mentees.

⁵⁸ UNICEF Cambodia (2020). *Why Are Boys Leaving Secondary School Early in Cambodia?*

https://www.unicef.org/cambodia/media/3371/file/UNICEF_Full_Report%20Report%20Dropout%20Student_English.pdf

⁵⁹ <https://www.unicef.org/cambodia/lets-chat-about-online-grooming>

6. Conclusions and Lessons Learned

6.1 Conclusions

Conclusions are structured around the six OECD DAC evaluation criteria and an additional criterion on gender equality, equity and human rights. **These conclusions underpin a basic recommendation that the programme should be continued.**

6.1.1 On relevance

The programme has been relevant and responsive to the **national policies** on education and youth development, in particular the Education Strategic Plan and the National Policy on Youth Development. There were four areas in which the programme responded well to the policies. First, the programme helped adolescents and youth develop life skills and the 21st Century Skills. Second, the programme developed young people's capacity to contribute to civic decisions and provided an enabling environment for youth-led participation. Third, the programme promoted the use of inquiry-based learning and student-centric approach in schools in Siem Reap Province. Fourth, a few mentee-led projects provided career counselling and guidance to secondary school students. While the programme is relevant to the national policies, its concept note did not mention explicitly these policies and related strategies.

The programme was relevant to the **needs of adolescent and youth** in Cambodia. Its focus on skills development, particularly those of the 21st Century Skills, was aptly chosen. Young people agreed that the skills developed (as well as the confidence gained and professional networks expanded) were what they needed and would be helpful in their study, work and/or daily lives.

The **youth-led approach** used in the programme has proven strong in ensuring relevance. Mentees had the autonomy to design and implement their projects. Most **social issues chosen** by the mentees were relevant to the Cambodian youth. That said, a small number of the projects were less relevant to the needs of the most marginalised and disadvantaged adolescents and youth in the country, especially those in rural contexts.

The programme was largely relevant to the programme's **mentors** (about half of them from the private sector) and its **private sector contributors**. The matching between mentors and mentees ensured that most mentors could work on relevant projects with young people with similar interests. A small number of mentors were running businesses that could collaborate with their mentees' projects, further increasing the relevance of the programme to the mentors and the private sector. As for the private sector contributors, representatives interviewed opined that, by providing training sessions, they contributed towards fulfilling corporate social responsibilities.

6.1.2 On coherence

The programme was coherent – and did not overlap – with **similar programmes of other development partners** in Cambodia. The Generation Future programme focused more on online campaigning, skills development for youth, and youth participation, while the programmes of other development partners emphasised more the provision of support to start-ups and promotion of entrepreneurship education. Also, the programme had the necessary linkages with the private sector for contributing to achieving programme outputs and outcomes. These linkages benefited the participating adolescents and youth directly as well as helped UNICEF Cambodia build new relationships with private sector partners and provided them with an entry point to collaborate with UNICEF. Yet, the **Phnom Penh-centric** positioning of the programme could have been improved to provide valuable experiences to young people in the provinces where similar opportunities were very limited.

The programme has been consistent with **other interventions and activities of UNICEF Cambodia** and is aligned with UNICEF's mission goals and principles of communication and youth empowerment. The linkages that the programme had with multiple sections/strategy of UNICEF Cambodia were somewhat productive. The most productive linkage was the one with the Adolescent Development and Participation (**ADAP**) strategy, for the objectives of the two were well aligned and their activities harmonised. The evaluation finds that the programme contributed to the work of ADAP by increasing young people's capacity to participate meaningfully

in their communities and by providing an enabling environment for participation and increasing youth engagement both online and in-person (through large-scale events and in-school activities).

As for the linkage with the **Education Section**, the programme experience of implementing issue-based learning certainly contributed towards to the Section's aim to provide quality education through showcasing how issue- and inquiry-based learning could take place in rural schools. However, the contribution was small in scale, as the programme could only reach 18 schools, with each given half-day activities. Moreover, the Education Section focuses more on early childhood and basic education as well as ministerial and leadership capacity building – areas that were not well covered by the Generation Future programme.

The **positioning of the programme in UNICEF Cambodia** under the Communications Section was functioning, but it could no longer fully support the programme. There was a consensus among UNICEF Cambodia staff that it should become a cross-section programme and be placed either under the Deputy Representative Office or as part of the ADAP.

6.1.3 On effectiveness

The **selection and matching of the mentors** were outstanding and considered by both mentors and mentees as effective in implementing the youth-led projects. Most mentees interviewed thought highly of their mentors who, in their opinion, provided them with technical expertise, professional network, inspiration and emotional support. Most mentors were delighted to have taken part in the programme. That said, some mentor-mentee relationships were relatively loose; they met much less frequently than what the programme expected them to (i.e., one hour per week).

The programme was highly effective in **improving young people's 21st Century Skills**, with all mentees in the 2022 cohort interviewed agreed that they improved a wide range of skills in participating in the programme. Volunteers also reported an improvement of skills. The development of the skills was facilitated by training sessions organised by the core programme team and provided by private sector contributors, mentors and mentees in the 2021 cohort, NGOs and the UNICEF Cambodia.

The inclusion of **youth volunteers** (128 in 2022) as a target group in the programme design effectively expanded the reach of the programme to more young people, given that the number of mentees was small (15 in 2022). While the volunteers recruited exceeded the target (110 in 2022), most volunteers were classmates and friends of the mentees, limiting the intended 'spill-over' effect. The volunteer recruitment process was ineffective due mainly to a lack of commitment from and capacity of the implementing partner.

The **school implementation component** of the programme (wherein mentees and volunteers conducted activities with students in Siem Reap Province) was effective (in achieving outputs 1 and 5). The students and their teachers found the activities very engaging; many students were inspired to make positive change in their communities and had the opportunities to practise some 21st Century Skills. The component also effectively created 'buy-in' from the MoEYS in the Province. The coordination of the school visits was effective, but the implementation had to be scaled back (by not going to Battambang Province), limiting the reach of the component.

The **online campaigning** was very effective; the projects attracted a large number of followers (27,000+, more than 5 times the target) on multiple social media platforms. The **World Children's Day (WCD) celebration event** was to some extent effective in increasing opportunities to civic decision making. This was achieved mainly through having influential representatives from the government, private sector and development agencies attending the event. It is still early to tell whether the event's influence will translate into actual opportunities to participate in civic participation, but it can be concluded that the event provided a platform for young people to demonstrate their capabilities in making changes in their communities.

Overall, the programme (and its components) was **effective in achieving its three outcomes**. Young people were sufficiently engaged in actively addressing social issues that impact them (outcome 1). The programme was somewhat effective in improving access to stable employment opportunities for young people (mentees and volunteers in particular) primarily through skills development (outcome 2); some mentee-led projects directly contributed to this outcome by advertising skills development opportunities and improving young

people's understanding of the job market. Lastly, the programme was effective in increasing opportunities for young people to contribute in civic decision making (outcome 3).

6.1.4 On efficiency

The **economic efficiency** of the programme was high considering that the programme reached a large number of young people (33,000+). The budget for the 2022 programme was just under USD 160,000. About half of the costs was on human resources, a quarter on the seed funds of the mentee-led projects, and a quarter on the WCD event. In the evaluator's judgement, the seed fund and mentoring together brought the most impact on young people and children in the most cost-efficient manner. The training bootcamp, wherein intensive skills development sessions were provided, also offered great value for money.

The **operational efficiency** in implementing the programme across sections needs improvement. In particular, the cross-section linkages appeared to have been hampered by the unclear responsibilities of the sections of UNICEF Cambodia involved; this caused minor delays in implementation and frustration among the staff involved. Moreover, the implementing partner was not managed properly, resulting in failures in recruiting volunteers from a youth organisation and in seed fund management.

The programme was implemented within the intended **timeframe**. The decision made after the 2021 internal review of the programme to extend the implementation period from 15 weeks to 6 months has been proven appropriate.

6.1.5 On (early) impact

The programme successfully formed a **network of talented young people** (i.e., mentees and volunteers) who are agents of change. They are equipped with the right skillsets and hands-on experience to make changes in the communities; the interview data suggest that there was a high level of willingness among these young people to continue to work with UNICEF Cambodia. This network can be useful for UNICEF Cambodia in furthering its work on youth empowerment and participation.

The unique strategies of the programme on enabling youth-led **online campaigns** and on creating **online spaces for youth participation** have proven valuable, as the programme demonstrated that young people are capable in communicating with each other in innovative ways to address social issues and make changes in communities. These strategies can potentially be used by other programmes to mobilise young people and to complement in-person and direct activities with adolescent and children.

The programme also built working relationships with **mentors**, many of which are influential individuals in the government, private sector, and NGOs and development agencies. Most mentors were impressed by the capabilities of the young people who participated in the programme. The experience appeared to have encouraged a small number of mentors to reflect on the private sector's roles in youth skills development. The programme experience of working with mentors and private sector contributors proved that the **private sector** in Cambodia can be engaged to provide very specific technical support.

Considering the work connections built with the mentors and private sector contributor as well as the engagement with a large number of students and online supporters, it can be inferred that the programme improved UNICF Cambodia's **brand visibility** among young people and the private sector. However, it must be stressed that the youth-led projects were not permitted to use the UNICEF branding directly and that 'brand visibility' could not be scientifically assessed in this evaluation. It was also too early to conclude in this evaluation whether the improved brand visibility enhanced achievement of other UNICEF Cambodia's efforts.

The contribution of the programme to the **country programme** of UNICEF Cambodia was evident but indirect, limiting the programme's impact. The evaluation finds that the contribution was mainly to higher level goals but not to the specific outcomes (and their indicators) set for the work areas and sections of the country office. Another factor limiting the early – and potential – impact of the programme was the **unrealised institutionalisation and scaling attempts**.

6.1.6 On sustainability

It is very likely that the programme's contribution to mentees and volunteers on the **individual level** will sustain; such contribution includes the skills improved, knowledge acquired, confidence gained and networks extended. The evaluation's mentee interview data strongly suggest that most mentees and volunteers had the will to continue to make changes in their communities. As for the impact made on students, the evaluation cannot conclude confidently that it will sustain because the interaction with them was relatively brief. The evaluation extrapolated this to assessing the sustainability of the impact made on communities (or, participants, as they were called by the programme) and concluded that the impact would wane unless there are continuous and repeated interaction with them.

On the **project level**, some youth-led projects may not continue and their impact may therefore not sustain. This was because some mentees needed to focus on their study and would like to discontinue their projects. Also, most projects did not have funding to continue their implementation beyond the end of programme cycle.

On the **programme level**, the planned – yet not materialised – institutionalisation efforts negatively impacted the programme's prospect and sustainability. One example was the integration of the programme with the government's Volunteer for My Community initiative, which could have ensured the sustainability of the programme's benefits by promoting volunteerism and influencing how volunteering is done in the country. The sustainability of the benefits brought by the school implementation component was also questionable mainly because the programme had no institutional partners in this regard. These weaknesses can be attributed to the programme's short history and limited resources to create conditions for sustainability.

That said, the programme managed to establish connections with many influential individuals in the private sector, other development partners and the government. Many of these individuals expressed willingness to continue to contribute to the programme. These contributed to the sustainability of the benefits of the programme and the likelihood that the programme can still garner support from the sector in the next cycles.

6.1.7 On gender equality, equity and human rights

Gender equality has been carefully considered by the programme in its design and implementation; it was evident that the programme contributed to ensuring gender equality: a few youth-led projects chosen had an explicit focus on ensuring gender equality and challenged gender norms and stereotypes that could limit girls' and young women's equal access to and participation in certain sectors of the economy of Cambodia.

