

ENDLINE EVALUATION REPORT

Local Rights Programme Ninh Phuoc District, Ninh Thuan Province

Ha Noi, September 2014

Contents

Abbreviations	8
PART I: INTRODUCTION.....	9
Chapter I: Summary	9
1.1. The purpose of the assessment	9
1.2. Methodology.....	10
1.3. Sampling.....	10
1.4. Limitations.....	11
PART II: LITERATURE REVIEW	12
Chapter II: The Context of the Programme	12
2.1. Programme Background	12
2.2. The Beneficiaries of the Project	13
Chapter III: Summary of main activities, methods of implementation and results of the Programme from 2001 to 2014.....	14
3.1. Implementation Methods.....	14
3.2. The operational phase of LRP4	14
3.3. The Activities of LRP4.....	15
PART III. PROGRAMME EVALUATION.....	19
Chapter IV. The Effectiveness of the Programme.....	19
4.1. Rationale for the Programme Implementation and the Programme’s Beneficiaries.....	19
4.2 Planning and Implementation Process	19
4.3. Monitoring and evaluation (M&E).....	23
4.4. Budget	24
4.5. Programme Priority 1. Alternative livelihoods and sustainable agriculture.....	24
4.6. Programme Priority 2. Enhancing accountability and people-to-people solidarity for social change, youth leadership and civil society credibility	28
4.7. Programme Priority 3. Promote Equal Access to Quality Education for Children	33
4.8. Programme Priority 4. Respond to disasters and climate change impacts with people-centered alternatives	36
4.9. Programme Priority 5. Development of social and political alternatives for women and girls.....	39
4.10. HIV/AIDS.....	46
Chapter V: The impact/influence of the programme	46
5.1. General view	46
5.2. Programme Priority 1.....	47
5.3. Programme Priority 2.....	50

5.4. Programme Priority 3.....	52
5.5. Programme Priority 4.....	56
5.6. Programme Priority 5.....	56
5.7. The right to life and human dignity in the face of HIV/AIDS.....	57
Chapter VI: The Programme’s sustainability and chances for replication.....	58
Chapter VII. Challengesandsuggestions.....	60
7.1. Challenges from community	60
7.2. Challenges from the programme	64
Chapter VIII. Learningexperience.....	66
8.1. Advantages.....	66
8.2. Difficulties	66
PART IV-CONCLUSIONS AND RECOMMENDATIONS.....	67
ChapterIX: Conclusionsandrecommendations	67
9.1. Conclusions	67
9.1.1. Success of the LRP4.....	67
9.1.2. Things for improvement	69
9.2. Recommendations	69
Chapter X: TypicalStorieson the changes in the programmelifecycle	70
References.....	77

List of Tables

Table 1:Sample size	10
Table 2. Information of credit-saving section since its establishment to end of 2013.....	27
Table 3. The percentage of household members participating in local unions and groups (unit: %)	29
Table 4: Evaluation on facilities at local schools (unit: %)	33
Table 5. Comparison of the poverty rate in project communes in 2001 and 2013	49
Table 6. The percentage of correct answer on Children’s rights	55
Table 7. Challenges and suggestions for community.....	61
Table 8. Challenges and suggestions	64

List of Figures

Figure 1. Ethnicity of household heads and house hold type (%)	13
Figure 2. Percentage of households by gender of respondents and household heads	14
Figure 3. The percentage of LRP4's budget (2001-2014)	24
Figure 4. The percentage of households participating in activities or receiving support related to cultivation from LRP4 (%)	25
Figure 5. The percentage of respondents known about the local groups and clubs (%)	28
Figure 6. Evaluation on the usefulness level of the local groups and clubs (%)	28
Figure 7. The percentage of households having members who participated in the consultation/dialogue about public services	30
Figure 8. Evaluation on the usefulness level of consultation/dialogue about public services	30
Figure 9. The percentage of households with land use right certificate (LURC)	31
Figure 10. The percentage of households with members participating in workshop/forum/dialogue on the right to access to land and resources in the last 3 years	32
Figure 11. Literacy status of surveyed household members and the percentage of children attending school	34
Figure 12. The percentage of people known about the activities related to education at the local (unit:%)	34
Figure 13. Comparing the impact of natural disasters on household with 3 years ago (unit: %)	36
Figure 14. Sources of information used to communicate on prevention and reduction of disasters (unit: %)	37
Figure 15. The percentage of households with members who participated in the training on prevention and disasters mitigation (%)	38
Figure 16. Evaluation on the usefulness level of the training on prevention and disasters mitigation	38
Figure 17. The main contributors to household income (unit: %)	39
Figure 18. Awareness of respondents on labor division and gender equality (%)	40
Figure 19. The proportion of each family member taking the main role in household's tasks	41
Figure 20. Sources of information on prevention against domestic violence (unit: %)	42
Figure 21. The proportion of households participating in communication activities on gender equality, prevention against domestic violence and reproductive health for women (unit: %)	43
Figure 22. The person named in the LURC	44
Figure 23. The proportion of respondents informed of the regulation that both the wife and the husband should be named on the LURC (unit: %)	45
Figure 24. Evaluation on the number of women participating in activities of the community and local government	45
Figure 25. Evaluation on the prevalence of a number of issues in the locality	46
Figure 26. The income sources in 2013 of surveyed households (unit: %)	47
Figure 27. Comparison of household's current income with that in 2010 (unit: %)	48
Figure 28. Change in public service delivery/access	50
Figure 29. Percentage of respondents aware of the local groups/clubs (%)	51
Figure 30. Evaluation of the usefulness of the groups/clubs (%)	51
Figure 31. Evaluation of the usefulness of education-related activities (%)	52
Figure 32. Evaluation of the impacts of education-related activities to the children's studying and skills in the family (%)	52

Figure 33. Evaluation of usefulness of education-related activities (%)..... 53
Figure 34. Evaluation on the impacts of education-related activities to the study and skills of children in the family (%) 53
Figure 35. The proportion of children participating in children activities organized in the locality..... 54

Annexes

Annex 1.	List of FGD and KII	77
Annex 2	List of surveyed households.....	77
Annex 3.	Budget-activities-beneficiaries 2001-2014	77
Annex 4.	Budget-activities-beneficiaries 2011-2014	77
Annex 5.	List of groups established by LRP4	77
Annex 6.	Quantitative questionnaire.....	77
Annex 7.	Manual guide for FGD of residents	77
Annex 8.	Manual guide for FGD of CPMU.....	77
Annex 9.	Manual guide for FGD of DPMU	77
Annex 10.	Manual guide for KII of head of CPMU	77
Annex 11.	Manual guide for KII of district leader	77
Annex 12.	Manual guide for KII of District WU representative	77
Annex 13.	Manual guide for KII of District Education Section	77
Annex 14.	Manual guide for KII of District Agriculture Extension Center.....	77
Annex 15.	Additional details for KII and FGD	77
Annex 16.	Manual guide for typical stories	77

Abbreviations

AAV	ActionAid Vietnam
CEDAW	Committee on the Elimination of Discrimination against Women
CPC	Commune's Peoples' Committee
CPMU	Commune Programme Management Units
CRSA	Climate Resilient Sustainable Agriculture
DIPECHO	Disaster Preparedness Programme of The European Commission's Humanitarian Aid department (ECHO)
DPMU	District Programmes Management Unit
DWAF	Development Woman Assistance Fund
FGD	Focus Group Discussion
HRBA	Human Rights Based Approach
KII	Key informant interview
M&E	Monitoring and evaluation
LRP	Local Rights Programme
LRP4	Local Rights Programmes in Ninh Phuoc
LURC	Land Use Rights Certificate
PFO	Programme Finance Officer
PMU	Programme Management Unit
PO	Programme Officer
PP	Programme Priority
SEDP	Socio-Economic Development Plan

PART I: INTRODUCTION

Chapter I: Summary

1.1. The purpose of the assessment

ActionAid International in Vietnam (AAV) started its programme in Ninh Phuoc District of Ninh Thuan province in 2001. After 13 years of its operations AAV plans to phase out its Child Sponsorship Programme in the district and hand over the development programmes to the Development Woman Assistance Fund (DWAF) in October 2014. AAV applied Human Rights-Based Approach (which will be discussed in the next sections) to ensure that the programme meets the basic needs of people and communities, and strengthen their capacities and knowledge, in the 3 communes (An Hai, Phuoc Hai, and Phuoc Dinh) under the Local Rights Programme 4 (LRP4). Before phasing out, AAV through this independent assessment aims to *“review the results, efficiency and impact of this Programme; consider how activities could be continued and expanded, as well as share lessons learned with other programme areas of AAV¹”*.

The details of programme areas in Ninh Phuoc District²:

- Phuoc Dinh Commune: the commune area is about 13,118 ha, consisting of 5 villages. The total population of Phuoc Dinh commune is about 7,785 in 1,514 households. The commune has 336 poor households. According to the LRP4 report, the poverty rate of this commune fell from 23.8³% in 2009 to 13.2⁴% in 2013.
- Phuoc Hai Commune: the commune area is about 3,341 ha, consisting of 4 villages. The total population of this commune is 14,625 in 2,847 households. This commune had 366 poor households. The poverty rate was 18.1% in 2009 and dropped to 12.9% in 2013. Currently, there are two major ethnicities, the Kinh (67%) and the Cham (32.9%), with the Raglai ethnic group accounting for a very small percent (0.05%).
- An Hai Commune: the commune area is about 2,092 ha, consisting of 6 villages. The total population of this commune is 15,171 in 3,707 households. This commune has 258 poor households. The poverty rate was 20.7% in 2009 and dropped to 6.7% in 2013.

In Ninh Phuoc district as a whole, the poverty rate was 18.5% in 2007⁵ and it came down to 9.2% in 2013. This general picture reflects the decrease in poverty rate in the whole district over the past years, where AAV's programmes can be attributed to this process due to stimulation factors or triggers.

The assessment had the following objectives:

- Evaluate the changes in life, economic, social, capacity, and perception of the local people, community groups, and other stakeholders.
- Evaluate the effectiveness, impact, sustainability and the expansion of the programme activities.
- Document the lessons learned from the activities of LRP4 so that it can be applied to other LRP programmes.

¹TOR, page 1

² Review report of LRP4, 2014

³ Impact evaluation report 2009, AAV

⁴ Review report of LRP4, 2014

⁵ Impact evaluation report 2009, AAV, p.15

1.2. Methodology

To ensure the accuracy of information, besides the literature review that was provided by the project staff, the survey team used (i) qualitative methods (including in-depth interviews and focus group discussions) and (ii) quantitative methods (using a questionnaire) to collect information. The qualitative information was obtained from (i) local residents, (ii) Community groups, (iii) Commune Programme Management Units (CPMU), and (iv) District Programme Management Unit (DPMU) (see Table 1 and Annex 1 for details).

The quantitative method was implemented with residents including ethnic minorities who lived in the 3 communes of the programme area. The two-stage sampling methodology was used to select samples; this ensures that each household in the project has equal chance of being selected for the survey. The first stage involved short-listing a number of villages. In the second stage, households were chosen from the shortlisted villages to participate in the survey. In both stages, the random sampling method was applied by using Stata software to ensure a representative sample of the population and across the criteria of poor, ethnic minority, and women-headed household.

In addition, the evaluation team also collected some case studies while conducting the survey.

1.3. Sampling

A sample is a subset of a population that is randomly selected to be representative of the population. In this project, 2 villages are randomly selected from each commune in the programme area. As a result, 6 villages were selected: An Thanh 1 and Tuan Tu in An Hai commune, Thanh Tin and Hoa Thuy in Phuoc Hai commune and Son Hai 1 and Tu Thien in Phuoc Dinh commune. Based on the list of households in each village, which was provided by Ninh Phuoc's DPMU, 12 households were randomly selected to participate in the survey. In addition, some stand-by households were selected to ensure the number of households taking part in the survey was as planned. During the survey, the households selected in advance (i) may not be available for the interview or (ii) may be difficult to access or they refuse to answer the questionnaire. In this case, it is necessary to replace them with stand-by households.

Table 1: Sample size

Methodology	Target groups	Number (people)
In-depth interview	<p>District level: Leader of District, the Education Department, The Women's Union, The Agricultural Extension Centre.</p> <p>Commune level: Head of CPMU.</p>	7
Focus group discussion	<p>District level (1 FGD): DPMU (5 officials)</p> <p>Commune level (3 FGD): commune authorities and associations (30 officials)</p> <p>Village level (2 FGD/village x 6 villages = 12 FGD): households in the villages, including the poor and near-poor households, woman-headed households and man-headed households, minority and Kinh ethnic (118 people)</p>	143

Methodology	Target groups	Number (people)
Questionnaire	12 household/village x 6 villages = 72 households ⁶	72
Typical story	10 stories/ 3 communes	10
Total		232

1.4. Limitations

One of the difficulties for the evaluation was that the team was not able to access the original documents to compare the overall results of the programme with the initial goals. At the conception stage of the project, a logical framework was not put together, therefore, the evaluation team found it difficult to evaluate the progress of task completion between the actual and annual plan. The annual budget only outlines goals, objectives, name of activities and cash flow budget. The implementation report contains content, location, beneficiaries, respective budgets and budget gap. However, the notes did not clearly mention what led to a budget gap. Hence, the reader could not have a clear understanding of the necessary links between the plan and implementation. The current problem is a lack of detailed action plan and specific goals that need to be achieved on an annual basis.

In addition, since there is no consistent report template, the evaluation team found it challenging to collect the necessary information about the programme interventions, such as the yearly project activities, frequency, locations, and quantity. Therefore, we were not able to create a summary table of activities as expected.

This survey aims to evaluate activities from 2011 to 2014. Therefore, result descriptions and analysis and impacts of the projects that were carried out prior to 2011 will be mainly based on the reports in this period combined with results of the final evaluation.

For the household survey, some chosen households were not at home, as the survey was conducted during the day on weekdays (Tuesday, Wednesday and Thursday). Hence, the enumerators had to choose several back up households. It was similar with pupils as the majority of them were at school when the survey was conducted. However, an adequate number of pupils participated in the survey as requested.

⁶ See Annex 2. List of households participating in quantitative survey

PART II: LITERATURE REVIEW

Chapter II: The Context of the Programme

2.1. Programme Background

As one of the first and active organizations in field of poverty reduction in Vietnam, Action Aid Vietnam (AAV) has been designing and implementing the Poverty Reduction Programme in Ninh Phuoc district, Ninh Thuan province (referred to as Programme) under the global poverty reduction framework, which was announced by Action Aid International (AAI) in 2000. Three communes of Ninh Phuoc district (which is Phuoc Hai, An Hai and Phuoc Dinh) were selected for Programme implementation in 2001 after the agreement of the People's Committee of Ninh Thuan province, Ninh Phuoc district and AAV.

The intervention activities of AAV in Ninh Thuan province in the early years of the 21st century were consistent with the overall socio-economic development orientation in Vietnam in general and in Ninh Thuan province in particular. The general objectives of the socio-economic development strategy in Vietnam over the 5 years from 2001-2005 were: *“Sustainable and fast economic growth to sustain and improve people’s livelihood. Transform the economic structure and labor structure towards industrialization and modernization. Significantly improve the effectiveness and competitiveness of the economy. Promote international economy. Create significant change in education and training, science and technology, promote the human factor. Generate jobs; eradicate poverty on the basic level; reduce the number of poor households; reduce the social evils. Strengthen socio-economic infrastructure; form a basic step for the socialism oriented market economy. Sustain the political sphere and social safety; and defend the independence, sovereignty, territorial integrity and national security.”*⁷

Ninh Thuan is located in the South Central Coast region of Vietnam. This region is a mix of plain, coastal and mountainous zones. The area is inhabited by a large number of ethnic minority people, with 23% of the total population made up of the Cham and Raglai ethnic minorities. It has many religions such as Buddhist, Catholic, Protestant, Muslim, Brahmins and Cao Dai. Ninh Thuan province is one of the poorest provinces of Vietnam. The poverty rate in 2001 was 19.4%, of which the ethnic minorities accounted for 45%. The majority of labor in this province comes from agriculture (66.4%), with aquaculture (6.3%) and industry (4.6%) also playing a role. Moreover, the nature in Ninh Thuan is harsh, flooding or prolonged droughts occur on a large scale affecting the life and production of the local people. In this context, the Poverty Reduction Programme is defined by local authorities at different levels as one of the most important tasks for the province, especially since the Prime Minister issued The National Target Programme on Poverty Reduction and Employment 2001-2005.⁸

Ninh Phuoc is a district of Ninh Thuan province, which is located in the driest and hottest region of the country, so a shortage of drinking water and water for agriculture is a serious problem that the local people face in the dry season. The district's main source of income is agriculture (90%), with some income derived from forestry and fishery (10%). Life of the people in mountain and coastal land areas is still difficult due to factors such as harsh weather, low quality of labor resources, lack of productive land and poor soil quality, plant diseases and pests, low crop yield, lack of knowledge on market and farming techniques, less opportunity to access extension services, and capital shortage. Moreover, there is little capability for diversification of non-agricultural income.

Ninh Phuoc Local Rights Programmes (referred to as LRP4) was undertaken to support the local authorities to solve these above problems. Three communes were selected based on criteria set by

⁷Review of the socio-economic situations in the period of 2001 – 2005, General Statistics Office , p.1, www.gso.gov.vn/

⁸Reduction of poverty, development of economic and social sustainability in NinhThuan <http://dangcongsan.vn>

AAV with priority given to poor households, ethnic minorities, children and women that are vulnerable. Therefore, Phuoc Dinh, Phuoc Hai and An Hai communes were chosen.

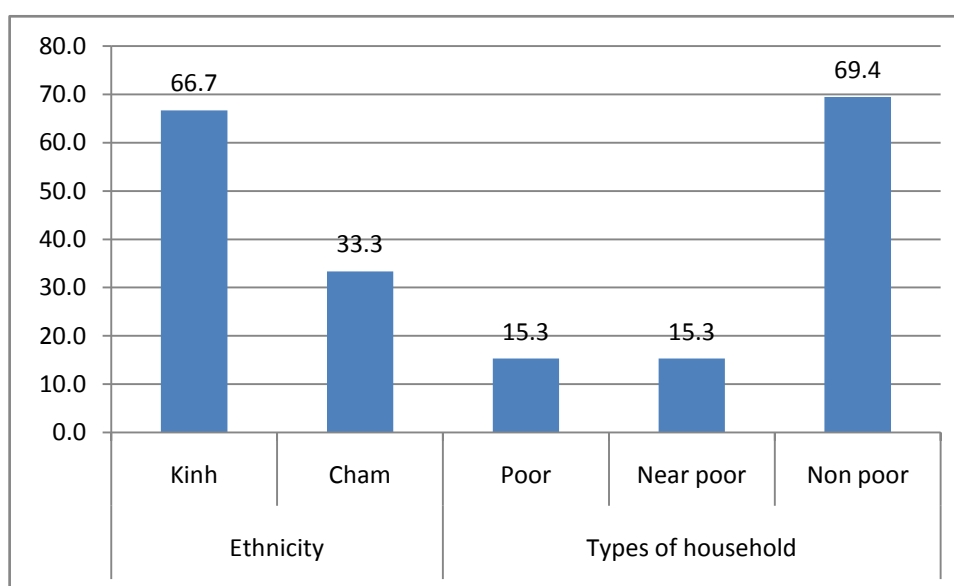
2.2. The Beneficiaries of the Project

The LRP4 was designed to meet basic rights through development programmes and bring benefits to the community, with the main beneficiaries being the poor, near-poor, ethnic minorities, youth and especially women and children.

The average size of the households that participated in the end-line survey is 4.8 members. The majority of households that participated in the end-line survey had more than 4 members (51.4%), 26.4% of households had 4 members and 22.2% of households had less than 4 members.

In terms of household type, an equal percentage of households were poor and near poor (15.3%)⁹. Most of the household heads are of Kinh ethnicity (66.7%), while 33.3% of household heads are of Cham ethnicity (Figure 1).

Figure 1. Ethnicity of household heads and house hold type (%)

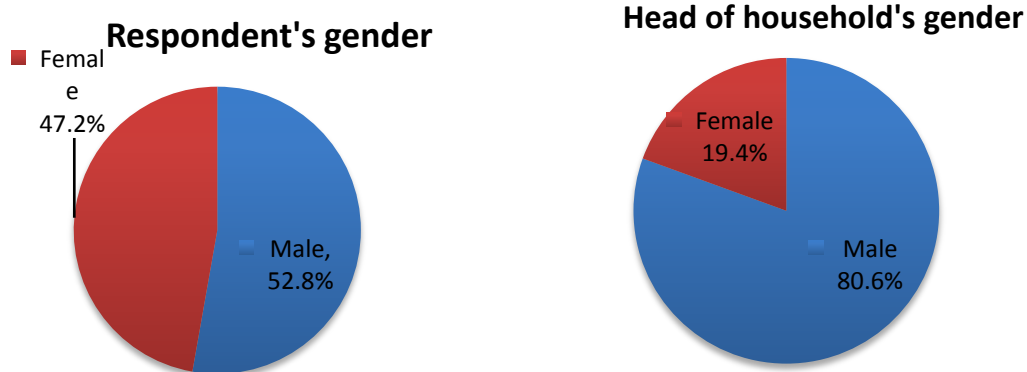


Source: End-line survey data

Among the 72 households surveyed, the rate of female respondents is 47.2%, slightly smaller than the rate of male respondents, accounting for 52.8%. Considering the household head, there is a significant gap in terms of gender: 19.4% of households are female-headed, while 80.6% of households are male-headed. The respondent's gender for the survey was 52.9% male and 47.1% female (figure 2).

⁹Decision No 9/2011/QĐ-TTg of the Prime Minister on the issuance of criteria for the poverty lines in Vietnam for the period 2011-2015

Figure 2: Percentage of households by gender of respondents and household heads



Source: Survey data

Thus, the survey provides a representation of people across the income, ethnicity, gender and age distribution.

Chapter III: Summary of main activities, methods of implementation and results of the Programme from 2001 to 2014.

3.1. Implementation Methods

Coming from AAV's experience in implementation of poverty reduction programmes in other provinces of Vietnam, and based on the Participatory Poverty Assessment (PPA) and Participatory Planning Process (PPP), AAV coordinated with local officials and communities at all levels and developed the poverty reduction programme with integrated activities in order to achieve the best results on economic and social development at local level¹⁰. Applying the human rights-based approach, AAV in the recent past set out their commitments through five Programmes Priorities, including: (i) promote solutions of alternative livelihoods and sustainable agriculture; (ii) accountability and people-to-people solidarity for social change, youth leadership and civil society credibility; (iii) promote equality in access to quality education for children; (iv) respond to disasters and climate change impacts with people-centered alternatives; and (v) develop social and political solutions for women and girls.

3.2. The operational phase of LRP4

- Phase 1 (2002 – 2004): AAV partnered with the Center for Rural Progress (CRP) to conduct the Programme in 3 communes (as mentioned above) in Ninh Phuoc district. End of 2004, AAV and CRP concluded their partnership.
- Phase 2 (2005 – 2010): AAV cooperated with the People's Committee of Ninh Phuoc district to continue the Programme in the three communes.
- Phase 3 (2011 – 2014): Prepare to withdraw and handover the Programme to local people.

Despite these operational phases, we can see that the investment and implementation of AAV's Programme in the three communes can actually be divided into two key phases: (i) Phase 1: from the beginning of the programme (2001) to end of 2010 and (ii) Phase 2: from 2011 to 2014, when

¹⁰ Impact evaluation report, 2009, AAV

the project will end. In Phase 1, there was a diverse range of project activities including material support, and a focus on basic rights. In Phase 2, the activities focus changed to on enhancing awareness, knowledge and skills (communication and training), while there was a reduction in both the number of activities conducted and infrastructure support for locals. The activities of the Programme are described in detail below.

3.3. The Activities of LRP4¹¹

The following paragraphs are a descriptive summary of activities, beneficiaries and budget in 5 Programme Priorities during the whole period of action since 2001 to 2014. As this information and figures have been extracted or summarized from the summary report of LRP4 in 2014, it reflects activities and budget in total of all years or in a specific year when the activity was implemented in the three programme communes.

Programme Priority 1: Alternative livelihood and sustainable agriculture

Purpose: support communities and poor people, particularly women in the project area to develop sustainable small-scale income-generating activities that meet the specific conditions of the locals.

Activities:

- (i) providing technical training to enhance crops and livestock production; during 2001-2014 the programme conducted 236 training courses on crop cultivation and livestock raising for 7,080 poor farmers with a total budget of 1.1 billion VND; since 2013, 7 training courses for sustainable agriculture and Climate Resilient Sustainable Agriculture (CRSA) which equipped poor women with knowledge on climate change and 10 farming solutions for climate change adaptation for 210 poor women in 3 project communes with a total budget of 34 million VND has been organized.
- (ii) support clubs of extension activities by setting up a bookcase with books of extension techniques for 6 villages, providing training courses on rearing cows, pigs, orchard for clubs' members, organizing 16 competition for 1,600 farmers (during the period 2004-2008) at a total cost of 34 million VND;
- (iii) in 2004, 2006, 2007, 2008 and 2011, the programme organized site visits to different farming models such as mushroom growing, orchards, green asparagus and free range chicken raising;
- (iv) the programme applied suitable agricultural models such as "3 in increase and 3 in decreases" for paddy rice cultivation for 15 households, sowing paddy rice by machines for 60 households, providing improved rice seedlings for 24 households, seaweed cultivation, peanuts, black queen grape, high-yield rice, red onions, rearing buffalo, chicken, pigs and cows;
- (v) 7 workshops to: share experiences on how to work to move out of poverty with 300 participants; on a model growing green asparagus with 50 participants; a model of rearing cattle with 45 people; cultivating seaweed with 50 people; doing business with 150 people; and a model of growing paddy rice with 50 participants
- (vi) distributing seedlings and production materials: with a total amount of 410 million VND, the programme supported seedlings of grapes for 2 households, new rice varieties for 54 households, red onions for 10 households, peanuts for 11 households, green asparagus for 7 households, seaweed for 25 households, chicken-duck-pig to 368 households, agricultural fertilizers for 702 households, piggeries and barns for cattle for 29 households, roof for 19 households where poor women make mats, and sewing machine for 10 groups of residents.
- (vii) provided community development fund with investments (without interest) of 784 million VND in total, including fertilizer for 78 households, investment for pigs, chickens,

¹¹ See Annex 3. The specific activities of the programme. Source: RLP4 summary report 2014

ducks and pigeons raising for 102 residents, fish farming for 3 people, buffalo rearing for 16 households, small business for 24 people, cow rearing for 47 households, seaweed cultivation for 11 households, and weaving for 6 households.

