



# Evaluation Report

Final evaluation of the Vietnam Child Centred Climate Resilience Program

August 2015

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Much learning has taken place throughout the process of developing and conducting the evaluation. It is this process that should be valued equally to the report itself.

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Disclaimer: The views in this report are those of the author alone and do not necessarily represent those of Child centred Climate Resilience program, Save the Children and Plan.

Cover page photo: Children from Thai Nguyen province rank the activities of the program as part of the evaluation.

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## ACRONYMS

AEC	Agricultural Extension Centre
CBA	Community based adaptation
CBCCAG	Community Based Climate Change Action Grants
CCA	Climate change adaptation
CCCN	Central Climate Change Network
CCWG	Climate Change Working Group
CVCA	Climate Vulnerability and Capacity Analysis
DARD	Department of Agriculture and Rural Development
DFAT	Department of Foreign Affairs and Trade
DMC	Disaster Management Centre
DoET	Department of Education and Training
DoNRE	Department of Natural Resources and Environment
DRR	Disaster risk reduction
FGD	Focus group discussion
IDI	In-depth interview
IEC	Information, education and communication
KAP	Knowledge, attitudes and practices
M&E	Monitoring and evaluation
MEL	Monitoring, evaluation and learning
NGO	Non-governmental organisation
PAOT	Participatory Action Oriented Technique
PMB	Program Management Board
SEDP	Socio Economic Development Plan
ToT	Training of Trainers
VNRC	Vietnam National Red Cross
WU	Women's Union

## EXECUTIVE SUMMARY

This document is a report based on an independent evaluation of the Child Centred Climate Resilience program in Vietnam. The evaluation and report was commissioned by Save the Children, and supported by the Australian Government's Department of Foreign Affairs and Trade.

The program, which took place between May 2012 and June 2015 was implemented through a consortium approach led by Save the Children and jointly managed and implemented by Save the Children and Plan International. Building on existing relationships and programs in the country, and with a specific mandate in developing child-centred approaches to community-based adaptation; the program aimed to build the capacity of children and their communities to manage the impacts of climate change by increasing their ability to plan for and directly manage the negative impacts of climate variability and climate change, and to improve the ability of government and civil society to meet the adaptation needs of children and their communities. The program operated in line with national objectives to: develop and implement the nation's strategic and operational responses to climate change risk; and to create and strengthen institutional capacity to respond to climate change.<sup>1</sup>

### Key Findings

The evaluation finds that the program has achieved an adequate level of success across the four key areas of relevance, effectiveness, participation and sustainability.

Overall, the program reached 83,121 people in 28 communes across seven districts in four provinces of Vietnam, which was 3,897 more than planned. Of these, 15,455 were women, 16,280 were men, 25,513 were girls and 25,873 were boys. In terms of gender balance, 49 per cent of beneficiaries were female and 51 per cent were male. The moderate increase in the number of direct beneficiaries was largely due to the no cost extension period enabling more time to reach a broader audience, in particular with school and community awareness activities.

### Relevance

- At an **international level**, the program is relevant to the community based adaptation (CBA) agenda. It contributes to learning on CBA, in particular, participatory and child-centred approaches, and climate-adaptive livelihood models. Sharing this learning - via case studies, this evaluation and other products through international networks and conferences - has added to the growing evidence base of CBA and will help shape and influence the international agenda.
- At a **national level**, the program is also highly relevant; its design and implementation is a direct response to Vietnam's vulnerability to climate change, in particular how it impacts on children. The program also aligns strongly to government strategic priorities on disasters and climate change, and contributes directly to the National Target Program to Respond to Climate Change.<sup>2</sup>
- At a **program level**, working through key government partners at different levels (commune, district and provincial), in particular Department of Education and Training (DoET) and Department of Agriculture and Rural Development (DARD) has ensured that the program is better able to support government priorities, yet also extend their work to make it more climate resilient, and participatory. The program has been able to build an evidence base on what works in climate change education (for children and adults), as well as climate-adaptive livelihood models; some of which can be applied to different contexts throughout Vietnam. Engaging a range of other partners has also helped the program become more relevant.
- At a **community level**, beneficiaries of the program view the program as relevant because it deals with issues that are central to their lives, and through the program design process, climate

vulnerability and capacity assessments, and community planning processes, communities were largely able to select the interventions they wanted to prioritise through the program.

### Effectiveness

- As a result of the program, **women, men, girls and boys and their communities now have improved skills and knowledge, and increased understanding of climate change and weather-related disasters.** Target communes have better access to information on climate change and disasters and have also increased their understanding and practice of climate-adaptive livelihood models. Children are taking more of a leading role in group discussions, as well as developing CCA and DRR plans for their homes, alongside communications to the wider school community, and writing about project activities to share with others.
- **Knowledge and skills gained from campaigns, training and extra-curricular activities has helped children and their communities increase their confidence to talk about climate change to others, and their self-efficacy more generally.** Within communities, government partners, civil society and children have been working together to deliver a range of engaging community based communications and events, with community facilitators taking a leading role in delivering participatory climate change communications and training, using a diverse range of methodologies to build understanding.
- To support community members to build their resilience, the program focused on the development of a wide range of crop and livestock climate-adaptive livelihoods. In total, 21 different livelihood models across 6,312 households were developed. Monitoring reports show that **farmers have generally implemented climate-adaptive livelihood models effectively, embraced better agricultural practices, and that the majority of livelihood models have been successful.** Notably, there is evidence of farmers investing their own capital to expand the models, and replication of these models by the wider community in all four provinces. Overall, **many of the models have been replicated by neighbours, and DARD has already begun scaling up their implementation across the provinces.** The program staff and partners acknowledge that whilst the livelihood models were not always directly linked to child-centred activities of the program, the benefits to children were widely reported during the evaluation. Households reported a general increase in household income and that this extra resource was used to: improve access to nutritious food; replace clothing; improve living conditions; buy school uniforms and school supplies.
- The program has **increased sub-national government and civil society partners' capacity to implement CBA programs, and policy makers have increased their understanding, and to some extent, their engagement, in CBA.** However, while government and partner capacity in climate change adaptation has increased, and the government has begun to receive stronger, more coherent messages about the need to integrate climate change adaptation across different government departments and work areas longer term development goals; this has not led to measurable changes in planning at the national level due to mainly local focus of the program, and limited work in national level advocacy.
- The **program is based on a solid program logic**, working with key stakeholders at a community, district and provincial levels (and to some extent at a national level) to increase the resilience of children and their communities to the current and projected impacts of climate change. If any improvements could have been made, these relate to strengthening the links between the two streams of the program, providing better cross-participation and learning between children, community and decision makers.
- The **program strategy has been important in supporting the achievement of objectives and outcomes.** The overall strengths based and participatory approach to community development, which recognises existing expertise in the community, including addressing the needs of the

most vulnerable, is a recognised approach in community development, and one which has worked in building resilience. Within this, **working specifically with children on child-centred and child-led activities has been a particular strength of the program**, although the program design could have provided more guidance on these approaches so that they could have been carried out more systematically across all four provinces from its inception.

- **The consortium model applied in the program has largely been a success.** It has made it easier for individual agencies and staff members to ask for and receive advice and technical support; share information and learn from each other; and feel part of a larger national effort on climate change adaptation. This in turn has motivated people to achieve more. It has also helped the program increase its geographical and partner reach, to pool resources, and has increased the probability of future funding for both organisations. However, there have been some challenges. At times institutional arrangements between the two organisations have slowed down decision making and implementation, and increased the complexity of implementation and reporting.

### Participation

- **The program has worked hard to ensure integration of vulnerable groups, in particular children and ethnic minorities, in the design and implementation of the program.** Strategies developed during the program have been effective in increasing the participation of vulnerable groups in the program resulting in a number of positive changes related to knowledge and understanding of climate change and disasters, confidence and practice of climate-adaptive livelihoods. However, ongoing contextual constraints remain for vulnerable groups, requiring additional support beyond the life of the program. In particular, **additional efforts should be made in future programming to account for the gendered differences of climate change, as well as strategies to ensure the inclusion of children with disabilities in child clubs.**
- **Children have participated in a large range of activities as part of the program, leading to multiple benefits.** Children have increased their knowledge and understanding of climate variability and change, and while this knowledge has helped increase their confidence to talk about climate change to others, and their self-efficacy more generally; the child-centred approach taken in the program - where children are able to make their own choices and establish their own ideas - is also an important factor in building children's confidence and self-efficacy.
- **The program has used its expertise in child-centred approaches to development to build a model for working with children and their communities on climate change.** While the model is still in development, and requires greater linkages outside of schools to the wider community and beyond, good progress and learning has been made to influence the development of future programs.

### Sustainability

- **The program has provided a good foundation for the continuation of program gains and longer term sustainability** through different measures, including: enhanced capacities of community members, government staff and partners; improved links and working relationship between stakeholders, improved governance structures at a commune level; increased local ownership of program interventions; and resources to support learning and action to date. Over the next few years, it will be important for government, international non-governmental organisations, partners and other stakeholders, as well as communities themselves to continue monitoring their progress towards greater climate resilience, building on the lessons and learning from the program. This requires a multi-stakeholder, participatory approach so that different stakeholders can work together to develop joint solutions that work for the most vulnerable, but also have impact at scale. What has been achieved in the program, while

important, is a first step in the long road to resilience for children, their communities, and the country as a whole.

## Lessons learned and recommendations

Area	Lesson learned	Recommendation
<b>Locally-based, participatory interventions</b>	<p><b>Participation ensures interventions reach and are ‘owned’ by the most vulnerable in a community.</b> The program has worked hard to understand how risk affect the most vulnerable, be they children, ethnic minorities, women, or people with disabilities. It has gathered this information through the input and engagement of those most vulnerable. By recognising the additional, often overlooked, skills and knowledge that vulnerable and individual groups bring has increased the program’s success.</p>	<p><b>Appropriate solutions for a given child, family or community should be informed not only by robust scientific understanding, but locally driven</b> and based on the specificity of risks and their economic, social, cultural, geographic, political and historical context.<sup>3</sup> Prescribed or predetermined solutions are not likely to be owned by the community, nor are they centred in their experiences, which means they are likely to fail in the long term. As such, solutions need to be generated through a set of participatory processes and assessments in which beneficiaries play an active role.<sup>4</sup></p>
	<p><b>Increasing the capacity of the local government and partners is critical to the sustainability of program gains,</b> (especially at the commune level). The program has worked with local government partners to increase their capacity in key areas, including: child-centred participation, participatory planning, awareness raising, evaluation and monitoring and CBA, and risk assessment. These skills will continue long beyond the life of the program, increasing its sustainability.</p>	<p><b>Future programs need to consider adequate time and appropriate processes to build the capacity of local partners to deliver, sustain new approaches.</b> Adequate training, resources and ongoing support are critical to ensure that partners have the knowledge, skill and motivation to implement and sustain program approaches. Moreover, local partners who are better able to monitor and evaluate the benefits of the program approaches are more likely to sustain beyond the program.</p>
<b>Child-centred approaches</b>	<p><b>Moving beyond the barriers to children’s engagement requires parents, teachers and community members to be systematically involved and encouraged to support children’s active participation</b> in a range of child-centred and child-led activities.<sup>5</sup> The program has invested in dedicated capacity and confidence building activities for children, helping them feel more empowered to become active citizens in their schools and communities. However,</p>	<p><b>Child-centred CBA programs should be holistic in their integration of child-centred approaches</b> and need to be based on a considered theory of change from the outset of the program.<sup>6</sup> Where programs include livelihood activities, there should be additional planning and innovation to develop approaches and activities that support children’s involvement. While it is not appropriate for children to undertake labour-related actions in livelihoods, programs should develop better linkages between school-</p>

	<p>the program has found it difficult to include children in the development and implementation of livelihood models, leading to a disconnection between school-based activities and the practical application of CBA in communities.</p>	<p>based and community based activities, such as school gardens, the inclusion of children in livelihood model design, etc. Ad-hoc and afterthought activities with children are not as effective as those that integrate children’s knowledge and understanding into the actions of a community.<sup>7</sup></p>
	<p><b>Children and young people can be effective agents for sharing messages, building awareness and changing behaviour.</b><sup>9</sup> Utilising communication channels that they feel comfortable with to incorporate climate change messages, the program has helped empower children to inform others and advocate around this topic.<sup>10</sup> The experience from the program indicates that child-led small group communication is an effective approach for children to actively facilitate climate change communication. However, the challenge with such approaches is to ensure that there is an avenue for incorporating up-to-date science and/or action oriented messages when working with children.</p>	<p><b>Future programs should increase involvement of education teams to increase better integration of CBA with educational programming in-country.</b> This could include setting up formal agreements with the Ministries of Education and other departments to ensure that the program is fully integrated.<sup>8</sup></p>
	<p><b>The CVCA framework and SEDP planning process provides a strong entry point for children’s participation in CBA</b> program design, implementation and monitoring across all CBA programs. The program has used CVCA analysis and SEDP planning to support the participation of a wider range of community and government stakeholders, in particular, children in planning processes. This has increased the chance that children’s perspectives and ideas will be incorporated into ongoing and future local development planning.</p>	<p><b>The use of participatory methodologies should be continued in future programs,</b> and should be linked with government processes so that outcomes can be fed into local planning, increasing uptake of community priorities. The sustainability of resilience-building strategies depends on their ownership and agency. This requires both the participation of right-holders and duty-bearers in decisions affecting at-risk communities. The role of other stakeholders, including NGOs, should be complementary to, and enabling of, the relationship between duty-bearers and rights-holders.<sup>11</sup></p>
<p><b>Linking CBA to higher levels</b></p>	<p><b>Aligning closely with the government ministries from the onset helps develop a shared understanding of how the experiences of the implementing</b></p>	<p><b>Engaging government ministries from the onset of a program should be part of the future program design as it a prerequisite to build evidenced based advocacy.</b> Working alongside consortium</p>

	<p><b>CBA can inform government policy.</b> Further to this establishing an ongoing working relationship with ministries, which is maintained throughout the program cycle is key to support a two-way dialogue and strengthened links between the CBA and higher levels. The program, while working in partnership with the other CCBCAG agencies has in some cases strengthened these links; the program may have been better able to influence the government on child-centred approaches if it had worked more directly with them.</p>	<p>partners can strengthen shared advocacy platforms and evidence to support this, however, the unique position of agencies working on child-centred CBA presents an opportunity to engage government ministries and other stakeholders to think promote this type of approach.</p>
	<p><b>Providing avenues for children and national government bodies to engage and discuss practical solutions to climate change adaptation may seem time consuming and challenging but in practice can play a fundamental role to the success of CBA program outcomes.</b><sup>12</sup> By engaging with relevant government counterparts at all levels, and explicitly including key moments and mechanisms for this engagement in program design and implementation, the program has maximised opportunities for learning and replicating program successes.</p>	<p><b>Children should be included in future CBA program as they are the drivers of future sustainable development.</b> To sustain the benefits of activities beyond the life of a program and into the future, CBA programs should not limit engagement to adults and government officials but holistically engage children and young people throughout the entire program cycle to provide an evidence base for advocating change Harnessing the energies and enthusiasms of children for positive change can have an impact on decision-makers at all levels of communities and governments.<sup>13</sup></p>
<p><b>Partnership</b></p>	<p><b>Collaborating with government and technical partners to support the CBA enhances both cost efficiency and sustainability of interventions.</b><sup>14</sup> The program worked closely with district-level Agriculture Extension Offices and the Department of Agriculture and Rural Development to provide technical training courses for farmers. This increased the role and responsibility of local agencies and departments to provide better services for farmers. Program staff and local technical officials exchanged knowledge and experiences on CBA models, benefitting both the program beneficiaries, but also government</p>	<p><b>Partnerships are vital within government, as well as within a specific program.</b> Under a child-centred CBA program, cross-departmental partnerships should be formed to enhance transparency and clarity of actions. Departments of education, social welfare, health, planning, vocational training, finance, disaster management and environment should each house a climate change focal point to ensure that government response to climate change is effective and sustained.<sup>15</sup></p>

	<p>agencies. While collaboration takes time due to issues navigating institutional barriers, the return on investment is worthwhile in the longer term.</p>	
<p><b>Program management</b></p>	<p><b>A well-developed and utilised monitoring, evaluation and learning (MEL) system is essential to track progress and continually improve program outcomes.</b> While the program had a MEL system in place, it was not applied uniformly over the program, leading to issues around tracking of activities and beneficiaries. In addition, the MEL framework had limited qualitative indicators for outcome monitoring, and while the program did undertake outcome monitoring, this was not able to be recorded systematically.</p>	<p><b>A well-developed and utilised monitoring, evaluation and learning system is essential to track progress and continually improve program outcomes.</b> It is essential to have robust monitoring system in place, but this means that it needs to be dynamic, reviewed and relevant, with clear links from activity to outcome levels. In addition, staff and partners need to be trained on it use and regular review, and given ongoing support to update the system regularly.</p>
	<p><b>Working in a consortium can be an effective and efficient approach to programming.</b> While the program experienced challenges in coordinating the program at a national level, it is still true that consortium partnerships allow for the efficient sharing of resources and expertise and greater impact through joint activities. Dedicated human resources, such as the consortium manager role in the program, are a key factor in the effective coordination of such partnerships.</p>	<p><b>Consortium partnerships should be encouraged as they are an effective and efficient approach to programming.</b> However, different ways of working across institutions can take time to navigate, and more time may be required to set up joint systems for the effective coordination and administration of program. This should be supported with additional, consistent human resources (throughout the program cycle), financial resources, as well as time to ensure processes can be set up effectively.</p>

## 1. INTRODUCTION

This section provides an overview of the evaluation including: its purpose, goals and objectives; evaluation key questions; and the methodology used to conduct the evaluation.

