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**Project Evaluation for Community Voices Project
Kratie Province
July 2020**



i. Acknowledgements

The evaluation would like to thank the following participants in the evaluation:

- i. All ChildFund staff in both Phnom Penh and Kratie offices, whose administrative and technical support was outstanding. Staff were extremely efficient, interested in helping, and generous with their time to support the evaluation.
- ii. To all the community members and government officials who gave up their time to be involved in the project and in the data collection underpinning this report.

Specific mention of appreciation goes to the following individuals:

From ChildFund:

1. Mr. Oum Vongnarith: Head of Operations
2. Mr. Chan Narin: Head of Programme
3. Mrs. Socheat Keo: Social and Emotional Learning Specialist
4. Mr. Sim Sokleang: Kratie Provincial Program Manager
5. Mr. Chivin Pheng: Community Voice and DRR & Emergency Response Project Officer

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ii. Project Summary

Project Name	Community Voices in Chhloung District
Start Date	July 2017
Completion Date	June 2020
Total Funding	AUD 290,308
Funding Sources	Child Sponsorship
Delivery Organisation	ChildFund Cambodia
Implementing Partner(s)	Commune Councils (CC) and Commune Committee for Women and Children (CCWC)
Country/Region	Cambodia
Project Sector(s)	Governance, Inclusion
ChildFund Sector	Social and Emotional Learning

Project Goal	<i>That “Marginal voices are (children, youth, women and people with disabilities) are able to influence the decision making, service delivery, and overall performance of local authorities and be active participants in their community development.”</i>
Number of Project Objectives	2
Objectives Achieved (as defined by the project’s results framework)	2
Objectives Unachieved	0
Number of Project Outputs/ Key Results	5
Project Outputs/Key Results achieved (as defined by the project’s results framework)	5
Project Outputs/Key Results Unachieved	0

iii. List of acronyms and abbreviations

CC	Commune Council
CCWC	Commune Committee for Women and Children
CIP	Commune Investment Plan
CRC	Child Rights Convention
CPS	Community pre-school
D&D	Decentralisation and Deconcentration
DPO	Disabled People's organisation
ECE/ECD	Early Childhood Education/Development
FGD	Focus Group Discussions
KII	Key Informant Interviews
MoEYS	Ministry of Education, Youth and Sports
M&E	Monitoring and Evaluation
PoE	Provincial Office of Education
PMT	Project Management Team
RGoC	Royal Government of Cambodia

iv. Executive Summary

Overall the project has performed at an ‘Acceptable’ level, has realised some very positive change with children, youth and the commune council, but is facing challenges in the inclusion of women and individuals with a disability.

The evidence suggests that the Commune Councils have improved in their management and facilitation of the CIP process and that community members perceive this change and can equate this to a form of more accountable governance.

The project was well managed and there are some good results in relation to the capacity building of local government officials and the inclusion and participation of local youth.

The project experienced challenges in extending that same impact to women and community members with a disability - women and PWDs involved interviewed revealed that their experiences were disappointing - and hence can only be reviewed as **partially successful** in achieving its goal.

The PMTs strongly implemented the micro-project activities in the project, conducting a good range of activities that benefitted both households and the broader community.

The projects focused in years 2 and 3 on increasing education assets via pre-schools and new teachers, which will be of significant long term education benefit in (4 of the 6 pre-schools built in the project were in villages with no existing community ECE services available).

The project did veer a little too far into education with its emphasis on ECE/ECD (approximately 75% of the micro-project budget was spent on education).

Major Achievements of the Project	Major Challenges of the Project
There are multiple references to more engaged commune councils and a more proactive CIP process - community members perceive an improvement in the facilitation of the CIP and the facilitation skills of CC/CCWC members	The project seems to have been less successful in engaging females and people with a disability than what was intended – representatives from both groups interviewed said that they did not feel 'heard' in the CIP consultations
There is evidence of the commune council conducting outreach to very poor homes in order to include them in the CIP - that is a great sign of responsive and accountable government.	The participation and inclusion focus of the project skewed too heavily towards children and youth, and was not balanced enough with the other 'marginal voices (women/PWDs)' as per the design.
Available evidence suggests the project had a positive, personal impact on those individuals in the commune council, and the youth who were involved with the PMTs (project teams) and the CIP processes	There is a general lack of strong data collection and evidence to demonstrate impact from the project, in particular: <ul style="list-style-type: none"> ○ evidence linking the ideas and opinions expressed in the CIP consultations to the final CIP plans ○ evidence to show that the results of the micro-projects had a positive impact on communities
Four out of six villages in which CFC responded with building a community pre-school, had no pre-school before – this is creating positive education assets and access to education, and support RGoC policy and priorities	There is lack of ChildFund technical education input into the project - when it became clear the project would respond in a large way to ECE/ECD priorities in the CIPs, appropriate technical inputs should have been sought, to verify and complement the inputs from MoEYS/PoE staff.
Involved youth testify to positive experiences and a sense of personal growth in SEL-aligned areas such as confidence, leadership qualities, leadership ambition, and other life/vocational skills	The logframe and performance indicators were deliberately broad to allow for adaptive measurement and future indicators to be created (due to focus on behaviour change) but on reflection it seems too broad and it is hard to quantifiably measure the impact of certain activities, particularly the emphasis on creating ‘inclusive’ community CIP events.
The project aligns and positively supports some of the child protection inspire strategies, mainly	

the focus on education gains that help protect children from violence and victimization.	
There is evidence that the micro projects funded have been run well, on time, to budget, and are responding to issues raised by communities.	
Regarding project management, it has been run well and all of activities and outputs completed	

Key Numbers:

- **5370** Individuals Involved
- **30** CIP consultations across 14 villages in 3 communes
- **3** Project Management Teams formed, trained and mentored
- **9** micro-projects developed and implemented
- **6** pre-schools built (4 of which are in communities with no other ECE services)
- **5** community teachers recruited and trained
- **30** young people trained in new skills/ a vocation
- **50+** information and awareness raising sessions held in communities covering multiple topics & issues

The project was analysed in 7 major areas - **Relevance, Efficiency, Effectiveness, Impact, Sustainability, Organisational Learning, cross cutting issue and SEL alignment** - using a simple traffic light system, the results are summarised below:

Green for Good Performance - (with strengths highlighted as well any areas for refinement)	Yellow for Acceptable Performance - but needing improvement in highlighted areas	Red for Concerning Performance - in need of significant improvement in highlighted areas
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Overall Project Performance	Acceptable Performance
Relevance	Good Performance
Efficiency	Acceptable Performance
Effectiveness	Acceptable Performance
Impact	Good Performance (borderline)
Sustainability	Good Performance
Organisational Learning	N/A – see Section 8 for clarification
Cross-cutting Issues	Acceptable Performance
SEL Alignment	Good Performance

Key Recommendations:

- **Child and Youth Participation** – this investment for CFC is paying off handsomely but needs to be maintained and built upon.
- **Disability Approach** – CFC needs more investment in understanding and engagement skills on this issue, starting first internally and then onto partners.
- **Gender Dynamics** – the ambition is right to tackle existing power differentials; however, the equity of that participation needs to be better in order to genuinely bridge power gaps.
- **Project Ambition** - was very ambitious in targeting three key vulnerable groups but a more achievable vision for future projects is advisable
- **Data Collection** – this project lacked strong data collection at key project activities and that is an area for organisational strengthening.
- **Technical Input** – ChildFund has invested in strengthening its technical competencies over many years and it's important that country offices utilise these to complement local partner inputs.

