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# Vietnam SCHK Baseline

Clara Pava, Senior Specialist, Learning Research  
Department of Education and Child Protection

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# Thank you to our team of assessors!

- Audrey M. Mubiana, Aggie Nsooka, Annie Kopolo, Boyd Kawina, Chansa Mwenya, Chewe George, Chewe George, Darius Siame, Faith Sinyangwe, George Chewe, Gwendoline Chewe, Gwendoline Nkula, John Mwansa, Kopolo Annie, Kanguye Gilliut, Kopolo Annie, Lilian Sihubwa, Mary Sweta, Memory Mphande, Musonda Mulenga, Musonda Roiva, Mary Mvula, Mary Sweta, Memory Mphande, Musonda Mulenga, Nsoola Aggie, Patricia Mwenya, Percliy Mwila, Sibajene Sibalela, Sibalela Sibanjene,

# Overview

- I. Research questions
- II. Sample characteristics
- III. Tools used
- IV. Baseline skills scores
- V. Home environment
- VI. Score determinants
- VII. Recommendations
- VIII. Appendix

# I. Research questions

1. What are the baseline school readiness skills of the children in the program?
2. What do the home learning environments of the children look like at baseline?
3. Are there any baseline differences between children of different ethnic groups/geographies?

## II. Sample characteristics

Characteristic	Quang Nam	Yen Bai	Whole Sample
# of Centers surveyed	5	5	10
# of Children	146	152	298
% Female	52%	59%	55%
% Minority	89%	83%	86%
Average age	4	4	4

## II. Sample characteristics. Ethnicity

Ethnicity	Yen Bai	Quang Nan	Whole Sample
% Kinh	17%	11%	14%
% Tay	26%	0%	13%
% Dao	19%	0%	10%
% Mong	18%	0%	9%
% Thai	5%	0%	3%
% Co Tu	0%	88%	43%
% Other	15%	1%	8%

# III. Tools used

1. The **IDELA<sup>1</sup> Child Assessment** has 24 child-reported items covering 4 areas and 2 Executive function items:
  - a) Areas:
    - Motor Development
    - Early Numeracy
    - Early Literacy
    - Socio-Emotional Development
  - b) Executive Function items
    - Short-Term Memory
    - Inhibitory Control
2. The **IDELA Caregiver Questionnaire** includes 5 different sections gathering information about the **homes and parental attitudes of the children in the study sample**, including ECD experience and educational expectations, home learning environment and parenting practices, parent self-efficacy, and socio-economic status.

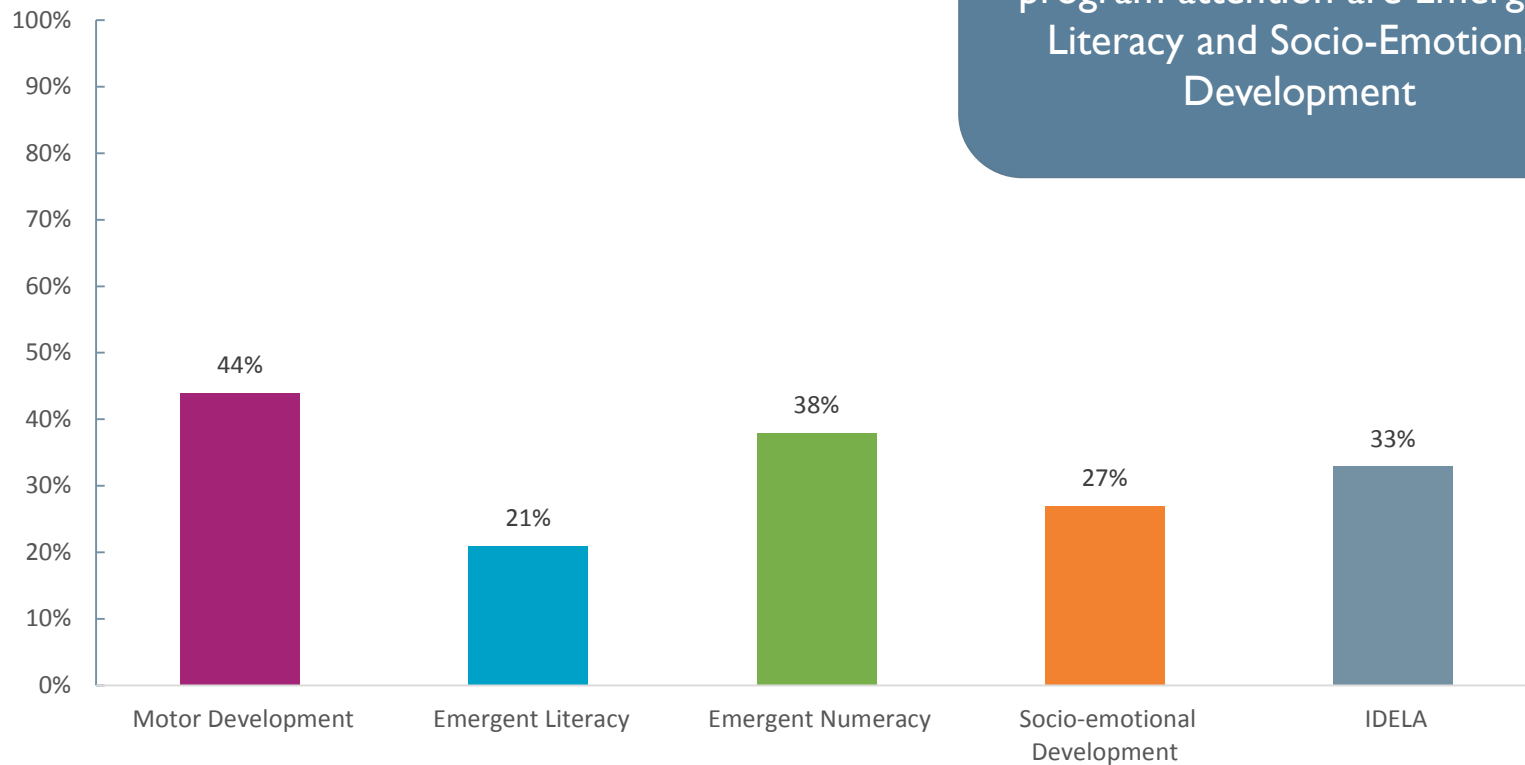
1/ **IDELA** : International Development and Early Learning Assessment

# IVA. Baseline Skills Scores, Overview



# IDELA subdomains and total score

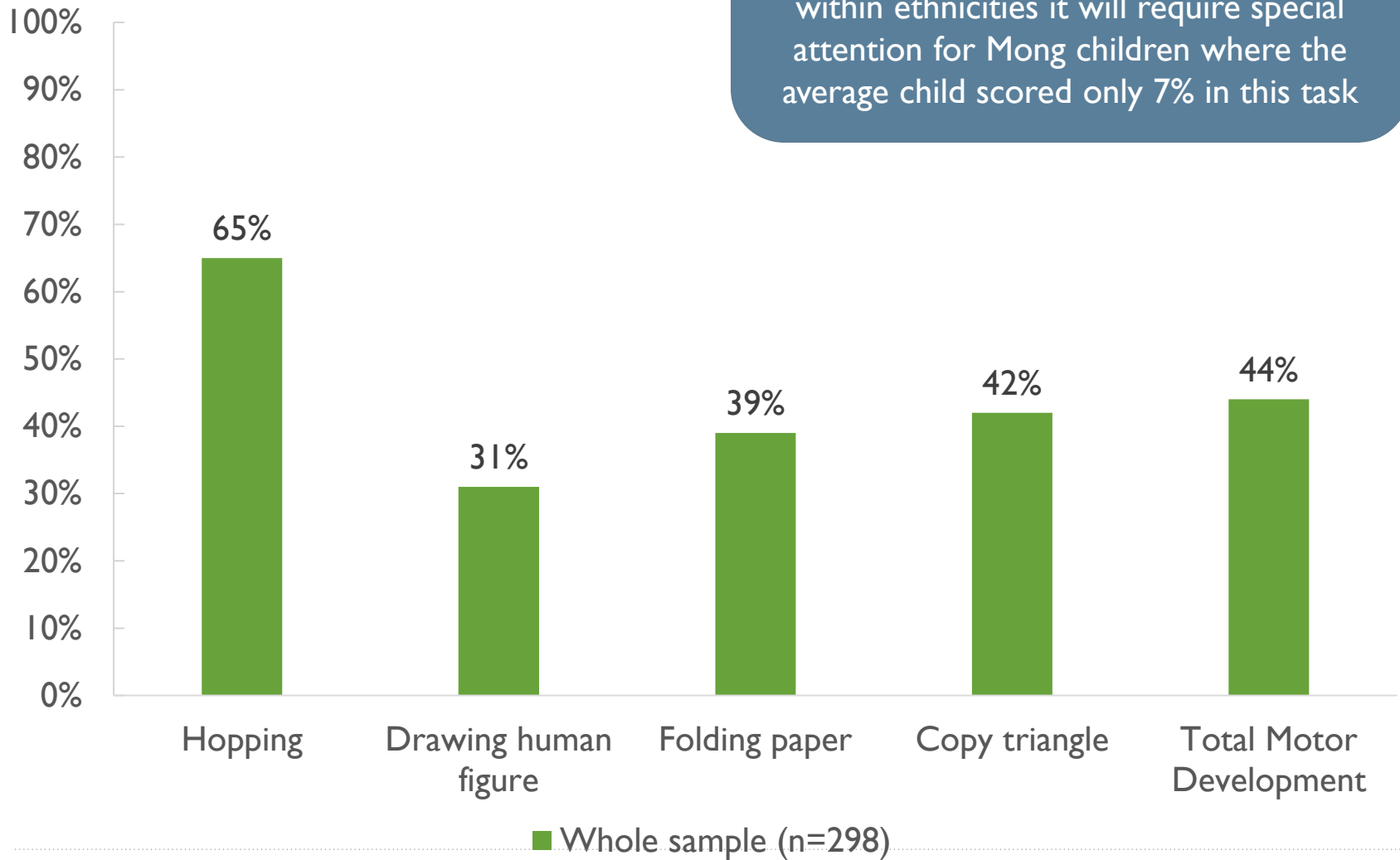
Whole Sample, % Correct



For the whole sample, the lowest skills and that will require special program attention are Emergent Literacy and Socio-Emotional Development

