

## FINAL EVALUATION

### BUILDING RESILIENCE TO NATURAL DISASTERS IN CENTRAL VIETNAM

## 1. Introduction

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### 1.1 Background

Save the Children, the world's largest independent organization for children, delivers immediate and lasting improvements to children's lives all over the world. SC current programme focuses on the following core sectors: Health and Nutrition; HIV/AIDS prevention; Care and support; Education; Child protection; Child-focused emergency preparedness and response; Climate Change adaptation Child rights agenda, including Civil society development, Economic opportunities, Child poverty Research, and Advocacy for child-friendly development policy and practice.

The Building Resilience to Natural Disasters in Central Vietnam is funded by Office of United States Foreign Disaster Assistance (OFDA) and implemented by a consortium comprising of five INGOs. The project managed and implemented by Save the Children International in Vietnam (SCiV) and its program partners of Quang Nam and Quang Ngai provincial Committee for Natural Disaster Prevention and Control (CNDPC) was officially launched in May 2016 in both provinces of Quang Nam and Quang Ngai. The project is planned to end by June 2017.

The project aims to increase resilience of vulnerable population and local government authorities to natural hazards, reducing potential loss of life and assets due to extreme climate events. The total beneficiaries of the project are approximately 12,000 people across eight targeted communes in Quang Nam and Quang Ngai provinces. The project will have a particular focus on vulnerable groups including women, children, and those from disaster prone areas.

The project works towards achieving three key objectives that will contribute to increasing the target communities' resilience to weather related risks:

- Local government authorities, mass organizations and community based organizations have improved capacity to reduce disaster risk in selected communes and wards.
- Vulnerable households in selected communes and wards increase their resilience to natural hazards.
- Targeted primary schools utilize Safe school framework in selected communes and wards.

### 1.2 Objectives of the final evaluation

The evaluation is to provide evidence of the outcomes and collect lessons from the project, to be submitted to the donor and to guide the design of future projects. The process of the evaluation will be used to increase learning and reflection among consortium members and stakeholders. The evaluation's primary audiences are consortium members, donor, and the program stakeholders.

The evaluation purpose will be achieved through the following objectives:

- Examine if and how the project and its partnerships have achieved the intended objectives and outcomes, and contributing to building the resilience of target communities; and
- Identify lessons and provide recommendations for future consortiums/individual agency's resilience building projects in Vietnam.

## **2. Scope of the evaluation**

This evaluation will be a combination of desk based review and field based evaluation. The evaluation approach will be gender-sensitive and participatory. This includes disaggregation of views of women and men both in consultation and in data analysis. The evaluation will make use of female evaluation team members to speak with female community members and to analyse how gendered power relations have been impacted by the project.

The evaluation team will comprise of a team of two external consultants to lead the evaluation, who will be required to travel to the project sites and consult with key stakeholders; primarily CNDPC at local levels and volunteers, and target communities in Quang Nam and Quang Ngai. It is expected that the consultant team will work concurrently in the two project provinces.

The indicative detail tasks are as follows:

- Review relevant documents for the background information of this work. Documents will be provided to the consultants by Save the Children.
- Draft and discuss with Save the Children the agreed design of the study methodology and sampling method;
- Develop/revise relevant evaluation tools, including questionnaires in consultation with key staff if needed;
- Prepare a detailed evaluation plan, including technical design, training of data collection, field data collection, data entry, data cleaning and analysis and the final report to Save the Children;
- Deliver training for field data collectors and provide quality control during data collection;
- Use SPSS or other analysis software to analyze the statistical data of knowledge, attitudes and practices of target groups;
- Develop one narrative report; the outline of report is suggested in Section 5 below;
- Present a presentation in the consortium final workshop, covering evaluation findings and recommendations;
- To provide a book of coding in excel format.

### **3. Methodology of the evaluation**

The evaluation methodology is expected to employ a mixed-methods approach to data collection, triangulating of qualitative and quantitative data from key stakeholders: women, men, children, people with disability, and elderly participating in the project, staff from consortium agencies, provincial, district and local government staff.

