



ENDLINE EVALUATION REPORT

PROJECT: "GIRLS READY FOR THE FUTURE"

Hanoi- 2023

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LIST OF ABBREVIATIONS

IDI	In-depth Interview
LSS	Lower Secondary School
FGD	Focus Group Discussion
TOT	Training of trainers

SUMMARY

The project "Girls Ready for the Future" funded by the Australian Government (through Plan Australia) is designed to support current career guidance activities and proactively provide guidance materials and standardization for the new education program. The approach involves piloting a career-oriented education model in five (5) provinces supported by Plan, ensuring cultural appropriateness, linkage with vocational training institutions and businesses, promoting parental involvement in career guidance, and adopting a multidisciplinary approach to engage stakeholders as key agents of change.

The endline evaluation of the project was conducted from April 3, 2023 to June 30, 2023 in three project provinces including Ha Giang, Quang Tri, and Kon Tum. The evaluation employed both quantitative and qualitative methods, including questionnaire survey with students, in-depth interviews, and group discussions with local partners, teachers, students, and parents. Some key findings from the endline report include:

In terms of effectiveness, most of the project's initial objectives have been achieved successfully, as evidenced by improvements in outcome indicators. In general, students, especially girls, have shown an increase in knowledge about careers, financial literacy, and the labor market. They have demonstrated improvements in their perspectives on the age of marriage and stronger opposition to early marriage. Students have also become more proactive in school activities and have gained greater confidence in their future careers. These positive changes in students can be attributed to the project's intervention activities including lecture innovation, extracurricular activities, clubs, and teacher engagement.

In terms of impact, the most significant and long-lasting impact of the project lies in students' changed perception of careers and future practice of career selection. This impact has been achieved through the transformation of each actor after engaging in career guidance activities at school.

In terms of relevance, the activities of the project as well as the achieved results are aligned with the needs of the beneficiaries and compatible with the general requirements of the education sector. The project's activities and outputs have made positive contributions and are an essential part of generating the impacts and effectiveness of the project. The project has also adapted well to external influences.

In terms of cohesion, the greatest strength of the project lies in the alignment between its objectives and the government's direction and the goals of the education sector. Another strong point of the project is the appropriate timing of implementation and the methods and approaches that are suitable for the beneficiaries' characteristics, cultural context, and regional factors. Local partners highly appreciate the project's methods and approaches for implementation. The project has also selected intervention models based on local needs and characteristics, thereby enhancing the effectiveness of the project.

In terms of efficiency, the project has achieved effectiveness in utilizing resources and mobilizing contributions from relevant parties in various forms. The project's support has yielded significant results contributing to the project's impact. Among the project's support, numerous activities have not only achieved the desired effectiveness and impact according to the project's objectives but also added value to the beneficiaries and the community. The project has been flexible in organizing online Training of Trainers (TOT) courses in the context of COVID-19. Additionally, TOT courses have been organized based on regions to optimize budget and effectiveness. Several local training programs, capacity-building initiatives, and communication efforts have been carried out by trained project personnel. This is considered a significant and sustainable efficiency in utilizing resources effectively. The project's financial support for communication activities within schools has attracted a large number of participants, including not only students and teachers but also parents. The project's financial resources have achieved high effectiveness for certain entrepreneurial initiatives.

In terms of sustainability, the project has achieved many successes in ensuring the sustainability of the project, specifically: The project has met the needs of schools in implementing career guidance content under the New General Education Program 2018. The project's diverse support activities for career guidance in schools have sparked interest among students, thereby increasing the effectiveness of career guidance education according to the new program. The project's generated materials (if standardized and issued) will help maintain and spread the effectiveness of the project. These materials will make contributions to the sustainability of the project by providing ongoing resources for career guidance education. The formation and training of a Trainers of Trainers (TOT) team for career guidance education is a factor that ensures the sustainability of self-capacity for the local teaching system in delivering career guidance education. The trained TOT team will continue to support and train local educators, thus ensuring

the long-term sustainability of career guidance efforts. The project has expanded its reach beyond the project area and has the potential for replication. Partners have highly appreciated Plan's support for project activities and have requested continued support from Plan to scale up career guidance implementation in local schools using local budgets.

In terms of gender and inclusion, the project has focused on ensuring equal participation rights for targeted groups, regardless of gender, religion, ethnicity, or social status. Benefits have been equitably distributed among target groups, with project resources concentrated on activities aimed at the target beneficiaries. The project has emphasized empowering children, parents, and teachers by enhancing their awareness and skills, enabling them to become agents of change. The selected issues and models are tailored to the needs of schools and the local community. It can be observed that the project has social sustainability, as children and families themselves are empowered to create change. Regarding gender issues, there is no discrimination between males and females in providing opportunities for leadership, management, and participation in project activities. Gender equality and sensitivity are always emphasized in the implementation of career guidance education in schools.

Recommendations

For implementing partners

- Scale up career guidance models and experiences in schools using appropriate local resources. Allocate a budget for education specifically dedicated to this activity while mobilizing funds from socialization activities.
- Employ trained project facilitators to provide teacher training for other schools.
- Replicate entrepreneurship models for youth and women using local resources. Youth and women can access loans from social policy banks and poverty reduction programs to implement entrepreneurship models, with technical guidance and support from local partners such as Women's Union and Youth Union, who have been trained in entrepreneurship techniques, management, and implementation.

For schools

- Place more emphasis on career guidance communication activities targeting parents and students. Survey results have shown that parents continue to have a significant influence

on students, serving as an important source of information regarding education and the labor market. Increased participation of parents in project activities and interactive engagement with stakeholders will help raise awareness and enhance their involvement in their children's education, academic and career orientation, as well as in sharing and supporting their children's journey.

For Plan Organization

- Recommend collaborating with the Department of Labor, business community, production households, education and training networks under the overall guidance of the government to establish linked and integrated career guidance activities with the labor market, relevant labor demand, and management agencies in these fields. This will ensure that students have comprehensive and multidimensional understanding of professions and possess the necessary qualities and skills to pursue their chosen careers in the future.
- Conduct more communication campaigns to disseminate the project's successes and impact, mobilizing greater participation from stakeholders and beneficiaries, while also facilitating program replication and sustainability.
- Develop additional educational materials and booklets on career guidance for students. The materials should be designed in an engaging and student-friendly manner to enhance effectiveness.
- Provide advanced training courses to help core educators update their knowledge, skills, and teaching methods to support the implementation of career guidance content.
- Expand career guidance programs at the primary and secondary levels, if there are additional budget
- Maintain and promote the active support of project staff in scaling up project activities to other localities/regions.

II. INTRODUCTION OF THE ENDLINE EVALUATION OF PROJECT “GIRLS READY FOR THE FUTURE”

1. Project background

Goal of the project: Girls of Vietnam have the agency to be active drivers of change in realizing their social and economic rights in a gender responsive and safe environment.

Objective 1- Girls have the agency, access and control over resources to pursue decent work opportunities of their choosing, whether wage employment or self-employed

Objective 2- Girls at risk of child/ early/forced marriage benefit from improved educational opportunities and are empowered to make positive choices in a gender equitable and supportive environment

Geographical coverage: 5 provinces including Ha Giang, Lai Chau, Quang Binh, Quang Tri and Kon Tum.

Beneficiary groups: The project focuses mainly on two (02) target groups: (i) children aged 11-15, focusing on girls in lower secondary schools, and (ii) youth group aged 16-24, focusing on young women who have dropped out of school. On the other hand, this project also targets governmental agencies and service providers, especially educational institutions, teachers and administrators of lower secondary schools, parents and people in the community, and civil servants of the Ministry of Education and Training (MOET), Ministry of Labor, Invalids and Social Affairs (MOLISA), the Youth Union, Women's Union and local authorities at all levels.

2. Evaluation objectives

The final evaluation is to assess the results of the project “Girl Ready For Future” by reviewing the relevance, effectiveness, impact, efficiency, and sustainability identifying key lessons learnt, making concrete recommendations.

Specific objectives of the evaluation are

- Assess achievement and impact of project outcomes against indicators used in the baseline survey carried out in year one. Detailed key questions and issues will be analyzed in a participatory, collaborative and systems-based approach;
- Evaluate the project design, project strategies, and project management, including project monitoring;
- Understand the strengths and weaknesses of the current project approach;
- Assess the stakeholder’s and beneficiary’s perspective on the usefulness of interventions and their overall satisfaction with the project;
- Highlight lessons learned from project implementation and outcome achievements;

- Develop specific recommendations in collaboration with major stakeholder groups and local implementing partners to ensure they have the capacity to carry on with activities after project end. An action plan will be developed to promote long-term sustainability and impact for young people, especially girls and ethnic minority groups, within and outside of the project's target locations.

3. Methodology

3.1. Desk study

The consultants implemented the review of relevant documents and data of the project (project reports, project framework, project indicators, baseline data and report, and other related documents).

3.2. Primary data collection

Both quantitative and qualitative approaches were applied from which methods of data collection and analysis had been appropriately designed including (1) survey via questionnaire and (2) indepth-interview, focus group discussion, and observation. Accordingly, qualitative and quantitative data analysis methods were applied.

Quantitative survey

Given available resources, the consultants selected 3 out of 5 project provinces to collect data. Three provinces were selected including Ha Giang in the North, Quang Tri in the Central and Kon Tum in the Central Highlands (the remaining two provinces were not selected including Lai Chau and Quang Binh). In the first year, the baseline survey was conducted in 3 provinces: Ha Giang, Quang Binh and Kon Tum. Thus, in the Central region, the endline evaluation selected Quang Tri instead of Quang Binh. Although there is a change in the provinces selected between the 2 surveys, the results were analyzed for all 5 project provinces (when technically accepted because provinces are representative by region).

Sampling frame and sample size

For comparison, the evaluation will use the same sampling frame and sampling method as the baseline. Specifically, the multi-stage sampling method was used to better ensure the representativeness and the sufficiency of the whole population's characteristics.

- District selection: From the list of districts in each province provided by PLAN, in each province, the research team randomly selected 01 district.

- Commune and school selection: Because each commune has only one secondary school, the selection of commune and school is the same. Thus, in each district, 2 communes as well as 2 schools were randomly selected to be the survey sites.

- Student selection: At each school, 80 students were randomly selected to participate in the quantitative survey. Specifically, to get enough students of all age ranges, 20 students (10 boys and 10 girls) in each grade were selected randomly from the list of students, making a total sample in each school 80 students in grades 6, 7, 8, and 9. Selecting students at secondary school was conducted on the day of the survey. Final field sites and sample size are presented in Table 1.

Table 1. Field Sites and Sample Size

Province	District	Commune	School	Number of students
Ha Giang	Hoang Su Phi	Tan Tien	Tan Tien	81
		Po Lo	Po Lo	77
Quang Tri	Huong Hoa	Thuan	Thuan	82
		A Xing	A Xing	80
Kon Tum	Kon Ray	Dak To Re	Dak To Re	80
		Dak Koi	Dak Koi	80
Tổng				480

Qualitative data collection

The total number of in-depth interviews and focus group discussions conducted in the final assessment is shown in Table 2.

