

Midline Report

Improving Reproductive Health & Preventing Child Marriage in Nepal
and Vietnam

Vietnam Midline Check-in, November 2023

HealthBridge

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1. Background



The Improving reproductive health and preventing child marriage in Nepal and Vietnam project is being funded by the Government of Canada and implemented between 2021 – 2025. In Vietnam, the project is being implemented in Son La province.

Son La is a mountainous and remote province in the Northwest of Vietnam, 330 kilometres away from Hanoi. The province's population is 1.267 million (of which 49.7% are women), and it is home to 12 different ethnic minority groups who account for more than 80% of the total population, mainly Thai people (53.7%), Hmong (15.7%), and Muong (7.1%). The majority of the population resides in rural and mountainous areas (86.4%). High poverty rates, lack of access to health care services, low education, and outdated gender norms are some of the main causes of early marriage. Early marriage, pregnancy and childbirth amongst adolescents greatly affect mothers' health (including mental health) and other socio-economic development opportunities for women, as well as the

development of the fetus and infants. In Son La Province, the early marriage rate has reduced from 21.2% to 12.3% between 2015 and 2023. There were 1,058 cases of early marriage recorded in 2023. The rate of pregnancy among adolescents is increasing from 10% in 2018 to 17.4% in 2023¹.

The ultimate project goal is to improve health & gender equality and reduce the incidence of child marriage/early marriage among women and adolescent girls in vulnerable communities in Vietnam and Nepal.

2. Goal and objectives

The goal of midline check-in was to gain insight into the Project's performance, challenges, and opportunities for improvement to refine the Project activities in participating schools and communes in Son La Province.

Objectives:

- To gather insights from the individuals who participated in the project activities (target population) about the appropriateness (cultural, gender-responsive, inclusive) of activities, their content, enablers of and barriers to participation, and opportunities to improve the activities.

¹ Son La provincial department of population. Annual report 2023.

- To learn about the views of the Project delivery team, including community educators and teachers, about the Project's outcomes, appropriateness of activities, implementation success and challenges, and mitigation approaches to overcome challenges.
- To understand the perspective of local health authorities and community leaders about the Project's implementation and impact.

3. Method

3.1. Design

The Project Conceptual Framework is illustrated in Figure 1. In this midline assessment, we focused on learning about the implementation of the Project at the community level (first two outcomes in green).

We deployed a qualitative approach to collect the views of stakeholders as defined in section 2.2. below. We designed a novel semi-structured interview technique to provide an opportunity for a number of respondents from different categories of stakeholders to provide input.

The guiding questions were designed to address the specific objectives (see attachment). We developed guiding questions for each of the four groups of respondents (see section 2.2) and grouped the questions under different bundles. Each respondent answered questions in one bundle and when there was enough time and the respondent was willing to answer more questions, the interviewer asked questions from other bundles. However, each respondent was only required to answer questions in one of the bundles. The rationale for developing this technique that we tested in this midline assessment is that our experience shows that the average individual in any community and setting has a number of competing priorities which prevent some from taking part in surveys, interviews or group discussions, but if we ask fewer questions, more individuals could share their perspective. Therefore, in this assessment, we split the interview questions into different bundles to keep the interview duration short and provide a chance for more people to be part of the assessment.

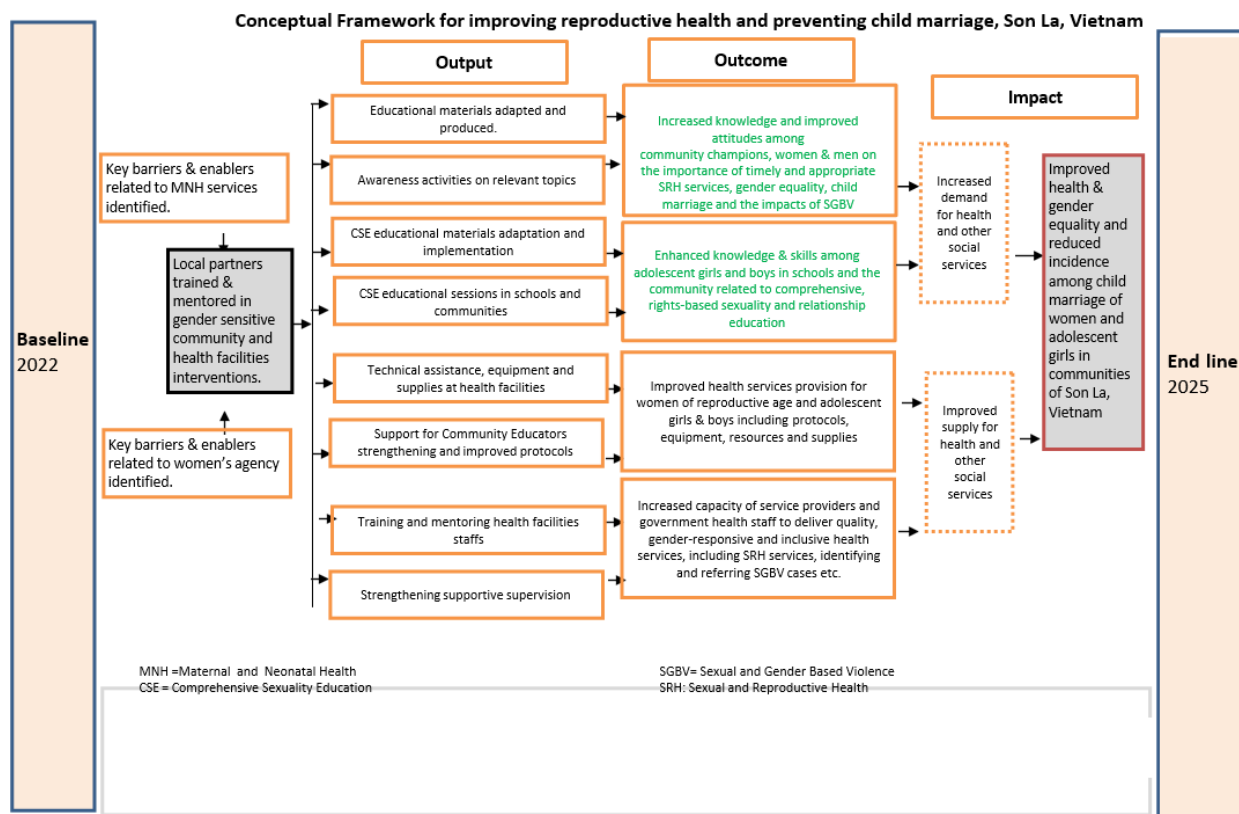


Figure 1: Project Conceptual Framework

3.2. Location and sample size

We completed data collection in two communes (Tong Co commune, Thuan Chau district, and Chieng Sinh commune, Son La City). There are 6 communes and 110 villages in the Project. We purposively chose one commune closer to the city and one commune located further from the city. We completed data collection in 1 school from each commune.

We collected the views of four main groups, including a) individuals who deliver the Project activities, including teachers and community educators including representatives of women's union, youth union, and commune health staff; b) individuals who attended the Project activities or events, including villagers and students; c) community leaders; and d) implementation partners.

Considering the data collection methodology, available resources, time, and required data to address the objectives, we used convenient sampling to interview the participants from each selected village and setting. However, the Data Collection Team (Team) received guidance on how to include a range of diverse respondents.

3.3. Data collection, management and analysis

The team was comprised of four youth interviewers (two males and two females) and a lead. The Team worked in pairs (one male and one female) to create a comfortable space for male and female respondents and to maintain Team safety. The Lead accompanied the Team to the field, supported the Team in approaching interviewees, answered the questions, and checked the data for accuracy (see

attachment for details). The Team conducted the interviews using the data collection forms (see attached). In each interview, one interviewer took the lead, and the second interviewer took notes. After each interview, the two interviewers reviewed the responses and completed the notes before moving to the next interview.

The Team can speak the local language, Thai. Some interviews were conducted in the Thai language when the respondents were more comfortable answering the questions in Thai.

3.4. Tool testing, data collection and field supervision

The HealthBridge team from the Ottawa and Vietnam Office provided a three-day comprehensive training for the Team, including a pilot day in one of the Project villages (Giang village, Chieng Den Commune) and in the commune health centre. The training covered a review of the Project and how the midline assessment would inform improving the current Project and development of future projects, principles of data collection in the community, ethics and confidentiality, interview techniques, sampling, tools, and data handling to ensure the Team learned about the data collection methodology and process and prepared to do the assessment in the communes. On the last day of training, the Team discussed their reflection on the data collection process and the questions and recommended changes for more culturally appropriate questions in the Thai language. The HealthBridge team recorded the suggestions, refined the questions, and shared them with the Lead for her comments. An online meeting was organized before the data collection start date to discuss the remaining questions, and the questions were finalized in Vietnamese and English.

The Lead did a refresher training before starting the data collection to review the presentations from the training, the data collection process and the tools to ensure the Team was ready to complete data collection.

The Lead accompanied the Team to the field and reported to the HB Team on the progress of data collection and if the Team required any technical support from HB. She closely worked with CDC Son La to arrange data collection in the field.

The Lead reviewed the completed data collection forms at the end of each working day and supported the Team in completing any missing fields or incomplete notes.

3.5. Data analysis and management

Data was recorded using hard copies of data collection forms. Unique identifiable numbers were recorded on the consent forms (see the attachment) and data collection forms for reference. The Team Lead collected the completed data collection forms at the end of each day and compiled the data into an Excel spreadsheet. After the completion of data collection, HealthBridge Vietnam translated the data from Vietnamese to English.

HealthBridge Health Monitoring and Evaluation Specialist analyzed the data thematically.

