



MINISTRY OF PLANNING  
AND INVESTMENT



# A MANUAL ON HOW TO INTEGRATE

## CHILDREN'S RIGHTS INTO SOCIO-ECONOMIC DEVELOPMENT PLANS





# INTRODUCTION

Children are special citizens. They are both physically and intellectually young and fragile, so they cannot defend their rights by themselves and therefore mainly depend on their caregivers. The rights of children should be considered when determining the obligations and responsibilities of adults, families, schools, the state and society. Therefore, for many years the international community has asked countries to ensure that all development efforts support the achievement of the goals related to human development, especially the development of children.

On the 20th of February 1990, Viet Nam became the second country in the world and the first country in Asia to ratify the UN Convention on the Rights of the Child (CRC). Early ratification of the convention shows that the Communist Party and the State are interested in the implementation of children's rights. On the 5th of March 1991, the chairman of the Council of Ministers signed the "Declaration of the World Summit for Children" and on the 18th of August 1991 Viet Nam National Assembly promulgated the "Law on Protection, Care and Education of Children." Accordingly, the rights of children and the responsibility of the state, families and society were institutionalized by law. Policies for children were implemented along with strategies and plans for socio-economic development plans.

To implement the International Convention on the Rights of the Child and the Law on Protection, Care and Education of Children, the government approved and ordered the implementation of the National Action Plan for Children for the periods 1991-2000, 2001-2010 and 2012-2020. The goals of protection, care and education of children (the goals of the National Action Plan for Children) have been integrated into socio-economic development plans at all levels. However, the methods and contents of integration have not been consistent. Recently, recommendation number 14 at the 60th meeting (from the 29th of May to the 15th of June 2012) of the Committee for Children's Rights of the United Nations stressed that "it is necessary to strengthen the unity and coordination of plans, programs and policies to support the implementation of the Convention of Children's Rights in a comprehensive manner". To do this Viet Nam should continue mainstreaming children's rights in all policies and national programs and allocate sufficient resources, both technical and financial resources, to effectively implement those policies and programs." On the 14th of April, the Prime Minister issued Decision No. 535/QĐ-TTg, approving the implementation plan recommended by the United Nations Committee on the Rights of the Child.

In the framework of the project "Strengthening the Capacity in Child-friendly Planning, Monitoring and Evaluation for Socio-economic Development Plans" supported by the United Nations Children's Fund (UNICEF) from 2012 to 2016, the Ministry of Planning and Investment has completed and would like to introduce a set of guidelines in a manual called How to Integrate the Rights of Children into Socio-economic Development Plans. This is the result of a thorough study undertaken with technical and financial support from UNICEF Viet Nam and the collaboration of the Ministry of Labor, Invalids and Social Affairs (MOLISA), relevant ministries and eight provinces (Dien Bien, Ninh Thuan, Dong Thap, An Giang, Ho Chi Minh City, Gia Lai, Kon Tum, and Lao Cai) and many research institutions at the central level in recent years.

It is strongly recommended that ministries, central agencies, and provincial people's committees follow these guidelines and steer all their subordinates in the direction of mainstreaming children's rights in 2016-2020 and making the annual socio-economic development plans consistent and coherent at both the national and subnational level to ensure that these plans are responsive to children's rights and are more child friendly.



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## LIST OF ABBREVIATIONS

1.	CRC	Convention on the Rights of Children
2.	DPI	Department of Planning and Investment
3.	DoF	Department of Finance
4.	MPI	Ministry of Planning and Investment
5.	MoF	Ministry of Finance
6.	MOLISA	Ministry of Labor, Invalids, and Social Affairs
7.	MDGs	Millennium Development Goals
8.	M&E	Monitoring and Evaluation
9.	NGO	Non-Governmental Organization
10.	PM	Prime Minister
11.	PCs	People's Committees
12.	SEDPs	Socio-economic development plans
13.	UNICEF	United Nations Children's Fund
14.	VDGs	Viet Nam Development Goals



# PREFACE

In order to implement the UN Convention on the Rights of the Child (CRC) and the Millennium Development Goals (MDGs) by 2015 and the Viet Nam Development Goals (VDGs) by 2020, the government of Viet Nam has approved numerous programs and policies for which socio-economic development plans (SEDPs) that serve as a basis to guide the implementation of policies, programs and specific plans have been developed.

Children's rights-based socio-economic development planning or the integration of children's rights into socio-economic development plans is a human rights-based approach. It is the application of principles concerning the rights of children in the development, management, implementation, monitoring, and evaluation of plans, programs, and projects to ensure that the rights of children are implemented, protected, and promoted in all aspects of a plan. In this way children are recognized as an important segment of the general population during the process of achieving the development targets, and they are the future owners of the country. Children's priorities are addressed, creating conditions for children to enjoy all opportunities to grow and develop their full potential for the development of their country. Integrating the rights of children into the socio-economic development plan does not mean creating a separate plan for children, rather it involves taking a new approach to the procedures of socio-economic development planning at all levels and at all sectoral agencies. Following the guidelines in the manual *How to Integrate the Rights of the Child into Socio-economic Development Plans on an annual and five-year basis at all levels would help administrative agencies to successfully integrate the demands, interests, and parameters of the rights of children into development plans, programs, projects, and interventions, thus protecting and promoting the implementation of the rights of children, ensuring equality and child friendliness, and better addressing the demands for the implementation of the rights of children in each locality.*

This manual includes three chapters:

Chapter 1 presents the concepts of the rights of children, socio-economic development plans, and the methodology of integrating the rights of children.

Chapter 2 focuses on the methods of integrating the rights of children into socio-economic development plans, e.g. how to analyze and identify children's issues; how to set objectives, targets, and indicators; and how to identify policies and solutions for children in a plan. These are necessary skills that guide the thinking and actions of planners when taking the rights of children into consideration.

Chapter 3 outlines the organizational arrangements for integrating children's rights into socio-economic development plans (SEDPs) to help the government at all levels and sectoral agencies to select an appropriate way to implement this work.

In the manual, each chapter is divided into several sections with specific contents for each step of planning which are practical and suitable in which each step of planning process is explained in a way that is practical and suitable for planners who already possess development planning skills.



# **CHAPTER 1**

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**CHILDREN'S RIGHTS AND INTEGRATING  
CHILDREN'S RIGHTS INTO SOCIO-ECONOMIC  
DEVELOPMENT PLANS**



## CHAPTER 1. CHILDREN'S RIGHTS AND INTEGRATING CHILDREN'S RIGHTS INTO SOCIO-ECONOMIC DEVELOPMENT PLANS

### 1.1. The United Nations Convention on the Rights of Children and the sustainable socio-economic development process of the country

#### 1.1.1. The Convention on the Rights of Children

**The UN Convention on the Rights of the Child (CRC)** is an international treaty that recognizes the human rights of children. In 2014, 192 countries had signed the convention, and Viet Nam was the second country in the world and the first country in Southeast Asia to sign.

Children's rights are human rights. Children's rights are not special rights, but rather fundamental rights inherent to the dignity of all people, including children. Children's rights can no longer be considered optional or thought of as an act of kindness towards children. They are not some form of charity, and they generate obligations and responsibilities that everyone must honor and respect.

In the 54 articles<sup>1</sup> of the CRC, it is stipulated that the state must ensure that all children without discrimination in any form enjoy the benefits of special protection and be supported; have access all basic public services, including education and health care; are able to develop their unique characteristics, abilities, and talents to take full advantage of their potential; grow up in an environment of love, happiness, and understanding; are informed of and participate in matters that concern them; and they can implement their rights in accessible and positive ways.

The rights of children are divided into **four groups of basic rights**: (1) the right to survive, including the right to live, the right to have a name, a nationality and an identity, and the right to be healthy; (2) the right to develop, including the right to be educated and to have leisure time and entertainment, the right to enjoy culture and religion, and the right to have an adequate standard of living; (3) the right to be protected,

including the right to be protected from abuse and neglect, the right of disabled children to receive special care, the right to be protected from trafficking and sexual exploitation, the right to enjoy social security, the right to be cared for and supported by one's parents, the right to privacy, the right to be safe in cases of emergency or in extremely difficult situations; and (4) the right to participate, including the right to express opinions, the right to participate in any association freely; the right to be informed, the right to think however one chooses, and the right to choose a religion.

The CRC stipulates **four principles**: (1) There shall be no discrimination in ensuring the implementation of all children's rights; (2) the best interests of children must be the first concern in all actions concerning children; (3) children have the right to survive and develop; and (4) children have the right to establish and express their own opinions and their rights must be respected.

#### 1.1.2. Responsibilities of the state when implementing the rights of children

According to the CRC, a child is a person under the age of 18, unless according to a law applicable to the child, majority is attained earlier. Children are special citizens. It takes a while for them to develop both physically and intellectually, so they cannot do many things or protect their rights by themselves, and they depend on their caregivers.

The member **governments** have a responsibility to implement their commitments within a legal framework, in policies and in practice according to the Standards of the Convention and to put those standards into practice for all children and put a stop to all violations of children's rights. Governments should develop comprehensive national programs for children; consider the rights of children in the process of making policies by evaluating the impacts of those policies on children; analyze the budget to identify the amount of public expenditures spent on children and ensure efficiency in using those resources; ensure that data and information be collected and used to improve the status of children under their authority; increase awareness and share information about CRC by training people in policy making and how to work with and for

<sup>1</sup> See the Annex 1.

children; attract the participation of civil society organizations in the process of implementing and enhancing awareness of the rights of children.

**Families and society** must create the best possible conditions to protect children. Protecting the rights of children is the responsibility of adults, families, schools, the state, and society.

Children have at any time the right to require adults to implement and defend their rights. They are not required to share development resources, but the government, families, and society have the responsibility to create the best conditions for and to protect children, share resources, and to promote and implement the rights of children based on the norms of CRC, taking into account the specific conditions of the country.

In the long term, adults also benefit from children's rights; the relationship between these rights and their interests is quite close. Therefore, the rights of children and the responsibility of adults to ensure those rights (which also serve the interests of adults) stimulate sustainable and effective socio-economic development. Understanding this relationship helps people to easily reach a consensus about how to use resources for development and implement children's rights.

When the government approved the Convention on the Rights of Children (CRC) in 1990, ensuring the rights of children were institutionalized by law and they became the responsibility of the state, families, and society. Policies on the rights of children have been formed and implemented in socio-economic development strategies and plans. Stakeholders (e.g. the state, the private sector, communities, and civil society organizations) should implement the rights of children according to the standards of the Convention on the Rights of Children and the specific conditions of Viet Nam when making policies and action plans.

## 1.2. Concepts, objectives, and requirements of integrating the rights of children into socio-economic development plans

### 1.2.1. Socio-economic development plans

According to the Encyclopedia of Viet Nam, "**the national economic plan** is a combination of objectives, orientations, policies and measures that serve to develop the national economy. They are expressed in a system of balance sheets on a cognitive basis and satisfy all the requirements of the rules of the national economy, and they based on the efficient exploitation of all human resources, financial resources, and material resources of the country for socio-economic development." Currently, the national economic plans are called socio-economic development plans and are there are both five-year plans and annual plans.

Socio-economic development plans (SEDPs) are an objective-based economic management tool of the state, and they include the objectives and orientations of socio-economic development during a specific period of time in a specific locality/country and solutions and policies in order to reach those objectives most effectively.

Five-year socio-economic development plans specify a socio-economic development strategy and a five-year master plan that includes objectives, orientations, policies, and solutions for socio-economic development in a specific location (e.g. a nation, a province, or a district) that are reflected in planning targets and indicators in terms of quality and quantity, a system of balance sheets based on the awareness and satisfaction of the requirements of economic rules and development trends for five years.

An annual socio-economic development plan is part of a five-year plan with objectives, activities, and expected progress for 1-2 years. An annual plan is an action plan. This is a tool for steering and orienting the central government and local governments in socio-economic development activities.

Socio-economic development plans are divided into four levels: national, provincial, district, and commune. The last three levels are known as the local level. In principle, socio-economic development plans must be in line with the development objectives and orientations of higher level socio-economic development plans and the real development conditions of a locality. An annual socio-economic development plan must be in line with the five-year socio-economic development plan at the same level.

Sectoral socio-economic development plans are a part of socio-economic development plans which are formulated by sectoral agencies based on the national strategy and the national plan to develop that sector. The contents of a sectoral socio-economic development plan will specify the development plans and development projects; identify impact factors and policies to achieve the sectoral targets; and exploit the potential and the advantages of each sector in each region and each location to achieve the targets of that sector and location.

The scope of a sectoral socio-economic development plan includes agriculture and aquaculture, industry and construction, services (trade, transportation, information technology, and tourism), social sectors (education and training, science and technology, healthcare services, culture, sport, radio, and television, social order, social security, and national defence.

In the planning process the state (the central government and local governments) uses socio-economic development plans as a macro-economic management tool for the development of the nation and specific locations for specific periods of time (e.g. annually, five years, ten years). The planning process includes three procedures associated closely with each other: planning (including investment planning and budgeting); plan implementation; and monitoring and evaluating the implementation of plans.

According to the World Committee on Environment and Development (1987), sustainable development is "development that meets the needs of the present without compromising the ability of future generations to meet their own needs." In Viet Nam, "sustainable development covers all aspects of social life. That means economic development must be accompanied by social progress, social justice, environment protection, and social and political

stability, and it must ensure national security and national defence."<sup>2</sup> Therefore, sustainable development is not only sustainable economic growth but also social progress and a sustainable environment. Socio-economic development planning is considered a tool to promote growth and sustainable development.

### **1.2.2. The concept of the integration of the rights of children into a socio-economic development plan**

In terms of general concept, integration of any content into socio-economic development planning is understood as considering the change of socio-economic development process through analyzing the unique characteristics of that topic, in order to find out solutions to interfere properly and able to meet the impacts of the topic integration, in order to take advantage of positive impacts and minimize the negative impacts.

**Integration of the rights of children** into a socio-economic development plan is the application of the principles of the rights of children during the formation, management, and implementation of plans, and also when monitoring and evaluating policies and programs included in the plan. It is to put children (e.g. their needs, interests, and aspirations) at the center of all development plans and issues that should be considered in the process of planning. Accordingly, we must respect, consider and have solutions to meet the needs and aspirations of children at all levels and in all sectors at the very beginning of the planning process.

**The methodology** used when integrating the rights of children into a socio-economic development plan is a child rights-based planning approach. It is a framework to form policies, programs, and strategies using the available resources in a specific time frame based on the guidance of the parameters, principles, and standards of the rights of children in order to promote comprehensive, sustainable, and equal development toward improvement of the living standards for children.

Integrating the rights of children into socio-economic development does not require the creation of a separate plan. It only requires

<sup>2</sup> Development Strategy Institute: Scientific basis of some issues in Viet Nam's socio-economic development strategy before 2010 and its vision until 2020, National Politics Publisher, 2001. Page 122.

the government at all levels to integrate issues and concerns and to intervene properly when necessary in order to ensure all the rights of children in socio-economic development plans and investment programs consistently and regularly in their own localities.

**In terms of action**, the integration of the rights of children is a process of innovating the way of thinking and action in order to ensure that the rights of children are implemented, protected and promoted consciously and mandatorily in all parts of a plan, not only the part that concerns social development. Accordingly, the government should ensure that (1) the rights of children are taken into consideration consistently and regularly during socio-economic development; (2) that children be allowed to participate in the process of decision making, access resources, pursue their interests, and enjoy the achievements of society just like adults; and (3) that a plan must require the creation of the best possible conditions for children to live and to grow up in, conditions that enable them to take full advantage of their capacity to develop comprehensively and become responsible citizens in the future.

Children are a special population group, and the problems children have vary according to their stage of development. These problems should be taken into account during the process of integration and be resolved as soon as possible. Otherwise, the consequences could be severe.

**In terms of content**, a plan should (1) ensure a comprehensive description of the children, their geographical location and the environmental conditions of their surroundings; (2) reflect which ethnic group the children belong to, where they are, how many children are affected, which target groups of children are to be included in the plan, and the extent of the problems and the factors that created the problems; and

### ***1.2.3. Objectives and requirements of the integration of the rights of children into socio-economic development plans***

The integration of the rights of children into a socio-economic development plan should achieve the following objectives and meet these requirements:

- **Create a proper society for children.** The

integration of the rights of children into socio-economic development plans involves the creation of reasonable and necessary requirements at all levels and in all sectors in order to create a proper society for children.

- **Ensure sustainable development requirements.** Socio-economic development must ensure the implementation of the rights of children, protect resources, and not create environmental damage that poses a risk to children and other vulnerable groups. An investment in children's objectives is an investment in the future.
- **Ensure the intersectoral cooperation when addressing the problems children have.** This is the duty of the whole society and it requires the participation of different agencies and social organizations. Each sectoral agency has specific functions and mandates to implement different tasks, and they should coordinate with each other (because there are many different fields of socio-economic development related to children) in order to properly address the issues.
- **Ensure the strategic vision when setting targets for child development.** Socio-economic development plans at all levels and in all sectors must evaluate and analyse the situation and select prioritized targets and the best solutions at reasonable costs to achieve the targets of child development. The plans must have reasonable objectives, targets, programs, and solutions that protect the rights of children and enable all children to easily access all basis social services.
- **Have a monitoring and evaluation mechanism during the implementation of a child-friendly plan that ensures the rights of children.** Ensure that data and information is accurate and truly reflects the status of a locality when setting the tasks for child development in national socio-economic development strategies, five-year plans, and annual plans. Create a proper participation mechanism for children in the process of drafting plans, especially to discuss how to achieve the plan's objectives and relevant solutions related to children in an efficient and practical manner.

## 1.3. The Scope, principles, interests, and study process of the integration of the rights of children into socio-economic development plans

### 1.3.1. The scope of integrating the rights of children

The integration of the rights of children needs to be researched and implemented in the five-year and annual socio-economic development plans at four government levels and sectoral development plans.

During the process of innovation (doi moi) from 1986 until now, planning has been changed in order to be in line with objective practices, development trends, and the context of international economic integration. Decentralization has been widely implemented. At the central level, the focus of socio-economic development has been on forecasting and on creating policies and solutions for objectives at the macro level. At the sectoral level and the local level, socio-economic development plans have been used to address problems, and the focus has been on mobilizing the wide participation of people and large organizations and on having a more democratic process of drafting and implementing socio-economic development plans. Integrating the rights of children into socio-economic development plans at all levels has a common scope:

- **The integration of the objectives of protecting, taking care of, and educating children** into objectives and targets of socio-economic development and sectoral development; and
- **The integration of all solutions and policies that address prioritized issues related to children** into policies, programs and development projects for socio-economic development and sectoral development.

The plan should focus on priority objectives, seek effective solutions and rapid adaptation to changes in the environment, suggest how to allocate scarce resources to accomplish the goals set, and at the same time attract the participation of many stakeholders, including children (12-15 years old) to answer the following four strategic questions:

(1) *Where are we now? What is the situation of*

*local and sectoral development in which there are some issues related to children?*

(2) *Where do we want to go and how far we can go? How have the needs and the rights of children been addressed in the planning period?*

(3) *How can we get there? What can we do to ensure that the needs and the rights of children are met efficiently and in a sustainable manner?*

(4) *Where are we on the way to the goals? Are we on the right track?*

In some ways the current plan is child-friendly and fair and it respects the rights of children.

### 1.3.2. The principles of integrating the rights of children into socio-economic development plans

#### Coordination principle

Child development is the responsibility of the nation, the community, and all economic sectors. Therefore, the joint participation of politicians, people and large organizations is needed to integrate the rights of children into socio-economic development plans. This is the responsibility of each stakeholder in the community, and everyone will benefit as a result. Agencies and organizations related to steering activities that implement the rights of children such as planning and financial management agencies, management agencies in labor, invalids, and social affairs, management agencies in education and training, management agencies in healthcare, and management agencies in culture and sport together with large organizations such as the Women's Union, the Ho Chi Minh Communist Youth Union, and the Ho Chi Minh Young Pioneer Organization play a very important role.

Agencies, large organizations, and communities in localities, especially in communes and villages, should coordinate with each other and discuss the integration of the rights of children into socio-economic development plans (the objectives, development targets, and implementation solutions), and all relevant stakeholders (government agencies, social organizations, large organizations, enterprises, and people) should commit to making it happen.

#### Consistent principle



Integrating the rights of children into socio-economic development plans should be consistent with the Convention on the Rights of the Child; Viet Nam's law concerning the protection, care, and education of children; and policies, programs, and action plans from the central to the local level, such as the National Action Plan for Children 2012-2020, the National Program for Protecting Children 2011-2015, local action plans for children 2012-2020, the prime minister's Decision number 34/2014/QĐ-TTg on the regulations for the standards of communes, districts, and towns suitable for children; the prime minister's Decision number 535/QĐ-TTg on the 14th of April 2014 to approve an action plan to implement the recommendations of the United Nations Committee on the Rights of the Child, and several other implementation policies of different sectors and different government levels. In addition, all the steering viewpoints, objectives, and targets of socio-economic development related to children should be agreed upon and implemented nationwide.

Based on consistent, unified, and harmonious principles in policies and the current legal system, some parameters and main standards on the rights of children have been properly integrated into socio-economic development plans at all levels in order to reduce the gap among regions, address some problems, and promote equality. This will ensure success when implementing the socio-economic development targets, have a positive impact, and promote good implementation of the rights of children.

### **Practical principle**

Since Viet Nam has just become a low-middle-income country, there are many difficulties and challenges implementing the rights of children. In order to integrate the rights of children into the development objectives, targets, indicators, programs, and projects, we have to consider the implementation conditions, especially resources. Therefore, in the coming years, the selection of proper objectives, targets, and indicators concerning the rights of children to integrate into socio-economic development plans must be in line with the socio-economic development status and the ability to implement the rights of children nationwide and in each locality to achieve the highest level of efficiency.

### **Priority principle**

Maximizing the results of integrating the rights of

children into socio-economic development plans is desirable, especially when resources are limited and development needs are increasing. The rights of children that take priority, those that will most benefit from, must be considered first when identifying the objectives, targets, and indicators of development and in all activities related to children.

Criteria for evaluating, arranging, and identifying priorities for children are mainly considered based on the level of impact of targets and indicators on the outputs of socio-economic development as well as the results of implementing the rights of children. Basic principles of the CRC such as no discrimination, the best benefits for children, survival and development, and respecting the voices of children should be considered first when setting objectives, targets, and indicators of socio-economic development.

