

# **Multilingual education as a way towards achieving quality Universal Primary Education in Vietnam: good practices and policy implications**

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unite for  
children



# Outlines

- 1. MOET-UNICEF's Action Research on MTBBE (AR MTBBE), 2008-2015**
- 2. Policies Implication of the MTBBE and UPE /Steps towards.**

# 1. MOET - UNICEF's AR MTBBE

## *Design (1)*

### ➤ **Goals**

- Ensure EM students have access to **quality** and **equitable** education in their mother tongues and Vietnamese.

### ➤ **Specific Objectives:**

- to successfully implement a **valid and feasible design** of bilingual education in EM languages in selected preschool and primary schools;
- to contribute to the development of **policies and practices (including legal framework)** that will promote use and development of ethnic minority languages as a means for improving access, quality and equity of education and other social services.

Multilingual education as a way towards achieving quality UPE in Vietnam

# 1. MOET- UNICEF's AR on MTBBE

## *Design (2)*

- Ethnic minority languages as the main language of instruction
- Introducing Vietnamese as a **second language** for one year of preschool, and primary school grade 1 and 2;
- Introducing Vietnamese as a **language of instruction** in grade 3, together with the mother tongue. Three year transition period from grade 3 to grade 5;

By **end of grade 5**, students to have developed **bilingualism and biliteracy**, and meet the standards of the national curriculum.



# 1. MOET- UNICEF's Action Research on MTBBE

## *Location*

### 3 Provinces:

#### **Lao Cai (H'mong)**

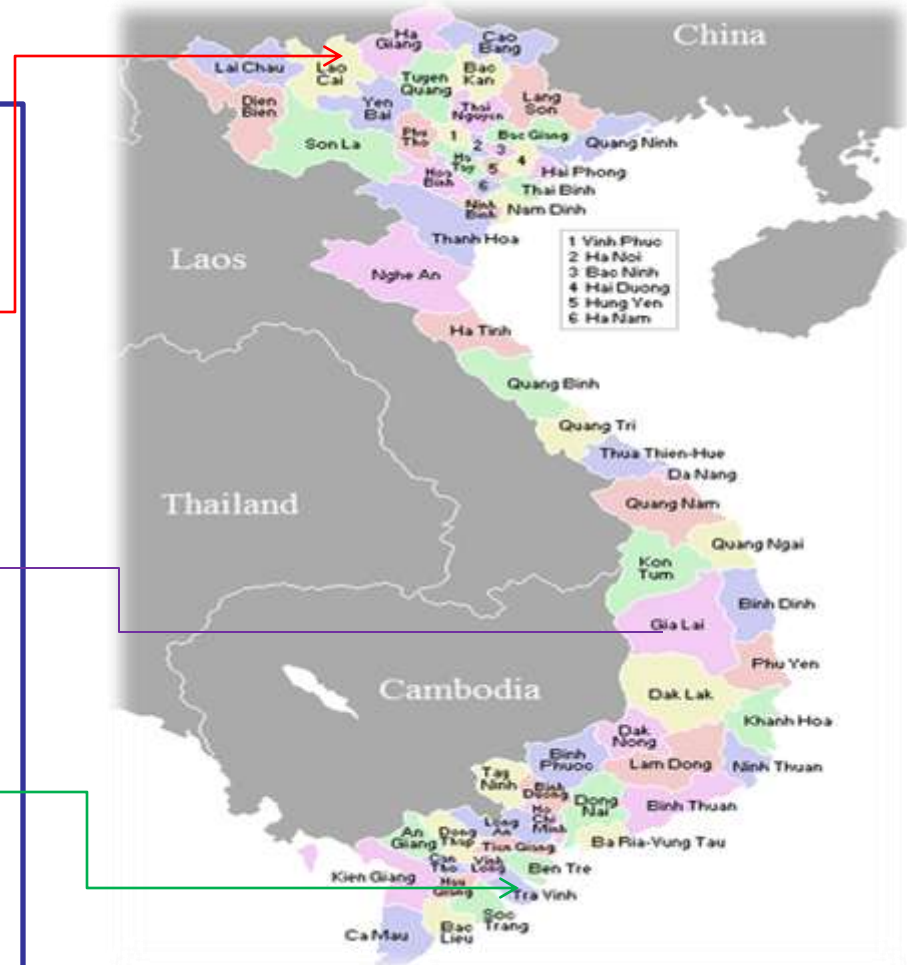
3 Preschools and 3 Primary schools

#### **Gia Lai (J'rai)**

3 Preschools and 3 Primary schools

#### **Tra Vinh (Khmer)**

2 Preschool and 2 Primary schools



Cohort 1: 264 students in Grade 2  
(138 girls); Cohort 2: 260 students in Grade 1  
(123 girls)

