RESEARCH REPORT

Youth Volunteerism, Digital Literacy and Community Development:

A Case Study of the 'Volunteer for My Community' Program and 'Adolescent and Youth Reference Group' in Cambodia

Australian Aid

PONLOK CHOMNES

The Asia Foundation

AYRG

Volunteer for My Community

Disclaimer

This study was supported by the Australian Department of Foreign Affairs and Trade through The Asia Foundation's Ponlok Chomnes: Data and Dialogue for Development in Cambodia Program. The views expressed in this study are the authors' alone and are not necessarily the views of the Australian Government, The Asia Foundation, nor Volunteer for My Community.

Copyright © Child Rights Coalition Cambodia 2023

Table of Contents

Abbreviations **2**

List of tables and figures **3**

Executive Summary **5**

1. Background VMC and AYRG Background **8**

1.1. Volunteer for My Community Program 8

1.2. Adolescent and Youth Reference Group Project 10

2. Research objective and key questions **11**

3. Research Methodology **12**

3.1. Primary Data 12

3.1.1. Survey Round One *12*

3.1.2. Survey Round Two *13*

3.1.3. Key Information Interview *13*

3.2. VMC baseline and endline 13

3.3. Limitation and response 14

4. Analytical Framework **14**

5. Findings and discussions **16**

5.1. Respondent Information 16

5.1.1. First-round survey *16*

5.1.2. Second-round survey *17*

5.1.3. VMC 2022 endline survey *19*

5.2. Findings and discussions 20

5.2.1. Youth Capacity Development *20*

5.2.2. Community Development *34*

5.2.3. Institutional Capacity Development *39*

5.2.4. Digital integration in VMC and AYRG *44*

6. Conclusion and Recommendation **47**

6.1. Conclusion 47

6.2. Recommendations 48

Abbreviations

AYRG	Adolescent and Youth Reference Group
CRC	Child Rights Coalition
CSO	Civil Society Organization
DoEYS	Provincial Department of Education, Youth and Sport
DP	Development Partner
ESP	Education Strategic Plan
F	Female
GBV	Gender-Based Violence
ILO	International Labor Organization
KII	Key Informant interview
LGBT	Lesbian, Gay, Bisexual, and Transgender
MoEYS	Ministry of Education, Youth and Sport
NGO	Non-government organization
RGC	Royal Government of Cambodia
VG	Vulnerable groups
VMC	Volunteer for My Community
VSO	Voluntary Service Overseas

List of tables and figures

Table 1: Implementation Steps of the VMC....10
Table 2: Data Type, used and objectives....12
Table 3: Estimated Respondents for the first-round survey....12
Table 4: Estimated Respondents for the second-round survey....13
Table 5: Framework Analytical Measurement....15
Table 6: Number of respondents and Gender-Round one....16
Table 7: Respondents' Province....16
Table 8: Number of respondents and gender (second-round survey)....17
Table 9: Respondents' province for the second round....18
Table 10: Programs' key activities....20
Table 11: 20 skills for youth capacity development....28
Table 12: Overall skill development....29
Table 13: 8 Basic digital skills for youth volunteers....33
Table 14: 8 key activities for community development....34
Table 15: 10 areas for community development....37
Table 16: Climate change contribution by youth volunteers....39
Table 17: 13 key activities for institutional capacity development....40
Table 18: 12 digital skills for institutional capacity development....43
Table 19: Digital scores for VMC....44
Table 20: Digital scores for AYRG....46
Table 21: 25 Projects of Capital and Provincial Youth Volunteers....67
Table 22: Projects from Kangmeas District Youth Volunteers....71

Figure 1: VMC Management Structure....9
Figure 2: Overall Analytical Framework....14
Figure 3: Age Groups and Educational Background....16
Figure 4: Age groups and educational backgrounds....18
Figure 5: Vulnerable groups and study status....19
Figure 6: Study status....19
Figure 7: Volunteer types and gender....19
Figure 8: Age and education/career....20
Figure 9: Overall youth capacity development and expectation....22
Figure 10: Overall youth capacity development (F and VG)....22
Figure 11: Activities that contribute to youth capacity building....23
Figure 12: Activities that contribute to youth capacity building (F)....24
Figure 13: Activities that contribute to youth capacity building (VG)....25
Figure 14: Favorite activities of the programs....26
Figure 15: Activities to be improved....27
Figure 16: Skill development for youth volunteers....29
Figure 17: Skill development for youth volunteers (F)....30
Figure 18: Skill development for youth volunteers (VG)....31
Figure 19: VMC challenges....32
Figure 20: Basic digital literacy development....33
Figure 21: Activities to develop digital skill for youths....34
Figure 22: Overall community development....35
Figure 23: Activities that contribute to community development....35
Figure 24: Favorite activities of the programs....36
Figure 25: Activities to be improved....36
Figure 26: Area of community development....38
Figure 27: Activities contributed to climate change....39

Figure 28: Overall institutional capacity development 41
Figure 29: Activities that contribute to institutional capacity development 41
Figure 30: Favorite activities of the program 41
Figure 31: Activities to be improved 42
Figure 32: Digital skills for institutional capacity development 43

Executive Summary

This research was designed to explore how volunteerism contributes to youth capacity building, community development, and institutional capacity building. Volunteer for My Community (VMC) and the Adolescent and Youth Reference Group (AYRG) were used as case studies in this research. VMC is Cambodia's national and largest volunteer program under the Ministry of Education, Youth, and Sport (MoEYS). Each year, VMC recruits around 500 youth volunteers from all 25 capital/provinces in the entire country. Those youth volunteers are trained to initiate, formulate, and implement projects to address specific issues in their communities. ARYG, on the other hand, is a youth networking group aimed to advocate and raise awareness to ensure that youth concerns and voices are heard by the policymakers.

The research uses primary and secondary data. The preliminary data was collected through two rounds of surveys. The first round employed key informant interview (KII) techniques, whereas the second round built on the results from the first to create a multiple-choice questionnaire to collect opinions from various respondents.

In the survey round one, 57 respondents were included, including capital youth volunteers (23), provincial youth volunteers (14), AYRG representatives (15), and Provincial Department of Education and Sport (DoEYS) officials (5). Out of those 57 respondents, 26 were female (46%), 29 were male (51%), and 2 were lesbian, gay, bisexual, or transgender (LGBT) (4%). The participating respondents represent 21 provinces/capital.

In the second round, 363 respondents were surveyed. They are from the government, civil society organizations (CSOs), traders, and youths. Of the 363 participants, 192 were female, 162 were male, 6 were LGBT, and four declined to provide information. Most respondents reported their highest level of education as high school (44.9%) and bachelor's degree (44.63%). Among the respondents, about 7% were from poor households (with equity cards (IDPoor)). A few indigenous, disabled, and school dropout youth are also included. The participating youths are former VMC recruits of different cohorts: 64 from the 2019 VMC program, 47 from 2010, 53 from 2021, and 195 from 2022.

Where applicable, the study also conducted additional KIIs with various stakeholders, including development partners (DPs), to collect their opinions about the performance of the programs and how they can be improved. DPs included World Vision Cambodia, Voluntary Service Overseas (VSO) Cambodia, BBC Media Action, the International Labor Organization (ILO), UNESCO, and the Peace Corps.

The study proposes critical findings focusing on A). Youth's capacity development; B). Community development; C). Institutional capacity development; and D). Digital integration in VMC. These are discussed below.

Youth Capacity development

The VMC and AYRG have been implementing various activities to develop youths' soft and hard skills. These skills have been delivered during pre-placement, placement, and ongoing support throughout each year of the program's implementation. The surveys confirm that these skill development activities have contributed to youths' overall capacity, with 19% of the respondent's giving 'excellent' and a "very good" rating when asked about the activities. Specifically, they indicate that the programs have been conducive for them in terms of 1) providing opportunities for youth to participate in community development, 2) providing opportunities for youth to gain new knowledge, 3) creating opportunities for youth to develop themselves, 4) providing new experiences, and 5) providing opportunities for youth to participate in community development.

Interviewed youth volunteers indicated specific skills they thought they had obtained from the programs. Those include 1) teamwork and 2) resources mobilization, 3) problem-solving, and 4) communication. Gains in basic digital skills during the programs were also emphasized, with the rating of excellent (9%), very good (55%) and good (29%). The specific basic digital skills mentioned include typing (19%), using social media to promote a project (17%), slide presentation (15%), online communication (13%), recording video for project presentation (12%), online meetings (12%), using Google for research (10%), and using a Google Maps to show the project location (2%).

Community Development

Youth volunteers under both VMC and AYRG have implemented projects that are helpful to their communities. From the survey, respondents rated their perception of the impact of the youth projects on the community, with the rating of excellent (12%), very good (55%), and good (27%). The specific areas receiving high ratings (i.e., "excellent" or "very good") include 1) developing good relationships between community and youth, 2) developing community, 3) helping to solve community problems, 4) providing the community with the opportunities to participate, and 5) developing human resources.

The youth volunteer projects fall under ten different sectoral classifications. VMC volunteer-led projects have contributed to addressing a variety of community needs and issues such as education, health, environment/climate change, local administration services, etc., that reached many children and community members across 25 provinces and the capital. Among them, the respondents identified three types of projects (by sector) as having 'excellent' impacts on the community. Those include 1) education, 2) environment, and 3) tourism and entrepreneurship.

Some VMC and AYRG youth project activities were also related to climate change. The surveys found that those activities included 1) protecting the environment, 2) participating in forestations, and 3) reducing the use of plastic bags. In 2022, volunteers have proposed numerous projects to combat climate change and build an eco-friendly community. As can be seen, the six VMC finalists in 2022 contributed to sustainable agriculture and minimized the negative environmental impact.

Institutional Capacity Development

Currently, as a national program, all the 25 DoEYS have been involved. The VMC seeks to build the institutional capacity of these provincial departments and the General Department of Youth at the national level. The surveyed respondents perceived that the VMC had achieved a high rating in this regard - excellent (59%) and very good (25%). The positive feedback applies especially to the following aspects: 1) promoting the recognition of volunteering work in the community, 2) promoting the recognition of volunteer work at the provincial level, and 3) having good relationships with youth and local communities), 4) encouraging institutions to have more connections with surrounding departments and local authorities, and 5) promoting the recognition of volunteer work in the community.

Basic digital skills have arguably contributed to institutional capacity development. Among them, the following were frequently mentioned 1). computer skills, 2). social media, 3). Facebook page management, 4) Zoom meetings, 5) Microsoft Excel, 6) video filming and 7) photographing.

Digital Integration in VMC and AYRG

The integration of digitalization in the VMC has been done gradually since its inception. In 2019, provincial youth volunteers were guided to write their project proposal using Microsoft Word and MS PowerPoint for presentations. During the pandemic, face-to-face interactions were disrupted, and VMC had to be implemented fully online.

In 2022, as the pandemic had significantly subsided, a hybrid approach was used for VMC and has continued since then. Currently, it is noted that about 40% of its activities have been implemented online, leaving the rest for in-person interaction. The online approach has played a vital role in ensuring the effectiveness and efficiency of the program.

Moving forward, the VMC management seeks to further harness digitalization in its delivery and as a skill imparted to its recruits. As such, we expect to see more digital training for youth volunteers, including online regional training, online meetings, and an online certificate.

Similarly, 53% of AYRG implementation has been done online and 47% in person. AYRG uses a digital platform to create a youth network to share information and communication.

1. Background VMC and AYRG Background

This case study focuses on youth volunteerism, digital literacy, and community development. VMC and AYRG were used for this study.

1.1. Volunteer for My Community Program

In collaboration with development partners, the MoEYS established the VMC program in 2019 to provide young volunteers with opportunities to learn how to initiate, formulate, and implement specific projects to develop their communities. The program is based on essential government policies, including the National Policy on Youth Development 2011, the Education Strategic Plan (ESP) 2019-2023, and the concept of "One youth with at least one skill in life". VMC also integrated digital literacy following the national policy framework on digital society and economy 2021-2035.

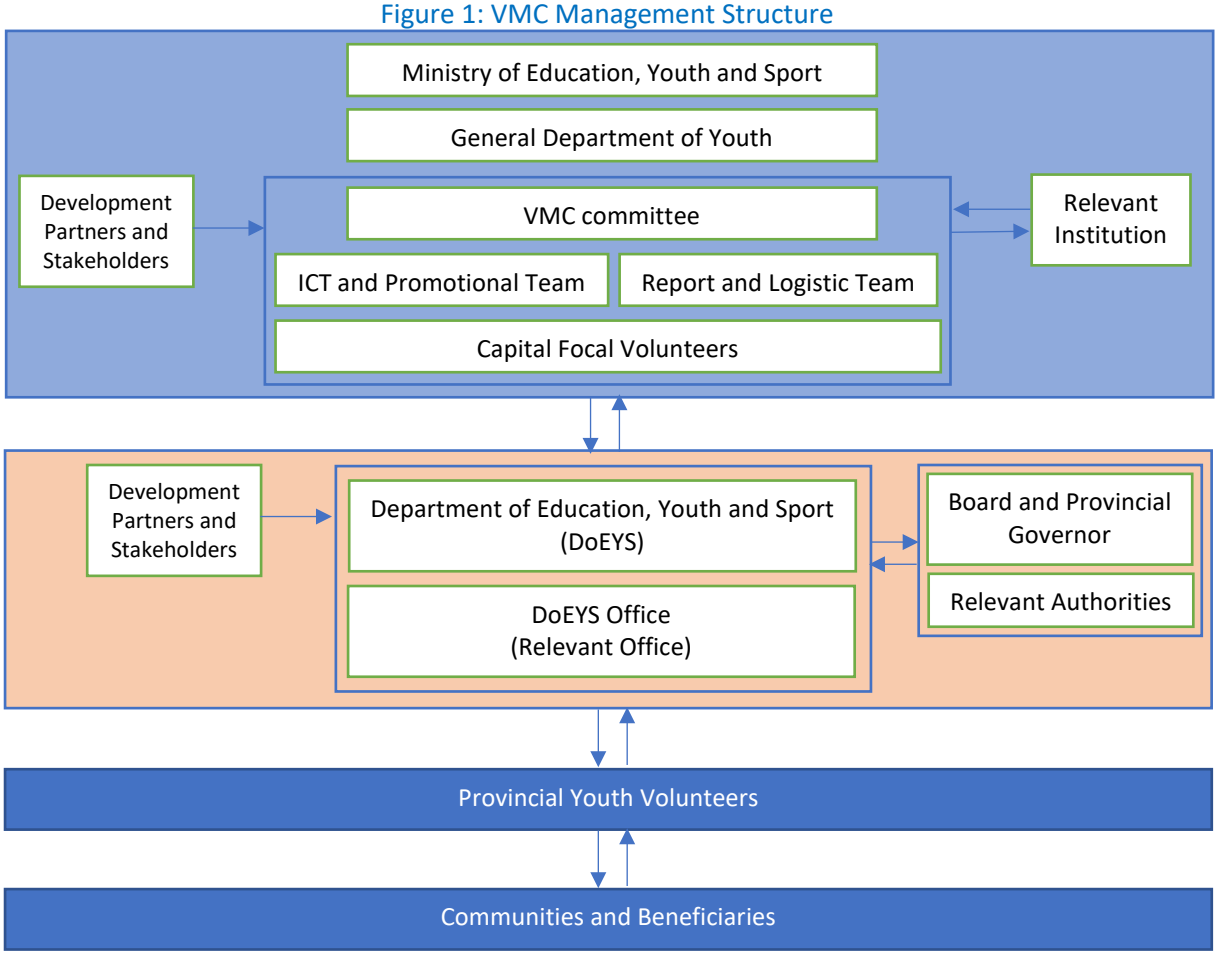
The long-term objective of VMC is to "contribute to the Royal Government of Cambodia (RGC) and development partners' effort in youth development by setting up and sustaining a national youth volunteering program to help the youths of different backgrounds build their capacity, especially on soft skills and digital skills, so that they can contribute the development of their communities".

To that end, VMC will focus on achieving three related goals. They are youth development, community development, and institutional development, as described below:

- **For youth:** The VMC program seeks to recruit and train youth, including those from disadvantaged backgrounds, about soft skills and basic digital skills through the formulation and implementation of various community development projects and to ensure their volunteering experience helps contribute to their future employability and career,
- **For community**: The VMC, through the various projects initiated and implemented by its youth volunteers, seeks to contribute to addressing challenges and unlocking development potentials at the community level while raising community awareness and appreciation for volunteer work, AND
- **For institution:** The VMC, through its learning-by-doing spirit, seeks to develop and continuously enhance the management structure and process, implementation guideline, monitoring and evaluation (M&E) and program data management, a national volunteering recognition framework, and capacity of relevant staff and stakeholders, whereas reflecting international practice and Cambodia's reality.

To ensure the effectiveness and sustainability of the VMC program, the management structure of the VMC has been set up as described below:

Figure 1: VMC Management Structure



Currently, VMC implements 25 capital/provinces nationwide and includes one district of Kampong Cham province, where about 500 youth volunteers participate in 86 community-based projects. In 2019, VMC was piloted in 12 provinces, with 36 youth projects. These 36 projects changed the community by establishing new outputs (including a well, library, school, etc.) and getting recognized by the authorities and the communities for volunteering. Based on the success of VMC 2019 and massive support from the local authorities, VMC 2020 expanded itself to 18 provinces to provide more opportunities to other youths in other locations. Even in the midst of the Covid-19 pandemic, VMC was still fully implemented and achieved results for community development. Despite the disruption caused by the Covid-19 pandemic and the limited national budget, the VMC still managed to expand nationwide in 2021. The youth volunteers' project focus on eight sectors: Education, Environment, Agriculture, Tourism, Health, Public Administration, Entrepreneur, and Industrial 4.0.

Due to the effects of the Covid-19 pandemic, the VMC digitalized itself into an entirely online-based program in 2021. In this regard, the recruitment process was implemented online, including announcements and interviews. Also, 25 capital/provincial youth volunteers were trained via the online application. VMC created training videos to support the youth volunteers to ensure they were equipped with sufficient skills to implement the projects. Other management and supporting systems were moved online.

Digitalization is a crucial component to ensure the effectiveness of the VMC in 2022 and onward. As part of the digitalization process, VMC 2022 was conducted both in person and virtually. Youth volunteers were trained and encouraged to utilize online applications to facilitate and run their projects to align with government policies. For illustration, youth volunteers used Zoom for the

meetings, Facebook for fundraising, and Telegram for communications. The online system for managing and supporting youth volunteers was also introduced at the management level.

The VMC system has been set up to ensure sustainability and achieve its goals. With this principle, VMC created a Strategic and Management Framework Guideline, Implementation Guideline, standardized youth project proposal template, VMC website, etc. Moreover, it also has annual activities calendar to be implemented, including steps and critical activities. Please refer to the steps below and the details in Annex 1:

Table 1: Implementation Steps of the VMC

Adolescent and Youth Reference Group Project

In 2015, the AYRG was established with the support of UNICEF and composed of adolescents and youth aged 15-25, nominated by various non-governmental organizations (NGOs). From 2017 until present, UNICEF supported the Child Rights Coalition Cambodia (CRC-Cambodia), formerly called NGO Coalition on the Rights of the Child (NGO-CRC), to lead coordination with the AYRG. The AYRG was created purposely to raise the voices and opinions of adolescents to prevent and respond to violence against adolescents by engaging in policy dialogues and program development, supporting the development of the Action Plan for the Prevention and Response to Violence Against Children in Cambodia, and reporting back the progress and results of Technical Working Group Meetings or events to their entire group.

In 2018, the AYRG developed its first Strategic Plan, covering 2018-2020, which broadly focused on promoting the voices of adolescents across different sectors during the transitional age of 10-19 years old to reach their full potential before joining adulthood. The first Strategic Plan focused on three strategic objectives: 1) To establish an enabling environment for empowering and strengthening the functioning of AYRG through the provision of training and coaching on life skills to at least 75% of AYRG's members by 2020; 2) To promote awareness to adolescent and the general public through adolescent and youth-led activities on sexual abuse and exploitation, substance abuse, domestic violence, neglect, reproductive health by 2020; and 3) By 2020, development partners, donors, and the government increase opportunity by 50% of AYRG's members to engage in policy dialogue and program development that affect their lives.

AYRG has the implementation guideline through the strategic plan from 2021-2023. It has a logical framework whose goal aims to lead AYRG to become a strong leading network to advocate for the betterment of adolescent and youth well-being. For the first year of the implementation, AYRG focuses on building a foundation of AYRG strategic plan implementation, including Terms of Reference (ToR) of structure and expansion model, capacity building plan development, resource mobilization and fundraising action plan development, communication and visibility strategy development, ToR of a reserve fund for self-sustained development, and advocacy agenda development. Then, the second fiscal year is more focused on the implementation of those plans that have been developed in fiscal year one. This is also a critical year to scale up to more members of ARYG and implement the online and offline training package as planned and the third year of the strategic plan. AYRG should have sufficient capacity and members to strengthen their voices, advocate for their well-being, and further their goals beyond the fiscal year 2023.

The AYRG has achieved some of the strategic objectives. It has a responsible group for social media and organized public debate, dialogue, forums, and campaigns on adolescent issues such as early child marriage and the 16 days of activism against Gender-Based Violence (GBV). The AYRG has participated in many meetings, events, and conferences nationally and internationally to promote adolescent voices and leadership in policy dialogue and program development on issues that affect their lives. Moreover, it has received training and coaching from CRC-Cambodia, UNICEF, and other NGO partners that helped to strengthen the functioning and capacity of the AYRG steering committee and AYRG members.

In the fiscal year of 2021-2022, the AYRG has been implemented in 10 provinces, including Kandal, Sihanoukville, Siem Reap, Battambang, Banteay Meanchey, Kampong Cham, Ratanakiri, Mondulkiri, Kratie, Steung Treng, and Phnom Penh. It aims to expand nationwide by the fiscal year of 2022-2023.

Research objective and key questions

VMC and AYRG are the volunteering hub that aims to build youth capacity building and community development through community-based projects proposed by the youth volunteers. VMC has been implemented since 2019, and AYRG since 2015. Thousands of youth volunteers have participated in the program and initiated hundreds of projects to solve community issues.

This research seeks to understand the skills youth would like to gain through volunteerism. It identified what soft and digital skills they learnt and improved throughout their work in the program. Also, it showed how youth volunteers developed the community. It also aims to understand how the program improved the institutional management and support of youth volunteers in their location. The results can be used to provide concrete recommendations to improve the program.

This research is designed to answer some specific questions as follows:

- How have the VMC and AYRG operated to build youth skills and community development, including climate change? How has digital technology been used in that process?
- How much digital literacy has been promoted among youth volunteers nationwide? What gaps are there to further improve?
- How have VMC and AYRG youth volunteer-led projects contributed to community development, especially in areas of green development and climate change?
- What additional activities and improvements the VMC and AYRG should consider to improve its impact on youth, the community, and the capacity of the General Department of Youth of the MoEYS, and other partners?

Research Methodology

To achieve the research objective, a qualitative and quantitative approach was used to fully understand the program's impact on building youth skills, such as community and institutional development. Both primary and secondary data were used to analyze this research. This research used two phases of data collection/analysis.

Table 2: Data Type, used and objectives

Data Type	Data Source	Objectives
Primary data	Survey round one: the respondents were required to type their answers	The first survey round sought to understand the benefits that the VMC and AYRG have contributed to youth skills development, community development, and institutional development; Second, it was used to generate the multiple-choice questions for survey round two
	Survey round two: the respondents selected the provided answers	The second round of surveys was used to generate a level of improvement in youth development skills, community development, and institutional development. The answers provided in this survey were obtained from the first-round survey.
	Key Informant Interview (KII)	KIIs were used to explore the impact of the program from the management level and development partners that have joined and understand the VMC process.
Second Data	VMC baseline and endline 2022	VMC 2022 conducted its baseline and endline survey to measure the improvement of youths. This data will be used in this research for the purpose below: -New data and insights for the research, and -New insights for VMC to improve its M&E in the future year.

