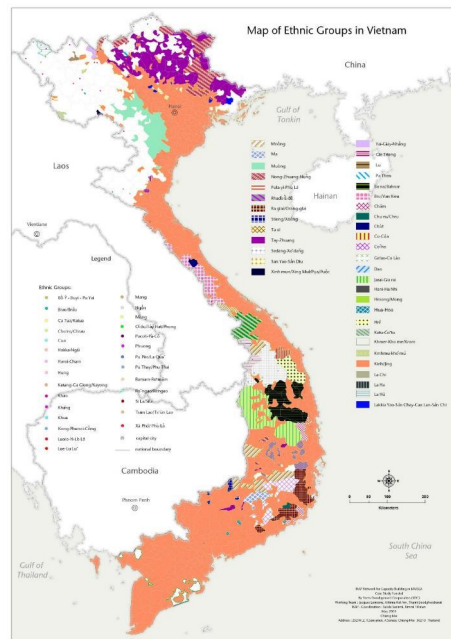




COUNTRY OVERVIEW

- “ Total population: 90 millions (2013)
- “ 54 ethnic groups; minority groups accounts for 14.3% while majority is Kinh
- “ Most of ethnic minority groups live in the **remote and mountainous areas**
- “ **High stunting rate** in the EM provinces.



3

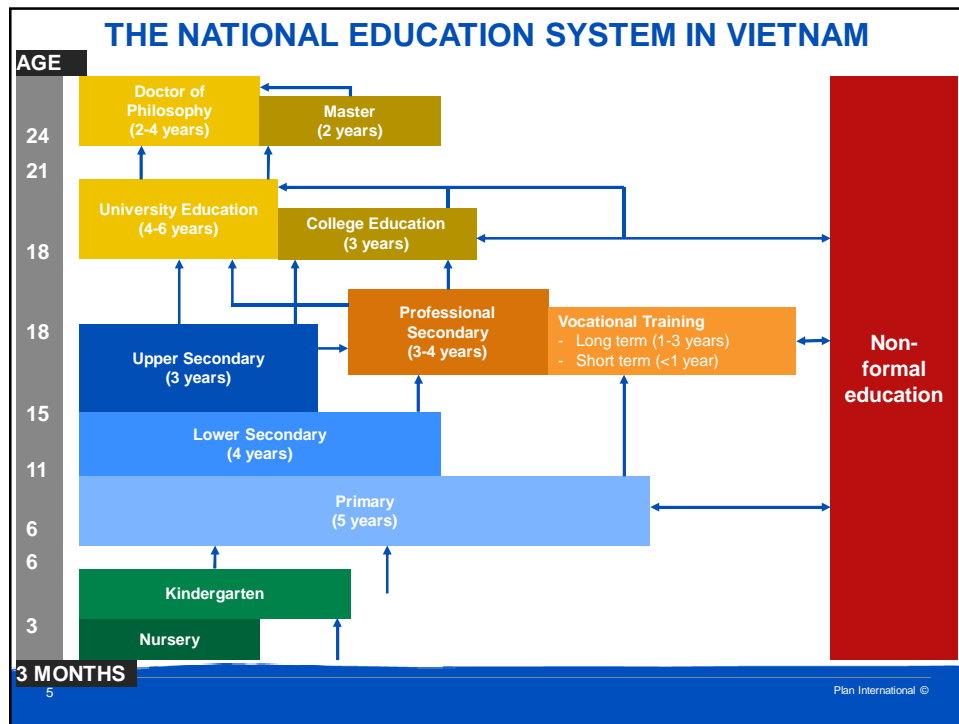
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- “ **Poverty rate of EM groups is at 59.2%; 5 times higher** than that of the Kinh majority and 3 times higher than the national rate
- “ More than 100 languages, only 24 with scripts; 7 are used in the school
- “ Language of instruction is Vietnamese (Kinh language)



