

Terms of Reference
International Consultant to undertake the Evaluation of Generation Future Programme

Contract modality: Consultant contract or Individual Contractor

Section: Communications and Evaluation

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

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

1. Background

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

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

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

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

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

In only 12 weeks, the 13 members of Generation Future 2021 achieved remarkable results. 19-year-old Boris Rith of Phnom Penh created a mental health hub called Mind Switch. One of his awareness raising videos was viewed by more than 100,000 people on Tik Tok. Erafasyra Man, 20, from Siem Reap recruited 30 volunteers for her “Ladies Circle” project, which reduces plastic waste while supporting disadvantaged women from ethnic minorities to create and sell recycled products. Sonita Chin, 21, from Phnom Penh, launched Cli-mates, a campaign uniting young people against climate change, and worked with Sang Sok Serey to record a hip-hop anthem and produce a music video. Supported by Smart Axiata and UNICEF, the song has been broadcast on social media and radio channels across Cambodia. As of January 27th, the song was rated among the top 30 songs in Cambodia on Pleng, Smart’s music streaming app and had been viewed over 335,000 times on Facebook.

Other notable achievements include:

- 100% of mentee projects continued to grow and 100% of mentor/mentee relationships continued, following the close of the 2021 cohort
- 100% of mentees reported an increase in at least two skillsets
- 100% of mentors reported they would consider hiring their mentee or recommending them for future opportunities for personal growth or civic participation
- 95 young volunteers were recruited across 10 of the 12 projects
- 800 young people joined the Generation Future Facebook group
- Campaigns and project pages have been launched across a variety of social media channels, including Facebook, TikTok, YouTube, Instagram and Telegram, resulting in over 25,500 new followers across the 13 mentees’ social media platforms

2022 Vision

Generation Future builds on UNICEF’s decades long work promoting the systematic development and participation of young people across its entire programme, from building their skills and confidence to engage with national and local decision-makers to supporting the most vulnerable to increase their employability with relevant hard and soft skills. Underpinning all of this is UNICEF’s work to ensure young people live in safe and nurturing environments, by preventing and responding to violence against children, online child sexual exploitation and abuse, and child marriage.

In response to young people’s feedback on Generation Future 2021 and aligning with UNICEF’s Adolescent Development and Participation (ADAP) goal to ensure that young people have the skills, confidence, and platforms to take the lead in identifying and addressing issues that impact them, Generation Future 2022 has been designed as a partnership across development and private sectors to meet the urgent need of young people for 21st century skills, stable employment opportunities and sustained civic engagement.

Having proven in 2021 that the concept has traction, in 2022 UNICEF is scaling the reach and involvement of young people even further, ensuring that they are set up to sustain the change they start, well after the programme ends. This means developing a wider and more diverse ecosystem of support, by engaging diverse partners to co-create the future of the programme, while building on the foundation established by the 2021 pilot.

The design of the 2022 version of the programme considered 4 Scale Strategies as described below. The 2022 version of the programme includes 15 mentors and 15 mentees¹, expects to engage at least 5,000 children and young people through volunteering and/or active participation in mentees' projects, and online support and engagement through online platforms (including the Generation Future Facebook Group 2 and UReport).²

Programme components

<u>Activity</u>	<u>Details</u>	<u>Timeframe</u>
<u>Mentorship</u>	<u>One-to-one mentoring sessions provided by mentors with technical expertise in the mentees' chosen subject</u>	<u>June – November 2022</u>
<u>Seed funding</u>	<u>2,000 USD provided to all mentees to help support the development of their projects, distribution supported by programme partner CRC</u>	<u>August – November 2022</u>
<u>Mentee training</u>	<u>Training and capacity building opportunities provided by UNICEF Cambodia to the mentees and other young people engaged in the Generation Future programme</u>	<u>June – November 2022</u>
<u>Volunteer recruitment</u>	<u>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 towards 5,000 target)</u>	<u>June – November 2022</u>
<u>Campaign</u>	<u>Mentees and their projects are highlighted through dedicated social media posts on the UNICEF Cambodia channels</u>	<u>June – November 2022</u>

¹ Profiles of the mentees and mentors can be found here: <https://www.unicef.org/cambodia/meet-generation-future>

² The Generation Future Facebook group can be found here: <https://www.facebook.com/groups/883128132317858/>

<u>School implementation</u>	<u>Six pre-selected mentees are supported to implement their projects in 18 schools in Siem Reap – three schools per mentee (target: 2,000 school students, counts towards overall 5,000 target)</u>	<u>September – November 2022</u>
<u>Online supporters / youth engagement</u>	<u>Engage young people as online supporters of mentee projects and connect them to new opportunities through online platforms, including the Generation Future Facebook Group and UReport (counts towards 5,000 target)</u>	<u>June – November 2022</u>
<u>World Children's Day</u>	<u>Mentees projects are showcased at UNICEF's World Children's Day celebration event</u>	<u>November 2022</u>

Scale Strategy 1 – From a youth engagement initiative to a multi-sectoral initiative.

