



**GENDER EQUALITY AND SOCIAL INCLUSION (GESI) PROMISING PRACTICES**  
**ACCESS | DECISION-MAKING | PARTICIPATION | SYSTEMS | WELL-BEING**

**GESI PHOTO BOOK**

**April 2023**

# ACKNOWLEDGEMENT

This Gender Equality and Social Inclusion photo book on Youth for Change in Cambodia is a collection of photos that highlight the impact of the project on GESI. World Vision International in Cambodia (WVI-C) implemented a Youth for Change project that aim to empower adolescents and youth with competencies to take action for a positive future.

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## **Gender Equality and Social Inclusion**

World Vision is a Christian humanitarian organization dedicated to working with children, families, and their communities worldwide to reach their full potential by tackling the causes of poverty and injustice. We serve all people, regardless of religion, race, ethnicity, or gender.

**GENDER EQUALITY  
AND SOCIAL  
INCLUSION  
PROMISING PRACTICES  
IN YOUTH FOR CHANGE  
PROJECT IN CAMBODIA**



**WORLD VISION'S GESI  
APPROACH  
PROMOTES THE  
DOMAINS OF ACCESS,  
DECISION-MAKING,  
PARTICIPATION,  
SYSTEMS, AND  
WELL-BEING**

# Youth for Change GESI Impacts

## 01

### Access

Improved access to life skill information and training to empower vulnerable boys and girls with competencies and skills to take control of their lives and become agents of change in their communities.

## 02

### Decision-making

The Youth for Change clubs empowered vulnerable adolescents and youth especially girls to take leadership roles in these clubs. The youth leaders acted as peer facilitators of youth clubs and were equipped with leadership. They were engaged in the planning, structure, focus, and implementation of Community Service Learning Projects where young people made decisions on how to best respond to specific social challenges in their community. Young people also led a reflection process which helped determine the direction and focus of life skill training. Young people also made decisions on monitoring and feedback mechanisms and were engaged in local government decision-making process by utilizing existing local platforms or developing and implement youth-led advocacy projects.

## 03

### Participation

The project ensured girls are active participants, including in leadership and sports. At the beginning of project implementation, most girls were excluded from participating in Youth for Change life skills training, sports, and other activities. The Youth for Change clubs, fostered active participation for boys and girls, and provided a platform for skill building and information sharing among adolescent boys and girls.

## 04

### Systems

The Youth for Change challenged gender and social norms that excluded girls from sports. The stereotype was that sports is an activity for boys only and girls are not allowed to be part of those activities. The project developed positive messaging and community dialogues and sensitization activities on gender equality. Girls were also empowered to be confident to join Youth clubs. The life skills training helped to build knowledge and experience that strengthened youth participants' confidence to make positive life choices.

## 05

### Well-being

Integration of sports into the project helped young people to engage meaningfully in a safe space, especially for the most vulnerable. The community projects and community dialogue events promoted a sense of solidarity, confidence, and capability among young people as well as adults.

## DEVELOPMENT CONTEXT

Cambodia is the youngest country in Southeast Asia with 52.2% of its population being below 25 years of age<sup>1</sup>. While this represents significant opportunity for economic growth, social change and innovation, young people in Cambodia face many challenges which prevent them from being equipped and empowered to create a positive future for themselves, their families and communities. These include: (1) lack of confidence, skill and experience in using their voice and decision making; (2) unrealised potential for youth to lead change through social action; (3) lack of preparation and readiness among youth for transitioning into active and sustainable livelihoods; and (4) the extent to which vulnerable youth are able to keep themselves safe and healthy.

<sup>1</sup><https://www.nis.gov.kh/nis/Census2019/Final%20General%20Population%20Census%202019-English.pdf>

# YOUTH FOR CHANGE PROJECT

Youth for Change (Y4C) project is designed to support adolescents and youth (12-18 years) to be able to 1) lead positive social change through community service-learning projects, 2) be represented in accountability and engaged in local decision making, and 3) to nurture positive relationship. Youth for Change use various approaches to reach those who are hard to reach, supporting them by providing opportunities, safe spaces, and capacity building to be able to participate effectively in their community.

The project is structured around 5 main learning themes:



**Active Citizenship** Strengthening youth and develop skills to help them become responsible, trustworthy citizens of integrity, who are able to contribute to the common good.



**Employability** Building social, organizational, and technical skills to increase their likelihood of success in a competitive marketplace.