- (viii) **establishment and maintenance of 10 community development groups** with 296 members, and 5 interest groups on livestock, seaweed, and small businesses with a total of 74 members
- (ix) **communication activities - campaign**, including 9 small media events for 1,270 women, 24 media events for 720 men, 3 performances on the Land Law and rights to access natural resources for women; small communication groups on practices of CRSA for 840 women, 6 workshops with 300 women to call for support from sectorial departments to assist them to access land, a yearly campaign to end poverty from 2005 -2010 with 1,420 participants.
- (x) Credit-saving activities: in order to increase efficient use of money, to create jobs, increase incomes and improve family life. This is an important component of the programme. From 2001-2007, the programme has assisted 2,720 borrowers from the 1.4 billion VND fund from AAV, and 1.1 billion VND from its members. In late 2007, this programme was separated from LRP4 to become a local non-governmental organization. In 2013, 13 communes work with this fund with 5,352 members and total capital was 15.543 million VND.

Programme priority 2: Improving accountability and people's solidarity for social change, strengthen young leadership and the credibility of civil society

Purpose: to raise awareness and participation of residents in the activities of providing local public services, increase accountability of government officials to citizens, promote transparency, capacity building for women and youth to participate in communities' solutions of institutional issues, environment, and disaster mitigation.

Activities

- (i) Implementation of grassroots democracy, including implementation of Decree 79/CP on the democratic regulations, organizing training courses to raise awareness of laws, strengthening skills for conciliation at grassroots level, and supporting Phuoc Dinh commune to implement grassroots democracy. The total funding for this activity was 435.5 million VND for 18,926 beneficiaries.
- (ii) budget analysis at commune level: the programme provided 3 training courses of budget analysis for 105 officials in 2007 and 335 officials in 2008, 2 workshops on the Law of the State Budget, the amendment Law on Council Committee and People's Committee for 39 officials, budget analysis for 38 officials; openly announced to public through loudspeakers the communes' budget and through meeting directly with local residents in some villages with 162 participants. The total budget was 56.7 million VND for 4,928 participants.
- (iii) **capacity building for women, youth and ethnic groups** including providing training skills on group facilitation and management, establishment and maintenance of 6 youth groups, institutional issues for representatives of women and youth, training 32 women and youth in community development and M&E. The total fund for these activities was 100 million.
- (iv) **Improving the quality of public services and accountability of government officials**, including training on skills to work with residents, organizing dialogues between local people and government on public services and transparency issues, and M&E on the implementation of public services.

Programme Priority 3: Promote equality in access to quality education for children

Purpose: improve the quality of education and raise awareness of children's rights in the community.

Activities:

- (i) Direct physical support and infrastructure for schools including scholarships for 694 pupils, awards to 15,483 children, 107 bicycles, 20,670 notebooks, 2,049 backpacks, 921 school uniforms, textbooks and notebooks for 167 pupils, bookcases with 3,250 books for 9 primary schools, kindergarten rooms for 9 villages, 2 primary classrooms in 2 villages, fences for kindergartens, upgrade toilets and water reservoirs at schools, made playground with gravels and other with concrete. Total budget for this work is VND 1.8 billion.
- (ii) A model of “friendly school”: including activities such as organizing a study tour to other schools, 4 training courses on active teaching methods and making teaching visual materials, and skills to work with children, class observation skills, the method for assessment & feedback for 30 teachers; the establishment of core groups to perform the “friendly school” model, supporting teaching materials, improving schools’ landscape and environment, organizing competitions on making teaching aids, supporting extracurricular activities for 6,526 teachers and pupils with 404 million VND.
- (iii) The implementation of a model “studying pair for good progress”: supporting 410 pairs of pupils, 12 clubs with 252 pupils participated, organizing study tours and workshops to share experiences with 3,180 counts of attendees for 406 million VND.
- (iv) Establishment and operation of 2 clubs for young reporters. The purpose of these clubs is to guide pupils with skills to collect information on diverse topics in life, to write and to take photos. As a result, these clubs can facilitate pupils to express their perspectives and views on life. At the same time, these activities can help to mobilize the participation of communities in reviewing topics that have been addressed by the pupils.
- (v) The extra-curricular children-based activities including 18 summer camps for 3,756 pupils and adults, summer activities for 12,600 pupils participated, fun and music entertainment for the 18,000 pupils; 37 training courses for life skills practices for 11,859 pupils, 18 competitions on understanding the Law on Protection, Care and Education for children, and the Law on Education for 10,360 pupils; supporting children’s participation in Mid-Autumn festivals, organizing visits to traditional villages, forums, environment events for 4,572 pupils, reading events for 6,459 pupils; support with towels, notebooks, toothpaste, soap, and candies.
- (vi) Raising public awareness about access to education and children's rights, including two public performances on right of access to education in the community that attracted 1,427 people costing a total of 13.7 million; training on child rights for 240 adults; organizing forums on the child’s rights for the 11 schools with 5,011 students in the communes; 8 workshops on prevention of dropouts with 480 participants in all 3 communes; and small group meetings on children's rights for 11 community development groups with 325 participants.
- (vii) Generalizing education for children and adult literacy, including three classes for 53 children; activities for literacy and community development for 533 people at a budget of 187 million VND.
- (viii) Supporting visual aids for kindergartens, including 7 gramophone (record players), 3 slides, 24 toy racks, 115 sets of tables and chairs, 200 picture books, swings, seesaw bridges, bookshelves, learning tools, paintings of fruits, animals, and numbers for 670 pupils at 145 million VND.
- (ix) A campaign for Global Education Week under different themes each year.

Programme priority 4: CRSA by using people-centered methodology

Purpose: Increase the ability of people and community to respond to natural disasters.

Activities:

- (i) Raise awareness and capacity to prevent disaster mitigation: 4 training courses on disaster prevention to reduce the pioneering groups with 140 participants; 2 courses for training 70 people to swim and to cope with hurricanes and flooding; 18 courses on natural disaster mitigation and prevention for 631 people; 3 training courses on prevention knowledge on

disaster mitigation for 92 people; training the pioneering groups of 22 people in 3 communes on analysis of vulnerability to natural disasters and climate change; training 56 women representatives in communities; 8 training courses on analysis of vulnerability to natural disasters and planning for prevention of natural disaster for 240 people; 3 training courses for first aid for 105 participants of the rescue teams; training skills for paddling and motorboats for 64 members; communication in small groups and performance for 1,000 women and 3,865 pupils in schools, and organizing rehearsals for prevention, response and disaster mitigation for 160 participants.

- (ii) Direct physical support, including a loudspeaker system for 6,800 residents; installing a wireless speaker system for 1,200 residents; 1 large life motorboat; 2 paddling boats; 2 machines for 6 paddling boats; 2 machines for 2 motorboats. After the 2003 flood, the programme provided rice, instant noodles, and emergency medicine for 304 poor households in An Hai commune, 709 poor households in Phuoc Hai commune, 235 poor households in PhuocDinh commune, and rice seedlings for 111 poor farmers in Phuoc Hai for the total value of 172 million VND.

In 2004, the programme supported the building of 5 houses at 4 million VND/poor household; food and medicine aid for 215 households in An Hai commune and 220 households in Phuoc Hai for the total of 58 million VND.

In 2010, the programme provided fertilizer for 125 poor households after floods, and blankets for 450 households; digging 68 wells to water crops to combat drought and 14 wells for drinking water in schools and commune clinics; support of 129 life jackets, 76 raincoats, 48 ropes for rescue teams of 3 project communes. Total budget for direct assistance was 671 million VND.

- (iii) Reducing the impact of natural disaster (DIPECHO) project includes training on risk assessment and evacuation planning, hazard mapping at the village level, organizing training courses on prevention and disaster reduction, organizing workshops and competitions on prevention and disaster reduction, workshops for teachers to integrate a curriculum on disaster risk at schools, made newsletters for 12 villages, installation of a loudspeaker system to disseminate information and announce warnings, procurement of rescue facilities, support of 305 water tanks, modeling a type of house that can avoid and be safe in flooding season.

Programme Priority 5: Develop social and political solutions for women and girls

Objective: support poor women to improve their livelihoods, raise awareness on gender equality and ensure the rights of women and girls, and improve the role of women in family and society.

Activities:

- (i) Capacity building on gender awareness such as gender and poverty reduction, gender and domestic violence, prevention of HIV/AIDS, prevention of risk due to natural disasters, participation in CEDAW. Total budget for these activities was 356 million VND for 12,693 participants.
- (ii) Prevention of domestic violence, including setting up a model of communication groups on gender and domestic violence prevention, printing leaflets, brochures, finding a trustworthy address, establishment and regular operation of 8 clubs with 235 women members; organizing a meeting in response to media campaigns to eliminating violence against women; training courses on how to start a business and how to make a production plan at a household level; the organization of workshops and forums to share experiences in prevention of domestic violence from 2009 to 2012 for 728 participants. The total budget for this activity was 481 million VND with 14,567 participants.
- (iii) Making societal and political solutions for women and girls, including 4 training courses for the advancement of women for 102 people, 6 workshops to encourage local

authorities to support potential women to engage in leadership positions at grassroots level, the establishment of 4 clubs for potential women, 3 forums for 180 fishermen to talk about the role of families, 4 training courses on life skills for 120 young men and women, 4 training courses for 120 women and girls, 6 forums for women's rights activists to share ideas about sexuality and the ability to have control over their bodies for 320 women, 6 performances for 4,200 people on safety of women in public places, 6 performances for 4,150 people to raise awareness for partners/husbandand/family members.

In addition, in the first years the programme focused on two basic activities, including:

- (i) The right to life and human dignity in the face of HIV/AIDS including capacity building courses for government officials at grassroots and district levels, and for the teachers and pupils at secondary schools. Communication on prevention of HIV/AIDS transmission for 2,147 pupils and teachers at secondary schools, integrated into the group meetings of the credit and savings groups, the reflect classes, self-governing groups, the Youth Union, Women's Union with 2,680 participants at a total budget of 57 million VND.
- (ii) Improvement of infrastructure, clean water, sanitation and community health care, including:
 - Support to build and repair public works, support to upgrade inter-village roads, installment of a gravity water system, building latrines in markets, advocacy and support for poor households in the 3 communes, support to build household toilets, repair community houses, make fences for community houses, sealing rural roads; support to make garbage landfills and 5 garbage trucks.
 - Support community health care including providing medical equipment to health centers for 19,167 people in the project areas, 78 training courses on educational programmes with 2,286 participants, 1 training course for 39 midwives of all communes in the district, attendand support health care and free medicine for 177 single elderly and disabled children.

PART III. PROGRAMMEEVALUATION

Chapter IV. The Effectiveness of the Programme

4.1. Rationale for the Programme Implementation and the Programme's Beneficiaries

An Hai, Phuoc Hai and Phuoc Dinh communes are in poor and remote areas which have the highest poverty rates (see section 1.1). The LRP4 Ninh Phuoc has been designed based on the principle of fundamental rights and community benefits, in which the poor and near poor, including ethnics, women and children are considered as main beneficiaries of the 3 communes. The programme is consistent with the economic development policy for locals in the long term (5 years) in general and in a year in particular. The officials of the programme designed the project and specific activities for suitable targets in communes (see Annex 5).

As residents in the three communes include Kinh, Cham and Raglai ethnic groups, the evaluation of impact of the LRP4 refers to and applies to all beneficiaries in general, however some variables are disaggregated into ethnic groups in the report and with disaggregation of some variables in the report.

4.2 Planning and Implementation Process

Following the principles of HRBA, the programme's plans have been made with full participation of local residents. At the same time, these plans also were based on the national and regional plan/strategy of AAV. Therefore, all implemented plans are consistent and in alignment with urgent needs and priorities of the local people.

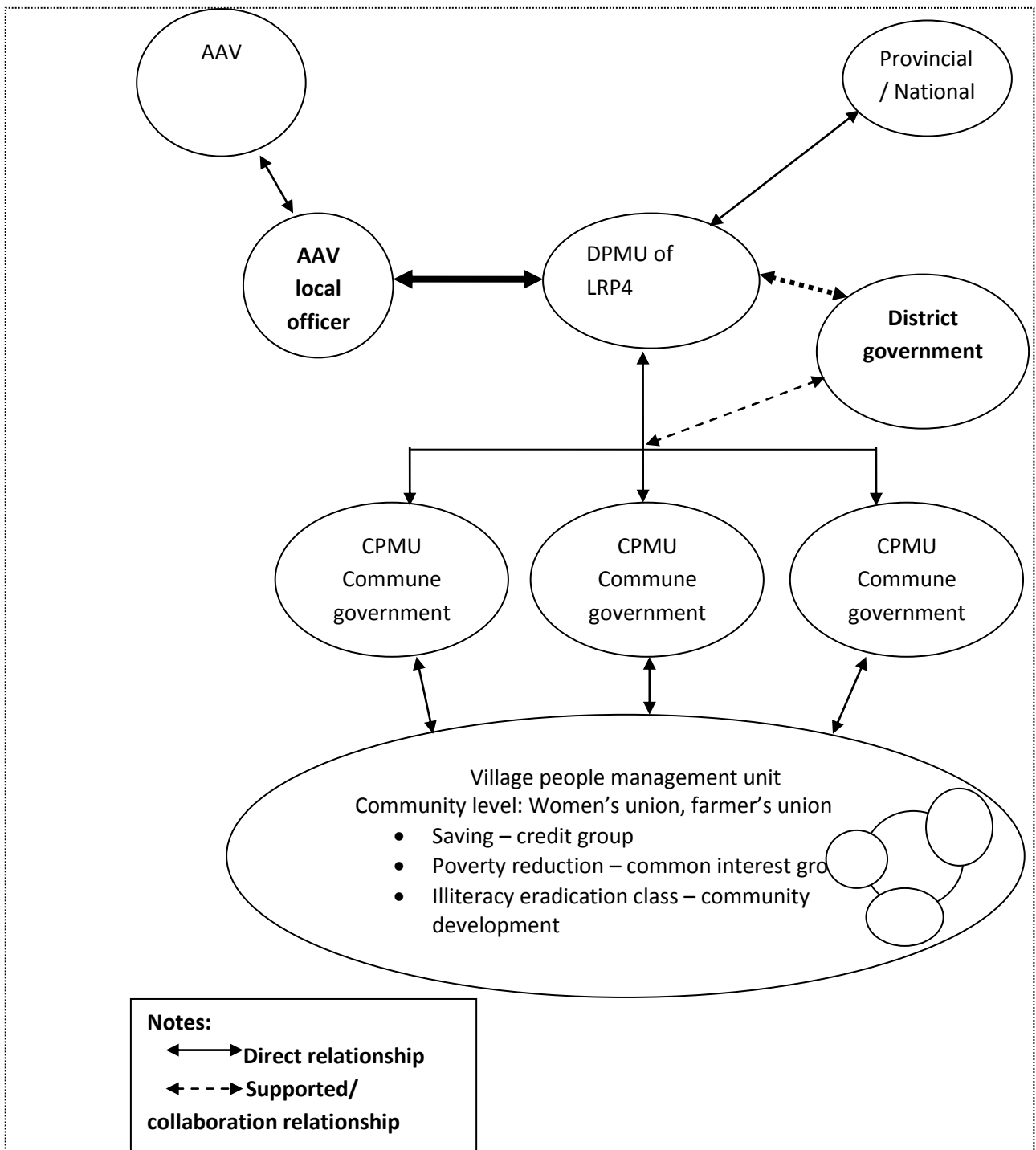
AAV's activities focused on 5 basic rights and were very diverse. They include the right to food, the right to education, children's rights and child-oriented activities, women's rights, governance, ability for enhancement of the community, and the right to have normal lives while coping with HIV/AIDS. All the rights above are consistent with the child sponsorship programme, which is a major fundraising tool of AAV for programme activities in the area, and in Vietnam in general.

The programme planned and effectively implemented the use of local manpower (from commune to province level) in conducting training. This approach helps save cost, utilizes the strength of the local staffs, and strengthens their capacity and cohesive interaction amongst local staffs and amongst government officials and residents.

It was reflected by commune staff that the planning process in the 1st phase was easier than the 2nd phase in regards to procedural matters. In the 1st phase (before 2011) , as the DPMU has the right to make decisions on activities that are less than VND 3,000,000, activities' plans were approved quickly and closely supervised. In the 2nd phase (since 2011), there were many steps required prior to plans being approved. This resulted in a lot of time being consumed prior to the implementation of activities. However, the DPMU observed that the planning approval process seemed difficult in 2011 only, since 2012 it became smoother as parties were more familiar with the new procedures

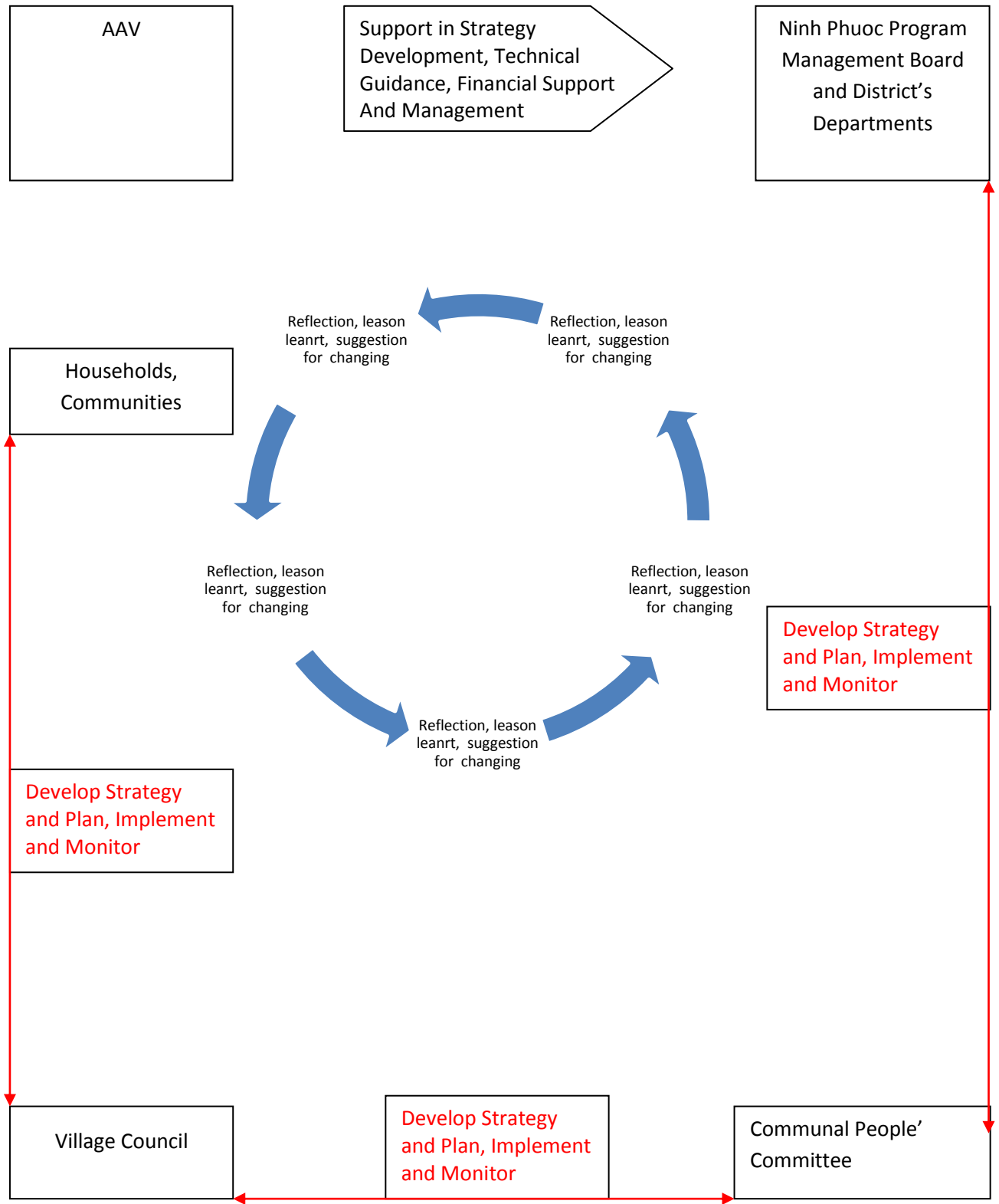
There is a difference in management and implementation methods between the period prior to 2010 and from 2011 to the end of the programme. This difference indirectly or directly affects the approval process for activities from the perspective of the community (see diagrams below).

Diagram 1: Programme management (2001-2010)



Source: Impact evaluation report 2009

Diagram 2: Partnership Model between AAV, Partners and Community (2011-2014)



↔ : Participatory Mechanism

4.3. Monitoring and evaluation (M&E)

The DPMU said they carried out the programme's M&E in a rigorous manner. The programme planning is based on a programme framework that includes specific indicators needing to be achieved at each stage of implementation. The DPMU then divided the programme into specific activities, and working in collaboration with the commune, village, and community development groups to understand the local need for intervention, for which a specific plan is made, taking into account the programme's budget.

Although AAV's targeted audience is the poor, women, and children, the selection criteria for the programme is based on consideration of how participation in the specific programme would suit the attendee. According to DPMU Ninh Phuoc, this is a pro-poor programme that creates quite a large scope for them to work in. This alternation also provides good opportunities for all residents to share experiences with each other. For example, apple-planting training was provided for those who planted apples, including both poor and middle-class farmers. Such alternation of target groups was not specifically communicated through written documents but verbally.

The heads of the CPMU and DPMU and related sectorial commune and district sections met biannually, every 6 months. Before 2008, at the commune level, there was specialized staff (communal programme coordinator) and CPMU composed of representatives from different sectorial sections. These people received allowance from the programme. They carried out the related tasks for the programmes, including monitoring and evaluation as add-on tasks. From 2011, the head of CPMUs supervised the programme activities by themselves. For the approved activities, they ensured the adequate number of participants who are right beneficiaries as requested by the programme. At the same time, the DPMU explained to the participants the content and training methods. After training, there were evaluation forms for participants to fill in. The training attendee lists were well kept by CPMU and DPMU to keep track of participants' changes as a result of training courses. The CPMU and DPMU could pay attention on those participants who proved successful after the courses. According to them, overall supervision of all programme's activities is not easy, as they do not have enough time to work on everything due to a large number of activities and programmes.

Some households said that programme supervision happened only at the beginning of the process. For example, providing new seedlings or baby animals to beneficiaries were confirmed in a written protocol, proving that these seedlings or baby animals met the expectations as planned by both beneficiaries and the programme. However, M&E during the cultivation/rearing process is limited. The reason is partly due to the lack of personnel to do M&E tasks. According to DPMU members, M&E was conducted by CPMU or a programme specialized staff and also DPMU. Since 2008, as the programme structure changed, leading to only one head of CPMU who is responsible for the programme at commune level, therefore, DPMU conducted the M&E directly, while CPMU knew it through a beneficiary and the DPMU. Heads of CPMU are directly involved and conducted M&E for activities of high value of investment or infrastructure. Construction works such as making a school yard was supervised by the teachers and residents. CPMU also supervised and mobilized to contribute materials such as cement and labor (as a corresponding fund to the programme). However, according to commune officials, the M&E activity is limited since the CPMU only worked part-time on this task. This role is also hard for the head of CPMU to carry out, as the head is no longer a part of budget approval process, and there are limits to conducting M&E on the implementation carried out by other commune partners such as women's union and farmers' union. These partners receive funds directly from DPMU.

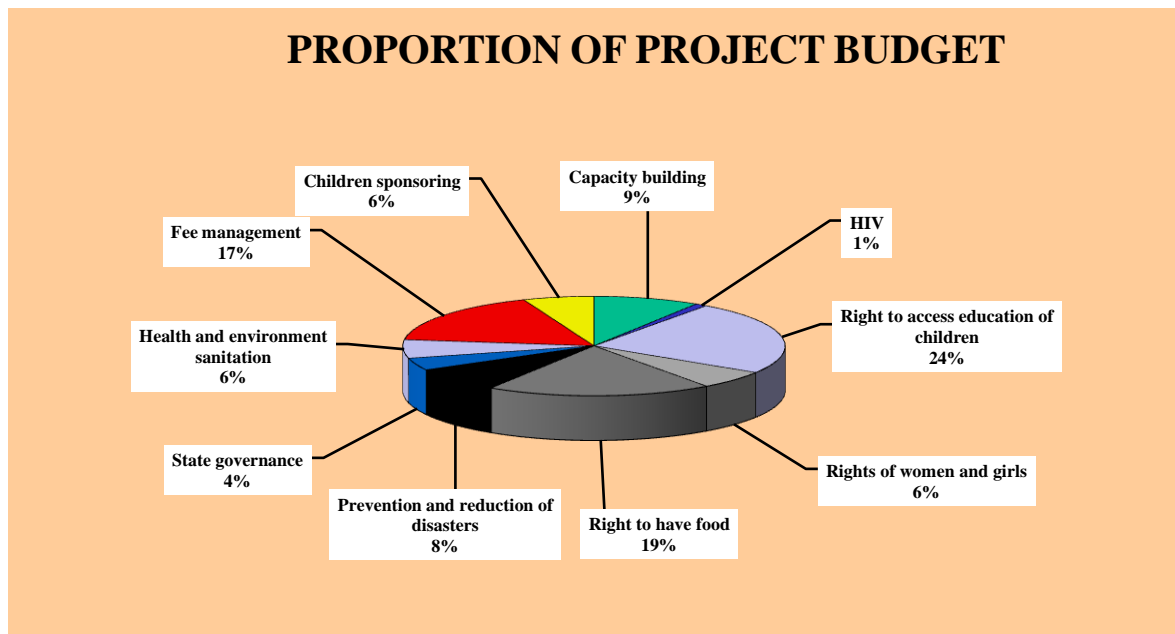
Residents have suggested that M&E is conducted in communes at different stages, so that the CPMU can capture the whole development process of that activity. For example, for crops and livestock, certain dates should be set to check the height, weight of that animal, check if it is reared as trained,

time for group meeting (of those who have the same interest) for sharing experience. At the same time, the programme need to collaborate with or contract vets or farming centers/experts to receive guidance on vaccination and disease prevention for crops and livestock.

