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YEARS IN VIET NAM

REPORT

CHILDREN'S PERSPECTIVES ON CLIMATE CHANGE, ENVIRONMENTAL PROTECTION AND SOCIO-ECONOMIC DEVELOPMENT



July 2025

TABLE OF CONTENTS

PREFACE AND ACKNOWLEDGMENTS	5
PART 1: INTRODUCTION	7
1.1 Country context.....	7
1.2 Research objectives	7
1.3 Scope of study.....	8
1.4 Methods of collecting information and survey samples	8
1.4.1 Qualitative method.....	8
1.4.2 Quantitative method	9
1.4.3 Sample size of questionnaire survey for children	11
1.5 Limitations of the study.....	12
PART 2: RESEARCH CONTENT	14
2.1 Overview of programmes and policies on CC, EP and SEDPs	14
2.1.1 Overview of programmes and plans to respond to CC and EP	14
1.1.2 Provincial programmes and plans.....	16
2.1.2 Performance results	19
2.1.3 Models for children's participation in climate and environmental action.....	22
2.2 Children's perspectives of CC and EP responses	25
2.2.1 Children's understanding of CC and EP responses	25
2.2.2 Children's perceptions of local climate change issues and impacts	27
2.2.3 Impact of climate change on children's lives.....	30
2.3 Children's involvement in climate change and environmental protection responses	32
2.3.1 Activities and frequency of participation.....	32
2.3.2 Role of children in CC and EP response activities.....	33
2.3.3 Mechanisms for mobilizing children's participation and the role of stakeholders	35
2.3.4 Children's needs and initiatives for climate and environmental action.....	39
2.4 Factors that impact children's participation	43
2.4.1 Support from the school	43
2.4.2 Government support.....	44
2.4.3 Responsiveness of information channels.....	46
PART 3. CONCLUSIONS AND RECOMMENDATIONS	49
3.1. Conclusion	49
3.2 Recommendations	50
3.2.1 Central level	50
3.2.2 Local level	51
3.2.3 Schools	51
3.2.4 Children	52
REFERENCES.....	53
ADDENDUM	54

LIST OF FIGURES

Figure 1. Demographic characteristics of students surveyed (%)	11
Figure 2. Children's comments on CC content (%)	25
Figure 3. Children's understanding of EP actions (%)	26
Figure 4. Children's perceptions of serious issues affecting people's lives (%)	27
Figure 5. Children's agreement with comments on living conditions and space (unit: points)	29
Figure 6. Children's perceptions of CC impacts (%)	30
Figure 7. Level of children's participation in some EP actions (unit: points)	32
Figure 8. Children's access to CC and EP information in school (%)	36
Figure 9. Children's access to CC and EP information outside of school (%)	39
Figure 10. Level of children's agreement to statements on the right to voice and participate in climate and environmental actions (unit: points)	40
Figure 11. Agreement with solutions to increase children's participation in climate and environmental actions at school (%)	44
Figure 12. Agreement with solutions to increase children's participation in climate and EP actions (%)	46
Figure 13. Children's agreement with access to information channels on CC and EP (unit: points)	47

LIST OF TABLES

Table 1. Survey sample	10
Table 2. Age structure of children participating in the questionnaire	12
Table 3. Children's participation in sharing knowledge about CC and EP (%)	35

LIST OF ABBREVIATIONS AND ACRONYMS

CC	Climate change
DOLISA	Department of Labour, Invalids and Social Affairs ¹
DOET	Department of Education and Training
DPI	Department of Planning and Investment ²
EP	Environmental Protection
FGD	Focus group discussion
GG	Green growth
MOET	Ministry of Education and Training
MOLISA	Ministry of Labour, Invalids and Social Affairs ³
SDGs	Sustainable Development Goals
SED	Socio-Economic Development
SEDP	Socio-Economic Development Plan
UNICEF	United Nations Children's Fund
WASH	Water, Sanitation, and Hygiene

1 As of July 1, 2025, the Department of Labour, Invalids and Social Affairs (MOLISA) merged into the Department of Home Affairs (labour issues) and the Department of Health (social protection issues).

2 As of July 1, 2025, the Department of Planning and Investment (Ministry of Planning and Investment) merged into the Department of Finance.

3 As of July 1, 2025, the Ministry of Labour, Invalids and Social Affairs (MOLISA) was merged into the Ministry of Home Affairs (labour issues) and the Ministry of Health (social protection, including children's issues).

PREFACE AND ACKNOWLEDGMENTS

This report was produced within the framework of the “Child-friendly policies and plans for the period 2023–26” project jointly implemented by UNICEF Viet Nam and the former Ministry of Planning and Investment (now the Ministry of Finance), with funding from the Government of Japan.

The objective of this report is to create a platform for building a forum for children and adolescents to meaningfully participate in the process of developing, monitoring and evaluating five-year and annual Socio-Economic Development Plans (2026–30) of three Mekong Delta provinces in southern Viet Nam (Bac Lieu, Ca Mau and Soc Trang), with a specific focus on environmental protection and responses to climate change.

Developed by Dr. Trieu Thi Phuong – a lecturer at the University of Social Sciences and Humanities, Viet Nam National University – Ho Chi Minh City, the report benefited from inputs and guidance by experts from UNICEF and the Ministry of Planning and Investment.

The People's Committees of former Bac Lieu, Ca Mau and Soc Trang provinces (now Ca Mau province and Can Tho City) and the respective departments, teachers and students are warmly thanked for their enthusiastic support and coordination in implementing the surveys and consultations.

The project extends warm gratitude to the Government of Japan for its generous and strong support.



PART 1: INTRODUCTION

1.1 Country context

Viet Nam is one of the most vulnerable countries to climate change⁴ due to exposure to a range of hazards. The southern Mekong Delta – the country’s rice basket – is particularly exposed to rising sea levels, multi-faceted climate threats and environmental degradation. This means provinces such as Bac Lieu, Ca Mau and Soc Trang face growing challenges from saline intrusion, coastal erosion, and shifting weather patterns, which affect local livelihoods and community well-being. Children and adolescents—especially in areas with limited resources—are among the most affected by these changes, yet their perspectives are often not fully reflected in local development planning processes. According to UNICEF, more than 88,000 children in seven provinces⁵ are severely affected by drought and saltwater intrusion in the Mekong Delta.

Viet Nam has made strong commitments to promote children’s rights and participation, including through the Law on Children (2016) and international conventions. However, opportunities for children and adolescents to actively contribute to Socio-Economic Development Plans (SEDPs) at the local level remain limited. Structured and inclusive platforms to support their engagement are still evolving, and further efforts are needed to ensure that all young voices—particularly those from rural and underserved areas—are meaningfully heard.

Strengthening child and youth participation in local planning not only supports the realization of their right, but also brings added value to community resilience and environmental sustainability. Children and adolescents offer unique insights, promote environmental awareness, and can play an active role in shaping practical and locally grounded responses to climate challenges. Therefore, the study “Children’s Perspectives on Climate Change, Environmental Protection and Socio-Economic Development in Viet Nam” aligns with national priorities on sustainable development and community engagement, and complements ongoing efforts under the National Adaptation Plan and the UNICEF-Government of Viet Nam Country Programme (2022–26). It offers a constructive approach to enhancing inclusive, youth-informed development, contributing to stronger, more responsive planning that takes into account the needs and aspirations of all citizens.

1.2 Research objectives

The overarching objective of this study is to facilitate the meaningful participation of children and adolescents in the process of formulating, monitoring and evaluating annual and five-year Socio-Economic Development Plans (SEDPs) for 2026–30 of three Mekong Delta provinces (Bac Lieu, Ca Mau and Soc Trang), through the lens of climate action and environmental protection. The results of this study provide an analysis of children’s understanding, perceptions, and needs regarding climate change and environmental protection. It places particular emphasis on exploring their concerns and capturing their initiatives related to these issues. Based on these insights, the results can support central and local authorities during policy processes in creating platforms and appropriate programmes for children’s inclusive development.

⁴ Viet Nam is the 13th most affected country by climate change globally in the past two decades. Source: <https://www.unicef.org/vietnam/children-and-climate-change>

⁵ Bac Lieu, Ben Tre, Ca Mau, Kien Giang, Long An, Soc Trang and Tien Giang provinces.

To achieve the research objectives, this study addresses the following questions:

- What are the roles of the local SEDPs and sectoral plans in climate action and environmental protection?
- What are the priorities and actions related to climate change responses and environmental protection?
- Have children/adolescents been consistently consulted in the formulation and monitoring of provincial socio-economic plans, especially on climate change and the environment? What conditions are needed to enable children to participate in actions related to climate change and environmental protection?
- What are the effective mechanisms for children's participation?
- If and how have children been informed and updated about provincial policies? Are they regularly updated with information on climate change and environmental protection?
- What is their role in activities related to climate change and environmental protection response at home, school and community levels?
- What support do families, schools and local levels need so that children's aspirations regarding environmental protection and climate change response are realized through SEDPs?

1.3 Scope of study

This study's two key focus areas were firstly to analyze socio-economic development strategies and plans through the lens of climate change, environmental protection and child-focused issues during 2021–25 and secondly to collect opinions from children and stakeholders on issues related to children and their participation in socio-economic and environmental development plans and responses to climate change in Bac Lieu, Ca Mau and Soc Trang provinces during 2021–25. The findings of this study will inform and support central and local authorities to build appropriate platforms to increase children's participation in SEDPs during 2026–30.

The duration of this study was November 2024 to July 2025.

1.4 Methods of collecting information and survey samples

1.4.1 Qualitative method

- **Secondary document analysis**

This method focused on reviewing and evaluating relevant programmes, policies, reports and related documents on development and implementation of provincial climate change and environmental protection response plans in five-year SEDPs during 2021–25 and annual plans during 2021–24 of Bac Lieu, Ca Mau and Soc Trang provinces, with a focus on children.

- **Key Informant Interviews**

Interviews of local government agencies were conducted in these three provinces to shed light on: 1) the role of local SEDPs and sectoral plans in response to CC and EP, 2) prioritization and actions related to CC and EP responses, 3) children and adolescents' participation, if any, in development and monitoring of provincial SEDPs, especially on CC and EP and 4) children's role in CC and EP responses at commune level, schools and communities.

The key respondents were representatives of provincial DPIs, DOLISAs, DOETs and of schools with survey participating children and adolescents (Table 1).

- **Focus Group Discussions**

These discussions gathered information from specific departments on integration of children's rights and issues into socio-economic development goals, focused on climate and environmental crisis responses, including children's participation in development and monitoring of these goals. Moreover, children were engaged to scope their current involvement in development and monitoring of provincial socio-economic plans, if any, alongside potential models for this engagement.

The research sample comprised one group representing provincial government departments and one group of children per school surveyed. Six FGDs were held in three provinces with 52 children aged 14 to 17 years participating (Table 1).

1.4.2 Quantitative method

- **Semi-structured questionnaire interviews**

This study used a semi-structured questionnaire to collect information on children's participation in CC and EP responses and their opinions on effective conditions and mechanisms for participation. The survey was conducted in the Mekong Delta provinces of Bac Lieu, Ca Mau and Soc Trang.

Information was collected from a semi-structured questionnaire sent to children and adolescents through an online survey using a Google Forms link.

Each province had two schools, secondary and high schools, participating in the survey, one each in a rural and urban area. The total number of children participating was 756, aged 12 to 19 (Table 1).

Table 1. Survey sample

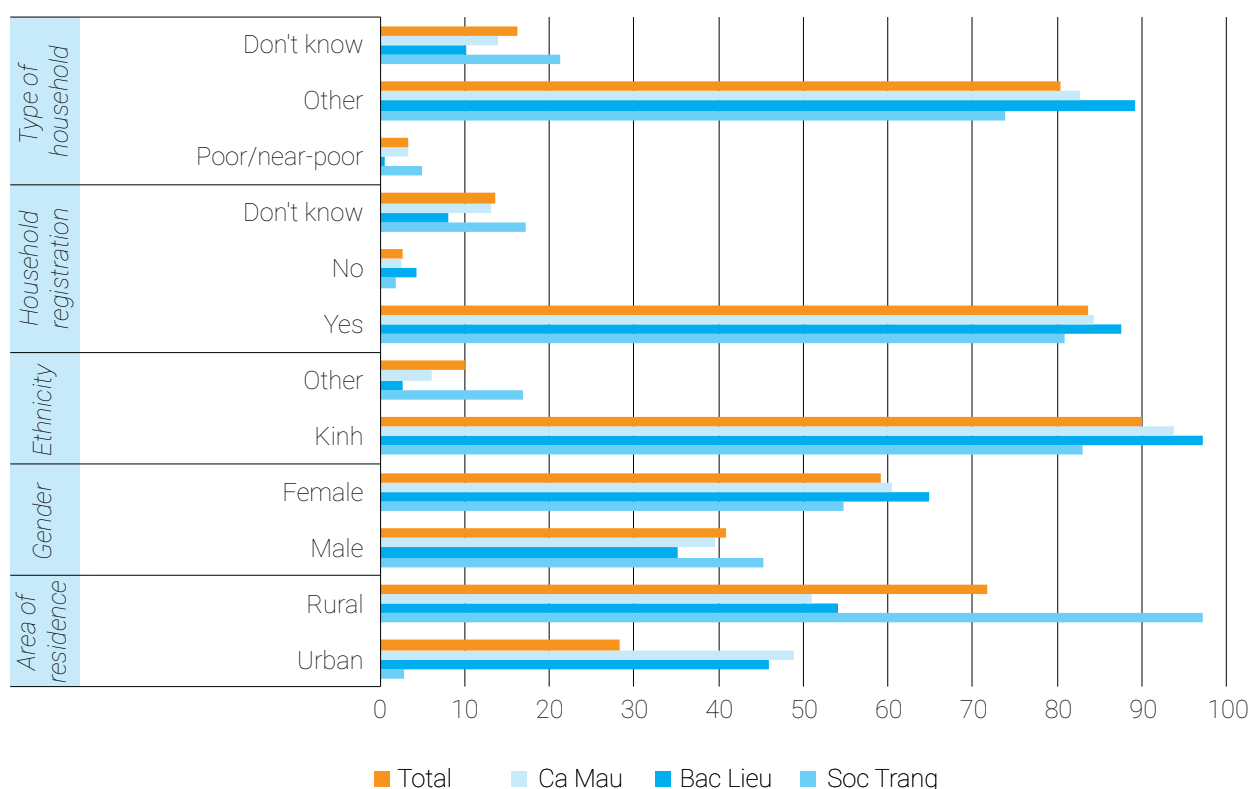
Method	Object	Number of interviews	Number of people/ event	Total people
1. SOC TRANG				
Key Informant Interviews	DPI	1	4	4
	DOLISA	1	1	1
	DOET	1	2	2
	Representatives of school's teaching board	2	1	2
Focus Group Discussions	Provincial level: representing DPI, DOLISA, DOET, Department of Health, Department of Construction, Department of Natural Resources and Environment, Department of Finance, and Youth Union	1	8	8
	Children	2	8	16
Semi-structured questionnaire	Children/adolescents	325	1	325
Total				358
2. BAC LIEU				
Key Informant Interviews	DPI	1	7	7
	DOLISA	1	3	3
	DOET	1	4	4
	Representatives of school's teaching board	2	1	2
Focus Group Discussions	Provincial level: representing DPI, DOLISA, DOET, Department of Health, Department of Construction, Department of Natural Resources and Environment, Department of Finance, and Youth Union	1	8	8
	Children	2	10	20
Semi-structured questionnaire	Children/adolescents	185	1	185
Total				229
3. CA MAU				
Key Informant Interviews	DPI	1	2	2
	DOLISA	1	3	3
	DOET	1	3	3
	Representatives of school's teaching board	2	1	2
Focus Group Discussions	Provincial level: representing DPI, DOLISA, DOET, Department of Health, Department of Construction, Department of Natural Resources and Environment, Department of Finance, and Youth Union	1	8	8
	Children	2	8	16
Semi-structured questionnaire	Children/adolescents	246	1	246
Total				280
TOTAL				867

Source: Compiled from survey results

1.4.3 Sample size of questionnaire survey for children

The study collected information by questionnaire from six schools (junior high and high schools) in three provinces. A total of 756 students participated in the Google Forms survey at Bac Lieu (185 students), Ca Mau (246 students), and Soc Trang (325 students). The demographic characteristics of the student group are shown in Figure 1.

Figure 1. Demographic characteristics of students surveyed (%)



Source: Compiled from survey results

In terms of the breakdown of respondents, 59.1 per cent are female, 71.6 per cent live in rural areas and 9.9 per cent are ethnic minorities. The vast majority (83.7 per cent) of students said their families have permanent residence in their current place of abode, 3.3 per cent reported their families were from poor/near-poor households according to local government regulations, while 16.3 per cent were unsure of the category.

Ages ranged from 12 to 19 years, with most (76.6 per cent) 14 to 16 years old (Table 2).

