



Bangkok Office
Asia and Pacific
Regional Bureau
for Education



東京工業大学
Tokyo Institute of Technology



"PROJECT MANAGEMENT IN HIGHER EDUCATION"

Vietnam Case Study Presentation

on Integration of Transversal Competencies in Education Policy and Practice

(Phase III)

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Agenda

- Background and rational of research
- Research questions & methodology
- Research findings
- Conclusions & Recommendations



Background and rational of research

- Vietnam participated in **phase II** of this research from 2014
- In Vietnam, the requirement of developing learner's competencies is emphasized (Resolution of the 8th Plenum of the Party Central Committee X (Resolution No.29-NQ/TW) on 4th November, 2013)
- Joining the research about integration of TVC in education, from policy to practice will contribute to the current education reform in Vietnam.



UNESCO's working definition of TVC - Domains of TVC focused on the Vietnam case study are in red

Domains	Examples of key skills , competencies, values and attitudes
Critical and innovative thinking (*)	Creativity, entrepreneurship, resourcefulness, application skills, reflective thinking, reasoned decision-making
Interpersonal skills	Communication skills, organizational skills, teamwork, collaboration, sociability, collegiality, empathy, compassion
Intrapersonal skills	Self-discipline, ability to learn independently, flexibility and adaptability, self-awareness, perseverance, self-motivation, compassion, integrity, self-respect
Global citizenship (*)	Awareness, tolerance, openness, responsibility, respect for diversity, ethical understanding, intercultural understanding, ability to resolve conflicts, democratic participation, conflict resolution, respect for the environment, national identity, sense of belonging
Media and information literacy	Ability to obtain and analyse information through ICT, ability to critically evaluate information and media content, ethical use of ICT
(Optional) Physical health, Religious values	Appreciation of health lifestyle, respect to religious values



Background and rational of research

✓ **Why critical and innovative thinking?**

- Skills in Critical thinking and innovative thinking domain are mostly shared by countries and economies as confirmed in Asia-Pacific Statement on Education Beyond 2015
- Critical and innovative thinking are vital competencies/ skills for Vietnamese labors in the modern market economy

✓ **Why global citizenship education?**

- Education for all steering committees (EFA SC) Target 5: By 2030, all learners acquire knowledge, skills, values and attitudes to establish sustainable and peaceful societies, including through global citizenship education and education for sustainable development
- Increasing attention to “Learning-to-live together”



Research objectives

- To collect and analyse best practices of supporting Vietnamese teachers at primary schools to develop teaching skills to facilitate students' acquisition of two domains of TVC : (1) critical thinking, innovative thinking and (2) global citizenship
- To identify emerging trends, current practices and bottlenecks of support to Vietnamese teachers in relation to facilitate acquisition of two domains of TVC at primary schools: (1) critical thinking, innovative thinking and (2) global citizenship



Data collection methods

- Review of policy documents: Collecting and analysing relevant policy documents and related instruments on integration of TVC in primary education in Vietnam
- Face-to-face stakeholder interviews with teachers; school managers, provincial education managers; and representative of Ministry of Education and Training (MOET)
- Collecting and analysing information from two sampled primary schools in Hanoi through collecting implementation/management related documents, face-to-face stakeholder interviews (teachers and principals) and questionnaires for all teachers at those 2 schools



Research questions

1. To what extent Vietnamese teachers are prepared and supported to integrate TVC learning in the classroom?
2. What are the successful/proven preparation/supports to help Vietnamese teachers enhance their skills to facilitate TVC learning at primary schools?
3. What are the challenges in ensuring sufficient opportunities to prepare and support Vietnamese teachers to better facilitate TVC learning at primary schools?
4. To what extent globalization is influencing education reforms in Vietnam, especially those related to TVC learning?
5. What are the policy implications to ensure Vietnamese teachers are well prepared and supported to fulfil their roles related to facilitate TVC learning?



