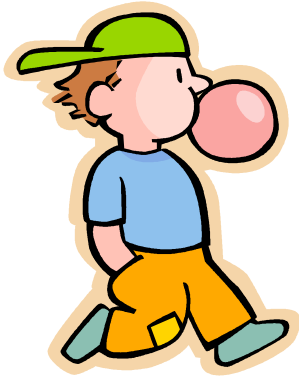




ECE Advocacy Project



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Vietnam country

8 Located in the Southern-east of Asia.

8 Natural area: 329,566 sq.km.

8 Total population: 84 millions, appr 30% is children (under 16 years old)

- 54 ethnic groups
- 63 provinces, cities
- HDI: 105/177 (UNDP 2008)
- Economy: Poverty: High
- Current inflation: 20+%

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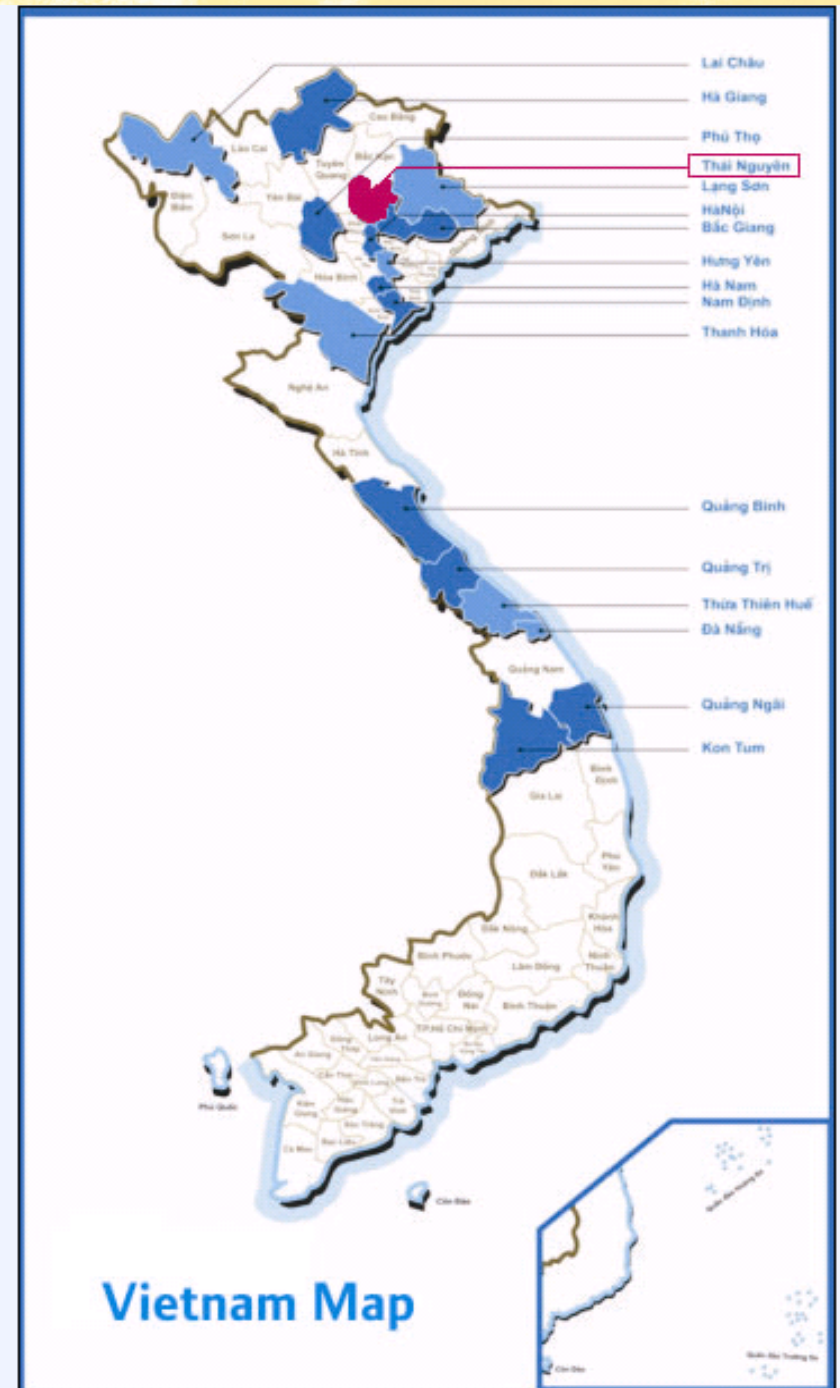
Thai Nguyen province

