

# **REPORT**

## **PROPOSED GUIDANCE FRAMEWORK**

### **FOR DEVELOPMENT OF CURRICULUM AND TEACHING MATERIALS TO AVOID PREJUDICE ON VULNERABLE CHILDREN GROUPS**

**Hanoi, October 2014**

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## ABBREVIATIONS

Abbreviation	
Bộ GD-ĐT	Ministry of Education and Training
CT	Curriculum
DTTS	Ethnic minority group
HS	Students
GV	Teachers
SGK	Textbooks
TMĐ	Mother tongue
TV	Vietnamese
Viện KHGD	Institute of Education Science
WB	World Bank

## REPORT SUMMARY

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# INTRODUCTION

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## 1. Research background

The study accessing society for the innovation of general education curriculum and textbooks , proposing guidance framework for developing curriculum and teaching materials in general schools in order to avoid prejudice to vulnerable children groups by the Ministry of Education and Training of Vietnam (MOET) and the World Bank (WB) was launched in October 2014, in the context when Vietnam MOET is preparing amendments of general education curriculum basing on capacity and enhancement of education quality via evaluation. By supporting the innovation in evaluation system and national curriculum and supporting education reform projects in order to improve the quality and relevance, and to build capacity for the data collection and analysis to predict policy interventions in the future. The results are also catering to the bigger goals which are to develop the economy and society in Vietnam.

Reality shows that, after several years of implementation, the current General education program from grade 1 to grade 12 has revealed some shortcomings. The current curriculum is segmented and lack of cohesion among different subjects and grade levels. Although the curriculum developed a standard set of knowledge and skills, it hasn't been fully integrated into the practice of teaching and assessment. The application of the following criteria has proven to be difficult to use because the standards are content standards rather than performance standards. Many content standards have been criticized for being too simple, too complicated, not well-balanced combination of theory and practice, or being not appropriate for most students, especially for students with disadvantaged condition, students belonging to ethnic minorities. The structure of the current curriculum is not flexible enough for provinces to incorporate appropriate cultural content and / or adjust in accordance with the socio-economic context.

Moreover, current desired capacities which have been discussed in conversations about education reform (including problem solving, coordinating and creativity) are not included in relevant textbooks. There hasn't been a mechanism or criteria to adjust curriculum and textbook objectives. Most education managers and teachers are more familiar to textbooks than the curriculum. Currently textbooks are developed only by the Education Publishing House and this also raises the question of its pedagogy (According to the assessment of education curriculum by Vietnam Institute of Education Sciences). The proposed framework to avoid gender bias and prejudice has been developed to ensure that reformed curriculum and developed materials express novelty, do not describe or have or negative impact on any disadvantaged groups in Vietnam, especially students from ethnic minority groups. The

proposed framework has been built on a legal basis under the direction of the State's legal documents on curriculum and teaching material development, and also based on the international and Vietnam practical experience.

The proposed framework is used as a general roadmap for education administrators at all levels of education, planners for curriculum and teaching material development, researchers, teachers and other stakeholders in education in the implementation of quality education for **all children**.

## 2. Research reason

Vietnam was the first country in Asia and the second in the world to ratify the UN Convention on the children's Rights on 20<sup>th</sup> February 1990. The State has issued the legal documents: Education Law <sup>1</sup>, Law on Universalizing Primary Education <sup>2</sup> etc. and many other policy documents to develop education as a top national policy. The State has implemented social justice in education, creating favorable conditions for all children, irrespective of ethnicity, religion, creed, gender, family background etc. to have access to education. Disadvantaged children are concerned, offered priority assistance to reach primary education level.

Vietnam has also signed international commitments "Dakar Action Framework, Education for everyone: Our commitment". The Government has approved the National Action Plan of Education for everyone 2003-2015 on July 2, 2003. The Plan presents five strategic purposes of education for people in Vietnam, with the focus on the purpose of "Moving from quantity to quality" and the target of "Quality and relevance", demonstrating educational rights and responsibilities of the national education system for all children. All children regardless of differences in health status, intellectual, socio-economic, mental conditions, languages or others are entitled to inclusive education <sup>3</sup> in schools. Inclusive education is a process to address and respond to the learning needs of all children in the use of child-friendly, flexible and efficient teaching methods. Inclusive education calls for school concerns to all children, including children with disabilities and talent, not marginalized and disadvantaged, street children and working children, children from remote areas or of travel residents, children from regions of ethnic minority languages, ethnic groups and cultures.

In 2010-2011, the Ministry of Education and Training together with UNESCO International Bureau of Education (UNESCO IBE) implemented the project on "Review and analysis of textbooks in terms of gender at the national level" and the main objective of the study was to provide information to curriculum and textbook reform process, focusing particularly on improving the quality of education from a gender perspective. Based on the evidence collected and synthesized, MOET technique team has issued a proposal that **the upcoming process of reviewing textbooks need pay attention to the**

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1 in effectiveness from January 1<sup>st</sup>, 2006

2 approved on 8/12/1991 by National Assembly of the Socialist Republic of Vietnam VIII, 9th session

3 See glossaries of terms in appendix

## **need to resolve the gender issues presented in textbooks and promote gender equality more effectively<sup>4</sup>**

The team has compiled, analyzed various data indicating the presence of multiple gender stereotypes either explicitly or implicitly in the article, illustration and learning activities in primary school textbooks currently used in Vietnam. Most of the identified stereotypes can be categorized as stereotyping prejudice and invisible prejudices or imbalance between the sexes. There are also 'aesthetic' prejudices in textbooks, that is, although from outside there was gender equality in the content of the book but prejudice still exists in implicit form. In addition, studies have pointed out many examples of positive activities in promoting gender equality in each element / component of the textbooks and they need to be promoted in the textbook development process later.

Analyzed at a different angle, curriculum and textbooks are only formal sources for students. They are frequently exposed to textbooks and most of their time at school is spent on working with teachers and learning materials. Therefore, curriculum and textbooks have huge impact on students. The language, images, conversations, etc. in the materials not only help them gain an understanding of science, but also affect their psychology, emotion, feelings, etc. So, if there is a curriculum and course materials built basing not only on the scientific aspect but also on social impact, they will have a deep significance in the development of a comprehensive program, implementing the targets of fundamental, comprehensive reform in education.

### **3. Research objective**

Propose framework to avoid gender bias, prejudice and ethnic diversity in the development of curriculum and new textbooks in order that there aren't any descriptions or any negative impacts on disadvantaged groups, especially ethnic minority students.

### **4. Research methodology**

- Overview research of the materials including: The State's perspectives and policies on curriculum development and teaching materials for all children without discrimination in general; and the views and policies on developing curriculum and teaching materials for vulnerable children groups (ethnic minority children, girls, children with special needs, children with disabilities); the perspective of radical and comprehensive innovation in education and training towards development of learners' capacity; and other relevant documents: Law on Education, Law on Universalizing Primary Education etc.
- Review existing data and analyze resources of ethnic minority groups, disadvantaged groups in relation to education reform in Vietnam. Considering the responsibility of all levels of government, community, local organizations, focusing on their capacity to address gender issues and ethnic minority in the development of pedagogical curriculum and materials; Select data from key informants (curriculum- plan makers, teachers, community leaders).
- Research and gain experience from practical best practices from around the world related to the development of pedagogical curriculum and materials; projects and studies related to developing suitable pedagogical curriculum and materials for all children in Vietnam.
- Get direct consultation from stakeholders, such as: Ethnic Education Department (MOET), Centre for Ethnic Minority Education Research, Center for Special Education Research (Institute of Education Sciences Vietnam), Institute for Nationalities (Committee for Ethnic Affairs), Department

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4. Report on review and analysis of textbook from gender perspective.

of Special Education(Hanoi pedagogical University), the Vietnam Women's Union; and indirect consultation <sup>5</sup> from the children-the direct beneficiaries, especially ethnic minority girls, parents and ethnic minority

communities, teachers and teaching administrators of all levels at Department and Bureau of Education and Training at local schools.

- Recommend appropriate guidelines for the design of education curriculum creating equality; Identify and propose key points for an unbiased curriculum and the development of pedagogical materials. Proposed recommendations to the stakeholders, including: MOET, the people who compile the curriculum and materials, school managers and teachers.

## 5. Contribution of the study

Proposed framework to avoid bias in curriculum development and teaching materials is of great value in terms of science and practicality because the proposed framework is built on a solid legal framework, including the Party's directing perspectives and State's policies on education equity for all children. Furthermore, the proposal is also the result of the study on international experience and practical lessons in Vietnam.

The direct contribution of the study includes:

- The research has built a proposed framework including directions and clues to help compilers of the curriculum and teaching materials develop a comprehensive curriculum and materials, reaching the education targets, avoiding unwanted effects due to defective curriculum on both students and teachers.
- The study also provides recommendations for stakeholders, including the MOET, the curriculum and material developers, school managers and teachers who need to coordinate and implement some work to develop scientific curriculum and teaching materials.
- The materials in the study: summary of documents, policies; the lessons learned; the glossary of terms and explanations etc. can be used as references for educational researchers, curriculum and material developers, stakeholders or those who care about education.

The indirect contribution of the study:

- The results of the study have contributed to the implementation of the Party's Resolution on "comprehensive fundamental innovation in education", to perform the tasks set out in Resolution: "Innovation program is to develop the learners' capacity and quality ... Renewing educational contents towards being streamlining, modern, practical, consistent with age ...".
- The results of the study also aims to implement the national strategy on education for all, promote and provide opportunities for educational access and qualified education for all children.

Implementation of the Act that the State has issued:

- Law on Protection, Taking care & Education "ensure equal opportunity to participate in education of all children irrespective of ethnicity, gender, creed, religion, social status" (Article 4)
- Education Law 2005: "All citizens irrespective of ethnicity, religion, creed, gender, family background, social status, economic circumstances have equal educational opportunities. The State has implemented social justice in education, creating conditions for everyone to be educated. State and

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<sup>5</sup> Using the results of field studies, group discussions, thorough interviews with ethnic minority children, parents and communities of ethnic minorities.



community support poor people to learn ... State gives priorities, creates conditions for ethnic minority children, children in families in the regions with extremely disadvantaged social and economic conditions, the objects of preferential policies, the disabled and handicapped ... implement right and obligation to their learning. "(; Article 10)

- Law on Gender Equality: regulating principles as men and women are equal in all fields, without discrimination of gender, on responsibilities of agencies every citizen in promoting the implementation gender equality. Related to gender equality in education, the Law states: "Men and women are equal in the school age, training and retraining" ... "Men and women are equal in access and enjoyment of policies on education, training, professional training and further professional/skill training "...

## Part 1: PERCEPTIONS AND POLICIES OF THE STATE OF DEVELOPMENT PROGRAM AND TEACHING MATERIALS

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### **1. The views and policies on curriculum and teaching material development for all children, without discrimination.**

#### *1.1. Views on equal opportunities to participate in education for all children*

Vietnam has regulations to ensure fairness, no discrimination in participation in every social activity, especially education participation of all children in Vietnam. Article 26, Constitution of the Socialist Republic of Vietnam states: "Citizens of men and women are equal in all respects. State has policies to ensure rights and gender equality opportunities presented ... strictly prohibits gender discrimination. "Article 37 states:" Children are protected, taken care and educated by State, families and society; involved in children's issues. Children harming, abusing, maltreatment, neglecting, labor exploitation and other acts that violate children's rights are strictly forbidden". Article 39: "Citizens have the right and obligation to learn." Article 61: "The State shall prioritize investment and attracting investment in education; cares for pre-school education; ensures that primary education is compulsory and the State shall not charge fees; gradual universalizing secondary education ... State gives priorities to educational development in mountainous areas, island and regions of ethnic minorities and extremely difficult socio-economic conditions; prioritizes using and promoting talents; creates favorable conditions for people with disabilities and the poor have chance to get general education and vocational training. "

Implementing provisions of the Constitution, the Party's resolutions have also launched the policy, direction for education with opportunities for all children in Vietnam. April 24<sup>th</sup>, 2009 the Communist Party Politburo of Vietnam issued a Notice of 7 missions and solutions to develop education till 2020 in which the 5<sup>th</sup> mission stated "*free tuition for pupils and students in policy family, poverty households; tuition reduction for students who have poor family support for students in low income households*" and the 6<sup>th</sup> mission confirmed that "*ensure social justice in education. State centralized investment in disadvantaged areas and areas with lots of ethnic minorities gradually reduce the gap in educational development between the regions ...*"

To realize these Constitution provisions policies, Vietnam has promulgated and implemented a number of laws aimed at "ensuring equal opportunity for all children to participate in the education irrespective of ethnic, sex, creed, religion, social status "(Article 4, Law on Protecting, Taking care and Educating children) and" prohibits obstructing children's learning "(Article 7 Law on Protecting, Taking care and Educating children).

Vietnam has also regulated on compulsory education "universal primary education for all children in the age" and "Primary education and lower secondary education are universalized levels of education. State decides universalized education plans, ensuring the conditions for the implementation of compulsory education in the whole country. All Vietnamese citizens in the specified age are obliged to learn to reach the level of primary education "(Article 10 and Article 11 Law on Education). Being aware of the uneven economic, cultural and social development and the diversity of 54 ethnic minority groups with about 87% of whom are Kinh ethnic and speak Vietnamese in different regions of the country, Education Law states: "Vietnamese is the official language used in schools and other education establishments... the State creates favourable conditions for ethnic minority people to learn

to speak and write their ethnic languages in order to preserve and promote the cultural identity, to help students from ethnic minorities easily acquire knowledge when learning in schools and other educational establishments. The teaching and learning of spoken and written languages of ethnic minorities are carried out in accordance with the Government's provisions". Law on Universalizing Primary Education clearly states: "Primary education shall be implemented in Vietnamese. Ethnic minority groups has the right to use their spoken and written languages along with Vietnamese to implement primary education (Article 4) and "The State shall guarantee the necessary conditions to implement universal primary education in ethnic minority regions, mountainous areas, remote areas, islands and disadvantaged areas; secure, from the beginning, necessary conditions to implement universal primary education while building new residential areas "(Article 6). In the "National Action Plan for education for all 2003-2015" has set a target: "Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and children from ethnic minorities enroll and complete of compulsory and free primary education with good quality." Asserted to hold the above opinions and goals, Resolution 29 on the basic and comprehensive innovation for Vietnam education and training has set a target of "Improving the quality of universal education, the implementation of compulsory education in nine years after 2020. Strive for 80% of young people in the ages reaching high school education qualification or equivalent until 2020". Education Development Strategy 2011-2020 set the target: "By 2020, the enrollment rate in primary school at the right age is 99%, lower secondary school as 95% and 80% of young people to the level of upper secondary school education or the equivalent; 70% of disable children going to school. "

Thus, in the legal documents, Vietnam has secured the rights and obligations to implement education for all children and the State has created favorable conditions for children in difficult circumstances, children from ethnic minorities equally participate and complete universal education and study at the higher education level.

