



Save the Children

ASSESSMENT

RESPONSE TO THE OAXACA EARTHQUAKE: LIVELIHOOD RECOVERY, ACCESS TO EDUCATION AND RESILIENCE

FUNDED BY: European civil protection and humanitarian aid operations (ECHO)

PROJECT IMPLEMENTATION:
MARCH-DECEMBER 2018



Prepared by:
María de los Angeles Camacho Alfonso
Daniela Terán Aquino
Lorena Auladell Marín

Review by:
Fátima Andraca Artigas y
Jorge Vidal Arnaud

JANUARY 2019



INDEX

I. INTRODUCTION

II. INTERVENTION AND CONTEXT

III. METHODOLOGY AND ANALYSIS

3.1 FACILITATING AND LIMITING FACTORS

IV.ASSESSMENT RESULTS

4.1 EFFICIENCY

4.2 EFFECTIVENESS

4.3 IMPACT

4.4 CHECK CROSS-CUTTING ISSUES RELATED TO CHILDHOOD PROTECTION AND GENDER

V. CONCLUSIONS, LESSONS LEARNED AND RECOMMENDATIONS

VI.ANNEXES

6.1 TERMS OF REFERENCE

6

7

9

11

12

12

17

21

26

31

34

34

ABBREVIATIONS

EAH	Humanitarian action evaluation
ECHO	European civil protection and humanitarian aid operations
FGD	Focus group discussion
OSC	Non-governmental organization
PDM	Post-distribution monitoring
SCMX	Save the Children México
SCE	Save the Children Spain
SCI	Save the Children International

I. INTRODUCTION

In September 2017, 3 earthquakes affected 10 states of Mexico (50 million people). Among them, Oaxaca and Chiapas, two of the poorest states in the Country, were the most affected with more than 300,000 people and at least 96,000 children, suffering material losses that included damage to various homes. The most severe damage was found in the Isthmus of the region of Tehuantepec in Oaxaca. Immediately after the first earthquake, Oaxaca was declared under a state of emergency.

The project “Response to the earthquake in Oaxaca: Recovery of livelihoods, access to education and resilience”, funded by the European civil protection and humanitarian aid operations (ECHO), aimed to “Provide support in the recovery of livelihoods to the most affected families and provide affected children and adolescents with learning opportunities and protection”, responding to the aftermath of the earthquakes of September 2017 in the area of the Isthmus of Tehuantepec, Oaxaca. The intervention was implemented by Save the Children Mexico for 10 months (March-December 2018).



Image 1. Tortilla-chips maker woman

This project consisted of 3 outcomes:

1. Restoration of livelihoods through cash and in-kind transfers.
2. Raising awareness among adults about the importance of returning children and adolescents to school and providing appropriate educational materials to schools.
3. Training the school community (children, adolescents, parents and teachers) in Risk Reduction

The objective of this document is only to evaluate the impact of the first result in restoring livelihoods, analyzing its management, practices and scope, and identifying achievements, lessons learned and recommendations for future interventions.

The field work carried out to collect the information in this document was performed from January 11 to 14, 2019, with the collaboration of the SCMx operational team at the Isthmus: 4 facilitators, one project leader and one Cash, Livelihoods and Food Security technician from SCE.

II. INTERVENTION AND CONTEXT

Oaxaca is one of the thirty-one states that together with Mexico City form the United Mexican States (official name of Mexico), it is located in the southeast region of the Country, bordered by Puebla and Veracruz to the north, Chiapas to the east, the Pacific Ocean to the south, Guerrero to the west (see Image 2). It is the fifth largest State and the ninth in population.



Image 2. Oaxaca State

Oaxaca is the State with the largest number of municipalities in Mexico (570 in total), during the 50's the federal government decided to make a political division in the State that would group the 570 municipalities into 30 districts to form 8 regions.

One of these 8 regions is the region of the Isthmus, which is the largest territorial extension of the State and is part of the so-called Isthmus of Tehuantepec, the narrowest geographical area of the Country, bordered by the Atlantic and Pacific oceans, that includes in addition to Oaxaca, areas of the States of Puebla, Chiapas, Tabasco and Veracruz.

The region of the Oaxaca Isthmus (see Image 3) includes two districts, Tehuantepec and Juchitán, with a total of 41 municipalities, this was the area most affected by the earthquakes occurred on September 2017, with greater intensity by those on the 7th and 23rd. According to the narrative summary of the interim report that SCMx prepared for ECHO “a balance of more than 300,000 people with material losses including damages to more than 110,000 properties” .¹



Image 3- Oaxaca Isthmus Region

After the earthquakes recorded in September 2017 in Oaxaca, SCMx began humanitarian response operations in the area, setting its base of operations in the town of Juchitán de Zaragoza, the largest in the region and one of the most affected.

1. 2014, Single form for reporting to the European Union Humanitarian Aid and Civil Protection Department, pg. 2

The “Oaxaca Earthquake Response: Livelihood Recovery, Access to Education and Resilience” project funded by ECHO directly benefited 135 people affected by the September 2017 earthquakes in 5 communities:

- Juchitán
- Ixtaltepec
- San Pedro Huilotepec
- Santa Rosa de Lima
- San Blas Atempa

The characteristics of the selected population were mostly low-income households, mainly indigenous, where 85% of the participants speak some autochthonous language, notably Zapotec, with three cases of Huave speakers. Twenty-five per cent of them do not know how to read or write a message and 47 per cent of those who attended school only did it up to elementary school, either complete or incomplete. Of the 135 participants, 131 were women and 4 were men (see table 4).

Table 4. Participants distributed by gender and community

PLACE SEX	Juchitán de Zaragoza	Asunción Ixtaltepec	San Pedro Huilotepec	San Blas Atempa, Cabecera Municipal	Santa Rosa, San Blas Atempa
Women	28	3	24	29	47
Men	3	1	0	0	0

Each of the participants received, through the unconditional economic scheme “CASH TRANSFER”, the total amount of \$29,450² divided into 8 monthly payments (May-December 2018) to cover basic needs while they reactivated their main means of living (among them the elaboration of tortilla-chips).

In addition, 100 of these women from the communities of: San Pedro Huilotepec, San Blas Atempa and Santa Rosa de Lima received one oven to cook tortilla-chips and supplies to start their economic activity; and 35 participants from Juchitán and Ixtaltepec attended self-construction workshops and were given one construction tool kit.

