



UNDP China

**The Innovative Demonstration Project on
Promoting Youth Participation in Sustainable
Development and Building a Community with
Shared Future for Mankind**

Mid-term Evaluation Report

July 2023

Contents

PROJECT AND EVALUATION INFORMATION	5
Project Information.....	5
Evaluation Information.....	6
ACKNOWLEDGEMENT	7
LIST OF ACRONYMS	8
EXECUTIVE SUMMARY	9
Project Overview and Evaluation Methodology	9
The Purpose and Scope of Evaluation.....	9
Evaluation Methods.....	10
Main Findings.....	11
Recommendations:	16
I. OVERVIEW	19
1.1 Evaluation Purpose.....	19
1.2 Intervention Assessment.....	19
1.3 Report Structure	21
II. INTRODUCTION	23
2.1 Project Background	23
2.2 Theory of Change.....	24
2.3 Adjustment in Design and Implementation	25
2.4 Project Partners.....	26
2.5 Project Resource.....	28
2.6 Implementation Constraints and Design Deficiencies.....	28
III. INTERVENTION MEASURES	30
3.1 Project Management.....	30
3.2 Main Intervention Measures.....	30
IV. EVALUATION SCOPE AND OBJECTIVES	33
4.1 Evaluation Scope.....	33
4.2 Evaluation Objectives.....	33
4.3 Evaluation Criteria and Questions.....	34
V. EVALUATION METHODOLOGY AND APPROACH	37
5.1. Methodology and Analytical Approach/Framework.....	37

5.2 Data Collection.....	40
5.3 Ethical Discipline	41
5.4 Background of the Evaluation Team.....	41
5.5 Limitation and Mitigation Measures	42
VI. DATA ANALYSIS APPROACH	43
6.1 Outcome Mapping.....	43
6.2 Beneficiary Assessment.....	43
6.3 Contribution Analysis.....	43
VII. KEY FINDINGS.....	44
7.1 Relevance	44
7.2 Coherence	47
7.3 Effectiveness of Downstream Strategies	48
7.4 Effectiveness of Midstream Strategies	55
7.5 Effectiveness on Upstream Strategy.....	61
7.6 Other Issues Related to Relevance and Effectiveness	62
7.7 Efficiency	64
7.8 Sustainability	71
7.9 Social Inclusiveness: Gender and Cross-cutting issues	72
VIII. CONCLUSIONS	76
8.2 Conclusion on Relevance	78
8.3 Conclusion on Coherence.....	78
8.4 Conclusion on Effectiveness	79
8.5 Conclusion on Efficiency	81
8.6 Conclusion on Sustainability.....	81
8.7 Conclusion on Gender Equality and LNOB	82
IX. LESSONS LEARNED	83
9.1 Momentum Roots in Consensus.....	83
9.2 Adaptive Organizational Network.....	83
9.3 Emergency Contingency Plan for the Project.....	83
9.4 Cooperation with the Established Education System.....	84
9.5 Replicable Knowledge Products.....	84
9.6 Volunteer Service	85
X. RECOMMENDATIONS	86
10.1 Recommendation on Strategy.....	86

10.2 Recommendation on Design.....	86
10.3 Recommendation on Organization	88
10.4 Recommendation on Exception.....	89
10.5 Recommendation on Competency Build.....	90
10.6 Recommendation on Social Inclusiveness	90
Annex I. Evaluation TOR	93
Annex II. Evaluation criteria and matrix.....	94
Annex III. Document Review Checklist	98
Annex IV. List of Individuals or Groups Interviewed or Consulted	99
Annex V. Semi-Structured Interview Guides for Key Informants	100
Annex VI. Project TOC framework	101
Annex VII. Media coverage related to the project	102
Annex VIII. Reference	105

PROJECT AND EVALUATION INFORMATION

Project Information

Project/Outcome Information		
Project title	Innovative Demonstration Project on Promoting Youth Participation in Sustainable Development and Building a Community with Shared Future for Mankind	
Atlas ID	Award ID: 00119743/Output ID: 00116137	
Corporate outcome and output	<p>CPD (2021-2025) Outcome 1: Advance poverty eradication in all its forms and dimensions</p> <p>UNSDCF Outcome 1: Relative poverty and multi-dimensional poverty are reduced, and more coordinated development leads to reduction in gaps between rural and urban areas and among regions, as more people in China, including left-behind groups, benefit from sustainable, innovation-driven and shared high-quality economic development, with enhanced access to economic opportunities arising through innovation, entrepreneurship and rural revitalization, enjoying decent work, sustainable livelihoods, and the right to development equally for both women and men.</p> <p>CPD Output 1.1: Public and private solutions developed, financed, and applied to reduce multidimensional poverty/increase population access to income and build resilience, in selected areas.</p>	
Country	China	
Region	Asia Pacific Region	
Date project document signed	May 30, 2019	
Project dates	Start	Mid-term end
	May 31, 2019	Dec 31, 2022
Project budget	5,359,562 CNY (799,380 USD)	
Project expenditure	5,233,575 CNY (781,056 USD) ¹	

¹China Soong Ching Ling Science and Culture Center for Young People has paid a total of 5,359,562 CNY in shared cost from May 2019 to December 2022. As of December 31, 2022, the remaining shared cost in CICETE account amounts to 98,122 CNY. The remaining shared cost in UNDP China amounts to 4,159 USD. As of December 31, 2022, UNDP China has incurred shared cost totaling 781,056 USD (calculated based on the floating exchange rate of CNY to USD at different times).

Funding source	China Soong Ching Ling Science & Culture Center for Young People
Implementing Partner	China International Center for Economic and Technical Exchanges (CICETE)

Evaluation Information

Evaluation Information		
Evaluation type	Project evaluation	
	Mid-term evaluation	
Evaluation period	Start	End
	May 31, 2019 ²	December 31, 2022
Evaluating team	LIU Bing, WEI Binbin, GUO Cheng	
Contact	LIU Bing	liubing@bnu.edu.cn
Evaluation dates	Start	End
	December 17, 2022	April 30, 2023

² Referring the date of the final signature as indicated in the project documentation.

ACKNOWLEDGEMENT

This evaluation was solidly supported by the Project Management Office with providing basic documents for evaluation, as well as negotiating several interviews and field researches with stakeholders. The successful completion of this evaluation is also attributed to the active cooperation of the project's implementing partner and cooperation partners. They have provided essential project information and valuable insights from various perspectives. The key individuals involved in the project implementation are representatives who deeply engaged in Project execution from China Soong Ching Ling Foundation (SCLF), China International Economic and Technical Exchange Center (CICETE), United Nations Development Programme China (UNDP China), United Nations Volunteers (UNV), and China Soong Ching Ling Science & Culture Center for Young People (SCLSCC). UNDP officials provided guidance on the quality standards for the evaluation report. Youth representatives, who participated in various project activities, were interviewed by the evaluation team to share their experiences and provide feedback. We would like to express our gratitude to all the interviewees for their valuable time, patience, enthusiasm, and insights.

The main interviewees include:

- ZHANG Qiang (Beijing Normal University), professor, specializing in sustainable development and volunteer services.
- YANG Fan, project manager.
- ZHANG Buyuan, project assistant (National UN volunteer specialist).
- GUO Li (CICETE), deputy division director.
- ZHONG Han (CICETE), project assistant (National UN volunteer specialist).
- GAO Xin (UNDP China), specialist on youth development.
- DING Milawen (UNDP China), youth project assistant (National UN volunteer specialist).
- SHEN Lijie (UNV), official (National UN volunteer specialist).
- LIN Shiling, Trainee of Movers Project, IOC young leader.

LIST OF ACRONYMS

- **CICETE** China International Center for International Economic Exchanges
- **SCLSCC** China Soong Ching Ling Science & Culture Center for Young People
- **PMO** The Project Management Office
- **PSC** The Project Steering Committee
- **SCLF** China Soong Ching Ling Foundation
- **SDG/SDGs** Sustainable Development Goals
- **UNDP** The United Nations Development Programme
- **UNV** The United Nations Volunteers Programme

EXECUTIVE SUMMARY

Project Overview and Evaluation Methodology

This report presents the mid-term evaluation of the “Innovative Demonstration Project on Promoting Youth Participation in Sustainable Development and Building a Community with a Shared Future for Mankind,” hereinafter referred to as the “Project” or “Youth Sustainable Development Project.” The project was designed based on the Theory of Change, aiming to innovate youth education models and technological approaches. It introduces a volunteer service implementation pathway and explores a comprehensive and integrated demonstration system for Chinese youth participation in sustainable development, encompassing “educational innovation, innovation and entrepreneurship, and volunteer service.” The project advocates for the establishment of a conducive environment for youth sustainable development goal (SDG) education in society, enhancing youth awareness of SDGs, and encouraging their active involvement in the process of practicing SDGs. By mobilizing special groups and considering youth as the main agents, the project engages them at various levels through educational innovation, innovation and entrepreneurship, and volunteer service to contribute to the achievement of sustainable development goals.

The project is jointly implemented by five organizations: China Soong Ching Ling Foundation (SCLF), United Nations Development Programme China (UNDP China), United Nations Volunteers (UNV) Programme, China International Center for International Economic Exchanges (CICETE) and China Soong Ching Ling Science & Culture Center for Young People. The project execution started on May 31, 2019 and will conclude on December 31, 2022. There are plans for the continuation of the project's “Stage Two” in terms of planning and implementation.

This report employs a theory-driven evaluation approach aimed at experiential learning and knowledge sharing. Based on the Theory of Change, the report outlines the main evaluation criteria, including Relevance, Coherence, Effectiveness, Efficiency, Sustainability, and Social Inclusiveness. The evaluation process involves collecting relevant facts and data through methods such as key informant interviews, outcome collection, and appreciative inquiry. Data analysis is conducted using techniques such as outcome mapping, beneficiary assessment, and contribution analysis. The report highlights the key findings and lessons learned from the evaluation process, draws evaluation conclusions, and provides recommendations for the future development of the project.

The Purpose and Scope of Evaluation

Evaluation Purpose

The mid-term evaluation serves as a phase-specific summary of the project implementation. Its purpose is to assess the alignment between the expected objectives and the related outputs, thus measuring the overall effectiveness of the project. Through careful reflection on intervention measures, progress, challenges, lessons learned, and other aspects, the evaluation provides recommendations for the future implementation and achievement of project goals.

In a broader sense, project evaluation aims to provide a systematic, comprehensive, and independent review of the operational experience of the project's relevant executing agencies. It

effectively feeds back into the business systems of these agencies. Project evaluation helps ensure that organizational objectives and initiatives align with the strategic plan of the United Nations Development Programme, support the UN 2030 Agenda and Sustainable Development Goals, as well as other global, national, and corporate priorities.

Evaluation Scope

Based on the evaluation criteria of the United Nations Development Programme, the mid-term evaluation will assess six key aspects of the project: Relevance, Coherence, Effectiveness, Efficiency, Sustainability, and Social Inclusiveness. In addition, the evaluation will explore cross-cutting issues, particularly risk management and gender considerations. The evaluation will cover all interventions of the project and their effects, including interventions targeting the project's target groups at downstream, midstream, and upstream levels.

Evaluation Methods

To achieve the aforementioned evaluation objectives, the evaluation team employed a combination of theory-driven evaluation, outcome harvesting, and appreciative inquiry methods. Through content analysis of project design documents, implementation files, and interview records, the team constructed a database of foundational data and information for the evaluation. The main methods used for data collection during the evaluation process include:

- **Key informant interviews:** The evaluation team conducted semi-structured interviews with key personnel from the project management office, partner organizations, and donors who were responsible for project implementation. These interviews gathered key information on project achievements, implementation approaches, collaboration mechanisms, implementation experiences, and recommendations. Interviews with academic advisors involved in project planning and frontline teachers involved in curriculum development were also conducted to understand the project's design concepts and implementation status.
- **Group discussions:** Group discussions were conducted with participants from the Movers Programme and “Sustainable Development, Youth in Action - Be A Little River Officer” series activities. Participants shared their first-hand experiences and knowledge changes regarding the sustainable development goals, as well as their personal practices and advocacy after participating in the project. These discussions provided substantial evidence of direct benefits to project participants and the indirect impact of the project.
- **Core text analysis:** The evaluation team extensively reviewed important project documents such as project plans, annual reports, and financial statements. Through comparative analysis of multiple documents, the team assessed the consistency of project implementation. Financial data analysis was also conducted to evaluate resource allocation efficiency and provide improvement suggestions.
- **Case analysis:** In-depth case studies were conducted on influential large-scale activities such as Movers Programme China and “Sustainable Development, Youth in Action - Be A Little River Officer”, utilizing reports, photographs, and oral testimonies. This analysis evaluated the alignment between typical activities and project objectives and summarized the key implementation experiences of the project.

In addition, the evaluation team investigated the impact of the global COVID-19 pandemic on the project and the measures taken to address it. Lessons learned were summarized to enhance the effectiveness of project implementation in an uncertain environment.

The main analysis methods used in the evaluation process include:

- **Outcome mapping:** It is a method for planning, monitoring, and evaluating development initiatives to achieve sustainable social change. As an evaluation method, outcome mapping tests the effectiveness of the theory of change and provides a framework for collecting data on immediate, observable changes that lead to longer and more transformative changes. It allows for a reasonable assessment of the “intervention-outcome” relationship.
- **Beneficiary assessment:** It is a qualitative analysis method that primarily evaluates the value of a project through the perceptions of beneficiaries. It aims to gain an understanding of the project from shared experiences and observations, prioritizing the viewpoints of participants. The data analysis process focuses on different levels of stakeholders and their perceptions and evaluations of the project, including women and other special interest groups.
- **Contribution analysis:** It is a method used in routine project evaluation to assess causal issues and infer causal relationships. It provides a step-by-step approach to help managers, researchers, and decision-makers draw conclusions about the specific contributions their projects are making to particular outcomes or the contributions they are currently making.

Main Findings

The sustainable development project has achieved the established outcomes through the implementation of various activities. For example:

- The “Sustainable Development Youth in Action - Sunshine Sports” in 2020, the “Sustainable Development, Youth in Action – Little Water Officer” series activity in 2021, and the Movers Programme China, which started in 2020. These initiatives have contributed to achieving “Outcome 1: Establish a youth SDG platform and raise youth awareness of the SDGs & ‘A Community with a Shared Future for Mankind’”;
- “National Dialogue, the “Sustainable Development, Youth in Action – Little Water Officer Officer” series activity, and the youth SDGs workshops have contributed to achieving “Outcome 2: Support young people’s innovative and entrepreneurial abilities and empower youth to accelerate SDG localization” by enhancing the technological innovation literacy of young people and promoting their participation in localizing sustainable development goals;
- Activities such as the China-Japan Youth Environmental Exchange and the China-Africa Sustainable Development Youth Roundtable have facilitated the realization of “Outcome 3: Enhance the network of youth participation in SDGs” by promoting innovative ways and channels for cultural exchanges between young people from different countries;
- The International Volunteer Day theme series activities, as well as the UN Youth Volunteer Leadership Training, have contributed to achieving “Outcome 4: Establish long-term mechanisms to strengthen young people’s volunteer engagement in the SDGs and raise awareness and knowledge on the importance of a shared future for mankind.” These activities have helped establish sustainable development goals and volunteer service as an

integral part of young people's consciousness and have enhanced their understanding of a shared future for humanity;

- The evaluation categorized the main findings based on evaluation criteria such as relevance, coherence, effectiveness, efficiency, and sustainability. It comprehensively assessed the main strategies and methods employed at different levels (downstream, midstream, and upstream) in the sustainable development project. The following sections will present the main findings grouped according to the evaluation criteria.

Relevance		Finding 1: The interventions and measures implemented in the Project align closely with the Theories of Change, establishing a preliminary “Education Innovation - Innovative Entrepreneurship - Volunteer Service” integrated demonstration system.
Coherence	Strategic Coherence	Finding 2: The stakeholders involved in the Project demonstrate a high level of consensus and commitment to advancing the United Nations SDGs. They actively contribute resources and efforts to promote youth engagement in sustainable development.
	Internal Coherence	Finding 3: The Project has implemented a wide range of diverse thematic activities that align with the SDGs. However, there is room for improvement in terms of enhancing the coherence and overall integration among these activities.
Effectiveness	Downstream Strategy	<p>Finding 4: The Project has successfully attracted a large number of diverse youths, including different genders, through its multi-level and diverse series of courses and thematic activities. These activities have effectively introduced the youth to the sustainable development goals and core skills related to social innovation leadership.</p> <p>Finding 5: The Project has trained a significant number of young course instructors and primary and secondary school teachers through its related series of activities. These trainees have effectively disseminated the concept of sustainable development within their respective fields, including social organizations and schools, playing a crucial role in influencing a broader audience.</p>
		<p>Example 1: Movers Programme China</p> <p>Finding 6: The Movers Programme China has successfully cultivated a significant number of highly skilled and internationally oriented young leaders in the field of sustainable development. The program has provided them with valuable training, resources, and opportunities to enhance their knowledge and leadership abilities.</p>

		<p>Finding 7: Movers participants have gained sustainable development innovation and entrepreneurial skills through the training. The program has expanded its impact through workshops and has effectively combined the acquired skills with their own work to promote youth engagement in sustainable development. However, there is room for improvement in providing ongoing tracking and support to Movers participants.</p>
		<p>Example 2: Series activity for young people</p> <p>Finding 8: Leveraging a rich curriculum content system, strong collaboration with government departments, and a continuously growing team of instructors, the “Little Water Officer” series activities have gradually evolved into an innovative youth development system for sustainable development.</p> <p>Finding 9: The Project has established a comprehensive framework for sustainable development courses, including localized international curricula and independently developed materials. This framework encompasses demonstration courses, curriculum packages, and a core team of instructors.</p>
		<p>Summary</p> <p>Finding 10: The participation of young people in the Project has significantly deepened their awareness of the sustainable development goals through curriculum training, thematic activities, and international exchanges. They have also acquired relevant skills and abilities to take actions.</p> <p>Finding 11: The Project demonstrates a strong commitment to gender equality and the inclusion of marginalized groups. However, there is a need to enhance the engagement and participation of rural youth in the project.</p>
	<p>Midstream Strategy</p>	<p>Innovation and Entrepreneurship Network and Resources</p> <p>Finding 12: “Youth Co: Lab National Dialogues have enhanced the entrepreneurial and innovative abilities of young people, creating a conducive environment for social innovation. It has identified projects with innovative designs. However, there is a lack of available information on project tracking and a sustainable support system.</p>
		<p>Volunteer Service Platform and Participation Pathways</p> <p>Finding 13: The Project advocates the spirit of volunteerism and empowers youth further by establishing training and exchange platforms for young volunteers. Through specialized training, regional and global collaborations, and</p>

		<p>volunteer practices, the project has enhanced the capacity of youth in volunteer service.</p> <p>Finding 14: The Project has innovatively introduced various participation pathways for youth in volunteer service, creating multiple volunteer opportunities, promoting the spirit of volunteerism, and fostering a positive atmosphere of everyone's participation in volunteer service.</p>
		<p>International Exchanges</p> <p>Finding 15: The Project has fostered innovative channels and modes of interaction for cross-cultural exchange among youth, providing opportunities for young people from different countries to share and learn about sustainable development experiences.</p>
	Upstream Strategy	<p>Partnerships and Policy Advocacy</p> <p>Finding 16: The Project has created a favourable environment for sustainable development education and youth innovation and entrepreneurship by integrating a wide range of social resources. This trend continues to consolidate and expand.</p> <p>Finding 17: There is evidence suggesting that collaborative endeavours with national ministries and local governments have started to influence government decision-making in sustainable development innovation practices.</p>
	Countering COVID-19 Pandemic	<p>Finding 18: With the help of internet technology, the Projects have flexibly adjusted implementation methods, which effectively mitigating the negative impacts caused by the COVID-19 pandemic.</p> <p>Finding 19: Despite the implementation of innovative measures to ensure project execution, the COVID-19 pandemic still had a certain impact on the projects, primarily manifested in the limitations on international exchange activities.</p>
	Publicity	<p>Finding 20: Stakeholders involved in have effectively increased the visibility of the Project and promoted the concept of sustainable development through various channels such as official websites, WeChat public accounts, mainstream media coverage, and local cooperation promotion. They have utilized various forms such as text, videos, music, exhibitions, etc., to effectively raise awareness and disseminate the principles of sustainable development.</p>
Efficiency	Strategic	Financial Input and Expenditure

	Resourcing	<p>Finding 21: The Project have sufficient funding and maintained a high execution rate, even in challenging situations such as the COVID-19 pandemic.</p>
		<p>Human Resources Condition</p> <p>Finding 22: The Project Management Office (PMO) and staff from partner organizations have a broad international perspective and extensive experience in project management, ensuring the effective operation of the projects with great enthusiasm and professionalism. However, there is a need to further enhance the quantity of human resources directly involved in ensuring the smooth running of the Project.</p>
	Partnership Construction	<p>Communication and Collaboration among Project Partners</p> <p>Finding 23: The main implementing/cooperation partners of the Project have excellent conditions in terms of funding, venues, and capabilities, making them effective vehicles for the localization of international projects.</p> <p>Finding 24: The Project's five collaborating partners have close connections and actively provide funding, volunteers, specialized skills, and expert resources, making them the core driving force behind the smooth implementation of the project.</p> <p>Finding 25: All partners involved in the Project need to strengthen communication regarding project progress and action strategies. They should fully leverage the resource advantages of multi-stakeholder collaboration organizations to achieve a win-win situation for all parties involved.</p>
		<p>Partnership with Government</p> <p>Finding 26: The Project has established ground-breaking cooperation with relevant government departments, creating an extensive network for sustainable development education.</p>
<p>Partnership with Private Sector and NGOs</p> <p>Finding 27: The project partners, including international organizations and renowned companies, possess important resources and have started seeking collaboration with local civil society organizations. However, there is a need to establish stable and sustainable cooperation mechanisms for utilizing these resources in sustainable development projects.</p>		
	Monitoring &	<p>Finding 28: The Project emphasizes the summative learning of individual activities, but there is room for improvement in</p>

	Evaluation System	terms of process monitoring, evaluation, and timely adjustments.
Sustainability		Finding 29: The Project's resource allocation and collaboration network demonstrate a high level of sustainability. In the future, the establishment of more robust sustainable development hubs can be achieved through mechanisms such as cooperative agreements and joint construction.
Social Inclusiveness	Gender Equality	Finding 30: The sustainable development project incorporates a gender perspective and ensures the active participation of female youth and adolescents in its various activities, with their representation exceeding 50%.
	Minority Participation	Finding 31: During the COVID-19 pandemic, the project adopted a combination of online and offline approaches, extending its implementation from urban centers to remote areas. Through collaborations with local governments, Movers workshops, and other initiatives, the project promoted sustainable development concepts in underdeveloped regions. Additionally, it reduced the barriers to participation for youth in Mid-West China, integrated advantageous resources, and empowered marginalized youth groups. These efforts contributed to achieving greater social inclusivity.

Recommendations:

Strategy

Implementing sustainable development projects requires a strategic perspective from both international and domestic contexts to assess the project's development environment, its positioning, and its historical mission. This helps in mobilizing rich domestic and international resources, strengthening dialogue and cooperation among nations, and establishing consensus values and collective actions within the discourse system of mutual understanding. Furthermore, it is crucial to maintain sensitivity during the implementation of sustainable development projects, leveraging the accumulated experience from existing activities and seizing opportunities in national strategic development. Embedding the initiative of youth participation in sustainable development into the priority agenda of national and local development is essential. This can be achieved by leveraging a robust administrative system to realize project objectives from top to bottom in China context.

Design

“Stage One” of the Project has laid a solid foundation, including curriculum framework, faculty team, empowerment model, and ecological partnership. This has created favourable conditions for the extensive expansion of “Stage Two”. The “Stage Two” project should strengthen independent research and development in specific course development and activity organization, thereby

enhancing the international influence of the project itself. The overall design of the project should have an open framework, focusing on the construction of collaborative platforms. The established curriculum framework should serve as a fixed learning module, supporting customized modules for different needs. This will facilitate the rapid replication and wide dissemination of sustainable development projects, promoting innovation and demonstration. Meanwhile, while the activities in “Stage One” of the project have distinctive features, there is a lack of overall coherence. Efforts should be made to strengthen the overall cohesion and relevance among various activities, establish integrated project objectives, and ensure seamless connection between activities.

Organization

The PMO, representing various stakeholders, is the core driving force behind project implementation. After Stage One, a well-established communication mechanism has been formed. However, different organizations have their own strengths and administrative cultures. When necessary, it is important to leverage these respective advantages, seek common ground while reserving differences, and strive for mutually beneficial outcomes. In the context of strategic alignment, the sustainable development project should strengthen deep cooperation with relevant national departments and local governments to enhance its influence and demonstration effect. Started from the practical work of departments and localities, efforts should be made to identify points of integration with the project and support the public sector's efforts in promoting green development. The project needs to build an entrepreneurial network to disseminate the concept of sustainable development and attract market resources to support youth participation in sustainable development practices. During the implementation process, the project can establish a “circle of friends” (朋友圈) with social organizations in the same field, gradually becoming a hub organization for youth engagement in sustainable development and continuously aggregating resources from the social sector.

Execution

During the overall project implementation process, it is important to strengthen data collection and accumulation, and design regular monitoring indicators. The project should improve the accumulation of data in the summary evaluation of large-scale activities and monitor the consistency between project execution and expected goals through self-assessments. The sustainable development project should enhance its promotional efforts through a dissemination matrix primarily composed of mainstream media, official websites, WeChat public accounts, Weibo official account, etc. Additionally, activities such as the “Youth Co: Lab National Dialogue’s should be strengthened to encourage youth innovation and entrepreneurship. Efforts should also be made to facilitate the connection between outstanding projects and investors, provide expert consultations for innovation and entrepreneurship, and assign youth entrepreneurship mentors.

