

# *Process-oriented Child Monitoring (POM)*

*Observe to understand; act to improve.*

# Overview

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**About VVOB**

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**ECE in Vietnam**

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**Process-oriented child monitoring (POM)**

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**Impact Research**

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**Moving Forward**

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**Question & Answer**

**VVOB is a non-profit organization** founded in 1982.

We support governments to **sustainably improve education systems.**

We are currently in 8 countries and have been in **Vietnam since 1992.**





Currently running 3 programmes in 9 provinces.

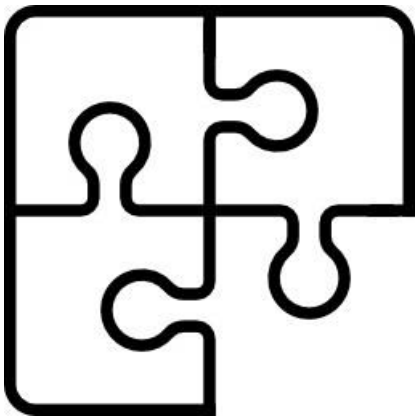
Focuses:

- Primary and ECE
- Learning through play
- Language rich learning environments
- Process orientated child monitoring (POM)
- Equitable education for minority populations
- Blended professional development
- School Leadership

## Challenge

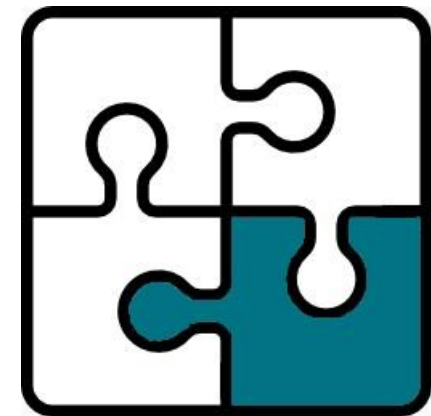
High enrolment rates, but the challenge is to provide **quality education** to ALL children.

Teachers lack the **specific skills** needed to create an **equitable learning environment** for ALL students.



## Goal

Preschool teachers have the competences to improve the **quality of education** for **ALL** preschool children.





