

**EVALUATION OF THE  
CZECH REPUBLIC  
DEVELOPMENT  
COOPERATION  
PROJECT IN THE  
SECTOR OF OTHER  
SOCIAL  
INFRASTRUCTURE  
AND SERVICES IN  
CAMBODIA**

Country: Cambodia

February 2018

FINAL REPORT submitted by  
EuroPlus Consulting & Management





MANDATORY OUTLINE OF FINAL EVALUATION REPORT

*Title page*

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CZECH REPUBLIC DEVELOPMENT  
COOPERATION PROJECT IN THE  
SECTOR OF OTHER SOCIAL  
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CAMBODIA**

**EVALUATION OF THE PROJECT**

**'SOCIAL CARE AND INCLUSIVE EDUCATION FOR CHILDREN WITH DISABILITIES'**

**TAKEO, CAMBODIA (2013 – 2015)**

**project code: 09/2013/06**


February 2018

**EuroPlus**  
Consulting & Management

Main evaluator: John Vijghen

Experts: Petra Nováková, Ok Amry and Chea Bunnary



Partner country (country of implementation): Cambodia	Project locations: Takeo province, districts Bati, Prey Kabbas and Samrong
Project title in Czech and English: Program sociální péče a inkluzivního vzdělávání dětí s postižením v provincii Takeo, Kambodža SOCIAL CARE AND INCLUSIVE EDUCATION FOR CHILDREN WITH DISABILITIES	Sector: Inclusive Education
Coordinator: Caritas Czech Republic (CCR)	Implementer: Catholic Relief Service through Cambodian Development Mission for Disability
Project Start Date: August 2013	Project End Date: December 2015
Total contribution utilised from Czech development cooperation funds (CZK): 8,500,000 CZK	Total funds utilised, including co-financing (CZK): Real costs of the project during its implementation: 13,681,800.33 CZK
Other donors engaged in the project: N/A	
Author of the evaluation report: John Vijghen	
Date, signature(s): 9 February 2017 	

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## EXECUTIVE SUMMARY

### Purpose of the evaluation

Recommendations of the evaluation are meant to be used in the implementation of the medium-term plan for the development cooperation with Cambodia and also in the implementation of future projects.

### The intervention and the context of evaluation

The project “Social Care and Inclusive Education for Children with Disabilities (SCIE)” was implemented in 18 target schools in three districts in Takeo province in Cambodia. The goal of the SCIE project was to increase access to education for disabled children through identification of children with disabilities, referral to medical services and provision of assistive devices, training of teachers on inclusive education methods and the formation of school and district or provincial working groups. The project identified 367 children with disabilities in the target area during the project lifetime and supported 322 children with light or mild disabilities to go to school, from August 2013 to end December 2015.

### The evaluation team and methodology

The team consists of four members: Team Leader Mr. John Vijghen, Methodological Expert Mrs. Petra Nováková and two Cambodian Fieldwork Experts - Mr. Ok Amry and Mrs. Chea Bunnary. **Mr. Vijghen** conducted many studies, evaluations and other assignments and evaluations in Cambodia, Laos, Myanmar, Thailand, Vietnam and the Philippines related to community development, disability, health care, social inclusion, education and especially on child protection issues. **Ms. Nováková** has a sound knowledge of the guidelines and procedures within development cooperation of the EU, UN and notably with the Czech Development Agency. **Mr. Ok** is a Cambodian national with an impressive track record in fieldwork in the sectors public health, education, democracy etc. **Mrs. Chea** is also a Cambodian national with extensive field research experience and a track record in communication with children.

The ex-post evaluation used a qualitative approach, starting with a document review, followed by telephonic interviews with stakeholders in the Czech Republic, a fieldwork phase in the country using interviews or focus group discussions with children (both disabled and classmates), school directors, teachers, school support committees, parents, education office officials and project staff and managers. The field mission was concluded with a stakeholder validation workshop. After a preliminary analysis telephonic interviews were held with representatives of the Ministry of Foreign Affairs, the Czech Development Agency, Caritas Czech Republic and INESAN to obtain further input to the report.

### The main Findings and Conclusions

#### Relevance

The intervention logic and theory of change were fully aligned with the needs of the target groups and the country’s development strategies. The project was also fully in line with the Czech Republic’s international development cooperation policies and the priorities for Cambodia.

#### Efficiency

The evaluation took place two years after the end of the project. Insufficient information was made available or found during the in-country mission to draw conclusions about the management and implementation processes, or to make a proper assessment of the use of resources. However, the project completed the main activities and realised the intended outputs as expected. Looking at ‘value for money’ issues it was found that approximately 18% of the financed amount was withheld by Caritas Czech Republic (CCR) for its personnel & administrative costs, monitoring, accountancy and reporting activities; with in addition 7% for indirect administrative costs, totalling 25% of the 8,500,000 CZK financed by the CzDA.

#### Effectiveness & Impact

The enrolment of children with disabilities (CwD) was successful in the project target areas with 89% of all children with a disability included by the end of the project. The 11% of children not included were with severe or multiple disabilities and were not fit to go to school. Teachers were trained in taking appropriate action to facilitate a CwD-friendly environment at the classroom and schoolyard, which enabled many CwD to learn well and graduate to higher grades, and also diminished discrimination by other children. The working groups formed during the project were reported – by project reports and by the participants of the validation workshop – to be active during the project, especially at school and provincial levels. Advocacy at the national level seems to have been successful to promote inclusive education, culminating in the adoption of the 9-Step Manual by the Ministry of Education.

#### Sustainability

Two years after the end of the project the results regarding enrolment rates and school performance were still found valid. Catholic Relief Services was also able to continue the promotion of inclusive education for disabled children at the

national level, demonstrated by the elevation of the Special School Office to a Ministry Department. The project established at school, district and provincial levels working groups on inclusive education which facilitated screening of and support to CwD or monitored the progress made at schools with regard to inclusive education. However, these working groups are no longer as active as during the project and will likely only become fully active if the national education system gives instructions and provides a budget for the support and monitoring activities.

## Recommendations

Table 1: Summary of Recommendations

Recommendation	Level of seriousness	Primary addressee of recommendation	Justification / recommendation for method of implementation of recommendation
<b>1. Continued Project Support:</b> provide IE support to primary schools in all districts of Takeo province	1	MFA and CzDA	Address the legal constraint to finance international organisations directly and/or develop a policy for financing not in the Czech Republic registered organisations. Restrict the budget for an accountant, monitoring and reporting activities to a prior agreed upon proportion or amount, taking into account proportions that are considered reasonable by other international agencies.
<b>2. Future Modality for Support to Inclusive Education sector in Cambodia:</b> focus the future support to IE activities at micro- and macro-levels	1	CzDA & implementing organisations	Support school- & community-level activities for inclusive education of CwD, while encouraging school support committees to continue their support to IE. Also, support national-level advocacy activities to promote IE. Do not consider direct financing of local or national education institutions as providing an adequate budget to include CwD in primary school should be a responsibility of the government.
<b>3. Value for Money Approach:</b> take measures to assure that most of the granted funds are used for implementation of activities that benefit the target groups directly	1	CzDA	Include in financing agreements the tasks and responsibilities of the project holder, and the agreed budget to carry out these activities; set a maximum to the proportion of the grant to be used for general or overhead costs by the project holder and/or the implementing organisation
<b>4. Appropriate Reporting on Implementation Practices:</b> take measures to assure that projects report adequately on implementation practices	2	CzDA	Include in financing agreements the obligation to submit narrative reports with sufficient information about the manner of implementation to understand (good) practices and lessons learned
<b>5. Ex-post Evaluation Assignment ToR:</b> consider a broader or sector assessment if strategic recommendations are required	2	MFA	Include whole sector or at least a variety of projects for missions which are assigned to provide strategic recommendations
<b>6. Cooperation of Stakeholders during drafting ToR:</b> consult implementing stakeholders for future evaluation missions	3	MFA	Consult with project holder & implementing organisations about ToR for evaluation mission
<b>7. Encouraging School Working Groups to raise funding locally</b>	3	Implementing organisations	Include in the project design activities and support for school working groups to raise funding at the local level, such as from local commune councils.



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## 1 - INTRODUCTION

### 1.1 - Evaluation Context

Cambodia was a ‘project country’ when the project under assessment was implemented but is currently upgraded as a programme-based ‘priority country’ for the Czech bilateral development cooperation. The Czech cooperation programme supports the Cambodian government's education policy which aims at greater access to education for marginalised or vulnerable groups since 1990. The Cambodian Ministry of Education, Youth and Sports (MoEYS) gives priority to increasing the number of children enrolled in schools and improving the quality of education since 2000 onwards. Cambodian children with disabilities had and often still have limited access to education that is appropriate to their abilities. In 2002, UNESCAP (UN Economic and Social Commission for Asia and the Pacific) has gathered data which shows that 10% of Cambodian children and young people with disabilities did not have access to any type of education; and according to the Cambodian socioeconomic survey of 2004, disability was a reason why 2.6% of girls and 2.9% of boys of the school age (5 to 17 years) have not attended school. Taking into account the data of the Cambodian population survey from the censuses of 2004, this can mean that 123,000 disabled children across the country did not have access to the education system.

Prior to 2013, Cambodian governmental attention has begun to turn to the education of disadvantaged children, especially girls, children from ethnic minorities and children with disabilities. Caritas Czech Republic (CCR) is working in Southeast Asia since 2005. CCR together with Catholic Relief Services (CRS) implemented a pilot project on inclusive education in the period from November 2010 to December 2012, funded by the Czech Development Agency (CzDA). The pilot project was aimed at strengthening community support for disabled children in Takeo province and found that in the target areas 34% of eligible children with disability did not attend primary schools. The evaluated project is a follow-up to this pilot project which aimed to increase access to primary school for disabled children and was financed by the Czech government and implemented by CCR and CRS.

The project under assessment is the “Social Care and Inclusive Education for Children with Disabilities (SCIE)”. The goal of the SCIE project was to ensure that children with disabilities attend and do well at schools. The project was implemented in 18 target schools in three districts in Takeo province in Cambodia. The project supported 322 children with disabilities (CwD) starting August 2013 and ending December 2015 (28 months).

### 1.2 - Purpose of Evaluation

The evaluation of the project was ex-post and external<sup>1</sup> and has been performed with an emphasis on the long-term impacts and sustainability of results. The main purpose was to provide recommendations for further planning of development cooperation of the Czech Republic and Cambodia in the sector of Education, Social Inclusion and Health. Recommendations have considered the needs of Cambodia focused on the thematic areas relevant for the future Program of Bilateral Development Cooperation of the Czech Republic with Cambodia 2018 - 2023, i.e. inclusive social development. Recommendations of the evaluation are meant to be used in the implementation of the medium-term plan for the development cooperation with Cambodia and also in the preparation and implementation of future projects.

### 1.3 - The Evaluation Team

#### **Team leader - Mr. John Vijghen**

Mr. Vijghen has a degree in Cultural Anthropology and conducted many studies, evaluations and other assignments and evaluations in Cambodia, Laos, Myanmar, Thailand, Vietnam, the Philippines and more Asian countries related to community development, disability, health care, social inclusion, education and especially on child protection issues, including aspects of migration, human trafficking and child exploitation, rural development and poverty alleviation, and juvenile justice. Mr. Vijghen is fluent in Dutch, English, German, fair in French and understands Khmer.

#### **Methodological Expert – Ms. Petra Nováková**

Ms. Nováková has a MSc. degree in Human Geography. She has substantial experience with the management of international cooperation programmes and projects. She has sound knowledge of the guidelines and procedures within development cooperation of the EU, UN and notably with the Czech Development Agency. She is fully acquainted with Project Cycle Management and Logical Framework Approaches, including the design of indicators, design of the results

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<sup>1</sup> Ex-post evaluation: Evaluation of a development intervention after it has been completed. Note: It may be undertaken directly after or long after completion. The intention is to identify the factors of success or failure, to assess the sustainability of results and impacts, and to draw conclusions that may inform other interventions. External evaluation: The evaluation of a development intervention conducted by entities and/or individuals outside the donor and implementing organizations (Glossary of Key Terms for Evaluation, OECD/DAC 2002).

framework matrix, result based monitoring and evaluation systems and evaluation guidelines according to the OECD-DAC principles. She took part in an evaluation training delivered by the World Bank experts and a Result Based M&E training. Ms. Nováková is fluent in Czech and English and speaks Dutch.

**National Experts – Mr. Ok Amry and Mrs. Chea Bunnary**

Mr. Ok has a Medical degree and a Master's in Management. He is a Cambodian national with an impressive track record in project management, project planning and design, proposal development, project research, monitoring and evaluation (M&E), and providing capacity building training and consultancy services. He has a sound knowledge and experience in the fields of public health, vocational training, education, democracy, human rights focusing on child rights and women, good governance, child protection, and gender issues. He is fluent in Khmer and English, with some knowledge of French too.

Mrs. Chea has a Masters' degree in Social-Cultural Studies. She has extensive experience in qualitative social and cultural research in the country. She has experience in project design, management, data collection and report writing. She has eight-year experience as a research assistant for international scholars, as a national consultant and as field team leader in evaluation missions. She has experience in providing translation/interpretation and editing services. She is especially experienced in moderating group interviews with children. Mrs. Chea is proficient in spoken and written English.

## 2 - INFORMATION ON THE EVALUATED INTERVENTION

Caritas Czech Republic (CCR) is working in Southeast Asia since 2005. CCR together with Catholic Relief Services (CRS) implemented a pilot project on inclusive education in the period from November 2010 to December 2012, funded by the Czech Development Agency. The pilot project was aimed at strengthening community support for disabled children in Takeo province. The evaluated project is a follow-up to this pilot project aiming to increase access to primary school for disabled children, financed by the Czech government and implemented by CCR through CRS and a local NGO Cambodian Development Mission for Disability (CDMD).

### 2.1 - Logic of the Project Structure

The implementing organisation CRS identified two major challenges for inclusive education for children with disabilities in Takeo: first, many children with disabilities do not attend school at all; and second, when children with disabilities do attend mainstream schools, the education system is poorly equipped to meet their needs. The SCIE project addressed these challenges through the following two strategic objectives and four expected outcomes:

Table 2: Description of the expected objectives and outcomes of the intervention

Project goal	<i>All children with disabilities in selected districts of the province Takeo can attend and complete school.</i>
<b>Objective 1</b>	<i>The number of children with disabilities who are registered in government primary schools increased, and also improved their school attendance.</i>
Outcome 1.1	Children with disabilities have better access to schools in the project schools in selected districts of the province of Takeo.
Outcome 1.2	Children with disabilities have better access to health care in selected districts of the province of Takeo.
<b>Objective 2</b>	<i>The project schools in selected districts of the province are also improving the quality of education and access for children with disabilities by strengthening the knowledge and skills of teachers, executives and representatives of local education authorities.</i>
Outcome 2.1	Teachers and school leaders use new skills and materials to improve inclusive education in their schools and local communities.
Outcome 2.2	The Working Group inclusive education improves knowledge, attitudes and skills in the field of inclusive education in selected districts of the province of Takeo.

Note: for reasons of consistency goal, objective and outcome, texts have been copied from the proposal document and no editing changes have been made. Although in several project reports and in the logical framework not the original text but edited and sometimes elaborated texts are used, the meaning has been maintained as listed in the table above.

#### Comments on Intervention Logic

Table 2 above lists the goal, objectives and expected outcomes of the project. Outcome 1.2 regards the intended healthcare aspect of the project, although this is not formulated in the goal or objectives. The project design document notes: ‘...will focus on improving health care at the local level; we will build the capacity of local health workers, carry out medical examinations of children from targeted communities and ensure their follow-up care (p.1)’. These activities seem to be an important part of the intervention and funds were allocated in the budget for transport, training and providing assistive devices. Therefore, it would have been better to include this in the objective 1, for example as follows:

**Objective 1:** *The number of children with disabilities (CwD) registered at government primary schools will increase, and their school attendance will improve, while all CwD identified to be eligible to register at primary school will be supported to access healthcare services and receive assistive devices as needed.*

#### Implementation

The “Social Care and Inclusive Education for Children with Disabilities” (SCIE) Project has been implemented in 10 primary schools in Samrong district, 4 primary schools in Bati district and 4 primary schools in Prey Kabas district, supporting 322 Children with Disabilities (CwD) during the 2014-2015 academic year (the projects’ final year). However, during the first year of operation a smaller number of schools were targeted (4 schools) which were during the second year of implementation increased to a total of 18. The SCIE project team established a project working group consisting of 30 members, including representatives of the Provincial Office of Education (POE), the District Office of Education (DOE), cluster school directors, and some other representatives to help implement and monitor the project implementation, and ensuring quality of education for children with disabilities in the targeted schools. CRS was working

in partnership with CDMD to engage the local communities and school support committees (SSC) to enable CwD access to school through disability-related awareness-raising events, and through referrals of CwDs to medical/social services as needed.

The first outcome of the project was to improve access to primary school through streamlining the system of social and health care for children with disabilities, organising awareness campaigns in local communities and helping local communities to build barrier-free access to schools. The second outcome was a focus on improving healthcare at the local level; building the capacity of local health workers to carry out medical examinations of children from targeted communities and to ensure their follow-up care. The third outcome was capacity building of teachers and school leaders. In cooperation with newly created school committees (School Working Groups), educational materials for teachers were developed and training provided for more than two hundred teachers from all the 18 target schools. The fourth outcome was the capacity-building of a working group consisting of representatives of district, provincial and national education authorities. The key role of the working group was to participate in the management and implementation of the project, but also to communicate regularly with the Cambodian Ministry of Education and to ensure synergy with the government's strategy for (inclusive) education. (See the list of activities under each expected outcome and output of the logical framework of the project in Annex I).

## 2.2 - Key Assumptions and Risks of the Project

During the inception phase the following assumptions and risks were identified by the project of which some were validated during the fieldwork phase (see table below under finding); additional risks emerged during the implementation as described in the table below:

**Table 3: Validation of assumptions and risks identified by the project & evaluation**

Assumption or Risk	Finding
<i>A prerequisite for the success of the project besides obvious management and process requirements was:</i>	
involvement of educational institutions in the project	This has been essential for proper project implementation, and while seemingly adequate during the project duration, it seems currently to slacken down due to lack of funds and reduced involvement by CRS and CDMD after handing-over to DOE
<i>Risks of the project identified before the start of the implementation were:</i>	
lack of interest on the part of families of CwD	This risk has been avoided by providing incentives, like school uniforms and access to healthcare services.
lack of interest of members of communities	While less during project duration, currently community representatives seem less interested due to lack of incentives.
lengthy bureaucracy processes of authorities	This might have been an issue during project duration but is not found a problem now.
limited time of the members of the working group	This is indeed used as reason why so many of the school working group members are not active, by the few active members.
<i>Other major external factors emerged in the course of the project or were identified by the evaluation:</i>	
Political issues	There is political tension because of undemocratic measures taken by the government to restrict workers' demonstrations and limit the influence of opposition political parties. While this did not affect the project results directly it seems that people became more reluctant to spend all of their income – and thus in part for school expenses.
Structural financial support	Inclusive education activities at the school level require a limited amount of financial support, for example for transport of CwD to healthcare centres or provision of assistive devices and school uniforms & materials. Special activities by the district and provincial education offices for disabled children require a budget, for example for transport and per diem for visiting schools. Without such financial supports all these activities will not likely continue.

## 2.3 - Implementing Agencies

### **Caritas Czech Republic**

**CCR** is one of the largest providers of social services in the Czech Republic, but increasingly also contributes to international humanitarian aid and development cooperation. CCR is working in Southeast Asia since 2005. At the end of 2010, CCR launched a project entitled: Strengthening community support of disabled children in Takeo province, which aimed at integrating disabled children into schools. In this project, CCR cooperated with Catholic Relief Services on implementation of a follow-up project in Takeo province, with representatives from the Cambodian Ministry of Education and other education authorities.

### **Catholic Relief Services**

**CRS** is an international organisation that provides humanitarian and development assistance and is operating in Cambodia since 1973 with an interruption during 1975-1992 when the Khmer Rouge regime followed by the Vietnamese occupation governed the country. Currently, CRS assists in the sectors of social and educational projects, health, and livelihood recovery. CRS has extensive experience in implementing projects aimed at integrating the disabled into schools in Laos and Vietnam. In Cambodia, they began with the realisation of such a project at the end of 2010. CRS was the project holder on behalf of Caritas Czech Republic. The current focus of CRS shifted from school/community-based assistance to more systematic assistance of the government services.

**Cambodian Development Mission for Disability:** CDMD is a Cambodian non-profit organisation based in province Takeo, founded in 2007 but emerging from the Caritas-Rehabilitation for Blind Cambodians / Community Based Rehabilitation Program, which was part of Caritas Cambodia and operated from 1997 to 2007. CDMD's mission is to ensure the quality of life for all people with disabilities and other vulnerable people living in local communities to raise awareness of disability issues and the social, economic, cultural and educational inclusion for all. CDMD has been responsible for monitoring and implementing the project at the local level.

### 3 - EVALUATION METHODOLOGY

The methodological approach was based on the evaluation criteria of the OECD/DAC with an emphasis on the impact and sustainability aspects in order to provide recommendations for further planning of the development cooperation of the Czech Republic and Cambodia in the sector of Education, Social Inclusion and Health. The main methods for this ex-post evaluation, which took place almost two years after the end of the project, consisted of a desk review of relevant project documents, interviews with respondents in the Czech Republic and a qualitative field study in Cambodia among a representative sample of the target primary schools.

#### 3.1 - Data Collection Methods

The methods used for the in-country evaluation have been interviews, focus group discussions and observations<sup>2</sup>. A validation workshop with working group members and school directors was conducted to validate the evaluation findings.

Table 4: Evaluation Methods

Method		Description
1	Document review of 75 project or sector related reports.	<b>Review</b> of all available and relevant documents pertaining to the project covering the August 2013 – December 2015 period, relevant policy and/or strategic documents regarding inclusive education and disability in the country and study of statistical data and/or other documents, such as project completion report, training manuals or monitoring information, obtained during the fieldwork phase.
2	9 Key Informant Interviews	<b>Semi-structured interviews</b> have been conducted with stakeholders in the Czech Republic (e.g. CZDA representatives, Caritas Czech Republic representatives) during the inception phase and after the fieldwork mission.
3	6 Briefing & Debriefing Meetings	<b>Orientation briefing</b> has been conducted in Cambodia during the fieldwork phase with Czech Embassy and CZCR representatives. A <b>debriefing</b> meeting has been conducted at the end of the fieldwork phase with the Czech Development Agency representative. <b>Briefing and debriefing meetings</b> have been held with the Implementing Agencies CRS and CMCD at the start and close to the end of the in-country fieldwork phase to obtain project information and validate specific findings.
4	10 Stakeholder Interviews	<b>Semi-structured interviews</b> have been conducted with School Directors of five selected target primary schools, staff from the District office of Education (DOE), staff from the Provincial office of Education (POE), Director of the Provincial Teacher Training Centre, staff from the Special School Department of the Ministry of Education, field staff of the implementing agency CDMD, and contact persons of several healthcare service providers in Takeo and Phnom Penh.
5	19 Focus Group Discussions	<b>Structured group interviews</b> have been conducted with children, both with and without a disability, at all five selected target schools in the three districts (Somrong, Bati and Prey Kabbah). In general the child participants did not engage in discussions but responded to questions posed by the interviewer. <b>Focus Group Discussions</b> were held with teachers who taught CwD at every selected school and with School Working Groups (SWG) at four schools and an Individual Interview with one SWG member at one school.
6	5 Observations	<b>Observation</b> of the schoolyard in terms of playing tools, cleanliness and sanitation, especially the availability and condition of toilets and classrooms with access ramps. <b>Classroom Observations</b> were made in two schools of the manner in which teachers actually apply the five key aspects of Inclusive Education conform the 9-Step Manual developed by the project <sup>3</sup> (lesson plan; seat arrangement; special attention; using IE guidebook; environmental arrangement).
7	5 Case stories	<b>Interviews</b> were held with some disabled children at every visited school and a story drafted to illustrate the success and/or constraint of the project.

<sup>2</sup> All interview, FGD, Observation, case story and validation workshop descriptions, and response to comments list have been submitted separately, together with the final draft report.

<sup>3</sup> The steps in the 9-Step Manual are: 1) forming working groups; 2) training working groups; 3) community-based awareness activities; 4) developing directory of service providers; 5) house mapping; 6) school mapping; 7) inclusive education for CwD; 8) follow-up on progress of CwD; 9) monitoring progress of CwD.



Method		Description
8	School Statistics	<b>Collection</b> and/or calculation of school statistics, such as enrolment and drop-out rates, from school directors, district and provincial Offices of Education.
9	1 Stakeholder Workshop	<b>A Validation Workshop</b> was held with representatives of the Provincial and District Education offices, a representative of the Social Affair office, the director of the Provincial Teacher Training College and about ten selected school directors (mostly from cluster schools). CRS was very helpful in selecting and inviting all these participants. The workshop was held at the last fieldwork day in Takeo town.

A total of 19 FGD have been conducted at the five schools with CwD, their classmates, their teachers and the school Working Groups (often comprising the same people as the School Support Committee). In four of the five school catchment areas the conversations were held, each with four parents - two with CwD and two families without disabled children. The total for each target group with a disaggregation per sex is listed in the table below. Including the five school directors and one member of the school working group who came alone, who were interviewed, a total of 125 individuals have been reached at the school and community level.

Table 5: School-level Evaluation Methods

Date	FGD CwD			FGD Mates			FGD Teachers			FGD SWG			II with Parents		
	M	F	Tot	M	F	Tot	M	F	Tot	M	F	Tot	M	F	Tot
1 <sup>st</sup> school	5	1	6	5	5	10	4	0	4	3	0	3	-	-	-
2 <sup>nd</sup> school	3	0	3	3	4	7	7	0	7	1	0	1	3	1	4
3 <sup>rd</sup> school	3	2	5	6	4	10	6	2	8	3	0	3	2	2	4
4 <sup>th</sup> school	3	3	6	2	6	8	4	1	5	4	0	4	0	4	4
5 <sup>th</sup> school	1	3	4	2	4	6	0	6	6	3	0	3	2	2	4
<b>Total</b>	<b>15</b>	<b>9</b>	<b>24</b>	<b>18</b>	<b>23</b>	<b>41</b>	<b>21</b>	<b>9</b>	<b>30</b>	<b>14</b>	<b>0</b>	<b>14</b>	<b>7</b>	<b>9</b>	<b>16</b>

### School Sample Selection

The project areas were in three districts in the province of Takeo with 18 primary schools, of which four schools in Somrong district were first to be introduced to the Inclusive Education (IE) approach. Another six schools in Somrong and four schools in Bati and in Prey Kabbah district were included in the project during the second project year. The evaluation plan foresaw that during five days spread over two weeks a sample of 5 schools or 27% of all target schools would be visited. In fact, two days have been used to visit the first school, field testing the prepared topic lists and the general methodological approach.

Table 6: Sampling Method for School Selection

School Selected	First batch	Least performing	Best performing	At random from remaining
Ang Sokleang, Somrong district	X			
Ang Chum, Somrong district		X		
Prei Ar, Somrong district			X	
Ban Luang, Prey Kabbah district				X
Yiem Khaw, Bati district				X

The sample has been selected at the last moment in order to avoid that schools would prepare classrooms and/or instruct teachers and children to present a more positive picture of the actual situation. This has turned out to be an unrealistic fear as schools were used to monitoring visits. The first school was selected throwing the dice from among the first batch of 4 schools included in the project. The second school was selected as the least well-performing school, and the third school was selected as the best performing school in the project according to the CDMD project manager; both schools happened to be in Somrong district. CDMD staff had indicated that the remaining schools did not differ much in school performance or in applying the new inclusive education (IE) approach. Therefore, one school was selected at random in each of the remaining two districts. The sample thus resulted in the selection listed in the table above.

## Respondents

Three categories were identified at the level of the capital, such as officials at the Ministry of Education, Representatives of CRS, Officials at Czech Embassy and/or of the Czech Development Agency, and other donors if possible. Another four respondent categories were identified at the central, provincial and district level, to know education officials, project staff of CRS and CDMD, provincial and district officials, and staff or contact persons of referral agencies. Briefing and debriefing meetings were held with the first group of respondents, interviews have been conducted with representatives of the second category respondents, and finally, after the conclusion of the field mission, telephonic interviews have been conducted with stakeholders in the Czech Republic (MFA, CzDA, CCR and INESAN).

Another six categories of respondents were identified at the school and community level, to know:

- **Children with Disability**

At each school, one focus group discussion (FGD) was held with a group of children with disabilities. The purpose of the FGDs was to learn about the children's experiences, opinions and ideas. Each FGD consisted of 4 to 8 children, subject of the availability of the children, and was held at a suitable secluded place at the school but visible to others. The female Expert conducted the FGD. After the first two FGD held at morning hours with only younger kids it was decided to conduct the following FGD with children at the next schools in the afternoon because this would increase the chance that older CwD or their classmates would participate (primary schools in the area have two lesson shifts with classes for the higher grades in the afternoon).

- **Children in classes with CwD**

An FGD was held separately with children who are not disabled but who sit together in class with one or more disabled children. Around 8 to 10 classmates were invited to join the FGD taking similar measures to protect the children as for the CwD FGD. The purpose of these FGDs was to learn how these children react to CwD and what they think about the project support to CwD.

- **Teachers**

At each school one FGD has been held with all available teachers who have children with disabilities in their class. These were mostly 4 up to 6 teachers, with only a few female teachers. The purpose of the FGD was to learn about the training teachers received to deal with mainstreaming children with disabilities in the regular primary education system and how they applied the IE key aspects.

- **School Directors**

The school director and/or the deputy school director of each selected school has been interviewed using a semi-structured questionnaire to obtain information about the CwD, the training and system introduced to deal with mainstreaming CwD, and about the challenges, opinions and ideas for improvement.

- **School Support Committee or Working Group Members**

At every for the evaluation selected primary school, the school director was asked the day before to arrange a meeting (FGD) with available members of working groups for inclusive education, often the same people as the school support committees (SSC), preferably with those members who were active during the Project implementation and if possible also including females. These groups were asked about their role and activities during the Project and currently.

- **Parents**

In the area covered by each of the selected schools two parents with CwD, most who attended school, and two more parents of non-disabled children have been visited by a team member who has survey experience. During an informal interview he obtained information about the effect of the mainstreaming on the educational development of the child, about challenges and opinions.

## 3.2 - Crosscutting Themes

Before the preparation for the fieldwork phase, the team leader has had the opportunity to review the crosscutting theme's manual (Evaluation of Crosscutting Themes in the Czech International Development Cooperation) and to discuss some aspects relevant to the evaluation with a representative of INESAN. For the three mentioned themes in the ToR (Good Governance, Environment and Sustainable Development, and Human Rights and Gender Equality) a tentative selection was made of topics and indicators deemed relevant for the evaluation and a list of potential indicators was annexed to the Inception Report. However, due to the sectoral nature of the project under assessment, and due to a lack of any specific project policy, strategy or activity which would fall under any of the selected themes, no all selected indicators could be used, consequently limiting the extent of findings for the crosscutting themes. The crosscutting findings are integrated in



the overall findings and reported in the respective sections, such as relevance, effect or sustainability, with a summary in the relevant crosscutting theme section of this report and a full matrix table annexed<sup>4</sup>.

### 3.3 - Task Allocation

The desk review of Czech language documents has been conducted by the Methodological Expert during the inception and analyse phases, and a focussed review has been conducted for the drafting of the final report. She has also assisted in the review of later obtained documents. The other documents relevant to the project and/or evaluation have been reviewed by the Team Leader. The fieldwork has been split between 1) school- and community-based activities and 2) stakeholder activities. The school-based FGD and interviews include respondent categories 1 to 6; these have been the primary responsibility of both national experts with the female consultant conducting the child FGD. The stakeholder activities include meetings and interviews with non-school based respondents; these have been conducted by the Team Leader or one of the national experts. The field mission started on 6 November and was completed on 21 November 2017 (see work plan in Annex D).