To holistically support the next generation of changemakers, a synergy has been created across sectors, by engaging sustained collaboration with an increased number of partners. Opening the programme to wider participation at an earlier stage allows for existing networks to reach further and support a more diverse group of young people.

The Local Life Skills (LLS) Programme is implemented by the Ministry of Education, Youth, and Sports with support from UNICEF's Education team in five provinces. LLS aims to develop 21st century skills such as critical thinking, problem solving and communication skills among upper primary and lower secondary students through inquiry-based, project-based learning where students identify real-world problems in the school and community, research and propose practical solutions. New LLS materials and session plans focused on climate change will be rolled out in 2022 with UNICEF support.

By tapping the networks of schools implementing the LLS programme, the pool of Generation Future participants and supportive networks across provinces can be broadened. Young people who have gone through or are currently in the LLS Programme are more likely to have developed relevant skills and challenge resilience for initiatives like Generation Future.

Likewise, through programmes like ADAP, UNICEF has existing relationships with youth groups and civil society partners, including the Adolescent and Youth Reference Group (AYRG) and Child Rights Coalition Cambodia (CRC). These provide access to young volunteers who can be recruited to support mentee projects, while also developing the capacity of a much larger group of youth to participate in positive change in their communities. Further, creating peer to peer linkages between Generation Future mentees and members of the AYRG creates an important space for young people to co-develop new ideas and create connections, which can expand the reach and impact of youth networks, while heightening the reach of Generation Future mentee projects.

We envision further opportunities to align with ongoing initiatives of partners who are interested/excited to co-create and actively participate in the future of this programme.

Scale Strategy 2: Increased co-design and co-creation opportunities

Co-design with young people was one aspect that made the 2021 pilot so successful. 'Volunteer Youth Advisors' were recruited and onboarded to work closely with the programme team and co-design Generation Future 2021. From the mentee application process and mentor selection within the first weeks, to training themes and World Children's Day event design and structure, there were many opportunities to ensure young people were at the forefront of the decision making. In 2022, the 2021 Generation Future mentees were onboarded as 'alumni' and work with the programme team with supporting the new cohort of mentees to build their confidence and capacities, developing the Generation Future Facebook page to engage a diverse audience, and brainstorming new programme ideas.

Scale Strategy 3– From individual to community-based approach

Over the course of the programme, Generation Future mentees are supported to engage, inspire, and expand their own networks of young volunteers, recruited through schools and youth groups to support their projects. The more partners with aligned objectives that join, the wider the network of support for mentees to achieve their project goals.

As mentees receive direct support for their own project, they will also duplicate the process of support they receive with their volunteers. Each mentee will act as an amplifier, influencing, sharing knowledge, and creating new opportunities for their volunteers to upskill in areas which will appeal to future employers and contribute to their ability to participate actively in their communities. In short, the mentee can become a role-model, and in some cases may even become a mentor to other young people.

By helping mentees expand and diversify their network of volunteers and participants, the programme helps them achieve their own project goals, while investing in more young people and improving the wellbeing of hundreds of communities across Cambodia. As communities see the positive change brought by youth, we envision their voices being increasingly heard and even sought out by leaders. As young people gain hard and soft skills that fit both the need for change in communities and demands of the job market, we foresee benefits to regional economies as the workforce is strengthened and young people are empowered to participate in civic decision-making.

Scale strategy 4 – Making partnerships a cornerstone of Generation Future

By leveraging UNICEF’s diverse development partners and their resources, the voices of mentees and volunteers will reach even farther and potentially help consolidate working groups aligned on solving the same problem, united by a common cause. By leveraging UNICEF’s expertise in private sector engagement, the mentees and their volunteers are provided with new opportunities to connect with professional experts and influential spokespeople and to gain support for their projects through mentoring and skill training opportunities. .

In the same way that they are paired with mentors, selected mentees are connected with businesses, schools and I/NGOs to create synergies between their projects and those organisations. For example, mentees developing mental health initiatives offer entry points for mental health support organisations to further engage directly with youth, while mentees developing educational or extra-curricular activities could offer their online resources and tools for schools and education centres to use or be paired with an IT company in the private sector to learn how to build and scale solutions nationwide.

Connections with creative and media agencies are supporting young people to showcase their projects and propel themselves into the spotlight from the start of their journey, providing them 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.

Creating opportunities for young people to immerse themselves in large organisations or networks with similar goals can generate increased demand and raise expectations for public services. The ultimate goal is to position young people as the driving force of change through community engagement, active participation, and economic empowerment.