These actions were accompanied by various workshops aimed at sensitizing participants on several topics.

To carry out the workshops, four groups were formed that gathered the five communities: Juchitán/Ixtaltepec, San Pedro Huilotepec, San Blas Atempa and Santa Rosa de Lima; where the 135 project participants and their children participated. The sessions were held once every 15 days, at the home of one of the project participants. The workshops implemented were:

- 5 workshops of financial education³ for each community (in total 20 workshops) held from July to November 2018, with the purpose of raising awareness among participants on the importance of good cash management to improve the economy and spending of the family, the topics addressed were:

1. Goals and clear accounts
2. Savings are a great ally
3. The two sides of the debt
4. I take care of myself and my family
5. Electronic Banking

- During the implementation of the project, the SCMX team identified the need to develop strategies of emotional containment, given the stress generated and not treated after the earthquakes of September 2017 in the area; therefore, it was decided to hold a Psycho-emotional care workshop per community (4 workshops in total) for the participants and their children in November 2018.

- 4 workshops on basic needs (education, food, hygiene and health) for each community (in total 16 workshops) implemented from June to December 2018, which were aimed at participants and their children with the intention of raising awareness about the importance of meeting the household basic needs for a better quality of life.

- A session about the Rights of children and adolescents for each community (in total 4 sessions) addressed to the participants and their children, held in November 2018 with the intention of communicating the rights of children and adolescents and promoting the importance of ensuring their fulfilment.

The SCMX team in charge of developing and implementing the project activities was composed of:

- 1 project leader
- 2 local full-time facilitators who speak the native language of the region (Zapotec)
- 6 part-time facilitators, 2 of them were native speakers of the region’s language (Zapotec)

III. METHODOLOGY AND ANALYSIS

The main objective of this assessment is to analyze the scope of the project outcome regarding the livelihood restoration and the cash transfer component.

On one hand, this assessment seeks to measure the impact on beneficiaries, how the action has generated significant changes (or not) to those affected by the earthquake; and on the other, to measure whether the technical and programmatic mechanisms used (cash transfer for livelihoods) were adequate to the type of beneficiary population. All this with the clear purpose of collecting good practices and lessons learned to guide and influence future similar programs.

2. The \$29,450 amount was established base on the amount granted to low-income Mexican families by the Ministry of Social Development of the Mexican Federal Government through the “Prospera programa de inclusion social” program.
https://www.gob.mx/cms/uploads/attachment/file/206673/MONTOS_MENSUALES_PRIMER_SEMESTRE_2017.pdf

3. BBVA Bancomer was an ally for the conduction of the financial education workshops implemented in the 5 communities.

The evaluation criteria are aligned with those established by OECD-DAC to evaluate humanitarian actions. The assessment aims to test effectiveness, efficiency and impact, as well as some cross-cutting criteria (gender approach and childhood protection).

The sources of information utilized for this assessment were:

- Evaluating Humanitarian Action using the OECD-DAC Criteria - ALNAP
- Sustainable Livelihoods Approach and its Framework - DFID
- Cash Transfer Programming Operations Manual - Save the Children

The primary data were collected through the documents prepared prior starting the project and throughout its implementation:

- | | |
|----------------------------|------------------|
| • Project proposal | • Endline |
| • Diagnosis of communities | • Interim report |
| • Security analysis | • Final report |
| • Baseline | • Work plan |
| • PDMs | • Budget |

The collection of secondary data was carried out through:

• **11 Focus Group Discussions (FGD)** with beneficiaries, their children and spouses, the groups were divided as follows:

- 2 FGD of men in the community of Santa Rosa de Lima
- 4 women's FGD in the communities of Santa Rosa de Lima and San Pedro Huilotepec (see Image 5)
- 2 FGD with the committees of the communities of San Pedro Huilotepec and San Blas Atempa
- 1 FGD of girls in the community of Juchitán
- 1 FGD of boys in the community of Juchitán
- 1 FGD with SCMx operating equipment

• **14 household interviews** with project beneficiaries, divided as follows:

- 2 in the community of Juchitán
- 2 in the community of Ixtaltepec
- 6 in the community of San Blas Atempra
- 4 in the community of Santa Rosa de Lima

• **5 interviews** with key actors

- Municipal Agent
- Architect in charge of self-construction workshops
- Tortilla chips commerce intermediary
- Principal of one Elementary school of the communities
- Trader at the market of San Pedro Huilotepec

• **One transversal march⁴** in the community of San Pedro Huilotepec

⁴ Transversal march is a widely used methodology for collecting qualitative data.

IN TOTAL
**116 PEOPLE
PARTICIPATED**
69 WOMEN,
25 MEN, 12 GIRLS
AND 10 BOYS.



Image 5. FGD of women in San Pedro Huilotepec

Once the interviews, FGD, and field visits were conducted, the obtained information was compiled and analyzed, answering the various questions posed in the Terms of Reference (see Annex 6).

3.1 FACILITATING AND LIMITING FACTORS

Referring to the facilitating factors of the assessment:

- The willingness and collaboration of the SCMx operational team
- Team speaking Zapotec, which is one of the native languages of the region
- SCMx as a reference for interlocution in communities
- Training the SCMx team on the tools utilized for data collection and analysis of the terms of reference, and on the sources to be used.
- Agenda and logistics preparation

Although the evaluation has been performed satisfactorily, some limitations were found:

- Low academic level of the participants for the comprehension of questions, for which they had to be reformulated several times.
- An earthquake occurred on the day the FGDs with girls and boys were carried out, hence, the activity had to be completed earlier than planned.
- In the Terms of reference, it is proposed to verify the connectivity and sustainability of the project, however, this was not possible given that, during the information collection period, it was not viable to hold a meeting with the key informants who could give answers to these criteria.

IV. ASSESSMENT RESULTS

4.1 EFFICIENCY

HOW EFFICIENT AND APPROPRIATE WERE THE DELIVERY SYSTEMS USED FOR DISBURSEMENTS?

