

THE UNIVERSITY OF TAMPERE

School of Management

MASTER'S THESIS IN PROGRAMME OF PUBLIC POLICY

AND FINANCIAL MANAGEMENT

**Performance evaluation of the youth development strategy
in Soc Trang province for the period from 2012 to 2020**

Student's Full name: Lang Khac Hieu

Date of birth: xxxxxxxxxx

Supervisor: Prof. Lasse Oulasvirta

Programme name: NAPA3

Email: langkhachieu2016@gmail.com

November 2017

DECLARATION

Dear Professor Lasse Oulasvirta

I pledge that the text was made by myself and was guided by Professor Lasse Oulasvirta. At the same time the whole content of this study was written in English.

Sincerely yours!

Lang Khac Hieu

ABSTRACT

University of Tampere	School of Management, Discipline
Author	Lang Khac Hieu
Title of Thesis	<i>Performance evaluation of the youth development strategy in Soc Trang province for the period from 2012 to 2020</i>
Master's Thesis	78 pages
Date	October 2017
Keywords	performance evaluation, youth development strategy, program evaluation, state governance of youth work

The topic of this thesis is "Performance evaluation of the youth development strategy in Soc Trang province for the period from 2012 to 2020". The purpose of this thesis is to clarify some theoretical and practical issues of the youth development strategy in Soc Trang Province. The thesis focuses on studying the achievement of objectives of the Soc Trang Youth Development Program 2012-2015. Simultaneously compare how to develop youth development program with some countries in the world to draw some experiences for Soc Trang province. Next is a dissertation that compared the results of the implementation of Soc Trang Youth Development Program 2012-2015 with provinces in the Mekong Delta. The dissertation will also examine the factors that affect the Youth Development Program 2012-2015 and review proposed solutions to promote all resources for the 2016-2020. The research method used for this study is a qualitative research methodology. Research design of this dissertation is case study, which is one of the major types of qualitative research design.

The data is the 2012-2015 youth development program reports collected from implementing agencies and to collect more information and data on the changes and impact of the program, the dissertation will conduct three in-depth interviews with program managers. The research results of the thesis will first determine the level of achievement of Soc Trang youth development strategy in comparison with other provinces in the Mekong Delta. The second is to identify the factors that affect the performance of the Soc Trang Youth Development Program 2012-2015. Finally, through the results of the analysis and comparison of some countries in the world to draw some experience for Soc Trang Province in the implementation of the youth development program, proposing solutions to implement is better in the period 2016-2020.

ACKNOWLEDGEMENT

I was very happy immediately after being admitted to the Project 165 of the Central Committee of the Communist Party of Vietnam, Master of Science in Public Policy and Public Financial Management (NAPA3). Firstly, I studied at the National Academy of Public Administration in Ho Chi Minh City, Hanoi and the University of Tempere, Finland. These are very prestigious educational institutions in Vietnam. In particular, the University of Tempere, Finland has been known worldwide for its research in the areas of social sciences and administrative science, and the quality of teaching at the University of Tempere is typical of Europe. Secondly, after the course, it provided me with advanced knowledge in Public Policy and Public Financial Management. Especially the content related to, Innovations in Public Finance and Strategic Public, Public budgeting in state and local governments, Public sector accounting and auditing, Strategic planning and management, Public Policy and Program Evaluation. Through the course I have been equipped with a lot of knowledge and skills to solve problems in a scientific way, which has helped me a lot in evaluating public policy and public financial management in Soc Trang province in the present and in the future. I would like to take this opportunity to express my gratitude to all the professors, doctors, teachers of NAPA and UTA. They have enthusiastically instructed me to complete the program content of the course at the right time.

I would like to express my gratitude to my supervisor, Prof. Lasse Oulasvirta, University lecturer, University of Tempere who has supported and taught while I am conducting this thesis. He gave me a great deal of advice from the beginning of my research to writing the thesis. He also helped me find materials and other essentials for the thesis. I admire the knowledge, experience of Prof. Lasse Oulasvirta in the field of public policy review. In addition, I sincerely thank Dr. Harri Laihonen, Research director, Dr. Lotta-Maria Siverno, University lecturer and MSc. Truong Thuy Van, Coordinator of the University of Tempere has provided me with many relevant documents and support for this study. In particular, they have hosted many practical and useful webinars on how to write essays and search materials on UTA's library, which has helped me a lot to complete this dissertation.

I would like to thank Project 165, the Graduate School of NAPA and all my classmates, who have helped me a lot and provided me with the best conditions for research. I also received the support of experts, leaders of Soc Trang province. Last but not least, I thank my family, my parents for their strong support throughout my research. Without the support of everyone above I could not finish this study.

TAPLE OF CONTENTS

DECLARATION.....	2
ABSTRACT	3
ACKNOWLEDGEMENT.....	4
TAPLE OF CONTENTS.....	5
LIST OF TABLES	8
LIST OF FIGURES	9
CHAPTER 1 INTRODUCTION AND SIGNIFICANCE OF THE RESEARCH TOPIC	10
1.1 Introduction	10
1.2 Objective of the research and research questions	12
1.3 Structure of the studies.....	13
CHAPTER 2 THEORETICAL FRAMEWORK	15
2.1 Evaluation defined	15
2.2 Assessment program	15
2.3 The steps in the evaluation of the program	16
2.4 The type of evaluation.....	19
2.4.1 Assess relevance	19
2.4.2 Assessment the implementation of the program.....	19
2.5 Youth and Youth classification	20
2.5.1 Youth.....	20
2.5.2 Classification of Youth	21
2.6 State governance of youth work in Vietnam	21
2.6.1 Organize the state governance of youth work in Vietnam.....	22

2.6.2 Youth management in Soc Trang province.....	23
2.7 State governance of youth work in some countries around the world.....	24
2.7.1 Comparative of youth policy in some countries.....	24
2.7.2 Some experiences for Soc Trang Province	29
CHAPTER 3 RESEARCH METHODOLOGY	30
3.1 Research method.....	30
3.2 Research strategy	31
3.3 Data collection	32
3.4 Framework for data analysis.....	32
3.5 Limitations and potential problems.....	34
CHAPTER 4 DESCRIPTION OF THE DEVELOPMENT PROGRAM	35
4.1 Vietnam youth development program 2011-2020	35
4.2 The youth development strategy Soc Trang 2012-2020	36
4.3 The difference between the two levels of goals.....	39
CHAPTER 5 ANALYSIS AND EVALUATION.....	41
5.1 Factors affecting the Soc Trang youth development program	41
5.1.1 Political factors	41
5.1.2 Economic factors	42
5.1.3 Socio-cultural factors	50
5.1.4 Technological factors.....	51
5.2 Evaluate the factors affecting the Soc Trang youth development program	51
5.3 The results of the youth development strategy 2012-2015 Soc Trang	53
5.3.1 Job placement and career counseling for young people	53
5.3.2 Provide life skills, family knowledge to young people.....	56

5.3.3 Dissemination and education of law for youth.....	57
5.3.4 Improve the health and well-being of youth	58
5.4 Compare the results of the Soc Trang youth development program with other provinces in Vietnam.....	59
5.4.1 First, create employment and career counseling for teens	59
5.4.2 The second is equipping life skills, family knowledge for teens	60
5.4.3 The third is the popularization of education, the law for youth	62
5.4.4 Improve the health and well-being of youth	63
5.5 Summarize the results of Soc Trang youth development program with Kien Giang and Tien Giang provinces.....	64
CHAPTER 6 CONCLUSIONS AND RECOMMENDATIONS	66
6.1 Conclusions	66
6.2 Recommendations.....	69
REFERENCES	73

LIST OF TABLES

Table 1 Comparative table of youth policy in some countries.....	26
Table 2 Economic on growth rates in each region of Soc Trang province.....	42
Table 3 Figures for agricultural production.....	44
Table 4 Soc Trang province's state budget collection for the period 2010-2016.....	46
Table 5 Synthetic state budget period 2010-2016 Soc Trang Province.....	47
Table 6 Efficiency of State Budget Management in Soc Trang	49
Table 7 Number of employees employed in the period 2012-2015.....	54
Table 8 Student Dropout Data at Lower Secondary Level.....	55
Table 9 Data of high school dropouts	56
Table 10 Comparison of career counseling for youth.....	59
Table 11 Comparison of job creation for youth in 2012-2015.....	60

LIST OF FIGURES

Figure 1 Steps in program evaluation	17
Figure 2 Components of the Logic Model (Mai, 2016)	17
Figure 3 Organization chart of the state management apparatus for youth work.....	22
Figure 4 Administrative map of Soc Trang province	41

CHAPTER 1 INTRODUCTION AND SIGNIFICANCE OF THE RESEARCH TOPIC

1.1 Introduction

Countries around the world appreciate the role and position of youth, youth is considered an invaluable resource of the country, and is the decisive force of social development at present and the future. Therefore, the countries of the world are focused on youth work, investment and youth development managers interested in the state in the field of youth work, especially construction and implementation the national strategy developed young generation. Moreover, the development of maturity and dedication of youth are inseparable from the state's investment and interest in social care. In the development of today's world, young people no longer matter in the framework of a country, but globally.

Countries around the world are increasingly concerned over the issue of youth and enhancing the role and responsibility of the state for youth work. Lisbon Declaration of the countries in the world have agreed to take the annual August 12 as International Youth Day. The United Nations Population Fund in Viet Nam (2017) state that “It is also a day to recognize global youth as agents of change and leaders of the future, and to advocate for a stronger inclusion of young people in sustainable development progress and in society more broadly, which is key to progressing the 2030 Agenda and achieving the Sustainable Development Goals” (The United Nations Population Fund in Viet Nam, 2017, p. 1). In addition to the fundamental advances in information, science, technology and technology, the integration of the world has created vast capacities and enabling environments for young people to develop, there are many other socio-economic issues are quite harsh are strongly affecting the youth. These are issues such as environmental degradation, unemployment, underemployment, social evils. These difficulties can not be solved by the youth themselves, but must be invested by the State and concerned by the whole society. The aspirations and the most demanding of young people today are to study, to be trained, to have jobs, to work and to be able to develop. This must be done by the attention of the State and the whole society.

The implementation of the youth strategy is social issues, with the path to the program coordinated by the ministries, departments and agencies from the central to local levels, and with the participation of social organizations masses. William Treanor, experts of the United Nations,

when it comes to youth issues and youth policy has said that “Youth policy and programs should see young people as resources and engage their energies and skills” (Sherraden, Michael, 1992, p. 10).

Vietnam country is entering a new period of development, the period of accelerated industrialization and modernization to bring Vietnam to basically become an industrialized country by 2020. That requires constantly foster care and promotion of the human factor, especially the younger generation, it is the first and foremost requirement, ensure the victory of the cause of industrialization and modernization of the country. “As Viet Nam has entered the period of golden population with the highest ever percentage of young people in its population, effective and timely investment in young people is crucial for the equitable and sustainable development of the country” (The United Nations Viet Nam Inter-Agency Working Group on Youth, 2012).

The Communist Party and State of Vietnam always interested and appreciate the important role of the youth force and youth work. It is expressed in the resolutions of the Central Committee of the Communist Party of Vietnam. Such as Central Resolution 7 (X) "On strengthening the Party's leadership for youth work" claim:

“Youth is the mainstay of the country, the future owners of the country, is the pioneering force in building and protecting the country, one of the factors determining the success or failure of the industrialization and modernization of the country, international integration and to build socialism. Youth placed in a central location in the strategy to foster and promote the factors and human resources. Care for and development, both the target youth, and the motivation of ensuring stability and sustainable development of the country” (Manh, 2008, p. 3).

To promote the role and responsibilities of young people in the cause of building and protecting the country and are interested in strengthening the role and responsibility of the state for youth work, dated 30/12/2011 Prime Vietnam Government has approved the youth development Strategy Vietnam period from 2011 to 2020. Shortly afterwards, the Ministry of Interior has issued instructions to deploy youth development Strategy period from 2011 to 2020. Based on the above text, dated 01/05/2013 of the People's Committee of Soc Trang province has approved youth development program Soc Trang period from 2012 to 2020. Since the strategy

implementation youth development, the people's Committee of Soc Trang province has conducted preliminary phase 1 from 2012 to 2015 and subsequent deployment phase from 2016 to 2020.

Since the implementation of the youth development strategy, Soc Trang Province People's Committee has carried out the first phase review from 2012 to 2015. During the implementation of the strategy, there were some limited issues: 1) Ministries and central agencies have no specific guidelines for local organizations to implement youth development strategy. 2) The government has not built up the annual financial plan of the country on the implementation of this strategy, mainly based on local budgets. 4) There are not many large enterprises investing in Soc Trang, leading to the large number of unemployed youth who have to make a living elsewhere. 5) The learning opportunities of the Khmer ethnic group in Soc Trang province are lower than that of the Kinh people.

With the above reasons, I choose issues "Performance evaluation of the youth development strategy in Soc Trang province for the period from 2012 to 2020" as the subject of my thesis. My desire through the research process is to evaluate the results achieved of the youth development program in Soc Trang Province from 2012 to 2015 and assess the effectiveness of the next stage in 2016 to 2020. Since then propose measures to promote the achieved, overcoming the drawbacks, promoting the resources to take care of education, training and youth training to help promote economic and social development in the province of Soc Trang.

1.2 Objective of the research and research questions

The purpose of this thesis is to clarify a number of theoretical and practical issues for the strategy of youth development in the provinces of Soc Trang province, and to propose solutions for youth development in Soc Trang province. To achieve that goal, the thesis should focus on some basic tasks: Assess the achievement of the targets of the Soc Trang youth development program for 2012-2015. Comparison of youth development program with some countries in the world to draw some experiences for Soc Trang province. Compare the achievement level of the Soc Trang Youth Development Program targets for 2012-2015 with Kien Giang and Tien Giang provinces. Factors that affect the Youth Development Program for the period 2012-2015 and review proposed solutions to promote all resources for the period 2016-2020.

Main research question of the thesis is that to what extent the youth development programs in Soc Trang province meets its strategic goals?

The main research question above needs to follow by some *sub-questions* such as:

1. Is the level of achievement of the Soc Trang Youth Development Strategy lower than that of other provinces in the Mekong Delta?
2. Are results of the Soc Trang youth development program 2012-2015 affected by economic and social factors?
3. How is the lack of financial resources impacted upon the Youth development program in Soc Trang?

Object of the research: Performance evaluation of the youth development strategy in Soc Trang province for the period from 2012 to 2020. The scope of the thesis study includes space and time. The research space of the dissertation is that the topic should focus on the implementation of the Soc Trang strategy and the results achieved in Soc Trang Province to other provinces in the Mekong Delta. The study period is a thesis focusing on youth policy in Vietnam in Soc Trang Province from 2012 to 2020.

Research tasks is to study the legal documents, the central directives and the programs and plans of Soc Trang. Study the relationship between agencies of local administration in the implementation of youth development programs. Research subjects are young people aged 16 to 35 years old. The thesis perspective is to propose a solution to youth development in Soc Trang province and to contribute to the current economic and social development in the province of Soc Trang.

1.3 Structure of the studies

There are *six chapters* in this thesis research. *The first chapter* refers to the introduction of research topics. In this chapter, it covers the basic information and the significance of dissertation topics, research purposes, research problems and research questions.

Chapter 2 is a review of the theoretical framework of the thesis. This chapter discusses topics such as evaluation of the program, the steps in the evaluation of the program, the type of evaluation, relevance, and implementation of the program and the effectiveness of the program. While chapter 2 also presents the concept of youth in Vietnam and around the world, youth work and youth management, as well as institutional, managerial apparatus youth in Vietnam. End of chapter 2 content is an overview of youth development strategy Vietnam in 2011-2020.

Content of the next *chapter 3* involves qualitative research methods and quantitative, comparative approach. Contents of *chapter 4* concerns about the situation of youth and the factors affecting the implementation of the strategy and content description youth development strategy in the 2012-2015 period and Soc Trang next period from 2016 to 2020. *Chapter 5* concerns the analysis and evaluation of the advantages and limitations of youth development strategy for the period 2012-2015. *In the last chapter*, conclusions and recommendations are presented to illustrate the goals of the thesis.

CHAPTER 2 THEORETICAL FRAMEWORK

2.1 Evaluation defined

“Evaluation = Careful retrospective assessment of the merit, worth, and value of administration, which is intended to play a role in future, practical action situations” (Vedung, 1997).

“Evaluation research is a rational enterprise. It examines the effects of policies and programs on their targets-whether individuals, groups, institutions, or communities- in terms of the goals they are meant to achieve. By objective and systematic methods, evaluation research assesses the extent to which goals are realized and looks at the factors that are associated with successful or unsuccessful outcomes” (Weiss, 1993, p. 93-94).

The above definitions are different, but follow Innovation Network’s Logic Model Workbook (2010) “Why evaluate? Evaluation serves many purposes: Supports program and strategic planning, helps communicate your goals and progress, serves as a basis for ongoing learning to make your work stronger and more effective” (Innovation Network, 2010). We find that evaluation is a process that determines the systematic values of things, phenomena of the outputs or inputs of a program or policy, from comparing that with the criteria to help improve the program or public policy.

2.2 Assessment program

According Evert Vedung (2010) assessment is a nebulous concept “...evaluation is minimally defined as careful retrospective assessment of public-sector interventions, their organization, content, implementation and outputs or outcomes, which is intended to play a role in future practical situations...It is not limited only to effects of interventions and activities at the outcome level (i.e. in society or nature) but also includes outputs, implementation processes, content and organization (Vedung, 2010, p. 265).

There are several definitions and concepts in evaluating a program. According to Boulmetis and Dutwin, program evaluation is “the process of collecting and analyzing data in a systematic way to determine whether the objectives have been achieved or are achieved at any rate” (Mai, 2016, p. 10). Patton, Utilization- Focused Evaluation, 1997 stated that “ Program evaluation is a way of gathering information systematically about activities, characteristics and outcomes of programs to make judgments about the program, improve the effectiveness of the program and inform of the decision of the program in the future” (Mai, 2016. p. 12).

