

**IDELA & LA
BASELINE - ENDLINE ASSESSMENT
REPORT**

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LITS OF ACRONYMS

SC	Save the Children
IDELA	International Development and Early Learning Assessment
LA	Learning Assessment
LB	Literacy Boost
ID	Identification
MEAL	Monitoring – Evaluation – Accountability - Learning
ODK	Open data kit. *Link to access: https://www.kobotoolbox.org/
K-W-L	Know – Want to know – Learnt
HLE	Home Literacy Environment

I. INTRODUCTION

Aim of this project is scaling up of our present intervention (in partnership with Bulgari) for the education of ethnic minority and migrant children in Vietnam. This project forms part of our initiative to promote quality education amongst deprived children. This intervention is designed based on lessons learned and best practices of previous projects using Save the Children (SC)'s common approaches in education. This project contributed to improve the school readiness, learning outcomes and access to hygiene facilities in schools among deprived children in Hai Phong, Quang Ninh, Quang Binh, Da Nang, Tien Giang and Can Tho provinces in Vietnam. It specifically helped improve the emergent literacy, math skills and hygiene practices of deprived pre-school children; and improve the learning outcomes, especially the literacy level deprived primary school students. The project directly benefited 24,000 pre-school and primary school children aged 3 – 11 years old and 6,300 parents and teachers, covering 62 schools over the 2-years duration of the project. The project implemented in partnership with Provincial Departments of Education and Training.

At the beginning of the project, we had conducted the baseline survey from August, 2018 to September, 2018 at 06 project sites to assess the level of development of children and the needed improvement aspects. Based on the baseline results, we had given recommendations to all partners at 06 provinces and applied the two common approaches in Education of SC into project activities to help increase the learning outcomes and literacy level of children.

After more than 01 year of implementation, we conducted a similar survey at similar time at 06 locations to measure the achievement of the project, especially the effect of two common approaches on improving the ready to learn for pre-school children and reading ability of students at primary schools.

The key research questions explored in this report are:

- To what extent has the project achieved its target with regards to average IDELA score increased by at least 15% compared to base line?
- To what extent has the project achieved its target with regards to score of literacy of primary school students increased by at least 20% compared to base line?

II. METHODOLOGY

2.1 Assessment tools

2.1.1 IDELA tools

The International Development and Early Learning Assessment (IDELA) was employed to measure child development and learning. IDELA for parent's questionnaire was used to collect information of children's family and household environments.

IDELA consists of 24 tasks categorized in 4 domains of children development as Motor development, Emergent Literacy, Emergent Numeracy, Social -Emotional Development. The contents of the tools indicated in the table below.

Table 1 IDELA domains and sub domains

Motor development	Emergent Language and Literacy	Emergent Numeracy	Social – Emotional Development
Hopping on one foot	Print awareness	Measure & Comparison	Self -awareness
Drawing a human face	Expressive vocabulary	Classification/sorting	Emotional awareness
Copying shape	Letter Identification (letter ID)	Number Identification (Number ID)	Sympathy
Folding paper	Emergent writing	Shape Identification	Solving conflict
	Initial sound discrimination	One – to – one correspondence	Number of friends
	Oral Comprehension	Simple operations	
		Number puzzles pieces	
Executive function: short-term memory and inhibitory control			

2.1.2 Learning Assessment tool

Literacy Boost (LB) practitioners assess children’s background and reading skills in terms of letter recognition, most used words, and passage accuracy, fluency, and comprehension using Learning Assessment (LA) tool. Assessments are used to inform school-based personnel of children’s strengths and weaknesses, and help staff and teachers understand the level of learning and tailor their lessons to meet children’s needs. Assessment data is also shared with government at local and national levels to help inform advocacy and policy change. At the baseline, assessment helped implementers and schools identify strengths and gaps in students’ reading skills and track progress as they learn to read. At the end of LB implementation (often after one or two years), SC conducts an end-line assessment of reading skills using its own assessment, developed and honed over nearly a decade of implementation in intervention sites to determine if LB activities led to improved literacy skills.

Most LB assessments are now collected digitally on tablets through the Tangerine software. Enumerators are trained by LB or MEAL staff to work one-on-one with children to complete the following subsections/tests.

Table 2 The contents of LA assessment tool

Student background	Contents
General	Sex, age, language spoken at home, work/chores
School-related	Attendance, repetition history
Socioeconomic status	Type of home, household size, household amenities/possessions
Health	breakfast
Home Literacy Environment	Reading at home
Access to print	Materials present in home, types of materials
Reading activities at home/school and community	Presence and percentage of family members who children see read, and who engage in literacy activities with children

Reading Outcome	Description
Alphabet knowledge	Number of letters/sounds known
Single word reading	Number of single words read correctly of 20
Decoding skills	Number of invented words read correctly of 20
Fluency	Number of words in a short story read correctly in a minute
Accuracy	Percentage of words in a short story read correctly
Comprehension	Questions related to short story read aloud by student or assessor

2.2 Sampling methodology

To have the representative sample which maximize the range of variation in dimension of children and parents, we applied stratified sampling method with gender & location stages. The sampling process was conducted in 3 steps. Firstly, the total population was classified by gender; Secondly, each group we continue to classify based on school location (main schools and satellite schools); Lastly, for each group, we use the Rank formula in excel to choose the sample for the survey. The sample size was calculated based on the experience from some researches before. In which we intend to take 23-25 children/student in each school.

For IDELA, the children-parent pairs from 30 kindergartens at 06 project locations had been selected randomly to conduct the survey. Both parent and child of each pair must finish the survey to be counted as a successful pair. The demography characteristic of the sample in the table below.

Table 3 IDELA sample Demography

	Baseline	Endline
Gender		
Boy	323	330
Girls	351	350
Location		
Can Tho	112	116

	Baseline	Endline
Da Nang	107	106
Hai Phong	110	120
Quang Binh	111	116
Quang Ninh	115	120
Tien Giang	119	102
Total	674	680

Regarding LA, there were 721 second and third-grade students attended to baseline assessment and 723 second and third-grade students attended to the end line. The detail information is described as follows:

Table 4 LA sample Demography

Locations	Base line			End line		
	Boy	Girl	Total	Boy	Girl	Total
Quảng Ninh	66	53	119	54	68	122
Cần Thơ	60	62	122	60	61	121
Hải Phòng	56	63	119	57	63	120
Quảng Bình	64	56	120	59	62	121
Đà Nẵng	55	65	120	61	59	120
Tiền Giang	55	66	121	60	59	119
Total	356	365	721	351	372	723

2.3 Data collection methodology

IDELA for children was used to collect data from children 4-5 years old attending the kindergarten schools in project sites. IDELA for parents was used to interview the children's parents. In each survey, there were 680 pairs of parents and children (4-5 years old) who participated, however the valid cases for data analysis were a

bit lower as if the parent completed the interview but the child did not, the case would not be seen as valid.

For LA, there were more than 720 of 3rd-graders surveyed across 6 locations for each time of survey, but the valid cases were a bit lower as well due to the fact that some students did not complete the whole assessment. Students were separately asked a set of questions to test their literacy level.

Before interviews, children and parents were informed by the schools' staffs and were asked for consent whether they agree to participate in interviews.

For data assurance and data accountability, all data collectors selected from schools were trained in advance. The interviewers were the teachers in difference schools where we conduct the assessment. They were trained on the way to use the tool and the technical skills to collect the data as well as the requirement for data collection. The collecting data process were conducted face to face between the enumerators and respondents.

For data assurance, data collection process was monitored by SC staff and partners but was not present at the interview times.

LA and IDELA's data were collected through the application of an Open data kit (ODK)* by using a tablet. Data were transmitted to SC's ODK server right after interviewing. The data set were managed by password and just only research team have the account to access the data.

2.4 Data limitation

For both IDELA and LA, we used stratified sampling method in sample collection, and the ones who participated in the baseline were not the ones at the endline. Thus, the results are not for individual progress improvement, but rather showing the overall improvement of children/parents who benefited from the project interventions at the school level. In addition, using teachers as enumerators helps reduce the workload of the project team, as well as the cost of surveys, however, it also can lead to some bias/limitations during the data collection process. Specifically, we had decreased results in reading skills assessment which were caused by the different survey administration practices of enumerators in the baseline and end-line surveys. In the baseline one, the teachers who were selected as enumerators gave answer clues to surveyed students due to being afraid that they would not be able to complete the test and this might result in a bad

reputation of their schools. At the time of the survey, we did not know about this situation, when analysing the baseline survey results, we thought that the data were higher than other program locations was attributable to having fewer ethnic minority children, and because of the semi-urban/urban setting rather mountainous ones. However, at the end-line, after analysing and comparing data, we were confused with some data and had to check with partners and found out the reasons. Teachers also shared that after participating in the project and understanding our working principles and the importance of being transparent and accountable for what we have been doing rather than the “fake good results”, they felt confident and decided to let children complete the end-line survey by themselves in order to get the real result for better educate them in the future. Then, at the end line survey, we did not suffer from this bias. That’s the reason why in comparison with the baseline, the results did not increase much and we under achieved. These are our lesson learnt for us, and in the coming time, we will closely monitor and be clear from the beginning, and change our strategy in using teachers as enumerators.