ESTABLISHED FACTS

1. Prior to the intervention, SCMx's operational team conducted a risk analysis, as well as an analysis of the selected financial institution system, as required by the "Save the Children Standard Procedure for Cash Transfer Operations".⁵
2. The analysis concluded that the best option to accomplish the cash delivery, in relation to the security of the SCMx team and the participants, was through bank transfers, so that each participant had an exclusive bank account to receive the cash monthly. Reasons for discarding the other considered options:
 - a. Grocery vouchers. Purchases would be made in supermarket chains. This option required participants to acquire their products in supermarkets, limiting the purchase of local products and contributing nothing to the local economy of the area
 - b. Distribution of cash in cash. This option did not comply with security measures.
3. A risk analysis was also carried out for the implementation phase. Given its results, the SCMx team planned mitigation activities such as: workshop on the correct and appropriate use of bank cards, escort during the opening of the account and when going to the bank for the first and last payments. The people surveyed appreciated this close accompaniment
4. In general, the participants agree that the system used to collect the money was adequate, safe, efficient, easily accessible and personalized. Emphasizing that the banking institution staff always had good attitude and communicated with them in their native language (Zapotec).
5. Participants were aware of the possible risks to which they were exposed (assaults, robberies, etc.), so they generated protection strategies, such as being accompanied by a family member or attending in groups.
6. Some participants mention they would have preferred cash; however, they know this would have represented a risk, both for the operating team and for them.

5. CTO Operations| Manual – Save the Children.



Image 6. Committee

RECOMMENDATIONS AND/OR LEARNINGS

1. The payment method (bank transfers to an account) is an optimal, secure, and accepted option for the context in which the project was developed. Repeatability can be considered.
2. A diagnosis of the area and a risk analysis to determine both the best payment option and to foresee mitigation actions during implementation were considered key to the success of the action

WHAT COSTS DID THE BENEFICIARY COVERED FOR RECEIVING AND USING THE CASH?

ESTABLISHED FACTS

1. A recurrent cost mentioned by the participants was the needed transportation (round trip) to travel to the headquarters of the self-construction workshops, trainings, talks and to the bank.
2. Another cost was the material used to install the comizcal (oven), this cost happened only for the 100 beneficiaries of this action. However, it is worth clarifying the reason why participants will pay and execute the installation of their ovens, this was an agreement between the SCMX team with these 100 beneficiaries, once they had already been identified and the sensitization talk on the project had been carried out; the objective was promoting the commitment of the participants in the project.
3. Although participants did not cover high costs of the project, they did absorb the price increase of the raw materials to produce tortilla-chips, as well as construction material and labor (bricklayers). After the September 2017 earthquakes, in order to investigate the construction situation in the Isthmus area, the SCMX team performed case studies and a tour of the shops that sell construction materials, finding a rise in materials and labor (bricklayers) costs; according to the merchants, this was due to the greater demand and the lack of price regulation in the area by the relevant authorities.

RECOMMENDATIONS AND/OR LEARNINGS

1. Although the costs borne by the participants were insignificant (basically transportation), it is recommended to disclose, from the beginning of the project, that they will have this expense, so it won't be an unforeseen event for them.
2. If the participant does not have to bear high costs, it is recommended to promote commitment and belonging to the project through the provision of in-kind inputs. Always, of course, with agreements previously made with them, as in this case of the installation of the comizcales (ovens).



WERE APPROPRIATE ACTIVITIES PROPOSED TO ACHIEVE THE PROJECT RESULTS/OBJECTIVES?

ESTABLISHED FACTS

1. Interviewees agree that the proposed activities were adequate to achieve the results/objectives proposed in the project. During the interviews people identified the following as project outcomes/objectives:

- Improving quality of life after earthquakes
- Coverage of basic needs with emphasis on children and adolescents
- Recovery of livelihoods
- Generation of savings

2. The objective of the project, established within the logical framework, was “To provide support in the recovery of livelihoods to the most affected families and to present affected children and adolescents with learning and protection opportunities”, comparing this objective against the commentaries made by interviewees, it is agreed that the objective of the project, referring to the Recovery of Livelihoods, was fulfilled and identified by the participants.

3. SCMX proposed an implementation of the project that ensured the presence of facilitators on the field, enabling a relationship of trust with the beneficiaries. In addition, the tuning and the constant monitoring and evaluation meetings of the entire team allowed the proposed activities to be adapted according to the needs detected during implementation. The central coordination (Mexico City) supported all these changes to the activities, all the necessary logistical and budgetary readjustments were made. It was a project managed in a flexible and “organic” way that allowed adapting to the context and achieving the proposed results

4. The implemented activities were appropriate to achieve the goals outlined in the project and to strengthen the capabilities of the participants.

5. The interviewed people unanimously agreed that a suitable strategy was the implementation of psycho-emotional care workshops. Although it was not contemplated as an activity within the project, it was decided to incorporate these sessions due to the emotional situation (fear, stress, anxiety) that families were going through after the earthquakes (See Image 5).

“With the activities and games, they included in the workshops they made me feel like a girl again and I felt very happy. When I was presented with a difficult situation at home, I remembered that happy little girl and I was in a better mood for facing what was happening”

(Participant of the San Pedro Huilotepec Women's FGD)

6. At the beginning of the project there was a great distrust from the selected communities towards the Organization due to the unfulfilled promises of other Institutions (governmental Institutions, local and international NGOs). For this reason, from the beginning of the project, accountability actions were planned, centered at that time in informative sessions about SCMX's work and its role as an NGO in emergency response work. However, this was not possible due to team security reasons, and because during that period (April-May 2018) presidential elections were very close. The failure in carrying out this action made it difficult for the communities to accept, trust and be willing to collaborate with us. As a result, acceptance from the community took a long time to arrive, and probably this mistrust at the beginning made it difficult to correctly identify some potential participants under a vulnerability situation.

7. Two facilitators conducted all activities in Zapotec, which favored the understanding of the objectives/activities and tasks associated with the project.

8. Although it was not committed as part of the project, coordination actions/activities were performed with local actors intervening in the area due to the earthquake.

RECOMMENDATIONS AND/OR LEARNINGS

1. At the beginning of the sensitization project, plan activities in the community, including children and adolescents, where the implementer introduce himself, the objectives and scope of the project, in order to create an environment of trust towards the Organization..

2. A key factor for success was the constant presence of the team on the field, including native language speakers (Zapotec), and the flexibility in the management of the project which allowed the activities to be adapted to the local contexts and needs of the community, at no additional cost.



Image 7. Psycho-emotional care workshop at San Blas Atempa

4.2 EFFECTIVENESS

WAS THE CASH SAFELY DELIVERED AND SPENT?⁶

ESTABLISHED FACTS

1. Participants agreed that cash was safely delivered and considered that SCMX was very transparent with its implementation. The money was paid on the agreed dates and for the amount indicated since the start of the project. Participants had a payment schedule that specified the payment date.

