



EVALUATION DESIGN: UNICEF/United Nations Development Programme—Socialist Republic of Vietnam

Cassie Landers, Consultative Group on Early Childhood Care and Development, June 1994

INTRODUCTION

In collaboration with the Ministry of Education, UNICEF/Socialist Republic of Vietnam requested consultation from the Consultative Group on Early Child Care and Development in order to assess the current strengths and weaknesses of preschool education in Vietnam. The analysis is part of a larger UNDP funded effort designed to assess the overall education system within Vietnam.

The objective of the UNDP project is to help the Government frame a long-term strategy common to all agencies involved in education, training activities, and human-resource development. It also hopes to enable all such agencies to coordinate their efforts in order to strengthen and modernize the country's human capital in spite of limited resources. The project is not intended to modify the situation of education in the short run, but rather to strengthen the country's institutional capacity for: (a) evaluating the education system in terms of both internal and external efficiency; (b) formulating long-term strategies adapted to changing socio-economic requirements and financial constraints; and (c) improving institutional relationships among all actors giving each administrative unit better tools to monitor the delivery of educational services.

Twelve national working groups will examine individual sub-sectors and issues of concern to the Education and Training Ministry. UNESCO has appointed an international team of experts to provide technical assistance throughout the sectoral analysis. The final output of the national working groups will be a common strategy document that addresses the following issues: major orientation for future development, projected output and costs, prioritization of tasks and projects, and proposed organization and management plan.

GOALS AND OBJECTIVES

With the support of UNICEF, Cassie Landers, Consultative Group on Early Childhood Care and Development, provided technical assistance to the national working group responsible for the analysis of the preschool sector. The working group was comprised of 20 professionals with expertise in the implementation of the Ministry of Education (MOE) early child development activities.

During a 2.5 week period the following tasks were accomplished:

- Review current creche and preschool programmes supported by the Ministry of Education
- Review UNICEF's early child development activities
- Design and develop a set of qualitative and descriptive instruments to aid the evaluation of the preschool sector
- Pretest and revise instruments
- Develop survey implementation strategy and general analysis framework
- Develop proposal to investigate the long term impact of preschool education on primary school performance

In addition to these activities, the working group also provided feedback on a series of early child development messages that are being developed by Cassie Landers for possible incorporation in a revised publication of *Facts for Life*. The highlights of each of these activities are summarized in the following section of the report.

INSTRUMENT DEVELOPMENT

A brief orientation to the Ministry of Education and Training preschool programmes as well as a review of existing documents provided the necessary background information on the current status of ECD activities. In addition, the consultant's prior knowledge of early education activities in Vietnam was further enhanced through several field visits to creche and kindergartens as well as to the informal home day care provider system in Hanoi.

Within this perspective and a familiarity of the goals of the ECD working group, the need to construct a battery of evaluation instruments was identified as the most important priority. Utilizing qualitative research techniques, several types of instruments were generated including self-administered surveys, structured interviews, and observation checklists. The overall goal of these instruments was to identify the strength and weakness of the current system to provide high quality child care environments to Vietnamese children between 6 months to 6 years of age. Particular emphasis was placed on assessing the impact of current changes in the cooperative system on the enrollment of children in both creches and kindergartens.

SELF-ADMINISTERED SURVEYS This instrument attempts to summarize the existing data on preschool activities currently collected by the Ministry of Education. The survey, which was designed by the Ministry prior to the consultant's arrival, will be mailed to administrators in all District Education Offices. One important outcome of this survey will be to determine the accuracy and completeness of the existing record keeping system. In addition to providing insights into the current level of operation, the results should identify additional types of data required to enhance the ongoing monitoring of the preschool sector.

INTERVIEWS The interview format was suggested as the most effective way to obtain an accurate perspective on the current functioning of the preschool sector as well as the attitudes and beliefs of service providers and programme recipients. Several types of interviews were designed to be conducted with Schoolmasters, Teachers (Creche/Kindergarten), Home Day Care Providers, and Parents. Through a series of close ended questions with ordered answered choices the interviews

were designed to obtain information on the following preschool components: Provider's socio-economic background, educational level and ECD training; Characteristics of the children; Characteristics of the school and teaching environment including curriculum and learning materials; Parental involvement; Costs, financing, and management; Health and nutrition services, and Community integration and support. Several open-ended questions asked respondents to identify level of satisfaction derived from work, strengths of existing system, constraints to providing optimal care, and suggestions to improve the overall quality of services.

