



In-depth Analysis of ECD Scales in Cambodia

Early Child Development Scale Findings

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Regional ECCD Conference, 01-03 March 2017,
Prof. Nirmala Rao, Hong Kong University;
Nhonh Sophea, UNICEF Cambodia

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- Part I: Methodology
 - Part II: Key Findings
 - Part III: Recommendations



Part I:

Methodology

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Part I: Methodology

East Asia Pacific – Early Child Development (EAP-ECD) Scales assessment:

- A collaborative effort among UNICEF, Hong Kong University, ARNEC and the Open Society Foundation
- Between 2013-2014, EAP-ECDS assessments were carried out in six countries
- Samples included both boys and girls (3-5) residing in urban and rural settings, attending preschool programmes and those who did not
- Sampling in all countries were stratified by child's Age, Gender and Urbanicity

Part I: Methodology

Rationale:

- There are no globally accepted tests for ECD
- Culturally and contextually appropriate assessment of ECD is important to:
 - monitor child development in the context of poor school readiness and learning outcomes
 - track the development of vulnerable and at-risk children
 - analyze the impact of early childhood policies and programmes on children

The Revised Scales

1. Approaches to Learning	7 items
2. Cognitive Development	21 items
3. Cultural Knowledge and Participation	10 items
4. Language and Emergent Literacy	16 items
5. Motor Development	7 items
6. Health, Hygiene and Safety	9 items
7. Socio-Emotional Development	15 items
Total	85 items

ECD Scale Survey in Cambodia:

- In 2013-14, a representative sample of 1,500 children in Cambodia was administered the EAP-ECDS.
- Sample size for in-depth analysis: 1,465 (ethnic minority: 296)
- Children ranged from 3-5 years and were from Khmer (urban and rural) and ethnic minority (rural) backgrounds.



Age	Gender		Ethnic Minority Status	
	Girls	Boys	Ethnic Minority group	Khmer group
3Y	134	138	99	173
4Y	138	141	101	178
5Y	134	142	96	180
Total	406	421	296	531



Part II:

Key Findings

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Part II: Key Findings

- **the high impact of ECE on children's performance**
- **significant urban-rural divides in development outcomes**
- **significant developmental disparities between majority and ethnic minority groups**

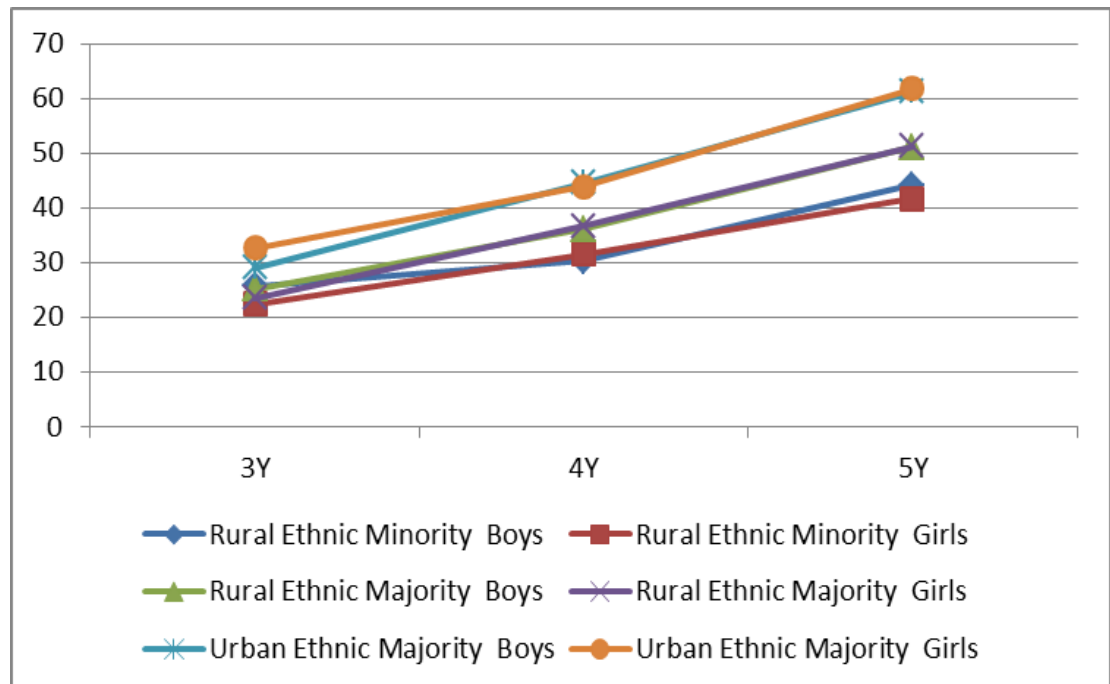
Going deeper....