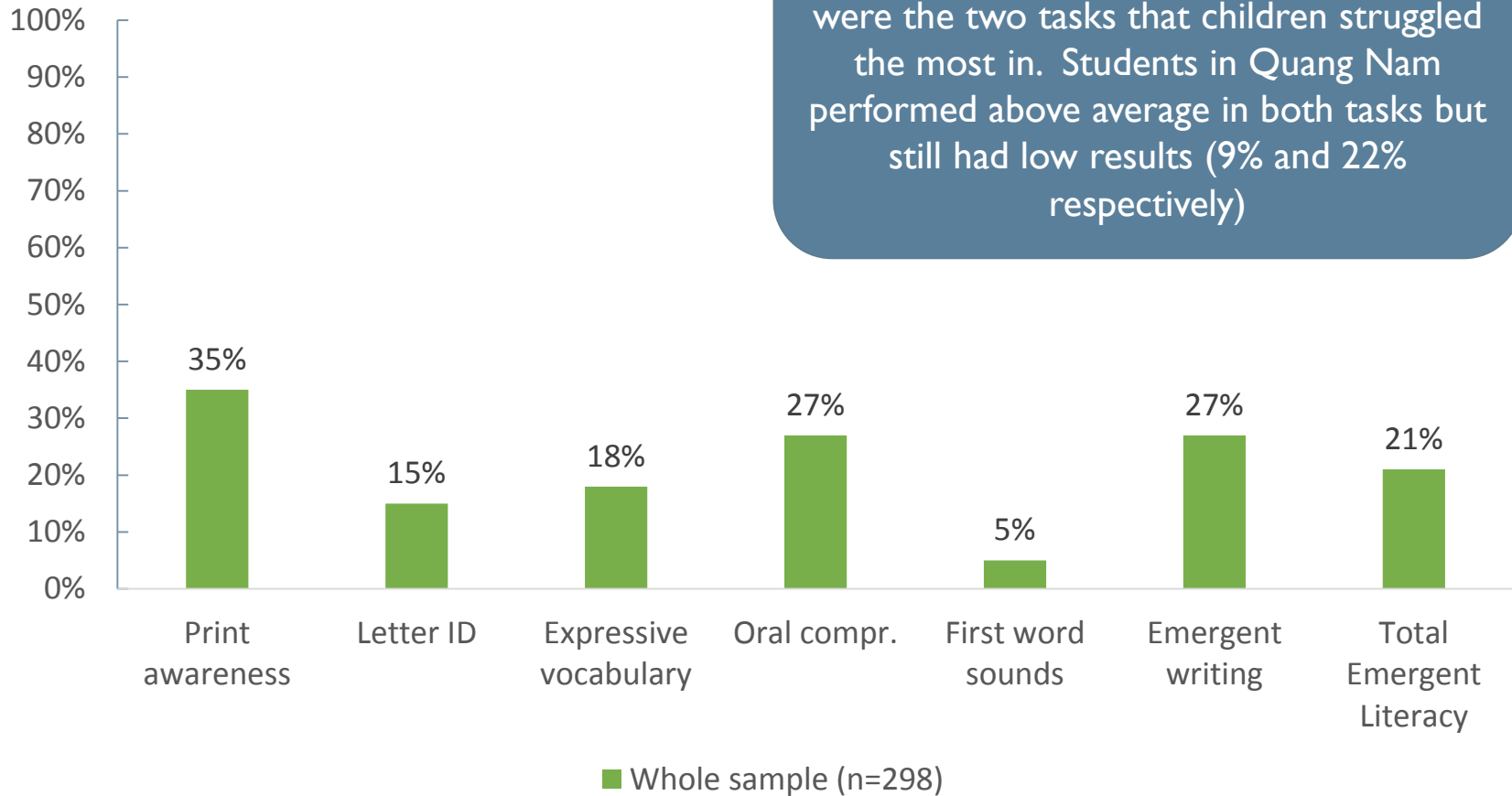
# Motor skills

In motor skills, drawing a human figure was the most difficult task for children. This was true in both provinces, and within ethnicities it will require special attention for Mong children where the average child scored only 7% in this task



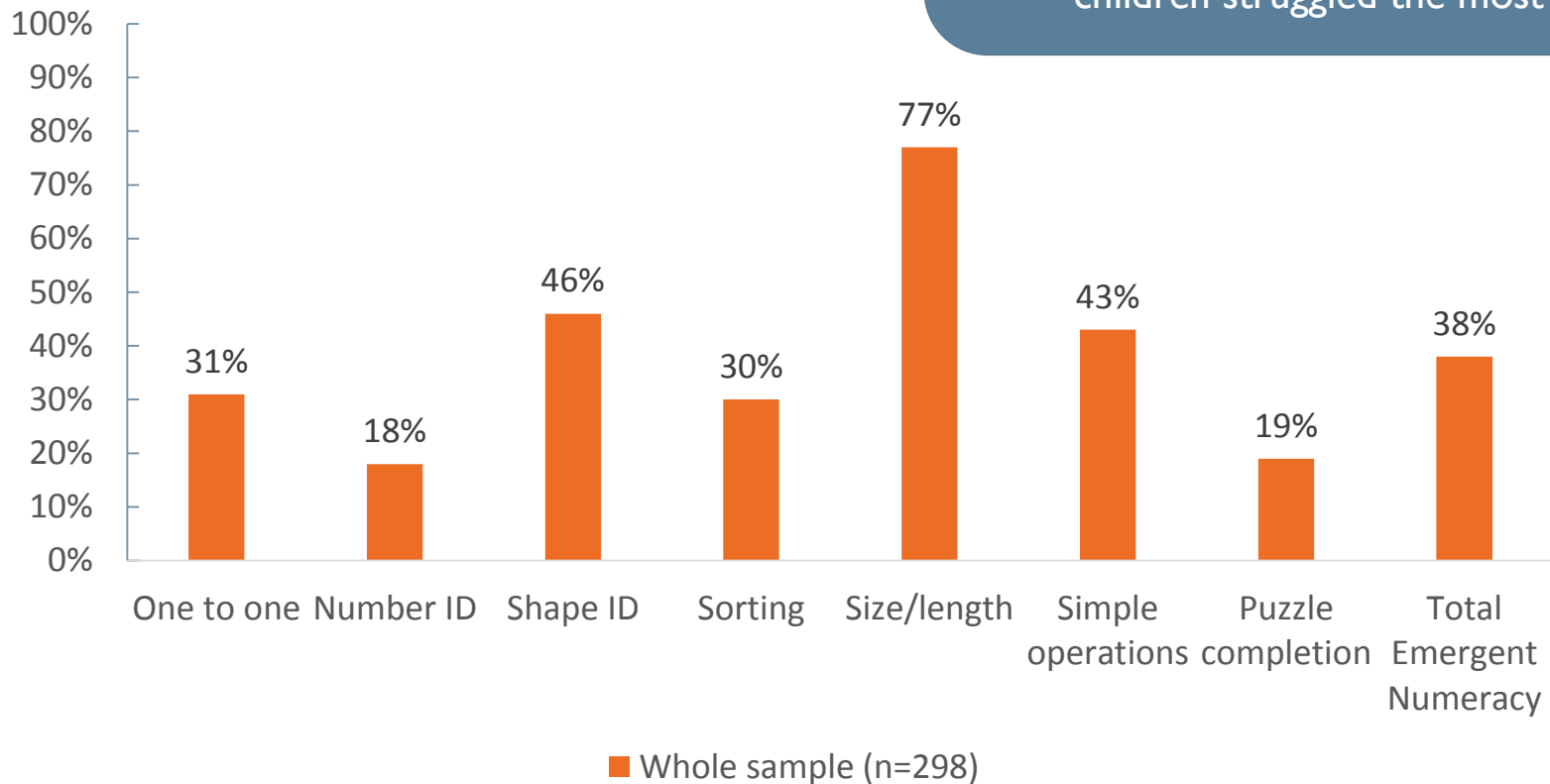
# Emergent literacy

First word sounds and letter identification were the two tasks that children struggled the most in. Students in Quang Nam performed above average in both tasks but still had low results (9% and 22% respectively)

