

Management response to the final evaluation of DGD-funded Programme 2017-2021 “We strive for a just world that advances children's rights and equality for girls” in Vietnam (Final version)

Title of Report	Final Evaluation of PIB’s multi-country programme (2017 – 2021) - Country Report Vietnam	Title of the project	We strive for a just world that advances children's rights and equality for girls
Date of Report	23/5/2022	Time period of the project	January 2017 – December 2021
Offices involved	Plan International Vietnam, Plan International Belgium		
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Completeness and quality assessment	<p>The Plan International federation provides all its offices with guidelines and tools to serve as a guide to support the development of complete, clear and useful evaluation reports. As it is Plan International Belgium’s ambition to both comply with its legal obligations and consider them as learning opportunities, Plan International Belgium, together with the Country Offices involved, has taken several steps to assess the completeness and the quality of the final evaluation of its 5-year programme funded by the Belgian Development Cooperation. Plan International Belgium staff jointly completed a completeness assessment form as well as a quality assessment form. Both forms were created by the Plan International federation and are to be used in a systematic way, across the federation, for baseline studies, mid-term and final evaluations as well as research. This exercise highlighted successes and challenges regarding the evaluation products and evaluation process. These successes and challenges will feed</p>		

into the preparation of future programme/project evaluations and will be used to strengthen Plan International Belgium's evaluation system.

Actor(s)	Recommendation(s)	Acceptance by Management (Accept, Partially accept or Reject)	Comments and Key follow up action(s)	Timing	Responsibility
<p>Authorities and public actors at district and central level: MoET/BoET, VWU, People's Committee</p>	<p>Enhance policy influencing (i.e., advocacy) strategies to create legal frameworks for agencies at different levels in programme implementation (i.e., promoting the approval of National Parenting Education Proposal for parents with 0-16-year-old children).</p> <p><i>Concretely, the evaluators recommended that PIV organizes, in coordination with VWU, BoET/DOET and L&L, a large conference using evidence-based material from the programme's good practices developed and/or documented by the project implementers to demonstrate that these good practices should be</i></p>	Partially accept	<p>This recommendation is partially accepted as it was already planned in the framework of the DGD 17-21 programme by using the existing networks of Plan International Vietnam (PIV) and through regular review of the legal framework.</p> <p>This recommendation would require key technical support from PIV to actors of different levels (provincial and local), as well as new planning to target some Ministries, including as regard ECD related questions.</p> <p>PIV is already planning several activities around the review of different laws and policies relevant to the programme's thematic.</p>	2022-2026	PIV

	<i>replicated to other provinces and used as inputs for legislation.</i>		<p>In the following years, ECCD and gender responsive parenting will remain a priority for PIV.</p> <p>PIV will continue using and sharing the material that was developed during the programme's lifetime, which will also be used to continue PIV's efforts on influencing relevant authorities.</p> <p>To ensure continuation of abovementioned components, some budget is already allocated.</p>		
<p>Authorities and public actors at district and central level: MoET/BoET, VWU, People's Committee</p>	<p>Inter-agency instructions or guidelines should be issued for smooth and effective cooperation among concerned stakeholders (i.e. inter-sectoral and inter-ministerial documents).</p> <p><i>Concretely, the evaluators recommend that PIV elaborates, in collaboration with the People's Committee, VWU and BoET, draft instructions or guidelines for the People's Committee on ensuring coordination between VWU and BoET</i></p>	Reject	<p>PIV agrees that the recommendation is valid but is not their role to support such activity, which would rather be taken upon by government bodies.</p> <p>During the implementation of the programme 2017-21, there has been disruption of information between PIV to VWU to MoET, or between PIV to VWU to provincial, district, communal and local levels. To avoid such challenges in the following programme 2022-26, solutions have been discussed: PIV will work with VWU at local level for</p>	N/A	