Through these definitions, it is understood that program evaluation is carried out to determine whether inputs and resources have been used effectively as well as outputs and outcomes have been reached as predefined. It means that program evaluation will provide program makers, managers, and related stake-holders with useful information about effectiveness and impacts of the program. It also helps decision makers determine reasons for success or failures of the program in order for them to make necessary adjustments and then, to improve the program.

Commonly, an evaluation process includes several basic steps such as gathering information and data, designing evaluation models, making assessment and preparing assessment report. It seems to be a simple process when we look at these steps. However, in fact, it is a very complicated and challenging work because evaluators may have to deal with some difficulties. For example, people usually do not like being criticized or judged. Additionally, there is a wide range of stakeholders involved in a program and it is not easy to identify and combine them. In spite of all these difficulties, program evaluation is very important and useful, especially in terms of a public program which is organized or designed by the government or public organizations.

2.3 The steps in the evaluation of the program

The first step is to identify the stakeholders and establish the evaluation team. Evaluators will know who to evaluate and who are the stakeholders. The evaluator may be an economic engineer, a test, a counselor, a mediator or a physician treatment. There are many challenges and pressures for the assessment, because people often do not like being judged or pointing out their weaknesses. In addition the evaluator must mobilize strong involvement of stakeholders. At the same time the evaluator should be fair, objective and courteous.

In this thesis reviewer is an economic engineer and is rated independently without the involvement of stakeholders in the evaluation process. Independent evaluators will consult stakeholders including political decision makers and agencies monitoring and the beneficiaries of the program.

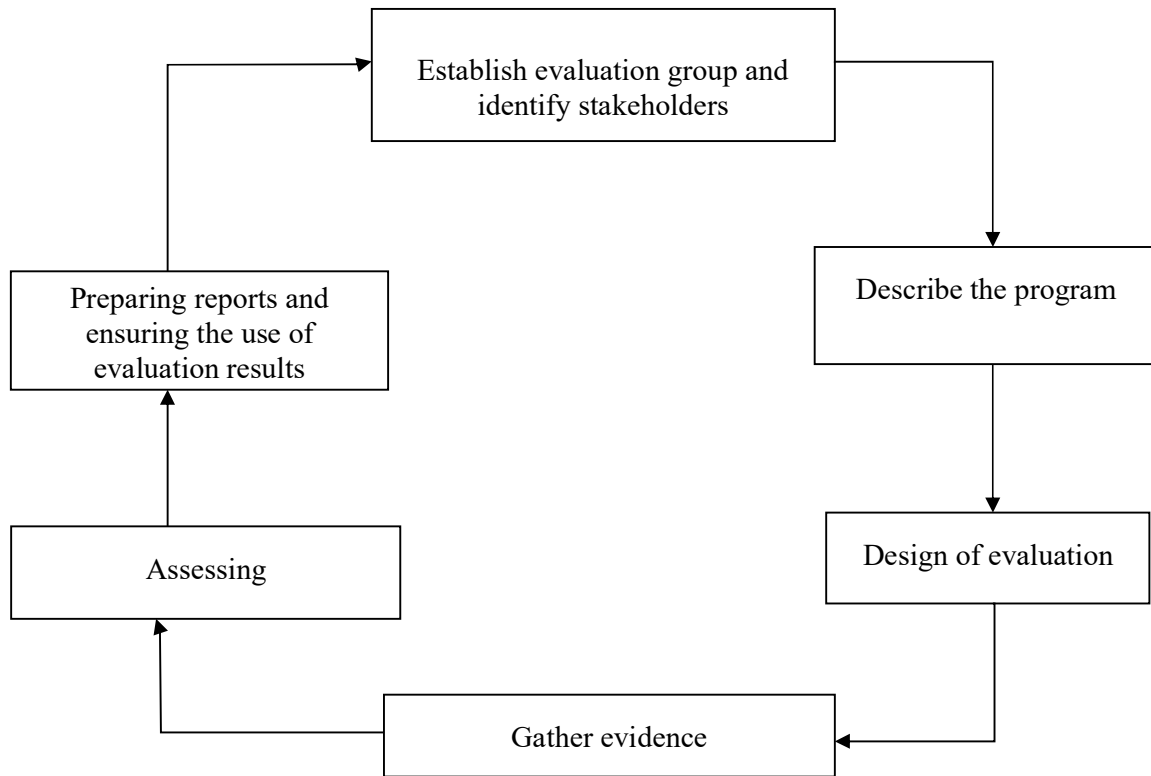


Figure 1 Steps in program evaluation (Mai, 2016)

Components of the Logic Model

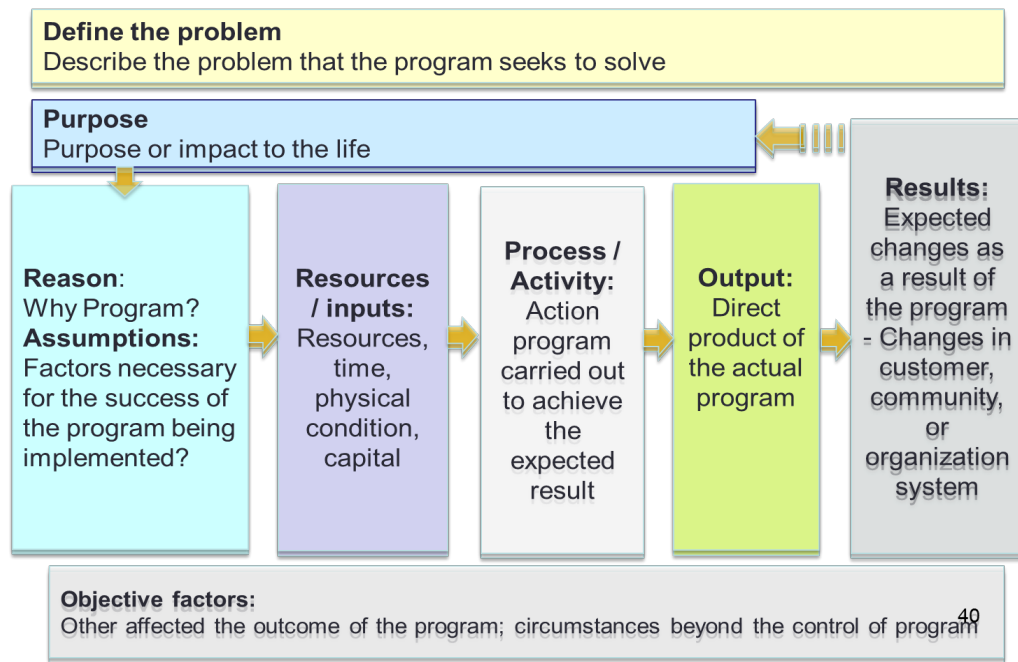


Figure 2 Components of the Logic Model (Mai, 2016)

Step 2 is to describe the program. The content of this step in order to describe the program being evaluated, the context of program execution, the reason occurrence of the program, the objectives of the program, the program content and the desired impact of the program . Step 2 will help evaluators understand the program and the issues to be focused assessment, and draw a clear logic model to illustrate the relationship between the elements of the program and the expected changes.

Program logic model above tells us that the logical relationships between the components of the program, reflecting the need for programs and objectives, the input of the program, the objectives, the first on the program, process, outputs and results of the program, as well as factors affecting the program. Through this model will help evaluators understand the elements of the program in an overall system, and it created a basis for evaluating the program based on the criteria defined, reflects the relationship between the elements of the program. Simultaneously logic model will determine what is necessary to measure and identify the need for data and information to serve for the evaluation.

The next step is to design the study. In this step, we need to determine the appropriate assessment framework, in order to generate accurate information to best serve the objectives of the research, while ensuring feasibility assessment. In this context it is necessary to determine the necessary assessment including input assessment and evaluation process, evaluate the output, impact assessment. With the corresponding question: Does the program have enough resources? The program is carried out accordingly? The direct result of the program are met in terms of quantity and quality? The program can create the desired effect or not. There are 3 types of study design when evaluating the program, "the study describes research, analysis and impact" (Mai, 2016). Descriptive study include: collection and systematic presentation of data about the program, and on that basis determine the reasons for the program, some of the characteristics of the program, estimated the scale, scope the impact of the program, commented on the need for the program and it is usually applied to the new program was enacted or promulgated prepared. The study analyzes include: Analysis and comparison of data and data to assess the performance and results of a program, while making reasonable judgments about the program and evaluate the relationship between the components of the program. Impact research includes measuring impact and results of the program, and compare the output and results with the status quo before the implementation of the program. The contents of step 4 is interested in search of reliable evidence, the information can be obtained by experiment or observation, quantitative or qualitative, or data may be mixed.

Step 5 involves content analysis of the data search information and evaluate them based on the values or criteria were selected. The evidence-based analysis is done through standards, analysis, synthesis and commentary concludes. We know that it emphasizes quantitative analysis to examine the evidence, objective perspective of an outsider, to focus on the facts or the cause of the event. Qualitative analysis emphasizes understanding, focus on understanding from the perspective of the person providing information. It views insider's subjective thoughts, it is process-oriented and exploration oriented.

Contents of the final step is to make reports and ensure the use of evaluation results. It includes providing evaluations and recommendations to the parties concerned to ensure that the results are used to improve the program, and the lessons learned from practical experience assessment process.

2.4 The type of evaluation

2.4.1 Assess relevance

Needs assessment is a fundamental task carried by a program. A program cannot improve social problems effectively without actual problems or if the program is not operating and having real impacts on problems. “All social programs rest on a set of assumptions and representation of the nature of the problem they address and the characteristics, needs, and responses of the target population they intend to serve” (Peter, Howard, & Mark, 1999, p. 122).

Through a needs assessment of the program they will answer questions about the ability to meet social needs, such as whether the program is capable of removing the real problem of the target group properly or not.

2.4.2 Assessment the implementation of the program

Through evaluation of the program execution, we will understand the program reports and systems, the state of the implemented program, under different aspects and different results, and whether the program operates as intended or not.

The purpose of this process is to provide information on the process of implementing the program, in addition assess whether the program has achieved the target set in each period or not, besides that we need to identify the problems and perform behavioral adjustments.

The task is to assess have the activities / services of the program an impact on the target group or not? The activities of the program design are appropriate for the program? The accessibility of

services to the target group of the program like? Can we see a positive change in the beneficiary due to the impact of the program or not?

For example “There are three reasons for evaluating training programs. The most common reason is that evaluation can tell us how to improve future programs. The second reason is to determine whether a program should be continued or dropped. The third reason is to justify the existence of the training department (Corporate University) and its budget” (Donald & James, 2006, p. 19-20).

2.5 Youth and Youth classification

2.5.1 Youth

Youth is of tremendous social, factor in the development of a nation. Party and State of Vietnam always have a deep appreciation to the good nature and revolutionary traditions of our country's young generation. Vietnam Communist Party attaches great importance to the work of regular retraining and education, create favorable conditions for young people to quickly develop, mature and develop the great potential of the young generation in the construction and protect the country. “Vietnam’s youth are a resource for growth and progress if their potential is unleashed, talents utilized, needs understood and met, and aspirations realized” (Nicole , Lara , & Lindsay , 2015, p. 5).

Youth is the young people, are in adulthood, and has the characteristics of psychological, physiological matching age and desire to devote to prove their abilities. “Youth is a stage of life, and is as much a social construct as a term science to discuss, evaluate, and assess a heterogeneous population group that shares characteristics of “transition”” (Nicole, Lara, & Lindsay, 2015, p. 6).

Vietnam youth are present in all 54 ethnic groups. Youth is not a class but a particular social class and presence in the field of economic, social and defense. According to Vu Trong Kim (1999), the "Youth is a group of demographic and social characteristics, including those of a certain age, related intimately with every caste, social class, present in all fields of social activity, which plays a great role in the present and keep a decisive role in the future development of the society" (Kim, 1999, p. 14).

As stipulated in Article 1 of the Vietnam Youth Law 2005 "Youth is a national Vietnam from 16 to 30 years old enough" But most countries in the world now defined youth age 15. The upper limit of a young man aged finish does differ quite a lot. "For example, most Western countries

defined as 25 years old, there are 30 countries defined as the Philippines, South Korea, the other countries defined as 35 or even 40 years old like Malaysia" (Kim, 1999, p. 12). "As per the WHO definitions: young people 10–24 years, youth 15–24 years, adolescents 10–19 years" (The United Nations Viet Nam Inter-Agency Working Group on Youth, 2012, p. 1). Finland's Youth Act (2006) and youth decree (2006) define youth as those under 29 years of age (The Ministry of Education and Culture, 2006).

In Vietnam, so far youth union members are identified with the age from 16-30 years old. But due to economic conditions, political and social development, learning time, the basic training of youth prolonged increase in the average life expectancy than before along with many other features that we should assume that Vietnam youth includes people aged 15 to 35 is suitable. And 35-year-old is considered a limitation on the concept of "youth", "Young Intellectuals", "young generation".

2.5.2 Classification of Youth

"Classification of the natural and social world is a fundamental human activity" (McGhee & Waterhouse, 2017, 101). According to managing and classifying objects of the Central Youth Communist Youth Union of Ho Chi Minh, Vietnam youth are divided into the following groups: Youth in rural, urban, workers, civil servants and employees, pupils, students, young people in the armed forces. Specific youth groups including youth with men and women, ethnic minority youth, religious youth, young people are learning, overseas labor, youth groups detoxified and after modification creation of community reintegration and youth living with HIV/AIDS. Classifications on the relative, in fact there are many subjects of youth.

2.6 State governance of youth work in Vietnam

Article 5 of the 2005 Law on Youth stipulates the contents of state management of youth work, including "Promulgation and implementation of the normative documents, strategies, policies and programs on development of the youth and youth-related work; Training, fostering and building a cadre of youth-related staff" (Minh, 2012, p. 6).

This shows that the youth development program in Vietnam is one of the contents managed by the state and is assigned responsibility to the people's committees at all levels to perform the state management of the bar work. Local youth in accordance with the decentralization of the Government. Generally speaking, the tasks of state agencies in the state management of youth

work at local, provincial and district levels are defined as follows: People's Committees at all levels have the following responsibilities: Coordinate with the Youth Union and direct the functional branches under the coordination with the Youth Union at the same level in the implementation of youth work programs.

The state performs the management function of youth work in the coordination and mobilization of community involvement, the responsibility of all organizations and all social resources in youth work. In addition, the participation of social actors, management methods for youth work of the State and the harmonious combination of administrative methods with advocacy and persuasion are special. The peculiarities of youth work in Vietnam.

2.6.1 Organize the state governance of youth work in Vietnam

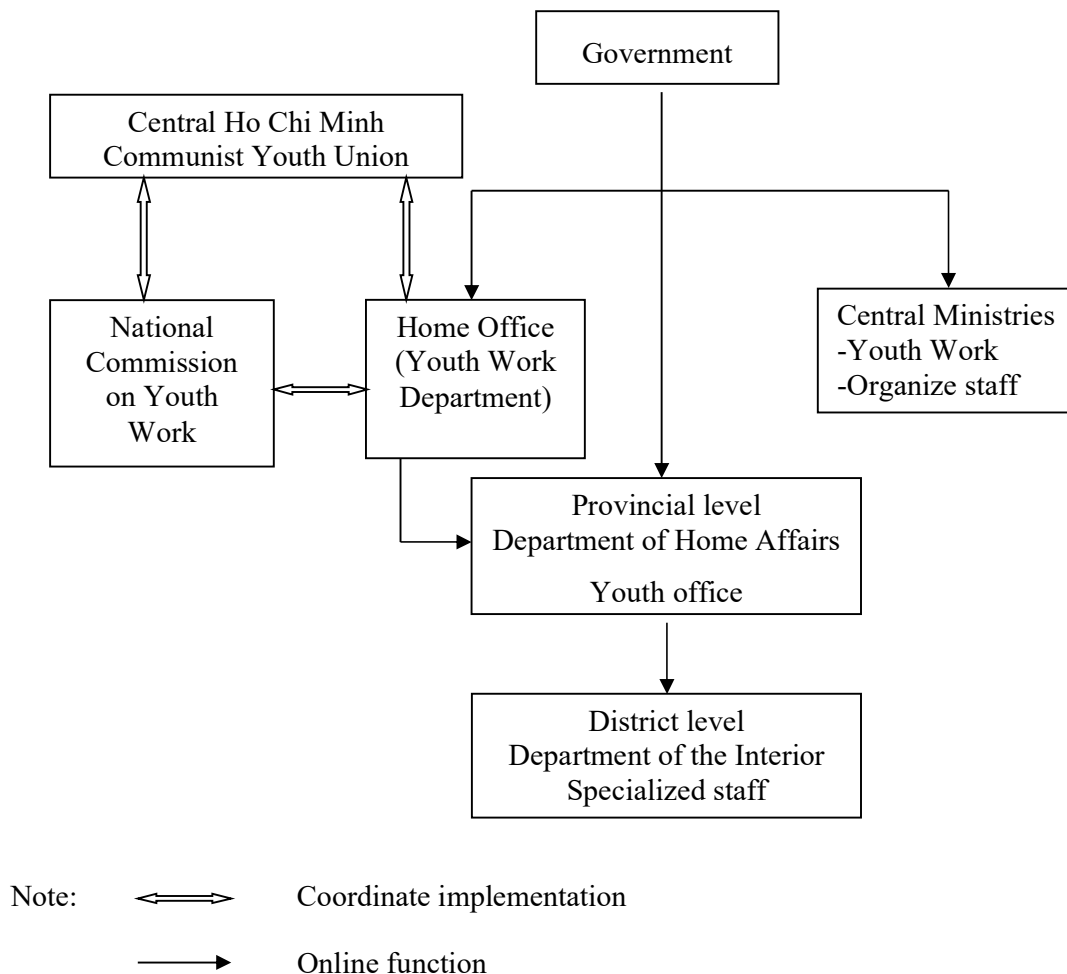


Figure 3 Organization chart of the state management apparatus for youth work (Department of Home Affairs of Thua Thien Hue province, 2012)

Through the organizational model of state governance in youth work in Vietnam above, we find that the Ministry of Home Affairs is the agency that assists the Government in unifying the state management of youth work. The Ministry of the Interior established the Youth Work Department to perform the function and task of state management on youth work. On February 10, 2011, the Ministry of Home Affairs issued Circular No. 04/2011 / TT-BNV guiding the supplementation of tasks, organization and staffing of the Department of Home Affairs and the Department of Home Affairs under the provincial- District level on youth work. In fact, due to the characteristics of the political system as well as the particular importance of the youth and youth work, the Vietnamese government can not perform the function of youth management separately because it must be conducted in close collaboration with other social actors, especially with youth organizations, mass organizations under the direct and comprehensive leadership of the Communist Party of Vietnam.

