



**International Federation of Red
Cross and Red Crescent**



International Labor Organization

**Self-Evaluation of IFRC/ILO Livelihoods Recovery
Project (M27013318983) in Sichuan**

FINAL REPORT

BY



Yuansheng JIANG

Prof. Dr. Yuansheng JIANG is the Director of the Sichuan Center for Rural Development Research and the Deputy Dean of the Faculty of Economics and Management at Sichuan Agricultural University.

April 2011

Contents

Executive Summary	iii
1. Background and Project Description	1
2. Purpose of Evaluation.....	3
3. Data Sources and Evaluation Methodology	4
3.1 Data sources	4
3.2 Methodology	6
4. Project Status.....	7
4.1 Training	7
4.2 Training cost.....	8
4.3 Microfinance	9
4.4 Capability building	10
4.5 Challenges	11
5. Analysis and Findings.....	11
5.1 Descriptive Analysis of the livelihoods of trained households	11
5.1.1 Basic characteristics of the beneficiaries	11
5.1.2 Female trainees in training.....	12
5.1.3 Project implementation description	13
5.1.4 Effectiveness and satisfaction	14
5.1.5 Correlation test between income and training	17
5.2 Findings.....	17
5.2.1 Validity of design	17
5.2.2 Relevance and Strategy	18
5.2.3 Project progress and effectiveness	19
5.2.4 Efficiency of resource use	21
5.2.5 Effectiveness of management	22
5.2.6 Impact and sustainability	22
6. Conclusions and Recommendations	23
6.1 Conclusions	23
6.2 Recommendations	24
Acknowledgement	26
Appendix 1	28
Appendix 2	34
Appendix 3	35
Appendix 4	454

Glossary of Acronyms and Terms

CBT: Community Based Training

CHF: Confederation Helvetica Franc

DPFC: Disabled People's Federation of China

DRC: Deyang Red Cross

FGI: Focus Group Interview

IFRC: International Federation of Red Cross and Red Crescent Societies

ILO: International Labor Organization

HRSSB: Human Resources and Social Security Bureau

MRC: Mianzhu Red Cross

NLSTC: National Labor Skill Training Certificates

PSBC: Postal Savings Bank of China

RCSC: Red Cross Society of China

RHS: Rural Household Survey

RMB: Ren Min Bi Yuan

SIYB: Start and Improve Your Business

VT: Vocational Training

Executive Summary

International Federation of Red Cross and Red Crescent Societies (IFRC) Sichuan Earthquake Support Operation started since May 2008, requested by the Red Cross Society of China (RCSC), to provide farmers in Mianzhu County with the traditional recovery package which consist of Shelter Support, Health and Psychosocial Program, water and sanitation and livelihood elements. Joint forces were formed between IFRC, International Labour Organization (ILO) and RCSC, particularly the Mianzhu Red Cross (MRC) and Deyang Red Cross (DRC), to implement the Livelihoods Recovery Project (Code: M27013318983) in Sichuan, which was designed to help the earthquake affected farmers in Mianzhu to re-build their livelihood through various vocational and business trainings. This report evaluates the design and implementation of the livelihoods recovery project in Mianzhu. The main objectives of the evaluation are: (1) to analyze the validity of the project design, its relevance and strategy; (2) to assess the effectiveness and efficiency of the project implementation process, with the emphasis on how this project impact on beneficiaries' livelihood recovery; (3) to summarize the experiences and lessons for an improved and efficient process. The evaluation combined qualitative and quantitative methods of data collection and analysis. Quantitative data were collected by a questionnaire survey of 133 households among five involved townships in Mianzhu following a sampling rate of 2%, including both relocated and disabled farmers, beneficiaries and non-beneficiaries. The quantitative analysis is based on descriptive statistics, calculation of income growth. Qualitative analysis is mainly based on the focus group interview with the representatives from all parties of this project.

With ILO provided technical support, and the Mianzhu Human Resource and Social Security Bureau (HRSSB) being the actual implementer, under the leadership of IFRC and RCSC, the Livelihoods Recovery Project in Sichuan had been implemented since March 2010, and was expected to wind up in June 2011. A total of 1.5 million CHF for training programs and 1.6 million CHF for microfinance were budgeted. The beneficiaries were targeted to be 6,000 persons with at least 30% women and 10% the disabled distributed in 9 townships.

Firstly, by analyzing the validity of the project design, its relevance and strategy, it is found that the project was designed based on an assessment of the needs of the affected farmers and the training courses were highly relevant to helping beneficiaries either gain employment or establish their own businesses. The structure of the partnership worked well during the implementation to achieve the objectives of this project.

- Statistics shows more than 75% of farmers have to move away from their traditional agriculture related livelihood activities. Farmers' daily attentions have shifted from housing reconstruction to the income generating activities.
- Statistics demonstrate only 15 households accounting for 12.4% said that they had ever received the skill training. Except for the skills related to agriculture, 87.6% of the surveyed trainees did not have any special skills for their livelihood after earthquake. Meanwhile, all of the 121 surveyed beneficiaries were willing to receive the skill/business training. Among them, only 15 out of the sampling households were junior or higher certified technicians before training.
- Statistics also indicate that 66.9% trainees started their businesses or got a job within two months after training. Over 95% thought that the Livelihood Recovery Project was helpful in terms of providing them with better opportunities for future employment. Some 86.8% were able to pass the exam of occupational skills and get their occupational qualification certificates.

Secondly, by assessing the effectiveness and efficiency of the project and the impact on beneficiaries' livelihood recovery, we found that the training program made a positive effect on increasing beneficiaries' incomes.

- Statistics indicates the gap of gross income per capita was significant between beneficiaries and non-beneficiaries in 2010. The gross income per capita of the households with at least one member trained was 7,868.92 Yuan in 2010, in comparison, the gross income per capita of the untrained households was only 4,941.46 Yuan.
- Statistics demonstrates that 66.9% of the beneficiaries believed their income increased after training, the mean income growth was around 5,000 Yuan per year. The statistics also described 90.1% farmers who finished the training believed that they could be benefit even more if advanced training could also be offered.

Thirdly, after summarizing the experiences and lessons in the implementation of the livelihood project, the following recommendations for the rest of this project or for future replications are made.

- To provide training programs so that farmers are able to obtain the necessary skills for employment is only the first step, it is also important to follow up and provide support and monitor their progress to ensure they can use those skills to generate income.
- The microfinance component should be accelerated, as only when the loans are

received by the applicants, the trainees could have the capital to expand the scale of agriculture or start their business.

- Although it was understood that each party plays different roles and therefore has different responsibilities, a more transparent information share channel is needed, in order for all stakeholders to have better access to information and therefore make necessary adjustments through out the process, to avoid unnecessary confusion and simplify some administration process.
- It is advisable to conduct a comprehensive assessment of farmers' training need and take into account the economic potential in the relevant townships prior to the course design. However it still needs to come back to the beneficiaries' real demand, otherwise more efforts are required to guide farmers for the longer term visions and the better opportunities which they might not see in the near future
- It is necessary for the relevant partner organizations to take a closer look in terms of the timeframe of the training component, as the extension to the end of June to finalize all the trainings is now in doubt, given a large number of farmers especially the disabled are yet to be trained. A backup plan should be in place to deal with this issue.
- The scale of SIYB training should be further expanded, at same time the budget for the SIYB training should be increased. This would have double positive impact on the sustainability of this project in general, as it not only helps trainees to generate income, but also provides job opportunities for their fellow villagers.

1. Background and Project Description

On 12 May 2008, the 8.0 magnitude earthquake struck Sichuan Province, China. The latest official statistics shows more than 45 million people were affected, including 69,163 persons dead, 17,445 missing and 374,142 injured. Nearly 2 million people lost their livelihoods, and more than half of which were in agriculture. Approximately 30 million people in rural communities lost most of their assets. A total number of 6.5 million homes were destroyed by the earthquake, and many peoples were forced to be relocated. Among those counties which were severely affected by the Wenchuan earthquake in 2008, Mianzhu was one of them that had been worst hit.

The impact of this disaster on the livelihoods and production in Mianzhu was enormous. Although the government put great efforts into rural houses reconstruction to ensure that the homeless farmers resettled down, in the new residence site, many still lost their farmland, productive assets and other resources. At the same time, farmers were psychologically battered and families with members who became disabled during the earthquake were facing difficulties in survival. Therefore, how to help farmers to regain their livelihoods became the most important issue.

In order to assist Mianzhu rural residents in livelihood recovery, International Federation of Red Cross and Red Crescent Societies (IFRC) and International Labour Organization (ILO) formed partnership and launched the Sichuan Livelihoods Recovery Project, aiming to provide relocated farmers and families of disabled members with new skill trainings and increase community access to financial resources, so that they were able to generate incomes and recover livelihoods.

With the ILO's technical support, the livelihood recovery project started with providing training programs for farmers needed most. Several local training institutions were selected based on certain criteria and previous performances to carry out those trainings. The IFRC also called for the Mianzhu Red Cross (MRC), Deyang Red Cross (DRC) as well as Mianzhu Human Resource and Social Security Bureau (HRSSB) to be part of this project, based on the need of the affected farmers and local

labor market, to provide the targeted group with the most needed vocational/business trainings, to help them to gain employment by enhancing their vocational skills for better employment opportunities, or entrepreneurial skills to start their own businesses. Microfinance was also to be provided as the starting funds for farmers who were willing to establish their own businesses after trainings were successfully completed.

This livelihood recovery training project started since March 2010, and was expected to complete by the end of June 2011. Statistics indicates that in Mianzhu, 6,267 farmers were relocated, and 2,602 people were disabled during the earthquake. Based on this together with the enterprise needs and individual demand assessment conducted by the University of Electronic Science and Technology of China (UESTC), in total, 6,000 farmers were selected to be the beneficiaries of this project. It included 5,400 relocated farmers due to loss of farming land, and 600 disabled farmers or one of their family members in case they were unable to attend the training themselves.

Through out this project, HRSSB of Mianzhu and local Red Cross branches' organizational, management and monitoring capacity had also been built gradually. Workshops were brought to the project by the ILO to assist the capacity building for all the participants. This provided opportunities for future replication should the need arise.

Disabled People's Federation of China (DPFC) also played an important role in this project. It worked closely with Red Cross Society of China (RCSC), IFRC and ILO to ensure that those who became disabled due to the earthquake or their family members were given priority in receiving training and accessing to microcredit to increase their ability to generate household incomes.

To ensure the quality of the program, the ILO created an operational structure for monitoring and operating of the whole program. Details of the project operational structure can be seen in Figure1.1.