### 1.1 Evaluation Overview

This is an external end of program evaluation undertaken to assess the Child Centred Climate Resilience program in Vietnam.

The purpose of the evaluation is to analyse the extent to which the objectives and outcomes of the program have been achieved, and to assess the methodologies and processes employed by the program, and how these have contributed to expected and unexpected outcomes.

The evaluation is not intended to assess and compare progress between individual provinces, or between Save the Children and Plan supported activities. Rather, it focuses on reviewing the program as a whole, analysing any differences found from a strengths based approach to understand how these differences have contributed to program success, what lessons can be learnt from the way different approaches have been implemented, and what factors contribute to an enabling environment.

The evaluation has been commissioned and managed by Save the Children, in partnership with Plan International, and supported by the Australian Government’s Department of Foreign Affairs and Trade (DFAT).

The evaluation is designed around seven key questions related to the areas of relevance, effectiveness, participation, sustainability and lessons learned. Sub-questions can be found in the Annex 2 of the report.

**Table 1: Evaluation key questions**

Area	Primary Questions
<b>Relevance</b>	1. To what extent was the program realistic, appropriate and relevant?
<b>Effectiveness</b>	2. To what extent have the objectives and outcomes of the program been achieved
	3. How has the program approach contributed to the program outcomes
<b>Participation</b>	4. How did the program reach and involve vulnerable populations?
	5. How did the program reach and involve children?
<b>Sustainability</b>	6. How sustainable are results of the program and the systems and models developed?
<b>Lessons learned</b>	7. What are the key lessons learned from the program?

### 1.2 Evaluation Methodology

The evaluation is a combination of desk based review and field based data collection and analysis. The evaluation approach was sensitive to gender and children, and participatory in nature, to ensure the inclusion of vulnerable groups throughout the data collection process. This includes: disaggregation of views of women and men both in consultation and in data analysis; the use of female evaluation team members to speak with female community members; and dedicated workshops and data collection methods for boys and girls, and other vulnerable groups.

The evaluation methodology employed a mixed-methods approach to data collection, triangulating qualitative and quantitative data from key stakeholders: women, men, girls, boys, people with disability, and ethnic minority groups participating in the program; staff from consortium agencies; provincial, district and local government staff; and other stakeholders through the endline knowledge, attitudes and practice (KAP) survey and other qualitative data collection tools such as community and school workshops, focus groups discussions, in-depth interviews, and site visits.

### 1.2.1 Sampling approach

#### Quantitative data collection

A cluster survey sampling method was employed to determine the sample size for household representatives. To ensure consistency with the methodology employed in the baseline survey, the sample size employed in the endline survey was the same, with 700 people (400 adults and 300 children) surveyed in each province (a total of 2,800). There is one difference between both surveys however, in terms of village selection. In the baseline survey, the villages were chosen randomly, whereas in the endline survey the same villages were revisited. To collect the data, household representatives and children (aged 12 to 15 years) were surveyed using pre-structured questionnaires.

#### Qualitative data collection

Eight of the 28 target communes (two from Thai Nguyen, two from Quang Ngai, two from Quang Nam and two from Tien Giang) were selected for visits by the evaluation team to conduct the qualitative component of the evaluation. A purposive sampling approach was chosen whereby sites chosen included a representative sample of children, as well as adults, ethnic minority speakers, program activities, different poverty levels, and livelihood activities.

In each of the selected data collection sites, the evaluation team used various data collection tools in an inclusive manner, ensuring that there was participation from different groups at community, commune, district, provincial and national levels. Individual participants were chosen to ensure a good representation of different genders, ages, ethnicity, and those most vulnerable (including the most poor and near poor, people with disability and single-headed households). A total of 221 people (169 commune, 18 district, 23 provincial, seven national, four international) took part in the evaluation across the following groups:

- *Village/commune level:* Village and commune leaders, agricultural extension officers, Program Management Board members (PMB), livelihood participants, school teachers and students, climate vulnerability and capacity analysis (CVCA) participants, socio-economic development plan (SEDP) participants, vulnerable groups, Youth Union, Commune People's Committee
- *District level:* Department of Agriculture and Rural Development (DARD), Department of Education and Training (DoET), District Agricultural Extension Centre, PMB member, Women's Union and the Vietnam National Red Cross (VNRC)
- *Provincial level:* DARD, DoET, Women's Union, Agricultural Extension Centre, Department of Natural Resources and Environment (DoNRE), VNRC, PMB, Disaster Management Centre, Consortium staff (Save the Children and Plan)
- *National level:* Consortium staff (Save the Children and Plan), Climate Change Action Grant member (CCAG), Live & Learn education specialist, Centre for Rural Development (CRD).
- *International level:* Save the Children and Plan staff.

**Table 3: Evaluation participants (qualitative)**

Level	# women	# men	# girls	# boys	Total
<b>Commune</b>	53	72	24	20	<b>169</b>
<b>District</b>	7	11	0	0	<b>18</b>
<b>Provincial</b>	9	14	0	0	<b>23</b>
<b>National</b>	5	2	0	0	<b>7</b>
<b>International</b>	2	2	0	0	<b>4</b>
<b>TOTAL</b>	<b>76</b>	<b>101</b>	<b>24</b>	<b>20</b>	<b>221</b>

Of these participants, 76 were women, 101 were men, 24 were girls, 20 were boys, 18 were ethnic minorities, 15 were elderly (over the age of 60), and two were people with disabilities.

### 1.2.2 Data collection tools

A range of tools were used to collect data from key informants and stakeholders. These included: desk review; knowledge, attitudes and practices (KAP) survey; community workshops (where focus group discussion, community based adaptation analysis, and external support analysis tools were used), school workshops (where focus group discussion, ranking, impact drawing, drama, and other participatory tools were used); focus groups discussion; in-depth interview; personal testimony; and site visit/observation.

Overall, eight community workshops (four male, four female), four student workshops (one elementary, two secondary and one mixed), eight focus group discussions (four teacher groups, three PMB groups, and one CVCA group), 56 in-depth interviews, and two personal testimonies were collected.

### 1.2.3 Evaluation team

#### Quantitative data collection

The KAP survey team included three members who were responsible for facilitating data collection and analysis. On the ground, each staff member worked with provincial project officers and 10 to 20 enumerators per province to collect the necessary data.

#### Qualitative data collection

The evaluation team included eight members (six female, two male). Four team members were present for all data collection sites, while the other four members were present for one or two data collection sites. Data collection took place in three teams who worked with different key informants and stakeholders using the various data collection tools.

### 1.2.4 Evaluation timetable

The evaluation took place from 21 April to 31 July 2015.

- Evaluation preparation: 21 April to 8 June
- Training and KAP survey: 15 to 30 May
- Briefing, workshop and all other qualitative data collection components: 9 to 26 June
- Analysis, report write up and finalisation: 6 to 31 July.

### 1.2.5 Evaluation process constraints

The evaluation was constrained by several factors which need to be considered alongside the findings and analysis presented in this report. These include:

- Two of the evaluators did not speak Vietnamese, which limited the amount of information gathered during interviews, informal discussions and conversations throughout the evaluation process. This was mitigated by the use of professional translators who worked alongside the evaluators, and by the inclusion of other evaluation team members who were fluent in Vietnamese. For Hre and Khmer speakers the evaluation team were able to work with Plan staff members who provided translation services.
- Two of the members of the evaluation team members were Plan and Save the Children staff who provide management oversight of the program. While there were strategies in place to avoid bias in the data collected – for example, staff did not conduct key informant interviews where they thought their presence would skew the data – this cannot be ruled out completely.
- It was very difficult to assess issues of equity and levels of participation given the different and complex governance structures at a community level, and the lack of time to study these during the data collection component of the evaluation.
- While the evaluation team were able to visit all provinces of the program, and within these 50% of the target districts, and 29% of the target communes; providing conclusive findings across all key questions

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was not always possible. This was partly a result of the complex nature of the program; the number of sub-questions of the evaluation; but also a result of the innate difficulty of assessing climate change adaptation in general.

- It was challenging to gather the level of detail required in interviews due to the large number of evaluation sub-questions (28 in total), and the resulting number of questions per questionnaire. To counter this, evaluation team members were given discretion to apply relevant questions, which inevitably led to some inconsistencies in the content of the interviews.

## 2. COUNTRY CONTEXT AND PROGRAM OVERVIEW

This section provides information about the country context and the program.

### 2.1 Country Context

Vietnam is ranked as the fifth most at-risk country globally in terms of exposure to extreme weather events (under current and future climate scenarios).<sup>16</sup> It also ranks seventh out of 233 countries in terms of its vulnerability to the impacts of extreme weather events.<sup>17</sup> As climate change intensifies, communities throughout the country are likely to experience impacts including increasing extreme weather events such as heavy rainfall, flooding and more intense cyclone events. Weather patterns will also become more difficult to predict, impacting on food security and livelihoods.

Communities in coastal and mountainous areas are particularly exposed to the kinds of hazards that will become worse in a changing climate. Coastal and Delta communities are likely to suffer from more frequent flooding, higher storms surge coupled with stronger cyclone wind speeds, heavier rainfall, and more severe salinisation. Those in mountainous and upland regions are likely to experience significant increases in heavy rainfall, resulting in more frequent flooding (a trend observed in recent years).<sup>18</sup>

Children and young people<sup>19</sup> are particularly vulnerable to the impacts of climate variability and change because they are physiologically and metabolically less able than adults at adapting to heat and other climate-related exposure.<sup>20</sup> Their still-evolving development puts them at higher risk of contracting diseases and succumbing to related complications due to lower functional immunity.<sup>21</sup> Children are also more likely than adults to be killed or injured during disasters: of those affected or killed as a result of disasters globally, half are children.<sup>22</sup> As climate change intensifies, the impacts of weather-related disasters will put more children in harm's way. While future impacts will likely be devastating, children in Vietnam are already suffering from weather-related disasters. For example, over 90 per cent of those killed in the 2011 Mekong floods were under 16 years of age.

Current challenges – some of which will be exacerbated by climate change – experienced by local communities include but are not limited to: the reduction of agricultural productivity, destruction of natural resources, depletion of biodiversity, increased migration from rural to urban areas, higher risk to endemic/pandemic diseases, and greater damage to shelters and other structures.

### 2.2 The Program

The Vietnam Child Centred Climate Resilience Program commenced in May 2012 and was implemented under a consortium model with Save the Children Australia as the lead implementing partner and Plan Australia as the sub grantee. Together with the following local partners at provincial and district level to support with program implementation - Department of Natural Resources and Environment, Department of Agriculture and Rural Development, Agricultural Extension Centre, , Department of Education and Training, Provincial Disaster Management Centre, Vietnam National Red Cross, Women's Union, and Youth Union. The program's budget was just over AUD three million, funded by the Australian Government through the Department of Foreign Affairs and Trade's (DFAT) Community Based Climate Change Action Grants (CBCCAG). Program implementation was to be initially completed by December 2014, however a no cost extension was granted by DFAT until 30 June 2015.

#### 2.2.1 Program goal and objectives

The overall goal of the program was to *build the adaptive capacity of children and their communities in Vietnam to manage the impacts of climate change.*

This goal is supported by two main objectives:

- **Objective 1:** To increase the ability of children and their communities to directly plan for and manage the negative impacts of climate variability and change; and

- **Objective 2:** To improve the ability of government and civil society to meet the adaptation needs of children and their communities, in line with national objectives.

The program aimed to achieve four key outcomes through a range of contributing activities

**Table 4: Program outcomes and contributing activities**

Outcome	Contributing activities
Outcome 1: Increased understanding of climate change impacts among children and their communities	1.1 Conduct baseline and end-line surveys using the ‘knowledge, attitudes and practices’ (KAP) methodology relating to understanding of impacts of climate variability and change 1.2 Develop climate change information, education and communication (IEC materials) and communication strategies 1.3 Integrate CBA into existing school extra-curricular and children and youth clubs 1.4 Implement youth-led climate change awareness raising campaigns at community level
Outcome 2: Increased capacity of children and their communities to plan for and respond to climate change impacts through participatory planning and community-based action	2.1 Develop child-centred CVCA tools and methodology 2.2 Undertake child- and youth-centred participatory adaptation planning processes 2.3 Facilitate integration of outcomes into local Socio-Economic Development Plans (SEDP) 2.4 Develop a child-centred CBA model 2.5 Implement child-centred CBA actions
Outcome 3: Increased capacity of sub-national government and civil society to implement CBA programs in line with the National Target Program to Respond to Climate Change (NTP-RCC)	3.1 Conduct institutional capacity assessment of key local partners 3.2 Conduct training of trainers on child-centred adaptation 3.3 Support increased capacity among existing civil society networks for CBA 3.4 Organise community visits for officials to experience CBA models
Outcome 4: Increased understanding and engagement of policy makers in CBA	4.1 Mapping policies and institutions in climate change at national and sub-national levels 4.2 Support review of Provincial Action Plans in line with community priorities 4.3 Shared learning dialogues between communities and sub-national government 4.4 Share child-centred community based adaptation model

### 2.2.2 Program locations and beneficiaries

The program aimed to reach 79,224 girls, boys, women and men (as well as government officials at local, provincial and national levels) in 28 communes across seven disaster-prone districts in four provinces of Vietnam. A further 350,000 people were planned to indirectly benefit from program activities. Program locations were chosen based on: their high vulnerability to climate variability, weather extremes and project climate change; the prevalence of significant vulnerable populations (such as ethnic minorities); and consortium member existing relationships.

**Table 5: Program locations**

Province	District	Commune
Thai Nguyen	Dai Tu	Cat Ne, Na Mao, Phu Thinh, Phu Lac, Phuc Luong
	Dinh Hoa	Tân Thịnh, Lam Vy, Bao Linh, Quy Ky Tan Duong
Quang Ngai	Ba To	Ba Bich, Ba Dinh, Ba To, Ba Xa
Quang Nam	Binh Minh	Binh Minh, Binh Hai, Binh Nam
	Binh Hai	Duy Tan, Duy Thu, Du Thanh, Duy Nghia
Tien Giang	Go Cong Dong	Tan Dien, Vam Lang, Kieng Phuoc, Phuoc Trung, Gia Thuan
	Go Cong Town	Binh Dong, Binh Xuan

### 2.2.3 Program approach

The program approach was participatory and community focused, using a range of methodologies and processes to achieve its outcomes. This included: working with and through children as agents of change; targeting the most vulnerable groups; empowering communities to take active roles in anticipating and planning for climate change; and building on existing partnerships and structures to enhance sustainability.

By using a child-centred community-based approach to CCA, the program placed communities at the heart of decision-making and planning processes to better link their existing knowledge capital with innovative strategies to address current vulnerabilities and risks and build the resilience of those that are faced with the impacts of climate change.<sup>23</sup> Within this, a child-centred approach to CBA was central to the overall approach undertaken by Save the Children and Plan, which saw children informed and actively involved throughout the program, including the most marginalised and those of different ages and abilities, in matters concerning them directly or indirectly.<sup>24</sup>

### 3. FINDINGS

This section assesses the key program outcomes in terms of relevance, effectiveness, participation, and sustainability.