*Are all children in the class learning?*



# ECE in Vietnam | What is "learning"?

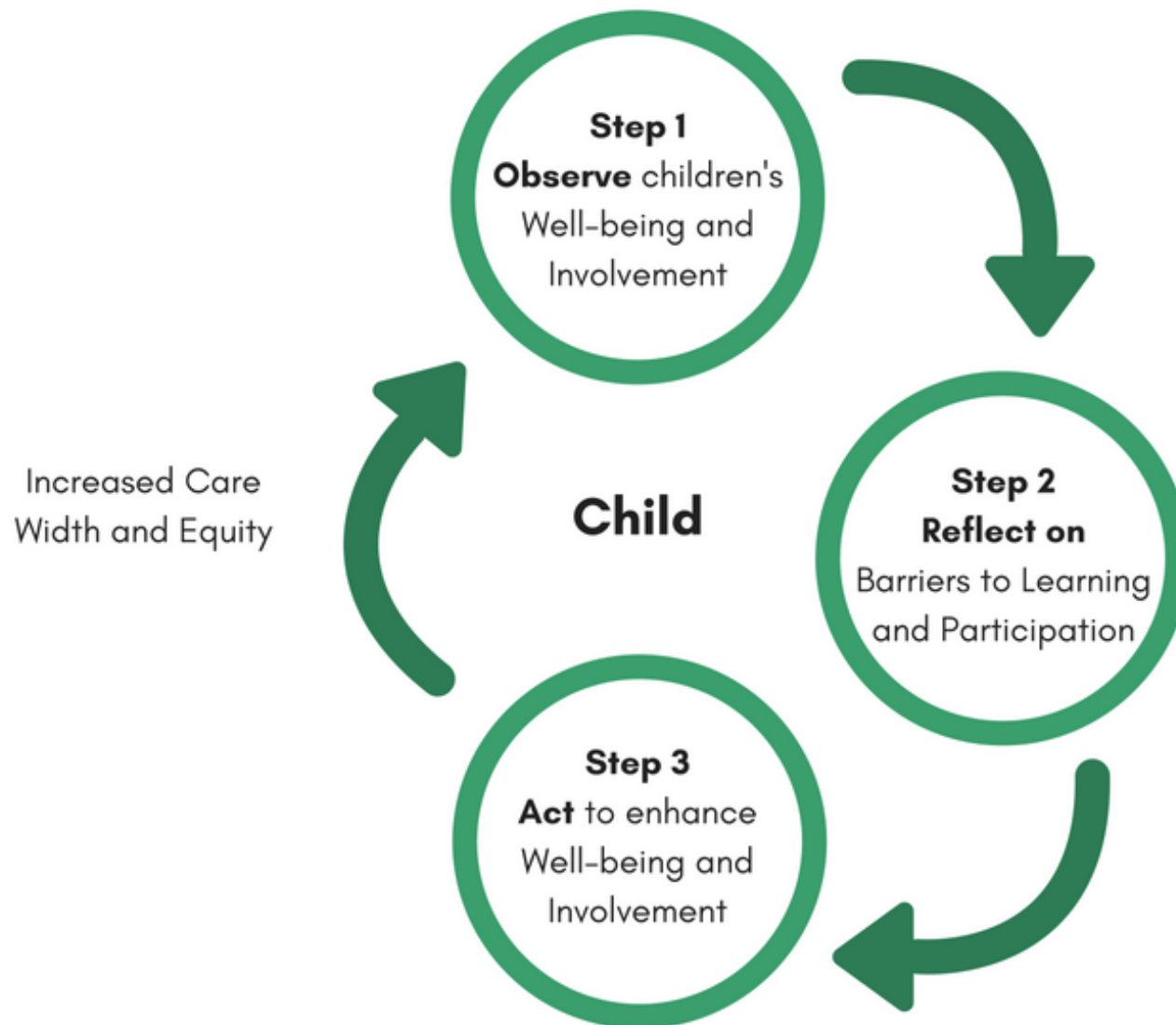






- **Intentional and focused** child observation
- Focused on **identifying learning barriers** and improving children's levels of **well-being and involvement** in the classroom
- Higher well-being and involvement = **deep level learning**





## Well-being

- ✓ Pleasure & enjoyment
- ✓ Vitality
- ✓ Relaxation and inner peace
- ✓ Open, receptive & flexible
- ✓ Spontaneous & comfortable
- ✓ Self-confidence & self-esteem

## Common misconceptions:

- **Well-being** is **not** the same as **behaving well**
- Children with high level of well-being also experience '**negative emotions**'

## Involvement

- ✓ Deep concentration
- ✓ High interest and motivation
- ✓ Intense mental activity
- ✓ Deep satisfaction
- ✓ Operating at the limits of one's capacities (ZpD)

## Common misconceptions:

- **High involvement is not** the same as just being **busy**
- **High involvement is not** the same as '**competent or able to do**' &
- '**Not being able to do**' is **not** the same as **low involvement**

