



Knowledge hub - Collection of best practices

Summary of the best practice

1. Title of the best practice (e.g. name of policy, programme, project, etc.) *

Enhancing Resilience to Disaster Risk and Climate Change for Children Project

2. Country or countries where the practice is implemented *

Viet Nam

3. Please select the **most relevant** Action Track(s) the best practice applies to *

- Action Track 1. Inclusive, equitable, safe, and healthy schools
- Action Track 2. Learning and skills for life, work, and sustainable development
- Action Track 3. Teachers, teaching and the teaching profession
- Action Track 4. Digital learning and transformation
- Action Track 5. Financing of education

4. Implementation lead/partner organization(s) *

Vietnam Disaster Management Authority and UNICEF

5. Key words (5-15 words): Please add key descriptive words around aims, modalities, target groups etc. *

Strengthen the resilience capacity of children, families, and communities to cope with climate change.

6. What makes it a best practice? *

Unlike the usual climate change activities which do not concern about children, this project puts children at the centre of all actions. It demonstrates how to involve children, not as beneficiaries but rather as agents of change and shows what and how child-centred policies and actions are the most sustainable pathways to net-zero emission and ultimately for a brighter future for Viet Nam.

Description of the best practice

7. Introduction (350-400 words)

This section should ideally provide the context of, and justification for, the practice and address the following issues:

- i) Which population was affected?
- ii) What was the problem that needed to be addressed?
- iii) Which approach was taken and what objectives were achieved? *

When disaster strikes, adults struggle initially but can return to life relatively quickly. Children, however, are more severely affected, they are more vulnerable, and depending on the severity and the length of the disaster – it can have lifelong consequences for children. Why is that? Children need nutrition, health, stimulation, play, and education to thrive and their brains and bodies to develop fully. When children are denied the nutrition they need – this impacts brain development; when children face repeated trauma or are vulnerable and frightened over an extended period, this affects their brain development. When children miss schooling, or their schools are destroyed – children fall behind and drop out.

Unlike the usual climate change activities which leave children out, this project puts children at the centre of all actions. It demonstrates how to involve children, not as beneficiaries but rather as agents of change and shows what and how child-centred policies and actions are the most sustainable pathways to net-zero emission and ultimately for a brighter future for Viet Nam.

As part of the project, the following intervention – Celebration of the Vietnam National Disaster Prevention and Control Week (May 15-22) and the Vietnam Day of Natural Disaster Prevention and Control (May 22) shows how to involve children in educating the public about the climate change and its impacts.

On May 22, 1946, President Ho Chi Minh signed Decree No.70, establishing the Central Committee for Dyke Protection, the forerunner of the Central Committee for Natural Disaster Prevention and Control. To promote the importance of natural disaster prevention and mitigation, on March 21, 1990, the Chairman of the Council of Ministers (now the Prime Minister) signed Decision No. 89/HDBT dated May 22nd as "The Disaster Prevention and Control Day of Vietnam".

In recent years, climate change's manifestation is the increased frequency and intensification of disasters. Viet Nam, Viet Nam Disaster Management Authority (VDMA) every year in May, celebrates this day. This year with support from UNICEF through the project Enhancing Resilience to Disaster Risk and Climate Change for Children, VDMA organized various actions with children and for children.

i) Which population was affected?
Students and teachers, local authorities and communities

ii) What was the problem that needed to be addressed?

- Limited children's knowledge, awareness, and skills to reduce disaster risks, prepare and respond to natural disasters, and recover quickly after disasters.
- The limited capacity of VDMA and other institutions on child-centred climate change actions
- An innovative approach to involve children in disaster risk reduction, preparedness and response, recovery, and building resilience.
- Raise awareness of the need for long terms disaster risk reduction and building resilience.

iii) Which approach was taken and what objectives were achieved?

A child-centred community-based is applied

The following objectives were archived:

- knowledge, awareness, and skills of children, teachers, and communities on reducing disaster

risks, preparing & responding to natural disasters, and recovering quickly after disasters were enhanced.

- The understanding and participation of families, communities, mass organizations, socio-political organizations, and local authorities at all levels about the importance of long term risk reduction and building resilience of the whole community were enhanced.

8. Implementation (350-450 words)

Please describe the implementation modalities or processes, where possible in relation to:

- i) What are the main activities carried out?
- ii) When and where the activities were carried out (including the start date and whether it is ongoing)?
- iii) Who were the key implementation actors and collaborators? (civil society organizations, private sector, foundations, coalitions, networks etc.)?
- iv) What were the resources needed (budget and sources) for the implementation?

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- i) What are the main activities carried out?

There are three main activities:

1. A painting event for primary school students: at Lai Hoa Primary and Secondary School, Prey Chop B Hamlet - Lai Hoa Commune - TX. Vinh Chau - Soc Trang.

This is organized as a part of extracurricular activities for all 770 primary school students aged 6 - 10 years old with the theme "Together with children to prevent and respond to natural disasters - Create a sustainable future".

Students participated individually or in groups, freely using their imagination to draw pictures on A3 size paper with the content showing their own perspectives on the impact of natural disasters, and measures to prevent and control natural disasters in their families and school and communities; their initiatives, solutions, and dreams about a safe society against natural disasters.