Each section includes an overview of key learning, a discussion of program achievements, including gaps, as well as an overall rating of success/achievement. Assessment is based on a review of all key documents and findings from both the quantitative and qualitative data collected. Ratings for each key area (relevance, effectiveness, participation, and sustainability) have been determined based on an overall assessment of the program against each of the seven key questions 28 sub-questions of the evaluation.<sup>25</sup> While ratings have been based on a broad assessment of a range of primary and secondary sources, it is by nature still partially subjective, and not all readers may agree with the final score awarded. An explanation of the rating system is included below:

**Table 6: Rating system**

Number (1-6)	Title	Explanation
6	Very good	The program has achieved a very good level of achievement. The program has been able to achieve impact in the key area.
5	Good	The program has achieved a good level of achievement. The program has been able to achieve impact in the key area.
4	Adequate	The program has achieved an adequate level of achievement. The program has been able to achieve impact in the key area.
3	Less than adequate	The program has achieved a less than adequate level of achievement. The program has been unable to achieve impact in the key area.
2	Poor	The program has achieved a poor level of achievement. The program has been unable to achieve impact in the key area.
1	Very poor	The program has achieved a very poor level of achievement. The program has been unable to achieve impact in the key area.

#### 3.1 Relevance

##### Rating 6: Very good level of achievement

Working on climate change adaptation and disaster risk reduction in Vietnam is highly relevant. Vietnam has been listed as one of the five countries that will be worst-affected by climate change.<sup>26</sup> It is located in Southeast Asia's tropical monsoon belt, and is ranked among the region's most hazard-prone areas; commonly experiences floods, droughts and typhoons, as well as occasional forest fires, landslides, and earthquakes.<sup>27</sup> Furthermore, communities in coastal and mountainous areas, such as those chosen by the program, are particularly exposed to the kind of climate-related hazards mentioned that will become worse in a changing climate, and there is an urgent need to help poor and vulnerable communities in these areas build resilience to the impacts of current climate variability and extremes, and to generate adaptive capacity in the face of climate change.

##### 3.1.1 International and national level

Internationally, the program is relevant to the community based adaptation (CBA) agenda. It contributes to learning on CBA, in particular, participatory and child-centred approaches, and climate-adaptive livelihood models. Sharing this learning - via case studies, this evaluation and other products - through international networks, conferences, has added to the growing evidence base of CBA and will help shape and influence the international agenda.

From an Australian government perspective, the program is highly relevant, aligning strongly with the Strategic Outcome 1 of DFAT's Climate Change Strategy 2011-16, which focuses on building the resilience of vulnerable communities through climate change adaptation and disaster risk reduction.<sup>28</sup>

At a national level, the program is also highly relevant; its design and implementation is a direct response to Vietnam's vulnerability to climate change, in particular how it impacts on children. The program also aligns strongly to government strategic priorities on disasters and climate change, and contributes directly to the National Target Program to Respond to Climate Change.<sup>29</sup> Responses from government partners interviewed confirm this, with the program seen as being instrumental in providing the funding, mechanisms, training and technical support needed to implement their priorities. Increases in government and partner capacity to implement community-based, participatory processes in relation to climate change, with a specific focus on children – an approach that is still new in the country – have also increased the overall relevance of the program.

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*“The program is highly relevant because it helps the government implement their climate change adaptation priorities at a local level.”* Centre for Rural Development staff member

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### 3.1.2 Program level

At a program level, working through key government partners at different levels (commune, district and provincial), in particular DoET and DARD has ensured that the program is better able to support government priorities, yet also extend their work to make it more climate resilient, and participatory. The program has been able to build an evidence base on what works in climate change education (for children and adults), as well as climate-adaptive livelihood models; some of which can be applied to different contexts throughout Vietnam. Engaging a range of other partners has also helped the program become

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*“The program is consistent with at least three levels of policy: the National Target Program to Respond to Climate Change; the Ministry of Education and Training program 4068; the National Strategy on Prevention, Control and Mitigation of Natural Disasters for the Education Sector 2011 to 2020; and the Department of Agriculture and Rural Development Provincial Climate Change Strategy 2014-2020. In particular, the program has provided capacity building mechanisms and resources for teachers to integrate CCA and DDR into the school curriculum.”* Provincial DoET representative, Tien Giang

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more relevant. Partnering with the Centre for Rural Development, for example, has supported the development of livelihood models for use in each of the provinces, while working with Live & Learn has meant that the program has been able to develop and roll out highly relevant information, education and communication (IEC) materials for children and their communities.

The program Theory of Change (ToC) has remained relevant because it is based on engaging a range of stakeholders at different levels (local, district, provincial and national levels). The strategy of focusing on the local level, and ensuring the

program was child-centred is also appropriate because climate change manifests at the local level; children are particularly vulnerable; and working with children is the mandate of the consortium agencies. Outcomes and impacts also remain appropriate; enhancing adaptive capacity through the provision of knowledge, skills and resources remains an effective approach to support children and their communities adapt to climate change in the longer term. The causal relationship between activities and strategies, outcomes and impacts (short and longer term) are also appropriate and relevant. By focusing on four key outcomes and developing activities that contribute directly to each of these, the program has been better

able to achieve the impacts it aimed to achieve. However, given the relative short time frame of the program, achieving the longer term impacts of increased resilience and enhanced adaptive capacity would have been more realistic in a longer program time frame. This is particularly important when considering the long term nature of CCA and its inherent challenges.

### 3.1.3 Community level

At a community level, beneficiaries of the program view the program as relevant because it deals with issues that are central to their lives, and through the program design process, climate vulnerability and capacity assessments, and community planning processes, communities were largely able to select the interventions they wanted to prioritise through the program. Reasons stated by community members include:

- *Involvement of vulnerable groups:* The climate-adaptive livelihood models, in particular goat, peanut, banana and pig raising, have provided increased opportunities for vulnerable groups to make an income. For these groups, this type of activity is well suited because it allows them to work from home, requires much less physical effort than working in the fields, and is not technically difficult to implement.
- *Capacity building:* Community members feel that they have a better understanding of how to prepare and respond to disasters, and the causes, effects and impacts of climate change through a range of awareness raising activities, the provision of IEC materials, as well as context specific livelihood models. As well as hard skills, they also feel more confident in being involved in community activities, and are more positive about the future.

However, those who participated in the evaluation stated that the program could have been more relevant if it had addressed the following issues:

- Some community members stated that the program could have been more relevant/had more impact if it had been able to provide material benefits to a larger percentage of the community. For example, while community members recognised that the program was able to provide awareness and training to a greater number of people; the large majority of community members interviewed stated that they would have like to have seen a greater number of people participate in the climate-adaptive livelihood models. That community members wanted more people involved in the program and for it to be scaled up likely indicates the program was in fact highly relevant.
- In Tien Giang, contrary to the point above, some community members and local government thought that a greater share of the program budget should have been used on awareness raising activities so that a larger percentage of target community members could be reached. This included infrastructure for loudspeaker systems and increased human resources to undertake promotion activities.
- There was a desire in areas affected by floods, or where there are many canals and rivers (such as in the Mekong), for the program to have supported swimming lessons for children so that they would be less likely to drown during extreme weather events, or more generally. This was an issue because community members were aware of other programs that had undertaken this activity, and they saw the benefits, as well as relating to DRR more generally.
- Access to clean, safe water was also an issue for many communities (especially in the Mekong). Many people stated their desire to have support for water tanks and other infrastructure measures to increase access to water supplies to reduce their exposure to salinated and chemically polluted water.

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*“Where I live there are rivers and canals everywhere, yet the children don’t know how to swim. It would have made sense for the program to support swimming lessons so that children are safe.”* Commune leader, Go Cong, Tien Giang

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- While livelihood models were considered by the majority of those interviewed as relevant, in particular the participatory approach taken to train staff and beneficiaries in their establishment, implementation and monitoring, there was some concern that the limited time of the project was a constraint and limited their full implementation.
- Some Plan and Save the Children staff, as well as CRD and DARD, thought that a value chain/market analysis for the majority of models was needed to ensure that the products developed and sold for income generation would be sustainable in the longer term.
- Some respondents also stated that some of the models required larger investments than others to start up and that this prevented some of these models being replicated by poorer households.

## 3.2 Effectiveness

### Overall rating 4: Adequate level of achievement

Overall, the program reached 83,121 people in 28 communes across seven districts in four provinces of Vietnam, which was 3,897 more than planned. Of these, 15,455 were women, 16,280 were men, 25,513 were girls and 25,873 were boys. In terms of gender balance, 49 per cent of beneficiaries were female and 51 per cent were male. The moderate increase in the number of direct beneficiaries was largely due to the no cost extension period enabling more time to reach a broader audience, in particular with school and community awareness activities.

**Table 7: Program beneficiaries per province**

Province	Women	Men	Girls	Boys	Total
Thai Nguyen	1,519	1,411	11,022	12,684	<b>26,636</b>
Quang Ngai	960	1,116	2,286	1,917	<b>6,279</b>
Quang Nam	5,733	6,131	6,203	5,516	<b>23,583</b>
Tien Giang	7,243	7,622	6,002	5,756	<b>26,623</b>
<b>TOTAL</b>	<b>15,455</b>	<b>16,280</b>	<b>25,513</b>	<b>25,873</b>	<b>83,121</b>

### 3.2.1 Achievement of program outcomes

The program has been able to achieve a measurable level of success across each of the program outcomes.

#### **Outcome 1: Increased understanding of climate change impacts among children and their communities**

As a result of the program, women, men, girls and boys and their communities now have improved skills and knowledge, and increased understanding of climate change and weather-related disasters. Program activities under outcome include: the provision of CBA Training of Trainers (ToT) for teachers at a commune level, as well as CBA ToT for provincial and commune level facilitators; the wider rollout of training to other teachers and commune level facilitators; the development of climate change IEC materials such as teacher manual, ABC booklets and flipcharts for use in all target schools; extra-curricular activities, including child- and youth clubs; and wider community awareness raising activities.

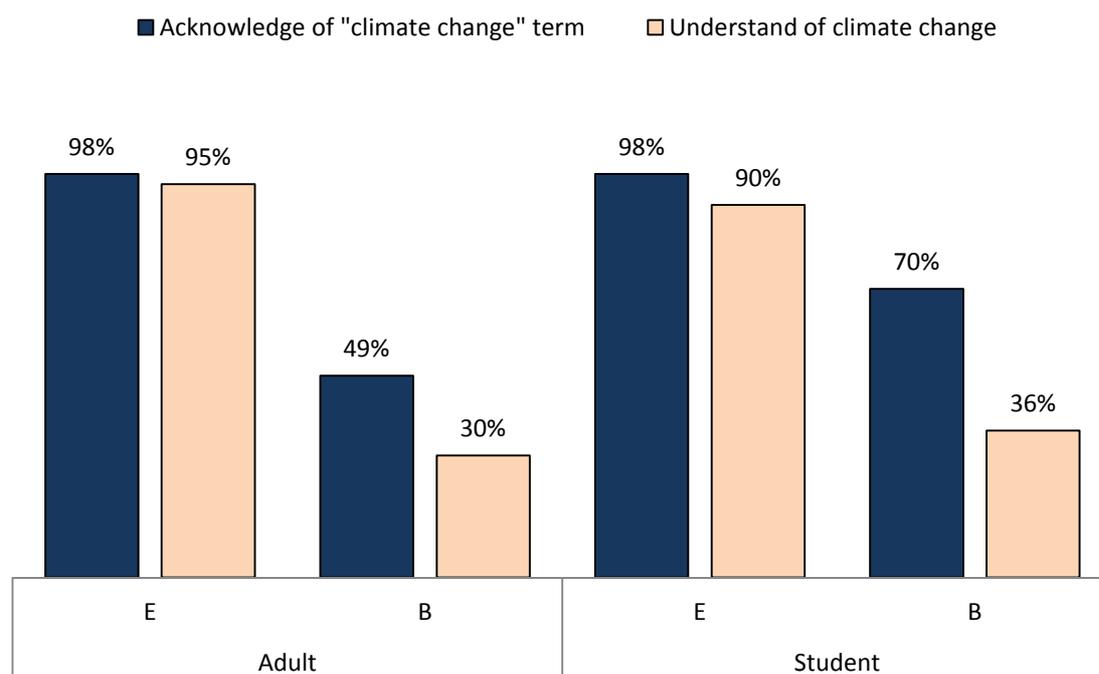
**Table 8: Activities that contributed to outcome 1**

Activity	Women	Men	Girls	Boys	Total
CBA ToT for teachers	15	21	-	-	<b>36</b>
Roll-out of training for teachers	120	38	-	-	<b>158</b>
CBA ToT for facilitators	7	23	-	-	<b>30</b>
Rollout of training to facilitators	69	71			<b>140</b>
IEC materials	N/a	N/a	N/a	N/a	<b>N/a</b>
PAOT training	18	12	-	-	<b>30</b>

Extra-curricular CCA activities	-	-	5,723	5,507	<b>11,230</b>
Child-to-child clubs	-	-	367	263	<b>630</b>
Youth clubs	107	103	-	-	<b>210</b>
Climate change awareness raising campaigns	5,046	4,954	-	-	<b>10,000</b>
Child based activities	56	32	3,085	2,957	<b>6,130</b>

Findings from the endline survey indicate that awareness of the term climate change has increased as a result of the program, with 98 percent of both adults and students now aware of the term, an increase of 49 percent and 28 percent respectively. This far exceeds the program target of 70 per cent.<sup>30</sup> Respondents have also increased their understanding of climate change significantly. 95 percent of adults and 90 percent of children surveyed are able to describe what climate change is; and increase of 65 percent and 54 percent respectively, while 50 percent of adults and 49 percent of children are aware of the causes of climate change, an increase of 41 percent and 35 percent respectively. In terms of climate change impacts, 78 percent of adults and 69 percent of students are able to describe three or more impacts of climate change, an increase of 43 percent and 47 percent respectively. Respondents are also much more aware of who is most vulnerable to climate change, with children, the elderly and pregnant women seen as the most vulnerable, with people with disabilities and women also rating moderately high compared to prior to the program.

**Diagram 1: Awareness and knowledge of climate change<sup>31</sup>**



B= Baseline survey; E= Endline survey

School based educational materials (ABC workbook, teacher’s manuals for both CCA and DRR, and flipchart) are of good quality, dynamic and interesting and well appreciated by teachers and DoET staff. Students enjoy using the flipchart and find the visual content easy to use and understand. The livelihood calendar has been a useful product developed to promote models to a wider audience, however it is not known how widely the calendars are being used by technical staff and households. Anecdotally, those interviewed as part of the evaluation found the calendars useful in helping them learn about other models, even though in many cases they lack funds to implement the more capital intensive models. Importantly, the user-friendly content of the educational materials and the participatory nature in which they were used has been a key

factor in their effectiveness. This is in contrast to traditional curriculum and pedagogy in many of the schools.

The program has made good progress integrating climate change adaptation into schools using participatory methodologies. As a result, children are taking more of a leading role in group discussions, as well as developing CCA and DRR plans for their homes, alongside communications to the wider school community, and writing about project activities to share with others. For example, the story-book competition employed a kids-teaching-kids approach, providing children with the opportunity to share their understanding of climate change adaptation and mitigation through practical or imagined stories. Celebrated as a success, the stories of winners were published and distributed to schools, increasing knowledge among a wider group of students.

Extra-curricular sessions, where students are able to learn more about climate change including terms, causes, effects and impacts, have also been effective. Practical and fun activities such as games, drawing

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*“The program has taught us about the causes of climate change, for example, pollution, deforestation and greenhouse gases. We know that this will cause sea level rise, more forest fires and heavy rainfall.”*  
Students from Na Mao Commune, Thai Nguyen

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competitions, quizzes, role-plays, songs and drama have provided children with the opportunity to not only learn new knowledge and skills on CCA, but to share these with other students, and the general community in a way that engages households in conversations around practical actions to address climate change, such as the energy saver program in Tien Giang that encouraged households to save

energy and water. The use of various communication tools has proved to be an effective way of reaching out to different groups, as well as creating an enabling environment for improving different skills of teachers and students. For example, while drawing contests tend to create an exciting environment and attract more students to participate and increase their knowledge on climate change; small group communication promotes students’ and teachers’ groups facilitation skills.

Knowledge and skills gained from campaigns, training and extra-curricular activities has helped children and their communities increase their confidence to talk about climate change to others, and their self-efficacy more generally. For example, regular child club meetings have helped empower children to learn and share. Children are encouraged to take the lead of their own activities and act as change agents in class, school and the community. Notably, the children are starting to lead their own activities. For example, in Quang Nam children held a book exchange where students could swap text books, saving money for households and reducing waste. Evaluation respondents from secondary schools also reported having greater confidence to take the lead and communicate with the wider school community. This was verified by teachers whom had observed the increase in confidence and communication skills of those children who were child club members.