Age-related differences
Geo-ethnicity and SES
Health status
ECE attendance
Parental Education
Family Learning Environment

Age-related differences

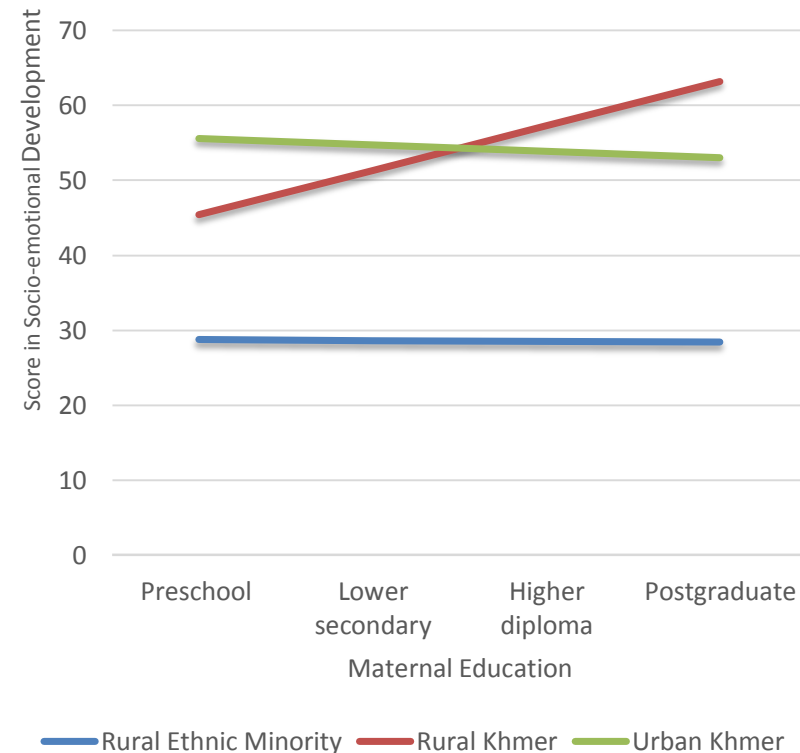
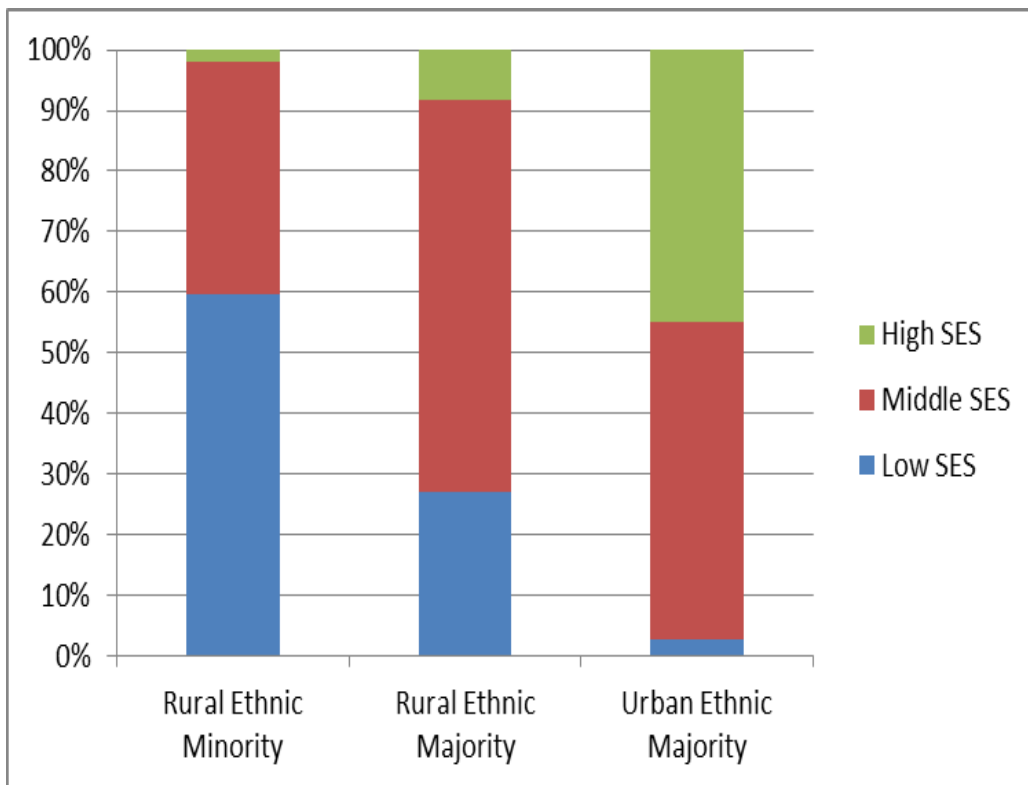
- Age was the best predictor of EAP-ECDS performance.
- As expected, 5-year-olds did better than 4-year-olds who did better than 3-year-olds in seven domains.
- BUT the gap between advantaged and disadvantaged groups was larger at age 5 than age 3 in the Cognitive Development, Socio-emotional development, Language and Emergent Literacy, Approaches to Learning

