Integrating Transversal Competencies in Education Policy and Practice
Vietnam case study

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Contents

1. Domains of transversal competencies focused on the Vietnam case study
2. Research questions
3. Research methodologies
4. Scope of the research
5. Preliminary findings
1. Domains of transversal competencies focused on the Vietnam case study

- Global citizenship
- Transversal competencies
  - Critical thinking
  - Innovative thinking
1. Domains of transversal competencies focused on the Vietnam case study

* **Critical and innovative thinking:**
  - Skills in Critical thinking and innovative thinking domain is mostly shared by countries and economies (APREC Conference, 2014)
  - The competencies strongly addressed for labors in Vietnam in the present market economy
  
  “The proportion of Vietnam's labor skilled in reading, writing and numeracy compared with other countries, including richer countries, but a high skilled workforce will be key to success in economic transition” (Victoria Kwakwa, World Bank)

• **Global citizenship education:**

  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”
2. Research questions

How are policies and strategies on integration of transversal competencies (critical and innovative thinking and global citizenship) reflected in the education nationally?

What are the examples of integrating and applying transversal competencies of critical and innovative thinking and global citizenship in national curriculum at primary schools in Vietnam?

What are the enablers of integrating transversal competencies of critical and innovative thinking and global citizenship in practice at schools? What are the lessons learned?
3. Research methodologies

- Desk reviews (in research policies, strategies and national curriculum)
- Observation (in classroom, school's activities)
- Interviews (educational managers; teachers; students.)
- Collecting data (using questionnaires for 3 objects: educational managers; teachers; students)
  - The integration of transversal competencies in policies, strategies, national curriculum and school practices
- Focus on primary level
4. Scope of the research

* Investigate data at 4 primary schools in Vietnam which include:
  i) Phu Mau 1 primary school, Phu Vang district, Thua Thien Hue province;
  ii) Huong Long primary school, Hue city, Thua Thien Hue province.;
  iii) Ta Thanh Oai primary school, Hoai Duc district, Hanoi
  iv) Experimental primary school, Ba Dinh district, Hanoi
5. Preliminary findings

Part I
Vietnam policies related to enhance the integration of transversal competencies in education

Part II
The integration of transversal competencies in primary curriculum in Vietnam

Part III
The integration of transversal competencies in school policies and practices
Part I: VIETNAM POLICY RELATED TO ENHANCE THE INTEGRATION OF TRANSVERSAL COMPETENCIES IN EDUCATION

Rationale

- the VIII National Congress of Vietnam Communist Party, 1996
- the decision No 40/2000/QH10, National Congress X
- the Education Development Strategic Plan for 2001-2010
- Strategy for Education Development in Viet Nam 2011-2020

Education Law 2005
Resolution 29/2013
Transversal competencies

Global citizen

Resolution

Law

Strategies

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Transversal competencies

Critical thinking

Creative thinking
2. Resolution 40/2000/QH10

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<th>Promoting the reality and practical skills</th>
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<th>Self-study competency</th>
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<td>To meet new requirements of the human resources which serves industrialization and modernization, appropriately with Vietnam’s tradition and reality, in aim to approach to developed countries in areas and in the world</td>
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### 4. Education Law 2005

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<th>Promoting students’ activeness, self-awareness, raising the sense of initiative, creative thinking;</th>
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<td>Nourishing practical ability, passion, and strive willing.</td>
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<td>Respect education in ideas and citizenship consciousness; inherit and promote tradition, good characteristics of national culture; adapt the quintessence of human culture.</td>
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<td>Nourishing students’ self-educated competency</td>
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## 6. Strategies of developing education 2011-2020

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<td><strong>Promote personal forte and students’ creative thinking</strong></td>
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<td><strong>Basic and comprehensive innovation towards standardization, modernization, socialization, democratization and international integration:</strong> Educational quality is improved in a comprehensive way, includes: ethics education, life skills, creative competency, practical competency,…</td>
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<td><strong>Strongly transforming educational process from mainly equipped with knowledge to comprehensively enhance learner’s competencies and qualities.</strong></td>
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| **Comprehensively developing and promoting individual potential and creative abilities in the best way Competencies and practical skill, using knowledge into reality.** |
10. Guiding tasks of Primary Education in the class of 2014-2015

“Building friendly school, active students”, focus on moral education, life skills; Building schools and classrooms cleanly, green and beautifully; Introducing tradition cultural education with heritage to schools; Organizing the activities such as literary activities, sport, folk games, folk songs, extra class activities in accordance with specific conditions of each school and region.
Overall comments

- The term of "critical thinking" has not been clearly mentioned in the policy documents. However, in the guidelines for life skills education; critical thinking and creative thinking have been expressed.