2.6.2 Youth management in Soc Trang province

In line with Circular No. 04/2011 / TT-BNV dated 10/02/2011 of the Ministry of Home Affairs, the Department of Home Affairs advised the People's Committee of Soc Trang Province to promulgate a decision regulating functions, Authorities and organizational structure of Department of Home Affairs, including the task of state management of youth work. Soc Trang province has also established a government and youth administration building under the Department of Home Affairs.

Thus, through the content of some basic issues in the field of state management of Vietnam on youth work above we see that the system of organization and staffing is responsible for state management of youth work. It is formed from central to local level and has a clear assignment of tasks. This is one of the human resources needed to advise the leadership from central to local level to implement youth development program.

Particularly in Soc Trang province, one of the contents of state management is to implement the youth development program for 2012-2020, which has been implemented by local leaders. However, some agencies and People's Committees of districts, towns and cities have not really paid much attention to directing the implementation of the Youth Development Program. As a result, the progress of the implementation plan of the NTP and its tasks, projects and projects have not met the schedule as required by the general plan of Soc Trang province. In addition, the implementation of legal documents related to state management of youth in place is still slow. That gives us the impression that the Soc Trang youth development strategy is likely to be difficult to achieve.

2.7 State governance of youth work in some countries around the world

The nations of the world greatly appreciate the role and position of the youth and consider youth to be an invaluable resource of the nation, which decides the development of the present and future society. Therefore, countries pay great attention to youth work, investment for youth development and attention to state management in the field of youth work. Because the maturity and development of youth are not separated from the state investment and care of society. The practical experience of many countries around the world in the State management of youth work is that the State must promulgate a system of appropriate policies to create an environment and favorable conditions for youth to develop. Its innovative, creative and talented people, attract the help and concern of society to youth.

2.7.1 Comparative of youth policy in some countries

The majority of countries in the world care about the development of their young people, through youth legislation, strategies, policies, and schemes to regulate, manage the state of inferiority and achieve the desired goals of each country. “The current Youth Act is the first national act covering both youth work and youth policy” (Malm, 2016, p. 2).

“United Nations Development Programme supports policy and programming aiming to ensure that youth are informed, engaged and empowered to contribute to sustainable human development and resilience of their communities. The combination of youth and innovation has the potential to create solutions to development challenges and to transform societies” (Magdy, 2014).

The youth development strategy of the United Nations focuses on three outcomes: the first includes strengthening economic empowerment for young people. Second is to increase participation of youth in decision-making and political processes and institutions. Third is to increase the participation of young people in building resilience. There are also ten guiding principles for human rights, gender equality, sustainability, ownership and national leadership, participation, innovation, South-South cooperation, volunteering, sharing of knowledge between generations and work, with and for young people. Finally, the four-pronged approach includes capacity development, advocacy and integration, ideological leadership, and national policy.

Finland’s Youth Act (72/2006) seeks to support young people’s growth and independence, to promote young people’s active citizenship and empowerment and to improve young people’s growth and living conditions (“Youth Act (72/2006),” 2006). According to Paavo Arhinmäki,

Minister of Culture and Sport in Finland (2011) The Child and Youth Policy Programme for 2012–2015, adopted by the Government of Finland on 8 December 2011

“The programme is based on the guidelines and goals set for child and youth policy in the Programme of Prime Minister Jyrki Katainen’s Government. The current Child and Youth Policy Programme 2012-2015 includes nine strategic goals relating to active citizenship, employment, non-discrimination, gender equality, education and health” (Katainen, 2011).

From Country Sheet on Youth Policy in Finland (2011): “Finnish regional administration comprises five provinces and 19 regions. Youth work and the coordination of youth policies at the regional level are the responsibility of provincial state offices under the guidance of the Ministry of Education and Culture. Their duties relate to young people's employment (e.g. youth workshops), income, housing, education and training, health and leisure activities. They do the regional monitoring, evaluation and development of young people’s growth and living conditions” (Malm, 2016, p. 5).

The Innovations in Civic Participation – South Korea (2014) provides background to the youth policy and civil participation context. Youth issues and policies in Korea are monitored by the National Youth Commission. Founded in 2005, the National Youth Committee is under the Prime Minister's Office. It also links the Ministry of Culture and Tourism and the National Youth Protection Committee, all of which are their faculties. The National Youth Committee develops jointly the basic plans for youth policy, activates youth participation, promotes training, counseling and guidance, provides support and management of benefits investigate and regulate the sources of harmful information, young people from sex crimes, assist victims to recover and publicize youth matters (Innovations in Civic Participation, 2014).

“The National Youth Commission developed a five-year youth development plan for 2008-2012, to be implemented both nationally and by local governments. Policy goals include: a safety net for those in crisis, ensuring various opportunities for young people, the promotion of youth participation and the overall improvement of a young person’s environment. The policy provides for implementing shelters for youth in crisis, after-school activities, extending youth rights in regards to youth participation and the creation of a healthy media environment for young people, among others” (Innovations in Civic Participation, 2014).

While no unified national youth policy exists, “Revisiting China’s Youth Policy (2011) finds that there are more than 200 policies and regulations that address the welfare of young people” (Ngai, Ngai, & Wei, 2011).

These issues focus on six common areas, which the article suggests may inform future national youth policy: Encouraging communist ideology and socialism with Chinese characteristics. The role of the Communist Youth League in assisting the government in managing youth issues The growing importance of self-organized youth organizations Protecting youth rights and welfare through Law and legislation development Youth unemployment after market-oriented economic reform Youth development in areas such as education, physical and mental health, and community participation.

Table 1 Comparative table of youth policy in some countries

	Is there a national youth development policy?	Is there a government agency that is primarily responsible for the youth?	Are funds allocated to government agencies that are primarily responsible for youth and / or youth programs?
Vietnam	Yes	Yes	UNCLEAR
Finland	Yes	Yes	CLEAR
Korean	Yes	Yes	UNCLEAR
China	No	Yes	CLEAR

Source: National youth policy overview (Youth Policy Labs, 2011).

From the comparison of the youth development strategies of the countries of Vietnam, Finland, Korea and China above, we find that the Vietnamese, Finland and Korean countries have national policies for youth development, although China does not. But all countries have government agencies that are primarily responsible for youth policy. The budget allocated to each country's youth development strategy varies widely. The budget for the youth development strategy of Vietnam and Korea is not clear. Finland has a budget allocated to the youth development strategy in 2013 to 101 million dollars, followed by China.

“Finland is the most decentralised country in the European Union. Municipalities

have local governments with far-reaching powers, a fairly independent economy – with the right to tax the income of their residents – a total budget over 30 billion euro, and a personnel of more than 430,000” (Malm, 2016, p. 6).

“While the Ministry of Finance budget section provides state budget information on its website, no specific details on youth expenditure could be located. According to the World Bank, Vietnam spent 20.94% of its government expenditure and 6.29% of its GDP on education provision in 2010” (World Bank, 2014).

“According to the World Bank, Finland spent 12.26% of its government expenditure and 6.84% of its GDP on education provision in 2010. According to the Administration website of the Ministry of Education and Culture, in 2013 the Ministry spent EUR 74 million (USD 101 million) on youth work and EUR 12.5 million (USD 17.1 million) on supporting national youth organizations, for a total of approximately EUR 86.5 million (USD 118 million)” (World Bank, 2014).

“According to a 2009 audit, the budget expenditure of the Communist Youth League of China Central Committee was CNY 362 million (USD 59.6 million)” (World Bank, 2014). Thus, in the world, today to solve the problem of youth, people often apply the three policy systems and solutions to the target. Firstly, the national strategy for youth development. Each country, depending on the conditions, circumstances, requirements and characteristics of the youth issue, develops a youth development strategy - youth strategy that reflects on youth and young people in the country. It is suitable for economic, political and social issues, national development strategies, for a period, or for a long period of time. Secondly, coupled with a nation's youth development strategy, is a system of policies and solutions for achieving strategic goals for youth development. The youth policy system is the concretization of youth development strategies and strategies. There should be employment policies for youth, policies to encourage creative young people, science and technology. In particular, the policy on training and educating the younger generation is considered a core issue. Thirdly, in addition to the youth policy system, many countries also develop youth development programs and projects. Youth development programs and projects are specific solutions to invest in solving a specific urgent problem of youth in a certain period of time. Youth development programs and projects can address specific issues faced by young people: urban youth, rural youth, schoolchildren and students. Each project has clearly defined objectives, areas, objects, time of implementation, implementation measures, investment funds.

At present, many countries around the world have developed a youth development strategy. There

are also countries that do not have youth development strategies but which have a policy system, youth development projects and programs. The United Nations has called on countries based on their particular circumstances to plan youth development strategies, develop policies and programs for youth action. At the same time, a coordinated national mechanism for youth work, in cooperation with other countries in the world community and international organizations, will be formed to work together to address the youth issue. Strategic planning, programs and youth policy systems are urgent, but this is a short and demanding process for each country.

In parallel with the strategic planning, policy formulation, designing programs and investment projects for youth development, many countries have formulated the state management mechanism for youth work under many different forms. For example, in Thailand, the National Office of the Government Office has been established. The Philippine State establishes a Youth Council under the President. In Singapore, the State Administration for Youth Affairs is known as the National Youth Council of Singapore, chaired by a secretary of state. In Japan, the state established the Youth Working Committee within the General Administration and Coordination Office under the Prime Minister. The State of Korea establishes the Youth Work Center under the UNESCO Commission.

As such, most countries around the world have established state agencies for youth work. The functions, tasks and content of these agencies focus on the following key issues. Firstly, research and collaboration with the research sector, help the state to formulate national youth development strategy and policy formulation, the development of programs for investment projects for youth development. Secondly, exchange of information, consultation with youth and relevant government agencies on issues of youth and youth impact. Thirdly, acting as a governmental agency in the State management of youth work. To coordinate with branches, social organizations and mass organizations in formulating youth policies and strategies and inspecting the implementation of programs and policies for youth. Fourthly, support the initiatives and initiatives of the Government, mass organizations and social groups initiated for the benefit of the youth. Propose activities for the benefit, needs and aspirations of youth. To publish information and documents on the state nature of youth and youth work. Fifthly, to organize the training and fostering of cadres in the State system for the State management over youth work. Sixth, international cooperation within the framework of the State relations on youth and youth work.

Strengthening the state management of youth work is an objective issue which is an inevitable task of the State in the national management. The experience of other countries shows that young people are interested in youth as both a task and a demand of the state. The state wants to be

strong based on the youth, to pay attention to investment to develop youth. On the other hand, young people need the attention of the State for the benefit of young people associated with national interests. In Vietnam, it is in the period of national renewal, the period of accelerating national industrialization and modernization towards the goal of a prosperous people, a strong country, a just and civilized society. It is a necessary and urgent task of the Party and the State of the Socialist Republic of Vietnam. It is also a matter of the whole society to support this development. In the context of integration with the world, selective research, creative application of experiences of countries in the region and in the world in the process of perfecting the mechanism of state management and organization in public. Youth is a necessary and indispensable development factor.

2.7.2 Some experiences for Soc Trang Province

From the analysis of the state governance of youth expressed in youth policy and youth law in the United Nations, and in some of the above countries can draw some experience in implementing the strategy. Youth development in Soc Trang province.

One is that countries with different political regimes but are very interested in youth work, consider youth to be of special interest, first of all the task of the state, followed by the business social, social, occupational and family are responsible to participate in the implementation in accordance with their functions and duties.

Secondly, governments and administrations at all levels should clearly define their financial, human and material resources to support youth work. So with a guaranteed resource that is important not only to Vietnam but to Soc Trang as well.

Thirdly, if there is only good policies and legislation, it is not enough, but there must be a professional organization, apparatus and cadres. This is a very important and necessary issue to maintain regularly, efficiently and sustainably in the implementation of the strategy.

Finally, it is necessary to define the role and rights of the youth linked to their obligations, themselves and the community. On the basis of determining appropriate responsibilities, appropriate sanctions should also be imposed when there are violations of youth policy and law. Besides, the Soc Trang government and authorities should well carry out the task of forecasting and evaluating the youth situation on the basis of implementing the planning, using and creating conditions for the youth to develop their capabilities. Expertise to meet socio-economic development requirements of Soc Trang province.

CHAPTER 3 RESEARCH METHODOLOGY

3.1 Research method

The research method used for this study is a qualitative research methodology because “Qualitative techniques are also useful in eliciting participation in clarifying the objectives of the evaluation and resulting impact indicators” (Baker, 2000, p. 19). Meanwhile the quantitative research method seeks out the answer to the question, using a set of predefined procedures to answer the question. “Quantitative data in a raw form, that is, before these data have been processed and analyzed, convey very little meaning to most people. These data, therefore, need to be processed to make them useful, that is, to turn them into information” (Mark, Philip, & Adrian, 2009, p. 114).

Research design of this dissertation is case study, which is one of the major types of qualitative research design (Hancock, Ockleford, & Windridge, 2009). The focus of this study is on performance evaluation of the youth development strategy in Soc Trang province for the period from 2012 to 2020. Qualitative data includes key data in text format, cannot be measured by numbers. This data is the data replies to the questions: How? What? Why? “Qualitative data refers to all non-numeric data or data that have not been quantified and can be a product of all research strategies” (Mark, Philip, & Adrian, 2009, p. 480). Specifically, this includes the analysis of the literature collected from the program implementing agencies, the annual strategic implementation plans, 2012-2015, the periodical report from 2012 to 2015, and Implementation plan for 2016-2020.

Creswell (2003), Merriam (1998) and Yin (2011) argues that a qualitative research strategy was initially chosen for the investigation on account of the following deliberations (Kopelyan, 2017, p. 28): 1) it looks into the meanings ascribed by people to reality in a natural setting under uncontrolled conditions and is, therefore, well suited for constructivist paradigms; 2) it effectively captures participants’ views, ideas, values, beliefs, and perspectives; 3) it gives consideration to multiple contextual issues, such as the institutional and organizational environment; 4) it seeks to explain human phenomena by adhering to already existing and/or yet emerging concepts and is capable of providing new insights into them; 5) it strives to deal with complexity and diversity through integrating various sources of evidence, such as interviews and documents; 6) it is associated with the kind of flexibility in data collection and interpretation that incorporates a learning curve and facilitates adjustments of research in progress, along with arriving at deep

descriptions of social reality in the end; and 7) it allows the researcher to serve as the main instrument for gathering data, develop a tool that is best attuned to research on a particular topic rather than employ external predesigned instruments, and make inferences on the basis of in-depth, relatively unrestricted interviews.

This is a typical program evaluation study, in which a certain program impacts will be evaluated in a case context. Because it is a case study, the case methods and suitable data must be defined in the research plan. One motivation for the study seems to be that there have been problems in Soc Trang Province in implementing the youth development strategy, and that performance evaluation of it offers ways to develop the program.

The focus of this study is the rating of the youth development program in the province of Soc Trang period 2012 - 2020. The aim of the thesis was to clarify some theoretical issues and practical strategies for youth development; perspective proposed solution youth development in Soc Trang province today. To achieve that goal, the thesis should focus on answering that research question: In what degree (amount) has the strategy of youth development in Soc Trang achieved its expected targets?

For reasons on this thesis, the research method used is a qualitative research method.

3.2 Research strategy

Case studies are well suited to this topic, possibly because it is easier to focus research on an organization, or part of an organization, to find out, analyze and answer what happened. Out with the youth development program. Merriam – Webster’s dictionary (2009) defines a case study straightforwardly as follows: An intensive analysis of an individual unit (as a person or community) stressing developmental factors in relation to environment (Denzin & Lincoln, 2011, p. 301).

Kardos & Smith (1979) argued that "Analyzing a case study requires you to practice applying your knowledge and you’re thinking skills to a real situation. To learn from a case study analysis you will be "analyzing, applying knowledge, reasoning and drawing conclusions" (The University of New South Wales, 2017). When applying the case study approach, this thesis does not use interviews as the main means of data collection, but uses secondary data for comparison (ie using data has been collected by other agencies, organizations and researchers for comparison with the criteria). “Explanatory case studies focus on trying to find out – explain – why something happens” (Biggam, 2011, p. 120).

It then identifies the information needed to write a clear description of the youth development program in Soc Trang before it can analyze the situation and make recommendations.

3.3 Data collection

The data is the 2012-2015 youth development program reports collected from implementing agencies such as the Provincial People's Committee, Department of Home Affairs, Department of Finance, Department of Labor, Invalids and Social Affairs Societies, Youth Unions of Soc Trang, Tien Giang and Kien Giang provinces to analyze, compare them together. Simultaneously, compare the youth development strategy with other countries in the world to draw some experiences for Soc Trang province. "Comparison is a fundamental tool of analysis. It sharpens our power of description, and plays a central role in concept-formation by bringing into focus suggestive similarities and contrasts among cases" (David, 1993, p. 5).