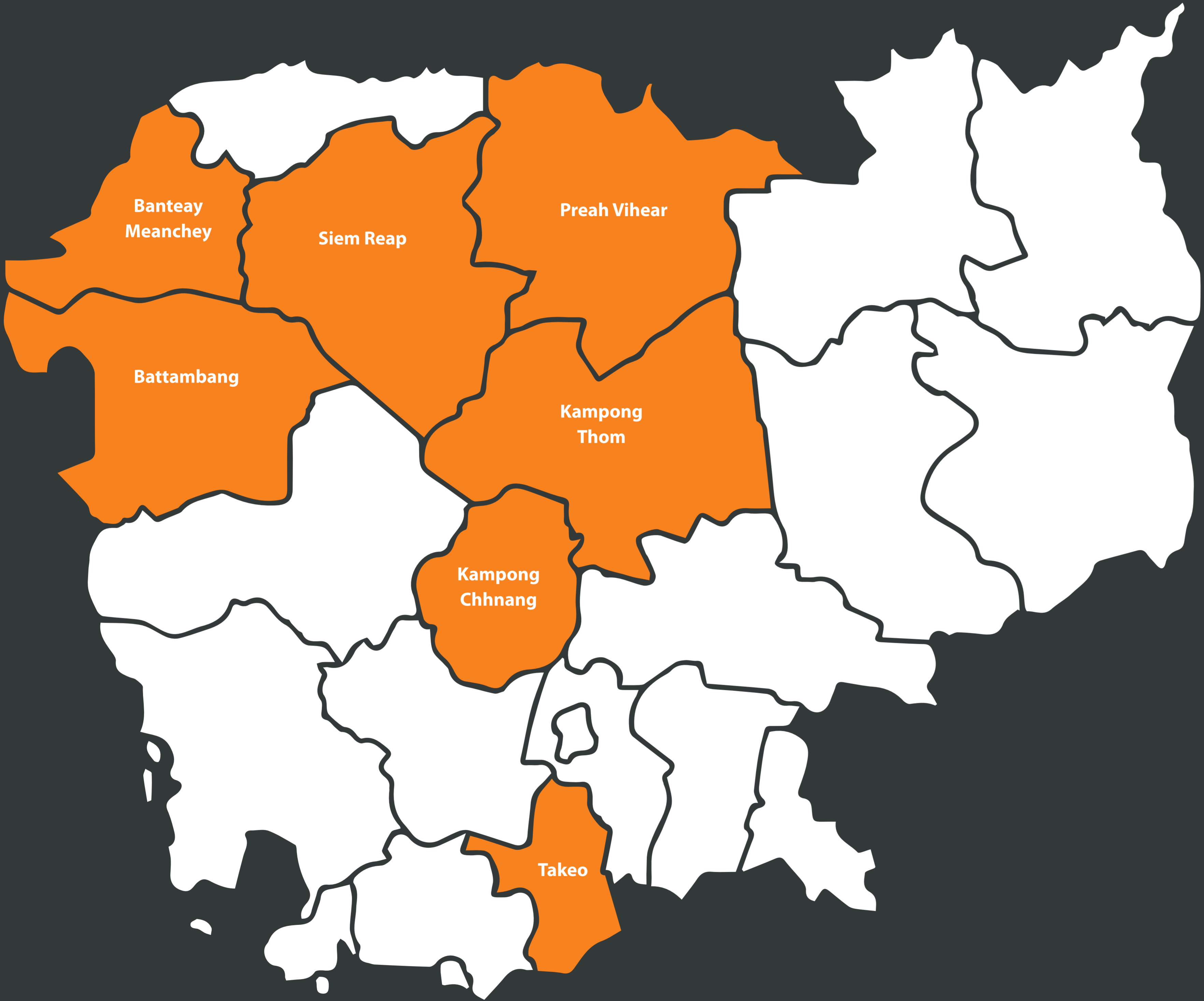
**Leadership** Engage youth in facilitating and/or coordinating activities related to leadership skill building that will enable them to pursue the long-term welfare of their communities.



**Social Accountability** Promoting youth participation as active citizens, allowing them to identify and fulfill their roles, rights and responsibilities within their communities and country.

**ICT4D Information and Communications Technologies for Development (ICT4D)** Youth become creative, capturing their stories and transforming their lives through digital communications and advocacy.