4

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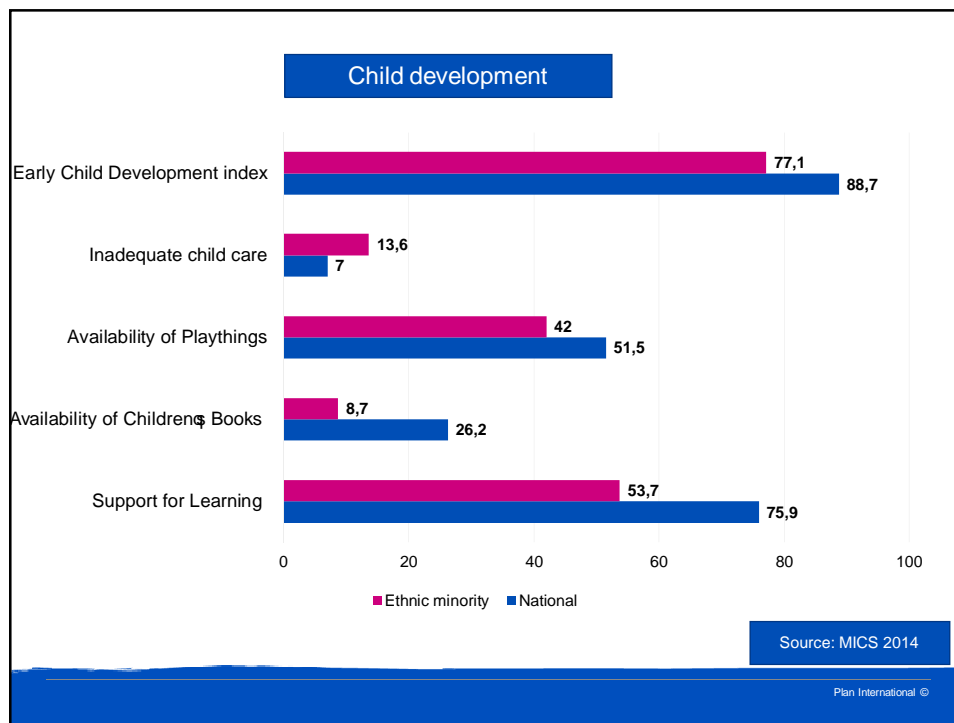
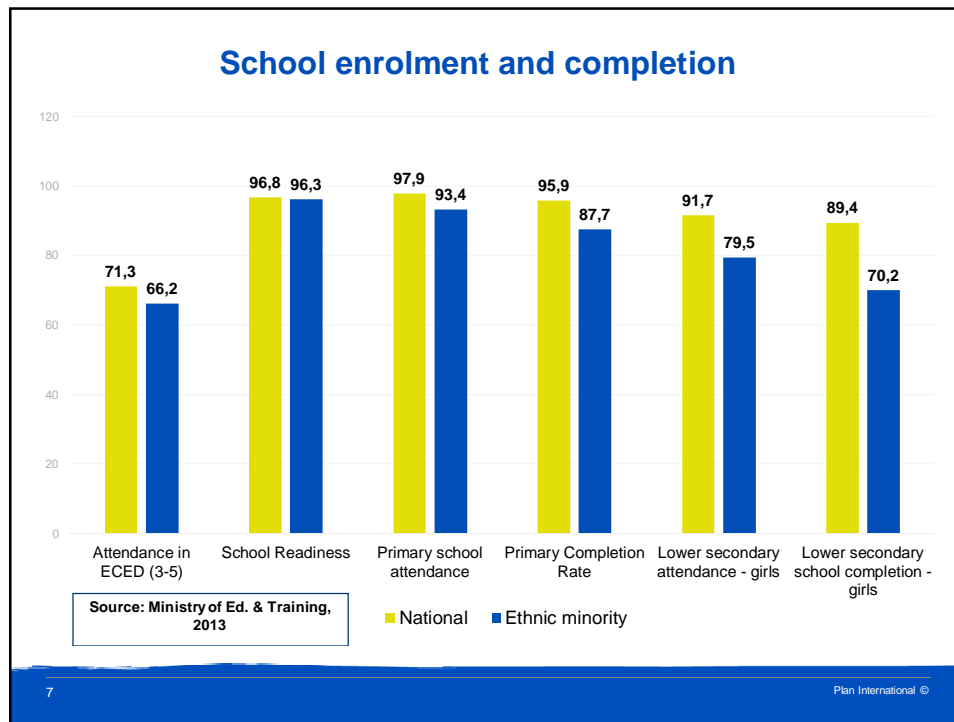


EARLY CHILDHOOD EDUCATION IN EM AREAS

High enrolment but quality remains a problem, especially in the EM areas.

