

Plan International Belgium

Final Evaluation of PIB's multi-country DGD programme (2017 – 2021) - Country Report Vietnam

Final report

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TABLE OF CONTENTS

Table of contents	2
Acknowledgement	5
Abbreviations	6
Executive summary	8
1. Introduction	12
1.1 Vietnam context over the last 2 years	12
1.2 PIB 5-year multi-country programme	13
1.3 PIB 5-year Vietnam country programme	13
1.3.1 ECCE programme component	13
1.3.2 DRR/CCA programme component	13
1.4. Partner organizations	14
1.5 Goals of the final evaluation	15
2. Methodology	16
2.1 Principles and approaches	16
2.1.1 In the continuity of the programme	16
2.1.2 Approach based on “experiential pedagogy”	16
2.1.3 Participation of the actors in the evaluation	16
2.1.4 Empowerment by participation in the data collection	17
2.1.5 Strengthening of participants through animation techniques in focus groups	17
2.1.6 Non-violent communication	18
2.2 Phases in the evaluation process	18
2.2.1 Preliminary phases	18
2.2.2 Preparatory phase	20
2.2.3 The field work	23
2.2.4 Reporting of data	26
2.2.5 Use of data	26
2.3 Gaps and limitations of the evaluation (data sources, collection and analysis)	26
3. Observations	28
3.1 Most important changes and evolutions observed - ECCE	28
3.1.1 Improvements in parents’/caregivers’ knowledge, attitudes and practices and shift in gender roles in child-rearing	28
3.1.2 Transformation in teaching and learning practices and institutionalization of new professional development meetings in schools	29
3.1.3 Development of partnerships and networks among concerned agencies and staff from central to grassroots levels for provision of ECCE	30
3.1.4 Positive changes in children’s wellbeing and development	30
3.2 Most important changes and evolutions observed – DRR/CCA	31
3.2.1 Development of a core group of children and teachers for information, communication, and education (ICE) programs or events in schools and DRR/CCA initiatives	31
3.2.2 Improved awareness and changed behaviours of local actors in response to natural disasters and climate changes	32
3.2.3 Collective actions and synergy of concerned stakeholders on DRR/CCA in localities	32

3.3 Factors of change	33
3.3.1 Factors contributing to change	33
3.3.2 Factors limiting changes	34
3.3.3 Specific impact of the Covid-19 pandemic	36
3.4 Programme's influence	36
3.4.1 Activities	36
3.4.2 Indicators	38
3.4.3 The programme's added value	41
3.4.4 The programme's limitations	41
4. Analysis of DAC criteria and evaluation questions	45
4.1 Relevance	45
4.1.1 Relevance in a broad sense	45
4.1.2 Relevance regarding Covid-19	46
4.2 Sustainability	47
4.2.1 Models/good practices to be maintained after the programme	48
4.2.2 Models/results that need specific support to be sustainable	49
4.2.3 Improvements needed of parenting and children's playing and reading groups	51
4.3 Coherence	52
4.3.1 Coherence in the broad sense	52
4.3.2 Coherence regarding the JSF Vietnam	53
4.4 Impact	55
4.4.1 Parents	55
4.4.2 Teachers	59
4.4.3 Children and students	61
4.4.4 Officers at the central level (PIV, VWU and Live & Learn)	63
4.4.5 Local authorities at district/commune/village levels	63
4.4.6 Educational administrators	64
4.4.7 Studying environment	66
4.4.8 Village environment	67
4.4.9 Scale-up of good practices: replication	67
4.5 Gender	68
4.5.1 Initial Programme Design	68
4.5.2 Changes in educational administrators' awareness and direction of gender mainstreaming at schools	68
4.5.3 Changes in awareness and directions related to gender equality of local authorities	68
4.5.4 Changes in self-awareness and behaviour/actions of women and girls	69
4.5.5 Men's participation in activities enhancing gender equality	69
4.5.6 Participation of women and girls is more secured	70
4.5.7 Negative factors regarding gender transformation	70
4.6 Partnership and strengthening of capacities	71
4.6.1 Specific remarks	71
4.6.2 Challenges	72
4.6.3 PIB's 7 steps in partnership building	72
5. Conclusions and recommendations	74
5.1 Conclusions	74
5.2 Recommendations	75
5.2.1 Authorities and public actors at district and central level: MoET/BoET, VWU, People's Committee	75
5.2.2 Stakeholders at grassroots level	78
6. Annexes	85
6.1 Field trip plan	85

6.2 Selection criteria	91
6.3 Interview guides and methodology	95
6.4 Change matrix	119
6.5 Partnership questionnaires	120
6.6 Modified activities	123
6.7 Success stories	125
6.7.1 Success story 1 - Better teacher, better children	125
6.7.2 Success story 2 - Safer school and cleaner village	127
6.7.3 Success story 3 - More equal roles of childrearing, better care and development for children	128
6.8 Pictures of pilot experience workshops	129
6.9 Literature (non-exhaustive)	130

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Disclaimer: The views expressed here are those of the authors and do not necessarily reflect those of Plan International. All remaining errors and opinions expressed in this report are the sole responsibility of the authors.

ABBREVIATIONS

ARNEC	Asia-Pacific Regional Network on Early Childhood
BARD	Bureau Agriculture and Rural Development (District)
BNO	Belgium National Organisation
BoET	Bureau of Education and Training (District)
CBA	Community Based Approach
CCA	Climate Change Adaptation
CEFM	Child, Early and Forced Marriage
CGFED	Research Centre for Gender, Family and Environment in Development
CO	Country Office
DAC	Development Assistance Committee
DGD	Direction Générale Coopération au Développement et Aide Humanitaire
DPC	Districts People Committee
DRR	Disaster Risk Reduction
ECCE	Early Childhood Care and Education
ECD	Early Childhood Development
ECE	Early Childhood Education
EM	Ethnic Minority
FGD	Focus Group Discussion
GBV	Gender Based Violence
GRS	Global Road Safety
IEC	Information, Education and Communication
KAP	Knowledge, Attitudes and Practices
L&A	Lobby and Advocacy
L&L	Live and Learn
MARD	Ministry of Agriculture and Rural Development
MoET	Ministry of Education and Training

MOLISA	Ministry of Labour, Invalids and Social Affairs
MoU	Memorandum of Understanding
M&E	Monitoring and Evaluation
NTP	National Targeting Program
NTP-NRD	National Target Program on New Rural Development
PIU	Programme Implementation Unit
SEDP	Socio-Economic Development Plan
SRHR	Sexual and Reproductive Health and Rights
ToC	Theory of Change
ToR	Terms of Reference
ToT	Training of Trainers
VVOB	Vlaamse Vereniging voor Ontwikkelingssamenwerking en Technische Bijstand
VWU (WU)	Vietnam Women's Union

EXECUTIVE SUMMARY

Scope: Final evaluation for the programme in Vietnam “*We strive for a just world that advances children’s rights and equality for girls*” which is part of the 5-year DGD funded, multi-country programme (2017-2021).

2 programme components:

- **ECCE programme component:** This is the early childhood care and development with ethnic minority children aged 0 to 8 years as main target group (Kon Tum and Lai Chau provinces). The aim is that young children (0 to 8 years old) assert their right to high-quality education and care to ensure a smooth transition to primary school.
- **DRR/CCA component:** This is the disaster risk reduction/climate change adaptation through education with children and young people aged 6 to 15 years as main target group (Kon Tum and Lai Chau provinces). The program aims to increase the awareness, the knowledge and the involvement of students and communities in environmental protection, climate change adaptation and disaster risks reduction.

The programme took place in Kon Plong district (Kon Tum Province) and Sin Ho district (Lai Chau province).

The evaluation was executed in the following locations:

Lai Chau province:

- Sin Ho district
 - Ta Ngao commune
 - Seo Sang village
 - Hai Ho village

Kon Tum province:

- Kon Plong district
 - Mang But commune
 - Mang But village
 - Tu Nong village

Evaluation objectives and criteria: The aim is to provide learning opportunities for PIB and PIV, who will seek to use the lessons learned, strengths and weaknesses identified to adapt and improve approaches and strategies. Other users of the evaluation are the partners and beneficiaries of DGD and PIB. In addition to the evaluation questions covering the DAC criteria, the evaluation should address two cross-cutting themes: 1) Gender transformative approach (GTA) and 2) Partnership relations and capacity building.

Methodology: document study and field visit by national consultant and 3 assistants (triangulation of findings)

Qualitative data collection through a 14-day field visit:

- Individual semi-structured interviews with key stakeholders, programme and partner staff
- FGD with target groups (parents, volunteers, teachers, children, commune and village authorities)
- Observations (classrooms, parenting groups, households and child playing and reading clubs)

Start-up and 2 restitutions in Vietnam

Data analysis: results from field visit are triangulated with documentation, quantitative data available through the M&E system, and discussions with staff and partners.

Findings and recommendations

Relevance

Were the adjustments to the outcomes and activities made following the Covid-19 crisis relevant and efficient? Did they improve programme implementation?

Findings:

Covid-19 and related policies impacted local actors, especially marginalised groups like ethnic minorities. Implementation suffered drawbacks because of travel restrictions and prohibition to meet in large groups. PIV intensified exchanges with implementing agencies and grassroots actors to develop and implement strategies, such as attention to health measures, digitalisation of exchanges, presential meetings in groups of under 20 persons.

Recommendations:

Evaluate the Covid-19 strategies at local level, especially the digital strategies, for lessons learned to identify advantages and disadvantages. Use this as input for further strategies regarding the use of digital means.

Sustainability

To what extent and how have the implementing partners been strengthened in their capacities? What can be done to maintain the community models after the programme ends? What were the good practices implemented in terms of DRR/CCA and protection of the environment? What are the limits and opportunities for replication in the future? To what extent can we expect implementing partners and government institutions to sustain the interventions and achievements after the end of the programme (in terms of technical skills, financial means, and prioritisation)? Where will additional support be needed?

Findings:

Partners' competencies have been strengthened, especially regarding gender, coordination and management.

DRR/CCA: good practices such as the saving energy stoves, vetiver grass planting to avoid landslide, raising perionyx excavates worms to decompose poultry and cattle dung, etc. Students' core groups active in DRR/CCA activities; DRR/CCA planning at schools; DRR/CCA activities and planning at community-level.

The professional development meetings, "active teaching", DRR/CCA activities in schools and villages, parenting group models, children's reading and playing clubs, gender-transformation activities, parents active in schools, coordination between agencies are much appreciated and will be continued by the agencies.

Recommendations:

Students should be supported to become more proactive, DRR/CCA planning at schools should be institutionalized and part of annual development planning in commune; teachers should be more involved in communities. Facilitators/volunteers' capacities strengthened, and material must be simpler, parents' and children's clubs need favourable conditions (material, means), parents supported in implementing new knowledge, integrated teaching needs institutionalisation, student core groups in DRR/CCA need stronger agency and DRR planning institutionalized. Teachers should receive guidelines for "active teaching" practices, and interagency and intersectoral coordination should be strengthened.

Coherence

How did the programme contribute to the cibles/targets of the common strategic frameworks?

Findings:

The PIB Vietnam programme contributes to the 3 Joint Strategic Goals. It contributes to at least 5 approaches in the 3 goals, especially in education. Synergies are mostly developed with VVOB.

Recommendations:

Continue contributing to the JSF-dynamics through especially in gender-transformation and strengthen the policy influencing strategies with VVOB and UNICEF and through the networks.

Impact

What are the signs of changes in social norms (f.ex. around gender roles) within the communities? How can we best measure them/track them?

Findings:

Parents have improved knowledge and practices about ECCE, DRR/CCA and gender (support in studying, nutrition (adapted cooking), caretaking, playing, play and study corners, construction of toys). Fathers also change their practices, although weaker participation in workshops. Parents have increased interaction with schools. Teachers become more open and empathetic, know better how to teach EM children linked to new sharing and learning practices and “active learning” set up by BoET, and create partnerships with local actors (parents, ...). Education administrators stimulate this by creating a more friendly learning environment (professional development meetings). Children have better physical and mental health, more creative attitudes, appreciate playing and reading clubs, become more confident in Vietnamese. Girls’ enrolment rates go up, drop out goes down. Students (including young children) are more gender-sensitive, have knowledge of DRR/CCA and engage in related activities. Policy supports and integrates ECCE and DRR/CCA, officers at central and local level have better ECCE, DRR/CCA and gender knowledge, coordinate and have better understanding of grassroot-level. Villages are better adapted to ECCE and DRR/CCA, good local practices are integrated into village regulations. Good practices are scaled up to other communities.

Recommendations:

Enhanced support to parents in applying newly acquired knowledge, support to mothers in learning Vietnamese, make facilitators’ material easier to use and translate (and more visuals), BoET should support and develop guidelines for teachers (“active teaching”, culturally relevant, gender-responsive, DRR/CCA, create stimulating environment to emancipate students), teachers should engage more in the villages. Education administrators and authorities should enhance DRR/CCA planning into safe-school models and integrated into annual commune development planning. More inter-sectoral and inter-level articulation is needed.

Gender

How did the programme in its 2 dimensions strengthen gender equality and transformation? How does gender equality strengthen the programme?

Findings:

Gender has the gender transformation focus, which was introduced into the Plan International Federation recently (2019). Women have enhanced understanding of their rights and possible roles (participation in spaces, study, voice, work) and participate more in spaces, raising their voices, showing more confidence, taking up work out of their villages. Less child marriage, less drop-out. Fathers are enhancing their participation in parenting groups (slowly), accept more childcaring roles, allowing their wives to engage in other activities. Some male authorities facilitate parents’ and children’s groups, showing that male involvement is possible. There is higher gender awareness in teachers, educational administrators, and officers. Gender is more integrated in school activities and teaching practices. Local authorities allow more voice to women in meetings.

Recommendations:

Women's knowledge of Vietnamese and communication skills must be strengthened. Officers and authorities' gender-sensitiveness must be strengthened. Teachers and facilitators must be strengthened in how to integrate gender in teaching and accompanying groups; guidelines should be developed for that (BoET, supported by specialists). Enhance work with men on gender-transformation. Women's social and economic status limits empowerment, this should receive much more attention (especially economic activities enhancing income and thus women's voice and legitimacy in household and spaces).

Partnership and strengthening of capacities

Did the programme strengthen partnership and stimulate capacity building within partners and allies?

Findings:

Globally, partners are satisfied with the partnership with PIV. However, the needs for capacity building are higher than what the programme can offer. Coordination between the implementing partners (mainly VWU, BoET, L&L) is not always strong enough.

Recommendations:

Enhance possibilities for capacity strengthening. Open up mutual assessment beyond the boundaries of the programme. Strengthen coordination capacities between the agencies, also locale (f. ex. in supporting parenting groups).

1. INTRODUCTION

1.1 Vietnam context over the last 2 years

Vietnam has achieved a high development rate over the past two years amid the pandemic. In the context of the Covid-19 pandemic, the country Gross Domestic Product (GDP) growth in 2020 reached the lowest rate in the period 2011-2020 (2.91% in 2020), deeply declining from 7.02% in 2019. Furthermore, the Covid-19 Delta variant has strongly stricken the country GDP growth, dropping to 2.58% in 2021¹. However, Vietnam was still a success in the group of the highest growth rates in the world. With China and Myanmar, Vietnam is one of three countries in Asia that has had a positive growth rate in 2020.

Globally, lockdowns due to the Covid-19 have seriously affected work and family life of billions of people. It has challenged many parents who struggled to balance childcare and paid employment.² In Vietnam, the Covid-19 has interrupted the learning of an estimated 4.4 million Vietnamese preschool children. As a consequence, parents were worried about the pandemic and its impact on their life, work, income as well as on care, nourishment and education for their stay-at-home children. Worriedly, there was a considerable reduction in expenses for meals and the quality of the nutritional intake of young children over this difficult period.³⁴ Health outcomes have observably been affected.

In the context of the pandemic, Ministry of Education and Training has issued several instruction documents related to securing the quality of Early Childhood Care and Development (ECCE), for example, Instruction No. 1268/BGDĐT-GDMN dated 14 April 2020 on guiding ECCE in response to the requirements of preschool education in the wake of Covid-19 and Decision No.3822/QĐ-BGDĐT dated 23 November 2020 of Minister of Education and Training on approving Information Communication Education documents on prevention and dealing with Covid-19 and healthcare services in schools, etc. The Government has implemented the “Internet and computers for children” program (Sóng và máy tính cho em) in which Vietnam broadcasting and television programs develop and disseminate online learning programs for children and guidance about nutrition care, physical, mental and socio-psychological health for children, child protection in face of Covid-19.

Recently, Deputy Prime Minister has issued Instruction No.36/CT-TTg dated 31 December 2021 on enhancing the solutions to protect, care for children affected by Covid-19. Ministry of Education and Training has promulgated the Document No.5969/BGDĐT-GDMN on care, education and nutrition for children in ECCE institutions. Accordingly, the cooperation between local authorities and health agencies and parents or childcare givers has been strengthened so as to ensure the wellbeing of children.

Considering growing environmental degradation and climate change, the environmental protection law has been passed by National Assembly of Vietnam on 17 November 2020 and put into practice on 1st January

¹ GSO (2022) Gross Domestic Product Growth 2019-2021. <https://www.gso.gov.vn/en/homepage/>

² UNICEF (2020a). Childcare in a Global Crisis: The Impact of Covid-19 on work and family life. <https://www.unicef-irc.org/publications/1109-childcare-in-a-global-crisis-the-impact-of-Covid-19-on-work-and-family-life.html>

³ UNDP (2021). Rapid Assessment of the Covid-19 Socio-Economic Impact on Vulnerable Households in Viet Nam. Hanoi: UNDP Vietnam.

⁴ UNICEF (2020b). Rapid assessment on the social and economic impacts of Covid-19 on children and families in Viet Nam. <https://www.unicef.org/vietnam/media/5701/file/Rapid%20assessment%20on%20the%20social%20and%20economic%20impacts%20of%20Covid-19%20on%20children%20and%20families%20in%20Viet%20Nam.pdf>

2021. This law has regulated rights, obligations and responsibilities of different stakeholders in environmental protection and natural disasters reduction measures.

Notably, Ministry of Education and Training has issued Decision No.3162.QDD-BGDDT dated 22 October 2020 on approving the plan on preventing and dealing with natural disasters for the period of 2021-2025, in which the knowledge on Disaster Risk Reduction (DRR) and Climate Change Adaptation (CCA) will be introduced in curriculum and extra-curricular activities in schools at different levels.

1.2 PIB 5-year multi-country programme

In Plan International Belgium's 5-year DGD⁵ funded, multi-country programme, a mid-term and a final evaluation are foreseen. The multi-country programme aims to advance children's rights and equality for girls via a rights-based approach. The programme is implemented in five countries on four continents (Belgium, Benin, Bolivia, Niger and Vietnam) and focuses on two to three specific themes per country, identified as relevant within the respective national contexts:

- Early childhood development (Bolivia, Niger and Vietnam)
- Gender-based violence (Benin and Niger)
- Inclusive quality education (Benin, Bolivia, Niger)
- Disaster risk reduction and climate change adaptation through education (Vietnam)
- Advocacy for the increased inclusion of children and young peoples', and specifically girls', rights in education and development cooperation politics (Belgium)

The final evaluation includes evaluation missions taking place in all five countries. This report contains the findings from the end-term evaluation for the programme in Vietnam.

1.3 PIB 5-year Vietnam country programme

The thematic focus in Vietnam is twofold: the ECCE programme component and the DRR/CCA component.

1.3.1 ECCE programme component

This is the early childhood care and development with ethnic minority children aged 0 to 8 years as main target group (Kon Tum and Lai Chau provinces). The aim is that young children (0 to 8 years old) assert their right to high-quality education and care to ensure a smooth transition to primary school. Plan and its partner, Vietnam Women Union, work to raise awareness among parents and communities. The programme aims also to strengthen local authorities (communes and ministry services), for example in synergy with the Belgian actor VVOB to improve the quality of teaching in pre-schools. From the practices in the field, evidence will be used to advocate for scaling-up of the ECCE-model by the government and the Ministry of Education and Training (MoET).

1.3.2 DRR/CCA programme component

This is the disaster risk reduction/climate change adaptation through education with children and young people aged 6 to 15 years as main target group (Kon Tum and Lai Chau provinces). The program aims to increase the awareness, the knowledge and the involvement of students and communities in environmental protection, climate change adaptation and disaster risks reduction. Plan and its partners, Vietnam Women Union (VWU) and Live & Learn (L&L), are working to empower children, raise awareness

⁵ DGD is the Belgian Federal Directorate for Development Cooperation and Humanitarian Aid

of and strengthen local authorities (schools, district and provincial services of the Ministry of Education and Training).

1.4. Partner organizations

Plan International Vietnam has two main partners for the implementation of this programme: the Vietnam Women Union and Live and Learn.

Vietnam Women Union is a quasi-State socio-political mass organization with over 13 million members active all over Vietnam. The Union has been a programme partner of Plan Vietnam since 2008 and was the operational partner of a previous Plan Vietnam ECCE program supported by the Belgian government and Plan International Belgium (ending December 2015). VWU has a long experience in education, community empowerment and early childhood issues. As a mass organization, it has extensive, in-depth coverage in the country's provinces. Also, VWU is a recognized stakeholder in lobbying and advocacy at provincial and national levels. VWU is a key partner for the implementation of both programme components. For the community-based approach in the ECCE programme component, VWU staff and volunteers are key actors for the implementation of activities at commune - and village levels.

The partnership between Plan International Vietnam (PIV) and Live and Learn (L&L) started in 2010. L&L is a Vietnamese NGO specialized in environmental education and belongs to a network of locally registered organizations operating in 9 countries across South-East Asia, the Indian Ocean and the Pacific. L&L is a technical partner for the DRR/CCA component in the programme and they are specialized in environmental education issues in Vietnam, with extensive expertise in developing tools for students and teachers.

Ministry of Education and Training (MoET), Department of Education and Training (DoET) of Lai Chau and Kon Tum cooperate with VWU to build capacity for preschool teachers in order to improve the quality of teaching and learning, replicate the educational models in the programme sites and non-programme sites.

Programme Management Units at the district level directly manage and implement the programme activities in the districts in order to achieve the programme objectives.

Box 1 General Programme information for Vietnam

Country	Vietnam	
Period	2017-2021	
Donor	Direction Générale Coopération au Développement et Aide Humanitaire, Federale Overheidsdienst (FOD) Buitenlandse Zaken, Buitenlandse Handel en Ontwikkelingssamenwerking	
Title	<i>We strive for a just world that advances children's rights and equality for girls</i>	
Regions	Kon Plong district (Kon Tum Province) Sin Ho district (Lai Chau province)	
Partners	Vietnam Women Union (VWU) (€1.120.475) Live and Learn (L&L) (€248.575)	
Specific Objectives	Specific objective 1: Early childhood education and development	
	Budget	€1.519.997,00
	Target group	- Institutional duty bearers: commune leaders and commune technical staff; local Ministry of Education staff (district and provincial level) - Moral duty bearers: communities, core parents in the parenting groups, parents of children aged 0-8
	Beneficiaries	- Direct beneficiaries: 10,746 children (5,386 children aged 0-8 in the first year and ± 1,340 new beneficiaries each year) in our targeted communities. - Indirect beneficiaries: 119,640 children aged 0-8 elsewhere in the provinces of Kon Tum and Lai Chau.
	Main sectors	Early childhood education To a lesser extent health education, education and training in sanitation, and basic nutrition

Other organizations involved	VVOB, Unicef, Ministry of Education (MoET, more particularly at provincial/BoET and district levels/DoET).
Specific objective 2: Climate change adaptation and disaster risk reduction through education	
Budget	€773.301,50
Target group	- Institutional duty bearers: local Ministry of Education staff (district and provincial level), teachers, commune leaders and technical staff. - Rights holders: children aged 6-15 in the targeted school
Beneficiaries	- Direct beneficiaries: 3,382 children aged 6-12 + 2,043 children aged 12-15 in the targeted communities = 5,425 children aged 6-15. - Indirect beneficiaries: 181,368 children aged 6-15 in Lai Chau and Kon Tum provinces
Main sectors	Primary education Environmental education training
Other organizations involved	VVOB, Ministry of Education
Total operational costs for the country	€2.293.290

1.5 Goals of the final evaluation

In 2019, South Research conducted a mid-term evaluation of PIB's five-year programme to feed into learning processes and to ensure PIB's accountability.

The final evaluation focuses on **accountability** to donors and to beneficiaries, and on **learning**. The aim is to provide learning opportunities for programme managers, the implementation team, the monitoring and evaluation team, the communication team, the management and board team, as well as the business development team, who will seek to use the lessons learned, strengths and weaknesses identified to adapt and improve approaches and strategies. Other users of the evaluation are the partners, Vietnam Women Union and Live & Learn, beneficiaries of PIV and PIB's interventions, governmental institutions in Vietnam and the donors.

For each country, the evaluation was expected to:

- analyse the interventions in terms of the OECD DAC criteria and two cross-cutting themes;
 - Gender, gender transformation and the PI's gender transformative approach;
 - Partnership relations and capacity building (of implementing partners, community actors, beneficiaries, etc.);
- identify reasons why some of the original objectives have not been achieved, if that was the case;
- identify the extent to which programme approaches and strategies have been effective in achieving results, as well as factors to be taken into account to improve future interventions;
- identify key lessons learned and best practices by country.

2. METHODOLOGY

2.1 Principles and approaches

2.1.1 In the continuity of the programme

The evaluation methodology should contribute to the capacity building of actors and beneficiaries by underlining:

- the specificities of the programme (its multi-actor strategy, applied in all programme regions);
- the achievements of the programme (the experience acquired, the tools developed and disseminated, the progress made, the trends identified) and the concrete experience of the actors and their contributions (mobilisation, participation, initiative-taking, etc.).

Therefore, as far as possible, the evaluation had to:

- Involve stakeholders and beneficiaries in the analysis and construction of recommendations
- Start from changes as perceived by the actors
- Continue the programme's approach of accompanying and strengthening of local actors
- Be appreciative (focus on positive changes) and constructive
- Put the diversity of actors and viewpoints to the forefront

2.1.2 Approach based on "experiential pedagogy"

South Research proposed the evaluation to be a specific moment for learning and sharing of knowledge, not simply a question of delivering a top-down technical study, but rather of developing a concerted approach with all of the actors, so that they could experience the evaluation as an opportunity to learn and improve their practices.

It was, therefore, a question of considering evaluation activities as learning tools in themselves, by deploying, in particular, methods of "experiential pedagogy", according to which the actors could learn throughout the experience of putting their knowledge and know-how into practice. This will become clear over the next paragraphs and chapters.

The proposed method is thus based on the precepts of "training-action" (learning by doing) and "research-action" (innovating by doing).

2.1.3 Participation of the actors in the evaluation

According to our ways of working and our understanding of the ToR, it is important that the evaluation is suited to the capacity building approach of the programme and thus contributes to the sustainability of the achievements of the programme.

Therefore, the tools and methods used in this evaluation will ensure, as far as possible, the participation of stakeholders and beneficiaries in the evaluation in order to:

- foster a sense of trust and openness with programme beneficiaries, and maximise opportunities for dialogue;
- provide input for reflection and analysis;
- make room for overlapping points of view and expertise in the analysis of complex situations and in the resolution of identified problems;

- involve the learning of the organisations and partners involved in the programme;
- promote the understanding of the findings and the co-construction and appropriation of the recommendations.

Approaches enhancing participation and empowerment are very closely linked to the appreciative change analysis approach. In that framework, the data collection process proposed through (group) interviews and Focus Group Discussions goes beyond “simply” asking participants for their appreciation and feelings; it offers the participants a support for (self)-analysis.

Starting from a generic question, the participants themselves determined the most significant changes. The exchanges that follow are structured in such a way that they analyse and prioritise the factors of change and other explanations in a systemic way.

So, the methodology enhanced participation and empowerment of participants as it:

- offered a tool for (self-)analysis to the participants;
- valued and accompanied participants’ progress and capacities;
- proposed a pathway of reflection that was easily appropriated and systematised. It provides replicable methodological bases for participants to analyse topics and problems and to structure the monitoring-evaluation of activities or programmes.

This methodology was especially used with the pilot experiences in the field (described in the section below), although the approach was as much as possible also used, in flexible ways, in other FGDs.

2.1.4 Empowerment by participation in the data collection

The participation was reinforced, on an experimental basis (the so-called “pilot experience”), by offering to certain participants the opportunity to prepare for the workshop or the exchanges (see 2.2.2. Preparatory phase, Pre-collection of data in the field). It was not a formula that could be generalised, as it required a lot of time and supervision. However, it allowed for testing and assessing the conditions necessary for the systematic integration of participatory modalities in data collection that could possibly be included in the next programming exercise.

In communities identified as relevant for sampling and where youth, parents or other groups were sufficiently organised and used to carrying out activities, a simplified questionnaire was sent to them through a local facilitator for supervision. The local facilitator’s task was to collect answers to questions from the groups. The questions concerned the changes they had observed in the programme components (or one of the two) and the factors that had contributed to these changes.

The responses obtained were transmitted to the national consultant through a meeting upon arrival in the field to explain the results. These results were used as the basis for the focus groups and interviews conducted by the consultant to:

- obtain clarification from participants on the responses in the preparatory exercise;
- continue and deepen the analysis process with the participants;
- initiate a prospective reflection.

2.1.5 Strengthening of participants through animation techniques in focus groups

As the approach aims to strengthen the participants' analytical skills, it was important that the tools and facilitation materials were adapted to the level of education (literacy) and maturity of the participants. Therefore, while maintaining the use of written modes of expression in many cases, it should be possible to:

- adapt the wording of questions to the language and abilities of the interlocutors;
- complement them with graphic and physical expressions (see annexes).

2.1.6 Non-violent communication

Generally speaking, non-violent communication methods were used in the processes, based on several principles:

- One point of view should not be given more weight than another. It is not the consultant's job to judge the truth or relevance of one point of view in relation to another (he/she will, however, ask the participants about the reasons for differences of opinion);
- If a proposal has to be discarded, this is done by explaining why and possibly voting;
- However, situations where a collective decision has to be made should be avoided as much as possible. This was not the purpose of the workshops;
- Refusals or expressions of disagreement by participants are only allowed if they are constructive, i.e. if they are justified and accompanied by an alternative solution;
- If it becomes necessary to make a choice (e.g. in the formulation of a statement), this choice must be made by consent:
 - A first proposal is made;
 - The facilitator asks if it is accepted;
 - If constructive opposition is expressed, this is automatically accepted, if it does not itself generate opposition.

2.2 Phases in the evaluation process

2.2.1 Preliminary phases

Documentary analysis

This includes documents made available or produced by the programme (the Vietnam programme, annual lessons learned, annual performance scores, the JSF for Vietnam and meeting reports, the mid-term evaluation, the quantitative – baseline, mid-line, end-line - indicators). The objective was to reconstruct the strategic and operational principles of the programme, to understand the chronological development and related circumstances, to assess the quality of management and monitoring/evaluation tools, to access results, etc.

To guide this preliminary stage, the consultants designed and filled in an initial appreciative change analysis matrix, which:

- helped determine the modalities and scope of the subsequent stages of analysis (sampling of local actors, adapting the matrix to work with local groups, etc.);
- was compared with the analyses (matrices) produced by/with the actors involved in the subsequent phases.

Inception meeting

The inception meeting took place on 22 July 2021, after a first meeting in June. This meeting brought together PIV, PIB (responsible for the Vietnam programme and responsible for monitoring and evaluation) and the consultants.

The objective of the meeting was to

- explain and exchange on the evaluation methodology;
- feedback from PIV on the evaluation matrix;
- determine the scope of the questionnaires;
- reflect on the regions and areas of the fieldwork and plan the fieldwork;
- reflect on the pilot experience of involving young people and parents in the evaluation.

Sampling

The sampling of groups and communities was an essential step in the design, planning and organisation of field missions.

A general selection grid was proposed to the PIV, proposing criteria to be crossed in order to make a selection that was both representative and realistic, taking into account the specific constraints of the areas to be surveyed (see 6.2.).

On the basis of this general selection, a final selection was made after consultation between the national consultant and PIV:

Lai Chau province:

- Sin Ho district
 - Ta Ngao commune
 - Seo Sang village
 - Hai Ho village

Kon Tum province:

- Kon Plong district
 - Mang But commune
 - Mang But village
 - Tu Nong village

The types of groups to be included in data collection (parents, students, authorities, ...) were also proposed by the consultants and discussed with PIV. After deciding on the localities and the types of groups, the selection of the actual participants (the choice of students, of parents, ...) was done by PIV, both for the pilot experience as for the main data collection upon the set criteria between the consultant and PIV. For the pilot experience however, it was important that the individuals participating had – if possible - a certain level of reflection and capacity to express themselves. In any case, the final choice of individual participants was no longer an issue of discussion between PIV and the consultant, which is standard procedure.

Stakeholders	Numbers of participants
PIV personnel	6
MoET	2
BoET	4
Headmasters	6

Teachers	46
Students 4-10	53
Students 11-15	14
Parents	71
Village authorities	12
Volunteers/collaborators	12
Total	240

Aggregation between male and female was on average 50%-50%.

Number of observation visits	
Preschool	2
Satellite pre-school	3
Primary school	3
Lower secondary	2
Children playing and reading group	2
Parenting group	3
Total	15

Interview guide and facilitation of focus groups

The preliminary exchanges and documentary analysis allowed the consultants to elaborate a general interview guide with questions to be considered for the exchanges with the actors during the data collection phase. The evaluation questions for the interviews were elaborated before developing the methods for data collection that could be used with the participants. It is important to clarify that the interview questions were not asked literally to the interviewees; they were rather interview guides, interview guidelines, than questions already literally formulated. Nor were all questions systematically addressed with all groups, with the consultant reserving the right to decide on the spot what topics to address, with whom and in what form, distributing the questions according to timing, conditions, duration of the exchange, information already collected, profiles of the assembled panels, etc., also with the idea of distributing the emphasis among various complementary groups.

This list was therefore not a straitjacket, it was evolutionary. The annexes contain the updated versions of the guide.

2.2.2 Preparatory phase

The preparatory phase of the field mission aimed to provide the consultant team with material that could complement the information obtained from the preliminary interviews and desk analysis to guide their approach to the survey, identify the most salient areas of reflection, develop a general interview guide and prepare for the field visits.

The preparatory phase had two stages:

- Remote questionnaires
- Preliminary field data collection

Questionnaires

Two questionnaires were sent to:

- the Plan International Belgium staff involved in the management and monitoring of the programme in Vietnam from Brussels;
- The Plan International Vietnam staff involved in the management and implementation of the programme;
- The partner organizations.