Currently, the percentage of girls going to school and completing secondary education is lower than boys, this situation is even exacerbated in mountainous areas with lots of ethnic minority people. The development of education has been uneven between regions. The number of children's schooling years in ethnic minority region is lower than in the city or plain. The number of children with difficult circumstance attending school and completing universal education is very limited.

While Vietnam has completed universalizing primary and lower secondary education, meaning that nearly 100% of children had completed compulsory primary education, only about 40% of disable children go to school and mostly primary school. Very few children with disabilities completed lower secondary school and a very small proportion of disabled children graduate upper high school. Students who are ethnic minorities in the mountainous areas have fewer school years than the students in the plain areas, urban areas. In particular, female students in these areas often leave school early and have an average number of schooling years smaller than that of male students. The reasons for this current are various, in which the main reasons can be listed as: The backward notion of girls who do not need to learn a lot, backward habits that girls leave school early to marry at the age of from 12-13, poverty which forces the children leave school to support his family, difficult geographical, natural and transport conditions which hamper children's going to school, the opinions that disabled children cannot learn, mechanisms and policies inappropriate and insufficient to ensure equal opportunities for disadvantaged children to participate in education...

*1.2. Perspectives to develop curriculum and textbooks / teaching materials for all children*

Educational curriculum is developed to realize educational goals. Vietnam educational objectives is to "train Vietnamese people comprehensively developed with ethics, intellect, well-being, aesthetic and profession, loyal to the ideals of national independence and socialism; forming and fostering and personality, qualities and capability of citizens, to meet the requirements of the national construction and defense "(Article 2 of the Law on Education). To accomplish this goal, education in Vietnam should implement guidelines and policies ensuring equal rights and obligation to participate in education for every child as stated above.

The current general education has been built under Resolution No. 40/2000 / QH10, dated 12.09.2000 by the National Assembly of the Socialist Republic of Vietnam on the renewal of the general education program. The current general education textbooks are compiled in accordance with Resolution and have been used on a national scale since the school years 2002-2003.

Under current regulations, Vietnam has been using a curriculum and a set of textbooks for general education. Article 6 of the Law on Education states: "The education curriculum presents educational goals; specified standards of knowledge, skills, scope and structure of educational content, methods and forms of organizing educational activities, ways to assess the educational outcomes for subjects in each grade, each grade level or training level. Education curriculum has to ensure modern, stability, unity; inheritance between grade levels, training levels, and facilitates the streaming, connection, switching between training levels, training areas and forms of education in the national education system. Requirements on knowledge content and skills defined in the curriculum must be concretized into textbooks in general education ... "

According to the Education Law, the Vietnam general education has 03 levels: "elementary, lower secondary school and upper secondary school" (Article 4). Elementary includes grades 1, 2, 3, 4, 5; lower secondary: 6, 7, 8, 9; upper secondary: 10, 11, 12. Therefore, the general education curriculum is designed for these three education levels and 12 grades in general education.

The curriculum is built for all students nationwide. The current curriculum, especially for primary education, is built with study time trend of 2 sessions / day. Under the current curriculum, all students are required to study and complete the following subjects:

- The elementary education curriculum has 10 compulsory subjects: Vietnamese, Mathematics, Natural and Social Science, History and Geography, Music, Art, Gym, Craft, Techniques.
- Lower secondary education program consists of 13 compulsory subjects: Language, Mathematics, Physics, Chemistry, Biology, History, Geography, Foreign Language, Education and citizenship, Music, Art, Gym, and Technology.
- Upper secondary education curriculum consists of 12 compulsory subjects: Language, Mathematics, Physics, Chemistry, Biology, History, Geography, Foreign Language, Civic education, Fitness, Technology, and Computer Science.

The teaching methods according to educational programs in 2000 present many innovations, especially at the elementary level. Organization of group activities is strengthened. Some new methods such as molding powder hand, the project has been implemented in many localities.

Educational evaluation is being performed to focus mainly on knowledge test in the textbooks. Students' learning outcomes are often taken from the test and periodic tests specified in the curriculum.

Regarding management education, Education Law has also specified in Article 14: "The State manages the national education system in terms of objectives, programs, content, educational planning,

etc. implement distributed and decentralized education management, strengthen the autonomy and self-responsibility of education establishments ". It is stated in Law of Education that education managing levels must be responsible for ensuring proper implementation of objectives, programs, educational content which have been generally unified throughout the country for all children.

Thus, Vietnam's education confirmed ensuring that all children have equal opportunity to participate in a nation-wide unified curriculum.

As textbooks, the major learning facilities, are learning materials specifying curriculum, textbooks are apparently compiled for all children according to regulation.

According to preliminary statistics of Vietnam Institute of Education Science, the authors participating in compilation of those textbooks are with through expertise and experience in compiling textbooks. Of the 763 participating authors there are 171 women (mostly compiled in the subjects of social science group), 592 men. The topics of women (67 items), minorities (33 items), disability (10 items) and disadvantaged persons (40 items) were also mentioned (mainly in Citizen Education, Vietnamese and Literature) in the textbook.

According to regulations, Vietnam just uses a set of general education textbooks to implement educational curriculum 2000. However, in the past year, for pilot implementation of some teaching materials, MOET allows to use some other material in teaching, such as first experimental teaching materials for grades at the beginning of primary level, teaching materials of VNEN, bilingual teaching materials for minority students. Teaching materials are compiled differently from textbooks but must still comply with the current curriculum.

In short, curriculum and textbooks, learning materials in Vietnam were regulated to be unified for all children, irrespective of students' gender, ethnicity, religion, backgrounds, economic conditions and characteristics and personal development etc.

*Some general comments on some limitation of curriculum and textbooks in 2000.*

#### The curriculum:

Commenting on the limitations of education, the Education Development Strategy 2011-2010 reads: "The curriculum content, teaching and learning methods, examination, inspection and evaluation are innovated slowly. The curriculum content still focuses on theory, outdated teaching methods, incompatible with different characteristics of different educational establishments, regions and learners ".

According to the general comment and public opinion, the current program has placed too much focus on academic knowledge, little on practice, less tied to social life, so does not stimulate students' initiative, application and creativity.

Compared with the provisions of the legal documents, the current program still has some restrictions, does not meet the equal participation of children belonging to vulnerable groups. Specifically, the curriculum does not have specific regulations on the duration as well as contents which can be developed for regions, areas and schools. The curriculum was designed for 02 sessions / day study for

primary school children, while the vulnerable student groups living in disadvantaged areas, do not have condition to attend school 02 sessions / days. In other words, for this group of students, the difficulties were duplicated.

It is difficult to implement teaching methods if complying with the curriculum in the infrastructure conditions, existing facilities at establishments as the school point in mountainous areas. Besides, the majority of students who are from ethnic minorities have to learn general curriculum with no additional support (many areas, teachers are from different ethnic and students in class from many ethnic groups), so they face more difficulties than the others.

Due to school's limited infrastructure, facilities, teaching aids; in some cases, the students are crowded compared with regulations, the organization of group activities does not achieve the desired results. Integrated teaching among students with disabilities, teachers and students without disabilities is not well prepared to work with students with disabilities so if there is a group activity organized, it is just the outside.

Students with disabilities may encounter difficulties in receiving information through the senses and limitation in cognition, in other body abilities make it difficult to be able to learn following the unified curriculum for all students.

#### The textbooks:

Textbook / teaching material contents still focus on academic knowledge, not on practice. The integration of the same or nearly the same contents in textbooks of the subjects has not been the subject of attention, resulting in unnecessary duplication.

The content of women, ethnic minorities, and disadvantaged people with learning desire is not much.

The vast majority of textbook authors are male so it is for sure that there will be a presentation in favor of the masculine and will have certain influence to students' learning (this issue requires specific research and evaluation).

The arrangement between the image channel and latter channel is not really reasonable, while the image channel is a mandatory part of the content, which makes it difficult for students with low capacity.

The size of textbooks / instructional materials, font size, image size, color of text, image, etc. are presented in the textbooks but are not attractive, stimulating students' concentration, attention, active reading and understanding.

## **2. The views and policies on curriculum development and teaching materials for vulnerable children groups (ethnic minority children, girls, children with special needs, children with disabilities).**

### *2.1. The views and policies on development of curriculum*

National unified curriculum is a curriculum that any student needs to implement in order to be recognized as reaching a particular level of education. However, under the provisions of the Education Law, Vietnamese is the official language used in schools and other educational establishments. Therefore, for ethnic minority students, disabled students, disadvantaged students to follow the general curriculum in the right age, there are rules and guidance on adding and adjusting the curriculum and textbooks for these students in legal education documents.

Education Law (Article 26) states: "The Minister of Education and Training regulates the cases in which the students with early intellectual development can attend class before the right age; students learn at the age older than the regulated one in the areas of economic - social difficulties, students from ethnic minorities, students with disabilities, disability, students with intellectual and physical underdevelopment, helpless orphans, students in poor household prescribed by the State, students returning from overseas; the case of students exceeding grades, and repetition; ethnic minority children's learning Vietnamese before entering the first grade. "

In principle, Vietnam high general education students have to implement educational curriculum at the right age. However, the student groups mentioned in Article 26 of the Education Law could not go to school at the right age.

Article 27 of Disabilities Law on Disabilities for people with disabilities states: "The State shall create favorable conditions for disabled people to study consistent with their needs and abilities. Persons with disabilities are allowed to enroll at higher age than the regulated age for general education; given priority in enrollment; *exemption, reduction of some subjects or contents and educational activities that individual ability cannot meet ...* " Under this policy, students with disabilities will enjoy the adjusted curriculum in the direction of "exempting or reducing" some of the contents and subjects. The course content and the rest must satisfy the general education curriculum.

Article 30 of the Disability Law regulates the responsibility of education establishments as "Ensure teaching and learning conditions suitable for people with disabilities, do not refuse to receive disabled people, not contrary to the admission law. Implement the renovation and upgrading of teaching and learning infrastructure which is not accessible to people with disabilities. "Thus, according to regulation, the students with disabilities are guaranteed the right to participate in the general education program and schools have to ensure the conditions necessary for students with disabilities to complete compulsory education.

On adjusting education programs for students with disabilities, Article 31 of this Law states: "The center supporting the development of inclusive education is the establishment providing curriculum content, equipment, teaching and learning materials, counseling services, educational support, educational institutions in accordance with the characteristics and circumstances of people with disabilities ". The content regulated in this Article did not state the establishment which is able to provide curriculum content for individual disabled students. However, in principle, this program must comply with Article 27 mentioned above and the Support center for development of inclusive education only specifies the reduced and exempted content or subject.

For students who leave school early or do not have condition to participate general education, Ministry of Education and Training issued a decision No. 13/2007 / QĐ-BGDĐT on "The literacy and

continuing education after literacy ". This program is built on the basis of the nationally unified general education program which has been adjusted to reduce some of the course contents or some subjects. Illiteracy eradication program is for grades 1, 2, 3 and continued after literacy for grades 4, 5. The implementation of the program is not mandatory, but flexible depending on the learners' characteristics and conditions. Every year, the Ministry of Education and Training issues guidance on the implementation of this program. Example: MOET issued instructions on performing tasks in the school years 2014-2015 for regular education (No. 4221 / BGDDT-GDTX) as follows: "Continue to encourage people aged 15-60 and illiterate to attend illiterate elimination class, especially pay attention to girls, women, ethnic minorities ..." . Educational programs for disadvantaged learners in lower and upper secondary education are also based on the unified educational program with adjustments. However, learners cannot get general education graduation if following this curriculum.

Regarding education for children with disabilities, the Prime Minister issued Decision No. 07/2008 / QD-TTg approving the "National Target Program on Education and Training 2010" in which the content of special education: "develop curriculum , compile guidelines for teaching children with disabilities in special education institutions ...".

In 2010, the Ministry of Education and Training issued special education curriculum for students with hearing impairments, visual impairments, intellectual disabilities at primary school level (Decision No. 5715 / QD-BGDDT 08/12/2010). Special education curriculum for children with disabilities is based on the general education curriculum but it has been adjusted and supplemented with the specific skills in content and duration appropriate for the specific learners.

According to special education programs, children with visual impairments and hearing impairment spend 6 years at primary school (grades 1a, 1b, 2, 3, 4, 5), students with intellectual disabilities spend 7 years (grades 1a, 1b, 1c, 2, 3, 4, 5). The curriculum for grades 1a, 1b, 1c primarily focuses on developing specific skills and how to prepare students to be able to follow the unified curriculum. In grades 2, 3, 4, 5, the reduction or exemption of the contents is considered because disabled learners are not capable of acquiring them.

Guide number: 4119 / BGDDT-PED on performing the tasks of the school years 2014-2015 by MOET has the content: "Adjusting the content and requirements of subjects and educational activities in a flexible manner, ensuring that it is in accordance with learners' health and ability, the actual duration and local learning conditions basing on standards of knowledge, skills and orientations to develop students' capacity and in disadvantaged areas, regions with many ethnic minority students, the organization of teaching 2 sessions / day should consider to create favorable conditions for students to enhance their Vietnamese in various forms so that students have more opportunities to communicate in Vietnamese ". The instruction also provides suggestions on methods of teaching Vietnamese for children from ethnic minorities: "Create Vietnamese communication environment for students through Vietnamese teaching activities in subjects and educational activities; organize learning games, activities of cultural exchange, arts, making comics, the vocabulary tree; effective use of media to support listening, speaking, reading and writing skills; effective use of friendly library, mobile library; reading days, story-telling contest, exchanging "our Vietnamese language", ... ".

For disadvantaged children, the instruction presents how to adjust the curriculum by reducing the content and adjusting learning outcomes evaluation: "Organization flexible classes for street children



according to the teaching plan and timetable adapted to the learners and local conditions; the curriculum focuses on Vietnamese language subject, Mathematics to develop skill of reading, writing and numeracy... Assessment and grading students with difficulties should be based on the level achieved in comparison with the content and requirements adapted under the provisions of Circular No. 39/2009 / TT-BGDĐT "(Guidelines on performing the tasks of primary education school years 2013-2014 by Department of Primary education, No 5478 / BGDĐT-GDTH).