2.5 Data analysis

2.5.1 IDELA

Both in baseline and end-line, data were cleaned before entering the electronic datasheet. This is the data analysis sheet designed for IDELA analysis. Results from the survey will be analysed by gender, by province, by domain and sub-domains. The average IDELA of each domain is calculated by the score in each task belonging to the domain. The overall IDELA computed based on the average score of 4 domains. The summary statistic will be presented to display performance on areas of parents and children questionnaires. The results are presented in 3 categories per IDELA scoring guideline.

Scores classified as ***Struggling*** when the IDELA score are under 25%

Scores classified as ***Developing*** when the IDELA score are from 25% to under 75%

Scores classified as ***Mastering*** when the IDELA score is from and over 75%

2.5.2 LA

Students’ learning assessment includes the following components: test of letter knowledge, common Vietnamese vocabulary words from the grade 3 textbook,

decodable invented words, reading passage and comprehension questions in Vietnamese. All learners in the sample were asked about their background (age, household possessions, house construction materials, etc.). Learners also were asked about their family members and reading habits at home (who they had seen reading in the previous week, who had read to them, etc.).

Based on the tool, collected data was categorised into Children's Background, Children's Home Literacy Environment and Children's Reading Skills.

For children's home literacy environment, the factors as availability of reading and print materials, reading habits of caregivers. The percentage of each factors were displayed in baseline and endline results.

Children's reading skills were analysed with the factors as letter knowledge, most used words knowledge and reading comprehension. To measure the letter knowledge, students were asked to identify 20 letters/sounds. A letter was identified correctly if a student could say the name of the letter, pronounce the letter correctly. To check children's knowledge in most used words knowledge, the students were asked to read 20 most used words. In the reading comprehension part, students were asked to read a story. In first 30s, if student were able to read at least 5 words, they will be classified as a reader. After reading story, the students were asked for answering 10 comprehension questions of which 1 was a summary question, 5 literal questions, 2 inferential questions and 1 evaluative question. If the students had 8 out of 10 correct answers, they passed the reading comprehension part.

III. MAIN FINDINGS

3.1 IDELA

The main finding of survey will be displayed in 2 parts as child development which is related to IDELA score in general and sub domains. The second part is household environments based on the information collected from IDELA questionnaire for parents.

3.1.1 Child development – IDELA scores

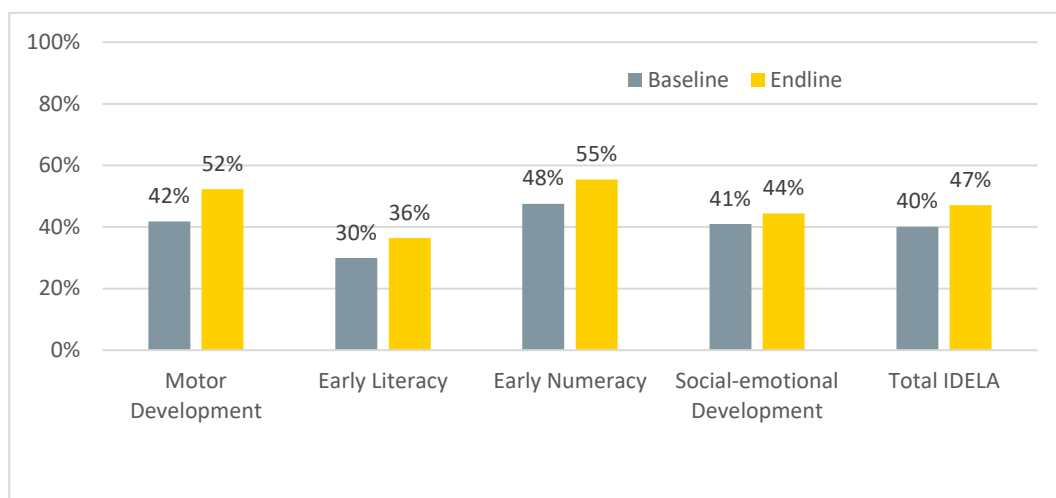
In calculating total IDELA score, we added weighted scores for each score domain so that all domains contributed equally to the total scores. The exclusive function was not included in the total IDELA score because it was not considered as the core

domain of IDELA. The comparison between baseline and endline is based on the total scores of IDELA and 3 categories of skill levels as mentioned above.

In the baseline survey, average IDELA score of total children was 40%. The two domains of which, emergent numeracy and motor development, accounted for approximately more than 45% compared to 02 the other domains.

Regards to the end-line survey, average IDELA reached to 47%. The two domains, emergent numeracy and motor development, remain higher proportion higher than others.

Figure 1 Total IDELA score by domain in Base line and end line



Among four development areas assessed by IDELA, Motor Development had the largest improvement, increase 10%, while Social-emotional Development had the smallest enhancement, 3% only. Emergent numeracy increased 7% and Emergent Literacy increased 6%. As shown in Table 5, we can see the improvement in 4 domains of IDELA, however the proportion of increase in Emergent Literacy and Social – emotional was not high.

Table 5 Average score of domains and total IDELA by benchmark

Domains	Categories	Base line	End line	Percentage change compared end line to base line
Motor	Struggling	33.28%	17.50%	-47.42%
	Developing	53.05%	61.32%	15.59%

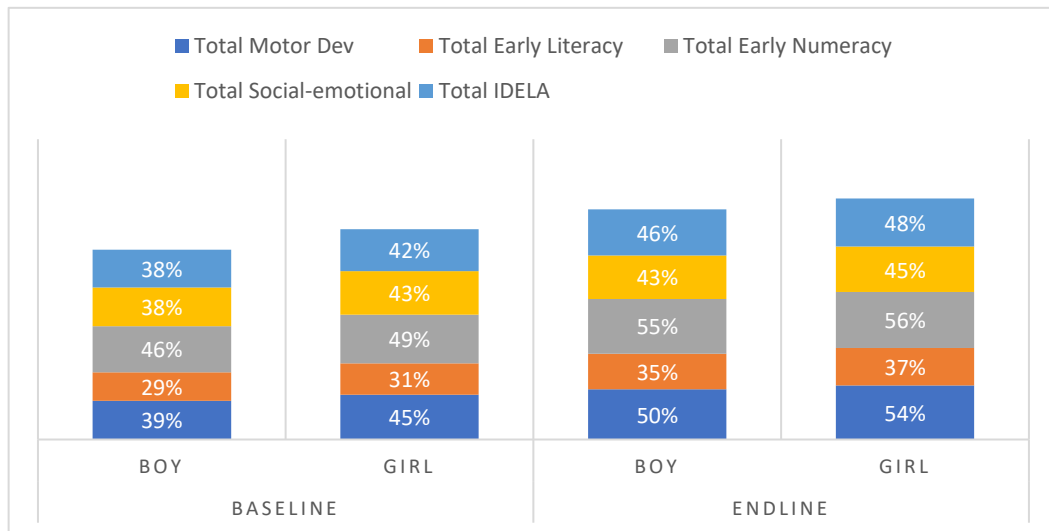
Domains	Categories	Base line	End line	Percentage change compared end line to base line
	Mastering	13.67%	21.18%	54.94%
Emergent Literacy	Struggling	41.01%	25.00%	-39.04%
	Developing	58.54%	72.65%	24.10%
	Mastering	0.45%	2.35%	4.22%
Emergent Numeracy	Struggling	14.86%	6.18%	-58.41%
	Developing	73.25%	74.56%	1.79%
	Mastering	11.89%	19.26%	61.98%
Social-emotional	Struggling	31.20%	24.71%	-20.80%
	Developing	57.95%	65.59%	13.18%
	Mastering	10.85%	9.71%	-10.51%
Executive Function	Struggling	10.10%	3.38%	-66.53%
	Developing	50.22%	45.59%	-9.22%
	Mastering	39.67%	51.03%	28.64%
IDELA	Struggling	22.88%	10.74%	-53.06%
	Developing	73.25%	83.24%	13.64%
	Mastering	3.86%	6.03%	56.22%

In the baseline survey, proportion of children who was struggling as 22.88%, with children as mastering was 3.86%. In endline, this proportion was 10.74% and 6.03% respectively. Thus, we see the decrease in the percentage of struggling and increase in percentage of developing and mastering in children.