The programme's design sought to use mechanisms to ensure equity; these mechanisms including working with the Adolescent and Youth Reference Group (AYRG) and establishing connections with the government's Volunteer for My Community (VMC) initiative. However, such attempts were unsuccessful, and that negatively impacted the programme's ability to directly engage young people from marginalised and disadvantaged backgrounds.

Some human rights issues, such as climate change, children's oral health and nutrition, were adequately addressed by the youth-led projects. Yet, the evaluation finds that some most urgent human rights issues identified in the country programme remained untouched by the programme.

6.2 Lessons Learned

This evaluation has generated some lessons of wider relevance to similar programmes in Cambodia and beyond. The lessons learned are mainly drawn from the findings on the use of the scale strategies in the re-design of the 2022 cycle of the programme (also as a response to evaluation question 13).

First, the youth-led participation model used in this programme has proven to be an effective way in addressing social issues that impact young people. Young people living in the contexts know best the issues that they and other young people face. Allowing them to design and run projects ensure that the projects and their actions are relevant to the needs of young people in those contexts. The young leaders in this programme are provided with training and support as well as given an enabling environment to bring their projects into life and influence other young people.

Second, a peer-to-peer (youth-to-youth) approach whereby young people work with and help others in addressing social issues is effective. The programme experience demonstrated that peer-to-peer help is effective, as it appeared that young people can better communicate with young people on specific issues. The projects on mental health in this programme are good examples, in that advice on self-care given by young people seem to resonate well with other young people.

Third, online campaigning (and its content) planned and run by young people for young people is effective. The content, mainly in the form of short videos, created by the young people in the programme was creative and gained traction from young people. The experience proved that online spaces (on social media) can become effective platforms for youth-led civic participation and for influencing many young people who have access to the Internet.

Fourth, the private sector can be engaged for very specific contribution. For instance, companies of different sizes, including large corporations like Facebook/Meta and KPMG, agreed to provide training sessions in the case of Generation Future. Executive-level managers of multinational corporates provided mentorship and even asked their employees to provide technical support to the youth-led social impact projects. This experience proved that there is interest in the private sector to contribute to youth participation and empowerment as well as young people's skills development.

7. Recommendations

The recommendations in this chapter are derived from the findings and conclusions presented above. These recommendations have been validated by the Reference Group set up for this evaluation. The consultant discussed with the group the recommendations in a meeting held on 30 March 2023.

Considering the programme's achievements and results, the evaluation concludes that it should be continued. In considering how to expand and scale the programme, it is worth reiterating that, the evaluation found that the most impactful programme components were the seed fund given to the youth-led social impact projects (as agreed by most mentors, mentees and volunteers) and the mentorship provided by influential individuals in Cambodia (which has been the core of the programme design).

Meanwhile, it is evident in this evaluation that the programme cannot be significantly scaled by increasing the number of projects unless there is a major increase of human and financial resource input. It is because: (a) it would be costly to support more social impact projects per year (each costs up to USD 2,000); (b) these projects require a high level of support from the core programme team, the capacity of which has already been maximised; and (c) a larger number of projects could reduce the attention that each of them gets. In light of the above, it is assumed here that the number of projects is to be kept under 20 in one programme cycle.

Expanding and scaling the programme should therefore aim to:

- a. Reach more young people, particularly those in marginalised and disadvantaged communities and outside Phnom Penh, without overwhelming the mentees and the core programme team;
- b. Deepen the engagement with participants, in particular the LLS school students given the success of the component;
- c. Utilise existing infrastructure of the government by stepping up the programme's early institutionalisation efforts; and
- d. Devise plans to capitalise on the connections built particularly those with the private sector.

Volunteer recruitment

One important way of expanding the reach and maximising the impact of the programme is recruiting a larger number of volunteers from outside the immediate friend circles of the mentees. This will: (a) allow volunteers to learn from the mentees who have the capabilities to lead social impact projects; (b) maximise the 'spill-over effect' that let learning go from mentors and the core programme team to mentees – and then to volunteers; (c) scale the programme without compromising the quality of mentoring; and (d) address the equity concerns identified in this evaluation.

To do so, the following are recommended, on the condition that **more support will be given to mentees to recruit and manage volunteers** (to avoid overburdening mentees and bringing negative consequences) as it is unlikely that mentees could invest more time on this (than those did in 2021 and 2022).

1. **Map the youth networks in Phnom Penh and select provinces to support an improved outreach process.** This will help the core programme team identify channels to better advertise volunteering opportunities under the social impact projects. Working with local youth networks can help establish longer lasting relationships and leverage their local knowledge to reach young people from marginalised and disadvantaged communities in volunteer recruitment. These networks can also be used in inviting applications for being mentees.

Timing: Before the start of the GF programme cycle in 2023.

Responsibility: Country Office (as the mapping can support other programmes as well).

Priority: Medium.

2. **Establish the connection between the programme and the Volunteer for My Community (VMC).**

This connection was explored in the programme plan 2022 but did not materialise. It should still be pursued in the next programme cycle because it will expand the reach of the programme and increase the diversity of the volunteers. More importantly, this is an important step in institutionalising a part of the

programme. This effort should be easier in the coming years, as the programme has demonstrated success in bringing benefits to volunteers in terms of skills development.

Timing: Before the start of volunteer recruitment for mentees' projects in 2023.

Responsibility: Education Section (as it oversees the partnership with the MoEYS, which initiated the VMC); core programme team.

Priority: High.

School implementation and programme presence outside Phnom Penh

The evaluation finds that the programme was Phnom Penh-centric: all but one mentee in 2022 (and nearly all volunteers) resided in Phnom Penh, with all training sessions taken place in Phnom Penh (if not online). While the programme was able to implement school activities and reach close to 900 students in Siem Reap Province, the coordination was challenging and the costs of travelling and accommodation were relatively high (and not included in the programme budget). Whilst the activities conducted in schools were impactful, they were in the form of 'one-off visits', with limited relationships built between mentees and the teachers at the schools (as pointed out by the local MoEYS officials). The following two recommendations sought to overcome such drawbacks:

3. **Introduce 'quotas' for mentees based in select provinces and strengthen core programme team support for them.** This means that a fixed number of mentees chosen must be 'from' and residing in the select provinces during the implementation of their social impact projects. This is to ensure that the selected mentees – and hopefully their volunteers – are not all based in Phnom Penh (as this has limited the reach of the programme). More importantly, having mentees in the select provinces allow them to work with the target LLS schools much earlier and in multiple occasions. These mentees should still receive the same opportunities to attend the training bootcamp and benefit from mentorship and training sessions. In light of this, it is advisable to have a part-time and/or full-time staff member (or consultant) in each of the select provinces to provide implementation support, with members of the core programme team paying regular visits. Also, mentors to be matched with these mentees should ideally be individuals based in the provinces. A small budget should be allocated for these mentees to travel to Phnom Penh 2 to 3 times during the implementation period to attend the bootcamp, training sessions that could not be held online, and the World Children's Day event (if still applicable). The consultant suggests that a total of 6 mentees from 2 select provinces be in for the 'quota' in next year's programme as a pilot for this mode of operation. Siem Reap Province can be one of the two provinces, as there is buy-in from local MoEYS officials and UNICEF Cambodia has close working relationship with schools there.

Timing: Before the start of the programme cycle in 2023.

Responsibility: Core Programme Team, Education Section, ADAP.

Priority: High.

4. **Establish connections with Youth Councils in Phnom Penh and select provinces.** As mentioned in Section 2.1, the Youth Councils and the National Council for Youth Development were established by the government to ensure participation. It is advisable to study the possibility of establishing connections with these bodies; the UNICEF Cambodia colleague based in Siem Reap also actively proposed this in the interview. The connections will further strengthen mentees' projects, as the Youth Councils can be engaged and/or consulted with in multiple components (e.g., mentee recruitment, volunteer recruitment, campaigning, school implementation) to further expand the reach of the programme and diversify the backgrounds from which mentees and volunteers come from. Moreover, Youth Councils members have very relevant civic participation experience on specific issues such as climate change, and the connections with them could bring the programme closer to the Youth Councils using social issues as linkages to initiate further institutionalisation efforts. In the recommendation validation meeting, a UNICEF Cambodia staff also mentioned Provincial Youth Development Centres as possible partners for the GF programme in the near future.

Timing: In 2023 (this may mean that the programme may not fully engage the Youth Councils in the 2023 programme but should allow for some degree of integration in 2024).

Responsibility: Core programme Team, Education Section, ADAP.

Priority: Medium.

Private sector engagement

The evaluation finds that the programme successfully engaged the private sector by having individuals from the sector on-board as mentors and trainers, attend the World Children's Day (WCD) celebration event and/or participate in mentees' projects. However, there was no clear plan on how to further the engagement. As pointed out in Section 5.1.1, there remains a gap between what organisations in the private sector want and what UNICEF Cambodia can offer. Therefore, it is advisable to:

5. **Study how to best capitalise on the connections built with the private sector** by consulting with participated individuals and studying companies' CSR policies. The findings will contribute to devising a more relatable approach to engaging the private sector. It is also important to re-consider the objectives of engaging the private sector in the Cambodian context; the interview data and desk research suggest that transferrable skills development (as labour force preparation) is a key area to base the engagement on. In addition, private sector contributors providing skills training will need to be better briefed to improve the effectiveness of the sessions. The programme may also want to study: (a) the implementation experience of Generation Unlimited, an initiative co-developed by UNICEF Headquarters in exploring the possibility of engaging the private sector in providing internship and employment opportunities; and (b) how public universities in Cambodia engaged the private sector in providing skills development opportunities with the assistance of the World Bank-funded Cambodia Higher Education Improvement Project (HEIP).

Timing: In 2023.

Responsibility: Core programme team, Corporate Partnership Specialist (under Communication Section).

Priority: Low to medium.

Programme management and positioning in the organisation

The remaining three recommendations derive from the findings reported in Section 5.2.1 on internal coherence and Section 5.4.2 on operational efficiency. They aim to provide a robust structure for the programme to scale in its next cycles.

6. **Position the programme either under the Deputy Representative Office** (with one section acting as the Secretariat) **or under ADAP** (with a significant increase in stable funding to ADAP). As the programme evolved, the current position of it under the Communication Section can no longer provide it with adequate support. As reported in Section 5.2.1 on internal coherence, there is consensus among the staff interviewed that the programme should take either of the two captioned options. One concern that the new positioning should address is the availability of funding and human resources that can be dedicated to the programme, as the programme cannot scale on the current allocated human resources (1.5 staff members) and budget (< USD 160,000). Another concern that this new positioning should address is the cross-section linkages (see recommendation 7) for better operational efficiency and accountability. This evaluation refrains from concluding which option can best support the continuation of the programme, as the analysis of country office's finances and human resources is outside its scope.

Timing: As soon as possible, to include in drafting of the new country programme.

Responsibility: Senior management of the country office.

Priority: Medium.

7. **Reinforce cross-section linkages and ensure accountability.** As reported in Section 5.4.2 on operational efficiency, these linkages were not clearly defined and have caused minor delays and sometimes frustrations among teams in the office. With the structure of the programme more settled now and with value added assessed in this evaluation, teams involved in the project should revise these linkages. The aims of the revision are to: (a) align the objectives of the programme with those of the projects/activities under the sections involved; (b) define the contribution to be made by the programme to the sections involved; (c) establish agreement on what and how the sections involved should contribute in return; (d) dedicate resources to keep to the agreement. It is worth noting that the country office is drafting

a new country programme in early-2023 – an opportune moment to review the interlinkages among sections as well as between sections and the cross-section programmes.