Table 2. Age structure of children participating in the questionnaire

Age	Soc Trang		Bac Lieu		Ca Mau		Total	
	Freq.	Percent	Freq.	Percent	Freq.	Percent	Freq.	Percent
12	0	0.0	0	0.0	16	6.6	16	2.1
13	36	11.1	1	0.5	32	13.0	69	9.1
14	62	19.1	47	25.4	76	31.1	185	24.6
15	155	47.7	84	45.4	28	11.4	267	35.3
16	68	20.9	40	21.6	18	7.3	126	16.7
17	4	1.2	12	6.5	49	19.9	65	8.6
18	0	0.0	1	0.5	24	9.8	25	3.3
19	0	0.0	0	0.0	3	1.2	3	0.4
Sum	325	100.0	185	100.0	246	100.0	756	100.0

Source: Compiled from survey results

1.5 Limitations of the study

Due to resource and time constraints, this study was restricted to the three Mekong provinces. As the analysis of policies and programmes was based on available documents collected by the research team, it may not be fully representative of all such documents issued.

As respondent children and adolescents, selected through a non-probability sample method with support from DOET in each province, were limited to two schools per province, this cohort is not fully representative of all children in the study area and each province more broadly.



PART 2: RESEARCH CONTENT

2.1 Overview of programmes and policies on CC, EP and SEDPs

This section focuses on the role that local SEDPs and sectoral plans play in responding to CC and EP as well as prioritized actions. In addition, it also explores good practices to engage children in responding to these twin challenges within communities.

2.1.1 Overview of programmes and plans to respond to CC and EP

Despite progress, there is scope to fully amplify children's voices to shape national strategies and action plans on CC and EP as well as socio-economic development programmes, alongside ensuring all children benefit from implementation.

2.1.1.1 National-level programmes and plans

National Strategy on Climate Change to 2050 (Decision No. 896/QĐ-TTg dated 26 July 2022): This strategy states that the onus of responding to the climate crisis is on Viet Nam's political system, each citizen and society as a whole. The key focus is reducing vulnerability and strengthening resilience to the impacts of CC, whereby ensuring safety and livelihoods for people in at-risk areas. To achieve this, there is a need to raise awareness, knowledge and capacity on disaster risk management and climate adaptation, including for youth, especially in areas at high risk of natural disasters. In addition, there is a need to build the capacity and participation of youth and women to adapt to climate challenges and manage natural disaster risks, raise young people's awareness and knowledge as well as determine solutions to adapt to climate change.

National Socio-Economic Development Strategy for 2021–30 identifies climate change, natural disasters, diseases and use of transboundary water resources, especially in the Mekong Delta, as posing unprecedented challenges to sustainable development. The strategy aims to develop favourable conditions – especially for children, ethnic minorities and migrants – to have equal access to resources and development opportunities, with equitable access to basic social services. From children's perspective, the strategy aims to fully realize their rights and create a healthy and conducive environment to develop. To achieve these goals, one of the strategies is to increase monitoring and disclosure of timely information for children.

National Strategy for Natural Disaster Prevention and Control to 2030, with a vision to 2050 (Decision No. 379/QĐ-TTg) has a policy to integrate natural disaster prevention and control knowledge into training and extracurricular activities to raise awareness at commune and village levels.

National Strategy on Green Growth for 2021–30, with a vision to 2050 (Decision No. 1658/QĐ-TTg), aims to improve the quality of life and resilience to climate, while ensuring equality of opportunities so no one, including children, is left behind in the green transformation process.

National Action Plan on Green Growth for 2021–30 (Decision 882/QĐ-TTg in 2022) focuses on 18 topics, of which two relate to children's perspectives. Topic 2 focuses on communication, education and raising awareness on green living standards, cultural values, education, communities and businesses. Topic 7 aims to achieve equality in the green transition by ensuring different target groups, especially those affected by economic restructuring associated with growth model innovation and vulnerable groups (including children, women

and ethnic minorities) have equal access to opportunities, information, technical infrastructure and basic social services suitable for new occupations amid the transition to a green economy.

Plan to implement the Paris Agreement on climate change for 2021–30 (Decision No. 2053/QĐ-TTg): The Paris Agreement aims to help countries adapt to the climate impacts, mobilize finance for climate action and reduce vulnerability. The guiding perspective is to develop and implement climate education programmes as required by the Paris Agreement in the Emissions Trading system. While the MOET takes prime responsibility for implementing this task, it is not classified as mandatory and lacks financial resources for implementation.⁶ In addition, the updated *report on Nationally Determined Contributions* (Document No. 1982/VPCP-QHQT) includes content related to children: “Cooperation and common interests between adaptation, mitigation and achievement of the SDGs; gender equality and risk reduction for vulnerable groups such as the poor and ethnic minorities, the elderly, women, children, people with chronic diseases, people with disabilities.” It also addresses children’s specific levels of vulnerability to climate (health and nutrition, education, protection and WASH) based on data and recognition of children with disabilities, in poor families, migrants and girls in the Mekong Delta.

Viet Nam’s Sustainable Development Goals also focus on children’s participation. For example, the MOET clearly states the integration of basic knowledge on climate response and natural disaster prevention and control into education programmes at all levels (Decision No. 2161/QĐ-BĐGDĐT, dated 21 June 2017).

In addition, the government has promulgated relevant climate and environment-focused laws and policies which impact children and their development, such as the Law on Environmental Protection, Law on Natural Disaster Prevention and Control, and Law on Children. At the same time, the Viet Nam National Committee for Children was established to oversee child-related goals.

• **Achievements**

SEDPs and strategies increasingly consider climate, mitigation of natural disaster risks and environmental responses as key goals. This action is critical in light of climate change’s direct impacts on nutritional security, health and development of children (UNICEF, 2021).⁷ To underline the scale of the challenge, according to the Viet Nam Red Cross Society, 685,558 people in the Mekong Delta in 2020 were affected by drought and saltwater intrusion, of whom 130,357 are children.⁸ To ensure children’s participation, it is necessary to integrate child-related content, especially on their role in annual and five-year SEDPs at provincial level.⁹

Compared to the previous period (2011–20), the Socio-Economic Development strategy for 2021–30, the SEDP for 2021–25 and Green Growth Strategy are more focused on children’s perspectives, with laws and policies developed and synchronized to their needs. This encompassed models for child protection and care as well as encouraging families, communities, and organizations to champion the realization of children’s rights.

Children are increasingly enjoying their rights, including to develop and participate. In the National Action Plan on Children for 2012–20 (Decision 1555/QĐ-TTg), key activities included communication, education and social advocacy to raise awareness and change behaviour related to children’s rights. Children’s right to participate in issues that impact them took a step forward in 2016–20 (Decision 1235/QĐ-TTg dated August 3, 2015) as per the law and the United Nations Convention on the Right of the Child.

6 <https://www.unicef.org/vietnam/media/7441/file/Climate%20landscape%20analysis%20for%20children%20in%20Viet%20Nam.pdf>

7 <https://www.unicef.org/vietnam/media/7441/file/Climate%20landscape%20analysis%20for%20children%20in%20Viet%20Nam.pdf>

8 <https://adore.ifrc.org/Download.aspx?FileId=289058>. Of the total impacted children, 19,674 were in Soc Trang (after Tra Vinh), 13,707 in Bac Lieu and 13,432 children in Ca Mau.

9 <http://www.ciem.org.vn/tin-tuc/6809/hoi-thao-nghien-cuu-long-ghep-muc-tieu-ke-hoach-hanh-dong-quoc-gia-thuc-hien-chuong-trinh-nghi-su-2030-vi-su-phat-trien-ben-vung-va-chien-luoc-quoc-gia-ve-tang-truong-xanh-vao-ke-hoach-phat-trien-kt?newsgroup=H%E1%BB%99i%20th%E1%BA%A3o>

- **Restrictions**

Overlaps in the climate and environmental protection response is apparent, which leads to duplications in the implementation, allocation and use of resources.

In all strategies, plans and guiding documents, children's perspectives on SEDPs remain opaque, with no specific guidance or detailed targets on solutions, resources to integrate children's views into annual, five-year or 10-year SEDPs at national level. This can create barriers for local governments in developing and implementing socio-economic plans.

Green growth action remains voluntary, lacking mandatory regulations. At the same time, policies to encourage investment in green growth and environmental protection (capital support, land, tax exemption, and fees) are not specific nor have promoted major economic investment. In addition, implementation of local green growth action plans have not been effectively implemented.

1.1.2 Provincial programmes and plans

- *Developing and promulgating SED strategies and plans:* Bac Lieu, Ca Mau and Soc Trang provinces have developed and promulgated provincial SEDPs such as the SED Strategy for 2021–30, with a vision to 2050 and five-year SEDPs for 2021–25. This builds a foundation for development of plans of departments in localities and targets, including child-focussed indicators.

Soc Trang province issued Plan No. 198/KH-UBND (25 October 2023) to implement the National Strategy on Green Growth (2021–30), with Plan No.322/KH-SGDDT (31 January 2024) of DOET on implementation of the National Strategy on Green Growth for 2021–30 in education.

Bac Lieu province promulgated the Green Growth Action Plan for Bac Lieu between 2023 and 2030 (Decision No.148/QD-UBND, 29 May 2024), with the plan to implement the National Strategy for Natural Disaster Prevention and Control to 2030, with a vision to 2050.

Ca Mau province issued a plan to implement Conclusion No. 81-KL/TW (4 June 2024) of the Politburo on implementing Resolution of the 7th Central Committee of the XI Session on proactively responding to climate change, strengthening management of natural resources and the environment in Ca Mau, alongside a climate response plan for Ca Mau between 2021 and 2030, with a vision to 2050, a decision to raise climate awareness for management agencies at all levels and communities to 2025 and 2030.

Source: Summary of some documents

- Plans are oriented towards green, sustainable growth and adapted to climate and environmental protection. SEDPs have set goals to develop in a green, smart and sustainable manner, including ecological environmental protection, biodiversity conservation, natural disaster prevention and adaptation to climate.

Soc Trang: The Soc Trang provincial Plan for 2021–30, with a vision to 2050 (Decision No. 995/QD-TTg) sets a goal that by 2030, the urban system will develop in a green, smart and sustainable direction, with sufficient capacity to adapt to climate change. The five-year SEDP for 2021–25 (Resolution No. 127/NQ-HDND) determines adaptation to CC and EP, to boost Soc Trang’s development, with smart, green, environmentally-friendly infrastructure and urban development.

Bac Lieu: The five-year SEDP for 2021–25 (Resolution No. 18/2020/NQ-HDND) identifies natural disasters, epidemics, and climate as key challenges, alongside saltwater intrusion, riverbank and coastal erosion that directly affect people’s lives and production.

Ca Mau: The Ca Mau provincial Plan for 2021–30, with a vision to 2050 (Decision No. 1386/QD-TTg), aims to effectively implement three national target programmes, focusing on development in disadvantaged areas, sustainable poverty reduction, ecological protection, biodiversity conservation, and natural disaster prevention and adaptation to climate. Notably, the 2021–25 SEDP emphasises that Ca Mau must be proactive in adapting to CC, strengthen resource management, and environmental protection. Additionally, the Politburo’s Plan for Implementation of Conclusion No. 81-KL/TW (4 June 2024) states the continuation of efforts to implement the Resolution of the 7th Central Committee (XI Session) on responding to climate, and reinforcing natural resources management in Ca Mau. It sets targets for adapting to CC by 2030, including natural disaster prevention, increasing resilience, and enhancing the adaptability of natural, economic, and social systems.

Source: Summary of some documents

- Key provincial plans and programmes have integrated child-focussed content: provincial plans aim to ensure children’s rights and create a safe and healthy living environment to develop, as well as strengthen education to raise awareness of the environment, green growth, and sustainable development.

Soc Trang:

- Planning for Soc Trang province for 2021–30, with a vision to 2050 (Decision No. 995/QD-TTg), aims to strengthen gender equality, social and child protection. In addition, it will improve social security infrastructure to ensure the care and support of children in special circumstances.
- Plan No. 198/KH-UBND (25 October 2023) to implement the National Strategy on Green Growth for 2021–30 in Soc Trang to reduce human vulnerability to climate and encourage green lifestyles.
- Plan No. 322/KH-SGDDT (31 January 2024) of DOET on implementation of the National Strategy on Green Growth for 2021–30 on education to raise awareness of public employees on climate issues and natural disaster prevention. At the same time, integrating knowledge about the environment, reducing greenhouse gas emissions, climate and green growth into subjects and extracurricular activities suitable for students at all levels.

Bac Lieu:

- The Bac Lieu provincial Plan for 2021–30, with a vision to 2050 (Decision No. 1598/QD-TTg dated 8 December 2023) sets out the goal of fully ensuring children's rights, creating safe and healthy living environments to develop. In addition, investing in upgrading and expanding child care facilities is prioritized, as is raising awareness of the environment and green growth.
- The Bac Lieu Green Growth Action Plan for 2023–30 (Decision No. 148/QD-UBND dated 29 May 2024) aims to integrate green growth content into teaching activities across all educational levels.
- Implementation of the National Strategy on Natural Disaster Prevention and Control to 2030, with a Vision to 2050 in Bac Lieu (Decision No. 159/QD-UBND dated 8 April 2022) emphasizes inclusion of disaster prevention and control knowledge in curricula and extracurricular activities at certain educational levels.

Ca Mau:

- The Provincial Plan of Ca Mau for 2021–30, with a vision to 2050 (Decision No. 1386/QD-TTg), aims to create a safe living environment and fully realize children's rights. It includes investments in social protection facilities to ensure adequate care and support for children in difficult circumstances.
- The Provincial SEDP for 2021–25 focuses on effective implementation of child protection policies.
- The CC Response Action Plan for Ca Mau for 2021–30, with a vision to 2050 (Decision No. 1332/QD-UBND dated 16 July 2020), outlines "Integrating education on climate change response, natural resource management, and environmental protection into school curricula at all levels to provide basic knowledge and information on climate change in the province."

Source: Summary of some documents

- **Summary:**

A review of development plans and programmes of the three provinces reveals that child-related content has been synergized into planning for 2021–30, with a vision to 2050. This encompassed creating safe living environments, fully realizing children's rights, investing resources to ensure care of children in difficult circumstances. In addition, implementation plans of the National Strategy on Green Growth and climate crisis responses mentioned raising children's climate awareness and understanding through integrated teaching and integrating content into activities, including natural disaster prevention and control into training and extracurricular activities at several levels.

However, five-year SEDPs for 2021–25 and annually (2021–25) of provinces (except Ca Mau) make no mention of children's participation in climate and environmental protection. Of the three, only Ca Mau discussed social security and improving people's lives, focused on effective implementation of child protection policies in the province's SEDP for 2021–25.

In addition, local sectors have integrated children's content into policies, notably by DOLISA and DOET. For example, Soc Trang's education and training sector has implemented plans for the Green Growth Strategy, such as integrating knowledge about the environment, reducing greenhouse gas emissions, climate and green growth into subjects and extracurricular activities suitable for students at all levels. Meanwhile, Ca Mau's Steering Committee of the National Programme for Child Protection ensures the integration of child-focused targets in five-year and annual SEDPs. However, implementation of these policy documents remains limited, with no basis to evaluate the effectiveness of implementation.

In addition, there are no detailed documents guiding implementation of these plans, allocating budgets and public expenditures for child-focused climate change action, mitigating natural disasters and a system of quantitative indicators to assess their impacts on children. This lack of administrative infrastructure for allocation of finance, investment or human resources and prioritizing children makes it challenging for local government implementation.

2.1.2 Performance results

Since 2020, provinces have issued numerous documents to realize climate and environment goals. Environmental pollution prevention and control activities and indicators – especially targets on hazardous waste collection, treatment and domestic solid waste – are strictly implemented by provinces according to targets set out in SEDPs.

Child-focussed action related to climate change, environmental protection and SEDPs is receiving increased attention from provincial authorities, including:

- *Promotion of communication activities to raise environmental protection awareness of citizens.* Outreach engaged residents to effectively save electricity at work and the household, maintain general hygiene, not indiscriminately dispose of refuse, not use single-use plastic products, encourage use of self-decomposing and environmentally-friendly products and organize green activities for students.

The rates of hazardous and domestic solid waste collection and treatment to meet environmental standards in urban, industrial and service areas and rates of domestic solid waste collected and treated in rural residential areas, craft villages achieved rates of 100, 93.35 and 62.80 per cent, respectively. Thereby, achieving targets set out in the Provincial Resolution.

Soc Trang People's Committee, report on the socio-economic situation in 2023 and goals in 2024

Between 2021 and 2025, Ca Mau authorities published 1,502 news articles and photos, and broadcast 260 topics, distributed 10,000 flyers, 15,000 leaflets on content such as natural disaster prevention and control, adapting and responding to CC, raising awareness of EP, distributed 5,000 handbooks on rural EP, 5,000 communications materials on efficient use of energy, organized more than 55,000 trainings to raise awareness of CC and natural disaster responses, planting and protecting forests. In 2024, the province released 2,164 banners, 39,200 leaflets and 61 articles on EP, water protection associated with climate responses.

