

Inclusion of ethnic minority children in Vietnamese education

Lessons learned from a pilot project

International Conference on Language,
Education and the MDGs
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Main contents

- Result of study on ethnic minority children's learning outcomes
- How Save the Children tackles the issues of quality education for ethnic minorities
- Initial results and lesson learned

study on children learning outcomes (April 2010)

Number of students at grade 3 assessed (945)

Language	total
Kinh	187
Hmong	251
Thai	169
Van Kieu	245
Pako	35
Other ethnic minorities (5 groups)	58

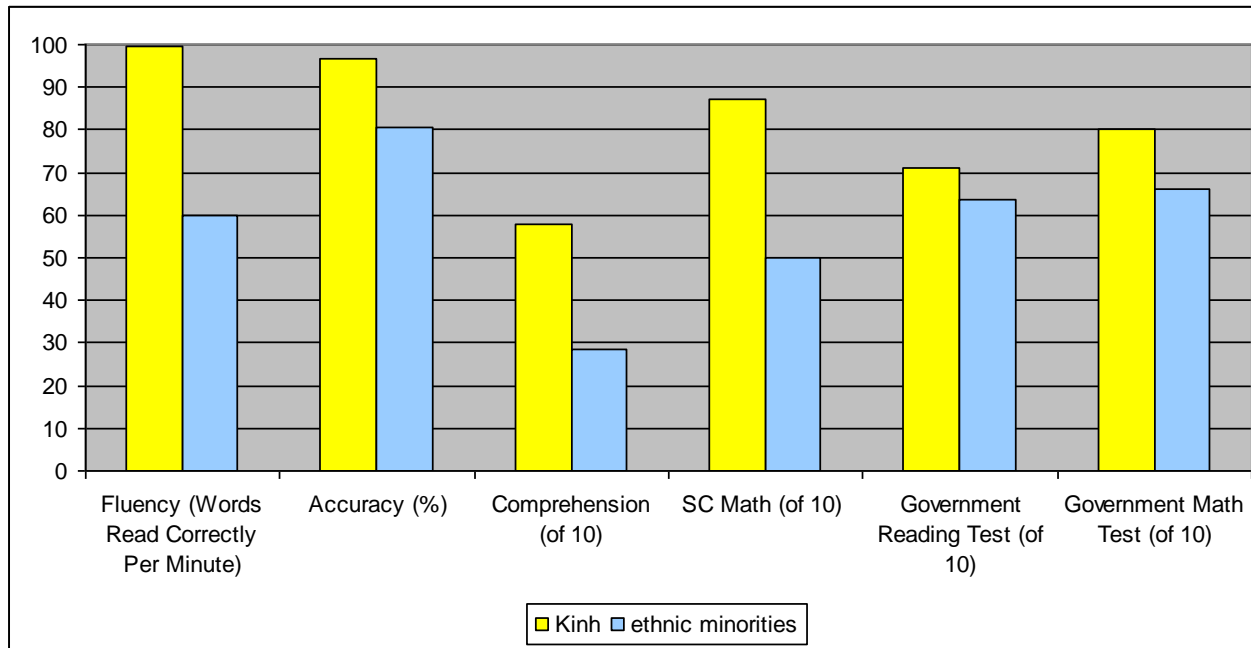


Assessment tools(based on Government learning competencies by grade 3)

