

VIET NAM INSTITUTE FOR EDUCATIONAL SCIENCES

RESEARCH CENTRE FOR ETHNIC MINORITY EDUCATION

**CAPACITY DEVELOPMENT OF  
ETHNIC MINORITY TEACHERS IN THE  
Action Research on Mother Tongue  
Based Bilingual Education**

*Hà Nội, 22-23 August 2013*



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# MTBBE Action Research

MOET and UNICEF signed a MOU on 15 August 2007m agreed to implement the Action Research on Mother Tongue Based Bilingual Education.

Implemented with 2 cohorts of children Mon (Lao Cai), Jrai (Gia Lai) and Khmer (Trà Vinh), since 2008-2009 till end of 2014-2015. 1<sup>st</sup> cohort with 248 students, 2<sup>nd</sup> cohort with 239 students in 14 classes of 8 schools in seven districts of 3 provinces



# Background ...

## MTBBE Action Research design:

- Implemented from preprimary (5 year kindergarten) to end of primary education level;
- Participating ethnic minority must have script;
- Children in Action Research classes must be from one ethnic minority group; teachers are from the same ethnic minority or can speak and write children's language;
- Content, curriculum developed based on national curriculum with additional characteristics of local culture and values;
- Languages used in education of these classes are mother tongue and Vietnamese (chart).

