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## Inception Report

### Developmental Evaluation of UNICEF's Work on Innovation for Children in Malaysia

26 April 2019

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# Acronyms

11MP	Eleventh Malaysia Plan
C4D	Communications for Development
CBO	Community Based Organisations
CO	Country Office
CSV	Creating Shared Value
EAPRO	Regional Office for East Asia and the Pacific
ECM	Enterprise Content Management
GEROS	Global Evaluation Reports Oversight System
GTP	Government Transitional Programme
HCD	Human-Centred Design
HCI	Human Capital Index
HQ	Headquarters
KII	Key Informant Interviews
MaGIC	Malaysian Global Innovation & Creativity Centre
MOU	Memorandum of Understanding
NDCD	Non-communicable Disease
NGO	Non-governmental Organisation
PFP	Private Sector Fundraising and Partnership
PM&E	Programme Monitoring and Evaluation
POC	Proof of Concept
RO	Regional Office
RUTF	Ready-To-Use Therapeutic Foods
SDGs	Sustainable Development Goals
T4D	Technology for Development
UN	United Nations
UNEG	United Nations Evaluation Group
UNICEF	United Nations Children's Fund
WAGGS	World Association of Girl Guides and Girl Scouts

# Preface

Since 1954, the United Nations Children’s Fund (UNICEF) has joined forces with the Government and the people of Malaysia to transform the lives of children across the nation. In the 2016-2020 Country Programme, UNICEF seeks to support Malaysia to achieve the development goals being defined in the Eleventh Malaysia Plan (11MP). The programme was developed with consideration of Malaysia’s transition into a high-income country in the next decade, and the specific role that UNICEF can play in this evolving context, working upstream and closely with strategic partners at all levels.

Innovation has been embraced as a core, crossing-cutting strategy and UNICEF Malaysia is actively exploring new research and design methods, technologies and business models that can help UNICEF Malaysia and their partners deliver results for children in new and more effective ways. This work aims to engage and strengthen the commitment of potential “problem-solvers” – corporate, government and civil-society partners, social entrepreneurs and children and young people themselves – in developing and testing new approaches to improve the lives of Malaysia’s most marginalised children.

In 2019, UNICEF Malaysia commissioned a developmental evaluation on UNICEF’s Work on Innovation for Children in Malaysia. “Developmental Evaluation” is an approach that draws on evaluative methods and thinking and supports adaptive learning within complex initiatives. It combines, in real time, the rigour of monitoring and evaluation practice with the flexibility and creativity that is required in seeking solutions to complex development problems typically involving innovation, high levels of uncertainty and social engagement (see **Appendix 1** for the Terms of Reference).

The Developmental Evaluation will be designed around three phases. Phase 1: Explore and Design aims to understand the current state of innovation at UNICEF Malaysia. Phase 2: Implementation aims to address the identified barriers and enablers of innovation at UNICEF Malaysia. Phase 3: Report, Learn, Plan, Adapt aims to generate a series of recommendations to support the strategic direction of innovation at UNICEF Malaysia.

The Developmental Evaluation was prepared with reference to the following documents: United Nations Evaluation Group (UNEG) Norms and Standards for Evaluation (2016) and Revised Evaluation Policy of UNICEF (2018), UNEG Ethical Guideline for Evaluation (2008), UNICEF Procedure for Ethical Standards and Research, Evaluation and Data Collection and Analysis (2015), UNICEF-adapted UNEG Evaluation Reports Standards (2017), the Global Evaluation Reports Oversight System (GEROS) Handbook (2017) and UNEG Guidance on Integrating Human Rights and Gender Equality in Evaluation (2014).

The Developmental Evaluation will be led by Sarah Kerrigan with support from Habib Ab Mukmin, Alfatanah Ibrahim and Bavithira Chelvakumar from Deloitte Southeast Asia and Edward Thomas from Monitor Deloitte. The evaluation will be guided by UNICEF Malaysia’s Evaluation Specialist, Erica Mattellone, and UNICEF Malaysia’s Innovation Specialist, Issmail Nnafie. The Developmental Evaluation will further benefit from an Evaluation Reference Group responsible for guaranteeing the transparency, accountability and credibility of the evaluation process and will play a key role in validating the findings. Members of the Evaluation Reference Group include: Riccardo Polastro, Dejan Jakovljevic, Tanya Accone, Benjamin Grubb, Philip Ling Oon Hun, Dato Ruby Khong, YB Jennifer Lasimbang, Kal Joffres, Rashvin Pal Singh, Noor Nabila Akbar Hussain, Jasmine Begum, Radoslaw Rzehak, Sarah Norton-Staal and Roshni Basu (see **Appendix 2** for the Developmental Evaluation Management Team and Reference Group).

# 1. Executive Summary

## Introduction and Background

Innovation is perceived at the UNICEF as a process and/or methodology leading to tools and approaches to tackle complex challenges faced by children around the world.<sup>1</sup> UNICEF Malaysia has embraced innovation as a core and cross-cutting strategy to accelerate and scale the results for children by creating an enabling environment to innovate with, and for, children. UNICEF Malaysia is actively exploring new innovative methods and approaches, digital technologies and physical tools that can help programmes and partners deliver tangible results for children in new and more impactful ways.

## Objectives and Purpose

Deloitte has been engaged by UNICEF to conduct a Developmental Evaluation of UNICEF's Work on Innovation for Children in Malaysia. In light of the constant progression and evolution of the work on innovation since the creation of an Innovation Specialist position in 2016, UNICEF Malaysia selected a Developmental Evaluation design to enable the adaptive management of ongoing activities, and the identification of new and strategic entry-points for innovation partnerships and programming. Developmental Evaluation approaches tend to be forward-looking in nature, focusing on strategic learning, and best suited to new or emerging areas of work.

The Developmental Evaluation objectives are threefold, aiming to (1) build a culture for learning and adaptability by documenting best practices and creating innovation resources to support interaction and engagement with stakeholders, (2) identify opportunities for innovation, including the identification of new entry-points for achieving country programme objectives, and the identification of organisations that UNICEF Malaysia can partner with, and (3) document learnings and insights, capturing key learnings and resources that can be shared, replicated and reviewed to ensure transparency and clarity around the work of innovation.

## Scope

The Developmental Evaluation will cover UNICEF's Work on Innovation for Children in Malaysia, covering the Malaysian Peninsula, Sarawak and Sabah. The Developmental Evaluation has a six-month duration from January 2019 to June 2019. While it covers UNICEF's ongoing innovation work since the introduction of an Innovation Specialist in January 2016, the Developmental Evaluation activities will seek to be forward-looking, supporting UNICEF's work on innovation as the CO prepares for the next planning cycle.

## Approach

The Developmental Evaluation will be conducted through a multi-stage approach. Phase 1: Explore and Design aims to understand the current state of innovation at UNICEF Malaysia. Phase 2: Implementation aims to address the identified barriers and enablers of innovation at UNICEF Malaysia. Phase 3: Report, Learn, Plan, Adapt aims to generate a series of recommendations to support the strategic direction of innovation at UNICEF Malaysia.

In the following report, **Section 2** describes the object of evaluation, namely the context of UNICEF's Work on Innovation for Children in Malaysia. **Section 3** provides the evaluation purpose, objectives and scope. **Section 4** provides the evaluation methodology, including the learning framework and evaluation approach. **Section 5** provides the Theory of Change for innovation at UNICEF Malaysia. **Section 6** provides the current state assessment results. Finally, **Section 7** provides the implementation plan.

The primary purpose of this Developmental Evaluation is to help UNICEF Malaysia systematically **identify new opportunities to support UNICEF and its partners to increase the impact of the country programmes through innovation, and capture learnings that can be rapidly infused into the current work on innovation**

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<sup>1</sup> UNICEF, 2019. Innovating for Children. Available at: <https://www.unicef.org/innovation/>

**to heighten its chances for success.** In this way, the Developmental Evaluation is expected to enable systematic evidence-based planning of innovation activities and partnerships, as well as reflections on what is working, what is not working and why, and to inform the continued evolution of the UNICEF 2016-2020 Country Programme during programme implementation.

## 2. Object of Evaluation

This section describes the object of evaluation, namely UNICEF's Work on Innovation for Children in Malaysia. The section begins with an overview of the context of innovation at UNICEF, introduces the different "types" of innovation at UNICEF, and highlights the dynamic and evolving nature of innovation at UNICEF and the implications for UNICEF Malaysia. Finally, the section provides an overview of the current context of innovation in Malaysia and highlights a number of key innovation actors in Malaysia's innovation ecosystem.

### 2.1 Context of innovation at UNICEF

At UNICEF, innovation is about "taking emerging approaches and tools, and testing how they can be applied across contexts."<sup>2</sup> UNICEF aims to pioneer the use of new tools, technologies and approaches to more effectively and efficiently serve children, especially those that are disadvantaged, and work with partners to adopt, adapt and scale up the most successful approaches.

Innovation has been embraced as a core and cross-cutting strategy at UNICEF. The emphasis on innovation is present in UNICEF's Strategic Plan (2018-2021). The Strategic Plan identifies "fostering innovation in programming and advocacy for children" as a change strategy.<sup>3</sup> Through this, UNICEF aims to foster innovations and pioneer the use of new technologies to more effectively and efficiently serve children, especially those that are disadvantaged.

UNICEF has defined three primary types of innovation:<sup>4</sup>



**Physical tools/hardware:** Including product innovation, utilised for specific sectoral programme delivery. Examples include drones used to deliver results for children, Adolescent Kit for Expression and Innovation, and Ready-To-Use Therapeutic Foods (RUTFs).



**Digital technology:** Including information management, storage, monitoring and advocacy. Examples include U-Report, RapidPro, Primero software application, and Somleng, an open-source telephony software.



**Innovative methods and approaches:** Including innovative methodologies and approaches that support behavioural change. Examples include Human-Centred Design (HCD), Data Must Speak and Accelerated School Readiness.

**Innovative partnerships** are also recognised as essential for innovation solutions to flourish and scale, including partnership structures that narrow the gap between technology and the people UNICEF needs to reach. UNICEF innovation focuses on four types of partnerships:

- **Startup companies:** Identifying and investing in promising startups working on open-source and frontier technological solutions that show potential to positively impact the lives of the most vulnerable children.
- **Private sector:** Convening corporations, designers, entrepreneurs and other development partners around the intersection of high-growth tech industries and social good.
- **Academic:** Creating Shared Value (CSV) through the exchange of ideas, joint capacity-building and opportunities for applied research. These relationships are about building up a community of practice and practitioners, and connecting with a new generation of problem solvers.

<sup>2</sup> UNICEF, 2018, Office of Innovation. Available at: <https://www.unicef.org/innovation/>

<sup>3</sup> UNICEF, 2018, UNICEF Strategic Plan 2018-2021. Available at: [https://www.unicef.org/publications/files/UNICEF\\_Strategic\\_Plan\\_2018-2021.pdf](https://www.unicef.org/publications/files/UNICEF_Strategic_Plan_2018-2021.pdf)

<sup>4</sup> UNICEF, 2019, Evaluation of Innovation in UNICEF Work: Evaluation Synthesis Report

- **International agencies and other United Nations (UN) entities:** Serving as a convening force across the UN system and among international organisations, co-creating and implementing solutions and leveraging local and global networks.

## Evaluation of Innovation in UNICEF Work

With the increasing significance of innovation within UNICEF, it is important to generate high-quality evidence-based decision-making, learning and accountability. To support this, UNICEF has recently concluded a global evaluation of its work on innovation. The evaluation, conducted by Deloitte and concluded in January 2019, aimed to generate important information on how innovation contributes to UNICEF's goals and objectives, as well as how innovation might contribute to increased effective organisational responses in the coming years. The evaluation analysed the organisational effectiveness in promoting and managing the innovation cycle using three overarching categories: values, structure and systems:

1. **Organisational values:** The collective “ways of thinking” that shape the manner in which staff work and influence the wider organisational culture, with specific reference to UNICEF's innovation activities.
2. **Organisational structures:** UNICEF's institutional architecture, including the configuration of staff and departments across the organisation and its individual parts. These structures influence what kind of innovation takes place, as well as where and when it occurs.
3. **Organisational systems:** The processes and networks supporting the flow of information, knowledge and resources that support UNICEF's work.

The analysis highlighted a number of complex and interlinked observations hindering UNICEF's work on innovation, including, but not limited to:

1. **Organisational values:**
  - Absence of risk-taking or acceptance of failure
  - Mixed opinions as to the extent of management support for innovation
  - Differing understanding of innovation
  - Limited understanding of the innovation ecosystem
  - Lack of clarity around issues of ownership, including planning, resources and time
2. **Organisational structures:**
  - Limited clarity around innovation roles and low awareness as to how staff can support innovation ideas
  - Lack of transparency around innovation activities, with a feeling that they were incongruent with priorities on the ground
  - Hierarchical structure created difficulties in moving and progressing innovation ideas
  - High dependence on deputy representatives for creating an enabling environment for innovation
3. **Organisational systems:**
  - Lack of clarity around the staffing model being pursued for innovation
  - Hierarchical management style of the organisation influenced the approach to innovation
  - Inconsistent focus of innovation activities – between scaling up tried-and-tested technology vs developing innovation ideas from early stages
  - Limited institutional knowledge management and sharing of innovation successes and failures
  - Limited information on budgeted and actual expenditure on innovation

To overcome these barriers, Deloitte recommended UNICEF to (1) develop a strategic vision for innovation that builds on a shared understanding of priority challenges (2) ensure an enabling structure at the Headquarters (HQ), Regional Office (RO) and Country Office (CO) levels to advance innovation as a means for achieving results for children, and (3) use a portfolio management approach to ensure that resources for innovation are well aligned with UNICEF's strategic priorities.

The evaluation results highlighted that innovation remains a new and emerging area of work for UNICEF. As a result, innovation activities managed at the CO level will likely be dynamic and rapidly evolving as UNICEF determines its desired strategy, approach, structure and priorities for innovation.

A full summary of the evaluation findings and recommendations is available in the **Evaluation of Innovation in UNICEF Work: Evaluation Synthesis Report (2019)**.<sup>5</sup>

## 2.2 Context of innovation at UNICEF Malaysia

Innovation is identified as a core UNICEF strategy for delivering better, faster and more impactful results for children in Malaysia. UNICEF Malaysia aims to utilise innovation to accelerate and scale its country priorities:

- **Enhanced child and adolescent well-being:** All children in Malaysia benefit from strengthened national policies, quality social services and capacities that enhance well-being and enable them to survive, thrive and develop to their full potential.
- **Social inclusion and disparity reduction:** Strengthened commitment and environment for promoting child-centred social inclusion, disparity reduction and resilience.
- **Enhanced engagement and partnerships for child rights:** Enhanced capacities, partnerships and engagements for child rights fulfilment and monitoring, and for the mobilisation of national resources for all children.

As an upper-middle income country, UNICEF Malaysia primarily works upstream, focusing on policy change, behavioural change and improved ways of work. The CO aims to harness innovation to support these areas of work, from using new digital technologies to capture and amplify the voice of children and youth in Malaysia, apply innovative approaches to co-create child-centred solutions aimed at promoting social inclusion and disparity reduction, and actively engage partners across the public and private sector to accelerate and nurture Malaysia's social innovation landscape.

To further this strategy, UNICEF Malaysia appointed a dedicated Innovation Specialist in 2016. Under the supervision of the Country Representative, the Innovation Specialist is responsible for developing the innovation portfolio, building in-country capacity in design thinking, managing activities under the cross-cutting innovation strategy and mainstreaming innovation as a core strategy across each of the UNICEF programme sections within the CO. The Innovation Specialist is responsible for supporting the mainstreaming of innovation as a core strategy, through:

- Supporting the development and testing of innovation products and processes to strengthen and improve the efficiency and effectiveness of UNICEF.
- Developing partnerships and network with local innovators, youth organisations, non-governmental organisations (NGOs), cultural and religious organisations, the private sector, local media and academia to build and provide a space to nurture and test new and innovative ideas.
- Scouting for new and innovative ideas, opportunities and partnerships to deliver better, faster and more impactful results, and promote UNICEF as a major player in innovation and social financing in Malaysia.
- Advising and leading, in cooperation with Programme Monitoring and Evaluation (PM&E), Communications for Development (C4D) and Public Advocacy, effective and innovative ways to present and package data to promote evidence-based decision-making.

The Innovation Specialist has sought to advance innovation as a cross-cutting strategy by inspiring, advising and integrating innovation into UNICEF Malaysia's work for children through a number of activities, including:

### Digital technology:

- **RapidPro:** A real-time and open-source platform is used to gather accurate and timely data. The technology allows users to design, pilot and scale direct mobile outreach services without the help of a

<sup>5</sup> UNICEF, 2019, Evaluation of Innovation in UNICEF Work: Evaluation Synthesis Report

software developer. The CO is currently leveraging RapidPro in a pilot study to directly engage individual donors. The data collected through RapidPro will enable UNICEF Malaysia’s Private Sector Fundraising and Partnership (PFP) team to better understand the motivations and interests of individual donors. The information captured through the pilot is expected to inform content and communications with individual donors.

- **U-Report:** An online messaging platform is designed to collect information directly from children and young people or their parents to improve policy and programmes. U-Report uses poll questions and alert messages with RapidPro technology to capture real-time responses from U-Reporters on a broad range of issues, from health and nutrition to disability and inclusion<sup>6</sup>. The results, which are analysed by location, age and gender, helps to amplify the voices of young people and identify influencing decisions. As of March 2019, UNICEF Malaysia has 12,251 registered U-Reporters.<sup>7</sup>
- **Enterprise Content Management (ECM):** An online system used to maximise productivity, and improve information and knowledge sharing.<sup>8</sup> ECM systems, including a variety of eTools, have been introduced as part of UNICEF Malaysia’s effectiveness and efficiency efforts. For instance, in 2018, the CO adopted eTools to strengthen programme management.

#### Innovative methods and approaches:

- **Human-Centred Design (HCD):** A methodological approach which aims to “design with the user” in mind. This user-centric approach aims to support the development of more inclusive and child-centred policies, programmes and services, and build the capabilities of service providers and systems to deliver better results for children.<sup>9</sup> UNICEF Malaysia is leveraging HCD to build local capacity and design more child-centred services. For instance, in 2017, the CO used HCD to co-create inclusive public spaces and services with private-sector leaders, children with disabilities and their caregivers.

#### Innovative partnerships:

- **Innovative Partnerships** are used to help UNICEF deliver results for children in new and more effective ways. By engaging partners, UNICEF Malaysia aims to engage and strengthen the commitment of potential “problem-solvers”, from corporate, government, civil society partners and social entrepreneurs to children and young people themselves. UNICEF Malaysia has established numerous Memorandum of Understandings (MOUs) with organisations to scale or strengthen UNICEF’s work on innovation for children, including but not limited to: World Association of Girl Guides and Girl Scouts (WAGGS), Sime Darby Property and Petrosains.