### **1.3.3. The benefits of integrating the rights of children into socio-economic development plans**

Integrating the rights of children into socio-economic development plans and sectoral development plans in order to implement them during the five-year planning period and annual planning period is significant in the following ways:

First, this creates consistency in the state management of socio-economic development and responsibility of the state to implement the rights of children. As a result, all the agencies, sectoral agencies, and authorities at all levels participate actively and contribute to the full implementation of the commitments in the CRC, and at the same time they improve the development capacity and strongly promote the implementation of the objectives of socio-economic development and the objectives of children's development that were identified in the planning period/planning year.

Second, this creates common understandings at the same level of development among the various sectors, administrative levels, and large organizations related to children. Integrating the rights of children helps planners better understand the different needs and other priorities of female and male children, and of children in different age groups. This helps them make the right decisions when integrating the rights of children into policies, programs,



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projects, and to allocate the resources needed to implement the rights of children in a planning period or planning year.

Specifying the contents and programs for child development in socio-economic development plans is a objective-based and results-based state management method. This helps the central and local governments identify planning objectives correctly and enhance the efficiency of resource allocation. A plan that considers the rights of children will create better conditions for the development of all children and reduce the cost of solving problems. It will also help make plans that take into account investment in basic social services such as universal primary education, prevention of malnutrition among children, healthcare, and improvement in accessing information. Thus this contributes significantly to enhancing the competitiveness of human resources in the future.

Third, the standards of the rights of children mainly focus on qualitative needs. All countries share the responsibility of setting proper policies to ensure the rights of children. That means the purpose of integrating the rights of children into socio-economic development plans is mainly to analyze and forecast the impacts. Further study is required to find solutions, to make policies, and to forecast the positive impacts that the

implementation of the rights of children will have in each locality.

Because Viet Nam is a low-middle-income country, the allocation of resources should be considered in order to reduce the disparities among regions and ethnic groups, and to promote justice and raise the level of equality in the society. Accordingly, it is necessary to prioritize children with disabilities, poor children, and ethnic minorities, especially those in remote and isolated areas, so that they have the opportunity to participate in and benefit from the development in a fair manner; thus enabling all children to develop their capacities and participate in the development of the country.

#### ***1.3.4. The schedule for studying and making five-year and annual socio-economic development plans that meet the rights of children***

Based on the Ministry of Planning and Investment's general guidelines on how to make five-year and annual socio-economic development plans, the schedule for studying the integration of the rights of children into the SEDPs is summarized in the following table:

**Table 1.1: Schedule, content, and deadlines for studying the integration of the rights of children into socio-economic development plans**

FIVE-YEAR PLAN		ANNUAL PLAN	
Deadline	Content	Content	Deadline
<b>I. MAKE SOCIO-ECONOMIC DEVELOPMENT PLANS THAT MEET THE RIGHTS OF CHILDREN AT THE NATIONAL LEVEL</b>			
<b>1. Prepare to integrate the rights of children into socio-economic development plans at the national level</b>			
Before the 15th of May in the last year of a five-year planning period	The Ministry of Planning and Investment drafts for the prime minister a directive on forming a five-year SEDP and a budget for a five-year planning period.  The directive needs to mention the responsibility of integrating the rights of children into the SEDP and resource allocation.	The Ministry of Planning and Investment drafts for the prime minister a directive on forming an annual SEDP and a budget for a planning year.  The directive needs to mention the integration of the rights of children into the SEDP and budget allocation.	Before the 15th of May in the reporting year (the year before the planning year)
Before the 15th of June in the last year of a five-year planning period	In corporation with the MOLISA, the Ministry of Planning and Investment issues a guiding document on forming a five-year SEDP to other ministries, sectoral agencies, and local governments to guide the contents and methods of integrating the rights of children into a five-year SEDP.	The Ministry of Planning and Investment issues an orienting framework for the socio-economic development of the whole nation in the planning year, taking into account the integration of the rights of children.  After that and in corporation with the MOLISA, the MPI issues a circular to guide socio-economic development planning at other ministries, sectoral agencies, and provincial governments and to guide the integration of the rights of children into an SEDP.	Before the 30th of June in reporting year
Before the 30th of June in the last year of a five-year planning period	Ministries, sectoral agencies, and provincial governments guide their subordinate units to form a five-year SEDP and a five-year sectoral development plan which integrate the rights of children.	Ministries, sectoral agencies, and provincial governments guide their subordinate units to form an annual SEDP and an annual sectoral development plan that integrates the rights of children.	Before the 30th of June in reporting year
<b>2. Evaluate the results of implementation and analysis on the situation and forecast the resources needed for socio-economic development and implementation of the rights of children</b>			
Before the 31st of July in the last year of a five-year planning period	Ministries, sectoral agencies, and provincial governments collect information to evaluate the results of the implementation of the current five-year SEDP, including an evaluation of the implementation of the rights of children.  They also forecast the impacts of the world economic status and the domestic economic situation on the next five-year planning period, and they calculate and forecast the total resources needed and identify all macro balances for the next five years.	Ministries, sectoral agencies, provincial governments, and state-owned corporations collect information to evaluate the implementation of socio-economic development in sectors, provinces, and they evaluate the implementation of targets, indicators, and solutions related to the rights of children in the reporting year (the current year).  They also analyze and forecast internal and external impacts on socio-economic development in the coming year, taking into account the implementation of targets and indicators related to the rights of children. In addition, they analyze the resources needed and ability to use those resources in the coming planning year.	From the 30th of June to the end of September in the reporting year

FIVE-YEAR PLAN		ANNUAL PLAN	
Deadline	Content	Content	Deadline

**3. Integrate the rights of children in the process of identifying the objectives, targets, indicators and ways to develop the country**

Before the 31st of August in the last year of a five-year planning period	Ministries, sectoral agencies, and local governments propose majors objectives, targets and indicators for the next five-year SEDP, taking into account the rights of children. They also identify problems related to the development of sectors, provinces and cities, and they recommend comprehensive solutions for each problem. Based on that they propose the best strategic scenario for the next five year in their sectors, provinces, and cities to submit it to the MPI and MoF to aggregate.	Based on the implementation results of reporting year, ministries, sectoral agencies, and local authorities identify the specific objectives and main targets for the planning year, taking into account the rights of children. They also identify the development tasks of sectors in the overall socio-economic development and propose solutions, scenarios and a budget for the planning year for the sectors and localities to submit the MPI and the MoF.  The MoF and the MPI evaluate the feasibility of budget and the contents of plans formed by the ministries, sectoral agencies, and local authorities, including the rights of children, to aggregate the national annual SEDP.	At the same time in mid-October of the reporting year
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**4. Integratee the rights of children into policy making and solutions that balance the ability to mobilize resources based on the objectives, targets, indicators which are reviewed**

At the same time at the end of September in the last year of a five-year planning period	The MoF and the MPI evaluate the ability to balance the budget and integrate the rights of children into the SEDP, and they consider:  (1) objectives, targets, and development indicators;  (2) strategic orientations of sectors' development;  (3) balancing the budget;  (4) a list of projects proposed during the planning period by ministries, sectoral agencies, and local authorities.	Based on the annual plans of ministries, sectoral agencies, and provincial authorities, the MPI and the MoF synthesize, analyze, and select solutions and the best options for socio-economic development that integrates the rights of children in order to make the national annual SEDP. They submit it to the prime minister and then the prime minister submits it to the National Assembly for approval.	From mid-November to the 30th of October of the reporting year
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**5. Improvee the national SEDP that integrates the rights of children and submit it to the National Assembly for approval**

In quarter IVof the last year of a five-year planning period	Ministries, sectoral agencies, and provincial authorities continue to study to integrate the rights of children into their SEDP and improve the SEDP according to the evaluation by the MPI and the MoF.  After that, the MPI and the MoF synthesize the national SEDP and proposed budget and give it to the prime minister. The prime minister then submits it to the National Assembly for approval	The MPI organizes a conference for all planning sectors to evaluate and analyze the implementation of the SEDP of the reporting year and discuss ways to implement the SEDP which has been approved by the National Assembly	In December of the reporting year
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FIVE-YEAR PLAN		ANNUAL PLAN	
Deadline	Content	Content	Deadline

### 6. Form an action program to implement the SEDP and the implementation plan

In quarter IV in the last year of a five-year planning period	<ul style="list-style-type: none"> <li>- After the National Assembly approves the national five-year SEDP, the prime minister tells ministries, sectoral agencies, and local authorities to implement the plan.</li> <li>- The MPI in corporation with the MoF and sectoral agencies, drafts and submits to the prime minister for approval an action plan to implement an SEDP that partially integrates the rights of children.</li> <li>- After that, ministries and sectoral agencies make their own action plans to implement the strategic orientations for sectors' development in the overall socio-economic development and budget.</li> </ul>	<ul style="list-style-type: none"> <li>- After the National Assembly approves the National annual SEDP, the Prime Minister assigns planning implementation to ministries, sectoral agencies, and local authorities, in which there are contents of integrating the rights of children.</li> <li>- Ministries and sectoral agencies form their action plans to implement the strategic orientations of their sectoral development in the overall socio-economic development plans and budget, activities of the national target program managed by those ministries and sectoral agencies.</li> </ul>	In December of the reporting year, or before the 30th of January in the planning year
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### 7. Make a monitoring and evaluation plan to implement the SEDP

In quarter I of the first year of a five-year planning period	The MPI in corporation with other ministries and sectoral agencies form a framework to monitor and evaluate the results of a five-year SEDP	The MPI, in corporation with other ministries and sectoral agencies, specifies the framework for monitoring and evaluating the five-year SEDP and uses the same framework for the annual SEDP	In quarter I of the planning year
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## II. MAKE AN SEDP AT THE LOCAL LEVEL THAT MEETS THE RIGHTS OF CHILDREN

### 1. Integrate of the rights of children into the SEDP at the local level

Before the 20th of May in the last year of a five-year planning period	The DPIs, in cooperation with the Department of Labor, Invalids, and Social Affairs and based on direction from the prime minister on how to make an SEDP and plan a budget for five years, draft directives for the chairmen of the provincial People's Committees on how to make provincial five-year SEDPs that integrate the rights of children.	The DPIs, based on directions from the Prime Minister, make an annual SEDP and plan a budget, and in cooperation with the Department of Labor, Invalids, and Social Affairs they draft directives for the chairmen of the provincial People's Committees on how to make a provincial annual SEDP that integrates the rights of children.	Before the 30th of May in the reporting year (the year before the planning year)
Before the 15th of June in the last year of a five-year planning period	The DPIs, based on the guidelines from the MPI, draft and submit to the chairmen of the provincial People's Committees documents to guide departments, provincial sectoral agencies, districts, and wards as they, in cooperation with the Departments of Labor, Invalids, and Social Affairs, make five-year SEDPs that integrate the rights of children.	The DPIs draft direction frameworks for the socio-economic development of their own provinces/cities in the planning year, including directions on the objectives for children, and they guide departments, provincial sectoral agencies, districts and wards. In cooperation with the Departments of Labor, Invalids, and Social Affairs they guide the integration of the rights of children and submit proposals to the provincial People's Committees.	Before the 30th of June in the reporting year

FIVE-YEAR PLAN		ANNUAL PLAN	
Deadline	Content	Content	Deadline
Before the 30th of June in the last year of a five-year planning period	Departments, provincial sectoral agencies, districts, and wards in provinces/cities instruct their subordinate units how to integrate the rights of children in their SEDP during planning period.	Departments, provincial sectoral agencies, districts, and wards in provinces/cities instruct their subordinate units how to integrate the rights of children in their SEDP during planning year.	By the 30th of June in the reporting year

**2. Evaluate the results, analyze the situation, and calculate the resources needed for socio-economic development and the implementation of the rights of children at the local level**

Before the 31st of July in the last year of a five-year planning period	Departments, provincial sectoral agencies, districts, wards, corporations, and companies collect information and data and integrate the rights of children into the step of evaluating the implementation results for the last time. They also forecast the impacts of the world economic situation and the domestic economic situation on the development capacity in the next planning period, and they calculate and forecast the total amount of resources needed for provincial socio-economic development.	<ul style="list-style-type: none"> <li>- Departments, provincial sectoral agencies, districts, wards, corporations, and companies collect information and data and integrate the rights of children into the step of evaluating the implementation results in the early months of the current year and forecast the implementation results for the whole year.</li> <li>- They also analyze and forecast the internal and external impacts on the development of sectors, and they calculate the capacity of mobilizing the resources needed for local and sectoral development in the planning year.</li> </ul>	From the 30th of June to the end of September in the reporting year
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**3. Integrate the rights of children into the planned objectives and targets of the SEDPs**

From the 15th of August to the 31st of August in the last year of a five-year planning period	Departments, provincial sectoral agencies, districts, wards, corporations, and companies continue integrating the rights of children when identifying the objectives and scenarios of socio-economic development, and they orient the development of sectors in socio-economic development and propose solutions for socio-economic development.	The DoFs, the DPIs, and the Departments of Labor, Invalids, and Social Affairs evaluate their ability to mobilize a budget and the ability to integrate the objectives, targets, and indicators related to children into the system of objectives, targets, indicators of the SEDP of their provinces/cities during the planning year.	At the same time in mid-October in the reporting year
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**4. Integrate the rights of children when making policies, and come up with solutions that are compatible with the available resources based on the objectives, targets, and indicators which have been reviewed.**

At the same time at the end of September in the last year of a five-year planning period	The DoFs, the DPI, and the Department of Labor, Invalids, Social Affairs evaluate the budget and their ability to integrate the rights of children. They also determine objectives, targets, development indicators, and sectoral development orientations; calculate available resources; and list investment projects in the planned period that are based on SEDPs that departments, provincial sectoral agencies, districts, and wards in provinces/cities have made.	Based on SEDPs that integrate the rights of children, departments, provincial sectoral agencies, districts, wards in provinces/cities, and DPIs in cooperation with DoFs, and Departments of Labor, Invalids, and Social Affairs synthesize, analyze, and select the best solutions and scenarios for socio-economic development that integrates the rights of children, and then they draft their province's/cities's SEDPs and submit them to the chairmen of the provincial People's Committees and the chairmen of the provincial People's Councils, who then submit them to the People's Council for approval.	From mid-October to the 30th of November in the reporting year
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FIVE-YEAR PLAN		ANNUAL PLAN	
Deadline	Content	Content	Deadline

### 5. Consolidate, revise and complete the SEDP and submit it to the provincial People's Council for approval

Quarter IV in the last year of a five-year planning period	<p>Departments, provincial sectoral agencies, districts, and wards in provinces/cities continue to consolidate, revise, complete, and integrate the rights of children into the SEDPs of their agencies based on the evaluations from the DPI, the Department of Finance, and Department of Labor, Invalids, and Social Affairs.</p> <p>After that, DPIs, in cooperation with DoFs and Department of Labor, Invalids, and Social Affairs, synthesize their SEDPs and budgets, taking the rights of children into consideration, and report to the chairmen of the provincial People's Committees, who then submit them to the provincial People's Council for approval.</p>	DPIs, in cooperation with oprovincial People's Committees, organize planning conferences with the leaders of departments, provincial sectoral agencies, districts, and wards to evaluate and analyze the implementation of previous SEDPs and to discuss ways to implement the new SEDPs approved by the provincial People's Committees.	December in the reporting year
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### 6. Form action programs/plans to implement SEDP and implementation plans

Quater IV in the last year of a five-year planning period	<p>After the provincial People's Committees approve the provincial five-year SEDPs, the chairmen of the provincial People's Committees assign the plans to the departments, provincial sectoral agencies, districts, and wards.</p> <p>The DPIs, in cooperation with other departments and provincial sectoral agencies, draft and submit to the provincial People's Committees for approval action programs to implement provincial five-year SEDPs that implement the rights of children.</p> <p>After that, departments, provincial sectoral agencies, districts, and wards draft their own action plans to implement the strategic orientations of sectoral development within the overall socio-economic development and provincial budget plans.</p>	<p>After the provincial People's Councils approve the provincial annual SEDPs, the chairmen of the People's Committees assign plans that implement the rights of children to the departments, provincial sectoral agencies, districts, and wards.</p> <p>After that, the departments, provincial sectoral agencies, districts, and wards make implementation plans for the objectives, solutions, programs, and projects of the sectors, locations and activities within the framework of the national target programs in their provinces/cities.</p>	Quater IV in the reported year (the year before the planning year)
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### 7. Make a monitoring and evaluation plan to implement the SEDPs

Quater I in the first year of a new five-year planning period	The DPIs, in corporation with departments and provincial sectoral agencies, creates a framework of monitoring and evaluating based on the implementation results of previous five-year SEDPs.	The DPI, in coopeartion with other departments and agencies, creates a framework for monitoring and evaluating based on the implementation of previous annual SEDPs.	In January, Quater I, of the planning year
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# CHAPTER 2

**METHODS OF INTEGRATING THE RIGHTS  
OF CHILDREN INTO SOCIO-ECONOMIC  
DEVELOPMENT PLANS**





## CHAPTER 2. METHODS OF INTEGRATING THE RIGHTS OF CHILDREN INTO SOCIO-ECONOMIC DEVELOPMENT PLANS

Making a socio-economic development plan includes a series of continuous studies. Integration of the rights of children will be implemented in each step of this procedure. The results of studies on integration in the previous steps will be inputs for the next step or they will complement and promote the study of integration for the next step. The quality of all the activities in the process of integration will determine the quality of socio-economic development plans that meet the rights of children and are child friendly.

The results of the studies on the integration of the rights of children into socio-economic development plans which are listed in Table 1.1 above will be mainstreamed into each step of the planning of children's rights-based economic development and include the following steps:

**Step 1:** Prepare for socio-economic development planning that integrates the rights of children;

**Step 2:** Evaluate and analyze the socio-economic development status and the situation in terms of implementing the rights of children, and select development issues and prioritize children's issues;

**Step 3:** Set up objectives and targets of socio-economic development that take into account the needs and prioritized issues of the rights of children;

**Step 4:** Identify policies and ways to implement the objectives and targets of integrating the rights of children into a socio-economic development plan;

**Step 5:** Identify the development orientations of sectors; formulate programs and projects; and provide services to implement the objectives and targets of a plan that integrates the rights of children;

**Step 6:** Design action programs and implement plans for SEDPs that integrate the rights of children;

**Step 7:** Make monitoring and evaluation plans for the implementation of SEDPs that meet the rights of children and are child friendly.

In chapter 2 it will be explained how to implement each of the above steps.

### 2.1. Integrate the rights of children into the step of preparing for socio-economic development planning

#### 2.1.1. Objectives and contents

The purpose of this step is to prepare everything well before starting to plan. Two main things to be done are (1) preparing guiding documents on socio-economic development planning and budgeting and (2) creating an agency for the planning and forming of programs to implement socio-economic development plans.

- *At the national level* issue a directive from the prime minister on socio-economic development planning and budgeting for the planning period. At the ministerial level/sectoral level/provincial level draft and issue guiding and steering documents from ministers, heads of ministerial agencies, and chairmen of provincial People's Committees on the rights of children and how to integrate those rights into socio-economic development planning.
- Establish planning groups for the rights of children in order to study and coordinate the integration of the rights of children into SEDPs at all levels and set a schedule for making the plans.

#### 2.1.2. Integrate the rights of children

Implementation activities at the national level take place from May until the end of June of the last year of a five-planning period and an annual planning period. At the provincial level the schedule is the same, but the starting time can be two weeks later.

**Activity 1: Create and issue guiding documents on socio-economic development planning which regulates the integration of the rights of children.**

*At the national level* the Ministry of Planning and Investment consults, drafts, and submits SEDPs to the prime minister, who then issues a directive on socio-economic development planning and budgeting in the planning year or planning period. The directive should instruct ministries, sectoral agencies, and provincial governments to closely coordinate with organizations, large organizations, and it should explain how to integrate the rights of children into socio-economic development plans and implement those plans.

*At the sectoral and provincial levels* and based on the directive from the prime minister, ministries and provincial governments issue circulars and steering documents from ministers (at the sectoral level) and from the chairmen of provincial people's committees (at the provincial level) in which the responsibility for integrating the rights of children into SEDPs should be clearly assigned to units directly under their management.

**Activity 2: Form planning groups to integrate the rights of children into socio-economic development plans.**

Integrating the rights of children is not to form a separate plan, but rather to make that plan reflect the attention, concerns and aspirations of children more clearly and deeper in order to set targets, solutions, and activities to better meet the needs and rights of children. Therefore, more than anyone, each planner should be aware of and always think about and analyze issues deeply and propose initiatives for the integration of the rights of children. In that way it will be possible to correctly, and more feasibly, identify objectives, targets, indicators, solutions, and policies in sectoral development plans at both the central and local levels.

However, the needs, aspirations, and concerns of children are social issues. Social issues related to children should be addressed jointly by relevant ministries, economic sectoral agencies,



and social sectoral agencies. Each social sector should also be coordinate with the other sectors when implementing objectives for children. Therefore, in order to effectively address the issue of children's rights in SEDPs, it is necessary to form intersectoral planning groups that focus on children's rights at all levels, especial the national and provincial levels. The model can be as follows:

At the national level an intersectoral planning group for children coordinates the integration of the rights of children into socio-economic development planning at the national level. This group is led by the Ministry of Labor, Invalids, and Social Affairs in cooperation with departments in the Ministry of Planning and Investment that deal with development issues and representatives from ministries, sectoral agencies, and large organizations that are concerned with implementing the four groups of basic rights that children have.

The responsibility of the group is to study and evaluate the implementation of plan; forecast the trend of impacts; set objectives; allot resources; and come up with solutions and policies for a socio-economic development plan that meet the rights of children. The group also has the function of recommending issues related to children that need to be integrated into the strategic guidance on sectors' development, e.g. the economic sector, the social sector, the environment sector, and the management sector, and into the overall socio-economic development plan. Departments of the MPI related to children's issues are responsible for considering, summarizing, and consolidating all the recommendations of the group and incorporating them into a socio-economic development plan.

In addition, each member of the group needs to integrate the needs and issues of the rights of children when making and implementing a sectoral development plan in a sector that their ministry or sectoral agency manages and then submit their plan to the leadership of the ministries and sectoral agencies for consideration.

At the provincial level, provincial planning groups are the same as the national planning group for children. The members are from departments, sectoral agencies, and large provincial organizations. The functions and

mandates of each member who participates in the process of integrating the rights of children into a provincial socio-economic development plan are as regulated in the current decentralization mechanism.

**Activity 3: Make a roadmap and time frame for planning.**

Making a plan is a process of processing planning data in order to answer four strategic questions: Where are we now? Where do we want to go? How do we get there? and How do we know we are on the right track?

The answers to these questions will become a plan that includes: (1) an evaluation and analysis of the situation; (2) the identification of the overall objectives and specific objectives; (3) the identification of policies and intervention solutions; (4) the development of strategic guidance for sectors and the proposal of programs and projects; and (5) the creation of an investment program or budget for a planning period (a five-year or an annual plan).