Ca Mau People's Committee, report on implementation of Green Growth in 2025

In 2024, Soc Trang Newspaper carried 25 news items, while radio and television broadcast more than 40 articles with content related to TTX and nearly 240 other related broadcasts on STV1, STV2, FM 100.4 Mhz radio channels and Facebook, TikTok and YouTube. The Centre for Culture, Sports and Radio disseminated other related material.

Soc Trang DPI, report on implementation of Green Growth in 2024 in Soc Trang province

Between 2022 and 2023, the DOET organized 814 communication sessions for 9,659 officials, teachers, employees and 140,546 students. In 2024, the education sector held 127 sessions to disseminate and integrate knowledge about environmental protection to more than 74,500 participants.

Soc Trang DOET, report on provincial climate change response in 2023 and 2024

Communication on environmental protection is associated with activities and mobilizing people to implement environmental criteria, mobilizing community participation in the collection and classification of waste products. As a result, the provincial solid waste collection rate in 2023 was 82 per cent.

Bac Lieu People's Committee, assessment of implementation of SDGs in 2023 in Bac Lieu province

- *Mobilize children's participation in environmental action.* The education sector of the three provinces has promoted emulation movements to build schools at all levels with the ethos "Green - Clean - Beautiful" through organizing students to participate in cleaning classrooms and schools, caring for and planting new trees and collecting waste. At the same time, the sector launched the "Anti-plastic waste" movement¹⁰, mobilizing students to participate in the "Plastic Reduction Ambassador" contest. In addition, students at all levels increasingly participate in extracurricular activities, including marking international climate and environmental-related events, such as contests to learn about the Law on Environmental Protection, the annual Earth Hour event, World Environment Day, World Oceans Day (28/6), Wetlands Day, Campaign to Make the World Cleaner and the International Day of Biodiversity (22/5).

10 The MOET issued Official Dispatch No. 2720/BGDĐTKHCNTT (May 29, 2025) to Departments of Education and Training and higher education institutions calling for activities in response to World Environment Day (June 5) and Action Month for the Environment (late May to June 30, 2025), with a focus on "Combating Plastic Pollution."

More than 300 cleaning sessions were organized for classrooms and the surrounding environment. A total of 5,000 teachers and students participated in waste collection and management activities, contributing to planting an additional 578 trees.

Soc Trang DOET, report on responding to CC in 2023

A 2024 DOET report indicates that schools in 100 communes, wards, and towns effectively implemented solid waste segregation at source. This initiative was widely carried out across 487 educational institutions throughout the province.

Ca Mau People's Committee, report on implementation of green growth in 2025

The DOET promoted the emulation movement to build schools "Green - Clean - Beautiful", launched the "Anti-plastic waste" movement, encouraging students to participate in "Plastic Reduction Ambassador" contests. At the same time, extracurricular activities were organized with participation of children and adolescents at school. In 2024, the DOET promoted this content to more than 1,600 union members.

Bac Lieu DOET, report on implementation of green growth in 2024

- The Youth Union, the State mouthpiece for youth, is taking an increasing role in raising children's and adolescents' awareness and participation in climate and environmental action.

During the annual Youth Month and Summer Volunteer Campaign, hundreds of teachers and students as Youth Union members actively participated in large-scale environmental campaigns. These include addressing critical waste pollution hotspots, cleaning streets, collecting waste, planting and protecting trees. As a result, school-based Youth Union chapters conducted awareness-raising activities on environmental protection, solid waste collection, and segregation for more than 1,600 Youth Union members across educational institutions.

Bac Lieu DOET, report on implementation of green growth in 2024

Ca Mau mobilized departments, communities and youth in activities such as planting trees and collecting waste. As a result, 14,277 trees were planted. During 2023–24, afforestation was realized across 8,159 hectares, with 498 hectares planted in new forests and 7,661 hectares planted after exploitation with 2,800,000 trees. Some 869 tonnes of refuse in public areas and beaches was collected and treated.

Ca Mau People's Committee, report on implementation of green growth in 2025

- *An increased focus on building core educators and school managers' green growth knowledge is evident.* As such, teachers—who play a pivotal role in shaping the mindset and awareness of younger generations—are facilitated to actively participate in capacity-building sessions organized by MOET. In addition, there is a strong focus on promoting collaboration among schools, families and society to foster green lifestyles and consciousness among students.

- *Green growth content is increasingly being introduced into education programmes and activities at all levels.* For example, in Bac Lieu, DOET has integrated environmental protection into education and extracurricular programmes, such as promoting electricity saving, use of solar energy and reducing plastic waste. On average, 315 lessons per academic year have integrated environmental protection. As a result, more than 130,742 student engagements were recorded, contributing to significantly raising students' awareness and understanding of climate change and environmental protection, according to a 2024 DOET report.

Nevertheless, provinces continue to face significant challenges as the climate crisis threat intensifies at local level. Extreme weather events and severe erosion along rivers and coastal areas in the Mekong has caused substantial damage to businesses and the livelihoods of local communities. In addition, environmental pollution caused by household waste and wastewater remains unresolved, while public environmental awareness remains limited and in need of attention. This reality underscores the urgent need for practical solutions to promote socio-economic development in alignment with environmental sustainability, climate adaptation and empowering children and adolescents as the next generation of decision-makers.

2.1.3 Models for children's participation in climate and environmental action

Research findings indicate that provinces have implemented a wide range of diverse and innovative models to enhance children's participation in climate and environmental actions, including:

Zero-cost House or Friendly House model

This model is implemented in secondary and high schools in Ca Mau and Bac Lieu provinces to encourage students to sort waste at source. Students classify recyclable waste—particularly plastic bottles—which are then collected at “houses” and sold to raise funds to support disadvantaged students or reward those with outstanding academic performance.

Through such models, children not only practice waste segregation, but also develop a sense of responsibility, solidarity, and compassion toward others.

"This model has been going for three years, implemented by the school union. It promotes this movement every day. My school was praised by Gia Rai town for this model. After each class, garbage will be sorted. If it is not done correctly, it will be deducted from the exam score. Students distribute plastic bottles, the school sells them and accumulates funds to reward students with academic achievements."

Student FGD, Bac Lieu province



"This plastic waste collection model was applied by Ho Thi Ky high school since 2019. Students sort, collect and put plastic bottles into the house (pictured right and above) themselves. Thereby, accumulating and selling for money to raise funds to support disadvantaged students. Through this model, the school aims to champion environmental awareness to support students in handling plastic waste."

Consultation with Ho Thi Ky school Board of Directors, Ca Mau province



At the same time, schools also classify waste by providing garbage containers with different symbols and colours for student identification. This means children not only gain knowledge, but also practice every day at school, leading to heightened awareness of waste collection: "We classify garbage into three different types, but I see that when the garbage trucks come, some people put [all the rubbish] together. We then ask them about the classification", said a student during a FGD in Ca Mau. Students also reported a need for refuse classification bins at home to ensure environmentally-friendly refuse collection.

"Green Library" model

This UNICEF-supported model with the support of the Government of Japan is implemented at Soc Trang province's Thanh Thoi Thuan secondary school. Through the model, students have more space to play, entertain and learn about climate change and environmental protection. The model is set to be replicated in Ca Mau province.

"Students go to the green library every day. There are books on natural disaster prevention and climate change, such as the book "Disaster Prevention and Control Squad". There are also some games in the room for children."

"The number of students participating is quite large, some come to play games, read. They will keep a journal of the time, date, time, and purpose. Children who come to read are also encouraged to record, summarize the book they have read. I find this model very good."

Consultations with Thanh Thoi Thuan school board representatives, Soc Trang province



"In the green library, we can read books, play chess and games. The newly renovated green library is clean and beautiful. I've been up there three times."

Student FGD, Soc Trang province

Clubs for students at schools

Most schools have clubs to allow students to participate in activities of personal interest, such as environmental protection, with dissemination of information to build their knowledge. In particular, Ca Mau province has numerous positive models.

"I have been a member of Chu Ve Xanh club since 2023. It specializes in garbage collection and cleaning in the community. Initially, it was organized by the Community College – a green community inter-hamlet campaign organized at the school. At first, it spread across the province with many participants. There are people in our district who took part, but gradually they are no longer as positive as before."

"I am a member of the Van Vu Ca Club. We organize music nights and integrate environmental protection so people do not throw garbage. Two months ago, we held a concert that exceeded our expectations, and the revenue was quite large with many participants. Everyone gathered to listen and enjoy the music. At the end of the session, we encouraged everyone to not litter and instead collect garbage. Those are small actions, but they still spread."

Student FGD, Ca Mau province

Maintaining the sustainability of child-focused green models is challenging. The results of consultations with school representatives and discussions with students underlined a lack of operational funding and mechanisms to encourage and sustainably maintain children's engagement.

"In the past, at the club (Chu Ve Xanh), other schools came and there were many participants, but they gradually quit. We also found that you don't have time, you need to rest on Sunday. Due to the lack of operating funds, they are not interested."

Student FGD, Ca Mau province

2.2 Children's perspectives of CC and EP responses

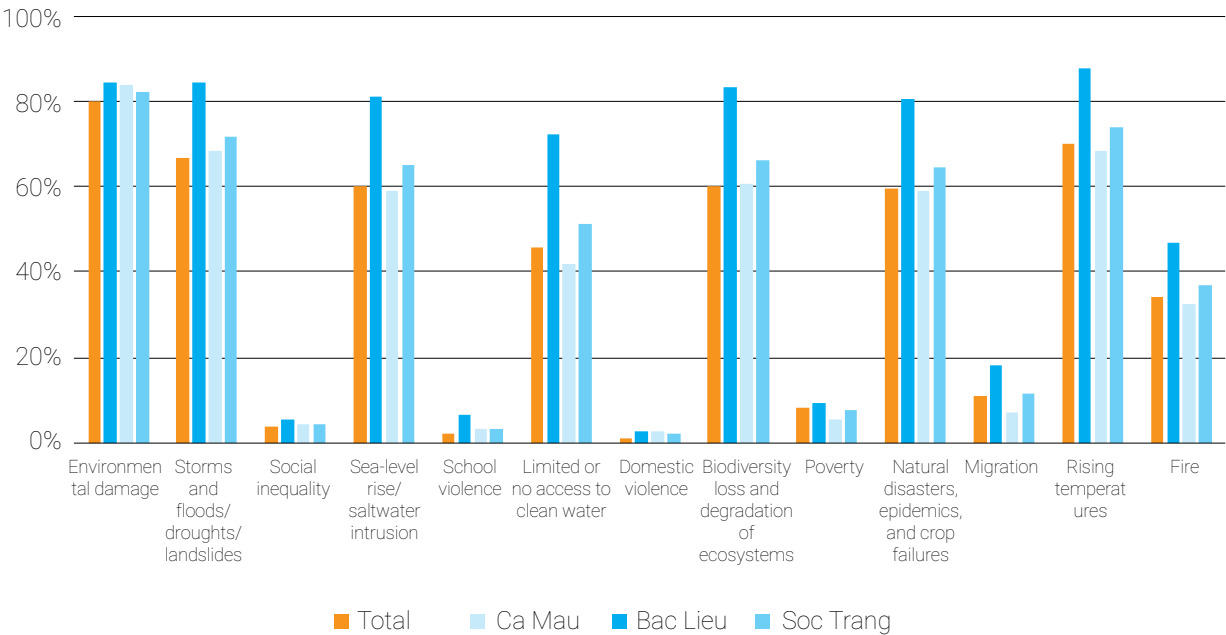
This section explores children's knowledge, awareness and engagement in responding to climate change and environmental protection challenges. At the same time, it analyzes the mechanisms for children's participation and expectations.

2.2.1 Children's understanding of CC and EP responses

2.2.1.1 Children's understanding of climate change

Importantly, most students were found to be cognizant of the direct consequences of climate change and (Figure 2) the issue of "environmental damage" was selected by the highest percentage of students and was uniform across the provinces, ranging from 80 to 84 per cent. Issues such as "rising temperatures" and "storms and floods/droughts/landslides" were also noted by children in Bac Lieu province (88.1 and 88.3 per cent, respectively), but lower in Ca Mau and Soc Trang provinces, ranging from 67–71 per cent.

Figure 2. Children's comments on CC content (%)



Source: Compiled from survey results

The results of FGDs with students also showed that most had climate change knowledge and reported impacts in their communities.

"Climate change is an increase in extreme weather impacts such as rising temperatures, melting ice, sea level erosion, saltwater intrusion and landslides. Bac Lieu has high tides, due to being only 2-4m above sea level. It happens each year due to the lunar cycle. Route 1a is flooded, with traffic jams."

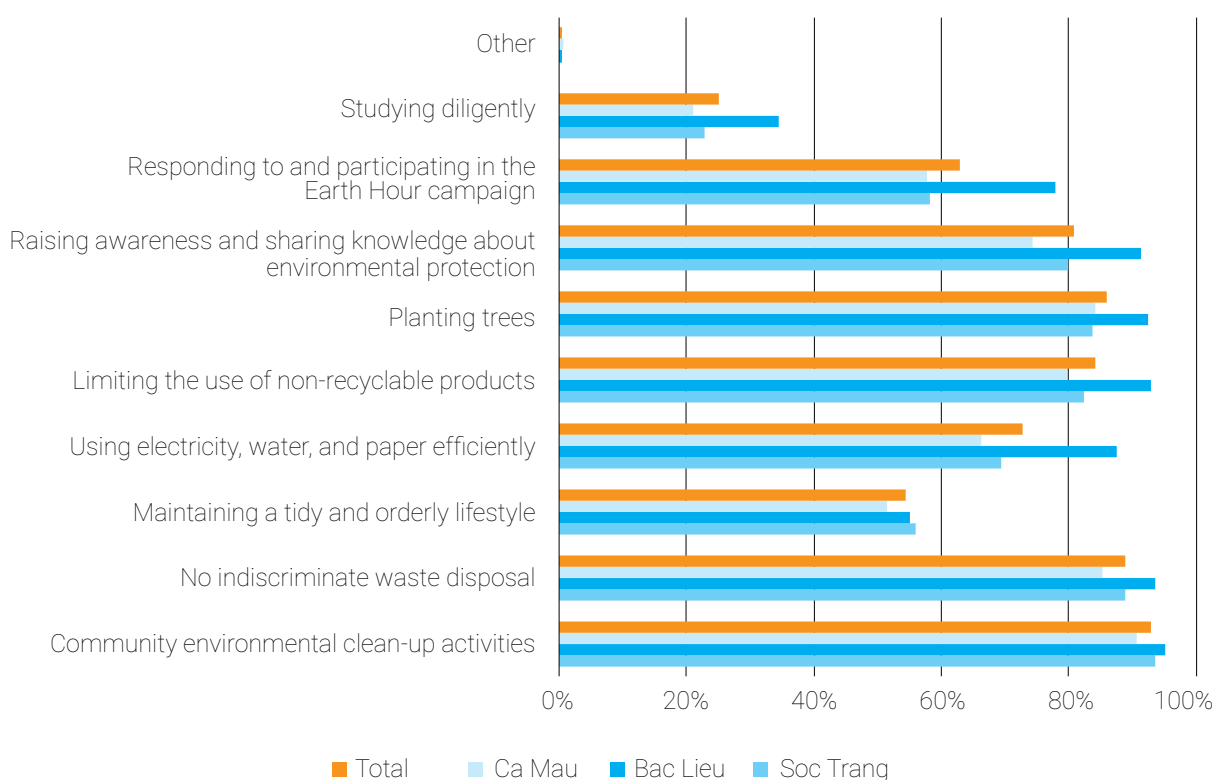
Student FGD, Bac Lieu province

On the other hand, only a small percentage of children identified issues such as inequality, poverty, violence, and migration as being related to climate change, with few variations observed across surveyed provinces (Figure 2). While issues such as rising temperatures, storms, droughts and landslides are direct and tangible consequences of climate change, in contrast social inequality, poverty, and violence are indirect impacts.

2.2.1.2 Children's understanding of environmental protection actions

The majority of children also understand the consequences and importance of environmental protection. Figure 3 shows that the behaviours of "general environmental sanitation" and "no indiscriminate discharge" were agreed with by the majority of respondents, with an average response rate of 93 and 88.9 per cent. Actions such as "planting trees", "limiting the use of non-recyclable products", "raising and sharing knowledge about environmental protection" were also agreed with by a high percentage of children, especially those from Bac Lieu. The rate of children sharing environmental protection knowledge in Ca Mau, Bac Lieu and Soc Trang was 74.4, 91.4 and 80 per cent, respectively (Figure 3).