The first questionnaire (appreciative change analysis matrix) provided a starting point for the change analysis. It was addressed to all those involved in the design and implementation of the programme in Vietnam, i.e., PIB, PIV and the 2 partners. As far as possible, the questions were asked to be answered collectively, to highlight the different sensitivities of each group.

Two areas of change were considered; these two areas corresponded to the two Specific Objectives of the programme in Vietnam.

For each area of change, participants were asked to:

1. make a list of all the positive changes that have occurred since the beginning of the programme;
2. select the 5 positive changes (maximum) that seem most important/significant;
3. asking for each of the positive changes:
 - i. What internal factors have contributed to or limited this significant positive change?
 - ii. Which external factors have contributed to or limited this significant positive change?
 - iii. Which factors specifically related to gender issues have contributed to this significant positive change?
 - iv. Which factors specifically related to gender issues have limited this significant positive change?
 - v. Which factors specifically related to the institutional framework has favoured this significant positive change?
 - vi. Which factors specifically related to the institutional framework have limited this significant positive change?

The matrices obtained are shown in annex 6.6.

The second questionnaire was designed to collect the participants' appreciation of the quality of the partnership, including in terms of capacity development, and the way the partnership was managed in the intervention logic.

Plan International staff (in Belgium and Vietnam) had to fill in the questionnaire with the developments observed in all partners. If necessary, part of the answer could be related to the situation of a particular partner, but the overall assessment had to be general.

The partners analysed their own case. It was a kind of self-diagnosis for them.

The consultants had to compare each other's answers and relate them to the results of the change analysis.

Respondents were asked to rate on a scale of 1 to 5 (with explanations) the following seven criteria:

1. Mutual appraisal;
2. Capacity building
3. Risk assessment
4. Signing of agreements
5. Mutual oversight
6. Periodic feedback and annual review
7. Exit and sustainability

The resulting matrices can be found in Annex 6.7.

Pre-collection of data in the field

It was not possible, with the time and means available, to generalize the participation of beneficiaries in data collection. Nevertheless, pilot experiences were carried out in two villages of two programme districts, where groups of young people and parents were mobilised.

The field work with the pilot groups was carried out by facilitators, who had been trained by the consultant. For this, the national consultant had brought the facilitators together in an orientation session based on a manual provided by South Research. The facilitators were three teachers and one volunteer who usually work with students, to mentor them, as well as with parents. The facilitators were asked to facilitate the youth and parent focus group discussions and collect the results of these discussions.

The methodology of this pilot data collection was undertaken as follows:

- Collectors: 4 local facilitators in two provinces: two local teachers (one preschool teacher and one primary one) in Kon Tum, one Dao volunteer and one teacher in primary school in Lai Chau;
- Information providers:
 - 2 x 10 parents (including 6-7 mothers and 3-4 fathers) with children aged 3-11 from the parenting groups per FGD in Sin Ho district, Lai Chau province, Ta Phin commune, and Kon Plong district, Kon Tum province, Dac Ring commune.
 - 14 students (including 8 female and 6 male students) including 7 primary ones aged 8-11 and 7 lower secondary ones aged 12-15 in Ta Ngao commune (Lai Chau) and 16 students (including 10 female and 6 male students) including 8 primary ones and 8 lower secondary ones in Mang But commune (Kon Tum);
- Collected data: the most significant change matrix on ECCE and DRR/CCA;
- Procedures: a series of steps were conducted for pilot data collection, specifically:
 - Half-day data collection training for 4 local data collectors was conducted through online channel with the participation of local Plan program managers of two provinces (Lai Chau and Kon Tum) and PIV programme coordinator from Hanoi. This training helped local data collectors to know types of specific data in the change matrix, skills of data collections from parents and children, ways of sharing collected data;
 - Pilot data collection process:
 - PIV selected one programme village in each province that was not the villages of actual data collection;

- groups (see description of the groups above). The parents with children at different ages (3-11 years old) were mobilized for the FGD in the village by the volunteers of parenting group.
- The students were mobilized for the FGD in schools after their class.
- Data collected included recorded FGD files, pictures of FGD papers, photos of FGD activities and change matrices; it was shared with the consultants and research assistants via a google drive;
- Half-day debriefing was organized online with the participation of 11 participants including 4 local facilitators, 3 Plan officers (including two local Plan officers and one programme coordinator in Hanoi), 3 research assistants and a local consultant of South Research. This half-day debriefing aimed at sharing the collected data results and experiences of 4 local facilitators and drawing lessons learnt for the data collection planning arrangements and implementation for the actual data collection.
- Some lessons learned:
 - There was a debrief with the facilitators and the 3 local assistants. PIV also was in the debrief with one programme coordinator from Hanoi office and two local programme managers from Lai Chau and Kon Tum.
 - It is important that the facilitators are skilled at working with ethnic minority children and parents, so the training of the facilitators is crucial;
 - A small number of fathers participated in FGD of parents group; they tended not to speak much because they were in minority.
 - Students: we had a good mix of boys and girls, which is positive for group dynamics. However, the meeting took place after school, so the children were tired.
 - Methodology (focussed on changes):
 - Parents: 2 teachers collected the data from Kon Tum could not speak in local language, so some parents did not understand well. This had been underestimated.
 - Primary: some children had poor communication competence in Vietnamese language while teachers could not speak local languages. Teachers also recommended that the data collection method should use more games and fun activities in order to create comfortable and friendly interacting environment.
 - Lower secondary: the cards (post-its) worked well but balance between number of male and female participants should be guaranteed in order to reinforce students' self-confidence in FGDs: the number of boys was small compared to the girls and this clearly made the boys shy to raise their voice or to confidently contribute their ideas in FGD with girls.

2.2.3 The field work

The evaluation team

The consultancy cooperative South Research was selected to carry out the final evaluation of the programme. In the case of Vietnam, the evaluation team consisted of:

- Head of Mission: Mr. Søren Stecher-Rasmussen (based in Belgium)
- Supervisor for Vietnam: Mr. Søren Stecher-Rasmussen

- National consultant for Vietnam: Mrs Phuong M. Luong (based in Vietnam)
- Assistants to Mrs. Phuong M. Luong:
 - Mrs. Vang Thi Do (Mong graduate, in charge of data collection in Lai Chau)
 - Mrs. Y Bich (So La graduate, in charge of data collection in Kon tum)
 - Nguyen Thi Trang (Kinh educational researcher, in charge of data collection in Hanoi and coding, translation of coding results)

Because of Covid-related restrictions, Mrs. Phuong Luong could not travel to the field, which strongly complicated the field work. It was, as a consequence, decided that 3 assistants would be engaged for the field work: one assistant for every region (Mrs. Do and Mrs. Bich) and one assistant (Mrs. Trang) for coding and translating findings. Using blended methods, Mrs. Phuong Luong would participate in the interviews and FGDs by digital means while there always was one assistant physically present with the participants, accompanying the participants and animating the groups, making the internet connections, taking notes and translating to local language if necessary.

When internet did not work sufficiently well, the local assistant would take over the FGD in local language, having been trained for that and having observed how Mrs. Phuong conducted the FGDs. The FGDs were audio-recorded or filmed, and Mrs. Phuong would receive the audio-recordings after the activity and analyse them in order to prepare the next FGDs or interview.

This way of conducting the exchanges was an answer to the Covid-19 situation, but of course it was far from ideal. The main weakness was that Mrs. Phuong could not directly observe the participants, the schools, the parenting and children groups' meeting activities.

Ethics, safeguarding and risk management

SR together with PIV filled in the safeguarding risk assessment document in Excel that served to identify possible risks related to the evaluation and mitigation actions.

All team members had completed the online safeguarding training before starting the field work. Mrs. Phuong and Mr. Stecher-Rasmussen had done this online in English, but because the 3 local assistants did not understand English, they received the safeguarding training from Mrs. Hien and Mrs. Phuong in Vietnamese.

The evaluators developed the interview guide (including methodologies for data collection), adapting it to the different types of actors that would be involved in the fieldwork. The PIB Ethics Committee reviewed the interview guide and made recommendations, which were taken into account by the consultants.

Concrete planning of the fieldwork allowed PIV and the national consultant to review the various precautions to be taken in the villages visited and to identify delicate topics and issues to be addressed with caution. Students and parents were informed of the activities in advance by the schools, which followed their own regulations regarding student and/or parent consent. The consent-processes were the responsibility of PIV.

In notes taken by Mrs. Phuong and/or assistants, no names were written down; this way confidentiality and anonymity were guaranteed.

The context in which the FGDs were conducted were rather pleasant; it was done in spaces and conditions known to the participants. The FGDs were conducted in a pleasant and respectful manner. No one was forced to speak. The methodologies used were as interactive and dynamic possible.

No complaints were received from the participants or PIV nor did safeguarding issues arise.

Data collection

Interviews with Plan in Vietnam and Belgium were conducted considering the inputs from the distance surveys obtained during the preparatory phase. For the exchanges with partners, the partnership surveys were important inputs.

Groups	FGD	IDI	Observation	notes
1. District level				
Board of district		8		VWU, BoET, People's Committee 4 interviews/district 8 persons interviewed
2. Commune level	2			1 FGD/commune 3 persons/FGD in Mang But commune 2 persons/FGD in Ta Ngao commune
3. Schools				
Education administrators (Heads of schools, ...)		5		Kon Tum: preschool, combined school Lai Chau: preschool, primary school, lower secondary school
Teachers at preschool, primary school, and secondary school	6	4		5-8 teachers/FGD 4 IDIs with preschool teachers in satellite schools (two per each commune)
Students	4		8	10 students per FGD 2 FGDs conducted in primary 2 FGDs conducted lower secondary schools Observations including 1 preschool, 1 primary school, 1 secondary school.
4. Village level				
Local authorities	2	2		3-4 persons per FGD in village (2 FGDs in two villages) IDIs with head of village in two villages
Collaborators/facilitators and volunteers	4			1 FGD/village, 2 villages/province, 4 villages in total 2-3 persons per FGD
Parents	5	10	2	10 parents per FGD IDIs with 4 couples of parents (3 parents with 0-8-year-old children, one parent with 8-16-year-old child) in Kon Tum 2 IDIs to parents in Lai Chau

Groups	FGD	IDI	Observation	notes
Children	2		2	10 children per FGD Observing children in preschool in Mang But village and Hai Ho village

The research assistant visited each province in person (one assistant per province). The national consultant connected with the research assistant through either phone call or online video connection (through Google meet link) if Internet service was available in order to conduct data collection through IDIs or FGDs. The audio or video recordings of the IDIs and FGDs were audio- or videorecorded; consent for this was given orally by the participants before the beginning of the sessions. Observations of classrooms, parenting groups and child playing and reading clubs were video-recorded in order to be analysed (to see how actors participated but also to observe how teacher and volunteers/collaborators facilitated).

In general, the data collection was smoothly undertaken with the support of local Plan International officers and local authorities in the villages and schools. PIV officers and local authorities did not participate in the FGDs or IDIs (except for one FGD in the beginning of the field work, where PIV programme coordinator was present through online form for a short time (10 minutes) in the purpose of securing the ethical standards to be followed by the consultants).

2.2.4 Reporting of data

This last phase began with the drafting of this draft report shared with PIV and PIB in January 2022. This draft report will be reviewed by PIB and PIV, who are expected to react in a collective and harmonised way.

The final report will be produced based on the written feedback received as well as based on the restitution meetings organized in January 2022 with a variety of stakeholders.

2.2.5 Use of data

The dissemination of the findings will be led by Plan International Vietnam.

2.3 Gaps and limitations of the evaluation (data sources, collection and analysis)

- Covid-19: Mrs Phuong could not go to the field and assistants had to take her place in the field
- Mr. Stecher-Rasmussen could not go to the field
- Time for field visit was limited, thus number of visits was limited
- There has not been observed any bias created by the support of Plan staff and local authority in the evaluation
- Partners were very busy (limited time allocation) so it was difficult to
 - get their adequate information
 - have them fill in the matrix
 - have meetings with them, for example, impossible to have interview(s) with MOET representative(s) though the consultants contacted them many times. They preferred to give responses in written format but as a result, the provided information was less complete.
- There was a flood in Kon Tum, which is why a part of the field visit had to be rearranged

- Quantitative data were shared late, after the field work

The evaluators did not get the reports from the partners, although asked several times (also to local Plan offices), for example, annual and three-year reports of Women's Union and BOET.

3. OBSERVATIONS

In this chapter, we list the main observations without linking them to the DAC-criteria which structure the evaluation questions. In the following chapter, we describe the changes observed within the various DAC-criteria.

The field work produced a purely qualitative analysis. The observations were triangulated, when possible, with the quantitative end-line indicators (see 3.4.2 for the table with the quantitative base-line, mid-line and end-line indicators). This end-line study was done by a Vietnamese evaluation team between August and November 2021.

3.1 Most important changes and evolutions observed - ECCE

Early Childhood Care and Education (ECCE) has been evaluated to achieve the most successful results of this programme. After 5 years, the programme has achieved the most significant changes in terms of:

- parents' ECCE knowledge, attitudes, and practices, teaching and learning practices
- new professional development of teachers, capacity of a more holistic childcare strategy development
- inter-agency cooperation among partners on the provision of ECCE

All of these changes have improved children's well-being and enhanced their rights to learn, fully develop, be listened to and actively participate in decision-making relevant to their lives.

3.1.1 Improvements in parents'/caregivers' knowledge, attitudes and practices and shift in gender roles in child-rearing

Parents have acquired good knowledge about nutritious foods, child-care, and education for their children at the relevant ages. Specifically, they have knowledge about cooking nutritious foods from local materials or ingredients, spending time on playing with children, teaching children about personal hygiene, healthcare and providing learning supports for children.

Following the endline survey, the percentage of parents/caregivers demonstrating improved and stimulating child-rearing practices increased from 39,92% at the beginning of the programme to 80,21% at the end of it. Parents diversified foods for their children's meals, planted different types of vegetables, produced or purchased toys for children, read books or stories for children, took children to schools and picked them up, arranged a study corner at home for them and contacted their teachers about their study in schools, etc.

Markedly, parental roles in child-rearing practices have shifted. Before the programme, mothers assumably took care of their children in terms of bathing, clothing, personal hygiene, cooking, teaching them housework and playing with them while fathers were in charge of teaching children to study and spent little time on playing with their children, often taking up extra work out of the village and making a living for the whole family. Yet, fathers have started to spend more time on taking care of their children and engaging in housework, for example, producing toys, reading stories and books, playing with them, cooking and helping small children (0-4) with their personal hygiene, etc., also allowing – in certain cases – for mothers (especially young mothers) to participate in the programme activities or taking extra work out of the village (manual work such as washing dishes or serving in restaurants, working in grocery shops, working in factories in industrial zones and coffee production in other provinces, etc.).

“Now women can take jobs out of village for earning money, for example, working for coffee production companies and factories in Binh Duong, mushroom picking, etc. For some households, both wife and husband travelled out of village for a week or longer. They can earn 2-3 million VND per week. In this case, their parents can help to take care of their children. This practice has occurred in my village for the past 4 years” (a head of village in Kon Tum)

3.1.2 Transformation in teaching and learning practices and institutionalization of new professional development meetings in schools

All **headmasters and teachers** in the programme sites at the different educational levels (including preschool, primary and lower secondary) have made the following transformation in their teaching and learning practices:

- Perspectives and perception of educational administrators (including BoET officers and school managers) and teachers of Monitoring and Evaluation (M&E) of teaching periods:
 - All school administrators and BoET officers in the programme sites have perceived their M&E visit through attending a teaching period of teachers for the purpose of giving technical assistances for their teachers’ improved teaching quality rather than assessing teachers’ performance. This was a transformed approach.
 - As such, teachers have also seen this M&E activity as the opportunities for their professional development with their line managers and colleagues’ constructive comments and feedback, instead of experiencing it as a threat.
- Gradual adoption of “active teaching” method with emphasis on culturally relevant teaching, multi-grade teaching method and teaching Vietnamese language as a second language for ethnic minority (EM) children:
 - The “active teaching” method is replacing the traditional one. Accordingly, students have started to play an active role in their learning process with the use of teaching aids produced by teachers with local materials. Moreover, teachers have introduced culturally relevant teaching to their EM students. Particularly, they have taught the Vietnamese language as a second language for EM students, which demands a different approach than teaching Vietnamese as a first language.⁶ This has enabled students to acquire the introduced concepts or knowledge more easily.
 - Furthermore, teachers have started to adopt the multi-grade teaching methodology in multi-grade classes (for example, some classes combining 3-4 grades or age groups of children) in all satellite preschool and primary schools, which has been considered a great challenge for securing the quality of teaching and learning in the disadvantaged areas.
- Integration of gender in educational activities in schools
 - Teachers have been educated how to mainstream the gender equality in their educational activities, particularly in their extra-curricular ones (e.g., girls engaging in taking up roles as pilots, drivers, constructors in occupation learning corners; boys engaging in singing and dancing, etc.)
 - In FGDs and interviews, teachers and students expressed that as a result, girls and boys had equally been offered opportunities in their learning process.

⁶ Teachers may use visual aids such as photos, pictures, objects, etc. to introduce new concepts in Vietnamese language to the children. In the field trip, it was observed that a teacher of a preschool class brought all children aged 4 and 5 to the playground to observe the parts of a motorbike; she showed and named the parts in Vietnamese language. If the children still did not understand, she explained them in Mong language.

- Promotion of new professional development meetings in schools: this new model focuses on observing students' learning performance rather than on teachers' teaching practice.
 - As noted, it aims at teachers' professional development rather than on assessment of teachers' performance. As a result, teachers have felt free from stress and actively shared their thoughts and experiences with their colleagues. A stimulating environment (friendly, open, trustworthy, democratic and accountable) has been developed through this model. This has significantly improved the relationship between educational administrators and teachers as well as among teachers.
 - With the great contribution of the new professional development model to the improved quality of teaching and learning process in schools, it has been institutionalized in the school policies and governance. Impressively, BoETs of Sin Ho (Lai Chau) and Kon Plong (Kon Tum) have recognized this initiative or model as a crucial solution to improve the quality of education in their districts. As such, they have replicated this model to all schools at three educational levels throughout the districts.

3.1.3 Development of partnerships and networks among concerned agencies and staff from central to grassroots levels for provision of ECCE

- Cooperation mechanism within VWU, the educational system (BoET-schools), Youth's Union and local authorities (People's Committee at district, commune levels) and among these concerned agencies has been set up and promoted since the programme.
- Capacity of these concerned agencies has been trained in order to implement the programme interventions in schools and parenting groups or child playing and reading clubs in villages.
- A group of collaborators/volunteers has been developed for facilitating the village-based parenting groups. In Lai Chau, these are often government officers or officials from VWU, meaning that they receive pay as government official. In addition to that they also receive a payment from the programme for their work as facilitator. In Kon Tum, the collaborators/volunteers are usually young adults; they do not work for government, do not receive payment as government official. They also receive a modest amount per meeting that they facilitate (60,000 VND per meeting). The capacity of this volunteer group has significantly been improved since the programme. Notably, a core group for supporting these collaborators/volunteers has also been developed and reinforced in order to provide their technical assistances for this target group. The core group are members of VWU at the commune level, or health care officers at commune level, youth's union officers, teachers, etc. It is a group proposed by PIV to support the volunteers/collaborators. However, in reality it is difficult for the core group to really support the collaborators because e.g., lack of time or long distances from commune centre to villages.

A partnership structure and cooperation mechanism among concerned stakeholders has been developed since this programme which helped to facilitate access to multiple services for children. It enhances the quality of services across key sectors (health, nutrition, water and environmental sanitation, psychosocial care with early learning and child protection) to provide quality care and protection for children in their first years of life, especially from conception through to the age of eight years.

Distinctly, this enables BoET, VWU and People's Committees, etc. to realize their government-assigned duties or tasks. In this sense, the programme results have gradually **contributed to the reform in government agencies' governance and performance.**

3.1.4 Positive changes in children's wellbeing and development

These important changes have contributed to positive changes in children's wellbeing and development. The end-line survey shows an increase in the child development index in the targeted communes (percentage of children aged 36-59 months who are developmentally on track in at least three of the following four domains: literacy-numeracy, physical, social-emotional and learning), going from on average 33,3% at the start of the programme to ca. 73% at the end of the programme (girls: 72,4%, boys: 74,6%)⁷. Specifically, we can identify the following dimensions:

- Better health: including physical health (malnutrition rate decreasing), socio-emotional health (connection with parents, good communication or social activities).
- Better educational outcomes: according to the end-line survey, objectives in learning Vietnamese (second language) rose from (on average) 68,05% in the beginning of the programme to 94,30% at the end of it, which is higher than what was aimed at (85%). Results in mathematics (according to certain learning objectives) rose from 89,35% to 96,35% at the end of the programme⁸. These numbers also seem to confirm that learning challenges were situated more strongly (at the beginning of the programme) at the level of Vietnamese as a second language than at the level of mathematics. These results are totally in line with PIV's aims at the beginning of the programme.
- Child stunting rate remains a problem but has diminished in the programmes' communes, starting from (in average) 25,68% to 14,37% at the end of the programme⁹.
- The percentage of children having access to appropriate teaching methods rose strongly, from 9,72% at the start of the programme to 100% at the end of it.¹⁰
- According to interviewed teachers and students, there is higher level of happiness in school access and attendance (this is not analysed in quantitative indicators).
- Confidence in communication, particularly in the Vietnamese language and with strangers. Before the programme, children were very shy and poorly able to communicate in the Vietnamese language. Some of them have actively sought support from parents and openly shared their ideas, even with people from other ethnic communities.
- Active sharing of their aspirations and needs with parents, peers and teachers.

3.2 Most important changes and evolutions observed – DRR/CCA

The programme has achieved the most significant changes in terms of a core group of students and teachers for information communication and education programs or events in schools and DRR/CCA initiatives; improved awareness and changed behaviours of local people in response to natural disasters and climate changes; collective actions and synergy of concerned stakeholders on DRR/CCA in localities.

3.2.1 Development of a core group of children and teachers for information, communication, and education (ICE) programs or events in schools and DRR/CCA initiatives

With this programme, a **core group** of students and teachers in primary and lower secondary schools have been educated with sufficient capacity in order to promote DRR/CCA interventions in schools and community-based initiatives. DRR/CCA capacities have strongly gone up. The end-line survey shows that, at the beginning of the programme, students had not improved their knowledge of DRR/CCA, against 98,5% at the end of the programme. The same survey shows that the percentage of teachers with good knowledge, attitude and practices in DRR/CCA in the targeted schools went up from 0% to 100%.

⁷ Source: the end-line survey of the program, 2021

⁸ Source: the end-line survey of the program, 2021

⁹ Source: the end-line survey of the program, 2021

¹⁰ Source: the end-line survey of the program, 2021

As a result, schools and annual commune and village authorities have engaged in numerous DRR/CCA activities and have developed overall annual development plans in which DRR/CCA has been integrated. According to the end-line survey, the percentage of schools in the intervention areas adopting school DRR action plans went up from 43,7% at the beginning of the programme to 100% at the end of it (which is what was aimed at the beginning of the programme). Moreover, communication/sensitizing (ICE) programs have raised awareness of DRR/CCA for all teachers, students in schools, commune/village officers and parents in villages.

Notably, some good DRR/CCA initiatives have been recognized by schools, local authorities and people such as energy-saving stoves, vetiver grass planting to avoid landslides, raising perionyx excavates worms to discompose poultry and cattle dung, etc. These initiatives have significantly contributed to environmental protection. Moreover, the programme has promoted child agency through 6 child-led initiatives including the establishment of a green garden, a green library, communication initiatives, a green “superhero club” and waste management. These initiatives have changed local people’s, students’ and teachers’ perspectives and habits in their daily life activities toward environmental protection and disaster risk reduction so as to secure safe life and wellbeing for children and people (see 3.2.2 for changes in awareness and habits).

3.2.2 Improved awareness and changed behaviours of local actors in response to natural disasters and climate changes

One of the most important changes reported by all concerned stakeholders is the improved awareness of local people of environmental protection and DRR/CCA phenomenon, consequences and relevant responses. On this account, interviewed actors (students, teachers...) mentioned behavioural changes, such as:

- Actively participated in ICE programs or events organized by the programme in schools and villages (participation of teachers, students, local authorities, community people, children in village, parents);
- Actively engaged in the DRR/CCA planning in schools and villages rather than passively in the implementation phase (participation of teachers, students, local authorities, community people, children in village, parents);
- Actively watched and searched for information about weather forecasts in order to have appropriate preparation and responses to natural disasters and climate changes (participation of parents, children)
- Protected, planted forests in order to prevent from landslides and protect water source for their life (participation of community actors such as parents, children, authorities such as heads of village, but also WU, Youth Union, ...);
- Took collective actions in schools and villages in order to cope with natural disasters and climate changes (participation of community actors such as parents, children, authorities, ...);
- Protected vegetables/trees, livestock in face of natural disasters and climate changes such as hail, hoarfrosts, frozen, damaging cold, etc. (participation of community actors such as parents, children, authorities, ...);
- Reinforced houses in response to storms and flood, etc. (participation of community actors such as parents, children, authorities, ...);
- Kept children at home and prohibited them from springs or rivers, etc. in the rainy seasons (participation of community actors such as parents, children, ...).

3.2.3 Collective actions and synergy of concerned stakeholders on DRR/CCA in localities

Apart from the cooperation of officers or staff among VWU, educational agencies (BoET, schools) and local authorities (district and commune People's Committees, village authorities), Youth Union and other specializing agencies, the participants in the DRR/CCA component also included parents, children and volunteers in the community. Under the technical assistants and support of Plan International and Live and Learn, all these participants have actively engaged in DRR/CCA programs that have been conducted in schools and the community. The number of children that directly participated in DRR/CCA activities led by children went up, according to the end-line study, from 0 to 1611.

Since the programme, joint efforts among concerned stakeholders have been made in DRR/CCA in order to achieve the safety and wellbeing of local people and children. For example, the programme organized training courses, competitions, ICE programs or campaigns, etc. As a result of these most important changes in DRR/CCA, children developed safer lives and wellbeing, f. ex. by living in more adapted houses, by having learned to swim (Kon Tum), suffering less from risks of landslides because of tree-planting, adapting their clothing to weather conditions (f. ex. using raincoats). The quantitative results from the end-line study show the same tendency. F. ex. the percentage of children (6-15 years) with increased knowledge and improved attitudes and practices related to DRR/CCA went up from 27,7% to 98,5% (with the biggest rise in Sin Ho, where the starting point was lowest, and hardly a notable difference between boys and girls). The percentage of students with improved capacity in DRR/CCA knowledge also rose sharply, from 0% to 98,5% of students at the end of the programme.

3.3 Factors of change

There have been internal and external factors that brought about these most significant changes in ECCE, DRR/CCA that included contributing factors and inhibiting ones.

3.3.1 Factors contributing to change

The internal factors that contributed to the mentioned changes included:

- Adequate provision of capacity building programs or opportunities such as training courses, study visits, sharing and learning groups (parenting groups, playing and reading clubs for children, professional development meetings for teachers, etc.) for targeted groups (for example, parents, children, teachers; collaborators/volunteers, local authorities, etc.);
- Strong dynamics of parents and teachers to improve the rights for better life and wellbeing for children;
- Strong interest and active participation of children in the programme activities in schools and community;
- Strong interest of local people in DRR/CCA and its updated information in order to secure their life safety and effective agricultural production or livelihoods;
- Active individual agents in ECCE, DRR/CCA, such as head of commune programme management boards, school managers, core teachers and collaborators, etc. who proactively moved the programme activities forward.

The external factors included:

- High relevance of the programme interventions with the local priorities in ECCE and DRR/CCA, for example, gender equality and ECCE, DRR/CCA prioritized as important issues in Government and local development strategies and policies;

- High relevance of the programme interventions/activities with local people’s awareness, literacy, and local cultural norms;
- Strong support of policy makers and local authorities from the central to grassroots levels and concerned stakeholders (teachers, parents, women’s union officers, etc.) in ECCE and DRR/CCA;
- Smooth cooperation between Programme Management Boards at the district, commune levels with Women’s Union, BoET, schools and Plan International and Live and Learn, etc. in the programme implementation;
- Available village regulations/laws on prohibiting forest cutting, home-staying days in the rainy season, in October and November for the Xe Dang ethnic group in Kon Tum, etc.;
- Sufficient provisions of needed resources (i.e., materials, documents, stationeries, financial support for drinks and snacks or candies, etc.) for adopting the acquired knowledge and skills of ECCE, DRR/CCA in practice;
- Better income of households for the past 5 years enabled parents to buy more food and access healthcare and educational services or materials for children; however, EM are structurally disadvantaged and poor so the increase in income did not change their fundamental situation (compared to the Kinh group, Sedang and Mong, EM still have low incomes). Moreover, interviewees mention that Covid-19 contributed to a reduction of their incomes because they could not take extra work out of village due Government’s social distancing and travel restriction regulations. However, we don’t have detailed statistics on incomes for those communes.
- Better access to information through social media, websites when more parents and teachers were able to access to the Internet with smartphones.

The contributing factors linked to gender equality in the communities included:

- Gender equality has become a priority in Government Policies in the educational sector as noted in the section of relevance and gender transformation in this report;
- Roles and leadership of women in households and communities have increasingly been recognized in the government policies and laws as well as the development programs of some civil society organizations (such as Plan International, Live and Learn, etc.);
- Gender equality has been relevant to local needs and strongly supported by teachers and students in schools at all educational levels (preschools to lower secondary schools) and local people and authorities in villages.

3.3.2 Factors limiting changes

Several limiting internal factors can be seen in this programme as follows:

- Limitation of parents’ and/or caregivers’ disposable income (see above: ethnic minority incomes went up a bit but remained low and was subsequently reduced by the Covid-19 crisis)
- Time constraint of teaching periods challenged teachers to integrate gender and DRR/CCA issues in their teaching practices in classrooms, also outside of Covid-19 periods (this was a structural limitation);
- Moreover, some issues related to social and cultural norms change such as gender equality, childrearing practices, etc. require sufficient time for longer-term transformation;
- Poor facilitation skills of some collaborators/volunteers of parenting groups and child playing and reading clubs, particularly regarding specialized issues such as ECCE, DRR/CCA. Meanwhile, they hardly received the technical supports from the local specializing experts (healthcare officers, agricultural officers, environmental officers, child protection officers, ...) in these issues. This finding

comes from observations of parenting groups' meeting and child playing and reading clubs. The facilitators primarily read the contents from the handbook in Vietnamese language. Then they explained them in their local language. It was observed that interaction and response from parents with these facilitators was limited. One facilitator (head of village and volunteer of parenting group in Lai Chau) expressed it like this (and this was confirmed by others):

"I encounter difficulty in organizing activities for parents and children and helping parents understand the transmitted contents because of my inadequate knowledge and skills of pedagogy. Moreover, I do not have sufficient knowledge about specializing issues such as childrearing, climate change, etc. So I cannot clearly and fluently speak out these issues. When I read and explained the contents in the book, parents did not understand. So, I translated them into our local language. However, I could not sometimes explain them in the local language because I did not really understand them... In this case, I had to skip them."

- Poor literacy of ethnic minority people, particularly women, and their language barrier has greatly challenged their acquisition of knowledge, skills and competences in ECCE, DRR/CCA that have sometimes been quite technical;
- Poor participation of men in parenting groups because the majority of men have thought that this parenting group was organized for mothers rather than fathers.

The limiting external factors included:

- Quite high turnover rate of programme implementers and other involved people at various levels in charge of the programme. This is the case to a certain degree at the central level with PIV Hanoi, such as the Programme Coordinator, education specialist, M&E officer. There is high rotation rate of programme officers (BoET, VWU at different levels), teachers, of collaborators/volunteers of parenting groups and child clubs. It often took time to provide additional trainings to new ones so that they can assume the programme tasks or activities. Two illustrative quotes:

"In the educational sector, our teachers have periodically been rotated among schools. The focal points for this programme at Bureau of Education and Training have also been replaced during the programme implementation. This really challenged the programme progress as it took time for new teachers or focal point to understand and keep up pace with the programme activities" (A representative from BOET in Kon Tum)

"We have had to deal with the high turnover rate of volunteers of parenting groups. We did not have much time to train newcomers for this programme activity. New volunteers often learn by themselves to become facilitator of parenting groups. They might receive supports from women's union officer at commune level but it was not sufficient because she was very busy with her Government tasks" (A representative of VWU at commune level in Lai Chau)

- Covid-19 delayed the programme activities and shortened the time for ICE programs or events on DRR/CCA (schools had to reduce the number of ICE events, for obvious reasons). Therefore, students had more difficulty understanding the transmitted contents of these;
- Socio-cultural norms and habits challenge the expected changes in ECCE and DRR/CCA; for example, male roles as breadwinner rather than contributing to housework, freely waste discharging habits of local people, very low frequency of bath taking or personal hygiene making for the Mong group, forest exploiting for cooking and house building, etc. We were not able to investigate differences between communes/EM groups.

- Poor economic conditions of some households challenged their adoption of acquired knowledge in ECCE and DRR/CCA into practice through low purchasing power, for example, purchasing the materials or ingredients for cooking as instructed.
- Programme officers such as VWU's officers, BOET officers, Youth's Union officers had to combine their tasks in the programme with their government tasks. They have sometimes been overloaded and could not spend sufficient time on monitoring and providing technical assistance for local officers, particularly teachers and collaborators/volunteers, etc.
- Difficult geographical access when local people are scattered and live far from each other, for example, Mong people in Lai Chau. This took time for them to gather for ICE events or meetings.

The inhibiting factors/influences linked to gender equality in the communities:

- Time constraints challenged the integration of gender into instructional hours in classroom. Each teaching period normally takes place within 40-45 minutes. Meanwhile, the content knowledge of each instructional period is quite much, particularly for ethnic minority children who deal with language barriers in schooling.
- Gender norms in the communities rooted deeply in the thoughts of people so it is challenging for the women to address leadership roles. The communities still consider taking care of children is a mother's responsibility.
- Low incomes of women/mothers which reduces their voice or their right to be heard in the households.

3.3.3 Specific impact of the Covid-19 pandemic

There have been some following adverse impacts of Covid-19 on the programme interventions:

- Delay of the programme activities, particularly the training courses and initiative implementation, parenting meetings, child playing and reading clubs, ICE events, etc. However, some activities were conducted online for teachers and educational administrators as well as core groups if they could access to online training courses or meetings.
- Worries of local people about Covid-19 infection who subsequently decided or had to stay at home and rarely travelled out of their village, limiting options for extra income through manual jobs or selling produce. However, we do not have statistical data on this for the regions of the programme. The interviewees declare that their incomes declined which affected their children's access to nutrition.
- Children were not allowed to go to schools during the pandemic. So, parents had to stay home to take care of them which also diminished their income earned.
- Local people's access to markets was more limited so they primarily self-supplied food for their meals. Furthermore, the prices of some foods such as noodles, eggs, pork meat, oil, etc. increased due to Covid-19 (for example, in certain regions 3,000 VND per noodle pack went up to 3,500 VND per pack, interviewees report).
- Few connections or gathering events could take place in villages, which enhanced stress and boredom.