In summary, despite the uniform implementation of the general curriculum, Vietnam still has rules to be adjusted (exempted, reduced and supplemented with a part of content or the whole subject) to match the characteristics of personal development and the situation of students, including attention to factors such as gender, ethnicity, family economic status and personal development.

### *3.1.1. The views and policies on developing textbooks / learning materials*

Accordance with the provisions on curriculum development for vulnerable children groups, MOET has compiled the textbook / learning materials suitable for different groups of students.

For students from ethnic minorities, there are now documents in Khmer, Hmong, Ja Rai for elementary level. This set of learning materials are compiled according to the national curriculum. The contents of the compiled materials are in accordance with cultural traits and customs of the peoples. However, as regulated, the main language used in Vietnam education is Vietnamese so along with these 3 language materials there should be materials in Vietnamese for students to learn Vietnamese. The contents of all the documents in two languages are designed as a unified whole, ensuring to match the general education curriculum when learning. Having completed 5th grade, students can be taught in Vietnamese so nationwide textbooks will be used. The manual of textbooks in lower and upper secondary school is regulated in curriculum adjustment for students from ethnic minorities.

Students with disabilities also have the learning materials developed in accordance with the development characteristics. Article 27 of the Law on the Disable states: "People with disabilities are provided learning support means and materials dedicated in case of need; disabled people in hearing and speaking learn in sign language; disabled people in vision learn Braille language in accordance with national standards." Currently, students with disabilities in Vietnam are attending the three different teaching forms which are inclusion, integration and specialization. In inclusive education, the education tendency for Vietnam disable children, disable children learn with the ones without disabilities so they need to use same common textbooks with their classmates. However, textbooks are compiled to read with your eyes, so blind children can use them. To be able to participate in inclusive education, visually impaired students use textbooks in Braille or audio books. With the support of Objective Program 2, Project on Lower Secondary Development Phase 1 and Project on Lower Secondary Development Phase 2 by ICEVI and some other NGOs, Vietnam Institute of Education Science has transformed textbooks of major subjects in all grades from 1 to 12 into Braille books for visually impaired students. Some other organizations like Fair City Assembly Ho Chi Minh have prepared speaking textbooks for blind students. Due to changes in the communications channel (from looking to touching and hearing), the content of the textbook compiled in image channel has too many details and colors, which will be difficult to be converted and the textbooks for blind students will be lack of this content.

Within the framework of the Objective Program 2 teaching materials for grades 1a, 1b in special schools for students with hearing and visual impairments, materials 1a, 1b, 1c for students with intellectual disabilities have been compiled. These materials are mainly composed in accordance with 5-year-old preschool curriculum and general curriculum for grade 1, added with the content of rehabilitation, developing specific skills for children with disabilities. Specifically: materials for deaf students focus on sign language, communication skills, self-service ... Materials for visually impaired students focused on Braille language, communication skills, direction motion for movement ... Materials for students with intellectual disabilities focus on teaching life skills (self-service skills, social skills, communication skills, ...) in the initial formation of school skills such as reading, writing and elementary math symbols ...

In special schools, students with disabilities study a type of materials. In the inclusive and integrated schools students need both specialized teaching materials and textbooks.

Some limitations of curriculum and textbooks / materials for vulnerable groups of children:

- When implementing the program, exempting or reducing some learning content also means reducing the students' continuous study opportunity.
- The curriculum added with some new content will lead to overloads when the current program itself was considered heavy and overloaded with students. Students with difficulties who need to ensure the general curriculum and supplemented programs will be in difficulties to follow and be as far backward.
- The learners are varied in capacities, with different characteristics, so if the guidance is not specific, it will be difficult to know how to adjust the curriculum, but if it provides too detailed instructions, there will be a lack of flexibility, hardly adaptable to all learners.
- The content of the general education program and the program adjusted for different students is not accessible to the public, especially teachers, education managers mainly rely on textbooks / learning materials training so monitoring, evaluating students as well as attracting the participation of all resources in education are limited.
- The materials are compiled in accordance with national cultural characteristics and traits of personal development will have a certain distance to the textbook / materials used in the whole country.
- Compiled textbooks do not focus on the suitability for learners with disabilities so it is difficult to convey all essential content, ensuring that students can use in order to have the same information like the others in class when transforming.
- Many concepts in the textbooks have the nature of abstraction beyond the ability of the students with sensory or intellectual impairment.

### **3. Perspectives on the basic, comprehensive innovation in education and training towards learners' capacity development**

Aware of the limitations in education in general and general curriculum and textbooks in particular, Vietnam has a policy to implement basic and comprehensive reforms on education and training after 2015.

The objective of general education in basic and comprehensive innovation in education and training is "focus on developing the intellectual, physical, forming civic qualities, capacity, discovering and fostering talents, and career-orientation. Improving comprehensive education quality, focused educating ideology, traditions, ethics, lifestyle, foreign language, information technology, capacity and practice skills, applying knowledge into practice. Develop creativity, self-learning and encourage lifelong learning. Complete the construction of the general education program after 2015. To ensure that students with lower secondary graduation (finish grade 9) have common knowledge background, to meet the requirements of strong division after lower secondary school; in upper secondary school students have access to career and prepare for qualified post- general education. Improve the quality of education; implement compulsory education in nine after 2020. Try to achieve the percentage of 80% young people in the ages get upper secondary education qualifications or equivalent by 2020 ". (Resolution No. 29 - NQ / TW dated 11/04/2013).

Resolution 29 also identified the need to "complete the development of the general education program after 2015".

For orientations of the curriculum development, the Resolution set out the specific task: "Curriculum innovation is to develop learners' capacity and quality... Renew educational contents in the direction of simplification; modern and practical, suitable for ages ... "

Teaching methods in the innovated curriculum were considered as an important mission: "Continue to greatly innovative methods of teaching and learning towards modernization; promote the positive, initiative, creative and students' appealing knowledge and skills; overcoming the one-way imposed teaching, remembering. Focus on teaching how to learn, how to think, encourage self-learning and providing the basis for the self-renewal and updating knowledge, skills and capacity development. Shift from learning mainly in the classroom to organizing various forms of learning, paying attention to social activities, extracurricular activities and scientific research ".

The document also indicates the need to diversify the textbook / learning materials: ' compiling textbooks and materials to support teaching and learning in accordance with each learning subject, pay attention to ethnic minority students and students with disabilities."According to this orientation, the learning materials are compiled for each specific student, i.e., materials needs to ensure that all students irrespective have the opportunity to obtain appropriate educational materials to complete the educational program.

Implementing Resolution 29, the government issued Resolution No. 44 / NQ-CP promulgating the action plan implementing Resolution 29, the schemes to carry out the Action Program by the government include "Scheme of innovating general education curriculum and textbooks".

The orientation for innovating curriculum and learning materials for all children was the focus in Education Strategy 2011-2020. One of the solutions to Vietnam educational development - Solution 3 on "Innovation content, teaching methods, exams, testing and evaluation of education quality" includes content: "implement the renewal of the curriculum and textbooks after 2015 toward learners' capacity development, both to ensure consistency across the country and to match the characteristics of each locality ... "

Thus, the view of a unified curriculum and many textbooks / learning materials appropriate for each region and to each learning object has been specified in the legal documents in Vietnam.

Perform the views on innovating curriculum and textbooks, to meet educational goals of basic and comprehensive reforms in Vietnam education; MOET is actively preparing plans for submission to the National Assembly at the end of October 2014.

## **Part 2. SOME EXPERIENCE TO DEVELOP CURRICULUM AND TEACHING MATERIALS TO AVOID PREJUDICE TO VULNERABLE CHILDREN**

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Within the framework of the study, in this section we share international and Vietnam experiences with the focus on issues related to development of curriculum and documents and vulnerable children, including children belonging to ethnic minority groups, girls and children with disabilities.

With the content "International Experience", the documents are only in English, the researchers only translated relevant content in summary. In addition, we use the educational approach in multi cultural international environment as reference in matters of teaching in a classroom with students from different ethnic groups, from the different life circumstances, children with disabilities...

### **A. International experience**

#### **1. The gender bias in the classroom today: Curriculum <sup>6</sup>**

The issue of gender bias in the classroom today: the curriculum mentioned by David Sadker and Karen Zittleman in the book *Education in a multicultural environment: problems and prospects* have made suggestions for more effective teaching in a multicultural environment (in the classroom with many students from the different language, culture, ethnicity, races). The authors said:

Beside the curriculum content, there are other controversial matters. Teachers, students, parents seem to intuitively recognize that school books give orientation for what the next generation acquire and the behavior of this generation. In this case, doing research has the effect of supporting schools. Students spend 80% to 95% of the time in class to use textbooks, and teachers make most teaching decisions basing on the contents of these documents. When children read the contents of those with nontraditional gender roles, they are less likely to limit themselves in the model. When students read the content of those women and minorities in history, children are more likely to believe that these groups have made important contributions to the country. A sixth grader told us that "I like to read biographies of the women. When I learn about what they have done, I feel like a door is opened. If they can do great things, then maybe I'll do it."

Historical research is a journey through time, but just the journey for a few women. Social studies in elementary schools and upper secondary schools when it comes to national history often refer to as male characters more often than female characters 5 times. Beyond the invisible prejudices about women, these optional adjectives create the permanent stereotypes in language. 19th-century diplomat Klemens von Metternich described in history books popular in upper secondary school called *World history: interaction pattern* is that one man with "charm" suits "the elegant ladies" - wording and reality present unclear historical significance. These insights about gender and language are not often clearly explained in writing.

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<sup>6</sup> Gender Bias in Today's Classroom: The Curriculum. David Sadker and Karen Zittleman, *Gender Bias: From Colonial America to Today's Classroom* (Multicultural education, chapter 6, page 142)

### **Invisibility: what you cannot see forms long-lasting impression**

When groups or events are not taught in school, they will become an ineffective part of the curriculum. Textbooks published before 1960 often ignored African Americans, the Hispanic-Portuguese, and Asian Americans. Many of today's textbooks continue the little treatment for female, leading to the fact that students do not have access to the information about half of the national population. When we asked students to name 10 famous women in American history, most of them failed (Sadker and Zittleman, 2009). Similar cases of invisibility can be seen with people who have disabilities, gays and lesbians, the men raising children and playing other non-traditional roles for their gender.

### **Stereotyping**

When the rigid roles or traits are assigned to all members of a group, the stereotypes often refuse contributions and individual differences at birth. For example, describe all African-American as athletes, Mexican Americans as laborers and women as doing household chores.

### **Imbalance and selectivity**

Curriculum sometimes just expresses a way out of a problem, a situation or a group of people, simplifies and distorts the complex problems by ignoring the different views. The description of the woman fighting for women's election right ignores this, sacrifice and physical abuse that women have to suffer in order to win the right to vote.

### **Ideality**

The curriculum materials usually paint rosy pictures of the whole nation. The historical texts often ignore the differences in social class, lack of basic health care for 10 million people, gender discrimination is taking place. For example, when describing the nuclear family including parents and children, students are told the romantic story / novel story, ideality has removed the information that students need to confront and solve the challenges in the real society.

### **Fragmentary and isolation**

Have you ever read a textbook with separate sections discussing about women? For example, many current documents include a special inserted content emphasizing certain gender topics, such as "If he had two mothers, what would happen?" Or "ten women with achievements in science." Such separated contents of express women's and gender issues and are considered as interesting deviations but they also show women's contributions which are not in the main stream of history, literature or science.

### **Preconceptions about language**

Language can be a means to convey the strength of the stereotype either clearly or not clearly. The use of separate terms and masculine pronouns, words like "father", "humanity" and "entrepreneurs" turned into popular personal pronoun, "he" has denied the involvement and full assessment of women. The other examples which are not easily found include word order and choice of words putt men on the first place, as "men and their wives."

### **Aesthetic prejudices**

Aesthetic prejudices give "the illusion of equality". Beyond appealing pictures, photos, posters expressing a striking diverse, the prejudice still exists. For example, the science textbook can present a clear picture of female scientists or image of scientists from different races but provide little description about the valuable contribution in the scientific field of women and people of different skin colors.

Until publishers and authors eliminate gender stereotypes, this will depend on the creativity and commitment of teachers and parents to fill in the blank pages. Students like books which are interesting, great language, well written, and these books can include the characters of different races, ethnic minorities, religions, different social classes and from both genders. But the materials with equality are not enough to create an environmental education without gender bias, attention should be paid to the instruction for exploiting, using materials and teacher's language when instructing how to use the materials in order to remove the bias in the teaching process.

## **2. The doctrine about curriculum and education in multicultural environment <sup>7</sup>**

In 1979, Geneva Gay (University of Washington) published a document on doctrine and education curriculum in a multicultural environment (Curriculum theory and multicultural education). Gay has launched the model "Skills Basic Multicultural Integration" (integrative multicultural basic skills - IMBS) to demonstrate the interaction between general education and planning multicultural curriculum. Particularly important issue is the principle for growth development, planning ordinary curriculum and systemic change, the implications in dissemination of the multiculturalism in the core academic skills and educational activities.

IMBS model consists of 3 concentric circles with a mutual relationship with each other. The first circle represents the core curriculum - these are the basic skills typically taught in common schools, such as reading, writing, critical thinking, problem solving and specific course content and engineering. The next circle includes the activities that the educators consider essential for the curriculum development process. These activities include identifying the needs of students, the choice of content and teaching and learning materials, determining learners' activities and teaching behavior, and selection of assessment tools and techniques. The 3rd circle is multicultural resources, this ring wraps the first two circles. This image suggests that multicultural resources (contributions, perspectives, experiences, history, culturally culture) to provide ecological context and the reference points for all operational decisions made for curriculum design.

If IMBS model is used to design and implement teaching and learning curriculum, multicultural education is unavoidable for students if they succeed in basic academic study skills, as the factors mentioned earlier are considered as the context and theme for the acceptance of later factors.