Research Findings

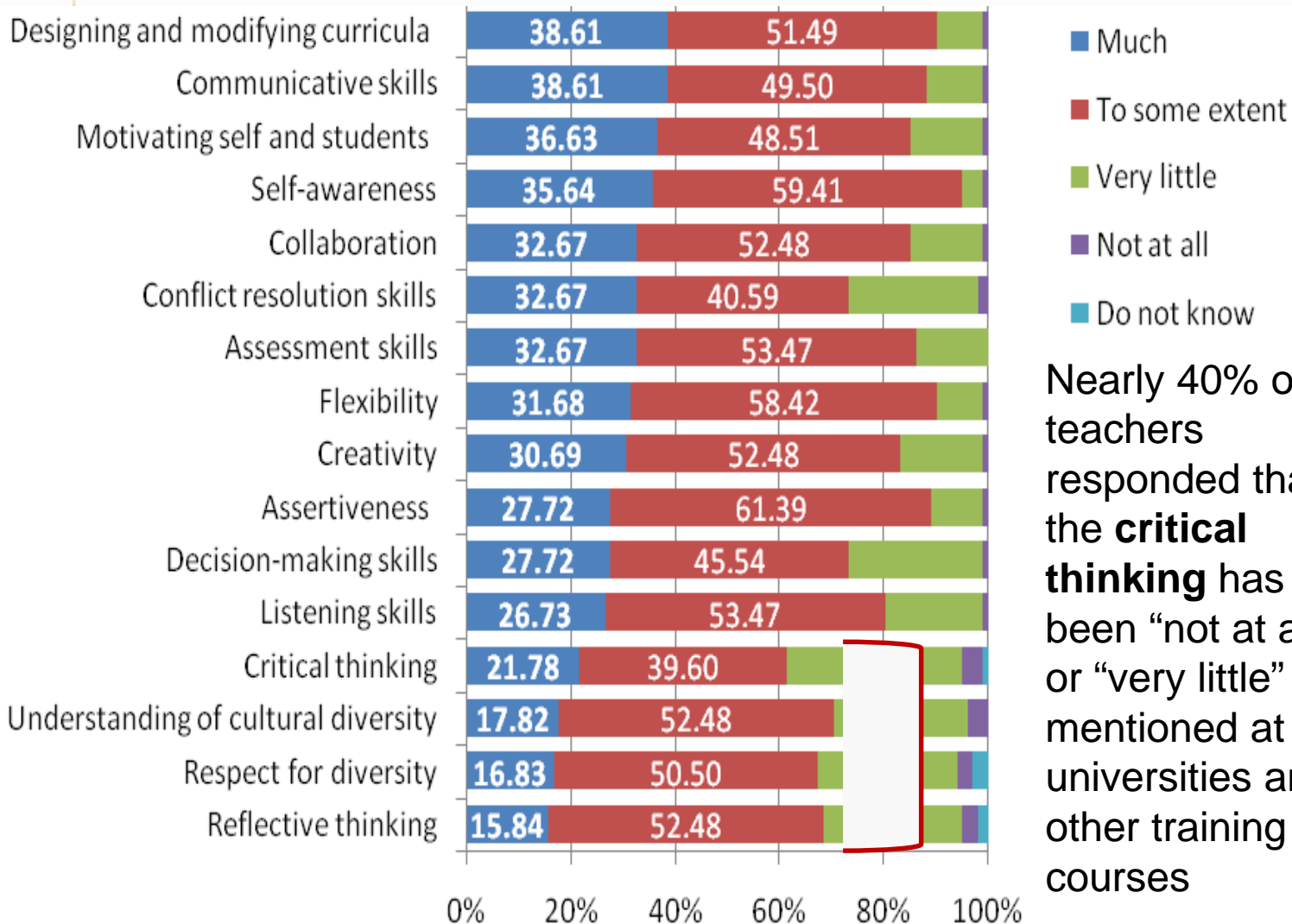


To what extent Vietnamese teachers are prepared and supported to integrate TVC learning in the classroom?