3.4 Programme's influence

3.4.1 Activities

The various Covid-19 waves caused changes and/or abolition of certain activities and of the proposed planning. Some ToT trainings were abandoned, which partially reduced the quality of replication (2 provinces). Certain trainings on guidelines for testing them did not take place. Certain volunteers and facilitators received less training. In DRR/CCA, the child forum did not take place which limited a possibility for children to express themselves on DRR/CCA. The monthly communication events at school level and in the communities on DRR/CCA were abandoned in 9 communities during the periods of strong Covid-19 regulations (4 months in 2020 and 8 months in 2021), which during those periods weakened the strategic opportunity for youth to develop skills and express themselves on DRR/CCA.

However, programme implementation was not endangered. In year 4 some interventions were delayed or occurred less frequently due to school closures and the prohibition of large social gatherings as part of Vietnam's Covid-19 regulations (as mentioned above) but still all activities were implemented. In year 5, some activities had to be modified due to the heavier impact of Covid-19 in 2021. Nevertheless, thanks to a good revision of well-fitted activities and a logical intervention methodology, the delivery of the outputs has not been negatively impacted.

There were budget transfers for activity modifications of unable-to-undertake activities during the Covid-19 outbreak. This was, out alternative activities in response to the need of communities were carried out, f. ex. (1) developing the practice of using toilets and promoting behavioural changes in hygiene among ethnic minorities in Sin Ho and Kon Plong, (2) promoting the enabling environment for children (construction of playground rooftops in schools, outdoors playing equipment and toys, video-recording of instructional hours by preschool teachers and sharing with parents with smartphones and access to internet which stimulated parents' activities contributing to enabling environments, etc.), as well as (3) undertaking initiatives to support teachers and students in accessing open resources of DRR/CCA. So, funds were well-used in the face of changes in activities.

3.4.2 Indicators

The table below lists the indicators of the programme, their value at baseline, midterm and end-line as well as the target values in year 5. The data was collected through baseline, midterm and end-line studies. The end-line study was implemented by a Vietnamese consultant team led by Ass. Prof. Bui Thi Lam, PhD, from August to October 2021. The study report was part of the documentary review completed in the framework of this final evaluation.

Indicators show – without exception – positive evolutions comparing to the initial values and in most cases exceeding the aimed values. These are exceptional results, taking into consideration also the Covid-19 context.

Desired results and Indicators	Baseline Evaluation Results	Midline Evaluation results	Endline Evaluation Results	Program's aims in Year 5
Early child care and development component (ECCD)				
Child development index in the targeted communes (Percentage of children age 36-59 months who are developmentally on track in at least three of the following four domains: literacy-numeracy, physical, social-emotional and learning)	33.3% Sin Ho: 30.3% Kon Plong: 37.8%	47.9% Sin Ho: 46.6% Kon Plong: 49.1%	73.58% (girls: 72.4%, boys: 74.6%) Sin Ho: 75.42% Kon Plong: 71.88%	80%
Rate of primary grade 2 children's learning specific objectives in Vietnamese and calculation in the targeted communes	Math: 89.35% Sin Ho: 90.4% Kon Plong: 87.9% Vietnamese: 68.05% Sin Ho: 70.41% Kon Plong: 64.83%	Math: 89.53% Sin Ho: 91.15% Kon Plong: 87.18% Vietnamese: 69.11% Sin Ho: 70.8% Kon Plong: 66.67%	Math: 96.35% (girls: 96.29%, boys: 96.41%) Sin Ho: 95.90% Kon Plong: 97.03% Vietnamese: 94.30% (girls: 95.43%, boys: 93.11%) Sin Ho: 92.05% Kon Plong: 97.77%	Math: 97% Vietnamese: 85%
Child stunting rate (Under 5 years of age) in the targeted communes	25.68% Sin Ho: 28.81% KonPlong: 19.02%	22.2% Sin Ho: 19.5% Kon Plong: 25.4%	14.37% Sin Ho: 17.6% Kon Plong: 10.22%	15%

Desired results and Indicators	Baseline Evaluation Results	Midline Evaluation results	Endline Evaluation Results	Program's aims in Year 5
Increased # of provinces with ECCE modalities mainstreamed through the WU programs	2	38	46	45
Increased # of functioning parent groups managed by WU	78	1000	1140	1000
% of children having access to appropriate teaching methods	9.72% Sin Ho: 24.74% Kon Plong: 0%	36.9% Sin Ho: 37% Kon Plong: 8.9%	100% Sin Ho: 100% Kon Plong: 100%	75%
% of parents/caregivers who demonstrate improved and stimulating child rearing practices	39.92% Sin Ho: 37.12% Kon Plong: 45.75%	57.5% Sin Ho: 41.03% Kon Plong: 62.52%	80.21% (girls: 81.56%, boys: 78.63%) Sin Ho: 81.25% Kon Plong: 78.88%	85%
# of communes, districts or provinces that commit to adopt holistic child development models in planning and policy &/or budget.	0 communes 0 districts 0 provinces	9 communes 2 districts 2 provinces	9 communes 2 districts 2 provinces	9 communes 2 districts 2 provinces
Natural disaster risk management component				
% of schools in the intervention areas adopting school DRR action plans	43.7% Sin Ho: 37.5 Kon Plong: 50.0	86% Sin Ho: 80% Kon Plong: 88%	100% Sin Ho: 100% Kon Plong: 100%	100%
% of teachers and students in targeted schools with knowledge and good attitudes and practices on DRR/CCA	Teachers: 0	Teachers: 96.7% Sin Ho: 96.7% Kon Plong: 96.7%	Teachers: 100% Sin Ho: 100% Kon Plong: 100%	85%
% of students who have improved the capacity in DRR/CCA	Students: 0	Students: 65.7% Sin Ho: 61,4% Kon Plong: 71,9%	Students: 98.5% (girls: 98.4%, boys: 98.7%) Sin Ho: 97.8% Kon Plong: 99.2%	85%
# of communicators of WU that are equipped with the knowledge and skills to be able to facilitate communication activities on DRR/CCA	0	122	734	400

Desired results and Indicators	Baseline Evaluation Results	Midline Evaluation results	Endline Evaluation Results	Program's aims in Year 5
% of children (6-15) with increased knowledge and improved attitude and practice related to DRR/CCA	27.7% Sin Ho: 17.0 Kon Plong: 36.8	65.7% Sin Ho: 61.4% Kon Plong: 71.9%	98.5% (girls: 98.4%, boys: 98.7%) Sin Ho: 97.8% Kon Plong: 99.2%	75%
# of children that directly participated in DRR/CCA activities led by children	0	5701	1611	422
% of teachers and parents who demonstrate improved knowledge and changed attitudes and practices before, during, and after a disaster occurs.	Parents: 28,25% Sin Ho: 16.03 KP: 39.05 Teachers: 77.2% Sin Ho: 69.2 Kon Plong: 74.0	Parents: 63% Sin Ho: 53.0% KP: 75.5% Teachers: 96.7% Sin Ho: 96.7% Kon Plong: 96.7%	Parents: 83.7% Sin Ho: 73.6% Kon Plong: 93.7% Teachers: 100% Sin Ho: 100% Kon Plong: 100%	Parents: 80% Teachers: 95%
# of schools that have developed school safety/DRR plans	1	16	9 (due to school mergers)	20
% of officials from local authorities (BoET, DoET, People's Committee) that have increased knowledge, attitudes and practices on safe school and DRR/CCA	31.25% Sin Ho: 31.5% Kon Plong: 37.5%	100% Sin Ho: 100% Kon Plong: 100%	100% Sin Ho: 100% Kon Plong: 100%	90%

3.4.3 The programme's added value

The programme had specific added value at several levels:

- A **participatory and integrated early child development approach** which **empowered the voice and perspectives of disadvantaged children and parents** alongside a diverse network of stakeholders at the central and local level (including policy makers like MoET, BoET, VWU, People's Committee, INGOs like Plan International, Live and Learn and local authorities, teachers, parents and children, etc.). Such an approach directly raised awareness and helped secure rights and social justice in child development and wellbeing for the disadvantaged groups, as well as the creation of new interventions to empower this target group.
- Increased **knowledge, awareness, and opportunity of disadvantaged people to take collective action and reinforce their agency** in order to ensure their equal access rights to children's full potential development and wellbeing through ECCE and DRR/CCA interventions. Specifically, they were able to identify how they could engage positively through collaborative networks among different stakeholders. The programme also created a novel network of parents and teachers to take active roles in collaboration with relevant policy makers and CSOs for effective support.
- A **new network of governmental agencies, NGOs and local people** was established and **collectively worked to develop policies and new policymaking processes**. Although the network addresses creating a new future of ECCE, DRR/CCA in Vietnam, it also addresses sustainable development goals such as goals 1 (poverty), 3 (good health and well-being), 4 (quality education) and 5 (gender equality) and 13 (climate action).
- **Working with and through policy and government structures** was also strategic, in the sense that this approach strongly enhanced the sustainability of the programme and brought scale-up of some programme models.
- **Bringing DRR/CCA to the villages instead of keeping it only at school level** was an important added value of the programme. Limiting DRR/CCA to schools meant limiting the influence and sensitising directly to children. However, L&L and involved actors realized that in order to create changes within students and beyond, it was necessary to also involve the surrounding and influencing actors in an eco-system, such as their parents and other village spaces and actors. Working only through children and schools would not be enough in order to have concrete influence regarding DRR/CCA.
- Improvements regarding gender equality although gender transformation was only introduced as from the mid-term evaluation.

3.4.4 The programme's limitations

The programme has, inevitably, limitations, such as:

- Women's empowerment also depends on women's economic leverage: the degree to which women's voices are listened to by men (fathers, husbands, authorities, etc.) and their confident participation in decision making process in family and community activities also depends on the level of women's incomes. In the programme, the involved women have low incomes, which puts limits to their empowerment and gender transformation. This topic was not actively addressed in the programme.¹¹

¹¹ For the consultants, this remark is also valid for programme communities in Kon Tum (Kon Plong) which have a matrilineal society where women have a relatively strong position (e.g., the Mong community). From our collected data, the head of village and women still revealed that in their social practice, women tend to stay at home to do farming work and

- Human resources:
 - High turnover rate of facilitators and officials, as detailed in the point below, and the resulting loss of capacities in institutions and spaces and weakening of processes of change. This topic is not actively addressed by the programme.
 - Rotation of programme staff and of other involved persons (facilitators, teachers, ...) at all levels of the programme (see 3.3.2) during the programme implementation had an influence on its quality. This happened at Plan International Vietnam (Hanoi) with the replacement of the Programme Coordinator (although it happened once in 5 years' time and smooth transition was ensured), M&E officer (transition with the new M&E officer was smooth too), Education Program Manager, Parenting program specialist. Particularly, the rotation of officers in VWU at the different levels, facilitators and volunteers in villages, BoET officers and teachers weakened the continuity of the programme implementation at certain moments. It took time for new ones to get used to the tasks and duties from the programme.
- Technical assistance to schools, parenting groups and child playing and reading clubs had weaknesses:
 - There was a lack of follow-up supporting the participants in implementing the acquired knowledge and skills from the ToT training courses into practice, particularly DRR/CCA and gender issues. The participants received the trainings but had to rely on themselves to apply the learned material (for example, some parents lacked support on how to grow and cook the promoted vegetables).
 - new volunteers had to observe and learn by themselves from their peers when they took over the parenting groups or child playing or reading clubs. There were no formal training courses for new volunteers. Moreover, they received little technical assistance from core facilitators because these facilitators normally have government duties and are very occupied. This feedback came from new volunteers and VWU's officers in both Lai Chau and Kon Tum, from which we have following quotations:

“I had difficulty in facilitating parenting group’s meetings at first because I was not trained about how to run this group meeting. I was given a book for facilitator and learnt by myself. It is not easy when I did not have much experience in educating and caring children. I observed the other volunteers and learnt from them. I sometimes called the women’s union officer at commune level for help when I did not know how to deal with a certain topic...” (A young volunteer in Kon Tum)

“I really wish I could have more time to support our volunteers of parenting groups. However, there is only one women’s union officer at commune level while I am in charge of many government tasks. I do not have sufficient time for supporting volunteers on regular basis. So it is really difficult for the new volunteers who did not receive the training on facilitation of parenting groups’ meeting. As such, I guided them when I had chance to visit their village to conduct my government tasks” (A Women’ Union officer at commune level in Lai Chau)

- Schools and teachers were lacking technical assistance from specialists (officers). Officers often had difficulties providing the necessary technical advice to answer schools’ questions

housework and men travel out of village for jobs. However, over the last years, more young Xedang women start to travel more out of their villages to work, which is recognized by local people and authorities as an opportunity to enhance women’s participation in family income generation.

and concerns because of lack of time and long distance from Hanoi to the programme sites, particularly in the context of social distancing and travel restrictions under the context of Covid-19 for the past 2 years. The following quote is from an L&L officer:

“ToT approach has to cope with the emerging challenge in technical assistance for teachers in schools. Our programme provided training courses to core teachers and school administrators of each school. Some programme schools sent one deputy headmaster and 4 - 5 teachers attend these TOT courses. But some only selected teachers and no school administrator to these training courses. These core teachers or school leaders have been trained by me and our technical specialists. They subsequently retrained other teachers in their schools. My technical specialists and I could not provide the training courses to every teacher in all the programme schools. We could not expect the perfect results because the number of teachers was very big. As such, TOT approach is the most relevant one in this case” (A representative from Live and Learn)

- Inadequate cooperation between concerned partners in the programme implementation: VWU and BoET independently implemented their programme plans where there could have been articulation between ECCE and DRR/CCA components. A clear coordination framework between the 2 agencies was lacking. Cooperation between VWU and BOET in terms of government programs has existed for years but remained a weak spot in the programme, in spite of the programme aiming at promoting/strengthening cooperation between the two agencies in terms of ECCE and DRR/CCA. Examples of insufficient coordination between the 2 agencies:

- Activities to connect community groups and schools to enhance quality education provided to parents and children. As noted already, the volunteers of parenting and child playing clubs were lacking pedagogical competences to facilitate the meetings of these groups. Teachers have these competencies and could have supported volunteers in the first phases of the groups’ meetings so that they could gradually developed their skills of facilitation. This initiative has not properly been taken in the coordination between VWU and BoET.
- Parents could have participated more actively in supporting schools, particularly helping teachers in communicating with their children at preschool level when language barrier were recognized as important challenges for children’s learning process in schools in ethnic minority regions. Many small children at preschool in the two programme sites could not communicate in Vietnamese language while teachers could not speak their local language, particularly in Lai Chau when the majority of teachers came from the Kinh group. If parents knew what and how to support teachers in this area, they could more effectively support teachers.

In practice, some school teachers actually engaged parents in helping them to communicate with their children in their teaching, especially regarding children in preschool classes or Grade 1 in the satellite schools, which were important moment of articulating schools and parents. However, this was not the official direction of the cooperation program between Women’s Union and BoET. As such, it remains a result of ad-hoc cooperation or separate initiatives of teachers with parents.

“Schools has closely cooperated with Women’s union officers in the village in order to mobilize children to go to schools regularly. However, capacity of these collaborators and women’s union officer at commune level should be further improved in order to secure the effectiveness of this cooperation... Teachers are willing to support local authorities, parents and volunteers in the village

in terms of all activities related to education for children, particularly at preschool level. But they need to have a clear cooperation plan about what and how they can support them” (a representative from BOET in Lai Chau)

- Limitations to teachers’ participation in community development activities of the programme at village level is also a weakening factor that was not explicitly addressed in the programme. As already mentioned, teachers could have strengthened facilitators’/volunteers’ capacities to accompany the parenting groups and children’s reading clubs with their pedagogic knowledge, which would have further strengthened the participating parents and children. In practice, teachers are very busy with their teaching in schools, particularly in preschool level. Despite this fact, teachers were supportive to community activities if requested. They would, when possible, support volunteers/collaborators of parenting groups if they were clear about their possible/needed supports. Actually, in several villages, some teachers supported volunteers in certain topics related to ECCE when they were asked. The issue here is that there was to actively coordinate and organise the involvement of teachers or other experts for the benefit of community groups (parenting groups and child playing and reading clubs). This lack of a plan challenged the active cooperation or support to concerned stakeholders or partners in the programme.

“When I had difficulties in facilitating parents on how to support their children’s study at home, I asked for support from teachers in village-based classes. They were very supportive. It is difficult for us to guide parents in this issue because we lack pedagogical knowledge” (A volunteer of a parenting group in Lai Chau)

4. ANALYSIS OF DAC CRITERIA AND EVALUATION QUESTIONS

4.1 Relevance

Evaluation question

Were the adjustments to the outcomes and activities made following the Covid-19 crisis relevant and efficient? Did they improve programme implementation?

We decided to look at relevance not only regarding Covid-19, but also from other points of view.

4.1.1 Relevance in a broad sense

Connection to policies:

Main existing policies and strategies of development regarding DRR/CCA and ECCE:

- ECCE: “5 No-saying - 3 clean”: the national VWU ECCE programme Program, Proposal 938 (2017-2027), Resolution 88/2019 of National Assembly (2021-2030) that focuses on improving the provision of quality ECCE and securing the rights to children’s full potential development and wellbeing, particularly those in the disadvantaged areas.
- Educational Action Plan 2016-2020 of Ministry of Education and Training highlights the provision of quality ECCE and enhance gender equality in education.
- DRR/CCA:
 - Decision No.158/2008/QD-TTg of Prime Minister in 2008 on approving the national programs on responses to climate change;
 - National strategy on natural disaster prevention through 2030;
 - Program on awareness raising and community based natural disaster risk management 2030;
 - Decision No.3162.QDD-BGDDT of Ministry of Education and Training dated 22 October 2020 on approving the educational plan for the period of 2021-2025 on preventing and dealing with natural disasters.

The programme in Vietnam is directly linked to these national programs. A representative of Ministry of Education and Training of Vietnam stated:

“The programme activities on promoting gender equality in in-service training materials for preschool and primary teachers are totally relevant to Ministry of Education and Training’s policies. This programme has improved the effectiveness in the implementation of Gender Equality Action Plan of the educational sector for the period of 2016-2020, specifically its objective “Narrowing the gender inequality between girls and boys in terms of educational access, participation and benefits in the educational and training sector...” and the objective No.3 “Ensuring the gender issues and gender equality to be integrated into curriculum, syllabus and textbooks of the new curriculum of secondary education”. Additionally, the ECCE in-service training materials for preschool teachers that are relevant to cultures of different ethnic minority groups and local contexts and developed by Plan International, VWU in cooperation with MoET have enabled teachers to develop the most suitable lesson plans for children in localities to achieve the objectives for child development. Children have had opportunities to learn in the most stimulating environment that is culturally relevant and optimally makes use of available local resources. This programme activity has significantly

secured the rights to their ethnic cultural values, self-identity development and wellbeing for children in the disadvantaged areas. This can be considered as one of the most successful outcomes of this programme.”

Flexibility and adjusting the programme to non-Covid contexts:

The programme and its implementing actors showed flexibility in order to achieve multi-dimensional impacts and maximize its effectiveness, in several ways:

- Strongly enhancing the **gender**-dimension in activities of ECCE and DRR when PIB introduced in 2019 in the programme its global ambition for gender transformation (initially the programme was designed to be gender sensitive. Gender was mainstreamed from the start of the programme (in greater or lesser degrees) in all of the activities in schools, communities, parents’ meetings, children’s playing and reading groups, etc. However, the new ambition and midterm evaluation led the team to increase the efforts and drew attention to gender roles and norms (e.g. increased involvement of fathers in ECCD activities)
- Scaling up **DRR** activities in community: in the first design, DRR focused on schools. When L&L realized that this was not enough to have impact, it was extended to communities, going from identifying the dangerous locations in the village to integrating DRR issues into parents’ and children’s groups.

4.1.2 Relevance regarding Covid-19

The Covid-19 pandemic had strong impact on the lives of the programme’s target groups and communities, as well as the programme partners. Programme implementation was affected by Covid-19 and related restrictions. The ethnic minorities and people living in remote areas, targeted by the programme, are vulnerable and marginalised, living in regions with a high risk of natural disasters, facing limitations of numerous basic goods and services for their children, both boys and girls, to reach their full development, particularly in early childhood stages. Covid-19 increased their vulnerability and marginalisation. Children in programme provinces missed out on education during the months of school closures. Their parents’ income was affected due to the social disruption, which in turn reduced the affordability of their children’s development and education. In addition, the government prioritised its resources and efforts on Covid-19 prevention.

Given this situation, programme activities were modified, and its interventions focused more on the Covid-19 response. PIB, PIV, VWU and L&L intensified their exchanges and coordination to jointly develop flexibility, adequate attitudes and solutions to the situation, involving all relevant stakeholders. Specific measures were supported by the programme in the programme areas:

- Strengthening hygiene promotion and promoting care for pregnant women. Through the parenting groups and child playing clubs, the measures of Covid-19 prevention and treatment were disseminated and guided to parents and children, particularly pregnant women, for instance, wearing masks, cleaning hands, social distancing, food for enriching vitamin-content, etc. Specific advice about appropriate and healthy food and healthcare was also provided for pregnant women in the face of Covid-19, such as the need to eat more Vitamin C fruits like orange, pomelo, etc.
- Supporting teachers providing and collecting hard copies of exercises at the community level;
- Counselling and encouraging children to go back to school once schools reopened; specific guidance about Covid-19 prevention (the 5K principles: mask wearing, hand-cleaning, no-gathering, health status declaration and social distancing) was provided to children and parents by community volunteers, local village authorities and teachers in order to enable their preparedness to go back to school.

- Increased use of video and digital tools, organising meetings, workshops and coaching online whenever possible, especially in the case of in-class training of big groups (more than 20 persons):
 - Division of meetings and workshops into groups of less than 20 participants to be able to keep them presential and organization of these meetings and workshops in communities instead of at the centre of the province or district,
 - Teachers recorded videos which were sent to parents with smartphones to instruct their children,
 - Support to community-based education to help children access learning activities while schools were closed;
- When, because of travel restrictions, the programme team could not travel from Ha Noi to the provinces anymore, the Provincial Partnership Managers and Programme Officers of PIV at Programme Unit (PU) in Kon Tum and Lai Chau became more strongly involved in the implementation process. They provided technical observations directly and other timely assistance to the local partners in conducting planned activities as well as modifying activities in response to changes in their own current local context;
- When local actors such as parents and children suffered from lack of access to computers or Internet, focus was redirected to maintaining presential activities with small groups (less than 20 participants) while respecting the Covid-19 safety measures, such as wearing face masks;
- The monthly and quarterly meetings with partners were organised virtually to keep updates on progress and to collaborate for finding solutions for ongoing challenges;
- Teachers sending through digital means instructions for activities related to children (playing between parents and children, hygiene, ...) in order to stimulate those parent practices at home (only parents with smartphones had access to that);
- Developing leaflets and posters on Covid-19 prevention and responsive parenting during the pandemic;
- When communities could not be visited, a competition was launched for making toys from local materials. Clips were developed to guide parents on how to make toys for children with local and recycled materials;
- In case there was a budget balance in some activities, during the Covid-19 outbreak, balances were transferred to other activities, or alternative activities were set up in response to the needs of communities.

Although the programme advanced slower than foreseen due to the crisis, these initiatives contributed to successful adaptation to the Covid-19 crisis, which is why the programme did not have to make significant changes or alter its outcomes in spite of Covid-19. Permanently learning from its own recent Covid-strategies was also part of Plan's successful strategy and attitude in times of Covid-19.

4.2 Sustainability

Evaluation questions:

To what extent and how have the implementing partners been strengthened in their capacities?

What can be done to maintain all the community models after the programme ends?

What were the good practices implemented in terms of DRR/CCA and protection of the environment? What are the limits and opportunities for replication in the future?

To what extent can we expect implementing partners and government institutions to sustain the interventions and achievements after the end of the programme (in terms of technical skills, financial means, and prioritisation)? Where will additional support be needed?

Globally speaking, there are 2 main factors regarding sustainability: if the programme is linked to government policy and if it's relevant for stakeholders, there is high chance of sustainability.

As mentioned before, we observe that the programme is strongly articulated to the Vietnamese national ECCE and DRR/CCA policies. This means that the broad lines of the programme have high chances of being continued even if the programme stops. This is a strong factor regarding the programme's sustainability.

In what follows we treat sustainability more in detail.

4.2.1 Models/good practices to be maintained after the programme

These are activities that have been identified as good practices by the stakeholders and which they have decided to continue after the programme:

- The new professional development meetings at the schools between the teachers and involving the educational administrators;
- The “active teaching” (enhancing communication, active roles of students, etc.) and culturally relevant teaching methods for EM children (multi-grade classes, Vietnamese language teaching as a second language, integrating elements in the classroom for students to feel more at ease, etc.), also referred to as “quality teaching”;
- The communication/sensitization activities related to DRR/CCA in extracurricular activities and the school plenary meetings on Mondays (this is “the flag-salute” meeting in which all students, teachers, school administrators and staff gather in the school play-ground on Mondays in order to review all classes’ and schools’ activities for the past week and recognize/encourage the good performance of classes and individuals – of course, DRR/CCA-activities have a chance of being mentioned here);
- The capacity building for VWU officers through regular training courses, enabling them to articulate parenting groups’ activities with VWU’s meetings in villages;
- The ECCE modalities were, according to the end-line survey, strongly replicated by VWU, going from 2 provinces with ECCE modalities mainstreamed at the beginning of the programme to 47 at the end of it. The number of functioning parent groups managed by VWU went up from 78 at the beginning of the programme to 1140 by the end of it, according to the end-line survey, exceeding the 1000 provinces that were aimed at. The parenting groups model will continue to be replicated by VWU, but adequate conditions must be assured (see 4.2.2.).
- Children’s reading and playing groups are very well evaluated, especially because of the way children’s knowledge of Vietnamese, their creativity and self-realization are strengthened. These clubs create the opportunity for children to read stories and play games, in Vietnamese. Additionally, children have been supported to broaden their knowledge and skills about f. ex. gender equality and DRR/CCA. They have also been supported to organize children events such as Children day (1st June), mid-autumn festival (lunar mid-August), etc. They have also been taught to produce toys from local materials or play traditional games, singing and dancing. This helps to improve children’s Vietnamese language competence, creativity, wellbeing, etc.

However, their sustainability is questioned. Local authorities and parents really want to continue the children's clubs, but the majority of villages stated that it would be difficult to maintain the child clubs without Plan International's financial support.

- The DRR/CCA planning with community-based disaster risk management/prevention and signals of dangerous locations will be maintained.
- VWU will in any case continue working with women because it is its mandate; gender-transformation has also been identified as an important approach and it may be integrated in VWU's gender-vision. However, work remains to be done regarding understanding and applying the concept and its implications for VWU.

Notably, the good practices/models have been recognized by BoET in two programme districts. All 6 schools in this final evaluation firmly asserted that they would continue to maintain the above good practices or models in the schools even if the programme would end. Markedly, the good models will widely be replicated to other schools throughout the programme districts as shared by the representative of BoET of Sin Ho district in Lai Chau:

“BoET has issued its instruction to school managers in both programme and non-programme communes to promote professional development meetings in their schools. This good practice supported by the Plan International programme has radically reformed our teaching and learning environment in schools. According to this practice, teachers have no longer been assessed about their teaching, rather students have been observed. So, teachers have become confident in their teaching, professional sharing and learning after each new professional development meeting. Impressively, this practice has significantly improved the relationship between BoET officers, school headmaster or deputy headmaster and teachers. Different from the past when the educational managers gave criticism against teacher's teaching and negative assessments, they have given their constructive comments and feedback to their teachers after attending their teaching period since the programme. As a result, teachers have no longer been stressed, even become happy and open when their teaching period has been attended by their managers and colleagues. When the programme ends, we continue to maintain this new professional development-meeting model in the programme schools and replicate them to all schools in our district. We promote the integration of disaster risk reduction and climate change adaptation in extra-curricular educational activities in schools through the core youth groups. These good models supported by the programme have greatly contributed to the improvement of teaching and learning quality in our schools.”

4.2.2 Models/results that need specific support to be sustainable

- Parenting groups' and playing and reading groups' facilitators and volunteers need financial allowances. Collaborators/volunteers receive a (modest) income/allowance from Plan for their work in the programme. When they are government officials (heads of villages, VWU's and Youth's Union's officers, Communist Party Secretary), they have an income and receive an additional volunteer allowance from the programme for their sessions as a facilitator/volunteer. They depend less of the programme income thanks to their salary. However, if they are recruited from local youth, they depend entirely from the modest income given by Plan. If that stops, they will lose their allowance for their work as facilitator, which may reduce their motivation and/or availability. PIV saw that this was an issue, which is why PIV over the last two years tested integration the parenting groups into VWU meetings. It showed that if the WU in replicated areas were provided with basic

equipment and toys, guidelines to support their activities, they could organize parenting activities at the same time as their monthly meeting. This is why in over the last 2 years, the program also provided VWU in replicated areas with basic support such as books/materials, etc. Although the parenting activities were less ideal than when they were fully funded, at least parents had a place to go to talk with someone to learn about how to take care of their children, and at least the model of the program was maintained.

- For the parenting groups and children's clubs to be continued and replicated by VWU, adequate conditions must be assured
 - resources must be available for nutritious ingredients, candies and biscuits, drinking water, etc.
 - its officers and facilitators having sufficiently strengthened capacities, taking into consideration the problem of the high turn-over of facilitators/volunteers and the lack of hand-over to train new officers and facilitators/volunteers who are not trained when they arrive, which is a situation that weakens the quality of the accompaniment of the local groups;
 - facilitators having access to the materials from the programme (guidebooks, visuals, ...) by using available materials of the programme. Access to these materials is also crucial given the high turn-over rate of officers and facilitators/volunteers.
- The model of integrated teaching (cultural relevance, gender equality, DRR/CCA, ...) is launched and in development, but it needs further support to be deepened, strengthened, to become more institutionalised. In practice, teachers and school managers have been trained to integrate these issues into extra-curricular activities in schools at all three educational levels. So far, the programme has developed 10 modules of in-service training for preschool teachers regarding contextualizing their teaching contents and integrating gender issues in their teaching. However, it is not the case for preschool, primary and lower secondary educational levels. Moreover, all the interviews with stakeholders in the educational sector state that the guidelines and/or materials for integrating culture, gender and DRR/CCA issues into curricula and teaching practice in classroom have not yet been made available to teachers and school managers and/or instructions to access to those guidelines have not been sufficiently clear and/or understood. As a result, this challenges their teaching practice to mainstream these issues in their classes.
- Core groups of students on DRR/CCA need to be supported more in diversified activities and in strengthening their agency (development of own visions, proposals, initiatives).
- DRR/CCA planning at schools must be institutionalized to be sustainable and effectively integrated into annual development planning at commune level. This process needs support, if else it may not happen, and the changes may remain fragile.

As an illustration of the above we want to share his quote coming from the FGD of volunteers and head of village in Mang But village (Kon Plong district, Kon Tum): of volunteers and head of village in Mang But village (Kon Plong district, Kon Tum):

"If the programme ends, we are not sure if the parenting groups in our village can continue to operate. Parents may be willing to contribute their vegetables and other foods to cooking nutritious porridge for their children. However, no financial support anymore for the volunteers will diminish their commitments on facilitating the parenting groups' or child playing and reading club's meetings. The volunteers have to take

other work so they cannot continue this work. Moreover, without candies, snack, water, drinks and milk for children, parents and children may be less interested in attending the meetings of these groups."

4.2.3 Improvements needed of parenting and children's playing and reading groups

These are improvements needed in parenting groups and reading and playing groups specifically in order to strengthen sustainability.

- Capacities of facilitators/volunteers need strengthening, especially facilitation capacities (managing and organizing parents' group, especially when merging different groups into one parenting group with 0-10-year-old children) → Further training for improving facilitation skills, organizational skills and online information searching and analysing skills for facilitators and volunteers.
- Meetings' contents and topics could/should be more strongly adapted to local needs in order to be of interest for the participants. A quote to illustrate this:

"I guide parents to explore the topics in the book provided by the programme. However, some mothers sometimes proposed to learn about some related issues that are not in the book ... For example, information about Covid-19 and health protection for children and family members in this case, Mong songs and dances and how to teach them to our children... I sometimes encounter difficulty in finding the ingredients or kinds of veggie as instructed in the book because they are not available in our village... Notably, many illiterate mothers want to attend a literacy class so that they can improve their Vietnamese language..." (A female volunteer of parenting group in Lai Chau)

- Materials for facilitators/volunteers are sometimes in language that is too complicated to be translated easily into local languages, this makes the translation sometimes difficult to understand for the participants; this reduces the effect of the meetings on the participants. Language should be simpler and pictures/visual aids should adequately be provided for use in group meetings.
- Application of acquired knowledge and skills into practice remains difficult, especially for parents, and is not supported enough in the programme: technical assistance and guidance for parents to apply the acquired knowledge in family/life is important (f.ex. regarding cultivating and cooking different vegetables).
- Cross-supporting or monitoring planning should be promoted among different parenting groups in order to enhance the application of acquired knowledge and skills.
- Parents of the parenting groups do not receive enough written material related to parenting meetings (no guidebooks) to take home. This challenges facilitators/volunteers to facilitate parenting groups' meetings and makes it more difficult to secure the sustainability of programs, particularly for parenting groups with children from 8-10 years old. Materials for groups with children aged 0-8 have been produced and provided to volunteers but not yet those with children aged 8-10. It has been shared by the programme officers that materials are available for parents in the meetings of parenting groups (kept by the volunteers who run the parenting groups) but in practice parents say that they don't receive them to take home, for which there is a clear demand. So here is a problem that lies in the provision of these materials to parents that has to be resolved.
 - Of course, the language of the material could be a problem as many mothers in parenting groups do not speak Vietnamese. However, handing over handbooks in Vietnamese does make sense because mothers' husbands or children may speak Vietnamese, so they could understand the content. Moreover, this could help creating articulations within the family

regarding the topics treated in parenting groups, because children and/or fathers would be engaged in the process translating the content. So, handing over material in Vietnamese would be highly strategic.

