

QUANG NGAI RURAL DEVELOPMENT  
PROGRAM (RUDEP) - PHASE 2

Evaluation Report - Kindergarten in Son Hai  
Commune 2003



**VIETNAM-AUSTRALIA**

*Prepared for*

**AusAID**

Australian Embassy  
8 Dao Tan Street  
Ba Dinh District,  
Hanoi, VIET NAM

2 December 2005

42443858

*Prepared by*

URS Sustainable Development  
in association with Kellogg Brown & Root and  
World Wide Project Management Services  
Project Managers and Consultants  
Adelaide Australia

## DONOR AGENCY

### **AusAID**

Australian Embassy

8 Dao Tan Street, Ba Dinh District, Hanoi, Viet Nam

Ph: +84 4 8317754/Ext 175 (Project Officer), Fax: +84 4 8317711

## LEAD COUNTERPART AGENCY

### **Department of Planning and Investment**

96 Nguyen Nghiem Street, Quang Ngai Town

Quang Ngai Province, Viet Nam

Ph: +84 55 825701

## PROGRAM MANAGEMENT UNIT

No 4 Pham Van Dong Street, Quang Ngai Town

Quang Ngai Province, Viet Nam

Ph: +84 55 816261-6, Fax: +84 55 816260

## AUSTRALIAN MANAGING CONTRACTOR

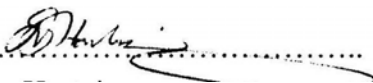
### **URS Sustainable Development**

25 North Terrace

Hackney SA 5069

Ph: +61 8 8366 1000, Fax: +61 8 8366 1001

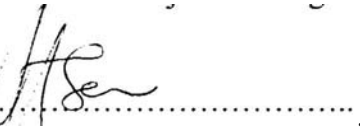
Program  
Manager:



Dee Hartvigsen  
International Projects Manager

URS Australia Pty Ltd  
25 North Terrace, Hackney  
South Australia 5069 Australia  
Tel: 61 8 8366 1000  
Fax: 61 8 8366 1001

Program  
Director:



Ted A' Bear  
Vice President  
Sustainable Development

Date: 22 February 2005  
Reference: 42443858  
Status: Final Report

# CONTENTS

<b>Acronyms</b>	<b>ii</b>
<b>1 Introduction</b>	<b>1</b>
<b>2 Overview of Kindergarten Constructed at Ta Pia Hamlet, Son Hai Commune</b>	<b>1</b>
2.1 Identify the Need for Kindergarten.....	1
2.2 Main Activites .....	1
2.3 Objectives.....	2
<b>3 Method of Evaluation</b>	<b>2</b>
3.1 Evaluation Time.....	2
3.2 Evaluation Method and Content .....	2
<b>4 Result and General Discussion</b>	<b>4</b>
4.1 People's Awareness Regarding RUDEP's Support.....	4
4.2 Understanding the Purpose of the Construction of Kindergarten (KG)....	4
4.3 Quality of the Kindergarten.....	4
4.4 Local Participation in Kindergarten Design, Selection of Contractor, Supervision of Construction, O&M Training.....	5
4.5 Environmental Impact.....	5
4.6 Usage Level.....	5
4.7 Time Impact to People.....	5
<b>5 Main Findings from Kindergarten Evaluation</b>	<b>6</b>
5.1 Awareness of RUDEP's Support for KG.....	6
5.2 Local Participation in the Process of Construction from Design, Selection of Contractor to Supervision of Construction and O&M Training.....	6
5.3 Environment Impact.....	6
5.4 Time Impact to Women .....	7
<b>6 Lesson Learnt</b>	<b>7</b>
6.1 Communication Impact on People's Awareness and Participation.....	7

## Acronyms

CCG	Commune Contact Group
CPC	Son Hai Commune People's Committee
DDO	District Development Officer
FGD	Focus Group Discussion
HH	Household
KG	Kindergarten
M&E	Monitoring and Evaluation
MEGO	Monitoring and Evaluation Officer
PC/PA/PS	Problem Census/Problem Analysis/Problem Solving
QN	Quang Ngai
RUDEP	Quang Ngai Rural Development Program

