

Addressing preschool children's barriers to learning and participation in disadvantaged and ethnically diverse districts in Vietnam



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ACCESS

94.74%

TEACHERS

CURRICULUM

STRUCTURE
AMBITION
QUALITY

2020: 80%
STANDARDS

FACILITIES



Quality: Are children developing?



Equity: Do all children benefit?



How can we address these challenges?

The preschool teacher can!



Signs of Well-Being & Involvement



Leuven scale

level	Involvement	Signals
1	Extremely low	Activity is simple, repetitive and passive. The child seems absent and displays no energy. They may stare into space or look around to see what others are doing.
2	Low	Frequently interrupted activity. The child will be engaged in the activity for some of the time they are observed, but there will be moments of non-activity when they will stare into space, or be distracted by what is going on around.
3	Moderate	Mainly continuous activity. The child is busy with the activity but at a fairly routine level and there are few signs of real involvement. They make some progress with what they are doing but don't show much energy and concentration and can be easily distracted.
4	High	Continuous activity with intense moments. The child's activity has intense moments and at all times they seem involved. They are not easily distracted.
5	Extremely high	The child shows continuous and intense activity revealing the greatest involvement. They are concentrated, creative, energetic and persistent throughout nearly all the observed period.

of stress or tension. He /she is open and accessible to the environment. The child expresses self-confidence and self-assurance.

Barriers to learning and participation



Addressing barriers = initiating actions

1 Rearrange the **classroom**

2 Check and update the **corners**

3 Introduce **new and unconventional** materials and activities

4 **Effect on** interests

5 **all children** uses and **enriching interventions**

6 Increase **free initiative** supported with **sound rules**

7 Explore **relations** with each of the children and between children

8 Activities to explore the world of **behaviour, feelings and values**

9 **Focus on** problems and work out sustaining interventions

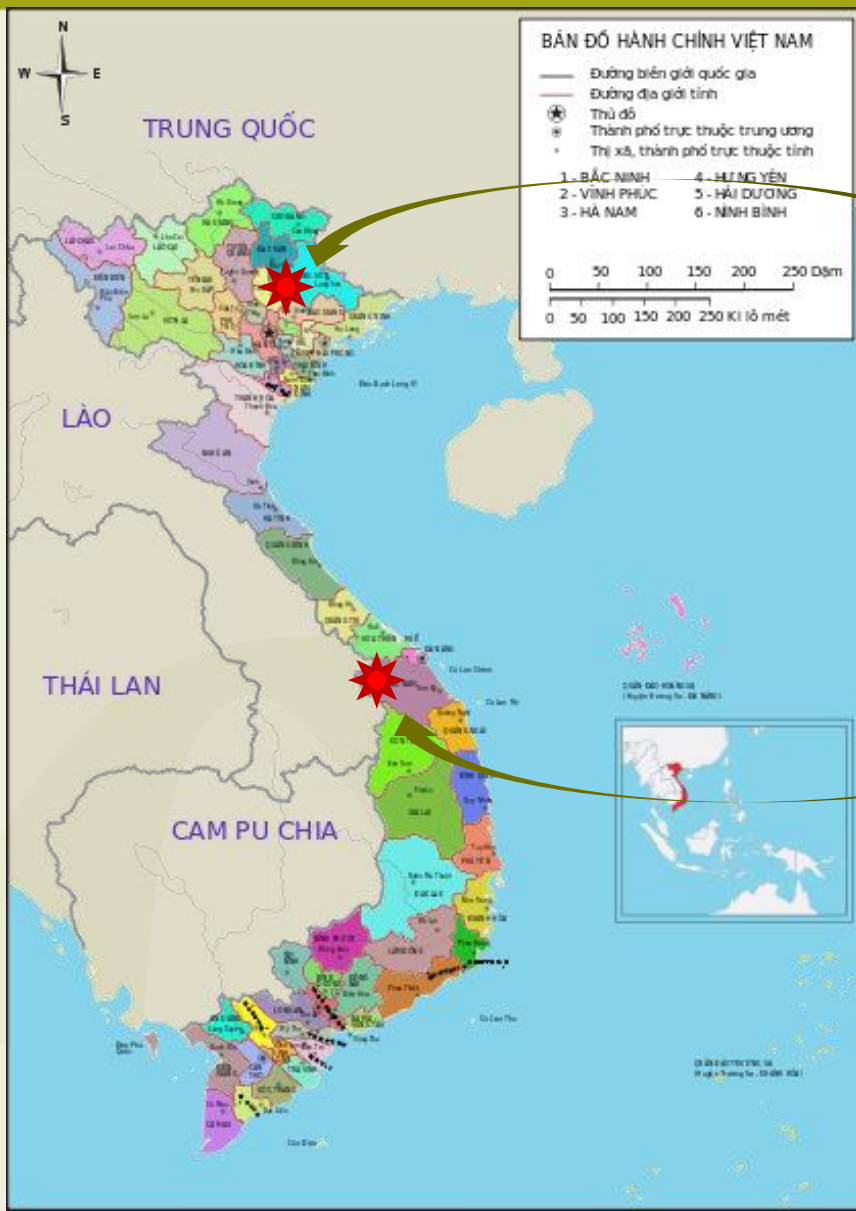
10 **individual child** vital needs and work out interventions that problem area