3.6. Ethical considerations and informed consent process

The findings will be used to refine the Project activities, which can directly benefit the respondents. In addition, the findings will be used to inform the development of future projects which will indirectly

benefit the community at large. We trained ethnic minority youth to complete the data collection; the knowledge and capacity obtained during the training and research process will remain in the community. The midline check-in study received ethical approval (IRB No. 051223/HĐPB-CCIHP) from the Center for Creative Initiatives in Health and Population (CCIHP).

3.7. Validation of findings

The HealthBridge team, in collaboration with CDC Son La, presented the midline check-in findings at the Project review and planning workshop in March 2024. The participants (31 females and 7 males) included six school teachers, 24 community educators, two district coordinators, two leaders of district health centres, and four members of the CDC project management team. The participants did not identify any unexpected findings, but they expressed that learning about the views of other groups of respondents provides insight that helps with improving the project activities. Participants also discussed ideas to improve the delivery of activities at the school and village levels and provided recommendations in response to some of the challenges and concerns the villagers and students raised. For instance, teachers found the students' feedback on unnecessary repetition of some of the topics helpful in delivering mass education in future.

Further, the HealthBridge Project Manager reached out to students at Chieng Sinh High School and Tong Co Secondary School during the field visits in March and April 2024 to enquire about their views on the mid-line check-in findings. He met five students (two boys and three girls) at the school library in each school. After a warmup discussion, he asked students about their participation in Project activities. He presented the mid-line assessment key findings and asked students if they thought the findings reflected their views and if they wanted to add anything to the findings. Students were in agreement with the findings, and no new theme emerged from the meetings. In April 2024, the HealthBridge Project Manager met with seven villagers (one man and six women) in Chieng Bom Commune during break time and after one of the education sessions in the village to share the mid-line check-in findings. The villagers found the findings relevant and accurate and specifically discussed competing priorities as a barrier to attending education sessions, especially for men.

The feedback and recommendations were used to update the recommendations and action items presented in the following section.

4. Findings and recommendations

4.1. Participants' characteristics

A total of 62 stakeholders, including two District Project Coordinator, one CDC leader, one CDC Project Coordinator, eight community educators, two village leaders, 20 villagers, eight teachers, and 20 students (15 adult men, 25 adult women, 11 adolescent boys, and 11 adolescent girls) participated in the assessment. The mean age of respondents was 30.1 ± 14.7 years old. All participants were Vietnamese and spoke Vietnamese or Thai.

4.2. Participants' views

Participants' answers to the survey questions were analyzed and presented under three headings: perceived changes resulting from the project, implementation and access to project activities, and ideas for project improvement. Themes were used to organize the findings under each heading. There were no significant differences between the views of different groups of participants; therefore, the findings were only disaggregated between community and school settings.

4.2.1. Perceived changes resulting from the project

The students and villagers shared their perception of the impact of participating in project activities on themselves and their peers, and the community educators and teachers were asked to identify the impact of project activities on the students and villagers.

The participants identified a range of outcomes, including immediate, intermediate, and ultimate. It should be acknowledged that the listed outcomes below are the perceived outcomes identified by the respondents.

In addition to the list below, two of the community educators shared an important comment. They identified a "gradual increase in attendance at education sessions" as one of the project's outcomes.

COMMUNITY

- Reduction in child marriage and inbreeding marriage
- Improved knowledge on
 - Age of marriage
 - ASRH and taking care of adolescents' [sexual] health
 - Personal hygiene (feminine hygiene)
 - Safe sex and harmful effects of unsafe sex
 - Family planning
 - Taking care of one's health and seek medical care
- Improved attitude and behaviour
 - Men have become more respectful towards women
 - Perceived intention to change behaviour (e.g. Birth control to prevent unwanted pregnancies)
 - Improved attitude and behaviour (e.g. STI prevention)
 - Improved access to RH care services by adolescents
- Improved communication about RH
 - Improved couple communication about family planning and seeking health care
 - Improved open communication with providers about RH issues

SCHOOL/CSE

- Improved knowledge on
 - Signs of puberty and physiological changes
 - RH care
 - Safe sex
 - Harmful effects of early sexual activity

- Friendship and sexual relationship
- Taking care of one's [sexual] health
- Family planning
- Personal hygiene (feminine hygiene)
- Consequences of child marriage
- Soft skills (through events planning and implementation)
- Improved attitude toward early marriage
- Intention to change behaviour
 - Early marriage
 - Birth control to prevent unwanted pregnancies (when married)
 - Maintain a healthy [sexual] lifestyle
 - Avoiding harmful people
 - Delay sexual activity
 - Safe sex (condom)
 - Continue studies until graduate from school or college
 - Maintain friendships with classmates and friends (and not sexual relationships)
- Improved behaviour
 - Boys and girls understand each other better
 - Making more friends
- Improved communication about RH
 - Increased confidence to discuss and ask about RH concerns
 - Encouraged follow-up conversations on ASRH with teachers (after the mass communication events)

4.2.2. Implementation and access to project activities

The identified enablers of and barriers to accessing the project activities and implementing the community events and CSE are presented in the four tables below. The findings reflect the mid-line check-in data, discussions among the project team in Vietnam, including HealthBridge and CDC Son La, and further suggestions that were gathered during the sessions to validate the findings.

The recommendation column reflects the suggestions provided based on data analysis, which was done by the HealthBridge Monitoring and Evaluation Specialist. The narrative under the action item column is what is considered relevant to the local context and feasible by the project team in Vietnam. The “progress status” column specifies if the suggested action item is pending for future projects (future consideration), is already implemented in the current project (active) or is taken into account in the current project but not yet implemented (planned).

Under the Enablers table, the empty Recommendation and Action item columns indicate there is no need for refinement to project activities.

Enablers

COMMUNITY

Identified enablers	Recommendation	Action item	Progress status (future consideration, active, planned)
Competent community educators			
Community educator’s training			
Community educators’ skills and performance			
Monitoring capacity to provide technical support and supervision			
Session content and delivery			
Easy-to-understand content			
Fun, realistic, interactive, and meaningful sessions with games and activities			

Identified enablers	Recommendation	Action item	Progress status (future consideration, active, planned)
Returning to sessions after first attendance	Identify the factors that encourage people to attend their first session.	In 2024, the project team can deploy radio systems to share some messages.	<input type="checkbox"/> Future consideration <input type="checkbox"/> Active <input checked="" type="checkbox"/> Planned
	A village leader commented: "I used the village radio station system to share some information and print some educational materials for the villagers to bring home after each session."	The Project team shares soft copies of training materials, IEC materials to school teachers, and community educators. They will further disseminate within their networks through social medias.	<input type="checkbox"/> Future consideration <input checked="" type="checkbox"/> Active <input type="checkbox"/> Planned
Promotional items as gifts for attendance		The project team will look for other donors who can provide additional funds to procure promotional items.	<input checked="" type="checkbox"/> Future consideration <input type="checkbox"/> Active <input type="checkbox"/> Planned
Community Culture			
Culture of information sharing	Explore ways to train volunteer community members to systematically share knowledge through facilitated support groups, casual meetings, and other culturally appropriate platforms	The project team will discuss this idea with community educators and community educators encourage participants to share the knowledge they gain in education sessions with other people in their communities.	<input type="checkbox"/> Future consideration <input type="checkbox"/> Active <input checked="" type="checkbox"/> Planned

SCHOOL/CSE

Identified enablers	Recommendation	Action item	Progress status (future consideration, active, planned)
Competent teachers and staff			
Skilled staff to provide technical support and supervision			
Teacher's presentations/teaching skills			
Teachers' training			
Session content and delivery			
Appropriate planning and timing to maximize students' participation	Support all schools to select appropriate times for the events (if needed)	The project team will communicate this point with all participating schools	<input type="checkbox"/> Future consideration <input checked="" type="checkbox"/> Active <input type="checkbox"/> Planned
Age-appropriate content and delivery method, simple language, and practical information	The fashion show was recognized as a novel and effective way to communicate messages (by students).	The project team will communicate this point with all participating schools	<input type="checkbox"/> Future consideration <input checked="" type="checkbox"/> Active <input type="checkbox"/> Planned
Opportunity to ask questions from teachers			
Community Culture			
Culture of information sharing	Explore ways to train selected students to support their peers in accessing and learning about SRH	Given the limited time remaining, teachers suggest that we focus on building capacity for teachers because teachers will stay with schools for a long time.	<input checked="" type="checkbox"/> Future consideration <input type="checkbox"/> Active <input type="checkbox"/> Planned

Barriers


COMMUNITY


Identified barriers	Recommendation (by project team)	Action item	Progress status (future consideration, active, planned)
Reach and inclusion			
<p>Male engagement</p> <p>Village health workers encourage men and women to attend project activities; however, men often think that SRH is a woman's concern. It is a challenge to motivate men to attend events.</p>		<p>The Project team will reemphasize the importance of men engagement in Project meetings, and work with community educators to design specific activities for men during education sessions.</p>	<p><input type="checkbox"/> Future consideration <input checked="" type="checkbox"/> Active <input type="checkbox"/> Planned</p>
<p>Availability and competing priorities</p> <p>Key example: Community educators said if they go to work (harvesting coffee...), they can get 350,000 VND/day (20 CAD), and they want to earn money instead of going to our education sessions</p>	<p>Plan for community activities ahead of time and consider farming activity patterns to avoid community sessions during harvesting time.</p>	<p>Community educators will discuss with village leaders to arrange suitable schedules and avoid busy times such as harvesting time.</p>	<p><input type="checkbox"/> Future consideration <input checked="" type="checkbox"/> Active <input type="checkbox"/> Planned</p>
<p>Access to activities because of rocky roads</p>	<p>Create small groups in remote areas and arrange visits by the community educators to deliver the sessions.</p>	<p>Instead of organizing education sessions at the commune health station, the community educators conducted sessions in some remote villages that are far away from commune health centers) so villagers do not</p>	<p><input type="checkbox"/> Future consideration <input checked="" type="checkbox"/> Active <input type="checkbox"/> Planned</p>