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<sup>7</sup> Curriculum theory and multicultural education. Geneva Gay, University of Washington Seattle

Banks (1991) constructed three important models of multicultural education. A model displays the organization center or the core of multicultural curriculum such as concepts, themes, topics, events and experiences common to all ethnic groups but is understood from the viewpoint of the majority group. He added an international dimension to this basic structure by demonstrating how "the education analysis" can be integrated into research on key issues affecting all ethnic groups. For example, with a multi-ethnic model studying suppression, the students analyze this issue from the perspective of different groups of ethnics in the US, such as African Americans, Chinese Americans, who American Jews. National – ethnic model focuses on ways to suppress the similar ethnic groups implemented in other countries (such as Germany, the UK, Canada and Australia). These models demonstrate the differences between these approaches depending on the mainstream, plus ethnic, multi-ethnic and national-ethnic elements to multicultural education, relating to the organization heart or core.

Banks (1991) also designed the visual model to illustrate research on cultural and comparable ethnic perspectives on the major social issues and using approaches of intersubject concepts for multicultural education. These are developed basing on the opinions of three other general radical ideas in the theory of multicultural education: (a) the interdependence of the ethnic and cultural groups in the US; (b) the contribution and influence of different ethnic groups, cultures, societies in the United States in particular and to humanity in general); and (c) the demand for content of intersubject concepts and techniques to achieve the highest efficiency in teaching multicultural education.

Multicultural Education Model 3 was constructed by Banks (1991) demonstrates the relationship between national culture and local culture in America. These relationships are described separately in nature, overlap, interact and collaborate together at the same time. The models indicate a member of an ethnic group with a number of cultural traits which cannot be shared with other groups, some traits that can be shared with some others but cannot share with the remaining groups; and some American citizens' and human beings' advantageous characteristics which can be shared with all ethnic groups. These models also illustrate the idea proposed by most multicultural theorists that students need to become multicultural and develop social communication abilities culture so that they are able to operate comfortably in their own culture and others' as well as the national culture.

### **3. Gender equality in the education system: curriculum framework materials <sup>8</sup>**

In the global monitoring report on education for everyone, the typical case of education reform of the Republic of Slovenia was introduced, including the discussions of Slovenia government's policies as the principles and basic theory of the new education system and primary education curriculum includes mandatory and non-mandatory topics. The discussion on government policy (White Paper) published by the Ministry of Education and Sports in 1996 is described as: "A basic document on modernizing the education system in Slovenia. The presentation has established not only a goal but also the entire philosophy, foundation values for innovation and leading to the establishment of a legal framework for the change"

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<sup>8</sup> Gender equality in education systems: curricula framework documents. Valerija Vendramin 2003. Background paper\* prepared for the Education for All Global Monitoring Report 2003/4 Gender and Education for All: The Leap to Equality



The "introduction" of discussion presents the principles which decide general theoretical framework for the renewal of the education system before college: human rights and the concept of legitimate state. Specifically: "a good education system" bases on a foundation of the profession, values and ideology accepted by all. Therefore, a public education system should be based on extensive consensus on the good models for preschools and optimization schools, while private kindergartens and private schools to meet

specific requirements of parents who wish to educate their children in accordance with beliefs in ethics and their religion.

Within the framework of gender equality and theoretical perspectives on tasks at school, the following principles are revealed:

- Textbooks: described as a means of knowledge creating process - "official knowledge". Therefore, in the teaching process, attention should be paid to how the production, distribution and use of textbooks; to the process of creating textbooks, publishing reason, whose knowledge included in the textbook, how to implement the creation of "official knowledge", etc.

- Pay attention to the diversity of culture and knowledge. Parallel learning of the foreign and national culture plays an important role in: (i) Form and popularize national culture; (ii) Understand the process of integration, immigration, political changes, etc.

- A significant part is the supplements in the content of anthropology and ethnography, these subjects create a big difference in your life, satisfaction of basic needs, dressing, socializing, competition, sexual behavior, and so on. The comparison between such cultures helps expand spirit and create relationships and reduce ethnocentric (including European ethnocentric) ... "

- Create equal opportunities and non-discrimination of gender, society and culture, religion, ethnicity, physical condition and morale, etc ... Girls' rights are mentioned in the context of children's rights, emphasizing the need to move from the formalistic rights to real rights.

- The hidden curriculum (also identified as firm ideology, its present and non-presence have been mentioned): The typical subtle power mechanisms at school is like an institution in modern times, for example, campus life, teaching, communication, etc. are presented themselves

"... When discussing children's rights, we should also talk about girls' rights and contradictions in the ideology of equal opportunity in unequal education system, in which members of the gender still have privileges in one way or another. With the implementation of the school with both boys and girls learning together, the discrimination presenting itself externally at the school system level has been eliminated, but the more subtle power mechanisms typical at school which are like an institution of the contemporary period (such as school life, teaching style and practice, communication between students and teachers, etc.) are teaching girls "how to lose", are still maintained in the form of "hidden curriculum".

Some recommendations through case studies in Slovenia as follows:

Starting with the assumption that formal curriculum have an impact on the hidden curriculum and the formation of the principles will shape the selection of curriculum content, at the same time, the curriculum theoretical framework is built.

For a more balanced curriculum, the first thing is to build a diagram of cross-subject curriculum (cross-curricular) pointing out "the problem spots." Next, it is necessary to develop strategies including gender equality perspectives into all curricula rather than a separate content on gender equality, but it should be integrated into the contents. On that basis, specific recommendations can be made for hidden curriculum and strategies to encourage the participation of both sexes in learning academic subjects which are traditionally associated with gender roles.

Although the program is intended to refer to the differences in the family, equal participation in parliament, the types of different sexual behaviors, HIV, democracy, etc .. but majority of the curriculum is based on the idea that knowledge is "neutral", is the result of random or on-purpose selection.

In this context the curricula of History, Civic Education and Ethics reveals some bright spots when they mention the issue of epistemology. The curricula include the topics which help in eliminating the concept that knowledge is neutral, but these topics do not raise this issue in details. History curriculum differentiate historical elements from individual's perspectives / or views, but does not analyze carefully the issue of history as "always willing to settle" (how to make people recognize that the absence of women in history textbooks is confusing in terms of epistemology). Civic education and ethics subjects refer to the arrangement between the types of personal self-learning knowledge and knowledge learned from the school, but it is not reflected clearly in the curriculum.

The topics listed above, along with issues of gender equality, should not be referred in isolation, as a separate topic in a subject, as Civic education, History, Social subjects. These topics should be "essential part" of all the themes, subjects, and in daily communication as if this problem exists for the longest time in ideology and in hidden curriculum which is being implemented. This explains why the general recommendations for education of tolerance, respect for differences, gender equality, etc. - although this is an important step - can be found in the introduction of the most curricula and became a slogan in reform and in the academic debate widely spread in Slovenia, are not enough and need to spread further.

These criticisms on the curriculum content will be accurate when it comes to sensitize educational ideology in ideological reality -hidden problems are not easily recognized and, therefore, have persistent existence.

Learning materials are an important source of knowledge about the social world and orient students socially, and although the significance and interpretation are never imposed, strategies could be developed to help to clarify the "official knowledge".

The fact that there are no guidelines for textbook authors will become a sensitive issue if they create a difference in gender and there are no instruction for them on how to balance gender in textbooks and teaching materials, etc. and to help them create more balance in the structure of the curriculum.

#### 4. Approaches for education in a multicultural environment <sup>9</sup>

Carl A. Grant and Christine E. Sleeter, 2010 in the document *Education in a multicultural environment: issues and prospects* (Multicultural Education - issues and respective) stated: Children are different in educational opportunities they receive and the benefits they gained from time in school. The significance in education of gender, race, caste, religion, ethnicity, and language diversity does not only affects

children in responding to curriculum and teaching instruction, but also influences the structure and design of the education system in general.

While the diversity of social class, race, culture and language differences is increasingly featured in American class, each class is characterized by diversity skills among students. Some children quickly acquire new knowledge and skills they have learned in the relevant circumstances. Some others need repeated practice to learn a simple task and then the next day may still have difficulty in successfully implementing the same tasks. Some children start lessons with a large volume of relevant experience and background knowledge base; others learn the same lesson with a little or no knowledge or skill appropriate, relating to the lesson. Some children are sociable and join with many friends. Some are ostracized because they did not know how to be friendly. The difference in the skills among most children is relatively small, allowing them to benefit from the general education program offered by their schools. When children's academic skills and social psychology are different but the curriculum or teaching methods do not effectively and suitably reach them, the issues of equality and benefit from the educational programs are being threatened. The authors have given 5 approaches to multicultural education, including:

##### *a) Approach of Teachings of the Exceptional and the Culturally Different*

This approach considers that the primary responsibility for teaching is teaching appropriate to all students to help them gain achievements in school and in society. This approach emphasizes the classification of students, such as students from the different colored race, special education students, or minority language students in the fields behind the main topic of traditional curriculum.

The objective of this approach is to equip students with cognitive skills, concepts, information, language, and traditional values at the request of American society and so that ultimately they can organize work and the organizational and culture function of the society. Teachers using this approach usually begin with defining students' achievement levels, comparing their performance to the level of class, of education level and then help those left behind catch up with those norms.

##### *b) Human Relations Approach*

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<sup>9</sup> Chap 3 – Race, class, gender and disability in classroom. Approaches to multicultural education. Carl A. Grant and Christine E. Sleeter. Page 62 Multicultural Education – issues and respective – James A. Bank, Cherry A McGee Banks, 2010

This approach considers that the main purpose of schools is to help students learn to live in harmony in the world; education and social justice will lead to the fact that students learn to respect others regardless of race, class, gender, or disability, then this approach may have a particular interest to you.

The objective of this approach is to promote compromise, tolerance, and acceptance among people: "" I'm okay and you're okay. The approach to human relations generates positive feelings among diverse learner groups, promote preservation of identity and pride for students of different skin colors, try to reduce prejudice, and eliminate prejudice, bias.

For example, the teacher of a class with 4 cultures, gender integrated class, spends the first two weeks of every year, and some time later, doing activities to promote better human relations in the classroom. Earlier this year, he used a social program to learn the model of students' friendship and to ensure that every child has a friend. He also used this activity to explore the negative and positive aspects in the relations between male and female. He uses sentence-completion activities to discover how students feel about themselves and their family members. He uses the collected information to integrate into his curriculum the concepts of human society and human for everyone, reduce and remove stereotype, the information helps students feel good about themselves and their people. In addition, he regularly has his presenters representing the diversity in society in order to transmit the message to all students that they can also succeed.

Curriculum applying the approach to human relations solves individuals' differences and similarities. This curriculum also includes providing student groups with more accurate information on ethnicity, race, disability, gender, or social studies to avoid stereotyping, prejudice. This guidance process includes best practices on collaborative learning, role play, case studies or practical experience to help students develop appreciation for others. Proponents of this approach suggest that curriculum applying the approach to human relations should be fully integrated into a number of fields, teaching themes and in the whole school. For example, a school is trying to promote gender equality, but the language of art lessons unintentionally make students realize gender stereotypes through the fact that girls are not expected to do it as well as boys. These activities are simple practices reaffirming gender stereotypes. While teaching method focuses on educational approach in a multicultural environment, and especially to help students acquire the cognitive skills and knowledge in the traditional curriculum, the approach to human relationships focused on students' attitudes and feelings about themselves and others.

### *c) Single-group Research Approach*

Use the phrase Single-Group research to refer to research on a particular group, for example, studies of people with disabilities or Native American studies. Single – group approach tries to improve the social status of the target groups by helping young people check how one oppressed group in the history rises and reach achievement. Unlike the two previous approaches, this curriculum considers school knowledge political other than neutral and presenting the curriculum with men's dominant.

This approach focuses on a specific group at a moment of history, perspectives, and worldviews so that the group can develop more coherently. It also examines the group's current social status and act

in history for the group's attention in the future. Single-group study is orientation for political and liberal action. Proponents of this approach hope that students will develop a greater respect and understanding for groups understand and are committed to work to improve groups' situation in society.

#### d) *Multicultural Education Approach*

Multicultural education became the most common term used by educators to describe pluralism education. This approach synthesizes ideas from three previous approaches. Its goal is to reduce prejudice and discrimination of oppressed groups, acting towards equal opportunities and social justice for all groups, and create a fair distribution of power among the members of different cultural groups. These objectives are reflected in the attempt to reform the whole process of learning for all children, regardless of whether the school is a suburban school for white children or a multi-ethnic urban school. Schools are being reformed with the principles of equality and multiculturalism, and then will contribute to greater social reform.

This approach starts by assuming that students are capable of learning complex material and performing skills at a high level. Each student has a unique individual learning style that teachers need to explore and build it while teaching. Teachers need elicit and use systems of concepts (thinking, knowledge of the world) students possess before going to school. Cooperative learning is promoted, and both men and women are treated equally in irrespective way. A diversified staff can be hired and assigned tasks without any prejudice. Ideally, more than one language is taught, enabling all students to become bilingual. Method of multicultural education is supported in order to be performed to meet the diversity at school. It is also supported for the attention to equality for different cultural groups, regardless of the group with unpopular number of students at school.

#### e) *Multicultural Social Justice Education*

Social Justice Education in a multicultural environment refers directly to issues of oppression and social inequality in race, social class, gender and disability.

The purpose of this approach is to prepare future citizens to take action to serve the society better for the interests of all groups of people, especially people of color skin, poor people, women female, or with disabilities.

This method is derived from restructuring social construction, seeking for a more equitable society for all races, social class, gender and disability. This approach also sets ethical issues and power relationships in the new global economy. It is based on George Bernard Shaw's penetrating vision (1921/2004), who exclaimed, " You see things and you say, 'Why?' But I dream things that I never have, and I said, 'Why not?' "

## 5. Education equality for students with disabilities <sup>10</sup>

Sara C. Bicard, William L. Heward (2010) in the book *Multicultural Education* has introduced the Education Law for Individuals with Disabilities adopted by the US Congress (The Individuals with Disabilities Act: A Legislative mandate for Educational Equality for Students with disabilities - pg 335). In 1975 Congress passed the Education Law for Individuals with Disabilities (PL 94-142). Since then, Congress has re-authorized and amended it five times. The most recent amendment is in 2004. In 1990, the Act was renamed Individuals with Disabilities Education Act make out with Disabilities individuals referred to as IDEA.

IDEA is an important law marking the turning point that changes American education. IDEA has affected all schools across the country and has changed the role of the regular educators and specially school leaders, parents, and others participating in the educational process. It marks the culmination of a great effort in educators' work, parents and lawmakers involved in the education of children with disabilities. This act reflects social concerns, confirming those with disabilities are citizens with full rights and privileges as all other citizens. The purpose of IDEA is to ensure the rights of students with disabilities to enjoy a free appropriate public education, including early intervention services; also to provide necessary support to monitor the state, counties, districts, schools, and educators to improve educational outcomes for students with disabilities.

