



Final Project Evaluation Report on

Providing education to
children and young adult
with intellectual disabilities,
2018-2020



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LIST OF ABBREVIATIONS

CCWC	Commune Committee for Women and Children
CWID	Children with intellectual disabilities
DoE	District Office of Education
MoEYS	Ministry of Education Youth and Sport
MoSVY	Ministry of Social affair, Veteran and Youth rehabilitation
NISE	National Institute for Special Education
PoE	Provincial Office of Education
RCI	Research Center for Inclusive
RSO	Rabbit School Organization
SD	School Director
SSC	School Support Committee
UNCRPD	Convention on the Rights of Persons with Disabilities
WHO	World Health Organization

ACKNOWLEDGEMENTS

The external consultant would like to express special thanks to Mr. Hun Touch, Executive Director of ROS, and Mr. Vong Vuthy, Project Manager for providing valuable support throughout the project evaluation process. I also would like to thank the key relevant stakeholder officers from the education department at the provincial and district level as well as a donor (Oxfam-VOICE).

1. INTRODUCTION

1.1. Organizational background

The Rabbit School Organization (RSO) is a Cambodian Non-Governmental Organization that was established in May 1997. The organization started to implement a piloted project on education for children with special needs (0-6 years) which provided special education to an extremely disadvantaged group of children. The organization marked the first crucial step in developing appropriate formal educational programs for Cambodian children with disabilities. The organization implemented the first integrated classrooms in the Toul Kork Primary school and a Vocational Training Centre in Phnom Penh in 2008.

1.2. Project background

The program titled “Providing education to children and young adults with intellectual disability” was implemented by RSO in 2015. Under this program, three projects included integration/inclusive education, professional capacity building, and Lobby, advocacy, & awareness-raising. The program has 6 outcomes with the support of different donors from 2018 to 2020, and it was implemented in 16 schools for 3 provinces (Kandal, Kampong Speu, and Siem Reap) and 1 capital city (Phnom Penh). (See the table below).

Project	Outcome components	Donors
Integration/inclusive education	Outcome 1: Children with intellectual disabilities (CWID) in project target areas have access to and are encouraged to enroll in tailored educational services. Upon enrollment, a development plan is created	Aide et Action Cambodia Children Fund (CCF) and Research Center for Inclusive (RCI)
	Outcome 2: Enrolled CWID is retained for the full school year.	Aide et Action World Trust, and RCI
Professional capacity building	Outcome 3: A standardized curriculum is available for each of the different educational services and teachers are trained to teach using the new curriculum.	No
	Outcome 4: Teachers are well equipped to deliver education at the required quality level	Oxfam-VOICE, Aide et Action World Trust and RCI
	Outcome 5: Education leaders/providers are better equipped to improve education efficiency.	Oxfam-VOICE
Lobby, advocacy, and awareness-raising	Outcome 6: Education Environment is improved at the local, regional and national level.	Oxfam-VOICE, Aide et Action and RCI

2. OBJECTIVES OF THE EVALUATION

- To examine the impact of the project implemented for the last three years.
- To define the good practices on how to facilitate and coordinate the effective communities' networks to support the holistic approaches for children and young adults with intellectual disabilities.
- To provide recommendations to improve the strategy of intervention education services to children and young adults with intellectual disabilities.

3. METHODOLOGY

The qualitative method was used in the project evaluation to respond to the objectives of the evaluation. Key report documents have been reviewed including proposal, logical framework, and project report. Key relevant stakeholders officers, including the education department at the provincial and district level as well as a donor (Oxfam-VOICE), have been interviewed.

4. RESULTS OF THE EVALUATION

4.1 Relevance

The program was designed to comply with international and national regulations, policies as well as programs, including the UNCRPD¹, Sustainable Development Goals (SDGs), National Inclusive Education policy, National Inclusive Education Plan (2019-2023), National Disability Strategic Plan II (2019-2023), and teacher guidelines for children with disabilities (intellectual, visual and deaf).

The intervention of the project contributed and responded to the needs and priority of targeted groups (direct and indirect) of the program, including children with intellectual disabilities, parents, teachers, education actors, and local authorities.