- ✓ Vietnamese, as the only language of instruction in the classroom, presents **language barriers** for most ethnic minority children
- ✓ **Curriculum and learning materials** do not reflect the culture and history of ethnic minority groups
- ✓ Deficit of **child-friendly learning environment**
- ✓ **Teaching methodology** is not yet child-centered and **teachers have poor capacity** in active teaching
- ✓ **Parents and communities** have limited involvement in children's education





Slide 8

LF3 Is it a plan source ? You'll need to explain a bit how it was measured

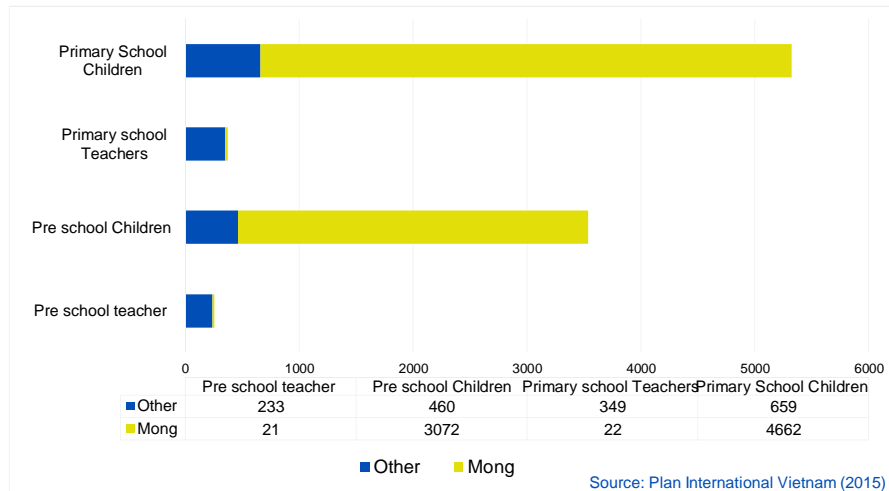
Lepla, Fabrice; 24/10/2016

LTBH3 Early child development index: Percentage of children aged 36-59 months developmentally on track in literacy-numeracy, physical, social-emotional and learning domains

Le Thi Bich Hanh; 25/10/2016

LANGUAGE

Most of teachers use the language which is not students' one. A case of Hagiang province:



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OTHER CRITICAL ISSUES

- ❖ Limited access to ECCD for children under 3 (**21% - national indicator**)
- ❖ Child care and protection (0 to 3) as an emerging issue, related to migration & industrial zones.



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WORKING IN EM AREAS: SPECIFIC CHALLENGES



High priority for infrastructure and economic development

Hard working conditions: travel and staff recruitment/retention

Staff rotation policy in the remote difficult areas

Development vs. subsidy/hand-outs


Different cultures, different languages

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OTHER GENERAL CHALLENGES



Policies and laws often in place but weak enforcement

Bureaucratic, conservative and top-down system

Poor coordination/integration among sectors

Uniform management vs. contextualizing/decentralization

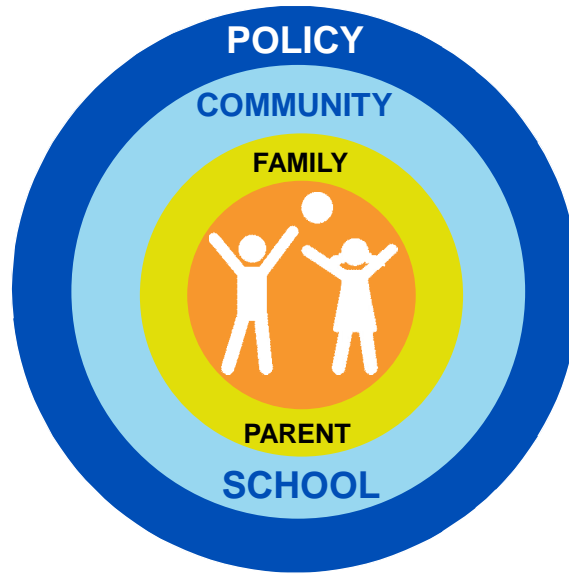
Reliability of data from GovT system

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OUR PROGRAM RESPONSES



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DISADVANTAGED GIRLS AND BOYS 0-8 YEARS OLD ARE ON TRACK WITH CHILD DEVELOPMENT MILESTONES

Strengthened
community/
parenting
support to
promote
children's
learning and
development

Strengthened
smooth
transition to
primary
education for
EM children
through building
institutional
capacity for
local education
partners &
teachers

Improved
access to safe
and quality
ECCD services
in the urban
industrial zones
for children
under 5 years
old of migrant
workers

Strengthened
evidence-based
feedbacks for
improving policy
enforcement
ensuring quality,
relevant &
inclusive
education to the
most
marginalized
ethnic groups