### *a) Cannot refuse Principles*

Schools must meet the education for all children with disabilities. This principle applies regardless of children disable at low or severe levels; no children with disabilities are excluded from a public education. This requirement by law is based on the proposal that all children with disabilities should learn and benefit from an appropriate education. Therefore, school does not have the right to refuse to offer to all children equal educational opportunities. In each state, education agency is responsible for identifying and evaluating all children with disabilities or suspected disabilities between the ages of 0- to 21 years old, residing in the state. The requirement is called the Child Find system (PL 108-466, Sec. 303.321).

### *b) Determination of non-discrimination and evaluation*

IDEA requires students with disabilities to be evaluated fairly. Schools or parents may request a child be evaluated for special education. If schools initiate assessment, parents must be notified and agree with it. Special education must be completed within 60 days after receiving parents' consent. The assessment is not discriminated. This requirement is particularly important because of the number of children with disabilities coming from different cultures, white children, color children, children who speak English as their native language, and the other groups do not, whereas they often perform standardized intelligence tests. Tests for students with learning difficulties are often developed basing

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<sup>10</sup> – Educational Equality for Students with Disabilities (*Multicultural education*, chap 13, page 315). Sara C. Bicard, William L. Heward

**Six key principles of the Disabilities Education Act.** These rules remained virtually unchanged from 1970 to present (Smith, 2005; Turnbull et al., 2007).

on the performance of students with average learning level in class. The test at Anglo center is generally considered unfair with prejudice against children from diverse cultural groups, these children have very few opportunities to learn the knowledge in the component of the test (Venn, 2007).

In addition, in order to evaluate without discrimination, the assessment form needs to contain more various factors, including a number of assessments and observation technique to determine fairly and reasonably a child's strengths and weaknesses. The assessment which is only a single test cannot be used as standard for a special education program.

*c) Appropriate and free public education*

All children with disabilities, regardless of the degree of disability will receive free and appropriate public education. Parents of disabled children will not have to pay for this education. "An Individualized program" (IEP) should be developed and implemented for each child with a disability (PL 108-466, Sec. 614 [d] [1] [A]). Each IEP is developed by an IEP team, including (without limitation) the following components: a parent or patrons, the child's regular education teacher, special education teacher, a representative of the state where the schools are capable of providing and supporting the design of special instructions on general curriculum and education in general ... Some of the IEP teams includes experts from other fields as psychological, physical, medical etc.

*d) The least restrictive environment*

Tasks specified in IDEA that students with disabilities are educated in the least restrictive environment. The law says that a maximum of disabled children will be educated in public schools or private institutions or other care for children with disabilities. Children with disabilities only enroll in the separate school / classes when normal classes are not suitable for children with disabilities. The relative value of providing special education services to students with disabilities outside the regular classroom, especially in classrooms, separate schools is a problem that has been hotly debated in years. However, supporting students with disabilities, including amendments in the curriculum and guiding them move toward IEP goals (Kochhar-Bryant, 2008; Schwartz, 2005; Vaughn)

*e) The process of self-protection.*

IDEA recognizes that students with disabilities have important legal rights. Law has clearly stated the school has no right to ignore special students. School are not able to make decisions about the education of children with disabilities unilaterally or arbitrarily.

*Due process* is a legal concept implemented through a series of steps designed to ensure procedural fairness in treatment between the school system, parents and students. The key elements of *due process* related to special education are the following right of parents:

- Be informed in writing before any action cases that could alter their program (assessment, innovation, change location)
  - Allow or deny the assessment of special education services, reassessment or change seat in classroom or other programs.
  - Review all records of their children's learning
- There is a hearing before a third party (intermediary) (not an employee of the school) to resolve the dispute with the school system
- Get a written decision after the hearing
  - Appeal the results of a hearing to the state department of education (School districts can appeal)

*g) Parents and students participate and share decision making*

IDEA recognizes the benefits of active involvement of parents and students. Parents not only have a right to be involved in their children's education, but also can help professionals choose appropriate goals and guidelines, provide information to help teachers work more effectively together with their children.

As mentioned above, the parents are also a full member of the IEP team; their input and desire should be considered in determining IEP goals and decide on the location, and needs for related services (eg, sign language, interpretation, special transportation ). Of course, parents can not be forced to do so and may waive their right to participate.

In some other countries, the issue of ensuring equal rights to participate in the education of students is also mentioned and specified.

In the UK, there is a national education program for primary education for all children, even if they are attending a special school or classroom. National policies are adjusted towards increasing integration of special education into general education. UK schools are allowed to convert the national curriculum and the local education authority, depending on the special educational needs of specific students. A local council will decide whether the student has special educational needs or not and to what extent. Then the profile of the needs of the students will be created. The profile will mention the necessary methods to meet the needs of students.

In Sweden, most disabled children participate in the general education system. In addition, there are some special schools primarily intended for children with social problems - serious affection. Schools will be provided with extra support to educate disabled children if they need. In the educational plan of the school, the educational goals for disabled children must be mentioned. There are no general regulations of the government of the curriculum for disabled children. When necessary, the school must adjust national education general education and daily durations according to the special needs of children.

Denmark has decentralized education system strongly so there are many different types of integration, from inclusive education with teachers to special schools for students with disabilities. Students with disabilities are encouraged to participate in normal social life to the maximum. Students with



problems in development study in the normal school. All forms of primary education is put under the same law and common goals. Teachers have the freedom of placing the planning and organization of education. They are responsible for the educational goals they have set for children with disabilities. Parents are also involved closely in education. Parents can choose a school they think best suits their children. At each local authority there is a educationally psychological department to decide whether a child needs special assistance or not and if so to what extent. Thus, based on the decisions of educationally psychological department, schools, teachers agreed with parents to decide the programs and learning materials to fulfill educational goals.

In Norway, education policy is to integrate students with disabilities into the regular educational environment. Consequently, there are few special schools in Norway. Disabled students here are not classified as disabled children. Each local government must organize education in such a way that students can participate in the educational process regardless of the skills or the type and degree of disability of the student. On a smaller level, special education institutions may be allowed in or out of school, but, if possible, at the local level. Each student with a disability is seen as a child with special needs and therefore has the right to access to an education towards personalized individual needs. National education plan based on the principles of integration, cooperation and decentralization has defined the school to make adjustments according to the needs and abilities of individual students. Thus, in Norway, the students with special needs follow curriculum and teaching materials prescribed for general education adjusted to suit the individual student.

Germany tends to integrate special education into general education. However, special schools are still considered inoperable. As a high school proves that it is not capable of providing appropriate educational services the child will be transferred to a special school after an inspection. Still, legally disabled children have the right to participate in general education. In Germany, parents decide that their children attend school and the government is ready to support additional costs. For many parents, integration classes are attractive because students may be eligible for assistance and materials, additional teaching aids from the government. How to set up education plans in different regions are not the same. Schools are free to choose the method of education through local authorities. In some localities, schools are free to adjust the educational goals for students with specific disabilities. To determine what is important for each student will need to study the daily tasks carefully, anticipate the needs of their future. Studying the subject of school functions and self-help skills will helps students become independent and self-reliant at home and at school, at work, in the community. The fact that there are four approaches to teaching life skills to children:

- Education programs generally follow the national standards (with or without changes). Students with disabilities are required to achieve the same outcomes as students without disabilities, although the pace will be slower to achieve.
- Additional educational programs including skills, anonymous functions are generalized to apply to the daily tasks of life. These expectations are set out as a student will be able to learn some skills like reading through the identification and recognition of numbers and can use these skills in different activities at home, at school and other activities in the community.

- Additional educational programs include school skills to serve some specific everyday tasks in life. The goal for students is to be able to learn some school skills as part of specific daily tasks. For example, teaching a child to use the money (skills) to go shopping (daily tasks) or to teach students to use the work timetable / schedule (skills) in order to organize the work of the day (daily tasks). Being different from approaches using functional skills, in this approach the student may not have the ability to generalize the skills learned and use them in other activities that only could use some specific skills to cater to a specific daily tasks.

- Additional educational programs include alternative skills to help students avoid the school skills. Students will learn how to use these skills to replace, so will not have to study the skills of school. For example, using the cash envelope (instead of using money skills); using signals to preset alarm clock (instead of using the clock skills); using color codes, etc ...

In summary, in Germany, students with disabilities who learn general education program can adjust the length longer. In addition, students will have additional educational programs to develop specific skills, for living and working in daily life in the family and in society.

Thus, different regulations in many countries have something in common as the following:

- Ensure equal rights to participate in the education of all children. Children who have special educational needs will be supported to participate in education.
- Educational programs, teaching materials for children with special educational need to base on general education program but are adjusted to suit the needs and abilities of a particular student. The decision to adjust should be made by a professional department in coordination with the school, teachers and parents.
- There are more programs to develop specific skills for students to attend, participate in activities and social life.

## **B. Experience in Vietnam**

### **1. Study the transition from elementary to junior high school of EM girls**

With the purpose of improving capacity, gender mainstreaming and improving the quality of education for all, in the period 2005 -2006, MOET, UNICEF and UNESCO have partnered to conduct a study on the transition of ethnic minority girls from primary to junior high school (secondary school). The specific objective of this study is to explore the transition rate, enrollment in secondary four ethnic groups of MongJ'rai, Bahnar and Khmer in Vietnam. It also proposes solution within the framework of national policies to address barriers to the transition from elementary to secondary school effectively.

To achieve the objective, the research surveys the local, conducts in-depth interviews with girls and boys who drop out of school, focuses group discussions with children, young girls at school; group discussions with groups of their parents; discussions with community groups and agencies in the four communes in ethnic minority groups mentioned above. Action research is also combined with

qualitative research to help children, young ethnic girls, ethnic minority communities to identify barriers and come up with solutions to overcome barriers to help ethnic minority children access to education.

The study results show 5 groups of main barriers that impact on the transition to secondary school of girls in 4 minority groups. In 5 barriers, 3 are more influential, including:

(i) *Economic, financial barriers* - poverty and its impact are greatest barriers to girls, the most prominent barriers for the four ethnic groups studied. Poverty affects girls under many aspects, and each ethnic group, even a different district with the different expressions. A Khmer girl says they go to school late because they often have to wait until noon when the mother brings the rice (after harvest for someone else) to cook. She says *"The teacher asked me why I went late and I replied that because my family had no rice to cook earlier, so I was late for school."* She feels ashamed and then drops out of school. Poverty makes their demands unable to be met, therefore they drop out of school. J'rai, Khmer, and Hmong girls, say they often do not have clean and appropriate clothes to wear to school, especially the girl students at the secondary level, so they often at home, not in school anymore. A Hmong father comments: *"They don't want to go to school with bad clothes. No nice clothing makes them embarrassed and do not want to go to school."* In the eyes of students, family economic status is often assessed through student's clothing. *"I do not want to play with other students.... I just sit alone, because their family are very rich. My family is poor,"* (a J'rai girl says);

(ii) *Child labor* is the second serious barrier, after financial- economic barrier and closely related to this barrier. A Bahnar little girl said: *"I love my parents, and I dropped out of school to help my parents at home."* One other Bahnar little girl said, *"Dad told me to go to school, but I do not want because no one is home, my mother passed away."*

(iii) *"The low quality of teaching and learning"* is the third significant barrier to the girls of the four ethnic groups, especially Bahnar children. The girls going to school say that Vietnamese difficult to understand and to use. A Bahnar girl said, *"I love reading but it is difficult. I can not read fast, I have to read slowly. Even when I read slowly I still can not understand"*. Observing a Secondary School in Gia Lai showed: in a class, most students don't raise their voice during school hours. There are 2 girls in the class but they are not called to speak or answer questions. Teacher invites students to express an opinion 26 times, but only invites four team leaders and another student, and all the students are men (Grade 7). The relationship between teachers and students can't create a friendly learning environment. Hmong girls are very sensitive to criticism. A Hmong girl says *"I'm late for school and I cannot read fluently and I am criticized by the teacher. I do not like going to school."* One other Hmong girl says, *"When the teacher scolds, I feel sad and I do not want to go to school."* Classroom observations also show that teachers encourage more criticism than praise. Among these barriers, the stakeholders interviewed also mention several barriers relating to the program and teaching materials. The demand for textbooks with images and the presence of both boys and girls (women and men) of different ethnic groups pose a problem related to the curriculum that has an impact to boys and girls of all ethnic groups. In particular, in the program, the girls do not get the necessary information about sex

education. This is important not only for their learning but also for the girls going to school or not. A number of girls are out of school all week during their period as they are afraid of others knowing. According to officials of province / district: *"They do not dare to ask the parents and the parents do not feel comfortable to teach or tell them about this problem, so, the girls have grown up and developed in a natural way without any guidance or help from adults."* The study also proposes a number of measures relating to the program and teaching materials as follows: (i) Apply the appropriate program and teaching materials; (ii) Implementation of bilingual education and teaching focusing on cultural sensitivity; (iii) To provide knowledge on sex education and skills; These stakeholders also propose some suggestions to improve the learning of the children including editing the program and teaching materials to suit the learning needs of girls. To supplement the suitable curriculum with equipment for students from ethnic and language that need to learn and need a thorough understanding of teaching skills and cultural awareness related to each ethnic group. Necessary pedagogical skills focus on the sensitivity of the culture, customs and traditions of people. The use of visual aids, songs or games to illustrate the course content should combine with the consolidation of the language and concepts in an active and creative way. The teachers find they need to be *"better equipped with the knowledge on gender, sexuality education, reproductive health education to educate children (girls), because the students in secondary school have grown up, are in an evolution of the mind, physiology and they need guidance on this knowledge"* (teachers in the communes of Bac Ha district). Bac Ha District officials say a special concern should be for boarding school girls by increasing the lessons of gender and sex education, guidance activities on personal hygiene and body sanitation including practical help such as providing sanitary pads for girls. Bahnar community representatives suggest: *"Sex education should focus on the interaction and relationships between boys and girls; education in the classroom should not separate boys and girls, education for younger students does not tease the girls and cause disunity."* The teacher then says: *"Classroom management and curriculum in schools should pay attention to living skill education, communication skills for girls, help girls understand gender equality and know how to protect their rights "*

Overall, further research has given answers to two questions: (i) What is the reason for the lower transition rate from primary to secondary school for girls in 4 ethnic groups (H'mong, J'rai, Bahnar, and Khmer)? (ii) What short-term and long-term strategies or measures can help facilitate the girls of ethnic minority groups who complete primary school and transit from primary to secondary school? The recommendations are given in the report based on practical research survey and discuss directly with ethnic minority girls and stakeholders under the lens of gender, are key considerations chosen by the researchers and stakeholders. The results of the study have a great significance in implementing the educational interventions for ethnic minority children, contributing to the Action Plan for Education for Vietnamese people.