Key Stakeholders

Stakeholder	Roles and responsibilities	National/sub-national 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	National and sub-national
Private sector	Develop and deliver training sessions for mentees and their project volunteers	Sub-national
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 FB group to highlight new	National

	opportunities, and act as facilitators for key events	
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Target Groups

Target group	How it relates 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've been connected with through the programme	Direct
Communities	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 and Battambang provinces benefiting from mentee projects through participation and engagement in school workshops. Total: 18 schools across two provinces with an overall target of 2,000 children and young people (also referred to as 'participants'*)	Direct
Members of online GF online groups and platforms	Children and young people engaging with online platforms, including mentee project social media pages and the Generation Future Facebook group (also referred to as 'supporters'*)	Indirect

* Note: an overall target of 5,000 volunteers, participants, and supporters has been established as a total across all mentee projects. This includes the above target groups; youth volunteers, communities, LLS school students, and members of online groups and platforms

Budget

So far, the programme budget for 2021 was USD \$80,218 and for 2022 \$128,555.

Theory of Change

A draft theory of change has been developed to guide the evaluation. This ToC focuses on the expected pathways of change for the mentees and young people who take part in the programme. There are changes also expected for the mentors as well as for UNICEF, which are not captured in the ToC, but which are still part of the scope of the evaluation. It is expected that through the evaluation the ToC is refined to reflect the programme as it stands in 2022 and as an additional expected deliverable, a ToC is developed that takes

into consideration the recommendations and suggestions for scale up that will stem from the evaluation itself.

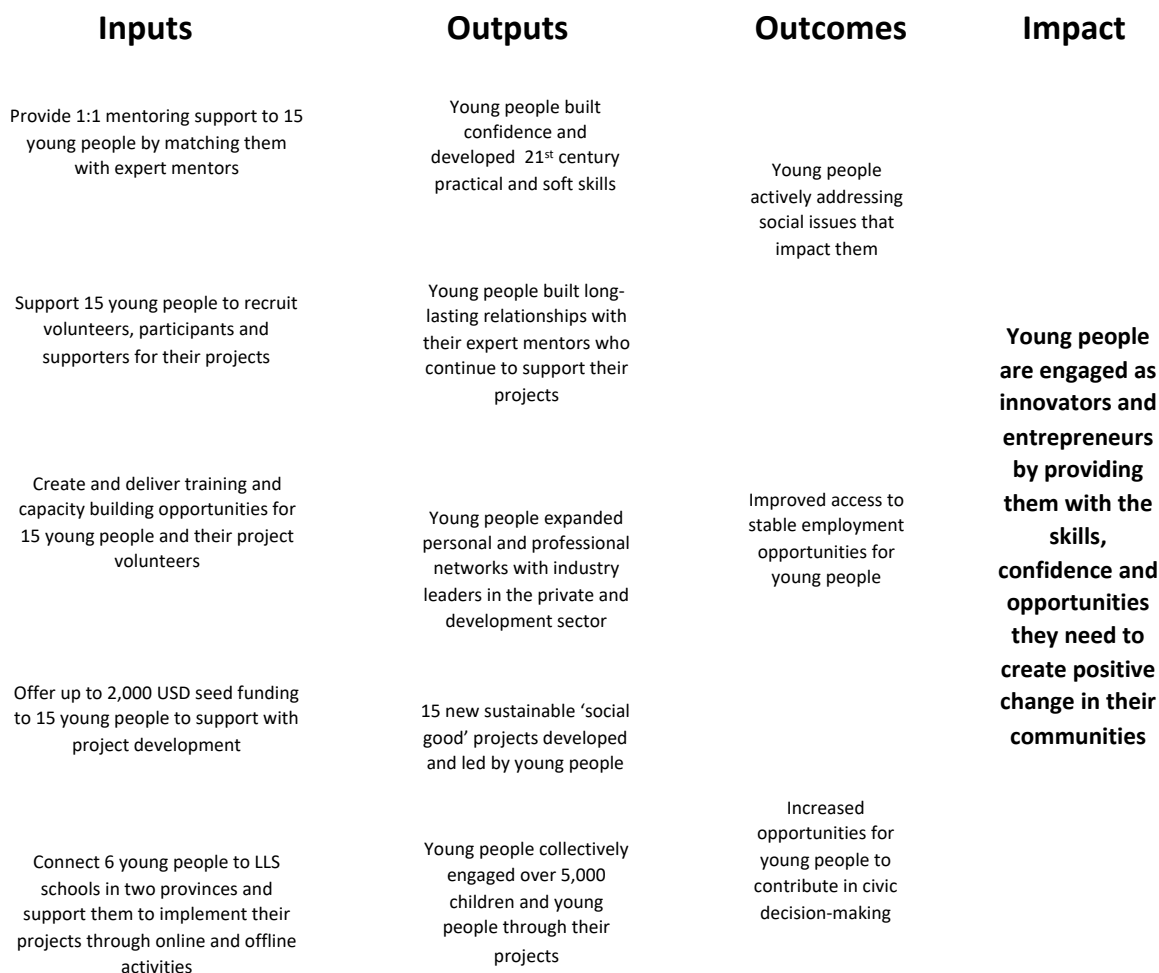


Figure 1. Theory of Change

2. Purpose

Purpose of the evaluation

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 the value of the programme for UNICEF Cambodia, the programmatic architecture of the programme and 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.

Objectives of the evaluation

The evaluation has nine primary 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.