In addition to interviews with providers, a parent interview was designed to obtain insights into the parents' perception of the quality of care, child enrollment and attendance patterns, and beliefs and attitudes on the value of ECD programmes. In addition, several open-ended questions attempted to elicit parents' perceptions of the major problems confronting families with young children and the identification of the types of services and programmes most in need.

In developing each of these four interviews, efforts were made by the participants in the working group to overcome some of the common problems encountered in the design of semi-structured interviews. For example, special measures were taken to cast questions that were clear and straightforward and stressed the use of simple language, common concepts, and manageable tasks. In an effort to avoid common problems, a series of questions were kept in mind during the identification and selection of specific questions. These included:

- Will the words be uniformly understood?
- Do the questions contain abbreviations or unconventional phrases?
- Are the questions too vague?
- Is the question too precise?
- Is the question biased?
- Is the question objectionable?
- Is the question too demanding?
- Is it a double question?
- Are the answer choices mutually exclusive?
- Have you assumed too much knowledge?
- Has too much been assumed about respondent behavior?
- Is the question technically accurate?
- Can the responses be compared with existing information?
- Are the questions too intrusive?

OBSERVATION CHECKLISTS In addition to the interviews, two observation checklists were designed to assess the characteristics and quality of care provided in creches/kindergartens as well as in home day care centres. The checklist consisted of items arranged in the following categories: Facilities and Equipment, Learning Materials, Children's Characteristics, Teachers' Characteristics, Teacher-child Patterns of Interactions. The individual items comprising several of the sub-scales were derived from the set of standards and regulations endorsed by the preschool sector.

Observers were asked to record "yes" or "no" to the items listed in each of the five subcategories. In addition, overall ratings using a five-point Likert scale were obtained on each of the following aspects: Environment, Equipment and Facilities, and Learning Materials. Sub-scores as well as a total score will be obtained. Since the application of this checklist allows individual comparisons

between programmes, the results could be used to monitor variation in the quality of care provided by different programmes across different settings.

Through the working group's active, lively, and highly participatory discussions, drafts of each of the four instruments as well as two observation checklists were prepared during the first week of the consultancy.

PRETESTING AND REVISION

A procedure for pre-testing and revising the instruments was implemented during the second week of the consultancy. Following the procedures specified for all working groups, the instruments were pretested on a sample of headmasters, teachers, and parents residing in Ha Son Binh, a district just outside Hanoi. The home based day care provider interview and observation checklist was pretested on a sample of providers within Hanoi.

Prior to the pretesting working group participants received a half-day training in administering the interviews and observation instruments. Working in pairs each participant had the opportunity to role play as both the respondent and interviewee for each of the instruments. Through this practice session working group participants were exposed to all aspects of survey administration and response coding.

The following aspects of interview techniques were highlighted during this training session:

- Description and purpose of interview
- Sensitivity to respondent's needs and concerns
- Asking questions
- Recording open-ended responses
- Coding close-ended responses
- Using probes
- Timing and efficiency
- Recording supplementary information

In addition, interviewers were asked to obtain information on aspects of specific questions as well as the strength and weaknesses of the interview process. For example interviewers were asked to assess the suitability of each question in terms of response variation, accuracy and completeness of response categories, comprehension, task difficulty, and respondent interest and attention. The interviewers were asked to be aware of problems related to the flow and naturalness of the interview, the order of questions, timing, respondent's overall interest and attention, and respondent's well being.

During a two-day pretesting period, each of the 18 working group participants had the opportunity to administer at least three of the four instruments and one of the two checklists. Based on the results of the information and feedback provided through the pretesting procedures, all survey instruments were significantly revised. In order to shorten the time requested to administer the interview, repetitive questions and those with little response variation were deleted. Response categories were refined and issues related to coding were addressed.

A copy of each of the four interview instruments and two observation checklists are included in the Appendices attached to this summary report.