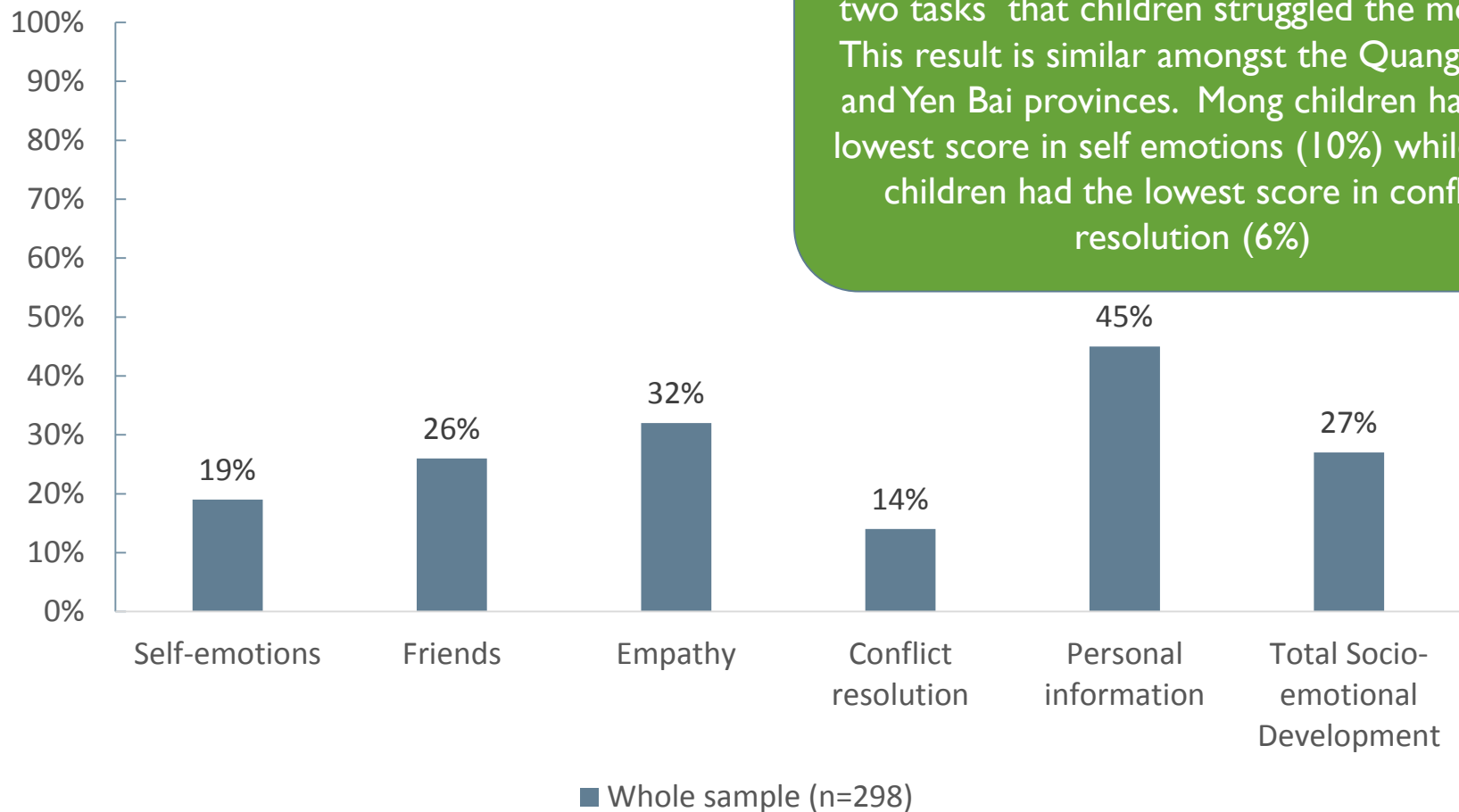


# Emergent numeracy

Children performed well in the size and length task. The program should focus on activities that support children's skills in number identification and puzzle completion, the two tasks in which the children struggled the most in