“We saw they cared a lot about them (women beneficiaries of the project), we saw how the work they were doing with them was very orderly because they had their schedule of payment dates and workshops”

(Participant of the men's FGD, Santa Rosa de Lima)

2. Most of the participants preferred to withdraw all the money from the bank, keep it and manage it from home as this gave them greater security and generated less expense (transportation to the bank). Being the bank only an instrument to receive their money.

3. In the more urban communities, like Juchitán and Ixtaltepec, it was preferred to withdraw the money according to the day by day expenses.

4. Throughout the implementation of the project, the SCMX constantly accompanied the participants and developed, at the beginning, during and at the end of the intervention, informative sessions on the doubts that arose around the money. That is why, when the money transfers finalized, a session was held to provide all the information regarding closing the bank accounts where the money was deposited.

5. No incidents have been reported in relation to the moments when the received money was spent.

6. Five financial education sessions were implemented (in each group/community), in which advice was given and practices to improve the management of the family economy and spending were proposed. Participants valued very positively these sessions, and even listed some of the practices and recommendations they confirmed were already applying in their daily lives.

6. More information about this at the PDMs made throughout the project.

RECOMMENDATIONS AND/OR LEARNINGS

1. It is considered necessary to agree with the participants, from the start of the project, the dates on which money transfers will be made and to give them a payment schedule that includes the agreed dates.
2. Ensure the constant presence of the team in the communities with the participants, to support the resolution of doubts or situations that may arise regarding money transfers.
3. Incorporate financial education workshops in the proposals, that sensitize and motivate participants about domestic economy management, the importance of saving and how this action can provide them with better financial security.
4. It is recommended to identify and reinforce ways of savings specific to each context, since in some cases, given the community traditions, saving is usually through the acquisition of goods (farm animals, land, purchase gold, etc.).

DO BENEFICIARIES CONSIDER PAYMENT LEVELS TO BE FAIR AND ADEQUATE?

ESTABLISHED FACTS

1. The interviewee agree that the amount granted (\$29,450.00 aligned with the Mexican Government's "Prospera" program) was fair and adequate, mentioning having used it for:
 - Cover basic needs of their home
 - Pay debts acquired after the earthquakes of September 2017.
 - Buy supplies for their work
 - Acquire goods (farm animals, gold, ovens, etc.)

RECOMMENDATIONS AND/OR LEARNINGS

1. Diagnose cash transfer programs implemented by other agencies at the national, state, and local levels, in order to obtain information on the amounts awarded, and assess alignment to this.
2. Analyze the costs of the products included in the basic basket of each zone, to ensure the establishment of the adequate amount for the families.

WAS THERE ANY ABUSE BY AGENCY STAFF, LOCAL ELITES OR AUTHORITIES INVOLVED IN FOCUSING OR DISTRIBUTION?

ESTABLISHED FACTS

1. The interviewed persons did not identify any type of abuse during the development of the project.
2. The interviewees mentioned that if any situation had arisen, they would have felt confident in communicating it to the task force.
3. There is only one case of interviews carried out in Juchitán, where it was mentioned they felt the increase in bricklayers' labor as abuse. As noted above, this occurred because after the earthquakes of September 2017, a rise in construction materials and labor (bricklayers) was identified due to the interest of so many families in rebuilding their homes.

"Everything was very transparent and clear in the project"

(Participant of San Blas Atempa)

RECOMMENDATIONS AND/OR LEARNINGS

1. Maintain an active and constant communication between the operational team and the participants, this allows to be confident in that any type of abuse can be detected.
2. Establish accountability strategies and various mechanisms for complaints and suggestions (mailbox, telephone line, recordings, etc.).
3. Make security recommendations to participants to prevent abuse by third parties.

IS THERE ANY EVIDENCE OF ANTISOCIAL USE?

ESTABLISHED FACTS

1. None of the participants mentioned evidence of antisocial use before, during or at the end of the project.

4.3 IMPACT

WHAT WAS THE IMPACT OF CASH ON LIVELIHOODS?

ESTABLISHED FACTS

1. From the conducted interviews, the identified impact of cash transfers on livelihoods was:

- Meet basic needs, even better than after the earthquakes.
- Reconstruction of housing (kitchen, walls, ceilings and bathrooms).
- Economic and emotional stability
- Economic and emotional stability
- Payment of debts

2. The interviewed people considered that cash transfers have been a great tool to improve the living conditions and opportunities they had right after the earthquake.

3. However, they considered their socio-economic situation was very similar to the one they had prior to the earthquake. When they speak of improvement they do so in terms of emotional well-being (happiness, tranquility, among others) but not at the socio-economic level: they believe that, in a couple of years, the economic situation will be more complicated given the lack of employment and the continuous rise in prices.

4. The actions around Livelihoods were very focused on the provision of cash for the restoration of Livelihoods. A restoration that participants managed in their own way, according to their knowledge and their usual practices. There was no technical support by the project team regarding this Livelihood restoration.

5. Nevertheless, the project team considers it would have been appropriate to introduce programmatic elements for strengthening and diversifying Livelihoods, from the beginning of action implementation.

6. By limiting the selection criteria to livelihoods (only tortilla-chips ovens), households in a more vulnerable situation than the selected participants, were excluded from being identify as participants.



RECOMMENDATIONS AND/OR LEARNINGS

1. Would have been desirable to adapt the project to the new reality of the context, an early recovery phase, different to one in which the funds arrived.
2. Support from a technician specialized on Livelihoods, who could have advised on options for Livelihood reinforcement and diversification, is evident and necessary.
3. A second phase should necessarily incorporate: market and/or value chain analysis, business plans, training in successful skills⁷ and/or creation of cooperatives, governance and small business legislation.
4. Avoid limiting selection criteria to livelihood, since the socio-economic category is established by different socio-economic factors, not just by livelihood.

WHAT MULTIPLIER EFFECTS MAY HAVE OCCURRED DUE TO CASH?