# 1 Introduction

The Quang Ngai Rural Development Program (RUDEP) is being implemented within Quang Ngai (QN) Province in the central region of Vietnam and its goal is to contribute to rural development, governance and poverty reduction in selected communes in QN Province. At present there are six communes belonging to six Program districts. Son Hai, Son Ha District, Tinh Tho, Son Tinh District; Duc Phong, Mo Duc District; Nghia Tho, Tu Nghia District; Hanh Phuoc, Nghia Hanh District; Pho Chau, Duc Pho District. The Program purpose is to empower poor households (HHs) in selected communes in QN Province to improve livelihoods sustainability through increased incomes within the risk framework of poor people. The primary beneficiaries from the RUDEP will be the poor households and poor household groups in each selected commune. The Program is based on three key elements: Participation, Focused Capacity Building and Savings and Credit facilities.

The RUDEP has been planned in three phases:

Phase 1 - Program design and initial capacity building (1 year completed October 2002)

Phase 2 - Program implementation in target communes (5 years, starting in October 2002)

Phase 3 - Expansion of successful activities (4 years)

## 2 Overview of Kindergarten Constructed at Ta Pia Hamlet, Son Hai Commune

### 2.1 Identify the Need for Kindergarten

Problem Census-Problem Solving Analysis-Problem Solving (PC/PA/PS) meetings are components of the broader Participatory Planning Process used by RUDEP to allow households in the program communes to identify, prioritise and propose options to solve their priority households and community problems. The PC/PA/PS meetings provide a baseline for the implementation of activities, which are designed according to the needs, and desires of households as expressed in the PC/PA/PS meetings.

According to the PC/PA/PS meetings held in 2003 Phase II in Son Hai, people wanted to build a new kindergarten in Ta Pia hamlet, because there was only one primary school and no kindergarten in this hamlet. Adults had to go across a river named Re to send their children to another kindergarten on the other side of the river. Otherwise, their children had to share the same school with the primary pupils on the same day.

### 2.2 Main Activites

- RUDEP supported 63.2 million VND to build a new kindergarten in Ta Pia hamlet.
- The construction commenced on 25 June 2003 and finished on 17 Sept 2003.
- Local people began using this KG in 2003.

## 2.3 Objectives

The purpose of the construction of the kindergarten is to free parents from taking care of children at the age of kindergarten, and help children go to school easily.

# 3 Method of Evaluation

## 3.1 Evaluation Time

The evaluation was done on 07/06/2004 am in two hours.

## 3.2 Evaluation Method and Content

**Place:** The evaluation was done at the kindergarten in the form of a Focus Group Discussion (FDG).

### Participants of FGD:

- Respondents: a total of 19 persons including 1 woman and 18 men. They are in the beneficiary area of kindergarten.
- Facilitators: a total of 3 including MEGO (Quang) and M&E Assistants (Duc) and Son Hai DDO (Phong).
- Translator: a total of 3 including Son Giang DDO (Thai), Son Hai DDO (Phong) and Son Hai WU member (Ms Nheo).

**Method:** The main tool used during the evaluation was Focus Group Discussion (FGD).

- The total 19 respondents were divided into 3 groups randomly. Each group had one translator and one facilitator.
- There was a question list for evaluation. It was the same for all groups (See below for detail of questions).
- Each group discussed topic-by-topic following the questions in the list raised by facilitator after translating.
- The discussion result of each group was presented in Ao paper by each facilitator of that group.
- After all three groups finished their discussion, there was a plenary discussion with all participants from three groups to get final agreement on results of three groups.

**Main content:** An evaluation of the kindergarten was done to collect information on the attitude, knowledge, awareness, and participation of members regarding the construction of the kindergarten as well as the impact on the environment of the area and practice of using the kindergarten as well as time impact on households.

A list of sub-questions relating to the topic was used to collect the main ideas. All questions to explore the opinions from local people were mainly presented in forms of open-ended questions and some in closed questions. They tend to go from general to specific ideas.

## Questions list:

### 1. Awareness of the RUDEP's support:

- Do you know who supported the construction of Tà Pía kindergarten?
- How to make people know the supporting agencies?

### 2. Aim of construction of kindergarten:

- What was this kindergarten constructed for?