Note: To come up with this table, we used individual scores of each sub skills and followed the guidance of skill levels to categorize them into different levels as above table. For each sub-domain and total IDELA score, it will be average score of all participating children. Thus, when looking at individual level, there will have children

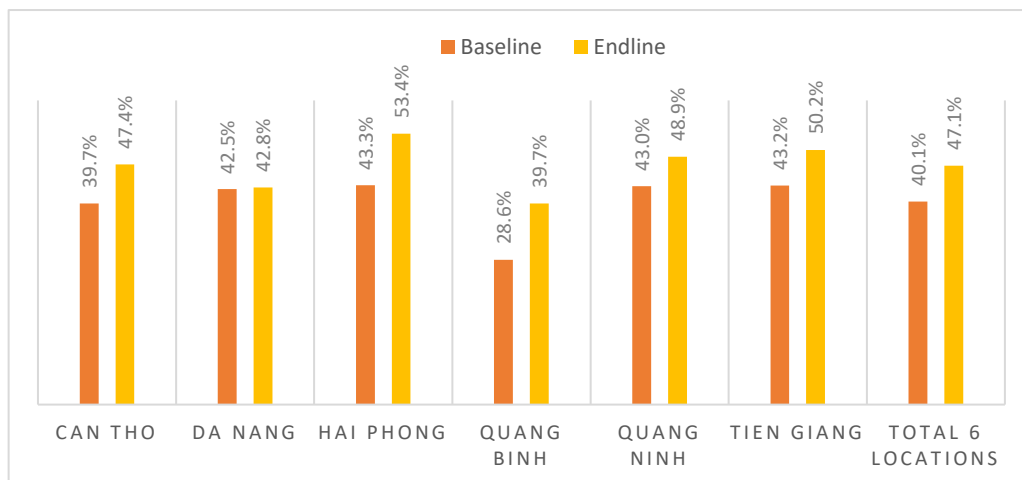
who are at mastering level, but looking at overall picture, with average score, children in these locations might be at developing level or even struggling.

Figure 2 Total IDELA by gender



The chart showed that both in baseline and end line IDELA result of girls was higher than boys; however, compared with the baseline, boys had bigger progress than girls. After having the baseline result, project staff recommended local partners and teachers to give more support to boys to encourage balance development and gender equality at schools; this result proved that partners had accepted SC's suggestion and followed them properly.

Figure 3 Total IDELA by locations



Overall, the endline IDELA score of preschool children at 6 locations increased 7% compared to the baseline result. Among 6 places, Quang Binh and Hai Phong had the most significant changes, rose 11,1% and 10,1% respectively. The target of the project is the average score on children’s IDELA score will increase by at least 15% compared with the baseline survey, which means it is expected that the total IDELA score will increase to 46% compared with 40% at the baseline (15% of 40% in the baseline, or $(15\% \times 40\%) + 40\% = 46\%$). It can be seen from chart 1 that the project has met this target.

3.1.1.1 Motor development

In Motor Development area, copy shape and draw person were two skills that had the biggest changes (went up 16% and 13%). Hopping enhanced 9% compared with the baseline survey, while folding paper increased 3% only. It is recommended that teachers should organize more handcraft activities that help children improve their fine motor ability such as drawing, cutting, folding, etc.

Figure 4 Total Motor Development

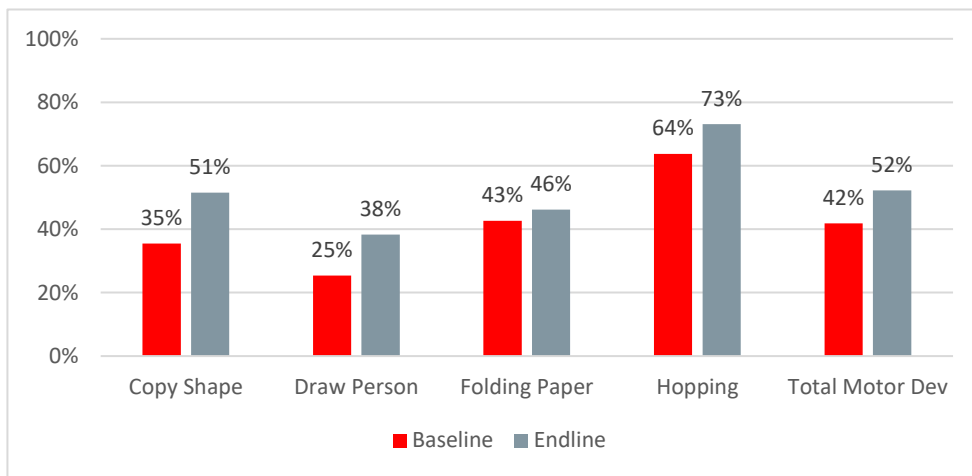
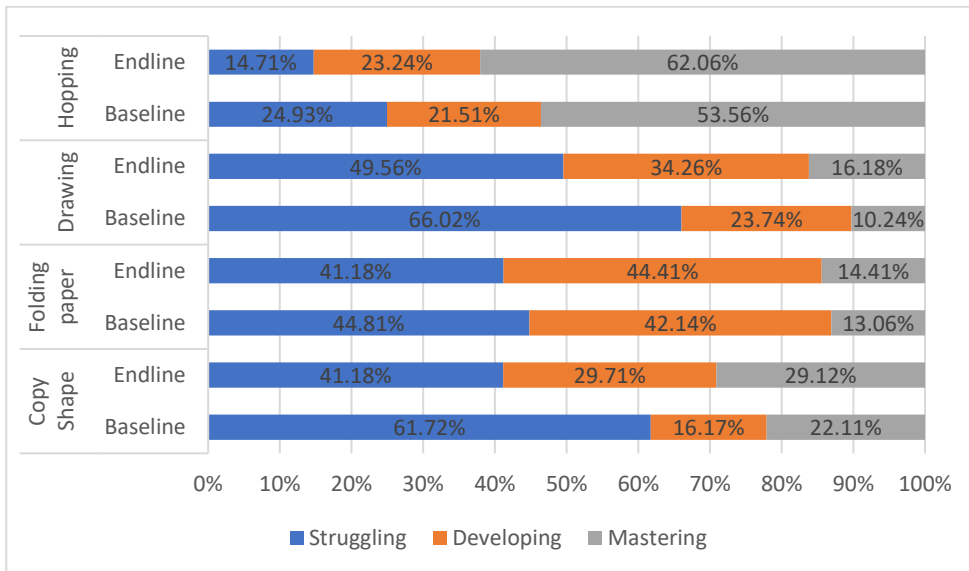


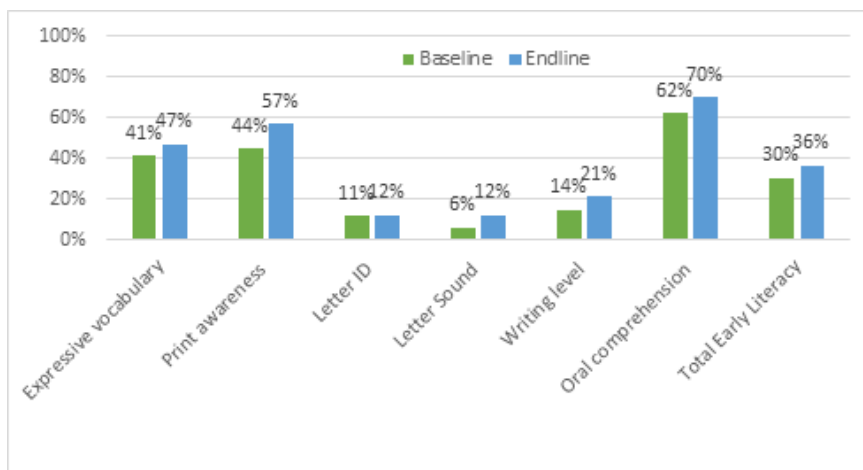
Figure 5 Average benchmarks of motor development skills.



As of baseline result for motor development skills, 33.8% children were evaluated as struggling, while 13.67% was as mastering. These proportions improved in the end-line survey. The proportion of children was classified as developing and mastering increased.