While there are different “types” of innovation solutions, they are inter-connected and often implemented concurrently. For instance, in 2019, UNICEF signed an MOU with WAGGS with the objective of scaling the number of U-Report users in Malaysia.<sup>10</sup> This innovative partnership utilises RapidPro and U-Report as digital technologies. The data and insights captured through U-Report are used to further inform and guide programmatic priorities, an application which is informed by HCD.

Figure 1: Innovation activities at UNICEF Malaysia since the introduction of an Innovation Specialist

*UNICEF Malaysia appointed a dedicated Innovation Specialist in 2016. Under the supervision of the Country Representative, the Innovation Specialist is responsible for developing the innovation portfolio, building in-country capacity in design thinking, managing activities under the cross-cutting innovation strategy and mainstreaming innovation. The following activities have been undertaken within this time period.*

<sup>6</sup> UNICEF, 2017, Global Innovation Centre, Pathways to Scale, Pathways to Results for Every Child. Available at: <https://www.unicef.org/innovation/reports/pathways-scale-pathways-results-every-child>

<sup>7</sup> U-Report Malaysia, 2019, U-Reporters in Malaysia. Available at: <https://malaysia.ureport.in/ureporters/>

<sup>8</sup> UNICEF, 2016, Annual Report 2016 Information & Communication Technology Division. Available at: [https://www.unicef.org/about/annualreport/files/ICTD\\_AR\\_2016.pdf](https://www.unicef.org/about/annualreport/files/ICTD_AR_2016.pdf)

<sup>9</sup> UNICEF, 2019, Human-Centred Design (HCD). Available at: <https://www.unicef.org/innovation/hcd>

<sup>10</sup> World Association of Girl Guides and Girl Scouts, (2019), Girl Guides Association Malaysia and UNICEF Unite to Build Awareness on Child Rights. Available at: <https://www.waggs.org/en/news/girl-guides-association-malaysia-and-unicef-unite-build-awareness-child-rights/>

### Innovation Specialist appointed at UNICEF Malaysia

- **2016** Engaged youth to submit share their innovative ideas to improve the lives of children, families and communities at a High-Level Meeting on Child Rights (HLM3). Selected ideas were developed during a 3-day boot camp
- **2016** Delivery of an Innovation Lab in partnership with nine Alternative Learning Centres (ALCs) aimed at improving educational standards of alternative learning for refugee, undocumented and stateless children
- **2016** Partnership with Tandemic, a Malaysia-based social innovation firm, to deliver an “NGO Impact Academy” for Malaysian NGOs
- **2017** Appointment of a U-Report Consultant to manage the U-Report platform
- **2017** MOU signed with Petrosains, a science and technology museum based in Malaysia
- **2017** Design and delivery of a #ThisAbility Makeathon, which showcased the creativity of Malaysians living with disabilities hosted by Petrosains
- **2017** Partnership with The Biji-Biji Initiative, a Malaysia-based social enterprise, to teach highly marketable “apprenticeship and livelihood” skills
- **2017** Collaboration with the Malaysian Global Innovation & Creativity Centre (MaGIC) to mentor young social entrepreneurs
- **2018** MOU signed with Sime Darby Property as part of its commitment as A Champion for Inclusion
- **2018** Partnership with Sime Darby Property to build Malaysia’s first Inclusive Playground at the award-winning City of Elmina township

### New Innovation Specialist joins UNICEF Malaysia

- **Oct 2018** Collaboration with the U-Report Consultant to develop a comprehensive U-Report strategy
- **Nov 2018** Application of RapidPro for an e-survey of 2,000 individual donors to gather learning on retention, developed collaboratively with PFP and C4D
- **Nov 2018** Development of a U-Report Story Game designed as a C4D tool to support interactive engagement to challenge mind-sets on disability and inclusion
- **Dec 2018** Adoption of eTools, a modular system developed to strengthen programme management, in collaboration with Operations and Programmes
- **Jan 2019** Adoption of an ECM system to support the document management system
- **Feb 2019** Introduction of digital signatures to accelerate approval procedures and support the transition to a digital workplace



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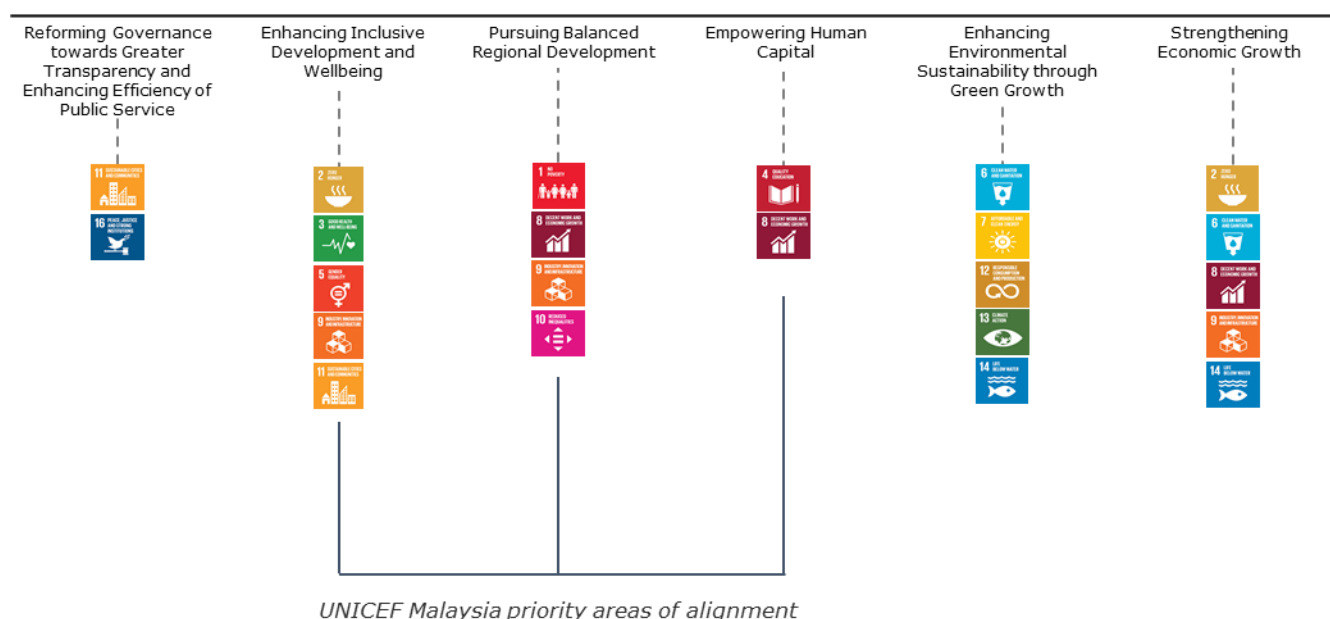
MOU signed with WAGGS on the application of U-Report

## 2.3 Context of innovation in Malaysia

Innovation has been recognised by the Government of Malaysia as an underlying strategy to accelerate the country’s transition from a upper-middle income to a high-income nation. The transition, articulated in the Government’s Eleventh Malaysia Plan (11MP) 2016-2020 highlights the instrumental role that innovation and technology will play in enhancing workforce capacity, productivity and market outreach. In 2018, the Government of Malaysia released a review of the 11MP, which underscored the importance of ensuring the transition through supporting “inclusive growth and sustainable development” – also reflecting UNICEF Malaysia’s country priorities.<sup>11</sup> The 11MP is supported through six pillars, which are mapped to the UN Sustainable Development Goals (SDGs). UNICEF Malaysia priorities are aligned with three of these pillars: enhancing inclusive development and well-being, pursuing balanced regional development and empowering human capital.

Figure 2: UNICEF Malaysia Alignment to the 11MP

*The 11MP 2016-2020 outlines how Malaysia plans to transition from an upper-middle income country to a high-income country. Six strategic pillars underpin this plan and guide the country’s developmental priorities. UNICEF Malaysia is aligned with three of these priorities.*



### Pillar II: Enhancing Inclusive Development and Well-being:

- This includes the implementation of inclusive development to bring greater prosperity and well-being to all Malaysians. Underpinned by the emphasis on growth with equity, this implementation will provide an equitable opportunity for citizens to participate and benefit from economic growth and inclusive development. Meanwhile, efforts will be intensified to improve the well-being of citizens through various measures. This will be achieved through two priority areas, namely enhancing inclusiveness towards an equitable society and improving well-being for all.
- Key initiatives to enhance inclusive development include enhancing access to quality education and skills training, providing comprehensive and integrated entrepreneurship development programmes, as well as promoting the adoption of modern technology and best practices. In 2018, UNICEF Malaysia harnessed

<sup>11</sup> Secretary General, Ministry of Economic Affairs, 2018. Mid-term review of the Eleventh Malaysia Plan 2016-2020: New Priorities and Emphases. Available at: [https://www.talentcorp.com.my/clients/TalentCorp\\_2016\\_7A6571AE-D9D0-4175-B35D-99EC514F2D24/contentms/img/publication/Mid-Term%20Review%20of%2011th%20Malaysia%20Plan.pdf](https://www.talentcorp.com.my/clients/TalentCorp_2016_7A6571AE-D9D0-4175-B35D-99EC514F2D24/contentms/img/publication/Mid-Term%20Review%20of%2011th%20Malaysia%20Plan.pdf)

innovation through the delivery of a U-Report Story Game, which is designed as a C4D tool to support interactive engagement in challenging mindsets on disability and inclusion.

- Key initiatives to enhance well-being include the promotion of healthy behaviour and nutrition. The National Plan of Action for Nutrition of Malaysia III, 2016-2025, highlighted the importance of nutrition in preventing and controlling diet-related non-communicable diseases (NCDs), as well as strengthening food security and nutrition.

### Pillar III: Pursuing Balanced Regional Development

- This includes the intensification of efforts to address developmental imbalances among six regions, namely Northern, Eastern, Central, Southern, Sabah and Sarawak, to promote equitable growth and increase the well-being of the community. Focus will be given to enhance economic activities, particularly in the less developed areas within states and regions, as well as reduce the developmental gaps between urban and rural areas. Interstate collaborations will be further enhanced to ensure balanced regional development.
- Key initiatives to pursue balanced regional development include strengthening regional economic development, bridging urban-rural developmental gaps and accelerating development in Sabah and Sarawak. In 2017, UNICEF Malaysia partnered with The Biji-Biji Initiative, a Malaysia-based social enterprise, to teach participants high-value and immediately marketable skills as embedded within an innovative social enterprise model. The pilot programme, which was launched in Sabah, aims to support the establishment of a vocational centre equipped with emerging technologies to educate 400 out-of-school children within its first year.<sup>12</sup>

### Pillar IV: Empowering Human Capital

- This includes the development of human capital to empower the workforce in supporting economic growth. Focus will be given to creating skillful, knowledgeable and innovative human capital to meet the requirements of the industry. Human capital development initiatives will provide opportunities for quality employment as well as ensure access to quality education and training to build a more inclusive, equitable and prosperous nation. These will be implemented through four priority areas, namely reforming the labour market, improving labour efficiency and productivity, enhancing access to quality education and training, as well as fostering stronger industry-academia linkages.
- Key initiatives to address issues of inadequate generation of skilled jobs, low wage growth, high youth unemployment rate and graduate underemployment, as well as skills mismatch include the generation of more skilled jobs, the identification of critical skills, addressing skills shortages, as well as raising salaries and wages to commensurate with productivity levels. Efforts will also be taken to promote greater automation. In 2017, UNICEF Malaysia collaborated with Tandemic, a Malaysia-based social innovation firm, to deliver an “NGO Impact Academy” to strengthen the innovation skills of Malaysian NGOs. The NGO Impact Academy included in-person workshops, take-away exercises and remote coaching covering aspects of issue identification, project design, prototyping, budgeting, monitoring and evaluation and proposal submission.<sup>13</sup>

The 11MP recognises that in order for Malaysia to transition from an upper-middle income country to a high-income country, it must prioritise the needs of the bottom 40% (B40) income group. The B40 includes hard-to-reach communities who are geographically, economically or socially marginalised. UNICEF Malaysia has identified a number of emerging areas of importance that may exacerbate the situation for these hard-to-reach children and communities, namely:

- **Refugees, migrants and stateless persons:** Migrant families and children arriving into Malaysia have resulted in large numbers of unregistered and undocumented children. Without essential documents such as a birth certificate or identity documents, migrant children are unable to access essential services such as education. For instance, in the eastern state of Sabah, there are an estimated 50,000 undocumented children. UNICEF Malaysia has harnessed innovation to conduct an Innovation Lab with nine Alternative

<sup>12</sup> UNICEF Malaysia, 2017. UNICEF Malaysia Annual Report 2017. Available at: [https://www.unicef.org/about/annualreport/files/Malaysia\\_2017\\_COAR.pdf](https://www.unicef.org/about/annualreport/files/Malaysia_2017_COAR.pdf)

<sup>13</sup> UNICEF Malaysia, 2017. UNICEF Malaysia Annual Report 2017. Available at: [https://www.unicef.org/about/annualreport/files/Malaysia\\_2017\\_COAR.pdf](https://www.unicef.org/about/annualreport/files/Malaysia_2017_COAR.pdf)

Learning Centres (ALCs) in Sabah to identify and address bottlenecks, and prototype new training modules to improve the quality of learning for non-Malaysian and out-of-school children.<sup>14</sup>

- **Increased urbanisation:** Rapid population growth coupled with a tremendous pace of development and industrialisation has increased the rate of urbanisation. Malaysia's urban population has swelled from 37% in 1981 to more than 70% currently. The rapid urbanisation has resulted in pockets of urban poor that contain vulnerable populations, including children. A study conducted by UNICEF titled "Children Without: A study of urban child poverty and deprivation in low-cost flats in Kuala Lumpur" highlights how urban poverty impairs opportunities for children and makes them more vulnerable to malnourishment, increasing the risk of being underweight, overweight, or obese.<sup>15</sup> This challenge creates an opportunity for UNICEF Malaysia to harness and target innovative solutions.
- **The second decade:** Adolescence is a defining time in the development of a child that is characterised by rapid physical growth and neurological sculpting, the onset of puberty and sexual maturity. It is a critical period for individual identity development when young people are figuring out who they want to be in the world, as well as an opportunity for growth, exploration and creativity. UNICEF Malaysia's Project I/AM was launched to inspire young Malaysians to take ownership of social issues affecting them, notably bullying and cyberbullying. UNICEF Malaysia has also used U-Report to provide a platform to further explore the concerns around bullying and cyberbullying.

Malaysia's social innovation ecosystem is starting to grow, fueled by opportunities for new partnerships and collaborations to address the needs of the B40 in Malaysia. Innovation organisations are broad and diverse, including social enterprises, universities, incubator programmes and impact investors. Organisations are seeking to collaborate and partner on emerging areas of importance, including alternative education for refugee, undocumented and stateless children unable to access the public school system; skills development aimed at preparing youth for the second decade and the future of work; food and nutrition guidance aimed at promoting healthy eating in urban contexts.

**Appendix 3** includes a detailed table of Malaysia's innovation ecosystem, outlining how the different actors are working to reach the B40. The table highlights potential synergies between the different organisations and UNICEF based on their thematic focus, reach and geographic footprint.

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<sup>14</sup> UNICEF Malaysia, 2017. UNICEF Malaysia Annual Report 2017. Available at: [https://www.unicef.org/about/annualreport/files/Malaysia\\_2017\\_COAR.pdf](https://www.unicef.org/about/annualreport/files/Malaysia_2017_COAR.pdf)

<sup>15</sup> UNICEF Malaysia, 2018. Children Without: A study of urban child poverty and deprivation in low-cost flats in Kuala Lumpur. Available at: [https://www.unicef.org/malaysia/Children\\_Without\\_-\\_English\\_Version\\_-\\_For\\_Website\\_-\\_V2.pdf](https://www.unicef.org/malaysia/Children_Without_-_English_Version_-_For_Website_-_V2.pdf)

# 3. Evaluation Purpose, Objectives and Scope

The following section outlines the purpose, objectives and scope of the Developmental Evaluation, including an introduction to Developmental Evaluations.

## 3.1 Purpose and objectives

UNICEF Malaysia selected a Developmental Evaluation design to enable the adaptive management of ongoing activities and the identification of new and strategic entry-points for innovation partnerships and programming. The primary purpose of the Developmental Evaluation is to help identify new opportunities to support UNICEF’s work on innovation in Malaysia, and capture learnings that can be rapidly infused into the current work on innovation to heighten its chances for success. The objectives of the Developmental Evaluation include:



**Build a culture for learning and adaptability:** Provide guidance on how to nurture a culture of innovation by documenting past practices and creating innovation resources to support interaction and engagement with stakeholders.



**Identify opportunities for innovation:** Provide strategic guidance on new entry-points for achieving country programme objectives through innovation, including the identification of organisations that UNICEF could partner with.



**Document learnings and insights:** Capture and record key learnings to ensure they can be shared, replicated and thoroughly reviewed to ensure transparency and clarity around the work of innovation.

### Developmental evaluation explained

Developmental Evaluation supports innovation development to guide adaptation to emergent and dynamic realities in complex environments. Innovations can take the form of new projects, programmes, products, organisational changes, policy reforms and system interventions. Unlike traditional evaluations, Developmental Evaluations tend to not follow a standard sequence of activities. Developmental Evaluations tend to be more dynamic and forward-looking in nature, focusing on strategic learning and course correction.

The Developmental Evaluation is particularly well-suited to evaluate UNICEF’s Work on Innovation for Children in Malaysia as current work is emerging and evolving. The table below provides a more detailed overview of developmental evaluations:<sup>16</sup>

Table 1: Types of Evaluation

*Developmental Evaluation approaches are different from traditional forms of evaluation, such as Formative Evaluations and Summative Evaluations, as they tend to be forward-looking in nature, focusing on strategic learning and best suited to new or emerging areas of work.*

<sup>16</sup> Patton, 2006, Developmental Evaluation: Applying Complexity Concepts to Enhance Innovation and Use.

Traditional Evaluation	Developmental Evaluation
<b>Purpose:</b> Supports improvement, summative tests and accountability	<b>Purpose:</b> Supports development of innovation and adaption in dynamic environments
<b>Roles and responsibilities:</b> Positioned as an outsider to assure independence and objectivity.	<b>Roles and responsibilities:</b> Positioned as an embedded evaluator supporting the internal team in the process of gathering and interpreting data, framing issues, surfacing and testing developments.
<b>Approach:</b> Approach follows traditional research and disciplinary standards of quality dominate.	<b>Approach:</b> Utilisation-focused and approach is selected to service developmental use.
<b>Results:</b> Detailed formal reports and validated best practices, generalised across time and space.	<b>Results:</b> Rapid and real-time feedback; diverse, user-friendly forms of feedback, aims to nurture learning.
<b>Complexity and uncertainty:</b> Evaluator tries to control design implementation and the evaluation process.	<b>Complexity and uncertainty:</b> Learning to respond to lack of control, staying in touch with what is unfolding and responding accordingly.
<b>Standards:</b> Methodological competence and commitment to rigour, independence, credibility with external authorities and funders, analytical and critical thinking.	<b>Standards:</b> Methodological flexibility and adaptability, creative and critical-thinking balanced, high tolerance for ambiguity, open and agile.

