



SURVEY RESULTS REPORT

YOUNG VOICES IN VIETNAM





Map of research sites

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PREAMBLE

Dear Readers,

The “*Young Voices*” survey was developed and conducted for the first time by Save the Children Sweden in 2014. Then with the tool shared since 2016, the survey has been multiplied and conducted afterward in other countries, such as Kosovo, Lithuania, Mongolia, Armenia, Peru, Albania, Paraguay, and Uruguay. Designed to empower children’s voices, the survey aims to provide a snapshot of child-right related issues. Young Voices survey is used as an evidence-based communication and policy advocacy tool for every country member of Save the Children as well as partner organisations.

The survey “*Young Voices in Vietnam*” was conducted by the Management and Sustainable Development Institute (MSD) and Save the Children (SC) based on the “Young Voices” Manual shared by Save the Children Sweden and from the needs and context for the implementation of the Convention on the Rights of the Child and Law on Children 2016 in Vietnam. The survey was conducted with the participation of 1,740 Vietnamese children aged between 11 and 16 in 7 provinces/cities in the Northern, Central, and Southern regions of Vietnam. The survey also had the participation of urban and rural children, school children and out-of-school children; children of majority ethnic groups and of ethnic minorities. The survey collected information through questionnaires and focus group discussions in different localities where children and young persons expressed their personal views on initial survey report results to collect further evidence, voices as well as proposed solutions for issues children were interested in.

The overall objective of the survey is to collect children’s opinions and thoughts on issues that relate to them, thus capturing a snapshot of the reality of child rights implementation in Vietnam through the lens of children. The findings will be used to inform the duty bearers and other child rights implementing agencies in Vietnam and will be included in the complementary report of non – governmental organizations to the Committee on the Rights of the Child in 2020.

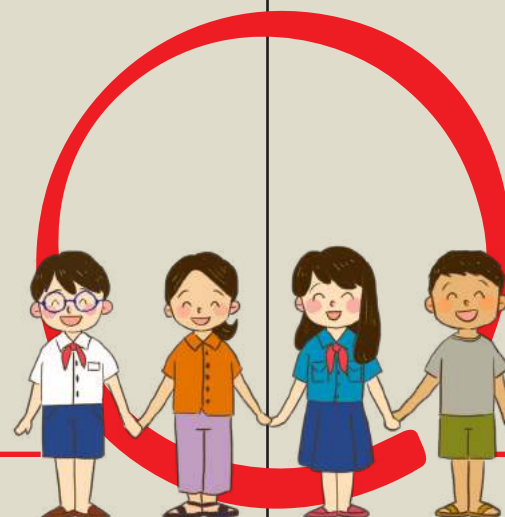
Indeed, in order to protect and advance child rights, it is crucial that voice of the young be heard and understood. We believe that by listening to the voice of children (the rights holders), the acknowledgment and actions needed to be taken will enable duty bearers to realize and implement child’s rights more effectively. We hope that this report will promote actions of different actors – government authorities, international and domestic social organizations, businesses, schools, parents, media, and the community at large, to guarantee the right of the child to participate.

To make this survey possible, on behalf of MSD, I would like to express our sincere gratitude to Save the Children in Vietnam (SCI) and Save the Children Sweden (SCS) for their financial and technical support to the survey, and especially thanks to Ms. Barbara Voors, Mr. Henk van Beers and Ms. Titta Lassila from SCS, Ms. Hoang Thi Tay Ninh, Ms. Nguyen Thi Tu Nga and Ms. Nguyen Thi Minh An from SCI, who gave us comments and assisted in editing the report. We also thank PhD. Luu Thi Lich and PhD. Pham Thi Hong Phuong, the survey team members, the co-ordinating group members for their proactive support for the survey. My thanks also go to Dr. Bui Hai Thiem who joined me in editing the summary survey report. Our special thanks go to the Department of Education, the 19 school boards and the social organizations that provided support for approaching children in the 7 provinces/cities, and 1,740 children who actively participated in the survey.

Constructive feedback or comments from you are very much appreciated.

Sincerely yours,

M.A. Nguyen Phuong Linh
MSD’s Executive Director



ABBREVIATIONS

CAVP	Child abuse and violence prevention
CRD	Center for Rural Development in Central Vietnam
CRs	Children’s rights
MSD	Management and Sustainable Development Institute
OSC	Out-of-school children
SCI	Save the Children International
UN	United Nations
UNCRC	United Nations Convention on the Rights of the Children
YV	Young Voices

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15 KEY FINDINGS

1. One out of two children have never heard about 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 access information on child rights mainly through social media (61.3%); through newspapers, radio, and television (58.8%); through child support organizations (26.1%). The rate of children who access child rights information through government authorities account for a small percentage (11.6%).
"My parents do not mention about 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 90% of 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, most children expressed their opinions at home (74%) and 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. Among issues that children want to express their opinions about, learning and school were the two top issues of concern (61.3%), followed by the right to gender equality (44.3%), children's safety in residential and learning spaces (43.4%) and recreational activities for children (43.2%).
6. Three out of five children felt safe when using the Internet. 60% of them learnt Internet safety through self-study; 56% of children were guided by parents and family members and 53% were taught by teachers.

7. 95% of school children have learned about child abuse and violence prevention; 24% of children do not know where to seek help when having problems in their families; one out of two children will seek the help of police when witnessing other children being abused; seven out of ten children will seek for help from their parents when having been abused; four out of ten children will seek for help from their friends when they have family issues.
8. More than 80% of children have witnessed their peers or their siblings being punished for their mistakes or wrongdoings with 74% confessing to encounter it at home.
9. One out of five children have witnessed adults' punishing other children in public places; one out of five school children witnessed forms of physical and humiliating punishments at school.
"My mom explained the lessons for me. I said that I did not understand but she gave me a rap on my head and said "How stupid you are". - Focus group discussion, Hanoi
"I want to express my opinion of my parents' regular use of violence when I make mistakes." - Girl, aged 13, Ha Noi
"I would act in the same way that adults act with me. Sometimes, I beat my younger sister so that my parents would realize their mistakes of using physical punishment against me." - Focus group discussion, Hai Phong

"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

10. 85% of 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 when they could not take part in leisure activities.



12. More than 50% of out-of-school children are employed. They often work from eight to ten hours per day to support their family.
13. More than half of children are positive about their future. However, 57% of children are concerned about having no job or few job opportunities in the future.

"I want to have a stable and suitable job." - Boy, aged 13, Lao Cai

"I wish to have a good future, a stable job, and an environment without pollution."
- Girl, aged 15, Thua Thien Hue



"I want to live a normal life, be able to afford for a living, have good meals with my family, and have a stable job." - Girl, aged 13, Dak Lak

14. Eight out of ten children feel worried about climate change and other environmental problems. One third of children could neither go to school nor participate in outdoor recreational activities in the last 12 months due to climate change and environmental problems; half of the children said that their life would be different due to the impact of climate change.

"Environment might cause children's sickness, leading to negative impacts on children's learning and health." - Focus group discussion, Lao Cai

"Breathing in polluted air makes one sick and causes cancer."
- Boy, aged 14, Thua Thien Hue

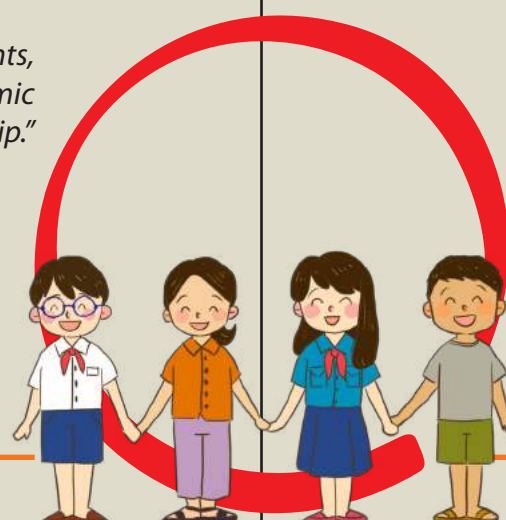
15. The three highest priorities that children want Vietnam to take more actions to improve and deal with are: (1) Child abuse, (2) Online bullying, (3) Physical and humiliating punishments against children.

"At present, too many children have been 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 that their views are taken seriously 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, children of ethnic minorities, children non-binary gender identities, etc. to enable them to have a better understanding about their rights and have access to child-friendly services for their rights.
3. Government authorities should enact policies and guidance to prevent any types of physical and humiliating punishment 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 educational system.
5. Government authorities should strengthen the collaboration among local authorities, social organizations, families and schools in protection of children's rights.



TERMINOLOGY USED IN THE REPORT

A child means every human being below the age of eighteen years unless under the law applicable to the child, majority is attained earlier (Article 1, United Nation Convention on the Rights of the Child, hereinafter referred to as “the Convention”).

School children participating in this survey means children who are currently attending in lower or higher secondary schools run by the State or private.

Out-of-school children means children who are not attending any schools under the general education programs at the time they participated in the survey. They had never attended or had attended school but dropped out of school already. Currently, they may be attending volunteer classes or vocational training, and, or going to work.

Children’s rights mean human rights exclusively applicable to children. Children’s rights aim to guarantee the best interest of the child and protect them to ensure that children can live in a safe environment and children can develop, participate fully and be protected from any form of abuse. Vietnam ratified the United Nations Convention on the Rights of the Child on 20 February 1990, becoming the first country in Asia and the second in the world to become a party to the UNCRC. Children’s rights are stipulated in the 2016 Children Law, which was enacted by the National Assembly on 5 April 2016 and came into force on 1 June 2017. There are 25 rights and 5 duties of children stipulated under this Law.

SURVEY OVERVIEW

1. SURVEY OBJECTIVE

The objective of the survey was to collect children’s opinions and thoughts of matters directly relating to children whereby the implementation of children’s rights in Vietnam is reviewed from the children’s perspective. The survey results will be used to provide information for children’s rights-implementing agencies in Vietnam as well as for the United Nations Committee on the Rights of the Child as a supplementary source of information. The survey results will also be used as an evidence for the implementation of children’s rights and inform programme designs and interventions on children.

2. SURVEY AREAS AND PLAN

The questionnaire-based survey was mainly conducted in 11 lower secondary schools, 5 upper secondary schools, and 3 K-12 schools, including 1 international K-12 school. Among those schools, 18 were public schools and one school was a private international K-12 school. Besides, the survey reached 69 out-of-school children in Lao Cai, Thua Thien Hue and Ho Chi Minh city including 15 children living in social protection facility. The survey was conducted in 16 wards/communes in 16 districts of 7 provinces/cities/provinces, namely Hanoi, Hai Phong, Lao Cai representing the North; Thua Thien Hue representing the Central Centre; Dak Lak representing the Central Highlands; Tien Giang representing the Mekong Delta; and Ho Chi Minh City representing the South. The implementation of child rights varied among those cities and provinces. According to the 2017 children’s rights implementation assessment conducted by the Ministry of Labor, Invalids and Social Affairs (MOLISA), the ranking of provinces and cities in implementation of children’s rights were as follows: Ha Noi – ranking first, Lao Cai - third, Ho Chi Minh City - eleventh, Hai Phong - sixteenth, Thua Thien Hue - seventeenth, Tien Giang - thirty-eighth and Dak Lak - fortieth¹. Therefore, those selected areas provided us the differences context of child rights implementation in Vietnam nationwide.

The Young Voices survey plan was initiated in August 2019 and started the field work with data collection during September and October 2019 in seven provinces and cities. The full and summary survey reports were developed and then completed by May 2020.

3. SURVEY METHODS

3.1. SAMPLING

The survey used quota sampling method. Due to resource constraints, the sample was selected in a convenient and purposive manner on the basis of approachability to children, but still ensured the diversity of samples, including residential areas of children in all three regions (the North, the Central and the South), children’s sexes (boy, girl and others), children’s ages (11 – 16 years old), children’s educational levels (6th – 8th –

¹ Decision No. 1513/QĐ-LĐTBXH on the ranking of cities and provinces in the implementation of children’s rights in 2016 and 2017.



10th grades), school children and out-of-school children, and urban and rural children. School children were selected by their teachers and schools' administration units to participate in the survey based on the availability and readiness of the students. Out-of-school children were randomly selected by local civil society organizations who supported the survey. They are children living in social protection facility, children participating in charity class and living in communes/wards in Lao Cai, Thua Thien Hue and Ho Chi Minh City.

3.2. DATA COLLECTION

3.2.1. SECONDARY DATA REVIEW

Several legislation documents and policies relating to children were reviewed, such as the Law on Children, the United Nations Convention on the Rights of the Child, to clarify a number of terms used in the report and its analytical framework.

A number of published reports on the implementation of children's rights in Vietnam, some analytical reports on the situation of children in Vietnam, and the executive summaries of recent Young Voices reports in other countries were reviewed by the research team.

3.2.2. QUESTIONNAIRE

The questionnaire was developed by MSD and Save the Children, based on the set of questions designed by Save the Children Sweden for Young Voices surveys of school children, and supplemented with Vietnam-specific information, such as environmental issues and physical and humiliating punishment (PHP) on children. In addition, given that the Young Voices survey in Vietnam also aimed to include out-of-school children, the questionnaire used in the survey was exclusively designed for the two groups of children, school children and out-of-school children. The questionnaire consisted of 7² parts with 57 questions for the school children, and 6 parts with 49 questions for the out-of-school children. Questions for the out-of-school children had been partly revised to be suitable for the living environment and awareness of the children, and questions relating to school and educational issues, which were not relevant for the out-of-school children, had been removed. Children participating in the survey were asked to fill out the questionnaires in the classrooms with supervision and guidance of the survey team. Before answering the questionnaires, children were introduced about the objectives of the survey, the survey questionnaires, and children could ask questions for clarification from the survey team before and during the survey. There was no influence from adults on children in filling out the survey.

3.2.3. FOCUS GROUP DISCUSSIONS

After the quantitative data had been processed and analysed to generate preliminary results, focus group discussions were conducted. Focus group discussions aimed to collect additional information, clarify the findings from the quantitative research, listen to children's reflections, and identify their solutions and recommendations. In each of the cities or provinces, 10 children who answered the survey questionnaires, including both boys and girls, were randomly invited to participate in a 120-minute focus group discussion. In total, 70 children participated in 7 focus group discussions; one focus group discussion was held with 10 out-of-school children while 6 focus

² Seven parts include: Part 1: General information; Part 2: Understanding of children's rights; Part 3: Children's right to express their views and to be listened; Part 4: Living conditions of children; Part 5: School and educational issues for children; Part 6: Children's rights to a healthy and safe life; Part 7: Future.

group discussions were held with a total of 60 school children.

A focus group discussion covered two main parts:

- i) Sharing the key survey results: The survey results were presented in the form of posters with child-friendly images and language.
- ii) Understanding the children's views relating to the already-shared results of the quantitative research through using open-ended questions related to the research results and letting them express their opinions on the results and propose solutions to the presented issues according to their understanding and thoughts.

3.3. DATA PROCESSING

3.3.1. QUANTITATIVE DATA

All the collected questionnaires were screened and any questionnaire that did not meet the quality requirements (questionnaire with too many unanswered questions or not consistent answers) was removed.

Data obtained from the collected questionnaires were encrypted and entered using CsPro software, processed, analysed and assessed by descriptive and inferential statistics through SPSS version 22.0.

3.3.2. QUALITATIVE INFORMATION OBTAINED FROM THE FOCUS GROUP DISCUSSIONS

The survey used focus group discussions to collect children's voices to verify the quantitative data in the survey. The contents of each of the group discussions were recorded and truly reflected the children's opinions. The information obtained from the discussions was used as quotes in each piece of content to highlight and clarify the children's opinions.

4. SURVEY SAMPLE

1,740 children were invited to participate in the survey and categorized into various groups. Each group had a number of children in proportion to the population of each of the surveyed areas. Out of those invited, seven children surveyed did not answer the questionnaire and 41 who answered the questionnaires, but did not meet the information requirements were removed (12 children who participated in the survey were either over-aged or under-aged according to the required age in the survey), and 29 collected questionnaires did not meet the quality requirements due to a large number of unanswered questions. Therefore, the total number of samples eligible for analysis in the report were 1,692 children, including 820 boys (including 28 out-of-school children), 852 girls (including 41 out-of-school children), and 20 children with non-binary gender identities (all of them are school children). In the questionnaire, we left a blank section with male/female/non-binary options for children to decide which sex group they identify themselves. Besides, 70 children who answered the questionnaire were also invited to participate in the focus group discussions in the seven selected cities/provinces (a group discussion with the participation of 10 children was organized in each of the selected cities/provinces).

Ethnicity: 1,530 children were Kinh accounting for 90.4% while children from different ethnic minorities (Dao, H'Mong, Nung, Hoa) accounted for a minor proportion of 9.6% in the survey. Vietnam has 54 groups of ethnicities, given that the children of each ethnic minority who participated in the survey accounted for a very minor percentage,



and they mainly lived in Lao Cai in the Northern region (36 H'Mong and 53 Dao children), therefore, this sample category might not represent voices of all children of ethnic minorities nationwide³.

Disability: The rate of children with disabilities who participated in the survey was 1.5% of the total number of children participating in the survey, in which nine children had mobility impairments, eight children had speaking and hearing impairments, seven children had vision impairments, and one child had another disability.

The number of out-of-school children accounted for 4.1% (69 children) in three cities/provinces of Lao Cai, Thua Thien Hue, and Ho Chi Minh City while school children accounted for 95.9% (1,623 children). Therefore, the analysis of the out-of-school children in this survey is mainly aimed at making a comparison with school children and does not reflect all the characteristics of out-of-school children in Vietnam⁴. Most of the out-of-school children had attended school previously (94.2%), and their dropout period lasted between one and nine years. They left school for a variety of reasons, such as family difficulties that forced them to work to support the family; getting bored of studying; failing upper-secondary school entrance examination; or, as an unusual case, moving to live with their parents, but not having a birth certificate, which made them unable to attend school. Some of those children are now either attending classes in social protection institutions (21.7%) or charity classes (62.3%), or staying at home without going to school (16%).

Ages and residential areas: Age and living area of children who participated in the survey, are described in Figure 1 below:

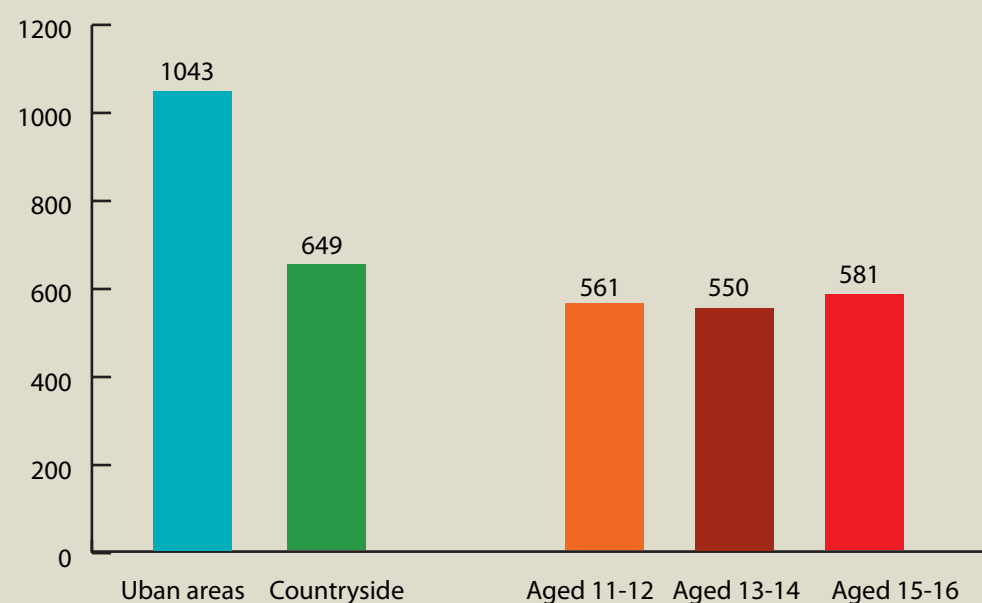


Figure 1. Distribution of children by age and living area (n= 1,692)

The school children surveyed included 6th-grade students (33.7%), 8th-grade students (32.6%) and 10th-grade students (33.7%), of which 32.4% of them are class managers who have advantage of accessing children's rights information and have chance to

³ According to the 2019 Housing and Population Survey of the General Statistics Office, 14.7% of the population were not Kinh. Source: <https://www.gso.gov.vn/Default.aspx?tabid=382&ItemID=19440>

⁴ According to the 2019 Housing and Population Survey of the General Statistics Office, 8.3% of the school-age children did not go to school. Source: <https://www.gso.gov.vn/Default.aspx?tabid=382&ItemID=19440>

express their opinions on behalf of class. The schools that they attended were mainly state-run schools (90%), and the other 10% were private-run schools, including one international school.