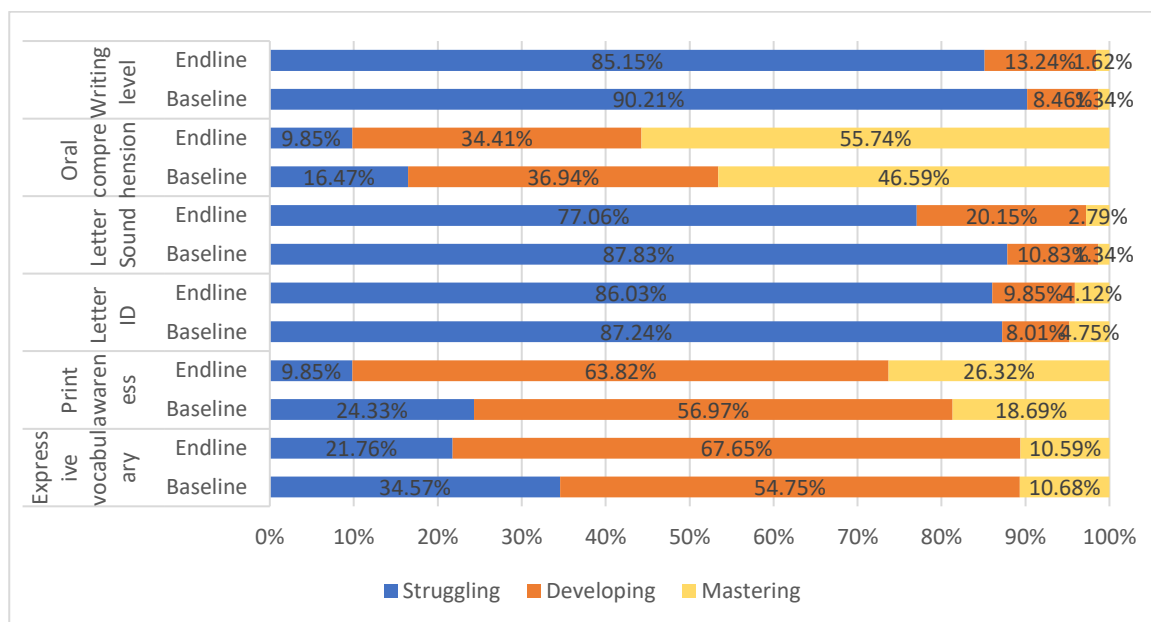
3.1.1.2 Emergent Literacy

Figure 6 Total Emergent Literacy



In Emergent Literacy area, print awareness increased the most (13%), while letter sound had doubled its baseline result, from 6% to 12%. Expressive vocabulary, writing level and oral comprehension rose 6%, 7% and 8% respectively. Letter identification increased the least, only 1% in comparison with the baseline. This sub-skill should be emphasized in next phrase to enhance the early awareness of children about letter.

Figure 7 Average benchmarks of total Emergent Literacy skills

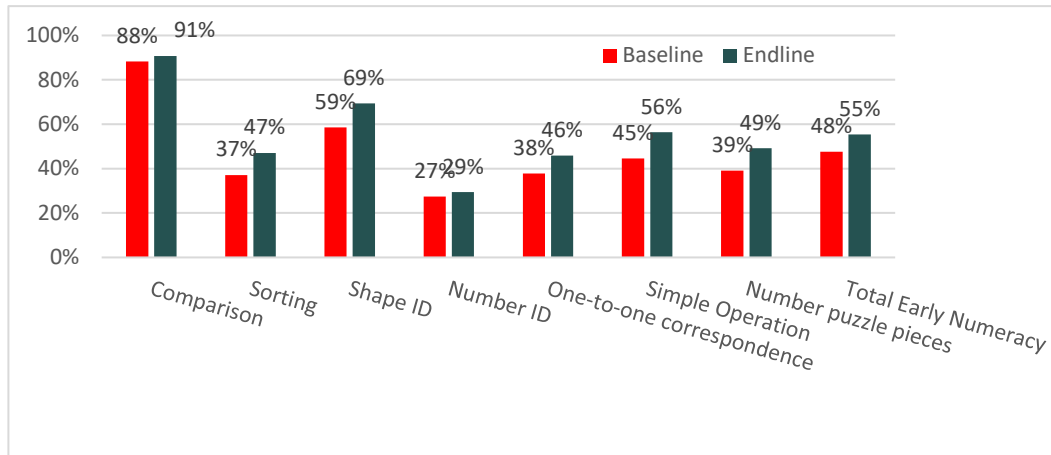


Regards to emergent literacy skills, the proportion of children was struggling with emergent writing, letter sound and letter ID skills was high. These skills were improved in the end line survey but it was still need to improve more in the future. In contrast, print awareness and oral comprehension were evaluated as mastering in both base line and endline survey.

These results were in line with the fact that we saw from class observation trips , some of techniques supporting for emergent writing, letter ID were not applied frequently in daily teaching for smaller children (3-4 years old) while the results are average scores among all children from 3 to 5. Furthermore, due to language difference, the first letter sound is not really applicable to Vietnamese context, however to keep the same questionnaire for the ease of global data consolidation, we still ask these questions in IDELA.

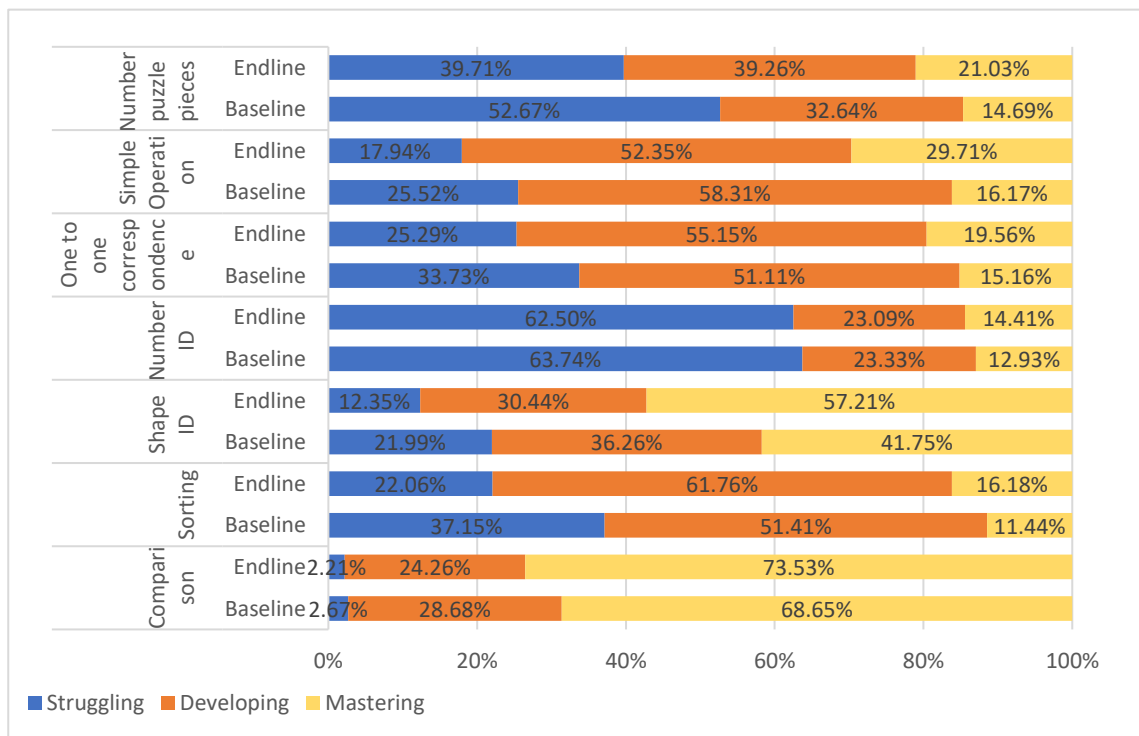
3.1.1.3 Emergent numeracy

Figure 8 Total Emergent numeracy



In Emergent numeracy, children gain largest progress at simple operation skill (increased 11%). Three skills including sorting, shape identification and puzzle went up 10%. Comparison is the sub-skill children have least trouble to deal with, the endline result reached up to 91%. Similar with Early Literacy, number identification also did not rise much, only 2%. The reason is also the same as majority of early math activities are in curriculum for 5 year-old children. Activities related to enhancing awareness about letter and number should be encouraged to improve children’s development at these two sub-skills in the coming time.

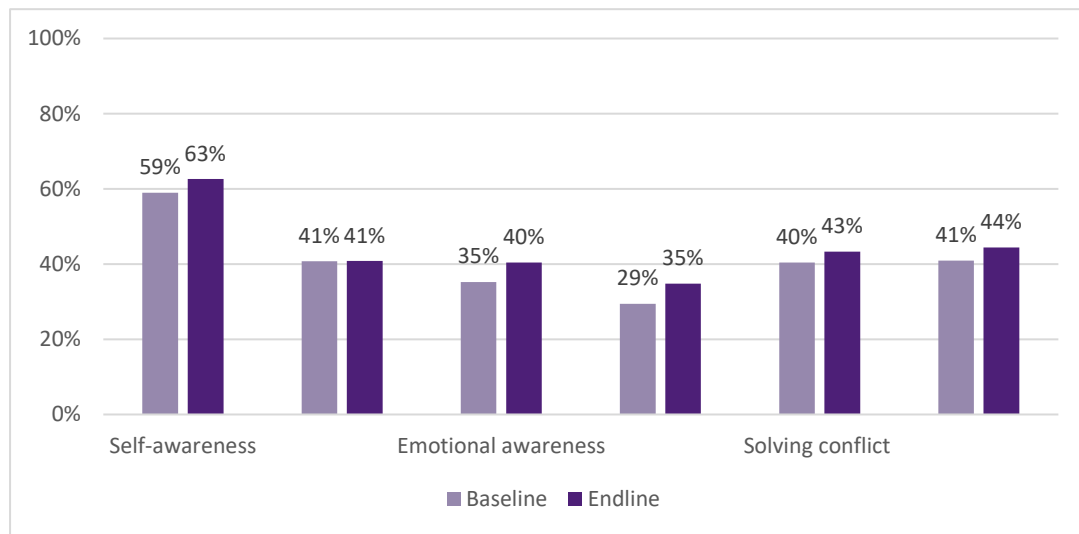
Figure 9 Average benchmarks of total Emergent numeracy skills



The table showed that, for comparison skills, children showed well performance in both baseline and endline. The percentage of children mastering these tasks was around 70%. In contrast, with the number ID skill, the proportion of children who was struggling with these tasks were remained high both in 2 time of assessments, which were approximately 62%. Thus, we also need to encourage teachers to explore more opportunities to introduce emergent numeracy activities with smaller children to improve this skill in the coming time.