1. Integrate/ inclusive education:

Access to education is a substantial challenge for many children with disabilities worldwide. WHO estimates that a significantly large number of children with disabilities are out of school (WHO, 2011).¹² Likewise, the World Bank estimates that approximately 40 million, or 35 percent, of the 115 million children who are out of school have a disability (World Bank, 2003). Once enrolled in school, children with disabilities are less likely to graduate than their peers without disabilities. For example, of all children with disabilities who do attend school, typically, only 5 percent graduate from primary education (Peters, 2003). Enrollment rates also differ by disability type. In most countries, children with sensory (blind or deaf) and intellectual or developmental disabilities are less likely to be enrolled in school compared to children with physical or mobility-related disabilities. The enrollment rates of children without disabilities have increased significantly in Cambodia over the last few years.

In Cambodia, only 46% of children with intellectual disabilities accessed public schools (Moreira, 2011), and the reasons defined that some parents of children with disabilities did not send their disabled child to school because they believed that the children would require more specialized care and attention, and become an additional burden for the teachers.

Furthermore, local authorities/government members were limited to understand disability law and education issues of children and youth with intellectual disabilities.

¹ UNCRPD was ratified in 2012 by Royal Government of Cambodia

2. **Professional capacity building:** Some teachers have enough skills to teach children with intellectual disabilities due to they did not yet receive special course training. Furthermore, some educational actors and local authorities did aware of disability rights ad inclusive education. They were limited to get the training and awareness-raising on the inclusive manual for the new curriculum.
3. **Lobby, advocacy, and awareness-raising:** The rights and needs of children with intellectual disabilities did not recognize among the parents, communities, local authorities, and decision-makers even if the laws, policies to support them are in place. The implementation of laws and policies is still limited. Furthermore, the voice of parents of children with intellectual disabilities to raise the needs and priorities of their children were not so strong and influenced decision-makers.

4.2 Effectiveness

The necessary resources (human resources and budget) were used to achieve its objectives of the program. 5 project staffs implemented and managed the program from 2018 to 2019, and then there were only 4 staffs remaining in 2020. They were Executive Director, Program Manager, Financial and Admin manager, and 1 Technical trainer. The program was monitored regularly by the project staff through monthly and quarterly meetings.

The results of the program showed consistency and have contributed to achieving objectives as planned. However, the results were slightly different according to each project.

- **Integration/ inclusive education project:**

The project on integration/inclusive education has been achieved its outcomes in a good rank. The report shows that the project reached 3 year-targets. However, the percentage of girl children with disabilities are enrolled and retained through a full year of primary school in each target province was slightly lower than the target. The project used different approaches to promote the girls with intellectual disabilities to access the school by using online support from distance learning; however, the activities and approach to support the outcome should be strengthened.

Outcome of the project	Indicators	Report 2018-2020
Outcome 1. CWID in project target areas have access to and are encouraged to enroll in tailored educational services. Upon enrollment, a development plan is created	(I) 684 children, 150 CWIDs new enroll learning and addition 547 CWIDs continuing school, 50% of whom are girls, are enrolled in formal or non-formal education system in each target province.	685 children, 138 CWIDs new enrolled learning, and addition 489 CWIDs continuing school until 2020, 32% of whom are girls, are enrolled in the formal or non-formal education system in each target province.
	(II) 17 schools' partnership with local NGOs to open integrated classes (2 schools Phnom Penh, 5 SCHOOLS in Kandal, 5 schools in KAMPONG SPEU,5 School in Siem Reap)	16 schools' partnership with local NGOs to open integrated classes (1 school Phnom Penh, 5 Schools in Kandal, 5 schools in Kampong Speu, and 5 Schools in Siem Reap). It was noted that 1 school in Phnom Penh was

		stopped in 2019 due to displacing the school building.
Outcome 2. Enrolled CWDI are retained for the full school year;	80% CWID, 50% of who are girls retained through a full year of primary school in each target province	78% CWID, 72% of who are girls (47 girls new enrollment) retained through a full year of primary school in each target province

- **Professional capacity building**

The professional capacity-building project focused on the capacity of teachers to provide quality education to children with disabilities by using the new curriculum and education leaders/providers are better equipped to improve the education efficiency. All activities have been implemented and contributed to outcomes. For example, the project developed a manual for a 4-years course on intellectual disability in inclusive education, and this manual also was recognized by the Ministry of Education, Youth and Sport in 2020. Training on a special course for teachers was conducted as planned and the meeting on inclusive methodologies with education leaders was implemented. However, some meetings and training were delayed according to the plan due to the COVID-19 outbreak in 2020.