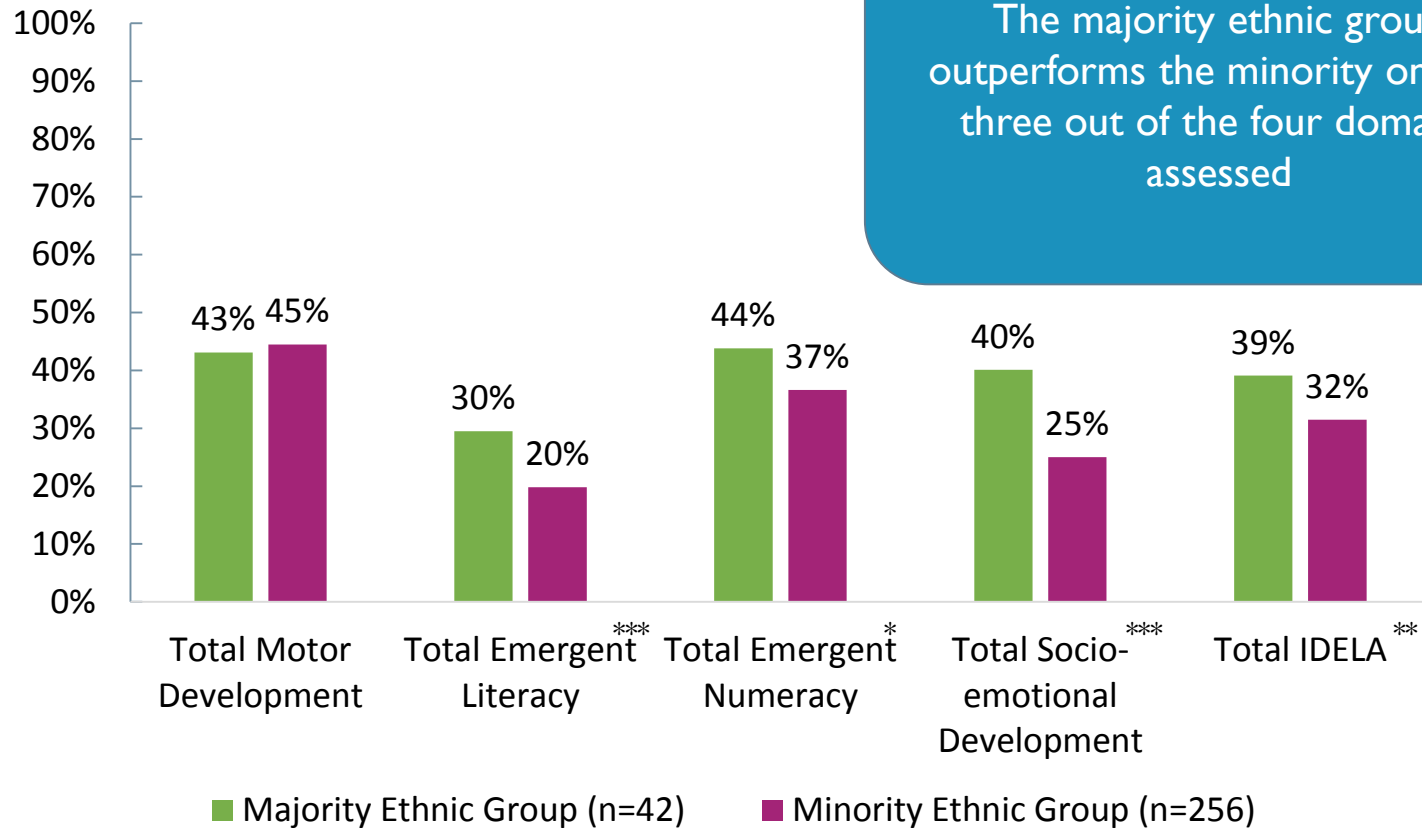
# Socio-Emotional development



# **IVA. Baseline Skills Scores, Differences Between Ethnic Groups and Provinces**

# Majority vs. Minority Students

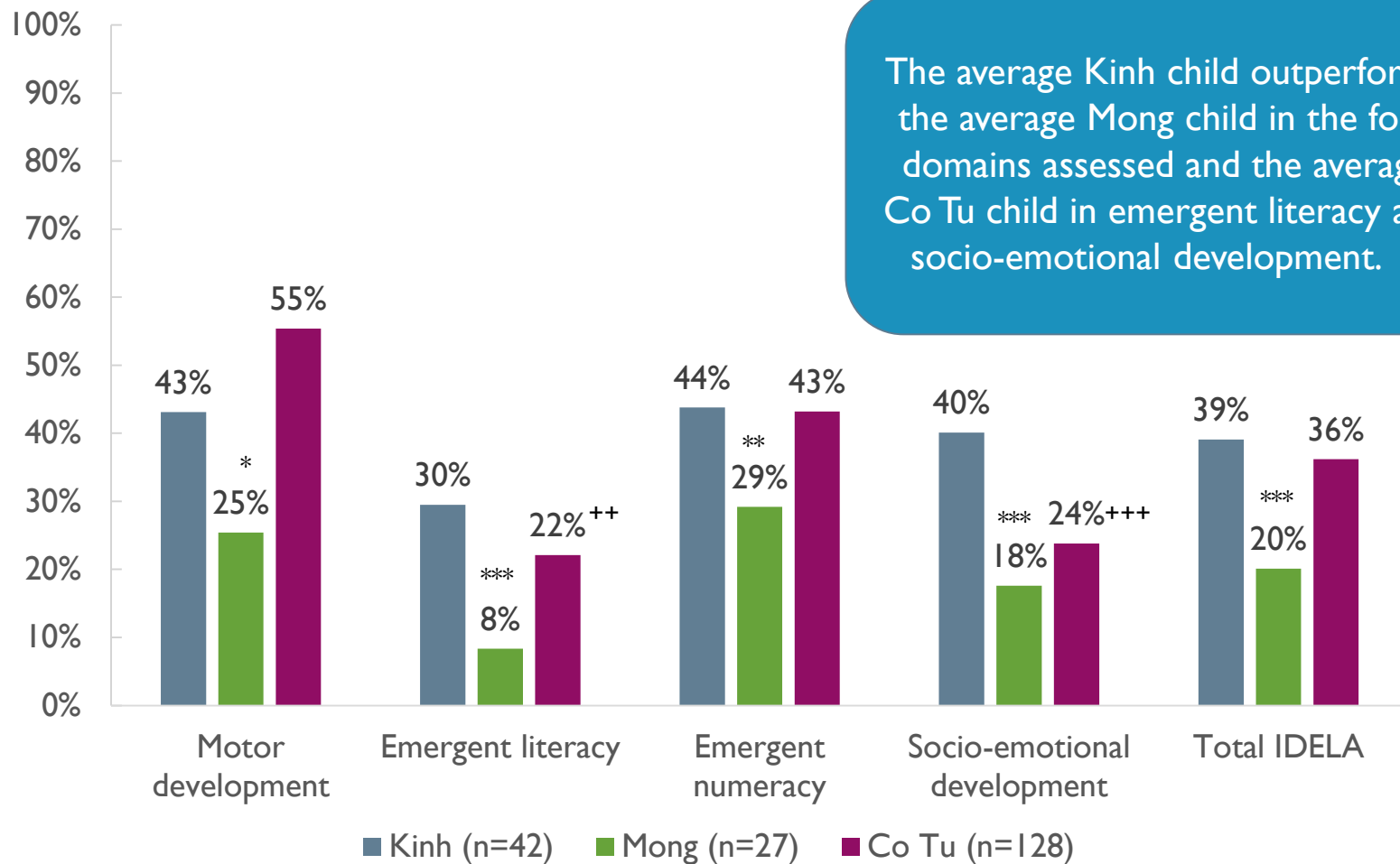
Majority vs. Minority Ethnic Group, % Correct



The majority ethnic group outperforms the minority ones in three out of the four domains assessed

I/ **Majority:** Kinh, **Minority:** Tay, Dao, Nung, Mong, Pa Di, Tu di, Thai, Co Tu, others

# Kinh vs Mong vs. Co Tu



\*: Statistical significant differences between the scores of Kinh and Mong children

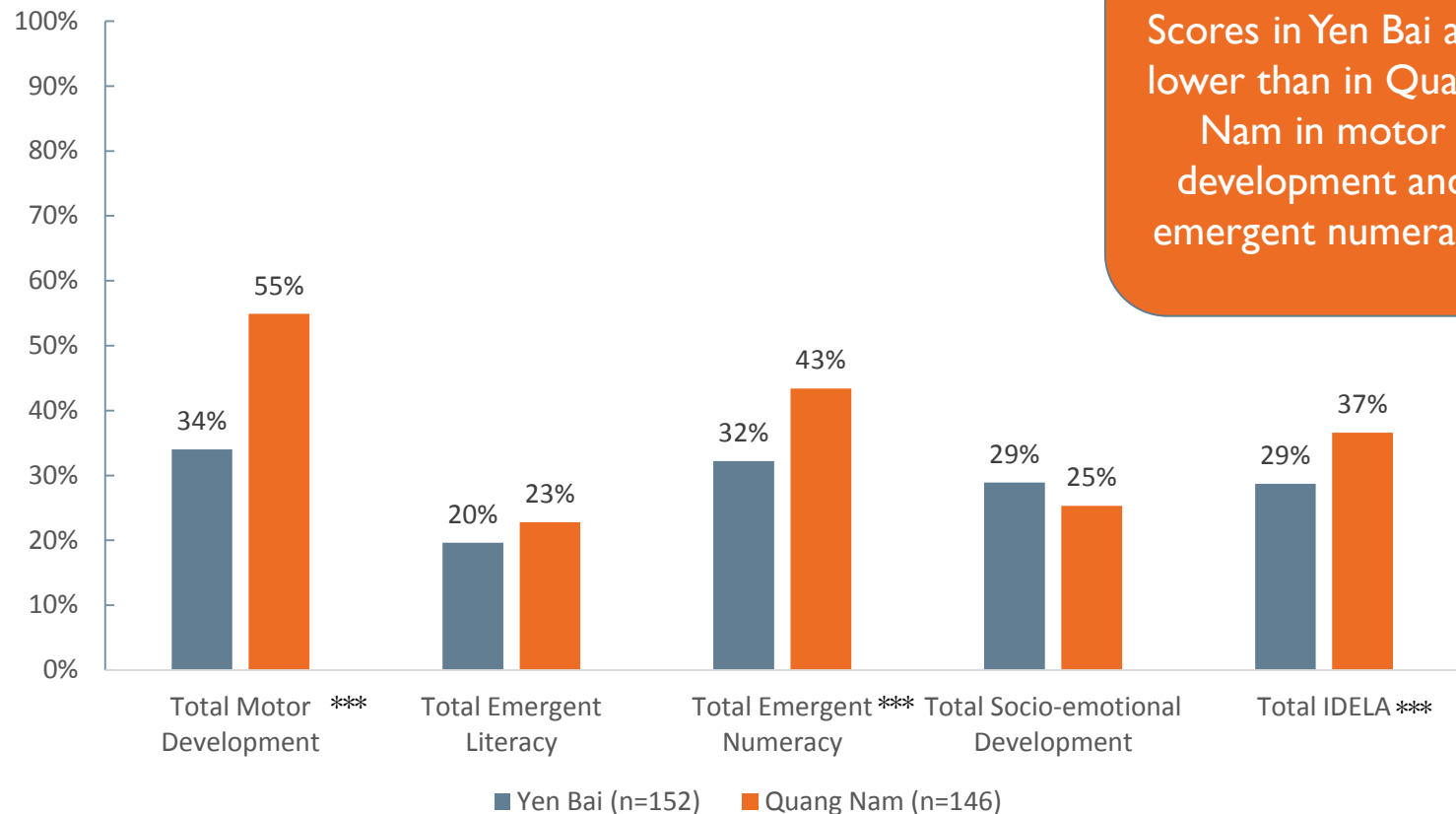
+ : Statistical significant differences between Kinh and Co Tu children

<sup>1/</sup> Statistical significant differences only



# Yen Bai vs. Quang Nam

## Yen Bai vs. Quang Nam Provinces, % Correct



\*p < .05, \*\*p < .01, \*\*\*p < .001

# Average scores at or lower than 20% within subdomains by province

	Yen Bai	Quang Nam
Motor skills	Drawing a human figure	None
Emergent literacy	Letter ID First word sounds Expressive vocabulary	Expressive vocabulary
Emergent numeracy	Number ID Puzzle completion	Number ID Puzzle completion
Socio-Emotional development	Conflict resolution	Self emotions Conflict resolution

Emergent literacy should be of primary focus in the Yen Bai Province. In Quang Nam Socio-emotional development needs special attention

