DEVELOPMENTAL EVALUATION OF UNICEF’S WORK ON INNOVATION FOR CHILDREN IN MALAYSIA

Authors: Sarah Kerrigan (Lead Embedded Evaluator), Bavithira Chelvakumar, Alfatana Ibrahim
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Mohit Grover
Sarah Kerrigan
Bavithira Chelvakumar
Alfatanahe Ibrahim
Rui Figueiredo
Edward Thomas
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EXECUTIVE SUMMARY
INTRODUCTION

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

These four areas provided the structure for the Developmental Evaluation analysis as well as the findings and conclusions presented in this report.

There is no universal definition for innovation within UNICEF. However, the most common definition is ‘doing something new and/or different that adds value’. This can be applying a new method or product, or collaborating with a non-traditional partner with the aim to improve UNICEF’s results for children. The most common ‘types’ of innovation defined within UNICEF include physical tools/hardware, digital technology, and innovative methods/approaches.

EVALUATION PURPOSE, OBJECTIVES AND SCOPE

The primary purpose of the Developmental Evaluation was to help UNICEF Malaysia systematically identify new opportunities to support UNICEF and its partners to increase the impact of the country programme through innovation. The learning points captured will be rapidly infused into the current work on innovation to improve the efficiency and success rate. In this way, the Developmental Evaluation is expected to enable systematic evidence-based planning of innovation activities and partnerships, as well as reflections on what is working, what is not working and why, inform the continued evolution of the UNICEF Malaysia’s Country Programme (2016-2020) during programme implementation.

The Developmental Evaluation was conducted over a six-month duration from January 2019 to June 2019. While it covers UNICEF’s ongoing innovation work since the introduction of an Innovation Specialist in January 2016 - including activities undertaken across the Malaysian Peninsular, Sarawak and Sabah - the Developmental Evaluation activities aims to be forward-looking, supporting UNICEF’s work on innovation as the Country Office (CO) prepares for the next planning cycle.

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

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

EVALUATION METHODOLOGY

The Developmental Evaluation was structured over three phases: (1) Explore and Design, (2) Implement, and (3) Report, Learn, Plan and Adapt. Phase 1 - Explore and Design: aimed to understand the current state of innovation at UNICEF Malaysia. Phase 2 – Implement: aimed to address the identified barriers and enablers of innovation at UNICEF Malaysia. Phase 3 - Report, Learn, Plan and Adapt: aimed to generate a series of recommendations to support the strategic direction of innovation at UNICEF Malaysia.

The Developmental Evaluation adopted the Doblin (Deloitte) Framework for Innovation as the guiding learning framework. The framework approaches innovation with the perspective that the approach to innovation must be enabled by the organisation, its resources and capabilities, and aligned with its incentives and embedded within the ecosystem. These four thematic dimensions – approach, organisation, resources and capabilities, and incentives and ecosystem – highlight the four elements that need to be considered in order to enable successful innovation. The learning framework considered whether:

- UNICEF employs a tailored vision and approach built around clear definitions and approaches for the work to be done in generating innovations, e.g., strategies, activities, deliverables.
- UNICEF structures the organisation to house and mainstream innovation, from leadership to teams and support functions.
- UNICEF nurtures the appropriate resources and competencies of the people who perform the work of innovation, including the skills, tools and training they require to do it capably, as well as provide the funding and time to fuel it.
- UNICEF creates the right environment to incentivise and optimise innovation, and engages the innovation ecosystem to identify opportunities for collaboration and partnership.

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

2. The fourth pillar “Ecosystem and incentives” has been modified from “Metrics and incentives” to ensure it is effectively contextualised to UNICEF.
The Learning Framework was applied throughout each phase to assess the current state of innovation, including the identification of barriers and enablers to innovation. The Learning Framework was further applied to guide and structure the recommendations for innovation at UNICEF Malaysia.

The EEs harnessed new experimental methods throughout the Developmental Evaluation. These methods included desk review, key informant interviews (of 26 internal and external stakeholders, with 47% female and 53% male), observations, interventions (including sourcing case studies, scoping innovation ideas, sourcing innovation techniques, delivering an innovation workshop (attended by 15 participants, with 63% female and 37% male), preparing an implementation plan) and sense-making. Ethical guidelines were followed at all stages of data collection and analysis.

The EEs used purposive sampling for the key informant interviews to ensure diverse perspective on UNICEF’s work on innovation for children in Malaysia were captured.

Internal stakeholders were selected to ensure broad presentation from management and each functional area, while external stakeholders were selected from a list of UNICEF Malaysia’s past and current partners on innovation. The EEs sought guidance from the Innovation Specialist to ensure the stakeholders reflect diverse views. Interviews were conducted either in-person or remotely over the phone. The EEs aimed to capture broad perspectives, taking into consideration gender balance and geographic origin of interviewees.

KEY FINDINGS

The findings are structured around the four dimensions of the learning framework: approach, organisation, resources and capabilities, and incentives and ecosystem. See Section 4: Findings for a full elaboration of the findings.

Approach
Assumption: UNICEF has employed a tailored approach built around clear definitions and approaches for the work to be done in generating innovations, e.g., strategies, activities, deliverables

- Finding 1 – Innovation is positioned as a core, cross-cutting strategy within UNICEF Malaysia’s Country Programme Action Plan (CPAP)
- Finding 2 – The innovation strategy is well aligned to UNICEF’s Strategic Plan (2016-2021)
- Finding 3 - Evidence that the innovation strategy aims to embed and mainstream innovation across the CO, aligning with change strategy 7
- Finding 4 – Evidence of the strategic implementation of change strategy 5 on the role of innovation in exploring and supporting the establishment of partnerships
- Finding 5 – Innovation strategy is not clearly contextualised to Malaysia as an upper-middle income country
- Finding 6 - A lack of a common understanding of what innovation is, and how it can be applied as a strategy, is creating a recurring obstacle for innovation
- Finding 7 – Evidence that UNICEF Malaysia employs a mixed portfolio of innovation activities
- Finding 8 –Limited communication of the process for innovation is decreasing awareness and participation with innovation
- Finding 9 - Confusion around roles and responsibilities at each step of the innovation process is hindering innovation
- Finding 10 – Innovation is largely happening in an organic manner, with natural touch points with crosscutting sections, PFP, operations and education
- Finding 11 – The ‘fail fast’ concept has not been widely embraced

Organisation
Assumption: UNICEF has structured the organisation to house and mainstream innovation, from leadership to teams and support functions.

- Finding 12 – Formal integration of innovation into CO plans is creating the right enabling environment for innovation
- Finding 13 – While there is strong support for innovation among senior management, support for innovation weakens among middle management
- Finding 14 – Reporting lines are arranged to support the mainstreaming of innovation across the CO
- Finding 15 – Current reporting lines of Innovation Specialist provide space for cross-matrix collaboration across the CO
- Finding 16 – Misalignment of expected areas of innovation focus
- Finding 17 – Innovation collaboration is occurring across UNICEF’s cross-matrix structure
- Finding 18 – Innovation networks play a key role in nurturing a culture for innovation
- Finding 19 – Current procedures are not necessarily adapted for private-sector partnerships in the context of innovation
EXECUTIVE SUMMARY

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

- Finding 20 – The current funding structure in Malaysia creates an enabling environment for innovation
- Finding 21 – Innovation budget has not been used to support programmatic activities
- Finding 22 – Innovation budget allows for higher risk taking compared to regular country programme budgets
- Finding 23 – Internal capacity around innovation is hindered by a closed mindset to innovation
- Finding 24 – Broad skill set required within the CO to effectively receive and embrace innovation
- Finding 25 – Innovation solutions are being tested and applied across the organisation
- Finding 26 – UNICEF Malaysia has an excellent track record in supporting the transition to scale of innovation solutions
- Finding 27 – Innovation tools are not always designed with a lens of gender equality and human rights

Incentives and ecosystem
Assumption: UNICEF has created the right environment to incentivise and optimise innovation, and engages the innovation ecosystem to identify opportunities for collaboration and partnership.

- Finding 28 – Recognition is the primary form of reward
- Finding 29 – Lack of formalised metrics creates a disincentive for innovation
- Finding 30 – Partnerships within Malaysia’s innovation ecosystem are identified as an essential component of the innovation strategy and work plan
- Finding 31 – UNICEF Malaysia has actively collaborated with a broad range of private sector partners since 2016
- Finding 32 – Innovation collaborations with education partners is identified as an entry-point an emerging area of opportunity for innovation
- Finding 33 – Tremendous opportunities to continue collaborations within Malaysia’s innovation ecosystem

KEY CONCLUSIONS

The conclusions are structured around the four dimensions of the learning framework and focus on identifying key area of learning to ensure continuous evolution and improvement of UNICEF’s work on innovation. See Section 5: Conclusions for a full elaboration of the conclusions.

Approach

- Conclusion 1 – Staff struggle to connect the innovation strategy to the Malaysia context and day-to-day work. UNICEF Malaysia has demonstrated tremendous leadership and success in supporting internet-enabled innovations, such as U-Report, to scale. Over the past six months, UNICEF Malaysia has helped to grow the number of registered users by 71% to reach a total of 27,139 U-Reporters across the country. UNICEF Malaysia is well positioned to take the learnings from U-Report to support pathways to scale for other internet-enabled innovation solutions within UNICEF. UNICEF Malaysia’s commitment to reaching those left behind first, such as children with disabilities, or refugee, migrant and stateless children, presents a unique opportunity for UNICEF Malaysia to also support early innovation, including market identification and prototyping

Organisation

- Conclusion 2 – Innovation is considered peripheral to core programmatic activities. At present, the Innovation Specialist role reports directly to the Country Representative. However, this structure has not created an enabling environment for innovation to be embedded within core programmatic sections.

Resources and capabilities

- Conclusion 3 – An open mindset is critical to mainstreaming innovation across the organisation. The receptiveness of staff to try something new or different was identified as a key factor influencing the success of innovation. The resistance to trying something untested or unproven was largely attributed to feelings of risk-taking and failure. While certain functions expressed a desire to experiment and adopt new approaches, challenge expectations even in the face of failure, other functions – particularly core programmatic sections – expressed that they felt a pressure to adopt tried and tested approaches and work with partners that can demonstrate that they can deliver.
Incentives and ecosystem

• Conclusion 4 – UNICEF Malaysia is well positioned to dually support early innovation and pathways for scale. UNICEF Malaysia has demonstrated tremendous leadership and success in supporting internet-enabled innovations, such as U-Report, to scale. Over the past six months, UNICEF Malaysia has helped to grow the number of registered users by 71% to reach a total of 27,139 U-Reporters across the country. UNICEF Malaysia is well positioned to take the learnings from U-Report to support pathways to scale for other internet-enabled innovation solutions within UNICEF. UNICEF Malaysia’s commitment to reaching those left behind first, such as children with disabilities, or refugee, migrant and stateless children, presents a unique opportunity for UNICEF Malaysia to also support early innovation, including market identification and prototyping.

• Lesson learnt 1 – Pre-conceived notions of innovation are significantly hindering the adoption of innovation. The absence of a common understanding on what innovation is and the scope of innovation is probably the one obstacle most frequently mentioned by staff across all levels. The fixation on what is innovative or not in a country setting is preventing meaningful dialogue and collaboration on the topic of innovation.

• Lessons learnt 2 – An institutional mindset is creating a resistance to trying something new or different. Observations with staff revealed the emergence of informal champions and advocates for innovation in certain divisions or sections. An interesting trend that has emerged is that these individuals are all relatively new in UNICEF, less than a year in average. They expressed that the greatest resistance to innovation were typically staff that had a long history of working in, or with UNICEF. Staff that appeared to naturally champion innovation expressed a feeling of self-confidence in challenging the status quo and pursuing new ideas even if they run counter to current processes.

• Lessons learnt 3 – The dynamic position of innovation within UNICEF globally creates a sense of uncertainty. Learning from the recently concluded Global Evaluation of Innovation in UNICEF, provided core insights on how innovation within UNICEF can be optimally positioned to move forward. At the CO-level, there is a sense that innovation should ‘wait’ to be guided by the outcome of this evaluation, creating a sense of uncertainty about the future of innovation.

KEY LESSONS LEARNT

The following lessons were learnt through the evaluation. See Section 6: Lessons Learnt for a full elaboration of the lessons learnt.

KEY RECOMMENDATIONS

As a Developmental Evaluation, the focus and essence of the evaluation is on learning, with a focus on continuous improvement. The recommendations have been presented in order of priority. See Section 6: Recommendations for a full elaboration of the recommendations.

• Recommendation 1 – Build internal alignment by contextualising the innovation strategy to Malaysia: UNICEF Malaysia should prioritise making a series of strategic decisions to bring clarity to its work on innovation. As UNICEF plays a critical role in supporting Malaysia in its transition to a high income country. UNICEF Malaysia should innovate to ensure that its programmatic activities can reach the hardest-to-reach to ensure no child is left behind. Thematic areas to be prioritised should include (1) refugees, migrants and stateless children, (2) urban poor, and (3) the second decade. The objective of the consultation session should be to align on planned activities, and determine how innovation can support the acceleration of activity results.
• Recommendation 2 – Consider structural changes to better mainstream innovation into programmes: UNICEF Malaysia should determine how innovation should be positioned inside the organisation. The organisation needs to decide whether innovation should continue to be positioned as a cross-cutting strategy focused on mainstreaming innovation across multiple functions within the organisation, or whether it should be a targeted strategy focused on mainstreaming innovation into programmes as a priority. A decision to retain the current configuration of innovation under the supervision of the Country Representative, should be accompanied by the communication that innovation is a strategy to advance multiple CO priorities.

Conversely, the decision to position innovation as a targeted strategy focused on embedding innovation into programmes should be accompanied by a change in reporting line with the Innovation Specialist role falling under the supervision of Deputy Representative.

• Recommendation 3 – Accelerate the adoption of innovation by introducing cross-functional innovation KPIs. UNICEF Malaysia currently incentivises innovation through the application of recognition as the primary form of reward. To accelerate the adoption of innovation, UNICEF Malaysia can introduce cross-functional innovation metrics to support more rapid and structured integration of innovation into key areas of work.

• Recommendation 4 - Utilise the innovation portfolio matrix to determine the allocation of time and resources for scaling existing solutions verses developing early innovation solutions. UNICEF Malaysia can use a portfolio management approach as a tool to find the balance between focusing on existing, tried-and-tested internet-enabled innovations that need scaling vis-à-vis those that need developing from early stages to specifically target the needs of the hard-to-reach in Malaysia.

• Recommendation 5 – Redesign the funding structure for innovation so that its budget can be harnessed as risk-funding. UNICEF Malaysia should clearly allocate the innovation budget for trying new and different things which are unproven, and may result in failure. By clearly labelling innovation funding for activities to experiment, it is expected that staff will become more receptive to collaborating with innovation on activities outside of core/planned programmatic activities.

• Recommendation 6 – Pursue innovation partnerships with high-impact partners committed to reaching the hard-to-reach. UNICEF Malaysia should re-calibrate the focus of innovation to support the effective identification of high-impact partners within Malaysia's innovation ecosystem.

Partners should be high-graded based on their relative influence and interest, and selected based on whether they can support UNICEF Malaysia reach the hardest to reach. To sustain high-impact partnerships UNICEF Malaysia should also focus on articulating how the collaboration creates shared value both for UNICEF as well as the innovation partner. Responsibility for partnership identification, engagement and collaboration should be shared.
OBJECT OF EVALUATION
1.1 INNOVATION AT UNICEF

With world changes occurring at an ever-increasing pace, innovative and creative approaches to respond to complex and interconnected development challenges beyond ‘business as usual’ have become key for the international development community. Agenda 2030 recognises innovation as instrumental to achieving the United Nations (UN) Sustainable Development Goals (SDGs) and promoting new paths to sustainability.

In her speech to an Executive Board Meeting in September 2018, UNICEF’s Executive Director Henrietta Fore emphasised the innovation imperative for UNICEF stating:

"Innovation holds incredible, nearly limitless promise to reach more children in new ways. Not just through technology, but through new partnerships, new ways of working, new sources of financing, and new ways to identify and scale-up promising platforms, services and programmes that will reach more children and young people in need…[W]e will not reach many of the SDGs without a significant step change in our work. Innovation provides without a significant step change in our work. Innovation provides an opportunity to make this leap."

UNICEF embraces the importance of innovation and acknowledges the need to develop a culture that nurtures innovation and allows it to emerge. Innovation has been embraced as a core and cross-cutting change strategy within UNICEF’s as part of their Strategic Plan 2018-2021 (see Figure 1: UNICEF Strategic Pan and Agenda 2030). The strategic plan identifies five goal areas, eight change strategies, and four internal enablers to drive progress towards the achievement of the 2030 Agenda, to help realise UNICEF’s vision of a world in which no child is left behind. Innovation is explicitly highlighted within two of the eight change strategies:

- In Change Strategy 5: Leveraging the power of business and the markets for children, UNICEF recognises the critical role that the private sector can play in helping to improve the lives of children. The change strategy recommends UNICEF deepen its partnerships in the private sector to leverage their core business and innovation to better serve the needs of hard-to-reach children.

- In Change Strategy 7: Fostering innovation in programming and advocacy for children, UNICEF recognises the opportunity to foster innovation and pioneer the use of new technologies to help the children at greatest risk and need. The change strategy recommends UNICEF enhance the use of new technologies to strengthen systems, improve service delivery and engagements with communities, citizens and civil society organisations in public decision making. It also recommends UNICEF identify the most promising programme interventions and work with partners to adopt, adapt and scale up the most successful approaches.

With the innovation explicitly recognised as a change strategy within UNICEF’s Strategic Plan 2018-2021, UNICEF Malaysia contracted Deloitte to conduct an evaluation of its work on innovation for children in Malaysia. A short introduction to the evaluation can be found in Box 1: Global Evaluation of Innovation.

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Figure 1 UNICEF Strategic Plan and Agenda 2030

Realising the rights of every child, especially the most disadvantaged

Goal area 1: Every child survives and thrives
Goal area 2: Every child learns
Goal area 3: Every child is protected from violence and exploitation
Goal area 4: Every child lives in a safe and clean environment
Goal area 5: Every child has an equitable chance in life

How: Change strategies

Programming excellence for at-scale results for children
Gender-responsive programming
Winning support for the cause of children from decision-makers and the wider public
Developing and leveraging resources and partnerships for children

Leveraging the power of business and markets for children
United Nations working together
Fostering innovation in programming and advocacy for children
Using the power of evidence to drive change for children

Enablers: Help to deliver what and how
In contrast to standard programming, innovation is a process of creative problem-solving that seeks to generate new and improved ways of operating – questioning existing practices, norms, policies and rationales – and to contribute to lasting positive change in how assistance is delivered and how communities can become more resilient. It involves a large degree of uncertainty, and significant learning to overcome gaps in knowledge and evidence.

There is no universal definition for innovation within UNICEF. However, the most common definition is ‘doing something new and/or different that adds value’. This can be applying a new method or product, or collaborating with a non-traditional partner with the aim to improve UNICEF’s results for children. The most common ‘types’ of innovation defined within UNICEF include physical tools/hardware, digital technology, and innovative methods/approaches. For the purpose of this evaluation, the following types will be referred to for consistency:

- **Physical tools/hardware**: Including product innovation, utilised for specific sectoral programme delivery. Examples include drones used to deliver results for children, Adolescent Kit for Expression and Innovation, and Ready-To-Use Therapeutic Foods (RUTFs).
- **Digital technology**: Including information management, storage, monitoring, and advocacy. Examples include U-Report, RapidPro, Primero software application, and Somleng, an open-source telephony software.
- **Innovative methods and approaches**: Including innovative methodologies and approaches that support behavioural change. Examples include Human-Centred Design (HCD), Data Must Speak, and Accelerated School Readiness.

UNICEF recognises that new innovative partnerships are crucial for innovation solutions to flourish within an innovation ecosystem. UNICEF has identified the following partnerships as the most critical for innovation to succeed:

- **Startup companies**: Identifying and investing in promising startups working on open-source and frontier technological solutions that show potential to positively impact the lives of the most vulnerable children.
- **Private sector**: Convening corporations, designers, entrepreneurs and other development partners around the intersection of high-growth tech industries and social good.
- **Academic**: Creating Shared Value (CSV) through the exchange of ideas, joint capacity-building and opportunities for applied research. These relationships are about building up a community of practice and practitioners, and connecting with a new generation of problem solvers.
- **International agencies and other United Nations (UN) entities**: Serving as a convening force across the UN system, including with the United Nations Development Programme (UNDP), and among international organisations, co-creating and implementing solutions by leveraging local and global networks.

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5 UNICEF, 2018, Mainstreaming Innovation in UNICEF Malaysia.

UNICEF recognises innovation as a key element to becoming a more adaptable, flexible and nimble organisation. With the innovation explicitly recognised as a change strategy within UNICEF’s Strategic Plan 2018-2021, the organisation contracted Deloitte to conduct an Evaluation of Innovation in UNICEF’s Work. The Evaluation, concluded in January 2019, analysed the extent to which UNICEF is optimally positioned (‘fit for purpose’) to implement innovation as a global strategy. It also provided insights on how innovation contributes to UNICEF’s goals and objectives, and how innovation might contribute to future organisational responses.

The evaluation was conducted through separate yet inter-related projects corresponding to the main lines of inquiry. These included innovation case studies, an organisational assessment, and a synthesis to integrate learning and generate conclusions and recommendations. The Doblin (Deloitte) Framework for Innovation was harnessed as the guiding evaluation framework, with the results of the evaluation analysed using three overarching categories: values, structure and systems. The analysis highlighted a number of complex and interlinked observations hindering UNICEF’s work on innovation, including:

1. Organisational values
   - Absence of risk-taking or acceptance of failure
   - Mixed opinions as to the extent of management support for innovation
   - Differing understanding of innovation
   - Limited understanding of the innovation ecosystem
   - Lack of clarity around issues of ownership, including planning, resources, and time

2. Organisational structures
   - Limited clarity around innovation roles and low awareness as to how staff can support innovation ideas
   - Lack of transparency around innovation activities, with a feeling that they were incongruent with priorities on the ground
   - Hierarchical structure created difficulties in moving and progressing innovation ideas
   - High dependence on deputy representatives for creating an enabling environment for innovation

3. Organisational systems
   - Lack of clarity around the staffing model being pursued for innovation
   - Hierarchical management style of the organisation influenced the approach to innovation
   - Inconsistent focus of innovation activities – between scaling up tried-and-tested technology vs developing innovation ideas from early stages
   - Limited institutional knowledge management and sharing of successes and failures
   - Limited information on budgeted and actual expenditure on innovation

To overcome these barriers, Deloitte recommended UNICEF to (1) develop a strategic vision for innovation that builds on a shared understanding of priority challenges (2) ensure an enabling structure at the Headquarters (HQ), Regional Office (RO) and Country Office (CO) levels to advance innovation as a means for achieving results for children, and (3) use a portfolio management approach to ensure that resources for innovation are well aligned with UNICEF’s strategic priorities. A full summary of the evaluation findings and recommendations is available in the Evaluation of Innovation in UNICEF Work: Synthesis Report available here: https://www.unicef.org/evaldatabase/files/UNICEF_Innovation_evaluation_report_Digital.pdf.
1.2 Innovation at UNICEF Malaysia

As an upper-middle income country in transition to becoming a high-income country, Malaysia presents an interesting test case for the work of innovation in UNICEF. Countries transitioning from middle- to high-income status provide a unique environment to test whether the innovations strategies are effective at reaching the most marginalised children, including those most at risk of being left behind.

Box 3 to 6 provides detailed information of how UNICEF country offices use different innovation approaches to address pressing issues among the hardest to reach population in other upper middle income countries.

UNICEF Malaysia’s Country Programme 2016-2020 explicitly highlights that the role of UNICEF is to support Malaysia in becoming a high-income country by contributing to the development goals as defined in the Eleventh Malaysia Plan (11MP) towards its Vision 2020. The 11MP, described in greater detail in Box 2: Eleventh Malaysia Plan, recognises that if Malaysia is to compete globally and become a high-income nation, it must focus beyond economic growth.

UNICEF Malaysia’s Country Programme Action Plan (CPAP) titled ‘Road to 2020 – the last mile’ been developed with consideration of this transition. The CPAP recognises the specific role that UNICEF can play in this evolving context by focusing on the most hard-to-reach children to ensure that no child is left behind. Innovation is identified as a core UNICEF strategy to achieve this vision and support the delivery of better, faster and more impactful results for children in Malaysia. UNICEF Malaysia aims to utilise innovation to accelerate and scale its country priorities:

Figure 2 Ethnic demographic of children in Malaysia

Malaysia is home to around 30.3 million people, of whom nearly 10 million are under the age of 18. It is ethnically diverse with the population comprised primarily of Malay, Chinese, Indian, indigenous (Bumiputera) populations and non-Malaysian citizens. The 11MP recognises that if it is to achieve its vision, it needs to invest resources to harness talent, improve wellbeing and enhance inclusivity.

Box 2 Eleventh Malaysia Plan

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

UNICEF Malaysia Alignment to the Eleventh Malaysia Plan

Pillar II: Enhancing Inclusive Development and Well-being:

- Pillar II includes the implementation of inclusive development to bring greater prosperity and well-being to all Malaysians. Underpinned by the emphasis on growth with equity, this implementation will provide an equitable opportunity for citizens to participate and benefit from economic growth and inclusive development. Meanwhile, efforts will be intensified to improve the well-being of citizens through various measures. This will be achieved through two priority areas, namely enhancing inclusiveness towards an equitable society and improving well-being for all.

- Key initiatives to enhance inclusive development include enhancing access to quality education and skills training, providing comprehensive and integrated entrepreneurship development programmes, as well as promoting the adoption of modern technology and best practices. In 2018, UNICEF Malaysia harnessed innovation through the delivery of a U-Report Story Game, which is designed as a Communication for Development (C4D) tool to support interactive engagement in challenging mindsets on disability and inclusion.

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

- Pillar III includes the intensification of efforts to address developmental imbalances among six regions, namely Northern, Eastern, Central, Southern, Sabah and Sarawak, to promote equitable growth and increase the well-being of the community. Focus will be given to enhance economic activities, particularly in the less developed areas within states and regions, as well as reduce the developmental gaps between urban and rural areas. Interstate collaborations will be further enhanced to ensure balanced regional development.

- Key initiatives to pursue balanced regional development include strengthening regional economic development, bridging urban-rural developmental gaps and accelerating development in Sabah and Sarawak. In 2017, UNICEF Malaysia partnered with The Biji-Biji Initiative, a Malaysia-based social enterprise, to teach participants high-value and immediately marketable skills as embedded within an innovative social enterprise model. UNICEF piloted a module on digital literacy for 30 students from two participating Alternative Learning Centres (ALCs) in Sabah.

Pillar IV: Empowering Human Capital

- Pillar IV includes the development of human capital to empower the workforce in supporting economic growth. Focus will be given to creating skillful, knowledgeable and innovative human capital to meet the requirements of the industry. Human capital development initiatives will provide opportunities for quality employment as well as ensure access to quality education and training to build a more inclusive, equitable and prosperous nation. These will be implemented through four priority areas, namely reforming the labour market, improving labour efficiency and productivity, enhancing access to quality education and training, as well as fostering stronger industry-academia linkages.

- Key initiatives to address issues of inadequate generation of skilled jobs, low wage growth, high youth unemployment rate and graduate underemployment, as well as skills mismatch include the generation of more skilled jobs, the identification of critical skills, addressing skills shortages, as well as raising salaries and wages to commensurate with productivity levels. Efforts will also be taken to promote greater automation. In 2017, UNICEF Malaysia collaborated with Tandemic, a Malaysia-based social innovation firm, to deliver an “NGO Impact Academy” to strengthen the innovation skills of Malaysian NGOs. The NGO Impact Academy included in-person workshops, take-away exercises and remote coaching covering aspects of issue identification, project design, prototyping, budgeting, monitoring and evaluation and proposal submission.
**Enhanced child and adolescent well-being:**
All children in Malaysia benefit from strengthened national policies, quality social services and capacities that enhance well-being and enable them to survive, thrive and develop to their full potential.

**Social inclusion and disparity reduction:**
Strengthened commitment and environment for promoting child-centred social inclusion, disparity reduction and resilience.

**Enhanced engagement and partnerships for child rights:**
Enhanced capacities, partnerships and engagements for child rights fulfilment and monitoring, and for the mobilisation of national resources for all children.

UNICEF recognises its unique position to harness innovation engage and strengthen the commitment of potential ‘problem-solvers’ – corporate, government and civil-society partners, social entrepreneurs and children and young people themselves (duty bearers) – in developing and testing new approaches to improve the lives of Malaysia’s most marginalised children (rights holders).

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

Since 2016, UNICEF Malaysia has undertaken a number of innovative activities and initiatives to support the achievement of the 11MP and improve the lives of hard-to-reach children while also focusing on emerging issues that threaten to leave geographically, economically or socially marginalised children behind, including:

**Refugees, migrants and stateless persons:** Migrant families and children arriving into Malaysia have resulted in large numbers of unregistered and undocumented children. Without essential documents such as a birth certificate or identity documents, migrant children are unable to access essential services such as education. For instance, in the eastern state of Sabah, there are an estimated 50,000 undocumented children. UNICEF Malaysia has harnessed innovation to conduct an Innovation Lab with nine Alternative Learning Centres (ALCs) in Sabah to identify and address bottlenecks, and prototype new training modules to improve the quality of learning for non-Malaysian and out-of-school children. 

**Urban poor:** Rapid population growth coupled with a tremendous pace of development and industrialisation has increased the rate of urbanisation. Malaysia’s urban population has swelled from 37% in 1981 to more than 70% currently. The rapid urbanisation has resulted in pockets of urban poor that contain vulnerable populations, including children. A study conducted by UNICEF titled “Children Without: A study of urban child poverty and deprivation in low-cost flats in Kuala Lumpur” highlights how urban poverty impacts opportunities for children and makes them more vulnerable to malnourishment, increasing the risk of being underweight, overweight, or obese. This challenge creates an opportunity for UNICEF Malaysia to harness and target innovative solutions.

**Adolescence:** The second decade in a child’s life is a defining time in the development of a child that is characterised by rapid physical growth and neurological sculpting, the onset of puberty and sexual maturity. It is a critical period for individual identity development when young people are figuring out who they want to be in the world, as well as an opportunity for growth, exploration, and creativity. UNICEF Malaysia’s Project I/AM was launched to inspire young Malaysians to take ownership of social issues affecting them, notably bullying and cyberbullying. UNICEF Malaysia has also used U-Report to provide a platform to further understand cases related to bullying and cyberbullying.

**Children with disabilities:** Children with disabilities are at greater risk of being socially marginalised than peers without disabilities. They confront a variety of challenges in their daily lives including stigma, discrimination and societal barriers. UNICEF Malaysia launched the #THISABILITY Flagship Initiative with the aim of increasing knowledge and social awareness about persons with disability in order to eliminate discriminatory social and attitudinal barriers to ensure that children with disability are able to participate fully in society.