Identified barriers	Recommendation (by project team)	Action item	Progress status (future consideration, active, planned)
		have to travel far. This model can be extended to other remote villages.	
Limited project reach (number of project villages)	Not feasible as part of this project		
Resources			
Funding	Secure further funding to expand project activities and higher reach	Consult with CDC Son La and commune leaders to see if they have some fundings to contribute to the Project.	<input type="checkbox"/> Future consideration <input type="checkbox"/> Active <input checked="" type="checkbox"/> Planned
		Type of the gifts (educational)	<input checked="" type="checkbox"/> Future consideration <input type="checkbox"/> Active <input type="checkbox"/> Planned

SCHOOL/CSE

Identified barriers	Recommendation (by project team)	Action item	Progress status (future consideration, active, planned)
Competing priorities			
Tight national school curriculum	Continue exploring alternative activities to deliver SRH information and to support adolescent support groups/clubs at school and in the community.	Considering the project timeline and budget, this is a recommendation for future projects. The school teachers propose that they try to integrate SRH in some subjects. In previous trainings, the project provided them with knowledge of ASRH and communication skills. Now,	<input type="checkbox"/> Future consideration <input type="checkbox"/> Active <input checked="" type="checkbox"/> Planned

Identified barriers	Recommendation (by project team)	Action item	Progress status (future consideration, active, planned)
		they want specific training on how to integrate SRH content into other subjects into the national curriculum.	
	To expand using alternative platforms to deliver SRH education	<p>Six schools set up ASRH corners in the schools so students can come and read books, and they also write questions anonymously. Teachers then collect questions and provide questions.</p> 	<input type="checkbox"/> Future consideration <input checked="" type="checkbox"/> Active <input type="checkbox"/> Planned
Disruption in education			
Discontinuation of SRH education during school breaks	Adolescent targeted sessions in the community during school breaks.	Inviting adolescents to community sessions.	<input type="checkbox"/> Future consideration <input checked="" type="checkbox"/> Active <input type="checkbox"/> Planned
	Dedicate a space at the village centre for adolescent-friendly resources so they can always access them.	We work in 6 communes (about 100 villages), so it is not easy to dedicate a space in	<input type="checkbox"/> Future consideration <input type="checkbox"/> Active <input checked="" type="checkbox"/> Planned

Identified barriers	Recommendation (by project team)	Action item	Progress status (future consideration, active, planned)
		<p>each village for ASRH. Nowadays, the internet is quite popular in villages, so community educators can use this channel to share information.</p>	
Mass education events			
<p>Professional event planning and help from teachers and medical people</p>	<p>For teachers</p>	<p>HBV will connect schools with some speakers and experts in Son La. HealthBridge invited Ms. Duc, a college professor who runs a female club to</p>  <p>advocate for gender equality, to talk about gender equality and girl empowerment at one of the participating schools.</p>	<p><input type="checkbox"/> Future consideration <input checked="" type="checkbox"/> Active <input type="checkbox"/> Planned</p>
	<p>For students</p>		<p><input checked="" type="checkbox"/> Future consideration <input type="checkbox"/> Active <input type="checkbox"/> Planned</p>
<p>Repetitive information and less interested students</p>	<p>Purposefully engage the students who may be less interested in the events.</p>	<p>To share this concern that was raised by some students with teachers.</p>	<p><input type="checkbox"/> Future consideration <input type="checkbox"/> Active <input checked="" type="checkbox"/> Planned</p>

Identified barriers	Recommendation (by project team)	Action item	Progress status (future consideration, active, planned)
		HB presents pretest and post-test results for schools to highlight the knowledge gaps on ASRH. Teachers found the information helpful, but it is unclear if including the topics students need to learn about would improve their attention or increase engagement.	<input type="checkbox"/> Future consideration <input type="checkbox"/> Active <input checked="" type="checkbox"/> Planned
Sensitive topics	Some contents of the mass education events are sensitive to students, which can have negative impacts on students. School teachers should pay more attention to the messages of the mass education events, especially the messages in the role plays/performances.	The project team will communicate this point with all participating schools	<input type="checkbox"/> Future consideration <input checked="" type="checkbox"/> Active <input type="checkbox"/> Planned
Lengthy events and superficial activities	Consider planning short weekly activities during the morning assembly.	It was suggested that the duration of events should be less than 90 minutes (teachers recommended at the validation meeting).	<input type="checkbox"/> Future consideration <input checked="" type="checkbox"/> Active <input type="checkbox"/> Planned

4.2.3. Ideas for project improvement

The participants, especially students, proposed several recommendations for improving project activities. Some of the ideas reflect the effectiveness and appropriateness of the project activities to respond to the villagers' and students' age, culture, and needs. Other recommendations provided ideas for new approaches and call for a discussion among the different stakeholders and the project team to determine if and how they can be applied to the current project. The recommendations can also be used in future projects and programs.

COMMUNITY

Recommendation (by participants)	Action item (as seen appropriate by the project team)	Progress status (future consideration, active, planned)
<p>Leadership engagement Orientation and information sessions for leaders Leaders as community educators Leaders to support community educators to invite villagers to the sessions through their network, e.g. farmers' groups, youth unions and women's union</p>		
<p>Further training for the community educators Technical knowledge of RH Facilitation skills Skills to organize educational activities Soft skills to facilitate the sessions (situation-handling skills when some people are not paying attention to our events.)</p>	<p>HBV and CDC to try to integrate capacity building and technical training in project meetings instead of organizing separate meetings due to available fund</p>	<p><input type="checkbox"/> Future consideration <input checked="" type="checkbox"/> Active <input type="checkbox"/> Planned</p>
<p>Further supply for community educators Materials and posters for STI Books Medical equipment Handheld microphones Uniforms (jackets) for staff</p>	<p>Produce a flip chart of STI and shared with school teachers, community educators for their using in the education sessions (adapted from Save the Children).</p>	<p><input type="checkbox"/> Future consideration <input checked="" type="checkbox"/> Active <input type="checkbox"/> Planned</p>
	<p>Providing of promotional items as appropriate</p>	<p><input checked="" type="checkbox"/> Future consideration <input type="checkbox"/> Active <input type="checkbox"/> Planned</p>
<p>Improve access to project activities (attendance) Increase the number of sessions Advertise the sessions in advance (so people can plan for their attendance) Organize some sessions in the evening Reach out and invite less active community members through home visits</p>	<p>If we have a larger budget, we can organize more sessions. Another option is for community educators to use community meetings as opportunities to share ASRH knowledge.</p>	<p><input type="checkbox"/> Future consideration <input type="checkbox"/> Active <input checked="" type="checkbox"/> Planned</p>

Recommendation (by participants)	Action item (as seen appropriate by the project team)	Progress status (future consideration, active, planned)
Use social media to share messages Integrate sessions for inter-family groups, youth unions, women's unions and national solidarity meetings Encourage both men and women to participate Sessions for children Producing videos	The Project team will share with community educators and school teachers soft copies of training materials, leaflets. They then can disseminate widely through their social online networks, e.g. Zalo.	<input type="checkbox"/> Future consideration <input type="checkbox"/> Active <input checked="" type="checkbox"/> Planned
Improve events (More attractive) gifts for attendance Diversify activities and games (music performance, team activities) More sessions Integrating education sessions on ASRH on regular meetings of villagers (e.g. village meetings, meetings of youth unions, and women's unions).		
Other forms of engagement Home-based consultations Small group activities Big outdoor posters on SRH to reach more people	Community educators can provide consultations for local people through phone calls or social networks.	<input checked="" type="checkbox"/> Future consideration <input type="checkbox"/> Active <input type="checkbox"/> Planned
	The Project can produce outdoor posters on SRH to display at community houses.	<input type="checkbox"/> Future consideration <input type="checkbox"/> Active <input checked="" type="checkbox"/> Planned
Include other topics: Mother and newborn care The value of discussing child and inbreeding marriage and healthcare emerged as a topic of importance.	The project team will consider the demand for including suggested topics in developing future projects.	<input checked="" type="checkbox"/> Future consideration <input type="checkbox"/> Active <input type="checkbox"/> Planned

Recommendation (by participants)	Action item (as seen appropriate by the project team)	Progress status (future consideration, active, planned)
Project scale and spread to other districts, communes, and villages		

SCHOOL/CSE

Recommendation (by participants)	Action item (as see fit by the project team)	Progress status (future consideration, active, planned)
<p>Further training for teachers: Refresher training for teachers on ASRH to further enhance knowledge and skills of teachers on delivering ASRH</p>	Include updated training on ASRH in project review meetings with school teachers. For future projects, the content of training for teachers can be shared with a group of teachers to identify gaps and update the information as needed.	<input checked="" type="checkbox"/> Future consideration <input checked="" type="checkbox"/> Active <input type="checkbox"/> Planned
<p>Further support for students: Mental and physical health</p>		
<p>Improve access: Increase the number of events and activities: students have many unanswered questions Integrate project activities into school activities, e.g. raising the flag, extracurricular activities Organize events over the weekends and holidays Add more games so more students have a chance to participate</p>	Schools will think of different ways to communicate ASRH. In addition to mass education events, this year, we will work with schools to have small events – integrated into the school regular activities such as school meetings, and parent meetings...	<input type="checkbox"/> Future consideration <input checked="" type="checkbox"/> Active <input checked="" type="checkbox"/> Planned
<p>Targeted sessions: Tailored information for boys and girls to meet their expectation Organize sessions for different grades to match the content with biology lessons' content Organize small group activities for more effective communication</p>	Targeted content should be considered when delivering small events that target a specific sub-group of students.	<input type="checkbox"/> Future consideration <input checked="" type="checkbox"/> Active <input checked="" type="checkbox"/> Planned