Table 2. Number of In-depth Interviews and Focus Group Discussions

	Informants	Quantity	Sum
FGD	- Female 6 th and 7 th graders	6	36
	- Female 8 th and 9 th graders	6	
	- Male 6 th and 7 th graders	6	
	- Male 8 th and 9 th graders	6	
	- Parents	6	
	- Teachers	6	
IDI	- School managers	6	22
	- Representative, provincial department of education and training	3	

	- Representative, district division of education and training	3	
	- Representative, Women's Union in Hoang Su Phi, Ha Giang	1	
	- Representative, Youth Union in Kon Ray, Kon Tum	1	
	- Youth 16-24, Seed grant receiver	8	

4. Data quality assurance

Quantitative data: data collection was carried out by the field enumerators (Plan's partners) under supervision of the consultant. The consultant organized training courses so that the interviewers understand the contents of the questionnaire, interviewing techniques, ethical principles and child protection principles prior to the interview.

During the interview, the enumerators used smartphones/tablets/laptops to input answers directly into Kobotoolbox software. The enumerators could only submit the interview results if the questionnaire had enough answers and the answers satisfied logic requirements of the questionnaire design. This helps save time and reduce errors in entering questionnaires after the interview.

In the field, enumerators kept in regular contact with the consultants and promptly discussed problems to receive timely guidance/handling. After the first interviews, the consultants and the enumerators discussed and agreed on solving the problems if any and drew lessons for the next working days.

At the end of each session, the consultants checked the interview results based on the data uploaded to Kobotoolbox account for completeness, accuracy, interview duration, adherence to sample selection requirements and timely adjusted when needed.

Before analysis, some open-ended questions in the questionnaire were coded. Collected data were checked and cleaned on the number of completed questionnaires, the number of responses in a questionnaire and data quality through basic statistical techniques. Quantitative data analysis was carried out using SPSS 20.0 software.

Qualitative data: the consultants conducted in-depth interviews and group discussions based on the designed qualitative toolkit. Research principles on ensuring content, techniques, research ethics, and child protection were strictly followed during the information collection

process. Observation techniques were used when the consultants participated in some sample classes on career guidance.

The preparation of the site and inviting participants was conducted carefully and thoughtfully, with the right audience and sufficient quantity as required. However, due to language and cultural characteristics, many respondents were not willing to exchange opinion because they were not used to expressing opinions, not fluent in Vietnamese, and had limited education. As a result, some interviews did not yield as much information as expected.

To overcome this, with group discussion of students, the consultants asked students to write down their answers to the questions raised by the consultants instead of asking them to speak up, so that they could freely express their opinions and confidently provided answers.

The collected qualitative data were transcribed and processed by topic and object. All identifying information of individuals participating in in-depth interviews/group discussions were encrypted and not displayed in the data. The data is fully checked, reviewed, cleaned and encrypted before being used for analysis.

5. Ethical standards

The consultants submitted an application to the ISDS Ethics Board (IRB00011703) and obtained a the approval of ethical standards for the final evaluation prior to conducting the study.

All interviews and focus group discussions were conducted in safe and quiet places where participants felt comfortable sharing their opinions and thoughts.

Information on the study, study procedure, participant rights, risks and benefits of participating in the study, and contact information was provided to all respondents by the interviewers prior to each interview. For children participating in surveys, indepth-interviews and focus group discussions, the interviewers obtained written consent from the teachers. Only children with the consent of their teachers were invited to participate in the study. Before the interview, the interviewers presented information about the project, the final evaluation and participant rights... to all respondents, including students, and asked for the respondent's written consent.

Personal identifiable information of the participants will not be identified and disclosed in any report/publication from the study. If a child disclosed child abuse, the interviewers would report the incident to the PIV for further intervention if necessary.

If there was any question that the participants were worried about that could have adverse consequences when answering, they could refuse to answer any questions or even stop the interview. without giving reasons. In case the participant found it difficult to continue the interview, the interview would be rescheduled to another suitable time or stopped if necessary.

6. Limitations of the Evaluation

- Due to limited resources, the endline evaluation used a sampling survey to have assessments that are close to the whole population of beneficiaries in all 5 provinces of the project. Because it is a sampling survey, the generalization to the population has certain limitations: the research results first reflect the characteristics of the sample in 3 provinces; some analysis uses statistical tools to calculate the difference in the characteristics of the population and the results can be generalized to all 5 project provinces in those specific contents; other generalizations should be used with caution.
- The research design of the final assessment is a cross-sectional study so it is not possible to draw conclusions about the causal impact of the project's intervention on the beneficiaries. However, the report used comparative data between baseline and endline surveys to calculate a number of indicators reflecting the effectiveness of the project as well as to find factors related to the project that lead to changes in the beneficiaries. This is the optimal approach in this case.
- Due to the limited number of young people aged 16-24 participating in the project's activities, the endline evaluation did not conduct a quantitative survey for this subject, so some of the final evaluation indicators cannot be quantified and evaluated using qualitative data.
- Because Plan implements many different projects in the same area, respondents including students, parents and teachers sometimes confuse the activities of this project with the activities of other projects. For example, communication activities on gender equality and child marriage have also been carried out in other Plan projects.

II. MAIN FINDINGS FROM THE ENDLINE EVALUATION

Characteristics of the Quantitative Survey Sample

The endline evaluation collected quantitative information from 6th, 7th, 8th, and 9th grade students in secondary schools across three districts in three provinces: Hoang Su Phi district in Ha Giang province, Huong Hoa district in Quang Tri province, and Kon Ray district in Kon Tum province. On average, approximately 80 students, including both male and female students, were interviewed in each school in each commune (Table 3). Out of a total of 480 survey respondents, male students accounted for 48.7%, female students accounted for 50.8%, and students who identified as third sex comprised 0.42% (2 students).

Kinh students accounted for only 6.04% of the sample, while the rest belonged to ethnic minority groups. The highest proportion was from the Van Kieu ethnic group at 19.2%, followed by the So Dang group at 17.5%. The Thai and Pako ethnic groups accounted for 13.7%, and the Nung ethnic group accounted for 12.5%. The remaining students belonged to other ethnic groups. Accordingly, the majority in Hà Giang province were H'Mong, Nung, and Thai ethnic groups. In Quảng Trị province, the predominant ethnic groups were Pako and Vân Kieu. In Kon Tum province, the main ethnic groups were Sodang, BaNa, and Kinh.

Table 3. Characteristics of the Endline Survey Sample

Characteristics of the Survey Sample	Quantity	Percent (%)
<i>Localities</i>		
Hoang Su Phi District, Ha Giang province		
- Po Lo	77	16.04
- Tan Tien	81	16.88
Huong Hoa, Quang Tri province		
- A Xing	80	16.67
- Thuan	82	17.08
Kon Ray, Kon Tum province		
- Dak Koi	80	16.67
- Dak To Re	80	16.67
<i>Sex</i>		
Male	234	48.75
Female	244	50.83
Others	2	0.42
<i>Grade</i>		
6 th grade	111	23.13
7 th grade	129	26.88

8 th grade	128	26.67
9 th grade	112	23.33
<i>Ethnicity</i>		
Ba Na	43	8.96
HMong	35	7.29
Kinh	29	6.04
Nung	60	12.50
Pako	66	13.75
Sodang	84	17.5
Thai	66	13.75
Van Kieu	92	19.17
Others	5	1.05
<i>Academic performance school year 2021-2022</i>		
Excellent/Outstanding	45	9.38
Good	210	43.75
Average (Pass)	202	42.08
Weak (Fail)	1	0.21
Unknown/No response	22	4.58
<i>Economic status of households</i>		
Poor households	219	45.63
Near-poor households	63	13.13
Other	186	38.75
Unknown	12	2.50
<i>Health</i>		
People without health problems	363	75.63
People with health problems	117	24.38
Total	480	100

In the sample, students' academic performance in the previous school year (2021-2022) was mainly categorized as "Good" (43.7%) and "Average" (42.1%); the proportion of "Excellent" was 9.4%; only 1 student was graded with a "Poor" academic performance. Out of the total of 480 cases, a significant 45.6% of students reported that their families belonged to the "Poor" household category; "Near Poor" households accounted for 13.1%, while households with better economic conditions made up 38.7%.

In terms of health, if any difficulties are reported by students related to hearing, vision, mobility, memory, and concentration based on their subjective assessment, the students are

categorized as having health problems. The proportion of students who self-identified as having health issues was 117, accounting for nearly a quarter of the sample size, while the remaining three-quarters self-identified as not having any health problems.

1. Effectiveness

1.1. Achievement of objectives

Overall, the "Girls Ready for the Future" project has achieved most of the tentative objectives, specifically as follows:

Objective 1: Girls have the agency, access and control over resources to pursue decent work opportunities of their choosing, whether wage employment or self-employed.

-The project has successfully supported the local community in enhancing the capacity and knowledge of students regarding career education. Survey results indicated a significant increase in knowledge of financial literacy and the labor market. This is evident through the project's outcome indicators 1.1.

Table 4. Outcome Indicators 1.1¹ (%)

Indicators	Students (both males and females)			Female students		
	Baseline	Endline	Change	Baseline	Endline	Change
Improving financial literacy						
- How to spend money	77.48	91.2	+13.72	84.07	93.6	+9,53
- How to manage, save money	85.1	93.65	+8.55	91.15	94	+2.85
Enhancing knowledge about the labor market						
- Paid jobs are popular in the locality	55.51	70.8	+15.3	54.63	67.9	+13.3
- Paid jobs I can do	48.3	67.3	+19.0	48.9	67.5	+18.6
- Wage/salaries of some local jobs	41.3	61.9	+20.6	44.69	61.1	+16.4
- What should be done to get a job	38.6	66.7	+28.2	38.67	65.8	+27.1
- Where can I apply for a job	43.0	63.3	+20.3	44.25	65.4	+21.2

¹ Outcome 1.1. Girls have a good understanding and make in- formed decisions about skills development and employment pathways/options

- Information sources for job searching	62.8	71.5	+8.7	64.16	73.5	+9.3
- Agencies/ organizations to support and introduce jobs	34.9	42.3	+7.4	35.24	38.9	+3.7
- Vocational schools and classes that I can join	55.2	55.0	-0.2	57.08	56.8	-0.3
- Any apprentice can help me apply for a job	50.8	65.6	+14.8	51.1	70.1	+19.0

Most of the outcome indicators 1.1 of the project have increased compared to the baseline survey, except for a minor factor "Vocational schools and classes that I can join" in knowledge about the labor market that experienced a slight decline compared to the baseline survey. This can be explained by the difficulty in obtaining information about "Vocational schools and classes that can be attended" due to the limited access to vocational training facilities in the project's local areas or their distance from the project site.

The group discussions with students in school also reflected improvements in their understanding and knowledge of finance and the labor market.

"To get a job in the future, the first thing is to research about that job and find out what skills are needed to do that work. We must have passion, we must love that job, and have the ability to do that job. I want to work as a florist, and I know that for this job, attention to details and dexterity are required." (FGD, Female students, Kon Tum).

