The relationship between Adult Basic Education (ABE) and accessing poverty alleviation resources in ethnolinguistic minority communities in Vietnam

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Study Objectives

• Investigate two approaches to ABE / literacy (Reflect and MOET / GoV Adult Literacy Programs) with a focus on the following:

  – Impact of approaches on participant’s access and participation in GoV poverty alleviation programmes including P135 II and incorporating the planning and implementation of the following outcome objectives:

  – Explore the impediments to accessing adult education and poverty alleviation resources.
Study Questions

Research Question:

• How do differences in ABE / Literacy approaches impact how specific ethnic minority adults access specific poverty alleviation resources in Vietnam?

• Study sub-questions include
  – Are there differences between the Reflect and MOET Adult Literacy approaches?
  – How do different approaches to literacy impact ethnic minority adults’ participation in poverty alleviation programs in Vietnam?
  – What are the impediments to accessing adult education and poverty alleviation resources for specific ethnic minority adults?
  – Are there policy changes implied by the research findings? What are these?
Methodology

• Multiple case studies of two approaches to ABE (*Reflect* and DOET) and their impact on access to P135II and other GoV poverty alleviation programs

• Qualitative data collection (interviews)

• Quantitative data from primary (limited) and secondary sources

• Ethnographic aspects to data collection
Case Study Locations
Case Study 1  Location
Case Study 2+3 Locations
Key Ethnolinguistic Issues

• Importance of Literacy in Kinh (Vietnamese) for minority group Access and Participation in poverty alleviation.

• Understanding of Literacy Levels / Literate Environments in targeted multiethnic communes (Tay, Dao, H’mong, Thai (Black))

• Language / approach used to plan, design, communicate, implement, monitor and evaluate GoV Poverty Alleviation Programs

• Development of villagers’ capacity to access and participate rather than management’s capacity (all levels) to implement and report (NB).
Findings

Impact of ABE Approaches on Access to P135II

• ABE approaches that deliver good overall levels of literacy in Kinh provide a necessary platform for participants to understand the objectives and regulations of P135II thus improving access.

• ABE approaches that provide participants with an awareness of P135II and other poverty alleviation programs enhance possibilities of access.

• ABE teachers / facilitators, who are from a local ethnic group and understand local languages and cultural sensitivities, are more effective at integrating awareness of poverty alleviation interventions into ABE curricula.
Findings II

Impact of ABE Approaches on Participation in P135II

• ABE approaches that deliver good levels of literacy in Kinh enhance participation and benefits from all 4 components of P135II. Literacy in Kinh is essential for meaningful participation in P135II meetings, training, capacity building, evaluation and improvement in socio-cultural living standards.

• ABE approaches with motivated local teachers / facilitators who understand participants’ needs are more likely to encourage participation in planning and evaluation meetings of P135II and other programmes than teachers / facilitators from outside the commune and ethnic group.
Findings II, cont’d

• ABE approaches that provide PRA skills have the potential to improve participation in all aspects of P135II and other programs provided that these interventions are conducted in a participatory manner.

• ABE approaches that include agricultural techniques and animal husbandry skills in their curriculum provide participants with a distinct advantage when taking part in P135II production development training and other programs supporting production / agricultural development.
Recommendations

ABE Policy

• Locate ABE activities close to target groups and particularly isolated villages and hamlets. Instead of participants travelling long distances to attend ABE activities encourage the mobility of local ethnic minority trainers, facilitators and teachers to provide activities in villages and hamlets using local houses when satellite schools / CLCs don’t exist.

• Conduct needs assessments before developing ABE interventions. Support initiatives with the development of local ethnic minority human and material resources.
Recommendations, cont’d

• Develop the CLC concept in line with local needs and expectations. Encourage efficient and cost-effective management and organization of ABE. Provide adult libraries and equipment when establishing CLCs. Develop a concept of satellite CLCs utilizing existing satellite primary schools or cultural houses when possible.

• Enhance literate environments with appropriate and culturally relevant reading and audio material. Link ABE activities to social, economic and cultural realities.
Recommendations II

Poverty Alleviation Policy

• Develop P135 and other similar GoV programs to be more inclusive by planning to use a bottom-up approach starting at village level using needs assessments. Involve villagers in all aspects of planning and decision-making including M+E and O+M.

• Increase funding and focus more on production development and improving socio-economic living standards. Include access to micro-credit and reduce funding spent on procuring free handouts of seeds, tools and equipment.

• Plan community infrastructure based on better access for isolated villages and hamlets.

• Develop training and capacity building based on literacy levels. Focus training on villagers and increase budgets and training days using trainers from local ethnic groups.
Suggestions for Further Research

• The impact of illiteracy / limited literacy in Kinh on the overall effectiveness of GoV poverty alleviation interventions in ethnolinguistic communities.

• The use of communication, planning, training and evaluation methodology that relies heavily on didactic methods that require high levels of literacy in Kinh (Vietnamese) to be effective.

• Comparative study on the impact of participatory approaches on community awareness, understanding and involvement in GoV poverty alleviation programs.
Suggestions for Further Research II

- Ethnographic research on the understanding and use of literacy in Kinh (Vietnamese) in ethnolinguistic communities where indigenous languages are the first language used in the home and community.

- Development of self-sustainable village situated ABE models utilizing local facilitators and approaches that match local expectorations and ethnic sensitivities.
Reflect Circle
Thai Nha San
DOET ABE Class
Na Lun Hamlet CS1
Na Tau Market CS3
Walking home from school CS3
Interview CS1
End of the Journey ?
Thank You