Competency Development

Personnel in the PMO demonstrate outstanding capabilities, but their numbers are severely inadequate. In the later stages of project implementation, it is necessary to strengthen the project management team and fully leverage the resources of United Nations volunteers. The responsibilities and division of labour among project members should be refined to enhance the

leadership of the Project Management Office during the implementation process. In addition to leveraging the primary role of United Nations volunteers in project implementation, efforts should be made to expand the team of university student volunteers. These volunteers should be organized to actively engage in sustainable development practices at the grassroots level in urban and rural areas.

Social Inclusiveness: Gender and cross-cutting issues

In “Stage One”, great emphasis was placed on social inclusion, ensuring equal opportunities for the participation of women and marginalized groups. Later project design and implementation highlighted the importance to tailor the project to the specific needs and characteristics of women, persons with disabilities, and youth in underdeveloped areas. This can be achieved by developing specialized programs that promote the development and empowerment of these target groups. It is essential to recruit participants from these specific groups, while also reducing barriers to participation for youth in underdeveloped regions, such as in the central and western parts of the country, to ensure their sustained engagement. Furthermore, the project implementation can be facilitated by piloting initiatives at the grassroots level, ensuring that resources are effectively directed towards serving women, youth, and other marginalized groups in disadvantaged areas.

I. OVERVIEW

1.1 Evaluation Purpose

Mid-term evaluation is a stage-wise summary of project implementation, aimed at assessing the consistency of expected goals and their associated outputs. It measures the overall effectiveness of project implementation and provides recommendations and suggestions for future project implementation and goal achievement through a careful reflection on intervention measures, progress, challenges, lessons learned, and experiences.

In a broader sense, project evaluation aims to provide a systematic, comprehensive, and independent review of the operational experiences of relevant implementing agencies and effectively feed back into their operational systems. Project evaluation “helps ensure that organizational goals and initiatives align with the strategic plan of the UNDP, support the United Nations 2030 Agenda and Sustainable Development Goals, as well as other global, national, and corporate priorities.”

According to the evaluation criteria of the United Nations Development Programme, the mid-term evaluation will assess six key aspects of the project: Relevance, Consistency, Effectiveness, Efficiency, Sustainability and Social Inclusiveness. In addition, the evaluation will explore cross-cutting issues, particularly risk management and gender considerations. The evaluation will encompass all project interventions and their impacts.

The main purposes of the evaluation report are to provide an objective assessment of project progress and achievements for project stakeholders and implementing agencies, to inform future project planning, and to facilitate experience sharing and knowledge exchange with similar projects.

1.2 Intervention Assessment

The Project aims to achieve sustainable development goals and build a three-in-one demonstration system of “Education Innovation - Innovative Entrepreneurship - Volunteer Service”. The ultimate outcome is to create a favourable environment for youth to practice sustainable development goals through innovative education, entrepreneurial innovation, and volunteer service. The evaluation will start by assessing the expected outcomes in four areas as initially planned in the project design. The expected outcomes are as follows:

Outcome 1: Raise youth awareness of the SGDs & “A Community with a Shared Future for Mankind

1.1 The establishment of an international youth sustainable development base will be undertaken through research, investigation, and practical exploration.

Drawing on international and domestic experiences, experts will provide support to develop a demonstration curriculum that is suitable for Chinese youth to engage in sustainable development. Collaborative efforts with educational authorities and other relevant stakeholders will be made to pilot the curriculum, aiming to enhance young

people's understanding of sustainable development goals and the concept of a shared future for humanity.

Outcome 2: Support young people's innovative and entrepreneurial abilities and empower youth to accelerate SDG localization

2.1 Organize international STEM education forums

Inviting youth from different countries to participate through the platform of an exploration education forum, the project aims to cultivate the interest of young people, especially girls, in STEM subjects. The goal is to promote gender equality in STEM disciplines and enhance the technological literacy and innovative capabilities of young people. By fostering engagement in the forum, it provides opportunities for cross-cultural exchange, knowledge sharing, and collaborative learning in the field of STEM.

2.2 Organize capacity-building activities focused on innovation and entrepreneurship specifically tailored for special groups of young people

Enhancing the entrepreneurial and innovative capabilities of special groups of young people (including rural youth, ethnic minority females, disabled youth, young women and girls, LGBTQ+ youth, single mothers, and other marginalized groups), and promote their inclusive participation in achieving the Sustainable Development Goals, the project aims to provide capacity-building activities and skills training.

Outcome 3: Enhance the network of youth participation in SDGs

3.1 Arts and sustainability exchange

By organizing activities such as international youth art exchanges, the Project aims to promote the integration of local art forms with the sustainable development agenda in each country. It encourages young people from different countries to merge their local artistic expressions with their national sustainable development goals. Through the presentation of traditional culture, the project seeks to showcase the positive changes brought about by sustainable development in each country and foster bilateral or multilateral exchanges.

3.2 Sports and sustainability exchange

By organizing activities such as international youth sports exchanges, the Project aims to promote the organic integration of sports and youth engagement in sustainable development goals. These activities seek to create a platform for young people from different countries to come together through sports, fostering understanding, cooperation, and the exchange of ideas related to sustainable development. Through sports, young people can learn and practice the values and principles of sustainable development, such as teamwork, inclusivity, fair play, and respect for the environment. The goal is to inspire and empower young people to become active participants in promoting sustainable development through sports.

3.3 Youth exchange and cooperation on sustainability

By organizing exchange activities focused on sustainable development targeting young people, the Project aims to promote international youth exchange. These activities provide a platform for young people from different countries to come together, share their experiences, ideas, and initiatives related to sustainable development. Through workshops, seminars, conferences, and other interactive events, young people can enhance their understanding of sustainable development goals and explore innovative ways to address global challenges.

Outcome 4: Establish long-term mechanisms to strengthen young people's volunteer engagement in the SDGs and raise awareness and knowledge on the importance of a shared future for mankind

4.1 Establish International Platform of Volunteer Service Training and Exchange for Youth (IPV)

Innovate the development of youth volunteer service programs to promote sustainable development courses, develop and design an international youth volunteer service system training curriculum and certification system, and carry out international pilot training and comprehensive practical demonstration courses in primary and secondary schools to promote sustainable development through volunteer service.

4.2 Organize international or domestic innovation challenge activities, develop relevant methods and technological tools, collect data, and analyse the contributions of youth volunteers to sustainable development goals.

4.3 Promote international youth volunteer service and cooperation in sustainable development.

This includes organizing the “Belt and Road” International Volunteer Service Forum to share innovative cases of youth volunteer service, arranging for volunteers to attend international conferences to introduce China's experiences to the international community, and organizing international competitions for the development of volunteer service infrastructure and technology exchange in developing countries.

1.3 Report Structure

The report is divided into four sections: Overview, Evaluation Methods, Findings and Conclusions, Improvement and Suggestions (see Figure 1). The first section, “Overview,” consists of three chapters that introduce the Evaluation Purpose (Chapter 1), Project Background (Chapter 2), and Intervention Assessment (Chapter 3). The second section, “Evaluation Methods,” discusses the Scope and Purpose of Evaluation (Chapter 4), Evaluation Approach and Methods (Chapter 5), and Data Analysis Methods (Chapter 6). The third section presents the Main Findings (Chapter 7) and Conclusions (Chapter 8), while the fourth section summarizes the Improvement (Chapter 9) and provides Constructive Recommendations for the future planning of the project (Chapter 10). The report concludes with appendix materials related to the evaluation.

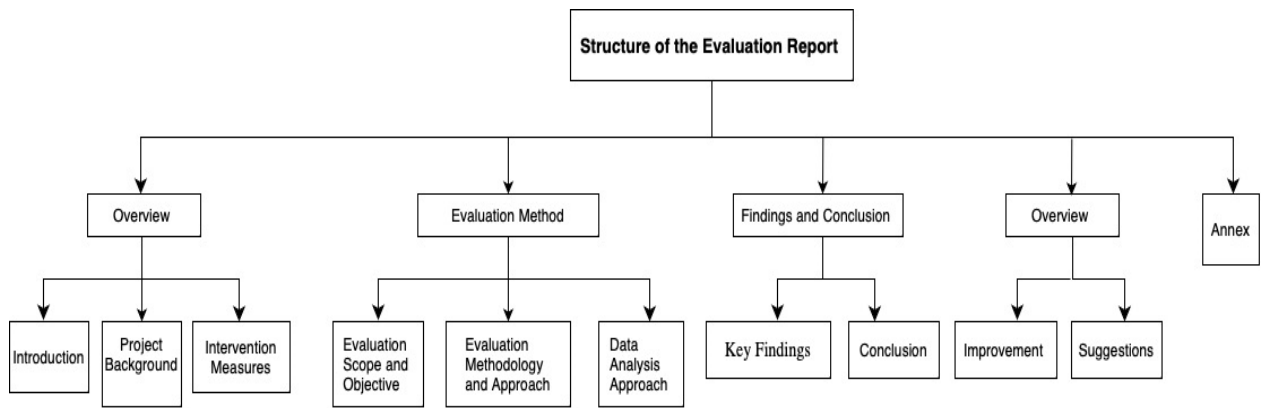


Figure 1 Structure of the Evaluation Report

II. INTRODUCTION

2.1 Project Background

Young people are key actors in achieving the 2030 Agenda for Sustainable Development. They are beneficiaries, participants, and leaders in sustainable development goals. UNDP is committed to supporting governments in promoting the implementation of sustainable development goals. In this region, policymakers face a major challenge in ensuring the involvement of the significant youth population in sustainable development. In the Asia-Pacific region, youth engagement in activities related to sustainable development goals is relatively limited, often confined to country dialogues or thematic events that heavily rely on youth advocacy or funding support from partners.

According to the Medium- to Long-Term Youth Development Plan (2016-2025) in China, the age range for youth is defined as 14 to 35 years old. China has a youth population of 439 million, accounting for approximately 32% of the total population and making it the second-largest youth population in the world. Among the Chinese youth population, females constitute 48.44%, and rural youth account for around 171 million, representing 39% of the youth population and 21% of the rural population.

In terms of child development, as a country with a child population of 298 million aged 0 to 17 years, China has consistently placed high importance on child development. It has issued the China's Outline for Child Development (2021-2030) under the auspices of the State Council, which clearly emphasizes promoting comprehensive child development and ensuring their status as active participants. The document specifically highlights the implementation of sustainable development goals related to child development, contributing China's wisdom and commitment to building a community with a shared future for humanity and promoting global child development. At the same time, China has actively implemented policies to reduce the burden on families, improving institutional mechanisms in seven major areas of child development, including health, safety, education, welfare, family, environment, and legal protection.

Chinese youth face both challenges and unprecedented opportunities in participating in social governance and international affairs amidst the complexity of political, economic, and social issues. In today's fast-paced era, knowledge is constantly evolving, social division of labor is becoming more refined, and new technologies, models, and forms of business emerge incessantly. This provides a broad stage for young people to showcase their talents and compete, but also places new and higher demands on their skills and qualities. Practice has fully demonstrated that Chinese youth have lofty ideals, a deep sense of patriotism and ambition, and immense creative potential. They are the most active and vibrant force within society, capable of leveraging their strengths to become a powerful force for innovation and change.

However, there are still many challenges to the awareness and participation of young people in sustainable development goals. On the one hand, the educational system and policy environment for youth participation in sustainable development goals need improvement. On the other hand, the means and approaches for young people to participate in the construction of sustainable development goals require exploration. Innovation and entrepreneurship are important focal points for promoting youth development. The supporting system of inclusive policies, funding chains guiding entrepreneurial innovation, entrepreneurial innovation supporting industrial chains, and

industrial chains driving employment chains have been improved. However, further exploration is needed to enhance the ways and means of promoting youth innovation and entrepreneurship. Volunteer service plays a crucial role in tapping the potential of young people. It can help young people play diverse roles while integrating them into the global processes of peace and sustainable development. Volunteer service will build social capital and enhance social cohesion through resource mobilization and expanded action.

“The Innovative Demonstration Project on Promoting Youth Participation in Sustainable Development and Building a Community with Shared Future for Mankind” is being implemented against this backdrop. Under the dual interaction of localizing the international agenda and internationalizing China's strategy, the project explores a tripartite demonstration system of “Education Innovation - Innovative Entrepreneurship - Volunteer Service” for Chinese youth participation in sustainable development, which has Chinese characteristics and international applicability. It advocates for the establishment of a conducive environment for youth sustainable development goal education in society, enhances youth awareness of sustainable development goals, and encourages youth participation in the process of achieving sustainable development goals. The project aims to mobilize special groups and empower them to actively participate in the realization of sustainable development goals through innovation, entrepreneurship, and volunteer service at various levels.

2.2 Theory of Change

“The Innovative Demonstration Project on Promoting Youth Participation in Sustainable Development and Building a Community with Shared Future for Mankind” is an innovative demonstration project organized by five organizations: China Soong Ching Ling Foundation, United Nations Development Programme China, United Nations Volunteers Programme China, China International Center for Economic and Technical Exchanges, and China Soong Ching Ling Science and Culture Center for Young People. The project adopts a multidimensional and multilevel approach to address the challenges faced by youth and young people in China, including special groups. The project explores the establishment of a tripartite demonstration mechanism of “Education Innovation - Innovative Entrepreneurship - Volunteer Service” (see Figure 2). The overall goal of the project is to create a favorable environment for youth participation in achieving sustainable development goals. It aims to enhance the understanding of sustainable development goals among young people, expand their networks for participation in sustainable development goals, empower all young people, especially those from special groups, and localize the achievement of sustainable development goals through educational innovation, innovation and entrepreneurship, and volunteer service. The project's strategy addresses the challenges faced by young people through innovative education that equips them with the necessary knowledge and skills, innovation and entrepreneurship that encourages their active engagement and contribution, and volunteer service that promotes social cohesion and inclusivity. By integrating these three dimensions, the project aims to empower young people and create a platform for their meaningful participation in sustainable development.

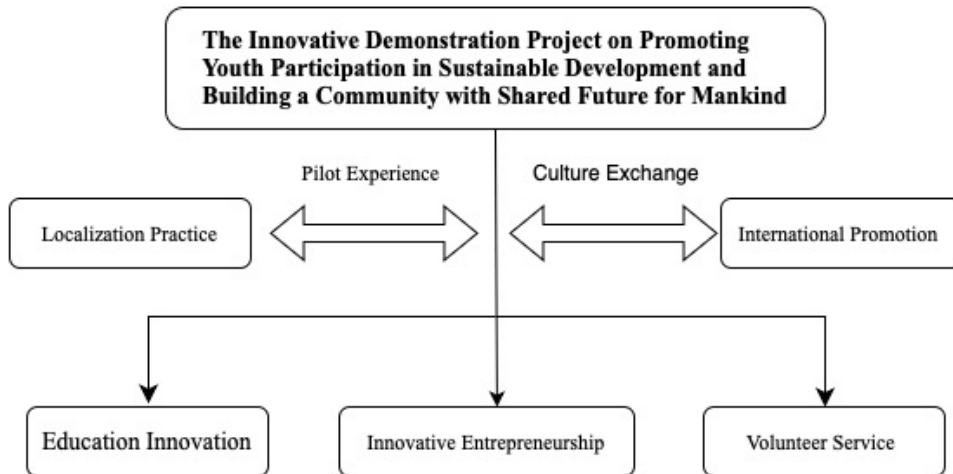


Figure 2 Diagram on Objects of the Project

According to the theory of change, this project has analyzed the main barriers, direct causes, underlying causes, and root causes that hinder youth participation in sustainable development. Based on this analysis, it has proposed development outcomes and solutions (refer to Figure 3). This report will evaluate the implementation effectiveness of the project using the expected goals of the theory of change as a basis, through the collection of outcomes and mapping of results.

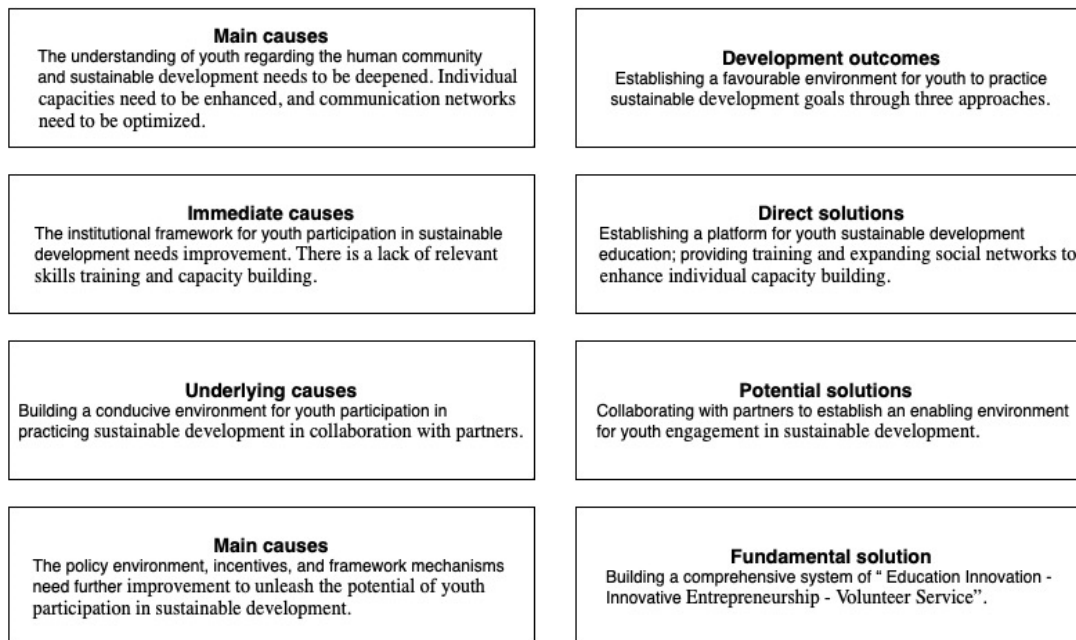


Figure 3 Theory of Change Diagram within the Project

2.3 Adjustment in Design and Implementation

After completing “Stage One” of implementation, the project will continue with the planning and implementation of “Stage Two”. “Stage One”, officially ended in December 2022, focused on four aspects: building a youth sustainable development education system, fostering youth scientific literacy and innovation and entrepreneurship abilities, innovating ways and channels for cultural exchange between Chinese and foreign youth, and establishing an International Platform of Volunteer Service Training and Exchange for Youth (IPV). It carried out a rich variety of activities that benefited over 50,000 young people and teenagers from more than 60 countries and 20 provinces, municipalities, and autonomous regions in China.

During the initial implementation of youth sustainable development innovation education, the Project specifically developed courses such as “Sustainable Development Youth in Action - Sunshine Sports”. Throughout the Project implementation process, the Project Management Office constantly reflected and explored, developing the “Sustainable Development, Youth in Action – Little Water Officer” series of courses and curriculum packages to enhance the learning interests of young people and improve teaching methods.

The project faced challenges during the implementation period due to the impact of the COVID-19 pandemic, resulting in a combination of online and offline activities and the cancellation of some international exchange programs. Despite facing various uncontrollable factors during “Stage One” of the Project, the Project Management Office and partners cooperated closely, making joint efforts to improve activities and ensure the achievement of desired outcomes.

2.4 Project Partners

This Project integrates the efforts of various sectors of society and mobilizes their relevant resources and technical capabilities to support the project. The Project's co-initiators include China Soong Ching Ling Foundation (SCLF), China International Center for International Economic Exchanges (CICETE), United Nations Development Programme China (UNDP China), United Nations Volunteers (UNV) Programme, and China Soong Ching Ling Science & Culture Center for Young People (SCLSCC). Director Mr GUO Xinbao from SCLSCC serves as the country director for the project. All project stakeholders form a Project Steering Committee and establish a Project Management Office located at the SCLSCC. The office is responsible for project implementation, daily management, and overall coordination.

China Soong Ching Ling Foundation

China Soong Ching Ling Foundation is a social organization with dual attributes as a people's group and a public welfare charity institution. In commemoration of the Honorary Chairman of the People's Republic of China, Soong Ching Ling, and to carry forward her unfinished cause, China Soong Ching Ling Foundation was formally established in Beijing in 1982 with the direct advocacy and support of Deng Xiaoping. It has always adhered to the principles of “peace, unity, and the future” and the working guidelines of “experimental and demonstrative” approaches. The foundation has played an important role in various fields such as international friendship, cross-strait exchanges, maternal and child health, poverty alleviation, science popularization, literature, and art, sports, and health, both domestically and internationally, and has had a positive impact. It holds a special consultative status with the United Nations Economic and Social Council. China

Soong Ching Ling Foundation supports and coordinates resources to ensure the implementation of the project.

China International Center for International Economic Exchanges

The China International Center for Economic and Technical Exchanges (CICETE) is the designated unit by the Ministry of Commerce of China for coordinating UNDP cooperation projects in China. The center has extensive experience in managing UNDP projects and has successfully organized and implemented over 900 projects in various fields. CICETE represents the government in signing project documents, is responsible for project implementation and management, and collaborates with the UNDP Resident Representative Office in monitoring the implementation of the project to ensure overall project quality. It also provides necessary support for exploring sustainable development cooperation among “Belt and Road” countries within the scope of this project.

CICETE serves as a bridge and link in the collaborative efforts and guides the implementation of UN projects in China. It is responsible for project budget review and execution, financial auditing, and provides expert resources for project implementation.

United Nations Development Programme China

The United Nations Development Programme (UNDP) has offices in over 170 countries and regions worldwide, with a wealth of international networks and expert resources. The UNDP established its office in China in 1979 and has since implemented over 900 projects, promoting sustainable development efforts in China. Additionally, the UNDP has engaged in extensive international cooperation under the framework of South-South cooperation, accumulating rich experience. UNDP China will comprehensively monitor the pilot project to ensure overall project quality and provide international resources and technical support for exploring sustainable development cooperation among countries along the Belt and Road.

UNDP China assists in formulating the Project's strategic planning, risk management, and monitoring and evaluation. It actively participates in project design and organizes significant activities. The office conveys the essence of the United Nations' sustainable development goals, provides a curriculum system for sustainable development education for young people, connects expert resources and local networks related to sustainable development, and offers valuable opportunities for international exchanges within the Project.

United Nations Volunteers Programme

The United Nations Volunteers (UNV) was established by a resolution of the United Nations General Assembly in 1970 and is headquartered in Bonn, Germany. The UNV is committed to promoting world peace and development through volunteer service. It works in partnership with various organizations to deploy highly qualified, motivated, and fully supported volunteers who contribute to peace, development, humanitarian efforts, and other fields. The UNV also advocates for the value of volunteerism and seeks to enhance the recognition of volunteer service globally. As the largest organization within the United Nations system that directly mobilizes volunteers for peace and development, the UNV is affiliated with the United Nations Development Programme

(UNDP) and reports to the UNDP, United Nations Population Fund (UNFPA), and United Nations Office for Project Services (UNOPS).

The UNV provides ongoing support in terms of volunteer resources for project implementation. The UNV has deployed two professional volunteers to the Project Management Office and engaged numerous community members, youth, and university student volunteers in the planning and execution of various project activities. They have played a crucial role in supporting the Project's major events using innovative community volunteer approaches, showcasing their professional background and extensive experience in implementing international projects.

China Soong Ching Ling Science & Culture Center for Young People

China Soong Ching Ling Science & Culture Center for Young People is a subsidiary institution of China Soong Ching Ling Foundation. It consists of five departments: the Experience Center, Art Center, Early Education Center, Performing Arts Center, and Exchange Center. With a focus on fostering youth innovation in science and technology, promoting Chinese traditional culture, and providing a platform for global youth exchange and mutual learning, the center actively engages in domestic and international youth science and culture exchange activities.

China Soong Ching Ling Science & Culture Center for Young People serves as the host institution for the project management office and is also a donor of the project's shared funds. It is responsible for project planning, execution, daily management, feedback from all parties, and comprehensive coordination. The center handles all administrative work and budget reporting during the project implementation, and it develops work plans and organizes various project-related activities.

2.5 Project Resource

The total budget for the “Stage One” of this project is 20,603,162 CNY (approximately 3,007,637 USD). The China Soong Ching Ling Foundation has contributed parallel funding of 12,900,000 CNY, while the China Soong Ching Ling Science & Culture Center for Young People has provided shared cost funding of 5,359,562 CNY. Additionally, the China Soong Ching Ling Science and Culture Exchange Center for Young People has made in-kind contributions totaling 1,400,000 CNY. The China Soong Ching Ling Foundation has also contributed parallel funding of 12,900,000 CNY. UNV provided matching funds of 943,600 CNY (140,000 USD) to support international travel expenses for UN youth volunteers participating in training in China. The China Soong Ching Ling Science and Culture Exchange Center for Young People supported their training at the center.

In terms of human resources investment, the collaborative partners have successfully established comprehensive management and specialized teams, including an expert think tank capable of sharing knowledge in the field of sustainable development, as well as a dedicated team of project management and research personnel. Innovative practices and strategic research, effective communication, professional knowledge, and technology, as well as project coordination abilities, are key factors for the successful implementation of this project.

2.6 Implementation Constraints and Design Deficiencies

The Project has fully considered the potential risks that may arise during the implementation process, including physical/environmental, institutional, and financial risks, during the design

phase, and corresponding mitigation measures have been proposed. However, there are also some risk factors that may arise during the project execution due to unforeseeable circumstances. The main aspects are as follows:

Type	Description	Description
Environment	Force majeure	The Project has been affected by the COVID-19 pandemic, and activities that were originally planned to be conducted offline have been modified to a hybrid online-offline format. The effectiveness of these activities has been significantly impacted. Additionally, some international exchange projects have been unable to proceed as planned due to the impact of the pandemic.
Resource	Inadequate human resources	The limited number of personnel in Project Management Office has resulted in incomplete planning, implementation of specific activities, and inadequate tracking and feedback on the project's social impact. The project has primarily focused on downstream and some midstream stages and have not been able to effectively promote development at the upstream level.
Institution	Local policy network	The Project Management Office lacks a well-established network of policy support in various sub-national regions, which has limited the project's ability to have a broader impact. Most activities rely on the resources of the project team members themselves to sustain their implementation.