Outcome of the project	Indicators	Report 2018-2020
Outcome 3: A standardized curriculum is available for each of the different educational services and teachers are trained to teach using the new curriculum.	Develop manual for 4 years course on intellectual disability in inclusive education which recognized by the Ministry of Education Youth and Sport will print and launching in the year 2020.	<ul style="list-style-type: none"> • Learning Through play manual • Basic inclusive Education Manual • Teaching children with intellectual disabilities manual
Outcome 4: Teachers are well equipped to deliver education at the required quality level	(i) 12 students per teacher (ii) 50 teachers will be trained to work with children with intellectual disability (iii) 90 in-service teachers introduced to learning to play pedagogy and trained on how to use learning to play manual	95 (F=56) teachers were trained to teach children with intellectual disabilities; 145 (F=72) in-service teachers were introduced to learning about playing pedagogy and trained on how to use learning to play manual.
	(iv) 70% of teachers' present show progress in their understanding	80% of teachers present show progress in their understanding of how to support the children with disabilities in the integrated class according to pre and post-test during the 4-day training.
Outcome 5: Education leaders/providers are better equipped to	(I) Inclusive methodologies are implemented with a clear strategy at the district/school	16 schools were implemented the inclusive methodologies with a clear strategy at the

improve the education efficiency	level, target: At least 17 Schools incorporate methodologies in their work plan/ classes. (II) 7%-8% of the total budget contributed by the parents and communities	district/school level. It was noted that 1 school in Phnom Penh was stopped in 2019 due to displacing the school building. Parents who live in Phnom Penh contributed their budget to support their children for schooling.
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➤ **Lobby, advocacy, and awareness-raising project**

One of the outcomes “Education Environment is improved at the local, regional and national level” was implemented and supported by Oxfam-VOICE, Aide et Action, and RCI.

A project on “Awareness Creation And Organization Development” was supported by Oxfam-VOICE(2018 to 2020), and this project focused on the capacity of building parent groups to participate in the local development process for inclusion of children with intellectual disabilities. Activities on awareness-raising on law and regulation relating to disabilities through forums and meetings have been conducted to lobbying local authorities and decision-makers at a local and national level. Furthermore, awareness-raising on disability rights has been conducted through social media including website, Facebook, messenger, and Telegram group. Through this channel, special articles and key messages have been shared and disseminated with key local authority members, education actors, and key relevant stakeholders. The project also shared and raised the needs and priority of children with intellectual disabilities through a TV talk show.

The voice of children with intellectual disabilities has been recognized and awareness among the key relevant stakeholders at the national and sub-nation levels. Besides, parents of children with intellectual disabilities understood the right to education and disability rights. They supported their children to enroll in school. However, some activities of the project were stopped in 2020 due to the COVID-19 outbreak. The online training and meeting were conducted.

Outcome of the project	Indicators	Report 2018-2020
Outcome 6 Education Environment is improved at the local, regional and national level.	21000 parents, teachers, SDs, SSCs, CCWCs, DoE, PoE, DTMT, and community people taking part in awareness-raising activities.	16652 parents, teachers, SDs, SSCs, CCWCs, DoE, PoE, DTMT, and community people taking part in awareness-raising activities (2018-2019).
	Advocacy and consulting with MoEYS on transition ownership of RSO to government	Several meetings and consultations with MoEYS on transition ownership of RSO to government. As a result, 16 contracted teachers located in

	Phnom Penh became civil servant staff in 2021. Other 52 contracted teachers in the targeted provinces (3 provinces) were considered and in the process to include them into the civil servant staff in the coming year.
70% of parents with CWID to aware of the government policies, laws, regulations, how to do advocacy to the local authority, be active, and will be recognized by the ministry of interior in the year 2020	There was no survey to measure the number of parents with CWID aware of the government policies, laws, regulations. However, there was a case by case, through observation in the forum and social media, they were able to express their concerns and needs toward the local authorities and relevant decision makers.
70% of schools/local authorities in target areas will aware and respond to physical and sexual abuse of CWID in communities	The topic of physical and sexual abuse of CWID was integrated into the dissemination workshops or meetings. Most participants are aware of these issues. However, the monitoring mechanism should be set up and strengthen to ensure all participants applied.

4.3 Efficiency

Strategies: The project achieved the results at the lowest cost in terms of admin cost and operating cost as the implementation cost was allocated from the existing structure (Department of Education office and government school teachers as well as community resources).

Flexibility:

The project was flexible and adapted to the evolving needs and risks (context change of COVID-19). Due to the COVID-19 outbreak, the project conducted the technical meeting, training to teachers, and staff meeting by using online in 2020. These activities have been save the budget, so the budget of the project was remained and transferred to the donor at the end of 2020. – Social media, video and Facebook, and the organization’s website.