# V. Home Environment

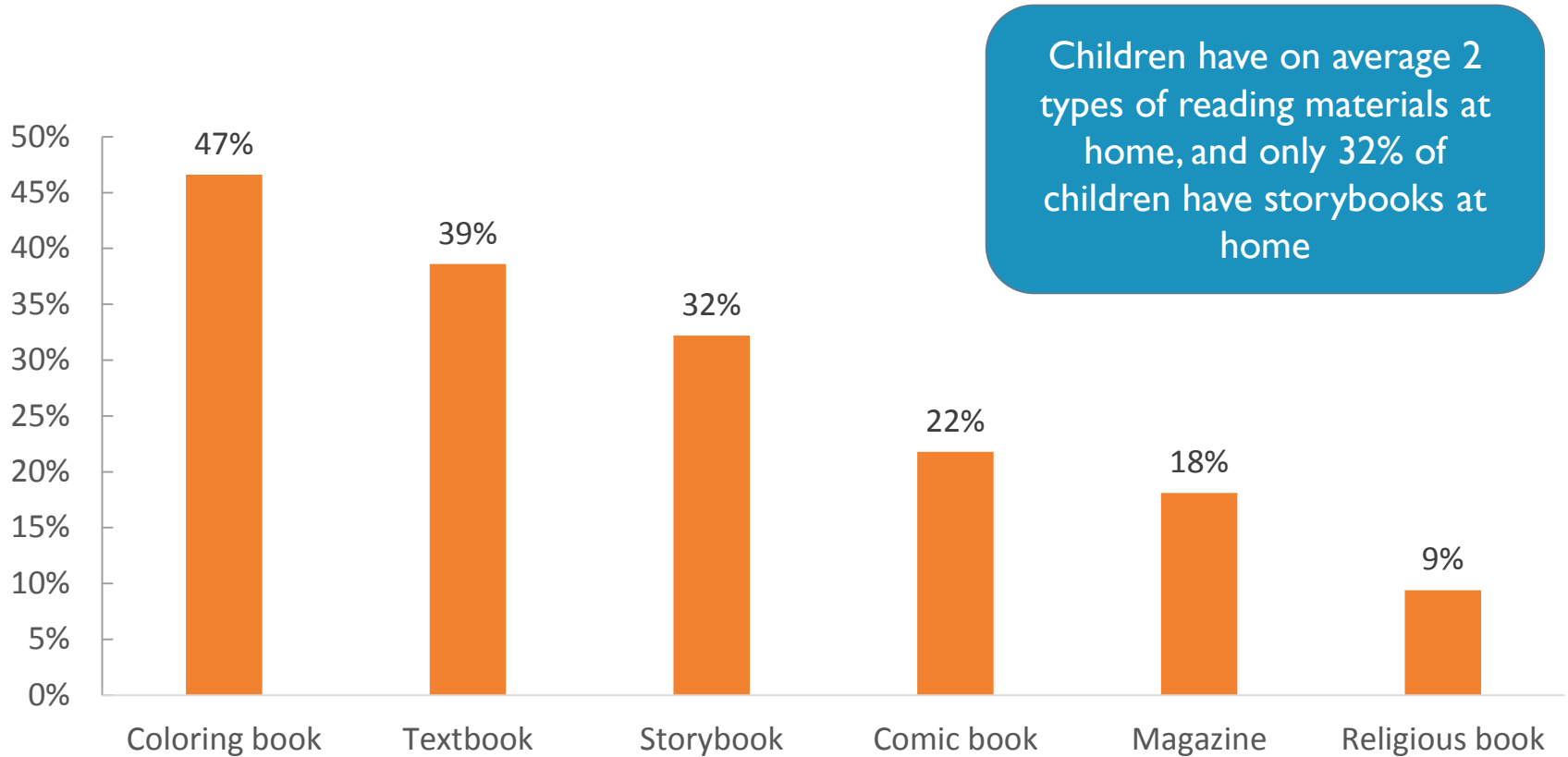
# V. Family characteristics

Family characteristics	
Mother's average age	28.3
Mother has secondary education	55%
Mother is literate	81%
Father's average age	31.0
Father has secondary education	64%
Father is literate	87%
# Children at home	3.2
# Home possessions (out of 12)	3.4

An average father and mother of the group of children sampled completed secondary education and 88 % and 81% of them are literate respectively