Timing: Before the start of the GF programme cycle in 2023 and during the drafting of the new country programme.

Responsibility: Core programme team, ADAP, Child Protection Section, Communication Section, Education Section.

Priority: Medium.

8. **Strengthen the partnership with the CRC-Cambodia.** In response to the failures on volunteer recruitment and seed fund management reported in Section 5.4.2, it is advisable to strengthen the partnership with the CRC-Cambodia. While actions in recommendations 1 and 2 (on volunteer recruitment) will improve the reach of the programme, CRC-Cambodia and its AYRG will remain important to the programme in reaching youth from marginalised and disadvantaged background. Also, it is key to develop the local organisation's capacity, as it will contribute to the sustainability of programme benefits and impact. The CRC-Cambodia must be given adequate resources and significant support on capacity development (e.g., on providing easy-to-understand training and instructions to young people; on outreach; on understanding and responding to young people's needs); monitoring indicators must be clearly defined to ensure its accountability.

Timing: As soon as possible.

Responsibility: Core programme team, Child Protection Section.

Priority: High.

The evaluation developed a revised theory of change that takes into consideration the forward-looking recommendations (as per objective 9 of the evaluation). Please see Annex Q for the revised theory of change and the rationale behind the changes proposed.

Annexes

A. Evaluation Matrix

Notes:

- For KII/FGD with others, the letters in the column refer to the following interviewees/discussants respectively. These letters are also used for the relevant annexes (for example: F indicating that the tool to be used with LLS school teachers is in Annex F). F: LLS school teachers; G: MoEYS province-level officials; I: private sector contributors; L: CRC representative.
 - Evaluation questions 10 to 14 (in green below) are on scaling up the Generation Future programme. They do not have indicators developed; the responses to them will use the indicators set up for ‘closely linked evaluation questions’ as stated below and will be formulated using a forward-looking perspective. The data collection tools needed for evaluation questions 10 to 14 are the ones needed for their ‘closely linked evaluation questions’.
 - Evaluation questions 15 and 16 (in yellow below) are on gender equality, equity and human rights.

Evaluation Questions	Evaluation Indicators (for EQs 1-9 and 15-16)	Data Collection Tools							
		Doc. Review	Mentee Survey	KII/FGD with					
		Mentees	Mentors	Volunteers	Students	Prog. Staff	UNICEF	Others*	
	<p>(2.2.1.a) Formal education (i.e., Local Life Skills programme) and this programme;</p> <p>(2.2.1.b) Private sector (programme-level) and this programme;</p> <p>(2.2.1.c) Local communities and this programme.</p> <p>(2.2.2.a) Comprehensiveness of existing cross-sectoral linkages (if not comprehensive enough, what linkages are missing)</p> <p>(2.3) Regarding the partnerships:</p> <p>(2.3.1) Extent to which the following partnerships contributed to the achievement of programme outputs and outcomes:</p> <p>(2.3.1.a) Private sector (excluding creative and media agencies; project-level);</p> <p>(2.3.1.b) I/NGO;</p> <p>(2.3.1.c) Creative and media agencies;</p> <p>(2.3.1.d) The press;</p> <p>(2.3.1.e) Development agencies.</p> <p>(2.3.2.a) Comprehensiveness of existing cross-sectoral linkages (if not comprehensive enough, what partnerships are missing)</p>								
3. What programme components are	<p>(3.1) Benefits brought by the following components of the programme:</p> <p>(3.1.a) Mentorship; (3.1.b) seed funding; (3.1.c) mentee training; (3.1.d) volunteer recruitment;</p>	√	√	√	√	√	√	F	

Evaluation Questions	Evaluation Indicators (for EQs 1-9 and 15-16)	Data Collection Tools						
		Doc. Review	Mentee Survey	KII/FGD with				
		Mentees	Mentors	Volunteers	Students	Prog. Staff	UNICEF	Others*
bringing the most impact in the most cost-efficient manner?	(3.1.e) campaigning; (3.1.f) school implementation; (3.1.g) online supporters and youth engagement; (3.1.h) World Children's Day celebration event. (3.2) Time and financial cost to implement the following programme components: (3.2.a) Mentorship; (3.2.b) seed funding; (3.2.c) mentee training; (3.2.d) volunteer recruitment; (3.2.e) campaigning; (3.2.f) school implementation; (3.2.g) online supporters and youth engagement; (3.2.h) World Children's Day celebration event.							G I L
4. How is Generation Future impacting and shaping existing partnerships and programmes? Under this question, a special focus on: the integration with the Local Life Skills schools and the partnership with CRC/AYRG, and the internal linkages with ADAP business model?	(4.1) Regarding the integration with the Local Life Skills (LLS) Programme: (4.1.a) Level of alignment between the programme and the LLS Programme. (4.1.b) Extent to which this programme contributed to the achievement of the objectives of the LLS Programme. (4.1.c) Examples of such contribution. (4.1.d) Extent to which this programme impacted and shaped the implementation of the LLS Programme in the implementation region. (4.1.e) Examples of such impact. (4.1.f) Extent to which this programme's success was communicated clearly to the MoEYS and relevant government authorities. (4.2) Regarding the partnership with CRC and AYRG: (4.2.a) Level of alignment between the objectives of this programme and those of the CRC		√			√ √ √		F G L

Evaluation Questions	Evaluation Indicators (for EQs 1-9 and 15-16)	Data Collection Tools						
		Doc. Review	Mentee Survey	KII/FGD with				
		Mentees	Mentors	Volunteers	Students	Prog. Staff	UNICEF	Others*
	<p>and AYRG.</p> <p>(4.2.b) Peer-to-peer linkages between mentees and members of CRC and AYRG.</p> <p>(4.2.c) Extent to which these linkages expanded the reach of this programme.</p> <p>(4.2.d) Extent to which these linkages impacted the CRC and AYRG.</p> <p>(4.2.e) Examples of such impact.</p> <p>(4.3.a) Level of satisfaction with the seed fund management and support as agreed by programme team and mentees</p> <p>(4.4) Regarding the internal linkages with the ADAP:</p> <p>(4.4.a) Level of alignment between the programme and the ADAP Programme.</p> <p>(4.4.b) Extent to which this programme contributed to the achievement of the objectives of the ADAP Programme.</p> <p>(4.4.c) Examples of such contribution.</p> <p>(4.4.d) Extent to which this programme impacted and shaped the implementation of the ADAP Programme.</p> <p>(4.4.e) Examples of such impact.</p>			✓			✓	
5. What value is being created for UNICEF	(5.1) Extent to which the relationship and network with private sector created value in the following areas:	✓	✓	✓		✓	✓	!

Evaluation Questions	Evaluation Indicators (for EQs 1-9 and 15-16)	Data Collection Tools						
		Doc. Review	Mentee Survey	KII/FGD with				
		Mentees	Mentors	Volunteers	Students	Prog. Staff	UNICEF	Others*
Cambodia's relationship and network with the private sector from the engagement with them through Generation Future?	(5.1.a) Providing mentees with opportunities for skills development; (5.1.b) acknowledging the needs of adolescents regarding skills development, access to stable employment and participation in civic decision-making; (5.1.c) increasing recognition of UNICEF Cambodia's work on youth empowerment and development; (5.1.d) extending the reach of UNICEF Cambodia by working with new private sector partners; (5.1.e) amplifying the influence of the mentees-led projects; (5.1.f) providing media exposure for mentee-led projects and UNICEF Cambodia's work; and (5.1.g) any other areas mentioned by stakeholders.							
6. What impact have the private sector mentors and trainers made on the mentees' and volunteers' skills, knowledge and network, and their project results?	<p>(6.1) Regarding the impact on mentees:</p> <p>(6.1.1) Extent to which mentees agree that, in participating in the programme, they gained the following skills:</p> <p>(6.1.1.a) budget planning; (6.1.1.b) project management; (6.1.1.c) leadership; (6.1.1.d) teamwork; (6.1.1.e) event organisation and management; (6.1.1.f) marketing and branding; (6.1.1.g) writing and communication including public speaking; (6.1.1.h) digital and IT skills including content creation; (6.1.1.i) looking after one's own wellbeing.</p> <p>(6.1.2.a) (Only for mentees in 2021) Changes in self-assessment of soft/transferrable skills.</p> <p>(6.1.3.a) Extent to which mentees agree that, in participating in the programme, they gained knowledge in their area(s) of interest.</p> <p>(6.1.4.a) Examples, given by mentees and mentors, of how skills and/or knowledge was/were gained by working with their mentors and trainers.</p> <p>(6.1.5) Extent to which mentees agree that participating in the programme has increased their confidence: (6.1.5.a) in general and (6.1.5.b) in creating positive change in their communities.</p> <p>(6.1.6.a) Extent to which mentees agree that participating in the programme has broadened</p>		√	√	√			

Evaluation Questions	Evaluation Indicators (for EQs 1-9 and 15-16)	Data Collection Tools						
		Doc. Review	Mentee Survey	KII/FGD with				
		Mentees	Mentors	Volunteers	Students	Prog. Staff	UNICEF	Others*
	<p>their professional networks.</p> <p>(6.1.7) Extent to which mentees agree that the following have empowered them to create positive change in their communities:</p> <p>(6.1.7.a) the improvement in skills and knowledge; (6.1.7.b) the broadening of their professional networks; and (6.1.7.c) the increase in their confidence.</p> <p>(6.1.8.a) Extent to which mentees agree that their mentors and trainers contributed to project results.</p> <p>(6.1.9.a) Examples, given by mentees, of how mentors and trainers contributed to project results.</p>							
	<p>(6.2) Regarding the impact on volunteers:</p> <p>(6.2.1) Extent to which volunteers agree that, in participating in the programme, they gained the following skills:</p> <p>(6.2.1.a) Team work; (6.2.1.b) event organisation and management; (6.2.1.c) marketing and branding; (6.2.1.d) writing and communication including public speaking; (6.2.1.e) digital and IT skills including content production; (6.2.f) research; (6.2.g) problem solving.</p> <p>(6.2.2.a) Extent to which volunteers agree that, in participating in the programme, they gained knowledge in their area(s) of interest.</p> <p>(6.2.3.a) Examples, given by volunteers, of how certain skills and/or knowledge was/were gained in participating in the programme.</p>			✓				

Evaluation Questions	Evaluation Indicators (for EQs 1-9 and 15-16)	Data Collection Tools						
		Doc. Review	Mentee Survey	KII/FGD with				
				Mentees	Mentors	Volunteers	Students	Prog. Staff
								UNICEF
7. What clear results of the Country Programme is Generation Future clearly contributing towards? Is the existence of Generation Future amplifying other UNICEF Cambodia efforts by enhancing achievement of results and by increasing brand visibility?	<p>(7.1) Extent to which the programme contributed to the following goals of the Country Programme (goal area 3; a to g below) and global Strategic Plan (goal area 2 and change strategies; h and i below):</p> <p>(7.1.a) Promote lifelong learning.</p> <p>(7.1.b) Enhance capacity to deliver gender-responsive, equitable, inclusive, relevant and quality education.</p> <p>(7.1.c) Strengthen the capacity of education system to support student-centred teaching.</p> <p>(7.1.d) Develop multiple learning pathways to institutionalise holistic skills development that supports learning, personal empowerment, active citizenship, employability and entrepreneurship.</p> <p>(7.1.e) Strengthen mechanisms for participation and civic engagement to empower children and adolescent.</p> <p>(7.1.f) Contribute to inclusive, peaceful and environmentally sustainable communities.</p> <p>(7.1.g) Leverage funding from supporting agencies at the country and global levels, civil society organisations, academia, foundations and the private sector.</p> <p>(7.1.h) Enhance evidence-based advocacy and grow its supporter base through traditional and digital media and state-of-the-art content and engagement strategies.</p> <p>(7.1.i) Focus on creating new or improved solutions that address the most pressing problem facing children, adolescents and their families (innovation).</p> <p>(7.2) Examples of how the programme amplify other UNICEF Cambodia efforts under the</p>	√	√	√	√	√	√	L