The analysis results have shown no statistically significant differences between male and female students, as well as among different grade levels, regarding their knowledge of financial literacy and the labor market. Accordingly, both male and female students have shown positive changes in their understanding of various aspects of the labor market compared to the baseline survey. No differences by grade among students in terms of their understanding of the labor market partly have demonstrated the effectiveness of the project, as career education activities based on the 2018 Education Program have only been implemented for students in grade 6 and 7.

The project has achieved these results and objectives through various interventions implemented at the local and school levels, including:

Career guidance materials developed by the project have been used in pilot program to help teachers get used to the new education program and design vivid, practical and diversified career lessons for students. The pilot program has been implemented in 49 project schools across

all five provinces, benefiting a total of 38,173 students, including 19,276 female students. These students have had the opportunity to explore different career options through experiential learning models and understand the necessary capabilities for future employment.

Training of Trainers (TOT) for teachers has been conducted in 5 project provinces, focusing on methods and soft skills for integrating and experiencing career guidance. Approximately 60% of the TOT participants have been capable of providing training to other teachers. In the next phase, all 49 project schools will benefit from knowledge and experience sharing sessions delivered by the trained teachers to 100% of the remaining teaching staff in those schools. Around 1,553 teachers from 73 schools have already received training in career guidance.

- The project has successfully supported schools in promoting career guidance activities through integrating career education into leadership clubs, media, and teaching sessions.

The endline survey results indicate that the project activities have a positive impact on students. For students in general and female students in particular, school subjects are the most important source of information for accessing knowledge about the labor market. In the baseline survey, the percentage of female students receiving labor market information from school subjects was only 45.7%, which increased to 74.7% in the final survey, a significant increase of nearly 29 percentage points. Extracurricular activities are also a good source of information, with 72.5% of female students choosing this option in the endline survey, an increase of 22.5 percentage points compared to the baseline survey. These results have also demonstrated the effectiveness of the project's interventions in schools, serving as a good channel of information for students regarding career education in general and understanding the labor market in particular.

Table 5. Information about the Labor Market (%)

Source of Information	Students (In general)			Female Students		
	Baseline	Endline	Change	Baseline	Endline	Change
From subjects at schools	43.8	75.16	+31.36	45.71	74.68	+28.97
Extracurricular activities	47.94	72.53	+24.59	50	72.53	+22.53
From talks with parents and relatives	59.32	74.51	+15.19	60.38	73.82	+13.44
From Internet, websites, social networks	49.64	52.09	+2.45	47.17	53.22	+6.05
From TV, and mass media	44.07	47.47	+3.4	41.04	49.36	+8.32

- Students experience changes in their career orientation as they finish lower secondary education and choose one or more occupations to pursue before leaving school. Most students not only expressed their intention to continue studying after finishing lower secondary education but also became clearer in their career orientation and pursuit.

In terms of education, the survey results have shown that the percentage of female students intending to continue to high school after completing lower secondary education was high at 89.7% (compared to 87.1% in the baseline survey).

In terms of career orientation, in group discussions with students from different grades, they were asked to list their desired educational level, chosen occupation, reasons for their choice, the value of the profession, job requirements, and work location. The results have indicated that students had basic knowledge about various occupations, traditional local occupations, and occupations in their surroundings. Students were also able to identify their strengths and preferences, name their favorite occupations, express the requirements of their preferred occupation, and provide initial reasons for choosing their favorite occupation.

"Desired educational level: High School; chosen occupation: farming; Value of the profession: earning income for oneself, providing clean food for everyone; work location: a different province like Da Nang, Quang Binh; reason for choosing the profession: based on my skills and abilities" (FGD, Female students, Quang Tri).

"Favorite occupations: professional athlete; value of the profession: contributing to the country's development, bringing glory to the nation; requirements of the profession: good health, dedication to training, participating in sports clubs; work location: national team; expectations for the profession: high income, stable revenue, long-term commitment; aspirations for the profession: to alleviate the burden on parents, representing the country on the world stage" (FGD, Male students, Quang Tri).

There was no gender difference in students' tentative careers. Both male and female students mentioned a variety of occupations that they would want to learn about and to pursue such as teacher, doctor, chef, lawyer, police officer, and farmer.

Students also considered their circumstance and context when talking about their tentative careers. For example if the occupations they chose were not available in the surroundings, they would choose to find jobs in other districts, provinces or even countries.

“The suitable occupation for me is carpentry. I can learn how to do carpentry in households of carpenters in our locality” (FGD, male students, Kon Tum).

“I want to become a manufacturing engineer. I will go to a university to study. Then, I will work abroad... My uncle is working in plane manufacturing industry in the U.S. and I want to be like him” (FGD, male students, Kon Tum).

-Young people have gained access to financial resources through startup support activities. There have been 37 models of startup support programs implemented in five provinces of the project. Such support has included livestock farming (goats, black pigs, cows, rabbits...), banana cultivation, broom making, honey production, or banana drying... Participating youths, including females, have been able to access the project's financial resources to apply new production methods. Without support from the project, these production and business activities would be impossible within the local youth groups due to resource constraints.

- The startup support models have provided better income for young people. Since most of the startup activities have been recently implemented, it is impossible to evaluate the change in income across all groups. However, some activities that have short production cycle have brought about higher income for young people, such as black pig raising model. The income obtained from selling black pigs can support families financially for house repairs, improving meals, and continuing to have capital for farming.

“I used the money from selling pigs to repair my house because it was in a terrible condition. I am also depositing money for breeding pigs. I will take some when they are available.” (IDI, Female youth, black pig raising model, Kon Tum).

Additionally, the broom-making model initiated in 2021 in Ha Giang has been successful, attracting increasing participation from young women. By the end of 2022, the model had sold 3,259 brooms, contributing to stable income for the participating members.

- The project's support model helps guide youth groups in practicing environmentally friendly and sustainable production methods while raising awareness about production techniques and increasing social capital for the local community.

The project has implemented a start-up support model for youth groups aged 16-24 in various provinces, involving different production activities. For example, in the pig farming model, households have received training, assistance, and applied standards for pig pens, breeds, scientific and environmentally friendly pig farming practices, and disease treatment compared to traditional methods with support from Plan.

The dried banana production model in Lai Chau has also supported households in applying stricter production and distribution standards for sustainable development. The dried banana has achieved a 3-star OCOP certification, meeting criteria for production organization, product development, community strength; criteria for product marketing, nutrition, and other standards.

Furthermore, participating in the project's beneficiary groups has helped increase the social capital of members. They have exchanged knowledge, learned from each other, and supported each other in production and life. For example, in a group of young people implementing the model of making straw brooms in Tan Tien, Hoang Su Phi, Ha Giang, members organize regular meetings and exchanges, combined with group discussions on the phone and support each other in the broom group.

- All members participating in the start-up models have received training and guidance on knowledge and business production techniques, along with financial support to start their businesses.

All models started with trainings to equip young people with knowledge in the selected business model. The project also supported connecting team members with each other, with experts in their respective fields so that they can start a business and maintain production and business activities in a sustainable way. In addition to technical knowledge, members are also equipped with knowledge of the product's output market to more effectively access the product's demand side.

With DFAT/ANO funding, 76 youth including 38 females of 3 models have been provided with knowledge and skill enhancement assistance from the project. The project and local partners

such as Youth Union, Women's Union, and agricultural experts also provided these members with technical support and guide and market information from application step till the end of the project. All these supports and monitor from the project is to ensure that the model fit youth' needs and operates effectively.

In general, start-up models have all achieved initial goals of providing knowledge and skills for production and business, accessing capital, helping to increase income for young people, and moving towards a sustainable startup model.

- Despite achieving good results and efficiency, the project's output indicators with the target group 16-24 has not been realized as expected due to the delay in the implementation of Safe app in Hanoi and the limitations in the coverage of startup models.

Part of the reason is due to the impact of the Covid-19 epidemic, so the progress of the application of Safe app in Hanoi has not been as expected while the software update is regularly implemented. With the start-up models, the success of the models requires careful implementation, training and preparation which depends heavily on the context, including local experts, information on the product market, effects of the market...thus the implementation of the models cannot be carried out in a short time and on a large scale.

Objective 2: Girls at risk of child/ early/forced marriage benefit from improved educational opportunities and are empowered to make positive choices in a gender equitable and supportive environment.

- Girls have shown improvement in their perspectives on the age of marriage and stronger opposition to early marriage. The views on the acceptable age of marriage and early marriage among students in the project area have undergone positive changes (Table 4). The perceived acceptable age for getting married for both girls and boys has significantly increased from 19.2 to 21.8 years for girls and from 21.1 to 23.6 years for boys. This indicates a gradual departure from the minimum age for marriage as regulated by Vietnamese law.

The rate of opposition to early marriage has also shown an increasing trend for both boys and girls between the two surveys. In the baseline study, the rate of opposition to girls marrying before the age of 18 was 70.1%, which increased to 86.5% in the endline survey. The rate of

opposition to boys getting marriage before the age of 20 increased from 60.2% to 82.5%, a 22.3 percentage point increase.

For female students, their perspectives on the age of marriage and early marriage are more strongly expressed compared to the overall group, with significant differences between the baseline and endline surveys. Specifically, the average perceived age for getting married for girls increased by 5 years, from 19.5 to 24.5 years. The average age for marriage for boys also increased by nearly 5 years, from 21.5 to 26.4 years.

Table 6. Outcome Indicators 2.1²

Views on the age of marriage and early marriage	General			Females		
	Baseline	Endline	Change	Baseline	Endline	Change
Average age of marriage for women (years)	19.2	21.8	+2.6	19.5	24.5	+5
Average age of marriage for men (years)	21.1	23.6	+2.5	21.5	26.4	+4.9
Opposing females getting married before the age of 18 (%)	70.1	86.5	+16.4	74.2	85.3	+11.1
Opposing males getting married before the age of 20 (%)	60.2	82.5	+22.3	65.5	82.4	+16.9

- *Students have been more confident and proactive in school activities and have more confidence in their future careers.* Previously, the 2006 Education Program already included career education activities in schools, but they were very limited in duration and often considered subordinate activities, conducted after school hours and only for 9th-grade students. The project's activities now aim to support schools in implementing career education according to the 2018 Education Program, helping students better understand themselves and confidently choose their future careers. Through project activities such as supporting teachers in designing lively and engaging lessons, organizing clubs, career exploration activities, and practical models of farming and animal husbandry at school, students benefit and become more confident and proactive in their learning and development within the school.

² Outcome 2.1. Girl increase their capability to act as effective drivers of change in relation to their rights to education, leadership opportunities and economic empowerment

"The project has focused on enhancing capabilities and supporting disadvantaged groups in society, especially those in difficult and remote areas, to improve their access to better education and skills. The project has also provided opportunities for girls to access education. Here, the Van Kieu and Pa Co ethnic groups have different starting points with less developed conditions compared to the general level. The project's activities have helped create opportunities for children to attend school. Students participate in various activities, and after implementing several activities, they become much more confident and proactive, taking the initiative to organize activities themselves" (IDI, representative of the education sector, Quang Tri).