1. Background

The Project: ChildFund Cambodia is the representative office of ChildFund Australia – an independent and non-religious international development organization that works to reduce poverty for children in the developing world. ChildFund Cambodia's community development programs are in the areas of child protection and resilience, quality education, sustainable livelihoods, improved local governance, and youth empowerment. ChildFund in Cambodia implements a range of programs in collaboration with local civil society organizations, and in partnership with the relevant ministries and government departments, in the rural provinces of Svay Rieng, Kratié and Battambang, as well as Phnom Penh, and focuses on working with the vulnerable, excluded or marginalized sections of society.

This project builds upon similar work done in Chhloung via KH06-017 - 'Strengthening Village Development Committees (VDC) and commune council (CC)'. This project was similar in nature to the Community Voices model, but with less of an emphasis on increasing and diversifying community engagement, than in this new project. The project aimed to empower members of the local community to be active participants in the sub-national government's development process including the Commune Development Plan (CDP) and the Commune Investment Plan (CIP). The design built upon the successful implementation of this approach in Chetr Borei District, Kratie Province and Svay Chrum and Romeas Haek Districts, Svay Rieng Province and aimed to address key problems concerning the basic rights of citizens at the sub-national level through improving the capacity of government officials to respond to the needs of the community especially the most vulnerable groups. In particular, this project focused on enhancing the capacity of the sub-national administration to respond more inclusively and effectively to its citizens, especially to needs of groups such as children, females, and those with a disability.

The Consultant: Alone in Kyoto Consulting (AiKC) was created and is staffed by John Fenech, as the lead consultant and CEO. John is a seasoned development professional with over a decade's worth of experience in the industry, having worked for major organisations including World Vision Australia, Oxfam Australia, UNDP, and ChildFund Australia, amongst others. John has a good working knowledge of the Cambodian context, having supported the Cambodia Country program before as both a ChildFund staff member and external consultant, and has strong knowledge of local governance projects in Cambodia, including the 'Community Voices' model.

2. Evaluation Objectives

The aim of the consultancy is to review the data collected by the field enumerators, consolidate this as best possible, analyse the data and look for key learning that will be articulated in the main report. The consultancy will examine the project to identify best practices, main impacts and lessons learnt. The evaluation will also make recommendations on the future direction for new project designing.

The Terms of Reference are included as **Annex 1** in this report, but in short, the main areas of investigation were as follows:

1. **Relevance** – Review to what extent the project objectives were consistent with the needs of marginalized groups, as well as ChildFund Cambodia's prioritised strategies, policies, and practice.
2. **Efficiency** – Evaluate if all project activities and outputs outlined in project proposal were achieved in time, within budget and with quality.
3. **Effectiveness** – Review to what extent the intended project outcomes are achieved, citing concrete evidence and case stories; and its contribution to the Community Wellbeing Program.
4. **Impact** - Identify any evidence of resiliency being built within the target vulnerable groups; evidence of voice of vulnerable groups are listened to and acted upon by the duty bearers; evidence of positive changes in Knowledge, Attitude and Practices among the duty bearers in relation to the response to the vulnerable groups voice and needs.
5. **Sustainability** – Review to what extent the outcomes of the project can be continued based on the built capacity of target groups, government partners at various levels, and ChildFund Cambodia. This should take into consideration the financial, individual and organizational capacities.

6. **Organisational Learning** - Evaluate the alignment of the project regarding relevant assessment, analysis and learning questions contained within the organisational MEL Framework. This includes an assessment of the feasibility of continuing investment in youth development, especially in the Cambodian context.
7. The evaluation will also identify areas of improvement in all aspects of project management and partnerships; strengths and weakness of the project, challenges and lessons based on the above criteria; and general recommendations that can be applied to similar future projects.

3. Project Overview and Results Summary

Community Voices is essentially a governance and inclusion model, where the main activities are focused on increasing and strengthening the interaction between local government staff, and the community they serve, in particular the commonly less heard voices due to common power differentials such as age, gender or disability. These activities are centred around a local development planning process known as the Commune Investment Plans, an annual local planning and budgeting process.

The objectives of the project were:

1. To promote the influence of children, youth, women and people with disabilities (marginal voices) in CIP process and to strengthen commune council's ability to manage the CIP process.
2. To strengthen the capacity of commune council (CC), commune committee for women and children (CCWC), and youth representatives to be able to implement certain CIP priorities (as identified by marginal voices and funded by ChildFund).

To realise these objectives, the project outlined 25 activities which can be summarised as the following:

- Support the commune council staff to run more inclusive consultations with community members
- To capture as much of that information as possible and to formalise it into the local plans
- To specifically respond to those community wishes through small projects primarily resourced by ChildFund
- And to facilitate the relevant training for stakeholders needed to underpin all of this.

Some of the key numbers realised through the project activities are:

5370 Individuals Involved

30 CIP consultations accros 14 villages in 3 communes (1 per village in Y1 & Y2)

3 Project Management Teams formed, trained & mentored

9 micro-projects developed and implemented - 1 per commune/ per annum

6 pre-schools built in 6 different villages (4 of which had no existing community-based ECE services)

5 community teachers recruited and trained

30 young people trained in new skills/vocation

50+ information and awareness raising sessions held in communities covering multiple topics & issues

4. Scope and Timeframe

4.1 Scope

The data collected occurred in the three communes in which the project was implemented; Communes Hanchey, Pongro and Preak Saman, in the Chhloung District, Kratie Province. The project area covers a grouping of 14 villages, with a population of approximately 28,500¹ people (see Table 1 below).

Table 1. Target Communes and Associated Villages

Communes	Villages	Total Population	Female Population %
Hanchey	4 villages	7970	51%
Pongro	5 villages	9982	50%
Preak Saman,	5 villages	10,815	51%
	14 villages²		

4.2 Timeframe

The evaluation research, data consolidation and reporting occurred over a two-month period, starting in early June and continuing through to the end of July. The Implementation Plan was as follows:

Table 2. Evaluation Implementation Plan

No.	Deliverables / Outputs	Days	Month		
			June	July	
1.	Data collection (by CFC)	4			
2.	Data consolidation and analysis, interviews with staff and/or enumerators (remotely)	2			
3.	Drafting to report and presentation of initial findings to ChildFund	3			
4.	Responding to feedback and questions and finalisation of report	2			
Total Days		11*			

* 4 of which were not included in the consultancy, but undertaken by ChildFund Staff

5. Data Collection

5.1 Data Context and Limitations

It is important to preface the data collection section by noting that due to the extreme events relating to the COVID-19 global pandemic, it was not possible for the consultant to participate in the primary data collection, which has proved challenging in reviewing the data and analysing it. In fact, the external consultant was only brought in at a later stage, when it became clear that ChildFund would not be able to handle the evaluation internally; the original plan was to have ChildFund Sydney staff assisting the evaluation, in order to provide an external review of the project, but due to the onset of the COVID-19 virus, this was not possible. The in-country team adapted to the situation and decided to collect the raw data internally and have a third-party review and analyse this. Hence, ChildFund Cambodia conducted a series of primary data collection events, with the aid of local community members, and this data was presented to the consultant. This adaptive management approach is to be commended and was a solid solution to an almost unprecedented situation.

However, it did present a significant challenge to the evaluation in that the consultant was:

¹ According to Commune Council village-level population data collected in 2018

² The district has 41 registered villages in the district, 14 of which are reached via this project.

- o working with a predetermined data collection framework and data set that could not be adapted or added to, and;
- o did not have a chance to influence the type of data collected based on a chosen methodology.

This lack of direct engagement in the data collection creates a natural limitation to the analysis that can be produced, and hence this exercise became a much ‘lighter-touch’ evaluation that is similar to a literature and desk-review, rather than a typical externally-conducted end of project evaluation.