Evaluation Questions	Evaluation Indicators (for EQs 1-9 and 15-16)	Data Collection Tools						
		Doc. Review	Mentee Survey	KII/FGD with				
		Mentees	Mentors	Volunteers	Students	Prog. Staff	UNICEF	Others*
	<p>following sections:</p> <p>(7.2.a) Communication; (7.2.b) Education; and (7.2.c) Child Protection.</p>							
8. Are the conditions in place so that the impacts on the young people, and those engaged in the programme, remain beyond the duration of the programme? What could challenge the sustainability of the results?	<p>(8.a) Number of projects in 2021 that are still running.</p> <p>(8.b) Number of projects in 2022 that have their leads (mentees) expressing intention to continue to run the projects.</p> <p>(8.c) Reasons for discontinuing projects after the closing events (i.e., WCD events in November 2021 and November 2022 respectively).</p> <p>(8.e) Extent to which mentees have built long-lasting relationships with their mentors.</p> <p>(8.f) Extent to which the following impact on mentees and volunteers can be sustained: increase in knowledge, skills and confidence; relationship built between mentees and mentors; expanded professional networks (and its utilisation); influence of mentees among young people in Cambodia; improved access to employment opportunities; improved capabilities and willingness to contribute in civic decision making.</p> <p>(8.i) Extent to which the following impact on volunteers can be sustained.</p> <p>(8.j) Factors that could challenge the sustainability of the results.</p>			√	√	√	√	√
9. How has the programme	<p>(9.1) Regarding the programme's impact on mentors:</p> <p>(9.1.1) Extent to which the programme helped the mentors gained the following as they were</p>			√		√		

Evaluation Questions	Evaluation Indicators (for EQs 1-9 and 15-16)	Data Collection Tools						
		Doc. Review	Mentee Survey	KII/FGD with				
		Mentees	Mentors	Volunteers	Students	Prog. Staff	UNICEF	Others*
considered gender equality, equity and human rights in both its design as well as in the programme implementation?	<p>and minority groups, as well as the intersectionality between characteristics.</p> <p>(15.b) Extent to which the programme addressed such needs and ensured equal participation in its programme design including the programme's theory of change.</p> <p>(15.c) Extent to which the programme addressed such needs and ensured equal participation and opportunities, in its implementation.</p> <p>(15.d) Extent to which mentees and volunteers (particularly those who are women and who are of a minority background) agree that the identified needs are pertinent.</p>							G I L
16. How is the programme contributing towards enhancing gender equality, equity and human rights?	<p>(16.1) Whether and how the programme has contributed to:</p> <p>(16.1.a) Empowering young women, girls and members of minority groups to make positive changes in their communities;</p> <p>(16.1.b) Creating an enabling environment for achieving gender equality and equity as well as defending human rights;</p> <p>(16.1.c) Influencing policymaking and relevant decision-making regarding gender equality, equity and human rights;</p> <p>(16.1.d) Bringing positive changes to gender and social norms;</p> <p>(16.1.e) Eliminating harmful gender and other stereotypes;</p> <p>(16.1.f) Any other relevant objectives regarding gender equality, equity and human rights.</p>	√	√	√	√	√	√	F G I L

B. Feedback Form for Mentees

For the Evaluation of the Generation Future Programme (commissioned by UNICEF Cambodia)

Stakeholder:	Mentees
Data collection tool code:	B
Corresponding evaluation question(s):	1.1, 2.2, 2.3, 3.1, 4.2, 5.1, 6.1, 8, 15, 16

Note:

This form will be distributed online using Microsoft Forms.

Purpose of data collection and consent form:

Please see Annex M.

Feedback form (online survey) questions (with options in square brackets):

1. What is your name? [Text box]

All the following questions are about your experience as a mentee in the Generation Future programme. You are encouraged to now spend a minute to close your eyes and recall your experience as a mentee – from the beginning of the process in August this year till the ‘graduation’ on the World Children’s Day in November this year. When you are ready, please start answering the following questions.

Remember, your responses are only for Alvin, the consultant, to see. He will spend time in an interview with you to explore your responses – for example, by asking ‘why’ and ‘how’ questions. UNICEF Cambodia will not know who gave what answers in this form.

2. Do you think you have improved the following skills? [Yes, a lot. Yes, a little. I am not sure. No.]
 - a. Budget planning.
 - b. Project management.
 - c. Leadership.
 - d. Teamwork.
 - e. Event organisation and management.
 - f. Marketing and branding.
 - g. Writing and communication, including public speaking.
 - h. Digital and IT skills, including content creation.
 - i. Looking after your own wellbeing.
3. Do you think you have improved knowledge in the areas/themes of your project? [Yes, a lot. Yes, a little. I am not sure. No.]
4. Do you think you have become more confident in creating positive change in your community? [Yes, a lot. Yes, a little. I am not sure. No.]
5. Do you think you have broadened your professional network? [Yes, a lot. Yes, a little. I am not sure. No.]
6. There are a number of components and activities in the Generation Future programme. Do you think they have helped you implement your project (that is, make your project happen)? There is a chance that not

all components/activity are relevant to your project (for example, some projects did not go into schools); if that is the case, please select ‘not applicable to my project’. [Yes, a lot. Yes, a little. I am not sure. No. Not applicable to my project.]

- a. Mentorship.
 - b. Seed funding.
 - c. Training delivered by UNICEF Cambodia.
 - d. Training delivered by private sector contributors (for example, Smart and KPMG).
 - e. Training delivered by other partners (e.g., influencers, representatives from the development sector).
 - f. Volunteer recruitment, management and participation.
 - g. Campaigning (that your project was highlighted on social media, with the help of UNICEF Cambodia).
 - h. School implementation (that you went to schools and work with school children as part of your project).
 - i. Online supporters and youth engagement (that you, with the help of UNICEF Cambodia, engage young people as online supporters of your project).
7. Do you think you will continue your project after December 2022? [Yes. I am not sure. No.]

C. Key Informant Interview Guide

For the Evaluation of the Generation Future Programme (commissioned by UNICEF Cambodia)

Stakeholder:	Mentees
Data collection tool code:	C
Corresponding evaluation question(s):	1.1, 2.2, 2.3, 3, 4.2, 4.4, 5.1, 6.1, 8, 15, 16

Note:

The interview will be informed by the feedback form filled by the mentee the week before.

Interview questions:

1. Could you tell me about your Generation Future project? *(This is to help interviewee to recall their experience.)*
2. *(Pick at least two skillsets, of which the mentee said that they have improved. For each skillset, ask the questions.)* How did the experience of being a mentee improve these skillsets? Can you give me an example? How was it useful in helping you to grow as a young person?
3. *(Pick at least one, of which they said that they did not improve.)* You said that the programme has not helped you improve this skillset that much. Why? Was there a better way to help you improve these skills?
4. Can you share with me one thing that you did not know about the area that you are working in before you joined the programme? *(This is a question on knowledge.)*
5. Do you have a 3-year goal in terms of your study or career in your mind? If yes, can you tell me where you will be and what you will be doing? Do you think the experience of being a mentee help you move closer to this goal?
6. Do you think your experience as a mentee has improved your confidence in general? If yes, what helped you gain the confidence? Did this gain in confidence help your study or work?
7. Now think about the social issue that your project addresses. What are young people's roles in addressing it? In your opinion, what is needed to facilitate young people's participation?
8. *(Use the pre-interview online survey to identify at least 3 components of the programme. One of them should be a component that the mentee thought highly of and one less so.)* I want to now speak with you about [the component] of the programme. Do you think this component has helped you to implement your project? Why?
9. Let's now talk about your relationship with your mentor. How would you describe your relationship? How has he/she/they helped you with implementing your project? Let's explore the following areas: opportunities for skills development, making connections and extending your professional networks, amplifying the influence of the project, providing exposure.
10. Apart from the training provided, have you received any support from the private sector, NGOs, media agencies and/or development agency in your project? Can you tell me a bit about the support? Was it helpful?
11. Did your project have a component in which you work with students? What was your experience like? What did you learn from the experience?
12. I want to discuss with you the seed fund management. Did you encounter any problem?

13. Were you paired up with a young person through the CRC/AYRG? How was your experience speaking and/or working with them? What other support did CRC/AYRG provide?
14. If UNICEF Cambodia continues Generation Future with a new cohort of mentees next year, what would be needed to make the future mentees' experience even better?

D. Focus Group Discussion Guide

For the Evaluation of the Generation Future Programme (commissioned by UNICEF Cambodia)

Stakeholder:	Youth volunteers
Data collection tool code:	D
Corresponding evaluation question(s):	1.1, 2.2, 3, 4.2, 6.2, 8, 15, 16

Note to facilitator:

- The focus group discussion is to be conducted in Khmer.
- Small writing cards and pens will be provided for participants for Qs 3 and 5.
- Small cue cards will be provided for Q4.
- Allocate enough time for participants to write down their responses for questions that require writing. If participants struggle with writing, they can give their responses in simple drawings.
- For Qs 3 to 5, please use the form provided to record the content of the cards and how cards are placed.

Questions for the group:

1. Can you please tell us your name and your favourite colour? (To facilitator: There is no need to record the responses to this warm-up question.)
2. Can anyone tell me which project you volunteered for? (To facilitator: After the first response, please ask for 1 or 2 more participants to add to the first response. This question aims to help them recall the memories as well as to see how the project is depicted by young people.)
3. Can you please write down your proudest moments in your volunteering experience? (To facilitator: After the participants finish writing, please compare their answers and see which is the most popular response. Start asking follow-up questions with the most popular response, then move on to the next one. This question aims to gauge which parts of the volunteering experience were the most important to participants. Please collect the cards after the FGD.)
 - a. Why was that unforgettable?
 - b. Does anyone agree or disagree?
4. Here are six cards; each of them has a set of skills written on it. (The six sets of skills are: teamwork; event organisation and management; marketing and branding; writing and communication skills including public speaking; digital and IT skills including content production; problem solving.) First, can you please pick the skills that you think you have developed in your volunteering? (After participants picking) Now, can you please rank them – the skillset that you think you learnt the most at the top, followed by the next one until all cards you picked are ranked? (To facilitator: Please take a picture of the cards on the table. Then have the discussion with the participants. Start with the most prominent skills in the response. Depending on the time, please cover three or more skills. This question aims to gauge skills gained and how relevant the volunteer experience is to the participants.)
 - a. How did you develop that skill?
 - b. Is that useful to you in your study, work life and/or daily life? How? (Ask for an example.)
 - c. Does anyone agree or disagree?