Further details on data collection, respondents and key questionnaires are described below. The detailed questionnaires of the two-phase survey are annexed.

Primary Data

3.1.1. Survey Round One

This section describes data collection, respondents, and leading questions. The number of respondents for the first round was estimated at 50. Those 50 respondents include VMC provincial youth volunteers, VMC Capital youth volunteers, AYRG, and DoEYS officials in charge of youth. Respondents were randomly selected among the former VMC members in 2019, 2020, 2021, and 2022 which was the same for the AYRG. They included male, female, LGBT, Indigenous, and people with disability. DoEYS officials select those who have a coordination role for VMC in the province. The selected youth will be balanced in terms of sex, age groups, Indigenous, people with disability and education level.

Table 3: Estimated Respondents for the first-round survey

Respondents	Estimated number
VMC Provincial Youth Volunteers	20
VMC Capital Youth Volunteers	10
AYRG	15
DoEYS Officials	5
Total	**50**

The main questions are divided into four sections. It had personal information, youth development skills, community development, institutional capacity building, and perception about VMC or AYRG

and digital skills. Respondents were able to enter their answers to open questions. The questionnaires were scripted into Google Forms, an online survey application and sent to the target respondents. The detailed questions are annexed.

3.1.2. Survey Round Two

This section describes the data collection, respondents, and main questions. The number of respondents for the second round is estimated to be around 400. Those 400 respondents include VMC provincial youth volunteers, VMC Capital youth volunteers, AYRG and DoEYS officials in charge of youth, and local stakeholders. The local stakeholders refer to those who support the provincial youth project in support of finance, material, and technical aspects. This included local authorities, NGOs, CSOs, monks, local businesspeople, teachers, and technical staff in other sectors.

Table 4: Estimated Respondents for the second-round survey

Respondents	Estimated number
VMC Provincial Youth Volunteers	200
VMC Capital Volunteers	100
AYRG	25
DoEYS Officials	25
Local stakeholders	50
Total	**400**

It covered the same key questions as the Round 1 survey by utilizing the responses from Round one to develop multiple choice questions rather than 'open-ended' questions. The second-round questionnaires are annexed.

3.1.3. Key Information Interviews

KIIs were used to explore the impact of the program from the perspective of management and development partners that have joined and understand the VMC process. It aims to understand how volunteers contribute to government policies and to identify areas for improvement.

The interviews were conducted primarily with the following:

- The General Department of Youth in charge of the VMC,
- Provincial Departments of Education, Youth, and Sport,
- Selected NGOs and development partners working on youth digital education and employment.

3.2. VMC baseline and endline

The VMC baseline and endline survey results were used as a secondary data source to get insight from the data and the VMC M&E. The surveys had three main objectives 1) find out what young people have learned and gained after participating in the VMC, 2) find out what areas are to strengthen and expand next year, and 3) measure and compare the abilities of young volunteers before and after joining the VMC.

The baseline and endline data previously had not been systematically analyzed. The study used the data to review, analyze, and identify gaps in the existing datasets. By so doing, the quantitative data analysis serves two purposes: 1) new data and insights for the research, and 2) new insights for VMC to improve its M&E in the future year.

Limitation and response

This research has three significant limitations. These are: the nature of the program before the pandemic, online surveys, and second-round survey respondents, as described further below. Specific measures were introduced during the research design and implementation in response to the limitation.

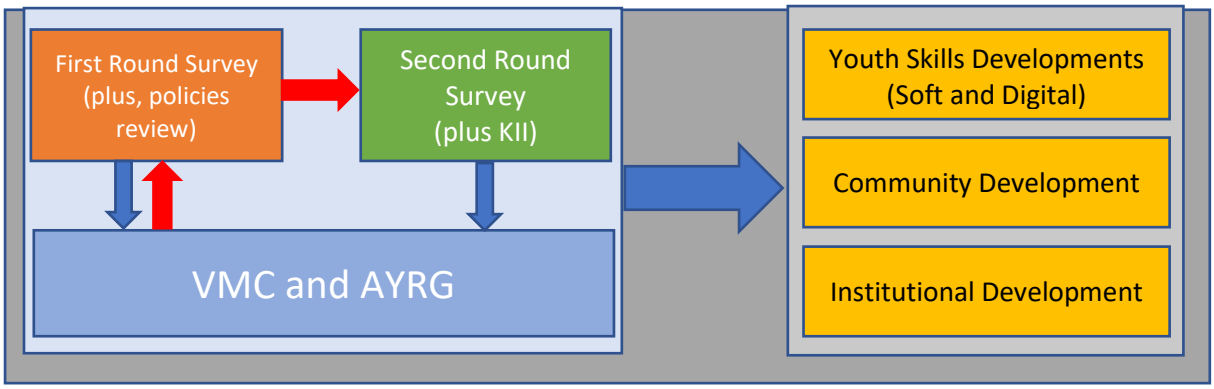
Picture 1: Limitation and Response

Limitations	Response
Nature of the program before the pandemic: VMC was piloted in 2019. During 2019 and 2020, VMC fully implemented in-person, thus; very digital technology was used in all processes at both provincial and national levels. Therefore, data from the youth volunteers in 2019 and 2020 would affect the digital skills development information.	In response to this, a majority of respondents were VMC in 2021 and 2022. In 2021, VMC started to implement fully through the online platform. Digital technology was introduced into all processes of the VMC. Youth volunteers were trained using an online platform and encouraged to use it for their projects and this continued for the 2022 cohort.
Online survey tool: The tool was sent out to VMC and AYRG channels to ask them to fill out the survey. The online surveys could reach the target or non-targeted respondents. Especially for surveys that have a clear target group, an online survey can provide invalid data. We have asked youth volunteers to refer the survey to their VMC or AYRF friends and local stakeholders. If it is a referral, especially from/to local stakeholders, this could cause a risk to the data.	At the beginning of the survey, respondents were asked to identify themselves as VMC or AYRG.
Survey round two respondents: Multiple choice questions that were generated from the survey round one were used to develop the second-round survey questions. However, in the survey round one, local stakeholders were included.	The respondents need to express that they know and can contribute to the survey.

Analytical Framework

The analytical framework focused on volunteerism to develop youth skills, community, and institutions. As stated in the research objectives and methodology, it explored how the VMC and AYGR, a volunteerism channel, can build youth capacity and community development and increase the institutional capacity to manage and support the volunteering work. To explore this, we used a two-phase survey. The first-round survey was used to explore the benefits of the programs to the youth, community, and institutions. The second-round survey was a multiple-choice questionnaire developed using information from round one. The second round was designed to measure the level of improvement of three aspects, as described below.

Figure 2: Overall Analytical Framework



To measure how volunteerism improved the youth capacity in soft and digital skills, community development and institutional development, the following detailed measure was proposed to respond to the framework:

Table 5: Framework Analytical Measurement

Survey	Framework Analytical	Measure
Round one (plus policies review)	Youth Skills Developments (Soft and Digital)	• To identify the specific skills that youth volunteers obtained from the program • To understand what they like the most in the program • To receive feedback to improve the program
	Community Development	• To identify what benefits the community obtained from the programs, including climate change • To identify the good points of the programs for community development • To identify the areas to improve the program for the betterment of community development
	Institutional Development	• To identify what benefits to institutional capacity building obtained from the programs • To identify the good points from the programs for the institutional capacity building • To identify the areas to improve the program for the betterment of to institutional capacity building
Round two (plus KIIs)	Youth Skills Developments (Soft and Digital): perception-based	• To measure the level of improvement of each skill obtained from the programs • To measure what they like the most in the program • To measure what are the most areas that program need to be improved
	Community Development: perception-based	• To measure what benefit areas (activities/sectors) that the program contributes most • To measure what the programs contributed to the community development on climate change
	Institutional Development: perception-based	• To measure what benefit areas (activities/skills) that the program contributed

The VMC baseline and endline data help to provide additional analytics about more specific information. It has been generated to complement and verify the data from the first and second survey rounds. Moreover, the VMC baseline and endline survey/data were to be reviewed and analyzed to identify opportunities for improvement and items that should be considered in the standardization of the M&E system.

Findings and discussions

As stated in the analytical framework, two surveys were used in this research to respond to the research objectives. In addition to the overall findings, findings were disaggregated between males and females, and also to identify vulnerable groups. Vulnerable groups included poor households with equity cards (IDPoor), indigenous families, families with disabled members, people with disabilities, and students who had dropped out of school.

Respondent Information

First-round survey

In the round one survey, there were 57 respondents, including capital youth volunteers (23), provincial youth volunteers (14), AYRG (15), and DoEYS officials (5). The following table describes the number of respondents by group and gender. Of those 57 respondents, 26 were female (46%), 29 were male (51%), and 2 were LGBT (4%). In this regard, respondents represented various age groups and educational backgrounds, as seen in Figure 3. In total, respondents came from 21 provinces/capital. The number of respondents could be assigned to the following years: 2018 (1), 2019 (16), 2020 (8), and 2021 (32).

Table 6: Number of respondents and Gender (round one survey)

Respondent	# of respondent	Gender (F/M/LGBT)	Year of Participation			
			2018	2019	2020	2021
Capital Focal Volunteer	23	10/12/1	1	8	2	12
AYRG	15	8/6/1	0	2	4	9
Provincial Youth Volunteer	14	8/6/0	0	4	0	10
DoEYS Officials	5	0/5/0	0	2	2	1
Total	**57**	**26/29/2**	**1**	**16**	**8**	**32**

Figure 3: Age Groups and Educational Background

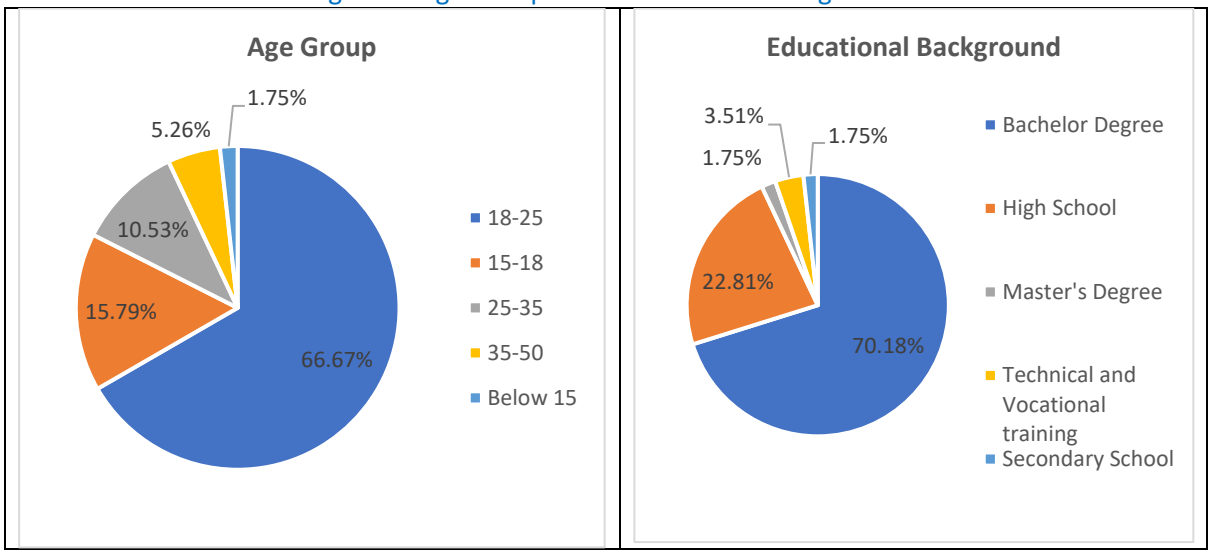


Table 7: Respondents' Province

#	Capital/Province	# of Respondents
1	Phnom Penh	12
2	Steung Treng	5
3	Battambang	5
4	Siem Reap	4

5	Pursat	4
6	Takeo	4
7	Kampot	3
8	Prey Veng	3
9	Kampong Speu	2
10	Tbong Khmum	2
11	Kep	2
12	Kampong Chhnang	1
13	Kratie	1
14	Banteay Meanchey	1
15	Komping	1
16	Pailin	1
17	Mondolkiri	1
18	Preah Sihanouk	1
19	Svay Rieng	1
20	Rathanakiri	1
21	Preah Vihear	1

Second-round survey

In the second-round survey, there were 363 respondents representing the government, CSOs, traders, and youths. The following table describes the number of respondents by group and gender. Of these 363 respondents, 192 were female, 162 were male, 6 were LGBT, and 4 declined to provide information. In this regard, respondents represented various age groups and educational backgrounds, as seen in Figure 4. Most respondents reported their highest level of education as high school (44.9%) and bachelor's degrees (44.63%). The respondents also represented the different years of participation: 64 (2019), 47 (2010), 53 (2021), and 195 (2022).

As this researcher was intentionally inclusive and gender-aware, the respondents included people from different ages, locations, educational backgrounds, occupations, and vulnerable groups. There were 53 respondents from the vulnerable groups. Among the respondents, 7.44% were from poor households with an equity card (IDPoor), 2.2% from indigenous families, 1.38% from families with disabled members, and 0.55% were people with disabilities. In addition, 1.1% of students who dropped out of education were included.

KIIs were conducted with development partners (DPs) who were aware of and supported the VMC. They included World Vision Cambodia, Voluntary Service Overseas (VSO) Cambodia, BBC Media Action, International Labor Organization (ILO), UNESCO, and Peace Corps Cambodia.

Table 8: Number of respondents and gender (second-round survey)

Respondent Groups	# of respondents	Gender	Year of Participation			
		(F/M/LGBT/Prefer not to say)	2019	2020	2021	2022
Provincial Youth Volunteer	203	112/88/2/1	29	21	19	134
Capital focal volunteer	62	35/24/2/1	10	14	13	25
Adolescent and Youth Reference Group	40	21/19/0/0	6	4	11	19
Student	20	11/8/1/0	1	3	2	14
DoEYS Officials	15	3/11/1/0	10	2	3	0
Teacher	14	8/6/0/0	7	2	3	2
CSO	2	2/0/0/0	1	1	0	0

Officials at the Commune/ Sangkat level	2	0/2/0/0	0	0	1	1
Technical staff	1	0/1/0/0	0	0	1	0
Other	4	0/3/1/0	0	1	1	2
Total	**363**	**192/162/6/3**	**64**	**47**	**53**	**195**

Figure 4: Age groups and educational backgrounds

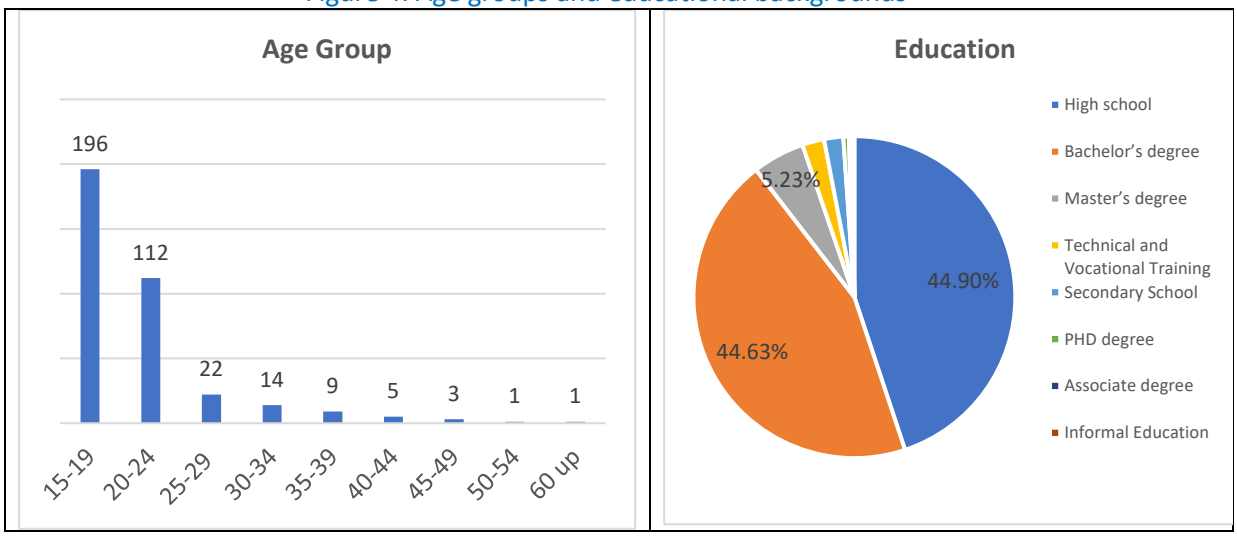


Table 9: Respondents' province for the second round

#	Capital/Province	Number of respondents	% of total
1	Phnom Penh	78	21.49%
2	Kampong Cham	71	19.56%
3	Ratanakiri	19	5.23%
4	Tbong Khmom	17	4.68%
5	Kampot	14	3.86%
6	Kandal	12	3.31%
7	Preah Sihanouk	12	3.31%
8	Banteay Meanchey	12	3.31%
9	Takeo	12	3.31%
10	Mondul Kiri	12	3.31%
11	Kampong Spue	11	3.03%
12	Battambang	11	3.03%
13	Kampong Chhnang	11	3.03%
14	Pursat	11	3.03%
15	Siem Reap	10	2.75%
16	Preah Vihear	7	1.93%
17	Kampong Thom	7	1.93%
18	Stung Treng	6	1.65%
19	Oddarmeanchey	6	1.65%
20	Svay Rieng	5	1.38%
21	Kratie	5	1.38%
22	Pai Len	4	1.10%
23	Kep	4	1.10%
24	Prey Veng	3	0.83%
25	Koh Kong	3	0.83%

Figure 5: Vulnerable groups and study status

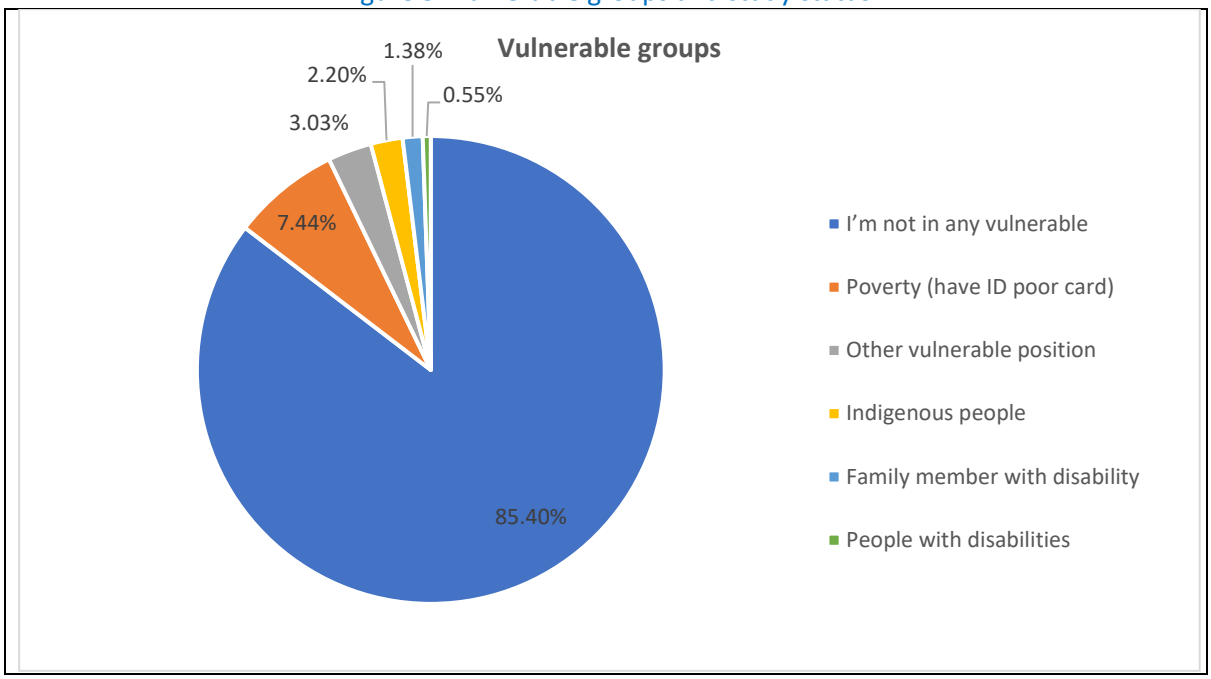
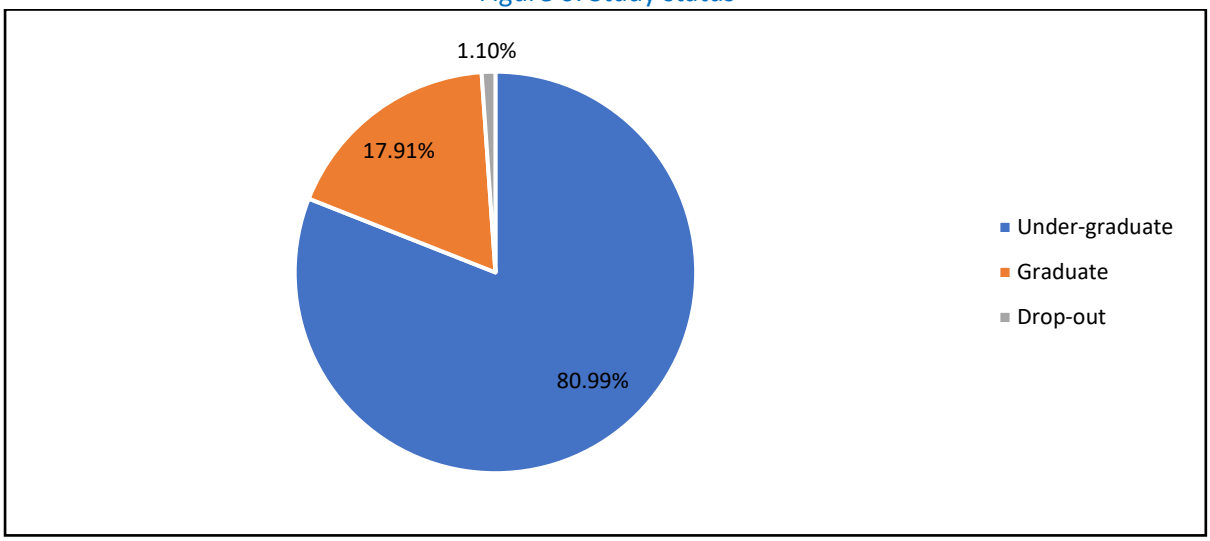


Figure 6: Study status



VMC 2022 endline survey

The VMC 2022 endline data was also used to support the analysis. There were 135 respondents which 26% were focal volunteers and 74% the provincial youth volunteers. Of those respondents, there were 37% male, 61% female and 1% LGBT. Most of them were aged 16-20 (76%), 21-23 (14%), and the other were 10% from other age groups. They also came from different educational backgrounds and degrees/careers, including primary school (0.74%), high school (58.78%), bachelor's degree (32.39%), master's degree (0.74%), private staff (3.70%), government staff (2.22%), NGO staff (1.48%), and business (0.74%).