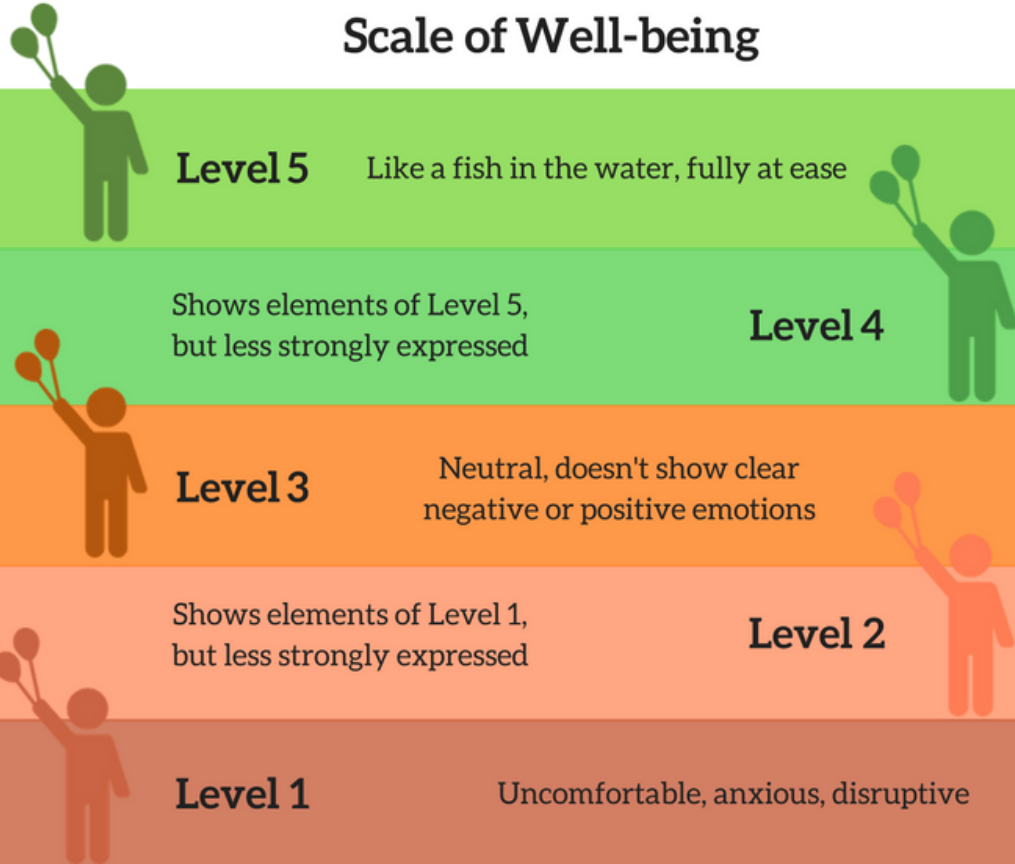


## Well-being & involvement: process-variables that show the quality of education

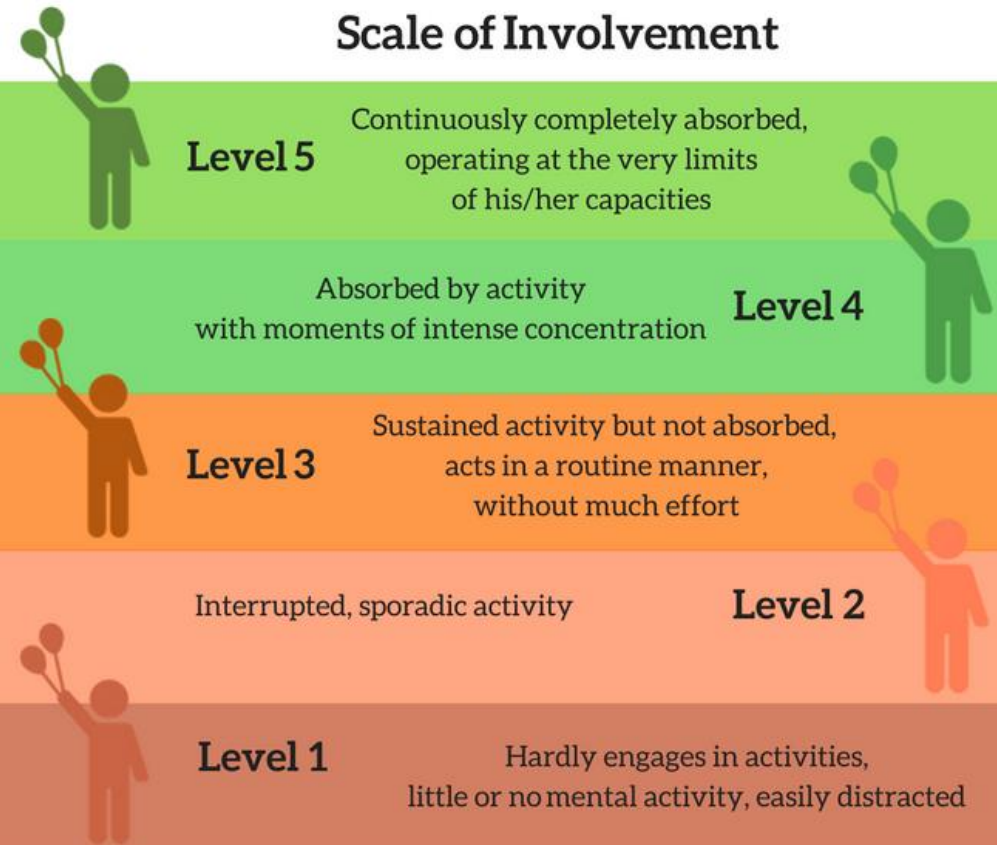
- Easy to measure
- Immediate feedback on how you're doing as a teacher
- Possibility to change your approach on the spot
- Relevant for every developmental area