	<i>at district and commune level and linking to the provincial and central level.</i>		implementation of activities, while the work on policy advocacy will be done in collaboration with central levels. PIV and MSD will collect data on effects and impact and evidence-based information through models implemented at local level, and further using it for advocacy at central level. PIV will also produce program implementation manuals to ensure all partners and stakeholders involved follow the same guidelines.		
Authorities and public actors at district and central level: MoET/BoET, VWU, People's Committee	A holistic and integrated plan should be developed for concrete inter-agency cooperation between BoET and VWU for implementing coordinated activities of ECCE and DRR in schools and communities. Now, each institution has a separate plan for the programme which has not yet effectively used the potential for synergy and intersectoral approaches. The two plans should therefore be articulated into one consistent plan with several joint activities between the two agencies,	Reject	<p>PIV agrees that the recommendation is valid but is not their role to support such activity, which would rather be taken upon by government bodies.</p> <p>Additionally, L&L is no longer a PIV's implementing partner in ongoing interventions.</p> <p>However, the recommendation contains two elements that PIV can respond to:</p> <ol style="list-style-type: none"> 1) Coordination role: in future interventions, PIV could consider taking this role with future stakeholders in order to 	N/A	

	<p>coordinated – as mentioned above - by the district People’s Committee. This will create synergy between actors and activities at grassroots level, such as schools and parenting groups, who are not connected enough at the moment.</p> <p><i>Concretely, the evaluators recommend that PIV and L&L should support the mentioned actors in that process by:</i></p> <ul style="list-style-type: none"> <i>Strengthening BoET’s and VWU’s coordination/programme units’ capacities in building coordination and joint plans (training, material, template);</i> <i>Offering to support the design and planning of joint activities and joint activity plans (set up and facilitation of a workshop, for instance).</i> 		<p>ensure good and quality articulation of the work at different levels.</p> <p>2) Capacity-building role: it is possible for PIV to provide capacity building training to actors with same interests and values. However, it should be taken into consideration that joint and long trainings can sometimes feel overwhelming for participants.</p>		
<p>Authorities and public actors at district and central level:</p>	<p>Gender-transformation awareness and capacities should be strengthened at management level of</p>	<p>Accept</p>	<p>The recommendation is accepted as it is already implemented by PIV in existing interventions. It will also be enhanced through the</p>	<p>2022-2026</p>	<p>PIV and BNO</p>

<p>MoET/BoET, VWU, People's Committee</p>	<p>the involved agencies, linking with grassroots level.</p> <p><i>Concretely, the evaluators recommend that:</i></p> <ul style="list-style-type: none"> • <i>PIV conducts a participatory analysis of the gender-perspectives of the different programme's stakeholders in their socio-economic and cultural context, or support VWU and BOET/DOET in doing so (technical support from PIV specialists and/or recruited consultants);</i> • <i>sensitise and strengthen the main stakeholders on gender-transformation (through seminars, training modules);</i> • <i>Design and provide the training courses for VWU and BoET on how to support grassroots actors in their</i> 		<p>next five years programme 2022-26. Gender-transformative awareness and capacity building on this specific thematic area is a priority for PIV. PIV and BNO have initiated a gender analysis to elaborate the design of the programme 22-26 and commit to strengthening understanding of gender-transformative programming in DGD 22-26.</p>		
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	<i>own gender-transformation challenges.</i>				
Stakeholders at grassroots level¹	<p>Evaluate the Covid-19 strategies at local level, especially the digital strategies, for lessons learned to see their advantages and disadvantages. Use this as input for further strategies regarding the use of digital means.</p> <p><i>Concretely, the evaluators recommend that PIV organises this broad evaluation with L&L, VWU and BoET.</i></p>	Accept	<p>PIV accepts the suggested recommendation for two main reasons:(1) PIV agrees that it is important to evaluate and reflect on the response and strategies provided for better preparation of future similar events (especially as regards digital components); (2) PIV already worked with the respective implementing partners on this topic at district and local levels. Plans have already been designed with education agencies to look at the safety of children, adolescents and youth, and to explore the broad use and benefits of digital tools to implement their work in times of pandemic.</p> <p>For the existing programme 2017-21, some lessons learnt have been drafted and are available (to</p>	2022-2026	PIV

¹ Here the evaluators are referring to all possible implementers at local level (district, commune, village) that are not specifically policy makers (education administrators, teachers, parents and parenting groups, youth and children and their groups, etc.). It also includes BoET and VWU, but as implementers and not as policy makers (they are both).