In order to coordinate the above studies, the planning groups should set a schedule and assign specific responsibilities as well as resources and time frame in which to implement the plan. Their work can be described as follows:

**Table 2.1: Tasks, progress, assignments, and drafting a socio-economic development plan**

Step	Specific tasks	People responsible	Budget	Implementation time
Step 1				
Step 2				
Step 3				
Step 4				
Step 5				
Step 6				
Step 7				

## 2.2. Evaluate the implementation, analyze the situation, forecast the total amount of resources needed for socio-economic development and for the implementation of the rights of children

### 2.2.1. The objectives and contents

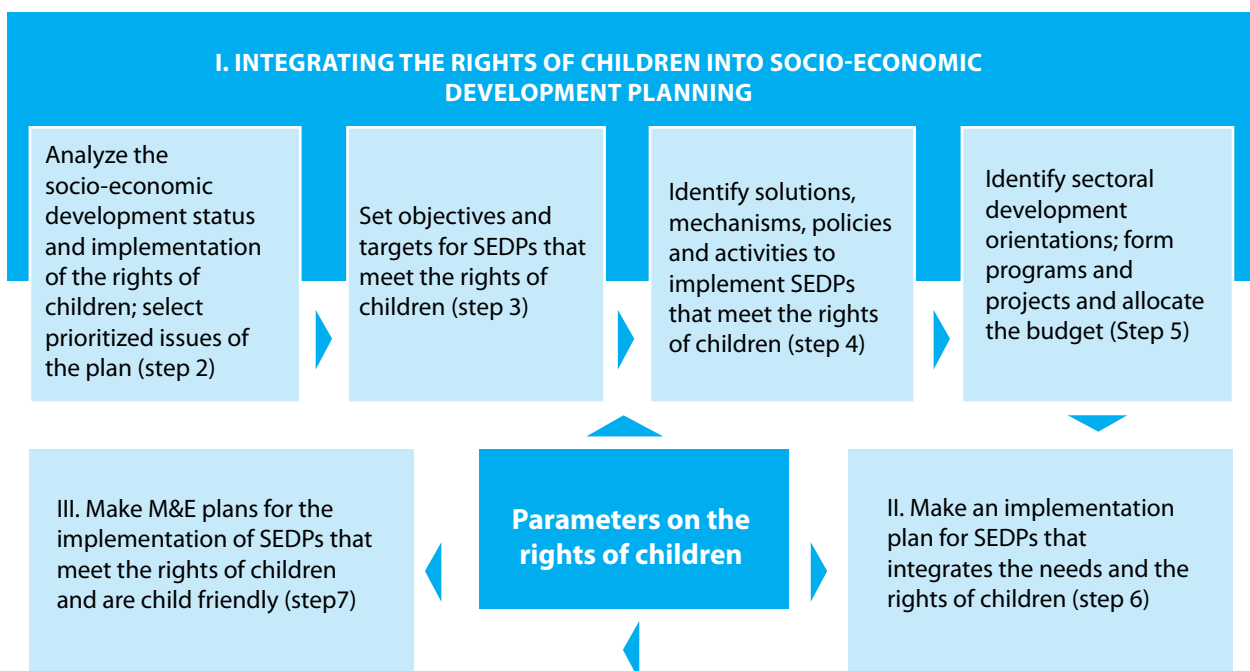
The main purposes of this step is to identify fully and correctly the situation of socio-economic development and the implementation of the rights of children in the whole country and in some localities in order to answer these strategic questions: Where are we currently? What is the situation in the localities and sectors in which there are some issues related to children?

The results of an evaluation and an analysis of a situation in the early planning period are very important in the process of socio-economic

development planning. They provide a better view of the country, each region, each sector, and each location in the relation to other countries (at the national level) as well as other locations (at the local level) when looking at some basic socio-economic development issues, e.g. development resources, development level, business environment, markets, the degree that people benefit from socio-economic development achievements and from the implementation of the rights of children. The analysis and evaluation are an important basis for socio-economic development planning and the implementation of the rights of children. The quality of the analysis and evaluation will determine the quality of the plan and the following activities.

Step 1, which has the characteristics of an administrative organization, is followed by step 2, which is the studying and summarizing of the plan as reflected in the following diagram:

**Diagram 2.1: Procedure for integrating the rights of children into socio-economic development planning**



- When analysing and evaluating socio-economic development it is necessary to (1) look at the results of implementing a plan, identify decisive factors and causes of current issues, and determine if those issues are advantages or if they are problems, weaknesses, or challenges; (2) describe the conditions of a country, allocate resources according to strengths, weaknesses, opportunities, and challenges; and (3) identify the competitive advantages and potentials of the country, regions and locations as well as the communities living there in order to identify development strategies for those localities and their people.
- Identify and evaluate the implementation of the rights of children and then update the results, analysis, and evaluation of the implementation of the rights of children which have already been integrated into the implementation of the objectives, targets, and indicators of SEDPs which were made in the reporting year. Then identify the status of the rights of children and the socio-economic development during the same period.

It is necessary to pay more attention to the inequality gap, determine the reasons why it exists and find a way to narrow or eliminate it. We must quantify the situation comprehensively and correctly, compare it to past situations, and compare it with other localities in the region and in the country. As a result, administrative agencies will (1) understand and have a comprehensive view of the localities, and based on that they will be able to clearly identify issues related to socio-economic development and to children in each region; and (2) know which economic, social, cultural, political, demographic, and institutional factors have caused the issues related to the socio-economic development and children. Then they will be able to identify the objectives of a development plan and make policies and other interventions for the target groups, especially children. They will also be able to identify the different impacts of programs and projects directly and indirectly (by gender, by age, by ethnic group, and by region) and solve problems related to implementing the rights of children. In order to correctly analyze and evaluate the situation, it is necessary to have sufficient, reliable, and updated information and data.

## 2.2.2. Integrate the rights of children

Activities related to evaluating and analyzing socio-economic development and the implementation of the rights of children are begun at the national level in July of the last year of a five-year reporting period, and they take place from July to September in the reporting year of an annual planning period. At the provincial level, the time is same as at the central level. However, local governments can start earlier because they have to submit preliminary drafts of reports about major targets and indicators to the MPI before the 20th of July annually.

**Activity 1: Evaluate and analyze the results of implementing some basic objectives, targets, and indicators for socio-economic development related the rights of children that have had a large impact.**

An evaluation and analysis of the implementation of the rights of children can be carried out at the same time as an evaluation and analysis of the implementation of socio-economic development in localities and sectors. This may include in-depth analysis and evaluation for one specific sector or for inter-sector work. During the process of analysis, even in the internality of a sector, we should show the intersectoral impacts and incorporate the analysis results into the overall SEDPs of localities as follows:

### **(1) Identify the targets of sectors and subsectors**

First, select some basic objectives, targets, and indicators of socio-economic development related to the rights of children to evaluate the implementation results. Development results (outcomes) of the whole country, a sector or a locality are the final results that we expect a sector to achieve to improve the living standards of adults and children.

The selection should be chosen by a consensus of all the members of the planning group, and it should cover economic, social, environmental areas and focus on the goals of education, health, culture, society, and the environment as they concern children. Through an analysis and evaluation, determine the state of socio-economic development and the implementation of the rights of children and propose some specific recommendations for the coming planning year/period.

For example, the right to live is related to healthcare, and so are mortality, disease, nutrition

and the disabled status of children (people under the age of 16). Some examples of indicators for results can be seen in table 2.2:

**Table 2.2: Indicators for measuring results**

HEALTHCARE	
<b>Results</b>	<b>Mortality rates of children</b>
Indicators (to measure)	- Infant mortality rate - The mortality rate of children under 1 year old - The mortality rate of children under 5 years old - Maternal mortality rate
<b>Results</b>	<b>Morbidity</b>
Indicators	- Morbidity rate - Morbidity rate by kind of disease - Morbidity rate by cause
<b>Results</b>	<b>Nutritional status</b>
Indicators	- The percentage of malnourished children - The percentage of mothers lacking micronutrients
<b>Results</b>	<b>Disability</b>
Indicators	Disability rates by group

Note: the above table provides some examples of indicators for results. Indicators for sectors are very diversified and stipulated in legal documents.

## (2) Collect data and information related to the results

After determining the basic indicators, the sectoral agencies collect data reflecting these results. Data can be collected in the form of statistics, analytical reports, the results of programs and policies, and the results of research and forecasts concerning the problems related to the development process of sectors or localities. In order to fully reflect the results of development and facilitate the integration process, the data should meet the following requirements:

- It should be fully updated every year or at every planning stage;
- Groups should be classified by characteristics such as gender, age, territorial space (e.g. provincial socio-economic development planning needs the spatial data of lower levels such as districts and higher levels such as the whole country);
- It should be cohesive and reflect the characteristics, nature and trend of sectors, and potentially explain causes; and
- Results of the sector indicators for the present period and also previous years/periods should be collected for reference.

**Table 2.3: Information on indicators of socio-economic development and children for analyzing the situation**

Sector	Indicators	Administrative levels of an SEDP (e.g. the provincial level)	Higher level of planning/ higher spatial level (National level)	Units at lower levels (district, town)			
				District A	District B	District C	District D

## Activity 2: Select methods and evaluate the results of the implementation of the objectives, targets, and indicators of the SEDPs and the rights of children.

Using the data and information collected, planners should evaluate and compare results to identify the problems as well find out the strengths, weaknesses, opportunities, and challenges for sectors and localities.

### (1) Method and the contents of the evaluation

A development results-based evaluation method is always used for the analysis and evaluation. This is a process of continuously collecting and analyzing data on targets and indicators that need to be evaluated in order to be compared with expected results and to determine if the planning targets have been reached. The impacts and their causes will be considered and analyzed in the process of evaluation. The impacts of the inputs of an objective, a target, or an indicator will create a series of results corresponding to that objective, that target, and that indicator.

- The main contents for analysis and evaluation are (1) the objectives, targets and indicators; (2) the policies and operating mechanisms; and (3) the degree of spillover effect as a result of the implementation of the plan and the implementation of the objectives related to the rights of children. After that we can review the integration of the rights of children into the SEDP in last planned period and determine what worked well and what did not, what was reasonable and what was not. Then we can propose ways to improve the SEDP during the next planning period to get better results.
- The specific implementation results of localities need to be compared to (1) the proposed plan, results in the past with previous figures; (2) national data and other local figures; and (3) a few other norms for planning and other relevant parameters of the rights of children in the framework for policies relevant to the development of children.

If the current results are worse than those in the previous phase, then those are the problems to be solved. However, if they are better than those in the period before, they should be considered strong points to be promoted.



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- After identifying the current state of development and the problems of that sector/locality, we should continue to explore the causes leading to the current state of development of that sector/locality. This is an important element that affects the development process.

It is necessary to collect sufficient data and information to evaluate the implementation of objectives of socio-economic development during the process of implementation and to classify the input factors to implement activities for achieving output, outcomes and impacts on the implementation of the rights of the child.



**Table 2.4. Framework of a results-based evaluation of the implementation of an SEDP and the rights of children**

Objectives <i>Each sector selects specific objectives/targets related to the rights of children</i>	Inputs	Activities	Outcomes	Impact factors from outcomes	The impacts on outcomes related to implementation of the rights of children
<b>I. Overall objectives of economic development</b>					
1. Specific objectives of agriculture, forestry, and aquaculture					
Targets					
2. Specific objectives of industry and construction					
3. Specific objectives of services					
<b>II. Overall objectives of social development</b>					
1. Specific objectives of training and education					
Targets					
2. Specific objectives of healthcare					
Targets					
3. Specific objectives of culture, sport, and tourism					
Targets					
4. Specific objectives of social insurance					
Targets					
<b>III. Overall objectives of environmental protection</b>					
1. Objective/targets					
2. Objective/targets					
<b>IV. Overall objectives of management, national defense, and national security</b>					
1. Objective/targets					
2. Objectives/targets					

## (2) Method of analyzing the implementation of the rights of children

All sectoral agencies which have sectoral SEDPs analyze the implementation of the rights of children following the above procedures. They use indicators to evaluate implementation; separate indicators for objectives and targets; and analyze the direct, indirect, and root reasons for the implementation of the rights of children. In addition to comparing the results as mentioned in point 1, in the analysis of the implementation of the rights of children, we should pay more attention to the direct and indirect reasons and the root and structural causes. Those causes are linked to each other and affect different groups of children in society. Cause analysis highlights the relevant factors, and we can then see the effect of these factors on children, communities, and families. Then we can identify solutions and the most effective interventions. The general rules are:

- Direct causes leading to the state of problems;
- Indirect causes always stem from policies and regulations and insufficient resources; and
- Root and structural reasons require long-term intervention in order to change the attitude and behavior of the society at different levels, including families, communities, and the decision making level.

**Table 2.5: Analysis of healthcare and health of children**

SECTORS	ANALYSIS OF HEALTHCARE AND THE HEALTH OF CHILDREN
Problems	<b>Health status of children is declining</b>
Indicators	- The infant mortality rate is high (IMR)
<b>- The mortality rate of children under the age of five is high</b>	
<i>A. Poor sanitary conditions</i>	
Indicators	- Percentage of households with sanitary toilets - Percentage of households that have garbage collection at home or use a garbage collection service - Percentage of households that are supplied with clean water  <i>Poor sanitary conditions increase the risk of infection and the spread of infectious diseases among children</i>
<i>B. Poor nutrition</i>	
Indicators	- Weight by age - Height by age - Nutrient intake for children by kilocalorie- Adequate Nutrient intake - Adequate micronutrients  <i>The shortage of nutrients or poor meals for children at school and at home leads to malnutrition, which can reduce the resistance of children to disease and increase the severity of an infection.</i>
<i>C. Infrequent use of healthcare services</i>	

SECTORS	ANALYSIS OF HEALTHCARE AND THE HEALTH OF CHILDREN
Indicators	<ul style="list-style-type: none"> <li>- The number of children using healthcare services of a medical health center, doctor, nurse or midwife</li> <li>- The number of deaths of children with/without medical care</li> <li>- The number of births with/without medical care</li> </ul> <p><i>The use of health services have an impact on the health status of children, individuals, families and communities. It determines the opportunities and methods of treatment.</i></p>
<b>D. The proportion of childbearing of women is high</b>	
Indicators	<ul style="list-style-type: none"> <li>- Number of children</li> <li>- Period of time between pregnancies</li> <li>- The age of a mother when she has her first baby</li> </ul> <p><i>High birth rates affect the health of mothers and children. Women who get pregnancy too early (under 18), too late (over 35), too often (less than 18 months between pregnancies), or have too many children (over 4 children) have a very high risk of poor health for themselves and their children.</i></p>
<b>2. Indirect factors (socio-economic factors) that affect some problems</b>	
<b>A. Education (especially for mothers)</b>	
Indicators	<ul style="list-style-type: none"> <li>- The highest level of education</li> <li>- Literacy rates</li> </ul> <p><i>The highest level of education of a woman affects hygiene, diet, use of health services, the number of children she has, the amount of time between pregnancies and the attitude and healthcare practices of her family and her children.</i></p>
<b>B. Income/wealth</b>	
Indicators	<ul style="list-style-type: none"> <li>- Income of individuals and families (cash or other forms)</li> </ul> <p><i>Earnings are impacted by wages and prices at the market. In turn, earnings have a decisive influence on access to health care, good nutrition, clean water, waste collection services and waste treatment, family planning services, and other basic needs of a family and its children.</i></p>
<b>C. System/structure/organization of society</b>	
Indicators	<ul style="list-style-type: none"> <li>- Forms and organization of services</li> <li>- Number of successful community development projects</li> </ul> <p><i>These factors determine the environment and a community's attitudes towards the creation of services and facilities, and the adoption or strengthening of practices related to development.</i></p>
<b>D. Factors related to production, distribution, and finance</b>	
	<p>Factors that affect the ability of the state to providing different types of services and therefore also affect the use of such services.</p> <ul style="list-style-type: none"> <li>- Are services provided for/used effectively by children?</li> <li>- Are the available resources sufficient for children?- Is financial resource for services efficient?</li> </ul>

- *Comparison of the actual implementation with standards, institutional. policy and legal environment*

An analysis of the implementation of children's rights will show gaps between actual implementation with set standards, institutional & policy framework, the legal system and environment. To do this a good understanding of the national context and the factors that create inequalities and social disparities among groups of children in the local community is required. Also, we should find out if legislation, social norms, traditions and institutions have affected the implementation of the rights of children negatively or positively.

- *Identify the rights holders and the agencies responsible for protecting their rights*

It is necessary to analyze the roles, responsibilities, and relationships between the rights holders (children) and the responsible parties (the state and everyone else) in terms of respecting, protecting, and implementing the rights of children. List those rights holders and the duty bearers in the relation with the specific rights of children, from that we analyze this relationship.

- *It is necessary to understand the relationship between the rights holders and the responsible agencies*

The relationship between the right holders and the responsible agencies is often complex. The responsible agencies may not have the ability to fulfill their obligations for many different reasons. There is a link between the individual and the community and with wider levels of society. They all impact the implementation of the rights of children.

- *Determine the capacities that the rights holders and the responsible agencies lack*

Once all the relevant stakeholders have been identified, the next step is to determine which capacities they lack. At this stage of analysis, we should ask the following questions:

- What capacities do the rights holders (children) lack and need to insist on their rights?
- What capacities do institutions or individuals lack and need to fulfill their obligations as responsible agencies?

### Box 2.1: Concept of Capacity

Capacity is understood as the ability to perform effectively the set functions, achieve goals, and identify and solve problems. In development, the capacity is the sum of the factors that enable individuals, communities, institutions, organizations and governments to fulfill their roles and responsibilities.

Elements of capacity include knowledge and skills; motivation, responsibility and power; material resources and organization; and the presence of a system of values, norms and actors. According to the approach based on human rights, the following components are associated with capacity building:

Responsibility, motivation, commitment, and leadership

Responsible parties need to be aware of the role they play in order to fulfill their duties.

Power

Individuals and groups know that they should act according to the laws, norms and rules, and the media and culture determine what is allowed and what is not.

Access and control of resources

It is necessary to have the skills, knowledge, time, commitment, and economic and organizational resources required to enable the rights holder or responsible parties/duty bearers to take actions.

*Source: Training materials in a training program on public policy (MPI)*

### **(3) Define the groups of children affected by the problems**

After identifying the problems and their causes, the planning staff needs to determine the target groups of children or the area affected by an issue. The identification of the target groups of children helps to make intervention activities more appropriate, and this is also a basis for evaluating the effectiveness of programs and projects.

After identifying the target groups, it is necessary to know their characteristics, e.g. who they are (specific groups of children by age and by gender), where they live, what problems they currently face, and when they started to be affected by the problem and to what degree.

The determination of the profile of the target groups is important as this helps officials plan when quantifying the problems and making

objectives, and it makes interventions more feasible, as can be seen in the table below.

**Table 2.6: Quantify the information about target groups**

<i>Who?</i>	Infants and children from poor families
<i>Where?</i>	Mainly in mountainous areas
<i>What are the problems?</i>	- The death rate of children is high - People who live in sparsely populated areas are far away from medical centers

Identify the size/quantity of the object (children) that requires intervention. Use population forecasting to determine how many children require intervention or the provision of services in the next planning period. They will be the beneficiaries of the interventions (programs or projects) or services that are drafted in the planning period. That will give planners a basis for determining the budget needs for future projects.

The child population forecasts are drawn from three scenarios of forecasts (low, medium, and high percentages) that are divided by geographical area, region, groups of people, province, rural area, and urban area, and by age and gender. They can be adjusted to the actual situation.

**(4) Consultations to confirm the results of the analysis of the local situation**

Consult with the communities, including children 12-15 years old, to ensure that the assessment and analysis of the situation is accurate and to make the communities feel that their actual needs were reviewed. This is important because the database may be incomplete. The inputs of the communities and children can enrich or increase the accuracy of an analysis and, more importantly, the consultations will increase the sense of ownership and community support for the plan.

Useful information and trust in the process of the analysis and evaluation will help planners, steering agencies, operating agencies, and managing agencies function at each stage, identify strengths and weaknesses, and make more appropriate, practical, and effective decisions regarding local development in general

and the protection, care and education of children in particular. Child consultations are always conducted through forums or group discussion and other participatory methods.

**Activity 3: Determine priority issues**

After analysing and identifying issues (including concerns, aspirations, problems, and opportunities), the next step is to determine which issues are a priority. We should classify the issues into two categories: urgent issues that need to be resolved immediately and issues which can be addressed later. We do not have the resources to solve all the problems at once.

**(1) Evaluation method to determine the priority order of the issues**

The planning staff can use qualitative methods or quantitative methods to determine priority issues:

The qualitative methods used in determining the problems include the Delphi method, individual interviews, group interviews, and group discussions with the staff, leaders and community groups involved. The researchers then determine which problems are a priority based on the results of the discussions and the expectations of the stakeholders.

Using the Delphi method, for example, a team of experts with similar knowledge tries to reach a consensus on the issues, and might decide, for example, that healthcare is a priority for the community.

The advantage of this approach is that the identification of priority issues related to healthcare is based on the knowledge of those who have experience in the community healthcare. The downside is that this completely qualitative and subjective and not based on any specific information/data. Therefore, errors are inevitable.

The quantitative method provides standards that one can use when determining priorities. The advantage of this method is that there are standards of specific evaluation criteria which limit subjectivity in the selection process. The drawback of this method is that it is difficult to reach a consensus when assessing and setting criteria standards. Some commonly used criteria are:

- **Rate of incidence:** The issue affects many

people/children, multiple sectors, and at many levels, and it impacts resources in sectors/localities directly and indirectly or it impacts the strengths, potentials and opportunities of localities.

- **Magnitude of the problem:** Due to complex reasons the problem seriously impedes the implementation of the objectives of socio-economic development of the locality and has a lasting impact on the lives of people/children. To determine the magnitude of the problem, the following questions should be asked:
  - Does the problem need to be solved immediately in order to avoid serious consequences?
  - Does the problem create serious consequences for the affected communities and at present and will it continue to do so in the future?
  - If the problem is not solved, will that result in great damage to the economy and society and negatively affect many other things and the solutions to other problems?
- **Community support:** Is it possible to mobilize the interest, support, and participation of many people to solve the problem?
- **Feasibility and intervention efficiency:** Can the problem be solved feasibly and effectively and in line with the local budget and conditions?

We might use other criteria so that the criteria are not mutually exclusive. In fact, they may overlap. In addition, we also can assign weights to the selected criteria. We can assign equal weight to all the criteria or assign different weights to reflect the different values of the criteria, but the total never exceeds 100%. If necessary, we can divide the criteria into more detailed indicators and also assign weights to them in order to make them more accurate and objective in the process of sorting. Identifying weights will show the strategy of intervention, but it is subjective so we should be careful when using them.