3. Work Assignment

Scope of the evaluation

The evaluation will focus on the 2022 version of the programme. However, it will need to review and understand what happened in the 2021 version in order to better understand the changes and modifications that took place in the second version of the programme. All programme components are expected to be assessed. The geographical scope is national, with a focus on the location of the 28 mentees' project implementation (13 from 2021 pilot and 15 from 2022 cohort). The evaluation will include the impact criterion, however it is expected that only short term impacts are captured at the time of the evaluation.

Evaluation framework and questions

The evaluation criteria to be used in this evaluation build on OECD/DAC Evaluation criteria supplemented and adjusted where necessary to ensure that the evaluation meets specific objectives. The criteria covered under this evaluation are relevance, effectiveness, sustainability, efficiency and coherence and impact. In addition, cross-cutting equity, gender equality and human rights considerations are also considered.

The evaluation aims to answer three overarching questions:

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

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

The proposed evaluation questions that will guide the evaluation and will provide an objective and comprehensive response to the overarching questions are as follows:

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? (relevance)
2. Is the programme well positioned within UNICEF Cambodia? Are there necessary cross-sectoral linkages in place? Are the necessary partnerships in place? (relevance and coherence)
3. What programme components are bringing the most impact in the most cost-efficient manner? (effectiveness, efficiency and impact)
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 (impact and coherence)
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? (effectiveness)
6. What impact have the private sector mentors and trainers made on the mentees' and volunteers' skills, knowledge and network, and their project results (impact and effectiveness)
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? (effectiveness)
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? (sustainability)
9. How has the programme impacted the mentors? How can UNICEF build on these to enhance results for children? (Impact)

Thinking about scaling up Generation Future the following questions emerge:

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? (effectiveness).
11. Is the current design of the Generation Future cost efficient? Would the costs when scaled up be manageable? (efficiency)
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? (effectiveness)

In terms of gender equality, equity and human rights:

15. How has the programme considered gender equality, equity and human rights in both its design as well as in the programme implementation? (When answering the question ensure disability and focus on marginalized communities are explicitly considered)
16. How is the programme contributing towards enhancing gender equality, equity and human rights?

Gender equality, equity and human rights considerations must also be used as a lens when responding to all evaluation questions and not be limited to the last two questions posed above. Reference and use of rights-based framework, and/or CRC, and/or CCC, and/or CEDAW and/or other rights related benchmarks are expected in the design of the evaluation and analysis and presentation of findings.

The above evaluation questions are indicative. The evaluator is expected to review the feasibility of answering the existing evaluation questions and propose changes if needed during the inception phase ensuring that all questions can be answered. As agreed, the 16 evaluation questions will need to be answered in the final evaluation report and will guide the findings of the evaluation. The three overarching questions could be used to frame the conclusions of the evaluation.

Evaluation approach and methodology

Based on the objectives of the evaluation, this section indicates a possible approach, methods, and processes for the evaluation.³ Methodological rigor will be given significant consideration in the assessment of the proposals. Hence consultants are invited to interrogate the approach and methodology proffered in the ToR and improve on it, or propose an approach they deem more appropriate, which should be guided by the UNICEF's revised Evaluation Policy (2018)⁴, the United Nations Evaluation Group (UNEG) Norms and Standards for Evaluation (2016)⁵, UNEG Guidance on Integrating Human Rights and Gender Equality in Evaluation (2014)⁶, UN SWAP Evaluation Performance Indicator, UNEG Ethical Guidelines for Evaluation (2020)⁷, UNICEF Procedure for Ethical Standards and Research, Evaluation and Data Collection and Analysis (2015)⁸ and UNICEF-Adapted UNEG Evaluation Report Standards (2017).⁹ Moreover, the evaluation should consider throughout issues of equity, gender equality and human rights.

In their proposal, consultants should clearly suggest an evaluation approach, mention potential evaluation methods (not limited to data collection methods), triangulation, sampling plan, ethical considerations (including, ethical clearance) and methodological limitations and mitigation measures. They are encouraged to also demonstrate expertise in evaluating programmes focused on adolescents and youth, and in particular youth participation, skills building and empowerment.

In case the evaluation consultant is not Cambodian/does not speak Khmer, it is expected that the consultant hires a national consultant to support the evaluation, in particular during data collection. While

³ The proposed methodology is just indicative, and based on internal experience in conducting similar evaluations.

⁴ UNICEF's revised Evaluation Policy: https://www.unicef.org/about/execboard/files/2018-14-Revised_Eval-ODS-EN.pdf

⁵ UNEG Norms: <http://www.uneval.org/document/detail/21>, UNEG Standards: <http://www.uneval.org/document/detail/22>

⁶ <http://www.uneval.org/document/detail/1616>

⁷ <http://www.unevaluation.org/document/detail/2866>

⁸ https://www.unicef.org/supply/files/ATTACHMENT_IV-UNICEF_Procedure_for_Ethical_Standards.PDF

⁹ [https://www.unicef.org/evaldatabase/files/UNICEF_adapted_reporting_standards_updated_June_2017_FINAL\(1\).pdf](https://www.unicef.org/evaldatabase/files/UNICEF_adapted_reporting_standards_updated_June_2017_FINAL(1).pdf)

English will be likely understood by mentors and mentees, data collection including volunteers and communities will require knowledge of the local context and Khmer.