- VWU is entering the gender-transformation approach, but in order to adequately understand and implement it, strengthening is needed on gender-transformation with VWU at all levels.

For other good practices regarding DRR/CCA and environment, please refer to chapter 3.

4.2.4 Strengthening needed of partners in their capacities

As is showed under the impact-criterion and the partnership-question, partners (VWU and L&L) have clearly been strengthened in their capacities. Most important areas of strengthened capacities identified are:

- new knowledge on skills on gender and DDR/CCA (especially from L&L to VWU);
- coordination with and between agencies (especially between BoET, VWU, Youth Union, and with the People's Committee);
- planning and financial management.

However, high rotation of officers (a structural phenomenon) within partners had a negative influence on partners' capacity-strengthening. As there does not exist a strategy for automatically training new personnel, such changes always weaken partners' capacities.

Regarding authorities, the problem is that officers have multiple tasks, which is why they may lack time for trainings and to fully participate in the programme.

4.3 Coherence

Evaluation question

How did the programme contribute to the targets ("cibles") of the common strategic frameworks?

4.3.1 Coherence in the broad sense

We start by looking at coherence from a broader viewpoint than the one defined in the evaluation question:

- On a macro level, the programme – as mentioned before – has clear coherence with Vietnamese policy in ECCE and DRR/CCA (VWU and BoET), and there is a proposal from MoET to integrate DRR/CCA, ECCE and gender in national education policy.
- There is coherence of activities amongst schools (transition from preschools to primary schools and from primary schools to lower secondary ones), but little linkage between programme activities linking the 2 components, or between parenting groups and the children's playing and reading groups (other examples, as mentioned before: teachers active in parenting groups or children's clubs, parents active in schools supporting pupils in language issues). Between educational levels, currently there are some joint activities, specifically:
 - Transition Preparation for children aged 5 to 6 (from preschool to primary) and for children from Grade 5 to Grade 6 (from primary to lower secondary school).
 - Some joint programme activities between primary and lower secondary schools for children, for example, photo-voice story competition, drawings competition about environment protection, Gold bell ringing, etc.

- However, these activities have not promoted children’s agency within these schools because teachers took leading roles in organizing these events/programmes rather than assigning the children to lead these programmes/events with their support. As a consequence, students took passive roles rather than active ones in organizing these events/programs.
- There is enhanced coherence between schools and the community, especially through parents starting to participate in schools through planning DRR/CCA, growing vegetables, producing toys from local materials, helping young students with translating between Vietnamese and local languages (mainly pre-schools), cooking (mainly) in satellite schools¹². On the other hand, teachers’ participation to support parenting groups and/or reading/playing clubs in villages remains limited. Teachers who deliver their teaching in satellite schools (classes based in the village) can be mobilized to support volunteers (who are also in the villages) in terms of the topics that they have expertise in. However, this should be planned with the headmaster of their schools and with the instructions of BOET. There should be coordination between BoET and VWU so that this can be operated at the grassroots level.
- There were no instructions from BoET for teachers to invest at community-level; when it was done, it was because of personal initiatives. Regarding teachers teaching in satellite schools, who are located in or very close to villages and therefore close to parents’ and children’s clubs meetings, this sounds like a missed opportunity. The programme tried to mobilise teachers in satellite schools to participate in parents’ and children’s clubs’ meetings, but it remains challenging, for several reasons:
 - teachers’ tiredness at the end of the working day;
 - teachers tend not to live locally and therefore still have to travel home after their working day;
 - the meetings are in evenings or weekends which makes it difficult for teachers to combine with private life.

However, teachers’ participation in those local groups would be of considerable added value:

- They have the knowledge to teach techniques for making toys out of local materials, which is knowledge that the volunteers and parents often don’t have.
- They could support parents in teaching Vietnamese to their children because they have been trained for this. The facilitators and parents do not have that adequate pedagogical knowledge.
- They can timely update the learning of children in the village and secure the support from parents for reinforcing children’s interest in their schooling, particularly the early age children in preschool. This can also effectively help to ensure the high retention rate in schools.
- Coherence between ECCE and DRR/CCA through clubs at schools and community, still relatively ineffective

4.3.2 Coherence regarding the JSF Vietnam

¹² Satellite schools are schools (mainly pre-schools and primary schools) set up in the villages by the government when distance with the central schools in the communes is too long.

Following Belgian NGOs are part of the Vietnam JSF:

- ARES
- VVOB
- Plan International
- Rikolto
- Humanity and Inclusion
- Oxfam
- Towards transparency
- VLIR-UOS
- ITM
- CEBIOS
- WWF

Generally speaking, members of the JSF Vietnam have a quite dynamic relations, with exchanges and sharing of expertise.

These are the Joint Strategic Goals:

1. Contribute to a dynamic agricultural sector where different stakeholders are providing quality and safe produce in a sustainable manner both for domestic and exports markets, hence contributing to economic, social and environmental development.
2. Ensure that the health system in Vietnam reaches international standards, especially in regard to tropical diseases, birth defects and road/food/workplace safety.
3. Ensure an inclusive and quality education and research system for all and promote lifelong learning opportunities for all.

This programme from Plan International in Vietnam contributes to all 3 goals. It contributes to the first goal in an indirect way, i.e., through the small-scale agricultural initiatives as part of ECCE. The DRR/CCA component also aims at agricultural practices, although this is not that explicit in the programme. The programme explicitly contributed to objective 2 and 3. Regarding objective 2, the contribution is clearly realized through ECCE's strengthening parent's caretaking of young children, parents' capacities to propose a healthier diet to the children, etc. The contribution of the programme to objective 3 is absolutely explicit as well, with its focus on "active teaching", enhanced students' participation and connection between school and community.

The programme contributes to at least 5 approaches formulated in the JSF: 1 approach in agriculture, 1 approach in health and 3 approaches in education.

Regarding synergies with members of JSF, PIB and PIV have developed most synergies with VVOB. This is understandable since PIB and VVOB have known each other for many years, meet each other in national and international forums and are active in the same sector, although not in the same way. In Vietnam, Plan International and VVOB both work on ECCE and with the same age groups. However, they do not share the same approach: VVOB focuses on strengthening formal education, teachers' education (bilingualism, ethnic minorities, ...), often on a high institutional level, whereas Plan International has more of a community-based approach and works directly with schools on level of districts. Thus, VVOB and PIB are complementary in Vietnam (although there is a part of - probably unavoidable and not problematic - overlap between them).

At the time of the natural disaster in central Vietnam in September and October 2020, VVOB and Plan International jointly implemented emergency response interventions to ensure cost-efficiency. In the Kon Plong District in Kon Tum Province, VVOB and Plan International have a collaboration, based on a signed agreement that contributes to stimulating synergy and complementarity and avoiding needless overlaps. In that framework, VVOB and Plan International have regular exchanges, learning sessions, as a part of an explicit learning process. This collaboration is part of the DGD 17-21 programme.

The members of the JSF have also engaged in the so-called green offices, which is a process of making the offices environmentally sustainable. That is a very dynamic process between the members, with financing to make investments possible. The members created learning trajectories to guide them in the process of creating greener offices and behaviours and a communication strategy to share the experience with others. Plan International participated in the initiative and stated that it was very useful to have exchanges on concrete experiences between the JSF members in Vietnam.

Members of the JSF also exchange on topics such as Covid-19 and digital learning, sharing their experiences of how to deal with the Covid-19 related measures in the programmes, as well as on other issues such as how to obtain government approvals in Vietnam, and broader discussions on human rights issues.

Researchers from the university funded by VLIR-UOS contacted Plan International to look at the possibilities for joint research, but it did not become concrete (water management in Hanoi), mainly because the research questions were not linked to Plan's DGD-programme's focus and were beyond the mandate and scope of Plan.

Plan International and VVOB are engaged in policy influencing, together with UNICEF – which is not a member of the JSF, being an international organisation. Plan International, VVOB and UNICEF have a signed agreement regarding their joint policy influencing, which is not a part of the DGD programme.

Furthermore, Plan International actively joined the International ECCD network together with other organisations such as UNICEF and Save the Children, to advocate with the Ministry of Education and Training for the inclusion of the programme models on ECCD into the revised curriculum. Plan also engaged in the joint advocacy in the Asia-Pacific Regional Network for Early Childhood (ARNEC), co-chaired the national ECD roundtable and UNICEF, Plan and VVOB also jointly coordinated, with MOLISA, the preparations for the 2019 Asia-Pacific Regional Conference on Early Childhood Development (ECD) that took place in Hanoi from 4 to 6 December 2019.

It can be concluded that true synergies in the JSF - going beyond exchanges or collaborations at the practical level - are not created automatically. There must be clear concrete advantages, added value to invest in creating synergies (for example through sharing knowledge, creating economies of scale or working with the same partners).

4.4 Impact

Evaluation question

What are the signs of changes in social norms (f. ex. around gender roles) within the communities? How can we best measure them/track them?

4.4.1 Parents

Knowledge, skills and behaviour

- First of all, the number of provinces with ECCE modalities mainstreamed through the WU programmes increased from 2 to 46 in the course of the programme. Also, the number of communes, districts or provinces that commit to adopt holistic child development models in planning and policy and/or budget went up from 0 to respectively 9, 2 and 2. The number of parenting groups supported by WU also went up sharply, from 78 to 1140 in the programme's area. As a result, we see an impact in parents'/caregivers' percentage who demonstrate improved and stimulating child rearing practices, rising from 39,92% to 80,21%.

- **Nutrition:**

- We observe an enhanced recognition of importance of healthy and adequate nutrition (food, breastfeeding, health check, diversified meals, etc.). This is the result of the programme's work with the parenting groups (information, sensitizing). However, the presence of men in the trainings of the parenting groups was still relatively weak. If on average there would be 20-30 participants in the activities related to nutrition, the minority would be men (not more than 5 men). This means that clearly less men than women have acquired the knowledge.
- Parents adapt their cooking and diversify kinds of foods (rice gruel with eel, dove, ...), put into practice what they have learnt, as much as possible. F. ex. they start to cook more coloured food to stimulate the children's appetite.

Quote from a FGD with commune leaders in Mang But commune, Kon Plong district:

"Before the programme, parents knew to cook only one dish or one group of food for their meals. Since the programme, they knew to select food of different nutritious groups for their children at the different ages. Pregnant mothers know what kinds of food they should eat and parents with children aged 2-3 know what the good nutrition is for their children. Mothers show and share with each other how to cook good and attractive food for their children."

- As a result of the ECCE workshops in the parenting groups, parents started to grow different kinds of vegetables themselves in their own garden, others than the traditional ones available locally (f. ex. chayote, cabbage, zucchini, ...).

Quote from a FGD with three collaborators in Seo Sang village, Sin Ho district:

"Parents in my class plant different kinds of vegetables and herbs. Before the programme, parents only planted cabbages, pumpkin buds. They have diversified their vegetable categories such as potatoes, broccoli, green mustard, etc. Mothers know to mix vegetables with eggs or with pork meat. Some parents know to change food every day for their children. They cook porridge with eels or beef so their children can eat well."

- However, the parenting groups were not actively supported in the growing of the vegetables nor in access to seeds; they had learned that they had to diversify but were not accompanied in implementing that information. They had to learn how to produce the vegetables themselves and also how to have access to the seeds. This was a weak point in the programme.

- **Taking care:** By this we mean f. ex. personal hygiene, access to adequate clothes, to books, toys, taking care of the children at home, taking children to school and picking them up. Parents have also opened up to more contact with teachers and so are more informed about their children. Teachers said that some parents started to proactively take up contact with them with questions and concerns regarding their children. Parents have started to inform teachers of the absence or their children when the children are sick.
Some parents have also changed their attitude towards health care (services) regarding their children. Quote coming from an interview with 3 volunteers in Tu Nong village, Kon Tum:

“Before the programme, parents asked shamans in village to control ghosts so that their children could recover from illness. During the programme, they brought their sick children to healthcare clinics at commune or to district hospital if their illness was serious. In the past, their children’s clothes and faces looked very dirty because they did not do their personal hygiene, hair washing and combing. Since the programme implemented in the village, they have brushed their teeth before going to school and take regular baths. Notably, parents spend time producing toys from local materials, playing with their children.”

It is mainly women who participate in information sessions, only few men participate. However, the evaluators did notice the beginning of slow change at the level of men. F. ex. there were cases where men took care of the children when the mothers went to the parenting group, thus giving her the possibility to go to the sessions. There are also cases of men taking care of children so the wives can work: husbands f. ex. take care of children when mothers do work such as plucking weeds in corn fields, picking up vegetables for pigs, etc. (this is mainly during weekends). These are new developments. Some men start to take children to school, although this is also linked to the fact that men drive motorcycles. We see men supporting children at school, the result of men having higher literacy levels. Yet, while men slowly start participating more in care, the gender-driven labour division in the family remains.

- **Support in children’s studying:** teaching and communicating in Vietnamese and local language, assuring the provision of learning aids and stationeries, having a study corner at home, etc. Parents have saved cell phone numbers of their children’s teachers in order to keep contact with them. They have closely followed the messages sent by their children’s teachers. Therefore, they have timely reminded and supported their children to do homework. However, only a modest number of parents could teach their children to do homework because the majority of mothers in both Lai Chau and Kon Tum were illiterate and fathers did not have time for them when they had to work out of the village for the family income.

Quote from a FGD with preschool teachers in Mang But commune, Kon Tum:

“In the past, parents did not communicate with children in Vietnamese language. So, children did not understand Vietnamese when they went to preschools or first grade(s) of primary schools. When the programme was not yet implemented in this village, parents rarely communicated in Vietnamese with their children. Yet, now parents actively speak in Vietnamese language with their children. So, their children’s Vietnamese language has been getting better. Before the programme, fathers went to work out of the village and did not care much about their children. However, since their participation in the programme, they have known to buy clothes for their children, produced toys for them, taken them to schools. In this village, around 60-70% of fathers have taken more care of their children. Observably, more fathers take their children to schools rather than mothers. So children communicate better in Vietnamese and are no longer shy when meeting strangers.”

- **Toys production** with children, with support from parents. The change that is observed is the importance that parents have started to see in their children having the possibility to play with toys. Because toys are expensive to buy, parents produce them themselves, with different role for fathers and mothers. Mothers would tend to make the simpler toys, made f. ex. from paper, and men would be making toys from harder materials.
- **Playing and interacting with children:** Parents spend more time playing and interacting in play, reading, etc. This is a recent development; it did not use to happen in the past. We also see that reading is done more by young parents, who have a higher level of literacy than older parents or their own parents.
- **More involvement with schools:**
 - Parents have opened up to initiatives from schools for enhanced contact and higher involvement of parents in schools' activities (infrastructure, gardening, ...);
 - Parents' respect for teachers has been enhanced over the last years. In the past, parents used to let their children drop-out easily despite teachers' encouragement and persuasion with parents, because parents had poor awareness of the importance of education for their children's development and better life. This has changed since the programme implementation. According to the sharing and reflection of many parents and local authorities, parents have increasingly understood the importance of education to their children's better future life, particularly for girls. This has also enhanced the respect parents have for teachers. The next quote from a preschool headmaster in Lon Tum is illustrative:

“Parents now often keep contact with their teachers for their children’s learning. Previously, parents never called teachers to ask for their children’s schooling performance. However, it has considerably changed since the programme. They actively and regularly make phone calls to ask teachers for their children’s study in class. Some parents directly take their children and pick them up after class. By that time, they stay in the classroom for a while to talk with teachers about their children’s learning in school. They pay more attention to their children’s education. Moreover, their economic conditions have greatly improved for the past years so they have handy phones for easier connection with others... and internet available for their use of several apps such as Zalo and messenger. This facilitates their connection with teachers.”

- **Improved awareness about disaster risks:** parents introduce preparedness with climate change in their behaviour, although modestly. Following the end-line survey, the percentage of teachers and parents who demonstrate improved knowledge and changed attitudes and practices before, during, and after a disaster occurs, raised – in the programme areas – from 28,25% of parents in the first year to 83,7% of parents at the end of the program. This was the result of L&L identifying the importance of introducing DRR/CCA in work at village level after 2-3 years in the programme and no longer limiting it to schools; the work with the village level was then realised by VWU with village authorities and f. ex. parenting groups. Village authorities started to put up signs warning for dangerous areas related to climate, prohibition was stated for going into the forest in the rainy season. Parents started to plant trees in areas with erosion, started taking climate conditions into account regarding their children’s clothing (raincoats, shoes, etc.) and behaviour regarding sudden changes of weather (or other early warning signs of disasters and emergencies).

Improvements still needed

- Capacities to apply contents of training class for parenting groups are sometimes constrained because of unavailability of cooking ingredients in localities and poor attention given in the trainings to the alternative ingredients (for example, where to find seeds for the specific vegetable, how is it exactly grown, how is it exactly cooked, but also if the proposed vegetable cannot be found locally, which other vegetable could replace it, etc.)
- High level of illiteracy of mostly mothers with poor knowledge of the Vietnamese language, which implies a challenge for them to acquire knowledge and to support their children's study.
 - Indeed, the booklet used in trainings is in Vietnamese and the facilitators have to translate the material into local languages for the mothers to understand. Some terms are technical and difficult to translate, which makes part of the translation difficult to understand for mothers.
 - Classes in schools are given in Vietnamese, which makes it difficult for many mothers to help their children.
- It came out of the interviews that only few participants receive a copy of the handbook that is used in the trainings. Handbooks written in Vietnamese would be crucial, even if mothers (who participate in the parenting groups) do not understand Vietnamese: their husbands or children will probably have some level of Vietnamese and will be able to understand and translate to the mothers. Moreover, it would be a good way of involving the family members in the topic. Having illustrations in the handbooks would make sense, but even without illustrations it would make sense that the mothers would receive the handbooks.
- According to Women Union's sharing and volunteers'/collaborators' remarks in-depth interviews, the turnover of the local facilitators who are young graduates from universities/colleges, etc. is relatively high. Because they tend to leave the village to work once other job opportunities are available, their recruitment as volunteers or collaborators of parenting groups and child-playing and reading clubs creates potential instability.
- Teachers speak mainly Vietnamese (not in Kon Tum, where the majority of teachers are local people and can speak to local language)
- Relatively slow change in certain habits and customs (f. ex. parenting groups – supported by this programme - advise pregnant Mong women to frequently have their healthcare checked at the health care clinics/stations. However, they are hesitant to come there for several reasons such as large distances but also because they will find other Mong women and men working there, which makes them shy because they may know each other).

4.4.2 Teachers

Knowledge, skills and behaviour

- **Vietnamese as a second language:** Teachers better understand how to take care of and teach EM children who do not have Vietnamese as a mother tongue at different ages, in multi-grade classes with appropriate methods, mostly in preschool schools or primary satellite schools. Initially, teachers did not know how to teach EM children with Vietnamese as a second language, which requires other methods and approaches than when it is the primary language. In the programme, the teachers were taught how to do that (both preschool and primary school). It is an important outcome of the programme.
- **New sharing and learning practices:** the above is very linked to the introduction of new sharing and learning practices between the teachers and with their line management (BoET and education administration), less based on the assessment of the teachers' performances and more based on

the students' learning outcomes, meaning that BoET started putting more emphasis on observing the students and less on observing the teachers.

- As a result, the teachers' environment became less intimidating and more constructive, and the teachers' work became less stressful and threatening.
- The new sharing and learning practices were discussed between teachers and education administrators in "professional development meetings", which helped teachers create facilitation skills and stimulated teachers' interest in developing new skills. This was a result of the programme. Plan supported the launch and implementation of these new practices and BoET recognised their added value and decided to replicate the model. The new sharing and learning practices clearly had a positive impact on the teachers' work with EM children.
- Teachers' enhanced use of the "**active teaching**" approach (culturally relevant teaching methods) relevant to EM children through, amongst others, understanding how to produce toys/tools from local materials, decorating classrooms with local materials and different topics.
 - The active teaching method sees the student as an active learner as opposed to traditional teaching, which sees the student as a more passive learner. Active teaching is more horizontal, whereas traditional teaching has a more vertical approach. The importance of decorating the classroom with local materials is that it helps to attract children to feel comfortable and to identify with the classroom, to create a sense of belonging to the class. In active teaching, teachers also decorate the class with objects from EM groups, in order to have students feeling more at home and less intimidated. So active teaching seeks to have students becoming more (pro)active and feeling enough at ease in the school as to start taking their own initiatives, so they become more open and communicative.
 - The "active teaching approach" can take many shapes, according to the context. Here, it also took the shape of learning to produce toys and school stationaries; the teachers learned how to produce them, learned how to teach that to the students and the parents. This, as a part of enhancing confidence, communication and collaboration.
 - The teachers learned "active teaching" methods as a part of the programme. "Active teaching" is a part of Vietnamese education policy and exists since many years. However, until now it has not been implemented in an effective way. So, the programme helped making this existing approach and educational policy more effective.
 - The teachers also developed a teaching plan to develop student-centered and competency-based lessons.
- **Teachers acquire knowledge about ECCE, DRR/CCA and gender equality:** teachers increased their capacity to integrate these contents in teaching and extracurricular activities. According to the baseline and end-line surveys, in the beginning of the program, 77,2% of the teachers demonstrated improved knowledge and changed attitudes and practices before, during, and after a disaster occurs in the first year of the program against 93,7% at the end of the program. Regarding gender f. ex. in schools separate changing rooms for girls and boys were built as well as separate bathrooms. However, there are no guidelines from BoET to support schools and teachers in this process, so teachers had to come up with ideas on how to integrate those concepts in teaching, day-to-day school life and extracurricular activities by themselves. This was often difficult for the teachers.
- **Teachers mobilize parent's support and participation** in teaching and learning at school, f.ex. by cooking or removing language barriers. This happened above all in some "satellite" schools (i.e., schools located in the villages when the distance with the central schools in the communes is too long). When there was presence of EM students, many of them could not speak Vietnamese; in

certain cases, teachers would look for parents who could support these students concerning mastering Vietnamese. In this way, parents contributed to the education process, got involved in the schools. In other cases, parents cooked lunch for students, cleaned or painted, did gardening, or helped to produce teaching tools or toys for the children from local materials.

- These are new dynamics that the programme helped create by strengthening administrators and teachers in communicating with the parents, sensitising them. Teachers were taught persuasive skills to enter in dialogue with the parents and convince them of the use of connecting with the schools. On the other hand, these dynamics also resulted from the work done with the parenting groups.
- However, this did not happen in all schools but mainly in the centralised schools.
- It was reflected in interviews and FGDs with many different stakeholders including teachers, parents and children, that this probably contributed to higher retention of children, but the end-line quantitative survey did not provide numbers on that.
- **Attitude:** teachers were stimulated to (and clearly showed changed attitudes):
 - Be careful and open-minded to share their opinion in parent's meetings;
 - Be proactive and self-confident in communicating and sharing their thoughts to administrators/managers;
 - Be positive towards teaching (be more open towards the children's ideas, have them raising their voices, integrate local language and culture, ...);
 - Become more empathetic and take care of students;
 - Pursue authentic teaching and learning rather than credit driven practice (or marks-driven, results-driven).

Improvements still needed

- Improve culturally relevant teaching with culturally relevant contents, gender equality and DRR/CCA integration. A general teaching plan with these integrated topics and integrated teaching guidelines are needed. This is the responsibility of BoET;
- Improve teachers' awareness about how to empower students to construct their agency (especially core student groups or group leaders). More opportunities should be provided by teachers and teachers should trust in their students' capability and leadership.
- Develop the sensitivity, skills and attitudes needed to strengthen the connection between parents and schools, especially parenting groups in villages;
- Enhance students' capacities and mindset to launch their own initiatives and strengthen their agentic capacity in educational activities.

4.4.3 Children and students

Knowledge, skills and behaviour

- The children are often organised in playing and/or book reading groups. These are greatly appreciated by children and parents.
- Children have achieved better physical health (reduced proportion of malnourished children) and mental health. Following the end-line study, Child development index in the targeted communes (Percentage of children aged between 36-59 months who are developmentally on track in at least three of the following four domains literacy-numeracy, physical, social-emotional and learning rose from 33,3% at the beginning of the programme to 73,58%, with very little difference between boys

and girls (boys: 74,6%, girls: 72,4%). Child stunting rate (Under 5 years of age) in the targeted communes decreased from 25,68% to 14,37%, with higher rates in Sin Ho than in Kon Plong.

- Students and children have become more agile and sensitised towards DRR/CCA and gender (we observed in the FGDs that girls and women raise their voices quite easily, also when boys are there; we have also identified changes in gender roles (participation in housework, activities that are done (dancing, music, ...), and individual interviews also confirmed these processes). The end-line survey shows that the percentage of children (6-15) with increased knowledge and improved attitudes and practices related to DRR/CCA went up from 27,7% at the beginning of the programme to 98,5% at the end of the programme.
- The interviewed parents mention that they now send girls more easily to school than in the past; this means that enrolment rate (of both boys and girls) should have gone up. The end-line survey did not give numbers on that but interviews and FGDs state this.
- Teachers mention that, according to them, enrolment rates went up during the programme and drop out went down. This came out of the FGDs with the teachers.
- Youth have enhanced interest in schooling and entertainment activities. Core youth groups organise entertainment activities, especially games. Many of these activities come from L&L's handbook, others are local games introduced by teachers. Once per month, the students do the Ring the Golden Bell¹³, which involves several groups of about 5 students.
- Children became more confident in communication in Vietnamese language. Following the end-line survey, rate of primary grade 2 children's learning specific objectives in Vietnamese in the targeted communes went up from 68,05% to 94,30%, higher than what was aimed at.
- Children have enhanced their creative competencies through toys production and play with parents.
- Students are more aware of gender equality and DRR/CCA and disseminate these issues with peers.
- Students show more self-respect and confidence in realizing their expectations and hopes.
- Students have acquired good knowledge of disaster risks (understanding types of disasters, protection remedies, etc.).
- Students have taken a good habit of watching weather forecasts in order to know the relevant clothes necessary for their schooling and get prepared to deal with bad weather or climate change.
- Students are quite creative in initiating environmental programmes, for example, peach planting, vegetable planting, garbage collection, photo voice gallery walk, etc.
- Students are proactive in disseminating the information about environmental issues with their parents and others in community.

Improvements still needed

- Agency: reinforce students' decision making in all types of activities, f.ex. such as "Ring the bell", or information and communication events; capacities for more autonomous organisation and initiative regarding to these activities, taking up active roles in asking for support from concerned stakeholders (asking for support from teachers, parents, authorities, or other community members;
- Development of stimulating environment for students in order to promote their autonomy, initiatives and self-initiated programs/programmes; teachers should pay prominent roles in creating that enabling environment for students, giving them more active roles in activities, games, discussions.

¹³ Ring the Golden Bell is a competition in the schools for students to learn about natural disasters, climate change and the environment.

- Improve Vietnamese language: children and students show strong interests in mathematics, music, physical education (in a primary school FGD in Mang But, 8 children out of 10 showed this preference), which may also be linked to weak mastering of the Vietnamese language. It is therefore important so reinforce their knowledge of Vietnamese, and linked to this, geography, history and English.
- Focus Group Discussions showed that children and students are still quite timid in discussing and indicating their issues.
- Stunting, malnutrition and physical development remain issues.
- Facilitation, communication, and organization skills for students still are relatively weak (they still needed strengthening of agency, as mentioned before).

4.4.4 Officers at the central level (PIV, VWU and Live & Learn)

Here we are referring to officers at the administrative and coordination level.

- The officers at the central level have advanced knowledge and management skills (planning, implementation, M&E) and developed thematical knowledge, especially in ECCE and DRR/CCA.
- They developed cooperation and coordination among partners at different levels in the programme.
- They have enhanced understanding of issues at grassroots level, especially needs of communities, needs of women, children, students.
- There is a core group at central level (Women’s Union officers with support from PIV and L&L when needed) to replicate good programme achievements after the ending of the programme: the core group proactively develops training programs and conducts training, technical assistance and monitor ECCE and DRR/CCA activities.
- The VWU has a core group at central level with experts and management (3-4 people), to think about replication possibilities. This VWU core group is in contact with VWU members at district and commune level.
- The officers have developed skills to elaborate materials for building capacity and promoting information and communication programs on ECCE and DRR/CCA adaptable and relevant to local contexts (specially L&L on DRR/CCA and VWU with PIV and external consultants and ECCE).
- The officers enhanced technical assistance offered to partners at different levels, and by doing so accumulated more practical experience at community-level (not only schools) that will be valuable inputs for their policy and strategy development on ECCE and DRR/CCA.
- The officers enhanced budgeting and financial report skills and documentation of good practices or achievements of the programmes.
- The officers built up new knowledge: gender equality and gender integration in DRR/CCA and ECCE for officers. This was especially the case regarding gender transformation, since VWU nor L&L had strong knowledge on this issue; they were trained in it during the programme and by working on it enhanced their knowledge and experience in gender transformation. In the case of L&L, it can be said that the organisation did not only not have knowledge of gender transformation, but the gender issue on itself was also new.

4.4.5 Local authorities at district/commune/village levels

- The number of authorities adopting the ECCE-model rose during the programme. The number of communes, districts or provinces that commit to adopt holistic child development models in planning and policy and/or budget went up during the programme, according to the end-line

survey, going from 0 communes, provinces and districts at the beginning of the programme in the programme area to 9 communes, 2 districts and 2 provinces at the end of the programme.

- **There are signs of adopting a holistic and inter-sectoral approach** to their tasks/work. We here refer to linking education (and DRR/CCA) with ECCE. Although the 2 components remain rather separated, there has been a beginning of holistic or inter-sectoral approaches, f. ex. sometimes youth from the villages go to university or college and then come back to the village, being asked by local authorities to share their knowledge to support local actors (f. ex. the facilitators); this is a sign of a holistic approach, or f. ex. when that youth transfers its knowledge about cultivating and cooking other types of vegetables to parents' groups. However, there is only little connection between the components at this moment. This is something to be improved.
- Local authorities **enhanced their ECCE and DRR/CCA knowledge and capacity building directed to communities**, understanding and putting forward feasible recommendations relevant to localities. This happened especially when BoET and VWU worked with authorities at village level, to understand local realities better; that also strengthened local authorities' knowledge of ECCE and DRR/CCA. So, the enhancing of knowledge went in 2 directions: VWU and BoET getting stronger knowledge of local realities and local authorities getting stronger knowledge of ECCE and DRR/CCA, thus strengthening their capacity to pass that information on to the communities. Following the end-line survey, the number of VWU communicators equipped with the knowledge and skills to facilitate communication activities on DRR/CCA in the programme areas went up from 0 at the beginning of the programme to 734, largely exceeding the 400 that were aimed at the beginning of the programme. Likewise, the same study shows that the percentage of officials from local authorities (BoET, DoET, People's Committee) that had increased knowledge, attitudes and practices on safe school and DRR/CCA went up from 31,25% at the beginning of the program to 100% at the end of it.
- Local authorities have started to **integrate** gender and DRR/CCA into commune/village information and communication/dissemination and planning. For example, the village authorities in Mang But have integrated DRR/CCA into the village laws or rules in which local people are prohibited from going to forests in October and November because of potential flood or other natural disaster in the rainy season. Additionally, the punishment about domestic violence has also been stated in these village laws so as to regulate men's behaviours, particularly reducing alcohol consumption.
- They cooperate with concerned **stakeholders** effectively, i.e. school-community, etc.
- Local authorities have strengthened their capacities to **develop plans in a more participative way**, starting from needs of target groups considered to design activities at village level that are used for commune planning. The voices of the people are taken more into account and the planning process is made more democratic.
- Integration of certain **good practices of the programme into village regulations** (entertainment/playing areas for children, village road cleaning, free-running cattle prohibition, linking schools with parents, etc.). F. ex. students could see positive practices in their schools, share these with their parents in the villages who then would raise the issue in village meetings which, if agreed upon by the inhabitants, could then be accepted by village authorities and be institutionalised by them. Practices then become policy and law. So this often started through village meetings, which is the mechanism for citizens to address topics (with participation of the youth union officer representing youth, the women union officer representing women, and 1 representative per household, and other local actors).

4.4.6 Educational administrators

With educational administrators we refer to school administrators, directors, head masters, BoET, ...

Positive changes

- The educational administrators made changes in perspectives by strengthening the approach of “quality teaching”, based more on specific competences, needs and interests from children and less on results of exams (called credit-driven practice). “Quality teaching” uses a rights-based approach and integrates SDG issues into teaching.
- The educational administrators achieved better **school planning and strategies for skills development** (long-term, mid-term planning): teachers’ professional development meetings leading to skills development, quality assurance of teaching and learning, gender and DRR integration in schools, etc.
- They developed **partnership** and connected more closely with concerned **stakeholders** to support schools (f. ex. more involvement of Youth Union, authorities in communes and villages, parents).
- The educational administrators obtained better understanding of teaching and learning practices and professional development so as to better instruct or direct schools’ heads to adapt those practices in schools.
- Teachers stated in FGDs that the education administrators contributed to building a more **democratic and friendly educational environment**, by promoting more friendly and open-minded relationships between teacher(s) and administrator(s). The relationships, as we saw before, became more horizontal. There was a positive impact on children as well, who lost a part of their shyness and fear for authorities and of speaking in public.
- The end-line survey shows that in the beginning of the programme, only 1 school in the programme area had developed school safety/DRR plans, and, at the end of the program, 9 schools had developed such plans.

Improvements still needed

- Make further improvements in capacity building for educational administrators and teachers in terms of delivering culturally relevant, gender-responsive and DRR/CCA teaching.
 - Enhance connection among inter-sectoral and inter-level programme activities (preschools; primary schools, lower secondary schools). DRR is conducted in lower secondary schools and in primary school (those 2 levels can be linked more), ECCE is in preschools and primary schools (these 2 levels can be linked more); so, there is potential for articulation those levels within the components. There is also potential for linking DRR with ECCE (inter-sectoral linking): BoET and VWU could collaborate to connect f. ex. parenting groups with teachers (knowing that BoET is in ECCE and education and VWU is in ECCE). This connection would mean connecting villages (parenting groups) and schools (through e.g. VWU, Youth Union, parents, local authorities). DRR have already been introduced in the parenting groups.
 - Of course, this would be demanding of teachers, who already have heavy workloads. However, it should not be forgotten that it is also in the teachers’ interest:
 - through parenting groups, teachers can support parents so that they offer better support to their children in schooling. This also brings benefit to the teachers, as the children will perform better.