Is each child developing to its full potential?

Wellbeing + Involvement

= Deep Level Learning

Action research (Dec '15 – Jun '16)



Vo Nhai (Thai Nguyen)

- 4 classes in 2 schools
- 155 children
- 7 ethnic groups

Nam Giang (Quang Nam)

- 8 classes in 4 schools
- 216 children
- 10 ethnic groups

Expected results

- Increase in children's well-being and involvement
- Contextualized child observation and monitoring practices in preschool settings in disadvantaged, ethnic minority areas in Vietnam

Focus on equity

- *Does the approach benefit **most disadvantaged** children? In **multi-age** and **multi-lingual** settings?*

*Through **inclusive** practice*

- *Can the approach support preschool teachers to cater to the **needs of all children**, given teachers' challenges to deliver child-initiated, differentiated and play-based preschool education?*

Capacity development, a reflective cycle



Step 1:
Child
Observation

Result:
Increased care
width and
participation

Step 2:
Barriers to
Learning and
Participation

Step 3:
Action points
to enhance
Well-Being and
Involvement

6 months later ... the results

**AS THE FATHER
SEES**



**AS THE CHILD
SEES**



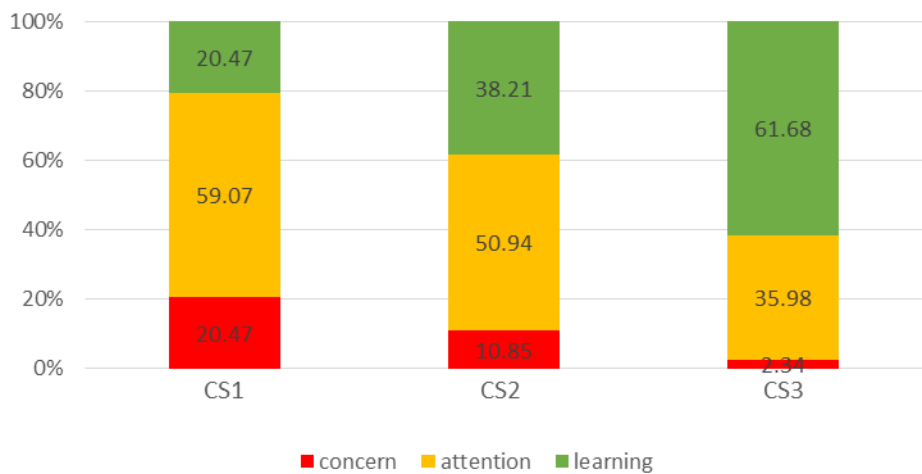
**AS THE MOTHER
SEES**



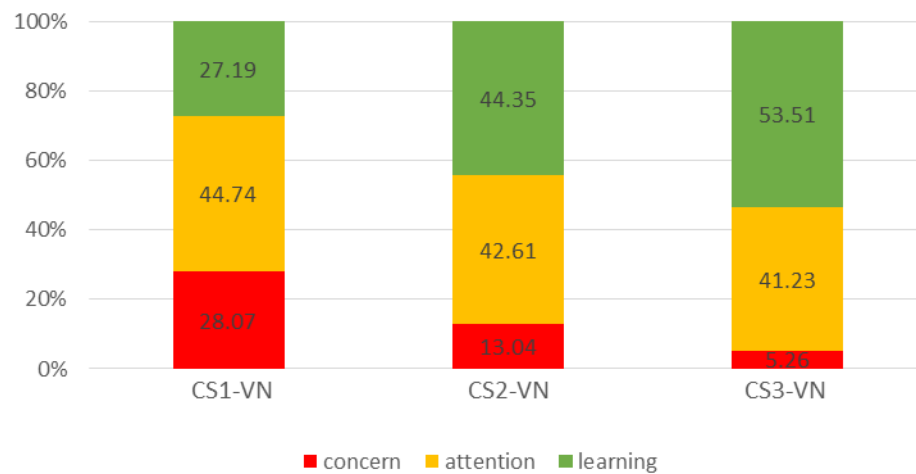
Class screening results



% Children at risk (Nam Giang)