### 3.4 - Data Analyses

The data analysis has applied a mix of qualitative and quantitative methods. The Ministry of Foreign Affairs (the Contractor) defined evaluation questions in the Terms of Reference which relate to both quantitative and qualitative indicators. These indicators have been discussed with the project stakeholders but the quantitative indicators could only in some cases be substantiated during the fieldwork phase. One constraint was the limited availability of statistical data on CwD enrolled at primary schools. The interpretation of data has been validated through interviews with key stakeholders, the Validation Stakeholder Workshop and other fieldwork findings.

### 3.5 - Methodological and other Obstacles

Almost all by the Ministry of Foreign Affairs (MFA) provided documents are in Czech language. The Methodological Expert has scanned all these documents for content and relevance to the evaluation. An annotated list was provided to the Team leader. Those documents which the Team Leader indicated as potential sources for the Inception or/and Final evaluation report have been translated or summarised in English language by the Methodological Expert. After receiving feedback and a request to review the available documents in Czech language more in-depth for information on practices and use of resources the Methodological Expert coordinated by the Team Leader conducted a second focused review of all project monitoring and annual reports. However, no more information was found related to ‘how exactly activities were conducted’ or about ‘who carried it out’ or which could be considered ‘good practices’; virtually all data was about what was done (how many teachers trained, or how many awareness campaigns, how many people reached or how many kids were screened etc.). Also there is no reference made to exact costs or use of the resources in detail, besides “the project team organised a workshop for the teachers”, “12 ramps were constructed” (no mention on what material, were they procured locally etc.).

The Methodological Expert has also contacted all respondents in the Czech Republic scheduled for online interviews and enquired about their expectations with regard to the evaluation outcomes prior to the in-country mission. The Team Leader has conducted telephonic interviews with respondents in the Czech Republic during the analysis phase using the preliminary findings to obtain responses. Also, email requests were made to both CCR and CRS to elaborate and if needed correct several findings on the use of financial resources. As no reply has been received by time of submission of this report it is assumed that the financial conclusions are correct.

The formerly implementing agencies of the SCIE project, Catholic Relief Services (CRS) and Cambodian Development Mission for Disability (CDMD), were very cooperative during the evaluation mission to assist the team to obtain field-level data, despite that they were no longer funded by the Czech Republic. However, as they were not consulted or involved in the preparation of the evaluation, CRS and CDMD were non-committal regarding their current ongoing project in the same target area and did not provide the team with current project documents. This has caused some misunderstandings as recent changes were not communicated (e.g. membership of provincial working group), but also made it more difficult for the evaluation team to assess the extent of sustained results. In particular, the lack of documents about the ongoing CRS/CDMD project activities limited the assessment of results in terms of attribution/contribution by the SCIE project.

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<sup>4</sup> The ToR instructs to use the Crosscutting Methodology developed for the Czech Republic. One of the reporting tools of the Methodology is the scoring matrix with the intention that the Evaluator gives a score to the efforts of the project to achieve any of the crosscutting theme objectives. Author of this report hesitated to use this scoring tool as this might present a wrong impression of the efforts of the project which were not aimed at any achievement in any of the crosscutting themes. To avoid any misinterpretation a narrative result is provided in a summarised table in the report and a full matrix table in an annex.

Picture 1: Participants of the Validation Workshop in Takeo





## Relevance regarding SDGs

SDG 3 and SDG 4 are priority areas of the Czech development cooperation programme for the period 2018 - 2030. Thematic priorities include *access to social development (including education, social and health services)*. The SCIE project as well as similar projects are therefore relevant to the new development cooperation strategy and thus in line with the SDG 3 and SDG 4. Given that the primary goal of the project is indirectly contributing to reduction of inequalities within local communities, the intervention can also be seen as contributing to the achievement of SDG 10.

***To what extent are the project outputs relevant in terms of SDGs as to health and inclusive and quality education (SDG 3 and SDG 4), resp. as to reduction of inequalities (SDG 10)?***

## 4.2 - Efficiency

The efficiency of the project implementation could not be assessed in great detail during the evaluation neither validated on the basis of project monitoring and evaluation reports, because the latter documents were very limited in discussing issues of management and efficiency; the evaluation was also hampered by the fact that the project ended two years ago and respondents were not sure in their given answers about management and efficiency issues.

After an exhaustive review of all available relevant documents the following examples of relatively well-described implementation practices were found in the mid-term report of 2015: *‘... provide training for school heads, teachers and school support committees to lead village meetings in target schools and communities. In 2015, 3 meetings will be held for each target school in order to: 1) Enhance participants' knowledge of disability issues, children's rights, children with disabilities, child abuse and inclusive education; 2) expanding support for the education of children with disabilities; 3) improving care and referring children with disabilities to relevant social services. During the reporting period, CDMD worked with schools and the committees to organise two village meetings for each target school. The first meeting focused on issues of disability, children's rights and inclusion, while the second meeting focused on the development stages of children, the role of stakeholders in supporting disabled children and successful case studies on children with disabilities.’*

Also this description is well formulated: *‘The CRS team designed and created an electronic form and introduced it to iPads using the Iform platform and data storage. After designing and passing tests, the CRS trained two CDMD (as a user) field workers to use this device to collect data on children with disabilities and one project manager to monitor the data. With the use of ICT4D, CRS and CDMD collect accurate real-time data that can be easily managed, analysed and further used by employees and partners. This tool will help increase the credibility, confidence and accuracy of data collection; to increase motivation, length of stay in the work and performance of project staff, help timely informed decision-making; ensure time savings and simple data analysis, management and decision making. There are currently 4 forms (child information, child benefit in the class, home visit form, medical referral form) that are routinely used (activity 1.2.3.)’.*

The mid-term report of 2015 reported clearly: *‘CRS has worked with the Special Education Authority of the Ministry of Education, Youth and Sports and Krousar Thmey to provide training on special training techniques (how to teach children with disabilities with learning disabilities and weak vision) for 91 teachers (of which 32 women) from inclusive education classes in the target 18 schools. The training focused on 1) increasing understanding of the educational needs and abilities of children with weak vision and learning disabilities; (2) enhancing teachers' capacity for inclusive education to meet the needs of children; 3) improving the learning abilities of children with disabilities (weak eyesight and learning disabilities) in inclusive education classes. Tests at the beginning and end of the training showed that 20% of 91 participants expanded their knowledge and skills in the field of special education techniques. (activity 2.1.1)’*

Although the above-described examples of practice descriptions are informative, these are the only ones found in the available documents. Most descriptions in the monitoring reports of the Czech Development Agency (CzDA) or in the English language project completion report provided by CRS reports contain very limited information on practices and cannot be labelled ‘substantial and verifiable information’<sup>6</sup>. For example, it was reported through the regular CzDA monitoring visit reports that *‘Members of the Working Group conducted observation of 146 teachers trained in the techniques of inclusive education during monitoring visits in classes’*. However, the reports are not clear which members or working groups it concerned, how regular these classroom monitoring visits took place or which was the source of the finding. Therefore, it can only be concluded that ‘a source’ noted that at least ‘some’ members of ‘some’ working groups monitored how teachers applied their learned inclusive education skills.

<sup>6</sup> In order to draw conclusions on cost-effective efficiency sufficient information is needed which can be considered systematic (and not incidental) and from a reliable primary source (not hearsay) with appropriate descriptions (which inform the reader of how things have been done, with whom and through what resources).

Another example reported in the CzDA’s monitoring reports was about the management practice to ‘negotiate cooperation with various interested parties at the sub-national level in the planning and implementation of project activities, namely with the local partner, the Provincial Authority, the District Education Office and other relevant authorities at the level of the province’. It can be said that this practice is appropriate as cooperation with authorities is listed to be essential, but without further information about how this cooperation was negotiated no conclusion can be drawn about its cost-effectiveness.

A third example of insufficient reporting on management practices is the notation that ‘The team of the training program and partner NGOs meet once every two months and reviewed the progress, problems and lessons learned. Also at these meetings priorities and budget for the following quarter were set’. This observation indicates a proper management practice, but again it does not demonstrate whether it contributed to efficiency beyond what is considered standard practice.

The available Czech language documents focused on ‘what’ has been done, which is sufficient information to access progress, but insufficient to assess whether the project was managed efficiently. But looking at the first three properly informative descriptions of practices as an example of how the project operated and in view of the observation that all planned activities were completed as intended and within the approved budget, it seems that the project was managed well.

### Project Activities

The table below presents the four sets of activities, the supporting NGOs and the implementers.

Table 7: Project Activities

Outcome	Activity	Support	Implementation
Enrolment	1.1.1 Awareness-raising campaigns in communities	CDMD	SSC
	1.1.2 Financial support for medical referrals	CDMD	Service providers
	1.1.3 Construction of ramps, toilets, schoolyards	CRS	
Healthcare	1.2.1 Training on medical examination	CDMD	SSC + health centres
	1.2.2 Medical examinations in the community	CDMD	SSC + health carers
	1.2.3 Follow-up medical care and regular checks	CDMD	
	1.2.4 Monitoring visits at schools	CDMD	SSC + DOE
	1.2.5 Promoting home visits	CRS/CDMD	teachers
IE skills	2.1.1 IE training to 261 teachers	CRS	Special Office of Education (MOEYS), Rabbit School, Krousar Thmey, prov. WG
	2.1.2 Revision of IE materials	CRS	
	2.1.3 IE integrated in school operational plans	CDMD	
Working Groups	2.2.1 IE training to teachers	CRS	See above
	2.2.2 IE training to new SSC members	CRS	
	2.2.3 Child Rights training to SSC	CRS	CDMD + prov. WG
	2.2.4 Meetings with parents & follow-up support	CDMD	SSC
	2.2.5 Exchange study visits	CRS	education team
	2.2.6 Regular meetings (annual evaluation and activity plans)	CRS/CDMD	

What can be said is that indeed planned activities were carried out and that funds were used in accordance with the budgetary conditions, taken into account some revisions at the early stage of the project due a later start than anticipated in the proposal. The received funds through Caritas Czech Republic (CCR) covered less than half of the actual implementation costs with the other half allocated from CRS’ own sources. Not based on objective sources for lack of these but based on information obtained from the implementing agencies, an optimum use was made of financial resources to achieve the desired results.



## Reporting

The project plans included four outcome levels with 16 defined activities (see activity sheet of the logical framework). The Mission received a total of 70 documents from the commissioning agency, the Ministry of Foreign Affairs of the Czech Republic (MFA) at the start of the inception phase of the evaluation. These documents, however, included only three documents with detailed information about the design and implementation of the project (proposal, logical framework and end-line survey report). The end-line survey report provides evidence of project results by measuring the change during the project lifetime for a set of indicators, but does not report on implementation activities or project achievements. This latter information was found in the projects' Completion Report which was obtained from the implementing organisation CRS during the fieldwork phase. While the Completion Report provides much information about activity outputs, such as number of CwD identified or referred to medical services, there is a little of detailed information about the implementation process neither about lessons learned or good practices<sup>7</sup>. Requests for such information have been made to the project holder Caritas Czech Republic (CCR) but such detailed reports seem not to have been received by this organisation. Consequently, the ex-post evaluation lacks written and reliable sources to assess in detail the manner in which the project activities were implemented.

***Did the project reports provide sufficient information about the project implementation?***

## Links with other Programmes

The Completion Report mentions that: *'Partnership was a key aspect of managing the project throughout its lifespan, and so the project collaborated with many organisations. The Education Program Manager (PM) successfully coordinated with different stakeholders at the national to local levels to work with the Primary Education Department's Special Office of Education, Disabilities Action Council (DAC) and local and international NGOs to get the trainers to provide training courses on basic IE and special education. The education program team worked with Special Olympic Cambodia (SOC) to gain additional support for CWD with ID and their families. The education program team also worked with NGOs implementing in the sector of education and disabilities, such as the NGO Education Partnership, Krousar Thmey, Handicap International, AAR-Japan, and Aid et Action. The team worked with these organisations to advocate for inclusive education through three annual national fora on inclusive education that were held during the project period. During these fora, the team advocated for the adoption of the 9-steps IE manual to be implemented in Cambodia nationwide, for a review of the Policy on Education for Children with Disabilities, and for an updated Master Plan'* (p. 19). Based on this statement and confirmed through several telephonic enquiries among CRS' locally based NGO partners it may be concluded that there were effective and functional links with projects or programmes that are not financed by the Czech Republic, such as medical services (see the case story below).

***Is there any effective and functional link between the project and other donors' projects?***

### *A 10-year old girl in grade five*

*She has been ill of her left ear when she was in grade four. One day at night time yellow liquid came out of her ear. She told this problem to her mother but her mother did not take care of it. One day her teacher noticed that she could not hear well. He then tested her hearing capacity by calling her from three to four meters in front of classroom. She was not able to hear well. So, the teacher informed the school director and her mother. The school suggested her mother immediately to take her to the hospital for hearing screening in Phnom Penh with some other disability children. Her teacher took measures in the class so that she can hear better.*

*(summarised case story – 04)*

## Home Visits & Teacher Attitudes

The evaluation mission could confirm on the basis of the answers given by parents and children that the following quote from the Project Completion Report is a good practice and still a reality: *'A majority of the parents of CwD who were visited said that they now see the importance of education for their children with disabilities. They said that they hope that it will help their children to be independent and find a good job in the future. Most of the parents who were visited expressed their commitment to helping children to continue studying until they finished high school or even higher education (p. 19)'*. Another good practice at the national level is the promotion of the 9-Step Manual of Inclusive Education for children with disabilities. Project reports included two success stories which might be considered examples of good practices. For example, a school director was quoted saying: *The*

***Is it possible to identify any good practice examples?***

<sup>7</sup> Requests for monitoring or other reports made during or by the end of the project by the project team or programme manager, which might include detailed information about how activities were conducted and what was achieved, were not honoured by the implementing organisations CRS and CDMD. It should be noted that these organisations were not informed by the CzDA of the upcoming ex-post evaluation and were therefore not prepared neither had set time aside for this mission. However, as team leader of the evaluation I was very pleased by the cooperation that both CRS and CDMD managements offered to our team in the field.

success of the IE project starts from the hearts of educators. When teachers are trained and coached to apply the trained skills, then CwDs and all students benefit from the IE project'. He also said: 'I, as the school principal, am the key person to get IE skills applied in school; so I have to become a role model for the teachers to follow me' (Success stories – school principal, January 2016.). A female school teacher was quoted saying: 'After I received training on basic IE and special education, I am able to understand the needs of CwD. It makes me really love working with CwD and pay greater attention to them. This allows the CwD to obtain good academic results'. She also added: 'Learning is fun as long as I can make CwD happy, then they want to learn and are able to learn as well as the other students'. (Success stories – IE teacher, January 2016)<sup>8</sup>.

#### 4.2.1 - Value for Money

**Were the project funds effectively spread out among CCR and CRS?**

The total budget for the project amounted to 13,681,800.33 CZK with 8,500,000 CZK or 62% financed by the Czech Republic to Caritas Czech Republic (CCR). However, 25% or 2,115,028 CZK were withheld by CCR to cover their costs. Therefore, the actual contribution of the Czech

Republic to the total project costs (13,681,800.33 CZK) was 44% (6,079,754 CZK). In view of the fact that the Czech Republic donation was not small (about 400,000 US\$) a 25% budget proportion for monitoring, accounting and reporting seems excessive. CCR explains this relative high proportion by citing costs for personnel, administration and office space in Prague and Cambodia (11%), international and local travel costs (7%) and indirect administrative costs (7%).

The financial accounts show that of the 6,079,754 CZK financing received by CRS via CCR:

- 29% was used for CRS headquarter coordination & personnel,
- 25% for administration and bank costs,
- 10% for project monitoring & evaluation, and
- 36% for project coordination, activities and support in the target province of Takeo.

The beneficiary-linked costs, such as for screening and medical expenses, individual support, and teacher and committee capacity building costs, were 666,500 CZK (as reported by CRS for the total project expenses) or about 5% of the total project costs of 13,681,800 CZK which is a relatively low proportion. In terms of 'per beneficiary' the project costs were rather high; for each of the 322 beneficiaries who were after screening supported to attend school during the two academic school years, an amount of 42,490 CZK (or circa US\$ 1,700) were spend. This amount seems high even taken into account that it is a project that is in nature an awareness raising and capacity building programme and thus requires much project staff time for management, support, training and monitoring<sup>9</sup>.

**Table 8: Project Costs reported for Local Implementing Partner**

Budget Headings	Amount in CZK	%	CRS reporting (Project Completion Report p.19)
Coordination (Personnel)	1,765,325	29%	<i>Major efforts were taken to ensure that the project budget was well apportioned. As a result, the expenditure on the planned activities was well implemented against the budget. There were a few adjustments during the implementation, but they were communicated and approved by CCR. These adjustments included the change in the annual evaluation workshop of the WGMs to the National Forum on Inclusive Education</i>
Administration (Supplies, accountancy, bank)	1,532,905	25%	
<b>HEAD OFFICE AND ADMINISTRATION COSTS</b>	<b>3,298,230</b>	<b>54%</b>	
Coordination Takeo (Personnel, Office)	1,069,900	18.0%	
Vehicle costs	374,897	6.1%	
Monitoring & Evaluation costs	627,223	10.0%	
Screening costs	330,107	5.4%	
Training on IE and Healthcare services	268,374	4.4%	
Other activity costs	111,023	1.8%	
<b>DIRECT PROJECT COSTS</b>	<b>2,781,524</b>	<b>46%</b>	

<sup>8</sup> Repeated requests to the implementing organization to provide additional documentation about good practices & lessons learned have not been answered.

<sup>9</sup> Author of this report is a former project manager in Cambodia and has experience in programme budgeting of child-targeted programmes. In his experience beneficiary-based costing for advocacy projects is rarely above the US\$500 mark and for high beneficiary investment projects with for example livelihood grants not above the US\$ 1,000 mark [example: large EU financed child protection and migration project with protection system building components and livelihood grants required about US\$ 1,000 per beneficiary (CETHCam project 2008-2011)].

*Were the implementers' procedures cost-effective?*

CRS used 88% of the Czech budget for headquarter and project costs (personnel, office space, allowances, administration, transport, vehicles, monitoring etc.); 10% to cover expenses of medical screening and assistive devices for CwD, training of and meetings with teachers and school support committees, and exchange study visits; and 2% for other costs. CRS and also its local partner CDMD capacitated provincial education officers and school committees to provide the IE training to teachers or to conduct the community screening of potential CwD who were eligible to receive medical care and go to school. This approach is undoubtedly cost-effective compared to using outside trainers as compensations would be lower. Therefore, it is surprising that still a 54% proportion of the Czech budget was needed for the Phnom Penh head-office costs.

## 4.3 - Effectiveness

### Coherence and Logic

The project intervention was coherent and logically sequenced with a start-up period and the first phase with a limited number of target schools. This has resulted in some lessons learned which could be included in the second phase of including the other schools (e.g. on the screening of CwD and setting up of the school committees). The actual realisation of nearly all expected outcomes has demonstrated that objectives were realistic and that the key assumptions, such as commitment by community and schools, were valid.

*Was the project sufficiently well elaborated, inner-coherence and logically sequenced including realistic objectives and key assumptions?*

### Partnership Development

Partnership was an essential aspect of managing the project throughout its lifespan, and so the project collaborated with many organisations. The Education Program Manager (PM) successfully coordinated with different stakeholders at the national to local levels to work with the Primary Education Department's Special Office of Education, the Disabilities Action Council (DAC) and local and international NGOs to get the trainers to provide training courses on basic IE and special education. The project team also worked with these organisations to advocate for inclusive education through three annual national fora on inclusive education that were held during the project period. During these fora, the team advocated for the adoption of the 9-steps IE manual to be implemented in Cambodia nationwide, for a review of the Policy on Education for Children with Disabilities, and for an updated Master Plan. All three these aims have to some extent been realized.

*What have the local partners specifically adopted from the project practice?*

#### 4.3.1 - Expected Results

The inception report describes the mission approach which includes three hypotheses to guide the ex-post evaluation process. These hypotheses were formulated based on results found through the projects' end line survey which are linked to the project's intended outcomes.

Two of the three hypotheses have been found true nearly two years after the end of the project:

- 1. True:** All children with a light or mild disability of primary school age were enrolled at school at the 2016/17 academic year - according to school directors, teachers, school working groups and parents met during the evaluation (no objective verifiable data was available to confirm this).
- 2. True:** All teachers who received training on inclusive education apply most or all of the five key aspects of teaching for CwD during their teaching – according to school directors and teachers met and the classroom observations made during the evaluation (no objective verifiable data was available to confirm this).
- 3. Not true:** No school working group was found which was as active as during the project (they didn't meet during the past two years). District and provincial working groups existed as part of the institutional system and they met several times per year to discuss school issues, but have not initiated activities to support CwD during the two years after the end of the project.

The table below describes for each expected outcome the by the project reported results per logical framework indicator at the end of the project, and the table lists the extent to which results found during the ex-post evaluation fit with the stated hypotheses.



Table 9: Expected Results & Evaluation Hypotheses

Expected Project Results & Outcome Indicators		Evaluation Hypotheses Results & Reported Project Results
1	<b>Children with disabilities have better access to school in project schools in selected districts of Takeo Province</b>	
	<p>Logframe Indicators:</p> <ol style="list-style-type: none"> <li>1) 80% of children with disabilities who have received medical aids.</li> <li>2) 14 of the 18 project schools are equipped with barrier-free access.</li> <li>3) In at least 14 communities out of a total of 18, educational campaigns/activities on access to education for children with disabilities.</li> </ol>	<p>By Project reported results for 2013-15:</p> <ol style="list-style-type: none"> <li>1) Enrolment rate for children with disabilities had been increased from 76% at the baseline to 89% after the project (ESR p. 39).</li> <li>2) 54 ramps and 2 school facilities were constructed in 14 out of 18 targeted schools (PCR p. 8).</li> <li>3) 130 village meetings in three districts to raise awareness on disability and rights of education for children with disabilities (PCR p. 11).</li> </ol>
	<p><b>Hypothesis 1:</b></p> <p>At least 89 % of all children with disabilities – eligible for primary school living in the catchment area within the sample of selected schools during the ex-post evaluation, with a disability that fits the standards of the Ministry of Education of being acceptable for primary education – are attending primary school.</p>	<p><b>Findings at Ex-Post Evaluation:</b></p> <p>No objective verifiable data could be found during the evaluation but informed respondents from the schools and education offices were confident that almost all CwD who confirm the screening criteria should go to school were enrolled at school at the lower grades. However, sometimes older CwD were taken from school by their parents to earn income or dropped out for other reasons.</p>
2	<b>Children with disabilities have better access to health care in selected provinces of Takeo</b>	
	<p>Logframe Indicators:</p> <ol style="list-style-type: none"> <li>1) 100% of the examined children with disabilities are recommended for special medical care, 60% of children with disabilities receive special medical care</li> <li>2) At least 60% of children who received special care have improved their health status</li> </ol>	<p>By Project reported results for 2013-15:</p> <ol style="list-style-type: none"> <li>1) 367 CwD referred to specialist medical services with support from CRS (transportation, food, and medical fees); 341 CwD were treated by specialists or 93%.</li> <li>2) 121 out of the 296 CWD (41%) who received medical services reported an improvement in their health status.</li> </ol>
	<p><b>Findings at Ex-Post Evaluation:</b></p> <p>No objective verifiable data could be found during the evaluation but parents or children indicated that medical diagnosis and treatment were often very rudimentary and not effective or even not provided by the public medical services. Rude behaviour by medical staff was also several times mentioned by parents as a reason not to access medical services. CDMD provided a list of 7 CwD who were referred to a medical service during October 2017 as a result of the annual screening (compared to the 341 (Female=143) CwDs screened in 2014 and 2015 who were referred to specialist medical services).</p>	
3	<b>Teachers and school leaders use new skills and materials to improve inclusive education in their schools and local communities</b>	
	<p>Logframe Indicators:</p> <ol style="list-style-type: none"> <li>1) At least 50% of teachers and managers use the newly acquired knowledge and skills in IE (use at least 5 key aspects IE)</li> <li>2) 210 in the training teachers IE.</li> </ol>	<p>By Project reported results for 2013-15:</p> <ol style="list-style-type: none"> <li>1) 100% teachers use new skills due to the high commitment of the school principals and teachers.</li> <li>2) Intended 210 teachers but 261 teachers of all 18 target schools received training on IE.</li> </ol>
	<p><b>Hypothesis 2:</b></p> <p>More than 95% of all school teachers – who are teaching at the selected schools during the ex-post evaluation – who received training from the project demonstrate sufficient knowledge and capacity to provide adequate teaching to the CwD in their classes.</p>	<p>Findings at Ex-Post Evaluation:</p> <p>100% of interviewed and observed teachers have demonstrated knowledge of the 5 key elements of inclusive education for CwD and proved in practice to apply these. However, a few teachers came a bit short in proper application of the IE practices or seemed not always or consistently to apply these key elements.</p>
4	<b>The working group on inclusive education improves knowledge, attitudes and skills in the field of inclusive education in selected districts of the province of Takeo.</b>	

Expected Project Results & Outcome Indicators	Evaluation Hypotheses Results & Reported Project Results
<p>Logframe Indicators:</p> <p>1) Forming of one provincial/district working group for inclusive education that is able to manage inclusive education in schools</p> <p>2) At least 60% of the total school committees from the 18 committees operate in selected schools</p>	<p>By Project reported results for 2013-15:</p> <p>1) Combined provincial and district working group established and functioning.</p> <p>2) At 100% of target schools exists a working group which functions well.</p>
<p><b>Hypothesis 3:</b></p> <p>A working group composed of representatives of local, provincial and national education authorities has been formed, is still operational and has participated significantly in the management and implementation of the project.</p>	<p><b>Findings at Ex-Post Evaluation:</b></p> <p>While at all five visited schools a Working Group was identified they were not or only active during the community-level screening process. District and provincial working groups existed but were not active in regards to inclusive education issues, unless enticed by NGOs. However, working groups were active during the project at all levels and participated significantly to management and implementation of project activities.</p>

### 4.3.2 - Effect

***How effective were the four outcomes?***

The extent to which the four expected outcomes were effective is discussed here:

1) In terms of enrolment, the project was very effective improving the rate from 67% to 89% of light or mild disabled school children. It was reported that the remaining 11% were children with a severe or complex disability who did not fit the inclusive education enrolment criteria. 296 of the identified 322 CwD were referred to medical services (92%) of which 45 CwD (15%) received assistive devices like eyeglasses (41 children), two got hearing aids, one child got orthopaedic shoes and one child got a bicycle to facilitate travel to school (data from Project Completion Report).

2) The referral to medical services during the project seems adequate as all 367 identified CwD during the community screening process were referred to medical services for a diagnosis and 341 CwD or 93% were found to require specialist services and/or assistive devices like glasses or hearing aids. It was the intention of the project to achieve improved health for at least 60% of the referred CwD but actually 41% of CwD said that their health had been improved (CRS mentions to doubt the reliability of the self-reporting on improved health by the CwD!).

3) Reportedly 280 teachers received training on inclusive education techniques and the endline survey found a very high level of application of the learned skills (see graph below based on table 20 of Endline Survey report p. 47).

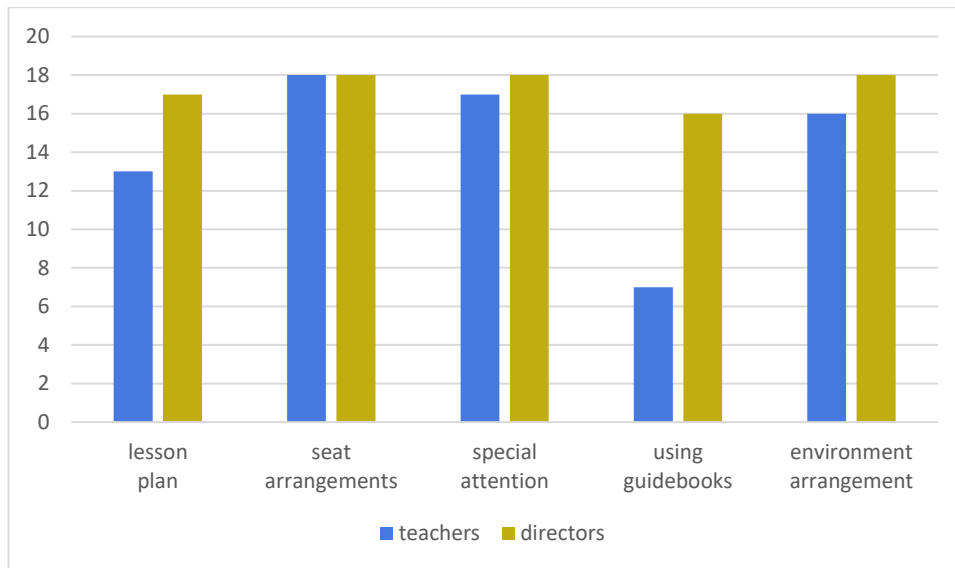
4) The aim of working groups improving the knowledge, attitudes and skills regarding inclusive education for children with disabilities in the target districts was found to be achieved by the endline survey. Reported evidence for this was:

- *'changes in parents/families of CWDs were very high in terms of cooperation with other stakeholders for referral services for CWDs (67%) and participation in many project activities such as village meetings, enrolment campaigns and school opening day (67%) (p. 38).*

- *'changes were high in terms of parental attitudes toward sending their CWDs to school (78%) and their supports for CWDs at home and monitoring of CWD's study performance and results (67%)' from the perspective of school support committees (p. 38).*

- *'changes for SSC members since the project intervention were just medium'. Only 28% of SSCs were much involved in the school planning process; 17% of SSCs were very active in the dissemination of information about IE and 78% of SSCs were active when village meetings, campaigns etc. were organised (p. 38-39). The outcome indicator (60% active committees) did not define 'active' and is therefore not specific enough to conclude whether the achievement is medium or high.*

Graph 1: Application of 5 Key IE Aspects



***To what extent was the project focused on identification of causes of children disabilities and with what impacts?***

While 92% of children who were identified to have a disability were referred to public and NGO medical services, and assistive devices were provided to some children (14%), the project did not aim to identify what caused the disability or impairment.

#### Cambodian Inclusive Education Policies

Cambodia’s national, regional and international legal and policy framework is relevant to guaranteeing the rights and addressing the needs of adults and children with disabilities. Cambodia adopted the Incheon Strategy; the first set of regionally agreed disability-inclusive development goals. At the national level, the most important legal instrument is the Law on the Protection and the Promotion of the Rights of Persons with Disabilities. In 2013, the National Plan of Action for Persons with Disabilities (NDSP) was developed for the period 2014-2018. The vision of the NDSP is that “persons with disabilities and their families have a high quality of life and participate actively, fully and equally in society in which their rights and dignity are respected with the inclusion of disability across all sectors.” Especially relevant to disability-inclusive local governance and community development is the National Programme for Sub-National Democratic Development (NP-SNDD) 2010-2019 which recognizes the need for equal opportunity for all citizens to participate in local development (Quoted from *Situation Analysis for Disability-inclusive Governance and Community Development in Cambodia, UNICEF Cambodia, Sheree Bailey and Sophak Kanika Nguon, July 2014, p. 1*). The project is thus fully in line with the country’s policies regarding inclusive education and enrolment of children with disabilities into primary school.

***Are the project outputs consistent with the legislative and regulatory framework of the partner country?***

#### 4.4 - Impact

The impacts are the consequences of the project, in this case as found about two years after the end of the project itself. Both implementing organisations are still operating in the same target areas be it that CRS has changed its approach to focus exclusively at the provincial and national level education system, using a much smaller budget than before and that CDMD has no contract and thus no budget anymore for any activities.

The impacts found are discussed below at the micro-level (schools and communities), at the meso-level (district and province) and at the macro-level (national). The ex-post evaluation found that while the micro-level results are still viable and the macro-level results have strong potential to continue shaping the national approach towards inclusive education, the impact at the meso-level is minimal mostly due to the dependence of the education offices on guidance and budget provided by the national education system.