Within communities, government partners, civil society and children have been working together to deliver a range of engaging community based communications and events, with community facilitators taking a leading role in delivering participatory climate change communications and training, using a diverse range of methodologies such as Participatory Action Oriented Technique (PAOT) to build understanding. Evaluation informants view interactive group discussion and dramas as providing a useful approach to engage participants, with activity monitoring over the duration of the program finding that participants are able to remember key messages and demonstrate a practical understanding of the knowledge provided. The use of simple communication tools, such as flipcharts has also been a success, especially with ethnic minorities, those with a lower educational background, and children not attending school.

However, while respondents mostly gave favourable reviews of activities implemented as part of the program, evaluation respondents did raise a number of ways that the activities could have been improved. Teachers mentioned expanding teacher’s manuals by providing links to online resource materials, which teachers could investigate on their own. Children, teachers and DoET staff also mentioned that that materials such as the ABC booklet were not sufficiently designed for use by different age groups, in

particular elementary students. There was also a request by DOET, VNRC and Live & Learn, for more copies of materials to be printed, so that teachers didn't need to share copies, or have additional copies printed, thereby increasing their access to the material needed to conduct CCA activities in schools.

### Case study: Learning by helping others<sup>32</sup>



Tam wins first prize in the Golden Bell Ring context in a district communication event. Photo: Plan International

Ten-year-old Tam lives with her parents and sister in Thai Nguyen province. The main source of income for the family is rice production. Their small village is often affected by landslides and floods, and in the rainy season it can be difficult for the students to get to school as the roads mostly become inaccessible.

Tam and her sister both attend primary school. Her school is one of the most disadvantaged schools in the district – 80 percent of the students are from ethnic minorities and 70 percent are from poor households. Every year, local children and their families face longer dry periods as well as more frequent cold spells. In some locations, flooding is also exacerbated by climate change. This limits the ability of many families to improve their lives, keeping them vulnerable to hunger and poverty.

In 2014, Tam and other students at her school took part in a training course on climate change communication with Plan International. The program

was designed to form a group of young facilitators to promote small group communication activities with other students in primary and lower secondary schools across the district. Children who were selected to be core facilitators, including Tam, were trained as part of the wider education and awareness-raising activities under the CBA program. These young facilitators then turned their attention to building the knowledge of other children.

“I’ve learnt a great deal about climate change. I used to know little about climate change, the difference between climate and weather, greenhouse effect and the likes,” said Tam.

“However, since I attended the training, I got to understand more and more about climate change, how it affects our lives and what we should do. I even helped other friends at school to learn more about it through our small group communication activities. Every month, my friends and I organised small groups and communicated about climate change using games and flipcharts.”

“The games like *Who am I* and *Melting Ice* are very fun too. My classmates like them a lot. The more I help my friends, the better I understand about climate change. We found the knowledge useful in other subjects too.”

Tam initiated these activities with 10 other students in her school, and her knowledge on climate change was transferred to more than 200 students in the same school through a series of communication events. More than 4,000 students in 20 targeted schools in Thai Nguyen province benefited from similar activities.

In Tam’s commune, there are two schools that are supported by the program, each with 10 core facilitators like Tam. According to local teachers and parents, this child-led facilitation on climate change communication has shown them good evidence of children’s leadership and ability to promote knowledge and awareness. It shows that it’s not only experts who teach us.

Tam often shares her knowledge and stories with her parents and sister too. Her parents are very proud

of her and encouraged her to participate more in similar activities when they realised the positive changes in Tam’s confidence and study.

“Tam was shy. She didn’t speak in public very often. She has changed a lot since she joined these activities at school. She even won a prize at the district event. We are so happy to see our children grow like that,” said Tam’s parents.

Traditional hierarchies within the family and community mean that children’s voices often aren’t valued or respected. Children are expected to listen and absorb knowledge but not to be listened to themselves or learnt from. However, children can be excellent communicators to their peers, particularly when the child facilitators are equipped with tools and materials (like the flipchart) and engaging games to help build the understanding of others.

Improving children’s knowledge and understanding of climate change is only one aspect of the program, and doesn’t happen in isolation. The knowledge children bring home is always relevant to other program activities that are engaging parents in the community, such as alternative livelihood models. The relevance of the children’s knowledge means parents are more receptive to learning from their children.

## Outcome 2: Increased capacity of children and their communities to plan for and respond to climate change impacts through participatory planning and community-based action

As a result of the program, children and their communities are better able to plan for and respond to climate change. Numerous activities have contributed to the achievement of this outcome. These include: child participation training for staff and partners; CBA ToT for communities (including youth, hamlet leaders, livelihood model leaders, women and other community representatives); ToT training on interactive play skills and climate change communication for local youth and women; CVCA training and participatory planning; integration of CBA into existing school extra-curricular activities (with school students and youth clubs); the setting up and running of child-to-child clubs in every target school; the setting up and running of youth clubs in certain communities; climate change awareness raising campaigns at a community level; child-based activities (children as change agents, children’s story books, tree planting, child-based monitoring of CBA); and all activities related to the climate-adaptive livelihood models (livelihood assessments, study visits, livelihood model training, livelihood training).

**Table 9: Activities that contributed to outcome 2**

Activity	Women	Men	Girls	Boys	Total
Child participation training	50	34	-	-	<b>84</b>
CBA ToT for communities (including youth, hamlet leaders, livelihood model leaders, women and other community representatives) and wider roll-out of training	224	211	-	-	<b>435</b>
ToT training on interactive play skills and climate change communication	21	8	-	-	<b>29</b>
CVCA training and participatory planning	84	96	35	33	<b>248</b>
Livelihood assessments	96	108	-	-	<b>204</b>
Study visits to best practice models	53	41	-	-	<b>94</b>
Farmer livelihood needs assessments	184	166	-	-	<b>350</b>
Livelihood training	268	292	-	-	<b>560</b>
Livelihood implementation	131	148	-	-	<b>279</b>
Livelihood sharing workshops	408	958	9	9	<b>1,366</b>
District level SEDP development	47	44	-	-	<b>91</b>
Commune level SEDP development	242	211	60	32	<b>545</b>

To support community members to build their resilience, the program focused on the development of a wide range of crop and livestock climate-adaptive livelihoods. In total, 21 different livelihood models across

6,312 households were developed. To develop each of the models, all four provinces undertook a comprehensive livelihood assessment process, involving the participation of communities, so that models developed and chosen were suited to both climate and community needs.

To support the rollout of different models, the program and its partners delivered a combination of practical technical training and guidelines, follow-up support (household visits), and small group sharing sessions on the neighbouring farms commonly referred to as 'farmer field school'. Monitoring reports show that farmers have generally implemented new techniques effectively and that the majority of livelihood models have been successful. Notably, there is evidence of farmers investing their own capital to expand the models, and replication of these models by the wider community in all four provinces. Some of the benefits highlighted by program staff, partners and beneficiaries include:

- The goat raising model is suitable for families with young children, families with disabled and/or single parent families as there is very little additional work load;
- Farmers who raised chickens are able to process chicken waste into organic fertiliser reducing the incidence of environmental pollution;
- Overall the livelihood models have increased the income and livelihood security of households in particular rice, peanut, banana and custard apples. In Thai Nguyen, the banana model has been a showcase model that increased household income significantly. In Tien Giang, the rice model increased household income by VND 4.5 million to 5 million per hectare (AUD 284 to 315), and the goat model increased household income by VND 3 million (AUD 189) over a four month period. In Quang Nam and Quang Ngai, the peanut model provided households with income in a season when there was traditionally none, with some farmers reporting profits of VND 4 million (AUD 252).
- While the quality of harvested peanuts has been good in drought conditions, the model does not work well with unexpected heavy rainfall in dry/hot season, as rain causes peanuts to rot on the vine. Further research is needed to ensure that this model is implemented effectively given changing climate conditions;
- Building a shade house for off-season vegetable production has provided protection from harmful insects; and the use of netting has limited heat, keeping moisture in the soil, as well as reducing evapotranspiration.
- Farmers have reported less disease in livestock and better health outcomes;
- Pens for pigs provide insulation from hot and cold weather, and reduce environmental pollution from manure and produce biogas in households where the chamber was built.

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*“While I already knew about looking after pigs I saw that the program was doing it slightly differently. I learned to protect my pigs from flood water, as I live in a flood prone area. As a result we build the pig pen high above the ground.”* Female beneficiary, Binh Minh, Quang Nam

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By developing various livelihood models the program has increased the diversity of livelihood on offer for community member, better enabling them to adapt, as well as respond to market shocks. This is a good example of resilience building.

The program staff and partners acknowledge that whilst the livelihood models for the most part were not directly linked to child-centred activities of the program, the benefits to children were widely reported during the evaluation. Households reported a general increase in household income and that this extra resource was used to: improve access to nutritious food; replace clothing; improve living conditions; buy school uniforms and school supplies. Apart from material benefits, anecdotal evidence suggests that families who are able to earn an income are less stressed, do not have to travel for work as frequently, and are generally happier. For example, households implementing the peanut and pig biogas models reported

having more time at home due to not having to walk many kilometres to collect timber, previously used to earn a cash income.

Overall, many of the models have been replicated by neighbours, and DARD has already begun scaling up their implementation across the provinces. In Quang Ngai a provincial workshop to share information on successful models was organised and guidelines developed, which were then shared with other districts. In Thai Nguyen, rice and banana models and composting techniques have been replicated by more than 1,000 households. In some communes in Tien Giang, up to 75 per cent of farmers, who were not program beneficiaries applied the climate-adaptive rice cultivation techniques. However, in order to fully assess the effectiveness of the models (across economic, social and environmental criteria), in-depth research is needed. The absence of this research limits the ability of the evaluation to assess the models properly, in particular to assess if they are indeed climate-resilient and adaptive over the longer term. Another criticism is the livelihood approach itself that is based on the assumption that vulnerable members of the community will independently replicate the livelihood models rolled out, and that model recipients will act as mentors to those taking up the models. While findings from the evaluation indicate that there is great will to replicate models, and that some households are replicating some models (for example, the peanut model through seed sharing); many vulnerable people do not have the required financial resources to replicate models that require significant financial inputs, and without ongoing support, may not be able to implement them.

### Case study: Strengthening existing livelihood models<sup>33</sup>

The primary form of agriculture in Vietnam's Quang Nam province is rice, which makes up 75 percent of farm land. Peanuts, maize and commercial crops are generally grown on the remaining land. However, studies suggest that climate change could lower agricultural productivity by as much as 15 percent in Vietnam by 2080.<sup>34</sup>



*Thong's biogas pressure gauge measures gas pressure in the tank. Once released, the biogas produces 5-6 hours of fuel for cooking. Photo: Save the children.*

Many people in Quang Nam rely on farming for food and income, and it has been crucial for Save the Children's CBA program to support alternative livelihood models suited to the location, and increase local knowledge of adaptive farming and animal raising. This approach lays the foundation for sustainable adaptation that builds resilience in the community and opens up opportunities for the diversification of livelihoods, which may reduce exposure to risk and market volatility.

Nguyen Xuan Thong lives in the Thang Binh district of Quang Nam with his wife and five children. His youngest is 11 and attending school. Another of his children has a disability so stays at home. To support his family, Thong had been farming rice and raising pigs with limited success. He has found it difficult to keep his pigs healthy and gaining weight due to extreme weather in his province.

When Thong's son participated in the program's climate change resilience activities at school he passed on the information he was learning to his family. The knowledge Thong gained about how climate change can contribute to certain diseases, and the factors that can affect the health of his family and community, compelled him to register for the new livelihood program in his community.

In addition to receiving one sow and 50 percent of the costs to build a pig pen, Thong and his wife also attended training sessions with other villagers and staff from the Agriculture Extension Centre. In these

sessions they learned techniques to ensure their pigs could thrive despite the changing weather. These included building the pig pen with sloping floors and orienting them to avoid cross breezes; the separation of the piglets from their mother; adding a light to warm piglets; cutting down sharp teeth; and the neutering of male pigs when they are five days old, which allows them to grow faster. This training has all contributed to the increased wellbeing of Thong’s livestock, so that they are healthier, reach maturation and can be sold for meat at a good price.

Thong learned how to use his pig waste to produce biogas – a sustainable energy source – through the installation of a biogas digester. Each day his pigs produce five to six hours’ worth of gas, which has saved the family time and money, as well as saving countless trees because Thong no longer needs to go to the forest and cut down trees for firewood.

As a result of the family’s achievements, three other families have replicated the biogas model by their own means. To ensure his neighbours have accurately set-up their new waste treatment centre and pig pens, Thong regularly visits to check out their work, communicate his expertise and share experiences and lessons learned.

When asked whether he would prefer to be given additional technical training or another sow, Thong explained he would favour the skill-set training as he expects this will be the most beneficial in the long term.

Training local villagers with the skills required to adapt to climate change in a locally relevant way has introduced the members of this community to skill development and livelihood diversification. They are supported to strengthen existing livelihoods, ensuring these farming models are more sustainable and cost-effective, and that they can increase income, inspire confidence and encourage community ownership to achieve long-term resilience.

Findings from the household surveys indicate that children and their communities have increased their participation in CCA and DRR actions. Since the program has been in operation, they are much more likely

*“The program has been very meaningful for me and my family. Being able to breed pigs and use the fertiliser for my crops has helped sustain my family income, and has helped me keep my son in school.”*  
Male program beneficiary, Go Cong, Tien Giang

to undertake adaptation actions such as crop diversification, change their agricultural techniques, reduce water usage, with 79 (percent of adults and 68 percent of students engaging in such activities (among others); an increase of 48 percent and 38 percent respectively. They are also more likely to undertake disaster preparedness actions such as saving food, move animals prior to extreme weather

events, and reinforce their houses with 74 percent of adults and 72 percent of students engaging in such activities (among others); an increase of 72 percent and 40 percent respectively.

**Table 10: CCA and DRR practices**

	Adults		Difference	Students		Difference
	Baseline	Endline		Baseline	Endline	
CCA actions	31%	79%	<b>+48%</b>	31%	69%	<b>38%</b>
DRR actions	2%	74%	<b>+72%</b>	32%	72%	<b>+40%</b>

**Diagram 2: Pictures drawn by students during the evaluation demonstrating how they plan and respond to climate change**



**Outcome 3: Increased capacity of sub-national government and civil society to implement CBA programs**

As a result of the program, sub-national government and civil society partners have increased their capacity to implement CBA programs. Key activities that have contributed to achievement of this outcome include: financial skills training; a program launch workshop; training for the integration of CCA and DRR into commune and district level SEDPs (including feedback on commune level SEDPs at the district level); SEDP coordination workshops; a national SEDP mainstreaming workshop; and study tours.

**Table 11: Activities that contributed to outcome 3**

Activity	Women	Men	Girls	Boys	Total
Financial training	13	10	-	-	23
Program launch workshop	26	14	-	-	40
SEDP training	120	426	-	-	552
SEDP coordination workshop	27	24	-	-	51
National SEDP mainstreaming workshop	2	6	-	-	8
Study tours	135	182	-	15	332

In Tien Giang, the program facilitated a training session to target district level government, providing guidance on how to integrate CCA and DRR into SEDPs. Subsequent to this, provincial level officials from

the Department of Planning and Investment integrated climate change into the SEDP. Quang Nam province also reported integrating CCA into the DARD provincial SEDP, for example, through building a dyke to reduce inundation of saline water into agricultural land, and supporting scaling up of the peanut model. In Thai Nguyen, communes have integrated the CVCA findings into the SEDP (for example, livelihood models, forest plantations, and remedial works on canals). The approach to mainstream CCA and DRR into SEDPs has also been applied into other Save the Children programs such as the water, sanitation and hygiene program, as it was found to be an easy process to follow and not resource intensive.

Save The Children and Plan finance staff provided financial management training to key project partners at province level to help ensure effective management of project resources and timely reporting and acquittal of funds. In Tien Giang, for example, a one day training was provided to key staff in DoET, the Centre of Flood and Storm Control, AEC, and the Women's Union.

The program has, to some extent, strengthened the analysis of climate change impacts on children and the participation of children across all activities, especially the climate-adaptive livelihood models through trainings and workshops on child participation and M&E. This has resulted in improved engagement of children in the monitoring of CBA models, as well as collection of case studies.

Study tours have also supported stakeholders (DoNRE, DARD DMC, DoET, AEC, VNRC and farmers) from different provinces to learn more about different livelihood models and good practices. Evaluation respondents expressed their appreciation of these visits, including learning more about how to replicate and scale up models by themselves.