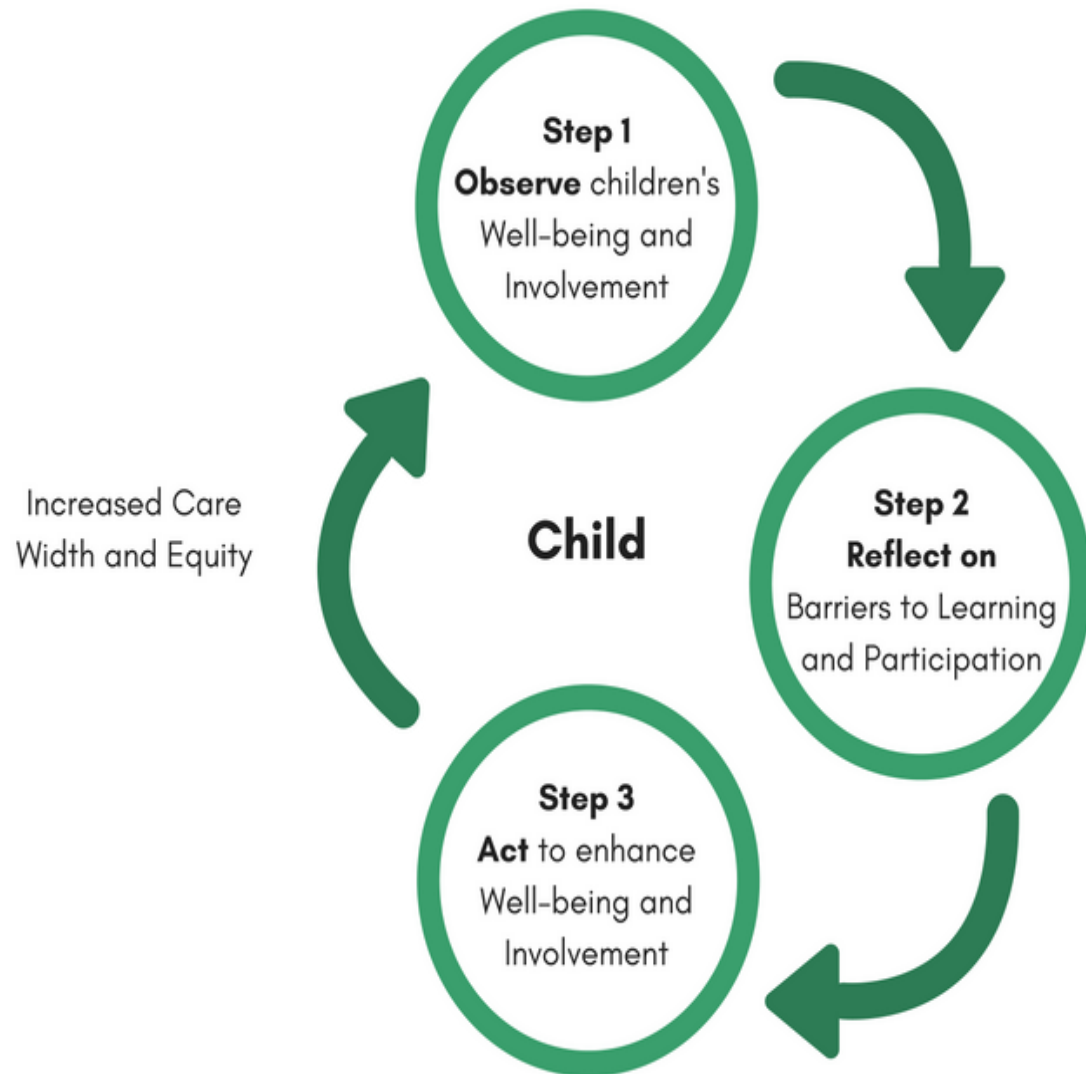
***Well-being + Involvement = Deep Level Learning***

## Scale of Well-being



## Scale of Involvement





## Possible barriers:

- Language barrier
- Social interactions
- Gender
- Contextualization of materials
- Interest of child doesn't match activity
- Activity too hard or too easy



## Action Points

- 1 **Rearrange the classroom** in appealing corners or areas
- 2 Check corners to replace unattractive materials by **more appealing ones**
- 3 Introduce **new and unconventional materials and activities**
- 4 Discover **children's interests** & find related activities
- 5 Support ongoing activities with **stimulating impulses** & enriching interventions
- 6 Widen possibilities for **free initiative** & Support them with **sound rules and agreements**
- 7 Explore & improve the **relation with each child and between children**
- 8 Introduce activities that help children to explore the world of **behaviour, feelings and values**