- Teachers are supposed to investigate and monitor parents' literacy and report on it. That is an obligation. Being in the parenting groups helps them to observe the literacy levels and thus to fulfil that task.
 - So there is mutual benefit (for the teachers and for the parents/volunteers etc.). However, of course, the workload is an issue. In the case of satellite schools, it is easier because distance is not an issue (the school is based in the village). But regarding the other cases, BoET and schools should find a way to deal with that problem.
- Enhance DRR/CCA planning at schools' level into safe schools development models (DRR referring to safe schools, i.e. capacities to adapt and resist disasters) and effectively integrate this into annual commune development planning.
 - Be flexible and proactive in cooperation with partners at different sectors and agencies (as f. ex. happened with L&L proposing to introduce DRR in communities); that brought an important added value to the programme.
 - Provide further capacity building in terms of follow up and technical support for parents (parenting groups) to integrate the acquired knowledge (e.g. DRR, gender, diet, and vegetable production, ...) into their life. Due to a lack of attention given to follow-up and sustainability, "next steps" are sometimes neglected, e.g. parents who after the meeting about diet and vegetables have to find out themselves where to find seeds and how to grow certain the plants that contribute to a better diet and that were mentioned by the facilitators. So, the parents, in that case, don't receive the support needed to put into practice what they have learnt. This situation would be less likely to exist if the administrators had an explicit M&E approach in the execution of the program, which would help to detect this kind of programme weaknesses.

4.4.7 Studying environment

Regarding students

- There is an improvement of the **physical environment of the schools**: more adequate infrastructures, facilities indoors and outdoors (e.g. facilities like separate toilets for girls and boys, separate dressing rooms, water tanks for access to drinking water). The external environment has also become greener and safer: more trees, nutritious gardens (for growing vegetables), playgrounds, Decoration of classrooms with recycled and sometimes ethnic materials, study corners, etc.
- More active, comfortable, open and friendly teaching and learning environment.

Regarding teachers

- A DRR board was established in schools with the participation of teachers and students but led by the teachers, with the aim to develop annual DRR plans, which would be developed also through consultative meetings with parents, the commune, other relevant actors, with clear responsibilities and next steps. Possible elements in the plan could be trees and garden planting, strengthening of the school infrastructure and protection). Crucial here is the link with commune development plan and village households.
- A stimulating sharing and learning environment (i.e., democratic, open-minded and constructive, etc.) has been developed through the new professional development meetings (among teachers, between teachers and education administrators) on a regular basis in all schools.

- A transformation-based environment has strongly been promoted by teachers and administrators through organising competitions on teaching, which would be dynamic exchanges between teachers where they propose methodologies, teaching tools, maybe classroom decoration, and eventually a jury and prizes or certificates handed out by BoET. This would allow teachers to exchange amongst themselves, to learn from each other, to find inspiration for their own day-to-day work, to help them innovate, to give shape to “quality teaching”, culturally relevancy of teaching, etc.
- An initial cooperation among different stakeholders in schools (linking with the local level through parents, VWU, Youth Union (who facilitates the playing and reading club) has been promoted in this programme;
- A dynamic learning environment on the prioritized development issues such as gender equality, DRR/CCA, local cultural integration, etc. has strongly been developed through a series of dissemination/communication/sensitizing events or programs within the programme;
- A certain barrier in communication between teachers and students in some classes remains existent because the majority of teachers are from Kinh group (thus speak Vietnamese) who cannot communicate in the local language (especially in the case of Lai Chau, because most of the teachers are not local).

4.4.8 Village environment

- Villages have become cleaner and greener: less free-running cattle, collective village cleaning, growing vegetable gardens. These initiatives have in several cases also been integrated into village regulations, as we saw before.
- Clean playgrounds and entertaining equipment (f. ex. tires turned into a swing) for children with regular cleaning in schools and in villages.
- In village meetings, parents have become more confident to raise their voice. Their voice is taken more into account, leading amongst others to integrating good practices into village regulation.
- DRR is being integrated into the parenting groups, opening potential for more DRR actions in the villages and for connecting the 2 components.
- A caring and loving environment of parents to their children has enhanced (i.e., taking and picking up children to schools every day, etc.)
- Parents take their child to public entertaining areas when having leisure time.
- Houses are cleaner, neater and they have more often private toilets.
- Households often have study corners, books, and toys for children.
- Some students have a more active voice and more autonomy and may influence their parents and village authorities, f. ex. in Lai Tao about cattle walking in the street.

4.4.9 Scale-up of good practices: replication

- Good practices have been scaled up to other communities (same ethnic groups) in Sin Ho and Kon Plong districts rather than in new communes in these 2 districts, with the instruction and direction of Government agencies such as the new professional development models in the educational sector replicated to schools in other non-programme areas or parenting groups replicated to villages in other areas.
- The child-friendly library (“outdoor library” with a tree-roof, and no walls) and others are also expansively replicated in non-programme schools.

4.5 Gender

Evaluation question

How did the programme in its 2 dimensions strengthen gender equality and transformation? How does gender equality strengthen the programme?

4.5.1 Initial Programme Design

It is important to start by mentioning that gender transformation (equality and empowerment) was not included in the purposes and activities of the designed programme at the beginning. Gender transformation was introduced and scaled up in the programme when Plan International had changed its strategy in 2019. As such, aims and activities related to gender were added in schools and communities.

So, activities related to gender empowerment and gender equality have been officially implemented since 2019. Despite Covid-19, these activities have been still conducted in schools, especially in ECCE, such as training programs and modules of gender responsive teaching, gender integrated in parents' meetings and students' meetings.

4.5.2 Changes in educational administrators' awareness and direction of gender mainstreaming at schools

By educational administrators we mean school directors, school headmasters, BoET officers (BoET being mandated specifically for policy at schools, at district level).

- The educational administrators have started to put more emphasis on the importance and ways to integrate gender equality in extra-scholar (outside of the school) activities (Ring the Bell, contests, art gallery, field visits, ...) and teaching practice at schools.
- The teachers state that there is less gender discrimination between boys and girls in educational activities, that is in the teaching practices and extracurricular activities. Teachers f. ex. changed the way to address roles that boys and girls are supposed to play in society, reducing the gender biases in their teaching practices. However, the change has not yet been produced in the curriculum, schoolbooks, and material, and explicit guidelines on how to integrate gender equality in material and in practices do not exist.
- Gender sensitivity in study and extracurricular activities for children were created, certain activities that used to be for boys or girls only became open to both sexes; playing musical instruments used to be for boys only, this was opened for girls, weaving and needling used to be for girls only but was opened for boys, dancing used to be reserved for girls but was opened for boys. The teachers mixed the groups and both genders participated. Change in teaching practice influenced the children. It created opportunities for the children for self-expression. But, of course, obstacles may remain, f. ex. parents may be against these new practices. Parents should be sensitized also and that is also done in the programme.
- Gender sensitivity was introduced in daily life activities, f. ex. clothing rooms and toilets were separated for boys and girls.

4.5.3 Changes in awareness and directions related to gender equality of local authorities

Here we are referring to commune, village level.

- Better understanding of the importance and organisation of promotion (communication/sensitizing) events about gender equality (school access, roles and labour division, participation in community/society, gender bias removal/eradication such as child marriage). This was observed in interviews and FGDs (teachers, authorities, People's Committee, VWU, ...)

Changes in behaviour/actions of Government officers at grassroots levels (commune, village):

- From government officers' side there is more openness to listen and to recognize women's opinions in local meetings, more openness to women's participation in community/society. Normally, mainly men participate in village and commune meetings and when women participated, they tended to not intervene orally or only exceptionally. This has started to change slowly: there has been more participation of women in public meetings and women have started to raise their voices more than before. This change has met little visible resistance from government officials. Although the change remains incipient, it is significant. On the other hand, obstacles remain such as women's knowledge of Vietnamese and their communication skills.
- Village authorities including village heads, secretariat, Youth Union (often being male) are willing to take up roles of facilitators of parenting group's meetings that were assumed to be tasks of only women in the past (addressing issues such as guiding practices in nutrition, care taking and educating children, ...). The fact that (male) authorities want to facilitate groups such as parenting groups is important because those groups are generally seen as women's groups (still little male participation). Hence, male authorities facilitating those groups may add legitimacy in men's opinions to those groups and the topics they address and may contribute to convincing men (husbands) to participate. On the other hand, the disadvantage might be that women will feel less free to express themselves freely in these groups. This should be monitored.

4.5.4 Changes in self-awareness and behaviour/actions of women and girls

- Mothers and girls have an enhanced understanding of the importance of study and of their roles and rights when participating in social activities; financial and income management, participating in making decision. This change is observed especially for girls and younger women.
- As mentioned before, there is a starting tendency of women enhancing their participation in local meetings and to take extra work out of village. In those cases, women will have less possibility to realise domestic tasks, including taking care of children. It is observed that, in those cases, there is a beginning of change in the labour division of the household with men enhancing their involvement in domestic tasks, such as cooking and taking care of the children.
- In interviews, there is often mention of decreasing rates of child marriage and drop-out of girls. Girls and women increasingly pursue education.
- In group's discussions and meetings, more mothers and girls show signs of confidence and more often assume leadership roles; fathers and boys seem to be relatively shy in those meetings (parenting groups).

4.5.5 Men's participation in activities enhancing gender equality

- Fathers participating in parents' meetings is growing but still incipiently. So, we see the beginning of a change. Fathers taking care of children (and assuming other domestic tasks) is, as mentioned before, also growing, although this also is an incipient tendency. These changes are important, but incipient.

- Some parenting groups' meetings, reading and playing clubs are facilitated by authorities such as Head of village or the Secretary, in cooperation with VWU at village level (f.ex. in Lai Chau). Both types of hierarchies are mostly men, so that role played by them may inspire other men to participate.

4.5.6 Participation of women and girls is more secured

- Leaders of schools and village show more awareness and favourable attitudes towards participation of mothers and girls in study and in meetings (village, commune).
- Teachers have integrated gender equality into extracurricular and teaching activities, have started to give attention to gender-sensitiveness in arranging separate sleeping places, toilets, dressing rooms for boys and girls.

4.5.7 Negative factors regarding gender transformation

- Barriers in individual perception of changes of women/girls:
 - In spite of incipient changes observed, generally speaking women and girls remain little confident in their competence due to elements such as the language barrier, communication skills, social prejudices or cultural norms of women's and girls' participation in community. These are specific barriers that were mentioned in exchanges and identified as being important.
- Conditions for gender changes/transformation remain inadequate:
 - In order for further steps towards gender transformation to be taken, we must adapt a systemic view and take other societal factors into consideration.
 - Women's limited economic power plays a role in limiting transformation of livelihood models and changes of women's roles in those models, keeps women in illiteracy, limits their educational qualification, communication and management skills, access to information (internet), and thus reduces their opportunities for becoming leaders at village level.
 - Globally speaking, in spite of incipient changes, cultural norms and mindset have only changed little. F. ex. taking extra work out of the village is mainly assumed by men, there still is a high proportion of baby birth at home, male facilitators' shyness in discussing or guiding child caring issues for mothers remains, etc.
 - So, we see important incipient changes, but they are local and small scale. However, this is normal since gender was introduced so recently. In fact, the changes seen are first steps towards gender empowerment and show that change can happen.
 - Directions and guidance to gender campaigns or activities in the programme, in villages and schools remain inadequate. Often officers (within partners, authorities, stakeholders such as parents) still focus on equal numbers between men and women as being the main gender element, without explicitly addressing root causes and power relations. We may observe changes at regarding knowledge and awareness, but behaviour changes are much slower. Awareness about the underlying gender power relations (which are at the centre of gender transformation) is generally speaking still very limited. The link with women's limited economic power remains an important factor in this situation.

- Social movements that defend gender transformation could help strengthen the process, but these hardly exist in rural areas.
- Educational officers, local authorities at different levels, facilitators and teachers often still look at gender equality as an equal number of participation.
- Teachers and facilitators have difficulties in knowing how to integrate gender equality in their teaching and relations with parents (discuss different roles that boys and girls may have, etc.).
- There is a lack of guidelines with specific steps about integrating gender equality in teaching at primary educational level and group meetings (parenting groups, child playing and reading clubs)
- A space and/or strong movement to enhance women's and girls' agency in schools and community does not exist yet.
- VWU only works with women, does not focus on men. VWU has influence, but not on men and its message is not gender transformative.

4.6 Partnership and strengthening of capacities

4.6.1 Specific remarks

- Coordination at the central and provincial levels: PIV, Live & Learn and VWU have cooperated well in terms of technical aspects. Additionally, they effectively coordinated the programme work with MOET officers and WU and DOET at the provincial levels. However, there have been some challenges in the programme coordination between PIV and VWU in terms of the programme management as stated below. This has, to some extents, adversely affected the partnership relationship in the programme implementation.
- Coordination at district level:
 - Partners such as BoET, VWU, Youth Union independently implemented their assigned activities in this programme. There are few activities coordinated among concerned stakeholders at this level.
 - Supervision and technical assistances of BoET, VWU at district level are combined with these agencies' tasks and duties: for example, new professional development in the educational sector, parenting groups' meetings in community with VWU. because it secures the programme sustainability after it ends. The outcomes can continue to be integrated into the government system.
 - Adequate and timely support and participation of programme's officers at district level positively affected quality and results of programme's activities. For example, programme officers at district level in Sin Ho included 2 full-time officers as focal points for this so they responsively handled the emerging tasks or assignment and coordinated the programme activities between the central, district levels and commune/village levels.
- Coordination at grassroots level (commune, schools, village)
 - Close coordination among local authorities (Head of village, Secretariat, Youth Union, WU, local health officer...) in implementing the programme. In some villages, village authority actively provided support to volunteers of parenting groups and child playing and reading clubs, for example, mobilising parents or children to fully attend these groups, providing practical information to the topics of the meetings of these groups, etc.

- Little coordination between facilitators/volunteers and specialized officers in areas (health, agriculture, VWU, ...).
- Little coordination among stakeholders at village level in supporting adoption of acquired knowledge and skills from parents' group's meetings into practice.
- Little connection between schools (preschools and primary schools) and groups in the community (parents' groups, children's clubs).

4.6.2 Challenges

PIV and VWU had to overcome a disagreement about overhead costs and expenditures of some of the programme activities. The necessary discussions to come to an agreement slightly delayed the start of some of the activities.

4.6.3 PIB's 7 steps in partnership building

Plan international uses a model to assess the quality of its partnerships, based on the following 7 steps:

- Mutual appraisal
- Capacity building
- Assessment of risks
- Signing agreements
- Mutual oversight
- Regular feedback and annual review
- Exit and sustainability

Based on the interviews with partners and analysis of questionnaires filled in, we observed a high level of global satisfaction and specific reflexions:

- Partners would appreciate mutual appraisal to be done in a larger scope than just the programme, linking it more to their own criteria;
- capacity-building is highly appreciated by partners, but the need is higher than what the programme can offer;
- agreements are formalized and followed up
- the L&L officer was very satisfied with the cooperation with PIV and VWU was satisfied with collaboration with L&L in DRR/CCA in community activities.

The partners confirmed that the programme had strengthened them in many ways:

- Knowledge of gender equality
- Programme management capacities: this strengthening was institutional because partners' management staff was strengthened, not only the persons responsible for the programme
 - The particular case of VWU should be mentioned here. In the case of VWU, institutional strengthening had added value because of its strong internal organisational structure and its close ties to the State (VWU being a quasi-State body).
 - VWU works with line-management, assuring linkage throughout all organisational levels between local and central level. Therefore the strengthening of VWU management capacities strengthened management structures at all levels, assuring true institutional strengthening.

- Since VWU is de facto part of the State, its programme activities were in line with the government programme. Strengthening of VWU as implementing agency therefore also strengthened VWU in its institutional role and thus indirectly strengthened government policies and their implementation.
- Not only programme management but also accountability and transparency within VWU and L&L staff were promoted by the programme and PIV. An approach of accountability and transparency was inserted transversally through planning, budgeting, the whole programme cycle. Once again, in the case of VWU, this had an influence at all levels through the management-lines.
- The programme has been conducted with the approach of working through partners that implied coordination between the implementing agencies and many other actors, which resulted in stronger coordination capacities.
- PIV installed dialogue with the implementing agencies at a horizontal level, with as much as possible equal roles, be it engaging in budgeting, the technical area, M&E, etc. This horizontal involvement of VWU and L&L also brought about internal learning processes.

5. CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

The PIB 5-year programme financed by DGD 2017-2021 was built on 2 components: ECCE and DRR/CCA. It was implemented by 2 official implementing partners: Vietnam Women's Union (VWU), a socio-political quasi-State organization that defends the rights and interests of Vietnamese women with over 13 million members, and Live and Learn (L&L), a Vietnamese NGO specialised in environmental issues.

The issues the programme worked on are very relevant in the country, especially with children's rights, equality for girls and since 2019 gender transformation as cross-cutting issues. The strong articulation with government policy and actors added to the relevance of the programme. Over the last 2 years, Covid-19, of course, had an impact on the programme by temporally closing schools, limiting travel and gatherings, forcing involved stakeholders to use more digital means and tools and by reducing numbers of people being able to meet, but it did not endanger the programme.

The programme is showing results in the 2 components and gender-transformation, in spite of the short time that gender-transformation was actually introduced in the programme (since 2019), and in spite of Covid-19. The results of ECCE and DRR/CCA are partially overlapping, because many of the children from 0-8 years already go to school and thus enter in DRR and student-linked dynamics.¹⁴

Regarding **ECCE**, we see significant positive changes. First of all, **parents** have enhanced ECCE knowledge, attitudes and practices and families show a positive shift in gender roles in child-caring at home; there is a growing number of parents who enhance play time and exchanges with their small children, build toys with recycled materials, support their children's studying, make their homes more child friendly, with corners for playing and studying. Fathers engage more than before, which also enables their spouses to engage more easily in extra-domestic activities such as participating in parenting groups or having economic activities outside of the village. However, these visible changes do not mean that the traditional labour-division in households has ceased to exist; on the contrary, it is still dominant in most households. This is logical; these societal changes are complex, slow and exceed by far the time-lapse of cooperation programmes. The changes seen in the field may be small-scale, but they are concrete, important and show that change is possible.

Teaching and learning practices in schools are also changing and these processes are being institutionalized. Practices of "active teaching" and teaching of Vietnamese in schools as a second language (crucial for ethnic minority children) are gaining in weight and teachers are accompanied in this through, amongst others, the so-called "professional development meetings", which give them the possibility to strengthen their capacities and build trust with their heads of schools. Teachers show more openness towards children, who also seem to lose part of their shyness and fear of taking initiative. However, the road to structural change is still long as the majority of teachers still tend to take initiatives for the children, instead of letting the children propose and take their active roles in the implementation process.

Regarding potential for impact and sustainability, we also see the development of **partnership and network** among the concerned agencies (VWU, Youth Union, BoET, People's Committee) which is needed to strengthen the coordination of ECCE activities in a structural way, through institutionalisation. Staff's

¹⁴ Beneficiaries for ECCE: 0-8 years old, and for DRR/CCA: children in primary and lower secondary schools. And even more overlap possible because of the 5-year duration of the programme.

capacities on various levels have been strengthened, from the central to grassroots levels, although work also remains to be done there, especially regarding the dimension of gender-transformation.

All of this has led to positive changes in children’s wellbeing and development, at the level of better living environments (family, village, school), better results at school, better nutrition, more self-assurance leading to more active participation in activities (in school, communities, ...), both for girls and boys, which of course was the objective of the programme in the end.

Regarding **DDR/CCA**, the conclusions are also positive. This is also the result of a change in the programme that happened when local partner Live & Learn observed that it would not suffice to work on DRR/CCA with children in schools, but that – in search of change – it would be necessary to open the work to the community and household levels, because of the influence of children’s environment on their behaviour. This was an important and intelligent adaption of the programme.

Moreover, gender equality and the DRR/CCA component need to be formally guided/instructed by the educational management agencies (MOET, DOET, BOET) to be mainstreamed in the educational curriculum. This should be done by integrating gender and DRR/CCA in each subject rather than only in extra-curricular programmes in schools. This can be enhanced through the development of relevant materials or guidelines on this process.

We saw core groups of **students** and **teachers** that have become more active in information, communication and education (ICE) programmes and events in schools and DRR/CCA initiatives. Children are showing more consciousness of climate change and its impact. Although students (male and female) are showing more active attitudes, we also see that teachers are still leading most of these activities, whereas children are yet to develop their proactivity. But again, just as regarding gender-transformation, these changes take time. The growing links between schools and communities and the above-mentioned change in the programme bringing DRR/CCA into the community-sphere also lead to improved awareness and changed behaviours of local people, often parents, in response to natural disasters and climate change, taking steps against erosion, strengthening houses and preparing their children for changing climate situations with small day-to-day decisions. Thus, locally, we see starting collective actions and synergy of concerned stakeholders on DRR/CCA. Of course, this does not lead to important disaster risk reduction, which would demand a much more engaging approach, based on co-creating prevention and mitigation strategies involving state and non-state actors, linking national, departmental, provincial and local levels, which was not the case in this programme.

So, there are **important changes** visible, some incipient, some already more solid. In any case, structural changes always demand more time than the scope of cooperation programmes. It is important, however, that sustainability is taken into account by subscribing to government policy, which has been strengthened through the programme’s good practices, lessons learnt and enhanced coordination between agencies.

5.2 Recommendations

We have formulated recommendations at 2 socio-political levels, describing the changes and change processes we recommend for every level and the recommendations that this means for the respective actors involved. We decided to keep this structure because we think it is strategic to take the changes as an entry-point for thinking about recommendations. This also helps us and the reader not to forget the analysis that sustains the recommendations made for the actors.

5.2.1 Authorities and public actors at district and central level: MoET/BoET, VWU, People’s Committee

- **Enhance policy influencing** (i.e., advocacy) strategies to **create legal frameworks** for agencies at different levels in programme implementation (i.e., promoting the approval of National Parenting Education Proposal for parents with 0-16-year-old children).
 - We know that PIV already does advocacy. Here we focus specifically on the advocacy needed in order to have the programme’s good practices and the actors’ needs integrated into policy and we propose one specific type of activity. The advocacy should be done based on the programme using evidence-based material from the programme’s good practices developed and/or documented by the programme implementers (i.e., volunteers or collaborators of parenting groups, child playing and reading clubs, schools teachers and administrators, etc.), recognised as such by BoET/DOET/MOET, People’s Committee, and VWU at district level.
 - This type of advocacy is often done through organising large conferences aiming at informing MoET and VWU at the central level, showing them the results of the good practices and proposing that the good practices should be replicated to other provinces and be used as inputs for legislation. Normally, BoET (district) reports to DoET (province) about good practices and DoET reports to MoET (Ministry, national level). The event we propose aims at promoting the use of the programme’s good practices to be inserted in policy.
 - **PIV** should organise the influencing events in coordination with VWU, BoET/DOET, L&L
 - inviting the relevant programme actors, with a central role for VWU and BOET as programme implementers (at district level) and, therefore, with the legitimacy for recommending the good practices to MoET;
 - actors in the field such as schools and BoET, volunteers/collaborators and women’s union would also have a role in the event, speaking directly from the field;
 - The right institutions and policy makers to be influenced should also be invited

- **Inter-agency cooperation:**
 - inter-agency **instructions or guidelines** should be issued for smooth and effective cooperation among concerned stakeholders (i.e. inter-sectoral and inter-ministerial documents)
 - The **People’s Committee** at district level is in charge of the coordination between the involved agencies at district and commune level (VWU and BoET) so it needs to strengthen its **competencies and allocate sufficient time** to guide the coordination between the agencies. **Clear guidelines** for that coordination and articulation do not exist and are needed so that the People’s Committee is supported to fulfil its role.
 - **PIV** should elaborate a proposal for such instructions or guidelines for the People’s Committee for ensuring coordination between the 2 above-mentioned agencies at district and commune level and linking to the provincial and central level.
 - The **People’s Committee** plays a key role in developing these guidelines in cooperation with VWU, BOET and with technical assistance from PIV at the central and local levels and L&L. This process can significantly build capacity for concerned partners and enhance their ownership of this guideline material.

- A **holistic and integrated plan** should be developed for concrete inter-agency cooperation between BoET and VWU for implementing coordinated activities of ECCE and DRR in schools and communities. Now, each institution has a separate plan for the programme which has not yet effectively used the potential for synergy and intersectoral approaches. The two plans should therefore be articulated into one consistent plan with several joint activities between the two agencies, coordinated – as mentioned above - by the district People’s Committee. This will create synergy between actors and activities at grassroots level, such as schools and parenting groups, who are not connected enough at the moment.
 - **PIV and L&L** should support the mentioned actors in that process by:
 - Strengthening BoET’s and VWU’s coordination/programme units’ capacities in building coordination and joint plans (training, material, ...)
 - Enabling BoET and VWU to improve the process of elaborating the joint activities in the overall programme plan (workshops for elaborating the joint activity plans, clarifying the different roles played by the actors, ...)
- **Gender-transformation** awareness and capacities should be strengthened at management level of the involved agencies, linking with grassroot level
 - **PIV** should
 - Analyse and understand the gender-perspectives of actors within their socio-economic and cultural context such as VWU and BoET, local authorities at different levels, teachers and local people, etc.
 - Sensitise and strengthen the main stakeholders (including L&L, WU, BOET, people’s committee, etc.) on gender-transformation (through seminars, trainings, with research providing input for the seminars and trainings) in their analysis, programs, activities, M&E, internal functioning, adapted to the Vietnamese cultural context.
 - The research on gender-transformation will happen at grassroot level (analysis of processes, challenges, opportunities, ...) and will feed into the seminars, trainings.
 - The research should be undertaken by VWU, BOET/DOET with the technical supports from PIV specialists and/or recruited consultants in order to stimulate their involvement and ownership in this issue (learning by doing);
 - This research should include analysis and elaboration of gender-transformation proposals coming from local actors
 - ❖ Addressing f. ex. the viewpoints of actors such as teachers, and questions such as “how can mathematic teachers integrate gender-transformation in their courses?”
 - ❖ the involved local actors should be empowered in the process through support and accompaniment from experts (PIV, others)
 - ❖ this involvement of local actors creates ownership at local level and they will be learning from their own experiences
 - Design and provide the training courses for VWU and BoET on how to support grassroots actors in their own gender-transformation challenges.

5.2.2 Stakeholders at grassroots level

Here we are referring to all possible implementers at local level (district, commune, village) that are not specifically policy makers (education administrators, teachers, parents and parenting groups, youth and children and their groups, etc.). It also includes BoET and VWU, but as implementers and not as policy makers (they are both).

- Evaluate the **Covid-19 strategies** at local level, especially the digital strategies, for lessons learned to see their advantages and disadvantages. Use this as input for further strategies regarding the use of digital means.
 - **PIV** should organise this broad evaluation with L&L, VWU, BoET, who should use their knowledge from the field to identify lessons learned
- **Strengthen capacity building for old and new teachers, collaborators/volunteers at grassroots level via regular training courses provided by the core group members.** This is crucial for sustainability because of rotation, especially regarding new teachers and collaborators/volunteers. As we have seen, rotation is indeed an issue for the schools, parenting and children's groups. Hand-over to new teachers/volunteers is weak, experiences and knowledge are lost.
 - Now, newly arrived teachers or volunteers are not trained by L&L and VWU at the central levels with the support from PIV specialists and/or recruited consultants. Interviews and FGDs indicate that they learn from the sharing of their colleagues, in ad-hoc, informal and variable ways.
 - **Core teachers from the schools should be supported to effectively be able to instruct the newly arrived teachers at their schools.** The core teachers have received training from BoET and have the capacities, they know the local reality in their school, its past, the direction, the teachers. The professional development meetings also contribute to their capacities. But in order to assure quality training of new teachers, the core teachers should be provided with all the necessary materials to be able to play that role. Similarly, core group at commune levels should be supported by VWU at district and/or central levels to retrain new volunteers/collaborators in villages.
 - **PIV and BoET (and Live & Learn regarding DRR/CCA contents) together should**
 - develop the necessary support (trainings and material regarding for example a gender-responsive, culturally relevant and DRR/CCA integrating curriculum and lesson plan for teachers and administrators, etc.) for and promote the learning and sharing network among the core teachers of different schools and among teachers within schools or across schools.
 - **BoET** primarily takes leading role in the development of these materials and training courses and operation of this sharing and learning network with technical assistance from L&L and PIV;
 - **BoET** involve core teachers in developing these training and materials (guidelines/manual development) in order to promote their ownership and to capitalise their experience and knowledge of context and teaching and learning practices.
 - take the necessary steps to formalise that responsibility of the core-teachers towards new teachers and replication of the good practices in schools to non-programme sites.
 - **PIV and VWU (and L&L regarding DRR/CCA contents) together should**

- develop the necessary support (trainings and material) for core group members in order to enable them to effectively train and/or support new volunteers
 - work with core group members in developing the training and materials (guidelines/manual development), in order to promote their ownership and to capitalise their experience and knowledge of context and practices.
 - take the necessary steps to formalise that responsibility of core group members towards new volunteers/collaborators and replication of the good practices of parenting groups and/or child playing and reading clubs to non-programme sites.
- Improve **integrated capacity building for teachers and education administrators, facilitators/volunteers and stakeholders** in terms of **gender equality, DRR/CCA**.
 - With integrated we refer to the fact that gender and DRR are cross-cutting issues, transversal, which are relevant for all local actors, and which are present everywhere; in schools, in parenting groups, in children’s clubs, etc. Actors have received and should continue to receive trainings that are relevant for their specific profiles, in separate groups (groups of teachers, groups of parents, etc.).
 - However, we recommend - in addition to the separate trainings - joint trainings and workshops mixing actors (teachers, parents, volunteers, ...) on certain topics (f. ex. gender-transformation, supports for child-led organizing programs or events). It is crucial that the grassroot actors learn to understand each other’s perspectives, get to know each other and how to support each other in order to take collective actions in order to achieve the outcomes regarding ECCE, DRR/CCA, education, etc. For example, teachers and parents should know how to cooperate with each other as to support their students/children to organize some child-led programs and events in schools and in community. Delicate issues could be discussed in the trainings between the different groups who sometimes have contrasting opinions about issues such as boys’ and girls’ roles and activities in schools. Another reason for mixing certain groups in trainings/workshops is that EM parents normally self-recognize that they are in lower social status and poor literacy. As such, through mixed activities/events, with teachers’ and schools’ equal respect and positive attitudes, we hope that situation can be addressed, enhancing EM parents’ confidence in their participation in supporting schools and children’s study.
 - **PIV, VWU and BoET together** should coordinate and develop these activities, because they are intersectoral.
- Improve **educational actors’** (including teachers, BoET officers, heads of schools) **facilitation skills and other capacities necessary for developing students’ emancipation and agency** (including core students) so the students become more autonomous, take their leading roles in more initiatives such as launching and facilitating school activities by themselves. The programme has already strengthened adolescents’ confidence, which is a big breakthrough. Students have become more open, which we observed in the FGDs, and which we see happening through their participation in numerous activities such as picture drawing events, Ring the Bell, and others. However, there still is a long way to go. Teachers still have to learn better how to stimulate active attitudes within the students and offer sufficient space/opportunities for students to build up their agency.

- **PIV** should support this process of strengthening the necessary capacities within educational actors, by supporting BoET's, school managers' and core teachers' capacities and methodologies to develop "child agency" strategies.
- **BoET** should
 - **reflect** about how the core student groups could function within the schools, linked to teachers and school direction, in the vision of democratic and horizontal school models.
 - elaborate the necessary strategies towards educational actors, with PIV's support, such as trainings, guidelines or materials, etc. Teachers should be involved in the development of these strategies and tools.
 - stimulate schools to organize horizontal exchanges between teachers, having teachers learning from each other on this question. The already existing professional development meetings can contribute to that (every week within every school and every 3 months between schools).
 - learn from other experiences, f. ex. by visiting experiences in other cities/provinces in Vietnam and countries in the region.
- **School managers and teachers** should
 - learn and/or self-explore some good practices or models of child agency from other schools nationally and internationally that are relevant to their students in their school context;
 - learn how show their trust in their students' capability of taking their leading roles in their programs/events in schools or class;
 - learn how create opportunities for students to initiate and organize by themselves some initiatives and programs related to gender equality, DRR/CCA, etc.
 - provide financial supports for students to pilot some of their child-led initiatives; and support them how to raise funds for these programs.
 - learn how to provide children some advices and technical supports of their proposed programs if possible (when needed).
 - learn how to cooperate and mobilize resources from concerned stakeholders in the localities for supporting their students to self-realize their child agency.
- **Strengthen agency and autonomy of parenting and children groups in community:** empower children and parents to facilitate activities by themselves in their groups.
 - **Parenting groups:** responsibility of **VWU** with support from local authorities and experts
 - **VWU** should
 - build volunteers/collaborators' capacity to facilitate parents' agency and autonomy in parenting groups' meetings with technical assistance from PIV, L&L and BOET.
 - strengthen the parenting groups' emancipation process through trainings, workshops, with support from local experts such as health care officers, teachers, agricultural officers, etc.
 - assure that parents receive handbooks (either in Vietnamese or local languages) with a high level of visual support summarizing key points;

- learn from other good practices and/or experiences in the region and country in order to find relevant ideas and inspiration for promoting the agency and autonomy of parenting groups in the localities.
 - **PIV & L&L:** support VWU with its relevant expertise for capacity building in this area for volunteers/collaborators and core group members
 - Core group members and village authorities: support volunteers/collaborators to develop parents' agency through parenting groups' meetings and implement parents-led initiatives or activities, etc.
 - **Volunteers/collaborators:** learn how to promote parents' agency through parenting groups' meetings, encourage and support parents to implement their initiated programs, for example, veggie planting, toys making from local materials, etc.
- **Children core group of child playing and reading clubs:** responsibility of **Youth Union in cooperation with village authorities and women's union**
 - **Youth Union** should:
 - build capacity of facilitating children's agency and autonomy in child playing and reading clubs' meetings for volunteers/collaborators with technical assistances from PIV, L&L and BOET.
 - strengthen children core group's emancipation process through trainings, workshops, with support from experts such as teachers, authorities
 - learn from good practices or experiences from the other regions regarding child agency promotion for children's groups.
 - PIV & L&L: support Youth Union with its relevant expertise for capacity building in this area for volunteers/collaborators and core group members;
 - Core group members and village authorities: support volunteers/collaborators to develop child agency through child playing and reading clubs' meetings and implement children-led initiatives or activities, etc.
 - Volunteers/collaborators: learn how to promote children's agency through child playing and reading clubs' meetings, encourage and support children to implement their initiated programs, for example, toys making from local materials, tree planting, etc.
 - **BoET** should
 - Work with VWU at district level to develop plan on how teachers support volunteers/collaborators to facilitate parents' and children's agency in their group meetings and/or to implement parents-led or children-led initiatives and programs;
 - issue instruction to school managers and teachers to support parenting groups and children playing and reading clubs to develop and implement parents-led or children-led initiatives and programs; particularly make connections between students' core groups in schools and these groups in community.
- **Provide adequate conditions for more autonomously functioning of parenting, children's and students' groups:** using user-friendly materials but also introducing self-saving activities and self-operating funds for parenting groups and supporting livelihood models for EM mothers through parenting groups

- **Develop materials (such as guidelines) for the various groups:**
 - **BoET** should lead the materials (guidelines) development regarding the integration of gender, local cultures and DRR/CCA in the groups' discussion topics to be handed over to teachers of students core groups in schools and volunteers of child playing and reading clubs in community.
 - **WU** should lead the materials (guidelines) development regarding the integration of gender, local cultures and DRR/CCA in the groups' discussion topics to be handed over to volunteers/collaborators of parenting groups in community
 - **PIV and L&L** should
 - support BoET & WU in this process using their specific knowledge (gender environment, DRR/CCA, etc.)