3.1.1.4 Social -emotional Development

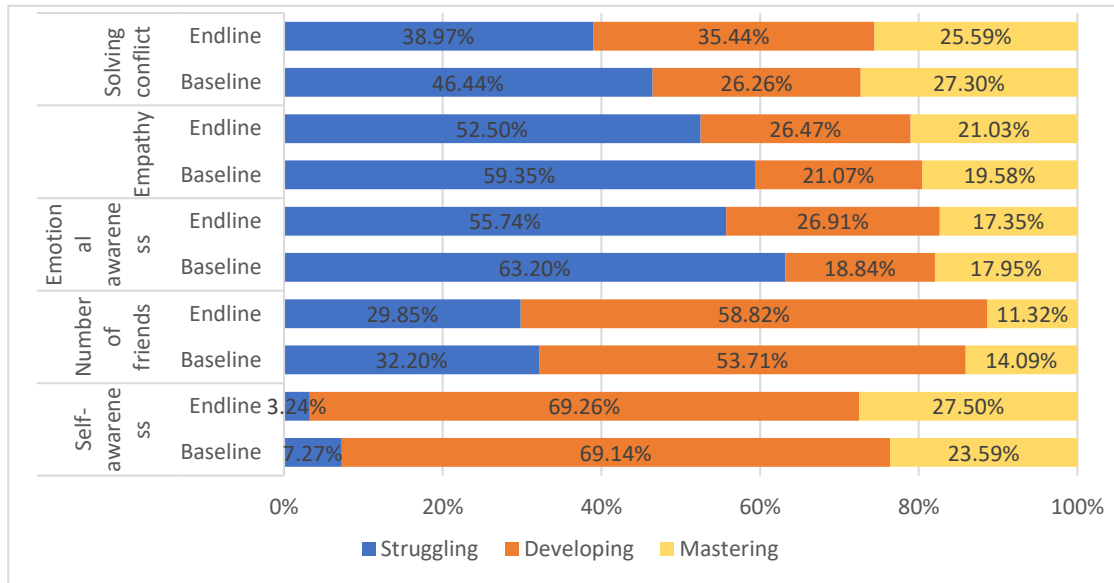
Figure 10 Total Social – Emotional development



In Social-emotional Development area, empathy increased 6% and emotional awareness increased 5%. Self-awareness and solving conflict rose 4% and 3%. There was no difference between baseline and endline of number of friends. Among this domain, the task of emotional awareness and empathy remained the lowest proportion compared to other tasks in both time of assessment.

As a cultural factor, Vietnamese children are not taught much on social emotional skills, boys are not expected to cry and have tendency of solving conflict in a violent way, emotional awareness is not a priority in teaching activities. This issue we also found in some class observation trips. It is recommended that teachers should integrate more social-emotional activities into their daily teaching daily lesson and story reading time. For instance, teachers can spend more time to encourage children to express their own ideas, feelings and reflections on their real life in all relevant activities, not necessary only with using activity cards on social emotional.

Figure 11 Average benchmarks of total Social – Emotional skills



In baseline, for the overall social – emotional skills, 31% children were struggling, while 24% of children scored mastering. This proportion showed an improvement in endline survey, the number of children was struggling decreased, while the ones achieving mastering levels augmented. On average, self -awareness and solving conflict presented the highest percentage of children mastering, while empathy and emotional awareness showed on average the highest percentage of children struggling.

3.1.2 Household environment

Not only IDELA results of children increased, the survey with parents also showed positive changes in learning environment of children at home. It can be seen clearly that at the end line, the number of children that had essential books and toys at home went up compared with the baseline. Parents also spent more time to teach and play with their children at home. This data proved that the parent club activities and book banks had significant impact on parents, helping raise their awareness and changing their behaviours positively to support their children’s study at home better.

Figure 12 Home learning environment- Essential book

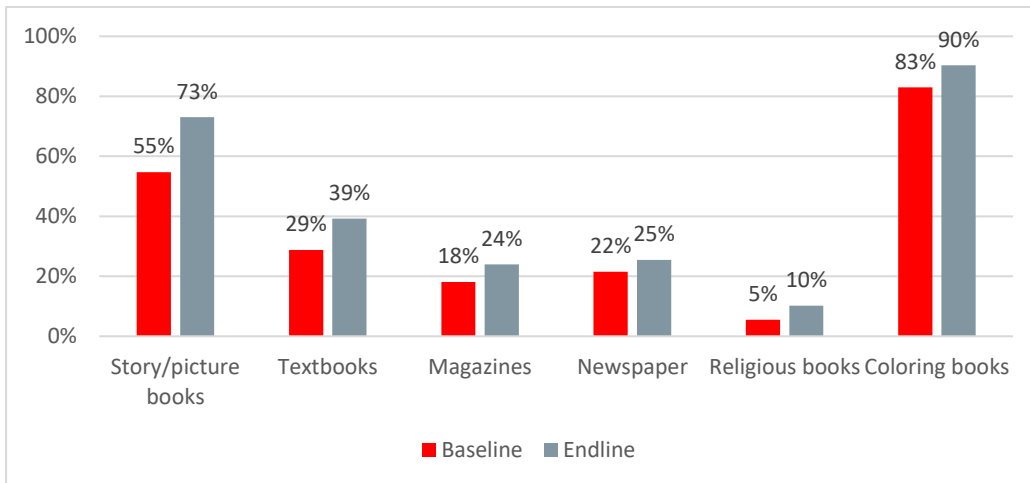
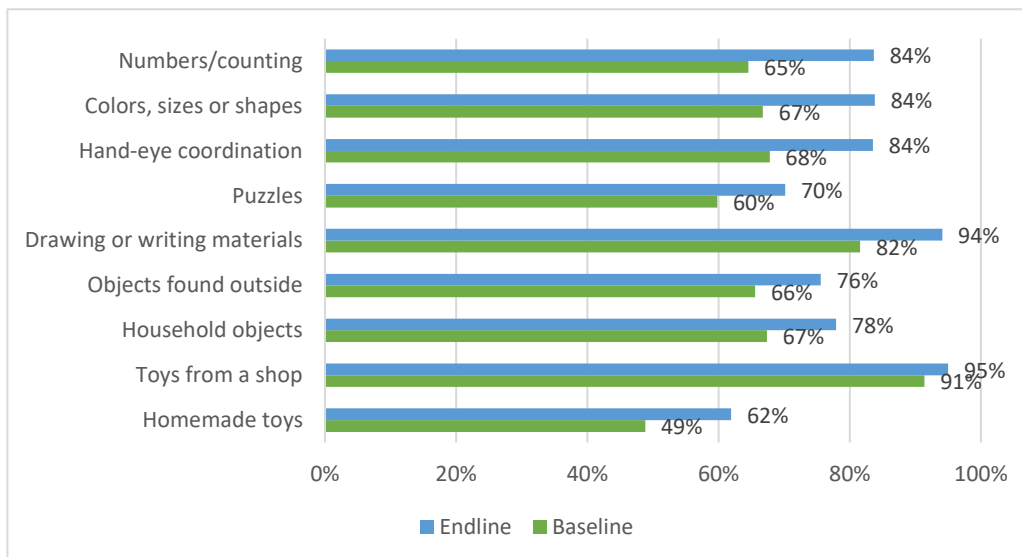
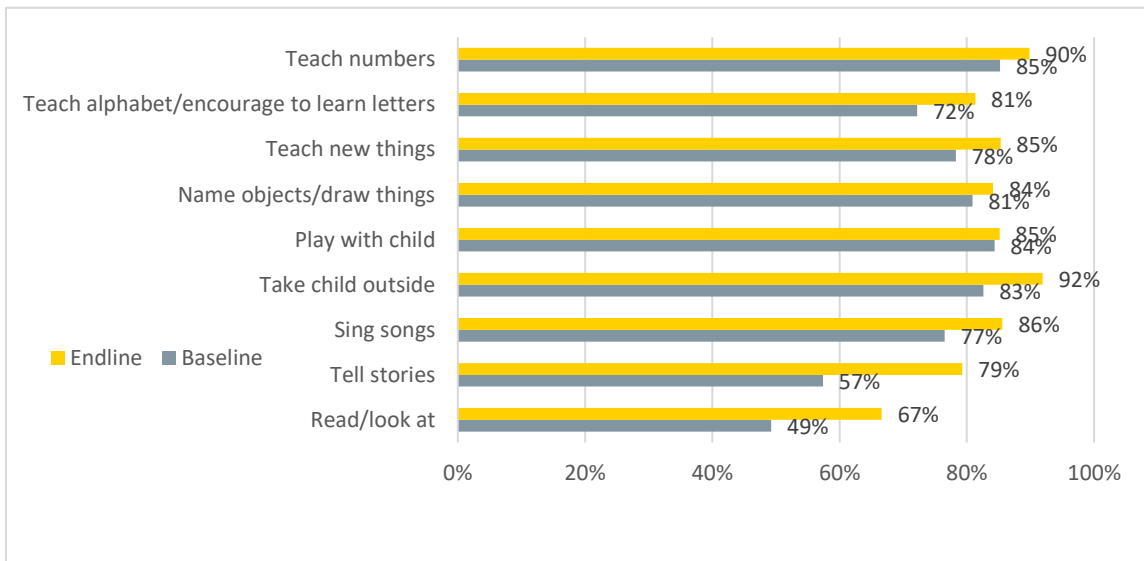