This dissertation will compare Soc Trang youth development strategy with other provinces in Vietnam in the period 2012-2015. To gather more information and data on the changes and impact of the program, I conducted three in-depth interviews with program executives at the Department of Home Affairs, Youth Union, Department of Finance, Department of Labor, Invalids and Social Affairs of Soc Trang province. With the open question form of content such as political awareness, revolutionary ideals and patriotism of today's young people like? What are the concerns of management in organizing and implementing the program? What are the current major concerns of youth? And how to solve in the future? How do young people understand about the strategy for youth development in Soc Trang for 2012-2020?

3.4 Framework for data analysis

In addition, the research topic on evaluating the implementation of youth development strategy is the fact that in reality, it is possible to apply the logical model for analysis. Follow Innovation Network's Logic Model Workbook (2010) "The logic model is a valuable tool for program planning and development" (Innovation Network, 2010, p. 5).

"The purpose of a logic model is to provide stakeholders with a road map describing the sequence of related events connecting the need for the planned program with the program's desired results. Mapping a proposed program helps you visualize and understand how human and financial investments can contribute to achieving your intended program goals and can lead to program improvements" (Foundation, 2004, p. 3).

The logical model will show us the rational relationship between the components of the youth development program, reflecting the need for programs and goals, program inputs, goals, The results of the program, as well as the factors affecting the youth development program. Through this model, it helps the evaluator to understand the elements of the program in an overall system, and it provides the basis for evaluating the program based on the criteria defined, reflecting the relationship between elements of the program. At the same time, the logical model will determine what is needed to measure and identify the needs for data and information for the assessment, investigation and clarification of the problem.

An analysis of this research requires practicing the application of knowledge and thinking skills in real situations and drawing conclusions and recommendations for the next stage of the youth development program.

Another tool used in this thesis is PEST analysis. “PEST Analysis is a simple and widely used tool that helps you analyze the Political, Economic, Socio-Cultural, and Technological changes in your business environment” (By the Mind Tools Content Team , n.d.). “PEST, as an analysis framework of macrolenvironmental factors” (Clulow, 2005).

This thesis using PEST analysis is very useful. First of all, it will help to identify the political factors affecting the implementation of the strategy in Soc Trang such as building the party, the government machinery at all levels, the role of the Fatherland Front and mass organizations socio-political, social and professional organizations. Secondly, the economic factors to consider are the economic development of Soc Trang Province over the past few years affecting the youth development strategy, whether it is developing, stagnating, or failing retirement, income per capita, unemployment rate, job creation and State budget in the locality. Thirdly, the social and cultural factors of Soc Trang province include the contents of the cause of education and training, the work of people's health care, disease prevention and cultural activities sport. The fourth element is the science and technology of Soc Trang province that needs to be considered is the change of infrastructure, investment in new technology, how science and technology research centers.

Therefore, the use of PEST analysis in this thesis is appropriate. From analyzes of socio-political, socio-cultural and information technology factors of Soc Trang province, the Soc Trang youth development strategy for 2012-2015 has been affected. provide opportunities for strategic implementation and alert threats, and propose solutions that will change during the 2016-2020 period.

3.5 Limitations and potential problems.

There are obstacles that may affect the implementation and results of the program: Firstly, this thesis does not conduct surveys and interviews with all leading officials in state administrative agencies from the level provincial to district level, but interviewed several key people implementing the program because their time is usually very busy and very difficult to make appointments. Secondly, thesis is also not random sampling because the sample is not reliable. Thirdly, the dissertation uses only secondary data from strategic implementing agencies, mainly the data in the report reflecting in a short time, some important indicators in the areas of training, youth employment is not available in secondary data. Finally, most references are in English, so finding references sometimes gets difficult.

CHAPTER 4 DESCRIPTION OF THE DEVELOPMENT PROGRAM

4.1 Vietnam youth development program 2011-2020

The issue that the youth development program needs to address is the promotion of human factors and resources, aimed at building young, high-quality human resources that meet the need for a public-private partnership. Industrialization, modernization. At the same time, promoting the role of families, schools, society and organizations in the implementation of the youth development strategy. In addition, the youth development strategy is a promulgation of the principles of youth education, training and fostering. In addition, the strategy aims at strengthening and expanding international cooperation to develop the youth of the region and the world of youth and mobilize all legal resources to ensure the effective implementation of the strategy youth development.

The goal of the program towards 2020 is to build a generation of young Vietnamese people who are all-encompassing, rich in patriotism, revolutionary and ethical have civic consciousness and socialist ideals, education, occupation and employment. Youth should have culture, health, life skills and the will to rise. They should be interested in creative Master of Science and advanced technology. It is a form of young and high quality human resources to meet the requirements of accelerated industrialization, modernization and international integration. To promote the role and responsibility of the youth in the cause of national construction and defense

Follow Innovation Network's Logic Model Workbook (2010) "The cornerstone of effective evaluation is a thorough understanding of the program you are trying to evaluate: What resources it has to work with, what it is doing, what it hopes to achieve, for whom, and when" (Innovation Network, 2010, p. 6). "Inputs or resources include the human, financial, organizational, and community resources available for carrying out a program's activities" (AmeriCorps, 2017).

Human Resources: There are 18 government-affiliated agencies that will be involved in the implementation of the program, including the Ministry of Home Affairs, the Ministry of Planning and Investment, the Ministry of Finance, the Ministry of Education and Training, the Ministry of Justice and the Ministry. Ministry of Labor, Invalids and Social Affairs, Ministry of Culture, Sports and Tourism, Ministry of Health, Ministry of Information and Communications, Ministry of Science and Technology, Ministry of Defense, Ministry of Public Security, The Vietnam News Agency, the Radio Voice of Vietnam, Vietnam Television Station, ministries, ministerial-level

agencies, provincial/municipal People's Committees, Vietnam National Committee for Youth, The Central Committee of the Vietnam Fatherland Front, the Central Committee of the Ho Chi Minh Communist Youth Union and other member organizations of the Fatherland Front shall, within the ambit of their respective functions and tasks, participate in organizing the Tri n Strategy.

Time to implement the program of youth development in Vietnam is from 2011 to 2020.

Funding for implementation of the program: Ministry of Finance, in collaboration with the Ministry of Planning and Investment in allocating budgets to implement programs and projects for youth development; to guide, inspect and examine the use of funds for the implementation of approved youth development programs and projects in accordance with the State Budget Law and other relevant law provisions. “Outputs are those things that we do (providing products, goods, and services to program customers) and the people we reach (informed consumers, knowledgeable decision makers). Describing our outputs allows us to establish linkages between the problem (situation) and the impact of the program (intended outcomes)” (Brenda, Cara, Sheree, & Leslie, 2017, p. 11).

4.2 The youth development strategy Soc Trang 2012-2020

The Soc Trang youth development program from 2012 to 2020 is divided into two phases for the implementation of the program. “Phase 1 of the program is from 2012-2015, the second phase is from 2016 to 2020” (Hieu, 2012).

Funding for implementation of the program: The Department of Finance shall assume the prime responsibility for, and coordinate with the Planning and Investment Service in, allocating funds for the implementation of youth development programs and projects; To guide and inspect the use of funding for program or project implementation already approved by the provincial People's Committees according to the provisions of the Budget Law and other relevant law provisions.

Program outputs should achieve the following objectives:

The Department of Home Affairs is responsible for organizing the conference to thoroughly understand and implement the Program to thoroughly and guide and direct the Soc Trang Provincial People's Committee (completion date of the first quarter of 2013). Implement the plan to foster and improve the state management capacity of the youth, cadres, civil servants and public employees with the aim of ensuring annual, fostering and raising state management

capacity for At least 20% of young cadres and civil servants at commune level. In March every year, the Department of Home Affairs is responsible for coordinating with related departments to organize a dialogue program with young people.

The Department of Information and Communication, in collaboration with the Department of Propaganda and Training of the provincial Party Committee, Department of Home Affairs, Department of Education and Training, Radio and Television, Soc Trang Newspaper, Soc Trang Province: The Party's policies and legal policies for youth ensure that every year 100% of youths in the armed forces, youth civil servants, officials, pupils and students; 70% of rural youth and 80% of urban youth and workers are regularly educated at the Party committees' resolutions, policies and laws related to youth life, learning and employment (2nd quarter 2013 completion date).

The Department of Labor, War Invalids and Social Affairs is responsible for constructing two schemes: The first is job creation and career counseling for young people, ensuring that each year there are at least 16,000 young people, Over 80% of youth are counseling about careers and employment. Reduce the unemployment rate among urban youth to below 5% and increase the rate of youth employment in rural areas by over 80%; 50% of young people in the labor force receive vocational training. The second project is to provide legal knowledge for young people to work abroad in order to reach the goal of 100% of youth before going to work abroad for a period of time studying and disseminating legal regulations. Vietnam, the law of the host country and relevant legal documents on the rights and obligations of the laborers and the employers.

The Department of Education and Training builds a project on education, vocational training and vocational training for youth to strive that by 2015, at least 50% of youth with secondary and higher education attainment will be trained. 100% of young people receive vocational education. This scheme will be implemented in 2nd quarter of 2013.

The Department of Health builds a scheme to equip life skills and family knowledge for young people. By 2015, at least 50% of youth will be provided with life skills, knowledge of gender equality, reproductive health, building a happy family, preventing domestic violence. Annual training, parenting skills for at least 2,000 young people up to the age of marriage. At the same time, in the second quarter of 2013, the Department of Health must also implement a scheme to train health workers for the candidates of ethnic minority youth and youths in extremely difficult areas.

The Department of Justice implements the law dissemination and education project for young people with the annual target of organizing law dissemination, propagation and education for at least 1,000 unpaid youth and youth in industrial zones, legal advice for 1,000 rural youth, ethnic minority youth. The Department of Culture, Sports and Tourism has implemented a scheme to improve the health and well-being of young people in order to improve the health status of youth, improve the youth's fitness index equivalent to the average level of the general youth of the country. The Youth Union of Soc Trang province builds a project of young volunteers to build strong communes, wards and townships to attract young people's knowledge to participate in socio-economic development, poverty reduction, and new village. The Department of Planning and Investment coordinates with the Department of Finance to mobilize resources and allocate funds to implement programs, projects, projects and tasks on youth development. All of these projects will be implemented and implemented in the second quarter of 2013. "Outcomes-These are the (sequence of) intended changes that result from the program activities. Typically, outcomes are divided into three categories of change-short-term, midterm (often called intermediate or interim), and long-term" (Brenda, Cara, Sheree, & Leslie, 2017, p. 19).

Foundation (2004) argued that "Short-term outcomes are results you expect to achieve 1 - 3 years after a program activity is underway. Short-term outcomes are specific changes in things like attitudes, behaviors, knowledge, skills, status, or level of functioning expected to result from program activities. These usually are expressed at an individual level among program participants" (Foundation W. K., 2004, p. 56).

For the short term results of the provincial youth development program, in March every year, leaders from provincial to local level hold direct dialogues with young people. Training on state management skills on youth. Vocational counseling for young people is coordinated by departments and local leaders, through career counseling sessions, job placement sessions, and vocational training classes such as: motorcycle repair, Barbershop, electrical appliances, electronics repair, mechanical engineering, computer software programming. In addition, in order to create favorable conditions for members, youths in remote, isolated and ethnic minority areas without means of transport, Short-term trades in the locality, the number of classes is from 45 to 50 trainees, the main professions such as knitting, sewing, repairing motorcycles, repairing machines, etc.

Interim results (also known as intermediate or temporary results) are changes in actions, practices,

and policies. Intermediary results are individual actions and systems that derive the results of acquired knowledge, awareness, or skills. According to Soc Trang youth development strategy 2012-2020 “In the period 2012 - 2015, Soc Trang has created jobs for 93,129 laborers, including 74,504 young people, each year as follows: In 2012, 22,524 jobs were created in There are 18,019 youth workers; In 2013 there are 23,305 employees, of which 18,644 are youth workers; In 2014 there were 23,566 employees, of which 18,845 were young; By 2015, there will be 23,744 labors, of which 18,996 are youth workers. As a result, the employment of the next year is always higher than that of the previous year, contributing to the reduction of urban youth unemployment (below 3%) and the increase in the employment rate of youth rural areas in accordance with the proposed plan” (Hieu, 2012).

Foundation (2004) “Long-term outcomes are results you expect to achieve in 4-6 years. Long-term outcomes are also specific changes in things like attitudes, behaviors, knowledge, skills, status, or level of functioning expected to result from program activities. These usually build on the progress expected by the short-term outcomes” (Foundation W. K., 2004, p. 56).

By 2020, 80% of young people will have secondary and higher education; 70% of young people in the labor force receive vocational training; 100% of young people receive vocational education. Every year, at least 16,000 young people are employed, over 80% of young people are given advice on careers and employment. Reduce the unemployment rate among urban youth to below 5% and increase the proportion of youth working time in rural areas to over 80%.

Foundation (2004) argued that “Impact refers to the results expected 7-10 years after an activity is underway-the future social change your program is working to create. Impacts are the kinds of organizational, community, or system level changes expected to result from program activities and which might include improved conditions, increased capacity, and/or changes in the policy arena” (Foundation W. K., 2004, p. 56).

4.3 The difference between the two levels of goals

We find that the overall goal of the youth development strategy in Vietnam and Soc Trang Province is the same.

“To create a generation of Vietnamese youth that is comprehensively developed, highly patriotic, in possession of a revolutionary morality, citizenship awareness and

socialism ideology, education, professional skills and employment, civilized way of living, good health, life skills, the will to develop one selves, pro-activeness and innovation to master sciences and advanced technologies; to help engender a quality young workforce that meets the needs of the era of accelerating industrialization, modernization and international integration; and to promote the youth's roles and responsibilities in building and protecting the country" (Dung, 2012, p. 16).

The Soc Trang strategy implementation period starts in 2012 slower than the time set by the government in 2011. This indicates that the implementation of the youth development strategy in Soc Trang is not really masterful motion. Another reason is that the government does not have specific guidelines for local authorities to implement. On the other hand, the financial issue is not clearly defined as to how much to spend on each plan in the implementation of the program in the locality. This causes the implementation of the program to be slow for the specific objectives of Soc Trang youth development strategy to 2012-2020, the content also corresponds to the strategy for youth development in Vietnam 2011-2020. However, the specific objectives have similarities and differences.

In terms of similarities, that is annually, more than 80% of the youth are consulted about their careers and employment every year. Ensure that 100% of young people before they go to work abroad have the right to study and disseminate the provisions of the law of Vietnam, the laws of the host country and other relevant legal documents on rights and obligations of employees, employers. 100% of young people receive vocational education.

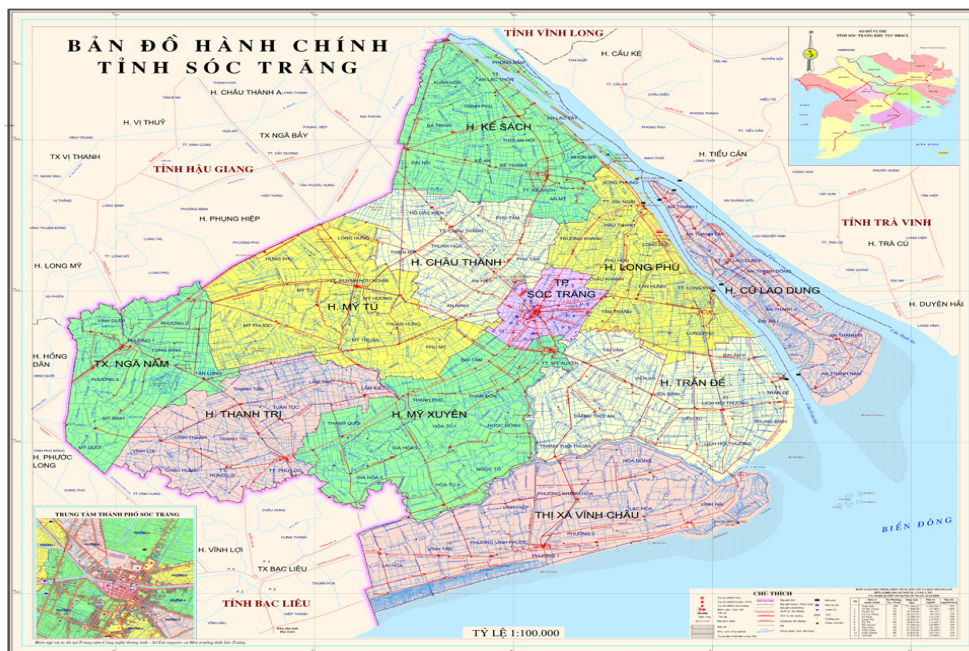
In terms of differences, which is reduce the unemployment rate among urban youth to below 7%, while Soc Trang province is under 5% by 2020, at least 80% of young people will be equipped with life skills, knowledge of gender equality, reproductive health, family happiness, family violence prevention; Annually provide training and parenting skills for at least 200,000 youth to the age of marriage. While Soc Trang province sets this target by 2015, there are at least 50% and 2,000 youth respectively. By 2020, 70% of young people in the labor force receive vocational training. Soc Trang province strives for 50% by 2015. Annually, to propagate, disseminate and educate lawyers for 500,000 unemployed and working youths in industrial parks or economic zones; Legal advice for 300,000 rural youth, mountainous, ethnic minority youth. Soc Trang youth development strategy for this indicator is modest and specific, striving annually to propagate, disseminate and educate the law to at least 1,000 working youths. Freedom and youth working in industrial zones; Legal advice for 1,000 rural youth, ethnic minority youth.

CHAPTER 5 ANALYSIS AND EVALUATION

5.1 Factors affecting the Soc Trang youth development program

Soc Trang is located at the end of the Hau River basin, in the Mekong Delta. The Northwest borders on Hau Giang Province. The Northeast borders Tra Vinh and Vinh Long provinces. It borders Bac Lieu province to the southwest. The East Sea bordering the Southeast. The province has 72km of coastline with 3 estuaries of Dinh An, Tran De and My Thanh. According to cadastral survey 1/1/2010, total natural land area of the province is 331,118 hectares (equivalent to 3,311 km²), equal to 8.33% of the Mekong River Delta area and equal to 1% of the country. Of which, the land used for agricultural purposes is 276,958 ha, accounting for 83.64%; Non-agricultural land is 53,222 ha, accounting for 16.07% and unused land is 938 ha, accounting for 0.28%.