III. INTERVENTION MEASURES

3.1. Project Management

The project adopts a national execution model and has established a dual-layer management system that combines guidance and implementation, ensuring the directionality of project decision-making and the effectiveness of execution.

The highest decision-making body of the project is the “Project Steering Committee” (PSC), which includes representatives from key stakeholders, including SCLF, CICETE, UNDP China, UNV, and SCLSCC. Over the past three years, the PSC has held 1-2 meetings annually and fulfilled the following responsibilities:

- Approving the annual work plan.
- Reviewing the annual work reports of the project.
- Providing technical advice based on their respective industries.
- Mobilizing policy, manpower, and funding resources to support project implementation.
- Coordinating differing opinions within the project to ensure collaboration among member organizations.
- Conducting comprehensive evaluations of the final outcomes of the project.

The project execution is managed by the “Project Management Office” (PMO), which is located within the China Soong Ching Ling Science and Culture Center for Young People. The PMO operates under the leadership of the “National Project Director” who is appointed by the SCLSCC. The PMO consists of a project manager and relevant staff, and it has recruited several United Nations volunteers to support the day-to-day implementation of the project.

The PMO is responsible for all administrative and financial budgeting tasks during the project implementation. It is also responsible for the specific implementation of project activities in accordance with the project work plan. Its specific responsibilities include preparing the work plan, managing the daily operations of the project, monitoring the progress of project implementation and financial disbursements, facilitating knowledge exchange, and preparing regular project reports.

3.2 Main Intervention Measures

“The Innovative Demonstration Project on Promoting Youth Participation in Sustainable Development and Building a Community with Shared Future for Mankind”, under the guidance of Theory of Change, carries out a range of representative and exemplary activities in the areas of innovative education, youth empowerment, international exchange, and volunteer service. The project focuses on developing and innovating activities to enhance the involvement of Chinese youth in sustainable development.

Table 1 Main Intervention Measures of the Project

Category	Outcome	Beneficial Group	Constraints
Education Innovation	Development of SDGs Curriculum: <ul style="list-style-type: none"> • “Sustainable Development of the Youth - Sunshine Sports” • “Sustainable Development, Youth in Action - Be A Little River Officer” • Sustainable Development, Youth in Action -Turning Kitchen Waste into Treasure” • Movers course (adolescent edition) 	The youth	
	UNDP, SCLSCC, and UNV jointly launched the Movers (China) Sustainable Trainer Programme. This programme aims to train trainers and develop the Movers Youth Sustainable Development Curriculum, as well as establish a network for youth to engage in sustainable development exchanges and interactions.	By April 2023, the trainees participating in the training camp have conducted a total of 615 Movers workshops on sustainable development, reaching over 34,071 youth from social organizations, universities, youth teachers, and young entrepreneurs.	
Innovative Entrepreneurship	4 “Youth Co: Lab National Dialogue”s in 2019, 2020, 2021 and 2022	Young people between the ages of 18 and 30, more than half of whom are female, including rural adolescents under some themes	Due to the impact of the pandemic, the activities in 2021 and 2022 have been changed from offline to online.
Humanistic Exchanges	In December 2019, a delegation of over 50 young participants from the Japan Asia-Pacific Children's Convention (APCC) visited China. During the China-Japan Youth Exchange and Sharing Meeting, discussions were held in groups focusing on environmental protection, particularly on specific methods of waste classification in schools, households, and communities. Valuable suggestions were made based on Japan's practical experience.	1000 Young People form 52 Countries	

	In 2019, 2020, and 2021, the China-Africa Youth Grand Gala, a China-Africa Youth Sustainable Development Roundtable Conference, was held for three consecutive years. Chinese and African youth engaged in in-depth discussions on topics such as “Exploration and Experience in Implementing Sustainable Development Paths in Different Countries,” “China-Africa Collaboration in Combating Epidemics,” “Education and Poverty Alleviation in China and Africa,” “The Role of Political Parties in National Construction and Development,” and “The Role of Youth in Promoting the Building of a Closer China-Africa Community with a Shared Future.”		
Volunteer Service	The United Nations young volunteer training program aims to train youth volunteers in the Asia-Pacific region, equipping them with the ability to participate in sustainable development actions. The outcomes designed by youth volunteers in the “Youth Summer SDGs Community Volunteer Action” and the joint training activities of the United Nations (Country) Youth Volunteers and Chinese university student volunteers in the theme of “Sustainable Development Co-creating a Better Tomorrow,” as well as the series of activities for the International Volunteer Day.	Asia Pacific Youth, Teenagers	

IV. EVALUATION SCOPE AND OBJECTIVES

4.1 Evaluation Scope

This report is the midterm evaluation of the “The Innovative Demonstration Project on Promoting Youth Participation in Sustainable Development and Building a Community with Shared Future for Mankind”. It assesses the activities and achievements of the project conducted in China from May 2019 to December 2022. Through interviews with key personnel from the Project Management Office, partner organizations, activity participants, and project consultants, as well as the review and analysis of project-related documents, financial data, and activity reports, this report comprehensively collects factual information and relevant data since the project's implementation. Referring to the expected outputs and outcomes outlined in the project plan, the report systematically evaluates the project's progress, major outputs, and social impact.

The evaluation criteria include relevance, coherence, effectiveness, efficiency, and sustainability of the project. Special attention is given to the positive measures taken by the project in promoting gender equality, empowering disadvantaged youth, and involving youth populations (social inclusiveness). The report highlights the project's highlights in the design and implementation process, summarizes the main successful experiences, and provides an in-depth analysis of project shortcomings and their underlying reasons. It objectively assesses the environmental changes brought about by the global COVID-19 pandemic and the measures taken by the project in response. Lastly, guided by the theory of change, the report presents action recommendations for further enhancing the project's impact and effectively promoting social transformation.

4.2 Evaluation Objectives

The purpose of this mid-term evaluation is to promote learning and knowledge sharing, enhance the implementation level of the project in the subsequent phases, and further advance the social and environmental transformation for youth participation in sustainable development. The evaluation results aim to communicate the project outcomes to key stakeholders such as the China Soong Ching Ling Foundation, UNDP China, UNV, CICETE, and SCLSCC. It seeks to summarize lessons learned, provide forward-looking and strategic recommendations. The evaluation will provide key evidence-based information to guide the future strategic design of the project and support all project stakeholders in empowering youth for sustainable development and advancing the construction of a human community with a shared future.

The main objectives of this mid-term evaluation are as follows:

- Evaluate the project's performance in achieving the expected outputs and outcomes based on the theory of change.
- Use a theory-driven evaluation approach to analyse the main pathways and key factors for achieving the objectives.
- Assess the project's unique value proposition and relative advantages compared to other initiatives.
- Evaluate the effectiveness of the project's collaboration network, partnership relations, operational and management mechanisms in achieving the expected outputs.

- Evaluate the relevance, coherence, efficiency, and effectiveness of the project's thematic activities, as well as the sustainability of achieving the expected outputs, across three levels (See Figure 4):
 - Downstream level: Empower youth with awareness and practical skills related to sustainable development goals through curriculum and activities.
 - Midstream level: Strengthen the ecosystem by providing resource support for youth education innovation, youth participation in volunteer service, and innovation and entrepreneurship.
 - Upstream level: Build a collaborative network to create an enabling environment for empowering youth in sustainable development, youth participation in volunteer service, innovation and entrepreneurship, and leadership development.
- Identify challenges that may affect the achievement of project outcomes and evaluate the effectiveness of the project's approaches in addressing these challenges.
- Assess the diversity and inclusiveness achieved by the project in promoting gender equality, empowering marginalized youth, and leaving no one behind.
- Analyse lessons learned from the project implementation process, and provide forward-looking and strategic recommendations for the second phase of the project.
- Assess the project's contribution to the implementation of China's sustainable development plans and its contribution to mainstreaming the youth empowerment agenda.

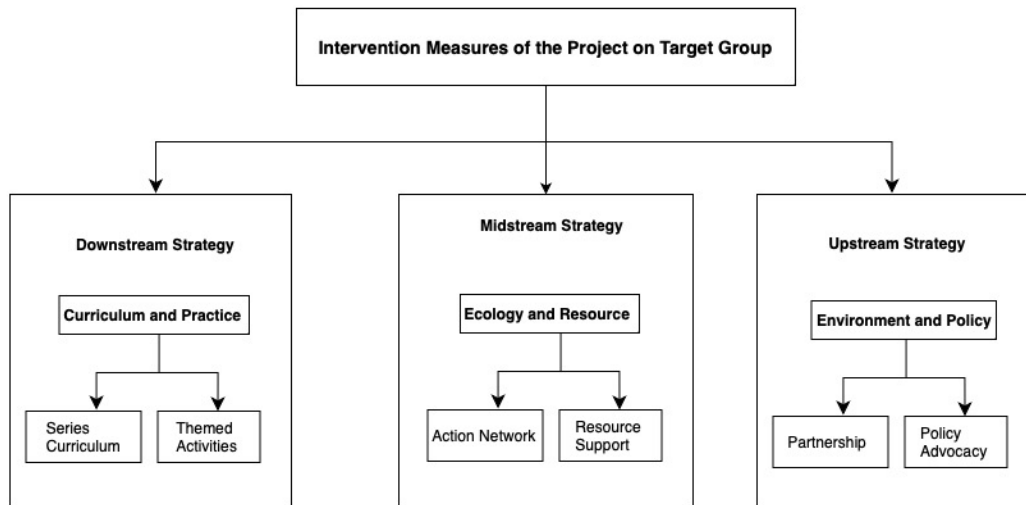


Figure 4 Intervention Measures of the Project on Target Group

4.3 Evaluation Criteria and Questions

This report provides a comprehensive evaluation of the project implementation based on five criteria: Relevance, Coherence, Effectiveness, Efficiency, and Sustainability. Under these five criteria, a total of 19 key evaluation questions have been developed (see Figure 2). Additionally, special attention has been given to inclusive issues such as gender equality and the participation of vulnerable groups.

Table 2 Evaluation Criteria and Key Questions (for more details, refer to **Annex II. Evaluation criteria and matrix**)

Evaluation Criteria	Key Question
Relevance	1. Regarding the Project design and implementation in promoting youth engagement in sustainable development, what are the highlights and shortcomings of the project?
	2. What measures has the Project taken to address the environmental changes caused by the COVID-19 pandemic? Do these measures ensure the relevance of project activities to the expected goals?
Coherence	3. To what extent does the Project support the strategic priorities of key stakeholders, including the Sustainable Development Goals, international volunteering, and cross-sectoral partnerships, which are crucial strategies of the United Nations?
	4. Do the various activities designed and implemented by the Project demonstrate inherent coherence, collectively contributing to the overall project objectives?
Effectiveness	5. (Downstream) How frequent, extensive, and impactful are the series of courses, thematic activities, and international exchanges conducted by the Project?
	6. (Downstream) What is the number and demographic composition of the population directly benefiting from the project, and how do they evaluate the Project?
	7. (Midstream) Has the Project established a replicable and scalable framework for curriculum, activity models, and volunteer service systems?
	8. (Midstream) How effective has the Project been in creating a favourable social environment and strengthening the ecosystem for Chinese youth participation in sustainable development?
	9. (Upstream) To what extent has the Project effectively raised awareness and actions among decision-makers and stakeholders at the national and local levels to promote youth participation in sustainable development?
	10. Which key internal and external factors have contributed to, influenced, and/or hindered the achievement of expected outcomes?
Efficiency	11. Has the Project strategically allocated sufficient resources (financial and human) to achieve project outcomes?
	12. Does the partnership structure of the Project effectively support the realization of expected outcomes?
	13. Does the Project's monitoring and evaluation system provide sufficient data for management to learn and adjust implementation strategies in a timely manner?
Sustainability	14. To what extent are the Project's resource inputs, partnership networks, and other operational elements sustainable?
	15. Are the expected outcomes of the project sustainable?
Gender	16. To what extent has the Project mainstreamed gender perspectives throughout the entire process of project design and execution?

	17. How much has the Project promoted gender equality in building a youth innovation and entrepreneurship ecosystem?
Minority Participation / LNOB	18. What effective strategies has the Project adopted to empower young women and marginalized youth groups?
	19. To what extent does the Project drive structural/systemic changes to facilitate the participation and empowerment of marginalized youth groups (e.g., influencing policies or regulations)?

V. EVALUATION METHODOLOGY AND APPROACH

5.1. Methodology and Analytical Approach/Framework

Given the scope and characteristics of the sustainable development project, the midterm evaluation primarily adopts a theory-driven evaluation approach. In terms of data collection, a combination of “outcome harvesting” and “appreciative inquiry” methods is employed, along with a mixed-methods approach involving qualitative and quantitative techniques to gather and analyse multi-type data at the micro, meso, and macro levels. This comprehensive investigation examines the strategies and activities implemented to achieve the project objectives (Ofek 2016). As the Project places significant emphasis on empowering youth, the evaluation framework incorporates multiple methods and perspectives to assess empowerment at the downstream, midstream, and upstream levels.

5.1.1 Theory-driven Evaluation

The mid-term evaluation employed a “theory-driven evaluation” approach. This approach not only compares the Change Model of intervention measures before and after the intervention but also further incorporates an Action Model. The action model acts as a bridge to depict the causal chain between goals and outcomes. By doing so, it explains to what extent and why the project has been successful, thus opening the “black box” between intervention and goals (White 2009, Chen 2014). Additionally, the evaluation places the causal mechanism within a broader policy context and a more complex dynamic system, aiming to discover the project's adaptation and feedback relationships with external systems.

The sustainable development project follows the “Theory of Change” and proposes intervention measures to promote youth participation in sustainable development changes based on the analysis of the current situation and underlying causes (see Figure 5). The Theory of Change serves as both a project design and management tool and an “outcome-oriented” evaluation framework. It is applied to various stages of the project, including strategic analysis, design, implementation, and monitoring and evaluation (Gertler, Martinez et al., 2016). Evaluation based on Theory of Change directly reveals the extent to which expected results have been achieved. By employing appropriate analytical methods, it can also explain the logical process and causal chain of result achievement, facilitating the identification of key assumptions and influencing factors behind the intervention measures on the expected outcomes.

In accordance with Theory of Change in sustainable development projects, the evaluation team established an integrated framework combining the Change Model and Action Model (Chen 2014). It conducted a systematic analysis of the project's goals, activities, outputs, short-term and long-term effects, impacts, and the logical chain of achieving change (see Figure 5). The evaluation aimed to discover the main implementation paths, underlying assumptions, and external influences from key actions to planned outputs, to assess the effectiveness of project implementation and provide recommendations for improvement. To ensure the practicality of the evaluation interaction, the evaluation team also proposed specific operational plans, including evaluation perspectives and key questions.



Figure 5 Analysis Elements and Causal Relationships of Theory-driven Evaluation

Note: Figure 5 is an illustrative diagram guiding the analysis steps and does not assume a linear relationship between the elements. The evaluation analysis will focus on the complex non-linear relationships between the elements and potential feedback effects, providing insights into causal relationships for project implementers and other users.

5.1.2 Outcome Collection

In theory-driven evaluation, the method of “outcome collection” is a comprehensive approach to assess project outputs. It not only objectively presents the outcomes to the users of the evaluation report but also meets the evaluation needs in uncertain project environments. It is suitable for mid-term evaluation and future development planning.

The evaluation team defines “outcomes” in the sustainable development project as the direct impacts of intervention measures on individuals or multiple social participants and the indirect impacts on youth participation in sustainable development social changes. Direct impacts include deepening youth's awareness of sustainable development goals and related innovative entrepreneurial and volunteer service actions, while indirect impacts include the framework system of sustainable development curriculum, partnership and relationship networks, social demonstration effects, and the construction of favourable environments and ecosystems. The time interval for “outcome collection” covers the period of project implementation, from June 2019 to December 2022. In coordination with “appreciative inquiry” (see 5.1.3), “outcome collection” focuses on the positive effects of project implementation, but with dialectical analysis, it still clearly defines areas for project improvement.

The evaluation team breaks down “outcome collection” into six steps: outline planning, document review, key informant interviews, information consolidation and verification, analysis and interpretation, and final support for evaluation findings (see Figure 6). Each step is guided by relevant operational questions to ensure that the data generated from “outcome collection” serve the purpose of project evaluation and improvement.

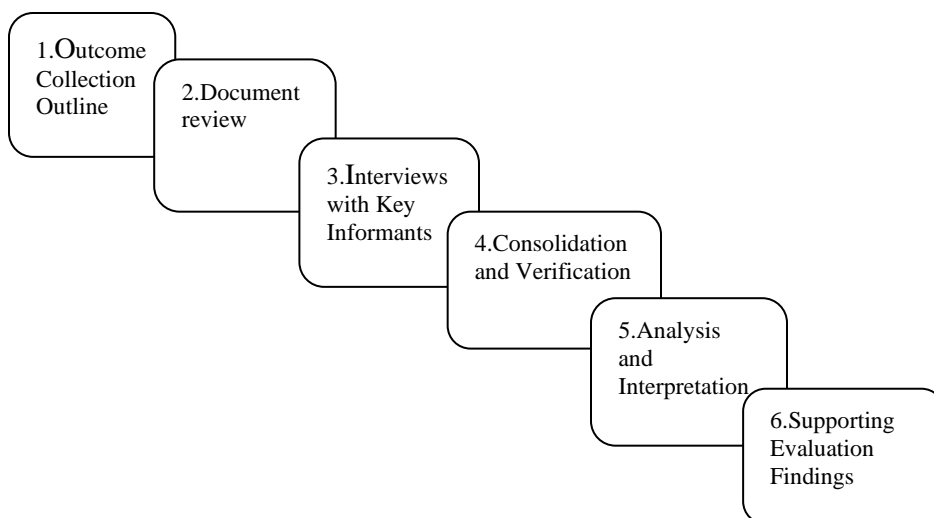


Figure 6 Diagram of Steps for Outcome Collection

5.1.3 Appreciative Inquiry

In theory-driven evaluation, the “appreciative inquiry” method effectively identifies the causal relationship between action and outcomes and examines various key assumptions in project design and implementation.

Appreciative inquiry focuses on strengths, highlights, and future development. It addresses the problems and challenges faced by the project through stakeholder effectiveness, achievements, and success experiences. It emphasizes the exploration of the potential of the project and related actions and encourages a positive and optimistic attitude towards driving change. During interviews with key informants, evaluators specifically inquire about the major achievements and experiences related to the project, as well as their attributions of these experiences or changes to specific factors. They also seek opinions and suggestions from interviewees on possible pathways for strengthening, replicating, and scaling up the project (see Table 3). The evaluation report also examines positive experiences of the collaborating parties related to specific themes, such as inclusive efforts for marginalized groups and gender considerations. Appreciative inquiry does not conceal the major problems encountered in project implementation but rather describes them from a more objective perspective and seeks constructive solutions.

Table 3 Examples of Interview Questions Based on Appreciative Inquiry Method

What achievements have been made in the sustainable development project?	What are the highlights in the design and implementation of the sustainable development project?	What advantages and capabilities do you think the project team and collaborators have in	What social impact has the project's communication and publicity activities had on enhancing youth participation	How effective have they been in raising awareness and influencing the	What accomplishments have been achieved in mainstreaming efforts to include human rights, gender equality,
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		promoting youth engagement in sustainable development and social change?	in sustainable development?	decisions of key stakeholders in the region?	minority groups, and vulnerable youth?
What innovative practices and successful experiences does the sustainable development project have in changing youth perceptions, empowering youth, promoting innovation and entrepreneurship, advocating volunteerism, and creating a favourable environment?					

5.2 Data Collection

5.2.1 Second-hand Data

The evaluation team conducted a comprehensive review of all available documents related to the project, including:

- Project proposal
- Change theory and results framework
- Annual work plans (AWP)
- Annual work summaries
- Financial expenditure reports
- Design of thematic activities
- Official websites and WeChat official account content of project partners
- Media coverage related to the Project and its activities

5.2.2 First-hand Data

The first-hand data collection process included the following

- Interviews with key project leaders: Interviews were conducted with the main responsible person of the project, project experts, representatives from various stakeholders, and youth representatives participating in the project activities.
- Field research SCLSCC: The evaluation team visited the working environment of the project office and the main venues where activities were held. They also examined physical materials such as curriculum packages and project promotion boards.
- Online interviews with representatives of key project partners: Representatives from major project partners, including the CICETE, UNDP China, and UNV, were interviewed. The interviewees had extensive involvement in the design and implementation of the project.
- Online interviews with project participants: Interviews were conducted with representatives of project participants who shared their first-hand experiences of the activities, the empowerment effects, and provided suggestions for the future development of the project.

- Interviews with project planning experts: Interviews were conducted with experts who provided information on the project background, design concepts, advanced experiences in sustainable development education, and the overall progress of sustainable development goals promotion in China.
- Analysis of typical activity cases: Materials from exemplary activities, such as the Movers curriculum system and materials from “Sustainable Development, Youth in Action - Be A Little River Officer”, were examined.

5.3 Ethical Discipline

The evaluation report applies the core evaluation principles of the UNDP to ensure that the evaluation approach and process align with the basic values of the United Nations, such as human rights, gender equality, and social inclusion. The evaluation report strictly adheres to the Ethical Guidelines for Evaluation released by the United Nations Evaluation Group in 2020, and upholds the following ethical principles throughout the evaluation process

- Scientific, comprehensive, and evidence-based: The evaluation report is conducted using rigorous and systematic methods, ensuring the use of reliable and valid data and evidence to support the evaluation findings and conclusions.
- Open, transparent, and inclusive: The evaluation process encourages open and transparent communication among all relevant stakeholders, fostering meaningful and in-depth exchanges of information and perspectives.
- Aimed at project improvement: The evaluation report strives to provide valuable knowledge contributions by focusing on improving the project and ensuring that the evaluation results are effective, useful, and beneficial.
- Respect, anonymity, and privacy protection: The evaluation report respects the rights and dignity of individuals and communities involved in the evaluation, ensuring that their identities are protected, and their privacy is respected by anonymity and confidentiality measures.

5.4 Background of the Evaluation Team

LIU Bing

Professor at the School of Sociology, Beijing Normal University. She holds a Ph.D. in Economics from Zhejiang University and completed his postdoctoral research at the School of Public Management, Tsinghua University. She has also served as visiting scholar at the Indiana University's O'Neill School, non-resident researcher at the International Risk Governance Council China Center (IRGC-China Center), member of the Community Safety Committee of the China Emergency Management Association, researcher at the Institute of Social Governance and Development at Tsinghua University, and a researcher at the Emergency Management Research Base at Tsinghua University.

WEI Binbin

Master of Social Work from the School of Sociology at Beijing Normal University. She has extensive experience in the field of youth social work and possesses strong professional skills.

Involved in various youth-related practices, including data collection from large-scale databases such as CHARLS, project supervision, she can analyse and handle projects effectively.

GUO Cheng

Graduate of the School of International Studies at the Foreign Affairs University, specializing in Diplomacy. He has been engaged in research on China from a comparative perspective, exploring various aspects of China's policies and strategic orientations. With his experience working at the China Institute for Innovation & Development Strategy (CIIDS), he has developed a strong understanding of China's policy environment and strategic direction. Guo Cheng's expertise lies in analysing China's development and providing valuable insights into its unique position in current international order.

5.5 Limitation and Mitigation Measures

Due to limitations in data monitoring and key informants tracking, the evaluation process also has certain limitations. The evaluation team has taken appropriate mitigating measures to supplement information through alternative means in order to reduce the negative impact of these limitations (see Table 4).

Table 4 Limitation and Mitigation Measures of the Evaluation

Limitations of the evaluation:	Mitigation measures:
Limited number of traceable project participants, leading to the inability to conduct planned focus group interviews.	Individual in-depth interviews were conducted, and participants were asked to describe other participants they were aware of. Additional information was supplemented through summary materials of thematic activities, media reports, and other sources.
The investigation of the project's collaboration network is not comprehensive, limiting the exploration of potential collaboration dynamics and mechanisms.	During interviews with representatives from key collaborating organizations, interviewees were asked to describe external collaboration relationships and analyse potential future partners and dissemination methods.
Due to time and sample availability constraints, a large-scale questionnaire survey and quantitative analysis of project participants could not be conducted.	Overall project data was used to describe the project's scope of influence, beneficiary groups, and other indicators. The evaluation team recommended that the project team strengthen communication with participating students, provide ongoing support, and establish a platform for continuous engagement.
Online interviews to some extent restrict observational and participatory discoveries.	Some participants supplemented the online interviews with visually appealing materials and provided contact information, facilitating follow-up visits and verification by the evaluation team when encountering issues.

VI. DATA ANALYSIS APPROACH

6.1 Outcome Mapping

Outcome Mapping is a method for planning, monitoring, and evaluating development initiatives aimed at achieving sustainable social change. As an evaluation approach, Outcome Mapping examines the effectiveness of change theories and provides a framework for collecting data on immediate, intermediate changes that lead to longer and more transformative changes, enabling a reasonable assessment of the intervention-outcome relationship. Outcome Mapping offers several advantages in the following areas: identifying individuals, groups, or organizations whose behaviour change is influenced by the project; planning and monitoring behaviour change and the strategies that support it; monitoring the implementation process of the project or plan to ensure effectiveness; creating an evaluation framework to examine specific issues more accurately. Outcome Mapping can adapt to a wide range of contexts, enhancing the project and its team's understanding of the change process, improving efficiency in achieving results, and generating objective and accountable reports.

6.2 Beneficiary Assessment

Beneficiary Assessment is primarily an evaluation method that assesses the value of a project through the perceptions of its beneficiaries. It is a qualitative analysis approach as it seeks to gain understanding of the project from shared experiences and observations, placing the perspectives of participants at the forefront. As project partners strive to improve their work, a key indicator is how the intended beneficiaries assess the value of the work, project, or policy, as it affects their lives. The main purpose of this approach is to elucidate how the intended beneficiaries evaluate planned or ongoing development activities. During the process of data analysis, attention is given to different levels of stakeholder groups and their perceptions and evaluations of the project as a whole, including the perspectives of women, marginalized groups, and other specific groups.