The Innovation Specialist has played a critical role in identifying these opportunities and helping to harness innovation to influence the effectiveness of initiatives for children and young people, understanding how to scale up existing and proven innovations, and supporting the identification of new partnerships to identify, apply and scale new innovations across UNICEF’s work in Malaysia. The process for innovation is a dynamic and often non-linear process of ideation, consultation and iteration.

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1.3 INNOVATION THEORY OF CHANGE

Theory of change has been constructed by the EEs to illustrate how and why UNICEF’s work on innovation is expected to support the acceleration of results for children in Malaysia. While the CO did not have any explicit, documented Theory of change on UNICEF’s work on innovation for children in Malaysia, the Embedded Evaluators was able to construct the theory of change with reference to a number of documents including ‘Mainstreaming innovation in UNICEF Malaysia’, ‘Pathways to Scale, Pathways to Results for Every Child’, and ‘Results Framework Visual’. The EEs also captured additional information through observation and consultation with UNICEF Malaysia staff, including the Innovation Specialist.

The theory of change, shown in the below figure, follows the logic that if UNICEF Malaysia provides the necessary resources and capabilities for innovation, then innovation will be able to flourish within the organisation, with activities and outputs flowing from ideation to research, research and development, proof of concept, transition to scale, scaling and sustainable scale.

When these innovation activities and outputs are achieved, then UNICEF Malaysia will create a nurturing environment for innovation thus enabling new innovative ideas to be developed and tested. If this is accomplished, then UNICEF will be able to achieve more effective and efficient results for children.

There are four critical assumptions underpinning the theory of change which have been evaluation and interrogated through the Developmental Evaluation. First, that UNICEF has provided the appropriate resources to the people who perform the work of innovation, such as tools and training for skill development, funding and time to allow them to perform their task competently. Second, that UNICEF has structured the organisation to house and mainstream innovation, from leadership to teams to the supporting functions. Third, UNICEF has created the right environment to incentivise innovation, measure its performance, and optimise the application of innovation within the ecosystem. Fourth, that UNICEF has employed a tailored approach built around clear definitions and approaches for the work to be done in generating innovation, e.g., strategies, activities, deliverables.

Table 1: Innovation Process

<table>
<thead>
<tr>
<th>Process</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ideation</td>
<td>Defining and analysing the development problem and generating potential solutions through horizon scanning of existing and new ideas</td>
</tr>
<tr>
<td>Research &amp; Development</td>
<td>Further developing specific innovations that have potential to address the problem</td>
</tr>
<tr>
<td>Proof of Concept</td>
<td>When the intellectual concept behind an innovation is field-tested to gain an early, ‘real-world’ assessment of its potential</td>
</tr>
<tr>
<td>Transition to Scale</td>
<td>When innovations that have demonstrated small-scale success developed their model and attract partners to help fill gaps in their capacity to scale</td>
</tr>
<tr>
<td>Scaling</td>
<td>The process of replicating and/or adapting an innovation across large geographies and populations for transformational impact</td>
</tr>
<tr>
<td>Sustainable Scale</td>
<td>The wide-scale adoption of operation of an innovation at the desired level of scale/exponential growth, sustained by an ecosystem of actors</td>
</tr>
</tbody>
</table>

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13 UNICEF Malaysia, 2018, Mainstreaming Innovation in UNICEF Malaysia.
14 UNICEF, 2017, Pathways to Scale, Pathways to Results for Every Child. Available at:  
Figure 3: Theory of change

**Inputs**
- if UNICEF Malaysia provides the resources and capabilities for innovation, including funding internal training and innovation tools

**Activities**
- Then it can identify, implement and document innovation activities to record and share innovation successes and failures

**Outputs**
- Then UNICEF Malaysia can define and analyse the development problem and generate potential solutions through horizon scanning of existing and new ideas
- Then UNICEF Malaysia can further develop specific innovations that have potential to address the problem
- Then UNICEF Malaysia can field-test the innovation concept to gain early, ‘real-world’ assessment of its potential.
- Then UNICEF Malaysia can develop innovation concepts that have demonstrated success and attract partners to fill gaps in their capacity to scale
- Then UNICEF Malaysia can collaborate across UNICEF offices to support the adaptation of an innovation solution across geographies and populations

**Outcomes**
- Then UNICEF Malaysia will increase the identification of current/emerging problems and solutions
- Then UNICEF Malaysia will increase their consultation with potential innovation solution providers
- Then UNICEF Malaysia will increase the number of formalised partnerships, including technology, funding, academic and implementation partners
- Then UNICEF Malaysia can define and analyse the development problem and generate potential solutions through horizon scanning of existing and new ideas
- Then UNICEF Malaysia can further develop specific innovations that have potential to address the problem
- Then UNICEF Malaysia can field-test the innovation concept to gain early, ‘real-world’ assessment of its potential.
- Then UNICEF Malaysia can develop innovation concepts that have demonstrated success and attract partners to fill gaps in their capacity to scale
- Then UNICEF Malaysia can collaborate across UNICEF offices to support the adaptation of an innovation solution across geographies and populations

**Impact**
- Then results for children will be accelerated and scaled by creating an enabling environment for others to innovate with, and for, children
- Then UNICEF Malaysia will create a nurturing culture for new innovative ideas to flourish
- Then UNICEF Malaysia will develop partnerships to test and grow innovative solutions
- Then UNICEF Malaysia will deliver innovative solutions to address key developmental challenges

**Assumptions**
- UNICEF has employed a tailored approach built around clear definitions and approaches for the work to be done in generating innovations, e.g., strategies, activities, deliverables.
- UNICEF has created the right environment to incentivise innovation, measure its performance, and optimise the application of innovation within the ecosystem.
- UNICEF has structured the organisation to house and mainstream innovation, from leadership to teams and support functions.
- UNICEF has nurtured the appropriate resources and competencies of the people who perform the work of innovation, including the skills, tools and training the require to do it capably, as well as provide the funding and time to fuel it.
**BOX 3: CASE STUDY - UNICEF MEXICO**

**MAPPING A MIGRANT CHILD’S JOURNEY USING DESIGN THINKING AND RAPID PROTOTYPING**

**The situation:**

- Every day, children and families from El Salvador, Guatemala and Honduras leave their homes and communities to set off on the perilous journey northward to Mexico and the United States.
- Along the way, they face the constant threat of exploitation and detention. Unaccompanied children and women are at the greatest risk of exploitation by traffickers, criminals, gangs and security forces.

**The response:**

- In 2016, UNICEF Mexico and the Art Centre Collage of Design signed a 2-year formal agreement to work together – exploring how design, research and technology can offer new paths and innovative approaches to address issues faced by unaccompanied migrant children and adolescents in Mexico.
- In 2017, UNICEF Mexico and Art Centre Students conducted a series of knowledge sessions on design thinking and prototyping to field engagements to test design-led interventions to address the needs of migrant children.

**Progress and results:**

- The Art Centre Students selected a 14-year-old Honduran girl as the “lead user”. The students created a “journey map” to track the girl’s journey from leaving home to arriving at a migrant shelter in Mexico. The students used the approach to identify potential points of exploitation and prototype solutions to support.
- The students created prototypes that would facilitate communication, allowing children to express themselves and enter into conversation when they first arrive at the migrant shelter.

**Next steps:**

- UNICEF Mexico and the Art Centre Collage of Design are continuing the human centered design workshops on an annual basis, using the time to iterate prototypes with the goal of creating a set of strategies and materials that can be used to establish connection and trust with migrant youth.

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**BOX 4: CASE STUDY – UNICEF CHINA**

**TSINGHUA-UNICEF INNOVATION LAB FOR CHILDREN WITH DISABILITIES**

**The situation:**

- The Second National Sample Survey of Disabled Persons in China (SNSSD) conducted in 2006, it is estimated that China has a population of 5.8 million children living with some kind of disability.
- Most children with disabilities live in poverty in rural areas. Local health care workers may not be qualified to provide rehabilitation services. Teachers may lack training in special needs education.

**The response:**

- In 2016, UNICEF China partnered with the Department of Information Art & Design, Academy of Art & Design at Tsinghua University to establish the Global Innovation Centre for Children (TUGICC). The TUGICC is committed to address challenges facing the world’s children. A priority area for TUGICC is inclusive learning.
- In 2017, TUGICC established an Innovation Lab with a focus on inclusive education, serving as a research and development engine with an initial focus on assistive technology for children with disabilities.

**Progress and results:**

- The TUGICC launched the Tactile Tablet for children with disabilities in 2017 which allows blind and visually impaired children to read books, intake text, audio and visual information, take notes and input their own information.
- The open source, low cost device has the potential to provide valued opportunity for blind and visually impaired children to interact with information and learn alongside their peers.

**Next steps:**

- Upcoming collaborations in the pipeline include the co-creation of products and services for children with disabilities as global public good, master’s degree program collaboration on the Global Innovation Exchange (GIX) Institute by Tsinghua University and the University of Washington, as well as student international exchange as “innovators in residence”.

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BOX 5: CASE STUDY – UNICEF THAILAND

EARLY MOMENTS MATTER ON MOBILE (EMMM)

The situation:
• Despite much progress made for children over the past decade, young children in Thailand are vulnerable due to continued challenges of malnutrition, low exclusive breastfeeding rates, relatively low levels of parental support for young children's learning and development in the home as well as exposure to violent discipline.
• UNICEF Thailand conducted a number of surveys with parents in Thailand to better understand their needs. The surveys revealed that Thai parents felt that they lacked adequate skills and knowledge to engage and support their young children.

The response:
• To address this demand, UNICEF Thailand, together with the Ministry of Public Health, launched an the Early Moments Matter on Mobile (EMMM) in January 2019 to provide knowledge, training and instruction from early childhood development professionals to strengthen critical parenting skills.
• The innovative mobile platform supports a two-way communication with parents using UNICEF’s RapidPro software. Parents are able to post questions and receive answers through Facebook Messenger in the form of messages, alerts, video links, photos, and other user-friendly media.

Progress and results:
• Since launching in January 2019 the EMMM Facebook Page has captured 10,890 followers.

Next steps:
• The exchange of information between EMMM will allow UNICEF Thailand to collect and generate data related to parenting knowledge and practices. UNICEF Thailand aims to use this data to support policy makers in improving national programmes and services designed for young children and families.

BOX 6: CASE STUDY – UNICEF BRAZIL

CONNECTING DISCONNECTED COMMUNITIES USING ‘INFOPOVERTY’

The situation:
• Manaus, the capital of Brazil’s Amazonas state is home to two million inhabitants – half of the population of the Amazonas state. The state consists of remote, isolated villages, with some indigenous populations located a 9-day boat ride away from Manaus.
• When the water level in the river is low, boats cannot go through, and people are unable to reach the nearest town. In such a challenging situation, providing essential services like education and health to children becomes extremely complicated and difficult.

The response:
• In 2016, UNICEF Brazil together with UNICEF’s Office of Innovation and the Fundação Amazonas Sustentável (FAS) collaborated to conduct a research for a project called ‘InfoPoverty’.
• The project aimed to determine the minimum amount of Kbytes a day a child should consume to be ‘information healthy’.

Progress and results:
• The results show that while many students in Manaus have a phone (mainly used to talk and send messages to their friends and family and for social media), youth in rural communities do not have radio coverage, mobile phone coverage or anything similar. They live in communities that are 3 to 4 hours by boat from the closest town, and their only way to access information on a daily basis is through watching TV and attending school.
• The results highlighted the benefit of government-led initiatives including the Media Center for Education (CEMEAM). The CEMEAM allows communities to receive connectivity for few hours a day – receiving education and lessons via satellite. To access these lessons, each community receives a kit (an antenna, a TV, a video camera, etc.) to install within their community.

Next steps:
• The results and analysis of this trip will be used to build the first InfoPoverty prototype and will serve as a foundation towards future projects the Office of Innovation is planning to implement in Brazil and other countries.
EVALUATION PURPOSE, OBJECTIVES AND SCOPE
2.1 PURPOSE

The primary purpose of this Developmental Evaluation is to help UNICEF Malaysia systematically identify new opportunities to support UNICEF and its partners in order to increase the impact of the country programmes through innovation. As the Developmental Evaluation aimed to capture learnings that can be rapidly infused into the current work on innovation to increase their successful implementation, it can be considered formative in nature. In this way, the Developmental Evaluation is expected to enable systematic evidence-based planning of innovation activities and partnerships, as well as reflections on what is working, what is not working and why, and to inform the continued evolution of the UNICEF 2016-2020 Country Programme during programme implementation.

2.2 OBJECTIVES

The Developmental Evaluation objectives are threefold, aiming to:

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

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

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

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

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

2.3 SCOPE

The Developmental Evaluation followed a six-month duration from January 2019 to June 2019. It covered UNICEF’s ongoing innovation work since the introduction of an Innovation Specialist in January 2016, including activities undertaken across the Malaysian Peninsula, Sarawak and Sabah. However, the Developmental Evaluation activities aim to be forward-looking and support UNICEF’s work on innovation as the Country Office (CO) prepares for the next planning cycle.

2.4 FRAMEWORK

The Doblin (Deloitte) Framework for Innovation was harnessed as the learning framework.

The learning framework focuses on four critical assumptions that underpin the theory of change. Namely that:

1. UNICEF has employed a tailored vision and approach built around clear definitions and approaches for the work to be done in generating innovations, e.g., strategies, activities, deliverables.

2. UNICEF has structured the organisation to house and mainstream innovation, from leadership to teams and support functions.

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

4. UNICEF has created the right environment to incentivise innovation, measure its performance, and optimise the application within the ecosystem.
The Doblin Framework for Innovation was utilised as the guiding learning framework in the global-level evaluation of innovation at UNICEF (completed in January 2019, see Box 1: Global Evaluation of Innovation). The learning framework and learning questions were adopted in this Developmental Evaluation of UNICEF’s Work on Innovation for Children in Malaysia to support shared understanding and reflections at the global and country level.
Developmental Evaluation, pioneered by Michael Quinn Patton, is an evaluation approach that can assist evaluators develop innovative initiatives in complex or uncertain environments. Developmental Evaluation seeks to facilitate real-time, or close to real-time, feedback to enable a continuous development loop. Unlike traditional evaluations, Developmental Evaluations tend to not follow a standard sequence of activities. Developmental Evaluations tend to be more dynamic and forward-looking in nature, focusing on strategic learning and course correction.

The Developmental Evaluation is particularly well-suited to evaluate UNICEF’s Work on Innovation for Children in Malaysia as current work is emerging and evolving.

The Developmental Evaluation was structured through divergent mode to convergent mode, which include three phases; Phase (1) Explore and Design, Phase (2) Implement, and Phase (3) Report, Learn, Plan and Adapt.

In Phase 1, EEs carried out activities including desk review of past, current, and planned innovation work for children followed by key informant interviews with internal and external stakeholders. Finding from this phase, helped EEs to develop learning framework, which was also supported by Deloitte’s Doblin Innovation Framework. Learning from this phase also guided EEs to choose the most appropriate methods for Phase 2. In Phase 2, EEs were embedded in UNICEF Malaysia Country Office throughout the phase to capture current state information from CO internal and external stakeholders. The information obtained in this phase guided the EEs to further identify and analyse emerging themes on opportunities and barriers of innovation initiatives in UNICEF Malaysia. Throughout Phase 1 and 2, EEs provided learning documents and engaged in regular de-briefs with Innovation Specialist and Reference Group. By adopting this approach, it has enabled DE to be agile and adaptive in capturing holistic learning on current state of innovation initiative.

The table below provides a more detailed overview of developmental evaluations:

<table>
<thead>
<tr>
<th>Traditional Evaluation</th>
<th>Developmental Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose:</strong></td>
<td>Supports improvement, summative tests and accountability</td>
</tr>
<tr>
<td><strong>Roles and responsibilities:</strong></td>
<td>Positioned as an outsider to assure independence and objectivity.</td>
</tr>
<tr>
<td><strong>Approach:</strong></td>
<td>Approach follows traditional research and disciplinary standards of quality dominate.</td>
</tr>
<tr>
<td><strong>Results:</strong></td>
<td>Detailed formal reports and validated best practices, generalised across time and space.</td>
</tr>
<tr>
<td><strong>Complexity and uncertainty:</strong></td>
<td>Evaluator tries to control design implementation and the evaluation process.</td>
</tr>
<tr>
<td><strong>Standards:</strong></td>
<td>Methodological competence and commitment to rigour, independence, credibility with external authorities and funders, analytical and critical thinking.</td>
</tr>
</tbody>
</table>
EVALUATION METHODOLOGY
3.1 DESIGN AND METHODS

The Developmental Evaluation was structured over three phases: (1) Explore and Design, (2) Implement, and (3) Report, Learn, Plan and Adapt. Phase 1 - Explore and Design: aimed to understand the current state of innovation at UNICEF Malaysia. Phase 2 – Implement: aimed to address the identified barriers and enablers of innovation at UNICEF Malaysia. Phase 3 - Report, Learn, Plan and Adapt: aimed to generate a series of recommendations to support the strategic direction of innovation at UNICEF Malaysia. All the three phases were designed over a six-month duration from January 2019 to June 2019. Phase 3 applied throughout the three phases to ensure continuous learning and adaptation of the developmental approach.

The Learning Framework was applied throughout each phase to assess the current state of innovation, including the identification of barriers and enablers to innovation. The Learning Framework was further applied to guide (See Section 2: Evaluation Purpose, Objectives and Scope) and structure the recommendations for innovation at UNICEF Malaysia. The Embedded Evaluators (EEs) prepared the theory of change for innovation at UNICEF Malaysia in Phase 1 to construct the intended application of innovation (see Figure 3: Theory of Change). The theory of change was subsequently updated throughout Phase 2 of the Developmental Evaluation. The recommended theory of change was presented in Phase 3 of the Developmental Evaluation to communicate the recommended positioning and application of innovation within UNICEF Malaysia.

Phase 1: Explore and Design

During this phase, the EEs conducted a series of activities to explore UNICEF’s past, current and planned work on innovation for children in Malaysia. This included a desk review of UNICEF Malaysia’s country programme documentation, including but not limited to, country and innovation work plans, innovation handover notes, innovation field visit notes and innovation strategy documents. The desk review informed the development of an overarching Theory of change for UNICEF Malaysia’s work on innovation. Following this, the EEs developed a learning framework and learning questions, which was used to guide the delivery of the current state assessment of UNICEF’s work on innovation for children in Malaysia.

The EEs subsequently used the insights captured through these exploratory activities to design the Developmental Evaluation and select the most appropriate methods for Phase 2: Implementation.

Phase 2 Methods

Desk review: The EEs conducted a review of primary sources produced by UNICEF (e.g., work plans, handover documents, organisational charts), which enabled the EEs to familiarise themselves with the strategic objectives and programmatic priorities of UNICEF Malaysia. They gained an understanding of the internal structures, resources, stakeholders, past successes and failures. A review of secondary sources (e.g., sources produced by external organisations) helped supplement the primary document reviews. The information was then gathered to inform the innovation activities and innovation ecosystem in Malaysia. See Annex 3: Phase 1 – Explore and Design for a full list of documents reviewed as part of the evaluation.

Key informant interviews (KIIs): The EEs conducted exploratory interviews to capture perspectives of internal and external informants. The current state assessment was used to help the EEs build a picture of the work of innovation at UNICEF, including current enablers and barriers to innovation. Interviews with informants were guided by semi-structured interview questions. Notes were documented for each interview and coded in a data collection tool and coded relative to the Learning Framework.

Interviews with internal Country Office (CO), Regional Office (RO) stakeholders and external stakeholders provided the primary source of information for the current state assessment. KIIs were the primary form of data collection as much of UNICEF’s work on innovation is undocumented and fast evolving.
**Data analysis:** The EEs evaluated the current state assessment results using thematic analysis. The Team transcribed the audio recordings of the key informant interviews (KII) into written text. The KII text was then coded in line with the four elements (or “themes”) of the Learning Framework: “approach”, “organisation”, “resources and capabilities” and “incentives and ecosystem”. The coded text subsequently was categorised in line with each sub-theme. For instance, under “approach”, text was categorised and coded by “innovation strategy”, “portfolio management” or “process”. The EEs analysed the frequency of each theme, and reviewed the data for emergent patterns or anomalies. The data was then disaggregated by gender and function to provide enhanced analysis of the results.

**Preparation of inception report:** The inception report included the object of evaluation, evaluation purpose, objective and scope, proposed methodology and proposed timeline. The inception report went through several rounds of review and iteration with the Evaluation Specialist and Innovation Specialist at UNICEF Malaysia. It was followed by a review by the Developmental Evaluation Reference Group.

### Phase 2: Implement

This phase involved embedding the EEs in the UNICEF Malaysia Country Office (CO) in Putrajaya to actively shape and guide the work on innovation. The EEs prepared and designed a number of interventions to address specific barriers and enablers identified through the current state assessment, while simultaneously observing the response and reaction of the UNICEF Malaysia office to the interventions on innovation. The EEs subsequently analysed the observations to determine whether UNICEF Malaysia offers an enabling environment for innovation, and examine how innovation can be better mainstreamed to support the adoption of innovation as a cross-cutting strategy.

**Phase 2 Methods**

**Observations:** The EEs observed the unfolding of the innovation activities to identify and address key developmental moments, group dynamics, innovation enablers and barriers. Observations were captured through three primary mechanisms: informal discussion, formal meetings and presentations. Observations helped examine whether UNICEF Malaysia provides an enabling environment for innovation to thrive. Observations were tracked and coded relative to the Learning Framework.

**Interventions:** The EEs actively shaped UNICEF’s work on innovation by conducting an Innovation Workshop to identify, prioritise, qualify and refine innovation ideas and entry-points. In preparation for the workshop, the EEs documented potential entry-points for innovation (“innovation ideas”), based on the current state assessment and KII with internal and external stakeholders. During the Innovation Workshop, the EEs facilitated the evolution and enhancement of the ideas, an interrogation and qualification of the ideas, as well as mapping out the required actions to execute the ideas. After the workshop, the EEs worked with the Innovation Specialist and relevant “idea sponsors” from UNICEF Malaysia to support the development and scaling of the innovation idea.

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

**Sense-making:** The EEs analysed and synthesised data and information with the aim of identifying patterns and integrating new information into the work on innovation. The EEs deployed techniques such as coding to draw out patterns, trends and insights.
### Phase 3: Report, Learn, Plan and Adapt

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

#### Phase 3 Methods

**Document learnings:** The EEs captured key learnings, including emerging insights, reflections and developmental moments. The key learnings were used to guide the work of innovation at UNICEF Malaysia, by encouraging reflection of what is working and what is not working (Annex 6 for an illustrative example of the Learning Documents).

**Validation:** EEs held series of validation consultations with Evaluation Specialist and Innovation Specialist as well as stakeholder validation round-tables at the end of Phase 1 with UNICEF Internal and Reference Group. This consultation guided EEs to further design findings, conclusions and recommendations in Phase 3 based on the validated information. In addition, EEs also carried out de-brief sessions post workshop at the end of Phase 2. The de-brief sessions helped EEs to further reflect on findings, and be concise in writing up conclusions and drafting the first report draft. In Phase 3, EEs constantly collected feedback from validation round-table with Reference Group and UNICEF Internal, this ensured the EEs to prepare final report draft, with properly validated information.

**Prepare evaluation report:** The EEs synthesised the results of the Developmental Evaluation and captured recommendations for UNICEF to further enhance its work on innovation for children in Malaysia. The evaluation report progressed through several rounds of review and iteration with the Evaluation Specialist and Innovation Specialist at UNICEF Malaysia, followed by a review by the Developmental Evaluation Reference Group (see Annex 2 for the list of the Management Team and Reference Group).

### 3.2 Data Sources

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

   The EEs further used purposive sampling of external stakeholders to ensure diverse perspective on UNICEF’s Work on Innovation for Children in Malaysia. Stakeholders were selected from a list of UNICEF Malaysia’s past and current partners on innovation. The EEs sought guidance from the Innovation Specialist to ensure the stakeholders reflect diverse views.
EVALUATION METHODOLOGY

Figure 5 Consulted UNICEF Internal Stakeholders

Breakdown by Gender

- Female: 37%
- Male: 63%

Breakdown by Functions

- UNICEF CO Programme: 13%
- UNICEF CO Innovation: 12%
- UNICEF CO Communication: 13%
- UNICEF Malaysia Senior Management: 12%

Figure 6 Consulted External Stakeholders

Breakdown by Gender

- Male: 60%
- Female: 40%

Breakdown by Sectors

- Private Sector: 40%
- Social Enterprise: 20%
- NGO: 20%
- Academia: 20%
- Government: 10%

Figure 7 Innovation Workshop Participants

Breakdown by Gender

- Female: 55%
- Male: 45%

Breakdown by Functions

- UNICEF Private Sector Fundraising and Partnerships: 7%
- UNICEF CO Programme: 13%
- UNICEF CO Innovation: 13%
- UNICEF CO Communication: 13%
- UNICEF Malaysia Senior Management: 7%
- UNICEF Regional: 27%
• **Triangulation of information:** When sense-making the data, the EEs sought to triangulate the data ensuring analysing data from desk-based research, key informant interviews with UNICEF staff, key informant interviews with external partners, and observations from formal workshops and meetings as well as informal observations undertaken throughout the Developmental Evaluation. Team discussions among the EEs were held regularly to jointly discuss and further triangulate information and validate findings.

• **Data management throughout the evaluation:** The evaluators ensured strict confidentiality of interview notes and observations throughout the evaluation. The report does not contain any statements that can be attributed to specific individuals.

• **Quality assurance and proof reading:** Draft and final evaluation report content was submitted and reviewed by Deloitte’s Subject Matter Expert (SME). The reports were submitted to a backstopping senior consultant within Deloitte to conduct proof reading and editing.

### 3.3 Ethical Consideration


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

### 3.4 Methodological Limitations

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

- **Objectivity:** The EEs were “embedded” in the work of the Innovation Specialist at UNICEF Malaysia. While this offered an opportunity to capture richer insights, the proximity also increased the risk that the objectivity of the EEs would be compromised. To mitigate this risk, the EEs purposefully pursued a team approach to ensure that analysis is cross-checked across the team. Furthermore, the EEs used an experienced Subject Matter Expert (SME) as an independent sounding board. Regular check-ins with the SME were on a bi-weekly basis to discuss the evaluation progression and analysis. The EEs also benefited from a Reference Group set up by UNICEF, who were responsible for guaranteeing the transparency, accountability and credibility of the evaluation process and who also played a key role in validating the findings (see Annex 2 for a list of the Management Team and Reference Group). Additional support was provided by the Evaluation Specialist within UNICEF Malaysia.

- **Time allocation:** The emergent nature of Developmental Evaluations made it challenging to tie time estimates to pre-determined deliverables. The time allocation challenge was compounded by the amount of time that the Lead EE, a Singapore-based consultant, was able to spend in the UNICEF Malaysia Office. Limited time at the UNICEF Malaysia office restricted opportunity for the Lead EE to engage in informal interactions with broader UNICEF Malaysia staff. To mitigate this risk, the EEs purposefully pursued a team approach, ensuring the Lead EE was supported by a Malaysia-based team. This enabled greater flexibility within the EEs and ensure that there is regular presence within the UNICEF Malaysia office.

- **Physical presence:** The EEs sought to spend as much time as possible working from the UNICEF Malaysia office in Putrajaya. As a Singapore-based consultant, the Lead EE had to balance time working on-site at the UNICEF Malaysia office and remotely from Singapore. The limited amount of time to spend physically on site made it harder for the Lead EE to build internal relationships with staff members within UNICEF Malaysia. To mitigate this risk, the EEs sought to conduct a series of 1-on-1 KILs early into the Developmental Evaluation to build rapport with a broader number of staff members. The EEs further sought to establish more informal communications with staff members through regular interaction and presence in the UNICEF Malaysia office.
FINDINGS
4.1 APPROACH

Assumption: UNICE has employed a tailored approach built around clear definitions and approaches for the work to be done in generating innovations, e.g., strategies, activities, deliverables.

- Finding 1 – Innovation is positioned as a core, cross-cutting strategy within UNICEF Malaysia’s Country Programme Action Plan (CPAP)
- Finding 2 – The innovation strategy is well aligned to UNICEF’s Strategic Plan (2016-2021)
- Finding 3 - Evidence that the innovation strategy aims to embed and mainstream innovation across the Country Office (CO), aligning with change strategy #7
- Finding 4 – Evidence of the strategic implementation of change strategy 5 on the role of innovation in exploring and supporting the establishment of partnerships
- Finding 5 – Innovation strategy is not clearly contextualised to Malaysia as an upper-middle income country
- Finding 6 - A lack of a common understanding of what innovation is, and how it can be applied as a strategy, is creating a recurring obstacle for innovation
- Finding 7 – Evidence that UNICEF Malaysia employs a mixed portfolio of innovation activities
- Finding 8 – Limited communication of the process for innovation is decreasing awareness and participation with innovation
- Finding 9 - Confusion around roles and responsibilities at each step of the innovation process is hindering innovation
- Finding 10 – Innovation is largely happening in an organic manner, with natural touch points with crosscutting sections, PFP, operations and education
- Finding 11 – The ‘fail fast’ concept has not been widely embraced

Innovation strategy

Learning questions: Is there an innovation strategy that clearly identifies what you are trying to accomplish? Does your strategy include priorities based on strategic imperatives?

Finding 1 – Innovation is positioned as a core, cross-cutting strategy within UNICEF Malaysia’s Country Programme Action Plan (CPAP). UNICEF Malaysia’s CPAP 2016-2020 ‘Road to 2020 – the last mile’ identifies innovation as an underpinning strategy to support the achievement of its priority outcomes:

Outcome 1: Enhanced child and adolescent well-being: By 2020, all children in Malaysia benefit from strengthened national policies, quality social services and capacities that enhance well-being and enable them to survive, thrive and develop to their full potential.

Outcome 2: Social inclusion and disparity reduction: By 2020, strengthened commitment and environment promoting child-centred social inclusion, disparity reduction and resilience.

Outcome 3: Enhanced engagement and partnerships for child rights: By 2020, enhanced capacities, partnerships and engagement for child rights fulfilment and monitoring, and for mobilisation of national resources for all children.

The CPAP explicitly highlights how innovation can be harnessed in the achievement of outcome #3 Enhanced engagement and partnerships for child rights, recognising the ‘potential of innovation and technology to support the meaningful engagement and participation of adolescents in decision-making and their own development’. The recognition of innovation in this manner sets out a clear purpose and use-case for innovation.

Finding 2 – The innovation strategy is well aligned to UNICEF’s Strategic Plan (2016-2021). Innovation is identified as a ‘change strategy’ within the 2018-2021 UNICEF Strategic Plan. The Strategic Plan specifically identifies two ways in which innovation can be harnessed. First, by harnessing innovation to leverage the power of business and markets to reach hard to reach children (change strategy #5). Second, by fostering innovation in programming and advocacy for children through the use of new technologies and adopting, adapting and scaling successful innovation approaches across programmes (change strategy #7).

The innovation strategy for UNICEF Malaysia, developed by the Innovation Specialist in October 2018, is guided by these two change strategies. The innovation strategy maps out the roles and responsibilities for innovation within UNICEF Malaysia, including specific reference to the role of the Innovation Specialist. With reference to change strategy #7, the strategy aims to maximise impact and to ensure sustainability. It is thus important that innovation is embedded within routine programming and operations. With reference to change strategy #5, the strategy states that the role of the innovation is also to explore new partnerships.