8 Located in the Northern-east of Vietnam.

8 Natural area: 3,541km²; 9 districts / 181 communes, of which 125 mountain / high land communes

8 8 ethnic groups (total population of 1.2 millions, of which 29.6% is children)

8 Average poverty rate is around 27% (Poverty line: income less than \$12.5 per head per month)



Project goal

Early Childhood Education (ECE) is realized by all relevant duty bearers and rights holder as a strong foundation for the whole development of human being.

“Act now for the Early Childhood Education to end poverty”

Expected accomplishments

To advocate the local authority, educational management as well as parent and caregiver on adequate investment for ECE by:

1. Conducting the assessment on investment to ECE in terms of physical, emotional, and intelligence development for at both family and community levels in the poor, ethnic minority area. The case studies conducted to support with specific evidences in the scientific analytical report.
2. Developing the advocacy message for policy making and enforcement for ECE promotion
3. Involving the local media as a coalition through the press conference and then posting the report and advocacy message up to the local website.
4. Gathering the comments, feedbacks through web hits and comment box for continuation of advocacy campaign



updates

- 1. Working with the consultant to design the assessment methodology**
- 2. Consulting local authority and ECE management, including teacher, parent, caregivers, children who have been at ECE ages, etc about the methodology and setting up a plan of action for field work.**
- 3. Gathering primary and secondary data in the targeted survey's area.**
- 4. Conducting case study: 10 case studies conducted, including 4 cases at ECE, 3 cases at primary education and 3 cases at secondary education.**

Updates (cont)

5. Data analytical, including:

- Primary and secondary information;
- Survey indicators in terms of physical, emotional and intelligence development
- Investment cost for ECE amongst the household income, particular to the poor
- Analysis and comparing the cost effectiveness among ECE beneficiary and Non beneficiary at longer period (e.g. learning ability and achievement, social interact and confidence, health status and mental power development)

7. Overall report is being finalized

8. Advocacy message is developed: **“Act now for the**

Early Childhood Education to end poverty”

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results

Even the whole project activities have not yet been implemented completely; however there are some initial results as follows:

1. The mindsets of local authority, educational management at certain levels (i.e. commune and village levels) which have been involved into project design and implementation have been positively changed. Moreover, some commitments have become actions as specific supports, which have been undertaken to improve the existing ECE service at grass root levels.
2. The awareness of parent, caregiver, particular to ethnic minorities and the poor have also been raised. They are giving more attention and support to the child care and development activities both at home and community

results

3. The holistic ECE programs, which appropriate to local context, have been developed by ECE teacher and motivator. It's expected that the resource mobilization for implementation of program will be launching soon

However, the primary target groups for advocacy effort (i.e. levels have authorization to allocate the resources for ECE promotion such as provincial and district) have not yet been attacked by this project. Hopefully, at the press conference and website introduction they will be advocated directly.

Lessons learned

Good practices:

1. Support and appreciation from local community to project implementation
2. Good will to changes and support at grass root levels
3. Closely cooperation among local ECE teacher, families, parents, caregiver during the field works
4. Carefully consultation on survey methodology that led to harmony and simplify such complicated as ECE in terms of physical, emotional and intelligence development and build the truth among relevant stakeholders.

Lessons learned

Challenges:

1. It's difficult to find the qualified consultant in such mountainous, ethnicity area
2. The survey needed to collect education data from past five-six years, so it takes time as well as the data accuracy, confidence.
3. The number of case studies originally designed is too small; therefore the random effect maybe affected the results.

Lessons learned

Differences:

1. Spend more time to consult about survey methodology to ensure the involvers understand the project properly so they could work together well with project staffs.
2. In order to have more evidences, number of case study has been increased from 3 to 10.
3. Spend more time for field survey to talk, observe about the changes on child care and education and learn from local indigenous knowledge and practice on child care and education.
4. Coaching the local ECE teachers and promoter through learning by doing to become surveyor as well as advocator, so that they can do the appropriate survey, assessment or advocacy at grass root levels by themselves.



Thank for attention!