## **2. Research on perceptions of adults and children from ethnic minorities and experiences in Vietnam. Case Study: the H'Roi**

In "Growing Up in Poverty. Findings from Young Lives" (Palgrave, 2014), Vu Thi Thanh Huong (2013) conducts a case study on Cham H'roi ethnic minority children in Van Lam resident of Phu Yen province. This study focuses on a group of Cham H'roi people (of the Cham ethnic) in Vietnam and

the arguments of Wong and Rowley (2001), "research designed for a single group will limit the difference in ethnicity and social status ... and thus can be far more information than comparative studies, including different ethnic groups. "

By detailed analysis of factors related to perceptions of H'Roi Cham ethnic minority children and adults, awareness of the value of education and their experience of learning, results of the study are the material fact to the development of appropriate educational programs to promote better quality education for ethnic minority children and the future of the children and the community.

The study results show that: the problem of accessing and accessing to quality education of ethnic minority children continue to be improved. Using data from two surveys of household living standards in Vietnam (VHLSS98 and VHLSS06), Baulch et al. (2011) shows that although there is an increase in the gross enrollment rate for all ethnic minority children, large numbers of ethnic minority children Highlands, Khmer and Cham are the late enrollment (p.114) especially enrollment in middle school. The difference in the enrollment rate becomes most evident at high school level, with 20 percent of children from the Northern Mountains and Central Highlands attended high school compared to 60 percent of Kinh children and Chinese. A large number of children in these areas, especially girls, dropping out of school are found between layers 2 and 3, when they need to move from the village classroom to the primary school, usually located in administrative center of the commune (p. 115).

The study also argues that, while the role of economic factors cannot be ignored, the only financial support for ethnic minority children does not resolve the issue of accessing to education of the children. We need to consider the reasons carefully why children stay in school or drop out of school, a comprehensive review of the factors that have an impact on learning outcomes of ethnic minority children. Through in-depth analysis of cognition and learning experiences of children and adults, the study emphasizes that the factors: poverty, teaching and learning in environmental deprivation, social stigma and the cultural values were combined in complex ways as barriers to ethnic minority children in accessing to education. An understanding of children's learning experience has revealed what attracts children to school and the children's fear of school. H'Roi children like singing and dancing. Their impression about school is playing, singing and dancing with friends. The children love gentle, kind and caring teacher. And they are particularly interested in learning then they can understand and do exercises. However, they have a few happy occasions like that, they often find learning is hard to understand. They learn an unfamiliar language and teaching methods are not appropriate to their learning. Research has launched a typical case of Y Mich - one pupil and the whole family is proud of him because he was in grade 10. However, he's decided to leave school after only two weeks of admission. The main reason is found through a Mich Y's friend's words that it is because he is the only H'Roi student in his new class. He wants to move to a class with his friends, but he is rejected. Later, school also agrees with the students' wishes, but it is too late because he decides not to go back to school. It can be seen: the number of different factors to determine the impact on H'Roi Cham children's learning, poverty is clearly the most common barrier to them. However, research results have shown clearly that the resolution of economic problems will not solve the problem of children dropping out of school. We need to take measures to strengthen the participation of parents in the

learning and motivating children learning. Schools need to innovate the content, forms and methods of teaching to improve learning outcomes of children, to help minority students overcome the language barrier, create a friendly environment, reduce discrimination, distance to make them feel happy and familiar when going to school.

Thus, in contrast to the approach of transition research (mentioned above) focusing on four different ethnic groups, this study only focuses on one ethnic group. However, the findings of the study again confirm the barriers in accessing to education of children / girls of ethnic minorities and the practical solutions to overcome these barriers. Results of the study are to contribute to the policy dialogue and practices, to promote equal educational access and quality for ethnic minority children in the country.

### **3. Some orientation programs in using the primary school programs, textbooks after 2015 for ethnic minority students in disadvantaged areas**

The summary of results of the institute level research tasks 2013 of the Vietnam Institute of Educational Sciences about applying some orientation programs, textbooks, popular primary school after 2015 for minority students in disadvantaged areas shows: Applying national program flexibly, consistently with the view in Resolution No. 29-NQ / TW on innovating the program, common textbooks after 2015. Applying is consistent with economic-educational program development experience of countries in the region and the world to build the program towards opening research as well as practical, deploy program, general school level textbooks in the minority in last decades. The regions and school base on national program to plan school education consistent with the circumstances, conditions and still achieve their objectives and standards of the program.

The study also gives some hints on the application of general school program after 2015 for minority students in disadvantaged areas are shown as follows:

(i) *Program Target*: The goal of general school program is general requirements for students nationwide. For minority students in disadvantaged areas, the goal is applied flexibly to suit the characteristics of each region and Vietnamese language skills of students, ensure achieving the overall objectives of the country. Applying flexibly when determining the objectives to be achieved in each class, setting specific stages according to disadvantaged areas but guaranteed after the end of grade school, students must achieve the common goal of educational levels;

(ii) *Content*: In addition to general compulsory content for students nationwide, national programme consists of the section for local and educational institutions to select. Local authorities, schools use national program flexibly to plan school education consistent with the circumstances, conditions and still achieve their objectives and standards of the program. Teaching content shows in the local spirit of minority students which should focus on a central issue as follows:

(a). *Content with local, ethnic factors*

Ethnic minority region is rich in cultural identity of the region which should be exploited to serve the goals of education in respecting the particular nature. The content should include practical, close knowledge and taking advantage of the high association with local experience with minority

students. In addition to local knowledge, manufacturing experience, use knowledge of national culture for students to practice, apply in everyday life, cultural education content, local history in particular:

*Some historical characteristics of ethnic minorities residing in the locality:* The fight, building and protecting ethnic homeland; The main events of local history; the historical figures, cultural figures of the local.

*Some natural & social characteristics:* Topography, geography; climatic characteristics; some landmarks or typical landscapes; population characteristics, status of residence; modes of production and cultivation of ethnic minority; crops, livestock and local produce; transport and special vehicles; typical changes in the landscape and the production.

*Some traits of national culture:* Culture of Ethnic Minority is expressed in Architecture houses, temples, shrines ...; some traditional crafts, customs residents, cuisine, dress, customs, communication behavior; Traditional festivals, traditional festival of nations; literature and art, traditional dance, folk games of ethnic typical local residents.

*(b). Innovative activities*

The content of active, creative experience attached to life, local, community, country and easy to apply in practice, integrate multiple fields of education, discipline and designs into themes of open nature and relatively independent for students and school to select and implement effectively. Based on the reality of the characteristics of the ethnic and minority student groups, creative activities regardless of the following fundamental issues:

First, strengthen the activities related to the language of communication: Toward the development of general capacity and individual capacity for minority students, especially the ability to use Vietnamese language (TV) of minority students . Designing appropriate topics such as education act of cultural communication; practice the cultural norms of classroom behavior; create situations for students to communicate.

Second, focus on the education of ethnic cultural values: The contents of moral education, civic education, physical education and aesthetic education in the direction associated with national cultural content. Handling these cases the general behavior standards has shortcomings with the customs and practices of local, national cultural characteristics of the students.

Provide local knowledge through creative activities: how to deal with people; how to deal with flood and natural disasters; how to protect the natural environment; tillage, husbandry; organization of the festival; how to maintain the customs and traditions; healing with folk remedies, ...

Third, focus on essential life skill education for minority students: In addition to the integration of life skill education which is appropriate to the content of some subjects through activities such as role play, games, storytelling, teamwork, experience, ...). Life skill education for children through educational activities; specialized activities; experience; interactive games; visits to historical sites; plant trees; hygiene school, ...

*(c). Strengthening Vietnamese for ethnic minority students*

- Enhancing Vietnamese is an important element in the process of applying general school program in ethnic minority areas. Enhancing Vietnamese for minority students should be conducted in two phases:

Prepare in class 1 (kindergarten age 5) and early stage (grades 1,2,3).

+ At kindergarten age 5: minority students in disadvantaged areas, particularly ethnic minority group, we need to spend a lot of time for students to talk Vietnamese with activities with the Vietnamese operation.

+ In the first grade level, especially in grade 1, spending as much time as possible for students to talk Vietnamese (based on local reality, the ability of speaking Vietnamese of students, ...).

- Enhancing Vietnamese in subjects in the program and other educational activities; enhance Vietnamese by creating an environment for student to speak Vietnamese (in school, community and family, ...).

- In the process of strengthening Vietnamese, we can complement national culture, local knowledge, manufacturing experience, ...

*(4). Spend time learning ethnic languages and foreign language for minority students*

- With the subject of ethnic languages, Decree No. 82/2010 / ND-CP of teaching and learning spoken and written languages in the basis of ethnic general school program: ethnic languages in elementary school as a subject for discourse literate language that is being taught in schools, contributing to the maintenance, preservation and development of minority languages; preserve and promote the cultural identity of minorities. As a discipline, ethnic languages are likely to support ethnic minority students to learn Vietnamese better.

Joint Circular guiding the implementation of Articles 3, 4, 5, 6, 7, 8 and 9 of Decree No. 82/2010 / ND-CP of July 15, 2010 of the Government mentions teaching and learning spoken and written ethnic languages in the basis of ethnic general school program. The local initiative plan to teach in accordance with their deployment capabilities (planning teaching ethnic languages placed in general education level for local program, professional textbooks for ethnic languages

In the draft of education program after 2015, ethnic language is an elective course ,not required one, can start or finish learning from any class from grades 3 through 9, to encourage minority students to choose these hours as required for teaching and learning ethnic languages. Thus, in the minority, these languages have been issued, with the program, textbooks, the local needs organize teaching ethnic languages as subjects for minority students.

- *For foreign language courses*, the draft of education program after 2015, Foreign Language as a compulsory subject from grade 3. In applying middle-school program after 2015 in ethnic minority areas, we should care about this subject, especially with HS DT RIN group (group most ethnic minority students). With minority students, Vietnamese is truly a second language, foreign language is unfamiliar. In the context, students must learn two languages (Vietnamese and another language), then the application of the program should also be flexible to local or even individual schools (especially local school groups of minority). Teaching foreign languages should take psychological characteristics, physiology of minority students into account; the transference and integration from the mother tongue of the students and Vietnamese at the elementary level. We should



enhance teaching facilities and meet other conditions to make minority students qualified in senior subjects.

*(iii) Methods of teaching:*

Continue to innovate teaching methods towards modernization; apply the methods and techniques of teaching in a flexible manner, consistent with the content, objects and specific conditions of local schools: The peculiar method for students (taught Vietnamese as the second language; teaching the courses in a second language, multi-grade teaching methods); focus teaching and learning and the ability to self-study, overcome the one-way traditional teaching. Appreciate the creative activities, life skills education, application of information technology and communication in teaching and learning.

*(iv) Teaching language in schools:* Vietnamese is the official language used in schools. Therefore, students must be fully prepared before entering the Vietnamese classroom which can be flexibly in Grade 1. Using the minority language the teaching process as a tool to help students understand the lesson content.

*(v) Education Plan:* Duration a 35-week school year, 5 days per week to study, study 2 sessions per day, not more than 4 periods in the morning, not more than 3 periods in the afternoon. 40 minutes each. The total duration of the primary level of education is not more than 6125 periods. In ethnic minority areas, we can flexibly adjust educational plan to suit the characteristics of each region (the Vietnamese ability of students before entering Grade 1, the weather, the crops, culture, festivals, ..). Staffing needs extended school year (especially for 1st grade students to enhance and develop Vietnamese skill for students).

*(vi) Assessment:* The program performs test and evaluation at the request of capacity development, the use of knowledge, know the methods and creativity. In addition to the general provisions of the National Program, we should take the specific characteristics of ethnic minority students in disadvantaged areas into account when providing test and evaluation.

Thus, although new research is limited to primary level, but the research proposal is important to refer to program development and suitable teaching materials for minority students, to help them reduce difficulties in accessing educational materials of the programs. They will feel confident when they see the presence of their people in the document, on the basis that they will develop the full potential of themselves, just to maintain the nation's cultural identity and inclusive learning environments in general.

#### **4. Reviewing textbooks under a gender perspective in national level**

In 2010, MOET and UNESCO conducted a study: review of primary education in terms of gender at the national level. Through research and other studies around the world have confirmed the very important position textbooks in the provision of education and quality learning. The textbook is the "visible" in the curriculum. Consequently, designing, compiling and using a textbook effectively and in accordance with the criteria of teaching materials. The study gives an example of a list of criteria for comparing in the table below:

Figure 1: List of quality criteria for compiling and implementing textbooks

Aspects associated with the development and use of textbooks	Criteria for quality
Content	<ul style="list-style-type: none"> <li>• Selective and organized</li> <li>• Relevant</li> <li>• Meaningful to the learner to help students understand the requirements, context and general knowledge</li> <li>• Ease of access</li> <li>• Interesting and encourage learners</li> <li>• Supporting capacity development, such as the skills to apply higher mind (eg skills with critical thinking, problem solving skills, assessment and self-assessment; ready to absorb the new ones); social skills and emotional awareness; communication skills, and so on. )</li> <li>• No Prejudice</li> </ul>
Reflecting pedagogy	<ul style="list-style-type: none"> <li>• Approach learner-centered center</li> <li>• Linking practice and theory</li> <li>• Methodology based on surveys and raise issues</li> <li>• Encourage formative assessment or evaluation progress</li> </ul>
Language and style	<ul style="list-style-type: none"> <li>• Suitable for age students and school context</li> <li>• Easy to understand presentation</li> <li>• Interesting and encourage learners</li> <li>• No Prejudice</li> </ul>
Illustrations and the shaping factors	<ul style="list-style-type: none"> <li>• Consistent with the age range of students and academic context</li> <li>• Easy to understand presentation</li> <li>• Interesting and encourage learners</li> <li>• No Prejudice</li> </ul>
Convey the values and send a message	<ul style="list-style-type: none"> <li>• High-value content, such as tolerance and to respect; inclusive; social justice; management, constructive management of diversity and conflict; gender sensitivity and gender equality</li> <li>• Positive and proactive towards the future</li> </ul>

The document also provides: Frame analysis of gender bias in textbooks (24) (Bloomberg research model (2007, p. 52-54)

Classification of gender stereotypes	Definition	Example
The Invisible Prejudice	.....	.....