Figure 7: Volunteer types and gender

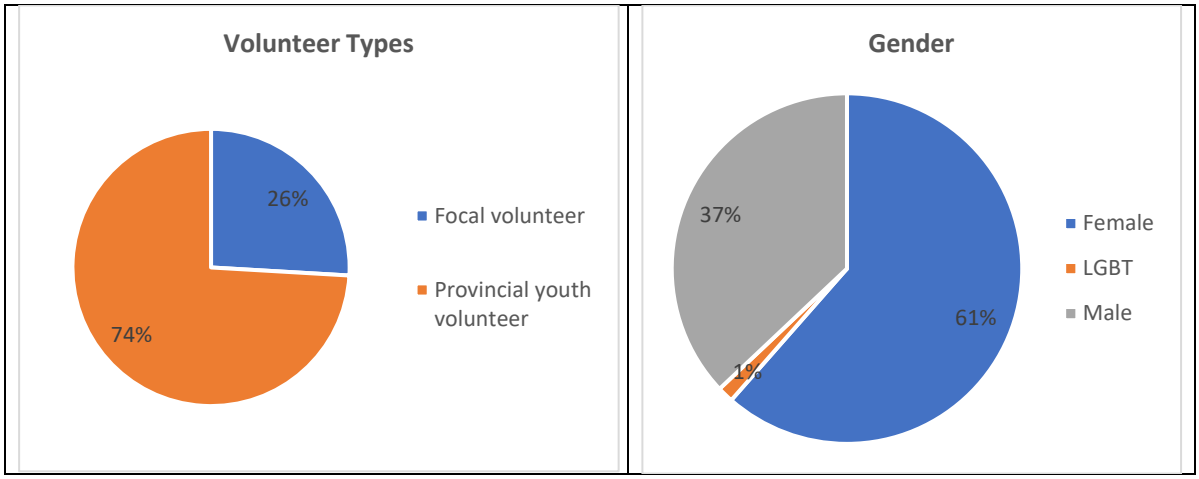
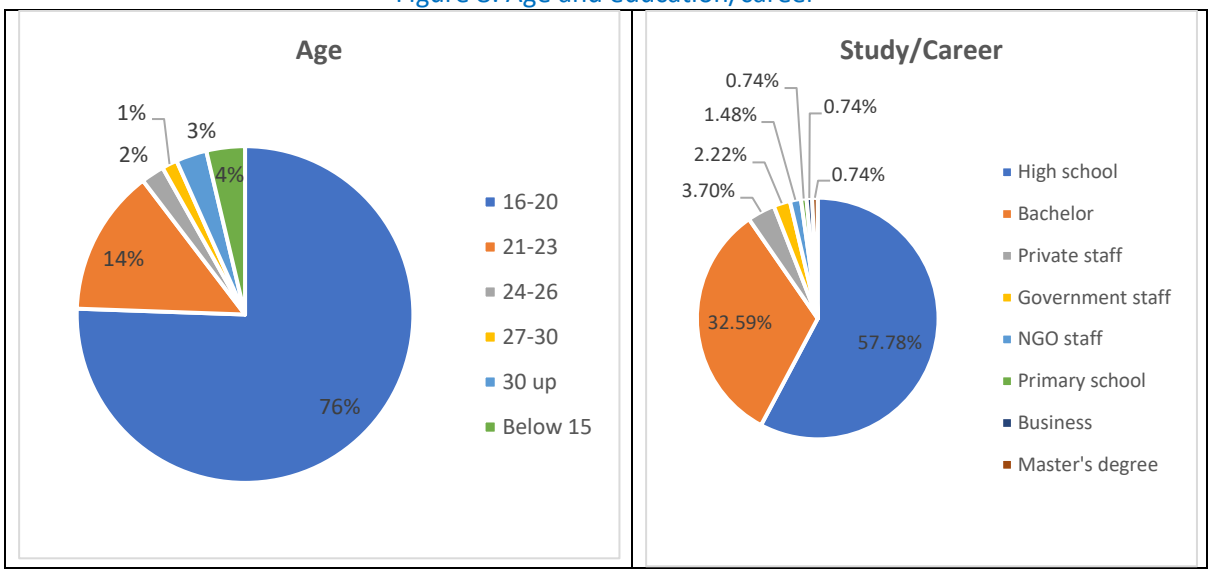


Figure 8: Age and education/career



Findings and discussion

In the following sections, the findings from each survey are described. The first-round survey focused on identifying the benefits that the program helps to build youth capacity, community development, and institutional capacity development. The second-round survey measured the perceived effectiveness of the benefits identified in the first-round survey.

The findings focus on youth capacity development; community development; institutional capacity development; and digital integration in VMC and AYRG.

Youth Capacity Development

Finding 1: 13 key activities have been identified that were perceived to benefit youth skills capacity development.

The respondents the first-round survey identified 13 key activities that the VMC and AYRG conducted during its implementation process that they feel contributed to youth capacity building. The following activities are listed below:

Table 10: Programs' key activities

• Training soft skills • Training hard skills • Creating participation opportunities for youths • Establishing workshops • Empowering youth to make decisions, participation, and expression • Providing new experiences • Creating opportunities for youth to develop themselves • Providing opportunities for youth to gain new knowledge	• Providing new knowledge in terms of science and technology • Providing opportunities for youth to face and solve problems • Providing opportunities for youth to express themselves • Providing opportunities to participate in national and international programs • Providing opportunities for youth to participate in community development

Figure 9 shows that respondents perceived that youths' capacity has been developed and improved through the programs. Those skills were delivered during pre-placement and ongoing support for an entire year. As indicated in the figure, the respondents rated excellent (19%), very good (61%), good (19%), medium (1%), and poor (0%) regarding the progress of youth capacity before and after participating in the program. As shown in the endline survey 2022, the participants were satisfied with what they expected, as illustrated in Figure 9. They rated excellent (13%), very good (41%), good (44%), and low (3%).

In Figure 10, female respondents rated the progress of youth capacity before and after participating in the program with high marks- excellent (17.71%), very good (63.02%), good (17.19%), medium (2.08%) and poor (0%). Moreover, vulnerable groups (VG) rated excellent (16.98%), very good (49.06%), good (32.08%), medium (1.89%) and poor (0%). As shown, the percentage of rating excellent and very good declined for VG. This reason may be caused by their limitation to participate fully in the program. For example, they may not be able to join online or physically because they face problems with laptops, work, or financial support.

Figure 11 measured the deliveries of each activity that came up with youth capacity development. As illustrated in the figure, the overall delivery was excellent (10.81%), very good (32.82%), good (41.34%), medium (13.29), and poor (1.74%). The top three "excellent" activities included 1) providing opportunities for youth to participate in community development, 2) providing opportunities for youth to gain new knowledge, and 3) creating opportunities for youths to develop themselves and providing new experiences. The top three activities rated as "very good" were 1) creating participation opportunities for youths, 2) providing opportunities for youth to gain new knowledge, and 3) providing opportunities for youth to participate in community development. The three "medium and poor" activities should be considered for improvement. Those three "medium" activities included 1) conducting workshops, 2) providing opportunities to participate in national and international programs, and 3) providing new knowledge in terms of science and technology. The three "poor" activities included 1) conducting workshops, 2) hard skill training, and 3) providing opportunities to participate in national and international programs.

Figure 12 shows the overall ratings from female respondents was excellent (12.18%), very good (33.57%), good (39.58%), medium (12.90%), and poor (1.76%). The top three "excellent" activities for females included 1) providing opportunities for youth to participate in community development, 2) providing new experiences, and 3) Providing opportunities for youth to face and solve problems. The three "poor" activities included 1) conducting workshops, 2) hard skill training, and 3) providing opportunities to participate in national and international programs.

Figure 13, the overall ratings from VG was excellent (7.84%), very good (33.96%), good (40.78%), medium (15.38%), and poor (2.03%). The top three "excellent" activities included 1) providing opportunities for youth to express themselves, 2) empowering youth to make decisions, participation,

and expression, and 3) creating opportunities for youth to develop themselves. Besides, the three "poor" activities included 1) hard skills training, 2) providing new knowledge in terms of science and technology, and 3) creating youth participation opportunities.

Figure 14 shows the respondents' favorite activities of the program. The top three were 1) providing opportunities for youth to participate in community development, 2) creating opportunities for youth to develop themselves, and 3) providing new experiences. Additionally, the survey identified the three top activities that should be improved. Those are 1) providing opportunities to participate in national and international programs, 2) providing new knowledge in terms of science and technology, and 3) conducting workshops. Please refer to Figure 15.

As a result, the VMC program enables young people in local communities to identify community issues/needs from various sectors in Cambodia, while the AYRG gives a platform to young people to voice important issues to policymakers. Consequently, it improves youth engagement, empowerment, participation, employment, and active citizenship, through the program's training course, ongoing support, and volunteer-led projects to address identified issues or to develop their community. However, there was room for improvement to strengthen the program, especially youth capacity development. Improvements included maintaining the quality of training and management- including digital literacy, ensuring the program process is aware of the needs of participants, supporting computers and materials, and providing financial support for project implementation.

Figure 9: Overall youth capacity development and expectation

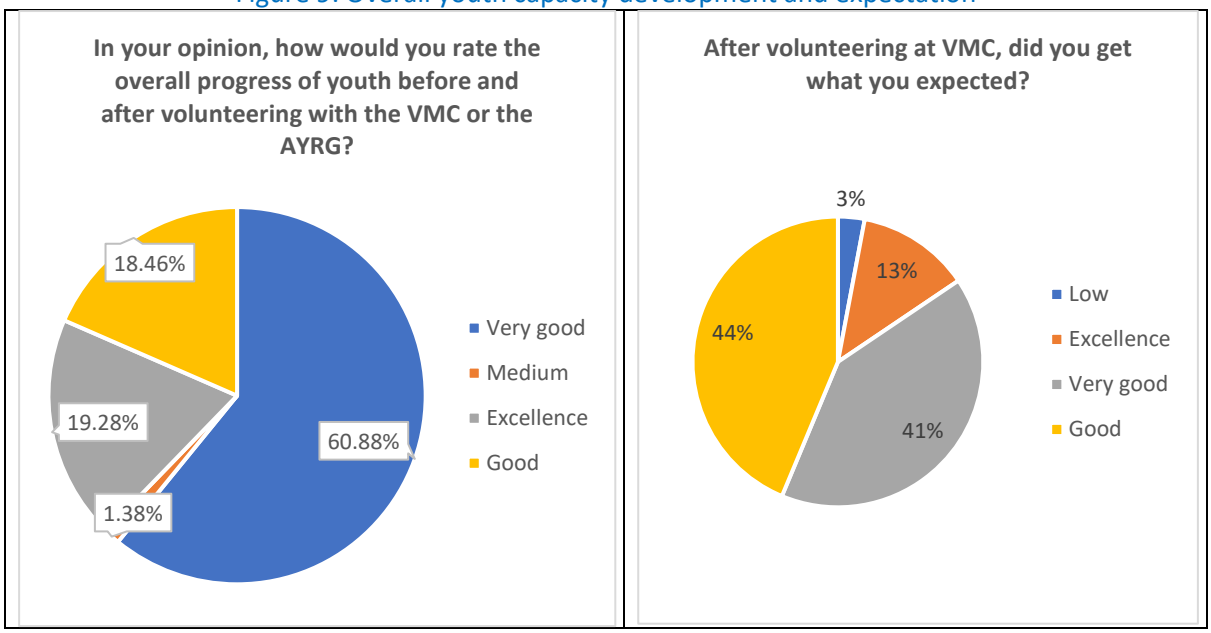


Figure 10: Overall youth capacity development (F and VG)

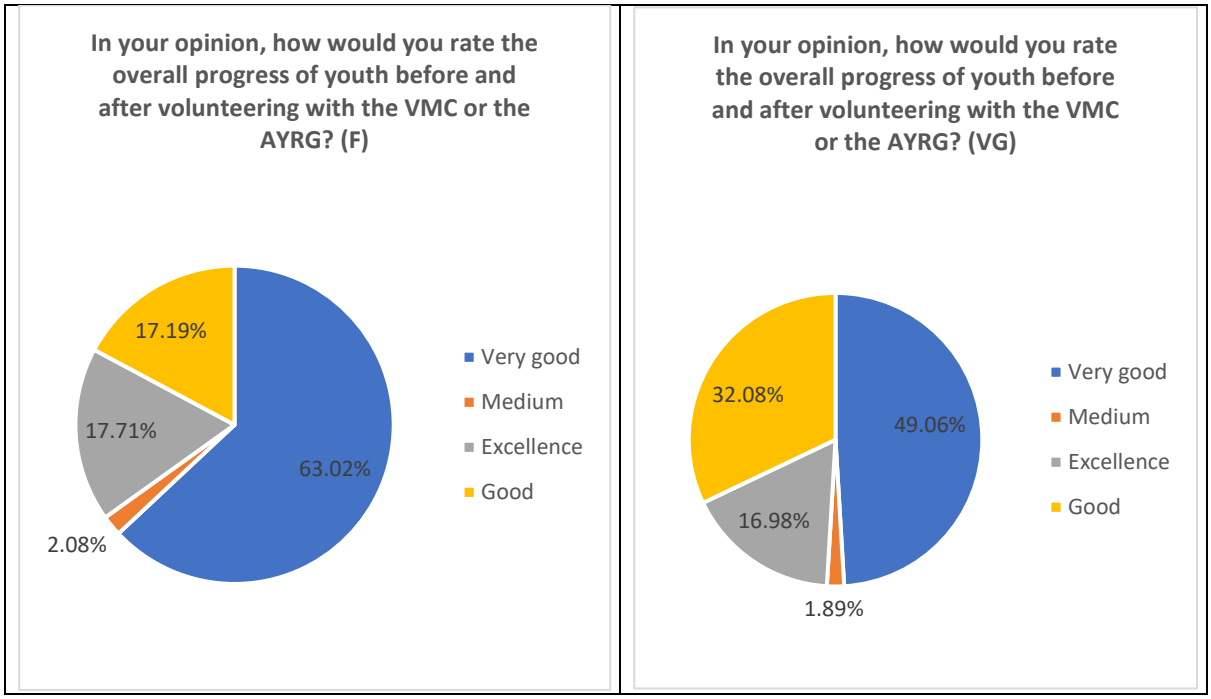


Figure 11: Activities that contribute to youth capacity building

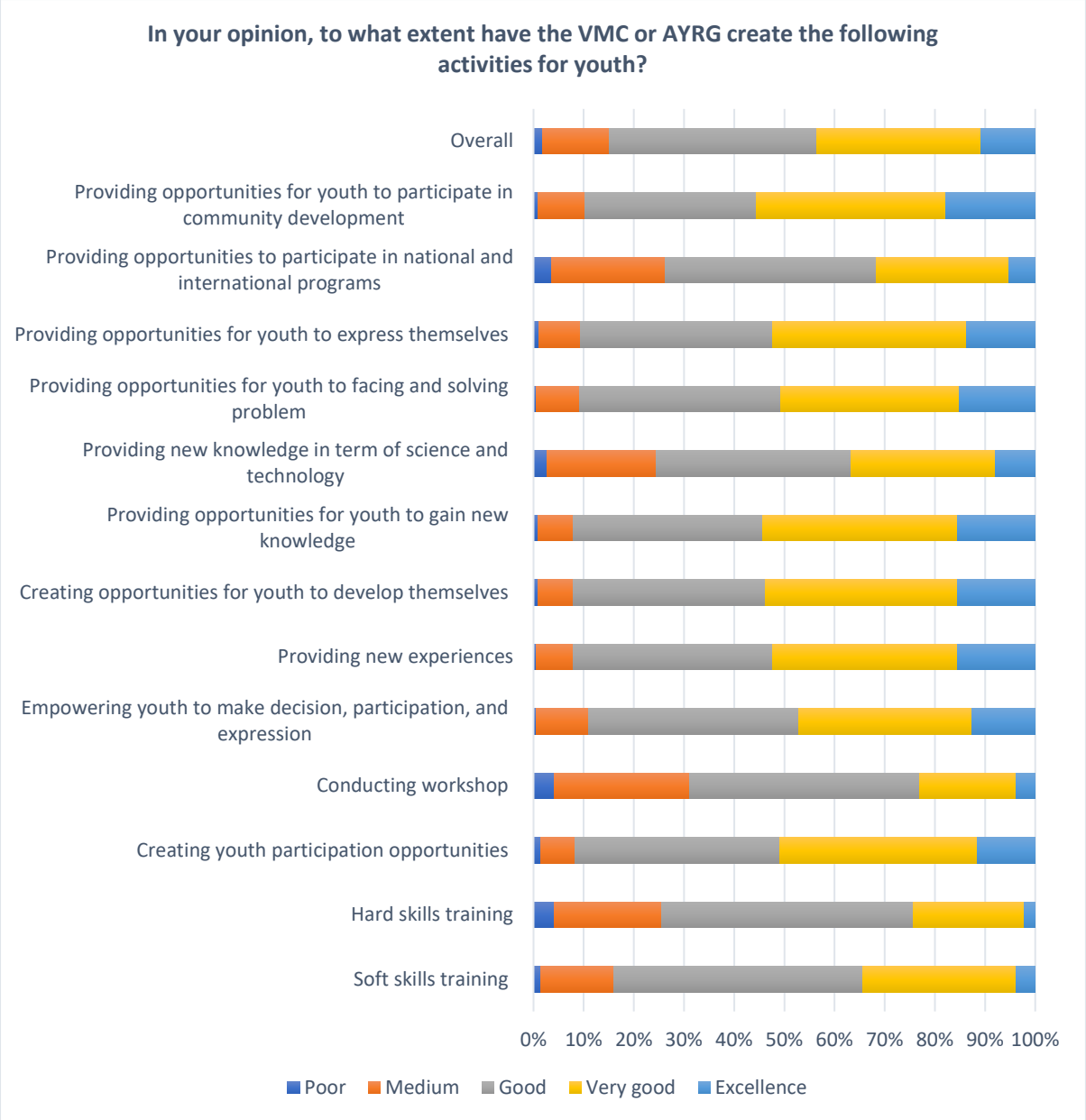


Figure 12: Activities that contribute to youth capacity building (F)

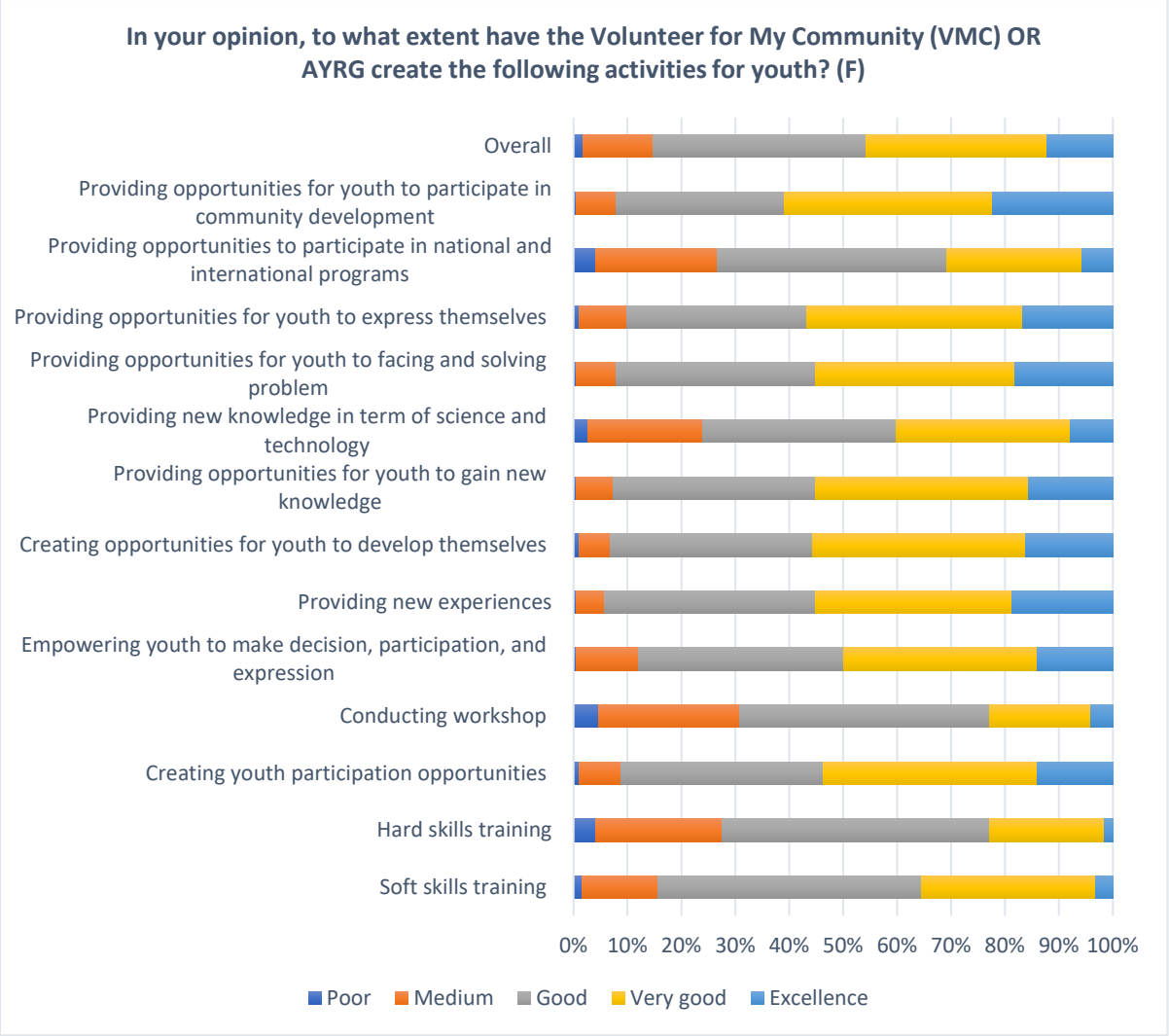


Figure 13: Activities that contribute to youth capacity building (VG)