### 3. Quality of kindergarten:

- What do you think about the quality of the kindergarten? (Not good-so so-good-very good). Why?
- Did you come to the site when the kindergarten was under construction?
- In the future, what should we do to improve the quality of construction works?

### 4. Local participation:

#### Participation in the design:

- Would you please let us know something relating to how did you participate in the design of the kindergarten? Why?

#### Selection of contractor:

- Would you please let me know who selected the contractor to build the kindergarten? Why?

#### Supervision of the construction:

- Did you supervise the construction of kindergarten? How?

#### O&M of kindergarten:

- Did you attend the training session on O&M of the kindergarten?
- What did you learnt from that training?
- What can you do yourself to make the kindergarten operate well and to maintain it for long-term usage?

### 5. Impact to environment:

- Would you please tell us how did the construction of kindergarten impact to the environment?
- What are your suggestions to improve the impact?
- Would you please discuss some disadvantages and advantages of having toilet beside the kindergarten?

### 6. Using of kindergarten:

- How often do you sent your children to the kindergarten? (How many times per week?)

### 7. Impact of kindergarten to household's time:

- Since the kindergarten was constructed, how did it impact to your household's time especially in the term of taking care of children?

(No impact/save little time/save moderate time/save much time/save much time and earn more money)

- Mainly, whose time does the KG impact to? More detailed please.....

**8. Other:**

Would you please tell us what is the most impressive thing from kindergarten to your memory?

• **Real survey:**

Sanitation/latrine:

How many children can be accommodated: .....Time/shift:.....No. of teachers:.....

Discuss with

teacher:.....

.....  
.....

## 4 Result and General Discussion

The results are presented following the order of questions in the question list.

### 4.1 People's Awareness Regarding RUDEP's Support

Majority of people know that Australia supported the kindergarten. They do not know the support of Vietnam. No one knows the name of RUDEP.

People know the support because Son Hai CPC held a meeting to inform them about this.

### 4.2 Understanding the Purpose of the Construction of Kindergarten (KG)

The discussion result shows that people think that the constructed kindergarten enables children to go to school instead of staying at home with their mothers. Before, there was no KG in Ta Pia hamlet, so children had to share the primary school (In fact, this is only a room with tables, chairs and black board) with the other pupils without any other education tools. If they did not share the kindergarten, parents had to cross river to take their children to kindergarten, otherwise children had to go themselves. It was very dangerous especially in the rainy season because the water level was high.

### 4.3 Quality of the Kindergarten

All participants of group discussion at first thought that the kindergarten had high or very high quality. Facilitators asked them to explain the reason why they thought so. And the explanation was that because they saw everything beautiful so they thought the quality was high. From what people said facilitators thought that there maybe a misunderstanding between beauty and quality. In fact beauty does not mean high quality. To help people distinguish this idea, facilitators gave examples and helped them to understand the definition of quality. After they all understood, no one wanted to say that the KG had high quality. All opinions admitted that the KG was so beautiful (from the wall to floor and tables and chairs) but they did not know the real quality. This was partially a consequence of not coming to the KG when it was under construction. Moreover, said people, the KG

had been used for only half a year. This was not a long period enough for people to see/check the quality of kindergarten.

From observation and discussion with people, we saw that there was neither damage, nor cracks on the walls or floor.

Discussion with the teacher revealed that in the last rainy season, the wall absorbed water so that it made the wall wet and papers/pictures (teaching tools) attached on the wall peeled off. Just some pairs of tables and chair have crack on the faces.

#### **4.4 Local Participation in Kindergarten Design, Selection of Contractor, Supervision of Construction, O&M Training**

All the participants at the meeting did not join any step, from design, selection of contractor to supervision and training on O&M. Some of them did clear the construction site after CPC's suggestion.

The main reason for not participating in any above steps was that Son Hai CPC did not inform people about how they should deal with these things. For the O&M training, just some people were invited (*Information from the contact list in Son Hai database*).

#### **4.5 Environmental Impact**

The discussion showed that there was no impact on environment when the KG was constructed except one thing - toilet.