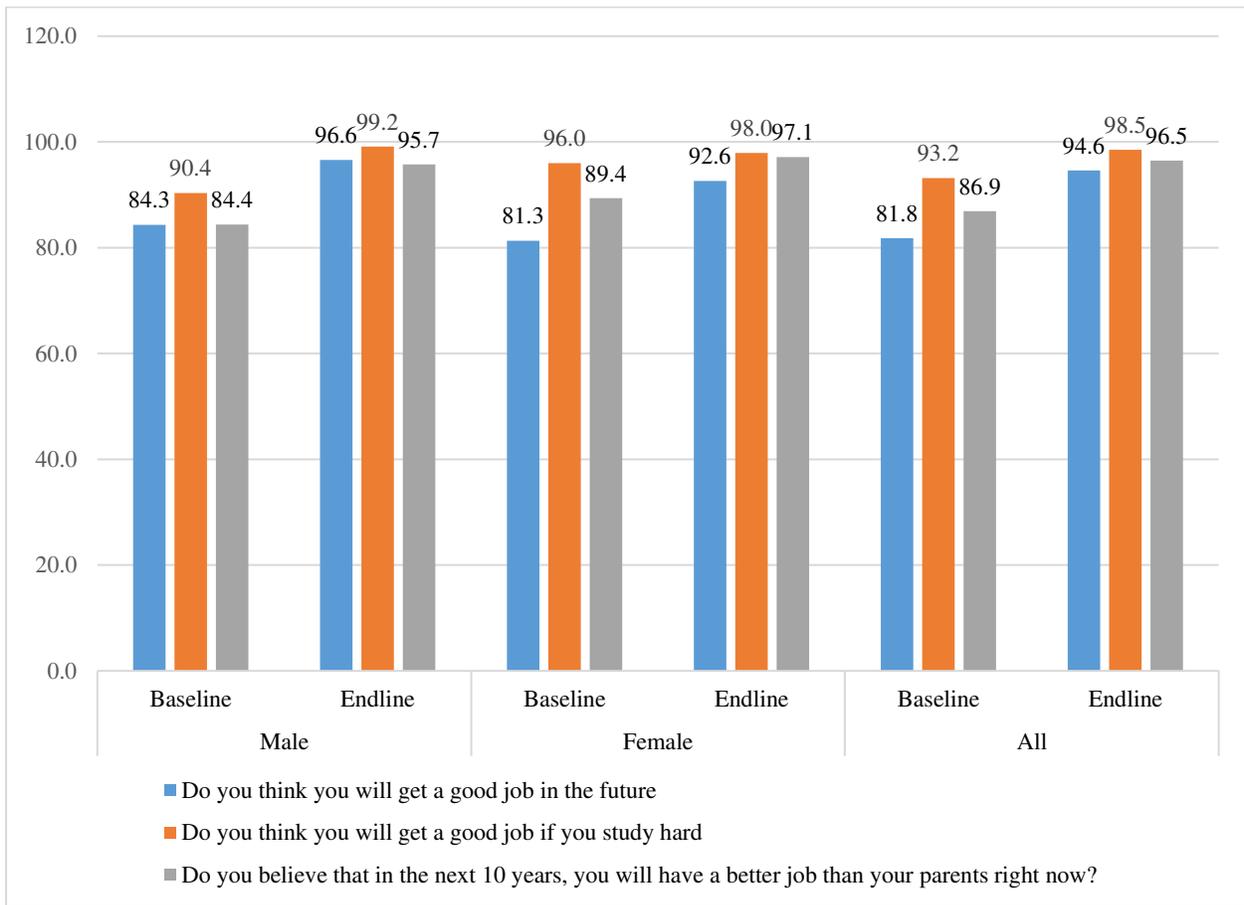
"Previously, the students were very shy, but when they participated in this project, I see that they became much more courageous, ready to share personal issues and discuss problems with the school. They have become bolder" (IDI, representative of the education sector, Kon Tum).

"Career education primarily takes place in change champion clubs, where students learn about various careers, engage in group discussions, make presentations, and even have practical experiences" (FGD, Male students, Kon Tum).

At the 63 participating schools, the change champion club is still being implemented with active participation from the students. Students in the project schools have also attended career experiential lessons and career-oriented education sessions that are diverse and focused on students. Observations of students' experiential learning activities have indicated that students are leading games, participating in groups, raising their hands to express opinions, and confidently acting as MCs. These positive signs have demonstrated the students' confidence and proactivity in their learning activities, especially among female students from ethnic minority groups and in remote areas.

The students who directly benefited from the project have shown an increase in confidence when discussing their future careers (Figure 1). In baseline survey, the percentage of students who believed they would have better jobs in the future was 81.8%, and this number increased to 94.6% in endline survey, representing an almost 12-percentage-point increase. Nearly 87% of students believed they would have better jobs than their parents in baseline survey, and this number increased to over 96.5% in endline survey, indicating a 9.6-percentage-point increase.

Figure 1. Students' Perception of Future Careers (%)

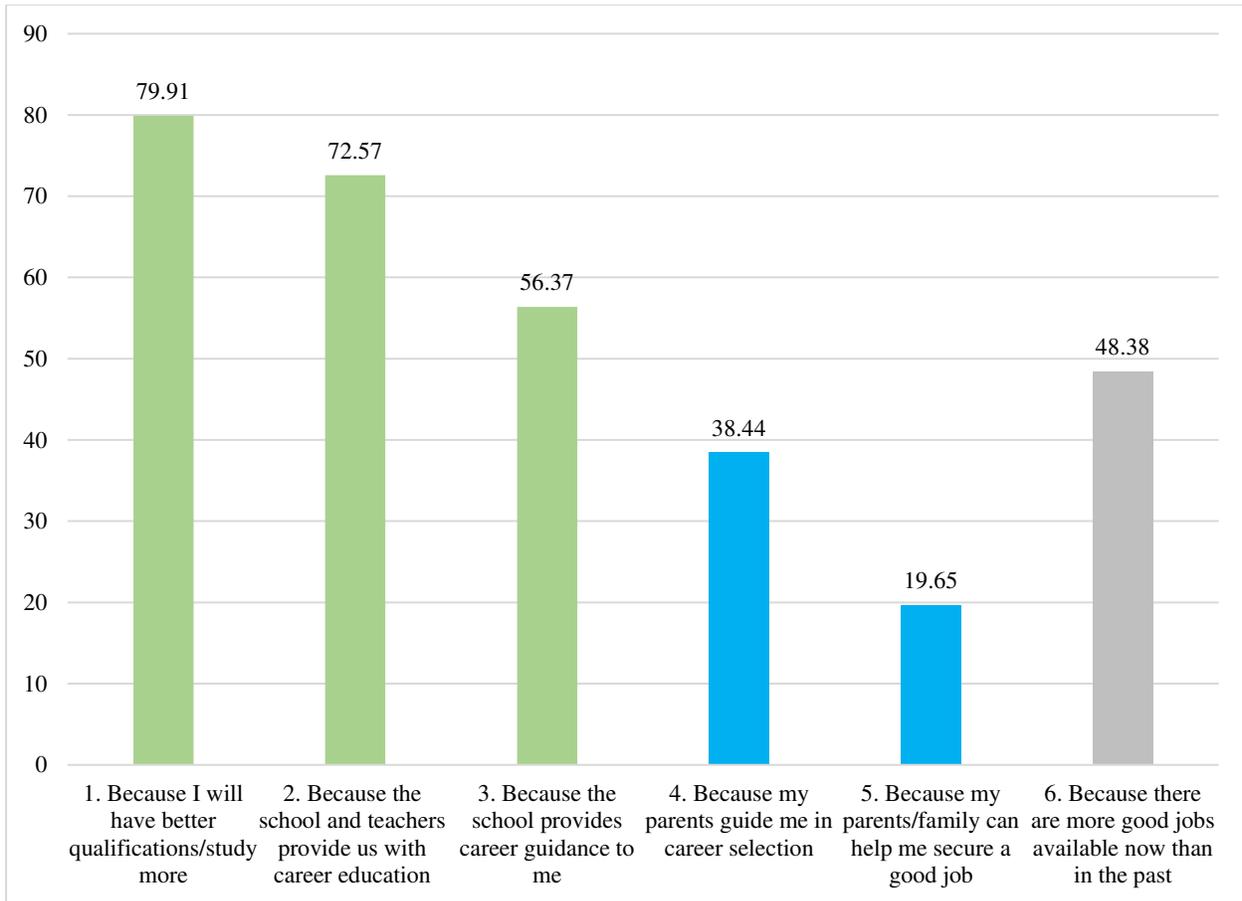


In both male and female groups, confidence in future careers has increased. Both male and female students believed they would have better jobs, have better jobs if they study hard, and better jobs than their parents right now. Although the percentage of confident male students regarding future careers has been slightly higher than that of female students, these differences are not statistically significant. Therefore, it can be seen that there has been no difference between male and female students in terms of confidence in future careers. The project interventions and activities in schools have equally helped female students and male students gain confidence .

Increased students' confidence in their future careers has been due to positive support, primarily from the school (Figure 2). The most important reason for increased students' confidence in their future careers is having better qualifications and studying more, chosen by nearly 80% of students. The second most important reason is the school and teachers' provision of career education, chosen by 72.6% of students. The third most important reason, chosen by 56.4% of students, is that the school provides career guidance. The fact that all three most chosen reasons

have been related to the school demonstrates that the project's supportive activities in career education in schools have a positive impact on students and help them gain more confidence in their future career direction.

Figure 2. Reasons why students believe they will have better careers (%)



- Through existing change champion clubs in the community, necessary contents have been added especially for parents in the activities of the club including communication, career education, and career guidance. These activities have helped raise the community's awareness of career education and enable parents to better accompany their children.

There are currently 92 change champion clubs established and active in the community. In these clubs, the project has supplemented contents such as communication, career education, and career guidance for the community, especially parents. In clubs, parents have been encouraged to participate along with teachers in various activities, sharing contents related to career orientation. As a result, parents' awareness of career education has been greatly improved, and they can actively and effectively support their children in their career development. This perspective has also been

shared and supported by parents in group discussions. In a rapidly changing society where children's knowledge and learning are constantly advancing, parents also desire to update and enhance their knowledge to properly and effectively guide and accompany their children.

In total, 112 parent groups in 110 communes were established and 186 group meetings were held in to support communication on career education, counselling and sharing career education (4,976 people participated including 2,789 parent (1,668 female and 49 PWD) and 2,187 children (1,100 girl and 18 CWD).

“Most of the people here are lack of parenting skills and we hope the school can help support the parents in educating children and accompany parents in career guide for them” (FGD, parents, Quang Tri).

“The father sacrifices to promote the son's life, there is a strong desire to escape the farming profession and let him do whatever he wants. It is also up to his education and training. After grade 9, he can go to high school, to college as soon as he wants and his capacity allows. He will live his life, have an occupation that I hope is better than farming because working in the field is terribly hard. Parents’ responsibly is to support and invest” (FGD, parents, Kon Tum).