			<p>some extent) on the use of digital solutions and means.</p> <p>However, no holistic study on the strategies developed has been conducted. The feasibility of conducting such a study internally could be considered. Nonetheless, PIV would only assess the quality of the Covid-19 response in the framework of its own interventions. It is the responsibility of the local authorities to assess the overall and national Covid-19 strategies.</p> <p>PIV and BNO could commit to identify good practices through Plan International's networks.</p> <p>It is also important to note that the Joint Strategic Framework (JSF) could be a good platform to discuss and share good practices, lessons learnt and strategies among the different ACNGs.</p>		
Stakeholders at grassroots level	Strengthen capacity building for old/new teachers and collaborators/volunteers at grassroots level via regular training	Partially accept	<p>This recommendation is partially accepted as PIV has already developed follow-up activities to continue supporting teachers, volunteers and schools:</p> <ol style="list-style-type: none"> 1) A technical guidance on how to integrate gender 	2022-2026	PIV

	<p>courses provided by the core group members.</p> <p>Core teachers from the schools should be supported (be provided with all the necessary material, for instance) to effectively be able to instruct the newly arrived teachers at their schools.</p> <p>Core group at commune levels should be supported by VWU at district and/or central levels to retrain new volunteers/collaborators in villages.</p> <p><i>Concretely, the evaluators recommend that:</i></p> <ul style="list-style-type: none"> • PIV, BoET and Live & Learn promote the learning and sharing network among the core teachers of different schools and among teachers within schools or across schools; • BoET develops training modules and material with the technical support of PIV and Live & Learn (regarding DRR/CCA content) and involves some teachers in the 		<p>in pre-primary and primary schools has been drafted and disseminated in all provinces of Vietnam (beyond the programme areas)</p> <ol style="list-style-type: none"> 2) Training of Trainers (ToT) have been conducted and supported by PIV for schools' teachers in five provinces. 3) PIV has started the planning process of roll-out of all schools in FY23-24 in the provinces supported by PIV ; 3) PIV has started the planning process for the development of a training on gender responsive parenting and teaching for the VWU officers (at district and provincial levels). Is it expected that they further train volunteers at community level, who will further train the parents and teachers; 4) Basic guidelines have been developed and are available for teachers on 		
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	<p><i>development to promote their ownership and capitalise on their experience and knowledge;</i></p> <ul style="list-style-type: none"> • PIV, BoET and Live & Learn take the necessary steps to formalise that responsibility of the core-teachers towards new teachers and replication of the good practices in schools to non-project sites. 		<p>how to develop their own material. These still need to be adapted to the local context. The rationale behind these guidelines came during the Covid-19 pandemic as technical staff based in Hanoi have been limited to travel to the different school areas; teachers had therefore to develop their own material.</p> <p>5) Capacity training for core teachers has already been conducted. After completing the training, core teachers receive teaching material, which further need to be adapted to their local context and school. The core teachers managed to organize the small trainings themselves with limited technical support;</p> <p>6) A peer-to-peer working relationship between core teachers and teachers is already in place. However, it is not</p>		
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			PIV's mandate to formalize such approach, nor has PIV the means to follow up on this activity.		
Stakeholders at grassroots level	<p>Improve integrated capacity building for teachers and education administrators, facilitators/volunteers and stakeholders in terms of gender equality, DRR/CCA.</p> <p><i>Concretely, the evaluators recommend that PIV, VWU and BoET develop and implement:</i></p> <ul style="list-style-type: none"> <i>• separate trainings for each actor (teachers, parents, etc.) that are relevant for their specific profiles,</i> <i>• as well as joint trainings and workshops mixing actors (teachers, parents, volunteers, ...) on certain topics (f. ex. gender-transformation, supports for child-led organizing programs or events).</i> 	Partially accept.	<p>This recommendation is partially accepted as it is already implemented. Teachers, facilitators and volunteers join respective and separate trainings. Only one specific training content could be applicable to abovementioned actors as regard parents supporting teachers in teaching and developing Vietnamese language capacities of children).</p> <p>However, in practice the trainings are organized separately to fit the participants' different capacities, as different levels in terms of knowledge and skills are observed between teachers are professionals for instance. Additionally, at the end of the trainings, it is good practice to identify follow up actions for the participants, tailored to their respective profiles.</p> <p>PIV will assess the possibility and feasibility of enhancing joint training in future interventions. A</p>	2022-2026	PIV

