



Ministry of Education



Ministry of Foreign Affairs

5th UNESCO Forum on Transformative Education

for Sustainable Development, Global Citizenship,

Health and Well-being

The implementation of transformative education
– where do we stand?

How to capture transformative education: Vietnam Case Study

Concurrent sessions 4

Session 4.3

Le Anh Vinh

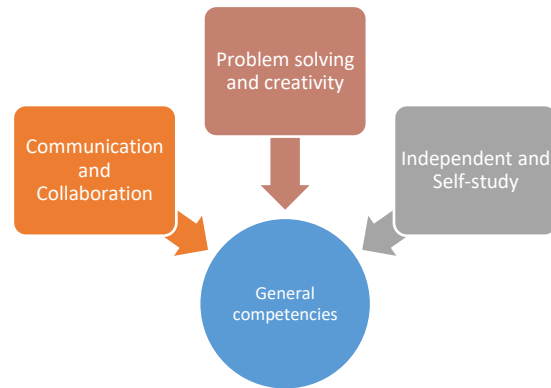
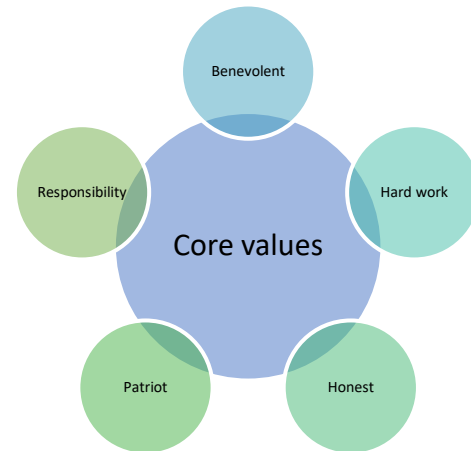
Vietnam Institute of Educational Sciences



Vietnam General Education Curriculum 2018

5 PHẨM 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 cốt lõi cần phát triển cho học sinh.



Competencies: Literacy, Computational, ICT, Physical, aesthetic, technology, sciences.

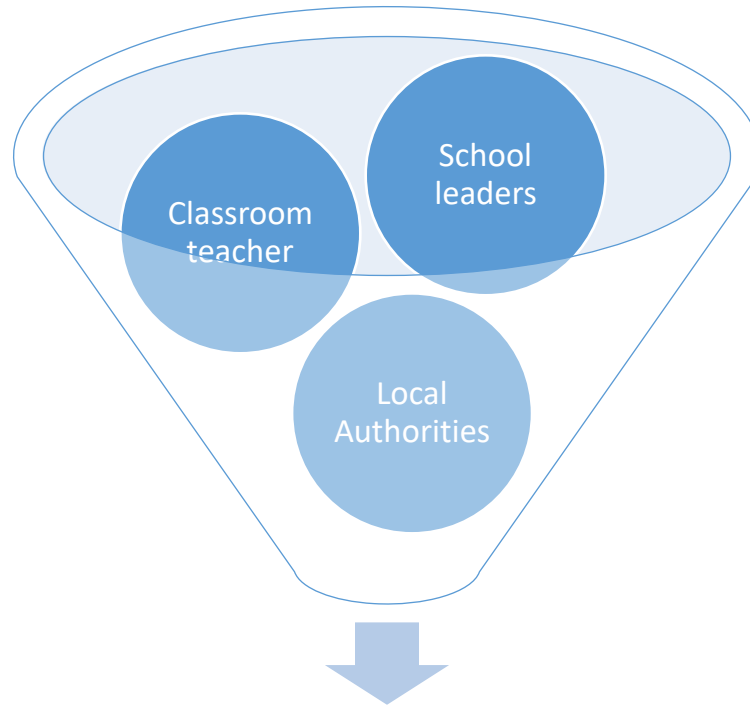
Curriculum review and development

<i>Vision and mission of education system and institutions</i>	<i>Curriculum</i>	<i>Learners' participation</i>	<i>Capacity building</i>	<i>Raising public awareness</i>
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	Stimulate the implementation of transformative education by interdisciplinary integration, experiential learning activities appropriately designed for learners of different levels	Encourage learners to actively take part in learning activities and projects within and outside school context	Focus on professional Development of educators and classroom teachers regarding transformative pedagogies	Disseminate knowledge and information via various channels to raise awareness and involvement of the general public

Learning content

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

Capacity Building



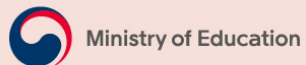
Successful implementation

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



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Thank you