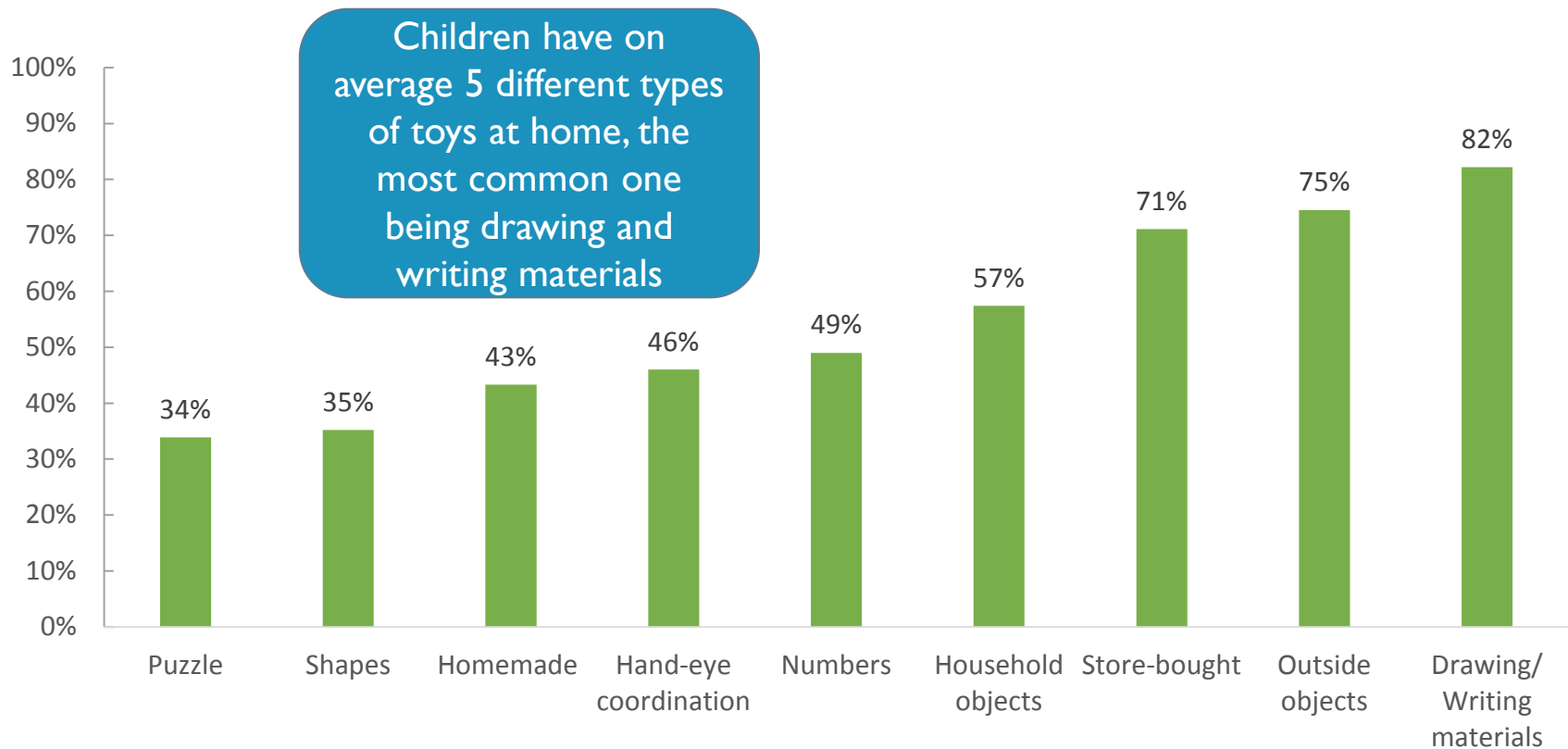
# V. Home Literacy Environment

Books, % of Caregivers responding they own this type of book at home



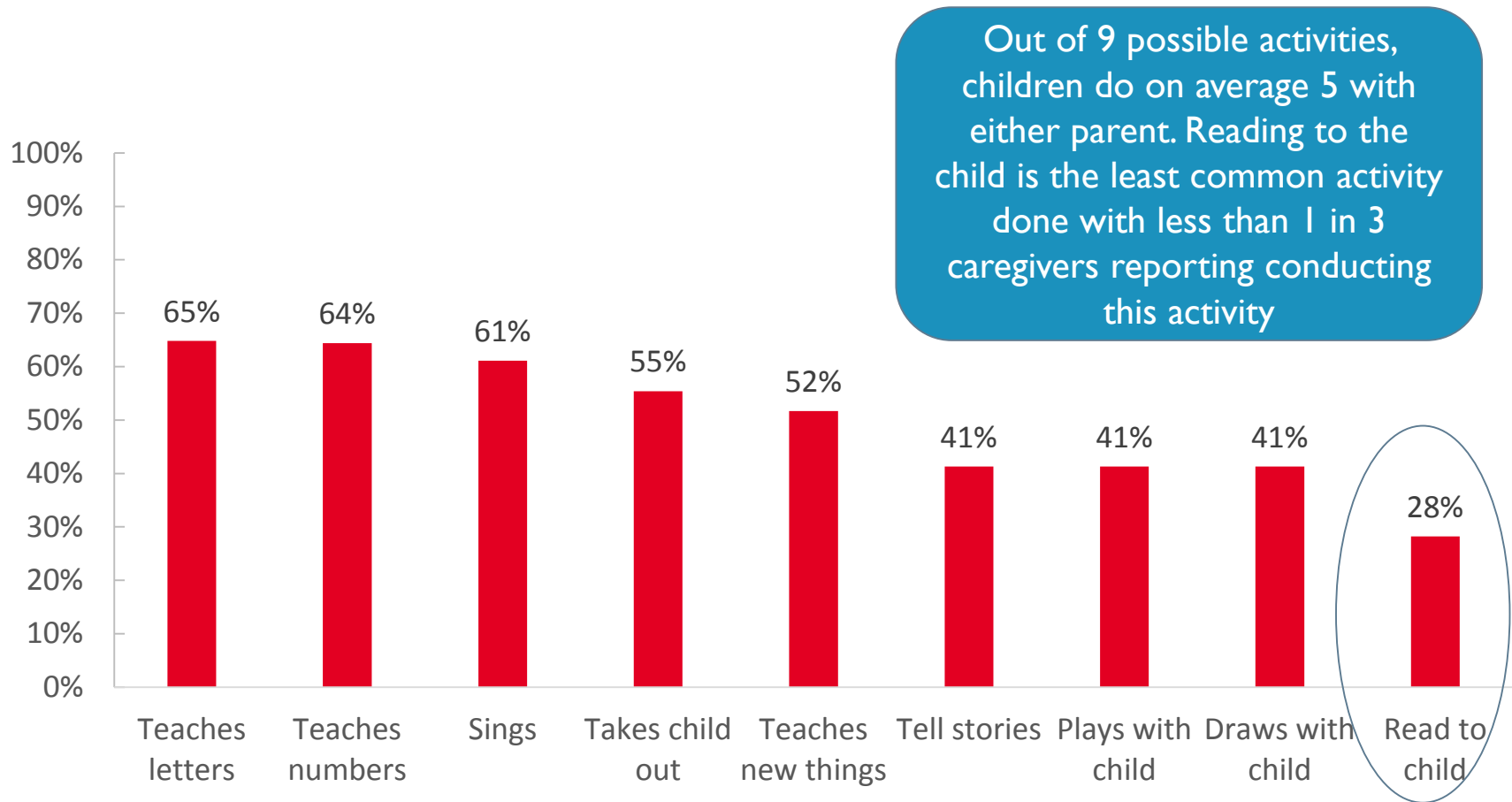
# V. Home Literacy Environment

Toys, % of Caregivers responding they own this type of toy at home



# V. Home learning activities

Activities, % of Caregivers responding they do this type of activity at home



# V. Parenting attitudes

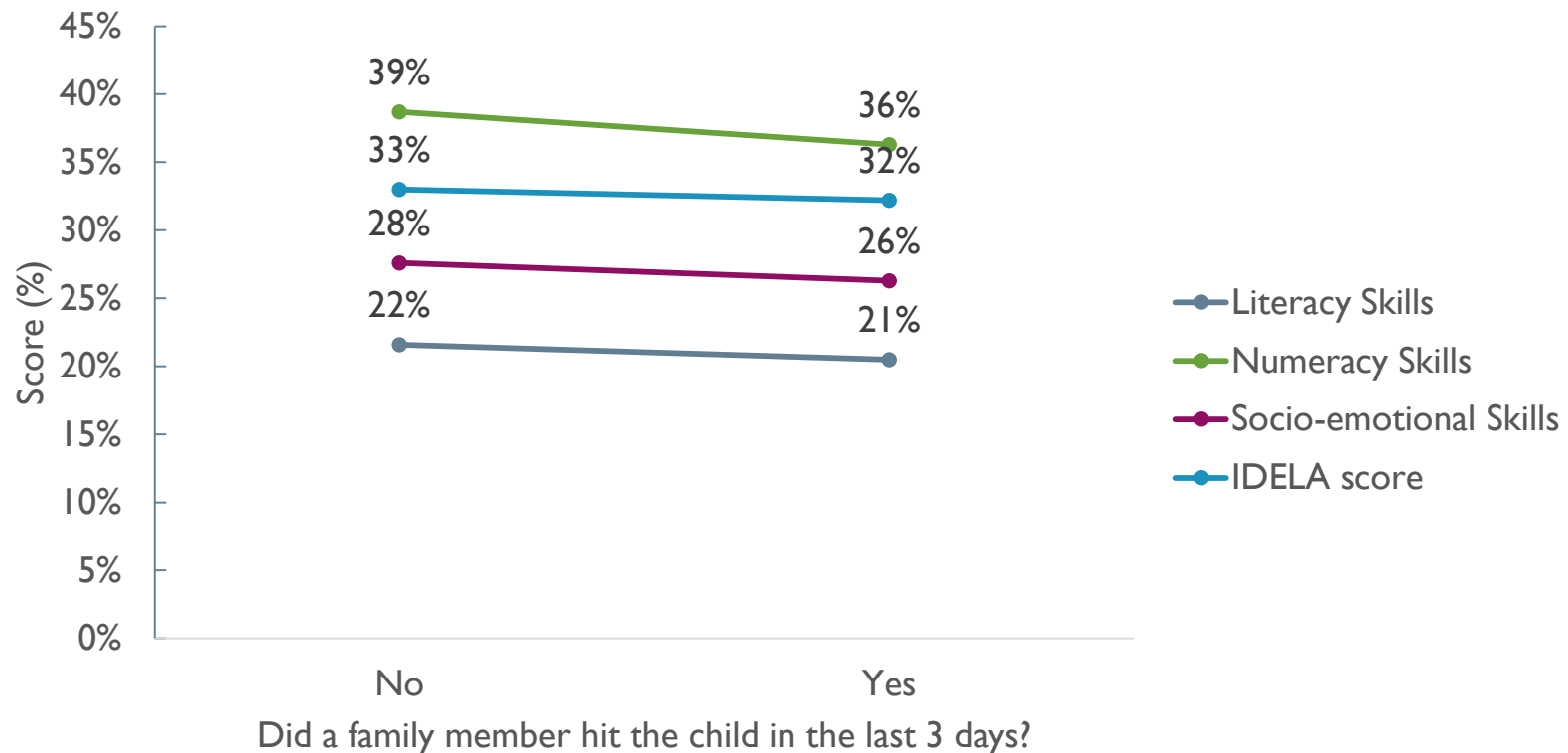
- Parenting attitudes responses reflect **parents perceive they can affect their child’s development and growth**
- The average score was **28/36** points, and individually all scores were centered around 3 out of 4 points

Attitudes about parenting	Score (out of 4)
I play a crucial role in my child’s physical and cognitive development.	3.1
It is important to take a good care of children at an early age.	3.1
Even when I am busy with my work, I can make time for my child in order to take care of him/her.	3.1
Knowing how to read and write is important for my child to have a good/productive life.	3.2
I will encourage my child to complete at least secondary school	3.2
I think I can teach my child important school readiness skills at home	3.0
I think my child can learn a lot of skills by playing games	3.0
I find ways to talk with or engage my child in games while I am doing my daily work	3.0
I think praising children whenever he/she tries to do something new is important	3.1
<b>Total attitudes about parenting (out of 36)</b>	<b>27.8</b>



# V. Negative discipline and IDELA score

Scores disaggregated by whether the child was hit by a family member in the last 3 days(%)

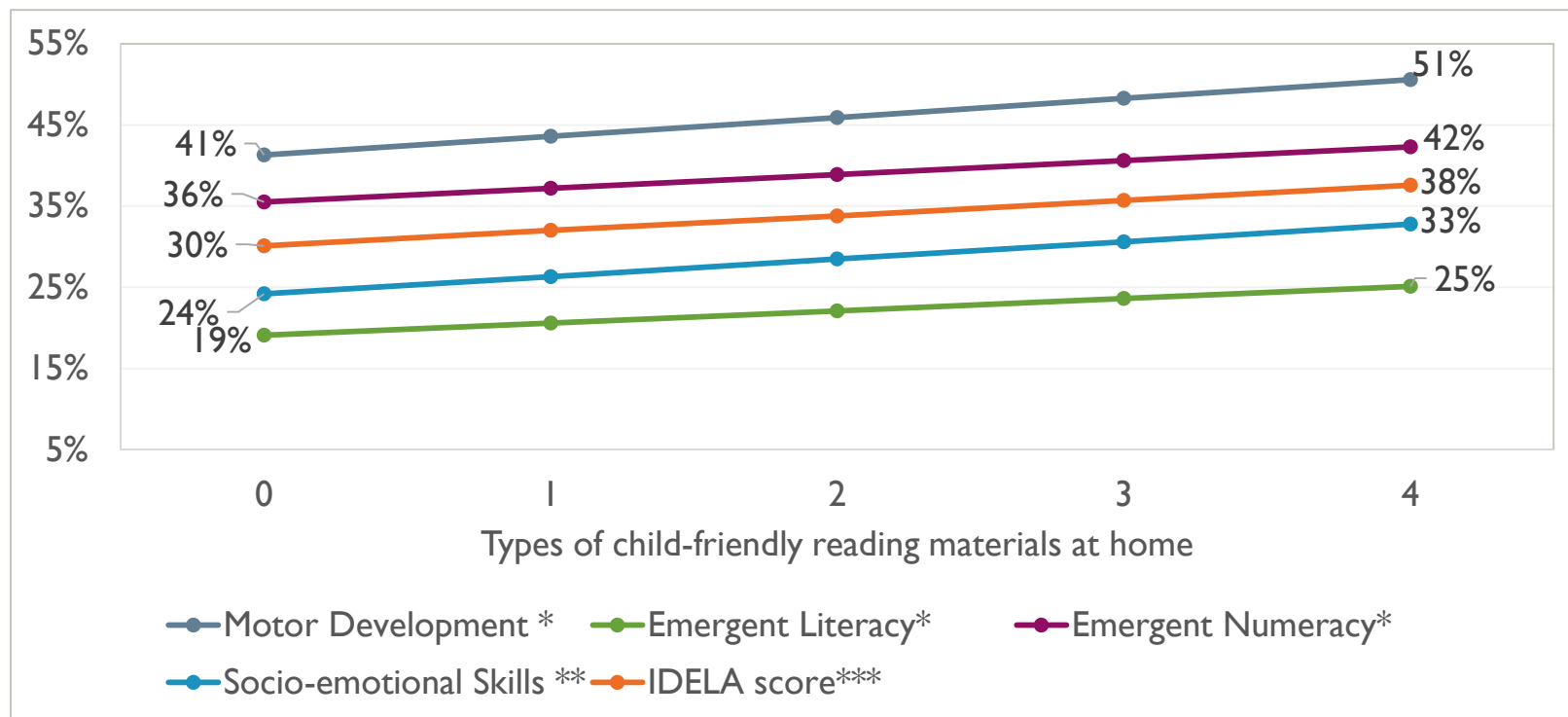


On average, scores are lower for those children that were hit by a family member in the last three days for three out of the four subdomains. The program should work with parents on positive discipline alternatives.