The methodology should include:

- A review of project documents and existing DRR documents of targeted project locations;
- A detailed evaluation plan;
- Visits to a sample of the eight communes across both provinces. It is encouraged that some of the "best" communities as well as some of the most "challenging" communities/areas are chosen to facilitate learning and experience sharing;
- In-depth interviews with representatives of local key informants, beneficiary households and primary school students;
- Focus group discussions with project beneficiaries, community members and volunteers, schools, provincial, district and local government staff (gender segregated where relevant);
- Facilitation of a 1 day workshop with consortium member INGOs to discuss initial findings, provide feedback, create learning opportunities and increase ownership on the recommendations;
- Data analysis, report writing and design of graphical step by step document; and
- Preparation of final evaluation report.

#### **3.1. Tool and training for data collectors**

##### **a) Tool**

All the tools developed in the baseline survey will remain to be used in the final evaluation. However the project team will make some revisions in the questionnaires where practical so that they are easier to understand to the local people. Also, together with the consultant, the project team will add more questions where necessary to collect more data for the final evaluation.

##### **b) Selection of data collectors and training**

For quantitative data collection at households and schools, SCiV will recruit 40 external data collectors who will work in two teams. Each team is supervised by a SCiV project staff. This SCiV staff will provide assistance to the enumerators when they have difficulties conducting the evaluation. The tablets operating in Android will be used for quantitative data collection.

For qualitative data collection, SCiV staff will support external consultants to take lead focus group discussions (FGDs) and in-depth interviews with relevant stakeholders at all levels and take part in individual interviews as well.

A training session will be conducted by the consultant for all data collectors. The training included a brief on the followings:

- project objectives and its activities;
- objectives of the evaluation;

- dos and don'ts and ethics issues when doing an evaluation;
- sampling methods and how to use the questionnaires;
- other working principles and notes for qualitative data collections.

### 3.2. Sample size

The same multi-cluster sampling method and a sample size of 1,200 respondents used in the baseline study will be applied in the final evaluation.

*Selection of village cluster:* The commune and village clusters will be selected randomly and be represented in terms of geography, ethnicity, and type of hazards. Interviewees need to be disaggregated by sex, age group (adult and elderly), and people with disability.

Description	Quang Nam Province		Quang Ngai Province		Total
	Que Son	Tien Phuoc	Nghia Hanh	Tu Nghia	
No. of surveyed communes	2	2	2	2	8
No. of surveyed clusters	8	8	8	8	32
No. of surveyed households	200	200	200	200	800
Average no. of household /cluster	25	25	25	25	

*Selection of households:* To select households for the evaluation, the enumerators will be brought to the central point at each selected village cluster, at the central point each data collector choose a direction. Data collectors then visit every three households in that direction. When a household selected is not available for interview, data collectors move to the household next door. The process is repeated until the required number of households is reached.

*Primary school children:* The data collection is expected to be conducted in eight primary schools in four districts of two provinces. Interviewees of this survey need to be disaggregated by sex, age group (by grade), and people with disability.

Description	Quang Nam province		Quang Ngai province		Total
	Que Son	Tien Phuoc	Nghĩa Hành	Từ Nghĩa	
No. of surveyed school	2	2	2	2	8
No. of surveyed children	100	100	100	100	400
Average no. of children/school	50	50	50	50	

*Focus Group Discussion:* The data collection is expected to be conducted with teachers and community key persons (including head of village, Women Union, Youth Union, Red Cross, etc.). Each FGD will be held with from 8 to 10 members. There are 8 FGDs in total, in which 4 FGDs with teachers in 4 schools of 4 communes (one school per one commune per district) and 4 FGDs with community key persons in 4 communes of 4 districts (one commune per district).

Description	Quang Nam		Quang Ngai		Total
	Que Son	Tien Phuoc	Nghia Hanh	Tư Nghia	
No. of FGD with teachers	1	1	1	1	4
No. of FGD with community key persons	1	1	1	1	4

*In-depth Interview (IDI):* There are 20 IDIs with key informants, details are as follows.