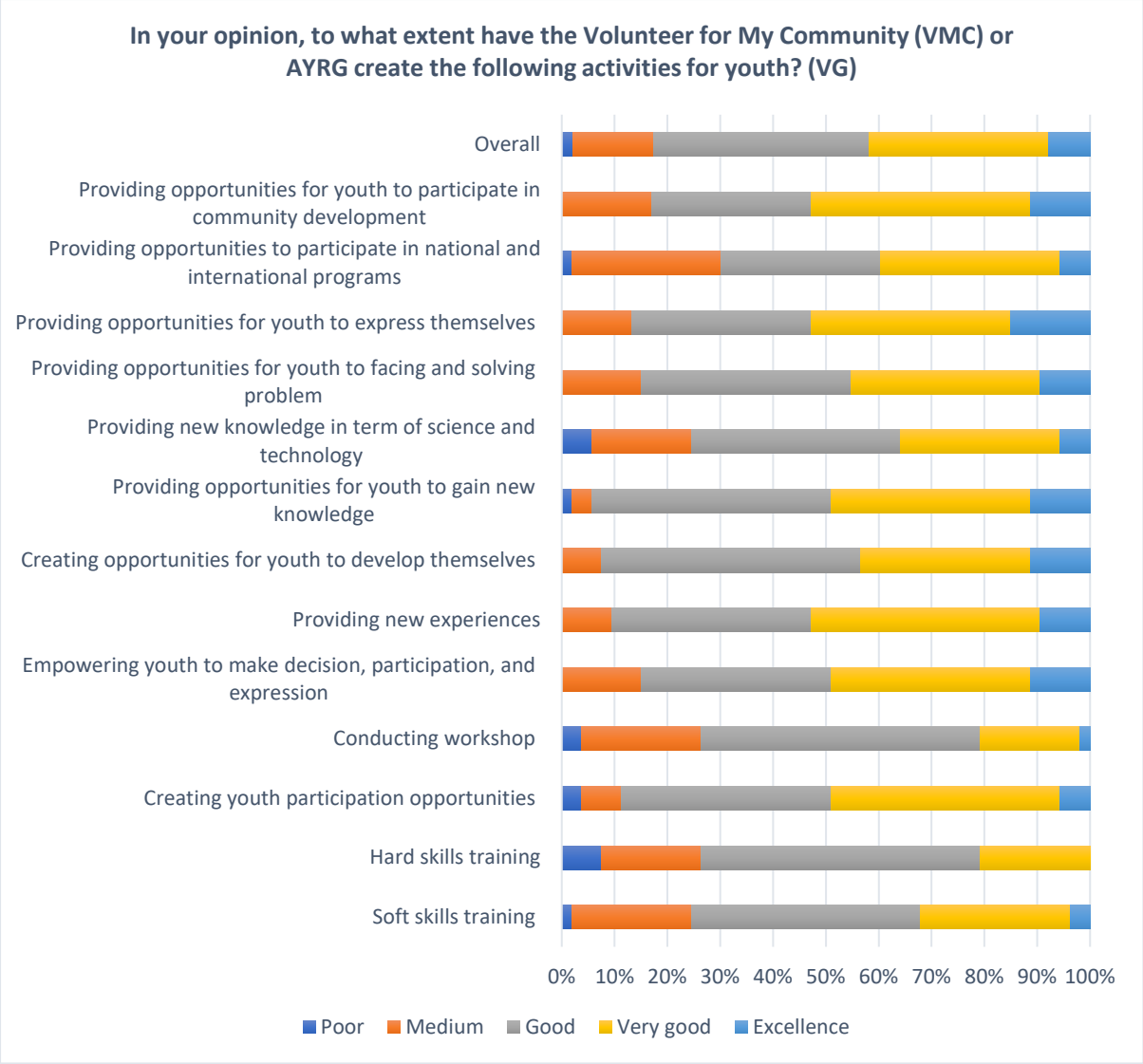


Figure 14: Favorite activities of the programs

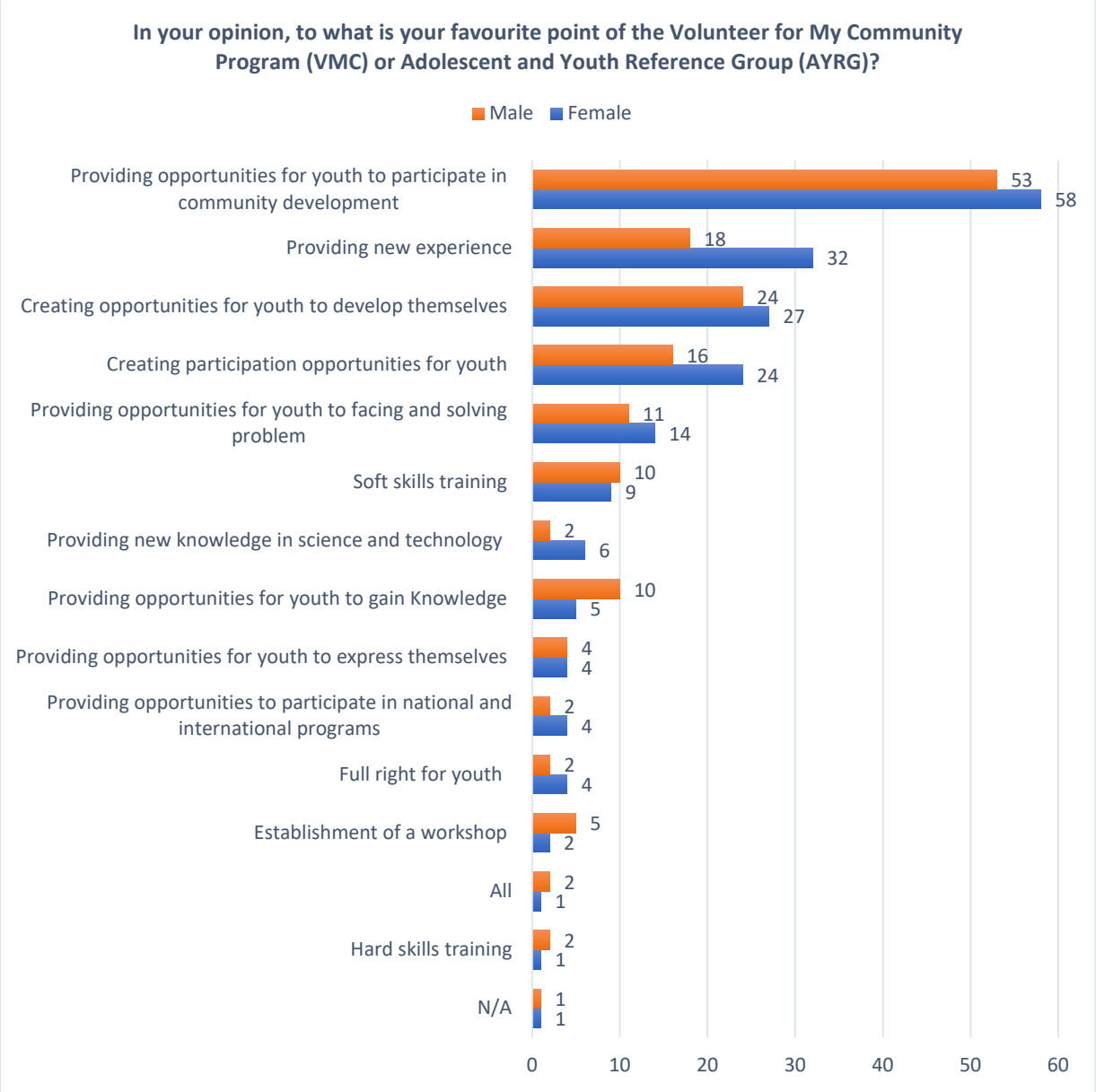


Figure 15: Activities to be improved

Finding 2: 20 skills have been identified that the youth volunteers obtained from the programs.

The first-round survey identified 20 skills that youths obtained for their capacity building. Those skills were developed and improved through the training courses offered by the programs during pre-placement and placement. Moreover, some skills were obtained through their project implementation in the community. Those skills include hard, soft, and digital skills. They are listed below:

Table 11: 20 skills for youth capacity development

- Communication skill - Teamwork skill - Management skill - Problem-solving skill - Leadership skills - Critical thinking skill - Microsoft word - Microsoft PowerPoint - Microsoft Excel - Social media skill	- Photograph skill - Video recording skill - Facebook page management - Google form - Zoom - Google meet - Google my map - Computer skill - Resources mobilization skill - Administrative skill

VMC and AYRG have designed core courses to offer training for youth volunteers/networks before commencing their project proposal and implementation. The skills identified by the respondents mostly matched with courses offered by the programs, baseline, and endline surveys of the VMC. It shows that pre-placement training courses would be well-performed to equip youth volunteers with some basic skills to be able to use during their placement. Please refer to Annex 6 to see the training courses. Figure 16 shows that 20 identified skills provided by the program were perceived to equip youth. In addition, overall youth capacity development was very well-developed, with

most respondents indicating \ excellent (10.25%), very good (28.25%), and good (48.58%), while 18.97% were rated as medium and 1.96% as poor.

Figure 16 identified the top three "excellent" skills that youth volunteers acquired of the 20 skills that contributed to youth capacity development. Those skills include 1) teamwork, 2) resources mobilization, and 3) problem-solving. Another top three "very good" skills were also selected for youth capacity development: 1) communication, 2) teamwork, and 3) problem-solving. Moreover, the top three "good" skills consisted of 1) communication, 2) critical thinking, and 3) Google meeting. Besides, some of those 20 skills were rated as "medium" and "poor". These two measurements' results should be considered for future improvements. Top three "medium" skill development comprised of 1) Microsoft Excel, 2) critical thinking, and 3) Microsoft PowerPoint. While the top three "poor" skills were 1) administration, 2) Microsoft PowerPoint, and 3) Google Maps.

Figure 17 identified the top three "excellent" skills that female youth volunteers acquired of the 20 skills that contributed to youth capacity development. These are 1) teamwork skills, 2) problem-solving skills, and 3) computer skills. Among those 20 skills, the top three "excellent" skills for VG included 1) problem-solving skills, 2). leadership skills, and 3). Microsoft word.

As indicated above, soft skill development was reported as an improvement. However, as noted in the medium and poor skill, the digital skills were listed as an area that did not improve as much. More attention is needed for basic digital skills for youth.

Even though the training was delivered to youth volunteers before placement and during placement, some challenges were identified in the VMC's endline survey. They included insufficient resources/technical equipment (66.67%), limited understanding of VMC (31%), lack of knowledge in general (21%), non-cooperative team members (11.85%), no cooperation from the authorities (6.67%), no coordination from officials (2.96%), and no support from focal volunteers (2.22%).

Table 12: Overall skill development

Rating	All respondents	Female respondents	Vulnerable groups respondents
Excellent	2%	2%	2%
Very good	19%	20%	21%
Good	41%	39%	46%
Medium	28%	29%	26%
Poor	10%	10%	6%

Figure 16: Skill development for youth volunteers

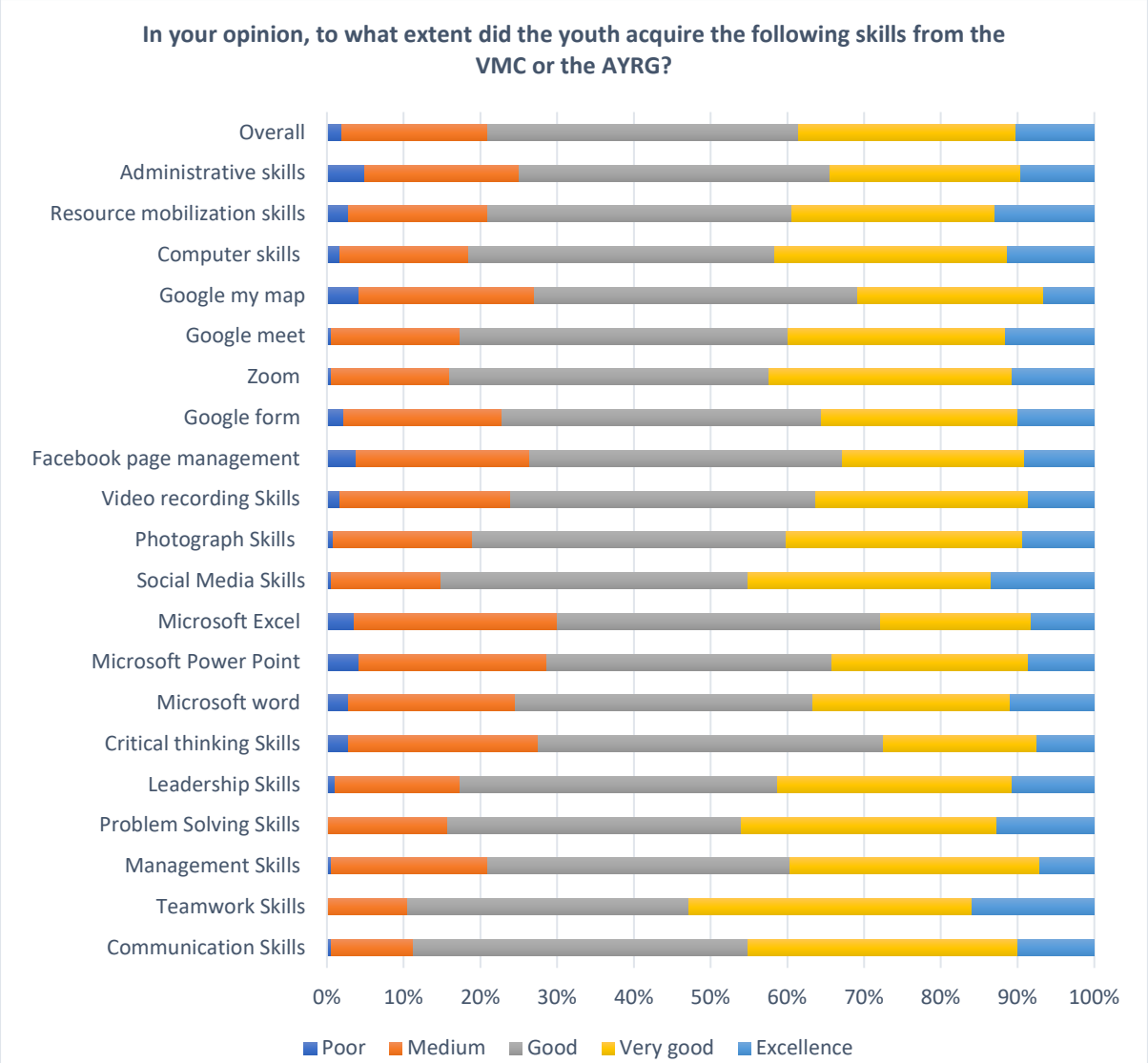


Figure 17: Skill development for youth volunteers (F)

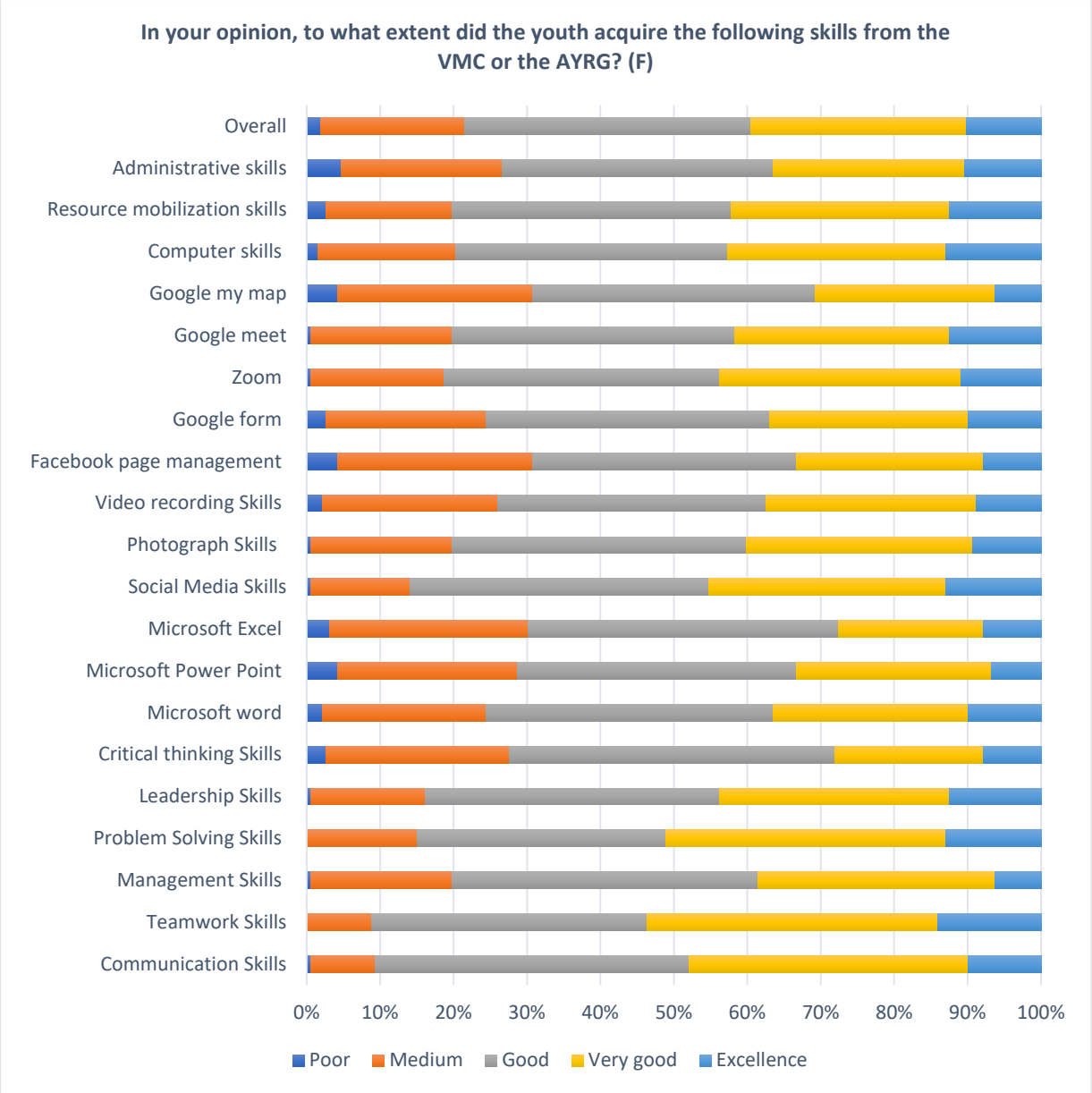


Figure 18: Skill development for youth volunteers (VG)

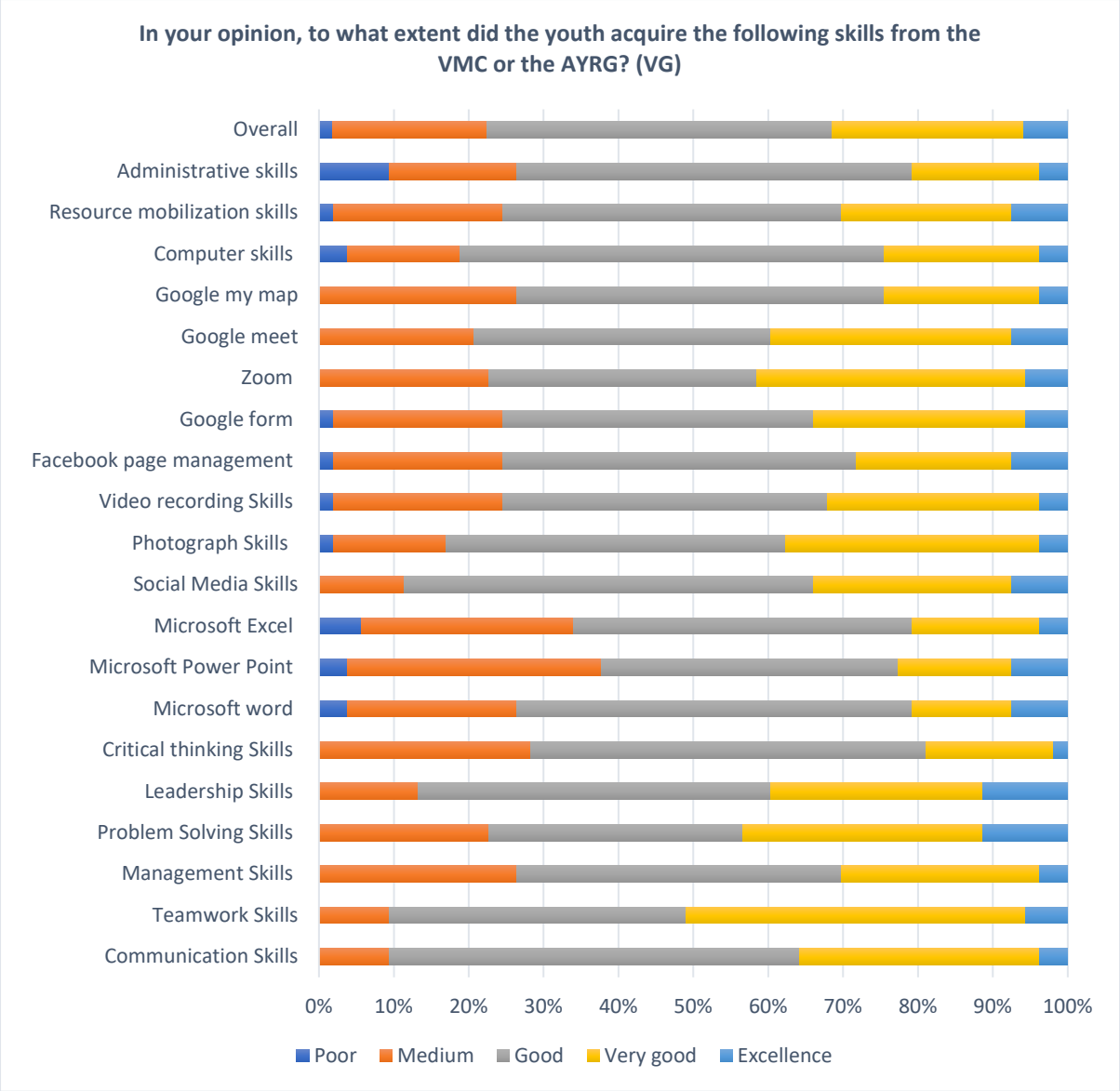
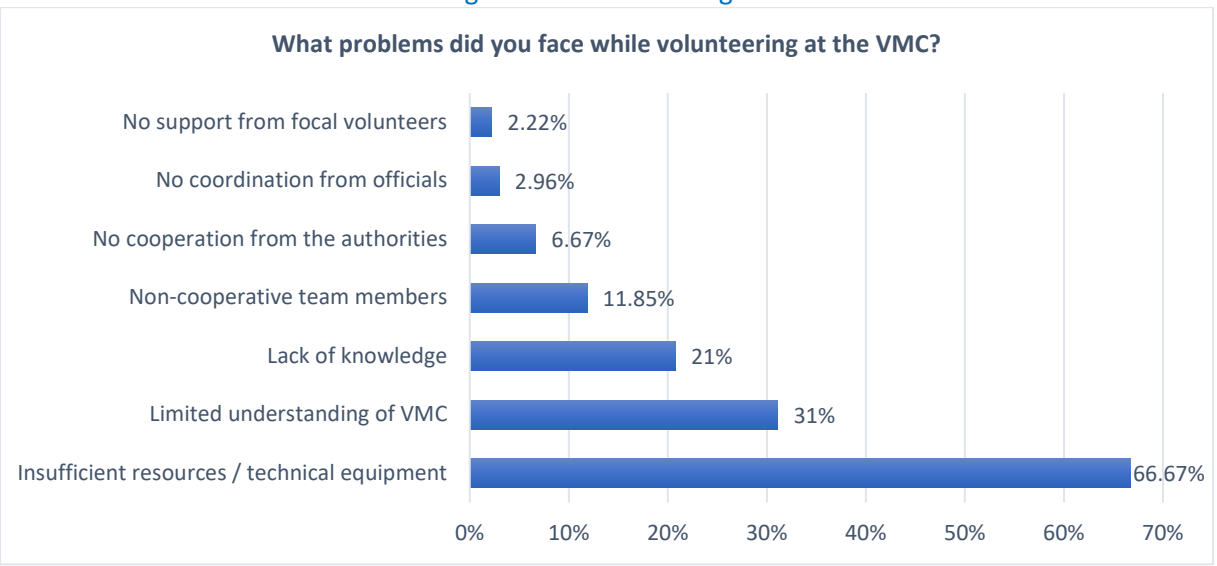


Figure 19: VMC challenges



Finding 3: 8 basic digital skills was identified by youth volunteers as something they gained from the programs.

Respondents were asked to name the basic digital skills they learned through the programs. The first-round survey respondents identified eight basic digital skills that the programs offered. Those basic digital skills include:

Table 13: 8 Basic digital skills for youth volunteers

- Conducting online meetings - Communicating online - Typing documents and project proposal - Recording videos for project presentation	- Being able to use Google for research - Using Google Maps to show the project location - Promoting projects on social media - Preparing slide presentations

The VMC and AYRG have integrated digital literacy into their training courses and implementation. Figure 20, the respondents were asked about the achievements of the programs in terms of digital literacy for youth participation. The answers were excellent (9%), very good (55%), good (29%), medium (7%) and poor (0%). Respondents were also asked about specific digital literacy skills that were taught to them; these included typing (19%), using social media to promote the project (17%), slide presentation (15%), online communication (13%), recording video for project presentation (12%), online meetings (12%), using google for research (10%), and using google map to show the project location (2%). It has been observed that VMC youth volunteers used different channels/tools of digital communications during their placement/program cycle. This includes social media (e.g., Facebook messengers, Facebook page/groups, Telegram, etc.) and technology tools (e.g., Zoom, video editors/makers, cameras, smartphones), etc.

The respondents also identified challenges in introducing digital literacy to rural and vulnerable youth groups. Based on the suggestion boxes in the questionnaire, there were many comments requesting computers to be able to write project proposals, conduct online meetings, and to store documents and data. Currently, they need to borrow computers from friends or teachers or to rent a computer. Additionally, according to the endline survey 2022, 35.35% of VMC volunteers did not have email accounts, and only 55% of high school and primary students in VMC had their own email accounts. Of the university students (bachelor's and master's degrees) in VMC, 78% have their own email accounts. Email is foundational to connect to other applications, but there were many young people who did not have it.