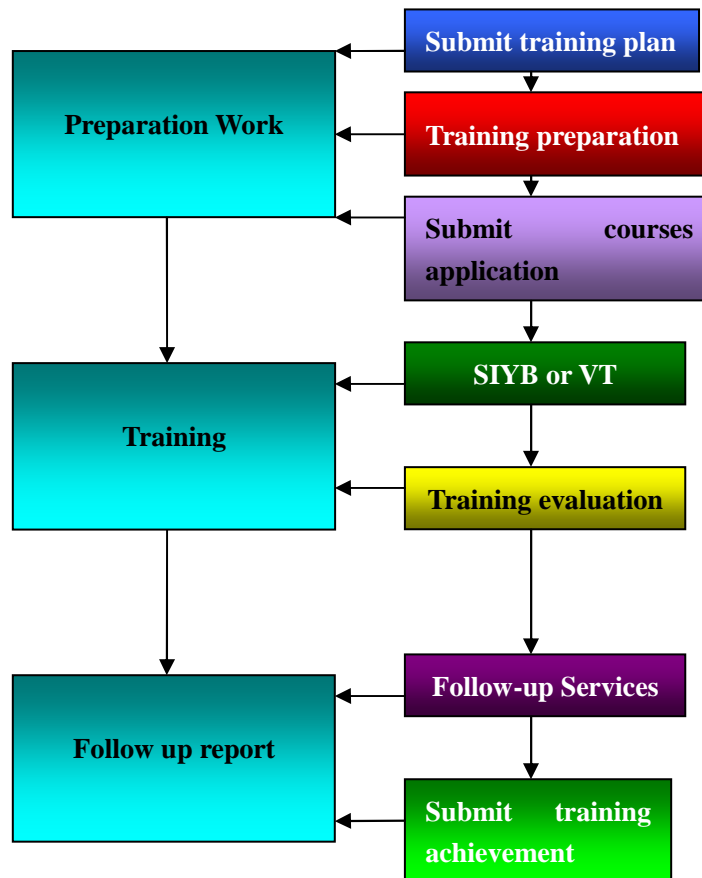


Figure1.1 Operation structure guideline

2. Purpose of Evaluation

This final external evaluation is aiming to provide an independent analysis of this project, especially in terms of the project design, implementation, monitoring and delivering outcomes of the training programs component, as well as to look into the compatibility to its component of microfinance.

The evaluation will focus on the effectiveness and efficiency during different phases of the project, but will also examine the difficulties occurred during the implementation process, and whether appropriate adjustments were made to ensure the primary objectives were achieved. It will also pay attention to the institutional and partnership arrangements, in order to draw some concrete recommendations to the Red Cross and the ILO, with regard to the lessons learnt and improvements required for future replication in other similar circumstances.

Another important issue this evaluation will address is to provide expertise in the

design and implementation of the microfinance component. Though it is only at the beginning of its implementation stage, it could certainly contribute to the success of the project as a whole.

At the end of the evaluation, conclusions will be made which clearly stating whether progresses have been made towards achieving its stated objectives; the strengths and weaknesses of its design; the experiences of its partnership/stakeholder modeling, especially the inter-agency cooperation between the IFRC and ILO; and the possibility of future replication in similar situation when needed.

3. Data Sources and Evaluation Methodology

3.1 Data sources

Regarding to the purpose of this report, data were collected from two sources: the rural household survey (RHS) and the focus group interview (FGI). The survey was conducted by asking sampling farmers questions on the basis of questionnaires. In order to make a comparative analysis, a portion of farmers who received trainings were selected, and their neighbors who had no access to training programs were also selected as the control group.



Figure 3.1 Questionnaire Survey in Rural Households Survey

The FGI was carried out by interviewing the informants from different partners of this project including representatives from IFRC, ILO, HRSSB, MRC, DRC, training

institutions and project townships.



Figure3.2 Focus Group Interview with Officials of the Project

The livelihoods recovery program was being implemented in 9 townships in Mianzhu County, Sichuan province. It includes the townships named Qingping, Jinhua, Tianchi, Hanwang, Jiulong, Zundao, Tumen, Guangji and Gongxing. Among the project townships, Qingping, Jinhua and Tianchi are three townships in mountainous areas, while the rest are six townships in foothill areas. Considering the time and budget constraint, the evaluator would investigate two percent of the total trainees through an approach of randomly sampling. Without losing the representativeness, the evaluator would conduct survey in two of the three mountainous townships and three of the six foothill townships following the randomly sampling rule.

Operationally, the trainees name list in excel sheet was opened and an equal-distance sampling method was deployed. Given the population of the trainees was 6 000, finally 120 trainees were totally randomly selected for the questionnaire survey. The project required that the disabled trainees should account for 10% of the total, so every 10 surveyed households must include 1 household with a disabled member. In other words, 108 households who lost their farmland and had been relocated, 12 households with a disabled member due to the earthquake were included. For the purpose of comparative analysis between the trainees and non-trainees, 12 non-training neighbors of the beneficiaries were picked as the control group. In sum, the total sample was comprised of 132 farmers. The distribution of the sampled households in each village is shown in

Table 3.1.

Table 3.1 Rural Households Survey sample distribution by townships

Townships	Variety of the surveyed households	Number of sample households	Disabled people	Total
Hanwang	Training households	26	8	34
	Non-training neighbors	3	-	3
Tianchi	Training households	25	1	26
	Non-training neighbors	3	-	3
Jinhua	Training households	7	-	7
	Non-training neighbors	1	-	1
Tumen	Training households	13	5	18
	Non-training neighbors	2	-	2
Zundao	Training households	31	4	35
	Non-training neighbors	3	-	3
Total		114	18	132

Note: for fear of the possible ineffective questionnaire, the evaluator actually investigated 133 households. The following analysis would be based on the data collected from the 133 households.

The main contents of rural household survey include the basic characteristics of the households and household heads, income, basic characteristics of the trainings and satisfaction with the different part of the training.

However, it should be noted that the field trips to the sample townships and interviews with key informants were limited and only for 4 days (from 12 April to 15 April). It is possible that the evaluation may not have captured all the relevant information on this project.

3.2 Methodology

The evaluation combined qualitative with quantitative analytical methods. Quantitative data were collected by a questionnaire survey of 132 households in five involved townships following a sampling rate of 2%, including both relocated and disabled farmers, beneficiaries and non-beneficiaries. The quantitative analysis is based on descriptive statistics, calculation of income growth. Qualitative analysis was mainly based on the focus group interview with the representatives from all parties of this project.

A method of comparative analysis is widely used in this evaluation. Simply speaking,

comparative analysis is to compare and contrast two things that are comparable. The comparison process could be organized by two basic ways: (1) in text-by-text, discuss all of A, then all of B; (2) in point-by-point, alternate points about A with comparable points about B. In this evaluation, it is assumed that beneficiary households have the same productive conditions as the control group, so the difference in income per capita can be attributed to the livelihoods recovery project. Meanwhile, all the conditions of beneficiary households are unchanged throughout the project except the receipt of training, therefore the income growth of the beneficiary households can also be attributed to the training.

Still, the comparative analysis requires linking each point in the argument. Based on the data of the household survey, the evaluation will (1) compare trainees' livelihood changes pre and post training, and (2) compare trained farmers with control group, which were neighbors of trained farmers and believed to have similar livelihoods to the trained farmers. Some statistical test method such as Pearson Correlation test will be adopted to test the significance level of the difference between two groups.

The evaluator collects the relevant information about trainings and makes a qualitative analysis of the project by reviewing the following documents: project documents, periodical report, work plans, training textbooks and contract to the training institution and by visiting two training courses.

4. Project Status

4.1 Training

Up to the 9th March 2011, 4,541 farmers had already finished their training courses, which included 159 disabled people, with the rest 25% farmers still yet to receive their trainings during the final three months of this project, as the training programs were expected to be completed by end of June 2011. At the same time, the investigation result showed that nearly 70% of the trainees were females. This was already higher than the required 30%.



Figure 4.1 Welders Training in WenFeng Village ZunDao Township

Investigation results also showed so far the training courses were going smoothly with nearly 97% trainees being satisfactory. The review of the project documents indicated that all of the courses had been closely monitored and supported by both the ILO and HRSSB of Mianzhu continuously. Throughout the implementation, adjustments were made accordingly to take account of the actual enrolment information as well as increasing demand for certain training activities, to maximize trainees' benefits.

4.2 Training cost

According to the project budget, till now, 4,541 beneficiaries received trainings that cost in total of 3,368,590 Yuan. In general, the average training cost per capita was 741.82 Yuan. The vast majority of the trainees received the vocational training (VT) and community-based training (CBT). The expenses of the VT and CBT occupied 81% of the total training cost. As can be seen from Table 4.1, the community based training cost the most (1,457,400 Yuan), and cost per capita was 840.63 Yuan. While the enterprise-base training (ET) cost the least (119,000 Yuan) in total, the cost of training per capita was higher (1,000 Yuan). Details of the cost of each type of training see Table 4.1.

Table 4.1 Individuals Received Training to-date and the cost

Training type	Individuals Received Training to-date	Cost (Yuan)	Cost per capita (Yuan)
Vocational Training	1511	127019	840.63

Community Based Training	2389	145740	610.05
Enterprise Training	119	119000	1000
Start and Improve Your	522	522000	1000
Total	4541	336859	741.82

Data sources: International Labor Organization Mianzhu Office

Moreover, both the trainees and the fund for training were distributed among different training schools. The statistics from ILO indicated Mianzhu Oriental Vocational School ranked the first in terms of the number of trainees and the amount of fund. It had trained 2,124 trainees and cost up to 1,432,390 Yuan, the training cost per capita in this school was 674.38 Yuan. In contrast, the Deyang Electronic Science and Technology School had only trained 89 beneficiaries and the cost was 56,000 Yuan, with the training cost per capita of 629.21 Yuan.

Table 4.2 Cost of the training schools

Training School	Trainees	Cost (Yuan)	Cost per capita (Yuan)
Deyang Electronic Science and Technology School	89	56000	629.21
Mianzhu Great Wall Vocational School	936	768300	820.83
Mianzhu Huimin Vocational School	938	739500	788.38
Mianzhu Oriental Vocational School	2124	1432390	674.38
Southwest Installation Senior Vocational School	308	255600	829.87
Yuquan Sewing Training School	146	116800	800
Total	4541	3368590	741.82

Data sources: International Labor Organization Mianzhu Office

4.3 Microfinance

The microfinance component of this project was designed and confirmed to be partnership with Postal Savings Bank of China (PSBC). Currently, detailed information of the lending had been provided to the trainees as part of their training programs. Further popularizing of microfinance was also in process. Microcredit would be carried out among all the townships involved, Tumen was the first experimental township. Tumen's experience showed that though many farmers did not completely understand the concept of microcredit, their demand for extra financial resources remained high. However, so far no loans have been approved. Jinhua and Guangji were selected to be the next two pilot towns to introduce microfinance before the rest towns were all fully involved. Staff from PSBC also took part in the information sessions to better explain

the procedures and necessary requirements for applying for the loans at a favorable interest rate.

Even without a wide range of promotion for the microfinance component, 86.8% of the surveyed households were aware of the possibility of taking a loan for starting a business. But, only 6.6% of the surveyed farmers had submitted application forms. The scale of the loan demanded was on average 22,603 Yuan per household, and 56.2% pre-applicants could accept the interest rate of 4% per year. Among them, 47.9% of them have already had some concrete ideas as how to start their own business or begin some livestock raising activities.

4.4 Capability building

As refer to the “Organizational Structure” provided, IFRC provided the funds, technical support to the local Red Cross bodies and ILO were responsible for conducting training assessments, developing the training plan, providing the necessary support to HRSSB and MRC, while monitoring the training courses. This required clear communication and close coordination between all parties.

Monthly project meeting was adopted as the communication mechanism for the collaborations between all informants. Meetings were held at the end of each month to discuss the implementation progress and problems occurred, to smooth the process and encourage effective cooperation between all parties, since this kind of partnership was new to the main participators. It ensured the progress was closely monitored, which improved the effectiveness and efficiency of the process. Meeting minutes were taken and recorded as “Monthly Project Report” for future references.

With the guidance from IFRC and ILO, HRSSB gradually built its organizational, management and monitoring skills through the livelihood recovery project. Workshops were given by ILO to various parties on how to conduct training for the disabled farmers as well as on how to follow the project implementation guideline. Although the profit those training institutions could make from the training courses were very slim or just broke even, the high-quality training for the trainers that ILO provided would

benefit the training schools enormously in the future.