Province/city	Number of children participating in the survey	Percentage
Ha Noi	243	14.4
Hai Phong	254	15.0
Lao Cai	194	11.5
Thua Thien Hue	252	14.9
Dak Lak	234	13.8
Ho Chi Minh city	268	15.8
Tien Giang	247	14.6

Table 1. Map of research sites

5. LIMITATIONS OF THE SURVEY

This survey mainly used the quantitative method (questionnaire) in combination with the qualitative method through focus group discussions, the survey did not use in-depth interview. Time constraints, limitations on research methodology during collecting data somehow affected the quality of the collected information.

The survey was conducted with convenience sampling with a significant portion of children were likely selected because of their performance, good behavior (32.4% school children are class managers), and as a result, research samples did not represent all Vietnamese children but focused on boys and girls aged between 11 and 16. Besides, this survey involved children of ethnic minorities, children with disabilities and out-of-school children to ensure inclusion, but the number of these children accounts for a minor proportion of respondents, therefore, it might not represent for all children in those groups in Vietnam.



MAIN RESULTS

OF YOUNG VOICES SURVEY

1. CHILDREN'S UNDERSTANDING ON CHILDREN'S RIGHTS AND UNCRC

Children's understanding on children's rights will help children exercise these rights and urge relevant stakeholders to implement them more effectively. The survey examined the children's understanding of the UNCRC and children's rights under Vietnamese laws and regulations, and how the children learn and access educational information on the rights of the child.

How do children know about the UNCRC and children's rights?

According to the survey, 53.2% of school children said that they "had never heard of" the Convention, and 15.1% of them had never heard of children's rights. Out of 69 out-of-school children, 38 children (55.1%) had never heard of the Convention and 23 children (33.3%) had never heard of children's rights.

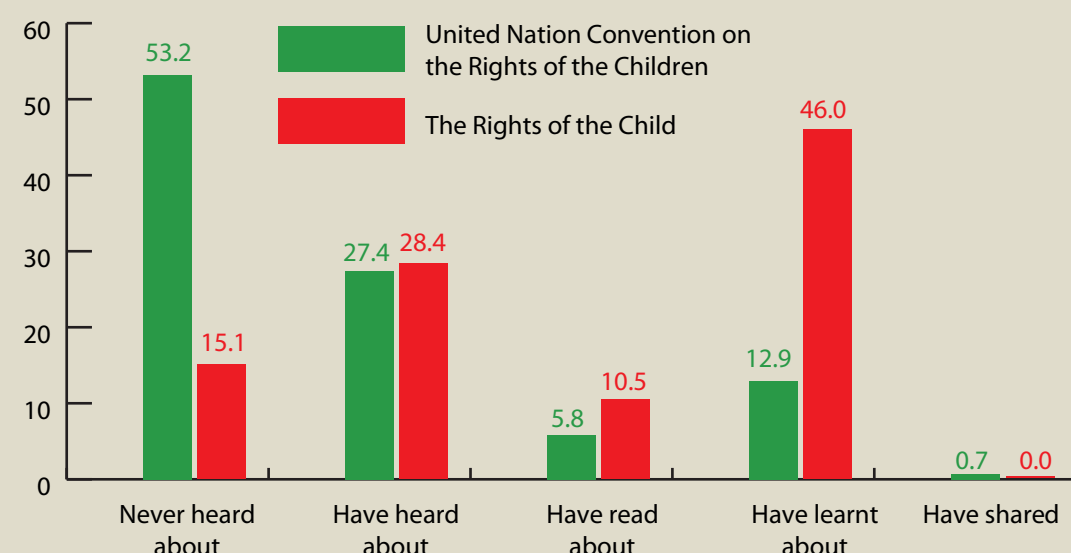


Figure 2. The school children's understanding of the UNCRC and CRs (n= 1,623)

The survey indicated that the children who participated in the survey knew about children's rights much more than the UNCRC. There was no big difference between boys (53.3%) and girls (53.9%) in terms of their lack of understanding of the UNCRC. The rate of girls (19.6%) who had never heard of children's rights was higher than the rate of boys (12.2%).

69% of the rural children have never heard of the UNCRC as compared with 43.5% of the urban children. Likewise, 22% of the rural children and 12% of the urban children have never heard of children's rights.

The number of children who learned about children's rights at school accounted for nearly half of the children who participated in the survey (46%), a majority of whom were the 8th-grade students (66.4%). There was no big difference between children living in rural and urban areas, and between the boys and the girls who learned about children's rights.

In Vietnam, the UNCRC and a number of fundamental rights, such as the right to have one's life, body, health, honor and dignity protected, the inviolable right to shelter and the right to protection, care and education, have been included in the civic education for 6th-grade students⁵ and 7th-grade students⁶ in lower-secondary schools in accordance with the education program of the Ministry of Education and Training. It was understandable that the 6th-grade students participating in the survey had never heard of the Convention because lessons on the Convention were taught in the second semester while the survey was conducted in the first semester. However, it is worth noting that 42% of the 8th-grade students and 45.9% of the 10th-grade students participating in the survey said that they had never heard about the Convention.

The following figure shows the percentage of the children who participated in the survey who accessed information on the Convention and children's rights in school in the last 12 months:

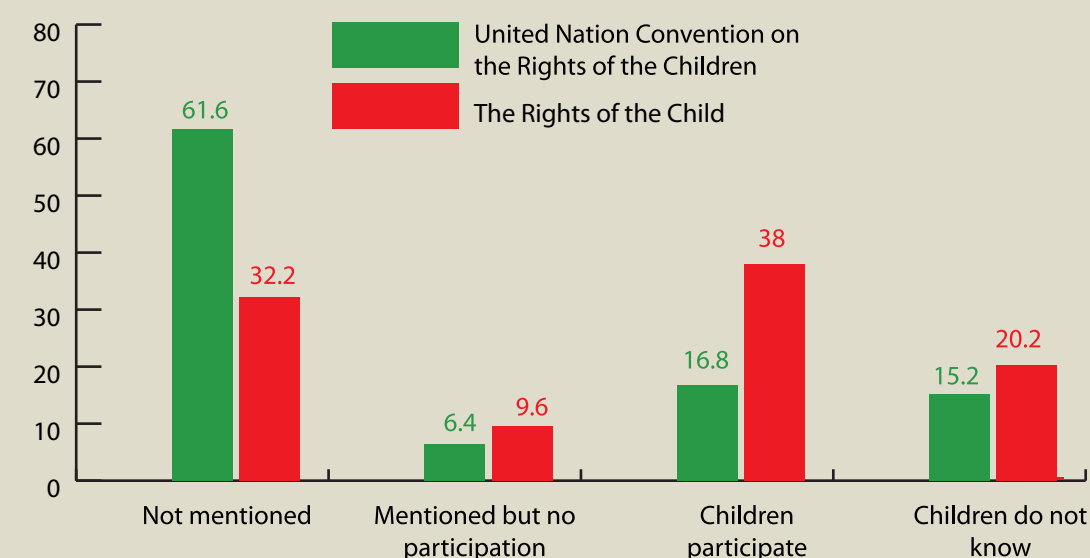


Figure 3: Percentage of the children who accessed information on the UNCRC and children's rights in school in the last 12 months (n=1,623)

61.6% of the school children said that the UNCRC was not mentioned in school in the last 12 months. The number of school children, mainly 8th-grade students and 10th-grade students, who heard of and discussed children's rights accounted for 38%. In addition, nearly 10% school children said that "school organized activities relating to this Convention but they did not participate in those activities".

The survey findings show that the children were more familiar with the term child's rights than the UNCRC. Although the Convention and children's rights have been included in the school curricula, only a small number of the children who participated in the survey believed that they knew about this information. The findings suggest that the lesson on the Convention and children's rights under the education program of the Ministry of Education and Training should be improved and be more practical to ensure children know about their rights and how their rights are protected.

From what source of information did the children learn about children's rights?

⁵ Lessons 12, 15, 16, 17 and 18, Civic Education Textbook for 6th students.

⁶ Lessons 12 and 16, Civic Education Textbook for 7th students



Due to a shortage of information from schools, the children accessed children's rights-related information mainly through social media (61.3%); through mass media such as newspaper, radio, and television (58.8%); and through child support organizations (17.6%). The children who accessed children's rights information through local governments accounted for a very small percentage (11.6%). It is also worth noting that one out of ten children learned about children's rights through their friends.

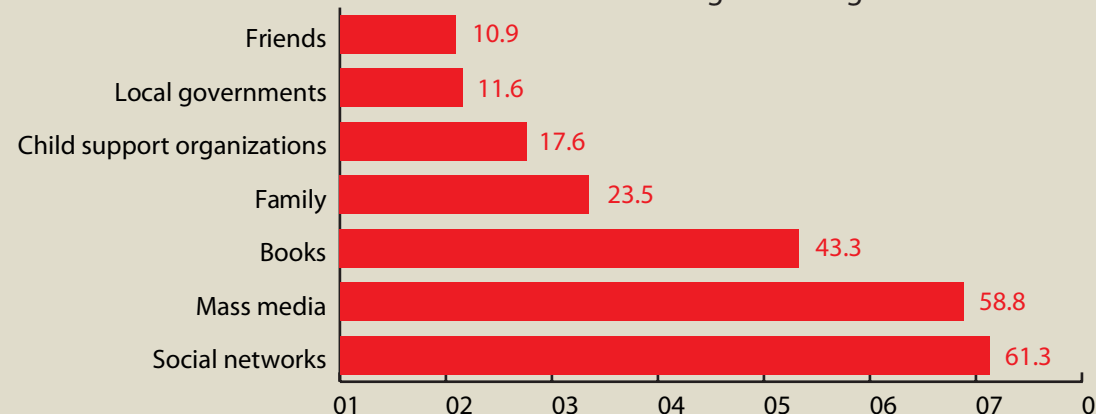


Figure 4. Percentage of the children who accessed children's rights by information source (n=1,692)

The children's access to such information varied according to sex and location as shown in Table 2. For example, among children who accessed information of children's rights from books, there is a difference between boys (nearly 60%) and girls (approximately 40%) in rural areas. Similarly, among those who accessed information of children's rights from family, in rural areas, over 60% are boys, and nearly 40% are girls. Among those who access the information from local government, in urban areas, there are more girls (around 60%) than boys (40%).



“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, Ha Noi

No.	Sources of information on children's rights	Urban area		Rural Areas	
		Boy	Girl	Boy	Girl
1	Newspaper/radio/television	48.8	51.2	50.2	49.8
2	Social media	53.8	46.2	52.7	47.3
3	Books	52.8	47.2	59.7	40.3
4	Child support organizations	53.2	45.6	52.8	47.2
5	Family	56	44	61.4	38.6
6	Local governments	40.4	59.6	54.8	45.2
7	Friends	50.5	49.5	45.0	55.0

Table 2. Percentage of the children who accessed sources of information on children's rights by areas and sexes

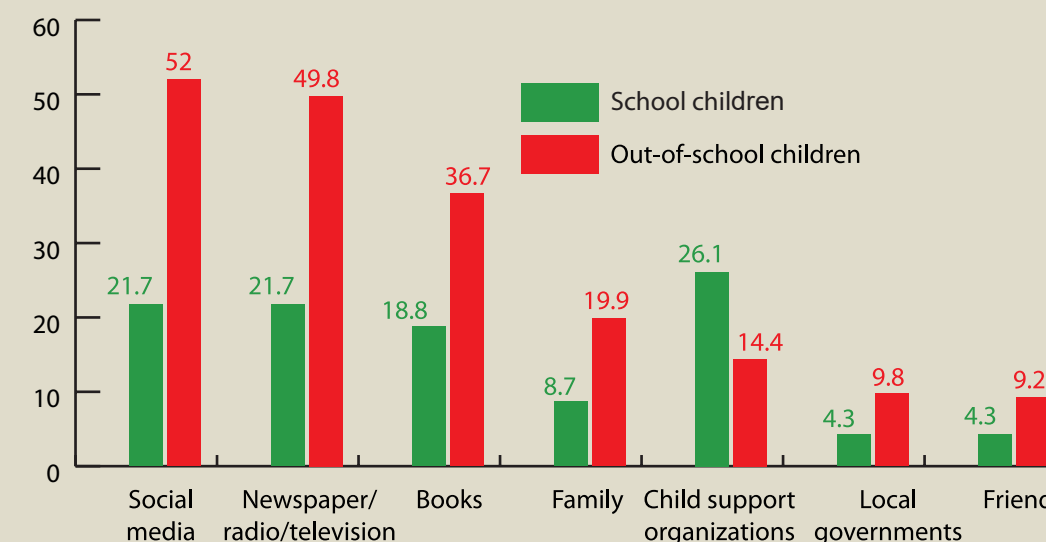


Figure 5. Sources of children's rights information accessed by school children and the out-of-school children (n=1,692)

The out- of- school children accessed information on children's rights mainly through child support organizations (26.1%). There was a quite low percentage of the out-of-school children who accessed children's rights information through their families, local governments and friends (less than 10% or less than 5%).

A number of solutions to improving the children's understanding of the Convention and children's rights according to their opinions

In the seven focus group discussions held in the seven provinces/cities, there was a common voice from all the children attending the discussions: "children's rights need to be disseminated to a greater extent". They proposed a number of measures to improve children's understanding of children's rights and the proposed measures can be classified into three main groups:



- **Dissemination through mass media**

"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

"Helping children know through television, radio and social media."
- Boy, aged 13, Dak Lak

- **Organizing dissemination activities in different forms to capture children's attention and encourage their participation**

"I have found that talks at the beginning of the week do not work due to lack of concentration, and in-class discussions need to be held to help everyone know and understand easily. The teacher in each class will join talks and some gifts to attract children's attention for more proactive discussions." - Girl, aged 13, Ho Chi Minh City

- **Implementation of programs, projects and activities on children's rights in local areas**

"Asking some children in the hamlet to go to the cultural house and do such activities (communication events under projects) to understand children's rights." - Out-of-school boy, aged 13, Thua Thien Hue

"Organizing charity classes for children." - Girl, aged 16, Thua Thien Hue

"Spending part of the funds to support poor children to help them go to school, proactively supporting children with disabilities to help them know children's rights and ensure their interest." - Focus group discussion, Lao Cai

"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 information on children's rights through newspaper, radio, television, Internet, etc., and the most important is to conduct dissemination in hamlets and villages of ethnic minorities." - Focus group discussion, Tien Giang



In reality, for children who do not attend schools, intervention activities in local areas by social organizations and local governments are very important, as well as enhanced dissemination through commonly-used channels or social media. These proposed measures will help children have more opportunities to improve their understanding of children's rights and to participate in the implementation of children's rights in communities.

2. RESPECT TO CHILDREN'S OPINIONS

Respecting children's opinions ensures the meaning, the quality and efficacy of their participation. The survey analyzed problems, opportunities, and measures which the children paid attention to and wanted to express their opinions.

How did the children talk about opportunities to express their opinions?

86.6% of the children said that it is very important for decision makers (the Government leaders at central, provincial, district and communal 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 who participated in the survey said that they had either few or no opportunities to express their opinions** with the decision makers.

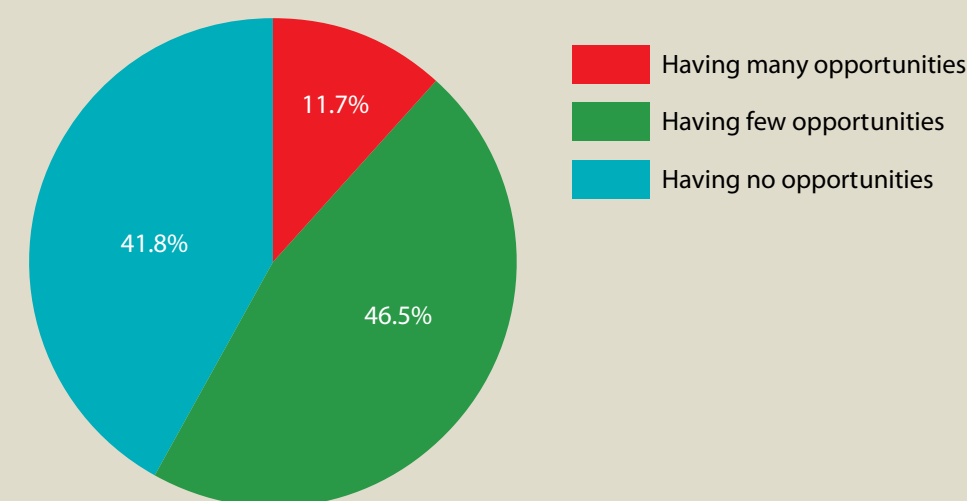


Figure 6. Distribution of the children by opportunities to express their opinions with decision makers (n=1,692)

There is no difference in the children's opportunities to express their opinions by gender, area and age group variables.

"Adults do not listen to our views and say children know nothing."
- Boy, aged 16, Lao Cai

"I'm reluctant to express myself at the community as they say I'm talking nonsense or I am only a child." - Boy, aged 16, Lao Cai

Where could the children express their opinions?

In the last 12 months, the children expressed their opinions the most at home (74%) and at schools (59.7%). The children had few opportunities to express their opinions in their residential areas (7.6%) and with local government bodies (2.2%).

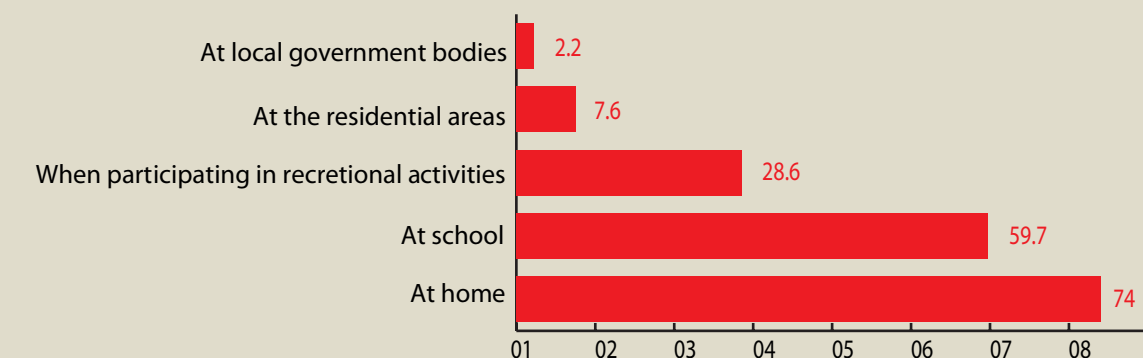


Figure 7. Percentage of the children who had opportunities to express their opinions in different environments (n=1,692)



The school children expressed their opinions mainly in their class activities, e.g. about class decoration. However, they had few opportunities to express their opinions relating to school meals, break time, homework and other issues at school; only 15% of the children often had opportunities to do so.