As shown in Figure 16, the programs required additions to improve the digital skills for youth volunteers. DPs agreed that the VMC is the first national platform with a good management structure to develop youth capacity in soft and hard skills. However, there is potential for improvement, as there are only a few initiatives to promote digital literacy among young volunteers and community youths. They still need digital literacy training, user-friendly digital infrastructure, internet connectivity, and a digitalization-ready mindset. To do this, more support is required to scale up the program and deliver quality knowledge to young people.

Figure 20: Basic digital literacy development

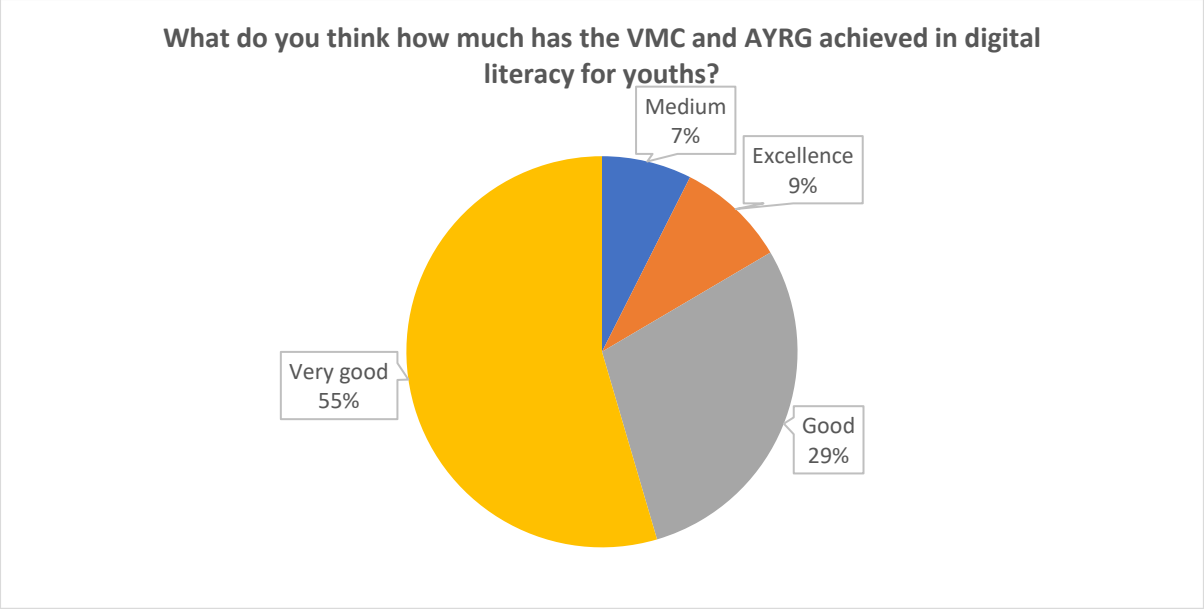
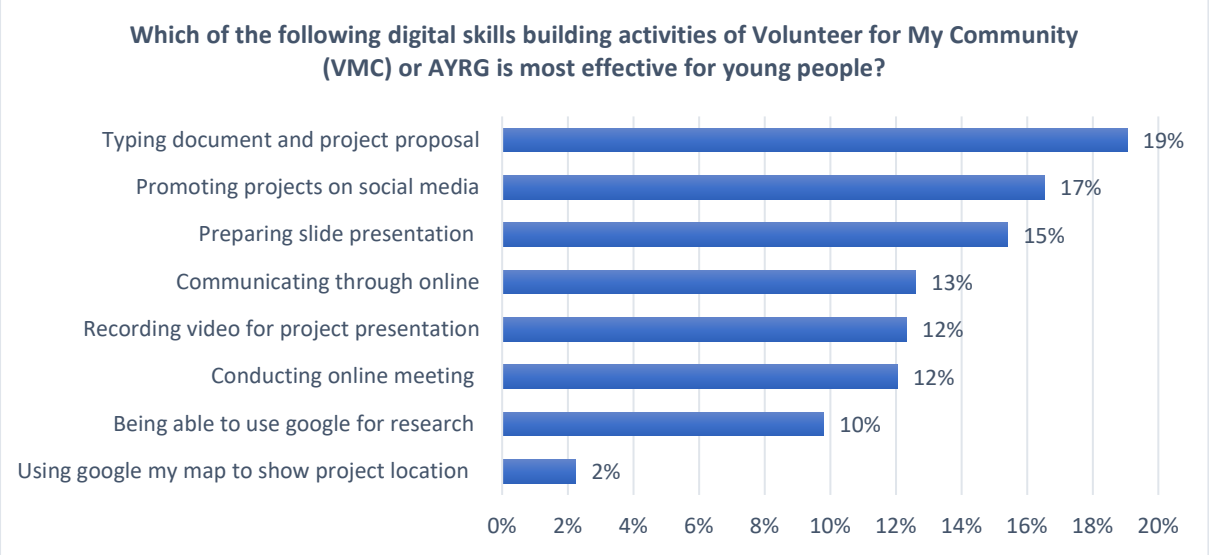


Figure 21: Activities to develop digital skill for youths



5.1.1. Community Development

Finding 4: 8 key activities have been identified to be conducted in the implementation process that benefit community development.

Eight key activities were identified from the first-round survey responses for community development. These critical activities included:

Table 14: 8 key activities for community development

- Developing human resources - Conserving natural resources - Helping to solve community problems - Providing people opportunities to express Developing community	- Developing good relationships between the community and youth - Providing opportunities to participate in the community - Raising awareness in the community

The VMC and AYRG were designed to contribute to community development through program implementation and volunteer-led projects. As shown in Figure 22, respondents rated the

community progress before and after the implementation of the programs as: excellent (12%), very good (55%), good (27%), medium (6%), and poor (0%). Training was provided to focal youth volunteers and provincial youth volunteers to be able to design projects that respond to the community's needs, following SMART objective and sustainability components which align with the government's policies and local rolling development plan. Please find a table of the contents of the VMC project proposal template in Annex 8: VMC project proposal template for the volunteer-led projects.

Figure 23 shows responses to perceptions about how the activities contributed to community development. As illustrated in the figure, the top three "excellent" activities include 1) developing good relationships between the community and youths, 2) developing the community, and 3) helping to solve a community problem. The top three "very good" activities include 1) providing the community with opportunities to participate, 2) developing good relationships between the community and youth, and 3) developing human resources. The top three "good" activities include 1) conserving natural resources, 2) providing people opportunities to express and 3) raising awareness in the community. Among those activities, the top four favorite activities identified were: 1) developing human resources, 2) developing a good relationship between the community and youths, and 3) helping to solve community problems, and 4) develop community, as is shown in Figure 25. However, these activities need to be improved in the two programs. These included 1) developing good relationships between the community and youth, 2) developing human resources, and 3) helping to solve community problems. These activities were pinned to be "excellent" and "very good" and favorite activities of the programs. However, the activities still need to be improved to respond to the needs of the volunteers and community.

All stages of volunteer-led projects were advised to engage the local communities and authorities. Before placement, youths were introduced formally to the local community and authorities. During the project formulation, the youths needed to consult with the local community and authorities to understand the community's needs/issues. However, there were some challenges in that youths were not introduced formally, and the projects were designed solely by their team. Moreover, some volunteers faced difficulties working with the local community and authorities.

Figure 22: Overall community development

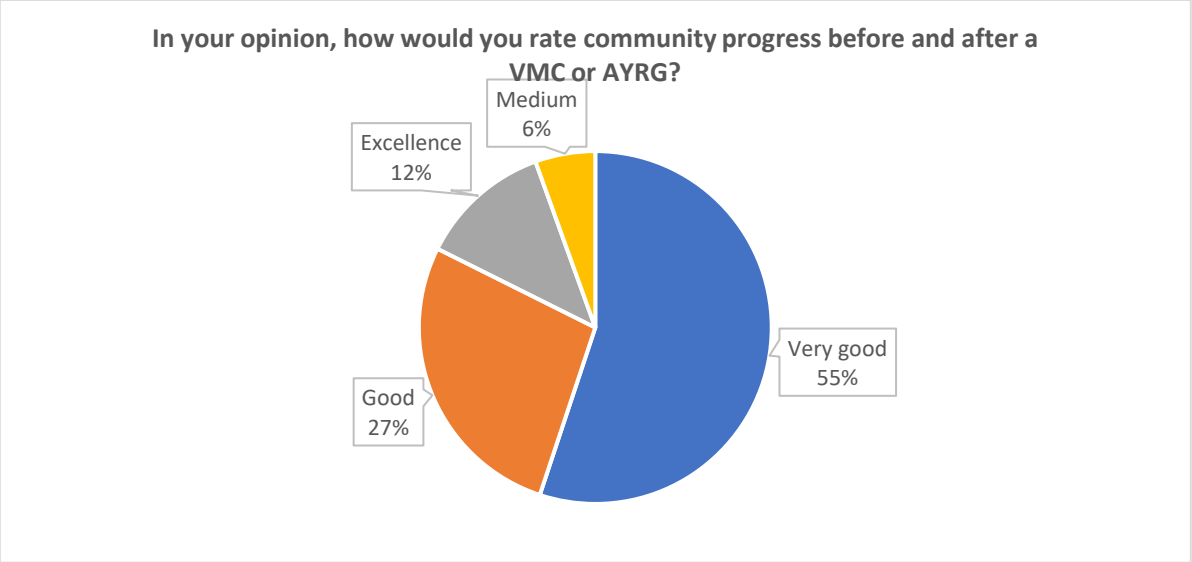


Figure 23: Activities that contribute to community development

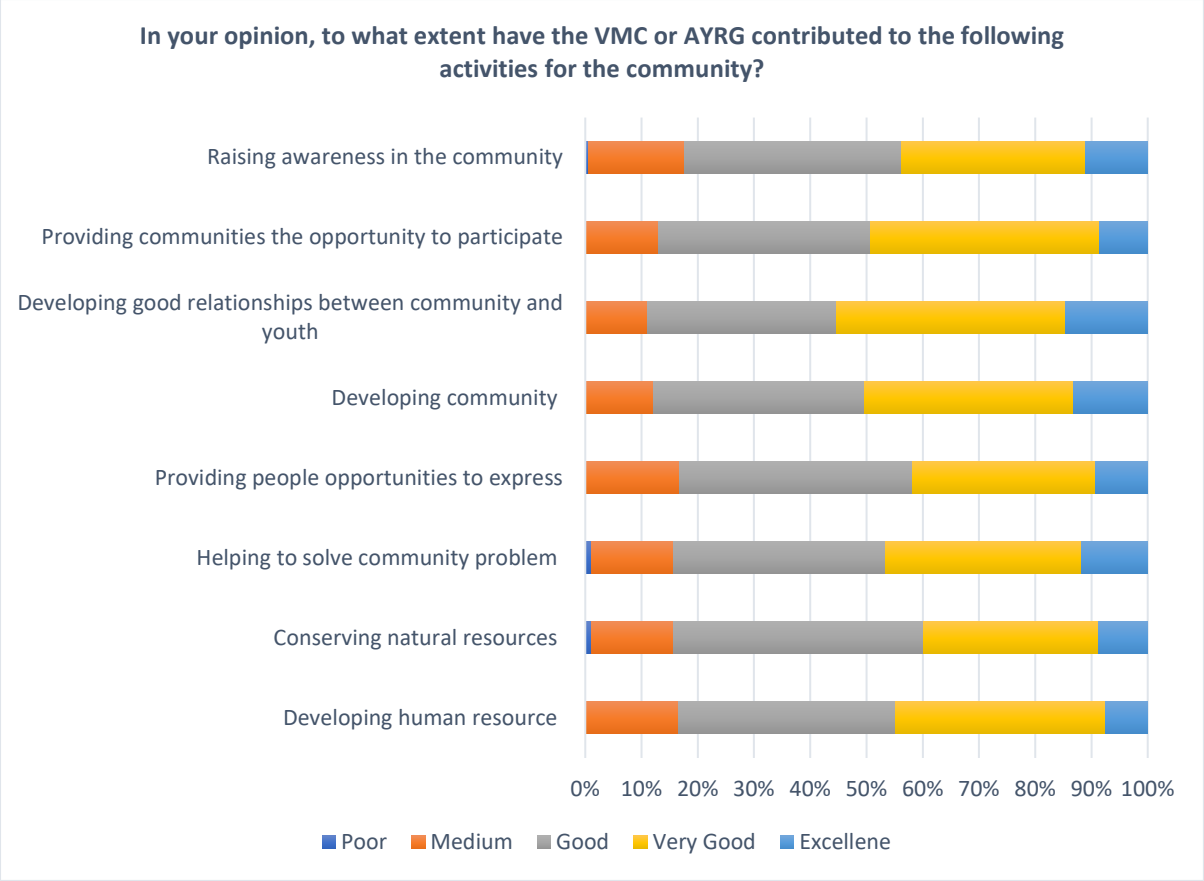


Figure 24: Favorite activities of the programs

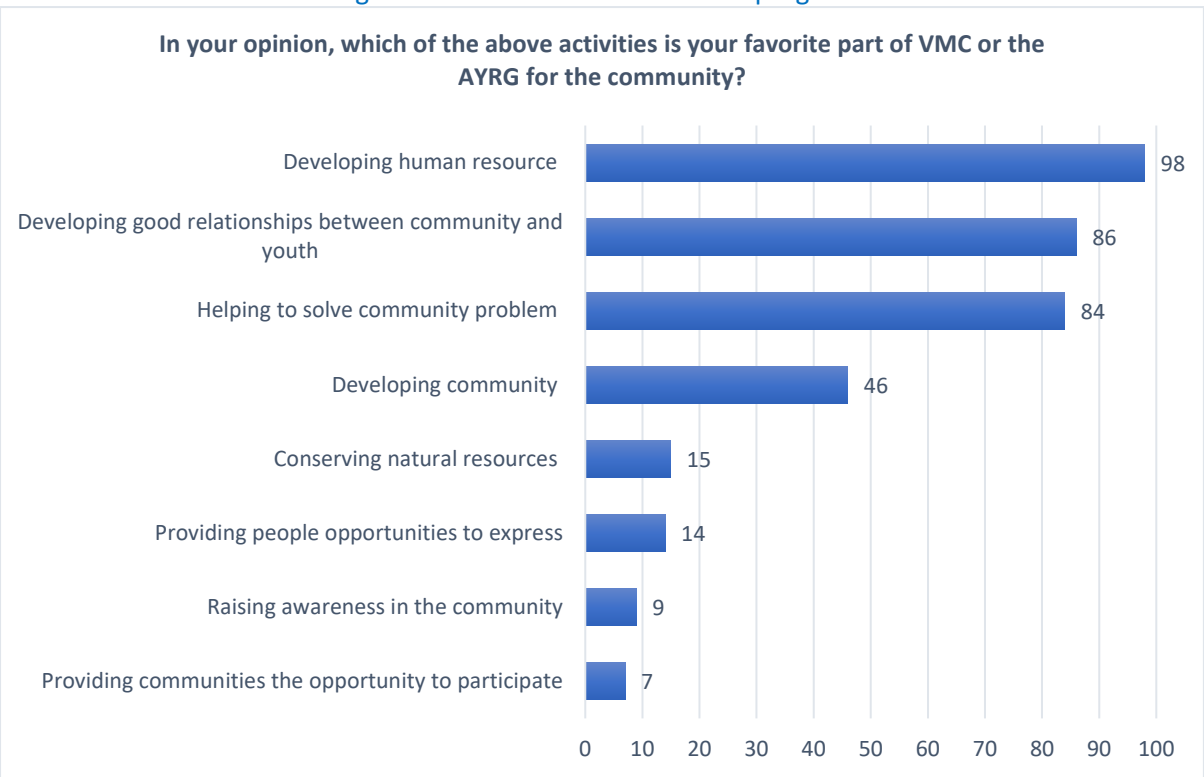
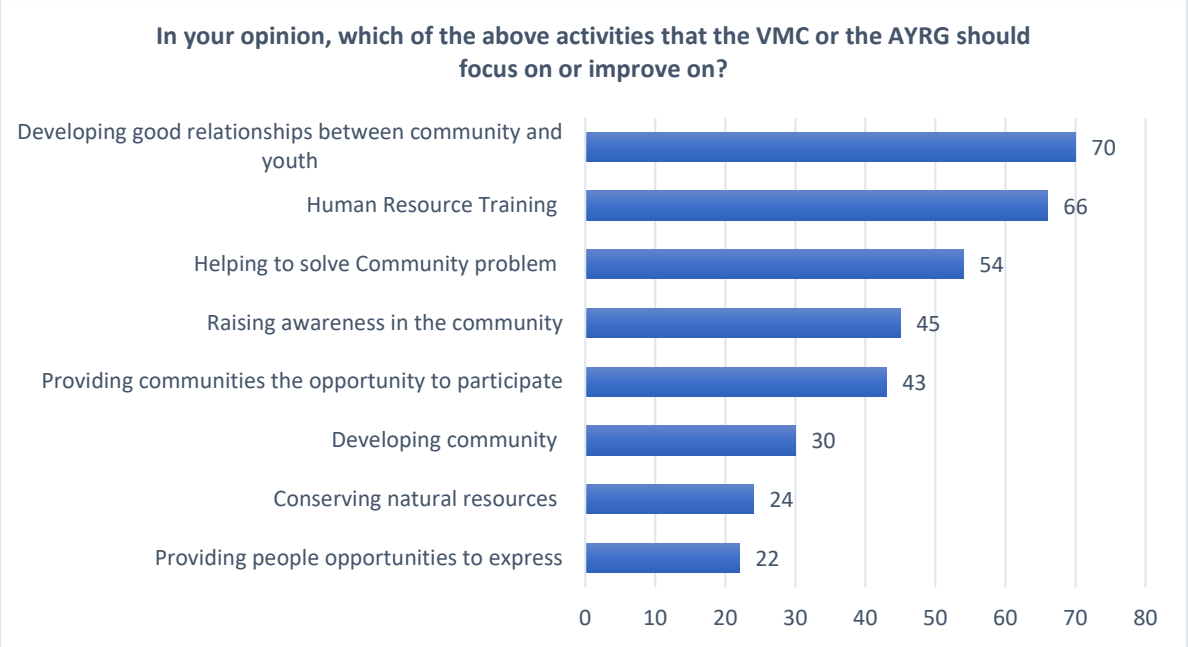


Figure 25: Activities to be improved



Finding 5: 10 areas of development were identified.

The respondents identified 10 areas in which the volunteer-led projects have contributed to community development. Those areas are listed below.

Table 15: 10 areas for community development

- Agriculture development - Industrial development - Environment development - Educational development - Public Administration development - Economic development	- Healthcare development - Tourism development - Entrepreneurship development - Industrial 4.0 development - Climate Change

There were 10 areas of development identified in the first-round survey. Figure 26 shows the excellent (4.13%), very good (25.07%), good (40.50%), medium (27.27%) and poor (3.03%) for community development in general. Out of the 10 areas identified, there were three areas that were identified by respondents to be the three top excellent of the development. As shown in the figure, these are: 1) education, 2) environment, and 3) tourism and entrepreneurship. Moreover, the top three "very good" areas of development were identified, including 1). education, 2) environment, and 3) tourism. Meanwhile, health, agriculture, and environment were the selected to be the top "good" areas of development.

In VMC 2022, there were 84 volunteer-led projects. The 84 projects were divided into different sectors, including 1) health: 1 (1.19%), Industrial 4.0: 2 (2.38%), Public administration: 3 (3.57%), tourism: 6 (7.14%), entrepreneurship: 8 (9.52%), agriculture: 11 (13.10%), education: 26 (30.95%), and environment: 27 (32.14%). There were a total of 32,184 beneficiaries, including 11,067 women. The total number of beneficiaries aged 1 to 17 was 9,805, including 4,267 females; beneficiaries aged 18 and 30 were 8036, including 3,817 women; and beneficiaries aged 30 and over were 3,883, including 1,097 females. Please refer to Annex 7: VMC project summaries 2022 for further information or follow this link for project locations and summary: https://bit.ly/VMC2022.

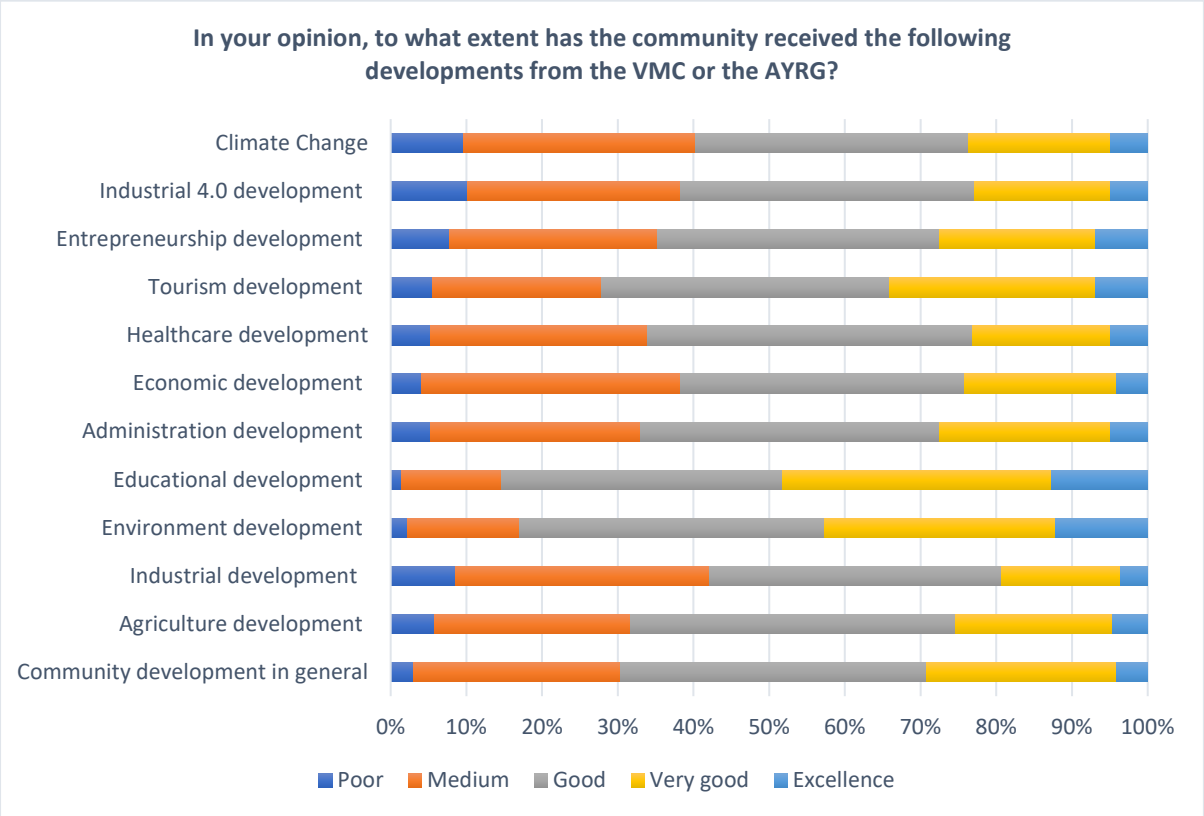
AYRG also conducted campaigns, including a 16-day campaign and 1st June campaign at both sub-national and national levels, to promote public understanding and to spur action from government

and key stakeholders in relation to elimination of violence against children (EVAC), gender-based violence (GBV), and the adolescent mental health, and other issues. They also promoted adolescent girls in leadership through their network steering committees, conducted dialogues with CNCC and key ministries to raise some issues and recommendations on child rights, including LGBT rights and technical and vocational education and training (TVET), and conducted consultative workshops to collect input for policies and program development (Asian ICT forum, the draft of the law on child protection, regional consultation on climate change …). Additionally, they conducted community awareness raising and peer-to-peer education on a strong family campaign for vulnerable children and community people, held regular quarterly meetings and annual conferences to follow the action plan and develop joint advocacy activities, and collaborated with other child and youth networks to conduct annual action research for evidence-based advocacy.

