

Closure Stage Quality Assurance Report

Form Status: Approved

Overall Rating:	Highly Satisfactory
Decision:	
Portfolio/Project Number:	00112227
Portfolio/Project Title:	Promotion of inclusive education
Portfolio/Project Date:	2018-06-01 / 2021-06-01

Strategic

Quality Rating: Exemplary

1. Did the project pro-actively identified changes to the external environment and incorporated them into the project strategy?

- 3: *The project team identified relevant changes in the external environment that may present new opportunities or threats to the project's ability to achieve its objectives, assumptions were tested to determine if the project's strategy was valid. There is some evidence that the project board considered the implications, and documented the changes needed to the project in response. (all must be true)*
- 2: The project team identified relevant changes in the external environment that may present new opportunities or threats to the project's ability to achieve its objectives. There is some evidence that the project board discussed this, but relevant changes did not fully integrate in the project. (both must be true)
- 1: The project team considered relevant changes in the external environment since implementation began, but there is no evidence that the project team considered these changes to the project as a result.

Evidence:

1. Due to COVID-19 outbreak, some changes in project implementation were inevitable and suggested new opportunities which were discussed and approved at the Second Committee Meeting held online on July 23, 2020:

- the devastating consequences of pandemic restrictions for public sector made the Administration of State Historical-Architectural Reserve Icherisheher (ASHARI) unable to maintain the Inclusive Training Centre established by project in Icherisheher after the end of the project. Therefore, the roles of the stakeholders have been additionally revised and after successful negotiation process with the Administration of the State Agency on Vocational Education (SAVE), the decision to move the centre under the auspices of SAVE for the sustainability of the program was made and approved at the Second Steering Committee Meeting. Following this decision, the Exit Strategy was submitted and approved and a three-side Letter of Intent was signed between UNDP, ASHARI and SAVE on November 4, 2020 where the role of each stakeholder during the transition phase was clearly specified in the attachment.

- Another new opportunity as a response to COVID-19 was transformation of educational process into video format and 50 video lessons produced and made available for public use and the initiative was featured in joint press-release and cross-shared by donor and partners including the State Agency on Vocational Education

List of Uploaded Documents

#	File Name	Modified By	Modified On
1	letterofintent1_10982_301 (https://intranet.undp.org/apps/ProjectQA/QAFormDocuments/letterofintent1_10982_301.pdf)	zarina.aliyeva@undp.org	12/2/2021 8:42:00 PM
2	SecondSteeringCommitteeMeetingMinutes_PiETA_July23.2020_10982_301 (https://intranet.undp.org/apps/ProjectQA/QAFormDocuments/SecondSteeringCommitteeMeetingMinutes_PiETA_July23.2020_10982_301.doc)	zarina.aliyeva@undp.org	12/2/2021 8:33:00 PM
3	PIETA_ProjectExitStrategy.short.docx_10982_301 (https://intranet.undp.org/apps/ProjectQA/QAFormDocuments/PIETA_ProjectExitStrategy.short.docx_10982_301.docx)	zarina.aliyeva@undp.org	12/2/2021 8:43:00 PM

2. Was the project aligned with the thematic focus of the Strategic Plan?

- 3: *The project responded to at least one of the development settings as specified in the Strategic Plan (SP) and adopted at least one Signature Solution .The project's RRF included all the relevant SP output indicators. (all must be true)*
- 2: The project responded to at least one of the developments settings1 as specified in the Strategic Plan. The project's RRF included at least one SP output indicator, if relevant. (both must be true)
- 1: While the project may have responded to a partner's identified need, this need falls outside of the UNDP Strategic Plan. Also select this option if none of the relevant SP indicators are included in the RRF.

Evidence:

The UNDP Strategic Plan, 2018-2021 reflects the principles of leaving no one behind which is guiding PI ETA project.

Signature solution 2: Strengthen effective, inclusive and accountable governance. This solutions package therefore focused on supporting diverse pathways towards peaceful, just and inclusive societies. The project aimed to promote inclusion of people with disabilities by provision of opportunities for education and socialization. The project also contributed to the Sustainable Development Goal 4. "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all; Target 4.5 by 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations".