According to UNCRC Article 12, children have the right to be heard and express their views 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 do not provide opportunities for them to exercise their right, or the children did not dare to do so.

"Children have the right to give opinions on activities at home, such as meals, pressing issues in the family, learning activities, scores at school and friendship, but children are not allowed to give opinions on certain activities." - Focus group discussion, Dak Lak

"In my area, I haven't been so far invited to participate in the making of decisions or plans in the commune." - Focus group discussion, Lao Cai

"Many of my friends thought that parents' scolding makes their children good and, as a result, they did not have any reaction or did not want to react, and they even did not know that they have the right to participation."

- Focus group discussion, Ho Chi Minh City

The Situation Analysis of Children in Vietnam 2016⁷ indicated that "the socio-cultural and political context continues to influence the understanding, scope and practice of children's participation by Vietnamese civil society organizations". The traditional mind-set towards children is that they "are to be seen and not to be heard" impedes engagement with children, who are also brought up and being told that respecting adults means not expressing their own views, certainly not any contrary views". This survey has shown that children desire to have their views heard by adults *"Children need to do what they dream of and according to their strength"* (a girl, aged 16, Tien Giang); children desire to be respected *"Children need to have their opinions respected"* (a boy, aged 16, Lao Cai); children also want adults to have a better understanding of children, share children's thoughts and expectations, or simply to let children *"choose the school or job they like"* (a boy, aged 16, Lao Cai).



"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

How did the children express their opinions?

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 6.1% of the children had opportunities to express their opinions at children's forums, and 3.7% by "calling hotline 111".

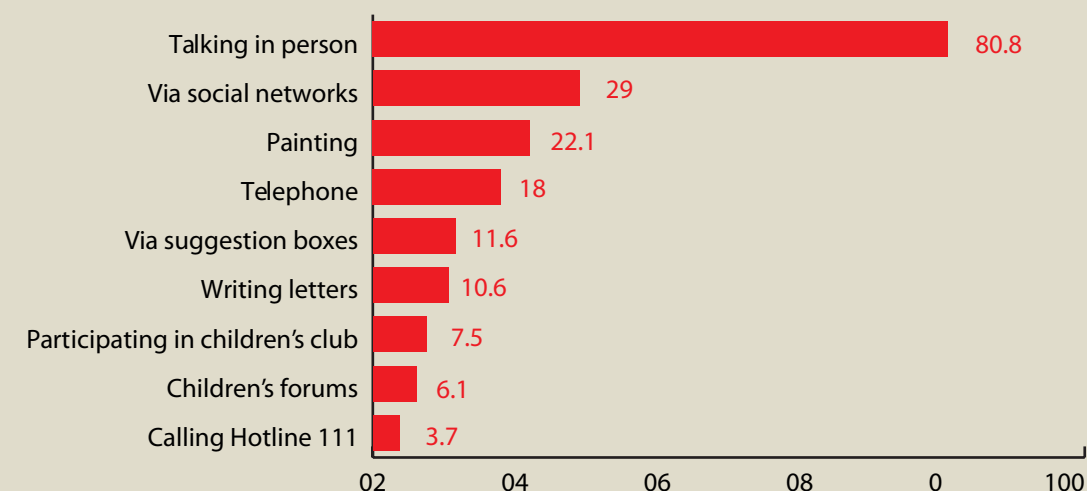


Figure 8. Percentage of forms of expression of opinions used by the children (n=1,692)

The survey results have shown that it was relatively common for children with non-binary gender identities (20 children) to use social media to express their opinions or share their issues (70%). None of them called hotline 111 nor joined children's clubs to express their opinions.

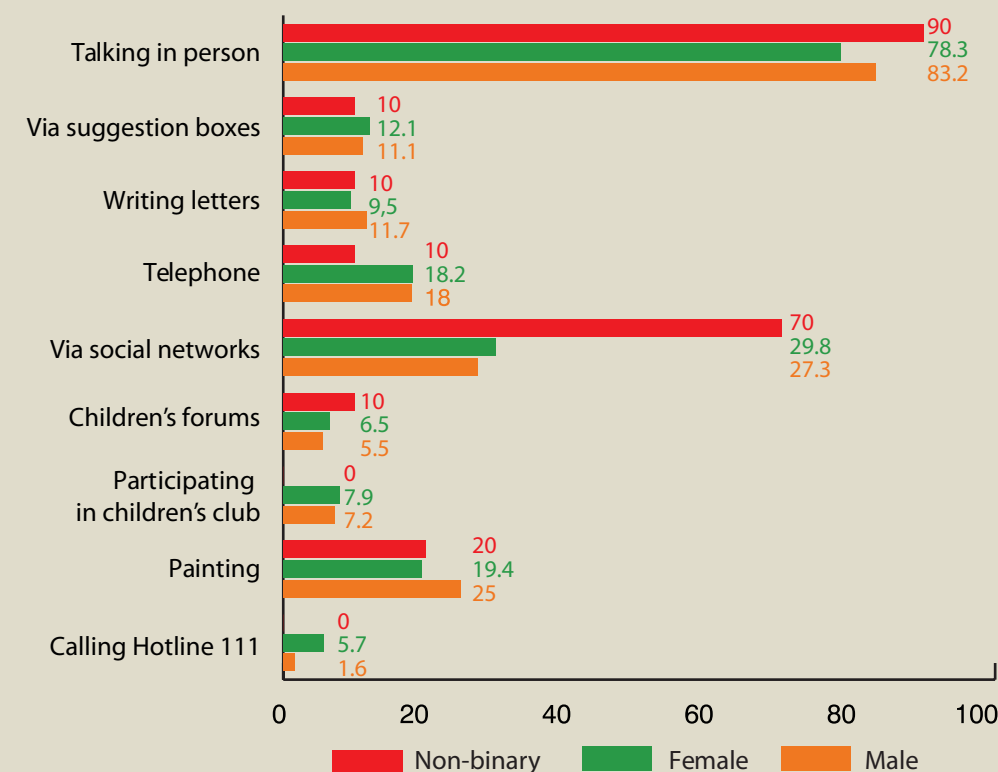


Figure 9. Forms of expression of opinions used by the children according to sex (n=1,692)



Issues of which the children wanted to express their opinions

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 (44.3%), children's safety in residential and learning spaces (43.4%) and recreational activities for children (43.2%).

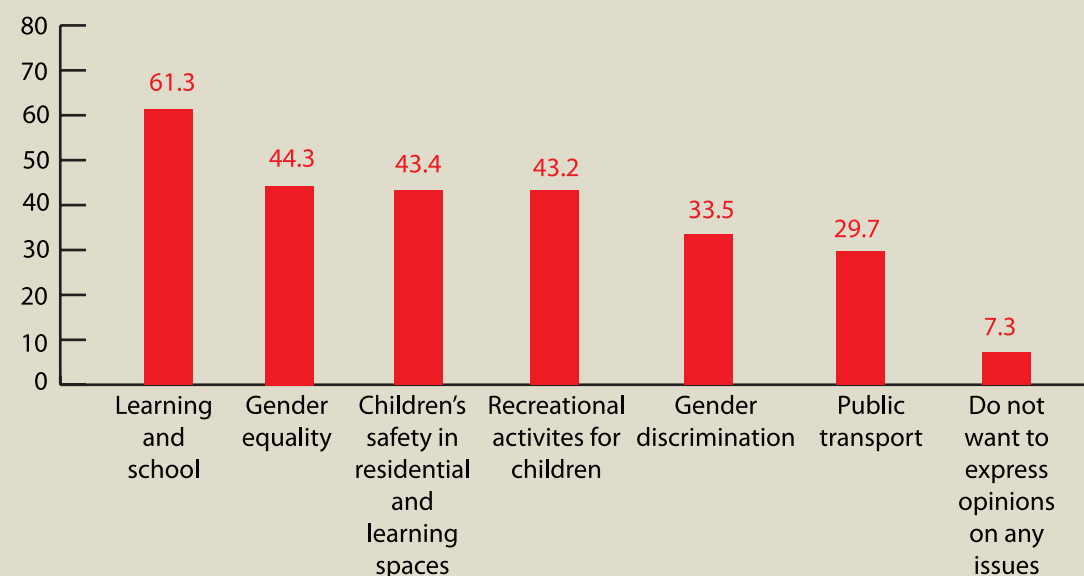


Figure 10. Issues of which the children wanted to express their opinions

In addition to the above-mentioned issues, the children also wanted to express their opinions on issues such as Internet safety, their academic pressures and pressures of life, domestic violence, school violence, environmental issues, children's privacy, parents' way of educating their children, discrimination against persons with disabilities, child sexual abuse.

The girls' additional opinions

"I want to express my opinion on my parents' regular use of violence when I make mistakes."
- 13-year-old child, Ha Noi

"I must learn extra class much and go to school earlier." - 14-year-old child, Tien Giang



"Organize meetings to let people know that adults should not punish children because it will harm children's mental health."
- 15-year-old child, Thua Thien Hue

The boys' additional opinions

"I want to talk about my right to school and right to recreation."
- 12-year-old child, Ha Noi

"I want to give opinions on the fact that everybody neither listens to nor understands me."
- 12-year-old child, Ha Noi

"Give children the right to privacy."
- 14-year-old child, Tien Giang

The survey results have also indicated that there were differences in the children's desires to express their opinions of the issues among children of different sexes.

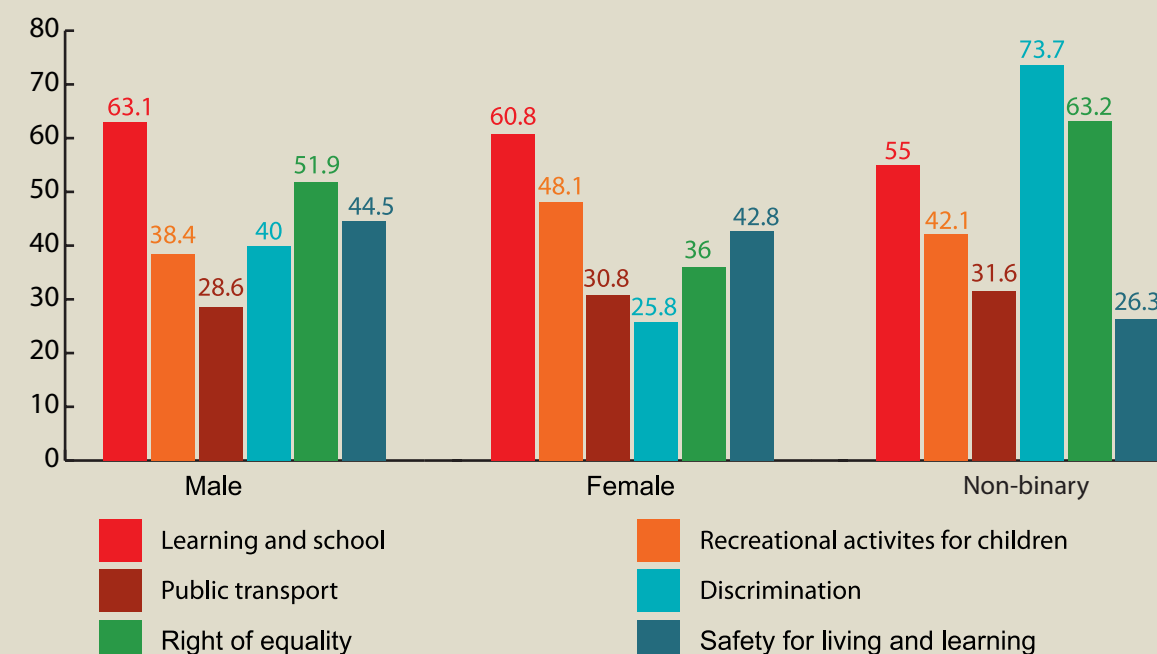


Figure 11. Comparison of the issues which the children were interested in according to sex (n=1,692)

Figure 11 shows that, except for learning and school that received relatively equal attention from the 3 groups of children of different sexes, the other issues received attention to different degrees from the boys (820 children), the girls (852 children) and the children who are identified as non-binary (20 children). The boys wanted to express their opinions of the right to equality among men, women and lesbian/gay/bisexual/transgender persons (51.9%). Meanwhile, the girls wanted to talk about recreational activities for children in residential areas (48.1%). The children of other sexes paid special attention to discrimination (73.7%) and the right to gender equality (63.2%).

Which issues does Vietnam need to take more actions for better improvements and changes, from the children's perspective?

According to the children's perspectives, the three top issues that Vietnam needs to take more actions to improve and deal with are (1) child abuse, (2) online bullying, (3) physical and humiliating punishment against children.



ISSUES REQUIRE MORE ACTIONS	Score on average	Rank
Protection of children from all forms of abuse (physical, mental, sexual, etc.)	4.78	1
Ending bullying or online bullying against children	4.53	2
Ending adults' use of physical and humiliating punishments against children when the children make mistake	4.49	3
Support for children in need of psychological support	4.49	4
Support for poor children	4.42	5
Improving the situation of children with disabilities	4.29	6
Support for children and young persons who have self-destructive behavior	4.26	7
Preventing discrimination and gender inequality	4.15	8
Combating climate change and promoting sustainable development	4.04	9
Ensuring that children, juveniles and young persons in need can have psychology specialists for support	3.90	10
Ensuring that every local government has an official in charge of children	3.68	11

Table 3. Issues that require to take more actions

In the focus group discussions, the children were asked why they agreed that the first 3 issues in the table are important. A number of reasons are as follows:

- **There has existed an alarming situation where children are the most vulnerable group and easily exposed to risks.**

"At present, too many children have been abused." - Focus group discussion, Hai Phong

"Because children's psychology is different from adults', children will be vulnerable if being isolated, or having psychological suffering." - Focus group discussion, Hai Phong

"Children are not strong enough to protect themselves. If children are abused, it will hurt children physically and mentally", and "Children's poor awareness easily results in being abused." - Focus group discussion, Tien Giang

- **Recognizing children's role in the social and national development**

"Because children are the young generation and the future of the country, they need to be protected for their comprehensive development whereby the country will develop towards a better future." - Focus group discussion, Tien Giang

"No abuse against children and no beating by adults against children help children have a better life." - Focus group discussion, Dak Lak

- **Being aware of possible consequences if children are not protected from any forms of abuse and violence.**

"If letting it happen, many children will be injured mentally and physically, and many people dare not to speak it out or report it. It will result in trauma, being more and more timid, even suicide and death." - Focus group discussion, Hai Phong

"If beaten, it will cause psychological impact, and children will become troublemakers." - 14-year-old boy, Thua Thien Hue

"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

Together with sharing opinions to clarify initial findings from the questionnaires, the children also proposed a number of solutions to the above issues. Children were fully aware that a child should not be punished and humiliated, their right should be respected. Thus, children had strong reaction to and disappointment of physical and humiliating punishment actions.

"Organizing meetings to let everyone know that adults should not beat [children] because it hurts the children mentally." - 14-year-old girl, Thua Thien Hue

3. CHILDREN'S GROWTH IN DIFFERENT CIRCUMSTANCES

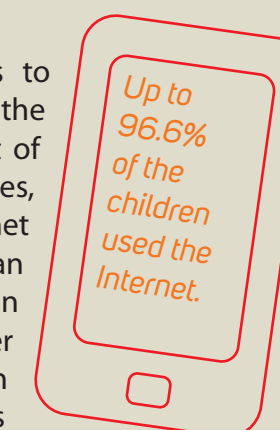
The report examined different situations where the children grew up to identify their awareness and attitude as well as other children's rights-related issues, including private rooms for children, children's access to the Internet, and economic, social and environmental factors. Some questions on the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

Private rooms for children

The survey results have shown that more than half of the children (66.5%) had private bedrooms. The rural children having private bedrooms accounted for a higher percentage than the urban children. The boys having private bedrooms accounted for a higher percentage than the girls. Hanoi, Lao Cai and Dak Lak are three surveyed provinces/cities where children had more private bedrooms than those in remaining surveyed provinces/cities.

Children's access to the Internet

Access to the Internet is an important factor that helps to understand how children's rights are implemented, including the information channels that children access recently. Two out of three children had Internet connection equipment (cellphones, computers, Ipads, etc.). The urban children having Internet connection equipment accounted for a higher percentage than the rural children. The older children having Internet connection equipment accounted for a higher percentage than the younger children. 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 in internet cafés (13.5%). Some of the school children shared that they accessed the Internet through computers at school (23.6%).

Children accessed the Internet for different purposes, such as learning (83.1%), watching movies/music performance (71.5%), watching recreational programs or news (70.9%), interacting with and connecting friends (71.2%) and playing online games (58.7%).

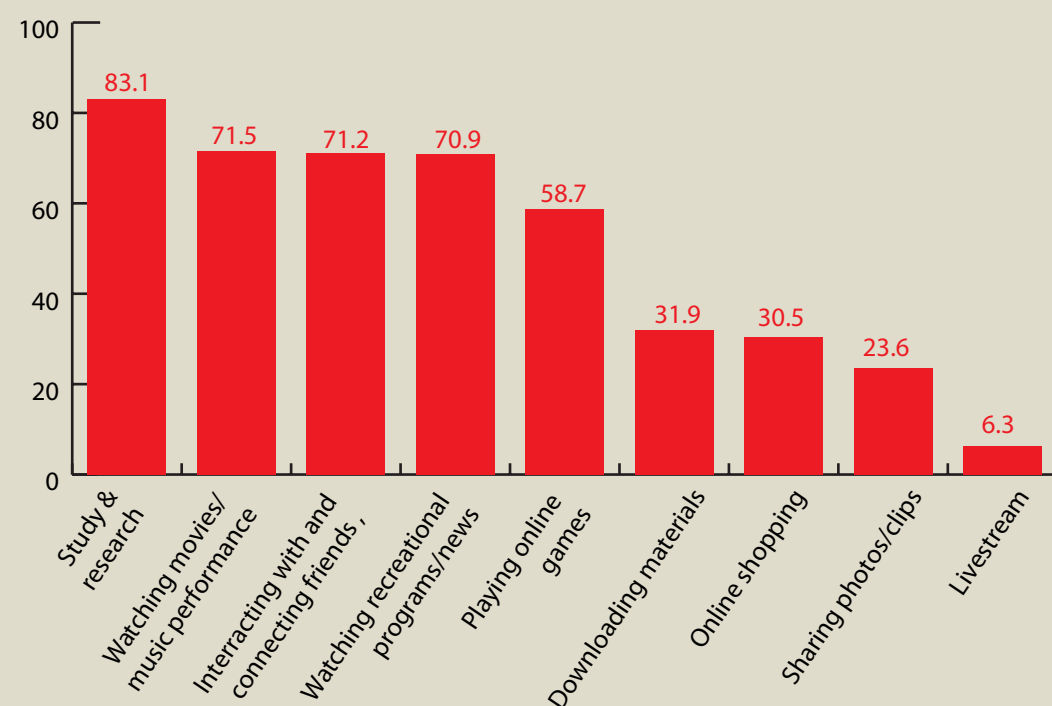


Figure 12. Percentage of purposes of Internet use

Seven out of ten children who participated in the survey used the internet more than an hour per day. 43.4% of children used Internet from 1 –3 hours per day.

