

*Executive summary report*

# YOUNG VOICES

*in* VIETNAM



*Hanoi, 2020*



Sweden  
**Sverige**



Save the  
Children



**MSD**







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# Introduction

The promotion and protection of child rights are of high priority among the international community and in domestic law and policy of each country. In order to document the efforts on the ground, Save the Children conducted Young Voices survey in 2014 in Sweden, then exported the tool and concept to many other countries up to date. The survey aims to provide opportunities for children to raise their voices, express their opinions on issues relating to them such as participating in the decision-making process of what matters concerning their lives and their living conditions as well as available resources and mechanisms of protecting children from abuse and bullying. *Young Voices* survey is used as an evidence-based communication and policy advocacy tool for Save the Children as well as partner organisations.

The “*Young Voices in Vietnam*” survey was conducted by the Institute for Management and Sustainable Development (MSD) and Save the Children (SC) with participation of 1,740 Vietnamese children aged from 11 to 16 in 7 provinces/cities across the Northern, Central, and Southern regions of Vietnam. The participants were disaggregated by locations (including rural/urban areas); school and out-of-school children groups; ethnicities (including Kinh and ethnic minorities). The survey data was collected through a questionnaire in combination with focus group discussions to encourage children to express their views on initial findings from the survey via questionnaires to collect more evidence, voices as well as solutions and recommendations for issues children were interested in. The overall objective of the survey is to collate children’s opinions and thoughts on their related issues, thus capturing a snapshot of the reality of child rights implementation in Vietnam through the lens of children. The findings are used to inform child rights implementing agencies in Vietnam as well as the complementary report to the UN Committee on the Rights of the Child and at the same time to collect evidence on child rights implementation. Indeed, in order to protect and advance child rights, it is crucial that Young Voices be heard and understood.

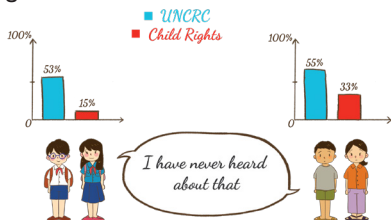
The “*Young Voices in Vietnam*” survey report comprises seven parts: (1) Understanding of children on child rights and the UN Convention on the Rights of the Child; (2) Respecting children’s opinions; (3) Children growing up under different circumstances; (4) School and education; (5) Safe and healthy life; (6) Climate change; and (7) Future.



# 15

## Key findings

- 1 **One out of two children have never heard about the United Nations Convention on the Rights of the Child (UNCRC), and as many as one out of nearly seven school children and one out of three out-of-school children have never heard about the concept of child rights.**



- 2 **Children accessed to information on child rights mainly through:**



Social media  
**61.3%**



Newspapers, radio, & TV:  
**58.8%**



Child support organizations: **26.1%**



Government authorities: **11.6%**

***My parents do not mention children's rights; my parents don't know about them; my parents have also violated children's rights.***  
(Focus group discussion, Hanoi)

- 3 **Nine out of ten children have had no or few opportunities to raise their opinions to decision makers.** Meanwhile, nearly nine out of ten children said it is very important for decision makers to listen to children's voices.



***Adults do not listen to our views and say children know nothing.***  
(Boy, aged 16, Lao Cai)

***Adults still make wrong decisions; therefore, children can share their ideas to adults to make better decisions.***  
(Focus group discussion, Tien Giang)





**4 In the last 12 months, children expressed their opinions:**



At home: **74%**

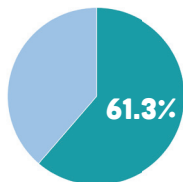


At school: **59.7%**



Children had few opportunities to express their opinions in their residential areas (**7.6%**) and with local government agencies (**2.2%**).

**5 Children want to express their opinions about:**



Learning and school



44.3%

The right to gender equality



43.4%

Children's safety in residential and learning spaces



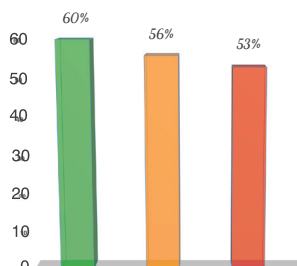
43.2%

Recreational activities for children

**6 Three out of five children feel safe when using the Internet. Children learn about Internet safety through:**



**60%**



Self-study

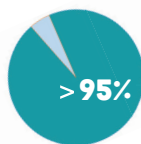


Parents & family members



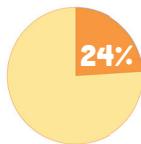
Teachers

**7**



**> 95%**

School children have learned about child abuse and violence prevention.



**24%**

Children did not know where to seek help when having problems in their families.



**70%** children will ask *their Parents* for help when having been abused



**50%** children will ask *the Police* for help when witnessing other children being abused



**40%** children will seek *Friends* for help when they have family issues

**8**

**Children have witnessed punishments:**



**80%**

Children have witnessed their peers or their siblings being punished for their mistakes or wrongdoings.



**74%**

Children confessed to have witnessed it in their home.



9



**One out of five children** have witnessed adults punishing other children in public places as well as forms of physical and humiliating punishments at school.

*My mom explained the lessons to me. I said that I did not understand but she gave me a rap on my head and said "How stupid you are!".*

*My mom and dad often made a comparison and said "Look, children in other families always get high scores in learning" but when I got a high score in my History exam, my mom and dad said "Many other children did the same".*

(Focus group discussion, Hanoi)

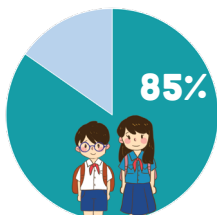
*I want to express my opinion on my parents' regular use of violence when I make mistake.*

(Girl, aged 13, Hanoi)

*I would mimic the adults' actions. Sometimes, I beat my younger sister so that my parents realize their mistakes of using physical punishment against me.*

(Focus group discussion, Hai Phong)

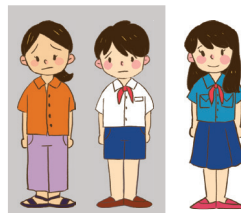
10



**School children** are "satisfied" with their teachers' performances.

11

**Two out of three children** have at least one worry.



**One out of five children**

were not able to take part in extracurricular activities or leisure activities in their community because they did not have enough money.

**Four out of ten children**

sometimes felt anxious and depressed because they could not take part in leisure activities.

12



**>50%**

**of out-of-school children**

are employed.

They often work

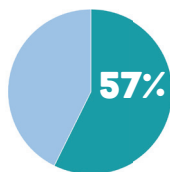
**from 8 to 10 hours per day**

to support their families.





- 13** More than half of the interviewed children are positive about their future.



Children are concerned about having no job or few job opportunities in the future.



*I want to live a normal life, be able to afford a living, have good meals with my family, and have a stable job.*

(Girl, aged 13, Dak Lak)

*I wish to have a good future, a stable job, and an environment without pollution.*

(Girl, aged 15, Thua Thien Hue)



**14**



**80%** felt worried about climate change and other environmental problems.

In the last 12 months:

*One third of children* could neither go to school nor participate in outdoor recreational activities due to climate change.

*50% of children* said that their life would be different due to the impact of climate change.



*Environment pollution might cause children's sickness, leading to negative impacts on children's learning and health.*

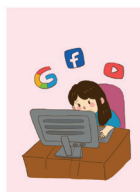
(Focus group discussion, Lao Cai)



- 15** The three top priorities that children want Vietnam to take more actions to improve and deal with are:



Child abuse



Online bullying



Physical and humiliating punishments against children



*At the moment, too many children are being abused.*

(Focus group discussion, Hai Phong)

*When adults punish children, it may make the children have negative thoughts, thereby causing serious consequences, having psychological, health and economic sufferings, and affecting emotions and feelings in the adult-child relationship.*

(Focus group discussion, Tien Giang)





# 5 *Key recommendations for actions*

- ① Government authorities should pay attention to policy-implementing measures, establishing child-friendly mechanisms to promote child participation and to ensure children can express their views and their views are seriously taken into consideration in all matters concerning them.
- ② Local authorities, mass organizations and social organizations should pay attention to and provide support to the most vulnerable children including children with disabilities, out-of-school children, children in remote areas, ethnic minority children, children with non-binary gender identity, etc. to enable them to have a better understanding about their rights and have access to child-friendly services to realize these rights.
- ③ Government authorities should enact policies and guidance to prevent any types of physical and humiliating punishments against children in schools, in communities, and especially at home.
- ④ Government authorities should enhance the dissemination of the United Nations Convention on the Rights of the Child, Law on Children 2016, social services supporting children and National Child Protection Hotline 111 for children, their parents, teachers, and caregivers and the community. The Ministry of Education and Training and Departments of Education and Training at provincial level should improve the education programs on children's rights and UNCRC in the education system.
- ⑤ Government authorities should strengthen the collaboration among local authorities, social organizations, families and schools in protection of children's rights.





*Summary of*  
**KEY FINDINGS**



# 1

## Children's understanding on child rights and the UN Convention on the Rights of the Child

There is a gap in children's understanding on their rights and the UN Convention on the Rights of the Child (UNCRC) because the interviewed children were more familiar with the term child's rights than the UNCRC. Instead of reaching out to formal education provided by schools or local governments, children access children rights information through the Internet/ social media and mass media.

Children's understanding of rights will help them exercise those rights and urge relevant stakeholders to deliver on children's rights more effectively. The survey findings revealed that there was a major gap in understanding of and access to child rights education. As many as 53.2% of school children have never heard of the UNCRC.

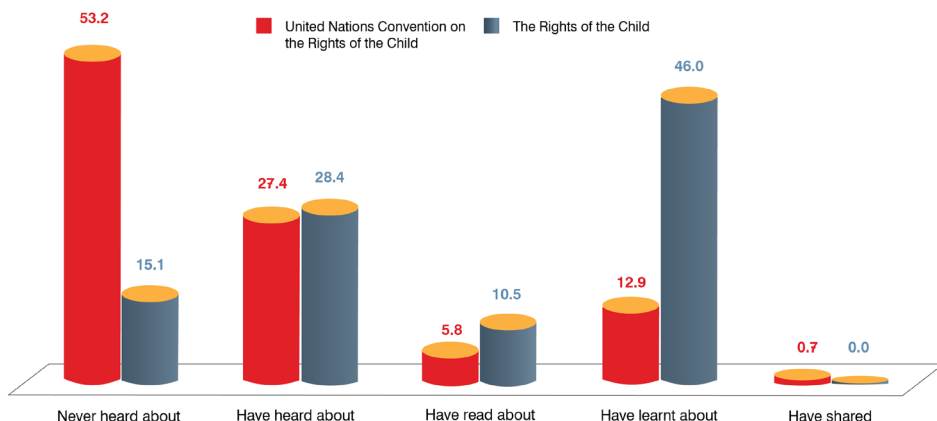


Figure 1: The school children's understanding of the UNCRC and CRs (n=1,623)

The survey shows a rather low percentage of children who have access to information on the UNCRC despite the fact that the convention has already been embedded into school curricula. This survey finding suggested that UNCRC education according to the formal Ministry of Education and Training (MOET) programming proves to be ineffective and need to improve to ensure children understand about children's rights and how to protect those rights.



The major sources of information children accessed include social media (61.3%); mass media such as newspapers, radio, and television (58.8%); and child support agencies (26.1%). The rate of children accessing to child rights information through local government is rather low (11.6%).

The children, during focus group discussion shared strong recommendations on promoting and supporting child rights, shown in the quotes below.

“

*In my opinion, we should have more educational sessions on child rights in formal programs and in media, and child rights organizations should conduct more programs in remote areas.*  
(Girl, aged 13, Ho Chi Minh City)

*Enhancing support of children's rights; including children's rights in the education; conducting surveys in schools and villages in remote areas', 'Organizing groups to disseminate children's rights through newspaper, radio, television, the Internet, etc., and the most important is to conduct dissemination in hamlets and villages of ethnic minorities.*  
(Focus group discussion, Tien Giang)

”

## 2

## Respecting children's opinion

Children had opportunities to share their views at home and at school; however, they had few or no opportunity to present their views in their community and to local government. At the top of children's concerns are gender equality, safety and privacy.

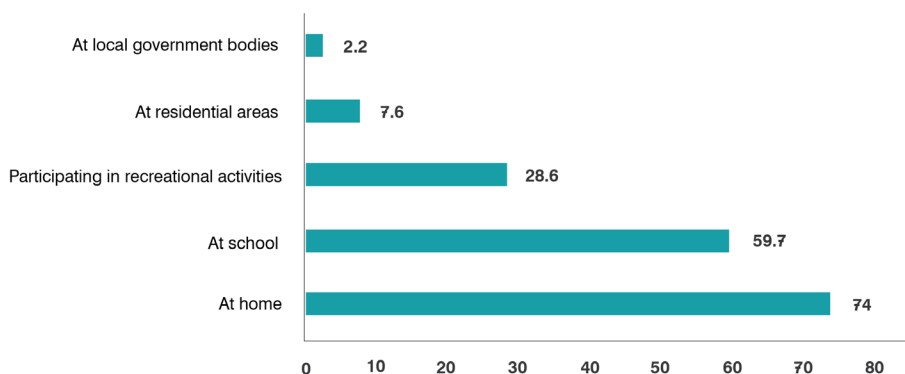


Figure 2. Percentage of the children who had opportunities to express their opinions in different environments (%)



86.6% of the children said that it is very important for decision makers (the Government leaders at central, provincial, district and commune levels, the heads of hamlets or villages, school principals, teachers, parents, etc.) to listen to children’s opinions. However, **up to 88.3% of the children participated in the survey said that they had either little or no opportunity to share their views with the decision makers.**


Over the last 12 months, children’s opportunities to express their views were mostly confined to home (74%) and school (59.7%). They had very few opportunities to present their views in their community (7.6%) and with the local government (2.2%).

“

*Adults do not listen to our views and say children know nothing.*  
(Boy, aged 16, Lao Cai)

*I’m reluctant to express myself in the community as they say I’m talking nonsense or I am only a child.*  
(Boy, aged 16, Lao Cai)

”



The most common way the children expressed their opinions was talking in person with those the children wanted to express their opinions to (80.8%). Only 3.7% children chose “calling hotline” to express their views. The survey results have shown that it was relatively common for the children with non-binary gender identities to use social media to express their opinions or share their issues (70%). None of them either called hotline 111 or joined children’s clubs to express their opinions.

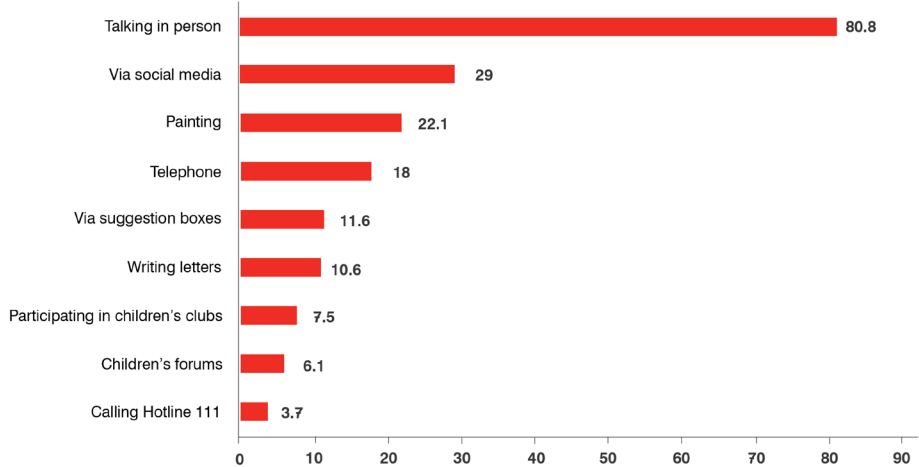


Figure 3. Forms of expression of opinions used by the children (%)

Among issues which the children wanted to express their opinions and to have their voices heard, learning and school were the two issues of top concern (61.3%), followed by gender equality right (44.3%), children’s safety at school and residence areas (43.4%) and recreational activities for children (43.2%). Children who identified as non-binary paid special attention to express views on discrimination (73.7%) and gender equality rights (63.2%).



According to UNCRC Article 12, children have the right to be heard and express their voices on all matters concerning them. When participating in the focus group discussions, the children were fully aware of their right to express their views and to have their voices be heard. However, this right was exercised to a very limited extent because adults did not provide opportunities for them to exercise their right, or the children did not dare to do so.



*Adults need to pay attention and listen to children's opinions. Children need to participate, give opinions, make plans for and decide matters relating to them.*

(Focus group discussion, Lao Cai)

*Children should participate in making plans and decisions because children and adults are equal, and need to give their voice; being right or wrong does not count here.*

(Girl, aged 16, Tien Giang)

*I want to express my opinion on my parents' regular use of violence when I make mistakes.*

(Girl, aged 13, Hanoi)



### 3

### TOP ISSUES THAT VIETNAM NEEDS TO TAKE MORE ACTIONS TO IMPROVE AND DEAL WITH ARE:



Child abuse



Online bullying



Physical and humiliating punishments against children



## Children growing under different circumstances

The survey examined different situations where the children grew up to identify their awareness and attitude as well as other children's rights - related issues, including children's access to the Internet, and economic, social and environmental factors. Some questions on Internet usage and control by parents were asked to find out the right to privacy of children.

Access to the Internet is an important factor that helps to understand how children access information. Two out of three children had Internet connection devices (smartphones, computers, Ipads). Children in urban areas had more Internet access devices than those in the countryside. Children accessed Internet for different purposes, such as learning, recreation, searching for information and playing games.

The children accessed the Internet in different ways, such as using personal cell phones (57.8%), using home computers (45.9%), using the cell phones of their relatives (45.3%) and through Internet shops (13.5%). Some of the school children shared that they accessed the Internet through computers at school (23.6%).

80.8% of the children said that parents or relatives knew their children using the

Internet; 50.4% of those children talked with their parents about their use; 30.4% of them said that their parents or relatives proactively controlled their use; 4% of them tried not to let their parents or relatives know their use. Half of the children who participated in the survey felt comfortable when their parents or relatives knew their online activities. The reason for such a feeling, as explained by the children participating in the focus group discussions, is that adults will understand children more or children can ask them for help. However, there is a high percentage of the children (26.5%) who feel uncomfortable when their parents or relatives knew about their Internet use. The children who participated in the group discussions said that children feel uncomfortable because "such control violates their right to privacy".



***We think that parents should control the children's Internet use, but only to the extent that excludes bad contents.***

(Focus group discussion, Dak Lak)

***I would feel very sad if my privacy right is violated.***

(Girl, aged 13, Ho Chi Minh City)





Over the past 12 months, one out of five school children (one out of four girls and one out of five boys) could not afford leisure activities in either school or public spaces due to not having enough money to pay expenses. As far as gender is concerned, boys tend to be affected by economic factors to a lesser extent than girls and children with non-binary gender identities. 58% of out-of-school children could not afford outdoor activities.

Over 50% out-of-school children are employed so that they could sustain their family income. The number of females is higher than that of males (with 56 girls and 36 boys making up respectively 60.9% and 39.1% of the surveyed out-of-school children). The number of children of ethnic minorities who had to leave school accounted for a higher percentage than that of Kinh children. 44 out of the 92 children who had to leave school to support their family were children of ethnic minorities

(accounting for 27.1% of the children of ethnic minorities participating in the survey); 17 of them were H'mong (accounting for 37.8% of the H'Mong children participating in the survey).

The majority of school children did not support the fact that children have to work to financially support their family because work will affect their studies and health. Some of the children were also aware that they have the right to go to school at their age. A small number of children were in favour of working because their family was in a difficult situation and they wanted to help their parents.

*Because the family is in a difficult situation; working to have a future.* (Boy, aged 14, Thua Thien Hue)

*Experiencing life earlier draws more lessons in life for oneself. The more experience in life, the bigger the success.* (Boy, aged 15, Thua Thien Hue)

*I am just a child; I may be bullied at work. I just support doing housework only, but not working for a living.* (Focus group discussion, Tien Giang)

*Children have the right to school.* (Focus group discussion, Lao Cai)





**Violence, child abuse prevention and Internet safety are at the top of children's concerns. Children's participation in planning violence and child abuse prevention activities at school and community is limited.**

95.5% school children and a quarter of out-of-school children (27.5%) said that they have learned or heard about violence and child abuse prevention. 76.7% of the children who participated in the survey learnt how to safely use the Internet. Children know about Internet safety through three channels: "Self-study" (60%), "Parental guidance" (56%), and "Teachers' guidance" (53.3%). The findings indicate that children are active in searching for information rather than passively receiving information provided by adults. However, this potentially puts them at risk so they need parental guidance to help keep them safe.

Moreover, 27.6% children access information on CAVP via social organizations; it might imply that mass organizations have not yet played their role in guiding children on how to prevent abuse in accordance with the 2016 Law on Children and Directive No. 18/CT-TTg dated 16 May 2017 of the Prime Minister on enhancing solutions to prevent child violence and abuse.

A small number of participants (12.1%) said they are allowed to participate in planning violence and child abuse prevention activities at school or community.

A majority of school children (85%) felt satisfied with their teachers' teaching methods. 44.5% of them often received support from teachers, parents, brothers/sisters, friends, tutors to help them to complete their school assignments. 71.3% of them acknowledged that teachers and other school staff made efforts in preventing bullying at school; 62.1% of them affirmed that their schools carried out all necessary activities to help children with disabilities and children with special needs.

“

*I feel happy because I can meet teachers and friends and receive support from everyone in my studying and have my knowledge broadened', 'I can play with friends, share good things and meet friends and beloved people because they make me happy.*

(Focus group discussion, Lao Cai)

”





**Children have several worries about life and study, feel unsafe in public places, particularly on public transport at night.**

More than 70% of the children who participated in the survey had at least one worry. The biggest concern of the school children was that learning is too difficult (49%), the rate of boys (50.6%) expressing worries was higher than the rate of girls (47.2%). Children of all sexes were often worried about learning, their family not having enough money to afford their living, and being discriminated. Besides, the children with non-binary gender identities were worried much more than girls and boys about being a victim of violence committed by adults or other children, being unable to decide their marriage (2 times higher than the rates of boys or girls), and having self-destructive behavior (4 times higher than the rates of boys or girls).

Children's worries	Number of children	Percent (%)
Difficulty in learning and study	796	49*
Being bullied	381	22.5
Discrimination	325	19.2
Falling victim to bullying	207	12.2
Being punished by adults	187	11.1
Being thrown out of the house by their parents	177	10.4*
Inadequate support at school	167	10.3
Lack of autonomy over their future marriage	145	8.6
Parents failing to pay for their family's needs	116	6.9
Self-damage	114	6.7
Not bearing any concerns	488	28.8

*Table 1: Children worries over the past 12 months*

*Note: \*Only school children counted*





*At school, what makes us happiest is studying and playing with friends; what makes me unhappy is that friends fight each other or school violence occurs whenever something wrong happens.*  
(Focus group discussion, Dak Lak)

The place where children felt safest is at home and the place where children felt the least safe is on public transport in the evening and even during the daytime. Out-of-school children felt safer than school ones when they go to entertainment places and used public transport at night.

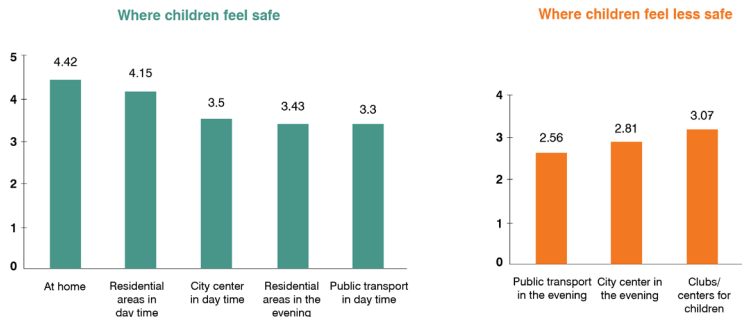


Figure 4. Places where children feel safe and less safe (%)

**The majority of the children who participated in the survey (60%) responded that they felt safe when using the Internet.** However, they were also aware of the risks when using the Internet, particularly the risk of personal information leakage (66.6%), followed by addiction to Internet (60.9%). 84.2% of the children who identified as non-binary chose the risks of personal information leakage when using the Internet, which means that they paid much attention to securing their personal identity. For the out-of-school children, they believed that in addition to personal information leakage and addiction to social media, they would be likely to be exposed to the risk of making friends with bad guys (45.9%).

**Most of the children who participated in the survey directly observed violence, harassment, physical and humiliating punishments. One out of five children responded that they did not know where to seek support.**

**Half of the children who participated in the survey (50%) witnessed other children being bullied or harassed to different extents.** The reasons which are shared by children for being subject to bullying and harassment and other violence include physical appearance, young age, poor family background, sexual orientation, disabilities or ethnicity background.



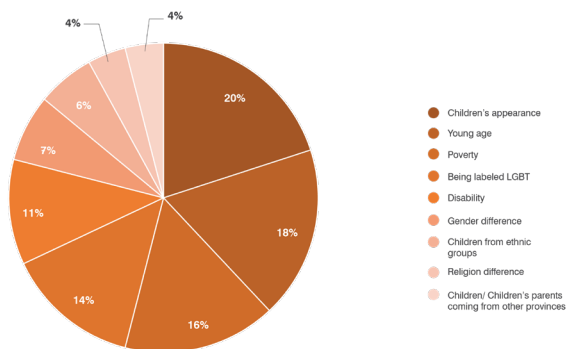


Figure 5. Percentage of the children's thought of why child bullying occurs (%)

More than 80% of the children reported direct observation of their friends and/or siblings having been punished by adults for their mistakes or wrongdoings. It is suggested that punishments applied by adults upon children's mistakes are quite common. The types of punishments include scolding, hitting, threatening, using offensive language, intimidation, etc.

Although children responded that they felt safest at home (4.42 out of 5 points), the places where the children witnessed punishments occurring most were at their home (74%) or at their neighbor's house (33.9%). The children also witnessed adults' punishment of other children in public places (22.3%). There are no significant differences between the different groups of children disaggregated by gender and age in terms of them witnessing different forms of child punishment. Those that applied the above-mentioned punishments to their children most often are mothers (68.2%), fathers (63.7%) and male teachers (16.3%), female teachers (15.7%), followed by relatives (e.g. uncles, and aunts) at 14.7% and siblings (8.2%).

In Viet Nam, the 2005 Law on Education prohibits any acts of physical punishment at school, however, this kind of punishment still exists in reality. According to the survey results, one out of five school children witnessed forms of physical and mental punishment at school.

- *My parents always scolded me "How stupid you are!".*
- *My mom gave me a lecture. I said that I did not understand. Mom knocked on my head and said "How stupid you are!".*
- *My mom and dad often made a comparison and said "Look, children in other families always get high scores in learning" but when I got a high score in my history exam, my mom and dad said "Many other children did the same".*  
(Focus group discussion, Hanoi)
- *What makes me unhappy is that teachers often scold students, and pressure them for assignments.*  
(Boy, aged 16, Lao Cai)

Children prioritize sources of support from their parents when they face mental problems, violence, or abuse. When dealing with family matters, 40.4% of children seek support from friends. When children witnessed other children being abused, the children would seek support from the police. The children would seek support from the police and call Hotlines 111 or 113 when they would be faced with violence or abuse. There was a relatively small percentage of children seeking support from psychologists even when they faced mental issues.



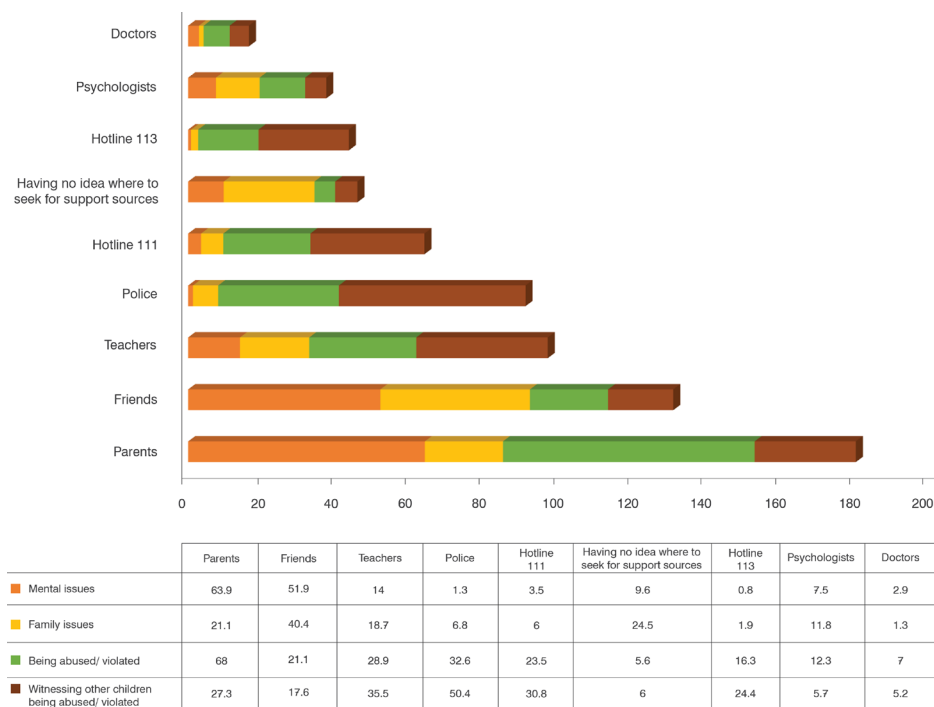


Figure 6. Percentage of children seeking different support sources (%)

Younger children (aged 11 and 12) tends to seek support/ counselling from their parents and teachers while the older children tend to look for their friends' support.

More than 20% of children said that they did not know where to get help. The number of out-of-school children who did not know where to seek support to deal with all the issues accounted for a higher percentage than the school children. Likewise, the group of children with non-binary gender identities accounted for a higher percentage than the groups of boys and girls as they responded: "having no idea of where to seek support". Those children responded that they did not seek support from anyone, instead, they recorded in their diary, accessed social media to seek for sympathy or refused to speak out. Sometimes, the attitude of parents also makes children not want to share their thoughts at home.

***In our opinions, our friends haven't known or have no idea of support hotlines, psychologists and the police; if they know, they will find it difficult to talk with them; in most cases, we just talk with our family.***

(Focus group discussion, Dak Lak)



Refusal to share or having no opportunities to share can put children in a prolonged situation of crisis, anxiety or sadness. When the children were asked a question: "Have you ever felt sad or depressed for a long time (one month or more)?", almost half of all children have "sometimes" or "always" felt sad or depressed for a long time.



**Young Voices survey in Vietnam is the first survey in the world with climate-related questions out of all the ones that have been carried out in different countries since 2014.**

Most of the children were concerned about climate change issues. Eight out of ten children felt worried about climate change and other environmental problems in Vietnam as well as in their residential areas. As far as the living environment is concerned, the children were most concerned about 'pollution of water, air, and soil' and 'over-consumption and waste of natural resources', followed by 'gradual disappearance of wild animals and plants, and natural areas, e.g. forests', and lastly 'global warming.'

*Environmental pollution and climate change affect our current and future lives and 'environmental pollution and climate change make our lives more difficult.*

(Focus group discussion, Dak Lak)

*Dust, smoke and traffic jams make children not willing to go out to play; hot and sunny weather makes skin darker.*

(Girl, aged 13, Ho Chi Minh City)

Over the past 12 months, 32.2% of surveyed children claimed that they could not go to school or take part in leisure activities due to climate change and environmental hazards.



***Many storms, rising sea level, flooding over roads restricted school activities.***

(Girl, aged 16, Lao Cai)

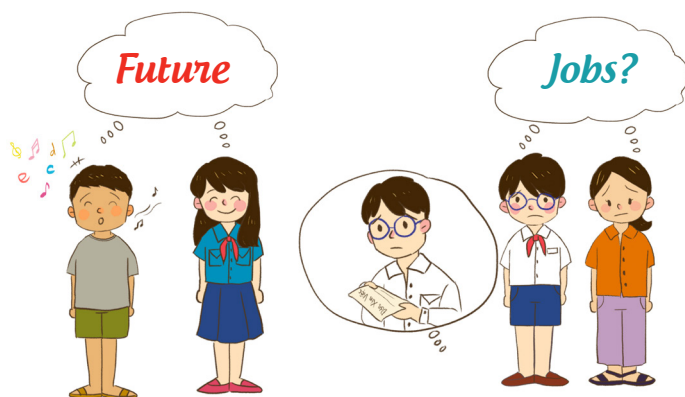
Nearly 50% of the children stated that their future would be different from their parents' due to the impact of climate change. For example, they might have to move to other places or plant other crops; find a different kind of work, consume less products, travel less, eat other food, face more climate-induced disasters, etc.

It is worth noting that only four out of ten children believed that the current leaders of the country can take appropriate actions to deal with climate change while the rest said that they "have no idea" (31.7%) or "do not believe" (28.6%). The children also proposed ways to reduce environmental pollution so that children can live in a safe and clean environment. The proposed solutions included no littering, no burning of votive papers; raising awareness about zero plastic waste, and use of bamboo or wooden items such as bamboo straws, wooden glasses, paper bags; restricting factories to release toxic gases into the environment; planting trees; reducing the use of vehicles and prohibiting deforestation.



When being asked about children's thinking about the future, more than half of the children who participated in the survey (54.6%) had positive thoughts about their future. There is no difference in the level of positive thinking of children according to gender. Children in urban areas were more positive about their future than children in rural areas. However, children expressed a certain concern about their future work. 57.3% of the respondents were not sure about either their possibility or opportunity of having a job in the future. Only

32.8% of school children thought that after graduation they could find suitable jobs; 18% of them did not know and/or thought that they could not find a job. The 13-14 age group is not optimistic about the ability to find suitable jobs compared to children in other age groups. According to the results of the group discussions, what the children desired to have in their future lives are mainly related to the living environment, studying conditions, and suitable and stable jobs that can help them to take care of their lives by themselves.



*I want to have a normal life, can afford my living, enjoy meals with my family every day, and have a stable job.*

(Girl, aged 13, Dak Lak)

*I wish to have a stable job that suits me.*

(Boy, aged 16, Lao Cai)

*I want to have a bright future, have a stable job, and an unpolluted environment.*

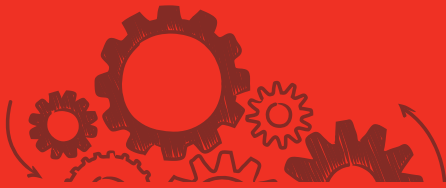
(Girl, aged 15, Thua Thien Hue)



A large, hand-drawn speech bubble with a thick black outline. The bubble has a tail pointing towards the bottom center. Inside the bubble, at the bottom, is a simple line drawing of a lit lightbulb with several short lines radiating from it to represent light. There are also a few small dots scattered inside the bubble, suggesting a brainstorming or idea-generation process.