Moreover, and aligned with the purpose of this programme, it is strongly suggested that the evaluation involves mentees and young people not only as part of sources for data collection, but also as stakeholders for the evaluation who can provide valuable inputs in the design and validation of the evaluation. The proposal should lay out suggestions to increase youth participation in the evaluation process.

It is expected that the evaluation will employ non-experimental, mixed methods approach drawing on key project documents and the constructed Theory of Change for guidance. The programme does not have a monitoring framework developed, however clear targets have been set for each programme component as mentioned in the programme description.

At minimum, the evaluation will draw on the following methods:

- Desk review of project documents and other relevant data;
- Review and analysis of secondary data;
- Key Informant Interviews (KIIs);
- Focus Group Discussions (FGDs);
- Cost-effectiveness analysis;
- Observation of mentee projects;
- Consultant is encouraged to propose alternative quantitative and/or qualitative tools supporting collection of data amongst programme beneficiaries.

The data collected should be disaggregated by sex, age, disability etc. where relevant. Sampling of KIIs and FGDs should be done in consultation with UNICEF and should allow learning from both 2021 and 2022 versions of the programme, and from all different programme components.

To enrich the analysis, the evaluation will use, to the extent possible, quantitative data coming from the programme, such as programme surveys, etc.

The evaluation will take into consideration the implications of the COVID-19 context on the programme and its delivery. This may include, but is not limited to, restrictions and limitations on travel, increased sickness levels among mentees and mentors leading to cancelled mentoring sessions and absence at events/training, and changes to mentee project activities to accommodate COVID-19 health and safety considerations.

Conventional ethical guidelines are to be followed during the evaluation. Specific reference is made to the revised UNEG Norms and Standards for Evaluation in the UN System and UNEG Ethical Guidelines as well as to the UNICEF's revised Evaluation Policy, and the UNICEF Procedure for Ethical Standards in Research, Evaluation and Data Collection and Analysis and UNICEF's Evaluation Reporting Standards.¹⁰ In case children or vulnerable populations are expected to be included under the data collection, ethical review from an IRB will be required and will be responsibility of the evaluation team upon approval of the inception report. As the evaluation will likely involve children given the programme scope, ethical review from an IRB should be considered in both the technical and financial proposals and in the timeline and are the responsibility of the consulting firm/bidder. If the bidder does not have access to an IRB, this should be clearly noted in the proposal and suggestions on how to get ethical approval clearly mentioned. UNICEF has a standing LTA with

¹⁰ Please refer to: <http://www.unicef.org/evaluation>

Health Media Lab for ethical clearance. While UNICEF can support in making use of the LTA for the evaluation, the cost and application process is responsibility of the consultant. . Any sensitive issues or concerns should be raised with the evaluation management team as soon as they are identified.

There are several limitations to the evaluation which can hinder the process, notably: (i) little available quantitative secondary data; (ii) interviewing government counterparts may depend on their availability. The applicants should discuss the above or other potential limitations (including limitations of proposed methodologies and sampling) in their proposal and further identify during the inception phase. The limitations that could lead to changes in evaluation questions and scope of analysis and mitigation measures should be clearly identified at the inception phase before initiation of data collection. Specific scenarios are expected to be received in terms how to deal with data collection in case international consultants are not able to fly to Cambodia and COVID-19-related measures of social distancing are still being applied.

4. Child Safeguarding

Is this project/assignment considered as “[Elevated Risk Role](#)” from a child safeguarding perspective?

YES NO

If YES, check all that apply:

- **Direct contact role** YES NO

If yes, please indicate the number of hours/months of direct interpersonal contact with children, or work in their immediately physical proximity, with limited supervision by a more senior member of personnel:

The evaluation consultant is expected to interview and undertake FGDs with the children who benefit directly and/or indirectly from Generation Future. One interview will take around 45 minutes and one FGD will likely last 2 hours. The total number of hours will depend on the sample size, but it is expected that between FGDs and KIIs around 50-60 children would be part of the data collection.

- **Child data role** YES NO

If yes, please indicate the number of hours/months of manipulating or transmitting personal-identifiable information of children (name, national ID, location data, photos):

5. Qualifications or Specialized Knowledge/Experience Required

Qualifications and Experience

- Having extensive evaluation experience (at least 5 years) with an excellent understanding of evaluation principles and methodologies, including capacity in an array of qualitative and quantitative evaluation methods, proficient in the use of data analysis tools and statistical applications, and experience in leading UN evaluations, familiarity with UNICEF and UNEG Norms and Standards.