Figure 3. Children's understanding of EP actions (%)



Source: Compiled from survey results

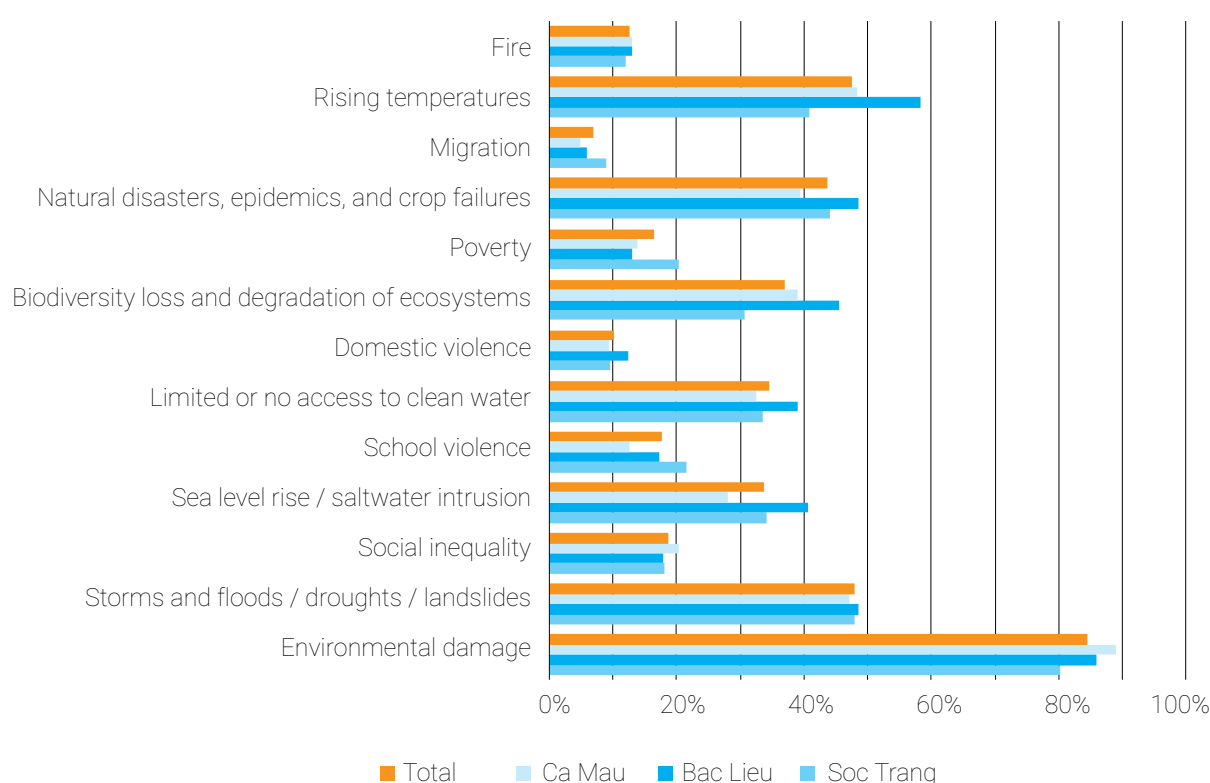
In general, children in Bac Lieu have higher rates of responses to climate change-related content than peers in Ca Mau and Soc Trang in all specific indicators.

2.2.2 Children's perceptions of local climate change issues and impacts

2.2.2.1 Children's perceptions of prominent CC issues

"Environmental damage" was the most pressing local climate challenge according to child survey respondents (84.3 per cent), with the highest rate in Ca Mau (89.9 per cent), in contrast to Bac Lieu and Soc Trang at 85.9 and 80.3 per cent, respectively. "Rising temperatures" was the next serious climate impact for 47.6 per cent of children, with Bac Lieu (58.4 per cent) the highest and Soc Trang (40.9 per cent) the lowest. The third issue was "storms, floods/droughts and landslides" identified by 47.9 per cent of children and evenly spread across localities (Figure 4).

Figure 4. Children's perceptions of serious issues affecting people's lives (%)



Source: Compiled from survey results

"Natural disasters, epidemics, crop failures" and "biodiversity loss" were also prominent issues for surveyed children with response rates of 43.7 and 37.0 per cent respectively, with Bac Lieu recording a higher response rate than other provinces (Figure 4).

Children's concerns at climate change's increased footprint on their communities are not only apparent from the survey findings, they were also evident in discussions with children's groups and stakeholders as well as in annual socio-economic situation reports of provinces.

"Ca Mau is greatly affected, as people lose their livelihoods. Children are greatly impacted, especially when parents have to go to work far away, sending children back to their grandparents."

Consultations with representatives of DOLISA Ca Mau province

"It impacts the education sector, as roads to schools collapse due to drought or floods, so schools send students home. In addition, parents from poor families find it difficult, so they let their children leave school to work to earn money."

Consultations with representatives of DOET Ca Mau province

"The school has two locations, with one more than 2km away. The rainy season is abnormal, water rises, sometimes overflowing the dike, affecting students going to school. When students drop out of school, we go to the house to encourage them to return. Most families have difficulties in transportation and facilities. To strengthen children's ability to go to school, we mobilized donors to buy bicycles and equipment."

Consultations with representatives of a school's Board of Directors, Soc Trang province

"I see drought as the most serious problem because the land lacks water for agricultural activities. Often, drought affects crops, like my family, and the harvest is not as abundant as before. Drought is taking place more than before, and the climate is changing all the time. Some people quit growing rice, they rent land out and switch to labouring or to work at shrimp farming companies. At the same time, saltwater intrusion is common. Salinisation and hot weather cause reduced rice yields and the planting areas and agricultural value decreases."

Student FGD, Bac Lieu province

"My house is next to the river. I see that the water level is rising. My family is raising shrimp, so sometimes the bank overflows and into the pond. My family must check the weather [forecast] on the radio and monitor the water level and embankment."

Student FGD, Soc Trang province

2.2.2.2 Children's perception of habitat conditions

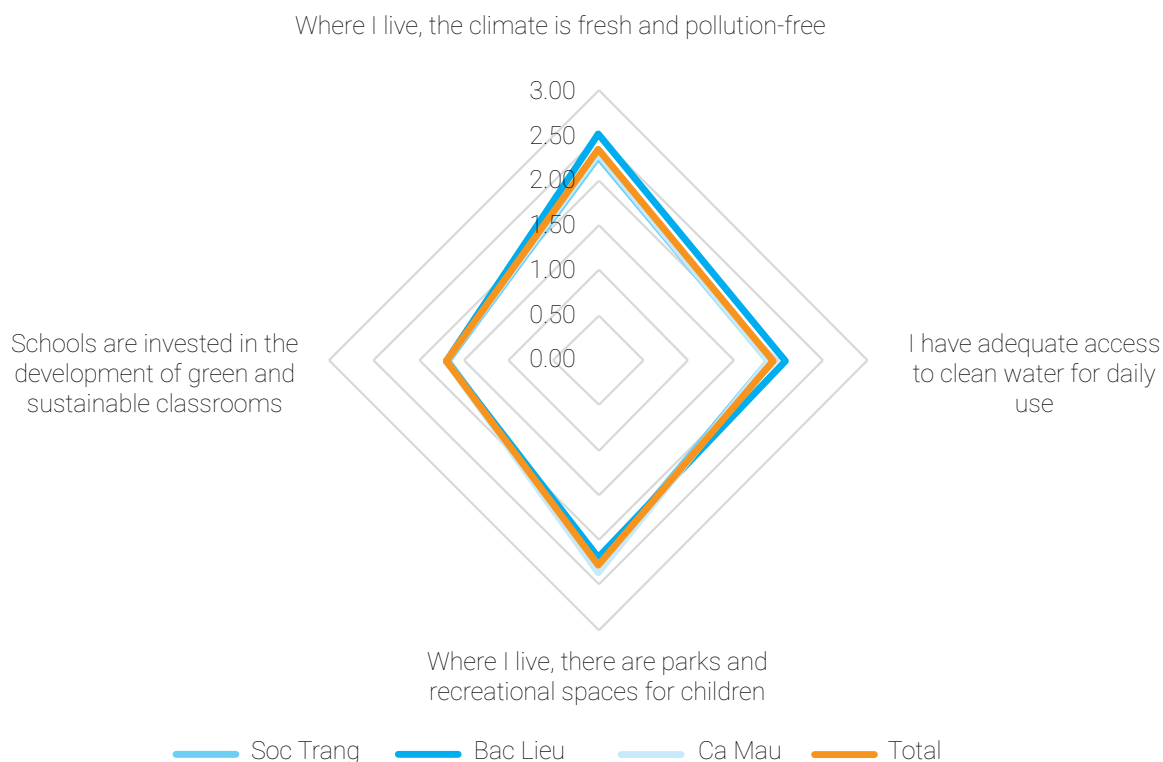
In addition to exploring children's understanding of climate issues, this study also assessed their perceptions—as reflected by their level of agreement—regarding certain statements about their living environment and conditions at home and school. A five-point Likert scale was used in the survey.¹¹ Lower scores indicate stronger agreement, conversely higher scores suggest lower levels of agreement (Figure 5).

The results reveal that children viewed their learning environments as eco-friendly with the highest number of respondents “completely agreeing” or “agreeing” with the statement “schools invested in building green schools”. The average score of 1.69 was evenly spread across the three provinces. Ranking second was the statement “where I live has enough clean water for daily activities” with an average score of 1.94. While Ca Mau and Soc Trang posted scores of 1.89, Bac Lieu's 2.09 highlights that fewer of its children agree there is sufficient clean water for daily life.

Pollution and the lack of green spaces for recreation are also key concerns for children with the statements “where I live in a fresh climate, no pollution” and “where I live, there is a park and green play area for children” eliciting the least agreement from respondents at 2.34 and 2.28 points, respectively (Figure 5).

Students in Bac Lieu gave the highest points for the statement “Where I live, the climate is fresh and pollution-free” (2.52 points), while students in Ca Mau reported the highest points for the statement “Where I live, there are parks and recreational spaces for children.” These results may partly reflect the environmental pollution and lack of green play/recreation space for children in provinces.

Figure 5. Children's agreement with comments on living conditions and space (unit: points)



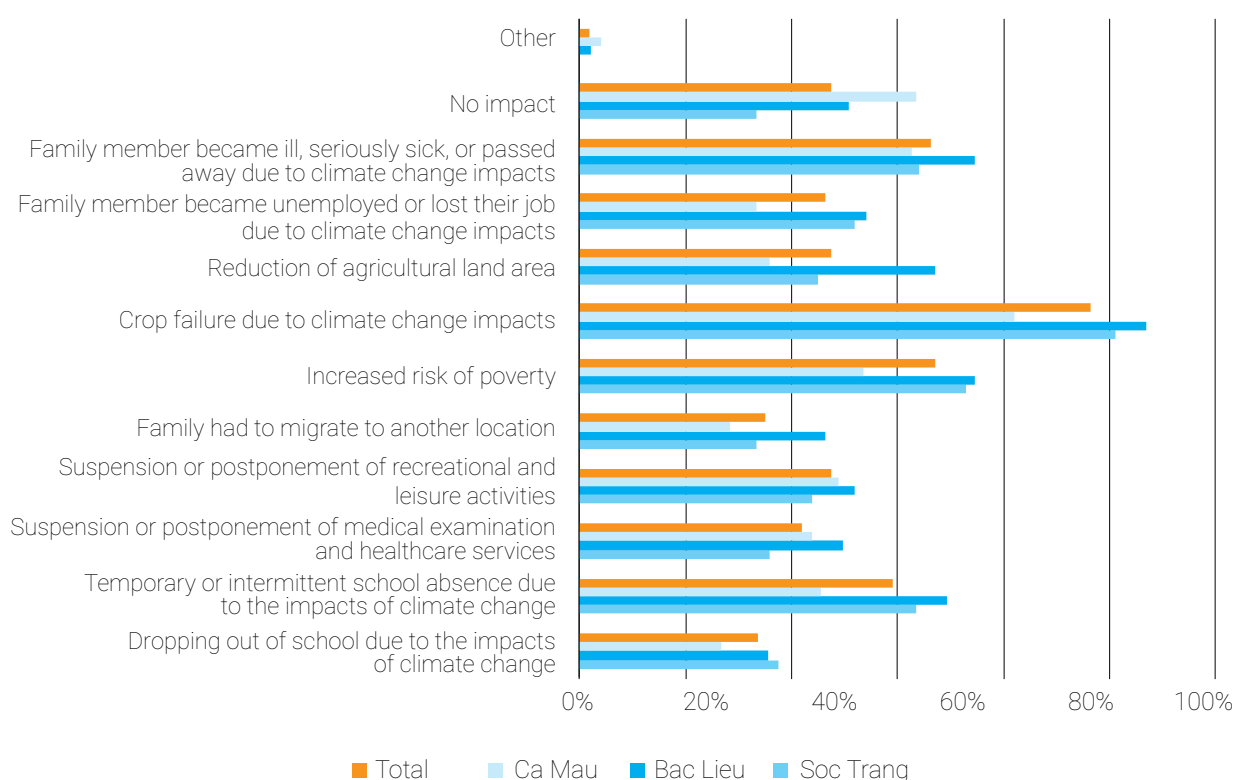
Source: Compiled from survey results

¹¹ 1 – Strongly Agree, 2 – Agree, 3 – Neutral, 4 – Disagree, 5 – Strongly Disagree.

2.2.3 Impact of climate change on children's lives

At the family level, “crop loss due to the effects of CC” and “increased risk of poverty” were identified by children as the two most severe impacts of climate change with response rates of 48.2 and 33.5 per cent, respectively. Interestingly, Bac Lieu children (53.5 per cent) viewed crop threats more seriously than peers in Ca Mau (41.1 per cent) and Soc Trang (50.6 per cent). In addition, more Bac Lieu children agreed with the statement “family members to get sick or die due to the effects of CC” (33.1 per cent), than in the other two provinces. Notably, 33.5 per cent of children in Bac Lieu also said their families had to “reduce the area of arable land”, much higher than for Ca Mau (17.9 per cent) and Soc Trang (22.5 per cent) (Figure 6). Such climate-driven impacts on households will have direct impacts on children's learning, life and holistic development.

Figure 6. Children's perceptions of CC impacts (%)



Source: Compiled from survey results

At an individual level, climate change-driven disruptions to children's ability to learn and play are evident. Figure 6 shows that 29.5 per cent of surveyed children said they had “temporarily or interrupted school”, or even “dropped out of school” (16.8 per cent), due to climate crisis impacts. Interruptions to schooling were particularly acute in Bac Lieu (34.6 per cent) and Soc Trang (31.8 per cent), in contrast to Ca Mau (22.8 per cent).

The results of consultations with representatives of school boards also underlined the climate crisis' negative effects on the livelihoods of households, leading to local migration flows that can directly impact children's education. In particular, drought and saltwater intrusion in the Mekong Delta frequently result in crop failures and decreased agricultural income, compelling many households—particularly agricultural labourers—to migrate to industrial zones around Ho Chi Minh City and neighbouring provinces in search of alternative livelihoods. In numerous cases, children are either left behind in the care of grandparents or migrate with parents. However, in migration contexts, the lack of permanent registration in destination areas often prevents children from accessing public schools and social services, thereby exacerbating their vulnerability. Meanwhile, children left behind may also face challenges due to the lack of comprehensive care and support.

"Saltwater intrusion means it is difficult to grow crops, so people must go to work far away. About 60 per cent of students at school have parents who work away, so children stay at home with their grandparents. Because there are two rice crops here, after the crop is over, they must go to work to make money. About 20 per cent of students at school who finish Grade 9 go to work with their parents away [from the province]. For example, after Lunar New Year 2025 five children left to follow their mothers to Ho Chi Minh City and Binh Duong province [home to industrial parks and export processing zones]. These are mainly disadvantaged households. These five children have not returned to school. The teacher met with hamlet authorities to intervene, but was unsuccessful."

Consultations with a school's Board of Directors, Soc Trang province

"The school is in a town, but ethnic minority students account for 40 per cent. Most children's families are farmers [growing rice]. Agricultural activities in recent years have been heavily affected by climate change. being located near the East Sea, there is saltwater intrusion, which has hurt agricultural production. For example, in the past, rice was grown in three crops, but now only two crops due to saltwater intrusion. In addition, fruit trees are also affected by saltwater intrusion, causing low yields and crop losses. Therefore, students in those families are naturally impacted."

Consultations with a school's Board of Directors, Soc Trang province

Conclusion

Exploring children's awareness of the twin climate and environmental challenges in the focus provinces of Bac Lieu, Ca Mau and Soc Trang, survey results revealed that most respondents have a sound understanding of the core concepts and direct consequences of climate change, such as intensifying natural disasters and rising temperatures, while indirect consequences—such as migration, poverty, and inequality—remain less recognized.

From children's perspectives, the most critical issues impacting their communities include environmental pollution, storms, droughts, landslides, saltwater intrusion and sea level rises. These phenomena have direct impacts on families' and children's lives, including crop failures, disruptions to schooling, and suspension of recreational activities caused by climate-related events. Furthermore, most children agreed that schools were striving to develop green and sustainable infrastructure, but a lack of green parks and playgrounds was apparent.

2.3 Children's involvement in climate change and environmental protection responses

2.3.1 Activities and frequency of participation

Children, as the decision-makers of tomorrow, have a key role to play in responding the climate and environmental challenges through conservation of natural resources, green behaviours and climate change mitigation. The study used the Likert scale to measure children's participation in climate and environment-focussed activities¹², meaning the lower the score, the higher the frequency of participation, and vice versa.

As such, children were found to mainly participate in climate and environment response actions at home and school on a daily basis, rather than large-scale event-based activities. Figure 7 shows that children were most active in "maintaining a neat and tidy lifestyle", "not discharging waste indiscriminately", "saving electricity/water/paper", and "limiting the use of non-recyclable products". The first category was the most regular or daily climate action (1.42 points), especially for Soc Trang children (1.35 points), compared to Ca Mau (1.53 points) and Bac Lieu (1.45 points).

Actions such as responding to Earth Hour, planting trees, propagating and sharing knowledge about climate responses, and general environmental clean-ups had average scores ranging from 2.22 to 2.59, implying children's participation was less common.

Figure 7. Level of children's participation in some EP actions (unit: points)



Source: Compiled from survey results

However, some children were found not to be fully aware of their roles, rights and participation in responding to climate and environmental challenge. As stated by a student representative during group discussions in Ca Mau: "I see that the students in the school and in the block have not really put much emphasis or care about climate efforts. This year, I took the science and technology contest, had a survey with my friends, but I see that they are not really interested in these issues". Similarly, some children were not engaged in environmental actions where they

¹² 1 – Strongly Agree, 2 – Agree, 3 – Neutral, 4 – Disagree, 5 – Strongly Disagree.

lived, with 10.7 per cent of surveyed children in Soc Trang stating they rarely or never “cleaned up the general environment”, nor did 16.3 and 6 per cent of respondents plant trees or restrict use of non-recyclable products, respectively. This underlines an opportunity for families, schools and local authorities to raise awareness and better educate children on climate and environment action.

2.3.2 Role of children in CC and EP response activities

Children were found to take a variety of climate and environment action roles, as follows:

- *Children directly implement climate and environment actions:* Group discussions with children at educational institutions revealed that many actively participate in environment actions at home and school, such as cleaning in and outside of schools as well as caring for trees. In particular, some schools have developed gardens or fish ponds and assigned classes and students to take care of these assets.

“The school has a model for growing vegetables and raising fish, so one group grows vegetables and raises fish. When raising fish, another group uses leftovers from the aquarium to make fertilizer for vegetables. Currently, fish feed is bought, mainly with money from teachers at the school.”

“The school and local Youth Unions have organized tree planting and garbage removal. A lot of people participated. Every week, there is a campaign to participate.”

Student FGD, Soc Trang province

However, some children also believed ensuring the sustainability of activities was impeded by the lack of coordination mechanisms to encourage full participation.

“I see some students during activities think about why they do it, but others don’t. Therefore, the government should send people to participate. Television stations can communicate and get more people motivated. I think that way, many people will participate.”

“There have been no school, family, government coordination and communication activities on the environment and climate adaptation, although local radio stations still have news reports.”

Student FGD, Bac Lieu province

“The ward organized a “Green Sunday” campaign, which initially received enthusiastic participation from students. However, after a few weeks, the number of participants declined sharply, and there were no longer sufficient volunteers to sustain the activity. Eventually, organizers had to persuade students to take part, as many had already spent the entire week attending school and found it unreasonable to be expected to participate from 6:30 to 7:00am on a Sunday morning.”

Student FGD, Ca Mau province

- *Children are supervisors of environmental protection activities:* In addition to directly participating in school activities, some students are elected supervisors and inspectors in “red flag” teams to ensure students and classes take tasks seriously.

“The school maintains an action team of four students per class, along with a “red flag” team of the student leadership board, who jointly conduct inspections of classroom hygiene and cleaning duties. As a member of the action team, I am assigned different duties on a rotating schedule. When stationed at the school gate, I check students’ uniforms and scarves. When stationed in the schoolyard, I inspect the cleanliness of assigned areas and ensure cleaning is redone if not up to standard. Each class is also assigned a specific area to care for plants, with the designated zone posted on the class bulletin board. Typically, each class is responsible for maintaining its own area. However, if the youth leader instructs us to conduct inspections, we will carry them out.”

Student FGD, Soc Trang province

In addition, children also play the role of “observers” for environmental protection activities in the community where they live.

“Environmental protection activities still happen, but some people are not that interested. Every afternoon, there are still collectors, but many people still do not really respond, do not take waste to the collection point. I live in the market, opposite the river. There is a lot of garbage in the river. Sometimes every week, there is still garbage removal, but people still throw rubbish into the river.”

Student FGD, Bac Lieu province

“The environmental situation in Ca Mau depends on people’s consciousness. For example, right where I live, even though there is a sign to take out the garbage, people still throw away the garbage. Many people are still unaware.”

Student FGD, Ca Mau province

“The school selects three students in each grade to establish a “Children’s Squad” to take care of the trees, implement weekly monitoring and praise them if they do well. The students check and supervise, and remind each other. At the second campus, 150 cotton pots were planted, and the children are responsible for them.”

Consultations with a school’s Board of Directors, Soc Trang province

- *Children share climate and environmental knowledge at home and school.* Table 3 shows that surveyed children share climate and environmental knowledge on a regular (29.8 per cent) or daily basis (30.0 per cent), with little difference between provinces.

Table 3. Children's participation in sharing knowledge about CC and EP (%)

Participation	Propagating and sharing knowledge about CC and EP			Total
	Soc Trang	Bac Lieu	Ca Mau	
Daily	30.5	30.3	29.3	30.0
Regular	30.5	27.6	30.5	29.8
Occasionally	22.5	28.6	20.7	23.4
Seldom	11.7	9.7	13.0	11.6
Never	4.9	3.8	6.5	5.2
Sum	100.0	100.0	100.0	100.0

Source: Compiled from survey results

Children share climate and environmental messages with peers and family members informally and through targeted events, such as music nights.

"Our club organizes music nights that are integrated with environmental messages. It stops people from throwing garbage indiscriminately. Everyone gathers to listen and enjoy music, young people come in the spirit of entertainment, but gain a sense of not littering."

"Many students have just entered the school and do not have a good sense of it, for example, leaving garbage in the wrong place, we remind them to change."

Student FGD, Ca Mau province

"At home, I advocate limiting the use of plastic waste. Normally, my mother would bring a plastic bag to go to the market, but I advised her to change to a cloth bag."

Student FGD, Bac Lieu province

Such child-driven communication and awareness-raising is embedding climate and environmental protection messaging within communities and dovetails with provincial education sector objectives, such as: *"Raising awareness, equipping students with knowledge and skills to be aware of environmental protection, biodiversity conservation, adapt to climate change in schools so each student is an active communicator to mobilize their families, relatives and society to join hands in environmental protection and biodiversity conservation (Ca Mau DOET, 2022, Plan to implement the Action Plan on Biodiversity to 2030, with a vision to 2050).*

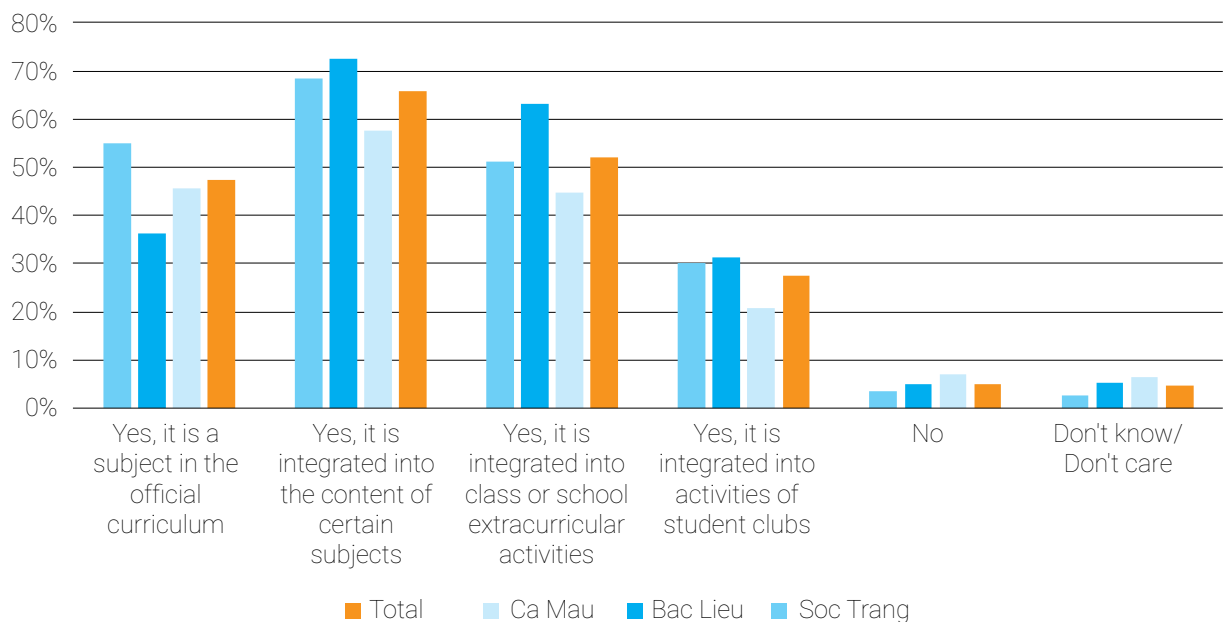
2.3.3 Mechanisms for mobilizing children's participation and the role of stakeholders

2.3.3.1 Schools

Schools, as educational institutions, have significant opportunities to mobilize children into becoming climate and environmental champions through education programmes, along with extracurricular activities and competitions to engage students.

According to Figure 8, 65.9 per cent of surveyed children reported receiving climate and environmental knowledge through “*integration of these topics into certain academic subjects*”. Additionally, 52.0 per cent stated they learned about them through “*integration into class or school activities/ extracurricular sessions*”. Notably, the proportion of children in Bac Lieu reporting access to such knowledge through these channels was the highest of the three provinces surveyed. Of particular interest is 55.1 per cent of children in Soc Trang indicated that climate and environmental content was taught as “*a separate subject within the school curriculum*,” a significantly higher proportion than the other two provinces.

Figure 8. Children’s access to CC and EP information in school (%)



Source: Compiled from survey results

All secondary schools participating in the survey engaged in the subject titled “Local Education Curriculum”, through which students learn different local topics, including CC and EP.

“The school offers a subject on local education materials and experiential learning (learning materials pictured left), which includes activities such as raising awareness about climate change, water resource protection, environmental conservation, and wildlife protection. These awareness-raising efforts are carried out in class, among peers, and within families. For example, in a unit on water resource protection, we conducted a short documentary and interviews about local water resources, or created animated leaflets and distributed them to other students. Within the classroom, students can also take part in boosting awareness by sharing information with their peers.”

Student FGD, Bac Lieu province



However, one student in a Ca Mau FGD echoed the concern of some that “the experiential learning subject still places too much emphasis on theory. Although there are practical components, but they mostly happen during tests, so we don’t really get to experience things the way the subject’s name suggests.” This highlights the need for schools to place greater emphasis on genuine hands-on experiential activities to enhance student engagement.

In addition, schools also organize competitions and launch emulation campaigns among grade levels or classes, in collaboration with local authorities such as the Youth Union and hold dialogues between school administrators and students on issues of concern to children. These activities on a daily, weekly, or event-based basis create platforms for children to participate and express themselves.

“Competitions such as “A Day as a Young Reporter” have contributed to enhancing skills among lower secondary school students. The contest received up to 130 submissions. This initiative not only served as a means of raising awareness but also helped equip students with essential skills for responding to climate change.”

Consultation with DOET representatives, Ca Mau province



Image from a 2019 climate drawing contest for schools in Soc Trang province

“The school organizes fashion design contests in which classes actively participate. These activities not only foster solidarity among students, but also generate high levels of excitement and engagement. In addition, the school holds various other competitions such as music and dance performances, drawing contests, and the setup of student-run booths. These activities are enjoyable and vibrant, encouraging enthusiastic participation from all classes.”

Student FGD, Ca Mau province



“I participated in the provincial innovation competition in Soc Trang, which primarily focused on learning and study plans. My classmate and I also took part in the provincial-level STEAM competition. Together, we developed a fire-fighting robot, which we successfully built and tested.”

Student FGD, Soc Trang province



A school drawing contest focussed on climate in Soc Trang province

2.3.3.2 Local government

Local government agencies, specifically the former DOLISA (now the Department of Health) as the State management unit for children, have implemented various initiatives to engage children in climate action and environmental protection. These include organizing dialogues between children and local leaders, as well as launching the Action Month for Children campaigns. However, such activities have not been implemented regularly nor widely replicated.

"We organize Children's Forums, every two years, to exchange and listen to children's opinions. The latest was in 2024, a forum dedicated to children with special circumstances and had 100 children participating."

Consultation with DOLISA representatives, Ca Mau province

"Programmes and plans on climate and the environment have not really focused on children's participation. The mechanism for mobilizing children's participation in these activities is still unclear."

Consultation with DOLISA representatives, Bac Lieu province

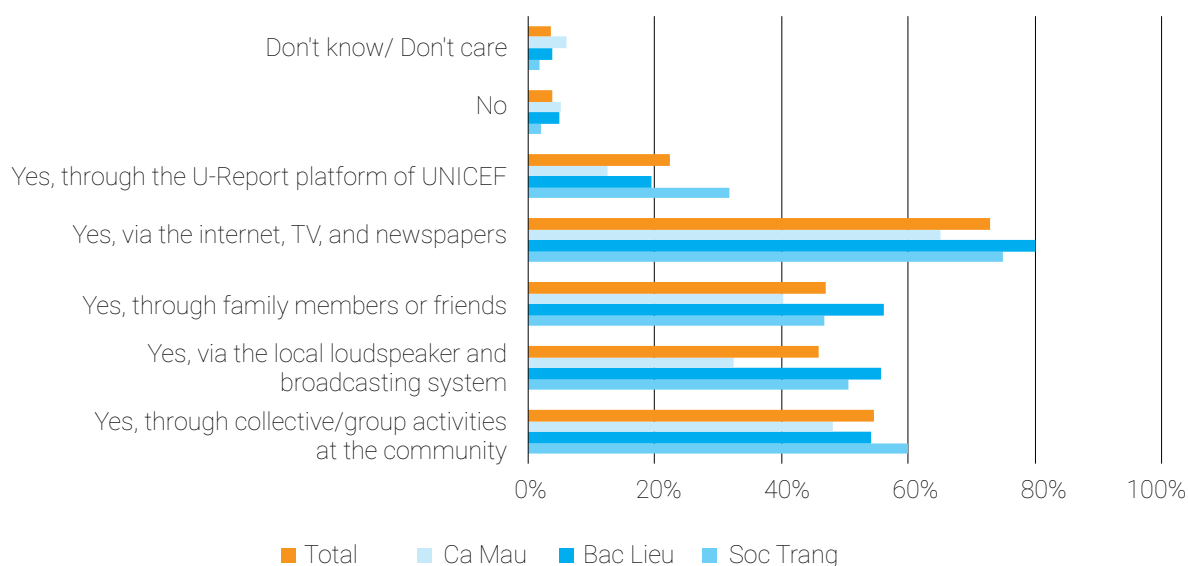
"Activities must have a basis for guidance and be approved by the Department of Finance according to the plan proposed at the beginning of the year. Activities are coordinated with other departments such as the Department of Natural Resources and Environment, the Department of Health. Awareness-raising activities have not been evaluated for changes in perception."

Consultation with DOET representatives, Soc Trang province

The results of student FGDs showed that some local activities were not impactful nor met expectations, as reported by a Ca Mau respondent: *"Ca Mau has not had an event on environmental protection that left an impression on me. I see that there is a Ca Mau Forum on Facebook, but I rarely see any posts that impress me. If possible, there should be large-scale events."*

Children also access climate and environmental content through local collective activities such as grassroots Youth Union activities or other channels. Figure 9 shows that 54.6 per cent of surveyed children reported accessing information about climate *"through local group activities,"* with the highest response rate in Soc Trang (60 per cent). In addition, children also access this content through information channels from local radio speakers (46 per cent) or through relatives and families (46.8 per cent), but there are significant differences between provinces. For example, while 55.7 per cent of children in Bac Lieu reported accessing such information through local loudspeakers and radios, only 32.5 per cent did in Ca Mau.

Figure 9. Children's access to CC and EP information outside of school (%)



Source: Compiled from survey results

Notably, according to Figure 9, the internet, television and newspapers are information sources outside school most accessed by students when learning about climate and the environment (72.9 per cent), with the response rate higher in Bac Lieu than the other two provinces. Moreover, 22.5 per cent of surveyed children learned through UNICEF's U-report platform¹³, with Soc Trang posting the highest response rate (31.7 per cent).

2.3.4 Children's needs and initiatives for climate and environmental action

2.3.4.1 The need for stronger voices and participation

To explore the need for children's voices to be heard and for them to participate in climate and environmental action, this study explored opportunities to consult children when developing policies that impact them, giving children a voice to input into local climate and environment plans and ensure they are involved in implementation.

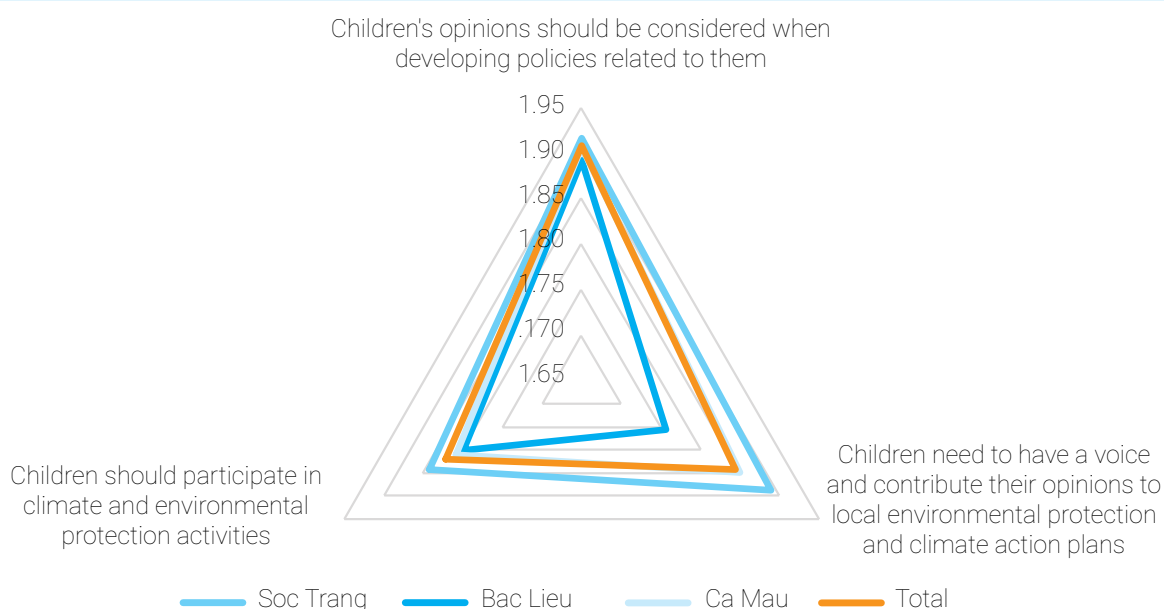
- The need to be heard:

The statement "Children need to speak up and contribute to local environment and climate action plans" had an average score of 1.84, meaning the majority of children completely agreed or agreed with this statement. However, a relatively large difference between provinces was apparent, with Bac Lieu's average score the lowest (1.76 points), in contrast to 1.89 points for Soc Trang. This means Bac Lieu children could have higher aspirations and should speak up to contribute to local climate and environment action plans.

The statement "Children's opinions should be consulted when developing policies related to children" also indicates children's high interest in taking action and was consistent across provinces (1.89 to 1.92 points) (Figure 10).

¹³ U-Report is a global initiative by UNICEF for and by young people to share their opinions. Currently, U-Report is implemented in more than 100 countries with the participation of more than 36 million children and adolescents. In Viet Nam, through the Facebook Messenger platform, young people share their opinions with U-Report on important topics such as mental health, inclusive education, healthcare and nutrition, climate change, and more. Young people aged 13 years and above nationwide with a Facebook account can join U-Report.

Figure 10. Level of children's agreement to statements on the right to voice and participate in climate and environmental actions (unit: points)



Source: Compiled from survey results

- Requirements to participate:

The statement “Children should participate in climate action and environmental protection activities” was most strongly agreed with (1.82 points) by children with little variation across provinces (1.80 in Bac Lieu to 1.84 in Soc Trang). Among the three surveyed provinces, Bac Lieu consistently recorded the lowest average scores for all three assessed needs, suggesting the highest level of agreement. This may reflect children’s heightened awareness and desire to have their voices heard on issues directly affecting them. It also highlights the importance for local governments to consider expanding opportunities for dialogue between children, authorities, and stakeholders.

2.3.4.2 Children’s initiatives

Mobilizing children’s participation in climate and environmental action is critical as they are not only tomorrow’s decision-makers, they are also especially vulnerable to the consequences of climate change today. Therefore, engaging children and raising their awareness prepares them to become climate and environmental champions.

At present, local authorities and schools have introduced various mechanisms to strengthen children’s participation. Through FGDs with students, this study directly captured children’s perspectives on the types of initiatives they found most appealing, based on their age and personal viewpoints. Several key initiatives were identified as drawing students’ interest:

- Integrating music with environmental protection: FGDs revealed that music was considered an essential interest of children in the surveyed age group. As such, initiatives that combine music—such as school music clubs or musical performances—tend to attract high levels of attention and participation from students. These platforms present valuable opportunities to integrate environmental protection messages, thereby raising awareness in an engaging and age-appropriate manner.

"I am currently working part-time at Trúc Café and serving as a communications coordinator for Lemone Café on an ongoing basis. I believe it is possible to integrate communication campaigns with musical events. For example, environmental awareness can be promoted through small gifts such as recycled or eco-friendly products distributed during events. These initiatives can help raise environmental consciousness among young people. At present, I am developing ideas for such activities, although the team is still small in number. My target audience is adolescents and youth in my age group. The café has expressed its willingness to support me in implementing these activities."

"Students and other individuals are, in essence, customers. They come to me because of the value I offer and the service I provide. After a long and exhausting day, they seek a place to enjoy music and relax. That's why communication or awareness-raising efforts need to be subtle and occasional. It is important to create a mutually beneficial relationship, but not merely in terms of economic value. The emotional and spiritual value provided to people is equally essential."

"We plan to integrate environmental messages into artistic, entertainment, and recreational programmes. By starting with small, everyday actions, people can gradually build greater awareness of environmental protection. Over time, this growing awareness may lead to stronger and more active participation when larger-scale events are organized."

Student FGD, Ca Mau province

- Organizing competitions on environmental activities: Environmental protection-themed competitions—such as fashion design, music and dance performances, and drawing contests—are recognized not only for attracting large numbers of participating children, but also for fostering a sense of solidarity and promoting social interactions.

"Whenever the school organizes competitions – such as fashion design, music and dance performances, or other lively and entertaining activities – there is always a high level of participation. Classes are highly enthusiastic, as these events not only strengthen group solidarity, but also generate excitement and engagement among students. Participation is even more active when prizes are offered."

Student FGD, Soc Trang province

"The school participated in the "1-Minute Green Film Challenge" organized by UNICEF, with class 9C submitting an entry that won a prize. The school informed students about the competition and encouraged them to explore the topic. Participation was actively promoted by the school as part of its efforts to raise awareness and engage students in environmental issues."

Student FGD, Ca Mau province

- Utilizing the media ecosystem, social networks, and online platforms to raise awareness of environmental protection. Accordingly, most students were found to use online platforms such as TikTok, Instagram, Facebook with short videos that can “go viral” and share important green messages with students.

“The platforms we often approach are Facebook, Insta, especially TikTok which has a lot of trends or short clips to follow. For example, the trend of dancing at school and in class is quite responsive. If I can create a trend at school, participation will be higher.”

Student FGD, Ca Mau province

“Media stories on TikTok, Facebook, YouTube are very popular with children, they can be applied to children. I know channels such as “Green Saigon” with videos of cleaning dirty ponds and lakes, Channel 14 of Soc Trang radio is also on TikTok talking about climate change. Facebook, I can take advantage of posting on forums.”

Student FGD, Soc Trang province

Understanding children’s needs, interests, and talents is a key step to effectively integrating climate and environmental actions.

“Mobilizing children’s participation is associated with the development of their talents. For example, if you like to be an MC or record videos, you can show your talents and interests with an environmental protection theme, but we need to have survey prior.”

Student FGD, Ca Mau province

“Making animated videos will be exciting for children. Creating games related to environmental protection issues, there are activities so that players can play roles in the game.”

“Communication to raise awareness with videos with funny content to attract people to participate and follow. For example, draw out the environmental protection message at the end of the lesson.”

Student FGD, Soc Trang province

It is important to maintain and promote communication materials, such as panels and banners in residential areas and schools, so children can “absorb” green knowledge on a daily basis.

“Organizing awareness-raising activities targeting both young people and adults is essential, as adults are important role models. Activities may include interactive games such as drawing cute characters, waste sorting, litter collection, and community exchange events. In addition, creative communication tools—such as environmental-themed postcards—can be designed and distributed to promote environmental messages.”

Student FGD, Soc Trang province

“In order to organize extensive, sustainable and daily messaging, it is necessary to have large images [projection screens] to be vivid, such as videos and pictures, which will better strengthen communication to children.”

Consultation with representatives of a school's Board of Directors, Soc Trang province

Conclusion

Children were found to actively and regularly participate in climate adaptation and environment knowledge activities at school and within their local communities. Commonly practiced actions include maintaining green and clean-living spaces, avoiding littering and conserving electricity, water and paper. In contrast, engaging in tree planting, responding to Earth Hour campaigns, and participating in community clean-up efforts were less frequently reported.

Children take on a variety of environmental protection roles—ranging from direct participation in activities, to monitoring implementation and promoting awareness by sharing knowledge with those around them.

Currently, multiple mechanisms exist to promote children's participation in climate response and environmental protection efforts. Among them, the involvement of schools and local authorities stands out, with a wide range of approaches and models employed. These include integrating climate change and environmental protection content into academic subjects, organizing extracurricular sessions at schools, community activities, competitions, and dialogues with children.

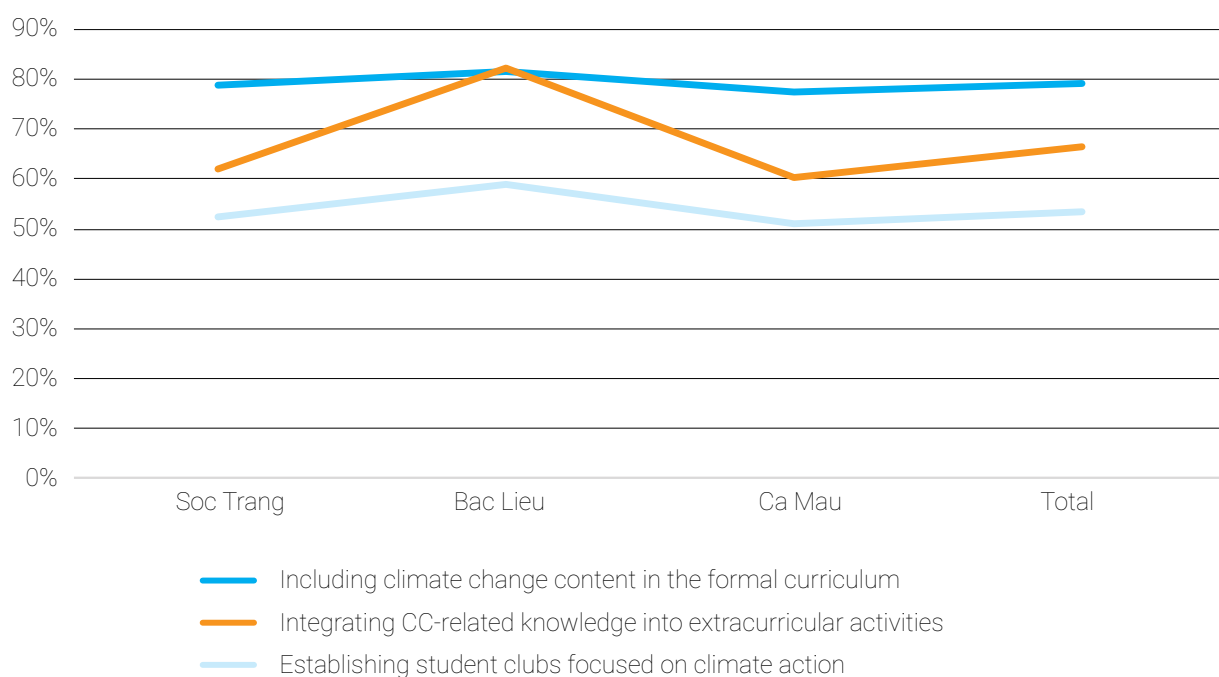
2.4 Factors that impact children's participation

2.4.1 Support from the school

Schools serve as structured environments for knowledge-building and action focused on climate change and environmental protection. As such, teaching and practical activities conducted within school settings have direct impacts on students' awareness and their level of participation in related actions. The survey revealed that to further enhance children's engagement in climate and environmental actions, “including climate change content in the formal curriculum” and “integrating CC-related knowledge into extracurricular activities” were perceived as key solutions by 78.8 and 62.2 per cent of surveyed children, respectively (Figure 11). In addition, the “establishing student clubs focused on climate action” was also considered important, as it provided a meaningful platform or “playground” for children to engage in hands-on, practical activities.

Bac Lieu child respondents also stood out as having the highest levels of agreement compared to other provinces, with 82.2 per cent approving of “integrating climate change content into extracurricular activities at school”, versus 60–62 per cent in Ca Mau and Soc Trang.

Figure 11. Agreement with solutions to increase children's participation in climate and environmental actions at school (%)



Source: Compiled from survey results

Commonly, a school's approach goes beyond simply raising awareness among students, as it also aims to disseminate environmental knowledge to the wider community through students themselves as messengers of change. As one educator, during discussions with a school Board of Directors in Bac Lieu, explained: *"Since many of our residents are farmers, environmental awareness remains limited. Therefore, we show students images of such behaviours [indiscriminate littering] and ask them to express their opinions. This method helps students develop a critical understanding of the issues and, in turn, encourages them to spread awareness to their families and communities."* While parents were expected to serve as role models for their children, in reality, they sometimes fell short of fulfilling this role effectively, said the educator.

2.4.2 Government support

Alongside schools, local authorities play a critical role in promoting children's participation in climate action and environmental protection through practical activities. From children's perspectives, *"organizing practical environmental protection activities for children to participate in"* and *"holding climate action competitions for children"* were considered key measures by 68.0 and 55.1 per cent of respondents, respectively (Figure 12). However, implementation of such activities should be accessible and meet children's participatory needs in terms of location and space.

"Local authorities must take a proactive approach in organizing dialogues with children. Simply bringing children from commune or district levels to the city to listen to speeches by senior officials is insufficient—many children feel intimidated in such settings, making meaningful dialogue difficult. At present, dialogue events typically involve 100–200 children, who attend and listen for a single session, which is unlikely to generate lasting impact. Ideally, each locality should organize at least 1–2 sessions per year to collect children's opinions on issues that concern them. Currently, a Children's Forum—a dialogue platform to hear from children—is held once every two years, alongside the Action Month for Children, which focuses primarily on child-related laws. However, in practice, children often lack access to information beforehand and are unsure of what to ask, resulting in limited participation. In many cases, adults need to suggest questions for them to raise."

Consultation with representatives of DOLISA, Bac Lieu province

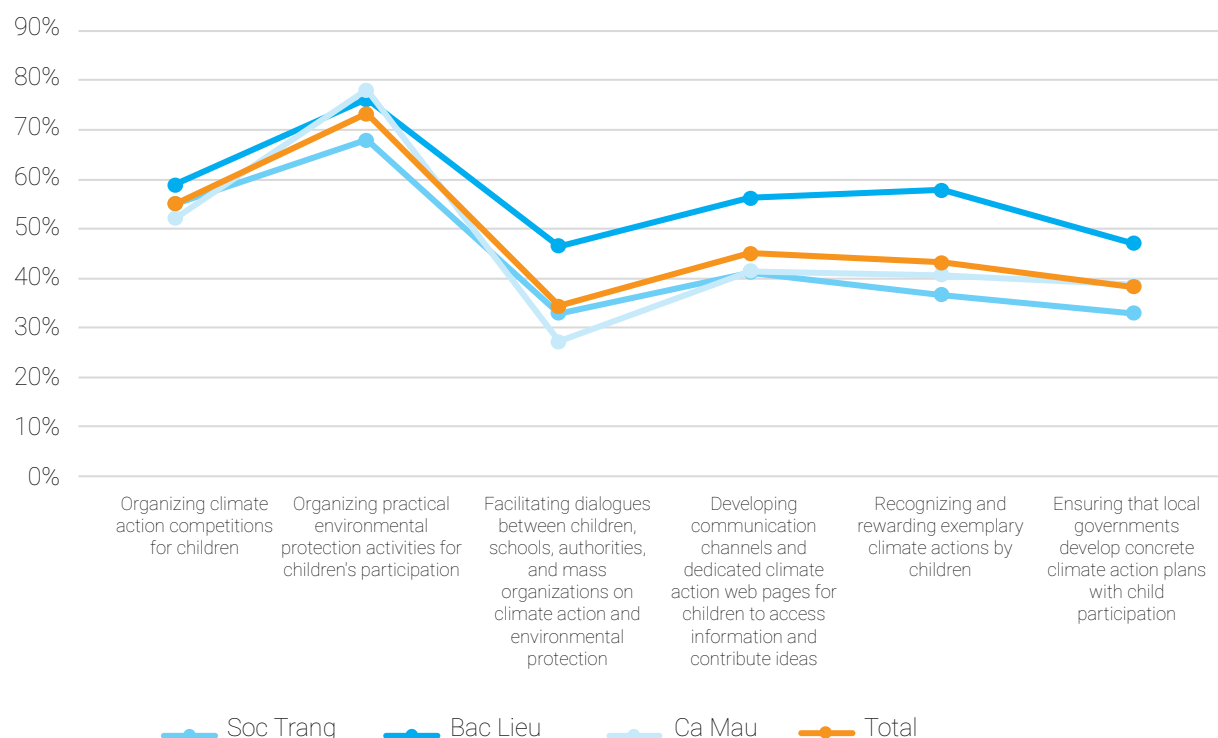
In addition, nearly half (41.2 per cent) of respondents said it was necessary to "build information channels and specialized pages on climate action for children to access information and contribute initiatives", while one-third (36.6 per cent) agreed it was critical to "praise typical climate actions of children" who led by example (Figure 12). In addition, according to surveyed children, "local governments have specific climate plans and actions for children to participate in", as well as "organizing dialogues between children, schools, governments, and unions on CC and EP" are good pathways for children to participate in climate action, according to 32.9 per cent of respondents.