- *Vietnamese teachers are lacking of necessary supports in teaching TVCs and organizing educational activities to facilitate students' acquisition of TVC.*
 - Were not trained to teach TVC
 - Complain about their overloaded tasks - > lack of time for self-study and participating in other professional development activities.
 - Lack of textbook, references, official guidelines from MOET, DOET..related to TVC teaching



Teachers' opinions on the extent at that they are equipped with skills and competencies



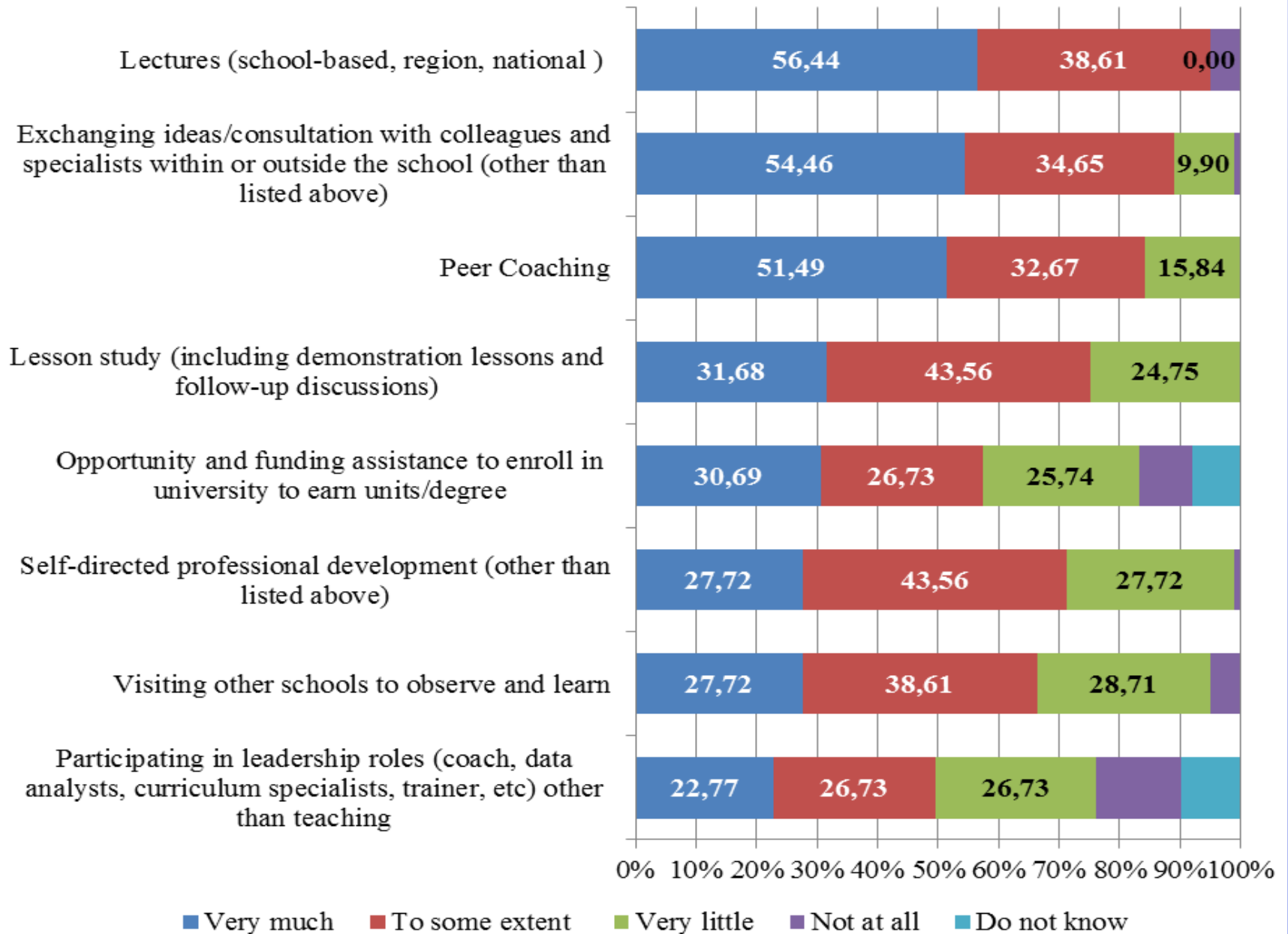
Nearly 40% of teachers responded that the **critical thinking** has been “not at all” or “very little” mentioned at universities and other training courses



What are the successful/proven preparation/supports to help Vietnamese teachers enhance their skills to facilitate TVC learning at primary schools?