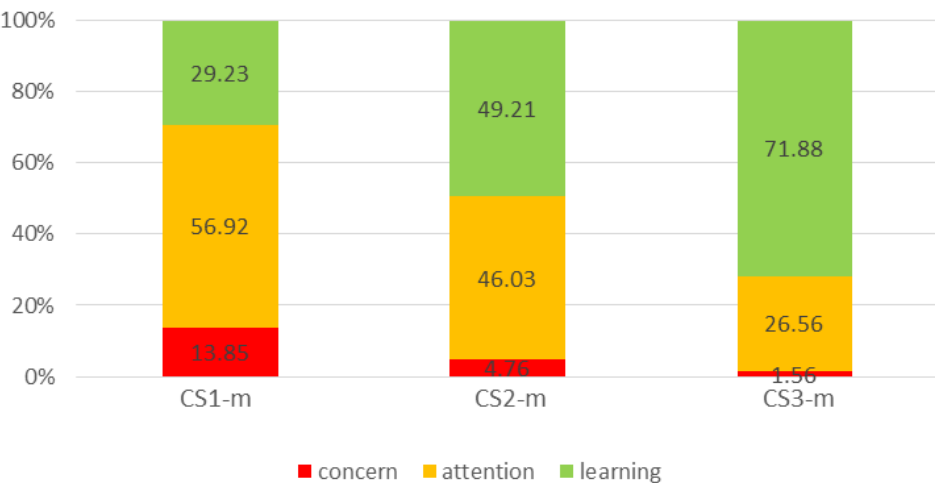


% Children at risk (Vo Nhai)

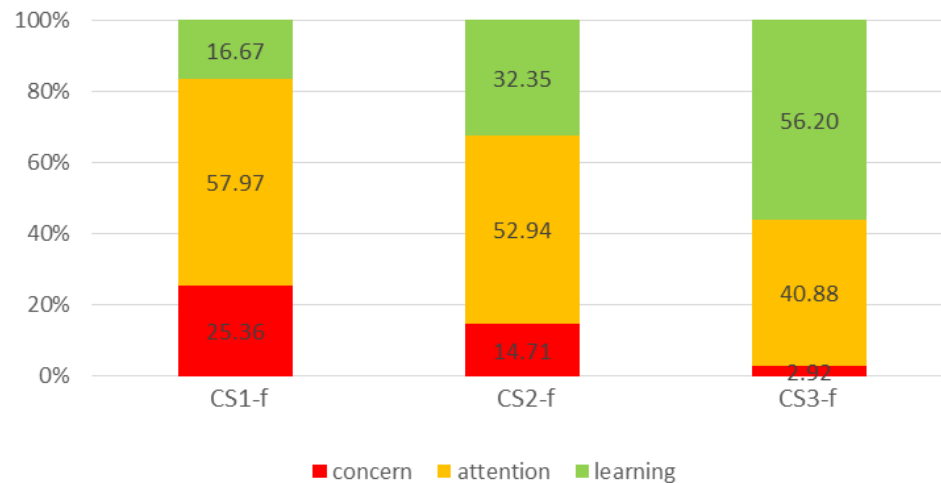


Equity: Ethnicity

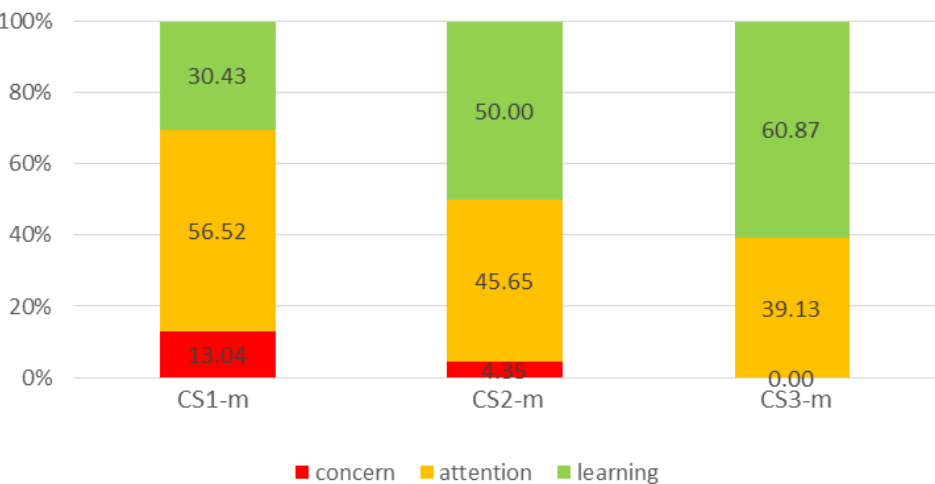
% Children at risk (Kinh, Nam Giang)