#### 4.4.1 - Schools and Communities

Behaviour and attitudes of community members, especially parents of children with disabilities (CwD), members of the school support committees (SSC) and school-based staff have changed for the better in regard of awareness of the potential of CwD to study and complete school. The field team found in this regard the following:

***To what extent did the project help to include children with disabilities in education? What are the verifiable impacts in relation to the intended impacts?***

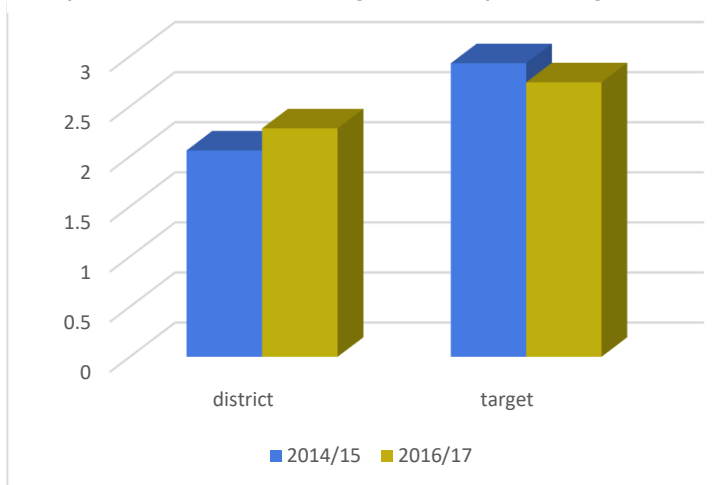
*'Classroom facilitation: teachers pay more attention with CwD such as explaining them until they understand i.e. homework, and placing them at the front row. Teachers advise classmates not to look down on CwD and warn them not to treat them badly. Relationships with classmates: At some schools classmates behave well toward CwD because they understand their difficulties, following the advice of teachers to be friendly with them, and understanding the human value of CwD. They play together without discrimination. However, some students reported that the clumsy behaviour or impoliteness of some CwD makes it difficult to remain friendly.'*

This makes enrolment of future generations of CwD at school and performing well a natural process like for other children. The project has clearly contributed to this process that has been going on nationally but without the incentives needed to accelerate the process, such as support to parents to send their child to school by providing uniforms and assistive devices to accommodate the impairments. Training teachers in how to take measures to facilitate CwD to learn – the so-called 5 IE key aspects – has also bear fruit by demonstrating that with some adaptation impaired children can complete the primary school curriculum too. The Mission found that some CwD are even at the top ten level of performance, giving an excellent example of their intellectual capacities to their communities and teachers.

#### School Statistical Data

District Education Offices (DOE) of all three target districts provided statistical data on enrolment for the year that the project ended and for the current year (2016/17), disaggregated by disability and target schools. Analysis of these results seem to indicate that a) enrolment of CwD at non-target schools in the districts has increased since 2013 but not as much as at target schools (data from 2013 indicates 23% of CwD who should but did not go to schools in the target districts<sup>10</sup>); b) a continuing increase of enrolment of CwD at all schools in the districts; and c) a slight decrease of enrolment of CwD at target schools in the last academic year. The graph depicts that during the last project year of 2014/15 the proportion of CwD was 2.08% in all schools in the districts, while this proportion was 2.93% for the target schools. For the year 2016/17 the proportion of CwD for all schools in the districts was 2.28% while this proportion was 2.78% for the target schools. There is thus a higher proportion of school children with a disability at the target schools than for the average school in the three districts – likely an outcome of the project.

Graph 2: District versus Target School percentage of CwD



However, in order to conclude that the 0.87% higher rate at target schools in 2014/15 or the 0.46% in 2016/17 is statistically significant, a statistical study would be needed based on confirmed school statistics from the target area and a comparison with other districts in the country. The education offices did not offer an explanation for why at the last academic year there are less CwD enrolled at the target schools while for the whole districts there was a higher percentage of CwD enrolled than during preceding years (see graph 2).

The project contributed not only to a higher enrolment percentage but also to a lasting better relationship between disabled and non-disabled school children, at school and in the community. The focus group discussions (FGD) with CwD proved that calling them names (e.g. ‘four eyes’ for wearing glasses, ‘snail’ for having mobility problems, etc.) and other denigrating conversations was only sporadically happening, partly because teachers and parents warned children that such behaviour was not done.

<sup>10</sup> CRS conducted a pilot study prior to the start of the project and found that 66% of CwD of 6-12 years went to school. Later it was found that 11% of the 34% not going to school could not go to school due to severe disability, thus 23% were left out (Proposal p. 9).

#### 4.4.2 - District & Provincial Education System

Strong efforts were made during the project to collaborate with the district and provincial education offices in the community awareness-raising campaigns, community screening process, teacher inclusive education (IE) training and classroom monitoring. For example, the head of the Somnong district Office of Education was the master trainer of the training programme. However, after the end of the project no specific IE activities were undertaken by any education office. Education officers said that without guidance and budget from the Ministry of Education or other national bodies they could not act beyond the routine tasks of the offices. Example of this lack of commitment is that no comparable statistical data is collected about CwD specifically, except about their enrolment.

***Which external factors affected the results and impacts of the project? Are there any other positive impacts?***

Although the enrolment rate does not seem to have been affected by the economic conditions of families concerned, poverty and/or the desire or need for additional income forced some older grade CwD to drop-out before getting their school diploma or graduating to secondary school. However, this effect seems not to relate to their disability as the drop-out rate remains lower for CwD than for other school children. During the field assessment two of the five interviewed school directors said that some CwD had dropped out last year; in total 6 CwD of which 4 were girls. Reasons varied, for example one CwD girl dropped out when her parents died<sup>11</sup>. The field team also found the following: *'CwD are still disappointed with limited concern from other people around them - classmates, family, school, and health providers. This disappointment would be leading to drop out of school'*. But a positive impact of the project activities is the result mentioned by the school directors that in the last academic year 17 CwD (11 girls) graduated and moved to the secondary school.

#### 4.4.3 - National Education System

The aim of the project was the enrolment of all children with a disability who could and should join other children at primary school in the catchment areas of 18 target schools. However, the intention was also to enlarge the project to cover a more significant area in the future. This required the set-up of an inclusive education approach within the education system, provincially and ultimately nationally. To that end connections were made with the former Special Schools Office – now a Department – of the Ministry of Education. The project by means of CRS staff advocated for a national policy on inclusive education that would actually prioritise the inclusion of CwD in the regular primary school nationwide. Although the current national strategy for primary education only expresses the need for such an inclusion through a few sentences, without translating this into actual action plans, the results of the project seem to have given an impetus to the efforts to realise the inclusive education for CwD. The 9-step manual on inclusive education, a handbook for teachers and education officers, has been adopted as a tool to use in the whole country. However, senior stakeholders involved in the IE have the opinion that without a specific government budget allocated to the national and sub-national education system to realise the inclusive education nationally any significant progress will not be seen in the coming years.

***Did the project reach the target groups beyond the original intention?***

– now a Department – of the Ministry of Education. The project by means of CRS staff advocated for a national policy on inclusive education that would actually prioritise the inclusion of CwD in the regular primary school nationwide. Although the current national strategy for primary education only expresses the need for such an inclusion through a few sentences, without translating this into actual action plans,

the results of the project seem to have given an impetus to the efforts to realise the inclusive education for CwD. The 9-step manual on inclusive education, a handbook for teachers and education officers, has been adopted as a tool to use in the whole country. However, senior stakeholders involved in the IE have the opinion that without a specific government budget allocated to the national and sub-national education system to realise the inclusive education nationally any significant progress will not be seen in the coming years.

Throughout the Mission it became obvious that statistical data on children with a disability was not collected, except about enrolment. That this is a national problem is proved by the following quotation: *'Cambodia lacks comprehensive and comparable data to support effective planning processes, particularly at the sub-national level. Furthermore, there are limited capacities to identify adults and children with disabilities, and the types of disability, both in the collection of data and at health centres, and limited knowledge of the data that does exist. This issue was highlighted by several Commune/Sangkat Councils and persons with disabilities. Assistance tends to focus on persons with physical disabilities as this is easier to identify. It was also highlighted that early identification of disability in children, such as club foot, also has the potential to reduce the severity of disability. More training is needed at the sub-national level, on the classification of types and levels of disability to improve village and commune level data collection processes to better identify needs and appropriate responses (Situation Analysis for Disability-inclusive Governance and Community Development in Cambodia, UNICEF Cambodia, Sheree Bailey and Sophak Kanika Nguon, July 2014, p. 28)'*.

<sup>11</sup> The District Education Offices could not provide drop-out statistics for CwD. If the statements of school directors are taken for granted that only 6 CwD had dropped out the previous year it means that the drop-out rate for CwD at the target schools is only 0.5% compared to the 4.6% national rate (Education Congress 2017 p. 36). [6 drop-out from 322 CwD at 5 of 18 target schools in 2015/16:  $6/322 * 5/18 = 0.5\%$ ].



## 4.5 - Sustainability

In this section will be discussed, on the basis of the Mission's data collection, the extent that the project's positive effects for the target group has continued after the end of the project and the likelihood that this will further continue in the coming years.

***Participation of local committees and education offices in preparation of project activities***

The inclusive education approach has been part of the province's education strategy since 2010 with the involvement of CRS and CDMD. The provincial and district education offices were from the start of the project involved in planning through participation in meetings. However, it seems that their involvement remained responding to the NGO's projected plans instead of initiating action plans by themselves. The project proposal notes that after the previous pilot projects: *'representatives of government educational institutions participated in the creation of these processes as well as the creation of training materials'* (p. 4). The proposal also notes that *'all the involved parties were consulted ahead of project objectives (p. 13)'* and that project activities were modified based on their feedback.

### 4.5.1 - Risks for Implementation and Continuation

The project had no elaborated exit strategy, instead relying on *'local capacity, which will have sufficient knowledge and skills to ensure that if we leave this area to continue the project'* (Proposal, p.25). However, the project projected the following risks which could hamper a successful implementation: *'Risks of the project are: lack of interest on the part of families of children with disabilities, the lack of interest of members of communities, lengthy bureaucracy Cambodian authorities, available time members of the working group (Project Proposal p. 23)*.

***Did the project have an elaborated exit strategy? Until what extent was it fulfilled?***

*Families of CwD and their communities have shown a great interest in the project activities and its aim. While lengthy bureaucratic procedures of government agencies are a fact*

*of life in Cambodia there are no reports that indicate any serious negative effect on the project and its results or its continuation. However, as discussed above, the reliance on instructions and funds received from the national education system by the sub-national education offices hampers their continuation as active actors to continue the project activities. Lack of time was indeed given as a reason why no parents of CwD or other mothers were participating in the school working groups during the project implementation and also a reason why the formerly active members were not meeting anymore after the end of the project.*

### 4.5.2 - Implementation by Local Actors after End of Project

The project's exit strategy was the handing-over of all community and school-level activities to the local NGO and school support committees and district education offices long before the end of the project. *'Involving local NGO CDMD over the next three years, transfer of know-how in the field of inclusive education, ensure local capacity, (...) to ensure that if we leave this area to continue the project. The goal is to gradually build up CDMD (to be a) leader in inclusive education. The program of inclusive education will be part of their programs normally offered (Project Proposal p. 25)*. However, CDMD has no contract or finances to continue activities in the area after the end of the project and seems thus to be very limited to do what the project was intending them to do, namely be a leader in inclusive education. Such a leadership position would be in the interest of CwD, see the case story below.

***What follow-up project initiatives have the partner and local institutions or any other target groups implemented?***

The Project Completion Report noted the development of a service provider directory which would also facilitate in the future referrals of CwD: *'300 service directories were published and distributed to all stakeholders in 18 target schools including SSCs, DOE, POE, health centres and other stakeholders in the three target districts. To ensure that those stakeholders could clearly understand how to use the service directories, orientation sessions were held for them'* (p. 7). No other results were noted in the completion report about handing-over project activities to local actors. The CRS representative interviewed during the evaluation mentioned that they continue with some activities in the three target districts but these are aimed at the provincial education system; there seems not to be a specific project budget what surely limits the continuation of former project activities. This has seemingly negative consequences as indicated by the statement of one teacher focus group discussion: *'There are now less disabled students at school and even more drop-outs partly because of no support anymore and because their families are poor. Still there are around one to two CwD in the villages who are supposed to come to school, but not are able to do so, because their families are poor'*.

*Ten years old boy, grade five*

*The boy has a hearing disability on his left side since he was eight years old; he was at that time going to school at grade two. He could hear only a bit on his left ear. He said that one day water came into his ear when he was taking a bath. He did not notice it until he couldn't hear properly and water flowed from his ear. He was sent to a local private physician. He was treated and while no water came out from his ear anymore he still couldn't hear well. Later on, he was screened at school but he was not treated or sent to the hospital. He did not get a hearing aid.*

*The boy started school since he was three years old at preschool. Though he had the hearing difficulty he kept studying because he loves to be at school and no one forces him to come. That is because he wishes to have knowledge for this future. He said his parents promise to support him until he finishes his study. His other two siblings have no disability. His father is a construction worker and his mother is working for a garment factory.*

*It takes him thirty minutes from home to school with his bicycle. He comes to school regularly. In the class, he can follow all the lessons and he plays with classmates. The teacher understands about his hearing impairment, so he is placed at the front or the second row. If he cannot understand something, the teacher explains it to him until he gets the meaning. He is not discriminated or looked down on by his classmates. He can join other activities with his friends in class. But no one at home assists him to do homework.*

*(summarised from interview with the child – case 03)*

However, the evaluation mission found some evidence of ongoing inclusive education activities, besides the community-level screening process. For example, a group of teachers mentioned during their FGD that three of their schools' preschool teachers had received training on IE for preschool children. Topics included disability identification, screening, teaching methodology. A school director mentioned during his interview that four teachers and working group members from his school received

***Is it possible to implement independently and systematically the project outputs into the partner country system by its relevant authorities?***

training during 2016/17 on how to make support to CwD more sustainable, in particular how to integrate these activities into the commune investment plan (budget of the commune for social activities). Also during the validation workshop it was mentioned that a number of schools tried to get their IE activities included in the commune investment plans (CIP) so that funds would become available for continuation of providing uniforms, assistive devices and study materials for CwD. One school director confirmed proudly that they were successful to include his school in the CIP, while a council member – who was a member of the school support committee and present at the FGD with the evaluation team – promised during the discussion to advocate for inclusion of school IE activities in their CIP. This approach to use local resources to cover IE expenses for CwD is promoted by CRS and seems to get momentum at the local levels.

### **4.5.3 - Education Institutions Perspective**

A representative of the Ministry of Education, Youth and Sports (MoEYS) recognized during an interview with an evaluation team member that the result of the project's activities are useful to support CwD to learn so that a high percentage of CwD have enrolled and are attending school. CRS's IE model as implemented in Takeo has been used by the Ministry to implement in other provinces. He mentioned that the Ministry very recently issued a guideline to the sub-national level, instructing them to establish working groups on IE using the same model as implemented in Takeo by CRS/CDMD. Furthermore, he noted that the Ministry hired a technical advisor who is now working for the Special Education/School department to update the special education policy. The Ministry recommended the advisor to use and review the CRS Takeo IE model for developing the national IE action and master plan.

An interview with a representative of the provincial education office (POE) in Takeo learned that CRS is helping the POE to organise the inclusive education activities in the province, among others the functioning of the provincial working group on IE (PWG)<sup>12</sup>. He said that the PWG is still in its infancy and without budget.

*13 years old boy, grade five.*

*He started class at the age of ten. He is paralysed at one side from his face to his leg. Also, his left eye is crossed and his left hand and leg are withered. He is also autistic. He got these disabilities after wood fell on him. At class, he was placed by his teacher next to some 'naughty' boys in the front row. These boys treated him rudely, mocking his appearance, playing with his withered limb, and hitting him. The teacher did not take any action. To avoid this harassment, the boy moved to the backseats next to his twin sisters and a cousin studying in the same class. He plays with them but not with other classmates. His study progress is poor. If he cannot follow the lesson, he dares not to tell the teacher because he will be punished and beaten by his teacher when he doesn't know his lesson or can't read his text.*

*(summarised version from interview with the boy and classmates – case 02)*

<sup>12</sup> During the project a combined provincial and district working group was established but after the end of the project CRS was in favour of a separate provincial and district level working group.

While from 2013 to 2015 the combined working group met often, the new PWG meets still irregularly. However, this affects not the monitoring activities of the POE who's technical officers conduct around 10 times per year a school visit whereby among others the inclusive education activities are a topic to be looked at. That close monitoring is still needed proves the case story above.

#### 4.5.4 - School Perspective

All the school directors, teachers and the few active members of the school support committees met during the evaluation were equally supportive to continue the assistance to send children with disabilities to school and to support them using the five key IE aspects. For example, one school director exhibited a strong commitment during the interview that he will use the expertise and skills learned and will apply them in a routine classroom environment, even though there is no more support from CRS.

Teachers from one school said during the focus group discussion (FGD) that the project should continue because '*without the project activities CwD are not able to come to school and parents would ignore their education*'. Another group of teachers wanted to know better how to teach slow learners. Indeed, while the focus of the project was on light and mild physical disability, most of the selected schools included some children who were not physically impaired but had mental or intellectual issues which made their enrolment at school problematic. Despite these problems, several school directors and teachers felt that these impaired children also should be able to attend school. However, they also mentioned that the IE training to teachers did not include much about how to teach these mentally or intellectually challenged children.

#### 4.5.5 - Beneficiary Perspective

Parents of CwD, interviewed during the evaluation, and their children who attend school are without exception pleased with the fact that they were encouraged and assisted to go to school and found there an enabling environment with teachers who care and classmates who do not discriminate in most cases. The following case story illustrates this:

***What is the sustainability of the project from the perspective of its final recipients' ownership?***

*School girl, eleven years old*

*She is in grade five. She started school at the age of six. She has a blurry vision in both eyes since she was in grade two. That is why her father takes her to school and gets her back home. Her father sells street food and is a farmer. Her mother works for a garment factory. The girl was never screened by NGOs. Her classroom teacher noticed her impairment when she asked a couple of times about the letters on the board. The teacher informed the school director and her mother. After that her mother and the teacher accompanied her to see an eye doctor at Takeo hospital. There, her eyes were screened. She was offered glasses to wear. But, she does not wear them as she feels uncomfortable with it, even though her mother encourages her to wear them.*

*Her teacher places her in the front row what makes it easier for her to read the writings on the board. Her teacher pays extra attention to her. She is a clever student and is the number one of her class almost every year. All her classmates appreciate her and like her. They play together as with other friends in the same class. However, no one at home helps her doing homework and that is making study hard. But she wants to graduate and works hard. She is happy that the school gave her school uniforms, shoes, and study materials.*

*(shortened version from interview with the child – case 05)*

#### 4.5.6 - Other Interested Parties

Some officials of the provincial and district education offices, and some school directors indicated to know that other schools in the districts are interested in the inclusive education for CwD approach and would want to be part of the project or similar activities. The fact that the overall rate of enrolment of CwD in the whole of the three districts is not much lower than at target schools (for 2016/17 2.28% versus 2.74%) and has increased since the end of the project also indicates a growing and steady interest among non-target schools in these districts. The fact that CRS continues some support at the system level will surely have contributed to this improvement.

***Are other public institutions showing their interest in similar inclusion of CwD?***



Picture 2: Focus Group Discussion with CwD



## 4.6 - Crosscutting Themes and Visibility

The project proposal includes a section about crosscutting themes as follows: *'The traditional division of roles is taken into account in the formulation and creation of this project'*, meaning that when feasible the role of women will be strengthened (Project Proposal p. 25). The representative of CRS said during an interview that efforts have been made to increase the number of women in the school working groups but that not many women were interested or able to participate or act in an active role. Also, the focus group discussions with the five school support committees (or working groups) indicated a similar response but also an attitude of the committee members that this lack of female representation was not seen as an obstacle to achieving the committee's aims.

Although no other intentions regarding crosscutting themes are mentioned in the project proposal this does not exclude the possibility of impact through the project activities on the three crosscutting themes listed in the ToR for the evaluation. To assess this possibility a selection of indicators were taken from the Methodology for evaluation of cross-cutting principles of development cooperation of the Czech Republic<sup>13</sup>.

### 4.6.1 - Indicators for the Impact on the Environment

To assess the impact on the environment three indicators were taken from the Methodology for evaluation of cross-cutting principles of development cooperation of the Czech Republic. The proposal was clear about the intended potential impact on the environment: *'Activities carried out under this project will have no impact on the environment. For the reconstruction of the infrastructure of each of the schools we plan to use materials from surroundings'* (p. 25).

The findings of the evaluation in this respect are, despite that the project did not aim at any impact, positive in regard of the awareness of environmental aspects by school children (see the following table).

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<sup>13</sup> The Crosscutting Theme Methodology has been reviewed for this evaluation and the application of the extensive scoring tables considered but as the project has not defined any crosscutting aim or plan it would not be conducive for a proper understanding of how the project despite this still realised some of the crosscutting themes to look at the scores only. Therefore, the report lists what achievements have been made in regard of the three crosscutting themes in an annexed table and in relevant sections of the report.

Table 10: Environment

Issues	Relevant Indicators	Evaluation Findings
<b>ENVIRONMENT</b>		
Preserving and increasing biodiversity	EERL4: Evidence of increased awareness and consideration of environmental aspects by project partners and beneficiaries.	<i>Schools have 'child-friendly' programmes which include proper waste removal, hygiene and sanitation practices. However, this was not a part of the project activities.</i>
Safe drinkable water & proper waste management	EERL37: Evidence of increased use of rain water.	<i>No school provided drinking water. All schools had toilets available, also accessible via ramps to CwD, but often not clean and without cleaning water.</i>
	EER55: Evidence of application of proper waste management in target area.	<i>Theory is better than actual practice – subject by school: some were good, others not in this aspect.</i>

#### 4.6.2 - Indicators for the Impact on Good Governance

The findings of the evaluation in respect of good governance are positive as shown in the following table with evidence of interest from and participation by project stakeholders, and increased the capacity of the implementing organisations to increase enrolment of CwD at primary schools.

***To what extent did the project reflect the principle of good (democratic) governance?***

Table 11: Good Governance

Issues	Relevant Indicators	Evaluation Findings
<b>GOOD GOVERNANCE</b>		
Local/national governments initiate committees	GGRL3: Evidence of interest/follow-up from project stakeholders (and particularly beneficiaries) on project results and their sustainability.	<i>Parents of CwD indicated to be motivated by project to send their child to school and to complete her/his primary school. School Support Committees idem. However, statistics show that some CwD are taken from school when they reach the age being allowed to work at factories (about 15-16 y).</i>
	GGRL4: Evidence of continuous participation of key stakeholders in activities and dialogues with project recipient after project end.	<i>School Support Committees/ School Working Groups on Inclusive Education (WG-IE) and District/Provincial Education Offices (DOE/POE) were active during project but decreased most activities after end of project, except screening of CwD in communities and reporting school statistics on CwD.</i>
Women, ethnic groups, and other minorities participate in local government/have the capacity	GGRL10: Evidence of increased capacity of CSOs to engage in policy dialogues.	<i>The implementing NGOs CRS and DCMD have built their advocacy capacity on IE during the project and before, demonstrated by the project results in terms of formation of working groups and integration of the 5 IE key aspects at schools. The concerned schools, DOE and POE expressed appreciation of the support received from CRS and DCMD.</i>

#### 4.6.3 - Indicators for the Impact on Basic Human Rights

To assess the impact of the project on basic human rights a selection of indicators were taken from the Methodology for evaluation of cross-cutting principles of development cooperation of the Czech Republic. The findings of the evaluation in this respect are an increased awareness of the right of CwD to go to school and not to be discriminated, but participation by women and representation of mothers in the decision-making bodies is still limited (see table 12).

***To what extent did the project reflect the respect for the human rights, including equality principle?***

Table 12: Human Rights

Issues	Relevant Indicators	Evaluation Findings
<b>BASIC HUMAN RIGHTS</b>		
<b>Increased awareness</b>	HRRL1: Increased awareness and knowledge of basic human rights among project target groups.	<i>All concerned target groups are aware that education is also a right for CwD.</i>
	HRRL2: Evidence of a more rights-based conceptual approach of authorities.	<i>IE is a national strategy and therefore part of DOE/POE approaches.</i>
	HRRL3: Project enhanced respect for rights of traditionally excluded or silenced groups.	<i>Education for CwD is now considered a right at the concerned schools by the education system/authorities.</i>
	HRRL4: Examples of strategies, projects, programs, budgets lines or policies that favour members of traditionally underprivileged groups adopted.	<i>National education strategy adopts IE but is very limited in policies to achieve this. However, the promotion of the Special School Office (which attends to IE) to a Department demonstrates the governments' priority.</i>
<b>Inclusion of people/groups traditionally excluded from the society due to poverty and inequality</b>	HRRL23: Reported increased access / improved quality of health services for members of underprivileged groups.	<i>While an expected outcome of the project, for most CwD the attitude by some healthcare staff caused some parents not to seek follow-up medical care. It seems that the project referred CwD who needed care to services but did not support strongly a better attitude towards CwD than usual (which is traditionally looking-down on disabled people).</i>
	HRRL24: Reported improved approach towards members of underprivileged groups in educational settings.	<i>All fieldwork findings point to an improved attitude and practice of teachers and school directors towards CwD.</i>
<b>More equal participation of women</b>	GERL1: <i>Girls</i> have had equal benefits from project / equal access to project-generated goods and services.	<i>Although less girl CwD than boy CwD were found at schools, this is a natural population rate and not a result of discrimination.</i>
<b>Increased representation of women</b>	GERL21: Evidence of lingering factors that hinder women's public participation.	<i>Few female education officials or school directors are in the system or in a senior position.</i>
<b>Adoption of policies supporting gender equality</b>	GERL46: Evidence of lingering factors marginalising (poor) women despite adopted policies or legislation.	<i>Poor parents or mothers of CwD were encouraged to take part in IE committees but were not given financial incentives to participate and compensate their income loss. Contrary to this policy, officials (school, education offices) who participated in meetings were provided with rather generous allowances for travel and food by the Project.</i>

#### 4.6.4 - Visibility

The project implementing organisations CRS and CDMD, Caritas Czech Republic and the Czech Republic were listed on boards outside the targeted schools. Mention has also been made of the donor funds received from the Czech Republic in various documents. The following picture shows the placards provided by the project hanged on a board outside the school director's office at one of the visited schools.

Picture 3: Placards provided by the project





## 5 - CONCLUSIONS

The conclusions with regard to the five OECD/DAC evaluation criteria and the three crosscutting themes listed in the ToR are presented in this chapter followed by recommendations. Scoring of the evaluation criteria has been made but should be regarded only as a basic indication of the achievements as the context defines the actual level of accomplishments of the project.

Table 13: Scale of Evaluation Criteria Fulfilled

Relevance	Efficiency	Effect	Impact	Sustainability
High	Not enough data	Quite high at school & national level	Quite high at school & national level	Quite high at school & national level; Quite low at district and provincial level

### 5.1 - Relevance

The projects' intervention logic and theory of change are based on prior experiences with inclusive education for children with disabilities (CwD) in the same target area. Through community-level campaigns explaining that children with a light or mild disability have the intellectual capacity to learn and therefore should go to school – which is their right – parents and community members have been encouraged to facilitate that all children of school age with a light or mild disability are sent to primary school. School-level working groups formed especially for this purpose have been and still are to some extent supporting the screening and enrolment of CwD, while at district and provincial level working groups have been formed to monitor the progress at target schools. All identified children with a disability have been supported to seek healthcare services and those who needed assistive devices have received them. This support is considered an important element of the project by all concerned; it would, therefore, have been better to include this aspect in the first objective instead of only mentioning it as an expected outcome.

Teachers received inclusive education training and a guidebook for adapting the school curriculum regarding inclusive education. At national levels the model pioneered by the project and the 9-Step Manual for Inclusive Education for CwD, developed by the project, have been and are still promoted.

The project did fit well to what parents of CwD and their communities expressed to need and was also well aligned with the national and ODA priorities with regard to inclusive education for disadvantaged groups.

The project intervention logic fits fully with the national education policies and the Czech development cooperation strategy as documented in the previous and current strategy documents.

- **The Evaluation confirmed a high relevance of the project**

### 5.2 - Efficiency

The evaluation was conducted nearly two years after the end of the project, while written information about the implementation processes was very limited or not made available at the time of the ex-post evaluation. Also, no senior management staff was any more available who could explain in detail about the processes and practices for raising awareness, screening children, forming working groups, training teachers or monitoring achievements. Neither the Project Completion Report, nor the Endline Survey report nor the regular reports by CCR include any of such information. No sufficiently informed narrative annual reports were made available or could be obtained during the fieldwork and analysis phase. Therefore, the evaluation comes short in terms of descriptions of the management style, good practices or lessons learned. Despite this, it was observed and reported that the project completed all main activities as intended and within the allocated budget.

The evaluation found that approximately 25% of funds to a total of 2,115,028 CZK were withheld by CCR for their own operating costs, while no information is found that CCR was involved in any substantial way in the implementation. Compared to other granting agencies, like Danida with proportions withheld below 15%, this percentage seems excessive. The remaining Czech funds comprised approximately 44% of the total project costs, thus more than half or about 56% provided by the implementing organisation CRS. About half of the project costs seem to have been used for headquarter/overhead costs, including salaries of national and expatriate managers. No sufficiently detailed breakdown of project funds was provided nor management data for a considered judgement about the efficient use of funds by CRS.

- **The project realised the intended outputs as expected. However, no conclusions can be made regarding the efficiency of operation neither about the use of resources.**

### 5.3 - Effectiveness & Impact

Considering the timing of the ex-post evaluation about two years after the end of the project effect in terms of reaching outcomes and impact or improvement of attending school by CwD have been merged. The effect and impact of the project vary for each level of operation – at school or district/province or national level – and for each type of activity. Overall, the project has been very effective to enrol children with a disability at primary school – the goal – and to change the learning environment positively. Teachers have adopted more adequate measures to facilitate the learning of CwD and classmates are less discriminating CwD on the basis of their disability. Parents and community members are aware of the potential to study of CwD and their right to go to school. The project was also effective in promoting the inclusive education model at the national level. Unfortunately, this has not resulted in a more proactive behaviour at the provincial or district level towards inclusive education where education officials lack specific instructions and budget provided by the national education system. However, the project has been less effective in the improvement of healthcare services for CwD. Not all CwD who needed a referral succeeded to find a medical service provider and several parents complained about the rude attitude of the medical staff. It seems that the project staff was not always available to accompany the CwD to the medical facility to avoid that the mostly poor parents were treated badly which is a common behaviour by public servants in the country.

### Validation Workshop

The participants of the Validation Workshop (School Directors and Education Officials) confirmed the Evaluation’s findings in regard of enrolment, dropout and screening of CwD, and the good functioning of the working groups during the project. The school directors agreed that the medical referral process was not so effective and that the school working groups were no longer active; the education officials felt that the school support committees (or working groups) were still active and that the provision of assistive devices was not always helping with the learning of CwD. The Education Officers indicated that the role and responsibilities of the district and provincial working groups were not to assist CwD but to monitor only what in their view they did. See the summarised replies in the table below or the full replies in the annex.