			common area of interest could be the efforts to support children in transitioning from pre-primary to primary school.		
Stakeholders at grassroots level	<p>Improve educational actors' (including teachers, BoET officers, heads of schools) facilitation skills and other capacities necessary for developing students' emancipation and agency.</p> <p><i>Concretely, the evaluators recommend that:</i></p> <ul style="list-style-type: none"> • <i>PIV support BoET's, school managers and core teachers in enhancing capacities and methodologies to develop "child agency" strategies;</i> • <i>BoET should reflect about how the core student groups could function within the schools, linked to teachers and school direction, in the vision of democratic and horizontal school models, elaborate the necessary strategies towards educational actors, with PIV's support and teachers' input</i> 	Partially accept	<p>The recommendation is only partially accepted as it is addressed in parts to BoET and school managers/teachers.</p> <p>Within PIV's mandate, it is however possible to work further on children participation in schools and PIV has planned to do exactly that in the next programme with CAY aged 10-18.</p> <p>In the school setting, teachers are trained to use the Champions of Change (CoC) model and facilitate the sessions in the CoC clubs. Through them, PIV supports activities with children and youth to strengthen their agency and their capacity to engage in influencing activities within their communities. This CoC model is a comprehensive strategy developed by Plan International that promotes gender equality and changing social norms through youth engagement, peer mobilization, and by engaging boys and young men as allies. It is</p>	2022-2026	PIV

	<p><i>(such as trainings, guidelines or materials, etc.), stimulate schools to organize horizontal exchanges between teachers, and capitalize on experience;</i></p> <ul style="list-style-type: none"> • School managers and teachers learn some good practices or models of child agency from other schools nationally and internationally, show trust in their students' capability of taking the leading role, create opportunities for students to lead some initiatives and programs related to gender equality and DRR/CCA, provide financial support to students to pilot some of their child-led initiatives and/or support them in raising funds, provide children with advice and/or technical support (when needed/possible), cooperate with and mobilize resources from local stakeholders. 		<p>meant to empower children and youth to claim their rights through processes of empowerment and leadership methodologies.</p> <p>The promotion of child agency was integrated in the design of this DGD 17-21 programme. In addition, PIV has developed the CoC approach and set up a youth council.</p> <p>It is PIV's ambition across all of its projects and programmes to promote children participation with all stakeholders, not BoET only.</p>		
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<p>Stakeholders at grassroots level</p>	<p>Strengthen the agency and autonomy of parents and children groups in each community (f.e. empower children and parents to facilitate activities by themselves in their groups).</p> <p><i>Concretely, the evaluators recommend that:</i></p> <ul style="list-style-type: none"> <i>VWU strengthens parenting groups with the support of local authorities and experts, and with technical assistance from PIV, L&L and BOET:</i> <ul style="list-style-type: none"> <i>build volunteers/b collaborators' capacity to promote parents' agency and autonomy;</i> <i>set up trainings and workshops for the parents, with support from local experts such as health care officers, teachers, agricultural officers, etc.;</i> 	<p>Accept</p>	<p>PIV accepts the recommendation. The material developed to support parents during the existing programme can be improved, through more visuals for instance.</p> <p>In the provinces where PIV works in, the groups work closely with PIV. In future interventions, such as for the next programme 2022-26, it can be considered how to provide similar support to groups in other provinces (where the model was replicated). It can be done through online platforms and shared through VWU's website for instance. BNO commit to support PIV's staff for this recommendation.</p>	<p>2022-2026</p>	<p>PIV and BNO</p>
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	<ul style="list-style-type: none"> • <i>deliver handbooks (either in Vietnamese or local languages) with a high level of visual support summarizing key points;</i> • <i>learn from other good practices and experiences;</i> • Youth Union <i>strengthens children playing and reading clubs, with the technical support of PIV, L&L and BoET:</i> <ul style="list-style-type: none"> • <i>build volunteers and collaborators' capacity in promoting children's agency and autonomy in the playing and reading clubs;</i> • <i>set up trainings and workshops for the children core group;</i> • <i>learn from other good practices or experiences;</i> • Core group members and village authorities <i>support volunteers/collaborators;</i> 				
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	<ul style="list-style-type: none"> • <i>Volunteers/collaborators learn and encourage children/parents to take on a more active role;</i> • <i>BoET work with VWU at district level to develop a plan for teachers to support volunteers/collaborators and issue instructions to school managers and teachers to support parenting groups and children playing and reading clubs in implementing parents-led or children-led initiatives and programs.</i> 				
<p>Stakeholders at grassroots level</p>	<p>Provide adequate conditions for more autonomously functioning of parenting, children’s and students’ groups: developing and delivering user-friendly supporting material to the different groups but also introducing economic activities in parenting groups to enhance the</p>	<p>Accept</p>	<p>PIV accepts the recommendation and will work closely with Ministries to develop materials, and revise the existing ones as regard DRR/CCA and ECCD thematics. PIV will support VWU by providing lessons learnt from similar pilot projects to ensure</p>	<p>2022-2026</p>	<p>PIV</p>