ESTABLISHED FACTS

1. Although some short-term multiplier effects have been observed from a “micro” point of view, at the time of the present assessment, it is still difficult to measure the long-term “macro” impacts.
2. Participants mentioned feeling more prepared for any emergency situation that may arise in the future, they consider being more economically stable thanks to the recovery of their Livelihoods and the generation of savings and prevention strategies.
3. Among the various multiplier effects mentioned:
 - Acquisition of goods and services, some of which could not afford before the earthquake
 - Saving capability and better management of the household economy.
 - No migration of spouses
 - Regarding the construction workshops, participants mentioned that, thanks to the knowledge acquired, bricklayers will no longer deceive them when rebuilding their homes.
 - The groups of participants from Santa Rosa de Lima, San Pedro Huilotepec and San Blas Atempa mentioned they intend to remain united and be more in solidarity with each other.

SCI has a package of programmatic actions “Common Approaches: Transferable Life Skills.”

4. Within the project, the creation of community committees was contemplated with the objective of generating a contingency fund that would allow the community to be better prepared in case of an emergency. For this reason, 4 committees were integrated, formed following the local methodology (Isthmus-like structure), to which participants were already familiar allowing for their appropriation. This structure is mainly used in the popular festivities of the Zapotec culture, the committees were formed by: president, secretary and treasurer, being integrated in the following way:

- One committee in San Blas Atempa comprised by 3 women
- One committee in Santa Rosa de Lima comprised by 3 women
- One committee in San Pedro Huilotepec comprised by 6 women (incumbents and alternates)
- One committee in Juchitán integrating participants from Ixtaltepec, conformed by 7 people, 5 were women and 2 men (incumbents, substitutes and one spokesman).

“The group chose us and helped us determine how to organize ourselves and our functions, this allowed us to work successfully”

(Participant of the Committee of San Pedro Huilotepec)

5. The San Blas Atempa committee mentioned there were personal differences and lack of communication within the group, which affected the dynamics and the work of the committee. Therefore, at the end of the SCMx activities, this committee was dissolved along with the Juchitán committee. The committees that remain active and continue with their emergency fund are those of San Pedro Huilotepec and Santa Rosa de Lima.

6. Usually, committees with a “Isthmus-like structure” are used for the organization of cultural events, and their functioning is quite informal. However, the activities proposed for the project (contingency funds, savings group) would have required certain “game rules” or regulations to manage the committee, at least minimally, in order to ensure functionality, transparency and misunderstandings.

RECOMMENDATIONS AND/OR LEARNINGS

1. If there is an opportunity for a second phase, devote resources to research on the “macro” effects and possible long-term impact of the project.
2. Promote unity among communities by performing activities that aim to benefit all.
3. In order to create committees, investigate beforehand if there is any structure specific to the work area already familiar to the participants.
4. Develop mechanisms that support committees in establishing their own internal regulations, even if they are minimal, where roles and responsibilities are clearly defined, seeking to diminish future conflicts.
5. It is recommended to promote the participation of children and adolescents in the dialogue spaces of the committees.

HOW DID HOUSEHOLDS DECIDE HOW TO USE THE CASH? WAS THERE TENSION BETWEEN MEN AND WOMEN OR DIFFERENT GENERATIONS?

ESTABLISHED FACTS

1. At the beginning of the project, no gender risk analysis was executed.
2. The households' decision on how to use the cash was as follows:
 - Most participants made the decision as a couple, leaving out the rest of the family.
 - A minority of families mentioned they met and agreed on the use of the cash.
 - During the girls' and boys' FGD it was mentioned that most of them were certainly not considered when deciding how to spend the money, but that their mothers did tell them they were going to use it, noticing that house needs were covered.
3. There is no mention of any conflict over the use of money. On the contrary, family members and even some neighbors motivated the participants to have an adequate use of the cash. Only during an interview in San Blas Atempa it was mentioned that a small discomfort on the part of its neighbors was noticed, but it did not transcend.

“My mom stopped being so angry about money and didn’t scold me so much anymore”

(Son of participant of Juchitán’s FGD)

RECOMMENDATIONS AND/OR LEARNINGS

1. Systematically conduct a gender risk analysis at the beginning of each project. Although no incidents of this type were recorded, there was no real awareness of this type of risk by the team. .
2. Sensitize participants on the importance of child participation.

HOW HAS THE CASH PROJECT AFFECTED THE COMMUNITY’S TRADITIONAL SELF-HELP SYSTEM?

ESTABLISHED FACTS

1. The project has integrated the traditional self-help systems of the area, upholding its culture and including the native language (Zapotec), so the project implementation has not affected the communities, on the contrary.
2. A constant community work was achieved, as well as the identification, recognition and confidence in SCMx and in the work done.

RECOMMENDATIONS AND/OR LEARNINGS

1. From the beginning of the project, when planning the activities, take into account the language, habits and customs of the work areas, and make modifications accordingly.
2. Include in the operational team people from the work zone and native language speakers, who favors the acceptance of the Organization in the project implementation zones.
3. In the work plan, have containment actions for external situations that may affect the fulfillment of the project.



4.4 CHECK FOR CROSS-CUTTING ISSUES RELATED TO CHILDHOOD PROTECTION AND GENDER

IS THE PROPOSAL SENSITIVE TO CHILDHOOD PROTECTION?

ESTABLISHED FACTS

1. The project was aligned with Save the Children Mexico's childhood protection (safeguarding) standards and the team was trained on these standards.
2. The SCMX team conducted a workshop in each community (4 in total) on the significance of guaranteeing the rights and protection of children and adolescents in daily and emergency contexts. It should be mentioned that most of the participants had no knowledge of child rights.
3. Participants considered the project did was sensitive to the protection of children, relating it to a change in the behavior of children and adolescents after the psycho-emotional workshops, in which they had the opportunity to express themselves, participate, play, learn and be listened to. Some behaviors that decreased or completely disappeared with the workshops are anxiety, fear and stress due to any motive (behaviors generated after the earthquakes of September 2017). Now they are more participative, collaborative and better prepared for an emergency.

RECOMMENDATIONS AND/OR LEARNINGS

1. Align the project to childhood protection standards.
2. Consider and ensure the participation of children and adolescents in all activities, as well as listen to them regarding actions that directly affect them.
3. Promote the rights of children and adolescents and the importance of guaranteeing them.



Image 6. Disaster Risk Reduction Workshop for children and adolescents in Juchitán

HAVE POTENTIAL RISKS TO CHILDREN BEEN MEASURED IN THE PROPOSAL?