6.3 Contribution Analysis

Contribution Analysis is a method used in everyday project evaluations to assess causal questions and infer causal relationships. It provides a systematic approach aimed at helping managers, researchers, and decision-makers draw conclusions about the contributions their projects are making or have made to specific outcomes. Contribution Analysis reduces uncertainty about the contributions of interventions to observed outcomes and the role played by interventions and other internal and external factors by gaining a better understanding of the causes behind observed outcomes, whether they occur or not. Contribution Analysis provides evidence and reasoning to draw a reasonable conclusion that, at a certain level of confidence, a project has made a significant contribution to the occurrence of an outcome.

VII. KEY FINDINGS

The assessment categorizes the key findings by criteria including relevance, alignment, effectiveness, efficiency, sustainability, etc.; and comprehensively evaluates the key strategies and approaches used by the sustainability program at each level – downstream, midstream, and upstream – to assess the extent to which each goal is achieved; and is driven by the Theory of Change to discern the key factors affecting goal achievement with the help of the evaluation’s logic model. Key findings from this theory-driven assessment process are reported below, grouped by the aforementioned criteria.

7.1 Relevance

Finding 1: The interventions and measures implemented in the Project align closely with the Theories of Change, establishing a preliminary “Education Innovation - Innovative Entrepreneurship - Volunteer Service” integrated demonstration system.

The Project on Sustainable Development is guided by the theory of change in establishing the interventions and vision of goals in terms of development outcomes, direct solutions, potential solutions, and fundamental solutions (see Figure 3). With a theory-driven evaluation approach, this assessment employs criteria and questions to comprehensively evaluate the effectiveness of the interventions and the achievement of the intended goals, to further reveal the main factors influencing the effectiveness of the project in terms of explaining the relevance of the interventions to the goals.

The first phase of the Project focused on four areas: 1) building a sustainable development education system for youth; 2) cultivating scientific literacy and innovation and entrepreneurship among youth; 3) innovating ways and channels for humanistic exchanges between Chinese and foreign youth, and; 4) building International Platform for Volunteer Service Training and Exchange for Youth (IPV) (see Figure 7); benefiting altogether a total of 50,000 youths from more than 60 countries and 20 provinces and autonomous regions in China. The Innovative Demonstration Project on Promoting Youth Participation in Sustainable Development and Building a Community with Shared Future for Mankind” was included in the list of achievements of the International Civil Society Solidarity Conference on the Global Development Initiative held on August 12, 2022.

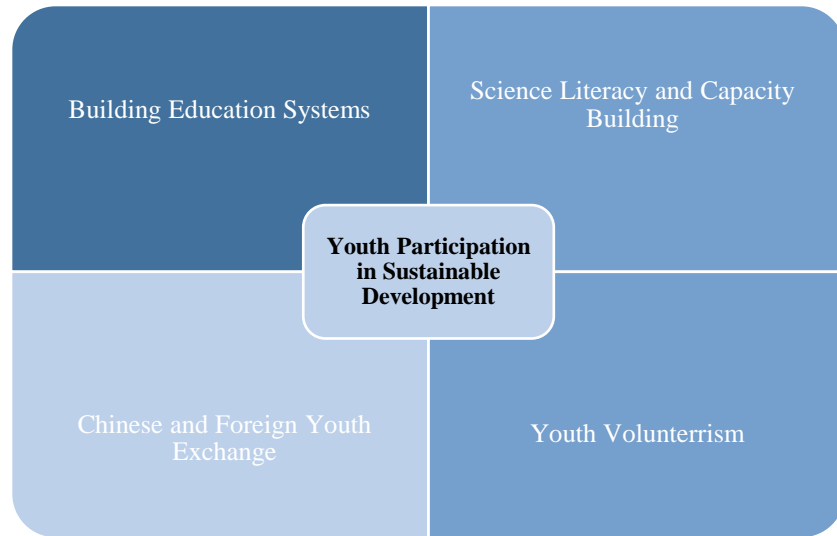


Figure 7 Main outputs of the sustainability project

The first phase of the Project achieved four main outputs³:

- Outcome 1: Establish a youth SDG platform and raise youth awareness of the SDGs & “A Community with a Shared Future for Mankind” (downstream and midstream).
- Outcome 2: Support young people's innovative and entrepreneurial abilities and empower youth to accelerate SDG localization (downstream).
- Outcome 3: Enhance the network of youth participation in SDGs (midstream).
- Outcome 4: Establish long-term mechanisms to strengthen young people's volunteer engagement in the SDGs and raise awareness and knowledge on the importance of a shared future for mankind (midstream and upstream).

By comparing the main objectives of the theory of change, we found that: the four outputs supported the direct outcomes and solutions planned under the theory of change in different dimensions (see Figure 8); The interventions of the Project are highly consistent with the theory of change, and; A three-in-one demonstration system of “education innovation - innovation and entrepreneurship – volunteerism” has been established.

³ The four major outputs were sorted and summarised by the PMO, and the evaluation team marked the levels of output effectiveness performance, such as downstream, midstream, upstream, etc

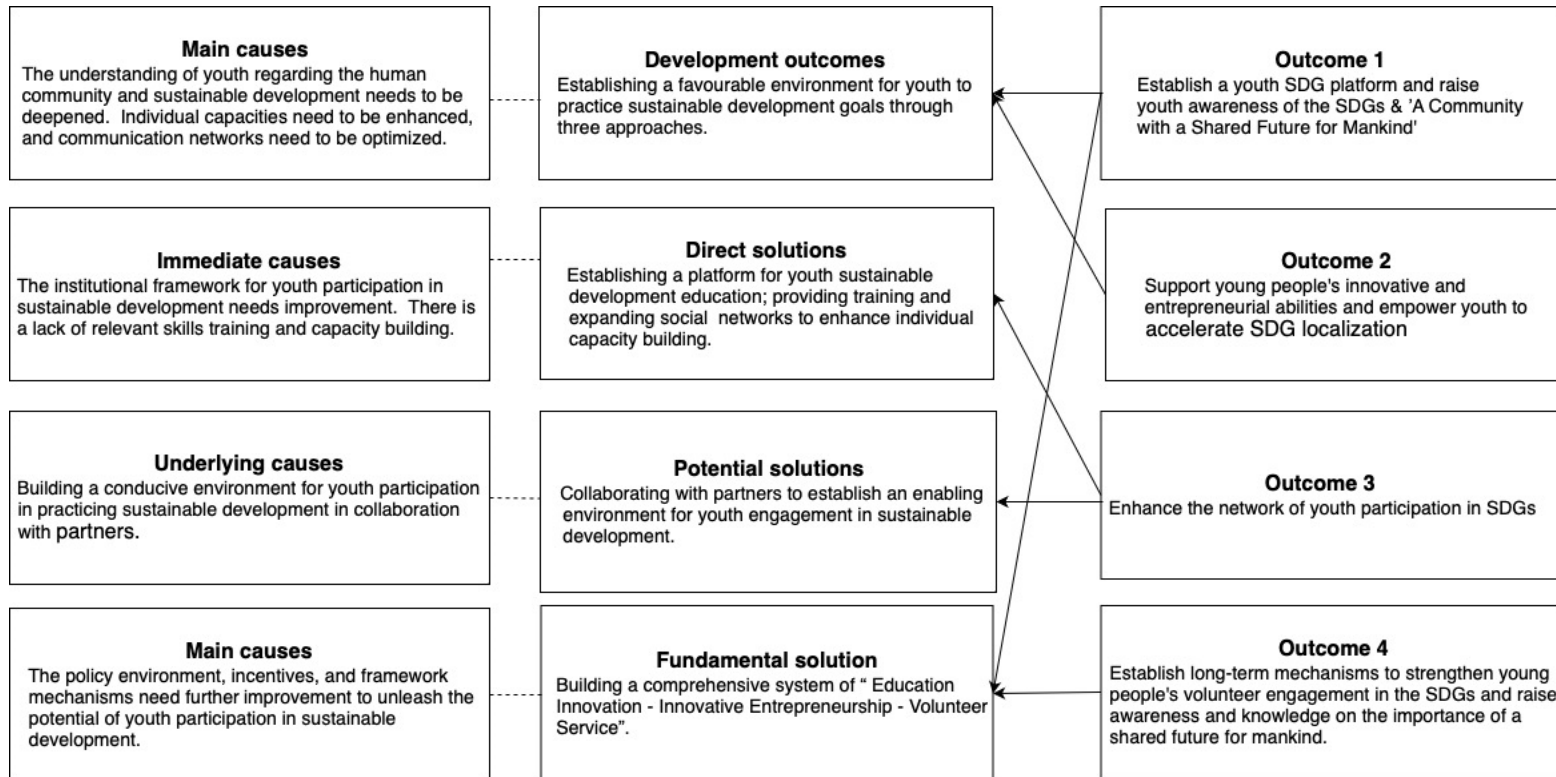


Figure 8 Correspondence between the Project's main outputs and the Theory of Change

7.2 Coherence

7.2.1 *Strategic Coherence*

Finding 2: The stakeholders involved in the Project demonstrate a high level of consensus and commitment to advancing the United Nations SDGs. They actively contribute resources and efforts to promote youth engagement in sustainable development.

The Project is based on the Theory of Change, and the common goal of the partners is to build a community with shared future for mankind and to promote youth participation in sustainable development. All activities carried out under the Project directly serve this common goal and have received good results. UNDP has introduced flagship programs such as Youth Co: Lab, Youth Co: Lab National Dialogue, and Youth Co: Lab Movers to China, guiding youth to participate in sustainable development through youth empowerment, innovation and entrepreneurship activities, and cultivating action and leadership for sustainable development. The China Soong Ching Ling Science & Culture Center for Young People was responsible for the localization, design and implementation of the above programs, and successfully launched Movers Programme China. The project organizes a series of activities such as “Sustainable Development, Youth in Action – Turning Kitchen Waste into Treasure”, the Sino-African Youth Roundtable Forum on Sustainable Development, and the International Forum on Youth Education for Sustainable Development, and works with the Ministry of Water Resources of China to create the “Sustainable Development, Youth in Action - Be A Little River Officer” project for youth groups, which has had a wide impact in many provinces across China. The project has had a wide impact in many provinces across China. Under the project, UNV advocates volunteerism and supports the establishment of an international volunteer training and exchange platform, while innovatively introducing volunteerism in sustainable development pathways, providing an important platform and opportunity for youth to enhance their volunteer capacity and participate in volunteerism. The ecological construction partners, who provide Youth Innovation Grants for youth innovation and entrepreneurship, are closely related to the UN SDGs in green development and youth innovation, resulting in positive joint actions. Overall, all parties in the Sustainable Development Program are highly aligned in advancing the UN Sustainable Development Goals and are actively investing relevant resources to strongly promote youth participation in sustainable development.

Finding 3: The Project has implemented a wide range of diverse thematic activities that align with the SDGs. However, there is room for improvement in terms of enhancing the coherence and overall integration among these activities.

Two flagship activities of the Project, the Movers Programme China and the “Sustainable Development, Youth in Action - Be A Little River Officer” series, have had a wide and positive effect downstream, in addition to the Youth Co: Lab National Dialogue and the International Exchange on Youth Education for Sustainable Development. These activities aim at SDGs individually but are carried out in a scattered manner. The interrelations and overall cohesion among these activities are not yet significant, which to a certain extent disperses the financial and human resources of the project. In the future, we can consider building an umbrella concept to unify all kinds of sustainable development activities. A matrix structure of thematic activities can be formed under the umbrella concept to support each other and share resources, creating a more influential holistic brand.

7.3 Effectiveness of Downstream Strategies

Finding 4: The Project has successfully attracted a large number of diverse youths, including different genders, through its multi-level and diverse series of courses and thematic activities. These activities have effectively introduced the youth to the sustainable development goals and core skills related to social innovation leadership.

Finding 5: The Project has trained a significant number of young course instructors and primary and secondary school teachers through its related series of activities. These trainees have effectively disseminated the concept of sustainable development within their respective fields, including social organizations and schools, playing a crucial role in influencing a broader audience.

“The Movers Programme China” and “Sustainable Development, Youth in Action – Little Water Officers” Series Activity are two of the most important downstream strategies in the Project. These two strategies have recruited and trained a large number of young people and empowered them to participate in sustainable development. “Train-the-trainers” is the core concept of the Movers Programme, and the trainers in the program have greatly expanded the impact of the Project through high-frequency and wide coverage workshops. By the end of 2022, the trainers have conducted more than 480 sustainable development workshops for more than 18,500 young people.

“Sustainable Development, Youth in Action – Little Water Officers” is a breakthrough in bridging the gap between sustainable development education and the school system by training key teachers in primary and secondary schools, effectively reaching a wider group of young students. Trained teachers use the Programme curriculum toolkit to deliver activities to a wider audience of youth. Participants in both activities are engaged in hands-on sustainability practices and are active advocates of sustainable development.

7.3.1 Downstream Strategy: Movers China Camp

As the official youth empowerment and sustainable development advocacy program of the United Nations Development Programme, the Movers Programme aims to contribute innovative solutions to sustainable development by working with partners to design and conduct workshops and train the trainers to develop sustainable development awareness, entrepreneurial thinking and new skills for 21st century survival. The Movers Program focuses on empowering disadvantaged youth groups (including gender diverse groups, people with disabilities, rural youth, and children and youth) to ensure that no one is left behind.

In November 2020, Movers officially entered China. UNDP, together with SCLSCC and UNV, launched the Movers (China) Sustainable Development Trainers Program, or Movers (China), to train youth volunteers through the Movers Sustainable Development Training Camp and empower them to organize and conduct SDGs-themed workshops for a wider range of youth and children and adolescents. The program aims to help them become the seeds for spreading the word about sustainable development. It is now an important part of the SDGs program and is integrated into the downstream strategy of the SDGs program.

Movers plans to organize annual “Movers Sustainability Boot Camps” for youth, university students and young teachers, and young entrepreneurs. The “Movers (China) Sustainability Boot Camp 2021” is a 3-week empowerment training for 53 practitioners through a combination of online and offline training, followed by 122 Movers Sustainability Workshops, further empowering 5,357 people. The “2022 Movers (China) Sustainability Camp” attracted a total of 845 applicants from across the country, and after a rigorous screening and interview process, 78 participants were finally enrolled from more than 20 cities in 17 provinces/autonomous regions/municipalities directly under the central government, with diverse professional backgrounds, including university students, representatives of public welfare organizations, They came from more than 20 cities in 17 provinces/autonomous regions/municipalities directly under the central government, with diverse professional backgrounds, including university students, representatives of public welfare organizations, teachers in colleges and universities, and business practitioners, etc. Among them, 31% were university teachers and 18% were representatives of public welfare organizations.

Table 5 Key Evaluation Data of Movers Programmes China

Indicators	Data
Participants in 2020	3,153
Participants in 2021	5,410
Participants in 2022	25,508
Movers workshops	More than 615
Number of Movers workshop participants	34,071

Finding 6: The Movers Programme China has successfully cultivated a significant number of highly skilled and internationally oriented young leaders in the field of sustainable development. The program has provided them with valuable training, resources, and opportunities to enhance their knowledge and leadership abilities.

Workshops are an important way for the Movers Programme China to expand its social impact. By the end of 2022, the camp's practitioners had conducted more than 480 Sustainable Movers workshops for more than 18,500 youth (see Table 5). The workshops covered topics closely aligned with the UN Sustainable Development Goals, including “climate action,” “underwater biology,” “quality education,” and “gender equality” (see Table 6). Each Movers workshop is 2 hours long and is an interactive experiential learning program that builds the capacity of youth volunteers and encourages sharing and exchange among youth. “The participation satisfaction rate of Mover Actors and Mover Mentors was 98.81%.

Table 5 Diverse Themes under Movers Programme China

SDGs Advocacy (6)	21 st -Century Skills (4)	Social Entrepreneurship (1)
Introduction to the SDGs	Storytelling: Tell Your Own Story	Orientation to Entrepreneurship
SDG4: Quality Education	Leadership in Action Level 1	
SDG5: Gender Equality	Leadership in Action Level 2	

SDG13: Climate Action Level 1	Wellbeing for Changemakers	
SDG13: Climate Action Level 1		
SDG14: Life Below Water		

Interviews with Movers participants revealed that some Movers participants have grown to become global youth role models in their fields, bringing sustainable development concepts and skills to their respective fields of work, and are becoming important forces for social change. She is currently an IOC Young Leader, founded a sports marketing social enterprise, and is active on the international stage, working to promote SDG3 “good health and well-being” through actions such as poverty alleviation through sports and the preservation of intangible cultural heritage of Chinese sports.

Finding 7: Movers participants have gained sustainable development innovation and entrepreneurial skills through the training. The program has expanded its impact through workshops and has effectively combined the acquired skills with their own work to promote youth engagement in sustainable development. However, there is room for improvement in providing ongoing tracking and support to Movers participants.

Movers Programme China has also established partnerships with localized social organizations, for example, on September 18, 2022, Movers (China) launched a joint initiative with the Zizhu Sustainable Lab, the Zijiang Public Welfare and Charity Talent Training Special Fund at East China Normal University, and the Research Center for Social Organizations and Social Governance Innovation at East China Normal University “SDG13 Climate Change” workshop. The diverse workshops have greatly expanded the sustainable development impact of Movers Programme China.

While Movers (China) has made progress on many fronts, there is still room for improvement in the Movers program in terms of strengthening participant connections and realizing their full potential. The evaluation team found that Movers participants are looking forward to more in-depth exchanges. One participant said, “I would love to have the opportunity to get to know the other groups better, maybe after Camp is over, that’s when the connection really opens. I hope we can continue to have regular online and offline communication and interaction opportunities.” Some participants have become globally influential youth leaders with extensive resources and networks after participating in the training, and they also harbor the passion to continue contributing to the Movers program, but there is not much substantive participation.

Some participants suggested further unification and reuse of human resources generated by the Movers Program training. For example, some participants said in interviews, “The 50 members in the training camp come from different regions and have various job positions. Each person has their own expertise or strengths, which can be well integrated with sustainable development. These are all valuable resources that can be utilized in future training camps or activities, where they can serve as mentors or in other roles. It’s like a continuous circulation, similar to how blood circulates in the body.” Building a platform for mentee exchange will better explore the potential energy of Movers’ past mentees, and also help the heritage and development of Movers programme.

7.3.2 Downstream Strategy: Series Activities for Youth

Finding 8: Leveraging a rich curriculum content system, strong collaboration with government departments, and a continuously growing team of instructors, the “Little River Officer” series activities have gradually evolved into an innovative youth development system for sustainable development.

The Sustainable Development Project, in collaboration with the Ministry of Water Resources, launched the “Sustainable Development, Youth in Action – Little Water Officers” series activity (referred to as “Little Water Officers series activity”). With a rich curriculum and strong cooperation with government departments, the Little Water Officers series activity has gradually developed into an innovative youth sustainable development training system. The program allows young people to act as little river leaders to conserve and protect water, to protect and care for their hometown rivers and lakes through their own efforts, and to propose their own creative solutions for sustainable development of rivers and lakes through immersive and experiential teaching and learning design, to fully cultivate young people’s awareness of water conservation and protection, and to provide future decision-makers with all-round skills and capacities.

The Little Water Officers series activity was piloted in five cities in 2021 (see Table 7), with 100 youth representatives participating in thematic trainings through a combination of online and offline approaches. 2022 saw the expansion of the series activity to five provinces (see Table 7). With the continuation of the series activity and the expansion of the teacher training camp, with 45 key teachers taking part in the online course, 39 of whom were female participants. Through various forms of training, including water quality experiments, interviews, field trips, and design thinking training, the campaign showed participating teachers the many ways to organize river and lake protection in primary and secondary schools. Thanks to the efforts of the participating teachers, more than 600 students in local schools increased their knowledge of river and lake water conservation.

Table 6 “Little Water Officers” Series Activity Pilot Areas

Pilot Cities in 2021 (5)	Pilot Provinces in 2022 (5)
Beijing	Beijing
Fuzhou	Fujian
Wuhan	Hubei
Zhangye	Shaanxi
Hangzhou	Shandong

The Little Water Officers series activity has carefully developed curriculum kits and other materials for teaching and learning, exploring innovative and sustainable education approaches (see Figure 9). The achieved solid outcomes are highly replicable and cost-effective for promotion. Currently, the “Little Water Officers” series of curriculum toolkits are being implemented for youth under the organization of trained teachers in various regions. Future plans include compiling and publishing the achievements of activities from different regions to create a broader demonstration effect.

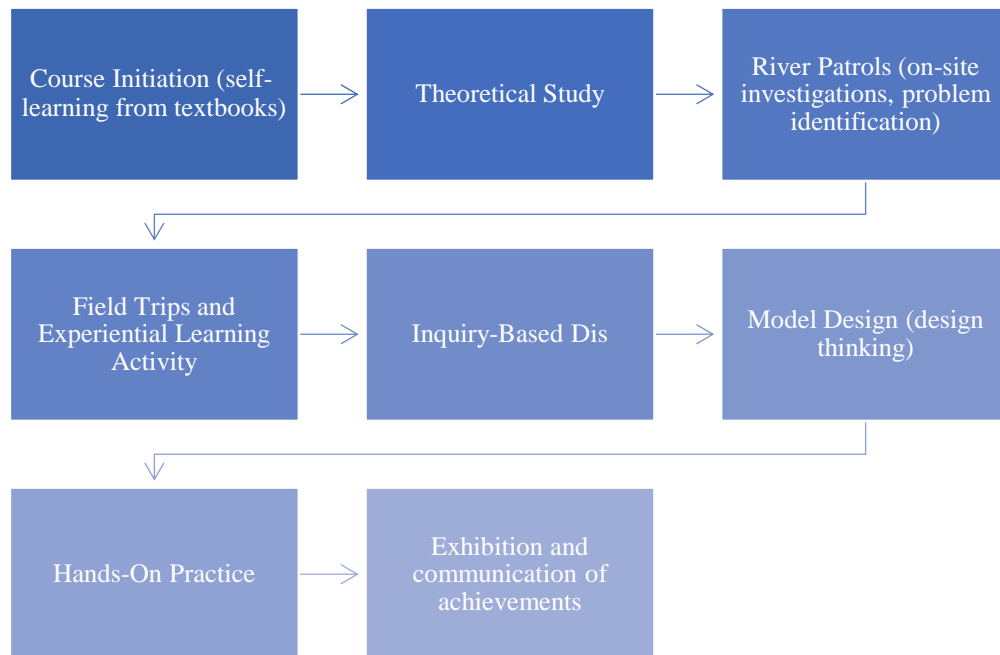


Figure 8 Innovative exploration of sustainable development education in the “Little Water Officers”

After the concentrated training held in Beijing, the “Little Water Officers” activity also conducted diverse workshops in conjunction with local river and lake management issues. The backbone teachers who participated in the “Little Water Officers” trainer program have extensively carried out the series activity in primary and secondary schools to promote the concept of sustainable development. After completing the training, teachers will use the “Little Water Officers” curriculum toolkit to conduct activity courses for a wider range of young people, integrating sustainable development education into social practices. They aim to let young people understand river and lake conservation work as well as knowledge of the United Nations Sustainable Development Goals by teaching them how to use the power of technology to innovate means and methods of river and lake supervision and management. Ultimately, this empowers young people to enhance their capabilities through social practice activities, becoming true guardians of hometown rivers and lakes, volunteers for promotion and explanation, and imaginative builders of beautiful rivers and lakes.

After participating in the themed activities, some “Little Water Officers” in certain areas have also issued a “Cherish Rivers and Lakes, Protect Water Ecology” initiative. They collectively advocate starting from oneself and from small things, cherishing water resources, caring for the water environment, participating in water-saving and water management actions, and actively encouraging teachers, students, friends, and the public to participate in river and lake management. They work together to protect rivers and lakes. Some “Little Water Officers” express, “I will continue to promote the concept of water conservation and care for water. In my daily life, starting from myself and starting with saving every drop of water, I will strive to become a water guardian for protecting hometown rivers and lakes!” The series activity not only effectively shapes the sustainable development awareness of young people but also expands the awareness of sustainable development goals in society through extensive advocacy.

In addition, the sustainable development project also organized the “Sustainable Development, Youth in Action - Turning Kitchen Waste into Treasure” activity. This activity, in cooperation with the British International Education Association (BIEA), attracted the participation of more than 200 groups of Chinese and British young people, as well as 120 students from the Beijing Pakistan Embassy School. Through systematic courses, it enhances the knowledge of waste disposal and composting for young people, aiming to enable young people to practice and explore independently in the process of converting kitchen waste (See Figure 10). They develop a correct understanding of the importance of waste classification. By empowering young people through the concepts of “labour makes the world beautiful” and “science and innovation makes our lives environmentally friendly”, the activity raises young people’s awareness of sustainable development goals and calls on them to contribute to addressing global climate issues and achieving SDGs through practical actions.

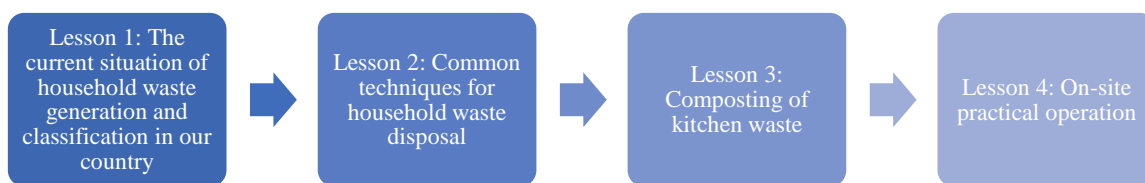


Figure 9 “Turning Kitchen Waste into Treasure” series curriculum

7.3.3 Downstream Strategy: Overall Evaluation

Finding 9: The Project has established a comprehensive framework for sustainable development courses, including localized international curricula and independently developed materials. This framework encompasses demonstration courses, curriculum packages, and a core team of instructors.