Recommendation (by participants)	Action item (as see fit by the project team)	Progress status (future consideration, active, planned)
The CSE pre-test data helped teachers identify knowledge gaps and pay closer attention to them when preparing education activities.		
Government support: Direction from the Ministry of Health Integrate CSE into the national training curriculum Use Technology curriculum time for CSE	Review and print a set of the newly approved materials from MOET and MOH to share with project schools.	<input type="checkbox"/> Future consideration <input type="checkbox"/> Active <input checked="" type="checkbox"/> Planned
Improve mass communication: Teachers to spend more time with students to know them before planning for the events Provide opportunities for more students to share their ideas and contribute to organizing school events More appealing events to help students focus and pay attention: fashion shows, drama, videos More competitions More prizes Other forms of communication: Students suggest that the project can support a group of students in schools, and with the supervision of teachers, students can draw posters on ASRH or produce a radio program in the schools.	The Project team shares pre and post test results with schools. School teachers will see knowledge gaps and can design school events to focus on these gaps. The Project team encourages schools to share their experiences organizing school events. The Team will review some interesting ways of organizing school events and share them with schools.	<input type="checkbox"/> Future consideration <input type="checkbox"/> Active <input checked="" type="checkbox"/> Planned <input type="checkbox"/> Future consideration <input type="checkbox"/> Active <input checked="" type="checkbox"/> Planned
Some detailed suggestions from students: 1) If I were the organizer, I would organize the following: warm up with a game to guess what events are about, communicate to people about contraceptive methods, and practice how to use contraceptive methods.	At the validation meetings, teachers said that they are always open and welcome ideas from students to organize events. To keep the time of the event at about 90 minutes, teachers have to balance between games and knowledge parts/quizzes.	<input type="checkbox"/> Future consideration <input checked="" type="checkbox"/> Active <input type="checkbox"/> Planned

Recommendation (by participants)	Action item (as see fit by the project team)	Progress status (future consideration, active, planned)
<p>Conclusion. Game with presents for participants</p> <p>2) Separate seats, separate adults and separate children. Use mini-games for participants. Add songs to stir up the atmosphere, and at the end, there should be gifts for participants. I need more financial support and teacher support</p> <p>3) Start with skits/role-plays, then communicate about birth control measures, ask follow-up questions for students to answer and ask students how they can apply in their lives.</p> <p>4) If I were the organizer, I would mobilize more students to participate in organizing events, from developing plans and preparing questions for the audience to preparing skits. This would make events unique and interesting. Of course, we still need the support of the teachers, and I need professional advice from the medical experts</p> <p>5) I think we should keep events as they were, but I want to add plays, fashion shows, and games. Additional support with tools such as projectors, practical models, and professional knowledge of community health workers and teachers.</p> <p>6) If I were the organizer, I would organize using models and actions in a more realistic way to make it easier for you to understand. Besides, I will still need the</p>		

Recommendation (by participants)	Action item (as see fit by the project team)	Progress status (future consideration, active, planned)
support of teachers and uncles in the medical field.		

5. Conclusion

The midline assessment was conducted while project activities were actively underway, allowing for comprehensive feedback from villagers, students, teachers and community educators. Training local youth to collect data proved successful; students gained valuable experience and capacity, and survey participants, especially villagers and students, were able to express their views in a culturally appropriate space. The use of a non-burdensome data collection technique contributed to a high engagement rate, particularly among villagers. Survey questions that were pilot-tested in the community and refined to ensure cultural appropriateness were grouped into bundles, allowing the data collection team to select as many bundles as respondents were comfortable answering within their available time. Having local youth who speak Thai increased the inclusion of more people, allowing them to share their views, which might not have been possible otherwise.

The participants shared their perspectives on the project's impact and provided insights on implementation enablers and barriers, challenges in attending and benefiting from the project activities and events, and suggestions for improvement. They identified several project impacts: improved knowledge of different SRH topics, attitudes and behaviours, and communication about RH at both community and school levels.

Themes of enablers identified for delivering effective activities were similar for community and school levels, and included competent teachers and community educators, effective session content and delivery, and a community culture that encourages information sharing. However, the details were different between village sessions and CSE at schools.

Competing priorities, especially farming activities, were highlighted as barriers to reaching a diverse group of people. The absence of men from the community due to their work schedules outside the village was mentioned. Physical barriers, such as rocky roads, were also noted. At the school level, a full national school curriculum, the sensitivity of the topic, and the lack of SRH education during school breaks emerged as significant barriers.

Recommendations to increase leadership engagement, provide further training and supplies for community educators, and improve the quality and reach of events were made by villagers and community educators. Students provided detailed suggestions on the delivery of CSE mass events. The main themes of recommendations made by teachers and students included further training for teachers, improved access to information and activities for all students, targeted sessions for boys and girls and different age groups, and government support to integrate CSE into the national curriculum.

The midline assessment data were analyzed thematically, and the resulting recommendations led to appropriate and tangible action items to improve some of the project activities. Other suggestions are being considered for refining project activities for the remainder of the project cycle, and some will be used to develop future projects.

This midline assessment shows that engaging local people, especially youth, to collaborate in designing and refining data collection processes and tools is a feasible and promising approach that encourages the participation of a diverse group of individuals in project monitoring and evaluation. The findings of such assessments are relevant to the project context and can be used to enhance community-based project outcomes.

Attachments

5.1. Interview checklist for the data collection team

BEFORE THE INTERVIEW

- Familiarize yourself with the project and the data collection by reviewing the training presentations
- Review the consent form
- Review the data collection form and questions
- Ask any questions from the Lead
- Check you have everything you need
 - Interview (this) checklist
 - A copy of the presentations
 - Copies of consent form
 - Copies of the ascent form (for teachers to sign for their students)
 - Copies of data collection forms for each respondent group (you can put copies for each group of respondents in one large envelope and write the name of the respondent group down so you can find the correct form easily)
 - Clipboard, pen and other stationery
 - A large envelop for completed data collection forms
 -

DURING THE INTERVIEW

- Pick one person to do the interview and one person to write the notes
- Ensure you are using the correct data collection form, e.g. teachers, community educators
- Introduction
 - Introduce yourselves
 - Some people may need time to warm up and feel comfortable answering the questions. Ensure you give people the time they need.
 - Tell the interviewees about the project and why you interview them
 - Make sure they understand the process
 - Obtain consent
 - Make sure you read the script on the data collection form to everyone and also make sure they understand what it means. Some people may change their mind after answering one question or point during the interview. They have all the right to stop their interview. Make sure they understand this right.
- Ensure you record ID on the consent form and the data collection form as given to you by the Lead
- Pick a bundle and ask the questions. Start with bundle one and move to the next bundle as you continue interviewing.
- Encourage the interviewees to expand their thoughts, but don't lead them to give you specific answers
- We grouped the questions into bundles to ensure we reach out to more people. If someone is eager and has time to answer more questions, and you have time to spend with them, and there are no

other people that you can interview, move to the next bundle and ask them more questions. Make the most of your time in the field. Remember, we are interested in learning the views of as many people as possible.

- In selecting the bundle, be mindful of time. For example, if you only have 10 minutes at the end of a working day and are interviewing a community educator, you may pick bundle #2. Still, if you and the respondent have more time, you can ask bundle #3 questions that have more questions.
 - In any bundle, there are a few questions, including probing/follow-up questions, that you may or may not need to use, as respondents may give you a thorough answer when you ask the first question. Listen carefully, and before you ask the probing questions, ensure the respondents haven't already answered the question.
- ❖ Since Duc coordinates data collection, she should ensure no duplications and that the ID is recorded on all consent and data collection forms.

AFTER EACH INTERVIEW

- Take a few minutes to discuss important observations and complete your notes quickly
- Review the consent and data collection forms to ensure all fields are complete
- Put the completed data collection forms and consent forms in a folder labelled "completed" and keep the folder with yourself AT ALL TIMES.

BEFORE LEAVING THE VILLAGE

- Hand over the signed consent forms and completed data collection forms to the Lead
- Share any important observations or information that you cannot record on the forms with the Lead

5.2. Consent form

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**Dự án chăm sóc sức khỏe sinh sản, sức khỏe tình dục cho vị thành niên, thanh niên tại tỉnh
Sơn La giai đoạn 2021 - 2025**

KHẢO SÁT GIỮA KỲ DỰ ÁN

INTERVIEW CONSENT FORM/ MẪU ĐỒNG Ý THAM GIA PHỎNG VẤN

INTERVIEWER/TÊN NGƯỜI PHỎNG VẤN:	DATE/NGÀY PHỎNG VẤN:
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DISTRICT/HUYỆN:	SCHOOL/TÊN TRƯỜNG (nếu ở trường).....
VILLAGE/COMMUNE/TÊN TỔ/ BẢN/ XÃ:	INTERVIEWEE ID/MÃ NGƯỜI ĐƯỢC PHÒNG VẤN

INTRODUCTION:

Hi, my name is (interviewer’s name). We are conducting this interview as part of the “improving reproductive health and preventing child marriage” project in Vietnam. The project aims to improve sexual and reproductive health and rights and prevent child marriage in your community.

Since you have participated in the project’s activities², the project team wants to know your opinion of the project activities to improve the project so it can be more appropriate and effective. The project team may also use the collected data to publish research papers. However, all published materials will be presented in a way that ensures no personally identifiable information will be disclosed.

