RURAL PRIMARY SCHOOL EDUCATION IN VIETNAM: PROVISION AND LOCAL CHILDREN’S PERSPECTIVES

ABOUT THE PROJECT

Vietnam's education system, like other South East Asian countries, has traditionally focused on rote memorisation from textbooks, passive learning, competitive rather than collaborative pedagogy and a heavy emphasis on testing. In seeking to increase participation, and enhance quality, recent policy changes have sought to create more child-focused learning environments.

The aim of this research was to help inform this process of change by exploring Vietnamese children’s experiences of, and views on, learning and primary schooling in rural and remote communities. The research also had a particularly strong focus on the cultural issues involved in conducting research with children and young people in a context where, traditionally, children's views are not sought.

The project involved capacity building and research training for a small team of Vietnamese researchers. They then conducted in-depth interviews, utilising photo-and drawing-elicitation methods, with 46 children aged 9-10 (upper primary age) drawn from across four different schools in the rural Na Ri district of Vietnam. The children spoke positively about their learning both at home and at school, although they found it more difficult to answer questions about how they learnt in both these contexts.

PROJECT TIMEFRAME

August 2009 – October 2010

PROJECT PARTNER

Child Fund Australia

RESEARCH TEAM

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