1.2. Effectiveness in collaborating with formal and informal stakeholders

One explanation for the project's success is the good relationship and close collaboration between the project and relevant stakeholders, including government authorities, the education sector, schools, teachers, and students, as well as associations such as Women's Union, Youth Union, youth startup groups, and parents of students. The effectiveness in collaborating with project stakeholders has been demonstrated by the simultaneous implementation of multiple activities at the local level within a limited timeframe. Numerous activities such as training sessions, experience sharing, club activities, etc., had to be postponed until 2023 due to the impact of the Covid-19 pandemic. However, within a short period, numerous activities were implemented and brought significant benefits to the local community (IDI, representative of the education sector, Kon Tum).

The effectiveness in collaborating with project stakeholders has also been evident in the active support and assistance from the education sector, government authorities, schools, and teachers with numerous proposals and adjustments from the project's side, and they were positively endorsed. For example, based on the need to expand beneficiaries in the local area, the project has

proposed and received support from partners to organize provincial and district-level workshops to effectively implement career education in schools. This supportive relationship has been rooted in the project's main objective of providing opportunities for personal and career development for students, especially ethnic minority female students in the project's provinces (IDI, representative of the education sector, Quang Tri).

“I can see that Plan people work very methodically and start from the actual needs of the people so that they can develop a suitable implementation plan. I really like the way Plan does to approach to people. It is because prior to project implementation, they know the lifestyle of the local people and direct activities to meet the needs of local people. Their goal is also very humane” (IDI, Women’s Union, Ha Giang).

1.3. Favorable factors supporting project implementation

- *The project has received strong support from the education sector:* The entire education system, from central to local levels, has been implementing the new education program known as the Education Program 2018. The Education Program 2018 is a comprehensive educational program for all levels of general education issued by the Ministry of Education and Training of Vietnam on December 26, 2018 under Circular No. 32/2018/TT-BGDĐT. As part of this program, career education content in schools is to be implemented with increased duration, flexible methods, and approaches, and it is mandatory for all schools. In this context, the education system in Vietnam is undergoing changes and learning to adapt and effectively implement the new education program. Since the project shared the same objectives as the career education content of the new program, it has received positive support from the education sector at all levels, from central to local.

“The project has a Management Board at the Department of Education, consisting of the department's leader, a finance officer, and 1-2 officers in charge of different education levels. The partners are the Department of Foreign Affairs and the Department of Planning and Investment, which provide advice to the provincial People's Committee for project approval. The project, " Girls Ready for the Future," has been considered a component within the overall cooperation program with Plan. Depending on the project activities, they may be organized at the provincial level, and the Department provides guidance to

the education offices, which, in turn, guide the schools and implement the activities where they take place" (IDI, representative of the education sector, Quang Tri).

-The project has met the needs of schools in implementing career education, thus receiving positive responses from schools and teachers. With the implementation of the new program, school leaders and teachers have had to adjust, learn, and adapt. Therefore, with the project's support in enhancing understanding of the new education program, methods, and organizing classroom activities, lesson planning, etc., meeting the requirements and needs of the teachers, the teaching staff has actively participated because the project directly supports their professional work.

"The project has supported equipping teachers with soft skills, designing lesson content, and teaching methods. This is very beneficial for teachers because they may feel uncertain due to their lack of professional training in specific occupations, inadequate retraining, and psychological barriers. The project has also developed instructional materials, although they are still in draft form, and they have been implemented for trial purposes" (IDI, Representative of the education sector, Kon Tum).

"Schools must carry out career education whether there is a project or not. Regardless of the approach, career education must still be emphasized to ensure its alignment with the government's goal of career guidance after lower secondary education... Due to the shared objectives, the project activities have been facilitated" (IDI, representative of the education sector, Quang Tri).

-Close collaboration and coordination between the project and its partners.

"The Plan project has signed memoranda of understanding with the province and districts. The project activities have been proposed by the schools themselves and will be implemented with the agreement of Plan. The relationship between Plan and the education sector, directly with schools, teachers, and students, as well as the relationship with the local community has been very good so far, with close cooperation and no issues" (IDI, representative of the education sector, Quang Tri).

1.4. Some limitations and barriers to the effectiveness of the project

- COVID-19 pandemic

The COVID-19 pandemic has been the biggest obstacle to the project's activities during the past period. Many activities were temporarily suspended, shifted to online platforms, or adjusted. However, the project quickly collaborated with the local authorities and schools to support the control and coexistence with the pandemic by enhancing knowledge and skills in disease prevention through project activities, installing handwashing stations at schools, etc. Due to the pandemic, numerous postponed training sessions, meetings, and exchanges have to take place in 2023, requiring educators, teachers, and students to allocate significant time to project activities. This has somewhat caused difficulties for schools, teachers, education officials, and students.

"It can lead to a sense of discouragement if there are too many activities in one time. Teachers may suffer from a heavy workload; moreover, some activities may become overwhelming. Currently, incentives for participating in project activities are not equivalent to the state's remuneration, so it is also a factor that needs to be considered. Organizing too many activities within a short period, the same content if they are scheduled at appropriate times can be more effective " (IDI, School management board, Quang Tri).

- Alignment of the academic calendar with the project's activity plan

The academic calendar spans 9 months, from September to the end of May each year, with a 3-month summer break from June to August. Therefore, project activities need to be arranged to align with this schedule. According to many teachers, scheduling training sessions, meetings, and exchanges of the project should be better coordinated with the school's academic calendar and students' schedules, to avoid overburdening teachers and negatively impacting their teaching.

"Plan usually conducts training on Saturdays and Sundays, which can also make teachers tired. Next time, it may be possible to schedule the training on weekdays... Typically, in August, there are training sessions for teachers by the education sector, and Plan's training programs can also be organized during this time, which would be more convenient for teachers" (FGD, Teachers, Quang Tri).

- Views and habits of parents regarding their children's education

Ethnic minority parents often value independence in their children's daily life and learning. Although parents are now more concerned about their children's education and school learning,

there has still been a segment of the population that allows their children to make many decisions on their own. Many students may skip school when they don't feel like studying or when they have to support their families with household chores. As a result, in many cases, teachers have to go to the students' homes to call and bring them to school.

"Before each exam, teachers often have to go to students' homes to urge them to go to school... The most challenging aspect for teachers here is mobilizing students to come to school in sufficient numbers... If there is information about any student dropping school to get married, the school must immediately verify the information and visit the student's home to discuss and advise" (FGD, Teachers, Kon Tum).

Therefore, some schools have initiated inviting parents to participate in workshops and exchanges with the school regarding their children's learning and upbringing, connecting with students' families to organize visits and experience various vocational models. This is also an important suggestion to mobilize parental involvement and consensus in both perception and action toward the common goal of the project.

- Views and habits of some teachers

Although the majority of educational officers and teachers participating in the project have been well aware that the project has been supporting them in fulfilling their duties, there have still been some cases where they do not fully understand and have a separate mindset regarding the project's activities from their career guidance responsibilities. This has stemmed from the teachers' traditional teaching methods (previously only teaching based on textbook content), as well as the pressures that teachers bear (teaching classes and implementing other related activities, participating in school and organizational work, attending seminars and training sessions, and the need to update knowledge and skills according to new requirements, etc.). This can be partly addressed if the school's management board balances and adjusts to better allocate and assign tasks to teachers, while also encouraging and enhancing their responsibilities, ethics, and professional pride in teaching.

2. Impact

2.1. Positive and Long-term Impacts

- The most significant positive and long-term impact of the project lies in the change of perception regarding career and career choice in the future for students. This impact has been achieved through the transformation of each participant after engaging in career education content at school.

For the education sector, the project has helped to make the implementation of career education according to the 2018 Education Program more specific, detailed, and closer to the education personnel, including leaders, specialists, school principals, and teachers. The project has organized numerous knowledge-sharing workshops, skill training conferences, and helped enhance and unify the understanding of the requirements of career education according to the 2018 Program. Through the project's active support in terms of resources, the education sector can better fulfill its functions, roles, and responsibilities. When the education sector performs its functions, roles, and responsibilities effectively, the ultimate beneficiaries are the students and society as a whole.

"The training courses have helped the education sector, especially the leadership team, understand clearly that the project has been supporting them in fulfilling their mandatory tasks. The project provides support in terms of finance, skills, methods... so that the education sector can effectively implement the innovative spirit of the 2018 Education Program. When the leadership within the sector understands the issue correctly, they will provide consistent guidance to the entire system, resulting in many positive outcomes... It can be affirmed that the project is effective and sustainable as it contributes to changing the perception and practices of the education sector in implementing the 2018 Education Program" (IDI, Education expert).

"According to the new program, career education starts from grade 4. Career exploration activities are mainstream activities in schools rather than subordinate tasks as before" (IDI, representative of the education sector, Quang Tri).

"The Education Department has provided excellent supports. The Department has ensured that teachers must actively participate in trainings and exchanges" (IDI, School management board, Quang Tri).

For the teacher workforce, the project has helped them shift from the old way of teaching, solely relying on textbooks and employing one-way, monotonous teaching methods with little attention to the learners, to a new approach that places the learners at the center, emphasizes

learner's autonomy, diversifies sources of information, and uses various teaching methods. Although the innovation has been only happening within a group of teachers, in certain classes, and in specific areas, in the long run, the ripple effects of the project will gradually expand. In 2023, the project has already expanded the participant group to include teachers from outside the project's areas, and these teachers continue to share their knowledge and experience with other teachers and apply them to their own teaching hours.

The project has also trained and developed a group of teacher trainers (TOT) in each locality. These core teacher groups have participated in multiple training sessions, exchanges, and regular sharings to master the implementation of career guidance within the new curriculum. In the future, they will play a crucial role in training other teachers in the locality, ensuring that the entire local teaching staff gains access to new skills and methods in career guidance at schools.

"There has been a change in teachers' awareness about the importance of career education. Teachers have been acquiring additional knowledge, skills, teaching expertise, and accessing career education models." (IDI, school management board, Kon Tum).

"The project has supported equipment provision, and provided teachers with soft skills, and lesson content designing and teaching methods." (IDI, representative of the education sector, Quang Tri).

As for students, especially those in grades 6 and 7 who are currently studying career guidance under the new curriculum, they have gained a better understanding of common professions, local traditional occupations, labor market information, and a clearer understanding of their own abilities and aspirations to prepare for the next steps in their career development. Through new learning methods and lesson content, students have been more enthusiastic and proactive in seeking information, and they have gained confidence in expressing their viewpoints. (FGD of teachers and Observations).

2.2. Unintended effects

- There is a significant demand for expanding the project to reach target groups outside the project's designated areas, allowing more people to benefit from it.

After implementing training activities on career guidance under the New Education Program 2018 and other career-oriented activities in the localities, the project has received positive

feedback, and teachers, school managers, and educational officers in all five project provinces have expressed the need to expand the scope to schools not included in the project.