- **Develop livelihood models** (economic activities) for the **mothers in the parenting groups** (where mothers constitute the large majority) that would generate income for the parenting groups, which could be used for their activities, enhancing their autonomy. These livelihood models would also significantly contribute to generating economic empowerment for women, which would be seen to be critical factor to strengthen their voice within the village and households. All of this would strengthen the gender-transformation process and simultaneously contribute to the autonomy of the parenting groups. Economic empowerment of women was not an objective of this programme.
 - **VWU** should launch a livelihood model pilot programme in parenting group that can be replicated if successful in cooperation with local authorities at commune and village levels.
 - **PIV** should support VWU with lessons learned from existing experiences in this area such as in Kon Tum, where Plan already supports village based self-saving activities that are used for women to engage in economic activities (f. ex. produce and sell vegetables).

- **Promote sharing and learning for parents, children and students through the connection between and within parenting groups, schools (students), communities and other actors.** As noted, synergy between schools and communities is crucial (teachers and parents) and also within schools (between the different grades). Parenting groups need support from f. ex. health officers and agriculture officers (in the village) to strengthen their capacity to put into practice the acquired information, such as f. ex. in production and cooking of vegetables. Connection between parenting groups between different villages could be very useful for mutual capacity building as well as exchanges between facilitators/volunteers from different villages.
 - **VWU and BoET** should strengthen these dynamics. Of course, such dynamics should not be forced upon the groups; they should be promoted in adequate conditions (not too long distances, etc.).

- **Develop an organizational structure for collaborators/volunteers** to secure the sustainability of parenting groups and students' and children's clubs. Officers of local VWU, local authorities, Youth Union, should take roles of facilitators of these groups, when this is not yet the case in some programme sites such as in Kon Tum. Because financial support from PIV to

volunteers/collaborators stopped at the end of the programme in December 2021, facilitators should be part of agencies so that their position can be maintained even if the programme stops.

- **VWU, Youth Union, local authorities**, should take the decision to have officers playing roles as facilitators/volunteers (in groups where this is not yet the case).
- **Strengthen technical support for facilitators/volunteers at grassroots level** by ensuring support from local specialists (VWU officers, BoET officers, teachers, ...) and from Plan's specialists (f. ex. schools/village needing support from DRR/gender equality officers, integrating local contents in teaching/group's meetings.) and promoting sharing and learning among them.
 - **VWU** should assure access of parenting groups to adequate specialists and its core group members; promote inter-supports among core group members across villages.
 - **Youth Union and BoET** should assure access of children and students to adequate specialists and its core teachers/students; promote inter-supports among core members across villages and schools;
 - **PIV** should support the needs of the various groups proposing support from its own experts and inter-supports among core group members across the programme provinces.
- Develop a follow-up mechanism to evaluate and support parents' effectively implementing the learned content after parenting's meetings. Too often parents have not sufficiently been supported in putting the learned content into practice.
 - **VWU** should
 - ensure that the volunteers/collaborators follow parent's implementation of the learned contents and offer solutions if parents have problems implementing them;
 - elaborate a follow-up or technical support system that volunteers/collaborators should use to support parents' application of the learned contents into their daily life, particularly in support of local authorities;
 - elaborate a follow-up or technical support system in which parents can contact their volunteers/collaborators with questions regarding applying the learned content.
 - **PIV and Live & Learn** should support VWU in this process.
- Improve Vietnamese language literacy of parents, particularly mothers by using *Reflect* adult literacy approach recognized by UNESCO¹⁵ to parenting groups' meetings. With the *Reflect* approach, parents can learn Vietnamese language through discussing and learning about topics related to ECCE or DRR/CCA. This process can also effectively empower ethnic minority adults in terms of both Vietnamese literacy and knowledge/skills of other areas like livelihoods/income generation, ECCE, etc.

¹⁵ <https://uil.unesco.org/case-study/effective-practices-database-litbase-0/reflect-literacy-and-livelihood-programme-sudan>
<https://pakolaisapu.fi/wp-content/uploads/2019/03/REFLECT-Training-Manual.pdf>

6. ANNEXES

6.1 Field trip plan

FIELD TRIP PLAN

The Final Evaluation “We strive for a just world that advances children's rights and equality for girls” Plan International Belgium

Purposes of the evaluation

The final evaluation aims at assessing the empowerment of provision of quality ECCE for children aged 0-8 and Climate change adaptation and disaster risk reduction through education for children aged 6-15 in two provinces (Lai Chau and Kon Tum)

The final evaluation is going to use in-depth interviews, observations and focus group discussion to:

- Address impact: assess what was achieved, and how; specifically, identify the results obtained under each outcome; evaluate the interventions against the OECD DAC criteria; integrate in their evaluation some cross-cutting themes; identify the reasons why we did not reach some of the initial target values; identify the extent programmatic approaches and strategies have been effective in achieving the results, and the factors to consider improving future interventions
- Evaluate accountability towards donors and beneficiaries: assess all interventions against all DAC criteria, with additional focus on synergies with other development actors, and the crosscutting issues of gender and environment.
- Identify lessons learnt and good practices (Learning): point out strong and weak points of the interventions, good practices and lessons learned for future interventions.

2. Time and locations

- Time: tentatively the last week of September - October
- Locations:
 - Seo Sang and Hai Ho villages, Ta Ngao commune in Sin Ho district (Lai Chau province);
 - Mang But and Tu Nong villages, Mang But Commune in Kon Plong district (Kon Tum Province)

3. Researchers

- Dr. Phuong Luong – Hanoi University and VNIIES (online)
- Research assistants (offline)
- Ky in Kon Tum and Long in Lai Chau – local Plan office in two provinces

4. Schedule

Time	Location	Content	Information Provider(s)	Remark
17/10	Travelling from Kon Tum to Kon Plong			
18/10 morning	District Program Management Committee (PMC)	Interview representative of PMC	PMC representative (preferably head of PMC)	Reports collected (request sent in advance)
	Women's Union of Kon Plong district (WU)	Interview WU	WU representative (one officer in charge of the programme & the head)	Reports collected (request sent in advance)
	BOET in Kon Plong district	Interview representative from BOET in charge of the programme	2 BOET officers (one ECCE officer and one primary & lower secondary officer in charge of the programme)	Reports collected (request sent in advance)
18/10 afternoon	Mang But people's committee office	FGD with Mang But Commune Programme Manage Unit	4 members (including chairman or vice chairman, women's union, youth's union, DRR officer)	
Moving to Schools in Mang But commune				
19/10 morning	Main preschool in Mang But commune	Interview headmaster of preschool	Headmaster of schools	Reports collected
		FGDs with preschool teachers	7 preschools teachers who engaged in the programme	Select preschool teachers from different satellite schools (different programme villages)
19/10 afternoon	Preschool in Mang But commune	Interview preschool teachers	Interview two preschool teachers (one main school and one satellite school from Mang But 1 or 2 village)	
		Observation one teaching class	One teaching activity	
20/10-morning	Combined school in Mang But commune	Interview school leader who represent both combined school –primary and LSE levels	Headmaster and 2 Deputy headmasters	Reports collected
		FGD with primary teachers	7 primary teachers engaged in the programme (from different grades)	Including teachers from satellite schools (Mang But 1 and 2)
		FGD with primary students	7 students from 8-10 years old (from different ethnic minority groups – M'nong, Kodong, H're)	Including 4 students who are core members of DRR/CCA group at primary level (out of 25 ones/group)
		School/classroom observations	School visit and classroom observations with Component 1 and 2 activities	Research assistant can support
20/10 afternoon	Lower secondary school in Mang But commune	FGD with LSE teachers	7 LSE teachers engaged in the programme (G6-9)	Different grades and ethnic groups (if possible)
		FGD with LS students	7 students from 11-15 years old	Including 4 students who are core members of DRR/CCA group at LSE level (out of 25 ones/group)

Time	Location	Content	Information Provider(s)	Remark
		School/classroom observations	School visit and classroom observations with Component 2 activities	Research assistant can support
21/10-morning	Mang But 1 Village	IDIs with head of village cum healthcare officer in village	one person in charge of head of village and healthcare officer in village	Both two components (1&2) implemented in the village
		FGD with community volunteers or collaborators	3-5 members in village who are facilitators of parents group or children's group (women's union, youth's union, teachers)	
		FGD with children of playing and reading club in village	10 children aged 8-10	Only one playing and reading group of children aged 4-10 in this village
		Observations of children playing and reading group	One group of 13-14 children aged 4-10	
21/10-afternoon	Mang But 1 village	FGD with parents with children aged 0-8years	10 parents with children aged 0-8	Selecting parents who have children from different groups of ages (0-8)
		IDIs with two couples of parents (one with children aged 0-4, one with children aged 5-8)	4 parents with children aged 0-8	Selecting parents who have children from aged 0-4 and 5-8 for IDIs
22/10 morning	Tu Nong Village	FGD with village authorities	3 members (including head of village, secretary and reputed old person of the village)	Both two components (1&2) implemented in the village
		FGD with parents with children aged 0-8years	10 parents with children aged 0-8	Selecting parents who have children from different groups of ages (0-8)
		IDIs with two couples of parents with children aged 0-8 and 6-15	Two couples of parents (including one with children aged 0-8 and one with children aged 6-15)	
22/10 afternoon	Tu Nong Village	FGD with community volunteers or collaborators	3 members in village who are facilitators of parents group or children's group (women's union, youth's union, teachers)	
		Observing the programme satellite schools in the village	Observing satellite school and class(es)	
23/10 morning	Tu Nong village	FGD with children of playing and reading club in village	10 children aged 4-10	Only one playing and reading group of children aged 4-10 in this village
		Observing activities play and reading group	10 children aged 4-10	
23/10 afternoon	Plan International local office in Kon Tum	IDI with Plan International Officer in Ton Tum	1 program manager of Plan International in Kon Tum	
23/10-afternoon	Travelling from Kon Plong back Kon Tum			
24/10	Travelling to Sin Ho district (Lai Chau)			By a car (Safety under Covid context)
25/10 Morning	Plan International local office in Sin Ho district	Interview the local officer in charge of the programme	2 Local officer/manager of the programme	Reports collected (request sent in advance)
	BoET in Sin Ho district	Interview representative from BoET in charge of the programme	2 BoET officers (one ECCE officer and one primary & lower secondary officer in charge of the programme)	Reports collected (request sent in advance)

Time	Location	Content	Information Provider(s)	Remark
	Women's Union of Sin Ho district (WU)	Interview WU	2 WU representative (one officer in charge of the programme & the head)	Reports collected (request sent in advance)
25/10 Afternoon	District Program Management Committee (PMC)	Interview representative of PMC	1 PMC representative (preferably head of PMC)	Reports collected (request sent in advance)
	Ta Ngao people's committee office	FGD with Ta Ngao Commune Programme Manage Unit	3 members (including chairman, women's union, DRR officer)	
Moving to Schools in Ta Ngao				
26/10 Morning	Main preschool in Ta Ngao commune	Interview headmaster of preschool	Headmaster of schools	Reports collected
		FGDs with preschool teachers	7 preschools teachers who engaged in the programme	
26/10 Afternoon	Main preschool in Ta Ngao commune	Interview preschool teachers	Interview two preschool teachers (one main school and one satellite)	
		Observation two teaching classes (one 0-3 and one 4-5 years old)	One teaching activity	
27/10 morning	Primary school in Ta Ngao commune	Interview school leader	Headmaster or Deputy headmaster	Reports collected
		FGD with primary teachers	6 primary teachers engaged in the programme	Component 2 only implemented in main primary school
		FGD with primary students	20 students from 8-10 years old	Including 4 students who are core members of DRR/CCA group at primary level (out of 25 ones/group)
		School/classroom observations	School visit and classroom observations with Component 1 and 2 activities	Research assistant can support
27/10 afternoon	Lower secondary school in Ta Ngao commune	Interview school leader	Headmaster or Deputy headmaster	Reports collected
		FGD with LSE teachers	7 LSE teachers engaged in the programme	
		FGD with LS students	7 students from 11-15 years old	Including 4 students who are core members of DRR/CCA group at LSE level (out of 25 ones/group)
		School/classroom observations	School visit and classroom observations with Component 2 activities	Research assistant can support
28/10 morning	Seo Sang Village	FGD with village authorities	3 persons including (head of village, healthcare officer, local WU representative)	Only Component 1 implemented in Seo Sang village
		FGD with parents with children aged 0-8 years	10 parents with children aged 0-8	Selecting parents who have children from different groups of ages of 0-8
		Observing activities of satellite preschool in Seo Sang village	Observing this village based preschool class (6-7 children at different ages)	
	Seo Sang Village	FGD with children of playing and reading club in village	10 children aged 8-11	Only one playing and reading group of

Time	Location	Content	Information Provider(s)	Remark
28/10 afternoon				children aged 8-11 in this village
		Observations of children playing and reading group	One group of 4-11 (35 children)	
		FGD with community volunteers or collaborators	3 members in village who are facilitators of parents group or children's group (women's union, youth's union, etc.)	
		Observation of parents' group meeting	One meeting of parents of Component 1	Usually happen once per month
29/10 Morning	Hai Ho Village	Interview village authorities	3 persons including (head of village, communist secretary, healthcare officer)	Only Component 1 implemented in the village
		FGD with parents with children aged 0-8 years	10 parents with children aged 0-8	Selecting parents who have children from different groups of ages (0-4 and 5-8)
		Observing activities of satellite preschool in Hai Ho village	Observing this village based preschool class (6-7 children at different ages)	
29/10 Afternoon	Hai Ho Village	FGD with children of playing and reading club in village	10 children aged 8-11	Only one playing and reading group of children aged 8-11 in this village
		FGD with community volunteers or collaborators	5 members in village who are facilitators of parents group or children's group (women's union, youth's union, teachers)	
		Observation of parents' group meeting	One meeting of parents of Component 1	Usually happen once per month
30/10	Travelling back			
1/11	Plan International Hanoi	FGD with Programme manager/officers	One manager and 4 technical leads	- Technical lead ECCE Plan International Vietnam (A.Dai) - Technical lead M&E Plan International Vietnam - Technical lead Gender Plan International Vietnam - Technical lead DRR/CCA Plan International Vietnam (Trang)
	Women's Union in Hanoi	In-depth interview with VWU's representative (directly manage the programme)	1 VWU's representative	
2/11	MoET	In-depth interview ECCE and Primary & Lower secondary Education officers	2 representatives of MoET engaged in this programme	

Time	Location	Content	Information Provider(s)	Remark
	Live and Learn	In-depth interview with representatives of Live and Learn	1 program officer	

Notes:

- The plan is conducted in favourable conditions (no storm, no flood, etc.), no restrictions caused by Covid-19 context.
- Plan International Officers may be mobilized to support during the study in the field if some unexpected changes in the planned schedule is required.

6.2 Selection criteria

Sampling criteria	Following that criterium, which would be the priority zones/communities?	Explication	Limits of this selection
Geographical zones	<p>Sin Hồ Tả Ngảo Commune</p> <ul style="list-style-type: none"> - Lat: 22.277773033851748, - Long: 103.28911073243752 <p>2 villages: Hai Ho and Seo Sang</p> <p>Kon Plong Măng Bút Commune:</p> <ul style="list-style-type: none"> - Lat:14.906939216746567, - Long: 108.18134043060185 <p>2 Villages : Mang But and Tu Nong</p>		
Accessibility of different geographical (for security, infrastructure, geographical, climate, ... reasons)	<p>From Sin HỒ centre to Tả Ngảo Commune about 20km (20' - 45'). The weather is cool.</p> <p>From Kon Plong centre to Mang But Commune about 50km (1,5 hour). It is not difficult to access this location.</p>		
Consultant's time management (time/cost)	The above-mentioned zones/villages are feasible in terms of consultants' time management (travelling time and distances)		
Particularities to explore in the programme and its activities	<p>ECCE</p> <p>For result 1 (Capacity building of WU by Plan International Vietnam:)</p> <ol style="list-style-type: none"> 1.1. Exchange forum/network on parenting education issues/practices 1.2. Capacity building for national and provincial WU on effective implementation and management of community-based parenting education models (planning, supervision/coaching, documentation, evaluation on ECCD technical last developments) 1.3. Preparation of the critical dialogues with policy makers on ECCE parenting education programming <p>For Result2 (targeting rights holders/children):</p> <ol style="list-style-type: none"> 2.1. Expanding coverage of quality ECCE services for ethnic minority children (centre and home/community based) through awareness raising session on villages (with DoET and commune staff) 2.2. Capacity building for community volunteer network to help and support parents to apply ECCE practices 2.3. Capacity building of commune staff and DoET staff on ECCE technical issues 2.4. Organize parent groups and train core parents on ECCE issues, including safe and environment friendly production and use of food, early stimulation, education, hygiene and health 2.5. Provide and support to produce locally produced and environment friendly materials and food <p>For Result3 (targeting duty bearers):</p> <ol style="list-style-type: none"> 3.1. Support for bilingual education to support children to become competent in their mother tongue and the Vietnamese language 3.2. Improving quality of teaching and learning in preschool and primary schools via coaching of teachers on particular features of ethnic minority children 3.3. Child school attendance monitoring <p>For Result4 (targeting institutional duty bearers):</p> <ol style="list-style-type: none"> 4.1. Scaling up community based parenting education models 4.2. Strengthening the multi-disciplinary mechanism that supports parent practices, behavior changes 		

	<p>DRR/CCA through education</p> <p>For Result 1:</p> <p>1.1. Capacity building of WU by L&L and Plan International Vietnam on implementation of community-based disaster risk reduction by strengthening the community groups (parent groups, child-led groups) and use of digital tools</p> <p>1.2. Exchange forum/network between WU and other DRR/CCA stakeholders</p> <p>For Result 2:</p> <p>2.1. Provision of safe learning facilities and/or small scale mitigation work in targeted schools to reduce disaster risks for children</p> <p>2.2. Provision of captors to measure pollution and of digital tools and to disseminate information (+ trainings)</p> <p>2.3. Development and use by schools and students of a risk matrix of the different hazards present in the region, focusing on certain activities and adaptations to the school environment. This matrix is evaluated every year against identified hazards endured, new hazards identified and the lessons learned / impact.</p> <p>2.4. Organization of dialogue between children and decision makers (school management boards, local authorities) to promote child-led DRR in community and schools</p> <p>2.5. Establishment and facilitation of children's groups to disseminate knowledge and skills in DRR and CCA/DRR among their peers</p> <p>2.6. Promotion and implementation of green school actions (organic gardens, energy savings)</p> <p>For Result 3:</p> <p>3.1. Preparation of schools to implement school safety plans including measures to be taken both on the school premises and in the immediate neighbourhood: - Teacher DRR & CCA/DRR training to improve knowledge and skills - Development of school safety plans with participation of students and parents to roll out at school - Formulation and facilitation of core parent groups to exchange and share CBDRM and CCA/DRR knowledge and skills</p> <p>3.2. Promotion of disaster risk reduction through co-curricular activities in school, acknowledging that children in schools need to develop "survival/life skills" first, along with 'academic inputs". Use of the digital tools</p> <p>3.3. Development and dissemination of IEC materials on safe schools, CCA/DRR at schools for parents and teachers</p> <p>For Result 4: Provision of in-service training to improve CBDRM and safe school implementation knowledge and skills to BoET, DoET and MoET</p> <p>4.2. Policy dialogues and advocacy workshops on safe school initiatives; visits to good models and practices.</p> <p>4.3. Participatory documentation of best practices and lesson learnt on safe school implementation</p>		
<p>Particularities to explore at sociological, cultural, political or economic levels</p>	<p>Ta Ngao commune has 14 villages (8 lowland villages and six upland villages) with 798 households, 4,502 people, including three ethnic groups: Mong, Dao, Kinh, living together. The commune has complicated topography, a high slope, and difficult transportation. The economy is mainly agricultural and forestry production, so the commune's poverty rate is the highest and second in the district.</p> <p>Up to now, the total cultivated area of the commune has reached more than 1,200 hectares. Total grain production reached 2,200 tons, food per capita got 490kg/person/year. 35.7% of villages can watch television, 100% of households have FM coverage, creating favourable conditions for people to access new business methods through mass media. The per capita income of the commune is nearly 13 million VND/person/year. According to multidimensional standards, the rate of poor households accounts for 61.17%, near-poor households account for 16%. (http://www.baolachau.vn/ch%C3%ADnh-</p>		

	<p>tr%E1%BB%8B/t%E1%BA%A3-ng%E1%BA%A3o-h%C3%B4m-nay).</p> <p>Mãng Bút</p> <p>According to statistics in 2019, Mang But commune has 73.1 km², the population is 4,049 people, population density reaches 55 people/km². (https://vi.wikipedia.org/wiki/M%C4%83ng_B%C3%BAt)</p> <p>According to the report, the commune has more than 537 hectares of rice, 200 hectares of corn, nearly 22 hectares of coffee, 11 hectares of fruit trees. (http://baokontum.com.vn/xa-hoi/tro-lai-mang-but-17371.html)</p> <p>Mang But commune currently has 12 villages and 23 villages of ethnic minorities Se Dang Ka Dong, with nearly 1,000 households, over 3,900 people. The concreted roads from the district to the commune centre have been built. All 12 villages have community houses, 100% of households have access to hygienic water.</p> <p>However, due to a problematic starting point, the poverty rate in Mang But commune is still high, accounting for nearly 65% according to multidimensional standards. Up to now, people in Dak Jac village and two villages of Mang Che and Dak Pleng 2 have not used the national grid. Currently, people use small hydroelectric power plants and use kerosene lamps for lighting. (https://kontumtv.vn/tin-tuc/tin-trong-nuoc/mot-so-khu-dan-cu-xa-mang-but-chua-co-dien-luoi-quoc-gia)</p>		
<p>Particular performances of the programme or in activities to explore (good practices, particular facilities, particular results/reactions, ...)</p>	<p>Tả Ngảo</p> <ul style="list-style-type: none"> - Local government support, - People enthusiastically participate. - Children (0-3) Improved nutrition - Children (6-14): have knowledge about disaster risks, have skills to avoid these risks. - Parents: have knowledge and the ability to share about disaster risk, and prevention. - Parents improve meals for their children, make use of available food (variety of food by selling the family's products to buy other products (selling eggs, chickens - buying meat, fish, etc.) - Parents know how to make toys and learning materials for their children <p>Mãng Bút:</p> <ul style="list-style-type: none"> - Group of parents: each member knows how to run good nutrition practice. - Applying nutrition initiatives and nutrition models in their family. - Parents, especially, fathers participate to making toys for the children. - Children have a playground in the community. The programme supports materials, and parents and youth union contribute efforts to make the playground - Teachers approach planning methods and teach Vietnamese to ethnic minorities. - Primary and secondary schools: an approach to disaster risk reduction. (First aid activities, disaster prevention drills, safe school diagrams, outdoor activities on climate change). The school and students have built a safe school map and posted it on the school's bulletin board. - Primary and junior high school students: have built a core group They confidently communicate to other groups of students about DRR/CCA 		

Particular failures /weaknesses of the programme or certain activities to explore (bad practices, particular difficulties, weak results/reactions)	Xã Tả Ngáo <ul style="list-style-type: none"> - A few parents have not yet applied the trained nutrition model, still following the local traditions. - A few are not interested in their children's education, busy doing business. - Children at home play together without their parents. - Some parents have acquired child care skills through training sessions but do not ready to apply these skills, and do not share them with the community. Măng Bút: <ul style="list-style-type: none"> - The application of nutrition knowledge in practice is limited and not frequent. - Use of available ingredients for nutritional meals is still low. - When building a core group, the youth group changes every year, so the core group also changes. The school needs to rebuild the group. - Konplong is affected by natural disasters, but the programme supports a limited. Mainly propagating and providing information and skills, there is no funding source to integrate disaster recovery when it occurs. 		
Participation of different stakeholders	<ul style="list-style-type: none"> - Local authorities: Land officials, Head of village, community health officers, police officers, PLAN PMU (Head of commune is the director of PMU). - Local partners: Women union, Youth Group at village and commune levels; elementary schools, middle schools, and kindergartens. - Volunteers (members can be government officials, youth, women's union members, teachers) 		
Presence of different sexes	Male; Female		
Presence of different ages	Children: 0-8 Children: 6-15		
Inclusion of vulnerable people	None		
Possibilities to work with groups that did not participate in the programme	None		
Other criteria			
Zones/communities selected after crossing of criteria	Sìn Hồ Tả Ngáo Commune <ul style="list-style-type: none"> - Lat: 22.277773033851748, - Long: 103.28911073243752 2 villages: Hai Ho and Seo Sang Kon Plong Măng Bút Commune: <ul style="list-style-type: none"> - Lat:14.906939216746567, - Long: 108.18134043060185 2 Villages : Mang But and Tu Nong	Explications/justifications Includes ethnic minorities Accessible Clear link with mid term evaluation	
Limits of this final selection		Mitigation measures	

6.3 Interview guides and methodology

EVALUATION MATRIX AND METHODOLOGY

Final Evaluation of Plan International Belgium 5Y-programme

Vietnam

Components of the programme:

- Early Childhood Care and Education for ethnic minority children 0-8
- Climate Change Adaption – Disaster Risk Reduction for children 6-15 years

Global overview of evaluation questions and stakeholders

(without going into detail of the evaluation questions)

ECCE and/or CCA/DDR

Évaluation questions	Actors involved in the evaluation	Component: ECCE and/or CCA/DDR
1. Relevance 1.1 Were the adjustments to the outcomes and activities made following the Covid-19 crisis relevant and efficient? Did they improve programme implementation?	Plan (PIB and PIV) Partners (Women’s Union and Live and Learn) Local actors (BOET, district WU, commune PMC, village local authorities & collaborators, schools)	ECCE CCA/DDR
2. Sustainability 2.1 To what extent and how have the implementing partners been strengthened in their capacities? 2.2 What can be done to maintain all the community models after the programme ends? 2.3 What were the good practices implemented in terms of DRR/CCA and protection of the environment? What are the limits and opportunities for replication in the future? 2.4 To what extent can we expect implementing partners and government institutions to sustain the interventions and achievements after the end of the programme (in terms of technical skills, financial means and prioritisation)? Where will additional support be needed?	Plan (PIB and PIV) Partners (Women’s Union and Live and Learn) Local actors (BOET, district WU, commune PMC, village local authorities & collaborators, schools)	ECCE CCA/DDR
3. Coherence	Plan (PIB and PIV)	ECCE

3.1 How did the programme contribute to the cibles/targets of the common strategic frameworks?		CCA/DDR
4. Impact What are the signs of changes in social norms (f.e. around gender roles) within the communities? How can we best measure them/track them?	Plan (PIB and PIV) Belgian ONGs Partners (Women's Union and Live and Learn) Local actors (BOET, district WU, commune PMC, village local authorities & collaborators, schools)	ECCE CCA/DDR
5. Gender How did the programme in its 2 dimensions strengthen gender equality and transformation? How does gender equality strengthen the programme?	Plan (PIB and PIV) Partners (Women's Union and Live and Learn) Local actors (BOET, district WU, commune PMC, village local authorities & collaborators, schools)	
6. Partnership and capacity building Did the programme strengthen partnership and stimulate capacity building within partners and allies?	Plan (PIB and PIV) Partners (Women's Union and Live and Learn) Local actors (BOET, district WU, commune PMC, village local authorities & collaborators, schools)	

Evaluation questions per actor

ECCE

Plan (PIB and PIV)

Evaluation questions	method
<p>Don't forget:</p> <ul style="list-style-type: none"> No judgements No overlapped information with the quantitative team 	

<p>1. Relevance</p> <p>1.1 Were the adjustments to the outcomes and activities made following the Covid-19 crisis relevant and efficient? Did they improve programme implementation?</p> <ul style="list-style-type: none"> ○ Listing the adjustments made (or types of adjustments) ○ The impact of the adjustments on the outcomes/programme. ○ Lessons to be learnt <p>1.2 The relevance of the programme is assessed in terms of matching the development strategy and priorities of the country and locality, satisfying the needs of target group, being relevant to the current conditions of the programme locality. Some orienting questions will be outlined as follows:</p> <ul style="list-style-type: none"> ○ Are the programme design, approaches and implementation mechanisms relevant and appropriate in view of Viet Nam’s policies on Early Childhood Care and Development? ○ To what extent, have the programme achievements addressed critical needs of Lai Chau and Kon Tum ECCD’s needs? ○ To what extent are the programme objectives and outcomes designed to meet the identified priorities and needs on ECCE of the target communities? ○ Are the programme approaches and implementation mechanism relevant to the existing context of the ECCE programme locality? If so, how? ○ Is the programme design based on collected data and evidence and responsive to ECCE needs of local people? (nutrition, parenting, education and caring services, etc.) <p>NOTE: the focus is on 1.1 (ToR). 1.2 will be treated in as much as possible, but in the ToR 1.2 is not mentioned.</p>	<p>interview</p>
<p>2. Sustainability</p> <p><i>What mechanisms are in place to ensure ECCE outcomes can be sustained? Or what have been done to sustain the ECCE results and to promote the replication of the ECCE good practices or models by Government partners and community actors?</i></p> <p>2.1 To what extent and how have the implementing partners been strengthened in their capacities? (Approach, policy and cooperation & partnership)</p> <ul style="list-style-type: none"> ○ Identification of CO’s policy and mechanisms for partners’ capacity strengthening (e.a. knowledge & conviction/ambition on gender transformative approach, ...)? ○ Capacity development for teachers and local authorities to maintain ECCE good practices/ bilingual education models in schools and in community ○ The partners’ own role in deciding on capacity strengthening ○ Appreciation of the partners’ strengthened capacities ○ Appreciation of importance of partners’ capacities that still need to be strengthened <p>NOTE: This evaluation question 2.1 is also treated in the last evaluation question, which is exclusively about partnership</p> <p>2.2 What can be done to maintain all the community models/good practices in schools after the programme ends? (Parenting groups, playing and reading clubs for children in village) → resources, institutionalization, technical assistances</p> <ul style="list-style-type: none"> ○ What are the good community models and good educational practices in schools that should be maintained and replicated after the programme? ○ Identification of necessary conditions and needs for maintaining the community models (at the level of the various actors that play a role in this component: community actors, government actors (at various levels), local organisations, implementing actors, ... ○ Are those ECCE conditions/needs met? ○ What is needed to meet those ECCE conditions/needs? ○ specific role for men/women or young women/young men? 	<p>interview</p>

<ul style="list-style-type: none"> ○ stability of functioning of parenting groups ○ empowerment of parenting groups to organise themselves (how is influx and out flux of parents with children 0-8y organised) (to be discussed) ○ to which extent the ECCE parenting models/methods provided by the DGD programme/Plan International are being organised within the parenting groups? ○ autonomous investments of local communities in parenting groups (or other forms of ECCD) <p>2.3 Are there any good practices of integrating DRR/CCA in ECCE curriculum/practices? If so, what were the good practices implemented in terms of DRR/CCA and protection of the environment? What are the limits and opportunities for replication in the future?</p> <ul style="list-style-type: none"> ○ Is attention to environment mainstreamed in ECCE? If yes, how and what are the results of it? If not, why not and what needs to be changed (what could have been done better)? <p>2.4 To what extent can we expect implementing partners and government institutions to sustain the ECCE interventions and achievements after the end of the programme (in terms of technical skills, financial means and prioritisation)? Where will additional support be needed?</p> <p>Implementing partners: <i>looking at technical skills, financial means and prioritisation:</i></p> <ul style="list-style-type: none"> ○ Internal policy and practice in favour (or not) of ECCE ○ How are their perspectives to maintain ECCE? ○ What does that depend on? (internal factors, external factors) ○ How can that be influenced? By whom? <p>Government institutions: <i>looking at technical skills, financial means and prioritisation:</i></p> <ul style="list-style-type: none"> ○ Identification of policy and practice changes in favour of ECCE ○ appreciation of the contribution of the L&A activities of partners: why is there interest or lack of interest in continuing ECCE? Does L&A influence that? ○ Interest in maintaining work on ECCE? <ul style="list-style-type: none"> - For example, other VWU districts taking on the same approach? - For example, additional budget made available by national ministries? - How can interest be strengthened? 	
<p>3. Coherence</p> <p>Main focus: How did the programme contribute to the targets of the Common Strategic Framework (CSF)?</p> <ul style="list-style-type: none"> ○ identify common areas and targets in the Common Strategic Framework– common vision on gender transformative approach? ○ identify work in synergies towards the common areas and synergies <p>We can also address:</p> <ul style="list-style-type: none"> ○ Coherence within ECCE programs of each institution (Plan International, Live and Learn and WU); ○ Coherences among ECCE programs of three partners; ○ Coherence between Plan International strategies of these ECCE programs and local authorities' development priorities and strategies in these areas (ECCE, DRR) and MOET <p>main focus on JSF</p>	
<p>4. Impact</p>	