Furthermore, it is important to note the data collection was conducted in Khmer and translated by ChildFund Staff, all of whom are very competent bi-linguists, but whom do not do translation professionally, and so there is likely some lost detail or nuance in the data received due to the extreme circumstances we find ourselves in.

A number of training reports – documenting key activities within the project – were also only available in Khmer and the consultant relied on short verbal summaries of these to add to the overall analysis, which again is far from ideal but what was achievable considering the context and overall resource constraints.

5.2 Data Collection

Data collection occurred over the period June 2 to June 5. The full data collection schedule is attached as Annex 2 however, in summary it consisted of 22 events as per Table 3 below. The raw data collection was conducted by local youth who were recruited as enumerators, and then trained and supported by ChildFund staff. Appropriate social distancing measures were used during the data collection, to help mitigate any risks related to the corona virus, including using enumerators from the commune in order to limit exposure to outside individuals. From the available evidence, it appears as though the vast majority of participants were also wearing masks (see Photo 1.)



Photo 1: Women’s FGD Discussion

Table 3. Summarised Data Collection Schedule

Type	Target Group	Number	# People Involved
Field Group Discussion (FGD)	Children	2	15
Field Group Discussion (FGD)	Youth	3	23
Field Group Discussion (FGD)	Adult Males	2	12
Field Group Discussion (FGD)	Adult Females	2	15
Team Reflection	Commune Project Management Committee (PMC)	3	18
Team Reflection	ChildFund Staff	2	8
In-depth Interview	Individual community members with a disability	5	4
Key Informant Interviews (KII)	Government Staff	2	2
Key Informant Interviews (KII)	Women’s Radio Station Staff	1	1
		22	

The questionnaire format was qualitative in nature, primarily using open-ended questions, allowing the interviewees to express as much of their opinion and experience as possible. The questionnaires appear to have been developed to test for elements of the project’s activities and reported involvement of each group in certain activities, along with keys areas of the evaluation framework using the OECD-DAC criteria such as effectiveness, sustainability, relevance and so on. The questionnaire formats are attached to this report as Annex 3 They key groups interviewed were:

1. Children and youth
2. Male adult community members
3. female adult community members
4. Commune Project Management Committee comprises of commune council members, commune council for women and children members, village development committee members and community youth)
5. Government Staff from the Provincial Governors office and the Ministry of Planning
6. ChildFund Staff
7. Partner staff (from the local radio station that assisted with awareness raising activities)

This questionnaire was tested on the first three groups interviewed, and then was adjusted as needed for the following interviews based on reflections from the enumerators.

The consultant complemented the raw interview data with a thorough review of all regular reporting documents that were available, produced over the three-year project cycle, including training reports, narrative reports and quantitative results tracking sheets. As mentioned above, a number of training reports that documented key activities – for example a multi-day training workshop on disability by registered DPO (Disabled People’s organisation) – were only available in Khmer and the consultant received verbal summaries of these from relevant provincial staff. All relevant photos and multimedia were also reviewed.

5.3 Data Findings

A simple qualitative data coding approach was used to review the interviews collected by CFC – which was deemed the most appropriate considering some of the data collection limitations as mentioned earlier. Data coding refers to “a process of transforming collected information or observations into a set of meaningful, cohesive categories. It is a process of summarizing and re-presenting data in order to provide a systematic account of the recorded or observed phenomenon”.³ The consultant structured the data coding to look for the most relevant categories in relation to the overall project goals, and also to areas of review as set out by the evaluation ToR. These areas were:

1. Participation and Access
2. Individual and community impact
3. CIP process and activities
4. Accountable governance/CC/CCWCs
5. Gender and inclusion
6. Disability and Inclusion
7. Skills development/SEL
8. Sustainable results
9. Other key points.

The results from the coding were cross-referenced against the photos and other media available, the regular project reporting documents, and also via a number of interviews with the relevant provincial staff⁴.

A summary of the coding findings is listed below:

³ The SAGE Encyclopaedia of Communication Research Methods

⁴ Primarily Chivin Pheng, project officer in charge.

Key category	# of Mentions	Positive Mentions	Negative Mentions	Key Points/Quotes/Information
Participation and Access	55	53%	47%	<ul style="list-style-type: none"> - Most understood and referenced section in the data - Overall, its positive to see participation mentioned so highly - Some duplication here with CIP section as interviewees referring to both participation in CIP and in project in general - CFC reflections reference higher rates of participation in CIP by marginal groups in Chhloung compared to other districts – that is a positive in terms of equal access, but issues with equity as discussed later - Youth, male adults mention positive experience in CIP and sense of contributions being valued. - Women and PWDs describe a less positive experience – even ‘not being heard’ – so possible issue here of equity and tokenistic participation (this is discussed more in depth in analysis)
Individual and Community Impact	52	94%	6%	<ul style="list-style-type: none"> - Only 3 negative mentions – these focused not working enough with older people and very poor, no improvements in longstanding issues like weak birth registration process, engaging in project took away from children study time - 60% referenced software/training/skills impact – see Soft Impact Box - 40% referenced hardware/assets impact - Some references to improved roads and health services from the project, show some mis-attribution of impact by interviewees to project
Accountable governance/CC/CCWCs	18	85%	15%	<ul style="list-style-type: none"> - 85% positive comments, which is slightly skewed some of these this came from interviews with CC/district and provincial staff - Negative comments in relation to age of CC members and their lack of willingness to learn and participate, CC staff turnover undermining CC accountability, and politicisation of decisions

CIP Process and Activities	45	99%	1%	<ul style="list-style-type: none"> - The second most referenced category with 45 mentions – this validates that the project did indeed do a lot of work on the CIP and its quickly referenced by community members - Only 2 negative comments in relation to misunderstanding of CIP facilitation - Some confusion/crossover with participation section as data collection did not clearly define between participation in process and participation in CIP - A major positive is that multiple mentions by community members that they have more confidence in CC to run the CIP process – big tick. - Good range of CIP priorities raised by interviews - from more immediate benefits like income support and vocational training, to more community wide services like better roads, schools, teachers - Interviewees stated that anywhere between 40-100% of the priorities they raised in CIP consultations were included in final CIP – a broad range that does not validate a direct link
Gender and Inclusion	10	40%	60%	<ul style="list-style-type: none"> - Both a small number of references and mostly negative – the experience of women and female youth is an area to be improved - The main concern raised is that CIP consultations are still done as mixed groups and hence dominant voices (e.g. older males) still are most influential.
Disability and Inclusion	30	7%	93%	<ul style="list-style-type: none"> - The only positive comments were relating to CFC and commune council staff visiting home of PWDs - Appears that opportunity to participate was there but not an equitable chance to share their voice - Similar concern to women that traditional voices still dominate Issues of access – distance to CIP venue, accessibility of toilets Key Quotes: <i>“I don’t contribute ideas because I am disability people and I am not able to speak when more people there”</i> <i>“Some are feeling shame of their disability”</i>

Skills Development/SEL	36	95%	5%	- Mainly positive and great range of positive comments that align with SEL framework improved knowledge and experience with CIP, new skills such as proposal writing, project management, vocational training skills, and personal growth in areas such as confidence, assertiveness, communication, teamwork and leadership Key quote: <i>"I understand more how people see the world differently (valuing different opinions and respecting opinions)"</i>
Sustainable Results	6	n/a	/a	- Section was misunderstood by most interviewees – mistook the idea of sustained results as continues participation in this project or a new project
Other Key Points	3	n/a	n/a	- Expected mentions about continuing support for CIP, people with a disability, requests for income support - Also, valid references to not working closely enough with vulnerable older people and the very poor (IPD 1 and 2)

6. Evaluation

6.1 Evaluation Framework

Fundamentally the evaluation is looking to investigate and document to what extent the project has supported ***"Marginal voices are (children, youth, women and people with disabilities) to influence the decision making, service delivery, and overall performance of local authorities and be active participants in their community development"***.

