

ENHANCING THE SCHOOL READINESS AND LEARNING OUTCOMES OF ETHNIC MINORITY CHILDREN IN VIET NAM

Ethnic minority children in Vietnam are facing low school readiness and, consequently, low learning outcomes. This is due to many reasons, including lack of understanding of parents on the importance of early education and inadequate conducive learning environments at home or lack of appropriate teaching materials, the language barrier between students and teachers and the poor water and sanitation facilities in school. All of this leads to the high drop out and repetition rates. This project aims at improving the school readiness and learning outcomes of ethnic minority children aged 4 – 11 years old in 12 remote communes in Tay Giang district, Quang Nam province and Mu Cang Chai, Van Chan districts, Yen Bai province. By improving teaching capacity of teachers and parents, improving the access to quality learning environment of ethnic minority (EM) children and advocate best practices in improving L&M skills of EM children.

LITERACY BOOST

Literacy Boost (LB) is a common approach, aiming at supporting children, teachers, and communities to improve literacy skills for primary school students who are both on and off school center.



Alphabet knowledge



Fluency



Comprehension



Phonological awareness



Vocabulary



Writing

Overview of year one



5,839 children benefited from the activities of the project.



397 teachers trained on LB approach and MTBMLE approach through 6 TOT and 34 roll-out trainings



24 Parent's Clubs were established and conducted 7 sessions to boost children's literacy.



584 parents and caregivers attended 7 training sessions on enhancing reading and writing skills of children.



5,923 textbooks were delivered to children in 12 project schools.



65 reading corners were established and 12 reading festivals were organized.

Application of Literacy Boost

128

Number of teachers applied LB approach in to daily teaching

819

Number of times applied LB in to daily teaching

Parents / Caregiver Clubs

The data on 567 parents who attended the pretest and 580 parents who attended the post test in 24 parents' clubs in Tay Giang, Van Chan and Mu Cang Chai has shown that the knowledge, skills and habits on literacy boost for children among parents increased after attending 7 sessions in the parents' club.

In particular, the habit of reading story books with children at home has increased from 34.04% in pretest to 62.59% in post test. Beside that, sharing experiences between parents at clubs almost doubled in comparison to pretest and post test. These results increased because in each club session, parents had a chance to discuss the topics related to reading comprehension of the children such as the role of parents and caregivers on talking with the children. Sharing ideas with children through daily activities as well as encouraging children to read books and telling stories with children.

One of the club session content was guiding parents/caregivers and children to establish a study corner with much effectiveness and joyful study tool. So parents/caregivers understood the meaning of the study corner in improving the reading comprehension of the children. As a result, observing and encouraging children to use their study corner has increased from 43.74% to 70% in pretest versus post test



“Enhancing the school readiness and learning outcomes of Ethnic minority children project has trained me to understand the responsible and skills on teaching my children to study at home. I think this project is effective. I hope the project will be scaled up in the future,” Mu A Mang – A member of parents’ club in Mo De, Mu Cang Chai District. ”



“ Nguyen Xuan Dam – Vice Headmaster of Mo De Primary school in Mu Cang Chai district had shared his opinion about literacy boost “right after attending TOT on LB, we started to conduct roll out training courses for all teachers at our school and also carried out 7 sessions for parent’s club. The good learning conditions were created for children by providing text books and stationery for learning. We also provided teaching assistants for students in grade 1 and grade 2. Hence, they can pronounce the second language based on their mother tongue well.” ”



“When I was teaching a new word for students I used to require student read after me, so student only can pronounce this word but they did not understand what the word mean. After attending LB training I changed my teaching method to what I learnt from LB approach. The approach prone to increase the interaction between teacher and students. It helps students understand and remember the meaning of the word. I am also equipped with many activities so I can lead my class in a fascinating and exciting way. My students were really enjoying the class,” said Tran Thi Hon, teacher of Bhalee primary school. ”



“ Reading Festival in Cao Pha Primary school - Role play of a story on stage ”



“ Avo Thi Huyen said: “I did not know how to guide my child to study at home. Since I attended the project activities from SC, I have been trained on the way to study with my child at home and how to make a study corner for my child. Whilst my child and I were studying together, she was really happy and It improved her confidence a lot. For the reading festival today, I had encouraged other people who have a child like me for attending and reading books at this event”. ”