Cognitive
Development, across
age, gender and geo-
ethnicity



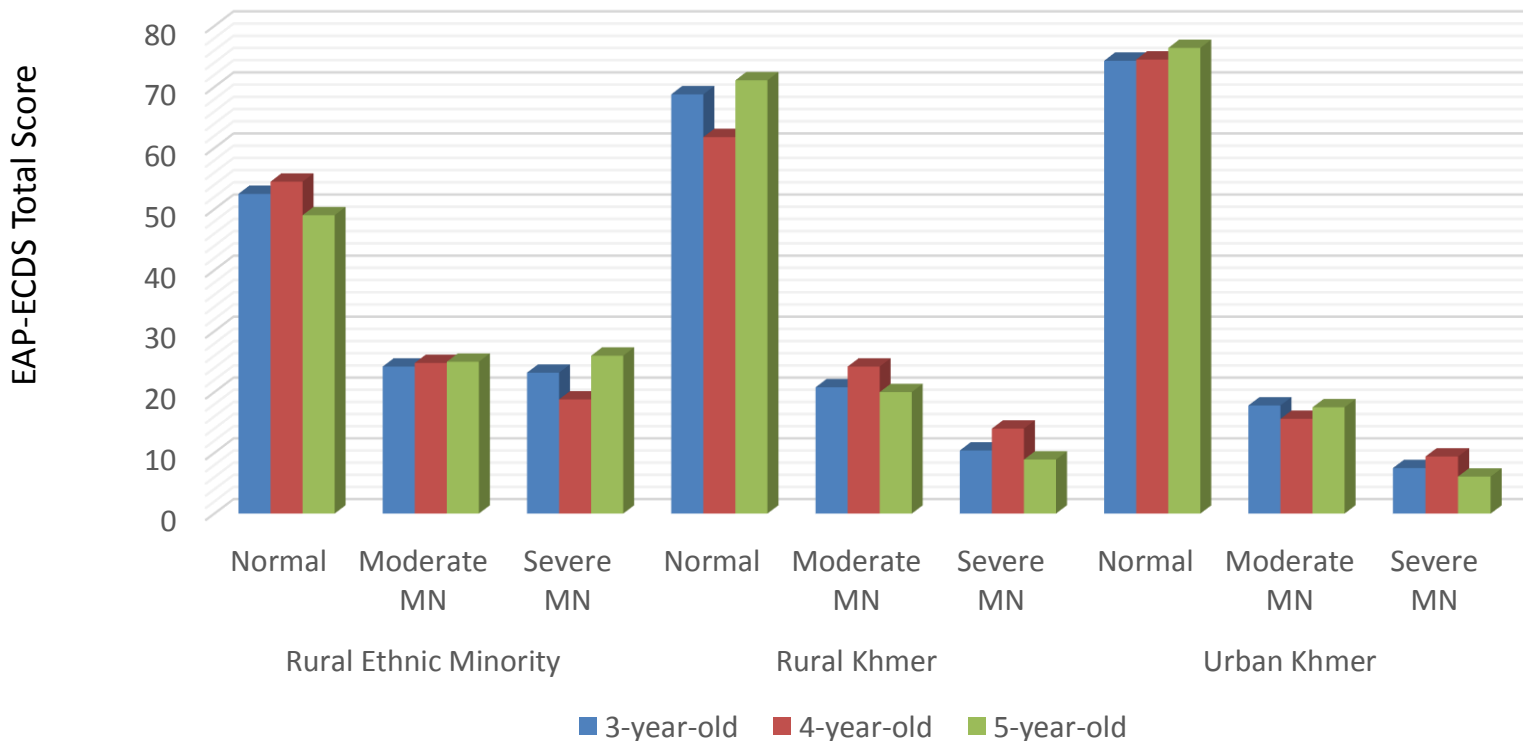
Indigenous minorities and SES

- Strong correlation between geo-ethnicity and SES
- Geo-ethnicity and SES differences were prominent in Language and Emergent Literacy, Socioemotional Development, Health, Hygiene and Safety, and Cultural Knowledge and Participation, and noteworthy in Cognitive Development and Approaches to Learning.