The primary users of the Developmental Evaluation include senior management, staff within UNICEF Malaysia, as well as implementing partners (duty bearers). Secondary users include children and youth involved in UNICEF's work in innovation (right holders), social enterprises, private sector, government organisations, UNICEF's Regional Office for East Asia and the Pacific (EAPRO) and the Innovation Unit within UNICEF Headquarters (duty bearers).

It is expected that the primary users of the results (senior management and staff within UNICEF Malaysia) will use the results of the Developmental Evaluation to identify new entry-points for innovation and inform the development of new strategic partnerships and initiatives. Conversely, secondary users of the results (social enterprises, the private sector, EAPRO, UNICEF Headquarters and children and youth) could use the results to highlight potential synergies and inform potential areas of collaboration and partnership.

### 3.2 Scope

The Developmental Evaluation will cover UNICEF's Work on Innovation for Children in Malaysia, covering the Malaysian Peninsula, Sarawak and Sabah. The Developmental Evaluation has a six month duration from January 2019 to June 2019. While it will cover UNICEF's ongoing innovation work since the introduction of an Innovation Specialist in January 2016, the Developmental Evaluation activities will seek to be forward looking, supporting UNICEF's work on innovation as the CO prepares for the next planning cycle.

## 4. Evaluation Methodology

The following section provides an overview of the chosen learning framework used to evaluate UNICEF’s Work on Innovation for Children in Malaysia, followed by the evaluation design and methods.

### 4.1 Learning framework

The Evaluation Team will harness the Doblin (Deloitte) Framework for Innovation as the guiding learning framework.<sup>17</sup> The Doblin Framework for Innovation was utilised as the primary learning framework in the global-level evaluation of innovation at UNICEF (completed in January 2019, see 2.1 Context of innovation at UNICEF). The learning framework was adopted in this Developmental Evaluation of UNICEF’s Work on Innovation for Children in Malaysia to support shared understanding and reflections at the global and country level. The learning approaches innovation with the perspective that the approach to innovation must be enabled by the organisation, its resources and capabilities and be aligned with its ecosystem and incentives.<sup>18</sup> These four thematic dimensions – approach, organisation, resources and capabilities, and ecosystem and incentives – highlight the four elements that need to be considered in order to enable successful innovation. The learning framework will consider whether:

1. UNICEF employs a tailored **approach** built around clear definitions and approaches for the work to be done in generating innovations, e.g., strategies, activities, deliverables.
2. UNICEF has structured the **organisation** to house and mainstream innovation, from leadership to teams and support functions.
3. UNICEF nurtures the appropriate **resources and competencies** of the people who perform the work of innovation, including the skills, tools and training they require to do it capably, as well as provide the funding and time to fuel it.
4. UNICEF has developed the right **ecosystems and incentives** to optimise innovations, measure performance and incentivise supporting behaviours.

Figure 3: Learning Framework

*The Doblin Framework for Innovation recognises that innovation must be enabled by four inter-related dimensions: Approach, Organisation, Resource and Capabilities and Ecosystem and Incentives. The Framework has been utilised widely by a broad range of for-profit and not-for-profit organisations.<sup>19</sup>*

1. Approach	2. Organisation
<p><i>UNICEF employs a tailored approach built around clear definitions and approaches for the work to be done in generating innovations, e.g., strategies, activities, deliverables.</i></p>	<p><i>UNICEF has structured the organisation to house and mainstream innovation, from leadership to teams and support functions.</i></p>
<p><b>Innovation strategy:</b></p> <p>1.1 Is there an innovation strategy that clearly identifies what you are trying to accomplish?</p> <p>1.2 Does your strategy include priorities based on strategic imperatives?</p>	<p><b>Senior leadership:</b></p> <p>2.1 Do your senior leaders serve as champions of innovation activities?</p> <p><b>Governance and ownership:</b></p> <p>2.2 Who makes innovation-related decisions?</p>

<sup>17</sup> Doblin is the innovation unit of Monitor, Deloitte’s strategy consulting practice area. Founded in 1981, Doblin pioneered the discipline of innovation. It established the principles innovators which are relied upon by innovation consultants globally. The Doblin team has since advanced innovation, strategy, and human-centered design.

<sup>18</sup> The fourth pillar “Ecosystem and incentives” has been modified from “Metrics and incentives” to ensure it is effectively contextualised to UNICEF.

<sup>19</sup> Doblin, 2019, Our Thinking. Available at: <https://doblin.com/our-thinking?category=snapshots>

<p><b>Portfolio management:</b></p> <p>1.3 Does your innovation portfolio include a variety of solutions (e.g., high, medium and low-risk)?</p> <p><b>Process:</b></p> <p>1.4 Do you have a defined process to identify, incubate, test and launch ideas? Is learning from failure built into your process?</p> <p>1.5 Do you have a process to involve key project beneficiaries in the identification, incubation, testing and launch of ideas?</p> <p>1.6 Are equity and gender considerations incorporated into the innovation design?</p>	<p>2.3 Is there a clear process for vetting and implementing innovative ideas?</p> <p><b>Collaboration:</b></p> <p>2.4 Do you have mechanisms for pursuing innovation that requires collaboration?</p>
<p><b>3 Resources and Capabilities</b></p> <p><i>UNICEF nurtures the appropriate resources and competencies of the people who perform the work of innovation, including the skills, tools and training they require to do it capably, as well as provide the funding and time to fuel it.</i></p>	<p><b>4 Ecosystem and Incentives</b></p> <p><i>UNICEF has developed the right ecosystems and incentives to optimise innovations, measure performance and incentivise supporting behaviours.</i></p>
<p><b>Funding</b></p> <p>3.1 Do you have a transparent funding approach to make innovative ideas a reality?</p> <p>3.2 Is the funding able to balance the needs of core programmatic areas with higher ambition for innovation?</p> <p><b>Internal training:</b></p> <p>3.3 Are you building internal capacity around innovation?</p> <p><b>Innovation tools:</b></p> <p>3.4 What are the tools in the innovation toolbox?</p>	<p><b>Rewards and incentives:</b></p> <p>4.1 Do you reward drivers of innovation success (e.g., novel ideas, pilot executions, etc.)?</p> <p><b>Innovation metrics:</b></p> <p>4.2 Do you have defined metrics around innovation?</p> <p>4.3 Are these metrics communicated across the organisation?</p> <p><b>Innovation ecosystem:</b></p> <p>4.4 Do you have a process to foster innovation with ecosystem partners and innovation beneficiaries?</p>

## 4.2 Evaluation design and methods

The Developmental Evaluation will be structured over **three phases: (1) Explore and Design, (2) Implement, and (3) Report, Learn, Plan and Adapt.** Phase 1: Explore and Design aims to understand the current state of innovation at UNICEF Malaysia. Phase 2: Implement aims to address the identified barriers and enablers of

innovation at UNICEF Malaysia. Phase 3: Report, Learn, Plan and Adapt aims to generate a series of recommendations to support the strategic direction of innovation at UNICEF Malaysia.

The Learning Framework will be applied throughout each phase to assess the current state of innovation, including the identification of barriers and enablers to innovation. The Learning Framework will further be applied to guide and structure the recommendations for innovation at UNICEF Malaysia. The Evaluation Team will prepare a Theory of Change (ToC) for innovation at UNICEF Malaysia in Phase 1, to construct the intended application of innovation. The ToC will subsequently be updated throughout Phase 2 of the Developmental Evaluation, with a recommended ToC presented in Phase 3 of the Developmental Evaluation to communicate the recommended positioning and application of innovation within UNICEF Malaysia.

### Phase 1: Explore and Design

During this phase, the Evaluation Team will conduct a series of activities to explore UNICEF’s past, current and planned work on innovation for children in Malaysia. This will include a desk review of UNICEF Malaysia’s country programme documentation, including but not limited to, country and innovation work plans, innovation handover notes, innovation field visit notes and innovation strategy documents. This desk review will inform the development of an overarching ToC for UNICEF Malaysia’s work on innovation. Following this, the Evaluation Team will develop a learning framework and learning questions, which will be used to guide the delivery of the current state assessment of UNICEF’s Work on Innovation with Children in Malaysia. The Evaluation Team will subsequently use the insights captured through these exploratory activities to design the Developmental Evaluation approach and implementation plan, contained within this Inception Report.

#### Methods:



**Desk review:** The Evaluation Team conducted a review of primary sources produced by UNICEF (e.g., work plans, handover documents, organisational charts), which will enable the Evaluation Team to familiarise themselves with the strategic objectives and programmatic priorities of UNICEF Malaysia and understand internal structures, resources, stakeholders, and past successes and failures. A review of secondary sources (e.g., sources produced by external organisations) will supplement primary document reviews. The information will be gathered to inform the innovation activities and innovation ecosystem in Malaysia.



**Key informant interviews (KIIs):** The Evaluation Team will conduct exploratory interviews to capture perspectives of internal and external informants. The interviews will be used as part of a “**current state assessment**” of UNICEF’s Work on Innovation for Children in Malaysia. The current state assessment will be used to help the Evaluation Team build a picture of the work of innovation at UNICEF, including current enablers and barriers to innovation. Interviews with informants were guided by semi-structured interview questions. Notes were documented for each interview and coded in a data collection tool and coded relative to the learning framework.

Interviews with internal Country Office (CO) and Regional Office (RO) stakeholders and external stakeholders will provide the primary source of information for the current state assessment.

Table 2: Purpose of stakeholder engagement

Topic	Sub-topic	Internal stakeholders	External stakeholders
1. Approach	Innovation Strategy	√	
	Portfolio Management	√	
	Process	√	√
2. Organisation	Senior Leadership	√	
	Governance and Ownership	√	
	Collaboration	√	√
3. Resources and Capabilities	Funding	√	√
	Internal Training	√	
	Innovation Tools	√	
4. Ecosystem and Incentives	Rewards and Incentives	√	
	Innovation Metrics	√	
	Innovation Ecosystem	√	√

The Evaluation Team will use purposive sampling of CO and RO stakeholders to ensure viewpoints are captured from senior management and each functional area. At the CO-level, this includes: Senior Management, Private Sector Fundraising and Partnerships (PFP), Communication for Development (C4D) and Public Advocacy, Social Policy, Planning, Monitoring and Evaluation, Child Protection, Corporate Alliance, C4D and Operations. The individuals selected for interview have been recommended by the Developmental Evaluation Management Team, including the Evaluation Specialist and Innovation Specialist. At the RO-level, this includes regional Innovation and Technology for Development (T4D) specialists.

The Evaluation Team will further use purposive sampling of external stakeholders to ensure multiple perspective on UNICEF’s Work on Innovation for Children in Malaysia. Stakeholders were selected from a list of UNICEF Malaysia’s past and current partners on innovation. The Evaluation Team sought guidance from the Innovation Specialist to ensure the stakeholders reflect diverse views. Interviews were conducted either in-person or remotely over the phone. The Evaluation Team aimed to capture broad perspectives, taking into consideration gender balance and geographic origin of interviewees. To avoid bias, the Innovation Specialist was not present in any of the interviews. See **Appendix 7** and **Appendix 8** for complete information on the interview questions and participants.



**Data analysis:** The Evaluation Team will evaluate the current state assessment results using thematic analysis. The Team will transcribe the audio recordings of the KIIs into written text. The KII text will then coded in line with the four elements (or “themes”) of the Learning Framework: “approach”, “organisation”, “resources and capabilities” and “ecosystem and incentives”. The coded text will subsequently be categorised in line with each sub-theme. For instance, under “approach”, text will be categorised and coded by “innovation strategy”, “portfolio management” or “process”. The Evaluation Team will evaluate the frequency of each theme, and review the data for emergent patterns or anomalies. The data will be disaggregated by gender and function to provide enhanced analysis of the results. See **Section 6** for the current state assessment results.



**Prepare inception report:** Including the object of evaluation, evaluation purpose, objective and scope, proposed methodology and proposed timeline. The inception report will progress through several rounds of review and iteration with the Evaluation Specialist and Innovation Specialist at UNICEF Malaysia, followed by a review by the Developmental Evaluation Reference Group (see **Appendix 2** for the list of persons involved in the Reference Group).

## Phase 2: Implement

This involves embedding the Evaluation Team within the work of innovation at UNICEF Malaysia to support the Innovation Specialist to address the results of the current state assessment. The Evaluation Team will prepare and design a number of interventions to address specific barriers and enablers identified through the current state assessment, while simultaneously observing the response and reaction of the UNICEF Malaysia office to the interventions on innovation. The Evaluation Team will subsequently analyse and sense-make the observations to determine whether UNICEF Malaysia offers an enabling environment for innovation, and examine how innovation can be better mainstreamed to support the adoption of innovation as a cross-cutting strategy.

### Methods:



**Observations:** The Evaluation Team will observe the unfolding of the innovation activities to identify and address key developmental moments, group dynamics, innovation enablers and barriers. Observations will be captured through three primary mechanisms: pulse survey (providing quantitative data), informal discussion, formal meetings and presentations. Observations, described in the below table, seek to examine whether UNICEF Malaysia provides an enabling environment for innovation to thrive. Observations will be tracked and coded relative to the learning framework, which is guided by the learning framework.

Table 3: Observation techniques

Observations
<p><b>Key developmental moments:</b> Including moments of clarity, strategic insight, connections or movement.</p>
<p><b>Group dynamics:</b> Including the flow of communication, information and decision-making within the group. Key observation questions include:</p> <ul style="list-style-type: none"> <li>• Dynamics in meetings: What is the body language, spoken language and vocal tone? Is there laughter, pauses, inattention, excitement, interruptions and questions?</li> <li>• Power dynamics: Who is setting the agenda? Who is getting heard? How are decisions made? Who is unengaged?</li> <li>• Learning dynamics: Is there a culture of support and learning? Are people willing to take risks? How do they handle failure? Do they speak openly about challenges? Do they share learnings?</li> </ul>

- **Informal exchanges:** Where are the alliances or understandings? Where are the conflicts or misunderstandings? How are ideas generated and presented? What kind of discussion and decision-making happens verbally vs email? Who participates in the exchanges? Who doesn't?

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**Group structure:** Including whether committees, hierarchies (whether traditional or flat) and working groups enhance or impede innovation, communication and effective decision-making.

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**Opportunities and challenges:** Including the opportunities and challenges associated with the balance between the economy, efficiency and effectiveness dimensions.



**Interventions:** The Evaluation Team will actively shape UNICEF's work on innovation by conducting an Innovation Workshop to identify, prioritise, qualify and refine innovation ideas and entry-points. In preparation for the workshop, the Evaluation Team will document potential entry-points for innovation ("innovation ideas"), informed through the current state assessment and KIIS with internal and external stakeholders. During the Innovation Workshop, the Evaluation Team will facilitate the evolution and enhancement of the ideas, an interrogation and qualification of the ideas, as well as mapping out the actions that will need to happen to execute the ideas. See **Appendix 4** for the Innovation Workshop agenda. After the workshop, the Evaluation Team will work with the Innovation Specialist and relevant "idea sponsors" from UNICEF Malaysia to support the development and scaling of the innovation idea.

Intervention techniques may include asking questions, facilitating discussion, sourcing or providing information, mapping information, making new connections or reminding the group of agreed goals.

Table 4: Intervention techniques

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**Intervention**

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**Asking questions:** Aim to create openings, expose assumptions or misunderstandings, guide thinking, surface values, highlight agreement or alliances, reveal differences.

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**Facilitation:** Aim to surface assumptions, promote clarification, ensure that diverse opinions and voices are heard, promote a learning environment.

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**Sourcing and providing information:** Aim to surface internal strengths or weaknesses or external opportunities or threat, highlight opposing approaches or validate existing ones.

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**Mapping and modelling:** Aim to help the group to articulate, extend and clarify assumptions. Map out contextual political, economic, social and cultural factors, including interconnections and barriers.

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**Reminding:** Aim to keep the group focused, reminding the group of agreed goals, visions, aspirations and principles. Additionally, reminding can be used to highlight examples of past successes or failures or draw a connection with past discussions.

---

**Making new connections:** Aim to promote connectivity between groups, organisations, resources or ideas.



**Sense-making:** The Evaluation Team will analyse and synthesise data and information with the aim of identifying patterns and integrating new information into the work on innovation. The Evaluation Team will deploy techniques such as coding to draw out patterns, trends and insights.

Table 5: Analysis and synthesis techniques

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**Analysis and synthesis**


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**Analysis:** Key questions that will be analysed include:

- What patterns or themes have emerged?
- Are there deviations or anomalies?
- Are the different data collection methods (document review, formal observations, informal exchanges) showing similar results?
- Are any of the findings surprising?
- Do the results highlight additional questions?

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**Synthesis:** Including the application of mixed-methods research, such as:

- The use of grids, matrices and other visualisations for both qualitative and quantitative data;
  - Triangulation of the various data sources (e.g., document reviews; insights captured from KIIs, observations from formal meetings and the Innovation Workshop; and learnings from informal one-on-one exchanges);
  - Mapping innovation champions and contenders;
  - Constructing and interrogating responses to the learning questions.
- 

### Phase 3: Report, Learn, Plan and Adapt

This involves capturing and documenting the key learnings and insights through Phase 1 and Phase 2 and prepare recommendations that will inform the strategic positioning of innovation at UNICEF Malaysia. Guided by the learning framework, this phase will include the development of specific recommendations on how UNICEF Malaysia can (1) enhance its approach to innovation, including strategies, activities and deliverables, (2) modify the organisation of innovation to ensure it is mainstreamed, (3) nurture the resources and competencies needed for innovation to succeed, and (4) generate the right incentives and engagement with the ecosystem to ensure that innovation is optimised.

#### Methods:



**Document learnings:** Capture key learnings, including emerging insights, reflections and developmental moments. Learning documents will be presented in a digestible format, including infographics, photographs and data analysis, etc. The key learnings will be used to guide the work of innovation at UNICEF Malaysia, by encouraging reflection of what is working and what is not working (**Appendix 5** for an illustrative example of the Learning Documents).



**Prepare evaluation report:** Synthesise the results of the Developmental Evaluation and capture recommendations for UNICEF to further enhance its work on innovation for children in Malaysia. The evaluation report will progress through several rounds of review and iteration with the Evaluation Specialist and Innovation Specialist at UNICEF Malaysia, followed by a review by the Developmental Evaluation Reference Group (see **Appendix 2** for the list of persons involved in the Reference Group).