<p>What are the signs of changes in social norms related to ECCE (f.e. around gender roles) within the communities? How can we best measure them/track them? Changes of village/school regulations or policies (gender, ECCE, etc.)?</p> <ul style="list-style-type: none"> ○ Changes related to ECCE (i.e. parenting, nutrition, etc.) at the level of families, civil society, in the communities and in schools (i.e. curriculum and teaching practices, etc). ○ Level of active participation¹⁶ of women/men in the different interventions of the programme and in the community/teachers in schools; ○ Different roles of women/men in the different ECCE interventions of the programme and in the community/in schools ○ Decision-making power of women/men/teachers involved in/reached by the programme ○ (Presentation of) different roles of women/men and voices or decision-making of girls and boys in ECCD and in DRR/CCA ○ Facilitating and restricting (f)actors at the level of families, civil society, regarding changes in social norms and at school level regarding changes in teaching practices. <p>Signs of gender-transformative processes in the programme?</p> <ul style="list-style-type: none"> ○ Level of appreciation by PCO staff, partners (VWU, L&L, VVOB) <i>(taking into account cultural differences in the two programme regions, taking into account different approaches of ECCE and CCA/DRR)</i> ○ Understand and address how gender norms influence children throughout their life course, from birth through to adulthood. ○ Work to strengthen girls’ and young women’s agency over the decisions that affect them, as well as by building their knowledge, confidence, skills and access to and control over resources. ○ Work with and support boys, young men and men to embrace positive masculinities and to promote gender equality, while also achieving meaningful results for them. ○ Consider girls, boys, young women and young men in all their diversity when identifying and responding to their needs and interests. ○ Improve the conditions (daily needs) and social position (value or status) of girls and young women. ○ Foster an enabling environment where all stakeholders work together to support children and youth on their journey towards gender equality. <p>Signs of gender-transformative processes in the context in which the programme is implemented?</p> <ul style="list-style-type: none"> ○ Level of attention to gender transformative processes in politics, vision, and mission of the partner organisations, of authorities at local, provincial, district and national level <i>(taking into account cultural differences in the two programme regions, taking into account different approaches of ECCD and DRR/CCA)</i> <p>NOTE: these gender transformation questions are also treated in the gender criterium</p>	
<p>5. Gender How did the programme in its 2 components strengthen gender equality and transformation? How does gender equality strengthen the programme? Normally, this entered the programme from 2017.</p> <ul style="list-style-type: none"> ○ Which positive changes and tendencies can be observed in women’s and young girls’ living conditions (awareness) since 2017? ○ Which positive changes and tendencies can be observed in women’s and young girls’ social positions (transformative) since 2017 ? 	<p>Here we will look closely at PIB’s gender transformation document (criteria)</p>

¹⁶ Cf. ladder of participation

<ul style="list-style-type: none"> ○ In the activities and context of the programme, what has favoured or limited positive effects on gender and how can this be optimised? ○ To what extent and how have gender integration and related approaches contributed to consolidation of effectiveness, relevancy, impact, sustainability, and coherence of the programme? <p>Signs of gender-transformative processes in the programme?</p> <ul style="list-style-type: none"> ○ Level of appreciation by PCO staff, partners (VWU, L&L, VVOB) <i>(taking into account cultural differences in the two programme regions, taking into account different approaches of ECCE and CCA/DRR)</i> ○ Understand and address how gender norms influence children throughout their life course, from birth through to adulthood. ○ Work to strengthen girls’ and young women’s agency over the decisions that affect them, as well as by building their knowledge, confidence, skills and access to and control over resources. ○ Work with and support boys, young men and men to embrace positive masculinities and to promote gender equality, while also achieving meaningful results for them. ○ Consider girls, boys, young women and young men in all their diversity when identifying and responding to their needs and interests. ○ Improve the conditions (daily needs) and social position (value or status) of girls and young women. ○ Foster an enabling environment where all stakeholders work together to support children and youth on their journey towards gender equality. <p>Signs of gender-transformative processes in the context in which the programme is implemented?</p> <ul style="list-style-type: none"> ○ Level of attention to gender transformative processes in politics, vision, and mission of the partner organisations, of authorities at local, provincial, district and national level <i>(taking into account cultural differences in the two programme regions, taking into account different approaches of ECCD and DRR/CCA)</i> 	
<p>6. Partnership and strengthening of capacities</p> <ul style="list-style-type: none"> ○ How do Plan Vietnam and partners concretely work on partnership and capacity building? This information should be in documents. It is part of the survey as well. ○ How has partnership and capacity evolved over the 5 years? ○ External factors that have played a role? ○ What is missing in terms of partnership and capacity? How can this be strengthened? 	<p>Here we use PIB’s partnership criteria (that are in the inquiry)</p>

State actors

Evaluation questions	method
<p>Don’t forget (attention!):</p>	
<p>Relevance (maybe not for governments actors)</p> <p>1.1 Were the adjustments to the outcomes and activities made following the Covid-19 crisis relevant and efficient? Did they improve programme implementation?</p> <ul style="list-style-type: none"> ○ Listing the adjustments made (or types of adjustments) 	<p>interview</p>

<ul style="list-style-type: none"> ○ The impact of the adjustments on the outcomes/programme. ○ Lessons to be learnt <p>1.2 The relevance of the programme is assessed in terms of matching the development strategy and priorities of the country and locality, satisfying the needs of target group, being relevant to the current conditions of the programme locality. Some orienting questions will be outlined as follows:</p> <ul style="list-style-type: none"> ○ How have this programme design, approaches and implementation relevant to Viet Nam’s policies and strategies on Early Childhood Care and Development? ○ To what extent, have the programme achievements addressed critical ECCD’s needs of ethnic minority groups/localities? ○ How have the programme implementation and results fitted in with the ECCE curriculum and practice (for MOET/BOET officers)?/How have the programme implementation and results fitted in with the ECCE caring and parenting practice (for women’s union officers)? <p>NOTE: Although the focus is on 1.1, exchanges with State actors are the right moment to address 1.2 also.</p>	
<p>2. Sustainability</p> <p>How do you assess the sustainability of ECCE outcomes and good practices of the Plan International Programme? What are the good ECCE practices or models that can be sustained by the Government partners or local authorities after the programme ends?</p> <p>2.1 To what extent and how have the implementing partners been strengthened in their capacities?</p> <ul style="list-style-type: none"> ○ Identification of CO’s policy and mechanisms for partners’ capacity strengthening (e.a. knowledge & conviction/ambition on gender transformative approach, ...)? ○ Capacity development for teachers and local authorities to maintain ECCE good practices/ bilingual education models in schools and in community ○ The partners’ own role in deciding on capacity strengthening ○ Appreciation of the partners’ strengthened capacities ○ Appreciation of importance of partners’ capacities that still need to be strengthened <p>NOTE: This evaluation question 2.1 is also treated in the last evaluation question, which is exclusively about partnership</p> <p>2.2 What can be done to maintain all the community models/good practices in schools after the programme ends?</p> <ul style="list-style-type: none"> ○ What are the good community models and good educational practices in schools that should be maintained and replicated after the programme? ○ Identification of necessary conditions and needs for maintaining the community models/educational practices in schools (at the level of the various actors that play a role in this component: community actors, government actors (at various levels), local organisations, implementing actors, ... ○ Are those ECCE conditions/needs met? ○ What is needed to meet those ECCE conditions/needs? ○ specific role for men/women or young women/young men? ○ stability of functioning of parenting groups ○ empowerment of parenting groups to organise themselves (how is influx and out flux of parents with children 0-8y organised) (to be discussed) ○ to which extent the models/methods provided by the DGD programme/Plan International are being organised within the parenting groups ○ autonomous investments of local communities in parenting groups (or other forms of ECCD) <p>2.3 Are there any good practices of integrating DRR/CCA in ECCE curriculum/practices? If so, what were the good practices implemented in terms of DRR/CCA and protection of the environment? What are the limits and opportunities for replication in the future?</p>	<p>interview</p>

<ul style="list-style-type: none"> ○ <i>Is attention to environment mainstreamed in ECCE? If yes, how and what are the results of it? If not, why not and what needs to be changed (what could have been done better)?</i> <p>2.4 To what extent can we expect implementing partners and government institutions to sustain the interventions and achievements after the end of the programme (in terms of technical skills, financial means and prioritisation)? Where will additional support be needed?</p> <p>Implementing partners: <i>looking at technical skills, financial means and prioritisation:</i></p> <ul style="list-style-type: none"> ○ Internal policy and practice in favour (or not) of ECCE ○ How are their perspectives to maintain ECCE? ○ What does that depend on? (internal factors, external factors) ○ How can that be influenced? By whom? <p>Government institutions: <i>looking at technical skills, financial means and prioritisation:</i></p> <ul style="list-style-type: none"> ○ Identification of policy and practice changes in favour of ECCE ○ appreciation of the contribution of the L&A activities of partners: why is there interest or lack of interest in continuing ECCE? Does L&A influence that? ○ Interest in maintaining work on ECCE? <ul style="list-style-type: none"> - For example, other VWU districts taking on the same approach? - For example, additional budget made available by national ministries? - How can interest be strengthened? 	
<p>3. Coherence</p> <p>How did the programme contribute to the targets of the Common Strategic Frameworks? (not really for State actors)</p> <ul style="list-style-type: none"> ○ identify common areas and targets in the CSC – common vision on gender transformative approach? ○ identify work in synergies towards the common areas and synergies <p>This can be applied to State actors: Coherence between Plan International strategies of ECCE programs and MOET/BOET/local authorities' development priorities and strategies in these areas (ECCE, DRR)</p> <p>this was not in ToR. main focus is on CSF</p>	
<p>4. Impact</p> <p>Opinions of State actors on:</p> <p>What are the signs of changes in social norms related to ECCE f.e. around gender roles) within the communities? How can we best measure them/track them? Changes of village/school regulations or policies (gender, ECCE, etc.)</p> <ul style="list-style-type: none"> ○ Changes related to ECCE ((i.e. parenting, nutrition, etc.) at the level of families, civil society, in the communities and in schools (i.e.: curriculum and teaching practices, etc). 	

<ul style="list-style-type: none"> ○ Level of active participation¹⁷ of women/men in the different interventions of the programme and in the community/teachers in schools; ○ Different roles of women/men in the different ECCE interventions of the programme and in the community/in schools ○ Decision-making power of women/men/teachers involved in/reached by the programme ○ (Presentation of) different roles of women/men and voices or decision-making of girls and boys in ECCD and in DRR/CCA ○ Facilitating and restricting (f)actors at the level of families, civil society, regarding changes in social norms and at school level regarding changes in teaching practices. <p>Signs of gender-transformative processes in the programme?</p> <ul style="list-style-type: none"> ○ Level of appreciation by PCO staff, partners (VWU, L&L, VVOB) <i>(taking into account cultural differences in the two programme regions, taking into account different approaches of ECCE and CCA/DRR)</i> ○ Understand and address how gender norms influence children throughout their life course, from birth through to adulthood. ○ Work to strengthen girls' and young women's agency over the decisions that affect them, as well as by building their knowledge, confidence, skills and access to and control over resources. ○ Work with and support boys, young men and men to embrace positive masculinities and to promote gender equality, while also achieving meaningful results for them. ○ Consider girls, boys, young women and young men in all their diversity when identifying and responding to their needs and interests. ○ Improve the conditions (daily needs) and social position (value or status) of girls and young women. ○ Foster an enabling environment where all stakeholders work together to support children and youth on their journey towards gender equality. <p>Specific for changes within State actors:</p> <p>Signs of gender-transformative processes in the context in which the programme is implemented?</p> <ul style="list-style-type: none"> ○ Level of attention to gender transformative processes in politics, vision, and mission of the partner organisations, of authorities at local, provincial, district and national level <i>(taking into account cultural differences in the two programme regions, taking into account different approaches of ECCD and DRR/CCA)</i> 	
<p>5. Gender</p> <p>How did the programme in its 2 components strengthen gender equality and transformation? How does gender equality strengthen the programme? Normally, this entered the programme from 2017.</p> <p>Here I will add (tomorrow) some criteria that PIB uses about gender transformation</p> <ul style="list-style-type: none"> ○ Which positive changes and tendencies can be observed in women's and young girls' living conditions (awareness) since 2017? ○ Which positive changes and tendencies can be observed in women's and young girls' social positions (transformative) since 2017? ○ In the activities and context of the programme, what has favoured or limited positive effects on gender and how can this be optimised? ○ To what extent and how have gender integration and related approaches contributed to consolidation of effectiveness, relevancy, impact, sustainability, and coherence of the programme? <p>Signs of gender-transformative processes in the programme?</p>	<p>Here we will look closely at PIB's gender transformation document (criteria)</p>

<ul style="list-style-type: none"> ○ Level of appreciation by PCO staff, partners (VWU, L&L, VVOB) <i>(taking into account cultural differences in the two programme regions, taking into account different approaches of ECCE and CCA/DRR)</i> ○ Understand and address how gender norms influence children throughout their life course, from birth through to adulthood. ○ Work to strengthen girls’ and young women’s agency over the decisions that affect them, as well as by building their knowledge, confidence, skills and access to and control over resources. ○ Work with and support boys, young men and men to embrace positive masculinities and to promote gender equality, while also achieving meaningful results for them. ○ Consider girls, boys, young women and young men in all their diversity when identifying and responding to their needs and interests. ○ Improve the conditions (daily needs) and social position (value or status) of girls and young women. ○ Foster an enabling environment where all stakeholders work together to support children and youth on their journey towards gender equality. <p>Signs of gender-transformative processes in the context in which the programme is implemented?</p> <ul style="list-style-type: none"> ○ Level of attention to gender transformative processes in politics, vision, and mission of the partner organisations, of authorities at local, provincial, district and national level <i>(taking into account cultural differences in the two programme regions, taking into account different approaches of ECCD and DRR/CCA)</i> 	
<p>6. Partnership and strengthening of capacities</p> <ul style="list-style-type: none"> ○ How do Plan Bolivia and partners concretely work on partnership and capacity building? This information should be in documents. It is part of the survey as well. ○ How has partnership and capacity evolved over the 5 years? ○ External factors that have played a role? ○ What is missing in terms of partnership and capacity? How can this be strengthened? 	<p>Here we use PIB’s partnership criteria (that are in the inquiry)</p>

Evaluation questions per actor

CCA/DDR

Plan (PIB and PIV)

Evaluation questions	method
<p>Don’t forget (attention!):</p>	
<p>1. Relevance</p>	<p>interview</p>

<p>1.1 Were the adjustments to the outcomes and activities made following the Covid-19 crisis relevant and efficient? Did they improve programme implementation?</p> <ul style="list-style-type: none"> ○ Listing the adjustments made (or types of adjustments) ○ The impact of the adjustments on the outcomes/programme. ○ Lessons to be learnt <p>1.2 The relevance of the programme is assessed in terms of matching the development strategy and priorities of the country and locality, satisfying the needs of target group, being relevant to the current conditions of the programme locality. Some orienting questions will be outlined as follows:</p> <ul style="list-style-type: none"> ○ Are the programme design, approaches and implementation mechanisms relevant and appropriate in view of Viet Nam’s policies on climate change adaptation and natural disaster reduction? ○ To what extent, have the programme achievements addressed critical needs of Lai Chau and Kon Tum CCA/DRR’s needs? ○ To what extent are the programme objectives and outcomes designed to meet the identified priorities and needs on CCA/DRR of the target communities? ○ Are the programme approaches and implementation mechanism relevant to the existing context of the CCA/DRR programme locality? If so, how? ○ Is the programme design based on collected data and evidence and responsive to CCA/DRR needs of local people? <p>NOTE: the focus is on 1.1 (ToR). 1.2 will be treated as much as possible, but in the ToR 1.2 is not mentioned.</p>	
<p>2. Sustainability What mechanisms are in place to ensure CCA/DRR outcomes can be sustained? Or what have been done to sustain the CCA/DRR results and to promote the replication of the CCA/DRR good practices or models by Government partners?</p> <p>2.1. To what extent and how have the implementing partners been strengthened in their capacities? (Approach, policy and cooperation & partnership)</p> <ul style="list-style-type: none"> ○ Identification of CO’s policy and mechanisms for partners’ capacity strengthening (e.a. knowledge & conviction/ambition on gender transformative approach, ...)? ○ Capacity development for teachers and local authorities to maintain CCA/DRR good practices/ bilingual education models in schools and in community ○ The partners’ own role in deciding on capacity strengthening ○ Appreciation of the partners’ strengthened capacities ○ Appreciation of importance of partners’ capacities that still need to be strengthened <p>NOTE: This evaluation question 2.1 is also treated in the last evaluation question, which is exclusively about partnership</p> <p>2.2. What can be done to maintain all the CCA/DRR community models/good practices in schools after the programme ends? (Parenting groups, CCA/DRR groups in schools) à resources, institutionalization, technical assistances</p> <ul style="list-style-type: none"> ○ What are the CCA/DRR good community models and good educational practices in schools that should be maintained and replicated after the programme? ○ Identification of necessary conditions and needs for maintaining the CCA/DRR community models (at the level of the various actors that play a role in this component: community actors, government actors (at various levels), local organisations, implementing actors, ... ○ Are those CCA/DRR conditions/needs met? ○ What is needed to meet those CCA/DRR conditions/needs? ○ specific role for men/women or young women/young men? ○ stability of functioning of parenting groups/students core groups in schools 	<p>interview</p>

- empowerment of parenting groups to organise themselves (how is influx and out flux of parents with children 0-8y organised) (to be discussed)
- to which extent the CCA/DRR models/methods provided by the DGD programme/Plan International are being organised within the parenting groups
- autonomous investments of local communities in parenting groups (or other forms of ECCD)/investments of schools in CCA/DRR students' groups

2.3 What were the **good practices** implemented in terms of **DRR/CCA** and protection of the environment? What are the limits and opportunities for replication in the future?

- Identification and analysis of good practices of DRR/CCA and the environment in the programme and in the communities
- Level of ownership of the good practices (incl. children and adolescents), schools...
- The level of integration of DRR/CCA and environment protection at governance level
- Obstacles and opportunities for good practices and their reproduction
- Level of awareness on and appropriation of the government strategy by schools
- Increased capacity in DRR/CCA among the different actors involved
- (Link DRR/CCA and **gender transformative**, special attention towards potential of working with gender transformative approach, for example girls and women not only most vulnerable but also important factor increasing resilience of communities) (important to stress **potential**, since gender transformation approach is very recent)
- Is attention to environment mainstreamed in CCA/DDR? If yes, how and what are the results of it? If not, why not and what needs to be changed (what could have been done better)?

2.4 To what extent can we expect **implementing partners and government institutions** to sustain the interventions and achievements after the end of the programme (in terms of technical skills, financial means and prioritisation)? Where will additional support be needed?

Implementing partners: *looking at technical skills, financial means and prioritisation:*

- Internal policy and practice in favour (or not) of CCA/DRR?
- How are their perspectives to maintain CCA/DRR?
- What does that depend on? (internal factors, external factors)
- How can that be influenced? By whom?

Government institutions: *looking at technical skills, financial means and prioritisation:*

- Identification of policy and practice changes in favour of CCA/DRR
- appreciation of the contribution of the L&A activities of partners: why is there interest or lack of interest in continuing CCA/DRR?
- Does L&A influence that?
- Interest in maintaining work on CCA/DRR?
- For example, other VWU districts taking on the same approach?
- For example, additional budget made available by national ministries?
- How can interest be strengthened?

3. Coherence

How did the programme contribute to the targets of the Common Strategic Frameworks? (**not really for State actors**)

- identify common areas and targets in the CSC – common vision on gender transformative approach?

<ul style="list-style-type: none"> ○ identify work in synergies towards the common areas and synergies <p>This can be applied to Sate actors: Coherence between Plan International strategies of CCA/DRR programs and MOET/BOET/local authorities' development priorities and strategies in these areas (ECCE, DRR)</p> <p>This was not in ToR. main focus is on JSF</p>	
<p>4. Impact</p> <p>What are the signs of changes in CCA/DRR social norms (f.e. around gender roles) within the communities and changes in CCA/DRR teaching practices in schools? How can we best measure them/track them?</p> <ul style="list-style-type: none"> ○ Changes related to CCA/DRR at the level of families, civil society, in the communities and changes related to CCA/DRR at schools ○ Level of active participation¹⁸ of women/men/teachers in the different interventions of the CCA/DRR programme and in the community ○ Different roles of women/men/teachers in the different interventions of the programme and in the community/schools ○ Decision-making power of women/men involved in/reached by the CCA/DRR programme ○ (Presentation of) different roles of women/men and voices or decision making of girls and boys in DRR/CCA ○ Facilitating and restricting (f)actors at the level of families, civil society, regarding changes in CCA/DRR social norms and at school level regarding changes in teaching practice of CCA/DRR <p>Signs of gender-transformative processes in the programme?</p> <ul style="list-style-type: none"> ○ Level of appreciation by PCO staff, partners (VWU, L&L, VVOB) <i>(taking into account cultural differences in the two programme regions, taking into account different approaches of ECCE and CCA/DRR)</i> ○ Understand and address how gender norms influence children throughout their life course, from birth through to adulthood. ○ Work to strengthen girls' and young women's agency over the decisions that affect them, as well as by building their knowledge, confidence, skills and access to and control over resources. ○ Work with and support boys, young men and men to embrace positive masculinities and to promote gender equality, while also achieving meaningful results for them. ○ Consider girls, boys, young women and young men in all their diversity when identifying and responding to their needs and interests. ○ Improve the conditions (daily needs) and social position (value or status) of girls and young women. ○ Foster an enabling environment where all stakeholders work together to support children and youth on their journey towards gender equality. <p>Signs of gender-transformative processes in the context in which the programme is implemented?</p> <ul style="list-style-type: none"> ○ Level of attention to gender transformative processes in politics, vision, and mission of the partner organisations, of authorities at local, provincial, district and national level <i>(taking into account cultural differences in the two programme regions, taking into account different approaches of ECCD and DRR/CCA)</i> 	
<p>5. Gender</p> <p>How did the programme in its 2 components strengthen gender equality and transformation? How does gender equality strengthen the programme? Normally, this entered the programme from 2017.</p>	<p>Here we will look closely at PIB's gender transformation document (criteria)</p>

¹⁸ Cf. ladder of participation

<p>Here I will add (tomorrow) some criteria that PIB uses about gender transformation</p> <ul style="list-style-type: none"> ○ Which positive changes and tendencies can be observed in women's and young girls' living conditions (awareness) since 2017? ○ Which positive changes and tendencies can be observed in women's and young girls' social positions (transformative) since 2017? ○ In the activities and context of the programme, what has favoured or limited positive effects on gender and how can this be optimised? ○ To what extent and how have gender integration and related approaches contributed to consolidation of effectiveness, relevancy, impact, sustainability, and coherence of the programme? <p>Signs of gender-transformative processes in the programme?</p> <ul style="list-style-type: none"> ○ Level of appreciation by PCO staff, partners (VWU, L&L, VVOB) <i>(taking into account cultural differences in the two programme regions, taking into account different approaches of ECCE and CCA/DRR)</i> ○ Understand and address how gender norms influence children throughout their life course, from birth through to adulthood. ○ Work to strengthen girls' and young women's agency over the decisions that affect them, as well as by building their knowledge, confidence, skills and access to and control over resources. ○ Work with and support boys, young men and men to embrace positive masculinities and to promote gender equality, while also achieving meaningful results for them. ○ Consider girls, boys, young women and young men in all their diversity when identifying and responding to their needs and interests. ○ Improve the conditions (daily needs) and social position (value or status) of girls and young women. ○ Foster an enabling environment where all stakeholders work together to support children and youth on their journey towards gender equality. <p>Signs of gender-transformative processes in the context in which the programme is implemented?</p> <ul style="list-style-type: none"> ○ Level of attention to gender transformative processes in politics, vision, and mission of the partner organisations, of authorities at local, provincial, district and national level <i>(taking into account cultural differences in the two programme regions, taking into account different approaches of ECCD and DRR/CCA)</i> 	
<p>6. Partnership and strengthening of capacities</p> <ul style="list-style-type: none"> ○ How do Plan Bolivia and partners concretely work on partnership and capacity building? This information should be in documents. It is part of the survey as well. ○ How has partnership and capacity evolved over the 5 years? ○ External factors that have played a role? ○ What is missing in terms of partnership and capacity? How can this be strengthened 	<p>Here we use PIB's partnership criteria (that are in the inquiry)</p>

State actors

Evaluation questions	method
<p>Don't forget (attention!):</p>	
<p>1. Relevance</p> <p>1.1 Were the adjustments to the outcomes and activities made following the Covid-19 crisis relevant and efficient? Did they improve programme implementation?</p>	<p>interview</p>

<ul style="list-style-type: none"> • Listing the adjustments made (or types of adjustments) • The impact of the adjustments on the outcomes/programme. • Lessons to be learnt <p>1.2 The relevance of the programme is assessed in terms of matching the development strategy and priorities of the country and locality, satisfying the needs of target group, being relevant to the current conditions of the programme locality. Some orienting questions will be outlined as follows:</p> <ul style="list-style-type: none"> • How have this programme design, approaches and implementation relevant to Viet Nam’s policies and strategies on CCA & DRR education? • To what extent, have the programme achievements addressed critical needs of CCA/DRR of ethnic minority groups/localities like Lai Chau and Kon Tum? • How have the programme implementation and results fitted in with the CCA/DRR education programs (extra-curricular) and teaching practice in schools (for MOET/BOET officers)?/How have the programme implementation and results fitted in with the CCA/DRR practice and norms in community (for women’s union officers)? <p>NOTE: the focus is on 1.1 (ToR). 1.2 will be treated as much as possible, but in the ToR 1.2 is not mentioned.</p>	
<p>2. Sustainability</p> <p>What mechanisms are in place to ensure CCA/DRR outcomes can be sustained? Or what have been done to sustain the CCA/DRR results and to promote the replication of the CCA/DRR good practices or models by Government partners?</p> <p>2.1. To what extent and how have the implementing partners been strengthened in their capacities? (Approach, policy and cooperation & partnership)</p> <ul style="list-style-type: none"> • Identification of CO’s policy and mechanisms for partners’ capacity strengthening (e.a. knowledge & conviction/ambition on gender transformative approach, ...)? • Capacity development for teachers and local authorities to maintain CCA/DRR good practices/ bilingual education models in schools and in community • The partners’ own role in deciding on capacity strengthening • Appreciation of the partners’ strengthened capacities <p>Appreciation of importance of partners’ capacities that still need to be strengthened</p> <p>2.2. What can be done to maintain all the CCA/DRR community models/good practices in schools after the programme ends? (Parenting groups, CCA/DRR groups in schools) à resources, institutionalization, technical assistances</p> <ul style="list-style-type: none"> • What are the CCA/DRR good community models and good educational practices in schools that should be maintained and replicated after the programme? • Identification of necessary conditions and needs for maintaining the CCA/DRR community models/school practices (at the level of the various actors that play a role in this component: community actors, government actors (at various levels), local organisations, implementing actors, ... • Are those CCA/DRR conditions/needs met? • What is needed to meet those CCA/DRR conditions/needs? • specific role for men/women or young women/young men? • stability of functioning of parenting groups/students’ groups • empowerment of parenting groups to organise themselves (how is influx and out flux of parents with children 0-8y organised) (to be discussed) • to which extent the models/methods provided by the DGD programme/Plan International are being organised within the parenting groups • autonomous investments of local communities in parenting groups (or other forms of ECCD)/ investments of schools in CCA/DRR students’ groups <p>1.3 What were the good practices implemented in terms of DRR/CCA and protection of the environment? What are the limits and opportunities for replication in the future?</p>	<p>interview</p>

<ul style="list-style-type: none"> • <i>Is attention to environment mainstreamed in ECCE? If yes, how and what are the results of it? If not, why not and what needs to be changed (what could have been done better)?</i> <p>1.4 To what extent can we expect implementing partners and government institutions to sustain the interventions and achievements after the end of the programme (in terms of technical skills, financial means and prioritisation)? Where will additional support be needed?</p> <p>Implementing partners: <i>looking at technical skills, financial means and prioritisation:</i></p> <ul style="list-style-type: none"> • Internal policy and practice in favour (or not) of CCA/DRR in ECCE curriculum or teaching practice • How are their perspectives to maintain CCA/DRR in ECCE? • What does that depend on? (internal factors, external factors) • How can that be influenced? By whom? <p>Government institutions: <i>looking at technical skills, financial means and prioritisation:</i></p> <ul style="list-style-type: none"> • Identification of policy and practice changes in favour of CCA/DRR in ECCE • appreciation of the contribution of the L&A activities of partners: why is there interest or lack of interest in continuing CCA/DRR in ECCE? Does L&A influence that? • Interest in maintaining work on CCA/DRR in ECCE? <ul style="list-style-type: none"> - For example, other VWU districts taking on the same approach? - For example, additional budget made available by national ministries? - How can interest be strengthened? 	
<p>3. Coherence</p> <p>How did the programme contribute to the targets of the Common Strategic Frameworks? (not really for State actors)</p> <ul style="list-style-type: none"> ○ identify common areas and targets in the CSC – common vision on gender transformative approach? ○ identify work in synergies towards the common areas and synergies <p>This can be applied to State actors: Coherence between Plan International strategies of CCA/DRR programs and MOET/BOET/local authorities' development priorities and strategies in these areas (ECCE, DRR)</p> <p>This was not in ToR Main focus is on JSF</p>	
<p>4. Impact</p> <p>What are the signs of changes in CCA/DRR social norms (f.e. around gender roles) within the communities and changes in CCA/DRR teaching practices in schools? How can we best measure them/track them?</p> <ul style="list-style-type: none"> ○ Changes related to CCA/DRR at the level of families, civil society, in the communities and changes related to CCA/DRR at schools ○ Level of active participation¹⁹ of women/men/teachers in the different interventions of the CCA/DRR programme and in the community ○ Different roles of women/men/teachers in the different interventions of the programme and in the community/schools 	

¹⁹ Cf. ladder of participation

<ul style="list-style-type: none"> ○ Decision-making power of women/men involved in/reached by the CCA/DRR programme ○ (Presentation of) different roles of women/men and voices or decision making of girls and boys in DRR/CCA ○ Facilitating and restricting (f)actors at the level of families, civil society, regarding changes in CCA/DRR social norms and at school level regarding changes in teaching practice of CCA/DRR <p>Signs of gender-transformative processes in the programme?</p> <ul style="list-style-type: none"> ○ Level of appreciation by PCO staff, partners (VWU, L&L, VVOB) <i>(taking into account cultural differences in the two programme regions, taking into account different approaches of ECCE and CCA/DRR)</i> ○ Understand and address how gender norms influence children throughout their life course, from birth through to adulthood. ○ Work to strengthen girls’ and young women’s agency over the decisions that affect them, as well as by building their knowledge, confidence, skills and access to and control over resources. ○ Work with and support boys, young men and men to embrace positive masculinities and to promote gender equality, while also achieving meaningful results for them. ○ Consider girls, boys, young women and young men in all their diversity when identifying and responding to their needs and interests. ○ Improve the conditions (daily needs) and social position (value or status) of girls and young women. ○ Foster an enabling environment where all stakeholders work together to support children and youth on their journey towards gender equality <p>Signs of gender-transformative processes in the context in which the programme is implemented?</p> <ul style="list-style-type: none"> ○ Level of attention to gender transformative processes in politics, vision, and mission of the partner organisations, of authorities at local, provincial, district and national level <i>(taking into account cultural differences in the two programme regions, taking into account different approaches of ECCD and DRR/CCA)</i> 	
<p>5. Gender</p> <p>How did the programme in its 2 components strengthen gender equality and transformation? How does gender equality strengthen the programme? Normally, this entered the programme from 2017. Here I will add (tomorrow) some criteria that PIB uses about gender transformation</p> <ul style="list-style-type: none"> ○ Which positive changes and tendencies can be observed in women’s and young girls’ living conditions (awareness) since 2017? ○ Which positive changes and tendencies can be observed in women’s and young girls’ social positions (transformative) since 2017? ○ In the activities and context of the programme, what has favoured or limited positive effects on gender and how can this be optimised? ○ To what extent and how have gender integration and related approaches contributed to consolidation of effectiveness, relevancy, impact, sustainability, and coherence of the programme? <p>Signs of gender-transformative processes in the programme?</p> <ul style="list-style-type: none"> ○ Level of appreciation by PCO staff, partners (VWU, L&L, VVOB) <i>(taking into account cultural differences in the two programme regions, taking into account different approaches of ECCE and CCA/DRR)</i> 	<p>Here we will look closely at PIB’s gender transformation document (criteria)</p>

<ul style="list-style-type: none"> ○ Understand and address how gender norms influence children throughout their life course, from birth through to adulthood. ○ Work to strengthen girls’ and young women’s agency over the decisions that affect them, as well as by building their knowledge, confidence, skills and access to and control over resources. ○ Work with and support boys, young men and men to embrace positive masculinities and to promote gender equality, while also achieving meaningful results for them. ○ Consider girls, boys, young women and young men in all their diversity when identifying and responding to their needs and interests. ○ Improve the conditions (daily needs) and social position (value or status) of girls and young women. ○ Foster an enabling environment where all stakeholders work together to support children and youth on their journey towards gender equality <p>Signs of gender-transformative processes in the context in which the programme is implemented?</p> <ul style="list-style-type: none"> ○ Level of attention to gender transformative processes in politics, vision, and mission of the partner organisations, of authorities at local, provincial, district and national level <i>(taking into account cultural differences in the two programme regions, taking into account different approaches of ECCD and DRR/CCA)</i> 	
<p>6. Partnership and strengthening of capacities</p> <ul style="list-style-type: none"> ○ How do Plan Vietnam and partners concretely work on partnership and capacity building? This information should be in documents. It is part of the survey as well. ○ How has partnership and capacity evolved over the 5 years? ○ External factors that have played a role? ○ What is missing in terms of partnership and capacity? How can this be strengthened? 	<p>Here we use PIB’s partnership criteria (that are in the inquiry)</p>

Methodology and evaluation matrix children

Evaluation questions	Children 8-11 years old	How to collect data?	Children aged 12-16	How to collect data?
<p>Impact</p> <p>4.1 What are the signs of changes in social norms (f.e. around gender roles) within the communities? How can we best measure them/track them?</p> <ul style="list-style-type: none"> ○ Changes at the level of families, civil society, government (esp. with regard to/that can be linked to unequal power relations/gender inequality) 	<p>ECCE (Component 1 – main)</p> <p>Warm up: organize a small game for children (for example, making friend or prince – princess- lion, etc.)</p> <p>1. Playing and social engagement:</p> <p>1.1. What you like most when you participate in the playing and reading group? Why?</p> <p><i>Eliciting:</i></p> <p>- Tell us the books or stories, games you often read and play when you come to clubs.</p>	<p>1. Preparing some photos of children of FGD in which they participated in the playing and reading groups.</p> <p>- Writing on coloured cards with markers for children easy to see and read.</p>	<p>ECCE (Component 1 – minor)</p> <p>Warm up: organize a small game for children (for example, making friend or prince – princess- lion, etc.)</p> <p>1. Playing and social engagement:</p> <p>1.1. What you like most when you participate in the playing and reading group? Why?</p> <p>1.2. What activities in the playing and reading group</p>	<p>1. Writing on coloured cards/A4 with marker pens.</p>