- Holding an advanced university degree (Master or higher) in international development, public policy, public administration, development economics, communication, monitoring and evaluation or similar

Knowledge and Skills

- Experience in leading evaluations of youth participation or related programmes
- Experience in engaging with adolescents and youth in research or evaluations
- Having in-depth knowledge of the UN's human rights, gender equality and equity agendas.
- excellent interpersonal, communication and report writing skills to help ensure that the evaluation meets quality standards, is understood and used.

Competencies

- The consultant must be committed and willing to work independently, with limited regular supervision; s/he must demonstrate adaptability and flexibility, client orientation, proven ethical practice, initiative, concern for accuracy and quality.
- S/he must have the ability to concisely and clearly express ideas and concepts in written and oral form as well as the ability to communicate with various stakeholders in English

Languages

- Excellent English communication and report writing skills.
- Knowledge of Khmer is an asset but not mandatory. **In the absence of Khmer knowledge, the consultant will need to sub-contract the necessary people to undertake data collection in Khmer.**

6. Location

Home based except during data collection, which is expected to be done face to face in Cambodia. Locations for data collection will be finalized in the inception phase, but will include areas where the programme is active through mentees and their projects.

7. Duration

21 November 2022 until 20 April 2023 for approximately 55 working days in the span of 20 weeks.

8. Deliverables

The detailed description of each deliverable is mentioned in the next section, reporting requirements. A more detailed description of the key milestones under each deliverable are in the next table.

<i>Deliverables and descriptions</i>	<i>Number of working days</i>	<i>Due date</i>
1. Inception report	15	13 th January
2. Preliminary findings PPT (as culmination of data collection)	20	15 th February
3. Draft report	5	27 th February
4. Final report	10	7 th April
5. Final PPT and infographic summary	5	15 th April

Proposed evaluation timeline

ACTIVITY	DELIVERABLE	TIME ESTIMATE	RESPONSIBLE PARTY
1. INCEPTION, DOCUMENT REVIEW AND ANALYSIS		8 weeks	
1. Inception meeting by Skype with UNICEF Cambodia	Meeting minutes	Week 1	Evaluation Team, Evaluation Management Team
2. Inception phase (incl. initial data collection and desk review; development of evaluation matrix, methodology and work plan, data collection material, and validation of the TOC, drafting of the Inception Report)		Weeks 1-3	Evaluation Team
3. Draft inception report (including TOC) and present to evaluation manager	Draft Inception Report	Week 3	Evaluation Team, Evaluation Management Team
4. IR comments	Evaluation commenting matrix	Week 4	Evaluation Management Team
5. Present revised inception report to reference group	Revised IR Response to commenting matrix	Week 5	Evaluation team , Evaluation Manager, Reference Group
6. IR draft 2 comments	Commenting matrix on IR2	Week 7	Evaluation Management Team, Reference Group, UNICEF EAPRO
7. Send revised inception report integrating feedback from the reference group, confirm planning for field visit. Ethical clearance from an IRB must be obtained at this point before embarking on data collection.	Final Inception Report PowerPoint presentation	Week 8	Evaluation Team, Evaluation Management Team, Reference Group
2. DATA COLLECTION AND INITIAL ANALYSIS		4 weeks	
1. Pilot data collection tools	-	Weeks 9-12	Evaluation Team

and conduct field-based data collection (data collection should commence AFTER world children's day, which falls on November 20 th)			
2. Prepare initial evaluation findings report and PPT	Initial evaluation findings report (incl. desk review), PowerPoint presentation, meeting minutes	Weeks 12	Evaluation Team, Evaluation Manager, Reference Group
3. ANALYSIS, REPORTING AND COMMUNICATION OF RESULTS		8 weeks, consecutive	
1. Prepare and submit first draft of evaluation report	Draft report	Weeks 14	Evaluation Team
2. Receive first draft and feedback to Evaluation Team	Evaluation commenting matrix	Week 15	Evaluation Management team
3. Prepare and submit second draft of evaluation report	Draft report	Week 16	Evaluation Team
4. Prepare presentation for validation workshop to validate findings and conclusions and to prioritize and validate recommendations with the Reference Group and Key stakeholders	PPT Meeting minutes	Week 17 or 18	Evaluation team, Evaluation manager and Reference Group
5. Receive second draft and feedback to Evaluation Team	Evaluation commenting matrix	Week 19	Evaluation Manager, Reference Group
6. Prepare and submit penultimate draft of evaluation report	Draft report	Weeks 20	Evaluation Team
7. Submit and present final report to Reference Group and prepare power point presentation that can be	Final report, evaluation brief infographic and video	Week 21	Evaluation Team, Evaluation Manager, Reference Group

used for dissemination purposes and other materials	and, PowerPoint presentation		
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9. Reporting Requirements

Evaluation products (details of what is expected from each can be found below) expected for this exercise are:

- 1) An Inception Report (in English) of ideally 30 pages but no more than 40, including a summary note in preparation for data collection and validated Theory of Change (in both English), as well as a PowerPoint presentation (English) of the inception report;
- 2) A Power Point of initial evaluation findings from primary data collection and desk review (in English)
- 4) A draft and final report of ideally 40 pages but no more than 50 plus annexes (in English) that will be revised until approved (incl. a complete first draft to be reviewed by the Evaluation Management Team and UNICEF; a second draft to be reviewed by the Reference Group and Regional Evaluation Adviser within UNICEF EAPRO, and a penultimate draft);
- 5) A PowerPoint presentation of the final report (in both English and Khmer) to be used to share findings with the Reference Group in a validation workshop and for use in subsequent dissemination events; and
- 6) A four-page Evaluation Brief (in both English and Khmer) that is distinct from the executive summary in the evaluation report that should resemble an e-book or infographic
- 7) Other interim products are:
 - Minutes of key meetings with the Evaluation Management Team and the Reference Group;
 - Copy of the raw qualitative and quantitative data collected during the evaluation; and
 - Presentation materials for the meetings with the Evaluation Management Team and the Reference Group. These may include PowerPoint summaries of work progress and conclusions to that point.

Outlines and descriptions of each evaluation products are meant to be indicatives, and include:

- Inception Report: The Inception Report will be key in confirming a mutual understanding of what is to be evaluated, including additional insights into executing the evaluation. At this stage, evaluators will fully understand the object of the evaluation, refine and confirm evaluation questions, confirm the scope of the evaluation, further improve on the methodology proposed in the ToR and their own evaluation proposal to improve its rigor, as well as develop and validate evaluation instruments. The inception report will also include a validated ToC, which would have been developed and validated during the inception phase. The report will include, among other elements: i) evaluation purpose and scope, confirmation of objectives of the evaluation; ii) evaluation criteria and questions; including an agreed upon and validated rating criteria with agreed upon criteria for what constitutes success iii) evaluation methodology (i.e., sampling criteria), along with a description of data collection methods and data sources (incl. a rationale for their selection), draft data collection instruments with a data collection toolkit as an annex, an evaluation matrix that identifies descriptive and normative questions and criteria for evaluating evidence, data analysis methods and a data analysis plan, a discussion on how to enhance the reliability and validity of evaluation conclusions, the field visit approach, a description of the quality review process, a discussion on the limitations of the methodology and ethical considerations; iv) proposed structure of the final report; v) evaluation work plan and timeline, including a revised work and travel plan; vi) resources requirements (i.e., detailed budget allocations, tied to evaluation activities, work plan) deliverables; vii) annexes (i.e., organizing matrix for evaluation questions, data collection toolkit, data analysis framework); and vi) a summary of the evaluation (evaluation briefing note) for external communication purposes.

The Inception Report will be 40 pages in length (excluding annexes), and will be presented at a formal meeting of the Reference Group. A power point presentation with a summary of all the above-mentioned points needs to accompany the final version of the inception report in English. The ethical clearance obtained for the Inception Report (IR) should be annexed to the same IR.

- Initial evaluation findings PPT: Will present the initial evaluation findings from primary data collection, literature and desk-review. The PPT, developed prior to the first drafts of the final report will be used for consultation with key stakeholders. Annexes to this PPT should include raw data collected, as well as transcripts from FGDs and KIIs.
- Final evaluation report: The report will not exceed 50 pages, excluding the executive summary and annexes; it will be produced both in text and video versions. UNICEF has instituted the Global Evaluation Report Oversight System (GEROS), a system where final evaluation reports are quality assessed by an external company against UNICEF/UNEG Norms and Standards for evaluation reports. The Evaluation Team is expected to reflect on and conform to these standards as they write their report. It is advisable for the evaluation team to share a self-assessment based on the GEROS with the Evaluation Manager, clearly specifying how each component of GEROS is clearly covered by the evaluation report.
- Final evaluation PowerPoint presentation: Initially prepared and used by the Evaluation Team in their presentation to the Reference Group, a standalone PowerPoint will be submitted to the Evaluation Management Team as part of the final evaluation report deliverable. The power point should be comprehensive to cover the key points from each section of the evaluation report and be used for consultation, validation and dissemination purposes.

8) An evaluation briefing infographic and summary video: A 4-page evaluation briefing note (in English and Khmer), that is distinct from the executive summary in the evaluation report and it is intended for a broader, non-technical and non-UNICEF audience, and should resemble an e-book or infographic as much as possible

Reports will be prepared according to the UNICEF Style Guide, UNICEF Brand Toolkit and UNICEF Publication Toolkit (to be shared with the winning bidder) and UNICEF-Adapted UNEG Evaluation Reports Standards as per GEROS guidelines (referenced before).

All deliverables must be in professional level standard English and they must be language-edited/proof-read by a native speaker.

Bidders are invited to reflect on each outline and effect the necessary modification to enhance their coverage and clarity. Having said so, products are expected to conform to the stipulated number of pages where that applies.

