

Evaluation of the Generation Future Programme

(2021 and 2022)

Inception Report (Finalised)

Commissioned by: UNICEF Cambodia

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List of Acronyms

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

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1. Introduction

This inception report outlines the results of the inception phase of the evaluation of the Generation Future programme implemented by UNICEF Cambodia. The report is based on an initial desk review of project documentation, review of the theory of change and initial discussions with relevant UNICEF staff. This inception report will serve as a reference document for the evaluation methodology, data collection, data analysis and reporting.

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

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

The **purpose of this report** is to present the scope, purpose and objectives of the evaluation. The report describes the context, provides information on the programme implementation and results, and identifies key stakeholders. This document also lays out the processes and methods that will guide the evaluation towards a final report, amongst other deliverables, and describes how the evaluation will be organised and conducted. The basis of the inception report is built on the evaluation's Terms of Reference (ToR) presented by UNICEF Cambodia (see Annex N).

The evaluation was commissioned by UNICEF Cambodia and is conducted by Dr Alvin Leung, the International Consultant for the assignment.

The evaluation will cover the period between August 2021 (when the programme was first implemented) and January 2023 (which falls in the data collection period). The timing of this evaluation aims to inform UNICEF and other stakeholders on the progress of the programme and lessons learned, and to present recommendations for future project adjustments.

2. Background to and Object of Evaluation

2.1 Background to Evaluation

This section sets out the background to the evaluation, particularly the Cambodia context and key stakeholders to the evaluation. It covers six themes/concepts that are most relevant to the Generation Future programme: skills development, education, health, the environment, adolescent and youth participation, and entrepreneurship education.

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

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

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

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

A study conducted by the World Bank³ in 2018 found that the education system was not producing a future labour force that will be able to meet country's future job challenges. It stressed the need for building a skills development system that can incorporate socio-behavioural skills (e.g., creativity, innovation, leadership) and higher-order cognitive skills (e.g., critical thinking, problem solving, reasoning). It also underlined the need for incentivising private enterprises to play a larger and more structure role in providing, guiding and advocating for a demand-driven skills development system.

Another study conducted by the ADB and the ILO⁴ in 2015 came to a similar conclusion that there were skills shortages reported by employers in the country. The study advocated a coordinated approach wherein private enterprises would be involved in providing education to help match the skills learnt in schools and those needed in the labour market. It also recommended providing nonformal and lifelong learning outside schools as well as ensuring information flows among students, schools and employers.

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

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

³ World Bank. (2018). *Cambodia's Future Jobs: Linking to the economy of tomorrow*.

⁴ ADB, & ILO. (2015). *Addressing the Skills Gap: Employment diagnostic study—Cambodia*.

The findings above indicate a need for providing skills development opportunities to young people in Cambodia in formal, informal and nonformal education settings. Private sector's involvement is instrumental in ensuring that the skills learnt match with the skills needed in entering the labour market and/or starting one's own business. Coordination among young people, the government, the private sector, development agencies and other stakeholders is also key to success.

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

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

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

In view of the current situation and in line with government strategies, UNICEF Cambodia's country programme 2019-2023 is committed to increasing the access to inclusive, equitable, relevant and quality education that promotes lifelong learning⁸. It is also committed to engaging the private sector, schools and communities to help adolescents reach their full potential and use innovation to address issues that impact young people of Cambodia. In view of the importance of quality education to young people, education was chosen as one of the three themes in the Generation Future programme in 2022.

Alongside education, health and the environment were also chosen as themes in the programme. Regarding **health** of children, malnutrition remains a prominent issue in Cambodia. Malnutrition rates among children under 5 years of age are among the highest in the region, with 32 per cent stunted and 9 per cent severely stunted. Diarrhoea prevalence, improper complementary feeding and poor water, sanitation and hygiene (WASH) are among the main causes of the lack of progress, including in early childhood development (ECD)⁹.

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

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

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

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

⁹ UNICEF Cambodia. (2018). *UNICEF Cambodia Country Program*.

As regards **the environment**, Cambodia is increasingly vulnerable to climate change, which threatens its poverty-reduction achievements. The country is classified as the eighth most at-risk country in the world due to a significant exposure to natural hazards and limitations in coping capacities¹⁰. Plastic waste problem is acute; in Phnom Penh, the capital, alone, around 10 million bags are used daily¹¹.

Young people are not only rights holders but also important partners in policies and programmes that aim to improve education, enhance skills development, increase their employability, promote health and protect the environment. The RGC has multiple strategies and frameworks in place to ensure **youth participation**. For example, the MoEYS established a nation-wide network of Youth Councils for upper secondary schools and has the National Council for Youth Development, which has been implementing programmes and activities including a youth volunteer programme and vocational skills programme. Spaces for youth participation in government programmes were also evident in the widespread efforts of the RGC to encourage and support volunteerism.

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

The findings above prove the need for further empowering and engaging young people to contribute to – and even lead – policy discussions and civic decision-making. UNICEF Cambodia has been working with young people and the government through the ADAP programme; it also involves young people in some programme design and evaluation activities. One priority action under the ADAP programme¹² is the use of Local Life Skills (LLS) syllabus¹³ that introduced a subject where students are guided to create a project or find solutions to everyday scenarios as well as to explore and learn from their local context. Students are given support to develop 21st Century Skills in the LLS subject¹⁴.

Another work area that is relevant to the Generation Future project is **entrepreneurship education**. Currently, entrepreneurship education in Cambodia is mainly provided in higher education institutes (HEIs). According to a report published by the UN-ESCAP and the MISTI (a relatively new ministry)¹⁵ in 2021, most of the 118 HEIs in Cambodia offer business-related courses, with a recent emphasis on entrepreneurship education. HEIs are also considered an important component in the nascent entrepreneurial ecosystem; they run dozens of start-up programmes and host incubators and innovation labs¹⁶. Multiple development partners, such as the EU, ILO and USAID, and private enterprises, such as Smart Axiata and EZECOM, are involved in supporting the development of the ecosystem. In addition,

¹⁰ World Economic Forum (2017), The Global Risks Report 2017, 12th Edition

¹¹ <https://www.undp.org/cambodia/projects/combating-plastic-pollution-cambodia>

¹² UNICEF Cambodia. (2021). *Note for Record: Adolescent Development and Participation Cross-Sectoral Programme Review*.

¹³ Department of Curriculum Development. (2019). *Local Life Skills Implementation Guides for Teachers and School Management: Applying life skills through real world experiences*.

¹⁴ The curriculum aims to develop the following 12 skills: creativity; problem solving; critical thinking; self-management; resilience; communication; cooperation; negotiation; and decision making.

¹⁵ UN-ESCAP, & MISTI. (2021). *The Science, Technology and Innovation Ecosystem of Cambodia*.

¹⁶ Khieng, S., Mason, S., & Lim, S. (2019). *Innovation and Entrepreneurship Ecosystem in Cambodia: The roles of academic institutions* (No. 118; Working Paper Series). Cambodia Development Resource Institute (CDRI).

the government established in the last 5 years the USD 5-million Entrepreneurship Development Fund and an Entrepreneurship Promotion Centre.

There are nonetheless several weaknesses facing entrepreneurship education in Cambodia. The UN-ESCAP/MISTI report stated that coaching was limited in scale and structure, although young local entrepreneurial role models and innovation centre provided some support. Also, public universities reported a lack of meaningful partnerships with other stakeholders in the start-up ecosystem. Girls' relatively limited participation in STEM fields, and hence in innovation, was also an issue (this is partly because innovation is deemed by the government as closely related to STEM). Lastly, the skills gap mentioned earlier was also considered a hindrance to nurturing entrepreneurs in Cambodia¹⁷.

2.2 Object of Evaluation

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

2.2.1 Programme Pilot in 2021

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

The programme pilot had **13 mentees** (10 females and 3 males) aged between 18 and 24; each mentee ran a project of their choice and could access a seed fund of up to **USD 2,000** to implement the project. All mentees were also offered regular support, guidance and advice on project management and problem solving.