ESTABLISHED FACTS

1. Through a risk analysis, possible risks were identified in the intervention with children and adolescents, which allowed considering for containment actions. However, during the FGD of girls and boys in Juchitán, two situations were mentioned, in which, given the overwork of the children, they could not attend the workshops or, for being able to attend the workshop, quickly did their homework without paying attention to it, which could have a negative impact on their grades.
2. The workshops carried out allowed the participating children and adolescents to lower their stress levels, express themselves, play and learn (see Image 6), establishing friendly and protective spaces for them.
3. Children and adolescents expressed feeling happy because things in their homes improved, their basic needs and the needs of their families were covered, they bought things they could not afford before and family harmony at home was better.

“Before we didn’t have internet at home and I had to go to the cyber to do my homework; with the money my mom received, she got internet and now I do my homework with the computer we have, so I only go to print them out at the cyber. We don’t spend so much anymore”

(Son of participant of Juchitán's FGD)

RECOMMENDATIONS AND/OR LEARNINGS

1. Divide children and adolescents into age groups, adapting activities according to each group and taking them into account when planning and implementing activities.
2. Identify risks the child population may face, in order to best adapt the activities of the whole project.

IS THE PROPOSAL GENDER SENSITIVE?

ESTABLISHED FACTS

1. The project was aligned with Save the Children's gender standards. The team was trained on these standards.
2. However, no gender risk analysis was carried out in the area and no mitigation actions were included on possible risks that might arise during the project implementation.
3. Involvement of men from the participating households was minimal (they only supported the installation of the oven).
4. In the FGD carried out with men from Santa Rosa de Lima, there was mention of how happy the husbands are for the participation of their wives and children in the activities of the project, they also commented there were no tension at home due to their participation in the project.
5. The project activities did not entail an extra workload for the participants, nor were there any major changes in their daily work, in some cases they even considered the workload decreased because they worked fewer hours.
6. During the implementation of the project, practices and realities that negatively affected girls, adolescents and women were identified: high drop-out rates among girls and adolescents, high teenage pregnancy rates, single women household due to spouse abandonment.

“Even our pressure dropped (...) our face hurts from laughing so much”

(Participant from San Pedro Huilotepec)

RECOMMENDATIONS AND/OR LEARNINGS

1. It is important to perform a gender risk analysis and generate mitigation actions.
2. Involve men in the various activities more actively (since they only supported the installation of the oven), ensuring the participation of the entire family.
3. Carry out activities in a playful way with children and adults, to guarantee they participate and are involved (see Image 7).
4. It is recommended to design and implement gender-specific projects that could address from its roots, the enormous structural problems faced by girls, adolescents and women in the area.

HAVE APPROPRIATE TOOLS BEEN USED? ARE THEY GIVEN ADEQUATE TIME AND SPACE?

ESTABLISHED FACTS

1. As part of the accountability actions, as a mechanism for complaints and suggestions, a telephone line, tape recorder and complaints box were implemented, the latter very little used by the participants.
2. There was a punctual and constant accompaniment in the communities.
3. A quick response was given to resolve the situations that arose.
4. Accountability was performed overall and for each community, including children and adolescents.

RECOMMENDATIONS AND/OR LEARNINGS

1. To have an open communication channel with the participants to resolve any doubts that may arise during the project.
2. Maintain an active and constant work in the communities.
3. Hire a local operative team.



Image 7. Financial education workshop given by BBVA Bancomer

HOW DID WOMEN, MEN, BOYS AND GIRLS PARTICIPATE IN THE ACCOUNTABILITY OF THE PROJECT?

ESTABLISHED FACTS

1. Everyone participated in the reports made by the SCMX team, during the accountability they had the opportunity to meet participants from other communities in the project; a space for dialogue, experiences and interaction was created.
2. During the interviews, the interviewees said they did not know where the funds came from (who the donor was: European Union).

How good it is that there are people who think of others, I ask myself, if they come from another side: How is it possible that they think of us?"
(Participant from San Pedro Huilotepec)

RECOMMENDATIONS AND/OR LEARNINGS

1. Accountability to all involved, including children and adolescents and the donor itself, at several times during the development of the project; so that participants are aware of the scope and progress of the project, and have the opportunity to give their opinion and/or suggest changes to the implementation.
2. Introduce to the participants, the donor and the instrument that facilitated the project.

V. CONCLUSIONS, LESSONS LEARNED AND RECOMMENDATIONS

The project responded to the need of the participants regarding the Recovery of their Livelihoods, which were affected after the September 2017 earthquakes.

Throughout the document, different recommendations have been pointed out; below the most important ones according to the criteria established in the TDRs are summarized, together with the conclusions and lessons learned

Efficiency: The technical and programmatic mechanisms used (cash transfer for Livelihoods) were adequate for the beneficiaries.

RECOMMENDATIONS:

- It is considered key to perform a diagnosis of the area and a risk analysis to determine the best payment option and to foresee mitigation actions during implementation.
- If the participant does not have to bear high costs, it is recommended to promote commitment and belonging to the project through the provision of in-kind inputs. Always, of course, with agreements previously made with them, as in this case of the installation of the comizcales (ovens).
- A key factor for success was the constant presence of the team on the field, including native language speakers (Zapotec), and the flexibility in the management of the project which allowed the activities to be adapted to the local contexts and needs of the community.

Effectiveness: Considering implementing the objective that refers to Livelihoods through not conditioned cash transfers/in kind, was a success for the project since it allowed to re-establish Livelihoods and cover basic needs while the participants recovered from the shock lived after the earthquakes

LESSONS LEARNED:

- Avoid conditioning the participants selection criteria to livelihoods, which will allow reaching the most vulnerable population.

RECOMMENDATIONS:

- Establish vulnerability criteria for the selection of participants.
- Share the established criteria with the involved communities, for their validation and transparency in the selection process.

Impact: The action has resulted in significant changes in the lives of those affected by the earthquakes.

LESSONS LEARNED:

- It is important visualize that, although the result on Livelihoods Restoration was successful, the project starting moment would have merited including early recovery. The lack of knowledge and technical skills of the team did not allow them to work on strengthening and diversifying them.

- It is necessary to include as accountability actions the sensitization campaigns and information sessions in the communities (if the context so permits), prior to the start of the project, where the implementing agent, scope and objectives of the project are presented. In this way, it is possible to obtain acceptance, safety for the team and participation of the communities from the beginning of the project.

RECOMMENDATIONS:

- Implement financial education workshops to have a positive impact on families, allowing them to reflect on the importance of having a better management of the family economy and expenses.

- In order to create committees, investigate beforehand if there is any structure specific to the work area already familiar to the participants.