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OUR PROGRAMS APPROACHES



MULTI-DISCIPLINARY APPROACH FOR EFFECTIVE AND EFFICIENT RESULTS

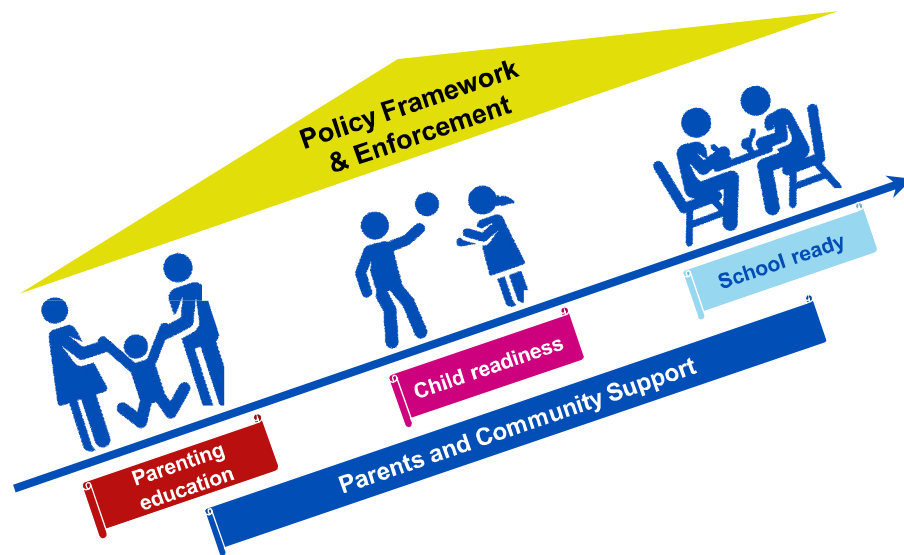


Slide 15

LF10 the plan staff will not be familiar with all those concepts
Lepla, Fabrice; 24/10/2016

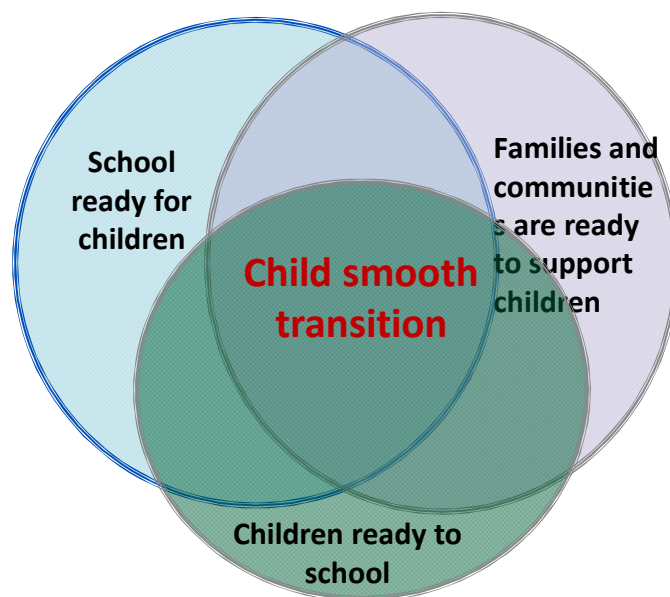
LTBH1 I will explain during presentation
Le Thi Bich Hanh; 24/10/2016

ECCD PROGRAM FOCUS



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CHILD ASSESSMENT

#	Areas of assessment	Under 3	3-5	6-8
1	Physical	●	●	
2	Social emotional and learning	●	●	
3	Early learning	●	●	
4	Early literacy and numeracy		●	
5	Vietnamese language			●
6	Calculation skills			●
7	Attendance in ECCE		●	●
8	Adult support for learning at home	●	●	●
9	Learning materials at home	●	●	●
10	Play things at home	●	●	

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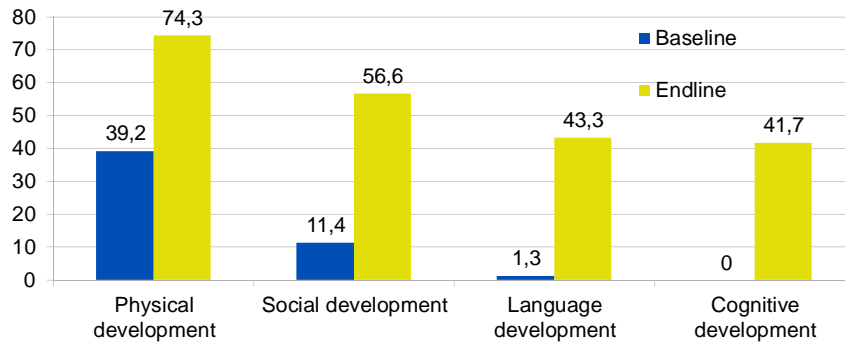
CHILD ASSESSMENT