### Case study: Integrating climate change into local development planning processes<sup>35</sup>



*Children develop a hazard map at the Tien Giang CVCA meeting. Photo: Save the Children.*

Climate change adaptation planning across Vietnam has often taken place in isolation of the broader development agenda and has too narrowly focused on the impacts of climate change. Shifting the focus away from climate change adaptation and ensuring that activities, tools and mechanisms become embedded in the wider set of development policies can ensure that longer term climate sensitive development planning practices take place.

In 2014, Save the Children and local authorities in the Tien Giang and Quang Nam provinces facilitated a planning process with 14 communes to integrate

climate change adaptation into the provincial Socio-Economic Development Plans (SEDP).

The five-year SEDPs play an important role in planning and budgeting for the local development agendas. The SEDPs set out a number of specific objectives and targets and are underpinned by institutional and financial arrangements.<sup>36</sup>

To inform the SEDP process, a series of Community Vulnerability and Capacity Assessment (CVCA) workshops were undertaken across the provinces. These workshops took place in both the community and school settings to include a range of stakeholders, including children and youth.

In Tien Giang, for example, the CVCA took place in local secondary schools. Thuy was one of 10 children invited to participate in the development of the commune action plan for adaptation to climate change in her school. Her group learned about and discussed the concepts of vulnerability, disasters, climate change and hazard mapping. Once the children had taken part in the lesson they were then asked to

develop and present their own proposed solutions for minimising the negative impacts of climate change on their community. Thuy said it felt good to be treated equally with the adults in voicing her opinions on the commune action plan. She thinks her ideas were listened to and included in the resulting action plan.

In the commune of Gia Thuan, Mr. Lam enthusiastically discussed his intentions of telling as many people as possible about climate change. He found the community workshops to be incredibly valuable and enriching. They not only increased his knowledge on climate change but he was also exposed to a number of tools – harvest and hazard calendars, commune risk mapping, climate change planning – that would significantly help the community with their planning processes.

As a result of these workshops, the Tien Giang province hosted a consultation workshop with the provincial, district and commune authorities, as well as with other government agencies and commune leaders. The experiences of the commune’s participatory process were shared and discussions ensued around how best to align commune plans with the district SEDP strategy. It was agreed that the program should continue working with the Tien Giang province Department of Planning and Investment to further replicate the planning process across other communes in the province.

Similarly, in Quang Nam province, program staff and local government held a series of CVCA workshops engaging more than 400 participants (half of which were children) from seven communes. The workshops not only provided an opportunity for information dissemination but they particularly sought to provide a space that was conducive to sharing perspectives, ideas, concerns and recommendations among both children and adults. Some of the inputs put forward by children included the planting of trees along the roads and around their schools to provide added shade on hot days and the upgrading of village roads that took into account climate change impacts.

Following these workshops, the community’s inputs were successfully integrated into the 2015 SEDP and have been supported by local authorities for longer-term implementation. For example, the government recently approved the construction of a dyke to help stop saltwater intrusion into agricultural land.

This process of taking up community recommendations has allowed community members to feel a sense of ownership across the process and attach a high level of value to it. Ensuring the ongoing participation of communities, including children, will increase the likelihood that community needs are integrated in the SEDPs.

#### Outcome 4: Increased understanding and engagement of policy makers in community based adaptation

As a result of the program, policy makers have increased their understanding, and to some extent, their engagement, in CBA. Key activities that have contributed to this outcome include: research assessing the institutional capacity of program partners; various workshops including the program launch and close workshops; and joint advocacies under CBCCAG.

**Table 12: Activities that contributed to outcome 4**

Activity	Women	Men	Girls	Boys	Total
Institutional capacity assessment consultation/provincial action plans	9	21	-	-	<b>30</b>
Program launch workshop	73	132	-	31	<b>236</b>
Network membership	N/a	N/a	N/a	N/a	N/a
Program close workshop	45	71	13	1	<b>130</b>

Activities under outcome area 4 were designed to support an enabling policy environment for CCA, with the majority of activities related to advocacy and influencing through the CCAG consortium and other networks. However, progress on outcome 4 began late in the program as a result of the linear design of the program (whereby advocacy needs to be supported by evidence from the program, and this evidence took time to emerge); and key program staff vacancies, such as the consortium manager position, which

reduced the capacity of the program to conduct higher level advocacy. This has meant that achievements across this outcome are less than what was expected.

Despite this, some key activities have taken place. A comprehensive study of current capacity and constraints in provincial and district government was undertaken, in order to gain a better understanding of the key gaps and how they can be addressed through the program. These capacity assessments, however, failed to achieve planned results. While they were an excellent idea on paper – to gain a clearer understanding of the existing knowledge and capacity within provincial offices to support community level adaptation with a view to identifying areas for program support to enhance this capacity. Unfortunately, the analysis was not very well executed and the resulting reports did not ultimately inform activities at the provincial government level.

Through the CBCCAG partnership, the program aimed to add value to joint advocacy of the Vietnamese government at all levels. The Joint Advocacy Plan, has been a major contribution of the Australian-Mekong NGO Engagement Platform's support for the CBCCAG partnership. The process of arriving at the plan, however, has been challenging for all partners. It took considerable time to agree advocacy priorities, and the narrowing of priorities has excluded some of the original ideas brought forward by partners. In addition, there is a sense that the impetus for this plan was driven by DFAT, and more specifically the wider regional agenda of seeking to bring the experience of non-governmental organisation (NGO) programs to wider bilateral and multilateral policy dialogue. As such, while partners engaged in the development of the plan, they have not observed a tangible sense of ownership to drive collective advocacy efforts forwards. In many senses the plan is viewed as an output of the partnership with the donor rather than an outcome of a collective partnership with other NGOs. The plan has also been criticised for being more of an information sharing plan than an advocacy plan. That said, member organizations have not only shared and learnt from each other's lessons through meetings but benefited from the cross learning of a joint monitoring visit earlier in the year. To date activities have included: best practise in SEDP workshop in Tien Giang in 2014; livelihood model documentation in 2015; and women's leadership documentation, which is ongoing. These common efforts have helped strengthen the advocacy platform together with the sharing and learning of organisations. That said, given the focus of the consortium agencies as child centred, they may have benefitted more from their own targeted advocacy in addition to the joint advocacies of the CBCCAG. The joint activities will continue as an output of the non-cost extension conditions for Care and SNV.

Save the Children and Plan are also core members of the Climate Change Working Group, a formal NGO advocacy network on Climate Change. Under this project, there were different activities that enhanced the network's capacity in CCA, including: a CCA/DRR advocacy workshop in Hanoi; and a sharing workshop on Climate Resilient Livelihood with NGOs and government representatives. Plan also provided technical and financial supports to the development of a MONRE endorsed publication on *Criteria and Good examples of Climate Resilient Livelihoods*, including the submission of six livelihood models for inclusion in the document (on-going). Both organisations are also part of the Central Climate Change Network (CCCN), which along with CRD, have actively provided technical and financial support, including: advocacy workshops; training (facilitation skill, behavior change communication skill, networking skill); study visits; documentation and sharing. However, attendance at these meetings has been inconsistent, partly due to ongoing disaster response activities, and conflicting program implementation commitments.

The program close workshop was considered very successful, with 130 attendees from different provinces in Vietnam representing various levels and departments of government and community. Notably, there was representation from all key stakeholders of the program including: government partners (MARD, DMC, DARD, AEC, DOET, and DONRE); provincial partners (Women's Union, VNRC); local level community representatives (children, teachers, commune leaders, beneficiaries); other INGOS (EDF, SMV); and academics. The participatory nature of the workshop provided the opportunity for stakeholders to highlight stories of change in their provinces and to share common learning's and recommendations in moving forward, and was a fitting process to wrap up the program.

### 3.2.2 Unexpected outcomes and changes as a result of the program

While there were no major unexpected outcomes of the program, the approach of sharing between farmers, whereby farmers with more experience, knowledge and skills were partnered with less experienced and more vulnerable farmers, proved a very effective approach. By providing support to each other, farmers increased success in their chosen models (especially for the vulnerable farmers). This approach was not part of the program design, but during the consultation and design process with DARD and the AEC, it was decided that choosing only vulnerable farmers to trial climate-adaptive models was too risky, and that the success of models was more likely if some livelihood beneficiaries were not those considered vulnerable. This is an interesting unexpected outcome, as often, in organisation's drive to work with the most vulnerable they often overlook the initial base skill sets of the farmers.

A change in the program location took place due to delays in finalising agreements with government partners in Thua Thien Hue province. As a result, Quang Nam was chosen as the fourth provincial location of the program, and did not start implementation until the end of 2013, a year later than the other three provinces. Despite this, relocating implementation to Quang Nam has been a success. In Quang Nam, the provincial DARD had prior involvement in climate change infrastructure adaptation programs, and a higher level of awareness of climate change, meaning the program was able to move forward quickly. A delayed start in Quang Nam also meant it was able to take advantage of the lessons learned in the other three provinces. For example, to take the best of the roll out methods for community engagement, to integrate any lessons from the roll out of the livelihoods models, and to build the capacity of government counterparts.

### 3.2.3 Key challenges in implementation of the program

- *The institutional frameworks of consortium model slowed down decision-making:* Working in a consortium across organisations with different institutional frameworks increased the time required to agree and act upon key decisions, impacting on the implementation schedule. Financial processes were also different across both Save the Children and Plan, adding to the time required needed to administer and coordinate the program across the four provinces.
- *The program took more time to complete than originally anticipated:* While all key activities of the program have been implemented, a no-cost extension of six months was needed. This was the result of delays in set up due to government agreements taking more time than planned, limited local partner capacity to implement the program, key staff turnover, and the seasonality of some of the livelihood interventions (which meant that some models were delayed in their implementation).  

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*“Not having a consortium manager for such a long time meant that that we were less able to gather learning and evidence to support influencing and advocacy work at higher levels.” Save the Children staff member*

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- *Participatory processes took more time than anticipated:* The time required to select beneficiaries of livelihood models using beneficiary selection criteria took more time than anticipated and this resulted in delays in the procurement and implementation of many of the livelihood models.
- *Market fluctuations impacted implementation and uptake of some livelihood models:* A significant drop in the market caused a decrease in the number of chicken models practiced in households from 160 households to 20 households in Tien Giang in May to October 2014. In this example, the buyer refused to buy chicken products and/or credit chicken food for farmers in advance, which made the model too risky and unaffordable for many households. As a result, these households switched to goat raising.
- *No clear framework for integrating CCA and DRR into SEDP delayed progress:* The integration of CCA and DRR into SEDPs has been challenging as there were no consensus tools and methodologies among

actors working on DRR and CCA. A national workshop was organised in Tien Giang to bring together different actors to develop a framework, but this was late in the program implementation cycle.

- *Influencing policy on livelihood models at the provincial level requires a strong body of evidence at the local level:* It has been difficult to develop an adequate body of evidence to support the efficacy of the livelihood models on a large scale as many have only taken place in a small number of communes in each province. This challenge has been further compounded in Quang Nam due to a delayed start. Despite this, the program team has worked hard to build a case by documenting the best available evidence in order to present this to key decision makers.
- *Recruiting and maintaining staff to manage and facilitate has been an ongoing challenge:* Recruiting staff to the program including a Consortium Manager, Senior Program and technical staff in both Save the Children and Plan International has been a challenge. This has resulted in gaps in program management oversight and impacts on some of the activities in outcomes three and four, related to high level influencing of government. It has also had an impact on the quality and level of inter-linkages between the four provinces, which each have different capacities and areas of strength.
- *Partner capacity in participatory community awareness raising in each province has been uneven:* Partners such as the Women's Union in Tien Giang and the Red Cross in Quang Nam have much more experience raising awareness of communities through participatory processes area compared to other partners. Additionally, the methodologies for financing this work varies with some paying volunteer mobilisers a small fee based on reach and results, and others supporting the partners institutionally who then request salaried staff to do the work with no direct link to payment.
- *Communicating with ethnic minority groups was challenging:* Hre and Tay, Dao ethnic groups tended to have lower education levels than other program beneficiaries. This coupled with issues communicating in local languages, where terms such as climate change do not exist, or where there is no written language (for example, in Hre) made it difficult to carry out some of the campaign and training work. In most cases this was mitigated by the use of translators and/or local staff who spoke both Vietnamese, the local language and/or English.
- *Some livelihood models were harder to promote than others, reducing their uptake:* In many communities, especially those with ethnic minorities, traditional livelihood models are based on rice and livestock. Models outside of these were less popular and required more time to persuade households to use. This was mitigated partially by trialling new models with a smaller number of households first, then presenting successes to other households, but this took more input and time than first planned. The program also supported farmers to choose models that they were more familiar with, increasing their confidence and interest to take them on.

### 3.2.4 Extent to which program design has supported achievement of outcomes

The consensus is that the program design provided a good foundation to achieve program outcomes. It set a largely realistic goal and set of objectives and outcomes, even though long term behavioural change

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*“Watching children interact confidently with policy makers and clearly articulate adaptation needs in the communities was excellent, and a real program achievement.” Save the Children staff member*

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cannot be expected over a three-year timeframe. The program is based on a solid program logic, working with key stakeholders at a community, district and provincial levels (and to some extent at a national level) to increase the resilience of children and their communities to the current and projected impacts of climate change. If any improvements could have

been made, these relate to strengthening the links between the two streams of the program, providing better cross-participation and learning between children, community and decision makers.

The program design worked in a fairly linear manner: first, increasing knowledge and understanding (among communities and government/civil society); second, undertaking capacity and vulnerability

assessments at various levels; third, facilitating local level adaptation planning; and then financing initial implementation of priority actions. At each stage, however, the design was flexible enough to accommodate changes in context.

The program strategy has been important in supporting the achievement of objectives and outcomes. The overall strengths based and participatory approach to community development, which recognises existing expertise in the community, including addressing the needs of the most vulnerable, is a recognised approach in community development, and one which has worked in building resilience. Within this, working specifically with children on child-centred and child-led activities has been a particular strength of the program, although the program design could have provided more guidance on these approaches so that they could have been carried out more systematically across all four provinces from its inception. This may have been possible if the program design had made better use of existing organisational strengths in child-based approaches more generally, and then used these to develop a shared approach across the program.

Provincial level institutional capacity assessments, however, failed to achieve planned results. As above, while they were an excellent idea on paper, the analysis was not very well executed and the resulting reports did not ultimately influence any changes in the key activities undertaken at the provincial government level.

The program has a monitoring and evaluation (M&E) plan and has also invested in bringing M&E technical support to the program, which has been an important mechanism for monitoring progress and addressing issues throughout program implementation. As a plan, it has functioned well but is focused mostly at the output/activity level and does not contain sufficient detail to enable program staff to know what data to collect, at what intervals to collect, or provide tools for standardised data collection across the four provinces. While this has been partially remedied by the development of more standardised tools, for example, beneficiary tracking templates, this has come late in the program, and inconsistencies remain. This means that by and large, while activities and outputs have been monitored through the program on a regular basis that higher level outcomes have not (until recently). The collection of qualitative data has been largely mitigated by quarterly, six-monthly and annual reports, and annual reflections, but the inclusion of more comprehensive qualitative, as well as quantitative outcome level indicators in the original M&E plan would have provided a more systematic mechanism to record progress and learning.

### 3.2.5 Extent to which the consortium model has supported implementation

Climate change presents a number of profound, complex and interconnected economic, ecological, ethical and scientific challenges.<sup>37</sup> Working collaboratively, and drawing out information from a number of sources to address the single problem of climate change is an important part of finding the solution.<sup>38</sup> Working with others in a consortium is one way to begin resolving the multi-pronged issues of a changing climate.

For this program, working in a consortium has worked well for the most part. It has made it easier for individual agencies and staff members to ask for and receive advice and technical support; share information and learn from each other; and feel part of a larger national effort on climate change adaptation. This in turn has motivated people to achieve more. It has also helped the program increase its geographical and partner reach, to pool resources, and has increased the probability of future funding for both organisations.

However, there have been some challenges. At times institutional arrangements between the two organisations have slowed down decision making and implementation, and increased the complexity of implementation and reporting. The absence of a full time consortium manager for almost 29 months has had a significant impact on the quality and level of inter-linkages between the four provinces within the consortium model. As a result, the program suffered from a lack of cross learning of successes and challenges, implementation and monitoring tools during this time.

Despite these challenges, consortium-based programs are a worthwhile endeavour and are more likely to be successful than organisations working alone because they provide different organisations with opportunities to learn from one another to increase their skill base and reach; leading to greater

collaboration, and ultimately to programs that have more impact. In the case of the Save the Children/Plan consortium program, working across two different countries (Vietnam and the Philippines) to implement DFAT-funded CBA programs has helped both organisations learn more about how to apply child-centred, participatory CBA in different contexts. One example of this is the exchange visit by the program manager from Quang Nam province to the Philippines mid-term learning workshop where the learning helped speed up the Quang Nam provincial implementation. Additionally, the organisational learning from working together across the two countries has benefitted both organisations in Australia, and increased their capacity to provide support for each of the two country programs.