# PROJECT - IN BRIEF



**23** districts across **7** provinces



**231** youth clubs of **8,636** members

(**5381** female) participated in the project



**21,612** adolescents reached



**3,042** most vulnerable adolescents reached



**70%** of youth leaders are girls



**642** community service-learning projects implemented.



**Ratha** is from Takeo province. Utilizing all the experiences from her participation as a youth leader in Youth for Change project, she continues her higher education in Phnom Penh with a commitment to make positive change for herself, others and community.



**Phou Navy** participated in Youth for Change since 2019 at Stoung, Kampong Thom province. She led many community projects back in her days with Youth for Change project, and it was her aspiration to make a decision to be a teacher in a hope that she can make a ripple affects on the younger generation.



**Sun Sin**, a quiet youth from Siem Reap is now a shining star at her school. Youth for Change has aspired her to be active in social change projects.



**Kruey Vuthy**, a former youth leader in Youth for Change from Kampong Chhnang province. He continues to contribute to his community by raising awareness about violence against children which is embedded into his current work in social media production and radio broadcasting.



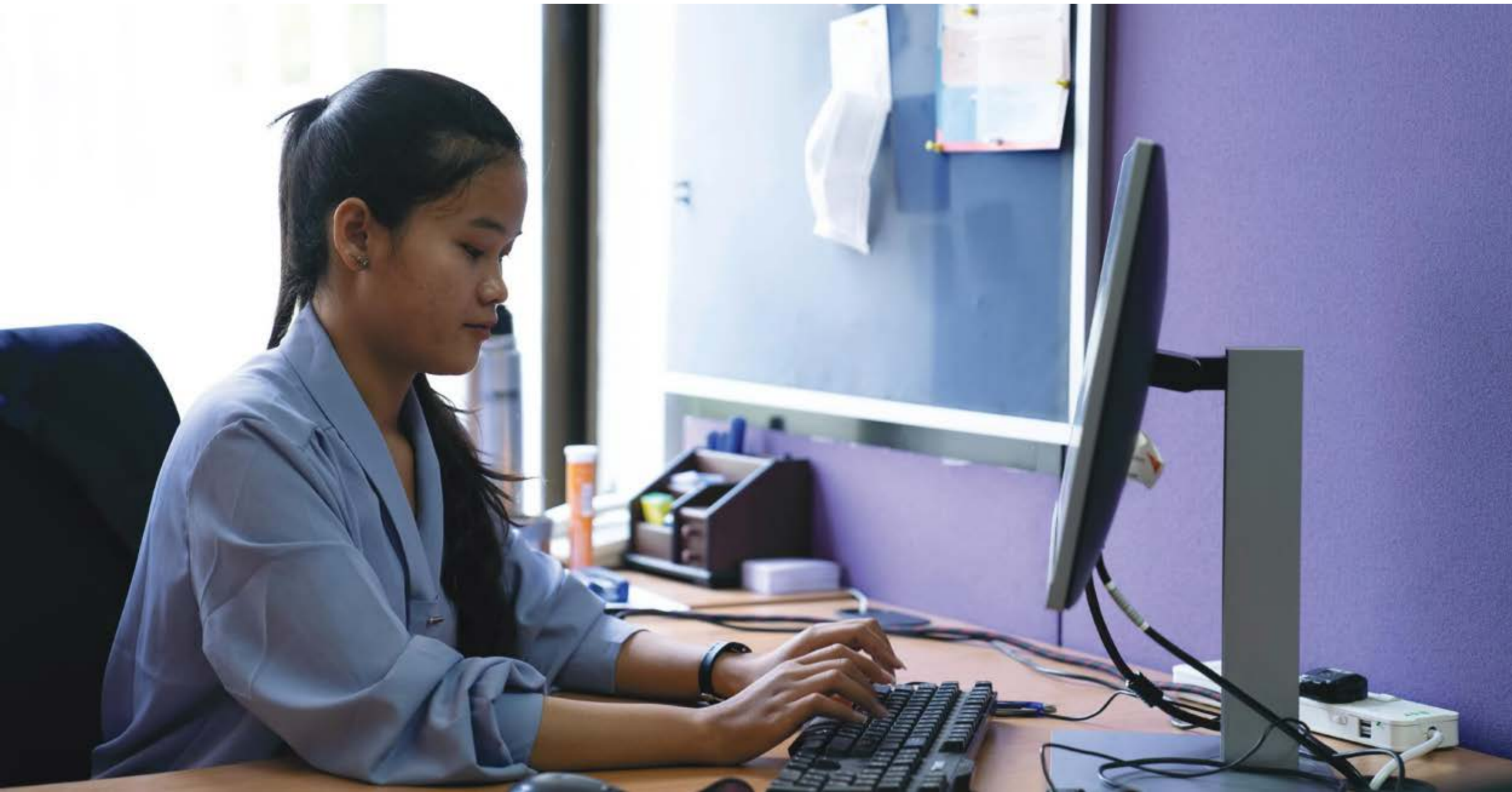
**Sok Chiva**, from an invisible kid to a role model teacher with a strong hope of making a great impact on the next generations. He is inspired to create an inclusive platform for young people to education.