Optimization:

The necessary resources were mobilized and optimized throughout the project. The project worked to build the involvement of the community leaders, local authorities through meetings, training, and workshops. As a result, local authorities, teachers, and parents understood,

recognize the needs and priority of disability issues, especially children with intellectual disabilities.

4.4 Impact

The preliminary impact of the project was a positive impact on attitudes, skills, and practices among the teachers, parents, local authorities, and national decision-makers. The program has built a professional capacity on how to teach children with intellectual disabilities by using the new curriculum. The program conducted several sessions to provide information, training, awareness-raising, and coaching to targeted education actors, parents, local authorities, and national decision-makers (MoEYS, MoSVY, NISE).

Furthermore, the program has shown the long-term impact to final beneficiaries who are children with intellectual disabilities in the same way. 685 children, 138 CWIDs new enrolled learning and addition 489 CWIDs continuing school until 2020, 32% of whom are girls, are enrolled in formal or non-formal education system.

Case study1: Social skill changed

Pan Sreymouy, female, and 14 years old. She was born on 08 June 2005 with Down syndrome. She lives with her mother in a poor family. She has difficulty with social skills, and she sometimes likes to hit and hurt her classmate when sitting near her. She doesn't like playing with a peer in the class. She always sits away from her classmate.

She came to school with the Rabbit School organization (in the year 2015), and she has improved her behavior and social skills. She is friendly and happy in the class. She socializes with her friend, and she can communicate with her teacher. She also improved the cognitive developments regarding language skills. She can recognize the color, number, letter, and some of the money. Additionally, she could listen and follow the word when teachers asked to match a word on the whiteboard. Thanks to Rabbit School for your support.

Case study2-Child name: Chhoum Virakyuth, Sex: Male

Virakyuth is 14 years old. He has a problem with an intellectual disability. He is an orphanage father. His father passed away when he was childhood. He lives with his small family with 3 siblings and a mother. His mother has no job. She is a housewife and earning money day by day to support the three children. Before he came to school, he feels very nervous. He likes to stay away from his friend. He can't sit still in one place and likes walking around the class and sometimes ran outside the classroom. He had also language difficulty as well. He didn't want to speak out event produce sound. He also was difficulty in using his figure to hold the pencil.

Education improved his social, language, and motor skill.

Currently, Virakyuth can sit still and plays and participate game longer time with the teacher and his classmate. He socializes with his friend and able to talk loudly to his teacher. He can sit on the chair appropriately and concentrate on the lesson longer time. Furthermore, he could clean the classroom and prepare the chair in the proper place before going home. Virakyuth's cognitive developments are also improved. He seemly improved his language and mathematics. He can write a few letters and words without dot paper. Additionally, he could listen and follow the word

from the teacher especially when the teacher calls his name and asks him to read a word on the whiteboard. Frequently, he replies to the teacher when he finished his work. Besides, he can learn the number and calculate a small number with summation and abstraction as well. We found that his behavior, communication and language skill, and social skill are getting improvement. Thanks to Research Center for Inclusive (RCI) for your support.

4.5 Sustainability

The benefits of the program activities likely to persist in the long-term (after the intervention ended). The targeted schools of the project still run the support children with intellectual disabilities to access and deliver education services even if the program ended. It can be explained that 80% of contracted teachers' salaries were covered and supported by the government (**only 10 months**). Also, 16 contracted teachers located in Phnom Penh became civil servant staff in 2021. Other 52 contracted teachers in the targeted provinces (3 provinces) were considered and in the process to include them into the civil servant staff in the coming year. Therefore, they were able to provide education services for children with intellectual disabilities. **However, the number of school classes at the provincial level was changed from full-day class to half-day after the program ended. The program contributed to complementary support about 20% of salary to contracted teachers.**

Parents of children with intellectual disabilities understood and are committed to supporting their children for schooling. The meeting with parents can be continued with facilitation from the teachers if the program ended. The activities of the program can be replicated to another district within the province by using the existing resource, particularly on the professional capacity building. The inclusive education approach was identified as a significant and sustainable approach for the next phase sustainable approach for the program. **However, awareness-raising activities on disability rights were not possible to continue due to a lack of resources to manage this session.**