The KG has no toilet. Pupils have to do "small/large scale irrigation" any place they could. People thought the diseases such as diarrhoea, malaria had changes of infection from pupils with disease to the others. And the environment surrounding KG thus could not be pure.

#### **4.6 Usage Level**

Children attend the KG 5 days per week and one morning session per day (except Sat and Sun), 9 months per year (except June, July, August - summer vacation).

#### **4.7 Time Impact to People**

Since the KG was constructed it has helped save time for households especially for women. At the same time, women used to bring the children on their backs and do housework when they were working on the field. The KG freed them from taking care of children during working time. All people agreed that the KG helps save a lot of time for women. They could keep their minds on work.

## **5 Main Findings from Kindergarten Evaluation**

### **5.1 Awareness of RUDEP's Support for KG**

People knew the support focused on poor communes and the supporter was Australia. They did not know RUDEP or GOV's support.

People explained that CPC held a meeting and informed them the focus of support, supporter.

### **5.2 Local Participation in the Process of Construction from Design, Selection of Contractor to Supervision of Construction and O&M Training**

#### **Design of kindergarten**

The result in item 4.4 already showed that local people were not involved in the design of the KG. They only participated in the selection of construction site.

#### **Selection of contractor**

For the selection of contractor, they also were not involved in this process. Participants at the meeting said that the Son Hai CPC chose the contractor. They did not think and know that they had right to choose the contractor. In their mind, only the CPC had the right to do so.

#### **Supervision of construction**

The supervision of the KG during the construction involved no participants at the meeting. People also did not know that they had to supervise the construction and had no idea on this procedure.

- The common reason for not participating in any stages above was that CPC did not inform people in beneficiary area of kindergarten about what they should be involved in.

#### **O&M training**

The training was provided to some people, not to all people in the beneficiary area. The other people who were not invited to the training really wanted to join the training. They said they wanted to know how to protect the KG for the use of the next generation even if they did not have any children. They thought that the protection of the KG was not the duty of only one specific person or those whose children went to this KG. They considered it as a common duty of all people in the beneficiary area.

### **5.3 Environment Impact**

The KG does not have toilet. The environment surrounding the KG thus is less pure than before due to urine and manure of pupils. Infected diseases via manure have more infection opportunities.

## **5.4 Time Impact to Women**

The discussion shows that KG really impacted the households' time especially for women. It helps save a lot of time on taking care of children for women.

# **6 Lesson Learnt**

## **6.1 Communication Impact on People's Awareness and Participation**

### **Real situation on people's awareness and participation**

People did not know that the KG was what RUDEP did from their PC/PA/PS results. Because they were not informed to join the selection of contractor, design and supervision, they did not know the quality of construction. In theory, they should be involved in these steps including O&M. But CCG or CPC did not let them know.

### **Roles of CCG & CPC**

The roles of local staff, especially CCG and CPC, are important in communication. They are the information bridge between RUDEP and the people. If they understand clearly and are enthusiastic enough to provide full explanation regarding RUDEP activities to local people, people may understand. It directly affects local participation in RUDEP activities.

### **Suggestion**

There should be a double-checking with Son Hai DDO and CCG members to make sure this response is true. If these are true, improvement on communication should be done to provide people with enough information on their roles in further construction works/activities in order to attract local participation and interest.

### **Limitations**

URS Australia Pty Ltd (URS) has prepared this report for the use of AusAID Quang Ngai Rural Development Program in accordance with the usual care and thoroughness of the consulting profession. It is based on generally accepted practices and standards at the time it was prepared. No other warranty, expressed or implied, is made as to the professional advice included in this report. It is prepared in accordance with the scope of work and for the purpose outlined in the Program Design Document.

The methodology adopted and sources of information used by URS are outlined in this report. URS has made no independent verification of this information beyond the agreed scope of works and URS assumes no responsibility for any inaccuracies or omissions. No indications were found during our investigations that information contained in this report as provided to URS was false.

This report was prepared during February 2005 and is based on the conditions encountered and information reviewed at the time of preparation. URS disclaims responsibility for any changes that may have occurred after this time.

This report should be read in full. No responsibility is accepted for use of any part of this report in any other context or for any other purpose or by third parties. This report does not purport to give legal advice. Legal advice can only be given by qualified legal practitioners.