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. Especially, older children tried not to let their family know their use than the younger children (7.6% compared to 1.3%). Half of the children who participated in the survey (50%) felt comfortable when their parents or relatives knew their online activities.

"It's better to control improper messages; my parents can advise me."

- Boy, aged 16, Tien Giang



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 ask them for help in case of need.

"If I am seduced, my parents will know and prevent it." - Focus group discussion, Lao Cai

"Controlling online status to understand children's psychology."

- 16-year-old girl, Tien Giang

"Checking what I have accessed; there would be perhaps some bad persons who will harm or cheat me." - Girl, 12-year-old, Hai Phong

However, there is a quite high percentage of the children (26.5%) feeling uncomfortable when their parents or relatives knew their use of Internet. The children who participated in the group discussions said that children feel uncomfortable because "such control violates their right to privacy".

"In our opinions, parents should control their children's use of the Internet but they are only allowed to do so to a certain extent, for example prohibiting children from accessing dangerous websites because such websites will harm us, make our study become worse and encourage us to commit evil acts; they should not control everything because children have the right to privacy and children's rights." - Focus group discussion, Dak Lak

"I would feel very sad if my privacy right is violated."
- Girl, aged 13, Ho Chi Minh City



Economic factor

In the last 12 months, every one out of five school children (one out of four girls and one out of five boys) could not participate in recreational activities in communities where they lived because there was not enough money to cover the costs of the activities, e.g., traveling costs or costs of buying essentials, such as sports shoes, sports equipment, swimwear, etc. This factor weighed more among the children in Lao Cai (36.1%), Dak Lak (25.6%), and Thua Thien Hue (24.6%).

As far as gender is concerned, boys tend to be affected by economic factor to a lesser extent than girls and children with non-binary gender identities. Among the children who had to leave school to work to financially support their family, the number of girls was higher than the boys (girls accounting for 60.9% and boys 39.1%). With respect to areas where the children lived, the rural children accounted for a higher percentage than the urban children in this regard (rural children accounting for 55.4% and urban children 44.6%). Fifty-eight percent (58%) of out of school children could not participate in outdoor activities.



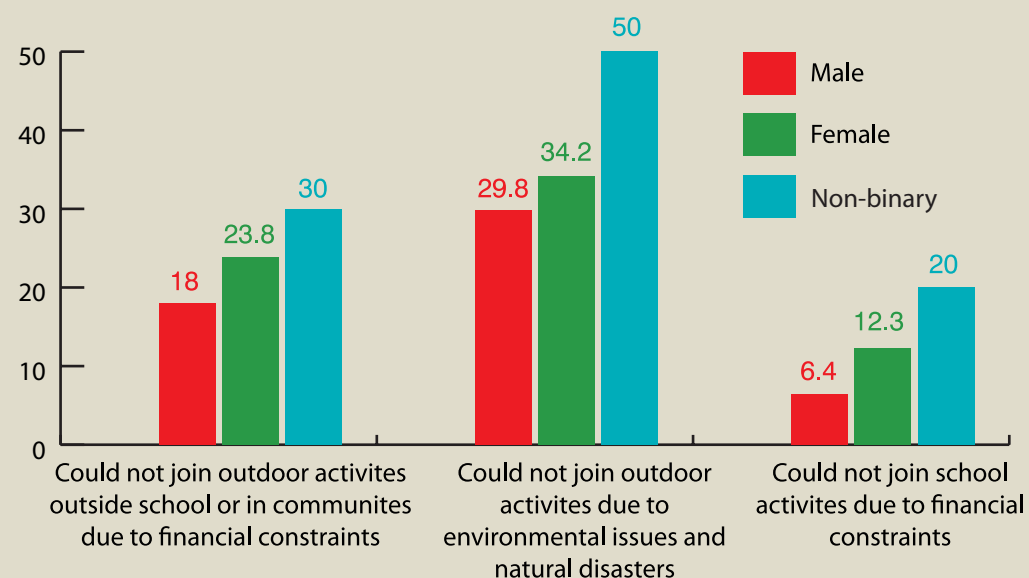


Figure 13. Percentage of boy and girls who could not participate in outdoor activities (n=1,692)

The children who were absent from some classes at school to work to support their family were seen at a high percentage in Lao Cai (48%) and Thua Thien Hue (22%) and Ho Chi Minh City (31%). Those are the three surveyed cities/provinces where out-of-school children and children in rural and mountainous areas were accessed. The number of children of ethnic minorities who had to leave school accounted for a higher percentage than 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).

In rural areas, the children often support their family through rice and corn harvesting, raising buffaloes, collecting firewood, watering coffee plants, etc. The children had one or two days off school during harvest season; there was a single case where a child had to leave school for the whole year of 8th grade and then went back to school.

Urban children often participated in selling goods or lottery tickets, or working in hairdressing or nail salons or doing paid sewing or mechanical apprenticeship. More than 50% of the out of school children (38/69 children) had to work between eight and ten hours per day, or even up to 16 hours per day as an unusual case. The majority of the out of school children is Kinh children (79%) living in Thua Thien Hue or Ho Chi Minh City; 21% out-of-school children who had to work were from Lao Cai and they are ethnic minorities (Nung and H'Mong).

A majority of the school children did not support the fact that children have to work to financially support their family because work will affect their study and health. Some of the children were also aware that they have the right to school at their age.

"I am not in favor of child work because it affects study and health." - Boy, aged 16, Lao Cai

"We do not support that children work to help their parents earn a living because we are immature and we have to study. If [we] help our parents to earn a living, it will affect our study." - Focus group discussion, Dak Lak

"I am just a child, I may be bullied at work. I just support children's 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

A few children were in favor of working because their family was in a difficult situation and they wanted to help their parents.

"Working hard but the family still faces difficulty; children will help their parents to make money." - 16-year-old child, Lao Cai

"Working helps parents out of misery; working on the weekends helps parents make money." - Focus group discussion, Hai Phong

The out-of-school children expressed different opinions from the school children. The out-of-school children agreed with working to financially support their family to ease difficulties, to have more experience and to become more mature.

"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 success." - Boy, aged 15, Thua Thien Hue

4. SCHOOL AND EDUCATION

The right to education and study is one of the fundamental rights of children. This section analyses school-related matters, such as the right to access to basic knowledge of child abuse prevention and suppression, safe use of the Internet and the right to receive support in the study, and others of the school children at the time the survey was conducted.

Education on child abuse prevention and suppression

In the implementation of Decree No. 80 of the Government⁸ and Decision No. 5886 in 2017 of the Minister of Education and Training⁹ and most recently Directive No. 993/CT-BGDT¹⁰, educational establishments nationwide have taken the initiative on including child abuse prevention and suppression in curricula through subjects and practice-based learning. Accordingly, most of **the school children who participated in the survey (95.5%) said that they learned or heard of Child Abuse and Violence Prevention (CAVP)**. Only one-fourth of the OSC (27.5%) said that they learned or heard of CAVP when they attended school.

Three sources of information that helped the children access information of CAVP were through teachers (72.2%), self-learning through textbooks and social networks (63.1%) and parents and relatives (58%). There was no big difference in the children's opportunities to access information between the rural children and the urban children, and among the children of different sexes. This has shown that in addition to the traditional educational channel, i.e. family and school, other channels, such as self-learning and learning through social networks, also play an important role in helping children to access information on CAVP. Moreover, 27.6% children access information on CAVP via social organizations, it might imply that mass organizations haven't played

⁸ Decree No. 80/2017/ND-CP dated 17 July 2017 of the Government stipulating a safe, healthy and friendly educational environment, and school violence prevention and suppression.

⁹ Decision No. 5886/QĐ-BGDDT dated 28 December 2017 of the Minister of Education and Training on the issuance of the 2017-2021 program of prevention and suppression of school violence in pre-school educational, primary educational and regular educational establishments.

¹⁰ Directive No. 993/CT-BGDDT dated 12 April 2019 on enhancing solutions to prevent and suppress school violence in educational establishments.



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 and suppress child violence and abuse.

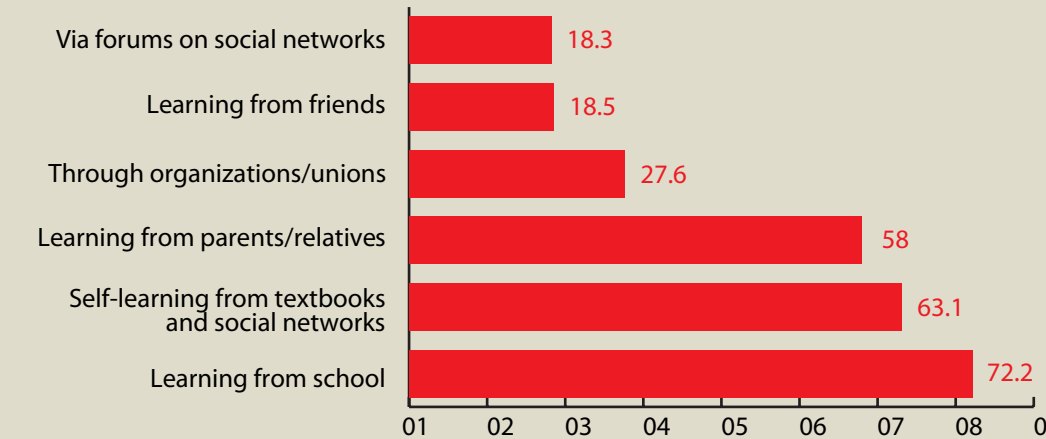


Figure 14. Percentage of the children who learnt CAVP through different sources of information

Children’s participation in the making of CAVP plans and decisions

More than one in three children who participated in the survey said that they were informed or heard of CAVP programs/plans. A few of children were invited to participate in the making CAVP plans (12.1%) or deciding part of CAVP plans in their schools or in the areas where they live (2.2%). 25.3% of the children said that they had no idea of CAVP plans of their schools or in the areas where they lived.

Among 205 children who were invited to participate in the making of CAVP, the number of boys was higher than the girls (14% compared to 10.6%) and 10% of them were children who identified as non-binary. Among the 38 children who were entitled to decide part of CAVP plans in their schools or in the areas where they lived, there as a balance between the girls and the boys (2%) and 5% were children with non-binary gender identities.

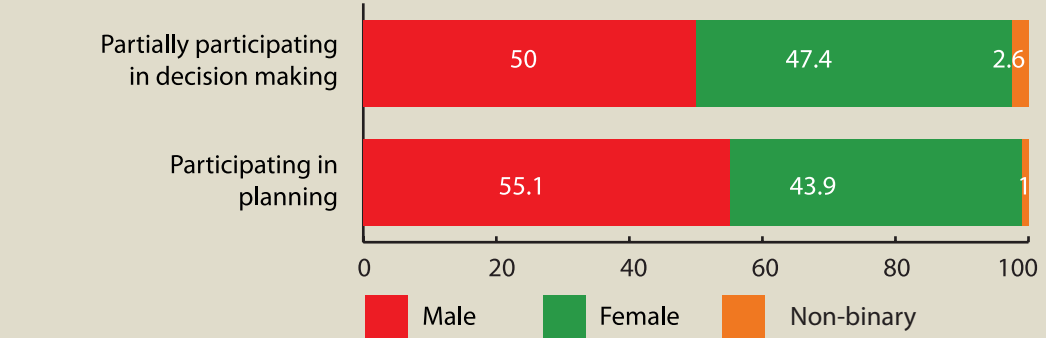


Figure 15. Percentage of the children who were invited to participate in developing the CAVP plans and partially participate in making decision on CAVP plans

The poor quality and quantity of the children’s participation in developing CAVP plans in their schools or in their residential areas resulted from a situation where the children were just informed by adults of such plans and their opinions were not taken.

To help children to participate in the development of CAVP plans and programs in their schools or in their residential areas, the children proposed that adults should

pay attention and listen to children and provide opportunities for children to express opinions to a greater extent.

“Local leaders and adults need:
- to listen to children’s opinions and advise children, but not to reject their opinions.
- to organize healthy rechildren’s rightseational activities for children to help them feel comfortable in expressing their opinions”
- Focus group discussion, Dak Lak



Education on Internet safety

A total of 76.7% of the children who participated in the survey learned how to safely use the Internet. Among the 1,633 children using the Internet, nearly 8 in 10 children learned or had access to information on how to safely use the Internet. The remaining respondents used the Internet but had no opportunities to access information on how to safely use the Internet. The group of children aged between 13 and 14 accounted for a higher percentage as compared with the other two groups of children (11-12 and 15-16 years old) in terms of their access to information on how to safely use the Internet. The urban children had access to information on how to safely use the Internet to a greater extent than the rural children.

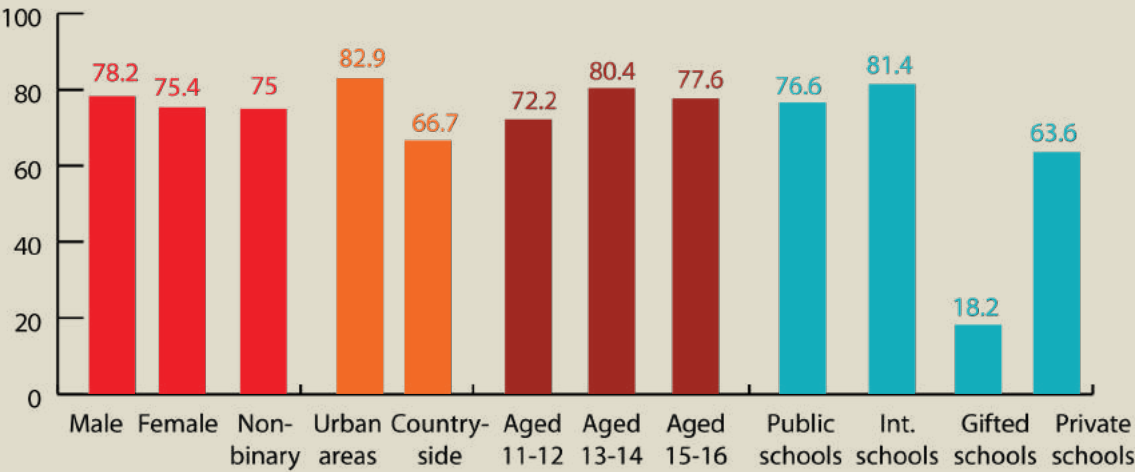


Figure 16. Percentage of the children who learned online safety distributed by gender, area, age and school

Similar to CAVP, the children knew about Internet safety through three channels: a majority of them (60%) “learned by themselves” through available materials, textbooks and social networks, followed by “guidance by their parents and relatives” (56%) and “being taught by teachers at school” (53.3%). This has proven that children are more



proactive in seeking available information instead of being provided with information by adults. Children's self-learning and use of the Internet are much beneficial to them in the way that it helps children improve their knowledge. However, it also exposes children to certain risks and children need proper attention from adults who guide them on how to prevent such risks.

Regarding the Internet safety subject that most of the children learned were online fraud prevention (73.1%) and privacy settings (71.1%).

Internet safety subjects that the children learned	Number of children	%
Online fraud prevention	945	73.1
Privacy settings	919	71.1
How to make friends on social networks	760	58.8
Online account set-up and administration	741	57.3
How to avoid and prevent online child sexual abuse	694	53.7
How to avoid and prevent virus infection and hacker	626	48.4

Table 4. Internet safety subject that the children learned

Thanks to their learning about Internet safety, the children understood the benefits of using the Internet.



“Thanks to the Internet, we can search for information to make our study better” and “being able to entertain after studying hard, to search for information, to learn online and to get information.”
- Focus group discussion, Hai Phong

“Using social media helps us release our stress and sadness.”
- Focus group discussion, Ha Noi

Besides, the children were also aware of risks when using the Internet.

“People can take our information to make a threat or fraud. People will, through this social media, get to know where and how we are living for the purpose of abuse.”
- Focus group discussion, Ha Noi

“We are very worried and scared when our information was leaked online, being afraid of internet addiction and harassment”, “I am very scared when my information was leaked because strangers will message me with photos that affect my study.”
- Focus group discussion, Dak Lak

“People pretend to be me to deceive others.” - Boy, aged 16, Tien Giang

“Using my personal information to borrow money.” - Girl, aged 16, Tien Giang

The children also proposed a number of solutions to help children have a safe online environment, such as knowledge dissemination, specific sanctions, and guidance for children's safe use of the Internet.

“Having more strict provisions in the Law on Cyber Security”, “Disseminating the Law on Cyber Security.” - Focus group discussion, Tien Giang

“Dissemination through the Internet, radio, television, news programs, schools, communes, population clusters, and other locations, e.g. food courts, playing grounds and launching places, to help everyone know.” - Focus group discussion, Hai Phong

“Encouraging people to report any bullies and cyberbullies.” - Girl, aged 12, Hai Phong

“In our opinions, solutions that help students understand potential risks they may face when using the Internet are guidance on how to properly use the internet at school and dissemination in the forms of pictures and photos or IT class and civil education classes.”
- Focus group discussion, Dak Lak

Support resources in school

A majority of the school children (85%) felt “satisfied” and “very satisfied” with teachers' teaching methods. 44.5% of them often received support (from teachers, parents, friends, elder brothers/sisters, tutors, etc.) that helped them to complete 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)

“Our school has paid proper attention to students and understood students' mentality; the teachers are devoted and the principal is friendly and acts in a gentle way with students.”
- Focus group discussion, Hai Phong

However, what the children felt unsatisfactory was often in connection with school bullying, school facilities or academic pressure.

“What makes me unhappy at school is when I do not understand what teachers taught me or how to complete homework”, “bullying and fighting because children go to school for learning and should stay away from any forms of bullying”, “Teachers scolding and homework pressure.” - Focus group discussion, Lao Cai

“Poor facilities, and quite smelly and unhygienic restrooms.”
- Girl, aged 13, Ho Chi Minh City

“Students threatened and fought each other. Many students caused unhygienic conditions because they failed to put litter in the prescribed places in the school. Some students said dirty words, established their own group and refused to play all together.”
- Focus group discussion, Tien Giang



5. SAFE AND HEALTHY LIVING

The survey identified the worries, feelings and safety of the children in the family settings, schools, public areas and on the Internet.

The children's worries in the past 12 months

More than 70% of the children who participated in the survey each 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%); most of the children with non-binary gender identities expressed that they had a worry (85%). There were still children who were worried about being bullied, discriminated or subject to acts of violence committed by other children or adults. Among 114 children who expressed worry about self-destructive behavior, the number of urban children was significantly higher than the rural children (84 urban children and 32 rural children).

