IMPROVING PRIMARY EDUCATION QUALITY THROUGH THE PILOT OF ESCUELA NUEVA MODEL IN VIETNAM

• Hai Pham Thi Thanh (PhD)
  • Lan Anh Vu (Ms.)
  • Dinh Pham Ngoc (PhD)
TABLE OF CONTENT

Background
Escuela Nueva - The New School model in the world
VNEN – New Model School In Vietnam 2013 – 2016
What are VNEN renovations?
Impact evaluation results
BACKGROUND

- Vietnam: 20 percent of public expenditures to education, significantly above the Organization for Economic Co-operation and Development (OECD) with average of 12.9 percent.
- Full-day schooling for primary and lower secondary education has gradually expanded to increase learning hours.
- Attained higher levels of student learning achievement. Its performance on the 2012 Program for International Student Assessment (PISA) surpassed the OECD country average and many developed economies.
ACTION PLAN FOR FUNDAMENTAL COMPREHENSIVE EDUCATION REFORM

- With priority in general education (K-12 grade), where it aims to move from a content-based to a more competency- and quality-based approach to learning.
- It intends for all Vietnamese students to obtain higher order cognitive and non cognitive skills.
- New curriculum and textbook 2018
- Reform teacher education training.
- One of initiatives to reform teaching and learning is the pilot of the Colombia’s Escuela Nueva (New School) model
ESCUELA NUEVA - THE NEW SCHOOL MODEL IN THE WORLD

• Escuela Nueva was originated from the Unitary School approach promoted by UNESCO in the 1960s.

• The model was tested in Colombia in the seventies as a small scale initiative on teaching and learning for multi-grade schools in rural areas.

• Special instructional materials are used for teachers, supervisors and students guides that facilitate individual and group work.

• Curriculum and materials encourage the practical application of what is learned to life in a rural community.
ESCUELA NUEVA IN COLOMBIA

- In 1987, Ministry of Education of Colombia conducted a quasi-experiment study to assess the cognitive achievement of third and fifth grade students in Math and Spanish, as well as self-esteem, creativity and civic behaviour.

- Psacharopoulos et al (1992) shows that Escuela Nueva third grade students had higher achievements in both measured cognitive and non-cognitive skills. Grade 5 Escuela Nueva students had only little lower achievements than Grade 5 traditional students in Math and creativity. Moreover, the costs of this program was only 5 – 10% higher than that of traditional model.
ESCUELA NUEVA IN COLOMBIA

FIGURE 1: COMPARISON OF MEAN SCORES BY GRADE BETWEEN ESCUELA NUEVA AND TRADITIONAL STUDENTS IN COLOMBIA (SOURCE: PSACHAROPOULOS ET AL (1992))
ESCUELA NUEVA AND NOW & THEN…

• It had become the model of rural education in the country. The successful model was expanded to 20,000 schools in Colombia for multi-grade classes and urban schools.

• This model has now been implemented successfully in 22 developing countries in the Latin America, Asia, and Africa.

• The human development-based objective of the new school model is consistent with the objective of the advance school models in the developed countries.

• There has been discussion on the application of key characteristics of this model even in the USA (Epstein and Yuthas, 2012).
VNEN – NEW MODEL SCHOOL IN VIETNAM 2013

- Create conditions for groups of disadvantaged students to complete a high quality primary education level by renovating educational and teaching activities
- Lessons learnt on renovated teaching and learning activities to prepare for the comprehensive renovation of curriculum, contents, teaching methods and student assessment of the general education curriculum after 2015.
**OVERVIEW OF VNEN PROGRAM**

<table>
<thead>
<tr>
<th>Priority number</th>
<th>Number of provinces</th>
<th>Number of schools</th>
<th>Participating conditions</th>
<th>Including satellite schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>20</td>
<td>1,143</td>
<td>Most disadvantaged socio-economic conditions</td>
<td>Yes</td>
</tr>
<tr>
<td>2</td>
<td>21</td>
<td>282</td>
<td>Medium disadvantaged socio-economic conditions</td>
<td>Yes, with limited number</td>
</tr>
<tr>
<td>3</td>
<td>22</td>
<td>22</td>
<td>Advantaged socio-economic conditions</td>
<td>No</td>
</tr>
</tbody>
</table>
VNEN RENOVATIONS

