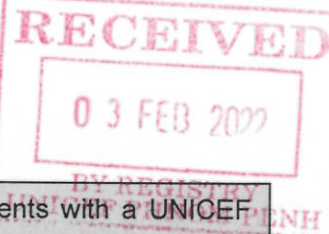


Final Partnership Review Form



Final partnership review is required at the end of all Programme Documents with a UNICEF contribution (cash and supplies) of \$100,000 or more.

1. Prior to the review meeting, the UNICEF and CSO review relevant partnership documentation including:
 - a. Programme document and amendments;
 - b. Progress reports;
 - c. HACT programmatic visit and other monitoring reports;
 - d. Follow-up actions from spot check and audit reports.
2. During the meeting, the UNICEF and CSO document key achievements, challenges and additional considerations related to the partnership using the form below.
3. After the meeting, the UNICEF Programme officer shares the report with the PRC Secretary, Head of Section and uploads it in eTools Partnership Management Portal, if applicable.

Programme Document Reference No.	Ensuring children with disability from remote communities have access to quality inclusive education CMB/PCA201929/PD20194	Date of final partnership review:	30 December 2021
Section:	Education	CSO name:	Khmer NGO for Education (KHEN)
UNICEF staff name and titles:	REAM Rin, Education Officer	CSO staff name and title:	Khun Bunlee (Mr.) Executive Director
Programme Document start and end Date:	1 st . January 2019- 30 th . December 2021		
Key achievements against planned results		Final status of planned outputs	
<p>Output I: At least 150 parents/ families in two target districts are supported to send and keep their children with disabilities learning at school and at home.</p> <ul style="list-style-type: none"> A total of 362 parents (249 females) including 35 people with disabilities (17 females) and 9 Indigenous ethnic minority people (5 females) received basic skill training for taking care of and helping their children with disability to learn at home. 80 (67 females) youth volunteers, including 4 PwDs (3 females) were trained on disability and inclusive education. They conducted home visits providing support for parents of CwDs and helped them learn at school and home. 215 parents/ families received 308 <i>inclusive</i> education learning kits that were used to assist their children to learn at home. 145 home-based classroom kits were developed and modified (after testing) to be more accessible. These were delivered to 145 children with disabilities (72 girls). These were important materials not only for these children who are learning at home but also for their siblings and peers. In addition, these children with disabilities were supported by their parent, or sibling and the youth volunteers for their home learning. <p>Output II: At least 150 children with disabilities in 2 districts are assessed and given the opportunity to access education, including pre and primary school.</p> <ul style="list-style-type: none"> KHEN identified 215 children (78 girls) with disabilities throughout the project implementation and classified by their level of disabilities, mild and severe. We have assessed 160 CWD (62 girls) using the Washington Group Questions on disabilities and 		<input checked="" type="checkbox"/> PD outputs achieved as planned <input type="checkbox"/> PD outputs not achieved as planned	

10/5

assessments were completed to provide the information necessary for developing the Child Profiles, and 91 CWDs (46 girls) were identified as living with disabilities - (such as mental and learning difficulties, physical disability, visual or hearing impairment, speech difficulties) and referred them to support services. 7 children (2 girls), were identified to be critical or emergency cases, needing intervention and were referred to services in the children's hospital in Siem Reap, the Karona Center, Krousar Thmey (Special training centre for children with hearing, speech difficulties). Referrals were made to the following facilities: Rehabilitation Centre (ICRC), OrnlomgVel Health Center, Institut Pasteur du Cambodge, BOC, RHAC Clinic and ARRUE center and Battambang hospital.