Finding 3 - Evidence that the innovation strategy aims to embed and mainstream innovation across the CO,
aligning with change strategy #7. The innovation strategy – titled ‘Mainstreaming Innovation in UNICEF Malaysia’ emphasises the need for innovation to be integrated with programmes and operations if it is to be mainstreamed. The innovation strategy is accompanied by a work plan for the Innovation Specialist, which outlines the planned activities for 2019. The innovation strategy has been developed independently by the Innovation Specialist and is not formally integrated or connected the CPAP or Strategic Plan.

These include four main deliverables:
#1: Promote innovative thinking and problem solving to accelerate programme results
#2: Further scale-up and mainstreaming of U-Report and RapidPro
#3: Provide guidance in improving the operational effectiveness as result of introduction of new Technology for Development (T4D) tools
#4 Explore and support in the establishment of Shared Value Partnerships

Work plan activities under deliverable #1 Promote innovative thinking and problem solving to accelerate programme results, include broad engagement with programmes to explore and identify opportunities for where innovation can add value to programme activities, as well as supporting programmes and partners to test and implement innovative solutions to enhance programme results. The delivery of an innovation Lab in partnership with nine Alternative Learning Centres (ALCs) in 2016 demonstrates how innovation is being harnessed to support the achievement of education programme results and reach the hardest-to-reach in Malaysia. The Innovation Lab aimed to improve education standards of alternative learning for refugee, undocumented and stateless children in Malaysia. Work plan activities under deliverable #3 Provide guidance in improving the operational effectiveness as a result of introduction of new T4D tools, include a commitment to support the digitalisation of the CO to enhance operational effectiveness which can support the acceleration of CO results. For instance, in December 2018, an eTools system was deployed to strengthen programme management, in collaboration with Operations and Programmes, while in January 2019 an Enterprise Content Management (ECM) system was adopted to support document management. Innovation has played a role in supporting staff training in the relevant technology tools and development of appropriate Standard Operating Procedures (SOPs) to ensure knowledge transfer as well as full integration and optimisation of tools.

Finding 4 – Evidence of the strategic implementation of change strategy #5 on the role of innovation in exploring and supporting the establishment of partnerships. Work plan activities under deliverable #4 Explore and support the establishment of creating shared value (CSV) partnerships highlight the opportunity for innovation to work collaboratively with Private Sector Fundraising and Partnership (PPF) and Corporate Social Responsibility (CSR). UNICEF Malaysia’s partnerships with Digi, a telecommunications provider, in 2017 exemplifies how innovation can be harnessed to promote Creative Shared Value (CSV) partnerships that leverage power of businesses to protect and promote children’s rights.

Digi was the first mobile operator in Asia to complete the UNICEF Mobile Operator Child Rights Self-Impact Assessment Tool, which provides a framework to assess business impact, associated risk, identify gaps and opportunities to create better business sustainability when it comes to child rights. UNICEF Malaysia were also able to benefit from Digi’s participation in research for UNICEF’s State of the World Children 2017 research to understand children’s perception on life in the digital age, and participation in the #SayaSayangSaya town hall sessions that focused on online sexual violence and cyberbullying.

Finding 5 – Innovation strategy is not clearly contextualised to Malaysia as an upper-middle income country. The innovation strategy does not explicitly outline how the strategy has been developed or will be applied to the Malaysian context. As an upper-middle income country in transition to becoming a high-income country, Malaysia presents an interesting and unique test case for the work of innovation in UNICEF. Countries such as Malaysia provide a unique environment to test innovations and assess whether they are effective at reaching the most marginalised children, including those most at risk of being left behind. While past and planned innovation activities have focused on supporting UNICEF Malaysia to reach socially marginalised children, such as those with disabilities, stateless or out-of-school children, the innovation strategy does not explicitly state that the intent of innovation is for this purpose.

Finding 6 - A lack of a common understanding of what innovation is, and how it can be applied as a strategy, is creating a recurring obstacle for innovation. Interviews and observations of staff highlight the perception and definition of innovation as a ‘strategy’ as a hindering factor to innovation. For UNICEF, strategies are typically focused on activities that have been practices over long periods of time and across multiple country contexts, such as capacity development or service delivery. In this context, innovation as a ‘strategy’ is comparatively new. The innovation strategy seeks to provide clarity by describing the innovation strategy as a process of creative problem solving, which seeks to generate new and improved ways of operating – questioning existing practices, norms, policies and rationales – and to contribute to lasting positive change.
The strategy document seeks to enhance understanding by defining innovation as ‘doing something new and/or different that adds value’.

However, extensive interviews with staff highlight confusion around this definition, which is creating a resistance to engaging with innovation as a change strategy. In the absence of a commonly agreed understanding of innovation, its definition was often equated solely with the use of technology and tools, such as U-Report, or a project involving such tools. This gives a limited definition of innovation, and hinders its ability to be perceived beyond such tools, as a much more strategic process. To support the communication of innovation as a change strategy, the Embedded Evaluators (EEs) reconstructed the theory of change for innovation (see Figure 4: Theory of Change).

### Portfolio management

**Learning questions: Does your innovation portfolio include a variety of solutions (e.g., high, medium and low-risk)?**

**Finding 7 – Evidence that UNICEF Malaysia employs a mixed portfolio of innovation activities.** UNICEF Malaysia appointed a dedicated Innovation Specialist in 2016. Under the supervision of the Country Representative, the Innovation Specialist is responsible for developing the innovation strategy, and managing an innovation portfolio of activities to support the mainstreaming of innovation.

Information collected through desk-review and consultation with staff indicates that UNICEF’s work on innovation since 2016 is broad and diverse. Activities range from promoting innovative thinking and problem solving to accelerate programme results, to further scaling up and mainstreaming of existing innovation solutions such as U-Report and RapidPro, providing guidance on the introduction of new T4D tools to improve operational effectiveness, through to exploring the establishment of Shared Value Partnerships.

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#### Figure 9 Innovation portfolio of activities 2016-2019

<table>
<thead>
<tr>
<th>Year</th>
<th>Activity Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>Engaged youth to submit their innovative ideas to improve the lives of children, families and communities at a High-Level Meeting on Child Rights (HLM3). Selected ideas were developed during a 3-day boot camp</td>
</tr>
<tr>
<td>2016</td>
<td>Delivery of an Innovation Lab in partnership with nine Alternative Learning Centres (ALCs) aimed at improving educational standards of alternative learning for refugee, undocumented and stateless children</td>
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<tr>
<td>2016</td>
<td>Partnership with Tandemic, a Malaysia-based social innovation firm, to deliver an “NGO Impact Academy” for Malaysian NGOs</td>
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<tr>
<td>2017</td>
<td>Appointment of a U-Report Consultant to manage the U-Report platform</td>
</tr>
<tr>
<td>2017</td>
<td>Memorandum of Understanding (MOU) signed with Petrosains, a science and technology museum based in Malaysia</td>
</tr>
<tr>
<td>2017</td>
<td>Design and delivery of a #ThisAbility Makeathon, which showcased the creativity of Malaysians living with disabilities hosted by Petrosains</td>
</tr>
<tr>
<td>2017</td>
<td>Partnership with The Biij-Biij Initiative, a Malaysia-based social enterprise, to teach highly marketable “apprenticeship and livelihood” skills</td>
</tr>
<tr>
<td>2017</td>
<td>Collaboration with the Malaysian Global Innovation &amp; Creativity Centre (MaGIC) to mentor young social entrepreneurs</td>
</tr>
<tr>
<td>2018</td>
<td>MOU signed with Sime Darby Property as part of its commitment as “A Champion for Inclusion”</td>
</tr>
<tr>
<td>2018</td>
<td>Partnership with Sime Darby Property to build Malaysia’s first Inclusive Playground at the award-winning City of Elmina township</td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
</tr>
<tr>
<td>-------</td>
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</tr>
<tr>
<td>Oct 2018</td>
<td>Collaboration with the U-Report Consultant to develop a comprehensive U-Report strategy</td>
</tr>
<tr>
<td>Nov 2018</td>
<td>Application of RapidPro for an e-survey of 4,000 individual donors to gather learning on retention, developed collaboratively with PFP, C4D and Communication</td>
</tr>
<tr>
<td>Nov 2018</td>
<td>Development of a U-Report Story Game designed as a C4D tool to support interactive engagement to challenge mind-sets on disability and inclusion</td>
</tr>
<tr>
<td>Dec 2018</td>
<td>Adoption of eTools, a modular system developed to strengthen programme management, in collaboration with Operations and Programmes, started in Dec 2018 and completed in May 2019</td>
</tr>
<tr>
<td>Jan 2019</td>
<td>Adoption of an ECM system to support the document management system</td>
</tr>
<tr>
<td>Feb 2019</td>
<td>Introduction of digital signatures to accelerate approval procedures and support the transition to a digital workplace</td>
</tr>
<tr>
<td>Feb 2019</td>
<td>Supported #StandTogether campaign with joint efforts of R.AGE, SP Setia, U-Report is main tool used to engage students and teachers all through Feb 2019 till April 2019, worked along with U-Report Consultant as the focal point</td>
</tr>
<tr>
<td>Feb 2019</td>
<td>MOU signed with World Association of Girl Guides and Girl Scouts (WAGGGS) on the application of U-Report</td>
</tr>
<tr>
<td>March 2019</td>
<td>Supported Child Protection team in pitching and presenting Primero to the Anti-Trafficking in Person and Anti-Smuggling of Migrants (ATIPSOM) for case management</td>
</tr>
<tr>
<td>April 2019</td>
<td>Supported C4D in using RapidPro to engage with 8,000 runners who participated in Borneo Marathon on the topic of nutrition</td>
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</table>

**New Innovation Specialist joins UNICEF Malaysia**
Further analysis of these activities reveals that when plotted against the innovation portfolio matrix, a tool that can be used to categorise innovation activities, the majority of activities undertaken since 2016 can be considered as either ‘core’ or ‘adjacent’ innovation. Core innovations are considered incremental enhancements of existing solutions and challenge areas.

Adjacent innovations are considered existing solutions that have been enhanced or applied to new challenges, while transformational innovation are new innovations that aim to address new challenge areas (see Annex 2 for more information on innovation techniques such as the Innovation Portfolio Matrix).

**Figure 9 Innovation Portfolio Matrix**

![Innovation Portfolio Matrix Diagram]

**Process**

Learning questions: Do you have a defined process to identify, incubate, test and launch ideas? Is learning from failure built into your process? Do you have a process to involve key project beneficiaries in the identification, incubation, testing and launch of ideas?

Finding 8 – Limited communication of the process for innovation is decreasing awareness and participation with innovation. The process for innovation broadly follows a six-step process, from (1) ideation, (2) research and development, (3) proof of concept, (4) transition to scale, (5) scaling, (6) sustainable scale.

While the process is presented as linear, the innovation strategy highlights that few innovation journeys are often straight forward, and typically those involved in the innovation will have to revisit certain stages through several rounds of iteration.
Consultations with staff highlight that few are aware of a defined process for innovation, or understand how they should engage effectively to advance innovation ideas. The six-step process does not feature in UNICEF documentation beyond the innovation strategy, indicating that the process is not systematically communicated or explained to staff.

To support the communication of innovation as a change strategy, the EEs reconstructed the theory of change for innovation, incorporating the six-step innovation process.

**Finding 9 - Confusion around roles and responsibilities at each step of the innovation process is hindering innovation.** The innovation strategy provides guidance around roles and responsibilities throughout the innovation process, highlighting the role of the Innovation Specialist primarily as an ‘advisor’ to guide and facilitate the innovation process. This advisory role is seen as necessary to support the mainstreaming of innovation across the CO as it promotes a level of ownership for the business leads. During observations with the Innovation Specialist and staff, such sentiments were communicated regularly.

However, during conversations with staff, many highlighted confusion around who should ‘own’ or ‘lead’ innovation. Some staff members expressed feelings of frustration and expressed the need for much greater transparency throughout the innovation process. Priority areas that were identified included greater transparency around how the specific problem is defined, how innovation solutions are identified and qualified.
To address this challenge, the EEs prepared and delivered an Innovation Workshop. The workshop was conducted as an intervention method under the developmental evaluation and aimed to introduce tools and practices that UNICEF could better apply and employ in the future. See Box 8: Innovation Workshop for further information.

**Finding 10** – Innovation is largely happening in an organic manner, with natural touch points with crosscutting sections, PFP, operations and education. Information gathered from observations and consultations with staff found that crosscutting sections were most receptive to innovation, such as Disability and C4D. These crosscutting sections have a history of collaborating with innovation. In 2018, they worked together to create a U-Report Story Game designed as a C4D tool to support interactive engagement to challenge mind-sets on disability and inclusion. During the evaluation, these crosscutting sections expressed large amounts of enthusiasm for innovation, and could readily identify where they felt as though innovation could quickly add value to their area of work. A unique feature of crosscutting sections is that they intersect across core programmatic areas. As such, they are attuned to identifying opportunities for collaboration and integration. Observations from group discussions and workshops saw that crosscutting sections frequently demonstrated openness, adaptability and inquisitiveness in the innovation process.

During consultations with staff, PFP was also identified as a business area that was highly receptive to innovation. An interesting feature of PFP was their eagerness and interest to try something new and test new approaches. PFP is currently conducting a pilot with innovation, harnessing the application of RapidPro to support engagement and communication with individual donors in Malaysia to better understand their interest areas.

The receptiveness of crosscutting sections and PFP was further demonstrated within the Innovation Workshop (see Box 8: Innovation Workshop) where staff presented and worked together to evolve and prioritise innovation ideas. The innovation ideas from crosscutting sections (C4D and Nutrition) and PFP were selected for further evolution after receiving the greatest level of support from peers. See Box 9: Innovation Ideas for further information.

A review of past innovation activities and programme staff highlight past collaboration with the Education Section focused on activities that support UNICEF’s work on skills for the future and out of school children. A focus on improving second-decade education and learning is identified as a priority under the Eleventh Malaysia Plan (11MP), as the government seeks to ensure that that Malaysian youth are prepared for the future of work under the Forth Industrial Revolution. Collaborations between innovation and education present a natural touchpoint within Malaysia and an area of continued opportunity.

**Finding 11** – The ‘fail fast’ concept has not been widely embraced. UNICEF’s Office of Innovation explains that innovation is about taking emerging approaches and tools, and testing how they can be applied across contexts. If successful, innovations are scaled to positively impact children and young people around the world. An interesting feature of this definition is the inclusion of the word ‘success’, as it indicates that some innovations will succeed and some will fail, but only the successful innovations will be taken forward to scale. Information captured through discussions with staff indicated that they felt more inclined to pursue activities that achieve proven results that will enable the achievement of their programme outcomes, and were cautious to explore activities that may result in failure. This cultural dynamic is creating a situation whereby some staff expressed concern working with innovation, and are choosing to avoid working with innovation until it is proven a ‘success’.

Information captured through implementation partners also cited examples were projects were discontinued due to the perception that they were failing to meet their intended outputs or outcomes. While the discontinuation of projects shows the focus of staff to achieve programme outcomes, the acceptance of failure and acceleration of learnings learnt was not clearly documented.

The Innovation Workshop brought together 22 participants from the Country Office (CO) and Regional Office (RO). The workshop was conducted as an intervention method under the developmental evaluation and aimed to introduce tools and practices that UNICEF could better apply and employ in the future. These approaches to categorising innovation ideas in a portfolio, developing a qualification process for vetting innovation ideas, and establishing a process for collaboratively developing innovation ideas. As such, the workshop objectives were to:

- Evolve and enhance innovation ideas
- Interrogate and qualify ideas
- Identify activities needed to execute the idea
- Determine roles and responsibilities to put the idea into action

Ahead of the Innovation Workshop, the Embedded Evaluators (EEs) scoped four innovation ideas through consultation with the CO staff and the Innovation Specialist. The Embedded Evaluators then introduced six innovation techniques to support the achievement of the workshop objectives. The six techniques have been described below, and are detailed in full in Annex 4.

### Innovation tools

#### How-Might-We (HMW) Statement

The How-Might-We (HMW) Statement is a technique for brainstorming new opportunities. The HMW statement helps the user to frame the innovation idea as a solution to a specific problem statement. By framing the innovation idea as a potential solution, it sets the stage for further evolution of the idea through an ideation session.

#### Innovation Portfolio Matrix

The Innovation Portfolio Matrix is a tool that can be used to categorise innovation ideas as either core, adjacent, or transformational.

Core innovations are incremental enhancements of existing solutions and challenge areas. Adjacent innovations are existing solutions that have been enhanced or applied to new challenges. Transformational innovation are new innovations that serve new users and beneficiaries.

#### SCAMPER Matrix

SCAMPER is a technique to support creative thinking. It is based on the simple idea that what is new is actually a modification of old things. The name SCAMPER is an acronym for seven techniques: (S) substitute, (C) combine, (A) adapt, (M) modify, (P) put to another use, (E) eliminate and (R) reverse. The SCAMPER technique aims to provide seven different thinking approaches to find innovative ideas and solutions.
**Desirability, Viability, Feasibility Framework**

Desirability, viability, feasibility (DVF) – an assessment of user requirement, financial sustainability and scalability, and technical capabilities. The ideal innovation process is the trifecta of desirability, feasibility and viability. It should be a desirable solution, one that your customer really needs; a feasible solution, building on the strengths of your current operational capabilities; and a profitable solution, with a sustainable business model.

**Technology, People, Process Matrix**

The Technology, People, Process Matrix recognises these three components as essential enablers of productivity and performance. Many organisations focus on process and technology as the primary components with not enough emphasis on the people component. People are essential to achieving an idea as the idea owners and sponsors, process help people work well, and technology helps people work faster, more efficiently and innovatively.

**Mission Model Canvas**

The Mission Model Canvas, adapted from the Business Model Canvas, is a visual framework for describing the different elements of how an organisation works. It can be used to support the research and development process of a new innovation idea by helping to define the ‘mission’ of the innovation idea, the supporting infrastructure behind the innovation idea, the users of the innovation idea and the elements that will make the innovation idea a success.
Using these six innovation techniques, workshop participants were able to evolve, enhance and ultimately prioritise two innovation ideas to progress for further research and development. The following four ideas were presented. Annex 4: Phase 2 – Implement elaborates the problem statement, original idea, evolved idea and next steps:

- **Idea 1**: Partner with academia to harness “big data” and new technologies to capture insights and overcome data gaps
- **Idea 2**: Engage and communicate with UNICEF Malaysia supporters using RapidPro to capture insights about supporter preferences
- **Idea 3**: Collaborate with the gaming industry to promote healthy eating habits for adolescent children
- **Idea 4**: Explore and leverage the full breadth of data collected through U-Report to provide insights for, and engagement with U-Report stakeholders

**Workshop outcomes:**

During the workshop participants were able to understand new techniques of evolving, enhancing and interrogating innovation ideas. As a result of the workshop, participants prioritised the two ideas they felt offered the greatest potential for impact. Workshop participants elected to progress idea #3: Collaborate with the gaming industry to promote healthy eating for further evolution and enhancement.

The prioritised innovation idea were subsequently evolved by the Embedded Evaluators in partnership with the Innovation Specialist and idea sponsor using the Mission Model Canvas innovation technique.
4.2 ORGANISATION

Senior leadership

Learning questions: Do your senior leaders serve as champions of innovation activities?

Finding 12 – Formal integration of innovation into CO plans is essential for creating the right enabling environment for innovation.

Finding 13 – While there is strong support for innovation among senior management, support for innovation weakens among middle management.

Finding 14 – Reporting lines are arranged to support the mainstreaming of innovation across the CO.

Finding 15 – Current reporting lines of Innovation Specialist provide space for cross-matrix collaboration across the CO.

Finding 16 – Misalignment of expected areas of innovation focus.

Finding 17 – Innovation collaboration is occurring across UNICEF’s cross-matrix structure.

Finding 18 – Innovation networks play a key role in nurturing a culture for innovation.

Finding 19 – Current procedures are not necessarily adapted for private-sector partnerships in the context of innovation.

Finding 13 – While there is strong support for innovation among senior management, support for innovation weakens among middle management.

UNICEF Malaysia has a hierarchical structure, which translates into a hierarchical culture. As such, the endorsement and enthusiasm of innovation by senior management, in particular the Country Representative and Deputy Representative is critical for innovation to flourish. Information captured through observations of senior management suggest high levels of enthusiasm for innovation. For instance, it was observed that senior management have made the time to attend and actively participate in all innovation-related roundtables, workshops and interviews associated with the evaluation. Senior management have also repeatedly underscored the importance of innovation for the CO, including the need for the organisation to remain dynamic and adaptable to new ways of doing things.

Information captured through observations and discussions with staff, however, reveals that there is varying levels of support for innovation that while there is broad support for innovation, many staff view innovation as something extra or additional to their core area of work. This perception makes it difficult for innovation to get broad-based buy in across the organisation.
Governance and ownership

Learning questions: Who makes innovation-related decisions? Is there a clear process for vetting and implementing innovation ideas?

Finding 14 – Reporting lines are arranged to support the mainstreaming of innovation across the CO. UNICEF Malaysia created the Innovation Specialist role in 2016, as a full-time fixed-term contract. The Innovation Specialist is supported by one part-time U-Report Consultant, who is dedicated to the maintenance of U-Report. Information captured through discussion with staff reveals that the creation of a small innovation team was a considered and intentional choice, as it promotes cross-functional collaboration within the CO and mitigates the risk of innovation creating parallel work streams.

There are however, two risks associated with this human resource approach. First, the dependence on a single Innovation Specialist creates a reliance on a single Innovation Specialist which makes the work of innovation, particularly in the first few years of the position, vulnerable to staff turnovers – a situation that occurred in 2018. Second, the intent to keep the innovation team small to promote collaboration creates a dependence on other functional areas, as innovation will only flourish if they are willing to dedicate time to collaboration with innovation. If innovation activities are perceived as additional or extra to core areas of work, staff may perceive that they are offering in-kind (staff time) contributions.

Finding 15 – Current reporting lines of Innovation Specialist provide space for cross-matrix collaboration across the CO. Since the Innovation Specialist role was created in 2016, the position has been under the supervision of the Country Representative. The reporting lines for the Innovation Specialist was configured to support mainstreaming of innovation as a core and crosscutting strategy across the organisation. This approach has given the innovation specialist the ‘space’ to collaborate with PFP on donor engagement, Operations on workplace efficiency and Programmes on crosscutting themes such as disability and nutrition.

The current reporting lines differ from other CO where the Innovation Specialist reports to the Deputy Representative rather than the Country Representative. The 2018 Mid-Term Review Report documents the consideration to restructure the reporting lines of the Innovation Specialist so that it reports to the Deputy Representative rather than the Country Representative. The proposal to change the reporting line was dismissed on two counts, first due to the number of direct reports to the Deputy Representative, and second, due to ongoing work by the Innovation Specialist to support non-Programme areas, such as PFP, Communications and Operations.

Finding 16 – Misalignment of expected areas of innovation focus. UNICEF’s work on innovation currently spans across multiple functional areas, including Programmes, PFP, Communications and Operations. This is supported by the activities outlined in the Innovation Specialist’ Draft Work Plan 2018-2019.

The work plan does not outline a percentage of time or effort spent working across the different functional areas. Information captured from staff reveal mixed perceptions and expectations around the time allocation. Some staff indicated that the Innovation Specialist should focus their activities where there is demand and appetite for innovation, whereas other staff indicated that the Innovation Specialist should focus 60-90% of their activities working to support Programmes. The latter view runs counter to activity focus and reporting line of the Innovation Specialist. Figure 11 highlights proportion of innovation activities dedicated to programmes, including education (14%), disability (22%), C4D (7%), aggregating to 43%.

Collaboration

Learning questions: Do you have mechanisms for pursuing innovation that requires collaboration?

Finding 17 – Innovation collaboration is occurring across UNICEF’s cross-matrix structure. Information captured from desk-review and observations indicate growing levels of collaboration around innovation. A review of past innovation activities indicates six key touch points for innovation, with higher frequency of innovation activities involving the Corporate Social Responsibility (CSR) Specialist, through the establishment of private sector partnerships and collaborations, operations through the delivery of workplace effectiveness technology, education through the delivery of work focused on skills for the future and out of school education, and disability through the delivery of work focused on inclusive playgrounds, #ThisAbility Makeathon and online story games.
Finding 18 – Innovation networks play a key role in nurturing a culture for innovation. Interviews with innovation staff at the Country and Regional level highlighted the critical role of UNICEF innovation networks. UNICEF has established a community of practice for innovation, where Innovation Specialists and T4D specialists can share ideas, examine best practice, review database to see what is being implemented elsewhere. The community of practice has been established by UNICEF in recognition of the importance of cross-fertilisation of innovation and the efficiency gains that could be achieved by developing an easily accessible resource of innovation solutions and accompanying user-guides. UNICEF’s Stories of Innovation website acts as a resource to dually profile and celebrate innovation activities, as well as act as a resource for Innovation Specialists.

Finding 19 – Current procedures are not necessarily adapted for private-sector partnerships in the context of innovation. UNICEF recognises the opportunity that partnering with the private sector presents for innovation, particularly in relation to reaching the hard to reach children. The historical approach to partnerships with the private sector is one of resource-mobilisation, either through money or in-kind donations. Current procedures have not been designed to collaborate with private-sector partners in a shared value partnership format, as knowledge partners, technology partners or network partners. Information captured through interviews with partners indicates a view that UNICEF sometimes lacks clarity around the mode of engagement with the private sector and commented that internal siloes sometimes surfaced during partnership activities.

Information captured through interviews with staff further highlight concerns around the mode of partnership with private-sector partners. Interviews indicated that staff were more likely to pursue short-term and ad-hoc partnership due agreements when compared to the long and cumbersome procedures for establishing a longer-term partnership formal partnership agreements including the establishment of MOUs. Long or cumbersome procedures for establishing private-sector partnerships are therefore found to inhibit or deter collaboration with the private sector.

4.3 RESOURCES AND CAPABILITIES

Resources and capabilities

Assumption: UNICEF has nurtured the appropriate resources and competencies of the people who perform the work of innovation, including the skills, tools and training they require to do it capably, as well as provide the funding and time to fuel it.

- Finding 20 – The current funding structure in Malaysia creates an enabling environment for innovation
- Finding 21 – Innovation budget has not been used to support programmatic activities
- Finding 22 – Innovation budget allows for higher risk taking compared to regular country programme budgets
- Finding 23 – Internal capacity around innovation is hindered by a closed mindset to innovation
- Finding 24 – Broad skill set required within the CO to effectively receive and embrace innovation
- Finding 25 – Innovation solutions are being tested and applied across the organisation
- Finding 26 – UNICEF Malaysia has an excellent track record in supporting the transition to scale of innovation solutions
- Finding 27 – Innovation tools are not always designed with a lens of gender equality and human right

Funding

Learning questions: Do you have a transparent funding approach to make innovative ideas a reality? Is the funding able to balance the needs of core programmatic areas with higher ambition for innovation?

Finding 20 – The current funding structure in Malaysia creates an enabling environment for innovation. The CO is largely funded by private sector donors (individual) in Malaysia. This gives the CO a huge amount of autonomy and flexibility in how it allocates resources. This also creates an enabling environment for innovation as it provides a relative high amount of financial freedom to allocate budget to innovation activities.

Information captured from UNICEF’s Malaysia’s RAM Report – Results Framework indicates a budget of US$ 326,623 has been allocated to output 2.5 Innovation and Entrepreneurship in the remainder of the programme cycle (until 2021). Under the supervision of the Innovation Specialist, output 2.5 focuses on strengthening the commitment by social innovators, social entrepreneurs and private sector to child rights and equality. Further review of the figures indicates that 98% of this budget has been allocated from private

Figure 12 Output 2.5 Innovation and Entrepreneurship Donor Summary (until 2021)
Finding 21 – Innovation budget has not been used to support programmatic activities. Analysis of UNICEF’s Malaysia’s Results Assessment Management (RAM) Report – Results Framework indicates that the innovation budget has primarily been used to cover the cost of innovation staff members (75% budget utilisation) and to maintain U-Report (22% budget utilisation), an innovation tool. Conversely less than 1% have been channelled to supporting programmatic activities. Information captured through interviews with staff members reveals that there is a growing concern that the utilisation should focus less on innovation activities seen as ‘overheads’ and more on innovation activities that support programmes more directly.

<table>
<thead>
<tr>
<th>Staff cost</th>
<th>Social innovation lab</th>
<th>Innovation for programme support</th>
<th>Strengthen engagement via U-Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>75%</td>
<td>3%</td>
<td>0%</td>
<td>22%</td>
</tr>
</tbody>
</table>

Figure 13 Innovation Budget Utilisation (2018/19)

Finding 22 – Innovation budget allows for higher risk taking compared to regular country programme budgets. Innovation activities aim to doing something new or different that adds value. By trying something new or different, innovation activities are by their nature more risky than other activities that have proven results. As such, budget allocated to innovation activities will present a higher risk of failure when compared to other budget allocation areas.

While innovation has a healthy budget allocation, the breadth of innovation work suggests that the cost of innovation activities will largely be absorbed by the budgets of other cross-functional areas. Information captured through interviews with staff indicate lower tolerance for risk and failure of innovation when activities are funded through programme budgets. As such, innovation activities funded through programmes do not offer a safe environment to experiment with unproven activities, as staff are focused on effectively using their budget to deliver results.

Internal training

Learning questions: Are you building internal capacity around innovation?

Finding 23 – Internal capacity around innovation is hindered by a closed mindset to innovation. Information captured from desk-review indicates that training on innovative approach and tools, including Human Centred Design (HCD), U-Report and RapidPro, have been delivered to support mainstreaming of innovation across the CO. However, supplementary information captured through interviews and observations indicates that some staff appeared resistant to try something new or different without evidence of its success. This resistance points to skepticism around the adoption of approaches or tools that may result in failure.

The observation that some staff appeared resistant to try something new or different was also documented in the Innovation Workshop delivered by the EEs on 23 April 2019. The workshop introduced a series of innovation techniques as a way to build internal capacity and understanding around innovation, and prompt staff to think differently and create new dynamics for dialogue on innovation (see Annex 4 for more information on Innovation Techniques). Observations captured through the workshop noted how some staff expressed high levels of skepticism towards the innovation techniques, requesting evidence of their proven success before engaging with how the techniques could be used.
Finding 24 – Broad skill set required within the CO to effectively receive and embrace innovation. In contrast to standard programming, innovation is a process of creative problem-solving that seeks to generate new and improved ways of operating – questioning existing practices, norms, policies and rationales – to contribute to lasting positive change. It involves a large degree of uncertainty, and significant learning to overcome gaps in knowledge and evidence. The skill set required for innovation to be mainstreamed are wide ranging, staff need to have a broad understanding of the UNICEF context to have the confidence to question current ways of operating, receptiveness to feedback, a deep understanding of programmatic areas that is contextualised to the CO, well developed consultancy skills to support the identification, scoping and framing of a problem, broad understanding of existing innovation solutions that can be harnessed to meet identified needs, technical skills in relation to digital software and data analysis, as well as established networks with innovators both within UNICEF and the CO.