Initially, the project was designed to be implemented at 30 schools in 30 communes in 5 provinces, as of June 2023. In total, the project has reached 116 schools in all 5 provinces. The expansion to schools outside the project began with the proposal from the provincial partner of Lai Chau, followed by Ha Giang province and other provinces such as Quang Binh, Quang Tri, and Kon Tum.

In particular, the career guidance instructional manuals for schools have been highly appreciated by local partners as they helped them overcome difficulties in implementing the curriculum framework required by the Ministry of Education and Training.

The expansion and access to 116 schools have been partly due to the project having allocated budget support from PIV (SPAD). The total number of schools supported by DFAT was 63 schools (in financial years of 2020 to 2023 in all 5 provinces).

3. Relevance

- The project activities as well as achieved outcomes have been aligned with the needs of beneficiaries and compatible with the general requirements of the education sector.

In-depth interviews and group discussions with project beneficiaries such as principals, leaders and officials in the education sector, teachers, and students have all confirmed that the project's support activities have been highly relevant to their desires and needs, fitting the economic, cultural, social, and ethnic features of the local population.

For the education sector in general, the requirements for career guidance in the 2018 Education Program aim to provide students with necessary knowledge, skills, and qualities to prepare them mentally, as well as be ready and confident, in taking charge of their own future, including their career development. These are precisely the objectives that the project aims to achieve. Therefore, this has facilitated close collaboration with partners, enabling the implementation of multiple activities within a short period of time and yielding positive outcomes for a large number of beneficiaries.

- The project activities and outputs have made positive contributions and become an important part of the project's impacts and effectiveness.

Training sessions, exchanges, and experience sharings, demonstration lessons, workshops, etc., have supported teachers in quickly adapting to the new approach of the 2018 Program, enabling them to deliver quality and engaging lessons. Students have shown more interest and enthusiasm in career guidance classes, encouraging them to proactively explore more about the topic and enhance their awareness.

The club activities have not only provided students with important life skills and knowledge but also boosted their confidence in future career development. Club members have continued to share and exchange with non-club members on topics they have engaged in. This has not only helped students become more confident in expressing their opinions and sharing their knowledge but also expanded the number of beneficiaries of the project, further enhancing their awareness and skills. This activity has also helped build the capacity for students to take ownership, gradually moving towards the goal of clubs that have been worked out and operated by themselves.

- The project has been well adapted to changing external contexts

During the outbreak of the Covid-19 pandemic, the project had to postpone many activities and supplement support for those affected by the pandemic. The implementation plans for activities, such as adding content on disease prevention to club activities and providing hand hygiene stations at various school locations, had to be adjusted. After the pandemic was under control, some activities had to be compressed into a shorter timeframe, posing some challenges for the teacher team and stakeholders. However, due to the close collaboration and shared goals and perspectives among partners, the adjustments and additions made during the project implementation did not affect the ultimate objectives of the project.

Career guidance activities within the school setting depend on the surrounding environment and other stakeholders. The surrounding environment and entities in those environments include the local culture, customs, ethnic traditions, as well as family, village, and community. The local labor market situation, including the number and size of businesses also plays a role. The education and training network in the locality and its surroundings, consisting of schools and various fields of study, is another factor. Therefore, the effectiveness of project activities has been somewhat influenced by these factors. Organizing work sessions and exchanges with the labor and social affairs sector,

businesses, households, and receiving guidance and direction from the local authorities will be necessary to achieve greater effectiveness in the project's objectives in the future.

"Career guidance must involve parents and society as well. Students have been influenced by their parents, especially in rural areas. Many of them are unable to pursue their talents and passions. (IDI, representative of the education sector, Quang Tri).

"We have introduced students to various occupations, but their parents mostly work in agriculture and in the local area, only small businesses and vehicle repair jobs, which makes it very difficult. Moreover, teachers also lack formal training in career guidance and do not have the ability to explore and know about all the professions in the local area." (IDI, representative of the education sector, Quang Tri).

4. Cohesion

-The biggest strength of the project lies in the alignment of its objectives with the direction of the Government and the goals of the education sector.

The project's objectives are aligned with the goals of the education sector as reflected in Circular 32/2018/TT-BGDĐT issued on December 26, 2018 which has outlined the general education program, and Decision 522/QĐ-TTg dated May 14, 2018, approving the plan "Career guidance and student career orientation in general education during the period 2018-2025."

"The objectives have aligned, and they (project trainings) were immediately implemented after the workshop in Quang Binh,... In the initial phase, we had five schools, and in the later phase, we expanded to four more schools. The expansion was due to the clear and effective impact on schools and students." (IDI, representative of the education sector, Quang Tri).

-The next strength of the project is the appropriate timing of implementation and the method and approach that are suitable for the beneficiaries as well as the cultural and regional characteristics.

Local partners have highly appreciated the methods and approaches of the project's implementation. The project has also selected intervention models based on the needs and characteristics of the localities, thereby increasing the effectiveness of the project.

"The 2018 program is a new program, and Plan took the lead and provided guidance to teachers, which is an advantage and more effective compared to schools not involved in the project. Students also benefit more." (FGD, Teachers, Kon Tum).

"Plan's approach is suitable for the local people. They have focused on enhancing capabilities and supporting disadvantaged groups in society and difficult regions. This approach has helped students from ethnic minority communities with better learning conditions and skills, which is a significant benefit for students." (IDI, representative of the education sector, Kon Tum).

5. Efficiency

The project funds have been utilized relatively effectively and in accordance with the project schedule, contributing to the project outcomes, specifically:

- Overall, the project results have been achieved within the designated timeframe and with minimal resources. Despite facing challenges due to the COVID- 19 pandemic, activities such as training sessions, workshops, clubs, career experiential models, and youth entrepreneurship models have been implemented on time and have yielded positive results. Based on the implementation results, the project has adjusted and increased the budget to focus on activities that bring the highest effectiveness and efficiency and best meet local needs. For example, due to the high demand for career guidance training and the implementation of the 2018 education program, teacher training activities have been expanded to include teachers outside the project area. The project has also increased the number of teachers and students participating in career guidance training activities, provided schools with assets to diversify teaching methods and offer career exploration opportunities for students. The project has also enhanced support for youth startups in Ha Giang. These activities have significantly increased the number of direct beneficiaries by 71% compared to the initial target.

The project's support for experiential and career guidance models within schools has not only brought results and impacts but also created added value. Some experiential models established in certain schools have yielded high efficiency, helping students improve their abilities, skills, and knowledge about professions and livelihood models for their future career development. Additionally, these models bring economic benefits, supporting students, especially those from ethnic minority backgrounds and disadvantaged students. For example, some vegetable cultivation

experiential models in middle schools have provided a source of food for boarding students within the schools' premises.

- *The project has flexibly organized online Train-the-Trainer (TOT) courses in the context of COVID-19.* Moreover, the TOT courses have been organized according to regions to optimize the budget and facilitate effective sharing and mutual learning during the training period. As a result, the project has conducted more TOT courses than planned (18 TOT courses in 2021 and 2022, compared to the planned 11 courses).

- *Some capacity building and communication programs at the local level have been implemented by the trained project personnel.* This is considered a significant and sustainable outcome in utilizing resources effectively.

- *The project's financial support for communication activities within schools has attracted a large number of participants, including not only students, teachers, but also parents.* As of the end of 2022, there have been 152 communication sessions conducted in 110 schools, with a total attendance of 31,559 people (including 29,624 students, 1,935 teachers, and 1,049 parents). These communication sessions, organized in various diverse forms, have contributed to enhancing students' understanding of professions, inspiring them to explore their own abilities and qualities. Parents have also gained an understanding of the importance of career guidance for their children.

- *The project has effectively mobilized local resources in terms of both financial and human resources for project activities.* The project has engaged the participation of local authorities, organizations, and social-political institutions at various levels. At the school and community level, parents of students have contributed their manpower and financial resources to organize and develop career guidance models for students. Local artisans have participated in introducing and instructing students on how to make local handicraft products, allowing students to learn and understand the skills and qualities required for specific jobs.

“The school has a showroom displaying traditional products of the locality and has called for the participation and support of students' parents and artisans. For example, the parents of students who know how to make bamboo and rattan come to the school to teach the students how to knit or they bring the products they have made to the school for display.

Or the school has also invited artists to practice with students” (IDI, representative of school board, Kon Tum)

- *The project's financial resources have been effectively allocated to some start-up projects*, such as the broom-making model in Hoang Su Phi, Ha Giang, and the dried banana production model in Lai Chau (the product has been certified as a 3-star OCOP product at the provincial level). With Plan's assistance, these two models have achieved positive results, providing stable income for local women and youth. Moreover, these projects have further developed in terms of scale, products, and markets.

However, there have still been some weaknesses in the project's efficiency, specifically as follows:

-Some experiential models within schools have not been suitable and have led to failures, such as the rabbit farming model and mushroom cultivation model. These models require technical skills that the student target group lacks the ability and expertise to maintain and develop. As a result, they have failed and cannot be sustained over time.

6. Sustainability and Scaling-up

6.1. Key factors for ensuring sustainability

For career guidance in schools:

- *The project has met the needs of schools in implementing career guidance within the new 2018 General Education Program.* According to surveys conducted with schools, the process of implementing career guidance within the new program has posed difficulties for schools and teachers in designing lessons, creating teaching plans, and selecting appropriate teaching methods. With the support of the project, these challenges have been gradually overcome, and the implementation of career guidance has been aligned with the core objectives and adapted to the socio-economic conditions of each locality.

"Plan has made a significant contribution to supporting teachers and guiding them on the overall career guidance of the ministry, department, as well as in lesson planning and development of teaching methods. Previously, teachers lacked training and were unclear about different approaches. Through collaboration with Plan, the district education department has unified the content according to a common direction, and Plan has

provided support in terms of materials and concise methods to ensure quick access to new knowledge." (IDI, School Management Board, Ha Giang).

"With the support of Plan, teachers and schools have a comprehensive understanding of both knowledge and practical approaches. The guidance has been provided in a very detailed manner, which is not available in other units." (IDI, School Management Board, Kon Tum).

- *The project has introduced diverse support activities for career guidance in schools, which have generated interest among students and increased the effectiveness of career guidance within the new General Education Program.* According to teachers and students, the career guidance activities supported by Plan have been rich and varied, including clubs for boys and girls, experiential models within schools, and real-life experiential activities that have allowed students to explore and gain a better understanding of different professions. These practical and diverse activities have sparked students' interest. Additionally, the project's signs and communication messages have been designed to be concise, clear, and impactful, contributing to raising awareness among students, teachers, and parents about career guidance.

"Plan has made significant contributions to career guidance activities, and the support provided by Plan has been extensive. The combination of learning and practical application in Plan's activities has made students really enjoy them." (FGD, Teacher, Kon Tum)

"We really enjoy participating in Plan's activities. We have engaged in activities such as harvesting with local residents, growing vegetables at school... The career guidance classes at school are very interesting, and we have discussed various professions in groups, which helps us gain more knowledge." (FGD, Female Student, Kon Tum)

- *The project's documentation will contribute to maintaining and spreading the project's effectiveness.* Participating partners have believed that the project has produced a fairly comprehensive and detailed set of materials, including methods and practical guidelines, to support local partners in implementing training when scaling up career guidance in other schools.