5. Please write down one more ‘thing’ that you learnt other than the six skillsets we looked at earlier. It can be a skillset, a kind of knowledge, or anything that you can think of. (To facilitator: After the participants finish writing, please compare their answers and see which one is the most popular response and start asking follow-up questions with that one. This question seeks to find out how the skills, knowledge and confidence gained, as well as relationships built, could be used for the volunteers’ study, work, personal development and/or contribution to civic decision-making. Please collect the cards after the FGD.)
 - a. Can you tell me a bit more?
 - b. Is that useful to you in your study, work life and/or daily life? How? (Ask for an example.)
 - c. Does anyone agree?
6. From your own experience of being a volunteer, is there anything that the programme can do to make this experience better? (Note to facilitator: recall what have been mentioned in the FGD and identify areas that participants had a less positive view on.)

D.1 Volunteers FGD

ការធ្វើការជាក្នុង Teamwork	ការរំបច្ចេនិងគ្រប់គ្រងកម្មិត Event organisation and management	ការធ្វើដីជីថល និងការធ្វើពាណិជ្ជកម្ម
ការសរស់និងការចំណាំកំចែង រួមបញ្ជី Writing and communication	ជំនាញឱ្យដឹងទិន្នន័យ Digital and IT	ដារ់ស្ថាយ Problem solving

E. Focus Group Discussion Guide

For the Evaluation of the Generation Future Programme (commissioned by UNICEF Cambodia)

Stakeholder:	Local Life Skills (LLS) school students
Data collection tool code:	E
Corresponding evaluation question(s):	1.1, 3, 4.1, 15, 16

Note to facilitator:

- The focus group discussion is to be conducted in Khmer.
- The FGD is designed to be a mini-lesson wherein students will: (a) first, recall what they have learnt about an issue; (b) second, have a guided discussion about what was learnt in their Generation Future activities; (c) third, share where and how they learnt about the issue (knowledge) and the skills they demonstrated in the mini-lesson.
- Please observe the following:
 - To what extent the participants demonstrate critical thinking (e.g., agreeing and disagreeing with other's viewpoints and giving reasons), creativity (e.g., coming up with creative solution, using creative ways to express themselves), collaboration (e.g., working with others towards identifying causes of the issue), communication (e.g., expressing themselves clearly and logically) and leadership (e.g., guiding peers towards a goal) skills.
 - How they knew about the issue. More specifically: whether they allude to the LLS programme and the Generation Future programme.
- The issue to be used will be decided by which schools are chosen. There will be 6 issues in total, with each of them in one of the following themes: education, the environment and health.
- 2 small pieces of paper and a pen will be given to each participant.
- A list of key words about the issue will be collected from the mentees who went into school to lead learning activities.
- Photos taken back when Generation Future programme was implemented will be prepared and shown for Q5 as a prompt.

Questions for the group:

1. Today we are going to discuss the issue of [one of the six issues of the Generation Future programme's mentee-led projects]. Each of us has a small piece of paper with a key word of the theme. You cannot read the word on your card. In a minute, you will hold your piece of paper on your head and with the word facing your friends. They will need to give you cues to guess what was written on the paper without reading out the word.
2. [For each cause shared in Q1] What did you learn about this key word? Why is it important?
3. Thank you for all your contribution. You have demonstrated that you know a lot about the issue, for example, [give a few points that the students talked about in the activity – avoid very sensitive points mentioned to ensure safeguarding]. You also demonstrated some amazing skills, for example, [name skills demonstrated in the activity]. Can you tell me where you learnt these?

4. Now I want to focus more on the Generation Future programme – that is when [name of mentee] came into the school and learnt with you on [the issue]. Do you recall that? Did you like that? Why? **[Facilitator will show a photo taken when the Generation Future programme mentee went into the school.]**
5. Do you think you were able to use what you learnt in the Generation Future programme activities? Tell me how? **(Note to facilitator: particularly in local life skills education and student councils)**
6. What more can we provide to help you learn in schools? It can be something tangible – that is, materials (e.g., books, computers) – and it can be some kinds of support (e.g., hands-on activities, career guidance). (Can you write it down on another piece of paper and share with us?) **[If there is time left, please ask the participants to elaborate.]**

E1. LLS FGD cards

Oral Health

Toothbrush	Dentist	Toothpaste
Sugar	Pain	Oral hygiene

Bee	Flower	Pollen
Extinction	Sustainability	Farmer

Volunteering	Interests	Communication skills
Problem solving skills	Job opportunities	Social media

Garden	Vegetables	Health
Organic food	Carbohydrates	Protein

Computer science	Internet	Information technology
Database	Software developer	Web developer

F. Key Informant Interview Guide

For the Evaluation of the Generation Future Programme (commissioned by UNICEF Cambodia)

Stakeholder:	Local Life Skills school teachers or headteachers
Data collection tool code:	F
Corresponding evaluation question(s):	1.1, 2.2, 3.1, 4.1, 15, 16

Interview questions:

1. Can you please tell me your experience of using the Local Life Skills (LLS) curriculum in this school? (To facilitator: please keep this question short, as it serves as a way to help teachers recall the experience and to help us briefly check how coherent the GF is with the LLS.)
2. Do you think the Generation Future programme help bring these benefits? (To facilitator: Name the mentee-in-charge and the topic if needed to remind the interviewee the context. The Generation Future (GF) programme's school component forms a part of the LLS programme in these schools; please make sure that the interviewee comments on the GF specifically not the larger LLS. You may also want to ask about the benefits mentioned by the interviewee's response to Q1 to help him/her elaborate.) (Follow-up question: Can you give me an example?)
3. Why is this learning experience important to the students? (To facilitator: This question aims to elicit responses that connect the benefits, for example, skills and knowledge gained, with students' study, future career and personal development. It also aims to assess how relevant the experience is to the students and the context that they are in.) (Follow-up question: Can you give me an example?)
4. Why is this learning experience important to the community? (To facilitator: This question aims to assess how relevant the experience is to the community that the students are in. It also aims to assess whether the GF programme has a 'ripple effect' in the community; some positive changes could include a change in practices and/or norms in the community and increased engagement with the community.) (Follow-up question: Can you give me an example?)
5. (If no disadvantaged or marginalised groups were mentioned in the previous response.) Do you think this learning experience can help the disadvantaged and marginalised children and young people in the school and the community?

G. Key Informant Interview Guide

For the Evaluation of the Generation Future Programme (commissioned by UNICEF Cambodia)

Stakeholder:	Ministry of Education, Youth and Sports (MoEYS) officials (one on the district level and one on the provincial level)
Data collection tool code:	G
Corresponding evaluation question(s):	1.1, 1.2, 2.2, 3, 4.1, 15, 16

Interview questions:

1. Can you please tell me your experience of implementing the Local Life Skills (LLS) curriculum in the district/province?
2. In your opinion, what are the LLS's benefits to the students?
3. Do you know about the Generation Future programme?
 - a. If yes, do you think the Generation Future programme help bring these benefits?
 - b. If yes, do you think the GF programme and the LLS go well together?
 - c. Why is this learning experience important to the students and community?

(There is a chance that the interviewee does not know about the programme. In that case, please move on to question 4 to discuss school students' learning in more general terms. The questions below are written for this purpose.)

4. What more can be done to help students improve the learning of skills?
5. (If time allows) Do you think the Generation Future programme help with learning in the national curriculum? (There are a few areas that the interviewee may want to explore: (a) change in students' ways of learning to becoming self-motivated learner good at identifying and solving problems; (b) change in teachers' practice to facilitating discovery and adopting interactive and collaborative pedagogies; (c) an increasing emphasis on soft skills alongside hard skills and a sense of national and global citizenship.)

H. Feedback Form and Follow-up Interview Guide

For the Evaluation of the Generation Future Programme (commissioned by UNICEF Cambodia)

Stakeholder:	Mentors (of 2022 cohort)
Data collection tool code:	H
Corresponding evaluation question(s):	1.1, 2.2, 2.3, 3, 5.1, 5.2, 8, 9.1, 15, 16

Feedback form (online survey):

1. What is your name? (Note: Your name is only used to help Dr Alvin Leung, the International Consultant evaluating the programme, to associate your response to you. Your response will not be shared with UNICEF Cambodia. Your identity is protected in the evaluation report and other deliverables of the evaluation.) [Text box]
2. How would you describe your experience as a mentor in 2 to 3 sentences? [Text box]
3. Could you share with me your proudest moment in your participation in the Generation Future programme?
4. In your opinion, to what extent have you gained the following in participating in the programme as a mentor? [To a large extent; to some extent; to a small extent; not at all]
 - a. Personal growth through development of mentoring skills.
 - b. Exposure across UNICEF Cambodia channels through the wider media.
 - c. An opportunity to share knowledge to inspire the next generation of talent in Cambodia.
 - d. Professional experience of mentoring a young person within a UN agency.
5. In addition to the four above, is there anything else that you gained or learned as a mentor? [Text box]
6. How would you describe your relationship with your mentee? [Text box]
7. What changes in your mentee have you seen over the last 6 months? [Text box]
8. In your opinion, to what extent has the Generation Future programme as a whole contributed to achieving the following? In case you do not know about a particular aspect of the programme and feel that you cannot comment on an outcome, please select 'I don't know'. [To a large extent, to some extent, to a small extent, not at all, I don't know]
 - a. Young people actively addressing social issues that impact them.
 - b. Improved young people's access to stable employment opportunities for young people.
 - c. Increased opportunities for young people to contribute to civic decision-making.
9. What are the strengths of the Generation Future programme?
10. What aspects of the Generation Future programme can be improved?
11. Are there any other comments on the Generation Future programme that you would like to share with the consultant?

Follow-up interview questions:

The interviews will be informed by the responses to the feedback form. The questions therefore are only given below as a guide; they will be modified according to the mentors' responses.

Compared to the feedback form, the interview aims to explore higher-level ideas/concepts/insights using the mentoring experience as an anchor.

1. Can you tell me a bit about yourself?
2. [Follow up on response to Q1 above.] You previously told me that ... Can you tell me more about that? (This is to help the interviewee recall his/her/their experience of being a mentor. This also helps provide any clarification that may be needed.)
3. I would like to explore whether and how the Generation Future programme has been working with the private sector (if the mentor works in the private sector) / the 'third sector' (if the mentor works in the 'third sector'). Do you think the programme has helped promote in the sector the importance of youth empowerment and development? Can you give me an example?
4. In your opinion, did the Generation Future programme open any opportunities regarding youth empowerment and development, as well as social innovation?
5. What more are needed to empower the young people in Cambodia and to help them reach their full potential?
6. Thinking about the vulnerable and disadvantaged in Cambodia, do you think in any ways the project has helped them? (The interviewer should help the interviewee to identify who the vulnerable and disadvantaged groups are and help draw a connection between them and the project. Vulnerable and disadvantaged groups include children and young people with disabilities, those from ethnic minorities and those living in rural and urban poor areas.)
7. Looking at what the project and the programme have achieved, how should one make sure that the impact is sustainable?

I. Feedback Form and Follow-up Interview Guide

For the Evaluation of the Generation Future Programme (commissioned by UNICEF Cambodia)

Stakeholder:	Private Sector Contributor
Data collection tool code:	I
Corresponding evaluation question(s):	2.2, 2.3, 3, 5.1, 15, 16

The questions below are designed to, on the one hand, help the interviewee reflect on his/her/their collaboration with UNICEF Cambodia in the programme and, on the other, elicit suggestions for scaling up the programme (forward-looking and for evaluation questions 10-14).