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No documents available.			

Relevant

Quality Rating: Highly Satisfactory

3. Were the project's targeted groups systematically identified and engaged, with a priority focus on the discriminated and marginalized, to ensure the project remained relevant for them?

- 3: *Systematic and structured feedback was collected over the project duration from a representative sample of beneficiaries, with a priority focus on the discriminated and marginalized, as part of the project's monitoring system. Representatives from the targeted groups were active members of the project's governance mechanism (i.e., the project board or equivalent) and there is credible evidence that their feedback informs project decision making. (all must be true)*
- 2: Targeted groups were engaged in implementation and monitoring, with a priority focus on the discriminated and marginalized. Beneficiary feedback, which may be anecdotal, was collected regularly to ensure the project addressed local priorities. This information was used to inform project decision making. (all must be true to select this option)
- 1: Some beneficiary feedback may have been collected, but this information did not inform project decision making. This option should also be selected if no beneficiary feedback was collected
- Not Applicable

Evidence:

The target groups of the project include students with and without disabilities who were actively involved in the process of implementation and monitoring through their participation in individual and group meetings and discussions facilitated by project working team experts, by participation in interview conducted by international and local monitoring experts, media, also by filling out monitoring forms after training sessions.

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No documents available.			

4. Did the project generate knowledge, and lessons learned (i.e., what has worked and what has not) and has this knowledge informed management decisions to ensure the continued relevance of the project towards its stated objectives, the quality of its outputs and the management of risk?

- 3: Knowledge and lessons learned from internal or external sources (gained, for example, from Peer Assists, After Action Reviews or Lessons Learned Workshops) backed by credible evidence from evaluation, corporate policies/strategies, analysis and monitoring were discussed in project board meetings and reflected in the minutes. There is clear evidence that changes were made to the project to ensure its continued relevance. (both must be true)
- 2: *Knowledge and lessons learned backed by relatively limited evidence, drawn mainly from within the project, were considered by the project team. There is some evidence that changes were made to the project as a result to ensure its continued relevance. (both must be true)*
- 1: There is limited or no evidence that knowledge and lessons learned were collected by the project team. There is little or no evidence that this informed project decision making.

Evidence:

The project working team was collecting information throughout the project implementation reflected in narrative reports. Expected outcomes versus achieved results as well as risk log reflected in Project Document were revised at regular project management meetings.

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#	File Name	Modified By	Modified On
1	AZ_UNDP_PiETA_Prodoc_2018-2021_10982_304 (https://intranet.undp.org/apps/ProjectQA/QAFormDocuments/AZ_UNDP_PiETA_Prodoc_2018-2021_10982_304.pdf)	zarina.aliyeva@undp.org	12/2/2021 11:29:00 PM

5. Was the project sufficiently at scale, or is there potential to scale up in the future, to meaningfully contribute to development change?

- 3: *There was credible evidence that the project reached sufficient number of beneficiaries (either directly through significant coverage of target groups, or indirectly, through policy change) to meaningfully contribute to development change.*
- 2: While the project was not considered at scale, there are explicit plans in place to scale up the project in the future (e.g. by extending its coverage or using project results to advocate for policy change).
- 1: The project was not at scale, and there are no plans to scale up the project in the future.

Evidence:

5. -The project has covered sufficient number of beneficiaries - 46 students with disabilities and 66 students with disabilities. In addition, the project has covered

- 6 Arts teachers, 4 Special Service providers and 10 Special Educators received training on inclusive education methodology either from the international expert or local consultants since 2018
- 18 managers of Vocational Schools plus 17 teachers and psychologists received online training on inclusive education methodology from the project local team of experts between January and March 2021

Capacity-building programs of managers, teachers, psychologists contributes to meaningful development change for potential students with disabilities of vocational schools and lyceums.