- Promote mechanisms so that the committees establish their own internal regulations, where their roles and responsibilities are clearly defined, in order to reduce future conflicts.

CROSS-CUTTING ISSUES:

RECOMMENDATIONS:

- Conduct a gender risk analysis in work zones.

- Get men (husbands) more involved in the project's actions, although they did participate in certain activities such as transporting raw materials (corn, firewood, etc.), cementing the oven, and attending accountability events. It is important to actively involve them.

- Include mechanisms for the participation of children and adolescents in the project, as well as encouraging their participation within their homes.

- Divide children and adolescents by age groups, even if the implementation of the project could not be carried out in this way due to operational issues, it is important to take them into account when planning and executing activities.

- Identify the risks that the child population may face, in order to adapt the project activities as much as possible.

- Accountability to all involved, including children and adolescents and the donor itself, at several times during the development of the project; so that participants are aware of the scope and progress of the project, creating a space to have the opportunity of giving their opinion and/or suggest changes to the implementation.

- It is recommended to design and implement gender-specific projects that could address from its roots, the enormous structural problems faced by girls, adolescents and women in the area.

Operationally, the intervention was very well focused, adapting and responding to emerging needs and including psycho-emotional elements that were not initially contemplated in the project. This made it possible to generate positive coping strategies and alternatives in the homes, ensuring the fulfilment of the objectives set out in the project.

The project leaves a clear window of opportunity to give continuity to the work already done and to execute a second part focused on the recovery phase, in which topics such as: Market and/or value chain analysis, business plans, training in successful skills⁸ and/or creation of cooperatives, Governance and Legislation of small businesses are incorporated; which ensure the strengthening of Livelihoods, their diversification, and have a lasting and positive impact on the quality of life of the participants and their families.



SCI has a package of programmatic actions "Common Approaches: Transferable Life Skills."

VI. ANNEXES

6.1 TERMS OF REFERENCE

FINAL ASSESSMENT OF THE PROJECT:

Protection for earthquake-affected children and their families by providing access to recovery, education and resilience of livelihoods.

Region: Latin America

Beneficiary NGO : Save the Children Foundation (SCE)

Beneficiary country: México

Contract no: 2018/00675/RQ/01/01

Donor: ECHO

• BACKGROUND

Save the Children Spain Foundation (SCE) is the beneficiary NGO of the grant stipulated with the European civil protection and humanitarian aid operations (ECHO) for the implementation of the project. The local implementing partner is Save the Children Mexico (SCMX).

Within the framework of the project: “Protection for children affected by the earthquake and their families by providing access to recovery, education and resilience of livelihoods” (Contract No. 2018/00675/RQ/01/01), funded by ECHO, the following terms of reference are proposed to conduct its Final Evaluation.

• OBJECTIVES AND USEFULNESS OF THE ASSESSMENT

2.1 Assessment objectives and Criteria

This document will only evaluate the outcome of the Livelihoods project, specifically the cash transfer component – “Cash”.

The evaluation criteria are aligned with those established by OECD-DAC to evaluate humanitarian actions. The assessment is intended to provide an answer on:

a. Verify **Efficiency**: Were appropriate activities proposed to achieve the project results/objectives? Have the expected results been achieved? Could inputs be used more efficiently in the future? How efficient and appropriate were the delivery systems used for disbursements? Does the Agency have sufficient skills to manage the project effectively? What are the costs/management requirements in the implementation of the project? What was the total cost of the project per beneficiary? What are the external costs borne by the beneficiary? Is it possible to compare the cost of the project with the total cost of in-kind donation projects per beneficiary?

b. Highlight some aspects of **Effectiveness**: Was the cash delivered and safely spent? What costs did the beneficiary bear in receiving and using the cash? Do the beneficiaries consider the levels of payment to be fair and adequate? Was there any abuse by agency staff, local elites or authorities involved in focusing or distribution? Is there any evidence of antisocial use?

c. Measure the **Impact** of the actions performed: What was the impact of cash on people's livelihoods? What multiplier effects may have occurred due to cash? What effect did the project have on local markets for key goods and services? How did households decide how to use cash and was there tension between men and women or between different generations? How has the cash project affected the community's traditional self-help systems? How has the cash project influenced local debt and credit markets?

d. Assess **Connectivity and Sustainability**: How did cash transfers interact with other forms of assistance? How has the project incorporated efforts to institutionalize cash transfers and capacity building as part of its approach (at all levels of the actors involved)? How could it be improved to ensure that the SCMX is better prepared for immediate scalable cash-based programming? How sustainable are the achievements and what recommendations could be made to improve sustainability?

e. Evaluate **cross-cutting issues** related to the **Protection of Childhood and Gender**: Is the proposal sensitive on childhood protection? Have the possible risks for children been measured in the proposal? Does the budget have a special allocation for issues of childhood protection? Have staff with experience, understanding and commitment to child protection been recruited? In assessing the needs of women, men, boys and girls, have they been consulted using appropriate tools and given adequate time and space? Is the proposal gender-sensitive? Have the activities been designed for a specific gender? - Is there a gender balance in the project teams? Has the staff recruited experience, understanding and commitment to gender equality? Are the data generated by the project disaggregated by gender? How did women, men, boys and girls participate in the accountability of the project? Are appropriate tools used and are they given adequate time and space?

f. Identify **lessons learned** and **good practices** generated by the project at the **management** and **implementation** levels.

Other criteria such as Appropriation, Coverage and Effectiveness aspects will not be considered in this assessment, since there are Baseline, PDMs and Endline reports where it is perfectly detailed how these criteria have been achieved.

2.1 Usefulness of the Assessment

The conclusions, lessons learned and recommendations to be drawn from the assessment will be useful:

- For the teams of assessment implementers (Save the Children Spain and Save the Children Mexico) to learn, feedback and improve interventions. Also, to improve the start-up mechanisms of Livelihoods projects through a cash transfer intervention.
- The assessment promoters (ECHO) who will be able to obtain evidence for the promotion of livelihood programs through cash transfers.
- Key informants: direct and indirect project target population; counterparts and local allies, for whom this assessment will be an accountability mechanism.
- To other informants (local entities and authorities).
- Other Save the Children International members working in childhood protection scene, to incorporate lessons learned relevant to their interventions and improve the quality of their programs.