4.4. Budget

The programme’s activities were quite clear within an approved budget. The local officials even noted that the budget settlement was too strict, causing them difficulties sometimes due to lack of funding. This issue rarely occurred before 2009. For example, costs for putting on a stage performance not only covered payment for main participants and material support but also other items such as security. The key issue here is the sharing of information on the community’s contribution. If the programme makes clear the level of the community’s contribution in each of its activities, there will be better ways to understand and resolve the role of each relevant stakeholder.

Figure 3. The percentage of LRP4’s budget (2001-2014)



Source: Review report of DPMU Ninh Phuoc¹²

Figure 3 shows that activities related to the right to have food and the right to access education by children accounted for the largest proportion of expenditure, as they involved large investment in infrastructure and direct physical support, and smaller investment for training and communication. If the expenditure for infrastructure and direct support were separated from the total expenditure, it would be easier to see the weight of other activities in the total expenditure.

4.5. Programme Priority 1: Alternative livelihoods and sustainable agriculture

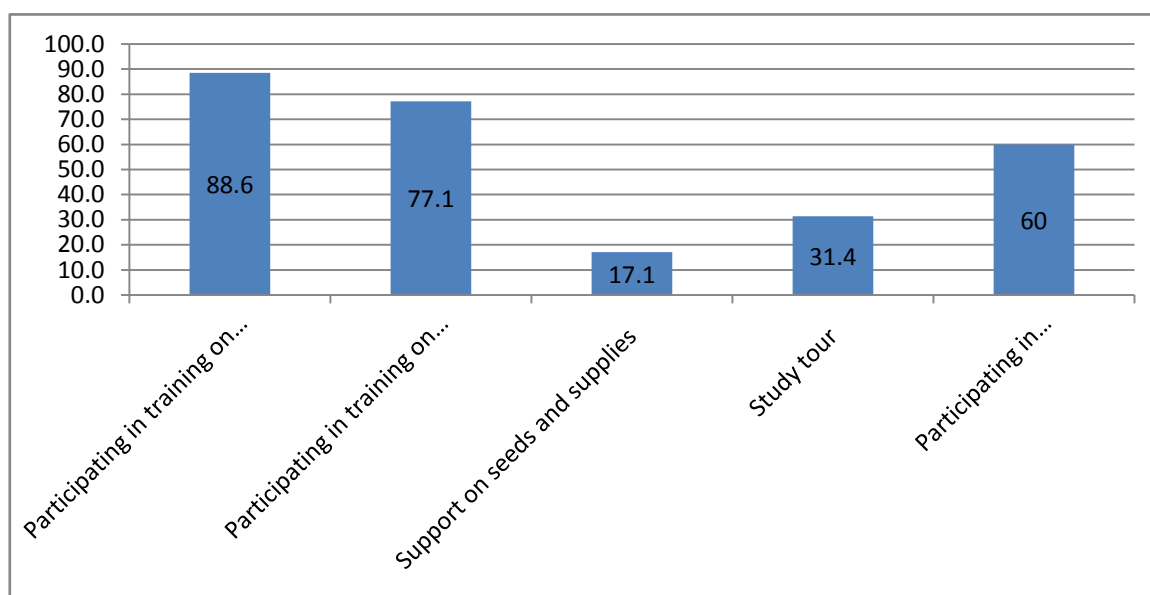
The activities related to alternative livelihoods and sustainable agriculture are designed by LRP4 to support people in the programme regions who are facing extreme climates which leads to adverse conditions affecting their income and living standards. The survey results show that the programme left a relatively clear mark on the interventions in agriculture. LRP4 has met the needs of the people in technical support of crops and livestock. This suitability is evaluated through: (i) collecting local residents' opinions about the types of plants and animals suited to local climatic and soil conditions; (ii) content and methods of training that are suitable to beneficiaries level of knowledge and

¹² For specific costs and beneficiaries, see Annex 7. The annual budgets and number of beneficiaries

experience; (iii) support for capital, seed and fertilizer that are the essential parts of cultivation and livestock development; and (iv) support on information, techniques, sharing and learning experience between trained and non-trained residents, among the interest groups, thereby creating a more favorable environment for farmers.

The programme is known to local residents through extension training such as “three in increase and three in decrease”, cultivation models of rice paddies, peanut, melon, tomato, chili and onion (in Phuoc Hai commune), seaweed (in Phuoc Dinh commune), green asparagus, grape, apple models and pig and cattle rearing models (in An Hai commune); of these the rice paddy model is considered the most successful. However, some models or the application of knowledge from training courses were unsuccessful due to external factors such as flooding or water shortages (in Phuoc Dinh commune), or maybe there are cases where farmers apply cultivation techniques well but there are no market for these agricultural products (chili, hybrid corn, green beans).¹³

Figure 4. The percentage of households participating in activities or receiving support related to cultivation from LRP4 (%)



Source: Endline survey

According to the survey results, 34 out of 40 households involved in cultivation activities said that they received support in the 2011-2014 period. 29 households participated in or received cultivation assistance from at least LRP4.

A large proportion (88.6%, half of which is of Cham ethnicity) of households involved in cultivation activities reported that they participated in training on cultivation. The percentage of households participating in training on CRSA and workshop/seminars is relatively high, 77.1% (of which 44% is Cham) and 60.0% (of which 52% is Cham) respectively. The number of households receiving support on seeds and supplies is the lowest (17.1%). Overall, participation in training courses and support are the most utilized LRP4's activities (figure 4).

All households reported that the training and support are "very helpful" or "helpful". Specifically, evaluation of training on cultivation is very positive with 80.7% of households (half of which is of

¹³Impact evaluation report 2009, AAV

Cham ethnicity) assessing "very useful" and 19.3% of households assessing "useful"¹⁴. Out of 31 households (of which 15 households are Cham) participating in training on cultivation, 22 households (of which 11 Cham households) participated in training courses organized by LRP4. Among them, 20 households assessed the training as "very useful" and 2 households assessed as "useful". This result is entirely consistent with the qualitative information because most local residents said that they are satisfied with the support on cultivation from the LRP4. Through training courses, people are more confident and knowledgeable about cultivation techniques, and people do not only use the traditional methods as before.

Of the poverty reduction approaches, the provision of free seeds, breeding stock, and farming equipment, etc. was highly appreciated by the local people. For example, the provision of beef cattle for poor people is appropriate because the farmers can find feed near their houses and take advantage of idle labor; moreover, beef cattle are less likely to have diseases and have high market value. There are cases proving rearing cows helps to lift people out of poverty. One example is a farmer named Minh in An Thanh village, An Hai commune, who was provided with a cow. He reared this cow that gave birth to a small calf, which generated more income for him, and thus, he moved out of poverty. However, the method via which the programme provided beef cattle for the people was still a controversial issue. LRP4 provided beef cattle directly to households. Some people noted that this method was not as effective as letting the households select the breeds themselves, as local breeds would be more suitable with the local conditions and weather (to avoid diseases) than delivering breeds from other areas. Moreover, the breeds delivered by traders would be more expensive than the average price. In addition, the households could make a financial contribution to purchase the breeds that cost more than the amount supported by the programme if they wanted. In contrast, some people believed that the selection of breeds by the programme would be better because they had technical knowledge on how to choose breeds suitable with the local conditions. According to the representative of the agricultural extension group, selecting beef cattle for households should be balanced between the people's expectations and breed selection and agricultural extension techniques and; the purchase of beef cattle should be managed and supervised by the programme rather than the people to reduce risks in financial management.

The local people made a remark that with the support of the programme the production output of crops and animals was higher; they had better designs and lower costs thanks to adequate technical caring. The people of other programme villages stated that they knew how to select crops/breeds, to sow by machine to reduce the use of pesticides, to compost fertilizer rather than use chemicals; as a result, the paddy output has increased from 800 kg to 1,000 kg/1000m². Green asparagus generated high revenue at VND 7 million/1000m² within 4 months. In Thanh Tin village, the people that received support for raising chicken, duck, and pig, and growing mushrooms, green vegetables, and onion had high production output. These farming activities would be continued after AAV's interventions ended because the people have obtained knowledge and farming methods to produce quality products. Planning or seeking a market for those products has not been carried out by the programme, as yet. Most of the farming and livestock products are locally consumed except for some products such as asparagus and grapes. The farmers did arrange and seek the market by themselves. This is a potential task that the programme can undertake in the future in other places

The agricultural extension club was upgraded into a Community Development Group in 2008 that had the purpose of improving the livelihoods and encouraging the beneficiaries to engage in joint activities and support each other in income generation. The group's members could take out loans with no interest rate thanks to the revolving of the fund and via lucky draw. While some clubs of agricultural extension are still in operation and run by monetary contributions of their members

¹⁴For the other support activities related to cultivation, because the number of households having members who participated in training or received support is less than 30 households, households' evaluation on these is not analyzed.

(such as in Thanh Tin and Tu Tam 2) at the time of the endline evaluation, the clubs in most locations have ceased its operations. The reason recorded was there were no more funds for operation and also some active people who used to run the club preferred to spend time with their families.

In the previous period, the programme provided agricultural extension bookshelves to 6 villages in order to improve knowledge on cultivation and livestock rising. The bookshelf, as revealed by previous reports, had a limited number of readers. At the time of the endline evaluation, the bookshelf was no longer in use (in An Thanh village) as it was broken; the books were torn, dusty and lay between other newspapers and documents. This showed that this model did not receive much focus by the locals; and the commune officials also did not manage the bookshelf adequately. As a reasonable explanation, the people often work until late, and thus do not have time to read books. Most of all, they do not have the habit of reading or appreciate the value of books. However, within the local context, there still exists an illiterate part of the population, therefore, reading books was not an appropriate approach to engage them. The programme could have had more interesting interventions, for example sharing knowledge in the books in the meetings of women's groups, farmer's groups and the group of enthusiastic youths.

Credit-saving activity was among the successful activities of the programme. This activity was initiated when the programme started in 2001 in the form of groups/associations. It aimed to help poor women access loans and learn how to use them to generate income. Thereby, women had a chance to promote their capacity and their role in family and society. Each woman was allowed to take a loan from VND 3–12 million; at the same time, they had to save VND 20,000/month. According to the report of PMU of Ninh Phuoc district, the number of members of credit-saving groups has increased from 738 members in 2001 to 5,352 members in 2013. However, according to the impact evaluation report in 2009 this model was only suitable for small businesses for which a borrower at the same time can save money and pay back both original capital and its interest within a year, rather than activities that require large investment such as agricultural production or aquaculture due to the payment back to loan makers, which creates a pressure to the borrower as an agricultural production cycle can vary from several months to several years¹⁵

Table 2. Information of credit-saving section since its establishment to end of 2013

Indicator	Year							
	2001	2002	2003	2004	2005	2006	2007	2013
No of communes	3	3	3	3	3	3	5	13
No of members	738	1,676	2,100	2,183	2,200	2,240	2,720	5,352
Capital sources	(unit: Million VND)							
Funded capital	382.5	742.5	1,042.5	1,270.5	1,470.5	1,470.5	1,470.5	3,804.0
Owned capital	33.0	152.0	436.8	831.4	1,114.0	1,496.0	1,585.4	2,903.0
Savings	47.5	247.6	520.8	786.6	925.8	1,100.6	1,049.9	3,032.0

¹⁵Type of loan is in installments, when the loan is paid back off by each installment, a borrower can further get a loan. The first installment is, pay back for capital and interest 2 times per month (VND 48,000 for capital and interest, plus VND 2,000 savings). The loan for the following installments is increased according to a borrower capability of paying interest at 0.8% per month. For a loan is less than 5 million, borrowers can pay back in 25 times. A loan of a larger value, a borrower can pay back in 40-50 times. Source: Impact Assessment report 2009

Total	463.0	1,142.1	2,000.1	2,888.5	3,510.3	4,067.1	4,105.8	9,740.0
Borrowing activities								
Loaned capital	463.0	1,166.2	2,040.0	3,102.3	3,636.9	4,686.1	4,800.2	15,543.0
Returned capital	13.1	1,395.4	2,967.3	4,129.9	4,355.2	4,291.0	4,610.2	

Source: Final report of LRP4

Table 2 shows that funded capital, own capital and savings balances increased over the years. Especially after the second year since the programme began its operation (in 2002) it's owned capital increased by more than 4 times and savings balances increased by more than 5 times. In the following years, these indicators also increased over the previous year. The lending services have been developed rapidly.¹⁶ The previous report showed that the beneficiaries used loans for small business (23%), chicken and duck raising (17%), pig raising (10%), fertilizer and seedlings for short crops (10%), fertilizer and paddy cultivation (9%) traditional weaving (6%), seaweed (5%), cattle 2%, and goat and sheep (2%)¹⁷

4.6. Programme Priority 2. Enhancing accountability and people-to-people solidarity for social change, youth leadership and civil society credibility

One of AAV's targets is enhancing accountability of local governments as well as the participation of people in local governance activities, with particular emphasis on women and youths. These activities were implemented from 2005 when local residents were involved in the review of poverty process in 15 communes and towns of Ninh Phuoc district¹⁸. During the programme implementation, the main activities included the implementation of grassroots democracy, budget analysis at commune level and capacity building for women, youths and ethnic people. During the last 3 years, the programme has focused on providing information to the community, training on capacity building for local government, youth and women's groups, as well as promoting interaction between people and local governments to enhance democracy and responsibilities of both parties.

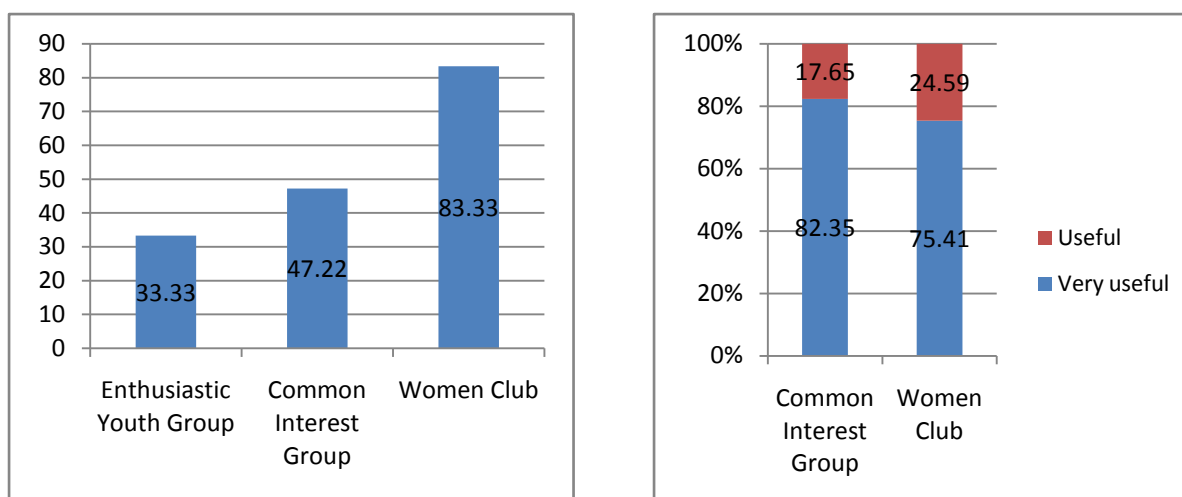
Figure 5. The percentage of respondents known about the local groups and clubs (%)

Figure 6. Evaluation on the usefulness level of the local groups and clubs (%)

¹⁶ The analysis of the summary report, LRP4, 2014

¹⁷ Impact evaluation report 2009, AAV, p.21

¹⁸ Impact Evaluation Report 2009, AAV



Source: Endline survey

A positive sign is the most respondents (60/72 respondents or 83.3%) know about at least one group/club that is supported by the establishment by LRP4. Specifically, figure 6 shows that the number of households who know about women's clubs is the highest (60/72 respondents or 83.3%, among them 22/23 are Cham respondents) and the percentage of households who know about interest groups is 47.2% (of which 41% are Cham) (Figure 5). Notably, although there is only one village out of the 6 villages surveyed that had an enthusiastic youth group, the proportion of respondents knowing this group is relatively high (33.3%, half of which are Cham respondents). The reason may stem from the spillover effects of community activities that the group has made since its establishment in 2012. These are also activities that were appreciated by the community such as sanitation festival, musical exchanges between enthusiastic youth groups of 3 communes.

In addition, the survey (figure 6) shows that 100% of respondents appreciated the usefulness level of local groups/clubs. This figure somewhat demonstrates the positive impact of the program's support in establishing and maintaining these groups at 3 project communes.

Table 3. The percentage of household members participating in local unions and groups (unit: %)

Unions/Groups	Participation	Male	Female
Women's Union	61.1	0.0	61.1
Farmer's Union	52.8	50.0	6.9
Youth Union	31.9	26.4	6.9
Women Club	48.6	0.0	48.6
Extension Club	15.3	12.5	2.8
Community Development Group	22.2	13.9	9.7
Fund for Women Development	34.7	0.0	34.7
Common Interest Group	9.7	4.2	5.6
Prevention of Domestic Violence Club	37.5	0.0	37.5

Source: Endline Survey

According to the results of the quantitative survey, 54/72 households (75) have members who participate in at least one local group/club/union. In particular, the Women's Union and Farmers' Union are two organizations with the highest participation by household members. Although participation in unions and groups are high, there is still a gender divide, with the majority of members of non-women's groups (i.e. Farmer's union, Youth union, community development group) being male (table 3). This result shows that overall the interest and awareness of people for community activities is positive. At the same time, LRP4 needs to mobilize the participation of more women in community activities in order to enhance gender equality and women's role, but also to improve access to the rights of women.

The participation of the people in SEDP development¹⁹: the survey showed that the proportion of people informed of and participating in the local socio-economic development plan (SEDP) development is considerably low: in the programme area, the incidence is only 13.1% and 7.2% (baseline survey data), respectively. To advance accountability, the district government has encouraged the local people to participate in forums organized to collect people's views (2-3 times each year) and meet voters quarterly, bi-annually and annually²⁰.

Publicizing the revenue expenditure of the commune: according to the baseline CPS V 2013 strategy, a majority of respondents claimed that the local government had disclosed the revenue-expenditure of the commune/ward. Of those surveyed, 40% have read the revenue-expenditure report of the commune/ward. In this regards, as to local residents, the most impressive was the publicity of budget for construction works under the programme rather than under government authorities. Local residents participated in planning, supervision and budgeting for construction work under the programme. From a perspective of commune officials, a majority of them considered that financial information is publicized through village or group meetings. However, not all surveyed respondents know of this information. Some people said that the commune budgets are often publicized at the annual meeting of the People's Council. This form of publication is more common than posting it on the public notice boards. Commune officials said that using the notice board is inefficient because very few people read it. Moreover, it is difficult to keep the messages on the board due to weather and poor quality board.

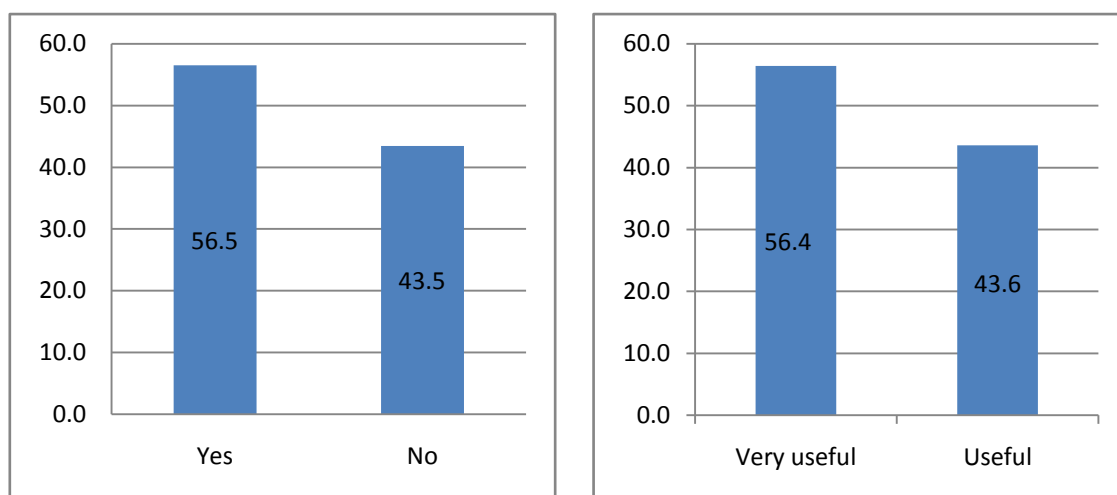
Public Service: The head of the unions, officials of People's Council, and village officials participated in training on public services. As observed by locals, communication content is appropriate because they could access and understand, for example, what issues need publicity and to what extent. The basic content was informed to people in group/village meetings. In general, people expressed satisfaction in being aware of this information, as they are informed of available services, their rights, and the steps needed to access public services.

Figure 7. The percentage of households having members who participated in the consultation/dialogue about public services

Figure 8. Evaluation on the usefulness level of consultation/dialogue about public services

¹⁹ Baseline CPS5 report, 2013, AAV

²⁰ Interview with district officials



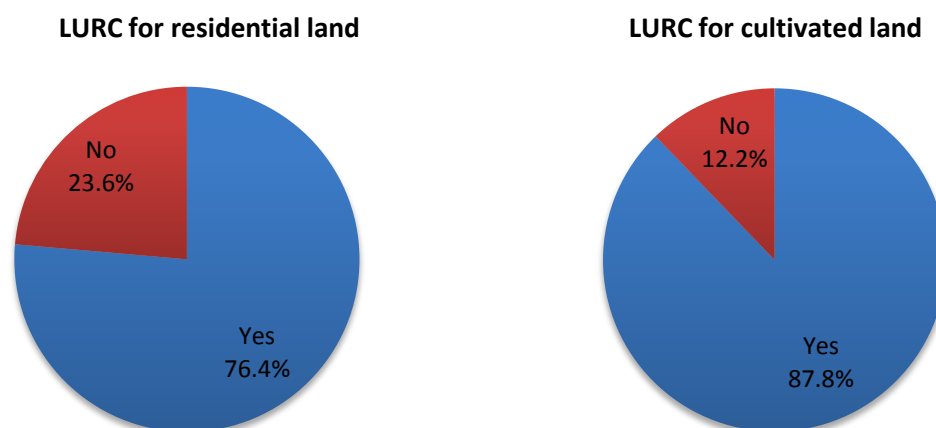
Source: Endline Survey

Three dialogues organized by LRP4 between the people and commune government on public services and transparency accountability were held in 2013-2014 with 165 participants. The survey shows that 56.5% of households (1/3 of them are Cham) have family members participating in these consultations/dialogues. Among them, 100% agreed that the consultations/dialogues are useful and very useful (figure 7&8).

The consultations/dialogues on public services were held in each village. One of the strengths of this programme is using the local people (at communes) for training on public services. As a local, the teacher understands clearly about the economic, political and social situation, as well as the characteristics of the population. Therefore, explanations and examples given are practical and understandable. At the same time, through this activity, the programme also promotes and takes advantage of communes' internal resources in both theory and practice of the management and implementation of grassroots democracy and transparency accountability at the locality.

Although there were only a few consultations/dialogues, the understanding of policies and laws of the people is improved. For example, some respondents know about the equal rights of men and women in the access to land. This information is also reflected in the survey results. The Land Law regulates that both husband and wife can be equally registered in their Land Use Right Certificate (LURC). Accordingly, a positive sign is that the percentage of respondents that are aware of the regulation is 70.8%.

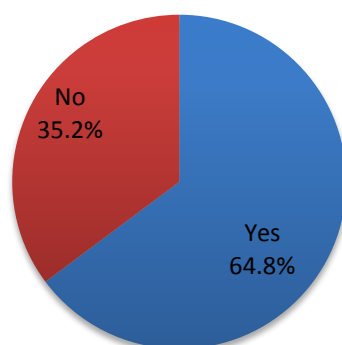
Figure 9. The percentage of households with land use right certificate (LURC)



Source: Endline Survey

Among the 72 surveyed households, there are only 41 households (or 56.9%) having land for cultivation/production. The average area of cultivated land of a household is 3,481m². Related to LURC, the majority of households have LURC for residential land, accounting for 76.4%, and this proportion for cultivated land is higher, accounting for 87.8% (figure 9).

Figure 10. The percentage of households with members participating in workshop/forum/dialogue on the right to access to land and resources in the last 3 years



Source: Endline Survey

There are 46 out of 72 surveyed households (64.8%) participating in the workshop/forum/dialogue on the right to access to land and resources in the last 3 years (figure 10). Accordingly, 45 households reported that this activity is useful and only one household assessed as average

As with communication activities, people were of the opinion that theory should be accompanied with practice. As participants have different and limited levels of understanding, the training would be more effective if combined with practice. People often do not fully understand the concepts discussed. Furthermore, the time and frequency is too low for local officials and representatives of community groups to understand the content with certainty. After a discussion/workshop on public service, it would be better to have practical guidance to people via groups so that they can understand what transparency is and how to achieve it. For the operation of public services, these activities were not continued due to lack of budgetary support. *"After having the announcement of the programme, we made plans. It is just propaganda activities at a later stage. Since the programme reaches people, the propaganda is more active and people gain better awareness. In the past, I did not know where to go and whom I need to meet with for approval. After the training, I know more about the structure of government and mass organizations. People do not have to go again and again"* (Phuoc Dinh commune).