4.5 Challenges

The implementation process was delayed previously due to unforeseeable circumstances, i.e. the Qing Ping landslides, which blocked the roads and certain training course were forced to be suspended. Therefore, the timeframe was adjusted and deadline was extended to the end of June this year. According to the statistics given, up to 9th March, there were still over 1,000 farmers including more than 2/3 of registered disabled people were yet to receive their trainings, Mianzhu HRSSB and other parties are under pressures to ensure this deadline is going to be met and no further delay will occur.

5. Analysis and Findings

5.1 Descriptive Analysis of the livelihoods of trained households

5.1.1 Basic characteristics of the beneficiaries

Statistics of the rural household survey shows that the mean age of the beneficiary household heads was 41.5 years old, and the mean education years was 6.7. At the same time, there were 3.5 persons in each family on average. In contrast, the mean age of the neighbor household heads that had not been selected as the beneficiary was 50.3 years old, and mean education years 6, while each household had 3.4 persons. Therefore, the beneficiaries were younger, more educated, and in a larger family than the non-beneficiaries. The project's rule stated that there could be only one beneficiary from each household, but there were a few exceptions. Statistics indicates there were 10 households with 2 beneficiaries and 1 household with 3 trainees.

At the same time, farmers' income sources no longer relied solely on the agro-production. It was useful to analyze the vocation and major income sources of the displaced farmers. As showed by Figure 5.1, 16.5% farmers earned monthly paid wage, 10.7% worked outside the Mianzhu City, 26.4% stayed at home and took care of the housework, 22.3% were engaged in agricultural production, and 13.2% trainees

managed their own business, while 10.7% got income from other sources.

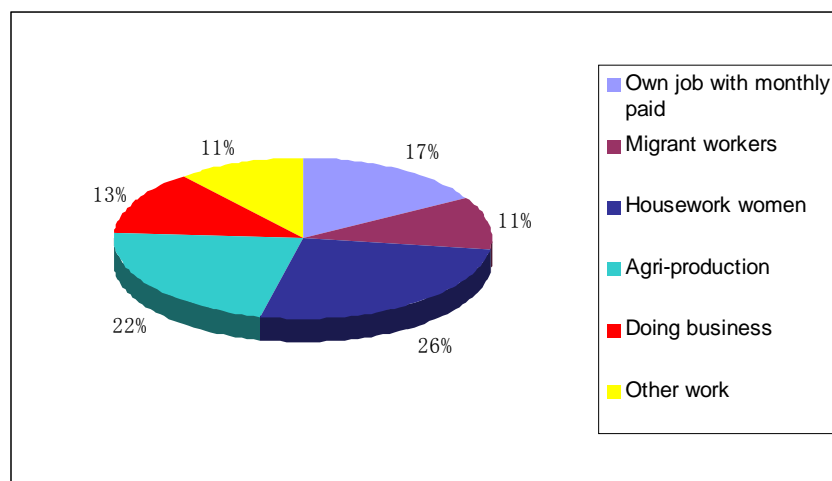


Figure 5.1 Component of the Surveyed Trainee's Job Allocation

After the earthquake, most of the relocated and disabled farmers lacked needed skill for their livelihood recovery, so the skill training delivered by IFRC and ILO was timely and necessary. Statistics demonstrates only 15 households accounting for 12.4% said that they had ever received the skill training. Except for the skills related to agriculture, 87.6% of the surveyed trainees did not have any special skills for their livelihood after earthquake. Meanwhile, all of the 120 surveyed beneficiaries have willingness to receive the skill/business training. Among them, only 15 out of the sampling households were junior or senior certified technicians before training.

5.1.2 Female trainees in training

Female trainees' needs for training skills were fully considered by the IFRC and ILO in the stage of project design. Statistics demonstrates there was no discrimination against female farmers during either the beneficiary selection or the training course process. As can be seen in the Figure 5.2, of the whole surveyed trainees, females accounted for 69.4%. The female farmers were confident for their capability to master the skills. Statistics shows 86.9% of the 84 female trainees thought it was not difficult to master the training skills.

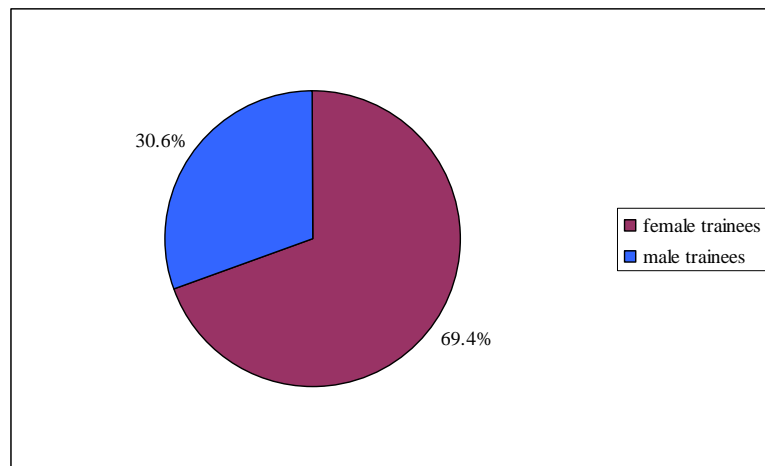


Figure5.2 Percentage of female and male trainees

5.1.3 Project implementation description

The investigation demonstrates that the selection of the beneficiaries had strictly followed the two criteria. As far as the publicity and promotion of the program were concerned, 73.6% sampling households responded that they became informed about the project by the village leaders, followed by the project officers and staff (18.2%). More than 90% trainees received the relevant reading materials and skill training textbooks. For all the surveyed trainees, 28 farmers received the training of Starting and Improving Your Business (SIYB), while 9 farmers began to initiate their own business after training through a variety of approaches like agricultural entertainment, retail stores etc. Nearly all of the trainees (99.2%) agreed that the trainers were qualified for providing demonstration and pass on the knowledge. The average duration for each course was 29.0 days, and 80.2% of the trainees thought the duration appropriate, 4.1% trainees thought the course they participated was too long while 15.7% thought it was too short to gain enough understanding. Details can be seen in the Figure 5.3.

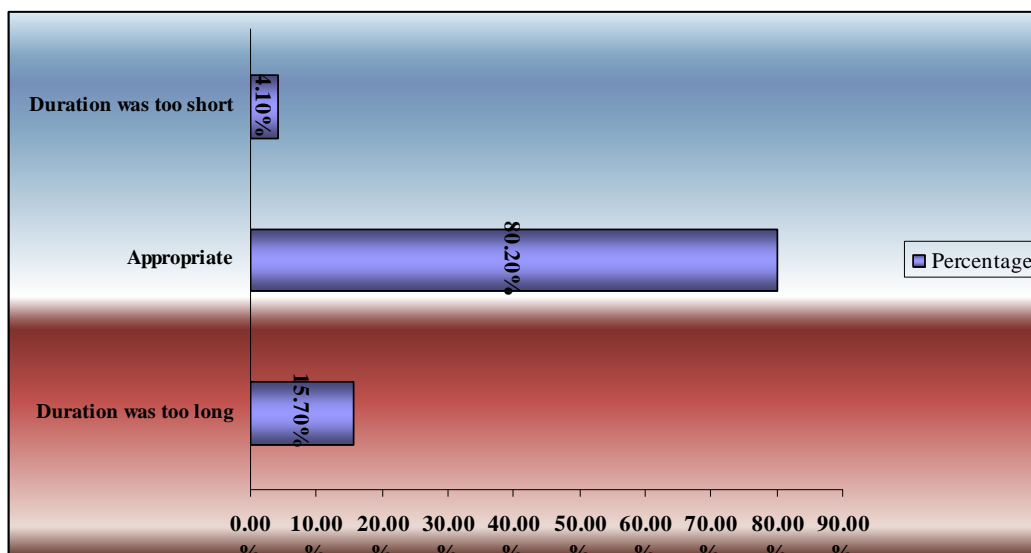


Figure5.3 Satisfaction with the training duration

The official departments provided a variety of employment information for the trainees, 93.4% of the surveyed trainees confirmed this point. The average distance between training place and trainees' living location was 1.34 km, or this took up to 12 minutes on average to reach; for the convenience of disabled people, the training institutions organized minibus as the transportation vehicles to pick them up from home. Lunches were offered in some cases such as cooking courses and to some disabled people.

The statistics indicates that 90.1% farmers who finished the training believed that they could benefit even more if advanced training could also be offered. In order to further assist the trainees, post training follow-ups and counseling were also offered, with 90.9% trainees confirmed. In response to the trainees' requests, most of the training places (85.1%) were arranged in the village, while the training time (95.9%) was mainly fixed in the daytime.

5.1.4 Effectiveness and satisfaction

(1) Skill learning and direct effect

Investigation results indicate that some 86.8% of trainees were able to pass the exam of occupational skills and got their qualification certificates after training, and 66.9% got a job or started their businesses in the following two months. Over 95% thought that the Livelihood Recovery Project was helpful in terms of providing them with better opportunities for future employment.



Figure 5.4 Certificates Awarded by Labor Department of Sichuan

(2) Income growth of the surveyed households after being trained

Statistics shows that the gross income per capita of the households with at least one member trained was 7,868.92 Yuan in 2010. In comparison, the gross income per capita of the untrained households was only 4,941.46 Yuan. The gap of gross income per capita between beneficiaries and non-beneficiaries in 2010 was significant. (See Figure 5.5)

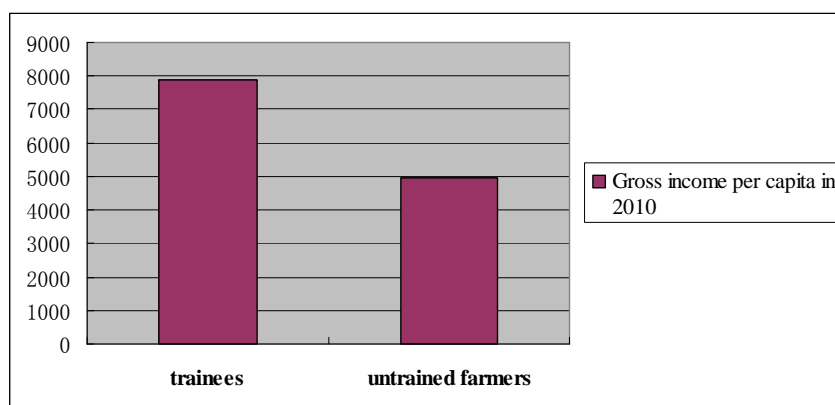


Figure5.5 Average Gross Income between Groups in 2010

Statistics also demonstrates that the beneficiaries income from wages, agriculture and business grew fast after training. However, the growth rates of income from different sources varied. The per capita income from agriculture and business was going up faster than the income from wages per capita. As can be seen in Table 5.1, in 2009, the per capita wage income of the surveyed trainees was 4,386.12 Yuan. With a growth rate of 15.9%, it reached 5,083.29 Yuan in 2010. Statistics also indicates per capita

income from agriculture and business activities increased by 53.5%, from 1,805.15 Yuan in 2009 to 2,770.45 Yuan in 2010. Details of the income change were summarized in Figure 5.6.