The three "medium and poor" activities should be considered as possible areas of improvement. The three medium areas of development include 1) economy, 2) Industrial 4.0,) and 3) climate change. The three areas rated 'poor' most often were: 1) Industrial 4.0, 2) climate change, and 3) entrepreneurship.

VMC volunteer-led projects have contributed to addressing various community needs and issues such as education, health, environment/climate change, local administration services, and others that have reached many children and community members across 25 provinces and the capital. Several VMC projects have remained active past the end of their project cycle, and some have noted that the relationships and networking amongst and between the volunteers has also been sustained. The projects raised public awareness and education about responsible and impactful volunteering contributing to youth development and local and national development agenda/priorities.

Figure 26: Area of community development



Finding 6: 7 key activities were identified that have contributed to climate change in the community.

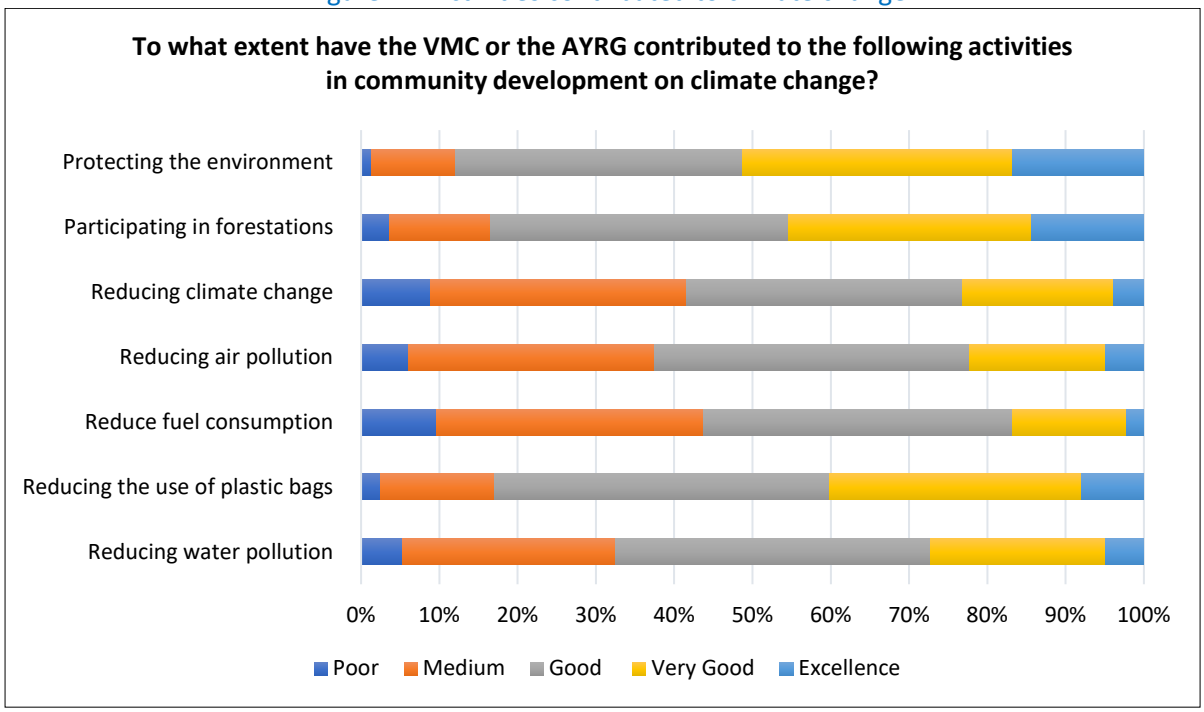
Some key activities were identified by respondents as those that contributed to climate change in the community. These are:

Table 16: Climate change contribution by youth volunteers

- Reducing water pollution - Reducing the use of plastic bags - Reducing fuel consumption - Reducing air pollution	- Reducing climate change - Participating in forestation - Protecting the environment

Even though climate change was identified to be a "poor and medium" area of development in the programs, several projects addressed this crisis. Seven activities were identified to be contributed to climate change, as shown in Figure 27. The top three "excellent" and "very good" activities included 1) protecting the environment, 2) participating in forestations, and 3) reducing the use of plastic bags. Moreover, the three "good" activities included 1) reducing the use of plastic bags, 2) reducing air pollution, and 3) reducing water pollution. In 2022, volunteers proposed numerous projects to combat climate change and build an eco-friendly community. As can be seen, most of the six VMC finalists in 2022 contributed to sustainable agriculture. To further promote green development and climate change, support for climate-related projects should be provided.

Figure 27: Activities contributed to climate change



5.1.2. Institutional Capacity Development

Finding 7: 14 key activities have been identified to be conducted in the implementation process of the programs that benefit institutional capacity development.

VMC is a nationwide program implemented through the line department of MoEYS. 25 DoEYS are involved in the process of the VMC, who function as supervisors and managers for the provincial youth volunteers. VMC was designed to improve the capacity of those DoEYS and at a national level. The AYRG has been implemented in 10 provinces in Cambodia. Fourteen key activities were identified to be contributed to improving institutional capacity. Those activities include:

Table 17: 13 key activities for institutional capacity development

- Learning more about social issues - Improving knowledge of hard and soft skills - Increasing knowledge of technology - Increasing responsibility - Increasing leadership - Increasing cooperation in the institution - Having good relationships with youth and local communities - Encouraging institutions to have more relationships with surrounding departments and local authorities	- Promoting the recognition of volunteering work in the community - Promoting the recognition of volunteer work at the provincial level - Promoting the recognition of volunteer work with local authorities - Encouraging institutions to be more active - Providing additional materials to the institution

The VMC and AYRG were designed to contribute to institutional capacity developments through the implementation process. As shown in Figure 28, respondents were asked to rate institutional capacity developments before and after the implementation of the programs and respondents answered: excellent (59%), very good (25%), good (11%), medium (5%), and poor (0%). 14 key activities were identified to be contributing factors to improving the institutional capacity as revealed in the first-round survey. Figure 29 identified the top three "excellent" activities that contributed to institutional capacity development, including 1) promoting the recognition of volunteering work in the community, 2) promoting the recognition of volunteer work at the provincial level, and 3) having good relationships with youth and local communities. The top three "very good" activities included 1) having good relationships with youth and local communities, 2) encouraging institutions to have more relationships with surrounding departments and local authorities, and 3) promoting the recognition of volunteering work at the community. Furthermore, the top three "good" activities included 1) learning more about social issues, 2) increasing responsibility, and 3) providing additional materials to the institution.

The top three "medium and poor" activities were also identified. The top three "medium" activities included 1) providing additional materials to the institution, 2) increasing responsibility, and 3) increasing leadership. The top three "poor" activities included 1) increasing leadership, 2) increasing knowledge of technology, and 3) improving knowledge of hard and soft skills.

As shown in Figure 28, the programs seem to be a success in terms of building the relationship between DoEYS with youths, local authorities, and communities. Moreover, it also contributed to promoting volunteerism amongst the relevant stakeholders in the local communities. However, there were some vital areas that needed to be improved. These included responsibility, leadership, and knowledge of technology. The KIIs confirmed that the DoEYS's leadership and responsibility to lead the VMC at the provincial level still has some challenges.

Out of 14 key activities that contributed to institutional capacity development, six activities were identified to be favorites, as indicated in Figure 30. These include 1) having good relationships with youths and local communities, 2) learning more about social issues, 3) promoting the recognition of volunteering work in the community, 4) increasing knowledge of hard and soft skills, 5) increasing knowledge of technology, and 6) encouraging institutions to have more relationships with surrounding departments and local authorities.

Figure 31 shows the top activities that VMC or AYRG should focus on or improve in terms of institutional capacity development. These include 1) learning more about social issues, 2) increasing knowledge of technology, 3) having good relationships with youth and local communities, 4) promoting the recognition of volunteering work in the community, 5) encouraging institutions to have more relationships with surrounding departments and local authorities, and 6) enabling institutions to be more active.

Figure 28: Overall institutional capacity development

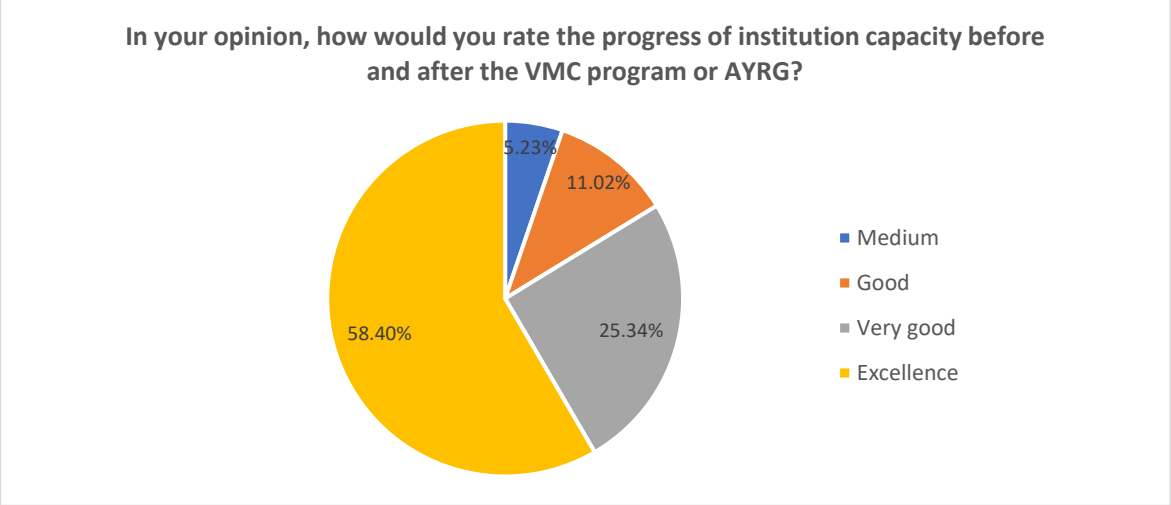


Figure 29: Activities that contribute to institutional capacity development

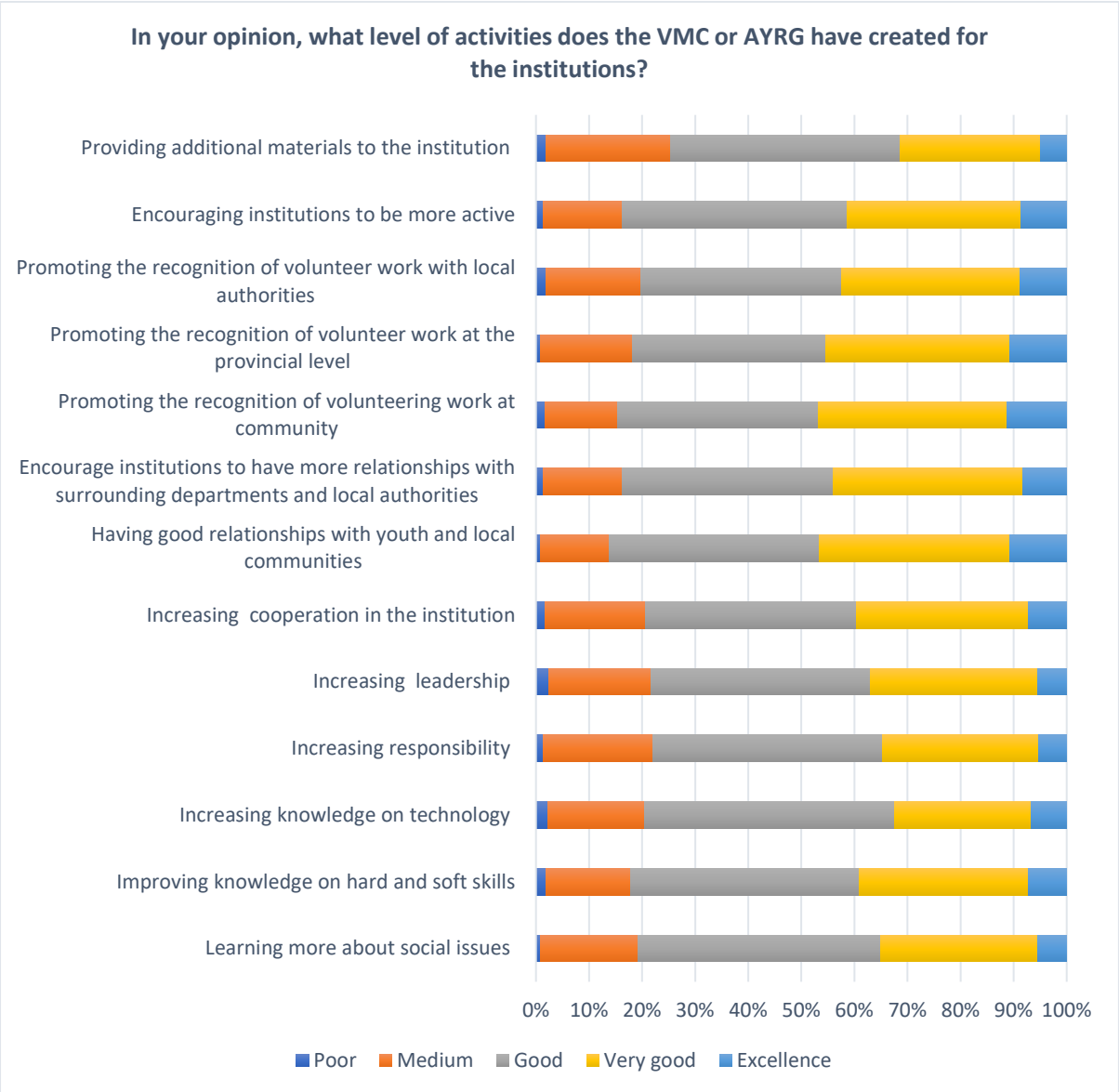
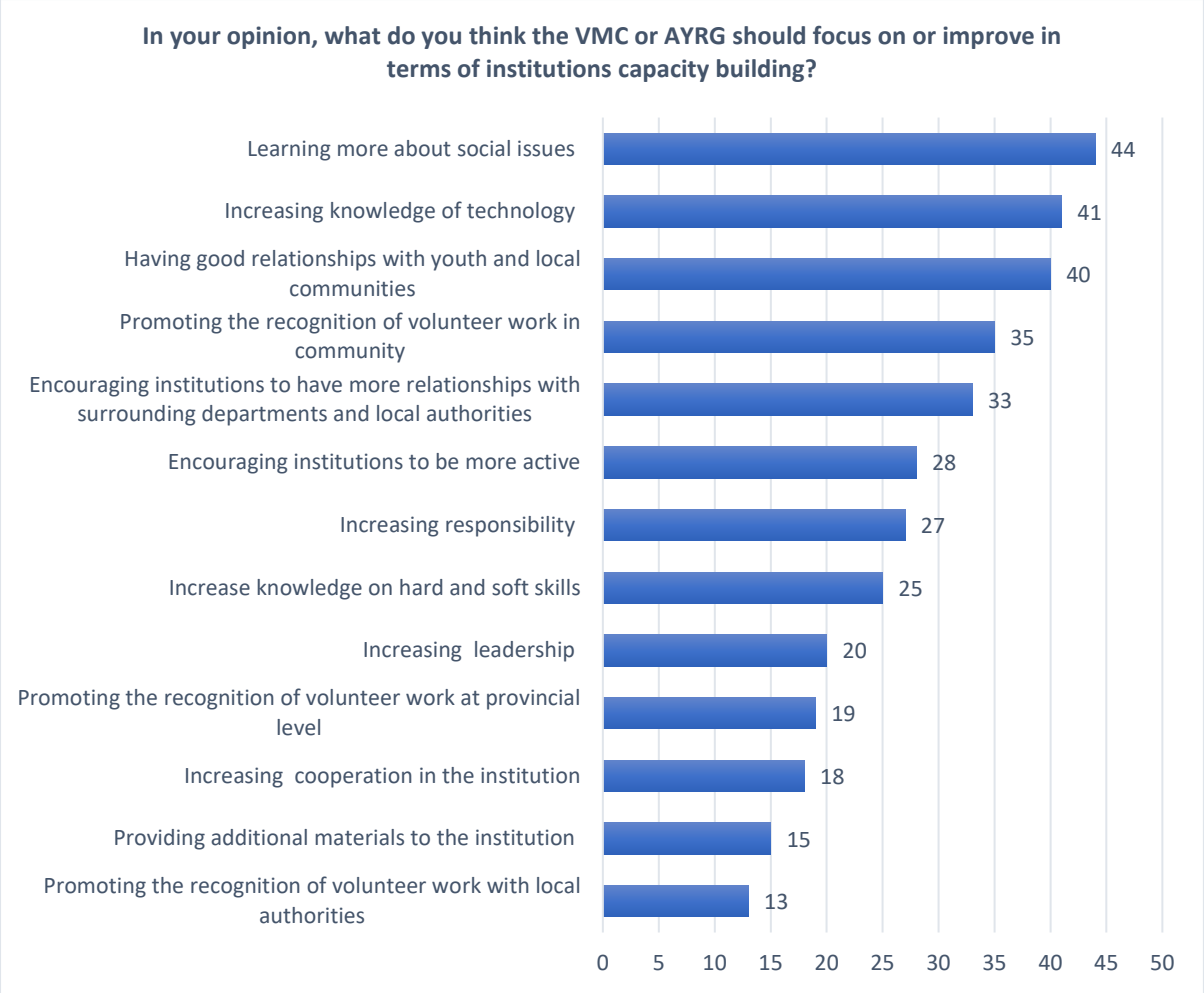


Figure 30: Favorite activities of the program

Figure 31: Activities to be improved



Finding 8: 12 digital skills were identified to contribute to institutional capacity development.

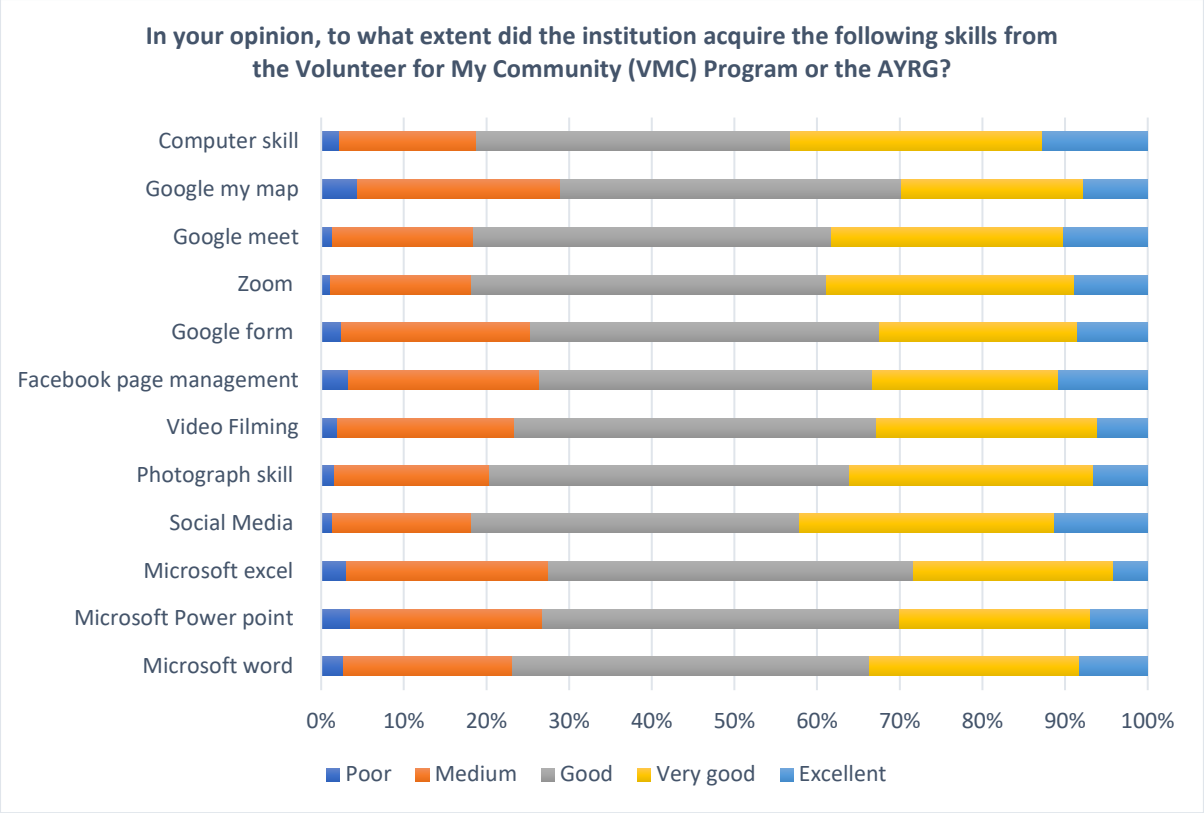
Respondents identified 12 digital skills that are contributing to institutional capacity development. These include:

Table 18: 12 digital skills for institutional capacity development

- Microsoft Word - Microsoft PowerPoint - Microsoft Excel - Social media - Photograph skills - Video recording skills	- Facebook page management - Google form - Zoom - Google - Google Maps - Computer skills

Figure 32 shows the digital skills that are perceived to contribute to institutional strengthening. The top three skills rated "excellent" were 1) computer skills, 2) social media, and 3) Facebook page management. The top three "very good" skills included 1) social media, 2. computer skills, and 3) Zoom meetings. The top three "Good" skills included 1) Microsoft Excel, 2) video filming, and 3) photography. Presently, VMC uses a Facebook page, website, Google Maps, YouTube, and Telegram to communicate and promote the program. However, there were still many challenges in introducing new technology to the institution both at the national and sub-national levels. There are three main challenges: 1) technology mindset, 2) human resources to manage and maintain, and 3) finance.

Figure 32: Digital skills for institutional capacity development



5.1.3. Digital integration in VMC and AYRG

A. Digital integration in VMC

Digital integration in VMC was introduced gradually since the program's inception with some basic computer skills. By 2019, provincial youth volunteers developed their project proposal using Microsoft Word and PowerPoint for project presentations. Social activities were disrupted during the pandemic, and VMC was implemented entirely online. By 2022, it implemented a hybrid system where some key activities are conducted online.

Based on the Digital Score for VMC, 43% of program implementation has been done online and 57% in-person. Online activities play a vital role in ensuring the effectiveness and efficiency of the program. In the 12 steps of the VMC, there are some steps implemented online and some in person. Steps 1, 3, and 9 are 50% equally implemented online and in person. The table below also shows that steps 5, 11, and 12 are fully realized in-person. For more details, see Table 19 and Annex 4.

Table 19: Digital scores for VMC

No.	Steps	Scores	
		Digital	In-person
1	Recruitment of Capital Focal Volunteers	50%	50%
2	Training Officials and Capital Focal Volunteers	45%	55%
3	Provincial Authority Recognition	50%	50%
4	Recruitment provincial youth volunteers	20%	50%

5	VMC National Training for Capital Focal Volunteers and Provincial Youth Volunteers	0%	100%
6	Project Proposal preparation by the provincial youth volunteers	55%	45%
7	Regional training and revision of project documents	77%	23%
8	Project implementation, reporting and support from the Ministry	68%	32%
9	Evaluation and selection of the best project at the provincial level	50%	50%
10	Evaluation and Selection of the country's annual best projects	25%	75%
11	Certificates and Recognitions	0%	100%
12	M&E and reflection	0%	100%
	Total score (%)	43%	57%

Although in-person implementation covers more than 50% of the program implementation, the VMC strategic and management framework guideline has endorsed its intention to integrate more digital activities into the implementation process. For example, the guidelines include digital training for youth volunteers, online regional training, online meetings, and online certificates. Completion of these goals can be done mostly online by VMC.

