

# Terms of Reference

## End of Project Evaluation

### Hai Lang WASH Project ( #: 199297)



June 2015

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## **Glossary**

ADP	Area Development Program
BCC	Behavior Change Communication
CHS	Commune Health Station
CLTS	Community Led Total Sanitation
C-PMB	Commune Project Management Board
DOET	Department of Education and Training
D-PMB	District Project Management Board
DPMC	District Prevention Medical Centre
HF	Hamlet Facilitator
IEC	Information, Education and Communication
INGO	International Non Governmental Organization
MDGs	Millennium Development Goals
POA	Plan of Action
PHAST	Participatory Hygiene And Sanitation Transformation
TOT	Train Of Trainer
TOR	Term Of Reference
VDB	Village Development Board
VHW	Village health Worker
WATSAN	Water and sanitation
WASH	Water, Sanitation and Hygiene.
WVA	World Vision Australia
WVV	World Vision Vietnam

## I. Summary

Hai Lang is a district of Quang Tri, a central province of Vietnam. The district has a population of 86,271 (male: 42,862, female: 43,409) who live a relatively large area of 20 communes. Clean water shortage and poor sanitation condition remain critical issues among the population. According to the survey conducted during the evaluation in 2011 for five year phas, there are only about 50% of the total households (HH) who had access to improved and potable water and it is the number of HHs using hygienic latrine in target communes. Also, it was noted that local people did not have awareness enough awareness about importance of appropriate WASH practices in preventing relevant diseases and they still lack suitable technology solution to deal with their WASH problems. Most recent preliminary data includes 617 and 116 cases infected with diarrhea and dysentery respectively per year in the district; the numbers are ranked highest in Quang Tri province. The status is described more detail as the following:

- A recent household survey conducted by Hai Lang ADP in 2011 showed that more than 50% of households in the proposed area use unprotected bores or wells and they have no any appropriate measure to treat the water sources before using. These water sources are believed that they are contaminated with chemical agents such as Iron, Manganese and biological factors such as E.coli (thermotolerant coliform) because the water sources have yellow color, turbidity and locate very near polluting sources such as unhygienic latrines, open defecation areas, agricultural and domestic waste sources. Some villages even depend entirely on streams, which are contaminated by upstream activities.
- Only about half the households in the area use latrines which meet sanitation standards as the MOH regulation. The remaining 50% still either use very poorly pitched holes or defecate directly into the surrounding environment. The dusty source somehow reaches to the water sources and disperses germs in feces to the water, other surrounding environment components and come back human through digestion routine. It is noted that millions of harmful virus, bacteria and germs in one gram of human feces and they cause many relevant diseases for human such as diarrhea, cholera, dysentery, worm, intestinal worm, etc.
- Most villages and schools have no rubbish collection sites so people throw all their rubbish into the rivers and forests, causing water contamination and environmental pollution.

As a result, World Vision Vietnam begun to support a water and sanitation project in Hai Lang which runs from fiscal year of 2013 to 2015 budgeted at \$300,000 USD with the support of WVAustralia. The project is described briefly as the following section.

### **Outcome 1: Increased proper WASH practices of children and teachers in target schools**

**Output 1.1:** Strengthened WASH networks in the target schools

**Output 1.2:** Enhanced base knowledge and practical skills on WASH for children in the target schools

**Output 1.3:** Promoted initiatives on treating drinking water and improving WASH facilities in the target schools

### **Outcome 2: Increased proper WASH practices of villagers including their children in target villages**

**Output 2.1:** Established and strengthened WATSAN networks in target communes and villages

**Output 2.2:** Enhanced base knowledge and practical skills on WASH for villagers including their children in the target villages

**Output 2.3:** Promoted initiatives on treating drinking water and improving WASH facilities in the target villages including both public places and household level