## **(2) Order priorities for issues identified**

Ranking the problems is the basis for local planners to decide which issues need to be addressed in the planning period and which issues can wait. Then, when they design an investment program, they need to decide which programs and projects should be prioritized, particularly in the context of limited resources, because they cannot solve all the problems at once.

The issues are ranked according to their score. Depending on the resources of the sector/local authorities, the local authorities come up with a short list of issues or they list all the issues identified in the plan.

A specific set of criteria is set by local authorities to determine which issues are a priority. First, the issues are classified and prioritized at the sectoral level, and then the prioritized issues from each sector are put together in one group and again they evaluated and ranked. On that basis, the planners set goals for the next planning period.

The two tables below are examples describing the priority ordering of the issues of each individual/sector.

**Table 2.7: Scores for each individual or sector**

Health issues drawn from the analysis of the situation	Points/weight/% of each criterion				Total
	Prevalence	Severity	Community support	Feasibility	
1. High infant mortality rate	35	30	18	15	98
2. High maternal mortality rate	32	28	16	12	88
3. High percentage of child malnutrition	28	30	15	12	85
4. Children with limited access to healthcare services	27	28	20	12	87
5. Information about healthcare services for men and women is incomplete	33	30	18	12	93
6. A low percentage of men access healthcare services	30	25	15	15	85

The scores are from 1 to 3 in ascending order according to four criteria:

**Table 2.8. Calculate the score of individuals or sectors for each healthcare sector issue and determine the priority order**

Issue	From sectors/individuals in the intersectoral planning group				Order
	Sector 1	Sector 2	Sector 3	Average	
1. High infant mortality rate	98	95	88	93.66	1
2. High maternal mortality rate	88	90	92	90.00	2
3. High percentage of child malnutrition	85	83	90	86.00	5
4. Children with limited access to health services	87	90	85	87.33	3
5. Information about health services for men and women is incomplete	93	85	83	87.00	4
6. A low percentage of men access healthcare services	85	80	88	84.33	6

In order to check the results of an analysis and evaluate the implementation of the rights of children, we ask the following questions:

### Box 2.2: Guiding and checking questions

1. What are the specific rights of children which have not been implemented or have not yet been fully implemented?
2. Which groups of children are affected by the unrealized rights? What are the consequence of these effects?
3. Who/which agencies are responsible for ensuring the implementation of the above rights?
4. What are the reasons impeding the implementation of those above rights?
5. Who/which agencies are doing things related to implementation of the rights of children at different levels?
6. Who has rights?
7. Who is responsible for ensuring those rights? State officials at the central and local level, parents, teachers, and social staff?
8. What is the relationship between the rights holders and people responsible for ensuring their rights?
9. What is the capacity to enjoy one's rights and the capacity to implement the responsibility of the people who are responsible for ensuring those rights?

Source: *Mainstreaming Children's Rights in Development Planning: Framework and guidelines, the Philippines.*

### Activity 4: Integratee the rights of children in forecasting needs, resources and factors that impact the planned intervention

In the process of analyzing a situation, planners need to forecast how socio-economic factors and the environment inside and outside of localities will impact the orientations of the goals and interventions. From that, they can allot resources and select appropriate development goals. In addition, when integrating of the rights of children, one should pay attention to the following:

### (1) Use forecasting of the child population when making an intervention plan

Use the information on the population/children (as in point 2 of activity 3 above) to determine population trends at present and in the future, and on that basis identify the needs of each target group of children (e.g. by gender, age, and location), and consider how the changes in the quantity of each group of children will impact the need for services or the development of the sector/localities in the planning period.

Use the information on the population/ children to identify investment needs (e.g. building schools and hospitals) as well as the impacts of the child population on the implementation of programs and projects. Based on the children's demographic characteristics (e.g. gender, distribution, number in each age group), the local authorities determine whether an investment project is feasible and what should be done to accomodate the needs of the child population in the future.

The information on the population/children is also a basis for determining the orienting indicators of sectors. For example, interventions in healthcare and nutrition are both based on the forecast of the number of people (who are classified by age, gender, location, and income) who will have a need for these services during the planning period.

### (2) Consider the impact of policies and management decisions on children

It is necessary to analyze the impact of socio-economic development policies in order to find the problems and trends that have positive and negative effects on the process of implementing of the rights of children and the development of sectors/localities.

### (3) Consider and propose the mobilization of funds for the implementation of the rights of children

To identify and report the resources needed to protect, care for, and educate of children at the macro level, we use the following analysis matrix to propose the resource allocation rate for children.



**Table 2.9: List of resources exploited and recommendations**

Resources exploited	Total resources exploited in the planning year/ period	The ability to pour resources into the economy in the planning year/ period	Recommended percentage of resources to use to implement the rights of children
1. Potential fiscal space (from potential sources)			
2. State budget			
- Local budget			
- Support from higher levels of government			
3. Personal funds			
4. Company funds			
5. New loans or aid from ODA (Official Development Assistance)			
6. FDI (Foreign Direct Investment)			

Based on forecasts and calculations of the total resources needed for socio-economic development in the planning period/year, macroeconomic balance will be researched, calculated, and put into operation in the economy. The main contents of the macroeconomic balances have two basic items: (1) resources that can be exploited and included in the fiscal balance (as revenues), and (2) the need for resources to implement socio-economic development goals, including the needs and rights of children which have been mainstreamed.

In addition to the mobilization and utilization of resources and support from all the economic sectors in the country and localities, the state budget is an important resource when implementing the objectives of the rights of children. However, so far budget expenditures for the implementation of the rights of children have been allocated only indirectly through spending by sectoral agencies. Direct resource allocation for implementing the rights of children is required and creates favorable conditions for fulfilling the mission and targets of the CRC as recommended

by the UN Commission on the Rights of Children and Action Program for Children. However, the Government at the national and local levels has not yet created a separate budget for the implementation of children's rights.

To allocate resources directly to the objectives of children's rights, we must review, calculate, and analyze each budget item for achieving every output of each goal of implementing the rights of children. There should be specific and convincing explanations for expenditures for implementing the rights of children, including current expenditures and basic construction expenditures, and the beneficiaries and management agencies should be determined. On that basis, we can propose how to allocate the available resources to achieve the goals related to children's rights in the macroeconomic balance sheet, particularly the state budget, in one of two ways:

**Table 2.10: Recommended expenditures for implementing the rights of children**

Expenditures	Total resources	Demand for resources in the planning year	Justification for implementing the rights of children
<b>Construction investment expenditures</b>			
<b>Investment expenditures for the economic sector</b> - Expenditures for implementing the rights of children - Percentage of the total construction investment expenditures for the economic sector			
<b>Investment expenditures for production</b> - Investment expenditures for implementing the rights of children - Percentage of the total construction investment expenditures for production			
<b>Investment expenditures for social sectors</b> - Investment expenditure for implementing the rights of children - Percentage of the total construction investment expenditures for the social sectors			
<b>Investment expenditures for education and training</b> - Investment expenditures for implementing the rights of children - Percentage of the total construction investment expenditures for the education and training sector			
<b>Investment expenditures for healthcare</b> - Investment expenditures for implementing the rights of children - Percentage of the total construction investment expenditures for the healthcare sector			
<b>Investment expenditures for culture, social activities, and sport</b> - Investment expenditures for implementing the rights of children - Percentage of the total construction investment expenditures for culture, social activities, and sport			
<b>2. Current expenditures</b>			

Expenditures	Total resources	Demand for resources in the planning year	Justification for implementing the rights of children
<b>Current expenditures for the economic sectors</b> - Current expenditures for implementing the rights of children - Percentage of the total current expenditures for the economic sectors			
<b>2.2. Current expenditure for the cultural and social activities sectors</b> - Current expenditures for implementing the rights of children - Percentage of the total current expenditures for the cultural, social activities			
<b>Current expenditures for the education and training sector</b> - Current expenditures for implementing the rights of children - Percentage of the total current expenditures for the education and training sector			
<b>Current expenditures for the healthcare sector</b> - Current expenditures for implementing the rights of children - Percentage of the total current expenditures for the healthcare sector			
<b>Current expenditures for the other sectors</b> - Current expenditures for implementing the rights of children - Percentage of the total current expenditures for the other sectors			

Under the proposed option, development resources used to implement the rights of children will be directly allocated in the budget. In accordance with the principle of transparency in budget expenditures, this is a reasonable proposal. However, according to state budget regulations at the macro level of the country, this is not easily accepted because there is no precedent, but at the local and sectoral level this can be implemented gradually.

#### Minimum option:

If there is no consensus to choose the full option plan, then expenditures for basic construction in each locality can separate projects and construction work (mainly social infrastructure) and directly implement the four groups of the rights of children. Expenditure for children could be extracted from the recurrent expenditures for the social sectors (education, healthcare, culture, and social welfare activities).

**Table 2.11: Minimum recommended expenditures for implementation of the rights of children**

Expenditure items	Total budget	Demand for resources in the planning year	Justification for implementing the rights of children
<b>Total expenditures</b>			
<b>1. Construction investment expenditures</b>			
- Investment for projects and construction work directly for children (social infrastructure) - Percentage of the total construction investment expenditures			
<b>2. Recurrent expenditures</b>			
- Recurrent expenditures for implementing the rights of children - Percentage of the total recurrent expenditures			
<b>2.1. Recurrent expenditures for the cultural and social sectors</b>			
- Recurrent expenditures for implementing the rights of children - Percentage of the total recurrent expenditures for the cultural and social sectors			
<b>(1) Recurrent expenditures for education and training</b>			
- Recurrent expenditures for implementing the rights of children - Percentage of the total current expenditures for the education and training sector			
<b>(2) Recurrent expenditures for healthcare</b>			
- Recurrent expenditures for implementing the rights of children - Percentage of the total recurrent expenditures for healthcare			
<b>(3) Recurrent expenditures for culture and information</b>			
- Recurrent expenditures for implementing the rights of children - Percentage of the total recurrent expenditures for culture and information			
<b>(4) Recurrent expenditures for social welfare</b>			
- Recurrent expenditures for implementing the rights of children - Percentage of the total current expenditures for social insurance			

**Activity 5: Mainstream, consider, recommend, and adjust solutions and policies for managing and mobilizing all the available resources to avoid breaking the macroeconomic balance-sheet, especially the state budget balance-sheet and the public investment**

In theory and in practice, all macroeconomic balance-sheets, especially the state budget balance and the public investment balance at the national, sectoral and provincial levels, are understood to be “dynamic balances,” and “orienting balances” that forecast resources and needs. In order to achieve those balances in the planning period/year, there must be solutions and policies to actively promote, according to the direction and execution of governments and sectoral agencies from the central to local levels, a series of new policies and mechanisms to exploit the resources which have been and will be set in the planning period/year.

The resources for implementing the rights of children which were integrated in the balance sheet have been broken sometimes because some operating mechanisms and policies have not been implemented or were implemented inefficiently in last planning period/year. The world and regional economies are in worse condition than forecasted. Therefore, it may be necessary to integrate resources quantitatively to achieve development goals that ensure the rights of children, and to integrate solutions, operating policies, and monitoring and evaluation activities in actual implementation to achieve set objectives.

## **2.3. Integrate the rights of children when setting the objectives and targets of socio-economic development plans**

### **2.3.1. Objectives and contents**

Integrate the rights of children into the overall objectives, specific objectives, targets and indicators of socio-economic development to get optimal results, and demonstrate consistently and fully that the rights of children according to the CRC and the criteria, standards and parameters on implementing the rights of children in the National Action Plan for Children have been implemented in an SEDP.

Setting objectives is a concrete step to answer the questions Where do we want to go and where can we go? and To what degree can the needs and rights of children be met in the planned period? Development objectives reflect the qualitative and quantitative results that the country, sectoral agencies and local authorities should achieve within a certain period of time (a year, five years, or more) in order to gradually realize the visions and resolutions of the Communist Party at all levels. The objectives should be specific and concise, and they should solve the major development problems identified in the situation analysis.

The development objectives are divided into general objectives and ultimate objectives (long-term or medium-term) and specific objectives (medium-term or short-term).

The overall objectives of socio-economic development are the highest goals of the country, sectors and localities that the SEDPs help achieve. These objectives clearly mention long-term impacts, are often qualitative, and are associated with the highest development impacts. They include a wide range of desired medium and long-term outcomes, they tackle common problems in the country, sectors and localities, and they have different effects on people and groups of children. In planning, the general objectives serve at least three purposes: (1) As the end or destination point of all activities in the plan; (2) as the criteria for assessing the approach and strategy chosen; and (3) as the standard for measuring the success or failure of each action. When identifying the macroeconomic development objectives of the whole economy or of each sector, it is necessary to integrate and

create the necessary conditions for implementing objectives that serve to ensure the rights of children.

The overall objectives of each sector are combined to ensure the implementation of the overall objectives of the SEDPs and the objectives of protection, care and education for children. When making a five-year plan, the overall objectives may be the objectives of a strategy or the master plan. And when making an annual plan, the overall objectives can be the objectives of a five-year plan.

Specific objectives reflect the direct impacts that the solutions and outputs of a plan contribute to achieving. They are quantitative, more specific, and usually in sectors. Specific objectives can be considered a subset of the overall objectives, the standards for assessing the success and quality of an intervention of plan, and they are a response to specific problems. The specific objectives are the main theme of a plan and are often associated with targets and indicators that describe the expected conditions at the end of a planning year/period. When you make a plan, program, or project, specific objectives are the reasons that those plans, programs and projects are made.

In a plan, the qualitative component is reflected in the objectives and the quantitative component is represented by planning targets. An objective may include many different targets. Targets express both the quantity and the quality of the objectives, tasks and plans in order to address a key issue in a sector/field for a specific population group identified in the situation analysis. A set of targets form the core of a plan.

A specific plan usually involves some basic values and targets in the planning period. The structure of a target must include: (1) the name of the target; (2) a quantitative number; (3) Geographic location; (4) Target audience; and (5) a time frame. In a specific context, the last three items may or may not be agreed upon by everyone, hence it is not necessary to mention them, but the first two must be included. The quantitative number is identified by planners at the time of planning, based on the results of the situation analysis, future forecasting and considering impacting factors on the implementation of the plan. Each target must meet the criteria of SMART: specific (S), measurable (M), achievable (A), reliable (R) and time bound(T).

Indicator is a measure of progress towards a set result (output, outcome or impact). In a plan, targets should align with objectives. The indicators provide feedback to the ministries, sectoral agencies, and local authorities when assessing the progress of the implementation of the objectives. So all the objectives or outcomes at all levels need to be connected to the indicators.

The rights of children integrated into the objectives and targets of SEDPs:

Ensure that the objectives and standards concerning the rights of children and their need for protection, care and education are fair and efficient, and that the specific objectives and indicators of socio-economic development in the planning year/period be declared explicitly in the overall goal of socio-economic development and that they are reflected in the specific development objectives of sectors and territories and in the other parts of the plan.

In the socio-economic development planning process, when setting the overall objectives for the whole economy as well as for sectors, it is necessary to find ways to integrate and implement the objectives of the right to live, the right to develop, the right to be protected, and the right to participate so that they are in line with the CRC, especially for the children most deprived of those rights. The objective of implementing the rights of children has been formed based on incorrect understandings about the lives of children. Therefore, changes should be made to reduce the number of misunderstandings and ensure positive impacts on children. The target group of children should be clearly specified in the specific objectives.

When identifying the overall goals, it is necessary to consult with different stakeholders, including children aged 12-15, to form the specific objectives of socio-economic development as well as the objectives to develop each sector in order to meet the needs of children and have strong ownership. Be sure to ensure fairness and equality when providing social services to disadvantaged areas, especially to children.

### **2.3.2. Implementation the integration of the rights of children**

Integrating the rights of children into planning objectives and targets should be implemented at

the same time as identifying the objectives and targets of the SEDPs, which is, at the national level, usually in August of the last year of a five-year planning period, and from August to October for annual SEDPs. At the provincial level it is at about the same time, but the local authorities can start a bit earlier to prepare preliminary reports on the main objectives and targets and submit them to the MPI before the 20th of July.

**Activity 1: Integrate the objectives of protecting, promoting and implementing the rights of children into SEDPs in a planning year/period.**

**(1) Basis for setting objectives**

The bases for setting the overall objectives and specific objectives for SEDPs are: (1) socio-economic development strategies at the national, local, and sectoral levels, (2) socio-economic development master plans at the national, local, and sectoral levels, and (3) the National Target Program implemented during the planning period/year. The sectoral and local levels have additional bases: (4) the overall national objectives reflected in the part of the planning and guiding framework that deals with orientation targets; (5) the development situation of sectors and localities (taken from the results of analyzing and evaluating the implementation of the previous planning period) and the results of analyzing and forecasting the development situation in the coming planning period; and (6) the desires of the leaders and the local population.

The bases for setting the objectives to implement the rights of children are: (1) the United Nations Convention on the Rights of the Child in 1990; (2) the Declaration of the World Summit for Children in 1991; (3) the Law on Protection, Care and Education of Children; and (4) the National Action Program for Children 2012-2020, the Provincial Action Plans 2012-2020, and the National Target Program on Culture, Education, and Healthcare implemented in planning period, especially the program directly related to the rights of children.

Based on the above documents, planning groups study and form the overall objectives, specific objectives, and viewpoints on socio-economic development for each level of government, and they determine and propose development targets that promote the rights of children.

First, planning groups set the overall objectives, specific objectives, and targets of the SEDPs. Planning groups for children set the main objectives and targets for protecting, caring for, and educating children (objectives related to the rights of children) for the planning period.

After that, two groups (or two subgroups) synthesize and integrate the objectives and targets into the objectives and targets of the SEDPs. Through workshops, direct conversations, and consultations, they reach a consensus as to how to integrate the objectives of protecting, caring for, and educating children into the overall objectives, specific objectives, and viewpoints of socio-economic development. The results of reviewing, selecting, and eliminating the overlap are put into an SEDP that meets the rights of children.

For each overall objective, there are specific objectives based on the status of problems identified. The process of setting the objectives of SEDPs that meet the rights of children must meet the following requirements:

First, identify objectives that are concerned with issues that affect the rights of children in each sector. During this process, consider the groups of children that are affected by those issues and consider the level of severity of those issues. The objectives must be relevant to results of the analysis of the situation and the children.

Second, determine specific objectives based on the national or local parameters of the rights of children. It is necessary to address the basic needs of the four groups of basic rights of children. Point out which groups of children are affected by which issues, where they are, and to what degree they are affected.

**(2) Method of identifying the objectives for children**

First, identify the key and direct issues related to implementing the rights of children (which issues usually appear, which issues are the most important, which issues are the most serious, the root causes of those issues, and where we should focus to improve the situation most effectively), and then evaluate those issues, the level of causes, the objectives, and the scope to find out causes at level 1, level 2 according to the cause-effect analysis by asking why.

Next convert the issues (e.g. concerns, desires, problems, and opportunities) into objectives; convert negative issues into the positive statements in form of the results-based system; transfer the problem tree by cause-effect relationships to results tree by vehicles- purpose relationship between result levels; determine the priority order of the targets.

In this step it is necessary to create conditions

that cause everybody to be interested in the objectives and aware of the prioritized objectives. As a result, it is possible to come up with strategic solutions that address the concerns of the stakeholders. Determining the prioritized objectives can be done through scoring or pairing comparison using two criteria: (1) which objective is more important; and (2) which objective should be implemented first in order to support the review and discussion of the objectives.

**Table 2.12: Matrix on mainstreaming the objectives for the rights of children into socio-economic development goals**

Objectives <i>(Each sector selects specific objectives related to the rights of children)</i>	The content reflected in the objectives of SEDPs	Proposed content and objectives related to the rights of children integrated into SEDPs	Consensus content integrated into the objectives of socio-economic development	Objectives and viewpoints on socio-economic development after reaching a consensus on how to integrate the rights of children
<b>I. Overall objectives for economic development</b>				
1. Specific objectives of agriculture, forestry, and aquaculture				
2. Specific objectives of industry and construction				
3. Specific objectives of services				
<b>II. Overall objectives for social development</b>				
1. Specific objectives of education and training				
2. Specific objectives of healthcare				
3. Specific objectives of culture, sport, and tourism				
4. Specific objectives of social welfare				
<b>III. Overall objectives for environmental protection</b>				
1. Specific objectives				
2. Specific objectives				
<b>IV. Overall objectives for management- national defense and security</b>				
1. Specific objectives ...				
2. Specific objectives...				



### (3) Method to set the objectives

Set SMART targets that are closely related to the objectives; determine the scope and impacts of the activities; Identify contents and guided actions in the future; and be practical enough to measure progress after the planning period. In order to get the expected results, a target should be S-specific, M-measurable, A-achievable, R-realistic and T-time bound (SMART). The number of targets should be sufficient to cover all aspects of the specific objectives. Some targets should express the level of improvement and the beneficiaries, and they should be time bound to achieve the targets.

Targets of SEDPs should meet the rights of children as per the requirements above. In addition, it is necessary to (1) identify and evaluate the implementation, protection, and promotion of the rights of children in SEDPs; (2) contribute to the achievement of specific objectives and solve problems related to sectors affecting groups of children identified in the situation analysis; and (3) ensure that the targets have reliable indicators, quantify the level of child friendliness, and meet the demands and prioritized targets for the rights of children and be able to achieve as well as to control in the planning circle.

### (4) Check the appropriateness and consistency of target levels

It is necessary to check the suitability of the targets for the specific objectives, of the specific objectives for the overall objectives, and of the overall objectives for the vision of a locality/ sector to ensure that SEDPs at lower planning levels contribute to achieving the desired results of SEDPs at higher levels. The integration of the rights of children into the overall objectives, specific objectives and targets of socio-economic development must be appropriate and (1) address all relevant issues and groups of children in the analysis framework of the socio-economic development situation and be in line with the national and provincial action programs for children and the local vision; and (2) harmonize with the vision, objectives and targets of the plan at lower and higher levels and not conflict with the purposes, objectives, and targets of the reporting period. In addition, specify the groups of children and targets that contribute to achieving specific objectives, and ensure that specific objectives contribute to achieving the overall objectives of SEDPs and meet the rights of children.