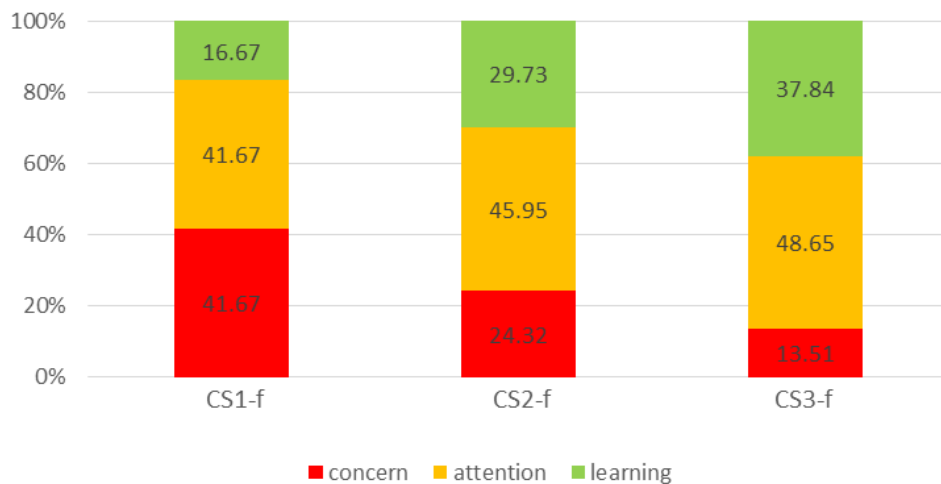
% Children at risk (Co Tu, Nam Giang)



% Children at risk (Tay, Vo Nhai)

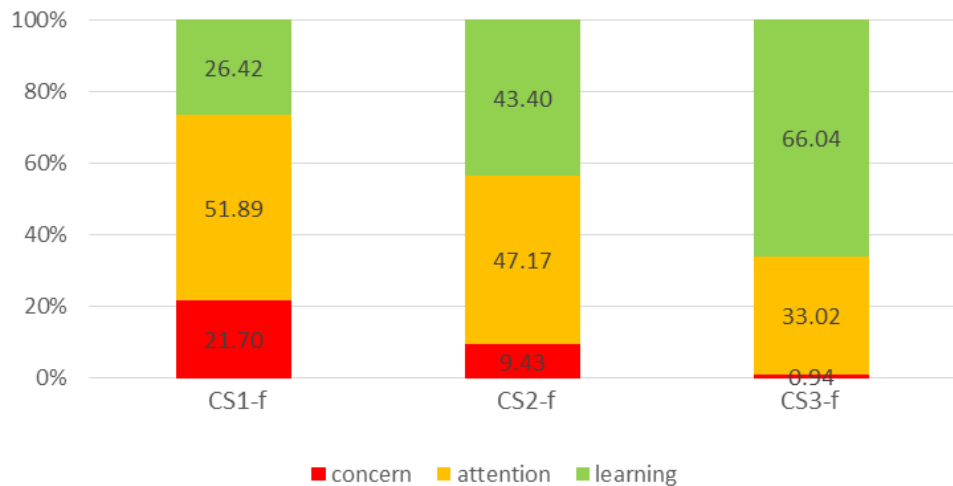


% Children at risk (H'Mong, Vo Nhai)