Children's worries	Number of children	Percentage
Learning is too difficult	796	49*
Being bullied	381	22.5
Being discriminated	325	19.2
Being victims of acts of violence committed by other children	207	12.2
Being victims of acts of violence committed by adults	187	11.1
My parents will throw me out of the house	177	10.4
I will not receive adequate support at school	167	10.3*
I will be unable to decide whom I will live or get married with	145	8.6
My family will not have enough money to meet the family needs	116	6.9
I will have self-destructive behaviour	114	6.7
No worry at all	488	28.8

Table 5. The children's worries in the past 12 months
Note: * This worry was raised only to the school children

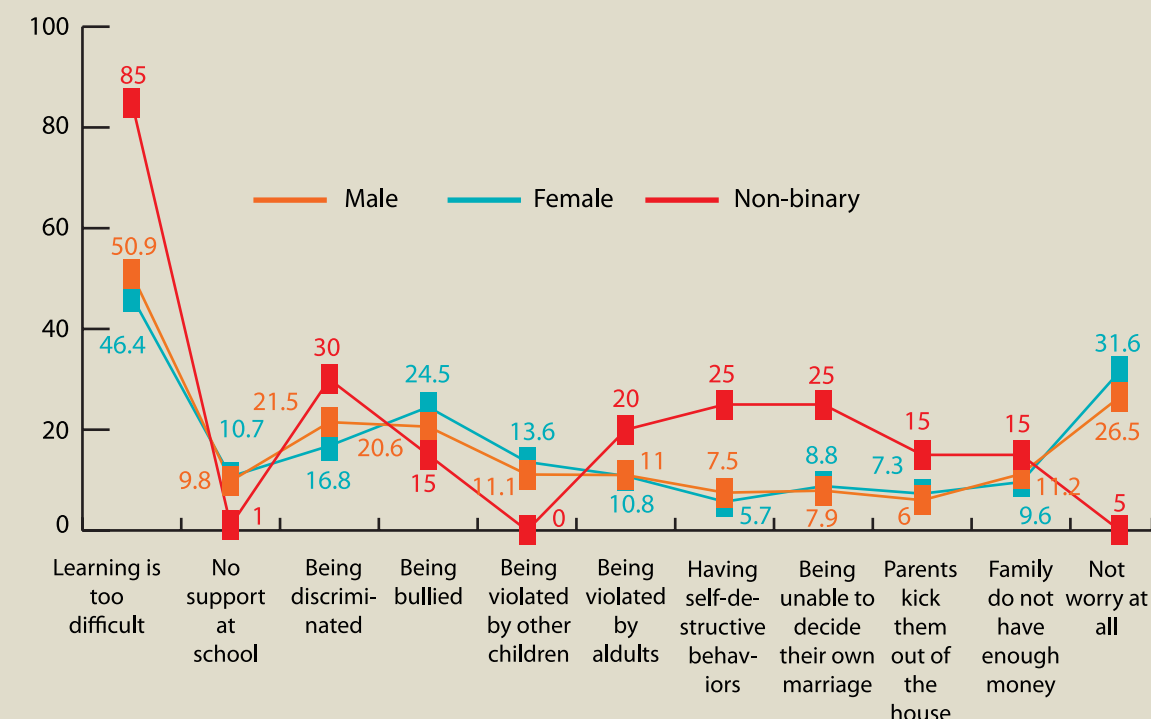


Figure 17. Percentage of the children being worried about different issues according to sex

Children of all sexes were often worried about learning, their family not having enough money to afford their living, 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), having self-destructive behavior (4 times higher than the rates of boys or girls).



“At school, what makes us most happy 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

For the group of school children, one out of every three (34.5%) was always under academic stress, and 45.7% under the stress of academic scores. Especially, the 13-14 year-old and 15-16 year-old children group always felt stress on learning more 3 and 4 times respectively compared to the 11-12 year-old children. The number of school children being worried about being victims of violence committed by other children was higher than the out-of-school children (22.4% as compared with 17.4%). The number of school children being worried about their parents not having money to afford their living was higher than the out-of-school children (38.8% as compared with 27.5%). Besides, the out-of-school children were also worried about the vocational



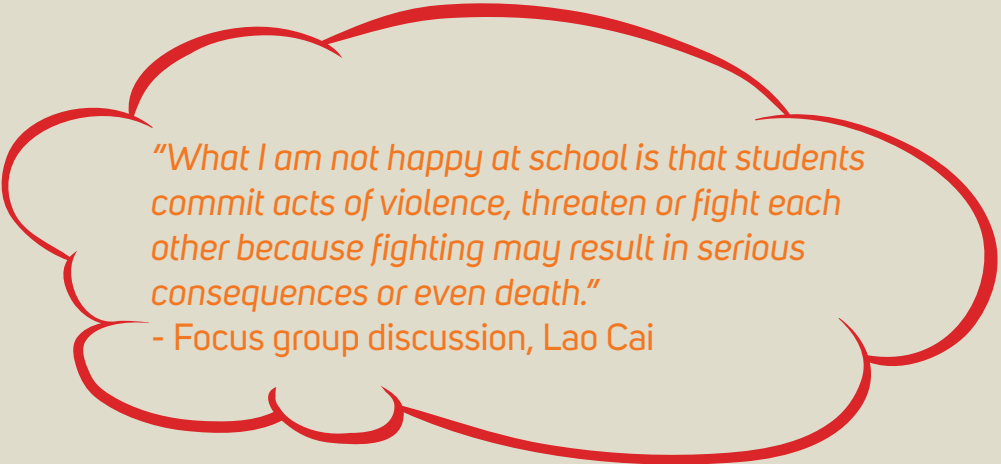
training environment in which they would be intimidated or scolded. They wished to work in places with good conditions. However, some children expressed their attitude accepting that they could be scolded.

Type of worries	School children	Out-of-school children
Being discriminated	24.8 %	36.2 %
Being bullied	29.8%	30.4 %
Being victims of acts of violence committed by other children	16.1%	17.4 %
Being victims of acts of violence committed by adults	14.7% 1	4.5 %
Not having enough money to meet family needs	38.8%	27.5 %

Table 6. Percentage of the school children and the out-of-school children being worried about different issues

Worries of the school children

“At school, not getting along with friends will results in fighting or losing trust in each other.” - Focus group discussion, Lao Cai



Worries of the out-of-school children

“There is something I feel unhappy at the vocational training environment, for example, scolding or intimidation.” - Boy, aged 14, Thua Thien Hue

“I wish to work in a comfortable place without being intimidated.” - Girl, aged 14, Thua Thien Hue

“Having a clean working environment where no one is intimidated, but scolding someone for their stupidity or silliness is a normal practice.” - Boy, aged 15, Thua Thien Hue

Children’s safety feeling at home and in public places

The degree that children feel safe at a specific place and at a specific time is evaluated according to 5 levels: never, rarely, sometimes, often and always, which are measured on average according to a scale from 1 to 5 points. The higher the average point is the safer a child feels. According to this scale, the place where children feel safest is at home and the place where children feel least safe is on public transportation in the evening

and even during the daytime. This survey result implies that public transportation authorities should take more actions to make public transportation safer for children.

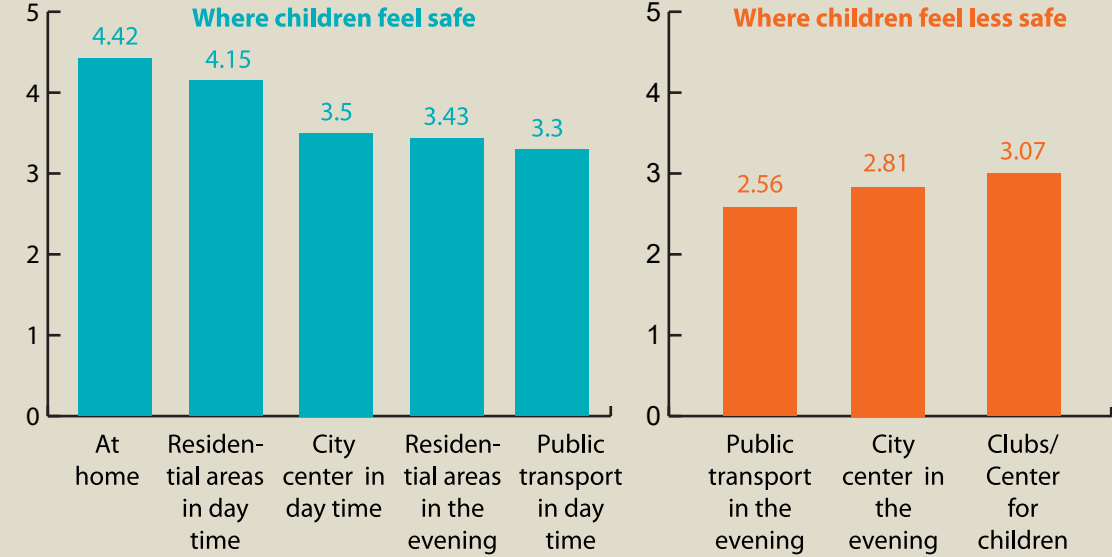


Figure 18. Places where children feel safe and less safe

As far as the levels of feeling safe among the three groups of children of different sexes are concerned, all the three groups felt safest at home or in places where they lived in the daytime. The group of children who identified as non-binary felt less safe when they were in public transport in the evening (the lowest average point of 1.85). Geographically speaking, the urban children felt safer than the rural children during the daytime and in the evening. The younger children felt less safe when they were in the city center by the evening. The out-of-school children felt safer than the school children when they were in recreational places or public transport in the evening. In other places, the school children felt safer than the out-of-school children.

Feeling safe when using the Internet

A 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%). They thought that they would be less likely to be exposed to the risks of sharing false information, being bullied online or making friends with bad guys.



A total of 84.2% of the children with non-binary gender identities 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 networks, they would be likely to be exposed to the risk as of making friends with bad guys (45.9%).

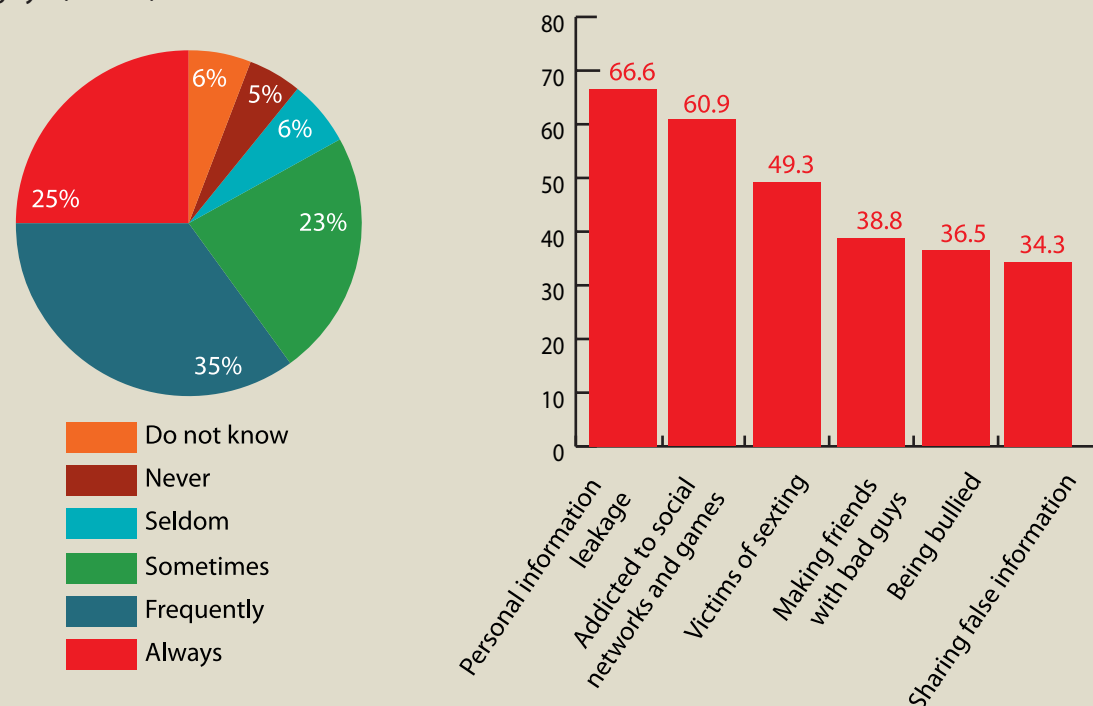


Figure 19. Frequency of feeling safe when using the Internet

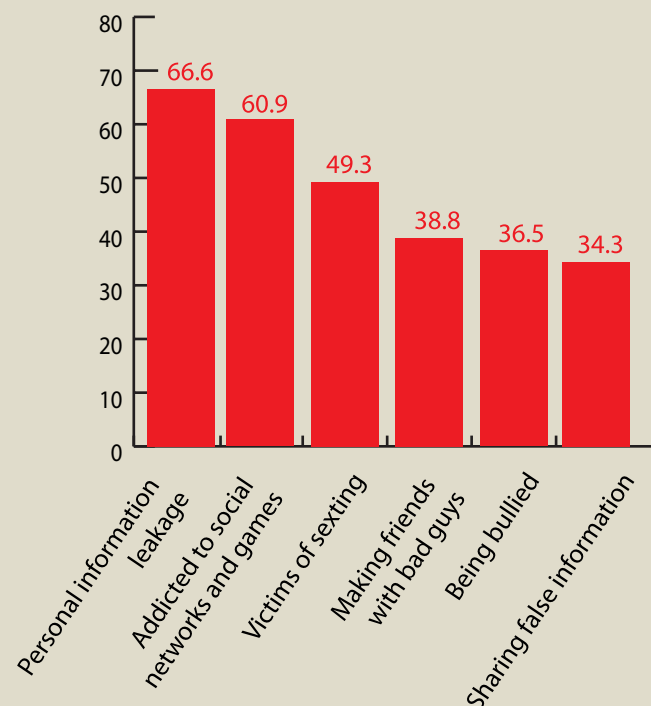


Figure 20. Children's assessment on possible risks when using the Internet

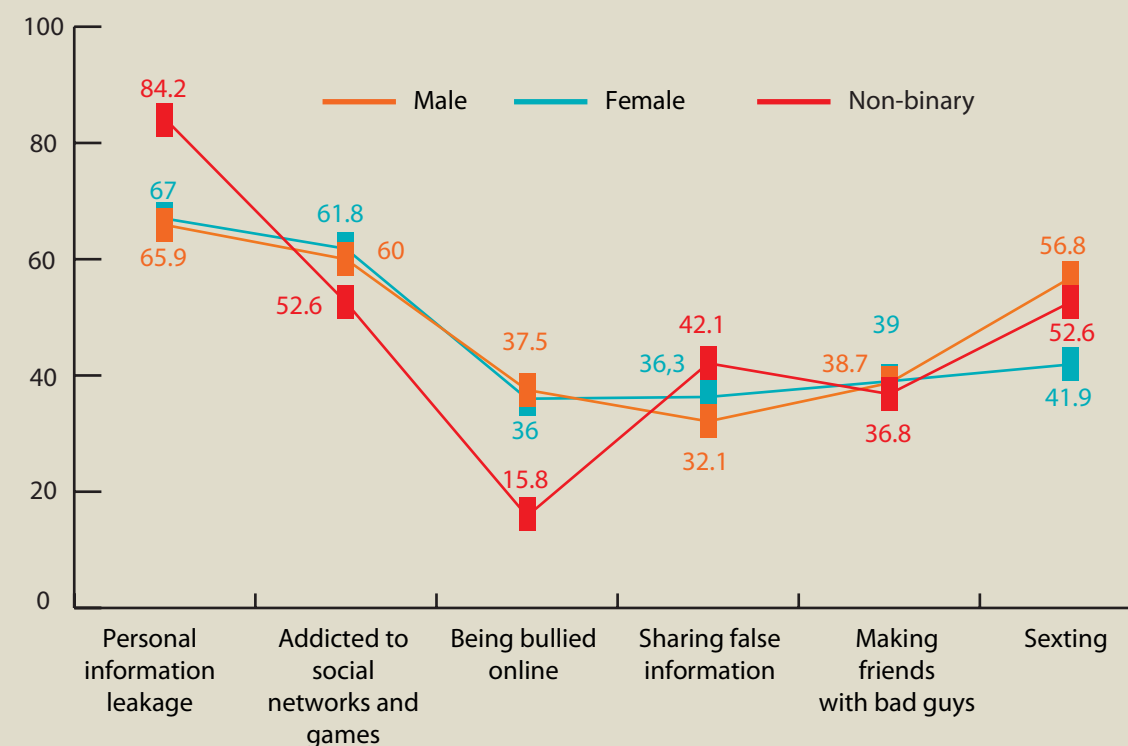


Figure 21. Percentage of children who evaluated possible risks on the Internet according to sex

Child bullying, harassment, and violence

As far as child bullying, harassment and violence are concerned, **half of the children who participated in the survey (50%) witnessed other children being bullied or harassed to different extents.** The most common reasons explaining why the child bullying, harassment or violence occurred are child appearance (18%), young age (16%), poverty (14%), and others, such as sex, disability, ethnicity, etc. mentioned by a small number of the children (less than 10%).

"In my opinion, child bullying is very serious and has an adverse impact on our studying and playing." - Focus group discussion, Dak Lak

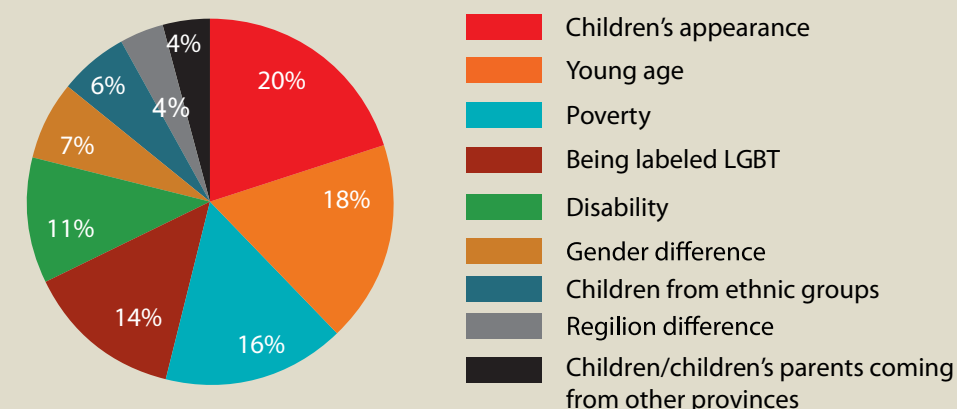


Figure 22. Percentage of the children's thought of why child bullying occurs

An important issue that the children were concerned about is child punishment. Up to 82.2% of the children witnessed their friends and/or brothers/sisters being punished by adults for their mistakes. The statistics have shown that adult's punishment of children who made mistake occurs quite commonly. The punishment that most of the children witnessed is scolding (63.2%). About 30% of the children said that they witnessed different forms of punishment, e.g. beating, comparing children with animals or things, intimidation, using offensive words, slapping on the face, forcing to kneel, etc.

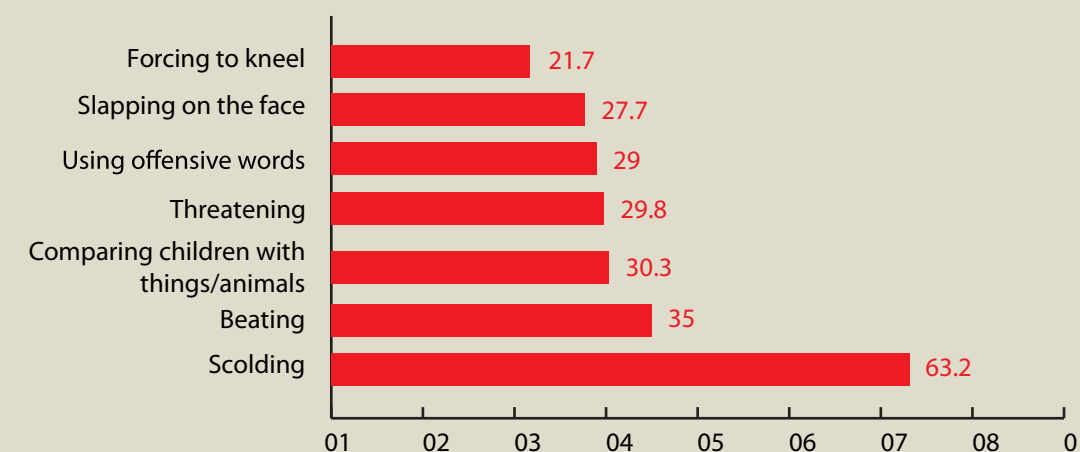


Figure 23. Forms of punishment used by adults against children

During the group discussions, the children also reflected on a number of acts of punishment committed by adults against their children, as following:

"My parents always scold me "How stupid you are!"