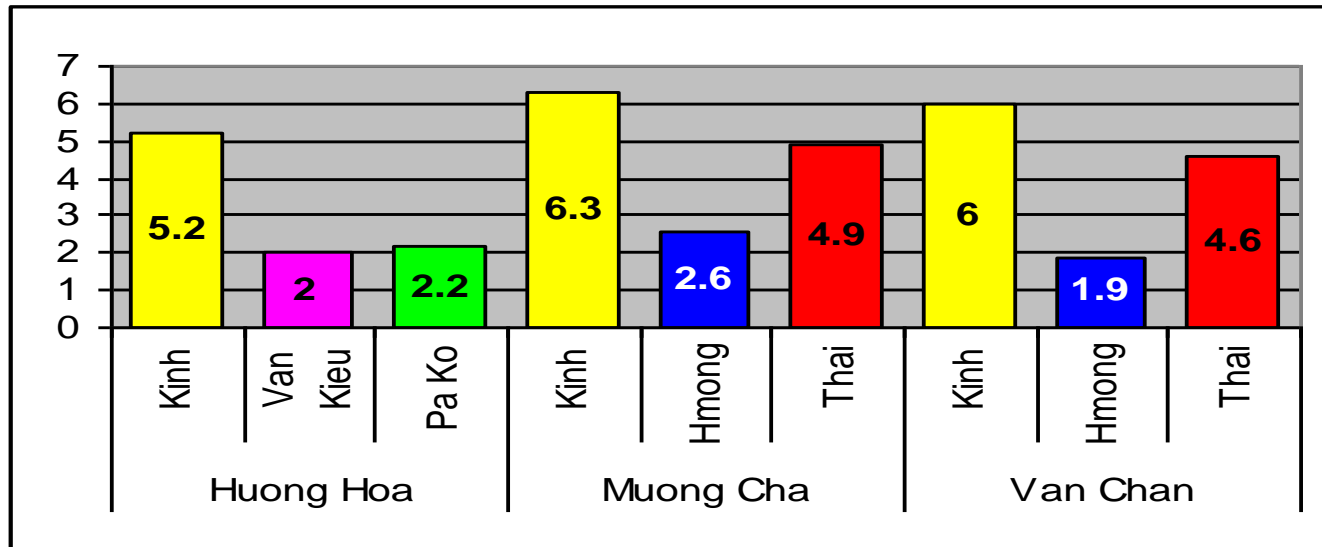
- The reading assessment approach was developed and field tested as part of Save the Children's Literacy Boost program : *Reading fluency , reading accuracy and reading comprehension* (a story of 157 words)
- *Mathematics* : six items - writing numbers, quantity discrimination, operations, geometry . Time, exercise with word (word problem)



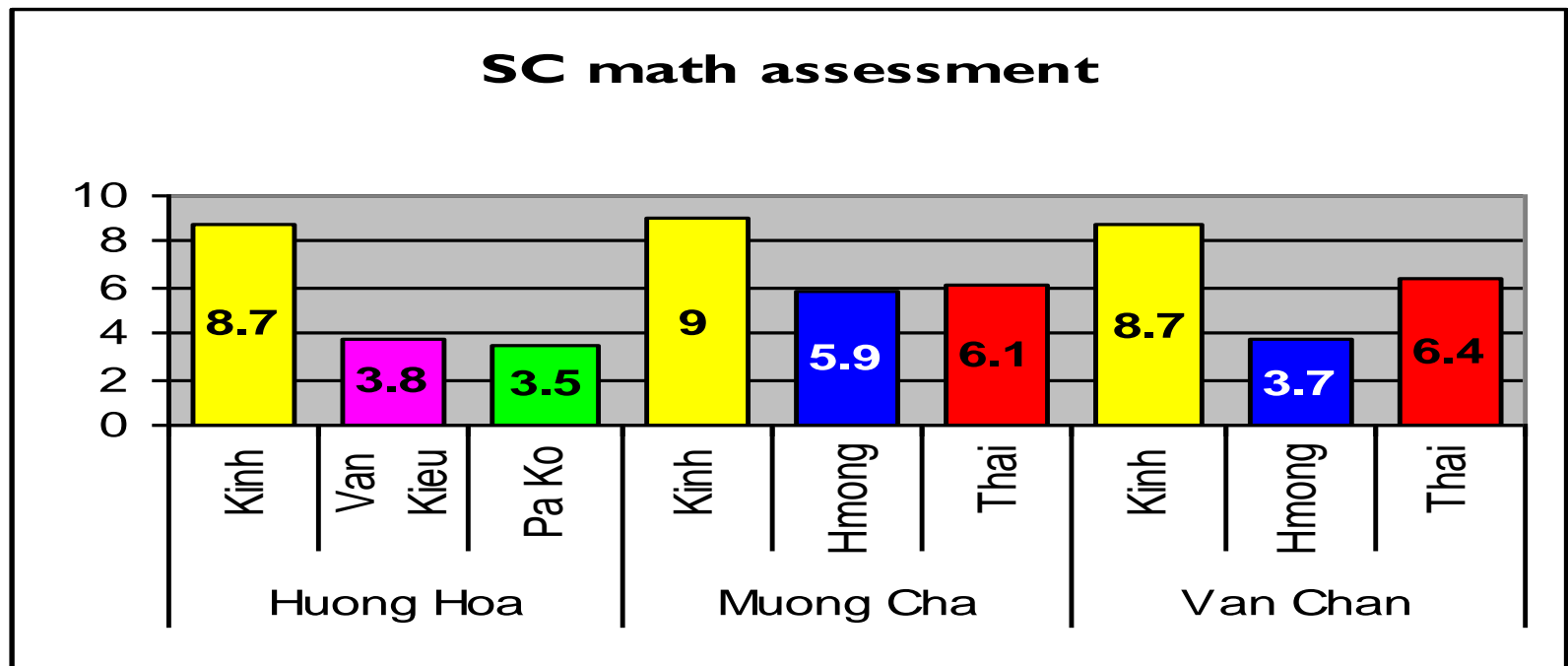
Average Reading and Math Scores by Ethnic Minority and Kinh majority