Unbalanced and selective Prejudice		
Preconceived stereotypes		
Non- practical Prejudice		
Fragmentary and isolated prejudices a		
Aesthetic prejudices		

The analysis of primary school textbooks towards determining the gender stereotypes in the book should look into these aspects and the different elements of the textbook, including:

- Authors of textbooks - it is important that the learner needs to know both women and men can be the writer of textbooks. The one gender dominates over the other gender (or completely covered) in many different situations that can lead to thinking that sex is only matched by various specialized fields. Also, if only men are authors of textbooks, the voices and experiences of women will be eliminated.

- Lessons learned in textbooks (the account) - raise the personality traits of men and women; give specific examples (eg consider whether the quotations in the book have given examples of both sexes when it comes to the thinkers, politicians, celebrities or not, etc.) .

- Suggestions for activities for students - consider whether the activity is a balance between boys and girls; if both sexes are assigned to the task of leading and organizing capacity in these activities the same or not.

- Principles of learning reflected in the methods of teaching and learning - the learning materials have been introduced differently or not; whether teaching and learning methods suggested through textbooks promote gender equally or not.

- The evaluation step - whether the assessment takes gender issues into account or not (eg, whether students of both genders can be equally confident they are assigned complex tasks instead suggesting they should be done differently - different ways of learning should not be suggested by gender of students but follow individual capacity).

- The illustrations and design - how men and women are recognized over images in textbooks; whether these pictures always bring sex balance; graphic data elements have avoided expressing different objects (especially women) in situations deemed to be poor or marginalized or not; whether such images offend nature of women or not

Based on the factors mentioned above, give the indicators:

- The presence of different kinds of prejudice when presenting learning content and the title of the lesson;

- The presence of different kinds of prejudice in suggesting methods of teaching and learning;

- The presence of different types of biases in assessing the situation;

- The presence of different kinds of prejudice in presenting illustrations and graphic design;

- The presence of different kinds of stereotypes about who write textbooks.

In addition to the detection of the presence of gender stereotypes in textbooks, these indices should be developed such as:

- The index compares the presence of different kinds of prejudices in the subject and in every grade of primary education (research question is: what subjects in what areas and grade levels are often affected by these gender stereotypes most?);
- (If possible) the index compares the presence of different kinds of prejudice through a perspective of time / history

## **5. Research program and teaching materials for disabilities**

After many years of educating disabilities in the direction of special education, the number of students with disabilities attend schools, specialized center in 1991 less than 1% of the total number of children with disabilities (compared to about 7,000 children compared to 1 million children with disabilities). In the school / special education center, students enrolled under the program dedicated to subjects with various types of disabilities. The program is basically based on the popular program, but was built under the direction of reducing the subject or that section disabilities find difficult to learn. Teaching materials in special schools were also based on the view to reduce the content of general education. In fact, in these years, Vietnam education is to implement the teaching process and evaluate the results of didactic education rather than educational programs. Besides, special schools have developed educational programs with specific skills for students with disabilities. These skills are primarily focused communication skills, social skills, self-service skills.

Recognizing the limitations of special education that cannot meet the learning needs of all students with disabilities and special educational programs impede learning after graduation of students with disabilities. In 1991, the Vietnam Institute of Educational Sciences tested the methods of integrating students with disabilities. Trials were conducted in Tien Giang and later at Tu Liem, Hanoi, Thuong Tin (Ha Tay) and some other provinces in the country (in Ninh Binh, Quang Ninh, Hoa Binh ...). Experimental studies have demonstrated the majority of students with disabilities can learn to integrate if getting the support they need. With the results obtained, Vietnam MOET has decided to intergrate education oriented general students with disabilities in Vietnam. Through inclusive education, the number of students with disabilities are attending school more. According to the Vietnam Institute of Educational Sciences , the year 2005 had 22.43% and the 2013-2014 school year there were about 40% of all children with disabilities participated in education.

For more specific guidelines for the implementation of inclusive education of people with disabilities, Ministry of Education and Training has specified 23/2006 / QD-BGDĐT, dated 22/5/2006 on inclusive education for disabled / handicapped. Article 10 of receiving students states: "At the preschool and secondary level, when a students with learning disability integrate, the class sizes are reduced by 5 people, based on the average number of students of the school, but not more than 24 students in the class. "Article 12 on "Building an individualized education plan for people with disabilities" stipulates: "Every person with a disability are set personal educational records, including information about: capabilities, needs ; personal characteristics; annual goals and objectives of the semester; execution time; content, performance measures; the implementation; evaluations and adjustments for learner assessment. Individual education plans for disabled people are built on the basis of education, teaching general plans and needs, the ability of people with disabilities under the guidance of the Ministry ". Article 19. Rights of persons with disabilities integrate learning rules:

"Age of persons with disabilities in school age may be higher than the other students as prescribed by the Ministry of Education and Training and are interested in helping to ... **Reduce some subjects exemption cannot be met due to disability caused**, depending on the specific case Rector and director of education and training decide to reduce for people with disabilities to enhance learning in the subjects that students have the ability to meet and considered for transferring grade to higher education on the subject ... people with disabilities have needs special supports, arrange individual lessons outside the classroom activities to integrate common students with people with disabilities ". Textbooks / teaching materials are specified in Article 21 of the library and textbooks: "There are books and documents in accordance with the learning needs of people with disabilities. There are textbooks and curricula in accordance with special learning requirements of people with disabilities. Encourage educational institutions and individuals to compile a resource book for people with disabilities ".

Thus, under this provision, inclusive education of students with disabilities in Vietnam will use the general education program and adapted to the characteristics of personal development, needs and abilities of the individual student could. The adjustment not only reduce the subject, some of the course content, but also introduces the special program requested by students with disabilities. Regarding textbooks / teaching materials, in addition to using the textbook, students with disabilities may be provided additional textbook / learning materials according to individual needs.

Despite the relatively specific rules but for some reasons and under different conditions in the national or local level, to the early years of the twenty-first century, the implementation of programs and textbooks for students with disabilities still have many shortcomings. Many localities do not have the center to support inclusive education and there is no expert on special education, therefore, the identification of needs and capabilities of students with disabilities can not be performed. In other words, we can not adjust the program and determine the educational programs to develop specific skills for students with disabilities. Regulations on the number of students in the class (no more than 24 students) to implement inclusive education program also becomes impossible for populated areas, especially in big cities. Many technical problems can not be solved in order to provide textbooks / instructional materials for students with disabilities. For example, Vietnamese Braille system for the blind language is not in the national unity; differences in body language, gestures of deaf people in the local ...

To solve these difficulties, the Vietnam Institute of educational science conducted a series of studies to guide the implementation of inclusive education of students with disabilities. The literature on inclusive education of students with disabilities at all levels is compiled, move from the schools to the locality. Some reference books, reference materials, such as education of children with disabilities - some theoretical issues and practical questions and answers about inclusive education of children with disabilities, inclusive education for blind children, inclusive education children enter slow intellectual development ... has been published. In this document, the guidelines on adjustment programs, develop rehabilitation programs, develop specific skills and education plans for students with the types and severity of various disabilities been mentioned.

To meet education need for students who cannot participate in inclusive education, MOET has assigned the Vietnam Institute of Educational Science to develop special research programs for

students with learning disabilities in the school / center of education and specialized education. Special education program was implemented under Decision No. 5715 / QD-BGDĐT 08/12/2010 outlined in Section 2.1.

Before compiling the books for the school / specialized center according to Decision No. 5715 / QD-BGDĐT, the Vietnam Institute of Educational Sciences has studied the unified system of Braille symbols of Vietnamese language, converse textbooks into Braille books for visually impaired students and researchers collect system gestures language of deaf people in Vietnam. The results of this study have been delivered and braille textbooks are for grade 1 to grade 12 for students with visual impairments and documentation of a language of symbols gestures by region , 1600 notation gestures language of deaf people ... (not yet widely available).

Difficulties with regard to textbooks / teaching materials for students with disabilities will definitely decide a lot of programs and textbooks in Vietnam. The program does not have a big impact because under the current text, the adjustment to suit each object can still be done. However, the textbook does not do so. Textbooks will be provided by local or school or teachers to teach the program. Thus, when school integrated, students with disabilities will have to learn the same kind of textbook / learning materials for the class. The Vietnam's localities are currently unable to convert and adjust the textbooks to Braille books and the construction of additional materials concept for deaf students, students with intellectual disabilities ... In other words, the risk of no textbook for students with learning disabilities to integrate is very big. This very important issue has the attention of policy makers, strategic education of students with disabilities in the years after 2015.

### **C. The lessons learned from reality**

Through research, analysis and practical experience in national and international level shows:

1. The program and document should pay attention to the enormous social impact of the program to the children. If the program and materials are practical and suitable for all children whether they come from cultural groups, ethnic groups and different societies, with different voices, the students will see the content and positive images and feel supported and encouraged. Moreover, programs and resources will further encourage students to know and appreciate the difference between themselves and others, respect themselves and others around.

2. In fact, children in any classroom, at any school are very different. The initial difference may fail as soon as the variety of shapes, skin color, hair color, clothes, height, weight ... If you look activities / learning activities of the students closer, we will see the way each child interact with programs and learning materials is very different. Particularly when the children come from minority ethnic groups and languages of different cultures, boys and girls, children in difficult circumstances, particularly disadvantaged. It can be seen that if children in advantaged areas can bring class to the rich understanding by accessing to multiple sources of information-rich media, the Vietnamese of ethnic minority children (especially ethnic minority children in primary ) is still poor, understanding is limited because many children prior to school is not far from his village. Therefore, the development of the program and documents should take the diverse characteristics of students who use the program into account.

3. Due to characteristics of Vietnam's ethnic multi-ethnic country, including 54 different ethnic groups, of which the majority of ethnic minority groups often reside in the highlands and mountainous, complex terrain, socio-economic difficulties and social services is limited, so part of children, especially girls are lack of accessing to education, especially secondary or higher education. Ethnic minority children, especially girls still face many barriers in accessing to education. One of the barriers is related to curriculum and teaching materials. So developing the program materials to reach educational goals must be considered in order to avoid damage to the disadvantaged groups, especially children, ethnic minority girls.

4. When building the program, teaching materials need to pay attention to the contents of *local factors*, ethnicity, such as: historical events, historical figures, celebrities, local culture; *Some natural & social characteristics*: Topography, geography; climatic characteristics; some landmarks or typical landscapes; population characteristics, status of residence; modes of production and cultivation of Ethnic Minority; crops, livestock and local produce; transport and special vehicles; Typical changes of scenery, the production .; *Some traits of national culture*: Culture of ethnic minority is expressed in Architecture houses, temples, shrines ...; some traditional crafts, customs residents, cuisine, dress, customs, communication behavior; Traditional festivals, traditional festival of nations; literature and art, traditional dance, folk, typical games of ethnic local residents.

5. For children with disabilities, inclusive education is geared primarily for the education of students with disabilities in Vietnam. Through inclusive education, the number of students with disabilities attending school increased markedly. Inclusive education of students with disabilities in Vietnam will use the general education program and adapted to the characteristics of personal development, needs and abilities of each individual student. The adjustment not only reduces the subject, some of the course content, but also introduces the program's special request of students with disabilities. Textbooks / teaching materials also specify that beside using the textbook to learn content, students with disabilities may be provided additional textbook / learning materials according to individual needs.

6. Some approaching principles of avoiding the preconception for the vulnerable children in developing programs and course materials can be referenced as follows:

- Frame analysis can identify the independent variables such as subject, level, publisher ... .; and the major dependent variables (gender, age, disability, ethnicity, parents ..; and a series of further dependent variables. Frame analysis should also identify patterns in one or more fields mentioned in a positive or passive way.
- The study of analyzing language: how to use language to avoid stereotypes. Need to check the words, phrases, clauses, dialogue and narration. Language can be used metaphorically. Using symbolic language can reflect attitudes and beliefs mold, additional linguistic analysis for content analysis. Analysis of language is very important to study, it not only provides quantitative information about the characteristics of the character mentioned, but also allows speculation about the relationship between the characters (who does what to one) and the relationships between the characters and the material objects (including people relationships with others). Linguistic analysis focuses on the

contextual meaning of each individual, that is, the environment in which the grammar of the language special happened. In summary, the analysis of the language allows the exploration of stereotype problem as it is expressed through the choice of language or structuralism.

-Clarify elements forming stereotypes and prejudices. Which represents the analytical methods: qualitative content (text analysis) (Mayring, 1996); - Analysis of the image (Kress & Leeuwen, 1996) and critical analysis of speech (Fairclough, 1995)

-Clarify the elements that make up the cultural and national identity, local, regional diversity creates.

### **Part III. PROPOSE FRAMEWORK TO DEVELOP PROGRAM AND TEACHING MATERIALS TO AVOID PREJUDICE TO VULNERABLE CHILDREN**

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#### **A. Propose framework to avoid prejudice to vulnerable children in developing program and teaching material**

1. *Develop programs to avoid bias*, prejudice to the vulnerable groups of children should be based on an analytical framework, including:

- (i) Assumptions prejudice field, such as: the learning topic; Prejudice by level of education; Prejudice by editors; Prejudice by way of implementation
- (ii) The criteria for analysis to avoid bias, focusing on: ethnic group, gender, disability, age. Four basic criteria analysis in the past were considered: content analysis (text analysis, essays, messages), through image analysis and words analysis (word saying, the examples, speaker).
- (iii) Construction of indicators corresponding to each of the above criteria, consistent content in rows (i) and the content of the post (ii)

\* Note: the analysis should also consult the users of programs, textbooks, beneficiaries and stakeholders

2. *Some notes when building the index for the corresponding criteria to some assumed specified level*

(a) The index for each criterion should be considered through the content (text, essays, messages), through images and verbal language (words, examples, speakers ).

*For ethnic minority's criteria:*

There should be a balance in the presence of the elements belonging to different ethnic groups, including:

- The presence of the characters belonging to different ethnic groups: Kinh, other minority, ethnic minorities.
- The local factors, ethnicity: historical events, historical figures, celebrities, local culture



- Some natural & social characteristics : topography, geography, climate, some places / landscapes, typical residential characteristics, mode of production and the cultivation of ethnic crops and livestock, local produce, transport and special vehicles, landscapes, scenes of production and daily life ....;

- Some traits of national culture: architecture houses, temples, shrines ..., craft traditions and habits reside, cuisine, dress, customs, communication behavior; Traditional festivals, traditional festival of nations; literature and art, traditional dance, folk games of ethnic Typical local residents.