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#	File Name	Modified By	Modified On
1	PIETA_finalreport__10982_305 (https://intranet.undp.org/apps/ProjectQA/QAFormDocuments/PIETA_finalreport__10982_305.pdf)	zarina.aliyeva@undp.org	12/2/2021 11:27:00 PM

Principled**Quality Rating: Satisfactory**

6. Were the project's measures (through outputs, activities, indicators) to address gender inequalities and empower women relevant and produced the intended effect? If not, evidence-based adjustments and changes were made.

- 3: The project team gathered data and evidence through project monitoring on the relevance of the measures to address gender inequalities and empower women. Analysis of data and evidence were used to inform adjustments and changes, as appropriate. (both must be true)
- 2: *The project team had some data and evidence on the relevance of the measures to address gender inequalities and empower women. There is evidence that at least some adjustments were made, as appropriate. (both must be true)*
- 1: The project team had limited or no evidence on the relevance of measures to address gender inequalities and empowering women. No evidence of adjustments and/or changes made. This option should also be selected if the project has no measures to address gender inequalities and empower women relevant to the project results and activities.

Evidence:

The project was not specifically gender focused. The main goal of the project was promotion of inclusive education opportunities for people with disabilities, however, the project encouraged active participation of female students. The gender ratio is the following: 6 female students to 46 male students out of 112 project beneficiaries.

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No documents available.			

7. Were social and environmental impacts and risks successfully managed and monitored?

- 3: Social and environmental risks were tracked in the risk log. Appropriate assessments conducted where required (i.e., Environmental and Social Impact Assessment (ESIA) for High risk projects and some level of social and environmental assessment for Moderate risk projects as identified through SESP). Relevant management plan(s) developed for identified risks through consultative process and implemented, resourced, and monitored. Risks effectively managed or mitigated. If there is a substantive change to the project or change in context that affects risk levels, the SESP was updated to reflect these changes. (all must be true)
- 2: *Social and environmental risks were tracked in the risk log. Appropriate assessments conducted where required (i.e., Environmental and Social Impact Assessment (ESIA) for High risk projects and some level of social and environmental assessment for Moderate risk projects as identified through SESP). Relevant management plan(s) developed, implemented and monitored for identified risks. OR project was categorized as Low risk through the SESP.*
- 1: Social and environmental risks were tracked in the risk log. For projects categorized as High or Moderate Risk, there was no evidence that social and environmental assessments completed and/or management plans or measures development, implemented or monitored. There are substantive changes to the project or changes in the context but SESP was not updated. (any may be true)

Evidence:

The project is characterized as low risk.

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No documents available.			

8. Were grievance mechanisms available to project-affected people and were grievances (if any) addressed to ensure any perceived harm was effectively mitigated?

- 3: Project-affected people actively informed of UNDP's Corporate Accountability Mechanism (SRM/SECU) and how to access it. If the project was categorized as High or Moderate Risk through the SESP, a project -level grievance mechanism was in place and project affected people informed. If grievances were received, they were effectively addressed in accordance with SRM Guidance. (all must be true)
- 2: *Project-affected people informed of UNDP's Corporate Accountability Mechanism and how to access it. If the project was categorized as High Risk through the SESP, a project -level grievance mechanism was in place and project affected people informed. If grievances were received, they were responded to but faced challenges in arriving at a resolution.*
- 1: Project-affected people was not informed of UNDP's Corporate Accountability Mechanism. If grievances were received, they were not responded to. (any may be true)

Evidence:

There were no grievances received throughout the project.

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No documents available.			

Management & Monitoring**Quality Rating: Highly Satisfactory**

9. Was the project's M&E Plan adequately implemented?

- 3: The project had a comprehensive and costed M&E plan. Baselines, targets and milestones were fully populated. Progress data against indicators in the project's RRF was reported regularly using credible data sources and collected according to the frequency stated in the Plan, including sex disaggregated data as relevant. Any evaluations conducted, if relevant, fully meet decentralized evaluation standards, including gender UNEG standards. Lessons learned, included during evaluations and/or After-Action Reviews, were used to take corrective actions when necessary. (all must be true)
- 2: *The project costed M&E Plan, and most baselines and targets were populated. Progress data against indicators in the project's RRF was collected on a regular basis, although there was may be some slippage in following the frequency stated in the Plan and data sources was not always reliable. Any evaluations conducted, if relevant, met most decentralized evaluation standards. Lessons learned were captured but were used to take corrective actions. (all must be true)*
- 1: The project had M&E Plan, but costs were not clearly planned and budgeted for, or were unrealistic. Progress data was not regularly collected against the indicators in the project's RRF. Evaluations did not meet decentralized evaluation standards. Lessons learned were rarely captured and used. Select this option also if the project did not have an M&E plan.