Interview questions:

1. How have you and your organisation contributed to the Generation Future programme?
2. What motivated you to do so? (Or, if the interviewer finds this question difficult: What benefits does this contribution bring to you and the organisation?)
3. In your opinion, why is it important for private sector contributors like you and your organisation to be involved in youth development?
4. Apart from helping develop young people's skills, what other benefits does this partnership bring to young people in Cambodia? (There are a few potential benefits mentioned in the programme documents; consider using them as prompts if the interviewer could not think of any. These include: providing mentees with opportunities for skills development; acknowledging the needs of adolescents regarding skills development, access to stable employment and participation in civic decision-making; increasing recognition of UNICEF Cambodia's work on youth empowerment and development; extending the reach of UNICEF Cambodia by working with new private sector partners; amplifying the influence of the mentees-led projects; and providing media exposure for mentee-led projects and UNICEF Cambodia's work.)
5. In your opinion, what are the obstacles for more companies and organisations in the sector in Cambodia to get involved in promoting skills development for young people and supporting young entrepreneurs?
6. How can one encourage more individuals and organisations in the private sector to contribute to youth empowerment and development?

J. Key Informant Interview Guide

For the Evaluation of the Generation Future Programme (commissioned by UNICEF Cambodia)

Stakeholder:	Generation Future programme team members
Data collection tool code:	J
Corresponding evaluation question(s):	1.1, 1.2, 2.2, 2.3, 3, 4.1, 4.2, 4.3, 4.4, 5.1, 9.2, 15, 16

Note:

- The consultant has been having weekly meetings with the programme lead. He has used the meetings to clarify programme details with the team and to ask questions in a less constructed way.
- There will be two formal interviews with the evaluation management team, with one in late-January at the beginning of the evaluation and the second towards the end in mid-February. The first one will focus on assessing the programme and the second on ideas on expanding the programme as well as responding to questions emerged from other interviews and focus group discussions.
- Owing to the nature of these interviews, the questions below are more ‘broad-brushed’, as it is difficult to expect what other stakeholders will tell the team. Setting questions too early on and asking them without modification may not produce meaningful findings.

Interview questions:

This interview is divided into two parts. The first part focuses on the programme’s connections with other sections of UNICEF Cambodia (as this is more relevant to the interviewees’ work). The second part asks for the interviewee’s comment and suggestions on the programme itself.

First interview

1. What are the strengths and weaknesses of the following components of the programme: mentorship; mentee training; volunteer recruitment; campaigning; school implementation; online supporters and youth engagement; World Children’s Day celebration event.
2. [For programme lead only] Which of the components brought the most impact in the most cost-effective manner?
3. Do you think the programme had enough staff for its implementation? If not, where are the ‘gaps’?
4. Now, consider the programme as a whole. How well did it achieve its outcomes and early impact?
5. The programme is designed to be cross-sectoral. Let’s first look at the connection with the Education and Child Protection Sections as well as to the ADAP. How well did these connections work? Is there anything missing that would have made the programme more effective and efficient?
6. Did the programme amplify UNICEF Cambodia’s other efforts by enhancing achievement results and by increasing brand visibility? (Note: Also consider whether and how the collaboration with private sector actors and the social enterprises it created enhanced the achievement of results and by increased brand visibility.)
7. Now, consider the partnerships and relationships that this programme built with the private sector. Are they so important? If yes, how can these be utilised by UNICEF Cambodia further?
8. Do you think what the programme has achieved are sustainable? Why?

Second interview

Note: The second interview will focus on evaluation questions 10 to 14, which were written as forward-looking questions. As mentioned, the second interview will also be used to allow the programme team to respond to other interviewees and FGD participants.

9. What are non-negotiable elements and conditions of Generation Future that are essential for reaching results and need to be present in any design of the programme?
10. What would be the ideal governance of the programme and what linkages and partnerships would be needed to secure a successful continuation? What would be needed if the programme is to be scaled up?
11. [For programme lead only] Is the current design of the Generation Future cost efficient? Would the costs when scaled up be manageable? (Note: The expenses sheet will be used to identify items that will need to be allocated extra budget if the programme is scaled up.)
12. How effective did the stakeholders (Note: according to the ToR, the stakeholders are mentors, private sector, CRC and mentees 2021 alumni) play their roles in the programme? What are the better ways that the stakeholders could potentially contribute to the programme?
13. What lessons can be drawn from the use of scale strategies in the re-design of the second phase of the programme? (Note: There were four scale-up strategies: (a) From a youth engagement initiative to a multi-sectoral initiative; (b) Increased co-design and co-creation opportunities; (c) From individual to community-based approach; (d) Making partnerships a cornerstone.) What can be learned from the strategies that were planned but not implemented?
14. When scaled, what positive or negative unexpected consequences/ spill-over effects from Generation Future might emerge? How will they affect the programme implementation and achievement of results at scale?

K. Key Informant Interview Guide

For the Evaluation of the Generation Future Programme (commissioned by UNICEF Cambodia)

Stakeholder:	UNICEF Cambodia staff ((a) Deputy Representative; (b) Siem Reap Office representative; as well as representatives of the following sections of the country office: (c) Communication; (d) Child Protection; (e) Education; and (f) Technology for Development) (Some questions are only for certain interviewees; they start with square brackets below.)
Data collection tool code:	K
Corresponding evaluation question(s):	1.1, 2.1, 2.2, 3, 4.1, 4.2, 4.4, 5.1, 7, 15, 16

Interview questions:

This interview is divided into two parts. The first part focuses on the programme's connections with other sections of UNICEF Cambodia (as this is more relevant to the interviewees' work). The second part asks for the interviewee's comment and suggestions on the programme itself.

First part

1. What is your role in the organisation? Were you involved in any activities of the Generation Future programme?
2. [Only b, e] Comparing the programme in 2022 and the pilot in 2021, one major difference is that the programme had a component on school education (Local Life Skills schools). Do you think this component worked well?
3. [Only c, d, e] Do you think the programme contributed or enhanced the results achieved in your section [c, d, e] / Siem Reap [b]? How? Can you give me an example?
4. [Only c, d, e] Did the programme shape any programmes and/or activities in your section [c, d, e] / Siem Reap [b]? Can you give me an example?

Second part

5. Do you think the programme's cross-sectoral linkages helped empowered young people and adolescents in Cambodia? Why?
6. Do you think the programme's partnerships with the private sector and others helped empowered young people and adolescents in Cambodia? Why?
7. Do you think the programme contributed to helping the most vulnerable and marginalised adolescents and young people in Cambodia? How?
8. Is the Generation Future programme responding to emerging needs of adolescents and young people in Cambodia? How?
9. What other values did the programme provide for UNICEF Cambodia and its staff as a whole? (Some areas to explore are: help private sector actors and others acknowledge the needs of adolescents regarding skills development, access to stable employment and participation in civic decision-making; increase recognition of UNICEF Cambodia's work on youth empowerment and development; extending

the reach of UNICEF Cambodia; amplifying the influence of UNICEF Cambodia; providing media exposure for UNICEF Cambodia's work.)

10. [Only a] The programme started as a communication and outreach programme and has now extended its scope; do you think its current positioning in the organisation should be re-considered? (Encourage the interviewee to peruse the logical framework / theory of change of the programme.)
11. The programme in 2022 is designed to be multi-sectoral. Do you think the connections worked well? If yes, can this arrangement support further scale up? If not, what needs to be changed and can these changes support a scale-up?
12. The programme has faced staff capacity and resource challenges. If the programme is to be scaled up, what are the possible ways to address these challenges?

L. Key Informant Interview Guide

For the Evaluation of the Generation Future Programme (commissioned by UNICEF Cambodia)

Stakeholder:	Child Right Coalition (CRC) representative
Data collection tool code:	L
Corresponding evaluation question(s):	1.1, 2.3, 3, 4.2, 5.1, 15, 16

Interview questions:

The first part of the interview will cover the partnership that the CRC had with UNICEF Cambodia on the Generation Future programme; we will spend some time talking about the support that the CRC provided. For your information, I have read the programme document that you signed with UNICEF Cambodia, but I would love to see how the implementation went and have insights from you.

In the second part, we will talk about your observation of the programme because I know that the CRC has an extensive understanding of the adolescents in Cambodia.

First part

1. Can you briefly describe how the CRC helped with the implementation of the Generation Future programme?
2. How would you describe the connections between the Generation Future programme and other work/programmes of the CRC/AYRG?
3. Another support provided by the CRC was seed fund administration. Could you explain the administration to me? Did the CRC encounter any difficulties? What needs to be improved?

Second part

4. To what extent did the programme meet the needs of young people in Cambodia? Can you give me an example?
5. Do you think the Generation Future programme is a good model to help young people address social issues? Why? How?
6. Do you think that the Generation Future programme helped promote gender equality in Cambodia? Did it helped young people defend the rights vulnerable and marginalised groups?

M1. Consent Form for Participants of Pre-Interview Surveys for Mentees

For the Evaluation of the Generation Future Programme (commissioned by UNICEF Cambodia)

Hello, I am Dr Alvin Leung. I work for UNICEF Cambodia as an International Consultant.

My assistant, Kimputhetivheavy (Vitheavy) Vonn, and I are an independent evaluation team commissioned by UNICEF Cambodia to conduct the **evaluation of the Generation Future programme** implemented between August 2021 and November 2022.

We would very much appreciate your participation in this study. Participation involves filling in this digital form that contains questions about your experience with the Generation Future programme. Your participation will take about 20 minutes.

The form will ask you for your name, but your name is only for us to contact you to arrange an interview. We will use the information you provide in this form to tailor our interview questions. UNICEF will not receive a copy of your response.

The information you provide will be strictly confidential. We will put information from you together with information from other people in this study. No one will be able to tell what information came from you. When we report on this research, we will not use your name, and no one will know what answers you gave. Only we, Alvin the Vitheavy, will have access to this information, and all information will be stored safely under the care of the International Consultant, Alvin.

Your participation in this evaluation may not benefit you directly, but it may benefit others. Your responses may improve UNICEF's work and understanding about ways to provide better services to people like you.

Your participation in this study is voluntary. If you don't want to be in the study, it is okay. If you want to be in the study now and change your mind later, that is okay too. You can decide not to answer any question and can stop at any time. Your decision about whether to participate or to answer any questions will not affect any services you receive. If you choose to participate, please answer the questions honestly, so that we can understand your experience.

If you have any questions or concerns, please contact Dr Alvin Leung using email alvinleung@cantab.net or phone +44 7429062791 (which is also connected to WhatsApp and Telegram).

Do you agree to participate in this study?

[Consent form incorporated into the digital form. The assent will be recorded digitally.]

M2a. Consent Form for Participants of Interviews with Mentees

For the Evaluation of the Generation Future Programme (commissioned by UNICEF Cambodia)

Hello, our names are Alvin Leung and Kimputhhevithavy (Vitheavy) Vonn. Alvin works for UNICEF Cambodia as an International Consultant and Vitheavy works as an assistant to Alvin.

We are an independent evaluation team commissioned by UNICEF Cambodia to conduct the **evaluation of the Generation Future programme** implemented between August 2021 and November 2022.

We would very much appreciate your participation in this study. Participation involves an interview with you about your experience with the Generation Future programme. Your participation will take about 45 minutes.

The information you provide will be strictly confidential and never connected to you. We will put information from you together with information from other people in this study. No one will be able to tell what information came from you. When we report on this research, we will not use your name, and no one will know what answers you gave. Only we, Alvin and Vitheavy, will have access to this information, and all information will be stored safely under the care of the International Consultant, Alvin.

We will record the audio of the interview. The recording is only for us, Alvin and Vitheavy, to prepare the report. We will keep the recording in password-protected devices. We will never share the recording with UNICEF.