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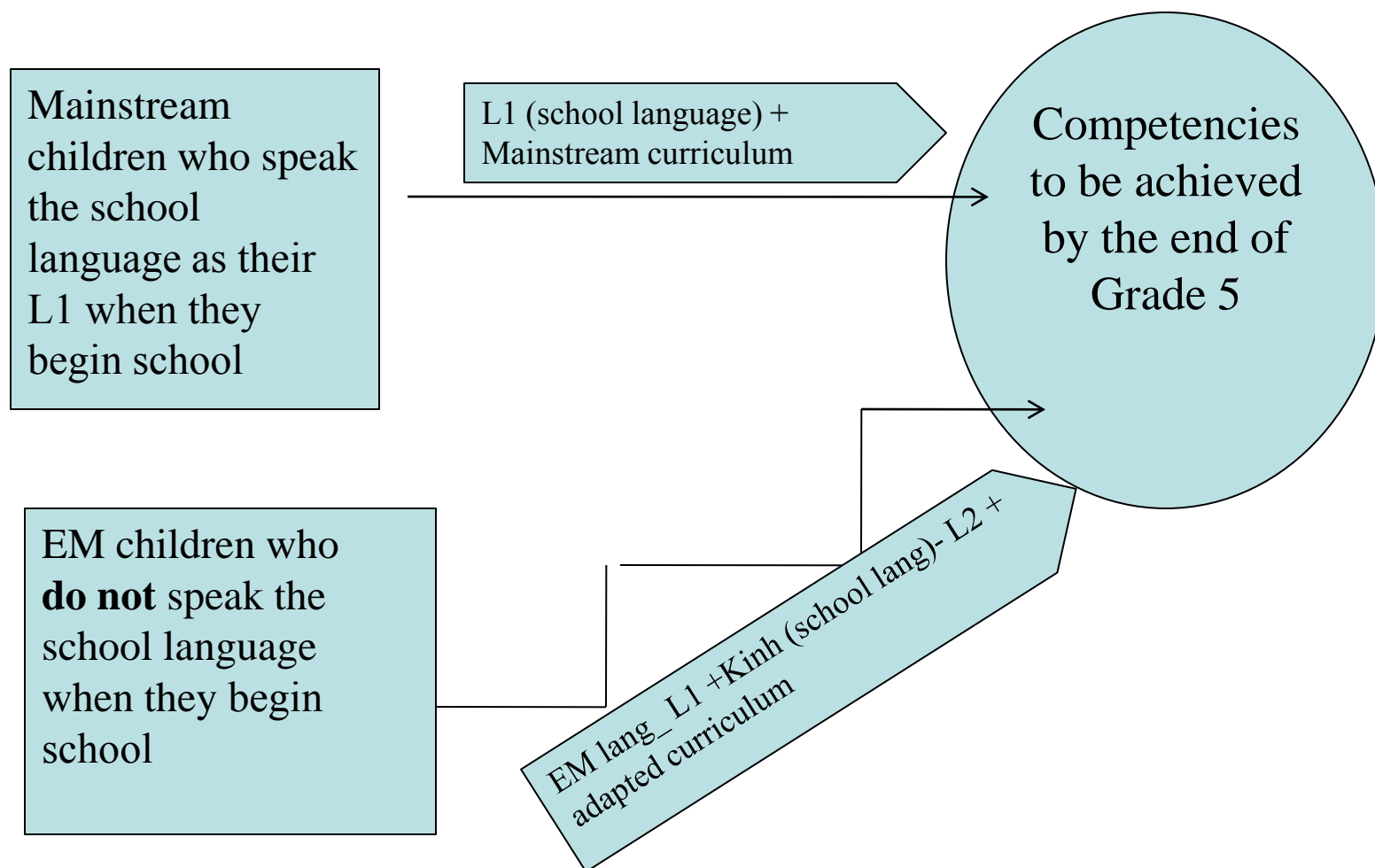
## *Main strategies (1)*

- **Applying key principles of quality education:** Children learning new concepts in relation to familiar things; learning in child friendly way, relevant and responsive environment
- **Inclusive participation to ensure its relevance to the target groups**
- + **Curriculum based on the national curriculum**
- + **Learning/teaching material adapted to be more appropriate in local contexts** and build on the children's own knowledge and experience



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## *Main strategies (2)*





# 1. MOET- UNICEF's AR MTBBE

## *Main strategies (3)*

- + Engagement of parents, community members in school activities as **local resource people**;
- + Capacity building of teachers /managers (balanced knowledge and skills based);
- Intensive **monitoring** and **technical assistance**; **evaluation**
- **Documentation** of the whole process, its evidences, **effective knowledge management**