Innovation tools

Learning questions: What are the tools in the innovation toolbox? Are equity and gender considerations incorporated into the innovation design?

Finding 25 – Innovation solutions are being tested and applied across the organisation. UNICEF Malaysia has been an early adopter of a range of innovation tools, including but not limited to HCD, RapidPro and U-Report. The CO is playing an active role in identifying appropriate test-cases for their application. For instance, RapidPro is currently being harnessed in collaboration with PFP and Communications to support a pilot e-survey of 4,000 individual donors to gather learning on retention. The pilot commenced in October 2018 and is still ongoing. Additionally, U-Report can been utilised as a C4D tool to support interactive engagement with adolescents to challenge mind-sets on disability and inclusion. The identification of these applications have been demand-driven, with appropriate innovation tools selected in response to an identified need rather than the reverse.

Finding 26 – UNICEF Malaysia has an excellent track record in supporting the transition to scale of innovation solutions. The CO has shown tremendous leadership in supporting innovation solutions to scale. Scaling is a critical part of the innovation journey, as innovations that can scale can help produce multiplier effects across UNICEF, accelerating results for children. UNICEF Malaysia has been playing a leading role in supporting U-Report, a mobile-based tool designed to help young people influence and address issues they care about in their communities.

In the last 6 months, UNICEF Malaysia has helped to grow the number of registered users by 71% to reach a total of 27,139 U-Reporters across the country. The growth can be largely attributed due to the support Innovation provided to the #StandTogether campaign, through which estimated 10,000 new U-Reporters were recruited. Innovation played a key role in this campaign, both in terms of providing the tool to engage with students and teachers and having the U-Report Coordinator act as the focal point for UNICEF. The campaign brought together private companies, government and civil society as part of National Kindness Week and called for more kindness among Malaysians. The campaign, held up as best practice, was awarded the World Digital Media Award in Scotland in June 2019.
The U-Report Malaysia Strategy and accompanying U-Report Malaysia Action Plan outline how innovation has aimed to scale U-Report, through small-scale ad-hoc projects, to mid-scale partnerships with organisations such as DiGi, Teach for Malaysia (T4M), and WAGGGS, through to large-scale government support with key ministries such as the Ministry of Education. By scaling U-Report, innovation is supporting the creation of an engagement and resource tool that can provide programme support. For instance, the U-Report Malaysia Action Plan provides specific activities, timelines and measures to support the adoption of U-Report within programmes. Information captured through interviews with staff emphasise the importance of scaling U-Report to ensure that the data captured was representative, and reached the hard-to-reach.

Finding 27 – Innovation tools are not always designed with a lens of gender equality and human rights. Information captured through interviews with staff indicate that innovation tools have evolved organically and have not always been designed with an intentional lens of gender equality and human rights. For instance while U-Report presents huge opportunities for adolescents (right-holders) to more effectively exercise their right to freedom of speech and expression, and as a tool to for corporates and governments (duty bearers) to better understand the views and perspectives of adolescents, the tool lacks features to make it accessible to users with disability or low literacy skills.

This limitations reveals that there is continued opportunity for innovation to collaborate with programmatic experts from within UNICEF to ensure gender equality and human rights are adequately incorporated into the tool design and further evolution.

4.4 INCENTIVES AND ECOSYSTEM

Assumption: UNICEF has created the right enabling environment to incentivise innovation, measure its performance, and optimise the application of innovation within the ecosystem.

- Finding 28 – Recognition is the primary form of reward
- Finding 29 – Lack of formalised metrics creates a disincentive for innovation
- Finding 30 – Partnerships within Malaysia’s innovation ecosystem are identified as an essential component of the innovation strategy and work plan
- Finding 31 – UNICEF Malaysia has actively collaborated with a broad range of private sector partners since 2016
- Finding 32 – Innovation collaborations with education partners is identified as an entry-point an emerging area of opportunity for innovation
- Finding 33 – Tremendous opportunities to continue collaborations within Malaysia’s innovation ecosystem

Rewards and incentives

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

Finding 28 – Recognition is the primary form of reward. Information captured through observations and consultation reveals that UNICEF primarily rewards and incentivises behaviour through recognition. This recognition may come in the form of verbal recognition from a senior manager in a team meeting, or by having work showcased to UNICEF and UN peers on platforms. For instance, UNICEF's Stories of Innovation website profiles innovation experiences across the organisation.
Observations from the evaluation reveal that senior management had acknowledged and recognised the good practice by innovation to scale the number of U-Reporters following the signing of a MOU with WAGGGS.

**Innovation metrics**

Learning questions: Do you have defined metrics around innovation? Are these metrics communicated across the organisation?

**Finding 29 – Lack of formalised metrics creates a disincentive for innovation.** While a number of defined innovation metrics are incorporated into the Results and Resources framework (RRF) - under Output 2.5 Innovation and Entrepreneurship - the metrics are allocated only to the Innovation Specialist with no formal innovation metrics in place for other staff. The lack of innovation metrics serves to reinforce the perception that innovation is an additional task that is outside regular programming activities. Similarly, by attaching innovation metrics to the Innovation Specialist alone gives the perception that accountability achievement of innovation outcomes is bone by one person rather than the whole CO.

**Innovation ecosystem**

Learning questions: Do you have a process to foster innovation with ecosystem partners and innovation beneficiaries?

**Finding 30 – Partnerships within Malaysia’s innovation ecosystem are identified as an essential component of the innovation strategy and work plan.** The innovation strategy recognises that the critical role of partnerships to uplift UNICEF’s work on innovation in Malaysia.

They unlock the potential for UNICEF to reach the hard-to-reach through partnership networks, knowledge and technology. The innovation strategy makes reference to innovation partnerships within three out of the four streams:

- Under work stream 1: Promote innovative thinking and problem solving to accelerate programme results, the Innovation Specialist has demonstrated a strong relationship between programme sections including Nutrition and C4D to explore innovative ways in promoting healthy eating habits. During the Innovation Workshops and internal discussions together with the Innovation Specialist, Nutrition Specialist, C4D Specialist and Senior Regional Innovation Adviser, the discussion sparked interest and ideas on how to further develop the initiative were brainstormed.

- Under work stream 2: Scale up and mainstream U-Report and RapidPro, the CO aims to have at least five partnerships with like-minded partners established and formalised in the further scale-up of U-Report. UNICEF have signed a MoU with WAGGGS in February 2019 to leverage on their network to increase U-Reporters.

- Under work stream 4: Explore and support in the establishment of Shared Value Partnerships, Innovation Specialist aims to work with other sections including PFP and CSR to explore shared value partnerships. There are on-going efforts to explore, network and identify new collaborations that can help advance UNICEF’s work and the work of its partners, particularly in the area of innovation. The Innovation Specialist foresees that are at least two partnerships and collaborations are established to support UNICEF Malaysia mandate.

**Finding 31 – UNICEF Malaysia has actively collaborated with a broad range of private sector partners since 2016.** UNICEF Malaysia is exploring, networking and identifying innovative partnerships with the private sector including DiGi, Sime Darby and Microsoft Philanthropist; alongside media partners such as R.AGE and KK12FM. Partnerships have harnessed innovation and been designed to advance CO priorities including advocating for child protection and youth engagement. For instance, the collaboration with DiGi, R.AGE, WOMEN:girls and Federation of Reproductive Health Associations of Malaysia aim to promote child online safety with a focus on healthy teen relationships, online dating and sexual violence. Further collaborations with Telenor and DiGi around digital citizenship have also focused on the topic of online safety, a priority for the Child Protection section.

In 2018 and 2019, UNICEF Malaysia collaborated with R.AGE, the youth reporters from The Star newspaper who initiated the #StandTogether campaign. The initiative invited many multisector partnerships including Ministry of Education, DiGi Telecommunications and StudyHub to address issues related to bullying at school. It garnered support from students and teachers who responded to the National Kindness Week. #MYKindness2018 School Outreach Programme in collaboration with Ministry of Education and local NGO WOMEN:girls in objective to study the student's attitude and behaviours as bully victim and co-create solutions to promote kindness and instill respect among students in school.

Moving forward in 2019, UNICEF Malaysia is currently exploring opportunities of an innovative partnership with Microsoft Malaysia (Microsoft Philanthropist) in collaboration with Malaysia’s Ministry of Education to launch STEM4ALL campaign. The campaign aims at transforming the education industry in Malaysia by ensuring future graduates are equipped with employability skills.
STEM4ALL also focuses on technology support for the students’ educational journey regardless of background, and whether students choose a non-STEM profession. Universiti Teknikal Malaysia Melaka (UTeM) was selected as the pilot for the STEM4ALL campaign program ‘Microsoft Professional Program for Data Science Curriculum’.

Finding 32 – Innovation collaborations with education partners is identified as an entry-point an emerging area of opportunity for innovation. Information captured through desk review and interviews with external stakeholders indicates that UNICEF is actively exploring innovation-focused partnership opportunities. For instance, an opportunity to partner with the Ministry of Education on harnessing innovation to support inclusive education for children in rural and remote areas was identified during a 2018 mission to Sabah. The focus on inclusive education is identified as a priority within Malaysia’s Education Blueprint Wave 2 (2013-2025). The Blueprint highlights the role of innovation and technology in targeting hard to reach children in under-enrolled rural schools and schools with disabled students, explaining innovation tools can be harnessed to deliver virtual lessons, provide online adaptive learning to enhance learning outcomes for children with disabilities. These entry-points highlight significant opportunities for collaboration between innovation and the Education Section on inclusive education.

Finding 33 – Tremendous opportunities to continue collaborations within Malaysia’s innovation ecosystem. Malaysia’s innovation ecosystem is broad and diverse, including government agencies, UN agencies, social enterprises and NGOs, universities, incubator programmes, and impact investors. Analysis of Malaysia’s innovation ecosystem alongside UNICEF Malaysia’s work plan reveals numerous entry points and touch points for collaboration. Opportunities for innovation partnership can broadly be categorised around two areas: partnership theme and partnership benefit.

Partnership theme: There are significant opportunities to partner with innovation stakeholders that will help UNICEF Malaysia improve the lives of hard-to-reach children, while also focusing on emerging issues that threaten to leave geographically, economically or socially marginalized children behind. Specifically partnership themes that evolve around (1) refugees, migrants and stateless children, (2) urban poor, and (3) the second decade, including skills for the future and online safety for adolescents. These thematic areas transcend programmatic areas, cross-cutting through social policy, child protection, education, disability, nutrition, and C4D.

Partnership benefit: There is an opportunity for UNICEF to partner with innovation stakeholders that have the technical capabilities to help new innovation ideas to flourish, support the development and testing of new innovation ideas, supporting innovation ideas to scale, or providing access to the innovation ecosystem within Malaysia.

Potential partners within Malaysia’s innovation ecosystem have been analysed in Box 10: Innovation Ecosystem Map. The map highlights potential partners may support UNICEF Malaysia in the achievement of the CO priorities.

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The Embedded Evaluators conducted a rapid stakeholder mapping exercise to identify and analyse key partners who work towards the same CO priorities and could potentially collaborate with CO in the field of innovation.

### BOX 9: INNOVATION ECOSYSTEM ANALYSIS

The stakeholders are categorised into seven groups, namely: (1) civil society organisations (CSOs), (2) government ministries, (3) impact investors, fundraisers, grant makers, (4) private sector organisations, (5) social enterprises, (6) UN agencies and (7) universities with incubator programmes / Social enterprises with incubator programmes.

Each stakeholder is scored based on their influence and interest using the following framework:

<table>
<thead>
<tr>
<th>Score</th>
<th>Influence: Evaluates the influence stakeholders have to enable / disable UNICEF Malaysia’s innovation activities, especially with stronger government collaborations</th>
<th>Interest: Evaluates the interest / alignment of UNICEF Malaysia’s innovation activities to the stakeholder, especially how closely the sectors works with the beneficiaries in the field of innovation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Very low influence</td>
<td>Not at all interested</td>
</tr>
<tr>
<td>2</td>
<td>Low influence</td>
<td>Slightly interested</td>
</tr>
<tr>
<td>3</td>
<td>Moderate influence</td>
<td>Moderately interested</td>
</tr>
<tr>
<td>4</td>
<td>High influence</td>
<td>Very interested</td>
</tr>
<tr>
<td>5</td>
<td>Very high influence</td>
<td>Strongly interested</td>
</tr>
</tbody>
</table>

Based on the influence and interest score, each stakeholder group is plotted against the Influence vs Interest scatter chart. The stakeholders are grouped into four categories:

- **Partner**: The stakeholders are the key players and must be involved in the governance as well as decision-making. This group should be engaged and consulted on a regular basis.
- **Involve / engage**: Stakeholders in this group must be kept informed and consulted in their area of interest, and these stakeholders are also identified as potential supporters.
- **Consult**: Stakeholders are engaged to meet their needs and to consult in areas of interest.
- **Inform**: Stakeholders in this group are seen as least important, however, they are informed briefly as their role in UNICEF’s initiatives are also producing some impact.

In depth analysis of the different stakeholder groups, including potential areas entry points for engagement on innovation, can be found in **Annex 4**.
CONCLUSIONS
The conclusions are structured around the four dimensions of the learning framework: Vision and approach, organisation, resources and capabilities and incentives and ecosystem. They focus on identifying key area of learning to ensure continuous evolution and improvement of UNICEF’s work on innovation.

Approach

• **Conclusion 1 – Staff struggle to connect the innovation strategy to the Malaysian context and their day-to-day work.** The innovation strategy clearly identifies the role of innovation as a cross-cutting change strategy to support the acceleration of country results. The strategy is well aligned to UNICEF’s Strategic Plan (2016-2021) in that it recognises the importance of harnessing innovation to leverage the power of business, and embedding innovation within routine programming and operations. While the innovation strategy is well connected to the global vision, it is not effectively communicated or understood. A couple of factors are hindering the communication of the strategy.

First, there is limited alignment around the definition of innovation. Staff often cite a narrow definition of innovation, seeing it as a pre-existing tool that can be readily adopted to create immediate value, rather than a strategic process of identifying problems and collaborating with others to develop solutions. Second, the innovation strategy is not well contextualised to Malaysia. The strategy outlines the approach to innovation, not its focus. The strategy fails to communicate whether UNICEF Malaysia should focus on early stage innovation or focusing on scaling innovation. Similarly, the strategy doesn’t indicate whether the aim should be to harness innovation to reach the hard-to-reach or aim to reach the greatest number of people.

Organisation

• **Conclusion 2 – Innovation is considered peripheral to core programmatic activities.** At present, the Innovation Specialist role reports directly to the Country Representative. The reporting lines were configured in this way to support mainstreaming of innovation as a core and crosscutting strategy across the organisation. The organisation of innovation in this way has helped to facilitate collaboration with multiple functions as it has provided the Innovation Specialist to freely consult and collaborate across the Country Office (CO).

In this situation, innovation activities have organically developed with natural touch-points around the organisation, such as crosscutting sections such as Communication for Development (C4D), Disability as well as Corporate Social Responsibility (CSR) and Private-sector Fundraising and Partnerships (PPF).

However, this structure has not created an enabling environment for innovation to be embedded within core programmatic sections. Instead it is considered as peripheral to programmes, with staff often perceiving innovation as something extra or additional to core programmatic activities. Positioning the Innovation Specialist under the supervision of the Deputy Representative may better enable the Innovation Specialist to achieve this goal if it is considered a higher priority by senior management.

Resources and capabilities

• **Conclusion 3 – An open mindset is critical to mainstreaming innovation across the organisation.** The receptiveness of staff to try something new or different was identified as a key factor influencing the success of innovation. The resistance to trying something untested or unproven was largely attributed to feelings of risk-taking and failure. While certain functions expressed a desire to experiment and adopt new approaches, challenge expectations even in the face of failure, other functions – particularly core programmatic sections – expressed that they felt a pressure to adopt tried and tested approaches and work with partners that can demonstrate that they can deliver.

An important factor to note here is that staff did not cite budgetary constraints or donor demands as a limiting factor to innovation, indicating that the risk of failure was mainly derived from internal attitudes to perceptions of success.

• **Conclusion 4 – UNICEF Malaysia is well positioned to dually support early innovation and pathways for scale.** UNICEF Malaysia has demonstrated tremendous leadership and success in supporting internet-enabled innovations, such as U-Report to scale. Over the past six months, UNICEF Malaysia has helped to grow the number of registered users by 71% to reach a total of 27,139 U-Reporters across the country. The success of this scale can be attributed, in part, to Malaysia’s high internet penetration rates which are estimated to be 87.4%.

UNICEF Malaysia is well positioned to take the learnings from U-Report to support pathways to scale for other internet-enabled innovation solutions within UNICEF.

While at the same time, UNICEF Malaysia commitment to reaching the hard-to-reach, such as children with disabilities, or refugee, migrant and stateless children, present a unique opportunity for UNICEF Malaysia to also support early innovation, including market identification and prototyping.

To whom: Innovation Specialist, CSR Specialist, and Section Heads
Priority: Medium
Incentives and ecosystem

**Conclusion 5 – Recognition and rewards are essential to incentivise innovation in the absence of formal key performance indicators (KPIs).** Currently, formal innovation metrics and KPIs around innovation are limited to the Innovation Specialist. This serves to reinforce the perception that the responsibility for achieving innovation is that of the Innovation Specialist alone. Senior management provide verbal endorsement of innovation and use techniques such as recognition and acknowledgement to incentivise staff to mainstream innovation across the organisation.

**Conclusion 6 – Significant opportunities to engage and collaborate with partners within Malaysia’s innovation ecosystem.** The CO is actively exploring, networking and identifying innovative partnerships within Malaysia’s ecosystem, working with a broad range of stakeholders including civil society organisations, government ministries, private sector organisations, social enterprises, and universities. While these partnerships have enabled and stimulated innovation ideas on a broad range of topics, there is significant opportunities to strengthen the approach to partnership management, including a process to identify, prioritise and nurture innovation partnerships. A number of barriers have been identified that limit the effective management of partnerships. First, current modes of partnership engagement encourage the pursuit of short-term and ad-hoc partnership due agreements when compared to the long and cumbersome procedures for establishing a longer-term partnership formal partnership agreements. Second, limited internal buy-in for exploring new or different types of innovation partnerships is prematurely halting conversations with potential partners.
LESSONS LEARNED
Lesson learned 1 – Pre-conceived notions of innovation are significantly hindering the adoption of innovation. Information capture from interviews with and observations of staff reveal that many individuals struggle to move beyond the question of ‘what is innovation?’ The absence of a common understanding on what innovation is and the scope of innovation is probably the one obstacle most recurrently mentioned by staff across all levels. The focus on what is innovative or not in a country setting is preventing meaningful dialogue and collaboration on the topic of innovation.

Lesson learned 2 – An institutional mindset is creating a resistance to trying something new or different. Observations with staff throughout the duration of the Developmental Evaluation reveal the emergence of informal champions and advocates for innovation in certain divisions or sections. An interesting trend that has emerged is that these individuals are all relatively new to UNICEF, often being with the organisation for less than a year or two years. Conversely, individuals that expressed the greatest resistance to innovation were typically staff that had a long history of working in, or with UNICEF. Staff that appeared to naturally champion innovation expressed a feeling of self-confidence in challenging the status quo and pursuing new ideas even if they run counter to current processes.

Lesson learned 3 – The dynamic position of innovation within UNICEF globally creates a sense of uncertainty. UNICEF concluded a global Evaluation of Innovation in UNICEF’s Work in January 2019. The purpose of the evaluation was to analyse the extent to which UNICEF is optimally positioned (‘fit for purpose’) to implement innovation as a global strategy, and provided insights and recommendations on how innovation within UNICEF might evolve moving forward. At the Country Office (CO) level, there is a sense that innovation should ‘wait’ to be guided by the outcome of this evaluation, creating a sense of uncertainty about the future of innovation.

How do other UN Agencies do it?

Innovation in some UN agencies has a very clear focus and scope. In the World Food Programme (WEP), the focus of innovation is on findings solutions to achieve zero hunger worldwide. In the Office for the Coordination of Humanitarian Affairs (OCHA), the focus is on products, processes and business improvements that can be brought to scale in the humanitarian sector. In the UN High Commissioner for Refugees (UNHCR), the focus is on solutions (design for and with refugees) that address complex refugee challenges.

In order to enable innovation, rather than simply impose it, many UN Agencies are pursuing approaches to dually support innovation from a top-down and bottom-up perspective. For example, UNAIDS, UNHCR and WEP Innovation Units report directly to either the Executive Director or Deputy Representative as a top-down measure to reinforce the message that innovation is a high priority to the organisation. Simultaneously, regional and global innovation networks that have been set up to nurture a bottom-up community of practice for innovation.
RECOMMENDATIONS
As a developmental evaluation, the focus and essence of the evaluation is on learning, focusing and improving. This section outlines priority recommendations for UNICEF's work on innovation for children in Malaysia.

**Recommendation 1**

**Build internal alignment by contextualising the innovation strategy for Malaysia**

**To whom:** Country Representative, Deputy Representative, Innovation Specialist, Senior Advisor Innovation

**Priority:** High

**Timeline:** 3 months

**Summary:** UNICEF Malaysia should prioritise making a series of strategic decisions to bring clarity to its work on innovation. These critical decisions should determine: (1) What does ‘innovation’ mean to UNICEF Malaysia? (2) Where is UNICEF Malaysia best positioned to innovate? (3) What are UNICEF Malaysia’s priority focus areas?

**Operational suggestions:**

» Communicate the definition of innovation
  
  - UNICEF Malaysia, in consultation with the UNICEF East Asia and the Pacific Regional Office (EARPO), should define and communicate the definition of innovation, e.g., “doing something new and/or different that adds value”. Along with the most common types of innovation, e.g., ‘physical tools/hardware’, ‘digital technology’, ‘innovative methods/approaches’. Utilise the innovation portfolio matrix to support the scope and prioritisation of innovation activities.

» Determine where UNICEF Malaysia is best positioned to innovate
  
  - UNICEF Malaysia should examine its own internal capabilities and position within Malaysia’s innovation ecosystem to determine where it can add the greatest value. For instance, Malaysia may choose to focus on a particular type of innovation (e.g., ‘physical tools/hardware’, ‘digital technology’ or ‘innovative methods and approaches’) or focus on early-stage innovation or scaling tried and tested solutions.

» Determine the strategic intent of innovation
  
  - UNICEF Malaysia should consider whether it is harnessing innovation to reach the hardest to reach in Malaysia or maximise UNICEF Malaysia’s total reach. Determining this focus will be critical in guiding the selection of innovation tools and activities.
Recommendation 2
Consider structural changes to better mainstream innovation into programmes.

To whom: Country Representative and Deputy Representative
Priority: High
Timeline: 6 months
Summary: UNICEF Malaysia should determine how innovation should be positioned inside the organisation. The organisation needs to decide whether innovation should continue to be positioned as a cross-cutting strategy, focused on mainstreaming innovation across multiple functions within the organisation, or whether it should be a targeted strategy focused on mainstreaming innovation into programmes as a priority. The decision to retain the current configuration of innovation under the supervision of the Country Representative, should be accompanied by the communication that innovation is a strategy to advance multiple CO priorities. Conversely, the decision to position innovation as a targeted strategy focused on embedding innovation into programmes should be accompanied by a change in reporting line with the Innovation Specialist role falling under the supervision of Deputy Representative.

Operational suggestions:
» Reconfigure reporting lines within the organisation
  ▪ To more directly channel innovation into programmatic activities, UNICEF Malaysia should reconfigure reporting lines so that the Innovation Specialist reports directly to the Deputy Representative.
  ▪ The Deputy Representative should work with the Innovation Specialist to screen programmatic activities and identify continuous opportunities for innovation and collaboration. Positioning the Innovation Specialist under the Deputy Representative would provide the Innovation Specialist with greater focus and direction, while also sending a strong signal to programmes that innovation should be actively engaged and incorporated into programme planning and delivery.

» Nurture a culture of innovation within programmes.
  ▪ In order to accelerate collaboration between innovation and programmes, UNICEF Malaysia should ensure that innovation activities are guided and informed by programmatic colleagues. To achieve this collaboration, greater attention needs to be placed on breaking down internal siloes and promoting a culture that nurtures innovation. UNICEF Malaysia should prioritise building the skills set and capabilities of innovation champions throughout programmatic sections, and recognise those individuals that are already playing an active role in promoting a culture of innovation within the organisation.
  ▪ Activities that create space for innovation such as learning afternoons, disruptive sessions, or innovation days that encourage programmatic colleagues to share interesting case examples of innovation they have seen in their programmatic area. Such activities are a cost effective way to nurture innovative attitudes and mindsets. For instance, Box 3, 4, 5 and 6 have been sourced to profile interesting case examples of innovation in other upper-middle income UNICEF country offices.
Recommendation 3
Accelerate the adoption of innovation by introducing cross-functional innovation KPIs.

To whom: Deputy Representative and Planning, Monitoring and Evaluation Specialist
Priority: High
Timeline: 6 months
Summary: UNICEF Malaysia currently incentivises innovation through the application of recognition as the primary form of reward. To accelerate the adoption of innovation, UNICEF Malaysia can introduce cross-functional innovation metrics to support more rapid and structured integration of innovation into key areas of work. The formalisation of innovation in this manner will support the transfer of accountability from the Innovation Specialist to the organisation more broadly.

Operational suggestions:
» Provide cross-functional responsibility for output 2.5 Innovation and Entrepreneurship in the results matrix.
  - In the current results matrix, responsibility for output 2.5 on Innovation and Entrepreneurship is allocated solely to the Innovation Specialist. This allocation serves to reinforce the perception that responsibility for the achievement of the result is the responsibility of one individual rather than collectively as an organisation. To support the recognition and adoption of innovation as a core and cross-cutting to accelerate and scale country results, responsibility and accountability innovation should be shared across the organisation. One way in which this could be achieved is by providing primary and secondary results managers for specific goal and results areas. For instance, under goal 22 – Learn, and results area 22-03 Skills Development, the primary results manager could be the Innovation Specialist while the secondary results manager could be the Education Specialist.

» Explore ways to promote the inclusion of the achievement of results areas into UNICEF Malaysia’s performance appraisal process for staff, identifying ways to recognise and incentivise efforts to achieve the results areas under output 2.5 on Innovation and Entrepreneurship.
Recommendation 4
Utilise the innovation matrix portfolio to determine the allocation of time and resources for scaling existing solutions verses developing early innovation solutions.

To whom: Deputy Representative, Section Heads, Senior Adviser Innovation, Innovation Specialist
Priority: High
Timeline: 6 months
Summary: UNICEF Malaysia has yet to clarify how innovation should be optimally positioned along the spectrum of early-stage innovation to scaling innovation. UNICEF Malaysia can use a portfolio management approach as a tool to find the balance between focusing on existing, tried-and-tested internet-enabled innovations that need scaling vis-à-vis those that need developing from early stages to specifically target the needs of the hard-to-reach in Malaysia. The use of a portfolio management approach could help UNICEF to ensure that its resources are well-aligned with its strategic priorities, its comparative advantage and unique positioning.

Operational suggestions:
» Consult with the UNICEF Global Innovation Centre to establish a pipeline of solutions at the point of scale.
  • UNICEF Malaysia could prepare a forward-looking pipeline of internet-enabled innovation solutions at the point of scale. The pipeline should be prepared in consultation with the UNICEF Global Innovation Centre, and take a 2-3 year time horizon for planning purposes. The pipeline should consider the appropriate partners through which UNICEF Malaysia can channel the innovation to achieve the desired scale.

» Collaborate with programmatic colleagues to identify specific pain points associated with reaching the hard-to-reach.
  • The Innovation Specialist should regulator consult with programmatic colleagues to identify specific pain points that could benefit a new innovative solution. The Innovation Specialist should work with colleagues, and external partners when required, to develop early innovation. This may include market innovation and prototyping.

» Use the innovation portfolio matrix to determine the time and resources that should be spent on innovations that need scaling vis-à-vis those that need developing from early stages.

• UNICEF Malaysia should use a portfolio management approach to ensure that its resources are well aligned with its strategic priorities and acceptable degrees of risk. Such approaches can help mitigate or overcome projectisation, or piecemeal, approaches to innovation in which small sums of money and short funding cycles are common.

• As a benchmark, UNICEF should consider the 70:20:10 formula in which 70% of resources - including time and budget - should be directed towards sustaining core innovation, making incremental improvements to existing innovation products, e.g., eTools or U-Report. Whereas, 20% of resources should be channeled towards adjacent innovations, e.g., scaling tried and tested solutions (e.g., Human Centred Design (HCD) into programmatic activities. Finally, 10% of resources should be channeled to transformational innovation, focused on new innovations focused on reaching those most at risk of being left behind.
Recommendation 5

Redesign the funding structure for innovation so that its budget can be harnessed as risk-funding.

To whom: Country Representative, Deputy Representative and Innovation Specialist
Priority: Medium
Timeline: 6 months
Summary: UNICEF Malaysia should clearly allocate the innovation budget for trying new and different things which are unproven, and may result in failure. By clearly labelling innovation funding for activities to experiment, it is expected that staff will become more receptive to collaborating with innovation on activities outside of core/planned programmatic activities. A shift in budget labelling should be accompanied by a commitment to document, share and celebrate both successes and failures.

Operational suggestions:

» Utilise the innovation portfolio matrix to support budget allocation of innovation activities.

- UNICEF Malaysia should use the innovation portfolio matrix to guide the allocation of the innovation budget and ensure that budget utilisation is well aligned with its strategic prioritise and acceptable degrees of risk (see Annex 2: Implement for a full description of the innovation portfolio matrix). Such an approach would help mitigate or overcome piecemeal innovation activities in which small sums of money, staff turnover and short-term and ad-hoc partnerships are common.

- As described in Recommendation 4, UNICEF Malaysia should consider the 70:20:10 formula to guide budget allocation. The formula recommends that 70% of resources - including time and budget - should be directed towards sustaining core innovations, 20% of resources should be directed to adjacent innovations, and 10% of resources should be channeled towards exploring transformational innovations. The level of risk associated with the budget allocation should correspondingly increase, with ‘adjacent’ and ‘transformational’ innovation activities using the 20% and 10% budget allocation presenting a much higher risk of “failure” than the ‘core’ innovation activities funded using the remaining 70%.
Recommendation 6
Pursue innovation partnerships with high-impact partners committed to reaching the hard-to-reach.

Timeline: 6 months
Summary: UNICEF Malaysia should re-calibrate the focus of innovation to support the effective identification of high-impact partners within Malaysia’s innovation ecosystem with. To achieve this, UNICEF should review the horizon scan of Malaysia’s innovation ecosystem contained in Annex 2: Implement and consider use of the stakeholder matrix contained in Box 10: Malaysia’s Innovation Ecosystem which high-grades potential partner types based on their interest and influence.

Partners should be high-graded based on their relative influence and interest, and selected based on whether they can support UNICEF Malaysia reach the hardest to reach. To sustain high-impact partnerships UNICEF Malaysia should also focus on articulating how the collaboration creates shared value both for UNICEF as well as the innovation partner. Responsibility for partnership identification, engagement and collaboration should be shared. Private sector partnerships should be led and managed primarily by the CSR Specialist, however, there are opportunities for programmes to also actively participate in these activities.