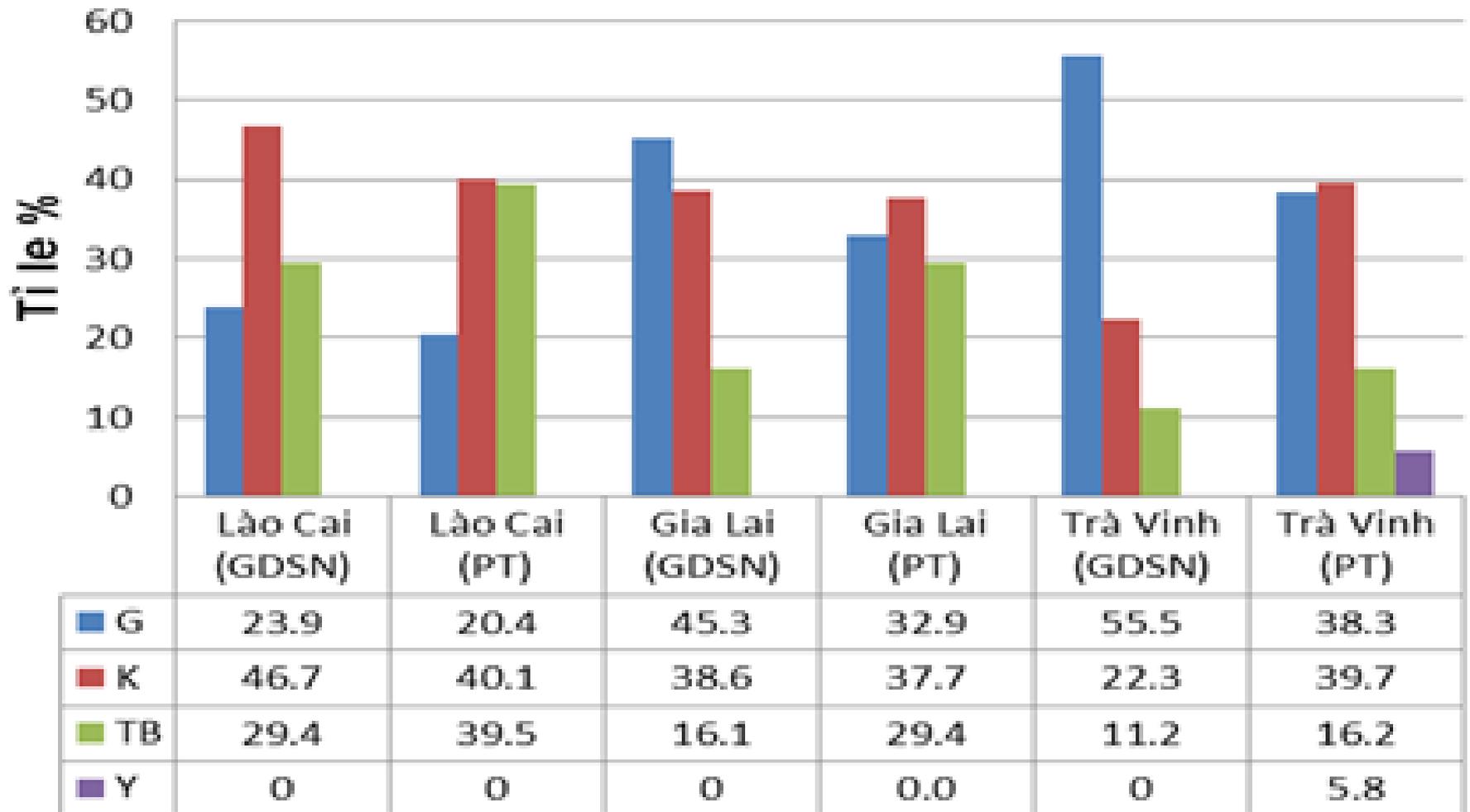


# Background...

<b>5 year KG</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
L1/L2 (Vietnamese)	<b>L1</b>	<b>L1</b>	<b>L1</b>	<b>L1</b>	<b>L1</b>
	L1	L1	L1/L2	L1/L2	L1/L2
	<b>Vietnamese</b>	<b>Vietnamese</b>	<b>Vietnamese</b>	<b>Vietnamese</b>	<b>Vietnamese</b>

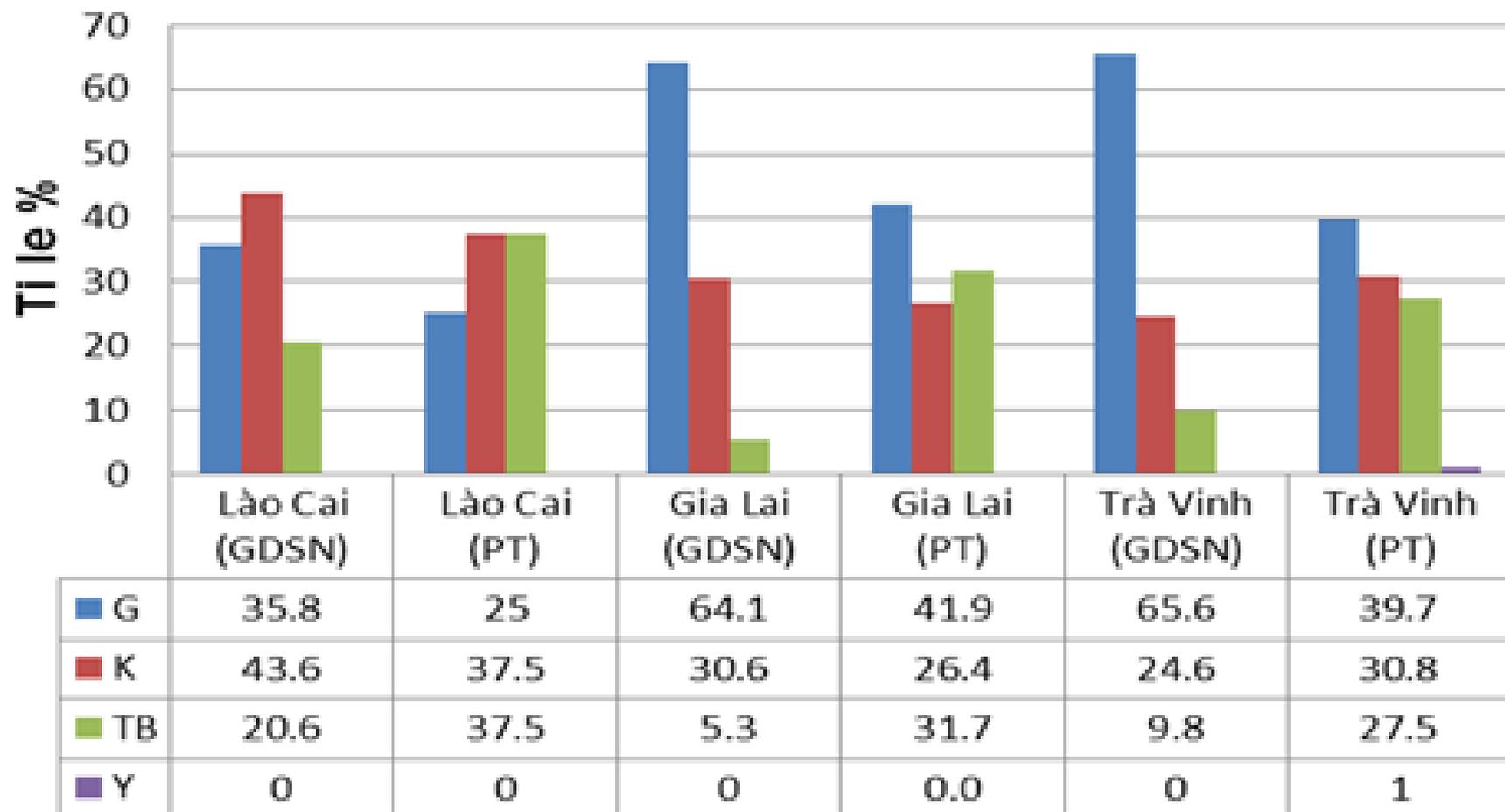
# Background...