Through investigation, research, and practical exploration, the sustainable development project, with the support of experts, frontline teachers, and feedback from young people, has created demonstration courses for youth engagement in sustainable development. Through collaboration with educational authorities, water resources departments, schools, and businesses, the pilot demonstration courses aim to promote the transformation of extracurricular education programs and teaching methods, empowering young people to understand the sustainable development goals and the concept of a shared future for humanity, and encouraging their active participation in sustainable development practices. Simultaneously, as the curriculum development work becomes more refined, the project has introduced a framework system for youth sustainable development education courses. The overall goal is to cultivate the core competencies of young people, enhance their awareness of sustainable development goals and the concept of a shared future for humanity, and lay a solid foundation for their comprehensive growth, active engagement in sustainable development, and lifelong learning.

The Movers Programme China adopts the curriculum system of the United Nations Development Programme (UNDP) and incorporates localized improvements based on the Chinese context. The Movers curriculum has been localized into 16 modules. Building upon this foundation, the project

has also developed a youth version of the 17 Sustainable Development Goals courses, aiming to provide young people with knowledge about SDGs. (See Figure 11).

Youth/Teenage Version	Leaders of Member Organizations Version
<ul style="list-style-type: none"> • Sustainable Development and Our Life • SDG 3: Good Health and Well-Being • SDG 4: Quality Education • SDG 5: Gender Equality • Power of Storytelling • Leadership 	<ul style="list-style-type: none"> • Sustainable Development and Our Life • SDG 3: Good Health and Well-Being • SDG 4: Quality Education • SDG 5: Gender Equality • SDG 8: Decent Work and Economic Growth

Figure 10 Different versions of Movers curriculum system

Finding 10: The participation of young people in the Project has significantly deepened their awareness of the sustainable development goals through curriculum training, thematic activities, and international exchanges. They have also acquired relevant skills and abilities to take action.

To take the “Little Water Officers” series activity as an example, its plan aims to empower youth as the main objective, combining advanced teaching concepts such as design thinking to guide participants in independently identifying and solving problems (see Figure 12), while providing professional guidance throughout the process. After participating in the series activity, the students expressed that they not only gained knowledge about the SDGs and a deeper understanding of volunteer service but also acquired knowledge and skills in community water conservation and river protection. They are willing to continue to focus on sustainable development in the future, taking action to protect beautiful rivers and lakes, and strive to become true “River Chiefs”. In their reflections, some participants wrote, “I really enjoyed this activity, and it taught me to have the courage to communicate with strangers, conduct interviews, and introduce our work. It also taught me to make models by hand and use a hot glue gun for the first time. I have grown a lot through this activity and our team has created a model. I am very grateful for this activity and hope to continue to work hard and become a true ‘Water Officer’ in the future.”



Figure 11 “Little Water Officers” series activity design with an empowering focus

Finding 11: The Project demonstrates a strong commitment to gender equality and the inclusion of marginalized groups. However, there is a need to enhance the engagement and participation of rural youth in the project.

Movers Programme China particularly focuses on empowering disadvantaged youth groups, including diverse gender groups, disabled individuals, rural youth, and adolescents, ensuring that no one is left behind. The pilot cities and provinces of the “Little Water Officers” activity are selected with consideration for the eastern, central, and western regions, aiming to strengthen attention to underdeveloped areas. Close collaboration with relevant national departments effectively guarantees the implementation of the “Little Water Officers” activity across the country, bringing the concept of sustainable development to various regions. However, due to certain objective conditions, there is still a need to enhance the level of engagement and participation of rural youth. The Movers program has a relatively high language threshold and primarily promotes social change through “train-the-trainer” model, requiring the expansion of workshops and trainers’ actions to reach underdeveloped areas and disadvantaged groups. The “Little Water Officers” activity can expand cooperation with relevant departments, extend pilot programs to underdeveloped regions, and allow the concept of sustainable development to take root and grow in a broader land.

7.4 Effectiveness of Midstream Strategies

The midstream strategies focus on providing networking and resource support for youth engagement in sustainable development. The Project on Sustainable Development encourages youth innovation and entrepreneurship through the “Youth Co: Lab National Dialogue” , providing funding support for entrepreneurial projects and offering opportunities for international exchange and learning. The International Platform for Volunteer Service Training and Exchange for Youth provides channels and capacity-building for youth participation in volunteer service. The midstream strategies, primarily centered around these two activities, create a favourable social

environment for youth engagement in sustainable development and holds the potential to lead social transformation.

7.4.1 Midstream Strategy: Education Innovation and Entrepreneurial Network Resources

“Youth Co: Lab National Dialogue” is the flagship activity of the Youth Co: Lab. Youth Co: Lab is a youth initiative launched jointly by the United Nations Development Programme and the Citi Foundation in the Asia-Pacific region in 2017. It aims to establish a common agenda for youth development in the Asia-Pacific region, empower youth innovation and entrepreneurship, and contribute to the achievement of the Sustainable Development Goals. Youth Co: Lab brings together governments, private institutions, incubators, and financial institutions to support youth innovation and entrepreneurship, enhance young people's entrepreneurial skills, and guide them in establishing business models in their communities that can advance the SDGs. Since its inception, Youth Co: Lab has been implemented in 28 countries and regions in the Asia-Pacific region, including China, empowering over 11,000 young entrepreneurs.

The Project on Sustainable Development has introduced “Youth Co: Lab National Dialogue” to China. It is jointly organized by UNDP, the China Soong Ching Ling Science & Culture Center for Young People, and Citi China. Despite the challenges posed by the pandemic, the Dialogue has been successfully held for four consecutive years during the project implementation period (see Table 8), selecting a group of outstanding innovative entrepreneurial projects and encouraging young people to provide green, inclusive, and sustainable solutions to development issues. It connects Chinese young people who are committed to social innovation with the Youth Co: Lab in the Asia-Pacific region, establishes an international exchange network, and extends the influence of Chinese youth innovation and entrepreneurship throughout the Asia-Pacific region. The Dialogue also provides objective financial support for young entrepreneurs.

The Dialogue is not only a process of selecting excellent projects but also an important opportunity for youth empowerment. In the Dialogue, young entrepreneurs engage in conversations with representatives from the innovation and entrepreneurship ecosystem through mentor spaces, sharing of excellent youth entrepreneurship cases, and workshops on diagnosing the Chinese youth entrepreneurship ecosystem. All participants also receive training on the theme of “digitalization” to cultivate innovative thinking in an interactive manner and develop solutions that are more inclusive, demand-driven, and commercially viable.

Young entrepreneurs apply their acquired knowledge to iterate and upgrade their entrepreneurial projects. They comprehensively present their project's industry background, highlights, team building, profit models, market prospects, and development plans through project roadshows, actively engaging in interactive exchanges with the judges. The award-winning projects address prominent issues in sustainable development from perspectives such as artificial intelligence, internet public welfare, intangible cultural heritage, e-commerce, and education, focusing on everyday life matters and empowering young people (see Table 9).

Finding 12: “Youth Co: Lab National Dialogue” have enhanced the entrepreneurial and innovative abilities of young people, creating a conducive environment for social innovation. It has identified projects with innovative designs. However, there is a lack of available information on project tracking and a sustainable support system

Table 7 Youth Co: Lab National Dialogue 2019-2022

Year	Session	Theme	Goal	Partnership	Format	Project Applications	Teams	Participants	Composition of Participants
2019	2nd	Rural Revitalization	Encourage young people to propose creative solutions to address development issues in rural areas, such as poverty, environment, education, and disaster management, and work together to build prosperous and beautiful countryside	Citi China	On-site: Beijing	116	32	72	79% of the players have a rural first-tier background
2020	3rd	Youth Empowering Digital Anti-Epidemic Efforts	Reassess more innovative future development models under the COVID-19 pandemic and encourage young people to fully utilize digital technology to respond to health and socio-economic challenges with innovative, inclusive, and sustainable solutions	Citi China	Online	206	39	98	52% are young women, 47% are from areas severely affected by the epidemic, 11% have a rural background, and another 2% are young people with disabilities
2021	4th	Climate Action	Encourage young people to leverage technology and digital skills to address climate change with innovative, inclusive, and sustainable solutions	Citi China OPPO	Online	89	29	65	63% were young women, 25% were rural youth, and 5% were youth from ethnic minorities

2022	5th	Green Development	Encourage young people to utilize technology and digital skills to tackle the challenges of climate change and biodiversity with green, inclusive, and sustainable solutions	Citi China NIO	Online	-	30	60	-
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Table 8 First Prize Winners of Youth Co: Lab National Dialogue

Year	Session	Theme	First Prize Winners
2019	2nd	Rural Revitalization Youth Empowering Digital Anti-Epidemic Efforts	“Clean Plate Check-In” Mini Program – Encourages users to be thrifty with food by utilizing AI technology to recognize uneaten portions on their plates
			“Awakening Global Youth” – Addresses rural employment issues on an internet digital information remote work platform
2020	3rd	Climate Action	“New Graphene Interface Clean Water Solution” – Utilizes self-developed technology to provide affordable and clean drinking water for more people
			“I-mask - PM2.5 Nasal Thermosensitive Gel” – Improves respiratory health for workers in dusty environments.
2021	4th	Rural Revitalization Youth Empowering Digital Anti-Epidemic Efforts	“Multimodal Detection for Garbage Sorting” – Strives to achieve automated and intelligent classification of household waste
			“Carbon Treasure” – Provides an all-in-one carbon calculation and carbon neutrality solution
2022	5th	Climate Action	“AgroX Food Iron Beast Technology” – Intelligent distributed irrigation system aimed at reducing fertilizer misuse and carbon emissions
			“Enterprise Carbon Treasure” – A carbon service platform that offers carbon calculation services and carbon solutions for businesses

7.4.2 *Midstream Strategy: Volunteer Service Exchange Platform and Path of Engagement*

Finding 13: The Project advocates the spirit of volunteerism and empowers youth further by establishing training and exchange platforms for young volunteers. Through specialized training, regional and global collaborations, and volunteer practices, the project has enhanced the capacity of youth in volunteer service.

International Platform for Volunteer Service Training and Exchange for Youth (IPV) is a significant platform of the Sustainable Development Project. It establishes a long-term mechanism for youth participation in sustainable development by organizing activities such as International Volunteer Day events, volunteer service training, expert seminars on volunteerism, youth volunteer service activities, and recruitment of various volunteer service projects. This platform enhances young people's awareness and understanding of the concept of a shared future for humanity.

Table 9 Representative Activities at IPV

Year/Month	Representative Activities
2019	Seminar on volunteering experience exchange in Asia and the Pacific Region
2019	UN Youth Volunteer Training for the Asia-Pacific Region
2020/08	Youth Summer SDGs Community Volunteer Action The focus is on SDG 11 (Sustainable Cities and Communities) and SDG 12 (Responsible Consumption and Production), enabling volunteers to explore the “community” ecosystem from the perspective of sustainable development
2020/12	“Journey into the United Nations” – Youth volunteers visit the United Nations Office in China to share their insights on sustainable development issues
2021/12	International Volunteer Day Series of Activities “Sustainable Development, Volunteer Now for the Common Future”, including exchange and sharing sessions, youth volunteers visiting the United Nations, “Sustainable Development, Youth in Action – Little Water Officers” series activity, and the Movers Programme China 2021 Year-End Summary and Commendation Ceremony and 2022 Launching Ceremony
2022/09	“United Nations Youth Volunteers” – China University Student Volunteer Joint Training
2022/12	The official release of the UNV 2022 State of the World’s Volunteerism Report (Chinese version) This flagship report aims to enhance understanding of volunteerism and demonstrate its scale, scope, and impact in the 21st century

From the typical activities conducted by the International Platform for Volunteer Service Training and Exchange for Youth (IPV) since its establishment in 2019 (see Table 10), it can be seen that the communication network of youth volunteer service operates effectively, providing a channel for youth volunteers to participate in sustainable development. Through volunteer service training, youth volunteers have enhanced their leadership skills in complex situations. In 2022, 300 youth volunteers participated in training and exchanges, and after the training, 200 of them joined the talent pool of the United Nations Volunteers. In late September 2022, 20 United Nations National Youth Volunteers and 30 Chinese university student volunteers participated in joint training, with 42 female participants. In December 2022, more than 100 young people participated in the 5th

International Volunteer Day activities, promoting knowledge sharing among volunteers of different generations. The IPV also advocates the spirit of volunteerism to society through publications such as the State of the World's Volunteerism Report (SWVR), creating a favourable environment for volunteer service.

Finding 14: The Project has innovatively introduced various participation pathways for youth in volunteer service, creating multiple volunteer opportunities, promoting the spirit of volunteerism, and fostering a positive atmosphere of everyone's participation in volunteer service.

The Project aims to promote the spirit of volunteerism comprehensively, guide youth and adolescents to practice sustainable development goals through volunteer service and build a favourable environment for volunteer service. In addition to directly establishing the International Platform for Volunteer Service Training and Exchange for Youth (IPV), the Project has also carried out multiple volunteer services. From multiple levels and fields. It creates a good environment for youth and adolescents to participate in volunteer service while enhancing their understanding of the concept of a global community and their sense of agency. For example, on the occasion of International Volunteer Day in 2019, the China Soong Ching Ling Science & Culture Center for Young People, in collaboration with the United Nations Volunteers, held a seminar on United Nations Youth Volunteer Training. More than 30 volunteers from 14 countries including Pakistan, Myanmar, Nepal, Indonesia, and China participated. During the conference, the center also held a seminar on the construction of IPV with the participation of more than 20 volunteer service experts from China and abroad. In 2020, the project organized the “Together We Can Through Volunteering” International Volunteer Day celebration event. On that day, a series of video courses on youth volunteer service training, a guidebook for youth volunteer service training, a research report on youth volunteer service (Beijing area), a behavioral guide for youth volunteer service, and suggestions for comprehensive practical activities of youth volunteer service were released. These achievements will contribute to the development of professionalized youth volunteer service. Representatives of volunteers from various industries who are dedicated to sustainable development shared their volunteer stories and expressed their profound insights into the spirit of volunteerism. In 2021, the project carried out the “Sustainable Development, Volunteer now for the Common Future theme month for International Volunteer Day. In 2022, the project organized the “Together, Act Now” theme series for International Volunteer Day on December 5th. The project office spreads the concept of sustainable development and the spirit of international volunteerism through various forms of activities, empowers individuals in different roles, broadens the international perspective of youth volunteers, promotes their participation in social public affairs, and nurtures and reserves excellent youth volunteer talents.

7.4.3 Midstream Strategy: Chinese and Foreign Youth Exchange

Finding 15: The Project has fostered innovative channels and modes of interaction for cross-cultural exchange among youth, providing opportunities for young people from different countries to share and learn about sustainable development experiences.

Through innovative channels and methods for the exchange of young people between China and foreign countries, the sustainable development project has created opportunities for young people from various countries to share and learn about sustainable development experiences. Young people from different countries engage in online and offline exchanges, entering communities,

schools, and families to discuss sustainable development topics such as waste sorting practices, environmental concepts, poverty alleviation, and exchange opinions on the global common topic of “Building a Community with a Shared Future for Mankind.”

For three consecutive years in 2019, 2020, and 2021, the China-Africa Youth Gala and China-Africa Youth Sustainable Development Roundtable Conference were held, providing a platform for Chinese and African youth to engage in in-depth discussions on topics such as “Exploration and Experience of Sustainable Development Paths in Various Countries,” “China-Africa Joint Efforts in Combating Epidemics,” “Education and Poverty Alleviation in China and Africa,” “The Role of Political Parties in National Construction and Development,” and “The Role of Youth in Promoting the Building of a Closer China-Africa Community with a Shared Future.” In 2019, 30 Chinese and African youth representatives shared their experiences in implementing sustainable development goals, and Chinese scholars, volunteer service organizations, and social organization representatives shared China's explorations and experiences in sustainable development. African youth representatives showed great interest in sustainable development goals and exchanged ideas related to poverty alleviation, quality education, environmental protection, and economic development.

In January 2020, a delegation of more than 50 young people from the Japan Asia-Pacific Children's Convention (APCC) visited China. During the sharing session, Chinese and Japanese young people discussed environmental protection, waste sorting, and the practice of sustainable development topics. In 2020, the “Sustainable Development, Youth in Action - Turning Kitchen Waste into Treasure” series activity visited an international school in Pakistan, where foreign students expressed their opinions and suggestions on sustainable development.

7.5 Effectiveness on Upstream Strategy

7.5.1 Upstream Strategy: Partnership and Policy Advocacy

Finding 16: The Project has created a favourable environment for sustainable development education and youth innovation and entrepreneurship by integrating a wide range of social resources. This trend continues to consolidate and expand.

Upstream strategy refers to collaborating with the government and other diverse stakeholders to create a favorable environment for youth entrepreneurship, innovation, and leadership in the field of sustainable development through policy advocacy. The project has successively partnered with organizations and companies such as the Central Academy of Fine Arts, Beijing Qingzhiqiao Public Welfare Foundation, Exhibition and Training Fund, Lisun Culture and Technology Group, Audi China, and Miss fresh. It has provided guidance and support for the systematic development of youth sustainable development education curricula, including topics such as youth art education and sustainable development, Model United Nations, emotional expression, digital animation, corporate social responsibility and youth development, and child nutrition and health. The “circle of friends” of the sustainable development project continues to expand, gathering a wider range of social resources for youth sustainable development through the establishment of broader partnerships, thus creating a favorable environment for youth sustainable development education and youth innovation and entrepreneurship (for a more comprehensive evaluation of partnerships, see 7.13).

Finding 17: There is evidence suggesting that collaborative endeavours with national ministries and local governments have started to influence government decision-making in sustainable development innovation practices.

Cooperative projects with national ministries and local governments have had a certain influence on government decision-making. Relevant departments have strengthened the concept of sustainable development and integrated it closely into their work scope. For example, in cooperation with the water resources department, “Sustainable Development, Youth in Action - Be A Little River Officer” has been promoted from top to bottom, closely aligned with China's “River Chief System” that is being implemented. Pilot provinces and cities, with the river chief offices at all levels as the core, collaborate with local education bureaus, youth leagues, and other departments to promote the “Sustainable Development, Youth in Action - Be A Little River Officer” activity in local primary and secondary schools. This engages students as promoters, demonstrators, and supervisors in river and lake protection and ecological civilization education. Through students' influence on their families and schools' influence on society, more people consciously participate in river and lake protection, further creating an atmosphere of public participation in environmental protection and contributing to the implementation of the river chief system and the construction of water ecology.

7.6. Other Issues Related to Relevance and Effectiveness

7.6.1 Effectiveness in countering COVID-19 pandemic

Finding 18: With the help of internet technology, the Projects have flexibly adjusted implementation methods, which effectively mitigating the negative impacts caused by the COVID-19 pandemic.

The COVID-19 pandemic, the most widespread global epidemic in nearly a century, had a significant impact on the implementation of the Project. Nationwide preventive measures were in place from early 2020 until the end of 2022, covering almost the entire implementation period of “Stage One” of the project. The COVID-19 outbreak and the resulting control measures caused major changes in the business environment. The monitoring and evaluation report in 2021 indicated that 60% of annual plans and 60% of overall implementation targets were affected. In the prolonged situation of the COVID-19 pandemic, the sustainable development project promptly convened an emergency meeting of the project steering committee and flexibly adjusted the overall strategy, annual work objectives, and execution strategies.

The Project took a series of timely measures to effectively mitigate the negative impact of the COVID-19 pandemic on its implementation. Firstly, modern internet technology was fully utilized to shift important activities from offline to online or adopt a combination of online and offline approaches, continuously summarizing the experiences and lessons learned from online activities to ensure their effectiveness. For example, the “Youth Co: Lab National Dialogue” in 2020 was conducted through online training. During the five-day online event, young entrepreneurs achieved similar training outcomes as offline activities through mentor spaces, sharing of excellent youth entrepreneurial cases, and discussions with representatives of the Chinese youth entrepreneurial ecosystem. Online activities provided a more convenient channel for disadvantaged groups in the

central and western regions to participate, contributing to the UN's development concept of "Leaving No One Behind." In 2021, young people from central and western regions, such as Wuhan and Zhangye, participated in the "Sustainable Development, Youth in Action - Be A Little River Officer" activity through a combination of online and offline approaches. Teachers from the China Soong Ching Ling Science and Culture Exchange Center for Young People conducted remote teaching and guidance from Beijing, and the "little river officers" learned and practiced through online courses.

Furthermore, the Project made full use of periods and regions with relatively stable pandemic situations to organize offline activities. In the "Sustainable Development, Youth in Action - Be A Little River Officer" activity in 2021, regions such as Fujian, which had suitable conditions for offline activities, organized river patrols by the little river keepers to record water levels, water quality, and biological changes, advocating for river conservation and jointly protecting the beautiful water environment.

Thirdly, the project adapted to the situation and turned challenges into opportunities. While the COVID-19 pandemic posed challenges to project implementation, it also created new opportunities. The project timely designed theme activities that adapted to the COVID-19 situation and spread awareness of the United Nations Sustainable Development Goals. For example, in 2020, the project organized the Sunshine Sports event, which was the first practical course conducted after the outbreak of the COVID-19 pandemic. It encouraged young people to strengthen their physical fitness through sports to fight against the pandemic and personally experience the importance of SDG 3 "Good Health and Well-being" in the context of major public events. The "Youth Co: Lab National Dialogue" in 2020 included a "Digitalization" theme design thinking course to cultivate innovative thinking in an interactive manner, adapting to online training.

Overall, in the challenging environment of preventing and controlling the COVID-19 pandemic, the project took various measures to ensure the continuity of key activities. Series of activities such as the Movers Programme China, the "Youth Co: Lab National Dialogue's, and "Sustainable Development: Youth in Action - Cheering for Little River Keepers" maintained good continuity.

Finding 19: Despite the implementation of innovative measures to ensure project execution, the COVID-19 pandemic still had a certain impact on the projects, primarily manifested in the limitations on international exchange activities.

However, despite the efforts made, the COVID-19 pandemic still had an impact on the achievement of project goals, mainly manifested in the limitation of large-scale offline activities, reduced international exchanges, and restricted participation of international volunteers. For example, due to the impact of travel restrictions, winners of the Youth Maker Challenge received invitations to participate in activities at the United Nations Headquarters but were unable to attend due to the pandemic.

7.6.2 Effectiveness in Publicity

Finding 20: Stakeholders involved in have effectively increased the visibility of the Project and promoted the concept of sustainable development through various channels such as official websites, WeChat public accounts, mainstream media coverage, and local cooperation promotion.

They have utilized various forms such as text, videos, music, exhibitions, etc., to effectively raise awareness and disseminate the principles of sustainable development.

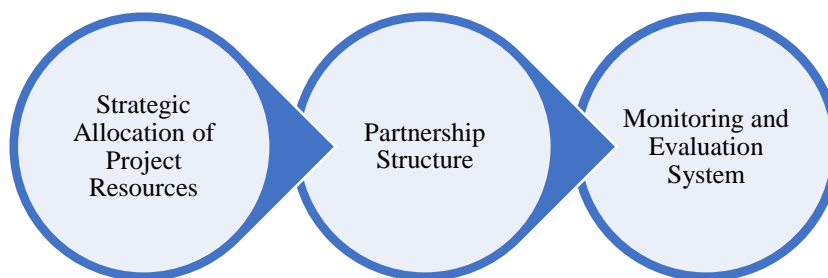
The Project emphasizes public communication and has conducted extensive publicity and coverage of major activities through mainstream media targeting young people, such as the China Youth Daily. The project partners have also utilized official websites, WeChat accounts, and other new media platforms to promote the project's thematic activities. Local collaborative activities of the sustainable development project have received significant attention from local media. For example, the pilot provinces of the “Sustainable Development, Youth in Action - Be A Little River Officer” activity received extensive coverage on the official websites of the water resources departments and mainstream media, and some participating schools reported on the activities through WeChat public accounts. In 2022, the sustainable development project held a retrospective exhibition at the China Soong Ching Ling Science & Culture Center for Young People, showcasing the four major outcomes since the project's implementation in 2019.

The sustainable development project has produced well-crafted promotional videos, which were publicly released on Tencent Video. In 2021, the “Sustainable Development Youth in Action - Turning Kitchen Waste into Treasure” activity also produced an animated short film that explains the knowledge and methods of turning kitchen waste into valuable resources in a youth-friendly and understandable manner. The short film was published through the official Weibo account of the UNDP and received a high number of views.

The Project has also incorporated the interests and hobbies of young people by using popular and appealing forms of communication. The project has designed a cartoon mascot named “Yumiaomiao” (育苗苗, cultivate sprout) to represent the project. Yumiaomiao has a head shaped like a globe, with hands holding and nurturing young green saplings, symbolizing the call for young people to take practical actions for sustainable development. The ears on both sides represent how technological innovation can assist young people in making steady progress on the path of sustainable development. In 2022, the sustainable development project invited musicians to create a rap music piece titled “Together and United” to promote the concept of sustainable development among young people through popular music.

Also, the Project pays great attention to international publicity. Through recommendations from the United Nations Volunteers organization, the project has promoted youth empowerment and voluntary service participation by participating in international events such as the ECOSOC in the Asia-Pacific region and the Global SWVR seminar. The aim is to globally promote the experiences of Chinese youth in sustainable development and generate greater impact.

7.7 Efficiency



7.7.1 Strategic allocation of project resources

7.7.1.1 Structure of financial inputs and expenditures

Although the Project faced challenges due to the impact of the COVID-19 pandemic during its operational cycle, it still maintained a high annual execution rate (see Table 11) and received sufficient funding support. The China Soong Ching Ling Foundation is the main contributor of funds, and other partners also provided supplementary financial support. Additionally, ecological co-building partners offered financial support for specific activities or events. For example, cooperating companies provided the “Youth Innovation Award” as a financial reward for the “Youth Co: Lab National Dialogue”.

Table 10 Annual budget and expenditure for the Projects

	Annual budget (USD)	Actual expenditure (USD)	Implementation Efficiency (%) ⁴
2019	165,246	107,737	65
2020	206,190	181,686	88
2021	247,877	260,203	104
2022	221,405	231,429	104

Finding 21: The Project have sufficient funding and maintained a high execution rate, even in challenging situations such as the COVID-19 pandemic.