Operational suggestions:

- Opportunity for innovation to collaborate with Education and Digi on UPSHIFT in Sabah and Sarawak.
- UNICEF Malaysia could collaborate with Digi, Malaysia’s leading telecommunications service provider, and UNICEF’s long-standing corporate partner to roll out UPSHIFT. As one of the most promising new approaches to youth and adolescent development, the UPSHIFT programme supports the most disadvantaged young people to become social innovators. The programme combines social innovation workshops, with mentorship, materials and seed funding, equipping young people with the skills and resources to identify problems and challenges in their communities and build solutions to these problems (in the form of products or services). The young people build skills and resilience; their communities benefit from the solutions they create. Anchored in human-centred design—putting youth at the centre of the process—and experiential learning practices, UPSHIFT’s social entrepreneurship curriculum is designed to install professional and transferable skills like problem-solving, creativity, collaboration, leadership and communications, whilst also making young people more resilient, knowledgeable, and adaptive to dynamic labour markets.

A partnership between UNICEF Malaysia and Digi on UPSHIFT would offer a natural continuation of the established partnership, which has focused on varied topics including digital resilience, digital empowerment and online safety. By focusing on hard-to-reach communities in Sabah or Sarawak, a collaboration on UPSHIFT would offer Digi and opportunity to continue its commitment to enable digital inclusion, a priority area identified within Digi’s Sustainability Report 2018. Digi would be a valuable partner given their experience rolling out programmes on digital literacy for youth residing around 132 internet centres located in rural communities in Selangor, Negeri Sembilan and Melaka. By partnering with UNICEF, Digi could look to extend their commitment of enabling digital exclusion beyond the Malaysian Peninsula to Sabah and Sarawak. Targeting the UPSHIFT programme in Sabah and Sarawak may also create new opportunities for innovation to reach refugees, migrants and stateless children outside the formal education system.

- Opportunity for innovation to partner with Education and Teach for Malaysia (TFM) to test innovative ideas with students and teachers in urban poor contexts.

- UNICEF Malaysia could partner with TFM, a non-profit organisation working for quality education in Malaysia to ideate and test new innovative solutions. TFM recruits Malaysia’s rising generation of leaders to teach for at least two years in high-need schools across Malaysia. The teachers work together with educators, the community, public sectors and private sectors to impact lives in the classroom and beyond. TFM are committed to build an ecosystem of solutions at all levels of society, from classroom to the boardroom. This commitment to drive “future-ready skills” into schools is strongly aligned to UNICEF Malaysia’s focus on the second decade. For instance, in 2016 seven students of TFM Alumni was selected to travel to Silicon Valley, San Francisco in the United States to participate in an accelerator lab hosted by social enterprises Arus and Chumbaka, together with Malaysia Digital Economy Corporation (MDEC) under the Digital Maker Global Exchange Programme (DGMX).

UNICEF Malaysia would also benefit from the access that TFM could provide to better engage hard-to-reach children at scale. TFM has a reach of 120 schools across 10 states, encompassing over 92,000 students. The schools are located across Kuala Lumpur, Selangor, Johor and Sabah with 57% of schools in urban areas and 43% of schools...
in rural areas. As TFM works with high-need schools, many of the students will be considered children of urban poor, a priority beneficiary group for UNICEF Malaysia.

In addition to testing new solutions with TFM, there is also an opportunity for UNICEF Malaysia to scale U-Report through TFM extensive network. U-Report could be used as a tool for TFM to gather inputs from students and teachers and provide critical insights on the effectiveness of the TFM programme.»

Opportunity for innovation to collaborate with Child Protection, Nutrition and the World Association of Girl Guides and Girl Scouts (WAGGGS) to address priority second decade issues.

In 2019, UNICEF Malaysia signed a Memorandum of Understanding (MOU) with WAGGGS. The aim of the partnership is to turn the 130,000 Girl Guides across Malaysia into child rights advocates by providing access to U-Report. The partnership has enabled UNICEF Malaysia to rapidly scale the number of registered U-Reporters, increasing the sample size of data captured using U-Report. To further extend this partnership, UNICEF Malaysia can engage WAGGGS using U-Report to further explore a range of child protection and nutrition.

For instance, WAGGGS has been active in engaging their members and collaborating with NGOs to raise a petition to the Deputy Ministry of Women, Family and Community Development on child marriage under the #NoBridesUnder18 campaign a priority topic for Child Protection within UNICEF Malaysia. Additionally, WAGGGS has partnered with UN Women to develop a non-formal educational curriculum on “Voices Against Violence” as a core topic as part of the “Stop the Violence” campaign. WAGGS, also has developed a non-formal education curriculum intended to educate the young people about online safety, while adopting their rights to protect themselves from online threats. Additionally, WAGGGS has established a private sector partnership with Dove to address take action on body confidence and tackle appearance-related anxiety through the Free Being Me programme. There is an opportunity for innovation to collaborate with nutrition to harness WAGGGS experience on this topic.

By harnessing WAGGGS broad-based membership, UNICEF Malaysia can use U-Report to generate specific insights on female-focused topics such as child marriage and body confidence, which can be analysed and utilised for programming by child protection and nutrition.

Opportunity for innovation to partner with Education and Sabah Skills and Technology Centre (SSTC) to co-create solutions to ensure students are equipped for the digital era.

- SSTC was established, with support from the Sabah government, to provide training and education programmes that prepare youth with future skills. Its mission is to empower people with creativity, innovativeness, integrity, competitiveness and productiveness for the industry and the nation. SSTC is actively integrating and embedding innovative solutions into their education programmes to increase employability and shape their students with entrepreneurial skills. Recent initiatives included a collaboration with with SG Education Group and Asia Drone Internet of Things (IoT) technologies to explore the implication of the drone economy for the agriculture, oil and gas, construction, warehouse and infrastructure management industries and explore the skills and up-skilling activities needed keep pace with the digital era of industry.

SSTC is currently looking into exploring i-plantation being incorporated in their agriculture programme in Sabah. This direction is aligned with the Ministry of Education’s recent announcement that the agriculture syllabus will be reintroduced in schools, and recognises the role that agri-tech will play in Malaysia’s agriculture economy. This focus on digitally enabled agriculture skills creates an opportunity for UNICEF Malaysia to collaborate with SSTC on Artificial Intelligence (AI) concepts and skills for the agriculture industry.

Opportunity for innovation to partner with United Nations Development Programme (UNDP) Malaysia to advance youth entrepreneurship

- UNICEF and UNDP have a long history of partnership and collaboration in Malaysia. Emerging areas of intersection between UNICEF and UNDP around youth entrepreneurship present an opportunity for future collaboration. For instance UNDP’s Youth Co:Lab is UNDP Asia-Pacific youth entrepreneurship initiative to empower young people to co-create solutions for regions alarming issues pertaining to Sustainable Development Goals (SDGs). In 2018, UNDP hosted the Youth Co:Lab in Malaysia in partnership with Citi Foundation and support from the Malaysian Global Innovation and Creativity Centre (MaGIC). The three-day Youth Co:Labs were hosted in Kuala Lumpur, Sabah and Penang with the aim to bridge young innovators with subject matter experts, businesses and leaders to co-develop their ideas and create social impact for their communities.«

In line with UNICEF’s emerging areas of priority, the UNDP Youth Co:Labs focused on creating solutions that impact underprivileged communities in areas of income generation for undocumented persons and financial inclusion for marginalised communities.

- **UNICEF Malaysia could further engage UNDP’s newly established Global Centre for Technology, Innovation and Sustainable Development (GCTISD) to further enhance UNICEF Malaysia’s engagement with the innovation ecosystem in the region. The purpose of the GCTISD is to co-create innovative solutions to advance three focus areas including sustainable agriculture, cities and digitalisation, and financial inclusion.** UNICEF Malaysia could partner with UNDP and engage GCTISD to support the identification of high-impact solutions that provide a child-focused lens.
ANNEX 1: TERMS OF REFERENCE

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

INTRODUCTION

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

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

BACKGROUND AND RATIONALE
UNICEF MALAYSIA AND ITS FOCUS ON INNOVATION

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

- **Enhanced child and adolescent well-being:** By 2020, all children in Malaysia benefit from strengthened national policies, quality social services and capacities that enhance well-being and enable them to survive, thrive and develop to their full potential.

- **Social inclusion and disparity reduction:** By 2020, strengthened commitment and environment promoting child-centred social inclusion, disparity reduction and resilience.

- **Enhanced engagement and partnerships for child rights:** By 2020, enhanced capacities, partnerships and engagement for child rights fulfilment and monitoring, and for mobilization of national resources for all children.

Innovation has been embraced as a core and cross-cutting strategy. To this end, UNICEF Malaysia is actively exploring new research and design methods, technologies and business models that can help programmes and partners deliver results for children in new and more effective ways. This work aims to engage and strengthen the commitment of potential “problem-solvers” – corporate, government and civil-society partners, social entrepreneurs and children and young people themselves (duty bearers) – in developing and testing new approaches to improve the lives of Malaysia’s most marginalised children (rights holders). These include: (1) U-report, a communication platform that enables young people to share their ideas and opinions, receive information and take action on social issues that matter to them; (2) capacity-building activities for UNICEF and partner staff; and (3) a series of issues-based ‘Design Labs’ that integrate human-centred design (HCD) approaches to better understand the experiences of end users of social services and develop more contextually appropriate interventions for children.
In 2018, UNICEF will launch the first pilot project to emerge from the Design Lab process – a holistic 21st century alternative education model that combines both vocational – and soft-skills acquisition with emerging technologies and livelihood opportunities. The two remaining Design Labs will concentrate on the issue of disabilities – aiming to demystify the diagnostic process for caregivers who suspect their children may have a disability, and identify and train a new generation of Disability Equality Trainers with capacity to deliver advocacy, training and accessibility evaluation services.

RATIONALE

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

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

OBJECTIVES AND SCOPE OF WORK

The objectives of the DE include the following:

- Evaluate opportunities for UNICEF influence and impact within the innovation landscape of an upper-income country like Malaysia and provide strategic guidance on new entry-points for achieving the Country Programme objectives;
- Build a culture of learning and adaptability from the evidence collected through the DE among social innovators, social entrepreneurs, non-governmental organisations, private sector and government organisations that currently or potentially might partner with UNICEF on innovation. This will be achieved through an orientation workshops, which will bring all the partners together to build buy-in to the DE process, and a familiarity to working with the Embedded Evaluator (EE).

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

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

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

• Orientation: The EE will undertake investigative work early in the course of the DE to build a deeper understanding of the identified opportunities and challenges, resources, stakeholders and broader context. This will be the starting point for the DE.

• Building relationship: The quality of relationships determines the degree to which the EE can access information and influence change. For this reason, the methodology should consider a mapping of relationships (i.e., social network mapping; stakeholder analysis, etc.) that are critical to execute the DE, and a strategy to maintain stakeholder engagement in the evaluation.

• Developing a learning framework: A learning framework is an essential tool for a DE. Working in collaboration with key stakeholders, developing a learning framework (slightly different from an evaluation framework), will guide the evaluation by mapping out potential areas for learning (and identify both opportunities and challenges), identifying data and/or evidence that is required to make decisions, and to articulate feedback mechanisms.

• Observing: The EE will carefully observe the unfolding of the innovation programme to help identify leverage points, assess UNICEF efforts, and stay true to the core intent and principles of the evaluation. This may include: (i) key developmental moments; (ii) group structure; (iii) group dynamics; and (iv) opportunities and challenges. This will also include an assessment of UNICEF’s innovation work in relation to equity, gender equality aspects and human rights (child rights).

• Sense-making: Sense-making is largely about making sense of the data that has been collected through verification and triangulation. The EE’s role is to help UNICEF identify patterns, integrate new information in relation to the innovation programme, and consider the implications of proposed solutions.

• Intervening: The EE will actively help shape the work by: (i) asking questions; (ii) facilitating discussion; (iii) sourcing or providing information; (iv) modelling solutions; and (v) making new connections. The use of data visualisation throughout is highly encouraged.

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

Furthermore, conventional ethical guidelines are to be followed during the evaluation. Specific reference is made to the revised United Nations Evaluation Group (UNEG) Norms and Standards for Evaluation in the UN System, as well as to the UNICEF’s revised Evaluation Policy, and the UNICEF Procedure for Ethical Standards in Research, Evaluation and Data Collection and Analysis and UNICEF’s Evaluation Reporting Standards. Good practices not covered therein are also to be followed (i.e., relevant rights-based frameworks and/or CRC, CCC, CEDAW and other rights related policy benchmarks; UNEG Guidance on Integrating Human Rights and Gender Equality in Evaluation, and UN-SWAP Evaluation Performance Indicators). Any sensitive issues or concerns should be raised with the Evaluation Specialist managing the DE as soon as they are identified.

ANNEX 2: MANAGEMENT TEAM, EMBEDDED EVALUATORS & REFERENCE GROUP

2.1 UNICEF Management Team

<table>
<thead>
<tr>
<th>#</th>
<th>Name</th>
<th>Title</th>
<th>Organisation</th>
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<tr>
<td>1</td>
<td>Erica Mattellone</td>
<td>Evaluation Specialist (Evaluation Manager)</td>
<td>UNICEF Malaysia</td>
<td><a href="mailto:emattellone@unicef.org">emattellone@unicef.org</a></td>
</tr>
<tr>
<td>2</td>
<td>Issmail Nnafie</td>
<td>Innovation Specialist</td>
<td>UNICEF Malaysia</td>
<td><a href="mailto:innafie@unicef.org">innafie@unicef.org</a></td>
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<tr>
<td>3</td>
<td>Fairuz Alia Jamaluddin</td>
<td>Monitoring and Evaluation Officer</td>
<td>UNICEF Malaysia</td>
<td><a href="mailto:fjamaluddin@unicef.org">fjamaluddin@unicef.org</a></td>
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<tr>
<td>4</td>
<td>Monisha Priyaa Balasuframaniam</td>
<td>Evaluation Intern</td>
<td>UNICEF Malaysia</td>
<td><a href="mailto:mbalasuframaniam@unicef.org">mbalasuframaniam@unicef.org</a></td>
</tr>
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2.2 Deloitte Embedded Evaluators: When selecting the Deloitte Embedded Evaluators, special attention was given to gender equality and geographic origin.

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<thead>
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<tr>
<td>1</td>
<td>Mohit Grover</td>
<td>Evaluation Partner</td>
<td>Deloitte Southeast Asia</td>
<td><a href="mailto:mogrover@deloitte.com">mogrover@deloitte.com</a></td>
</tr>
<tr>
<td>2</td>
<td>Rui Figueiredo</td>
<td>Engagement Manager</td>
<td>Deloitte Southeast Asia</td>
<td><a href="mailto:rfigrdo@deloitte.com">rfigrdo@deloitte.com</a></td>
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<tr>
<td>3</td>
<td>Sarah Kerrigan</td>
<td>Lead Embedded Evaluator</td>
<td>Deloitte Southeast Asia</td>
<td><a href="mailto:skerrigan@deloitte.com">skerrigan@deloitte.com</a></td>
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<tr>
<td>4</td>
<td>Bavithira Chelvakumar</td>
<td>Embedded Evaluators</td>
<td>Deloitte Southeast Asia</td>
<td><a href="mailto:bchelvakumar@deloitte.com">bchelvakumar@deloitte.com</a></td>
</tr>
<tr>
<td>5</td>
<td>Habib Ab Mukmin</td>
<td>Embedded Evaluators</td>
<td>Deloitte Southeast Asia</td>
<td><a href="mailto:hmukmin@deloitte.com">hmukmin@deloitte.com</a></td>
</tr>
<tr>
<td>6</td>
<td>Alfatanah Ibrahim</td>
<td>Embedded Evaluators</td>
<td>Deloitte Southeast Asia</td>
<td><a href="mailto:alibrahim@deloitte.com">alibrahim@deloitte.com</a></td>
</tr>
<tr>
<td>7</td>
<td>Edward Thomas</td>
<td>Subject Matter Expert</td>
<td>Monitor Deloitte</td>
<td><a href="mailto:edwathomas@deloitte.com">edwathomas@deloitte.com</a></td>
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</table>
### 2.3 Reference Group

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<tr>
<td>1</td>
<td>Riccardo Polastro</td>
<td>Regional Adviser, Evaluation</td>
<td>UNICEF EAPRO</td>
<td><a href="mailto:rpolastro@unicef.org">rpolastro@unicef.org</a></td>
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<tr>
<td>2</td>
<td>Dejan Jakovljevic</td>
<td>Regional Chief of ICT</td>
<td>UNICEF EAPRO</td>
<td><a href="mailto:djakovljevic@unicef.org">djakovljevic@unicef.org</a></td>
</tr>
<tr>
<td>3</td>
<td>Tanya Accone</td>
<td>Senior Adviser Innovation</td>
<td>UNICEF Global Innovation Centre</td>
<td><a href="mailto:taccone@unicef.org">taccone@unicef.org</a></td>
</tr>
<tr>
<td>4</td>
<td>Benjamin Grubb</td>
<td>Business Analyst, Regional Services / Technology for Development (T4D)</td>
<td>UNICEF EAPRO</td>
<td><a href="mailto:bgrubb@unicef.org">bgrubb@unicef.org</a></td>
</tr>
<tr>
<td>5</td>
<td>Philip Ling Oon Hun</td>
<td>Head of Sustainability</td>
<td>Digi</td>
<td><a href="mailto:ohling@digi.com.my">ohling@digi.com.my</a></td>
</tr>
<tr>
<td>6</td>
<td>Data Ruby Kheng</td>
<td>Consultant</td>
<td>Magic Malaysia Innovation Centre</td>
<td><a href="mailto:ruby.khong@mymagic.my">ruby.khong@mymagic.my</a></td>
</tr>
<tr>
<td>7</td>
<td>YB Jennifer Lasimbang</td>
<td>Assistant Minister of Education and Innovation in Sabah</td>
<td>Ministry of Education</td>
<td><a href="mailto:Jenifer.Lasimbang@sabah.gov.my">Jenifer.Lasimbang@sabah.gov.my</a></td>
</tr>
<tr>
<td>8</td>
<td>Kal Joffres</td>
<td>Chief Executive Officer</td>
<td>Tandemic</td>
<td><a href="mailto:kal@joffr.es">mailto:kal@joffr.es</a></td>
</tr>
<tr>
<td>9</td>
<td>Rashvin Pal Singh</td>
<td>Chief Executive Officer</td>
<td>Biji-Biji</td>
<td><a href="mailto:rashvin@mereka.my">rashvin@mereka.my</a></td>
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<tr>
<td>10</td>
<td>Noor Nabila Akbar Hussain</td>
<td>Project Officer</td>
<td>Microsoft Philanthropies</td>
<td><a href="mailto:a-noakba@microsoft.com">a-noakba@microsoft.com</a></td>
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<tr>
<td>11</td>
<td>Jasmine Begum</td>
<td>Director of Legal, Corporate &amp; Government Affairs</td>
<td>Microsoft Philanthropies</td>
<td><a href="mailto:Jasmine.Begum@microsoft.com">Jasmine.Begum@microsoft.com</a></td>
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<tr>
<td>12</td>
<td>Radoslaw Rzehak</td>
<td>Deputy Representative</td>
<td>UNICEF Malaysia</td>
<td><a href="mailto:rzehak@unicef.org">rzehak@unicef.org</a></td>
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<tr>
<td>13</td>
<td>Sarah Norton-Staal</td>
<td>Senior Child Protection Specialist</td>
<td>UNICEF Malaysia</td>
<td><a href="mailto:snortonstaal@unicef.org">snortonstaal@unicef.org</a></td>
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<tr>
<td>14</td>
<td>Roshni Basu</td>
<td>Regional Advisor, Adolescent Development &amp; Participation</td>
<td>UNICEF EAPRO</td>
<td><a href="mailto:rbasu@unicef.org">rbasu@unicef.org</a></td>
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### ANNEX 3: PHASE 1: EXPLORE AND DESIGN

#### 3.1 Documents reviewed:

The Embedded Evaluators reviewed a wide number of documents including, but not limited to:

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<td>Author and Year</td>
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3.2 Key Informant Interview Participants: Interviews primarily focused on internal stakeholders from both the Country Office (CO) and Regional Office (RO). Interviews aimed to capture broad perspectives from multiple functions.

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<td>Choon Bow Bow</td>
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<td>Hyung Joon Kim</td>
<td>Communication for Development (C4D) Specialist</td>
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<td>Research Officer</td>
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<td>Laurent Duvillier</td>
<td>Chief of C4D &amp; Public Advocacy</td>
<td>UNICEF Malaysia</td>
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<tr>
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<td>P1</td>
<td>Male</td>
<td>Phillip Ling Oon Hun</td>
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<td>Founder &amp; CEO</td>
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<td>15</td>
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<td>Female</td>
<td>Dr Jasmine Begum</td>
<td>Director of Legal, Corporate &amp; Government Affairs for Microsoft Malaysia</td>
<td>Microsoft Malaysia</td>
</tr>
</tbody>
</table>
ANNEX 4: PHASE 2: IMPLEMENT

4.1 Key Informant Interview Participants: Interviews primarily focused on external stakeholders, including both past and current implementation partners. Additional interviews were conducted with senior management from the CO and innovation staff from the RO.

<table>
<thead>
<tr>
<th>Phase</th>
<th>Activity</th>
<th>Gender</th>
<th>Name</th>
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<tr>
<td>1</td>
<td>P2</td>
<td>Female</td>
<td>Thammy Chin</td>
<td>International Coordinator</td>
<td>WAGGS</td>
<td>NGO</td>
</tr>
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<td>2</td>
<td>P2</td>
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<td>Rashvin Pal Singh</td>
<td>Founder &amp; CEO</td>
<td>Biji-Biji</td>
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</tr>
<tr>
<td>3</td>
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<td>Male</td>
<td>Damian Lee</td>
<td>Senior Manager - Student Experience</td>
<td>INTI</td>
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</tr>
<tr>
<td>4</td>
<td>P2</td>
<td>Male</td>
<td>Dr. Abdul Latif</td>
<td>Lecturer</td>
<td>Universiti Malaysia Sabah</td>
<td>Academia</td>
</tr>
<tr>
<td>5</td>
<td>P2</td>
<td>Female</td>
<td>Natalie Fung</td>
<td>Director</td>
<td>Sabah Skills and Technology Centre</td>
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</tr>
<tr>
<td>6</td>
<td>P2</td>
<td>Female</td>
<td>YB Jenifer Lasimbang</td>
<td>Deputy Minister</td>
<td>Ministry of Education and Innovation, Sabah</td>
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<tr>
<td>7</td>
<td>P2</td>
<td>Male</td>
<td>Chan Soon Seng</td>
<td>Country Coordinator</td>
<td>Teach for Malaysia</td>
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<tr>
<td>8</td>
<td>P2</td>
<td>Female</td>
<td>Marianne Clark-Hattingh</td>
<td>Representative</td>
<td>UNICEF Malaysia</td>
<td>UNICEF Malaysia Senior Management</td>
</tr>
<tr>
<td>9</td>
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<td>Radoslaw Rzehak</td>
<td>Deputy Representative</td>
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<td>UNICEF Malaysia Senior Management</td>
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<tr>
<td>10</td>
<td>P2</td>
<td>Female</td>
<td>Tanya Accone</td>
<td>Senior Adviser Innovation</td>
<td>UNICEF East Asia &amp; Pacific</td>
<td>UNICEF Regional</td>
</tr>
<tr>
<td>11</td>
<td>P2</td>
<td>Male</td>
<td>Benjamin Grubb</td>
<td>Business Analyst, Regional Services / Technology for Development (T4D)</td>
<td>UNICEF East Asia &amp; Pacific</td>
<td>UNICEF Regional</td>
</tr>
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</table>
4.2 Workshop Agenda: The Innovation Workshop was conducted on Tuesday 23 April 2019. The Workshop aimed to support the prioritisation, qualification and refinement of identified innovation ideas.

<table>
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<th>Activity / Tool</th>
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<td>09:00-09:30</td>
<td>30</td>
<td>01. Align</td>
<td>Define what is in focus and what is in frame</td>
<td>Opening by Country Representative Global Perspective and reflections from the Regional Office (RO) and Country Office (CO)</td>
</tr>
<tr>
<td>09:30-10:30</td>
<td>60</td>
<td>02. Pitch</td>
<td>Understand how innovation can be harnessed to tackle CO problems</td>
<td>Live pitching for 10 min, followed by 5 minutes of discussion</td>
</tr>
<tr>
<td>10:30-10:45</td>
<td>15</td>
<td>BREAK</td>
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</tr>
<tr>
<td>10:45-11:45</td>
<td>60</td>
<td>03. Improve</td>
<td>Review and improve the innovation idea</td>
<td>Generate new ideas to enhance the original idea using the SCAMPER Matrix</td>
</tr>
<tr>
<td>11:45-12:45</td>
<td>60</td>
<td>04. Prioritise</td>
<td>Agree on the most powerful ideas</td>
<td>Qualify and prioritise ideas using the desirability, viability and feasibility (“DVF”) framework</td>
</tr>
<tr>
<td>12:45-13:45</td>
<td>60</td>
<td>LUNCH</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13:45-14:45</td>
<td>60</td>
<td>05. Prepare</td>
<td>Turning an idea into action</td>
<td>Tracking the people, processes and technologies needed</td>
</tr>
<tr>
<td>14:45-15:30</td>
<td>45</td>
<td>06. Action</td>
<td>Define next steps</td>
<td>Determine key actions, owners and key performance metrics</td>
</tr>
<tr>
<td>15:30-16:00</td>
<td>30</td>
<td>07. Reflect</td>
<td>Reflect, replay, close</td>
<td></td>
</tr>
</tbody>
</table>
4.3 Workshop Participants: The Workshop was attended by representatives from the Country Office (CO) and Regional Office (RO). The workshop was facilitated by the Embedded Evaluators Sarah Kerrigan and Alfatanah Ibrahim alongside the Innovation Specialist Issmail Nnafie.

<table>
<thead>
<tr>
<th>No</th>
<th>Phase</th>
<th>Activity</th>
<th>Gender</th>
<th>Name</th>
<th>Position</th>
<th>Organisation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>P2</td>
<td>Innovation Workshop</td>
<td>Female</td>
<td>Marianne Clark-Hattingh</td>
<td>Representative</td>
<td>UNICEF Malaysia</td>
</tr>
<tr>
<td>2</td>
<td>P2</td>
<td>Innovation Workshop</td>
<td>Male</td>
<td>Radoslaw Rzehak</td>
<td>Deputy Representative</td>
<td>UNICEF Malaysia</td>
</tr>
<tr>
<td>3</td>
<td>P2</td>
<td>Innovation Workshop</td>
<td>Female</td>
<td>Tanya Accone</td>
<td>Senior Adviser Innovation</td>
<td>UNICEF East Asia &amp; Pacific</td>
</tr>
<tr>
<td>4</td>
<td>P2</td>
<td>Innovation Workshop</td>
<td>Male</td>
<td>Benjamin Grubb</td>
<td>Business Analyst, Regional Services / Technology for Development (T4D)</td>
<td>UNICEF East Asia &amp; Pacific</td>
</tr>
<tr>
<td>5</td>
<td>P2</td>
<td>Innovation Workshop</td>
<td>Male</td>
<td>Dejan Jakovljevic</td>
<td>Chief ICT</td>
<td>UNICEF East Asia &amp; Pacific</td>
</tr>
<tr>
<td>6</td>
<td>P2</td>
<td>Innovation Workshop</td>
<td>Male</td>
<td>Riccardo Polastro</td>
<td>Regional Evaluation Adviser, UNICEF East Asia &amp; Pacific</td>
<td>UNICEF East Asia &amp; Pacific</td>
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<tr>
<td>7</td>
<td>P2</td>
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<td>Male</td>
<td>Keith Woo</td>
<td>U-Report Consultant</td>
<td>UNICEF Malaysia</td>
</tr>
<tr>
<td>8</td>
<td>P2</td>
<td>Innovation Workshop</td>
<td>Female</td>
<td>Jui Yee Egg (Joey)</td>
<td>Nutrition Specialist</td>
<td>UNICEF Malaysia</td>
</tr>
<tr>
<td>9</td>
<td>P2</td>
<td>Innovation Workshop</td>
<td>Female</td>
<td>Choon Bow Bow</td>
<td>Chief, Private Sector Fundraising and Partnership</td>
<td>UNICEF Malaysia</td>
</tr>
<tr>
<td>10</td>
<td>P2</td>
<td>Innovation Workshop</td>
<td>Female</td>
<td>Indra Kumari Nadchatram</td>
<td>Communication Specialist</td>
<td>UNICEF Malaysia</td>
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<tr>
<td>11</td>
<td>P2</td>
<td>Innovation Workshop</td>
<td>Male</td>
<td>Hyung Joon Kim</td>
<td>Communication for Development (C4D) Specialist</td>
<td>UNICEF Malaysia</td>
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<tr>
<td>12</td>
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<td>Male</td>
<td>Stephen Barrett</td>
<td>Chief of Social Policy</td>
<td>UNICEF Malaysia</td>
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<tr>
<td>13</td>
<td>P2</td>
<td>Innovation Workshop</td>
<td>Male</td>
<td>Issmail Nnafie</td>
<td>Innovation Specialist</td>
<td>UNICEF Malaysia</td>
</tr>
<tr>
<td>14</td>
<td>P2</td>
<td>Innovation Workshop</td>
<td>Female</td>
<td>Lee Lyn Ni</td>
<td>Child Protection Officer</td>
<td>UNICEF Malaysia</td>
</tr>
<tr>
<td>15</td>
<td>P2</td>
<td>Innovation Workshop</td>
<td>Female</td>
<td>Jessica Sercombe</td>
<td>Communication for Development (C4D) Officer</td>
<td>UNICEF Malaysia</td>
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<tr>
<td>16</td>
<td>P2</td>
<td>Innovation Workshop</td>
<td>Female</td>
<td>Monisha Priyaa Balasuframaniam</td>
<td>Evaluation Support</td>
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<td>17</td>
<td>P2</td>
<td>Innovation Workshop</td>
<td>Female</td>
<td>Sarah Kerrigan</td>
<td>Lead Embedded Evaluator (EE)</td>
<td>Deloitte Singapore</td>
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<tr>
<td>18</td>
<td>P2</td>
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<td>Female</td>
<td>Bavithira Chelvakumar</td>
<td>Embedded Evaluator (EE)</td>
<td>Deloitte Malaysia</td>
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<tr>
<td>20</td>
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<td>Innovation Workshop</td>
<td>Male</td>
<td>Alfatanah Ibrahim</td>
<td>Embedded Evaluator (EE)</td>
<td>Deloitte Malaysia</td>
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<tr>
<td>21</td>
<td>P2</td>
<td>Innovation Workshop</td>
<td>Male</td>
<td>Habib Ab Mukmin</td>
<td>Subject Matter Expert – Innovation</td>
<td>Deloitte Malaysia</td>
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<td>22</td>
<td>P2</td>
<td>Innovation Workshop</td>
<td>Male</td>
<td>Rui Figueiredo</td>
<td>Engagement Manager</td>
<td>Deloitte Myanmar</td>
</tr>
</tbody>
</table>
4.4 Innovation Techniques: The Embedded Evaluators prepared a toolkit containing a list of innovation techniques that can be applied to support the framing, positioning, improvement, prioritisation, preparation and action planning of innovation ideas.