<ul style="list-style-type: none"> o Level of active participation²⁰ of women/men in the different interventions o Different roles of women/men in the different interventions and programme and management structures o Decision-making power of women/men involved in/reached by the programme o (Presentation of) different roles of women/men and girls and boys in ECCE and in CCA/DDR o Facilitating and restricting (f)actors at the level of families, civil society, government <p>Signs of gender-transformative processes in the program?</p> <ul style="list-style-type: none"> o Level of appreciation by PCO staff, partners (VWU, L&L, VVOB) (<i>taking into account cultural differences in the two programme regions, taking into account different approaches of ECCE and CCA/DDR</i>) <p>Signs of gender-transformative processes in the context in which the program is implemented?</p> <ul style="list-style-type: none"> o Level of attention to gender transformative processes in politics, vision, and mission of the partner organisations, of authorities at local, provincial, district and national level (<i>taking into account cultural differences in the two programme regions, taking into account different approaches of ECCE and CCA/DDR</i>) 	<p>- Are there any events or programs in the village/schools organized for you? What are they? How do you participate in these events/programs?</p> <p>1.2. Is the participation in this playing and reading group useful for your study and/or life? Why?</p> <p>2. Nutrition, caring/education at home:</p> <p>2.1. What do you often have for your meals? Are there any differences in your meals 3 years ago and now?</p> <p><i>Eliciting:</i></p> <ul style="list-style-type: none"> - What kinds of food do you like most at home/at school? <p>Who cook it for you? How do you support mother/father to cook?</p> <p>2.2. Do parents buy or produce toys/playing equipment for you? What are they?</p> <p><i>Eliciting/Probing:</i></p> <ul style="list-style-type: none"> - Did they buy them 2-3 years ago? - How do they play with you? (eliciting changes in playing with them, etc.). Does mother or father spend more time playing with you? <p>2.3. How do parents help you in your studying? Are there any differences in their helps 3 years ago and now?</p> <p><i>Probing:</i></p> <ul style="list-style-type: none"> - Does mother or father spend more time on teaching or learning with you? How? <p>CCA/DDR (Component 2 – minor)</p>	<p>2. Collecting a set of photos of foods and toys/playing equipment, etc. that used for parents' training and coached parents to cook at home for children.</p> <p>3. Preparing children's village map (it is more wonderful if children can draw map with researchers)</p> <ul style="list-style-type: none"> - Preparing some flashflood pictures in Sin Ho (Lai Chau) if available. 	<p>do you organize and/or facilitate by yourself?</p> <p><i>Probing:</i></p> <ul style="list-style-type: none"> - Are there any events/programs in the village/schools initiated by yourself? What are they? <p>1.3. How does your participation in these events/programs help your schooling or life?</p> <p><i>Probing:</i></p> <ul style="list-style-type: none"> - How do female children participate in these events? Have they taken leading roles? <p>CCA/DDR (component 2 – main)</p> <p>2. Behaviour change in CCA/DDR (if participated in this programme component)</p> <p>2.1. Could you please point out the dangerous locations in your village map? What do you do to keep you safe from these risks?</p> <p>2.2. Have you experienced any natural disasters in your village for the last 3 years? (i.e. flood, landslide, etc.). If so, what did you do?</p> <p>2.3. Have your CCA/DDR group had any own initiative? How do you promote and implement it?</p> <p><i>Probing:</i></p> <ul style="list-style-type: none"> - What are initiatives of female students? 	<p>2. A4 paper and coloured cards for writing their ideas on these cards for discussion.</p> <p>2. Drawing the village map and identifying the risky locations (natural disasters) for group discussions.</p>
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²⁰ Cf. ladder of participation

	<p>3. Behaviour change in CCA/DDR (if participated in this programme component)</p> <p>3.1. Could you please point out the dangerous locations in your village map? What do you do to keep you safe from these risks?</p> <p>3.2. Have you experienced any natural disasters in your village for the last 3 years? (flood, landslide, etc.) if so, what did you do?</p>		<p>2.4. How often is your group meeting? How have you organized it?</p> <p><i>Probing:</i></p> <ul style="list-style-type: none"> - How are female students' role and participation in group activities? <p>2.5. How have you actively approached to teachers/programme officers/parents/local people for supports to realize your programme/initiative(s)?</p> <p>3. What are the changes in school's and local people's response to natural disasters for the past 3 years?</p> <p><i>Probing:</i></p> <ul style="list-style-type: none"> - Roles of mother and father - Signs of changes 	<p>Seasonal calendar</p>
Sustainability				
<p>1.2 To what extent and how have the implementing partners been strengthened in their capacities?</p> <p>1.3 What can be done to maintain all the community models after the program ends?</p> <p>1.4 What were the good practices implemented in terms of CCA and protection of the environment? What are the limits and opportunities for replication in the future?</p> <p>1.5 To what extent can we expect implementing partners and government institutions to sustain the interventions and achievements after the end of the programme (in terms of technical skills, financial means and prioritisation)? Where will additional support be needed?</p>	<p>4. What is interested you most from the programme activities that you want to continue to participate in the future? What is not interesting for you?</p> <p><i>Eliciting:</i></p> <ul style="list-style-type: none"> - Most interesting things in playing and reading groups; - Boy and girls level of satisfaction - CCA/DDR group in school (if available) <p>5. What needs to be changed in playing/reading groups or CCA/DDR group to make you more excited to participate in these groups?</p> <p><i>Probing:</i></p> <ul style="list-style-type: none"> - Boy and girls perspectives <p>6. Should this group be scaled up to other villages for your friends that have not yet been in the programme?</p>	<p>* Drawing their dreamed playing and reading/CCA group.</p> <p>* 3 minutes for thinking and then speaking by turn when playing a ball throw.</p>	<p>4. What is interested you most from the programme activities that you want to continue to participate in the future?</p> <p><i>Eliciting:</i></p> <ul style="list-style-type: none"> - Most interesting things in playing and reading groups; - CCA/DDR group in school (if available) <p>5. What needs to be changed in playing/reading groups or CCA/DDR group to make you more excited to participate in these groups?</p> <p><i>Probing:</i></p> <ul style="list-style-type: none"> - Boy and girls perspectives <p>6. Should this group be scaled up to other villages for your friends that have not yet been in the programme?</p>	<p>Writing on coloured cards.</p>

Methodology and evaluation matrix - parents

Evaluation questions	Parents with children 0-8 years old	How to collect data?	Parents with children aged 6-15	How to collect data?
Impact				
<p>4.2 What are the signs of changes in social norms (f.e. around gender roles) within the communities? How can we best measure them/track them?</p> <ul style="list-style-type: none"> ○ Changes at the level of families, civil society, government (esp. with regard to/that can be linked to unequal power relations/gender inequality) ○ Level of active participation²¹ of women/men in the different interventions ○ Different roles of women/men in the different interventions and programme and management structures ○ Decision-making power of women/men involved in/reached by the programme ○ (Presentation of) different roles of women/men and girls and boys in ECCE and in CCA/DRR ○ Facilitating and restricting (f)actors at the level of families, civil society, government <p>Signs of gender-transformative processes in the program?</p> <ul style="list-style-type: none"> ○ Level of appreciation by PCO staff, partners (VWU, L&L, VVOB) (<i>taking into account cultural differences in the two programme regions, taking</i> 	<p>ECCE (main) Warm up: organize a simple game for parents (Do what I tell you to do, NOT do what I do)</p> <p>1. Nutrition, caring/education at home: 1.1. What have been the benefits you earned from ECCE programme in terms of nutrition for children?</p> <p><i>Eliciting/Probing:</i> (with references to positive changes identified in preparatory phase) - With changes in food preparation/meal and feeding children, how do your children/family members enjoy it? - With changes in gender roles in family cooking and caring for children, how do children adapt and receive it?</p> <p>2.2. What have been the benefits you earned from ECCE programme in terms of caring and wellbeing for children?</p> <p><i>Eliciting/Probing:</i> - With changes in producing toys/playing facilities for children, how do you see the wellbeing of your children? - With changes in playing with and caring for them (roles of father and/or mother, ways to play/care, frequency, timing, etc.), how different are children from those 3-5 years ago?</p>	<p>2. Preparing some positive changes collected from preparatory phase</p> <p>- Writing on coloured cards with markers for children easy to see and read.</p> <p>2. Collecting a set of photos of foods and toys/playing equipment, etc. that used for parents' training and coached parents to cook at home for children.</p>	<p>CCA/DDR (main) Warm up: organize a simple game for parents (Do what I tell you to do, NOT do what I do)</p> <p>1. Behaviour change in CCA/DDR (if participated in this programme component) 1.1. Could you please point out the dangerous locations in your village map? What do you do to keep you safe from these risks?</p> <p><i>Probing:</i> - How do you teach their children to deal with possible natural disaster? - If there are changes in teaching children through different period of time (present, 3-5 years ago), how effective is it? - Does mother or father teach their children about this? How different?</p> <p>1.2. Have you experienced any natural disasters in your village for the last 3 years? (flood, landslide, etc.) if so, what did you do?</p> <p><i>Probing:</i> - What do men and women often do in dealing with natural disasters?</p>	<p>1. Preparing some positive changes collected from preparatory phase</p> <p>- Writing on coloured cards with markers for children easy to see and read.</p> <p>2. A4 paper and coloured cards for writing their ideas on these cards for discussion.</p> <p>3. Drawing the village map and identifying the risky</p>

²¹ Cf. ladder of participation

<p><i>into account different approaches of ECCE and CCA/DDR)</i></p> <p>Signs of gender-transformative processes in the context in which the program is implemented?</p> <ul style="list-style-type: none"> ○ Level of attention to gender transformative processes in politics, vision, and mission of the partner organisations, of authorities at local, provincial, district and national level (<i>taking into account cultural differences in the two programme regions, taking into account different approaches of ECCE and CCA/DDR)</i> 	<ul style="list-style-type: none"> - With changes in accessing health checking/services, how is the reduction in common diseases for children? <p>2.3. What have been the benefits you earned from ECCE programme in terms of educating/supporting your children's study?</p> <p><i>Probing:</i></p> <ul style="list-style-type: none"> - With changes in buying books/stories or reading books with children, how are children getting better in their literacy? - With changes in parents' roles in educating children, how better do your children study? <p>2. Networking/parents' meetings:</p> <p>2.1. What benefits do you have from parents' meeting?</p> <p><i>Eliciting:</i></p> <ul style="list-style-type: none"> - With changes in participating in groups' meetings, how do this benefit you in raising your children? - What are roles of husband/wife in participating in groups' meeting? - Are there any events or programs in the village/schools you initiated or organized by yourself? What are they? How do you facilitate these events/programs? <p>2.2. How does this network/group benefit village/community's life?</p> <p><i>Probing:</i></p> <ul style="list-style-type: none"> - With changes in wife/husband participation in village meetings, how does this benefit family's life and children? 	<p>3. Preparing children's village map (it is more wonderful if children can draw map with researchers)</p> <ul style="list-style-type: none"> - Preparing some flash flood pictures in Sin Ho (Lai Chau) if available. 	<ul style="list-style-type: none"> - How do you keep your self and family members safe from Covid-19? - What have you learnt from the programme activities in order to deal with Covid-19? - To whom and how actively do you approach for appropriate actions in dealing with this potential outbreak? <p>1.3. Have your CCA/DDR group had any own initiative? How do you promote and implement it?</p> <p><i>Probing:</i></p> <ul style="list-style-type: none"> - What are women's initiatives? What are men's? <p>2.4. How often is your group meeting? How have you organized it?</p> <p><i>Probing:</i></p> <ul style="list-style-type: none"> - How are women's roles and participation in group activities? <p>2.5. How have you actively approached to concerned stakeholders (i.e. local village authorities/programme officers/children, etc.) for supports to realize your programme/initiative(s)?</p> <p>2.6. What are your engagements in CCA/DDR education in schools and/or village for children?</p> <p><i>Probing:</i></p> <ul style="list-style-type: none"> - Who often engage in this process (mother or father)? How? 	<p>locations (natural disasters) for group discussions.</p> <p>Seasonal calendar</p>
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	<p>CCA/DDR (minor)</p> <p>3. Behaviour change in CCA/DDR (if participated in this programme component)</p> <p>3.1. Could you please point out the dangerous locations in your village map? What do you do to keep you safe from these risks?</p> <p><i>Probing:</i></p> <ul style="list-style-type: none"> - How do you teach their children to deal with possible natural disaster? - If there are changes in teaching children through different period of time (present, 3-5 years ago), how effective is it? - Does mother or father teach their children about this? How different? <p>3.2. Have you experienced any natural disasters in your village for the last 3 years? (flood, landslide, etc.) if so, what did you do?</p>		<p>3. What are the changes in school's and local people's response to natural disasters for the past 3 years?</p>	
Sustainability				
<p>1.6 To what extent and how have the implementing partners been strengthened in their capacities?</p> <p>1.7 What can be done to maintain all the community models after the program ends?</p> <p>1.8 What were the good practices implemented in terms of CCA and protection of the environment? What are the limits and opportunities for replication in the future?</p> <p>1.9 To what extent can we expect implementing partners and government institutions to sustain the interventions and achievements after the end of the programme (in terms of technical skills, financial means and</p>	<p>4. What are you interested most in the programme activities that you want to continue to maintain after the programme end?</p> <p>What are you not interested in?</p> <p><i>Eliciting:</i></p> <ul style="list-style-type: none"> - Most interesting things/best practices in parents' meeting groups (ECCE) - CCA/DDR group in village (if available) <p>5. What needs to be changed in parents' meeting groups or CCA/DDR group to make you more excited to participate in these groups?</p> <p>6. Should the parenting groups and/or CCA groups be replicated/maintained? If so how to maintain it?</p>	<p>* 3 minutes for thinking and then speaking by turn when playing a ball throw.</p> <p>* RA write down parents' ideas on the coloured cards</p>	<p>4. What are you interested most in the programme activities that you want to continue to maintain after the programme end?</p> <p>What are you not interested in?</p> <p><i>Eliciting:</i></p> <ul style="list-style-type: none"> - Most interesting things/best practices in parents' meeting groups (ECCE) - CCA/DDR group in village (if available) <p>5. What needs to be changed in parents' meeting groups or CCA/DDR group to make you more excited to participate in these groups?</p> <p>6. Should the parenting groups and/or CCA groups be replicated/maintained? If so how to maintain it?</p>	<p>* 3 minutes for thinking and then speaking by turn when playing a ball throw.</p> <p>* RA write down parents' ideas on the coloured cards</p>

prioritisation)? Where will additional support be needed?				
Relevance				
Were the adjustments to the outcomes and activities made following the Covid-19 crisis relevant and efficient? Did they improve programme implementation?	7. Do the parents meetings group and programme training activities satisfy your needs? How? 8. Are there any challenges in putting the trained or introduced knowledge/skills by the programme into practice? What are they?		7. Do the parents meetings group and programme training activities satisfy your needs? How? 8. Are there any challenges in putting the trained or introduced knowledge/skills by the programme into practice? What are they?	

6.5 Partnership questionnaires

Broad criteria	Judgement criteria	Assessment 1-5	Explanation(s) regarding the given score
1. Mutual appraisal	1.1 The Plan International CO and its partners assess each other's capacities.		
	1.2 The CO and its partners share the same information about each other (areas like leadership, values, management capacity, gender and programme & influence approaches).		
2. Capacity building	2.1 The assessment leads to concrete capacity building plans (for each of the partner organisations) with adequate financial sources that are implemented with mutual oversight.		
	2.2 The CO and its partners regularly follow up on the capacity building plans and revise it if needed.		
	2.3 Plan international and its partners measure the progress made in each of the areas identified for capacity building.		
	2.4 The quality of the capacity building activities is monitored by Plan International and its partners.		
3. Assessment of risks	3.1 There is an open and documented discussion between the CO and its partners on the risks of partnerships, at least once per year.		
	3.2 This leads to joint mitigation plans that are implemented.		
4. Signing agreements	4.1 Partnerships are formalised in written agreements between the CO and its partners (mutual goals, contacts, what to do with problems, non-negotiables...).		
5. Mutual oversight	5.1 The CO and its partners name designated persons for the partnership		
	5.2 These persons are in close contact with one another about the partnership.	4	
	5.3 The organisations have clear mechanisms and processes to follow up agreements, provide regular updates, share lessons, give feedback, ensure joined monitoring,		

Broad criteria	Judgement criteria	Assessment 1-5	Explanation(s) regarding the given score
	identify emerging risks and needs, amongst others.		
6. Regular feedback and annual review	6.1 The CO regularly asks for feedback from partners on working with the CO.		
	6.2 The Annual Partners' Feedback Survey is conducted on an annual basis.		
	6.3 At least once per year, the CO and its partners meet individually (1 CO:1 partner organization) to discuss and assess how the partnership is working.		
	6.4 These meetings include decisions on concrete actions towards the future for strengthening of the partnership and answering to needs of the organisations (strengthening of capacities, ...).		
7. Exit and sustainability	7.1 The CO and partners jointly develop an exit strategy to ensure sustainability.		
	7.2 Capacity building of the partner organizations (they are stronger at the end of the programme/programme)		
	7.3 Sustainability of the actions implemented and role of the partner organization(s) to work on this sustainability at local level		

PIV

Broad criteria	Judgement criteria	Assessment on a scale from 1 (completely disagree) to 5 (fully agree)	Explanation(s) regarding the score
1. Identifying partners and developing partnerships	1.1 While developing this 5-year programme, the Plan International CO, supported by Plan International Belgium, conducted a context analysis.		
	1.2 At the start of this 5-year programme, the CO identified its needs and expectations for		

	partnerships for that given context and for the specific strategies of the programme.		
	1.3 The CO then did a mapping of potential partners that could participate in the strategies, programmes and in that given context.		

- 1 – Strongly disagree
- 2 – Disagree
- 3 – Neither agree or disagree
- 4 – Agree
- 5 – Strongly agree

6.6 Modified activities

NOT-REALIZED or MODIFIED ACTIVITIES

FINAL EVALUATION OF THE 5-YEAR PROGRAMME (2017-2021) FINANCED BY DGD (BELGIUM)

South Research

September 2021

Specific Objective 1			
Title or description of not-realized activities	Degree of completion (in progress - modified - abandoned)	Explications	Effect on the programme or on the beneficiaries?
1: A.2.1.2 The Training of Trainers (ToT) and roll-out trainings to replicate the parenting model in Binh Duong and Vung Tau Provinces.	Abandoned	The activities were designed to build capacity for volunteers in Vung Tau and Binh Duong so that they are capable of running the parenting groups activities in their own communities.	Effect on the beneficiaries: 70 volunteers of WU in Vung Tau and Binh Duong provinces did not receive the needy support to run the parenting models. Effect on the programme: the quality of replication in the two provinces would be limited.
2: A.2.1.2 » Training on the guidelines to maintain and run the parenting models after the program end.	Modified	This activity was designed to test the guidelines before adopting in the entire (targeted and replicated) areas of the program.	Effect on the beneficiaries: 33 volunteers of Kon Tum and Lai Chau could not receive opportunities to contribute their voices, experiences and knowledges in improving the quality of the guidelines to ensure the guidelines work for the best of users (volunteers across 46 provinces) Effect on the programme: the quality of guidelines was not fully reviewed by volunteers who are the best in running the parenting models through five years. The program missed the chance to utilise the intellectual asset and practical knowledge what it developed through its implementation.
A.2.4.2 The series of activities to advocate the Government approving the parenting education program at national level	Abandoned	The activities were designed to present the parenting models to Policy makers at Central level. By doing that, the parenting models would officially receive the financial support from the Government Budget. It will contribute to ensure	Effect on the beneficiaries: 1,140 parenting groups missed the opportunities to received the regularly financial support. Effect on the programme: the sustainability of the program would get better support if the activities would have implemented.

		the model being sustained and replicated across the country.	
A.2.3.1 The monthly monitoring of all level of WU's and Plan CO	Modified	The activities were designed to ensure the quality of the activities as well as building capacity for local partners and volunteers.	Effect on the beneficiaries: volunteers of 55 parenting groups and 41 children reading and playing groups did not receive regular observations to improve their performance and delivery. Effect on the programme: the capacity of partners and volunteers of the program would get better support if the activities would have implemented.
Specific Objective 2			
Title or description of not-realized activities	Degree of completion (in progress - modified - abandoned)	Explications	Effect on the programme or on the beneficiaries?
B.2.1.1.2 The children forum on DRR/CCA issues	Abandoned	The activity was designed to ensure the voices of children and youth are heard to tackle the shared issues of climate change and disasters.	Effect on the beneficiaries: About 300 students did not receive the chance to share their voices and opinions on DRR/CCA and the Government Representatives missed the chance to see the opinions of children and youth on the issues. Effect on the programme: the child forum was one of the important annual activities of the program where children and youth were supported to echo their voices on the DRR/CCA matters.
B.2.1.1.2 The monthly communication events at school level and communities on DRR/CCA	Abandoned	The activity was designed to (1) build capacity for youth so they can actively take the lead on fighting climate changes in their communities and (2) raise awareness for children and people in communities	Effect on the beneficiaries: young leaders missed the chance to present themselves and people missed the opportunities to develop their skills on DRR/CCA Effect on the programme: the program missed the chance to increase its impact on the 9 communities.

6.7 Success stories

6.7.1 Success story 1 - Better teacher, better children

Y Ben, a Xe Dang ethnic preschool teacher in a satellite school in Mang But 2 village, has participated in this BNO Programme for 5 years. She has often been in charge of teaching a multi-age class (3-5 years old). This year, she is responsible for a multi-age class with 17 children aged 3 to 5. Most difficultly, there are nearly 10 three year-old children who do not have habit of following disciplines and are unable to understand Vietnamese language. In this context, it is really a great challenge for a teacher to deliver a good teaching to such a big number of preschool children at the different ages without support of another teacher.

Before the programme, Y Ben found difficult to develop relevant lesson plan and delivered effective teaching to children at different ages though she could communicate in local language (Xe Dang language) with children. She felt terribly stressed. Since the programme interventions, she has entirely transformed her teaching. With the training courses on teaching Vietnamese language as a second language and multi-grade teaching method, Y Ben has been able to manage her class well and effectively communicated with children in classroom. She has really made great improvements in lesson plan design, teaching and learning tools preparation for each group of children. Y Ben disclosed that she has known how to set relevant objectives in each lesson for children at different ages in her multi-grade classroom, specifically the objectives of lessons, topics and questions for each age group of children. She knows how to guide 5 year-old children to support her in teaching for 3 or 4 year old ones. Additionally, she actively asks for support from parents and local authorities such as teaching tool production from local materials, classroom cleaning, child teaching at home, etc.

Impressively, Y Ben has become more active and confident in the professional sharing and learning meetings in her preschool owing to the new professional development meeting model introduced by the BNO programme. According to this new model, teachers and managers have focused on observing students' performance rather than teachers' in classroom. Before the programme, she was very scared of being assessed by her line manager(s) and colleagues through their attendance at her teaching periods. However, she has comfortably and confidently delivered their teaching since her participation in the programme. She said that

"I am now happy and often voluntarily ask for my manager and colleagues to attend my teaching periods. Because my teaching is no longer critically assessed, instead, given with their constructive comments and feedback for my improvements. When I know how to teach my children at different ages, I feel happy and no more stressed. I feel more inspired when all children are eager for my story reading periods in which I can use both local language and Vietnamese... We have fun in classroom. Children attentively listen to story and actively raise their questions. They regularly go to class and actively engage in all learning activities. At the beginning of the new school-year, three-year old children wore dirty clothes to classroom and rarely washed their hands. After one semester, they changed their habit. They now look clean and always wash their hands before lunch meals..."

Furthermore, with the ECCE gender based training courses, Y Ben not only guides male and female children to equally engage in their learning activities, but also helps to change parents' perception of gender based support for their children. For the past two years, more fathers have participated in taking their children to class and supported Y Ben to produce toys and teaching and learning tools from local materials for children..."



Photo: A story reading period for multi-age class of Teacher Y Ben

6.7.2 Success story 2 - Safer school and cleaner village

Sung Thi Thao, a Mong Grade 9 student in Ta Ngao commune, Sin Ho district (Lai Chau), has participated in the core youth group that consists of 25 members from Grade 6-9 for the past 4 years. She has taken the leading role in this youth group. The core youth members often have their meeting once per month in which Thao facilitate the game playing for her peers and discussion on environmental protection, natural disasters, climate change, gender equality, etc. She depends on two guiding books provided by the programme for each class in order to support her teacher to develop the questions and stationeries (pencils, markers, A0 paper, coloured cards, etc.) for each meeting discussion.

Thao shared that “My friends and I have learnt a lot of useful knowledge about climate change, environmental protection, natural disasters and gender equality that are very useful for our life. We know how to prevent and deal with potential natural disasters in localities such as landslides, flash flood in the rainy seasons from July to August every year. We share our knowledge with parents so that they reduce wood exploitation for cooking and house building.

And I am very interested in organizing games for the core youth members in every meeting. At first, I felt shy and unconfident in facilitating these games. However, with my teacher’s support, I have gradually become self-confident in front of the crowd. And I could well organize diverse games for our friends through which we guide our friends to explore and disseminate information about environment, climate change and child rights. One of my most memory event that I successfully organized was a information communication education competition on natural disaster prevention for all students in my school. I was so happy when all students actively and enthusiastically participated in answering the raised questions. Some students were very excellent in the speaking contest about the safe school and local natural disasters. This year, I am the final year of the lower secondary education cycle so I teach some younger students how to facilitate our core youth group so that when I graduate from school by the end of this year, they can continue to operate this group”

Thao has developed her leadership skills through self-organizing some events under the mentoring of her teacher such as singing and dancing festival, photo voice gallery walk, sport competition, ICE campaign on gender equality, safe schools, etc. She also expressed that her digital skills has also developed when searching for more information in Internet. More importantly, she also initiated a programme on peach tree planting with her friends. They successfully planted tens of peach in school ground and garden in order to make their school beautiful.

Beyond her school, Thao has also contributed to securing a clean environment in Nam Chai village. She said that *“I see that many households in my living village freely throw household garbages in the public roads and places. So I asked my parents to talk with the head of village to issue some regulations on cleaning wastes. The head of village agreed with my family’s suggestion. After the first month, some households did not follow the village rules. As such, the village authority issued a stricter rule regarding financial punishment (25,000 VND per time) against any household that discharge wastes indiscriminately. As a result, our village environment is now very clean”*

6.7.3 Success story 3 - More equal roles of childrearing, better care and development for children

Y Thuan, 25 years old, and A Dum - her husband, 28 years old have two children (a 6 year old daughter and a 3 year old son). They are Xe Dang people in Tu Nong village. In the family, A Dum is the breadwinner. He often takes extra work as construction worker out of village, and earns money from picking up mushrooms in the forest. Y Thuan is responsible for light farming work and children cares so she often stays at home. They have participated in the parenting group for 5 years.

Before the programme, A Dum rarely took care of his children and he perceived that it was his wife's responsibilities. For the first two years of the programme, he did not attend the parenting group because he thought it was the group for women not for men. However, when he saw that some husbands in the village attended this parenting group and with his wife's persuasion, he sometimes joined the parenting group. He confided that *"Since my participation in the parenting group, I have felt the happiness of a father when I spent time playing with my children. Previously, I thought I was only responsible for earning money to afford our family's life and it was my wife's roles of taking care of our children. So I never talked and played with my children. However, I saw some men in the village produced toys for their children and took their children to class three years ago. I changed my mind. At first, I tried to attend the parenting group to understand what my wife and other men learnt from this group. I could not imagine it was so interesting and useful for our childrearing practices. Since then, I have attended the parenting group with my wife whenever I have stayed at home. I still remember how happy my children were when the first time I bought the new clothes for them two years ago. Particularly, I feel how love they have for me when I spend time making toys and reading stories with them. My daughter starts his first grade this year and I often help her with her Vietnamese language and homework. Instead of spending time with other guys in village to drink, I now reserve this time for my children. Thanks to the programme, I can enjoy the feeling of happiness of a father"*

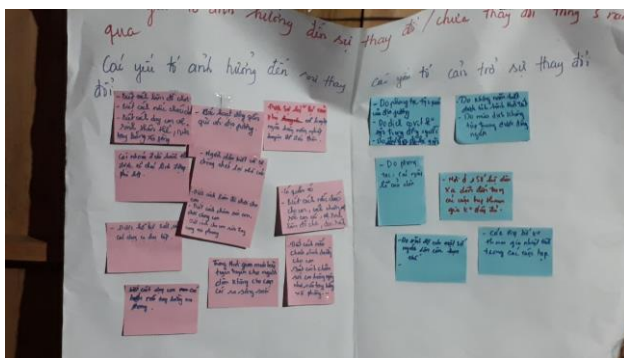
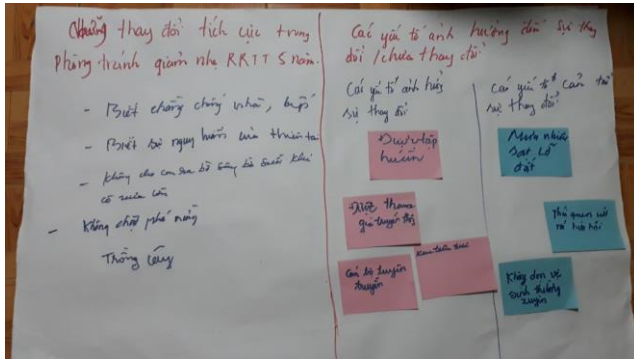
Notably, A Dum also knew how to take care of their wife when she gave birth to second baby. He helped her to wash clothes and housework for the first month of her baby-giving time. He also knew cook the good and healthy food for his wife during this time. Additionally, A Dum highly appreciated his wife's changes in their children's childrearing practices. She has known to cook nutritious porridge for children, had regular bath for them and clean their house.

Y Thuan disclosed that *"I am so happy to be a member of the parenting group in this village. I have learnt a lot from experts and other mothers about childrearing. With the guidance of the volunteer and experience sharing of other women, I often change food for my children. I now understand the benefits of eels and frogs for my small children's health development. Before the programme, I only fried eels and frogs for adults, never cooked them for children. Yet, since the programme, I learnt to cook porridge with eels, shrimps and frogs with some relevant ingredients for my children. And I also understand that children also need to eat vegetables so I plant different kinds of vegetables such as carrots, cabbages, zucchini, pumpkin, etc. in our garden or field. I adopted such knowledge and skills acquired from the programme for bringing up my second child so he has a better health and weight than his elder sister... Importantly, I now know to watch the weather forecast in order to prepare appropriate clothes and raincoats for our children when they go to school and do not go to forest or field if storm or flood likely occur at that time."*

A part from child-care, Y Thuan revealed her great impression and gratitude for the programme activity in terms of eliminating the domestic violence. Her husband has never got drunken and beated her since he attended the parenting group. Furthermore, the village regulation on severe punishment for men who cause domestic violence has also prevented her husband from alcohol drinking. They are now a very happy couple and family in the village.

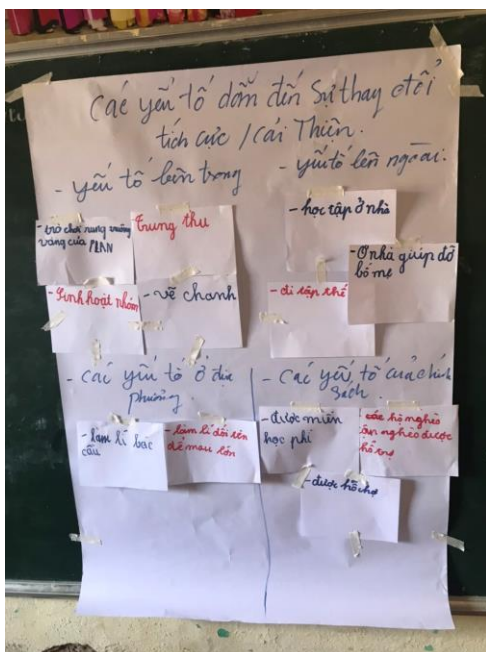
6.8 Pictures of pilot experience workshops

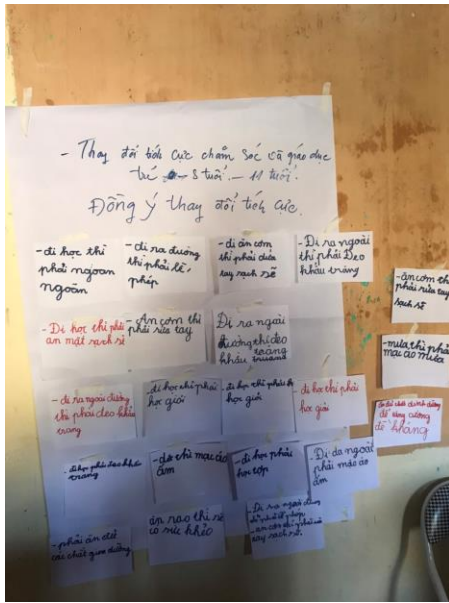
Kon Tum:



Lai Chau:

Students:





Lai Chau:

Parents:



6.9 Literature (non-exhaustive)

Programme documents

The PIB Vietnam programme, annual lessons learned, annual performance scores, the JSF for Vietnam and meeting reports, the mid-term evaluation, the quantitative – baseline, mid-line, end-line - indicators

Other documents

Aide et Action (2020)

The untapped economic potential of Vietnam's ethnic minority groups

<https://southeastasiaglobe.com/ethnic-minority-youth-vietnam-economy/>

Borgen Magazine (2021)

Examining Women's Rights in Vietnam

<https://www.borgenmagazine.com/womens-rights-in-vietnam/>

Frontiers in psychology (11 September 2020)

Impact of COVID-19 on Economic Well-Being and Quality of Life of the Vietnamese During the National Social Distancing

<https://www.frontiersin.org/articles/10.3389/fpsyg.2020.565153/full>

GSO (2022)

Gross Domestic Product Growth 2019-2021

<https://www.gso.gov.vn/en/homepage/>

Reliefweb (2021)

Disaster Risk Reduction in Viet Nam: Status Report 2020

<https://reliefweb.int/report/viet-nam/disaster-risk-reduction-viet-nam-status-report-2020>

UNDP (2021)

Rapid Assessment of the Covid-19 Socio-Economic Impact on Vulnerable Households in Viet Nam. Hanoi: UNDP Vietnam.

UNICEF (2020a)

Childcare in a Global Crisis: The Impact of Covid-19 on work and family life.

<https://www.unicef-irc.org/publications/1109-childcare-in-a-global-crisis-the-impact-of-Covid-19-on-work-and-family-life.html>

UNICEF (2020b)

Rapid assessment on the social and economic impacts of Covid-19 on children and families in Viet Nam.

<https://www.unicef.org/vietnam/media/5701/file/Rapid%20assessment%20on%20the%20social%20and%20economic%20impacts%20of%20Covid-19%20on%20children%20and%20families%20in%20Viet%20Nam.pdf>

Evaluation financed with the support of the Belgian Development Cooperation:

