



## Knowledge hub - Collection of best practices

### Summary of the best practice

1. Title of the best practice (e.g. name of policy, programme, project, etc.) \*

Process-oriented child monitoring (POM)

2. Country or countries where the practice is implemented \*

Vietnam

3. Please select the **most relevant** Action Track(s) the best practice applies to \*

- Action Track 1. Inclusive, equitable, safe, and healthy schools
- Action Track 2. Learning and skills for life, work, and sustainable development
- Action Track 3. Teachers, teaching and the teaching profession
- Action Track 4. Digital learning and transformation
- Action Track 5. Financing of education

4. Implementation lead/partner organization(s) \*

VVOB - education for development

5. Key words (5-15 words): Please add key descriptive words around aims, modalities, target groups etc. \*

Early Childhood Education  
Formative Assessment  
Wellbeing and Involvement  
School-based Teacher Professional Development  
Reflective Practice

6. What makes it a best practice? \*

Monitoring children's wellbeing and involvement in class, identifying children at risk of not learning, allows early childhood teachers to reflect on their teaching and to adapt their methods of instruction.

## Description of the best practice

### 7. Introduction (350-400 words)

This section should ideally provide the context of, and justification for, the practice and address the following issues:

- i) Which population was affected?
- ii) What was the problem that needed to be addressed?
- iii) Which approach was taken and what objectives were achieved? \*

Promoting active teaching and learning is a key challenge in Vietnam's early childhood education system. Teaching practice in ECE remains mostly teacher-centered and many ECE teachers fail to actively and meaningfully engage their learners, leading to low learning outcomes. School leaders and education officials are not equipped to provide adequate professional trajectories for teachers.

Process-Oriented Child Monitoring (POM) (Laevers et. al., 2012), is a formative assessment system used by VVOB in professional development programs for ECE teachers in Vietnam. Using two 5-point scales, ECE teachers systematically observe and assess all learners 'Wellbeing' (WB) and 'Involvement' (INV), using a simple paper-based or app-based tool. Based on this assessment, teachers identify children at risk of not learning, reflect on their own teaching practice, and on what withholds children from learning and meaningful participation. Teachers reflect individually and as a team and are supported by their school leaders and education officials. Using 8 action points based on experiential learning, teachers facilitate changes in teaching to increase children's WB & INV. Evidence from 3 provinces in Vietnam shows that using POM leads to increases in a range of child development outcomes, including health behavior and socio-emotional development (Lenaerts et.al, 2021).

## 8. Implementation (350-450 words)

Please describe the implementation modalities or processes, where possible in relation to:

- i) What are the main activities carried out?
- ii) When and where the activities were carried out (including the start date and whether it is ongoing)?
- iii) Who were the key implementation actors and collaborators? (civil society organizations, private sector, foundations, coalitions, networks etc.)?
- iv) What were the resources needed (budget and sources) for the implementation?

\*

VVOB - education for development implemented POM as part of the 'Mitigating Preschool Children's Barriers to Learning in disadvantaged and ethnically diverse districts in Central Vietnam' project (short: the BaMi-project). The project ran between 2017 and 2021 and focused on nineteen districts in three provinces in Central Vietnam: Kon Tum, Quang Nam, and Quang Ngai. Children from ethnic minority households are overrepresented in these provinces. They pose challenges to teaching in early childhood education because of their backlog in multiple domains of child development, and teachers are often not sufficiently equipped to deal with these challenges.

The short-term outcomes of the BaMi-project were to increase the quality of teaching skills of teachers in preschools geographically located in the ethnically diverse districts in Kon Tum, Quang Nam, and Quang Ngai. To this end, a capacity-building trajectory was initiated for provincial core members, namely: the provincial Departments of Education and Training (DOET), the district Bureaus of Education and Training (BOET), and school leaders, co-teachers. The capacity-building trajectory focused on continuous professional development in process-oriented child monitoring (POM) (Laevers, 2003, 2011, 2012, 2017). The idea is that the provincial core members can implement POM at scale in the different provinces. School leaders and co-teachers are also involved in coaching the in-service teachers, providing an enabling environment for teachers to use an innovative didactic approach (POM) in their schools.

## 9. Results – outputs and outcomes (250-350 words)

To the extent possible, please reply to the questions below:

- i) How was the practice identified as transformative? (e.g., impact on policies, impact on management processes, impact on delivery arrangements or education monitoring, impact on teachers, learners and beneficiary communities etc.);
- ii) What were the concrete results achieved with regard to outputs and outcomes?
- iii) Has an assessment of the practice been carried out? If yes, what were the results? \*

POM was developed at the Center for Experiential Education at Leuven University, Belgium and has been used by VVOB in Vietnam since 2016. Following a successful pilot in 2016, POM was initially implemented at scale in 3 provinces of Vietnam as part of VVOB's 2017-2021 BaMi program, reaching 2,879 ECE teachers, 47,267 children. Recently, POM implementation in BaMi has been expanded to 6 additional provinces of Vietnam, reaching 104 teachers, 3,120 children. From 2022, POM will be the starting point of VVOB's 5-year TALK program, targeting another 3 provinces of Vietnam, reaching another 2,184 teachers, 48,353 children. The TALK Programme will investigate how POM can be tailored in order to strengthen language and emergent literacy skills of ethnic minority children in Vietnam.

Research from Vietnam indicates that POM improves holistic child development. 5-year-old girls show most progression in cognitive functioning and socioemotional development, while boys advance in socioemotional development and health behaviors. Further evidence indicates that changes in teaching impact holistic development of children from poor households much faster than children of wealthier households. (Cabus et al, 2021)

## 10. Lessons learnt (300 words)

To the extent possible, please reply to the following questions:

- i) What were the key triggers for transformation?
- ii) What worked really well – what facilitated this?
- iii) What did not work – why did it not work? \*

A long commitment over many years and several programmes where the process-oriented child monitoring approach has been introduced slowly, was key to get MOET's strong support and ownership over the methodology. Implementors should take into account that ownership and sustainability at system level require a long-term engagement and continuous advocacy.

While the use of the WB and INV scales is relatively easy to learn, teachers need to be supported by school leadership and the education system on reflective practices and with concrete action points for changes to classroom practice.

## 11. Conclusions (250 words)

Please describe why may this intervention be considered a “best practice”. What recommendations can be made for those intending to adopt the documented “best practice” or how can it help people working on the same issue(s)? \*

As a fairly simple but highly effective formative assessment tool, POM is easily transferable to other contexts. As such it is a very promising approach for school-based teacher professional development based on improved monitoring of what is happening inside teacher's classrooms.

## 12. Further reading

Please provide a list and URLs of key reference documents for additional information on the “best practice” for those who may be interested in knowing how the results benefited the beneficiary group/s. \*

[https://www.vvob.org/sites/belgium/files/extended\\_abstract\\_study\\_on\\_child\\_development\\_in\\_vietnam\\_preschools\\_leer\\_workshop.pdf](https://www.vvob.org/sites/belgium/files/extended_abstract_study_on_child_development_in_vietnam_preschools_leer_workshop.pdf)

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