Based on the results of the first-round survey, 43% of VMCs are conducted online, and 57% are completed offline. VMC's long-term objective is to be more than 50% digital in the program over time to help manage and support the program. Moreover, it helps bring new digital knowledge and information to share with Cambodian people, especially VMC youths. The following paragraph describes the strategy to equip more digitalization into the program and its challenges. This information was gathered from the interview with the VMC management team, MoEYS, and relevant development partners.

VMC aims to move most parts of the program online. This would help to ensure the effectiveness of program implementation, especially supporting and managing the system. Some key activities to move online are as follows:

- Organize training on basic digital skills
- Organize meetings and training through the digital platform
- Using digital to support and coordinate among the VMC
- Improving and developing video training for the VMC
- Setting up and putting in place the VMC YouTube channel
- Managing and maintaining the VMC website
- Creating VMC online-based certificate

Digital knowledge is an essential factor in promoting youth participation throughout the country and promoting change and impact in the community. However, there were still many challenges to introducing new technology to the institution at both national and sub-national levels. The three main challenges identified are: 1) technology mindset, 2) human resources to manage and maintain, and 3) finance. DoEYS seemed to recognize the significance of the technology, but the intention to learn and improve was still in question. Moreover, human resources to support the online system are challenging in the MoEYS and DoEYS. Lastly, finances are needed to run and support the online activities.

B. Digital integration in AYRG

Based on the Digital Scores for AYRG, 53% of implementation has been done online and 47% in-person. AYRG uses a digital platform to create a youth network to share information and communication. Of the 15 activities of the AYRG, some are fully implemented online, while some are in person. Steps 3 and 5 are 50% equally implemented online and in person. The table below also shows that steps 9 and 12 are fully realized physically. For more details, see Table 19 and Annex 5.

Table 20: Digital scores for AYRG

No.	Steps	Scores	
		Digital	In-person
1	Membership expansion	100%	0%
2	Annual meeting of AYRG and selection of AYRG steering committee	33%	67%
3	Support NGO parent organizations to strengthen the functioning of AYRG	50%	50%
4	Build the capacity of AYRG members and their cluster group members	10%	90%
5	Support AYRG members to attend relevant meetings, workshops, dialogue, discussion and forum	50%	50%
6	Annual meeting of AYRG to develop an adolescent statement, share lessons learned, and promote peer-to-peer sharing	75%	25%
7	Dialogue between AYRG and the movement to submit the adolescent statement	25%	75%
8	Meetings facilitation between AYRG and Minister/Chair of National Assembly/Senior Government officers to present the adolescent statement	25%	75%
9	Support AYRG to conduct awareness-raising activities as part of the Cambodia PROTECT campaign	0%	100%
10	Support adolescents to develop messages on MHPSS, GBV, VAC, and TVET to be disseminated through social media as part of the 16-day campaign	75%	25%
11	Peer-to-peer education activities in 6 target provinces to raise awareness on preventing and responding to VAC, child online protection issues, and child marriage	40%	60%
12	Youth prank during a community event on VAC, parenting/ child marriage, climate/environment	0%	100%
13	Provide small grants to AYRG and VMC programs to support innovative youth-led projects	63%	37%
14	U Report (youth engagement with UNICEF)	100%	0%
15	Quarterly/Annual report to update the progress of the project implementation	100%	0%
	Total score (%)	53%	47%

These scores were a self-assessment where the CRC-C reviewed each step and key activity to identify which key activities were implemented online and offline.

6. Conclusion and Recommendations

6.1. Conclusion

This research was designed to explore how volunteering can contribute to youths' capacity building, community development through volunteer-led projects, and institutional capacity development. The VMC program of MoEYS and the AYGR project of CRC-C were selected as examples.

To answer the research questions, the research team used primary data collection and secondary data—preliminary data collected through two rounds of surveys. Survey round one was designed to identify the benefits of the programs to participants, and survey round two was follow on questions resulting from the results of survey round one. The second survey used a multiple-choice questionnaire to measure the benefits identified in round one. KII with DPs were also used to explore the programs and to identify areas for improvement. Secondary data refers to the existing data from the VMC endline and baseline survey where needed.

The participants voiced that they were satisfied with the program outcomes in terms of youth skills development, community development, and institutional capacity building. This conclusion was confirmed through both surveys and KIIs. However, there was a room for improvement in the program, including 1) program design and implementation, 2) program management, and 3) sustainability.

The program provided youth volunteers with both soft and hard skills. Many soft skills were developed and improved for them through pre-placement training, volunteer-led projects, and ongoing support from the MoEYS and DoEYS. Regarding hard skills, the programs focused on basic digital skills, project management (proposal, fundraising, M&E), and other technical skills. However, additional technical training was suggested to prepare participants for their future careers.

The programs provided a variety of areas of development for the local community. Youth volunteers were trained in specific skills to identify the community's issues or needs and to propose projects to address these challenges. The programs also raised awareness of volunteerism in the community and united the community to run a project to address identified issues. The projects focus on eight sectors: education, environment, agriculture, tourism, health, public administration, entrepreneurship, and Industrial 4.0. With emerging climate change and green development, the programs introduced these concepts to volunteers, however; more attention is needed to bring climate change and green growth to the forefront as options for the volunteer-led projects.

The programs were designed to improve institutional capacity building for MoEYS and the line department. To achieve this, the programs developed a standardized working process to run the program. Moreover, digital skills and tools were used to support volunteers on the ground. Feedback and learning from volunteers and the implementation have improved the systematic/institutional strengthening of line government departments at national and sub-national levels for the VMC program.

6.2. Recommendations

Stakeholders have identified some areas for improvement, especially for the VMC. These recommendations are listed below with a short description.

The following table suggests some recommendations for VMC and AYRG:

Recommendations	VMC	AYRG
Conducting more training/workshops for youth volunteers to have sufficient skills to work and develop the communities more effectively	✓	✓
Providing opportunities for youth volunteers to participate in national and international events/programs	✓	✓
Strengthening training on new knowledge in terms of science and digital technology	✓	✓
Strengthening training on 1). Microsoft Excel, 2). critical thinking, and 3). Microsoft PowerPoint, 4). administration work, and 5). Google Maps	✓	✓
Supporting adequate funding for youth volunteers to run their project	✓	
Supporting technical and digital equipment for volunteers to access online training and run projects	✓	
Strengthening the quality of pre-placement training courses/induction system to ensure that youth volunteers have enough knowledge about the program and to work with the local communities and authorities, especially in terms of soft skills	✓	✓
Considering having more focus on climate change, green development, and related skills for volunteers and volunteer-led projects	✓	✓
Developing a standard training curriculum and converting those courses into the online platform	✓	
Strengthening the provincial volunteer recruitment process to promote "inclusiveness" by encouraging youths from various groups to take part, including those with disabilities, LGBTIQ, indigenous, and vulnerable groups, etc.	✓	
Developing a recruitment process for NGOs		✓
Providing computers and other material support to rural/vulnerable youth	✓	
Influencing the standard volunteering framework in Cambodia to ensure the impactful and development of the volunteering work. Moreover, it ensures that the duty of care is fully provided to the volunteers and communities.	✓	
Generating and using the evidence from VMC and AYGR program implementation and core principles/guidance from the global standard for volunteering for development to localize or develop national volunteering standards to promote and guide quality volunteering practice and volunteering recognition in Cambodia	✓	✓
Developing an annual report template to showcase the program achievements for each year	✓	
Advocating with MoEYS, and the Ministry of Economy and Finance (MEF) to allocate more budget to support the VMC program	✓	
Considering partnership with DPs or income generation activities to ensure the sustainability of the program	✓	✓
Conducting an annual reflection meeting to document the achievements/lessons learnt from all youth volunteers across provinces	✓	
Playing a role in facilitating all DPs and organizations working on volunteerism to work together to bring change in the communities through volunteering work	✓	
Continuing to review and update the VMC manual and tools following the evidence from the implementation and global standard for volunteering for development	✓	

Developing the VMC strategic and management guidelines to envision where the program desires to be	✓	
Developing and standardizing duty of care for the volunteers as guided by Global Volunteering Standard	✓	
Strengthening online support mechanisms for volunteers and community	✓	
Developing an online certificate that all volunteers can download from the system	✓	
Developing AYRG implementation guidelines		✓

Annex 1: VMC annual activities calendar

No.	Steps	Month	Key Activities
1	Recruitment of Capital Focal Volunteers	Jan - Feb	- Develop an annual action plan for the VMC - Officially launch the VMC new generation - Announce the recruitment of capital focal volunteers - Make decision on the selection of capital focal volunteers - MoEYS provides an introduction letter for the VMC capital focal volunteers - MoEYS offers an official introduction for the VMC committee
2	Training Officials and Capital Focal Volunteers	Feb - Mar	- MoEYS issues the official letter of launching the VMC new generation as a reference - Train officials in charge of the VMC in the Department of Education, Youth and Sport (DoEYS) and Capital Focal Volunteers
3	Provincial Authority Recognition	Mar	- Ministry issues an official letter about VMC project implementation to DoEYS as a reference - DoEYS sends an official letter for coordination with the Provincial Authority to recognize the VMC
4	Recruitment provincial youth volunteers	Mar - Apr	- DoEYS announces the recruitment of provincial youth volunteer candidates in provinces - Decide on selected candidates and form the teams - DoEYS sends the successfully selected candidates to the MoEYS - DoEYS provides an introduction letter for the VMC provincial youth volunteers
5	VMC National Training for Capital Focal Volunteers and Provincial Youth Volunteers	May	- MoEYS sends an official letter for the VMC National Training for Capital Focal Volunteers and Provincial Youth Volunteers - Organize National Training for Capital Focal Volunteers and Provincial Youth Volunteers
6	Project Proposal preparation by the provincial youth volunteers	Jun	- Provincial youth volunteers draft their project proposal submitted to the VMC committee - DoEYS, Capital focal volunteers and provincial youth volunteers mobilize the resources for project implementation
7	Regional training and revision of the project documents	Jun-Aug	- MoEYS sends an official letter for the VMC regional training as a reference - Organize the VMC regional training - The provincial youth volunteers have revised and finalized their project proposals submitted to the VMC committee
8	Project implementation, reporting and support from the Ministry	Jul - Oct	- Implement the project proposal by provincial youth volunteers - Develop the progressive report on the implementation by all relevant actors - DoEYS and Capital focal volunteers provide administration, technical and mental support to the provincial youth volunteers

			- VMC committee organizes virtual meetings by biweekly, and monthly meetings in physical
9	Evaluation and selection of the best project at the provincial level	Oct - Nov	- DoEYS and capital focal volunteers evaluate and select the best project for province level - DoEYS and capital focal volunteers send the best project to the VMC committee
10	Evaluation and Selection of the country annual best projects	Dec	- Provide an improvement course in relation to preparation and presentation - Evaluate to select the six best projects - 6 projects compete with one another in order to select the country's annual best projects - Announce the result of three winning projects of the year
11	Certificates and Recognitions	Dec	- Present certificates to all DoEYS officials in charge of the VMC and volunteers - Provide certificates, medals, trophies to the best projects
12	M&E and reflection	Dec	- Conduct a reflection workshop with the relevant stakeholder; DoEYS officials, capital focal volunteers - Develop the VMC annual report

Annex 2: Survey round one questionnaire (the original questionnaire was in Khmer)

The survey is part of a research project entitled "Youth Volunteers, Digital Literacy and Community Development: A Case Study of My Community for Volunteer Program (VMC) and Adolescent and Youth Reference Group (AYRG) in Cambodia."

The purpose of the assessment is to understand the strengths and weaknesses of the VMC and AYRG programs to build youth skills, community development, institutional capacity building, and the use of digital technologies in VMC and AYRG. For this reason, we ask you to provide practical answers for us. The information you provide will help our team improve project performance for years to come.

This survey will take about 20 minutes; your contribution is very important. The data and information obtained will be used only for analysis and evaluation, and none for other purposes. We hold the privacy of your personal information in the highest regard.

Due date: July 29, 2022

#	Questions	Answer	Answer Type
Personal Information			
1	Are you in any groups of the following options?	- DoEYS Officer - Capital focal Volunteer - Provincial Youth Volunteer - AYRG	Select one
2	Gender	- Male - Female - LGBT	Select one
3	Age	- Below 15 - 15 to 18 - 18 to 25 - 25 to 35 - 35 to 45 - 45 to 60 - Above 60	Select one
4	Are you from Phnom Penh or other provinces?	List of 25 capital/provinces	Select one
5	Education level	- Non-formal education - Secondary school - High school - Diploma in Technical and Vocational Training - Bachelor's degree - Master's Degree - PHD - Other	Select one
6	Currently, which skill or major do you study?	text	Select one
7	Which of the following options do you work for?	- Private Sectors	Select one

		- NGOs - State Sectors - Other	
8	When were you been with the Volunteer for My Community program (VMC) and AYRG?	- 2015 - 2016 - 2017 - 2018 - 2019 - 2020 - 2021	Select one
Youth Skills Development			
9	What are the three benefits of VMC and AYRG to youth?	- Benefit 1: - Benefit 2: - Benefit 3:	Type
10	In terms of its help to youth, what are the three good points you like most about VMC or AYRG?	- Like most 1: - Like most 2: - Like most 3:	Type
11	In terms of its help to youth, what are the three areas you recommend VMC or AYRG should pay more attention to or improve? (e.g., target groups, teaching methods, …)	- Suggestion 1: - Suggestion 2: - Suggestion 3:	Type
Community Development			
12	What are the three benefits of VMC or AYRG to the community?	- Benefit 1: - Benefit 2: - Benefit 3:	Type
13	In terms of its help to the community, what are the three good points you like most about VMC or AYRG?	- Like most 1: - Like most 2: - Like most 3:	Type
14	In terms of its help to the community, what are the three areas you recommend VMC or AYRG should pay more attention to or improve? (e.g., target groups, teaching methods, …)	- Suggestion 1: - Suggestion 2: - Suggestion 3:	Type
Institutional Development			
15	What are the three benefits of VMC or AYRG to the institutional capacity building?	- Benefit 1: - Benefit 2: - Benefit 3:	Type
16	In terms of its help to institutional capacity building, what are the three good points you like most about VMC or AYRG?	- Like most 1: - Like most 2: - Like most 3: -	Type
17	In terms of its help to the community, what are the three areas you recommend VMC or AYRG should pay more attention to or improve? (e.g., target groups, teaching methods, …)	- Suggestion 1: - Suggestion 2: - Suggestion 3:	Type
Perception about VMC or AYRG and digital skills			
18	How do you think VMC or AYRG has helped build digital skills for youth?	- Answer 1: - Answer 2: - Answer 3:	Type
19	How do you think VMC or AYGR has used digital technology to help the community?	- Answer 1: - Answer 2: - Answer 3: -	Type
20	How do you think VMC has used digital technology to build the capacity of MoEYS officials?	- Answer 1: - Answer 2: - Answer 3:	Type
Recommendation			

21	Do you have other recommendations and suggestions for VMC or AYRG to improve for subsequent years?	- Answer 1: - Answer 2: - Answer 3:	Type

Annex 3: Survey round two questionnaires (the original questionnaire was in Khmer)

The survey is part of a research project entitled "Youth Volunteers, Digital Literacy and Community Development: A Case Study of My Community for Volunteer Program (VMC) and Adolescent and Youth Reference Group (AYRG) in Cambodia."

It is a second-round survey on youth capacity building, community development, and institutional capacity building through the Volunteer Program for My Community (VMC) and Adolescent and Youth Reference Group (AYRG). The assessment aims to understand the strengths and weaknesses of the VMC and AYRG programs, to build youth skills, community development and institution capacity building, as well as the use of digital technologies in VMC and AYRG. Please provide us with the answers base on your opinion. The information you provide will help our team improve project performance for the following years.

This survey lasts about 10 minutes, and your contribution is significant. The data/information obtained will be used for analysis and evaluation purposes only and no other purpose. We hold the privacy of your personal information in the highest regard.

Questionnaire for the second-round survey

#	##	Questions	Answer	Type
Part 1: Personal Information				
1		Sex	- Female Male - LGBTQ+ - not specify	Select one
2		How old are you?	- Below 15 years old - 15-19 years old - 20-24 years old - 25-29 years old - 30-34 years old - 35-39 years old - 40-44 years old - 45-49 years old - 50-54 years old - 55-59 years old - 60 years old and upper	Select one
3		Are you in any of the following vulnerable groups?	- People with a disabilities - Indigenous people - Poverty (have ID poor card) - Family member with disability - I'm not in any vulnerable - Other vulnerable position	Select one
4		Please specify your current address	- Select the 25 provincial capital	Select one
5		Please specify your study status	- Under-graduate - Graduate - Drop-out	Select one
	1	Please confirm your latest level of education	- Informal Education - Middle school - Highschool - Diploma in Technical and Vocational Education	Select one

			- Bachelor's degree - Master's degree - PhD degree - Other	
6		Please confirm your current occupation	- Private Staff - Government Staff - Organization Staff - Entrepreneur/ Trader - Unemployment - Other	Select one
7		Do you know about the Volunteer for My Community (VMC) program or the AYRG?	- Yes - NO (If not, please submit)	Select one
	1	If yes, which of the following option do you belong to?	- DoEYS Officials - Focal Youth (VMC) - Provincial Youth (VMC) - Adolescent and Youth Reference Group (AYRG) - Officials at the Commune/ Sangkat level officials at the City/ District/ Khan level - Monk - Teacher - Technical staff - Other	Select one
	2	If yes, since when have you been joining the Volunteer for My Community (VMC) or the Youth Representative (AYRG)?	- 2015 - 2016 - 2017 - 2018 - 2019 - 2020 - 2021 - 2022	Select one
	3	If yes, which program did you receive this questionnaire from?	- Volunteer for My Community (VMC) - Adolescent and Youth Reference Group (AYRG)	Select one
Part 2: Perceptions of the contribution of the Volunteer for My Community program (VMC) and Adolescent and Youth Reference Group (AYRG) for Youth				
8		In your opinion, to what extent have the Volunteer for My Community (VMC) or AYRG created the following activities for youth?	Poor Medium Good Very good Excellent	
	1	Soft skills training		
	2	Hard skills training		
	3	Creating participation opportunities for youth		
	4	Establishment of a workshop		
	5	Full right for youth		
	6	Providing new experience		
	7	Creating opportunities for youth to develop themselves		
	8	Providing opportunities for youth to gain Knowledge		
	9	Providing new knowledge in science and technology		

	10	Providing opportunities for youth to face and solve the problem		
	11	Providing opportunities for youth to express themselves		
	12	Providing opportunities to participate in national and international programs		
	13	Providing opportunities for youth to participate in community development		
	14	Other (please specify)		
9	In your opinion, what is your favorite point of the Volunteer for My Community Program (VMC) or Adolescent and Youth Reference Group (AYRG)?		1-14	Select one
10	In your opinion, through the Volunteer for My Community (VMC) program or the AYRG, what do you think VMC or AYRG should focus on or improve on for the youth?		1-14	Select one
11	In your opinion, to what extent did the youth acquire the following skills from the Volunteer Program for My Community (VMC) or the AYRG?		Poor Medium Good Very good Excellent	
	1	Communication Skills		
	2	Teamwork Skills		
	3	Management Skills		
	4	Problem-Solving Skills		
	5	Leadership Skills		
	6	Critical thinking Skills		
	7	Microsoft word		
	8	Microsoft PowerPoint		
	9	Microsoft Excel		
	10	Social Media Skills		
	11	Photograph Skills		
	12	Video recording Skills		
	13	Facebook page management		
	14	Google form		
	15	Zoom		
	16	Google meet		
	17	Google my map		
	18	Computer skills		
	19	Resources mobilization skills		
	20	Administrative skills		
	21	Other (please specify)		
12		In your opinion, how would you rate the overall progress of youth before and after volunteering with the Volunteer for My Community (VMC) program or the AYRG?	- Poor - Medium - Good - Very good - Excellent	Select one
Part 3: Perceptions of the contribution of the Volunteer for My Community program (VMC) and Adolescent and Youth Reference Group (AYRG) for Community				
13	In your opinion, to what extent have the Volunteer for My Community (VMC) or AYRG contributed to the following activities for the community?		Poor Medium Good Very good Excellent	
	1	Human Resources Training		
	2	Preserve natural resources		
	3	Helping to solve Community problems		
	4	Providing people opportunities to participate		
	5	Developing community		

	6	Develop good community relationships.		
	7	Providing communities, the opportunities to participate		
	8	Full Converge		
	9	Other (please specify)		
14	In your opinion, which of the above activities is your favorite part of the Volunteer for My Community (VMC) program or the AYRG for the community?		1-9	Select one
15	In your opinion, which of the above activity that the VMC or the AYRG should focus on or improve on?		1-9	Select one
16	To what extent have the Volunteer for My Community (VMC) Program, or the AYRG contributed to the following activities in community development on climate change?		Poor Medium Good Very good Excellent	
	1	Reduce water pollution		
	2	Reduce the use of plastic bags		
	3	Reduce fuel consumption		
	4	Reduce air pollution		
	5	Reduce climate change		
	6	Participate in forestations		
	7	Protect the environment		
	8	Other (please specify)		
17	In your opinion, to what extent has the community received the following developments from the Volunteer for My Community (VMC) Program or the AYRG?		Poor Medium Good Very good Excellent	
	1	Community development		
	2	Agriculture development		
	3	Industrial development		
	4	Environment development		
	5	Educational development		
	6	Administration development		
	7	Economic development		
	8	Healthcare development		
	9	Tourism development		
	10	Entrepreneurship development		
	11	Industrial 4.0 development		
	12	Weather improvement		
18		In your opinion, how would you rate community progress before and after a Volunteer for My Community (VMC) or AYRG?	- Poor - Medium - Good - Very good - Excellent	Select one
Part 4: Perceptions of the contribution of the Volunteer for My Community program (VMC) and Adolescent and Youth Reference Group (AYRG) for Institution Capacity Building				
19	In your opinion, what level of activities does the Volunteer for My Community (VMC) Program or AYRG have created for the institutions?		Poor Medium Good Very good Excellent	
	1	Increase institutions to learn more about social issues		
	2	Increase knowledge of both hard and soft skills		
	3	Increase knowledge of technology		
	4	Increase institutions responsibility		
	5	Increase institutions leadership		
	6	Increase institutions cooperation		

	7	Encourage institutions to have good relationships with youth and local communities.		
	8	Encourage institutions to have more relationships with surrounding departments and local authorities		
	9	Promoting the recognition of community volunteer work		
	10	Promoting the recognition of volunteer work at the provincial level		
	11	Promoting the recognition of volunteer work in local authorities		
	12	Encourage institutions to be more active		
	13	Provide additional materials to the institution		
	14	Other (please specify)		
20		In your opinion, what is your favorite point of the Volunteer for My Community (VMC) program or AYRG for institutions capacity?	1-14	Select one
21		In your opinion, through the Volunteer for My Community (VMC) Program or the AYRG, what do you think VMC or AYRG should focus on or improve in terms of institutions' capacity building?	1-14	Select one
22		In your opinion, to what extent did the institution acquire the following skills from the Volunteer for My Community (VMC) Program or the AYRG?	Poor Medium Good Very good Excellent	
	1	Microsoft word		
	2	Microsoft PowerPoint		
	3	Microsoft Excel		
	4	Social Media		
	5	Photograph skill		
	6	Video recording skill		
	7	Facebook page management		
	8	Google form		
	9	Zoom		
	10	Google meet		
	11	Google my map		
	12	Computer skill		
	13	Other (please specify)		
23		In your opinion, how would you rate the progress of institution capacity before and after the Volunteer for My Community (VMC) program or AYRG?	- Poor - Medium - Good - Very good - Excellent	Select one
Part 5: Awareness of Volunteering for My Community (VMC) or Adolescent and Youth Reference Group (AYRG) with Digital Skills				
24		What do you think, how much has the Youth Volunteer for My Community (VMC) program and the Youth of AYRG achieved in digital literacy?	- Poor - Medium - Good - Very good - Excellent	Select one
25		Which of the following digital skills building activities of Volunteer for My Community (VMC) or AYRG is most effective for young people?	- Online Meetings - Online communication - Writing documents using a computer - Project presentation video recording	Select one

			- Able to use google for research - Using google map to show location - Online project promotion - Slide presentation - Other	
26		Which of the following digital skills development programs of Volunteer for My Community (VMC) or AYRG is most effective for the community?	- Online meetings - Online training - Dissemination of information online - Online information sharing - Online information gathering - Online communication - Other	Select one
27		Which of the following digital skills building activities of Volunteer for My Community (VMC) or AYRG is most effective for institution capacity building?	- Online meetings - Online communication - Computerized administrative documentation - Sending and receiving documents online - Computer storage - google searching - Slide presentation - Online training - Other	Select one
Part 6: Suggestions and Comments				
28		Please share your suggestions for VMC program or AYRG to develop in the next year.		
Thank you for taking the time to join us. Good luck!				