Coding	Hierarchy of Objectives	Indicators
<b>Project goal</b>	<b>To improve children health status through participatory WATSAN approaches in 07 communes of Hai Lang ADP</b>	% children age 0-59 months infected ARI in the past two weeks
		% children age 0–59 months with diarrhoea in the past two weeks
<b>Outcome 1</b>	<b>Increased proper WASH practices of children and teachers in target schools</b>	% schools have enough drinking water for children and teachers
		% of sampled schools water sources whose water quality meets the drinking water standards (of the MOH)
		% schools use hygienic latrine with hand-washing facilities
<b>Output 1.1</b>	<b>Strengthened WASH networks in the target schools</b>	# WASH networks' members can describe main principles of participatory WASH approaches
		# WASH networks' members can tell basic knowledge on WASH and WASH BCC
<b>Output 1.2</b>	<b>Enhanced base knowledge and practical skills on WASH for children in the target schools</b>	% of children (boys and girls) in project schools can tell basic WASH knowledge
<b>Output 1.3</b>	<b>Promoted initiatives on treating drinking water and improving WASH facilities in the target schools</b>	# of latrines at target schools upgraded/built
		# of drinking water treatment systems at target schools installed
		# of hand-washing facilities at target schools installed
		# of schools equipped with garbage collecting facilities
<b>Outcome 2</b>	<b>Increased proper WASH practices of villagers including their children in target villages</b>	% households (HHs) use improved water for daily domestic activities (not including for cooking and drinking)

		% of HHs practice safe water treatment and store for drinking and cooking.
		% of sampled households water sources whose water quality meets the drinking water standards (the MOH)
		% HHs use hygienic latrine
		% villages treat waste appropriately
<b>Output 2.1</b>	<b>Established and strengthened WATSAN networks in target communes and villages</b>	# of WASH networks' members can describe main principles of participatory WASH approaches
		# of WASH networks' members can tell basic knowledge on WASH and WASH BCC
<b>Output 2.2</b>	<b>Enhanced base knowledge and practical skills on WASH for villagers including their children in the target villages</b>	% of villagers (women, men) in project communes can tell basic WASH knowledge
<b>Output 2.3</b>	<b>Promoted initiatives on treating drinking water and improving WASH facilities in the target villages including both public places and household level</b>	# of public works on WASH set up
		# of WASH works at health stations set up
		# of HHs upgraded/built their latrines

## II. Evaluation purpose and Objectives

### A. Purpose

- Summative part: After 3 years of implementation, this End of Project evaluation is to evaluate relevance and accomplishment of the project in relation to the community WASH needs, relevant strategies of WVV and the locality. ***This is the main purpose of this evaluation.***
- Formative: The evaluation will help concerned WV's staff, local partners and donors to draw the necessary lessons and practical recommendations for improving WASH interventions in coming years. The lessons will be shared with other ADPs.

### B. Evaluation Objectives

The end of project evaluation will assess how the project look like in the following focuses:

- 1. Accomplishment:** Assess the achievement of project at outputs, outcomes and goal levels.
- 2. Effectiveness:** Assess whether project outputs achieved led to achievements of project expected outcomes and goal.
- 3. Relevance:** Assess how the project design and implementation were appropriate to the community WASH needs, relevant local government policies/orientation, and relevant WVV strategies.

- 4. Equity:** Assess how and whether adequate the project paid attention to target groups - the poor, children, and women.
- 5. Sustainability:** Assess the overall management and structure of the project, particularly focusing on potential practices of the project to be participated, owned and continued by local people or replicated to other communities.
- 6. Integration:** Assess how and what the project has done to ensure the integration with ADP/government activities as well as with other organizations to bring about better impact.