- As a result, 78 children (36 girls) are now fine after medical treatment, 3 children (2 girls) have received hearing-aids and 1 child has received a wheelchair.
- 208 children with disabilities (75 girls) were supported with study materials and enrolled in 30 pre-schools and primary schools in the three target districts.
- 7 children (3 girls) with severe disabilities (lack of mobility and living far from a school) were supported by KHEN, schoolteachers and youth volunteers who enabled home learning. Moreover, 50 Children with disabilities (23 girls), received transportation assistance to go to study regularly and encouragement to continue studying.
- 10 target schools were equipped with assistive devices for student with disabilities to use at schools. Examples are as follows:
- Doun Troek Community School is now equipped with wheelchair access.
- 4 target schools (Phnom Ria, Kampong L'pov, Keo Mony and Tnom) are equipped with a ramp with handle and teaching materials provided by Government (teaching kit).
- The homes of two CWD's categorized "complete due to the severity of disability" at Tro-cheak Jet and Doun Troek are now equipped with home accessibility services to facilitate mobility for school attendance and to promote independence. These beneficiaries can now move around with support at home by using a wheelchair.
- In the case of a CWD (Makara at Doun Troek) support was provided through the construction of an accessible toilet with a donation from an individual charity.
- A further success is a 16-year-old boy (CwD) who, with project support is now enrolled in higher education at Samlout High School. The High School management committee is also supporting another student with disability. This is significant in providing models to other CwD and challenging attitudes within the High School.
- Another female student with disabilities has been supported with a scholarship issued by the National University of Battambang at the suggestion of KHEN.
- 164 families with children with disabilities received basic training on physiotherapy care and exercise skills from a volunteer UK physiotherapist, Mrs Elizabeth Deacon. She worked with Khmer Health center staff and made joint home visits to teach the families and child on regular therapeutic exercises, advised on mental support, and suggested specific referrals to physical rehabilitation centres.
- 568 students/caregivers and teachers joined a survey on the Impact of COVID-19 on the education sector conducted by MoEYS.

Output III: Local decision makers, including school support committee, commune council, and school teachers in target schools are trained on inclusive education.

- 163 School directors, teachers and members of school support committees (83 females) including 3 people with disabilities received disability inclusive awareness raising and inclusive education training using MoEYS's 28-hour Inclusive Education training module. The impact is that the teachers have developed teaching plans that integrate the help provided to students with disability within the school improvement plans and reflect the needs and priorities to support CwDs.
- 30 target schools received 69 kits of inclusive learning material and reported using them in their teaching.
- KHEN held 35 meetings with Commune Councils to discuss how to plan for supporting CwDs and handovers have been completed to all 8 communes.

Effective and Efficient Programme Management

- During the programme implementation, 18 requests for fund (FACE forms) and financial liquidation reports were submitted on time to UNICEF with accuracy and quality in accordance with the agreed workplan, these were approved by UNICEF financial regulation particularly the Harmonised Approaches to Cash Transfer.
- To ensure monitoring of the programme quality, KHEN staff and management made 12 monitoring visits to the programme target areas, communities and schools. The UNICEF Programme officer joined some of the field monitoring visits and provided technical support and on-site feedback that was implemented.

Key issues, challenges and constraints during implementation

No.	Challenges/ Issues	Responses
	<i>COVID-19 pandemic resulted in some travel restriction, intermittent school closures and these led to disruption on the partnership programme implementation during 2020-21.</i>	<i>KHEN and UNICEF discussed and agreed on an amendment of the partnership programme extending time of the originally approved programme to end December 2021.</i>
1	<i>Most of the families were reluctant to refer their CwDs to health services because they were afraid of Covid 19 infection.</i>	1. KHEN Project team worked with Commune Committee for Women and Children (CCWC) to provide counselling and reassurance to CwDs' families to refer to health services in acute life changing or emergency cases.
2	<i>Due to COVID 19, MoEYS prohibited holding meetings/ workshops/ training with many participants.</i>	1. KHEN team continued to work with CCWC whilst applying all precautions and the Youth Volunteers raised awareness to students and communities on WASH and how to protect from Covid 19. 2. At all meetings/ workshop/ trainings, KHEN provided masks and alcohol to participants. 3. The project has conducted meetings/ workshop or training in small groups (between 10-20 participants) to ensure social distancing.
3	<i>During Covid 19 situation, the schools were closed and this lack of social contact and monitoring affected CwDs .</i>	1. KHEN collaborated with Youth Volunteers to provide 145 home-based kits to 145 CwDs (72 girls), resulting in CwDs having enough materials to learn at home. 2. 308 kits of inclusive education learning have provided to 215 parents/ caregiver to developed for teaching their CwDs at home. 3. Moreover, 80 youth volunteers (67 females) have supported CwDs with home-based teaching delivered through the kits provided, textbooks from the schools,