The evaluation will focus on the overall quality and impact achieved in each of the seven key evaluation areas as posed by ChildFund areas (per the ToR) and assign a 'quality' measurement. This will be presented in a simple traffic light system, as seen below, which is an easily understood and referenceable fashion. There will be an accompanying description of the analysis, highlighting key successes, opportunities, challenges etc.

Green for Good Performance - (with strengths highlighted as well any areas for refinement)	Yellow for Acceptable Performance - but needing improvement in highlighted areas	Red for Concerning Performance - in need of significant improvement in highlighted areas
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The system for assigning one colour or another is based on:

1. To what extent the available data show success, or not, in each of the requires sub-areas within the key evaluation areas (as per the ToR). For example, if the evidence suggests that all or the majority of key sub-areas under 'Relevance' have been satisfied, then it will be green – if only a portion, then yellow – and if few or none, then red.
2. In addition, a holistic look at the performance in that key evaluation areas will also be factored in and weighted to the score, if needed. For example, if there is only evidence of two out of four sub-areas, but that evidence suggests genuine or meaningful impact, then the score could be weighted up to green, from yellow.

6.2 Quick Analysis

A quick summary of the project's major strengths and weakness is listed below, and is discussed further in the Expanded Analysis Section.

Strengths, Impacts & Lessons
There are multiple references to more engaged commune councils and a more proactive CIP process - community members perceive an improvement in the facilitation of the CIP and the facilitation skills of CC/CCWC members
There is evidence of the commune council conducting outreach to very poor homes in order to include them in the CIP, that is a positive sign of responsive and accountable government.
There is evidence that the project had a positive, personal impact on individuals in the commune council, and the youth who were involved with the PMTs (project teams) and the CIP processes
Four out of six villages in which CFC responded with building a community pre-school (CPS), had no existing CPS – this is creating positive education assets and access to education, and support RGoC policy and priorities
Involved youth testify to positive experiences and a sense of personal growth in SEL-aligned areas such as confidence, leadership qualities, leadership ambition, and other life/vocational skills
The project aligns and positively supports some of the child protection inspire strategies, mainly the focus on education gains that help protect children from violence and victimization
There is evidence that the micro projects funded by CFC have been run well, on time, and to budget, and are responding to issues raised by communities.
Regarding project management, it has been run well and all of activities and outputs completed

Weaknesses and Challenges
The project seems to have been less successful in engaging females and people with a disability than what was intended – representatives from both groups overwhelmingly testified in interviews that they did not feel 'heard' in the CIP consultations
The participation and inclusion focus of the project skewed too heavily towards children and youth, and was not balanced enough with the other 'marginal voices' as per the design – this is a significant weakness
There is a general lack of strong data collection and evidence to demonstrate impact from the project, in particular: <ul style="list-style-type: none"> ○ evidence linking the ideas and opinions expressed in the CIP consultations to the final CIP plans ○ evidence to show that the results of the micro-projects had a positive impact on communities
There is lack of ChildFund technical education input into the project - when it became clear the project would respond in a large way to ECE/ECD priorities in the CIPs, appropriate technical inputs should have been sought in order to complement and verify the work of the PoE/CCs.
The logframe and performance indicators were deliberately broad to allow for adaptive measurement and future indicators to be created (due to the focus on software and behaviour change) but on reflection it seems too broad and it is hard to quantifiably measure the impact of certain activities, particularly the emphasis on creating 'inclusive' community CIP events.

6.3 Expanded Analysis

It is important to reiterate here again that the following analyses are based on a less than ideal volume of data and data collection processes. This does impose a natural limitation on the analysis, which is broad by necessity.

Overall Project Performance

✓ Acceptable Performance

Summary Analysis: The project was clearly well managed and there are some strong results in relation to the capacity building of local government officials, a stronger and more accountable facilitation of the commune investment planning process, and the skills building of key youth involved in the project. Also, the increased education assets via pre-schools and new teachers will be of great benefit long term in terms of foundational education, life skills and child protection.

The project experienced challenges in extending that same impact to women and community members with a disability, and hence why it only received ‘acceptable rating’.

It can also only be reviewed as **partially successful** in achieving its goal (of enabling “*marginal voices (children, youth, women and people with disabilities) to influence the decision making, service delivery, and overall performance of local authorities and be active participants in their community development*”) as the women and PWDs interviewed revealed their experiences to be disappointing and needing improvement.

The PMTs (comprised of CC/CCWC and youth) implemented the micro-project activities well, conducting a good range of activities that benefitted both households and the broader community. However, it did veer a little too far into education with its emphasis on ECE/ECD (approximately 75% of the micro-project budget was spent on education), but there is no doubt this will be of great benefit to the children who attend and get a foundation for long-term learning. Importantly, 4 of the 6 community pre-schools built in the project were in villages with no existing community CPS’/ECE services available.

1. Relevance - to what extent the project objectives were consistent with the needs of marginalized groups, as well as ChildFund Cambodia's prioritised strategies, policies, and practice.

✓ Good Performance

Summary Analysis: The project design was, and remains, relevant to the Cambodian context, in alignment to a raft of national policies and strategies, and to useful for community households.

Strengths, Impacts & Lessons

The Community Voices (CV) model remains a very relevant approach in Cambodia. There are many tensions in the democratic process – with a national mandate of decentralised governance at odds with local government capacity. Accountable and responsive public institutions remain one of Cambodia’s most pressing issues according to UNDP and the World Bank. Furthermore, rural areas account for 90% of the nation’s citizens living under the poverty line, and there are huge unmet needs in terms of basic infrastructure and access to public services.⁵ The CV approach works on both of these issues.

The Community Voices model aligns well with a number of national policies and frameworks⁶ but most importantly the National Decentralisation and Deconcentration (D&D) Framework and aims to fill some of the gaps that exist in the long-term realisation of D&D, by supporting local government to gradually improve their service provision.

⁵ World Bank and UNDP Cambodia Country Profiles.

⁶ Law on the Administration Management of Commune/Sangkat adopted in 2001; the Law on the Election of the Commune/Sangkat Council members, which led to the first election of Commune/Sangkat (C/S) Council in February 2002, creating substantial local authorities and key responsible activities; the D&D framework whereby a transfer of governance ownership from the central to the sub-national level, under the Organic Law in 2008; the National Program for Sub-National Democratic Development (NP-SNDD) 2010-2019; and, the Strategic Framework for Social Accountability (SAF) and a three-year Plan for Implementation of the Strategic Framework (IP3) 2015-2017.