#	Areas of assessment	Child test	IDI	HHS visit	School record
1	Physical	●			●
2	Social emotional and learning	●			●
3	Early learning	●			●
4	Early literacy and numeracy	●			●
5	Vietnamese language	●			●
6	Calculation skills	BoET/DoE T	●		●
7	Attendance in ECCE				●
8	Adult support for learning at home		●	●	
9	Learning materials at home			●	
10	Play things at home			●	

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Aged 5 child development test results

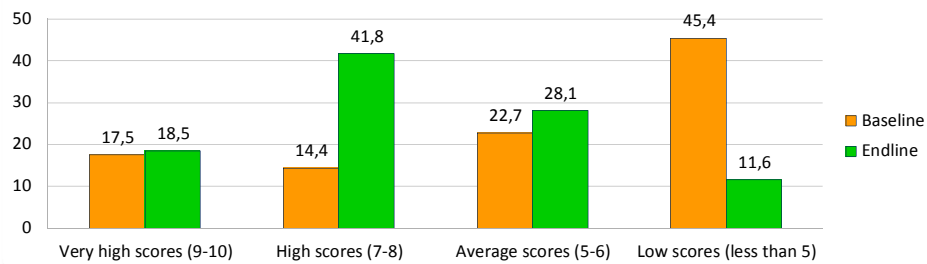


Source: end evaluation of a PlanS ECCD project 2015, based on Denver II test

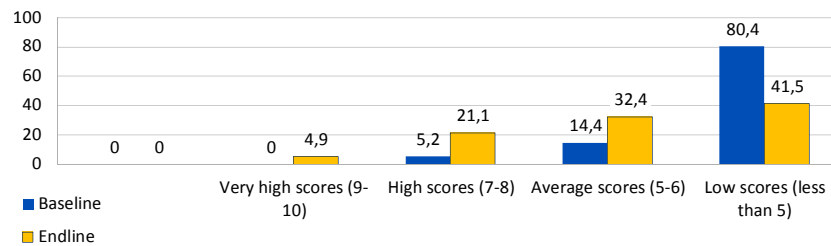
21

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Mathematics test results (%)



Vietnamese language test results (%)

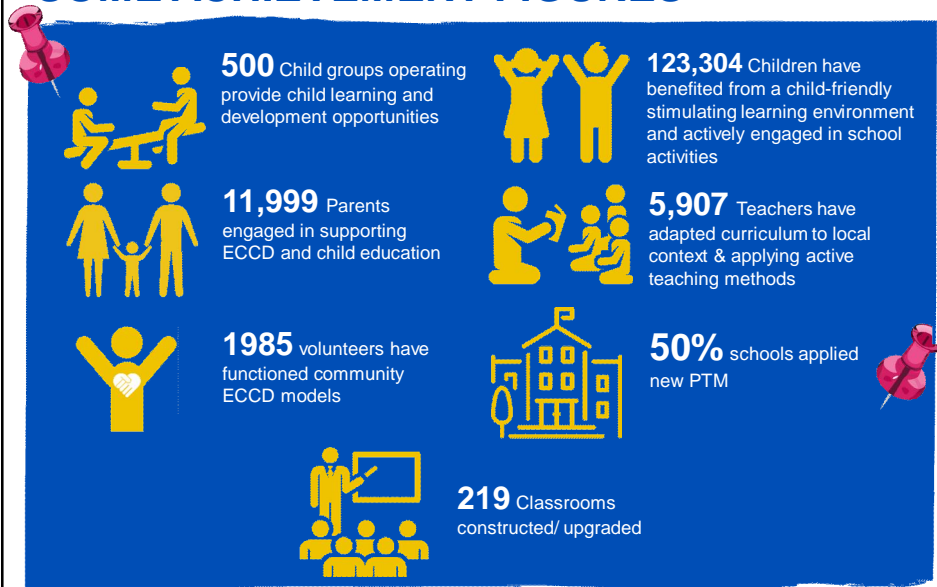


Source: end evaluation of a PlanS ECCD project 2015

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SOME ACHIEVEMENT FIGURES



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BEFORE



AFTER



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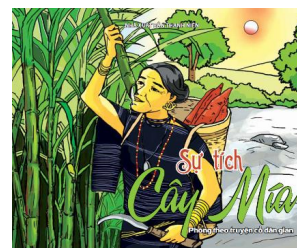
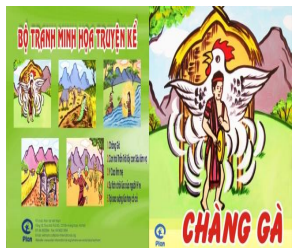
PARENTING ENGAGEMENT



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LEARNING MATERIALS DEVELOPED EXPLORING INDIGENOUS CULTURES





Every child is an agent of change