"Environmental protection activities are still being implemented, but some people are not really interested. Every afternoon, there are still collectors, but many people still do not really respond, do not take waste to the collection point. I live in the market, opposite the river, where there is a lot of garbage on the river. Sometimes [every few weeks], there is still garbage removal, but people still throw garbage into the river."

"My house is either side of a shrimp company and a crab company. In the past, I saw those companies littering every afternoon, now the ward has a reminder and they have stopped littering. However, there are no coordination activities [between school, family, government] on communication on the environment and climate, although local loudspeakers still have some news reports."

Student FGD, Bac Lieu province

Figure 12. Agreement with solutions to increase children's participation in climate and EP actions (%)



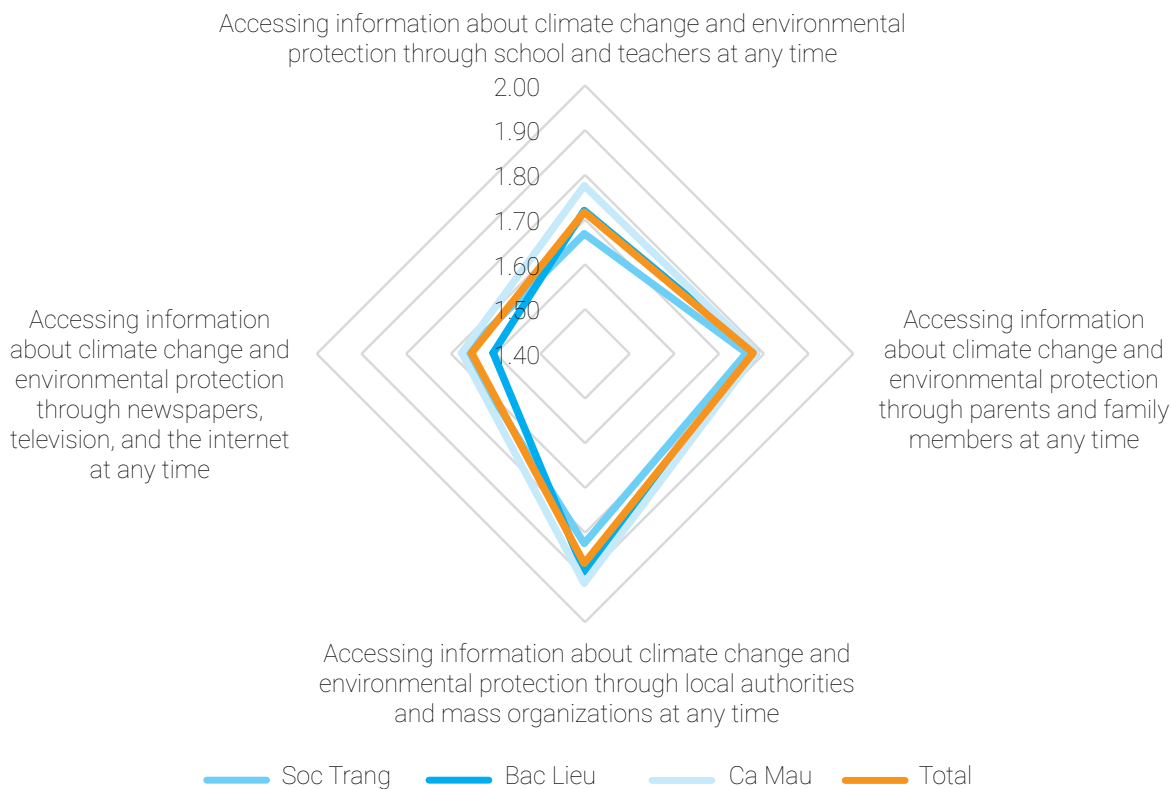
Source: Compiled from survey results

By province, except the solution “*organizing practical activities for environmental protection*”—which received the highest level of support from children in Ca Mau—Bac Lieu children consistently reported higher levels of agreement across all other proposed solutions, compared to peers in the other surveyed provinces (Figure 12).

2.4.3 Responsiveness of information channels

To gain deeper insights into the availability of information channels accessible to children, this study measured the level of agreement using a 5-point Likert scale, ranging from “strongly agree” (1) to “strongly disagree” (5). As illustrated in Figure 13, the average scores for statements regarding information availability ranged from 1.67 to 1.91, indicating a generally high level of agreement among children. In particular, the highest levels of agreement were recorded for statements that children “*can access information about climate change and environmental protection through the media (radio, television, internet)*” and “*through schools and teachers whenever needed*”.

Figure 13. Children’s agreement with access to information channels on CC and EP (unit: points)



Source: Compiled from survey results

By province, Soc Trang children indicated the highest level of agreement, in contrast to peers in Ca Mau. For example, the average score for the statement that children “can access information on climate change and environmental protection through schools and teachers whenever needed” was 1.67 in Soc Trang, while in Ca Mau it was 1.78 (Figure 13).

Conclusion

This section focused on examining factors influencing children’s participation in climate action and environmental protection, specifically support provided by schools and local authorities, including the availability of accessible information channels.

The findings show that—with regard to schools—incorporating climate change content into formal subjects or integrating it into extracurricular activities was widely supported by children and perceived as an effective approach to providing essential information. The majority of children reported they were able to access information on climate change and environmental protection through schools and teachers when needed.

Regarding local authorities, organizing practical environmental protection activities and climate action competitions were identified as effective ways to enhance children’s participation. Surveyed children also expressed strong agreement with the statement that they “can access information about climate change and environmental protection through local authorities and mass organizations whenever needed.”

The study further highlights the role of the internet and mass media in the digital age, as children are increasingly exposed to electronic devices at an early age. These platforms serve as useful information channels that children can access at any time.



Xanh
và Lành

CÙNG HIỆP SĨ
MIỀN TÂY XÂY DỰNG
TRƯỜNG HỌC AN TOÀN
TRƯỚC THIÊN TAI

CỘNG ĐỒNG AN TOÀN, SẠCH VÀ XANH

Trẻ em
đóng vai trò
là tác nhân thay đổi
tích cực vì một xã hội
an toàn hơn trước
thiên tai

PART 3. CONCLUSIONS AND RECOMMENDATIONS

3.1. Conclusion

Viet Nam is among the countries most severely affected by the intensifying impacts of the climate crisis, particularly the Mekong Delta due to its low-lying terrain and coastal geography. As a result, this region frequently experiences tidal flooding, saltwater intrusion, and extreme weather events. In response, climate change adaptation and environmental protection have become central issues for the government and local authorities, as reflected in the roll-out of numerous policies, programmes, and action plans at national, regional, and provincial levels.

Although climate change affects Viet Nam's entire population, its impacts are more severe for vulnerable groups—especially children—due to their developmental needs and limited capacity for self-protection and adaptation. As a result, national socio-economic development strategies and plans, including those of Mekong Delta provinces, have increasingly also focused on ensuring all children are protected, develop and fully realize their rights in the new normal. In its efforts to promote meaningful child participation in policy-making processes, the Vietnamese Government has worked in close collaboration with international partners—most notably UNICEF. Drawing on technical support and global experience from UNICEF, several pilot models have been implemented in Mekong Delta provinces, including Soc Trang. For example, the “Child-Friendly Project in Soc Trang Province” aims to contribute to achievement of provincial socio-economic development goals by boosting the holistic development of children, such as in health, nutrition, clean water and sanitation, education, child and social protection.

In most policy documents examined by the study, children are primarily identified as beneficiaries of climate and environmental programmes and action plans. This is critical to ensure a safe and supportive living environment for children's development. However, children also need an enabling environment to promote their participation as *agents of change*. This not only ensures their rights and engagement, but also strengthens their awareness, attitudes, and behaviours toward climate action and environmental protection.

Survey findings from three provinces—Bac Lieu, Ca Mau and Soc Trang—reveal policy gaps in integrating child-related content within climate and environment-focused frameworks. In particular, the lack of specific indicators and measurable targets poses challenges in planning and implementation.

From children's perspectives, most respondents demonstrated a basic understanding of climate change and its impacts, with droughts, storms and flooding, landslides, saltwater intrusion, and rising temperatures identified in surveyed provinces. These extreme weather events have negatively affected children's lives and that of their families, particularly crop failures, temporary school closures, and suspension of recreational activities. Additionally, some children noted a shortage of public parks and green play spaces designed for children in their communities.

Children, in general, can access climate and environment-related information to build their knowledge base. Access points include formal education in schools—such as academic subjects, extracurricular sessions, and child-focused clubs—as well as informal sources outside of school, such as the internet or local community meetings. These information channels are generally accessible and convenient for children to engage with.

Educational institutions and local authorities were found to have implemented a range of

activities and participation models to encourage children's involvement in climate adaptation and safeguarding the environment. These mechanisms support children not only as direct participants in activities, but also as monitors and communicators who share knowledge with their peers and families.

Several initiatives have been proposed by local stakeholders and children themselves to increase youth engagement. These include integrating climate and green content into school curricula as standalone subjects and organizing competitions on related themes. For children, utilizing social media platforms such as Facebook, Instagram and TikTok or hosting age-appropriate and interest-based activities—such as music programmes—are considered effective approaches by respondents to raise awareness and promote participation in climate action.

Encouragingly, children were found to regularly participate in environmental protection activities and act as messengers of change by actively raising awareness among their peers and family members. It is important to note, however, that a majority of surveyed children emphasized the need to *“consult children when developing policies related to them”* and affirmed that *“children should have the opportunity to express their opinions and contribute to climate change, environmental protection, and socio-economic development plans”*. They also expressed the importance of being directly involved in climate and environmental actions.

Of the three surveyed provinces, children in Bac Lieu demonstrated a higher level of interest and engagement with climate and environmental issues, including a greater desire to be heard and participate in climate action and child-related policymaking. In contrast, peers in Soc Trang reported higher rates of exposure to climate content through formal education—as part of the school curriculum—and showed greater familiarity with UNICEF's *U-Report* platform, a digital tool for accessing child-related information and expressing opinions.

Meanwhile, children in Ca Mau have taken the initiative to promote environmental awareness—such as organizing music nights and designing models that combine musical performances with environmental communication.

3.2 Recommendations

3.2.1 Central level

With children the future of Viet Nam, it is essential that socio-economic development strategies and plans place children at their core. With the intensifying impacts of climate change emerging as the key challenge of today and future decades, it is also critical that children as one of the most vulnerable segments of society help shape and participate in national climate action plans that also reflect regional characteristics, ethnicity, gender, suitable for children's maturation.

To help achieve this, a key step is addressing overlapping climate and environmental goals and tasks evident in a number of strategies and programmes, such as the Sustainable Development Strategy and Green Growth Strategy. To avoid the resulting duplication in implementation, allocation and use of resources, streamlined implementation can be achieved through enhanced coordination between assigned units and focal points.

This can be complemented by development of specific and clear guiding documents that outline solutions and optimize resources for implementation. Across all reviewed strategies, plans and guiding documents, children's perspectives in socio-economic development planning tend to remain largely directional or conceptual in nature. This limited operationalization may present challenges for local governments as they work to develop and implement their provincial socio-economic development plans. At the same time, development of indicators to measure and evaluate implementation of climate and environmental actions, encompassing children's participation, is essential to guide localities towards achievement of targets. In addition, technical support for localities to monitor and evaluate the targets is necessary.

To ensure effective implementation of climate and environmental protection action plans, there is a need to issue mandatory regulations for climate change response activities as well as incentive policies to encourage investments in green growth and environmental protection, such as through capital, land and tax exemption support.

In order to promote children's rights and participation, it is necessary to integrate children's views into annual, five-year or 10-year SEDPs at the national level with specific child-focused content as a basis for tailored and effective implementation by localities. Feasible targets for inclusion in SEDPs include percentages of children engaged to raise awareness of climate and green action as well as school targets for climate and environmental protection thematic topics/teaching content. At the same time, development of implementation mechanisms to mobilize children's participation in climate programmes and action plans with specific allocated budget flows are required.

3.2.2 Local level

To boost children's engagement in climate and environmental action at local level, there is a need to raise the awareness of local authorities on children's rights to participate in shaping and implementing relevant policy actions.

As such, localities not only oversee implementation of government programmes, policies, and action plans adapted to climate and environmental goals, they also need to proactively develop child-focussed targets and indicators to measure and evaluate implementation of localities. Currently, the formulation of indicators related to climate change adaptation, mitigation, environmental protection, and child-related issues is carried out in silos within each sector. Hence, the need for an interdisciplinary and human-centred approach is an urgent requirement to optimize the development process.

With this approach, informed by the survey results and consultations with stakeholders, this study proposes adding targets to integrate children's issues and targets on climate and environmental protection into SEDPs, with priority given to communication efforts to raise children and adolescents' awareness of annual and five-year SEDPs so students gain a full and systematic understanding of climate and environmental challenges. For example, targets could include *"The percentage of children who are communicated with to raise awareness of climate action and EP"* and *"Schools have topics/teaching content on CC and EP for students"* in annual and five-year SEDPs. While activities have been implemented by specialized provincial departments with participation of children and adolescents, the frequency and scale are still limited and unflexible in terms of location. In addition, while the subject "Local Education Curriculum" offers rich and diverse content in the classroom from junior high to high school, climate and environmental content is lacking. The insertion of these child-focused targets in SEDPs will help address this and build children's climate and green knowledge base as the decision-makers of tomorrow.

In addition, local authorities should prioritize development of dedicated information channels on climate change adaptation and environmental protection to enable children to access relevant content, provide feedback, and contribute ideas and initiatives. At the same time, it is important to diversify and share best practices and experiences, drawing on effective communication models and awareness-raising activities aimed at the broader community, with a particular focus on children. These efforts will help enhance adaptive capacity and foster stronger environmental consciousness. Modern forms of communication should be prioritized by leveraging digital and social media platforms such as Facebook, Instagram and TikTok—channels popular and frequently accessed by children. Utilizing these platforms can significantly improve outreach and engagement with younger audiences.

Scaling-up of climate and green-focused dialogues between children and the government in appropriate spaces and venues is required to amplify children's voices. In addition, mobilizing community participation can "set an example" for children in climate and environmental actions. The collection of children's opinions should be carried out flexibly through tools tailored to children's ages, thereby promoting children's participation in climate actions rather than implementing them mechanically through macro laws and policies.

3.2.3 Schools

Schools can directly influence children's socialization process, with the knowledge and skills they learn directly enhancing their climate and environmental awareness and future actions. To achieve this, climate content integrated into lessons or as a core subject must be prioritized by schools. In addition, organizing extracurricular activities not only raises students' awareness and sense of responsibility, it also encourages community participation through a tripartite coordination mechanism (school-family-locality).

To diversify educational activities and maximize children's engagement, there is a need to systematically grow innovative models such as the Zero-cost House, Friendly House, Green Library and EP clubs, music clubs and collective competitions to learn about the environment. Building climate and green club models, strengthening thematic activities and organizing contests to learn about climate and environmental protection between classes and schools will also open the door to children's participation.

Regularly organizing dialogues between students and schools and between students, schools and authorities in a variety of forms will ensure children's voices on climate and the environment are heard.

3.2.4 Children

Actively participating in and practicing in everyday climate and environmental protection actions is a simple, yet effective way for children to build awareness, strengthen their sense of responsibility, and contribute to preserving their environment.

Establishing and participating in environmental protection clubs at local or school levels provides children with a meaningful avenue to contribute and amplify their influence on climate action. With this climate and environmental knowledge, children should also be encouraged to be messengers of change and share with friends and family. At the same time, children also need to actively contribute to initiatives related to climate and environmental action towards environmental sustainability and their overall development.

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ADDENDUM

APPENDIX 1: SURVEYS FOR CHILDREN AND ADOLESCENTS

Dear Students,

This study was conducted with the support of the United Nations Children's Fund in Viet Nam to propose solutions to promote children's participation in the development, monitoring and evaluation of the 5-year and annual SEDPs for the period 2026-2030 on EP and CC response in Viet Nam. This questionnaire was developed to collect students' opinions and views on priority issues and actions to respond to CC and EP. We commit that the information collected is for research purposes only, does not affect the rights and interests of the students and ensures the anonymity of the survey participants. Students are free to choose their answers and/or ignore questions if they feel that the questions are not suitable for the research content or affect their legitimate rights and interests.