Average Reading Comprehension by Language and District



Average Math Scores





*How to help
ethnic
minority
students
become
successful
learners
in school?*



Save the Children®

Save the Children MTBBE Design

Objectives

- ✓ Support young ethnic minority children to establish a strong foundation in their mother tongues, a good “bridge” to Vietnamese and then use both languages for their life long learning
- ✓ Maintain and preserve local cultural identity
- ✓ Advocacy for policy changes to promote the use of ethnic minority languages for quality education for ethnic minorities .



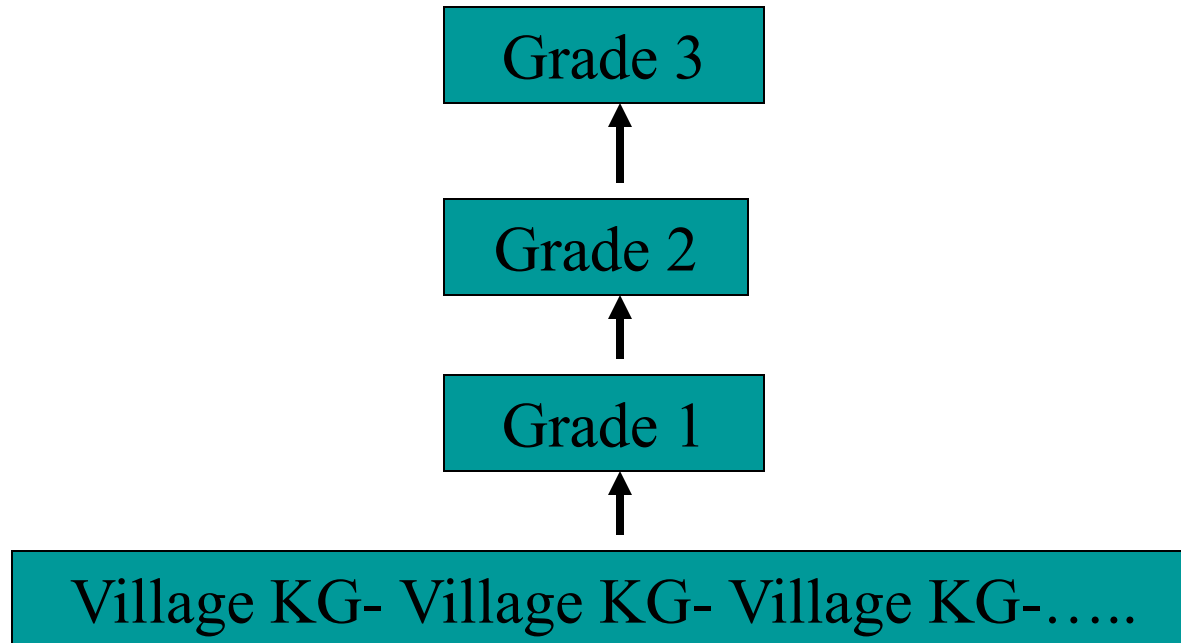
Strategies: Practical MTBBE approach to support children's learning process