SAMPLE SELECTION AND SURVEY IMPLEMENTATION

The Office of Planning and Statistics has been awarded a subcontract to develop a sampling strategy to be used by all the working groups participating in the UNDP Education Sector Review. Thus, in order to ensure comparability between working groups, it was suggested that the sampling procedures utilized by the preschool sector follow the overall guidelines proposed by the Office of Statistics and Planning.

While the sampling strategy had not been completed at the time of the consultancy, a representative of the Office of Statistics participated in the working group. According to the proposed sampling strategy, surveys would be administered on a representative sample in five provinces.

Working group participants discussed the need to obtain a representative sample with equal representation from urban, rural, and mountainous areas. Issues related to the management of data collection activities and quality control were also discussed. In carrying out the objectives of the preschool sector review, participants emphasized that the proposed sampling strategy must consider the limited availability of personnel trained in interview techniques as well as the tight schedule which had been allotted for survey implementation.

IMPACT STUDY

The working group also discussed a proposal for a longitudinal study of the impact of early child development programmes on progress and performance in primary school. Using a matched control group, quasi-experimental design, high-risk children in urban areas would be followed from 6 months of age through the third year of primary school. The study would include approximately 100 children from high-risk urban families in each of the intervention and control groups. Over the course of the study, children's health, nutrition, and developmental status would be monitored through the administration of a battery of carefully selected and culturally appropriate instruments. In addition since children's early development is strongly influenced by the environment, data in both the intervention and control groups would be collected on patterns of caregiver interaction and aspects of the home environment. The analysis of the data on children and their families would attempt to determine the impact of early child development programmes on primary school progress and performance.

The working group was provided with a battery of instruments prepared by the High/Scope Educational Research Foundation, Ypsilanti, Michigan. These instruments are being utilized as part of a longitudinal study implemented by the International Education Association. This project is an ongoing international study investigating the nature, quality, and effects of the experiences of children prior to formal schooling in 14 developed and developing countries. There would be considerable value in following the protocol laid out by this international study as comparisons of the situation in Vietnam could be compared to those within other developing and developed countries.

As a follow-up to this discussion, the working group would design a proposal for submission to UNICEF as well as other national and international funding agencies. Given the magnitude of this task as well as the time required to obtain results, this proposal was seen as a supplementary long-term activity of the working group. In carrying out this investigation, the Consultative Group on Early Childhood Care and Development would be available to provide technical consultation in study design, implementation, and data analysis.

Given Vietnam's longstanding history and expertise in the field of early child development the results of such an investigation could have tremendous implications for other countries within the region. In light of the high priority placed on early child development as result of the World Conference on Education for All, it is suggested that the UNICEF/Vietnam office give serious attention to the possibility of supporting such research.

COVER SHEET

1. Interviewer's Identification Code: ____ ____ ____

2. Instrument Identification Code: ____ ____ ____

3. Date: ____ ____ ____

4. Province (Code): ____

5. District (Code): ____

6. Type of Centre : ____

1. Creche
2. Kindergarten
3. Mixed Group 0-6
4. Integrated Child Development
5. Home-Based Day Care

Hours ____

1. Full Time
2. Part-Time

Funding ____

1. Cooperative
2. State
3. Private

7. Type of Instrument: ____

1. School Master Interview
2. Teacher Interview
3. Home-Based Day Care Provider
4. Parent Interview
5. Creche/Kindergarten Checklist
6. Home-Based Checklist

8. Additional Comments/Information:

OBSERVATION CHECKLIST KINDERGARTEN AND CRECHE

I. Facilities and Equipment

	YES	NO
Safety equipment		
Model structure		
Standard latrine facilities		
Space-2 sq. metres/child		
Adequate lighting		
Adequate temperature		
Well/sufficient clean water		
Brick floor (cement/house on stilts)		
Sleeping space/beds		
Outdoor play area		
Outdoor play equipment		
Garden		
Fish-pond		
Animal husbandry		
Kitchen/utensils		
Medicine chest		
Scale/growth charts		
Towel/child		
Chair/child		
Eating utensils/child		
		SUB TOTAL _____