How-Might-We Statement: The How-Might-We (HMW) Statement is a technique for brainstorming new opportunities. The HMW statement help the user to frame the innovation idea as a solution to a specific problem statement. By framing the innovation idea as a potential solution it sets the stage for further evolution of the idea through an ideation session.

<table>
<thead>
<tr>
<th>What</th>
<th>Why</th>
<th>How</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The How-Might-We (HMW) statement helps to reframe identified problems and support the development of a clear and targeted solution</td>
<td>• The HMW statement acts as a tool to further evolve and explore the potential innovation solution</td>
<td>The approach is broken down into four steps:</td>
</tr>
<tr>
<td>• The HMW Framework was originated by DesignKit</td>
<td>• The tool allows you to focus on the problem statement and translate inspiration into ideation in the process.</td>
<td>• Start by looking at the insight statements that you’ve created and try to rephrase them as questions</td>
</tr>
<tr>
<td></td>
<td>• The HMW aims to set an appropriate scope for ideation, allowing for more effective brainstorming</td>
<td>• Find an opportunity for designs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Broaden that statement if it does not allows for a variety of statements</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• However, ensure that the statement defined is not too broad. It should provide a narrow enough frame to let you know where to start your Brainstorm, but also enough breadth to give you room to explore wild ideas.</td>
</tr>
</tbody>
</table>

Example Problem Statement: UNICEF Malaysia’s C4D and Nutrition Specialists need to communicate directly with adolescents in an age-appropriate way to promote balanced nutrition.

Who…
• C4D and Nutrition will collaborate with the gaming industry

…does what…
• To develop an interactive game app or use an existing app to promote healthy eating habits
• Example: Noom application (calorie calculator using AI technology)

…so that…
• Access to information on healthy eating habits is available, interactive, and accessible
• Adolescents can understand the impacts of an unhealthy lifestyle vs a healthy lifestyle
• C4D and Nutrition able to capture insights and data captured through the gaming app

…how…
• Tailoring an existing app content to suite the Malaysia context, as existing apps are internationally developed
• Developing a detailed dissemination plan to increase and sustain the app use
• Pilot test the app against a set of KPIs
Innovation Portfolio: The Innovation Portfolio Matrix is a tool that can be used to categorise innovation ideas as either core, adjacent or transformational. Core innovations are incremental enhancements of existing solutions and challenge areas. Adjacent innovations are existing solutions that have been enhanced or applied to new challenges. Transformational innovation are new innovations that serve new users and beneficiaries.

The matrix categorises innovation as falling into one of three categories: core, adjacent or transformational.

- Core innovations are incremental enhancements of existing solutions and challenge areas. It is the safest form of innovation and provides moderate returns.
- Adjacent innovations are existing solutions that have been enhanced or applied to new challenges. This type presents a middle level of risk and reward.
- Transformational innovation are new innovations that serve new challenges. This type offer the highest-risk form of innovation with the ability to offer the highest impact.

### What
- The portfolio-driven innovation management uses the Ambition Matrix.
- The Ambition Matrix originate from a widely cited Harvard Business Review: “Managing your innovation portfolio”.

### Why
- Treating innovation as a portfolio of investments that balances risk and reward can help UNICEF organisations quantify the impact of their initiatives, justify future investments, and offset the risks presented by more transformational efforts.

### How
5 steps approach:
- Identify whether the idea addresses a challenge that is existing, up and coming, or new.
- Identify whether the solution/tool used is something that is existing, up and coming, or a totally new.
- Plot a point that indicates the challenge, solution/tool status.
- The location/status of the idea with regards to the overall innovation portfolio of UNICEF Malaysia.
- Decide whether the idea is to be taken to the next stage based on its innovation portfolio.
SCAMPER Matrix: SCAMPER is a technique to support creative thinking. It is based on the simple idea that what is new is actually a modification of old things. The name SCAMPER is an acronym for seven techniques; (S) substitute, (C) combine, (A) adapt, (M) modify, (P) put to another use, (E) eliminate and (R) reverse. The SCAMPER technique aims to provide seven different thinking approaches to find innovative ideas and solutions.

<table>
<thead>
<tr>
<th>What</th>
<th>Why</th>
<th>How</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCAMPER was first introduced by Bob Eberle to address targeted questions that help solve problems or ignite creativity during brainstorming meetings. SCAMPER is acronym for seven techniques; Substitute, Combine, Adapt, Modify, Put to another use, Eliminate and Reverse.</td>
<td>The SCAMPER technique attempt to provide various thinking approaches to find innovative ideas and solutions. The deep analysis in 7 different approach allow the user to discover hidden details to enhance and improve ideas.</td>
<td>What can be substituted? What ideas can be combined? For what purpose? What else is like this? What can you emulate or adapt? What can be modified to be larger or extended or exaggerated? What else can this be put to use in, on, for, with? What can be modified to be larger or extended or exaggerated? Could this be transposed, reversed, flipped, and swapped?</td>
</tr>
</tbody>
</table>

Substitute | What can be substituted? Who else? What else? Alternate, replacement, stand-in, surrogate, proxy, reverse, replace with, exchange, use instead, switch, swap, fill in for, replace. |

Combine | What ideas can be combined? For what purpose? Unite, join, merge, mingle, come together, conjoin, link, relate, mix, blend, intermix, mingle, and fuse. |

Adapt | What else is like this? What can you emulate? Change, alter, adjust, vary, bend, fit, rework, familiarise, and find your feet. |

Modify | What can be made larger or extended or exaggerated? Transform, revise, curb, control, enlarge, blow up, expand, increase, augment, extend, boost, and heighten |

Put to another use | What else can this be used in, on, for, with? Employ, make use of, utilise, exercise, apply, exploit, exhaust, take advantage of, manipulate, treat, benefit, enjoy, and tap. |

Eliminate | What should you remove? What would happen if it were smaller, more condensed or compact? Remove, eradicate, abolish, get rid of, do away with, reject, disregard, throw out, exclude, expel, pass, purge, destroy, kill, exterminate. |

Reverse | Could this be transposed, reversed, flipped, and swapped? Reorganise, reorder, reposition, move, reshuffle, redistribute, relocate, readjust, overturn, turn around, undo, swap, transpose. |
Desirability, Viability, Feasibility (DVF) Framework: The DVF framework is an assessment of user requirement, financial sustainability and scalability, and technical capabilities. It should be desirable solution, one that your customer really needs; feasible solution, building on the strengths of your current operational capabilities; and a profitable solution, with a sustainable business model.

### What
- The Desirability, Viability, Feasibility (DVF) matrix is an idea that is originated from IDEO.
- The matrix differentiates and identify the potential that the idea might possess by considering the financial, technical and human factors.

### Why
- The DVF act as the three lenses of innovation allowing users to find potential ideas that possess great characteristics like desirability, viability and feasibility.
- This approach provides more clarity and understanding about the ideas allowing the user to better priorities the innovations.

### How
- The DVF act as the three lenses of innovation allowing users to find potential ideas that possess great characteristics like desirability, viability and feasibility.
- This approach provides more clarity and understanding about the ideas allowing the user to better priorities the innovations.

#### Desirability
- Who is the intended user? How would they benefit from this solution?
- Would the solution fit into the CO objectives? Would it fit into programme objectives?
- How would the solution appeal to the stakeholders?
- How would the solution align with the partner organisation’s objectives?
- How would the solution help to advance the UN Sustainable Development Goals (SDGs) or the Eleventh Malaysia Plan (11MP)?

#### Viability
- Is the solution financially sustainable?
- Would UNICEF Malaysia provide financial support to seed-fun or scale this solution?
- What will the return on the investment look like? Is there a social return on investment?
- Would it make more financial sense to hire a specialist consultant or identify a specialist partner? Why and how?
- How do we ensure that the solution is scalable?

#### Feasibility
- Is the technology needed to power the design solution available or within reach? What technology is needed?
- Can UNICEF Malaysia actually make it happen? How?
- Do we currently have current Specialists and capabilities to execute the solution? Who are and what are they?
- Would the outcome of this solution enhance the current work of UNICEF Malaysia?
- Is this solution design for scale?
**Technology, People, Process Matrix:** The Technology, People, Process Matrix recognises these three components as essential enablers of productivity and performance. Many organisations focus on process and technology as the primary components with not enough emphasis on the people component. People are essential to achieving an idea as the idea owners and sponsors, process help people work well, and technology helps people work faster, more efficiently and innovatively.

<table>
<thead>
<tr>
<th>What</th>
<th>Why</th>
<th>How</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The Technology, People, Process (TPP) matrix recognises the three components as essential enablers of productivity and performance.</td>
<td>• Organisations tend to focus on process and technology as the primary component of productivity and performances.</td>
<td>• Map out the people, processes or technology that will enable the achievement of the idea.</td>
</tr>
<tr>
<td>• Various academic literature like Pope, Andrew and Butler, Tom (2012) discussed the possible application of the people, process and technological factor in knowledge management.</td>
<td>• The matrix includes the people factor as a primary component as well and enables the user to explore the interconnectivity of the various components.</td>
<td>• Highlight any risks (internal or external) which will hinder the enabling factors.</td>
</tr>
</tbody>
</table>

The Technology, People, Process Matrix can be overlaid with UNICEF’s Design Principles for enhanced analysis:

**Technology enablers to support people and processes**
- Be data driven
- Use open data, open source, open innovation

**Idea owners, sponsors, stakeholders, users**
- Understand the existing ecosystem
- Design with the user

**Standards, policies, procedures**
- Design for scale
- Build for sustainability

**Scale**
Mission Model Canvas: The Mission Model Canvas, adapted from the Business Model Canvas, is a visual framework for describing the different elements of how an organisation works. It can be used to support the research and development process of a new innovation idea by helping to define the ‘mission’ of the innovation idea, the supporting infrastructure behind the innovation idea, the users of the innovation idea and the elements that will make the innovation idea a success.

- The mission model canvas is adapted from the business model canvas which was originally introduced by Alexander Osterwalder.
- The mission model canvas could act as a template for developing new or existing innovation ideas.
- The mission model canvas can be easily translated to the Theory of Change and can be used to evaluate whether the innovation idea aligns to the intended mission.
- It can also be used to identify appropriate output and outcome metrics to measure the impact.

Start by following the numbered path from 1 to 9 and populate each section of the template.

- Consider the RACI (Responsible, Accountable, Consulted, and Informed) factors and the timeline for each section.

The canvas is made up of nine interconnected elements:

<table>
<thead>
<tr>
<th>Stage</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Beneficiaries</td>
<td>Segmentation of those who benefit from the idea/initiative. There would be groups of beneficiaries who benefit directly from the initiative and there would be groups of beneficiaries who benefit indirectly from the initiative due to the fact that the initiative is most of the time a part of a larger system/programme.</td>
</tr>
<tr>
<td>2. Value proposition</td>
<td>Value proposition would describe the benefits – the outcomes that may solve a pain point or contribute a gain to the beneficiaries. Take note that the value proposition may differ between beneficiaries – directly or indirectly.</td>
</tr>
<tr>
<td>3. Buy-in and support</td>
<td>Buy-in and support describes the ways/efforts in which alignment of values are achieved between you and the beneficiaries – resulting in active participation and contribution from the beneficiaries (and even key partners).</td>
</tr>
<tr>
<td>4. Deployment</td>
<td>This describes the process/procedures/key efforts to deploy – run, test, implement – the idea/initiative in the most effective/efficient ways that benefit the beneficiaries the most. It would also define what constitutes a successful deployment and to an extent the next step ahead.</td>
</tr>
<tr>
<td>5. Key activities</td>
<td>In some ways this is one of the most obvious parts of the canvas. What do you need to do to deliver your value proposition, to get the buy-in and support you want and to bring in mission achievement/impact factors? Each of the key activities must either be tied to any other section of the canvas.</td>
</tr>
<tr>
<td>6. Key resources</td>
<td>This describes what is needed to have and maintain to deliver value proposition, get buy-in and support, roll out deployment, and maintain good relationship with key partners. These can include tangible resources such as financial reserves, buildings, equipment and people, alongside intangible assets such as brand, trust, data and intellectual property.</td>
</tr>
<tr>
<td>7. Key partners</td>
<td>This lists those people or organisations you need to work with to carry out your activities and reach the beneficiaries. These might be people with whom you work in formal/informal alliances, collaborations, partnerships or joint ventures. They might also be people you could categorise as suppliers. Sometimes key partners can provide things you don’t have within your key resources such as workshop spaces. Sometimes they can perform key activities that you don’t do yourselves such as distributing books you publish. It’s useful to think about what role Key Partners play in the fundamentals of your mission/objectives, as well as the ‘added value’ partners often bring.</td>
</tr>
<tr>
<td>8. Mission budget/cost</td>
<td>Knowing what it will cost to carry out your key activities and develop your resources, partnerships and getting the buy-in and support is vital. What do you need to pay for and what will it cost to deliver your value proposition via the key resources and activities? It’s a useful check when moving to an articulated Business Plan to be sure you know how much each thing noted on the canvas costs financially and what it brings in.</td>
</tr>
<tr>
<td>9. Mission achievement/impact factors</td>
<td>Mission achievement is the value you are creating for the sum of all of the beneficiaries/the greater good as a result of the value proposition. It’s important to distinguish between the value for individual beneficiaries (mentioned in value proposition) and overall mission achievement.</td>
</tr>
</tbody>
</table>
By following the nine sequential steps, the Mission Model Canvas enables the creation of a document can be harnessed to engage senior management, internal staff and potential implementation partners.
### 4.5 Innovation workshop: Four ideas were presented and evolved during the workshop, including:

Idea 1: Partner with academia to harness “big data” and new technologies to capture insights and overcome data gaps

<table>
<thead>
<tr>
<th>Idea sponsor</th>
<th>Child Protection</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problem statement</strong></td>
<td>Child protection continues to face challenges in capturing up-to-date data and data on “hard-to-reach” populations. At the same time the emergence of new digital technologies and tools means that large amounts of data relating to the lives of children is being captured. UNICEF Malaysia has limited access to a community of practitioners with the skills to harness insights from “big data” or access new technologies that can be used to capture target populations.</td>
</tr>
<tr>
<td><strong>Original idea</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Objective:</strong></td>
<td></td>
</tr>
<tr>
<td>• Develop a community of practice, enabling UNICEF to exchange ideas and explore opportunities for applied research</td>
<td></td>
</tr>
<tr>
<td>• Unlock insights from “big data” and data collected through existing innovation tools</td>
<td></td>
</tr>
<tr>
<td>• Equip UNICEF Malaysia with the tools, expertise and approaches to capture data from hard-to-reach populations</td>
<td></td>
</tr>
<tr>
<td>• Enable UNICEF Malaysia to connect with a new generation of problem solvers</td>
<td></td>
</tr>
<tr>
<td><strong>Activities:</strong></td>
<td></td>
</tr>
<tr>
<td>• Develop a pilot study based on a priority focus area for Child Protection</td>
<td></td>
</tr>
<tr>
<td>• Evaluate the capabilities of academic institutions around big data and new data tools</td>
<td></td>
</tr>
<tr>
<td><strong>Evolved idea</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Objective:</strong></td>
<td></td>
</tr>
<tr>
<td>• Advocate ideas/policies and change perceptions using U-report to check the accountability of Child Friendly Cities (CFCs) implementation</td>
<td></td>
</tr>
<tr>
<td><strong>Activities:</strong></td>
<td></td>
</tr>
<tr>
<td>• Integrate U-Report into the CPC initiative as a tool to collection information on perception of child friendly cities</td>
<td></td>
</tr>
<tr>
<td>• Engage the government as an active stakeholder of the U-Report tool</td>
<td></td>
</tr>
<tr>
<td>• Monitor insights and data captured through U-Report on a quarterly basis</td>
<td></td>
</tr>
<tr>
<td>• Link the feedback captured through the U-Report to CPC performance metrics</td>
<td></td>
</tr>
</tbody>
</table>
### Observations

- **Approach:** Participants noted that the idea closely aligns with child protection priorities as well as SDG 11 to make cities and human settlements inclusive, safe, resilient and sustainable
- **Organisation:** Participants noted that the tool could enhance collaboration between internal stakeholders working on CFC as well as an engagement tool for government

### Idea 2: Engage and communicate with UNICEF Malaysia supporters using RapidPro to capture insights about supporter preferences

<table>
<thead>
<tr>
<th>Idea sponsor</th>
<th>Private Sector Fundraising and Partnership (PFP)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problem statement</strong></td>
<td>UNICEF Malaysia PFP has over 120,000 active pledged supporters (‘donors’) in their database. Communication with supporters is one way via e-mails, SME, newsletters and annual reports, and PFP only know basic information relating to supporter preferences, priorities and areas of interest. Failure to effectively engage supporters may result in lower rates of supporter retention and donation.</td>
</tr>
</tbody>
</table>
| **Original idea** | **Objective:**  
- Harness innovation tools such as RapidPro to gauge the preferences and interests of supporters  
- Use content as a channel for Communication for Development (C4D), recognising that supporters may also be parents, teachers etc.  
- Actively donors in UNICEF Malaysia programmatic activities  
- Capture information on whether donor behaviours are positively influenced by UNICEF content  
- Channel insights captured from donors to inform programme planning  
- Promote greater collaboration between PFP, C4D and Programmes  

**Activities:**  
- Pilot test 2,000 donors to capture their preferred communication content  
- Tailor and target content to donors based on their stated preferences |
Evolved idea

<table>
<thead>
<tr>
<th>Objective and outcome:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Harness innovation tools to actively engage donors as community members within UNICEF’s network</td>
</tr>
<tr>
<td>• Use C4D communication strategies to influence positive behaviour and stimulate stronger engagement in UNICEF Malaysia programme activities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Engage donors as part of UNICEF’s community</td>
</tr>
<tr>
<td>• Engage donors as parents, by creating a virtual character (child character) to narrate a story on and elicit donor’s feedback as a parent as the story is narrated</td>
</tr>
<tr>
<td>• Create online parenting community via Facebook (to access to specialist database e.g. adolescent issues/parenting)</td>
</tr>
<tr>
<td>• Provide exclusive live screening of expert seminar of relevant topic</td>
</tr>
</tbody>
</table>

Observations

<table>
<thead>
<tr>
<th>Strategy:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants strongly agreed that this idea is strategically important for PFP and programmes, and offers a new way for UNICEF Malaysia to amplify their influence beyond traditional programmatic activities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organisation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants expressed high levels of interest in collaborating cross functions on this idea, with multiple staff raising their hand to be involved</td>
</tr>
</tbody>
</table>

Idea 3: Collaborate with the gaming industry to promote healthy eating habits for adolescent children

<table>
<thead>
<tr>
<th>Idea sponsor</th>
<th>Nutrition and C4D (Programmes)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Problem statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Childhood and adolescent obesity in Malaysia is rising. According to the latest World Health Organization (WHO) data, 26.5% of children and adolescents aged 5-19 years are overweight. To address this growing challenge, UNICEF Malaysia’s C4D and Nutrition need to communicate directly with adolescents in an age-appropriate way to promote balanced nutrition.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Original idea</th>
<th>Objective:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Develop an interactive game app or use an existing app to promote healthy eating habits</td>
<td></td>
</tr>
<tr>
<td>• Ensure that access to healthy eating habits is available, interactive, and accessible</td>
<td></td>
</tr>
<tr>
<td>• Engage adolescents to ensure they understand impact of healthy vs unhealthy lifestyle</td>
<td></td>
</tr>
<tr>
<td>• Capture insights and data captured through the gaming app</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Tailor an existing app to the Malaysian context</td>
</tr>
<tr>
<td>• Develop a detailed dissemination plan to increase and sustain app use</td>
</tr>
<tr>
<td>• Pilot test the app against key performance indicators (KPIs)</td>
</tr>
</tbody>
</table>
### 4.6 Development of Idea

The Embedded Evaluators worked with Programmes—including Nutrition and Communication for Development (C4D) to further research and develop their innovation idea (Idea 3): Explore a better way of communication using interactive gamification elements with older children (15-19 years old) to influence behaviour change on eating habits by adapting existing games or apps to strengthen social interaction to promote healthy eating habits.

The Embedded Evaluators harnessed Mission Model Canvas as the primary tool to support the research and development process of a new innovation idea by helping to define the ‘mission’ of the innovation idea, the supporting infrastructure behind the innovation idea, the users of the innovation idea and the elements that will make the innovation idea a success.

The canvas is made up of nine interconnected elements: (1) Beneficiaries, (2) Value Propositions, (3) Buy-in and Support, (4) Deployment, (5) Key Activities, (6) Key Resources, (7) Key Partners, (8) Mission Budget / Cost and (9) Mission Achievement / Impact Factors. A full summary of the Mission Model Canvas can be found in Annex 4.

<table>
<thead>
<tr>
<th>Stage</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Beneficiaries</td>
<td>The primary beneficiaries (users) will be adolescents aged 15-19 year old, with balanced gender, ethnicity, linguistic and geographic representation.</td>
</tr>
<tr>
<td>2. Value proposition</td>
<td>The interactive game / app will produce a number of different benefits to stakeholders:</td>
</tr>
<tr>
<td></td>
<td>Users will benefit from increased knowledge of healthy eating behaviours, improved health and wellbeing, social recognition via a peer-to-peer feature of the game / app, and a sense of pride and achievement.</td>
</tr>
<tr>
<td></td>
<td>Malaysian Government (e.g., Ministry of Health and / or Ministry of Youth and Sports) will benefit from reduced rates of overweight and obesity among adolescents, and a channel through which to promote the National Plan of Action for Nutrition of Malaysia III (2016-2025).</td>
</tr>
<tr>
<td></td>
<td>Game / app developer(s) will benefit from the brand proximity to UNICEF and content knowledge and insights that UNICEF can bring around nutrition.</td>
</tr>
<tr>
<td></td>
<td>UNICEF will benefit by testing the effectiveness of innovation-enabled nudging techniques and capturing data and insights around adolescent nutrition knowledge, attitudes, behaviours and practice.</td>
</tr>
<tr>
<td>3. Buy-in and support</td>
<td>To promote buy-in and support for the game / app, a number of different stakeholders will need to be engaged:</td>
</tr>
<tr>
<td></td>
<td>Users will need to be engaged as part of the design process to ensure the app / game is desirable</td>
</tr>
<tr>
<td></td>
<td>o UNICEF design principle: design with the user</td>
</tr>
<tr>
<td></td>
<td>Malaysian government (e.g., Ministry of Health and / or Ministry of Youth and Sports) will need to be engaged to ensure the app / game content reinforces rather than contends official nutrition advice and recommendations</td>
</tr>
<tr>
<td></td>
<td>o UNICEF design principle: be collaborative</td>
</tr>
<tr>
<td></td>
<td>Game / app developer(s) will need to be engaged to understand what existing apps or games could be harnessed or modified</td>
</tr>
<tr>
<td></td>
<td>o UNICEF design principle: Reuse and improve</td>
</tr>
<tr>
<td></td>
<td>UNICEF management (e.g., Deputy Representatives) will need to be engaged to understand the available finding and resourcing available for the creation and maintenance of a game / app</td>
</tr>
<tr>
<td></td>
<td>o UNICEF design principle: design for sustainability</td>
</tr>
<tr>
<td>4. Deployment</td>
<td>To ensure the game / app embodies the UNICEF design principle: design for scale, potential deployment channels will need to be explored:</td>
</tr>
<tr>
<td></td>
<td>Mobile phone and social media platforms – e.g., Facebook</td>
</tr>
<tr>
<td></td>
<td>Civil society partners with large adolescent reach – e.g., World Association of Girl Guides and Girl Scouts</td>
</tr>
</tbody>
</table>
## 5. Key activities

<table>
<thead>
<tr>
<th>Step</th>
<th>Activity</th>
</tr>
</thead>
</table>
| 1 | Desk-research  
Desk-research into mobile ownership rates for target user group (15-19 year olds) to determine total addressable market  
Desk-research into trends / use of mobile enabled games among target user group  
Desk-research into popularity of different types of mobile enabled games, e.g., apps, Facebook games etc.  
Desk-research into the costs associated with game / app development and maintenance |
| 2 | Determine the desirability  
Conduct focus group discussion with target user group (e.g., adolescents aged 15-19 years) to understand their current use of mobile-enabled apps / games, preference around app / game features and characteristics, interest in nutrition focused content to determine the desirability of the idea  
Consult with Malaysian Government (e.g., Ministry of Health and / or Ministry of Youth and Sports) to understand interest in the idea of using a mobile-enabled app / game to promote healthy eating habits among adolescent, including primary nutrition behaviour messages they wish to reinforce to adolescents |
| 3 | Determine the feasibility  
Consult with game / app developers (e.g., Cyberjaya based developers) to determine the process, time and cost involved in developing a new game / app or modifying an existing game / app to determine the feasibility of the idea  
Consult with potential channel partners (e.g., WAGGGS) to determine feasibility of using their platform to deploy the final game / app |
| 4 | Determine the viability  
Consult with UNICEF’s Deputy Representative on the approach, time, and cost (for development, delivery and maintenance) of the game / app to determine the viability of the idea |

## 6. Key resources

Key resources that will need to be allocated to the research and development phase include:

- Time to conduct desk-research and consult with target users, Government (e.g., Ministry of Health and Ministry of Youth and Sport), game / app developers.
- Budget to conduct consultations, including focus group discussions with target users.

## 7. Key partners

Key partners that UNICEF will need to engage and collaborate with to make the idea a success include:

- Government partners including the Ministry of Health and Ministry of Youth and Sport
- Technical partners including game / app developers
- Channel partners including WAGGGS

## 8. Budget / cost

The costs associated with research and development will primarily be derived from:

- Travel / time out of the office to consult with the government (e.g., Ministry of Health and Ministry of Youth and Sport), game / app developers, and potential channel partners (e.g., WAGGGS)
- Conducting focus group discussions with target users, potentially conducted with the support of WAGGGS

## 9. Mission achievement / impact factors

The primary mission achievement would be for UNICEF (C4D and Nutrition) to explore potential innovative platforms and mediums through which to more effectively engage adolescent on healthy eating and nutrition. Mobile phone and social media platforms – e.g., Facebook
### 4.6 Innovation Idea Development

#### Mission Model Canvas: Action Plan

<table>
<thead>
<tr>
<th>Activity</th>
<th>Aug</th>
<th>Sep</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
<th>Responsible</th>
<th>Accountable</th>
<th>Consulted</th>
<th>Informed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1: Desk-research</strong></td>
<td></td>
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</tr>
<tr>
<td>1.1 Desk-research into mobile ownership rates for target user group</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Innovation Specialist</td>
<td>C4D Specialist</td>
<td>Nutrition Specialist</td>
<td>Deputy Representative</td>
</tr>
<tr>
<td>1.2 Desk-research into trends / use of mobile enabled games among target user group</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Innovation Specialist</td>
<td>C4D Specialist</td>
<td>Nutrition Specialist</td>
<td>Deputy Representative</td>
</tr>
<tr>
<td>1.3 Desk-research into popularity of different types of mobile enabled games</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Innovation Specialist</td>
<td>C4D Specialist</td>
<td>Nutrition Specialist</td>
<td>Deputy Representative</td>
</tr>
<tr>
<td>1.4 Desk-research into the costs associated with game / app development and maintenance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Innovation Specialist</td>
<td>C4D Specialist</td>
<td>Nutrition Specialist</td>
<td>Deputy Representative</td>
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<tr>
<td><strong>Step 2: Determine the desirability</strong></td>
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<tr>
<td>2.1 Conduct focus group discussion with target user group</td>
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<td></td>
<td></td>
<td>Nutrition Specialist</td>
<td>C4D Specialist</td>
<td>Innovation Specialist</td>
<td>Deputy Representative</td>
</tr>
<tr>
<td>2.2 Consult with Malaysian Government (e.g., Ministry of Health and / or Ministry of Youth and Sports)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Nutrition Specialist</td>
<td>C4D Specialist</td>
<td>Innovation Specialist</td>
<td>Deputy Representative</td>
</tr>
<tr>
<td><strong>Step 3: Determine the feasibility</strong></td>
<td></td>
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</tr>
<tr>
<td>3.1 Consult with game / app developers (e.g., Cyberjaya based developers)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Innovation Specialist</td>
<td>C4D Specialist</td>
<td>Nutrition Specialist</td>
<td>Deputy Representative</td>
</tr>
<tr>
<td>3.2 Consult with potential channel partners (e.g., WAGGGS)</td>
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<td></td>
<td></td>
<td></td>
<td>C4D Specialist</td>
<td>Nutrition Specialist</td>
<td>Innovation Specialist</td>
<td>Deputy Representative</td>
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<tr>
<td><strong>Step 4: Determine the viability</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>4.1 Consult with UNICEF’s Deputy Representative on the approach, time, and cost (for development, delivery and maintenance)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Nutrition Specialist</td>
<td>C4D Specialist</td>
<td>Deputy Representative</td>
<td>Innovation Specialist</td>
</tr>
<tr>
<td>4.2 Prepare plan to develop Proof of Concept to build and test a prototype</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Innovation Specialist</td>
<td>C4D Specialist</td>
<td>Nutrition Specialist</td>
<td>Deputy Representative</td>
</tr>
</tbody>
</table>
4.7 Innovation ecosystem landscape map: Malaysia’s social innovation landscape includes a broad mix of social enterprises, social innovation firms, universities and social enterprises with incubator programmes, impact investors, foundations, grant makers.

- Social enterprises are defined as for-profit organisations seeking a social impact. Impacts may vary from creating high-quality jobs, providing products or services that improve lives, providing products or services that have a positive impact on the environment (e.g., recycling/clean technology), generating an impact through supply chains, or creating replicable models (e.g., open source).

The size, operations, customers, products and services of impact enterprises may vary dramatically.

- Innovation incubators are defined as programmes that aim to accelerate and scale high-impact innovation ideas through mentoring, coaching and intensive training.

- Impact investors are defined as organisations looking to make a positive social impact alongside a financial return on investment.

- Grant makers are defined as organisations looking to make a positive social impact without the requirement for a financial return on investment.