# 1.MOET- UNICEF's AR MTBBE

## *Progress to date*

	Y08/09	Y09/10	Y10/11	Y11/12	Y12/13	Y13/14	Y14/15
Cohort 1	preschool	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	
Cohort 2		preschool	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5

- Development of the curricula in 3 languages, based on the national curriculum
- Over 100 teachers and education managers trained in bilingual education methodology;
- Teaching and learning materials for preschool ,Grades 1 and 2 developed;
- Assessment of preschool and Grade 1



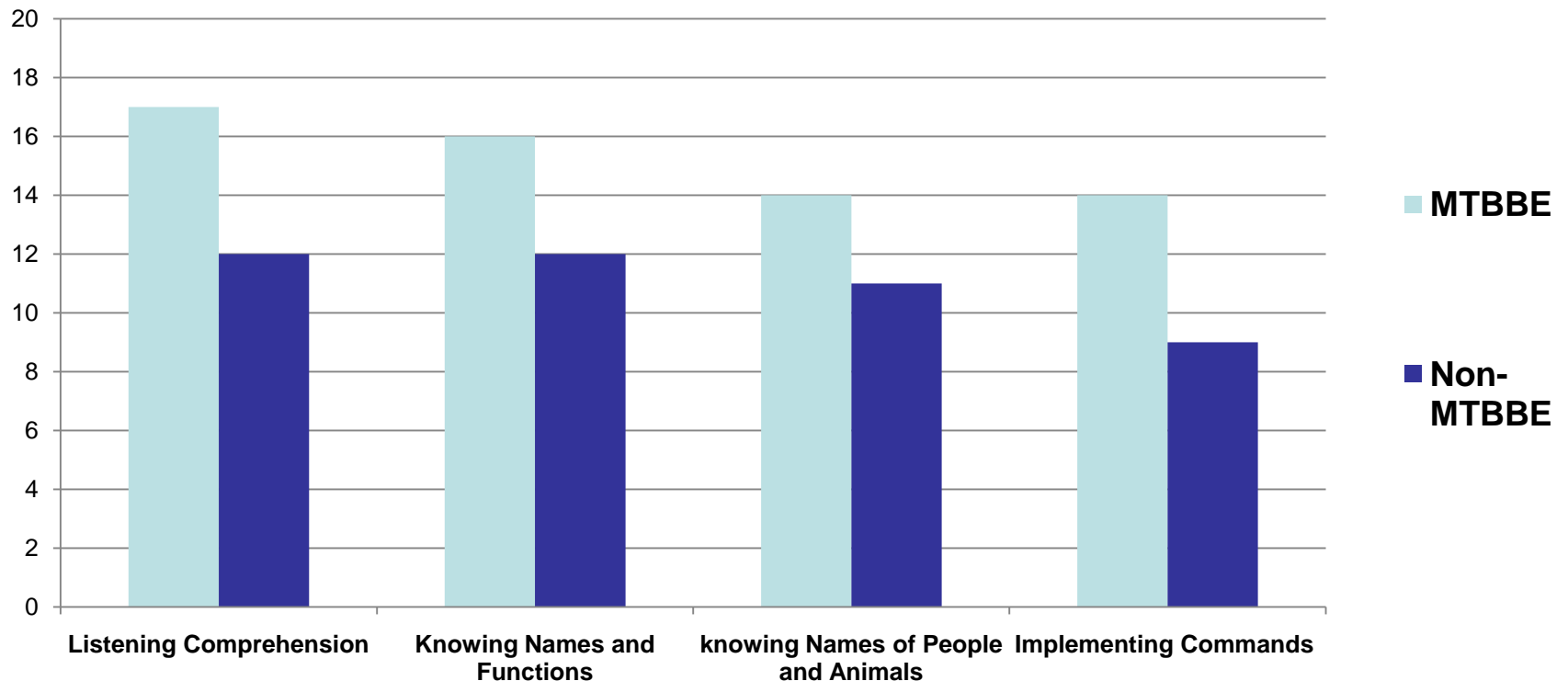
Multilingual education as a way towards achieving quality UPE in Vietnam

# 1.MOET -UNICEF's AR MTBBE

## *Initial result (1)*

### ***Preschool assessment***

***Comparison between MTBBE and non-MTBBE students in Vietnamese (May 2010, 2<sup>nd</sup> cohort of students)***



# 1. MOET-UNICEF's AR MTBBE

## *Initial result (2)*

***Comparison between MTBBE and Non-MTBBE Grade 1 students in Mathematics (May 2010, 1<sup>st</sup> cohort of students)***