# VI. Score Determinants

# VI. Score determinants

Predicted score by types of child friendly materials<sup>1</sup> at home, (%)



Having more types of child friendly materials at home is highly correlated with better scores throughout the domains assessed. However Mong children in the sample have on average only 1 type of child friendly material and Co Tu children have 1.3. Kinh children have 2 types on average and the difference between this group and Mong and Co Tu groups is statistically significant

\* $p < .05$ , \*\* $p < .01$ , \*\*\* $p < .001$

<sup>1</sup> Child friendly materials include: textbooks, storybooks, coloring books, and comic books.

# Recommendations

- Emergent literacy and socio-emotional development should be of primary focus for the program.
  - These two domains were the ones children struggled with the most and had an average score of 21% and 27% correspondingly
  - Emergent literacy was particularly low in Yen Bai (20%), and socio-emotional development in Quang Nan
- The Mong ethnicity group needs special attention from the program
  - Considering Kinh, Co Tu and Mong ethnicity groups, Mong children have the lowest scores. Their average score in the emergent literacy subdomain is as low as 8%

# Recommendations

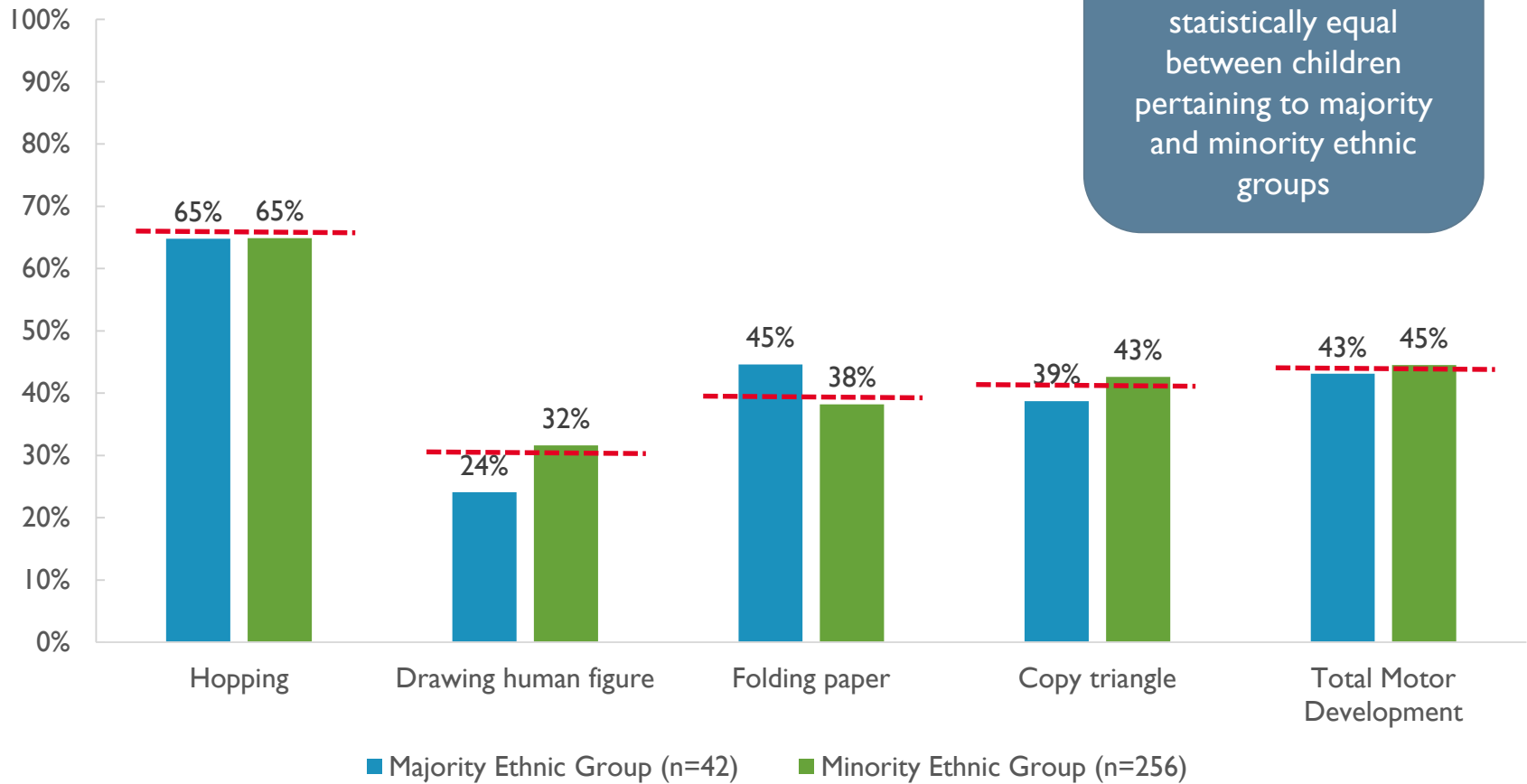
- Providing different types of child-friendly materials that children can interact with should be prioritized
  - Children have on average two types of reading materials at home, and regression analyses show significant correlations between the types of child friendly materials at home and the score children obtain across the four domains assessed
- Supporting further parental education would be beneficial
  - Parents do on average 5 reading activities with children, with reading to the child being the most uncommon one. Only one out of three caregivers report conducting this activity.

# APPENDIX

# IV. Motor skills scores

----- Whole sample score

In motor skills scores, all items were statistically equal between children pertaining to majority and minority ethnic groups

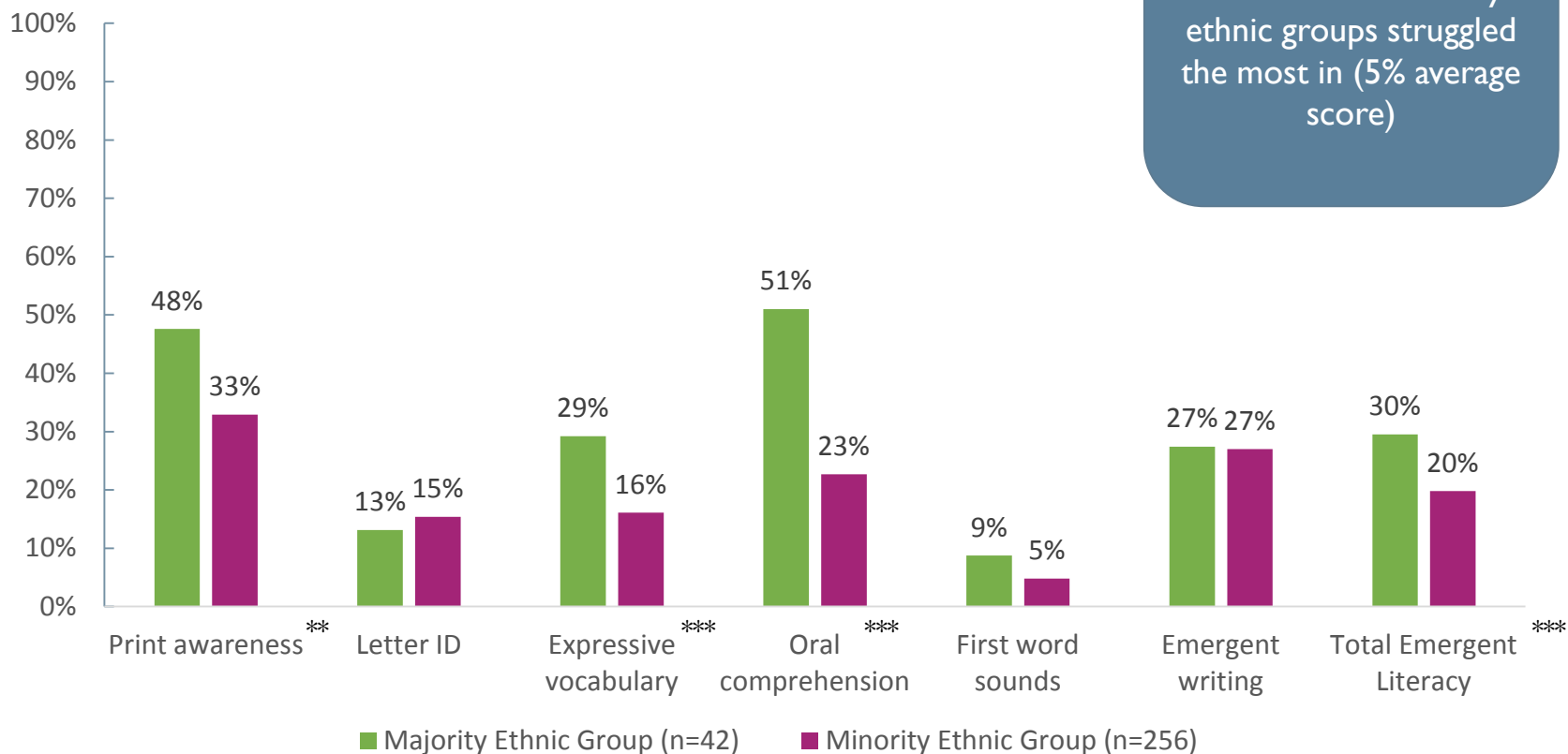


\*p < .05, \*\*p < .01, \*\*\*p < .001

I/ **Majority:** Kinh, **Minority:** Tay, Dao, Nung, Mong, Pa Di, Tu di, Thai, Co Tu, others