**Table 2.13: The consistency between the overall objectives, specific objectives, and targets related to the rights of children**

Problems	The infant and mother mortality rates in province A are high and increasing
The overall objectives of the sector	Improving the health status of people, especially children
Specific objectives	Improving the health status of infants in province A in 2020 Improving the health status of mothers in province A in 2020 Improving access to healthcare services in province A
Targets	Reducing the rate of infant mortality to 14.8% in 2020. Increasing the rate of women giving birth with the support of medical staff from 70% in 2015 to 90% in 2020. Increasing the percentage of infants who are vaccinated and drink the appropriate vaccines to 90% at the end of planning period in 2020. Increasing the number of medical staff from ... people in 2015 to ... people in 2020

**Activity 2: Continue setting objectives, targets, quantitative indicators which have been integrated and studied; select more targets and indicators that are in line with reality in order to enhance the quality of the implementation of the four basic rights of children (the rights to live, to develop, to be protected, and to participate) into SEDPs in the coming years.**

Based on the CRC for many years, and based on targets and indicators which have been grouped together with the system of statistic

targets according to the prime minister's Decision number 43/QĐ-TTg, the system of targets related to the rights of children in Viet Nam, at all authority levels and in all sectors (mainly in the culture and social sectors) has been selected to form objectives, targets, and indicators of child development to be integrated into SEDPs. Some have already been implemented and have achieved remarkable results. The targets and indicators of the rights of children mentioned above will continue to be integrated into SEDPs and implemented in the coming planning period, as shown in the table below.

**Table 2.14. The set of targets and indicators to integrate the rights of children into SEDPs (Group division was based on the prime minister's Decision number 43/TTg)**

TT	Indicator/Index	MDG	Decision 34/2013	NAP 2012-2020	Category
<b>System of indicators and indexes on child education and development</b>					
1	Number of kindergarten schools, classes, and rooms				<i>Input</i>
2	Number of kindergarten teachers				<i>Input</i>
3	Number of kindergarten pupils				<i>Input</i>
4	Number of secondary schools, classes, and rooms				<i>Input</i>
5	Number of secondary school teachers				<i>Input</i>
6	Number of secondary school pupils				<i>Input</i>
7	Average number of pupils per teacher				<i>Result</i>
8	Average number of pupils per class				<i>Result</i>
9	Percentage of children attending nursery school		X	X	<i>Result</i>
10	Percentage of 3-5 year-old children attending kindergarten and nursery schools		x		
11	Completion rate of kindergarten for five-year old children			X	<i>Result</i>
12	Percentage of pupils attending secondary schools	X		X	<i>Result</i>
13	Primary education net enrollment rate			X	<i>Result</i>

TT	Indicator/Index	MDG	Decision 34/2013	NAP 2012-2020	Category
14	Percentage of pupils graduating from primary schools		X		Result
15	Percentage of pupils graduating from secondary school				Result
16	Percentage of pupils completing a level and making the transition to the next level				Result
17	Percentages of pupils repeating a class and dropping out of school				Result
18	Number of adults and children completing refresher literacy education				Result
19	Percentage of schools in provinces/cities that meet the standards of general secondary education	X			Result
20	Percentage of families granted with Cultural Family title (families with children)				Result
21	Playgrounds, sites of entertainment, cultural and sport activities for children				Input
22	Percentage of communes/wards with decent playgrounds for children				Result
<b>II. System of indicators and indexes on children's healthcare</b>					
1	Percentage of children who have at least one health check per year		X		Result
2	Percentage of children below one year old who are fully vaccinated through an extensive vaccination program		X		Result
3	Percentage of children below 15 years old suffering from or dying from diseases for which vaccines are available				Result
4	Percentage of newborn babies weighing less than 2,500g	X			Result
5	Percentage of children below five years old suffering from malnutrition (weight/age)	X	X	X	Result
6	Percentage of children below five years old suffering from malnutrition (height/age)			X	Result
7	Percentage of communal medical centers with a midwife or pediatric clinician			X	Result
8	Percentage of primary and secondary school pupils who have a health check once the year				Result

TT	Indicator/Index	MDG	Decision 34/2013	NAP 2012-2020	Category
9	Mortality rate of children under one year old/1,000 surviving children	X			Result
10	Mortality rate of children under five years old/1,000 surviving children	X			Result
11	Percentage of children infected with HIV (new cases) each the year				Result
12	Percentage of families (with children) using clean water				Result
13	Percentage of families (with children) using a sanitary toilet				Result
<b>III. Key indicators and indexes concerning the protection of children</b>					
1	Percentage of children suffering from injuries or accidents			X	Result
2	Percentage of children suffering from sexual abuse (child)		X	X	Input
3	Percentage of children suffering from child trafficking or abduction		X	X	Input
4	Percentage of children suffering from physical abuse		X		Input
5	Percentage of children violating laws		X		Input
6	Percentage of children abusing drugs		X		Input
7	Percentage of children infected with HIV (new cases)				Input
8	Percentage of disadvantaged children who require support and care		X		Result
9	Percentage of disadvantaged children compared to the total number of children			X	Result
10	Percentage of children with correct birth registration documents		X		Result
11	Percentage of children without a home or working away from home				Result
12	Percentage of children doing heavy work or in hazardous or dangerous conditions				Result
<b>IV. System of indicators and indexes related to child participation</b>					
1	Percentage of children participating in child forums at different levels		X		Input

TT	Indicator/Index	MDG	Decision 34/2013	NAP 2012-2020	Category
2	Percentage of communes/wards fit for children				Result

#### V. Other summary indicators

##### *Investment of resources in child protection, care, and education*

1	Percentage of a budget of the total budget of a province/city allocated for child protection and care (from DOLISA's budget)				
2	Percentage of the total annual budget of a province/city budget spent on the education sector (investment and expenses)				
3	Percentage of the total budget of a province/city allocated for child protection and care spent on child sponsorship fund (from DOLISA's budget)				
4	Percentage of officers working in the area of child protection and care at different levels (province, district, & commune collaborators) compared to the total number of children in a province/city				

##### *Young population*

5	Population by age (0-2; 3-5; 6-10; 11-14; 15...)				
6	Rural and urban				
7	Reduction of total fertility rate /population increase rate				
	Sex ratio at birth				

The integration of development targets and indicators related to the quality of the realization of children's rights is not a mechanical assembly, an elimination or an addition. One must consider the impacts of each goal on children's rights and have a strategic vision when determining specific selections and recommendations in the next planning period.

According to the government's guidelines on converting the poverty reduction goal into a

comprehensive and multidimensional one in the field of children protection, care and education, one should include the "Multi-dimensional Child Poverty" targets and indicators as recommended by the United Nations in the system of children's rights indicators, and then integrate these indicators into the SEDP and the development plan for industries and sectors in the coming years.

**Table 2:15. Quantitative multidimensional child poverty indicators and indices to be integrated into the SEDP for industries and sectors**

Field	Indicator
1. Poverty related to education	1. Child poverty rate in terms of school attendance (% of children aged 5-15 attending the right education level)
	2. Child poverty rate in terms of finishing primary school (% of children aged 5-15 who did not finish primary education)
2. Poverty related to healthcare	3. Child poverty rate in terms of immunization status (% of children aged 2-4 not vaccinated)
	4. Child poverty rate in terms of healthcare and medical treatment status (% of children aged 2-4 who had not visited a healthcare center in the past 12 months)
3. Poverty related to accommodation	5. Child poverty rate in terms of electricity usage (% of children aged 11-15 living in accommodation without electricity)
	6. Child poverty rate in terms of roof status (% of children aged 2-4 living in accommodation without an adequate roof)
	7. Child poverty rate in terms of floor status (% of children aged 2-4 living in accommodation without an adequate floor)
	8. Child poverty rate in terms of accommodation status (% of children living in inadequate accommodation)
4. Poverty related to clean water and sanitation	9. Child poverty rate in terms of sanitary facilities (% of children aged 0-15 living in accommodation without standard sanitary facilities)
	10. Child poverty rate in terms of drinking water (% of children aged 0-15 living in accommodation without clean drinking water)
5. Child labor	11. Rate of child labor (% of children aged 5-14 who are engaged in child labour)
6. Poverty related to leisure and entertainment	12. Child poverty rate in terms of toys (% of children aged 0-4 who do not have toys)
	13. Child poverty rate in terms of books (% of children aged 0-4 who do not have any books)
7. Poverty related to opportunities to participate in society and to be protected	14. Child poverty rate in terms of birth registration (% of children under five who do not have a birth certificate)
	15. Child poverty rate in terms of caregivers' status (% of children aged 0-15 living in a household where the head of the household is not able to work)
8. Poverty related to nutrition	16. Rate of malnutrition that results in stunted growth

**Activity 3: Recommend and select the inputs of the socio-economic development objectives to be integrated for the purpose of increasing the possibility and quality of the realization of the objectives of children’s rights.**

If well implemented, the outputs of some of the socio-economic development objectives will

strongly and profoundly impact the realization of the objectives of children’s rights. Therefore, it is necessary to analyze carefully and observe profoundly aspects that affect the inputs of the realization of socio-economic development objectives to identify appropriate interventions that promote the realization of the objectives of children’s rights.

**Table 2.16: Proposed matrix of integrated factors that affect the socio-economic and environmental objectives and indicators with the aim of having positive impacts on the possibility of realizing and enhancing children’s rights**

Socio-economic development objectives with inputs that have positive impacts on the possibility of realizing the objectives of children’s rights	Input factors to be included in order to directly affect the realization of children’s rights	Operating mechanisms to be included in order to directly affect the realization of children’s rights	Consensus to be included in inputs and operating mechanisms in order to promote the realization of children’s rights
<b>I. Overall objectives of economic development</b>			
1. Specific objectives of the agriculture, forestry, and fishery sector			
Indicators...			
2. Specific objectives of industry and construction sector			
Indicators...			
3. Specific objectives of services sector			
Indicators...			
<b>II. Overall objectives of social development</b>			
1. Specific objectives of the education and training sector			
Indicators...			
2. Specific objectives of the healthcare sector			
Indicators...			
3. Specific objectives of the culture and sports sector			
Indicators...			
4. Specific objectives of the social security sector			
Indicators...			
<b>III. Overall objectives of environmental protection</b>			
1. Objectives/Indicators			
2. Objectives/Indicators			
<b>IV. Overall objectives of state management , national defence and security</b>			
1. Objectives/Indicators			
2. Objectives/Indicators			

Thus, the impacts on input factors, implementing measures and managing and operating mechanisms for a certain development goal will strongly impact the realization of children's rights objectives. This cause-effect relationship must be calculated and observed in all aspects in order to take advantage of the positive impacts and promote the realization of the objectives of children's rights.

## 2.4. Integrate children's rights into the identification of plans, mechanisms, policies and measures when implementing a socio-economic development plan

### 2.4.1. Purposes and contents

To answer the question How do we get there? it is necessary to come up with planning solutions or development scenarios with the aim of implementing planning objectives and solutions that are based on different assumptions and strategic solutions. Then we can choose the most appropriate plan.

The plan is a set of actions to implement the development objectives for children. It describes national and local development through solutions, activities and the allocation of specific resources to achieve a set objectives and targets. Two or three plans will be drafted, and then the best plan will be selected as the action plan.

The actions to implement the development objectives and targets for children may include (1) the development of mechanisms and policies (i.e. measures created by the state to influence society that include legal means, monetary tools, administrative tools, and economic tools); and (2) the deployment of action solutions (e.g. implementing programs and projects; providing services; organizing study tours and experiential learning; improving the conditions of production; developing enterprises; upgrading the infrastructure and form of industrial clusters; upgrading urban centers; forming socio-economic development organizations; developing a credit system and enhancing domestic and overseas investment; supporting the informal economic sector; developing tourism; and protectig exploited natural resources).

On the basis of the proposed actions, and based on the strength and capability of the localities and potential economic linkages with other partners,

planning staff form a set of policies, mechanisms and solutions (collectively referred to as solutions) that need to be deployed in order to implement the objectives and targets related to children's rights in the planning period.

### 2.4.2. Deploy the integration of children's rights when identifying solutions

The integration of children's rights into the determination of the planning solutions is carried out simultaneously when identifying the objectives of socio-economic development. This usually occurs at the national level from August to September in the final year of a five-year plan, and from October to November for an annual plan. At the provincial/city level the process takes place at the same time, but it can be conducted earlier for solutions related to policies, mechanisms, and financial resources that require support from the central government and are sent to the MPI prior to the 20th of July annually.

**Activity 1: Conduct an analysis of the relationships which have continuous and mutual impacts on the policies and mechanisms in order to effectively integrate and create new endogenous capacities, complete socio-economic objectives and positively affect the realization of children's rights.**

The policies and mechanisms of socio-economic development in general and the implementation of children's rights in particular must meet several requirements. They must (1) strongly encourage and promote the development of resources, potential and talents of organizations, individuals and entities; (2) ensure all the necessary conditions for implementation, (e.g. for the operating and coordinating systems, the operating mechanisms from the stage of implementation to the stage of inspection, for monitoring, for reporting, and for consulting); (3) ensure incentives for entities, organizations, communities and individuals involved in the implementation of the objectives of children's rights; and (4) ensure the coordination and synchronization of the system of policies, mechanisms and sustainable development measures for a smooth implementation from the executive bodies to the implementation entities.

Theoretically, every policy mechanism has a certain target or a number of targets, indicators and certain indices in order to promote and exploit the positive aspects of a plan or overcome



difficulties and limitations and eliminate the negative aspects of a plan. The aggregate impact of policies and mechanisms must generate new momentum to implement the set goals.

However, there are a number of no longer suitable mechanisms and policies which are still used and cause “noise” at the local level and limit the ability to implement current goals. Therefore, in the process of selecting, integrating and aggregating solutions aimed at promoting the implementation of children’s rights, it is necessary to ensure the uniformity of policy and legislation to improve the efficiency and effectiveness of the impact on future generations.

We should carefully review the current mechanisms and policies and eliminate those which are no longer suitable, add terms/articles (if any) into a number of policies and mechanisms, and then synchronize socio-economic development with the implementation of children’s rights.

**Activity 2: Review each policy and mechanism for socio-economic development and conduct effective integration of development policies for the implementation of children’s rights.**

Analyze and evaluate the effectiveness and effects of policies and mechanisms and then (1) keep the current policies and mechanisms that work well and remove the policies and mechanisms that are no longer appropriate; (2) correct and amend the current policies and mechanisms which have not been synchronized and promoted positively; and (3) implement new policies and mechanisms that have not yet been implemented but should be immediately implemented to promote the implementation of children’s rights. Doing this will create many opportunities to create new policies and mechanisms that more effectively impact the implementation of the objectives that integrate children’s rights.

In principle, the mechanisms and policies on socio-economic development, environmental protection, and management must ensure that the implementation of children’s rights will be promoted. In return, the policies and mechanisms for promoting the implementation of children’s rights must enhance the socio-economic, environmental and management activities at present and in the future. Socio-economic development is linked to the realization of children’s rights

**Table 2.17 Integrating appropriate mechanisms and policies to promote the implementation of children’s rights**

List of policies and mechanisms issued in the planning period	Policies and mechanisms incompatible with the implementation of children’s rights that need to be removed	Policies and mechanisms that need to be added to promote the implementation of children’s rights	Policies and mechanisms that need to be issued to promote the implementation of children’s rights	List of new policies and mechanisms that have been approved and will be issued and implemented in the planning period
Macro policies and mechanisms				
Economic development policies and mechanisms				
Social development policies and mechanisms				
Environmental development policies and mechanisms				

### **(1) Macro socio-economic policy**

It is necessary to create opportunities to implement objectives that promote the implementation of children's rights when forming policies, mechanisms, and action solutions to achieve the macroeconomic and sectoral objectives. Accordingly, it is necessary to look at the analysis of child-related issues that localities/ sectors are facing, determine the causes of those issues, and identify and select specific interventions in accordance with socio-economic development norms (in the form of managing documents, programs, projects, and services), and at the same time promote children's rights and optimize the usage of the (limited) allocated resources.

Use the following questions to test general socio-economic development policies and mechanisms and create favorable conditions for the realization, protection and promotion of children's rights:

#### **Box 2.3: Inspecting/guiding questions for mechanisms and policies that meet children's rights**

1. How have the mechanisms, policies, programs and projects (referred to as solutions) impacted children?
2. Have these solutions worked well? If not, how can we improve them?
3. How can we avoid unintended and undesirable impacts on children?
4. Which solutions should be proposed to address the issues identified in the assessment and expressed as challenges, goals, objectives and indicators?

*Source: referred and adapted from the manual on Mainstreaming Child Rights in Development Planning: Framework and Guideline-Foreword c / o NEDA-SDS-Philippines*

### **(2) Propose solutions that directly promote children's rights**

Propose solutions for each development stage of children (by age). There are three types of intervention:

- Direct support through the provision of services, such as kindergarten, education, training, healthcare, and nutrition. This type of intervention has the advantage of directly instructing children and their families, which results in direct benefits, which are easier to measure and evaluate;
- Institutional development through support agencies and organizations involved in providing services, care and protection for children to improve their capacities and cooperate more effectively. It is not possible to directly measure the benefits of this form of intervention, but it can have an exponential impact and the number of children who benefit can increase rapidly; and
- Implementation of a communication strategy to raise awareness among the target groups.

**Table 2:18: Integrate children’s rights into the intervention level of healthcare**

Issues	Disparities in children’s health status a location
Specific objectives	Reduce health status disparities among children
Indicators	Reduce the mortality rate of children under age five in region X from 26.17% (in 2015) to 19% (in 2020) (equivalent to regionY)
Policy orientation	Promote preventive healthcare for children
Solution	<ul style="list-style-type: none"> <li>- Strengthen primary healthcare for children</li> <li>- Develop commune medical facilities that meet national standards evenly across the location</li> </ul>
Program 1	<i>Strengthen the supply and use of reproductive health services and care for children in the less developed regions (region X)</i>
Projects	<ul style="list-style-type: none"> <li>- Conduct education and communication activities about children's healthcare</li> <li>- Improve the quality of reproductive health services at commune health facilities- Promote breastfeeding</li> </ul>
Program 2	<i>Expand immunization</i>
Projects	<ul style="list-style-type: none"> <li>- Improve the quality of preventive healthcare centers</li> <li>- Improve the quality of the expanded immunization activities at the grassroots level</li> </ul>
Program 3	<i>Upgrade commune healthcare facilities to meet national standards in less developed regions</i>
Projects	<ul style="list-style-type: none"> <li>- Build commune health stations that meet national standards in disadvantaged communes</li> <li>- Properly train and assign healthcare workers to commune healthcare stations that meet national standards</li> </ul>
Program 4	<i>Innovate the mechanism of state budget allocation for healthcare with the aim of equity in healthcare</i>
Projects	<ul style="list-style-type: none"> <li>- Study and formulate the budget allocation norms to improve and enhance the quality of service at communal healthcare centers in disadvantaged areas</li> <li>- Develop mechanisms to mobilize and use resources for the development of healthcare that are consistent with the mechanisms of a socialist-oriented market</li> </ul>

**Activity 3: Integrate children’s rights when identifying economic solutions and mobilize financial resources for the planning year/ period.**

When calculating of the total development resources and budget plans (for large-scale development projects) that efficiently use the overall socio-economic development resources of the country, sectors and provinces, take into account the implementation of children’s rights.

**(1) Integrate, analyze, evaluate, and calculate the ability to mobilize the overall resources into socio-economic development. Determine the need to use the overall resources of cities that are directly under the control of the central authorities to be able to develop and implement children’s rights.**

Calculate, analyze, and evaluate the overall socio-economic development resources identified in the forecasting step by improving the internal capacity with specific and enhancing mechanisms and policies with the aim of exploiting resources arised from potential fiscal space for socio-economic development; and mobilize the state budget, personal funds, business funds, and international funds (e.g. debt, ODA, aid from non-governmental organizations and socio-economic organizations from abroad, and foreign direct investment).

The revision and calculation of the total resources must have the consensus and participation of the members of the research team, especially the Interdisciplinary Planning Working Group for Children.

**Table 2:19: Proposed solutions, mechanisms and policies to implement the terms of mobilizing resources and maintain the expenditures, especially the expenditures for children’s rights**

Operating policies and mechanisms to mobilize resources for development in the planning year or planning period	Additions or changes to the proposal to maintain revenue for socio-economic development and promoting children’s rights	Justification
1. The policy mechanisms to exploit the potential sources ....		
2. The policy mechanisms mobilized from the state budget ....		
3. The policy mechanisms mobilized from financial resources of residents ....		
4. The policy mechanisms mobilized from financial resources of residents ....		
5. The policy mechanisms mobilized from international financial sources ....		

## 2.5. Integrate children's rights into the elaboration of the development orientation of branches, sectors, programs, and projects in the socio-economic development master plan

### 2.5.1. Purpose and content

Integrating children's rights into the elaboration of the development orientation for industries and sectors in the socio-economic development master plan at the local level is one stage of the planning process of socio-economic development.

It is the identification of development plans for economic, cultural, social, education, training, and health sectors in the overall development of the country and provinces in the planning year/period. Define the missions, programs, projects and service providers to implement the specific objectives and socio-economic indicators that are integrated into children's rights.

### 2.5.2. Implement the integration of children's rights

The integration of children's rights into the process of determining the development orientation of sectors, programs, and plans is carried out simultaneously when identifying the solutions and planning schemes. Generally, the integration is conducted at the national level from August to September in the final year of the reporting period for a five-year plan, and from October to November in the reporting period for an annual plan. At the provincial/city level the process occurs at the same time, but it can be done earlier for key industries and sent to the MPI prior to the 20th of July.

#### **Activity 1: Select processes and methods to integrate children's rights into the development plans of major industries which have a strong impact on improving the implementation of children's rights.**

The development orientation in the SEDP to be studied at all levels includes the following: (1) sectoral development objectives, indicators, and targets; (2) development resources and financial plans, and the allocation of resources; (3) target programs/sectoral investment development



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programs; and (4) solutions, mechanisms, and policies to implement the plans.

The integration of children's rights into the sectoral development plan is, in principle, performed like the process of integrating and building the SEDP as mentioned above in the stages of analysis, assessment and development of socio-economic development targets and indicators of the entire economy. Therefore, at this stage, we only examine the integration of issues related to the oriented objectives, plan of development resources, the public investment structure of industry; and programs and projects that are being implemented as seen in the table below.

**Table 2:20: Integrating children’s rights into the development plan of a sector**

Arranged planning orientations	Contents of the plan	Specific recommendations to be added related to the implementation of children’s rights	Consensus among the involved parties concerning the proposed implementation of children’s rights	Final conclusions included in the sectoral planning documents
Orientation of prioritized development targets				
Orientation of the usage of overall development resources				
Orientation of the public investment structure				
Incentive policies and mechanisms implemented in the plan				
Policies and mechanisms that exploit sources outside the state budget usage orientation				

**(1) Determine the relationship between the objectives of the plan, the programs, and the projects**

The action solutions to implement the goals of socio-economic development and children’s rights in the plan must be translated into concrete programs and projects to be performed to address the direct and indirect causes related to the problems. The programs and projects are selected and evaluated based on the severity of the problem and on its potential to generate the greatest effect, resolving the problem of the targeted objectives directly and creating social equality for children.