II. Learning Materials

	YES	NO
1 Chalkboard or notebook/child		
10 Sets of story-books/class		
1 Musical instrument/2 children		
4 Puzzles and games/class		
5 Sets of pretend play materials/class		
1 Creative art session/week		
Display of children's art work		
Teacher-made toys and teaching aids		
1 Teacher's manual/class		
Materials easily available to children		
		SUB TOTAL _____

III. Children's Characteristics

50% without upper respiratory infections
50% Well-nourished
75% Clean
75% Footwear
75% Adequate clothing
Physically active
Age-appropriate language skills
Positive interaction with observer

YES NO

SUB TOTAL _____

IV. Teacher's Status

Self-confident
Skillful
Active
Well organized
Creative
Dedicated to work

YES NO

SUB TOTAL _____

V. Teacher-Child Patterns of Interaction

Encourages self-expressive language skills
Asks questions/responds to verbal requests
Responsive to children's needs
Affectionate (teacher to child)
Affectionate (child to teacher)
Praise/acknowledgment of behavior
Independent play encouraged
Cooperative play encouraged
Handles child-child conflict with reason

YES NO

SUB TOTAL _____

VI. Overall Rating

1. Environment:

1	2	3	4	5
Highly Negative	Negative Occasionally	Neither Negative nor Positive	Positive Most of the Time	Highly Positive

2. Equipment and Facilities:

1	2	3	4	5
Highly Inadequate	Somewhat Inadequate	Adequate	Somewhat Adequate	Highly Adequate

3. Learning Materials:

1	2	3	4	5
Highly Inadequate	Somewhat Inadequate	Adequate	Somewhat Adequate	Highly Adequate

SUB TOTAL _____

TOTAL SCORE _____

OBSERVATION CHECK LIST FAMILY DAY CARE CENTRES

I. Facilities

	YES	NO
Space adequate		
Safe		
Clean		
Standard toilet facilities		
Sufficient clean water		
First aid chest		
Sleeping mats		
Outdoor play space		
Adequate light		
Adequate temperature		
Set eating utensils/child		
Wash basin and towel/child		
		SUB TOTAL _____

II. Toys and Equipment

	YES	NO
Materials for writing/fine motor skills		
Story books		
Educational toys		
Musical instruments		
Materials for pretend play		
Materials for creative arts		
Self-made toys/teaching aids		
		SUB TOTAL _____

III. Children's Characteristics

	YES	NO
50% without upper respiratory infections		
50% Well-nourished		
75% Clean		
75% Footwear		
75% Adequate clothing		
Physically active		
Age-appropriate language skills		
Positive interaction with observer		
		SUB TOTAL _____

IV. Teacher's Status

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SUB TOTAL _____

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SUB TOTAL _____

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1. Environment:

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2. Equipment and Facilities:

1	2	3	4	5
Highly Inadequate	Somewhat Inadequate	Adequate	Somewhat Adequate	Highly Adequate

3. Learning Materials:

1	2	3	4	5
Highly Inadequate	Somewhat Inadequate	Adequate	Somewhat Adequate	Highly Adequate

SUB TOTAL _____

TOTAL SCORE _____

HOME DAY CARE PROVIDER INTERVIEW

I. Background

1. Introductions
2. Can you read and write?
 1. Yes
 2. No
3. What is your education level?
 1. Literacy classes
 2. First level
 3. Second level
 4. Third level
 5. University
 6. Can not read and write
4. How old are you? _____
5. How long have you been a home day care provider? _____
6. What was your previous primary occupation before becoming a home day care provider?
 1. Government/office
 2. Health worker
 3. Teacher
 4. Factory worker
 5. Peasant farmer
 6. Homemaker
 7. Other _____
7. How many children have you given birth to? _____
8. How many people are currently residing in your household? _____
9. **Interviewer, please list all family members according to their relationship to the home day care provider.**