## 4.3 Methodological limitations

The evaluation design and results are subject to a series of challenges and limitations due to the nature of Developmental Evaluations. Potential limitations include:

- **Objectivity:** The Evaluation Team are “embedded” in the work of the Innovation Specialist at UNICEF Malaysia. While this offers an opportunity to capture richer insights, the proximity can also compromise

the objectivity of the Evaluation Team. To mitigate this risk, the Evaluation Team will purposefully pursue a team approach to ensure that analysis is cross-checked across the team. Furthermore, the Evaluation Team will use an experienced Subject Matter Expert (SME) as an independent sounding board. Regular check-ins with the SME will be scheduled on a bi-weekly basis to discuss the evaluation progression and analysis. The Evaluation Team will also benefit from a Reference Group, who will be responsible for guaranteeing the transparency, accountability and credibility of the evaluation process and play a key role in validating the findings (see **Appendix 2** for a list of the Management Team and Reference Group).

- **Positioning:** While “embedded”, the Evaluation Team will be introduced as “external consultants”. While external consultants will likely be perceived as more objective or neutral, it will likely be harder for the Evaluation Team to build internal relationships beyond the Innovation Specialist with other staff members within UNICEF Malaysia. To mitigate this risk, the Evaluation Team will seek to conduct a series of 1-on-1 KIIs early into the Developmental Evaluation to build rapport with a broader number of staff members. The Evaluation Team will further seek to establish more informal communications with staff members through regular interaction and presence in the UNICEF Malaysia office.
- **Time allocation:** As Developmental Evaluations are emergent in nature, it may be challenging to tie time estimates to pre-determined deliverables. The time allocation challenge will further be compounded by the amount of time that the Lead Evaluator, a Singapore-based consultant, is able to spend in the UNICEF Malaysia Office. Limited time at the UNICEF Malaysia office may restrict the Lead Evaluator’s informal interactions with broader UNICEF Malaysia staff. To mitigate this risk, the Evaluation Team has purposefully pursued a team approach, ensuring the Lead Evaluator is supported by a Malaysia-based team. This will enable greater flexibility within the Evaluation Team and ensure that there is regular presence within the UNICEF Malaysia office.

## 4.4 Guiding principles

The Developmental Evaluation was prepared with reference to the following documents: United National Evaluation Group (UNEG) Norms and Standards for Evaluation (2016) and Revised evaluation policy of UNICEF (2018), UNEG Ethical Guideline for Evaluation (2008), UNICEF Procedure for Ethical Standards and Research, Evaluation and Data Collection and Analysis (2015), UNICEF-adapted UNEG Evaluation Reports Standards (2017), the Global Evaluation Reports Oversight System (GEROS) Handbook (2017) and UNEG Guidance on Integrating Human Rights and Gender Equality in Evaluation (2014). The Evaluation Team will uphold the following principles:

- **Independence:** The evaluation will be free from bias.
- **Impartiality:** Evaluators will give a balanced view of both strengths and weaknesses observed.
- **Credibility:** The evaluation shall be credible based on reliable data and observations.
- **Conflicts of interest:** The evaluators will avoid any conflicts of interest that will threaten the credibility of the evaluation.
- **Honesty and integrity:** Evaluators will accurately represent themselves and their data.
- **Accountability:** Evaluators will exercise prudence with regards to budget and timeline.

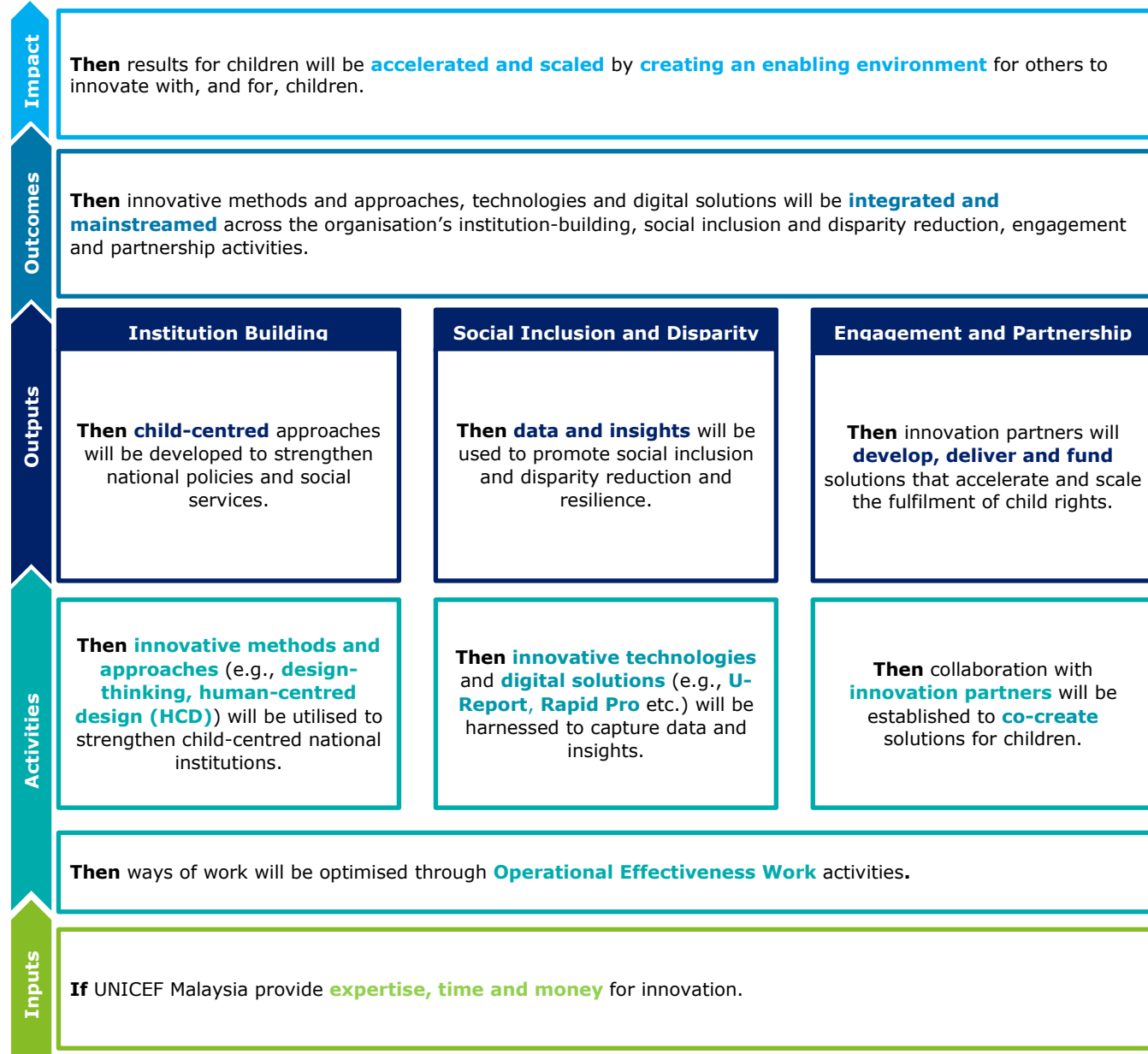
# 5. Theory of Change

The following section outlines an overarching Theory of Change (ToC) for UNICEF’s Work on Innovation for Children in Malaysia. The ToC demonstrates how concrete actions undertaken by innovation can accelerate and scale the results for children by creating an enabling environment for others to innovate with, and for, children in Malaysia.

## 5.1 Overarching ToC

Figure 4: ToC

The ToC is expected to be a “living document” updated and refined throughout the Developmental Evaluation.

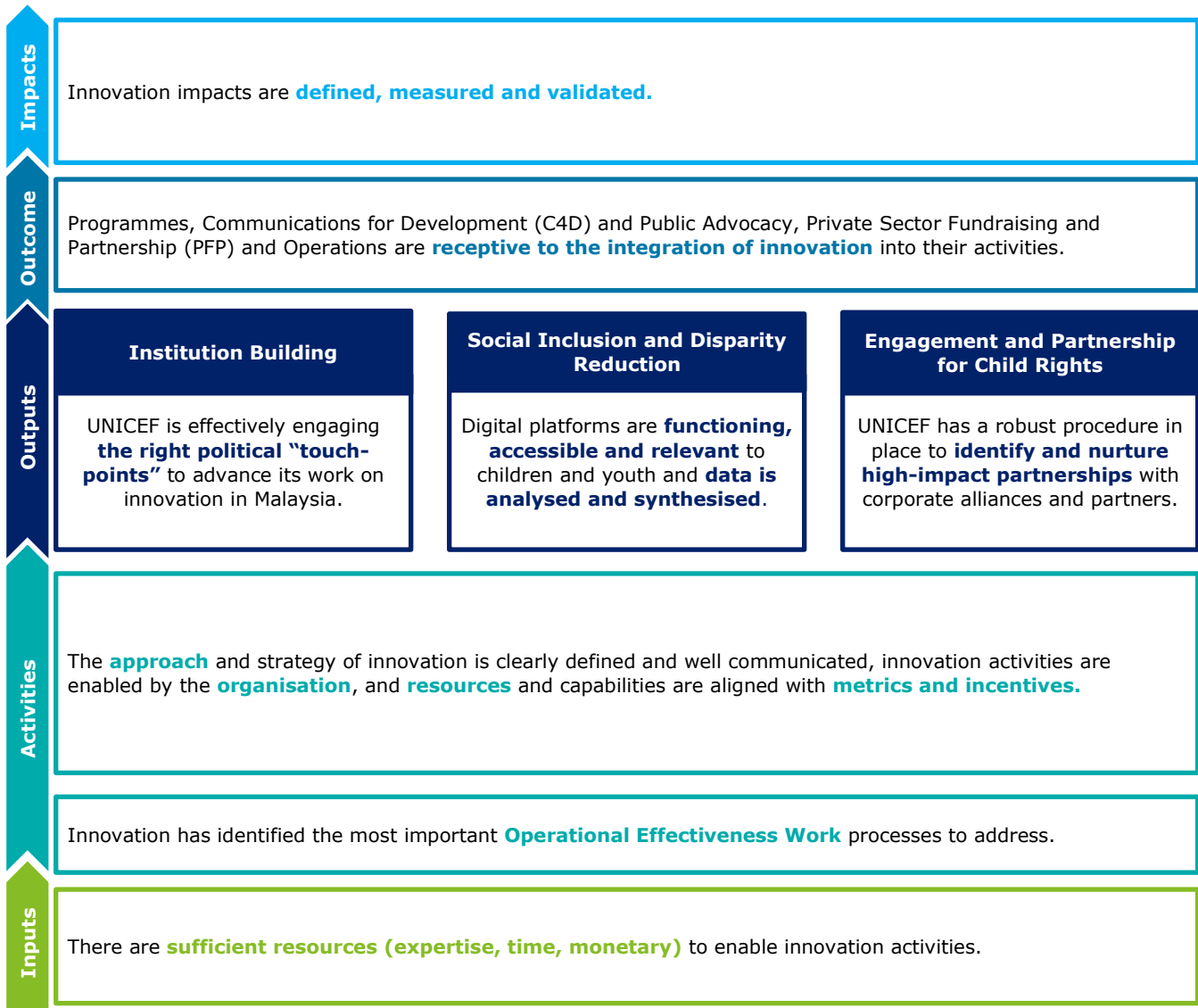


## 5.2 Assumptions underpinning the ToC

The ToC is underpinned by a series of assumptions, informed by consultations with the Innovation Specialist and insights captured through discussion and dialogue with internal and external stakeholders. The Evaluation Team will test the underlying assumptions as part of the current state assessment (see **Section 6**) with a particular focus on inputs and activities.

Figure 5: ToC Assumptions

*The ToC is underpinned by a series of underlying assumptions.*



## 6. Current State Assessment Results

The following section outlines the results of the current state assessment of UNICEF’s Work on Innovation for Children in Malaysia. The current state assessment was conducted as an exploratory activity to better understand current innovation activities, and identify enablers and barriers to innovation. The Learning Framework was utilised to guide the current state assessment.

### 6.1 Assessment participants

Participants for the Key Informant Interviews (KIIs) were selected based on a stakeholder list provided by the UNICEF Evaluation Specialist and UNICEF Innovation Specialist and included both internal and external stakeholders. Internal stakeholders were selected to ensure broad representation from different teams and functional areas within UNICEF. External stakeholders were selected based on past collaborations and interactions with UNICEF Malaysia. When organising the KIIs, special attention was given to ensure gender balance and geographic origin. The primary purpose of the KIIs was to deepen the Evaluation Team’s understanding of the diversity of priorities and perspectives within UNICEF, understand the perception of UNICEF’s work on innovation, and identify barriers and enablers to UNICEF’s work on innovation. See **Appendix 7** for the interview questions and **Appendix 8** for the list of persons interviewed.

Figure 6: Participants by stakeholder type

*The Evaluation Team conducted 18 exploratory interviews to capture perspectives of internal and external informants. The interviews will be used as part of a “current state assessment” of UNICEF’s work on innovation. The current state assessment will be used to help the Evaluation Team build a picture of the work of innovation at UNICEF, including current enablers and barriers to innovation. Interviews with informants were guided by semi-structured interview questions.*

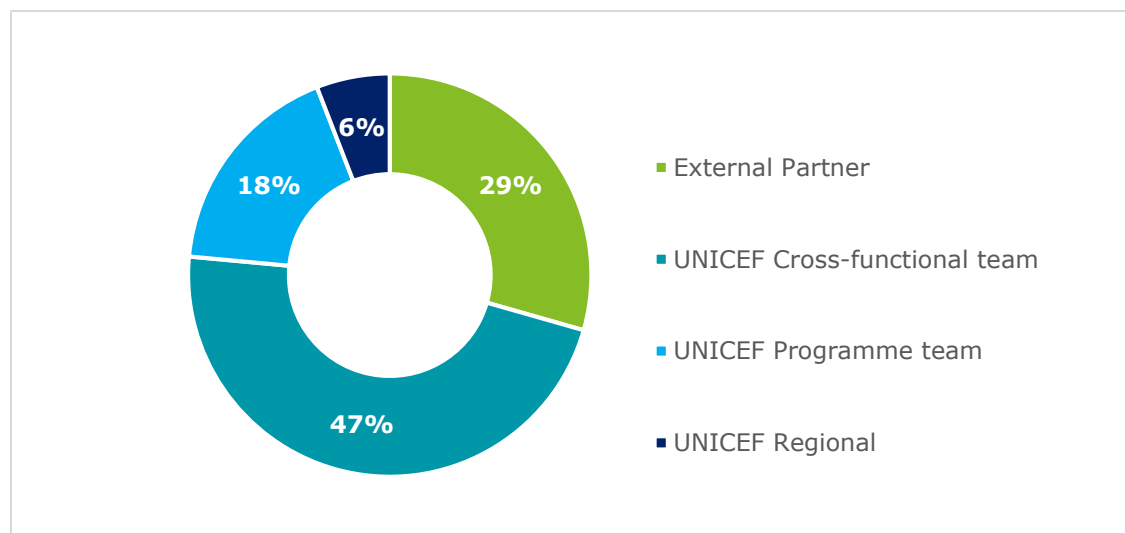
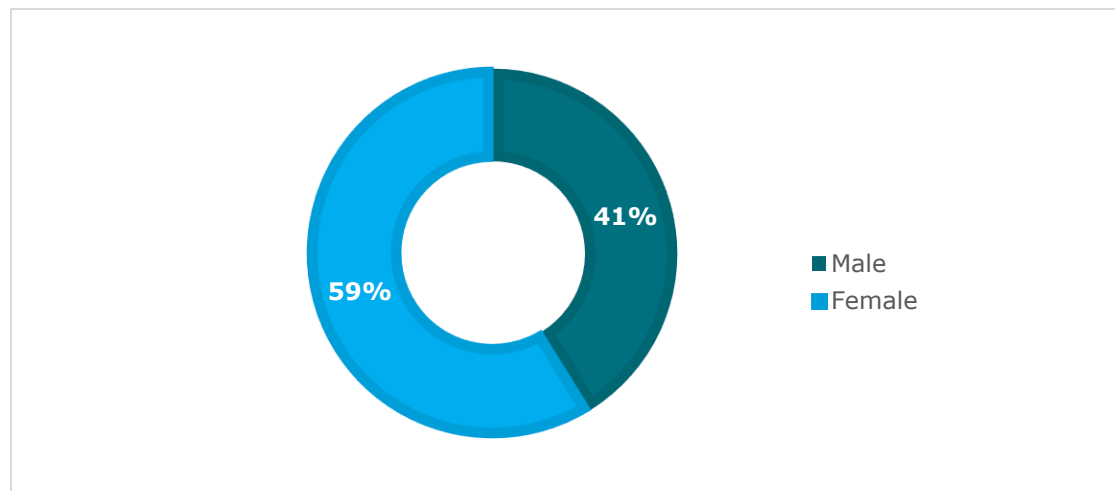


Figure 73: Key informants by gender

The Evaluation Team conducted 18 exploratory interviews to capture perspectives of internal and external informants. 10 interviews were conducted with female participants and 8 interviews with male participants.



## 6.2 Identified opportunities and barriers

Through the KII data analysis, the Evaluation Team identified a number of opportunities and barriers to UNICEF’s Work on Innovation for Children in Malaysia. The opportunities and barriers were mapped and sorted to the learning framework themes, which consist of learning questions for *Approach, Organisation, Resources and Capabilities and Ecosystem and Incentives*. Analysis of KIIs reveals:

- **70%** of the respondents feel that “**collaborations**” are the core factor that would accelerate their work on advancing the Country Office’s (CO) objectives.
- **30%** of the respondents cited the **importance of utilising the right innovation tools** to simplify, streamline and scale their work.
- **20%** of the respondents stated that **a well-defined innovation strategy** that is developed in line with country priorities would accelerate the CO’s objectives.
- **10%** of respondents stated that they, or others, would **benefit from training on innovation technologies, tools and approaches**, recognising their potential to accelerate and scale their work.

The table below provides a sample of statements recorded during the KIIs. The statements have been categorised to relative learning framework themes and sub-themes.

### Perspectives from internal stakeholders

**Innovation opportunities:** The statements from internal stakeholder KIIs reflected a strong desire for impactful and innovative multi-stakeholder collaborations between media and creative agencies, government and regulatory bodies, non-governmental organisations (NGOs), the private sector, as well as having the right tools to identify high-impact partners and “amplify” UNICEF’s voice to scale their COs. There was a strong emphasis on the need for capacity training for internal staff to understand the existing innovation strategies and tools, as well as to strengthen individual and team capacities to utilise them to scale their programme impact.

Table 6: Internal stakeholders - Innovation opportunities

The below table summarises recurring comments documented during the KIs. The comments aim to convey the sentiment of interviewee comments while also presenting the diversity of view-points raised.