In terms of the expenditure structure, the funding of the sustainable development project directly supports youth activities for sustainable development. The largest proportion of expenditure is allocated to Outcome 1: Establish a youth SDG platform and raise youth awareness of the SDGs & “A Community with a Shared Future for Mankind”. In 2020, it accounted for 45.8%, and in 2021, it accounted for 76.0%. The main expenses in this category include the development, teaching, and training of sustainable education demonstration courses. Adequate funding is also allocated to Outcome 2: Support young people's innovative and entrepreneurial abilities and empower youth to

⁴ The calculation standard of the implementation rate is calculated by dividing the actual expenditure by the planned expenditure

accelerate SDG localization, as well as Outcome 4: Establish long-term mechanisms to strengthen young people's volunteer engagement in the SDGs and raise awareness and knowledge on the importance of a shared future for mankind (see Figure 13 and Figure 14).

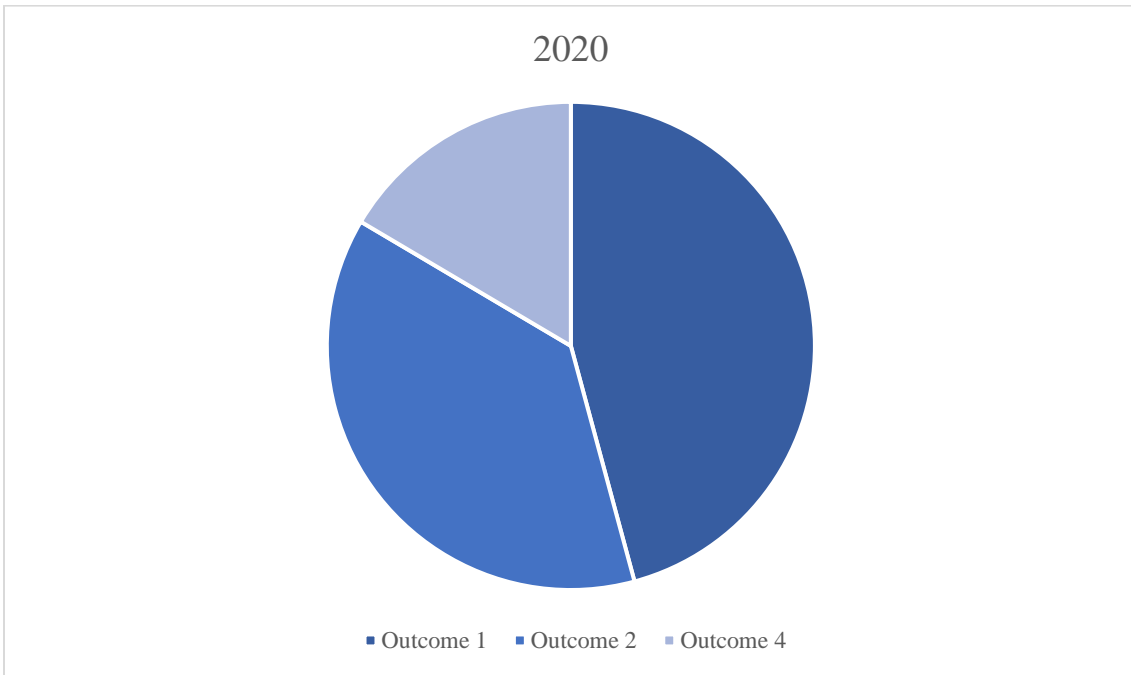


Figure 12 Expenditure structure of the Project, 2020

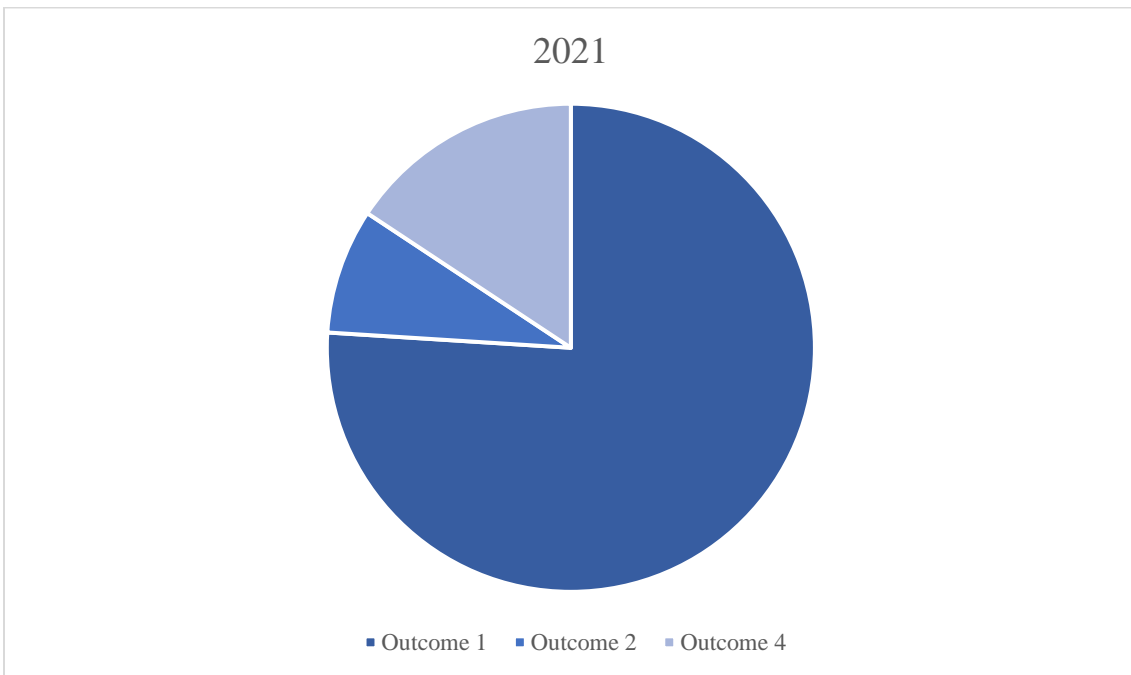


Figure 13 Expenditure structure of the Project, 2021

Outcome 1: Establish a long-term education platform;
Outcome 2: Support young people's innovative and entrepreneurial abilities;
Outcome 4: Establish long-term mechanisms to strengthen young people's volunteer engagement in the SDGs.

7.7.1.2 Human Resource Condition

Finding 22: The Project Management Office and staff from partner organizations have a broad international perspective and extensive experience in project management, ensuring the effective operation of the projects with great enthusiasm and professionalism. However, there is a need to further enhance the quantity of human resources directly involved in ensuring the smooth running of the Project.

The organic implementation of the Project relies on the hard work and dedication of the PMO. The Project involves a wide range of activities, with a large scale and is also impacted by the pandemic. PMO members complement each other's strengths, learn from each other, and work overtime to ensure the effective coordination of planning, execution, summary, and reimbursement at each stage of the annual plan. Furthermore, based on the concept that everyone is a “disseminator of sustainable development goals,” the PMO organizes “Three-Person Study Groups” (三人学习小组) where members share their chosen topics on a weekly basis. This not only enhances communication and understanding among the team members but also provides comprehensive training for their planning, research, and presentation abilities. In the Movers Sustainable Development Training Camp, every PMO member serves as a trainer and independently conducts workshops on different topics. During the lesson observation and evaluation activities held at the center, PMO members share the self-developed “Simulated Life” sustainable development game and the innovative activity course “Volunteer Growth Tree” with educational research experts and teachers. The project partners have international backgrounds and project management capabilities, actively participating in the design and execution of various project activities.

The Project also leverages the power of United Nations volunteers. Two UNV professionals were recruited to work at the China Soong Ching Ling Science and Culture Exchange Center for Young People under the Project, assisting the project office in project implementation. In 2021, two community volunteers were deployed to support the project. This was the first time in China that volunteers were recruited in this manner. In 2022, three community volunteers were deployed to support the project office in graphic design and activity planning.

However, the Project still faces long-term challenges in terms of human resources. On the one hand, staffing is limited, making it difficult to expand the formal project team. On the other hand, the compensation and benefits for volunteer positions are not attractive enough, making it challenging to recruit experienced staff who meet the requirements of the positions. The project's utilization of United Nations volunteer resources is not yet fully optimized, and there is a need for more involvement and space for volunteers in terms of numbers and functions.

7.7.2 Partnership Structure

The partnership relationships of the Project can be categorized into several aspects, ranging from core to peripheral, including stakeholders relationships, national/sub-national partnerships, relationships with the private sector, and other social organizations (see Figure 15).



Figure 14 Partner Structure Map

7.7.2.1 Communication and Collaboration among Project Partners

Finding 23: The main implementing/cooperation partners of the Project have excellent conditions in terms of funding, venues, and capabilities, making them effective vehicles for the localization of international projects.

The Project is jointly initiated by five organizations: China Soong Ching Ling Foundation, UNDP, UNV, CICETE, and China Soong Ching Ling Science & Culture Center for Young People. The five parties have established a Project Steering Committee and set up a Project Management Office, with the project office located at the China Soong Ching Ling Science & Culture Center for Young People.

The center focuses on cultivating youth innovation in science and technology, promoting Chinese excellent traditional culture, and building a platform for global youth exchange and mutual learning. It actively conducts domestic and international youth science and culture exchange activities and has advantages in terms of funding, venues, and education. It serves as an effective platform for the implementation of the international project at the local level.

Finding 24: The Project's five collaborating partners have close connections and actively provide funding, volunteers, specialized skills, and expert resources, making them the core driving force behind the smooth implementation of the project.

The close collaboration and interaction among the five partners are the core driving force behind the successful implementation of the project. The partners jointly organize the Project Steering Committee, which meets 1-2 times per year, with participation from the leaders of each party. They discuss and review the annual plan, jointly determine the annual goals and key strategies. Each partner has designated project contacts who actively participate in the organization and implementation of various courses and activities. During the implementation of major activities, the partners collaborate closely, actively contribute complementary funding and volunteer resources, brainstorm activity plans, and actively connect with expert resources and potential partners. Representatives from each partner have formed close partnerships during the project execution process, with frequent interaction, smooth communication, and a high level of trust, effectively ensuring the smooth operation of the Project.

UNDP provides the Movers curriculum system and localizes it to suit the project's needs. It leverages the global network and corporate resources of UNDP to create conditions for various activities of the sustainable development project and connects with local cooperation resources. UNV provides volunteer support to the sustainable development project for the first time in China, deploying two professional volunteers who participate in project implementation on a long-term basis, as well as 5-6 community volunteers who participate in project activities multiple times.

CICETE is responsible for project management, financial management, monitoring and evaluation, and provides relevant resources to the Project.

The China Soong Ching Ling Science & Culture Center bears the heavy responsibility of project design, organization, coordination, and implementation, and is fully responsible for the overall operation of the project.

Finding 25: All partners involved in the Project need to strengthen communication regarding project progress and action strategies. They should fully leverage the resource advantages of multi-stakeholder collaboration organizations to achieve a win-win situation for all parties involved.

During the interviews with representatives from the partner organizations, the evaluation team also discovered that there were different expectations among the partners regarding the achievement of Project goals and the implementation approach. A representative from partner organization pointed out that the project's impact fell short of expectations, such as the number and scope of young people reached, which still needed improvement. Further investigation revealed that there were three main reasons for this gap: first, the fluctuation in the project's execution environment caused by the impact of the COVID-19 pandemic; second, the project was in the first stage of development and demonstration, with most courses and activities focused on small-scale exploration and iterative updates, and had not yet been implemented on a larger scale; and third, the collaborative network of the sustainable development project was still in the process of continuous development.

The “Stage Two” of the Project shall shift its focus from curriculum development to collaborative promotion, pushing the mature curriculum system to a wider range of regions and groups, expanding the project's coverage and influence, and enhancing social inclusion to ensure that no one is left behind. It is particularly important to strengthen communication among the partners, overcome differences in cooperation objectives and administrative cultures, reach consensus on phased goals and action strategies, and quickly achieve a transformation that starts from individual

training and extends to networks, from changing individual perceptions to promoting social change on a large scale. By doing so, the project can achieve a broader impact and effectively address the identified gaps and challenges, while also strengthening the collaborative efforts and synergy among the partners.

7.7.2.2 Partnership with Government

Finding 26: The Project has established ground-breaking cooperation with relevant government departments, creating an extensive network for sustainable development education.

The Project has had successful cooperation with national ministries and commissions, effectively promoting thematic activities through the hierarchical structure of relevant departments and maintaining good continuity. For example, “Sustainable Development, Youth in Action - Be A Little River Officer” activity is conducted in collaboration with the Ministry of Water Resources, which strongly supports the activity. The Ministry of Water Resources, from the national level to the local water resources departments, provides collaborative resources for the activity, offering on-site teaching and involving water resources experts in guiding the design and management plans for the river guardians, forming a close cooperative relationship. In some regions, such as Fujian Province, the local “Sustainable Development, Youth in Action - Be Little River Officer” activities are integrated with the local river chief system and have been carried out in multiple schools through multiple rounds of activities. The actions of youth volunteers in safeguarding rivers and lakes, protecting the ecological environment, and practicing the concept of sustainable development have become increasingly popular.

The Project has also collaborated with county-level governments such as Neixiang to promote the Movers program at the county level, empowering teachers in underdeveloped areas. It has established a good cooperative relationship with local governments. Local education departments will continue to promote participating teachers to drive teacher development and support teachers in conducting sustainable development workshops.

7.7.2.3 Partnership with Private Sector and NGOs

Finding 27: The project partners, including international organizations and renowned companies, possess important resources and have started seeking collaboration with local civil society organizations. However, there is a need to establish stable and sustainable cooperation mechanisms for utilizing these resources in sustainable development projects.

The Project has interacted with various types of social organizations and academic institutions, with the Movers workshops being particularly outstanding in this regard. The Movers programme collaborates with social organizations in the fields of sustainable development, social innovation, environmental protection, and philanthropy to conduct workshops, discussing topics such as social innovation and entrepreneurship, climate action, and other sustainable development themes. The workshops also reach out to higher education institutions and engage college students in activities. The “Youth Co: Lab National Dialogue” provides “Youth Innovation Awards” to award-winning projects, which is part of the collaboration between UNDP, governments, private sectors, incubators, and financial institutions. Its aim is to jointly explore more sustainable mechanisms,

promote youth engagement in social entrepreneurship, and support the United Nations' 2030 Sustainable Development Agenda.

The multiple partners involved in the sustainable development project possess important resources from international organizations and well-known companies. The “Youth Co: Lab National Dialogue” has received “Youth Innovation Awards” sponsored by companies such as OPPO and NIO. However, the investment of corporate resources mainly manifests in sponsorship for specific activities, and further exploration is needed to establish stable and sustainable cooperation mechanisms.

7.7.3 Monitoring & Evaluation System

Finding 28: The Project emphasizes the summative learning of individual activities, but there is room for improvement in terms of process monitoring, evaluation, and timely adjustments.

PMO is responsible for monitoring the project implementation and conducting process evaluations. The Project Steering Committee (PSC) plays a crucial role in providing guidance and communication through annual meetings and making timely decisions for adjustments as needed. The Committee consists of representatives from participating organizations who review the project's progress and provide improvement suggestions from their respective organizational perspectives. During interviews with representatives of the participating organizations, it was mentioned that there were some deviations from the original plan during the project execution, and the project expanded its scope due to new opportunities that arose. These adjustments are influenced by external factors and implementation conditions, and they are common and normal adaptive measures in other projects as well. After each significant activity, all project participants engage in summarization and communication from different angles, and the outcomes of the activities are documented in detail. The project management team members have extensive experience in project execution, which allows them to perceive the strengths and weaknesses during the project implementation through personal experiences.

However, it is important to note that this evaluation is based on individual experiences, and the Project lacks sufficient raw data in terms of data statistics, case tracking, and participant follow-ups. This limitation primarily stems from the limited human resources available for the project. The accumulation of historical project data would greatly contribute to real-time monitoring and evaluation of the project, ensuring consistency between actions and objectives.

7.8 Sustainability

Finding 29: The Project's resource allocation and collaboration network demonstrate a high level of sustainability. In the future, the establishment of more robust sustainable development hubs can be achieved through mechanisms such as cooperative agreements and joint construction.

The collaborative relationship within the Project is sustainable. The resources and advantages of the collaborating parties are highly complementary. The China Soong Ching Ling Foundation considers promoting youth scientific and technological innovation and cultural exchange as important tasks and holds consultative status with the United Nations. It will continue to support youth participation in sustainable development. The five collaborating parties of the project have

established close cooperation during the first phase of implementation, serving as the core momentum of project execution with sustainability.

The “Stage One” of the project has explored a series of courses and activities to promote youth participation in sustainable development. The brand activities have already gained certain influence among Chinese youth. On one hand, the project has accumulated rich experience in curriculum development and activity organization. On the other hand, it has formed a continuously evolving and mature curriculum framework, which demonstrates sustainability and replicability in future sustainable development education.

The project has established a sound incentive mechanism to ensure the long-term participation of youth in sustainable development. For example, the “Sustainable Development, Youth in Action - Be A Little River Officer” activity advocates for youth to have a global perspective while focusing on local issues, deeply engaging in sustainable development. It has innovatively proposed a five-star advancement model, encouraging children to participate in different forms such as Young Pioneers, school clubs, and holiday teams, to take responsibility for supervising, maintaining, and promoting a specific segment of a river near their school or community. “Sustainable Development, Youth in Action - Be A Little River Officer” has a low entry threshold, as attending a river-related lecture only qualifies for the first star. However, achieving higher star levels requires more effort, with children needing to apply interdisciplinary knowledge, enrich themselves, actively engage in practical activities, and, most importantly, sustain their involvement.

The collaborative relationships established on “Stage One” with national ministries and local governments can continue to deepen and consolidate. The collaboration with the Ministry of Water Resources can be expanded to more provinces, while the cooperation model with Neixiang can be replicated and promoted in other regions. To ensure the sustainability of the project's collaborative relationships, it is also necessary to establish more robust and long-term youth engagement centers for sustainable development throughout the country through agreed-upon partnerships.

7.9 Social Inclusiveness: Gender and Cross-cutting issues

7.9.1 Gender Equality

Finding 30: The sustainable development project incorporates a gender perspective and ensures the active participation of female youth and adolescents in its various activities, with their representation exceeding 50%.

Gender equality is itself one of the sustainable development goals and an important principle upheld by the sustainable development project. The project management system incorporates a gender perspective into its mainstream practices. Gender equality issues are mandatorily discussed in the meetings of the project steering committee, establishing the principles of gender equality. The project's monitoring and evaluation system considers gender equality as a crucial monitoring indicator in all activities, and the annual reports summarize the implementation of gender equality across various aspects, including project implementation, human resources, monitoring and evaluation, communication, and promotion. Moreover, 65% of the staff members in the PMO are women, and all members of PMO have participated in training sessions on Sustainable Development Goal 5: “Gender Equality.”

Before organizing any activity, the project office conducts surveys, with gender being one of the key pieces of information required. Based on this information, the participation of both attendees and volunteers in various project activities is ensured to be gender-balanced. Table 12 provides statistics on the gender composition of participants in the “Youth Co: Lab National Dialogue”, with female youth accounting for over 50% of participants, and in 2021, 63% of the participants were young women. The project strictly adheres to the principle of gender equality in other activities as well, providing equal opportunities for women to voice their opinions and participate. For example, in the “Sustainable Development of the Youth - Sunshine Sports”, out of 160 participants, 92 are female.

The Project has also consciously allocated resources to thematic activities that empower young women. For example, in 2022, the project organized a seminar that highlighted gender equality as a key topic, and it was attended by 2,397 individuals.

Table 11 Participant Structure of “Youth Co:Lab National Dialogue”

Year	Session	Theme	Number of Application	Participating Team	Participating Personnel	Structure		
						Female Youth	Rural Youth	Others
2019	NO. 2	Rural Revitalization	116	32	72	-	79%	-
2020	NO. 3	Youth Support for Digital Efforts in Pandemic-countering	206	39	98	52%	11%	47% from areas severely affected by the epidemic, 2% are disabled youth
2021	NO. 4	Climate Action	89	29	65	63%	25%	5% from ethnic minority youth
2022	NO. 5	Green Development	-	30	60	-	-	-

7.9.2 Minority Participation / Leave No One Behind

The sustainable development project upholds the principle of “Leaving No One Behind” and fully considers the participation of disadvantaged young people in various courses and thematic activities. “Youth Co: Lab National Dialogue” has a certain proportion of participation from disabled and ethnic minority youth. The Movers programme particularly focuses on empowering marginalized youth groups, including diverse gender groups, disabled individuals, rural youth, and adolescents, ensuring that no one is left behind. Although the COVID-19 pandemic has impacted the project implementation, the combination of online and offline implementation methods has lowered the barriers for participation by youth in Mid-West China, contributing to achieving a more inclusive society.

Finding 31: During the COVID-19 pandemic, the project adopted a combination of online and offline approaches, extending its implementation from urban centers to remote areas. Through collaborations with local governments, Movers workshops, and other initiatives, the project promoted sustainable development concepts in underdeveloped regions. Additionally, it reduced the barriers to participation for youth in Mid-West China, integrated advantageous resources, and empowered marginalized youth groups.

Against the backdrop of the urban-rural dual structure in China, the sustainable development project focuses on promoting rural sustainable development. In 2019, the project highlighted “Rural Revitalization” as the theme of the “Youth Co: Lab National Dialogue”, with 79% of participants being rural youth. The participating projects, ranging from artificial intelligence, Internet Plus philanthropy, intangible cultural heritage, e-commerce, to education, focused on addressing rural development issues and empowering rural youth by starting from everyday rural matters, thereby contributing to sustainable rural economic development.

From July 26th to 28th, 2022, the sustainable development project conducted the Movers Sustainable Development Capacity Building Training Workshop in Neixiang, Henan Province, in the central region of China. The training workshop aimed to expand the capacity of teachers in equal educational quality and covered topics such as sustainable development goals, gender equality, quality education, and teachers' comprehensive abilities. Through the simultaneous implementation of online and offline training courses, nearly 400 young teachers and study tour instructors from the entire county participated in the training, with 60 trainee teachers receiving the Movers training certification. This collaboration between the project and the United Nations Development Programme, as well as the poverty alleviation project in Naxiang, marked the first systematic sustainable development training for local teachers at the county level nationwide. It provided rural teachers with opportunities to integrate high-quality educational resources, bridge educational gaps, and enhance the international perspective and comprehensive qualities of county-level teachers and youth. Rural teachers have incorporated sustainable development goal courses into their respective schools in Neixiang, expanding the impact of the sustainable development project through students, families, and the community.

VIII. CONCLUSIONS

8.1. Key findings on the Theory-driven Evaluation

The evaluation report adopts a theory-driven approach, utilizing the Theory of Change on which the sustainable development project is based to assess the outputs, outcomes, and impacts of various intervention measures. It also attempts to analyze the implementation pathways and key factors between interventions and results. Figure 16 provides an overview of the overall findings of the theory-driven evaluation.

The main objectives of the Project are as follows: to enhance young people's awareness of sustainable development goals and the concept of a shared future for humanity, to improve their capacity to engage in sustainable development, and to strengthen international exchanges among young people and establish youth volunteer service bases. Centered around these core objectives, the sustainable development project has implemented a diverse range of intervention measures over the past three and a half years, including series of courses, thematic activities, large-scale events, international exchanges, and volunteer practices. This has resulted in tangible outcomes such as a sustainable development curriculum system, toolkits, workshops, youth innovation and entrepreneurship projects, volunteer service bases, stable cooperative relationships, and international exchange mechanisms. These measures have produced both short-term and long-term effects in empowering young people to engage in sustainable development and creating a favourable environment for their participation, with broad and profound impacts on government, private, and social sectors. The principles of gender equality and social inclusion advocated by the United Nations have been fully implemented in the sustainable development project.

The theory-driven evaluation also identified the implementation pathways between outputs and results through further causal analysis, focusing on four aspects: developing series of courses, organizing thematic activities, promoting international exchanges, and establishing volunteer bases. Key factors that ensure the effective production of intervention measures include a comprehensive design closely aligned with transformative theories, clear objectives with reasonable annual indicators, alignment with major domestic and international strategic directions, the executing unit's capability to achieve objectives, the organizational adaptability that incorporates gender equality and social inclusion perspectives, close cooperation among collaborating entities, strong financial support, cooperation with national ministries and local governments, and the establishment of extensive social partnerships. The specific conclusions of the evaluation will be presented according to the evaluation criteria.