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# Background...

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# Position and role of ethnic minority teachers in MTBBE Action Research

- Teachers can speak and write students' language, no "language barrier" in communication and teaching-learning.
- Teachers understand well ethnic minority students, they can identify appropriate teaching methodologies and ways
- Teachers become an important factor in building child-friendly learning environment because they understand culture and traditional customs of that ethnic minority group.
- Teachers participating actively and effectively in mobilising community people and parents in MTBBE activities.



# Requirements for teaching in MTBBE Action Research

- Met standards defined by MOET for that education level;
- Possesses knowledge and pedagogic capacity to deliver the bilingual education programme;
- Having skills (listening, speaking, reading and writing) and capacity of children mother tongue and understand culture and traditional customs.



# Challenges of ethnic minority teachers in MTBBE Action Research

- Capacity of mother tongue of teachers was limited (listening and speaking) while it is required that teachers must master listening, speaking, reading and writing and can use mother tongue in teaching and facilitating learning activities.
- Limitations in Vietnamese language such as inappropriate pronunciation, unable to express themselves, making grammar mistakes;
- Knowledge and pedagogic capacity have limitations, it was very hard to change teaching methodology and types as required by the bilingual education programme.



# Development of teachers' capacity in MTBBE Action Research

- **Development of teachers guide:**
  - Advocacy Manual on MTBBE;
  - Methodology of teaching in mother tongue (ethnic minority language);
  - Methodology of bilingual teaching;
  - Guidelines on implementation of MTBBE Action Research;
  - Bilingual Education Curriculum (preprimary of 5 year and primary)
  - Textbooks, teacher guide and reference materials



# Capacity Development...

- **Training and retraining:**

Training on mother tongue; bilingual teaching based on mother tongue and action research; how to use Bilingual Education Curriculum and bilingual materials.

- **On the job training:**

Organised at school level through regular professional meetings and discussion under the organisation and management of School Board and Head of the Professional Unit.



# Capacity Development...

- **Regular technical support:**

Once every term, central specialists visit the MTBBE schools to attend the class observation of teaching and learning activities. Findings of strengths and weaknesses in delivering the curriculum, use of bilingual materials are discussed at the end of each visit with teachers and school managers in order to promote strengths and address the weaknesses through “hands-on” exercises.

- \* **Remote technical support:**

Technical support of the Research Centre for Ethnic Minority Education provided to MTBBE teachers and schools via internet and telephone.



# Lessons learned

Teacher is critical for quality of MTBBE, lessons learned from the last five years of implementation include:

- MOET should have supportive policy for teachers of bilingual education programmes;
- Provinces in ethnic minority areas should integrate bilingual education teacher training programme in their universities and teachers colleges to develop bilingual education teachers for future.
- VIES to organise studies and research to develop curriculum for bilingual education teacher training programme for those ethnic minority groups with and without scripts.



# Lessons learned

Development of education in ethnic minority areas is a long cause, that requires active participation of ethnic minority teachers.

Through the implementation of MTBBE Action Research, we have learned challenges of ethnic minority teachers. Solutions for improving quality of ethnic minority teachers in the MTBBE Action Research are also recommended solutions for *capacity development of ethnic minority teachers* in order to meet the requirements of education development in ethnic minority and mountainous areas, contributing to improve equity and quality of education and development of quality human resources for ethnic minority areas.



*Thank you for your attention!*