- Lectures (school-based, region, national)
- Exchanging ideas/consultation with colleagues and specialists within or outside the school
- Peer coaching
- Workshop/seminars for teachers to share experiences and learn from each other (*as suggested by teacher during focus-group discussion*)

. Teachers' opinion on professional development opportunities relevant for facilitating TVC learning





What are the challenges in ensuring sufficient opportunities to prepare and support Vietnamese teachers to better facilitate TVC learning at primary schools?

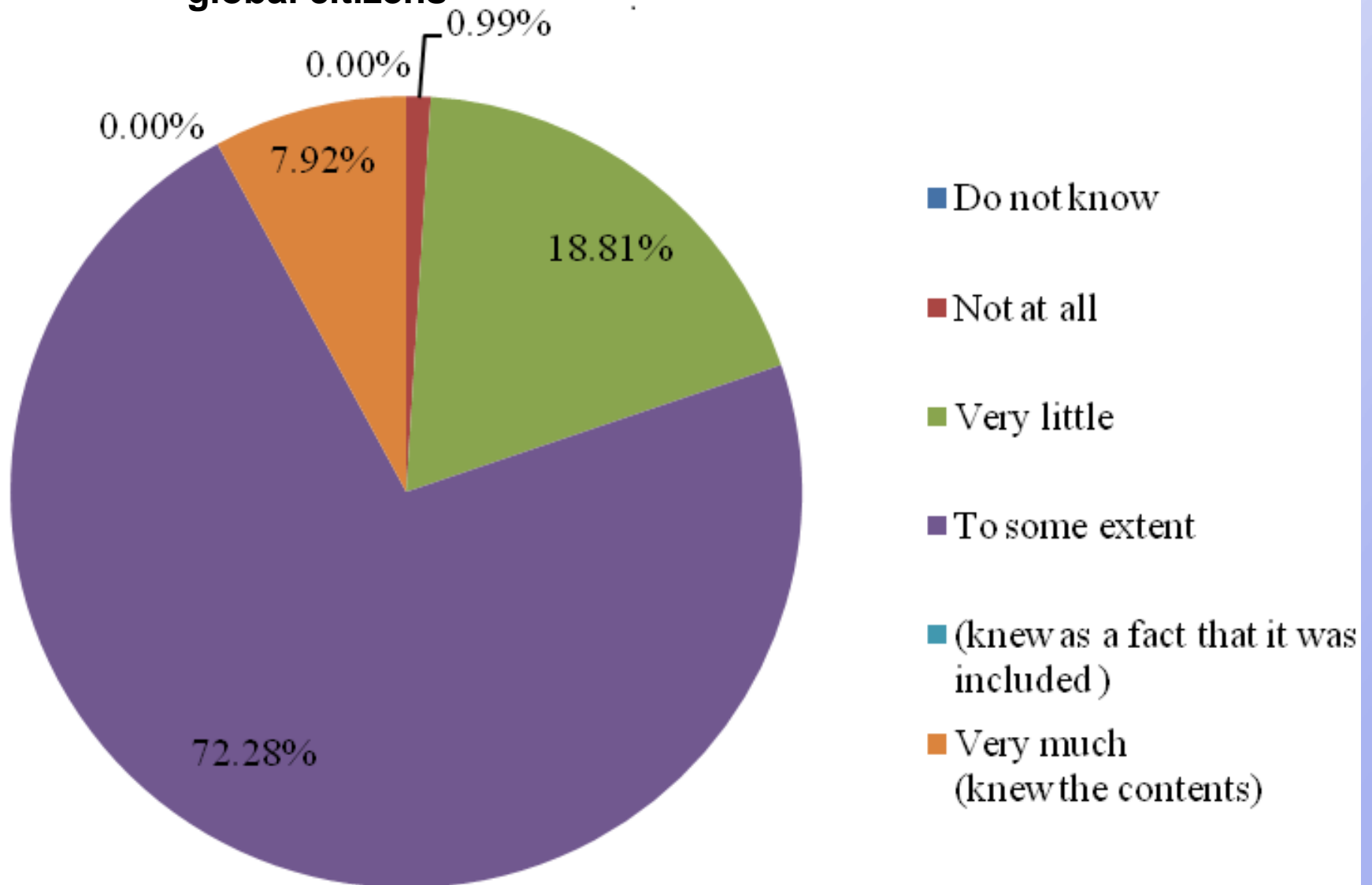
- Teachers have not been fully aware of the importance of TVC and thus needed to be equipped with more knowledge and skills;
- Class-size is too big (40-50 students/class)
- TVC are not included in the current official curriculum.
- Lack of official guideline from MOET, teaching materials, case studies...related to teaching TVC
- The outdated curriculum and theoretical-oriented approach in teachers training programs