### III. Evaluation Information Matrix

Evaluation focus	What does it mean in the project context?	Specific evaluation QUESTION <sup>1</sup>	DATA SOURCES/ COLLECTION METHODS
<b>1. Accomplishment</b>	Assess the achievement of project at outputs, outcomes and goal levels	- The achievement in term of project outputs, outcomes and goal based on Log-frame (ITT).	<ul style="list-style-type: none"> <li>- Design document and log-frame, POAs, semi-annual/annual reports, etc.</li> <li>- Meetings/workshop minutes</li> <li>- Interview notes with ADP staffs and relevant partners at village, commune and district level.</li> <li>- Household interview</li> <li>- Documentary review</li> <li>- KI Interview</li> <li>- Focus group discussion</li> </ul>
<b>2. Effectiveness</b>	Assess whether project outputs achieved led to achievements of project expected outcomes and goal.	<ul style="list-style-type: none"> <li>- Have outputs contributed to achievements of project outcomes?</li> <li>- Have project outcomes led to project goal</li> <li>- What are the unexpected outcomes?</li> </ul>	<ul style="list-style-type: none"> <li>- Design document and log-frame, POAs, semi-annual/annual reports, etc.</li> <li>- Meetings/workshop minutes</li> <li>- Interview notes with ADP staffs and relevant partners at village, commune and district level.</li> <li>- Household interview</li> <li>- Documentary review</li> <li>- KI Interview</li> <li>- Focus group discussion</li> </ul>
<b>3. Relevance</b>	Assess how the project design and implementation were appropriate to the community	<ul style="list-style-type: none"> <li>- Relevance of activities toward expected outputs, outcomes and goal.</li> <li>- Relevance of project design and</li> </ul>	<ul style="list-style-type: none"> <li>- Household interview</li> <li>- Documentary review</li> <li>- KI Interview</li> </ul>

<sup>1</sup> For each term of criteria the evaluation will find strong points, limited points, lessons learnt and respective recommendations.

	WASH needs, relevant local government policies/ orientation, relevant WVV strategies.	implementation in relation to meeting community WASH needs and local government policies/ orientation. Does the project answer the real problems/needs? Therefore, have these problems been properly identified? - Relevance of project design and implementation in relation to relevant WVV strategies and WATSAN strategy.	- Focus group discussion
<b>4. Equity</b>	Assess how adequately and whether the project paid attention to target groups - the poor, children, and women.	- Who are the groups that are mostly benefited by this project? - Who are the group of people that are left behind, not being benefited by this project? - How were the poorest, women and children involved in activity design, implementation, monitoring and evaluation? - How did the children, women and the poor benefit from program activities?	- Household interview - Documentary review - KI Interview - Focus group discussion
<b>5. Sustainability</b>	Assess the overall management and structure of the project, particularly focusing on potential practices of the project to be participated, owned and continued by local people or replicated to other communities. <i>5 drivers of sustainability should be considered: Partnering, Local ownership,</i>	- Level of participation of the beneficiaries? Level of participation of the trained masons, local trainers? - Do the masons/beneficiaries have enough capacity to keep working with the achieved results of the project is finished? - Are these technologies and latrine models suitable for the needs and requirements of the beneficiaries? Can	- Design document and log-frame, POAs, semi-annual/annual reports, etc. - Meetings/workshop minutes - Interview notes with ADP staffs and relevant partners at village, commune and district level. - Household interview - Documentary review - KI Interview

	<i>HH and community resilience, National and local advocacy, Transformed relationship.</i>	<p>beneficiaries maintain latrines with their own resources? How is the household and school maintaining the latrine/toilet: how is the family responsibility shared? How is each member of the family using the latrine? Is there any difference among them?</p> <ul style="list-style-type: none"> <li>- Can poor families and female headed households afford this kind of latrine without project subsidy? <i>(Similar questions can be applied to water supply facilities)</i></li> <li>- Any good practice on water and sanitation technical model to be captured for dissemination in future?</li> </ul>	- Focus group discussion
<b>6. Integration</b>	Assess how and what the project has done to ensure the integration with ADP/ government activities as well as with other organizations to bring about better impact.	<ul style="list-style-type: none"> <li>- Integration with other projects</li> <li>- Coordination with other organization working in the area/context</li> <li>- Any overlapping?</li> </ul>	<ul style="list-style-type: none"> <li>- Design document and log-frame, POAs, semi-annual/annual reports, etc.</li> <li>- Meetings/workshop minutes</li> <li>- Interview notes with ADP staffs and relevant partners at village, commune and district level.</li> <li>- Household interview</li> <li>- Documentary review</li> <li>- KI Interview</li> <li>- Focus group discussion</li> </ul>

## IV. Evaluation Methods

The planned evaluation will be participatory in nature as suggested by the process, methodology and team composition. The evaluation will use both quantitative and qualitative data to identify and analyze relevance of the project in relation to community development needs and WV Vietnam directions on WASH.