<table>
<thead>
<tr>
<th>No</th>
<th>Enterprise</th>
<th>Type</th>
<th>Focus alignment</th>
<th>Beneficiary reach</th>
<th>Geographic reach</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dialogue in the Dark (DID)</td>
<td>Social enterprise</td>
<td>Skills development</td>
<td>Disabled populations</td>
<td>Malaysia and beyond</td>
<td>Dialogue in the Dark Malaysia is operated by DID MY Academy Sdn Bhd and licensed by Dialogue Social Enterprise GmbH since September 2012. DID MY Academy Sdn Bhd engages and equips children, youths and adults with all forms of Disabilities and Medical Challenges with all the relevant skills to attain self-sufficiency in line with the United Nation’s Sustainable Development Goals (SDGs) of equal education and economic opportunities to achieve zero-poverty in Malaysia and beyond. Notably, it conducts uniquely tailored workshops completely in the dark, where the team members need to adjust and take a step back to learn how to share, communicate and care for each other and their visually impaired trainers. It started off as a workshop provider and is now broadening its offerings to exhibitions in the dark, cuisine in the dark and with their own venues for workshops. It is active online with a well-maintained website, blog, and Facebook account.</td>
</tr>
<tr>
<td>2</td>
<td>Association of Learning Disabilities (GOLD)</td>
<td>Social enterprise</td>
<td>Skills development</td>
<td>Disabled populations – secondary school graduates with special needs</td>
<td>Malaysia Peninsula (District of Petaling)</td>
<td>GOLD, or Association of Learning Disabilities, District of Petaling, Selangor, Malaysia, is a vocational training centre for secondary school graduates with Special Needs – the Learning Disabilities. Its core activities are the production of baked goods, ceramics, cards and handmade packaging suitable for corporate gifts, door gifts and ornaments. Through a supported employment environment setting, these young adults with special needs will engage in activities of measuring, sorting, collating, labelling, folding, mailing, sub-assembling and hand packaging, allowing GOLD to generate an income from contractual services with local corporate entities. The goal from the start is to promote economic empowerment for those with learning disabilities. GOLD (Generating Opportunity for Learning Disabilities) is an acronym for the vision and the principal objective of the Association of Learning Disabilities, District Petaling, Selangor. GOLD is the registered short name for the Association. It is one of the five social enterprises receiving funding from Social Entrepreneurship Amplify Awards in 2016, supported by government-funded MaGIC (Malaysian Global Innovation &amp; Creativity Centre). GOLD also received the IM4U Best Volunteer Initiative - NGO / NPO / Collective Award for 2016. GOLD is empowering the learning disabled in selling kindness cookies, ceramics, baking, handmade cards &amp; notebook, special packaging/hampers etc., but it still relies on fundraising and sponsorship for its financial sustainability.</td>
</tr>
<tr>
<td>3</td>
<td>Discover Muay Thai</td>
<td>Social enterprise</td>
<td>Skills development</td>
<td>Underprivileged urban youth</td>
<td>Malaysia Peninsula – Petaling Jaya</td>
<td>Discover Muay Thai is a sport social business that aims to empower at-risk and underprivileged urban youth by improving their socio-economic and self-development through values of Muay Thai, such as discipline, respect and honour. Selected youth from marginalised backgrounds will undergo an intensive 4-month development programme (with the D.M.T Academy) where they will learn fundamental values in life. DMT’s aim is to provide employment to the youth via martial arts. The operation is small with nine enlisted in their first batch, but it is gaining traction with batch 3 graduating Jan 2019 and has secured a collaboration with Armels Sports Recovery this year to offer their customers special discounts at the centre.</td>
</tr>
<tr>
<td>4</td>
<td>Autism Cafe</td>
<td>Social enterprise</td>
<td>Skills development</td>
<td>Disabled population – people with autism</td>
<td>Malaysia Peninsula - Puchong</td>
<td>Autism Cafe Project is a social enterprise in Malaysia offering catering services while also providing people with autism a chance to pick up employment and social skills. Aside from catering, it also holds talks and takes part in outreach events to raise awareness of autism. The Cafe hires the “unemployable” autistic individuals and their entire families, making not only coffee but also baking cookies and crafting t-shirts so that families are also involved in helping individuals with autism learn some productive skills. It is not profitable at the moment and relies on donation, but the founder aims to make the business self-sustainable.</td>
</tr>
<tr>
<td>5</td>
<td>Grow the Goose</td>
<td>Social enterprise</td>
<td>Skills development</td>
<td>Underprivileged youth</td>
<td>Malaysia Peninsula</td>
<td>Grow the Goose provides financial empowerment for children to help them attain financial wisdom entering adulthood. It believes children need to be financially empowered despite their economic or environmental backgrounds. Its main focus is children of ages 7-18. Grow the Goose believes in using the Sustainable Development Goals (SDGs) framework to map &amp; monitor its activities and better track its progress. Its programmes include Grow The Goose Workshops that teach the importance of saving, earning, &amp; investing; Magic Goose Fund programmes to help micro fund its graduates' ongoing activities; social enterprise in schools in collaboration with Social Enterprise Academy Malaysia, where they have successfully deployed over 900 schools from pre-schools up to secondary schools.</td>
</tr>
<tr>
<td>6</td>
<td>Dignity for Children’s Transformational Enterprises</td>
<td>Social enterprise</td>
<td>Skills development</td>
<td>Underprivileged urban children</td>
<td>Malaysia Peninsula – Kuala Lumpur (KL)</td>
<td>Dignity for Children Foundation is a non-governmental organisation that provides holistic care and education for urban poor children in KL, Malaysia. Dignity for Children embarked on “Transformational Enterprises” for children and youth, with four major programmes, namely, eat X dignity (café and creative space), cut X dignity (hair salon), sew X dignity (design, sewing, and crafting to provide repairs, alteration, and sewn products), grow X dignity (transforming unused urban locations like rooftops into green spaces.) The enterprises are full-service and self-sustaining businesses that provide students with real-life vocational and entrepreneurial training.</td>
</tr>
<tr>
<td>No.</td>
<td>Social Enterprise Name</td>
<td>Sector</td>
<td>Target Group</td>
<td>Location</td>
<td>Description</td>
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<tr>
<td>7</td>
<td>Viva Starfish Project</td>
<td>Social enterprise</td>
<td>Skills development</td>
<td>Malaysia Peninsular</td>
<td>Viva Starfish’s founder couple takes homeless youth off the streets and into the workforce. Its first initiative was to sell different types of drinking water (reverse osmosis drinking water), which channels 100% of its profit to children who are in need of education. Its other programmes include Development Programme for Rehab Centers, Learning How To Learn Programme, and it also participated in Reaching Out and Restore (ROAR) walkabout efforts to identify the needy making the streets of Kuala Lumpur their homes.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Blubear (Athena Empowers)</td>
<td>Social enterprise</td>
<td>Skills development</td>
<td>Sabah</td>
<td>Athena Empowers (Blubear) is a social enterprise that enables young girls and women to gain wisdom and strength through reusable washable cloth sanitary pads, and develop a replicable and sustainable solution to the Menstrual Hygiene Management (MHM) in Malaysia and South East Asia.</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Blokke</td>
<td>Social enterprise</td>
<td>Skills development</td>
<td>Malaysia Peninsular</td>
<td>Blokke aims to unite families as well as Adult Fans Of LEGO (AFOL) through LEGO, at a time when gadgets have all but completely taken over our lives and quality bonding time, through its unique ecosystem comprising a café, a playhouse, and its LEGO Education arm BLOKKELabs. BLOKKELabs was established in the LEGO Education Centre as a social enterprise, with aims to offer kids of all ages and abilities a different approach to education using LEGO. BLOKKELabs is also reaching out to communities that are left behind by the education system – with autism currently being the primary focus.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Lighthouse Learning Group</td>
<td>Social enterprise</td>
<td>Skills development</td>
<td>Malaysia Peninsular</td>
<td>LHLG provides a platform to improve and upgrade the quality of education and the mindsets of the youth within Malaysia. They focus on giving effective educational skills, which allows students to improve and excel in their studies. Through these programmes, youth gains a competitive advantage and develop a ‘Just Do Whatever It Takes’ mindset.</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Gading Emas Venture (Lobster Air Tawar Kelantan)</td>
<td>Social enterprise</td>
<td>Skills development</td>
<td>Malaysia Peninsular</td>
<td>Gading Emas Venture/GEV Lobster Kelantan is a platform which aids local communities in generating income by means of an innovative lobster business that has in place courses, jobs and business opportunities of high practical and commercial value. This social business supplies the skills and equipment to help unemployed graduates earn extra income by rearing lobsters. The business then guarantees a buyback of 50% of the produce, providing the unemployed graduates with a route to market.</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>GoJob</td>
<td>Social enterprise</td>
<td>Skills development</td>
<td>Malaysia</td>
<td>GoJob is a job matching platform for the marginalised community. Its aim is to create a platform that matches groups/individuals that are often overlooked and are being marginalised with corporations, small local businesses and individuals with employment opportunities based on their skills and availability. GoJob will also offer trainings and mentorship. GoJob is recognised by MaGIC as an Impact Driven Enterprise. GoJob is also running a crowdfunding project to help build the job matching platform.</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Mustard Seed Creations</td>
<td>Social enterprise</td>
<td>Skills development</td>
<td>Malaysia</td>
<td>Mustard Seed Creations provides holistic learning opportunities for young adults of underprivileged communities by helping them discover their skills and equip them with leadership values that will empower them to stand on their own feet. It runs Life and Career Accelerator Programmes, Learning Techniques and Youth Leadership Programmes, and uses 55% of its profit to run free programmes for youths and young adults from B40 communities.</td>
<td></td>
</tr>
</tbody>
</table>
Skills development focused on social enterprises

UNICEF could partner with these social enterprises on 3 levels:

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

### Table: Social Enterprise Details

<table>
<thead>
<tr>
<th>No.</th>
<th>Social Enterprise</th>
<th>Social Enterprise Type</th>
<th>Target Population</th>
<th>Malaysia Peninsula</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>Silent Teddies Bakery</td>
<td>Social enterprise</td>
<td>Disabled population – people with hearing disabilities</td>
<td>Malaysia Peninsula – Kuala Lumpur (KL)</td>
<td>Silent Teddies Bakery is an initiative by the Community Service Centre for the Deaf (CSCD) to equip deaf youths with entrepreneurial skills that will enable them to be independent. All efforts will be channelled into supporting the CSCD programmes and its school for deaf children. Silent Teddies Bakery is the only bakery in KL entirely staffed by the deaf. It has received quite some media attention, notably with Starbucks giving RM1 for every purchase of Jumbo Cookies. Its marketing channel is mostly conducted through its actively maintained Facebook page and word-of-mouth.</td>
</tr>
<tr>
<td>15</td>
<td>Masala Wheels</td>
<td>Social enterprise</td>
<td>Underprivileged population</td>
<td>Malaysia Peninsula</td>
<td>Masala Wheels operates as a social enterprise - a mobile kitchen initiative to sell affordable and flavoursome Malaysian cuisine for targeted community groups (refugees, PPRT residents, and troubled youth). Another impact is through their social franchising concepts and innovative approach of “borderless kitchen”. Masala Wheels now has 5 main pillars: food truck, catering, café, social franchise and retail. Masala Wheels now has 5 main pillars: food truck, catering, café, social franchise and retail.</td>
</tr>
<tr>
<td>16</td>
<td>OpiS</td>
<td>Social enterprise</td>
<td>All population</td>
<td>Malaysia Peninsula</td>
<td>OpiS is a social enterprise committed to challenging set norms on work-life balance. We provide tailor-made workshops/training sessions for families and corporate companies. OpiS consist of four main components: the OpisKu co-working space, the Young OpiSers play- and-learn programme for kids, OpisTunity training and development sessions, and the overall OpiS Community to champion the movement. OpiS aims to create an inclusive, customisable and child-friendly co-working space to assist parents with young children achieve better balance by eliminating the need to choose between work and family and enabling them to get productive work done, while still being awesome parents.</td>
</tr>
</tbody>
</table>

Social enterprise providing affordable food and nutrition education to target underprivileged groups

UNICEF could partner with these social enterprises on 2 levels:

- Learn, replicate and scale up their innovative models to achieve a larger social impact
- Align their activities and business to UNICEF’s country agenda via various support for them

Social enterprise providing entrepreneurship skills to target to well-served groups

UNICEF could partner with these social enterprises on 2 levels:

- Engage and collaborate on Industry 4.0 and skills for the future
- Align their activities and business to UNICEF’s country agenda via various support for them
<table>
<thead>
<tr>
<th>No.</th>
<th>Institution</th>
<th>Type</th>
<th>Program</th>
<th>Target</th>
<th>Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>University Malaya</td>
<td>University/Incubator</td>
<td>Entrepreneurship</td>
<td>All population</td>
<td>Malaysia</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>by University of Malaya Centre of Innovation and Commercialization (UMCIC). University of Malaya (UM) is committed to building an entrepreneurial ecosystem that will accelerate the scaling of the outputs of its R&amp;D through to their application to society; provide solutions to industry and open opportunities for high technology investment; facilitated and coordinated by UMCIC, a dedicated one-stop centre. UMCIC proactively protects and manages UM's broad intellectual property portfolio with a renewed emphasis on rapid licensing to industry. UM also creates strategic opportunities for investment into the latest technological advancements through the creation of technology and intellectual capacity-driven university startups.</td>
</tr>
<tr>
<td>18</td>
<td>Inti University</td>
<td>University</td>
<td>Entrepreneurship</td>
<td>All population</td>
<td>Malaysia</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Limited information in the areas of innovation, incubator etc.</td>
</tr>
<tr>
<td>19</td>
<td>Universiti Kebangsaan Malaysia (UKM)</td>
<td>University/Incubator</td>
<td>Entrepreneurship</td>
<td>All population</td>
<td>Malaysia</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Centre for Collaborative Innovation (well-known as PIK) was officially launched by Y.B. Datuk Seri Dr. Maximus Ongkili on the 22nd of February 2010, during his visit to UKM for the “UKM Year of Innovation and Creativity” launch. PIK functions as the main driving force in the innovation ecosystem in UKM. Every affair related to UKM intellectual property, technology transfer and commercialisation is managed by PIK.</td>
</tr>
<tr>
<td>20</td>
<td>Universiti Putra Malaysia</td>
<td>University/Incubator</td>
<td>Entrepreneurship</td>
<td>All population</td>
<td>Malaysia</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>UPM Putra Science Park provides various services around innovation and startups. For example, InnoHub is UPM’s first innovation business incubator lab targeted at nurturing technopreneurs who work on translating technologies and innovations into market-viable products by developing the best go-to-market plan from market validation exercises.</td>
</tr>
<tr>
<td>21</td>
<td>Universiti Teknologi Malaysia (UTM)</td>
<td>University/Incubator</td>
<td>Entrepreneurship</td>
<td>All population</td>
<td>Malaysia</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>UTM Innovation and Commercialisation Centre (ICC) is set out to stimulate and develop the innovation and commercialisation of the ecosystem towards wealth generation in UTM. Its service-innovation areas include IP, innovation funding, innovation training and prototype.</td>
</tr>
<tr>
<td>22</td>
<td>Impact Hub Malaysia</td>
<td>Accelerators/Incubators</td>
<td>Skills development, entrepreneurship development</td>
<td>All population</td>
<td>Malaysian Peninsula</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>A hub for social enterprises that have incubators and education programme, and re-invest profits into social entrepreneurship.</td>
</tr>
<tr>
<td>23</td>
<td>Malaysian Global Innovation &amp; Creativity Centre (MaGIC) - Social Entrepreneurship</td>
<td>Accelerators/Incubators</td>
<td>Skills development, entrepreneurship development</td>
<td>Youth</td>
<td>Malaysia</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MaGIC is a dedicated creativity &amp; innovation centre for entrepreneurs, established with the aim to build a sustainable entrepreneurship ecosystem and catalyse creativity &amp; innovation for long-term national impact. It has a dedicated unit focused on the development of Malaysia’s social enterprise sector. Activities include trainings, workshops, accreditations and collaborations, including but not limited to: Youth Co:Lab Malaysia, Amplify Accelerator, MaGIC IDEA Accelerator, and Corporate Entrepreneurship Responsibility.</td>
</tr>
<tr>
<td>24</td>
<td>Tandemic</td>
<td>Accelerators/Incubators</td>
<td>Skills development, entrepreneurship development</td>
<td>All population</td>
<td>Malaysia</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Tandemic is a social enterprise focused on accelerating social impact through innovation. It partners with business, nonprofits and government through a variety of solutions, including workshops and coaching, innovation labs, and innovation and transformation services.</td>
</tr>
</tbody>
</table>
### Universities with incubator programmes / Social enterprises with incubator programmes

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Focus</th>
<th>Countries</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>United Nations Development Programme (UNDP)</td>
<td>Accelerators/ Incubators/ UN Agency</td>
<td>All population Malaysia</td>
<td>UNDP held a series of Youth Co:Labs with support from Citi Foundation and the Malaysian Global Innovation &amp; Creativity Centre (MaGIC) across Kuala Lumpur, Sabah and Penang in September 2018. The vision of the Youth Co:Labs is to connect young innovators with subject matter experts, leaders and business to develop their ideas and business models for social impact and their communities. UNDP has further set up The Global Centre for Technology, Innovation and Sustainable Development (GCTISD) is a joint initiative by the Government of Singapore and the United Nations Development Programme which aims at identifying and co-creating technological solutions for sustainable development.</td>
</tr>
</tbody>
</table>

UNICEF could partner with these universities by:
- Leveraging on their innovation initiatives as platforms to multiply the impact of UNICEF’s various initiatives
- Aligning their activities to UNICEF’s country agenda via partnership agreements
- Sourcing social enterprises and startups through the incubators, which UNICEF could potentially fund

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Focus</th>
<th>Countries</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>26</td>
<td>Jeffrey Cheah Foundation</td>
<td>Charity Organisation, Impact Investor</td>
<td>Education, grant Malaysia</td>
<td>Jeffrey Cheah Foundation (JCF) is modelled along the lines of some of the oldest and most eminent universities in the world, such as Harvard University. To date, the Foundation retains ownership and equity of 16 learning institutions and entities valued at more than RM720 million (now in excess of RM1 billion), making it the largest education-focused social enterprise in Malaysia. The Foundation is also the education philanthropy arm of Sunway Group, one of the largest conglomerates in Malaysia.</td>
</tr>
<tr>
<td>27</td>
<td>NAMA Foundation</td>
<td>Charity Organisation, Impact Investor</td>
<td>Access to network, grant, mentoring Malaysia</td>
<td>NAMA Foundation is an international grant provider organisation incorporated in 2004 under the Companies Act 1965 (Malaysia) as a not-for-profit Company Limited by Guarantee, with a main focus to empower the education sector and build capacity of the third sector i.e. NGOs and Community Based Organisations (CBOs) around the globe.</td>
</tr>
<tr>
<td>28</td>
<td>SimplyGiving.com</td>
<td>Charity Organisation, Impact Investor</td>
<td>Fundraising, grant Malaysia</td>
<td>SimplyGiving’s platform works with over 1,300 partners and 59,000 donors &amp; fundraisers across Asia to maximise their fundraising potential.</td>
</tr>
<tr>
<td>29</td>
<td>OSK Foundation</td>
<td>Charity Organisation, Impact Investor</td>
<td>Grant, scholarship Malaysia</td>
<td>OSK Foundation was established in May 2015 as the philanthropic arm of OSK Group to consolidate and further enhance the company’s on-going commitment towards contributing to the well-being of its community.</td>
</tr>
<tr>
<td>No.</td>
<td>Organisation/Network</td>
<td>Sector</td>
<td>Impact Area</td>
<td>Region</td>
</tr>
<tr>
<td>-----</td>
<td>----------------------</td>
<td>--------</td>
<td>-------------</td>
<td>--------</td>
</tr>
<tr>
<td>30</td>
<td>Yayasan Hasanah</td>
<td>Charity</td>
<td>Skills development, entrepreneurship development, grant</td>
<td>Malaysia</td>
</tr>
<tr>
<td>31</td>
<td>Asian Venture Philanthropy Network (AVPN)</td>
<td>Impact Investor</td>
<td>Fundraising, grant, impact investing</td>
<td>Southeast Asia (with member presence in Malaysia)</td>
</tr>
</tbody>
</table>

**Impact investors, fundraisers, grant makers**

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

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

<table>
<thead>
<tr>
<th>No.</th>
<th>Organisation/Network</th>
<th>Sector</th>
<th>Impact Area</th>
<th>Region</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>32</td>
<td>United Nation's Development Programme (UNDP)</td>
<td>Inter-UN Agencies</td>
<td>Shared country priorities</td>
<td>Malaysia</td>
<td>UNDP plays a vital role in Malaysia focuses primarily in eradicating poverty, accelerating structural transformation and building resilience to shock and crises in Malaysia. UNDP continues to work with international, regional and national stakeholders to advance the efforts to support Malaysia’s development priorities and address the challenges facing it. Their partners including the Economic Planning Unit in the Prime Minister’s Department, federal government ministries and agencies, and local governments to civil society and non-governmental organisations, the private sector and the media. In addition, UNDP is an integral part of the UN Country Team in Malaysia, working closely with other UN agencies to address national issues which are cross-cutting in nature, for example HIV/AIDS, healthcare reform and human rights and development.</td>
</tr>
</tbody>
</table>

**UNICEF could partner with UNDP by:**

- Co-creating and implement solutions for children
- Identifying the alignment between UNDP and UNICEF to innovate for the marginalised community including children and family, holistically
- As UNDP has close ties with the national stakeholders, UNICEF could leverage on shared network to scale their innovation initiatives
<table>
<thead>
<tr>
<th>No.</th>
<th>Organization/Interest</th>
<th>Type/Field</th>
<th>Target Population</th>
<th>Country</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>33</td>
<td>Ministry of Education</td>
<td>University/Incubator</td>
<td>Entrepreneurship</td>
<td>All population</td>
<td>Malaysia</td>
</tr>
<tr>
<td>34</td>
<td>Teach for Malaysia (TFM)</td>
<td>Civil Society Organisations (CSO)</td>
<td>Skills development, entrepreneurship development</td>
<td>Children and adolescent</td>
<td>Malaysia</td>
</tr>
<tr>
<td>35</td>
<td>Microsoft Malaysia</td>
<td>Private Sector Organisations</td>
<td>Technology development</td>
<td>All population</td>
<td>Malaysia</td>
</tr>
<tr>
<td>36</td>
<td>DiGi</td>
<td>Private Sector Organisations</td>
<td>Technology development</td>
<td>All population</td>
<td>Malaysia</td>
</tr>
</tbody>
</table>
Rapid assessment approach and results

Key informant interview breakdown
Broad representation of internal and external stakeholders interviewed

Inductive Thematic Analysis of KII: The Six-Step Approach

- Data familiarisation: KII data is transcribed, initial ideas are identified
- Generate initial codes
- Data sorting: Sort relevant data to preliminary main themes and sub-themes
- Review themes: Key themes and sub-themes are reviewed
- Define and name themes: Key themes and sub-themes are named
- Presentation of thematic analysis of KII: Analysed data are presented to provide a comprehensive understanding of themes arrived in KII

Analysis of key themes

Identified barriers to innovation

- Opportunity to more clearly define tangible innovation offerings
- Clarity and transparency could be improved
- Greater emphasis should be placed on impact, acceleration and scale
- Unclear whether the specialist area can deliver the innovation activity
- Partner turnover may adversely impact the quality of innovation activities
- Enhancement of “ways of work” to improve execution
- Unclear who owns the innovation initiative within a programme area
- Unclear how to integrate innovation into programmatic activities and planning
- Unclear who owns the innovation initiative
- Unclear whether innovation activities align to core strategic areas
- Untapped investment opportunities for innovation
- There is no clear metric to measure the effectiveness and relevance of any innovation initiatives
- Lack of an innovation community in Malaysia. Low innovation capacity among partners.
- Lack of an innovation ecosystem
- Lack of budget for innovation work
- Unclear whether the specialist owns or enables the innovation activity
- There is no clear metric to measure the effectiveness and the relevance of any innovation initiatives
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- Lack of an innovation community in Malaysia. Low innovation capacity among partners.
- Lack of budget for innovation work
- There is no clear metric to measure the effectiveness and the relevance of any innovation initiatives
- Lack of an innovation community in Malaysia. Low innovation capacity among partners.
- Lack of budget for innovation work

Rapid Assessment Results

Frequency of discussion areas

<table>
<thead>
<tr>
<th>Approach</th>
<th>Organisation</th>
<th>Resources and Capabilities</th>
<th>Ecosystem and Incentives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Innovation strategy</td>
<td>Senior leadership</td>
<td>Funding</td>
<td>Rewards and incentives</td>
</tr>
<tr>
<td>Portfolio management</td>
<td>Governance and ownership</td>
<td>Internal training</td>
<td>Innovation metrics</td>
</tr>
<tr>
<td>Process</td>
<td>Collaboration</td>
<td>Innovation tools</td>
<td>Innovation ecosystem</td>
</tr>
</tbody>
</table>

Six priority areas identified through the assessment

Each area is interconnected and interlinked

- Innovation strategy
- Innovation ecosystem
- Portfolio management
- Governance and ownership
- Collaboration
- Innovation tools
Actions to overcome barriers and opportunities

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

1. Workshop Objectives

Locating innovation workshop in evaluation timeline
Purpose of the innovation workshop

During the current state assessment, the Evaluation Team identified a number of internal barriers that were inhibiting the ideation of innovation ideas. The workshop was conducted to test the use of innovation ‘tools’ and ‘techniques’ that could help address some of the specific challenges raised around categorising innovation ideas in a portfolio, developing a qualification process for vetting innovation ideas, and establishing a process for collaboratively developing innovation ideas.

### Current State Assessment findings:

<table>
<thead>
<tr>
<th>Approach</th>
<th>Organisation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Communicate the strategic vision for innovation at UNICEF</td>
<td>• Develop a clear qualification process for vetting innovative ideas</td>
</tr>
<tr>
<td>• Categorise innovation using an innovation portfolio</td>
<td>• Establish a process for engaging and collaborating (e.g., “ways of working”)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources and Capabilities</th>
<th>Ecosystem and Incentives</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Communicate the innovation tools of defined solutions</td>
<td>• Engage with more proactively with the innovation ecosystem to better identify potential partners and entry points for innovation</td>
</tr>
<tr>
<td>• Build internal capacity and understanding of innovation</td>
<td></td>
</tr>
</tbody>
</table>

### Innovation Workshop objectives:

- Evolve and enhance innovation ideas
- Interrogate and qualify ideas
- Identify activities needed to execute the idea
- Determine roles and responsibilities to put the idea into action

#### 2. Workshop Approach

**Workshop approach**

![Workshop approach diagram](chart.png)

<table>
<thead>
<tr>
<th>Current State</th>
<th>Future State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus</td>
<td>Action</td>
</tr>
<tr>
<td>Prioritis</td>
<td>Reflect</td>
</tr>
<tr>
<td>Pitch</td>
<td>Improve</td>
</tr>
<tr>
<td>Align</td>
<td>Prepare</td>
</tr>
</tbody>
</table>

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### Workshop agenda

<table>
<thead>
<tr>
<th>Time</th>
<th>Mins</th>
<th>Session</th>
<th>Objective</th>
<th>Activity / Tool</th>
<th>Facilitator</th>
</tr>
</thead>
<tbody>
<tr>
<td>09:00-09:30</td>
<td>30</td>
<td>01. Align</td>
<td>Define what is in focus and what is in frame</td>
<td>Opening by Country Representative, Global Perspective and reflections from the Regional Office (RO) and Country Office (CO)</td>
<td>Sarah</td>
</tr>
<tr>
<td>09:30-10:30</td>
<td>60</td>
<td>02. Pitch</td>
<td>Understand how innovation can be harnessed to tackle CO problems</td>
<td>Live pitching for 10 min, followed by 5 minutes of discussion</td>
<td>Sarah</td>
</tr>
<tr>
<td>10:30-10:45</td>
<td>15</td>
<td></td>
<td>BREAK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:45-10:55</td>
<td>60</td>
<td>03. Improve</td>
<td>Review and improve the innovation idea</td>
<td>Generate new ideas to enhance the original idea using the SCAMPER Matrix</td>
<td>Al</td>
</tr>
<tr>
<td>11:45-12:45</td>
<td>60</td>
<td>04. Priorise</td>
<td>Agree on the most powerful ideas</td>
<td>Qualify and prioritise ideas using the desirability, viability and feasibility (DVF) framework</td>
<td>Al</td>
</tr>
<tr>
<td>12:45-12:55</td>
<td>60</td>
<td></td>
<td>LUNCH</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13:45-14:45</td>
<td>60</td>
<td>05. Prepare</td>
<td>Turning an idea into action</td>
<td>Tracking the people, processes and technologies needed</td>
<td>Al</td>
</tr>
<tr>
<td>14:45-15:30</td>
<td>45</td>
<td>06. Action</td>
<td>Define next steps</td>
<td>Determine key actions, owners and key performance metrics</td>
<td>Sarah</td>
</tr>
<tr>
<td>15:30-16:00</td>
<td>30</td>
<td>07. Reflect</td>
<td>Reflect, replay and close</td>
<td></td>
<td>Sarah</td>
</tr>
</tbody>
</table>

### 3. Workshop Tools

#### How-Might-We Statement

The How-Might-We (HMW) Statement is a technique for brainstorming new opportunities. The HMW statement help the user to frame the innovation idea as a solution to a specific problem statement. By framing the innovation idea as a potential solution it sets the stage for further evolution of the idea through an ideation session.

#### Innovation Portfolio Matrix

The Innovation Portfolio Matrix is a tool that can be used to categorise innovation ideas as either core, adjacent or transformational. Core innovations are incremental enhancements of existing solutions and challenge areas. Adjacent innovations are existing solutions that have been enhanced or applied to new challenges. Transformational innovation are new innovations that serve new users and beneficiaries.

#### Pitch

The Pitch is a tool that can be used to communicate the innovation idea to others.
Workshop tools and techniques

SCAMPER Matrix

Desirability, Viability, Feasibility Framework

Improve

Desirability, viability, feasibility (DVF) – an assessment of user requirement, financial sustainability and scalability, and technical capabilities.

Prioritise

The ideal innovation process is the trifecta of desirability, feasibility and viability. It should be a desirable solution, one that your customer really needs; feasible solution, building on the strengths of your current operational capabilities; and a profitable solution, with a sustainable business model.

Workshop tools and techniques

Technology, People, Process Matrix

Prepare

The Technology, People, Process Matrix recognises these three components as essential enablers of productivity and performance. Many organisations focus on process and technology as the primary components with not enough emphasis on the people component. People are essential to achieving an idea as the idea owners and sponsors, process help people work better, and technology helps people work faster, more efficiently and innovatively.

High-level Roadmap

Action

The High-level Roadmap provides a blueprint for success. By mapping the activities and owners, it is an effective means for defining and documenting project roles and responsibilities. The roadmap can be used as a starting point for further research and development for the idea.

4. Workshop ideas
Idea #1: Observations
Partnering with academia on "big data" and new technologies

Partnership with government and academia would help UNICEF obtain sensitive data, however it does not mean any idea way on how it could be scaled up and replicated across the board.

This idea requires direct stakeholder involvement in the main idea of the partnership is to obtain data from partners on sensitive topic and to provide recommendation to evidence-based advocacy and policy change.

At present, while there is no clear role who can execute the plan, there might be internal capacity to pursue the idea. Further discussion is needed to define role in executing the idea. Innovation Specialist is currently actively engaging/discussing with potential academies for potential collaboration.

At present there is no clearly defined matrix to measure the impact of this idea. The ambition of the idea is to close the missing data gaps together with academia and research in specific area of interest.

The idea team members will face difficulties in executing the idea especially with academia and research in specific area of interest.

The idea was vetted and did not qualify to the next stage as it does not clearly say how ‘innovative’ is this idea. Hence the idea will be further improved upon consultation with idea owners.

There is no method presented on how will the idea executed. The view in executing the initiative is still very shallow and narrow.