**2012:** POM  
developed at  
Leuven  
University in  
Belgium

**2017-2021:**  
POM  
introduced in  
VVOB  
programme(s);  
impact  
research  
conducted

**2022:** POM  
recognized as  
a top  
innovation by  
HundrED

**2015-2016**  
VVOB pilot  
research on  
WB/INV in  
ECE; POM is  
adapted for  
Vietnamese  
context

**2020:** POM is  
endorsed by  
Vietnamese  
Ministry of  
Education and  
Training

**2023  
onwards:**  
POM used as  
the foundation  
for ECE  
programmes;  
new impact  
research being  
conducted



Students



Teachers, School Leaders and  
Government Officials

2017-2021

50,387

2,879

2022-2026

48,353

2,713+



# POM | In the system

Capitalizes on teachers' daily observation task

In line with new ECE curriculum and child centered approach

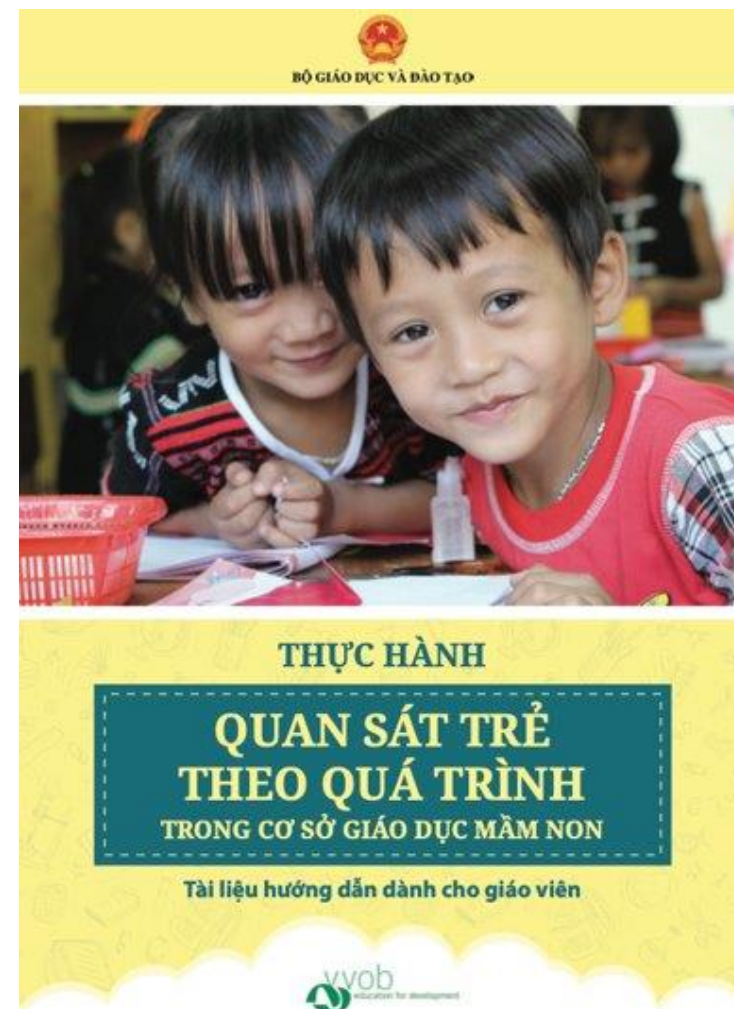
Supports governments priority on ethnic minority populations and equitable education

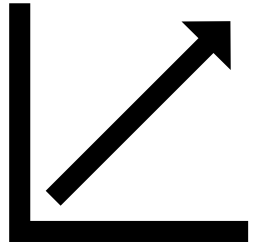
Materials  
endorsed  
by MOET

Provinces  
integrating  
into school  
year tasks

E-course  
on Moodle  
developed

Ongoing  
testing of  
POM app





Significant improvements in:

- Socio-emotional learning
- Health, hygiene and safety
- Approaches to learning
- Overall EAP score



- Girls increase in cognitive development and socio-emotional development.
- Boys increase in socio-emotional development and health behaviours.



Changes in teaching children from poorer households play out much faster on child development, as opposed to what is observed among wealthier households.

## Baseline (2022) findings:

- Similar patterns that ethnic minority students are performing significantly lower across 6 domains areas in comparison to their Kinh peers. (*expect in motor development*)

Endline will be conducted in 2025 after capacity development for governmental officials, school leaders and teachers has taken place.



# Moving Forward |

01

Increase of  
evidence base of  
POM

02

Use POM as the  
foundation for  
ECE programmes

03

Continue scaling  
POM nation-wide  
in Vietnam

# POM materials

*English version*





**Thank you! CẢM ƠN**



**Belgium**  
partner in development



**Flanders**  
State of the Art