Table 14: Summaries of the Validation Workshop regarding Implementation

Nr	STATEMENT	REPLY
1	<b>Enrolment:</b> The project has realized almost 100% enrolment of CwDs in the primary school in the target villages of the target areas. Do you agree with this finding and if so or not, why?	All 3 groups agree
2	<b>Dropout:</b> During the project, very few enrolled CwDs have dropped out. Do you agree with this statement and if so or not, why?	All 3 groups agree
3	<b>Screening:</b> Do you agree or not with the statement that the screening checklist is adequate to identify all CwDs who can and should go to school?	Group 1 – no answer; Groups 2, 3 agree
4	<b>Medical referral:</b> Medical referral is not so effective to cure ailments or to provide assistive devices so that concerned CwD can better learn in the school classes. Do you agree or not agree with these two statements, and why?	Group 1 - parents had to wait long at the hospitals; Group 2 – parents failed to follow medical expert’s advice; Group 3 - Not agree
5	<b>Working Group during project:</b> SSC were actively supporting CwD to enrol and attend primary school. Do you agree with this statement, or not? Why?	All 3 groups agree
6	<b>During the project implementation,</b> combined District-Provincial WG was actively supporting CwD to enrol and attend primary school. Do you agree with this statement?	Group 3 - DPWG activity is only to obtain information. Other groups – no answer

Group 1 and 2: school directors; Group 3: provincial and district officials

- **The Evaluation confirmed a high level of effect and impact**

In terms of expected outcomes the project was overall successful, realising an increase in enrolment of CwD, better learning environments for CwD and growing attention for inclusive education at the national level. The results in regard of improving health conditions – which were positive for 41% of the referred CwD – are below the intended 60% set at the start of the project but nevertheless an accomplishment. The national level impact is mainly demonstrated by the adoption of the 9-Step Manual by the Ministry of Education.

## 5.4 - Sustainability of Achievements

The results at the national level also seem sustainable with the Government promoting the advance of inclusive education for all disadvantaged groups, including CwD. However, it seems that the tempo of advancement is slow as also is evidenced by a lack of funds designated for seriously furthering inclusive education at the national and the provincial levels. Therefore, it is probable that the coming 3 to 5 year still CwD, eligible for and able to go to primary school, are not attending school. In view of the general situation and conditions in particular regions of the country it may be that this unsatisfactory situation will be mostly in remote provinces and districts, or among ethnic or other disadvantaged groups of the population.

*Will the themes of the project still be relevant from the perspective of medium-term and long-term (3 – 5 years) needs of Cambodia and in what areas?*

Table 15: Summaries of the Validation Workshop regarding Lasting Results

Nr	STATEMENT	REPLY
1	<b>Working Group after the project:</b> SSC are no longer active in supporting CwD to enrol and attend primary education. Do you agree with this statement, or not? Why?	Group 1,2 - agree that activities are less; Group 3: Disagree - they are still active
2	<b>After the project implementation,</b> separated District or Provincial WG are no longer active in supporting CwD to enrol and attend primary school. Do you agree with this statement?	Group 3 - DPWG has been visiting primary schools to meet CwD twice a year. Other groups – no answer

Group 1 and 2: school directors; Group 3: provincial and district officials

- **The evaluation found lasting results at micro- and macro-levels, but not at the meso-level**

The evaluation mission found two years after end of the project still much evidence of lasting results at the micro-level. Focus group discussions (FGD) with CwD and with their classmates, with teachers and school support committees indicated a continues enrolment of new children with a light or mild disability, a CwD-friendly school environment and parents who are supporting their CwD to learn, and often even graduate to secondary school. Also at the national level is attention for inclusive education present and increasing, as demonstrated by the elevation of the Ministry of Education's Special School Office to a department with an elevated mandate.

## 5.5 - Crosscutting Themes

The evaluation should assess to what extent the project has realised improvements in the crosscutting themes Good Governance, Environment and Human Rights & Gender Equality. Although the project design is not focussed on any of the three themes, some results can be contributed to the efforts made by the project. For example, sanitation at schools was improved by the construction of toilets for CwD. Limited efforts were made to include women in the decision-making processes at school support committees. However, this resulted only in a token representation in some committees as the actual decision-makers are the male actors who combine a social function, like village chief with being the chairman of the committee. Community members have become aware that participating in education is also a right of CwD.

- **The Evaluation confirmed a good level of achievements for the cross-cutting themes**

The Mission has adopted a number of indicators provided in the Crosscutting Methodology of the Czech Republic and for some has found some evidence of achievement. A complete list is annexed to this report (See table below for the requested scoring results which are a subjective judgement by the researcher).

In general, there were no negative aspects or effects of the project and the rating of crosscutting themes is quite positive, namely for basic rights, inclusion and participation.

Table 16: Scoring using the Crosscutting Theme Methodology Tools

Theme	Topic	Score*
Gender	Decision-making	0.67
Human Rights	Basic Rights	3.25
	Inclusion	2.50
Environment	Biodiversity & waste removal	1.00
Good Governance	Participation	2.50

\* maximum of 5 points

## 5.6 - Visibility

The Mission noted two years after the end of the project still several posters picturing the CCR, CRS and Czech contributions to inclusive education (IE) for disabled children at every visited primary school. Also, the IE guidebooks for teachers included references to the financing agencies and implementing organisations. Stakeholders at all levels, such as schools, education offices and ministry departments, knew about the Czech financial contribution to the project in Takeo.

- **The Evaluation found physical and verbal evidence of the Czech contribution to IE**



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## 6 - RECOMMENDATIONS

### 1. Continued Project Support

The Evaluation Mission was asked to answer a strategic question: *'To what extent or in what areas of inclusive education support is it appropriate to use or to combine the instruments of project activities, instruments of technical cooperation or instruments of direct financial support for the Cambodia government and administration?'*

The question consists of several elements, namely the extent and area and the instruments of support.

#### ➤ Extent and Area of Inclusive Education

CRS has a long and in-depth history of promoting inclusive education for children with disabilities in the three target districts. This has been a major argument to select this organisation and entrust the implementation of the project to them in the three districts. However, CRS has continued to a limited extent in the same target area and expanded to some other schools after the end of the financing agreement in 2015. The provincial governor has expressed his wish that inclusive education support would be extended to all primary schools in his province. The ex-post evaluation has found a sustained impact at the school-level and also indications that neighbouring schools are interested to be included in the project. Therefore it seems reasonable to support the expansion of the target area to encompass the whole province, but to restrict the support to the school- and community level.

#### ➤ Instruments of Support

The intervention assessed in this report was financed through a Czech registered organisation, Caritas Czech Republic (CCR), to Catholic Relief Services (CRS), an international organisation registered in Cambodia but not in the Czech Republic. The latter is a condition for receiving finances from the Czech Republic for humanitarian assistance, at the time a reason to make the financing agreement with CCR.

There are three modalities to provide support, namely 1) technical assistance, 2) financial support to a civil society organisation and 3) financial support to government institutions at district, provincial and national level. The ex-post evaluation concluded that there was little to no sustainable impact at the district and provincial level; it would thus not be advisable to finance activities at this level in the future. Technical cooperation or direct financing of national inclusive education activities are supported by United Nations agencies (e.g. UNICEF) and some international organisations. Any such support by the Czech Republic should therefore be preceded by consultation with these agencies and be linked to any financial support to CRS or other supported organisations.

The choice is thus between providing technical assistance or financial support to the Government or to a civil society organisation – or a combination of these. CzDA's monitoring report of September 2014 suggested to finance the local implementing partner organisation directly. The following recommendation is in line with this suggestion and also made based on the findings of the ex-post evaluation whereby the previous ample work experience of the author has provided the necessary understanding of the whole sector and the context of the country:

- CzDA: Support the enrolment of CwD in the whole province of Takeo instead of selecting districts. Project activities under such a new agreement should be focussed on community information campaigns and screening processes, medical referral and provision of assistive devices, and support to the Teacher Training College to train teachers in inclusive education methods. Also further promotion of the inclusive education approach at the national level should be part of the intervention, but efforts aimed at the district and provincial education institutes should be held until an appropriate government budget and adequate instructions to support the schools from the Ministry of Education are realised.
- MFA: Address the legal constraints to provide financial support directly to an international organisation like CRS which is not registered in the Czech Republic, so that it will not be necessary to include an intermediary agency like CCR.

### 2. Future Modality for Support

The Evaluation Mission was asked to answer the following question: *'As results of the evaluation, are there any system recommendations as to the focus adjustment or as to the effectiveness increase of the following development projects in Cambodia?'*

The project has been fully successful at the micro-level and has gained some success in furthering the cause of inclusive education for CwD at the national level. However, the latter result is not quantifiable or clearly significant. The project efforts at the meso-level of province and districts – in particular the functioning of the working groups as proactive actors - seem to have dissipated after two years, even with continued attention by CRS. This indicates that micro-level achievements are sustainable without significant inputs from the meso- and macro-levels of the education system, but that

the meso-level only will become proactive when provided with instructions and budget by the macro-level. Therefore the Czech Development Agency and the implementing organisations are recommended to consider for future projects:

- Support micro-level inclusive education activities (community campaigns, screening, medical referral and support) in combination with providing inclusive education training to teachers in the whole of Takeo province and/or other provinces. This training would naturally be a task of the provincial teacher training colleges.
- Include the existing school support committees (working groups) in the community activities but do not try to entrust them with more responsibilities than they have now.

### **3. Value for Money Approach**

Any humanitarian intervention financed with public funds should consider carefully how funds most efficiently can be used without limiting the quality and effect of the intervention. Because the evaluation found that approximately 29% of funds were withheld by CCR for their own operating costs, while no information is found that CCR was involved in any way in the implementation. Compared to other granting agencies, like Danida with proportions withheld below 15%, this percentage seems excessive. Therefore the CzDA is recommended to consider for future projects:

- Define in the granting agreement what activities should be done; for example monitoring visits, accounting supervision, expert support etc.
- Set maximum proportions in granting and/or financing agreements for particular activities and/or tasks, such as for monitoring, reporting, accounting etc.

### **4. Limited Reporting on Implementation Practices**

The evaluation was severely constraint by a lack of narrative reporting on the manner of the implementation (the how), such as about the processes and practices for raising awareness, screening children, forming working groups, training teachers or monitoring achievements. Neither the Project Completion Report, nor the Endline Survey report nor the regular reports by CCR include any of such information although the reports were sufficiently informative about 'what' has been done. No complete narrative annual reports were made available or could be obtained despite repeated requests from CCR or CRS. Unfortunately, the former project director was no longer in the country and thus could not been asked about these issues. Consequently, the evaluation comes short in terms of descriptions of the management style, good practices or lessons learned.

- It is therefore recommended to the CzDA to demand for regular narrative reports with sufficient detail about the manner of implementation, preferably using an updated standard template, and to withhold next financing instalments if the granting or implementing agency fails to submit these reports.

### **5. Ex-post Evaluation Assignment ToR**

The nature of an ex-post evaluation is to look at the results of the project under review and how these have been sustained after the past time. This is what was expected from this assignment, but also to give recommendations to use *the instruments of project activities, instruments of technical cooperation or instruments of direct financial support*; and whether there are reasons to adjust the focus of future projects in the country. Unfortunately, an assessment like the current evaluation which has Terms of Reference with a strong focus on the project activities and results seems less suited to provide well-informed answers relating to the sector as a whole.

- It is therefore recommended to the MFA in future cases where strategic answers are required not to link the study to a particular project but instead to orientate the study on the whole sector or at least on a larger programme or set of different projects. This would provide a broader view of the issue and a more comparative nature of the study.

### **6. Cooperation of Stakeholders with Assessments**

It seems that the project holder Caritas Czech Republic (CCR) was not involved in preparation for the ex-post evaluation mission. As a result also the project implementing organisation CRS was not involved in the preparatory process until the inception phase, at which time the evaluation team leader contacted CRS for logistical support and cooperation with the mission. As a result of neither a formal request from CCR or the Czech Republic to cooperate with the mission, CRS was not prepared to devote enough time and attention to the evaluation mission to contribute as much as was hoped for by the team leader. This has restricted the information obtained, especially in regard of management issues, the use of resources and the currently ongoing activities.

- It is therefore recommended to the MFA to involve stakeholders like CCR and through them CRS in the preparatory process of evaluation or study as early as possible, also to provide input to the terms of reference for the evaluation/study.

## 7. Encourage Local Fund Raising for CwD

Two of the five assessed school working groups were actively seeking funding for the inclusive education activities at their schools at the local level, in particular from the local commune council's social budget. One working group has been successful to include IE costs in the budget for 2018. This proves that such fundraising is possible and increases the sustainability level much.

- It is therefore recommended to any implementing organisation to include the encouragement of local fundraising activities and support to school working groups to seek such funding in the IE project design and implementation.

Table 17: Recommendations of the Evaluation

Recommendation	Level of seriousness	Primary addressee of recommendation	Justification / recommendation for method of implementation of recommendation
1. Continued Project Support	1	Contracting Authority (MFA and CzDA)	Address the legal constraint to finance international organisations directly and/or develop a policy for financing not in the Czech Republic registered organisations. Restrict the budget for accountant, monitoring and reporting activities to a prior agreed upon proportion or amount, taking into account proportions that are considered reasonable by other international agencies.
2. Future Modality for Support to Inclusive Education Sector in Cambodia	1	CzDA & implementing organisations	Support school- & community-level activities for the inclusive education of CwD, while encouraging school support committees to continue their support to IE. Also support national-level advocacy activities to promote IE. Do not consider direct financing of local or national education institutions as providing an adequate budget to include CwD in primary school should be a responsibility of the government.
3. Value for Money Approach	1	CzDA	Include in financing agreements the tasks and responsibilities of the project holder, and the agreed budget to carry out these activities; set a maximum to the proportion of the grant to be used for general or overhead costs by the project holder and/or the implementing organisation
4. Appropriate Reporting on Implementation Practices	2	CzDA	Include in financing agreements the obligation to submit narrative reports with sufficient information about the manner of implementation to understand (good) practices and lessons learned
5. Ex-post Evaluation Assignment Terms of Reference	2	MFA	Include whole sector or at least a variety of projects for missions which are assigned to provide strategic recommendations
6. Cooperation of Stakeholders during drafting	3	MFA	Consult with project holder & implementing organisations about ToR for evaluation mission
7. Encouraging School Working Groups to raise funding locally	3	Implementing organisations	Include in the project design activities and support for school working groups to raise funding at the local level, such as from local commune councils.

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## Annex A - Summary in Czech language

### Účel evaluace

Tato evaluace byla zaměřena na zhodnocení projektu „Sociální péče a inkluzivní vzdělávání pro děti s postižením v provincii Takeo“ v Kambodži. Projekt byl realizován v 18 cílových školách ve třech okresech (Bati, Prey Kabbas a Samrong) v provincii Takeo. Záměrem projektu bylo zlepšení přístupu do škol pro děti s postižením, které mělo být dosaženo díky následujícím aktivitám: identifikace dětí se zdravotním postižením, seznámení se s lékařskými službami, poskytování asistenčních pomůcek, školení učitelů o metodách inkluzivního vzdělávání a vytváření školních a okresních nebo provinčních pracovních skupin. V rámci projektu bylo identifikováno 367 dětí se zdravotním postižením v cílových lokalitách. Během realizace projektu, od srpna 2013 do prosince 2015, byla podpořena docházka do škol pro 322 dětí s mírným nebo středním zdravotním postižením. Celkový finanční objem projektu byl 13 681 800,30 Kč, z čehož česká dotace činila 8 500 000 Kč.

Hlavním účelem této evaluace bylo zhodnotit základní evaluační kritéria OECD-DAC, tj. zejména relevanci, efektivitu, efektivnost, dopady a udržitelnost a také uplatňování průřezových principů ZRS ČR, kterými jsou řádná správa věcí veřejných, životní prostředí a dodržování lidských práv příjemců včetně rovnosti mužů a žen. Specifickým cílem této externí<sup>14</sup> ex-post evaluace, bylo u výše uvedeného víceletého projektu realizovaného v gesci ČRA v letech 2013 – 2015 vyhodnotit aktivity s důrazem na jejich dopady a udržitelnost a poskytnout doporučení pro další plánování rozvojové spolupráce České republiky a Kambodži v oblasti vzdělávání, sociálního začleňování a zdraví. Proto doporučení vyplývající z této evaluace jsou hlavně určena k použití při implementaci střednědobého plánu zahraniční rozvojové spolupráce v Kambodži a pro přípravu a realizaci budoucích projektů.

### Kontext evaluace

Projekt „Sociální péče a inkluzivní vzdělávání pro děti se zdravotním postižením v provincii Takeo“ byl realizován v 18 cílových školách ve třech okresech (Bati, Prey Kabbas a Samrong) v provincii Takeo v Kambodži. Záměrem projektu bylo zlepšení přístupu do škol pro děti se zdravotním postižením. Tento záměr měl být dosažen díky následujícím aktivitám: identifikace dětí se zdravotním postižením, seznámení se s lékařskými službami a poskytováním asistenčních pomůcek, školením učitelů o metodách inkluzivního vzdělávání a vytvářením školních a okresních nebo provinčních pracovních skupin.

V rámci projektu bylo identifikováno 367 dětí se zdravotním postižením v cílových lokalitách. Během realizace projektu, od srpna 2013 do prosince 2015, byla podpořena docházka do škol pro 322 dětí s mírným nebo středním zdravotním postižením.

### Metodika evaluace

Metodologický přístup byl založen na základních hodnotících kritériích OECD -DAC a to, jak už zmíněno, s důrazem na dopady a udržitelnost. Evaluace byla realizována dva roky po ukončení projektu a byla založena zejména na kvalitativních metodách hodnocení. Zahrnovala rešerši příslušné projektové dokumentace, rozhovory s respondenty v České republice a kvalitativní sběr dat během terénní mise v Kambodži. Při terénní misi v Kambodži byly vedeny rozhovory s klíčovými informátory, skupinové řízené rozhovory (tzv. Focus group discussion) s dětmi se zdravotním postižením a jejich spolužáky, s řediteli škol, učiteli, školními výbory, rodiči, státními zaměstnanci ministerstva a personálem podílejícím se na realizaci projektu. Terénní mise byla zakončena tzv. validačním seminářem. Po získání potřebných dat pro předběžnou analýzu byly vedeny telefonické rozhovory se zaměstnanci Ministerstva zahraničních věcí, České rozvojové agentury, Charity Česká republika (CHČR) a organizace INESAN, s.r.o. za účelem doplnění dalších informací a ověření zjištění.

Pokud jde o hodnocení základních evaluačních kritérií, tedy relevance, efektivitu, efektivnosti, udržitelnosti a dopadů, jsou **závěry provedeného hodnocení následující:**

Tabulka 1: Stupnice hodnotících kritérií splněna

Relevance	Efektivita	Efektivnost	Dopad	Udržitelnost
Vysoká	Nedostatečná data	Spíše vysoká na školní a národní úrovni	Spíše vysoká na školní a národní úrovni	Spíše vysoká na školní a národní úrovni; Spíše nízká na okresní a provinční úrovni

<sup>14</sup>Ex-post hodnocení: Evaluace rozvojového zásahu po jeho dokončení. Poznámka: Může být provedeno bezprostředně po dokončení nebo s časovým odstupem. Cílem je určit faktory úspěchu nebo neúspěchu, zhodnotit udržitelnost výsledků a dopadů a vyvodit závěry, které mohou být využity pro další intervence. Externí hodnocení: Hodnocení rozvojové intervence prováděné subjekty a/nebo jednotlivci mimo dárců a implementační organizace (Glosář klíčových pojmů pro hodnocení, OECD / DAC 2002)

## Stručný popis evaluačního týmu

Evaluační tým tvoří: Hlavní evaluátor - John Vijghen, poradkyně pro metodiku evaluace - Petra Nováková a dva místní experti pan Ok Amry a paní Chea Bunnary. Pan Vijghen realizoval řadu studií, hodnocení a dalších misí v Kambodži, Laosu, Myanmaru, Thajsku, Vietnamu a na Filipínách. Jeho hlavní oblasti specializace jsou problematiky spojené s komunitním rozvojem, zdravotním postižením, zdravotní péčí, sociálním začleněním a vzděláváním, a to zejména v otázkách ochrany dětí. Paní Nováková má značné zkušenosti s řízením mezinárodních programů a projektů, a dobrou znalost hlavních strategií, cílů a postupů aplikovaných v rámci zahraniční rozvojové spolupráce mezinárodními institucemi (například EU, či OSN) a Českou rozvojovou agenturou. Pan Ok je občanem Kambodži s rozsáhlou zkušeností v oblasti terénního výzkumu projektů především v sektoru veřejného zdraví, vzdělávání a demokracie. Paní Chea má také Kambodžské státní občanství a rozsáhlé zkušenosti s terénním výzkumem především zaměřeným na komunikaci s dětmi.

Ex-postevaluace byla založena zejména na kvalitativních metodách hodnocení. Zahrnovala revizi příslušné projektové dokumentace, rozhovory s respondenty v České republice a kvalitativní sběr dat během terénní mise v Kambodži. Při misi v zemi realizace projektu byly vedeny rozhovory s klíčovými informátory, skupinové řízené rozhovory (tzv. Focus group discussion) s dětmi se zdravotním postižením a jejich spolužáky, s řediteli škol, učiteli, školními výbory, rodiči, státními zaměstnanci ministerstva a personálem podílejícím se na realizaci projektu. Terénní práce byla zakončena tzv. validačním seminářem. Po získání potřebných dat pro předběžnou analýzu, byly vedeny telefonické rozhovory se zaměstnanci Ministerstva zahraničních věcí, České rozvojové agentury, Charity Česká republika (CHČR) a organizace INESAN, s.r.o., za účelem doplnění dalších informací a ověření současných zjištění.

## Hlavní zjištění a závěry

### Relevance

Intervenční logika hodnoceného projektu a teorie změny vycházejí z předchozích zkušeností s inkluzivním vzděláváním pro děti s postižením ve stejné cílové oblasti, provincii Takeo v Kambodži. V rámci projektu byly vytvořeny pracovní skupiny na školní, okresní a provinční úrovni.

Pracovní skupiny na školní úrovni prostřednictvím osvětových kampaní povzbuzovaly a vysvětlovaly rodičům a členům komunit, že děti s lehkým nebo mírným postižením mají intelektuální schopnost se učit, a proto by měly jít do školy - což je jejich právo. Tímto projekt vytvořil podporu na komunitní úrovni pro posílání dětí s lehkým nebo mírným postižením na základní školu. Mimo to pracovní skupiny podporovaly a stále do určité míry podporují screening a zápis dětí s postižením do škol. Na okresní a provinční úrovni byly vytvořeny pracovní skupiny, které měly za hlavní úkol monitorování pokroku v cílových školách.

Během projektu byly všechny identifikované děti s postižením podporovány, aby vyhledávaly služby zdravotní péče a ty, kteří pomoc potřebovaly, ji obdržely. Tato podpora je považována za důležitý prvek projektu všemi zúčastněnými stranami; a bylo by proto lepší zahrnout tento aspekt jako cíl projektu namísto očekávaného dopadu.

Učitelé absolvovali školení a obdrželi příručku pro přizpůsobení školního učebního plánu v oblasti inkluzivního vzdělávání. Na národní úrovni byl podpořen pilotní model propagovaný tímto projektem a vedl k vytvoření "9-krokové příručky (9-Step Manual)" pro inkluzivní vzdělávání pro děti s postižením, která byla a stále je využívána (a podporována i na národní úrovni).

Během terénní mise, bylo zjištěno, že projekt dobře reflektoval potřeby rodičů dětí s postižením a jejich komunity a byl také dobře propojen s národními prioritami a prioritami mezinárodní spolupráce v rámci inkluzivního vzdělávání pro znevýhodněné skupiny.

Intervenční logika projektu plně odpovídá národním vzdělávacím politikám a také strategiím české rozvojové spolupráce, jak je dokumentováno v předchozích a současných strategických dokumentech.

- Relevance hodnoceného projektu je **hodnocená jako vysoká**.

### Efektivita

Evaluace byla realizována dva roky po ukončení projektu. Pro vyvozování závěrů o řídicích a prováděcích postupech nebo pro posouzení správného využití zdrojů nebyly během hodnocení k dispozici dostatečné informace. Také už nebyli k dispozici pracovníci vyššího managementu, kteří by mohli podrobně vysvětlit procesy a postupy při aktivitách jako osvěta, screening dětí, vytváření pracovních skupin, školení učitelů nebo monitorování projektu. Dodaná projektová dokumentace obsahuje informace, jaké aktivity byly realizované, ale neobsahuje informace zaměřené na popis stylu řízení, osvědčených postupů nebo získaných zkušeností. Navzdory tomu bylo zjištěno a potvrzeno, že projekt dokončil všechny hlavní činnosti podle plánu a v rámci přiděleného rozpočtu.



Při hodnocení bylo také zjištěno, že Charita Česká republika využila přibližně 25% finančních prostředků dotace (celkovou částku 2 115 028 Kč) na vlastní provozní náklady, zatímco nebyla zjištěna žádná informace o tom, zda se CHČR na realizaci podílela jinak než administrací projektu. Ve srovnání s jinými donory, jako je například Danida, která umožňuje na vlastní provozní náklady využít pod 15% rozpočtu, se zdá, že toto procento je nadměrné. Z celkového finančního objemu projektu byla více než polovina (zhruba 56%) poskytnuta realizátorem projektu, organizací Catholic Relief Services (CRS). Celkově byla přibližně polovina nákladů na projekt použita na režijní náklady projektu, včetně platů národních a zahraničních manažerů. Žádný dostatečně podrobný rozpis prostředků z projektu nebyl poskytnut pro účely úsudku o efektivním využívání finančních prostředků.

- Projekt realizoval plánované výstupy podle očekávání, i když nelze vyvodit žádné závěry ohledně účinnosti managementu projektu ani o využívání zdrojů.

## Efektivnost a Dopad

Vzhledem k načasování ex-post evaluace (dva roky po ukončení projektu), efektivnost (cíle projektu) a dopad pokrývající zlepšení školní docházky pro děti s postižením, byly sloučeny.

Efektivnost a dopad projektu se liší pro každou úroveň (školy, okresy, provincie nebo na národní úrovni) a pro každý typ činnosti. Celkově se dá konstatovat, že projekt byl velmi efektivní při zápisu dětí s postižením na základní školy a při dosažení cíle projektu, tj. pozitivně změnil prostředí pro učení pro děti s postižením. Učitelé přijali vhodnější opatření k usnadnění začlenění dětí s postižením do vyučování. Také bylo potvrzeno, že spolužáci, díky aktivitám projektu, méně diskriminují děti s postižením. Rodiče a členové komunity si jsou vědomi, že děti s postižením jsou schopny studovat a že je to jejich právo chodit do školy.

Projekt byl také efektivní při podpoře modelu inkluzivního vzdělávání na národní úrovni. Bohužel to ale nevedlo k proaktivnějšímu chování k inkluzivnímu vzdělávání na provinční nebo okresní úrovni, kde školní úředníci stále nemají specifické pokyny a ani rozpočet poskytovaný národním vzdělávacím systémem pro inkluzivní vzdělávání.

Projekt byl shledán méně efektivní při zlepšování služeb zdravotní péče pro děti se zdravotním postižením. Ne všem dětem s postižením, které potřebovaly lékařské doporučení, se podařilo najít poskytovatele zdravotní péče. Několik rodičů si také stěžovalo na hrubý postoj zdravotnického personálu. Zdá se, že pracovníci projektu nebyli vždy k dispozici, aby doprovázeli děti se zdravotním postižením do zdravotnického zařízení, aby se zabránilo špatnému zacházení s nejchudšími rodiči, což je běžné chování státních úředníků v zemi.

## Validační seminář

Účastníci validačního semináře (ředitelé škol a úředníci ve vzdělávání) potvrdili zjištění evaluace ohledně zápisu dětí do škol, předčasného ukončení studia a screeningu dětí se zdravotním postižením i dobré fungování pracovních skupin. Ředitelé škol se shodli na tom, že proces lékařských doporučení nebyl tak účinný, a že pracovní skupiny ve školách již nebyly tak aktivní jako během projektu. Úředníci ve vzdělávání měli pocit, že školské pracovní skupiny byly stále aktivní, ale že poskytování asistenčních pomůcek ne vždy pomáhalo při učení dětem s postižením.

Pracovníci ve školství uvedli, že úkolem a odpovědností okresních a provinčních pracovních skupin není pomáhat dětem s postižením, ale pouze monitorovat, což podle jejich názoru dělají. V tabulce dole jsou shrnuté odpovědi z validačního semináře, celé výpovědi jsou k dispozici v samostatné příloze závěrečné evaluační zprávy.

Tabulka 2: Shrnutí validačního semináře

	Prohlášení	Odpověď
1	Zápis dětí do škol: Projekt realizoval téměř stoprocentní zápis do základních škol pro děti s postižením v cílových oblastech. Souhlasíte s tímto zjištěním a pokud ano nebo ne, proč?	Všechny tři skupiny souhlasí
2	Předčasné ukončení studia (Dropout): Během projektu opustilo velmi málo zapsaných dětí s postižením školy. Souhlasíte s tímto prohlášením a pokud ano nebo ne, proč?	Všechny tři skupiny souhlasí
3	Screening: Souhlasíte nebo nesouhlasíte s tvrzením, že kontrolní seznam pro screening je	Skupina 1 - žádná odpověď; Skupiny 2, 3 souhlasí

	Prohlášení	Odpověď
	dostatečný k identifikaci dětí s postižením, které mohou a měli by chodit do školy?	
4	Lékařské doporučení: Lékařské doporučení není tak účinné, pokud jde o léčbu onemocnění nebo poskytování pomocných pomůcek, aby se děti s postižením mohly lépe učit ve školách. Souhlasíte nebo nesouhlasíte s těmito prohlášeními a proč?	Skupina 1 - rodiče museli dlouho čekat v nemocnicích; Skupina 2 - rodiče nereagovali na radu lékaře; Skupina 3 – Nesouhlasí
5	Školní pracovní skupina během projektu: Školní pracovní skupiny aktivně podporují děti s postižením se zápisem do škol a navštěvování škol. Souhlasíte s tímto výrokem, nebo ne? Proč?	Všechny tři skupiny souhlasí
6	Během realizace projektu, okresní a provinční pracovní skupiny aktivně podporovaly děti se zdravotním postižením, aby se zapsaly do základních škol. Souhlasíte s tímto prohlášením?	Skupina 3 - okresní a provinční pracovní skupiny slouží pouze k získání informací. Jiné skupiny - žádná odpověď

Skupina 1 a 2: ředitelé škol; Skupina 3: provinční a okresní úředníci

- Míra naplnění kritéria efektivity a dopadů je hodnocena jako **vysoká**.

Z hlediska očekávaných výsledků se projekt dá hodnotit jako celkově úspěšný. Během projektu došlo k nárůstu zápisu dětí s postižením do škol, ke zlepšení prostředí pro studování dětí s postižením a k rostoucí pozornosti k inkluzivnímu vzdělávání na národní úrovni. Výsledky s ohledem na zlepšení zdravotních podmínek byly pozitivní pro 41% z uvedených dětí s postižením, což se dá hodnotit jako úspěch, ale dosažené procento je nižší než předpokládaných 60% stanovených na začátku projektu. Dopad na národní úrovni je demonstrován především přijetím příručky "9-Step Manual".

### Udržitelnost výsledků

Výsledky projektu na národní úrovni jsou hodnoceny jako udržitelné, kdy vláda podporuje rozvoj inkluzivního vzdělávání pro všechny znevýhodněné skupiny, včetně dětí s postižením.

Zdá se však, že tempo pokroku je pomalé, jak dokazuje i nedostatek finančních prostředků určených k vážnému prosazování inkluzivního vzdělávání na národní a provinční úrovni.

Proto je pravděpodobné, že během příštích 3 až 5 let děti s postižením, které jsou způsobilé a schopny navštěvovat základní školy, nebudou mít možnost do školy chodit. Vzhledem k celkové situaci a podmínkám v jednotlivých provinciích je pravděpodobné, že tato neuspokojivá situace bude většinou ve vzdálených provinciích a okresech nebo mezi etnickými či jinými znevýhodněnými skupinami obyvatelstva. Téma projektu proto budou stále relevantní z pohledu střednědobých a dlouhodobých (3-5 let) potřeb Kambodži.