Sub-themes	Statements
Strategy	<ul style="list-style-type: none"> <li>Communicate desirable and undesirable exit strategies from the beginning of the project so that they can be planned for and incorporated into the project design.</li> </ul>
Collaboration	<ul style="list-style-type: none"> <li>Engage with innovation internally and externally from the beginning of strategy planning. A tool to map and prioritise high-impact partnerships is needed.</li> <li>Partners can be engaged through new and innovative channels such as social media platforms; their feedback should be captured and integrated to inform programme design.</li> <li>Maximise partnership by engaging with media and creative agencies to amplify UNICEF's voice, and regulatory bodies to scale project activities and impact, or to support data collection.</li> <li>Utilise partnerships to open up strategic conversations that influence the behaviour and practices of the private sector; leverage their network to harness resources, knowledge, technology and time.</li> <li>Identify start-ups with the highest return of investments (ROI) and gaming industry partners to engage with youth populations.</li> <li>Actively explore partnerships with the private sector.</li> </ul>
Governance and Ownership	<ul style="list-style-type: none"> <li>Senior management should encourage programme collaboration to remove the reticence of staff to think innovatively.</li> </ul>
Innovation Tools	<ul style="list-style-type: none"> <li>More effectively utilise U-Report to harvest insights and translate them into learnings.</li> <li>Innovation tools such as U-Report/RapidPro are interactive and engaging; explore ways to obtain information from pledged donors using RapidPro.</li> <li>Investments in new donor management tools such as Salesforce will enable us to capture deeper insights into donor preferences and behaviour.</li> <li>Explore other innovative ways to reach the "hard-to-reach" population such as sending voice notes through Whatsapp applications.</li> </ul>
Innovation Strategy	<ul style="list-style-type: none"> <li>The opinions and perspectives of youth captured through U-Report could more directly inform innovation and CO strategies.</li> <li>Opportunity to more directly engage children, youth, parents, teachers and youth to inform priorities and strategies.</li> </ul>
Internal Training	<ul style="list-style-type: none"> <li>Opportunity for innovation to more regularly "advise" programmes on innovation.</li> <li>Build capacity around "being innovative at work", building innovation into daily tasks and activities to improve efficiencies and accelerate outcomes.</li> </ul>

Barriers to innovation: Internal stakeholders strongly believe that UNICEF's innovation initiatives lack alignment with country priorities. Staff highlighted an unclear understanding of how innovation can help their programme areas. Most noted that innovation has been embedded in their work plans and initiatives, but struggled clearly articulate its role in accelerating the work of programme areas. As a result several internal stakeholders called into question the benefit of innovation as a cross-cutting strategy at UNICEF Malaysia.

Additionally, internal stakeholders expressed gaps in identifying the right partners to work with effectively in advancing the work of UNICEF, citing a lack of effective collaboration with external stakeholders. Staff also struggle to identify the relevance of using existing tools such as RapidPro and U-Report to facilitate their work activities and indicated the

presence of educational barriers in maximising their benefits for children and youth. Internal stakeholders also highlighted the lack of metrics or needs assessment to measure innovation initiatives within the organisation.

Table 7: Internal stakeholders - Barriers to innovation

The below table summarises recurring comments documented during the KIIs. The comments aim to convey the sentiment of interviewee comments while also presenting the diversity of view-points raised.

Sub-themes	Statements
Innovation Strategy	<ul style="list-style-type: none"> <li>Innovation activities lack alignment with country priorities, creating confusion as to how the activities would benefit or add value to programmatic work plans.</li> </ul>
Portfolio Management	<ul style="list-style-type: none"> <li>Unclear how innovation can help UNICEF scale its programmatic areas.</li> </ul>
Governance and Ownership	<ul style="list-style-type: none"> <li>Lacks clarity on how innovation initiatives are defined and who owns the initiative.</li> <li>Lacks alignment with the country situation and global objectivity in adapting to current country priorities. The office needs a situational analysis to tackle country issues.</li> <li>Clarity around the role and responsibility of innovation is unclear, particularly in terms of who “owns” and develops innovation ideas. This creates undue conflict between the Innovation Specialist and Programmatic colleagues.</li> </ul>
Collaboration	<ul style="list-style-type: none"> <li>Lacks collaboration with the right partners.</li> <li>Relationships with the public sector are not satisfactory due to high turnover in the public sector and no dedicated UNICEF staff to focus on building public sector relationships.</li> <li>Lack of capacity building for partners and staff to understand the objectives of high-impact partnerships.</li> <li>Lacks understanding of the players in the Malaysian innovation ecosystem to identify (i) those sharing similar priorities (ii) those who may not share the same priorities but are potential high-impact partners that could be “empowered” to find alignment and shared value.</li> </ul>
Internal Training	<ul style="list-style-type: none"> <li>Staff lack “innovative thinking” in their ways of working internally and externally to add value to their work.</li> <li>Staff has low-risk appetite to be innovative at work and many are not working in a cross-cutting way with other programmes/sections.</li> <li>Staff are unable to clearly see how innovation tools such as U-Report and RapidPro can help them scale their programme impact.</li> </ul>
Innovation Tool	<ul style="list-style-type: none"> <li>Educational barriers are present in maximising the use of innovative technologies, especially in reaching out to “hard-to-reach” populations.</li> <li>U-Report capabilities are not used to its maximum capacity, especially in tapping the right pool of users to inform programmatic areas and also cross-function sections like Private Sector Fundraising and Partnership (PFP).</li> <li>Staff lack clarity on the relevance of innovative technologies for programme areas. While U-report is a well-defined innovation solution, other operational-based innovation</li> </ul>

solutions such as digital signatures are not entirely advancing the UNICEF agenda.

Innovation Metrics	<ul style="list-style-type: none"> <li>Lacks insights on how innovation initiatives are being measured, with no clear metrics/needs assessment/strategic planning in initiating an innovation idea.</li> <li>Needs evidence-based assumptions to drive work forward.</li> </ul>
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### Perspectives from external stakeholders

Innovation opportunities: External stakeholders believe that UNICEF needs to be more transparent in communicating their innovation initiatives externally and to adopt key learnings obtained from research that has been carried out jointly with the external partners. External stakeholders agree that the organisation needs to be clear on the objectives of partnerships and communicate with partners at all levels of project planning and implementation. External partners emphasised that UNICEF needs to focus on the quality of project delivery. Participants suggested that internal capacity building is needed to promote the adoption of human-centred design (HCD) in planning their work initiatives.

Table 8: External stakeholders - Innovation opportunities

*The below table summarises recurring comments documented during the KIs. The comments aim to convey the sentiment of interviewee comments while also presenting the diversity of view-points raised.*

Sub-themes	Statements
Process	<ul style="list-style-type: none"> <li>UNICEF should be more consistent in addressing key learnings obtained through active research activities in UNICEF.</li> <li>UNICEF should provide a platform internally and externally to foster innovation activities and to test these initiatives while learning from their successes as well as failures.</li> <li>UNICEF should use online/internal corporate products, such as Yammer, to encourage two-way communication as well as to share knowledge; monthly calls are great to convey the work done by COs or to facilitate meetings on innovation.</li> </ul>
Strategy	<ul style="list-style-type: none"> <li>UNICEF needs in-depth expertise in strategy to innovate for children.</li> </ul>
Collaboration	<ul style="list-style-type: none"> <li>UNICEF needs to be transparent and have clear objectives when collaborating with other partners and consider their interests accordingly.</li> <li>UNICEF needs to share issues/problems and plans together with the partners.</li> <li>UNICEF should work collaboratively with other industry partners such as Huawei, Apple and the Malaysian Global Innovation &amp; Creativity Centre (MaGIC) to tap on the digital landscape. UNICEF needs to build internal capacity to help staff articulate their impact areas and engage with the right partners to scale the activities.</li> </ul>
Funding	<ul style="list-style-type: none"> <li>UNICEF needs to tackle the problem of “uncertainty of sustainability and fundraising for their projects” as it affects the delivery of projects/programmes.</li> </ul>

Innovation Tools	<ul style="list-style-type: none"> <li>Identify opportunities for creating shared value (CSV) with partners such as Digi.</li> <li>The UPSHIFT programme, which is not in Malaysia, presents a great collaboration opportunity for UNICEF.</li> <li>Seek opportunity to scale innovation tools (e.g., U-Report) to gain broader engagement with target populations.</li> </ul>
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Barriers to innovation: External stakeholders emphasised how damaging the decision to halt interventions can be with partners on the ground and highlighted the need for UNICEF to integrate and communicate exit strategies into programme design. They noted that low levels of communication and transparency in relation to UNICEF’s priority areas of work, decision-making and funding decisions may impede future partnership opportunities.

External stakeholders also highlighted that UNICEF’s innovation activities are often unmeasured. This limits the ability of external stakeholders to measure and demonstrate the success of innovation activities.

Table 9: External stakeholders - Barriers to innovation

*The below table summarises recurring comments documented during the KIs. The comments aim to convey the sentiment of interviewee comments while also presenting the diversity of view-points raised.*

Innovation Strategy	<ul style="list-style-type: none"> <li>Lacks communication with partners on an exit strategy, which leaves partners with unclear strategy in advancing project initiatives, especially in continuing/sustaining the Alternative Learning Centre (ALC).</li> </ul>
Process	<ul style="list-style-type: none"> <li>UNICEF lacks transparency in dealing and communicating with external partners throughout the partnership period.</li> <li>UNICEF does not have a clear strategy on how the learning lessons can be incorporated into their strategic planning.</li> </ul>
Senior Leadership	<ul style="list-style-type: none"> <li>The organisation lacks clarity on what needs to be decided for partnerships.</li> <li>Trustees have a conservative mindset that hinders innovation initiatives.</li> </ul>
Governance and Ownership	<ul style="list-style-type: none"> <li>UNICEF Malaysia’s Innovation Specialist is perceived as owning the innovation initiatives within programme areas.</li> </ul>
Collaboration	<ul style="list-style-type: none"> <li>The organisation works in silos and lacks a partnership mindset.</li> <li>UNICEF is not transparent enough and lacks project follow-up post-implementation. It shows a lack of trust in its relationships with partners.</li> </ul>
Funding	<ul style="list-style-type: none"> <li>Many partners have low investments in innovation initiatives, although some organisations have funds to innovate. UNICEF needs to identify the right partners.</li> <li>UNICEF faces challenges in choosing the right funders who are forward-looking and a problem solver.</li> <li>Limited funding resources for innovative technologies and testing.</li> </ul>
Internal Training	<ul style="list-style-type: none"> <li>UNICEF internal processes are tedious and the organisation needs “innovation champions” to manoeuvre the processes innovatively.</li> <li>Lacks training on “understanding innovation” and how staff can navigate organisational bureaucracies for greater programme impact.</li> </ul>
Innovation Metrics	<ul style="list-style-type: none"> <li>Lack of evidence-based decision-making.</li> </ul>













- Innovation Ecosystem
- The organisation tends to shift strategies to suit the needs of the funders, instead of focusing on the core problem.
  - Limited influential organisations to lead innovation in Malaysia’s social landscape.

The figure below provides a visual representation of the frequency of themes and sub-themes discussed by stakeholders in the KIIs. The frequency rate is indicated by the colour of the bubble. A red bubble indicates a high frequency, orange indicates a medium frequency, yellow indicates a low frequency of discussion and a black ring means there is no data obtained. The results reveal seven priority areas for internal and external stakeholders. These priority areas span all four areas of the learning framework, but focus on the following issues:

1. Innovation strategy
2. Portfolio management
3. Governance and ownership
4. Collaboration
5. Internal training
6. Innovation tools
7. Innovation ecosystem

Figure 8: Frequency of discussion areas

KIIs were coded in line with the learning framework and analysed for frequency. The frequency rate is indicated by the colour of the bubble. A red bubble indicates a high frequency, orange indicates a medium frequency, yellow indicates a low frequency of discussion and a black ring means there is no data obtained.

Approach	Gender	Organisation	Gender	Resources and Capabilities	Gender	Ecosystem and Incentives	Gender
 Innovation strategy	M: 50% F: 50%	 Senior leadership	M: 100% F: 0%	 Funding	M: 100% F: 0%	 Rewards and incentives	M: 0% F: 0%
 Portfolio management	M: 0% F: 100%	 Governance and ownership	M: 50% F: 50%	 Internal training	M: 54% F: 46%	 Innovation metrics	M: 60% F: 40%
 Process	M: 75% F: 25%	 Collaboration	M: 48% F: 52%	 Innovation tools	M: 47% F: 53%	 Innovation ecosystem	M: 100% F: 0%

Based on 102 feedbacks from KIIs with UNICEF Internal and UNICEF External stakeholders

 High frequency     Medium Frequency     Low Frequency     No data

### 6.3 Learning actions

The insights captured through the KIIs have been critical in guiding the Evaluation Team’s understanding of the current opportunities and barriers for UNICEF’s Work on Innovation for Children in Malaysia. Analysis of the results reveals that the work of innovation has mixed support from within the organisation. Further analysis of the barriers reveals that UNICEF’s work on innovation would benefit from having a more defined strategy and “ways of working” and collaborating with internal stakeholders. Analysis of the barriers indicated great enthusiasm for the potential of

innovation tools, technologies and partnerships to scale and accelerate UNICEF’s work for children. The Evaluation Team have used the KILs to prioritise areas for further learning in the Developmental Evaluation.

Table 10: Learning priorities

*The KILs revealed priority areas for learning. The table maps priority learning actions.*

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### Learning actions

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**Approach:**

- Communicate the strategic vision for innovation and explain how it can scale and accelerate country objectives
  - Match innovation tools to an innovation portfolio
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**Organisation:**

- Develop a clear qualification process for vetting innovative ideas
  - Establish a process for engaging and collaborating (e.g., “ways of working”)
- 

**Resources:**

- Build internal capacity and understanding of innovation
  - Communicate the innovation toolbox of defined solutions
- 

**Ecosystem:**

- Map potential partners within the innovation ecosystem to identify potential synergies
  - Build innovation capacity of partners to strengthen the innovation ecosystem
-

# 7. Implementation Plan

## 7.1 Management plan

The Evaluation Team will have overall responsibility for the design and implementation of the Developmental Evaluation and ensuring its quality. The Evaluation Team will be supported by UNICEF Malaysia and report to the Evaluation Specialist. A reference group will be created in the orientation phase of the Developmental Evaluation to provide further support to the Evaluation Team.

The Evaluation Team are responsible for adhering to Deloitte's internal quality assurance procedures to ensure the credibility, reliability, and consistency of data throughout the evaluation. The Evaluation Team will adhere to the following dimensions of programme evaluation:

Table 11: Dimensions of programme evaluation

Dimensions of programme evaluation	
<b>Accuracy / Validity</b>	Validated data are considered accurate: they measure what they are intended to measure.
<b>Reliability</b>	The data are measured and collected consistently (the same way with the same data collection instruments) over time.
<b>Completeness</b>	Completely inclusive: an information system represents the complete list of eligible data and not a fraction of the list.
<b>Precision</b>	The data have sufficient detail.
<b>Timeliness</b>	Data are up-to-date and information is available on time.
<b>Integrity</b>	The data are protected from deliberate bias or manipulation for political or personal reasons.
<b>Confidentiality</b>	Clients are assured that their data will be maintained according to national and/or international standards for data.

The Evaluation Specialists assures the quality and independence of the evaluation and guarantees its alignment to the Norms and Standards and Ethical Guidelines of the United Nations Evaluation Group (UNEG), provides quality assurance checking that the findings and conclusions are relevant and recommendations are implementable.



### Phase 1: Explore and Design

Phase 1 deliverables will be delivered from January to March 2019, including:

- **Theory of Change (ToC):** Prepared following a desk-based review of primary and secondary sources. The ToC is refined throughout the course of Phase 1: Explore and Design.
- **Kick-off roundtable:** Delivered to internal stakeholders with the purpose of introducing the purpose and objectives of the Developmental Evaluation.
- **Inception de-brief roundtable:** Delivered to internal stakeholders and Reference Group stakeholders with the purpose of validating the initial findings from Phase 1: Explore and Design, and receive guidance and feedback for planned activities of Phase 2: Implement.
- **Draft inception report and final inception report:** Delivered to Reference Group members with the purpose of providing a detailed outline of the Developmental Evaluation.

### Phase 2: Implement

Phase 2 deliverables will be delivered from March to May 2019, including:

- **Report log:** Delivered on a monthly basis with the purpose of tracking and communicating completed and planned activities.
- **Innovation Toolkit:** Delivered before and during the Innovation Workshop, the innovation toolkit will include a series of resources that support the identification, prioritisation, qualification and development of innovation ideas. These include: a “how-might-we” pitch card, “desirability, feasibility and viability framework”, “innovation matrix and portfolio”, “innovation roadmap template”.
- **Innovation Workshop:** Delivered mid-way through the implementation phase, the innovation workshop will identify, prioritise, qualify and refine selected entry-points. The workshop will be accompanied by a series of documented “success stories” of innovation in other upper-middle income countries.
- **Innovation Action Plan:** Delivered at the end of the implementation phase, the innovation action plan will harness Deloitte’s “Value Proposition Canvas” and “Business Model Canvas”, innovation-focused strategic management tools designed to document the value proposition of new ideas and map out the steps needed to turn the idea into action.

### Phase 3: Report, Learn, Plan and Adapt

Phase 3 deliverables will be submitted in June 2019, including:

- **Report log:** Delivered on a monthly basis with the purpose of tracking and communicating completed and planned activities.
- **Shared learning documents:** Delivered on a monthly basis to enable real-time evidence-based reflection and decision-making. Learning document deliverables may include updated ToC visualisations; visual presentation of the current state assessment results, visual representation of observations captured throughout Phase 2: Implement.
- **Draft evaluation report and final evaluation report:** Containing evidence-based findings and recommendations on the application of and opportunities for innovation.

## 7.3 Work plan dates

The Evaluation Team are working to the following Developmental Evaluation timelines. The below dates are **subject to change** based on the availability of internal and external stakeholders to participate or contribute to the work of the Developmental Evaluation.

### Phase 1: Explore and Design

Table 12: Phase 1 - Explore and Design

Activity	Date
Desk-based review	18 January 2019
Key informant interviews	February - March 2019
Inception de-brief (Reference Group)	26 February 2019
Inception de-brief (UNICEF Malaysia)	28 February 2019
First draft inception report	13 March 2019
Second draft inception report	31 March 2019
Final evaluation report	26 April 2019

### Phase 2: Implement

Table 33: Phase 2 – Implement

Activity	Date
Pre-workshop idea preparation	March – April 2019
Innovation workshop	23 April 2019
Post-workshop idea development	April – May 2019

### Phase 3: Report, Learn, Plan and Adapt

Table 44: Phase 3 - Report, Learn, Plan and Adapt

Activity	Date
Evaluation de-brief (Reference Group)	31 May 2019
First draft evaluation report	7 June 2019

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Second draft evaluation report 21 June 2019

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Final evaluation report 28 June 2019

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Evaluation presentation 1 July 2019

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# Appendix

## Appendix 1: Terms of Reference

Title	Name of the evaluation: Developmental Evaluation of UNICEF's work on Innovation for Children in Malaysia
Purpose	Help systematically identify new opportunities to support UNICEF and partners through innovation, and capture learnings that can be rapidly infused into the current work on innovation to heighten its chances for success.
Evaluation Timeline	Six month duration, January 2019-June 2019
Location	Malaysia
Names and/organisations of evaluator	Deloitte & Touche Enterprise Risk Services Pte Ltd
Name of the organisation commissioning the evaluation:	UNICEF Malaysia

### 1. INTRODUCTION

This Terms of Reference (ToR) document outlines the purpose and scope of a *Developmental Evaluation (DE) of UNICEF's Work on Innovation for Children in Malaysia*. The evaluation seeks to inject evaluative thinking and support adaptive learning among social innovators, social entrepreneurs, non-governmental organisations, private sector and government organisations that partner with UNICEF on innovation to achieve better results for children.