### A. Quantitative survey (this will be conducted first by WV Vietnam team, from 21-26/06/2015):

**Household Survey:** To gain quantitative data to compare against the baseline survey. As large a sample as possible of simple household surveys will be collected. 30 cluster method will be applied.

**Secondary Data Collection and Review:** To determine the impact and ensure results are contextualized. This includes district and commune statistics, as well as relevant statistics or reports from other agencies working in the area will be reviewed.

### B. Qualitative evaluation (this will be led by an external consultant):

- **Desk study/ document review:** Documents includes project design document, log-frame, KAP report, POAs, semi-annual/annual reports.
- **Field visit/ direct observation including Household interview:** To verify activities and outputs delivered and their quality, as well as assist develops detailed recommendations.
- **Focus group discussion:** To obtain detailed qualitative comments or community perspective on the success of program activities and identify areas to improve, including recommendations.
- **Key Informant interview:** To gain stakeholders' perspectives on project outcomes and perceptions at particular elements of the project. This will particularly include interviews with district and commune PMBs, Health Stations, Schools, Hamlet heads, WASH Facilitators, health workers, head of women union, beneficiaries, heads of farmer groups, health groups... ADP staffs and national staff.
- **PRA tools/techniques:** The use of a wide range of PRA tools will be encouraged to help participants to actively participate in and share their knowledge and views during the evaluation, especially during focus group discussions.

## V. Qualitative Evaluation Team

- **An external consultant – Team leader:** Who has strong background and experience in working with WV Vietnam and adequate expertise in reviewing and evaluating WASH projects in Vietnam context and others. Strong analysis, summary, writing and teamwork skills are expected. The team leader will lead the evaluation team, providing guidance and directions to achieve the purpose, objectives of this evaluation; and write evaluation report. The team leaders will be identified through recruitment process.
- **Sub-team leaders and members:** Quang Tri M&E Cluster, WV staff in Quang Tri zone and NO staff and relevant representatives of Hai Lang district departments

People who are directly involved in the WASH project such as WASH project staff, relevant Hai Lang ADP staff would play the roles of logistics coordinator or note takers only.

Sub-team leaders and members have responsibility to ensure that project documents are well understood by the team, and logistic arrangement is in place; assist in leading group discussions, interviews, analysis and summary.

- **Team Advisors:** WASH National Coordinator, Hai Lang ADP Manager and Quang Tri/Dak Nong Zonal Manager.

## VI. Partners and participants

Subjects	Role in the evaluation	Primary Tasks
WVV office (Operations and Program Quality)	Coordination of the evaluation process	<ul style="list-style-type: none"> <li>• Comment on TOR</li> <li>• Select team leader and members</li> <li>• Communicate with SO</li> <li>• Provide comments on TOR</li> <li>• Participate and provide necessary inputs during evaluation process</li> <li>• Provide comments and approve Evaluation Report</li> </ul>
Hai Lang ADP Manager and Team	Key role in preparation and organization	<ul style="list-style-type: none"> <li>• Prepare TOR</li> <li>• Decide resources</li> <li>• Provide documents for review</li> <li>• Provide services, logistics, equipment and supplies</li> <li>• Coordinate with local partners</li> </ul>
Project Management Boards and local authorities	Participation in evaluation design, implementation and action plan	<ul style="list-style-type: none"> <li>• Ensure Government supports</li> <li>• Mobilize communities in the evaluation</li> <li>• Provide inputs for evaluation design, implementation and following up</li> </ul>
Communities / Beneficiaries groups	Participation in the evaluation when appropriate	<ul style="list-style-type: none"> <li>• Participate in evaluation process</li> <li>• Provide necessary information during the evaluation</li> <li>• Provide inputs for following up actions.</li> </ul>