"My mom gave a lecture. 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, Ha Noi

Although children responded that they felt safest at home, the places where the children witnessed punishments occurring most were at their home (73.6%) or at their neighbor's house (33.9%). The children also witnessed adults' punishment of other children in public places (22.3%). In Vietnam, 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, 20.9% of the school children witnessed forms of physical and mental punishment at school.

There are no significant differences between the different groups of children disaggregated by sex and age in terms of their witness to forms of child punishment. Both urban and rural children were often subject to violent punishments. Figure 25 shows that more urban children (40.5%) have been punished by "beaten by sticks or other tools" than rural children (25.6%) while more rural children (25.7%) were forced to kneel than urban ones with 18.9%. Scolding was the most common form of punishment in both rural and urban areas with more than 60%. The persons who used the said punishments against the children were their mothers (68.2%), fathers (63.7%), male teachers (16.3%), female teachers (15.7%), and other relatives, such as aunts and uncles (14.7%) and brothers and sisters (8.2%).

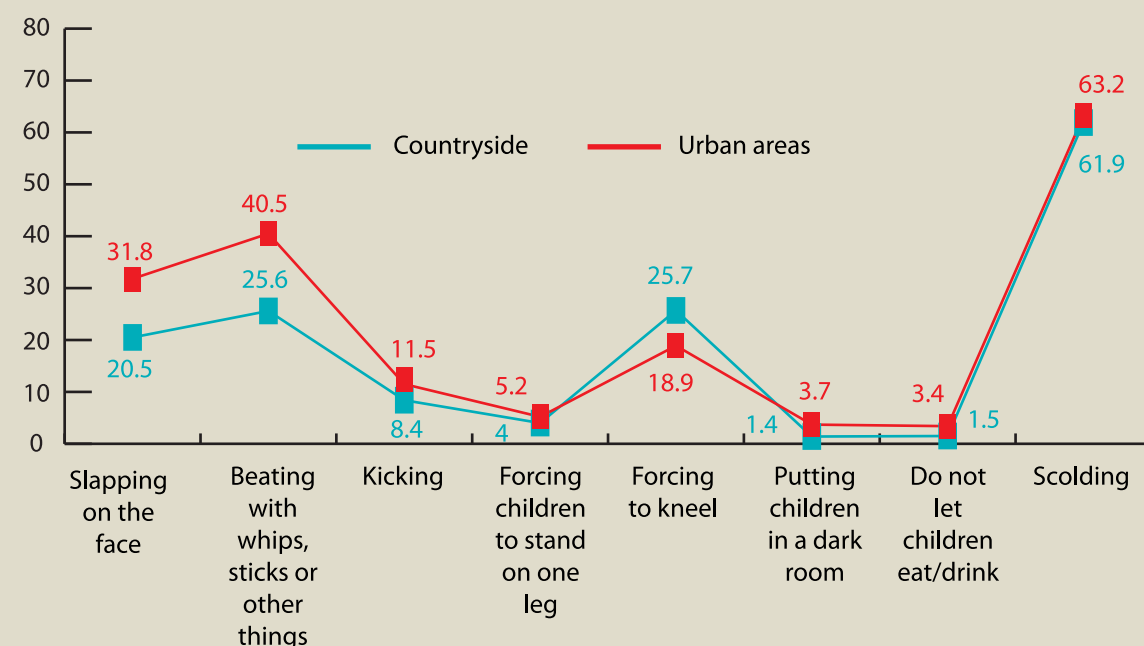


Figure 24. Area-based percentage of the children who witnessed forms of punishment

The children also expressed their opinions of child punishment during the focus group discussions:

"What makes me unhappy is that teachers often scold students, and pressure from assignments." - Boy, aged 16, Lao Cai

"Many teachers scolded students in the class. Senior students threatened to beat."

- Focus group discussion, Tien Giang

"Whenever we did something wrong, our teacher scolded us", "Teacher scolded us by comparing us with chickens, dogs, cats or pigs." - Focus group discussion, Ha Noi

"At school, what makes us unhappy is teachers scolding us when our learning is not really good." - Focus group discussion, Dak Lak

Sources of support to which children prefer

The questionnaire produces hypothetical situations for children with suggested support sources for their choice. This helps to understand which support source children will prefer when they are in such situations.

The Figure below shows the priority order of the suggested support sources which were evaluated and chosen by the children in the survey.

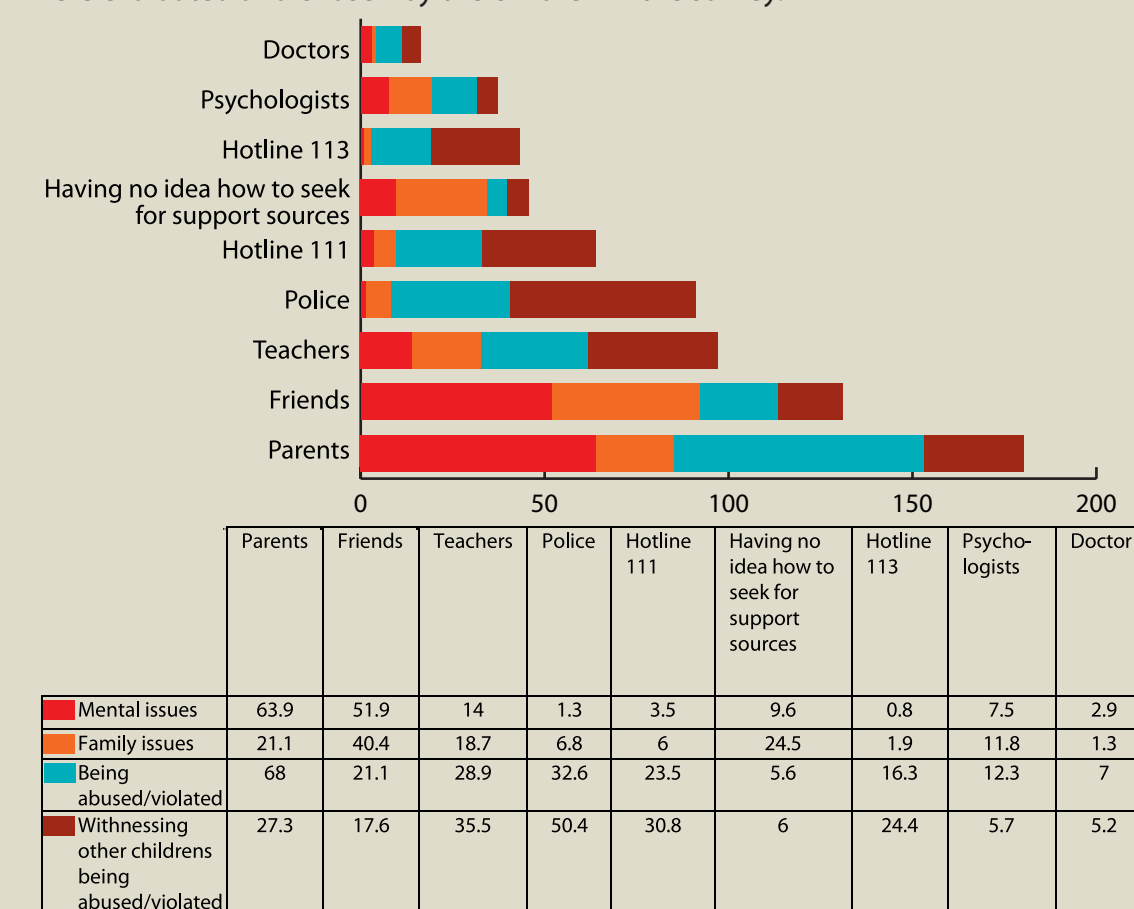


Figure 25. Percentage of the children seeking different support sources

According to the survey, when facing mental issues, violence or abuse, the children were more likely to ask their parents for support. With domestic issues, the children would 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 the children seeking support from psychologists even when they faced mental issues.

The reasons why the children were less likely to seek the said support sources because,



in their opinions, they were shy, felt inferior, or afraid of sharing or being defrauded or having no opportunities to meet or finding it difficult to share.

"We felt shy and not confident." - Focus group discussion, Lao Cai

"Feeling no one we can trust to share." - Girl, aged 13, Ho Chi Minh City

"I have no opportunities to meet such persons so I cannot share."

- Girl, aged 13, Ho Chi Minh City

"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

"Having little trust because it may take my time, and if calling a hotline, most of them are afraid of being defrauded."
- Boy, aged 14, Thua Thien Hue

"I will call the police only when I am abused or robbed, or my life is threatened."
- Focus group discussion, Ha Noi

The younger children (11 and 12 years old) were more likely to seek support from their parents and teachers while the older children were more likely to seek support from their friends. The group of children with non-binary gender identities also asked their friends for support when they needed psychological support while the group of boys and girls shared with their parents and teachers.

The percentage of rural children and out-of-school children knowing the National Child Protection Hotline 111 was lower than that of the urban children and school children.

Figure 26 shows when children would call the hotline 111.

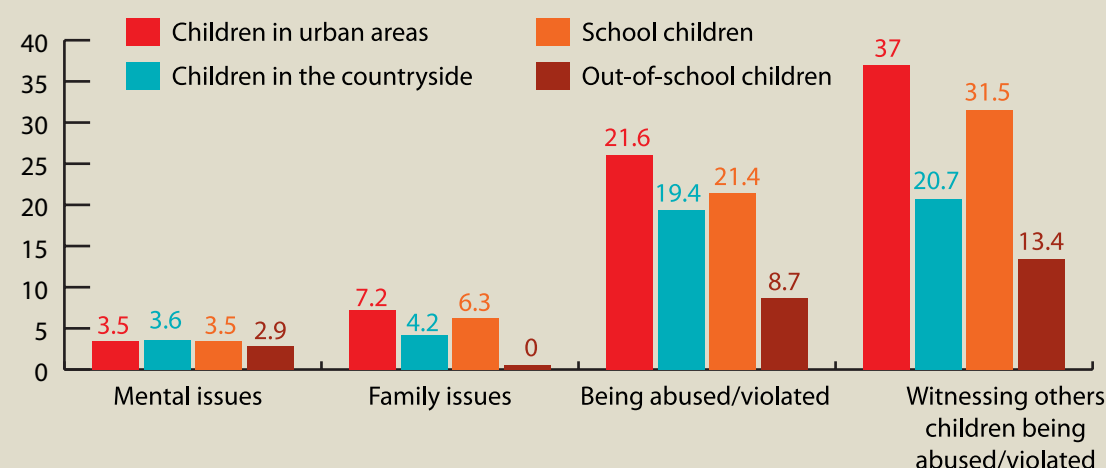


Figure 26. Cases when children call Hotline 111

In addition, more than 20% of the children responded that they did not know where to seek support. 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 who identified as non-binary accounted for a higher percentage than the groups of boy and girls as they responded: "having no idea of where to seek support".

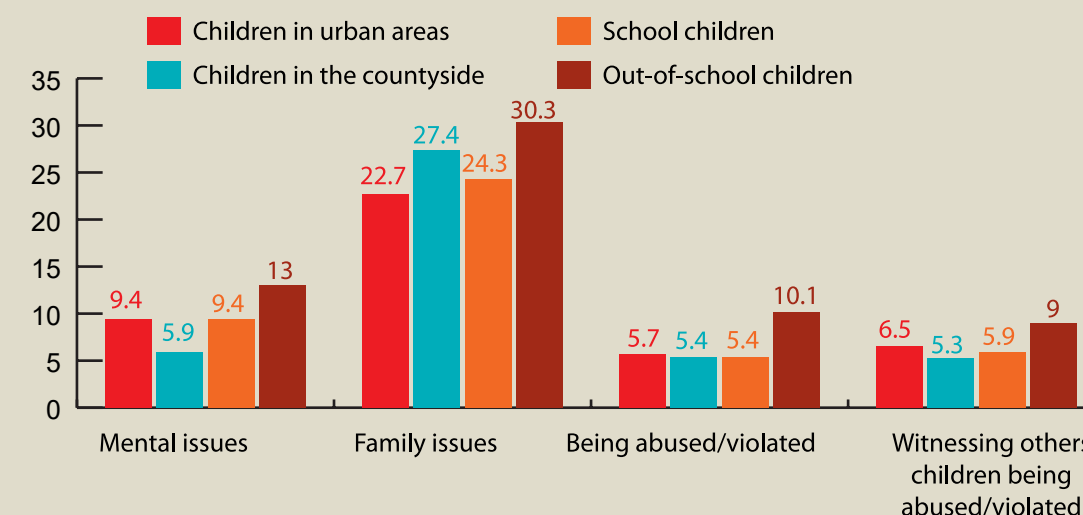


Figure 27. Percentage of the children having no idea of where to seek support sources

Those children responded that they did not seek support from anyone, instead, they recorded in their diary, accessed social networks to seek for sympathy or refused to speak out because they felt "shy when talking with strangers" or "our conditions do not allow us to do so, i.e. no cell phone, living in remote areas out of the network coverage", said the group of children in Hai Phong; parents' attitude at home made their children unwilling to share: "Parents do not educate their children about the harmful effect of school violence or always think in a pessimistic manner", said the group of children in Ha Noi. 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.

6. CLIMATE CHANGE

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. The children in Dak Lak and Thua Thien Hue had little worry about climate change as compared with the children in the other cities and provinces.



"Environment might cause children's sickness, leading to negative impacts of children's learning and health."

- Focus group discussion in Lao Cai

"Breathing in polluted air would be sick and cause cancer."

- Boy, aged 14, Thua Thien Hue)



A total of 32.2% of the children who participated in the survey said that they could neither go to school nor participate in outdoor recreational activities in the last 12 months due to climate changes and environmental problems, such as pollution, litter, traffic jam, flood, storm, and heatwaves.

One in two children are continuously worried about water pollution, air or land pollution. Besides, children were concerned about “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” (Table 7). Some other environmental issues the children were also concerned about are plastic waste, flood, and waste not collected at the prescribed places.

Environmental issues	Point on average	Grading
Pollution of water, air or soil	4.06	1
Over-consumption and waste of natural resources	3.97	2
Gradual disappearance of wild animals and plants, and natural areas, e.g. forests	3.61	3
Global warming	3.50	4

Table 7. List of environmental issues distributed by level of children’s concerns

As per what they shared in the focus group discussions, the children were aware of the impacts from climate change and other environmental problems.

“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

“Environmental pollution and climate change are important issues because the environment can cause diseases to children, affect children’s study and reduce children’s health.” - Focus group discussion, Lao Cai

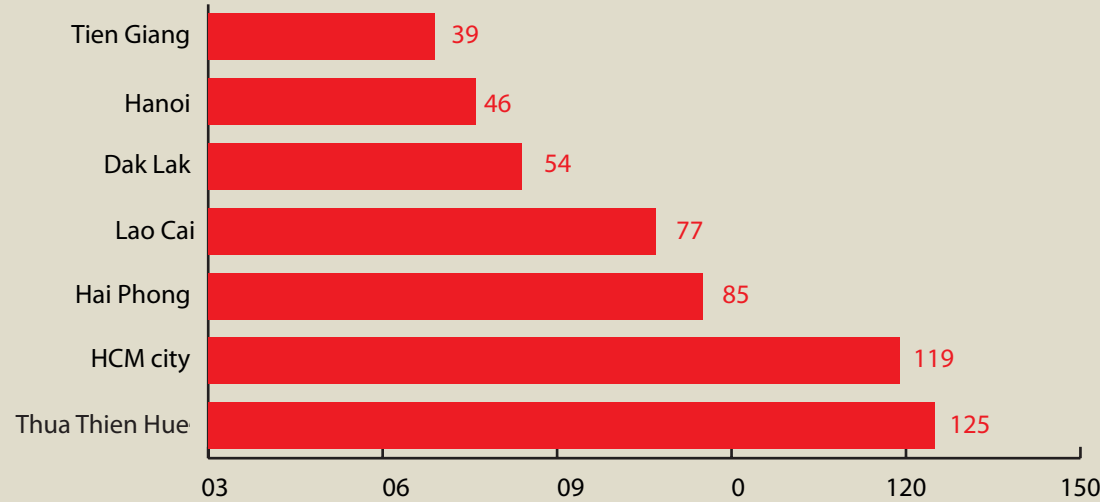


Figure 28. The number of children who could not go to school due to the environmental impact in the areas

Thua Thien Hue and Ho Chi Minh City were the very two areas where many of the children could not go to school due to environmental hazards, and it was followed by Hai Phong and Lao Cai. Thua Thien Hue and Ho Chi Minh City annually face environmental problems, such as the flood in Ho Chi Minh City, and the rain and floods in Thua Thien Hue. Hai Phong, Lao Cai, Ha Noi, and Dak Lak and Tien Giang are less affected by environmental incidents.

“Many storms, rising sea level, flooding over roads restricted school activities.”
Girl, aged 16, Ho Chi Minh City

“The bridge collapsed due to rain and storm, so students could not go over the other side of the river to go to school.” - Boy, aged 16, Lao Cai

“Dust, smoke and traffic jam make children not willing to go out to play; hot and sunny weather makes skin darker.” - Girl, aged 13, Ho Chi Minh City

“Everybody often leaves litter near our slides and playgrounds.”
- Focus group discussion, Hai Phong)

It is worth noting that only four out of ten children trust that current national leaders can take appropriate action to respond to 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 to help children live in a safe and clean environment, such as no littering and no votive paper offerings burnt; zero plastic waste and use of bamboo or wooden items instead, such as bamboo straws, wooden cups, and paper bags; minimizing the release of toxic gases by factories into the environment; tree planting, reducing the use of vehicles and prohibiting deforestation, etc.

Half of children said that their life would be more different and more complicated compared to those of their parents due to climate change impacts. Those children understood that their future lives would be affected by climate change, e.g. moving to other places, finding other types of jobs, consuming less products, traveling less, eating other types of food, facing more climate-induced disasters, etc. and 22% of the children thought that their future lives would not be different from their parents. The number of children, who had no idea of whether their future lives would be different from their current lives, accounted for 30.6%.

7. FUTURE

Children’s thoughts about the future

Knowing how children think about their future is a way to understand, to a certain extent, their perception and feeling of life. The way children perceive positively or negatively will affect their attitude and behavior towards people around them, towards nature, and towards social and political issues.

More than half of the children who participated in the survey (54.6%) had positive thoughts of their future; 4.5% children felt negative of their future; around one-fourth of them (27.4%) felt that their future would be neither positive nor negative. 13.4% of them did not know how their future would be.



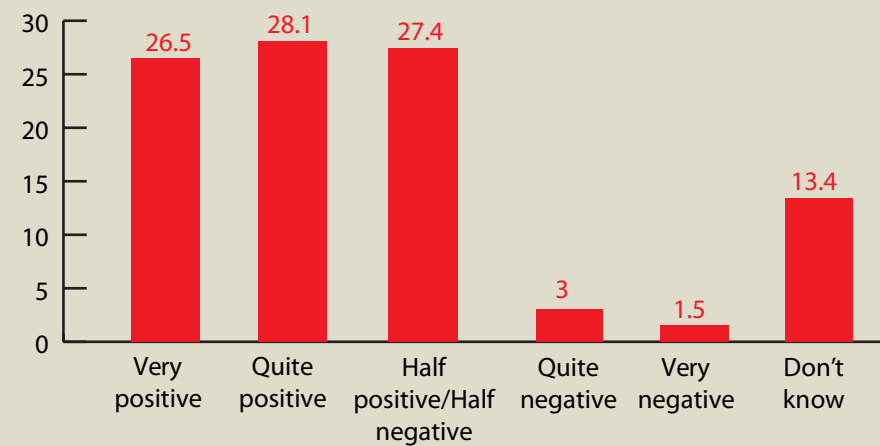


Figure 29. Percentage of the children having positive thoughts about the future

There is no difference between the different groups of children disaggregated by sex in terms of their thoughts about the future. The urban children had more positive thoughts than the rural children. However, geographically, the children in Tien Giang and Hai Phong had the most positive thoughts about the future while the lowest percentage of the children having positive thoughts of the future is seen in Ha Noi and Thua Thien Hue.