The DE is commissioned by UNICEF Malaysia, and it is expected to be carry out by an institution through an Embedded Evaluator (EE) from July through December 2018, with possible extension into 2019. The EE will not only be embedded in the programme team, but she will have a "voice" in the meetings to inform UNICEF's work on innovation and future directions and strategies. The EE will be supervised by the Evaluation Specialist at UNICEF Malaysia, in collaboration with the Innovation Specialist.

### 2. BACKGROUND AND RATIONALE

## 2.1 UNICEF MALAYSIA AND ITS FOCUS ON INNOVATION

Since 1954, UNICEF has joined forces with the Government and the people of Malaysia to transform the lives of children across the nation. In the 2016-2020 Country Programme<sup>20</sup>, UNICEF seeks to support Malaysia to achieve the development goals being defined in the 11<sup>th</sup> Malaysia Plan towards the achievement of Vision 2020 and the Sustainable Development Goals (SDGs). The programme was developed with consideration of Malaysia's transition into a high-income country in the next decade, and the specific role that UNICEF can play in this evolving context, working upstream and closely with strategic partners at all levels. Towards this, the Country Programme has been operationalised through three multi-sectoral components, as follows:

- a) **Enhanced child and adolescent well-being:** By 2020, all children in Malaysia benefit from strengthened national policies, quality social services and capacities that enhance well-being and enable them to survive, thrive and develop to their full potential.
- b) **Social inclusion and disparity reduction:** By 2020, strengthened commitment and environment promoting child-centred social inclusion, disparity reduction and resilience.
- c) **Enhanced engagement and partnerships for child rights:** By 2020, enhanced capacities, partnerships and engagement for child rights fulfilment and monitoring, and for mobilization of national resources for all children.

Innovation has been embraced as a core and crossing-cutting strategy. To this end, UNICEF Malaysia is actively exploring new research and design methods, technologies and business models that can help programmes and partners deliver results for children in new and more effective ways. This work aims to engage and strengthen the commitment of potential “problem-solvers” – corporate, government and civil-society partners, social entrepreneurs and children and young people themselves (*duty bearers*) – in developing and testing new approaches to improve the lives of Malaysia's most marginalised children (*rights holders*). These include: (1) U-report, a communication platform that enables young people to share their ideas and opinions, receive information and take action on social issues that matter to them; (2) capacity-building activities for UNICEF and partner staff; and (3) a series of issues-based ‘Design Labs’ that integrate human-centred design (HCD) approaches to better understand the experiences of end users of social services and develop more contextually appropriate interventions for children<sup>21</sup>.

In 2018, UNICEF will launch the first pilot project to emerge from the Design Lab process – a holistic 21<sup>st</sup> century alternative education model that combines both vocational – and soft-skills acquisition with emerging technologies and livelihood opportunities. The two remaining Design Labs will concentrate on the issue of disabilities – aiming to demystify the diagnostic process for caregivers who suspect their children may have a disability, and identify and train a new generation of Disability Equality Trainers with capacity to deliver advocacy, training and accessibility evaluation services.

## 2.2 RATIONALE

In light of the complexity of UNICEF's work on innovation<sup>22</sup> and its constant progression since January 2016, using conventional ex-post facto evaluation design, aggregating the contribution of innovation across the Country Programme would not represent what has been achieved adequately, nor would it capture the lessons innovative programming has to offer to UNICEF. Instead, a bottom-up evaluation design seems more suitable to enable adaptive management of ongoing activities and identification of new, strategic entry-points for innovative partnerships and programming within the second half of the Country Programme.

<sup>20</sup> [https://www.unicef.org/about/execboard/files/2015-PL24-Malaysia\\_CPD-ODS-EN.pdf](https://www.unicef.org/about/execboard/files/2015-PL24-Malaysia_CPD-ODS-EN.pdf)

<sup>21</sup> It is expected that the EE will provide clearer description of (expected) stakeholders, who will be benefitted or influenced by UNICEF's innovation work, by type, geographic locations, numbers/size, etc.

<sup>22</sup> The EE is expected also to construct a theory of change (ToC) for UNICEF's work on innovation in Malaysia.

It is therefore recommended that a DE that supports innovation and adaptive management and informs the development of new strategic partnerships and activities is undertaken for a period of six months, from July to December 2018. The evaluation will be based on the evolving thinking of DE that injects evaluative thinking and supports adaptive learning in complex initiatives. This design combines the rigor of evaluation methodologies with the flexibility and creativity that is required in seeking solutions to development problems, typically involving innovation, high levels of uncertainty, and tackling social complexity (Patton, 2008; Gamble, 2008; Dozois, Langlois and Blanchet-Cohen, 2010; Ricardo Wilson-Grau, 2012).<sup>23</sup>

### 3. PURPOSE, OBJECTIVES AND SCOPE OF WORK

#### 3.1 PURPOSE

The primary purpose of this DE is to help systematically identify new opportunities to support UNICEF and partners through innovation, and capture learnings that can be rapidly infused into the current work on innovation to heighten its chances for success. In this way, the DE is expected to enable systematic evidence-based planning of innovation activities and partnerships, as well as reflections on what is working, what is not working and why and to inform the continued evolution of the UNICEF 2016-2020 Country Programme during programme implementation.

The primary users of the evaluation include senior management and key staff within UNICEF Malaysia, as well as implementing partners (*duty bearers*). Secondary users include children and youth involved in UNICEF's work in innovation (*right holders*), other agencies involved in social innovation in Malaysia, non-governmental organizations, private sector, government organisations, UNICEF's Regional Office for East Asia and the Pacific (EAPRO) and the Innovation Unit within UNICEF Headquarters (*duty bearers*).

#### 3.2 OBJECTIVES AND SCOPE OF WORK

The objectives of the DE include the following:

- a) Evaluate opportunities for UNICEF influence and impact within the innovation landscape of an upper-income country like Malaysia and provide strategic guidance on new entry-points for achieving the Country Programme objectives;
- b) Build a culture of learning and adaptability from the evidence collected through the DE among social innovators, social entrepreneurs, non-governmental organisations, private sector and government organisations that currently or potentially might partner with UNICEF on innovation. This will be achieved through an orientation workshops, which will bring all the partners together to build buy-in to the DE process, and a familiarity to working with the Embedded Evaluator (EE).
- c) Ensure rigorous documentation of the learnings throughout the process, enabling them to be shared, replicated, and thoroughly reviewed to understand how decisions were made and adaptations came about. This documentation will facilitate informed iterations within the innovation programme, revisiting decisions to try different approaches when desired, and support other similar innovation initiatives in their learning and approaches.

Beyond existing innovations (HCD, U-report), it is envisaged that the DE will help harvest learning on how innovation could be applied to accelerate results in relation to communication for development (C4D) to address social norms which constrain progress for both women and children's rights. Equally, the DE will cover how innovation could add value to areas of UNICEF's work such as child protection, education, monitoring and disaster risk reduction (incl. both prevention and preparedness) to advance UNICEF's

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<sup>23</sup> [http://betterevaluation.org/plan/approach/developmental\\_evaluation](http://betterevaluation.org/plan/approach/developmental_evaluation)

Country Programme in the current socio-economic context.

The EE will cover Malaysia's social innovation landscape and UNICEF's ongoing innovation work. It is preferable that the EE is located in Putrajaya, Malaysia, throughout the life of the DE, with travel as needed to meet with partners and other stakeholders and/or collect additional data; however, other models may be explored in the Technical Proposal.

#### 4. EVALUATION APPROACH AND METHODOLOGY

This evaluation will require an adaptive and context-specific approach. The methodology of a DE is usually largely informed by learning needs of the programme under review. This offers a great opportunity for innovation and experimenting with new ideas, even in terms of approach and methodology. DE primers (Dozois, 2010) have identified entry points, practices and organising tools that are emerging as part of the methodology for a DE investigation. Below are some of the steps, in building the methodology for the proposed DE, adapted from Dozoiz, 2010 and tailored to the innovation programme in Malaysia. They include:

- a) **Orientation:** The EE will undertake investigative work early in the course of the DE to build a deeper understanding of the identified opportunities and challenges, resources, stakeholders and broader context. This will be the starting point for the DE.
- b) **Building relationship:** The quality of relationships determines the degree to which the EE can access information and influence change. For this reason, the methodology should consider a mapping of relationships (i.e., social network mapping; stakeholder analysis, etc.) that are critical to execute the DE, and a strategy to maintain stakeholder engagement in the evaluation.
- c) **Developing a learning framework:** A learning framework is an essential tool for a DE. Working in collaboration with key stakeholders, developing a learning framework (slightly different from an evaluation framework), will guide the evaluation by mapping out potential areas for learning (and identify both opportunities and challenges), identifying data and/or evidence that is required to make decisions, and to articulate feedback mechanisms.
- d) **Observing:** The EE will carefully observe the unfolding of the innovation programme to help identify leverage points, assess UNICEF efforts, and stay true to the core intent and principles of the evaluation. This may include: (i) key developmental moments; (ii) group structure; (iii) group dynamics; and (iv) opportunities and challenges. This will also include an assessment of UNICEF's innovation work in relation to equity, gender equality aspects and human rights (child rights).
- e) **Sense-making:** Sense-making is largely about making sense of the data that has been collected through verification and triangulation. The EE's role is to help UNICEF identify patterns, integrate new information in relation to the innovation programme, and consider the implications of proposed solutions.
- f) **Intervening:** The EE will actively help shape the work by: (i) asking questions; (ii) facilitating discussion; (iii) sourcing or providing information; (iv) modelling solutions; and (v) making new connections. The use of data visualisation throughout is highly encouraged.

Based on these rudimentary steps, the bidders participating in the RFPS are expected to enrich the methodology for the DE with their knowledge and experience. **Methodological rigor will be given significant consideration in the assessment of proposals. Hence bidders are invited to interrogate the approach and methodology proffered in the ToR and improve on it, or propose an approach they deem more appropriate. Bidders are encouraged to also demonstrate methodological expertise in conducting DE.**

Furthermore, conventional ethical guidelines are to be followed during the evaluation. Specific reference is made to the revised United Nations Evaluation Group (UNEG) Norms and Standards for Evaluation in the UN System, as well as to the UNICEF's revised Evaluation Policy, and the UNICEF Procedure for Ethical Standards in Research, Evaluation and Data Collection and Analysis and UNICEF's Evaluation Reporting Standards.<sup>24</sup> Good practices not covered therein are also to be followed (i.e., relevant rights-based

<sup>24</sup> Please refer to: <http://www.unicef.org/evaluation>

frameworks and/or CRC, CCC, CEDAW and other rights related policy benchmarks; UNEG Guidance on Integrating Human Rights and Gender Equality in Evaluation, and UN-SWAP Evaluation Performance Indicators). Any sensitive issues or concerns should be raised with the Evaluation Specialist managing the DE as soon as they are identified.

## Appendix 2: Developmental Evaluation Management Team and Reference Group

### Management Team

When selecting the Deloitte Evaluation Team, special attention was given to gender equality and geographic origin.

#	Name	Title	Organisation	Email and/or Phone Number
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## Reference Group

#	Name	Title	Organisation	Email and/or Phone Number
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11	Jasmine Begum	Director of Legal, Corporate & Government Affairs	Microsoft Philanthropies	<a href="mailto:Jasmine.Begum@microsoft.com">Jasmine.Begum@microsoft.com</a>
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13	Sarah Norton-Staal	Senior Child Protection Specialist	UNICEF Malaysia	<a href="mailto:snortonstaal@unicef.org">snortonstaal@unicef.org</a>
14	Roshni Basu	Regional Advisor, Adolescent Development & Participation	UNICEF EAPRO	<a href="mailto:rbasu@unicef.org">rbasu@unicef.org</a>

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## Appendix 3: Social Innovation Landscape Malaysia

Malaysia’s social innovation landscape includes a broad mix of social enterprises, social innovation firms, universities and social enterprises with incubator programmes, impact investors, foundations, grant makers.

- Social enterprises are defined as for-profit organisations seeking a social impact. Impacts may vary from creating high-quality jobs, providing products or services that improve lives, providing products or services that have a positive impact on the environment (e.g., recycling / clean technology), generating an impact through supply chains, or creating replicable models (e.g., open source). The size, operations, customers, products and services of impact enterprises may vary dramatically.
- Innovation incubators are defined as programmes that aim to accelerate and scale high-impact innovation ideas through mentoring, coaching and intensive training.
- Impact investors are defined as organisations looking to make a positive social impact alongside a financial return on investment.
- Grant makers are defined as organisations looking to make a positive social impact without the requirement for a financial return on investment.

Table 5: Innovation Actors in Malaysia

No	Enterprise	Type	Focus alignment	Beneficiary reach	Geographic reach	Description
1	Dialogue in the Dark (DID)	Social enterprise	Skills development	Disabled populations	Malaysia and beyond	<p><b>Dialogue in the Dark</b> Malaysia is operated by DID MY Academy Sdn Bhd and licensed by Dialogue Social Enterprise GmbH since September 2012. DID MY Academy Sdn Bhd engages and equips children, youths and adults with all forms of Disabilities and Medical Challenges with all the relevant skills to attain self-sufficiency in line with the United Nation’s Sustainable Development Goals (SDGs) of equal education and economic opportunities to achieve zero-poverty in Malaysia and beyond.</p> <p>Notably, it conducts uniquely tailored workshops completely in the dark, where the team members need to adjust and take a step back to learn how to share, communicate and care for each other and their visually impaired trainers.</p> <p>It started off as a workshop provider and is now broadening its offerings to exhibitions in the dark, cuisine in the dark and with their own venues for workshops.</p> <p>It is active online with a well-maintained website, blog, and Facebook account.</p> <hr/> <p>Website: <a href="https://www.did.my/">https://www.did.my/</a></p> <hr/> <p><a href="https://www.facebook.com/dialoguemalaysia/">https://www.facebook.com/dialoguemalaysia/</a></p>

2	Association of Learning Disabilities (GOLD)	Social enterprise	Skills development	Disabled populations –Malaysia Peninsula secondary school graduates with special needs (District of Petaling)	<p><b>GOLD, or Association of Learning Disabilities, District of Petaling, Selangor, Malaysia</b>, is a vocational training centre for secondary school graduates with Special Needs – the Learning Disabilities. Its core activities are the production of baked goods, ceramics, cards and handmade packaging suitable for corporate gifts, door gifts and ornaments. Through a supported employment environment setting, these young adults with special needs will engage in activities of measuring, sorting, collating, labelling, folding, mailing, sub-assembling and hand packaging, allowing GOLD to generate an income from contractual services with local corporate entities. The goal from the start is to promote economic empowerment for those with learning disabilities.</p> <p>GOLD (Generating Opportunity for Learning Disabilities) is an acronym for the vision and the principal objective of the Association of Learning Disabilities, District Petaling, Selangor. GOLD is the registered short name for the Association.</p> <p>It is one of the five social enterprises receiving funding from Social Entrepreneurship Amplify Awards in 2016, supported by government-funded MaGIC (Malaysian Global Innovation &amp; Creativity Centre). GOLD also received the IM4U Best Volunteer Initiative - NGO / NPO / Collective Award for 2016.</p> <p>GOLD is empowering the learning disabled in selling kindness cookies, ceramics, baking, handmade cards &amp; notebook, special packaging/hampers etc., but it still relies on fundraising and sponsorship for its financial sustainability.</p> <hr/> <p>Website: <a href="http://gold3c.blogspot.com/p/about-gold.html">http://gold3c.blogspot.com/p/about-gold.html</a></p>
3	Discover Muay Thai	Social enterprise	Skills development	Underprivileged urban youth Malaysia Peninsula – Petaling Jaya	<p><b>Discover Muay Thai</b> is a sport social business that aims to empower at-risk and underprivileged urban youth by improving their socio-economic and self-development through values of Muay Thai, such as discipline, respect and honour. Selected youth from marginalised backgrounds will undergo an intensive 4-month development programme (with the D.M.T Academy) where they will learn fundamental values in life. DMT's aim is to provide employment to the youth via martial arts.</p> <p>The operation is small with nine enlisted in their first batch, but it is gaining traction with batch 3 graduating Jan 2019 and has secured a collaboration with Armels Sports Recovery this year to offer their customers special discounts at the centre.</p> <hr/> <p>Website: <a href="http://discovermuaythai.com/">http://discovermuaythai.com/</a></p> <p><a href="https://www.facebook.com/dmtmalaysia/">https://www.facebook.com/dmtmalaysia/</a></p>

4	Autism Cafe	Social enterprise	Skills development	Disabled population – Malaysia Peninsula - people with autism Puchong	<p><b>Autism Cafe Project</b> is a social enterprise in Malaysia offering catering services while also providing people with autism a chance to pick up employment and social skills. Aside from catering, it also holds talks and takes part in outreach events to raise awareness of autism.</p> <p>The Cafe hires the “unemployable” autistic individuals and their entire families, making not only coffee but also baking cookies and crafting t-shirts so that families are also involved in helping individuals with autism learn some productive skills.</p> <p>It is not profitable at the moment and relies on donation, but the founder aims to make the business self-sustainable.</p> <hr/> <p>Website: <a href="https://www.facebook.com/Autismcafeproject/">https://www.facebook.com/Autismcafeproject/</a></p>
5	Grow the Goose	Social enterprise	Skills development	Underprivileged youth Malaysia Peninsula	<p><b>Grow the Goose</b> provides financial empowerment for children to help them attain financial wisdom entering adulthood. It believes children need to be financially empowered despite their economic or environmental backgrounds.</p> <p>Its main focus is children of ages 7-18. Grow the Goose believes in using the Sustainable Development Goals (SDGs) framework to map &amp; monitor its activities and better track its progress.</p> <p>Its programmes include Grow The Goose Workshops that teach the importance of saving, earning, &amp; investing; Magic Goose Fund programmes to help micro fund its graduates' ongoing activities; social enterprise in schools in collaboration with Social Enterprise Academy Malaysia, where they have successfully deployed over 900 schools from pre-schools up to secondary schools.</p> <hr/> <p>Website: <a href="http://www.growthegoose.com/">http://www.growthegoose.com/</a></p>