Your participation in this evaluation may not benefit you directly, but it may benefit others. Your responses may improve UNICEF's work and understanding about ways to provide better services to people like you.

Your participation in this study is voluntary. If you don't want to be in the study, it is okay. If you want to be in the study now and change your mind later, that is okay too. You can decide not to answer any question and can stop at any time. Your decision about whether to participate or to answer any questions will not affect any services you receive. If you choose to participate, please answer the questions honestly, so that we can understand your experience.

Before you say yes or no to being in this evaluation, we will answer any questions you have. If you join the study, you can ask me questions at any time. You may also contact Dr Alvin Leung using email

alvinleung@cantab.net or phone +44 7429062791 (which is also connected to WhatsApp and Telegram), if you have any questions or concerns.

Do you have any questions now?

Do you understand everything I have explained?

Do you agree to participate in this interview?

[Only verbal consent is needed. It will be audio recorded.]

M2b. Consent Form for Participants of Interviews with Mentees' Parents (only those aged 16 to 17 years)

For the Evaluation of the Generation Future Programme (commissioned by UNICEF Cambodia)

[This form will be translated into Khmer]

Hello, our names are Alvin Leung and Kimputhhevithavy (Vitheavy) Vonn. Alvin works for UNICEF Cambodia as an International Consultant and Vitheavy works as an assistant to Alvin.

We are an independent evaluation team commissioned by UNICEF Cambodia to conduct the **evaluation of the Generation Future programme** implemented between August 2021 and November 2022.

We would very much appreciate your child's participation in this study. Participation involves: (a) your child filling in an online feedback form; and (b) an interview with your child about his/her experience with the Generation Future programme. His/Her participation will take about 20 minutes for filling in the form and 45 minutes for the interview.

The information your child provides will be strictly confidential and never connected to him/her. We will put information from him/her together with information from other people in this study. No one will be able to tell what information came from him/her. When we report on this research, we will not use his/her name, and no one will know what answers he/she gave. Only we, Alvin and Vitheavy, will have access to this information, and all information will be stored safely under the care of the International Consultant, Alvin.

We will record the audio of the interview. The recording is only for us, Alvin and Vitheavy, to prepare the report. We will keep the recording in password-protected devices. We will never share the recording with UNICEF.

Your child's participation in this evaluation may not benefit him/her directly, but it may benefit others. Your child's responses may improve UNICEF's work and understanding about ways to provide better services to people like him/her.

Your child's participation in this study is voluntary. If you don't want him/her to be in the study, it is okay. He/She can decide not to answer any question and can stop at any time. His/her decision about whether to participate or to answer any questions will not affect any services he/she receives.

You may contact Dr Alvin Leung using email alvinleung@cantab.net or phone +44 7429062791 (which is also connected to WhatsApp and Telegram), if you have any questions or concerns.

Do you allow your child to participate in this interview? If yes, please put a ✓ next to the statement on the next page and write down your full name and your child's full name.

PARENT'S/GUARDIAN'S RESPONSE:

I allow my child to participate in the interview.

Parent's/Guardian's full name:

Child's full name:

M3a. Consent Form for Participants of Focus Group Discussions with Youth Volunteers

For the Evaluation of the Generation Future Programme (commissioned by UNICEF Cambodia)

Hello, our names are Alvin Leung and Kimputhhevithavy (Vitheavy) Vonn. Alvin works for UNICEF Cambodia as an International Consultant and Vitheavy works as an assistant to Alvin.

We are an independent evaluation team commissioned by UNICEF Cambodia to conduct the **evaluation of the Generation Future programme** implemented between August 2021 and November 2022.

We would very much appreciate your participation in this study. Participation involves a focus group discussion with you about your experience with the Generation Future programme. Your participation will take about 35 minutes.

The information you provide will be strictly confidential and never connected to you. We will put information from you together with information from other people in this study. No one will be able to tell what information came from you. When we report on this research, we will not use your name, and no one will know what answers you gave. Only we, Alvin and Vitheavy, will have access to this information, and all information will be stored safely under the care of the International Consultant, Alvin.

We will record the audio of the focus group discussion. The recording is only for us, Alvin and Vitheavy, to prepare the report. We will keep the recording in password-protected devices. We will never share the recording with UNICEF.

Please do not share with others what your peers say in this focus group discussion.

Your participation in this evaluation may not benefit you directly, but it may benefit others. Your responses may improve UNICEF's work and understanding about ways to provide better services to people like you.

Your participation in this study is voluntary. If you don't want to be in the study, it is okay. If you want to be in the study now and change your mind later, that is okay too. You can decide not to answer any question and can stop at any time. Your decision about whether to participate or to answer any questions will not affect any services you receive. If you choose to participate, please answer the questions honestly, so that we can understand your experience.

Before you say yes or no to being in this evaluation, we will answer any questions you have. If you join the study, you can ask me questions at any time. You may also contact Dr Alvin Leung using email alvinleung@cantab.net or phone +44 7429062791 (which is also connected to WhatsApp and Telegram), if you have any questions or concerns.

Do you have any questions now?

Do you understand everything I have explained?

Do you agree to participate in this focus group discussion?

[Only verbal consent is needed. It will be audio recorded.]

M3b. Consent Form for Parents of Participants of Focus Group Discussions with Youth Volunteers (only those aged 16 to 17 years)

For the Evaluation of the Generation Future Programme (commissioned by UNICEF Cambodia)

[This form will be translated into Khmer]

Hello, our names are Alvin Leung and Kimpushevithavy (Vitheavy) Vonn. Alvin works for UNICEF Cambodia as an International Consultant and Vitheavy works as an assistant to Alvin.

We are an independent evaluation team commissioned by UNICEF Cambodia to conduct the **evaluation of the Generation Future programme** implemented between August 2021 and November 2022.

We would very much appreciate your child's participation in this study. Participation involves a focus group discussion with your child about his/her experience with the Generation Future programme. His/Her participation will take about 45 minutes.

The information your child provides will be strictly confidential and never connected to him/her. We will put information from him/her together with information from other people in this study. No one will be able to tell what information came from him/her. When we report on this research, we will not use his/her name, and no one will know what answers he/she gave. Only we, Alvin and Vitheavy, will have access to this information, and all information will be stored safely under the care of the International Consultant, Alvin.

We will record the audio of the focus group discussion. The recording is only for us, Alvin and Vitheavy, to prepare the report. We will keep the recording in password-protected devices. We will never share the recording with UNICEF.

Your child's participation in this evaluation may not benefit him/her directly, but it may benefit others. Your child's responses may improve UNICEF's work and understanding about ways to provide better services to people like him/her.

Your child's participation in this study is voluntary. If you don't want him/her to be in the study, it is okay. He/She can decide not to answer any question and can stop at any time. His/her decision about whether to participate or to answer any questions will not affect any services he/she receives.

You may contact Dr Alvin Leung using email alvinleung@cantab.net or phone +44 7429062791 (which is also connected to WhatsApp and Telegram), if you have any questions or concerns.

Do you allow your child to participate in this focus group discussion? If yes, please put a √ next to the statement on the next page and write down your full name and your child's full name.

PARENT'S/GUARDIAN'S RESPONSE:

I allow my child to participate in the focus group discussion.

Parent's/Guardian's full name:

Child's full name:

M4a. Consent Form for Participants of Focus Group Discussions with LLS School Students

For the Evaluation of the Generation Future Programme (commissioned by UNICEF Cambodia)

[This form will be translated into Khmer.]

Hello, our names are Alvin Leung and Kimputhhevithavy (Vitheavy) Vonn. Alvin works for UNICEF Cambodia as an International Consultant and Vitheavy works as an assistant to Alvin.

Viteavy and I would like to spend 35 minutes with you and your classmates to have a discussion. It is to ask about your experience with the Generation Future programme. A mentee of the programme, [name of the mentee], came in a few months ago for 2 days to conduct some activities with you.

What you and your classmates tell us are only for us to write a report on the programme. We are here to assess the programme, not you. This is not a test or an exam at all.

UNICEF will not know who said what in the discussion today. Also, we will not ask for your names today, so your name will not appear in any documents or reports. You can be very honest about your experience, and we are here to make sure that this is a safe space for you and your classmates.

Do you see a device on the table? This is an audio recording device. It does not record videos at all. Only your voices are recorded. The recording made by the device is only for Vitheavy and me. Your teacher and UNICEF will not have a copy of this. Again, this is to make sure that this is a safe space for you and your classmates.

Please do not share with others about what your classmates say in the discussion today.

You may not be benefited from your participation today, but your sharing may improve UNICEF's work and may benefit other children like you.

It is entirely your choice whether you want to join us in the discussion. If you choose to join, you can always skip any questions that we ask you or even leave any time you want to. Your decision will not affect how you are treated by UNICEF or by anyone in the school.

If you have any questions or concerns, you can contact Dr Alvin Leung via email (alvinleung@cantab.net) or WhatsApp/Telegram (+44 7429062791).

Do you have any questions now?

Do you understand everything I have explained?

Do you agree to participate in this focus group discussion?

[Only verbal consent is needed. It will be audio recorded.]

M4b. Consent Form for Teachers/Headteachers

For the Evaluation of the Generation Future Programme (commissioned by UNICEF Cambodia)

[This form will be translated into Khmer.]

Hello, our names are Alvin Leung and Kimpushevithavy (Vitheavy) Vonn. Alvin works for UNICEF Cambodia as an International Consultant and Vitheavy works as an assistant to Alvin.

We are an independent evaluation team commissioned by UNICEF Cambodia to conduct the **evaluation of the Generation Future programme** implemented between August 2021 and November 2022.

This is to obtain a consent from you to: (a) participate in an interview with us; and (b) allow your students to participate in a focus group discussion with us.

We would very much appreciate your and your students' participation in this study. Your participation involves an interview with you about your experience with the Generation Future programme. Your participation will take about 20 minutes.

As for your students, their participation is a focus group discussion with us. The discussion will be about their experiences with the Generation Future programme. It will take about 35 minutes.

The information you and your students provide will be strictly confidential and never connected to you and your students. We will put information from you and your students together with information from other people in this study. No one will be able to tell what information came from you and your students. When we report on this research, we will not use your and your students' names, and no one will know what answers you and your students gave. Only we, Alvin and Vitheavy, will have access to this information, and all information will be stored safely under the care of the International Consultant, Alvin.

We will record the audio of the interview with you and of the focus group discussion with your students. The recordings are only for us, Alvin and Vitheavy, to prepare the report. We will keep the recordings in password-protected devices. We will never share the recording with UNICEF.

Your and your students' participation in this evaluation may not benefit you and your students directly, but it may benefit others. Your and your students' responses may improve UNICEF's work and understanding about ways to provide better services to people like you and your students.

The participation of you and your students in this study is voluntary.

If you don't want to be in the study, it is okay. If you want to be in the study now and change your mind later, that is okay too. You can decide not to answer any question and can stop at any time. Your decision about whether to participate or to answer any questions will not affect any services you receive. If you choose to participate, please answer the questions honestly, so that we can understand your experience.

As for your students, we will ask for their consent to participate separately. They will be informed of the same rights of theirs. That is, they can choose not to answer any questions and choose to stop participating at any time. Their decision about whether to participate or to answer any questions will not affect any services they receive.

Before you say yes or no to being in this evaluation, we will answer any questions you have. If you join the study, you can ask me questions at any time. You may also contact Dr Alvin Leung using email alvinleung@cantab.net or phone +44 7429062791 (which is also connected to WhatsApp and Telegram), if you have any questions or concerns.