II. Enrollment/Centre Characteristics

10. How many children are currently in your family day care centre? _____
11. What is the sex of these children?
1. Number of girls _____
2. Number of boys _____
12. What are the ages of the children in your centre? (**Interviewer, please indicate the number of children in each of the following categories.**)
1. Less than 6 months _____
2. 6-12 months _____
3. 12-36 months _____
4. 3-6 years _____
13. What is the family economic background of the children? (**Interviewer, please indicate the number of children in each of the following categories.**)
1. Poor _____
2. Average _____
3. Rich _____
14. Do you have anyone to help you in your centre?
1. Husband
2. Daughter/daughter-in-law
3. Son/son-in-law
4. Grandchild
5. Outside assistance
6. Other
7. No assistance
15. What is the average amount of time that children spend in the centre per day? _____
16. Has there been a change in the number of children enrolled in your centre over the past 2 years?
1. Increase
2. Decrease
3. No change

17. What has been the reason for this change?
If increase, select from the following list of responses:
1. Prefer home day care
2. Higher quality than other forms of care
3. Other services not available
4. Other _____
If decrease, select from the following list of responses:
5. Home caregiver available
6. Can not afford costs
7. Limited space
8. Other _____
If no change, select the following response:
9. No change

III. Costs

18. On the average, how much money do the parents give you for a child each month? (Estimate amount in Dong)
Care only _____
Food _____
19. Do you have any other sources of income?
1. Pension
2. Other sources
3. No other sources
20. What is your total monthly income? _____

IV. Children's Status

21. Do you prepare meals for:
1. All of the children?
2. Some of the children?
3. None of the children?
22. How would you describe the health status of the children in your centre?
1. Poor
2. Average
3. Good
23. Do you receive any support from your community health care facilities?
1. Immunizations
2. Growth monitoring
3. Medical check-ups
4. Emergency medical care
5. Other _____
6. No support

24. What do you do when a child becomes ill?
1. Call parents
 2. Provide care
 3. Call health care centre
 4. Other _____

V. Training

25. In addition to your own experience and knowledge, do you get information about children and child care from any other sources? (Check all that apply)
1. Radio
 2. Newspapers
 3. Television
 4. Friends
 5. Family
 6. Health care providers
 7. Teachers
 8. Other
 9. No other sources
26. During the past year, have you participated in any formal seminars and/or group discussions on child development and care?
1. Yes
 2. No
27. During the past year, have you received any visits by a home visitor?
1. 1-5 times/year
 3. 6-12 times/year
 4. Once/year
 5. No home visits
28. Have these visits been helpful?
1. Yes
 2. No
29. If yes, please describe in what ways they have helped you. If no, please describe why not.
30. Please describe your schedule of activities in a typical day.

31. In a typical day, how much time do you spend on each of the following activities?

	A lot	Some	Hardly ever/Never
Child care and hygiene	1	2	3
Feeding	1	2	3
Cleaning the room	1	2	3
Playing outdoors	1	2	3
Telling stories	1	2	3
Numbers and counting	1	2	3
Singing	1	2	3
Parent discussion	1	2	3
Writing	1	2	3

32. What are your biggest difficulties in caring for children in your home?

33. Can you think of three things that would make your job as a home-based day care provider easier?

Thank you for your time and cooperation.

SCHOOLMASTER INTERVIEW

I. Background

1. How long have you been employed by the Ministry of Education? _____
2. How long have you been the master of this school? _____
3. How old are you? _____
4. Gender
 1. Male
 2. Female
5. Are you married?
 1. Yes
 2. No
6. How many children do you have? _____
7. What were you doing before working in this capacity?
 1. Administrator
 2. Teacher
 3. Deputy Director
 4. Master in another school
 5. Women's Union
 6. Other _____
8. What is your educational background and training?
 1. First Level
 2. Second Level
 3. Third Level
 4. University
9. What professional early child development training have you received?
 1. Basic
 2. Secondary
 3. Lower university
 4. University
 5. No professional training
10. Have you had any training in administration and management?
 1. Yes
 2. No

II. Creche/Kindergarten Characteristics

11. Enrollment
1. Number of children enrolled
 2. % of eligible children
 3. % Daily Attendance
 4. Number of Teachers
 5. Teacher/Student Ratio
 6. Number of classrooms
12. Training
- What is the training level of your teachers? (For each category indicate the number of teachers).
1. No formal education _____
 2. Short term courses _____
 3. First level _____
 4. Second level _____
 5. Third level _____
 6. University _____
13. Financing
- What is the monthly parent entrance fee per child?
1. Care _____
 2. Food _____

Questions 14 and 15 request financial information on the amount of State/Cooperative and Parents' monthly contribution. (All amounts should be recorded in Dong)

14. State/Cooperative Fees
1. Teachers' salary _____
 2. Other fees _____
- In-kind Contribution
3. Estimated Amount in Dong _____
15. Parent Fees
1. Care _____
 2. Food _____
- In-kind Contribution
3. Estimated Amount in Dong _____
16. Total amount received per month _____
17. Please describe the types of in-kind contributions made by the parents.