6	Dignity for Children's Transformational Enterprises	Social enterprise	Skills development	Underprivileged urban children	Malaysia Peninsula – Kuala Lumpur (KL)	<p>Dignity for Children Foundation is a non-governmental organisation that provides holistic care and education for urban poor children in KL, Malaysia. <b>Dignity for Children</b> embarked on “<b>Transformational Enterprises</b>” for children and youth, with four major programmes, namely, eat X dignity (café and creative space), cut X dignity (hair salon), sew X dignity (design, sewing, and crafting to provide repairs, alteration, and sewn products), grow X dignity (transforming unused urban locations like rooftops into green spaces.)</p> <p>The enterprises are full-service and self-sustaining businesses that provide students with real-life vocational and entrepreneurial training.</p> <p>Website: <a href="http://dignityforchildren.org/our-programs/transformational-enterprises/">http://dignityforchildren.org/our-programs/transformational-enterprises/</a></p>
7	Viva Starfish Project	Social enterprise	Skills development	Underprivileged youth	Malaysia Peninsula	<p><b>Viva Starfish's</b> founder couple takes homeless youth off the streets and into the workforce. Its first initiative was to sell different types of drinking water (reverse osmosis drinking water), which channels 100% of its profit to children who are in need of education.</p> <p>Its other programmes include Development Programme for Rehab Centers, Learning How To Learn Programme, and it also participated in Reaching Out and Restore (ROAR) walkabout efforts to identify the needy making the streets of Kuala Lumpur their homes.</p> <p>Website: <a href="https://vivastarfishproject.com/projects/#">https://vivastarfishproject.com/projects/#</a></p>
8	Blubear (Athena Empowers)	Social enterprise	Skills development	Female population	Sabah	<p><b>Athena Empowers (Blubear)</b> is a social enterprise that enables young girls and women to gain wisdom and strength through reusable washable cloth sanitary pads, and develop a replicable and sustainable solution to the Menstrual Hygiene Management (MHM) in Malaysia and South East Asia.</p> <p>Website: <a href="https://athenaempowers.com/">https://athenaempowers.com/</a></p>
9	Blokke	Social enterprise	Skills development	Families and people with autism	Malaysia Peninsula	<p><b>Blokke</b> aims to unite families as well as Adult Fans Of LEGO (AFOL) through LEGO, at a time when gadgets have all but completely taken over our lives and quality bonding time, through its unique ecosystem comprising a café, a playhouse, and its LEGO Education arm BLOKKE Labs. BLOKKE Labs was established in the LEGO Education Centre as a social enterprise, with aims to offer kids of all ages and abilities a different approach to education using LEGO. BLOKKE Labs is</p>

						<p>also reaching out to communities that are left behind by the education system – with autism currently being the primary focus.</p> <hr/> <p>Website: <a href="https://blokke.my/">https://blokke.my/</a></p>
10	Lighthouse Learning Group	Social enterprise	Skills development	Youth	Malaysia Peninsula	<p><b>LHLG</b> provides a platform to improve and upgrade the quality of education and the mindsets of the youth within Malaysia. They focus on giving effective educational skills, which allows students to improve and excel in their studies. Through these programmes, youth gains a competitive advantage and develop a “Just Do Whatever It Takes” mindset.</p> <hr/> <p>Website: <a href="http://www.lhlg.com.my/">http://www.lhlg.com.my/</a></p>
11	Gading Emas Venture (Lobster Air Tawar Kelantan)	Social enterprise	Skills development	Underprivileged population	Malaysia Peninsula	<p><b>Gading Emas Venture/GEV Lobster Kelantan</b> is a platform which aids local communities in generating income by means of an innovative lobster business that has in place courses, jobs and business opportunities of high practical and commercial value. This social business supplies the skills and equipment to help unemployed graduates earn extra income by rearing lobsters. The business then guarantees a buyback of 50% of the produce, providing the unemployed graduates with a route to market.</p> <hr/> <p>Website: <a href="https://lobsterkelantan.com/">https://lobsterkelantan.com/</a></p> <p><a href="https://www.facebook.com/Gading-Emas-Venture-GEV-2293188174241315/">https://www.facebook.com/Gading-Emas-Venture-GEV-2293188174241315/</a></p>
12	GoJob	Social enterprise	Skills development	Underprivileged population	Malaysia	<p><b>GoJob</b> is a job matching platform for the marginalised community. Its aim is to create a platform that matches groups/individuals that are often overlooked and are being marginalised with corporations, small local businesses and individuals with employment opportunities based on their skills and availability. GoJob will also offer trainings and mentorship.</p> <p>GoJob is recognised by MaGIC as an Impact Driven Enterprise. GoJob is also running a crowdfunding project to help build the job matching platform.</p> <hr/> <p>Website: <a href="http://gojob.my/">http://gojob.my/</a></p>

13	Mustard Seed Creations	Social enterprise	Skills development	Underprivileged youth Malaysia	<p><b>Mustard Seed Creations</b> provides holistic learning opportunities for young adults of underprivileged communities by helping them discover their skills and equip them with leadership values that will empower them to stand on their own feet.</p> <p>It runs Life and Career Accelerator Programmes, Learning Techniques and Youth Leadership Programmes, and uses 55% of its profit to run free programmes for youths and young adults from B40 communities.</p> <hr/> <p>Website : <a href="http://mustardseedcreations.org/">http://mustardseedcreations.org/</a></p>
14	Silent Teddies Bakery	Social enterprise	Skills development	Disabled population – Malaysia Peninsula – people with hearing disabilities Kuala Lumpur (KL)	<p><b>Silent Teddies Bakery</b> is an initiative by the Community Service Centre for the Deaf (CSCD) to equip deaf youths with entrepreneurial skills that will enable them to be independent. All efforts will be channelled into supporting the CSCD programmes and its school for deaf children. Silent Teddies Bakery is the only bakery in KL entirely staffed by the deaf. It has received quite some media attention, notably with Starbucks giving RM1 for every purchase of Jumbo Cookies.</p> <p>Its marketing channel is mostly conducted through its actively maintained Facebook page and word-of-mouth.</p> <hr/> <p>Website: <a href="http://www.sid.org.my/node/7">http://www.sid.org.my/node/7</a></p> <p><a href="https://www.facebook.com/silentteddiesbakery/?rf=176096329227445">https://www.facebook.com/silentteddiesbakery/?rf=176096329227445</a></p>

Skills development focused on social enterprises UNICEF could partner with these social enterprises on 3 levels:

- Leveraging on their current activities and access to the vulnerable groups and expand UNICEF's impact
- Learn, replicate and scale up their innovative models to achieve a larger social impact
- Align their activities and business to UNICEF's country agenda with children via various support for them

15	Masala Wheels	Social enterprise	Nutrition	Underprivileged population	Malaysia Peninsula	<p><b>Masala Wheels</b> operates as a social enterprise - a mobile kitchen initiative to sell affordable and flavourful Malaysian cuisine for targeted community groups (refugees, PPRT residents, and troubled youth). Another impact is through their social franchising concepts and innovative approach of “borderless kitchen”.</p> <p>Masala Wheels now has 5 main pillars: food truck, catering, café, social franchise and retail.</p> <hr/> <p>Website: <a href="https://masalawheels.com/">https://masalawheels.com/</a></p>
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<p>Social enterprise providing affordable food and nutrition education to target underprivileged groups</p>	<p>UNICEF could partner with these social enterprises on 2 levels:</p> <ul style="list-style-type: none"> <li>- Learn, replicate and scale up their innovative models to achieve a larger social impact</li> <li>- Align their activities and business to UNICEF’s country agenda via various support for them</li> </ul>
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16	OpiS	Social enterprise	Entrepreneurship	All population	Malaysia Peninsula	<p><b>OpiS</b> is a social enterprise committed to challenging set norms on work-life balance. We provide tailor-made workshops/training sessions for families and corporate companies. OpiS consist of four main components: the OpiKu co-working space, the Young OpiSers play-and-learn programme for kids, OpiSTunity training and development sessions, and the overall OpiS Community to champion the movement.</p> <p>OpiS aims to create an inclusive, customisable and child-friendly co-working space to assist parents with young children achieve better balance by eliminating the need to choose between work and family and enabling them to get productive work done, while still being awesome parents.</p> <hr/> <p>Website: <a href="https://www.facebook.com/theofficialopis/">https://www.facebook.com/theofficialopis/</a></p>
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<p>Social enterprise providing entrepreneurship skills to target to well-served groups</p>	<p>UNICEF could partner with these social enterprises on 2 levels:</p> <ul style="list-style-type: none"> <li>- Engage and collaborate on Industry 4.0 and skills for the future</li> <li>- Align their activities and business to UNICEF’s country agenda via various support for them</li> </ul>
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17	University Malaya	University/Incubator	Entrepreneurship	All population	Malaysia	<p>Championed by University of Malaya Centre of Innovation and Commercialization (UMCIC), University of Malaya (UM) is committed to building an entrepreneurial ecosystem that will accelerate the scaling of the outputs of its R&amp;D through to their application to society; provide solutions to industry and open opportunities for high technology investment; facilitated and coordinated by UMCIC, a dedicated one-stop centre. UMCIC proactively protects and manages UM's broad intellectual property portfolio with a renewed emphasis on rapid licensing to industry. UM also creates strategic opportunities for investment into the latest technological advancements through the creation of technology and intellectual capacity-driven university startups.</p> <hr/> <p>Website: <a href="http://umcic.um.edu.my/">http://umcic.um.edu.my/</a> (website is down due to redesign)</p>
18	Inti University	University	Entrepreneurship	All population	Malaysia	<p>Limited information in the areas of innovation, incubator etc.</p> <hr/> <p>Website: <a href="https://newinti.edu.my/">https://newinti.edu.my/</a></p>
19	Universiti Kebangsaan Malaysia (UKM)	University/Incubator	Entrepreneurship	All population	Malaysia	<p>Centre for Collaborative Innovation (well-known as PIK) was officially launched by Y.B. Datuk Seri Dr. Maximus Ongkili on the 22nd of February 2010, during his visit to UKM for the "UKM Year of Innovation and Creativity" launch.</p> <p>PIK functions as the main driving force in the innovation ecosystem in UKM. Every affair related to UKM intellectual property, technology transfer and commercialisation is managed by PIK.</p> <hr/> <p>Website: <a href="http://www.ukm.my/pik/">http://www.ukm.my/pik/</a></p>
20	Universiti Putra Malaysia	University/Incubator	Entrepreneurship	All population	Malaysia	<p>UPM Putra Science Park provides various services around innovation and startups. For example, InnoHub is UPM's first innovation business incubator lab targeted at nurturing technopreneurs who work on translating technologies and innovations into market-viable products by developing the best go-to-market plan from market validation exercises.</p> <hr/> <p>Website: <a href="http://sciencepark.upm.edu.my/our_services-2265">http://sciencepark.upm.edu.my/our_services-2265</a></p>

21	Universiti Teknologi Malaysia (UTM)	University/Incubator	Entrepreneurship	All population	Malaysia	UTM Innovation and Commercialisation Centre (ICC) is set out to stimulate and develop the innovation and commercialisation of the ecosystem towards wealth generation in UTM. Its service-in-innovation areas include IP, innovation funding, innovation training and prototype.  Website: <a href="http://www.utm.my/icc/">http://www.utm.my/icc/</a>
22	Impact Hub Malaysia	Accelerators/Incubators	Skills development, entrepreneurship development	All population	Malaysian Peninsula	A hub for social enterprises that have incubators and education programme, and re-invest profits into social entrepreneurship.  <a href="https://kualalumpur.impacthub.net">https://kualalumpur.impacthub.net</a>
23	Malaysian Global Innovation & Creativity Centre (MaGIC) - Social Entrepreneurship	Accelerators/Incubators	Skills development, entrepreneurship development	Youth	Malaysia	MaGIC is a dedicated creativity & innovation centre for entrepreneurs, established with the aim to build a sustainable entrepreneurship ecosystem and catalyse creativity & innovation for long-term national impact. It has a dedicated unit focused on the development of Malaysia's social enterprise sector. Activities include trainings, workshops, accreditations and collaborations, including but not limited to: Youth Co:Lab Malaysia, Amplify Accelerator, MaGIC IDEA Accelerator, and Corporate Entrepreneurship Responsibility.  <a href="https://mymagic.my">https://mymagic.my</a>
24	Tandemic	Accelerators/Incubators, Social enterprise	Skills development, entrepreneurship development	All population	Malaysia	Tandemic is a social enterprise focused on accelerating social impact through innovation. It partners with business, nonprofits and government through a variety of solutions, including workshops and coaching, innovation labs, and innovation and transformation services.  <a href="https://www.tandemic.com/">https://www.tandemic.com/</a>

Universities with incubator programmes / Social enterprises with incubator programmes	UNICEF could partner with these universities by:
	<ul style="list-style-type: none"> <li>- Leveraging on their innovation initiatives as platforms to multiply the impact of UNICEF's various initiatives</li> <li>- Aligning their activities to UNICEF's country agenda via partnership agreements</li> <li>- Sourcing social enterprises and startups through the incubators, which UNICEF could potentially fund</li> </ul>

25	Jeffrey Cheah Foundation	Charity Organisation, Impact Investor	Education, grant	Children and youths, people in poverty, women and girls	Malaysia	<p>Jeffrey Cheah Foundation (JCF) is modelled along the lines of some of the oldest and most eminent universities in the world, such as Harvard University. To date, the Foundation retains ownership and equity of 16 learning institutions and entities valued at more than RM720 million (now in excess of RM1 billion), making it the largest education-focused social enterprise in Malaysia. The Foundation is also the education philanthropy arm of Sunway Group, one of the largest conglomerates in Malaysia.</p> <p><a href="https://jeffreycheah.foundation/">https://jeffreycheah.foundation/</a></p>
26	NAMA Foundation	Charity Organisation, Impact Investor	Access to network, grant, mentoring	Children and youths, elderly, immigrants/asylum seekers/refugees, women and girls	Malaysia	<p>NAMA Foundation is an international grant provider organisation incorporated in 2004 under the Companies Act 1965 (Malaysia) as a not-for-profit Company Limited by Guarantee, with a main focus to empower the education sector and build capacity of the third sector i.e. NGOs and Community Based Organisations (CBOs) around the globe.</p> <p><a href="http://namafoundation.org/">http://namafoundation.org/</a></p>
26	SimplyGiving.com	Charity Organisation, Impact Investor	Fundraising, grant	Children and youths, immigrants/asylum seekers/refugees, women and girls	Malaysia	<p>SimplyGiving's platform works with over 1,300 partners and 59,000 donors &amp; fundraisers across Asia to maximise their fundraising potential.</p> <p><a href="http://www.simplygiving.com/">http://www.simplygiving.com/</a></p>
27	OSK Foundation	Charity Organisation, Impact Investor	Grant, scholarship	Children and youths, women and girls	Malaysia	<p>OSK Foundation was established in May 2015 as the philanthropic arm of OSK Group to consolidate and further enhance the company's on-going commitment towards contributing to the well-being of its community.</p> <p><a href="http://www.oskgroup.com/foundation/">http://www.oskgroup.com/foundation/</a></p>
28	Yayasan Hasanah	Charity Organisation, Impact Investor	Skills development, entrepreneurship development, grant	Children and youths	Malaysia	<p>An impact-driven organisation that envisions a globally sustainable Malaysia with empowered communities, an inclusive society, and a well-managed environment with a focus on education, community development, environment, arts/heritage/culture, knowledge, and public spaces. Within these focus areas, they partner with civil societies, communities, corporates, and government agencies to design and implement initiatives that will deliver the greatest impact in realising their</p>

vision. An arm of Khazanah Nasional Berhad, the strategic investment arm of the Malaysian government.

<https://yayasanhasanah.org/>

29	Asian Venture Philanthropy Network (AVPN)	Impact Investor	Fundraising, grant, impact investing	All population	Southeast Asia (with member presence in Malaysia)	AVPN is a unique funders' network based in Singapore committed to building a vibrant and high impact social investment community across Asia.
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<https://avpn.asia/about-us/>

Impact investors, fundraisers, grant makers

UNICEF could partner with these impact investors, fundraisers, grant makers by:

- Re-packaging UNICEF's country programmes to attract targeted impact funds
- Become an active collaborator, sharing information about UNICEF's projects at impact investing forums and conferences to raise awareness of the work of UNICEF and best practice approaches to evaluating and measuring impact

## Appendix 4: Innovation Workshop Agenda

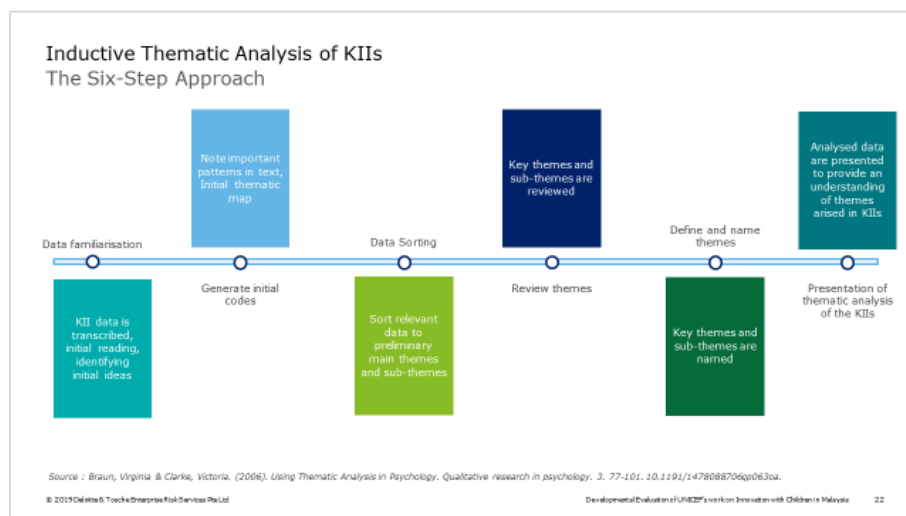
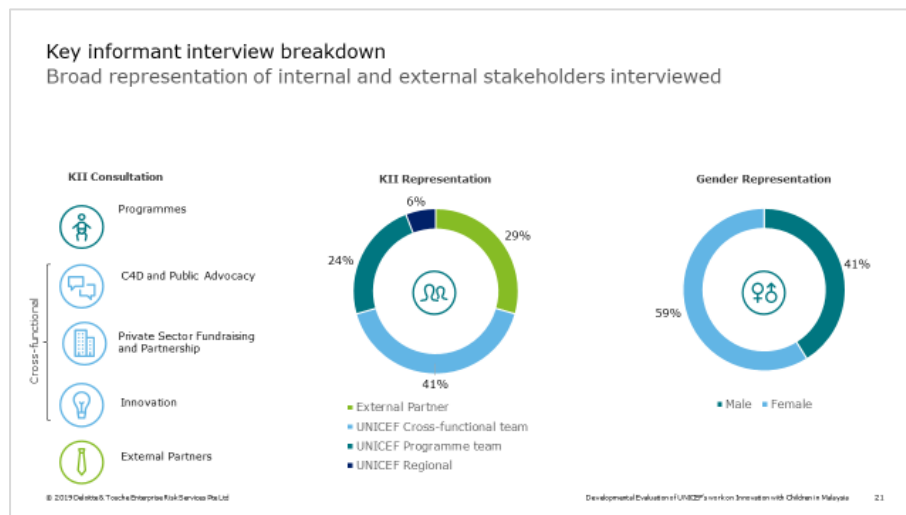
Table 6: Innovation Workshop agenda