Evidence:

One international and two local experts were responsible for the monitoring of inclusive educational process. Their responsibilities included observations in the classrooms, interview with students, parents, teachers, review of documentation such as curricula, teaching modules, individual – development plans, session logs. The experts submitted their reports at the end of the assignment and also conducted consultation sessions with teachers and special services providers to share findings and recommendations.

List of Uploaded Documents

#	File Name	Modified By	Modified On
1	Annex3.1-MonitoringReportbyInternationalExpertNovember2019_10982_309 (https://intranet.undp.org/apps/ProjectQA/QAFormDocuments/Annex3.1-MonitoringReportbyInternationalExpertNovember2019_10982_309.pdf)	zarina.aliyeva@undp.org	12/2/2021 11:37:00 PM
2	Annex3.3-MonitoringReportbySecondlocalexpert_10982_309 (https://intranet.undp.org/apps/ProjectQA/QAFormDocuments/Annex3.3-MonitoringReportbySecondlocalexpert_10982_309.docx)	zarina.aliyeva@undp.org	12/2/2021 11:38:00 PM

10. Was the project's governance mechanism (i.e., the project board or equivalent) function as intended?

- 3: *The project's governance mechanism operated well, and was a model for other projects. It met in the agreed frequency stated in the project document and the minutes of the meetings were all on file. There was regular (at least annual) progress reporting to the project board or equivalent on results, risks and opportunities. It is clear that the project board explicitly reviewed and used evidence, including progress data, knowledge, lessons and evaluations, as the basis for informing management decisions (e.g., change in strategy, approach, work plan.) (all must be true to select this option)*
- 2: The project's governance mechanism met in the agreed frequency and minutes of the meeting are on file. A project progress report was submitted to the project board or equivalent at least once per year, covering results, risks and opportunities. (both must be true to select this option)
- 1: The project's governance mechanism did not meet in the frequency stated in the project document over the past year and/or the project board or equivalent was not functioning as a decision-making body for the project as intended.

Evidence:

At the beginning of the project the Steering Committee was established consisted of - one representative of the European Commission – the Project Manager, one representative of UNDP – Senior Programme Advisor, one representative of the Administration of Icherisheher State Historical-Architectural Reserve – the board member. The Steering Committee has met annually to look at the progress of the project, discuss achievements reflected in narrative reports, planned activities and make necessary decisions.

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#	File Name	Modified By	Modified On
1	Annex1.1FirstSteeringCommitteeMeetingsMinutes_10982_310 (https://intranet.undp.org/apps/ProjectQA/QAFormDocuments/Annex1.1FirstSteeringCommitteeMeetingsMinutes_10982_310.docx)	zarina.aliyeva@undp.org	12/2/2021 11:40:00 PM
2	Annex1.2SecondSteeringCommitteeMeetingMinutes_PiETA_July23.2020_10982_310 (https://intranet.undp.org/apps/ProjectQA/QAFormDocuments/Annex1.2SecondSteeringCommitteeMeetingMinutes_PiETA_July23.2020_10982_310.doc)	zarina.aliyeva@undp.org	12/2/2021 11:40:00 PM

11. Were risks to the project adequately monitored and managed?

- 3: *The project monitored risks every quarter and consulted with the key stakeholders, security advisors, to identify continuing and emerging risks to assess if the main assumptions remained valid. There is clear evidence that relevant management plans and mitigating measures were fully implemented to address each key project risk and were updated to reflect the latest risk assessment. (all must be true)*
- 2: The project monitored risks every year, as evidenced by an updated risk log. Some updates were made to management plans and mitigation measures.
- 1: The risk log was not updated as required. There was may be some evidence that the project monitored risks that may affected the project’s achievement of results, but there is no explicit evidence that management actions were taken to mitigate risks.