This require understanding what the potential partners may require in executing the partnerships - leading the need to have inclusive process in experimenting and testing.

The idea has high desirability as is of the interest of senior management, innovation specialists, beneficiaries including donors, children, community and parents.

Donors as supporter is the main stakeholder in this idea. Donors will be driving the idea in terms of scoping, design, development, rollout, scoping, design development, rollout, monitoring & evaluation.

The senior leadership can play their role as an idea champion to advance the idea to benefit (inform programmatic areas).

The senior leadership can play their role as an idea champion to advance the idea to benefit (inform programmatic areas).

The idea team members has freedom in executing the idea, as long as it stays relevant to country objective and UNICEF priorities.

The success of the idea of using virtual character to spark interest and engage donors as specialist is based on how are the supporters actively engaged with the community and the children. The idea did not have any clear metric and to further develop on the M&E and impact measurement component.

Idea team members has freedom in executing the idea, as long as it stays relevant to country objective and UNICEF priorities.

The idea not may need a new model of partnership, as it is more focused internally. However, it involves the donors as supporters and subject matter expert, while children as narrator (virtual character) of their story which requires further intervention/prevention or solution.

The idea has various ways including virtual character to narrate a story of a children. The interactive method helps supporters to understand the child situation better and possibly provide relevant solution. Additionally, the idea owners also presented that there will be live screening of relevant topic.

Upon presentation, a reward plan was not being shared, this can be a potential area of idea development and execution as well as monitoring & evaluation.

Senior leaders as main decision makers play a great role to facilitate the execution of the idea.

By engaging the supporters (donors) based on their interest areas, it helps programmatic area to design their plans that would suit the user of their idea.

1. Engaging donors as part of UNICEF’s community
2. Engaging donors as parents, by creating a virtual character (children character) to narrate story of the children, and capture donor’s feedback based on the story narrated.
3. Create online parenting community via Facebook (to access to specialist database e.g. adolescent issues/parenting
4. Exclusive live screening of relevant topic

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Idea #3: Evolution
Collaborate with the gaming industry to promote healthy eating habits

Collaborate with the gaming industry to promote healthy eating habits for adolescent children

03

Explore a better way of communicating using interactive gamification elements with older children (15 - 19 years old) to influence behaviour change on eating habits by adapting existing tools or apps to strengthen social interaction to promote healthy eating habits.

The idea has laid out few methods to develop/enhance the application such as to combine with other topics to promote healthy eating habits through fashion and environment to get broader buy-in from younger generation, to involve parents and children in process of developing/enhancing the mobile application.

As UNICEF Malaysia has priority in children health, the fund can be prioritised to support the idea, and it can also intersect with education, social policy, child protection.

Innovation has a chance to embark on partnerships to build ecosystem including UNICEF, inter-UN agencies, private sectors, startups and government to sustain the idea execution.

Program are given the freedom to plan the idea innovatively, however, senior management plays an important role to provide final decisions/approval.

The idea is new to Malaysia and needs secured partnerships to develop and execute the idea. Hence, the idea owners proposed to partner with existing tool/app and enhance their app/tool to promote healthy eating habits.

Upon presentation, the idea owners did not share on metrics to measure the impact of the idea. However, idea owners emphasised that the by using interactive tools such as mobile application, data is easily obtained.

The idea has a chance to embark on partnerships to build ecosystem including UNICEF, inter-UN agencies, private sectors, startups, and government to sustain the idea execution.

Upon presentation, there is no clear execution plan yet for the idea.

The idea is new in Malaysia and needs secured partnerships to develop and execute the idea.

Idea #4: Evolution
Explore and leverage the full breadth of insights collected through U-report

04

Explore and leverage the full breadth of data collected through U-Report to provide insights for and engagement with U-Report stakeholders.

Advocate ideas/policies and change the perception using U-report to check the accountability of child friendly ideas implementation.
5. Workshop Outcomes

5.1 Innovation:
1. UNICEF has established the organization to house and mainstream innovation. (Your leadership by teams and author functions.)
2. UNICEF has developed the right ecosystems and incentives to drive innovation, measure performance and support functions.

5.2 Governance and ownership:
1. UNICEF has defined the right ecosystems and incentives to drive innovation, measure performance and support functions.

5.3 Collaboration:
1. The idea is designed to channel a framework that can be duplicated and scaled among the immediate stakeholders.

5.4 Ecosystem and incentives:
1. In UNICEF Malaysia, there isn’t a clear line between who makes innovation related decisions. At most times, UNICEF works in-aid in initiating and implementing innovative ideas. The idea on U-report created a good attention from colleagues including country, and global UNICEF colleagues.

5.5 Organisation:
1. UNICEF has structured the organisation to house and mainstream innovation. (Your leadership by teams and author functions.)
2. UNICEF has developed the right ecosystems and incentives to drive innovation, measure performance and support functions.

5.6 Approach:
1. UNICEF nurtures the appropriate resources and competencies of the people who perform the work of innovation, e.g., strategies, tools and training they require to do it capably, as well as provide the funding and time to fuel it.

5.7 Resources and capabilities:
1. UNICEF has defined the right ecosystems and incentives to drive innovation, measure performance and support functions.
2. UNICEF has structured the organisation to house and mainstream innovation. (Your leadership by teams and author functions.)

5.8 Innovation strategy:
1. Is there an innovation strategy that clearly identifies what you are trying to accomplish?
2. Does your strategy include priorities based on strategic imperatives?

5.9 Portfolio management:
1. Does your innovation portfolio include a variety of solutions (e.g., high, medium and low-risk)?
2. Is there an innovation strategy that clearly identifies what you are trying to accomplish?

5.10 Funding:
1. Is there a transparent funding approach to make innovation ideas a reality?
2. Is there a defined mechanism that captures ideas and ensures they are put into practice, as well as provides the funding and time to fuel it.

5.11 Innovation metrics:
1. Do you have defined metrics around innovation?
2. Do you reward drivers of innovation success (e.g., novel ideas, piloting executions, etc.)?

5.12 Rewards and incentives:
1. Do you have a defined process to identify, incubate, test and launch ideas?
2. Is learning from failure built into your process?

5.13 Process:
1. Do you have a transparent funding approach to make innovation ideas a reality?
2. Does your strategy include priorities based on strategic imperatives?

5.14 Governance:
1. Do you have a transparent funding approach to make innovation ideas a reality?
2. Do you have defined metrics around innovation?

5.15 Innovation ecosystem:
1. Do you have a process to foster innovation with ecosystem partners and innovation beneficiaries?
2. Are these metrics communicated across the organisation?

5.16 Organisational culture:
1. Does your innovation portfolio include a variety of solutions (e.g., high, medium and low-risk)?
2. Is there an innovation strategy that clearly identifies what you are trying to accomplish?

5.17 Innovation strategy:
1. Is there an innovation strategy that clearly identifies what you are trying to accomplish?
2. Does your strategy include priorities based on strategic imperatives?
To support the prioritisation of high-impact innovation ideas, workshop groups were allocated RM100,000 (fake money) in various denominations. Each group was asked to discuss and allocate the fund to other’s idea. We will select 2 ideas which receive the highest investment to qualify for next session.

Innovation Idea #2: Engage and communicate with UNICEF Malaysia supporters received the majority of the fund allocation, indicating strong internal support for the idea.

Innovation Idea #3: Collaborate with the gaming industry to promote healthy eating habits and Innovation Idea #4: Explore and leverage the full breadth of insights collected through U-report and use it as an accountability mechanism received the second highest fund allocation, with a small difference between them.

Innovation Idea #1: Partnering with academia on “big data” and new technologies received the lowest fund allocation.

As Idea #4 is closely tied to the Child Friendly Cities programme, this idea has been placed on hold. As such, only Idea #2 and Idea #3 will be progressed.

Prioritisation and selection of high-potential innovation ideas

6. Next Steps

UNICEF has adopted the 6-stage IDIA Scaling Strategies Framework. The stages chart the process from ideation (step 1) through to sustainable scale (step 6). The innovation workshop have been delivered as an “intervening” method to improve the ideation stage (step 1) of innovation. The two innovation ideas (#2 and #3) prioritised in the workshop will now be taken on to the research and development stage (step 2). This stage of the innovation process is often iterative, and will extend beyond the life of the Developmental Evaluation.
Next Steps

The Evaluation Team will harness the “Mission Model Canvas”, adapted from the “Business Model Canvas”, an innovation-focused strategic management tool to document the value proposition of the innovation ideas and map out the steps needed to turn the idea into action.

1. **Contact with idea owners**
   The idea owners (idea #2 and #3) will be consulted to further articulate the value proposition for the idea.

2. **Prepare Mission Model Canvas**
   Adapted from the “Business Model Canvas”, an innovation-focused strategic management tool used to document the value proposition of ideas.

3. **Prepare action plan**
   A high-level action plan, including responsibilities (using the RACI framework) will be developed to map the steps needed to turn the idea into action.
5.3 Phase 3: Learning Documents

Developmental Evaluation of UNICEF’s work on Innovation with Children in Malaysia

Final Report Presentation
4th September 2019

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Part 1: Background to the Evaluation
Mohit Grover & Sarah Kerrigan

Purpose, objectives, scope and users
Why are we here today?

- **Purpose**: UNICEF Malaysia has embraced innovation as a core and cross-cutting strategy to accelerate and scale the results for children by creating an enabling environment to innovate with, and for, children.

- **Objectives**: UNICEF Malaysia’s Country Programme Action Plan (CPAP) is anchored in the principles of “leaves no one behind” and “reaching those furthest behind first.”

- **Scope**: UNICEF Malaysia’s Country Programme Action Plan (CPAP) covers ongoing innovation work since the introduction of an Innovation Specialist in January 2016, including activities undertaken across the Malaysian Peninsular, Sarawak and Sabah.

- **Intended Users**: Primary users (senior management and staff within UNICEF Malaysia) can use the findings to identify new and inform the development of new strategic partnerships and initiatives. Secondary users (social enterprises, the private sector, East Asia and Pacific Regional Office (EAPRO), UNICEF Headquarters and children and youth) can use the results to highlight synergies and inform areas of collaboration and partnership.

The innovation imperative – the global and country context
Why is innovation important?

“We will not reach many of the Sustainable Development Goals (SDGs) without a significant step change in our work. Innovation provides without a significant step change in our work. Innovation provides an opportunity to make this leap.”

- UNICEF’s Executive Director, Henrietta Fore
Innovation in practice

How are other country offices harnessing innovation?

UNICEF Mexico
- Mapping a migrant child’s journey using design thinking and rapid prototyping
- In 2017, UNICEF Mexico and Art Centre Students conducted a series of knowledge sessions on design thinking and prototyping to field engagements to test design-led interventions to address the needs of migrant children

UNICEF China
- Tsinghua-UNICEF innovation lab for children with disabilities
- In 2016, UNICEF China partnered with the Department of Information Art & Design, Academy of Art & Design at Tsinghua University to establish the Global Innovation Centre for Children (TUGICC). A priority area for TUGICC is inclusive learning.

UNICEF Thailand
- Early moments matter on mobile (EMMM)
- In 2019, UNICEF Thailand together with the Ministry of Public Health, launched an the Early Moments Matter on Mobile (EMMM) to provide knowledge, training and instruction from early childhood development professionals to strengthen critical parenting skills.

UNICEF Brazil
- Connecting disconnected communities using ‘InfoPoverty’
- In 2016, UNICEF Brazil together with UNICEF’s Office of Innovation and the Fundação Amazonas Sustentável (FAS) collaborated to conduct a research for a project called ‘InfoPoverty’.

Integration of innovation at UNICEF

Where does innovation feature in UNICEF’s strategy?

Goal area 1: Every child survives and thrives
Goal area 2: Every child learns
Goal area 3: Every child is protected from violence and exploitation
Goal area 4: Every child lives in a safe and clean environment
Goal area 5: Every child has an equitable chance in life

Result areas
- #1 Programming excellence for at-scale results
- #2 Gender-responsive programming
- #3 Winning support for the cause of children from decision-makers and the wider public
- #4 Developing and leveraging resources and partnerships for children
- #5 Leveraging the power of business and markets for children
- #6 United Nations working together
- #7 Fostering innovation in programming and advocacy for children
- #8 Using the power of evidence to drive change for children

Defining innovation at UNICEF

What is innovation?

There is no agreed definition for innovation within UNICEF. However, the most common definition is ‘doing something new and/or different that adds value’. This can be applying a new method or product, or collaborating with a non-traditional partner with the aim to improve UNICEF’s results for children.

Key examples include:
- Drones used to deliver results for children
- Adolescent Kit for Expression and Innovation
- Ready-To-Use Therapeutic Foods (RUTF)
The process of innovation
How is innovation conducted in practice?

1. Ideation
2. Research & Development
3. Proof of Concept
4. Transition to Scale
5. Scaling
6. Sustainable Scale

The Innovation Theory of Change

Inputs

Activities

Outputs

Impacts

Outcomes

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

Organisation
UNICEF has structured the organisation to house and mainstream innovation, from leadership to teams and support functions.

Incentives and ecosystem
UNICEF has developed the right incentives to measure performance and incentivise supporting behaviours, and engaged the innovation ecosystem to identify opportunities for collaboration and partnership.

Approach
UNICEF employs a tailored approach built around clear vision and approach for the work to be done in generating innovations, e.g., strategies, activities, deliverables.

If UNICEF Malaysia provides the resources and capabilities for innovation, including funding internal training and innovation tools, then...

- It can identify, implement and document innovation activities to record and share innovation successes and failures
- It can define the problems and potential solutions through horizon scanning of existing and new ideas
- It can identify specific problems that have potential to address the problem
- It can field-test the innovation concept to gain early, ‘real-world’ assessment of its potential
- It can develop innovation concepts that have proven success and attract partners to fill gaps in their capacity to scale
- It can collaborate across UNICEF offices to support the adaptation of an innovation solution across geographies and populations
- It can engage ecosystem actors to support the wide-scale adoption of innovation

Then results for children will be accelerated and scaled by creating an enabling environment for others to innovate with, and for, children

Then UNICEF Malaysia will create a nurturing culture for new innovative ideas to flourish
Then UNICEF Malaysia will develop partnerships to test and grow innovative solutions
Then UNICEF Malaysia will deliver innovative solutions to address key developmental challenges

- will increase the identification of current/emerging problems and solutions
- will increase their participation in potential innovation solutions
- will increase the number of formalised partnerships, including technology, funding, academic and implementation partners
- will increase the number of proven innovation solutions deployed at scale
- will increase the number of self-sustaining innovation solutions
Learning Framework and Questions
What was the guiding framework?

Part 2: Evaluation Methodology
Bavithira Chelvakumar

Developmental Evaluation Approach
What is a Developmental Evaluation?
Developmental Evaluation Design and Methods

What was our approach?

Phase 1: Explore & Design

Divergent Mode

- Desk-based review
  - Define focus and scope
  - Discovery and research

- Key Informant Interviews
  - KII (UNICEF Malaysia)
  - Understand priorities and explore stakeholders interaction with Innovation
  - Explore stakeholder priorities, goals and needs

- Data Analysis
  - Notes were documented for each interview and coded in a data collection tool
  - Guided the development of a ‘current state assessment’ to help build a picture of the work of innovation, including the enablers and barriers to innovation

- Prepare Inception Report
  - The Inception report included the object of evaluation, evaluation purpose, objective and scope, proposed methodology and proposed timeline
  - The Inception report went through several rounds of review and iteration with the Evaluation Specialist and the Developmental Evaluation Reference Group

Phase 2: Implement

Convergent mode

- Observations were captured through three primary mechanisms: informal discussion, formal meetings or workshops, and presentations.

- Observations helped examine whether UNICEF Malaysia provides an enabling environment for innovation to thrive.

- Observations were tracked and evaluated against the learning framework.

- Intervention techniques included asking questions, facilitating discussions, sourcing or providing information, mapping information, making new connections or reminding the group of agreed goals.

- The innovation workshop was delivered as a key intervention with the objective of helping UNICEF Malaysia to prioritize, qualify and refine innovation ideas and entry-points.

- Information was analysed and synthesised with the aim of identifying patterns and integrating new information into the work on innovation.

- Techniques such as coding were used to draw out patterns, trends and insights.

Phase 3: Report, Learn, Plan & Adapt
Phase 2 Implement
What tools and techniques were presented?

- How-Might-We Statement
- Innovation Portfolio Matrix
- SCAMPER Matrix
- Desirability, Viability, Feasibility Framework
- Technology, People, Process Matrix
- High-level Roadmap

Phase 3 Report, Learn, Plan & Adapt
What did we do?

- Key learnings, including emerging insights, reflections and developmental moments were captured in learning document
- The key learnings were used to guide the work of innovation at UNICEF Malaysia by encouraging reflection of what is working and what is not working and why

Methodological Limitations
What may have impacted the findings?

Objectivity
- Risk: Proximity to the subject increases the risk that objectivity could be compromised
- Mitigation:
  - Pursued a team approach to ensure that analysis is cross-checked across the team
  - Utilised an experienced Subject Matter Expert (SME) as an independent sounding board

Time Allocation
- Risk: Challenging to tie time estimates to pre-determined deliverables
- Mitigation:
  - Pursued a team approach, ensuring the Lead EE was supported by a Malaysia-based team

Physical Presence
- Risk: Singapore-based Lead EE had to balance time working on and off site
- Mitigation:
  - Conducted a series of 1-on-1 KIIs to build rapport with a broader number of staff members
Part 3: Findings, Conclusions and Recommendations
Sarah Kerrigan

Learning Framework Hypothesis
What were our assumptions?

UNICEF employs a tailored approach built around clear definitions and approaches for the work to be done in generating innovations, e.g., strategies, activities, deliverables.

UNICEF has structured the organisation to house and mainstream innovation, from leadership to teams and support functions.

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

UNICEF has developed the right ecosystems and incentives to optimise innovations, measure performance and incentivise supporting behaviours.
Approach – Findings
What did we find?

1. Innovation is positioned as a core, cross-cutting strategy
2. Innovation strategy is well aligned to UNICEF’s Strategic Plan
3. Efforts to embed and mainstream innovation across the CO
4. Efforts to explore and support the establishment of partnerships
5. Strategy is not well contextualised to Malaysia as an upper-middle income country
6. A lack of a common understanding of innovation, and how it can be applied as a strategy
7. Evidence of a mixed portfolio of innovation activities
8. Limited communication is decreasing awareness and participation with innovation
9. Confusion around roles and responsibilities is hindering innovation
10. Innovation is largely happening in an organic manner
11. The ‘fail fast’ concept has not been widely embraced

Approach – Conclusions
What does this mean?

Conclusion 1:
Staff struggle to connect the innovation strategy to the Malaysia context and day-to-day work

• The innovation strategy clearly identifies the role of innovation as a cross-cutting change strategy to support the acceleration of country results.
• The innovation strategy is well aligned to UNICEF’s Strategic Plan (2016-2021) in that it recognises the importance of harnessing innovation to accelerate country objectives.

Approach – Recommendations
What are the recommended actions?

Recommendation 1:
Build internal alignment by contextualising the innovation strategy for Malaysia

• UNICEF Malaysia should prioritise making a series of strategic decisions to bring clarity to its work on innovation.
• These critical decisions should determine (1) What is innovation for UNICEF Malaysia, (2) Where is UNICEF Malaysia best positioned to innovate, and (3) What are the strategic focus areas for innovation.
Organisation – Findings

What did we find?

12. Formal integration of innovation into CO plans is essential to create the right enabling environment

13. Support for innovation weakens among middle management

14. Reporting lines are arranged to support mainstreaming of innovation across the CO

15. Current reporting lines provide space for cross-matrix collaboration across the CO

16. Misalignment of expected areas of innovation focus

17. Innovation collaboration is occurring across UNICEF’s cross-matrix structure

18. Innovation networks play a key role in nurturing a culture for innovation

19. Procedures are not adapted for private-sector partnerships in the context of innovation

Organisation – Conclusions

What does this mean?

Conclusion 2:

Innovation is considered peripheral to core programmatic activities

- At present, the Innovation Specialist role reports directly to the Country Representative.
- The reporting lines were configured in this way to support mainstreaming of innovation as a core and crosscutting strategy across the organisation.
- However, the structure has not created an enabling environment for innovation to be embedded within core programmatic sections.

Current reporting lines have supported cross-matrix collaboration

Natural touch-points with cross-cutting sections

Innovation has not ‘taken root’ in programme sections

Organisation – Conclusions

What does this mean?

Conclusion 2:

Innovation is considered peripheral to core programmatic activities

- At present, the Innovation Specialist role reports directly to the Country Representative.
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Current reporting lines have supported cross-matrix collaboration

Natural touch-points with cross-cutting sections

Innovation has not ‘taken root’ in programme sections
Organisation – Recommendations
What are the recommended actions?

Recommendation 2:
Consider structural changes to better mainstream innovation into programmes

**Who?**
- UNICEF Malaysia should reconfigure reporting lines so that the Innovation Specialist reports directly into the **Deputy Representative**
- This reconfiguration would enable greater integration of innovation and send a strong signal to programmes that innovation should be actively engaged

**How?**
- Reconfigure reporting lines within the organisation
- Nurture a culture of innovation within programmes

Resources and Capabilities – Findings
What did we find?

<table>
<thead>
<tr>
<th>Resources and Capabilities – Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>20. The current funding structure creates an enabling environment for innovation</td>
</tr>
<tr>
<td>21. Innovation budget not used to support programmatic activities</td>
</tr>
<tr>
<td>22. Innovation budget allows for higher risk taking compared to regular country programme budgets</td>
</tr>
<tr>
<td>23. Internal capacity around innovation is hindered by a closed mind-set to innovation</td>
</tr>
<tr>
<td>24. Broad skill set required within the CO to effectively receive and embrace innovation</td>
</tr>
<tr>
<td>25. Innovation solutions are being tested and applied across the organisation</td>
</tr>
<tr>
<td>26. Excellent track record in supporting the transition to scale of innovation solutions</td>
</tr>
<tr>
<td>27. Innovation tools are not always designed with a lens of gender equality and human rights</td>
</tr>
</tbody>
</table>

Resources and Capabilities – Conclusions
What does this mean?

**Conclusion 3:**
An open mind-set is critical to mainstreaming innovation across the organisation

- Innovation is about taking emerging approaches and tools, and testing how they can be applied across contexts. If successful, innovations are scaled.
- The key word to point out here is the word ‘success’, as it indicates that some innovations will succeed and some will fail.
- Through observations we found that some staff (particularly within programmes) appeared resistant to trying something new or different, seeking evidence or proof of its prior success before engaging with its potential.

The receptiveness of staff to try something new or different was identified as a key factor influencing the success of innovation.

Resistance to trying something untested or unproven was largely attributed to feelings of risk-taking and failure.

Budgetary constraints were not identified as a barrier.
Resources and Capabilities – Recommendations
What are the recommended actions?

Recommendation 3:
Accelerate the adoption of innovation by introducing cross-functional innovation KPIs

- Recognition as the primary form of reward within UNICEF Malaysia
- Cross-functional innovation metrics should be introduced to accelerate the adoption and integration of innovation
- The formalisation of innovation in this manner will support the transfer of accountability from the Innovation Specialist to the organisation more broadly.

Who?
Deputy Representative Planning, Monitoring and Evaluation Specialist

How?
Provide cross-functional responsibility for output 2.5 Innovation and Entrepreneurship in the results matrix

Resources and Capabilities – Conclusions
What does this mean?

Conclusion 4:
UNICEF Malaysia is well positioned to dually support early innovation and pathways for scale

- UNICEF Malaysia has demonstrated tremendous leadership and success in supporting internet-enabled innovations, such as U-Report to scale.
- Over the past six months, UNICEF Malaysia has helped to grow the number of registered users by 74% to reach a total of 27,139 U-Reporters across the country.
- At the same time, UNICEF Malaysia’s commitment to reaching those left behind first present a unique opportunity for the CO to also support early innovation.

Resources and Capabilities – Recommendations
What are the recommended actions?

Recommendation 4:
Utilise the innovation matrix portfolio to determine the allocation of resources for scaling existing solutions vs developing early innovation solutions

- Provide greater clarity on how innovation should be optimally positioned along the innovation and scale continuum
- Harness a portfolio management approach as a tool to find the balance between focusing on existing, tried-and-tested internet-enabled innovations that need scaling vis-à-vis innovations that need developing from early stages

Who?
Deputy Representative Innovation Specialist
Senior Adviser, Innovation Specialist

How?
Consult with the UNICEF Global Innovation Centre to establish a pipeline of solutions at the point of scale
Collaborate with programmatic colleagues to identify specific pain points associated with reaching the hard-to-reach
Use the innovation portfolio matrix to determine the time and resources that should be spent on innovations
Incentives and Ecosystem – Findings
What did we find?

28. Recognition is the primary form of reward

29. Lack of formalised metrics creates a disincentive for innovation

30. Partnerships are an essential component of the innovation strategy and work plan

31. Active collaboration with a broad range of private sector partners since 2016

32. Collaborations with education is identified as an entry-point and emerging area of opportunity

33. Tremendous opportunities to continue collaborations within Malaysia’s innovation ecosystem

Incentives and Ecosystem – Conclusions
What does this mean?

Conclusion 5:
Recognition and rewards are essential to incentivise innovation in the absence of formal KPIs

- UNICEF primarily rewards and incentivises behaviour through recognition.
- This recognition may come in the form of verbal recognition from a senior manager in a team meeting, or by having work showcased to UNICEF and UN peers on platforms, e.g., UNICEF’s Stories of Innovation online page.
- The lack of innovation metrics serves to reinforce the perception that innovation is an additional task that is outside regular programming activities.
- Senior management endorses innovation and has publically supported it by recognising the success of U-Report.

Incentives and Ecosystem – Recommendations
What are the recommended actions?

Recommendation 5:
Redesign the funding structure for innovation so that its budget can be harnessed as risk-funding

- Clearly allocate the innovation budget for trying new and different things which are unproven, and may result in failure.
- Create an environment for staff to become more receptive to collaborating with innovation on activities outside of core/planned programmatic activities.
- A shift in budget labelling should be accompanied by a commitment to document, share and celebrate both successes and failures.
Incentives and Ecosystem – Conclusions
What does this mean?

**Conclusion 6:**
Significant opportunities to engage and collaborate with partners within Malaysia’s innovation ecosystem

- Malaysia’s innovation ecosystem is broad and diverse, including government agencies, UN agencies, social enterprises, NGOs, universities, incubator programmes, private sector and impact investors.
- The innovation strategy recognises the critical role of partnerships to uplift UNICEF’s work on innovation in Malaysia.
- Partnerships can unlock the potential to scale innovations or target innovations to achieve the hard-to-reach through partnership networks, knowledge and technology.
- Unclear strategy to engage potential innovation partners.

**Incentives and Ecosystem – Recommendations**
What are the recommended actions?

**Recommendation 6:**
Pursue innovation partnerships with high-impact partners committed to reaching the hard-to-reach

- Re-calibrate the focus of innovation to support the identification of high-impact partners within Malaysia’s innovation ecosystem.
- Review the horizon scan of Malaysia’s innovation ecosystem and consider use of the stakeholder matrix to high-grade potential partner types based on their interest and influence.

Closing and Reflections
Marianne Clark-Hattingh
Appendix 1
Extended Evaluation Methodology

Introduction to Developmental Evaluations

Developmental Evaluation supports innovation development to guide adaptation to emergent and dynamic realities in complex environments. Developmental Evaluations tend to be more dynamic and forward-looking in nature, focusing on strategic learning and course correction.

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Roles and responsibilities</th>
<th>Approach</th>
<th>Results</th>
<th>Complexity and uncertainty</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional Evaluation</td>
<td>Supports improvement, summative tests and accountability.</td>
<td>Positioned as an outsider to assure independence and objectivity.</td>
<td>Approach follows traditional research and disciplinary standards of quality dominate.</td>
<td>Detailed formal reports and validated best practices, generalised across time and space.</td>
<td>Methodological rigour, independence, credibility, analytical and critical thinking.</td>
</tr>
<tr>
<td>Developmental Evaluation</td>
<td>Supports development of innovation and adaption in dynamic environments.</td>
<td>Positioned as an embedded evaluator to ensure regular consultation and discussion of ideas and issues.</td>
<td>Utilisation-focused and approach is selected to service developmental use.</td>
<td>Rapid and real-time feedback; diverse, user-friendly forms of feedback, aims to nurture learning.</td>
<td>Methodological flexibility and adaptability, creative, high tolerance for ambiguity, open and agile.</td>
</tr>
</tbody>
</table>

How did we utilise the 6 months?

Fig 5: Timeline
Phase 1 Design and Methods

Who did we consult?

**Figure 6: Consulted UNICEF Internal Stakeholders**

Breakdown by Gender
- Female: 45%
- Male: 55%

Breakdown by Functions
- UNICEF CO Programme: 30%
- UNICEF CO Innovation: 25%
- UNICEF CO Communication: 15%
- UNICEF Malaysia Senior Management: 20%
- UNICEF Regional: 10%

**Figure 7: Consulted External Stakeholders**

Breakdown by Gender
- Female: 55%
- Male: 45%

Breakdown by Functions
- Private Sector: 30%
- Social Enterprise: 20%
- NGO: 15%
- Academia: 15%
- Government: 20%

**Figure 8: Innovation Workshop Participants**

Breakdown by Gender
- Female: 40%
- Male: 60%

Breakdown by Functions
- UNICEF Private Sector Fundraising and Partnerships: 30%
- UNICEF CO Programme: 30%
- UNICEF CO Innovation: 15%
- UNICEF CO Communication: 15%
- UNICEF Malaysia Senior Management: 5%
- UNICEF Regional: 5%

Phase 2 Implement

Who attended the workshop?

**Figure 8: Innovation Workshop Participants**

Breakdown by Gender
- Female: 40%
- Male: 60%

Breakdown by Functions
- UNICEF Private Sector Fundraising and Partnerships: 30%
- UNICEF CO Programme: 30%
- UNICEF CO Innovation: 15%
- UNICEF CO Communication: 15%
- UNICEF Malaysia Senior Management: 5%
- UNICEF Regional: 5%

Phase 2 Implement

What did we cover in the workshop?

**Workshop objective:** The workshop was conducted to test the use of innovation ‘tools’ and ‘techniques’ that could help address some of the specific challenges raised around categorising innovation ideas in a portfolio, developing a qualification process for vetting innovation ideas, and establishing a process for collaboratively developing innovation ideas.

![Workshop Diagram]

- **Align**
- **Pitch**
- **Prioritise**
- **Action**
- **Reflect**

**Focus**
- **Prioritise**
- **Mobilise**
Phase 2 Implement
What was the outcome?

**Idea 1:** Partner with academia to harness “big data” and new technologies to capture insights and overcome data gaps

**Idea 2:** Engage and communicate with UNICEF Malaysia supporters using RapidPro to capture insights about supporter preferences

**Idea 3:** Collaborate with the gaming industry to promote healthy eating habits for adolescent children

**Idea 4:** Explore and leverage the full breadth of data collected through U-Report to provide insights for, and engagement with U-Report stakeholders

Phase 2 Implement
What was prioritised?

**Idea 3:** Collaborate with the gaming industry to promote healthy eating habits for adolescent children

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