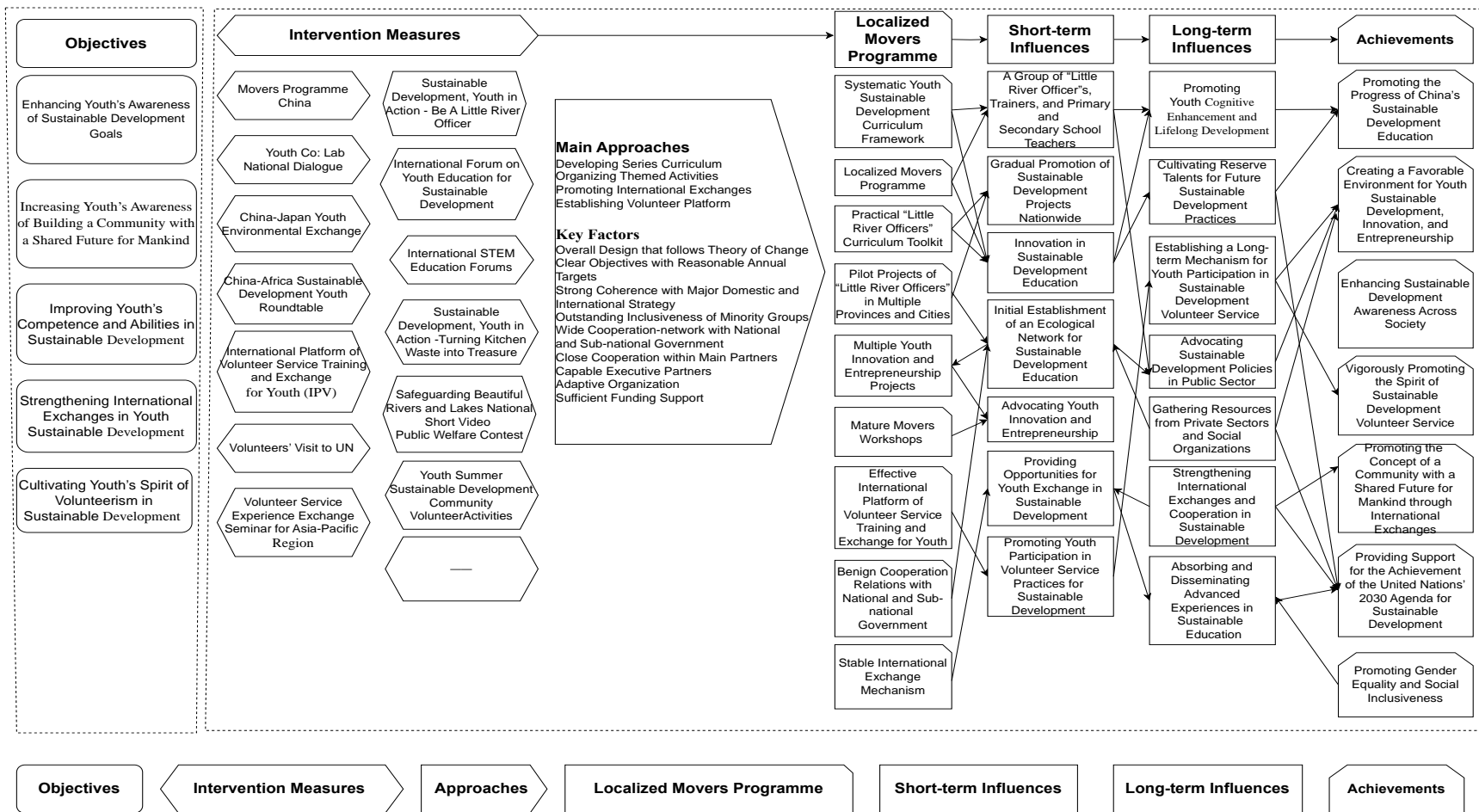


Figure 15 Key findings on the Theory-driven Evaluation

8.2 Conclusion on Relevance

Conclusion 1: Advantages (Finding 1, 18, 20)

The activities of the Project are highly relevant to the project objectives, and the integrated demonstration system of “Education Innovation - Innovative Entrepreneurship - Volunteer Service” has achieved significant results, laying a solid foundation for the next phase of work. The Project has demonstrated a high level of organizational adaptability in the face of the external impact of the COVID-19 pandemic. Through timely adjustments to annual plans, coordination of remote work, a combination of online and offline activities, and the design of activities that turn challenges into opportunities, the project effectively mitigated the negative effects of the pandemic. The adjusted plans remained closely aligned with the core objectives of the sustainable development project, ensuring the balanced development of “educational innovation,” “innovation and entrepreneurship,” and “volunteer service.”

The Project has also enhanced its influence through effective publicity activities. Through various channels such as the official website, WeChat public account, mainstream media coverage, and local cooperative promotion, the project partners have utilized multiple forms including text, videos, music, and exhibitions to effectively increase the project's visibility and promote the concept of sustainable development in a comprehensive manner.

Conclusion 2: Disadvantages (Finding 19)

The COVID-19 pandemic continues to have an unavoidable impact on sustainable development projects, especially in the area of international exchanges. Due to travel restrictions imposed during the pandemic, large-scale international youth exchange activities are difficult to replace with online alternatives and have had to be postponed or canceled. International experts and volunteers in the field of sustainable development have faced challenges in entering countries for exchange purposes, leading to missed opportunities for external learning and collaboration for the Project.

8.3 Conclusion on Coherence

The Project aims to promote youth engagement in sustainable development practices, and its main interventions are highly aligned with SDGs. The sustainable development education curriculum system helps enhance young people's awareness of sustainable development goals. Activities such as “Youth Co: Lab National Dialogue”, “Sustainable Development, Youth in Action - Be A Little River Officer”, and Movers workshops encourage active youth participation in sustainable development. The combination of curriculum learning and practical activities effectively enhances young people's capacity to engage in sustainable development actions. The participating youth also connect the concept of SDGs with the idea of a shared future for humanity, deepening their understanding of China and the world, and becoming potential talents for global sustainable development governance in the future.

The project also advocates the spirit of international volunteer service. By establishing international youth volunteer service training and exchange centers, a long-term mechanism for volunteer service participation has been established, providing continuous empowerment, participation channels, and international networks for young people. Throughout the project implementation process, strong partnerships have been established with relevant government departments, local governments,

private enterprises, and social organizations. An ecosystem network for sustainable development education and innovation and entrepreneurship has been built, promoting the United Nations' sustainable development goals through these partnerships.

One area for improvement is the lack of a cohesive framework that unifies the various activities in the sustainable development project. The interconnection and overall coherence among activities need to be strengthened, and there should be more emphasis on mutual support and resource sharing between activities in the future.

8.4 Conclusion on Effectiveness

The evaluation questions 5-10 assessed the effectiveness of the sustainable development project from downstream, midstream, and upstream interventions, and identified key factors influencing effectiveness under the guidance of the Theory of Change. The conclusions regarding effectiveness are derived from the main findings 4-17.

8.4.1 Conclusion on Effectiveness of Downstream Strategy

The downstream strategies of the sustainable development project have achieved considerable success. The downstream strategies encompass two major directions: the Movers Programme China targeting youth and a series of activities targeting adolescents. The key findings related to this include findings 4-12.

The direct outputs of the downstream strategies are the training of a significant number of youth trainers, primary and secondary school teachers, and environmentally conscious adolescents. The dissemination of sustainable development concepts has been expanded through the “spreading from point to area” approach, such as Movers workshops, students influencing their families, and schools influencing the community.

The downstream strategies have also generated solidified knowledge products such as localized Movers courses, Little River Officer teacher and student curriculum packages, enriching the theoretical framework of sustainable development education and laying the foundation for replication and promotion.

Overall, the downstream strategies of the Project have effectively raised awareness and empowered adolescents through curriculum and activities. They have attracted a large number of adolescents of different genders and explored innovative pathways for sustainable education through advanced curriculum designs in STEM, design thinking, leadership, and more.

However, the downstream strategies have some shortcomings in terms of inadequate tracking and follow-up of curriculum and activity outcomes. Although a group of future talents engaged in sustainable development has been nurtured, there is a lack of effective mechanisms to leverage their dissemination capabilities. There is a need for a mature platform to facilitate communication between participants and the Project, as well as among the participants themselves. The transformative impact of project participants has yet to be fully unleashed. Furthermore, the downstream strategies should adopt more extensive approaches to reach marginalized and vulnerable youth groups, including those in rural areas.

8.4.2 Conclusion on Effectiveness of Midstream Strategy

The midstream strategies of the sustainable development project focus on network building and resource support. The conclusions regarding the effectiveness of the midstream strategies are closely related to the key findings 13-15. These strategies have provided effective support for adolescent participation in sustainable development through the provision of innovation and entrepreneurship resources, the establishment of volunteer service platforms, and the strengthening of international youth exchanges.

The “Youth Co: Lab National Dialogue”, held continuously, not only stimulates youth's initiative and creativity in innovation and entrepreneurship through various themes but also integrates abundant resources from the private sector to support youth in their innovation and entrepreneurship endeavors. The winning works of the challenge have also had learning opportunities through exchanges with the International Youth Co: Lab, absorbing advanced international experiences in innovation and entrepreneurship.

The international youth volunteer service training and exchange platform has become an effective entity in supporting adolescent participation in volunteer service. The close integration of volunteer service and sustainable development provides volunteer manpower support for the project while responding to the increasing volunteer consciousness within China. It offers effective pathways for youth and adolescents to engage in volunteer service and carry out sustainable development volunteer service with a global perspective.

The implementation of volunteer service in various forms has increased the participation pathways for youth and adolescents, disseminated the concepts of sustainable development and international volunteerism, empowered different roles, broadened the international perspectives of young volunteers, promoted their participation in social public affairs, and cultivated and reserved excellent young volunteer talents.

International exchanges between Chinese and foreign youth have incorporated a large number of sustainable development themes, including sustainable development roundtable forums, joint efforts against the pandemic, and education poverty alleviation. These activities directly serve the United Nations SDGs and enhance mutual trust and cooperation among Chinese youth, fostering the next generation that understands each other and takes joint action.

8.4.3 Conclusion on Effectiveness of Upstream Strategy

The upstream strategies of the sustainable development project focus on ecological construction and policy advocacy. Some intervention measures have demonstrated cross-level effectiveness. For example, while the “Sustainable Development, Youth in Action - Be A Little River Officer” activities empower adolescents at the downstream level, they also establish a solid pilot mechanism at the upstream level, thereby exhibiting certain policy influence. Similarly, the international volunteer service bases provide participation networks at the midstream level and also demonstrate effectiveness in creating an environment for volunteer service participation at the upstream level. Therefore, the aforementioned strategies with cross-level and cross-impact will not be reiterated here. The effectiveness of upstream strategies is related to key findings 16 and 17.

Over the course of the three and a half years of implementing the sustainable development project, it gradually attracted attention from various sectors of society. Resources from the government, market, and society have to varying degrees converged towards the Project, facilitating the gradual formation of a social environment conducive to sustainable development education, youth innovation and entrepreneurship, and volunteer service. At the same time, there is evidence to suggest that cooperative projects with national ministries and local governments have begun to influence government decision-making in innovative sustainable development practices. For example, “Sustainable Development, Youth in Action - Be A Little River Officer” has been echoed with the national implementation of the River Chief System, becoming an important direction for policy advocacy.

8.5 Conclusion on Efficiency

The evaluation of the Project involves three aspects: funding, human resources, partner relationships and monitoring & evaluation systems. The key findings related to efficiency include findings 21-29. The efficiency conclusions drawn from these findings are as follows:

First, robust funding is one of the key factors for the success of the Project, and it has maintained a high execution rate even in challenging situations such as the COVID-19 pandemic. An analysis of the expenditure structure reveals that the project allocates a significant portion of its funds directly to adolescents, the primary target group, to support their deepened understanding and enhanced capabilities regarding sustainable development goals.

Second, human resources are currently a limiting factor for the effective implementation of the Project. The staff members involved in project management and cooperation demonstrate excellent professionalism and a strong sense of responsibility. However, considering the large scale, diverse audience, high complexity, and demanding communication and coordination tasks of the project, the number of staff directly responsible for project implementation is clearly insufficient. This is a significant reason for the lack of post-project tracking. In the future, it is necessary to strengthen the dedicated workforce and consider auxiliary support from more flexible volunteers.

Third, the project has established preliminary partnerships with collaborating organizations, and the PMO formed by the five parties is the core driving force for Project execution. Collaboration with national and local governments is expanding, and the pilot mechanism represents a relatively stable collaborative relationship. The Project has also actively expanded its collaborations with private sectors and other social organizations, but establishing long-term and stable formal partnerships will require time to develop.

Fourth, the monitoring and evaluation system of the project plays a crucial role in self-assessment and timely adjustments, ensuring the flexibility of the project and the organization. The Project Steering Committee conducts annual reviews of project implementation, while the monitoring and evaluation system of the project office provides data support for ensuring gender equality and social inclusivity. The financial system provides detailed retrospective data. However, the monitoring and evaluation system still lacks comprehensive data on activity effectiveness, participant tracking, and cumulative project outcomes.

8.6 Conclusion on Sustainability

The evaluation team investigated the Project's main achievements, future investments, collaboration networks, and other aspects to assess the project's sustainability. The sustainable development project has generated a large number of solidified knowledge products, such as demonstration courses, curriculum systems, toolkits, etc. The first phase of the project has trained a group of teachers (trainers) with sustainable development knowledge and skills, providing talent assurance for future sustainable education. Furthermore, as the consensus on sustainable development education innovation continues to increase in society and China enters a new era of high-quality development, sustainable development will become an important aspect of high-quality development. The awareness of participation in sustainable development by the government, market, and various sectors of society is continuously strengthening. The future environment for the Project will be more favorable. Seizing the opportunity and further expanding the existing collaboration network, the Project's continuous development holds great promise for the future.

8.7 Conclusion on Gender Equality and LNOB

The Project has performed well in terms of gender equality and social inclusion. It has integrated gender equality and social inclusion into mainstream perspectives, providing equal or slightly biased opportunities for women in various courses and activities. In ensuring that “Left No One Behind”, the Project emphasizes the inclusion of vulnerable youth groups and volunteers in all activities, including rural youth and disabled groups. Special Movers training programs have been held in underdeveloped areas, but there is room for improvement in expanding such activities and reaching out to more underdeveloped regions. It is important to establish stable and sustainable cooperation relationships with underdeveloped areas, deeply rooted and allocate resources to promote the principle of “Left No One Behind” in a more comprehensive manner.

IX. LESSONS LEARNED

9.1 Momentum Roots in Consensus

Sustainable development and the concept of “A Community with a Shared Future for Humanity” are highly compatible. The Project combines these two concepts, fully incorporating the United Nations' sustainable development ideas while telling China's story to the international community. This integration of values promotes mutual understanding, identifies common ground in actions, enhances the motivation and enthusiasm of all parties involved, and advances stable and sustainable cooperation relationships. During the process of seeking cooperation with national ministries and commissions, the sustainable development project aligns with their priority areas. For example, the “Sustainable Development, Youth in Action - Be A Little River Officer” activity aligns with the Ministry of Water Resources' promotion of the River Chief System, leading to a high level of cooperation. The United Nations' 17 SDGs align closely with China's goals of high-quality development, offering abundant opportunities for collaboration, such as green development, dual carbon goals, rural revitalization, digital economy, a healthy China, and building a strong education system. The sustainable development project has domestic and international partners, providing a natural advantage in strengthening dialogue and seeking common entry points. It should further leverage its dual strengths of internationalization and localization, deeply integrating sustainable development goals into China's priority strategies for high-quality development, and expect to gain broader social response and resource investment.

9.2 Adaptive Organizational Network

The unprecedented global pandemic has almost spanned the entire duration of the “Stage One” of the Project. The project implementation has unfolded under highly uncertain conditions, requiring timely adjustments of execution strategies by the project office under the guidance of the steering committee. Through various means such as remote work and online activities, the PMO has effectively ensured the implementation of multiple activities, demonstrating strong adaptability of the project implementers and their collaboration network. This adaptability is determined by several factors, including efficient communication, flexible decision-making, and resilience. In 2020, when the pandemic continued to spread, key activities such as international forums and overseas exchanges were affected, and the pandemic hindered effective communication between the PMO and local governments. The Project responded by convening an emergency meeting of the steering committee to adjust the annual work plan through consultation. The collaborating parties utilized various flexible online communication methods, such as virtual meetings, to continue advancing the project plans and minimize the adverse impact caused by the COVID-19 pandemic.

9.3 Emergency Contingency Plan for the Project

The prolonged duration and wide-ranging impact of the COVID-19 pandemic are highly unusual. In the context of the pandemic, the PMO systematically shifted some activities to online platforms and developed comprehensive contingency plans, enabling most of the work to proceed smoothly. The impact of the pandemic and the subsequent adaptation efforts have highlighted the importance of proactive planning and emergency preparedness in enhancing the project's resilience to risks. As global development becomes increasingly uncertain, various types of risk events may continue to emerge, and the world will navigate through an environment of turbulent change. The changing

overall environment necessitates that the project implementers maintain a bottom-line mindset, guard against “black swan” and “gray rhino” events, develop comprehensive emergency plans, and have a range of alternative solutions available. They should also maintain the capacity to take appropriate actions, such as the ability to conduct remote teaching and online activities, utilize multimedia and virtual reality technologies to facilitate seamless communication online and offline, ensuring the effective implementation of various backup plans.

9.4 Cooperation with the Established Education System

The “Sustainable Development, Youth in Action - Be A Little River Officer” activity, in collaboration with China's Ministry of Water Resources and local partners, trains primary and secondary school teachers to integrate the thematic activity into the formal education system, directly targeting students in schools. Through the concept of students influencing their families and communities, the activity has a wide coverage and high level of organization. It effectively reaches the target audience and is a low-cost and high-impact approach. The Movers workshop also collaborates with college student organizations and research institutions, attracting young university students. Voluntary services, through training and cooperation with the China University Volunteer Service, have attracted more young people to join the United Nations Volunteer Talent Pool. The sustainable development project primarily targets young people, with the majority of adolescents receiving formal education in primary and secondary schools. There is also a significant portion of young people in higher education institutions. Therefore, collaboration with the established education system will facilitate the widespread and efficient promotion of the sustainable development project.

9.5 Replicable Knowledge Products

The sustainable development projects, such as the Movers Programme China and “Sustainable Development, Youth in Action - Be A Little River Officer” activity, have developed standardized curriculum systems, demonstration courses, and teacher-student toolkits. The Movers curriculum consists of 30 modules, of which 16 modules have been localized to closely align with sustainable development actions in China. The project has also developed a youth version of the Movers curriculum and plans to continue developing versions for people with disabilities to enhance the participation of disadvantaged youth.

The “Little River Officer” curriculum system is based on theory, supported by experiments and data, and is practical. It provides interdisciplinary and innovative STEM (Science, Technology, Engineering, and Mathematics) courses that encourage cross-disciplinary collaboration. The curriculum system includes assessment standards and provides effective feedback, ensuring its sustainability, inheritance, and social impact. A mature curriculum system is a prerequisite for the rapid promotion and formation of distinctive features of thematic activities in different regions. For example, in the city of Jinjiang, Fujian Province, during the implementation of the “Cheerful River Chief” activity, a “4+N” curriculum package was developed based on the general curriculum system and local conditions. The “4” refers to “Creek Tour” (溪游记), “Water Purification Interpretation” (净水演绎), “Biography of Pollution Control” (治污传) and “Water Protection Dream” (护水梦). The “N” refers to at least one theoretical learning class per week using demonstration service practice. Through a series of systematic and interesting methods such as self-study, theoretical teaching, field investigations, and practical activities, young river chiefs can gain

a better understanding of rivers and lakes, learn about water management knowledge, and protect rivers and lakes through their own actions and creativity. This combination of a general curriculum and distinctive courses ensures a balance between standardization and flexibility in the project's promotion process.

9.6 Volunteer Service

Volunteer service is an important sign of social progress, and young volunteers are the most active and prominent driving force in this regard. Chinese youth have great potential for volunteer service. The total number of volunteers in China has grown from 2.92 million in 2012 to 230 million by the end of 2022. There are a total of 1.35 million volunteer teams and 1,010 volunteer projects, with over 5.2 billion hours of recorded volunteer service. Young volunteers are the most active and prominent force among them. By the end of 2021, the number of registered volunteers aged 14 to 35 in the national volunteer service information system exceeded 90 million. They are actively involved in community development, large-scale events, environmental protection, poverty alleviation, health care, emergency response, cultural heritage, and many other fields, with most volunteer services closely linked to the United Nations Sustainable Development Goals.

In 2022, 300 young volunteers participated in training and exchanges, and after the training, 200 of them joined the talent pool of the United Nations Volunteer Program. The sustainable development projects need to organize more activities to strengthen the relationship between volunteer service and the Sustainable Development Goals. The platform function of the “International Youth Volunteer Training and Exchange Base” can be further utilized to recruit, train, and organize young volunteers, enabling them to play an important role in advocating sustainable development at the grassroots and community levels. It is also necessary to establish close cooperation mechanisms with higher education institutions to more effectively engage young volunteers. Achievements such as the SWVR 2022 published by UNV will also promote the exchange and learning between Chinese and youth volunteers from other countries.

X. RECOMMENDATIONS

10.1 Recommendation on Strategy

Examining the development environment, positioning, and historical mission of the Project from both international and domestic strategic perspectives helps to mobilize rich resources from home and abroad, strengthen dialogue and cooperation internationally, and foster consensus values and collective actions within a mutual understanding discourse system. Moreover, the implementation of sustainable development projects requires maintaining acuity, leveraging the accumulated experience from existing activities, being adept at identifying and seizing opportunities in national strategic development, embedding youth participation in sustainable development initiatives into the priority agenda of national and local development, and utilizing a robust administrative system to achieve project objectives from top to bottom.

- **Strengthening the alignment between domestic and international strategies:** “Sustainable development” and “building a community with a shared future for mankind” have inherent consistency and commonalities in various aspects. With the continuous promotion of the United Nations' 2030 Agenda, sustainable development has become a global consensus. As the world's largest developing country, China is an active practitioner in implementing the 2030 Agenda and has made significant progress in multiple sustainable development goals, such as poverty alleviation, marine protection, energy utilization, climate change mitigation, and land ecosystem conservation. It is an important task for both China and the world to better promote the sustainable development agenda and propagate the concept of a community with a shared future for mankind. Examining the development environment, positioning, and historical mission of sustainable development projects from both international and domestic strategic perspectives helps to mobilize rich resources from home and abroad, strengthen inter’Youth Co: Lab National Dialogue” and cooperation, and foster consensus values and collective actions within a mutual understanding discourse system.
- **Accelerating integration with national sustainable development strategies:** China has transitioned to a stage of high-quality development, which itself requires the sustainable development of the economy, industries, cities, and communities. Green development is an important aspect of high-quality development, and promoting green development, fostering harmonious coexistence between humans and nature, implementing sustainable development strategies, and actively fulfilling the United Nations' 2030 Agenda are all included in China's 14th Five-Year Plan. Sustainable development projects, which are future-oriented and aimed at the next generation, cultivate talents for national sustainable development and strategically align with the country's development needs. They have practical opportunities to be incorporated into the policy agendas of governments and relevant departments at all levels. The implementation of sustainable development projects requires maintaining acuity, leveraging the accumulated experience from existing activities, being adept at identifying and seizing opportunities in national strategic development, embedding youth participation in sustainable development initiatives into the priority agenda of national and local development, and utilizing a robust administrative system to achieve project objectives from top to bottom.

10.2 Recommendation on Design

The “Stage One” of the Project has laid a solid foundation, including the curriculum system, teaching staff, empowerment model, and ecosystem partnership, which create favourable conditions for the broad expansion of the second phase. The “Stage Two” of the Project should strengthen the independent development of individual courses, activities, and knowledge generation, in order to expand the international influence of the project itself. The overall design of the Project should adopt an open approach, focusing on the construction of collaborative platforms. The established curriculum system should serve as a fixed learning module while supporting customized modules to meet different needs. This will enable the rapid replication and wide dissemination of the Project, achieving innovation and demonstration. At the same time, although the activities conducted in the first phase of the project have their own characteristics, there is a lack of overall unity. Efforts should be made to enhance the coherence and correlation among various activities, establish overall project goals, and achieve seamless connections between activities.

- **Modular design and platform-based dissemination.** The “Stage One” of the Project has established a solid foundation, including the curriculum system, teaching staff, empowerment model, and ecosystem partnership, which create favourable conditions for the broad expansion of the second phase. On “Stage Two”, efforts should be made to strengthen the independent development of individual courses, activities, and knowledge generation, and to adopt an open approach focusing on the construction of collaborative platforms. The sustainable development project should be developed into a content platform that caters to various needs, such as integrating STEM literacy courses in primary and secondary schools, innovative education in training institutions, and capacity building for social organizations. The established curriculum system should serve as a fixed learning module while supporting customized modules to meet different needs. By selecting and combining modules, a diversified and customized curriculum system can be formed to meet the expanding demands for sustainable development skills in different regions and among different groups, thereby achieving rapid replication and wide dissemination of the project and showcasing its innovation and demonstration.
- **Strengthen the integration and design of various courses and activities.** Utilize the sustainable development platform to integrate a series of sustainable development courses and thematic activities, promoting the sharing of teaching staff, curriculum resources, practical bases, and communication networks, and accumulating the effects of activities. Enhance the coherence and correlation among various activities and strengthen the connection between youth and teenagers. For example, leveraging the existing youth version of the Movers programme, Movers trainers can provide training for teenagers and serve as mentors for sustainable development practices. Communication and exchanges can be facilitated between members of the Movers programme and participants in the “Youth Co: Lab National Dialogue”.
- **Continuously optimize activity design.** Learn from the experiences and lessons of the “Stage One” and continuously improve the Movers Sustainable Development Trainer Program, “Youth Co: Lab National Dialogue”, “Sustainable Development, Youth in Action - Be A Little River Officer” series of activities, volunteer training, and youth exchange programs. Use a “matrix-style” design for typical activities to enhance cross-linkages, resource sharing, and alumni connections, thereby creating aggregation effects. Build the brand of “Chinese Youth Sustainable Development Education” to oversee and

- integrate various related activities, and establish a leading sustainable development education base in China through various communication channels such as the official website, public accounts, and event promotions.
- **Adopt an “academy system” to integrate alumni resources.** Coordinate alumni resources in the form of a Sustainable Development Academy to enhance communication and exchanges. Establish a communication network among alumni from various fields, organize alumni associations, track alumni’s innovative and entrepreneurial experiences, and regularly hold experience-sharing meetings. Make full use of the leadership role of trainers in their respective fields. Establish a “one-on-one” alumni communication system and invite former Movers participants to serve as mentors for new participants. Provide ongoing international exchange networks and resource support for former participants. Transform the project into an open platform that attracts outstanding young people from various sectors to engage in sustainable development. Achieve the sustained influence and extensive expansion of training activities.

10.3 Recommendation on Organization

The project partners are the core force behind project execution. After “Stage One”, a good communication mechanism has been established, but different organizations have different capabilities and administrative cultures. When necessary, it is important to leverage each other's strengths, seek common ground while reserving differences, and strive for mutually beneficial outcomes. In the context of strategic alignment, the sustainable development project should strengthen collaboration with relevant national departments and local governments to enhance its influence and demonstrative nature. Starting from the practical work of departments and localities, identify points of integration with the project to support the efforts of public sectors in promoting green development. The project needs to build an entrepreneurial network to disseminate the concept of sustainable development and attract market resources to support youth participation in sustainable development practices. During implementation, the project can establish a “circle of friends” with social organizations in the same field, gradually becoming a hub organization for youth engagement in sustainable development and continuously aggregating resources from various sectors of society.