On Programme Priority 2 (PP2), not only did the commune suggest making the training content more practical, but the difficulty in understanding the content also occurred at the district level. The programme content was evaluated as being too complicated to understand and relatively long, thus creating difficulties for programme officers to implement. This practice needs to be improved so that the material and documents are easier for implementers as well as users.

The emphasis of AAV on PP2 is necessary, particularly when the grassroots democracy regulation has been implemented in the whole country²¹. On one hand, AAV has implemented the grassroots democracy in the locality as regulated by laws. On the other hand, AAV has realized such participation for each group of population of each activity type of the programme. For example, young adults received training on group leading skills and participation skills in community activities. Since 2011 the LRP4's activities have been reduced due to a decreased budget. However, according

²¹Ordinance No. 34 / PL-UBTVQH11 20/4/2007 of the National Assembly Standing Committee on "Implementation of democracy in communes, wards and towns"

to the annual report of LRP4, PP 2 had no activity in 2011. Most activities were carried out in 2012 and 2013.

According to the commune officials, decreasing funds is a challenge for PMU at commune level when implementing programme activities. Approved funding is not enough to cover all activities, so it is used mainly for propaganda. Currently, only funding for fruits and drinks is supported. This is a difficulty for the head of CPMU when inviting people to attend a meeting. There are two opposing views related to the support given to people. The first view, people still go to meetings and do not require any support at all so far. When the programme began operating, it provided money for people as compensation for their time to encourage them to attend meetings. Therefore, it has formed a bad habit; people will not go without compensation money. Conversely, according to the second view, the support of AAV is too low compared with other projects, thus, it is difficult to mobilize the people to participate in the communication sessions.

Channels of communication: the programme uses the main communication channels including group meetings held at village, via stage public performance and loudspeakers. These channels are in full compliance with the local socio-cultural conditions because many people work during all day as fishermen or farmers. Moreover, the oral communication is also appropriate in places where different ethnic groups live together. Community development groups, enthusiastic youth groups and extension groups have integrated the communication content in their meetings. As mentioned above, communication through group meeting is one of the effective communication channels.

4.7. Programme Priority 3. Promote Equal Access to Quality Education for Children

Among interventions conducted by AAV in three communes, education was the field that received the most diverse and effective activities; it was also reported most often in the focus group discussions and key informant interviews. The activities such as material support to schools for building classrooms, fences, toilets, concrete playground, waste system, lighting system, fans, filtered water bottle, clean water system, and electricity have improved access to education for children, including those from 3-5 years old. This support is particularly important to Ninh Phuoc district as it is located in the center of the flooding zone and the infrastructure of schools and property of the people is often damaged seriously after each flooding season. In the dry season, the district in general and the school in particular are affected significantly by dust and sand. Therefore, upgrading a number of education units would be particularly essential to the community. According to the district chairman of Ninh Phuoc, the most important intervention of the programme is that it has promoted equality in children's access to quality education because children is the center of the programme and the community's activities.

In previous periods, LRP4 has implemented many supporting activities for infrastructure and other material support directly to nursery schools, primary schools and secondary schools in the programme area. The baseline survey of the Country Paper Strategy V in 2013 showed that infrastructure of schools like library, playground and classrooms were evaluated positively. Regarding other material conditions for learning such as drinking water or toilets, only 20% of respondents reported that the schools did not have drinking water; most of the respondents evaluated the material conditions of the schools as being good. Such a positive result can be attributed partly to practical interventions of the programme in the period of 2001 – 2009 such as: purchase of bookshelves, building school fences, making concrete playground, building toilets, etc.

Table 4: Evaluation on facilities at local schools (unit: %)

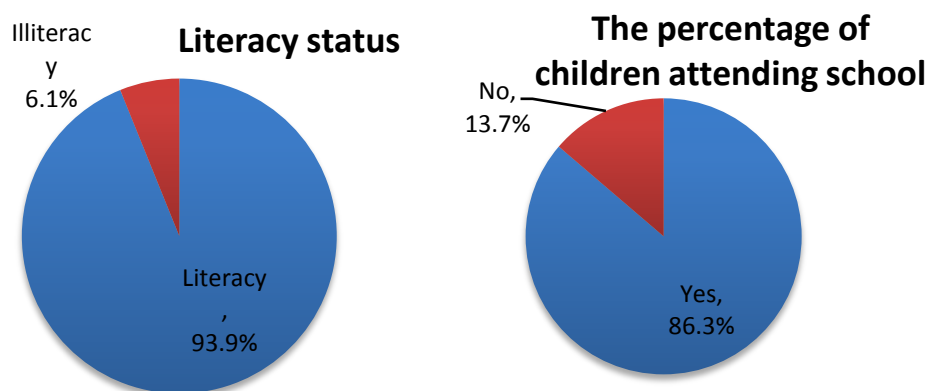
Facilities	Primary schools				Secondary schools			
	Good	Normal	Bad	Do not have	Good	Normal	Bad	Do not have

Class room	64.9	29.8	5.3	0	63.5	34.1	2.4	0
Library	35.0	31.0	2.0	32.0	53.5	31.0	0	15.5
Playground	59.8	25.9	2.7	11.6	56.8	34.6	2.5	6.2
Drink water	45.5	22.7	3.6	28.2	46.8	19.0	8.9	25.3
Restroom	44.9	34.6	14.0	6.5	51.2	27.5	17.5	3.8

Source: Survey 2013

The survey results show that the proportion of household members who can read and write is 93.9% and the proportion of illiterate people is very low with 6.1% (figure 11).

Figure 11. Literacy status of surveyed household members and the percentage of children attending school

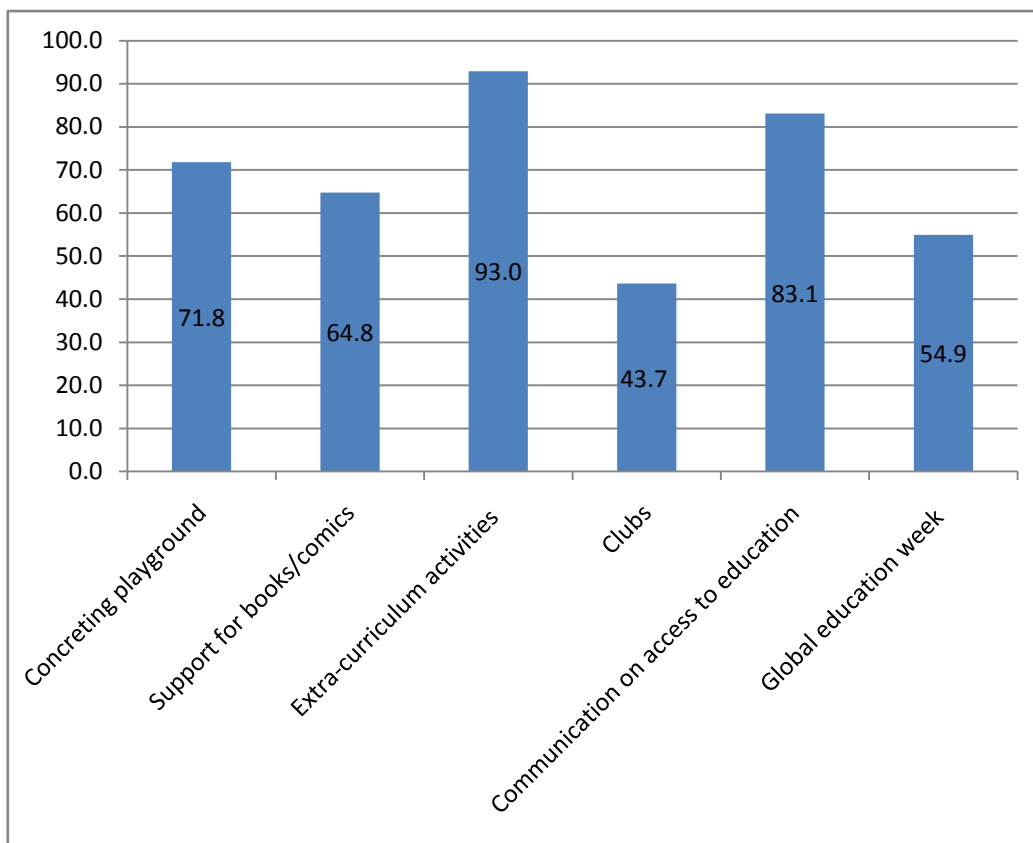


Source: Endline survey

The survey results show that the total number of children in school age (from 3 years old, kindergarten age to 18 years old) of the surveyed households is 102. In particular, the percentage of children attending school is 86.3%. This result reflects positive attendance of school aged children in the programme communes.

Since the programme was deployed in this area, LRP4 has undertaken various basic activities to support education and enhance community awareness about children's rights. A lot of programme activities aimed at children and children's rights actually associated with activities in the education sector. Because the programme was set up through a Child Sponsorship Fund, activities directed at children are always in scrutiny. A series of direct support activities have been implemented to improve access to education for children and to improve studying and playing conditions. The survey results show that most people know about the programme activities related to education at the locality (figure 12). Among these activities, the extra-curricular activities are known by more than 93% of respondents (of which 32% is Cham), and 83.1% (of which 55% is Cham) said that they know about the programme's communication activities on access to education. The survey results also show that respondents are aware of support for infrastructure and books. Two activities that are the least known are the clubs and global education week.

Figure 12. The percentage of people known about the activities related to education at the local (unit:%)



Source: Endline survey

In the friendly school model, the role of teachers was emphasized in creating a friendly environment for students to learn and play. Accordingly, the education-related activities intervened by the programme all share this goal while creating the best opportunities for children's access to education. In addition to material support, the programme also supported teachers in improving teaching quality via training courses on positive training methods, making study gadgets, and communication skills with children. As evaluated by a local teacher, these activities well matched the fundamental needs of teachers, as the teachers of the programme schools themselves proposed these activities.

According to information provided by a member of the PMU, the implementation of this model in the locality was not easy and required persistence even though the Ministry/Department of Education encouraged this particular model. The difficulties in implementation of this model resulted from the gap between practice and the model's requirements. The principles set out in the model were practical, for example development of a green and clean school, effective teaching and learning, training on living skills for pupils, and organization of team activities. However, realization of the above requirements necessitated a specific plan together with material support, the lack of which would hinder the effective implementation of the model.

The programme, together with the teachers, has developed a specific plan that is suitable to the needs of the pupils and teachers and appropriate for the programme's budget. For instance, activities in the plan include training on positive teaching method, skills for auditing classes, evaluation and provision of feedback on the teaching sessions, making study gadgets, communication skills with children, and supporting extra-curricular activities. These specific and practical activities have provided support for the schools to implement the "friendly school model" within each school's capacity.

The model of studying pair for good progress: this is an interesting model that aims to encourage pupils' learning. The model was initiated in 2001 in the form of a good pupil helping a weaker pupil

in learning and daily life. This activity has still continued to the present and has attracted many pupils. As evaluated by some teachers, this activity was more suitable for secondary schools than primary schools; thus, only secondary school pupils have participated in this activity. Since 2011, the programme has established many studying partners club to maintain this model effectively. In the clubs, students had a chance to share their experience twice a month. The programme also provided financial support to this model for its regular activities, organization of study tours, and workshops for sharing experience.

The model of young journalists club: 2 clubs were established in 2011 and until now they have attracted 200 counts of attendees. The club aims to provide the students with data collection skills such as studying different topics in life, how to write and take photographs. As evaluated by the programme officer, on one hand this channel helps the children raise their voice to the adults on how they perceive the world; on the other hand it mobilizes the participation of the community in contributing their opinions on various topics reported by the children.

Regarding extra-curricular activities for children, according to local people and officials, they were among the children's favorite activities as the programme has created a useful and active exchange platform in the locality. In the programme, children participated in stage performance, summer camps, summer activities and artistic performances. They also learned the "living skills for adolescence" and participated in a knowledge contest on Law on education and Law on protection and caring of children, mid-autumn festivals, study tours of trade villages, forums and reading festivals. All these activities had significant meaning in educating children, helping them develop sound personality and confidence in life.

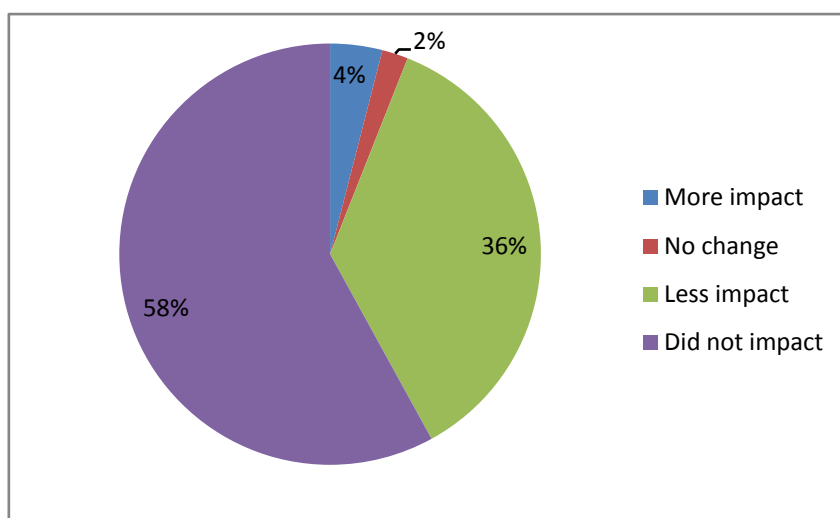
Another activity, "universal education for children and illiteracy eradication for adults", was initiated in 2004. Its impacts until now have been clearly observed by the evaluation team. Information from the review report of the DPMU showed that the programme has established three universal education classes for 53 children that were previously unable to go to school. Illiteracy eradication for adults was implemented from 2002 to 2007 (with various level of illiteracy) with a total of 533 participants, most of which were women. Although these classes had active operation, it sometimes depended on the participants to keep the classes going. For example, in Phuoc Dinh commune, the class was cancelled because participants did not have time to attend it. To encourage this model, the programme has shifted its focus on training local staff so that they can actively manage and expand the model.

4.8. Programme Priority 4. Respond to disasters and climate change impacts with people-centered alternatives

The programme has done relatively more activities in this priority area in order to increase the ability of locals to respond to disaster. The main activities include (i) raising awareness and capacity; (ii) direct support for material; and (iii) implementing the European Commissions' Humanitarian Aid Office under its Disaster Preparedness (DIPECHO). However, the number of activities in the years following 2011 are less than in the previous stage, and they focus on communication and training on prevention and disaster mitigation for women, students, and pioneer teams; provide motors for paddling boats to make them motorboats; training on driving motorboats, provide radio systems in the areas and radios for households who reside far from the villages.

The majority of surveyed households reported that they were not affected by natural disasters in the last 3 years. Only 4.2% of households said that natural disasters have much affected, while 36.1% said that the effects is now less than 3 years ago (figure 13).

Figure 13. Comparing the impact of natural disasters on household with 3 years ago (unit: %)



Source: Endline survey

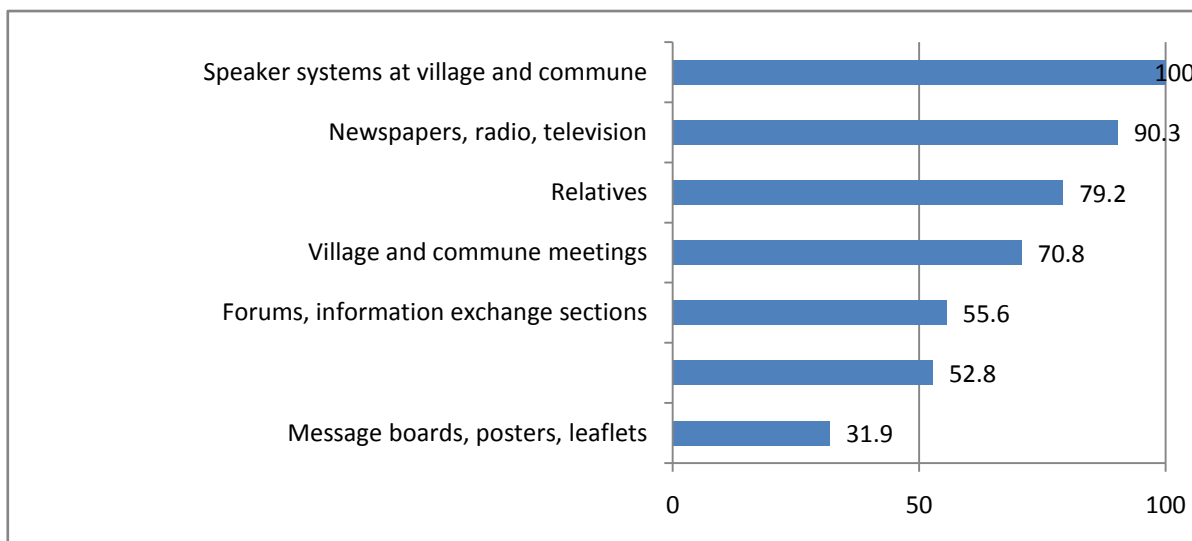
100% of the surveyed households said they have access to the information on prevention and disasters mitigation. Specifically, 100% of respondents have access to the information through the loudspeaker system.

Support on speaker system was enhanced in the programme's final years. In the opinion of the commune government, local speaker is one of the most common communication forms. The programme provides free speakers to enhance the provision of information to people, particularly information related to floods and storms. People appreciate this support, including wireless speakers that were provided by LRP4. Due to the large area, portable speakers are more effective than fixed ones in communication. According to qualitative information collected, speakers usually work well in the first 2 years, after that they need to be fixed. At some localities, the speaker cannot be used regularly because of the poor quality or other reasons such as problems related to the electrical system. So, the maintenance of speakers needs attention.

Thus, in addition to the sources of public information, the information channels formed/expanded by the programme have actually contributed to providing information about prevention and disasters mitigation more closely to local people in the 3 programme communes, especially through the speaker system. There are 4 villages out of 6 surveyed villages that have received direct support through the speaker system from LRP4, including: equipped with speaker systems (in An Thanh village, Thuy Hoa village), provision of additional speaker (in Tuan Tu village) and an upgraded speaker system (in Tu Thien village).

The percentage of local people who access information on the prevention and natural disasters mitigation through mass media and television; relatives and friends; and village and commune meetings are quite high, 90.3%, 79.2% and 70.8% respectively. For other channels supported by programme, 55.6% of respondents said they have accessed this information through forums and information exchange meetings, and 31.9% was reached through information boards, posters and leaflets (figure 14).

Figure 14. Sources of information used to communicate on prevention and reduction of disasters (unit: %)

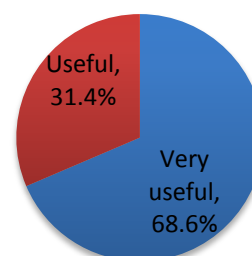
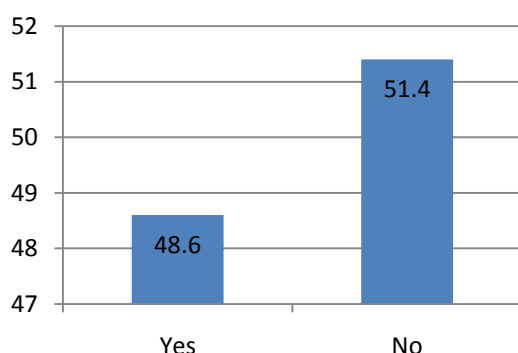


Source: Endline survey

There are 35/72 surveyed households (representing 48.6%, of which 40% are Cham) with members who participated in the training on prevention and disasters mitigation (figure 15). Accordingly, evaluation on the training is very positive, with 68.6% of households (of which 46% are Cham) having assessed the training as "very useful", and the rest, 31.4% as "useful" (figure 16).

Figure 15. The percentage of households with members who participated in the training on prevention and disasters mitigation (%)

Figure 16. Evaluation on the usefulness level of the training on prevention and disasters mitigation



Source: Endline survey

The qualitative data show that the provision of rescue vehicles, technical assistance and raising awareness for responding to disasters is very suitable, these have met the needs of local people. Commune officials and residents have appreciated the provision of motorboats, speakers and the necessary supplies for the rainy season such as life jackets, rescue buoys, emergency medicine, etc. All of these materials and technical support help people to plan for responding disasters in a timely manner.

The Programme provides disaster prevention skills to pioneer teams and rescue teams of the communes. In this evaluation, people noted that these teams are necessary and important forces during the flooding season. Some people have promoted their own values through the rescue operations (see Story 7). Other activities have also been conducted, such as people were trained on

swimming and flood prevention, and community women groups were trained in analyzing vulnerability status.

People are aware of disaster prevention activities implemented at the locality by AAV. These supports have created a good foundation for preparedness to respond to natural disasters. Currently, motorboats and paddling boats provided by the programme are kept at communes for all to use when needed. However, some localities desired for training time to be longer, so that participants can practice better boat control techniques. One resident said that although he participated in this training, he has not had much experience of sitting on the boat and trying to control the boat, as there was only one motorboat for 10 people to practice during only 3 hours. Therefore, proposing suitable rescue facilities and effective and specific training plans is a matter of concern for the programme.

Notably, all people in the 3 communes commented about sanitation issues in the community. The programme has built awareness of hygiene through provision of waste trucks, sewer, and support of hygiene guidelines and practices. Residents said the current state of environmental sanitation was very good compared to the past. Awareness of the people has significantly increased. Specifically, the waste trucks provided by the programme were broken after a period of time. Some localities repaired them with funding from their local budgets. Other localities have hired private waste trucks with a fee of 10,000 to 15,000 VND per month for a household. The operation of private waste trucks resulted from people's needs for waste collection and have become regular activities, although people have to pay monthly fee.

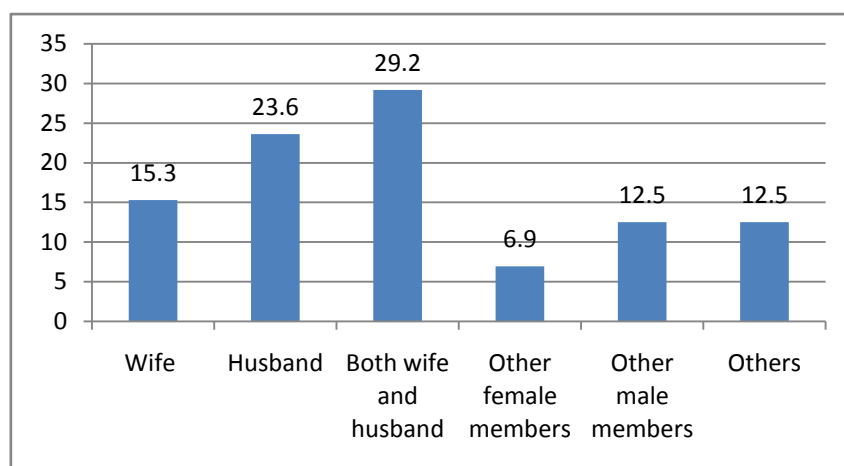
4.9. Programme Priority 5. Development of social and political alternatives for women and girls

With the goal of supporting poor women to improve their livelihood, strengthening awareness on gender equality, ensuring the rights of women and girls and enhancing the role of women in family and society, the programme's activities focused on the following topics: (i) improve gender awareness; (ii) prevention against domestic violence; and (iii) develop social and political alternatives for women and girls.

The women not only knew how to protect themselves and took care of their children but also cared about the community. The operation of clubs/groups is one of the tools used to connect them together. According to the information from the programme, in 2011, 8 women's clubs were founded in 8 villages of the 3 programme communes. Each club had 25 core members and they shared information and influenced the whole village with an average affected population of 300 people – not a small figure. At present, as noted by the locals, these clubs/groups have still been maintained although they no longer received free drinks for each meeting activity from AAV.

The meeting with representatives of the commune government revealed that gender equality and prevention against domestic violence received attention and support of the local government. Gender equality can be evaluated via the contribution of men and women in improvement of household financial status and their awareness on women's role in family and society. As shown by the survey results, a large number of households (29.2%, of which 75% are Cham) had both the wife and the husband as the main contributors to household income. In addition, the households in which the husband is the bread winner accounted for a significant proportion – 23.6% (of which 31% are Cham), higher than the proportion of households having the wife as the bread winner (15.3%, of which 45% are Cham) (Figure 17).