Children's thought about their future jobs

As far as children's future jobs are concerned, **57.3% of the children who participated in the survey were not sure about their jobs or did not believe that they can have jobs in the future.** Only 32.8% of the school children thought that they could find a suitable job after their graduation; 18% of them did not know and/or thought that they could not find a job. The number of girls, who thought that they could find a suitable job, was higher than the other groups of children (38.2% as compared with the group of boys of 27.6% and the group of children who identified as non-binary of 15%). However, one-third of the children who participated in the survey were very worried about their future jobs.

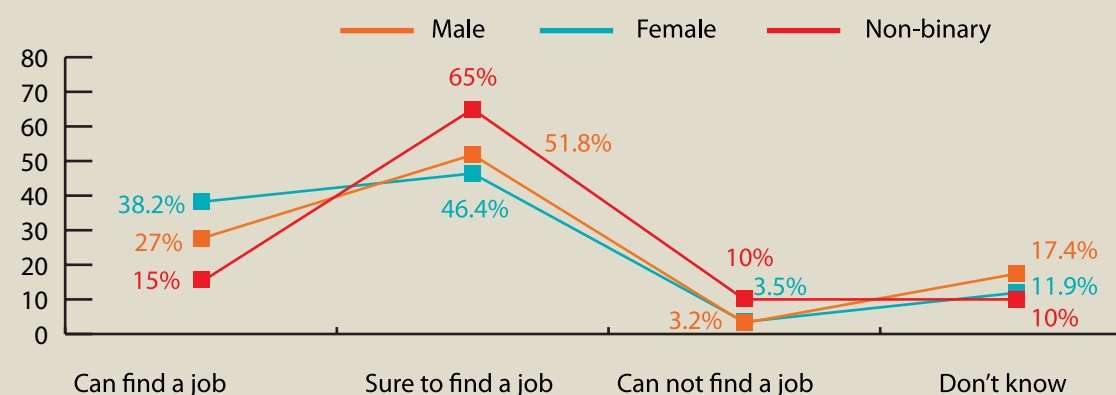


Figure 30. Sex-based percentage of the children who assessed the possibility to find jobs after graduation

According to the survey, there is no big difference between the number of rural children and the number of urban children in terms of their thoughts on the possibility to find a job in the future. With regard to the groups of children of different ages, the group of children aged 13 and 14 were not optimistic about their possibility to find suitable jobs, as compared with the other groups of children.

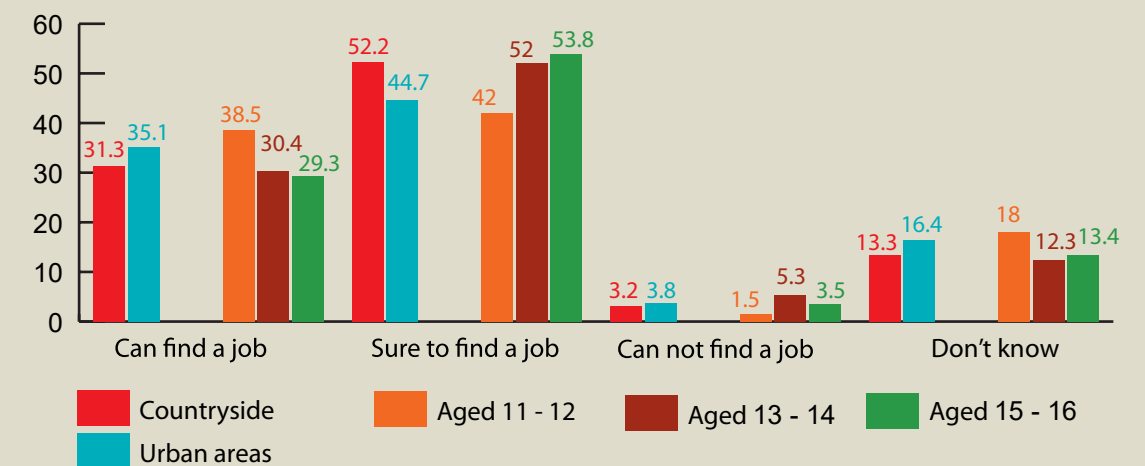


Figure 31. Area-and-age-based percentage of the children who assessed the possibility to find jobs after graduation

According to the results of the focus 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 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

"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



RECOMMENDATIONS FOR ACTIONS

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 organization, schools, families and communities on child participation so they can overcome barriers on child participation.
- 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 living in remote areas, children of ethnic minorities, children with non-binary gender identity, etc. to enable them having a better understanding about their rights and have access to quality and child-friendly services.
- 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 and available 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 and 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. Children's rights could be disseminated in different ways, such as in extracurricular activities in schools; through children's clubs; development and dissemination of communication materials on UNCRC and children's rights.
- Government authorities should enact policies and guidance to prevent all types of physical and humiliating punishments of children in schools, in communities, especially at home. Enforcement of existing law on prohibition of corporal punishment in 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.

- 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 SCHOOLS

- 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 be accountable for all children. For example, children should 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 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 fees.
- 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

- Improving parents and caregivers' understanding about 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.
- 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.

ACTIONS FROM CSOS

- 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 advices.
- Policy advocacy of implementation of UNCRC and Law on Children, and advocacy towards government, schools, community leaders regarding the concerns of children.

Communication and capacity building for parents, relevant stakeholders and community on child rights implementation.



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4. Young Voices survey Armenia 2017, <https://resourcecentre.savethechildren.net/document-collections/young-voices-national-surveys-collect-young-peoples-voices>
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ANNEX- QUESTIONNAIRE DATA

SECTION 1. GENERAL INFORMATION

Question 1.1. What is your gender?

	Boy	Girl	Non-binary
Children in school	48.8	50.0	1.2
Children out-of-school	40.6	59.4	0

Question 1.2. Which grade are you in?

Children in school	Grade 6	33.7	Children out-of-school	Have gone to school before	94.2
	Grade 8	32.6		Have not gone to school yet	5.8
	Grade 10	33.7			

Question 1.3. When were you born

Age	11-12	13-14	15-16
Children in school	33.7	32.6	33.7
Children out-of-school	20.3	30.4	49.3

Question 1.4. Who are you living with ? (Circle all people that you are living with)

	Children in school	Children out-of- school
Father	84.6%	70.6%
Mother	90.1%	85.3%
Grandparents	24.5%	23.5%
Relatives	6.8%	8.8%
Friends	1.5%	
Social service center	0.9%	
Shelter	0.2%	
Alone	0.7%	1.5%
Siblings	52.8%	

Question 1.5. Which ethnicity are you?

	Children in school	Children out-of- school
Kinh	91.2	75.4
Muong	0.2	0
Tay	0.3	0
Kho me	0.2	1.4
Thai	0.1	0
H mong	1.8	11.6

Nung	0.9	4.3
Hoa	1.0	0
Other	4.4	7.2

Question 1.6. Do you have any disability issues?

	Children in school	Children out-of- school
None	98.5	98.6
Mobility disability (arms, legs)	0.6	0
Hearing and speech disabilities	0.5	0
Visual defects	0.4	1.4
Other	0.1	0

Question 1.7. Which of the following groups do you currently belong to? (you can have multiple choices)

Class officer	School union's officer	Local union's officer	None of above
26.2	5.5	0.7	69.9

SECTION 2: KNOWLEDGE ABOUT CHILD RIGHTS

Question 2.1. How do you know about the UNCRC?

	Children in school	Children out-of-school	Boy	Girl	Non-binary
I have never heard about the UNCRC	53.2	55.1	53.3	53.9	30.0
I have heard about this Convention	27.4	18.8	26.0	27.7	40.0
I have read about this Convention	5.8	1.4	6.3	4.9	5.0
I have learnt about this Convention	12.9	24.6	13.9	12.8	20.0
I have share/taught others about this Convention	0.7		0.5	0.7	5.0



Question 2.2. In the past 12 months, how have the contents of the UNCRC been mentioned in the school where you are currently attending?

	Children in school	Children out-of-school	Boy	Girl	Non-binary
Not mentioned	17.9	41.9	17.5	20.1	21.4
The school has discussions/propaganda but I don't participate	13.7	12.9	10.4	17.0	7.1
I participated in discussion/listened about this issue at my school	36.0	22.6	40.2	30.8	35.7
I do not know	32.4	16.1	31.3	32.1	35.7

Question 2.3. How do you know about child rights?

	Children in school	Children out-of-school	Boy	Girl	Non-binary
I have never heard about child rights	15.1	33.3	12.2	19.6	5.0
I have heard about child rights	28.4	34.8	27.6	29.8	25.0
I have read about child rights	10.5	7.2	11.8	9.0	10.0
I have learnt about child rights	46.0	23.2	48.4	41.4	60.0

Question 2.4. In the past 12 months, how have the contents of child rights been mentioned in the school where you are currently attending?

	Children in school	Children out-of-school	Boy	Girl	Non-binary
Not mentioned	20.0	43.5	20.4	20.7	36.8
The school has discussions/propaganda but I don't participate	11.3	17.4	8.5	14.6	15.8
I participated in discussion/listened about this issue at my school	44.7	23.9	48.2	40.0	31.6
I do not know	23.8	15.2	22.8	24.5	15.8

Question 2.5. What other sources of information do you know/read/learn about child rights outside the school? (You can have multiple choices)

	Children in school	Children out-of-school	Boy	Girl	Non-binary
Newspaper/Radio/TV	59.5%	35.7%	56.6%	62.2%	57.9%
Social media	62.1%	35.7%	63.5%	58.9%	89.5%
Book	43.8%	31.0%	46,8%	40,3%	36,8%
Child support organizations	17.1%	33.3%	18,5%	16,2%	10,5%
Family	23.8%	14.3%	26.4%	20.9%	15.8%
Local government	11.7%	7.1%	10.4%	13.1%	5.3%
Friends	11.0%	7.1%	10.3%	11.4%	21.1%

SECTION 3: THE RIGHT TO BE LISTENED AND EXPRESS OPINIONS

Question 3.1. Do you think that it is important for people who have decision-making authority (the leaders of the Party, the State at the central, provincial, district, ward, neighborhood / commune, school principals, teachers, parents ...) to listen to children's opinions about children's issues?

	Yes	No	Do not know
Children in school	87.4	4.0	8.6
Children out-of- school	68.1	11.6	20.3

Question 3.2. Have you ever had the opportunity to express your opinions to those who have decision-making authority?

	A lot of opportunities	A few opportunities	No opportunities
Children in school	11.8	46.3	41.8
Children out-of- school	8.7	49.3	42.0

Question 3.3 In the past 12 months, where have you had the opportunity to speak up? (You can have multiple choices)

	Children in school	Children out-of-school	Boy	Girl	Non-binary
At school	60.3%		62.2%	57.3%	60.0%
When participating in leisure activities	29.3%	44.4%	28.2%	28.7%	40.0%
In the neighborhood	5.8%	11.1%	4.6%	10.6%	0%
At home	76.8%	55.6%	76.6%	71.5%	80.0%
At local government agencies (People's Council, People's Committee)	2.1%	5.6%	0.8%	3.5%	0%
In children's forum	0%	0%	0%	0%	0%



Question 3.4. In what ways have you expressed your opinion? (You can have multiple choices)

	Children in school	Children out-of-school	Boy	Girl	Non-binary
Talk directly with the person you want/need to express your opinion	81.5%	64.1%	83.2%	78.3%	90.0%
Through the suggestion box located at the school/local government agency.	11.9%	2.6%	11.1%	12.1%	10.0%
Write letters to those who have decision-making authority (local officers, school principals, teachers, parents ...)	10.7%	7.7%	11.7%	9.5%	10.0%
Call the people you want/need to express your ideas	18.7%	2.6%	18.0%	18.2%	10.0%
Sharing on social media (Facebook, Zalo, Youtube, ...)	28.9%	30.8%	27.3%	29.8%	70.0%
Presentation and sharing in forums for children	6.2%	2.6%	5.5%	6.5%	10.0%
Join the Children's Club	7.5%	7.7%	7.2%	7.9%	20.0%
Painting about your dreams and wishes	22.5%	12.8%	25.0%	19.4%	90.0%
Call the National Telephone Exchange for Child Protection 111	3.8%	0	1.6%	5.7%	0

Question 3.5. If you have the opportunity to express your opinion, which of the following issues would you like to give your opinion? (You can have multiple choices)

	Children in school	Children out-of-school	Boy	Girl	Non-binary
My study and my school	61.3%		62.5%	60.3%	55.0%
Play activities for children in the area where you live	41.9%	68.1%	38.4%	48.1%	42.1%
Public transportation	30.5%	15.9%	28.6%	30.8%	31.6%
Discriminating because they are girl or boy or gay / bisexual / transgender	34.7%	11.6%	40.0%	25.8%	73.7%
Equal rights for men and women and same-sex / bisexual / transgender people	45.8%	17.4%	51.9%	36.0%	63.2%
Safety issues where you live and study	43.4%	43.5%	44.5%	42.8%	26.3%
Do not want to express opinions	7.4%	5.8%	6.0%	8.6%	10.5%

Question 3.6. At school, do you have opportunity to express your opinion about such issues as meals at school, break time, exercises or any other issues related to your school?

	11-12	13-14	15-16	Boy	Girl	Non-binary
Always	4.0	6.0	3.7	4.8	4.4	25.0
Usually	7.9	11.9	8.6	9.1	9.4	25.0
Sometimes	32.9	32.1	36.6	35.1	32.9	30.0
Seldom	21.8	25.7	18.8	21.8	22.1	10.0
Never	18.8	17.0	17.0	18.7	16.8	10.0
Do not know	14.6	7.2	15.4	10.5	14.4	25.0



Question 3.7. What do you think about the following issues:

No		Very important	Important	Fairly important	Not important	Do not know
1	Vietnam needs to take more action to end bullying/ cyberbullying in children.	67.3	22.5	7.8	0.7	1.7
2	Vietnam needs to take more action to end the use of physical and mental punishment on children when they make mistakes.	65.3	22.3	9.8	1.4	1.3
3	Vietnam needs to take more action to help children who need psychological support (children who feel terrible, sad, lonely, disappointed, abused, ... and these feelings affect children's study and life)	63.9	24.7	9.0	0.9	1.5
4	Vietnam needs to take more action to help children and adolescents who engage in self-destructive behaviors (the act of using a sharp object to cut the skin, burn, scratch or hit parts of body to hurt themselves.	52.8	28.7	12.5	3.5	2.5

5	Vietnam needs to take more action to ensure that children and adolescents can have psychosocial support from experts as soon as they have problems.	32.3	36.3	24.1	3.3	4.0
6	Vietnam needs to take more action to prevent discrimination and gender inequality.	47.6	29.4	16.6	3.6	2.8
7	Vietnam needs to take more action to help poor children.	57.0	30.9	10.3	1.0	0.9
8	Vietnam needs to take more action to ensure there is an officer who is in charge of child's issues in the local government.	51.5	31.1	14.1	1.1	2.2
9	Vietnam needs to take more action to act against climate change and promote sustainable development.	26.8	33.4	27.4	5.9	6.5
10	Vietnam needs to take more action to ensure there is an officer who is in charge of child's issues in the local government.	48.1	23.2	18.6	4.7	5.4
11	Vietnam needs to take more action to protect children from abuse (physical, mental, sexual, ...)	85.9	9.4	3.0	0.5	1.2



SECTION 4: CHILDREN’S LIVING CONDITION

Question 4.1. Do you have your own bedroom at home?

	Children in school	Children out-of-school	Boy	Girl	Non-binary
Yes	67.9	34.8	68.7	64.7	60.0
No	32.1	65.2	31.3	35.3	40.0

Question 4.2. Do you have your own internet device (mobile phone, computer, ipad, ...)?

	Children in school	Children out-of-school	Boy	Girl	Non-binary
Yes	66.7	54.2	67.8	63.8	90.0
No	33.3	47.8	32.2	36.2	10.0

Question 4.3 In the past 12 months, is there any activity organized at school that you did not participate in because you could not afford?

	Boy	Girl	Other	11-12	13-14	15-16
Yes	6.4	6.6	20.0	13.7	7.6	7.3
No	93.6	93.4	80.0	86.3	92.4	92.7

Question 4.4. Have you ever not participate in leisure activities because you or your family cannot afford such costs as transportation, necessary facilities like shoes, sports equipment and swimsuits?

	Children in school	Children out-of- school	Boy	Girl	Non-binary
Yes	19.5	58.0	18.0	23.8	30.0
No	80.5	42.0	82.0	76.2	70.0

Question 4.5. In the past 12 months, have you ever not gone to school or participate in outdoor activities due to environmental issues? For example, floods or other natural disasters, or due to air pollution, etc.

	Children in school	Children out-of- school	Boy	Girl	Non-binary
Yes	31.4	50.7	29.8	34.2	50.0
No	68.6	49.3	70.2	65.8	50.0

4.6a. In the past 12 months, have you ever taken time off school to help your family have more income? (harvest crops, work part-time ...)

	Children in school	Children out-of- school	Boy	Girl	Non-binary
Yes	3.3	55.1	4.4	6.6	0
No	96.7	44.9	95.6	93.4	0

Question 4.7 Where do you access the Internet? (You can have multiple choices)

	Children in school	Children out-of-school	Boy	Girl	Non-binary
Computer at home	46.6%	43.5%	45.7%	45.4%	70.0%
In the internet café	11.9%	0	6.6%	20.2%	15.0%
Computer at school	23.7%		22.5	24.4	40.0%
Personal moblie phone	56.7%	47.8%	63.0%	52.2%	80.0%
Mobile phone of par-ents or relatives	45.2%	20.3%	46.6%	44.1%	45.0%
I do not access the Internet	2.9%	7.2%	2.9%	3.4%	0

Question 4.8. What do you usually use the internet for? (You can have multiple choices)

	Children in school	Children out-of-school	Boy	Girl	Non-binary
Study/research	85.7%	16.1%	88.6%	77.6%	90.0%
Watch entertaining shows/read news	71.6%	53.2%	76.6%	64.8%	95.0%
Play video/online games	58.7%	59.7%	47.8%	68.9%	75.0%
Connect with friends	71.7%	56.5%	73.8%	68.5%	75.0%
Shopping online	31.3%	11.3%	35.2%	25.4%	55.0%
Livestream	6.4%	4.8%	4.2%	8.2%	15.0%
Download materials	33.0%	3.2%	32.5%	30.3%	70.0%
Share photos/video clip or personal infor-mation	23.8%	17.7%	26.8%	19.7%	50.0%
Watch movies/Listen to music	72.5%	46.8%	78.4%	64.3%	95.0%

Question 4.9. Do your parents (or your relatives you are living with) know your online activities? (Choose only one option)

	Children in school	Children out-of- school	11-12	13-14	15-16
Yes, I share with my parents/relatives.	50.0	54.7	52.4	52.3	46.1
Yes, my parents/rela-tives control	30.9	15.6	35.8	32.6	23.1



No, my parents/relatives do not care.	14.8	26.6	10.5	12.0	22.7
No, I do not let my parents/relatives know.	4.0	3.1	1.3	2.8	7.6

Question 4.10. Do you feel comfortable when your parents/relatives know your online activities?