Table 5.1 Trainees' households' income per capita in the year 2009 and 2010

	Wage income per capita (Yuan)	Income from agriculture and business per capita (Yuan)
2009	4386.12	1805.15
2010	5083.29	2770.45
Change Rate	15.9%	53.5%

Data sources: Rural Households Survey

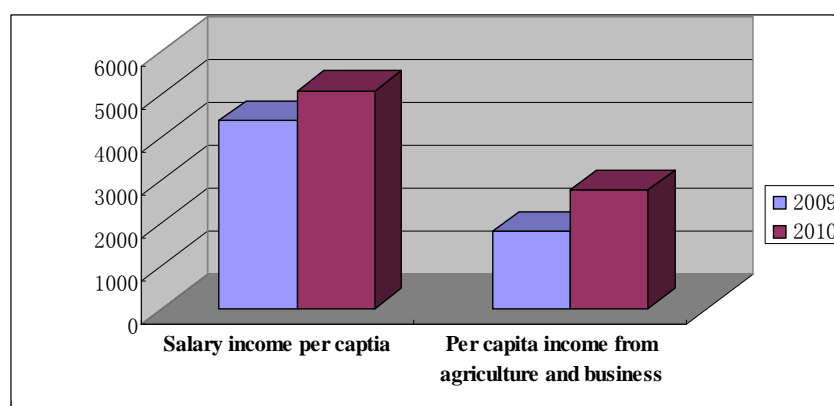


Figure 5.6 Incomes Change in the year 2009-2010

(3) Satisfaction of the beneficiaries with the training

Overall, 96.7% of the surveyed households felt satisfied with the training they received. As far as the procedure of the program implementation was concerned, only 1 trainee expressed his disappointment with the procedure, 69.4% of trainees praised highly the concrete training details, while 24 trainees (19.8%) thought the training could met their needs to find a job. And the rest 13 farmers said they demanded more or further training. Moreover, almost all the respondents (93.4%) were satisfied with training environment and related services. Only 2 surveyed trainees holding their point of view that the class size exerted an influence on training effect significantly, 63.6% of the trainees indicated that the class size had no impact. Furthermore, no respondent showed their dissatisfaction of the training experts, and about 90% of the questioned farmers were quite satisfactory with the timing and location of the training. In regard to trainees' satisfaction of the microfinance service after the training, a great majority of

respondents (73.6%) were content with the terms of the small credit. Similarly, the lending interest rate of the loan was accepted by most surveyed rural households. 75 trainees questioned (62%) indicated their acceptance, while only 22 trainees (18.2%) thought the lending rate was unreasonable. And nearly half of the respondents (48.8%) were satisfied with the loan amount.

(4) Attitudes of non-beneficiaries to the program

The survey results indicates 58.3% of the surveyed untrained neighbors had ever heard of the training program, and about half (50%) of them knew their neighbors participated in the training program. 41.7% of them expressed their unhappiness for not being selected as the beneficiaries. Meanwhile, 66.7% would like to participate in the skill training program if they were given such opportunities, 83.3% of them believed the training would have been helpful for their livelihood recovery.

5.1.5 Correlation test between income and training

Here, Pearson Correlation Test was adopted to analyze whether the income was affected by training or not. Within the survey, each household was an independent sample, and selected randomly. At same time, the assumption was needed to be given as farmers' income was not influenced by the environment and policy, and the only difference was whether farmers received training or not, in that case, the income was only affected by training. Based on the database, the increased income of each household from 2009 to 2010 could be calculated. Through processing of statistic software, specifically, the Pearson coefficient is -0.251, and it was significant at 1% level. From above, it can be found that whether farmers received the training or not significantly affected their income.

5.2 Findings

5.2.1 Validity of design

The massive earthquake and landslide caused a majority of farmers who lived in mountains or foothills areas to lose their farmland, and therefore they were forced to change their traditional way of production and seek new income generating activities.

Income from planting and livestock breeding was also seriously affected due to the collapse of sheds for fungus and animal pens, the death or missing of animals. The special planting industry and livestock breeding industry that had grown in size before the earthquake became paralyzed for a long time. Many people also became disabled during the disaster, the governments and international organizations expressed great concern over the survival of the disabled. These people also need to change their livelihoods activities due to their disabilities. At the same time their family members had the additional responsibility to provide them with intensive care and paying extra medical costs.

This project was established on the basis of livelihood recovery after disaster, which aimed to provide those relocated farmers who lost their farmlands with the necessary skills to either re-gain employment or to launch their own businesses. In order to achieve this, a need assessment had been carried out at early stage. The training programs were then set up on the ground of the need assessment result to provide the targeted beneficiaries with the right skills. A special emphasis on women and disabled trainees was made clear since the beginning of this project, which was consistent with the ILO's mainstream of objectives. Yet another important objective was to build the capacity of the RCSC in providing similar assistance to people affected by disasters in the future, to take advantage of the already established procedures and guidelines of ILO.

IFRC with DRC/MRC, ILO, and HRSSB Mianzhu formed a partnership to ensure the project working team had adequate technical, financial, local knowledge and the farmers in urgent need of the training were covered. IFRC, ILO and RCSC were in charge of the overall strategic management and monitoring of this project to ensure the project was implemented in a fair, justified and transparent manner. The HRSSB Mianzhu has abundant experiences in providing mobile training in community. This collaborative mechanism enabled the project to take advantage of each party's strength and experience, therefore maximizes the chance of success.

5.2.2 Relevance and Strategy

The selection of the training programs was based on a need assessment conducted by the UESTC at early stage of this project. And our analysis results indeed indicate that all the programs provided were relevant to farmers' needs. However, it was clear that in some areas, the particular training program farmers wanted most was not organized. There were various factors contributed to this, such as inadequate enrollees etc. It is worth to mention the trainings for specific posts, which were ideal approaches to help trainees to gain employment, i.e. training programs which were specifically designed according to the demand of particular company/factories. For example, 120 posts were offered by Mianzhu Security Company, young male farmers who were not able to get jobs outside for various reasons had great interests in trainings for specific posts. After the trainings, trainees were sent to work for different companies immediately, not only earning monthly wage but also being provided with necessary social insurances.

It is necessary to note that while the overwhelming majority of beneficiaries were satisfied with the overall planning of the training programs, a small percentage of the untrained farmers complained that they should also be provided some skill trainings.

Because each party played different role in this project, their involvements were also not at the same levels. Undoubtedly, IFRC, ILO and HRSSB Mianzhu as the major implementing body were heavily involved in the daily management, following up, monitoring and provide the technical, institutional and organizational support to the training course through different ways. Meanwhile, RCSC was considered as the supervising and controlling body in the project. According to the documentation reviewed, this was an issue during the implementation at least for the first half of this project, and concerns had been raised for more active involvements of the DRC/MRC.

5.2.3 Project progress and effectiveness

In general, this project implementation was successful and smooth. However, the progress was about a few months later than scheduled due to the unforeseeable circumstances. For example, the 8.13 Qing Ping landslides delayed the training program by approximately 4 month.

The training delivered great assistance to farmers in need of livelihood recovery. Most of the trainees were satisfied with the training they received. The subsequent support to trained farmers should also be regarded as a highlight of the services offered, as it would work towards the sustainability of this project.

Still during the survey, although some trainees indicated that they have had a great experience with their training program, especially for those who obtained some specific skills; it is not good enough for them to solely rely on those skills for living. For example, one of the disabled trainees expressed her concerns during our interview, she thanked this distinct opportunity to learn Chinese knotting skills. However, she also said that because she had only learnt the basic type of Chinese knotting, her products were not good enough to be collected by the workshop and sold out for profit making. Even though her skill might increase in the future, she still worried that she would not be able to make them in bulk so that she could make much money.

There were three training approaches used in this project: Training-center based, Community-based and Enterprise-based training. And Community-based trainings (CBT) met the special requirements of disabled people most, because CBT could be conducted anywhere by a local resource person or a specialist. It was not necessary to have education background or literacy to attend. So compared to training center based approach, it might be lacking the proper facilities like the standard class rooms, blackboard and equipments etc, it provided the most convenience for trainees. Training locations could be set up in the local counties where close to all trainees to attend classes, while it also helped to reduce the transportation and associated costs. Enterprise-based trainings so far included minor course only, which was a National Labour Skill Training Certificates course. It provided trainees with the special skills required in order to work in the mining industry. There were minimal requirement to attend the training course, and all trainings were conducted on the mining site. Once trainees passed their exam and received their qualification certificates, they would be offered a job to work for the mining company.

For people who were willing to start their own small business or self-employment in a

small business, Starting and Improving Your Business (SIYB) course were also provided by the project, which provided trainees with the systematic skills that would be required in order to run their own business. The SIYB training actually has double positive effects. It not only promoted the trainees to start a business, but also created job opportunities for other fellow villagers. There were 11.6% of the trainees who were doing business offered at least a job.

Statistics demonstrated a very high demand for the microcredit, as once farmers are equipped with the right skills, the next step would then be how to use those skills to generate income. To launch a farmhouse restaurant or animal breeding activities demanded a fairly large amount of capital, but the savings of the relocated farmers had already been used up for the reasons of house rebuilding. Therefore, microcredit component would be an ideal complement to the training programs.

Through the involvement of this project, with the support of IFRC and ILO, DYRC and MRC and HRSSB Mianzhu had a distinct opportunity to build their organizational and management capacity to deal with post-disaster restoration and to improve poverty alleviation. On the other hand, this experience was also new to IFRC and ILO; they would also increase their capacity in terms of designing and implementing training programs for affected people of similar natural disaster.

5.2.4 Efficiency of resource use

Six vocational training institutions were selected based on previous performances by the HRSSB Mianzhu and approved by the IFRC and ILO in accordance with certain criteria to provide those training courses. Teaching materials, locations, equipments, facilities and contents of the courses were closely monitored by ILO, technical support were also provided to ensure the quality of those courses.

Flexibility approaches were also adopted during the process as it could be seen that adjustments were made accordingly to cater for different enrolment situations, extra classes were added when there was increased demand for some particular courses, while some low demand courses were removed in order to achieve better resources

allocations.

However, there was a delay in implementing the microfinance component. Although the vast majority of the surveyed farmers were aware of this possibility, the detailed procedures and requirements were unclear. No applications had so far been approved. This prevented certain trainees from launching their own businesses, therefore delayed their income generating plans. But the amount of the microcredit to be offered was deemed to be reasonable, the 4% p.a. interest rate could also be accepted by farmers.

There was concern about the fairness of the beneficiary selection process, because a small portion of neighbors of the beneficiaries complained that they did not have access to the training programs.

5.2.5 Effectiveness of management

IFRC in partnership with ILO led this project, with other participators, like MRC, HRSSB Mianzhu and DYRC etc contributed to the success and smooth running of this project.

Based on the documentation provided and sampled trainees' feedback, several promotional activities were conducted during the implementation stages, newsletters, information brochure were produced and distributed to promote the training programs to better inform the potential beneficiaries. Work plans, meeting minutes, action plans were kept up to date, and a mid-term internal evaluation was also carried out, aiming to keep a close eye on the work progress, as well as to summarize lessons learnt and adjustments required in order to achieve better efficiency.

5.2.6 Impact and sustainability

This project would have a positive impact on the broader and longer term development and on the poverty alleviation of Mianzhu and similar affected areas. As this should serve as a pioneer project which could be replicated and modified in similar situations should the need arise.

However, whether long term sustainability could be achieved was still in question, as

the majority of training had been finished with no microfinance support. The promise that the Mianzhu Labor Bureau and training institutions would provide trainees with necessary technical supports and relevant labour market information which might help farmers succeed in their business or in seeking a job. Given that a small portion of trainees hoped to receive advanced training, a larger sustainability could be achieved if the local government would provide this portion of trainees with advanced training courses.

6. Conclusions and Recommendations

6.1 Conclusions

Under the leadership of the IFRC and the technical support of ILO, the IFRC/ILO Livelihoods Recovery Project in Sichuan had been implemented since March 2010 and is still in operation. By assessing the whole project's implementation and the impact of the training on beneficial farmers compared with the control group, the evaluation concludes that the project achieved the goal of recovering trainee's livelihoods; both the vocational skill training and the training of starting and improving your business are efficient approaches to assisting the earthquake affected farmers in restoring their production and livelihoods.