Figure 4 Administrative map of Soc Trang province



Source: Electronic Portal Soc Trang

5.1.1 Political factors

The work of building the Communist Party of Vietnam and the authorities of Soc Trang province is emphasized. The party committees at all levels do a good job of educating the politics and ideals of officials and party members. "The proportion of cadres and party members attending each resolution is over 90%. Over the past 5 years, the implementation of Directive 03-CT / TW,

there are 1,140 typical collectives and 2,337 typical individuals praised and rewarded" (Chuyen, 2017).

Party development has always been concerned and achieved important results, contributing to building the Party growing stronger. "In 1992, the province has 375 party organizations and 8888 party members, by the end of 2016 there are 617 groups' Party headquarters and 39,558 party members. On average, each year more than 1,000 members of the Communist Party" (Chuyen, 2017).

Government machinery at all levels is concerned to consolidate, consolidate and gradually improve the quality and efficiency of operation. Public administration reform has made good progress. The implementation of grassroots democracy, citizen reception, and settlement of complaints and denunciations of citizens are paid attention. Fatherland Front and socio-political organizations and social organizations to promote their role in building the Party, building the government. "Soc Trang province has 739,290 members, members 56.4% compared with the total population of the province (including 452,324 members, members of political and social organizations), an increase of 506,450 members and members compared to 1992" (Chuyen, 2017).

5.1.2 Economic factors

After 25 years of re-establishment (1992 - 2017), the average economic growth rate over the past 25 years is over 10% per year. The economic structure has shifted in a positive way, reducing the region I, increasing the region II and III.

Table 2 Economic on growth rates in each region of Soc Trang province

	1992-1995	1996-2000	2001-2005	2006-2010	2010-2015
Total	12,44%	9,30%	10,25%	11,42%	9,39%
Area I	13,42	7,70	8,25	6,56	8,58
Region II	14,98	15,61	14,96	14,55	14,72
Region III	7,64	10,62	12,70	19,79	12,56

Source: Soc Trang Provincial Committee for Propaganda

“In 2016, economic growth will be 5.22%. Of which, Region I decreased by 0.51%, Region II by 11.85%, Region III by 9%” (Department of Propaganda Committee of Soc Trang province, 2017). The people's living standard has been improved, the average income per capita has increased 24 times, from 1.3 million dong in 1992 to 30.8 million VND in 2016. Total budget revenue in 2016 is estimated gaining 2.325 trillion VND, up 53.82 times compared to 1992 (43.20 billion VND).

On agricultural production: Despite difficulties due to unusual weather conditions, livestock and poultry epidemics are common, but agricultural production has maintained a steady and high rate of economic growth over the past 25 years. From a province where food is often lacking, the area of rice is one crop with low yield (3.4 tons / ha). In 1992, rice yield was only 826,837 tons. In 1995 (after 3 years) rice output exceeded 1 million tons and in 1999 (after 4 years) rice output came in at 1.5 million tons. In 8 years (2000 - 2007), rice output has been stable at an average of 1.6 million tons and from 2011 until now, rice output has surpassed 2 million tons (in 2016 reached 2.12 million tons, increasing 2.6 times higher than in 1992). Specifically, the fisheries is the spearhead economy of the province with the natural conditions suitable for aquaculture development. In the past years, the province has paid much attention to invest in promoting the fisheries sector, especially aquaculture such as investment in technical infrastructure system, interest in breeding, quarantine work. As a result, aquaculture production in comparison with 1992 has been remarkably developed in all fields of aquaculture, exploitation, processing and export. Especially in the field of aquaculture. In 2016, aquaculture area is 69,254 ha (in 1992 is 19,799 ha, increased 3.5 times). Aquaculture and capture fishery production was 236,679 tons (27,250 tons in 1992, up 8.7 times). Fishery output increased sharply in the period 2001-2005 with an average increase of 15.32%.

Table 3 Figures for agricultural production

	1992	1995	2000	2005	2011	2016
Area of rice (ha)	242.801	288.508	370.385	321.622	348.980	357.331
Rice output (ton)	826.837	1.088.100	1.617.977	1.634.205	2.090.640	2.120.000
Productivity (kg / ha)	34,05	37,71	43,68	50,81	59,91	60
Aquaculture area (ha)	19.799	22.953	41.382	66.302	67.102	69.254
Aquaculture production and exploitation (tons)	27.250	32.360	49.489	100.943	195.295	236.679

Source: Soc Trang Provincial Committee for Propaganda

Trade and services thrive. Domestic and foreign trade are promoted, the market is expanded to meet the demand of the people and contributes to boosting the production of the industry. Total turnover of goods sold and sales of social services in 2016 is 56,864.2 billion VND (in 1992 is 1,270.1 billion VND). Export value of goods in 2016 is 630 million USD (in 1992 is 25.35 million USD, up 24.85 times). Transportation is one of the top priority areas of development to facilitate the growth of other economic sectors. The road traffic system is relatively diversified and distributed evenly across districts and townships.

From the center of Soc Trang to the districts, towns and economic and administrative centers throughout the province, meeting the needs of transporting goods and passengers from the center of the province to the towns, towns and cities neighborhoods. In 1992, 21/81 communes and 10.5% of households in the province have electricity; From 1999 to present, 100% of communes in the province have electricity. Currently, there are 100% of households and 99.8% households have electricity (98.9% of rural households).

State budget in the locality

Article 1 of The State Budget Law of Vietnam stipulates "The State Budget comprises all revenues and expenditures of the State that have already been decided by the competent State agencies and implemented within one year in order to ensure the implementation of the functions and responsibilities of the State" (An, 2002, p. 1).

Another definition is that “Budgeting is basically the process of making budget plan (estimates) for a fiscal year and the establishment of economic – financial measures to ensure the implementation of the targets set out” (Mai, 2016, p. 104). Budgeting will help agencies determine goals, prioritized strategies to set out the programs and activities to be implemented as well as the results needed to achieve the above objectives. Besides, budgeting helps to allocate limited financial resources between the priorities contemplated. At the same time, it helps to monitor, check expenditures, and performance results to ensure that there are no useless public expenditures and all actions are consistent with the results. “Adjustments to budget are a further responsibility of importance. As public sector budgets are a legally binding authorization for any spending, they need to be adjusted more frequently than private sector ones” (Bergmann, 2009, p. 14).

State budget revenues of Soc Trang province for the period 2010-2016

From Table 4 below, we find that annual budget revenues for the period 2010-2016 have increased significantly. As the local authorities pay attention to strengthening the direction of collecting losses and exploiting revenue sources such as natural resource tax, petrol and oil levies, land and water surface rents and state-owned houses. It contributes to local resources to solve urgent issues for development investment. With Soc Trang, tax revenue is an important and sustainable source of revenue, deciding on the balance of local budgets. However, the growth rate of tax revenues in 2013-2014 is negligible, because in terms of removing difficulties for production and business enterprises, market support, budget cuts, Delaying and postponing some of these charges should reduce the total amount of taxes, fees, and fees collected. Specifically, the proportion of tax revenues in 2013 is 43% of total state budget revenue of Soc Trang province. In 2016, this proportion is nearly 53%.

Charges and fees are also an important source of revenue for the state budget of Soc Trang Province, but the local revenues account for a small proportion: in 2010 accounted for 8% of the total state budget revenue 8% in 2013 and nearly 8.5% in 2016. This is both a revenue offset and a contribution to the state budget.

Table 4 Soc Trang province's state budget collection for the period 2010-2016

(Unit: million VND).

Targets	2010	2012	2013	2014	2016
Total Budget Revenue (A + B + C)	6.309.288	8.745.106	9.191.530	9.850.667	13.037.336
A. Budget balance	1.517.834	1.687.469	1.971.104	2.175.914	2.849.694
I. Revenues from taxes	589.552	664.169	853.475	1.155.839	1.498.698
1. Value Added Tax	343.330	383.315	528.430	734.934	987.454
2. Excise tax	99.929	85.992	106.860	129.339	150.443
3. Corporate income tax	48.397	64.468	56.617	88.277	103.875
4. Natural resource tax	1.122	2.980	3.662	5.431	9.432
5. Income tax (high income earners)	83.885	114.296	144.651	181.464	224.987
6. Housing and land tax	3.563	2.346	2.901	3.197	4.548
7. Land use right transfer tax	102	775	25	67	87
8. Excise tax	9.254	9.997	10.329	13.130	17.872
II. Fees and charges	127.280	143.228	165.939	198.454	241.830
9. Registration fee	53.046	63.525	71.537	83.396	95.874
10. Other fees and charges	74.234	79.703	94.402	115.058	145.956
III. Other revenues	394.091	674.154	816.032	633.735	821.179
11. Land and water surface rental	4.243	6.995	6.369	7.188	9.456
12. Land use fees	95.337	58.993	41.350	43.920	45.987
13. Income from the sale of state-owned houses	1.184	3.104	193	599	749
14. Other revenues	293.327	605.062	768.120	582.028	764.987
IV. Revenue balance	406.911	205.918	135.658	187.886	287.978
B. Revenues to be spent on management through the state budget	449.624	476.129	478.799	490.218	532.765
Of which: Lottery receipt	229.144	299.970	368.205	412.745	440.124
C. Additional revenue from higher level budget	4.341.830	6.581.508	6.741.627	7.184.535	9.654.877
Of which: additional revenue from the central budget	2.631.232	4.219.523	4.790.626	5.402.097	7.032.7556
- Balance supplement	949.487	2.652.035	3.008.394	3.434.965	4.875.769
- Targeted supplement	1.681.745	1.567.488	1.782.232	1.967.132	2.156.987

Source: Soc Trang Statistical Office (Soc Trang Statistics Office, 2015).

State budget of Soc Trang province for the period 2010-2016

Table 5 Synthetic state budget period 2010-2016 Soc Trang Province

Unit: million VND.

Targets	2010	2012	2013	2014	2016
Total local budget expenditure (A + B + C)	6.082.130	8.09.448	9.003.644	9.581.751	12.981.900
A. Balance of expenditure	3.970.665	5.285.807	5.592.688	6.102.056	8.793.948
1. Development investment	961.845	1.101.468	957.976	1.051.771	1.724.400
2. Frequently	2.255.912	3.381.637	3.752.916	4.139.461	5.501.090
Inside:					
- Economic career	132.151	293.518	310.992	337.986	497.652
- Education, training	1.047.393	1.410.673	1.566.067	1.739.136	2.387.239
- Health care	238.159	364.434	436.768	527.385	864.235
- Cultural career sports	57.340	78.297	80.981	85.848	95.569
- To ensure social	159.286	256.727	279.718	307.621	369.764
- Administrative management	424.505	605.958	665.869	689.428	754.879
- When security and defense	127.126	131.091.	137.869	199.534	243.769
- Other budget	69.952	240.939	274.652	252.523	287.983
3. Conversion	752.895	802.702	881.796	910.824	1.568.458
B. Supplementing subordinate budget	1.815.861	2.861.985	2.951.001	3.013.928	3.522.187
In which: To supplement budget balance of district and commune level	1.570.598	2.481.854	2.521.686	2.680.644	2.887.329
C. Expenditures from the revenue sources left to the management units through the state budget.	295.617	461.656	459.955	465.767	665.765

Source: Soc Trang Statistical Office.

The total expenditure of local budgets in Soc Trang Province in the period 2010-2016 has increased annually, but the growth rate is slow (in 2013, 4.58% increase compared to 2012. In 2014 increased 6.42% compared to 2013). This shows that, due to the influence of policies to tighten state expenditure, Soc Trang province has cut some unnecessary expenditures in the administrative expenditure (see Table 5 above).

The structure of expenditures shows the shift between development investment and recurrent expenditure. If spending on development investment in 2010 accounts for 24% of total local budget expenditure, then by 2016 only 19.6%. This shows the severe impact of the economic downturn on the local economic development strategy. Including youth development strategy of Soc Trang province. In contrast, regular expenditures increased significantly (from 57% in 2010 to 68% in 2014), of which education and training accounted for a high proportion. In addition, budget spending has focused on human capital strategies in the areas of health, science and technology, social security, culture and sport, as a priority area of regular spending. .

Efficiency of state budget management in Soc Trang province for the period 2010-2016

From Table 6 bellow, we find that socio-economic situation in Soc Trang province in 2014 continues to see positive changes, with economic growth of 10.04%. GDP per capita reached 34, 30 million / year exceeded set targets set out. Revenue growth slowed due to the difficult general context of the economy.

In 2001, the whole province had 74,156 poor households, accounting for 30.75%; by 2005 it was reduced to 13.42%; If according to poverty criteria in 2005, the poverty rate will be 28.53% in 2005 and 8.26% in 2010 (equivalent to 24.31% in 2010). By the end of 2016, the poverty rate of the province will decrease to 15.4%. Up to now, the province has 39,717 poor households, accounting for 12, 49% down 6, 98% over 2012.

Table 6 Efficiency of State Budget Management in Soc Trang period 2010-2014

Targets	2010	2011	2012	2013	2014
Economic growth rate%	10,27	9,04	9,11	9,85	10,04
GDP per capita (million VND)	20,87	27,89	27,30	29,07	34,30
Budget revenue (VND million)	6.309.288	7.675.723	8.745.106	9.191.530	9.850.667
The rate of development of the Treasurer (%)	17,98	21,66	13,93	5,10	7,17
Ratio of GDP to budget collection (%)	7,9	7,3	6,9	4,8	5,2
Number of poor households (poor households)	25.553	66.129	61.318	53.295	39.717
Rate of poor households (%)	8,26	21,25	19,52	16,99	12,49

Source: Soc Trang Statistical Office (Soc Trang Statistics Office, 2015).

Restrictions on state budget management in Soc Trang province have affected the implementation of the Soc Trang youth development strategy for 2012-2020.

First, due to the low starting point in economy, agriculture occupies a high proportion, income from agricultural production is negligible, so budget revenue growth is slow, the rate of mobilizing GDP to budget is not high. Balancing the state budget of Soc Trang Province is often difficult. Secondly, the province's budget has increased significantly, but not stable, balancing budget of district, town and commune depends on other income, income from production is not high. Next in the management of local government budgets, budget decentralization is one of the most complex issues. Soc Trang province has made many attempts to adjust each stage, but now has limited exposure. Fourthly, investment capital has focused on a number of key projects, but in general, it is spread out, not concentrated, and many large projects lasted longer than allowed to make the first capital slow development effective. Finally, funds allocated for science and technology are not used up and there is no specific budget for the youth development program.

5.1.3 Socio-cultural factors

Socio-cultural has made much progress. Education and training development in terms of scale and quality. "In December 2008, the province was recognized as achieving the national standard for junior secondary education. At present, 100% of communes, wards and townships are recognized as meeting the national standard for universal primary education. School facilities have been strengthened and the whole province has 210/552 schools reaching the national standard" (Chuyen, 2017).

People's health care is paid attention. In 2016, the national standard of health care reaches over 86.2%; 78.9% of commune health stations have doctors; 100% of communes have midwives or more "the province has 628 doctors, average 4.78 doctors / ten thousand people (in 1992 is 1.65 doctors/ten thousand people)" (Department of Propaganda Committee of Soc Trang province, 2017). Particularly, in December 2016, the provincial hospital of 700 beds with modern medical equipment was put into use, serving the needs of medical examination and treatment of people's health.

Disease prevention is well implemented, has been controlled and basically pay for dangerous epidemics, no major disease epidemic "The proportion of children under 1 year of age is vaccinated with all types of vaccine annually 99%" (Department of Propaganda Committee of Soc Trang province, 2017). In particular, the province has implemented support to purchase health insurance for people near poor households in the period 2012 - 2015. In 2016, the province has issued health insurance cards for 25,245 subjects, with the total budget is currently 67.57 billion. By the end of 2016, the percentage of people participating in health insurance reaches 97.75%.

Cultural activities, arts, information, physical training and sports meet the increasing demand of people's enjoyment and serve the political tasks of the locality. "Institutional culture from province to grassroots level is paid attention (9/11 districts are building district cultural and sport center, 92 commune culture houses, 19 libraries and 198 reading rooms, 641 community activities)" (Department of Propaganda Committee of Soc Trang province, 2017). The work of preserving and promoting the values of ethnic cultural heritages is focused on raising traditional festivals to the national and regional levels. To date, the province has 36 classified sites (8 national monuments and 28 provincial monuments). The movement "All people unite to build cultural life", building a civilized lifestyle in the wedding, the funeral, festivals are respected. In 2016, 643 hamlets and hamlets (accounting for 82.86% and 284,796 households) achieved the standard of culture, accounting for 97% of agencies, units and enterprises. The movement of

physical education and sports has been maintained and developed, and high achievement sports have won many national medals.

5.1.4 Technological factors

In the year 2016, the Department of Science and Technology of Soc Trang province has monitored and inspected the units in charge of 35 topics and projects. The department has implemented 120 science and technology missions at grassroots level with the total cost of nearly 19 billion VND. 8 out of 11 localities have implemented 11 science and technology tasks at grassroots level, with a total cost of more than 230 million VND. Localities are also implementing 63 projects with a total budget of nearly 14 billion VND in fields such as cultivation, husbandry and aquaculture. In addition, Soc Trang province also has three projects and eight missions under the National Science and Technology Program for Soc Trang province. The content of Intellectual Property, radiation safety and information on Science and Technology, Standardization, Metrology and Quality, Inspection, ISO are also interested in Science and Technology of Soc Trang province.

In 2017, the Department of Science and Technology of Soc Trang Province continues to bring the topics and projects have been applied effectively in production, contributing to increase productivity and quality of plants and animals, local society. Especially to support enterprises in the area to develop and apply science and technology into production and business.