Each mentee was **matched with a mentor** (11 in total, with 2 of them mentoring more than 1 mentee). The programme team considered a range of factors in this matching process, including the experiences that prospective mentors have in the technical area of the projects as well as their personal passions and whether they aligned with the mentee projects. During the 15-week project planning and implementation period (August 2021 to November 2021), the mentors and mentees were advised to meet on a weekly basis to discuss the projects. Handbooks were developed by UNICEF Cambodia to guide the discussions.

Also, the mentees were provided **training** delivered by UNICEF Cambodia and private sector contributors; these training sessions were on a wide range of skills, including project management, seed fund management and campaigning. In addition, mentees had the opportunities to attend networking events as well as project and professional exposure through UNICEF Cambodia's digital channels.

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

¹⁷ A recent survey found that Cambodian university students scoring higher in self-assessment on innovativeness, risk-proactiveness and critical thinking are more likely to have the intention of becoming entrepreneurs. See You, S. K., Leung, A., Song, S. (upcoming, January 2023). Entrepreneurial Intentions and Behaviours of Cambodian University Students. Cambodia Development Resource Institute (CDRI) Working Paper Series.

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

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

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

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

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

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

2.2.2 Programme in 2022

Having proven that the programme pilot had traction and achieved its objectives, UNICEF Cambodia launched the Generation Future programme in June 2022. The programme adhered to the same four principles. Its annual budget was increased to USD 128,555.

Following the pilot and its internal assessment, the programme team revised the programme’s objectives. The three objectives for the 2022 programme and their indicators are presented in Table 1.

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

- The programme’s **implementation period** was **lengthened** from 15 weeks in the pilot to 6 months (June 2022 to November 2022), with some training sessions and ongoing support extended to February 2023.
- The **number of mentees increased** from 13 in the pilot to 15 (11 females and 4 males).
- The **five** project themes were consolidated into **three**, namely: (a) education; (b) the environment; and (c) health.
- Applicants were required to submit a project plan and budget plan, which were not needed in the pilot. This, on the one hand, encouraged applicants to more carefully consider what they would like to achieve and, on the other, helped inform the selection process.

Table 1 Generation Future programme (2022) objectives

| |
|--|
| <p>Objective 1: To provide mentorship and support to 15 Cambodian young people with visions to become 'change-makers', equipping them with the resources to develop their skills and ideas into viable 'social good', sustainable projects.</p> |
| <p>Indicators:</p> <ol style="list-style-type: none"> 1.1. Number of new Generation Future mentees onboarded as part of the 2022 cohort. 1.2. Number of 'social good' mentee projects developed. 1.3. Number of mentee projects to continue following the end of the programme. 1.4. Mentees' skills and confidence notably developed or improved from the start to end of the programme. |
| <p>Objective 2: To increase youth civic engagement across Cambodia by reaching a minimum of 2,000¹⁸ young people as volunteers, participants or supporters for mentees' projects.</p> |
| <p>Indicators:</p> <ol style="list-style-type: none"> 2.1. Number of young people engaged as mentee project group members and/or active volunteers. 2.2. Number of young people engaged as participants through mentees' online and/offline project activities. 2.3. Number of young people engaged as supporters through mentees' online and/offline project activities. 2.4. Generation Future has been integrated into UReport activities¹⁹. |
| <p>Objective 3: To engage a minimum of 10 influencers and thought leaders, including Government / Ministry representatives and key development partners, on Generation Future and issues around youth empowerment and youth development.</p> |
| <p>Indicators:</p> <ol style="list-style-type: none"> 3.1. Number of high-profile figures onboarded as actively engaged mentors. 3.2. Number of high-profile figures attending the WCD celebration event. 3.3. Number of high-profile figures participating or supporting mentee projects (not including mentors). 3.4. Generation Future has engaged the Ministry of Education, Youth and Sport (MoEYS) and has been integrated into VMC activities. |

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

- From a youth engagement initiative to a **multi-sectoral initiative**.

¹⁸ The original target was 5,000. The target was calculated assuming that UReport activities can be counted toward the target. However, there was a significant delay in the UReport activities, and the programme team adjusted the target back to 2,000 as a result.

¹⁹ See above.

- The programme in 2022 added a component on engaging school students through the Local Life Skills (LLS) programme. Six mentee-led projects worked with the LLS school students in Siem Reap who spent 1.5 to 2 days in September working with the mentees and volunteers. The LLS programme is implemented by MoEYS with support from UNICEF Cambodia’s Education team in five provinces including the Siem Reap Province; it aims to develop 21st Century Skills through inquiry-based, project-based learning. This component of the Generation Future programme aimed to broaden the reach of the programme and extended the support networks.
- The programme aimed to use the existing partnerships with the Adolescent and Youth Reference Group (AYRG) and the Child Rights Coalition (CRC) to recruit young volunteers for the mentee-led projects. It also aimed to create peer-to-peer linkages between mentees and members of the AYRG; this enabled the building of a space for young people to co-develop new ideas and expand the reach and impact of youth networks.
- The programme was managed by the Communication Team of UNICEF Cambodia. The programme team sought support from the Education Section and Child Protection Sections to ensure that the linkages between teams/sections within UNICEF Cambodia were in place for the use of a multi-sectoral approach.
- Increased **co-design** and **co-creation** opportunities.
 - The programme in 2022 strengthened the co-design and co-creation elements in the pilot. Same as in the pilot, volunteer youth advisors were engaged at various points, for instance, on designing the mentee application and mentor selection processes, selecting themes for training, and planning the World Children’s Day event.
- From individual to **community-based** approach.
 - The mentees in the programme pilot in 2021 recruited about 50 young volunteers. In the 2022 cohort, the mentees recruited about 110 young volunteers to help with the projects. Some mentees and volunteers also involved the communities wherein the projects were implemented. It was expected that each mentee would act as an amplifier, influencing, sharing knowledge with and creating new opportunities for their volunteers. This would, on the one hand, enable volunteers to upskill in areas that would appeal to future employers and, on the other, contribute to volunteers’ ability to participate actively in their communities.
- Making **partnerships** a cornerstone.
 - The partnership with the private sector was considered key in Generation Future programme. UNICEF Cambodia connected the mentees with professional experts and influential spokespeople to help mentees gain support for their projects through mentoring. In the programme in 2022, private firms (e.g., KPMG, Smart, Facebook/Meta, Top Recruitment) provided training for mentees²⁰.
 - The programme also sought to connect mentees to businesses, schools and international NGOs with the aim to create synergies between their project and the work of those organisations.
 - The programme also sought to establish connections with creative and media agencies, aiming to support young people to showcase their projects and gain exposure. The connections were expected to provide mentees with resources and capacity to grow their projects more effectively and sustainably while allowing them to influence and inspire a wider audience of Cambodian youth.

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

²⁰ By contrast, the training in the 2021 pilot was mainly provided by the development sector and with social media influencers.