- *Establishing and training a team of career guidance trainers (TOT) is a crucial factor for ensuring the sustainability of self-capacity within the local education system.* The trainers have

participated in multiple training courses, advanced training, experience-sharing workshops, and study visits to other provinces. Subsequently, the trainers have conducted various training courses for teachers within and outside their own schools. In-depth interviews and group discussions with school principals and teachers who have participated in the TOT courses reveal that the trainers are confident in their abilities, knowledge, and skills.

"Through participating in lessons and reviewing experiences in career guidance activities, in general, the teachers have acquired a wide range of skills. Some teachers have great creative skills and organize online exploration activities for students, applying suitable methods." (IDI, School Management Board, Ha Giang)

"After the TOT training session, our group of teachers not only provided training to the teachers in our school but also extended it to the entire district and province. There was a period when the Department of Education invited schools from other districts to participate, and I and the teachers in our school directly provided training." (FGD, Teachers, KonTum)

- The project has successfully supported the locality in enhancing and strengthening the career-oriented education program according to the new general education curriculum. The project has established a network of teachers in provinces and regions to share experiences and learn about career-oriented education teaching according to the new general education curriculum. The career-oriented education program, under the close guidance of the provincial level and local authorities, has provided a foundation for schools and local partners to continue implementing training according to the regulations of the Ministry of Education, even after the project ended."

- The project has spread to areas outside the project and has the potential for replication. According to feedback from officials in various locations, the effectiveness of the project has spread and, to some extent, brought benefits to areas beyond the project scope. The education departments in local areas have mobilized the participation of schools outside the project to learn and share experiences in implementing career-oriented education. In fact, the project has provided technical support not only to project schools but also to schools outside the project through workshops and experience-sharing sessions."

- In terms of the ability to take over and maintain the results and capabilities of the activities, participating partners have demonstrated that they have sufficient initial capacity and

experience to continue the results after this project ends. This is partly because they have gained knowledge and experience through participation in the project, and these tasks are also within their responsibilities. Currently, all secondary schools have to implement career-oriented education content for students according to the new general education curriculum in 2018."

"I see that the teachers trained in the source classes have sufficient capacity to implement career-oriented education in schools and provide further training to other teachers within and outside the school." (IDI, School Management Board, Quang Tri).

- The project partners (Department of Education and Training and District Education and Training Offices) have worked out plans to expand the career-oriented education program according to the content and guidance of the Plan to other remaining schools using local funding. In 2023, the project expansion has already been partially implemented through expanding the participation in workshops, observation classes, and experience-sharing in schools with the support of education experts. District and provincial workshops have been organized to involve more teachers, education officials at all levels, and local authorities. Some department of Education and Training at districts levels have also proposed that the Plan continue to provide technical support to the schools that have implemented the project, so that teachers can become proficient in and take ownership of teaching career-oriented education, thereby supporting and guiding the replication of these schools in the future. In all 5 project provinces, the district education department has directed all schools, including those outside the project, to deploy career education according to the contents and guidelines set out by Plan. Trainings for teachers of schools outside the project have implemented by TOT with the funds from the district education department and also from the Provincial Department of Education and Training.

"The education department direct not only the schools in the project but also the schools in the district to follow the content of the Plan's project. During the training, I also proposed to replicate the career education in other remaining schools in the district. Training classes have also been conducted for teachers in schools outside the project with the district's budget or the Provincial Department's budget" (IDI, Representative of District Education and Training, Ha Giang) **- The project has built activities and interventions based on the existing network of Plan and other programs and projects implemented in the area.** Safe school models, gender-responsive schools... are all projects that have been implemented in the project areas and continue

to play a positive role in supporting the activities of the Girls Ready for the Future project. Many content of the Girls Ready for the Future project has been integrated and embedded in the activities of previous projects and models which contributed to enhance the efficiency of the project approach. The project has also benefited from the knowledge and skills that the participants have acquired, which has supported the project in achieving its goals more quickly and effectively. Efficient utilization of the local partner network that was already established has also contributed to the success of the project."

Regarding the start-up projects

- Training courses on needs assessment and proposal writing, technical training, market information, project management, and accounting for startup groups and Youth Union/Women's Union officials have served as the foundation for local startups to sustain and develop other start-up projects. According to the opinions of youth and startup group management officials, the project's specific training courses have helped them gain a better understanding of operations, management, and the knowledge needed to guide new startup groups.

"Previously, our Women's Union mainly focused on promoting economic activities among our members. However, after participating in Plan's project and engaging in the entrepreneurial model, we started learning research methods and financial management to guide our members on managing finances in workshop operations. Personally, we also began approaching production management in a systematic way. In the past, we only focused on promotion and general mobilization, but now we have a clearer vision and tangible products rather than just being a propaganda agency. In terms of operational skills, through the training courses, I think women in the commune and some outstanding members in the group have gained experience to pass on information if there are new groups" (IDI, Women's Union Representative, Hà Giang).

In addition, the successes and failures of startup projects have been summarized and shared as valuable lessons for localities to sustain and replicate entrepreneurial models in the future. Currently, there have been funding sources available in localities for people and youth to borrow for business and startup purposes. However, youth in these areas lack the knowledge and guidance to write well-structured and comprehensive startup proposals. Plan's support has provided the

initial foundation for localities to guide youth in implementing similar entrepreneurial models in the future.

6.2. Challenges in sustainability and replication

- ***The main challenge to the project's sustainability has been the lack of financial resources to ensure the quality of career guidance education.*** To deliver high-quality career guidance content, schools need well-equipped teaching facilities, counseling rooms, and financial resources to organize career-oriented activities. However, the current limited funding from the government, combined with the inability to mobilize social resources due to challenging local socio-economic conditions, may lead to a reduction or inability to implement some career guidance activities after the project ends, partially affecting the effectiveness of career guidance education. Similarly, the replication efforts in localities have so far relied on local budgets but have only focused on teaching activities during class time, lacking the rich variety of activities seen in project schools.

"After the project ends, career guidance activities in schools must continue because it is our responsibility. However, without financial support, activities such as clubs, experiential activities, and equipment for teaching hours will have to be reduced. This will somewhat impact the effectiveness of these activities. Schools will have to find alternative funding sources to compensate for the current project activities" (IDI, School Management Board, Kon Tum).

7. Lessons learned

7.1. Regarding partnership relations

Regarding the mechanism of project implementation: Regular exchange of information among the participating parties have ensured smooth project implementation. Experience-sharing meetings are also an important part of ensuring project success. During the operation, maintaining regular meetings and sharing experiences are crucial to ensure that activities are carried out according to the plan and make necessary adjustments to fit the local reality.

In partnership relations

+ *Building and strengthening sustainable cooperative relationships with local partners and local authorities is particularly important for partners to understand the purpose, methods,*

approaches, and interventions of the project to ensure its smooth implementation and save time. Especially for career guidance in schools, the participation and commitment of the Department of Education, Provincial Education Offices are crucial to the success of the project. These partners not only play a role in guiding and supervising but also have decision-making roles in scaling up project models.

Finding the right partner with strong commitment to the project is crucial to ensure project success. By the end of the project evaluation, one project activity, the Safe app application, could not be implemented due to personnel changes in the partner organization and a lack of commitment to project activities. Therefore, finding the right partner for implementation is very important.

7.2. Project implementation

- The flexibility, creativity, and dedication of project staff are important factors in ensuring the progress and effectiveness of the project. The project faced many difficulties due to the prolonged COVID-19 pandemic, which affected the implementation of project activities both at Plan Vietnam's headquarters and in the community. Travel restrictions, school closures, and limitations on crowd size hindered the movement of PIV staff and their access to beneficiary communities, resulting in the inability to conduct group activities. However, the Plan project staff were flexible, creative, and made efforts to complete project activities according to the plan and exceeded the set targets.

- Project implementation should pay attention to the time. Career guidance is mainly implemented in schools; therefore, the time for project implementation is crucial. Schools are usually busy at the beginning and end of the academic year, so it is necessary to consider these time periods in activity implementation to avoid overloading schools while also not concentrating all activities in one period of the academic year.

- The project's personnel are quite stable, and this stability is a crucial factor in ensuring the project's progress and efficiency. The stability of project personnel both from the project side and the project partner side has helped the project implementation to stay on schedule and be effective.

- Combining various forms of technical support in TOT training for teachers is an important factor in enhancing training effectiveness. The project has implemented various

methods in training and guiding teachers at schools in career guidance, such as direct technical support, field visits to schools, and demonstration teaching. According to the evaluation of teachers and schools, Plan's diverse support methods not only provide knowledge but also provide direct guidance and instructions for teachers to practice, thereby helping teachers master the lessons and have good skills and methods in career guidance teaching.

7.3. Regarding experiential models in schools

- It is advisable to choose simple experiential models that are suitable for the students' abilities. To ensure the success of the experiential models, complex models that require advanced techniques should be avoided. The target audience for implementing and benefiting from these models is secondary school students, so complex models such as rabbit farming or mushroom cultivation would be difficult to succeed.

7.4. Ensuring sustainability and scalability of the project

- Compiling, transferring, and licensing the use of career guidance educational materials aim to enable schools/partners to proactively use them in their career guidance programs. During the project implementation, project materials have been shared with partners and schools for their use. However, since this is entirely new content without reference materials, it needs to be updated after the pilot phase and tailored to the requirements of educational innovation and the practical context. Therefore, the educational materials are continually being updated and further improved.

8. Gender and Inclusion

- The project has focused on ensuring the equal participation rights of target groups, without discrimination based on gender, religion, ethnicity, or social status. Members of the boys' and girls' clubs do not experience differentiation based on their circumstances or gender. Participation is voluntary and recognized as a right of children. Vulnerable children such as disabled children, impoverished children, and orphaned children are encouraged to join the clubs to help them integrate better with friends and the community.

- The project has created changes in the gender attitudes and social norms about education and marriage contributing to creating different experiences for girls. As mentioned above, girls have shown improvement in their perspectives on the age of marriage and stronger opposition to

early marriage. The qualitative results show that girls have a change in their perception of early marriage as a barrier to their own development.

“Getting married early is hard, having to give birth early, can't go to school, and later can't find a job” (FGD with female students, Kon Tum)

The qualitative results show also an improvement in the parents' perception of boys and creates a more equal opportunity for students. For them, girls and boys are should equal in education.

“Q: In your opinion, should boys or girls be given priority to study?”

-A: There is no discrimination between boys and girls. They're all the same” (FGD with parents, Kon Tum) - ***The benefits have also been equitably distributed among the target groups through the concentration of project resources on activities targeting the intended audience.*** Examples include career experiential education sessions, career guidance communication, knowledge and skills on child violence prevention, child abuse prevention, necessary support to meet the needs of children throughout the implementation, children's events to enhance their participation and improve knowledge and understanding of career guidance.