	Children in school	Children out-of- school	Boy	Girl	Non-binary
Yes	49.4	64.4	44.4	50.3	27.3
No	26.6	22.2	27.3	28.7	45.5
No comment	24.0	13.3	28.3	21.0	27.3

Question 4.11. On average. how many hours per day do you spend on the Internet?

	Children in school	Children out-of- school	Boy	Girl	Non-binary
Less than 1 hour	27.8	25.0	27.0	28.8	5.0
From 1-3 hours	43.2	48.4	41.1	45.9	35.0
From 3-5 hours	18.2	14.1	19.9	15.8	35.0
From 5-7 hours	6.0	6.3	7.4	4.5	15.0
More than 7 hours	4.8	6.3	4.7	4.9	10.0

SECTION 5: SCHOOL AND ISSUES RELATED TO CHILD EDUCATION

Question 5.1. Do you receive the help (from teachers, parents, friends, siblings, tutors, etc.) you need to complete school assignments?

	Boy	Girl	Other	11-12	13-14	15-16
Always	16.0	18.5	5.0	15.9	17.0	18.5
Usually	28.3	26.2	40.0	21.4	30.4	30.3
Sometimes	40.5	35.1	30.0	40.5	38.0	34.6
Seldom	9.2	10.6	20.0	13.2	8.3	7.9
Mever	4.3	6.7	5.0	4.8	5.7	6.6
Do not know	1.6	3.0	5.0	4.2	0.6	2.2

Question 5.2. Overall, do you satisfy with the teaching at school?

	Boy	Girl	Other	11-12 years old	13-14 years old	15-16 years old
Very satisfied	33.3	39.9	10.0	59.0	28.0	21.8
Quite satisfield	28.5	25.8	40.0	15.6	35.9	30.7
Satisfied	22.2	20.4	10.0	19.0	21.2	23.2
Fairly satisfied	10.5	8.5	25.0	3.3	11.7	14.1
Unsatisfied	3.3	2.2	10.0	0.5	1.7	6.2
Do not know	2.1	3.2	5.0	2.6	1.5	4.0

Question 5.3. How did you learn about the plan/program to prevent violence and child abuse in your school?

	Children in school	Children out-of- school	Boy	Girl	Non-binary
I know the school has a plan/program but I don't know how it works	25.9	27.5	23	29.1	20.0
I have been informed of this plan/program	33.5	10.1	34	31.6	20.0
I have been involved in developing this plan	12.6	1.4	14	10.6	10.0
I have decided part of this plan	2.3	1.4	2	2.1	5.0
I do not know if my school has a plan to prevent violence and child abuse.	25.2	21.7	25	24.8	45.0

Question 5.4. Where have you learned about preventing child violence and abuse? (You can have multiple choices)

	Children in school	Children out-of- school	Boy	Girl	Non-binary
Self-study through materials, information available in books or on social networks	63.9%	36.2%	65.8%	60.1%	73.7%
Learning from friends	18.7%	12.8%	16.3%	20.7%	21.1%
Receiving guidance from parents or relatives	59.2%	17.0%	66.5%	49.9%	36.8%
Being taught by teachers at school	72.8%	51.1%	74.1%	70.2%	73.7%
Being guided by organizations and mass organizations	27.6%	25.5%	29.3%	25.7%	31.6%
Exchanging via forums on social networks	18.7%	6.4%	17.2%	18.8%	47.4%



Question 5.5. Have you ever learned the contents of safety when using Internet?

	Children in school	Children out-of-school	Boy	Girl	Non-binary
Yes	77.4	60.9	78.2	75.4	75.0
No	22.6	39.1	21.8	24.6	25.0

Question 5.6. What content did you learn about Safety when using the internet? (You can have multiple choices)

	Children in school	Children out-of-school	Boy	Girl	Non-binary
Privacy settings	72.0%	42.9%	72.9%	68.9%	86.7%
Set up and manage online accounts	58.3%	28.6%	55.8%	58.8%	60.0%
Use email safely	42.1%	21.4%	37.5%	45.3%	46.7%
Ways to prevent viruses and hackers	49.7%	9.5%	40.3%	56.3%	60.0%
Share your personal information and photos online	38.6%	38.1%	44.0%	33.0%	46.7%
Share your personal information and photos online	22.5%	14.3%	23.5%	20.8%	33.3%
Make friends on social networks	59.6%	33.3%	63.3%	54.2%	60.0%
Prevent cyberbullying	53.8%	21.4%	52.7%	52.2%	80.0%
Prevent online scam	74.0%	45.2%	74.9%	71.3%	73.3%
Report problems to the service provider	27.7%	7.1%	24.0%	29.5%	46.7%
The risks that children face online	44.0%	7.1%	44.7%	40.8%	46.7%
Using software and online applications	40.4%	9.5%	37.8%	40.9%	40.0%
How to deal with on-line risks	36.9%	2.4%	35.9%	35.5%	46.7%
How to prevent child sexual abuse online	53.9%	47.6%	60.5%	46.6%	66.7%

Question 5.7. What sources of information did you learn about Safety when using the Internet (You can choose multiple choices)

	Children in school	Children out-of-school	Boy	Girl	Non-binary
1. Self-study through materials, information available in books or on social networks	61.0%	31.0%	61.3%	58.2%	80.0%
2. Learning from friends	29.9%	33.3%	28.6%	31.4%	33.3%
3. Receiving guidance from parents or relatives	57.3%	16.7%	59.3%	52.7%	53.3%
4. Being taught by teachers at school	53.6%	47.6%	53.4%	53.0%	66.7%
5. Being guided by organizations and mass organizations	24.0%	31.0%	24.7%	23.2%	46.7%
6. Exchanging via forums on social networks	19.2%	7.1%	16.4%	20.6%	46.7%

Question 5.8 Do you think teachers and other school staff are working hard to stop school bullying?

	Boy	Girl	Other	11-12	13-14	15-16
Yes	72.0	71.0	55.0	66.7	75.4	71.8
No	8.7	11.5	10.0	9.7	9.3	11.3
Do not know	19.3	17.5	35.0	23.6	15.3	16.8

Question 5.9. Do you think your school has implemented all the necessary activities to help children with disabilities, who need special assistance?

	Boy	Girl	Other	11-12	13-14	15-16
Yes	60.9	63.6	50.0	61.8	68.2	56.5
No	9.5	12.1	20.0	8.2	12.5	12.1
Do not know	29.7	24.3	30.0	30.0	19.3	31.4



SECTION 6: THE RIGHT TO HAVE A HEALTHY AND SAFE LIFE

Question 6.1. Please circle the box corresponding to your level of perception of the issues listed below:

No		Always	Usually	Sometimes	Seldom	Never	Do not know
1	Do you feel safe on the way from school to home?	39.7	33.0	16.6	3.2	5.2	2.3
2	Do you feel safe in the classroom?	56.9	26.9	7.9	2.8	3.8	1.8
3	Do you feel safe in break time at school?	53.8	28.3	9.6	2.8	3.0	2.6
4	Do you feel safe in your living area in daytime?	52.1	27.1	12.5	2.9	3.1	2.4
5	Do you feel safe in your living area in night time?	26.4	27.5	23.8	10.4	8.3	3.5
6	Do you feel safe in children center or clubs?	35.9	21.3	10.9	4.0	1.6	26.3
7	Do you feel safe in your city/town center in daytime?	33.5	29.8	16.7	5.1	3.6	11.3
8	Do you feel safe in your city/town center in night time?	14.6	26.2	22.6	13.2	9.4	14.0
9	Do you feel safe when using public transport in day-time?	26.7	28.4	20.9	7.6	5.3	11.2
10	Do you feel safe when using public transport in day-time?	11.0	19.4	24.8	17.6	14.2	12.9
11	Do you feel safe when you are at home?	67.9	18.5	7.2	2.5	2.0	1.9
12	Do you feel safe when using the Internet?	25.1	34.9	23.2	6.1	4.5	6.2

Question 6.2. Circle 3 options that you think are the three highest risks you may encounter when using the Internet.

	Children in school	Children out-of-school	Boy	Girl	Non-binary
1. Being leaked personal information	66.9%	59.0%	65.9%	67.0%	84.2%
2. Being addicted to social networks, game addiction	61.3%	49.2%	60.0%	61.8%	52.6%
3. Cyberbullying	36.6%	34.4%	37.5%	36.0%	15.8%
4. Sharing inaccurate information	34.5%	29.5%	32.1%	36.3%	42.1%
5. Making bad friends	38.6%	45.9%	38.7%	39.0%	36.8%
6. Being texted or chat in sexually harassing way	49.7%	37.7%	56.8%	41.9%	52.6%

Question 6.3. In the past 12 months, do you feel worried about the following issues? (You can choose multiple options)

	Children in school	Children out-of-school	Boy	Girl	Non-binary
Learning is too difficult	49.0%		50.9%	46.4%	85.0%
Being discriminated	24.8%	36.2%	29.7%	21.3%	46.2%
Being bullied	29.8%	30.4%	28.5%	31.1%	23.1%
Being a victim of violence committed by other young people	16.1%	17.4%	15.4%	17.3%	30.8%
Being a victim of violence committed by adults	14.7%	14.5%	15.2%	13.8%	38.5%
You will have self-harm behaviors	9.5%	1.4%	10.5%	7.3%	38.5%
You will not be able to decide for yourself who you will live with or marry	11.7%	5.8%	11.0%	11.2%	23.1%
I will not receive full help at school	8.5%	15.9%	8.3%	9.2%	23.1%
Your parents will kick you out of the house	13.1%	27.5%	15.5%	12.2%	7.7%



Your family will not have enough money to meet the needs of the family	38.8%	27.5%	36.8%	40.0%	46.2%
I don't feel worried about anything	24.8%	36.2%	29.7%	21.3%	23.1%

Question 6.4 In the past 12 months, do you feel stressed about your study?

	Boy	Girl	Other	11-12	13-14	15-16
Never	8.1	12.6	10.0	17.2	8.9	4.9
Seldom	15.3	16.6	5.0	24.3	14.6	8.6
Sometimes	38.6	40.6	15.0	39.5	40.3	38.2
Usually	23.6	18.5	35.0	13.5	21.7	28.3
Always	14.4	11.7	35.0	5.5	14.6	19.9

Question 6.6 In the past 12 months, do you feel sad and bored in a long time? (more than 1 month)

	Boy	Girl	Other	11-12	13-14	15-16
Never	7.7	12.8	10.0	17.4	8.5	4.9
Seldom	15.8	14.2	5.0	21.4	14.6	8.6
Sometimes	28.2	30.0	35.0	29.3	28.7	29.4
Usually	23.1	21.1	10.0	16.5	23.6	25.8
Always	25.3	21.9	40.0	15.5	24.6	31.3

Question 6.6 In the past 12 months, do you feel sad and bored in a long time? (more than 1 month)

	Children in school	Children out-of-school	Boy	Girl	Non-binary
Never	29.2	30.4	29.0	29.9	10.0
Seldom	28.4	20.3	27.2	29.6	0.0
Sometimes	26.1	34.8	26.3	26.1	45.0
Usually	10.4	11.6	12.4	8.3	15.0
Always	6.0	2.9	5.0	6.1	30.0

Question 6.7 In the past 12 months, have you ever directly witnessed children being bullied or harassed?

	Children in school	Children out-of-school	Boy	Girl	Non-binary
Never	50.8	26.1	51.2	48.4	50.0
Seldom	25.8	33.3	27.8	24.5	20.0
Sometimes	18.2	36.2	16.7	20.9	30.0
Usually	3.4	4.3	3.3	3.6	0
Always	1.8	26.1	1.0	2.6	0

Question 6.8. What are the reasons for those children being bullied or harassed? (You can choose multiple options)

	Children in school	Children out-of-school	Boy	Girl	Non-binary
Because his/her religion is different from the others	10.6%	17.8%	9.4%	12.7%	0
Because he/she is an ethnic minority	16.0%	11.1%	18.5%	13.6%	0
Because his/her family is poor	41.3%	37.8%	45.0%	38.0%	22.2%
Because he/she or his/her parents are from another country, region, domain or locality	9.5%	13.3%	8.0%	11.4%	0
Because he/she is disabled	30.3%	13.3%	34.6%	25.1%	11.1%
Because of his/her appearance (tall, short, fat, thin, etc.)	55.2%	17.8%	57.9%	48.7%	55.6%
Because he/she is/ or is considered gay, bisexual and transgender	38.2%	8.9%	38.1%	34.1%	88.9%
Because of the gender difference between boys and girls	20.2%	8.9%	19.3%	19.2%	44.4%
Because he/she is younger than the bully....	48.5%	48.9%	44.2%	52.6%	44.4%

Question 6.9. In the past 12 months, have you witnessed your friends and/or siblings ... being punished by an adult with the following measures when making a mistake? (You can choose multiple options)

	Children in school	Children out-of-school	Boy	Girl	Non-binary
Slap in the face	28.0%	21.7%	27.7%	27.7%	30.0%
Whip with sticks or other items	35.2%	31.9%	34.9%	34.9%	45.0%



Kick	10.3%	13.0%	9.7%	11.3%	5.0%
Force to stand with 1 leg	4.8%	2.9%	3.8%	5.7%	5.0%
Kneel	21.6%	23.2%	21.4%	22.1%	15.0%
Lock in a dark room	2.9%	1.4%	2.9%	2.9%	
Do not give food or drinks	2.7%	2.9%	2.2%	3.1%	5.0%
Curse or yell	62.9%	71.0%	61.5%	64.6%	75.0%
Calling in words that make children feel sad or inferior (eg “junk”, “useless things”, “stupid” ...)	29.5%	15.9%	30.3%	27.2%	50.0%
Threatening (For example: “beaten to death”, “hit”, “kicked out of the house”, “captured by ghost”, “caught by human traffickers” ...)	30.2%	20.3%	31.5%	27.7%	50.0%
Compared with objects and animals	30.7%	20.3%	30.5%	29.7%	45.0%
Neglect, do not take care of	3.2%	5.8%	3.6%	3.2%	
I have never directly witnessed anyone punished by an adult with the above measures when making a mistake	18.3%	8.7%	19.6%	16.4%	15.0%

Question 6.10 Where do you find your friends and/or siblings punished with these measures? (You can choose multiple options)

	Children in school	Children out-of-school	Boy	Girl	Non-binary
Directly witnessed at home	74.0%	66.1%	73.9%	73.3%	75.0%
Directly witnessed at school	20.4%		18.1%	22.8%	11.8
Directly witnessed in public	22.3%	22.6%	21.3%	22.8%	43.8%
Directly witnessed at neighbor’s house	33.8%	35.5%	36.6%	31.7%	18.8%

Question 6.11. Who applies the above punishments to your friends and/or siblings? (You can choose multiple options)

	Children in school	Children out-of-school	Boy	Girl	Non-binary
Father	64.8%	41.3%	62.1%	65.0%	78.6%
Mother	68.7%	57.1%	68.3%	67.7%	85.7%
Grandfather	7.6%	6.3%	7.6%	7.7%	7.1%
Grandmother	8.4%	6.3%	7.9%	8.7%	21.4%
Brother	9.2%	20.6%	7.6%	11.6%	14.3%
Sister	6.8%	14.3%	7.1%	7.1%	35.7%
Relatives (aunt/uncle)	15.0%	9.5%	16.3%	12.9%	14.3%
Caregivers in the center	3.0%	0	2.9%	2.9%	14.3%
Male teacher	16.5%	11.1%	13.5%	19.0%	78.6%
Female teacher	16.1%	6.3%	13.8%	17.5%	85.7%

Question 6.12. With each following issue, who will you seek support from? (You can select multiple sources of help for the same issue))



No	When you feel mentally bad, you will seek help from ...	When you have problems in your family (being yelled at, see parents argue with each other, parents get divorced, ...) you will seek support from ...	When you experience violence, abuse (physical or sexual abuse, being bullied or deceived, ...) you will seek support from	When you see other children being abused (violence, abused, being bullied or deceived,...) you will seek support from...	Parents, Relatives	Teachers	Friends	Psychological experts	Doctor	Police	Children call center 111	Police call center 113	Do not know where to seek support
1					63.90%	14.00%	51.90%	7.50%	2.90%	1.30%	3.50%	0.80%	9.60%
2					21.10%	18.70%	40.40%	11.80%	1.30%	6.80%	6.00%	1.90%	24.50%
3					68.00%	28.90%	21.10%	12.30%	7.00%	32.60%	23.50%	16.30%	5.60%
4					27.30%	35.50%	17.60%	5.70%	5.20%	50.40%	30.80%	24.40%	6.00%

Question 6.13. In the past 12 months, have you ever feel sad/ worried about following environmental issues?

No.	Environmental issues	Always	Usually	Sometimes	Seldom	Never
1	Global warming	29.7	23.5	24.8	11.0	10.9
2	Wild animals, plants and other natural areas such as forests, ... are disappearing.	30.3	29.4	20.3	11.2	8.8
3	Water, air or land pollution	47.2	26.8	15.4	6.2	4.3
4	Over consumption and natu- ral resources waste	40.3	30.9	18.0	6.9	3.9

SECTION 7: FUTURE

Question 7.1. How do you think about your future?

	Children in school	Children out-of- school	Boy	Girl	Non-binary
Very positive	26.7	23.2	23.4	30.0	10.0
Quite positive	28.5	18.8	26.9	29.5	15.0
Partly positive, partly nega- tive	28.0	14.5	32.7	21.8	50.0
Fairly negative	2.7	10.1	3.7	2.4	5.0
Very negative	1.5	1.4	1.0	1.8	10.0
I do not know	12.6	31.9	12.4	14.5	10.0

Question 7.2. Do you think that after graduating, you can find your appropriate job?

	Boy	Girl	Other	11-12	13-14	15-16
Possible	27.6	38.2	15.0	38.5	30.4	29.3
Maybe possible	51.8	46.4	65.0	42.0	52.0	53.8
Impossible	3.2	3.5	10.0	1.5	5.3	3.5
Do not know	17.4	11.9	10.0	18.0	12.3	13.4

Question 7.3. Do you believe that current national leaders can take appropriate action to respond to climate change?

	Children in school	Children out-of- school	Boy	Girl	Non-binary
Yes	39.8	40.6	34.9	45.1	15.0
No	29.0	18.8	28.5	27.7	65.0
Do not know	31.3	40.6	36.6	27.2	20.0



Question 7.4: Do you think your future life will be different from your parents’ life because of climate change? (That you need to move to other places, grow other crops, find other jobs, consume less products, travel less, eat other foods, always have to be ready to encounter disasters, etc.)

	Children in school	Children out-of- school	Boy	Girl	Non-binary
Yes	47.6	42.0	45.8	48.6	60.0
No	21.9	24.6	21.9	22.0	30.0
Do not know	30.5	33.3	32.3	29.4	10.0

Question 7.5. How are you worried, stressed about climate change and/or other environmental issues in Vietnam?

	Children in school	Children out-of- school	Boy	Girl	Non-binary
Very worried/very stressed	22.1	23.2	19.7	24.6	20.0
Worried/stressed	61.9	49.3	66.7	56.2	65.0
Do not worry/stress	16.0	27.5	13.6	19.2	15.0

Question 7.6. How are you concerned about climate change and/or other local environmental issues (district, province)?

	Children in school	Children out-of- school	Boy	Girl	Non-binary
Very worried/very stressed	20.2	14.5	18.4	21.7	15.0
Worried/stressed	59.6	58.0	64.4	54.9	60.0
Do not worry/stress	20.1	27.5	17.3	23.4	25.0





Save the Children

About Save the Children

Save the Children is one of the leading independent global organizations 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.



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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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