Tabulka 3: Shrnutí validačního semináře

	Prohlášení	Odpověď
1	Školní pracovní skupina po ukončení projektu: Školní pracovní skupiny již nejsou aktivní v podpoře dětí s postižením při zápisu a navštěvování základního vzdělávání. Souhlasíte s tímto výrokem nebo ne? Proč?	Skupina 1,2 - souhlasí, že činnost je méně; Skupina 3: Nesouhlasí - jsou stále aktivní
2	Po realizaci projektu již nejsou okresní nebo provinční pracovní skupiny aktivní v podpoře dětí se zdravotním postižením při zápisu a navštěvování základní školy. Souhlasíte s tímto prohlášením?	Skupina 3 - okresní a provinční pracovní skupiny navštěvují základní školy, aby se dvakrát ročně setkaly s dětmi s postižením. Jiné skupiny - žádná odpověď

Skupina 1 a 2: ředitelé škol; Skupina 3: provinční a okresní úředníci

- Míra naplnění tohoto kritéria je hodnocena jako **spíše vysoká na micro úrovni a makro úrovni, ale nikoliv na mezo úrovni**.



Hlavními důvody pro toto hodnocení je, že i dva roky po ukončení projektu bylo možno identifikovat stále mnoho důkazů o trvalých výsledcích na mikroúrovni. Tzv. Focus group discussion se skupinou dětí s postižením a jejich spolužáky spolu s učiteli a školskými podpůrnými komisemi naznačují pokračující zapisování nových dětí s lehkým nebo mírným postižením do škol. Dále bylo potvrzeno, že školní prostředí je přátelské pro děti s postižením a také to, že rodiče dětí s postižením podporují své děti v učení a často dokonce v dokončení střední školy. Inkluzivní vzdělávání má pozornost na národní úrovni a ta se dokonce zvyšuje, jak dokazuje i povýšení zvláštního školského úřadu ministerstva školství na oddělení se zvýšeným mandátem.

### Hlavní závěry vztahující se ke zohlednění průřezových principů

Hodnocení mělo posoudit naplňování průřezových témat ZRS ČR, kterými jsou: řádná správa věcí veřejných, životní prostředí, dodržování lidských práv a rovnoprávnost žena mužů. Ačkoli návrh projektu není zaměřen na žádné ze tří průřezových principů, některé výsledky mohou být posouzeny jako úsilí, které projekt vynaložil k promítnutí průřezových témat v projektových aktivitách. Například hygiena ve školách byla zlepšena výstavbou toalet pro děti s postižením. Bylo vynaloženo značné úsilí na zapojení žen do rozhodovacích procesů ve výborech pro podporu škol. To však mělo za následek pouze symbolické zastoupení v některých výborech, jelikož skuteční rozhodovací činitelé jsou muži, kteří spojují společenskou funkci, jako například šéf vesnice, který je zároveň i předsedou výboru. Členové komunity si uvědomují, že účast na vzdělávání je také právem pro děti s postižením.

- **Hodnocení potvrdilo dobrou míru promítnutí průřezových témat v projektových aktivitách.**

Evaluační tým přijal řadu ukazatelů uvedených v metodice průřezových principů ZRS ČR, pro některé může potvrdit důkazy o dosažených výsledcích. Obecně nebyly identifikovány žádné negativní aspekty nebo účinky projektu a hodnocení průřezových témat je poměrně pozitivní, a to především pro lidská práva, inkluzi a účast.

Tabulka 4: Bodování pomocí nástrojů metodiky průřezových principů

Téma	Téma	Skóre
Rovnoprávnost mužů a žen	Rozhodování	0.67
Lidská práva	Lidská práva, Inkluze	3.25
Životní prostředí	Biodiverzita a Odpady a odpadové hospodářství	2.50
Řádná správa věcí veřejných	Účast	1.00

\* maximálně 5 bodů

### Viditelnost podpory ČR

Evaluační tým zaznamenal dva roky po skončení projektu ještě několik plakátů zobrazujících příspěvky CHČR, CRS a ZRS ČR k inkluzivnímu vzdělávání (IV) pro postižené děti na každé navštěvované základní škole. Také IV příručky pro učitele obsahovaly odkazy na financující agentury a realizátory projektu. Zúčastněné strany na všech úrovních (školy, okresní a provinční úřady a ministerstva) věděly o českém finančním příspěvku pro projekt IV v provincii Takeo.

- Evaluační tým našel fyzické a slovní důkazy o příspěvku České republiky k inkluzivnímu vzdělávání.

### Doporučení

#### 1. Pokračující podpora projektu

Evaluační tým byl vyzván, aby odpověděl na strategickou otázku: "Do jaké míry nebo v jakých oblastech inkluzivního vzdělávání je vhodné používat nebo kombinovat nástroje projektové činnosti, nástroje technické spolupráce nebo nástroje přímého finančního příspěvu vládě a administrativě v Kambodži?" Otázka se skládá z několika prvků, konkrétně z rozsahu, oblastí a nástrojů podpory.

- Rozsah a oblast inkluzivního vzdělávání

Organizace Catholic Relief Services má dlouhou a hlubokou historii podpory inkluzivního vzdělávání pro děti s postižením ve třech cílových oblastech. To byl hlavní důvod pro výběr této organizace a její pověření realizací projektu ve třech okresech. CRS však, po ukončení dohody o financování v roce 2015, jen v omezené míře pokračovala ve stejné cílové oblasti tím, že rozšířila své aktivity na některé další školy. Provinční guvernér vyjádřil přání, aby podpora inkluzivního vzdělávání byla rozšířena na všechny základní školy v provincii Takeo. Evaluační tým zaznamenal trvalý dopad na úrovni školy a také náznaky, že sousední školy mají zájem být součástí projektu. Zdá se proto rozumné podporovat rozšíření cílové oblasti tak, aby zahrnovala celou provincii, ale omezit podporu na školní a komunitní úroveň.

- Nástroje podpory

Intervence posouzená v této zprávě byla financována prostřednictvím registrované organizace v České republice, Charita Česká republika (CHČR), a organizace Catholic Relief Services registrované v Kambodži. Registrace organizace v České republice je podmínkou pro získání finančních prostředků ze ZRS ČR a také byla důvodem pro uzavření dohody o financování s CHČR.

Existují tři způsoby poskytování podpory: 1) technická pomoc, 2) finanční podpora organizaci občanské společnosti a 3) finanční podpora státních institucí na okresní, provinční a národní úrovni. Evaluační tým dospěl k závěru, že na okresní a provinční úrovni nedošlo k žádnému trvalému vlivu; proto by nebylo vhodné financovat aktivity na této úrovni v budoucnu. Technická spolupráce nebo přímé financování celostátních inkluzivních vzdělávacích aktivit jsou podporovány agenturami OSN (např. UNICEF) a některými mezinárodními organizacemi.

Každé takové podpoře poskytnuté Českou republikou, by tedy měla předcházet konzultace s těmito agenturami a měla by být spojena s jakoukoli finanční podporou CRS nebo podobných organizací.

Volba tedy spočívá v poskytování technické pomoci nebo finanční podpory vládě nebo organizacím občanské společnosti - nebo kombinaci těchto dvou. Monitorovací zpráva ČRA ze září 2014 navrhla, aby byl přímo financován místní realizátor. Následující doporučení je v souladu s tímto návrhem a také vychází z výsledků evaluace a z předchozí rozsáhlé pracovní zkušenosti autora, které poskytly potřebné porozumění celému odvětví a kontextu země:

- ČRA: Podporovat zápis dětí s postižením v celé provincii Takeo místo výběru okresů. Projektové aktivity v rámci této nové dohody by se měly zaměřit na následující aktivity: informační kampaně, procesy screeningu, lékařská doporučení, poskytování asistenčních pomůcek a na podporu vysokoškolské učitelské přípravy pro vzdělávání učitelů v metodách inkluzivního vzdělávání. Rovněž by měla být součástí intervence další podpora inkluzivního vzdělávání na národní úrovni. Avšak mělo by pokračovat i úsilí zaměřené na okresní a provinční vzdělávací instituty, dokud nebude k dispozici příslušný vládní rozpočet a odpovídající instrukce na podporu škol z ministerstva školství.
- MZV: Vyřešit právní omezení poskytování finanční podpory přímo mezinárodním organizacím, jako je CRS, která není registrována v České republice, aby nebylo nutné zahrnout zprostředkovatelskou agenturu jako CHČR.

## 2. *Budoucí způsob podpory*

Evaluační tým byl požádán, aby odpověděl na následující otázku: "*Na základě výsledků evaluace, existují nějaká systémová doporučení ohledně úpravy zaměření nebo zvýšení efektivity budoucích rozvojových projektů v Kambodži?*"

Projekt byl shledán plně úspěšným na mikroúrovni a získal určitý úspěch v podpoře inkluzivního vzdělávání pro děti s postižením na národní úrovni. Poslední výsledek však není kvantifikovatelný nebo jednoznačně významný. Projektové úsilí na mezo-úrovni (provincie a okresy), zejména fungování pracovních skupin jako aktivních aktérů, se po dvou letech ztratilo, a to i přesto, že CRS neustále soustředila svou pozornost na tyto aktéry. Znamená to, že úspěchy na mikroúrovni jsou udržitelné bez významných vstupů z mezo a makroekonomických úrovní vzdělávacího systému a, že mezoúroveň se stane proaktivní pouze tehdy, pokud budou poskytnuty instrukce a rozpočet na makroúrovni.

Proto se doporučuje České rozvojové agentuře pro budoucí projekty:

- Podporování inkluzivních vzdělávacích aktivit na mikroúrovni (komunitní kampaně, screening, lékařská doporučení a přímá podpora) v kombinaci s poskytováním inkluzivního vzdělávání učitelům v celé provincii Takeo a/nebo jiných provinciích. Inkluzivní vzdělávání učitelů by samozřejmě mělo být úkolem provinčních vysokých škol pro učitele.
- Zahrnování stávajících školních podpůrných výborů (pracovních skupin) do aktivit komunity, ale nesnažit se svěřit jim více odpovědností, než mají nyní.

## 3. *Hodnota za peníze (value for money)*

Jakákoliv humanitární intervence financovaná z veřejných prostředků by měla pečlivě zvážit, jak lze nejúčinněji využívat prostředky, aniž by byla omezena kvalita a účinek.

Při hodnocení bylo zjištěno, že CHČR využilo přibližně 29% finančních prostředků z celkové částky na vlastní provozní náklady a nebyly potvrzeno, že se CHČR přímo podílela na realizaci projektu. Proto se doporučuje, aby zadavatel zvažoval pro budoucí projekty:

- Definovat v dohodě o dotaci, jaké činnosti by měly být prováděny; například monitorovací návštěvy, účetní dohled, odborná pomoc apod.
- Stanovit maximální podíl u dotačních a/nebo finančních dohod pro konkrétní činnosti a/nebo úkoly, jako je monitorování, podávání zpráv, účetnictví apod.

#### 4. Adekvátní podávání zpráv o prováděcích postupech

Evaluace byla vážně omezena nedostatkem informací v dodané dokumentaci k projektu o způsobu provádění aktivit (jak), jako například o průběhu a postupech při osvětě, screeningu dětí, vytváření pracovních skupin, školení učitelů nebo monitorování. Následkem toho je nedostatečné hodnocení z hlediska popisu stylu řízení, osvědčených postupů nebo získaných zkušeností.

- Proto se doporučuje, aby zadavatel projektu požadoval pravidelné zprávy s dostatečnými podrobnostmi o způsobu provádění, nejlépe pomocí standardní šablony. V případě, že realizátor nepředloží tyto zprávy s dostatečnými informacemi, je doporučeno zadržet část financování.

#### 5. Zadávací podmínky pro Ex-post hodnocení

Ex-post evaluace je zaměřena na výsledky projektu a udržitelnost výsledku po určitém čase. To také bylo součástí zadání této evaluace, ale také bylo očekáváno, že evaluace doporučí používání nástrojů projektové činnosti, nástrojů technické spolupráce nebo nástrojů přímé finanční podpory; a vysvětlí, zda existují důvody k úpravě zaměření budoucích projektů v zemi. Bohužel hodnocení podobné současnému zadání, kdy ToR jsou silně zaměřeny na činnosti a výsledky projektu, se zdá být méně vhodné pro poskytování dobře informovaných odpovědí týkajících se celého odvětví.

- Doporučuje se proto MZV, aby v budoucích případech, kdy jsou požadovány strategické odpovědi, nebyla evaluační studie spojena s konkrétním projektem, nýbrž aby se orientovala na celý sektor nebo alespoň na větší program nebo soubor různých projektů. To by umožnilo širší pohled na tuto problematiku a více komparativní povahu studie.

#### 6. Spolupráce zúčastněných stran při přípravě ToR

Zdá se, že se realizátor projektu Charita Česká republika nepodílel na přípravě ex-post evaluační mise. V důsledku toho realizátor v Kambodži, CRS, byl zapojen do projektu až když ho vedoucí evaluačního týmu kontaktoval pro logistickou podporu a spolupráci při terénní misi. Tím, že neproběhla žádná oficiální žádost CHČR ani ČRA o spolupráci s misí, nebyla společnost CRS připravena věnovat dostatek času a pozornosti evaluačnímu týmu, aby přispěla tak, jak vedoucí týmu očekával. Tímto se také omezilo získání informací, zejména pokud jde o otázky řízení, využívání zdrojů a probíhajících činnostech.

- Proto se MZV doporučuje zapojit zúčastněné subjekty, jako je CHČR, a jejich prostřednictvím také partnery do přípravného procesu hodnocení nebo evaluační studie co nejdříve a poskytnout jim vstupní informace o podmínkách hodnocení/studie.

#### 7. Povzbuzovat školní pracovní skupiny, aby získaly finanční prostředky na místní úrovni

Dvě z pěti posuzovaných školních pracovních skupin aktivně usilovaly o financování inkluzivních vzdělávacích aktivit na svých školách na místní úrovni, zejména ze sociálního rozpočtu místního úřadu. Jedna z pracovních skupin úspěšně zahrnula náklady na IV do rozpočtu na rok 2018. To dokazuje, že takové získávání finančních prostředků je možné a značně zvyšuje míru udržitelnosti.

- Doporučuje se tedy každému realizátorovi, aby zahrnoval aktivity spojené s podporou místních aktivit pro získávání finančních prostředků a podporou školních pracovních skupin, aby se snažily získávat finanční prostředky při navrhování a realizaci projektů IV.

Tabulka 5: Shrnutí doporučení

Znění doporučení	Stupeň závažnosti doporučení	Primární adresát doporučení	Odůvodnění / doporučení pro způsob provádění
1. Pokračující podpora projektu: Poskytovat podporu inkluzivní vzdělávání (IV) základním školám ve všech okresech provincie Takeo	1	MZV a ČRA	Řešit právní omezení přímého financování mezinárodních organizací a / nebo rozvíjet politiku financování organizací neregistrovaných v České republice. Omezit rozpočet na administrativní a účetní činnosti, monitorování a podávání zpráv na předem dohodnutý podíl, nebo částku s přihlédnutím k poměrům, které ostatní mezinárodní agentury považují za přiměřené.
2. Budoucí modalita pro podporu inkluzivního vzdělávání v Kambodži: Zaměření budoucí podpory aktivit IV na mikro a makroekonomické úrovni	1	ČRA & Realizátoři projektu	Podporovat aktivity na úrovni škol a komunit pro inkluzivní vzdělávání dětí s postižením a zároveň povzbuzovat výbory pro podporu škol, aby nadále podporovaly IV. Rovněž podpořit aktivity na podporu advokacie na národní úrovni s cílem podpořit IV.  Neuvažovat o přímém financování místních nebo národních vzdělávacích institucí. Poskytnutí odpovídajícího rozpočtu na zahrnování dětí s postižením na základních školách by mělo být odpovědností vlády.
3. Přístup "hodnota za peníze": přijmout opatření, která zajistí, že většina poskytnutých prostředků bude použita k realizaci činností, které přímo prospějí cílovým skupinám	1	ČRA	Zahrnout ve finančních dohodách úkoly a povinnosti realizátora projektu a dohodnout rozpočet na provádění těchto činností; stanovit maximální částku grantu, který má být použit pro obecné nebo režijní náklady realizátora.
4. Odpovídající zprávy o prováděcích postupech: přijmout opatření, která zajistí, aby realizátoři podávaly dostatečně komplexní a vypovídající zprávy o prováděných aktivitách a dalších projektových činnostech	2	ČRA	Zahrnout ve finančních dohodách povinnost předkládat zprávy s dostatečnými informacemi o způsobu provádění realizace s cílem porozumět (dobrým) praktikám a získaným zkušenostem (ponaučením).
5. Zadávací podmínky pro Ex-post hodnocení: zvážit širší nebo sektorové hodnocení, pokud jsou vyžadována strategická doporučení	2	MZV	Zahrnout celý sektor nebo alespoň různé projekty pro mise, které jsou určeny k poskytnutí strategických doporučení.
6. Spolupráce zúčastněných stran při přípravě ToR: konzultovat zúčastněné strany při návrhu budoucích evaluačních misí	3	MZV	Konzultovat s realizátorem projektu ToR pro evaluační mise.
7. Povzbuzovat školní pracovní skupiny, aby získaly finanční prostředky na místní úrovni	3	Realizátoři projektu	Zahrnout do projektové žádosti činnosti, které pomohou získat podporu, případně i finanční prostředky na místní úrovni pro školní pracovní skupiny například od místních městských úřadů.

## Annex B - List of Abbreviations

CCR	Caritas Czech Republic
(CHČR	Charity Česká republika)
CDMD	Cambodian Development Mission for Disability
CzDA	Czech Development Agency
(ČRA	Česká rozvojová agentura)
CRS	Catholic Relief Service
CwD	Children with Disability
CZK	Czech koruna (currency)
DAC	Disability Action Council
DOE	District Office of Education
EERL	Environmental Effects Result Indicator (qualitative)
EU	European Union
FGD	Focus Group Discussion
GERL	Gender Equality Result Indicator (qualitative)
GGRL	Good Governance Result Indicator (qualitative)
HRRL	Human Right Result Indicator (qualitative)
IE	Inclusive Education
IV	Inkluzivní vzdělávání
MFA	Ministry of Foreign Affairs of the Czech Republic
M&E	Monitoring and Evaluation
MoEYS	Ministry of Education, Youth and Sports
(MZV	Ministerstva zahraničních věcí)
NGO	Non-Governmental Organisation
(OSN	Organizace spojených národů)
OVC	Orphans and Vulnerable Children
PM	Project Manager
POE	Provincial Office of Education
OECD-DAC	Organisation for Economic Co-operation and Development-Development Assistance Committee
SCIE	Social Care and Inclusive Education for Children with Disabilities
SDG	Sustainable Development Goals
SSC	School Support Committee
ToR	Terms of Reference
TTD	Teacher Training Department
UN	United Nations
UNESCAP	United Nations Economic and Social Commission for Asia and the Pacific

## Annex C - List of documents reviewed

Document names as received
_1_ToR_Cambodia_English_2017_fin
Crosscutting themes matrix
Evaluation of crosscutting themes_Operationalization
Vyhlaseni_dotace_2013_socialni_Kambodza_final
průvodní košilka_09_2013_06
09_2013_06_rozhodnutí
pril_I_tabulka_vystupu_CharitaCR_kambodza_2013
Pril_II_Rozpočet_CharitaCR_Kambodza_IV_2013_revize
Priloha_III_vydaje_vzor_2013_final
CHECKLISTpovinnýchPrilohZadosti oDotaci_2013
pril_I_titulni_CharitaCR_kambodza_2013
Pril_II_Zadost o dotaci_CharitaCR_Kambodza_IV_2013
pril_III_identform_CharitaCR_Kambodza_2013
Pril_V_Rozpočet_CharitaCR_Kambodza_IV_2013
pril_IV_tabulka_vystupu_CharitaCR_kambodza_2013
pril_VI_logframe_CharitaCR_kambodzaIV_2013
pril_VII_harmonogram_CharitaCR_kambodza_2013
priloha 2_Supporting letter_MoEYS
Příloha I 20123_CCR_vyjadreni k pripomínkám_Kambodza
priloha1_Evaluacni zprava IV projektu_
projektový dokument osnova_CHARITAČR_kambodza_IV_2013
Smlouva o zřízení a vedení běžného účtu0001
souhlas_databaze_CharitaCR_kambodza
Zdůvodnění finanční zprávy_CHČR_projekt 09 2013 06
Financni zprava_CHČR_projekt 09 2013 06
Výroční zpráva_CHČR_projekt 09 2013 06
Výroční zpráva_přílohy_CHČR_projekt 09 2013 06
ZpravaZmonitorovaciMise_Kambodza_03_2013
ZpravaZmonitorovaciMise_Kambodza_10_2013
Zpráva ze zahraniční služební cesty_Kambodza_082014
Etapovy plan cinnosti projektu ZRS_Kambodza
pril_IV_tab._CHCR_Kambodza_2014_Aktualizovana
Prubezna zprava o cinnosti projektu ZRS_Kambodza
09-2014-03 zmena rozhodnuti
priloha I. CHCR_Kambodža_tabulka aktivit_2014
priloha II CHCR_Kambodža_upravený rozpočet_2014
zadost
09-2014-03 zmena kosilka



Document names as received
09_2014_03 košilka
pril._I_tab._CHCR_Kambodza_2014
příloha II. Rozpočet_CharitaCR_Kambodza_2014
pril._II_zadost_dotace_2014_CHCR_Kambodza
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Rozpočet_CharitaCR_Kambodza_2014
Financni zprava_Kambodza_2014_zaverecna
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Titulní strana závěrečné zpravy_Kambodza_2014
KH03 pril._II_zadost_dotace_2015_CHCR_Kambodza
pril_iv_tab_Kambodza_2015
Rozpočet_CharitaCR_Kambodza_2015
09_2015_03kosilka
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Priloha_1_CharitaCR_Kambodza_IV_ změny v rozpočtu_2015
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CHCR_Kambodza_IV_zadost o zmenu_2015
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Roční zprava_09_2015_03
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Závěrečná zpráva_celkova_09_2015_03
Annex I. Success Story_School Principal_Jan 2016
Annex II. Success Story_IE teacher_Jan 2016
Annex for Annual report
IE annual report
Final Eval Report_CRS SCIE_15-12-15
<b>Documents collected during the in-country Mission</b>
ToR SCIE Final Evaluation
9-Steps Manual
Rectangular Strategy RGC
OOCS-2014-Children-with-Disability
Methodology Manual (Crosscutting Themes)
Cambodia-disabled-children

Document names as received
Cambodia-disability-inclusive-governance ...
Caritas Czech
Project Completion Report 2015
Education Congress 2017
Education Congress 2014-2015
Education Strategic Plan
Eye Care Strategic Plan
Final_Development_Cooperation_Strategy 2010-2017
GenInfoDis in Cambodia
Inclusive-education-for-children-with-disabilities
CRS Cambodia Financial Reports 2013, 2014, 2015
KH03 – CRS Partner Report (financial report provided by CCR)

## Annex D - Work plan

Date	Time	Activities
Monday 4 Sep		Telephonic interview with representative CzDA
		Telephonic interview with representative CCR
Tuesday 5 Sep		Telephonic interview with Head Partner Relations Department of Czech Development Agency
Friday 8 Sep		Telephonic interview with regional representative CRS
Friday 20 Sep		Meeting with Reference Group
Monday 25 Sep		Telephonic interview with Mrs. Jana Garay, INESAN
Monday 6 Nov	9 am	Briefing at the Czech Embassy
	11 am	Orientation by CRS Phnom Penh
	2 pm	Briefing with Czech Representative Office
	4 pm	Orientation by CDMD staff Phnom Penh
Tuesday 7 Nov	9 am	Orientation by CDMC project staff Takeo
	11 am	Meeting with Provincial Office of Education (POE)
	1 pm	Pilot test & Interviews and FGD at 1 <sup>st</sup> selected school
Wednesday 8 Nov	9 am	Continued interviews and FGD at 1 <sup>st</sup> selected school
Thursday 9 Nov		Field report & case study writing
Friday 10 Nov		Interviews and FGD at 2 <sup>nd</sup> selected school & reports
Monday 13 Nov	9 am	Interviews and FGD at 3 <sup>rd</sup> selected school & reports
Tuesday 14 Nov	9 am	Interviews and FGD at 4 <sup>th</sup> selected school & reports
Wednesday 15 Nov	9 am	Interviews and FGD at 5 <sup>th</sup> selected school & reports
Thursday 16 Nov		Reporting
	3 pm	Interview with reg. representative CRS
	4 pm	Interview with director CDMD
	5 pm	Interview with representative CzDA
Friday 17 Nov	9 am	Interviews with Director of Takeo Teacher Training College, Directors DEO & preparation workshop
	2 pm	Stakeholder Validation Workshop
Monday 20 Nov		Telephonic interview with project staff of All Ear
		Telephonic interview with specialist of Takeo Eye Hospital
		Telephonic interview w/staff of Takeo Rehabilitation Centre
Tuesday 21 Nov		Interview with Director Special School Department of the Ministry of Education, Youth and Sports
Wednesday 6 Dec		Telephonic interview with Mrs. Veronika Nizonova, CCR
Thursday 7 Dec		Telephonic interview with Mrs. Jana Garay, INESAN
Tuesday 12 Dec		Telephonic interview with Mrs. Jana Gasparikova, MFA
Thursday 14 Dec		Telephonic interview with Mr. Martin Naprstek, CzDA

## Annex E - List of respondents

(Met in Chronological Order before/during/after Fieldwork)

II = Individual Interview; Tel = Telephonic Interview; FGD = Focus Group Discussion/interview; Mtg = Meeting

	Date	Name	Designation	M/F	Meth	Location
1	4 Sep. 2017	Lucie Chuda	PM Czech Development Agency	F	Tel	Czech Republic
2	4 Sep. 2017	Veronika Nozinova	Representative of CCR	F	Tel	Czech Republic
3	5 Sep. 2017	Martin Naprstek	Head Partner Relations Departm Czech Development Agency	M	Tel	Czech Republic
4	8 Sep. 2017	Sanda Rihtman	Regional representative CRS	F	Tel	Cambodia
5	20 Sep. 2017		Reference Group Czech MFA	-	Mtg	Prague
6	25 Oct. 2017	Jana Garay	Associate Researcher INESAN	F	Tel	Czech Republic
7	6 Nov. 2017	Sanda Rihtman	Regional Representative CRS	F	II	Phnom Penh
8	-	Sway Kosal	Project Manager CDMD	M	II	-
9	-	Serey Pong	Assistant Executive Director CDMD	M	II	-
10	-	Vlastimil Tesar Lucie Chuda	Charge d' Affairs Embassy of the Czech Republic to Cambodia PM Czech Development Agency	M F	II	-
11	7 Nov. 2017	---	Project Assistant CDMD	F	II	Takeo town
12	-	---	Dep. Dir. Prov. Education Office	M	II	Takeo town
	-	---	Prim School Director	M	II	Ang Sokleang primary school, Samrong district
13	-	---	5 Children with Disability 1 Child with Disability	M F	FGD	Ang Sokleang primary school, Samrong district
14	-	---	1 CwD for case story	F	II	Ang Sokleang primary school, Samrong district
15	8 Nov. 2017	---	2 Permanent teachers 2 Contract teachers	M M	FGD	Ang Sokleang primary school, Samrong district
16	-	---	3 WG members/village chiefs	M	FGD	Ang Sokleang primary school, Samrong district
17	-	---	5 Classmates of CwD 5 Classmates of CwD	M F	FGD	Ang Sokleang primary school, Samrong district
18	10 Nov. 2017	---	Prim School Director	M	II	Ang Chum primary school, Samrong district
19	-	---	7 Permanent teachers	M	FGD	Ang Chum primary school, Samrong district
20	-	---	1 WG member	M	II	Ang Chum primary school, Samrong district
21	-	---	3 Children with Disability	M	FGD	Ang Chum primary school, Samrong district
22	-	---	3 Classmates of CwD 4 Classmates of CwD	M F	FGD	Ang Chum primary school, Samrong district

	Date	Name	Designation	M/F	Meth	Location
23	-	---	1 CwD for case story	M	II	Ang Chum primary school, Samrong district
24	-	---	3 Parents 1 Parents	M F	II	Ang Chum primary school, Samrong district
25	13 Nov. 2017	---	Prim School Director	M	II	Prey Ah primary school, Samrong district
26	-	---	2 Permanent teachers 5 Permanent teachers 1 Contract teacher	F M M	FGD	Prey Ah primary school, Samrong district
27	-	---	1 WG member/village chief 1 WG member/village vice chief 1 WG member	M M M	FGD	Prey Ah primary school, Samrong district
28	-	---	3 Children with Disability 2 Children with Disability	M F	FGD	Prey Ah primary school, Samrong district
29	-	---	6 Classmates of CwD 4 Classmates of CwD	M F	FGD	Prey Ah primary school, Samrong district
30	-	---	2 Parents 2 Parents	M F	II	Prey Ah primary school, Samrong district
31	-	---	1 CwD for case story	M	II	Prey Ah primary school, Samrong district
32	14 Nov. 2017	---	Prim School Director	M	II	Banluong primary school, Prey Kabas district
33	-	---	3 Permanent teachers 1 permanent teacher 1 Librarian	M F M	FGD	Banluong primary school, Prey Kabas district
34	-	---	1 WG member/Village vice chief 1 Chair of SSC/WG 1 Vice chair of SSC/WG 1 Honour chair of SSC/Commune councillor	M M M M	FGD	Banluong primary school, Prey Kabas district
35	-	---	3 Children with Disability 3 Children with Disability	M F	FGD	Banluong primary school, Prey Kabas district
36	-	---	2 Classmates of CwD 6 Classmates of CwD	M F	FGD	Banluong primary school, Prey Kabas district
37	-	---	4 Parents	F	II	Banluong primary school, Prey Kabas district
38	-	---	1 CwD for case story	F	II	Banluong primary school, Prey Kabas district
39	15 Nov. 2017	---	Prim School Director	M	II	Yean Khao primary school, Bati district
40	-	---	4 Permanent teachers 2 Contract teachers	F F	FGD	Yean Khao primary school, Bati district
41	-	---	1 Chair of SSC/WG 1 Vice chair of SSC/WG 1 SSC/WG member	M M M	FGD	Yean Khao primary school, Bati district
42	-	---	1 Children with Disability 3 Children with Disability	M F	FGD	Yean Khao primary school, Bati district

	Date	Name	Designation	M/F	Meth	Location
43	-	---	2 Classmates of CwD 4 Classmates of CwD	M F	FGD	Yean Khao primary school, Bati district
44	-	---	2 Parents 2 Parents	M F	II	Yean Khao primary school, Bati district
45	-	---	1 CwD for case story	F	II	Yean Khao primary school, Bati district
46	16 Nov. 2017	Sanda Rihtman	Regional representative CRS	F	Mtg	Phnom Penh
47	-	Nhip Thy	Director CDMD	M	Mtg	Phnom Penh
48	-	Lucie Chuda	Representative CzDA	F	Mtg	Phnom Penh
49	20 Nov. 2017	---	Project Staff	F	Tel	All Ear Cambodia
50	-	---	Eye health specialist, Eye Hospital	M	Tel	Takeo
51	-	---	staff of Takeo Rehabilitation Centre	M	Tel	Takeo
52	21 Nov. 2017	---	Director Special School Education Department, Min. of Education, Youth & Sport	M	Tel	Phnom Penh
53	6 Dec. 2017	Jana Garay	Associate Researcher INESAN	F	Tel	Czech Republic
54	7 Dec. 2017	Veronika Nozinova	Representative of CCR	F	Tel	Czech Republic
55	12 Dec. 2017	Jana Gasparikova	Department of Asia and Pacific, Ministry of Foreign Affairs	F	Tel	Czech Republic
56	14 Dec. 2017	Martin Naprstek	Head Partner Relations department Czech Dev. Agency	M	Tel	Czech Republic