26. What kind of health care services are provided by your school?
1. Monthly visits by health care worker
 2. Quarterly visits by health care worker
 3. Bi-annual visits by health care worker
 4. Annual visit by health care worker
 5. Immunizations
 6. Growth monitoring
 7. Other _____
 8. No health care services provided
27. Do you have trained medical personnel on your staff?
1. Yes
 2. No
28. Are emergency medical services easily available?
1. Yes
 2. No
29. How would you rate the overall health status of the children attending your creches/kindergartens?
- | | | | | | |
|---------|---|---|---|--|--------------------|
| Healthy | | | | | Not At All Healthy |
| 1 | 2 | 3 | 4 | | 5 |
30. Does your kindergarten/creche receive any other services provided by the community?
1. Nutrition
 2. Water
 3. Women's union
 4. Youth union
 5. Trade union
 6. Village information services
 7. Other _____
 8. None

IV. Training

31. In the past year, how many days of informal in-service training were available to your teachers?
1. Creche _____
 2. Kindergarten _____
32. What kinds of informal in-service training activities and supervision are available to your teachers?
1. Regular teacher group discussions
 2. Monthly classroom observations
 3. Special topic seminars/workshops
 4. Summer training
 5. Other _____
 6. None

33. What is the approximate annual percent dropout rate of your teachers? _____
34. What are the major reasons for teacher dropout? (Check all those that apply)
1. Low salary
 2. Other teaching position at higher salary level
 3. Other occupation at higher salary level
 4. Family/personal reasons
 5. Health reasons
 6. Move
 7. Other _____
 8. No staff drop out

V. Parent Education

35. What parent education activities are provided through your creche/kindergartens? (Check all that apply)
1. Group discussion
 2. Seminars and lectures
 3. Home visits
 4. Dissemination of printed materials
 5. No parent education activities
36. In your opinion, what do you feel are the three major difficulties parent have in caring for their young children? (Please describe).

VI. Recommendations

37. In general, do you feel satisfied with your work?
1. Very satisfied
 2. Satisfied
 3. Not at all satisfied
38. What are your three biggest difficulties in providing high quality early child care and education services? (Please describe)
39. For each of the problems identified in question 38, what changes/suggestions would you recommend to enhance the quality of early child education and care services? (Please describe)
40. Is there anything else you would like to discuss?

Thank you for your time and cooperation.

PARENT INTERVIEW

I. Background

1. Name _____
2. How old are you? _____
3. What is your occupation?
 1. Factory worker
 2. Farmer
 3. Government employee
 4. Trader
 5. Housekeeper
 6. Other _____
4. What is your spouse's occupation?
 1. Factory worker
 2. Farmer
 3. Government employee
 4. Trader
 5. Housekeeper
 6. Other _____
5. Do you receive any additional sources of income?
 1. Yes
 2. No
6. What is your level of education?
 1. Literacy classes
 2. First level
 3. Second level
 4. Third level
 5. University
7. How many children do you have? _____

8. What are the ages of your children? (**Interviewer, please indicate the number of children in each of the following age groups**).
1. 0-6 months _____
 2. 6-12 months _____
 3. 1-3 years _____
 4. 3-6 years _____
 5. 6-12 years _____
 6. 12-18 years _____

(Interviewer: If there is more than one child from birth to six years please select only one child as the target for this following set of questions. Inform the parent that the questions will focus on the selected child.)

9. Name of target child: _____
10. Child's age: _____
11. Child's sex:
1. Male
 2. Female
12. What is your relationship to the child?
1. Mother
 2. Father
 3. Grandmother
 4. Grandfather
 5. Aunt
 6. Other _____
13. How many people live in your house? _____
14. Please indicate the relationship of each member in your household to the target child.