- **Strengthen communication and coordination among the five collaborating parties.** The project partners are the core force behind project execution. After the first phase, a good communication and interaction mechanism has been established, leading to a consensus on project goals. However, different organizations have varying priorities, capabilities, and administrative cultures, which requires deeper communication. It is important not only to closely collaborate in major activities but also to achieve alignment in specific action strategies, implementation paths, and project progress. When necessary, analyse the priorities of different organizations, seek common ground while reserving differences, and strive for mutually beneficial outcomes.
- **Enhance collaboration with government departments.** Collaboration projects, such as the “Sustainable Development, Youth in Action - Be A Little River Officer”, serves as a successful example. In the context of strategic alignment, the sustainable development project should seek opportunities to strengthen cooperation with national and local governments. Starting from the practical work of departments and localities, identify points of integration with the project to support the efforts of public sectors in promoting green

development. Establish sustainable partnerships and conduct in-depth research for underdeveloped regions with a focus on developing sustainable development practices tailored to local characteristics.

- **Leverage the entrepreneurial network for market resources.** By building an entrepreneurial network, especially targeting young entrepreneurs, the project can disseminate the concept of sustainable development and showcase the potential and efficacy of youth participation in sustainable development to entrepreneurs. This will attract market resources to support youth engagement in sustainable development practices and fulfill corporate social responsibility.
- **Foster connections with social organizations in the same field.** In recent years, social organizations and educational institutions related to sustainable development have experienced rapid growth, including those focused on environmental protection, sustainable development education, volunteering, educational equality, rural revitalization, and more. The sustainable development project can establish a “circle of friends” with social organizations in the same field, gradually becoming a hub organization for youth participation in sustainable development, and aggregating resources from various sectors of society.

10.4 Recommendation on Exception

In the overall execution of the project, it is important to strengthen the collection and accumulation of project data. Designing regular monitoring indicators and improving data accumulation in the summary and evaluation of large-scale activities will help monitor the consistency between project execution and expected goals through self-assessment. The sustainable development project can enhance its publicity through a communication matrix primarily consisting of mainstream media, official websites, WeChat public accounts, official microblogs, and other channels. Additionally, activities such as the Youth Innovators Challenge should be strengthened to encourage youth innovation and entrepreneurship. This can be facilitated by connecting outstanding projects with investors, providing expert consultation on innovation and entrepreneurship, and assigning youth entrepreneurship mentors.

- **Provide resource support for youth innovation and entrepreneurship.** While encouraging youth innovation and entrepreneurship through activities like the Youth Innovators Challenge, the sustainable development project should also provide additional resource support. This can include facilitating connections between outstanding projects and investors, providing expert consultation on innovation and entrepreneurship, and assigning youth entrepreneurship mentors.
- **Strengthen project monitoring and process evaluation.** Enhance data collection and accumulation during project execution to ensure that all results directly and indirectly contributed by the project are captured. Establish routine monitoring indicators and improve data accumulation during the evaluation process of major activities. Use self-assessment methods to monitor the consistency between project execution and expected goals.
- **Build a communication matrix for the sustainable development project.** In the era of new media, communication channels have become increasingly diverse. The sustainable development project has initially formed a communication matrix primarily consisting of mainstream media, official websites, WeChat public accounts, and official microblogs. In

the future, it can expand to include platforms such as video-sharing platforms and community-based communication. Leveraging the communication channels of similar organizations, the project can increase its publicity through features like “one-click sharing” and live streaming, utilizing innovative methods to amplify the impact of the sustainable development project.

10.5 Recommendation on Competency Build

Currently, the members of the PMO demonstrate outstanding capabilities, but their number is severely insufficient. Therefore, it is necessary to strengthen the project management team and make full use of the resources provided by the United Nations volunteers. It is important to refine the responsibilities and division of labour among project members and enhance the leadership of the project office during the implementation phase. In addition to utilizing the primary role of United Nations volunteers in the project, it is advisable to expand the team of university student volunteers and organize their active participation in sustainable development practices at the grassroots level.

- **Further strengthen the core content framework of sustainable development education for youth.** This can be achieved by conducting in-depth research on theoretical aspects of youth sustainable development education and collaborating with experience centers to innovate and implement sustainable education content. It is essential to establish and enrich the framework of sustainable development courses for youth, introduce innovative demonstration courses, and cultivate a dedicated team of sustainable development teachers.
- **Augment the team of full-time project staff.** Although the current project team members possess remarkable capabilities, their numbers are insufficient to handle the demanding and complex execution tasks. Therefore, it is recommended to strengthen the project management team by recruiting 4-5 full-time professionals who possess knowledge of international organizational processes, international project management experience, familiarity with the Chinese context, and excellent communication skills. Furthermore, it is important to delineate the responsibilities and division of labour among project members, and introduce a Gender Advisor position to oversee project monitoring and evaluation. These measures will result in a more well-resourced and structurally sound project management team.
- **Enhance the role of volunteers.** Make full use of the global volunteer resources provided by the United Nations Volunteers by engaging volunteers from various backgrounds, including experts, professionals, youth, university students, and communities, to participate in project execution. Leverage the global network resources of the United Nations Volunteers organization to support intellectual aspects such as curriculum development and activity design. Facilitate the flow of international volunteers and encourage collaboration to learn from advanced international experiences. In addition to expanding the existing pool of youth volunteers, it is essential to enlarge the team of university student volunteers and organize their active involvement in sustainable development practices at both urban and rural grassroots levels.

10.6 Recommendation on Social Inclusiveness

On “Stage One”, the PMO has placed significant emphasis on social inclusion, ensuring equal opportunities for participation among women, vulnerable groups, and disadvantaged areas. In the later stages of the project's design and implementation, it is important to cater to the specific needs and characteristics of groups such as women, people with disabilities, and youth in underdeveloped regions. This can be achieved by designing specialized programs that facilitate their development and empowerment. Additionally, it is crucial to accurately recruit participants from relevant groups, lower the barriers to entry for youth in underdeveloped regions, and ensure their sustained engagement and participation. Implementing the project through grassroots pilot initiatives and other means can facilitate resource allocation to effectively serve women, youth, and other marginalized groups in disadvantaged areas.

- Implement specialized activities targeting underdeveloped areas. Given the multitude of sustainable development challenges and the relatively low level of sustainable development knowledge and capabilities in underdeveloped areas, it is important to carry out activities specifically designed for these regions. Initiatives like the Movers Program in Neixiang, Henan Province demonstrate the need for external intervention in addressing sustainable development issues in underdeveloped areas. By promoting resource allocation to grassroots initiatives, the project can effectively contribute to sustainable development in disadvantaged regions.
- Promote social inclusion based on LNOB target group analysis. Conduct LNOB target group analysis nationwide and recruit youth from disadvantaged groups accordingly. Further leverage the advantages of online learning, remote education, and modern technologies to reduce barriers to youth participation in underdeveloped regions, particularly in the central and western parts of the country. Gender equality should be considered during this analysis to provide opportunities for female youth to participate in sustainable development.
- Appoint an LNOB expert coordinator: Within the project team, hire an LNOB expert coordinator responsible for conducting research on LNOB target groups and developing specific action plans. These plans should include customized curriculum designs, expanded participation channels, targeted financial support, and strengthened coordination with underdeveloped areas. This approach will systematically advance the achievement of the United Nations' LNOB goals. In underdeveloped areas, additional positions such as language translators may be necessary to facilitate the implementation of sustainable development projects.
- Enhance the participation capacity of young women. Incorporate gender analysis as a part of the project, focusing not only on ensuring female representation in various activities but also conducting in-depth analysis of the needs, advantages, and barriers faced by female youth in participating in sustainable development. Identify gender-related factors that contribute to varying levels of empowerment among different youth groups and develop action plans that are more inclusive for female groups. This analysis can be integrated with the LNOB target group analysis.
- Allocate sufficient resources for social inclusion. Ensure that the design of project courses and thematic activities is based on gender analysis. Clearly establish goals and indicators to promote gender equality in the project proposal and allocate adequate budgetary resources. Leveraging the project's demonstrative effect on sustainable development, actively advocate for gender equality, encourage female youth to embrace their roles in

female empowerment, and drive social change that respects women and promotes gender equality.

Annex I. Evaluation TOR

As separately attached and uploaded in ERC.

Annex II. Evaluation Criteria and Matrix

Relevant Evaluation Criteria	Key Questions	Data Collection Methods/Tools	Methods for data analysis
Relevance	Regarding the Project design and implementation in promoting youth engagement in sustainable development, what are the highlights and shortcomings of the project?	Comprehensive review of available documents: <ul style="list-style-type: none"> • Project proposal • Change theory and results framework • Annual work plans (AWP) • Annual work summaries • Financial expenditure reports • Design of thematic activities • Official websites and WeChat official account content of project partners • Media coverage related to the Project and its activities 	Theory-driven evaluation “outcome collection” : a comprehensive approach to assess project outputs. Not only objectively presenting the outcomes to the users of the evaluation report but also meeting the evaluation needs in uncertain project environments. It is suitable for mid-term evaluation and future development planning.
	What measures has the Project taken to address the environmental changes caused by the COVID-19 pandemic? Do these measures ensure the relevance of project activities to the expected goals?		
Coherence	To what extent does the Project support the strategic priorities of key stakeholders, including the Sustainable Development Goals, international volunteering, and cross-sectoral partnerships, which are crucial strategies of the United Nations?		
	Do the various activities designed and implemented by the Project demonstrate inherent coherence, collectively contributing to the overall project objectives?		
Effectiveness	(Downstream) How frequent, extensive, and impactful are the series of courses, thematic activities, and international exchanges conducted by the Project?	Comprehensive review of available documents: <ul style="list-style-type: none"> • Project proposal • Change theory and results framework • Annual work plans (AWP) 	Outcome Mapping : a method for planning, monitoring, and evaluating development initiatives aimed at achieving sustainable social change. As an evaluation approach, Outcome Mapping examines the effectiveness of change theories and provides a
	(Downstream) What is the number and demographic composition of the population directly benefiting from the		

	<p>project, and how do they evaluate the Project?</p> <p>(Midstream) Has the Project established a replicable and scalable framework for curriculum, activity models, and volunteer service systems?</p> <p>(Midstream) How effective has the Project been in creating a favourable social environment and strengthening the ecosystem for Chinese youth participation in sustainable development?</p> <p>(Upstream) To what extent has the Project effectively raised awareness and actions among decision-makers and stakeholders at the national and local levels to promote youth participation in sustainable development?</p> <p>Which key internal and external factors have contributed to, influenced, and/or hindered the achievement of expected outcomes?</p>	<ul style="list-style-type: none"> • Annual work summaries • Financial expenditure reports • Design of thematic activities • Official websites and WeChat official account content of project partners • Media coverage related to the Project and its activities <p>Semi-structured interviews with key personnel from the project management office, partner organizations, and donors who were responsible for project implementation.</p> <p>Online interviews with project participants: Interviews were conducted with representatives of project participants who shared their first-hand experiences of the activities, the empowerment effects, and provided suggestions for the future development of the project.</p>	<p>framework for collecting data on immediate, intermediate changes that lead to longer and more transformative changes, enabling a reasonable assessment of the intervention-outcome relationship.</p> <p>Beneficiary Assessment: an evaluation method that assesses the value of a project through the perceptions of its beneficiaries. It is a qualitative analysis approach as it seeks to gain understanding of the project from shared experiences and observations, placing the perspectives of participants at the forefront.</p> <p>Contribution Analysis: a method used in everyday project evaluations to assess causal questions and infer causal relationships. It provides a systematic approach aimed at helping managers, researchers, and decision-makers draw conclusions about the contributions their projects are making or have made to specific outcomes.</p>
<p>Efficiency</p>	<p>Has the Project strategically allocated sufficient resources (financial and human) to achieve project outcomes?</p> <p>Does the partnership structure of the Project effectively support the realization of expected outcomes?</p>	<p>Interviews with project planning experts: Interviews were conducted with experts who provided information on the project background, design concepts, advanced experiences in sustainable</p>	<p>Outcome Mapping: can adapt to a wide range of contexts, enhancing the project and its team's understanding of the change process, improving efficiency in achieving results, and</p>

	Does the Project's monitoring and evaluation system provide sufficient data for management to learn and adjust implementation strategies in a timely manner?	development education, and the overall progress of sustainable development goals promotion in China. “ Appreciative inquiry ” method effectively identifies the causal relationship between action and outcomes and examines various key assumptions in project design and implementation.	generating objective and accountable reports.
Sustainability	To what extent are the Project's resource inputs, partnership networks, and other operational elements sustainable?	Online interviews with project participants: Interviews were conducted with representatives of project participants who shared their first-hand experiences of the activities, the empowerment effects, and provided suggestions for the future development of the project. Group discussions with participants from the Movers Programme and “Sustainable Development, Youth in Action - Be A Little River Officer” series activities.	Beneficiary Assessment: a key indicator of how the intended beneficiaries assess the value of the work, project, or policy, as it affects their lives. The main purpose of this approach is to elucidate how the intended beneficiaries evaluate planned or ongoing development activities.
	Are the expected outcomes of the project sustainable?		
Gender	To what extent has the Project mainstreamed gender perspectives throughout the entire process of project design and execution?	Comprehensive review of available documents: <ul style="list-style-type: none"> • Project proposal • Change theory and results framework • Annual work plans (AWP) • Annual work summaries 	Beneficiary Assessment: during the process of data analysis, attention is given to different levels of stakeholder groups and their perceptions and evaluations of the project as a whole, including the perspectives of women, marginalized groups, and other specific groups.
	How much has the Project promoted gender equality in building a youth innovation and entrepreneurship ecosystem?		

Minority Participation/ cross-cutting issues/ LNOB	What effective strategies has the Project adopted to empower young women and marginalized youth groups?	<ul style="list-style-type: none"> • Financial expenditure reports • Design of thematic activities • Official websites and WeChat official account content of project partners • Media coverage related to the Project and its activities <p>“Appreciative inquiry” examines positive experiences of the collaborating parties related to specific themes, such as inclusive efforts for marginalized groups and gender considerations. Appreciative inquiry does not conceal the major problems encountered in project implementation but rather describes them from a more objective perspective and seeks constructive solutions.</p>	
	To what extent does the Project drive structural/systemic changes to facilitate the participation and empowerment of marginalized youth groups (e.g., influencing policies or regulations)?		

Annex III. Document Review Checklist

The evaluation team conducted a comprehensive review of all available documents related to the Youth Participation in Sustainable Development Project, including:

- **Programme documents:**
 - UNDP Strategic Plan 2018-2021
 - UNDP Strategic Plan 2021-2025
 - UNDP China CPD 2016-2020
 - UNDP China CPD 2021-2025
 - Youth 2030 - UN Strategy on Youth

- **Project documents:**
 - Project document
 - Annual workplans
 - Project annual reports
 - Project oversight and monitoring reports
 - Design of thematic activities
 - Financial expenditure reports
 - Annual PSC meeting minutes

- **Media report**
 - Official websites and WeChat official account content of project partners
 - Media coverage related to the Project and its activities

Annex IV. List of Individuals or Groups Interviewed or Consulted

The key stakeholders or groups that interviewed during the mid-term evaluation of youth participation in sustainable development project are as follows:

- **Project management colleagues:**
 - UNDP China Programme officers
 - Implementing partner (CICETE officials)
 - UNVs
 - PMO colleagues
 - Project experts on planning
- **Beneficiaries and local stakeholders:**
 - Youth representatives
 - Representatives from various stakeholders/participants
- **Donor and government:**
 - China Soong Ching Ling Foundation (SCLF)
 - China Soong Ching Ling Science & Culture Center for Young People (SCLSCC)
- **Names of Key Informants**

No.	Interview Location	Name	Role and Organization
1	Offline, Beijing Normal University	ZHANG Qiang	Professor at Beijing Normal University, specializing in sustainable development and volunteer services
2	Offline, SCLSCC	YANG Fan	Project manager
3	Offline, SCLSCC	ZHANG Buyuan	Project assistant, National UN volunteer specialist
4	Online (Tencent Meeting)	GUO Li	Deputy division director, CICETE
5	Online (Tencent Meeting)	ZHONG Han	Project assistant, National UN volunteer specialist
6	Online (Tencent Meeting)	GAO Xin	Specialist on youth development, UNDP China
7	Online (Tencent Meeting)	DING Milawen	Project assistant, National UN volunteer specialist
8	Online (Tencent Meeting)	SUN Qian	Monitoring and Evaluation Office
9	Online (Tencent Meeting)	SHEN Lijie	Official, UNV, National UN volunteer specialist
10	Online (Tencent Meeting)	LIN Shiling	Trainee of Movers Project, IOC young leader

Annex V. Semi-Structured Interview Guides for Key Informants

Date:

Location:

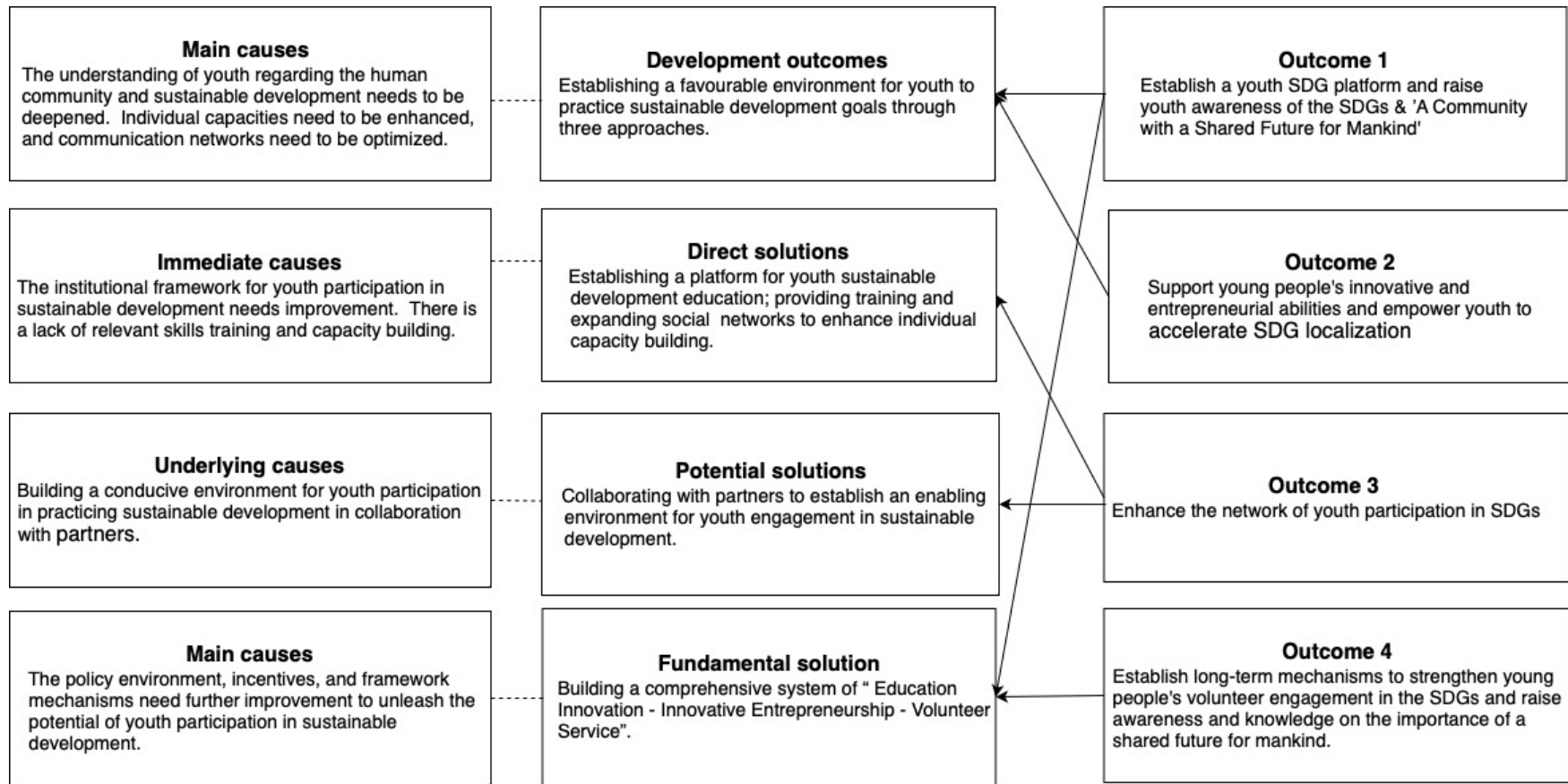
Name(s):

Position(s):

Gender: Female Male Other (if they choose to self identify)

1. Regarding the Project design and implementation in promoting youth engagement in sustainable development, what are the highlights and shortcomings of the project?
2. What measures has the Project taken to address the environmental changes caused by the COVID-19 pandemic? Do these measures ensure the relevance of project activities to the expected goals?
3. To what extent does the Project support the strategic priorities of key stakeholders, including the Sustainable Development Goals, international volunteering, and cross-sectoral partnerships, which are crucial strategies of the United Nations?
4. Do the various activities designed and implemented by the Project demonstrate inherent coherence, collectively contributing to the overall project objectives?
5. (Downstream) How frequent, extensive, and impactful are the series of courses, thematic activities, and international exchanges conducted by the Project?
6. (Downstream) What is the number and demographic composition of the population directly benefiting from the project, and how do they evaluate the Project?
7. (Midstream) Has the Project established a replicable and scalable framework for curriculum, activity models, and volunteer service systems?
8. (Midstream) How effective has the Project been in creating a favourable social environment and strengthening the ecosystem for Chinese youth participation in sustainable development?
9. (Upstream) To what extent has the Project effectively raised awareness and actions among decision-makers and stakeholders at the national and local levels to promote youth participation in sustainable development?
10. Which key internal and external factors have contributed to, influenced, and/or hindered the achievement of expected outcomes?
11. Has the Project strategically allocated sufficient resources (financial and human) to achieve project outcomes?
12. Does the partnership structure of the Project effectively support the realization of expected outcomes?
13. Does the Project's monitoring and evaluation system provide sufficient data for management to learn and adjust implementation strategies in a timely manner?
14. To what extent are the Project's resource inputs, partnership networks, and other operational elements sustainable?
15. Are the expected outcomes of the project sustainable?
16. To what extent has the Project mainstreamed gender perspectives throughout the entire process of project design and execution?
17. How much has the Project promoted gender equality in building a youth innovation and entrepreneurship ecosystem?
18. What effective strategies has the Project adopted to empower young women and marginalized youth groups?
19. To what extent does the Project drive structural/systemic changes to facilitate the participation and empowerment of marginalized youth groups (e.g., influencing policies or regulations)?

Annex VI. Project TOC framework



Annex VII. Media Coverage Related to the Project

No.	Title	Media	Date	External link
1	“The Innovative Demonstration Project on Promoting Youth Participation in Sustainable Development and Building a Community with Shared Future for Mankind” was launched in Beijing	China News	06/20/2019	http://www.chinanews.com/gn/2019/06-20/8870701.shtml
2	The 4 th China-Africa Youth Festival Opened in Beijing	People.cn	28/08/2019	http://world.people.com.cn/n1/2019/0828/c1002-31323555.html
3	2019 Youth Maker Competition was held in Beijing	People.cn	28/08/2019	https://baijiahao.baidu.com/s?id=1643107695989025172&wfr=spider&for=pc
4	2019 International Tinkering Education Conference: Joint Action of Chinese and Foreign Tinkering Education	People.cn	30/10/2019	http://world.people.com.cn/n1/2019/1030/c1002-31428781.html
5	2019 China Green Development Forum was successfully held in Beijing: Experts discuss high-quality sustainable development and the construction of a beautiful China	China.org.cn	04/11/2019	http://guoqing.china.com.cn/2019-11/04/content_75372239.htm
6	Youth Sustainable Development Physical Education Curriculum	Sina News	6/1/2020	http://k.sina.com.cn/article_1826648747_m6ce072ab03300rb5d.html?from=news&subch=onews
7	2020 National Dialogue China	China Youth News	31/08/2020	https://baijiahao.baidu.com/s?id=1676528825658122490&wfr=spider&for=pc

8	"Turning kitchen waste into treasure" promotes Chinese teenagers to practice the Sustainable Development Goals	People.cn	07/09/2020	http://world.people.com.cn/n1/2020/0907/c42354-31852477.html
9	Volunteer to Create a Beautiful Community: Youth Action for Sustainable Development	Thepaper News	16/09/2019	https://www.thepaper.cn/newsDetail_forward_9196594
10	The 5 th China-Africa Youth Festival Opened in Beijing	Gov.cn	10/29/2020	http://www.gov.cn/xinwen/2020-10/29/content_5555715.htm
11	2021 Movers China Sustainable Development Training Camp Opening	China.org.cn	6/6/2021	http://www.china.org.cn/chinese/2021-06/06/content_77551258.htm?f=pad&a=true
12	Protecting water resources: Youth taking action	China Education Network Television	7/31/2021	http://www.ccntv.cn/p/402849.html
13	International Volunteer Day Theme Month Series Activities Launched in Beijing	China News	12/2/2021	https://m.chinanews.com/wap/detail/chs/zw/9620869.shtml
14	Devote to Sustainable Development and Volunteer to Create a Future Together	China Education Television	12/5/2021	http://m.cetv.cn/p/412176.html
15	Young volunteers who practice Sustainable Development Goals walk into the United Nations building in Beijing	China News	12/30/2021	https://m.chinanews.com/wap/detail/chs/zw/9640945.shtml
16	UNDP China successfully held the 2022 National Dialogue China	Sina News	11/6/2022	https://k.sina.cn/article_1726918143_66eeadff02001fyg2.html

17	2022 National Dialogue China	Xinhua Net	11/8/2022	https://my-h5news.app.xinhuanet.com/h5/article.html?articleId=01d74141f2b59ef1ac2990ab6c8d4d02
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