4.6 Synergy

The program cooperated and linked to the important group at national levels, for example, a Working Group for Education for children with disabilities (WGED) group (Krousar Thmei, Catholic Relief Services (CRS), Human & Inclusion (HI), AAR Japan, Rabbit School Organization, Aide et Action, Research Tangle Institute (RTI), Hand of Hope Communities (HHC), Special Education Department of MoEYS and NGO Education Partnership (NEP). The program is also closely linked with a partner network (CAN composed by HHC, CCAMH, ARR Japan, Disability Development Services Program (DDSP)) that has kept regularly informed and involved in the decision-making processes concerning the project implementation. The network conducted quarterly meetings to monitor the implementation of existing policy and law relating to children with intellectual disabilities. In 2020, due to the COVID-19 outbreak, the meeting between members of the network was conducted online. At the local level, the linked network of the program included a Provincial Education Sub-Sector Working Group (PESWG), and an Education Sub-sector Education Working group (ESWG).

However, parent association/group was limited their capacity to link their network with those groups at the local and national level. The parent group did not have an advocacy action plan to

policy influencing that it can be a clear a strategic plan, implementation, and monitoring. This can build strong voices for children with intellectual disabilities in the policy influencing.

5. CONCLUSION

Rabbit School Organization implemented the program “Providing education to children and young adults with intellectual disability”. The program was the support of several donors from 2018 to 2020, and it was implemented in 16 schools for 3 provinces (Kandal, Kampong Speu, and Siem Reap) and 1 capital city (Phnom Penh).

The program delivered significant benefits to targeted children with intellectual disabilities, evidenced by the positive results regarding its relevance, impact, and sustainability. The program designed and responded to the needs of children with intellectual disabilities. It also met and complied with international and national regulations, policies as well as programs. Furthermore, it was adapted to the context of intervention (education and human rights). Besides, women and girls and gender equity were included in the project through disaggregated data to monitor the implementation of gender inclusion. However, the number of school classes at the provincial level was changed from full-day class to half-day after the program ended. The program contributed to complementary support about 20% of salary to contracted teachers. Also, awareness-raising activities on disability rights were not possible to continue due to a lack of resources to manage this session.

The project also demonstrated good management, with positive results for effectiveness and efficiency, and synergy. The project evaluation indicates that the project used the necessary resources (human and financial) to achieve its objective. The project was flexible and adapted to evolving needs. Also, the project mobilized and optimized resources to support and improve the professional capacity of teachers on how to teach children with intellectual disabilities by using the new curriculum, community involvement, recognition, and inclusion of disability issues into their development plans and policies. The project has led to positive short- and medium-term changes in attitudes, skills, and practices among the teachers, parents, local authorities, and national decision-makers. However, parent association/group was limited their capacity to play a role and link their network with other networking groups at the local and national level.

6. RECOMMENDATION

1. Encourage children with intellectual disabilities to enroll in school through the supporting from parents was defined as the significant approach.
2. As there was less percentage of girls (32% of whom are girls), were enrolled in formal or non-formal education system, the program should be identified and find out what are barriers and solution of a girl with intellectual disabilities.
3. We cannot predict how long COVID-19 will last, and we may face again severe restrictions on our activities relating to the meeting, training, and workshop; therefore, a flexible work plan and enough budget plan will be needed, be innovative, and be considered reprogramming if necessary.
4. As we cannot predict the ended of the COVID-19 crisis, activities to support children with intellectual disabilities through online learning should be considered and applied.

5. Inclusive education activities were prioritized by the Ministry of Education Youth and Sport as the inclusive education policy and plan are in place; however, mechanisms to monitoring the action plan and policy should be strengthened at the national and local level.
6. The activity on awareness-raising on disability rights should be integrated into the commune investment program; therefore, the key focal persons who were the member of the parent group should be assigned and establish for the next program.
7. IEC materials to encourage parents to enroll children with intellectual disabilities at school should be produced as videos.
8. The program should be set up the mechanism/ system to monitor the implementation of targeted teachers toward the policies on physical and sexual abuse of CWID.
9. COVID-19 outbreak is continuing, so the project should be conducted the online technical meeting with partners and relevant stakeholders.
10. Parents groups of children with intellectual disabilities should be strengthened; they should be a part of the DPO structure. This approach can be defined as sustainability and low-cost management. However, the organizational development and topic of children with disabilities should be integrated into the DPO service delivery.
11. The program should strengthen the networking among the NGOs working on children with intellectual disabilities and parent groups from local national levels. This can make a strong voice for advocacy influencing.
12. The strategic action plan for Advocacy Policy Influence should be developed and jointly implemented by key actors working on children with intellectual disabilities.
13. Support and join work plan with provincial and district level should be considered for the next phase of the program. This can be sustainable and build the ownership and responsibility of government officers.
14. More field monitoring visits of the program by participating from partners (provincial district level) should be conducted at least 4 times for years. This can be built the capacity to implement the activities of the program effectively.