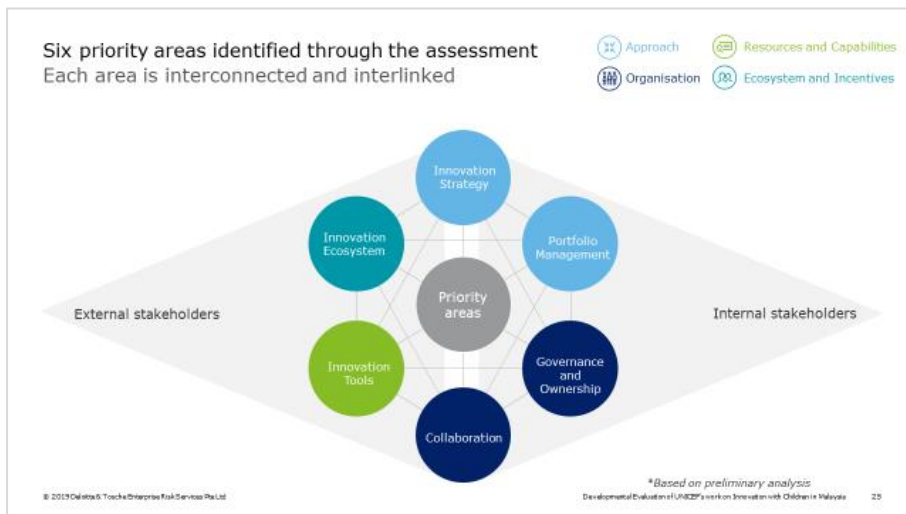
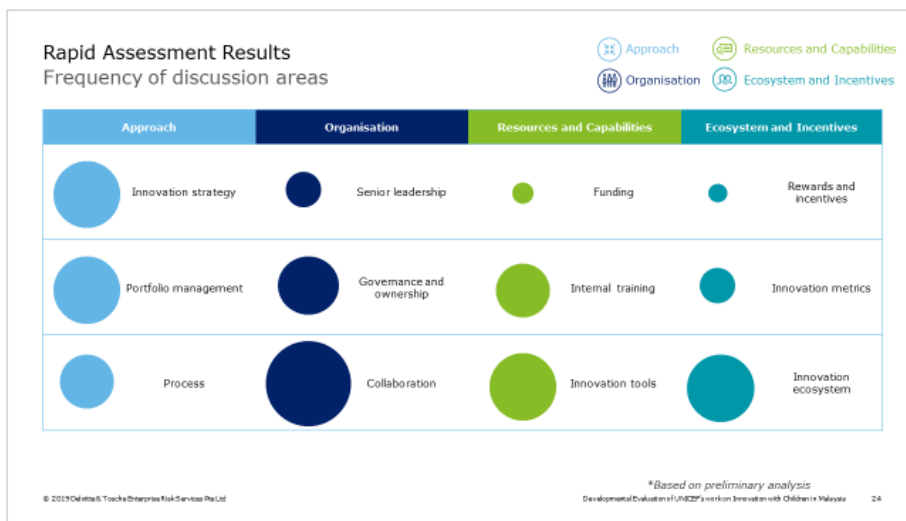
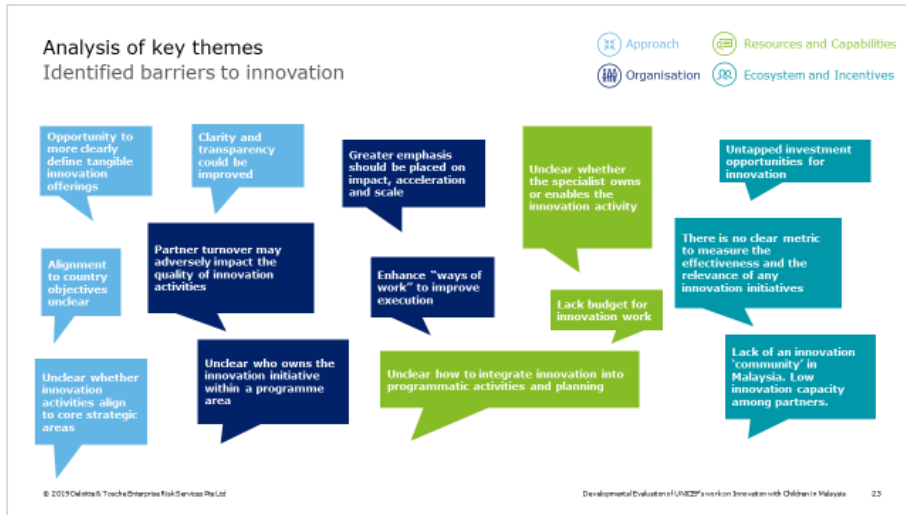
*The Innovation Workshop is scheduled for delivery on Tuesday 23 April 2019. The Workshop aims to support the prioritisation, qualification and refinement of identified innovation ideas. The Workshop will be attended by representatives from the Country Office (CO) and Regional Office (RO). It will be facilitated by the Evaluation Team and Innovation Specialist.*

Time	Mins	Session	Objective	Activity / Tool
09:00-09:30	30	01. Align	Define what is in focus and what is in frame	Opening by Country Representative  Global Perspective and reflections from the Regional Office (RO) and Country Office (CO)
09:30-10:30	60	02. Pitch	Understand how innovation can be harnessed to tackle CO problems	Live pitching for 10 min, followed by 5 minutes of discussion
10:30-10:45	15	BREAK		
10:45-11:45	60	03. Improve	Review and improve the innovation idea	Generate new ideas to enhance the original idea using the SCAMPER Matrix
11:45-12:45	60	04. Prioritise	Agree on the most powerful ideas	Qualify and prioritise ideas using the desirability, viability and feasibility ("DVF") framework
12:45-13:45	60	LUNCH		
13:45-14:45	60	05. Prepare	Turning an idea into action	Tracking the people, processes and technologies needed
14:45-15:30	45	06. Action	Define next steps	Determine key actions, owners and key performance metrics
15:30-16:00	30	07. Reflect	Reflect, replay, close	

## Appendix 5: Illustrative Learning Documents

Figure 4: Learning Documents





### Actions to overcome barriers and opportunities

Approach	Organisation	Resources and Capabilities	Ecosystem and Incentives
<p>Does your strategy include priorities based on strategic imperatives?</p> <p>Communicate the <b>strategic vision</b> for innovation and explain how it can scale and accelerate country objectives</p>	<p>Is there a clear process for vetting and implementing innovative ideas?</p> <p>Develop a clear <b>qualification process</b> for vetting innovative ideas</p>	<p>Are you building internal capacity around innovation?</p> <p><b>Build internal capacity</b> and understanding of innovation</p>	<p>Do you have a process to foster innovation with ecosystem partners?</p> <p><b>Engage with corporate alliances and partners</b> to better identify innovation entry-points</p>
<p>Does your innovation portfolio include a variety of solutions (e.g., high, medium and low-risk)?</p> <p>Categorise innovation tools to an <b>innovation portfolio</b></p>	<p>How do you pursue collaboration on innovation?</p> <p>Establish a <b>process for engaging and collaborating</b> (e.g., "ways of working")</p>	<p>What are the tools in the innovation toolbox?</p> <p>Communicate the <b>innovation toolbox</b> of defined solutions</p>	<p>Do you have a process to foster innovation with ecosystem partners?</p> <p><b>Build innovation capacity</b> of partners to strengthen the innovation ecosystem</p>

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## Appendix 6: Illustrative Monthly Log

Figure 5: Monthly Log



### Summary of completed activities January 2019

- **Orientation:** Focus of activities has been on orientation to UNICEF Malaysia's innovation initiatives, with the aim of building a deeper understanding of the identified opportunities and challenges, resources, stakeholders and broader context. The orientation has been guided through desk-based research and early consultation with the Evaluation Specialist and Innovation Specialist at UNICEF Malaysia.
- **Theory of change:** Development of a baseline Theory of Change (ToC) for the Innovation at UNICEF, evaluating the connectivity between programme inputs, programme activities and programme outputs. The ToC will be refined through key informant interviews (KIIs) and stakeholder roundtables.
- **Stakeholder mapping:** Development of a baseline stakeholder map of UNICEF Malaysia's innovation stakeholders. Stakeholders were mapped by influence and interest. The stakeholder mapping will be refined through KIIs and stakeholder roundtables.
- **Kick-off roundtable:** Delivery of a kick-off roundtable with UNICEF Malaysia staff. The roundtable aimed to provide an introduction to the Developmental Evaluation (DE), innovation context and planned work areas.
- **Learning framework:** Development of baseline learning framework and questions. The questions will be refined through the KIIs and stakeholder roundtables.

### Phase 1: Completed activities January 2019

No.	Activities	Task	Comments
1.	Kick-off meeting	<ul style="list-style-type: none"> <li>• Conduct literature review / desk review</li> <li>• Map UNICEF Malaysia key innovation activities</li> <li>• List and conduct stakeholder analysis</li> <li>• Develop stakeholder engagement plan</li> <li>• Develop logic chain and Theory of Change</li> <li>• Prepare presentation slides for the meeting</li> <li>• Complete Meeting Minutes</li> </ul>	
2.	Kick-off roundtable meeting	<ul style="list-style-type: none"> <li>• Prepare agenda</li> <li>• Identify attendees</li> <li>• Prepare presentation slides for the kick-off roundtable</li> <li>• Develop key questions for roundtable discussion</li> <li>• Analyse kick-off roundtable findings</li> <li>• Develop initial learning framework</li> <li>• Prepare presentation slides for the meeting</li> <li>• Complete Roundtable Meeting Minutes</li> </ul>	
	Key informant interviews (UNICEF Malaysia)	<ul style="list-style-type: none"> <li>• Provide long list of KIIs</li> <li>• Schedule KIIs</li> <li>• Develop KII questions</li> <li>• Develop interview protocol documents</li> </ul>	

Phase 1: Planned activities  
February 2019

No.	Activities	Task	Comments
1.	Key informant interviews	1.1 Conduct KIIs (UNICEF Malaysia) 1.2 Conduct KIIs (Reference Group) 1.3 Conduct KIIs 1.4 Analyse KII findings	
2.	Revise Theory of Change (ToC)	3.1 Update baseline ToC following interviews 3.3 Review updated ToC (UNICEF)	
3.	Revise stakeholder / network map	4.1 Review stakeholder map following KIIS 4.2 Review stakeholder map (UNICEF)	
4.	Prepare learning framework	5.1 Develop learning framework & questions 5.2 Review learning framework & questions (UNICEF)	
5.	Develop data collection tools	6.1 Determine appropriate data collection tools to support learning questions 6.2 Review application of tools (i.e., Roundtables, Labs, KIIs) 6.3 Prepare data analysis and visualisation plan	
6.	Stakeholder Alignment Roundtable	7.1 Confirm roundtable dates 7.2 Send invitation to attendees 7.3 Prepare slides for roundtable 7.4 Review slides for roundtable (UNICEF) 7.5 Deliver roundtable 7.5 Analyse roundtable feedback	

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Phase 1: Activity Progress



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## Appendix 7: Key informant interview (KII) questions

### Interview questions (internal stakeholders)

Table 7: Interview questions - Internal Stakeholders

*The following questions were presented to UNICEF CO and UNICEF RO staff.*

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No.	Question
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<b>1.</b>	<b>Please provide a brief introduction to your role:</b>
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- What are your priorities for the next country programme cycle (2019-2020)?
  - Who are your primary stakeholders?
  - Which internal/external stakeholders do you primarily work with?
  - What geographic location do you typically work in (e.g., Malaysia Peninsula, Sarawak, and Sabah)?
- 

<b>2.</b>	<b>What are you hoping to achieve in the next planning cycle?</b>
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- What does success look like to you?
- 

<b>3.</b>	<b>What do you need to achieve this?</b>
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- What will help you accelerate or scale your activities (e.g., innovative solutions, innovative partnerships, insights and learning)?
- 

<b>4.</b>	<b>To what extent do you see opportunities for innovation in your work?</b>
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- Can you provide any examples of how you see innovation supporting your work (e.g., innovative solutions, innovative partnerships, insights and learning)?
  - Can you identify any barriers that may limit or inhibit the integration of innovation into your work?
- 

<b>5.</b>	<b>To what extent do you currently interact and work with innovation?</b>
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- Can you provide examples of how you have worked with innovation in the past (e.g., innovative solutions, innovative partnerships, insights and learning)?
  - Can you identify any barriers that limited or inhibited the integration of innovation into your work?
- 

<b>6.</b>	<b>To what extent is this a priority for you?</b>
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- What is your expected timeline for working and collaborating with innovation?
  - What resources are you allocating to innovation?
  - Which component do you see as most essential for your work (e.g., innovative solutions, innovative partnerships, insights and learning)?
-

## Interview questions (external stakeholders)

Table 8: Interview Questions - External Interviews

*The following questions were presented to non-UNICEF reference group members.*

No.	Question
1.	<p><b>Please provide a brief introduction of your organisation.</b></p> <ul style="list-style-type: none"><li>• What does your organisation do (e.g., government, social enterprise, NGO/CSO etc.)?</li><li>• Who are your primary stakeholders/beneficiaries?</li><li>• What geographic location do you typically work in (e.g., Malaysia Peninsula, Sarawak, and Sabah)?</li></ul>
2.	<p><b>What are your main priorities over the near term (1-3 years)?</b></p> <ul style="list-style-type: none"><li>• Are these priorities guided by other organisations / frameworks / policies?</li><li>• What goals are you working towards?</li></ul>
3.	<p><b>What do you need to achieve this?</b></p> <ul style="list-style-type: none"><li>• What will help you accelerate or scale your activities?</li><li>• What challenges or barriers do you foresee?</li></ul>
4.	<p><b>How do you currently interact with UNICEF Malaysia?</b></p> <ul style="list-style-type: none"><li>• Are you a beneficiary, involved in implementation, provide advisory support, a research partner, a funder, etc.?</li><li>• How long have you interacted with UNICEF Malaysia (e.g., number of years, number of projects etc.)?</li><li>• Which UNICEF Malaysia units do you typically interact with (e.g., programmes, communications, innovation, fundraising, operations)?</li><li>• How would you like to interact with UNICEF Malaysia in the future?</li></ul>
5.	<p><b>To what extent do you see opportunities for innovation in your work?</b></p> <ul style="list-style-type: none"><li>• Can you provide any examples of how you see innovation supporting your work (e.g., innovative solutions, innovative partnerships, insights and learning)?</li><li>• Can you identify any barriers that may limit or inhibit the integration of innovation into your work?</li></ul>

## Appendix 8: People Consulted

### List of interviewees

Table 9: List of Interviewees

*Special consideration was applied to the selection of interviewees to ensure balanced representation in terms of gender and geographic origin.*

Stakeholder	Gender	Title	Organisation
Internal	Male	Business Analyst, Regional Services / Technology for Development (T4D)	UNICEF EAPRO
Internal	Female	Senior Adviser Innovation	UNICEF Global Innovation Centre
Internal	Female	Chief, Private Sector Fundraising and Partnership	UNICEF Malaysia
Internal	Male	Communication for Development (C4D) Specialist	UNICEF Malaysia
Internal	Female	Research Officer	UNICEF Malaysia
Internal	Female	Education Specialist	UNICEF Malaysia
Internal	Female	Corporate Alliances Officer	UNICEF Malaysia
Internal	Female	Disability Consultant	UNICEF Malaysia
Internal	Male	U-Report Consultant	UNICEF Malaysia
Internal	Male	Chief of Communication	UNICEF Malaysia
Internal	Female	Senior Child Protection Specialist	UNICEF Malaysia

Internal	Female	Programme Monitoring and Evaluation Officer	UNICEF Malaysia
Internal	Female	Communication Specialist	UNICEF Malaysia
Internal	Female	Representative	UNICEF Malaysia
Internal	Male	Deputy Representative	UNICEF Malaysia
External	Male	Head of Sustainability	Digi
External	Female	Project Officer	Microsoft Philanthropies

## Appendix 8: Learning Document

Table 10: Learning Document

The Evaluation Team will use the Learning Document template to record observations and interventions and capture evidence-based learnings around UNICEF's Work on Innovation for Children in Malaysia. The data collection template will be populated on a weekly basis throughout April and May 2019.

Question	What are presented ideas? (Reflections and observations of barriers and enablers)	So what? (What implication could these ideas have on UNICEF's work on innovation?)	What next? (How could UNICEF Malaysia respond)
<b>Approach: UNICEF employs a tailored approach built around clear definitions and approaches for the work to be done in generating innovations, e.g., strategies, activities, deliverables.</b>			
<b>Innovation strategy:</b>			
1.1 Is there an innovation strategy that clearly identifies what you are trying to accomplish?			
1.2 Does your strategy include priorities based on strategic imperatives?			
<b>Portfolio management:</b>			
1.3 Does your innovation portfolio include a variety of solutions (e.g., high, medium and low-risk)?			
<b>Process:</b>			
1.4 Do you have a defined process to identify, incubate, test and launch ideas? Is learning from failure built into your process?			
1.5 Do you have a process to involve key project beneficiaries in the identification, incubation, testing and launch of ideas?			
1.6 Are equity and gender considerations incorporated into the innovation design?			
<b>2. Organisation: UNICEF has structured the organisation to house and mainstream innovation, from leadership to teams and support functions.</b>			
<b>Senior leadership:</b>			
2.1 Do your senior leaders serve as champions of innovation activities?			
<b>Governance and ownership:</b>			
2.2 Who makes innovation-related decisions?			
2.3 Is there a clear process for vetting and implementing innovative ideas?			
<b>Collaboration:</b>			

2.4 Do you have mechanisms for pursuing innovation that requires collaboration?

**3. Resources and Capabilities: UNICEF nurtures the appropriate resources and competencies of the people who perform the work of innovation, including the skills, tools and training they require to do it capably, as well as provide the funding and time to fuel it**

**Funding:**

3.1 Do you have a transparent funding approach to make innovative ideas a reality?

3.2 Is the funding able to balance the needs of core programmatic areas with higher ambition for innovation?

**Internal training:**

3.3 Are you building internal capacity around innovation?

**Innovation tools:**

3.4 What are the tools in the innovation toolbox?

**4. Ecosystem and Incentives: UNICEF has developed the right ecosystems and incentives to optimise innovations, measure performance and incentivise supporting behaviours.**

**Rewards and incentives:**

4.1 Do you reward drivers of innovation success (e.g., novel ideas, pilot executions, etc.)?

**Innovation metrics:**

4.2 Do you have defined metrics around innovation?

4.3 Are these metrics communicated across the organisation?

**Innovation ecosystem:**

4.4 Do you have a process to foster innovation with ecosystem partners and innovation beneficiaries?

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