Annex 4: Digital scores for VMC

No.	Steps	Key Activities	Scores	
			Digital	In-person
1	Recruitment of Capital Focal Volunteers	- Develop annual action plan for the VMC	0	10
		- Officially launch the VMC new generation	5	5
		- Announce the recruitment of capital focal volunteers	10	0
		- Make decision on the selection of capital focal volunteers	5	5
		- MoEYS provides an introduction letter for the VMC capital focal volunteers	5	5
		- MoEYS offers an official introduction for the VMC committee	5	5
2	Training Officials and Capital Focal Volunteers	- MoEYS issues the official letter of launching the VMC new generation as reference	7	3
		- Train officials in charge of the VMC in Department of Education, Youth and Sport (DoEYS), and Capital Focal Volunteers	2	8
3	Provincial Authority Recognition	- The Ministry issues an official letter about VMC project implementation to DoEYS as a reference	10	0
		- DoEYS sends an official letter for coordination with the Provincial Authority to recognize the VMC	0	10
4	Recruitment provincial youth volunteers	- DoEYS announces the recruitment of provincial youth volunteer candidates in provinces	5	5
		- Make decision of successful selected candidates and form the teams	5	5
		- DoEYS sends the successful selected candidates to the MoEYS	10	0
		- DoEYS provides an introduction letter for the VMC provincial youth volunteers	0	10
5	VMC National Training for Capital Focal Volunteers and Provincial Youth Volunteers	- MoEYS sends an official letter for the VMC National Training for Capital Focal Volunteers and Provincial Youth Volunteers	0	10
		- Organize National Training for Capital Focal Volunteers and Provincial Youth Volunteers	0	10
6	Project Proposal preparation by the provincial youth volunteers	- Provincial youth volunteers draft their project proposal submitted to the VMC committee	8	2
		- DoEYS, Capital focal volunteers and provincial youth volunteers mobilize the resources for project implementation	3	7

7	Regional training and revision of the project documents	- MoEYS sends an official letter for the VMC regional training as a reference	10	0
		- Organize the VMC regional trainings	5	5
		- The provincial youth volunteers have been revised and finalized their project proposals submitted to the VMC committee	8	2
8	Project implementation, reporting and support from the Ministry	- Implement the project proposal by provincial youth volunteers	2	8
		- Develop the progressive report on the implementation by all relevant actors	10	0
		- DoEYS, and Capital focal volunteer provide administration, technical and mental support to the provincial youth volunteers	5	5
		- VMC committee organizes a virtually meetings by biweekly, and monthly meetings in physical	10	0
9	Evaluation and selection of the best project at provincial level	- DoEYS and capital focal volunteers evaluate and select the best project for province level	0	10
		- DoEYS and capital focal volunteers send the best project to the VMC committee	10	0
10	Evaluation and Selection of the country annual best projects	- Provide an improvement course in relation to preparation and presentation	10	0
		- Evaluate to select the six best projects	0	10
		- 6 projects compete with one another in order to select of the country annual best projects	0	10
		- Announce result of three winning projects of the year	0	10
11	Certificates and Recognitions	- Present certificates to all DoEYS officials in charge of the VMC and volunteers	0	10
		- Provide certificates, medal, trophy to the best projects	0	10
12	M&E and reflection	- Conduct a reflection workshop with the relevant stakeholder; DoEYS officials, capital focal volunteers	0	10
		- Develop the VMC annual report	0	10
Total score			150	200
Total score (%)			43%	57%

Note: 1= lowest, 1= Highest

Annex 5: Digital scores for AYRG

No.	Steps	Month	Key Activities	Scores	
				Digital	In-person
1	Expand membership of AYRG	Jan-Mar	- Develop Online Survey for new AYRG to register to store the data of AYRG	10	0
		April	- Announce the recruitment through online and share to NGO parent	10	0
		April	- Selection process of new AYRG	10	0
		April-May	- Orientation to new membership	10	0
2	Annual meeting of AYRG and Selection of AYRG Steering committee	Nov	- Preparation for the selection	0	10
		Dec	- Conduct the election of the steering committee	0	10
		Dec	- Announcement of the steering committee	10	0
3	Support NGO parent organizations to strengthen the functioning of AYRG through provision of coaching and mentoring to build the capacity of AYRG for implementing its strategic plan	Mar	- Preparation to design the capacity building to AYRG with NGO parent	5	5
		April	- Conduct the capacity to strengthen the functioning of AYRG	5	5
4	Build the capacity of AYRG members and their cluster group members on advocacy strategy, fundraising, and campaign planning, to support young people to advocate	Jan	- Design the advocacy strategy and lesson curriculum	2	8
		June, Nov	- Organize the capacity to AYRG members	0	10
5	Support AYRG to attend relevant meetings, workshop, dialogue, discussion, and forum	Jan-Dec	- Invite and coordinate the children and youth	5	5
6	Organize annual meetings of AYRG to develop an adolescent statement, share lessons learned, and promote peer to peer sharing.	May	- Organize the consultation with AYRG steering committee and cluster group to design the first draft	5	5
		June	- Finalize the adolescent statement	10	0
7	Dialogue between AYRG and the movement to submit the adolescent statement	July	- Preparation for the dialogue	5	5
		Sep	- Arrange the dialogue with relevant ministries	0	10

8	Facilitate meetings between AYRG and Minister/Chair of National Assembly/Senior Government officers to present the adolescent statement	June	- Preparation for the dialogue	5	5
		Aug	- Arrange the dialogue between AYRG and Minister/Chair of National Assembly/Senior Government officers	0	10
9	Support AYRG to conduct awareness raising activities as part of Cambodia PROTECT campaign	Jan-Dec	- Train AYRG on strong family campaign in six target provinces (RTK, SR, BTB, Kandal, SHV, and PNP)	0	10
		Jan-Dec	- TOT training for youth in the community	0	10
10	Support adolescents to develop messages on MHPSS, GBV, VAC, and TVET to be disseminated through social media as part of the 16-day campaign	Sep	- Discussion to identify the topic and action for the campaign	5	5
		Nov-Dec	- Develop and disseminate the advocacy message	10	0
11	Conduct peer-to-peer education activities in 6 target provinces to raise awareness on preventing and responding to VAC, child online protection issues, and child marriage.	Jan	- Planning on education activities	8	2
		Jan-Dec	- Conduct peer-to-peer education activities in 6 target provinces	0	10
12	Youth prank during community event on VAC, parenting/ child marriage, climate/environment	Feb, May, Aug, Nov	- Design the flow and workplan for youth prank	0	10
13	Provide small grants to AYRG and VMC program to support innovative youth led projects	Jan, April, July, Oct	- Announcement process	10	0
		Jan, April, July, Oct	- Selection process	10	0
		Jan, April, July, Oct	- Discussion to design the small project	5	5
		Feb, May, Aug, Nov	- The implementation of the project	5	5
		Mar, June,	- Evaluation of the project	5	5

		Sep, Dec			
14	U Report, youth engagement with UNICEF	Aug and Dec	- Disseminate to focal point and the respondent of U report	10	0
15	Quarterly/Annual report to update the progress of the project implementation	Mar, June, Sep, Dec	- Quarterly Catch up to update the progress report	10	0
Total Score				170	150
Total Score (%)				53%	47%

Note: 1= lowest, 1= Highest

Annex 6: VMC and AYRG training courses

Training courses	Subjects
VMC	
Soft skills	• Teamwork • Leadership • Communication • Problem-solving • Time management
How to use Microsoft Office	• Microsoft Word • Microsoft Excel • Microsoft PowerPoint • Google Microsoft
Project management	• VMC proposal template • Project proposal, planning and implementation • Resources mobilization and project management
Research	• Research • Data Collection • Data Analysis • Data interpretation and Report
Designing	• Photographic • Video shooting and editing • How to design posters (Photoshop and Canva)
Digital Technology	• Online project implementation • Facebook page creating • Facebook page management and how to get more interaction • How to use Google's program • How to use Zoom, Google Meeting, and other training platform • Online coordination • Simple action planning (Gantt Chart) • Other major subjects
AYRG	
Core course	• Project cycle management for adolescents and youth • Advocacy skill • Resource mobilization and fundraising • Communication skills (including digital and non-digital platforms) and networking • How to conduct an awareness campaign, including a video documentary • Leadership and management skill • Climate change • Adolescent development concept • Child rights, SRHR and Gender Equality

Note: these training courses are the main courses for delivery to youth volunteers. However, other subjects are added based on available resources.

Annex 7: VMC project summaries 2022

Table 21: 25 Projects of Capital and Provincial Youth Volunteers

In VMC 2022, there were 84 volunteer-led projects. The 84 projects were divided into different sectors, including 1) health: 1 (1.19%), Industrial 4.0: 2 (2.38%), Public administrative: 3 (3.57%), tourism: 6 (7.14%), entrepreneurs: 8 (9.52%), agriculture: 11 (13.10%), education: 26 (30.95%), and environment: 27 (32.14%). There was a total of 32,184 beneficiaries, including 11,067 women. The total number of beneficiaries aged 1 to 17 was 9,805, including 4,267 females; aged 18 and 30 was 8036, including 3817 women; and aged 30 and over was 3883, including 1,097 females.

Province	Sector	Project name	Budget (riel)	Beneficiary
Kandal	Environment	Good environment, volunteer youth work	1,500,000	Total/Female 440 Age 1-17: 37/23 Age 18-30: 440/240 age 30: 840
	Entrepreneur	Conserving the potential of my village sculpture	4,000,000	Total/Female: 123 Age 1-17: 33/23 Age 18-30: 60/40 age 30: 90/60
	Agriculture	Agriculture for the community	4,000,000	Total/Female 1643 Age 1-17: 443/243 Age 18-30: 400/195 age 30: 200/30
Kep	Environment	A clean environment starts with all of us.	1,000,000	Total/Female 50/23 Age 1-17: 15/8 Age 18-30: 20/10 age 30: 7/5
	Education	Primary Elementary Mathematical Student Exam	3,000,000	No information
	Entrepreneur	Natural Purple Entrepreneur	9,000,000	Total/Female 46/23 Age 1-17: 10 Age 18-30: 24 age 30: 22
Koh Kong	Tourism	Southwest Tourism	8,000,000	No information
	Education	Child education and motivation	10,000,000	No information
Kratie	Agriculture	Start with us Hydroponics rise in base.	2,640,000	Total/Female 908/478 Age 1-17: 862/453 Age 18-30: 25/16 age 30: 21/9
	Tourism	Welcome back to 200 years ago with 100 columns house.	7,400,000	Total/Female 200/130 Age 1-17: 120/60 Age 18-30: 80/50 age 30: 0
	Education	Build a new modern library to get the new knowledge	18,265,500	Total/Female 44/18 Age 1-17: 35/25 Age 18-30: 9/5 age 30: 0
Kampong Cham	Education	Modern youth raise moral values	650,000	Total/Female 20 Age 1-17: 10 Age 18-30: 0 age 30: 0
	Entrepreneur	Outstanding Entrepreneurs start with young people	20,000,000	Total/Female 25/15 Age 1-17: 0 Age 18-30: 25/15 age 30: 0

	Agriculture	Natural green vegetables in my community	400,000	Total/Female 15/7 Age 1-17: 0 Age 18-30: 15/7 age 30: 0
Kampong Chhnang	Agriculture	My Community's Agriculture	12,000,000	Total/Female 170 Age 1-17: 59 Age 18-30: 37 age 30: 24
	Environment	Waste Management in School	3,000,000	No information
	Education	Children Study Club	2,000,000	Total/Female 25 Age 1-17: 18 Age 18-30: 12 age 30: 10
Kampong Thom	Environment	Come back to save	4,000,000	Total/Female 1287/709 Age 1-17: 207/70 Age 18-30: 806/200 age 30: 30/17
	Education	High School foundation	150,000	Total/Female 621/329 Age 1-17: 35/15 Age 18-30: 50/20 age 30: 21/9
	Environment	Together to make garbage	200,000	Total/Female 10/9 Age 1-17: 19/8 Age 18-30: 30/17 age 30: 17/7
Kampong Spue	Education	New page of community concentrated by human resources.	500,000	Total/Female 193/102 Age 1-17: 98/49 Age 18-30: 32/7 age 30: 63/21
	Environment	Campaign to promote the disadvantages of garbage.	2,400,000	Total/Female 2085/1081 Age 1-17: 764/378 Age 18-30: 1311/701 age 30: 1311/701
	Entrepreneur	My soap, My work.	5,200,000	Total/Female 90/52 Age 1-17: 80/32 Age 18-30: 60/24 age 30: 6/3
Kampot	Agriculture	School garden and vegetable garden development	2,000,000	No information
	Education	Educating children in my community	1,500,000	Total/Female 12 Age 1-17: 12 Age 18-30: 0 age 30: 0
	Entrepreneur	Finding a market for my community fishermen	400,000	No information
Takeo	Environment	Coconut processing	800,000	No information
	Agriculture	Organic vegetable growing techniques	3,000,000	No information
	Education	Reducing illiteracy in the community	470,000	No information
Tbong Khmom	Education	The library is a place to cultivate wisdom	2,000,000	Total/Female 869/462 Age 1-17: 728/450 Age 18-30: 23/12 age 30: 0

	Environment	Conserving the school environment	1,000,000	Total/Female 869/462 Age 1-17: 728/450 Age 18-30: 23/12 age 30: 0
	Administrative Services	Awareness of community public administration services	1,000,000	Total/Female 25 Age 1-17: 18 Age 18-30: 12 age 30: 10
Banteay Meanchey	Education	Life Skills Library.	4,000,000	Total/Female 29/19 Age 1-17: 0 Age 18-30: 0 age 30: 0
	Health	Support my community.	1,000,000	No information
	Entrepreneur	Voluntary soap business	2,000,000	No information
Pailin	Environment	One plastic	1,000,000	No information
	Agriculture	Vegetable library	800,000	No information
	Education	My community is free of violence against children	150,000	No information
Battambang	Environment	Plants beautify the earth for our community	2,000,000	Total/Female 450/265 Age 1-17: 200/100 Age 18-30: 100/70 age 30: 100/50
	Education	Promote reading for children	2,000,000	Total/Female 56 Age 1-17: 106/56 Age 18-30: 0 age 30: 0
	Agriculture	Progress of local beekeeping in Samlot	1,500,000	Total/Female 80/25 Age 1-17: 15/5 Age 18-30: 25/10 age 30: 34/10
Pursat	Environment	New children are rising in the old land of Sovannaphum.	4,000,000	No information
	Education	Library in my community	3,000,000	No information
Prey Veng	Environment	Environmental heritage.	1,100,000	Total/Female 40 Age 1-17: 40 Age 18-30: 0 age 30: 0
	Industrial 4.0	Digital literacy.	1,000,000	No information
	Agriculture	Prey Veng National Agricultural Youth.	1,000,000	No information
Preah Vihear	Industrial 4.0	Youth Volunteer Promotion The digital sector connects with society.	500,000	Total/Female 33/17 Age 1-17: 33/17 Age 18-30: 5/3 age 30: 28
	Education	Youth volunteer to promote non-formal education, and social integration.	400,000	Total/Female 84/41 Age 1-17: 84/41 Age 18-30: 0 age 30: 0
	Health and nutrition	Raise health and nutrition awareness.	600,000	Total/Female 57/30 Age 1-17: 32/15 Age 18-30: 25/15 age 30: 0

Sihanoukville	Environment	I clean, you clean, we clean.	1,500,000	Total/Female 237 Age 1-17: 215/97 Age 18-30: 17/9 age 30: 13/6
	Education	The new hope of the children of my community.	3,000,000	Total/Female: 69/35 Age 1-17: 69/35 Age 18-30: 0 age 30: 0
	Tourism	Tourism is the lifeblood of my community economy.	1,500,000	Total/Female 15 Age 1-17: 30/15 Age 18-30: 10/7 age 30: 0
Phnom Penh	Environment	Garbage recycling in my high school.	1,000,000	No information
	Education	Improving education and quality of life in my community.	600,000	No information
	Entrepreneur	A cake enhances livelihood.	1,000,000	No information
Mondulkiri	Environment	Good environment in the Northeast.	2,000,000	Total/Female 40/19 Age 1-17: 7/3 Age 18-30: 15/8 age 30: 18/8
	Education	Willingness to volunteer.	1,500,000	Total/Female 320/152 Age 1-17: 311/147 Age 18-30: 5/3 age 30: 5/2
	Tourism	Mondulkiri Northeast Tourism Paradise.	2,500,000	Total/Female 23/15 Age 1-17: 5/1 Age 18-30: 14/10 age 30: 5/4
Ratanakiri	Environment	Reduce litter in my community.	1,200,000	Total/Female 769/378 Age 1-17: 254/152 Age 18-30: 231/102 age 30: 0
	Education	Train children to bear fruit in my community.	5,000,000	Total/Female 181/79 Age 1-17: 80/38 Age 18-30: 0 age 30: 0
	Entrepreneur	Youth to promote weaving in my community.	300,000	Total/Female 3/3 Age 1-17: 0 Age 18-30:0 age 30: 3/3
Siem Reap	Tourism	Sophoan Nimmith Tapang Tourist Village.	3,000,000	Total/Female 32/17 Age 1-17: 10/5 Age 18-30: 12/7 age 30: 10/8
	Environment	New model home of my community.	4,000,000	No information
	Environment	Monorom village.	1,500,000	No information
Stung Treng	Environment	Green Garbage Development Team.	500,000	No information
	Education	Bookcase in my community public park.	800,000	No information
	Tourism	Promoting popular culture as a new measure in terms of community development.	6,000,000	No information

Svay Rieng	Agriculture	Green Revolution Agriculture.	1,000,000	Total/Female 300/167 Age 1-17:50/30 Age 18-30: 150/75 age 30: 100/62
	Environment	A clean environment starts with the participation of young people.	1,000,000	Total/Female 814/517 Age 1-17: 230/200 Age 18-30: 456/223 age 30: 112/86
	Education	Digital Reading Community 2022.	2,000,000	Total/Female 12070/790 Age 1-17: 18 Age 18-30: 12 age 30: 10
Oddar Meanchey	Administrative Services	Community and understanding of administrative services.	1,620,000	Total/Female 25 Age 1-17: 18 Age 18-30: 12 age 30: 10
	Education	Digital education in primary schools.	5,500,000	Total/Female 25 Age 1-17: 18 Age 18-30: 12 age 30: 10
	Environment	Sparrow leaves made in the High School for the community	3,450,000	Total/Female 25 Age 1-17: 0 Age 18-30: 0 age 30: 0

Table 22: Projects from Kangmeas District Youth Volunteers

Commune	Sector	Project name	Budget (riel)	Beneficiary
Sourkang	Education	The library is a solid foundation of knowledge in my community.	500,000	- Total/Female: 150/78 - Age 1-17: 260 - Age 18-30: 2836/1451 age 30: 0
Khchau	Environment	An incinerator enhances the green environment.	10,000,000	- Total/Female: 1530/900 - Age 1-17: 1487/887 - Age 18-30: 40/25 age 30: 0
Reaypay	Education	Library for the future of youth.	7,380,000	- Total/Female: 280/160 - Age 1-17: 260/140 - Age 18-30: 20/13 age 30: 0
Peam Chi Kang	Education	E-STEM.	1,000,000	- No information
Preaek Krabau	Environment	My Community Garbage Incubation Federation.	1,000,000	- Total/Female: 2938/1391 - Age 1-17: 0 - Age 18-30: 0 age 30: 0

Roka Koy	Agriculture	Crops for the community.	1,000,000	- No information
Angkor Ban	Environment	Chaktomrasmey for the environment of my homeland is beautiful.	2,700,000	- Total/Female: 718/423 - Age 1-17: 0 - Age 18-30: 718 age 30: 718
Preaek Koy	Environment	Clean the environment for my community school.	220,000	- No information
Kang Ta Noeng	Education	Books are a storehouse of knowledge.	2,000,000	- No information
Roka Ar	Environment	New school infrastructure on the old land.	4,630,000	- Total/Female: 480/220 - Age 1-17: 469/210 - Age 18-30: 15/9 age 30: 0
Sdau	Environment	Planning new trees for my community	7,000,000	- No information

Annex 8: VMC project proposal template for the volunteer-led project (original is in Khmer)

Kingdom of Cambodia
Nation Religion King

Volunteer for My Community

Project Proposal

Volunteer for My Community (VMC)

[Sector]

[Project Name]

By team:

Department of Education, Youth, and Sport (DoEYS)

Province.....

Prepare by team:.....

Name	Role
1.	
2.	
3.	
4.	

Coordinated and monitored by:

DoEYS youth volunteer Officer

1. Name:.....
   Role:.....
2. Name:.....
   Role.....

Focal youth volunteer of province.....

1. Name:.....
2. Name:.....

*First draft ..... is prepared by .....[Date]
* First draft ..... is prepared by .....[Date]
* First draft ..... is prepared by .....[Date]

[Project Name]

Table of Contents

List of charts and tables 5

Project Summary 6

1. Introduction 1

1.1 General information about the sector 1

1.2 About the community and sectors in the community 1

2. Project Information 3

2.1 Project Implementation Location 3

2.2 Problem Analysis and Identification 3

a. Methods used by the team to identify problems 3

b. Problem definition for the project 3

2.3 Final objectives and actual results of the project 4

3. Project activities and budget 5

3.1 Key activity 1 5

3.2 Key activity 2 5

3.3 Key activity 3 5

3.4 Schedule of project activities 6

3.5 Project budget 6

4. Coordination with stakeholder 7

5. Division of roles, meetings and reports 8

5.1 Creating a team 8

5.2 Role division 8

5.3 Group meeting plan 8

5.4 Monitoring and Evaluation 9

6. Annex 10

Annex 1: Team Leadership Structure 10

Annex 2: Letter of Introduction to Youth Volunteers issued by the Department of Education, Youth and Sports 11

Annex 3: Letter from the Department of Education, Youth and Sports to the Provincial Hall 12

Annex 4: Table of Project Beneficiaries 13

Annex 5: Table of team activity (Gantt chart) 13

Annex 6: Schedule of project revenue and expenditure 13

Annex 7: Stakeholder information table 13

7. References 14

The Child Rights Coalition Cambodia (CRC-Cambodia) is a non-governmental organization that has a mission to “realize the rights of children through upholding the accountability of duty-bearers to implement policy commitments and increase investments to respect, protect, and fulfill the rights of children.” CRC-Cambodia works to promote and protect children’s rights, including advocating and ensuring support for the Convention on the Rights of the Child (CRC) through awareness-raising, monitoring its implementation, cooperating with member organizations, and networking with relevant agencies.

CONTACT US

CHILD RIGHTS COALITION CAMBODIA (CRC-CAMBODIA)
#8A, Street 138, Veal Vong, 7 Makara,
Phnom Penh, Cambodia
+855 (0) 23 882 412
www.crc-cambodia.org

Australian Aid
PONLOK CHOMNES
The Asia Foundation
AYRG
Volunteer for My Community