- Creating an *oral language bridge* in L1 and literacy in L2 for improving quality education for ethnic minority children from preschool to grade 3.
- More local language speakers (L1 Teacher assistant) in the classrooms to work closely with L2 teachers to design the lesson and to support children's learning.
- Use the children's L1 to introduce academic concepts
- L2 teachers to teach L2, applying second language teaching methodologies
- Curriculum, textbook and materials adaptation to be more appropriate in local contexts and build on the children's own knowledge and experience.
- Advocacy for replication of practical approach



The Pilot

One ethnic group in each bilingual class
(4 groups: Thai, H'Mong, Dao, San Chi)



Location

- Quang Ninh:
Dao and San Chi
- Dien Bien: Thai and
H'mong
- Number of children in
BE programme this
year
- Preschool Edu: 279
- Primary Edu: 309



Progress to date



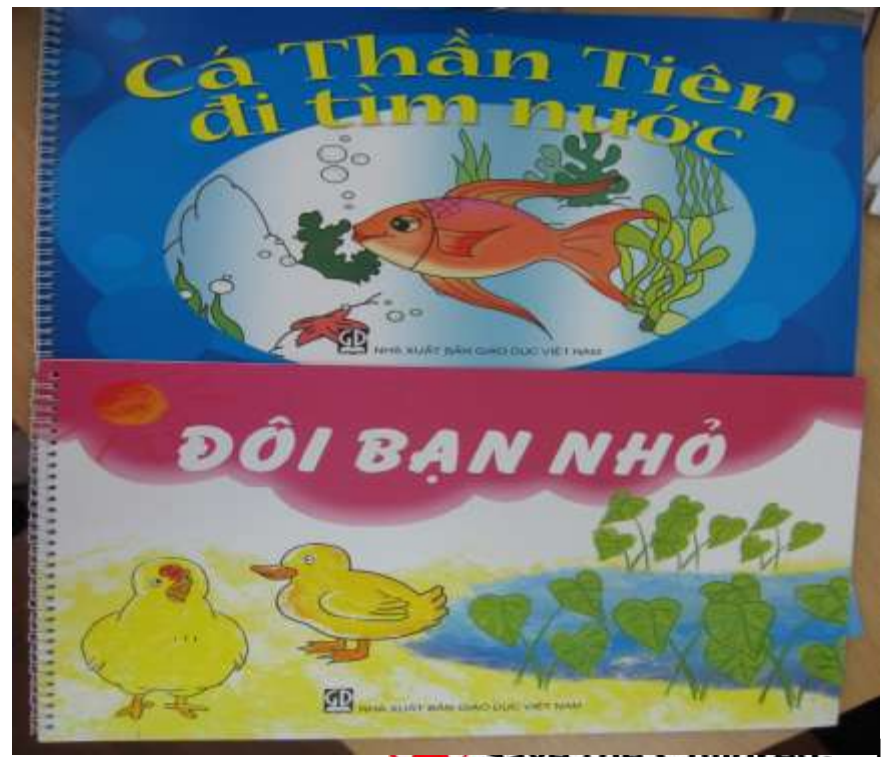
- Many advocacy events at national level on MTBBE

Progress to date

- Revision of national curriculum, development of lesson plan from preschool to grade 3, together with teachers, TA, education officials
- Replication in 5 provinces



Several training for teachers, teacher assistants and staff from MOET .
Many materials developed



Progress to date



- First cohort finished preschool in May 2008, currently in Grade 3, term 1;
- Second cohort finished preschool in 2009 May, currently in Grade 2, term 1;
- Third cohort finish preschool in May 2010 currently in Grade 1.



Teachers and teacher assistants work together to prepare lessons

Our teacher assistants did a great job.
Thanks to them our children can well understand lessons

(teacher from Dien Bien)



That's the way we learn!



“My student are more confident now, we are really friendly together”

(From Mường Tùng)



Thank you