- The design of training courses well satisfied the needs of farmers for employment or starting a business. The schools were sophisticated in organizing and conducting training, and their training staff is qualified. The vast majority of the beneficiaries got skill qualification certificates after the first examination. In contrast to the limited need for the agriculture related skills, the need of relocated farmers for off-farm skills was huge. Over 75% of farmers had received off-farm skill training.
- The project has so far produced an instant effect on the livelihoods of relocated and disabled farmers. Statistics indicates the gross income per capita of the households with one trainee was 7,868.92 Yuan in 2010, that in the control group being 4,941.46 Yuan. The training had a significant positive effect on income

generation. The focus group interview also confirmed that almost all the trainees could get a decent work or start a business. Based on the report of the training providers and administrators, 15% of the trainees were contracted as security staff, welders or drivers. The farmers who received agro-production trainings could enlarge their planting areas and get an advanced skill. The disabled farmers could master a special skill like Chinese knitting, new-year panting embroidery etc.

- The RHS statistics indicates that the beneficiaries' income from business grew faster than other jobs after training (more than 50%), at the same time, more and more farmers planned or began to start their own business. In contrast, the updated statistics shows so far only 522 (11.5%) received the SIYB training, and the expenses were 15.5% of the total cost.
- Generally speaking, the beneficiaries were quite satisfied with skill training courses. Statistics demonstrates 96.7% trainees were satisfied with the skill training. The percentage of the satisfaction with the procedure, training environment and related services, class size, training time and location arrangement were 99%, 93.4%, 98.3%, 90% respectively. However, it is needed to improve the concrete training contents, because 30.6% of trainees are unsatisfied with the concrete training contents.

To sum up, the skill training program were successfully implemented and produced a positive effect on trainee's income growth. The program was widely welcomed by the beneficiaries and the non-beneficiaries since its quick and long-term effect on farmers' livelihood recovery. Anyway, the skill training as a post earthquake assistance method was an innovative approach; there were still shortcomings within the implementation of the program. As a Chinese old saying goes, to give a fish is no better than to teach to fish. For relocated farmers and disabled people, to master a skill is much better than a large amount of money.

6.2 *Recommendations*

1. To provide training programs so that farmers are able to obtain the necessary skills for employment is only the first step, it is also important for IFRC and RCSC to follow up after training and continually provide support and monitor their progress to ensure they can use those skills to generate income in the longer terms.
2. IFRC is required to accelerate the microfinance component in the next couple of months, as only when the loans are granted could the trainees have adequate capital to expand the scale of agriculture or start their business.
3. Although it was understood that each party plays different roles and therefore has different responsibilities, a more transparent information share channel is needed in future projects, in order for all stakeholders to have better access to information and therefore make necessary adjustments through out the process, to avoid unnecessary confusion and simplify some administration process.
4. It is advisable to conduct a comprehensive assessment of farmers' training need and take into account the economic potential in the relevant townships prior to the course design. However, it still needs to come back to the beneficiaries' real demand, otherwise more efforts are required for IFRC and ILO to guide farmers for the longer term visions and the better opportunities which they might not see in the near future.
5. It is necessary for the relevant partner organizations, like DRC and MRC to take a closer look in terms of the timeframe of the training component, as the extension to the end of June to finalize all the trainings is now in doubt, given a large number of farmers especially the disabled are yet to be trained. A backup plan should be put in place as soon as possible to deal with this issue.
6. IFRC or RCSC should seek the possibility of expand the scale of SIYB training, at same time the budget for the SIYB training should be increased. This would have double positive impact on the sustainability of this project in general, as it not only helps business owners to generate income, but also provides job opportunities for their fellow villagers.

Acknowledgement

This evaluation was actually carried out with the assistance of a large number of individuals and organizations. Without the help from all the parties and individuals, this action could not have been completed timely and successfully. Taking this opportunity, I would like to firstly express my heartfelt thanks to Ms. Zeng Meng and Ms. Yang Lirong for coordinating the focus group interview and providing logistics support for the field work. I would also like to acknowledge Mr. Baktiar Mambetov and Ms. Vicky Sun from the International Federation of Red Cross and Red Crescent Societies for providing brief introduction of the project especially the microcredit component. Mr. Liu Hualin, vice secretary general and Ms. Liu Ying from the Human Resources and Social Security Bureau of Mianzhu should also be appreciated for their systematic introduction of the project implementation, either in focus group interview or in the first workshop. Special thanks extend to Mr. Mianshan Qiu, vice president of Deyang Red Cross, Mr. Zheng Zemin, vice president of Mianzhu Red Cross for their provision of valuable information. Other participants of the focus group interview are also thanked for their talk and discussion in the interview. Last but not least, Ms. Sun Mai, my colleague and Mr. Guo Hua, my doctorate student should be kindly appreciated for their effective and efficient assistance in field work, data handling, and drafting of some chapters. My acknowledgements equally cover Chen Qiu, Guo Libo and Li Caifeng for their attendance of the household survey, data inputting or questionnaire translating. A more detailed list of people and organizations is seen in the following.

- **International Federation of Red Cross and Red Crescent Societies:**

Mr. Baktiar Mambetov, Livelihoods Delegate;

Ms Vicky Sun, Livelihoods Programme Officer.

- **Red Cross Society of China:**

Mr. Mianshan Qiu, Deyang Red Cross Managing Deputy President;

Mr. Zemin Zheng, Mianzhu Red Cross Managing Deputy President.

- **International Labour Organization:**

Ms. Meng Zeng, Livelihood Recovery Program Coordinator in Mianzhu;

Ms. Lirong Yang, Livelihood Recovery Program Assistant in Mianzhu.

- **Mianzhu Human Resource and Social Security Bureau:**

Mr. Hualin Liu, Vice Secretary of MHRSS;

Ms. Ying Liu, Livelihood Program Coordinator from MHRSS.

- **Representatives of the training institutions:**

Vice-Principal, Ms Yucui Zhou and Training instructor, Mr. Liu , Mianzhu Oriental Vocational School

Training instructor, Ms. Peng, Southwest Installation Senior Vocational School

● **Local township government representatives:**

Mr. Anbing Yuan, the deputy leader of Hanwang Township;

Mr. Shenhua Wang the deputy leader of Jinhua Township.

Appendix 1

Terms of Reference

Final Evaluation Red Cross/ILO Livelihoods Recovery Project in Sichuan

(30 March 2011)

Purpose of evaluation

This final evaluation is to review progress made in achieving results and delivering outcomes of the project. The immediate objectives should be looked at to measure progress made towards achieving impact after a year of implementation.

Of primary importance is for the evaluation to examine the project design, implementation strategy and adjustments, institutional arrangements and partnership, and project set ups within the context of the recovery and exiting to sustainable reconstruction. The evaluation should yield a contextualized analysis of the response and adjustments deployed by the project, the effectiveness of their adjustments, and factors affecting the effectiveness of the implementation and its adjustments. It should also spell out concrete recommendations on needed adjustments for improving implementation in future replication of the project in other places.

The evaluation will also assess/evaluate strengths and weaknesses in project implementation and provide recommendations to the Red Cross and the ILO. Specifically, the final evaluation will contribute to:

- Determine if the project has made progress in achieving its stated objectives;
- Take stock of what has worked well and what kinds of obstacles the project has to overcome in terms of process and procedures of project planning, implementation, monitoring and evaluation in achieving the project objectives with multi-stakeholders.
- Evaluate effectiveness, efficiency and relevance of impact accrued to target groups, implementation status, project management and performance monitoring;
- Provide recommendations for the rest of the project period.
- Review the inter-agency cooperation between ILO and IFRC on Livelihoods Recovery Project, with respects to the kind of cooperation model being developed and the potential of replicating such model elsewhere in the aftermath of natural disasters.

This final evaluation will be external, and the specific nature, timing and scope will be determined through a transparent and consultative process and on the basis of consultations with key project stakeholders.

Methodology

- Review of the following documents:
 - o Project document
 - o Periodical report
 - o Work plans
 - o Other project papers

- Also, collect information through conducting surveys, individual interview to key informants, field visits and stakeholders' group discussions

Evaluation team

Evaluation Manager: Mr. Federico Negro, Capacity Building and knowledge development, ILO/CRISIS

External Expertise: Prof. JIANG Yuansheng, Sichuan Agricultural University

Time for evaluation

Field visit in Mianzhu: 1-6 April 2011

Finalization of the evaluation report: 20 April 2011

Scope of evaluation

The evaluation team will review the project activities conducted in the following areas:

- Skills and entrepreneurship training courses conducted by partner training institutions of the project in Mianzhu;
- Capacity building activities conducted by the ILO for Red Cross and other partners in Mianzhu;
- Activities conducted to help the beneficiaries who received skills and entrepreneurship training to access to other support services, with a special attention to be made on the microfinance facility established by the Red Cross in Mianzhu.

Key evaluation questions

The Evaluation Team will address issues of both project implementation and project impact and address the following key aspects of the evaluation:

- Does the project address a relevant need and decent work deficit? Was a needs analysis carried out at the beginning of project reflecting the various needs of different stakeholders? Are these needs still relevant? Have new, more relevant needs emerged that the project should address?
- Have the stakeholders taken ownership of the project concept and approach since the design phase?
- The validity of project objectives, strategy and assumptions;
- Results achieved so far in terms of increasing employment opportunities and increasing access to information, financial resources and other resources for target groups according to the workplan;
- Increased vocational, entrepreneurial and managerial skills among the target groups;
- Relevance of capacity building within partner organizations to design and implement skills and entrepreneurship training programs for target groups;
- Barriers to successful implementation;
- Impact /benefits accrued to the target groups;
- Effectiveness, efficiency and sustainability of the program;
- Lessons learned and good practices

The specific areas to be addressed in the evaluation will include:

- **Validity of design**

- What was the baseline of the project at the beginning of the project? How was it established? Was a gender analysis carried out?
- Were the planned project objectives and outcomes relevant and realistic to the post-earthquake situation on the ground? Did they need to be adapted to specific (local, sectoral etc.) changing needs or conditions?
- Was the intervention logic coherent and realistic? Were any adjustments made during the project implementation? (refer to the project logframe)
 - Do outputs causally link to the intended outcomes (immediate objectives) that link to broader impact (development objective)? How plausible are the underlying causal hypothesis?
 - What are the main strategic components of the project? How do they contribute and logically link to the planned objectives? How well do they link to each other?
 - Who are the partners of the project? How strategic are partners in terms of mandate, influence, capacities and commitment?
 - What are the main means of action? Are they appropriate and effective to achieve the planned objectives?
 - On which risks and assumptions does the project logic build? How crucial are they for the success of the project? How realistic is it that they do or not take place? How far can the project control them?
- How appropriate and useful are the indicators described in the project document in assessing the project's progress? Are the targeted indicator values realistic and could they be tracked? If necessary, how should they be modified to be more useful? Are indicators gender-sensitive? Are the means of verification for the indicators appropriate?

Relevance and Strategy

- To what extent has the project enhanced the capacity of its beneficiaries in developing skills and creating employment opportunities?
- How were the programs for the targeted beneficiaries identified? To what extent were the stakeholders involved in the design and implementation of skills and entrepreneurship training?
- Do the stakeholders and beneficiaries assume ownership of project objectives and achievements?
- Evaluate the relative advantages and or disadvantages of the involvement of other social partners in implementation of the project.
- Did the project adequately account for the different needs of women and men?

Project progress and effectiveness

- Assess the extent to which the project made progress in achieving its objectives. Were there any delays in or obstacles to project progress, and if so, do these diminish its overall effectiveness?
- Was there increased employment (quantity and quality) for the target groups? What evidence, if any, exists to support the findings?
- Had the quantity and quality of the outputs produced been satisfactory? Did the benefits accrue equally to men and women (target: 30% of women in the project document)?