	MTBBE	Non- MTBBE
Excellent (86-100 points)	67.5%	29.57%
Very Good(66-85 points)	24.78%	31.49%
Good (50-65 points)	6.03%	19.41%
Fair (30-49 points)	1.30%	9.32%
Fail (30 points)	0.75%	10.18%

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## *Initial result (3)*

### *Non academic outcomes*

- More positive **attitude** to school life in general
- Greater **confidence** in their own abilities
- Active **participation** in classroom activities and school life



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# 1. MOET - UNICEF's AR MTBBE

## Initial result (4)

- Get People involved; Take ownership of the programme and encourage People to take action;
- Documentation and dissemination;



**TÓM TẮT CHƯƠNG TRÌNH**

**Wapthla, nước Mông, thành phố Thủ Đức, Thành phố Hồ Chí Minh, Việt Nam**

**1. Mục đích**

Chương trình nhằm nâng cao nhận thức và kỹ năng sống cho học sinh và giáo viên về các vấn đề liên quan đến môi trường và sức khỏe. Chương trình cũng nhằm tạo ra một môi trường học tập thân thiện và an toàn cho học sinh.

**2. Nội dung**

Chương trình bao gồm các hoạt động sau:

- Thảo luận nhóm về các vấn đề môi trường và sức khỏe.
- Thực hành các kỹ năng sống như: lắng nghe, giao tiếp, giải quyết vấn đề.
- Thực hiện các dự án nhỏ về môi trường và sức khỏe.

**3. Kết quả**

Chương trình đã đạt được các kết quả sau:

- Nâng cao nhận thức và kỹ năng sống cho học sinh và giáo viên.
- Tạo ra một môi trường học tập thân thiện và an toàn.
- Thực hiện được các dự án nhỏ về môi trường và sức khỏe.

**4. Đánh giá**

Chương trình đã được đánh giá và cho thấy hiệu quả tích cực. Học sinh và giáo viên đều cảm thấy hứng thú và tham gia tích cực vào các hoạt động.

*"I have studied and highly appreciate this Programme. The department for Ethnic Minorities should actively monitor and support the Standing Committee of Ethnic Minorities to be updated regarding the programme's progress and the potential of the Action Research on MTBBE"*

**Mr. Kshor Phuoc**, President of the Council for Ethnic Minorities (EM), National Assembly

# 1.MOET -UNICEF's AR MTBBE

## *Initial result (5)*

### ***Provincial Plans for Expansion and Continuation***

#### **Lao Cai:**

- From 2010 to 2015 in four districts of Bac Ha, Sa Pa, Simai Cai and Muong Khuong.
- For the 2010-2011 school year, the MTBBE programme is offered to 214 children aged five in 12 preschool classes.
- From 2011 to 2015, each year, a new group of 210 children aged five will enter the MTBBE classes.
- At the end of 2015-2015 school year, the total of 1300 students will have been taught through MTBBE approach in preschool, followed by MTBBE primary education.
- Lao Cai DoET aims to integrate their expansion plan into the annual local education plan as well as the local Social Economic Development plan;
- Strengthening teacher training college and teacher selection;

**Tra Vinh:** continuation in the 4 MTBBE preschool classes in 2 communes



# 1.MOET\_UNICEF's AR MTBBE

## *Next Steps*

- **Continuation of the implementation** of the action research with a focus on:
  - (a) teacher training;
  - (b) material development and revision,
  - (c) monitoring and evaluation and
  - (d) capacity building at the national, provincial, district and school levels
- **Refining the design** to be more relevant to the Viet Nam context
- **Scaling up** of the approach in the provinces where the MTBBE programme has been implemented
- **Documenting and disseminating** the initial results to date
- **Strengthening MOET capacity and leadership** at the national and subnational levels;
- Strengthening and widening **partnership for policy advocacy**



## 2. Policy Implication of MTBBE and UPE

**Mother Tongue Based Bilingual Education** is an approach for Ethnic Minorities education promoting:

**Equity**

**Quality**

**Relevance**

## 2. Policy Implications of MTBBE and UPE

- Greater recognition of the positive results of MTBBE so far, identifying good MTBBE practices to utilize where they are possible;
- Enhancing the role of mother tongues in strengthening competencies in Vietnamese;
- The development of the new school curriculum in Viet Nam should count on the positive experience from these initiatives;
- Exploring possibility to adopt the MTBBE approach;
- Promoting a programme for training teachers on EM languages

# Mother Tongue Based Bilingual Education

*Greatest need,  
Greatest return*