Nghiem Que Nhi, a student of grade 5 who won the first prize, presented the meaning of the painting: "There are five people in the picture: the first is a student, the second is a farmer, the third is a worker, the fourth is a teacher, the last one is a soldier. Each person is standing on an orange petal symbolizing that the earth is warming up causing many natural disasters. We, whether young or old, must join hands to prevent natural disasters. Behind the flower is a map of Vietnam, I hope that not only in Soc Trang, but all parts of Vietnam will join hands to prevent natural disasters. Selected pictures were used for the exhibition and the winners presented and introduced their drawings at the final event - the ceremony of the Vietnam National Disaster Prevention and Control Week.

These paintings were also used as communication materials of VDMA and UNICEF about children's participation as agents of changes in fighting against climate crisis.

- 2. Contest "Ring the golden bell":

The event was for 430 secondary school students, aged 11 - 15 years old at the same school - Lai Hoa Primary and Secondary School, Prey Chop B Hamlet - Lai Hoa Commune - TX. Vinh Chau - Soc Trang.

It was organized in the form of a series of exciting debates among different groups of students. The content of questions related to climate change, natural disaster prevention and control which appropriate for the knowledge and skills of teenagers. Winners of the debates were awarded at the ceremony of the Vietnam National Disaster Prevention and Control Week.

- 3. Concluding event: The ceremony of the Vietnam National Disaster Prevention and Control

Week:

The ceremony was held at the Lai Hoa Primary and Secondary School, Prey Chop B Hamlet, Lai Hoa Commune, Vinh Chau - Soc Trang with the participation of more than 1000 children and teachers, the Embassy of Japan, representatives of central and 13 Mekong provincial authorities, mass organizations, UNICEF. This year, the ceremony was the main event of the Vietnam National Disaster Prevention and Control Week which was broadcasted national-wide on Viet Nam Television.

ii) When and where the activities were carried out (including the start date and whether it is ongoing)?

All activities were organized in Lai Hoa Primary and Secondary School, Prey Chop B Hamlet, Lai Hoa Commune, Town. Vinh Chau - Soc Trang from 15-17 May 2022

iii) Who were the key implementation actors and collaborators? (civil society organizations, private sector, foundations, coalitions, networks etc.)?

Key implementation actors: Vietnam Disaster Management Authority and UNICEF

Collaborators: Soc Trang People Committee; Soc Trang Department of Education and Training and teachers and children of Lai Hoa Primary and Secondary School.

9. Results – outputs and outcomes (250-350 words)

To the extent possible, please reply to the questions below:

i) How was the practice identified as transformative? (e.g., impact on policies, impact on management processes, impact on delivery arrangements or education monitoring, impact on teachers, learners and beneficiary communities etc.);

ii) What were the concrete results achieved with regard to outputs and outcomes?

iii) Has an assessment of the practice been carried out? If yes, what were the results? *

i) How was the practice identified as transformative?

The Climate Crisis is a child rights crisis. Climate change is a direct threat to a child's ability to survive, grow, and thrive. Increased frequency and ferocity of extreme weather events such as cyclones and heat waves threaten children's lives and interrupt services critical to their well-being. However, climate actions, more often than not, do not pay enough attention to this most vulnerable group. This whole project and the described intervention is the climate actions with children, for children and by children.

ii) What were the concrete results achieved with regard to outputs and outcomes? iii) Has an assessment of the practice been carried out? If yes, what were the results?

A quick assessment of the practice was carried out by Vietnam Disaster Management Authority. As the activities were highly appreciated by students and teachers, local communities as well as all stakeholders, Vietnam Disaster Management Authorities plan to replicate these activities in other schools in Soc Trang and Mekong provinces including:

- With support from UNICEF, VDMA is documenting the whole process and guidelines including the communication material on how to implement these activities across 63 provinces in the country.

- Cooperate with the Ministry of Education and Training to replicate these activities

10. Lessons learnt (300 words)

To the extent possible, please reply to the following questions:

- i) What were the key triggers for transformation?
- ii) What worked really well – what facilitated this?
- iii) What did not work – why did it not work? *

i) What were the key triggers for transformation? ii) What worked really well – what facilitated this?

iii) What did not work – why did it not work?

With support from VDMA and UNICEF, students own the activities and therefore created meaningful participation and, at the same time, raise their concerns about the disaster risks, climate change impact and environmental degradation. This is a decisive factor in creating enthusiasm for the participation of students and teachers. Furthermore, direct participation helps them learn knowledge faster, thereby converting it into their skills and spreading this knowledge and skills to their families and communities.

VDMA, teachers, local authorities, and organizations have the opportunity to listen to children's thoughts and better understand children's views so that they can realize how important it is to involve other stakeholders, especially the most vulnerable, in the decision-making process ensuring no one left behind, no child left behind.

11. Conclusions (250 words)

Please describe why may this intervention be considered a “best practice”. What recommendations can be made for those intending to adopt the documented “best practice” or how can it help people working on the same issue(s)? *

When asked how to involve children in addressing their issues, adults, especially decision makers, the answers usually are elusive. Regarding the climate crisis humanity is facing, the attention focuses much more on how to reduce greenhouse gas emissions and much less on what emitters - Adults/decision makers, can do for children, with children and by children so that we as a whole, create a safe and greener environment for our children and grandchildren and future for humanity. This project and the described activities focus on the latter ensuring children are at the heart of all actions.

12. Further reading

Please provide a list and URLs of key reference documents for additional information on the “best practice” for those who may be interested in knowing how the results benefited the beneficiary group/s. *

<https://www.unicef.org/vietnam/press-releases/toward-sustainable-community-respond-natural-disasters>