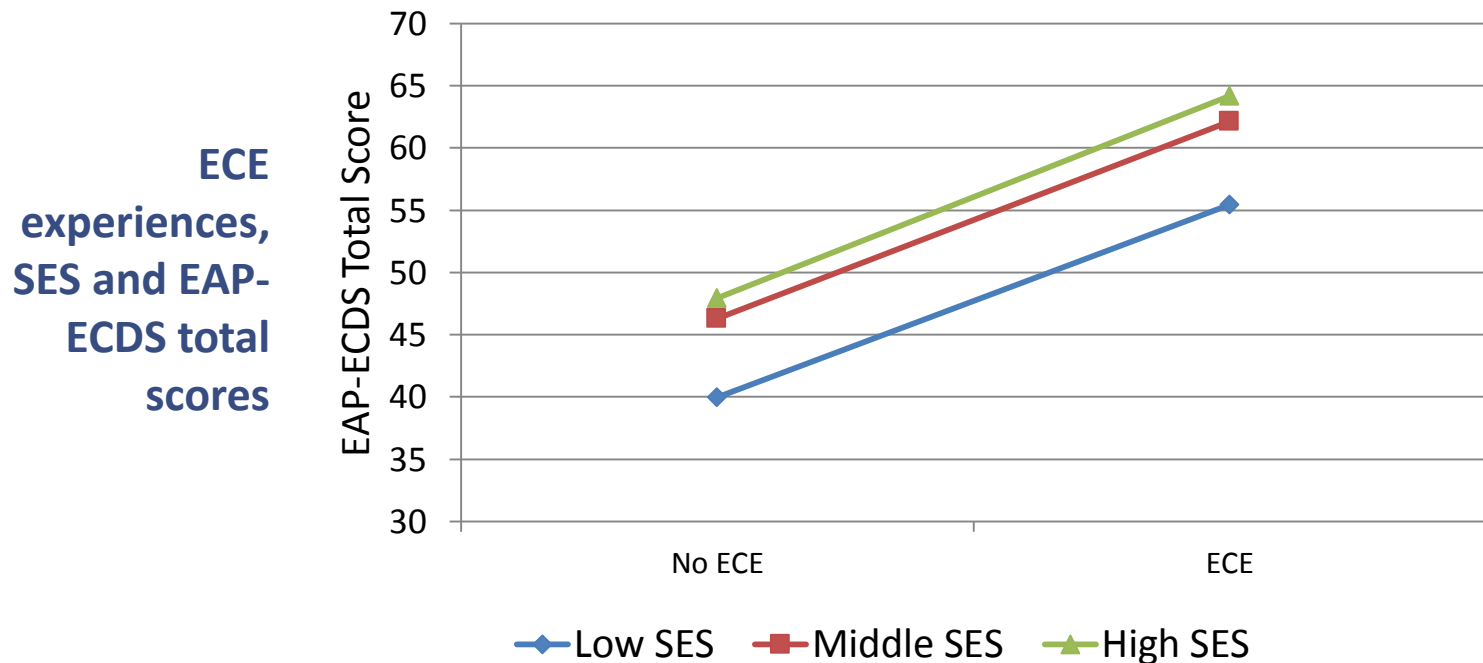
Health and nutritional status

- Children from Rural Ethnic Minority families and low SES families had poorer health habits than other groups.
- Children of better health status were more likely to have better performance on EAP-ECDS.



ECE attendance

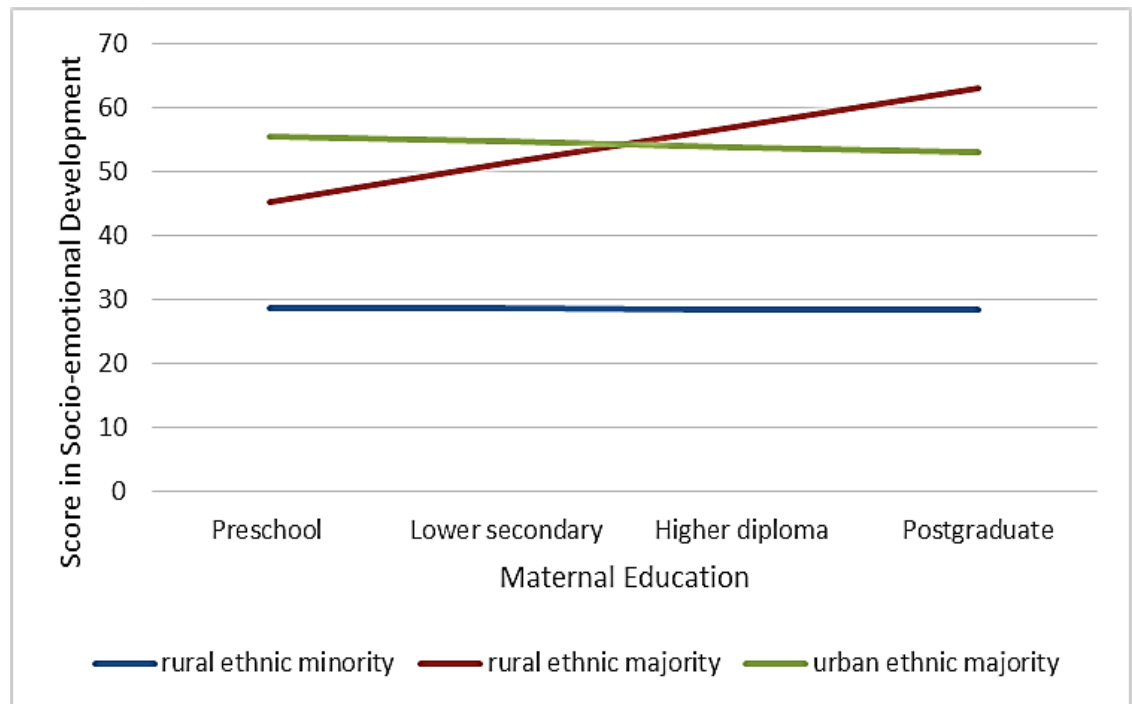
- ECE significantly improved child development.
- Children of different ages were shown to benefit from ECE equally, whereas higher SES children benefitted slightly more than those from poorer SES backgrounds.



Parental Education

- Mothers and fathers from Urban Ethnic Majority backgrounds had the highest levels of formal education, and those from rural ethnic minority backgrounds, the lowest.
- Fathers were better educated than mothers.
- Maternal education moderated the relationship between geo-ethnicity and Socioemotional Development, Health Hygiene and Safety, and Cultural Knowledge and Participation.

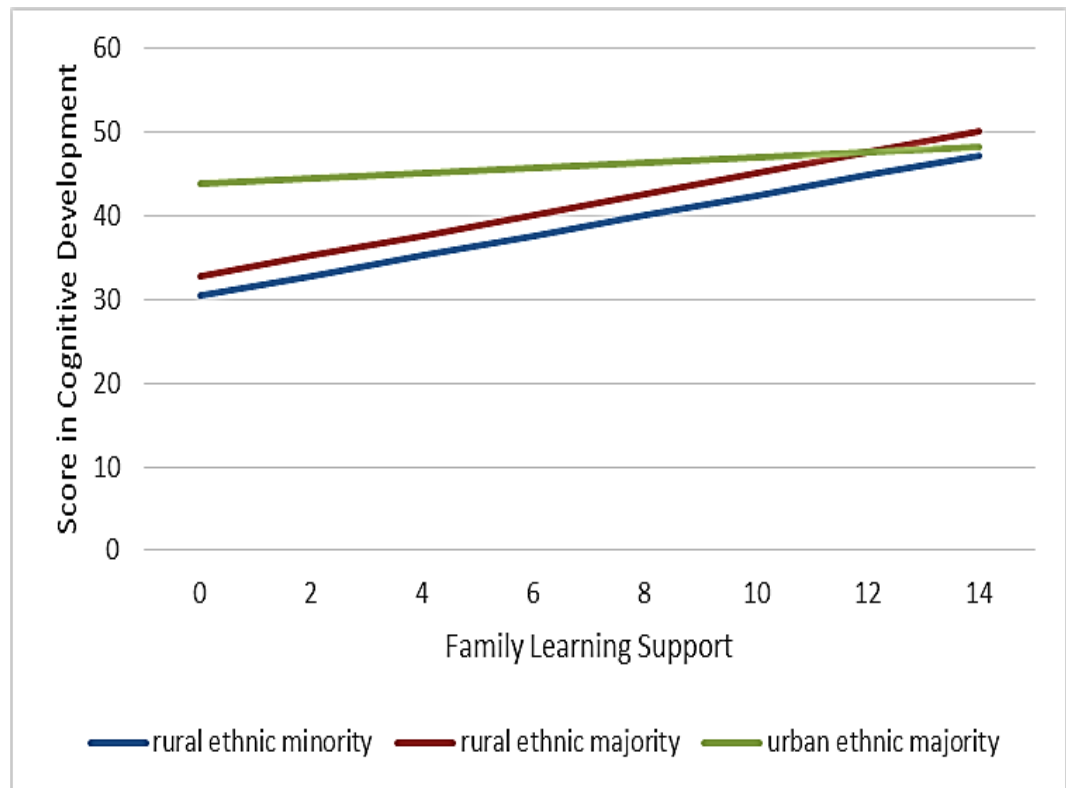
Geo-ethnicity,
maternal
education and
Socio-
emotional
development



Family learning environment

- A child's home learning environment was found to be predictive of child development, with mother's, father's, and other family members' involvement in learning activities all related to better child development
- About 22% of parents had attended parenting class - these parents were more likely to engage in learning activities with their children at home.

Geo-ethnicity,
family learning
support and
Cognitive
development



Part III: Recommendations



Part III: Recommendations

- First, **provide ECE** to more and more children in the three-to-five age group in Cambodia, especially those from rural, low SES backgrounds.
- Second, **encourage ECE attendance** and dismantle barriers to participation. Food supplements (such as nutritious snacks) could incentivize ECE attendance so that every child in Cambodia can access and benefit from ECE. Further, the provision of nutrition in the ECE environment can reduce child malnutrition.

Part III: Recommendations

- Third, the **quality of ECE** should not be neglected and ECE provision can be tailored to helping children attain the Cambodian Early Development and Learning Standards.
- Fourth, **parenting classes** and parental awareness training on the benefits of ECE have significant impact on how the home environment supports learning and should be expanded.
- Fifth, implement **interventions to target malnutrition**.
- Sixth, **enhance maternal education** as it has a high impact on child development.

Thank You



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For more information, please contact:

Nhonh Sophea

ECD Specialist, UNICEF Cambodia

+855-12 888-879

snhonh@unicef.org

United Nations Children's Fund

Cambodia Country Office

No.11 Street 75, Sangkat Sraschark

P.O. Box 176

Phnom Penh

Cambodia

Tel: +855 23 426 214/5

www.unicef.org/cambodia

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