Addressing preschool children’s barriers to learning and participation in disadvantaged and ethnically diverse districts in Vietnam
Quality: Are children developing?
Equity: Do all children benefit?
How can we address these challenges?

The preschool teacher can!
Signs of Well-Being & Involvement

Well-being

- Joy
- Inner peace
- Confidence

Involvement

- Totally absorbed by the activity.
- Intense mental activity
- Deep satisfaction
- At the limits of one’s capacities (ZpD)
## Leuven scale

<table>
<thead>
<tr>
<th>Level</th>
<th>Involvement</th>
<th>Signals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Extremely low</td>
<td>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.</td>
</tr>
<tr>
<td>2</td>
<td>Low</td>
<td>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.</td>
</tr>
<tr>
<td>3</td>
<td>Moderate</td>
<td>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.</td>
</tr>
<tr>
<td>4</td>
<td>High</td>
<td>Continuous activity with intense moments. The child’s activity has intense moments and at all times they seem involved. They are not easily distracted.</td>
</tr>
<tr>
<td>5</td>
<td>Extremely high</td>
<td>The child shows continuous and intense activity revealing the greatest involvement. They are concentrated, creative, energetic and persistent throughout nearly all the observed period.</td>
</tr>
</tbody>
</table>

|            |                  | 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
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td>Rearrange the <strong>classroom</strong></td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>Check and update the <strong>corners</strong></td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>Introduce <strong>new and unconventional</strong> materials and activities</td>
</tr>
<tr>
<td><strong>4</strong></td>
<td><strong>Effect on all children</strong></td>
</tr>
<tr>
<td><strong>5</strong></td>
<td>Effect on all children</td>
</tr>
<tr>
<td><strong>6</strong></td>
<td>Increase <strong>free initiative</strong> supported with <strong>sound rules</strong></td>
</tr>
<tr>
<td><strong>7</strong></td>
<td>Explore <strong>relations</strong> with each of the children and between children</td>
</tr>
<tr>
<td><strong>8</strong></td>
<td>Activities to explore the world of <strong>behaviour, feelings and values</strong></td>
</tr>
<tr>
<td><strong>9</strong></td>
<td>Focus on individual child</td>
</tr>
<tr>
<td><strong>10</strong></td>
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Addressing barriers = initiating actions
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

Step 2: Barriers to Learning and Participation

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

Result: Increased care width and participation
6 months later … the results
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)

- CS1-f: 21.70%
- CS2-f: 9.43%
- CS3-f: 0.94%

% Children at risk (boys, Nam Giang)

- CS1-m: 14.68%
- CS2-m: 12.26%
- CS3-m: 38.89%

% Children at risk (girls, Vo Nhai)

- CS1-f: 25.88%
- CS2-f: 39.66%
- CS3-f: 42.11%

% Children at risk (boys, Vo Nhai)

- CS1-m: 23.21%
- CS2-m: 45.61%
- CS3-m: 40.35%
“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)
<table>
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<th>The national level is interested</th>
</tr>
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<tbody>
<tr>
<td><strong>Interesting</strong></td>
</tr>
<tr>
<td><strong>Promising</strong></td>
</tr>
<tr>
<td><strong>Evaluate resources required</strong></td>
</tr>
</tbody>
</table>
WAY FORWARD

2021

22 districts
3 provinces

AMBITION

SCHOOL-EMBEDDED

PROCESS QUALITY

DEVELOPMENT

ALL CHILDREN

FULL POTENTIAL
Xin cảm ơn! Thank you!

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