I. GENERAL INFORMATION

Question 1. Which of the following provinces are you living in?

- | | | |
|--------------|-------------|-----------|
| 1. Soc Trang | 2. Bac Lieu | 3. Ca Mau |
|--------------|-------------|-----------|

Question 2. Which area of residence do you live in?

- | | |
|----------|----------|
| 1. Urban | 2. Rural |
|----------|----------|

Question 3. What is your gender?

- | | | |
|------|-----------|----------|
| Male | 2. Female | 3. Other |
|------|-----------|----------|

Question 4: What ethnicity are you?

- | | |
|---------|----------|
| 1. Kinh | 2. Other |
|---------|----------|

Question 5. Does your family have a household registration in the commune where you live?

- | | | |
|--------|-------|---------------|
| 1. Yes | 2. No | 3. Don't know |
|--------|-------|---------------|

Question 6. Which type of household groups does your family belong to? (Note: poor and near-poor households as certified by local authorities)

- | | | |
|--------------------|-------------------------|----------|
| 1. Poor households | 2. Near-poor households | 3. Other |
|--------------------|-------------------------|----------|

Question 7. How old are you this year?..... (write age)

II. VIEWPOINTS ON CC RESPONSE AND EP

Question 8. In your opinion, which of the following issues is the content of CC? (You can choose multiple answer options)

	1. Environmental damage
	2. Storms, floods/droughts/landslides
	3. Social inequality (discrimination between social groups)
	4. Sea level rise/saltwater intrusion
	5. School violence
	6. Lack of clean water/ No clean water
	7. Domestic violence
	8. Loss of biodiversity, destruction of ecosystems
	9. Poverty
	10. Natural disasters, epidemics, crop failures
	11. Migration (leaving where you live)
	12. Temperature rise
	13. Fire

Question 9. In your opinion, the 5 MOST SERIOUS PROBLEMS affecting people's lives where you live? (You choose up to 5 issues that you think are the most serious)

	1. Environmental damage
	2. Storms, floods/droughts/landslides
	3. Social inequality (discrimination between social groups)
	4. Sea level rise/saltwater intrusion
	5. School violence
	6. Lack of clean water/ No clean water
	7. Domestic violence
	8. Reducing biodiversity
	9. Poverty
	10. Natural disasters, epidemics, crop failures
	11. Migration (leaving where you live)
	12. Temperature rise
	13. Fire

Question 10. How do the issues mentioned above (Question 9) affect your daily life or your family's? (You can choose multiple answer options)

	1. Dropping out of school due to the impact of CC
	2. Interrupted/temporary suspension of school due to the impact of CC
	3. Suspension or postponement of medical examination and treatment and health care activities
	4. Stopping or postponing recreational activities
	5. The family had to migrate to another place
	6. Increased risk of poverty
	7. Crop loss due to the effects of CC
	8. Shrinking the area of cultivated land
	9. Family members who are unemployed or unemployed due to the effects of CC
	10. Family members who are sick/sick or die due to the effects of CC
	11. No effect
	12. Other effects (specified).....

Question 11. Can you learn or disseminate content and knowledge about CC and EP at school ? (You can choose multiple answer options)

	1. Yes, it is a subject in the curriculum
	2. Yes, integrated into the content of some subjects
	3. Yes, integrated in activities/extracurricular activities of classes and schools
	4. Yes, integrated in activities at clubs for students
	5. No
	6. Don't know/don't care

Question 12: Can you learn or disseminate content and knowledge about CC and EP outside of school?

	1. Yes, through group activities (e.g. Youth Union activities)
	2. Yes, via the local radio speaker system
	3. Yes, through family members
	4. Yes, via the internet, television, newspapers
	5. No
	6. Don't know/don't care
	7. Không biết/ không quan tâm

Question 13: In your opinion, which of the following actions is an EP action? (You can choose multiple answer options)

	1. Cleaning up the general environment
	2. No indiscriminate discharge
	3. Maintaining a neat and tidy lifestyle
	4. Economical use of electricity/water/paper
	5. Limiting the use of non-recyclable products (plastic, plastic...)
	6. Planting trees
	7. Propagating and sharing knowledge about EP
	8. Responding to and participating in the Earth Hour Campaign
	9. Study hard
	10. Other (specify).....

Question 14: Have you PARTICIPATED in the following activities to protect the environment, and indicate the level of participation?

- ☐ 1. Daily
 ☐ 2. Regular (2-3 times/week)
 ☐ 3. Occasionally (2-3 times/month)
- ☐ 4. Rarely (2-3 times/year)
 ☐ 5. Never

Content	Participation
1. Cleaning up the general environment	
2. No indiscriminate discharge	
3. Maintaining a neat and tidy lifestyle	
4. Economical use of electricity/water/paper	
5. Limiting the use of non-recyclable products (plastic, plastic...)	
6. Planting trees	
7. Propagating and sharing knowledge about EP	
8. Responding to and participating in the Earth Hour Campaign	
9. Other (specify).....	

Question 15. Below are some comments on CC response and EP, please indicate your level of agreement with these statements as follows:

- ☐ 1. Strongly agree;
 ☐ 2. Agree;
 ☐ 3. Confusion/neutrality;
 ☐ 4. Disagree;
 ☐ 5. Strongly disagree.

Judge	Consent level
1. Where I live, the climate is fresh and pollution-free	
2. Where I live, there is enough clean water for daily life	
3. Where I live, there is a park and a green play area for children	
4. School is invested in building a green class school	
5. I can find out information about CC and EP through teachers and schools whenever you need	
6. I can find out information about CC and EP through your parents or relatives whenever you need it	
7. I can find out information about CC and EP through local authorities and unions whenever you need	
8. I can find out information about CC and EP through newspapers, television, and the internet whenever you need	
9. Local authorities and mass organizations take measures to prioritize and encourage children to participate in EP activities and CC response	
10. Children's opinions need to be consulted when developing policies related to children	
11. Children need to have a voice and contribute to local EP and CC response plans	
12. Children need to participate in CC and EP response activities	
13. CC and EP response programmes should become a subject at school	
14. Schools need to establish clubs on EP and CC response for students to participate	
15. Families, schools and local governments need to strengthen coordination so that children have the opportunity to participate in CC and EP response activities	

Question 16: In your opinion, what do we need to do to encourage young people to participate in climate action to protect the environment? (You choose up to 5 answer options according to you are the best)

1.	Including CC and EP content in the curriculum (subject) at school
2.	Integrating CC and EP contents into extracurricular activities and activities at school
3.	Building clubs for students on climate action, EP
4.	Organizing climate action competitions for students
5.	Organizing practical EP activities (cleaning, planting trees...)
6.	Organizing dialogues between children, schools, governments, and unions on climate action and EP
7.	Building information channels and specialized pages on climate action and EP for children to access information and contribute to initiatives
8.	Praising the actions to respond to CC, typical EP of children
9.	Local authorities have specific climate plans and actions for children to participate in

THANK YOU!

APPENDIX 2: INSTRUCTIONS FOR INTERVIEWING PROVINCIAL INFORMANTS

A. PURPOSE OF THE SURVEY

This survey was conducted to collect information on the implementation of social and child issues in the SED Plan, response to CC and EP in recent years. The survey results will provide scientific evidence for promoting children's rights and participation in the implementation of SEDPs, EP and CC response. The expected result of this interview is to collect complete, multi-dimensional information, reflecting on:

- The development and implementation of the Plan on Social Development and Response to CC and EP focuses on children's issues.
- Update the progress and/or results of the development and implementation of the Plan on Social Development and CC Response and EP, focusing on children's issues.
- Challenges, difficulties and barriers in the implementation of social and child issues in the SED Plan, response to CC and EP in the locality in the past period.
- The proposal aims to improve the effectiveness of the implementation of social and child issues in the next phase of the SED Plan, CC response and EP.

B. PARTICIPANTS IN THE GROUP DISCUSSION

- 01 representative of the Department of Planning and Investment
- 01 representative of the Department of Education and Training
- 01 representative of the Department of Labor, Invalids and Social Affairs

C. GROUP DISCUSSION TIME

60-90 minutes/group discussion

D. CONTENT OF GROUP DISCUSSION

1. How has the SED plan and response to CC, EP and related policies in the past period been developed and implemented? What are the priorities and actions related to CC response and EP?
2. What are the objectives and contents of the SED plan and those programmes, action plans and policies related to the interests of children?
3. Do the results of the implementation of those plans affect children? How do they benefit?
4. Can children participate in the development and implementation of the Social Development Plan and programmes to respond to CC and EP? IF YES, how to get involved and what are the effective mechanisms for children's participation?? What are the conditions under which children can participate in actions related to CC response and EP?
5. How and how are children regularly informed and updated about policies related to children, including programmes and actions to respond to CC and EP of the province? Do children receive and update regular information on CC response and EP?
6. What are the opportunities, challenges and measures to mobilize financial resources and stakeholder participation to address children's issues in the Social Development and Social Development Plan and CC response, EP?

7. What is the coordination mechanism between the Department and other departments/sectors in the above related activities and activities to promote children's awareness and participation in CC and EP?
8. What gaps related to children need to be considered for inclusion in the Plan for Social Development and CC Response and EP for the next period?
9. What are the province's orientations and solutions to integrate children's issues related to CC response, EP and sustainable development? What are some suggestions to increase children's participation in local climate and EP actions?
10. Are there projects or initiatives being implemented locally to address children's issues related to CC response, EP and sustainable development?

APPENDIX 3: INSTRUCTIONS FOR INTERVIEWING THE INFORMANT - REPRESENTATIVE OF THE SCHOOL ADMINISTRATION

A. PURPOSE OF THE SURVEY

This survey was conducted to collect information from schools about plans, curriculums, and activities related to raising awareness for teachers and students about CC response and EP. The survey results will provide scientific evidence for proposing solutions to promote children's rights and participation in the implementation of SEDPs, EP and CC response. The expected result of this interview is to collect complete, multi-dimensional information, reflecting on:

- The development of training plans and programmes to raise awareness for teachers and students about responding to CC and EP.
- Activities related to raising awareness and actions to respond to CC and EP for teachers and students.
- Typical models of CC and EP have the participation of students and teachers.
- Challenges, difficulties and barriers in the implementation of children/student issues in response to CC and EP in the past period.

B. PARTICIPANTS IN THE GROUP DISCUSSION

01 representative of the school management board (middle school (level 2) or high school (level 3)).

C. GROUP DISCUSSION TIME

60-90 minutes/interview.

D. CONTENT OF GROUP DISCUSSION

1. Brief overview of the school: how does the scale and socio-economic conditions affect the school's activities?
2. Has the school suffered from the effects of CC in the past time? If so, what are the effects?
3. Is there a situation where teachers and students have to quit their jobs/miss school, get sick/get sick or migrate to other places due to the impacts of CC? If so, what solutions does the school have to support the above cases?
4. Does the school develop training plans and programmes to raise awareness for teachers and students about responding to CC and EP?
5. Does the have guidelines on the implementation of training plans and programmes on responding to CC and EP?
6. Activities related to raising awareness and actions to respond to CC and EP for teachers and students.

7. Typical models of CC and EP with the participation of students and teachers?
8. What are the challenges, difficulties and barriers in implementing children/students in responding to CC and EP in schools in the past period?
9. Do you have any suggestions to increase the participation of children in schools in climate and EP actions?

APPENDIX 4: GUIDANCE FOR DISCUSSION OF REPRESENTATIVE GROUPS OF PROVINCIAL DEPARTMENTS/BRANCHES

A. PURPOSE OF THE SURVEY

This survey was conducted to collect information on the implementation of social and child issues in the SED Plan, response to CC and EP in recent years. The survey results will provide scientific evidence for promoting children's rights and participation in the implementation of SEDPs, EP and CC response. The expected outcome of this discussion is to collect complete, multi-dimensional information, reflecting on:

- The development and implementation of the Plan on Social Development and Response to CC and EP focuses on children's issues.
- Update the progress and/or results of the development and implementation of the Plan on Social Development and CC Response and EP, focusing on children's issues.
- Challenges, difficulties and barriers in the implementation of social and child issues in the SED Plan, response to CC and EP in the locality in the past period.
- The proposal aims to improve the effectiveness of the implementation of social and child issues in the next phase of the SED Plan, CC response and EP.
- Sharing and exchanging some initial findings of the research team in the research area.

B. PARTICIPANTS IN THE GROUP DISCUSSION

- 01 representative of the Department of Planning and Investment
- 01 representative of the Department of Education and Training
- 01 representative of the Department of Labor, Invalids and Social Affairs
- 01 representative of the Department of Finance
- 01 representative of the Department of Construction
- 01 representative of the Department of Natural Resources and Environment
- 01 representative of the Department of Health
- 01 representative of the Provincial Youth Union

C. GROUP DISCUSSION TIME

60-90 minutes/group discussion

D. CONTENT OF GROUP DISCUSSION

1. How has the SED plan and response to CC, EP and related policies in the past period been developed and implemented at your Department/sector?

2. What are the objectives and contents of the social development plan and those programmes, action plans and policies related to the interests of children that the Department/branch is in charge of?
3. Will the results of the implementation of those plans affect children in the area? How do they benefit?
4. Can children participate in the process of developing and implementing the Social Development Plan and the programmes to respond to CC and EP that you are in charge of? How to participate?
5. What are the opportunities, challenges and measures to mobilize financial resources and the participation of stakeholders to solve children's issues in the Social Development Plan and respond to CC and EP that you are in charge of?
6. What is the coordination mechanism between departments/sectors in the above-related activities to promote children's awareness and participation in CC and EP?
7. What gaps related to children need to be considered for inclusion in the Plan for Social Development and CC Response, and EP for the next period that departments/sectors need to pay attention to address?
8. What are the orientations of your departments/sectors and solutions to integrate children's issues related to CC response, EP and sustainable development? What are some suggestions to increase children's participation in climate and EP actions of the department/sector?
9. Discuss some of the main findings of the research team in the survey area.

APPENDIX 5: GUIDELINES FOR CHILDREN'S GROUP DISCUSSIONS

A. PURPOSE OF THE SURVEY

The survey was conducted to collect information about children's views and opinions on CC and EP and local SEDPs. Thereby, providing scientific bases for promoting children's rights and participation in the implementation of SEDPs, EP and response to CC. The expected results from this survey are to collect complete, multi-dimensional information, reflecting the current situation of:

- Children's perspectives (including perceptions and attitudes) on EP and response to CC and access channels.
- Children's action and participation in the implementation of SEDPs, EP and response to CC
- Opportunities and challenges of children to participate in EP and response to CC, including mechanisms to promote children's participation
- Climate issues that children are concerned about and their impact on children's development.
- Some of the children's suggestions to increase their ability to participate in climate actions.

B. PARTICIPANTS IN THE GROUP DISCUSSION

08 children/students including: boys, girls, children with disabilities, ethnic minority children, children from poor households, migrant children, and children with special circumstances.

C. GROUP DISCUSSION TIME

90-120 minutes/ group discussion

D. GROUP DISCUSSION CONTENT

1. Children's understanding of climate action

- In your opinion, what is CC and what are some of the contents of CC?

- What information channels do you hear/turn into the above information? Which channels of information are most useful to you? Have you heard of the U-report platform launched by the United Nations Children's Fund (UNICEF) to increase children's understanding and participation in climate action?
- In your opinion, what role do schools, families and localities play in providing information about CC and EP to children?
- Currently, where the children live or does the school have a model of children's clubs working on CC response and EP? Or related competitions and extracurricular activities for students to participate in?

2. Children's perceptions of climate issues of concern and their impact on their development

- In your opinion, what are the most prominent CC-related contents where you live? Why?
- What is the impact of the above CC content on their learning, health, recreation and life? Do they (or other classmates or children they know) have to drop out of school, suspend medical treatment or migrate due to the effects of CC?
- In your opinion, should the content of CC and EP be included in the official curriculum? Why?

3. Children's participation in EP and response to CC

- What is the situation of their participation in EP at their homes, communities and schools? (State the activities, frequency of participation...)
- What is the mechanism/method of mobilizing students' participation?
- In your opinion, what opportunities, challenges, and barriers are worth paying attention to for them to participate in responding to CC and protecting the environment?
- Are you aware of or heard of conversations, seminars or exchanges between students/children with schools or mass organizations (e.g. youth unions) or local governments (villages/groups, communes/wards) about climate action?
- Have you ever participated in a dialogue, seminar or exchange with a school or mass organization (e.g. a youth union) or a local government (village/group, commune/ward) about climate action? If so, please share about that activity?

4. Children's proposals for solutions to promote children's rights and participation in climate action

- What do you think their families, schools and authorities need to do so that they have the opportunity to participate in EP actions?
- Also, are there any ways to increase their involvement in climate action (e.g. children's clubs, competitions, extracurricular activities or digital platforms (internet))?



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