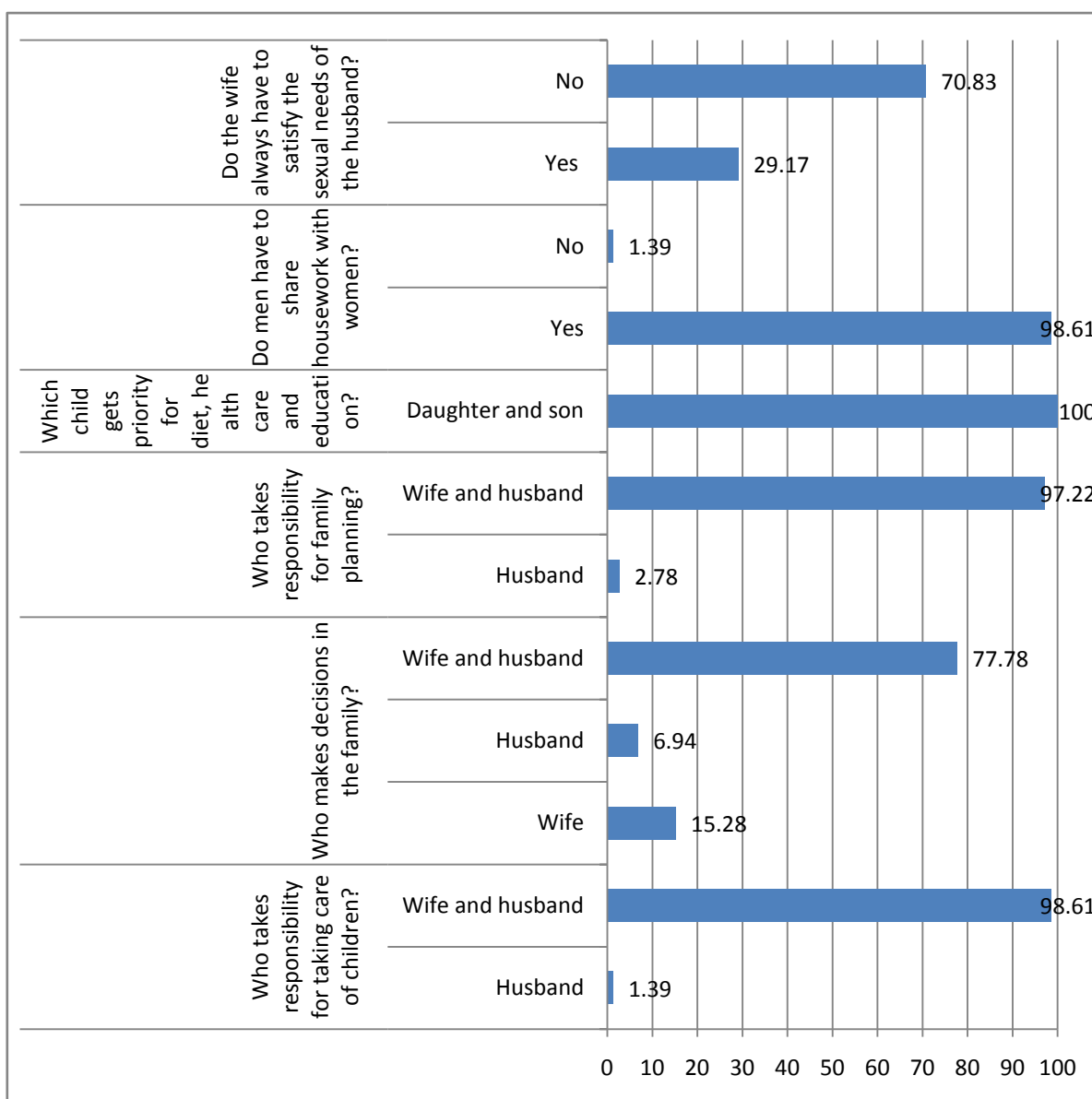
Figure 17. The main contributors to household income (unit: %)



Source: Endline survey

The survey results showed that the majority of respondents were aware of the shared responsibility of both the wife and husband in some work (figure 18). The proportion of respondents who believed in the shared responsibility of both the parents in child caring, decision making on family issues, family planning, and housework is 98.6%, 77.8%, 97.2% and 98.6% respectively. Most of the Cham ethnic group surveyed reflected their agreement in this regards to share responsibility. In addition, 100% of households stated that both girls and boys should receive equal priority on diet, healthcare and education. Regarding awareness on the issue “Does the wife always have to meet the sexual need of the husband?” 21 out of 72 respondents answered “yes” (29.2%, of which 23% are Cham). Although this is not a remarkably high proportion, the figure implied that in practice the wife was forced to satisfy the husband’s sexual needs. Obviously, further communication is required to get both men and women to understand that sexual activities need to be based on the needs and consensus of both parties.

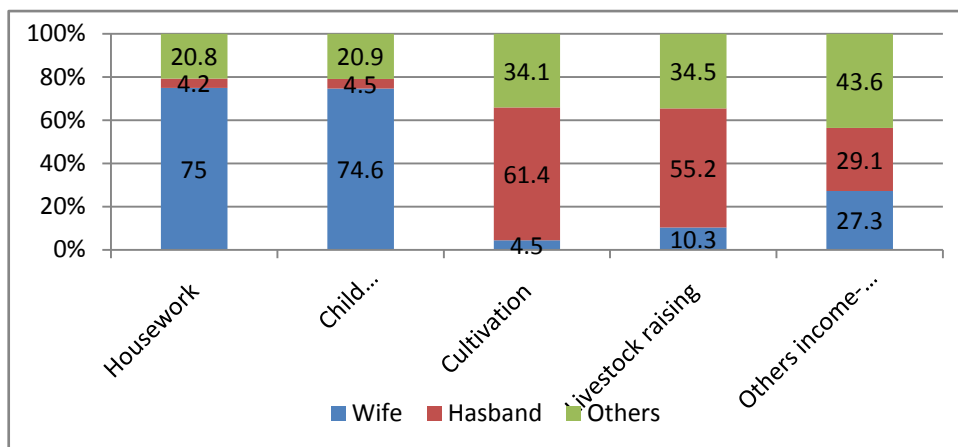
Figure 18. Awareness of respondents on labor division and gender equality (%)



Source: Endline survey

Although the results above showed a high proportion of respondents aware that both the husband and the wife should share housework. However, the survey results (figure 19) revealed a remarkable difference in the role of the wife and the husband in taking care of family issues, child caring, eldercare, and income-generating activities like cultivation and livestock raising. In general, the wife still held the main part in housework and family caring while the husband played a more dominant role than the women in income-generating activities like cultivation and livestock raising. Specifically, in housework, child caring and eldercare, the women played the key role in 75% (of which 11 % are Cham) of households and only 4% of households had the husband taking this role. These figures represented a significant gap. In contrast, the role of the husband was dominant in cultivation and livestock raising, 61.4% and 55.2% of households, respectively. The proportion of households where the wife took the dominant role in these two activities were more modest, at 4.5% and 10.3% respectively. These results implied that despite the improved awareness on gender equality, improvement in actions requires the efforts of not only the local government and the programme, but also each family.

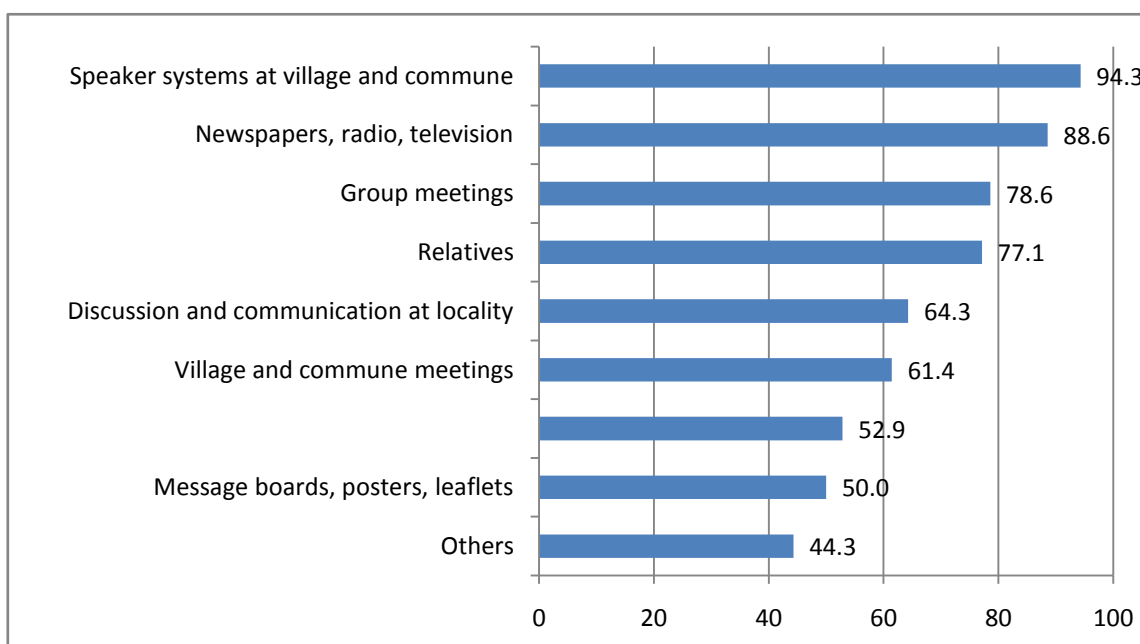
Figure 19. The proportion of each family member taking the main role in household's tasks



Source: Endline survey

According to the survey results (Figure 20), most of respondents knew about information on violence prevention (97.2%, of which all surveyed Cham ethics account for 33%). The common sources of information were local system (94.3%), newspaper, television and radio (88.6%, of which 37% are Cham), and group meetings (78.6%, of which 36% are Cham). In addition, the surveyed households accessed information via discussions and communication sections at the locality, meetings of the commune and village, bulletin board, poster, leaflet and being communicated by the officials in person. Hence, communication activities have been successful in the community. Among all the communication channels, local speaker was the most widely used and effective. However, the results of the qualitative survey showed that direct communication via group meetings at the communities was also an effective channel, particularly for the households that have members working far from their home for the whole day. In addition, the programme has promoted the effectiveness of communication channels that can approach a large population at once such as a stage performance. This channel was effective in attracting the participation of a large number of people; it helped people relax and brought educational messages to individuals, families and the community.

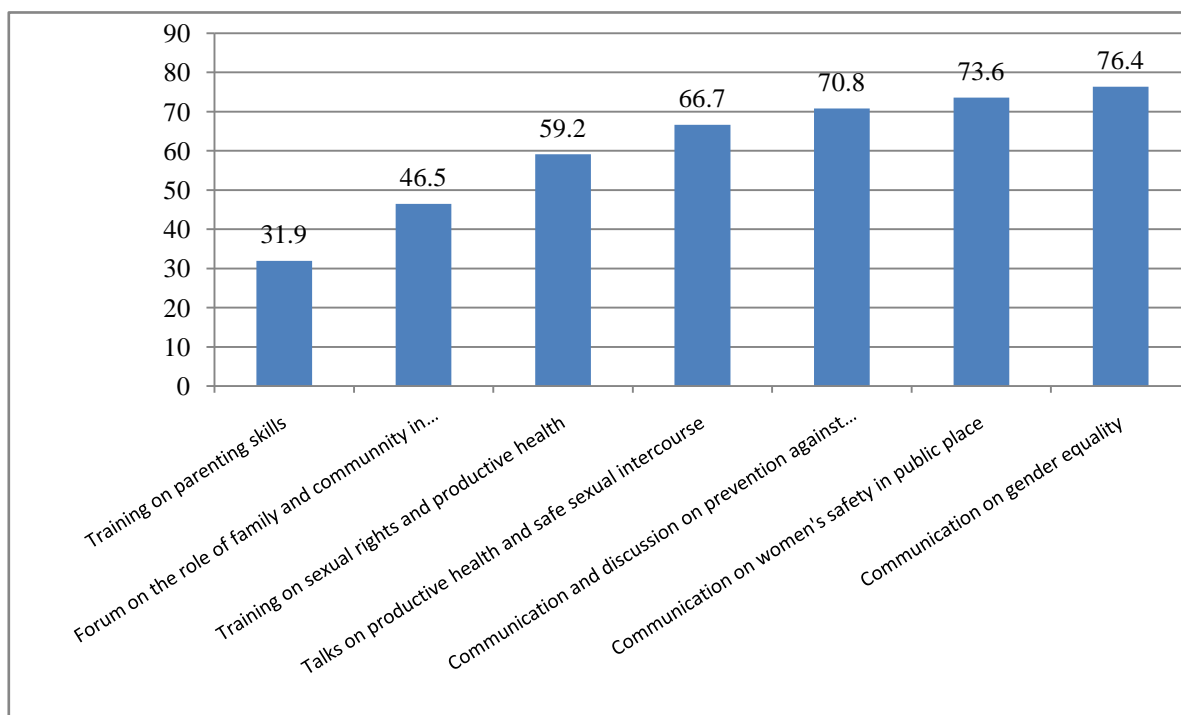
Figure 20. Sources of information on prevention against domestic violence (unit: %)



Source: Endline survey

The survey results (Figure 21) showed that communication and training activities of the programme on gender equality, prevention against domestic violence and reproductive health for women have reached many households. The households that had members taking part in these communication activities accounted for a relatively high proportion, over 70%, followed by training activities and talks on sexual rights and reproductive health for women. The activity that engaged the smallest number of participants was the forum on the role of family and community in promoting women's participation in the political sphere (46.5%) and training on parenting skills (31.9%).

Figure 21. The proportion of households participating in communication activities on gender equality, prevention against domestic violence and reproductive health for women (unit: %)



Source: Endline survey

The above communication and training activities have transformed the awareness of households. This is not only demonstrated in the result that 100% of households evaluated these activities as useful, but also in the enhanced awareness of people on issues related to gender equality in family and locality, in the occurrence of violence against women and girls, and the evaluation on the women's role in political sphere.

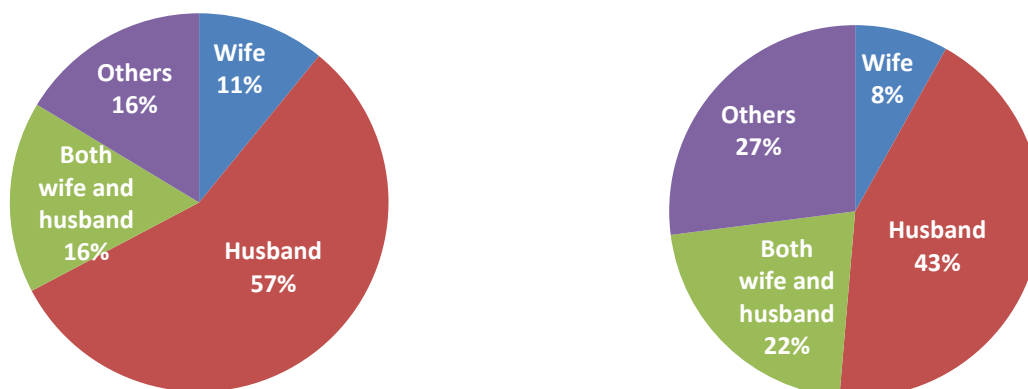
The activities that aim to develop social and political alternatives for women and girls include improving leadership knowledge and skills for women, building capacity for them to take positions in the local government and community organizations, providing them with knowledge on laws, state policies, women's rights (to access and control land and resources, and to participate in local government activities), and other women-related issues (reproductive health, sexual rights and safety in public place). These activities were implemented to promote women's role in family and society so that they could actively engage in protection of their rights in general and the rights of girls in particular.

The access and control of land was evaluated via women's rights to land and the awareness of people and community on these rights. The survey results showed that (figure 22) more than half of surveyed households had the husband named in the LURC for residential land (57%, of which 26% is Cham) and less than half for farming land (37% of which 40% is Cham). The percentage of households where the wife was named in the LURC was only 11% (0% for Cham) for residential land and 8% (of which 30% is Cham) for farming land. These cases, as noted by local people, were mostly

households where there was only the wife or where the men often worked in the seas and thus it would be more convenient for the women named in the LURC to handle household issues.

Figure 22. The person named in the LURC

The person named in the LURC for residential land **The person named in the LURC for farming land**



Source: Endline survey

The proportion of households that have both the husband and the wife named in the LURC for residential land and that for farming land was 16% and 22% (of which 56% and 75% are Cham) respectively. Of the 38 households with member(s) participating in a workshop/forum/dialogue on the right to access land and resources, the above incidence of households having both husband and wife' name in LURC for farming land was higher than that among all the surveyed households, at 23.7%.²²

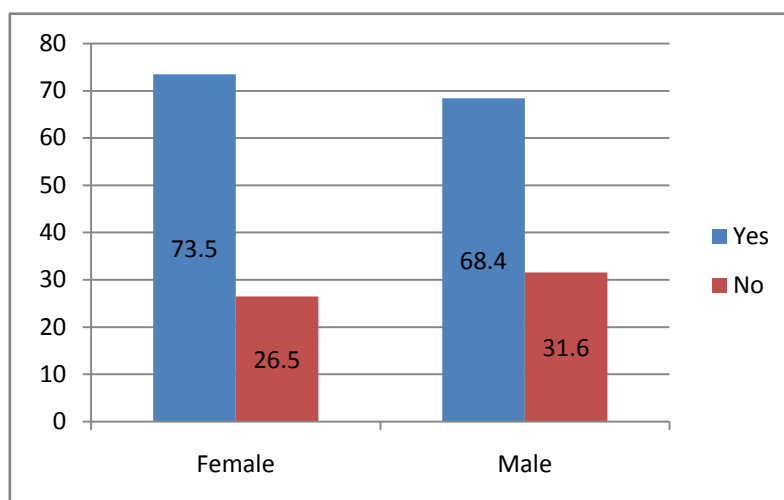
Although such incidence was not high, it demonstrated the efforts of the local government and the programme in this field. The presence of both the husband and the wife's names in the LURC is regulated in the 2003 Land Law and in the amended Land Law in 2013. In practice, the conversion from applying for LURC under the name of one person into that in both the wife and the husband's names remained remarkably low. According to the survey on women's access to land conducted by Civil Society Inclusion In Food Security and Poverty Elimination Network (CIFPEN) and ActionAid Vietnam in 2008, 5 years after the effective date of the 2003 Land Law, in three provinces of Hoa Binh, Lai Chau and Vinh Long, 90% of LURCs were issued with the name of one person – the husband for most of the cases. Moreover, the women themselves lacked understanding of their right to LURC. They did not know that the absence of their names in the LURC would somehow affect their position in improvement of livelihoods, land use, and sustainable poverty reduction.²³

On asking about the awareness of people on the regulation that both the wife and the husband should be named on the LURC, the survey results showed that the awareness levels of women and men were quite similar, with 73.5% of female and 68.4% of male respondents aware of the regulation (figure 23).

²²Since the number of households with LURC for **residential land** and member(s) participating in workshop/forum/dialogues on the rights to access land and resources is smaller than 30, the percentage of households with both the husband and the wife named in the LURC is not used in this report for analysis.

²³<http://www.cifpen.org/landa/>

Figure 23. The proportion of respondents informed of the regulation that both the wife and the husband should be named on the LURC (unit: %)

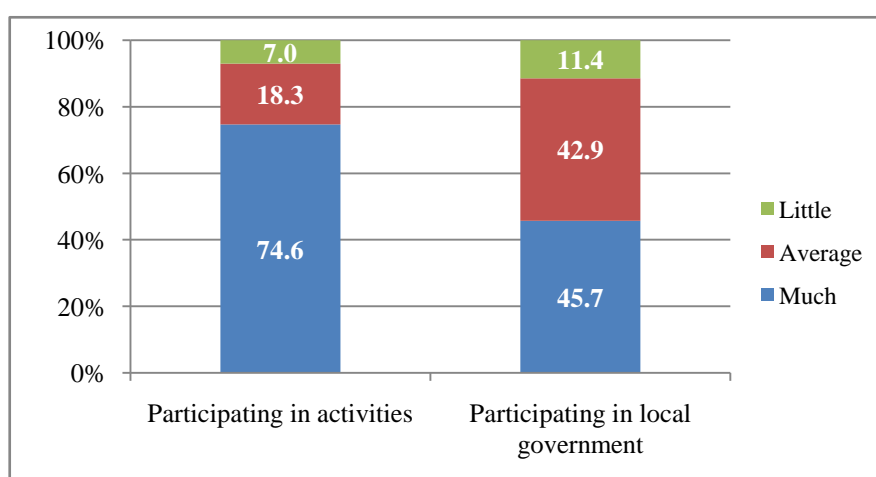


Source: Endline survey

Awareness on gender equality is also demonstrated in the active engagement of women in community activities and local government machinery, at leader position (even at low level of authority) in the locality. Many ethnic women and poor women participated in community activities, such as working as collaborators in a number of fields like health and population. A leader of Phuoc Hai commune made a remark that the proportion of women who held leadership positions in the commune was relatively high: 16 out of 50 leaders of commune's boards, including chairman of the commune Women's Union and deputy chairman of the Commune People's Committee.

The proportion of respondents that observed a large number of women participating in activities of the community and that in local government are relatively high (figure 24), at 74.6% and 45.7% respectively. Moreover, the majority of respondents agreed on the necessity to promote women's involvement in these activities: 67.6% for community activities and 52.9% for local government machinery.

Figure 24. Evaluation on the number of women participating in activities of the community and local government

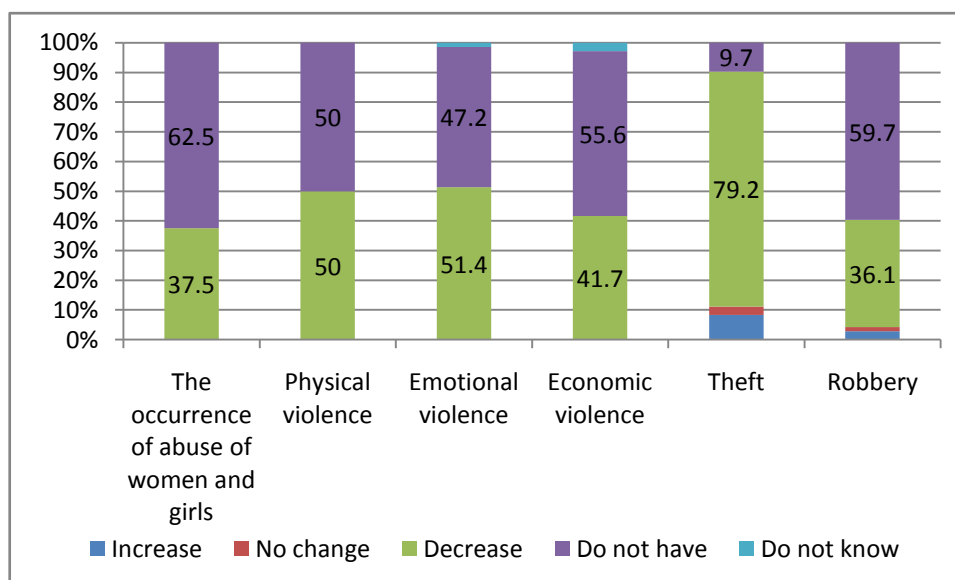


Source: Endline survey

The survey results also showed the decrease in the occurrence of abuse of women and girls, violence (physical, mental, and financial), theft, and robbery in the last 3 years; particularly, some types of acts no longer occurred. Only a small proportion of households reported an increased prevalence of

theft and robbery in the last 3 years – at 8.3% and 2.8% respectively (figure25). However, as reported by surveyed households, the majority of such cases were petty theft of chicken and ducks, and the thieves often came from other localities. All other forms of violence experienced an overall decrease or were not present in the time period.

Figure 25. Evaluation on the prevalence of a number of issues in the locality



Source: Endline survey

4.10. HIV/AIDS

This activity was scheduled to start in 2005 and end in 2007. Communications and guiding methods were carried out to prevent HIV/AIDS through a range of activities such as capacity building provided to local officials at grassroots level, to communities through associations and unions and at schools through outdoor activities. As reported by the impact evaluation report 2009, the programme on HIV/AIDS through training activities and communications have far-reaching influence and impact to different residential groups and families, especially to those whose members are working far from home. It was one of the activities of AAV that was best known to the local people with more than 68% responding of being aware of it.

Chapter V: The impact/influence of the programme

5.1. General view

On evaluation of the programme's impacts, a district official remarked that the programme lasted longest among others in the area and had the widest scope of time and largest of intervention areas. With such scope and span, the programme has contributed significantly to the economic development and resources of the locality. Moreover, as the opinions of people and communities were taken into account during its implementation, the programme was carried out quite smoothly and consistent with the local policies.

Qualitative surveys with local people revealed the major contributions of the programmes as follows:

Infrastructure: The locality still depends largely on the state budget for large-scale infrastructure. However, the state budget for investment is limited; thus, the locality has to balance its budget and depend on the inflows of the district budget. Such investment takes a long time to be funded, meaning that infrastructure gets degraded and affects the livelihoods of people. In such context, the direct support for infrastructure from AAV has arrived in a timely and meaningful manner.

Awareness raising: Regarding the local residents, their awareness has been sustainably improved, particularly on issues relating to the disadvantaged groups of ethnic minorities, children and women, Awareness of the rights of women and children has improved through implementation of specific activities based on human basic rights approaches. The programme has brought about the novel idea of sustainable agriculture and environment protection, a critical issue for people living in flooding zones. Therefore, the opportunity for income enhancement and poverty escape has been improved.

The programme has created a basis for many local activities. On such grounds, the people and communities can contribute to these activities such as studying pair for good progress in education, rural sanitation, sustainable farming techniques, and disaster-response capacity.

Capacity building. For the local officials, their capacity has been improved over the years due to engaging in management, supervision, and lesson sharing in practice, as well as workshop and training activities.

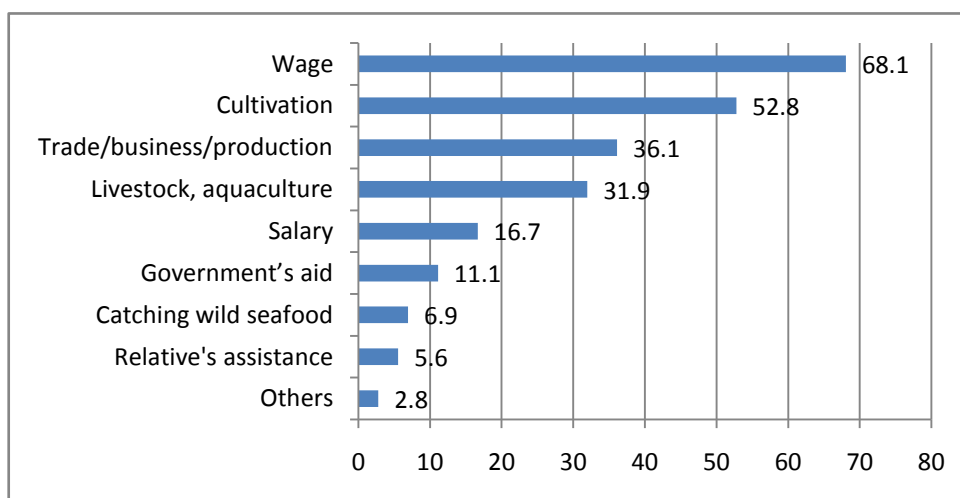
Policy advocacy: In addition to changing the attitude and behavior of local people and community in specific areas, LRP4 also had positive impacts in promoting the implementation of policies and institutions in the locality.

In comparison with other projects in the region, mainly with the National Targeted Programme (NTP), the majority of local people remarked that the major difference between the programmes is that NTP focused only on the poor, while AAV's Programmes targeted the whole community with a focus on the most disadvantaged beneficiaries. On the other hand, beneficiaries of AAVs programmes have benefited from frequent training which residents find hard to receive from the government. This support is highly appreciated by local people.