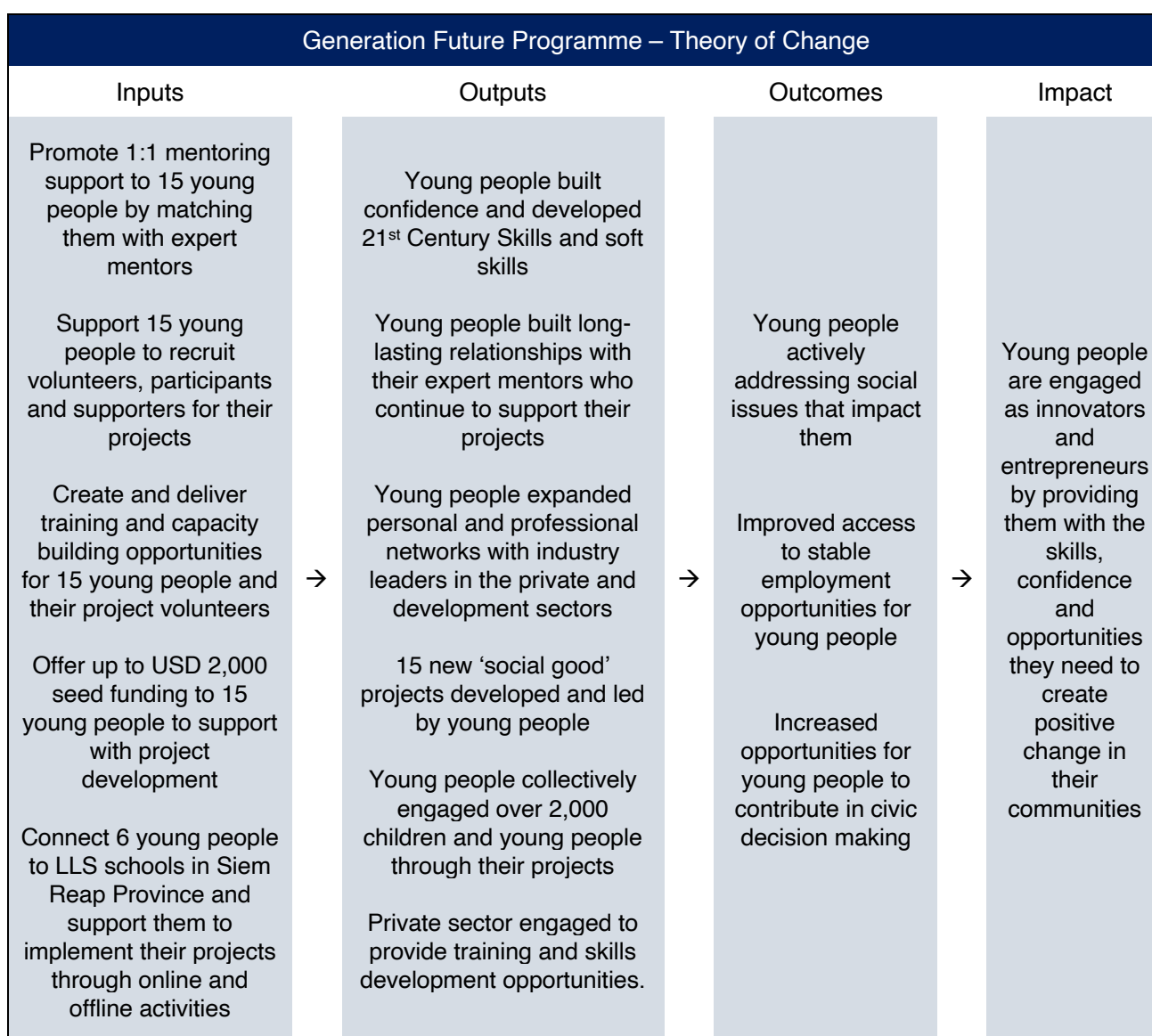
Table 2 Generation Future programme (2022) components

| Component | Details | Timeframe |
|--------------------------------------|--|-----------------------|
| Mentorship | One-to-one mentoring sessions provided by mentors with technical expertise in the mentees' chosen subject | June to November |
| Seed funding | USD 2,000 provided to all mentees to help support the development of their projects, distribution supported by programme partner CRC | August to November |
| Mentee training | Training and capacity building opportunities provided by UNICEF Cambodia and partners to the mentees and other young people engaged in the Generation Future programme | June to November |
| Volunteer recruitment | Mentees recruit and onboard volunteers to support them with project development, in turn providing them opportunities to learn new skills and build their knowledge and capacity (counts toward the 2,000 target) | June to November |
| Campaign | Mentees and their projects are highlighted through dedicated social media posts on the UNICEF Cambodia channels | June to March |
| School implementation | Six pre-selected mentees are supported to implement their projects in 18 schools in Siem Reap Province. 898 students participated in mentee-led activities (counts toward the overall 2,000 target) | September to November |
| Online supporters / youth engagement | Engage young people as online supporters of mentees projects and connect them to new opportunities through online platforms, including the Generation Future Facebook Group (count towards the overall 2,000 target) | June to November |
| World Children's Day | Mentees' projects are showcased at the UNICEF's World Children's Day celebration event | November |

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

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

Figure 1 Theory of Change of the Generation Future programme



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

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

Second, the 5,000 target in output 5 is adjusted to 2,000; this is because UReport activities, which were expected to help engage more young people online, were significantly delayed.

Third, the word ‘sustainable’ in the phrase ‘sustainable “social good” projects’ in output 4 is removed. This is because the programme did not intend to sustain all mentee-led projects beyond the end of the year’s activities in November; it is unrealistic to expect that all projects can continue regardless of their quality. This, however, does not imply that the impact on young people and others was not sustainable. It

also does not affect how the evaluation criterion of sustainability (evaluation question 8; see Section 3.3) is studied in this evaluation.

The sustainable development goal (SDG) that is most pertinent to the programme is SDG 4 on ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all. On the mentee-led project level, multiple SDGs are relevant as they covered a wide range of social issues.

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

Table 3 Stakeholders of the Generation Future programme

| Stakeholders | Roles and responsibilities | Level |
|------------------------------|---|---------------------------|
| Mentors | Support mentees to develop their projects, soft skills and confidence as well as expand their professional networks to accelerate mentee project results and impact. (Some mentors work in the private sector.) | National and sub-national |
| Private sector | Develop and deliver training sessions for mentees and their project volunteers. | Sub-national |
| Child Rights Coalition (CRC) | Focal point for AYRG (youth network) to encourage their engagement with mentee projects and responsible for mentee seed fund distribution. | National |
| Mentee 2021 alumni | Support and engage with 2022 mentees by offering guidance, leading the Generation Future Facebook group to highlight new opportunities, and act as facilitators for key events. | National |

Table 4 Target groups of the Generation Future programme

| Target groups | Relation to the programme | Direct/Indirect relationship |
|---|---|------------------------------|
| Mentees | 15 mentees leading their own social-good projects (also referred to as 'project leads'). | Direct |
| Mentors | 15 expert professionals providing one-to-one support to each of the mentees and their project groups. | Direct |
| Youth volunteers | All 15 mentees recruit and onboard volunteers to support them with project implementation. The volunteers are young people from across the country (also referred to as the mentee 'project volunteers'*), identified by the mentees through their own networks or those they have been connected with through the programme. | Direct |
| Communities | LLS school teachers, parents, young people and children benefiting from mentee projects through participation and engagement in their project activities (also referred to as 'participants'*). | Direct |
| LLS school students | Students from pre-school, primary and secondary schools in Siem Reap Province benefiting from mentee projects through participation and engagement in school workshops. Total: 18 schools in Siem Reap Province with an overall target of 898 children and young people (also referred to as 'participants'*). | Direct |
| Members of online GF groups and platforms | Children and young people engaging with online platforms, including mentee project social media pages and the Generation Future Facebook group (also referred to as 'supporters'*). | Indirect |

3. Purpose, Objective and Scope of Evaluation

This chapter provides information about the evaluation of the Generation Future programme (referred to as ‘the programme’ hereafter).

3.1 Purpose and Objective

The **purpose** of the evaluation is to assess the relevance, effectiveness, efficiency, coherence, (early) impact and sustainability of the Generation Future programme. It will also examine the contribution that the private sector has made to Generation Future, the changes on the lives of the children and youth who have been part of the programme, and the impact that these youth have brought to their communities and other youth around them.

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

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

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

Key **users of findings** of this evaluation are UNICEF Cambodia, CRC/AYRG (implementing partner), MoEYS (particularly at the province level in Siem Reap) (duty bearer), private sector contributors, and mentees of the Generation Future programme (rights holders). Additional users include: schools that participated in the Generation Future programme (rights holders); youth volunteers of the programme (rights holders); development partners that operate in Cambodia; organisations that contributed to the Generation Future programme; and the UNICEF Cambodia Country office and the Regional Office for East Asia and the Pacific (EAPRO).

3.2 Approach

The evaluation adopts a **human rights-based approach**²¹. It aims to collect and analyse data to produce findings and give recommendations to: (a) empower people (rights-holders; adolescents and young people in this case) to claim and exercise their rights; and (b) to strengthen the capacity of the actors (duty-bearers, for example) who have a particular obligation or responsibility to respect, protect and fulfil the rights of the poorest, weakest, most marginalised and vulnerable, and to comply with these obligations and duties.