# ACCESS

More than 8,636 members with 5,381 female and 3,042 most vulnerable adolescents were engaged and trained on the life skills curriculum that has been contextualized to help them with future opportunities in the larger society. They have also made a ripple effect through community projects for more than 20,000 children in the community.



Ratha is a youth leader from Takeo province. She enjoys talking with new people and exploring new opportunities.



With various activities at Youth for Change Club, Ratha is able to get out of her comfort zone and utilizes the best potential of her. She's making everyday counts.

*“ Making a decision is crucial, just a minute can actually change your life”*

*-Navy*

# DECISION-MAKING

**Youth for Change** approach and its life skills curriculum are developed as experiential learning that empowers young people to explore what is best for themselves. Male and Female Youth Leaders were identified and trained to facilitate the club activities and the planning, implementation and reflection of Community Service Learning Projects (CSLP), the youth-led projects that the club participants decide and design themselves as a response to a problem in their community. Through 231 youth-led clubs and 642 community service-learning projects, young people have influenced the local decision-making that affects their lives.



Navy was inspired to be a teacher by her experience with Youth for Change project activities. She has shared her inspired stories, project engagement, and her continued persistence in making hard decision by herself.



Aspire to take action by our own hand. This is a group of young people from Kampong Thom province of Cambodia taking their free time to do the fundraising and community clean day campaign. Youth for Change provides a learning opportunity for young leaders to take lead on community projects that respond to their needs.



Children in the village are the aspiration for Navy to continue her journey of being a teacher.





# PARTICIPATION

The project promoted youth participation as active citizens, allowing them to identify and fulfil their roles, rights and responsibilities within their communities and country. As a result, 301 Youth-led advocacy projects were developed and implemented by Youth for Change Clubs. 27,525 adults were participating in projects and campaigns developed and implemented by Youth for Change clubs.



Sin actively participates in a learning session where she can listen and reflect for self-development.



Sin's participation is crucial for her project experience sharing to diverse group dynamic learning.



Meaningful and active participation builds a solidarity in community.



Participation in the youth-led project is an opportunity to influence decision-making that affects youth's lives.





# SYSTEMS

**Youth for Change project** tackles rooted negative social norms that limited the opportunity to participate in their community and social activities and leading social change for young people especially the most vulnerable adolescents, including girls. In partnership with the Ministry of Education Youth and Sports, youth-led clubs are formed in public schools to connect them with the community. Sport is used as a tool to engage diverse youth to participate in Youth for Change clubs and challenge social norms that excluded girls from sports.

Vuthy strives to make a better community together. He still keeps good relationship with local authorities and community leaders and is part of any project that support community change.

Vuthy's inspiration to make a safe community for everyone has been woven through his career choice.



Vuthy and his friends from Youth for Change project founded a youth team together using their skills in digital communication and radio broadcasting for the purpose of engaging more young people to discuss the issues of the day.



Vuthy's inspiration to make a safe community for everyone has continued, so he often produces educational videos to make positive social change. Through his radio program, he includes Awareness Raising about violence against children and keeping children in school.



Youth for Change also bridges the gap of intergeneration by building the connection and partnership between adults and young people.







# WELL-BEING

**Youth for Change** project supported most vulnerable male and female adolescent develop positive relationships and gain essential life skills necessary for resilience and making healthy life choices today and in the future. The result from the project evaluation in 2021 showed a significant reduction of adolescents who report that they engaged in risk-taking behaviours from 78.1% in 2018 baseline to 44.6%.



Chiva uses football as a tool to engage his students to learn more about life skills and inspire them to see positive value despite the improvised background.





When children have a well-nourished lifestyle physically, emotionally, and spiritually, girl's well-being improvement makes them more resilient in addressing gender issues in households and community and make girls more comprehensive on women's and girls' issues such as Gender Based Violence or girls' education.

**Youth for Change** creates a generation of caring for others.



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