5.2. Programme Priority 1

A remarkable demonstration of the effectiveness of the training courses is people's improved knowledge on farming techniques in addition to their traditional experience. This was mentioned by FGD participants of all three communes. The people were more confident in applying techniques and handling issues in farming activities, such as handling pests, issues related to crop varieties, and animal breeds. Application of techniques helped reduce costs. Particularly, in recent years, by using measures to sustainably response to climate change, the programme has provided the people with environmentally friendly farming techniques. The people showed satisfaction with these services. However, the production output of each type of crop/animal depends significantly on external factors, such as weather or diseases.

Figure 26. The income sources in 2013 of surveyed households (unit: %)

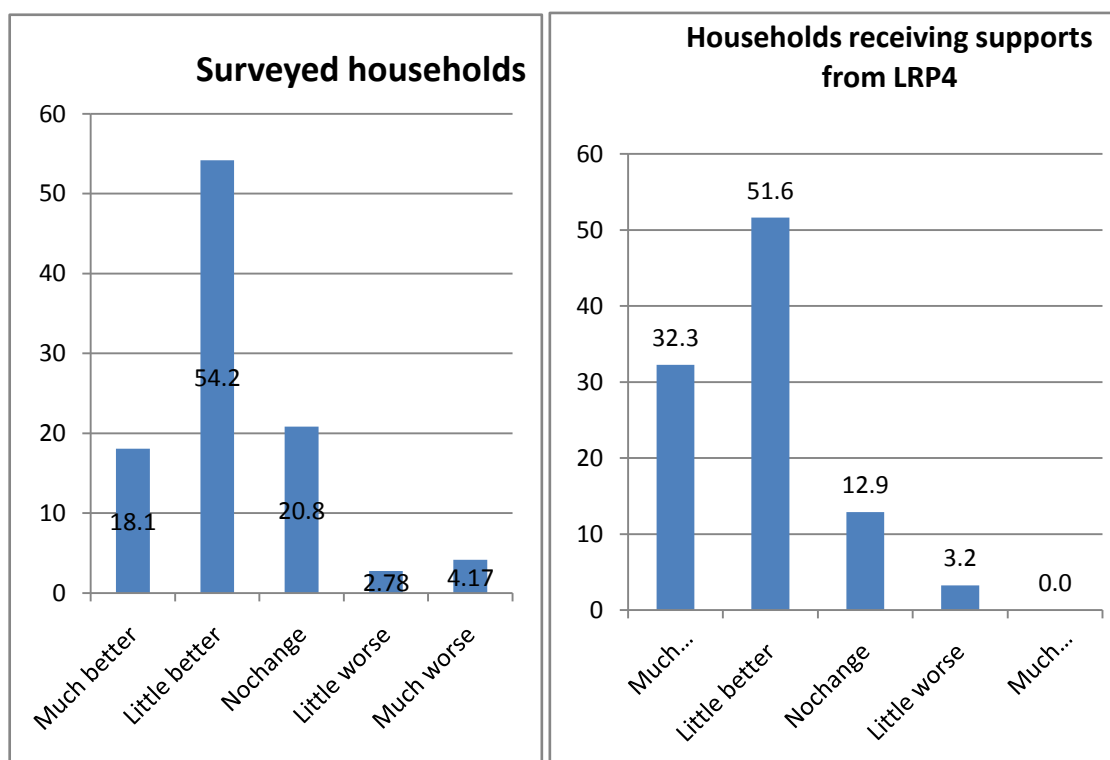


Source: End-line survey

In 2013, wage from labor (construction, seasonal employment in apples or grapes farming) and cultivation were the two most common income sources for surveyed households. In addition, over 30% of households (35% of which is Cham) gained income from livestock raising (chicken, duck, pigeons, cattle), aqua-farming (aqua-fish), small business, and agricultural product processing, (weaving)(Figure 26). Thus, supporting the poor in the area in small-scale and sustainable income-generating activities via agricultural extension activities has proved to be an appropriate direction of the development programme in Ninh Phuoc district.

Regarding cultivation activities, the average revenue and cost of a household per year is VND 25.8 million and VND 16.9 million, respectively. Thus, the average income from this source is VND 8.9 million/year/household, while the average income from wage (as described above)is VND 24.8 million/year/household²⁴.

Figure 27. Comparison of household's current income with that in 2010 (unit: %)



Source: End-line survey

On being asked about the change in general income, a positive remark is that most of the surveyed households reported an increase in income compared to that in 2010. Among them, 54.2% (of which 26% is Cham) reported of a slight increase, 18.1% (of which 62% is Cham) noted a large increase. Only a few households (7.0%) stated that their income has reduced compared to 3 years ago (Figure 27). According to the survey results, the total revenue of a household in 2013 is VND 67.3 million with an average cost of VND 26.0 million; that results in an average income of VND 41.3 million (a slight increase from the income of VND 39.8 million in 2012)²⁵.

Of the 31 households that participated in supporting activities or received support from the programme for cultivation/livestock raising, 83.9% reported an increase of household income compared to that in 2010, while a smaller proportion, 72.3%, of all (72) surveyed households reported an increase of household income. To break this down further, 32.3% of the 31 households

²⁴This figure is calculated after removing some outstanding values in some households where members worked in the sea (worked for the ship owner) in Phuoc Dinh commune.

²⁵According to the results of the Baseline survey for Country Paper Strategy V in 2013

reported a large increase in income and this number is 14.2% higher than the 72 households participating in this survey reporting a large increase in income.

Although it is not possible to separate the impact of LRP4 to the change in people's income, the above results demonstrates the positive contribution of the programme in improving the income of people in the project area via its support to promote alternative livelihoods and sustainable agriculture.

The training courses, according to the people, were beneficial to the trainees and trainers in capacity building. The trainees gained new knowledge while the trainers gained more experience via responding to the trainees' questions. According to the programme's design, the knowledge in the training courses was delivered to other households or members of interest groups or shared among other groups. Information collected from key informant interviews and focus group discussions showed that the people have shared their knowledge and experience to other households that did not have a chance to take part in the training and these knowledge and experience have been applied in practice. Accordingly, there has been more engagement in disease prevention for animals and crops, as the people who received training on basic diseases prevention have shared this information to other farmers in the village.

In this programme, credit-saving activities were initiated and implemented at the beginning of the programme. These activities have developed and were well recognized in the communities. The people remarked that credit-saving activities had a huge impact on people's livelihood. They have become the motivation for women to invest their efforts in how to use money to generate more money, and encouraged them to save money monthly in order to receive interest and have more money for family expenses. As an indirect effect, taking loans would also encourage women to work harder and more effectively. *"The programme is very practical and effective. The people have received support such as chicken and ducks, credit to raise goats, credit-saving activities with very low annual and monthly fees (interest rate). The women have become very active. The credit fund here had several hundreds of million VND and can be as high as several billion VND for the whole year."* (Phuoc Dinh commune)

Thanks to the credit, many women have jobs in trading, livestock raising or other income-generating activities. For example, the people of Tuan Tu village said that they received support to set up a market in 2011. Although it was small, the market has become a convenient place for local people to trade goods. At present the market has 9 permanent sellers (day and night) and about 10 other people from the village; the rest come from different localities. Thus, the market has created many jobs. Also thanks to the monthly loan, the women in Thanh Tin village reported that although the programme supported weaving activities years ago, at present they are still operating and generating a profit.

A comparison of the poverty rate in 3 programme communes in 2001 and 2013 showed a reduction in the proportion of poor households (Table 5). While the contribution of the LRP4 to the reduction in poverty cannot be specifically identified, due to the broader efforts of the whole district, it can be inferred that the by the programme has somewhat impacted on poverty reduction in the district.

Table 5. Comparison of the poverty rate in project communes in 2001 and 2013
(unit: %)

Commune	Poverty rate in 2001	Poverty rate in 2013
PhướcDinh	23.84	13.2
PhướcHải	18.07	12.8
An Hải	20.75	6.69

Source: LRP4 summary report 2014

Contribution in policy advocacy: Successful models of sustainable agriculture have provided commune officials and farmers with more practical and economic perspectives, which are more suitable to market demands and creating highly efficient and sustainable livelihoods. This is particularly important to a poor area where disasters often occur like Ninh Phuoc.

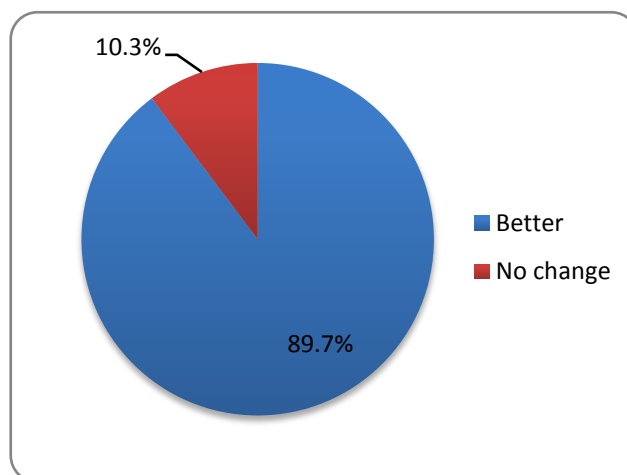
The credit-saving model initiated by the Programme has evolved throughout the years in terms of capital and number of beneficiaries. In 2007, the model was separated into a local non-governmental organization in the form of a social fund. This is a typical example of a successful credit-saving model in Ninh Phuoc district. Women who took out loans, particularly those in difficult circumstances, have improved their capacity in use of money, financial management, and saving and generating income within their capability, and thereby increasing income of the households.

5.3. Programme Priority 2

A foundation developed by AAV in programme communes encourages the community's involvement in development of plans and supervision, as well as decisions for a number of community's activities, such as construction work of nursery schools and playgrounds. Despite the small scope of such involvement, the voice of people has been heard. The programme has created an environment for local people to share information on their basic rights as well as to participate in public governance. According to the opinions of local officials, the identification of needs for infrastructure development with participation of local people has been more practical and feasible.

The evaluation from consultations and workshops also revealed that public service delivery/access in education (local education planning, establishment of kindergartens, local education budgeting, providing literacy for poor people) and health care (provision of equipment, early health care, food safety, safe water, environment) in the localities have improved: 89.7% of respondents (of which 39% are Cham) reported an improvement while only 10.3% noted that the situation has not changed (Figure 28).

Figure 28. Change in public service delivery/access



Source: Endline survey

As analyzed above, among the active groups in the locality, women's group was the most well known in the community, followed by the interest group and group of enthusiastic youth (figure 29). In addition, these groups have received positive evaluation by the people: 100% of respondents believed that the operations of these groups/clubs were beneficial to the locality. The incidence of households selecting "very useful" is much higher than that selected "useful" (figure 30). These figures partly showed the positive impacts of the programme's support in the establishment and operation of the groups/clubs in three project communes.

Figure 29. Percentage of respondents aware of the local groups/clubs (%)

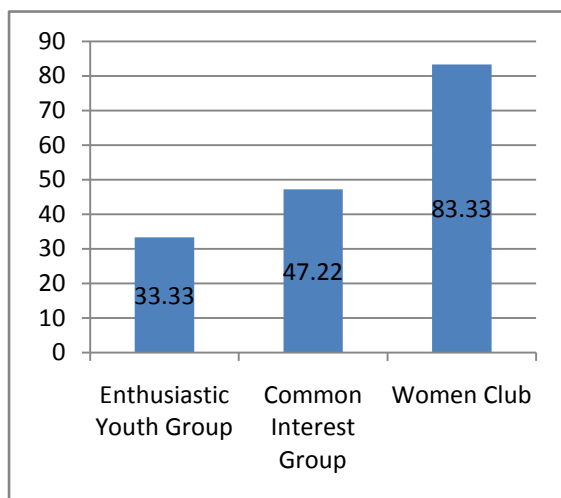
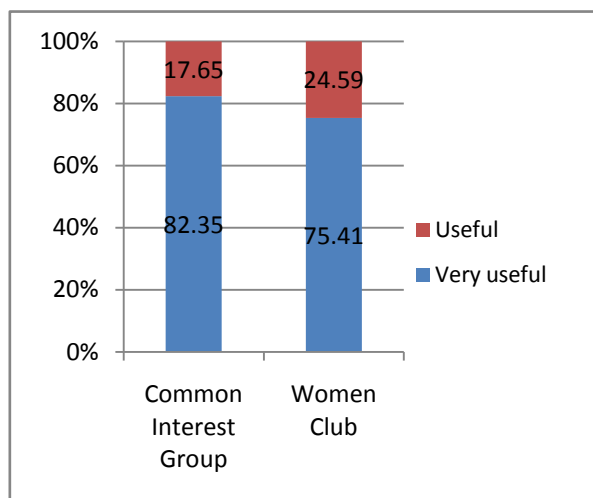


Figure 30. Evaluation of the usefulness of the groups/clubs (%)



Source: Endline survey

As noted by a district official, Programme Priority 2 has created a positive effect on the disclosure of local activities and budget. The grassroots democracy regulations were implemented in the locality for a long time; however, such implementation was still spontaneous and unorganized. The realization of these forms of grassroots democracy was relatively simple, via distribution of notes to the village (without control of who reads or who do not). For AAV's public activities, the people were allowed to participate in the meetings. They were aware of the commune plans and expenditure for relevant activities. Although the programme's activities had smaller scope than general activities of the commune, it has contributed greatly to improved public consultation in every general activity, such as rural planning or new rural planning via the local People's Council.

One of the most effective training activities, as evaluated by the commune officials and representatives of the People's Council was knowledge on finance – accounting (analysis of commune budget). Before, many representatives of the People's Council were not able to understand the commune budget estimates. At present they all obtained necessary skills to read the estimates. This training content has met the needs of local people and officials.

All the programmes priorities in general and Programme Priority 2 in particular have been seen as benefiting the whole community and each individual, particularly the disadvantaged groups like the poor, women and children. The democracy and transparency in information and improved people's awareness of the rights, laws and policies and people's participation in public governance have contributed to enhanced responsibility of commune and village officials in commune activities as well as programme activities.

Contributions in policy advocacy: The implementation of grassroots democracy and consultation of people’s opinions for public work, despite being somewhat primitive, has gradually changed the top-down leadership practice. A commune official said, “ Consultation of people’s opinions is important”. Therefore, people’s role has improved and their opinions are respected. This, in turn, will help develop socio-economic development plans close to the people’s needs and socio-economic development plans will also be implemented better. Moreover, improved capacity of officials for budget analysis, accountability and transparency helps the local authorities to change their ways of thinking and management practices, to perform poverty reduction policies well and to provide public services to people more effectively.

The community groups established by the programme, whose establishment was officially recognized via the administrative decisions of the Commune People’s Committee, were still maintained in the project villages. This is a positive and effective communication channel where information is updated and knowledge and experience on policies and activities related to the people and communities are shared.

5.4. Programme Priority 3

The programme has supported kindergartens and primary schools in three communes to build and improve their infrastructure, to develop a diverse education environment, and to improve the attitude and quality in education of students and children.

Education supporting activities were welcomed by the local people. This is demonstrated in the people’s evaluation on the usefulness of these activities. The survey results showed that all activities were evaluated by 100% of respondents as being useful; in addition, the proportion of people that selected “very useful” is much higher than those selecting “useful” (Figure 31).

Figure 31. Evaluation of the usefulness of education-related activities (%)

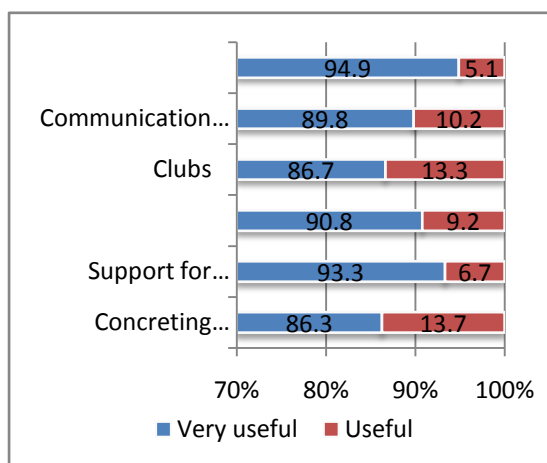
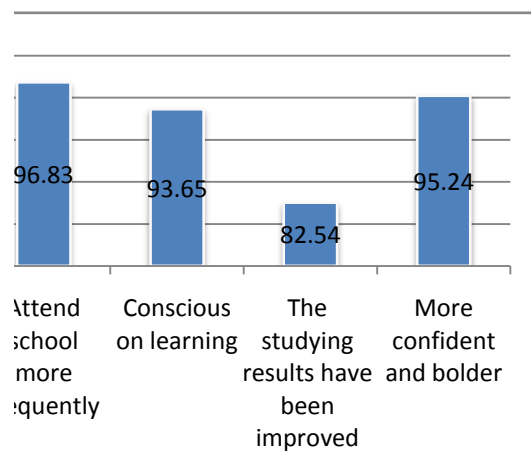


Figure 32. Evaluation of the impacts of education-related activities to the children’s studying and skills in the family (%)



Source: End-line survey

Education-supporting activities such as a friendly school model, studying pairs, young journalists club, extra-curricular activities for children, and the campaign of global education week for students have met the need for enhanced attitude and quality of education of both children and teachers. As noted by a number of teachers and people, study results has improved and the school dropout rate has also decreased. The team activities have engaged students’ participation and helped them develop confidence and interest for studying (Figure32).

The model of studying pair for mutual progress as well as the studying partners club received support and satisfaction of the people and locality. According to the review report of the programme, 761 out of 1,100 pairs had improved results in study; among them, 70 pairs have improved from the *average* academic result to *above average*; the dropout rate has also decreased.²⁶ The results of the qualitative survey showed that this model was effective for weak students. In addition to the support for students' weak in study, their families have become more responsible for their education and the excellent students become more responsible for their friends.

The participation of children in the clubs and extra-curricular activities has improved their attitude for interaction, sharing and discovery of new things in life. The competitions such as of painting or living skills have made a good impression on children and the community. As remarked by some parents, children (and the parents themselves) were really fond of those extra-curricular activities. They felt secure when their children got involved in those activities and the children received more attention.

Exchange activities such as communication via stage performance on the right to education of children in the community and training on the rights of the child for the adults have improved adults' awareness in implementation of these rights. According to the local people, they are well aware of these rights and implement them in daily lives, for example not forcing children to overwork and encouraging them to spend more time studying.

For questions developed for parents that have children attending school, figures 33& 34 show that the majority of respondents agreed with the positive impacts of the programme activities to the study and skills of their children in the family, such as children are more interested to go to school (96.8%, of which 38% are Cham), children are more confident (95.2%, of which 37% are Cham), children have better awareness of learning (93.7%, of which 37% are Cham), and children have better study results (82.5%, of which 37% are Cham). These activities had impacts on children's study results; however, this result received lower rate of agreement than the other impacts on children. This makes sense, as it is more difficult to identify such impact compared to psychological manifestations.

Figure 33. Evaluation of usefulness of education-related activities (%)

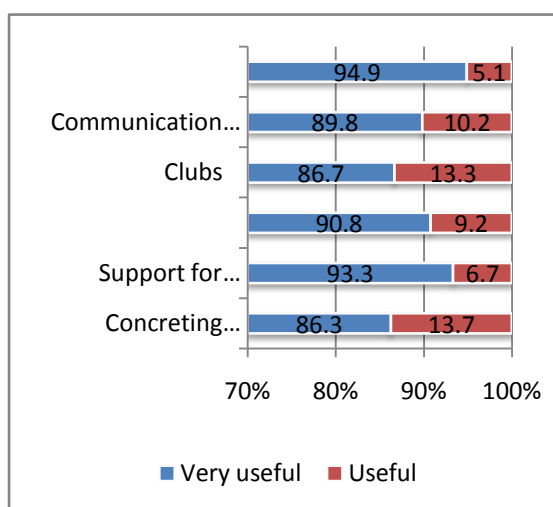
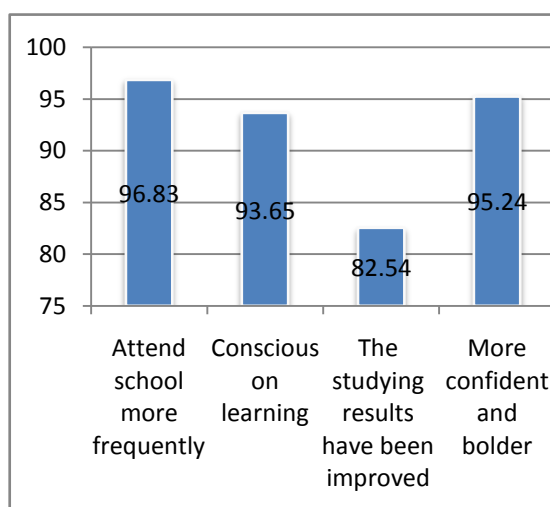


Figure 34. Evaluation on the impacts of education-related activities to the study and skills of children in the family (%)



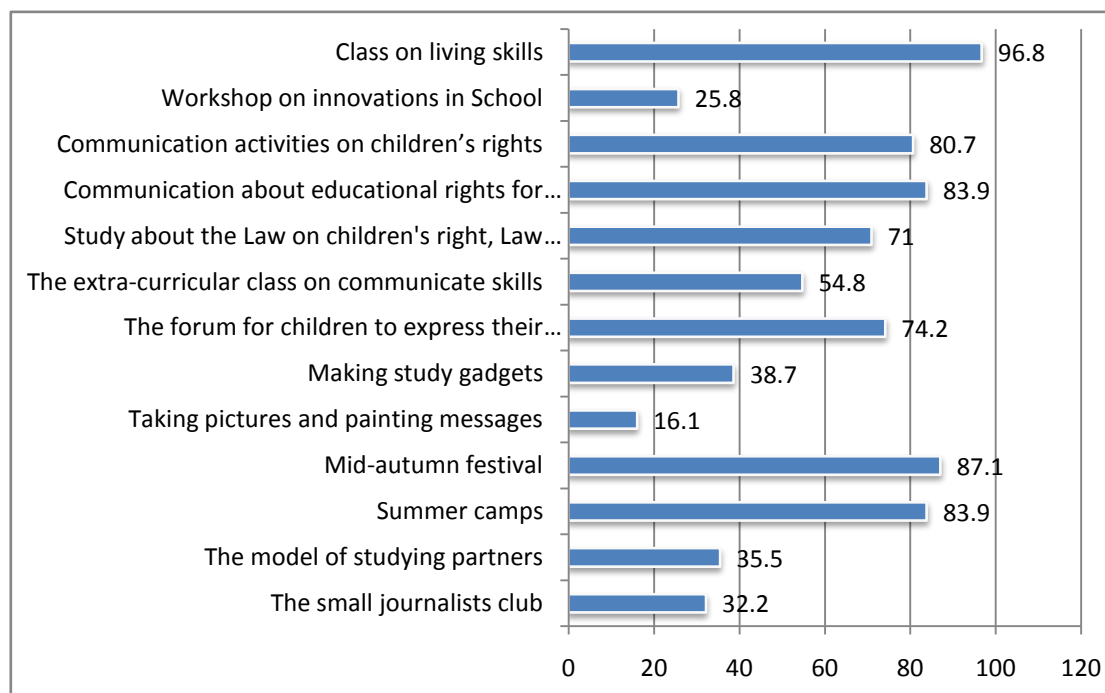
Source: Endline survey

²⁶Review report of LRP4, page 56.

In addition to collecting opinions of adults, the survey obtained opinions of students that go to school about the activities organized by the programme. Among 31 surveyed students, there were 17 girls and 14 boys (54.8% and 45.2% respectively), and most of them were in secondary schools (71%). The survey results showed a relatively high participation rate by students in activities organized by the programme. The activity that attracted the highest proportion of students was the extra-curricular class on living skills (96.8% of students). Other common activities (that had a participation rate of over 80%) include: mid-autumn festival, summer camp, extra-curricular/contest/communication activities on children’s rights, forum on children’s rights, the forum for children to express their expectations on education; extra-curricular/contest activities to study about the Law on Protection, Education and Care for Children/Law on education. Other activities such as taking photos or joining a club for young reporters had a lower rate of participation, ranging from 16.1% to 54.8%.

Not only did it attract a large number of children, education-support activities also received a positive response from the students. Specifically, regarding the competition for making study gadgets and the forum on children’s rights, most of the students participating in these activities showed interest in them; only one respondent had a neutral opinion (figure 35).

Figure 35. The proportion of children participating in children activities organized in the locality



Source: Endline survey

Moreover, another positive result of the communication activities was demonstrated in improved awareness of children on their rights. The results of the baseline survey on the Country Paper Strategy V in 2013 showed that most of the surveyed children had a basic understanding of the rights of the child. The percentage of students having correct answers for questions on children’s rights was remarkably high (Table 6). For the statement “naughty children should not be beaten”, the percentage of favorable responses was considerably lower due to the dominance of the traditional concept of education.

Table 6. The percentage of correct answer on Children's rights

Content	Quantity (children)	%
Every child should have the right to play	128	100
Every child should go to school	124	97.6
Poor children should go to school	112	89.6
Boys are loved as much as girls	111	91.7
Parents should listen to their children's opinions	80	67.2
Children must have birth certificate	123	99.2
Children should eat adequately	128	99.2
Adults are not allowed to read/see children's diaries	58	52.3
Naughty children should not be beaten hard	36	27.9
Children should not work for money	72	62.6

Source: 2013 survey

Other activities such as cultural exchange, stage performance, and painting competition were considered extra-curricular activities and were organized once or twice a year. The schools could use their budget to sponsor these activities. Moreover, AAV has organized an activity of making study gadgets; on recognizing its practicality, the schools still continued this activity. Some schools even called for funding from local enterprises for making study gadgets such as toys, picture books, tables and chairs and bookshelves.