Figure 13 Home learning environment -Toys



Parents reported having less toys at home during baseline compared to end line but we also can see the fact that the number of toys already had in the base line was high and it keeping going high in endline. The greater change was in the number of toys related to enhance the emergent numeracy such as number counting toys, sizes or shape, puzzles. We also see the change in number of homemade toys compared to base line and end line from 49% to 62% respectively. These figures were linked with education activities in parent clubs and were a proof for the fact that parents having realised the value of playing with children.

Figure 14 Home learning environment – Activities with children



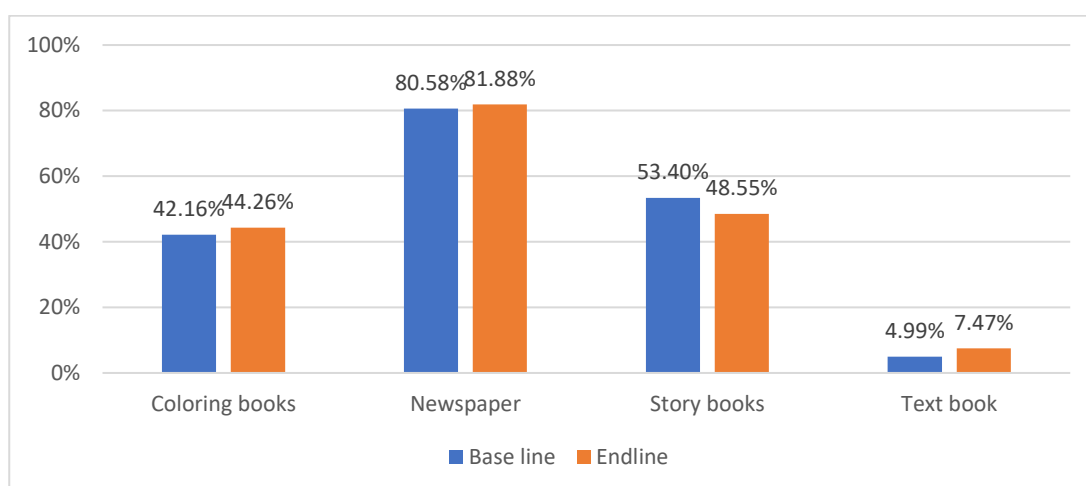
Same with other aspects, Figure No14 has shown that activities with children was higher compared to baseline and endline. Looking at the specific activities, parents in endline reported engaging more on activities related to reading books, telling stories. This might be related to the interactive reading time in the parent club sessions.

3.2 Learning Assessment

3.2.1 Children’s Home Literacy Environment

In terms of Home Literacy Environment (HLE) of children, Figure No15 describes the proportions of different types of print in the household. Students in baseline and endline have the same types of reading materials at home in general. In particular, we saw the highest percentage of children reported that they had newspapers at home in both assessments, approximately 80%.

Figure 15 Children’s Home Literacy Environment- Type of books



The HLE is not only about materials at home, but how those materials are used to engage the child in literacy. It is value placed on literacy, which we operationalized by asking the learners whether they saw anyone reading at home or reminding/helping children study. Table below shows how the engagement in these four home literacy environment activities.

Table 6 Children's Home Literacy Environment- Reading at home

	Base line	Endline
Saw caregivers read book at home		
<i>No</i>	42.30%	42.60%
<i>Yes</i>	57.70%	57.40%
Caregivers remind you to study		
<i>No</i>	5.69%	6.09%
<i>Yes</i>	94.31%	93.91%
Caregivers read book to you		
<i>No</i>	57.98%	53.53%
<i>Yes</i>	42.02%	46.47%

By asking the question whether children saw their caregivers had read at home the week before, we found that the prevalence of children had seen other people read at home remained the same in 2 times of assessment. Going along with that, the percentage of caregivers reading books to children was lightly higher compare to

endline, which showed a more positive sign on the engagement of caregivers to children. The proportion of students reported that their caregivers reminded them to study was high both in baseline and endline.

Figure 16 Children’s Home Literacy Environment- Reading at home by province

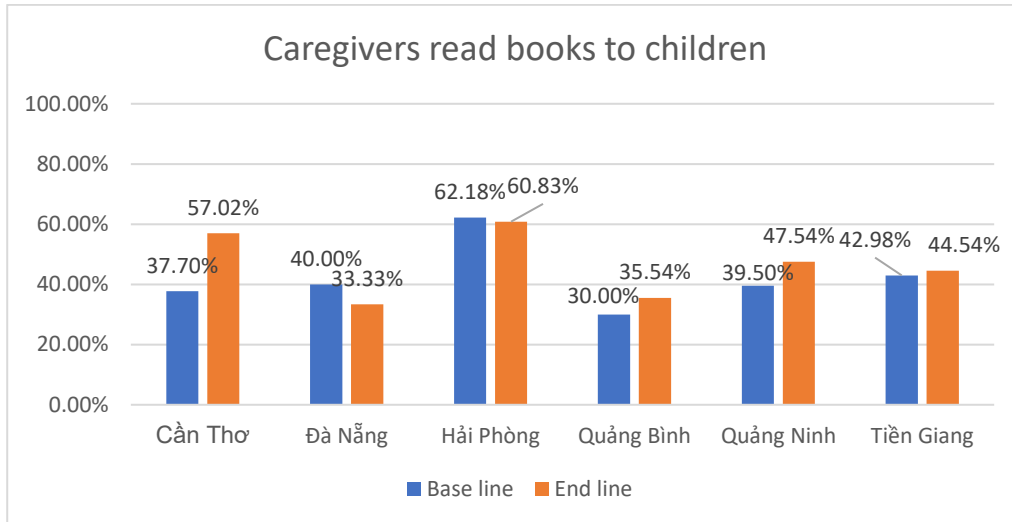
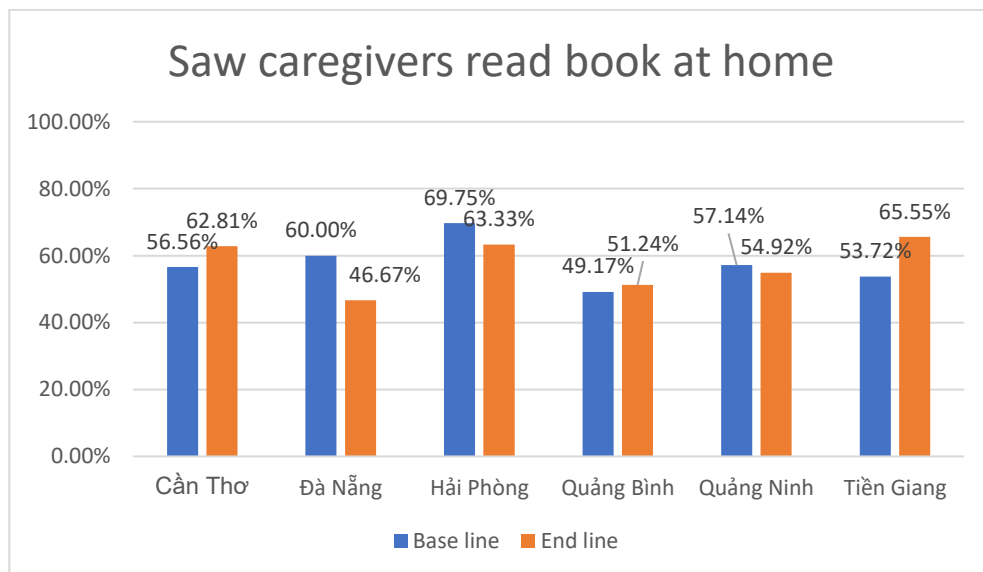


Figure 17 Children’s Home Literacy Environment- Reading at home by province



As shown in Figure 17, three out of six surveyed provinces got a slight increase in number of caregivers being seen to read at home in during baseline and endline periods, namely Can Tho, Quang Binh and Tien Giang. Meanwhile, endline rate in other provinces were lower compared to baseline one. To explain for this decline, besides some reasons mentioned in Conclusion part, in the areas, rate of parents working in industrial areas was relatively high which partly affected to their commitment to club attendance and outcome of the activity. For next phrase, to

improve situation, awareness raising, parent commitment enhancement and baseline steps should be more taken into consideration.