- How effective are three approach used in the project (Training center based, Community-based and Enterprise based) in providing skills and employment for the target beneficiaries? Please elaborate.
- How do you assess the project's implementation performance, in particular the quality and use of the materials developed by the project (best practices manuals, brochures, leaflets, etc.)?
- How effective is the project in terms of increasing access to information and financial resources for the target groups for their livelihood and income activities?
- How effective is the project in providing increased vocational, entrepreneurial and managerial skills among the target groups?
- How effective was the project in improving the institutional capacity among partner organizations in designing and implementing skills and entrepreneurship training programs for the target groups
- Are the target groups provided access to vocational, entrepreneurial and managerial skills?
- How effective is the introduction of microfinance and its link to the skills and entrepreneurship training to help the beneficiaries to become self-employed and creating more jobs to others? (or prospects to contribute to this purpose, considering the late development of microfinance facility as compared to the training programmes)
- To what extent has institutional capacity been increased for the stakeholders as well as for partner organizations in designing and implementing skills training programs?
- How have stakeholders been involved in project implementation? How effective has the project been in establishing national ownership? Is the project management and the implementation participatory and is this participation contributing towards achievement of the project objectives? Has the project been appropriately responsive to political, legal, economic, institutional etc. changes in the project environment?
- How effective was the collaboration of ILO and Red Cross in the post-disaster situation in supporting affected people to regain means of income and contributing to the recovery of local economy?
- What other factors affected project progress and effectiveness?

Efficiency of resource use

- Have resources been allocated strategically? Please provide examples.
- Have resources been used efficiently? Please provide examples.
- Was the strategy to support local/community-based activities cost-effective and results-effective?
- To what extent have the tools development or adaptation and skills and entrepreneurship training activities been cost-efficient?
- Have the project funds been delivered timely and outputs delivered timely?

Effectiveness of management

- Have management capacities been adequate?
- Does the project receive adequate technical and administrative support from the ILO, partners and donor? How efficient and effective was the process of communication from the field office, regional office, headquarters and the donor?
- Has the project systematically monitored its results?
- Has the choice of partners been strategic in terms of the implementing the strategy?
- Has the cooperation with the partners been efficient?

Impact and sustainability

- How has the project contributed to the broader and longer term development impact of poverty alleviation and decent work?
- Does the project have a sustainability/replicability plan?
- Which project components or results appear likely to be sustained after the project and how?
- How effective has the project been in promoting local ownership of the project approach and promoting long-term sustainability?
- What are the realistic and long-term effects of the project on decent work and poverty levels of the people?

Special Concerns

- Provide appropriate recommendations to more closely link the Project's interventions with ILO's mainstreamed work in China in such areas as poverty and gender.
- How is the Project anchored to the institutional set-up in China and how this has contributed to the implementation of the Project? Identify lessons learned and recommendations.
- Implications of the project experiences for ILO-Red Cross partnership development in post-disaster situations

Deliverables

Draft Report that outlines general findings by 15 April 2011.

A Final Report will be submitted to the IFRC and the ILO electronically within three days after receiving final comments from the IFRC and the ILO.

Report

Based on the findings by the evaluators, the rapporteurs will draft the report in the following format (page lengths by section illustrative only), and be no more than 20 pages in length, excluding the annex:

1. Title page (1)
2. Table of Contents (1)
3. Executive Summary (2)
4. Acronyms (1)
5. Background and Project Description (1-2)
6. Purpose of Evaluation (1)
7. Evaluation Methodology (1)

8. Project Status (1-2)
9. Findings, Conclusions, and Recommendations (no more than 10 pages)
This section's content should be organized around the TOR questions, and include the findings, conclusions and recommendations for each of the subject areas to be evaluated.

Appendix 2

List of project documentation reviewed:

1. Action plan
2. Mid-term evaluation
3. Progress Report
4. Training statistics
5. Implementation guideline
6. Work Plan
7. Newsletter
8. Training Needs Assessment
9. Review on economic trade

Appendix 3

Chinese and English version of Questionnaires

IFRC/ILO 生计恢复项目评估受训农户调查表

(April, 2011)

尊敬的女士/先生：

您好！我们是四川农业大学经济管理学院(四川省农村发展研究中心)的工作人员，受国际劳工组织及国际红十字会及红星月会联合会的委托，想向您了解上述组织实施的生计恢复项目受援农户目前的生产、生活情况。调查的目的旨在对国际劳工组织及国际红十字会实施的灾后生计恢复项目进行评估。对于您的具体情况请您以实言告之。您的回答我们将严格保密，仅作研究评估之用。希望您在百忙之中能够给予我们配合和支持。谢谢！

填表说明：

1. 向受训农户或户主进行提问，由调查员填写。
2. 填写数字项时，注意区分<零值>和<不清楚>两种情况：如果是“零值”请务必填写 0，如果是“不清楚”，请留空白。
3. 填写横线上的内容，有选项的，填写选项代码。

家庭地址：绵竹市_____乡（镇）_____村_____组

一、接受培训者家庭基本情况调查

1. 接受培训者姓名：_____性别：_____（1 男，2 女）；年龄：_____，受教育年限_____年。如受访者为女性，您认为在培训中的受益是否少于男性受训者_____？（1）是（2）否
2. 您家有_____个人？（家庭收支在一起的所有成员，包括在一起居住以及在外务工、上学或参军等），其中_____人参加了培训。如多于一人，则另外一名受训者的姓名：_____性别：_____（1 男，2 女）；年龄：_____，受教育年限_____年。
3. 您家庭年收入中各项收入占总收入的比例：
 - A. 工资性收入 2009 年_____元，2010 年_____元；
 - B. 种养殖业和经商等家庭经营性收入 2009 年_____元，2010 年_____元；
 - C. 财产性收入 2009 年_____元，2010 年_____元；
 - D. 转移性收入 2009 年_____元，2010 年_____元。
4. 2009 年总支出_____元，2010 年总支出_____元？
5. 目前您做什么工作_____？
 - (1) 在工作并领取工资
 - (2) 外出务工
 - (3) 家庭主妇
 - (4) 务农（出售自己生产的农产品或供自己和家庭消费）
 - (5) 全日经商
 - (6) 其他，请详述：_____
6. 生计恢复项目实施之前，您是否参加过类似培训_____？
 - (1)是
 - (2)否
7. 地震后，您是否希望得到相关的技能培训_____？
 - (1)是
 - (2)否
 - (3)有没有都无所谓

8. 接受培训前，您是否有特别的专业技能_____（如若，请直接回答第 11 题）？

(1) 是 (2) 否

9. 接受培训前，您是否拥有专业技术认证证书_____？

(1) 是 (2) 否

10. 接受培训前，您的专业证书显示您的技术水平是_____？

(1) 初级技工 (2) 高级技师 (3) 中级技工 (4) 初级专业职称 (5) 高级技工 (6) 中级专业职称 (7) 技师 (8) 高级专业职称 (9) 其他，请详述：_____

11. 您是通过何种渠道了解到项目的基本情况_____？

(1) 村干部 (2) 宣传册 (3) 邻居 (4) 项目官员

二、培训基本情况：

1. 您是因_____获得接受培训的资格？(1) 异地安置 (2) 地震致残；周边群众对您参加培训，而他们没能参加有无意见_____？(1) 有 (2) 没有

2. 如因地震致残，则残疾类型为_____ (属于异地安置填 0)？

(1) 视觉 (2) 听觉 (3) 语言 (4) 肢体 (5) 智力 (6) 精神

3. 若因残疾或年龄原因无法参加培训，培训实际接受者与应接受培训者关系：_____（若为本人，请将该项填 0）？

(1) 配偶 (2) 父母 (3) 儿女 (4) 姊妹 (5) 其他

4. 您接受培训的时间为_____，培训持续时间为_____。

5. 培训前是否发放了关于培训程序的说明_____？(1) 是 (2) 否 (3) 记不清了

6. 培训中是否发放了可读性强的关于培训内容的阅读材料_____？

(1) 有 (2) 没有

7. 您接受的培训类型为_____？

(1) 创业培训 (2) 社区为基础的培训 (3) 培训中心为基础的职业培训

(4) 以企业为基础的培训 (5) 残疾人培训

8. 您认为老师讲解的语言是否清晰_____？

(1) 很好，很清楚 (2) 一般 (3) 不清晰，有些内容没听懂

9. 教学中有无操作演示和实习等_____？(1) 有 (2) 没有

10. _____人分享一套教学实验用具？

11. 您觉得培训时间_____？

(1) 有点长，很多内容没必要 (2) 比较合适 (3) 培训时间过短

12. 参加培训后是否在两个月内开始新的生计活动_____？(1) 是 (2) 否（如若，转 14 题）

13. 在得到 ILO 和红十字会的培训后，以何种方式开始自身的生计恢复_____？

(1) 通过培训，外出打工 (2) 获得贷款，恢复发展自家先前已有小企业

(3) 通过培训，获得贷款，自己创业工商业 (4) 通过培训，发展自己的农业产业；

14. 您是否认为所参加的培训为您日后的就业提供了更大的机会_____？(1) 是 (2) 否

15. 参加的培训是否属于国家职业技能培训_____？(1) 是 (2) 否；如是，在第_____次考试中获得相应证书？

(1) 第一次 (2) 第二次 (3) 第三次 (4) 没有得到证书

16. 是否在参加社区为基础的技能培训后获得证书_____? (1)是 (2)否
17. 你是否接收到来自培训方提供的就业信息、市场信息? _____. (1)是 (2)否
18. 你是否知道培训后创业可以获得小额贷款? _____. (1)是 (2)否
19. 是否在培训后开始创业或恢复创业_____? (1)是 (2)否 (如是, 转 21 题)
20. 是否在培训后就业_____? (1)是 (2)否
21. 通过培训后就业或创业, 您的收入较培训前是否有所增加_____? (1)是 (2)否, 如是, 增加了_____。
22. 以您自身的需要看来, 是否有必要举办提高培训班_____? (1)是 (2)否
23. 在之后的工作或创业过程中, 是否有必要提供专家的现场咨询_____?
(1)是 (2)否
24. 提供培训方是否有后续服务_____? (1)是 (2)否; 如有, 您最希望以哪种方式持续下去_____?
25. 您是在何地点参加的培训_____? 哪儿是您的首选培训地点_____?
(1) 职业学校培训中心 (2) 村镇社区培训 (3) 其他地方_____
26. 您已参加培训是在何时段_____? 您更希望在哪个时段参加培训_____?
(1) 全天 (2) 晚上 (3) 仅周末 (4) 其他时间_____
27. 到培训地点的路程_____, 花费的时间为_____。
28. 培训是否有交通补助或就餐_____? (1)有 (2)没有; 如有, _____元/次?
29. 您是否已提出贷款申请_____? (1)是 (2)否
30. 您希望获得贷款的数额为_____? 是否能够接受 4% 的贷款利率_____?
(1) 是 (2) 否
31. 您是否有具体并可行的企业想法 (创业的项目) _____?
(1) 还没有 (2) 有, 请说明_____。
32. 您是否有通过培训获得了您想创办企业所需的技能_____?
(1) 没有 (2) 有, 请说明_____
33. 如已有小生意或企业, 您的企业类型是_____?
(1) 零售业 (2) 批发业 (3) 传统手工业 (4) 服务业 (5) 农业或与农业相关行业
34. 培训后, 您的企业或生意的销售收入较培训前_____?
(1) 有所增加 (2) 基本不变 (3) 有所下降
35. 您的企业是否给其他困难农户提供就业机会_____? 如有, 能否大致说明数量_____?
(1) 有 (2) 没有
36. 农业技能培训能否赶上农时_____? (1)是 (2)否

三、农户对项目的评价

1. 您对 ILO 和红十字会开展得培训从整体上看是否满意_____?
(1) 不满意 (2) 满意
2. 您对培训程序是否满意_____? (1) 不满意 (2) 一般 (3) 满意
3. 对提供培训的内容是否满意, 培训内容满足了自身需要_____?
(1) 远没有满足 (2) 基本满足 (3) 满足
4. 每次参加培训的人数设置为 30 人, 是否影响您的培训效果_____?