#### Validation stakeholder workshop participants

nr	Date	Position	School/Organisation	M/F	Location
1	17 Nov. 2017	School director	Cluster school	M	District Somrong
2	---	School director	Cluster school	M	District Somrong
3	---	School director	Cluster school	M	District Somrong
4	---	School director	Cluster school	M	District Somrong
5	---	School director	Cluster school	M	District Bati
6	---	School director	Cluster school	M	District Bati
7	---	School director	Cluster school	M	District Bati
8	---	School director	Cluster school	M	District Prey Kabbas
9	---	Dep. School director	Cluster school	F	District Prey Kabbas
10	---	Dep. School director	Cluster school	F	District Prey Kabbas
11	---	Director	District Education Office	M	District Somrong
12	---	Director	District Education Office	M	District Bati
13	---	Director	Prov. Teacher Training Centre	M	Takeo town
14	---	Ass. Planning Off.	Prov. Education Office	F	Takeo town
15	---	Dep. Director	District Education Office	M	District Prey Kabbas
16	---	Director	Prov. Department Social Affairs	M	Takeo town
<b>OBSERVERS</b>					
17	---	Project manager	CRS	M	Phnom Penh
18	---	Project staff	CDMD	F	Takeo town



## Annex F - Evaluation questions matrix

Evaluation Questions	Field-level questions	Sources & Methods
<b>Relevance</b>	<b>Were the implicit theory of change and intervention logic appropriate and feasible to achieve the goal of the project and comply with Czech and Cambodian development strategies?</b>	
How relevant was Objective 1?	In view of the project goal ‘all CwD attend and complete school’ were the objectives formulated appropriately to reflect the intention of the goal?	Compare projects’ problem statement
How relevant was Objective 2?		Compare projects’ problem statement
How relevant were Outcomes 1.1 and 1.2?	In view of the objective 1 ‘increase registration’ and ‘attendance’ were the outcomes formulated appropriately to reflect the intention of the objective?	Compare projects’ problem statement
How relevant were Outcomes 2.1 and 2.2?	In view of the objective 2 ‘strengthen knowledge and skills’ were the outcomes formulated appropriately to reflect the intention of the objective?	Compare projects’ problem statement
Was the project sufficiently well elaborated, inner-coherence and logically sequenced including realistic objectives and impacts and key assumptions? In what way were the goals of the project met?	Was the project design appropriate and feasible to address the needs? What was the implicit theory of change? What was the intervention logic? [See also above]	Review of project design document
In what way was the project linked with the strategic development cooperation documents of the Czech Republic and of Cambodia?	Which are the main strategies of Czech development cooperation for Cambodia? How does the project logic fit to the Czech development strategies?	Review of intervention logic and policy/strategy documents of CDA and RCG
To what extent did the project fulfil the Cambodian governmental strategies for development and for education 2014 - 2018?	Does the project intervention logic comply with these strategies? And how?	Refer to RCG education policies [which include access to primary and secondary school for all children aged 5 – 16 y.]
To what extent are the project outputs relevant in terms of SDGs as to health and inclusive and quality education (SDG 3 and SDG 4), resp. as to reduction of inequalities (SDG 10)?	Is outcome 1.1 formulated adequately to achieve SDG 4? Is outcome 1.2 formulated adequately to achieve SDG 3? Are both outcomes formulated adequately to achieve SDG 10?	Refer to SDG statements

Evaluation Questions	Field-level questions	Sources & Methods
<b>Effectiveness</b>	<b>Was the project effective to increase registration and attendance of CwD at the target schools?</b>	
How effective was outcome 1.1	To what extent was the outcome realised by end of project? What objective evidence is available?	Final evaluation report 2015; ratio CwD in community registered at schools (data from DEO)

How effective was outcome 1.2		District health statistics; interviews with healthcare staff, parents
How effective was outcome 2.1		Interviews with teachers, school directors; FGD with school committees
How effective was outcome 2.2		FGD with WG-IE, interviews w/DoE & DEO staff
Were the implementers' procedures cost-effective, for example in comparison with any similar procedures of other donors' projects?	Which were the project's main implementation mechanisms? To what extent were these mechanisms effective in the opinion of a) beneficiaries, b) teachers and c) key informants?	Document review; interviews w/former project staff [risk: not available] Interviews with CwD, their parents, teachers and selected key informants (like education office staff)
How did the involvement of Czech and of local partner capacities in the project function including share of its funding?	Which was input by CCR? Which was input by CRS? Which was input by CDMD?	Project document review; interviews with CCR, CRS and CDMD
Were the project funds effectively spread out among Czech implementer and local partner institutions, i.e. did these resources really go where they were most needed?	What proportions of Czech funds were used by CCR, CRS and CDMD? What proportions of total funds were used for CwD? For teachers' capacity building? For school committees? For Working Group - Inclusive Education?	Review of fund allocation documents, project final budgets
Is there any effective and functional link between the project and other donors' projects?	What other projects of CDA or CCR existed in Cambodia in 2013-2015? Was there any collaboration between projects? If so, how and what effect?	Interview w/CDA and CCR staff
Did the project reports provide sufficient information about the project implementation?	What is reported about: - management, fund usage? - effect and impact?	Review of internal progress and completion reports
Is it possible to identify any good practice examples?	What was reported about good practices and lessons learned?	Review of internal progress and completion reports

Evaluation Questions	Field-level questions	Sources & Methods
<b>Efficiency</b>	<b>Were project funds used efficiently?</b>	
How efficient was the implementation to achieve each outcome?	Was the allocated budget realistic and sufficient to conduct the planned activities for each outcome? Has this budget been adjusted? Have all funds been used?	Review of mid-term and final evaluation reports, internal progress and budget reports; Interviews with CCR and former project managers
What have the local partners specifically adopted from the project practice (newly created capacities or competences, etc.)?	Did CRS and/or CDMD adopt practices emerging from the project? If so, which were these?	CRS/CDMD internal reports; interviews with CRS/CDMD managers

Evaluation Questions	Field-level questions	Sources & Methods
<b>Impact</b>	<b>Which were the lasting effects observed by end of the project?</b>	
What are the final objectively verifiable impacts of the project in relation to the intended impacts? To what extent did the project help to include children with disabilities in education?	To what extent were the expected outcomes realised?	Review final evaluation report and internal progress reports.
Which external factors affected the results and impacts of the project in positive/negative ways? Were those effects anticipated in the risk analysis of the project?	Were there external factors that affected the results of the project? If so, which factors influenced results positively? Which factors influenced results negatively? Were the latter listed in the risk analysis?	Review final evaluation report and internal progress reports; interviews with CRS/CDMD managers
To what extent was the project focused on identification of causes of children disabilities and with what impacts?	The project was not focussed on 'removing causes of disabilities'. How were CwD identified?	Review final evaluation report and internal progress reports; interviews with CRS/CDMD managers
Are there any other positive impacts, e.g. as to main target groups quality of life (related to the issues the project was about to solve)? Did the activities or impacts of the project reach the target groups beyond the original intention?	Did provision of medical aids and school attendance have positive effects on the lives of CwD beside education? If so, what effects?	Interviews with CwD and their parents

Evaluation Questions	Field-level questions	Sources & Methods
<b>Sustainability &amp; Follow-up cooperation</b>	<b>Which effects observed by end of project remain observable?</b>	
What is the sustainability of the project from the perspective of its final recipients' ownership? Is it possible to document such ownership (real interest and participation) of the children, of their families or of the communities by any examples?	How many school attending CwD at end of project still attend or have completed school? Did some CwD continue secondary education? If so, how are they doing?	School registration statistics; interviews with CwD who completed primary school
To what extent did the local partners, including the responsible state, provincial and district institutions participate in the project preparation?	How did Ministry of Education, provincial DoE, DEO participate in the project preparation and implementation?	Project progress reports; interviews with MoEYS, DoE, DEO staff.
Did the project have an elaborated exit strategy? Until what extent was it fulfilled?	Did project have an exit strategy? How was project handed-over?	Review project proposal; Interviews with CRS/CDMD managers
What follow-up project initiatives have the partner and local institutions or any other target groups implemented?	Were there follow-up initiatives?	Interviews with CRS/CDMD managers, DoE and DEO staff, WG-IE and school committees
Are the project outputs consistent with the legislative and regulatory framework of the partner country?		Compare with RGC Education policy

Is it possible to implement independently and systematically the project outputs into the partner country system by its relevant authorities?	Would the Takeo education system be committed to include CwD in school? Have the education institutes in Takeo the capacity and resources to include all CwD in the mainstream schools?	Interview with DoE
Are there any project follow-up activities of the implementers or local partners?	Did CRS continue any project activity? Did CDMD continue any project activity?	Interviews with CRS/CDMD managers
Are there any other subjects (schools, training centres or any other public institutions) showing their interest in similar inclusion of children with disabilities in education based on the direct experience of the project activities?	Are there any organisations or groups who would want to include CwD in education? If yes, is this because of their involvement in the past project?	All respondents

Evaluation Questions		Sources & Methods
<b>System Knowledge, cross-cutting principles and other points</b>		
Will the themes of the project still be relevant from the perspective of medium-term and long-term (3 – 5 years) needs of Cambodia and in what areas?		Analysis on basis of document review and field-level data collection.
To what extent or in what areas of inclusive education support is it appropriate to use or to combine the instruments of project activities, instruments of technical cooperation or instruments of direct financial support for the Cambodia government and administration?		
As results of the evaluation, are there any system recommendations as to the focus adjustment or as to the effectiveness increase of the following development projects in Cambodia?		
How was the external presentation (visibility) in the partner country?	Did CwD and their parents, Ministry and DoE, DEO and schools know that the Czech Republic financed the project? How could they know?	Respondents
Good governance	Did the project promote in any way good governance? If so, how?	Evaluation output & analysis
Environment and climate	Did the project promote in any way clean environment? If so, how?	
Human rights	Did the project promote in any way human rights? If so, how?	
Gender equality and equity	Did the project promote in any way gender equality and equity? If so, how?	

## Annex G - Crosscutting themes indicators and findings

### GOOD GOVERNANCE

#### A. PARTICIPATION: Increasing citizen participation in local governance.

##### 1. Increased capacity of government organizations to engage stakeholders in local/national gov't planning and decision making.

- Local/national governments **initiate committees**, focus groups, or other partnerships with civil society to address common concerns and needs.
  - GGRL2: Evidence of integration of target groups' concerns and/or suggestions to the final version of policies, strategies, directives, plans etc.
    - *No evidence found through project documents neither interviews/FGDs*
  - GGRL3: Evidence of interest/follow-up from project stakeholders (and particularly beneficiaries) on project results and their sustainability.
    - *Parents of CwD indicated to be motivated by project to send their child to school and to complete her/his primary school. School Support Committees idem. However, statistics show that some CwD are taken from school when they reach the age being allowed to work at factories (about 15-16 y).*
  - GGRL4: Evidence of continuous participation of key stakeholders in activities and dialogues with project recipient after project end.
    - *School Support Committees/School Working Groups on Inclusive Education (WG-IE) and District/Provincial Education Offices (DOE/POE) were active during project but decreased most activities after end of project, except screening of CwD in communities and reporting school statistics on CwD.*
  - GGRL9: Evidence of target groups' influence on decision making.
    - *No evidence found in documents or interviews/FGDs*

##### 2. Increased capacity of stakeholders to participate in meaningful consultations and advocacy.

- Women, ethnic groups, and other minorities **participate in** local government/have the capacity to do so
  - *Very few mothers of CwD or other women and no minorities involved in any WG-IE; some primary schools employ female teachers who received training on IE – they, like their male colleagues, do not participate in WG-IE or DOE/POE meetings.*
  - GGRL2: Evidence of integration of target groups' concerns and/or suggestions to the final version of policies, strategies, directives, plans etc. *Not appropriate.*
  - GGRL8: Evidence of changes achieved as a consequence of advocacy/outreach activities by supported groups.
    - *The adoption of the 9-Step Manual - which was developed during the project – by the Ministry of Education is an example of the projects' impact at the national level.*

##### 3. Increased understanding on the side of both government authorities and civil society stakeholders of the meaning and role of civil society and civic engagement.

- Effectiveness of civic participation mechanisms
  - GGRL10: Evidence of increased capacity of CSOs to engage in policy dialogues.
    - *The implementing NGOs CRS and CDMD have built their advocacy capacity on IE during the project and before, demonstrated by the project results in terms of formation of working groups and integration of the 5 IE key aspects at schools. The concerned schools, DOE and POE expressed appreciation of the support received from CRS and DCMD, and acknowledged that without this support the main project results (enrolment and performance of CwD) not would have been achieved.*

## Environment and sustainable development

### B. ENVIRONMENTAL EFFECTS: Effects that a project had on the local environment.

#### 1. Biodiversity, land, soils and forests

- Preserving and increasing **biodiversity** in project-impacted area.
  - EERL4: Evidence of increased awareness and consideration of environmental aspects by project partners and beneficiaries.
    - *Schools have 'child-friendly' programmes which include proper waste removal, hygiene and sanitation practices. However, this was not a part of the project activities.*
    - EERL5: Evidence of changed behaviour patterns of local inhabitants in relation to their natural resources. *Not appropriate.*

#### 2. Water and sanitation:

- Fresh water, incl. **safe drinkable water**, improved hygienic standards and sanitation.
  - EERL37: Evidence of increased use of rain water.
    - *No school provided drinking water. All schools had toilets available, also accessible via ramps to CwD, but often not clean and without cleaning water.*

#### 3. Waste and waste management:

- Inappropriate **waste management** has potential effects on human health
  - EER55: Evidence of application of proper waste management in target area.
    - *Theory is better than actual practice – subject by school: some were good, others not in this aspect.*

## Human rights and gender equality

### C. HUMAN RIGHTS: Promoting human rights and increasing full respect for human rights.

#### 1. Basic human rights:

- Increased awareness and **capacity to promote/respect human rights** among right holders and duty bearers. Improved human rights situation of right holders.

basic human rights among project target groups.

- HRRL1: Increased awareness and knowledge of basic human rights among project target groups.
  - *All concerned target groups are aware that education is also a right for CwD.*
- HRRL2: Evidence of a more rights-based conceptual approach of authorities.
  - *IE is a national strategy and therefore part of DOE/POE approaches.*
- HRRL3: Project enhanced respect for rights of traditionally excluded or silenced groups.
  - *Education for CwD is now considered a right at the concerned schools by the education system/authorities.*
- HRRL4: Examples of strategies, projects, programs, budgets lines or policies that favour members of traditionally underprivileged groups adopted.
  - *National education strategy adopts IE but is very limited in policies to achieve this. However, the promotion of the Special School Office (which attends to IE) to a Department demonstrates the governments' priority.*

#### 2. Inclusion of most disadvantaged groups:

- **Inclusion** of people/groups traditionally excluded from the society due to poverty and inequality.
  - HRRL23: Reported increased access / improved quality of health services for members of underprivileged groups.
    - *While an expected outcome of the project for most CwD the access to healthcare services has been very limited or even restricted. It seems that the project referred CwD who needed care to services but did not support strongly a better treatment of CwD than usual (which is traditionally looking-down on disabled people).*
  - HRRL24: Reported improved approach towards members of underprivileged groups in educational settings.



- *All fieldwork findings point to an improved attitude and practice of teachers and school directors towards CwD.*

### 3. Decision making:

- **More equal participation of women** with men as decision makers in shaping the sustainable development of their societies.
  - GERL1: *Girls have had equal benefits from project / equal access to project-generated goods and services.*
    - *Although less girl CwDs than boy CwDs were found at schools this is a natural population rate and not a result of discrimination.*
  - GERL7: *Self-reported increase in women's knowledge of their rights.*
    - *No information from CwD FGDs on this aspect.*
- **Increased representation of women** in democratic processes and in decision making positions in the partner institutions, target sector, partner community.
  - ***Virtually no women in representative bodies on IE.***
  - GERL20: *Evidence of women in public functions promoting women's rights and services for women.*
    - *Not through this project.*
  - GERL21: *Evidence of lingering factors that hinder women's public participation.*
    - *Few female education officials or school directors in the system or in a senior position.*
  - GERL22: *Incidences of positive feedback on decision-making roles of women supported from project.*
    - *Not part of the project.*
  - GERL23: *Self-reported effectiveness/success of supported women in their decision-making roles.*
    - *Not part of the project.*

### 4. Institutional capacity and policy change:

- **Increased capacity of partner institutions**, governments and civil society organizations to design and implement policies, programs and projects that reflect the priorities and interest of both women and men.
  - *Not relevant to the project's goal and objectives. No gender mainstreaming approach deemed needed for inclusion of CwD by project (design).*
  - GERL43: *Sectoral gender equality objectives clearly defined and pursued. Not relevant to the project's goal and objectives.*
  - GERL44: *Sector-wide gender mainstreaming mechanisms have been implemented. Not relevant.*
  - GERL45: *Relevant gender disparities reflected throughout all stages of the project and in activities of all partners, incl. local government authorities. Not relevant.*
- Adoption of policies **supporting gender equality** by institution. *Not relevant to the project's goal and objectives. However ...*
  - GERL46: *Evidence of lingering factors marginalizing (poor) women despite adopted policies or legislation.*
    - *Poor parents or mothers of CwD were encouraged to take part in IE committees but were not given financial incentives to participate and compensate their income loss. However, officials (school, education offices) who participated in meetings were provided with rather generous allowances for travel and food by the Project.*
  - GERL47: *Evidence of effective gender mainstreaming. Not relevant for the project.*
  - GERL49: *Reported institutional/managerial support for gender equality or mainstreaming work across recipient and partner institutions. Not relevant.*
  - GERL53: *Evidence of establishing sector-wide gender equality objectives and/or mechanisms to achieve gender equality. Not relevant.*
  - GERL54: *Evidence of trained officials using acquired gender-specific skills and knowledge in an everyday practice. Not relevant.*

## SCORING using the Crosscutting Theme Methodology Tools

<b>Theme</b>	<b>Topic</b>	<b>Score*</b>
<b>Gender</b>	Decision-making	0.67
<b>Human Rights</b>	Basic Rights	3.25
	Inclusion	2.50
<b>Environment</b>	Biodiversity & waste removal	1.00
<b>Good Governance</b>	Participation	2.50

\* maximum of 5 points

## Annex H - Proceedings of the Stakeholder validation workshop

Held in Takeo town Provincial Education Office on Friday 17 November 2017 from 2 till 4 pm.

**Participants: 14 persons (3 female)**

**Observers: 2 persons**

The participants were grouped into three, two groups of school directors and one group of provincial and district officials (Group 3). Each group discussed at length six statements and noted their conclusions and arguments on large papers. Group 3 also discussed two more statements which related to the working groups. One group member of each group presented the result of their group discussion to the audience. After the presentation some questions were asked to clarify some points or to make some suggestions (see section Suggestions below)

- 1. Enrolment: The project has realized almost 100% enrolment of CwDs in the primary school in the target villages of the target areas. Do you agree with this finding and if so or not, why?**
  - **Group 1:** Agree. Only those who are severely disabled are not able to go to school. We tried to use different approaches to persuade them to send their children to school, such as school campaign and door-to-door awareness raising on the importance of education, particularly for CwDs, at the beginning of school year.
  - **Group 2:** Agree, because all relevant stakeholders are very well cooperative
  - **Group 3:** Agree, but still few CwDs left at villages in some areas, mainly severely disabled or those who are from poorest or separated family.
  
- 2. Dropout: During the project, very few enrolled CwDs have dropped out. Do you agree with this statement and if so or not, why?**
  - **Group 1:** Agree. We have different measures (e.g. reward, study material support) to keep them at school. Commune provides 300,000 riels annually per school (in Prey Kabas district).
  - **Group 2:** Agree, because there were support from NGO partner, community and govt
  - **Group 3:** Agree. Small numbers of CwDs dropped because they are poor or living with their grandparents, while their parents migrated or divorced, that why they don't go to school. Some are children with severe disabilities.
  
- 3. Screening: The screening process has identified all CwD in the target villages. All identified CwD who are at primary school ages and not severely disabled have been supported to go to school. Do you agree or not with the statement that the screening checklist is adequate to identify all CwDs who can and should go to school?**
  - **Group 1:** Use checklist and support from all relevant community leaders.
  - **Group 2:** Could identify CwDs both at school and also at community, but normally CwD identified at community level were in severe forms of disability. Checklist is adequate. They think that all children get specific devices/supports if needed. Two mechanisms were taken: Home visit (together with teachers and community heads), asking about their children's health, following-up their education) and meeting between school and community (two times per year: awareness raising on how to identify disability, and how to prevent it), to make sure children get necessary supports to learn.
  - **Group 3:** Community support is important. They know where the CwDs are because the head of village and health center staff provided information about CwDs in each village. Checklist is adequate. All CwDs who are not severely disabled are enabled to go to school.
  
- 4. Medical referral: Medical referral is not so effective to cure ailments or to provide assistive devices so that concerned CwD can better learn in the school classes. Do you agree or not agree with these two statements, and why?**
  - **Group 1:** Parents participated and they are happy/received assistive devices, and medical support, but small negative points arisen, for instance, parents had to wait long at the hospitals and encounter impolite languages/words from medical staff.
  - **Group 2:** Different kinds of support such as glasses, bicycles, wheelchair, but for slow learners, we don't have device to give them to learn smarter, but help them out. Parents were suggested by medical expert to get the children back for second and next visit, but they failed to follow medical expert's advice as they do not have enough time to re-visit again and again to the hospital.
  - **Group 3:** Not agree, because it not fully effective; the quality of treatment is still limited. Parents have to wait long and medical staff do not really care about them. Some ailments were effectively cured, but some not recovered. Some parents did not have time to accompany their children to get services (for example for longer-term staying at hospital, parent reject to go)

**5. Working Group during the project implementation: SSC were actively supporting CwD to enrol and attend primary school. Do you agree with this statement, or not? Why?**

- **Group 1:** Community jointed all activities school needed them to do. Without SSC, we could not get the data/can't identify HH with CwDs
- **Group 2:** Agree that they were active. They supported in school campaign, joint meeting with school management and project's focal points
- **Group 3:** Agree, they were supportive

**6. Working Group after the project: SSC are no longer active in supporting CwD to enrol and attend primary education. Do you agree with this statement, or not? Why?**

- **Group 1:** Disagree, because without SSC, we could not access to HH with CwDs, but agree that activities would be a bit less.
- **Group 2:** Disagree, they are still supporting the school, but a bit less because they are busy with daily living.
- **Group 3:** They are still active because the IE becoming a hot topic (establishment of special education department at the central MoEYS).

*Note: One Expert asked why when some CwDs stopped using their assistive devises at school no one followed up on this? She also gave an example of a CwD who needs help to learn but no one concerned about her including her mother. Feedback from the observing CRS representative and from a cluster school director was that the parents did not seek health support from the hospital provided through CRS; the parents just were only interested in using their time for income generation. In this case the CwD was not encouraged to use her assistive devises by their parents. [No reply was given why no teacher or SSC member interfered].*

**7. During the project implementation, D/P WG were actively supporting CwD to enrol and attend primary school. Do you agree with this statement?**

- **Group 3:** DPWG were supporting CwD every year with their schedule planned, twice a year. However, their activity is only to obtain information through interviews with CwD about referrals to medical services. The DPWG does not work with health service providers because there is no enough time and shortage of staff to take responsibility on this assignment.

**8. After the project implementation, D/P WG are no longer active in supporting CwD to enrol and attend primary school. Do you agree with this statement?**

- **Group 3:** DPWG has been visiting primary schools to meet CwD twice a year.

**Suggestions:**

- Cooperation at provincial level, because sometimes we try to lobby hard at the commune level, but if the provincial departments don't support, how can we do. Not only CRS target school but all school in the provinces. We do the campaign/workshop, but when commune submitted the CIP to the provincial competent authority and they said don't have money, then nothing.
- Project's activities should be expanded to other areas, and should have exchange visits to other place/provinces
- Commune budget is available for supporting vulnerable children in general, but they still don't use it.
- OVCs related issues/activities, such as OVC center and preschool related activities will be managed by commune council.

## Annex I - Intervention logic chart for the evaluated intervention

Příloha 6 - Matice logického rámce				
Titul: Program sociální péče a inkluzivního vzdělávání pro děti s postižením v provincii Takeo, Kambodža				
Organizace: Charita Česká republika				
	Popis projektu	Objektivně měřitelné ukazatele	Zdroje ověření ukazatelů	Předpoklady and risk
<b>Záměr</b>	Záměr: Všechny děti s postižením z vybraných okresů provincie Takeo mohou navštěvovat a dokončit školní docházku			
<b>Cíl</b>	Cíl 1: Ve vybraných okresech provincie Takeo se zvýší docházka a počet nově zapsaných dětí s postižením do základních škol prostřednictvím posílení zdravotní péče, přístupu do škol a osvětou místní komunity	1) 75 % vyšetřených dětí s postižením jsou zapsány do školní docházky 2) 70 % dětí s postižením z již zapsaných do školní docházky chodí do školy pravidelně (Každé děti s postižením splní 80% docházku za každý školní rok). 3) Počet dětí s postižením, které odejdou předčasně ze školní docházky klesne ze stávajících 4,7 % na 3%	1) evidence zapsaných dětí z projektových škol 2) evidence docházky z projektových škol 3) evidence žáků a studentů z projektových škol	<b>Předpoklady:</b> Kambodžské MŠMT upřednostňuje a posiluje politiky v oblasti IV. Podporuje vznik Master Plánu pro vzdělávání dětí se zdravotním postižením  <b>Rizika:</b> Nedostatečná motivace ze stran okresních vzdělávacích úřadů, vedoucích pracovníků škol nebo ze strany rodin dětí s postižením
	Cíl 2: V projektových školách ve vybraných okresech provincie Takeo a Kampong Speu se zlepši kvalita výuky a přístup pro děti s postižením prostřednictvím posílení znalostí a dovedností učitelů, vedoucích pracovníků a zástupců místních školských úřadů	1) Alespoň 60 % proškolených učitelů používá existující školící materiály pro inkluzivní vzdělávání 2) Zlepšení školních výsledků u alespoň 60 % dětí s postižením 3) Přístup inkluzivního vzdělávání je zahrnutý do operačních plánů alespoň 14 škol (z celkových 18 škol)	1) Zpráva o observaci třídy (podle typu postižení) 2) Evidence hodnocení třídy/žáka v každé škole 3) Zrevidované školní operační plány a zprávy o observaci školy	<b>Předpoklady:</b> Oddělení pro vzdělávání učitelů, speciální vzdělávací úřad učitelů a provinční vzdělávací úřad podpoří námi vypracované manuály a materiály pro učitele. Doporučí je k užívání na národní úrovni. Commitment of the Ministry of Education, Provincial Department of Education, District Office of Education. Všechny projektové školy jsou motivovány se zapojit do programu inkluzivního vzdělávání.  <b>Rizika:</b>

				Kambodžské MŠMT a Ministerstvo zdravotnictví nemá zájem se do projektu zapojit a podporovat ho
<b>Výstupy</b>	<b>Výstup 1.1</b> Děti s postižením mají lepší přístup do školy v projektových školách ve vybraných okresech provincie Takeo	1) 80% dětí s postižením, které která dostala zdravotní pomůcky (hearing, vision, mobilities...) 2) 14 z 18 projektových škol je vybaveno bezbariérovým přístupem (i.e. nájezdy do tříd, záchodů apod. 3) v minimálně 14 komunitách z celkových 18 se odehrají osvětové kampaně/aktivity o přístupu ke vzdělání pro děti s postižením	1) Přehled zakoupených zdravotních pomůcek/účetky 2) Monitorovací zpráva/zpráva o stavbě/účetky, fotografie 3) Zpráva z aktivit, fotografie, prezenční listina členů pracovní skupiny	<b>Předpoklady:</b> Členové místní komunity se zapojí do přestavby škol. Rodiny dětí mají zájem se zúčastnit osvětových kampaní  <b>Rizika:</b> Rodiny dětí nechtějí spolupracovat
	<b>Výstup 1.2.</b> Děti s postižením mají lepší přístup ke zdravotní péči ve vybraných okresech provincie Takeo	1) 100% vyšetřených dětí s postižením je doporučeno ke speciální zdravotní péči, 60% dětí s postižením dostane speciální zdravotní péči 2) Alespoň 60% dětí, které dostalo speciální zdravotní péči se zlepšil zdravotní stav	1) Zpráva o vyšetřování dětí, fotografie 2) Zpráva z domácích návštěv a individuálních pohovorů s rodiči/opatrovníky	<b>Předpoklady:</b> Zdravotní centra jsou ochotné se do projektu zapojit. Navázaná spolupráce s dalšími sociálními a zdravotními službami v nejbližším okolí.  <b>Rizika:</b> Rodiny dětí nechtějí spolupracovat
	<b>Výstup 2.1:</b> Učitelé a vedoucí pracovníci škol používají nové dovednosti a materiály ke zlepšení inkluzivního vzdělávání ve svých školách a místních komunitách	1) Minimálně 50% učitelů a vedoucích pracovníků používají nově nabyté znalosti a dovednosti v IV (používají alespoň 5 klíčových aspektů IV) 2) 210 učitelů projdou školením IV	1) Zpráva z observace třídy/monitorovací zpráva 2) prezenční listiny, monitorovací zprávy	<b>Předpoklady:</b> Dostatečná zpětná vazba z provinčního a okresních vzdělávacích center o implementaci IV. Učitelé a vedoucí pracovníci škol mají zájem propagovat vzdělávání dětí s postižením. <b>Rizika:</b>
	<b>Výstup 2.2:</b> Pracovní skupina inkluzivního vzdělávání zlepšuje znalosti, přístup a dovednosti v oblasti inkluzivního vzdělávání ve vybraných okresech provincie Takeo.	1) Zformovaná jedna provinční/okresní pracovní skupina inkluzivního vzdělávání, která je schopná řídit inkluzivní vzdělávání na školách 2) Alespoň 60% školních výborů z celkových 18 výborů operují ve vybraných školách	1) Přehled členů pracovní skupiny IV + jejich profil 2) struktura školských výborů, zápisy ze setkání, prezenční listiny ze školení	<b>Předpoklady:</b> Pracovní skupina je motivovaná a pracuje dobře. Zapojení školských výborů. <b>Rizika:</b>
		<b>Prostředky</b>	<b>Rozpočet</b>	



<b>Aktivity</b>	1.1.1 Pracovní skupina a školní výbory ve spolupráci s CDMD organizují osvětové kampaně/aktivity v každé škole	<b>Lidské zdroje</b> – personál Charity ČR a CRS; projektový manažer v Praze a v Kambodži <b>Zázemí</b> – kancelářské prostory, ubytování, vybavení kanceláře <b>Doprava osob</b> - letecky, na místě autem, taxi <b>Expertní služby</b> – základní průzkum, monitoring a evaluace (CDMB) <b>Překlady, tlumočení</b> - překlady odborných materiálů do angličtiny a khmérštiny <b>Tisk</b> - školící materiály, skripta, metodické příručky, handouty, letáčky	<b>Osobní náklady</b> dotace: 933 370 Kč kofinance: 317 000 Kč	<b>Předpoklady:</b> Management organizace dobře funguje, všichni zapojení aktéři spolupracují <b>Rizika:</b> Nezájem lokálních organizací poskytující sociální a zdravotní služby spolupracovat na projektu Nezájem členů místních komunit zapojit se do projektu Změna vládní strategie
	1.1.2 CDMD tvoří vazby se specializovanými službami pro děti s postižením a organizacemi, které mohou dále finančně podporovat asistenční služby (např. IRIS, Cambodia Trust, Caritas Takeo Hospital, Veteran International ...)		<b>Cestovní náklady</b> dotace: 802 254 Kč kofinance: 222 006 Kč	
	1.1.3 Budování infrastruktury (nájezdové rampy, bezbariérové záchodky, dláždění silnic) ve 14 projektových školách		<b>Vybavení a dodávky zboží</b> dotace: 8 250 Kč kofinance: 0 Kč	
	1.2.1 Pracovní skupina, ředitelé, učitelé a školní výbory a zdravotníci z nejbližších zdravotních center projdou základním školením v technikách zdravotních prohlídek dětí s postižením.		<b>Přímé náklady v místě realizace</b> dotace: 74 000 Kč kofinance: 25 000 Kč	
	1.2.2 Pracovní skupina a školní výbory ve spolupráci se zdravotními středisky vyšetřují děti ve svých komunitách a zadávají data z vyšetření do elektronické databáze		<b>Subdodávky</b> dotace: 6 088 577 Kč kofinance: 633 393 Kč	
	1.2.3 Pracovní skupina a CDMD zajišťují návaznou zdravotní péči a pravidelné kontroly dětem, které prošli základním vyšetřením		<b>Přímá podpora cílovým skupinám</b> dotace: 0 Kč kofinance: 0 Kč	
	1.2.4 Monitorovací návštěvy školních výborů a okresních vzdělávacích úřadů při implementaci programu IV v každé škole (dvakrát měsíčně)		<b>Ostatní uznatelné přímé náklady</b> dotace: - kofinance: -	
		<b>Přímé náklady projektu celkem</b> dotace: 7 90 6451 Kč kofinance: 1 197 399 Kč		
		<b>Nepřímé (administrativní) náklady</b> dotace: 593 550 Kč		
		<b>Celkové oprávněné</b>		

	1.2.5 Podpora domácích návštěv učitelů a vedoucích pracovníků škol rodin dětí s postižením		<b>náklady</b> dotace: 9 697 399 Kč kofinance: 1 197 399 Kč	
	2.1.1 Školení pro učitele v základech IV (5 dní/každé školení/pro 30 účastníků)		<b>Vklady in-kind</b> <b>(neuznatelné)</b> -	
	2.1.2 Revize a analýza stávajících IV materiálů pro učitele			
	2.1.3 CDMD podporuje a pomáhá ve všech projektových školách začlenit program IV do školních operačních plánů			
	2.2.1 Workshop pro nové členy pracovní skupiny (cíle, očekávání, role a výstupy a fungování PS)			
	2.2.2 Školení v základech IV pro nové členy pracovní skupiny			
	2.2.3 Školení pro školní výbory o možnostech použití programu IV ve školách a na práva dětí, role a zodpovědnosti			
	2.2.4 Čtvrtletní setkání školních výborů s rodiči dětí s postižením, školami - zajištění návazné podpory dětí ve vzdělávání i zdravotní péči.			
	2.2.5 Výměnné studijní návštěvy (Samrong, Krousar Thmei nebo New Humanity)			
	2.2.6 Pravidelná setkání - zhodnocení průběhu roku a plány aktivit na další rok, závěrečná evaluace			
<b>Průřezové aktivity</b>	Koordinace projektu			
	Monitoring a evaluace			

	Finanční řízení projektu			
				<b>Výchozí podmínky</b>
				<i>Fungující spolupráce s kambodžským MŠMT, zkušenosti z oblasti inkluzivního vzdělávání v Kambodži, stabilní politická situace v zemi, Policy on Education for Children with Disabilities, Národní strategický plán vzdělávání na rok 2009 - 2013, zájem ze strany kambodžského MŠMT místních vzdělávacích institucí, evaluační zpráva z pilotního projektu</i>



Ministerstvo zahraničních věcí  
České republiky

Ministry of Foreign Affairs  
of the Czech Republic

**THE MINISTRY OF FOREIGN AFFAIRS OF THE CZECH REPUBLIC**

**CALLS FOR BIDS**

**FOR A SMALL-SCALE PUBLIC CONTRACT**

**„EVALUATION OF THE CZECH REPUBLIC DEVELOPMENT COOPERATION  
PROJECT IN THE SECTOR OF OTHER SOCIAL INFRASTRUCTURE AND  
SERVICES IN CAMBODIA”**

**INFORMATION ABOUT THE CONTRACTING AUTHORITY**

Name: Czech Republic – Ministry of Foreign Affairs  
Corporate ID: 45769851, MFA is not -VAT payer  
Registered office: Loretánské náměstí 101/5, Praha 1, postcode 118 00, Czech Republic

The Contracting Authority representative competent to decide on matters of substance and on any other matter related to the contract: Václav Bálek, Director, Development Cooperation and Humanitarian Aid Department, MFA

Official responsible of the contract award procedure:  
Dita Kubíková, Development Cooperation and Humanitarian Aid Department, MFA  
E-mail: dita\_kubikova@mzv.cz and e-mail: ors@mzv.cz, tel.: +420 224 182 872

**Description of the public contract (CPV code 79998000-6 Coaching services)**

The contract will be awarded through an open bidding procedure. The aim is to evaluate the project of the Czech Republic development cooperation implemented in the sector of other social infrastructure and services in Cambodia with the emphasis on assessing its long-term impacts and sustainability, and on assessing its potential for further development cooperation.

