INTRODUCTION TO THE ECCD PROGRAM

Plan international Vietnam

CONTEXT AND PROGRAMMATIC ISSUES
The case of Vietnam
COUNTRY OVERVIEW

- Total population: 90 million (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.

- 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)
THE NATIONAL EDUCATION SYSTEM IN VIETNAM

AGE
24
21
18
15
11
6
3

3 MONTHS

Non-formal education

Doctor of Philosophy (2-4 years)
Master (2 years)

University Education (4-6 years)
College Education (3 years)

Upper Secondary (3 years)
Lower Secondary (4 years)
Primary (5 years)

Professional Secondary (3-4 years)

Vocational Training
- Long term (1-3 years)
- Short term (<1 year)

College Education

Professional Secondary

Vocational Training

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
### School enrolment and completion

- **Attendance in ECED (3-5)**
  - National: 71.3%
  - Ethnic minority: 66.2%

- **School Readiness**
  - National: 96.8%
  - Ethnic minority: 96.3%

- **Primary school attendance**
  - National: 97.9%
  - Ethnic minority: 93.4%

- **Primary Completion Rate**
  - National: 95.9%
  - Ethnic minority: 87.7%

- **Lower secondary attendance - girls**
  - National: 91.7%
  - Ethnic minority: 79.5%

- **Lower secondary school completion - girls**
  - National: 89.4%
  - Ethnic minority: 70.2%

**Source:** Ministry of Ed. & Training, 2013

### Child development

- **Early Child Development index**
  - National: 77.1
  - Ethnic minority: 88.7

- **Inadequate child care**
  - National: 13.6

- **Availability of Playthings**
  - National: 42
  - Ethnic minority: 51.5

- **Availability of Children’s Books**
  - National: 8.7
  - Ethnic minority: 26.2

- **Support for Learning**
  - National: 53.7
  - Ethnic minority: 75.9

**Source:** MICS 2014
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:

![Chart showing language usage among different groups of teachers and children.](chart.png)


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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.
WORKING IN EM AREAS: SPECIFIC CHALLENGES

- High priority for infrastructure and economic development
- Different cultures, different languages
- Development vs. subsidy/handouts
- Hard working conditions; travel and staff recruitment/retention
- Staff rotation policy in the remote, difficult areas
- Hard working conditions: travel and staff recruitment/retention
- Development vs. subsidy/handouts

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
**OUR PROGRAM RESPONSES**

**POLICY**

**COMMUNITY**

**FAMILY**

**PARENT**

**SCHOOL**

**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.
OUR PROGRAM’S APPROACHES

- ECCD - Evidence based practices and multi-disciplinary
- Alignment with GoVT priorities => practical innovations
- Community & school based
- Evidence based advocacy
- CSO engagement
- Inclusive & non-discrimination

MULTI-DISCIPLINARY APPROACH FOR EFFECTIVE AND EFFICIENT RESULTS

Indigenous/local knowledge

Health/WASH

Child Protection system

Schools

Income generation

Behavior change

Design/planning
Implementation & monitoring
Replication/sustainability
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

Policy Framework & Enforcement

Parenting education

Child readiness

Parents and Community Support

School ready

School ready for children

Child smooth transition

Families and communities are ready to support children

Children ready to school
## CHILD ASSESSMENT

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<thead>
<tr>
<th>#</th>
<th>Areas of assessment</th>
<th>Under 3</th>
<th>3-5</th>
<th>6-8</th>
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Aged 5 child development test results

Source: end evaluation of a Plan’s ECCD project 2015, based on Denver II test

Mathematics test results (%)

Vietnamese language test results (%)

Source: end evaluation of a Plan’s ECCD project 2015
SOME ACHIEVEMENT FIGURES

- **500** Child groups operating provide child learning and development opportunities
- **123,304** Children have benefited from a child-friendly stimulating learning environment and actively engaged in school activities
- **11,999** Parents engaged in supporting ECCD and child education
- **5,907** Teachers have adapted curriculum to local context & applying active teaching methods
- **1985** volunteers have functioned community ECCD models
- **50%** schools applied new PTM
- **219** Classrooms constructed/ upgraded

BEFORE

AFTER
PARENTING ENGAGEMENT

LEARNING MATERIALS DEVELOPED EXPLORING INDIGENOUS CULTURES
Every child is an agent of change