7. ANNEX

7.1 List of persons met

No.	Name	Position	Institution	Contact number
1	Mr. Hun Touch	Executive Director	RSO	012 369 376
2	Mr. Vong Vuthy	Program Manager	RSO	093 851 047
3	Mr. Dith Soktheoun	Deputy director of Primary education officer	PoE Kampong Speu	092 597 715
4	Ms. Phoung Chanthy	DoE-OFFICER	Angsnoul DoE Kandal	092 861 845
5	Mr. Ke Vanny	DoE-Director	Pourk DoE Siem Reap)	012 774 313
6	Ms. Srey Sokha	Program Manager	Oxfam-VOICE	078 345 676

7.2 Program evaluation framework

Quality framework	KEY QUESTIONS	Methods
Relevance:	<p>Guiding questions:</p> <ul style="list-style-type: none"> • How important is the relevance or significance of the intervention regarding local and national identified needs and priorities? • To what extent does the intervention comply with the Cambodian relevant policies in the sectors of Development, • How important is the intervention for the target group (direct and indirect beneficiaries) and to what extent does it address their needs and interests? 	<ul style="list-style-type: none"> - Desk review - In-depth interviews
Effectiveness The project successfully achieves its objective	<ul style="list-style-type: none"> • Feasibility: To what extent does the project have the necessary resources (human, financial, logistical, technical...) to achieve its objectives? • Consistency: To what extent do the results contribute to achieving project objectives? • Product/Service: To what extent do the project's outputs are of the required quality, in compliance with technical standards. <ul style="list-style-type: none"> ○ Is progress on results timeously? ○ Are the activities contributing to the project's expected results? ○ What is the level of interaction and communication among partners? ○ Does the input-output/outcome ratio seem reasonable? 	<ul style="list-style-type: none"> - Desk review - In-depth interviews

<p>Efficiency: How does the project make optimal use of resources (human, financial, logistics, technical...)?</p>	<p>Guiding questions:</p> <ul style="list-style-type: none"> • Strategy: To what extent does the proposed intervention method achieve the expected results at the lowest cost? • Flexibility: To what extent does the project is flexible and adapts to the evolving needs and risks (constraints and opportunities)? • Optimization: To what extent do the necessary resources are mobilized and optimized throughout the project? 	<ul style="list-style-type: none"> - Desk review - In-depth interviews
<p>Impact The project aims to achieve positive short-, medium- and/or long term change for the targeted groups</p>	<p>Guiding questions:</p> <ul style="list-style-type: none"> • What have been the preliminary impacts of the project – positive or negative, direct or indirect, intended or unintended – on the attitudes, skills, and practices of direct and indirect beneficiaries? • Are the effects, if any, likely to persist in the long term? Is the project impacting all beneficiaries in the same way? • How does the project affect the organization and practices of key partners and stakeholders? 	<ul style="list-style-type: none"> - In-depth interviews - Case studies
<p>Sustainability The project aims to achieve positive effects that will be ongoing once the intervention is over</p>	<p>Guiding questions</p> <ul style="list-style-type: none"> • Are the benefits of the project activities likely to persist in the long-term (after donor intervention has ended)? • What is the likelihood that the project approach and activities will be sustained and expanded after the project has ended? Are the different aspects of the foreseen phasing out approach relevant and feasible (partners and counterparts)? • Is the capacity-building nature of the programme enough to continue following the completion of the project? • What factors are likely to be essential for replication and upscaling of the activities? • To what extent are the organizations mentioned here above (financially, personnel-wise, and in terms of organization) capable and prepared to maintain the positive effects of the interventions without support in the long term? To what extent are they able to adapt sufficiently to external changes? 	<ul style="list-style-type: none"> - Desk review - In-depth interviews
<p>Synergy The project is consistent with its</p>	<p>Cooperation/complementary</p> <ul style="list-style-type: none"> • To what extent are the partners kept regularly informed and involved in the decision-making 	<ul style="list-style-type: none"> - Desk review - In-depth interviews

environment and interacts positively with other stakeholders

processes concerning the project's implementation?

- What are the capacities (strengths and weaknesses) of key actors involved in the program to contribute to sustaining the positive changes?