10. Payment Schedule linked to deliverables

See Example below:

- 30% upon satisfactory completion of deliverable 1
- 25% upon satisfactory completion of deliverable 2
- 35% upon satisfactory completion of deliverable 3, 4 and 5

** The fees shall be calculated based on the days estimated to complete the assignment in the Terms of Reference and shall be considered the maximum compensation as part of a lump sum contract and agreed on a work plan for submission of deliverables. No additional fees shall be paid to complete the assignment. Payment will be made upon delivery of all final products and full and satisfactory completion of the assignment.*

11. Administrative Issues

The consultant is expected to submit their financial proposals inclusive of cross country and in-country travel and DSA cost. Consultant will be responsible for travel arrangements cross-country and in country (if required). No additional cost outside of the scope of this TOR will be covered by UNICEF.

Travel cost shall be calculated based on economy class travel, regardless of the length of travel and costs for accommodation, meals and incidentals shall not exceed applicable daily subsistence allowance (DSA) rates, as promulgated by the International Civil Service Commission (ICSC).

The consultants will have to possess own laptop and other technical equipment to complete the assignment. No office space at UNICEF Cambodia will be provided.

The documents produced during the period of this consultancy will be treated strictly confidential and the rights of distribution and/or publication shall solely reside with UNICEF. Some of the documents (see where indicated in the deliverables above) should be developed in both English and Khmer. The translation costs are to be covered by the consultants and clearly budgeted in the financial proposal as well. The ethical review needs to be costed and included in the financial proposal.

No contract may commence unless the contract is signed by both UNICEF and the consultant or contractor.

No contract may commence unless the consultant provides a certificate of completion of mandatory courses on “Prevention of Sexual Exploitation and Abuse”; “Ethics & Integrity at UNICEF”, “Prevention of Sexual Harassment and Abuse of Authority”. A certificate certifying completion within the last three months is to be submitted with the signed contract.

Consultant will be required to sign the health statement for consultants / individual contractor prior to taking up the assignment, and to document that they have appropriate health insurance, if applicable.

Consultant will be expected to submit confirmation of the mandatory vaccinations including Covid-19 before commencement of contract.

12. Contract supervisor

The consultant will operate under the supervision of an Evaluation Specialist at UNICEF Cambodia that will act as Evaluation and contract Manager and therefore be responsible for the day-to-day oversight and management of the evaluation and for the management of the evaluation budget. The Evaluation Manager will assure the quality and independence of the evaluation and guarantee its alignment with UNEG Norms and Standards and Ethical Guidelines and other relevant procedures, provide quality assurance checking that the evaluation findings and conclusions are relevant; and recommendations are implementable, and contribute to the dissemination of the evaluation findings and follow-up on the management response, which will be developed at the end of the evaluation.

In addition to the evaluation manager, an evaluation management team will be set up, which will provide oversight and guidance to the overall evaluation. The Evaluation Management Team will be composed of

the Evaluation Specialist, Chief Communications and Communications consultant. An evaluation reference group will also be set up to provide guidance to the evaluation.

13. Nature of 'Penalty Clause' to be Stipulated in Contract

Unsatisfactory performance: In case of unsatisfactory performance the contract will be terminated by notification letter sent five (5) business days prior to the termination date in the case of contracts for a total period of less than two (2) months, and ten (10) business days prior to the termination date in the case of contracts for a longer period

Performance indicators: Consultants' performance will be evaluated against the following criteria: timeliness, quality, and relevance/feasibility of recommendations for UNICEF Cambodia.

14. Submission of applications

Interested candidates are kindly requested to apply in [\[link\]](#) and upload the following documents:

- Letter of Interest (cover letter)
- CV or Resume
- Performance evaluation reports or references of similar consultancy assignments (if available)
- Financial proposal: All-inclusive lump-sum cost including:
 - Consultancy daily/monthly fee
 - International travel to/from Cambodia (if applicable). The travel cost shall be based on the most direct and economy fare
 - In-country travel for xx days, per-diem to cover lodging, meals and any other cost associated to take over the full assignment
 - Medical insurance (health and accidental death, medical evacuation) for the entire duration of the contract.

15. Assessment Criteria

A two-stage procedure shall be utilised in evaluating proposals, where the evaluation of the technical proposal will be completed prior to any price proposal being reviewed and compared. The templates for documenting the assessment are available in link.

The Cumulative Analysis Method (weight combined score method) will be used for evaluation and selection in this process.

- a) Technical Qualification (max. 100 points): weight 70 %
 - Degree Education in international development, public policy, public administration, development economics, communication or similar (20 points)
 - Knowledge of youth and adolescent engagement and participation (35 points)
 - Experience in leading and managing mixed methods evaluations using UNEG standards on youth related topics. (35 points)
 - Quality of past work as judged by GEROS ratings, peer reviewed publications, etc. (10 points)
- b) Financial Proposal (max. 100 points): weight 30 %

The maximum number of points shall be allotted to the lowest Financial Proposal that is opened /evaluated and compared among those technical qualified candidates who have attained a minimum 70 points score in the technical evaluation. Other Financial Proposals will receive points in inverse proportion to the lowest price.

The Contract shall be awarded to candidate obtaining the highest combined technical and financial scores, subject to the satisfactory result of the verification interview.]