Lời giới thiệu: Chúng tôi làChúng tôi là nhóm điều tra viên thuộc dự án: Chăm sóc sức khỏe sinh sản/sức khỏe tình dục cho vị thành niên, thanh niên tại tỉnh Sơn La, giai đoạn 2021- 2025 đang được triển khai ở xã mình. Dự án mong muốn nâng cao kiến thức, nhận thức về sức khỏe sinh sản, sức khỏe tình dục, và góp phần giảm kết hôn sớm/tảo hôn trong cộng đồng. Được biết anh/chị có tham gia hoạt động của dự án, nên hôm nay nhóm điều tra viên mong muốn được gặp và trò chuyện với anh/chị để lắng nghe ý kiến, phản hồi của các anh/chị về dự án..

CONSENT: Your participation in this study will be strictly confidential. All collected data will be kept confidential by the researchers. Your participation in this study is voluntary, and there is no obligation to participate. You have full rights to withdraw from participation at any time. You can also refuse to answer any question you don’t feel comfortable answering. If you choose to withdraw, all the information collected from you up to that point will be dismissed.

I now ask you to provide verbal consent. Do you agree to participate in this study as explained?

Yes

No

Interviewer’s signature

Interviewee’s signature/symbol

² Note to interviewer: please give examples of relevant activities such as school mass events, village meetings, training sessions for community educators, etc.

PHẦN XIN PHÉP THAM GIA PHỎNG VẤN:

Việc tham gia vào cuộc phỏng vấn là tự nguyện. Mọi thông tin anh/chị chia sẻ trong cuộc phỏng vấn sẽ được nhóm nghiên cứu giữ bí mật, và chỉ được sử dụng trong dự án. Anh/chị có quyền không trả lời các câu hỏi nếu anh/chị thấy không phù hợp, hoặc không tiếp tục tham gia cuộc phỏng vấn ở bất kỳ thời điểm nào. Trong trường hợp anh/chị không tiếp tục tham gia phỏng vấn, thì các thông tin đã cung cấp sẽ được hủy bỏ.

Anh/chị có đồng ý tham gia phỏng vấn không ạ?

Đồng ý tham gia

Không đồng ý tham gia

Chữ ký của người phỏng vấn

Chữ ký/ký hiệu đồng ý tham gia của người
được phỏng vấn

5.3. Data collection forms

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INTERVIEW DATA COLLECTION FORM/ BẢNG THU THẬP THÔNG TIN

DISTRICT HEALTH COORDINATOR/ DÀNH CHO CÁN BỘ ĐẦU MỐI DỰ ÁN

INTERVIEWER/ NGƯỜI PHỎNG VẤN:	DATE/ NGÀY PHỎNG VẤN:
COMMUNE NAME/ HUYỆN:	SETTING/LOCATION/ TỔ/BẢN/XÃ:
ID/ MÃ NGƯỜI ĐƯỢC PHỎNG VẤN:	AGE/ TUỔI:
SEX/ GIỚI TÍNH:	

OBSERVATION AND COMMENTS/ QUAN SÁT VÀ GHI CHÚ:
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QUESTIONS AND ANSWERS/ CÂU HỎI VÀ TRẢ LỜI

Note to interviewer: please ask all questions!/ Lưu ý cho người phỏng vấn: Hỏi tất cả các câu hỏi

QUESTION/ CÂU HỎI	ANSWER/ TRẢ LỜI
1. Could you tell me about your role in the project? <i>Anh/Chị hãy cho biết vai trò chính của mình trong dự án là gì?</i>	
2. From your perspective, how well does the project engage with and address the needs of the community?	

<p><i>Theo anh/chị dự án đã giải quyết được những vấn đề của cộng đồng không? Đó là những vấn đề gì? Ở mức độ nào?</i></p>	
<p>3. What do you see as the positive outcomes of the project so far? Is there a specific success story/example that you want to share with me? <i>Theo Anh/Chị đâu là những kết quả tích cực của dự án? Có câu chuyện/ví dụ cụ thể nào Anh/Chị muốn chia sẻ không ạ?</i></p>	
<p>4. Since you are coordinating project monitoring, in your opinion, how should the project team capture the success to celebrate your culture and the importance of project outcomes from the community's perspective? <i>Trong thời gian qua, dự án đã tổ chức nhiều hoạt động. Với vai trò là người điều phối dự án, theo Anh/Chị, đâu là thành công quan trọng nhất của dự án?</i></p>	
<p>5. Have you noticed any negative outcome as a result of the project? If so, could you elaborate? <i>Anh/Chị có nhận thấy ảnh hưởng tiêu cực nào phát sinh từ dự án không? Nếu có, Anh/Chị có thể cho ví dụ cụ thể không ạ?</i></p>	
<p>6. As your role in providing technical support for health care workers and community educators, what have been the challenges in providing such support? <i>Với vai trò hỗ trợ kỹ thuật cho cán bộ y tế tuyến xã và nhóm truyền thông triển khai hoạt động, Anh/Chị có gặp khó khăn gì trong việc hỗ trợ kỹ thuật kể trên không ạ?</i></p>	
<p>7. Do you feel you have the resources and support needed to provide the technical support? If not, could you tell me what support and/or resources could have been helpful? <i>Anh/Chị có thấy mình có đủ nguồn lực và sự hỗ trợ cần thiết để triển khai các hoạt động giám sát hỗ trợ không? Nếu không,</i></p>	

<i>Anh/Chị có thể cho biết thêm về những nguồn lực/hỗ trợ Anh/Chị cần không ạ?</i>	
8. Could you share with us your feelings or thoughts about your experience of participating in this project? <i>Anh/Chị có thể có thể chia sẻ cảm nhận hoặc ý kiến của mình khi tham gia dự án được không ạ?</i>	

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COMMUNITY EDUCATORS/ DÀNH CHO TRUYỀN THÔNG VIÊN

INTERVIEWER/ NGƯỜI PHỎNG VẤN:	DATE/ NGÀY PHỎNG VẤN:
COMMUNE NAME/ HUYỆN:	SETTING/LOCATION/ TỔ/ BẢN/XÃ:
ID/ MÃ NGƯỜI ĐƯỢC PHỎNG VẤN:	AGE/ TUỔI:
SEX/ GIỚI TÍNH:	ROLE/ VAI TRÒ: <input type="checkbox"/> Women union/ Hội phụ nữ <input type="checkbox"/> Youth union/ Đoàn thanh niên <input type="checkbox"/> Commune health staff/ Cán bộ y tế xã

OBSERVATION AND COMMENTS/ QUAN SÁT VÀ GHI CHÚ

QUESTIONS AND ANSWERS/ CÂU HỎI VÀ TRẢ LỜI

Bundle 1/ Nhóm 1 Note to interviewer: please ask everyone!/ Lưu ý cho người phỏng vấn: Hỏi tất cả mọi người

QUESTION/ CÂU HỎI	ANSWER/ TRẢ LỜI
<p>1.1 Could you tell me about your role in the project? Anh/Chị hãy cho biết vai trò của mình trong dự án này?</p> <p>How long have you been working as a community educator on this project? <i>Anh/Chị đã tham gia dự án từ khi nào?</i></p>	
<p>1.2 What are some new things that you have learned since you have been involved in this project? <i>Từ khi tham gia dự án, Anh/Chị có học được thêm kiến thức hay điều gì mới không?</i></p> <p>Could you elaborate? (Tip: it can be new information or skill or anything else) <i>Anh/Chị chia sẻ cụ thể hơn được không ạ? (kiến thức, kỹ năng mới gì...)</i></p>	
<p>1.3 How has the information or skill helped you in delivering the education sessions? <i>Những kiến thức, kỹ năng học được đã giúp Anh/Chị tổ chức các buổi truyền thông như thế nào?</i></p> <p>1.4 Is there anything else that you would have liked to learn to help you deliver the education sessions? <i>Anh/Chị có mong muốn học thêm kiến thức hay kỹ năng gì để tổ chức các buổi truyền không không?</i></p>	
Bundle 2/ Nhóm 2	
<p>2.1 What do you see as the most significant outcomes of the project on the villagers and the commune so far? <i>Anh/Chị có nhận thấy sự thay đổi tích cực nào từ người dân, cộng đồng khi tham gia dự án không?</i></p>	
<p>2.2 Have the villagers shared any feedback with you regarding the project's influence? If so, could you tell me about it? <i>Anh/Chị có nghe được bất cứ phản hồi nào từ người dân về dự án không? Nếu có, xin chia sẻ cụ thể.</i></p>	

<p>2.3 In your opinion, how should the project team capture the project's success in a way that celebrates your culture? <i>Trong thời gian qua, dự án đã tổ chức nhiều hoạt động. Vậy theo Anh/Chị, đâu là thành công quan trọng nhất của dự án?</i></p> <p>Is there a specific success story/example that you want to share with me? <i>Xin hãy chia sẻ một ví dụ cụ thể.</i></p>	
Bundle 3/ Nhóm 3	
<p>3.1 From your perspective, how well does the project engage with and address the needs of the community? <i>Theo Anh/Chị, dự án có giải quyết được các vấn đề của cộng đồng không? Ở mức độ nào?</i></p>	
<p>3.2 In your opinion, do the educational materials cover everything the villagers need to learn about SRH? <i>Tài liệu truyền thông của dự án có cung cấp kiến thức đầy đủ các vấn đề mà người dân quan tâm không?</i></p> <p>What topics are missing? <i>Có chủ đề nào thiếu không?</i></p>	
<p>3.3 What do you think of the number of sessions and their duration? Are they enough? <i>Anh/Chị cho biết ý kiến về số lượng buổi truyền thông đã được tổ chức và thời lượng tổ chức một buổi truyền thông? Có đủ không?</i></p>	
<p>3.4 Can you share any positive changes you've noticed in the people's awareness about SRH or their attitude since the project started? Could you give an example?</p>	