The target programs and investment programs are designed to determine the synchronization of objectives, policies and steps to be taken and the resources to be used to implement a great idea or a certain purpose. In a narrow sense, the target program/investment program includes projects with ties linked together or a group of projects that share these same targets.

A project is determined based on the defined outputs or targeted outputs, including a series of coordinated activities, and they are related

to each other. The project is implemented with an allocated budget, resources and specific deadlines. An investment project may include construction, investments, and activities when carried out completely, and it will deliver specific outputs.

An activity is a set of tasks performed by one or several members of a project team or by an agency or an organization in a very short time. An activity can last from one week to one year.

The achievement of the specific outputs leads to the achievement of the set of intermediate outcomes/targets. These activities, outputs and outcomes result in favorable changes (impacts) on the final targets of the project.

Services or “non-projects” are functional activities ruled by an agency and conducted by the officials and employees of that agency by using the current instruments and budget of that agency. Services are excluded in local investment programs, but they can be delivered through the maintenance of operational indicators of an appropriate agency, ministry, department or sector.

## **(2) Based on the requirements of direct programs and projects for children**

Direct programs and projects for children can be considered in view of the long-term strategy for the target groups in parallel with meeting a shortfall in the immediate stage of implementing children's rights. It is a collaboration of many different partners (the government, social organizations, communities, and private companies) and has varied forms (formal, joint, and network participation). The impact on children and realization of children's rights must be measurable, respect the views of children, and ensure that children are recognized as people with opinions and development capabilities. They need to be encouraged to speak for themselves, be listened to, and become part of the program.

Programs and projects are implemented at all levels of society based on the realization that policy advocacy will strengthen the impact on children through replication of the program, policy changes, and the reallocation of resources. The implementation process must be participative (internally and with partners, including adolescent children), include a self-analysis, increase the rights of the target groups, and collaborate with the people responsible. It is necessary to clearly identify who they are, what support they need, and how they can carry out their responsibilities.

The formation of programs/projects is the way to implement an action plan, and these programs/projects must meet the following requirements. They must:

- Solve specific development issues and be realistic;
- Focus on and clearly affect the problematic population/children;
- Be defined and designed to motivate the potentials of local development to implement, protect and promote children's rights, and contribute to the promotion of other investment projects; and
- Respond to the initiatives, common views and wishes of different groups such as women, children, the private sector, political leaders and international commitments.

## **Activity 2: Integrate the interests of children into investment projects and other projects**

Investment projects in the various sectors and areas, especially public investment, have a huge impact on the implementation of children's rights, either directly, or indirectly, and can be integrated in two forms:

First, add technical infrastructure programs and projects related to the economy, society and environment which directly impact the objectives, targets and indicators of child development (e.g. recreation facilities, entertainment for children, nursery schools, kindergartens, schools, and healthcare centers) in disadvantaged localities and in remote areas;

Second, add specific infrastructure projects that take into account the child development elements and the implementation of steps to protect, care for, nurture and educate children in the group of projects or crowded residential areas that investors are not interested in or do not think about.

It is necessary to widely discuss the integration of programs and projects in management bodies, and the people in the communities, in the provinces and in the regions concerned concerned must reach a consensus.

**Table 2:21: Integrate and arrange investment projects related to the implementation of children’s rights**

List of investment projects in sectors	Description of the contents, targets and importance of the project	Proposed additional items in the project related to the realization of children’s rights that are being implemented	Consensus among the parties involved in the proposed implementation of children’s rights	Final conclusions included in the list of investment projects of industries and sectors
<b>1. Projects being built in the sector</b>				
Project 1				
Project 2				
Project 3				
<b>2. Proposed projects to be added that promote the implementation of children’s rights</b>				
Project 1				
Project 2				
Project 3				

When proposing a program/project directly related to children it is necessary to consider the requirements of the CRC. A program/project should implement a comprehensive, equal, empowering and accountable child development strategy. Accordingly, it should (1) focus on the prioritized target groups that least enjoy children’s rights, ensure equality and fairness in the enjoyment of children’s rights, and incorporate safeguards against potential risks; (2) be transparent and have mechanisms that allow for readjustment and accountability, and require the full, active and free participation of children, the beneficiaries, the people responsible for implementing the program/project, and other stakeholders; and (3) a program/project must be proposed for specific geographic regions and specific industries.

For a program/project which provides services that are included in the plan, it is necessary to determine the extent and scope of the problem and geographical areas where the concerned children live, and to consider the following criteria: (1) the extent of inequality and appropriate parameters; (2) the ability of intersectoral collaboration to bring together the required resources and services; (3) the severity and scope of the problem that affects a group of

children and is a violation of children’s rights; and (4) the capacity of the agencies responsible for providing the wanted resources and services. It is necessary to:

***(1) Review the determinants (causes) of the problems children face***

Return to the situation analysis/child analysis to see if all the determining factors related to children’s problems or the causes of those problems have been identified. Next, identify the specific groups of children affected by the problems. They are the target group of the planning intervention. In this way we find out who they are, where they are, and the extent of their problems. Then we can examine how the program or project has affected the children, and determine whether it has changed their lives or not.

***(2) Identify the targeted children of the programs and projects***

The targeted groups of children may be (1) a group of children at risk, i.e. children at risk of not enjoying their rights fully; and (2) a group of children that need help, i.e. children who are at risk of not enjoying their rights fully or need help



accessing the services of programs and projects .

Having identified a target group of children, continue to define direct and indirect target groups by the programs, projects and services. The people targeted directly are those who are supposed to benefit directly from a project and have already been supplied with services through the project. Indirectly targeted people are those who also benefit from a project but do not receive the services offered by the project.

### **(3) Elaborate policy recommendation report to design programs and projects**

As mentioned above, to meet the needs of children, programs and projects must consider both the immediate and long-term needs of children in accordance with the determining factors (or causes), state the specific problem, and achieve the overall goals and specific objectives related to children.

Therefore, programs and projects need to (1) solve the immediate practical issues and strategic issues of children, (2) effectively involve children/ their guardians when collecting and processing the data on children, and (3) aim at improving and enhancing access to basic social services and the participation rights of children.

When determining new or additional programs and projects, it is necessary to assess the existing programs and projects in the local area in order to determine the extent of the deficiency and the sectors that need improving. The new or additional programs or projects are interventions that should be implemented, or they should enhance existing programs, policies, or interventions.

According to Article 34 in the law on public investment that was passed on the 18th of July, 2013 (Number 49-2014-QH13), each sector is required to draft and propose an investment guidelines report. That document presents a preliminary study of the necessity, feasibility, and effectiveness of investment programs, and it serves as a basis for the selection and decision of investment guidelines by the competent authorities. The proposal covers (1) the need for the program; (2) the objectives, scope, and scale of the program; (3) an estimation of total capital and resources needed, including a list of the projects or investment facilities, and the ability to balance the public investment budget and mobilize the capital and resources; (4) the expected progress of the program, the actual conditions, and the ability

to mobilize resources in a reasonable order of priority so that the investment will be focused and effective; (5) an estimation of the costs involved in the implementing process and the operating costs after the program has ended; (6) an analysis and preliminary assessment of the environmental and social impacts of the program; and (7) allocation of the sub-projects under a program as prescribed by law.

### **(4) Develop and submit a project feasibility study**

After competent agencies, the localities and sectors have agreed upon investment guidelines and submitted a program report, they should conduct a feasibility study of the program/ project as defined in Article 47, a law on public investments that was passed in 2013.

There is a need to consult children and relevant experts when designing socio-economic development programs and projects related children's rights. A program/project must be designed to help children enjoy their rights, and it must directly contribute to the solution of problems children have. It should set a target of ultimate goals and have indicators for monitoring mechanisms to ensure that the desired level of benefits will be achieved.

#### **Box 2.4: Questions for guiding/supervising the selection of programs and projects**

1. Can the programs and projects solve the specific development problems?
2. Do they clearly focus on and impact the problems that the population/children have?
3. Have they been determined and designed to motivate the development potentials of the localities?
4. Do they support the promotion of other investment projects?
5. Do they respond to the initiatives, common vision and wishes of other groups such as women, children, the private sector and political leaders?
6. Are they realistic?

Each program or project must answer yes to these questions. Otherwise they must be canceled.

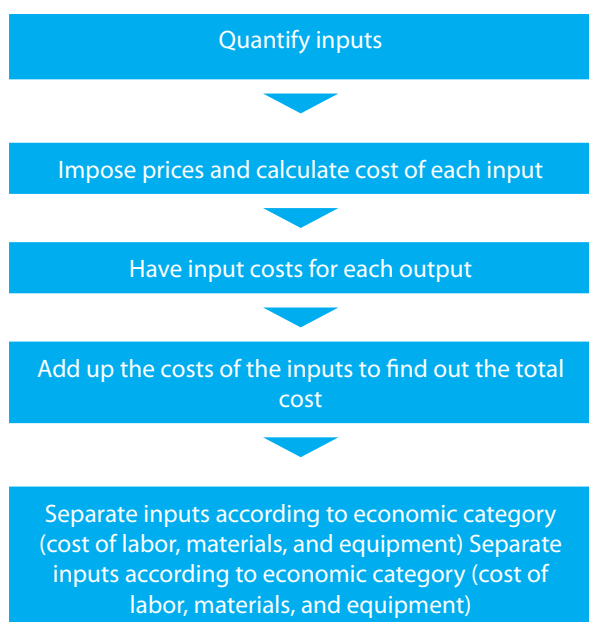
*Source: Facilitator's Guide to Integrating Population and Development: Dimensions in the preparation of a comprehensive development plan, Second Edition, December 2010. The Philippines.*

**(5) Allocate funds from the budget for the project and services in the plan that promote children's rights.**

After determining the total amount of resources available, a sector/locality will determine the costs of and the volume of work associated with the programs, projects, services to be provided in the planning period, and then allocate funds to subordinates and functional branches. These expenses include:

- The cost of the programs/projects, including fixed costs, variable costs, management costs, and general costs;
- Investment costs (investment capital) are all resources (money, land, property, labor, and intellectual property) used for investment activities. According to the nature of the expenses, they can be divided into two main categories: (1) fixed investment costs (including land, buildings, machinery, equipment, auxiliary facilities, other utilities, and costs before operation); and (2) the cost of the initial working capital to generate the initial current assets and ensure the minimum conditions for the project to begin normal operations; and
- The costs of providing services (regular expenses). To allocate capital in accordance with the outputs of the services, there is a need to calculate costs as shown in the diagram below.

**Diagram 2.2: Costs associated to achieving the outputs of the services**



If the expected costs exceed the available resources, the expected outputs and results should be adjusted.

Calculating the total costs helps to ensure the linkage between planning and budgeting. It is a fundamental process and it is the basis for taking specific planning steps. The cost calculations are useful in the evaluation program when assessing the value of “investment” amounts.

If, after summarizing the proposals from the sectors, there are not enough resources to implement the plan, it is necessary to reduce number of planned activities or even reject a proposal.

## 2.6. Create an action program/plan to implement an SEDP that promotes children's rights

When the integration of children's rights into the elaboration of the SEDP has been completed, all the parties have reached a consensus, and the integration has been approved by relevant authorities, the next step is to organize the implementation of the plan.

### 2.6.1. Purposes and contents

Making the plan is the responsibility of the government and industries at each level, the economic sectors, organizations and society. They turn the plan into results through specific activities and investment from the state and the private sector. The purpose of formulating the action program/plan for the implementation the SEDP is to answer the questions How can the plan be implemented successfully? and How can the demand and children's rights be met in the best, most efficient, and most sustainable way?

Building the action plan is a way to determine what and when the government at all level should do and who is responsible for what. Based on the selected socio-economic plan, the the action plan should be conducted according to the following procedures: (1) List the tasks and solutions to be performed; (2) identify the members participating in the deployment of the plans, and assign responsibility to the host agency for each task, the coordinating agency (including the Interdisciplinary Coordination Committee on Children's Issues); (3) identify the resources needed and the time frame for each activity; and (4) unify the implementation mechanism, and form coordination groups for each task and

action. Coordination mechanisms have to serve the purpose of monitoring the implementation progress of the plan.

### ***Involve children in the implementation of the plan***

During this period, the authorities at all levels need to exchange ideas with local communities and consider the level of participation of adults and children in the implementation of projects and activities. Therefore, the right to participate and the other rights children have that have been prioritized in the plan should be promoted the most:

Children are given priority in the target groups when participating in the development of a plan/program/project. The target group of children comes first development activities. For example, when the budget is cut and there is a lack of resources, it must be decided which groups will be given priority: Adults or children? Girls or boys? Ethnic minority or ethnic majority children? Children in the plains, those in mountainous areas, or those in urban areas?

Children and the Interdisciplinary Coordination Committee on Children's Issues are involved in the coordination of stakeholders. Local development plans have a multidisciplinary character and contain prioritized projects and programs that address sectoral issues and interdisciplinary issues for the community. Therefore, to achieve the overall goals, objectives, and specific targets, it is necessary to coordinate the human and financial resources of development agencies in the community, organizations, the private sector, and non-governmental organizations (NGOs), and the participation of the beneficiaries of the plan, social groups, institutions, socio-economic entities inside and outside the community, and some children.

#### ***2.6.2. Deploy the integration of children's rights***

The integration of children's rights into the action program/plan is, in principle, carried out after the National Assembly and People's Council adopt the SEDP. However, in order to prepare for this, integration at national level is conducted in the fourth quarter of the final year of a five-year plan, and from December of the reporting year to January of the planning year for annual plan. At the provincial/city level it is conducted at the same time.

Activity 1: Make an action program/plan and plan the implementation of socio-economic development objectives that address children's rights.

At the national level, the MPI, in coordination with MOLISA and other relevant ministries, assumes the prime responsibility for drafting the government's action plan for the implementation of the goals and tasks of an SEDP that ensures the rights of children. The plan should focus on mechanisms and policies, implemented projects and measures, the time frame, and outputs. In addition, the MPI also assigns responsibilities to individuals and agencies, coordinating agencies and coordinating mechanisms.

At the ministerial level, the Planning and Finance Departments draft the action programs/plans of their ministries and implement the targets of their SEDP, which includes creating favourable conditions that promote the protection, care and education of children, and focuses on the policies and mechanisms, projects, solutions; the time frame, and outputs. They also assign responsibilities to individuals and agencies, coordinating agencies and coordination mechanisms.

At the provincial and city level, the DPIs, in cooperation with the Departments of Labor, War Invalids, Social Affairs, the Offices of the People's Committee, and the Offices of the People's Council, draft an action program/plan that includes targets that address the needs and problems associated with ensuring children's rights. The plan should focus on mechanisms and policies, projects and solutions, the time frame, and the outputs. They also assign responsibilities to individuals and agencies, coordinating agencies and coordination mechanisms.

To achieve the overall objectives and targets and the specific targets, it is necessary to coordinate the efforts and resources of the development agencies in the community, institutions, socio-economic entities inside and outside the community, the private sector, government agencies, non-governmental organizations (NGOs), and the participation of the beneficiaries of the plan. This needs to be reflected in the action plan.

**Table 2:22: Action program/plan to implement an SEDP that addresses children’s rights**

List of jobs/tasks	Plan/programs related to the protection of, care of, and education for children	Participants	Agency assumes prime responsibility	Coordinating agency	Needed resources	Duration of implementation	Index measuring and evaluating performance
1. Action program for economic targets: - Task 1 - Task 2							
2. Action program for social targets: - Task 1 - Task 2							
3. Action program for environmental targets: - Task 1 - Task 2							
4. Action program for administrative reform targets: - Task 1 - Task 2							
5. Specific program							

In the annual plan, it is necessary to have an implementation plan that focuses on the implementation of the policy mechanisms and measures outlined in the SEDP and addresses the rights of the children.

**Table 2:23: Implementation plan**

List of jobs/tasks	Plan/programs related to the protection of, care of, and education for children	Agency taking prime responsibility	Coordinating agency	Needed resources	Duration of Implementation	Index measuring and evaluating performance
Task 1						

**Activity 2: Ensure that the leaders directing the implementation the SEDP at all levels and sectors thoroughly grasp the contents of an SEDP that addresses the rights of children.**

This activity is very important part of the process of creating seamless consistency from the central to the grassroots levels towards implementing the objectives, targets and indicators of the plan approved by the National Assembly. This activity is deployed right from the first month of the planning year.

At the national level the government convenes national conferences, online government conferences, and extended government conferences for the leaders of ministries, provincial presidents, directors of the DPI and the Departments of Finance, the chairman of the board of companies and corporations, and the main leaders of large organizations and public associations.

At the ministerial and provincial/city levels meetings are held to disseminate the contents of nationwide conferences and to discuss the planning and implementation of solutions for sectors and provinces/cities. Participants include ministerial departments, institutes under the control of ministries, and leaders of affiliated companies and corporations, and at the provincial/city level they are directors of departments and branches, the chairman of the People's Committee in districts and towns, and some big businesses and enterprises in the province.

At the grassroots level, public consultations are held.

**Activity 3: Mobilize community involvement in the implementation process.**

At the local level, especially in communes, wards, towns and among local authorities, there is a need to organize an exchange of ideas with the community and enlist the participation of the private sector and the business sector to secure additional resources that are needed to implement the goals, and to find ways for local people and children to engage in activities, programs and projects. This is very important for the success of the plan.

In addition, consider existing programs, projects and services provided in the community to eliminate contradictions, overlap and duplication in the implementation process. Strengthen cooperation with the existing programs/ projects and services. Collaborate with relevant organizations and local government in order to: (1) synchronize the time frame of the implementation; (2) coordinate in terms of space and location, e.g., decisions about where to allocate the projects so as to complement already existing projects; and (3) coordinate in terms of technical aspects, e.g., whether our projects require inputs from other projects, or if the results of our project are inputs for other projects.

Finally, identify and resolve other obstacles that can make implementation difficult.

The integration of financial resources for the implementation of children's rights is shown in the table below.

**Table 2:24: Overall funding for the implementation of the new proposal of socio-economic development and children's rights**

	Year N	Year N+1	Year N+2...
Proposal 1			
Proposal 2			
Proposal...			
Total costs for the new proposal to implement children's rights Of which			
State budget			
Sources outside the state budget			

## 2.7. Make a plan to monitor and evaluate the implementation of SEDPs that address children's rights

### 2.7.1. Purpose and content

The purpose of monitoring and evaluating (M&E) the implementation of an SEDP is to answer the questions: Are we going to get there? Are the paths we have chosen correct? Is they feasible? Is it necessary to adjust them?

#### Monitoring and evaluation based on children's rights

Once the objectives of children's rights and the policy mechanisms to promote the implementation of children's rights have been incorporated into the objectives and policy mechanisms for socio-economic development and the operating solutions have been integrated, the M&E of the implementation of integrated SEDP goals is also the implementation of the goals of children's rights and determining whether or not children's rights have been satisfactorily addressed and and child friendly.

Monitor, inspect and assess the implementation and adjust the plan in order to accelerate the implementation of the set goals, and to detect and handle problems that arise that do not match the target. Therefore, it is necessary to find the causes of problems and consider whether those causes are related to the implementation agencies, the subjective awareness of leaders and managers, or to unexpected conflicts that arise during implementation of the plan.

M&E is considered at two levels: (1) at the macro level: M&E of the master plan, which includes all the programs and projects; and (2) at the micro level: M&E of a program or a specific project.

Monitor the implementation of the plan so as to be able to provide timely and accurate information about what is currently happening, in order to be able to adjust the plan and the resources to fit the requirements of the actual situation.

It is a continuous process of collecting information about indicators of the situation, the progress of distribution and use of inputs, the performing outputs towards outcomes and the socio-economic development indicators integrated into children's rights. Regular monitoring helps authorities understand the

situation and settle problems that arise in a timely manner and ensure that progress is maintained on schedule.

Monitor the SEDP and focus on reviewing the progress made during the implementation of the planned objectives, policies, programs and projects from the perspective of protecting and promoting children's rights, and simultaneously monitor the process and the results. Determine whether they have been placed in the right location and at the right time.

More importantly, determine whether the plan/program/project has reached the target beneficiaries in general and the children in particular or not. Determine how many people (how many men and how many women) have benefited and how old they are. Determine what percentage of the goals have been achieved. If the target beneficiaries have not been reached, find out why. Is there anything wrong with the current analyzing profile? What should be changed in order to reach the target child beneficiaries? If they have been reached, have they been reached effectively and efficiently? If not, what should be done? If the expected target groups are not reached, the plan will have no impact and not achieve its objectives.

Use the index made during the planning process of the M&E activities. Check and see if there any changes (positive or negative) have been made to the index, and determine whether these figures are consistent with the time frame set for the project.

When evaluating the implementation of the plan, the information obtained from the monitoring process is used to systematically analyze the plan/program/project to determine whether a change or adjustment is needed or not. In the execution stage of the SEDP at all levels, assessment is used to determine whether the activities meet the objectives of the plan effectively and efficiently or not.

Evaluate the SEDP to consider systematically and comprehensively the outcomes of a plan that is being implemented or finalized with the aim to (1) evaluate the appropriateness of the objectives and targets set out in the plan; (2) assess the level of accomplishment or achievement of the objectives and indicators; (3) evaluate the effectiveness, impact and sustainability of the results of the implementation of the plan; and (4) determine the causes of successes and failures,

draw lessons, and make recommendations for the development of a better plan in the future.

An evaluation of an SEDP based on children’s rights is the evaluation mechanism responsible for the implementation, protection, and promotion of children’s rights. It is the quantification of results and the consideration of the overall impact of plans, policies, programs and projects on the implementation, protection and promotion of children’s rights. It provides information about the implementation process, its relevance, the level of effectiveness of the plans, policies, programs and projects in terms of how they concern children, and it explains why these policies succeeded or failed to meet the above requirements.

To ensure that an evaluation of an SEDP implementation is objective, fair and child friendly, it is usually conducted by independent experts (from outside). The following questions should therefore be asked: (1) Who determined the evaluation criteria and for what purpose?; (2) Who participated in the evaluation process? Who provided the data to be evaluated? Have they listened to the opinions of children?; and (3) Did the methods used involve the participation of children and were they child sensitive? How and for whom should the evaluation results be disseminated?

**Table 2:25: The differences between tracking, monitoring and evaluation**

Tracking and monitoring	Evaluation
Conduct regularly	Conduct periodically (mainly mid-term and at the end)
At the level of implementation	At the strategic and overall level
Quantify the progress of implementation and the progress achieved during the implementation of specific objectives to examine and monitor whether the implementation is moving in the right direction or not.	Quantify the results of the implementation of policies, programs and projects to consider their effectiveness and their impact on the overall objectives.
The monitoring results are used to adjust the ongoing activities and improve performance.	Assessment results are used primarily to draw lessons for the policy cycle, new programs and future projects.