3.2.2 Children’s Reading Skills

The first sub-test examined learners’ letter awareness. Students were shown a chart of 20 letters and asked to name the letter or pronounce the letter sound. Since almost all students participated into the project were living in the urban areas, except for Quang Binh Province, the percentage of corrected reading letter by 3rd grade students were quite high. To be specific, averagely students were able to read correctly 96% of all letters mention in the survey. Boys and girls showed the similar capability in reading skills, with the result reached 96% and 97% respectively. This percentage remained the same between baseline and endline survey.

Table 7 Children’s Reading Skills - corrected reading letter

Average corrected reading letter	Baseline	Endline
Boy	96%	96%
Girl	97%	97%
Total	96%	96%

Regarding the matter of incorrect reading letters, letter “q”, “p” were the most frequent incorrect reading ones. In particular, “q” was the letter which students find the most difficult to read correctly. The percentage of incorrectly reading this letter was 39% at the baseline, then decreased to 34% at the endline. Ranking in the second place of most incorrect reading were letters “p” with the proportion of 19% at the baseline and 15% at the endline survey.

In addition, in some regions in Vietnam, including project areas, people often struggle with letters “q, p”, especially in the centre and southern area. Children in these areas, therefore, could tend to imitate as they hear from people around which might result to the low performance in this question.

Another reason for the declines in the endline could be from pronounce habits of collectors in project areas, which resulted to disunion in scoring for the two times

of assessment. To minimize this issue, all collectors should be well trained to have same knowledge and understanding about toolkits.

Table 8 Children’s Reading Skills Letters with more than 10% incorrect reading

Letters with more than 10% incorrect reading		q	p
Baseline	Boy	42%	20%
	Girl	35%	18%
	Total	39%	19%
Endline	Boy	37%	13%
	Girl	31%	18%
	Total	34%	15%

The most used words (MUW) sub-test consists of a chart of 20 words that the student is asked to read. These 20 words were identified as ‘most used’ by tabulating the number of times a word appeared in learners’ Vietnamese textbooks. On average of 6 locations, students can read correctly 95% out of 20 letters at the baseline. The below table showed that girls’ ability in reading MUW was a little better than boys, 96% compared with 94%. At the endline survey, the results of boys slightly decreased to 93% which made the total percentage of correct reading reduced to 94%.

Table 9 Children’s Reading Skills - most used words

% of correct reading - most used words	Baseline	Endline
Boy	94%	93%
Girl	96%	96%
Total	95%	94%

The decoding sub-test consists of a chart of 20 invented words that the student is asked to read. These 20 words were rarely used in daily dialogue or have no specific meaning. Averagely, students could read correctly 89% of the words chart. Among 6 locations, Quang Binh province had the lowest results (77% at the baseline) which is understandable because most of students in Quang Binh are belong to ethnic

minority group. At the endline survey, the result of this province went up to 79%; while the other provinces shared the same proportion, around 90% read correctly.

Table 10 Children’s Reading Skills - % of corrected by province

% of corrected (out of 20 words)		6 locations	Hai Phong	Quang Ninh	Da Nang	Quang Binh	Tien Giang	Can Tho
Baseline	Boy	88%	91%	90%	96%	78%	91%	83%
	Girl	89%	93%	88%	98%	76%	90%	88%
	Total	89%	92%	89%	97%	77%	90%	86%
Endline	Boy	88%	92%	89%	94%	78%	88%	88%
	Girl	90%	95%	91%	94%	80%	92%	90%
	Total	89%	94%	90%	94%	79%	90%	89%

After the decoding sub-test, students were then asked to read aloud a passage of connected text of 112 words in length. This passage is based on the most used words and passages found in students’ Vietnamese textbooks. At this point in the assessment, assessors classify students as either ‘readers’ or ‘non-readers.’ Readers are defined as students who were able to read at least 5 words correctly in the first 30 seconds of reading. As mentioned above, almost all students of project were from urban areas; therefore, the number of non-reader was not much, only 13 students (accounted for 2%) at the baseline. This percentage declined to 10 students, accounted for 1% only at the endline survey.

Table 11 Children’s Reading Skills – by reader/gender

		Non-reader		Reader	
		Number	%	Number	%
Baseline	Boy	8	1%	348	48%
	Girl	5	1%	360	50%
	Total	13	2%	708	98%
Endline	Boy	6	1%	345	48%

		Non-reader		Reader	
		Number	%	Number	%
	Girl	4	1%	368	51%
	Total	10	1%	713	99%

Fluency (words per minute read correctly) and accuracy (percent of the passage read correctly) are presented together here because they are measured together in a single sub-test in which learners read a passage aloud. The number of words learners read correctly in a minute is tracked for fluency. As the student continues to read after the first minute, the total number of words read correctly from the passage as a whole, no matter how long it takes the student, is computed for accuracy. This section presents this data for readers only in order to better understand the strengths and weaknesses of students who can read a degree of connected text. As can be seen from the table below, the fluency of students at the endline was better than the baseline, the number of words read in a minute increased from 100 to 104 words/minute. (The standard for 3rd grade students required by MOET is 70 words/minutes). However, at the endline survey, the reading fluency among girls was lower than boy as well as then baseline result, but boys made more mistakes while reading than the baseline and the percentage of accuracy among reader declined slightly from 97.5% to 97%.

Table 12 Children’s Reading Skills – Fluency

Word count per minute among reader (Fluency)	Baseline	Endline
Boy	92	113
Girl	108	95
Total	100	104

Table 13 Children’s Reading Skills – Accuracy

Accuracy among reader (percent of the passage read correctly)	Baseline	Endline
Boy	97.2%	96.2%
Girl	97.8%	97.8%
Total	97.5%	97.0%

The final sub-test quizzed students who qualified as readers on a series of 10 comprehension questions related to the reading passage. This section presents this data for readers only as well. Among 6 locations, the comprehension reading ability of students from Hai Phong, Da Nang and Quang Binh have been improved after 1 year applying Literacy Boost common approach. While the endline result of remaining 3 project areas Quang Ninh, Tien Giang and Can Tho declined in comparison with the baseline. One of possible reasons for the decline was that some data collectors did not strictly follow regulations while collecting baseline data by suggesting children in some challenging questions as mentioned in the Data limitation part above.

Within sub-test, 10 comprehension questions can be divided into 4 types of question: factual questions, inferential questions, evaluative question and summary question. Summary is the type of questions that students struggled the most, with only 18% surveyed students at the endline can answer correctly. The next 2 hardest questions are evaluative and inferential questions, with the proportion of correct answering at the endline were 40% and 52.5% respectively. It is recommended that teachers should integrate more activity cards related to comprehension reading into daily teaching lessons, such as summarizing a story, questioning before, during and after reading, using story map, K-W-L chart (Know – Want to know – Learnt), understanding cause and effect, etc.

Table 14 Children's Reading Skills –comprehension among reader

Reader with comprehension among reader (who able to answer correctly more than 8 of 10 questions)		6 locations	Hai Phong	Quang Ninh	Da Nang	Quang Binh	Tien Giang	Can Tho
Baseline	Boy	45%	48%	50%	45%	23%	51%	50%
	Girl	51%	54%	57%	54%	16%	59%	56%
	Total	48%	51%	53%	50%	20%	55%	53%
Endline	Boy	41%	65%	46%	51%	17%	38%	28%
	Girl	47%	73%	41%	63%	29%	44%	30%
	Total	44%	69%	43%	57%	23%	41%	29%

IV. CONCLUSION AND RECOMMENDATIONS

4.1 IDELA

In conclusion, the assessment was met the research question and also met the project target. In base line the total IDELA was 40% and in the end line assessment, this figure was 47%. However, as mentioned in the sampling part, children in the baseline and endline was not the same and the survey sample did not have comparison group, we, thus, need to take the comparisons between two surveys with caution. Nevertheless, these results had shown the overall picture of improvement in children development. Furthermore, even general IDELA domains was increased but the proportion of change was not large. It was indicated in the figures, especially IDELA score in Social -emotional domain only 44%. It is the result of low performance of tasks in emotional awareness and sympathy as we mentioned in the finding part. Besides, IDELA in Emergence literacy was not high which resulted from the low skills in express vocabulary, ID letter and emergence writing skills.