	<p>groups' autonomy and hopefully strengthen the groups' and their members' voice at community level and in the households.</p> <p><i>Concretely, the evaluators recommend that:</i></p> <ul style="list-style-type: none"> • BoET leads the development of guidelines for the integration of gender, local cultures and DRR/CCA in the groups' discussion topics to be handed over to teachers and volunteers in children's clubs, and be supported by PIV and L&L in doing so; • VWU leads the development of guidelines for the integration of gender, local cultures and DRR/CCA in the groups' discussion topics to be handed over to volunteers/collaborators in parenting groups and be supported by PIV and L&L in doing so; • VWU launches a livelihood model pilot project in parenting groups that can be 		<p>better functioning of parenting and children's groups.</p>		
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	<p><i>replicated if successful in cooperation with local authorities;</i></p> <ul style="list-style-type: none"> • PIV supports VWU with lessons learned from similar pilot projects; • VWU and BoET promote sharing and learning for parents, children and students through the connection between and within parenting groups, schools, communities and other actors. 				
Stakeholders at grassroots level	<p>Develop an organizational structure for collaborators/volunteers to secure the sustainability of parenting groups and students' and children's clubs.</p> <p><i>Concretely, the evaluators recommend that VWU, Youth Union, local authorities assign officers of local VWU, local authorities, local Youth Union, the role of facilitators in parenting groups, students' and</i></p>	Partly accept	The recommendation is partly accepted as PIV already has its own strategy and approach as regard sustaining parenting groups and children's clubs. Strong and sustainable links were built between the existing programme and other PIV's programmes, such as Girl Ready for the Future, Girls Leadership, and other parenting programs through sponsorship funding.	2022-2026	PIV

	<i>children's clubs (where this is not yet the case) and pay them for it.</i>		Additionally, the recommendation is targeted towards the government and government agencies. Assigning government officers and supporting salary is not under PIV's mandate.		
Stakeholders at grassroots level	<p>Strengthen technical support for facilitators/volunteers at grassroots level by ensuring support from local specialists (VWU officers, BoET officers, teachers, ...) and from PIV specialists and promote sharing and learning among them.</p> <p><i>Concretely, the evaluators recommend that VWU, Youth Union and BoET provide access of the different groups to the adequate specialists as well as promote mutual support between core group members across villages.</i></p>	Accept	PIV accepts the recommendation and will continue investing in capacity building sessions for the local volunteers through the parenting program funds.	2022-2026	PIV
Stakeholders at grassroots level	Develop a follow-up mechanism to evaluate and support parents effectively implementing the	Accept	The recommendation is accepted as a monitoring mechanism is already in place to follow up on and support	2022-2026	PIV and BNO

	<p>learned content after parentings meetings.</p> <p><i>Concretely, the evaluators recommend that VWU, with the support of PIV and Live & Learn, elaborates a monitoring system that volunteers/collaborators should use to follow up on and support parent's implementation of their learnings in their daily life, and through which parents can raise questions or concerns.</i></p>		<p>parents after participating in the meeting and trainings. Nonetheless, PIV will seek to improve the system and simplify the tools for a better and more efficient use from parents. BNO can commit to the recommendation by identifying existing Plan International's good practices in other contexts or sectors.</p>		
<p>Stakeholders at grassroots level</p>	<p>Improve Vietnamese language literacy of parents, particularly mothers, by using Reflect adult literacy approach recognized by UNESCO to parenting groups' meetings.</p>	<p>Reject</p>	<p>This recommendation cannot be accepted as it is under the Government's mandate. Additionally, PIV does not have the adequate resources to engage in these interventions. Nonetheless, PIV can provide support by enhancing access to information by simplifying the key messages and materials through visuals for instance.</p>	<p>N/A</p>	



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