- (1) 有影响, 人数应当减少些 (2) 基本没有影响 (3) 合适, 完全没有影响
5. 您对培训环境如: 周边所处环境等是否满意_____? 如不满意, 请具体说明_____。
- (1) 不满意 (2) 一般 (3) 满意
6. 您对教学的硬件设施, 如: 投影仪、课桌等是否满意_____? 如不满意, 请具体说明_____。
- (1) 不满意 (2) 一般 (3) 满意
7. 您对培训时所提供的相关服务, 如提供饮水、文具、残疾人卫生间的使用等是否满意_____? 如不满意, 请具体说明_____。(1) 不满意 (2) 一般 (3) 满意
8. 对培训的专家教师是否满意, 是否认可教师培训能力_____?
- (1) 无法满足自身需要 (2) 老师水平一般, 但基本可以满足需要 (3) 完全认可
9. 您对培训安排的地点是否满意_____? (1) 不满意 (2) 一般 (3) 满意
10. 您对培训安排的时间是否满意_____? (1) 不满意 (2) 一般 (3) 满意
11. 您对贷款的方式是否满意_____? (1) 不满意 (2) 一般 (3) 满意
12. 您对可贷款的数量是否满意_____? (1) 不满意 (2) 一般 (3) 满意
13. 您对贷款的利率水平是否满意_____? (1) 不满意 (2) 一般 (3) 满意

调查员: _____

调查日期: _____ 月 _____ 日

Questionnaire for Trainees in IFRC/ILO Livelihoods Recovery Project (April, 2011)

Dear Madam or Sir :

Hello. We are the staffs from the College of Economics and Management of Sichuan Agricultural University. We are commissioned by the IFRC and ILO to understand the present life condition and production situation of the trainees in the livelihoods recovery project organized and carried out by the above organizations. The survey is aiming to evaluate the livelihoods recovery project. Please answer all the questions honestly. Your answers will be strictly confidential and only be used in research evaluation. We thank you for your support and cooperation.

Instructions:

4. Ask trainee the below questions, and answers to be filled out by the investigators.
5. When fill in the numeric items, note the distinction between <zero value> and <unclear>. If it is "zero value", please make sure to fill in 0; if it is "unclear", please leave it blank.
6. Fill in the content on the line. If the answer has options, fill in the code of the options.

Home Address: Mianzhu County _____ Township _____ Village _____ Group _____

Section1. Family basic information of trainees

1. Name of Respondent: _____ Gender: _____ (1 Male, 2 Female); Age: _____, formal education years: _____ Years. (If the respondent is a female) Do you think female trainees benefited less than male trainees from the training _____? (1) Yes (2) No
2. How many people are there in your family? _____ (Including all the family members having income and expenses together, including the members living together, working or studying outside, joining the army, etc.) Among them, _____ people took part in the training. If more than one person, the name of the other trainee is: _____ Gender: _____ (1 Male, 2 Female); Age: _____, formal education years: _____ Years.

3. Components of the annual income of your family:

A. Wage income: _____ Yuan in 2009, _____ Yuan in 2010;

B. Household business income: _____ Yuan in 2009, _____ Yuan in 2010;

C. Property income: _____ Yuan in 2009, _____ Yuan in 2010;

D. Transfer income: _____ Yuan in 2009, _____ Yuan in 2010;

4. Total expenditure in 2009: _____ Yuan, total expenditure in 2010: _____ Yuan;

5. What's your current job _____?

(1) At work and receive wages (2) Migrant worker (3) Housewife (4) Farming (sell self-manufactured agricultural products or for personal and family consumption) (5) Be in full-time business (6) Others, please detail: _____

6. Before the implementation of this livelihoods recovery project, had you ever taken part in any similar training _____?

(1) Yes (2) No

7. After the earthquake, did you want to receive skill training _____?

(1) Yes (2) No

8. Before the training, did you have any special professional skills _____ (If no, please go directly to question 11) ?

(1) Yes (2) No

9. Before the training, had you gained any professional technical certificate(s) _____?

(1) Yes (2) No

10. Before the training, what's your skill level shown in your professional certificate(s) _____?

(1) Junior technician (2) Senior technologist (3) Intermediate technician (4) Junior professional title (5) Senior technician (6) Intermediate professional title (7) Technologist (8) Senior professional title (9) Others, please detail: _____

11. Through which channel did you get the basic information about the project _____?

(1) Village cadres (2) Brochures (3) Neighbors (4) Project officers

Section2. Basic situation of the training

1. You got the qualification of this training for what reason? _____ (1) Relocated (2) Disabled during the earthquake Do your neighbors have any complaints about being unable to take part in the training while you had the opportunity to attend it _____? (1) Yes (2) No

2. If you became disabled during earthquake, what was the type of your disabilities _____ (As for relocated, fill in 0)?

(1) Visual disability (2) Aural disability (3) Language disability (4) Physical disability (5) Mental retardation (6) Mental disability

3. If you were unable to attend the training for disability or age, what's the relationship between the actual trainee and you _____ (If you are the trainee, please fill in 0) ?

(1) Spouse (2) Parent (3) Child (4) Sibling (5) Others

4. When did you receive the training _____, the duration of the training was _____.

5. Whether the instructions of training procedure were provided before the training _____?

(1) Yes (2) No (3) can not remember exactly

6. Whether any reading materials with high readability about training contents were provided in the

training_____?

(1) Yes (2) No

7. What type of training did you get_____?

(1) SIYB (2) Community- based training (3) Training centre-based vocational training
(4) Enterprises-based Training (5) Training for disabled persons

8. Do you think that the language the teachers used in classes were clear_____?

(1) Well, very clear (2) Neutral (3) Unclear. I didn't understand some of his/her words

9. Are there any operating demonstrations or practices in class _____? (1) Yes (2) No

10. _____people shared a set of teaching experimental tools?

11. What do you think with regards to the length of the training_____?

(1) A bit long, a lot of content were unnecessary. (2) It was quite appropriate. (3) The length of the training was too short

12. Did you start new livelihood activities within two months after training_____? (1) Yes

(2) No (If no, turn to question 14)

13. After receiving the training from IFRO/ILO, you recovered your livelihood in which way_____?

(1) Through training, work outside (2) Obtained commercial loan, then re-establish and develop the small business that already had (3) Through training, obtain loan, then set up own business (4) Through training, start own agricultural production

14. Do you think that the training you participated in can bring you more job opportunities in the future _____? (1) Yes (2) No

15. Whether the training you took belongs to national occupational skill trainings_____? (1) Yes (2) No; If yes, you obtained corresponding certificate(s) in your _____test.

(1) First (2) Second (3) Third (4) Never got a certificate

16. Did you get any certificates after attending Community-based training _____? (1) Yes (2) No

17. Did you receive employment information or market information from the trainers? _____. (1) Yes (2) No

18. Do you know that you might get microcredit, if you start your business after training? _____. (1) Yes (2) No

19. Did you start or recover your business after training_____? (1) Yes (2) No (If yes, go to question 21)

20. Did you get a job after training_____? (1) Yes (2) No

21. Whether your income has increased, compared to before the training_____? (1) Yes (2) No If yes, increased by_____.

22. According to your own needs, whether it is necessary to launch intensive training courses_____? (1) Yes (2) No

23. In the subsequent process of work and business, whether it is necessary to provide professional consultation_____?

(1) Yes (2) No

24. Were there any follow-up services provided to you_____? (1) Yes (2) No; If yes, in what way you would like them to last _____?

25. Where did you have your training_____? Which training location do you prefer

_____?

(1) Training centre in vocational school (2) Training in community of village (3) Other place _____

26. What period of time did you take the training course _____? What time period would you prefer to participate in the training _____?

(1) Through the day (2) In the evening (3) On the weekend (4) Other time _____

27. How far did you live from the training location? _____. How long did it take to go there? _____.

28. Whether the subsidies for traffic or meals were provided in the training _____? (1) Yes (2) No; If yes, _____ Yuan/Time?

29. Have you applied for the microcredit _____? (1) Yes (2) No

30. How much would you like to borrow _____? Can you accept the lending interest rate at 4% _____?

(1) Yes (2) No

31. Have you already had some concrete and feasible entrepreneurial ideas (venture projects) _____?

(1) Not yet (2) Yes, please specify _____

32. Have you gained the skills needed for establishing your business through this training _____?

(1) Not yet (2) Yes, please specify _____

33. If you have had your own small business or enterprise, what's the type of your business _____?

(1) Retail trade (2) Wholesale business (3) Traditional handicraft (4) Service trade (5) Agriculture or its relevant industries

34. After training, the sales revenue of your business _____, compared with that before the training. Increased (Decreased) by _____ Yuan per year?

(1) Increasing (2) substantially unchanged (3) Decreasing

35. Does your business provide job opportunities to other farmers with difficulty? _____. If yes, the number of jobs available is about _____?

(1) Yes (2) No

36. Whether the agricultural skill trainings were in season with the specific farming _____?

(1) Yes (2) No

Section3. Farmers' assessment of the project

1. In general, are you satisfied with the training project organized by IFRO/ILO _____?

(1) Unsatisfied (2) Satisfied

2. Are you satisfied with the training procedure _____? (1) Unsatisfied (2) Neutral (3) Satisfied

3. Are you satisfied with the provided training contents, and whether the contents can meet your own demand _____?

(1) Demand is far from being met (2) Basically meet the demands (3) Satisfied

4. The size of the training course is 30 people per class. Did this impact your training effect _____?

(1) Have impact, the number of the trainees should be reduced (2) Neutral, no impact (3)

Reasonable, completely no impact

5. Are you satisfied with the training environment, such as surrounding environment _____? If unsatisfied, please detail_____.

(1) Unsatisfied (2) Neutral (3) Satisfied

6. Are you satisfied with the teaching hardware facilities, such as projectors, desks and so on_____? If unsatisfied, please detail_____.

(1) Unsatisfied (2) Neutral (3) Satisfied

7. Are you satisfied with the related services provided in the training, such as drinking water, stationery and usage of dedicated disabled toilet_____? If unsatisfied, please detail_____.