5.2 Evaluate the factors affecting the Soc Trang youth development program

Through the presentation of the above political, economic, cultural and social and scientific and technological factors, Soc Trang province has brought into play the tradition of solidarity, dynamic, creative and step by step to organize the leadership and executive leadership of cadres, party members and strata of all people striving to overcome the difficulties and challenges to build Soc Trang province step by step to rich and strong. The average economic growth rate over the last 25 years is over 10% per year. Along with economic development, the socio-cultural field has made many significant changes, the material and spiritual life of the people has been improved and markedly improved. However, in addition to these favorable factors, Soc Trang province also has shortcomings as well as has been facing the difficulties and challenges that affect the youth development strategy 2012-2015.

First, economic development of Soc Trang province is not sustainable “the agricultural sector still

occupies a high proportion of the provincial economy (in 1992 it reaches 68, 30% and in 2016 it is 43, 72%)” (Department of Propaganda Committee of Soc Trang province, 2017). This proves that the industry in Soc Trang is underdeveloped and industrial parks have not attracted foreign investors so the lack of processing plants to create jobs for young people. This is one of the reasons that young people in Soc Trang often leave the local area every year to find work.

Secondly, the share of industry in the economy is low, not matching with the potential of the province. The productivity, quality and efficiency of industrial production and craft production are not high and the competitiveness is low. The main reason is that the level of Soc Trang youth is not high because most of them live on animal husbandry and cultivation, while agricultural products such as rice, vegetables and fruits lack competitiveness on the market (except for export rice). In addition, aquaculture is developing rapidly, especially aquaculture, but lack of solidity. In addition, tourism activities are underdeveloped, due to limited infrastructure investments and no regional tourism attractions. The quality of education is low in comparison with the region and the whole country. At present, there is no university in Soc Trang, while the labor force is abundant, but the quality of labor is not high. The proportion of skilled workers and technicians does not match the development requirements. These affect people's income including youth.

The third factor is the budget of Soc Trang province is low. Although the total annual budget revenue has risen quite high, it still does not meet the spending demand. Therefore, there is a balance of budget revenues and expenditures, the difference in budget revenues and expenditures is still high. "In 1992, the budget deficit was VND24.7 billion, the budget deficit in 2010 was VND84.190 billion, the deficit In the year 2000, the budget deficit will be VND 821,940 billion, the deficit will be VND 3,365,523 billion in 2010 and VND 4,257.3 billion in 2016" This leads to a lack of funding to implement the annual youth development program.

Fourthly, grassroots cultural organizations have not been effectively managed and exploited. Some areas are damaged or damaged, new investment is limited, not meeting the requirements of the youth. Finally, it is the situation of political security, social order and safety, although it has been strengthened but sometimes it still has many complications, especially some criminals tend to increase like criminals. Drugs and crime rape children.

The above factors have had a significant impact on the implementation of the youth development program in Soc Trang during 2012-2020. First, create employment and career counseling for young people. The second is equipping living skills, family knowledge for teens. The third is the popular education law for teens. Finally, improve the health and well-being of youth.

5.3 The results of the youth development strategy 2012-2015 Soc Trang

Currently, the total number of young people in the province is nearly 271,267 people, accounting for 20.87% of the province's population, of which 117,871 young women (43.45% of the provincial youth population), Hoa ethnic youth 20,557 (accounting for 7.58% of the total youth population in the province), Khmer youth 93,889, accounting for 34.61% of the total youth population in Soc Trang province.

In general, the majority of youth in Soc Trang now have the right political consciousness and attitude, patriotic passion, always upholding the good traditions of the generations of his father, affirming belief in the goal The ideal of revolution and the leadership of the Party, resolutely against wrongdoings, conspiracy to "peaceful evolution", acts of damaging the sovereignty and interests of the nation and the nation; Have the will to rise in learning, labor and work. Many young people have good political sense; The percentage of youths striving to become members of the Communist Party of Vietnam.

However, the negative effects of market mechanism and international integration, a part of young people who do not have a clear orientation, hesitate, promote a lifestyle of enjoyment, pragmatism, excessive idolatry, No intention to rise. Legal and social evils in adolescents are still complicated. The situation of young people working far away.

5.3.1 Job placement and career counseling for young people

Solving employment for young people

Job creation for workers (most of whom are youth workers) in the past few years in Soc Trang province mainly dealt in two directions. The first is to solve the problem of Vietnam through economic restructuring, industrial zones, thereby creating conditions for businesses and business establishments to develop to create new jobs for people labor. Secondly, it is job creation for laborers to focus on industrial parks and export processing zones in cities and neighboring provinces such as Ho Chi Minh City, Dong Nai, Binh Duong and Tay Ninh.

Table 7 Number of employees employed in the period 2012-2015

2012	2013	2014	2015
18.019	18.644	18.845	18.996

Source: Report on implementation of youth development strategy
Of Department of Home Affairs of Soc Trang Province 2012-2015

From Table 7, we find that in the period 2012 - 2015, the whole province has created jobs for 93,129 employees, including 74,504 workers in the youth age, specifically each year as follows: Employment of 22,524 workers, including 18,019 youth workers; In 2013 there are 23,305 employees, of which 18,644 are young people; In 2014 there were 23,566 employees, of which 18,845 were young; By 2015, there will be 23,744 labors, of which 18,996 are youth workers. This shows that the employment of the next year is always higher than that of the previous year, thereby contributing to reducing the unemployment rate among urban youth (less than 3%) and increasing the rate of working time use. Young people in rural areas as scheduled.

Vocational counseling for young people is coordinated by sectors and authorities at Soc Trang province through career counseling sessions, job placement sessions, and vocational training classes such as: Machine, barbershop, electrical home appliances, electronics repair, and mechanical, programming computer software installation. In addition, in order to create favorable conditions for young people in remote and mountainous areas without access to means of transport, the Soc Trang province has coordinated vocational training centers to organize vocational training courses. Short-term local training, the number of classes per class is from 45 to 50 students, the main occupations such as knitting, sewing, repairing motorcycles, repairing explosive machines. In addition, the Department of Labor, Invalids and Social Affairs “has coordinated with related functional agencies to implement Project No 01 on job creation and vocational counseling for young people in the period of 2013 - 2015 gets 117.68% of the target and target youth are career counseling and employment 100%” (The Department of Labor, Invalids and Social Affairs in Soc Trang, 2015).

In addition, the Department of Labor, War Invalids and Social Affairs has coordinated with the related functional agencies

“To implement Project No.2 on equipping legal knowledge for 3,200 youths to work in the labor export stage. 2013 - 2015 reached 106, 67% of the target. Thereby, there

are 921 young people involved in labor export, reaching 80.90% of the target, specifically: 195 people in 2013, 345 people in 2014 and 381 people in 2015” (The Department of Labor, War Invalids and Social Affairs in Soc Trang, 2015).

To ensure that 100% of young people before they go to work abroad for a certain period of time shall study and popularize Vietnamese law provisions, the host countries law and relevant legal documents on their rights and obligations of employees, employers.

According to the report of Soc Trang Department of Labor and Invalids (2016), the unemployment rate in urban areas is significantly higher than in rural areas. However, employment opportunities for rural youth are higher than for urban youth. This is due to the fact that in rural areas, the youth workforce increases while the area of per capita farmland decreases, and other labor opportunities are hard to find due to the rural labor structure. There are not many changes, mainly focus on agriculture and forestry. Rural labor is still largely manual labor, with very low productivity, creating a small volume of goods value, employment is not much, all. This is a major and long-term obstacle to socio-economic development in Soc Trang province.

Education, vocational guidance for youth

The People's Committee of Soc Trang Province has issued the Plan No. 75 / KH-UBND dated 06/11/2013 on education, vocational education and vocational training for Soc Trang youth in the period of 2013 - 2020. The Department of Education and Training has directed the implementation of the plan and achieved many results. The first is the investment in building, repairing facilities, procurement of equipment, teaching materials have contributed greatly to improving the quality of teaching and learning of the units. Secondly, the Soc Trang Department of Education has coordinated with the relevant agencies to instruct the subordinate units to implement a number of measures to reduce the dropout rate.

Table 8 Student Dropout Data at Lower Secondary Level

School year	The begin of the year	End of the year	Dropout	Vinegar	
				Number	%
2012-2013	66.194	63.138	3.056	1.637	2,47
2013-2014	69.705	66.566	3.139	1.712	2,46
2014-2015	72.914	68.740	4.174	2.487	3,41

Table 9 Data of high school dropouts

School year	The begin of the year	End of the year	Dropout	Vinegar	
				Number	%
2012-2013	27.629	25.853	1.776	1.533	5,55
2013-2014	26.275	24.694	1.581	1.235	4,70
2014-2015	26.081	24.313	1.768	1.309	5,02

Source: Report on implementation of youth development strategy of Department of Home Affairs of Soc Trang Province 2012-2015

From Tables 8 and 9 above, we see that the dropout rate for junior high school students is on the rise, with the 2012-2013 school year ending at 2.47% of school dropouts. Total number of students at the beginning of the school year. By the 2014-2015 school year, it rose to 3.41% of the total number of students at the beginning of the school year. At the same time, the dropout rate of high school students has decreased but not significantly. In the 2012-2013 school year, 5.55% of the school's student population was dropping out of school, which fell to 5.02% by the school year 2014-2015. The number of drop-outs is predominantly Khmer. The main reasons for Soc Trang youth lose the opportunity to participate in the training level is still the economic reasons. The educational opportunities of the Khmer youth are still lower than those of the Kinh majority, due to the low economic conditions as well as the distribution of schools and training facilities away from home. In particular, most children in difficult circumstances, parents do not have a job, so parents leave the local to find work in other localities, so the students often follow the parents of they make money to live.

In addition, according to the report of the Department of Education and Training of Soc Trang province (2016), the post-secondary training and career orientation for young students is still inadequate goals, requirements. The structure of vocational training is not close to the social demands leading to the training status but not to the practical needs the production and occupation of the locality.

5.3.2 Provide life skills, family knowledge to young people

To raise awareness in life skills education, reproductive health education, sexual health. In recent years, Soc Trang Province has promoted propaganda through various forms such as: In 2012, 2013 in coordination with the Department of Family Planning, propaganda, counseling, education

Adolescent reproductive health education at secondary schools and residential areas of districts, towns and cities. This organization has been implemented in various forms such as the establishment of a mobile propaganda team, the establishment of a consultancy center "For the quality of life", reproductive counseling via the internet, leaflets Propaganda, Q & A, slideshows revolve around issues of reproductive health care, sexual health. In addition, the propaganda is conducted through the magazine "Youth Soc Trang" issued quarterly with 6,000 books to the village youth. At the same time, the provincial Youth Union of Soc Trang has issued over 1,000 handbooks for youth propaganda.

In addition, Soc Trang Province has propagated, disseminated and educated Population Ordinance, Revised Ordinance and Decree 104/2003 / ND-CP for the last three years. Communicators. At the provincial level, there were 198 meetings with 9,050 participants. At the district level there were 792 meetings with 32,275 participants (mainly unionists, members of mass organizations and religious dignitaries). At the commune level, 10,125 meetings were held with 376,700 participants. In addition, Soc Trang province has made 60 articles in Soc Trang Newspaper, the website of the Provincial Committee for Propaganda and Training, 130 radio stations, 35 categories, 25 reports on provincial radio and television. And more than 4,000 radio broadcasts at district and commune levels to disseminate knowledge on gender equality, reproductive health, family well-being, and domestic violence prevention.

At the same time, Soc Trang province has brought health care services for women and children, family planning to high population density through clubs such as "Pre-marital", "Reproductive health family planning". The results have organized propaganda and pre-marriage education for 91,302 young women, accounting for 60.29%. Soc Tam has also developed a model of domestic violence prevention in 89 out of 109 communes, including 627 Domestic Violence Prevention Teams, 769 community-based addresses, 888 hotline numbers, and private Legal issues for the 8031 cases of marriage.

5.3.3 Dissemination and education of law for youth

The Department of Justice has advised the provincial People's Committee to approve the project "Strengthening law dissemination and education in order to raise the sense of law observance for youth in the 2011-2015 period." On that basis, the provincial / municipal Justice Services shall coordinate with the provincial Youth Union, the Labor Confederation and the civil servants in formulating the joint plan for coordinated implementation. Since then the project has achieved some results.

First, the Department of Irrigation has disseminated and educated the law to more than 2,000 young people working freely, working in industrial zones, rural youth, ethnic minority youths involved Content on Youth Law, Traffic Law, Drug and Prostitution Prevention Law, Prostitution Law, Marriage and Family Law

Secondly, the Department of Justice also organized more than 200 consultations and dissemination of law for students at high school. At the same time, 63 training courses on youth law and relevant documents were organized for over 8,600 youths.

Third, the Department of Justice has disseminated and educated the law to young people through various forms such as organizing campaigns aimed at young people to participate in activities to maintain security and social order. Coordinate with the Radio and Television Station to open the "Law and life" column; Coordinate with radio stations of districts, towns and cities to open the column "Law dissemination and education". Coordinate with Soc Trang Province to print and distribute over 1,500 youth law books, 27,500 popular newsletters, legal education, 27,000 legal handbooks and 12,000 other types of legal documents issued to young people. In addition, the TEDC has organized a number of seminars on limiting minors violating the law. Organized 98 training courses on legal knowledge for over 117,600 grassroots cadres at district level. Counseling 20,523 with 986,300 adolescents, adolescents involved in adolescent reproductive health, population, family planning, HIV/AIDS.

5.3.4 Improve the health and well-being of youth

Over the past years, the Department of Culture, Sports and Tourism has focused on youth promotion activities from provincial to grassroots level. Each year, the Department of Culture, Sports and Tourism has also provided facilities and training equipment for district-level units with the amount of VND300 million/year. In addition, the Department of Culture, Sports and Tourism has coordinated with the Soc Trang Province Union and relevant departments to support the grid and the ball for 109 units of communes, wards and towns. At the same time, it has signed up to coordinate with 20 branches and enterprises to organize physical training and sports activities for the youth, pupils, especially the youths in remote areas.

After 4 years of implementation of Plan No 21/KH-UBND dated March 27, 2013 of Soc Trang Provincial People's Committee, Department of Finance has consulted with Provincial People's Committee to allocate and secure resources. The main objective of implementing the youth development strategy is: "Strengthening law dissemination and education in order to raise

awareness of law enforcement for Soc Trang youth" with a budget of VND 1,020 million. Dong. The project "Building cultural life for workers in industrial zones in 2014" with a budget of 245.47 million. The program met the dialogue between provincial leaders and youth in 2014 with a budget of 59 million. Apart from allocating funds for regular activities according to the annual budget norms, the Department of Finance also arranges for activities related to youth work with the amount of VND 1,227,000,000 (2013: 390,000,000 VND: VND 390,000,000, 2015: VND 447,000,000).

In addition, over 04 years implementing the Decision No. 40/2011 / QD-TTg dated 27/7/2011 of the Prime Minister on regimes and policies for young volunteers who have fulfilled their duties in resistance. The Department of Home Affairs also advised the provincial People's Committee to solve the policy regime for 16 cases with the total amount of 68.7 million VND. At the same time, implementation of Decision No. 1758 / QD-TTg dated 30 September 2013 of the Prime Minister approving the pilot project on the selection of voluntary intellectuals for communes participating in rural and mountainous development. From 2013 to 2020, the Department of Home Affairs has advised the provincial People's Committee to recruit eleven youths for 11 commune units

5.4 Compare the results of the Soc Trang youth development program with other provinces in Vietnam

5.4.1 First, create employment and career counseling for teens

Table 10 Comparison of career counseling for youth

Soc Trang	Tien Giang	Kien Giang
94,296 youths	21.780 youths	77.732 youths
147% Compared to the norm	100% Compared to the norm	100% Compared to the norm

Source: Preliminary report on phase 1 of the youth development program 2012-2020 in Soc Trang, Tien Giang and Kien Giang provinces.

Table 11 Comparison of job creation for youth in 2012-2015

Soc Trang	Tien Giang	Kien Giang
74.504 employments	28.824 employments	22.080 employments

Source: Preliminary report on phase 1 of the youth development program 2012-2020 in Soc Trang, Tien Giang and Kien Giang provinces.

Table 12 Comparison of unemployment rates among urban youth

Soc Trang	Tien Giang	Kien Giang
< 3%	Average 2.5% per year	2,6%

Source: Preliminary report on phase 1 of the youth development program 2012-2020 in Soc Trang, Tien Giang and Kien Giang provinces.

According to the target of youth development strategy in Soc Trang province from 2012-2015 on job creation and vocational counseling for youth is to ensure that each year create jobs for at least 16,000 young people, over 80 % Of youth are counseling about their careers and employment. Reduce the unemployment rate among urban youth to below 5%. As a result of Soc Trang Province, the targets have been met and exceeded.

Through 3 tables of comparison, consultancy, job creation and unemployment rate of Soc Trang province with Tien Giang, Kien Giang province. We find that for vocational counseling for youth Soc Trang exceeds the target of 147%, while Tien Giang and Kien Giang only achieve the goal of 100%. For solving employment for young people in Soc Trang province over 4 years is 74,504 jobs more than in Tien Giang and Kien Giang provinces are 28,824 and 28,824 young people are employed. In contrast, the unemployment rate among urban youth in Tien Giang is 2, 5% per year and Kien Giang 2, 6% is lower than the urban youth unemployment rate in Soc Trang is 3%.

5.4.2 The second is equipping life skills, family knowledge for teens

On the form of life skills implementation, family knowledge for the youth of Soc Trang Province focused on such forms as: Set up mobile propaganda team to act skits, consultants, and clubs. At the same time, distribute leaflets of propaganda, prize-giving and deployment via internet system. For Tien Giang province, the focus is on the development of pilot sites for prenatal health counseling and handbook distribution. At the same time organize health checks for couples to

prepare marriage. For Kien Giang province, social skills training, extra-curricular activities, seminars, law contests and club activities are organized. In addition, Kien Giang also organizes consultations directly or indirectly through the media. We find that the provinces of Soc Trang, Tien Giang and Kien Giang have diversified and diversified forms to equip life skills and family knowledge for the bar to suit the specificity of each locality.

Content of Soc Trang, Tien Giang, and Kien Giang provinces focus on the following areas: life skills education; Propaganda Population Ordinance; Knowledge of gender equality; Reproductive health, building a happy family; Prevention of domestic violence; Prevention of abortion and safe abortion.

Agency responsible for implementation. For Soc Trang Province, it was assigned to the Provincial Youth Union to coordinate with the Population and Family Planning Department; Reproductive health care center. But for Tien Giang and Kien Giang, the report does not specify.

Performance comparison: For Soc Trang province, the indicator has been identified as equipping life skills and family knowledge for young people. By 2015 at least 50% of young people will be equipped with life skills, Knowledge on gender equality, reproductive health, family happiness, domestic violence prevention; annually provide training and parenting skills for at least 2,000 young people up to the age of marriage. Outcome: Organizing propaganda and pre-marriage education for 91,302 / 151,447 young women, accounting for 60.29%. Violence prevention models were developed in 89 out of 109 communes, including 627 domestic violence prevention groups, 769 community-based addresses, 888 telephone hotlines, legal counseling for 8,031 schools Marriage on the family. Thus, Soc Trang province met and exceeded this target. Compared to the results of Tien Giang and Kien Giang provinces, this indicator also met. For Tien Giang Province, the result is that

“young people are equipped with knowledge about reproductive health at the rate of 40%; Organization of youth skills counseling for young people to marriage age 22,360 youth; Young people are equipped with knowledge about gender equality to 100% of the target (60%); Prevalence of premarital malnutrition is 100% against the target (90%) (Huong, 2016).

According to a report on the implementation of the Kien Giang Youth Development Program, 2012-2015 results include:

“54 seminars on sex, 17,350 adolescents, youth and children. Students, students also distribute over 10,000 leaflets and distribute more than 10,000 leaflets. The

communication on HIV / AIDS prevention, detoxification among young people was propagated to 34,840 people. In addition, Kien Giang province has organized more than 35,000 antenatal mother-to-child HIV counseling and more than 1,000 mother-to-child HIV transmission testing and 172 service outlets. Reproductive health in the state health system” (Hong, 2016).

5.4.3 The third is the popularization of education, the law for youth

As in the above comparison, we will compare the form of implementation, the content, the implementing agency and the results of implementation of indicators on dissemination of education among young people among the three provinces. Soc Trang, Tien Giang and Kien Giang.

On the form of implementation: Soc Trang province has organized seminars, opened training courses, issued propaganda leaflets, also propagated on the internet, portal and set up delegations for consultation at High schools in the district, town and city. For Tien Giang Province organized through clubs, youth volunteer teams. In addition, Tien Giang province has many models such as "Prostitution trial", "Study from reality trial", model of education "Youth with culture of traffic", model "Youth with law" ", " Self-governing youth "model and" safe crossing "model. For Kien Giang province, it is also implemented through various forms such as propaganda through pictures, slogans, leaflets, youth playgrounds on drug harms and drug prevention.

Content: Soc Trang Province focuses on the contents of the Law on Marriage, Family Law, Youth Law, Road Traffic Law, and new legal documents. With Tien Giang propaganda on the contents related to the guidelines and guidelines of the Party and the policies and laws of the State on military service. Meanwhile, Kien Giang Province has focused on disseminating legal knowledge on drug prevention in schools, residential areas, negative impacts of game online, debauched cultural products, and more. Kien Giang province also aims to strengthen the management and supervision of young people with past drug trafficking and at the same time integrate vocational training and job placement so that young people can soon reintegrate into the community.

The lead agency of Soc Trang province is assigned to the Provincial Youth Union Standing Committee in coordination with leaders of Department of Education and Training, Department of Justice, Provincial Public Security, Provincial People's Court, Provincial People's Procures, And Communications and Provincial Broadcasting. But the chairing agencies of Kien Giang and Tien Giang are not clear.

Regarding the results of implementing the norms of education dissemination, law for young people in

Soc Trang province is to annually organize the propagation, dissemination and education of law for at least 1,000 unmarried youths and youth workers in industrial zones, and legal advice to 1,000 rural youth, ethnic minority youth. But according to the report on implementation of the Soc Trang Youth Development Program 2012-2015. According to the report on the implementation of the Soc Trang Youth Development Program 2012-2015.

"There are 17,000 students, students' propaganda, and dissemination and education law. Every year, 100% of the youth in the armed forces, youth civil servants, civil servants, students and students; 70% of rural youth and 80% of urban youth and workers are regularly educated at the Party committees' resolutions, policies and laws related to youth life, learning and employment" (Chuyen, 2016).

We find that this data is more general, because the results only reflect the youth population in rural and urban youth without reflecting the number of young adults themselves. By young people, ethnic minorities and young people working in industrial zones, it is difficult to compare with the original target set. According to the report on the implementation of the Tien Giang Youth Development Program 2012-2015

"100% of youth in the age group were disseminated and well implementing the Law on Military Service. 50% of young people are educated and disseminated the policies and laws of the State relating to the life, study and employment of young people and 100% of young people are educated in education programs" (Huong, 2016).

Defense in the school. The results for Kien Giang Province are focused on promoting measures to fight crime and prevent social evils among young people. From 2012 to 2015, "1,761 cases have been detected, 2,465 Criminal offenders in youth (81, 57% of total criminal cases)" (Hong, 2016).

5.4.4 Improve the health and well-being of youth

To step by step improve the health, fitness and stature of youth, in the period 2012-2015 Department of Culture, Sports and Tourism has provided facilities and training tools for the units. District 300 million / year. At the same time, it supports grid and volleyball for 109 communes, wards and townships. In addition, the Department of Culture, Sports and Tourism has also coordinated with 20 enterprises to launch and organize hundreds of physical activities. Sports for young people, students, especially young people in remote areas.

For Kien Giang province to gradually improve health, physical strength and stature for young

people, Kien Giang province has invested 21/145 new Center of Culture - Sports with investment capital of 69.5 billion, of which 13 new rural communes. In addition, the Center for Culture - Sports was upgraded and invested in 5/15 new centers with a total investment of VND29.9 billion. There are 01 Youth Center of the provincial budget for investment, construction 32 billion. In addition, the restoration and repair of historical, cultural and revolutionary works to propagate and educate the young generation with the investment capital of VND 128.5 billion. At present, Kien Giang province has 01 provincial culture house, 01 youth activities center of the province, 15 cultural houses at district level; 18 cultural houses at the commune level, 10 sports centers, a football field at the district level, 01 provincial children's house, 11/15 districts, towns and cities with children's houses at district level, 107 points and sports practice area, 154 sports clubs, 47 football teams, volleyball. Moreover, the socialization of investment in cultural activities and sports has developed, the province has 243 mini ball courts, tennis, balloons, volleyball, and swimming pool. On average, each football field will invest from 300 to 600 million VND to facilitate recreation and recreation for youth. These are healthy and useful recreational places for improving the cultural life. God, improve health, physical strength for youth.

5.5 Summarize the results of Soc Trang youth development program with Kien Giang and Tien Giang provinces

Comparing the consultancy, job creation and unemployment rate of Soc Trang with Tien Giang, Kien Giang. We find that Soc Trang has exceeded its target of 147%, while Tien Giang and Kien Giang only achieved a 100% target. The number of young people employed in Soc Trang during 2012-2015 is higher than in Tien Giang and Kien Giang. In contrast, the unemployment rate among urban youth in Tien Giang and Kien Giang is lower than the urban youth unemployment rate in Soc Trang.

By comparison of indicators on living skills and family knowledge for young people in the implementation of youth development strategies in Soc Trang, Tien Giang and Kien Giang provinces for the period 2012-2015. We find that localities are interested in implementation in many forms, each locality has different results, but generally achieve the set targets. However, localities mainly focus on contents of family knowledge rather than contents of life skills for youth, so the results reflect this content of localities are unclear. The assignment of specific responsibilities to the departments and departments responsible for implementation is also very important, Soc Trang Province has done a good job but Tien Giang and Kien Giang in the report is not reflected clearly.

By comparison of norms of education dissemination, law for youth in Soc Trang, Tien Giang and Kien Giang, we find that there is a complete difference in terms of implementation, content and results. Each locality is focused on youth but different in youth classification. While Soc Trang Province initially targets ethnic minority youth, young people in the industrial zone, young people working freely but in the process of re-focusing on the youth Armed forces and students.

With the result of Kien Giang's interest and investment to improve the health of the youth, improving the youth's fitness index shows that Kien Giang province has many qualities and advantages financial resources than Soc Trang province. But for the overall target of the youth development strategy for Vietnam 2011-2020, "by 2020, the average height of 18-year-old males is 1.67 meters, the average height of young women 18 Age is 1.56m" (Dung, 2012), Kien Giang and Soc Trang provinces have not been given statistics and specific standards as well as the results of the implementation of this indicator.

CHAPTER 6 CONCLUSIONS AND RECOMMENDATIONS

6.1 Conclusions

Young people are the most important factor for the socio-economic development of any country. Any country that exploits and appropriately uses young human resources can ensure that its goals are met and that sustainable development is achieved. In each country, depending on the actual situation of their country, the government sets out different youth development programs and strategies. However, the purpose of this thesis is to clarify some of theoretical and practical issues of the youth development strategy in Soc Trang Province and to propose solutions for youth development in Soc Trang province. The thesis focuses on studying the achievement of objectives of the Soc Trang Youth Development Program 2012-2015. Simultaneously compare how to develop youth development program with some countries in the world to draw some experiences for Soc Trang province. Following is a dissertation that compared the results of the implementation of Soc Trang Youth Development Program 2012-2015 with provinces in the Mekong Delta. The dissertation will also examine the factors that affect the Youth Development Program 2012-2015 and review proposed solutions to promote all resources for the 2016-2020 period.

Based on the results of the implementation of the Soc Trang Youth Development Program 2012-2015, we find that most of the objectives have been achieved against the initial objectives. Besides the advantages such as hard work, there are many limitations such as low qualifications and lack of skills. However, through in-depth interviews with some of the key leaders in the implementation of the youth development program in Soc Trang, the authors found that the understanding of leaders at all levels has improved, There is a change in the direction, organization and implementation of youth development programs. Incorporate youth development goals into socio-economic development objectives of Soc Trang province. People's Committee of Soc Trang province together with local authorities issued many policies, plans, mechanisms and policies to foster fostering and promoting the role of youth. The coordination between state agencies and youth unions has been increasingly tightened, facilitating the solving of issues related to youth in Soc Trang province. Since then, there have been positive changes in the political awareness, revolutionary ethics, education and occupation, job creation, health care and social evils prevention. To promote the role of youth in participating in socio-economic development and national defense and security in the locality. In addition, the implementation of

the program has promoted the initiative of the Youth Union at all levels in advising the party committees and coordinating with the authorities on issues related to needs, interests and aspirations legitimate youth. Young people also take the initiative in advising on mechanisms and policies and proposing local socio-economic development programs and projects to young people. On the other hand, the implementation of the program has created a favorable mechanism and conditions for the mobilization of resources and interests of all branches and levels for the development of Soc Trang youth.

Practical experience of many countries in the world in the State management of youth work is that the State must promulgate a system of appropriate policies to create the environment and favorable conditions for youth to promote its innovative, creative and talented people, attract the help and concern of society to youth. Comparative results of youth development program in Vietnam with some countries in the world show us that. Firstly, countries in the world, despite their different political regimes, are very concerned about the work of adolescents and care about adolescents. Second, governments and governments at all levels need to identify the financial, human and material resources to support the work of youth. Third, if there are only good policies and legislation, it is not enough, but there must be an organization, an apparatus and a professional staff. This is a very important and necessary issue to maintain regular, effective and sustainable implementation of the strategy. Fourth, it is important to identify the roles and interests of young people in relation to their obligations, themselves and the community. On the basis of the determination of appropriate responsibilities, appropriate sanctions should also be applied when there is a violation of youth policy and law. However, according to the author, the study by the United Nations Population Fund in Viet Nam (2015) on the development and implementation of public policies, especially youth understanding of youth policy (including Soc Trang youth) is low. And through interviews with some of the youth strategists in Soc Trang, almost young people in the locality are unaware of the youth development strategy that has been implemented since 2012-2020. In addition, the financial resources to implement the Soc Trang youth development program are not clear each year, therefore very passive when implementing the plans. In addition, the Soc Trang provincial government has not done well in the task of forecasting and assessing the youth situation and has not developed the maximum capacity and expertise of the youth to meet the requirements of economic development. Soc Trang Province.

Relate to the implementation of Soc Trang youth development strategy 2012-2015 compared with some provinces in the Mekong Delta. Firstly, according to the analysis, Soc Trang's employment

creation index is developing relatively well compared to Tien Giang and Kien Giang provinces. This shows that Soc Trang province has recently adopted many preferential policies on land rent, tax exemption, attracting more businesses to invest in Soc Trang. Examples are dairies and garment factories. Secondly, for indicators on life skills and family knowledge for adolescents, there is no specific guidance from the central to local levels, so each province chooses content and form and how Different implementations lead to different results so it is difficult to compare. On the other hand, the localities focus more on the content of family knowledge rather than the content of life skills for youth, so the results reflect the content of indicators of life skills, knowledge of family bar Local time is not clear. It is also important to assign specific responsibilities to agencies responsible for implementing this indicator, while Soc Trang Province has done well to assign responsibilities to the agency implementing the indicator. In contrast, Tien Giang and Kien Giang are not clear. This is followed by the results of the implementation of indicators on the universalization of youth education in Soc Trang, Tien Giang and Kien Giang, according to the analysis results show that there is a complete difference in terms of implementation, content and results. Each locality focuses on young people but differs in youth classification. Although Soc Trang initially focused on young people from ethnic minorities, young people in the industrial park, youths working freely, but in the process of re-focusing on the armed forces and students. Finally, with the goal of improving the health and well-being of young people by 2020, most localities do not perform well, nor do they have a good model for measuring and reporting this indicator.

I think that some indicators of the youth development program give unclear results, different ways of implementing the different localities are due to many reasons. First, there is almost no local youth database, resulting in lack of accurate information. In Soc Trang, there is no comprehensive statistical system and a good assessment of state management of youth work. Secondly, competent state agencies do not have the law on the establishment, organization, collection and processing of statistical data and publication of statistical indicators on youth on an annual basis to do so. The basis for competent state agencies to study and make policy decisions with youth.

Through the analysis of the thesis, we find that many factors affect the youth development strategy 2012-2015. In particular, economic development of Soc Trang province in recent years is not really sustainable. Agriculture still accounts for a high proportion of the province's economy. This proves that the industry in Soc Trang is underdeveloped. Although local authorities have been calling for preferential policies to attract foreign investors to invest in Soc Trang province,

the projects have been invested and implemented in the local market. The inadequacy leads to insufficient supply of jobs for young people. This is one of the reasons that every year many young people in Soc Trang leave their home country to find work elsewhere. On the other hand, the rate of poor households in the youth is still high, mostly in the households that are young. There are many factors that affect the income of the youth. Firstly, the productivity, quality and efficiency of industrial production and handicraft production are not high. Secondly, most of the young people live on the farm, while agricultural products such as rice and vegetables lack competitiveness on the market (except for export rice). In addition, aquaculture is developing rapidly, especially aquaculture, but lack of solidity. Thirdly, tourism activities are underdeveloped, due to limited infrastructure investment and lack of tourist attractions in the area. The fourth is the low quality of education compared to the region and the country (Soc Trang has no university), these have a significant impact on the income of people including youth. In addition, through analysis of the budget of Soc Trang province, although total annual budget revenue has increased quite high but still cannot meet the demand for expenditure. Therefore, there is a lack of balance of budget revenues and expenditures, the gap between budget revenues and expenditures remains high. This leads to a lack of funds for the implementation of the annual youth development program.

In my personal opinion, any policy or program that the government or local government has implemented. It has several or more factors that influence that policy or program. It can have a positive or negative impact on the program or policy. But for the youth development program in Soc Trang, the factors that impact on the program are mainly economic factors. However, in my opinion, the most important factor is the human factor. In fact, Soc Trang youths are mostly low level, not high skills, most of them are not really interested in youth development strategy. In addition, their efforts and efforts in learning, research and creativity are still limited.

6.2 Recommendations

In order to well implement Soc Trang youth development strategy for the period of 2016-2020, the functional agencies of Soc Trang province and the Government should well implement the following contents.

The first is the need for education policies, training, qualifications in all aspects for young people, the interest of young talent. Being educated, education is the aspiration of youth. However, as a result of the implementation of the youth development strategy for 2012-2015, there is a

difference in access to education between the Kinh and the Khmer, between the rich and the poor. The main reasons for Soc Trang youth losing the opportunity to participate in higher education levels are still economic reasons. The educational opportunities of the Khmer youth are still lower than those of the Kinh majority, due to the low economic conditions as well as the distribution of schools and training facilities away from home. Soc Trang Government should continue to strengthen policies to support disadvantaged youth, policies to support the Khmer youth group as continuing to open boarding schools in remote and isolated areas. Universities in disadvantaged areas to increase access to education for youth in Soc Trang. Career and student dissemination are still urgent, and there should be feasible solutions at the macro level. The State should have policies to create conditions for students to study, to be career-oriented and to work immediately after finishing vocational or professional secondary school. So if you do well in your career and student motivation, it will motivate and motivate your parents and children to choose careers and support their efforts to train their student's human resources to meet the socio-economic development of the locality. In order to be able to carry out good vocational activities, the Soc Trang provincial government needs to have data on practical training needs from the society and organizations so that it is possible to revise the structure and content. Vocational training to suit the development orientation of the locality.

Secondly, employment policy for adolescents is the desire of most unemployed or underemployed youth. The number of unemployed and young people is still high. Currently Soc Trang province is trying to call for investment from foreign countries and economic groups to invest in Soc Trang. Here I think that when it comes to employment policies for young people, local governments should not issue a limited number of vocational training documents, encouraging businesses to attract young workers. It is important to study the broader proposal of the State to address issues directly related to this policy in the process of restructuring the existing economic structure and labor force. In addition, there should be policies to expand the coverage of unemployment insurance for all wage workers, improve the system and increase the efficiency of linking labor market information. Strengthening employment and social security policies for the informal sector to enhance job security for all workers, such as the Vietnam Youth Development Strategy 2011-2020. In addition, the Soc Trang provincial government needs solutions to help develop mechanisms and policies to create favorable conditions to encourage economic sectors to invest in production, create new jobs and increase incomes for youth, reducing youth unemployment rate in Soc Trang. Moreover, according to the analysis, the proportion of young Soc Trang with low

technical training is still low, with inadequate training and inadequate training, mainly for short-term vocational training such as motorized milk machine, sewing, breeding. This cannot meet the need for skilled workers for businesses. Therefore, in order to create a golden labor force in the coming time, Soc Trang authorities need to develop a human resource development strategy closely linked to the socio-economic development strategy, focusing on reforming and adjusting the system. University-based training, vocational training and market-oriented technology to create a skilled and skilled work force to meet the needs of enterprises. I think this is not an immediate problem but a problem for many years to come. However, when the benefits are linked to the youth, the youth themselves will be inextricably linked with their unit, locality and workplace, do not let them fall easily or be dominated by forces darkness.

Thirdly, in recent years, with the rapid development of information technology, social networking, besides positive aspects, sneaky publications, video tapes and some unhealthy activities have negatively affect young people. It has led to political security, social order and safety becoming more complex, although local authorities have intensified fighting and crime prevention, but some crimes tend to increase as well drug criminals and children rape. This is a great concern of the people and authorities of Soc Trang province. The prevention and prevention of social evils and juvenile delinquency in Soc Trang has received the attention of local authorities. However, in order to enhance the effectiveness of this work, the Soc Trang provincial government should focus on two directions. Firstly, in order to promote propaganda and education, to dramatically change the awareness of society and create a mass movement of people and youth to actively participate in the prevention and combat of evils and social evils. Assembly. Secondly is to complete synchronous mechanisms of branches and social forces in order to better implement legal normative documents, guidelines and policies on the prevention and combat of social crimes and juvenile delinquents.

Finally, the investment in recreational activities of young people in Soc Trang in recent years has changed but investment in this activity is still low. Adolescents lack playgrounds, gymnasiums, cultural activities, recreational activities and community activities. The socialization of investment in recreational facilities for young people has just begun, but the management of the operation of these facilities is lax. In my opinion, Soc Trang Province does not currently have a coordinated mechanism for using cultural facilities, but has not promoted the role of youth associations, organizations and activities. Therefore, in the coming time, the Soc Trang provincial government should unify the system of kindergartens, youth activities centers and cultural and

sport facilities for the Youth Union and have a mechanism to coordinate closely with the information. Industry, sport. On the other hand, local authorities should intensify the socialization of investment in the construction of entertainment and recreation facilities for youth and strengthen the management of the operation of these facilities. Commune level authorities are interested in arranging community activities, recreation and entertainment for young people, and the State should soon set up clubs, centers for cultural activities and sports for youth at the commune level.

Youth is a great social force, one of the important factors determining the future and destiny of Soc Trang province. To participate well in the socio-economic development in the locality. Young people in Soc Trang need to be educated and technically qualified, to take care of their health in order to develop comprehensively as well as provide opportunities for access to stable employment. It is believed that the effective implementation of some of the recommendations above will contribute to the improvement and implementation of the youth development strategy in Soc Trang Province for the period 2016-2020, thus creating a positive change in the situation. Youth and youth management in Soc Trang contribute significantly to local socio-economic development.

REFERENCES

- The Department of Labor, Invalids and Social Affairs in Soc Trang. (2015). *Project No 01 on job creation and vocational counseling for young people in the period of 2013 - 2015* . Soc Trang: The Department of Labor, Invalids and Social Affairs in Soc Trang.
- The Department of Labor, War Invalids and Social Affairs in Soc Trang. (2015). *Project No.2 on equipping legal knowledge for 3,200 youths to work in the labor export stage. 2013 - 2015* . Soc Trang: The Department of Labor, War Invalids and Social Affairs in Soc Trang.
- AmeriCorps, M. (2017, March 10). *How to Develop a Program Logic Model*. Retrieved May 11, 2017, from [www.nationalservice.gov: https://www.nationalservice.gov/sites/default/files/upload/OpAC%20Logic%20Model%20draft%20in%20progress.pdf](https://www.nationalservice.gov/sites/default/files/upload/OpAC%20Logic%20Model%20draft%20in%20progress.pdf)
- An, N. V. (2002, December 16). Law On State Budget. *National Assembly of The Socialist Republic of VietNam Legislature XI, 2nd Session From 12 November to December 2002*, p. 1.
- Baker, J. L. (2000). *Evaluating the impact of development projects on poverty: A handbook for practitioners*. Washington: World Bank Publications.
- Bergmann, A. (2009). *Public sector financial management*. London: FT Rrentice Hall.
- Biggam, J. (2011). *Succeeding with your Master's Dissertation A step-by-step handbook* (2nd ed.). London.
- Boudreau, J. W. (1990). *"Cost-Benefit" Analysis Applied to Personnel/Human Resource Management Decisions (CAHRS Working Paper #90-18)*. Ithaca : NY: Cornell University, School of Industrial and Labor Relations Center for Advanced Human Resource Studies. Retrieved from <http://digitalcommons.ilr.cornell.edu/cahrswp/383/>
- Brenda , S., Cara , M., Sheree , B., & Leslie , O. (2017, March 10). *Logic Models for Planning and Evaluation*. Retrieved from [www.cdc.gov: https://www.cdc.gov/ncbddd/birthdefects/models/resource1-evaluationguide2009.pdf](https://www.cdc.gov/ncbddd/birthdefects/models/resource1-evaluationguide2009.pdf)
- By the Mind Tools Content Team. (2006-2015). *MindTools*. Retrieved June 22, 2017, from PEST Analysis: https://www.mindtools.com/pages/article/newTMC_09.htm
- C, K. R. (1990). *Research Methodology*. Jaipur: New Age International (P) Ltd., Publishers.

Retrieved from www.newagepublishers.com

- Chuyen, T. V. (2016). *Preliminary report on phase 1 of the youth development program 2012-2020 in Soc Trang provinces*. Soc Trang: Department of Home Affairs of Soc Trang Province.
- Chuyen, T. V. (2016). *Report on implementation of youth development strategy of Department of Home Affairs of Soc Trang province 2012-2015*. SocTrang: Department of Home Affairs of Soc Trang.
- Chuyen, T. V. (2017, April 14). *A report on 25 years of construction and development of Soc Trang province (1992 - 4/2017)*. Soc Trang: Soc Trang Provincial People's Committee. Retrieved from Committee of the provincial Party Committee of Soc Trang.
- Clulow, V. (2005). "Futures dilemmas for marketers: can stakeholder analysis add value?". *European Journal of Marketing*, 39 (9/10), 978-997.
- Creswell, J. W. (2003). *Research design: Qualitative, quantilative, and mixed methods Approaches* (2nd ed.). Thousand Oaks: CA: Sage.
- David, C. (1993). *The Comparative Method*. California.
- Denzin, N. K., & Lincoln, Y. S. (2011). *The SAGE Handbook of Qualitative Research* (4th ed.). United States of America: SAGE Puclications, Inc.
- Department of Home Affairs of Thua Thien Hue province*. (2012, October 10). Retrieved May 12, 2016, from Some basic issues in state management of youth work: <https://snv.thuathienhue.gov.vn/?gd=1&cn=28&tc=183>
- Donald, K. L., & James, K. D. (2006). *Evaluating Training Programs*. California: Berrett-Koehler Publishers.
- Dung, N. T. (2012, April 10). *Youth Law and Vietnamese Youth Development Strategy*. Ha Noi: Ministry of Home Affairs. Retrieved from [youthpolicy.org: http://www.youthpolicy.org/national/Vietnam_2011_Youth_Development_Strategy.pdf](http://www.youthpolicy.org/national/Vietnam_2011_Youth_Development_Strategy.pdf)
- Foundation, W. K. (2004). *Developing a Basic Logic*. The W. K. Kellogg Foundation. doi:<https://cyfar.org/sites/default/files/W.%20K.%20Kellogg%20Foundation,%202004.pdf>
- Foundation, W. K. (2004). *Logic Model Development Guide*. Michigan: The W.K. Kellogg

Foundation.

- Hancock, B., Ockleford, E., & Windridge, K. (2009). *An Introduction to Qualitative Research*. Birmingham: The NIHR RDS EM / YH. Retrieved from http://faculty.uccb.ns.ca/pmacintyre/course_pages/MBA603/MBA603_files/IntroQualitativeResearch.pdf
- Hieu, N. T. (2012). *Soc Trang youth development strategy 2012-2020*. Soc Trang: People's Committee of Soc Trang province.
- Hong, P. V. (2016). *Preliminary report on phase 1 of the youth development program 2012-2020 in Kien Giang provinces*. Cai Lay: Department of Home Affairs of Kien Giang Province.
- Huong, L. V. (2016). *Preliminary report on phase 1 of the youth development program 2012-2020 in Tien Giang provinces*. Cai Lay: Department of Home Affairs of Tien Giang Province.
- Innovation Network. (2010, January 1). *Logic Model Workbook*. Innovation Network, Inc. Retrieved from Theory of Change & Evaluation Planning: <https://www.innonet.org/news-insights/resources/logic-model-workbook/>
- Innovation Network. (2010, January 1). *Logic Model Workbook*. Washington: Innovation Network, INC. Retrieved June 9, 2017, from www.innonet.org:www.pointk.org/client_docs/File/logic_model_workbook.pdf
- Innovation Network. (2010, Januar 1). *Logic Model Workbook*. Washington: Innovation Network, Inc. Retrieved March 4, 2017, from Innovation Network: http://www.pointk.org/client_docs/File/logic_model_workbook.pdf
- Innovations in Civic Participation. (2014). *South Korea*. Retrieved February 21, 2017, from <http://www.icip.org/resource-library/icp-publications/global-youth-service-database/asia-and-the-pacific/east-asia/south-korea/>
- Introduce*. (2017, April 10). Retrieved April 19, 2016, from Soc Trang electronic portal: <https://www.soctrang.gov.vn/wps/portal/>
- Katainen, J. (2011). *Child and Youth Policy Programme 2012–2015*. Helsinki, Finland: Publications of the Ministry of Education and Culture 2012:8. Retrieved July 9, 2017, from http://www.youthpolicy.org/national/Finland_2012_Child_Youth_Programme.pdf
- Kim, V. T. (1999). *State management of youth work*. HaNoi: National Politics.

- Kim, V. T. (1999). *State management of you work*. HaNoi: National politics.
- Kopelyan, S. (2017, February). Making sense of the third mission: Institutional logics behind academics' perceptions of societal engagement in social sciences. Tampere, Finland. Retrieved from <http://tampub.uta.fi/bitstream/handle/10024/100641/GRADU-1487316111.pdf?sequence=1>
- Magdy , M.-S. (2014). *United Nations Development Programme Youth Strategy 2014-2017*. New York.
- Mai, L. C. (2016, March 22). *Components of the Logic Model*. (L. C. Mai, Performer) Evaluation of the public program, HaNoi, HaNoi, VietNam.
- Mai, L. C. (2016, March 22). *Steps in program evaluation*. (L. C. Mai, Performer) Evaluation of the public program, HaNoi, HaNoi, VietNam.
- Mai, L. C. (2016, March 22). *What is program evaluation?* (L. C. Mai, Performer) Evaluation of the public program, Ha Noi, Ha Noi, Viet Nam.
- Mai, L. C. (2016, March 22). *What is program evaluation?* (L. C. Mai, Performer) Evaluation of the public program, HaNoi, HaNoi, VietNam.
- Malm, K. (2016). *Country sheet on youth policy in Finland*. The EU-CoE youth partnership. Retrieved from <http://pjp-eu.coe.int/documents/1017981/9038134/Finland-2016.pdf/303907e4-df72-4045-b165-9eb25d8ec351>
- Manh, N. D. (2008). RESOLUTION 25-NQ/TW. In *On strengthening the Party's leadership for youth work period of accelerated industrialization and modernization* (p. 3). Ha Noi: Central Committee of the Communist Party of Vietnam.
- Mark , S., Philip , L., & Adrian , T. (2009). *Research Methods for Business Students*. England: The Pitman Publishing imprint. Retrieved from www.pearsoned.co.uk
- McGhee, J., & Waterhouse, L. (2017). The National Association for Youth Justice. *Classification in Youth Justice and Child Welfare: In Search of 'the Child'*, p. 108. doi:DOI: 10.1177/1473225407078772
- Merriam, S. B. (1998). *Qualitative research and case study applications in education*. San Francisco. CA: Jossey-Bass.
- Minh, V. D. (Ed.). (2012). <http://vietnam.unfpa.org>. Retrieved January 4, 2017, from Youth Law

- and the Vietnamese Youth development strategy 2011- 2020:
http://www.youthpolicy.org/national/Vietnam_2011_Youth_Development_Strategy.pdf
- Ngai, N.-P., Ngai, S.-Y., & Wei, F. (2011). *Revisiting China's Youth Policy*. Nanjing: at the 12th EU-China Summit.
- Nguyen, T. V. (2017, January 22). *Theoretical research methods*. Retrieved from https://vi.kipkis.com/C%C3%A1c_ph%C6%B0%C6%A1ng_ph%C3%A1p_nghi%C3%A1n_c%E1%BB%A9u_l%C3%BD_thuy%E1%BA%BFt
- Nicole , G., Lara , H., & Lindsay , V. (2015). *The Global Youth Wellbeing Index: A Vietnam Case Study*. Washington: Center for Strategic & International Studies. Retrieved May 2, 2017, from www.youthindex.org
- Peter, R. H., Howard, F. E., & Mark, L. W. (1999). *Evaluation A Systematic Approach*. California: Sage Publication Ltd. 6 Bonhill Street London EC2A 4PU United Kingdom.
- Saunders, M., Lewis, P., & Thornhill, A. (2009). *Research Methods for Business Students* (5th ed.). England: The Pitman. Retrieved from www.pearsoned.co.uk
- Sherraden, Michael. (1992). *Community-Based Youth Services in International Perspective*. Australia; Germany; Norway; Sweden; United Kingdom; United States: Carnegie Council on Adolescent Development, 2400N Street, NW., Washington, DC 20037.
- Soc Trang Statistics Office. (2015). *Statistical Yearbook 2014*. Soc Trang: Statistical Publishing House.
- The Ministry of Education and Culture. (2006). *Youth Act (72/2006)*. Finland: Finlands författningssamling, 2006-01, No. 72, pp. Retrieved August 19, 2017, from <http://www.ilo.org/dyn/natlex/docs/ELECTRONIC/73188/97071/F30481611/FIN73188%20English.pdf>
- (2016). *The UN Viet Nam Brief on Young People 2012-2016*. Ha Noi: UN Viet Nam Inter-Agency Working Group on Youth.
- The United Nations Population Fund in Viet Nam. (2017, August 11). *Speech of Mr. Kamal Malhotra, UN Resident Coordinator, at the Celebration of International Youth Day 2017*. Retrieved August 27, 2017, from UNFPA VIETNAM: <http://vietnam.unfpa.org/en/news/speech-mr-kamal-malhotra-un-resident-coordinator-celebration-international-youth-day-2017>

- The United Nations Viet Nam Inter-Agency Working Group on Youth. (2012, December). *Young People United Nations Brief 2012-2016*. Ha Noi: the UN Viet Nam Inter-Agency Working Group on Youth. Retrieved March 18, 2017, from Web: <http://vn.one.un.org/>
- The University of New South Wales. (2013, June 20). *Current Students*. Retrieved May 13, 2017, from What is a Case Study?: <https://student.unsw.edu.au/what-case-study>
- Vedung, E. (1997). *Public policy and program evaluation*. New York: Transaction Publishers.
- Vedung, E. (2010). Evaluation: A Minimal Definition. In *Four Waves of Evaluation Diffusion* (p. 265). Uppsala, Sweden: Sagepub. doi:10.1177/1356389010372452
- Vu, Đ. C. (1999). *Research Methodology for Scientific Research*. HaNoi: Publishing Scientific and Technical.
- Weiss, C. H. (1993). *Where Politics and Evaluation Research Meet*. JAI Press, Inc.
- World Bank. (2014, April 21). *Factsheet: China*. Retrieved January 12, 2017, from Budget & Spending: <http://www.youthpolicy.org/factsheets/country/China/>
- World Bank. (2014, October 24). *Factsheet: Finland*. Retrieved January 15, 2017, from Budget & Spending: <http://www.youthpolicy.org/factsheets/country/finland/>
- World Bank. (2014, October 24). *Factsheet: South Korea*. Retrieved January 17, 2017, from Budget & Spending: <http://www.youthpolicy.org/factsheets/country/South%20Korea/>
- World Bank. (2014, July 10). *Factsheet: Vietnam*. Retrieved May 18, 2017, from Budget & Spending: <http://www.youthpolicy.org/factsheets/country/vietnam/>
- Yin, R. K. (2011). *Qualitative research from start to finish*. New York : Guilford Press.
- Youth Policy Labs. (2011). *Youthpolicy.org-The online Hub for Youth policy*. Retrieved June 22, 2017, from National youth policy overview: <http://www.youthpolicy.org/nationalyouthpolicies/>