Do you have any questions now?

Do you understand everything I have explained?

Do you agree to participate in this interview?

Do you allow your students to participate in a focus group discussion?

[Only verbal consent is needed. It will be audio recorded.]

M5. Consent Form for Participants of Interviews (adults only; other than mentees, volunteers and school students; excluding teachers/headteachers)

For the Evaluation of the Generation Future Programme (commissioned by UNICEF Cambodia)

Hello, I am Dr Alvin Leung. I work for UNICEF Cambodia as an International Consultant.

My assistant, Kimputhhevithavy (Vitheavy) Vonn, and I are an independent evaluation team commissioned by UNICEF Cambodia to conduct the **evaluation of the Generation Future programme** implemented between August 2021 and November 2022.

We would very much appreciate your participation in this study. Participation involves an interview with you about your experience with the Generation Future programme. Your participation will take about 45 minutes.

The information you provide will not be confidential. This is because UNICEF Cambodia already know that I will be speaking with you. When I report on this research, I will make sure that critical opinions are presented carefully and fairly. If you would like to make any parts of our conversation strictly confidential, please let me know, and I will make sure that such content, if reported, is not connected to you at all. This must be made clear to me very explicit to me so that I can tell apart such content from other parts of the interview.

I will record the audio of the interview. The recording is only for me and my assistant, Vitheavy, to prepare the report. We will keep the recording in password-protected devices. We will never share the recording with UNICEF.

Your participation in this evaluation may not benefit you directly, but it may benefit others. Your responses may improve UNICEF's work and understanding about ways to provide better services to people like you.

Your participation in this study is voluntary. If you don't want to be in the study, it is okay. If you want to be in the study now and change your mind later, that is okay too. You can decide not to answer any question and can stop at any time. Your decision about whether to participate or to answer any questions will not affect any services you receive. If you choose to participate, please answer the questions honestly, so that we can understand your experience.

Before you say yes or no to being in this evaluation, I will answer any questions you have. If you join the study, you can ask me questions at any time. You may also contact me after the interview using email alvinleung@cantab.net, if you have any questions or concerns.

Do you have any questions now?

Do you understand everything I have explained?

Do you agree to participate in this interview?

[Only verbal consent is needed. It will be audio recorded.]

N. ToR

Terms of Reference

International Consultant to undertake the Evaluation of Generation Future Programme

Contract modality: Consultant contract or Individual Contractor

Section: Communications and Evaluation

Duty station: [Phnom Penh, Cambodia] , home-based , or hybrid

Duration: 5 months- 21 November 2022- 20 April 2023

1. Background

Around 65 per cent of Cambodia's population is under 30 years old. Although the exact percentage of young people (15-24 years old) is not readily available, Cambodia is clearly one of the youngest nations in the region and the world. Young people possess an extraordinary potential to contribute to transforming economic and social outcomes, reducing inequality, and building inclusive, prosperous and sustainable societies. However, to do so they need the right skills and opportunities to realise their full potential, create positive change and influence leaders and decision makers.

However, Cambodian young people face significant challenges, including equal access to quality education and decent employment prospects; gaining and maintaining access to civic space; and handling situations of violence both on and offline. Progress has been uneven, with striking differences between urban and rural areas, and additional challenges for young people with disabilities and in ethnic minority communities. In addition, systemic gender inequities further constrain opportunities and compound risks for young girls as they transition through adolescence.

In August of 2021, UNICEF Cambodia launched Generation Future with one goal in mind – to help young people across Cambodia to build their futures and fulfil their potential.

These Terms of Reference (ToR) set out the purpose, objectives, methodology and operational modalities for an individual consultancy to evaluate the Generation Future Programme. The office is exploring multiple avenues to continue, scale and expand the programme; this evaluation will inform UNICEF Cambodia on the value of Generation Future going forward and will provide recommendations on the best pathways for extending and scaling the programme in the future. This independent evaluation is expected to begin in November 2022 and end in April 2023, with preliminary findings emerging in February to ensure findings can be used in the planning and design of the next version of the programme.

Generation Future backs young people with original ideas to create positive social change through training, personalized mentorship, and seed funding to bring these ideas to reality. Working with UNICEF team-members, mentors, public influencers and peers, mentees develop skills in project design and management, fundraising and budget planning, communication and more. During the first year of Generation Future, mentors spent 160 hours with their mentees over a three-month period, equipping them with the confidence and capacity to develop their projects, recruit volunteers, increase their audiences, and expand their networks of supporters to include private sector, development partners, and government representatives.

In only 12 weeks, the 13 members of Generation Future 2021 achieved remarkable results. 19-year-old Boris Rith of Phnom Penh created a mental health hub called Mind Switch. One of his awareness raising videos was viewed by more than 100,000 people on Tik Tok. Erafasyra Man, 20, from Siem Reap recruited 30 volunteers for her "Ladies Circle" project, which reduces plastic waste while supporting disadvantaged women from ethnic minorities to create and sell recycled products. Sonita Chin, 21, from Phnom Penh, launched Cli-mates, a campaign uniting young people against climate change, and worked with Sang Sok Serey to record a hip-hop anthem and produce a music video. Supported by Smart Axiata and UNICEF, the

O. Ethical Review Approval



Research Ethics Approval

6 January 2023

Dr Alvin Leung
International Consultant
UNICEF Cambodia CO
Exchange Square 5th Floor
19&20 Street 106
Phnom Penh, Cambodia

RE: Ethics Review Board findings for: *Evaluation of the Generation Future Programme (2021 and 2022)* (HML IRB Review #664CAMB22)

Dear Dr. Leung,

Protocols for the protection of human subjects in the above study were assessed through a research ethics review by HML Institutional Review Board (IRB) on 15 December 2022 – 06 January 2023. This study's human subjects' protection protocols, as stated in the materials submitted, received ethics review approval.

You and your project staff remain responsible for ensuring compliance with HML IRB's determinations. Those responsibilities include, but are not limited to:

- ensuring prompt reporting to HML IRB of proposed changes in this study's design, risks, consent, or other human protection protocols and providing copies of any revised materials;
- conducting the research activity in accordance with the terms of the IRB approval until any proposed changes have been reviewed and approved by the IRB, except when necessary to mitigate hazards to subjects;
- promptly reporting any unanticipated problems involving risks to subjects or others in the course of this study;
- notifying HML IRB when your study is completed.

HML IRB is authorized by the United States Department of Health and Human Services, Office of Human Research Protections (IRB #1211, IORG #850, FWA #1102).

Sincerely,

D. Michael Anderson, PhD., MPH
Chair & Human Subjects Protections Director, HML IRB

cc: Juanita Vasquez Escallon, Lindsay Sian Brown, Dion Miller, Erika Tsunuyama, Penelope Lantz, JD

Health Media Lab, Inc.
1101 Connecticut Avenue, NW Suite 450
Washington, DC 20036 USA
+1.202.246.8504
unicef@hmlirb.com www.hmlirb.com

P. Inception Report Approved

Evaluation of the Generation Future Programme – Inception Report
Finalised (Last updated: 19 January 2023)

Evaluation of the **Generation Future Programme** (2021 and 2022)

Inception Report (Finalised)

Commissioned by: UNICEF Cambodia

Dr Alvin Leung
International Consultant

19 January 2023

Dr Alvin Leung, International Consultant
alvinleung@outlook.net

Q. Revised Theory of Change

For the Evaluation of the Generation Future Programme (commissioned by UNICEF Cambodia)

Generation Future Programme – Revised Theory of Change			
Inputs	Outputs	Outcomes	Impact
<p>(1) Promote 1:1 mentoring support to 15 young people by matching them with expert mentors</p> <p>(2) Support 15 young people to recruit volunteers, participants and supporters for their projects</p> <p>(3) Create and deliver training and capacity building opportunities for 15 young people and their project volunteers</p> <p>(4) Offer up to USD 2,000 seed funding to 15 young people to support with project development</p> <p>(5) Connect 6 young people to LLS schools in Siem Reap Province and support them to implement their projects through online and offline activities</p> <p>(6) Connect the programme with the government's Volunteer for My Community (VMC) and/or the Youth Councils (YC) to initiate the institutionalisation of parts of the programme</p>	<p>(1) Young people built confidence and developed 21st Century Skills and soft skills</p> <p>(2) Young people built long-lasting relationships with their expert mentors who continue to support their projects</p> <p>(3) Young people expanded personal and professional networks with industry leaders in the private and development sectors</p> <p>(4) 15 new 'social good' projects developed and led by young people</p> <p>(5) Young people collectively engaged over 2,000 children and young people through their projects</p> <p>(6) Private sector engaged to provide training and skills development opportunities.</p> <p>(7) Connections established with the VMC initiative and/or the YC, with certain programme components receiving support and/or contributing to the VMC and/or YC</p>	<p>(1) Young people actively addressing social issues that impact them</p> <p>(2) Improved employability of participating young people, particularly the mentees and volunteers</p> <p>(3) Increased opportunities for young people to contribute in civic decision making</p>	<p>Young people are engaged as innovators and entrepreneurs by providing them with the skills, confidence and opportunities they need to create positive change in their communities</p>

Based on the evaluation findings and following the recommendations provided, the consultant proposed three changes be made to the programme's theory of change (ToC); they are indicated in the ToC above in red. First, input 6 is added. Second, output 7 is added. Third, outcome 2 is reworded.

Input 6 and output 7 are added following recommendations 2 and 4 made in the evaluation report. Please see chapter 7 of the report for the details of the recommendations. Please note that, although this connection is included in the recommendations, its inclusion in the design of the next cycle of the programme has not been finalised. The final design will partly depend on whether the MoEYS continues the VMC initiative. More importantly, discussions with relevant ministry and departments are needed to assess the possibility of establishing the connection.

Rewording of the outcome 2 is proposed to better reflect what the programme is seeking to achieve. Outcome 2 in the original ToC is 'improved access to stable employment opportunities for young people'. In the process of evaluating the programme, the consultant found that the programme in 2022 sought to achieve this mainly by providing young people with the experience of running social impact projects as well as opportunities to develop 21st Century Skills and improve confidence. What was also possible in the change logics but was found to be relatively less prominent was changing how mentors see the private sector's roles in helping young people develop the skills needed for stable employment (see Section 5.3.1). This understanding is based on the findings of the literature review of this evaluation that the private sector's involvement in youth skills development was recognised by the government and development partners and was included in key education policies. However, the evaluation found that such involvement could not be significantly influenced by this programme alone. To better reflect the change logics of the programme, the consultant suggests that the outcome be reworded to emphasise the aim of increasing young people's employability.

The rewording of outcome 2 should also improve the evaluability of the outcome. This is because, as mentioned in Section 5.3.6, the evaluation could not assess directly whether access to stable employment was improved, as most youth participants (i.e., mentees and volunteers) were young and years away from entering the labour market.

Finally, it is worth noting that the numbers of mentees and social impact projects mentioned in the inputs are for the programme in 2022. They may change in the next cycles. The consultant recommends that the number of projects in the next cycle be kept between 15 and 20. This number is for reference only and is made assuming that there will be no significant increase in financial and human resources earmarked for the programme. Please see Chapter 7 of the report for details.



For further information, please contact:

United Nations Children's Fund
Exchange Square, 5th floor,
Bldg. no. 19&24 Street 106, Sangkot
Wat Phnom, Khan Daun Penh, Phnom
Penh
Email: phnompenh@unicef.org
Website: <http://www.unicef.org.kh>

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