VIET NAM EARLY CHILDHOOD EDUCATION
SCHOOL READINESS

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1. Overview of Viet Nam Early Childhood Education
2. Advanced policies of Viet Nam government for Early Childhood Education
3. Key intervention to implement the policies
4. Lesson Learned and Challenge
5. Recommended Points for collaboration
System/Service

- Early Childhood Education is first level of National Education and responsible for child care and education for children from 3 months to 72 months and ensuring for child holistic development, school readiness and long life learning.
- Early Childhood Education institution consist of Nursery (3 months to 36 months), Kindergarten (36 months to 72 months and Pre-school (3 months to 72 months)
- Early Childhood Education Institution consist of Public School (88%) and Private school (12%)
- Enrollment rate: Under 3 children is 23%, Children from 3 to 5 is 86.5%, and 5 years old children is 99.7%
- Almost of teacher have professional secondary education diploma, and 51% of teachers have college diploma
- Prioritize investment for disadvantage areas in term of infrastructure, learning and teaching materials.
Overview of Viet Nam Early Childhood Education (2)

Quality

- 99.7% Early Childhood Education Institution implement new child friendly curriculum (promulgated in 2009)
- 92.1% children 5 years of age attend full day schooling
- 100% of ethnic minority children are strengthened Vietnamese to enter to grade 1 of primary education
- 5 years old children are monitored their holistic development through Early Learning and Development Standard and Assessment tools

Management

- Developed mechanism and policy framework for ECE
- Developed National Target Program for ECE
Advanced policies of Viet Nam government for Early Childhood Education (1)

For children

- Government approved project to universalize Early Childhood Education for 5 years old children to ensure almost of 5 year old children go to schools and receive qualified education
- Endorsement and implementation of Early Learning and Development Standards for 5 year old children
- Policy to support lunch for disadvantage children from 3 to 5 year old
- Policy to provide financial support for rare ethnic minority children
- Strengthened Vietnamese for 100% ethnic minority children 5 years of age
For Teachers

- Increase budget to support preschool teacher salary
- Support preschool teachers in private school on professional training and capacity building
- Policy to support teachers who are working in disadvantage and remote areas
- Teaching ethnic minority language for teachers and education managers

For Early Childhood Education Institution

- Support building land for Early Childhood Education institution development
- Increase budget for infrastructure and teaching materials
- Support to promote private preschool development
Promote communication and awareness raising on the important of ECE and universal ECE for 5 year old children

Prioritize investment for education: total expenditure for education is 20% of national expenditure (5.3% of GDP), expenditure for ECE is 11.3% of educational expenditure.

Capacity building for education managers and pre-school teachers through pre and in service training based on teacher standard of MOET

Implement the policies and national target program in order to improve access and quality
Innovate curriculum and methodologies, implement Early Learning and Development Standard, Uninterrupted pre-primary and primary education to ensure for smooth transition, strengthening quality assurance

Strengthening Socialization of Early Childhood Education

Promote international collaboration, e.g. with WB on ECE universalization and school readiness, and UNICEF on Mother Tongue Based Bilingual Education, UNESCO on development of action plan on Education for All
Lesson Learned

- Decentralization, Ownership and commitment of local Authorities is important for successful implementation of policies
- Socialize Early Childhood Education to mobilize the resource for universalization
- Coordination and participation among related sectors
Lesson Learned and Challenge (2)

Challenge

- Lack of resources, especially financial resource for implementing the policies, national program and infrastructure
- Lack of qualified teachers
- Disparity in term of quality between advantage and disadvantage areas
Recommended points for collaboration

- Experience sharing on policy development and implementation including monitor and evaluation
- Experience sharing on the transition from pre-primary to primary education, community based model for children under 3
- Advanced teaching methodologies
- Curriculum and guidance for disadvantage areas especially ethnic minority
- Study tour, experience sharing on holistic Early Childhood Development