<p><i>Anh/Chị hãy chia sẻ những thay đổi tích cực của người dân sau khi tham gia các buổi truyền thông? Xin đưa ra một ví dụ</i></p>	
<p>3.5 What are your suggestions to improve the education sessions? <i>Anh/Chị có gợi ý gì để giúp các buổi truyền thông hiệu quả hơn?</i></p>	
<p>3.6 Have you noticed any negative impact as a result of the project activities? Could you give an example? <i>Anh/Chị có ghi nhận được những ảnh hưởng tiêu cực (không tốt) nào từ dự án không? Xin đưa ra ví dụ cụ thể</i></p>	
<p>Bundle 4/ Nhóm 4</p>	
<p>4.1 An important area for all of us is to reduce inequalities and to make sure as many people as possible from different backgrounds benefit from our project. <i>Một trong những mục tiêu của dự án là giúp cho mọi người có thể tham gia và nhận được lợi ích từ dự án bình đẳng như nhau.</i></p> <p>Are there specific groups of villagers who benefit more from the project activities? <i>Theo Anh/Chị, có nhóm đối tượng người dân nào tham gia và nhận được nhiều lợi ích từ hoạt động dự án hơn các nhóm khác không?</i></p> <p>What are the groups who have participated less in the activities? <i>Nhóm nào tham gia ít hơn?</i></p>	

<p>4.2 Who are the ones that need more support to attend the meetings, being able to understand the messages and use them in their day-to-day life? <i>Nhóm người dân nào cần được hỗ trợ để tham gia dự án nhiều hơn để nắm được kiến thức và áp dụng trong cuộc sống hằng ngày?</i></p>	
<p>4.3 What could have been done differently so more people could benefit from the project? <i>Anh/Chị có gợi ý dự án nên thay đổi cách làm khác đi ở điểm nào để nhiều người có thể hưởng lợi từ dự án hơn không?</i></p>	
<p>Bundle 5/ Nhóm 5</p>	
<p>5.1 Have you observed any unexpected changes or outcomes in the community as a result of the project, either positive or negative? <i>Anh/chị có ghi nhận được những thay đổi nào bất ngờ (cả tốt và xấu) tại cộng đồng từ khi có dự án không?</i></p> <p>Are there any unique stories or examples that illustrate these unintended consequences? <i>Xin nêu cụ thể?</i></p>	
<p>5.2 Can you think of any positive unintended outcome that could be further leveraged in this or future projects? <i>Có kết quả nào phát sinh nhưng tích cực mà Anh/chị nghĩ nên tiếp tục phát huy trong hoạt động và trong tương lai không ạ?</i></p>	
<p>5.3 Are there any concerns or challenges related to these unintended consequences that need to be addressed? <i>Theo anh/chị, trong số các hoạt động của dự án đã tổ chức có vấn đề nào phát sinh dẫn</i></p>	

đến những hậu quả không mong muốn cần phải loại bỏ không?	
Bundle 6/ Nhóm 6	
Note to interviewer: please ask everyone!/ Lưu ý cho người phỏng vấn: Hỏi tất cả mọi người	
6.1 Could you share with us your feelings or thoughts about your experience of participating in this project?	Anh/Chị có thể chia sẻ cảm nhận hoặc ý kiến của mình khi tham gia dự án được không?

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INTERVIEW DATA COLLECTION FORM/ BẢNG THU THẬP THÔNG TIN

VILLAGE LEADERS/ DÀNH CHO TRƯỞNG BẢN

INTERVIEWER/ NGƯỜI PHỎNG VẤN:	DATE/ NGÀY PHỎNG VẤN:
COMMUNE NAME/ HUYỆN:	SETTING/LOCATION/ TỔ/BẢN/XÃ:
ID/ MÃ NGƯỜI ĐƯỢC PHỎNG VẤN:	AGE/ TUỔI:
SEX/ GIỚI TÍNH:	

OBSERVATION AND COMMENTS/ QUAN SÁT VÀ GHI CHÚ:
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QUESTIONS AND ANSWERS/ CÂU HỎI VÀ TRẢ LỜI

Note to interviewer: please ask all questions!/ Lưu ý: Hỏi tất cả các câu hỏi

QUESTION	ANSWER
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<p>1. How much do you know about the project? <i>Trong thời gian qua chúng tôi có triển khai dự án chăm sóc SKSS tại bản của mình, anh/chị có biết gì về dự án này không ạ?</i></p> <p>Do you want to learn more? If yes, how do you like to learn? <i>Anh/chị có mong muốn biết thêm thông tin về dự án không? Nếu có thì anh chị mong muốn được cung cấp thông tin theo hình thức nào ạ?</i></p> <p>If the respondent is aware of the project, ask <i>Trường hợp người trả lời biết về dự án, hỏi:</i></p> <ul style="list-style-type: none"> • From your perspective, how would you rate this project's impact on your commune and the villagers? <i>Theo Anh/Chị dự án có mang lại lợi ích gì cho cộng đồng không?</i> • Can you share any positive changes you've noticed since the project started? <i>Anh/Chị hãy chia sẻ về những thay đổi tích cực mình quan sát được nhé.</i> <p>Have you noticed any adverse outcomes? Could you give an example? <i>Có tác động tiêu cực nào không? Xin cho ví dụ</i></p>	
<p>2. Have the villagers shared any feedback with you regarding the project's influence? If so, could you tell me about it? <i>Anh/Chị có nhận được những phản hồi nào của người dân trong cộng đồng về dự án không? Xin cho ví dụ.</i></p>	
<p>3. We aim to reach as many people as possible through this project, and we want to include people from all ethnicities, ages, genders, social and economic classes. <i>Một trong những mục tiêu của dự án là tiếp cận được nhiều người dân nhất có</i></p>	

<p><i>thể, không phân biệt tuổi tác, giới tính, dân tộc,...</i></p> <p>If any particular group is left behind, do you have any suggestions that we can use to make the activities work for everyone? <i>Ở bản của anh/chị có nhóm đối tượng người dân nào khó tham gia hoặc ít tham gia hoạt động của dự án ít hơn nhóm khác không ạ? Anh/chị có gợi ý nào giúp cho mọi người đều có thể tham gia hoạt động của dự án không?</i></p>	
<p>4. How village leaders like yourself could help us to reach more people so they can benefit from the project? <i>Với vai trò là Trưởng bản, anh/chị có thể giúp dự án tiếp cận được thêm với nhiều người dân trong bản bằng cách nào không ạ?</i></p>	
<p>5. Could you share how you feel about this project? <i>Anh/Chị có thể có thể chia sẻ cảm nhận hoặc ý kiến của mình về dự án được không ạ?</i></p>	

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INTERVIEW DATA COLLECTION FORM/ BẢNG THU THẬP THÔNG TIN

VILLAGERS/ DÀNH CHO NGƯỜI DÂN

INTERVIEWER/ NGƯỜI PHỎNG VẤN:	DATE/ NGÀY PHỎNG VẤN:
COMMUNE NAME/ HUYỆN:	SETTING/LOCATION/ TỔ/BẢN/XÃ:
ID/ MÃ NGƯỜI ĐƯỢC PHỎNG VẤN:	AGE/ TUỔI:

SEX/ GIỚI TÍNH:	
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OBSERVATION AND COMMENTS/ QUAN SÁT VÀ GHI CHÚ:
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QUESTIONS AND ANSWERS/ CÂU HỎI VÀ TRẢ LỜI

QUESTION/ CÂU HỎI	ANSWER/ TRẢ LỜI
Bundle 1/ Nhóm 1	
<p>1.1. Could you tell me how many communication events you have attended when there was a discussion about SRH topics? <i>Bạn đã tham gia bao nhiêu buổi truyền thông của dự án về Sức khỏe sinh sản?</i></p>	
<p>1.2. How did you find the messages and activities? Have you learned something new? <i>Bạn thấy buổi truyền thông thế nào? Bạn có học được điều gì mới không?</i></p> <ul style="list-style-type: none"> • If yes, is the information practical, and does it make sense? <i>Nếu có, có kiến thức nào thực tế mà bạn có thể áp dụng luôn vào cuộc sống được không?</i> • If not, what could have been done to make it useful for you? <i>Nếu không, bạn có gợi ý gì để các buổi truyền thông hiệu quả hơn?</i> 	
<p>1.3. Was there a time that you wanted to go to a meeting, but you couldn't? If yes, why couldn't you attend? What could have been done so you could attend more meetings?</p>	

<p><i>Có buổi nào bạn muốn tham gia nhưng vì một lý do nào đó mà bạn không bố trí tham gia được không? Vì sao? Dự án có thể làm gì khác để bạn có thể tham gia các buổi truyền thông về sức khỏe sinh sản được?</i></p>	
<p>1.4. Have you intended to change or improve a behaviour based on what you learned? <i>Bạn có dự định sẽ thay đổi một hành vi nào về sức khỏe sinh sản không dựa trên những gì đã học không?</i></p> <ul style="list-style-type: none"> • If yes, have you been able to change a behaviour? Could you give me an example? <i>Nếu có, bạn đã làm được chưa? Bạn cho ví dụ nhé?</i> • If not, what would have enabled you to do so? <i>Nếu chưa, bạn cần hỗ trợ gì để thay đổi?</i> 	
Bundle 2/ Nhóm 2	
<p>2.1. Could you tell me how many communication events you have attended when there was a discussion about SRH topics? <i>Bạn đã tham gia bao nhiêu buổi truyền thông của dự án về Sức khỏe sinh sản?</i></p>	
<p>2.2. Have you noticed any positive changes (attitudes, behaviour, practices ...) about the SRH? <i>Bạn có nhận thấy bất kỳ sự thay đổi tích cực nào (thái độ, hành vi,...) ở trong bản về chăm sóc sức khỏe sinh sản không?</i></p>	