### 3.3 Participation

#### Rating 4: Adequate level of achievement

#### 3.3.1 Participation of vulnerable groups in program design and implementation

The program has explicitly aimed to include vulnerable groups in its design and implementation, as it recognised that the most vulnerable in the community are most likely to be land-less/land-poor, have reduced access to labour, and/or natural resources; therefore having the lowest adaptive capacity.

Vulnerable groups who participated in the evaluation were highly motivated to be involved in the program, as for many it was seen as a tremendous opportunity to improve their lives. Those interviewed reported a greater sense of value, resulting in greater participation in wider community activities. This means that if provided with the right knowledge and skills, and interventions suited to their needs, vulnerable groups can become powerful change agents in their communities, and by helping these groups, the wider society also benefits. Working in schools also provides opportunities to work directly with children through both curricular and non-curricular activities. Both children and teachers are avid learners and have been greater supporters and advocates for the program, taking what they have learned in the school, to their homes and wider community.

The selection criteria used to select beneficiaries of the various livelihood models gave priority to poor and near poor families, including vulnerable groups such as families with children, people with disability, elderly, and women-head household. In the majority of provinces vulnerable groups made up 85 per cent of beneficiaries, with the remaining 15 per cent coming from better off-medium income families. Pairing vulnerable households with those who had excellent experience in farming, supported the most vulnerable to increase their chances of success by providing mentoring support. It also increased the sharing of lessons from the models with others, increasing their uptake among other community members.

Some models, for example, the chicken and goats models were also chosen to specifically target those with small land holdings – the land-poor – and were suitable for those who had reduced labour capability due to disability, age or household responsibilities (such as women with small children), as they could work from home.

However, some models did require beneficiaries to have more land (for example, rice models), or required some expendable funds to make a contribution towards building infrastructure (for example, buffalo pens). These criteria may have inadvertently excluded some of the most vulnerable members of the community, for example, women headed households and people with disabilities who may not have been able to contribute labour. That said, there were many examples across the provinces where commune technical officers had approached neighbours to assist some of the families less able, including people with disabilities.

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*“My involvement in the program has made me more confident to participate in community decision-making by helping me increase my self-esteem.”*

Male person with a disability, Quang Nam

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In the design phase, the CVCA process was a key activity employed across communes and provinces to start the process of inclusion of vulnerable groups. During the CVCA's different vulnerable groups, including women-headed households, ethnic minorities, people with disabilities, elderly and children were invited and participated, and mapping took place to identify key issues for vulnerable groups, with their ideas and suggestions used to develop suitable activities for the program. However, in some of the CVCA's conducted, what was mapped instead were geographic vulnerabilities such as locations near rivers or mountains, or weak points within the School and safety mechanisms: they did not map out vulnerable individuals in the community, such as children, ethnic minorities, the elderly or people with disabilities.

Despite these issues, feedback from vulnerable groups that took part in the evaluation indicate that the majority were able to attend program activities and meetings, and were able to contribute and have their voices heard. They stated that they were able to attend activities because they were held at times suitable for women; and were held in places that were largely suitable for people with disabilities. Training was also conducted in local languages (or translators were present for training held in Vietnamese). In addition, the

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*“The beneficiary selection criteria was developed to increase the participation of vulnerable groups in climate-adaptive livelihood models, such as pig and goat raising. Supporting them to protect existing income sources, and in many cases increasing it, helps them provide a better life for their children.”*

Plan staff member

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majority of evaluation participants also stated their satisfaction with the livelihood beneficiary selection criteria, expressing that they found it easy to understand and apply. They also stated that community members and hamlet leaders were generally aware of who in the community was vulnerable, and that there was genuine interest in helping them, which made it much easier for the program to identify vulnerable community members and to work with them effectively.

Results from the endline survey support those from the qualitative results, with the 66 per cent of respondents believing that that program had positive benefits for people with disabilities. There was no gender difference in this result.

However, ongoing contextual constraints remain for vulnerable groups. Vulnerable people tend to live in more remote parts of communes that are far away from commune centres. Sometimes they lack adequate transportation to attend meetings and activities, and cannot afford to pay someone else to take them. Some vulnerable people walked long distances to take part in the program, demonstrating that they thought it was of benefit to them despite these difficulties. Mobility for people with physical disability or the elderly is particularly difficult and interventions (such as the livelihood interventions) require good design and implementation to ensure they do not exclude or worsen the situation of people with disabilities or the elderly. Language and communication remain difficult for non-Vietnamese speakers, especially Tay, Dao and Hre people in the program area. While strategies to increase access to Tay, Dao and Hre language instruction in training and language appropriate materials have been used in the program, non-Vietnamese speakers still remain more disadvantaged as it has not been possible to ensure that all instruction and materials are in their native languages. Women's duties as primary carers can also be considered a constraint, however the program has worked well to change times of meetings and activities to better match the availability of women.

Of the 112,925 direct beneficiaries involved in the program, 29,939 were women, 24,830 were girls and 26,435 were boys. No uniform data was collected during program implementation on the number of elderly, children with disability, people with disability or ethnic minority beneficiaries, however, as the original program monitoring system was not set up to include this information. This is a significant omission.

### 3.3.2 Gender equality

While the program team has been conscious of the challenges of promoting gender equality within the program, no comprehensive gender analysis was undertaken in program design. As such the design hasn't fully taken into account differences between male and female community members and their existing roles in livelihood options, ownership of land, access to natural resources and their authority to make decisions within households and the wider community.

However, it was encouraging to see the baseline surveys from each of the four provinces disaggregated findings by sex, and in most cases noted where discrepancies occurred. Gendered differences in the way women and men access information about climate change were also noted in the baseline study, and modifications made to the program to increase women's participation. An example of this is the PAOT, which was a method developed explicitly to engage women and increase their awareness and positive behaviour change. In addition, the Women's Union were strategically selected as the key partner for delivery of awareness raising components in three provinces as their involvement increased the program's access to women, and to share information in the most appropriate way.

In terms of decision-making, results from the endline survey indicate that that men are perceived (by both men and women) as the main decision makers at home and in the community. It is not possible to see if this has changed as a result of the program, as no data was collected in the baseline household survey, however. In Quang Ngai, however, the results are different with a perception between both men and women that that there is equality between the genders (51 percent of men and 57 percent of women). It is unclear why there is a marked difference in Quang Nam compared to the other provinces.

**Table 13: Gender and decision-making**

	Male respondents	Female respondents	Average
Men are the only decision makers	38%	33%	35%
Men are mostly the decision makers	38%	34%	36%
Both men and women share decision making	23%	32%	28%
Women are mostly the decision makers	<1%	<1%	<1%
Women are the only decision makers	1%	1%	1%

In summary, the issue of gender equality remains complex. Given the different and complex nature of gender relations at household and community levels, improving gender equality is long term process, which requires subsequent programs to include it as a focus, with specific strategies and actions to address it complexities.

### 3.3.3 Involvement of children in the program

#### Benefits of the program for children and vice versa

Children have participated in a large range of activities as part of the program, leading to multiple benefits. Children have increased the knowledge and understanding of climate variability and change. Findings from the household surveys indicate that:

- 98 percent of children are aware of the term 'climate change' (compared to 70 percent)
- 90 percent of children are able to describe what climate change is (compared to 36 percent)
- 49 percent of children are can describe at least one cause of climate change (compared to 14 percent)
- 69 percent are able to provide three or more examples of the impacts of climate change (compared to 22 percent).

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*“The child club has made me more confident and active. I share what I have learned with my parents and family, for example, information on first aid.”*  
 Secondary school student, Quang Ngai

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While this knowledge has helped increase their confidence to talk about climate change to others, and their self-efficacy more generally; the child-centred approach taken in the program - where children are able to make their own choices and establish their own ideas - is also an important factor in building children's confidence and self-efficacy. For example, the way in which child clubs have been set up has helped empower children to learn and share. Children are encouraged to take the lead of their own activities and act as change agents in class, school and the community. Notably, children are starting to lead their own activities. For example, in Quang Nam, children held a book exchange where students could swap text books, saving money for households and reducing waste. In secondary schools children are developing interactive dramas, where child club participants design and deliver messages about CBA are another example.

In principle, the child and youth clubs made a concerted effort to include the most marginalised of children of varying ages and abilities. The selection criteria included being confident, a high achiever, and ability as a communicator, as well as a child being of ethnic minority, disability and/ or orphan. The application of this criteria and the weighting for selection, however, has not been consistent across the provinces. Although there are some great examples of children with disabilities taking on the role of core facilitators, there are a few cases where child clubs were not able to include children with disability. These schools reported that while children with disability were enrolled in schools, and are seen as more vulnerable to climate change; they did not meet selection criteria. A standardised approach could have taken into account contributing factors that would preclude children with disability from meeting these criteria, and ensured that there was increased participation from children with disability in the program. This would have also helped reduce stigma and discrimination of children with disability more generally.

Throughout the program, children have been involved in the design, implementation and monitoring of adaptation actions appropriate for their age and context. These range from planting vegetable gardens at school – where the profits from selling harvests are channelled back to the children's climate clubs to fund further actions – to mangrove or tree planting to protect waterfront structures from floods and storms.<sup>39</sup> Children have worked with adults and their municipal governments on improved waste disposal systems, and they conducted education and community outreach.<sup>40</sup>

Livelihood models, while not directly linked to child-centred activities of the program, have benefitted children. A general increase in household income means that children are more able to access nutritious food; have improved living conditions; and go to school with a uniform and school materials. Apart from material benefits, anecdotal evidence suggests that families who are able to earn an income are less stressed, do not have to travel for work as frequently, and are generally happier.

Linking together the school-based and community-based activities through the use of story books, has also helped children and communities learn from each other and share stories about how they are planning for and responding to climate change. In particular, these activities enabled a link between the school activities and the livelihood models. Perhaps the best example of this was the climate change livelihood monitoring projects in secondary schools in Quang Ngai where students visited the models, took photos, assessed their effectiveness in addressing climate change, and wrote stories on their findings to share with others.

**Case study: Children’s clubs as catalysts for climate change action<sup>41</sup>**



*Dungs leads a climate change activity in her club. Photo: Save the Children*

Accessibility to information through Save the Children’s child clubs plays an important role in providing a springboard for climate change action and advocacy. As Dung from a primary school in Tien Giang province explains, “I like the club because we learn about how to adapt to climate change.”

The club has an open door policy and attracts school-children, children not in school and children with disabilities. The club meetings are held at least once a month within the communities and are structured around a child-led model where all children are encouraged to lead activities and work together on developing climate change awareness-raising activities across their classrooms, schools and communities.

Dung has recently been appointed the President of her club and leads the children in a number of interactive activities. One topic raised in the club addressed the skills required to adapt to climate change. To learn and understand best practices, Dung initiated role-play activities, the *Do’s and Don’ts* game for reducing climate change, and the drawing of their dream school – one that is more resilient to climate change.

While the education component of the club attracts many children, what keeps children like Dung interested are the engaging activities. Dung believes the best thing about the club is being able to organise fun activities for her friends to help them learn about climate change and promote change across their community. Dung is also able to share the information with her family.

“I’ve told my family we need to grow trees to help the environment and reduce climate change impacts,” said Dung.

Dung has also taught her family about what to do if they are caught in the middle of a storm or a cyclone. When asked about the future, she said: “I’d like to help more and more friends and their families learn how to adapt to climate change and reduce activities that lead to global warming.”

To further promote child-led knowledge sharing, children in Tieng Giang participated in an energy- and water-saving campaign. After collecting their home electricity and water bills, and closely examining their family’s consumption rates, children were taught simple resource-saving techniques that could be applied across each of their households, such as switching off lights and electrical appliances or ensuring water taps were correctly closed. This process allowed children to advocate to their parents the need to be more sensitive to their environment, and also provided their families with the potential to save money. Each subsequent month, the children analysed the household bills to monitor progress and ensure that usage was indeed reduced.

In the first three months of the program just over 8.4 million VND (USD\$388) was saved across the participating communities – a huge financial saving for the families as well as for the environment. Over time, it is hoped that practices that marry better environmental awareness with cost-saving initiatives will become more firmly embedded in households.

## Safeguarding of children throughout program activities

Child protection has been an integral element of the program. The program has been compliant with its own child protection policies, as well as the DFAT Child Protection Policy. This includes child-safe recruitment and screening processes prior to the engagement of all staff and volunteers. All activities that involved working with children were subject to child protection risk assessment procedures. Child protection training was provided to all consortium members and implementing partners by Save the Children's Child Protection Unit, which also provided ongoing support during program implementation.

## 3.4 Sustainability

### Rating 4: Adequate level of achievement

In general, the program has provided a good foundation for the continuation of program gains through different measures, including: enhanced capacities of community members, local government staff and school communities; improved links between stakeholders; improved governance structures at a commune level; increased political will to continue many of the program activities, in particular school-based activities and livelihood models; increased local ownership of program interventions; and Vietnamese-language resources to support learning and action to date. Challenges remain however, and for program gains to be sustained and improved upon requires communities, government and NGOs to continue working together to build community resilience over the long term.

#### 3.4.1 Sustainability measures

Supporting communities and government to reduce disaster risk and adapt to climate change is a long term process; something which takes more time to achieve than is possible within the three year timeframe of the program. Recognising this, the program has adopted several effective strategies to sustain the program into the longer term.

- *Capacity strengthening:* Strengthening the capacity of communities, local government, and other stakeholders is a central component of the program and much time and effort has been invested in this measure. Despite the progress made, gaps still exist in people's knowledge and understanding of CCA, especially how it can be practiced in a context specific and appropriate way. For example, while community members understand what climate change is and its projected impacts, they still require further practical experience to increase their capacity to adapt through more diversified livelihoods, and other adaptive measures.
- *Improved governance structures:* Working through the government and other local partners to deliver the program has increased the program's chances of sustaining activities and gains. DARD, AEC and DOET are a central part of Vietnam society and its governance structure, and are critical to the continuation of program gains. Other provincial specific examples include: the program's work with the VNRC and Commune People's Committee in Tien Giang, which is an example of improved governance at the local level to implement the program; and the joint work of the Committee of Flood and Storm Control, the Search and Rescue Committee and the Disaster Management Centre in Quang Ngai, which was piloted in the program, but will continue after the program finishes.
- *Increased local ownership:* The use of participatory processes in the program design and implementation has yielded good results, especially at the local level. Commune government staff, school teachers, and children are more aware and active in climate change, adaptation and risk reduction than ever before, and see their involvement in the program as a key factor in increasing their ability to reduce risk at a local level. Ownership of program activities by DARD, DoET and the AEC, has been particularly strong and can be evidenced by the continuance of many of the program's activities that are part of their organisational mandate (for example, livelihood models, and school-based activities).

- *Resources to support learning and action to date:* The program's resources – training manuals, IEC materials for schools and children – have all been widely used as part of the program and are considered by different informant groups as key learning tools and approaches that can be used in the future.
- *Improved links between community, civil society and government partners:* The program's use of participatory approach, whereby stakeholders work together to design, implement and monitor the program has increased collaboration between different groups. This has led to an increase in access to information and two-way communication, in particular between community member, government and other civil society actors.

### 3.4.2 Capacity of local partners

While it is not possible to provide a detailed capacity assessment (an in-depth capacity assessment similar to the one completed earlier in the program would be needed for this); it is possible to make some general observations about the capacity of local partners to take forward the activities and benefits of the program.

The program has worked with a number of partners to design and implement the program. These include: government partners such as DARD, DoET, DMC, DoNRE; mass organisations such as the Women's Union and the Vietnam National Red Cross; and local primary and secondary schools. In order to build partner capacity, the program has worked on two fronts across each of the four program outcomes: provision of financial resources; and skills and knowledge.

The establishment of PMBs in Thai Nguyen and Quang Ngai has been a key mechanism for building the capacity of local partners. By bringing together the key stakeholders including DARD, DoET, AEC, DMC and others, the program has been coordinated and implemented more effectively. Evaluation participants stated that the sharing and learning that took part as a result of the PMBs has also supported collaboration more generally, outside of the program, and that this mechanism is being used to deliver other programs.