## 2.7.2. Deploy the integration of children’s rights

The M&E of children’s rights in the SEDP is integrated into the M&E of the SEDP at all levels. Usually, the planning for this work at the national, provincial, and city level is conducted in the first quarter of the planning period for the five-year plan and in January of the planning year for the annual plan.

### Activity 1: Plan the monitoring and evaluation

To monitor, supervise and evaluate the implementation of the targets, indicators or a particular program, do the following: (1) Establish an M&E group; (2) determine the purpose of the M&E; (3) determine the objectives, targets and indicators for the M&E based on a system of targets and indicators integrated in the plan that are suitable for the situation and the level of the local M&E; (4) develop plans to implement the M&E and state the criteria, indicators, and objectives of the M&E, and manner of implementation (e.g. location, M&E methods, and implementation progress); and (5) deal with emerging issues detected through the M&E by organizing conferences, seminars, and consultations with the sectors at all levels and soliciting the opinion of the community.

#### (1) Make an implementation plan

The implementation plan of the M&E of an SEDP that is based on the rights of the children can be seen in the following table.

**Table 2:26: Implementation plan for monitoring and evaluation of the performance targets of children’s rights**

Objectives: Each sector selects targets/ indicators related to children’s rights	Participants	Agency that assumes primary responsibility	Coordinating agency	Needed resources	Implementation time frame	Results	Recommendations
<b>I. Overall objectives of economic development</b>							
1. Specific objectives of the agriculture, forestry, and fisheries sector							
Indicator ...							
2. Specific objectives of the industry and construction sector							
Indicator...							
3. Specific objectives of the services sector							
Indicator...							
<b>II. Overall objectives of social development</b>							
1. Specific objectives of the education and training sector							
Indicator...							
2. Specific objectives of the healthcare sector							
Indicator...							
3. Specific objectives of Culture and sports sector							
Indicator...							
4. Specific objectives of of the social security sector							
Indicator...							
<b>III. Overall objectives of state management and national defence</b>							
1. Objective/Indicator...							
2. Objective/Indicator ...							
<b>IV. Mục tiêu tổng quát về quản lý-QPAN</b>							
1. Objective/Indicator...							
2. Objective/Indicator ...							



In addition to central and local government agencies, a number of others participate in the process of M&E, including the central ministries and branches, local departments and branches involved in the process of integrating children's rights and implementation of children's rights, the General Statistics Office, the local Department of Statistics, committees of the National Assembly and the National Assembly's delegations, the Professional Board of the People's Councils in the provinces and cities, the large local organizations, and communities. During the process of M&E, it

is necessary to organize the consultation of the people and to implement community supervision in order to make appropriate conclusions and recommendations.

## (2) Create the framework for the M&E

The structure of an M&E framework is based on the results of the implementation of a five-year SEDP (Decision No. 555/2007/QĐ-BKH on the 30th May 2007 by the MPI) as shown in the following table.

**Table 2.27: M&E framework based on the results of the implementation of a five-year SEDP**

	Indicators			Agencies conduct M&E and report in terms of:		Note
	Activities and inputs	Outputs	Results and impacts	Outputs	Results and impacts	
1	2	3	4	5	6	7
Overall objective I						
- Objective 1.1						
- Objective 1.2						
Overall objective II						
- Objective 2.1						
- Objective 2.2						
Overall objective III						
- Objective 3.1						
- Objective 3.2						
Overall objective IV						
- Objective 4.1						
- Objective 4.2						

An M&E framework for the implementation of an SEDP integrates children's rights by applying the results-based approach. Accordingly, the information in columns 1, 2 and 3 are aggregated from industry statistics and administrative reports. The information of in column 4 (results and impact) is collected through direct surveys of the beneficiaries of the plans (target programs and projects), not from the normal statistics. The contents of column 4 are extremely important for the evaluation of the implementation of children's rights, which is sometimes conducted by the provincial People's Council and chaired by the local People's Committee. Therefore, column 5 is recorded as government agencies; column 6 as People's Councils.

On the basis of an analysis of the factors and results of the impact through inputs on the implementation of children's rights' objectives, it is necessary to make assessments and logical conclusions based on variations in performance. Through the analysis it should be possible to determine (from the effects of the inputs and outputs in the process of implementation) the active and promoting factors and the negative, restricting and impeding factors related to implementing the goals.

Review and verify the implementation of solutions and measures, intersectoral coordination, and inter-city and inter-region interventions in directing the implementation of children's rights incorporated into the SEDP.

**Activity 2: Support the implementation of monitoring and evaluation based on children's rights**

***(1) Develop a plan to collect data and analyze the information***

It is necessary to be systematic. The criteria/ indicators must be measurable, they must be connected to the target, they must indicate the level of achievement of the goals; and they must be easy to understand and agreed upon by the stakeholders (those who are affected and/or the participants).

**Table 2:28: Connect the goals, indicators and information**

Development goals and plans	Indicators	Source of information
Improve children's access to pre-school programs	<ul style="list-style-type: none"> <li>- The percentage of urban children age 3 to 5 entering kindergarten (% of the total population)</li> <li>- The percentage of rural children age 3 to 5 entering kindergarten (% of the total population)</li> </ul>	<ul style="list-style-type: none"> <li>- Statistics</li> <li>-Education Management Agency</li> </ul>

M&E starts with the collection of information related to the implementation of activities and projects. It is possible to apply the following methods when collecting data: (1) Conduct interviews (with individuals or groups); (2) study the relevant and available investigative reports, research, administrative reports and documents; (3) observe/visit the location; (4) interview the other participants; and (5) review/study the achievement reports and other documents to verify certain results and indicators of success.

Emphasis should be placed on the information related to the different child population groups and the groups targeted in the plan. Through the review of the index formed in the process of building the M & E plan, find the changes (positive or negative) in the index, and determine whether these figures are consistent with the time frame set for the project or not.

**Table 2:29: Collect the data for monitoring the original plan**

Objectives of the development plan	Indicators	Planned indicators in the original plan	Degree of completion at the time of collection
Improve children's access to pre-school programs	<ul style="list-style-type: none"> <li>- The percentage of urban children age 3 to 5 entering kindergarten (% of the total population)</li> <li>- The percentage of rural children age 3 to 5 entering kindergarten (% of the total population)</li> </ul>		

**(2) Identify the methods and analyze information tracking the implementation of an SEDP into which children's rights have been integrated**

Analyze the information, for the purpose of supervising in general, that is related to the comparison of actual activities/achievements (dates, activities, and outputs) with expected, planned, or intended activities and outputs. Then review and screen the information. If the plan requires any revision, explore the causes and reasons for this revision of any discrepancy. The basic steps for analyzing the information are:

- Compare the actual activities and the planning ones (inputs, outputs and financial);
- Identify the difference between the actual data and the planning data;
- Identify the problems and situations that could lead to such differences; and
- Analyze the causes and factors that contribute to those differences.

During the analysis of the implementation of a plan into which children's rights have been integrated, determine the outputs and analyze the target groups:

- Inputs: Can the services and resources be provided or not? Has the strategy been applied? Have the main activities been conducted in a manner consistent with the plans? If not, why not, and how have they been conducted differently?
- Outputs: Are the activities affecting a specific

number of target groups (e.g. groups of boys or girls) and the beneficiary groups on time or not? Have any qualitative or other changes been affected in the target group and among the child beneficiaries? If not, why not?

- Analyze the target groups and consider (1) the level of coverage of the interventions/projects compared to the planned or expected coverage. Determine whether the coverage meets expectations or not; and (2) check if the objectives related to children are being implemented on schedule or not.
- Financial Analysis: Does the financial management of the interventions follow the guidelines or not? Are the resources allocated appropriately to the implementing agencies by the funding institutions? If not, what and why is the difference?

**(3) Develop a plan to use the information after the monitoring process has been completed**

When collecting and analyzing information about the outcomes of planned interventions, always think about how to improve the implementation of the plan and how to modify certain deficiencies. One of the tasks of monitoring and supervision is to discuss with people the options they have to improve operations, and then decide what action plan is best. Then make a list of the resources needed for each option. For emergency cases, propose direct corrective measures. Legal action is the final option if all other measures fail.

The monitoring and supervision ends with a report that synthesizes the findings and recommendations.

### Box 2.5: Questions related to inspecting/ guiding the supervision of the integration of children's rights

1. What percentage of the planned objectives have been achieved?
2. Has the implementation taken place as planned and on schedule?
3. How are the results linked to children as the target group of the plan (disaggregated by girls, boys, geographical locations, ethnic groups)?
4. To complete the plan, what activities should be promoted?
5. In the next period, should we focus on certain groups?

Source: *Gender-responsive Population & Development Integration in the Planning Guide, the Philippines*

### Activity 3: Assess the implementation of the SEDP based on the rights of children

Assessment is not a continuous process. It happens at some point of time in the process of implementing the plan. The assessment framework is similar to the monitoring framework, and the expected results are compared with the actual results.

At the end of the prescribed period, it is necessary to assess the direct and indirect results and impacts of a program/project by checking whether the set objectives of the program/project have been satisfied or not. These are the direct effects/impact of the program/project.

As in Table 2.27 above, when assessing we use a small matrix (tables and charts) to record information. Therefore, each column (columns 2, 3, and 4) is split into two sub-columns that show the value of the planning indicators/targets and indicators/targets actually achieved, as the following example:



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**Table 2:30: Indicators evaluating the implementation process**

<b>Indicators</b> <i>(The evaluation criteria is connected to the target)</i>	<b>Expected impacts on the objectives</b> <i>(Expected changes compared with the original indicators)</i>	<b>Actual impacts on the objectives</b> <i>(Expected changes compared with the original indicators)</i>	<b>Comments/Evaluations</b>
% of malnourished children under age 5	16%	15%	Exceeded expectations. This is because ...
% of children age 3-5 entering kindergarten	70%	67%	Did not meet expectations. This is partly because ...

When assessing the implementation of the SEDP in terms of protecting and promoting the rights of children, the following things need to be done:

- Assess the overall results, effects, limitations and causes of these limitations observed during the implementation of macro socio-economic policies and objectives designed to create favorable conditions to achieve the objectives of protecting and promoting children’s rights;
- Assess the implementation of the initial set targets involving children. This should be conducted for each indicator based on an analysis of progress against the set objectives and impacts taking into account internal and external factors that influence the process of implementation;
- Assess the implementation of specific objectives and targets of the sectors (e.g. economic, social, and environmental), analyze the causes of success and failure and lessons learned, and thereby identify how these sectors implement children’s rights;
- Indicate the difficulties and limitations encountered when implementing children’s rights, and which objectives were not achieved or were poorly-conducted. Use the disaggregated data to focus on the most disadvantaged groups of children, and analyze the national context, culture, customs, and traditions that affect the capacity to achieve the targets;

- Determine the causes of these difficulties and limitations and the cause and effect relationship between the causes and limitations;
- Identify the people who are entitled to projects/programs’ results and who have specific responsibilities in their region, and assess their capacity to implement these projects and programs. Then determine their need for capacity building;
- Determine whether the set objectives really aim to enforce the specific rights of children or not, if the set activities guarantee those rights, and what the roles of the responsible parties are; and
- Determine whether the implementation has benefited children and ensured their rights.

The evaluation results should be shared with to all the stakeholders and the community in general. As part of the reporting process, contributing mechanisms and local feedback are very important and help to guide adjustment efforts or reconsider the SEDP.

### Box 2.6: The guiding/assessment questions related to the integration of children's rights

1. Have the planning objectives been met?
2. Have the objectives for the children's group been met?
3. What are the expected impacts on the different groups in the future?

Source: *Gender-responsive Population & Development Integration in the Planning Guide, the Philippines*

Each result of the implementation of the SEDP associated with the implementation of children's rights objectives has been affected by the past experience in the previous planning period, especially the impacts in the preceding year; so the analysis and conclusions of M & E will demonstrate truthfulness and logic helping speed up the progress towards the goals. The information gathered from the plan monitoring and evaluation will be important inputs for the next planning period as well as the implementation of programs and projects in the future.

#### Activity 4: Monitoring and evaluation of children direct programs and projects

M&E of children direct programs and projects is performed during operational phase, from the beginning till the end. In fact, M & E is the process of measuring the success, efficiency, effectiveness, significance and responsiveness of programs and projects.

The monitoring of the performance of program/project is to ensure that the expected beneficiaries can actually receive the expected benefits from that program/project. There is a need to create statistic data and information to determine the activities of program/project, thus, the planned or planning ahead activities will be implemented systematically and timely; appropriate interventions will be carried out in case of deviation.

Evaluation is to review the outcomes, or direct and indirect impacts by program/project as well as the predictable and unpredictable effects. At the end of the planning period or upon the completion of program/project, the evaluation is conducted to determine: (i) examine whether the purposes, objectives and targets of the plan or program/project have achieved or not; (ii) examine whether the program/project should be expanded, redesigned or stopped.

#### (1) Monitoring

The purpose monitoring and supervision is to provide the decision makers at all times with information about the project status, quality of implementation and the problems encountered, to help complete the project as planned and progress. An effective project monitoring include the following basic elements:

- Based on the progress of work to measure project implementation process;
- Based on the approved budget and the budget allocation to measure the financial process,
- Identify problems, to allow corrective actions;
- Analyze and compare the project in terms of financial cost and in-kind indicators with a similar type of project being undertaken.
- Early indicate the distortions and carry out adjustments to achieve progress without losing much time, effort and cost.

#### (2) Evaluation

At the expected finishing time, the program/project is assessed in terms of direct and indirect impacts. Has the program/project achieved specific purposes, objectives and indicators? What is the direct impact? Does the program/project cause indirect consequences (unintended positive and negative ones) to the policies, strategies, programs and other projects? That might affect in the short term as well as long term. Usually, they are the consequences in long-term rather than the planning period.

### Box 2.7: Illustration of the results / impact of programs and projects

In the example in health, is the infant mortality reduction targets (IMR) reducing from 19 to 15 per 1,000 born alive cases being met? If not why? We must answer that question in order to draw lessons for the next planning period.

Do the expanded immunization program actually achieve the goal to vaccinate all children aged 0-4?

*Also in the example of health, whether the reduction in the number of infant deaths may lead to the family welfare improvements, especially for children or not (if any point out a few indicators).*





# CHAPTER 3

**MODEL OF COORDINATION IN INTEGRATION  
OF CHILDREN'S RIGHTS IN DEVELOPMENT AND  
IMPLEMENTATION OF SEDP**





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## CHAPTER 3: MODEL OF COORDINATION IN INTEGRATION OF CHILDREN'S RIGHTS IN DEVELOPMENT AND IMPLEMENTATION OF SEDP

### 3.1. Purposes and contents

For years, at the national level, the Ministry of Planning and Investment is the government agency has held research and synthesized SEDP by expanding the broad participation of the Ministries, branches, provinces and cities directly under the Central; attracting many institutes, experts, and with the participation of many political and social organizations, the mass organizations and communities. In provinces and cities directly under the Central, it is also set the participation of the agencies and the mass organizations, entrepreneurs population classes in the province in building the annual and 5-year SEDP. Long-term, medium term vision, the development objectives and targets are being discussed to have a consensus in the local communities.

However, the integration of Children's rights into the formulation and performance of SEDP at all levels has not achieved the desired coordinating results. Therefore, there is a need to continue implementing activities to establish a more effective operating mechanism; attract and coordinate more closely with the industries, the authorities and mass organizations in the implementation of Children's rights and integration of Children's rights into building SEDP and expand the responsibilities and rights of involved agencies and organizations.

### 3.2. Activities to be conducted

#### **Activity 1: Extend rights and responsibilities of related bodies involved in the process of integrating Children's rights in building SEDP**

Expand and attract additional political and social organizations and mass organizations in integrating Children's rights, regarding this as the rights and responsibilities of the mass organizations related to Children's rights. To implement this task, it is necessary to conduct the following tasks:

At the national level, quickly form the "Partnership Group for Children", in which the core is the MOLISA (Directorate), the Viet Nam Women's Union, the Ho Chi Minh Communist Youth Union, the Young Pioneers; the Viet Nam General Confederation of Labour, Viet Nam Entrepreneur Association, Viet Nam Farmers' Association, Business Association, ..

The MOLISA assumes the prime responsibility, studying mandates, proposing members involved in the Partnership Group for Children, coordination mechanisms and the scope of activities to promote the integration of Children's rights in building the SEDP and monitoring of its implementation, submitted for the approval of the Prime Minister.

- At the provincial level, in provinces and cities directly under the central government, similar to the national level, the Department of Labour, War Invalids and Social Affairs assumes the prime responsibility, studying mandates, proposing members involved in the Partnership Group for Children, coordination mechanisms and the scope of activities to promote the integration of Children's rights in building the SEDP and monitoring of its implementation, submitted for the approval of the chairman of the provincial People's Committee.

**Activity 2: Develop a mechanism for coordination between state management agencies in sectors and regions with political-social organizations and mass organizations, in creating consensus in implementing Children's rights goals**

- At the national level, perform the coordination mechanism between the state authorities and political-social organizations, mass organizations in assessing the real situation of Children's Rights; choosing integrated targets, deploying and coordinating solutions to follow, monitor and evaluate the implementation of integrating objectives. The MOLISA at central level formulate a national coordination mechanism; monitor and supervise the implementation, hold periodic seminars or multidisciplinary and multi-element discussions about the responsibilities and interests of the state management bodies, political - social organizations and mass organizations in the implementation of the tasks for the future development of children.
- In the provinces and cities directly under the Central Government, the Department of Labour, War Invalids and Social affairs formulate a coordination mechanism among agencies in the province relating to the responsibility and interests of the implementation of Children's Rights; hold periodic seminars or multidisciplinary and multi-element discussions about the responsibilities and interests of the state management bodies, political - social organizations and mass organizations in the provinces and cities directly under the Central Government in the implementation of the tasks for the future development of children.
- In the districts, towns directly under provinces and cities, still on that principle, the Chamber of Labor, War Invalids and Social Affairs coordinate with agencies in the district relating to responsibilities and interests of the implementation of Children's Rights; monitor and urge the implementation and periodic exchange ideas relating to responsibilities and interests of the state management bodies, political - social organizations and mass organizations in the district, town, directly under the province in the implementation of development tasks for children.

**Activity 3: Elaborate the organizational model, build relationships and coordination mechanisms to integrate children's rights in building Social-Economic Development Plan**

There are two options to choose :

**Option 1:** Form the Children's Rights integrating group under the Specific Plan in building the Master plan for SEDP at all levels, may be organized as the following model:

**Table 3.1: Model of the children's rights integrating research group according to sectors(both at Central level and provinces and cities directly under the Central Government level)**

Integrating research group according to sectors	Working contents of the research group	Members of the agency assuming the prime responsibility	Members of coordinating agency	Workflows and implementation coordinating mechanism
<b>1. Children's Rights integrating group in building development plans for production and business sector</b>	Based on the sector's managing functions and tasks, the ministries, sectors managing production and business will integrate Children's Rights in building the Production and business development Plan in the planning year / or planning period of the sector to integrate into the SEDP at all levels.  <i>(Locality: Departments, Sectors level respectively)</i>	The MPI assume the prime responsibility and coordinate with the MOLISA  <i>(Locality: Departments level respectively)</i>	MOIT, MARD, Ministry of Construction; Services, production, business sectors.  <i>(Locality: Departments, Sectors level respectively)</i>	Departments managing production and business sectors in the MPI urging, monitoring, studying and aggregating the reports of this group.  <i>(Locality: Departments, Sectors level respectively)</i>
<b>2. Children's Rights integrating group in building development plans for social sector</b>	Based on the sector's managing functions and tasks, the ministries, sectors managing cultural - social fields will integrate Children's Rights in building the Production and business development Plan in the planning year / or planning period of the sector to integrate into the SEDP at all levels.  <i>(Locality: Departments, Sectors level respectively)</i>	The MOLISA assume the prime responsibility and coordinate with the MPI.  <i>(Locality: Departments level respectively)</i>	The MOET, MOH, Ministry of Culture, Sports and Tousrim, MOLISA, MONRE.  <i>(Locality: Departments level respectively)</i>	Department managing cultural - social fields in the MPI, the Department of Child Care and Protection of the MOLISA urging, monitoring, studying and aggregating the reports of this group.  <i>(Locality: Chambers, Departments of Planning and Investment, Departments of Labour, War Invalids and Social Affairs level respectively)</i>
<b>3. Children's Rights integrating group in aggregating SEDPs</b>	Based on the integrated and semi-integrated managing functions and task of the ministries, the scope of activities of mass organizations, the Children's Rights integrated contents will be aggregated in the development Plan of sectors, fields, provinces and cities directly under the Central government to form the Children's Rights integrated SEDP anually or in the planning period submitted for the approval of all levels.  <i>(Locality: Departments, Sectors and mass organizations level respectively)</i>	The MPI assume the prime responsibility and coordinate with the MOF and MOLISA.  <i>(Locality: Departments level respectively)</i>	MPI, Ministry of Finance, MOLISA, Ministry of Justice, Ministry of Home Affairs, the Viet Nam Women's Union the Ho Chi Minh Communist Youth Union, the Young Pioneers; the Viet Nam General Confederation of Labour.  <i>(Locality: Departments, Sectors and mass organizations level respectively)</i>	Department for National Economic Issues of the MPI, Department for State Budget of MOF and the members of the Partnership Group for Children sending people urging, monitoring, studying and aggregating the reports of this group.  <i>(Locality: Departments, Sectors and mass organizations level respectively)</i>

**Option 2:** Integrating Children's Rights according to thematic groups, throughout the process of integrating Children's Rights in building the plan.