## VII. Time frame for the evaluation and external consultant

No.	Activities	Time	Who
<b>For Quantitative Survey</b>			
1.1	Provide relevant documents and provide summary of the annual reports and ITT.	8 June	Hai Lang ADP
1.2	Review all relevant documents	15 - 18 June	Quantitative team
1.3	Review Logframe/Indicators and make survey plan	15 - 18 June	Quantitative team
1.4	Prepare tools for collecting data	15 - 18 June	Quantitative team
1.5	Quantitative Survey (2 days trainings, 04 days field work)	22-26 June	Quantitative team

1.6	Submission of the raw Data	20 July	Quantitative team
<b>For Qualitative Evaluation (led by external consultant)</b>			
2.1	Evaluation team setup and invitation	13 July 2015	Hai Lang ADP
2.2	Consolidate relevant program/ project documents and send to evaluation team members: (Project design document, Annual and semi-annual reports, MIS reports, POAs, Log frame with ITT updated and Audit reports...	20 July 2015	Hai Lang ADP
2.3	Review all relevant documents and provide key findings and questions	27 July 2015	External consultant (Evaluation Team Leader)
2.4	Develop guide questions, tools by team leader	03 Aug 2015	External consultant
2.5	Announce field work schedule and invitation to local authority and inform local members	10 Aug 2015	Hai Lang ADP
2.6	Prepare logistic for evaluation (photocopy, materials, travel, accommodation...) and inform to team members	13 Aug 2015	Hai Lang ADP
2.7	Training workshop on qualitative evaluation	24, 25 Aug 2015	Evaluation Team Leader and evaluation team
2.8	Field work for information collection and analysis	26, 27, 28 Aug 2015	Evaluation Team Leader & Evaluation team
2.9	Data analysis & preparation for presentation to partners & community	29 Aug 2015 (Morning)	Evaluation Team Leader , Evaluation team and local partners
2.10	Presentation for partners (Findings sharing workshop)	29 Aug 2015 (Afternoon)	Evaluation Team Leader, Evaluation team and local partners
2.11	Report writing and send draft sector reports to Team Leaders (Vietnamese)	04 Sep 2015	Sub-team Leaders
2.12	Consolidate and send draft program evaluation report (Vietnamese)	07 Sep 2015	Evaluation Team Leader
2.13	Give further comments/inputs to draft project evaluation report	08-11 Sep 2015	Sub-team Leaders and NC, Cluster, ADP Manager, ZM, OD, PQRD
2.14	Finalize and send final evaluation report (Vietnamese)	15 Sep 2015	Evaluation Team Leader
2.15	Translate the report into English	16-20 Sep 2015	Hai Lang ADP

**Total working day for external consultant as Evaluation Team leader: 15 days (including 2 days for preparation, 6 days field work and 7 days for report writing and finalization)**

### **VIII. Logistics and Document Preparation:**

- Hai Lang ADP team will be in charge of all the logistics arrangement and document preparation (Project design documents, Logframe with ITT updated; Plan of actions of 2013, 2014 and 2015; Semi-annual and annual reports of 2013 and 2014; Semi-annual 2015, and other documents...)
- Budget is planned for evaluation

### **IX. Expected Outcomes:**

- An evaluations report that is followed WV template guideline, including common views of various stakeholders.
- The team leader will prepare the evaluation report in Vietnamese; WVV will arrange translation into English. The report will be shared with relevant government agencies, communities and Project Management Boards at all levels, WVV, WV Australia.
- The evaluation is participatory which incorporates learning process and reflection
- Main Recommendations, Findings and Lessons learnt are reflected and shared at the wrap-up meeting with ADP team and local partners.
- Identification of the areas for follow-up is an essential part of the report.
- The draft report should be written in Vietnamese and will then be translated into English.

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