The CV model is a ‘governance’ project, but it’s more than that as a result of the flexible design – it helps to improve local government capacity but also provide immediate benefits to citizens through the top-up resourcing of the commune investment funds. In this case, micro-projects were implemented that targeted health, WASH, child protection and education (primarily ECE/ECD), all of which are priority areas for the RGoC and ChildFund, and most importantly, were called for by community members.
The project ended up investing heavily in early childhood education - via the construction/rehabilitation of 6 CPS’ and training of 5 pre-school teachers. Boosting access to and the quality of ECCD is a clear priority for the Ministry of Education, and the project activities support some of the strategic priorities in the ECCD National Action Plan (see section Table 4 below)
The project aligns with the CFC Community Wellbeing Program Goal, in particular the part focused on ‘equipping local institutions and community members with the skills they need to interact in ways to create change’ and its focus on youth and marginalised groups – the facilitated interaction between commune councils and community members, and in particular youth, is a key achievement of this project.
There is evidence that the project has achieved good results across all three areas of the SEL framework. This is expanded up in Section 7. SEL Program Alignment, below.
Although not a child protection project, it touched upon three keys areas of the ‘INSPIRE’ strategies for ending violence against children, See Section 6. SEL Cross-cutting Issues, below

Weaknesses and Challenges

None identified

Table 4: Alignment with the 2019-2023 ECCD National Action Plan

Strategic Priorities	CV activities Alignment	
1. Develop the capacity and improve coordination and communication of ECCD stakeholders at both national and sub-national levels to manage and implement ECCD programs	✓	- Facilitating CPS teacher training and supporting CC/CCWC staff that have financial links to pre-school and responsibility for monitoring pre-school minimum standards
2. Increase financial resources for national ECCD programmes within 2019-2023.	N/A	N/A
3. Increase access to adequate basic services, including health care, health education and nutrition services by pregnant women and children under 5 years old.	✓	- Small WASH activities in the project contribute to better healthy and hygiene for certain households - Latrines and handwashing stations built at community pre-schools
4. Improve security and safety for all children under 6 years old.	✓	- Awareness raising on key issues on such as child rights, protection - Pre-school learning builds foundation for better lifelong education that equips children with protective skills
5. Increase, strengthen and improve the number and quality of learning services for children under age 6.	✓	- Facilitating CPS teacher training - Provided pre-school buildings and materials - Supporting PoE and CC/CCWC staff to monitor CPS minimum standards

2. Efficiency - to what extent project activities and outputs outlined in project proposal were achieved in time, within budget and with quality.

✓ Acceptable Performance

Summary Analysis: In general, the activities and project management were done well, however some issues with technical inputs and data collection forced this to be only 'acceptable'.

Strengths, Impacts & Lessons

The project has been run well and in general there are no major issues with the efficiency and project cycle management; all activities and outputs completed were completed, and no issues with funding or budgets.

Year 3 of the project overlaps with the outbreak of the COVID-19 global pandemic and this naturally caused some disruption to activities, stakeholder participation and results, but up until this all the evidence suggest solid project management.

All 5 output targets in the project can be demonstrated to have been achieved, with the slight exception of fewer of CIP consultations in year 3 than originally planned, as they have been delayed due to COVID and safety reasons.

The project teams demonstrated good flexibility and adaptation when needed. For example, the training of pre-school teachers in year three of the project was disrupted by COVID – candidates were meant to be doing a short-course at the provincial teacher training college (PTTC) but ended up missing enrolment windows due to COVID. The team came up with a reasonable workaround for this by organising for existing teachers to put together an improvised short course that they delivered and then would support the new teachers with in-classroom support. This had yet to be realised but on paper appears to be a practical solution to a problem arising in exceptional circumstances.

Weaknesses and Challenges

A disability training in Y1 with registered DPO appears to have been unsuccessful, and this may have contributed to some of the issues the project had in subsequent years with meaningful inclusion of PWDS in the project and in the commune investment processes – this is an area for improvement and something to review in future CV projects.

There is no data or documentation describing an internal review or reflection of the DPO training this – considering that it had its challenges this would have been advisable.

Data collection and the gathering of evidence was also an issue. There is plenty of data available, it's more the quality of it and how that data collected can be used to show impact over time. This is expanded upon below in 'effectiveness'.

There was a change of organisational monitoring and evaluation frameworks during the project's life, from what was called the Development Effectiveness Frame (DEF) to a Monitoring, Evaluation and Learning (MEL) Framework. Staff testified to some issues with the transition, most noticeably with possible double counting of beneficiaries, and shifting to new monitoring templates and methodologies, which likely has caused some issue with reporting integrity.

3. Effectiveness – the what extent have the intended project outcomes been achieved, citing concrete evidence and case stories; and its contribution to the Community Well Being Program.

✓ Acceptable Performance

Summary Analysis: There is evidence to suggest both outcomes were achieved, albeit in part only. The CIP consultations occurred with improved facilitation skills and good engagement from youth. However, there were issues with the participation and experience of women and PWDS.

The project teams performed well and implemented and small projects connected to the CIPs, all of which aligned with CFC’s Community Wellbeing priorities, but there is little evidence to determine the quality of these projects or their impact on individuals or the community.

Project Objective 1:
To promote the influence of children, youth, women and people with disabilities (marginal voices) in CIP process and to strengthen commune council’s ability to manage the CIP process

<p>Outcome 1 Indicators:</p> <ul style="list-style-type: none"> - Individual consultations for marginal groups held at village level and evidence of high participation in CIP consultations - Priorities raised by marginalized groups included in CIPs 	<p>Indicator Achieved:</p> <p style="font-size: 2em; color: green;">✓</p> <p><i>Insufficient evidence</i></p>
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Strengths, Impacts & Lessons
Over 30 CIP consultations events were held across the 3 communes during the project and there is evidence that CC’s ability to run the CIP process has improved with mentions of ‘better facilitation’ by commune staff, ‘involvement at all stages’, ‘more opportunity for children and youth to participate’, and ‘my ideas were listened to and included in the plan’ (see Key Quote 1)
There are sufficient mentions of the CC/CCWC being more engaged with community members and running a more proactive CIP process, for example CC/CCWC staff visiting some vulnerable households directly to get their inputs, rather than relying on them to come to a centralised event – this is a demonstration of more proactive and accountable local government
The project was successful in promoting the voice of children and youth into the CIP and equipping government staff with better skills to facilitate this - ChildFund has spent a lot of time strengthening child and youth participation skills in its staff and this investment has paid off in this project.
The disruption to activities in year 3 resulted in the commune councils having to delay the CIP consultations – due to the project ending this will result in the CCs having to run these without the aid of ChildFund staff. One commune has already started this process and others are preparing for it – this is a positive sign that CFC’s investment in the CC staff and strengthening local CIP processes are being sustained.
There is evidence that simply attending the CIP consultations is of benefit to citizens, that is in experiencing how it works and the process of engaging with CC/CCWC officials and how they respond to citizens. It raised awareness and understanding of the process and also expectations they will continue at that level. This is a lasting impact (see Key Quote 2)
The improved facilitation and management of the CIP process has created better ‘relations’ or trust between the CC/CCWC members and the community – this was mentioned 3 times - and is really invaluable social capital (see Key Quote 3)
Ideas and suggestions raised by community members did make it into the CIP as community members interviewed testify to this, however the level of influence is hard to quantify.

Key Quote 1:
“CC give value to people, when we share our need and they heard it and when we share out ideas and all our problem are listen by them.”

Key Quote 2:
“Yes, we can understand some about CIP planning process. Some youth are very new about CIP.”

Key Quote 3:
“Increased interaction between the youth and commune councils promotes trust of elected authorities.”

Weaknesses and Challenges

The project was successful in promoting the voice of children and youth into the CIP, but where it was less successful was extending that opportunity to women and community members with a disability. Representatives from both groups overwhelmingly testified in interviews that they did not feel properly 'heard' in the CIP consultations (see Key Quote 4)

Key Quote 4: "I used to participate but only listen no voice, I saw other young female and male like me, no contribute any ideas because we sit in the mix groups, no opportunity to share so I don't fully participate."

There seems to have been a focus more on equal participation – ensuring all the ‘marginal voices could attend these events – rather than equitable participation - ensuring there is appropriate and fair opportunity for everyone to contribute in a sensitive and meaningful way.

Mixed consultations appear to be a significant barrier to adequately including all voices – women and PWDs interviewed mention that holding the consultation as one big group is intimidating and does not give them a proper opportunity to share their voice. This was also not in line with the aims and spirit of the project approach and any future CV project should consider how to ensure some form of separate, individual consultations can occur.

Another area for improvement would be very clear management of expectations by community members as there were a small number of mentions about community members being disgruntled with the CIP due to a perceived lack of follow up/personal benefit, and from the CC/CFC side, some agitation that community members expect too much.

The documentation process and evidence gathering from the CIPs needs improving. CC staff and community members state that ideas raised at the CIP events were captured and made their way into the CIP, but no clear documentation of this is available. It was necessary for CFC to be able document this at the time and then cross reference back to the CIPs later on, in order to show causal link between project activities and desired outcomes. A possible model of how it should have work is illustrated below. This was not done and is an area for procedural improvement in the future.



Project Objective 2:
To strengthen the capacity of commune council (CC), commune committee for women and children (CCWC), and youth representatives to be able to implement certain CIP priorities (as identified by marginal voices and funded by ChildFund).

<p>Outcome 2 Indicators:</p> <ul style="list-style-type: none"> - Commune project Management team are formed and implement approved micro-projects - Micro-projects positively impact marginalized groups and/or wider community (qualitative review of impact) 	<p>Indicator Achieved:</p> <p style="text-align: center;">✓</p> <p style="text-align: center;"><i>Insufficient evidence</i></p>
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Strengths, Impacts & Lessons

The Project Teams received a wide range of training (project cycle management, proposal writing, disability awareness, CIP process and child and youth participation) and have put these to use in the project – in particular the child and youth facilitation skills stand out as being effective.

This has led to stronger abilities and confidence by the PMT members. The reports from the training suggest that participants were learning well, but more importantly the interviewee data repeatedly mentions CC staff and the PMT staff being very capable and accountable (18 references). (see Key Quote 5)
Reflections from CFC staff are also positive towards the PMT implementation of micro-projects with no significant criticism, rather positive commentary about good proposal writing, management, reporting and financial management. (see Key Quote 6)
Higher level officials in the Department of planning requested CFC to share their training/tools on children and youth participation with them, which is a positive flow on impact from work CFC has done at the commune level
CFC felt confident enough in the commune council's ability to manage these projects that in year 2 they allowed the CCs to start managing the micro-project budget through their own systems (rather than having to duplicate paperwork), which is a good acknowledgement of improving capacity and accountability by the CCs.
There are 25 positive interview mentions about the micro-projects, mostly focused on improved assets like the pre-schools, household latrines, pump well, and information campaigns in the community, and so anecdotally these projects have had a positive impact on households and communities (see Annex 4 for a full breakdown of the micro-projects) (see Key Quote 7)
4 of the 6 community pre-schools built in via the micro-projects were in villages with no community ECE services available, and this increased access will likely boost pre-school enrolments. The project also facilitated new teachers to be trained, and if ongoing support and monitoring of standards is done, then there is a good chance this will lead to positive learning outcomes for those children.
The CC/CCWC representatives are using a relatively new MoE Guidebook on the management of pre-schools, which they sourced independently – i.e. they are using up-to-date and relevant materials, which are not universally known about - this is another good sign about the responsiveness and accountability of the staff (See Photo Section)

Key Quote 5:
“Understand more about planning and have good relation with community people and the authorities.”

Key Quote 6:
“PMC had improved capacity, work in team, understand more on good governance, more accountable.”

Key Quote 7:
“I remember improved on education, health, toilet, mobiles resources to response needs, community awareness raising.”

Weaknesses and Challenges

The micro-project work heavily invested in ECE/ECD (approximately 75% of the micro-project budget was spent on education) and perhaps could have struck a greater balance of investments in other areas flagged during CIP events and the plan,
The micro-project work heavily invested in ECCD (ECE/ECD) and when this became clear, the project should have sought technical support from an education specialist within the ChildFund network in order to verify the activities being prescribed by the PoE. Technical support from inside ChildFund would have been both a good complement to the government staff, and also a check on the quality of work – ECCD is a newer education focus and acknowledged by RGoC as an area needing strengthening. ⁷ This was not done and hence the technical strength and general quality of the ECCD activities have not been reviewed and hence are unclear.
The documentation process and evidence gathering of the micro-projects needs improving. Aside from interviewees testing positively in the evaluation data collection, CFC did not collect any evidence during the project that demonstrates the impact of the micro-projects. Some easy wins could have been case studies of

⁷ ARNEC 2019 Presentation – November 2019 & National Policy on Early Childhood Care and Development

households that received a latrine, or youth who were sponsored on a vocational training course. In particular, when it became clear that ECE/ECD priorities in the CIPs would be heavily invested in, the project should have sought support from an education specialist to develop a way of measuring the success of the pre-schools

4. Impact – *to what extent has resiliency been built within the target vulnerable groups; evidence of voice of vulnerable groups are listened to and acted upon by the duty bearers; evidence of positive changes in Knowledge, Attitude and Practices among the duty*

✓ Good Performance (borderline)

Summary Analysis: There is evidence that the project had a positive impact on youth and the CC/CCWC staff and that this resulted in other types of benefits – namely increased trust, confidence and similar social capital. The duty bearers (in this case CC/CCWC members) are taking on more ownership of the CIP process and more broadly community relations (see Soft Impact below).

There is a significant issue with the lack of impact on women and PWDs, but the consultant decided to acknowledge and emphasise the good achieved with the former groups, and hence kept this as a ‘good performance’.

Soft Impact – key mentions about improved skills, knowledge and attitudes

“Youth learning new skill’ - vocational skills - gain in confidence, leadership and communications skills - knowledge from billboards and awareness raising - improved confidence in teams - more understanding on child protection and rights of the child - parents value education - improved community attitudes and contributing to project (time, labour, money) - understanding more about CIP - more participation in CIP - better CIP process by authorities - CC /CCWC run good process”

Strengths, Impacts & Lessons

18 mentions of more capable and accountable CC/CCWS and over 40 references to the CIP process/CIP activities suggests that there is a growing relationship and engagement between the CC/CCWCs and community members (see Key Quote 8) I could approach the committee for consultation if I have any issues

There appears to be an increasing confidence from community members in the skills and knowledge of the CC/CCWC (resulting from positive experiences with a more proactive CIP process). This confidence is really important social capital – faith in local institutions – and if it sustains then builds a solid foundation for continued community development and strong institutions (see Key Quote 9)

The outreach conducted by CC/PMTs to vulnerable households (albeit on a small scale) is symbolic of better responsiveness by local duty bearers. This is clearly a work in progress but a positive sign nonetheless (see Key Quote 10).

Improved communication and relationship between community member and households also seems to be another positive impact of activities, as mentioned by interviewees. This could be a result of their mutual engagement in the CIP or other project activities, but nonetheless this is positive social capital.

Young people in particular seems to have benefitted greatly from the project (see SEL section below) via the access to training and participation activities. The youth involved with the PMT benefitted in multiple ways; working on projects and learning PMC skills, involved in a decision-making body and having to work in teams, and engaging on the same level with government staff, which has additional benefits of challenge traditional power dynamics.

There were also mentions about broader benefits to the community (via the micro-project activities) such as increased enrolment rates at school (no specified pre-school), better understanding of child rights and child protection ideas, more knowledge about important issues such as migration and trafficking, and the COVID virus. It’s hard to attribute this directly to the project, as there likely many sources of information in a community, but interviews raised these in connection to the project and there is likely some correlation.

Key Quote 8:
"I could approach the committee for consultation if I have any issues."

Key Quote 9:
"Before they did listen to what we say, but now they are carefully listen and value our priority as we agreed to select pre-school as top priority."

Key Quote 10:
"The authority conducted home visit and listened to us and value our priorities/ needs."

Weaknesses and Challenges

The representatives interviewed from both the women and PWD groups spoke mostly of a negative or non-included experience in the activities – the notion of not 'feeling heard' was mentioned over 20 times. For all the improvements with CC staff and the CIP process, it still is prone to existing power imbalances and insensitivities that need to be considered in future activities.

The DPO training from Y1⁸ was a good idea that appears to have been poorly executed or possibly too easily forgotten without follow up. This may have contributed to some of the issues the project had in subsequent years with meaningful inclusion of PWDS in the project and in the commune investment processes. It would be advisable for CFC to review approach to the issue of disability going forward – if it wants to be more successful in this then more investment in understanding and sensitivity is needed, starting first internally and then onto partners.

The overall impact on people in the project is basically a tale of two experiences – positively working work with children, youths and the government, and less successfully with women and PWDs – and that is far from the ideal outcome in any project. There are good reasons for this, starting with a lack of training and experience in these areas. However, it is also clear that the project did cause some people to feel uncomfortable and upset – which needs to be addressed and avoided in the future. (see Key Quote 11 -12)

Two interviewees mentioned needing to engage more every poor (IPD 1 and 2) – this consultancy does not have enough demographic data to assess this idea, but in general this should be a focus for all CFC rural development projects.

Key Quote 11:
"Felt ashamed to share needs to big groups."

Key Quote 12:
"I used participate but only listen no voice, I saw other young female and male like me, no contribute any ideas because we sit in the mix groups, no opportunity to share so I don't fully participate."

5. Organisational Learning – *The alignment of the project regarding relevant assessment, analysis and learning questions contained within the organisational MEL Framework. This includes an assessment of the feasibility of continuing investment in youth development, especially in the Cambodian context.*

Not Applicable

The learning questions in the MEL system have not been individually addressed. The majority have been covered by the evaluation categories as per the TOR and the other require more direct evaluation involvement, with partners and beneficiaries, than is currently available with this remote exercise. However, there are some key organisational learning points to highlight. These are:

- **Child and Youth Participation** – this has and continues to be a key area investment for CFC and this project provides evidence that this investment is paying off. That is a credit to the staff there and their application of the training in C&Y participation skills. It is imperative though that this professional development be maintained and built upon.

⁸ Training Content: Concepts of disability; Types of disability; Disability and development for all Showing respect and dignity to PWD; Creating comforts/easiness for PWD; Communication with PWD; Ensuring effective participation and advocacy for PWD; Planning with PWD inclusion

- **Disability Approach** – despite engaging a local DPO in Y1, those people with a disability interviewed reported a negative experience in the project. It is likely CFC needs more investment in understanding and engagement skills on this issue, starting first internally and then onto partners.
- **Gender Dynamics** – the ambition is right to tackle existing power differentials in communities and there is increasing participation in local planning processes is a positive. However, the equity of that participation needs to be better in order to genuinely bridge power gaps.
- **Overall Project Ambition** – trying to achieve durable, positive change with three distinct groups of community members, when tackling long-term systemic issues, was very ambitious. Although this is commendable, a more achievable vision is advisable for future projects
- **Data Collection** – CFC is moving over to digital monitoring systems which should greatly improve long-term data collection and evidence production. This project lacked strong data collection at key project activities – namely the CIP consultations and the household impact of the micro-projects – this is an area for organisational growth.
- **Technical Input** – ChildFund as a whole has invested in strengthening its technical competencies over many years and it’s important that country offices utilise both their own staff, but also other those from other offices when appropriate. Community Voices relied on PoE technical input into the education activities, which is appropriate, but also needed to use CF technical inputs to complement this.

6. Sustainability – *to what extent can the outcomes of the project can be continued based on the built capacity of target groups, government partners at various levels, and ChildFund Cambodia (taking into account financial, individual and organizational capacities).*^[L1]_[SEP]



Summary Analysis: The emphasis on skills development and improving community ties in this project are inherently sustainable, if done well, and which seems to be the case here. The project seems have been on track to ensure the results could be continued, however, through no fault of the project, this can’t be guaranteed as the COVID situation has and will result in a contraction of resources (financial, time, access and human) at the commune level.

Strengths, Impacts & Lessons
The emphasis on software in the project – skills development, and building better ties between government staff and the community – is enduring change if done successfully and there is evidence of this, as described earlier in ‘Impact’. In that sense, the project design can be considered a sustainable model.
The perceived improvements in the CIP process are somewhat dependent on resources available to the CC (human, time, access etc.) but their improved skills and confidence is a sustainable result.
Encouragingly, when the communities/CIPs decided to focus on ECE/ECD, the Commune Councils responded with an increased contribution to this from their own resources. Roughly 10% of the commune budget in year 2 was allocated to ECE/ECD, which was an increase of roughly a 2%. ⁹
Youth testified about feeling confident in their news skills, and having ambitions to lead, these are sustainable positive changes.
CFC had already been honest with CC partners in that the level of support for the CIP process (provided in this project) would likely decrease if not stopped at the end of the project, and so the fact that the CIPs have continued to be conducted well, in the absence of guarantee of future support, is a sign of more committed and accountable government and a sustained change.
Higher level Officials in the Department of Planning requested CFC to share their training/tools on children and youth participation with them, which is a positive flow on from the work CFC has done at the commune levels, an example of how the results can multiple and sustain themselves.

⁹ These figures are based on rough calculations from the CIP plans and then cross-referenced with CC staff, but CC staff have changed in this period and there is inevitably some loss of data in these handovers.

Weaknesses and Challenges

Clearly the main issue is the COVID-19 situation and to what extent this will undermine the gains in the project - there is already a significant contraction of financial and human (time available and access) resources at the commune level and that will likely flow into planned contributions that would have ensured the sustainability of certain results, for example pre-school teacher salaries or maintenance budgets for the pre-schools. If those resources are not forthcoming then long-term viability and quality the results will be at risk.

The large investment in school infrastructure and materials does come with the risk that these will not be maintained properly, as with all significant material investment. CFC will need to conduct some post-completion monitoring to check in on this and liaise with the relevant stakeholders to try and mitigate this risk.

7. Crosscutting Issues Impact - *whether or not, and if so to what extent, cross cutting issues were addressed and positively impacted by the project*

✓ Acceptable Performance

Summary Analysis: It is likely the project has reinforced some of the foundations of child protection and protective communities through its work on pre-schools, increased education access and broader information campaigns. The project had the right ambition with trying to promote women in the project but was challenged with its execution in this area and with Disability and Development. The consultant viewed this an acceptable performance because these are very challenging, complex areas to address and the willingness to focus on these is commendable, and contributes to a longer-term cultural shift.

Child Protection: Although not a child protection project, it touched upon three keys areas of the 'INSPIRE' strategies for ending violence against children,

- Awareness raising activities in the communes, via the micro-project, discussed child protection and family violence issues, and heled to further communicate about protective **N**orms and values,
- It helped to create **S** safer environment for children by improved household WASH infrastructure
- And by improving access to **E**ducation and lifeskills through which skills and knowledge is gained that can help children and young people protect themselves

Gender and Development: The project had the right ambition with trying to tackle existing power differentials in these rural communities and in government interactions. It was able to realise more equal participation in local planning processes and some small development activities, but the experiences of women interviewees reveal that it was not equitable participation and there is no significant progress in breaking down barriers to meaningful participation

Disability and Development: As discussed in 'Impact', this is an area that needs review from ChildFund as the current internal capacity is not sufficient to effectively work on this issue.

7. SEL Program Alignment – whether or not, and if so to what extent, the project contributed to the 'Social and Emotional Learning (SEL) Program' sector outcomes within ChildFund Australia's organisational Monitoring, Evaluation and Learning Framework

✓ Good Performance

Summary Analysis: The project made good gains in terms of child and youth participation, and promoting their influence in the project and community. There is evidence that it has achieved good results across all three areas of the SEL framework, namely:

SEL Outcome 1 (Social and emotional Skill): New skills learned and personal growth in areas such as confidence, team work and listening skills, as well as certain key vocational skills and information on important issues such as migration and substance abuse.

SEL Outcome 2 (Leadership and action for community change): Youth involved in the PMT especially mention newfound confidence in their ability to take on responsibility, and contribute to leadership decisions (See Key Quote 13). Furthermore, via their participation on the PMT, they are encouraged to engage/talk on the same level with government staff, which is a great opportunity to challenge traditional power dynamics but also demonstrate to traditional power holders of the benefits of working with young people, or more broadly the benefits of a more inclusive form of power.

Key Quote 13: "Able facilitate and present my priorities in front of adult and able to communicate with high ranking people."

SEL Outcome 3 (Enabling Environment): CV fundamentally tries to improve the enabling environment for SEL. Local commune council staff have been training in child and youth participation techniques, the CIP process emphasises the inclusion and voice of youth, and young people were involved in project management teams with CC/CCWC staff to CIP consultations and the implementation of micro-projects,

7. Project Design

The major strengths in the design are:

- Continues to be a relevant governance approach in Cambodia
- Logical flow of activities that can easily be linked to the planned outputs
- Clear and concise thinking and not over-developed to be too broad, or under-developed to be too specialised.
- Significant amount of flexibility in the design to allow for adaptive management and in-country/project team decision making as needed

The major flaws in the design are:

- Fundamentally, the intention to work with so many types of vulnerable groups was likely too ambitious. The project ended up focusing on children and youth. This is understandable as it is an area of investment and focus by CF, and so trying to work with other marginal voices - in women and individuals with a disability - was probably too big an ask.
- The objective level indicators, although deliberately broad due to the very complex and ambitious nature of the project, are highly qualitative in nature and this can be challenging to review and demonstrate success or failure.
- Qualitative indicators also generally make it harder to establish baseline figures that can be measured against, as was the case in this project.

8. Recommendations

A full detailed list of detailed recommendations is tabled below, and categorised into key areas for ease of review. This list is purely based on issues that arose from the collected data.

Categorised Recommendations

Programming Issues	<p>Disability– more training is need for staff and partners on this issue. It could be a back to the basics approach and build from there internally and with partners. The emphasis being on understanding the spectrum of disabilities and then onto inclusive facilitation and engagement</p> <p>Equity versus equality – this is longstanding issue whereby success needs to be understood less by equal participation in activities, and more in terms of how positive the experience was for a vulnerable person or group the project is trying to work with.</p> <p>Ensure education inputs into education projects - get education specialists involved whenever education takes place (CFC has invested heavily in education in recent years and yet this project has had minimal technical support).</p> <p>More targeting of very poor (IPD 1 and 2) as recommended by interviewees</p> <p>Do No Harm – critically, the project did cause some people to feel uncomfortable and upset – which needs to be addressed and avoided in the future.</p>
Logframe & Design	<p>Ensure objective level indicators are measurable and that there is a plan in place to collect the data needed to measure success or not.</p> <p>The logframe and performance indicators were deliberately broad to allow for adaptive measurement and future indicators to be created (due to the focus on software and behaviour change) but on reflection it seems too broad and it is hard to quantifiably measure the impact of certain activities, particularly the emphasis on creating ‘inclusive’ community CIP events.</p>
Data Collection	<p>There were a number of data collection issue that are recommended areas for strengthening, including:</p> <ul style="list-style-type: none"> - Improved data collection/evidence gathering – especially at the impact level. It’s necessary to document activity results and then link these into the measurement of objective indicators - Conducting internal reviews into key activities that proved unsuccessful, such as the disability training in Y1. A review of this would have been advisable. - Future projects working with the CIP processes need to be documenting what happens at those events - Attempt to collect more case studies in the future – in this case, a good opportunity would have been with youth who received vocation training - a deeper dive into their experience and see if they can apply learning, has it helped them with work, life skills.
Project Management	<p>Ensure expectations are managed with stakeholders – multiple mentions about community members who participated in activities with different understanding of them (specifically expecting some material return).</p> <p>Ensure basics like activities venues are inclusive – that is mobility and gender friendly – e.g. accessibility ramps and specific, private bathrooms for women and men.</p> <p>Future CV project, or similar projects, should strongly consider separate, individual consultations in local planning processes. The use of large, mixed groups is clearly a barrier for meaningful participation for some.</p>

Ensure that post project reviews are done – a review of pre-schools, teachers and CC/CCWC monitoring of school to verify the sustainability and quality of investments. It would be advisable if this is supported by CFC Education specialist.

9. Photos



Photo 2: Children participating in CIP discussions

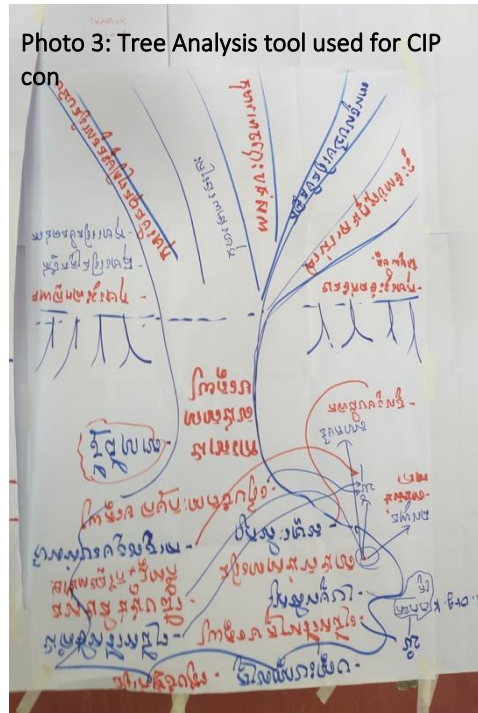


Photo 3: Tree Analysis tool used for CIP con



Photo 4: Adults participating in CIP discussions

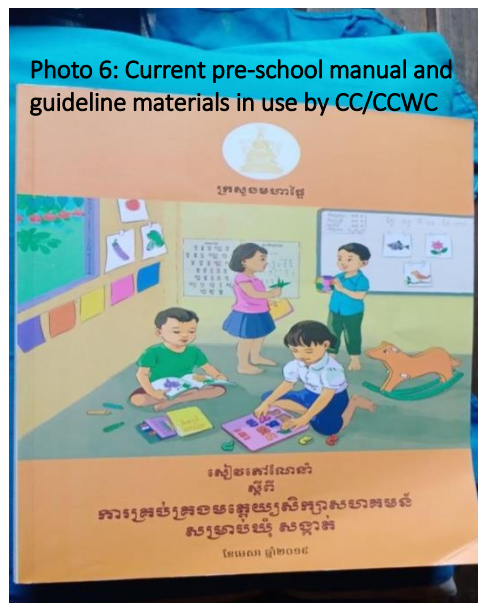


Photo 6: Current pre-school manual and guideline materials in use by CC/CCWC



Photo 5: Group discussion in develop micro-project budget in Han Chey Commune, Chhloung



10.

Annexes

The annexes are attached as a zip packet to this document.

This includes:

Annex 1 - ToR

Annex 2 - Data Collection Schedule

Annex 3 - Data Collection Forms

Annex 4 - Summary of Commune proposal 3 years