Support for studying tools such as student bags, notebooks, bicycles and clothes for poor students has a practical meaning and has encouraged them to go to school or attend school more frequently. Thereby, their parents have gained better awareness of the necessity of attending school. *A mother in Son Hai village said that her child received a bicycle from the programme. Since then, he has gone to school more frequently because he no longer needed to walk to school. Other mothers said that he deserved that bicycle because he was an excellent student. No other students showed envy that he was awarded a bicycle.*

A remarkable outcome is from the literacy programme for adults. Literacy classes were carried out in the period of 2002 – 2007. Although it has been a while since these classes, their results can still be seen. In focus group discussions, many women stated that they were able to read, write and make calculation thanks to these classes. Some people noted that after participating in literacy classes, they still have to work in the field far from home and their lives still had difficulties. However, in terms of effectiveness, the programme has done well in eradication of illiteracy. On the other hand, improving livelihoods is a long process, requiring many other interventions.

In the programme communes the major population comprise of the Kinh and Cham ethnicity. Regarding education for adults on children's rights as well as creating a safe environment for

children's education and living conditions, further efforts from the local authorities are required to maintain the social order and to prevent conflicts between children of different ethnic groups. There is a case reported where some Cham students were afraid of going to school due to fear of being beaten by some Kinh students. While this situation was clearly reported by the people of two villages, the representatives of the school as well as the local authorities did not address such occurrences.

Contribution to policy advocacy: The models of friendly school and studying pairs for mutual progress have brought a practical and more effective perspective to the teachers in translating the plan of the Ministry/Department of Education into concrete actions suitable for the school's conditions. The report of the DPMU of Ninh Phuoc revealed that the model of friendly school was realized by the Division of Education of Ninh Phuoc district as a criterion for the overall assessment of schools. The local government issued Decision No 6578/QĐ-UBND, dated 9 January 2011, on establishing a Directive Board for the "making a friendly school and positive students" movement for the district for the period 2011 – 2013.

5.5. Programme Priority 4

The activities that respond to disaster have helped the local officials and people to analyze their vulnerability and to actively develop plans to prevent and alleviate the impacts of disasters and respond to climate change. The support in terms of infrastructure helped local people have timely access to information on disasters to apply preventive measures. According to the report of the Board for prevention of floods and tornados of An Hai and Phuoc Hai communes, the property damage and human casualty in recent years have been decreased to 80% compared to those before the project started.²⁷

Cleaner rural environment is the new image for the 3 programme communes. The rural environment has improved mostly via clean-up activities and awareness-enhancing activities initiated by AAV.

Contribution to the policy advocacy: The disaster prevention and mitigation plan, as reported by the DPMU, was integrated into the local socio-economic development plan. The content of disaster prevention and alleviation has also been introduced to the teaching curriculum at school. The local government is aware of their responsibility in disaster prevention; and thus, they have actively mobilized local resources for this activity.

5.6. Programme Priority 5

Qualitative information showed that activities related to the rights of children and women at the localities have left an impression on the local people, both men and women. First, the activities that engaged the participation of women are widely disseminated. Some male interviewees said that their wives shared the information they received in group meetings and meetings of women's clubs in the village (see Annex 6). Second, the diverse range of activities including training, integrated meetings, contest and other communication activities have gradually changed the opinion of communities on the women's role. Third, thanks to the awareness of both men and women on gender equality and response to domestic violence, the women have developed a sense of self-protection.

According to the programme review report in 2014 by DPMU, the women have participated in training courses on legal issues, women's rights to access and control land and resources, and their rights to participate in governance and community activities. Thereby, their knowledge on laws has also been enhanced. The surveyed women now understand that both the wife and the husband are eligible to use their names in the LURC rather than having only the husband named in the LURC as before. This example implies that people have gained an adequate understanding of the rights of

²⁷Review report of LRP4, 2014

women. However, in practice, the people reported that in most cases the LURC still only had the husband's name, as many people have not changed their existing LURC to include both names.

These activities have met the local needs in improving the position of women in the family and gradually eliminating the underestimation of men towards women. Some male participants in focus group discussions believed that the behaviors of men towards women have significantly changed. In the coastal areas, men often drank a lot and thus domestic violence was more likely to occur. However, this issue has been greatly reduced since communication activities were implemented. Men, although they still drank, have controlled their behaviors and treated their wives and children better. The situation of children being beaten by adults no longer exists.

Overall, the activities for women in project villages are positive in terms of quantity, forms and number of participants. Although the dissemination effect as expected by the programme is quite large, it should invest further in a number of disadvantaged groups, for example the poor households who have to work in the field far from their home or work in the sea for the whole day. For this group of people, they have fewer opportunities to access information or be involved in local activities. Therefore, communication methods for this group should be designed differently and tailored to their needs, for example, using leaflets with large pictures and easy-to-understand messages (for those with low educational level or illiterate people).

The local people also reported that not only women but also men were communicated to on children's rights, gender equality, and protection of women and children in public places every year. Training classes and communication, particularly via stage performance, have brought certain results, for example enhanced awareness on human's rights and gender equality. These are demonstrated in the reduced occurrence of physical violence in project communes and the change in women's responses to violence acts with self-defense. Men have shared housework with women. Women knew how to behave better, gained more knowledge in reproductive health, sexual rights, and reasonable birth control. A representative of a village noted that the occurrence of domestic violence has reduced by 90%, which is a sign of improvement of this issue in the communes. Improved capacity of women in comparison with those in other communes was also reported. A representative of women said that in the training classes of other programmes at the district level with other communes, women in the project communes were more responsive and showed better practical skills. It was also remarked by these women that these positive points resulted from their participation in the training and opportunities to practice their skills as supported by the programme, which have contributed to their improved capacity.

Contribution to the policy advocacy: Knowledge on prevention of domestic violence, gender equality and women's rights has had positive impacts on the thoughts of both people and officials on women's role and capacity. The communes have paid attention to and had plans made to promote women's participation in critical and leadership positions in local government.

The advocacy for LURC to be registered under the name of husband and wife that was carried out by AAV is a progressive step that promotes local authorities to take it into account in a long term process when issuing or changing LURCs. This is of great importance in gradually resolving issues of gender inequality as equal access to land is still a big problem in Vietnam.

5.7. The right to life and human dignity in the face of HIV/AIDS

Capacity building activities have helped local people including government officials, mass organizations, villagers, and teachers and students at schools in the three communes to increase knowledge and skills related to prevention and control of HIV/AIDS. This includes changing people's perceptions and awareness of risk of HIV/AIDS transmission. As a result, the programme could mobilize the participation of residents in the process for HIV prevention; encourage them not to discriminate against HIV/AIDS transmitted individuals; and to create a caring community to them.

Chapter VI: The Programme's sustainability and chances for replication

The Programme's sustainability and chances for replication referred to understanding that the beneficiaries and the community still continued the activities supported by the programme after its completion. The following activities were evaluated for their sustainability without funding from the programme – an important indicator of sustainability – based on the opinions of surveyed people.

Programme Priority 1. The programme was seen to have improved the capacity of people and the spread of agricultural extension activities. The people remarked that they would still apply what they have learnt from the training that is suitable with the local weather and geographic conditions. Other activities of the programme would be continued including: agricultural extension club, interest groups, and community groups with financial contribution from the members or support from other relevant associations or those at higher levels such as Plan Protection Station or Extension Centre. However, respondents commented that a number of activities cannot be sustained without the programme's physical and financial support, for example study tours and support for crop seeds and fertilizers.

The community groups and other clubs were evaluated by the local people and commune officials as being useful. People can share knowledge on their fields of interest. These groups would operate when the programme was carried out. When the programme ends, these groups still need to be maintained, as commented by the local people and commune officials, with financial contribution of members. However, with limited funds the operation of these groups would be restrained. This requires participation of relevant branches of the local government as well as state budget. According to the commune government, every year each commune had VND 3-5 million of expenditure for these activities. In addition, the associations also have other funds entrusted by the Bank of Social Policy or Bank of Agriculture and Rural Development, depending on the activities of each association. Thus, budget – a core part of the operations of groups/associations – may come from three sources: individual contribution, commune budget and the bank.

Credit-saving activities in project communes have proved to be effective and are still maintained and replicated to support women in income-generating activities. The review report of the programme showed that the loans were made mostly for small business (accounting for 60%), the rest for raising chicken, duck, and pig, and crop growing. The fund has created a sustainable operation mechanism based on specific principles and process. Moreover, the management of fund has been specialized and operated by the district executive board of the fund.

Programme Priority 2. The target of programme communes is transparency and openness in development socio-economic development plans or development in infrastructure and public services. AAV has promoted democracy in the local activities and connected them with the programme specific activities. Accordingly, the people could participate in planning activities at village and commune levels. This implied that, the People's Councils at all levels have the responsibility to collect the opinions of people; for the programme, people's opinions were obtained in group's meetings and village meetings. These activities were evaluated by the programme communes as being sustainable and replicable in a larger scale.

With limited funds, similar to other activities such as training on extension services, reproductive health, etc. the use of local people in training on public services was one of the sustainable alternatives. The trainers themselves would have their knowledge strengthened to serve their work. As local people, the trainers would have better understanding of the political, social and economic situations as well as demographic conditions of the locality. Therefore, their explanation and examples would be more practical and close to the people. In addition, local trainers would make a stronger bond with and confidence of the people and local authorities.

Programme Priority 3. Education-support activities such as the friendly school models, studying pairs for mutual progress, young journalists club, and extra-curriculum activities for children, the

campaign of global education week for students have met the needs of better attitude and quality of education of students and teachers. These basic activities were evaluated as being sustainable not only because of their impacts and cost-effectiveness but also because of their ability to be replicated within the local capacity.

The above activities were useful as noted by local teachers. Each activity was appropriate to each age group. The model of “studying partners” and the “young journalists” club were suitable for secondary schools rather than primary schools. The friendly school model was carried out under the direction of the Ministry and Department of Education. However, the material support and implementation of activities carried out by AAV have provided the schools with a more practical approach within the local capacity.

Among relevant activities, the model of studying partners was still carried out in schools, although it was reported that funding for this model was no longer available. The continuation of other activities, as noted by the schools, still depends on the fund availability. However, since the interventions of the programme have been implemented for relatively long time and have made certain impacts, there was motivation for the teachers to call for sponsorship from enterprises in the region when the programme is to be completed.

The friendly school model will be sustainable for schools in general. This model contained many activities that need to be sustained, for example teaching soft skills for students (to prevent normal diseases, to prevent traffic accidents, communication skills, resolving skills, oral hygiene, etc.), providing classroom library and public bookshelf. In the context of lack of funding, these skills can be integrated into daily lessons.

Programme Priority 4. The programme’s support to mitigate disaster impacts was suitable with the local conditions and people’s needs as Ninh Phuoc is located in the center of the flooding zone in the area. In addition to direct support to the communes for necessary equipment to respond to flood and tornados, for improving capacity of the pioneer team, rescue team and women’s group on analysis of vulnerability to disaster, first aid, preventive maneuvers, risk assessment, risk mapping, etc., the programme also organized group communication, stage performance, workshop, and newsletter to the people (mostly women and students) to enhance the community’s capacity to response to disasters. The programme has equipped the officials and people with fundamental knowledge, building the foundation for actions and thoughts on response to disasters. This result was recorded in the qualitative information collected by the evaluation team.

The commune officials noted that the ability to develop prevention plans and risk assessment and analysis has helped the local government and people better prepare and allocate resources to respond to disasters as well as emergency cases. Rather than waiting for the provincial rescue team, the project communes have established the disaster responding team and pioneer and rescue team with necessary equipment to respond to disasters in a timely manner. As remarked by the commune government, these teams a real ways in a position to readily rescue people in rainy season. The basic equipment for rescue activities are still available, such as motor boats and swimming floats (at present the swimming floats were kept at the Commune People’s Committee; they would be used only when necessary).

Ninh Phuoc has to face disasters all year round; thus, replication of disaster prevention to other communes is necessary. The project communes can share their experiences with other communes on what they received from the training. However, support from the commune/district budget for these activities is important for this to be achieved.

Programme Priority 5. The continuation of activities related to prevention of domestic violence, children’s rights and women’s rights via the operations of women’s groups and clubs is necessary. The project communes reported that these activities were still carried out, although with decreased frequency. They were integrated into the meetings of the Women’s Union at village level. The

associated cost was not too high and the Women's Union at village level has the budget for its activities. Moreover, it is feasible to maintain the operation of the Group of Enthusiastic Youth. This Group can still support children in summer with living skills and other activities in the community. However, the operation scope will be smaller due to the lack of funding.

Another activity, although it had ended before 2010, has high sustainability and necessity and thus replication of this activity to other communes will be needed is waste collection. A common situation in three project communes is that the waste collecting truck supported by the project is now broken or has been repaired. However, the awareness on waste collection and public sanitation has been gradually translated into habits. Waste collection is now conducted by the private sector and the people pay the service fees. According to the people, this activity would be more effective with the management of the local government and commune's unions although it was carried out by private company. The commune government could provide support to this activity (in terms of resources and material). For example, in Phuoc Dinh commune, the evaluation team was informed that the only person in charge of operating the waste collecting truck for the commune still had to perform his task despite being hospitalized. This is because waste would accumulate and cause sanitation issues after only one day if it is not collected. The people said that person was very poor and has to collect waste for living. This story indicated that waste collection was not an attractive task. Moreover, if only one person is capable of doing this task, the sustainability of this task will be limited due to unexpected circumstances (illness, job resignation, etc.). This results in poor performance of the task.

Waste collection and environment sanitation could be seen as a sustainable activity of the localities. However, the level of sustainability and the level of effectiveness depend on people's awareness and management by the local government. For example, there should be measures to promote sanitation activities such as encouraging people to maintain public sanitation, supporting private waste truck to maintain daily operation, and having well-located landfill to avoid environmental impacts.

Chapter VII. Challenges and suggestions

The following challenges have been drawn from qualitative and quantitative surveys by the team. In association with each issue, solutions are suggested with the hope that they are useful when similar issues arise in the future in any programme.

7.1. Challenges from community

In general, from the local residents' perspective, the activities of the programme in the last 3 years were less impressive and not as comprehensive when compared to the activities performed during the previous years. One of the reasons is the number of activities was reduced in this period. Most activities focused on rights mainly through communication, requiring local people to raise their awareness and knowledge, while their need on direct support still remains high. Therefore, local people's enthusiasm in this period waned compared to the previous period. The following are challenges faced by stakeholders during the programme implementation (table 7).

Table 7. Challenges and suggestions for community

Challenges/difficulties	Suggestions
(i) The programme focuses on the poor and disadvantaged to improve their knowledge and, to change their behavior. However, awareness of this group is limited which sometimes leads to inefficiency.	The involvement of some non-poor who are capable of re-explaining and have time to invest in doing so will help the poor when the training ends or when no professional expert, especially in farming and animal husbandry. However, the programme needs to provide clear participant selection criteria so local authorities can select appropriate beneficiaries.
(ii) Some poor people involved a little in the programme as they work far away (for farming or sailing).	Programme staff can support the community by scheduling meetings of small groups at times when these particular beneficiaries are not at work. This means that programme staff needs to manage their time to organize such meetings.
(iii) The efficiency of some extension activities depend on weather, pests, availability of soil, or market, therefore, farmers could not apply fully knowledge they have learned.	Seasonal planting calendar and seasonal livestock should be ensured for good development and to avoid pests. Arable soil availability is important to ensure the feasibility of application of knowledge received by farmers at training courses. Assistance for the value chain as a whole rather than certain aspects only is an option to solve these problems, too.
(iv) Local residents have been satisfied with support to gain varieties of seedlings and cash for investment. However, there is still no flexibility in solving access to some varieties of seedlings for local people.	There is a need to discuss/inform local people of the technical standards for different variety of seedlings and husbandry of various animals. This is so they can make informed choices based on cultivation periods, crop cycles, services to be provided and prices applicable. This includes responding to requests by local people as relates to the programme framework. Even a farmer can contribute financially to buy a good variety as they desire.
(v) The corresponding budget from communities is limited due to poverty.	According to the surveyed information, the corresponding budget is at a ratio of 30:70 or 40:60. A rate of corresponding budget can be identified appropriately to match the ability of each partner and community. The content of the corresponding contribution needs to be made formal and clearly specified to avoid any misinterpretation from communities.

Challenges/difficulties	Suggestions
(vi) Some local people do not understand the criteria set up by AAV and local authorities for poor households.	To strengthen knowledge on this issue via direct and indirect communication channels.
(vii) The awareness of the poor is limited so it is not easy to get back physical support that the programme provided to them, for example, it is difficult to get back what people have received without interest to invest in agriculture. Local people are still familiar with rent-seeking behaviors.	There is a need for clear information dissemination by the program, in terms of content and frequency. Communication needs to be done in small groups in communities and commitments made by beneficiaries to make sure that they are well aware of their responsibilities.
(viii) Agricultural books and a bookcase provided by the programme are not well kept and the number of readers is limited. It seems that this activity is not of a value to local people, despite the fact that this activity would be very sustainable if it was well managed and controlled.	As people are poor, they have little time to read books. A number of simple picture-books is needed. More importantly, there is a need for a book-keeper and a way to share knowledge and experience from books, for example, through clubs, group meetings etc. The programme could provide a plan for this activity.
(ix) Although some activities have continued after the programme ended, their effect is limited due not meeting the expectations of local people or the lack of funding.	This is a general limitation of intervention programs when they end. The extent of continuity and effectiveness of a programme depends mainly on a local core team who received training for strengthening capacity. Before ending, the Programme (in a role of advisor) can work with representatives of a district and communes to make a specific plan on the content, scope and financial ability of local authorities and associations to continue the program's activities.
(x) Time for training courses were not long enough for people in general, and disadvantaged people in particular to understand the issues-oriented programs. At the same time, inadequate practices	Length and frequency of training courses, as well as content design should be based on the capacity of beneficiaries. Training courses should be designed to be carried out in practice to achieve expected results.

Challenges/difficulties	Suggestions
<p>mean that the knowledge is not well retained. Some of AAV training activities did not include practical training, therefore, were not very effective, as expected.</p>	
<p>(xi) Aside from the direct channels of communication, indirect communication channels are not fully utilized.</p>	<p>The programme has used direct communication methods effectively through group meetings, forums, public performance, and loudspeaker system. However, leaflets are a communication channel which is highly valuable, especially for illiterate people and those who have to do farming or sailing from home.</p>
<p>(xii) Local sectorial sections were busy so they did not have adequate time to do programme as add-on tasks.</p>	<p>For a project/programme that has many activities, a full-time staff at commune or district is necessary to facilitate implementation and works on M&E to ensure appropriate adjustments can be made if necessary. In the case where sectorial representatives are used to work for program's activities, an allowance could be considered to keep them working on program's tasks as their main focus rather than add-on tasks.</p>
<p>(xiii) At the commune level, a constant change of key local officials in administration causes a change in programme staff resulting in a lack of continuity in filing and management of programme documents.</p>	<p>The personnel change is due to the administrative structure of local authorities. However, the management and archiving of programme documents and handover to a successor is the responsibility of any staff at any level. This rule should be specified in job descriptions or organizational regulations.</p>

7.2. Challenges from the programme

Table 8. Challenges and suggestions

Challenges	Solutions
(i) Procedures for the multi-level approval of programme implementation and disbursement to some extent were cumbersome which caused delays in the implementation process and money transfer in some activities.	Each programme level, including the M&E system, should be empower to ensure a tight budget system and select right people to use it, instead of the involvement of a senior management officer in each specific and small expense.
(ii) In the previous period of the programme, some activities and budget were cut off without any detailed notice or explanation from the programme officials, or their feedback was not satisfactory enough to programme staff at the commune level. ²⁸	AAV has its own financial regulations from the national level, which AAV officials at all levels are required to comply. Therefore, in this regard, there is a need of two-way communication and clear explanation to avoid any misinterpretation that can influence the attitudes and ways of working bylocal programme officials.
(iii) The programme supported infrastructure and physical assistance for some villages. But maintenance or commitment of local authorities in maintaining infrastructure was unclear (was not mentioned in the 2014 report of DPMU).	A plan for maintenance of infrastructure and equipment and the commitment of local partners need to be made.
(iv) According to some commune officials, a tight budget limits the participation of local residents and also makes it more difficult to implement activities.	Length and frequency of training, which depends on the content, should be determined in accordance with the capacity of the participants. The plans should be designed to suit allowed budget to achieve a desired result
(v) At commune level, currently there is only a position of programme head, who works for the programme on add-on tasks. Therefore, he/she does not have enough time to effectively participate in the programme.	Make and agree on planning, accountability, and specific output related to all programs' activities in the areas (through the job description and monthly, quarterly and annual plans and appropriate allowance to heads of CPMU).
(vi) Approval procedures are complex and wastes time as itrequires responsible people of different levels to give	Consider each activity to empower local programme staff in a reasonable manner.

²⁸According to PPMU, this problem occurred during 2005-2010, and it no more existing after 2010

Challenges	Solutions
approval.	
(vii) Some guides of the program/ AAV is long and not convenient for use, with the expression difficult to understand and not localized (for example, the guide for programme priority 2).	Guiding materials for district levels need to be short, understandable and use simple language.
(viii) Project/programme management skills of the local programme staff are somewhat limited. There is inconsistency in the synthesis and analysis of data to demonstrate attainment of each individual operation against indicators and targets to be achieved.	There should be a training course on M&E for local programme staff, and templates provided so that tracking of how the plan has been implemented and reports to see how far the programme has been completed against relevant indicators of the programme are consistent.
(ix) There are still some programme activities that have not been integrated into the local communes plan on the same area.	Coherence and coordination with local government agencies or with other organizations in communities is suggested if they do the same activities, so that the programme can take advantage of each other's human resources and time and avoiding overlap of activities in that area in the same community.
(x) For some activities, the way programme staff operates is rigid and inflexible, which can sometimes affect the operation of local programs.	Probably the programme officials handled cases according to regulations and the principles of national AAV, or he/she had his own basis for decisions. It is suggested that those decisions need to be clearly explained to local people for mutual understanding and agreement.
(xi) During the implementation process, there are many good examples, good initiatives and activities for intervention in communities which should be shared with local authorities or other organizations in the area. There are also difficulties and challenges faced by the programme due to geographical characteristics or type of beneficiary.	These case studies, activities, initiatives and successes, as well as challenges and difficulties, need to be recorded during the implementation of the programme so programme staff can synthesize, analyze and make recommendations. These experiences also can be used for advocacy and replicated for better policies of AAV, or even contribute to policies of local communities.
(xii) One of the results of the programme	There is a need for clearer explanation to the

Challenges	Solutions
<p>is the number of beneficiaries accompanied by approved budget. However, there is no specific explanation of how the beneficiaries of each activity were calculated.</p>	<p>reader to understand the basis of calculating number of beneficiaries.</p>

Chapter VIII. Learning experience

This section reflects the advantages and difficulties that may have a positive affect or hinder the implementation of the programmes. These reflections come from perspectives of respondents of the survey, as well as of the team.

8.1. Advantages

1. This is the first long-term programme in Ninh Thuan, therefore it attracts attention and support of local authorities, also the commitment of the sectorial local partners at different levels, and the participation of the communities in programme activities.
2. The length of programme implementation creates favorable conditions for connection between programme staff and local people through activities and interaction. As a result, programme staff have more understanding about the needs of local people, their thoughts, expectations and culture, which all facilitates good planning for effective intervention.
3. The programme meets diverse, specific, urgent, basic and also long-term needs of local residents, especially of the poor, thus creating a good impression on the local people.
4. PMU staff have a high sense of responsibility and dedication to the work for community development.
5. The administrative structure of the programme includes people positioned in leadership at different levels, facilitating smoother implementation of activities. It also helps to increase a close coordination between the DPMU, mass organizations and local authorities.
6. There is ongoing, timely and active technical support from DPMU for implementation of the programme's activities.
7. AAVs' regional programme staff provides direct and technical support to project activities in the community.
8. Close and supportive coordination of the AAV units across regions and provinces.
9. The activities LRP4 is in accordance with the SEDP of Ninh Thuan province and Ninh Phuoc in particular.

8.2. Difficulties

10. A programme head at commune level used his administrative power as a chairman or deputy chairman to assign other sectorial units to work on programs tasks instead of his power as the program's head.
11. Monthly allowance to those who perform tasks of a programme at commune level is a matter of concern. This issue was raised on the basis of responsibilities associated with the benefits of the programme staff in the community. In the opinion of commune staff, as they worked on the programme activities very carefully and in details which took lots of their

time, while they received little allowance and no fee for travelling. All these problems can somewhat affect their work.

12. Failure of some activities was due to inappropriate geographical and soil conditions in communities, and also to an extent failure of beneficiaries to follow guidance on the technical requirements.
13. Information and report sharing between PMU at commune and district levels have not been constant, which may affect programme management issues.
14. The sustainability of the programme depends to a great extent on mainstreaming programs tasks into local sectorial units
15. General tendency of local people is that they prefer and remember physical support rather than capacity building support.
16. Communication channels through groups/loudspeakers are more effective (see section: sustainable impact of AAV intervention activities).
17. A community loudspeaker system is easily damaged due to unfavorable weather conditions, therefore, that affects the quality of communication.
18. Local programme staff still feel difficult to understand some guidance of new tasks of AAV.
19. Some local programme staff are not yet qualified or enthusiastic enough to perform program's activities.
20. The different per diem rate of other organizations in the same community is a challenge for AAV, a set uses rates that are less than other organizations.
21. Office equipment provided to the programme office need be adequate and maintained in a timely manner to meet the job requirements.
22. To archive relating programs' documents at all levels after the programme starts is of great importance for programme management in the community.
23. Design a M&E plan in the process of the programme formation is one of the fundamental and significant issues to make the programme going on track or adjusted in the most appropriate manner.

PART IV-CONCLUSIONS AND RECOMMENDATIONS

Chapter IX: Conclusions and recommendations

9.1. Conclusions

9.1.1. Success of the LRP4

Regarding the content of the programme

The support of the LRP4 in the areas of livelihood, health care, education, women, environment and grassroots democracy can be viewed in different topics as follows:

- a. To support with infrastructure and direct assistance to improve the current situation of the communities;
- b. To support with different experimental models in theory and practices;
- c. To support with loans to women through fund for community development (credit-savings) programmes; and
- d. To support with training courses and different communication channels to raise awareness and capacities of beneficiaries and communities.