• METODOLOGÍA

3.1 Sources of information

Reference Documents:

- Evaluating Humanitarian Action using the OECD-DAC Criteria - ALNP
- Sustainable Livelihoods Approach and its Framework – DFID
- Cash Transfer Programming Operations Manual – Save the Children

The main primary sources of information to be consulted are:

- Project document
- Baseline and End Line
- PDM
- Project technical documents relating to cash transfer
- Reports from other NGOs involved in the area

Secondary sources consulted:⁹

- Interviews with key Informants - ECHO responsible, SCMx Director, SCMx Humanitarian responsible, SCMx Security responsible, Staff from other humanitarian agencies involved in the area, Municipalities, Community Leaders, Market Actors.
- Focus Group Discussion - Men, women, boys and girls beneficiaries of the project.
- Questionnaires in beneficiary households of the project
- Transversal marches in the beneficiary municipalities of the project and in their markets.

9. The number of Interviews, FGD, Questionnaires and Transversal Marches will be decided with the team once the FSL Advisor arrives on the ground.

3.2 Responsabilidad y Roles

ECHO responsible:

- Provide feed-back on the present TdR.
- Provide feed-back on the final assessment document.

Project Manager of the ECHO Project in Mexico, is the person who leads the present evaluation process. His specific functions will be:

- Present the terms of the evaluation to the SCMx team.
- Assemble the SCMx team that will support the present assessment.
- Coordinate and support the process of creating tools for collecting information.
- Coordinate and support the training/preparation of the team for the assessment.
- Arrange the agenda for the on-field mission for collecting information.
- Arrange the logistical requirements to make possible the assessment.
- Compendium of collected information.
- Drafting of the final report.
- Present the final report to the SCMx team.

Monitoring and Evaluation technician in Mexico, is the person who gives support in the recollection of information for the assessment. His functions will be:

- Co-lead the process of creating tools to collect information.
- Co-lead the training/preparation of the assessment team.

FSL/Cash Advisor from SCE is the person who provides technical advice throughout the assessment process. His specific functions will be:

- Write the TdR
- Co-lead the process of creating tools to collect information.
- Co-lead the training/preparation of the assessment team.
- Compendium of collected information
- Provide support for the drafting and technical review of the final report

SCE technician, is the person who manages the project from Madrid. His functions will be:

- Present the terms of the assessment to the donor
- Present the final assessment report to the donor



3.3 Assessment approach, Methodology and Description of the process

On one hand, this assessment seeks to measure the impact on beneficiaries, how the action has generated significant changes (or not) to those affected by the earthquake; and on the other, to measure whether the technical and programmatic mechanisms used (cash transfer for livelihoods) were adequate to the type of beneficiary population. All this with the clear purpose of collecting good practices and lessons learned to guide and influence future similar programs.

Information will be collected through semi-structured interviews adapted to the type of secondary source. Attempts will be made to collect it through a mixed team (men for interviewing men and women for interviewing women) that speaks the local language. For this purpose, the team will consist of the Project Manager, FSL/Cash advisor from SCE and Monitoring and Evaluation staff from the SC Mexico office. They will travel from Mexico City to the communities of: San Blas Atempa, San Pedro Huilotepec, Santa Rosa de Lima, Juchitán and Ixtaltepec where the beneficiaries of the project live. Once the mission is finalized, they will return to Mexico City.

Once the information is collected, reference technical frameworks will be used to order it and subsequently evaluate the action. These are: OECD’s criteria for the humanitarian evaluation, DFID’s “Sustainable Livelihoods Approach” and Save the Children’s “Cash Transfer Programming Operations Manual”.

With this, the Assessment report will be created, utilizing the following format:

1. Introduction	1 page
2. Intervention and context	1 page
3. Methodology	2 pages
4. Analysis of information	4 pages
5. Results	3 pages
6. Conclusions	2 pages
7. Lessons learned	1 page
8. Recommendations	2 pages
9. Annexes	





3.4 Cronogramas

	Responsible	Resources	November	December	January 2019				February 2019
					Sem1	Sem2	Sem3	Sem4	Sem1
TdR			X						
TdR Feedback			X						
Preparation of tools to collect information				X					
Training / preparation of the team for the assessment					X				
Key informant interviews (Mexico City)		Agenda, Vehicle, Phone, Hardcopy of interviews				X			
Key informant interviews (Terrain)		Agenda, Vehicle, Phone, Hardcopy				X			

	Responsible	Resources	November	December	January 2019				February 2019
					W1	W2	W3	W4	W1
Clave (Terreno)		Phone, Hardcopy of interviews							
Focus groups		Agenda, Vehicle, Phone, Hardcopy of interviews				X			
Cuestionarios en hogares		Agenda, Vehicle, Telephone, Camera				X			
Marchas transversales		Agenda, Vehicle, Telephone, Camera				X			
Evaluación de la colecta de Fuentes primarias.							X		

	Responsible	Resources	November	December	January 2019				February 2019
					W1	W2	W3	W4	W1
Compendium of information							X		
Analysis							X		
Preliminary presentation of the assessment results							X		
Final report 1st version								X	
Technical review								X	
Final Report Final Version								X	
Presentation to the country team and the donor.									X



3.5 Budget

			MXN	Total EUR
1	HUMAN RESOURCES			9.098,76
1.1.	PROGRAM STAFF			5.411,94
1.1.1.	International			2.776,11
1.1.1.2	Specialist Cash	Madrid, Spain		2.776,11
1.1.2.	NATIONAL			
1.1.2.1.	Project manager	Mexico City	30.800,00	1.683,88
1.1.2.6.	Field community agents	Istmo, Oaxaca	13.000,00	583,74
1.1.2.2.	Emergency Consultant (10%)	Mexico City	8.200,00	368,21
1.3.	TRAVEL			3.686,82
1.3.1.	Domestic		13.500,00	606,20
1.3.2.	International – Specialist Cash			3.080,62
2	VISIBILITY AND COMMUNICATION		500	22,4517288
3.1.	OFFICE RUNNING COSTS			610,69
3.1.2.	Rental & Utilities*	Istmo, Oaxaca		11.600,00
3.1.3.	Supplies & Stationery	Istmo, Oaxaca	2.000,00	89,81
5.3.	MONITORING EVALUATION & LEARNING			
5.3.2.	MEAL Emergency Officer (10%)	Mexico City	21.300,00	956,44
				10.688,34 €

* Office expenses will be necessary to keep the Juchitán office open during the month of January that the assessment lasts.