# IV. Emergent literacy

First word sounds is the skill that the minority ethnic groups struggled the most in (5% average score)

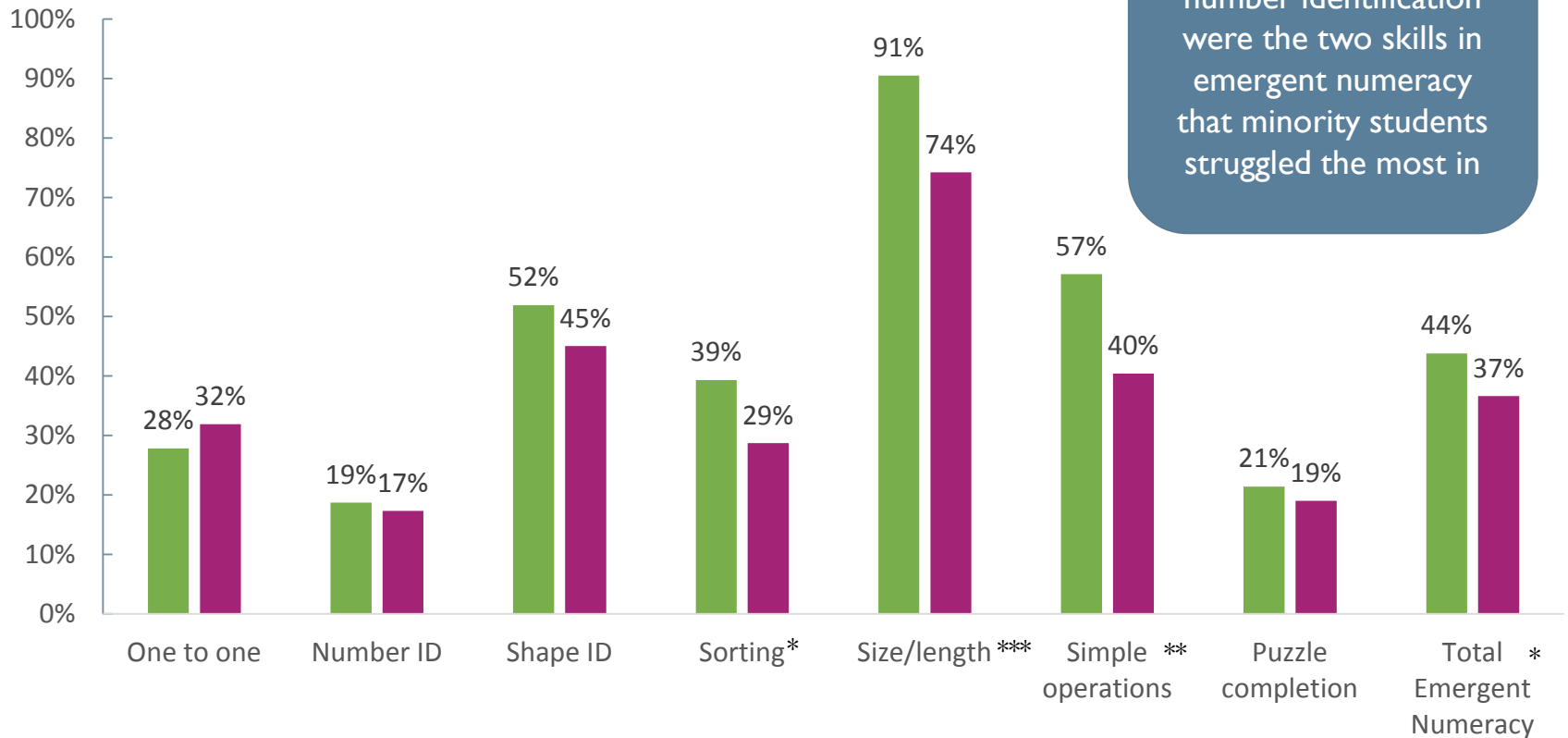


\*p < .05, \*\*p < .01, \*\*\*p < .001

I/ **Majority:** Kinh, **Minority:** Tay, Dao, Nung, Mong, Pa Di, Tu di, Thai, Co Tu, others



# IV. Emergent numeracy



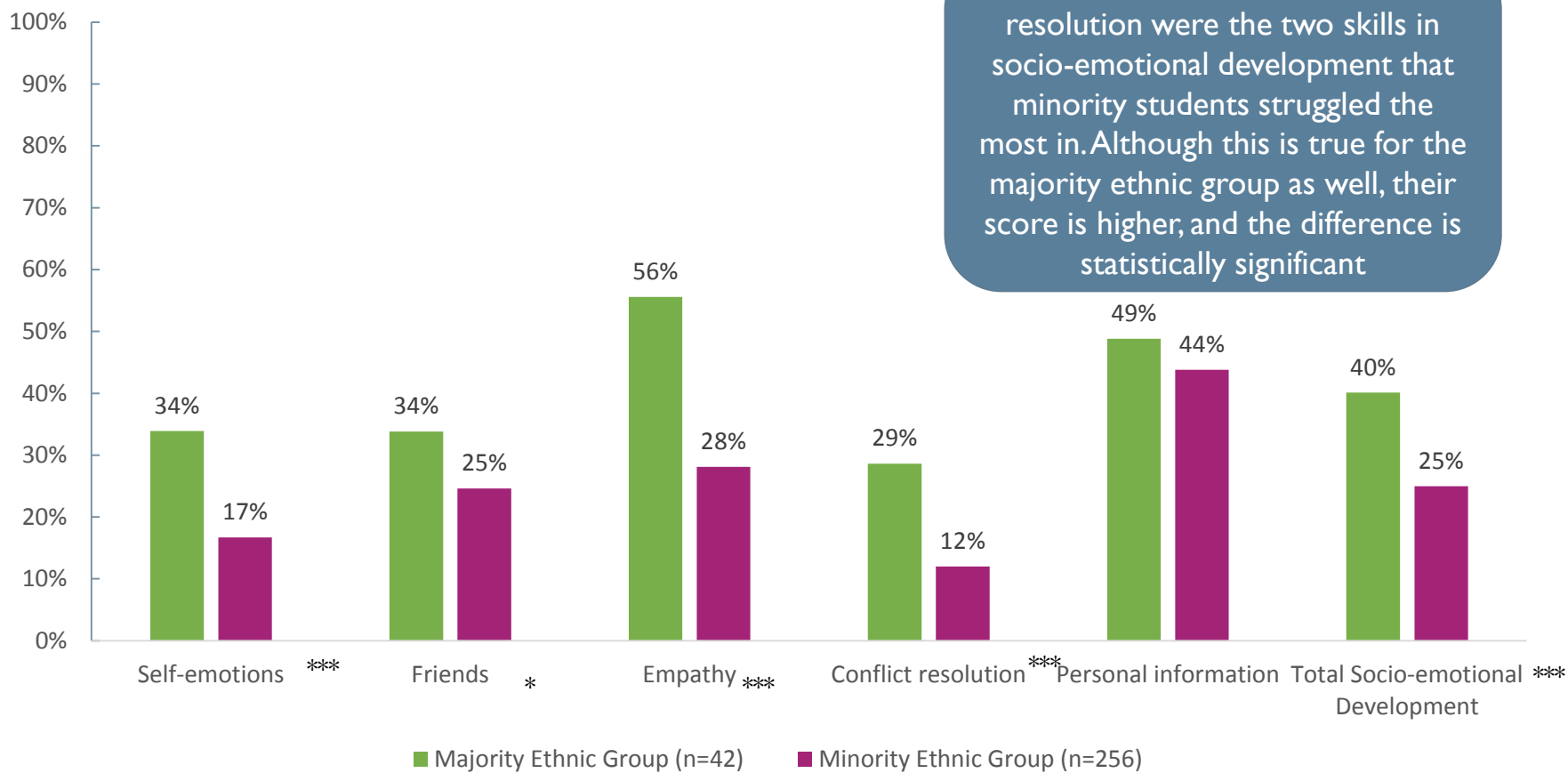
Puzzle completion and number identification were the two skills in emergent numeracy that minority students struggled the most in

■ Majority Ethnic Group (n=42)    ■ Minority Ethnic Group (n=256)

\*p < .05, \*\*p < .01, \*\*\*p < .001

I/ **Majority:** Kinh, **Minority:** Tay, Dao, Nung, Mong, Pa Di, Tu di, Thai, Co Tu, others

# IV. Socio-Emotional development



\*p < .05, \*\*p < .01, \*\*\*p < .001

I/ **Majority:** Kinh, **Minority:** Tay, Dao, Nung, Mong, Pa Di, Tu di, Thai, Co Tu, others