Overall, the above content has been implemented effectively and contributed to changes in people's lives, in environment, living conditions, in awareness and mindset in areas related to basic rights of people.

- a. **Infrastructure:** Practical support such as upgrading rural roads, installment of a drainage system to reduce flooding water, latrines for families, a safe water system, kindergartens, raising school yards and fence, making a trash field and a trash van have been highly appreciated by local people due to their responsiveness to urgent needs of communities, while such support from the Government would take longer time and involve more complicated procedures and feasibility.

Direct support of equipment and tools in the areas of health care, education, livelihood, environment have been welcomed by local people as they have been effectively implemented in terms of their practical usage that meet the needs and capacities of local people in a timely manner.

- b. **The implementation of experimental models** to test new knowledge and practices in agricultural activities that are productive and suitable to livelihood of communities and help them to improve their incomes has been successful. The successful models include rice farming, straw mushrooms growing, grapes, hybrid corn, growing lotus for seed, red onions, green asparagus, seaweed, nuts, and sheep rearing. Currently, these models are still being carried out by local farmers in order to increase productivity, reduce costs, increase incomes and support poor families with poverty reduction. There are also models in the field of education (such as a model of friendly school, a pair of pupils for good progress), of women issues (such as a club for Domestic Violence Prevention) and climate change responsiveness and prevention.
- c. **To support women** through the funding programme for community development (credit-saving programme). This is an effective and successful programme. In addition to access to credit, women were also provided with skills of making financial plans; understand cost effectiveness to ensure their full ability to pay back capital and interest on time as required by a Credit unit. This programme helped poor people with capital investment for income generation, with changes in their mindset in the way to reduce poverty, with savings for further household economic development. All of these contribute to poverty reduction processes in communities and make loan borrowers responsible for their loans.
- d. **The capacity and awareness-raising activities** for beneficiaries and communities: these above mentioned activities are diverse for different audiences in different themes. The programme has built a foundation for many activities in locality, which include:
 - (i) CRSA (Climate Resilient Sustainable Agriculture) with 10 cultivation options;
 - (ii) Formation of small groups to associate their members, including many poor people for technical support and awareness raising communication;
 - (iii) Good attitude towards environment in communities through trash collection;
 - (iv) To build up a readiness to respond to natural disaster and climate changes;
 - (v) To provide further support to schools for teaching equipment, at the same time schools are able to approach other avenues for investment
 - (vi) Realization of a "friendly school" model, including diverse activities that aim to strengthen teaching methodology, the facilitation of a better learning environment for pupils, and building up soft skills for them so they can become more confident and keen to go to school, leading to a reduction of drop-out rates;
 - (vii) To push up a model "studying pair for good progress" and "a shared bookcase";
 - (viii) Provide literacy for children and adults;
 - (ix) The way to collect local people's opinions for important activities of communities such as infrastructure and Socio-Economic Development Planning;

- (x) Initially support local authorities to carry out public activities in communities such as the implementation of grassroots democracy, awareness raising of laws related to civil rights, local administrative staffs' ability to analyze community budget and make it public to local people. Within this scope, the highlight can be seen that the programme has developed a dialogue between local authorities and residents to answer their questions. This activity helped increase a sense of publicity, closeness and sharing between local authorities and residents;
- (xi) Credit-saving activities;
- (xii) Diverse and effective communication activities on gender equality issues, domestic violence prevention, prevention of HIV/AIDS, the basic laws relating to women's and children's rights; and
- (xiii) To promote enthusiasm in the youth force to carry out meaningful activities in communities.

Organization and implementation:

- (i) Based on consultation from grassroots level, the programme meets the needs of local people and communities so that the operation of the programme has been appropriate to their wishes;
- (ii) Using the rights-based approach, the programme activities are diverse and multi-faceted. All programs aim to achieve the ultimate purpose, which is the realization of possibilities for livelihood, responsiveness to climate changes, governance, strengthening roles of youth forces, and groups of residents, especially of women and girls.
- (iii) The programme has focused primarily on local forces at the grassroots level in all activities, especially in communication and training of topics which are closely linked with the community's needs for the best solutions.
- (iv) The management of the programme has been effective, coherent and well linked among AAV regional programme officers, programme officers at district and commune levels.
- (v) M&E has been done through the management network, from AAV programme officers to district and commune programme officers. At the same time, the regional programme officers carried out M&E directly at sites.
- (vi) The AAV regional programme officers and staff at district and commune levels are enthusiastic and responsible for their work.

9.1.2. Things for improvement

(Refer to 7.1)

9.2. Recommendations

1. Need to establish a more coherently M&E system to detect challenges or unintended consequences from implementing activities under the programme. There is a need for specific and coherent guidelines on M&E, recording of files, planning and analysis, synthesis report based on the initial indicators of the programs or indicators of each program's period.
2. A quarterly meeting of all heads of AAV programme at commune level is suggested to review the programme implementation against the targets, as well as solutions to those activities that are behind or require changes.
3. In addition to the advantages of using direct communication, indirect communication such as posters and leaflets are suggested for consideration to promote multi-channel communication.
4. Strengthening two-way communication mechanism from commune to district, and vice versa, so that all information is clear and publicly reached in order to avoid any misunderstandings.

5. Regarding programs for infrastructure or direct assistance, maintenance and M&E should be set up and there is a need for ensuring the commitment of an implementing local partner.
6. Regarding "non-physical" support, there is a need for frequent M&E to check the extent of application of those supports.
7. What relates to the program's requirements, for example, criteria for poor households and criteria for households to be involved in the program's activities need to be widely publicized. As the programs are of pro-poor approach, it is necessary to ensure that all poor households in the programme are aware of the programs' activities.
8. At the communal level, there is need of a full time paid staff (if the programme is big) to implement supervision and facilitation of activities in communities, under the direction of head of programme officers at commune and district levels.
9. The training activities for one topic need to be done more than once. For example, training on an apple tree planting. A training course on planting apple could be followed by another course for pest control, other time maybe about grafting plants.
10. Programme Priority 1 is the most important in promotion of alternative livelihood options and sustainable agriculture in association with income generating and poverty repelling. Therefore, there is a need to consider the participation of non-poor people with poor ones to create spillover effects in the application of techniques of cultivation, animal husbandry and business.
11. Programme Priority 2 "improve accountability and people's solidarity for social change, and promote youth leadership and strengthen the credibility of civil society organizations" that has new and difficult perceptions, which need more specific guidance for staff as well as more frequent training courses on theory and practices.
12. Coordination of activities of the programme and of local authorities (if possible) for more effective coordination.
13. The programme is coming to an end. The programme officers are supposed to work for a loan unit, which has been recognized as a local non-governmental organization. Therefore, further enhanced training courses on project management such as planning, monitoring and evaluation, accounting, report writing for these personnel are necessary.
14. Collaborate with local sectorial departments to continue to implement integrated activities that the programme has been implementing.
15. Continue to support programme staff to connect with other donor organizations so they can continue to develop and maintain the activities that AAV has laid the foundation.

Chapter X: Typical Stories on the changes in the programme lifecycle

Story 1: A model of growing asparagus

Mr. Xich Ngoc Anh, born in 1956, of the Cham ethnicity. He has completed the 8th grade. He has 10 members in his family.

He shared that he received training on many types of plants, including asparagus growing in 2010 and it was provided by AAV. At that time, he did not start with growing asparagus until it was introduced by the project. He went to a training course, receiving lots of information on asparagus, so he started to grow it. Planting this type of plant is of advantage, as its products collected depends on how much it is grown. Planting asparagus is very productive, as it doesn't need any chemicals

aside from fertilizer. In Tuan Tu village, the soil is not salty, so growing asparagus is only experimental, but soil in villages like My Truong and My Phuoc is salty, so it is not productive even though it was cultivated there before Tuan Tu. At the training courses, he was provided with reading materials so he could refer to them when he needed them in his practices. Currently in his village, about 20 to 30 households are growing asparagus. The number of households growing asparagus is limited because a variety of asparagus is not available in big quantity. A farmer could only get a variety upon registration in advance.

When he started growing asparagus, he was not experienced. He followed technical instruction provided in training courses and learnt from asparagus growers in other places. He was successful in planting this type of vegies, as the soil was suitable to this type of plant. Other households were successful too. Through training, he knows that growing asparagus is simple and productive. Currently, he has 12,000m² of soil, 200m² of which is used to grow asparagus. According to an agriculture expert, asparagus can be grown only once and their products can be harvested for 10 years, not needing to be replanted like other plants.

Change in income: An average income from asparagus is 6 to 7 million VND per month. Before he started growing asparagus, he planted onions and chilies, which required replanting every 3 months after harvesting. Total revenue from these plants was 15 million VND, meaning that he could earn 5 million per month. This income is less than that of asparagus for which he can collect every day and its revenue is up to 6 or 7 million per month.

Before growing asparagus, his family income was limited and they had to look for other jobs. Now, they can earn well from growing asparagus by itself.

Changes in property: before his family did not have money and all the family had was only a cheap Chinese Honda. Now each of his sons has a motorbike. In addition he bought more 720m², which cost 100 million VND.

Changes in spiritual life: his family feels happier. Before, they lacked money so they often had a quarrel.

Changes in education: He has 8 children, 7 of whom completed only up to the 7th grade. His family is better off now, so he will invest in the youngest son who is studying 12th grade at the moment.

He said he is ready to share his experience to anybody who wants to grow asparagus.

Story 2: A model of planting onions

Ms. Tu Thi Diem, born in 1965, is of Cham ethnicity. She lives in Thanh Tin village in Phuoc Hai commune. There are 8 people in her family, her and her husband, 5 children and one grandchild. Farming is her major job.

She participated in a 1-day training course for onion growing organized by the project. In addition, she also took part in other project's activities such as group communication against domestic violence, child care and communication on responsiveness to climate change.

At the training course for onion cultivation, she was trained on how to choose soil, plough it, check level of pH and how to plant onions. Before, she did not know to put fertilizer and use chemicals, now she knows all these techniques well and is growing higher numbers of onion. Before she grew 50 kg/360m² which has now increase to 100kg /360m². Accordingly, it was 2.5 months until harvest time, now it has been shortened to 1 month. Therefore, income is higher than before, from 2 million per month to 5 million per month.

She has also shared her experiences of planting onions to others in the village. Now many other households are planting onions. Many merchants come to buy their products. Therefore, transportation fees are reduced because previously onions had to be transported to the market for selling.

Story 3: A leader of “passionate youth”

Mr. Kieu Van The is 25 years old and he is the head of a passionate youth group in Tin Thanh village in Phuoc Hai commune. He is married and has one child. He registered to volunteer with this group, as he was aware of the meaningfulness of this group which was established by AAV in cooperation with the commune Youth Union

He himself was involved in many activities of the project, including making monthly plans for the group, organizing a full moon festival for children in the village, organizing an event on environment for youth members, and participating in a training course on institutional system.

With financial support of the project, his group works once per month. At a monthly meeting, they share with each other not only daily work and knowledge that each of them have gained from training courses, but other activities like music and singing, which are very attractive to them. Therefore, the groups' members feel confident and close to each other. They also have made some initiatives for their group and community such as “Clean, green and no epidemics”, “safe transportation”, “quick response to flooding”, “communication event for housework burden for women, and safety for women in public places”

At the beginning, he did not feel confident as a leader, especially when he spoke in front of people. But thanks to the active involvement in the project activities and his efforts, he feels much more confident, so do other members of the club. His wish is to become a head of our village in the future, so he can contribute to help his community in the process of poverty reduction.

Story 4: A student overcomes poverty

Miss. Trinh Vo Thi Duong is 14 years old currently living with 4 family members, including her parents, and 2 brothers in An Thanh 1 village in An Hai commune. Her family is poor and currently they are temporarily living in a small house on a small and remote piece of land next to the river. A neighbor who knows of their hardship and honesty, have sympathized and let them live on her piece of land for many years.

In the past years, from primary to secondary school, she participated in activities organized by the project such as a training course in life skills, summer camping, competition for child's rights, a forum, small communication group, eye care, and especially the club “a pair of pupils for good progress” and a club of young journalists. She also knows that the project has provided a lot of physical support to our school and students.

Her parents are very poor, so they could not learn how to read and write. Trinh did not pay much attention on studying, as she needed to help her parents with housework and to look after 2 her younger brothers, as they look for work. As a consequence, her study results became poor. At the 6th grade, she was paired with another good student to help her, as part of the “a pair of pupils for good progress” program.

Throughout their pairing, she was embarrassed that her pair, who was the same age as her can study so well. She thought a lot and tried to overcome all difficulties. She became more studious. At the 7th grade, her results became more positive, improving from the weak to average level. At the 8th grade, she was assigned to pair with another student, but this time, she was in a better position. By the end of the 8th grade, she was recognized as a good student in her class.

She is very happy and proud of herself. Her family is very happy too. Since then, her parents have stopped thinking that they should ask her to drop out. Her experiences are a good example to share in the club and at school. Many other students followed her example. In addition to outdoor activities, she also attended training courses of skills for self-protection. She also received physical support from the project such as a briefcase, clothes and notebooks.

The project support encouraged her to overcome her difficulties, so did her family. In the next school year, she has promised by herself to study well to achieve an outstanding level and high result in the final exam.

STORY 5: An example overcoming poverty

Ms. Duong Thi Bich Sieu, born in 1990 and lives with 5 people in her family including her grandmother, parents, two sisters in Thuy Hoa village in Phuoc Hai commune.

As her family is poor she was shortlisted as a child under sponsorship programme. Since then, she has known about the project and was involved in many project activities for children. From 2008 to 2011, she participated in a club for young journalists, and “a pair of pupils for good progress”. In addition, she took part in other activities such as a summer camping, mid-autumn festival, outdoor activities, teeth care, a children's forum, and a competition on rights of the child from 2011-2013. She was also supported with a briefcase, notebooks and clothes from 2011-2013.

Prior to receiving the support of the program, her family was identified as living under the poverty line, as they did not have a house and they had to live with their grandparents. Her parents had to look for a job to earn money. They did not care about the education of their children.

After participating in the project's activities and with the project's support we received through a club of young journalists and other activities, she has made lots of achievements, such as an award from Tien Phong Newspaper in Hanoi (this newspaper is for children and young people). She became the head of the club. In addition, she has been an outstanding student for many years. In 2014, she passed an exam to the University of Humanities and Social Sciences in Ho Chi Minh City. She also encouraged her parents to participate in project activities such getting loans, village meetings, communication on education access for children, etc. As a result, her parents pay more attention that her sisters go to school. Though there have been many difficulties in her life, she feels she is lucky to receive support from the project so that she could be as she is today.

STORY 6: Elementary School staff

Ms. Cao Thi Hoai Nghia, born in 1980, is an office staff at “Tu Thien” Primary School. She began participating in the project in 2001. The activities that she participated in are: getting information about children in all 3 communes, organizing a life skills competition for children, organizing reading events, providing training on child rights, organizing public performances for child protection, communicating about hand washing with soap, and organizing a mid-autumn festival for children in the community. In addition, as a local resident, she also participated in the training on farming and livestock rearing. She shared training courses, strengthened her knowledge and skills on child protection, and she shared this knowledge to other school staff at meetings.

Changes in children's learning: The Project provided a bookcase with books (after the 2 or 3 years of project's operation). The children's parents contributed 10% of the new books to replace the old books. Currently these books are read by pupils. Thanks to this bookcase, children's parents do not have to pay to buy books for their children. This is also a reason why many children do not drop out of school. This programme has been in place for more than 5 years. Since the project started in this school, there is almost no drop-out rate, while it was about 7-8% before.

Changes in mind and skills of child

She shared that being involved in a public performance is very practical to create opportunities for children to speak out and make them closer to each other. Previously, children were quite shy, but after being involved in many activities, they have become more confident, particularly they are not afraid when meeting with a stranger. Children were especially interested in project activities like the mid-autumn festival. The communication programme for washing hands with soap created a lot of change in children's behaviors. Before, after eating they would clean their hands on their clothes. Now, they can go by themselves to water taps. Before, they did not greet anybody, now they do so. Before, they used to play with each other using dangerous and pointed sticks or went to the beach, now they understand the danger of drowning so they stay far from beach and other dangerous things. They play some games such as jump rope and hide and seek.

Change in parents

Local people were mostly not aware of child rights. Children, despite the fact that they are small, are overworked by having looked after their sisters and brothers and undertaken farming activities for half the day, after spending half a day in school in the morning. This workload is less now. In addition, their parents are aware of the importance of care of family, school, and society so they are becoming more attentive. Previously, it was difficult to find a child in an uniform with white shirt and long pants, now they are dressed quite neatly and clean. Before, children went to school in bare feet, now they do not do so.

STORY 7:Rescuing people in flooding seasons

Mr. Bui Tan Loi, born in 1983 and currently is living in Thanh village in Thanh Hai commune with his nephew, who is the son of his sick sister. He has spent time in a jail once before. He shared that after he was released from the jail, he thought a lot of what to he could do for his community. He is going to get married soon. His daily job is fishing in a river in a small boat.

He was involved in a paddling training course in 2008. "At that time, the commune leaders announced this course for voluntary participation and I also registered. This was the only training course I was involved in. Due to limited funds, the time for training was limited to some extent".

After the training course, he borrowed a motorboat from the commune, filled petrol and practiced to use it with some other people. During 2008-2010, there were small typhoons. The commune authorities announced to local residents how to respond to it. Before that, local residents could not differentiate between the levels of alert (level 1: people can stay in their farming field, level 2: they need to go to a safe shelter, level 3 they need to leave for another place to avoid storms).

In 2010, there was a big hurricane. There was a big flooding on the first day and then it went down. People thought the hurricane was over and they went to work as normal. But the following day, the flooding became worse and many motorboats did work. Many people were stuck in a place. At that time, with some friends, he took the commune's motorboats to rescue people. Unfortunately, the motorboat did not work, so they had to use a paddling boat. As a result, they rescued 50 to 70 people. "Sadly one person died as he slipped and was swept away by the strong current", he said.

He also shared, "If I have money, I would buy a motorboat to rescue my loved ones and those in the danger zone, instead of having to wait for rescuers to come which could be too late. I know very well what are the dangers in a flooding season."

STORY 8. A person rescuing people in flooding season

Mr. Nguyen Nhu Huu, aged 38, lives in village Thanh An 1, in An Hai commune. He is married and has 3 children. His family lives in a small hut in the village next to a river. Every day, he and his wife look for a low skilled job and cultivate some crops and fruit to feed their family. Their three small children go to school.

Previously, when he was young and unmarried, he followed his dad to rescue remote households when floods came. Each time, it was difficult to persuade residents to evacuate the areas prone to flooding, as they don't want to leave their house and property. In 2011, he went for training organized by AAV on how to rescue people by kayak.

He was one of the participants who gained skills quite easily and was the first who practiced kayaking. He could then coach other participants on how to rescue people and bring them to a safe place. During the course, he was trained not only in kayaking, but with skills to provide first aid to flood victims.

He said, "The feeling to rescue people in flooding season seems automatic in my mind. I am ready to leave my work to rescue people if necessary". A big hurricane came through his village in 2010. During this event, with his wife's support, he went to different flooded areas to rescue people, even overnight.

In each flooding season, he rescues about 150 to 200 households. He is known to many people in his village.

In 2011, he was awarded by the Central Committee of the Vietnam Youth Union with a Certificate of Merit for outstanding achievements in responding effectively to floods in Central Vietnam. In addition, he was provided with two boats to support him in his work with the community, one is from the Central Committee of the Youth Union of Vietnam and the other from AAV. He shared, "With these two boats, I will be able to make further efforts to rescue people".

STORY 9. Sharing housework

Mr. Tong Trung Thanh and his wife Tran Thi Lem, live in Thuy Hoa, a village in Phuoc Hai commune. Mr. Thanh is 51 years old and his family is identified as a near-poor household. They are married but do not have a marriage certificate. There are 9 people in his family, his mother, his wife and six children. Currently, his main occupation is as a casual low skilled worker, gaining employment as and when a job arises.

He has participated in the project activities including training on domestic violence prevention programme in 2011; a public performance on sharing the housework with women in 2012; and got a loan from the Women Development Fund of Ninh Phuoc district also in 2011. In addition, he was advised to participate in activities for women rights.

Previously, his family was very poor. They had only a small piece of land and no house. Then they had to sell part of the land to get money to build a house. His family income depends on revenue from selling fruit. However, the revenue is not enough to pay for feeding their children. Therefore, their 5th grade daughter has had to quit schooling and look for a job. He is also looking for a job. He and his wife have not enough money to keep their children in school. Children reaching grade 5 have to leave school to look for a job.

He shared, "Before he paid little attention to the housework, but work to earn money. All housework was done by his wife. Since he participated in project activities, he changed himself. He and his wife tried to do their best so that their youngest daughter can go to school and make their life better."

STORY 10: Women's participation in community activities

Her name is Chau Thi A Phi, born in 1986, of the Cham ethnicity and she lives in Tuan Tu village in An Hai commune. She completed school up to the 4th grade and got married in 2007. There are 4 people in her family, including her father in law, her husband and their daughter. She is currently working as the head of a group obtaining a loan from a social bank in Ninh Phuoc district. Her main job is farming, but she recently learnt a new skill of hand embroidering. In 2014, her family was lifted out of the poverty line.

Ms. Phi said that she began to participate in the project's activities in 2012. This training course was on reproductive health and safe sex. Also in 2012, she attended a training course on group management skills and community development, which took place at the PMU office. Later on, she participated in more activities on reproductive health care, infant care, advocacy for rural women, and advocacy against domestic violence.

In 2013, she joined a forum on the role of family and community in promoting women's political participation. In this forum she acted in a drama, in a role of good wife. In addition, she also joined the women's club, meeting periodically to propagate knowledge between members. Since she joined the club, she feels happy. All club members are friendly and humorous. They all pay a little fee for the operation of this club and meet regularly on the 28th of every month.

Changes in skills: she said in the past she thought she had a low level of education, so she could not dare to talk to those who are of Kinh ethnicity, as she is from an ethnic minority. She did not have nice clothes while others did. She went to a public music performance; she did not talk to anybody, while others were talking confidently. After participating in the project activities, she thought that other people are human beings like her, so if they can talk, she can talk too. She can do many things if she gives them a try.

She said, before, she was almost an empty person. She did not have guts and confidence to speak in front of a group of people or in public. Even though she likes music performances, she would not dare to go. Now she can speak in public places, play on a stage and communicate. She can see in herself her ability and passion, so she now participates in a singing group in the women's club, funded by AAV.

Changes in knowledge: She shared "I practiced a lot so I that I could get more experience. Now, I can write an application at a request of a bank. Before, I could not even spell well in Vietnamese language; I would not dare to write. The importance is that if I am aware of something, I can try to learn and to know" According to her, once she is aware of new thing, she can learn to know.

Since she knew about AAV's programs, she often takes part in the programs to learn and to share knowledge with other members. So she feels glad whenever she knows that there is an AAV program. She thinks since the AAV people have had to travel far to come to her village to work for the community, why shouldn't she spend her time to participate. With this thought, sometimes she leaves her farming work and joins the projects activities first. Through activities provided by the project, she is aware of how to breast feed in the right way, of reproductive health and safe sex. She said "The more I know about these issues, the more I want to learn."

The acknowledgment of her family and friends: She said "In my family, people see that I become more knowledgeable and able to do many things, so they trust me and also ask me for help". She has a close friend who was born in a rich family and she studies in a university so she is knowledgeable. She said "I often asked her for help when I was in difficulty. Now she admitted that I have changed a lot and she feels happy for me. I can do many things by myself and I don't need to ask her for help as often as before."

Helping the community: She often visits other families to explain to them about the project's programmes and encourages them to participate in. She does so because there are people who do not understand so they do not participate in the programs. She also shares her understanding and knowledge with Youth Union members about reproductive health and relationships, and they felt very happy.

Her club's members take care of each other. They also do some social work such as taking care of old and poor people. This village is small, not many households live here so they can do social work quite often

References

1. Impact evaluation , Center for Sustainable Development, 2009
2. Summary report by LRP4, 2014
3. Annual reports 2011, 2012, 2014 and first half of 2014, LRP4
4. Budgeting Plans for 2011, 2012, 2013 and 2014, LRP4
5. Review of the socio-economic situations in the period of 2001 – 2005, General Statistics Office, www.gso.gov.vn
6. Reduction of poverty, development of economic and social sustainability in Ninh Thuan, <http://dangcongsan.vn>
7. Decision No 9/2011/QĐ-TTg of the Prime Minister on the issuance of criteria for the poverty lines in Vietnam for the period 2011-2015
8. Ordinance No. 34 / PL-UBTVQH11 20/4/2007 of the National Assembly Standing Committee on "Implementation of democracy in communes, wards and towns"
9. LURC in the names of husband and wife: hindrance in the implementation, <http://www.cifpen.org/landa>
10. Baseline survey for Country Paper Strategy V in 2013, AAV
11. Training materials of public services at commune level

Annexes

- | | |
|-----------|---|
| Annex 1. | List of FGD and KII |
| Annex 2 | List of surveyed households |
| Annex 3. | Budget-activities-beneficiaries 2001-2014 |
| Annex 4. | Budget-activities-beneficiaries 2011-2014 |
| Annex 5. | List of groups established by LRP4 |
| Annex 6. | Quantitative questionnaire |
| Annex 7. | Manual guide for FGD of residents |
| Annex 8. | Manual guide for FGD of CPMU |
| Annex 9. | Manual guide for FGD of DPMU |
| Annex 10. | Manual guide for KII of head of CPMU |
| Annex 11. | Manual guide for KII of district leader |
| Annex 12. | Manual guide for KII of District WU representative |
| Annex 13. | Manual guide for KII of District Education Section |
| Annex 14. | Manual guide for KII of District Agriculture Extension Center |
| Annex 15. | Additional details for KII and FGD |
| Annex 16. | Manual guide for typical stories |