Evidence:

The risk log reflected in the Project Document was regularly revised and discussed by the project working team. When the political risk specified as the first one in the risk log was evident - which is a lack of support from the government – due to consequences of pandemic restrictions for public sector the Administration of State Historical-Architectural Reserve Icherisheher (ASHARI) expressed inability to support the Inclusive Training Centre established by project in Icherisheher after the end of the project, the project continued collaboration with the State Agency of Vocational Education which is committed to replicate inclusive education programmes and further promote the integration of inclusive education in vocational education settings.

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No documents available.			

Efficient

Quality Rating: Satisfactory

12. Adequate resources were mobilized to achieve intended results. If not, management decisions were taken to adjust expected results in the project’s results framework.

- Yes
- No

Evidence:

The project has provided all the necessary resources for the implementation of inclusive vocational educational programs. When COVID-19 outbreak happened, the educational and rehabilitation process switched to video format and all necessary materials and supplies were home-delivered to students' homes to make sure that all the resources are used effectively.

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No documents available.			

13. Were project inputs procured and delivered on time to efficiently contribute to results?

- 3: The project had a procurement plan and kept it updated. The project quarterly reviewed operational bottlenecks to procuring inputs in a timely manner and addressed them through appropriate management actions. (all must be true)
- 2: *The project had updated procurement plan. The project annually reviewed operational bottlenecks to procuring inputs in a timely manner and addressed them through appropriate management actions. (all must be true)*
- 1: The project did not have an updated procurement plan. The project team may or may not have reviewed operational bottlenecks to procuring inputs regularly, however management actions were not taken to address them.

Evidence:

The project had quarterly updated the procurement plan. The construction works, purchase of equipment, recruitment was implemented in accordance with the project action plan. Some delay was happening only due to COVID-19 restrictions, which significantly impacted the training part of the program.

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No documents available.			

14. Was there regular monitoring and recording of cost efficiencies, taking into account the expected quality of results?

- 3: There is evidence that the project regularly reviewed costs against relevant comparators (e.g., other projects or country offices) or industry benchmarks to ensure the project maximized results delivered with given resources. The project actively coordinated with other relevant ongoing projects and initiatives (UNDP or other) to ensure complementarity and sought efficiencies wherever possible (e.g. joint activities.) (both must be true)
- 2: *The project monitored its own costs and gave anecdotal examples of cost efficiencies (e.g., spending less to get the same result,) but there was no systematic analysis of costs and no link to the expected quality of results delivered. The project coordinated activities with other projects to achieve cost efficiency gains.*
- 1: There is little or no evidence that the project monitored its own costs and considered ways to save money beyond following standard procurement rules.

Evidence:

The project reviewed costs against relevant comparators during joint activities with other organization such as UNICEF or Regional Development Public Union for December 3, international day of people with disabilities where cost-sharing was a usual practice.

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No documents available.			

Effective**Quality Rating: Exemplary**

15. Was the project on track and delivered its expected outputs?

- Yes
 No

Evidence:

All project activities specified in the Logframe have been implemented with the revised timeline due to COVID-19 restrictions. Moreover, during the extension phase of the project, the transition of Inclusive Training Center was organized in accordance with the Exit Strategy and the Letter of Intent signed between main stakeholders of the project. Besides, the capacity-building program for SAVE managers, teachers and psychologists was organized at the level of online sessions and one pilot inclusive course. The project was able to promote sustainability of the Center and its programs during the extension phase.

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No documents available.			

16. Were there regular reviews of the work plan to ensure that the project was on track to achieve the desired results, and to inform course corrections if needed?