The evaluation also takes into consideration **gender equality, and equity**. Certain groups of adolescents and young people in Cambodia are disadvantaged, which include: young women and girls; young men and boys (who are more likely than young women and girls to drop out of schools²²); adolescents from rural areas; adolescents from non-majority communities; adolescents with disabilities; and children and adolescents not in education, employment or training (NEET). The consultant will ensure that he scrutinises whether and how the programme adequately engaged with, and empowered, these groups and communities; this will be achieved not only through reviewing programme documents and data but also through actively including them in the data collection process to allow them to express their views and be heard. Please also see Section 4.9 for ethical considerations.

This evaluation is guided by the UNICEF's revised Evaluation Policy (2018)²³, the United Nations Evaluation Group (UNEG) Norms and Standards for Evaluation (2016)²⁴, UNEG Guidance on Integrating Human Rights and Gender Equality in Evaluation (2014)²⁵, UN-SWAP Evaluation Performance Indicator, UNEG Ethical Guidelines for Evaluation (2021)²⁶, UNICEF Procedure on Ethical Standards and Research, Evaluation and Data Collection and Analysis (2021)²⁷ and UNICEF-Adapted UNEG Evaluation Report Standards (2017)²⁸.

To ensure the quality of the evaluation, the consultant has been and will work closely with the Evaluation Management Team at UNICEF Cambodia. Also, UNICEF Cambodia formed a Reference Group with representatives from multiple stakeholders including programme participants; the group is actively involved in multiple stages of this evaluation to give comments and suggestions.

3.3 Framework and Questions

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

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

1. What has the programme achieved during its two rounds' existence?

²¹ UNICEF (n.d.). Universal Values – Principle One: Human Rights-Based Approach. <https://unsdg.un.org/2030-agenda/universal-values/human-rights-based-approach>

²² UNICEF Cambodia (2020). *Why Are Boys Leaving Secondary School Early in Cambodia?* https://www.unicef.org/cambodia/media/3371/file/UNICEF_Full_Research%20Report%20Dropout%20Student_English.pdf

²³ <https://www.unicef.org/evaluation/documents/revised-evaluation-policy-unicef-2018>

²⁴ <http://www.unevaluation.org/document/detail/1914>

²⁵ <http://www.unevaluation.org/document/detail/1616>

²⁶ <http://www.unevaluation.org/document/detail/2866>

²⁷ <https://www.unicef.org/evaluation/documents/unicef-procedure-ethical-standards-research-evaluation-data-collection-and-analysis>

²⁸ <https://www.unicef.org/evaluation/documents/unicef-adapted-uneq-evaluation-reports-standards>

2. Have the resources invested produced the expected and long-lasting results on those who have been engaged with the programme?
3. Should the programme be continued, and if so, what are the best ways to expand and scale the programme?

There are 16 **evaluation questions** that will guide the evaluation and will provide an objective and comprehensive response to the overarching questions. All the evaluation questions and their corresponding OECD/DAC criteria can be found in Table 5.

Evaluation questions 10 to 14 (in green below) are on scaling up the Generation Future programme. Evaluation questions 15 and 16 (in yellow below) are on gender equality, equity and human rights.

Table 5 Evaluation questions and evaluation criteria

| Evaluation Questions | Eval. Criteria | | | | | |
|--|----------------|---------------|----------------|------------|-----------|--------|
| | Relevance | Effectiveness | Sustainability | Efficiency | Coherence | Impact |
| 1. How relevant is the programme to the context and needs of adolescents and youth in Cambodia? How well does it fit within government policies and strategies for adolescents and youth? | √ | | | | | |
| 2. Is the programme well positioned within UNICEF Cambodia? Are there necessary cross-sectoral linkages in place? Are the necessary partnerships in place? | √ | | | | √ | |
| 3. What programme components are bringing the most impact in the most cost-efficient manner? | | √ | | √ | | √ |
| 4. How is Generation Future impacting and shaping existing partnerships and programmes? Under this question, a special focus on: the integration with the Local Life Skills schools and the partnership with CRC/AYRG, and the internal linkages with ADAP business model? | | | | | √ | √ |
| 5. What value is being created for UNICEF Cambodia’s relationship and network with the private sector from the engagement with them through Generation Future? | | √ | | | | |
| 6. What impact have the private sector mentors and trainers made on the mentees’ and volunteers’ skills, knowledge and network, and their project results? | | √ | | | | √ |
| 7. What clear results of the Country Programme is Generation Future clearly contributing towards? Is the existence of Generation Future amplifying other UNICEF Cambodia efforts by enhancing achievement of results and by increasing brand visibility? | | √ | | | | |
| 8. Are the conditions in place so that the impacts on the young people, and those engaged in the programme, remain beyond the duration of the programme? What could challenge sustainability of results? | | | √ | | | |
| 9. How has the programme impacted the mentors? How can UNICEF build on these to enhance results for children? | | | | | | √ |
| 10. What are non-negotiable elements and conditions of Generation Future that are essential for reaching results and need to be present in any design of the programme? What would be the ideal governance of the programme and what linkages and partnerships would be needed to secure a successful continuation and scale up? | | √ | | | | |

| Evaluation Questions | Eval. Criteria | | | | | |
|---|----------------|---------------|----------------|------------|-----------|--------|
| | Relevance | Effectiveness | Sustainability | Efficiency | Coherence | Impact |
| 11. Is the current design of the Generation Future cost efficient? Would the costs when scaled up be manageable? | | | | √ | | |
| 12. How effective did the stakeholders play their roles in the programme? What are the better ways that the stakeholders could potentially contribute to the programme? | | √ | | | | |
| 13. What lessons can be drawn from the use of scale strategies in the re-design of the second phase of the programme? What can be learned from the strategies that were planned but not implemented? | √ | √ | | √ | √ | √ |
| 14. When scaled, what positive or negative unexpected consequences/spill-over effects from Generation Future might emerge? How will they affect the programme implementation and achievement of results at scale? | | √ | | | | |
| 15. How has the programme considered gender equality, equity and human rights in both its design as well as in the programme implementation? | | | | | | √ |
| 16. How is the programme contributing towards enhancing gender equality, equity and human rights? | | | | | | √ |

In addition to the above evaluation criteria, the consultant is cognisant that the COVID-19 pandemic has had a significant impact on adolescents’ lives and the implementation of the programme. The **impact of COVID-19** is therefore a **cross-cutting theme** in this evaluation, including its data collection and analysis. In addition, **equity, gender equality and human rights considerations** are also a cross-cutting theme, despite them being the focus of evaluation questions 15 and 16.

3.4 Scope

The evaluation will focus on the 2022 version of the programme. However, it will also review and understand what happened in the 2021 version (programme pilot) in order to better understand the changes and modifications that took place in the second version of the programme.

A small number of programme activities will continue into January 2023 when the data collection of this evaluation takes place. Furthermore, it is expected that some mentees will continue to receive support beyond the close of the 2022 programme. The evaluation will use 31 January 2023 as a cut-off date when evaluating the programme; any activities and impact beyond the cut-off data are not evaluated.

All programme components (as listed in Table 2) are to be assessed. The geographical scope is national, with a focus on the locations of the 28 mentees’ project implementation (15 from 2022 cohort as the primary focus and the 13 from 2021 pilot as a secondary focus) as well as Siem Reap Province where participating Life Skills Schools are located. The implementation area covers **six** districts of the province including both urban and rural areas.

The evaluation includes the impact criterion, but it is expected that only short-term impacts are captured at the time of the evaluation because the programme started only in mid-2021. The potential impact can nonetheless be explored through considering whether the pathways for change were valid (see contribution analysis in the Section 4.1).

4. Methodology

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

4.1 Overview

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

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

It is nevertheless important to note that the programme has relatively little quantitative monitoring data. Considering this limitation, the consultant will spend a significant amount of time in Cambodia (3 weeks) speaking with and collecting quality qualitative data from participants. He will also make use of pre-interview digital surveys with mentees to help inform the interview and to some extent collect quantitative data; he aims to use them to, primarily, compare to the self-assessment data collected for the 2021 pilot and to, secondarily, offer them for setting indicators for any future iteration of the programme.

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

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

One way of achieving this aim is the establishment of a **reference group**²⁹ (formed with support provided by UNICEF Cambodia) that facilitates the participation of mentees and select UNICEF Cambodia staff. The consultant will give presentations on the inception report, initial findings (immediately following the data collection) and final findings. These presentation sessions will help the consultant validate the data collection plan and the findings. Participants will be encouraged to ask questions, express their opinions as well as give feedback and suggestions.

4.2 Secondary Data

The evaluation will **review programme documents, data and budget**.

Table 6 lists the data and documents reviewed (or requested and to be reviewed in the next phase) in evaluating the programme. These documents are selected because they are most relevant to the programme being evaluated. Please note that this is not an exhaustive list; more data and documents will be collected and reviewed when needed.

Table 6 Data and documents reviewed and to be reviewed in the evaluation

| Data and Documents (Secondary) be Reviewed (with year of publication/production in brackets) | Status (√: reviewed) |
|---|-------------------------|
| Programme documents and content prepared by UNICEF Cambodia | |
| Concept Note (2021 & 2022) | √ |
| Mentees and Mentors Biographies (2021 & 2022) | √ |
| Handbooks and info. sheet for mentors (2021 & 2022) and mentee handbooks (2021 & 2022) | √ |
| Programme Work Plans including budget (2021 & 2022) | √ |
| Internal Evaluation Report of the Generation Future programme 2021 (2021) | √ |
| Project-level data sheets | Requested |
| Generation Future school implementation plan | √ |
| Online content created by the Generation Future programme 2021 and 2022 | Partly √ |
| Social media and digital platform engagement data | Requested |
| Programme evaluation survey 2021 data | Requested |
| UNICEF Cambodia – CRC partnership document | √ |
| Other documents prepared by UNICEF Cambodia | |
| UNICEF in Cambodia Country Programme 2019-2023 | Partly √ |
| The Adolescents and Youth Situation Analysis in Cambodia (December 2020) | √ |
| ADAP Cross-Sectoral Programme Review – Note for Record (August 2021) | √ |
| Local Life Skills Implementation Guidelines for Teachers and School Management (2019) | Partly √ |
| UNICEF Strategic Plans 2018-2021 and 2022-2025 | √ |

²⁹ The reference group has the following members: Carla Enrica Foglia (Child Protection section - Adolescent and Youth Empowerment Officer); Lindsay Sian Brown (Communications section - Generation Future Consultant); Dion Miller (Evaluation section - International Evaluation Intern); Daravatey Seng (Communications section - Communication Associate); Chamrong Ridhisidh Moeun (Sidh) (Communications section - National UNV); Solin Chan (Education section - Education Officer); Kanha Chan (Child Protection - Adolescent Development Officer); Pechputhika Ros (programme mentee); Paniet Toeng (programme mentee); and Dina Lyvann (programme mentee).

| Data and Documents (Secondary) be Reviewed (with year of publication/production in brackets) | Status (√: reviewed) |
|---|-------------------------|
| Documents including policy documents published by the Royal Government of Cambodia | |
| Rectangular Strategy for Growth, Employment, Equity and Efficiency (2018) | √ |
| Education Strategic Plan 2019-2023 (2019) | √ |
| National Policy on Science, Technology and Innovation 2020-2030 (2019) | √ |
| Other documents | |
| AYRG Strategic Plan for Fiscal Year 2021-2023 (AYRG, 2021) | √ |
| Engaged and Heard: Guidelines on Adolescent Participation and Civic Engagement (UNICEF, 2020) | √ |
| Matching Today's Challenges with Tomorrow's Solutions (UNICEF, 2020) | √ |
| Scaling Innovation for Every Child (UNICEF, 2019) | √ |
| The Private Sector and Youth Skills and Employment Programs in Low and Middle-Income Countries (World Bank, 2015) | √ |
| Cambodia: Sustaining strong growth for the benefit of all (World Bank, 2017) | √ |
| Cambodia's Future Jobs: Linking to the economy of tomorrow (World Bank, 2018) | √ |
| Addressing the Skills Gap: Employment diagnostic study – Cambodia (ADB; ILO, 2015) | √ |
| The Science, Technology and Innovation Ecosystem – Cambodia (UN-ESCAP; MISTI, 2020) | √ |
| Best Practices Guidelines and Toolkit on Engaging the Private Sector in Skills Development (UNDP, 2017) | √ |

In addition, the consultant has reviewed – and will continue to review during the evaluation – relevant ‘grey’ and academic literature on skills development, adolescent participation, education and entrepreneurship in the Cambodian context.

4.3 Primary Data

After reviewing the secondary data, the consultant suggests that, with assistance provided by UNICEF Cambodia, he collect the primary data in Table 7. Data will be collected in January and February 2023. The in-country visit is planned for 23 January 2023 to 16 February 2023, with the first and third week in Phnom Penh and the second in Siem Reap Province.

Three data collection instruments – **feedback forms (surveys)**, **focus group discussions (FGDs)**, **key informant interviews (KIIs)** – will be used. Guides have been developed for all focus group discussion and key informant interviews (Annexes B to L); the guides were written using the evaluation matrix (see Annex A), amongst other key documents, as a foundation.

Table 7 Primary data to be collected in the evaluation

| Primary Data to be Collected | Expected no. of participants | Dates (dd/m) |
|---|---|--------------|
| <p>Feedback forms (surveys) for mentees in the 2022 cohort (see Annex B)</p> <p>Note: The forms are used to: (a) collect quantitative data on certain questions; (b) provide the consultant with basic information for more productive interviews with the mentees; (c) allocate interview time to questions that will produce more nuanced responses. The forms will be in both English and Khmer and be distributed electronically.</p> | 15 | 14/1 - 19/1 |
| <p>Interviews with mentees (both the 2021 and 2022 cohorts) (see Annex C)</p> <p>Note: Each interview will be about 60 minutes long with a 5-minute break. Most of them will be conducted in English; Khmer language support can be provided for mentees who are much more confident in expressing themselves in their first language.</p> | 5 (2021) + 15 (2022) | 23/1 - 27/1 |
| <p>Focus group discussions with youth volunteers (see Annex D)</p> <p>Note: Each FGD will be about 35 minutes long. They will be conducted in Khmer.</p> | 45 (See Section 4.4 for sampling) | 23/1 - 27/1 |
| <p>Focus group discussions with LLS school students (see Annex E)</p> <p>Note: Each FGD will be about 35 minutes long. They will take place in select schools in Siem Reap Province. They will be conducted in Khmer.</p> | 60 (See Section 4.4 for sampling) | 30/1 - 3/2 |
| <p>Interviews with LLS school teachers and/or headteachers (see Annex F)</p> <p>Note: Each interview will be about 20 minutes long. They will take place in select schools in Siem Reap Province. They will be conducted in Khmer.</p> | 7 | 30/1 - 3/2 |
| <p>Interviews with MoEYS officials (see Annex G)</p> <p>Note: Each interview will be about 20 minutes long. It will take place in Siem Reap Province and be conducted in Khmer. One official will be a province-level official and the other a district-level official; both should have some knowledge of the LLS programme and the Generation Future programme.</p> | 3 | 30/1 - 3/2 |
| <p>Pre-interview surveys to and follow-up interviews with mentors (2022 cohort) (see Annex H)</p> <p>Note: Each interview will be about 30 minutes long. They will take place remotely (online) and be conducted in English. The consultant will work with the programme team to select mentors for the interviews. The selection will be partly informed by the mentors' responses to the online survey. He intends to select at least 2 mentors of projects that were considered to be more challenging regarding maintaining the mentor-mentee relationships.</p> | 15 (surveys) (with 7 for interviews) | 16/1 - 10/2 |
| <p>Interviews with private sector contributors (see Annex I)</p> <p>Note: Each interview will be about 20 minutes long. They will take place remotely (online). They will be conducted in English.</p> | 2 | 16/1 - 10/2 |
| <p>Interviews (see Annex J) and regular meetings with programme team</p> <p>Note: The consultant has been having weekly meetings since the inception of the evaluation. Two one-hour long interviews in English will be arranged – one for late-January (towards the beginning of data collection period) and one for early-February (towards the end of the data collection period). The latter will mainly be used to review initial findings and to answer EQs 10-14.</p> | 2 | Regular |

| Primary Data to be Collected | Expected no. of participants | Dates (dd/m) |
|--|------------------------------|--------------|
| Interviews with UNICEF Cambodia staff (see Annex K) Note: The consultant intends to have interviews with representatives of the following sections of the country office: Communication; Education; Child Protection; Technology for Development. He also intends to speak with the Deputy Representative and a Siem Reap office representative. | 7 | 13/2 - 16/2 |
| Interview with a CRC representative (see Annex L) Note: The interview in English will be about 30 minutes long. It will be conducted online. | 1 | 16/1 - 10/2 |
| <i>Estimated number of unique participants:</i> | <i>177</i> | <i>/</i> |

With the assistance of the programme team, the consultant has arranged a meeting with a representative of UNICEF Australia who provided support for the programme. He will also consider speaking with other offices of UNICEF including the Office of Innovation if needed. Additionally, he may speak with other development partners operating in Cambodia on skills development during his in-country visit.

As pointed out in the notes above, the consultant will work with the programme team to **recruit** individuals to participate in the evaluation activities. The consultant will send invitations directly to the selected individuals so that they understand the evaluation is conducted by someone independent of UNICEF Cambodia. For the LLS schools, the communication will need to be initiated by the UNICEF Cambodia Siem Reap Office. Participation in the evaluation data collection activities is voluntary.

The KIIs with mentees and FGDs with volunteers will be conducted in two **venues**. First is a secondary school in central Phnom Penh wherein **six** of the mentees study. Second is a coffee shop in the building in central Phnom Penh where the UNICEF Cambodia office is located. The selection of these venues ensures that participants will be safe and that the venue does not imply that the evaluation is conducted by UNICEF Cambodia staff.

Regarding the **language use** for FGDs and KIIs, the consultant has confirmed with the programme team that most mentees interviewees are proficient in English. Most interviews will therefore be conducted by the consultant in English; Khmer language support is available for those who want the interviews to be conducted in Khmer. Interviews with other stakeholders will be conducted in English. As for the focus group discussions with youth volunteers and Local Life Skills school students, Khmer will be used to ensure that participants can best express and exchange their views. All Khmer language support is to be provided by the consultant’s assistant, Kimputhevitheavy Vonn, who will also translate relevant data collection tools from English to Khmer and travel with the consultant to conduct all focus group discussions and some key informant interviews.

All KIIs and FGDs will be **audio-recorded**. The recordings will be used by the consultant to develop the report and other deliverables. All recordings will be held only by the evaluation team; in other words, they will not be shared with UNICEF Cambodia and other stakeholders. This is to ensure confidentiality of the respondents. Also, the consultant will not use the recordings directly in any deliverables including PowerPoint presentations. Additionally, the consultant’s assistant will provide a detailed summary for

each of the KIIs and FGDs conducted in Khmer (where he will also be present); these summaries will be held only by the evaluation team and will not be shared.

Regarding **confidentiality**, all interviews and focus group discussions with mentees, mentors, youth volunteers, as well as LLS school students and teachers will be anonymised. The evaluation report and other deliverables produced using interviews and focus group discussions will collect and summarise the views and opinions of respondents without connecting them to specific individuals and without using names. The evaluation team will retain the names of the respondents only for when it is needed to reach out to them for further questions.

Any report of this evaluation will be presented in a way that makes it as difficult as possible for anyone to determine the identities of these individuals. For example, project names, themes and other specific activities may be redacted in the final report and other deliverables to ensure that mentees, youth volunteers, school students and teachers are not identifiable at all. Please also see Section 4.9 for more information on data protection and privacy. It is important to note that interviews with other stakeholders will not be anonymised; all of these individuals are adults and will be informed of the policy on confidentiality and asked for a consent prior to the start of the interviews.

Piloting of data collection tools with mentees and volunteers will take place in the week commencing with 23 January 2023. That with LLS school students will take place in the week after. The evaluation team will use the feedback to make amendments to the tools if needed.

4.4 Sampling

All the 15 **mentees** of the 2022 cohort will be invited to interviews, given that they were heavily involved in the programme and that the number of mentees is relatively small. As for the 13 mentees in the 2021 cohort, the consultant will work with the programme team to select 5 for the interviews, with at least 2 of them being mentees who chose not to continue their projects after the close of the 2021 programme pilot.

Selection of **mentors** for interviews will be guided by their responses to the feedback form (online surveys). Seven (7) out of 15 will be invited according to the plan, but the number may increase if the consultant decides that more information is needed to draw a sound conclusion. At least 2 mentors, whose relationships with mentees were deemed more challenging to maintain, will be selected to give a more accurate and comprehensive understanding of the implementation of the programme.

As for the focus group discussions with **youth volunteers** and **LLS school students**, the sampling in Table 8 will be used. The sampling has considered certain categories that can have an influence on the implementation and results of programme activities; these categories include gender and urban/rural. Mentees are required to keep a record of who their volunteers are, with their gender and disabilities recorded; whilst the mentees will be encouraged to nominate volunteers of a diverse backgrounds, the evaluation team does not have control over who will be nominated. Race/ethnicity was not recorded and thus will not be used as a category to select participants for this evaluation.

The evaluation allocates more time and resources to meeting with youth volunteers (with more than half of all volunteers included) because they have more active and direct involvement in the project compared to the LLS school students. Regarding the selection of LLS schools, the evaluation will cover all the 6 projects that went into schools to work with students. For one of the projects, only teachers will be interviewed, as the children participated in project activities were under the age of 8 and are considered not suitable for participating in this evaluation data collection activities.

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

| Focus group discussions with youth volunteers | Focus group discussions with LLS school students |
|---|--|
| <p>Sampling criteria:</p> <ul style="list-style-type: none"> - 3 volunteers are nominated by each mentee - Mentees are encouraged to choose at least 1 volunteer who they felt their work relationship with could have been improved. - Include both genders | <p>Sampling criteria:</p> <ul style="list-style-type: none"> - 7 schools in Siem Reap - Covers 5 projects (with one excluded because the children participated were considered by the evaluation team too young (<7 years old) to be involved in data collection; their teachers will be interviewed instead) |
| <p>Expected sample size:</p> <ul style="list-style-type: none"> - Number of focus groups: 9 - Number of participants in total: 45 | <p>Expected sample size:</p> <ul style="list-style-type: none"> - Number of focus groups: 10 - Number of participants in total: 60 |
| <p>Population size:</p> <ul style="list-style-type: none"> - Number of youth volunteers: 110 | <p>Population size:</p> <ul style="list-style-type: none"> - Number of participating students³⁰: 898 - Number of participating schools: 18 |

4.5 Evaluation Matrix

The evaluation matrix is an analytical framework that guides the evaluation. It uses the 16 evaluation questions (EQ) as a foundation. Evaluation indicators are then developed for the evaluation questions (except for EQs 10-14 on scaling up³¹); they provide a more granular understanding of the questions. The evaluation questions and indicators are then mapped against data collection tools to guide the tool development process in phase 1 and the report writing process in phase 3.

Please see Annex A for the evaluation matrix.

4.6 Data Analysis Methods

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

In analysing and organising the primary qualitative data, the evaluation will use an **iterative process**. It is used to identify key thought units related to each evaluation question from both the FGDs and the KIs, organising these thought units into clusters and identifying the key themes within each cluster. These

³⁰ The program’s mentees worked with 898 students in-person in LLS school students in Siem Reap Province. This is considered the population size, as the evaluation uses a sample (72 respondents) to represent this group. This number does not include the young people that the programme engaged online. It also does not suggest that there were only 898 students in all the involved LLS schools in Siem Reap Province.

³¹ This is because these evaluation questions (EQ) are worded differently (these questions were provided in the ToR). First, some of these questions (e.g., EQ 10) are already very specific and thus do not require a further breakdown. Second, all these questions are very much forward-looking, and the answers to them requires a higher level of analysis of the findings to other evaluation questions. For example, EQ 13 asks what lessons can be drawn from the use of the scale-up strategies; the response to this must be informed by the findings of multiple other EQs. Another example is EQ 12 on how effective the stakeholders played their role and what better ways could the stakeholders contribute to the programme; this question, again, requires a higher level of analysis using the findings for multiple other EQs.

themes and the ones emerge from the thematic analysis, however, should not contradict the higher-level themes determined by the evaluation questions and framework.

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

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

The data collected and evidence generated in this process will be used to logically develop recommendations for UNICEF Cambodia. The consultant will ensure that the recommendations made in the final report will be useful to primary intended users and that he provides realistic description of how they can be made operational in the context of Cambodia. Actions for target groups will also be included.

4.7 Limitations

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

As mentioned in 4.1, the programme has very **limited quantitative data**. Also, there is no pre-activity baseline data (e.g., self-assessment on skills to be developed) for the 2022 programme. This will limit the possibility of drawing direct comparisons between different time points (e.g., the beginning and end of pilot as well as the beginning of the 2022 programme) using quantitative data. That said, the use of the feedback form should produce a small amount of quantitative data that are comparable to that produced in the evaluation of the 2021 pilot, and these could potentially be used for future comparisons and other monitoring purposes. The consultant will also seek to quantify some qualitative data to be collected in focus group discussions.

4.8 Challenges and Mitigation

Table 9 Challenges and mitigation

| Challenges | Mitigation |
|---|---|
| Key stakeholders may be unavailable during data collection period of this evaluation. | This inception report has identified stakeholders that the consultant would like to speak to. The report has also provided a detailed data collection plan. Once the report is finalised, he will work with UNICEF Cambodia to arrange key informant interviews and focus group discussions. Since many interviewees have full-time jobs, the consultant will extend his work hours into late afternoons and potentially Saturdays to allow flexibility |

| Challenges | Mitigation |
|---|---|
| | for data collection. Also, he will make use of technology to arrange online meetings to save time on travel. That said, he is aware that online data collection has its own disadvantages and limitations; he will seek to balance the pros and cons carefully. For example, online interviews are mainly planned for mentors and private sector contributors, who, he believes, are less flexible in making time for data collection and are more used to speaking fluently in online meetings. |
| Some adolescents are not sufficiently proficient in English; the lead evaluator does not speak Khmer. | The consultant leading this evaluation does not speak Khmer, so he has hired a native Khmer speaker, who has extensive experience in research and working with young people, as an evaluation assistant. She will work with the consultant in both Phnom Penh and Siem Reap province. All focus group discussions, as well as interviews with some mentees, will be conducted in Khmer to ensure that participants can best express themselves. Relevant data collection tools will be translated from English to Khmer in advance. |
| It could be difficult to obtain views and suggestions from younger participants. | The evaluation team understand that young participants (e.g., volunteers and LLS school students) may require help, other than language support, to best express themselves. Innovative data collection tools with the use of cue cards and interactive activities are designed to engage these participants. The tools use activities to help them first recall their participation in the programme and then provide ‘scaffolding’ to elicit their views from them. Working with peers in a group setting (i.e., the focus group discussions) will also help construct a friendly environment for expression. |
| Teachers may insist on being in the classroom when FGDs take place. | This could potentially cause challenges with obtaining objective and honest views from students. The evaluation team will explain to teachers why they are encouraged not to be present when the activities take place. The team will explain to the teachers that it is not our intention to evaluate their teaching and that the students’ safety is taken care of by the evaluation team and UNICEF Cambodia staff. |
| There could be selection biases in choosing volunteers to participate in data collection activities. | Since mentees hold the lists of volunteers, they may nominate volunteers who are closer to them and who were more active to participate in the data collection activities of this evaluation. As a mitigation, the evaluation team has explained to mentees that the evaluation does not intend to assess the quality of the mentees or their projects. It has also asked each mentee to nominate at least one volunteer who were more ‘challenging’ to work with. In the focus group discussions with these volunteers, the team will reiterate that their views and thoughts will be anonymised and encourage them to be honest in giving their views including critical ones. |
| It may be difficult to reach a consensus on key lessons. | The consultant has been having weekly catch-up meetings with UNICEF Cambodia, and this arrangement ensures that the two parties regularly exchange views and opinions. A reference group is set up for this evaluation. Adolescents who participated in the programme, members of the programme team and select UNICEF Cambodia staff are members of the reference group. They are actively engaged in reviewing this inception report, initial findings and the final report; easy-to-understand presentations on the initial findings and final report will be given to ensure that young people are effectively engaged. This setup will help reach consensus on key lessons. |

| Challenges | Mitigation |
|---|--|
| There could be differences in expectation in quality of evaluation. | This evaluation follows the UNICEF’s quality assurance frameworks. The consultant will also actively ask for comments and recommendations and will review any written materials (e.g., reports, focus group discussion guide) until they are well accepted by UNICEF Cambodia. |

4.9 Ethical Considerations

The evaluation will be conducted in full accordance with the following international and regional **guidelines for research ethics**, as well as **personal data protection, health and safety precaution and protocols for reporting abuses**: UNICEF’s revised Evaluation Policy (2018)³², the United Nations Evaluation Group (UNEG) Norms and Standards for Evaluation (2016)³³, UNEG Guidance on Integrating Human Rights and Gender Equality in Evaluation (2014)³⁴, UN-SWAP Evaluation Performance Indicator, UNEG Ethical Guidelines for Evaluation (2021)³⁵, UNICEF Procedure on Ethical Standards and Research, Evaluation and Data Collection and Analysis (2021)³⁶, UNICEF-Adapted UNEG Evaluation Report Standards (2017)³⁷, and UNICEF’s Policy on Personal Data Protection (2020)³⁸.

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

Ethical review is needed since the evaluation involves children as participants. More specifically, some mentees of the programme, youth volunteers and LLS school students are children. An external ethical review was undertaken by the Health Media Lab, which was shared a copy of this inception report including its annexes which contain the data collection tools to be used (annexes B, C, D and E are for data collection that involves children). An approval was obtained on 7 January 2023; a copy of the ethical approval is attached to the inception report (Annex O) and will be attached final reports for reference.

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

1. Do no harm

- The data collection exercise of this evaluation will not expose anyone, particularly adolescents and children, to additional risks through the evaluation team’s actions. The consultant does not anticipate the mentioning of sensitive issues (e.g., gender-based violence) in data collection.

2. Protection of **rights** of children and adolescents

- The consultant and his assistant will seek explicit **verbal consent** (see Annexes M1 to M5 for the consent form) to participate in the data collection exercise from all participants of KIIs and FGDs, including children, adolescents and other stakeholders. They will be informed of the

³² <https://www.unicef.org/evaluation/documents/revised-evaluation-policy-unicef-2018>

³³ <http://www.unevaluation.org/document/detail/1914>

³⁴ <http://www.unevaluation.org/document/detail/1616>

³⁵ <http://www.unevaluation.org/document/detail/2866>

³⁶ <https://www.unicef.org/evaluation/documents/unicef-procedure-ethical-standards-research-evaluation-data-collection-and-analysis>

³⁷ <https://www.unicef.org/evaluation/documents/unicef-adapted-unevaluation-reports-standards>

³⁸ <https://www.unicef.org/supply/media/5356/file/Policy-on-personal-data-protection-July2020.pdf.pdf>

purposes of the data collection activities and of their rights to withdraw from the data collection anytime. The verbal consent will be audio-recorded in the cases of KIIs and FGDs.

- The feedback forms for mentees and mentors will contain at the beginning a statement on the purposes of data collection, data privacy and data protection. Participants will be required to confirm that they understand the statement and that they are willing to proceed before they can answer any questions.
 - For LLS school students, a separate consent form will be sent to their teachers, who will be asked to return the forms before the start of data collection.
 - For mentees and volunteers under the age of 18, a consent form in Khmer will be sent to their parents or guardians to obtain their assent.
3. Ensure **health and safety** of children and adolescents
- Health and safety precaution measures are in place for in-person data collection. First, the venues chosen for conducting KIIs and FGDs (i.e., a secondary school and a coffee shop in the same building as UNICEF Cambodia – both in central Phnom Penh) are safe to access. No data collectors will be allowed to be in an enclosed room alone with the participants. Second, as of 22 December, there is no COVID-19 restrictions in Cambodia, apart from that individuals with COVID-19 symptoms are asked to stay home. Participants therefore will be asked by the evaluation team to make sure that they only attend if they do not have any COVID-19 symptoms in the 24 hours leading to the data collection activities.
 - It is mandatory to report abuse of children. If abuses and any other illegal acts are mentioned in KIIs and FGDs, the evaluation team will report them to the programme management team directly and immediately. The evaluation team has a duty to ensure that these are then reported to the UNICEF Cambodia staff members who are dedicated to safeguarding.
 - The consultant, Dr Alvin Leung, has more than 10 years of experience working with children and adolescents in multiple countries. He is a qualified teacher and has taught in schools.
4. Improve **welfare and wellbeing** of children, young people and adolescents
- The design of the evaluation and its data collection tools has the rights, welfare and wellbeing of children and adolescents well considered. The evaluation team will explain to children and adolescents at the beginning of data collection our objectives of speaking with them.
5. Preserve **dignity** of respondents
- The team will treat all respondents as being of worth and in a way that is respectful to them as valued individuals irrespective of differences such as gender, race, ethnicity and religious background.
 - The team will comply with codes for vulnerable groups. The team is aware that groups and/or individuals, who, by virtue of their capacities, demographics, personal identification or affiliation, opinions, beliefs or circumstances may have less agency or may be at greater risk of harm within their current context. While the evaluation team does not expect sensitive issues to be discussed in the evaluation process, it will follow the guidelines named at the beginning of this chapter to ensure the safeguarding of these groups.
6. **Fair representation**
- The evaluation team is committed to capturing the voices of participants with due considerations to respect for persons, justice, nonmaleficence and beneficence, as well as to representing the participants and their experiences ethically in as true a form as possible in the evaluation report and other deliverables of the evaluation.
7. **Data** protection and privacy, and **anonymity**
- All interviews with mentees and focus group discussion (FGD) data (from youth volunteers and LLS school students) will be anonymised. None of the participants will be identifiable. All data will be saved in computers and drives that are password-protected.
 - All data collected in the evaluation activities will be stored on password-protected devices that can only be accessed by the evaluation team. Online forms are stored in password-protected

Google online storage that can only be accessed by the evaluation team. All data will then be transferred to password-protected Microsoft cloud storage that can only be accessed by the evaluation team. All raw data held by the evaluation team will be destroyed within 3 months after the completion of the evaluation. UNICEF Cambodia will not be given access to any of the raw data of interviews and FGDs to ensure confidentiality and to avoid the team from finding out who informed the team of what.

- Some interview data (i.e., those collected from adults) are not anonymised. This is because their identities are already known to UNICEF Cambodia. These interviewees will be notified of this arrangement before the formal start of the interview.
- The data collected in FGDs and interviews are only used to evaluate the Generation Future programme, including the production of the evaluation report and other deliverables stated in the terms of reference of the evaluation. They will not be used for any other purposes.
- UNICEF Cambodia is the sole data controller after the evaluation is completed. It means that UNICEF Cambodia decides how to use the data shared with them (e.g., anonymised and aggregated survey results) and is responsible for looking after the data according to UNICEF's most up-to-date data protection protocol³⁹ once the evaluation is completed.
- All participants can request for the data that they give to be removed. Such requests need to be submitted to the consultant (Dr Alvin Leung at alvinleung@cantab.net) directly; the consultant nonetheless will not be able to accept such requests after the evaluation report is produced.

4.10 Proposed Report Outline

The final evaluation report will contain the following:

1. Background
2. Context of programme
3. Evaluation purposes, objectives, scope, framework and indicators
4. Evaluation methodology, and data collection and analysis
5. Evaluation findings (presented by the 16 evaluation questions)
6. Conclusion (framed by the 3 overarching questions)
7. Good and promising practices, and lessons learnt
8. Recommendations

³⁹ <https://www.unicef.org/supply/media/5356/file/Policy-on-personal-data-protection-July2020.pdf>

5. Work plan

Please see Table 10 for the proposed work plan.

Table 10 Evaluation work plan

| Dates | Activity | Deliverable | Responsible Party |
|---|---|--|--|
| Phase 1: Inception, document review and analysis | | | |
| 24 Nov. – 13 Dec. | Inception phase (including initial data collection and desk review; development of evaluation matrix; methodology and work plan, data collection tools and validation of the TOC; and drafting of the inception report) | / | Evaluation Team |
| 24 Nov. – 13 Dec. | Draft inception report (including TOC) and present to Evaluation Manager | Draft inception report | Evaluation Team, Evaluation Management Team |
| 14 Dec. – 20 Dec. | Comment on the draft inception report | Evaluation commenting matrix | Evaluation Management Team |
| 20 Dec. – 30 Dec. | Develop and present revised inception report to reference group | Revised inception report response to commenting matrix | Evaluation Team, Evaluation Manager, Reference Group |
| 31 Dec. – 13 Jan. | Comment on second draft of inception report (IR2) (Meeting with reference group scheduled for 5 Jan.) | Commenting matrix on IR2 | Evaluation Management Team, Reference Group, UNICEF EAPRO |
| 14 Jan. | Send revised inception report integrating feedback from the reference group Confirm planning for field visit (Note: ethical clearance must be obtained at this point before embarking on data collection.) | Final inception report PowerPoint presentation | Evaluation Team, Evaluation Management Team, Reference Group |
| Phase 2: Data collection and initial analysis (in-country visit) | | | |
| 16 Jan. – 20 Jan. | Distribute feedback forms (surveys) to mentors | / | Evaluation Team |
| 23 Jan. – 15 Feb. | Pilot data collection tools Conduct field-based data collection | / | Evaluation Team |
| 13 Feb. – 17 Feb. | Prepare initial evaluation findings report and PowerPoint presentation Present initial findings in person | Initial evaluation findings report (including desk review), PowerPoint presentation, meeting minutes | Evaluation Team, Evaluation Manager, Reference Group |
| Phase 3: Analysis, reporting and communication of results | | | |
| 18 Feb. – 3 Mar. | Prepare and submit first draft of evaluation report | Draft report | Evaluation Team |
| 4 Mar. – 10 Mar. | Comment on draft evaluation report | Evaluation commenting matrix | Evaluation Management Team |
| 11 Mar. – 17 Mar. | Prepare and submit second draft of evaluation report | Second draft of evaluation report | Evaluation Team |

| Dates | Activity | Deliverable | Responsible Party |
|----------------------|---|---|--|
| 18 Mar. – 31 Mar. | Prepare presentation for validation workshops (one specifically for interested mentees and volunteers) to validate findings and conclusions as well as to prioritise and validate recommendations with the reference group and key stakeholders | PowerPoint presentation Meeting minutes | Evaluation Team, Evaluation Manager, Reference Group |
| By 7 Apr. | Comment on second draft of evaluation report | Evaluation commenting matrix | Evaluation Manager, Reference Group |
| 7 Apr. – 14 Apr. | Prepare and submit penultimate draft of evaluation report | Penultimate draft of evaluation report | Evaluation Team |
| 14 Apr. – 21 Apr | Submit and present final report to Reference Group and prepare PowerPoint presentation that can be used for dissemination purposes and other materials | Final report, evaluation brief, infographics and video, PowerPoint presentation | Evaluation Team, Evaluation Manager, Reference Group |