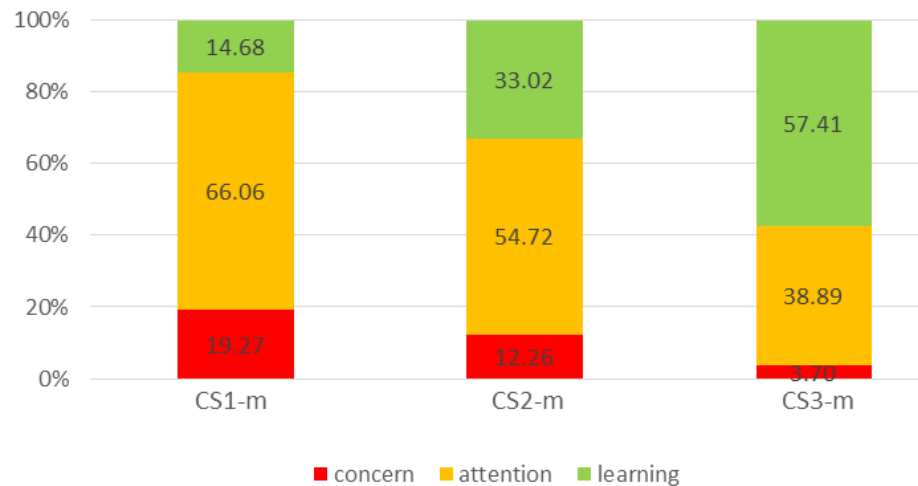


Equity: Gender

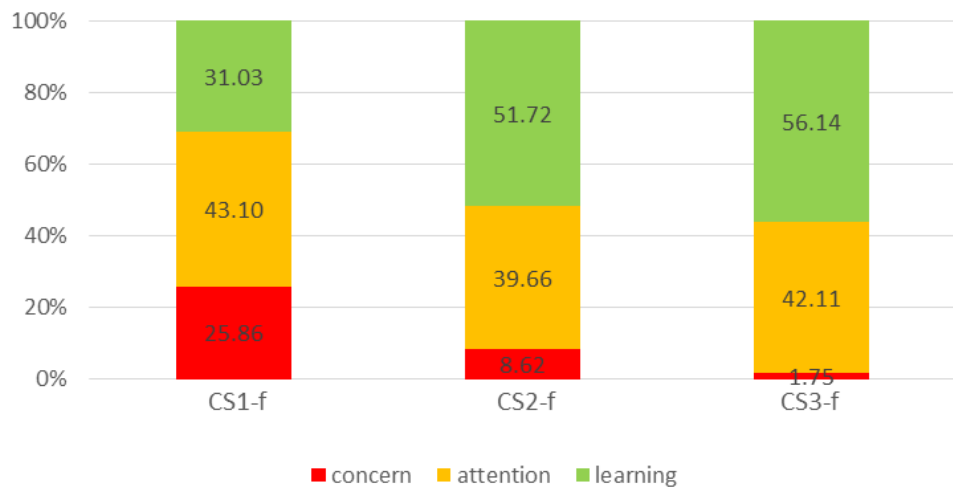
% Children at risk (girls, Nam Giang)



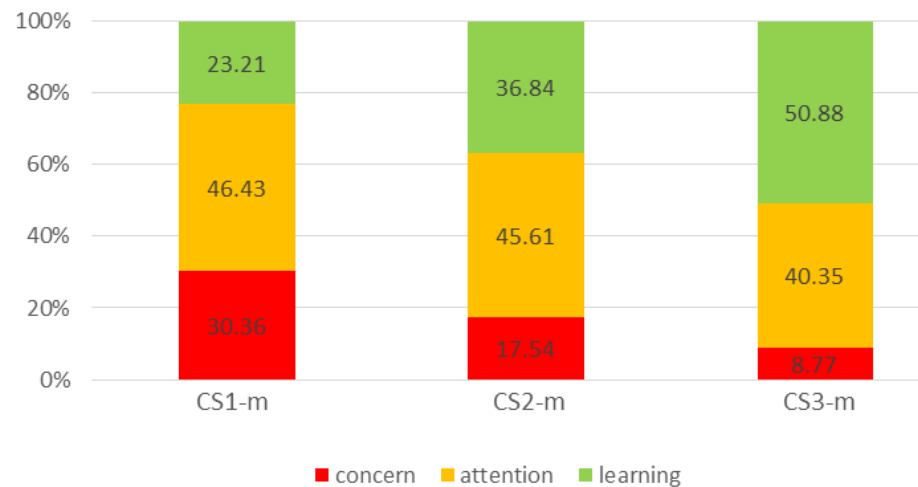
% Children at risk (boys, Nam Giang)



% Children at risk (girls, Vo Nhai)



% Children at risk (boys, Vo Nhai)



*“Before, I was **observing the whole class** and I thought that my children were doing well. Now that I **observe individual children**, I realize that some are not doing OK.” (preschool teacher)*

*“The **relation** with the children changed. We are closer to one another” (preschool teacher)*

*“I see many changes among my teachers. Before a new lesson, the **teachers are looking for new ideas** instead of using their old way.” (school leader)*

The national level is interested

Interesting	Clear progress among children	Irrespective of ethnicity
Promising	Scaling-up	Concrete focus
Evaluate resources required	Impact on preschool education quality	Carry out more similar researches on teacher skills

PROCESS QUALITY

SCHOOL-EMBEDDED

24 districts
AMBITION
3 provinces
PROFESSIONAL
DEVELOPMENT

ALL CHILDREN

FULL POTENTIAL

Xin cảm ơn! Thank you!



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