#### *For Sex criteria*

The topics and grades, editors, learning how to take the presence of female characters, the male in the content, images for balance into account. Avoid many of the topics not formed before the appearance of men and women, leading to bias.

#### *Criteria for students with disabilities*

Individuals with disabilities should be appear equally to other individual in the content, images, words, through the topics and grades ...

#### *For age criteria*

Elderly characters, children, the aged should be appeared equally. Avoid biases such as older people are always sick, the children serve, children are to be applied for dining ...

(b) In addition to the indicators corresponding to each of the criteria mentioned above, a number of indicators that are common in all four criteria should be considered are as follows:

#### *The role of the family:*

The content, images, words reflect the relationship of the members of the family, the division of labor, position, role, duties and responsibilities of the members of the family are considered to avoid prejudice. Such as: the mother and sister cooking, grandparents and sitting and drinking, reading newspapers ...

#### *Occupation:*

The frequency of the characters in the text, images, .. relating to the social profession in considerations to the criteria of ethnic minorities, gender, disability, age . For example: a ethnic minority, especially women in the image of leaders, staff scientist instead of just pictures going for shifting ..

#### *Economic status:*

The frequency of the character of economic activities related to ethnic minorities, gender, disability, age. There should be ways shown in the program and course materials in a neutral, not too focused on ethnicity or gender.

#### *Dressing:*

The frequency of the character in costume in relation to ethnic minority groups, gender, age and disability. The topic of study, the level of education, methods of presentation and criteria minority, gender, disability and youth issues outfit should be considered in neutral relation.

### *Involvement in the community*

The presence of ethnic, gender, disability and age differences in participation and appearance of the community as representatives of the community.

### **3. *Some suggestions for course materials***

Course materials affect students through ideas and concepts in the document. If the document is real, relevant, representative and typical, students will receive a positive impact; different groups of students were encouraged and supported. Good learning materials will help students recognize themselves, respect the differences between people and learn how to integrate into the community.

Course materials must be expressed to the following points:

#### *A) Cultural, ethnic and social group*

- Showed the respect to the activities, beliefs and customs
- Demonstrated corresponding to the appropriate number of ethnic groups
- Demonstrated living activities, occupations and professions of the group
- Recognized for their contributions to the community.

#### *a) Male and female*

- Express respect equally;
- Illustrate the similar number and importance
- Be able to fulfill in the industry, operate the same
- Show equal contributions to the community;
- Demonstrate the same in the following aspects: mental / motor, creativity, problem solving, success, failure
- Demonstrate the same in all human emotions; and have shown the role and responsibility of those who are parents.

#### *b) Children*

- Show the ability of making decisions, consulting and solving problems;
- Encourage to ask questions related to prejudice
- Learn and assess the subject and content of social and personal.

#### *c) People with Disabilities*

- Demonstrate respect of the activities and professions
- Be able to make their contributions to the community
- Shown in the same type of activity with people without disabilities.

### **4. *Some areas of linguistic analysis to consider when developing educational written materials***

*a) Frequency of occurrence in the text*

It should be noted the frequency of children / individuals of all ethnic groups in Vietnam, disabled children, boys and girls in the text.

*b) Arrange the order in writing*

We need to pay attention to the order to show content related to ethnic, gender, disability in writing to avoid prejudice. For example, the ordering shown in gender stereotypes: he- she; brother - sister; father- mother; men - women ... men often appear first.

*e) Parts of speech in documents*

Considering using words related to sex, such as: police / traffic police; troops / soldiers pay; nurse / female nurse ..

*d) Metaphor*

Considering using the words / sentences in the text revealing metaphors of the personal relationships with other individuals and individuals with society. For example: women refer to something weak, fragile, soft; men are shown as a strong, playful; women do housework, men are the explorers, astronauts ...

*e).Conversations*

During the conversation, we should pay attention to the interaction involving ethnic minority issues, gender and disability showing participation, voice, and vision ... of ethnic minority children, boys / girls and children with disabilities.

*g. Story Analysis*

Attention is directed to analyze the stories included in the text: the appearance of the character, traits of characters, words, actions of characters ... consider the relation of ethnic minority children , children with diapers, girls and boys.

## **B. Proposal for stakeholders**

### **1. The proposal for the Ministry of Education and Training**

- Avoid prejudice, bias for groups of vulnerable children, inclusive education (broadly defined) for all children is one of the important criteria in the development of programs and materials teaching.
- Development the capacity for people who compile programs, materials, faculty training and retraining of teachers, teachers on issues of inclusive learning for all children, teaching in the diverse environment culture, gender / gender equality
- Develop a set of standards and criteria for educational programs to prevent discrimination, hurt, to ensure equal education to all groups of children. For a set of standards and criteria to meet

this requirement shall be mobilized to participate in the formulation and evaluation of experts with experience of the specialized education, psychology, culture, society and opinion widely from society, from the local level. Team building in general education program also requires the involvement of experts on gender equality, an expert on ethnic education and special education experts.

- There should be specified requirements on the percentage in the content of programs (software) for local and school developed to suit local conditions and subjects who enrolled in educational institutions (according to international experience is about 30%). In the local programs and schools develop, regulations require a certain percentage of content on generic issues to all places such as: culture, local people ...
- Integrating the content on gender equality, education, ethnicity, education about the capacity of individuals who have developed different characteristics ... in all subjects.
- Regulations for the content frame can be adjusted and supplemented in the program for the pupils do not have the ability to learn or need additional content formed by the qualities and capabilities under specified program.
- Organizing and compiling the document to adjust the content of the program / learning materials suitable for group / groups of students who can be difficult to implement certain parts of the program.
- Program / learning materials for s subjects are built by specialist but it need the contribution of experts in psychology, culture, society, experts on sex education, population education minority and special education..
- Increase the number of female authors of textbooks / instructional materials.
- Monitoring and evaluating the implementation and updating, modifying curriculum development / learning materials which are more suitable for the participation and completion of educational goals for all students.
- Ministry of Education and Training through various communication channels to transmit educational programs to the entire population. For ethnic minority areas, more illiterate adults can use channel audio books. Programs are transmitted to be parents, students and community housing to make collaboration in education better.

## **2. Proposals for the development of programs and teaching materials**

- o Avoiding stereotypes, bias, damage to the rod of children in difficult circumstances, girls, ethnic minority children, children with disabilities in programs and teaching materials
- o Prioritizing the development of competency-based programs for all children and activities based on creative experience for all objects, the ability to integrate and cooperate for all children.
- o Researching the experience of developing programs, from the specialist / learning materials

in domestic and overseas construction program to ensure equal educational opportunities to participate in and complete education of every child.

- o Identifying the subjects students may face certain difficulties in the curriculum / learning materials or any portion of the program / course materials.
- o Adjusting program / learning materials to suit better if the adjustment does not affect the formation of the target material, the capacity of students to the extent specified in the program.
- o Providing necessary instructions when the program / study materials contain the difficult object for certain students but can not adjust to the school, teachers have additional options, support to overcome the software program or the educational activities in the class time.
- o Integrating education on gender equality education, ethnic education, special education on the appropriate content of the program / course materials.
- o Paying attention to the opinions of education experts, subject specialists, input from the community through various forms to ensure program / learning materials do not cause barriers to different learner groups while ensuring educational objectives.
- o Ensuring gender balance, involvement of the evaluation and compilation of programs and documents from many specialized field of education.

### **3. Proposals for administrative personnel and school teachers**

- Using programs and teaching materials towards inclusive education for all children, not shown prejudice through language, gestures, attitudes everyday when educational institutions and teaching
- Promoting inclusive education for every child in the school. Building the school environment, friendly, positive classroom.
- Studying carefully specified educational objectives for each level classes; Research national educational programs and share local educational programs;
- Identifying the educational needs of local and some objects / groups of students in the school / classroom.
- Finding resources for developing programs / learning materials to meet the needs of students / groups of students in the school / classroom.
- Giving feedback to author of programs / learning materials to reduce and eliminate barriers to participation in learning and completion of educational goals for all students.

### **4. Proposals for other stakeholders**

- Education is the responsibility of the entire population. Therefore, people in the community, society must join together to implement the program of general education.
- The solidarity in education have the right and responsibility to contribute to the development programs / learning materials. Feedback can be through a variety of ways.
- In education, the results may not come immediately. So when comments while waiting for

feedback from those who have joint responsibility for the information should not cause anxiety, uncertainty for students and the community.

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## APPENDIX

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### Appendix 1. Glossary of terms and explanations

*Intergration:* Intergration including children with disabilities, such as children have difficulty hearing, seeing, walking, absorbing all .... But "Integration" is meant to include all children are at risk marginalized and excluded from school (UNESCO, ILFE Toolkit)

*Inclusive Education:* One approach to expand educational opportunities to access formal education, in the classroom, to all children, especially children tend not to formal schooling. These children include children, physically disabled, children do not have the academic ability and / or inability to intellectual capital and children tend to drop out of school enrollment or are many reasons, including economic hardship, cultural, gender inequity and ethnic origin children have limited understanding of the language of instruction (National Action Plan for EFA 2003-2015)

*Inclusive Education:* Education to meet the learning needs of all children, youth and adults, which has focused on the subject at risk of being marginalized and excluded; In other words, it is a process that indicate the different needs of learners by reducing barriers, and in the learning environment (EFA Focus, Getting in the New Education, UNESCO Bangkok, p.94).

*The object of the IE:* including all children, not have the same native language as Vietnamese, children at risk of dropping out of school due to illness or other reasons (to go to work to help the family, economic disadvantaged families, children have less opportunity to participate in learning activities in the classroom, not required to express their opinions, and no one efforts help to learn ... that might be the early pregnant girls, children infected with HIV / AIDS ... the role of the teacher is "a responsibility to seek all the possible support (from the school management bodies, communities, families, children, the organization educational organization that provides health services, community leaders, etc.) to identify and facilitate EVERY child is learning "(UNESCO, ILFE Toolkit)

*Gender* refers to the roles and responsibilities of men and women devided every family, society and every culture. The concept of gender also includes the expectations of the characteristics, trends and appropriate behavior of both men and women. (UNESCO, 2004, Towards Gender Equality in Education - Guide to Implementation, Monitoring and Evaluation Plan of Education for people with orientation About)

*Gender mainstreaming* is a strategy to integrate the experiences and concerns of women and men in a framework of integrity of building up the policy agenda. This strategy requires project design, implementation, monitoring and evaluation to end gender inequality. The ultimate aim is to achieve gender equality.



*Gender equality* means that women and men have equal opportunities to fully realize their human rights and to contribute to and benefit from the development of economic, cultural, social and political treatment.

"*Sex*" and "*Gender*": The term "gender" is different from the concept of "gender" as "sex" is a concept that refers to "biological differences between females and males", whereas "gender" related to cultural discrimination and social success 'masculinity' and 'femininity' ... [otherwise] ... in terms of quality, preferences, trends, roles and responsibilities dominated by men and women in a society. "(Brugilles & Cromer, 2009, p. 27).

"*The gender bias*" The bias is usually identified assessments made by various factors, including the tendency to move to hastily conclude based on these data, opinions, incomplete or irrelevant beliefs. Usually people can distort the image and their understanding of other people, objects, processes and phenomena. Broad expression of prejudice is prejudice (eg, a person's personality, or of a situation, an idea, and so distorted and unfair) and biased impression molds (ie imposed, distorting the character of a group of individuals in an unfair way). In general, textbooks should avoid any prejudice DECAP, such as the following comments by Blumberg has pointed out (according to Blumberg, 2007, p. 52-54):

- Invisibility (the complete or relative exclusion of a group);
- Stamping mold (assign features an unfair way for a group, create symbolic individual and make a difference);
- Lack of balance and selectivity (expressed interpretation of a one-dimensional problem, a situation or a group of persons);
- The unreality (ignore the unexplained aspects for the benefit of someone);
- The discrete and isolation (instance of the group is not represented as members in society);
- Aesthetic prejudices (just what seems to have been "edited" / "improved" in the book, but prejudice still exists in many different ways, the aesthetic is reflected in the changes outside, such as a textbook case regarding to the participation of women and their contribution to society, by attaching them to a minor supporting role.

**Appendix 2. Propose sample framework to analyze program**

	Ethnic minority groups	Gender	Age	People with Disabilities	Notes
Stereotyping by topic	The balance of the characters belonging to different ethnic groups should be appearing in the theme	The topic should take the appearance of the gender into account, in the content, the image, avoid the topics, not predict the balance and harmony resulting gender bias	The elderly, children, the aged should be predicted to appear in the subject	People with disabilities should be evenly matched in all subjects, topics	
Stereotyping by grade					
Stereotyping by the authors					
Stereotyping by the methods					



**Appendix 4. Questionnaire**

**QUESTIONNAIRE**

Research proposed the framework to develop the program and teaching materials to avoid prejudice to the group of vulnerable children (children of ethnic minorities, girls, children with disabilities and children of the group special needs) by the Ministry of Education and Training of Vietnam and the World Bank launched in October 2014, in the context of the Ministry of Education and Training of Vietnam (MOET), Vietnam is preparing to edit modified general education program based on the capacity and improve the quality of education through evaluation.

We would like to send to Mr. / Ms..... draft of the report and look forward to your valuable comments. Please mark X in the box  and write into the dots (....) to express your opinions.

Thanks and best regards!

- 1. The legal documents of Vietnam to ensure that all children, irrespective of ethnicity, religion, gender, family composition and characteristics of individual developers have an equal opportunity to participate and complete education and study has been adequately addressed in the report or not :  Enough;  Insufficient

Others: .....  
.....  
.....  
.....

- 2. The lessons of international experience in Vietnam and relevant topic of the study was adequately addressed in the report or not:  Enough;  Insufficient

Others :  
.....  
.....  
.....

- 3. The propose in the framework of guiding developing the program and teaching materials to avoid prejudice to the group of vulnerable children mentioned in the research report are:  Enough;  Insufficient

Others.....  
.....  
.....

4. Proposals for stakeholders in the implementation of development programs and teaching materials to avoid prejudice to the group of vulnerable children mentioned in the research report are:  Enough;  Insufficient

Others.....  
.....  
.....

5. Your other comments (if any) of completing the research report:

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Interviewee's Information :

Full name:.....  
Position: .....  
Working Place: .....  
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