According to this model, the group is integrated both at central and provincial level as follows:

**Table 3-2. Organizing children's rights integrating research group according to thematic in building the SEDP (both at Central level and provinces and cities directly under the Central Government level)**

Integrating research group according to thematic	Working contents of the research group	Members of the agency assuming the prime responsibility	Members of coordinating agency	Workflows and implementation coordinating mechanism
1. Children's Rights integrating group in Summary and assessment of the implementation of reporting year/period	Analyze, update, assess the level of implementation of integrated Children's Rights associated with implementing the objectives, targets and indicators of SEDP in the reporting period (current year). Determine the Children's Rights status attached to determining the socio-economic real status.	National level: MPI assuming the prime responsibility. Sectoral level: Managing ministry Provincial, city level: DPI	National level: MOF, MPI, MOIT, MARD, MOLISA, MOET, MOH, Ministry of Culture, Sports and Tourism, MONRE, the Viet Nam Women's Union the Ho Chi Minh Communist Youth Union, Province, city level: The agencies and mass organizations in respective sector	Each member of the group summarizes and evaluates the implementation reporting year/period based on the instructed activities. Construct progress of implementation, deployment schedules and study coordinating mechanism. Analyze, assess and integrate the performance of plan
2. Children's Rights integrating group in Forecast of development trend and potential exploitation	Integrate into the forecast the context of economic, social, political, national and world situation that affecting the ability to implement Children's Rights and develop the capabilities of the country. Forecast potential sources and the ability to exploit and put them into the development and improvement of the level of implementation Children's Rights in the planning year / period.	National level: MPI assuming the prime responsibility Sectoral level: Managing ministry. Provincial, city level: DPI	National level: MOF, MPI, MOIT, MARD, MOLISA, MOET, MOH, Ministry of Culture, Sports and Tourism, MONRE, the Viet Nam Women's Union the Ho Chi Minh Communist Youth Union, Province, city level: The agencies and mass organizations in respective sector	Each member of research group of integration of Children's Rights into forecast of development trend and potential exploitation based on instructed activities build the forecast performance progress, deployment schedule coordinating mechanism. Study, analysis and evaluate the forecast; exchange forecast results with other groups
3. Children's Rights integrating group in calculation of resources for developing and establishing macro-economic balance	Integrate and calculate the overall resources for developing and establishing macro-economic balance and for the performance of Children's Rights	National level: MPI assuming the prime responsibility Sectoral level: Managing ministry Provincial, city level: DPI	National level: MOF, MPI, MOIT, MARD, MOLISA, MOET, MOH, Ministry of Culture, Sports and Tourism, MONRE, the Viet Nam Women's Union the Ho Chi Minh Communist Youth Union, Province, city level: The agencies and mass organizations in respective sector	Each member in the group build the progress of the forecast, select calculation contents, build deployment schedule and coordinating mechanism of calculation, analysis and evaluation; exchange calculation results with other groups
4. The group integrating the objectives, targets of Socio-economic Development	Integrate the objectives, targets, standards of children care, protection, implementation of Children Rights into the overall objectives and specific objectives and Socio-economic Development indicators	National level: MPI assuming the prime responsibility Sectoral level: Managing ministry. Provincial, city level: DPI	National level: MOF, MPI, MOIT, MARD, MOLISA, MOET, MOH, Ministry of Culture, Sports and Tourism, MONRE, the Viet Nam Women's Union the Ho Chi Minh Communist Youth Union, Province, city level: The agencies and mass organizations in respective sector	Each member of the group integrate Children's Rights on targets, indicators of SEDP during the planning year/period. Provide integrating criteria and objectives, construct implementation progress, deployment schedule and integrating coordinating mechanism; Exchange calculation results with other groups

Integrating research group according to thematic	Working contents of the research group	Members of the agency assuming the prime responsibility	Members of coordinating agency	Workflows and implementation coordinating mechanism
5. Children's Rights integrating group in sectoral, field, regional and territorial development	Integrate Children's Rights in building the direction of economic sectors and in cultural and social sectors in the overall SEDP at all levels	National level: MPI assuming the prime responsibility. Sectoral level: Managing ministry. Provincial, city level: DPI	National level: MOF, MPI, MOIT, MARD, MOLISA, MOET, MOH, Ministry of Culture, Sports and Tourism, MONRE, the Viet Nam Women's Union the Ho Chi Minh Communist Youth Union, Province, city level: The agencies and mass organizations in respective sector	Each member of the team integrating Children's Rights into sectoral, field, regional and territorial development plan particularly realistically. Provide criteria, integrating objectives; Construct implementation progress, deployment schedule and integrating coordinating mechanism; Exchange calculation results with other groups
6. The group integrating in development measures, policies and mechanisms	Integrate Children's Rights into the systems of measures policies and mechanisms to regulate the economy ensuring the implementation of the objectives of the SEDP and the Children's Rights	National level: MPI assuming the prime responsibility. Sectoral level: Managing ministry. Provincial, city level: DPI	National level: MOF, MPI, MOIT, MARD, MOLISA, MOET, MOH, Ministry of Culture, Sports and Tourism, MONRE, the Viet Nam Women's Union the Ho Chi Minh Communist Youth Union, Province, city level: The agencies and mass organizations in respective sector	Each member of the group provide the criteria for integrating, improve the effectiveness of policy implementation mechanisms. Construct implementation progress, deployment schedule and integrating coordinating mechanism; Exchange calculation results with other groups
7. The group integrating the "For Children" research	To study the building of criteria and objectives of Children'S Rights integrated into the SEDP on the basis of assessing the status of the tasks achieved and not achieved in the implementation of Children's Rights of the country. Coordinating policy mechanism in operation and administration. Propose coordinating mechanisms in the implementation of the Children's Rights integrated objectives	National level: MOLISA assuming the prime responsibility. Sectoral level: Managing ministry. Provincial, city level: DPI	National level: MOF, MPI, MOIT, MARD, MOLISA, MOET, MOH, Ministry of Culture, Sports and Tourism, MONRE, the Viet Nam Women's Union the Ho Chi Minh Communist Youth Union, Province, city level: The agencies and mass organizations in respective sector	Each member of the integrating Group "for children ", the most aggregated group, has the regular and deep relationships with studies of other groups. Therefore, there is a need to develop progress and work deployment schedule in groups, coordinating mechanism to share the integrating results with other groups

The Children's Rights integrating study groups in building the SEDP formed with sector groups or thematic groups both include members with expertise and competence, representing the relevant ministries, branches, mass organizations in Central (national level) and representing relevant departments, branches, and mass organizations in provinces and cities directly under the Central (provincial and city level) are arranged in study groups, operating under an appropriate mechanism, according to the given time schedule.

During process of the collaborating study to integrate Children's Rights into the development objectives, the specific development topics and areas between ministries, agencies and organizations, provinces and cities will create tight bottom-up and top-down ties; to harmonize the development objectives of the provinces and of the industries in the regions or inter-regions taking into account the integration of Children's Rights. The result of such coordination is the last bridge representing the most complete capability to implement the planned targets linked to the planning objectives attached with the set objectives of Children's Rights.

# Appendix

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## APPENDIX 1: A SUMMARY OF THE TERMS UNDER THE CHILDREN'S RIGHTS CONVENTION AND CORRESPONDING EXPLANATIONS

**Article 1 (Definition of the child):** The convention defines a child as a human being below the age of 18, unless according to the laws of a particular country the legal age for adulthood is younger. The Committee on the Rights of the Child, the monitoring body for the convention, has encouraged states to review the age of majority if it is set below 18 and to increase the level of protection for all children under 18. In Viet Nam, a child is a citizen under 16.

**Article 2 (Non-discrimination):** The convention is applied to each child within their jurisdiction without discrimination of any kind, whatever their race, religion or abilities, whatever they think or say, whatever type of family they come from. It does not matter where children live, what language they speak, what their parents do, whether they are male or female, what their culture is, whether they have a disability or whether they are rich or poor. No child should be treated unfairly on any basis.

**Article 3 (Best interests of the child):** The best interests of children must be the primary concern when making decisions that may affect them. All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children. This particularly applies to people who make budgets, policies and laws.

**Article 4 (Protection of rights):** Governments have a responsibility to make sure children's rights are respected, protected and fulfilled. When countries ratify the convention, they agree to review their laws related to children. This involves assessing their social services, and their legal, health and educational systems, as well as levels of funding for these services. Governments are then obliged to take all necessary steps to ensure that the minimum standards set by the convention in these areas are being met. They must help families protect children's rights and create an environment where they can grow and thrive. In some instances, this may involve changing existing laws or creating new ones. Such legislative changes are not imposed, but come

about through the same process by which any law is created or reformed within a country. Article 41 of the convention points out the when a country already has higher legal standards than those in the convention, the higher standards always prevail.

**Article 5 (Parental guidance):** Governments should respect the rights and responsibilities of families to direct and guide their children so that, as they grow, they learn to use their rights properly. Helping children to understand their rights does not mean pushing them to make choices with consequences that they are too young to handle. Article 5 encourages parents to deal with rights issues in a manner consistent with the evolving capacities of the child. The convention does not take responsibility for children away from their parents and give more authority to governments. It does place on governments the responsibility to protect and assist families in fulfilling their essential role as nurturers of children.

**Article 6 (Survival and development):** Children have the right to live. Governments should ensure that children survive and develop healthily.

**Article 7 (Registration, name, nationality, and care):** All children have the right to a legally registered name that is officially recognized by the government. Children have the right to a nationality (to belong to a country). Children also have the right to know and, as far as possible, to be cared for by their parents.

**Article 8 (Preservation of identity):** Children have the right to an identity, an official record of who they are. Governments should respect children's rights to a name, a nationality and family ties.

**Article 9 (Separation from parents):** Children have the right to live with their parent(s), unless it is bad for them. Children whose parents do not live together have the right to stay in contact with both parents, unless this might hurt the child.

**Article 10 (Family reunification):** Families whose members live in different countries should be allowed to move between those countries so that parents and children can stay in contact, or get back together as a family.

**Article 11 (Kidnapping):** Governments should take steps to stop children from being taken out of their own country illegally. This article is particularly concerned with parental abductions. The convention's optional protocol on the sale of children, child prostitution and child pornography has a provision that concerns abduction for financial gain.

**Article 12 (Respect for the views of the child):** When adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account. This does not mean that children can now tell their parents what to do. The convention encourages adults to listen to the opinions of children and involve them in decision making but not give children authority over adults. Article 12 does not interfere with parents' rights and responsibility to express their views on matters affecting their children. Moreover, the convention recognizes that the level of a child's participation in decisions must be appropriate to the child's level of maturity. Children's ability to form and express their opinions develops with age and most adults will naturally give the views of teenagers a greater weight than those of a preschooler when making family, legal or administrative decisions.

**Article 13 (Freedom of expression):** Children have the right to get and share information, as long as the information is not damaging to them or others. In exercising the right to freedom of expression, children have the responsibility to also respect the rights, freedoms and reputations of others. The freedom of expression includes the right to share information in any way they choose, including by talking, drawing or writing.

**Article 14 (Freedom of thought, conscience and religion):** Children have the right to think and believe what they want and to practice their religion, as long as they are not stopping other people from enjoying their rights. Parents should help guide their children in these matters. The convention respects the rights and duties of parents in providing religious and moral guidance

to their children. Religious groups around the world have expressed support for the convention, which indicates that it in no way prevents parents from bringing their children up within a religious tradition. At the same time, the convention recognizes that as children mature and are able to form their own views, some may question certain religious practices or cultural traditions. The convention supports children's right to examine their beliefs, but it also states that their right to express their beliefs implies respect for the rights and freedoms of others.

**Article 15 (Freedom of association):** Children have the right to meet together and to join groups and organizations, as long as it does not stop other people from enjoying their rights. In exercising their rights, children have the responsibility to respect the rights, freedoms and reputations of others.

**Article 16 (Right to privacy):** Children have a right to privacy. The law should protect them from attacks against their way of life, their good name, their families and their homes.

**Article 17 (Access to information and mass media):** Children have the right to get information that is important to their health and well-being. Governments should encourage mass media (radio, television, newspapers and the Internet sites) to provide information that children can understand and to not promote materials that could harm children. Mass media should particularly be encouraged to supply information in languages that minority and indigenous children can understand. Children should also have access to children's books.

**Article 18 (Parental responsibilities and state assistance):** Both parents share responsibility for bringing up their children, and they should always consider what is best for each child. Governments must respect the responsibility of parents to provide appropriate guidance to their children. The convention does not take responsibility for children away from their parents and give more authority to governments. It places a responsibility on governments to provide support services to parents, especially if both parents work outside the home.

**Article 19 (Protection from all forms of violence):** Children have the right to be protected

from being hurt and mistreated, physically or mentally. Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them. In terms of discipline, the convention does not specify what forms of punishment parents should use. However, any form of discipline involving violence is unacceptable. There are ways to discipline children that are effective in helping children learn about family and social expectations for their behavior, ones that are non-violent, are appropriate to the child's level of development and take the best interests of the child into consideration. In most countries, laws already define what sorts of punishments are considered excessive or abusive. It is up to each government to review these laws in light of the convention.

**Article 20 (Children deprived of a family environment):** Children who cannot be looked after by their own family have a right to special care and must be looked after properly, by people who respect their ethnic group, religion, culture and language.

**Article 21 (Adoption):** Children have the right to care and protection if they are adopted or in foster care. The first concern must be what is best for them. The same rules should apply whether they are adopted in the country where they were born, or if they are taken to live in another country.

**Article 22 (Refugee children):** Children have the right to special protection and help if they are refugees (if they have been forced to leave their home and live in another country), as well as all the rights in the convention.

**Article 23 (Children with disabilities):** Children who have any kind of disability have the right to special care and support, as well as all the rights in the convention, so that they can live full and independent lives.

**Article 24 (Health and healthcare services):** Children have the right to good quality health care (the best health care possible), to safe drinking water, nutritious food, a clean and safe environment, and information to help them stay healthy. Rich countries should help poorer countries achieve this.

**Article 25 (Review of foster care):** Children who are looked after by their local authorities, rather than their parents, have the right to have these living arrangements looked at regularly to see if they are appropriate. Their care and treatment should always be based on the best interests of the child.

**Article 26 (Social security):** Children, either through their guardians or directly, have the right to help from the government if they are poor or in need.

**Article 27 (Adequate standard of living):** Children have the right to a standard of living that is good enough to meet their physical and mental needs. Governments should help families and guardians who cannot afford to provide this, particularly with regard to food, clothing and housing.

**Article 28: (Right to education):** All children have the right to a primary education, which should be free. Wealthy countries should help poorer countries achieve this right. Discipline in schools should respect children's dignity. For children to benefit from education, schools must be run in an orderly way and without the use of violence. Any form of school discipline should take into account the child's human dignity. Therefore, governments must ensure that school administrators review their discipline policies and eliminate any discipline practices involving physical or mental violence, abuse or neglect. The convention places a high value on education. Young people should be encouraged to reach the highest level of education of which they are capable.

**Article 29 (Goals of education):** Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people. Children have a particular responsibility to respect the rights of their parents, and education should aim to develop respect for the values and culture of their parents. The convention does not address such issues as school uniforms, dress codes, the singing of the national anthem or prayer in schools. It is up to governments and school officials in each country to determine whether, in

the context of their society and existing laws, such matters infringe upon other rights protected by the convention.

**Article 30 (Children of ethnic minority/ indigenous groups):** Ethnic minority or indigenous children have the right to learn about and practice their own culture, language and religion. The right to practice one's own culture, language and religion applies to everyone. The convention highlights this right in instances where the practices are not shared by the majority of the people in the country.

**Article 31 (Leisure, play and culture):** Children have the right to relax and play, and to participate in a wide range of cultural, artistic and other recreational activities.

**Article 32 (Child labor):** The government should protect children from work that is dangerous or might harm their health or their education. While the convention protects children from harmful and exploitative work, there is nothing in it that prohibits parents from expecting their children to help out at home in ways that are safe and appropriate to their age. If children help out on a family farm or business, the tasks they do should be safe and suited to their level of development and comply with national labor laws. Children's work should not jeopardize any of their other rights, including the right to education, or the right to relaxation and play.

**Article 33 (Drug abuse):** Governments should use all means possible to protect children from the use of harmful drugs and from being used in the drug trade.

**Article 34 (Sexual exploitation):** Governments should protect children from all forms of sexual exploitation and abuse. This provision in the convention is augmented by the optional protocol on the sale of children, child prostitution and child pornography.

**Article 35 (Abduction, sale and trafficking):** The government should take all measures possible to make sure that children are not abducted, sold or trafficked. This provision in the convention is augmented by the optional protocol on the sale of children, child prostitution and child pornography.

**Article 36 (Other forms of exploitation):**

Children should be protected from any activity that takes advantage of them or could harm their welfare and development.

**Article 37 (Detention and punishment):** No one is allowed to punish children in a cruel or harmful way. Children who break the law should not be treated cruelly. They should not be put in prison with adults, they should be able to stay in contact with their families, and they should not be sentenced to death or life imprisonment without the possibility of release.

**Article 38 (War and armed conflicts):**

Governments must do everything they can to protect and care for children affected by war. Children under 15 should not be forced or recruited to take part in a war or join the armed forces. The convention's optional protocol on the involvement of children in armed conflict further develops this right, raising the age for direct participation in armed conflict to 18 and establishing a ban on compulsory recruitment for children under 18.

**Article 39 (Rehabilitation of child victims):**

Children who have been neglected, abused or exploited should receive special help to physically and psychologically recover and reintegrate into society. Particular attention should be paid to restoring the health, self-respect and dignity of the child.

**Article 40 (Juvenile justice):** Children who are accused of breaking the law have the right to legal help and fair treatment in a justice system that respects their rights. Governments are required to set a minimum age below which children cannot be held criminally responsible and to provide minimum guarantees for the fairness and quick resolution of judicial or alternative proceedings.

**Article 41 (Respect for superior national standards):** If the laws of a country provide better protection of children's rights than the articles in the convention, those laws should apply.

This long list can be summarized as four basic children's rights as follows:

- **Right to survival:** The right to survival, a name, a nationality, and good health;
- **Right to development:** The right to education, leisure, play, culture, religion, and an adequate standard of living;
- **Right to protection:** The right to protection from abuse and neglect, the right to special care of children with disabilities, the right to protection from abduction and sexual exploitation, the right to social security, parental care and support, the right to privacy, and the right to safety in emergency or especially difficult situations; and
- **Right to participation:** The right to expression of opinions, the right to freedom of association, the right to information, and the right to freedom of thought, conscience and religion.

From the long list of articles, there are five articles that are general requirements for all children's rights and are therefore often referred to as the guiding principles for the rights of children. They are: Article 1 (Definition of the child), Article 2 (Non-discrimination), Article 3 (Best interests of the child), and Article 6 (Survival and development), and Article 12 (Respect for the views of the child).

## APPENDIX 2: GUIDANCE TABLE/CHECKLIST OF THE MAIN ELEMENTS OF AN SEDP THAT MEETS THE RIGHTS OF CHILDREN

No.	Contents need to be checked	The level of expression in the SEDP			
		Not mentioned(0 point)	Partly mentioned(0.5 point)	Fully mentioned(1 point)	Explanation
1	OVERVIEW OF THE CONTENTS OF THE SEDP				
1	Focus on children: Promote children as active members of society and as the first prioritized object in development programs.				
2	Children are part of the community: Define the position of children in the family, community, and society, and define the role of parents and guardians in protecting the rights of children and helping them to develop.				
3	No discrimination: Have clear objectives and recommend actions for caring for the most disadvantaged groups of children in terms of gender, ethnicity, region, abilities, and disabilities.				
4	The best interests of children: Consider the rights of children and offers solutions to reduce the potential impacts of SEDPs on groups of children.				
5	Survival and development: Focus on short-term survival opportunities as well as commitments to ensure the comprehensive development of children.				
6	Partnership: Create partnerships and sectoral linkages when promoting activities related to the protection and implementation of the rights of children.				
7	Information and knowledge: Recommend activities to create conditions for children to understand their rights, their community, and the people who are responsible for addressing problems related to the rights of children.				
8	(For sectors which do not focus on children): Create a policy environment for socio-economic development that is conducive to the protection, promotion, and implementation the rights of children and positively impacts their lives.				
9	Does the SEDP propose any solutions to reduce the negative impacts on the lives of children and to adjust policies in the SEDP that impact children that are proposed by sectoral agencies. If it does, what are these solutions?				

No.	Contents need to be checked	The level of expression in the SEDP			
		Not mentioned(0 point)	Partly mentioned(0.5 point)	Fully mentioned(1 point)	Explanation
II	ANALYZE AND EVALUATE THE SITUATION				
10	The concept of the rights of children is used to analyze and explain the status of children's issues mentioned in the plan. Does the plan reflect the rights of children as a challenge? Does addressing one challenge affect other challenges?				
11	The root reasons of all children's issues are considered: Focus on addressing the root causes as well as violations of rights in the short term, point out issues that impact the implementation, promotion, and protection of the rights of children, and clearly state what those issues are and in which sectors they are located.				
III	IDENTIFY OBJECTIVES, SOLUTIONS, AND A SPECIFIC IMPLEMENTATION PLAN				
12	Viewpoint on children: Consider all aspects and issues of children in the process of identifying the objectives, solutions, and priorities of the plan, and clearly point out groups of children by region and socio-economic conditions. The promotion and protection of the rights of children must be clearly stated as objectives.				
13	Reflect national objectives and policies on the rights of children: National objectives and policies on the rights of children must be clearly reflected in the plan, and the plan must promote equality in disadvantaged regions and for disadvantaged objects/children. Determine whether specific targets in the plan related to the rights of children have been implemented, protected, and promoted or not.				
14	Objectives related to children are set based on priorities and main issues identified during the step of analyzing the situation and potentials, and the rights of children are considered in the objectives of sustainable and inclusive development and are reflected in different chapters and different parts of the plan.				
15	Budget allocation: Allocate a part of the budget to ensure the implementation of the objectives related to the rights of children, and show how this is done at the central and local level.				
16	Commitments and accountability: Assign clear responsibilities to all relevant individuals/organizations and mechanisms of reporting to the people with the greatest responsibility, for example central and local authorities, and to relevant stakeholders such as the private sector, the media, child care workers, and other individuals directly involved with children.				

No.	Contents need to be checked	The level of expression in the SEDP			
		Not mentioned(0 point)	Partly mentioned(0.5 point)	Fully mentioned(1 point)	Explanation
17	Support the people who are responsible: Clearly identify the agencies and individuals responsible for implementing the plan and the rights of children; clearly regulate proper methods of support (technical support, financial support, and other forms of support), and ensure that the agencies responsible for programs and projects in sectors cooperate with each other to address the prioritized issues related to children and fulfill their tasks as planned.				
18	Participation: Determine specific ways to create conditions for children to participate in the implementation, monitoring, and evaluation processes, and adjust the plans/programs/projects so that they are compatible with the development capacity of children.				
IV	MONITORING AND EVALUATION				
19	Monitoring framework: Have a monitoring framework which clearly states which units are to collect data and information with which to monitor progress, especially units concerned with children and the guardians of children.				
20	Evaluation framework: Select programs, projects and objectives/targets and then involve groups of children or parents of children to participate in the collecting of information and to provide information for the evaluation.				
V	SYNTHESIZE THE SCORES				
1	8 points or less: There is a need to comprehensively improve the plan.				
2	9 to 16 points: There is a need to consider the contents not mentioned in the plan.				
3	16 points or more: The plan has been well designed, and it is necessary to continue to review it to ensure that no content is missing (not mentioned) and continue to improve new components which have been partially integrated.				



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