The table shows the basic data of the project to be evaluated:

**“Program of Social Care and Inclusive Education of Children with Disabilities in Takeo Province, Cambodia”**

Remit:	Czech Development Agency
Sector:	Other social infrastructure and services
Implementation period:	2013 – 2015
Project type:	grant
Implementer:	Caritas Czech Republic
Expenditure in CZK:	8.5 million

### **Principal stakeholders**

**Ministry of Foreign Affairs of the Czech Republic (“MFA”)** - within the framework of the Czech Republic development cooperation responsible for its conceptual management, including the programming of bilateral components and of the results evaluations.

**Czech Development Agency (“CzDA”)** has been active since 1<sup>st</sup> January 2008 as an implementation agency of the Czech Republic development cooperation, and in particular, of bilateral development projects’ preparation and implementation. CzDa is currently responsible for coordinating almost the whole range of bilateral development projects of a significant scale. The CzDA coordinated the implementation of the project to be evaluated.

**Embassy of the Czech Republic in Phnom Penh** represents the Czech Republic in Cambodia also as to the development cooperation. Coordination and monitoring of development cooperation are the responsibilities of the embassy diplomatic staff member.

### **Implementer**

**Caritas Czech Republic** implemented the project via grant launched by the Czech Development Agency.

### **Partner organization**

**Catholic Relief Services (CRS)** – international humanitarian agency of the Catholic community in the United States, member of Caritas International.

**Target groups (beneficiaries)** - children with disabilities, their parents and guardians; Teachers in elementary schools in 3 districts of Takeo: Samrong, Bati and Prey Kabbas; Representatives of the Cambodian Ministry of Education, provincial and district education offices in Takeo; Representatives of the training center in Takeo; Teachers and students preparing for a pedagogical career and representatives of organizations and experts active in inclusive education for disabled children.

### **Basic project information**

The project dealt with the difficult situation of physically and mentally disabled children who have very limited education opportunities due to poor common awareness of their specific needs and lack of experience of inclusion in the education system in Cambodia. The project implemented between 2013 and 2015 in cooperation with the American organization Catholic Relief Services was linked to the previous project entitled "Inclusion of Disabled Children in Schools" from 2010 to 2012. From the original 4 pilot primary schools the activities gradually expanded into 18 basic schools in the three districts of Takeo Province in Cambodia. The project activities directly concerned 450 children with visual and hearing impairment, speech disorders and physical or mental disabilities. The main outputs were the creation of a system of inclusive education, training of teachers and other staff of educational institutions, the creation of training and teaching materials. The project's activities were also focused on improving hygiene conditions, regular health checks with follow-up care to improve the health of children.

### **Purpose of the evaluation and further use of the results**

The main purpose of evaluations is to obtain independent, objective and consistent findings, conclusions and recommendations valuable for making decisions by MFA, in cooperation with Czech Development Agency, about the future orientation and methods of implementation of the Czech

Republic development cooperation in the partner countries and sector always considering the 2030 Agenda for Sustainable Development and by Czech Government approved priority areas of development cooperation after 2017.

The project to be evaluated was selected considering recommendations from the previous evaluation cycles, Development Cooperation Strategy of the Czech Republic that is being prepared for period 2018 – 2030 and bilateral development cooperation program with Cambodia as Cambodia is one of the six priority countries of the Czech Development Cooperation approved for the after 2017 period. This multi-year project was also selected regarding high relevance of the sector of other social infrastructure and services for Czech Development Agency projects planning after 2017.

Evaluation of the project should be performed with an emphasis on the long-term impacts and sustainability of its results. The main purpose is to provide recommendations for further planning of development cooperation of the Czech Republic and Cambodia in the sector of Education, Social inclusion and Health. Recommendations shall consider the needs of Cambodia focused on the thematic areas relevant for the future Program of the Bilateral Development Cooperation of Czech Republic with Cambodia 2018 - 2023, i.e. inclusive social development. Recommendations of the evaluation will be used in the preparation and implementation of the medium-term plan for the development cooperation with Cambodia and also in the preparation and implementation of future projects.

#### **Additional information**

Evaluations of the Czech development cooperation projects are based on the **Act No. 151/2010 Sb.**, on Development Cooperation and Humanitarian Aid, the **Development Cooperation Strategy of the Czech Republic 2010 – 2017** (Government Decree No. 366 of 24th May 2010), individual government decrees on development cooperation, the applicable provisions of the **Project Cycle Methodology for Bilateral Development Cooperation Projects and relevant Cambodian strategy documents**.

Evaluation shall be performed **in accordance with the internationally recognised OECD/DAC criteria and with other specific evaluation criteria** (as follow).

No less important further expected result is the assessment of whether and how the evaluated development multi-year activities were **linked to relevant strategic development cooperation** documents of the Czech Republic and of Cambodia; whether and how they were linked with other activities of the Czech Republic development cooperation and/or other donors' activities in the same sector; whether a **mutual coordination and communication among Czech development cooperation implementers** had been implemented. Evaluation should also consider possible potential for further expansion of development cooperation as to Cambodia/area of social development.

Another expectation of contracting authority is, in the context of the topic and with regard to the project assignment (grant), **assessment of intervention logic** which should include analysis of key requirements and risks for achieving objectives, and where appropriate, analysis of methodological obstacles and constraints that may have affected the evaluation. If the evaluation team finds the intervention logic in the project documentation poorly or incompletely defined, the **reconstruction of the intervention logic** is expected as part of evaluation. Comparison to current CzDA practice in thematically similar project assignments over the evaluation of intervention logic is welcomed. The contracting authority also welcomes any recommendations related to the system or evaluation procedures.

#### **OECD-DAC evaluation criteria**

Findings and conclusions of the independent evaluation shall provide an overview of the Czech Republic activities in the sector of **Other social infrastructure and services in Cambodia** during the evaluation period, including as to internationally recognised OECD/DAC evaluation criteria, i.e.



relevance, efficiency, effectiveness and, above all, **sustainability and impacts**. Brief definitions of the OECD/DAC criteria are as follow:<sup>1</sup>

**Relevance** – the extent to which the development activity is suited to the needs, priorities and policies of the target group, and to which it meets conditions in partner (recipient) country and donor country.

**Efficiency** – degree of utilisation of input resources (scheduling, expertise, administration and management, finances etc.) regarding the actually achieved outcomes. The performed activities are assessed as to their adequacy, effectiveness and efficiency. If appropriate, alternative solutions can be proposed to achieve the defined results and objectives requiring less funds or time, or greater - regard to local conditions, etc. It can be assessed as well, whether the desired outputs and outcomes had been set up realistically. An assessment of the degree to which optimum use was made of financial resources to achieve the desired results is undertaken from both a quantitative and qualitative perspective.

**Effectiveness** – Theory of Change, the degree to which the development intervention objectives have been met – specific confirmed or anticipated utilization of the intervention results. The objective is understood as a change in behaviour, procedure or situation on the target group level.

**Sustainability** – the extent to which, or likelihood that, the **project positive effects for the target group will continue after completion of activities and funding by the donor/implementer including independent and systematic use of the project effects by partner country authorities**. Sustainability should be assessed with an emphasis on evaluating the importance that was placed during the project cycle on motivation and cooperation with the recipients and local partners, sharing ownership and identification of entities responsible for follow-up funding whilst objectively considering any obstacles.

**Impacts** – positive and negative, direct and indirect, and intended and unintended short- and long-term consequences of the project for the target group and in the partner country in general.

For the impacts criterion, the evaluation must also thoroughly address **external influences of the environment in which the project was implemented, and specify obstacles that may objectively be considered to have an influence on these impacts**.

#### **Fundamental evaluation questions:**

##### **Relevance**

- In what way was the project linked with the strategic development cooperation documents of the Czech Republic and of Cambodia?
- To what extent did the project fulfil the Cambodian governmental strategies for development and for education 2014 - 2018?
- To what extent are the project outputs relevant in terms of SDGs as to health and inclusive and quality education (SDG 3 and SDG 4), resp. as to reduction of inequalities (SDG 10)?

##### **Effectiveness**

- Were the implementers' procedures cost-effective, for example in comparison with any similar procedures of other donors' projects?
- How did the involvement of Czech and of local partner capacities in the project function including share of its funding?

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<sup>1</sup> More on the application of OECD–DAC criteria in development cooperation project evaluations is available in the attached evaluation report outline and in OECD–DAC publications, such as "Evaluating Development Cooperation. Summary of Key Norms and Standards" and "Quality Standards for Development Evaluation" (available for download at [www.oecd.org/development/evaluation](http://www.oecd.org/development/evaluation)). A thorough study of the Project Cycle Methodology for Bilateral Projects under the Czech Republic's Development Cooperation is also recommended (available at [www.mzv.cz/aid](http://www.mzv.cz/aid)).

- Were the project funds effectively spread out among Czech implementer and local partner institutions, i.e. did these resources really go where they were most needed?
- Is there any effective and functional link between the project and other donors' projects?
- Did the project reports provide sufficient information about the project implementation?
- Is it possible to identify any good practice examples (e.g. in comparison with other donors' projects)?

#### **Efficiency**

- Was the project sufficiently well elaborated, inner-coherence and logically sequenced including realistic objectives and impacts and key assumptions?
- In what way were the goals of the project met?
- What have the local partners specifically adopted from the project practice (newly created capacities or competences, etc.)?

#### **Impacts**

- What are the final objectively verifiable impacts of the project in relation to the intended impacts?
- Which external factors affected the results and impacts of the project in positive/negative ways? Were those effects anticipated in the risk analysis of the project?
- To what extent did the project help to include children with disabilities in education?
- To what extent was the project focused on identification and removing causes of children disabilities and with what impacts?
- Are there any other positive impacts, e.g. as to main target groups quality of life (related to the issues the project was about to solve)?
- Did the activities or impacts of the project reach the target groups beyond the original intention?

#### **Sustainability**

- To what extent did the local partners, including the responsible state, provincial and district institutions participate in the project preparation?
- Did the project have an elaborated exit strategy? Until what extent was it fulfilled?
- Are the project outputs consistent with the legislative and regulatory framework of the partner country?
- What follow-up project initiatives have the partner and local institutions or any other target groups implemented?
- What is the sustainability of the project from the perspective of its final recipients' ownership? Is it possible to document such ownership (real interest and participation) of the children, of their families or of the communities by any examples?
- Is it possible to implement independently and systematically the project outputs into the partner country system by its relevant authorities?

#### **Follow-up cooperation**

- Are there any project follow-up activities of the implementers or local partners?

- Are there any other subjects (schools, training centres or any other public institutions) showing their interest in similar inclusion of children with disabilities in education based on the direct experience of the project activities?

#### **Findings as to system knowledge**

- Will the themes of the project still be relevant from the perspective of medium-term and long-term (3 – 5 years) needs of Cambodia and in what areas?
- To what extent or in what areas of inclusive education support is it appropriate to use or to combine the instruments of project activities, instruments of technical cooperation or instruments of direct financial support for the Cambodia government and administration?
- As results of the evaluation, are there any system recommendations as to the focus adjustment or as to the effectiveness increase of the following development projects in Cambodia?

#### **Additional evaluation criteria**

The evaluation will also assess the project as to its **external presentation** (visibility) in the partner country and with respect to application of **cross-cutting principles of Czech development cooperation** as defined in the Development Cooperation Strategy of the Czech Republic 2010 – 2017<sup>2</sup>: **good (democratic) governance; respect for the environment and climate; respect for the human rights of beneficiaries, including equality between men and women.** Evaluators should, in particular, assess whether and how the cross-cutting principles (or some of them as applicable) are directly associated with the sector(s) focus of the evaluated project and its activities; whether and how the implementer has addressed the cross-cutting principles when formulating and implementing the project; whether in efforts to take cross-cutting principles into account during preparation and implementation of the project, the implementer (or the contracting authority during formulation of the project) encountered conflicting objectives, interests and values of the project beneficiaries/partner country, and how such situation was resolved. Regarding these aspects, the evaluation team should therefore be astute in collecting data and ascertain the viewpoints of the project's final beneficiaries (and, where appropriate, other relevant persons). From the information obtained an overall conclusion should be drawn with respect to the individual cross-cutting principles as to the extent to which the evaluated project made use of existing opportunities and avoided undesirable situations.

Evaluation of cross-cutting principles will be **piloted** in compliance with **the methodology of cross-cutting evaluation principles of the Czech Republic Development Cooperation**, that is under preparation by the Institute for Evaluation and Social Analysis – INESAN, s.r.o., (research institute), within the Omega programme of the Technology Agency of the Czech Republic. The aim of the methodology (certified upon completion) is to unify currently applied approaches and to establish suitable evaluation methods for obtaining relevant and objective indicators so that evaluation of the application of cross-cutting principles in development projects is unified and comprehensive.

Fundamental questions for cross-cutting principles evaluation in compliance with the above mentioned methodology:

- To what extent did the project reflect the cross-cutting principle of good (democratic) governance, including implementation of democratic principles?
- To what extent did the project reflect the cross-cutting principle of respect for the human rights of beneficiaries, including equality between men and women?

<sup>2</sup> Development Cooperation Strategy of the Czech Republic 2010 – 2017 can be found at [www.mzv.cz/aid](http://www.mzv.cz/aid)

- Were any negative impacts on cross-cutting principles of Czech development cooperation, especially on respect for the human rights of beneficiaries, including equality between men and women, registered at the project?

#### **Specification of other used terms**

The results of development cooperation and humanitarian projects are evaluated on three basic levels:

**Outputs:** Outputs are concrete, tangible or otherwise documented results of project activities. In general, they should be rendered by date of completion or by date of transfer to specific target groups and also by quantitative and qualitative target indicators.

**Goals:** At the level of objectives there are monitored changes in behaviour and the specific use of outputs or implemented procedures by the target groups. We can distinguish short term and long term effects of the project.

**Purpose:** At the level of intention there are monitored benefits (both positive and negative) and impacts (both planned and unplanned) as the situation of final target groups. Also social, economic, environmental and human rights issues aspects should be monitored in this part.

It is necessary to monitor external **assumptions** at each level of results. External conditions and operations beyond the direct influence of the project implementer (e.g. required permits, essential support from stakeholders, legislative, institutional and financial frameworks or use of results, provision of basic security, etc.) should be included into the evaluation of the project.

#### **Recommendations based on the evaluation findings and conclusions**

The evaluation report will give **specific and feasible recommendations**, with added value, stating the level of importance and addressed by the evaluation team specifically to the MFA, the CzDA, the implementer or other relevant development cooperation parties. These recommendations should be adequately supported by specific findings and conclusions, arranged by the main recipient or level of importance, indicate further implementation of the suggested measures, time prospect, etc. For further arrangements and practical implementation by recipients, the particular recommendations should not be addressed to different subjects.

The contracting authority expects a focus primarily on **system recommendations** for the potential future direction of development activities in the field of inclusive social development in Cambodia. The contracting authority will welcome, recommendations aimed at **increasing the sustainability and effectiveness of future similarly focused development interventions**.

However, recommendations can also be **procedural** with respect to the given type of project. The contracting authority is also prepared to receive **lessons learned of a broader nature** with respect to the management and implementation of international development cooperation recommendations in the report, or systemic lessons for the management of the evaluation process, provided that such lessons are sufficiently **specific, relevant** and **also applicable to the Czech Republic development cooperation in other partner countries**.

#### **Required outputs, deadlines**

The evaluation process will be overseen by an expert **reference group** comprising representatives of the **Development Cooperation and Humanitarian Aid Department of the MFA ("MZV-ORS")**, **the Asia and Pacific Department of the MFA ("MZV-ASIE")**, **the Czech Development Agency ("CzDA")**, **Ministry of Labour and Social Affairs ("MPSV")**, **the National Institute for Education, Education Counselling Centre and Centre for Continuing Education of Teachers**



(“NUV”), the Czech Embassy in Phnom Penh (“ZÚ”), an independent expert for evaluation methodology and a representative of the Institute for Evaluation and Social Analysis – INESAN s. r. o. Communication between the evaluation team and the reference group will be mediated by an authorised representative of the Development Cooperation and Humanitarian Aid Department. Providing impartiality the reference group members will have the right to comment on reports submitted by the evaluation team.

- The contracting authority requires the submission of one **input evaluation report** and one **final evaluation report**. The final evaluation report will subsequently be published on the MFA website.
- The input report in Czech language, structured according the attached mandatory outline, expands in detail on the evaluation methodology, describes the sets of evaluation questions and hypotheses formulated on the basis of a study of documents and interviews conducted in the Czech Republic, which are to be verified by a mission to the partner country. The input report also contains the **schedule** of the mission to the partner country, including a plan of meetings, interviews, focus groups, observations, scientific measurements, surveys, etc. Draft of the input report must be submitted for comments to the reference group **latest by 12<sup>th</sup> October 2017**.
- The input report must be discussed with the contracting authority and the reference group and submitted to the contracting authority, both as a bound hardcopy publication and in electronic form, with comments incorporated **at least 5 days prior to the team’s departure for the evaluation mission** to Cambodia.
- Final evaluation report must follow the **outline of the evaluation report for Czech development cooperation**<sup>3</sup>; the report length will be a maximum of four A4 pages of executive summary and maximum 25 pages A4 (excluding annexes). Bearing in mind the stipulated scope, the contracting authority expects the final evaluation report to contain, in particular, the key points of the evaluation, **including independent findings, conclusions and recommendations**.
- The final evaluation report shall be elaborated in **Czech language** (with an English summary), or, in the case of international evaluation team, in **English** (with Czech summary). Annexes to the evaluation report can, where relevant, be kept in the language in which they had been prepared.
- **Final draft of evaluation report** in edited way, structured in accordance with the attached mandatory outline and all annexes, must be submitted to the contracting authority for comments by **19<sup>th</sup> January 2018**. The contracting authority will collect comments from the reference group and pass them on to the evaluation team, who is required to process the content related comments (i.e. incorporate them into the body of the report, or reject them, with reasons, and in writing). If the implementer is also invited to send comments, the evaluation team must cope with those suggestions as well.
- The contracting authority expects the author to **present main findings, conclusions and recommendations of evaluation report**, reflecting the comments of the reference group and the implementer, and where appropriate the implementer’s local partners at a presentation with discussion organised by the Development Cooperation and Humanitarian Aid Department of the MFA. Any additional major observations arising from the discussion will be incorporated as a **separate annex to the final version of the report**. The date of presentation will be mutually agreed sufficiently in advance. Prior to the presentation the evaluation team shall send a visual outline of the presentation (PowerPoint) to the contracting authority for approval 2 days before presentation at MFA.

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<sup>3</sup> Mandatory outlines of input evaluation report and final evaluation report of Development cooperation of the Czech Republic can be found annexed to this document.

- The **final version of the evaluation report**, including an overview of the method used to reflect all the written comments of the contracting authority, reference group and the implementer (and local partners) must be submitted to the contracting authority by **22<sup>nd</sup> February 2018**. The final evaluation report will subsequently be published on the MFA website. The final evaluation report must be delivered to the contracting authority in hardcopy, i.e. as **one bound copy, and in electronic form on a CD/DVD**.
- The contracting authority expects the collaboration of evaluation team as to experimental implementation of **the methodology of cross-cutting evaluation principles of the Czech Republic Development Cooperation** prepared by the Institute for Evaluation and Social Analysis – INESAN, s.r.o., within the Omega programme of the Technology Agency of the Czech Republic assessment and the results included into the final evaluation report.

#### **Evaluation mission and further instructions for bidders**

- Assessment of the project's results in Cambodia, in the form of an **evaluation mission**, is an obligatory part of the evaluation process. The **minimum** research period in the partner country is **7 working days**; the recommendation is 10 days – depending on the nature of the project, geographic spread of the evaluated activities, local transport conditions in the partner country, the number of relevant authorities, etc. – depending, however, on the methods selected by the evaluator. With regards to the overall schedule of the evaluation contract, realization of **evaluation mission** is expected by the MFA **during November 2017**. The evaluation team provides specific date in cooperation with Embassy of the Czech Republic in Phnom Penh, implementers and local partners of project.
- During the course of the evaluation, the author will conduct interviews with representatives of the MFA, MPSV, NUV, CzDA, the Embassy of the Czech Republic in Phnom Penh, the project implementers, representatives of recipients and partner institutions of Cambodia; also interviewed should be representatives of the state administration and local government (and other respondents if required).<sup>4</sup>
- The author should start formulating the main focus of the findings, conclusions and recommendations while still on the mission in the partner country. During the evaluation mission, the author will hold an opening and closing briefing for stakeholders (relevant authorities of the partner country, representatives of the project recipients, local implementation partners and implementers, the Czech Embassy in Phnom Penh, etc.), at which the anticipated, and then the obtained findings and conclusions of the evaluation can be tested in discussion with these stakeholders, and initial feedback can be obtained. The presentation or minutes from the closing briefing should be included as an annex to the final evaluation report.
- The evaluators are also expected to hold **detailed consultations with the Embassy of the Czech Republic in Phnom Penh**. The evaluation team can contact the Embassy with requests for logistical support or for mediating interviews at ministries and other authorities of the partner country. However, **the Embassy should not be requested to help the evaluation team unless strictly necessary**.

#### **Publication of the call and receipt of bids**

The public contract will be awarded through an open bidding procedure. The call for bids is published on the MFA website on 25<sup>th</sup> May 2017.

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<sup>4</sup> However, during the evaluation mission in the partner country, this need not be limited to individual interviews – the methods for obtaining and verifying information are based on the evaluation team's methodological procedure.



**Bids must be based on supporting documentation concerning the project that is to be evaluated.** Requests for supporting documentation must be sent by e-mail to the organizer of the contract award procedure: [dita\\_kubikova@mzv.cz](mailto:dita_kubikova@mzv.cz) and copied to email: [ors@mzv.cz](mailto:ors@mzv.cz)

The time limit for receipt of bids is **13 June 2017, 14:00 (CET)**.

Bids must be submitted **by registered mail or delivered personally** both in paper and electronic form on a data storage device (e.g. a CD) to the **Ministry of Foreign Affairs of the Czech Republic:**

**Ministerstvo zahraničních věcí ČR  
Odbor rozvojové spolupráce a humanitární pomoci  
Loretánské náměstí 101/5  
118 00 Praha 1  
Czech Republic**

Bids must be submitted in a sealed envelope marked as follows:

- title of the public contract;
- bidder's full name (or business name) and address;
- note "NEOTVÍRAT" ("do not open");

**„VEŘEJNÁ ZAKÁZKA – NEOTEVÍRAT – HNED PŘEDAT ORS – VYHODNOCENÍ PROJEKTU ZRS ČR V SEKTORU OSTATNÍ SOCIÁLNÍ INFRASTRUKTURA A SLUŽBY V KAMBODŽI“.**

Bid is considered as **submitted by registered mail** according to the date and time registered by the mailroom of the contracting authority – Ministry of Foreign Affairs.

Bids may be **submitted personally on working days from Monday to Friday from 8:00 a.m. to 16:00 p.m. (CET) at the reception of the MFA building** (see the address above). Bid is considered as submitted at a moment of physical takeover of bids by responsible employee of the contracting authority. For physical delivery it is necessary to contact the respective employee in charge or his/her substitute.

Employee in charge of the public contract organization is Mgr. Dita Kubíková, e-mail contact: [dita\\_kubikova@mzv.cz](mailto:dita_kubikova@mzv.cz) and copied to e-mail: [ors@mzv.cz](mailto:ors@mzv.cz), tel.: + 420 224 182 872

Bids submitted through other channels (e.g. by fax or e-mail); bids delivered to another address and bids submitted after the deadline **will be rejected and the commission will not open them**. The MFA shall promptly notify the applicant that its bid was submitted after the deadline for submission tenders.

Bids may be submitted in **Czech, Slovak or English languages**. Bids submitted in other languages will not be accepted.

**The MFA reserves the right to reject bids that do not completely meet all the requirements set out in this Call for Bids.**

**The candidate is not entitled to any compensation for costs associated with participation in this Call for Bids.** Any issuance associated with the submission of bids shall be borne fully by the bidder at their expense. With the exception of those submitted after the deadline for submission of bids, the bid will not be returned and will remain with the contracting authority as a part of the tender documentation for this public contract.

### **Evaluation team**

The evaluation may be carried out by a **team of independent individuals** (one of them being the team leader responsible for all provided services to the MFA) or by a **legal entity** with the appropriate team of experts (one of them being the team responsible for communication with the MFA).

The MFA regards as reasonable **evaluation team of 2-3 experts**, including the **main evaluator** (preferably an expert on evaluation methods, with overall responsibility for entire evaluation process and reporting); **expert(s)** with a focus on the themes of **education, health or social inclusion**, and/or **expert on inclusion of children with disabilities in education and society** and also a **local expert** (or a junior member of evaluation team) with in-depth knowledge of partner country local situation. The expert team may be complemented by other team members (e.g. interpreters, surveys' interviewers, administrators, experts involved in the evaluation or control of data, etc.).

### **Bids must include the following:**

- **Methodological approach** of the evaluation team, including a work plan (detailed description of a methodology specifically proposed for the evaluation of the project of development cooperation of the Czech Republic in Cambodia);
- Firm **statement of duration of evaluation mission in Cambodia** (in days, not including the dates of arrival and departure);
- **Composition of expert evaluation team**, i.e. names and field of expertise of those who are about to participate in the evaluation, including a **clear definition of their participation in the evaluation mission, or in part of the mission** (what part, how many days), and including their planned roles in the evaluation report elaboration;
- **CVs of the evaluation team experts**, with clear specific information on their education, skills, expertise and experience relevant to this evaluation;
- **An overview of other evaluation team members** participating in the evaluation, including description of their roles;
- **Statutory declaration on fulfilment of the qualification requirements** (see page 12); prior to signing the contract, the bidder must be able to demonstrate fulfilment with applicable documents/certificates; in the case of foreign evaluation team the fulfilment can be proved by analogous foreign education and experience;
- **Statutory declaration of the bidder – A Statement of Truthfulness** (see annex);
- **Bid price** stated both excluding and including VAT (non-VAT payers must quote the price without the VAT and state that they are non-VAT payers). The anticipated total cost of this public contract is within an **indicative range of 430,000 – 480,000 CZK excl. of the VAT**;<sup>5</sup>
- The completed **Total Evaluation Budget** table (see annex) – the cost budgeted in the table is binding on the bidder. Any subsistence expenses (per diems) included in the Total Evaluation Budget must be broken down per person/day and their amounts must comply with the applicable Czech regulations. Bidders should note that before paying the cost of this public contract the MFA will request a statement of the costs actually incurred, broken down by the items of the total Evaluation Budget. In justified cases, and after prior approval from the

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<sup>5</sup> This tender is announced pursuant to Act No. 137/2006 Coll. about Public Procurements, as amended, as a small-scale public procurement with an estimated value up to 500,000 CZK, excl. VAT. The contracting authority, however, does not intend this indicative range to serve as a strict definition of either a minimum or maximum price. The bid price must cover all of the evaluation team's costs, i.e. the time spent working in the office (document analysis, report writing, the incorporation of comments), the cost of the evaluation mission to the partner country (the remuneration of team members, airfares, local transportation, briefings, accommodation, meals, interpreting, telephone calls), the remuneration of team members for time spent on the final presentation, etc.

contracting authority, the evaluation team may be allowed to transfer funds between budget items to a maximum level of 10 per cent of the Total Evaluation Budget whilst maintaining the total bid price unchanged. If the total expenditure is in reality less than that budgeted in the bid submitted to the tender, the contracting authority will reduce the final sum payable by this difference compared to the bid price of the winning bidder. If on the other hand the actual costs are higher than those budgeted in the bid, this additional amount will not be paid by the contracting authority.

- **Statutory declaration of independence** signed by all members of the evaluation team. **All persons, or experts from the team of a legal entity, must simultaneously meet all the following independence conditions.** The statutory declaration of independence is signed by all persons, or a legal entity and all the participating experts in its team.