## **RECOMMENDATIONS FOR ACTION**





## **ACTIONS FROM GOVERNMENT AUTHORITIES**

- Government authorities should pay attention to policy-implementing measures and available child-friendly mechanisms to promote child participation and to ensure that children can express their views and have their views seriously taken into consideration on all matters concerning them.
- Government authorities should further enhance communication and awareness raising for related agencies, civil society organizations, schools, families and communities on child participation so they can overcome barriers on child participation. Government authorities should strengthen the collaboration among local authorities, social organizations, families and schools in protection of children's rights; pay attention to and provide supports to the most vulnerable children including children with disabilities, out-of-school children, children living in remote areas, children of ethnic minorities, children with non-binary gender identity to enable them to have better understanding about their rights and access to child-friendly services.
- Government authorities should enhance the dissemination of UNCRC, Law on Children 2016, social services and National Child Protection Hotline 111 for children, their parents, teachers, caregivers and the community. The Ministry of Education and Training, Departments of Education and Training at provincial level should improve the programs on children's rights and UNCRC in educational system to ensure that children can understand their rights and exercise their rights in different ways, such as in extracurricular activities in schools, children's clubs; development and dissemination of communication materials on UNCRC and children's rights .
- Government authorities should enact policies and guidance to prevent children from all types of violence, abuse, and ending all physical and humiliating punishments against children in all settings: at homes, schools, communities. Enforcement of existing laws on prohibition of corporal punishment at school settings should be improved. Moreover, efforts should be made to raise awareness of the negative effects of mental and physical punishment against children and enforcement of positive discipline culture and alternative educational measures among parents, teachers and community members.





## **ACTIONS FROM GOVERNMENT AUTHORITIES**

- Government authorities should develop career-oriented programs, vocational training programs and job orientation programs that suit children's needs and capability and satisfy market demands and trends, thereby providing more opportunities for children to find stable jobs after graduation.
- Government authorities should take more actions to ensure safety on the Internet and safety in public transportation for children.
- Government authorities should pay more attention to the rights of children to a healthy, safe and clean environment in policy making on environment, climate, construction, business practices and labour. Considerations of the severe, varied impacts of climate change and environmental pollution on children's rights and wellbeing, as well as their meaningful participation, need to be embedded into policies and action on environmental protection and climate change adaptation and mitigation.
- Child-centred approaches in climate change adaptation and mitigation should be promoted; ensure child participation in climate change and environment discussions and decision-making.
- Social media is an information channel accessed by many children, therefore, further attention should be paid to and make social media become a formal channel for promotion of children's rights. Attention should be paid to the accessibility of children of ethnic minorities and children with disabilities to the formal social media.





## **ACTIONS FROM SCHOOL**

- Promoting child participation in all operational stages and activities of schools that are related to children; ensuring child-friendly mechanisms are in place, accessible and accountable for all children. For example, children have opportunities to participate in the planning - implementing - monitoring process, to participate in the decision - making of all matters relating to children in schools.
- Ensuring that all school officials, teachers and staff who work with children must understand children's rights, be equipped with skills to promote children's participation and protect children's rights.
- Ensuring that schools provide environmental education that is up-to-date, participatory and practical for children. Schools should take measures to protect children's rights and the continuance of education through disaster risk reduction and preparedness.
- Providing knowledge and skills to children to help them have sufficient information and skills to exercise and protect their rights.
- Taking appropriate measures to end physical and humiliating punishment against children within the school environment, prevent bullying and discrimination, and support children to participate in extra-curriculum and recreational activities in school without fee.
- Providing information about child support services at community and other sources, such as the National Child Protection Hotline 111, child support and counselling centers and child rights specific policies.





## ACTIONS FROM PARENTS AND CAREGIVERS



## ACTIONS FROM CSOS



- Improving parents and caregivers' understanding of children's rights, UNCRC and Law on Children to ensure their respect to children's rights and implement their duties properly.
  - Parents need to be equipped with skills to listen to children, respect, take into account and respond to children's opinions or recommendations, and ensure children's right of participation.
  - Parents should practice positive discipline and non-punishment education to protect children from violence and abuse, eliminate all forms of physical and humiliating punishment against children.
- 
- Developing and implementing programs, and initiatives which promote child rights implementation.
  - Communication and capacity building for parents, relevant stakeholders and community on child rights implementation.
  - Coordinating resources, and enhancing engagement of relevant stakeholders in child rights implementation; pro-actively involving in monitoring, evaluation, critical advice, policy advocacy of implementation of UNCRC and Law on Children, and advocacy towards government, schools, community leaders regarding the concerns of children.





## Save the Children

### About Save the Children

Save the Children is one of the leading independent global organizations the leading independent global organization for children. Our organization was founded in 1919 and we are working in 120 countries around the world. Save the Children started our work in Vietnam in 1990, through the implementation of a child nutrition project. Since then, we have expanded our programs to include 6 key program areas: Education, Health and Nutrition, Child Protection, Child Rights Governance, Child Poverty, Disaster Risk Reduction and Emergency Response. We now cover more than 20 provinces across the country with offices in Hanoi, Lao Cai, Da Nang, and Ho Chi Minh City. In the implementation of our programs, we work in partnership with government agencies, civil society organizations, the private sector, academic and research institutions in order to give children a HEALTHY START IN LIFE, the OPPORTUNITY TO LEARN and PROTECTION FROM HARM.



### About Management and Sustainable Development Institute

MSD is Vietnamese non-government organization. MSD is taking effort to enable environment for the development of civil society sector and to promote the rights of marginalized and vulnerable groups, especially Children, Youth, Women and People with disabilities. MSD has a vision for a world of justice where civil society plays as an effective independent actor/partner with their own rights and the rights of marginalized and vulnerable communities are respected. MSD's Vietfamily program focuses on: Responsible digital citizen, Violence against children prevention (child sexual abuse prevention, safe communities, online safety, non-discrimination, etc.), Children and youth voice and participation.

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*Executive summary report* **“YOUNG VOICES IN VIETNAM”**

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