- 3: Quarterly progress data informed regular reviews of the project work plan to ensure that the activities implemented were most likely to achieve the desired results. There is evidence that data and lessons learned (including from evaluations /or After-Action Reviews) were used to inform course corrections, as needed. Any necessary budget revisions were made. (both must be true)**
- 2: There was at least one review of the work plan per year with a view to assessing if project activities were on track to achieving the desired development results (i.e., outputs.) There may or may not be evidence that data or lessons learned were used to inform the review(s). Any necessary budget revisions have been made.
- 1: While the project team may have reviewed the work plan at least once over the past year to ensure outputs were delivered on time, no link was made to the delivery of desired development results. Select this option also if no review of the work plan by management took place.

Evidence:

The work plan was quarterly reviewed by the project working team consisted of the main project experts. In addition, once a year the work plan was revised and discussed with the Project Steering Committee Members. All main decisions, such as the decision on project extension and transition of Inclusive Training Center were discussed and approved at the Steering Committee Meetings. Main changes of the work plan were related to COVID-19 restrictions and their consequences.

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No documents available.			

17. Were the targeted groups systematically identified and engaged, prioritizing the marginalized and excluded, to ensure results were achieved as expected?

- 3: *The project targeted specific groups and/or geographic areas, identified by using credible data sources on their capacity needs, deprivation and/or exclusion from development opportunities relevant to the project's area of work. There is clear evidence that the targeted groups were reached as intended. The project engaged regularly with targeted groups over the past year to assess whether they benefited as expected and adjustments were made if necessary, to refine targeting. (all must be true)*
- 2: The project targeted specific groups and/or geographic areas, based on some evidence of their capacity needs, deprivation and/or exclusion from development opportunities relevant to the project's area of work. Some evidence is provided to confirm that project beneficiaries are members of the targeted groups. There was some engagement with beneficiaries in the past year to assess whether they were benefiting as expected. (all must be true)
- 1: The project did not report on specific targeted groups. There is no evidence to confirm that project beneficiaries are populations have capacity needs or are deprived and/or excluded from development opportunities relevant to the project area of work. There is some engagement with beneficiaries to assess whether they benefited as expected, but it was limited or did not occurred in the past year.
- Not Applicable

Evidence:

The project aimed to promote inclusion of people with disabilities by engaging them in inclusive vocational educational program to develop their vocational, communication and independent life skills. People with disabilities is one of the most marginalized and socially excluded groups of population deprived of opportunities to socialize, learn and develop. The project aimed to engage different groups of youth with disabilities including people with cerebral palsy, autism spectrum disorder, down syndrome, hearing and speech impairment, etc.

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No documents available.			

Sustainability & National Ownership**Quality Rating: Satisfactory**

18. Were stakeholders and national partners fully engaged in the decision-making, implementation and monitoring of the project?

- 3: Only national systems (i.e., procurement, monitoring, evaluation, etc.) were used to fully implement and monitor the project. All relevant stakeholders and partners were fully and actively engaged in the process, playing a lead role in project decision-making, implementation and monitoring. (both must be true)
- 2: *National systems (i.e., procurement, monitoring, evaluation, etc.) were used to implement and monitor the project (such as country office support or project systems) were also used, if necessary. All relevant stakeholders and partners were actively engaged in the process, playing an active role in project decision-making, implementation and monitoring. (both must be true)*
- 1: There was relatively limited or no engagement with national stakeholders and partners in the decision-making, implementation and/or monitoring of the project.
- Not Applicable

Evidence:

Project stakeholders were represented at the Project Steering Committee which met annually to make important decisions regarding future project activities. The State Agency on Vocational Education was represented at the Second Steering Committee Meeting, when the decision of the transition of Inclusive Training Center was made. Other organization implementing project in the field of inclusive education such as UNICEF or RIIB also took active part in collaborative events and meetings.

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No documents available.			

19. Were there regular monitoring of changes in capacities and performance of institutions and systems relevant to the project, as needed, and were the implementation [arrangements](#)⁸ adjusted according to changes in partner capacities?