II. School Attendance Patterns/School Characteristics

15. Do you send _____ to creche/kindergarten/day care centre or use any other type of out of home care?
1. Yes
 2. No

If no, proceed to question 21. If yes, proceed to question 16.

16. What kind of centre/services does _____ attend?
1. Creche
 2. Kindergarten
 3. Mixed-group day care centre
 4. Short-term course
 5. Home-based day care
 6. Play group

17. Is this programme
 1. Full-Time?
 2. Part-Time?
18. What is the reason(s) for sending _____ to the centre?
(Interviewer, please check all those indicated by the respondent.)
 1. To increase time available for income generating activities
 2. No child-minder available at home
 3. To prepare child for primary school
 4. To improve health and nutritional status
 5. To provide better care
 6. Other, please specify _____
19. For each of the following services provided at the centre, please rate your level of satisfaction:
- | | Satisfied | Somewhat | Not At All |
|--------------------|-----------|----------|------------|
| Facilities | 1 | 2 | 3 |
| Hours of operation | 1 | 2 | 3 |
| Teacher's skills | 1 | 2 | 3 |
| Health care | 1 | 2 | 3 |
| Nutrition | 1 | 2 | 3 |
| Education | 1 | 2 | 3 |
20. Would you prefer to send your child to a different type of programme if it was available? If yes, what kind of programme would you prefer?
1. Creche
 2. Kindergarten
 3. Mixed-group day care centre
 4. Short-term course
 5. Home-based day care
 6. Play group
 7. Other _____
 8. No other preference
21. Why doesn't (child's name) _____ attend a preschool/creche or any other type of programme. (Please check all those that apply, parents should be probed to give as many responses as necessary.) **(Interviewer: This question should only be asked of those who answered NO to question 15.)**
1. Services are not available
 2. Services are too far from home
 3. Unsuitable hours of operation
 4. Services are poor quality
 5. Too expensive
 6. Child care provided by family member
 7. Child characteristics
 8. Lack of concern/interest in child's well being
 9. Other, please specify _____

III. Parental Attitudes and Expectations

22. Do you think (child's name) _____ success in primary school will be improved by attending an early child care programme? If yes, how? (Please check all the responses.)
1. Increased health and nutrition
 3. Increased social skills
 4. Increased self-confidence/self-esteem
 5. Increased numeric/counting skills
 6. Increased language and pre-writing skills
 7. Other _____
 8. No improvement
23. What are the most important skills you want your child to learn between the ages of three and five? Using these cards, which illustrate eight different categories of skills, please choose the most important category of skills. **(Interviewer, please give all 8 cards to the parent. Wait until parent selects one. Repeat instructions as needed. Enter category name below.)**
- Most Important:
1. Pre-academic
 2. Motor/physical
 3. Self-expression
 4. Language
 5. Social
 6. Self-sufficiency
 7. Self-assessment
24. Now choose the least important category of skills as indicated on the cards. **(Interviewer, please set aside the one card that was selected. Wait until parent selects 1 of the remaining 7 cards. Enter category name below.)**
- Least Important:
1. Pre-academic
 2. Motor/physical
 3. Self-expression
 4. Language
 5. Social
 6. Self-sufficiency
 7. Self-assessment
25. What in your opinion are the major difficulties parents and families have in providing for the care and development of their young children?
26. Do you have any suggestions or recommendations on how early child care services could be improved? If yes, please describe.

Thank you for your time and cooperation.

TEACHER INTERVIEW CRECHE/KINDERGARTEN

I. Background Information

1. Introductions
2. How old are you? _____
3. Are you married?
 1. Yes
 2. No
4. How many children do you have? _____
5. What is your education level?
 1. Literacy classes
 2. First level
 3. Second level
 4. Third level
 5. University
6. How many years have you been working in early child education? _____
7. How many years have you been working in this creche/kindergarten? _____
8. Are you employed
 1. Full-time?
 2. Part-time?
9. How much does the school pay you per month? _____ (amount in Dong)
10. How much do you receive from other sources? _____ (amount in Dong)
11. What are your other sources of income? (Check all that apply)
 1. Farming
 2. Trade/commerce
 3. Animal husbandry
 4. Handicrafts
 5. Fishing
 6. Gardening
 7. Other _____
 8. No other sources