		awareness raising on how to prevent Covid 19, WASH and encourage parents to try join teaching their CwDs at home more.	
Additional Considerations		Yes	No
Was there timely release of cash and supplies in accordance with the terms of the programme document and implementation rate?		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Was the joint monitoring and assurance plan implemented as per the programme document?		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Did UNICEF provide timely feedback on FACE forms and progress reports?		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Did the CSO and UNICEF take satisfactory actions to address any follow up identified in assurance activities?		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Did UNICEF staff respond to queries and requests for technical assistance within a timely manner?		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Moving forward, how will the results achieved from this programme document be sustained or expanded?			
<ul style="list-style-type: none"> Impact assessments (internal) and interviews with 137 CwDs (55 girls) and parents show 127 CwDs (49 girls) are studying in pre-school, primary and secondary schools through the project support and encouragement. Another 10 CwDs (5 girls) have dropped out of school or did not enrol as they are severely disabled and older. The project supported by providing the materials kit. Only 16% of 127 CwDs have received the school scholarship and only 10% have received support from the commune. KHEN has reported these cases to the government, schools and local authority to continue supporting through government investment. KHEN's assessment report interviewed the parents of CwDs. 97% of parents and caregivers interviewed reported: "We still support our CwDs to attend school regularly, take them to hospital to follow up and receive more treatment, encourage and teach them at home, support their study as needed and continue to use and keep home-based material that provided by KHEN". To summarise, the parents and caregivers of CwD are highly committed to supporting their children attending school. 6 consultations and handover meetings have been conducted in 6 target communes (Ta Toak, Ta Sanh, Kampong L'pov, Samlout, Basak and Prey Tralach) with a total of 128/ 71 female participants, including key decision makers from the commune councils, local district government, school directors and teachers. The project results were officially explained, and continuation plans discussed to be integrated into existing school and commune council investment plans as well as mobilising other resource and support from NGOs, the private sector and individual donors. It was agreed that these support plans will be maintained by the school and commune council. KHEN will continue with technical support within the target areas and local youth volunteers are committed to continue mentoring CwDs at home. KHEN has requested commune councils to include this volunteer work of 80 youths (67 females) included 4 PwDs (4 females) to be recognized by the commune volunteer program (government). As a requirement of KHEN's MoU with the Provincial and District Education Department to implement: "Ensuring Children with disability from remote communities have access to quality inclusive education" KHEN has made an official report on the results, challenges and sustainability plan to higher officers in the Department of Education, Provincial Committee for Women and Children. We recommended to continue close monitoring and resource mobilization to support 215 CwDs (78 girls) including 36 with severe disabilities (16 girls) within the government system. KHEN will continue as an effective communicator (advocate) to hold the Provincial Committee and Department of Education accountable for their commitments made at the commune and provincial DCWC annual meeting to respond to the challenges and ensure the implementation of the government programme for inclusive education and the commune council Women and Children fund for disability inclusion. KHEN 's locally recruited volunteer teams (from target communities) are committed to continue their support to CwDs in their own villages (69 % of local staff) with local youth from the district and working with the school-based management team to integrate all CwDs (lists were handed over to schools and 			

communes). Progress on these plans will be monitored through quarterly review meetings. KHEN will support with monitoring and advice.

Signatures and date

21/01/2022

Ream Rin

Ream Rin

CSO focal point name, signature and date

UNICEF Officer name, signature and date

03/2/22