- (i) *teaching* which teachers play the facilitator role,
- (ii) *learning* which students are more active in their learning process,
- (iii) *student assessment* which includes both cognitive and non-cognitive assessments and focuses more on non-cognitive achievements;
- (iv) *parent involvement in student’s learning process*;
- (v) *teachers’ professional development* which makes teachers more active and creative in their capacity building process;
- (vi) *school management*. 
VNEN RENOVATION OF TEACHING CONTENTS AND METHODS

TRADITIONAL TEACHER
The traditional teaching model focuses on imparting knowledge: teachers lecture and raises questions, while students do thinking to understand the lessons and acquire knowledge.

VNEN TEACHER
the role of teachers is changed from transferring and lecturing knowledge to organizing, and instructing students to perform activities individually, in pair and in group, and monitoring, assessing and supporting each student.
VNEN RENOVATION OF TEACHING CONTENTS AND METHODS

TRADITIONAL STUDENT
- listen to the teachers lecture and do thinking to understand the lessons and acquire knowledge;
- complete the test,
- do homework.

VNEN STUDENT
- listen to, discuss and cooperate with classmates in pair, in group or in the whole class to acquire new knowledge, practice skills, which then establish their competencies and qualities.
- have more chances to apply self-learning, listening, speaking and communicating skills.
- combine learning activities in the class with application activities at home; participate in discussions, express ideas and develop competencies according to each student’s ability.
<table>
<thead>
<tr>
<th>TRADITIONAL STUDENT</th>
<th>VNEN STUDENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.jpg" alt="Traditional Student Classroom" /></td>
<td><img src="image2.jpg" alt="VNEN Student Classroom" /></td>
</tr>
</tbody>
</table>
Students learn in groups, in pair or independently.

Group learning activities are implemented following the learning guides with relevant adjustments instructed by the teacher to match with actual situations of the class.
VNEN RENOVATION OF STUDENT ASSESSMENT

- conducted for the sake of students’ progress.
- no comparison between students, but on individual students’ learning and competency development progress.
- both continuous and periodical assessment. The periodical assessment will mainly be used for assessing academic achievements, while the continuous assessment will focus on competency development.
VNEN RENOVATION OF INVOLVEMENT OF PARENTS AND COMMUNITY IN THE EDUCATIONAL PROCESS

• parents develop educational environment in the family and society and contribute resources to ensure high quality activities of children education.

• schools and parents involve in direct, comprehensive and regular educational activities is one of renovative aspects of the new school model.
VNEN AND INITIAL RESULTS – COGNITIVE SKILL

FIGURE 1: DIFFERENCE BETWEEN AVERAGE SCORES OF VNEN AND NON-VNEN GROUP
VNEN AND INITIAL RESULTS – NON COGNITIVE SKILL
(COOPERATIVE SKILLS: FREQUENCY OF PEER DISCUSSION IN VNEN CLASSES)
VNEN AND INITIAL RESULTS – NON COGNITIVE SKILL
(COOPERATIVE SKILLS: FREQUENCY OF PROVIDING COMMENTS ON PEERS’ WORKS IN VNEN CLASSES)
VNEN AND INITIAL RESULTS - NON COGNITIVE SKILL

(COOPERATIVE SKILLS: FREQUENCY OF RECEIVING COMMENTS FROM PEERS IN VNEN CLASSES)
STUDENTS’ AVERAGE SCORE ACCORDING TO DIFFERENT EVALUATION METHOD

Vietnamese average scores:
1. Có, các bạn trong nhóm đánh giá — 479.17
2. Có, thầy cô giáo đánh giá — 497.85
3. Có, thầy cô giáo và các bạn trong nhóm — 509.55
4. Không đánh giá
5. Em không biết/thông nhớ

Math average scores:
1. Có, các bạn trong nhóm đánh giá — 480.86
2. Có, thầy cô giáo đánh giá — 500.06
3. Có, thầy cô giáo và các bạn trong nhóm — 509.07
4. Không đánh giá — 479.63
5. Em không biết/thông nhớ — 448.02
Thank you!