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*“The program taught us how to use participatory techniques in primary schools. We have since gone on to train all 34 primary schools [in the district] in these techniques. DOET staff member, Dai Tu, Quang Ngai*

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In terms of financial resources, the program has supported some, not all, partners with resources (financial and material) to enable activities to take place. For example, the VNRC and the WU have received funding to carry out specific activities, as well as material inputs such as IEC materials to conduct campaigns in schools and the community, and livelihood

training and materials to support implementation of climate change adaptation. While the evaluation is not able to determine the efficacy of these as the budget was not provided as part of the evaluation, the provision of financial and material resources has supported the capacity of partners to implement the program. Going forward, while financial resources have been expended, material resources remain, and will be used to continue expanding upon the benefits of the program. For example, the VNRC is working with the World Bank using IEC materials developed from the program to facilitate teaching in other project sites.

In terms of skills and knowledge, the program has supported technical partners Live & Learn and the Centre for Rural Development to work with government departments to provide technical support. Live & Learn have worked with the DoET and the program to provide training for schools, as well as develop education resources, such as the teacher's manual on CCA and DRR, the ABC booklet, and the flipcharts. The training, as well as the development of resources has built the capacity of DoET (at different levels) and teachers, so that they are more confident of carrying on CBA related work within child clubs, extra-curricular activities, and school planning exercises (such as hazard mapping and evacuation exercises). While the capacity of DoET and school teachers varies from district to district, overall it appears that the knowledge and skills developed in the program will be used to influence government policy at different levels, but also support the practical application of knowledge on the ground, in schools with children. The CRD has worked extensively with DARD and the AEC to develop and support implementation of the various livelihood

models. DARD and AEC staff now have increased knowledge and skills in the application of different climate-adaptive livelihood models. However, given the relative novelty of the models, continued work to monitor and assess models, – as well as ensure that knowledge on the effective implementation of the models is retained, – is required. It is unclear how this will happen outside of the funding without additional funding to support ongoing assessment of the models, and documentation of learning for sharing with others.

The capacity building of partners has not been restricted to CBA specific issues. The program has also worked to build local partner capacity in participatory processes, including child centred approaches. Evaluation respondents, in general, stated that they are now more aware of the need for participation of community and children, in particular, in decision-making processes, and not just for CBA.

### 3.4.3 Continuation of program activities and benefits

#### Outcome 1: Increased understanding of climate change impacts among children and their communities

Actions related to this objective – the provision of CBA ToT for teachers at a commune level, as well as CBA ToT for provincial and commune level facilitators; the wider rollout of training to other teachers and commune level facilitators; and the development of climate change IEC materials such as the flipcharts for use in all

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*“In our village we now allocate time in our meetings to continue talking about climate change because the program has given us the knowledge and skills to do so.”* Village leader, Na Mao, Thai Nguyen

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target schools – are likely to continue beyond the life of the program, but in modified ways. For example, ongoing awareness of children and their communities will continue through existing mechanisms (school extra-curricular activities, community meetings, etc.) but the scale and detail at which these will take place depends on the level of will and interest of government and community stakeholders, such as DoET and program management boards.

#### Outcome 2: Increased capacity of children and their communities to plan for and respond to climate change

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*“My neighbours and I will continue to raise buffalo as we have the pens built, and they are easy to maintain. The whole system is cleaner and better for the buffalos. They have less disease and it takes me less time so I can do other things.”* Female beneficiary, Ba Bich, Quang Nam

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A large majority of actions related to this objective – training of teachers and communities in child participation and CCA; integration of CCA into existing school extra-curricular activities; child clubs; climate change awareness raising campaigns at a community level; and child-based activities –are set to continue post-program. While the content of training will most likely be scaled back in many cases (due to time and budget constraints) the

message around climate change and adaptation will remain and be embedded within the government.

In terms of climate-adaptive livelihoods, many are scheduled to continue and be scaled up by DARD with support from the AEC, as a result of successes in the program. Government partners also reported their intention to continue using the beneficiary selection criteria process. However, in many cases, support will only be given for implementation, without the provision of training, due to budget limitation, which is a concern. And while this is more of an issue of scale up and replication rather than sustainability of existing models in beneficiary households, this may mean that those most vulnerable are less likely to receive support without dedicated programs to do so, even though there is a desire at provincial and district levels of government to do so.

In addition, while the consistent use of the CVCA across the program and the development of community based action plans has helped communities identify priority needs, it is unclear the extent to which these have been systematically included in commune, district and provincial level SEDPs. Follow up research is recommended to track the inclusion of CBA into SEDPs across program sites, as well as possible replication outside of the program areas, in order to determine the effectiveness of this component of the program, and to provide recommendations for scale up and replication.

### **Outcome 3: Increased capacity of sub-national government and civil society to implement CBA programs**

The program has made significant increases in the knowledge and skills of sub-national government and its civil society partners to address climate change, which will support the continuation and scale up of many program activities. However, continued support from NGOS is required to increase capacity.

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*“The role of the Vietnam National Red Cross is now more important than ever. The program has enabled us to have more voice to influence local government, and to work with local communities.” VNRC staff member, Duy Xuyen, Quang Nam*

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The inclusion of climate-adaptive livelihoods in the program is seen as a welcome move to start building knowledge and skills, but much more time is needed to properly test and re-test livelihood models under climate variability and change to see if they are in fact climate-adaptive. In addition, financial capacity of local government to support the continuation of some activities is still limited, and in many cases uncertain. While there is great enthusiasm at all levels of government (in particular commune and provincial) to support and scale up activities, there are not necessarily dedicated financial resources to do this, leaving a question mark over the long term viability of some activities.

### **Outcome 4: Increased understanding and engagement of policy makers in CBA**

Despite the increased understanding of CBA by policy makers, the starting point for many government staff was quite low, meaning that issues remain around the capacity of government departments and partners to maintain and scale up many of the activities. Also, work on this outcome didn't begin in earnest until after the mid-term review and with gaps in staffing at the national level for the consortium, efforts across

outcome 4 to influence national government and policy makers have been weaker than intended.

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*“The training I received as part of the program helped me network with teachers from the schools. This not only helped with implementation but I have relationships that will continue after the program finishes.” Female DoET staff member, Tien Giang*

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Despite this, the integration of CBA into SEDPs is likely to continue with government supportive of more community involvement in the process, and some practical successes in terms of integration already. Shared learning dialogues between sub-national government and communities

are also likely to continue, but ongoing efforts are needed by communities themselves to ensure that this continues to occur on a regular and sustained basis to influence ongoing and future national frameworks.

The sharing of program lessons among CCA and DRR actors in Vietnam, including government, donors, NGOs, the CCWG and others will support ongoing engagement in CBA. Assuming that both Save the Children and Plan continue working in CCA and DRR and related topics, this work should continue outside of the program.

#### **3.4.4 Community resilience**

Given the relatively short-time of the program, it is difficult to assess the extent to which it has been able to build resilience within target communities. More time is needed to assess the capacity of children and their

communities to withstand extreme weather events and the longer term insidious impacts of climate change. Despite this, it is possible to provide some preliminary findings.

Building climate resilience can take many forms. One primary component of resilience simply relates to the quality and timeliness of information and knowledge that children, communities and government institutions have access to.<sup>42</sup> In the program, access to information for children, communities and government institutions has been increased significantly.<sup>43</sup> However, this acquisition of knowledge is not sufficient on its own. Communities must also be given skills through which they can apply this knowledge. Again, the program has provided communities with a variety of skills and livelihood option to apply the knowledge they have learned, and although the application of knowledge is still relatively new, successes have been seen and are expected to continue.<sup>44</sup> In addition, institutional frameworks must be supported so that climate resilience building activities can be sustained. Mechanisms, such as technical trainings, technical support from the program to partners, government and communities, as well as the diversification of livelihood options, are some of the key activities that were implemented across the program, however, more work is still needed.

Over the next few years, it will be important for government, INGOs, partners and other stakeholders, as well as communities themselves to continue monitoring their progress towards greater climate resilience, building on the lessons and learning from the program. This requires a multi-

stakeholder, participatory approach so that different stakeholders can work together to develop joint solutions that work for the most vulnerable, but also have impact at scale. What has been achieved in the program, while important, is a first step in the long road to resilience for children, their communities, and the country as a whole.

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*“By combining communication about climate change and disasters with the practice of adapting livelihoods, communities are more likely to remember and practice what they learned.”* Male community facilitator, Binh Minh, Quang Nam

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### 3.4.5 Efforts to influence government planning processes

While the reach of the program remains more locally focused, it has been able to influence government planning processes to some extent. This includes: encouraging the use of participatory, bottom-up approaches within government activities at a commune and district level; better inclusion of children in planning and decision making; and government interest in the inclusion of climate-adaptive livelihood interventions within government programs and budgets.

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*“As a result of the program, we now realise the importance of including children. Given the future and climate change, this is important.”* Program Management Board members, Quang Ngai

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- *Participatory, bottom-up approaches:* The use of participatory, bottom-up approaches has been a success for not only the program itself, but it has potential for replication within government. One example of the success of this approach is the use of program based beneficiary selection criteria, in conjunction with government selection criteria, in order to decide who would be involved in the livelihood activities of the program. Not only did the majority of beneficiaries themselves see the criteria as fair, but the government is considering using it in the selection of beneficiaries for livelihood programs going forward.
- *Child-centred approaches:* While there is still a long road ahead promoting the uptake of child-centred approaches in Vietnam society, small but important steps have been taken to increase the awareness of decision-makers in schools, with partners, and different levels of government of the importance of child-centred and child-led interventions. In many communes and districts, they have been exposed to the effectiveness of children in CBA; their passion for learning and their dedication to take action. DoET, as the key government stakeholder, has agreed in all provinces to continue aspects of the

program within its extra-curricular program, in particular the wider rollout of child clubs in communes and districts outside of the program.

- *Replication of climate-adaptive livelihoods:*<sup>45</sup> Of all the activities implemented in the program, the livelihood models have garnered the most interest from the government. They see the potential for the replication of many of the models, some of which require little cost and technical input. While still being trialled, early successes have demonstrated the efficacy of many of the models, which coupled with interest from communities themselves makes them an attractive option for income generation for many who are vulnerable to the impacts of climate change.
- *Changes to government policy and plans:* The program has been able to positively influence government policy. In Tien Giang, the 2014 DoET Action Plan on Climate Change and Disasters (program 2174) has adopted the following seven key actions: hazard mapping; climate change and disaster communication; teacher training; integration of CCA and DRR into curricular and extra-curricular activities; scale up of swimming classes and child clubs; relationship building activities with key stakeholders; human and financial resource to implement actions. The CFCS has provided funding to implement this plan via national program 4069.

### Case study: Sharing knowledge and taking actions with others<sup>46</sup>

The impacts of climate change are often locally specific and the tools, mechanisms and capacity to adapt are locally defined. Pilot CBA programs have floundered in the past when they have lacked the capacity, resources, relevant institutions or innovations to carry forward the lessons learned at a larger scale. While the literature has often focused on big-scale programs that require substantial increase in commitments from relevant political entities, organisations and budgets, Mr Vo Dinh Trung from Quang Nam province demonstrates that scaling-up can also take place in a more informal and smaller fashion with great net results and benefits for the entire community.

Vo Dinh Trung lives with his wife, Cao Thi Phung, and children. Earning an income for the family has been a constant challenge, particularly with injuries that Trung sustained during the Vietnam War. Further exacerbating these challenges are limited livelihood options that have hindered Trung and his fellow community members from adopting a more diverse set of income streams.

Quang Nam province is also almost entirely reliant on the agricultural sector, which in recent years has been impacted by a longer and dryer hot season and increased rainfall during the wet season. These impacts have not only affected crop yields but animal health has also been impacted by the extreme oscillations in temperatures across the two distinctive seasons.



*Tung and his wife with their chickens. Photo: Save the Children*

During a village meeting, Trung and Phung were introduced to two livelihood models that were designed to help farmers adapt to climate change impacts: the bio-safety chicken livelihood model (BCLM) and the peanut model. Save the Children, in conjunction with the Department of Agriculture and Rural Development and the Agricultural Extension Centre, provided the necessary technical support to farmers interested in applying one of the models.

Trung and his family were successful in their application for the BCLM and were initially delivered 50 chicks and provided with two technical training sessions. The training taught the family how to properly care for and feed the chickens, manage disease and build appropriate and adaptable cages. With harsher and more erratic environmental

conditions the technical sessions provided tips to ensure the chicks would not be as vulnerable to extreme heat and cold. All families that participated in these models were provided with 50 percent of the start-up materials and were asked to contribute the rest from their own funds.

As a result of the training, Trung's chickens grew to a healthy weight and there were no disease outbreaks. After just four months Trung was able to sell 41 chickens for 2,401,000 VND (AUD\$146) – making his family a healthy profit. He bred another 55 chickens, too.

The program has also fostered sharing and exchange. Trung has shared his experience in raising chickens with other community members who did not take part in the program. Similarly, he was able to borrow peanut seeds from his neighbour and learn from them the practices that would best support optimal growth of the plants. His neighbour also further emphasised the importance of understanding climate change and how this impacts their community.

Other households across the commune have now realised the advantage of having a range of incomes that are more adapted to local climate trends. Twenty families have informally taken up the chicken model and a further 18 have taken on the peanut model. An additional 38 families were able to learn from their neighbours and used their own resources to implement the successful models. The process of learning as a community has helped the families become more confident, particularly as their crop yields and chickens have brought results. An increase in their income has also helped families explore other livelihood options.

Through the implementation of locally relevant livelihood models that are better suited to sub-tropical climates, families across the community now have a deeper understanding and appreciation of climate change impacts, and have developed practical skills to help them make positive changes to support their livelihoods. Overall, communities have increased flexibility with planning and are more forward thinking in their approach to livelihoods. They are also utilising climate change information to support their decision-making.

## 4. CONCLUSION

The purpose of this evaluation was to analyse the extent to which the objectives and outcomes of the Child Centred Climate Resilience program have been achieved, and to assess the methodologies and processes employed by the program, and how these have contributed to expected and unexpected outcomes.

The evaluation report has found that overall, the program has achieved an adequate level of success across the four key areas of relevance, effectiveness, participation and sustainability.

The program is relevant at all levels – community, program, national and international – aligning with community, government and donor priorities on climate change. It is also highly relevant due to Vietnam's climate risk and disaster profile.

As a result of the program, women, men, girls and boys and their communities now have improved skills and knowledge, and increased understanding of climate change and weather-related disasters. Target communes have better access to information on climate change and disasters and have also increased their understanding and practice of climate-adaptive livelihood models. Children are taking more of a leading role in group discussions, as well as developing CCA and DRR plans for their homes, alongside communications to the wider school community, and writing about project activities to share with others.

Knowledge and skills gained from campaigns, training and extra-curricular activities has helped children and their communities increase their confidence to talk about climate change to others, and their self-efficacy more generally. Within communities, government partners, civil society and children have been working together to deliver a range of engaging community based communications and events, with community facilitators taking a leading role in delivering participatory climate change communications and training, using a diverse range of methodologies to build understanding.

In total, 21 different livelihood models across 6,312 households were developed to support community members to build their resilience. Monitoring reports show that farmers have generally implemented new techniques effectively and that the majority of livelihood models have been successful. Notably, there is evidence of farmers investing their own capital to expand the models, and replication of these models by the wider community in all four provinces. Overall, many of the models have been replicated by neighbours, and DARD has already begun scaling up their implementation across the provinces. The program staff and partners acknowledge that whilst the livelihood models for the most part were not directly linked to child-centred activities of the program, the benefits to children were widely reported during the evaluation.

The program has increased sub-national government and civil society partners' capacity to implement CBA programs, and policy makers have increased their understanding, and to some extent, their engagement, in CBA. However, while government and partner capacity in climate change adaptation has increased, and the government has begun to receive stronger, more coherent messages about the need to integrate climate change adaptation across different government departments and work areas longer term development goals; this has not yet led to measurable changes in planning at the national level due to mainly local focus of the program, and limited work in national level advocacy.

The program is based on a solid program logic, working with key stakeholders at a community, district and provincial levels (and to some extent at a national level) to increase the resilience of children and their communities to the current and projected impacts of climate change. If any improvements could have been made, these relate to strengthening the links between the two streams of the program, providing better cross-participation and learning between children, community and decision makers.

The program strategy has been important in supporting the achievement of objectives and outcomes. The overall strengths based and participatory approach to community development, which recognises existing expertise in the community, including addressing the needs of the most vulnerable, is a recognised approach in community development, and one which has worked in building resilience. Within this, working specifically with children on child-centred and child-led activities has been a particular strength of

the program, although the program design could have provided more guidance on these approaches so that they could have been carried out more systematically across all four provinces from its inception.