(1) Unsatisfied (2) Neutral (3) Satisfied

8. Are you satisfied with training experts and teachers? Do you approve the training abilities of the teachers? _____.

(1) Unable to meet my needs (2) The level of the teacher is ordinary, but can basically meet the needs (3) Completely approved

9. Are you satisfied with the training location_____? (1) Unsatisfied (2) Neutral (3) Satisfied

10. Are you satisfied with the training time arrangement_____? (1) Unsatisfied (2) Neutral (3) Satisfied

11. Are you satisfied with the arrangement of microcredit_____? (1) Unsatisfied (2) Neutral (3) Satisfied

12. Are you satisfied with the amount of microcredit_____? (1) Unsatisfied (2) Neutral (3) Satisfied

13. Are you satisfied with the lending interest rate_____? (1) Unsatisfied (2) Neutral (3) Satisfied

Investigator: _____ Investigation date: _____ Month_____ Day

IFRC/ILO 生计恢复项目评估非受训农户调查表

(April, 2011)

尊敬的先生 (女士):

您好！我们是四川农业大学经济管理学院(四川省农村发展研究中心)的工作人员，受国际劳工组织及国际红十字会的委托，想向您了解上述组织实施的生计恢复项目非受训农户邻居目前的生产、生活情况。调查的目的旨在对国际劳工组织及国际红十字会实施的灾后生计恢复项目进行评估。对于您的具体情况请您以实言告之。您的回答我们将严格保密，仅作研究评估之用。希望您在百忙之中能够给予我们配合和支持。谢谢！

填表说明:

- 1、向受训农户或户主进行提问，由调查员填写。
- 2、填写数字项时，注意区分<零值>和<不清楚>两种情况：如果是“零值”请务必填写 0，如果是“不清楚”，请留空白。
- 3、填写横线上的内容，有选项的，填写选项代码。

家庭地址：绵竹市_____ 乡（镇）_____ 村_____ 组

1. 被调查者姓名：_____ 性别：_____ (1 男, 2 女); 年龄：_____, 受教育年限_____ 年。您家有_____ 个人? (家庭收支在一起的所有成员, 包括在一起居住以及在外务工、上学或参军等)
2. 您家庭年收入 2009 年_____ 元, 2010 年_____ 元;
3. 2009 年总支出_____ 元, 2010 年总支出_____ 元。
4. 目前您做什么工作_____?
(1) 在工作并领取工资 (2) 外出务工 (3) 家庭主妇 (4) 务农 (出售自己生产的农产品或供自己和家庭消费) (5) 全日经商 (6) 其他, 请详述: _____
5. 您是否听说相关培训项目_____?
(1) 是 (2) 否
6. 您是否知道您的邻居参加相关技能培训?
(1) 是 (2) 否
7. 您认为项目实施方是否严格按照统一的标准遴选参训农户_____?
(1) 是 (2) 否
8. 您对您的邻居参加项目培训, 而您未能参加是否有意见_____?
(1) 是 (2) 否
9. 如果有机会, 您是否愿意参加类似培训_____?
(1) 是 (2) 否 (3) 有没有都无所谓
10. 地震后, 您是否希望得到过相关的技能培训_____?
(1) 是 (2) 否 (3) 有没有都无所谓
11. 您认为培训是否对参训农户有帮助_____?
(1) 是 (2) 否

Questionnaire for Untrained Farmers in the IFRC/ILO Livelihoods Recovery Project

(April, 2011)

Dear Madam or Sir :

Hello. We are the staffs from the College of Economics and Management of Sichuan Agricultural University. We are commissioned by the IFRC and ILO to understand the present life condition and production situation of the untrained neighbors in the livelihoods recovery project organized and carried out by the above organizations. The survey is aiming to evaluate the livelihoods recovery project. Please answer all the questions honestly. Your answers will be strictly confidential and only be used in research evaluation. We thank you for your support and cooperation.

Instructions:

1. Ask untrained neighbor below questions, and answers to be filled out by the investigators.
2. When fill in the numeric items, note the distinction between <zero value> and <unclear>. If it is "zero value", please make sure to fill in 0; if it is "unclear", please leave it blank.
3. Fill in the content on the line. If the answer has options, fill in the code of the options.

Home Address: Mianzhu County_____ Township_____ Village _____ Group

1. Name of Respondent: _____ Gender: _____ (1.Male 2.Female); Age: _____,

Formal Education Years:_____ Years.

How many people are there in your family? _____(Including all the family members having income and expenses together, including the members living together, working or studying outside, joining the army, etc.)

2. Annual income of your family: _____Yuan in 2009, _____Yuan in 2010;

3. Total expenditure in 2009:_____Yuan, total expenditure in 2010:_____Yuan.

4. What's your current job_____?

(1) At work and receive wages (2) Migrant worker (3)Housewife (4)Farming (sell self-manufactured agricultural products or for personal and family consumption) (5) Be in full-time business (6)Others, please detail: _____

5. Have you ever heard of this training project_____?

(1)Yes (2) No

6. Do you know that your neighbor took part in some skill training free of charge?

(1)Yes (2) No

7. Do you think the project staff selected trainees strictly following unified standards_____?

(1)Yes (2) No

8. Do you have any complaints about being unable to take part in the training while your neighbors had the opportunity to attend _____?

(1)Yes (2) No

9. If you had a chance, would you like to participate in similar training_____?

(1)Yes (2) No (3) Whatever

10. After the earthquake, do you want to receive related skill training_____?

(1)Yes (2) No (3) Whatever

11. Do you think the training is helpful to trained farmers_____?

(1)Yes (2) No

Appendix 4

Chinese and English version of focus group interview outline

IFRC/ILO 生计恢复项目评估访谈提纲

(1) 项目背景：

(2) 关于参训农户选择：

- 项目一开始所制定的培训农户遴选原则是什么？如何制定的？在制定中，是否考虑了妇女群体？是否考虑到不同性别参训者的需求是不同的？同时考虑到平等的因素？是否保证了女性培训者得到了与男性同等的权益？
- 提供的培训种类是否满足了不同农户的不同需要？在项目实施过程中是否发现有农户需要但项目并未提供的培训？如有请列出。如发现有此种情况发生，是否对培训内容做出了相应调整？
- 您认为是否有应接受而未接受培训的人群存在？采取了哪些措施确保真正需要的农户参加了培训？

(3) 实施过程：

- 项目最初设计方案上存在哪些不足？包括：对风险的预期、培训形式设计、培训内容制定、项目预期达到的效果等方面。
- 培训项目实施过程中出现了哪些问题？如何解决？当延缓项目进程的问题出现时，项目方采取的措施有哪些？对项目效果有哪些影响？如何保证项目顺利实施？
- 培训项目在增加就业、创业机会（数量和质量）、提高农民收入等方面的效果如何？
- 小额贷款的程序设计、构思上考虑了哪些因素？预期想要达到怎样的效果？目前实施情况如何？

(4) 培训内容选择：

- 培训内容涉及到哪些方面？
- 培训内容选择的依据是什么？是否考虑到了参训者的不同水平？
- 参训者是如何得到关于培训、就业、融资来源等相关信息的。

(5) 培训机构选择及培训教师：

- 有哪些培训机构？性质如何？是怎样选择出来的？

- 他们的师资和声誉如何？

(6) 培训材料方面：

- 培训材料有哪些？
- 采取怎样的方式装订？采取什么样的分发方式？
- 内容是否清晰易懂并具有实际指导作用？

(7) 培训相关服务：

- 培训提供哪些相关的服务？这些服务在提高受训者培训质量方面起到怎样的作用？

(8) 培训后续的跟踪服务：

- 项目的哪个组成部分将在项目关闭后持续下去？原因是什么？
- 项目对我国相关体制的建立健全起到怎样的作用？通过项目实施，您对今后我国相关体制的建立有着怎样的建议？
- 以何种方式提供相关的后续服务（如后续的技术指导、时间范围等）？有何具体措施来保证其实施？

(9) 各合作单位的职责、具体任务：

- 采用何种方式使得项目参与方在执行、互相影响、共识等方面达成一致？
- 您认为贵单位在项目实施中的表现如何？有哪些长处和不足？请客观评价。
- 主要的行动方式有哪些？对达到实施目的是否合适并有效果？
- 请您实际的评价合作单位在在项目实施中的优点与不足，如：工作能力、工作效率等。
- 项目相关利益主体（stakeholders）如何被包含在项目实施过程中的？他们各自发挥的作用是怎样的？
- 自身能力的提升对项目的顺利实施有着怎样的意义？

(10) 项目合作方面：

- 在项目实施的过程中，贵方是否得到了其他合作方的支持（在技术、管理上）？请举例说明。
- 您认为劳工局和红十字会在地震灾后项目中的合作如何？对当地经济恢复的做出了什么样的贡献？能否列举实例及数字说明？
- 双方合作中出现了哪些挑战，并请指出在哪些方面需要改进？
- IFRC-ILO 在以往有否有过，有怎样的合作？您认为本次生计恢复项目的合作实施，对今后类似的合作有着怎样的意义？

Questions for Interview with the representatives to the major participants of the IFRC/ILO Livelihood Recovery Project

(1) Selection of Beneficiary:

- What were the initial principles of selecting trainees at the beginning of this project? How to establish these principles? In the process, whether women as a group had been taken into consideration? Whether different trainees have different needs had been thought about? Simultaneously, whether some elements of fairness were taken into account? Whether the principles guarantee women's rights for equality?
- Whether the training courses provided by the project could meet the different needs of different beneficiaries? Are there any training course the farmers want but the project did not supply and that were finally realized during the process of project implementation? If there were, please list them. If this happened, whether adjustments were made accordingly to the training content?
- Do you think whether there were some farmers who should receive trainings but were not selected? What measurements were adopted to ensure the farmers who were truly in need participated in the training?

(2) Implementation Process:

- What were the limitations of the initial design for the project? Including: risk expectation, training format, training contents arrangement, desired effect of the project etc.
- Were there any delays in or obstacles to project progress, and if so, how were they solved? What measurements were taken by project implementers, when problems occurred which caused delays of the project's process? Did these diminish its overall effectiveness? How to guarantee smooth implementation of project?
- What was the effect of the training project on increasing employment and entrepreneurial opportunities (in quantity and quality), income growth of beneficiaries and so on?
- Which factors were considered when design the procedure of the microcredit component? What were the expectations? At present, how is the implementation situation of it?

(3) Training Content Selection:

- What were the aspects involved in training content?
- What criteria were used to select training content? Whether the different levels of the trainees were taken into consideration?
- How did the trainees get information about training, employment, founding sources etc?

(4) Training Institutions and Trainer Selection:

- Which institutions were selected to participate in the training project? What were the natures of them? How were them chosen?
- How are the reputation and the training instructors of these training institutions?

(5) Training Materials:

- What were the training materials?
- How were they bound? Which distribution methods were used?
- Whether the contents of these training materials were clear and easy to understand with practical guiding significance?

(6) Training-related Services:

- What related services were provided during the training? What roles did these services play in improving the training quality for the trainees?

(7) Follow-up Services after Training:

- Which part of the project will continue after wind up if any? Why?
- How was the project anchored to the institutional set-up in China and how this had contributed to the implementation of the project? Any suggestions on the establishment of related institutional system in our country?
- In which way the follow-up services were provided (e.g. follow-up technical guidance, time frame and so on)? What measurements were adopted to ensure the implementation of them?

(8) Duties and Concrete Missions of Cooperation Units:

- What approach was adopted to gain consensus on execution, interaction, and agreement among the participants of this project?
- What do you think about your performance in project implementation? What were the advantages and disadvantages? Please make an objective comment.
- What were the main modes of operations? Were they appropriate and effective for the purpose of this project?
- Could you please make a realistic assessment of your partners' advantages and disadvantages in project design and implementation, from the views of working ability, working efficiency and so on?
- To what extent were the stakeholders involved in the design and implementation of skills and entrepreneurship training? What roles did they play respectively?
- What's the significance of capacity building to smooth project implementation?

(9) Project Cooperation:

- In the process of project implementation, did you gain technical and management support from other partners? Please give some examples.
- How do you comment on the collaboration between ILO and Red Cross in the post-disaster project? What were the contributions to the local economic recovery? Could you please give any examples or provide some data to illustrate?
- What were the challenges arisen from the cooperation between the two parties? Please indicate what aspects of this project need to be improved?
- Had IFRC and ILO ever formed partnership before? If yes, what kind of collaboration? Do you think whether there were any implications of the project experiences for ILO-Red Cross partnership development in post-disaster situations?