Teachers' awareness about their changing roles when TVC is included in the new curricula

Answer choices	Quantity	In percentage (%)
I don't know	31	30.69
Not at all	0	0.00
Very little	0	0.00
To some extent	23	22.77
Very much	28	27.72
No answer	19	18.82
TOTAL	101	100.00

Teachers' awareness about national policies/strategic programs related to TVC education in supporting students to become global citizens





Some good practices at schools and teachers' practical experiences in facilitating students' acquisition of TVC in a globalized world

- The implementation of Vietnam Escuela Nueva (VNEN), a new innovative primary school model
- The implementation of active and student-centered teaching approach to foster students' holistic development
- Organizing a wide range of practical education activities (English/Art clubs; interactive games; picnic; contests/competitions; events, volunteer...)
- Organizing creative experienced activities for students



To what extent globalization is influencing education reforms in Vietnam, especially those related to TVC learning?

- Globalization has created both: **OPPORTUNITIES** (more resources for development) and **CHALLENGES** (new context) to education reforms in Vietnam



Influences by Globalization on education reform in Vietnam

Opportunities:

- Increasing learning opportunities for people;
- Improving quality of education;
- Creating opportunities to attract foreign investment
- Pushing up the renovation of education towards advanced viewpoints on science and technology;
- More opportunities for teachers and students to study overseas



Influences by Globalization on education reform in Vietnam

Challenges:

- Competitive competence among domestic schools/universities and among Vietnam's educational institutions and those in the world
- Adaptation in rapid changes during economic globalization;
- Issue of political security and national defence;
- Disparity in educational beneficiary and issue of social-equality in education
- Custom and socio-psychology in learning;
- Language, communication and mutual understanding



Influence by globalization on TVC learning in Vietnam

- **Curriculum renovation:** more contents related to TVC have been included in to the new one to fully develop student potentials
- **Changing roles of teachers:** from a knowledge transmitter into a training facilitator, who support students not only to acquire new knowledge but also to develop important life skills



Conclusion & Recommendations



What are the policy implications to ensure Vietnamese teachers are well prepared and supported to fulfil their roles related to facilitate TVC learning?

- It is necessary to integrate TVC in educational policies, teacher training programs, education curriculum and assessment methods properly and synchronously.
- Teachers need supports from different stakeholders (students themselves, student parents, school managers)
- It is urgent for the MOET or DOET to provide hands-on/practical-oriented seminar/workshop/training programs to:
 - help teachers be more aware of their changing roles;
 - guide teachers to be able to deal with challenging issues and fulfil their teaching job in the new education context



What are the policy implications...(ctd)

- “Marketing campaigns”/ advocacy and awareness-raising activities to increase awareness among parents and other community members of the importance and rationale on the promotion of TVC.
- Teaching materials (Textbooks or official references written by educational experts) to guide teachers on facilitating students’ acquisition of TVC .
- Pilot projects at selected primary schools to build a good model of facilitating TVC education



**Thank you
for
your kind attention!**