<ul style="list-style-type: none"> • If yes, could you give me an example? Nếu có, xin cho ví dụ? <p>Have you noticed any difference between men and women? What about boys and girls? <i>Thay đổi giữa nam và nữ có khác nhau không?</i></p>	
<p>2.3 What about a negative impact? Have you noticed any negative changes since you have attended the meetings? <i>Bạn có nhận thấy bất kỳ sự thay đổi tiêu cực không mong muốn nào khi tham gia dự án?</i></p> <ul style="list-style-type: none"> • If yes, could you give an example? Nếu có, xin cho ví dụ? 	
<p>Bundle 3/ Nhóm 3</p>	
<p>3.1. Could you tell me how many communication events you have attended when there was a discussion about SRH topics? <i>Bạn đã tham gia bao nhiêu buổi truyền thông của dự án về Sức khỏe sinh sản?</i></p>	
<p>3.2. Have you and other villagers talked about what you have learned at the meetings? <i>Bạn và những người hàng xóm có kể cho nhau về các buổi truyền thông không?</i></p> <ul style="list-style-type: none"> • If yes, how does everyone feel about these meetings? Nếu có, mọi người cảm thấy thế nào về các buổi truyền thông? 	
<p>3.3. Did you learn something new and find it useful in day-to-day life? <i>Bạn có học được kiến thức nào mới hữu dụng trong cuộc sống hay không?</i></p>	

<ul style="list-style-type: none"> • If not, what are the other topics that you wanted to learn about? <i>Nếu không, có chủ đề nào bạn muốn học thêm hay không?</i> 	
<p>3.4. What do you think could have been done differently so everyone would have liked the meetings and learned the practical information that they needed? <i>Nếu bạn là người được tổ chức hoạt động này, bạn có muốn thay đổi điều gì để mọi người đều thích và học được nhiều hơn từ buổi truyền thông không?</i></p>	
<p>3.5. Do you have any suggestions on other activities that can be done so that you and other villagers can learn more and better about SRH issues? <i>Bạn có gợi ý thêm hoạt động nào khác tại thôn/bản để mọi người có thể học được nhiều kiến thức về Sức khỏe sinh sản không?</i></p>	
<p>Bundle 4/ Nhóm 4</p>	
<p>4.1. Could you share with us your feelings/thoughts about your experience attending the training sessions? <i>Bạn có thể chia sẻ cảm nhận hoặc ý kiến của mình khi tham gia các buổi truyền thông không ạ?</i></p> <p>Note to interviewer: please ask everyone! <i>Lưu ý cho người phỏng vấn: Hỏi câu này với tất cả mọi người dân!</i></p>	

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TEACHERS/ DÀNH CHO GIÁO VIÊN

INTERVIEWER/ NGƯỜI PHỎNG VẤN:	DATE/ NGÀY PHỎNG VẤN:
COMMUNE NAME/ HUYỆN:	SCHOOL NAME/ TRƯỜNG:
SETTING/LOCATION/ TỔ/BẢN/XÃ:	ID/ MÃ NGƯỜI ĐƯỢC PHỎNG VẤN:
AGE/ TUỔI:	SEX/ GIỚI TÍNH:

OBSERVATION AND COMMENTS/ QUAN SÁT VÀ GHI CHÚ:
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QUESTIONS AND ANSWERS/ CÂU HỎI VÀ TRẢ LỜI

QUESTION/ CÂU HỎI	ANSWER/ TRẢ LỜI
Bundle 1/ Nhóm 1	
1.1. What do you see as the most significant outcomes of the project for your students? <i>Theo thầy cô, đâu là kết quả quan trọng nhất mà học sinh nhận được sau dự án?</i>	
1.2. From your perspective, how would you rate this project's impact on students' SRH knowledge, attitude, and practice? <i>Theo thầy cô, thầy cô đánh giá như thế nào về những tác động của dự án tới kiến thức về SKSS/SKTD, thái độ và thực hành của học sinh?</i>	
1.3. Have the students shared any feedback with you regarding the project's impact? If so, could you tell me about it? <i>Các em học sinh có chia sẻ gì với thầy cô về tác động của dự án hay không? Nếu có, thầy cô có thể kể với em được không ạ?</i>	

<p>1.4. Is there a way you would like to share the project's successes? <i>Trong thời gian qua, dự án đã tổ chức nhiều hoạt động tại trường của thầy cô. Vậy theo thầy cô đánh giá, đâu là thành công quan trọng nhất của dự án?</i></p>	
<p>Bundle 2/ Nhóm 2</p>	
<p>2.1. In your opinion, have all students benefited from the project? <i>Theo thầy cô, tất cả các em học sinh đều nhận được lợi ích từ dự án hay có nhóm học sinh nào không nhận được lợi ích gì không ạ?</i></p>	
<p>2.2. What about boys and girls? Have both boys and girls benefited from the project activities in the same way? <i>Học sinh nam và học sinh nữ thì sao ạ? Liệu cả học sinh nam và học sinh nữ đều nhận được lợi ích từ các hoạt động dự án giống nhau chứ ạ?</i></p>	
<p>2.3. We received some feedback that arranging events for different age groups can cause some issues as the younger students may not understand the messages. Have you noticed that in your school? <i>Nhóm dự án nhận được một vài chia sẻ rằng tổ chức chương trình cho các nhóm nhiều độ tuổi khác nhau có thể xảy ra một vài vấn đề như học sinh lớp nhỏ có thể không hiểu được thông điệp truyền tải. Thầy cô có thấy hiện tượng đó xảy ra ở trường mình không ạ?</i></p>	
<p>2.4. Do you have any practical suggestions on how to ensure the messages are appropriate for students from different age groups?</p>	

<p><i>Thầy cô có gợi ý nào để đảm bảo những thông điệp được truyền tải phù hợp đối với học sinh ở các độ tuổi khác nhau không ạ?</i></p>	
<p>2.5. There was also some feedback from students who were preparing for the graduation exam/other exams and didn't have time to participate in extracurricular activities.</p> <p><i>Nhóm dự án cũng nhận được một vài chia sẻ của các em học sinh rằng các em phải chuẩn bị cho các kỳ thi nên không có thời gian để tham gia các hoạt động ngoại khóa.</i></p> <p>What are your thoughts on tackling this challenge?</p> <p><i>Thầy cô có gợi ý nào để giải quyết vấn đề trên không ạ?</i></p>	
<p>2.6. If any particular group is left behind, do you have any suggestions that we can use to make the activities work for everyone?</p> <p><i>Trong trường, thầy cô có nhận thấy nhóm học sinh nào không tiếp cận được với các hoạt động dự án không và thầy cô có gợi ý gì để chúng tôi có thể đưa hoạt động đến với tất cả các em học sinh một cách hiệu quả không ạ?</i></p>	
<p>Bundle 3/ Nhóm 3</p>	
<p>3.1. Since the start of the project, we learned that there are challenges with implementing CSE in schools, most importantly competing priorities and not having enough time to include CSE in the curriculum. Now I want you to share specific challenges or obstacles that you've come across in implementing CSE.</p> <p><i>Kể từ khi bắt đầu dự án, Nhóm dự án nhận thấy có một vài khó khăn khi triển</i></p>	

<p><i>khai lồng ghép giáo dục giới tính vào chương trình chính khóa, như là phải cân đối với nhiều ưu tiên khác và không có đủ thời gian để đưa giáo dục giới tính vào chương trình học. Kính mong thầy cô chia sẻ cụ thể về một vài khó khăn, thách thức thầy cô gặp phải khi triển khai lồng ghép giáo dục giới tính vào chương trình chính khóa.</i></p>	
<p>3.2. How do you think not delivering CSE as part of the curriculum could impact project effectiveness? <i>Theo thầy cô, việc không đưa các hoạt động giáo dục giới tính lồng ghép vào chương trình học chính khóa có ảnh hưởng gì đến tính hiệu quả của dự án không ạ?</i></p>	
<p>3.3. What are the supports and resources that could enable teachers to do classroom-based CSE? <i>Theo thầy cô, những hỗ trợ nào, nguồn lực nào có thể giúp thầy cô giáo triển khai hoạt động giáo dục giới tính lồng ghép vào chương trình học chính khóa?</i></p>	
<p>3.4. Do you have any recommendations on how classroom-based CSE could be implemented in future projects? <i>Thầy cô có gợi ý nào để các hoạt động giáo dục giới tính lồng ghép vào chương trình học chính khóa có thể triển khai trong tương lai không ạ?</i></p>	
<p>Bundle 4/ Nhóm 4</p>	
<p>4.1. Have you been involved in organizing and/or implementing the Mass CSE Education Events (MCEE)?</p>	

<p>Thầy cô có từng tham gia tổ chức hoặc triển khai các sự kiện truyền thông/ buổi sinh hoạt ngoại khóa về SKSS/SKTD không ạ</p> <ul style="list-style-type: none"> • If yes, was there something that you think you and your colleagues should have done but you couldn't? Nếu đã từng tổ chức sự kiện đó, có điều gì thầy cô từng muốn làm nhưng chưa thực hiện được không? 	
<p>4.2. What support could you have received to enable you to deliver the activity as you should have? <i>Với những hoạt động mong muốn thực hiện kể trên, thầy cô muốn nhận được hỗ trợ gì để triển khai tốt những hoạt động đó?</i></p>	
<p>4.3. Have you attended the training for the teachers? <i>Thầy cô có từng tham gia lớp tập huấn nào của dự án cho thầy cô giáo chưa ạ?</i></p> <ul style="list-style-type: none"> • If yes, how would you rate the quality of the training and the topics that were covered? Nếu đã từng, thầy cô đánh giá thế nào về chất lượng và chủ đề của buổi tập huấn? • Was there anything that you would have liked the training to cover? If yes, could you elaborate? <i>Có chủ đề nào thầy cô muốn chúng tôi thực hiện không ạ? Nếu có, thầy cô hãy chia sẻ thêm với Nhóm dự án nhé ạ.</i> 	
<p>Bundle 5/ Nhóm 5</p>	
<p>5.1. Have you observed any unexpected changes or outcomes as a result of the project, either positive or negative? <i>Thầy cô có quan sát được những thay đổi bất ngờ hoặc kết quả bất ngờ có</i></p>	

<p><i>được của dự án không ạ, dù là tích cực hay tiêu cực?</i></p> <ul style="list-style-type: none"> If yes, could you give an example? <i>Nếu có, thầy cô hay cho Nhóm dự án xin ví dụ nhé ạ</i> 	
<p>5.2. Can you think of any positive unintended outcome that could be further leveraged in this or future projects? <i>Có kết quả nào phát sinh nhưng tích cực mà thầy cô nghĩ nên tiếp tục phát huy trong hoạt động và trong tương lai không ạ?</i></p>	
<p>5.3. Are there any concerns or challenges related to these unintended consequences that need to be addressed? <i>Theo thầy cô, trong số các hoạt động của dự án đã tổ chức có vấn đề nào phát sinh dẫn đến những hậu quả không mong muốn cần phải loại bỏ không?</i></p>	
<p>Bundle 6/ Nhóm 6</p>	
<p>6.1. Could you share with us your feelings/thoughts about your experience of participating in this project? <i>Thầy cô có thể chia sẻ cảm nhận hoặc ý kiến của mình khi tham gia dự án này không ạ?</i></p> <p>Note to interviewer: please ask everyone! <i>Lưu ý cho người phỏng vấn: Hỏi câu này với tất cả thầy cô được phỏng vấn</i></p>	

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STUDENTS/ DÀNH CHO HỌC SINH

INTERVIEWER/ NGƯỜI PHỎNG VẤN:	DATE/ NGÀY PHỎNG VẤN:
COMMUNE NAME/ HUYỆN:	SCHOOL NAME/ TRƯỜNG:
SETTING/LOCATION/ TỔ/BẢN/XÃ:	ID/ MÃ NGƯỜI ĐƯỢC PHỎNG VẤN::
AGE/ TUỔI:	SEX/ GIỚI TÍNH:
GRADE/ KHỐI:	

OBSERVATION AND COMMENTS/ QUAN SÁT VÀ GHI CHÚ:
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QUESTIONS AND ANSWERS/ CÂU HỎI VÀ TRẢ LỜI

QUESTION/ CÂU HỎI	ANSWER/ TRẢ LỜI
Bundle 1/ Nhóm 1	
<p>1.1. Have you been able to attend all Mass CSE Education Events (MCEE)? <i>Em đã từng tham gia sự kiện truyền thông/ buổi sinh hoạt ngoại khóa nào về SKSS/SKTD tại trường chưa nhỉ?</i></p> <ul style="list-style-type: none">If not (you didn't attend all the events), why? What could have been done so you could attend the events? <i>Nếu chưa từng tham dự sự kiện nào, em có thể cho chúng tôi biết lý do tại sao không? Chúng tôi có thể làm gì để em</i>	

<p><i>tham gia những sự kiện này trong thời gian tới?</i></p> <ul style="list-style-type: none"> If yes, how many MCEEs did you attend? Nếu từng tham gia, em đã tham gia bao nhiêu sự kiện truyền thông/buổi sinh hoạt ngoại khóa về SKSS/SKTD rồi? 	
<p>1.2. Have you been involved in planning and/or implementing MCEE? <i>Vai trò của em trong sự kiện truyền thông/ buổi sinh hoạt ngoại khóa về SKSS/SKTD là gì (MC, đóng kịch, khán giả, trả lời câu hỏi, hỗ trợ truyền thông...)?</i></p>	
<p>1.3. How did you like the messages and activities? <i>Em thấy các thông điệp và hoạt động đưa ra trong sự kiện truyền thông/ buổi sinh hoạt ngoại khóa đó thế nào?</i></p>	
<p>1.4. Have you learned something new? <i>Em có học được điều gì mới từ việc tham gia các sự kiện truyền thông/ngoại khóa đó không?</i></p> <ul style="list-style-type: none"> If yes, Is the information practical, and you can use them in your daily life? Could you give me an example? Nếu có, những thông tin này có thực tế và có thể dùng chúng trong cuộc sống hàng ngày không? Em hãy nêu ví dụ nhé? If not, what are the other topics that you wanted to learn about? Nếu không, những chủ đề em muốn tìm hiểu là gì vậy? 	
<p>1.5. Do you have any suggestions on other activities that can be done at your school so that you can learn more and better about SRH issues?</p>	

<p><i>Để các em có thể học được nhiều hơn và hiệu quả hơn về SKSS/SKTD, em có gợi ý gì cho các hoạt động trong tương lai không?</i></p>	
<p>1.6. If you and your friends were the ones who organized the activities, how would you like to do it? What support would you need? <i>Nếu em và các bạn là người tự tổ chức các hoạt động này, em muốn tổ chức nó như thế nào? Em sẽ cần hỗ trợ những gì để tổ chức hoạt động của mình?</i></p>	
<p>Bundle 2/ Nhóm 2</p>	
<p>2.1. Have you been able to attend all Mass CSE Education Events (MCEE)? <i>Em đã từng tham gia sự kiện truyền thông/ buổi sinh hoạt ngoại khóa nào về SKSS/SKTD tại trường chưa nhỉ?</i></p>	
<p>2.2. Have you been involved in planning and/or implementing MCEE? <i>Vai trò của em trong sự kiện truyền thông/buổi sinh hoạt ngoại khóa về SKSS/SKTD là gì (MC, đóng kịch, khán giả, trả lời câu hỏi, hỗ trợ truyền thông...)?</i></p>	
<p>2.3. Could you tell me what you remember from the MCEE at your school? <i>Điều gì khiến em nhớ về sự kiện truyền thông/buổi sinh hoạt ngoại khóa về SKSS/SKTD ở trường em?</i></p>	
<p>2.4. Have you intended to change or improve a behaviour based on what you learned? <i>Em có ý định thay đổi (hành vi, thái độ,..) của mình dựa trên những gì đã học không?</i></p>	

<ul style="list-style-type: none"> • If yes, have you been able to change that behaviour? Could you give me an example? <i>Nếu có, em đã thay đổi được chưa? Em có thể cho ví dụ không?</i> • If not, why? What could have helped you to change your behaviour? <i>Nếu không thì tại sao? Chúng tôi có thể làm gì để giúp em thay đổi thái độ/hành vi của mình?</i> 	
<p>2.5 Have you noticed any positive changes in your classmates or other students' attitudes about the SRH topics that have been discussed at the MCEEs? <i>Em có nhận thấy những thay đổi tích cực nào của các bạn cùng lớp hay các bạn học sinh khác trong trường về chủ đề SKSS/SKTD đã được chia sẻ tại sự kiện truyền thông/buổi sinh hoạt ngoại khóa không?</i></p> <ul style="list-style-type: none"> • If yes, could you give me an example? <i>Nếu có, em có thể cho ví dụ không?</i> 	
<p>2.6. Have you noticed any difference between boys and girls in behaviour change? <i>Sau khi tham dự sự kiện trên các em nhận thấy sự thay đổi về thái độ của bạn nam và nữ có gì khác nhau không? Em có thể kể ra một vài ví dụ về sự khác biệt đó không?</i></p>	
<p>2.7. Have you noticed any negative attitudes among students after the events? <i>Em có nhận thấy phản ứng tiêu cực/không mong muốn nào từ phía các bạn học sinh sau sự kiện không?</i></p> <ul style="list-style-type: none"> • If yes, could you give me an example? <i>Nếu có, em có thể cho ví dụ không?</i> 	

<p>2.8. Do you and your classmates talk about SRH topics and MCEEs? <i>Em và các bạn cùng lớp có nói chuyện về chủ đề SKSS/SKTD hay các sự kiện không?</i></p> <ul style="list-style-type: none"> • If yes, what do you and your classmates think about the MCEEs? Nếu có, em và các bạn nghĩ gì về các sự kiện vậy? 	
<p>2.9. Do you think everyone at your school likes the MCEEs and they learn useful information? <i>Em có nghĩ rằng tất cả mọi người đều thích các buổi truyền thông và học được điều gì đó hữu ích từ buổi truyền thông đó không?</i></p> <ul style="list-style-type: none"> • If no, what do you think could have been done differently so everyone would have liked the events and learned practical information? Nếu không, em nghĩ rằng chúng ta nên thay đổi điểm gì để mọi người thích các sự kiện đó và học được nhiều thông tin thiết thực hơn? 	
<p>Bundle 3 / Nhóm 3</p>	
<p>3.1. Could you share with us your feelings/thoughts about your experience attending the events? <i>Em có thể chia sẻ cảm nhận hoặc ý kiến của mình khi tham gia dự án này không ạ?</i></p> <p>Note to interviewer: please ask everyone! Lưu ý cho người phỏng vấn: Hỏi câu này với tất cả các em học sinh được phỏng vấn!</p>	