How to capture transformative education: Vietnam Case Study

Concurrent sessions 4
Session 4.3

Le Anh Vinh
Vietnam Institute of Educational Sciences
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5 PHÁM CHẤT VÀ 10 NĂNG LỰC CẦN PHÁT TRIỂN CHO HỌC SINH

Bộ Giáo dục và Đào tạo đã ban hành chương trình giáo dục phổ thông mới theo định hướng phát triển phẩm chất và năng lực học sinh.

Theo đó, có 5 phẩm chất chủ yếu và 10 năng lực cơ bản cần phát triển cho học sinh.

Core values
- Benevolent
- Hard work
- Honest
- Patriot
- Responsibility

General competencies
- Communication and Collaboration
- Problem solving and creativity
- Independent and Self-study

Competencies: Literacy, Computational, ICT, Physical, aesthetic, technology, sciences.
Curriculum review and development

<table>
<thead>
<tr>
<th>Vision and mission of education system and institutions</th>
<th>Curriculum</th>
<th>Learners’ participation</th>
<th>Capacity building</th>
<th>Raising public awareness</th>
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</thead>
<tbody>
<tr>
<td>Ensure that transformative education is reflected in the vision, mission, core values and features in the development and strategic plan of the education system and institutions which encourage learners’ involvement in determination process</td>
<td>Stimulate the implementation of transformative education by interdisciplinary integration, experiential learning activities appropriately designed for learners of different levels</td>
<td>Encourage learners to actively take part in learning activities and projects within and outside school context</td>
<td>Focus on professional Development of educators and classroom teachers regarding transformative pedagogies</td>
<td>Disseminate knowledge and information via various channels to raise awareness and involvement of the general public</td>
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# Learning content

<table>
<thead>
<tr>
<th>Knowledge content</th>
<th>Competency content</th>
<th>Perception and Attitudes content</th>
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<tbody>
<tr>
<td>Global issues, Cultural diversity</td>
<td>Critical thinking</td>
<td>Develop global mindset</td>
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<tr>
<td>Cultural diversity</td>
<td>Collaborative learning</td>
<td>Be aware of differences, democratic, justice and peace</td>
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<td>Similarities and differences</td>
<td>Reasoning to resolve conflicts</td>
<td>Respect cultural diversity and take interest in other cultural values</td>
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<td>Interdependent, interactive relationship of communities at Local, national and international level</td>
<td>Intercultural communication and respect differences</td>
<td>Be aware of environmental issues</td>
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<td>Relevant events and incidents taking place in local area, country and the world</td>
<td>Digital literacy</td>
<td>Develop sense of belonging and accountability for global issues</td>
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Capacity Building

Successful implementation
Monitoring and Assessment

- Has not developed any specific assessment criteria framework and mechanism

- National Project on GCED
  - Among 8 chosen core skills for the 21st century, Vietnamese students exhibit lowest proficiency in creativity, global and local connection skills
  - School education is showing modest impact on students’ acquisition of core skills in the 21st century
Monitoring and Assessment

• Enabling whole-school approaches, raising school education’s power

• Consolidating the national curriculum

• Renovating large-scale assessment mechanism

• Lifting teachers’ awareness and pedagogical skills
5th UNESCO Forum on Transformative Education for Sustainable Development, Global Citizenship, Health and Well-being

The implementation of transformative education – where do we stand?

Thank you