- The project has emphasized empowering children, parents, and teachers by enhancing their awareness and skills to become agents of action. The selected issues and models have been tailored to the needs of schools and the local context. It can be seen that the project has social sustainability as children and families enhance their agency to bring about change. Students,. Especially, girls are active to raise their voices against child marriage, speak out through communications sessions in the schools. Girls also actively participate in building livelihoods models in schools as part of their career experience.

- Regarding gender issues, there has been no discrimination between males and females in providing opportunities for leadership, management, and participation in project activities. Gender equality and gender sensitivity have been always emphasized in career guidance implementation in schools. A clear message has been conveyed and integrated into the career guidance education content and throughout the project implementation, stating that "there is no difference or gender boundary in career guidance and occupational choices between males and females." Project activities such as boys' and girls' clubs, leadership clubs in schools, and

community entrepreneurship projects always encourage the participation of both male and female students and youth. Based on the endline evaluation and surveys with students at school, their awareness of gender equality in career choices has been very good. Most students have believed that both males and females can do any job as long as they have a passion for it and it suits them. Similarly, the opinions in group discussions have all indicated that males and females should have equal career opportunities. So far, entrepreneurial groups have had both males and females participating.

III. CONCLUSION AND RECOMMENDATIONS

1. Conclusion

In terms of effectiveness, the project has achieved most of its initial goals, as evidenced by the positive improvement in outcome indicators. Goal 1: The overall rate of students and specifically female students with knowledge of finance and the labor market has increased, and project interventions through innovative lectures, extracurricular activities, clubs, and changes in teachers have directly influenced these changes in students. Youth have gained access to financial resources through entrepreneurship support activities; Startup models have provided better income for young people, and the project's support model has contributed to guiding the practice of environmentally friendly and sustainable production methods, while raising awareness of production methods and social capital for young people. Goal 2: Male and female students have shown improvement in their views on marriage age and stronger opposition to early marriage. Students are more proactive in school activities and more confident about their future careers. Changes in community change champion clubs have helped raise community awareness of career education and better support parents in accompanying their children.

Although achieving good results and effectiveness, the project's output indicators for the 16-24 age group have not been achieved as desired due to the delay in the implementation of the Safe app in Hanoi and limited coverage of start-up models.

In terms of impact, the most positive and long-lasting impact of the project is the change in awareness of careers and career choice practices among generations of students. This impact has been achieved through the changes of each actor after participating in vocational education activities at school, such as education leaders and officials, school principals, teachers, and parents. Project interventions, including career guidance education materials, teacher training courses,

sharing and exchange workshops, production models in schools, clubs, experiential activities, all have an impact on the actors involved in the career education process for students and thus contribute to positive changes in students' awareness, skills, and capacities in career development.

In terms of relevance, the project's activities and achievements have been in line with the needs of beneficiaries and compatible with the general requirements of the country for the education sector in career education activities and in providing necessary knowledge, skills, and qualities for learners in career development. The project's activities and outputs have made positive contributions and are an important part of the impacts and effectiveness of the project. In addition, the project has adapted well to changing external contexts.

In terms of coherence, the project's objectives have been compatible and aligned with the general requirements and educational innovation strategies of the country and the education sector. The general requirements of the Government and the education sector have been reflected in Circular No. 32/2018/TT-BGDĐT dated December 26, 2018, issued by the Ministry of Education and Training on the promulgation of the 2018 General Education Program. Accordingly, similar to other subjects, career education content in schools is implemented with increased duration, flexible methods and approaches, and has been a mandatory content for schools. In that context, the project has taken the initiative to work alongside the education sector to support schools and teachers in their new tasks. With the same goal as the new career education content, the project has received positive support from the education sector at all levels, from central to local.

In terms of efficiency, the project has achieved efficiency in resource utilization and mobilization of contributions from various stakeholders in different forms. The project's support has brought significant results contributing to the project's impact. Among the project's supports, many activities not only have been effective and impactful according to the project's objectives but also have added value to the beneficiaries and the community. The project has been flexible in organizing online Training of Trainers (TOT) courses in the context of COVID-19. Additionally, TOT courses have been organized by region to optimize budget and efficiency. Some local training programs, capacity building initiatives, and communication efforts have been implemented by the project-trained TOT personnel. These have been considered highly effective and sustainable in utilizing resources efficiently. The project's financial support for communication activities within schools has attracted a large number of participants, including not only students but also teachers

and parents. The project's financial resources have achieved high effectiveness in supporting various entrepreneurial initiatives.

In terms of sustainability, the project has achieved several successes to ensure the project's sustainability. Specifically, the project has met the needs of schools in implementing career-oriented education under the New General Education Program 2018. The project's diverse support activities for career-oriented education within schools have sparked students' interest, thereby enhancing the effectiveness of career-oriented education according to the New General Education Program. The project's generated materials (if standardized and disseminated) will help maintain and spread the project's effectiveness. The formation and training of a Trainers of Trainers (TOT) team in career-oriented education is a factor ensuring sustainability in self-capacity for the local teaching system in career-oriented education. The project has spread to areas beyond the project and has the potential for replication. Partners highly appreciate Plan's support for project activities and propose continued local support from Plan for scaling up career-oriented education through local budgets.

Regarding gender and inclusion, the project has focused on ensuring equal participation rights for target groups, regardless of gender, religion, ethnicity, or social status. The benefits have been fairly distributed among the target groups through the project's concentration of resources on activities targeting the beneficiaries. The project has emphasized empowering children, parents, and teachers by enhancing their awareness and skills to become agents of change. The selected issues and models have been tailored to meet the needs of schools and the local context. It can be seen that the project has social sustainability through empowering children and families to increase their agency in creating change. Regarding gender issues, there has been no discrimination between males and females in creating opportunities for leadership, management, and participation in project activities. Gender equality and gender sensitivity have always been emphasized in implementing career-oriented education within schools.

2. Recommendations

For implementing partners

- Scale up the models of experiential learning in schools using appropriate local resources.
- Utilize the trained project trainers to implement trainings for teachers in other schools.

-Expand start-up models for youth and women using local resources.

For schools

-Focus more on communication activities regarding career education, particularly targeting parents. Research has showed that parents still have a significant influence on students and play an important role in their understanding of education and the labor market. Increased involvement of parents in project activities and interactive interactions with stakeholders will enhance their awareness and behaviors in educating and guiding their children's learning and career orientation, as well as in sharing and supporting their children.

For Plan Organization

-Recommend collaboration with the Department of Labor, business community, production households, educational and training network, under the general guidance of local authorities, to establish a linked and coordinated career education system with the labor market, labor demand, and relevant management agencies. This will provide students with comprehensive and multidimensional knowledge about careers and equip them with the necessary qualities and skills to pursue their chosen professions.

-Conduct more communication campaigns to disseminate the project's successes and impacts, thereby mobilizing more participation from stakeholders and beneficiaries, while also facilitating program replication and sustainability.

-Widely disseminate the completed career education materials to enable teachers from both project and non-project schools to use them.

-Provide career education materials and booklets for students. The materials should be designed in a lively and age-appropriate manner to enhance effectiveness.

-Conduct advanced training courses to help teachers update their knowledge, skills, and teaching methods in career education.

-Expand career education at the primary and upper secondary school levels, within the financial constraints.

-Maintain and promote the active support of project staff in scaling up project activities in other localities/regions.

APPENDIX

PL1. Sample Size Calculation

Based on the description of the number of beneficiaries from Plan, the following formula has been used to calculate the sample size for quantitative survey:

$$n = N / (1 + N \times E^2)$$

where: n is the sample size, N is the total number of direct beneficiaries, and E is the margin of error. According to statistics from Plan, the total number of direct beneficiaries (including disabled children, if any) from the project is 13,708 children. The chosen margin of error for this study is 4.5%.

Applying the formula above, the sample size for boys and girls in schools is:

$$n = 13708 / (1 + 13708 \times 0.002025) = 476.656$$

This number is rounded to 480, with an equal distribution for both genders, resulting in 240 male students and 240 female students. Therefore, each province needs to interview 160 students (80 male students and 80 female students).

In each province, one district is randomly selected, and in each district two communes are randomly selected. In each commune, the only one lower secondary schools is chosen. Therefore, in each province, the survey chooses two lower secondary schools, dividing the number of students in each province equally between the two schools, thus the sample includes 80 students at each school (40 male students and 40 female students). In summary, the expected sample size allocation is presented in Table 7.

Table 7. Intensive Sample Size

Province	District	Commune	School	Male	Female	Sum
Ha Giang (160)	District 1	Commune 1	School 1	40	40	80
		Commune 2	School 2	40	40	80
Quang Tri (160)	District 2	Commune 3	School 3	40	40	80
		Commune 4	School 4	40	40	80
Kon Tum (160)	District 3	Commune 5	School 5	40	40	80

		Commune 6	School 6	40	40	80
				240	240	480

In the field, the selection process from the provincial level to the school level has followed the intended sample design. However, at some schools, there were some cases in the sample that the interviewers couldn't reach and interview. In such cases, the research team had to use substitute samples from other areas to compensate. The actual sample size collected in practice has been presented in detail in the report (Section I, Methodology, sub-section 3).

PL2. Indicators

Table 8. Indicators

Indicators for girls	Baseline (%)	Endline (%)	Change (Percentage point)
<i>Objective 1: Girls have the agency, access and control over resources to pursue decent work opportunities of their choosing, whether wage employment or self-employed</i>			
<i>Improved financial literacy</i>			
- How to spend money	84.07	93.6	+9.53
- How to manage, save money	91.15	94	+2.85
<i>Enhanced knowledge about the labor market</i>			
- Paid jobs are popular in the locality	54.63	67.9	+13.3
- Paid jobs I can do	48.9	67.5	+18.6
- Wage/salaries of some local jobs	44.69	61.1	+16.4
- What should be done to get a job	38.67	65.8	+27.1
- Where can I apply for a job	44.25	65.4	+21.2
- Information sources for job searching	64.16	73.5	+9.3
- Agencies/ organizations to support and introduce jobs	35.24	38.9	+3.7
- Vocational schools and classes that I can join	57.08	56.8	-0.3
- Any apprentice can help me apply for a job	51.1	70.1	+19
<i>Objective 2: Girls at risk of child/ early/forced marriage benefit from improved educational opportunities and are empowered to make positive choices in a gender equitable and supportive environment</i>			
<i>Pursuing education</i>			
Intention to continue to high school after completing secondary school	85.71	88.96	+3.25
<i>Views on the age of marriage and early marriage</i>			
Average age of marriage for females (years)	19.5	24.5	+5

Average age of marriage for males (years)	21.5	26.4	+4.9
Opposition to early marriage for females under 18 years old	74.2	85.3	+11.1
Opposition to early marriage for males under 20 years old	65.5	82.4	+16.9
<i>Increased confidence in future career (yes to questions)</i>			
Do you think that you will find a good job in the future?	81.33	92.62	+11.29
Do you think that you will find a good job if you work hard?	96.02	97.95	+1.93
Do you believe that you will find a better job than your parents' in the next 10 years?	89.38	97.13	+7.75