Description	Quang Nam province		Quang Ngai province		Total
	Que Son	Tien Phuoc	Nghia Hanh	Tư Nghia	
No. of IDIs with leader of provincial DOET	1		1		2
No. of IDIs with leader of provincial CNDPC	1		1		2
No. of IDIs with leader of District's Department of Education and Training	1	1	1	1	4
No. of IDIs with leader of District's Natural Disaster Prevention Committee	1	1	1	1	4
No. of IDIs with School Principals	1	1	1	1	4
No. of IDIs with leader of commune	1	1	1	1	4

### 3.3. Data entry and analysis

The tablets operating in Android will be used for household and school quantitative data collection. Other data and information collected from in-depth interview and FGDs will be entered to the template developed by the consultant. Data coding, cleaning and analysis will be done by the consultant.

All original data and cleared data used for analysis are required to hand over to SCiV staff for cross-checking.

## 4. Key milestones

No	Activities	Indicative Consultant day	Location task	Timeline/ Deadline
1.	Review and revise questionnaires (including additional questions), methods, sample cluster selection	1	Home based	4 <sup>th</sup> week of May 2017

No	Activities	Indicative Consultant day	Location task	Timeline/ Deadline
	Develop questionnaire / tools with input from SCiV staff			
2.	Set-up data storage system and templates	1	Home based	4 <sup>th</sup> week of May 2017
3.	Consultant to provide trainings to data collectors and conduct field assessments (running parallel in two provinces)	7	Quang Nam & Quang Ngai	28 May – 3 June 2017
4.	Data analysis and draft report	5	Home based	4– 8 June 2017
5.	Presentation at the Consortium’s learning workshop	1	Hanoi	9 June 2017
6.	Finalize evaluation report	4	Home based	16 June 2017
	<b>Total</b>	<b>19</b>		

## 5. Deliverables

A team of two external consultants shall be recruited for the final evaluation. They will work directly with Save the Children team. The Project expects the evaluation consultants to provide:

- Evaluation plan;
- Revised evaluation tools, including questionnaires;
- Training and supervising data collectors at field visits;
- Taking lead in FGDs and in-depth interviews;
- A presentation of initial evaluation findings and recommendations from community visits at the consortium learning workshop;
- A draft report, which shall be commented on by all relevant partners;
- A final report including an executive summary and recommendations; and
- Copies of any presentations, collected data, focus group discussions.

The evaluation report should be no more than 25 pages, excluding annexes, and adequately cover all areas specified in the terms of reference.

The evaluation report should cater for the intended readership and users. It should use clear language, be succinct, be clearly laid out with different information levels and appropriate visual aids.

Proposed structure of the evaluation report:

<b>Preliminaries</b>	
Title page	Must include date, but not the author’s name. Authors’ details (bio notes) should be included in the annexes.
Table of contents	Page numbers should only be included where these are automatically generated/ formatted.
Acronyms	Acronyms must be kept to a minimum and in most instances be universally

	accepted.
Map(s)/photo(s)	<ul style="list-style-type: none"> <li>• Please supply all photos and graphics used in the word document as separate JPGs.</li> <li>• Ensure the JPGs are as high resolution as possible (this is so they can be used by the designers in layout).</li> <li>• Ensure you have permission to use the photo/map for this purpose</li> </ul>
Executive Summary	The executive summary should reflect the format of the main text, and clearly outline key evaluation conclusions and recommendations. It should include priority recommendations, not acronyms or footnotes.
<b>Main text</b>	
Introduction	Including motivation for commissioning evaluation, purpose, scope, approach, methods, composition of team, evaluation process constraints.
Context & constraints	In which activities took place, development or humanitarian context and response
Findings	
Conclusions	The report's conclusions should flow logically from, and reflect, the report's central findings. The report should provide a clear and evidence-based basis for judgments.
Full recommendations	Recommendations should be clear, relevant and implementable, reflecting any constraints to follow up. Recommendations should follow on from the main conclusions and reflect consultation with key stakeholders.
Lessons learned for other projects	The evaluation should summarize specific lessons learnt which could be taken forward and used by other projects.
<b>Annexes</b>	
Sources/bibliography	The evaluation report should use and refer to relevant secondary sources to support its findings, conclusions and recommendations.
Terms of reference for evaluation	
Timetable	
List of Interviewees	
Evaluation Material	Questionnaires, etc.
Other appendices/ annexes	e.g. maps (project provinces, districts, communes, schools visited)