The results were in line with other evidence of project activities as the limitation of chance created for children to practice the skills related to social emotional and emergent writing skills. We, as the matters, need to consider the following things in coming time intervention:

- More capacity building for teachers, especially in creating and applying more activities to promote social emotional development and problem-solving skills for students.
- Continue promoting participatory methodology and ELM approach to support students via play-based activities, interactive reading skill, practical scenarios, etc.
- Encourage teachers to apply more activities on Letter and Number Identification for younger children, including having more print and number rich environments, visual aids, etc...
- We, along with, should provide teachers with supportive supervision and technical assistance in applying trained skills to their daily teaching.
- The lessons learn from the assessment will be share to project and team. For the next assessment, we should provide careful training courses for enumerators.

To conclude, despite the effort, the results in each domain of IDELA as well as the home learning environment indicate that children are in progress of developing these skills and there are more to do to support and improve their school readiness.

4.2 LA

As a whole, students in the both assessments showed high levels of reading accuracy, reading fluency. However, the performance of reading comprehension was lower than base line result and the achievement was under the project expectation in this task.

There, however, still spare some rooms for improvement in children's household reading environment. Project staffs, teachers and parent club facilitators should have more encouragement for daily reading in the family. Go along with that, teachers should identify struggling learners and support them to improve their accuracy skills.

The other situation is comprehensive reading skill of students increased in some provinces. However, it is still low, at 47.9%. As mentioned in previous parts, toolkit is one of the elements that affected to survey results. Thus, we recommend that for future assessment, we should adjust the toolkit and the ways of assessment in term of question structures of the comprehensive reading part.

Others aspect seen as the limitation of the assessment was regulations on collecting data have not been effectively followed. This resulted to incorrect baseline data collected by teachers. However, endline data is noticed to comply with regulations. We, therefore, should increase awareness and skills of the enumerators through providing intensive trainings to teachers and strengthening supervisors of data collection in next assessments.

From the fact that application of Literacy boost cards for comprehensive reading into daily teaching was still limited in some provinces because teachers had not thoroughly understand how to use and they were afraid of making mistakes while applying. Project staffs and partners, thus, should build capacity and strengthen activities to promote comprehensive reading skill for students via providing refresher and TOT training on literacy boost for all teachers, providing more reading materials and organizing more reading initiatives/contest for students such as reading camp, library sessions, reading day, reading buddy for instance, etc... Especially, training content needs to focus on practicing LB cards. In addition, project staffs should regularly monitor to assist project schools as soon as possible and organise regular meetings to facilitate teachers to share their experiences and give recommendations based on their daily teaching work. This will help teachers understand and well incorporate LB cards in their teaching lessons.

V.APPENDIX

Table 15 shows the percentage of change in average score for each of 24 sub skills. The increased % is based on baseline results, and was calculated by end-line/baseline, not end-line - baseline. Overall all the sub skills saw an increase in score compared base line and end line assessment

Table 15 The IDELA score in base line and end line (percentage of change by sub skills)

No.	Sub skills	Average score Base line	Average score End line	Percentage increase compared end line to base line
1	Self-awareness	59%	63%	7%
2	Comparison	88%	91%	3%
3	Sorting	37%	47%	27%
4	Shape ID	59%	69%	18%
5	Number ID	27%	29%	6%
6	One-to-one correspondence	38%	46%	22%
7	Simple Operation	45%	56%	26%
8	Number puzzle pieces	39%	49%	25%
9	Number of friends	41%	41%	1%
10	Emotional awareness	35%	40%	13%
11	Empathy	30%	35%	19%
12	Solving conflict	40%	43%	6%
13	Memory	86%	91%	5%
14	Head-Toes Game	43%	56%	29%
15	Expressive vocabulary	41%	47%	14%
16	Print awareness	45%	57%	28%
17	Letter ID	11%	12%	5%

No.	Sub skills	Average score Base line	Average score End line	Percentage increase compared end line to base line
18	Letter Sound	6%	12%	99%
19	Writing level	14%	21%	46%
20	Oral comprehension	62%	70%	13%
21	Copy Shape	35%	51%	44%
22	Draw person	25%	38%	49%
23	Folding paper	43%	46%	8%
24	Hopping	64%	73%	14%

Table below shows the proportion of characteristics of sample LA base line and end line assessment

Table 16 The sample characteristics of LA in base line and end line

Categories	Contents	Base line (N=721)		End line (N=723)	
		n	%	n	%
Children's background	Boarding school children	49	6.80	31	4.3
	students who attended an ECCE center)	685	95.14	703	97.2
	doing chores at home	677	93.90	648	89.6
	Borrow book in the last week	261	36.30	256	35.6
Reading activities at home/school and community	Teacher read other books for students	196	27.49	233	33.2
	Reading at community	387	53.75	333	46.5
Reading comprehension	Right answers for summary	176	24.41	133	18.7
	Right answers for literal questions	386	53.54	315	43.6
	Right answers for inferential questions	269	37.31	229	31.7
	Right answers for Evaluate question	382	52.98	350	49.1

Table 17 Logical framework of project

Impact level: Overall Objective	To improve school readiness and learning outcomes of deprived children from 3-11 years old in Vietnam			
	Intervention Logic	Objectively Verifiable Indicators (OVI)	Sources of Verification (SoV)	Risks and Assumptions
Outcome level: Specific Objective	To improve emergent literacy and math skills, reading skills as well as hygiene practices of deprived children from 3-11 years old in most disadvantaged districts of Hai Phong, Quang Ninh, Quang Binh, Da Nang, Tien Giang and Can Tho provinces.	<ul style="list-style-type: none"> • Average score on children’s literacy and numeracy will increase by at least 15% • Average score of children’s motor development and socio- emotional development will increase by at least 15% • Annual score of literacy (especially reading score) of primary school students increase by at least 20%. • At least 50 % of children reported having improved hygiene practices (washing hands, brushing teeth, proper personal hygiene practices) 	<ul style="list-style-type: none"> • IDELA baseline and end-line survey • Learning assessment (including reading assessment) • Pre and post test 	<ul style="list-style-type: none"> • Language barrier among ethnic minority will not affect the promotion of ELM, MTBMLE and LB • Parents will take an active role in promoting ELM at home
Output 1 (Outputs from main activities)	Improve school readiness and hygienic learning environment of deprived preschool children in most disadvantage	<ul style="list-style-type: none"> • 600 preschool teachers trained on ELM at school • 60 preschool teachers trained on ELM at home to support the facilitation of parents’ 	<ul style="list-style-type: none"> • SC IDELA assessment (with 200 EM Children) report 	

	districts of Hai Phong, Quang Ninh, Quang Binh, Da Nang, Tien Giang and Can Tho via application of ELM approach, hygiene facilities support and hygiene practices promotion.	club 3,000 parents trained on ELM at home via parents' club activities <ul style="list-style-type: none"> • 10,000 ethnic minority children learn ELM skills • 30 latrines upgraded and provided with handwashing facilities. • 60 community libraries set up • 10,000 deprived children trained on hygiene lessons 	<ul style="list-style-type: none"> • Training report • Project report • Partner's report 	and reading practices <ul style="list-style-type: none"> • The availability of hygiene facilities in school such as toilet and hand washing areas will encourage students to practice proper hygiene
Output 2 (Outputs from main activities)	Improve literacy skills of deprived primary school children in most disadvantage districts of Hai Phong, Quang Ninh, Quang Binh, Da Nang, Tien Giang and Can Tho via application of Literacy Boost approach.	<ul style="list-style-type: none"> • 1200 teachers trained on Literacy Boost toolkit • 14,000 deprived children learn LB skills • 1,500 parents participate in parents' club and trained on how to support the learning of their children outside of school • 30 book banks and 30 outdoor reading corners set up and functioning • 6 Reading Awareness Raising workshops held 	<ul style="list-style-type: none"> • Training report • Project report • Partners report • Pre and post test 	
Activities	1. Increase the access to quality preschool services via the application of ELM packages and hygiene practices promotion. 1.1 Train preschool teachers on ELM at school and train core teachers and parents on ELM at home 1.2 Support teachers to incorporate ELM in their teaching lessons			

	<p>1.3 Parents' clubs to promote ELM at home</p> <p>1.4 Support schools' latrines upgrade, hand-washing systems and hygiene supplies (hygiene sessions will be incorporated into parents' club and daily teaching activities at schools)</p>	
	<p>2. Improve the reading skills of deprived children via promotion of the Literacy Boost approach</p> <p>2.1 Teachers' capacity building on literacy boost</p> <p>2.2 Enhancing the Literacy Environment in school and in the communities</p> <p>2.3 Community Action for promotion of Reading Activities (provincial Awareness Raising workshop, Reading Clubs, Reading Buddies, Story Time, Community Read-A-Thon, or Reading Festivals can be organized depending upon local context and interest)</p>	