II. Training

11. What is your highest level of early child education training?
 1. Short courses
 2. First level
 3. Second level
 4. Third level
 5. University
 6. University abroad
 7. No formal training

12. Are you currently enrolled in any formal early child education training?
 1. Short courses
 2. First level
 3. Second level
 4. Third level
 5. University
 6. Not currently enrolled

13. Over the past year, what other types of training/support activities have been available to you?
 1. Weekly teacher's group discussions
 2. Monthly class observations
 3. Topical seminars/workshops
 4. Summer training

14. If you had the opportunity to participate in additional training courses, what topics would be of interest to you?

III. Teaching Characteristics

15. What is the age of the children in your class? _____

16. How many children are there in your class? _____

17. What is the average daily attendance? _____%

18. How many teachers are there in your class? _____

19. Do you have any teaching assistants?
 1. Part-time
 2. Full-time
 3. No assistants

20. Which curriculum do you implement?
1. Revised 0-3 years
 2. Revised 3-6 years
 3. Reformed 3-6 years
 4. 26-week curriculum
 5. 36 lessons
 6. No specific curriculum implemented
21. What percentage of the total curriculum are you able to complete during the school year?
1. 1-25%
 2. 26-50%
 3. 51-75%
 4. 76-100%

22. How adequate is the curriculum along the following dimensions?

	Adequate	Somewhat	Inadequate
Easy	1	2	3
Flexible	1	2	3
Age Appropriate	1	2	3

23. How adequate are your teacher's aids/materials?

	Adequate	Somewhat	Inadequate
Easy	1	2	3
Flexible	1	2	3
Age Appropriate	1	2	3

24. How adequate are the children's learning materials?

	Adequate	Somewhat	Inadequate
Easy	1	2	3
Flexible	1	2	3
Age Appropriate	1	2	3

25. Rank in order of importance the amount of time you spend on each of the following activities.
(Interviewer, please note: 1= Most, 2= Second Most, 3= Third Most, 4= Least)
1. Child care and hygiene_____
 2. Play activities_____
 3. Learning skills_____
 4. Organization and management_____

26. Please describe your daily routine:

27. What are the most important skills you think children should learn between the ages of three and six? Using these cards, which illustrate seven different categories of skills, please choose the most important category. **(Interviewer, please give all 7 cards to the teacher. Wait until she/he selects 1 card. Repeat instructions as needed. Enter category name below.)**
 Most Important:
1. Pre-academic
 2. Motor/physical
 3. Self-expression
 4. Language
 5. Social
 6. Self-sufficiency
 7. Self-assessment
28. Now, choose the least important category. **(Interviewer, please set aside the card that was selected earlier. Wait until she/he selects 1 card. Repeat instructions as needed. Enter category name.)**
 Least Important:
1. Pre-academic
 2. Motor/physical
 3. Self-expression
 4. Language
 5. Social
 6. Self-sufficiency
 7. Self-assessment
29. Please describe in what ways children attending creche/kindergarten are different from those children who do not attend. (Check all responses)
1. Bolder
 2. More disciplined
 3. Better toilet habits
 4. Healthier
 5. Increased learning skills
 6. Sicker
 7. Withdrawn/passive
 8. Undisciplined
 9. No differences between children

IV. Parental Education

30. How often do you discuss the following topics with parents?

	Always/Usually	Sometimes	Never/Rarely
Health	1	2	3
Nutrition	1	2	3
Hygiene	1	2	3
Social behaviour	1	2	3
Learning skills	1	2	3

31. What do you think are the three biggest difficulties parents have in caring for their young children?

V. Level of Satisfaction

32. In general, how much do you like working with young children?

1. Very much
2. Somewhat
3. Not at all

33. What do you like most about working with young children?

34. What do you like least about working with young children?

35. Is there anything else you would like to discuss?

Thank you for your time and cooperation.

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Early Childhood Counts: Programming Resources for Early Childhood Care and Development.
CD-ROM. The Consultative Group on ECCD. Washington D.C.: World Bank, 1999.