- 3: Changes in capacities and performance of national institutions and systems were assessed/monitored using clear indicators, rigorous methods of data collection and credible data sources including relevant HACT assurance activities. Implementation arrangements were formally reviewed and adjusted, if needed, in agreement with partners according to changes in partner capacities. (all must be true)
- 2: *Aspects of changes in capacities and performance of relevant national institutions and systems were monitored by the project using indicators and reasonably credible data sources including relevant HACT assurance activities. Some adjustment was made to implementation arrangements if needed to reflect changes in partner capacities. (all must be true)*
- 1: Some aspects of changes in capacities and performance of relevant national institutions and systems may have been monitored by the project, however changes to implementation arrangements have not been considered. Also select this option if changes in capacities and performance of relevant national institutions and systems have not been monitored by the project.
- Not Applicable

Evidence:

One of the example of arrangement is switch from collaboration with the Administration of Icherisheher State Historical-Architectural Reserve to collaboration with the State Agency with Vocational Education because of its commitment to replicate inclusive education programmes and further promote the integration of inclusive education in vocational education settings.

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No documents available.			

20. Were the transition and phase-out arrangements were reviewed and adjusted according to progress (including financial commitment and capacity).

- 3: *The project's governance mechanism regularly reviewed the project's sustainability plan, including arrangements for transition and phase-out, to ensure the project remained on track in meeting the requirements set out by the plan. The plan was implemented as planned by the end of the project, taking into account any adjustments made during implementation. (both must be true)*
- 2: There was a review of the project's sustainability plan, including arrangements for transition and phase-out, to ensure the project remained on track in meeting the requirements set out by the plan.
- 1: The project may have had a sustainability plan but there was no review of this strategy after it was developed. Also select this option if the project did not have a sustainability strategy.

Evidence:

The exit strategy and revised roles and responsibilities of all stakeholders reflected in the Letter of Intent was an example of arrangement for smooth phase out and contribution to sustainability of inclusive vocational programs at vocational schools and lyceums. Another contribution of the project including:

- Creation of disability accessible infrastructure at Baku State Vocational Education Centre on Culture and Arts in Buzovna where Inclusive Training Center established by the project is located
- Capacity-building program for teachers, psychologists, managers and deputy managers on inclusive education methodology and practice
- Pilot inclusive course on stained glass as a part of capacity-building program to demonstrate best practice and share lessons learned with colleagues from Baku State Vocational Education Centre on Culture and Arts in Buzovna
- One video lesson on stained glass was recorded at the newly established Inclusive Training Center in Buzovna and broadcasted on May 30, 2021
- Hand-over of equipment, materials, supplies, methodological materials, curricula, teaching modules, leaflets to be used for replication of inclusive programs as well as sharing of 50 video lessons.

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No documents available.			

QA Summary/Final Project Board Comments

The project is extremely relevant to the country's priorities which is evident by the "State Program on Development of Inclusive Education for Persons with Disabilities in 2018-2024" aiming to make an educational system inclusive and non-discriminatory. This project has contributed to promotion of inclusive education opportunities for the youth with disabilities who have already been segregated for many years in special schools, institutions or homes.

According to Michele Moore, professor of inclusive education, international project consultant who was responsible for project monitoring:

PIETA has achieved a culture in which:

? Everyone sees every student for who they are, rather than expecting them to conform to an image based on a condition or need they think the student has

? Everyone focuses on growing potential areas of strength and understanding and overcoming patches of difficulty - creating opportunities and dismantling barriers for each young person with their own unique attributes and challenges.

The project has:

? positioned students with disabilities as young people first and foremost

? enabled young people with disabilities and their non-disabled peers to learn traditional arts together through inclusive approaches

? moved beyond a narrow concentration on learning targets and developing all sorts of creative and responsive practical strategies for inclusive teaching and learning

? placed emphasis on communication, relationships and social activities, involvement of family and all the other community allies the team could bring in

? forged a strong and rewarding culture of teaching and learning that has yielded great commitment from staff, students, families, and community

? enabled young people to develop their confidence, self-esteem, skills, and relationships with others that will sustain them as lifelong learners and included citizens.