#### **Independence conditions applying to evaluation team members**

- None of the evaluation team members was involved at any stage in the preparation, selection or implementation of the project to be evaluated. Furthermore, none of the evaluation team members was involved in the preparation of project proposals that competed with the evaluated project in a tender.
- None of the evaluation team members is an employee or external associate of the project coordinator, nor had he been during the period of the preparation and implementation of the evaluated project; none of the evaluation team members is an employee or external associate of the project implementer, nor had he been during the period of the preparation and implementation of the evaluated project.
- In addition to the conditions defined above, none of the evaluation team members has been involved in the implementation of projects of development cooperation of the Czech Republic in the country of the evaluated project (Cambodia) in the year prior to evaluation, in the year of the evaluation, and will not be involved in such project in Cambodia in the subsequent year.

#### **Qualification requirements for Evaluation Team Experts**

- All evaluation team experts as specified above must be higher education graduates;
- All evaluation team experts must have at least 4 (four) years of professional experience as specified above;
- All evaluation team experts must have a past record of participation in at least one comprehensive evaluation of results of a project, programme or similar intervention (participation throughout the whole evaluation process);
- All evaluation team experts must have completed at least one training course or higher education course on evaluation or project/program cycle management or results-based management; or must have a past record of performing an evaluation as part of thesis/dissertation work at a higher education institution, provided that the resulting thesis/dissertation was successfully defended and accepted;
- All evaluation team members participating in the evaluation mission must fulfil the English and/or local language skills – the bidder must submit a CEFR certificate (at least B1) for each of these team members. Alternatively, the bidder may submit (for each of team member) a statement confirming that the team member meets the above mentioned language requirements. In such case, the contracting authority has the right to test the language competency of team members before awarding the contract.

### **Bid assessment criteria (0 to 100 scoring scale)**

**The main assessment criterion will be value for money.**

**The sub-criteria will be as follows:**

**1. Lowest Bid Price (excluding the VAT): 0-40 points**

Maximum (40) points will be awarded for **the lowest Bid Price**. The remaining bids will be scored as follows:  $\text{lowest bid} / \text{bid currently under assessment} \times 40$  points = points awarded to the bid under assessment/.

**2. Professional quality, relevance (specific targeting) and feasibility of the proposed evaluation methodology, including timetable, work plan and distribution of tasks within the team: 0-30 points**

The highest points will be awarded for a methodology that provides a theoretical framework for the proposed methods and identifies any limitations the methods may have, and usefully combines these methods and the OECD/DAC evaluation criteria – typically in the form of evaluation questions, the method for the identification and triangulation of data, etc. **Strict compliance with the outline of the evaluation reports (input and final) and logical connections between findings, conclusions and recommendations with the stipulated evaluation questions** is expected. An optimal methodology will define a **timetable** of work including a tentative programme of the evaluation mission to Cambodia and the division of tasks and competences within the team. These procedures must be proposed realistically. The contracting authority would welcome evaluations based on the **Formal Evaluation Standards** of the Czech Evaluation Society<sup>6</sup>. Emphasis will be placed on **professional quality, the specific targeting of the proposal and the feasibility of the evaluation methodology**.

**3. Expertise and previous experience with development projects evaluation focused on education, health, resp. inclusion of children with disabilities in education and society : 0-20 points**

The highest points will be awarded to an evaluation team offering optimal combined expertise in **in the field of development projects evaluation focused on education, health, resp. inclusion of children with disabilities in education and society**. “Expertise” means a combination of theoretical knowledge and professional experience. In case the team has expertise in related fields, part of the points will be awarded for the depth, breadth and transferability of such knowledge. The team’s expertise and experience in the sector (energy generation and supply) will be assessed on the basis of any supporting documents enclosed with the bid.

**4. Experience from developing or transforming countries, namely from Asia territory; and experience from development cooperation: 0-10 points**

The highest points will be awarded to an evaluation team offering optimal documented experience with work, research or similar activities in developing or transforming countries, including in at least one **Asia** country. The experience may include (but need not be limited to) development cooperation or of development cooperation as an activity and part of foreign policy, e.g. the planning, implementation, monitoring and evaluation of specific development projects, or broader assistance programmes, work at the theoretical or research level of development cooperation etc.

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<sup>6</sup> www.czecheval.cz



Experience directly from Cambodia is an advantage. The criterion of prior experience of the evaluation team from developing countries and with the development cooperation will be assessed on the basis of the submitted bid documentation.

The highest number of points awarded to any bid for criteria 2 – 4 may be less than the maximum numbers stated above. The points are awarded by an expert assessment board.

The bid awarded by the highest number of points summing all above mentioned criteria points and meeting all other requirements defined by this Call for Bids will be considered the most economically advantageous bid.

#### **Assessment of bids**

Bids received within the set time limit will be opened by a **bid opening board**. The board will check each bid for compliance with the formal requirements of this contract award procedure. Qualifying bids will be presented to the **assessment board** for assessment against the above **criteria** and selection of the best bid. All interested bidders will be notified of the selection result by contracting authority within 5 working days. The result of the assessment will be published on the MFA's website<sup>7</sup> by **14 July 2017**.

#### **Contract of Mandate**

Following selection of the best bid, the MFA will enter with the selected bidder into a Contract of Mandate for evaluation of the above mentioned project. The Contract of Mandate will be concluded on the basis of Section 1724, paragraph 2 of Act No. 89/2012, the Civil Code, as amended.<sup>8</sup> It will include a clause in which the parties agree that the information contained in the Contract of Mandate and any amendments thereto will not be regarded by the parties as a business secret in terms of Section 504 of Act No. 89/2012, the Civil Code as amended, and that the parties give their unconditional consent to the disclosure and/or publication of such information namely in accordance with Act No. 106/1999 concerning free access to information as amended. A checklist of the requirements related to this public contract must be included in an annex to the Contract of Mandate.

#### **Final provisions**

The MFA will not return any of the bids received on the basis of this announcement. The MFA reserves the right to change the bidding terms and conditions or to cancel the tender without giving any reason.

#### **Annexes:**

Mandatory outline of input evaluation report

Mandatory outline of final evaluation report

Statutory declaration of truthfulness (mandatory part of a bid)

Statutory declaration of independence (mandatory part of a bid)

Total Evaluation Budget table (mandatory part of a bid)

Evaluation of Crosscutting Themes in the Czech development cooperation (TAČR TD 03000401)

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<sup>7</sup> See <https://www.mzv.cz/aid>.

<sup>8</sup> See Act No. 89/2012, the Civil Code (Part 6 – Public tender and selection of the best bid).

## Annex K - Response to Feedback Comments

### Comments on the draft final evaluation report for the ZRS project in the Other Social Infrastructure and Services sector in Cambodia

*„Social Care and Inclusive Education for Children with Disabilities’  
Takeo, Cambodia “carried out under the responsibility of the CDA in the years 2013 – 2015:*

#### MZV:

#### Crucial Remarks:

<p>In the framework of the initial consultation with the winning evaluation team, in regard of an absence of the chapter dealing with the identification of risks of the evaluation in the tender and taking into account an international composition of the team, the contracting authority drew attention to the need to know and take into account the specifics of the ZRS ČR system when processing the evaluation. The aim of the request was to ensure that the expected findings and recommendations for further development activities in Cambodia in the area of inclusive social development on the system and process level are sufficiently specific, relevant and usable for ZRS in other partner countries. In order to ensure maximum correctness and usability of the recommendations received, the contracting authority in its feedback to the inception report also emphasized the need that the team is fully acquainted with the ZRS ČR system or, at least the knowledge of the ZRS ČR system is reflected in the report. We therefore recommend to review the report and take into account the above or supplement recommendations for further implementation of the ZRS in the given area.</p>	<p><b>Reply:</b> the methodological Expert has again reviewed the Czech Republic strategies regarding development cooperation, while the Team Leader during a skype telephone meeting with MFA representatives discussed the issue of ‘legal constraints’ to finance an organisation which is not registered in the Czech Republic. Text has been added and/or adjusted accordingly (see 4.1)</p>
<p>We recommend updating the text of the report with regard to the current status of the ZRS strategic and program framework (the ZRS Strategy, the Bilateral Cooperation Program) - i.e., for example, the results of the evaluation will no longer be used for the preparation of the cooperation program, but for further realization; the thematic priorities concern the ZRS ČR as a whole (and in particular bilateral cooperation, not only multilateral), etc.</p>	<p><b>Reply:</b> text has been adjusted.</p>
<p>In the comments to the inception report the contracting authority has recommended to strengthen the internal coordination of the activities of the evaluation team so that the individual outcomes of the evaluation are outwardly consistent and coherent, interrelated and logical - therefore, we recommend to review the report and take into account the above.</p>	<p><b>Reply:</b> the evaluation team has been coordinated by the Team Leader who has assured consistency while drafting the report. The comments to the draft report – which overall have been accepted - have assisted in further consistency.</p>
<p>We do not agree with the evaluation team's approach to evaluating effectiveness when the evaluation was rejected purely on the basis of the Cambodia evaluation mission. It is recommended to use the knowledge that was available to the evaluation team (project and implementation documents and oral information shared by the CDA and the implementer - Charity of the Czech Republic and the local partner). This knowledge has been partly used in the “value for money” assessment.</p>	<p><b>Reply:</b> although the meaning of the first sentence of the comment is quite difficult to understand we think that here is referred to the little information in the report about the manner of implementation. It is noted in the report that despite repeated requests for more substantial data on the implementation practices and use of resources both CCR and CRS never has replied to these requests.</p>
<p>In order to maximize the correctness and usability of the recommendations received, as well as taking into account their subsequent settlement, we recommend a revision of the formulation of recommendations, and we recommend to distinguish the final recipients according to the responsibility within the ZRS ČR. We also recommend that the formulation of recommendations is more specific, incl. indications of severity, methods of implementation of the proposed measure, time horizon, etc. - see the proposed overview of recommendations in the mandatory outline of the final report.</p>	<p><b>Reply:</b> we have included a more elaborated text to explain the need for the recommendations and also included methods for implementing the recommendations. In the ExSum we have replaced the text on recommendations with a table which includes severity and methods.</p>



<p>We would welcome feedback from working with the Pilot Methodology for evaluating cross-cutting principles, for example, in the form of a separate annex for the contracting authority.</p>	<p><b>Reply:</b> a separate but brief report will be submitted.</p>
<ul style="list-style-type: none"> <li>• We recommend to review the text from the point of view of internal logic and overall clarity - repeating passages, graphic editing, fonts, visibility of text in frames, etc.</li> <li>• We recommend the overall language proofing of the Czech part of the text.</li> </ul>	<p><b>Reply:</b> done</p>

**CzDA:**

**Crucial Remarks:**

<p>The draft final report does not cover all the areas set out in the tender specifications. It is therefore recommended to revise the compliance of the proposed text with the requirements of the (ToR) independent evaluation. There were no "good practice examples" or "lessons learnt" found in the text. The information about possible subjects interested in this type of intervention is missing. Not all evaluation questions are answered.</p>	<p><b>Reply:</b> see the Evaluation Questions – responded to in report file which demonstrates that all evaluation questions have been addressed although some could not be answered for lack of data – in particular regarding use of resources and GP &amp; LL.</p>
<p>It is recommended to develop further a chapter on recommendations - recommendations for future orientation and methods of ZRS are mentioned only marginally. System recommendations are not processed at all, the whole chapter of the recommendations should be expanded and developed in detail as it is specified in the assignment.</p>	<p><b>Reply:</b> done</p>
<p>It is recommended to revise the consistency of the proposed report with the mandatory syllabus (part of the assignment), where the chapters "conclusions" and "recommendation" are separated, while in the proposed report they are merged and combined and cover only 2.5 pages.</p>	<p><b>Reply:</b> done</p>

**Representative office in Cambodia**

<p>More specific recommendations for the actual implementation of the project are missing. Good and bad examples of practice - lessons learned for the future (if possible).</p>	<p><b>Reply:</b> for lack of data on the actual implementation of the project no recommendations for improvement could be made, neither mentioning of GP &amp; LL</p>
<p>In Chapter 3.3.2. in the table, it would be good to highlight which of the project outputs were of high, medium and no visibility during the ex-post evaluation.</p>	<p><b>Reply:</b> the main intended change was behaviour, something that could be detected during the mission but is not per se visible. Therefore, the visibility level is not indicative of its achievement and listing the level of visibility would not be suitable.</p>
<p>For the sake of clarity, it would be advisable to make (or expand an existing) table in the „Conclusions and Recommendations“ chapter. In the table basic recommendations of the chapter should be formulated (repeated) in a clear and concise way.</p>	<p><b>Reply:</b> done, as well in the ExSum</p>
<p><u>The evaluation lacks procedural and systemic recommendations and recommendations aimed at increasing sustainability and efficiency in future projects, eg:</u></p>	
<p>1) Whether it is appropriate to continue implementing projects of the similar size? - whether, based on the findings of the evaluation team, are such large / small projects able to contribute to systemic</p>	<p><b>Reply 1:</b> done. It is recommended to finance ‘IE in the whole province’ (refers to size).</p>

<p>change? (In the recommendations, it is only stated that micro-level cooperation has proved to be effective)</p> <p>2) Has the distribution of the financial resources provided in the project structure been optimal? Are there any recommendations in the future for this matter? (The issue of the effectiveness of finance is dealt with in Chapter 3.3.4, however, there are no recommendations.)</p> <p>3) In the body of the report itself several other shortcomings are mentioned in different places, which can be formulated into the recommendations in the conclusion and used as a procedural recommendation.</p>	<p><b>Reply 2:</b> categorised data on distribution of resources was not provided, only one table with main budget categories without detail by CRS and an itemised accountancy sheet by CCR. No conclusions can be made based on this insufficient data. No report on how the management or implementation has taken place was provided or available.</p> <p><b>Reply 3:</b> any shortcomings mentioned in the report are linked to stakeholders such as parents, working groups or education officials, but not to project staff or management as this information is not made available or found during the evaluation. Therefore these can't be used to formulate recommendations for implementation.</p>
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### Independent Expert - Daniel Svoboda

My first key comment concerns the fact that **the report does not follow the official template**. This influences the coherence of the text of the report in several aspects. **Response: The official report template has been used although some short chapters were merged. This has been corrected.**

All the comments and some other minor corrections (including partially corrected formatting) are proposed in the revision mode in the submitted draft report. **RESPONSE by Author: all comments in the first and second version of the draft report have been addressed, see Response to Comments in Report. Below are given the team's responses.**

- 1) There is a minor problem with merging the required Chapter 1 – Introduction and Chapter 2 – Information on the evaluated intervention. This can be easily corrected by renumbering the chapters (and subchapters). **Response: done.**
- 2) Merging the descriptions of effectiveness, impact and sustainability (already in the Summary) indicates problems in the project logic scheme (i.e. overlaps between outcomes, objectives and the goal, and missing health care at objective and goal levels; while the project title mentions social care instead). From this point of view, I am missing the reconstructed logic model. In addition, the original Table of outputs and indicators (with no update at the end of the project) is assessed and attached instead of the obligatory logical framework matrix. This should be corrected. **Response: done.**
- 3) Several evaluation questions (from the ToR) are responded under inappropriate subchapters (criteria) and also the order of evaluation criteria does not correspond to the template (should start with OECD/DAC criteria and then crosscutting principles) – the evaluation questions, findings and conclusions are thus not coherent. **Response: Author originally followed the sequence of Evaluation Questions under the various criteria but accepted the suggestions for moving some text if that improved the logic flow of the report.**  
Recommend highlighting the inconsistency of the logframe with the narrative description of the intervention logic in the proposal. **Response: Evaluator does not agree as the logframe reflects the narrative properly. The healthcare service component is not included at the objective level in both the narrative and the logframe.**
- 4) Also the required Chapters 5 – Conclusions and 6 – Recommendations are merged together. This can be easily corrected by renumbering, but there is also a problem that for the systemic questions, there are no evaluation findings and conclusions, only the recommendations. In addition, all recommendations are too vague and do not propose any specific steps what should be done by who, how and when (“considering” is not an applicable recommendation).
- 5) Finally, some obligatory annexes are missing – besides the above mentioned reconstructed logic also the summary results from the interviews and focus groups. **Response: these have been submitted separately together with the revised draft report.**
- 6) The report also mentions 5 case stories but these are neither listed nor attached; only 4 shortened case stories are quoted in the text (please do not mention the names of children). Therefore, there is a little evidence for validation of the findings. It is a pity as the review of evaluation methodology is quite detailed and the evaluation design seems to be quite strong. Also some photos from observations could help to document the findings (e.g. regarding access for disabled children). **Response: the four case stories included in the report are meant to illustrate various cases, not to provide evidence to validate findings. Several photos are added in the final report.**

Besides the above problems related to the report template, I have several other comments to be reflected (listed in chronological order):

- 7) Table 2 (page 6): Only the assumptions from the project document are listed. Are there other key assumptions identified by the evaluation team? E.g. the missing national support for follow-up... **Response: for an evaluation taking place at least 5 years after making the project proposal it would only make sense to look at the assumptions made by the project or those listed in project implementation reports. However, two more assumptions noted by the commentator have been included in the table.**
- 8) Table 3 (page 8): Regarding the mentioned 5 aspects, please explain them and/or add a reference to Graph 1. The 9-step Manual seems to be very valuable output (with potential policy impact), I recommend more detailed description (at least listing the 9 steps). **Response: done.**
- 9) Chapter 3 (page 11 and further on): Many evaluation questions and responses are listed under inappropriate headings (subchapters) – please refer to the ToR and to the definitions in the evaluation report template. **Response: text moved as suggested. A footnote has been added to the chapter title to explain that the Evaluation Questions as listed in the ToR are not kept in the chronological order but put under the headings as suggested by the commentator.**
- 10) Relevance (page 12): There is no finding related to the Czech Development Cooperation Strategy and other strategic documents, except for mentioning the SDGs but these are not included in the quoted Strategy 2010-2017. **Response: the Methodological Expert, who reads Czech language, has reviewed again after the Reference Group meeting all monitoring, annual and other relevant project reports provided in Czech language to identify descriptions of implementation practices (and Good Practices or lessons Learned) and use of resources. However, no more substantial and factual descriptions of practices or use of resources have been found.**
- 11) Table 6 (page 13): The activities should be described under the efficiency. The same with the reporting. In addition, the evaluation mentions lack of reports about project implementation and therefore does not assess the efficiency. But there are obligatory biannual and annual reports, including financial reports, which are available at the CzDA (and must be approved before allocating the funds for project continuation). If there is really a lack of information, there should be a concrete recommendation how to avoid such gaps in the future. **Response: see above. Repeated requests to CCR or CRS for the full annual reports preferably in English were not honoured.**
- 12) Case story 04 (page 15): I recommend starting with number 01. **Response: the number is the ID of the case in the field reports not the chronological order in the report. All case stories have been submitted separately.**
- 13) Good practice example (page 15): It is not clear how the text relates to the question on good practice. An example of good practice can be a concrete activity or approach that was the most influential/effective in “persuading” the parents about the importance of education, or in engaging the teachers. The 9-step Manual seems to be a good example of influential approach. **Response: the Manual has been added as a good practice.**
- 14) Value for Money (page 18): This relates to efficiency. However, I expect that the CCR staff had also some expert roles, not only administrative ones; this should be considered. **Response: Team Leader has for a third time emailed CCR to ask for explanation of the seemingly high proportion of withheld finances, but no reply was received.**
- 15) Impact (page 19 and further on): three out of six key evaluation questions are not explicitly responded, which might also relate to a poor description of the goal (and overall project logic) in the project. These missing questions are: What are the final verifiable impacts in relation to the intended impacts? Are there any other positive impacts? Did the project reach the target groups beyond the original intention? (The last question can relate to replication in other schools or communes or districts.). **Response: see 4.4.1 on p. 18-19 and 4.4.2 on p. 19 with text to answer these questions. Boxes with the missing questions have been added as suggested by the commentator.**
- 16) Crosscutting principles (page 22): I recommend adding the evaluation questions to be consistent. And explaining the acronyms. **Response: done.**
- 17) Table 10, HRRL23 (page 23): The statement about restricted access to health care does not correspond with the positive results stated before. **Response: text adjusted.**
- 18) Beneficiary Perspective (page 27): Please add the related question: What is the sustainability of the project from the perspective of its final recipients’ ownership? Add question on ‘Exit Strategy’. **Response: done.**
- 19) Conclusions (page 28 and further on): I recommend replacing the icons by narrative conclusions. The link to the Czech strategic documents/priorities is missing in the conclusions on relevance. The efficiency can be assessed, in my opinion. Misleading merging of effectiveness and impacts relates to the problems in project logic mentioned above. The response to the evaluation question on follow-up (under Sustainability on page 29) is missing. I recommend adding narrative conclusions on crosscutting principles (quite positive in my opinion), and on visibility. Compliance with Czech strategic documents should be mentioned here. **Response: done.**
- 20) Recommendations (page 30 and 31), besides the general comments above: There are no findings and conclusions substantiating the first 2 recommendations (project support X financial support). So far, there are legal constraints in providing project grants to foreign partners (recommendation 1). Recommendation 2 should be clearer – either to consult the UN or not providing financial support to the governmental bodies. Recommendation 3 should be addressed to CzDA for identification (or formulation in case of tenders) or to implementing organisations (in case of grant schemes), however, it is very specific and narrow – only for the same kind of projects. Recommendation 4 is not clear and can be interpreted as self-criticism (that the evaluation team focused too much on activities and results) but it probably proposes changes in selection of the interventions to be evaluated (MFA and Working Group on Evaluation) or the changes in ToR (MFA). Recommendation 5 can be problematic, but in general, consulting the implementing organisations before preparation of the ToR can be useful (the plan of evaluations is openly published

and therefore all stakeholders are informed in advance). However, more pragmatic approach would be informing via the MFA channels the local partners in advance about the purpose and scope of the evaluation. There are no recommendations focused on strategic orientation of the future cooperation in the given sector (see also the missing response to the question whether the themes of the project will be still relevant in the coming years) or on improvement of project management and reporting (see the stated problems with evaluating the efficiency). **Response: adjusted as suggested.**

21) **The following comments were received during and after the final Reference Group meeting:**

- Regarding commendation 1: not support asking foreign NGO to register in Czech Republic. **Response: instead we recommend to address the legal constraints to finance directly foreign organisations.**
- Regarding recommendation 4: too vague and no concrete proposals what should be improved in the current templates or procedures. **Response: The issue of making recommendations for reporting templates and procedures have not been commented upon during the Reference Group meeting. No such templates or descriptions of procedures have been received. It seems to be not the mandate of the Evaluation Team to recommend practical improvements to these technical documents or procedures of CzDA.**



Ministerstvo zahraničních věcí  
České republiky

Ministry of Foreign Affairs  
of the Czech Republic

MANDATORY OUTLINE OF FINAL EVALUATION REPORT

*Title page*

**FINAL REPORT OF EVALUATION  
OF THE CZECH REPUBLIC  
DEVELOPMENT COOPERATION  
PROJECT IN THE SECTOR OF OTHER  
SOCIAL INFRASTRUCTURE AND  
SERVICES IN CAMBODIA**

... Title, project code (evaluated intervention) ...

month and year of report completion

Evaluation team (*or the logo of the evaluating entity*)

Main evaluator: ...

Expert: ...



**Identification form (1 page A4)**

Partner country (country of implementation):	Project locations:
Project title in Czech and English:	Sector:
Coordinator:	Implementer:
Project Start Date: month/year	Project End Date: month/year
Total contribution utilised from Czech development cooperation funds (CZK):	Total funds utilised, including co-financing (CZK):
Other donors engaged in the project:	
Authors of the evaluation report:	
Date, signature(s):	



### **Executive summary** (*max. 4 pages A4*)

- Purpose of the evaluation
- A very brief description of the intervention and the context of evaluation
- Identification of the evaluation team
- The most important findings and conclusions in relation to the evaluation brief
- Important recommendations, stating:<sup>1</sup>
  - recommendation level: on the project theme and continuation of the Czech Republic development cooperation in the given sector and country; as opposed to procedural and systemic recommendations with potentially general application in development cooperation;
  - specific addressee (Ministry of Foreign Affairs, Czech Development Agency, implementer, etc.);
  - degree of seriousness and urgency of the recommendation

### **Contents** (*with page numbering – maximum 25 pages A4 excl. annexes*)

#### **1 Introduction**

- Evaluation context: what interventions were evaluated and to what extent (subject matter and time)
- Purpose of evaluation: information on the contracting authority and its main expectations regarding the evaluation, (i.e. what, in particular, is to be ascertained by the evaluation, what the results and suggestions from the evaluation will be used for) usually formulated as several key evaluation questions
- Information on evaluation team

#### **2 Information on the evaluated intervention**

- The addressed issue in the wider context (why the given theme was selected); the approach selected to address this issue; the method of financing; a description of objectives and outputs; a brief commentary on the implementation process
- Basic commentary on the logic of the project structure (if necessary the reconstruction of the intervention logic as an annex)
- Key assumptions and risks - which ones have been identified; what other major external factors have emerged in the course of the project; in what way did the assumptions and risks influence the implementation or results of the intervention; how the project coordinator and implementer, or other stakeholders, reacted to situations that arose
- Brief information on implementers

#### **3 Evaluation methodology**

- A summary of the methods used for collection and analysis of information

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<sup>1</sup> Arguments underpinning recommendations can generally be set out in the main body of the report; here in the executive summary we suggest stating arguments only where there is a pressing need to do so.

- Recorded methodological and other obstacles and employed solutions; a justification of potential changes when compared to the initial offer; finding the limits of the evaluation (degree of data validity, etc.)
- Assessment of evaluation approaches in relation to observing ethical principles during the evaluation and during meetings with respondents and other players
- Brief information on qualifications of members of the evaluation team and allocating tasks within the evaluation team (approximately 3 lines for each team member)

#### **4 Evaluation findings**

- Main results of information collection and analysis, structured in accordance with the evaluation criteria and/or the main evaluation questions as to the Terms of Reference or approved Input Report

**Relevance** – the extent to which the development activity is suited to the needs, priorities and policies of the target group, partner (recipient) country and donor country.

**Efficiency** – degree of utilisation of input resources (scheduling, expertise, administration and management, finances, etc.) regarding the actually achieved outcomes. The performed activities are assessed as to their adequacy, effectiveness and efficiency. Where appropriate, alternative solutions can be proposed to achieve the defined results and objectives in a way requiring less funds, less time, or with greater regard to local conditions etc. It can be assessed as well, whether the desired outputs and outcomes had been set up realistically. Assessment of the degree to which optimum use was made of financial resources to achieve the desired results is undertaken from both a quantitative and qualitative perspective.

**Effectiveness** – Theory of Change, the degree to which the development intervention objectives have been met. The aim is to see changes in behaviour, technique or situation on the level of target groups.

**Impacts** – proved or probable positive and negative, direct and indirect, and intended and unintended consequences of the project for the target group and in the partner country in general.

**Sustainability** – the extent to which, or likelihood that, the project's positive effects for the target group will continue after completion of activities and funding by the donor/implementer, in relation to local conditions.

For the effectiveness, impacts and sustainability criteria, the evaluation must also thoroughly consider external influences of the surroundings in which the project was implemented.

**Consideration of cross-cutting principles, cultural and other ethical aspects during the implementation** – summary of the findings of positive and negative impacts of the project on each cross-cutting principle formulated by the set of indicators from the Methodology for evaluation of cross-cutting principles of development cooperation of the Czech Republic.

**External presentation (visibility) in the partner country.**

**Other specific requirements of the contracting authority** (for example degree of coordination with other projects, follow-up activities).

## 5 Evaluation conclusions<sup>2</sup>

- Conclusions derived from significant evaluation findings, and in relation to the evaluation criteria, related evaluation questions and purpose as set out in the brief

For each criterion, an **evaluation rating** will be provided which reflects the degree of fulfilment of the given criterion, always accompanied by the main reasons for this rating (very briefly). However, the project as a whole is not to receive an overall evaluation rating.

**Scale indicating the degree to which an evaluation criterion has been fulfilled** (for cross-cutting principles, the supplementary evaluation can be used “one of the main project objectives”, e.g. for care of the environment and climate in the case of a clear environmental focus of a project; at the same time it is, however, necessary to address the actual benefits of the project):

<b>High</b> – the approaches, results and assumptions are fully consistent with the requirements of the stated objective or examples of good practice
<b>Quite high</b> – in the specific context, the project fulfilled the maximum requirements, but restrictions exist in relation to external factors or minor deficiencies in the implementation
<b>Quite low</b> – significant deficiencies in the project cycle framework or in the applied approaches and/or serious problems related to external factors
<b>Low</b> – the project procedures or results do not conform to the stated objectives and/or critical problems exist related to external factors
<b>Cannot be evaluated</b> /not applicable ( <i>only used with statement of reasons</i> )
For impacts it is possible in justified cases to use the evaluation <b>Negative</b>

## 6 Recommendations

- All principal recommendations arising from the evaluation findings and conclusions, with an indication of:
  - the type of recommendation – recommendations on the project theme and the continuation of the Czech Republic’s development cooperation in the sector and country are to be made separately from procedural and systemic recommendations with potentially general application in development cooperation (recommendations can also relate to the system or technique of evaluation);
  - specific addressee (Ministry of Foreign Affairs, Czech Development Agency, implementer, etc.);
  - degree of seriousness and urgency of the recommendation;
  - each recommendation must be supported by at least brief arguments, where possible referring to specific findings and conclusions of the field research (or research in the Czech Republic).
- The contracting authority expects approx. 5 main recommendations for each level with emphasis on the comprehensive nature, applicability and feasibility of suggestions rather than on their quantity. The main recommendations must be supplemented with specifications of particular areas or specific steps (what should be done, how and when).

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<sup>2</sup> In justified cases it is possible to combine findings and derived conclusions into one chapter to achieve better linkage to combine findings and derived conclusions into one chapter.

- There can appear a clear summary of evaluation recommendations at the end of this part of report, as follows:

Recommendation	Level of seriousness of recommendation <i>(1 – the most serious, 2 – serious, 3 – the least serious)</i>	Primary addressee of recommendation	Justification / recommendation for method of implementation of recommendation

## 7 Annexes to the evaluation report

### Mandatory:

summary of the report in English (*with identical content and structure as the Czech language summary*) or summary of the report in Czech language (*with identical content and structure as the English language summary*)

list of abbreviations used and their explanation

intervention logic chart for the evaluated intervention (*reconstructed, if necessary*)

list of documents studied and/or, where appropriate, earlier evaluation reports on the given subject, technical literature and relevant Internet links

list of interviews (summary of key respondents) and group discussions (focus groups) in the Czech Republic and the partner country

questionnaires and sets of questions used

analysis of the results of surveys, questionnaire investigations and factual findings

summary of the major results of interviews, focus groups with key respondents (*if not in the text*)

evaluation of individual cross-cutting principles according to the instruments of the evaluation methodology of the cross-cutting principles of the Czech Republic Development Cooperation (instruments will be provided by the research organization INESAN, s.r.o.)

### Terms of Reference

table showing how the (*major*) comments of the reference group, coordinator and implementer have been processed

overview of comments arising from the discussion at the final presentation and how they have been processed by the evaluation team (*if necessary*)

checklist of mandatory requirements of the evaluation contract

Optional – depending on the project context and at the discretion of the evaluator:

itinerary of the evaluation mission to the partner country

extensive tables and graphs (*briefers ones are better inserted directly into the main body of the report*)

map of sites where the evaluated project has been implemented

selection of photos documenting the evaluation mission (*illustrating the evaluated projects or the environment of the given country*)

citations of the opinions of stakeholders (e.g. target groups), case studies, etc.

supplementary information concerning the evaluation methods for collecting and analysing data, or concerning the evaluation team

supplementary information concerning the evaluation findings and conclusions

minutes or presentations from the negotiation with reference group

presentation of the evaluation results (from the debriefing at the implementation location or the final presentation at the Ministry of Foreign Affairs)