The program has worked hard to ensure integration of vulnerable groups, in particular children and ethnic minorities, in the design and implementation of the program. Strategies developed during the program have been effective in increasing the participation of vulnerable groups in the program resulting in a number positive changes related to knowledge and understanding of climate change and disasters, and practice of climate-adaptive livelihoods. However, ongoing contextual constraints remain for vulnerable groups, requiring support beyond the life of the program. In particular, additional efforts should be made in future programming to account for the gendered differences of climate change, as well as strategies to ensure the inclusion of children with disabilities in child clubs.

The program has provided a good foundation for the continuation of program gains and longer term sustainability through different measures, including: enhanced capacities of community members, government staff and partners; improved governance structures at a commune level; increased local ownership of program interventions; and resources to support learning and action to date.

Over the next few years, it will be important for government, international non-governmental organisations, partners and other stakeholders, as well as communities themselves to continue monitoring their progress towards greater climate resilience, building on the lessons and learning from the program. This requires a multi-stakeholder, participatory approach so that different stakeholders can work together to develop joint solutions that work for the most vulnerable, but also have impact at scale. What has been achieved in the program, while important, is a first step in the long road to resilience for children, their communities, and the country as a whole.

## 5. LESSONS LEARNED AND RECOMMENDATIONS

Area	Lesson learned	Recommendation
Locally-based, participatory interventions	<p><b>Participation ensures interventions reach and are ‘owned’ by the most vulnerable in a community.</b> The program has worked hard to understand how risk affect the most vulnerable, be they children, ethnic minorities, women, or people with disabilities. It has gathered this information through the input and engagement of those most vulnerable. By recognising the additional, often overlooked, skills and knowledge that vulnerable and individual groups bring has increased the program’s success.</p>	<p><b>Appropriate solutions for a given child, family or community should be informed not only by robust scientific understanding, but locally driven</b> and based on the specificity of risks and their economic, social, cultural, geographic, political and historical context.<sup>47</sup> Prescribed or predetermined solutions are not likely to be owned by the community, nor are they centred in their experiences, which means they are likely to fail in the long term. As such, solutions need to be generated through a set of participatory processes and assessments in which beneficiaries play an active role.<sup>48</sup></p>
	<p><b>Increasing the capacity of the local government and partners is critical to the sustainability of program gains,</b> (especially at the commune level). The program has worked with local government partners to increase their capacity in key areas, including: child-centred participation, participatory planning, awareness raising, evaluation and monitoring and CBA, and risk assessment. These skills will continue long beyond the life of the program, increasing its sustainability.</p>	<p><b>Future programs need to consider adequate time and appropriate processes to build the capacity of local partners to deliver, sustain new approaches.</b> Adequate training, resources and ongoing support are critical to ensure that partners have the knowledge, skill and motivation to implement and sustain program approaches. Moreover, local partners who are better able to monitor and evaluate the benefits of the program approaches are more likely to sustain beyond the program.</p>
Child-centred approaches	<p><b>Moving beyond the barriers to children’s engagement requires parents, teachers and community members to be systematically involved and encouraged to support children’s active participation</b> in a range of child-centred and child-led activities.<sup>49</sup> The program has invested in dedicated capacity and confidence building activities for children, helping them feel more empowered to become active citizens in their schools and communities. However, the program has found it difficult to include children in the development and implementation of livelihood models, leading to a disconnection between school-based activities and the practical application of CBA in communities.</p>	<p><b>Child-centred CBA programs should be holistic in their integration of child-centred approaches</b> and need to be based on a considered theory of change from the outset of the program.<sup>50</sup> Where programs include livelihood activities, there needs to be more planning and innovation to develop approaches and activities that support children’s involvement. While it is not appropriate for children to undertake labour-related actions in livelihoods, programs should develop better linkages between school-based and community based activities, such as school gardens, the inclusion of children in livelihood model design, etc. Ad-hoc and afterthought activities with children are not as effective as those that integrate children’s knowledge and understanding</p>

	<p><b>Children and young people can be effective agents for sharing messages, building awareness and changing behaviour.</b><sup>53</sup> Utilising communication channels that they feel comfortable with to incorporate climate change messages, the program has helped empower children to inform others and advocate around this topic.<sup>54</sup> The experience from the program indicates that child-led small group communication is an effective approach for children to actively facilitate climate change communication. However, the challenge with such approaches is to ensure that there is an avenue for incorporating up-to-date science and/or action oriented messages when working with children.</p>	<p>into the actions of a community.<sup>51</sup></p> <p><b>Future programs should increase involvement of education teams to increase better integration of CBA with educational programming in-country.</b> This could include setting up formal agreements with the Ministries of Education and other relevant departments to ensure that the program is fully integrated.<sup>52</sup></p>
	<p><b>The CVCA framework and SEDP planning process provides a strong entry point for children’s participation in CBA</b> program design, implementation and monitoring across all CBA programs. The program has used CVCA analysis and SEDP planning to support the participation of a wider range of community and government stakeholders, in particular, children in planning processes. This has increased the chance that children’s perspectives and ideas will be incorporated into ongoing and future local development planning.</p>	<p><b>The use of participatory methodologies should be continued in future programs,</b> and should be linked with government processes so that outcomes can be fed into local planning, increasing uptake of community priorities. The sustainability of resilience-building strategies depends on their ownership and agency. This requires both the participation of right-holders and duty-bearers in decisions affecting at-risk communities. The role of other stakeholders, including NGOs, should be complementary to, and enabling of, the relationship between duty-bearers and rights-holders.<sup>55</sup></p>
<p><b>Linking CBA to higher levels</b></p>	<p><b>Aligning closely with the government ministries from the onset helps develop a shared understanding of how the experiences of the implementing CBA can inform government policy.</b> Further to this establishing an ongoing working relationship with ministries, which is maintained throughout the program cycle is key to support a two-way dialogue and strengthened links between the CBA and higher levels. The program, while working in partnership with the other CCBCAG agencies has in some cases strengthened these links; the program may have been better able to influence the government on child-</p>	<p><b>Engaging government ministries from the onset of a program should be part of the future program design as it a prerequisite to build evidenced based advocacy.</b> Working alongside consortium partners can strengthen shared advocacy platforms and evidence to support this, however, the unique position of agencies working on child-centred CBA presents an opportunity to engage government ministries and other stakeholders to think promote this type of approach.</p>

	<p>centred approaches if it had worked more directly with them.</p>	
	<p><b>Providing avenues for children and national government bodies to engage and discuss practical solutions to climate change adaptation may seem time consuming and challenging but in practice can play a fundamental role to the success of CBA program outcomes.</b><sup>56</sup> By engaging with relevant government counterparts at all levels, and explicitly including key moments and mechanisms for this engagement in program design and implementation, the program has maximised opportunities for learning and replicating program successes.</p>	<p><b>Children should be included in future CBA program as they are the drivers of future sustainable development.</b> To sustain the benefits of activities beyond the life of a program and into the future, CBA programs should not limit engagement to adults and government officials but holistically engage children and young people throughout the entire program cycle to provide an evidence base for advocating change. Harnessing the energies and enthusiasms of children for positive change can have an impact on decision-makers at all levels of communities and governments.<sup>57</sup></p>
<p><b>Partnership</b></p>	<p><b>Collaborating with government and technical partners to support the CBA enhances both cost efficiency and sustainability of interventions.</b><sup>58</sup> The program worked closely with district-level Agriculture Extension Offices and the Department of Agriculture and Rural Development to provide technical training courses for farmers. This increased the role and responsibility of local agencies and departments to provide better services for farmers. Program staff and local technical officials exchanged knowledge and experiences on CBA models, benefitting both the program beneficiaries, but also government agencies. While collaboration takes time due to issues navigating institutional barriers, the return on investment is worthwhile in the longer term.</p>	<p><b>Partnerships are vital within government, as well as within a specific program.</b> Under a child-centred CBA program, cross-departmental partnerships should be formed to enhance transparency and clarity of actions. Departments of education, social welfare, health, planning, vocational training, finance, disaster management and environment should each house a climate change focal point to ensure that government response to climate change is effective and sustained.<sup>59</sup></p>
<p><b>Program management</b></p>	<p><b>A well-developed and utilised monitoring, evaluation and learning (MEL) system is essential to track progress and continually improve program outcomes.</b> While the program had a MEL system in place, it was not applied uniformly over the program, leading to issues around tracking of activities and beneficiaries. In addition, the MEL framework had limited qualitative indicators for outcome monitoring, and while the program did undertake outcome monitoring, this</p>	<p><b>A well-developed and utilised monitoring, evaluation and learning system is essential to track progress and continually improve program outcomes.</b> It is essential to have robust monitoring system in place, but this means that it needs to be dynamic, reviewed and relevant, with clear links from activity to outcome levels. In addition, staff and partners need to be trained on it use and regular review, and given ongoing support to update the system regularly.</p>

	<p>was not able to be recorded systematically.</p>	
	<p><b>Working in a consortium can be an effective and efficient approach to programming.</b> While the program experienced challenges in coordinating the program at a national level, it is still true that consortium partnerships allow for the efficient sharing of resources and expertise and greater impact through joint activities. Dedicated human resources, such as the consortium manager role in the program, are a key factor in the effective coordination of such partnerships.</p>	<p><b>Consortium partnerships should be encouraged as they are an effective and efficient approach to programming.</b> However, different ways of working across institutions can take time to navigate, and more time may be required to set up joint systems for the effective coordination and administration of program. This should be supported with additional, consistent human resources (throughout the program cycle), financial resources, as well as time to ensure processes can be set up effectively.</p>

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## Notes

For a full list of documents reviewed as part of the evaluation see Annex 8.

<sup>1</sup> Government of Vietnam (2008) *National Target Program to Respond to Climate Change*.

<sup>2</sup> Key operational areas of the National Target Program to Respond to Climate Change are: to develop and implement the nation's strategic and operational responses to climate change risk; and to create and strengthen institutional capacity to respond to climate change.

<sup>3</sup> Schoch, C. and Treichel, P. (2015) *Child-centred climate resilience: Case studies from the Philippines and Vietnam*. Plan International and Save the Children: 6.

<sup>4</sup> Schoch and Treichel (2015): 6.

<sup>5</sup> Schoch and Treichel (2015): 10.

<sup>6</sup> Schoch and Treichel (2015): 6.

<sup>7</sup> Schoch and Treichel (2015): 6.

<sup>8</sup> Schoch and Treichel (2015).

<sup>9</sup> Schoch and Treichel (2015): 26.

<sup>10</sup> Schoch and Treichel (2015): 26.

<sup>11</sup> Turnbull, M., Sterrett, C. L. & Hilleboe, A. (2013) *Toward Resilience: A Guide to Disaster Risk reduction and Climate Change Adaptation*. Catholic Relief Service – United States Conference of Catholic Bishops: 12.

<sup>12</sup> Schoch and Treichel (2015): 30.

<sup>13</sup> Schoch and Treichel (2015): 5.

<sup>14</sup> Schoch and Treichel (2015): 16.

<sup>15</sup> Schoch and Treichel (2015): 6.

<sup>16</sup> Save the Children and Plan (2012) *Vietnam Child Centred Climate Resilience Program: Design Document (July 2012)* [online] Available at: <http://dfat.gov.au/about-us/publications/Documents/sca-ccag-design.pdf>

<sup>17</sup> Save the Children and Plan (2012).

<sup>18</sup> See Institute of Strategy and Policy on Natural Resources and Environment/Ministry of Natural Resources and Environment (2009) *Vietnam Assessment Report on Climate Change*, for more information on specific projected impacts.

<sup>19</sup> Save the Children and Plan adhere to the UN Convention on the Rights of the Child, which defines a child as a person under the age of 18. Under Vietnamese law, a child is a person under the age of 16, and internationally a youth is generally considered to be a person between the ages of 15 and 24.

<sup>20</sup> Akachi, Y., Goodman D., Parker, D., *Global Climate Change and Child Health: A review of pathways, impacts and measures to improve the evidence base*. Innocenti Discussion Paper No. IDP 2009-03. Florence: UNICEF Innocenti Research Centre: 2.

<sup>21</sup> Lawler, J. (2011) *Children's Vulnerability to Climate Change and Disaster Impacts in East Asia and the Pacific*. UNICEF East Asia and Pacific Regional Office.

<sup>22</sup> United Nations Children's Fund (2007) *Climate Change and Children, Policy*. New York: 6. [online] Available at: [http://www.unicef.org/publications/files/Climate\\_Change\\_and\\_Children.pdf](http://www.unicef.org/publications/files/Climate_Change_and_Children.pdf)

<sup>23</sup> Schoch and Treichel (2015).

<sup>24</sup> Save the Children (2013) *Children Participation Humanitarian Guidelines* [online] Available at: [http://www.savethechildren.org.uk/sites/default/files/images/Children\\_Participation\\_Humanitarian\\_Guidelines.pdf](http://www.savethechildren.org.uk/sites/default/files/images/Children_Participation_Humanitarian_Guidelines.pdf)

<sup>25</sup> Key questions and sub-questions are located in Annex 2 of the evaluation report.

<sup>26</sup> The World Bank (2011) *Vietnam Climate Risk and Adaptation Country Profile*. [online] Available at: [http://sdwebx.worldbank.org/climateportalb/doc/GFDRRCountryProfiles/wb\\_gfdr climate change country\\_profile\\_for\\_VNM.pdf](http://sdwebx.worldbank.org/climateportalb/doc/GFDRRCountryProfiles/wb_gfdr climate change country_profile_for_VNM.pdf)

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- <sup>27</sup> The World Bank (2011).
- <sup>28</sup> AusAID (2011) *Australia-Vietnam Climate Change delivery Strategy 2011-2016*, p.4. [online] Available at: <http://dfat.gov.au/about-us/publications/Documents/vietnam-climate-change-strategy-2011-16.pdf>
- <sup>29</sup> Key operational areas of the National Target Program to Respond to Climate Change are: to develop and implement the nation's strategic and operational responses to climate change risk; and to create and strengthen institutional capacity to respond to climate change.
- <sup>30</sup> Save the Children and Plan (2012).
- <sup>31</sup> Source: Nguyen, D, A. (2015) *Vietnam Child-Centred Climate Resilience Program. Performance Endline Data Report*.
- <sup>32</sup> Schoch and Treichel (2015): 13.
- <sup>33</sup> Schoch and Treichel (2015): 17.
- <sup>34</sup> Bruun, O. & Casse, T. (2013) *On the frontiers of climate and environmental change: Vulnerabilities and adaptations in central Vietnam*.
- <sup>35</sup> Schoch and Treichel (2015): 22
- <sup>36</sup> OECD (2012) *Policy dialogue on Aid for Trade. Managing Aid for Trade and development results. Vietnam case study* [online] Available at: <http://www.oecd.org/dac/aft/VietnamCaseStudy.pdf>
- <sup>37</sup> Schoch and Treichel (2015): 36.
- <sup>38</sup> Schoch and Treichel (2015): 36.
- <sup>39</sup> Schoch and Treichel (2015): 5.
- <sup>40</sup> Schoch and Treichel (2015): 5.
- <sup>41</sup> Schoch and Treichel (2015).
- <sup>42</sup> Schoch and Treichel (2015): 4.
- <sup>43</sup> Schoch and Treichel (2015).
- <sup>44</sup> Schoch and Treichel (2015).
- <sup>45</sup> This model has the potential to be considered climate-adaptive because it better able to withstand the effects and impacts of climate change. It uses less water than traditional methods; requires very little space or land; uses an environmentally friendly, biological mix that converts pig faeces into fertiliser; and reduces environmental pollution (pig faeces converted into fertiliser rather than ending up in canals and rivers).
- <sup>46</sup> Schoch and Treichel (2015): 31.
- <sup>47</sup> Schoch and Treichel (2015): 6.
- <sup>48</sup> Schoch and Treichel (2015): 6.
- <sup>49</sup> Schoch and Treichel (2015): 10.
- <sup>50</sup> Schoch and Treichel (2015): 6.
- <sup>51</sup> Schoch and Treichel (2015): 6.
- <sup>52</sup> Schoch and Treichel (2015).
- <sup>53</sup> Schoch and Treichel (2015): 26.
- <sup>54</sup> Schoch and Treichel (2015): 26.
- <sup>55</sup> Turnbull, Sterrett and Hilleboe (2013): 12.
- <sup>56</sup> Schoch and Treichel (2015): 30.
- <sup>57</sup> Schoch and Treichel (2015): 5.
- <sup>58</sup> Schoch and Treichel (2015): 16.
- <sup>59</sup> Schoch and Treichel (2015): 6.