* The term "global citizenship education" for students not yet be reflected in the policies. However in the process of education, ‘global citizens’ are shown in the text as one of educational components.

* There is lack of policies to foster, support and encourage teacher’s professional development. There is lack of initiatives to help teachers develop their own competences to teach the competence-based curriculum.
PART II:
THE INTERGRATION OF TRANSVERSAL COMPETENCIES IN PRIMARY CURRICULUM IN VIETNAM
2) Some specific comments

a) About critical and creative thinking:

In general, the contents are not shown explicitly the requirement of developing the critical thinking, creative thinking; expressed mainly through parts of objectives and general orientations of teaching methods.

The issue of using "active teaching methods" or reply the objectives needed to gain are just mentioned in the teaching; or specific orientations can be mentioned in some subjects.
b) About Global citizenship competencies

* mainly mentioned in the Moral Education curriculum (in objectives, contents, and teaching methods).
* social relationships and behavior have also mentioned in the objectives and contents in other subjects.
* “understanding the cultures” has mainly mentioned in the objectives and contents in the curriculum of Vietnamese, Moral Education, History and Geography, Music, Arts
* The field of environment Protection has been interested in a fairly complete course work and demonstrated the teaching objectives and contents.

(The details of the review are presented in chapter Appendix)
3) Overall comments:

- The transversal competencies have been shown in Primary education curriculum. However;

  ➢ lack of the fully grasp thoroughly introduction of the transversal competencies to the specific subject curriculum

  ➢ lack of fully analysis the possibilities of development the transversal competencies in a number of subjects

  ➢ have not mentioned explicitly in objectives, or contents; teaching methods have not reflected
The introduction of transversal competencies in the subjects curriculum through these main approaches:

+ The transversal competencies themselves are an intrinsic part of the curriculum.
+ Enhancing the integration of the contents of transversal competencies into the specific subjects (integrating life skills, environmental education into the subjects and educational activities).
+ Developing the topics includes the contents of transversal competencies in extracurricular activities.
+ Using the positive teaching and learning method.

Critical and creative thinking is mainly developed through using suitable teaching methods; while groups of global citizenship competencies are mentioned in both objectives and contents.

The systemic property (including developmental property) of the transversal competencies in Primary Education Curriculum are relationships and social behaviors; environmental protection in such curriculum of subjects as Moral Education, Natural-Social Studies, and Science.
- The development of transversal competencies (critical and creative thinking, global citizenship competency) in the recent period have also been implemented in Primary Education by different strategies, such as:

+ To set up the positive and friendly environment of teaching and learning
+ To develop the information resources about the transversal competencies and provide for the schools.
+ To pay more attention to the teaching and learning of foreign languages in primary schools.
+ To innovate teaching methods and the form of teaching, assessment of learning outcomes
PART III:
THE INTEGRATION OF TRANSVERSAL COMPETENCIES IN SCHOOL POLICIES AND PRACTICES
1. Leadership of Education and Training Department and Education and Training Office

- Integrate the educational contents suitably: protect environment, use save and effective energy, right and obligation of children, traffic safety, life skills, cope with climate change.
- Integrate traditional cultural education, cultural heritage such as folk songs, visiting museums, folk games…in schools;
1. Leadership of Education and Training Department and Education and Training Office

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<th>- Innovate teaching methods, classroom organization and assessment students synchronously to form and develop the key competencies groups</th>
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<td>- Focus on organizing learning activities and learning games in each lesson.</td>
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<td>- Initial implement of innovating students assessment in order to form and develop the necessary competencies and qualities groups.</td>
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2. Management and leadership of schools

i) Leading teachers to implement activities related to integrating critical and innovative thinking competency, global citizenship one in teaching.
   - Integrating critical and innovative thinking competency: show in directing teachers to innovate of teaching methods
   - integrating critical and innovative thinking competency implementation: show in directing teachers to innovate of teaching methods (teams work, hands – on method…), application of VNEN model and encourage teachers using the support class tools under this model: learning corner, community one, library, what you want to say. Organizing the extracurricular activities
### 2. Management and leadership of schools

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<td><strong>i) Leading teachers to implement activities related to integrating critical and innovative thinking competency, global citizenship one in teaching (conts)</strong></td>
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<td><strong>Integrating global citizenship competency:</strong> directing teaching subjects well included in Ethics (this subject provide many opportunities to develop this competency), directing teaching local history, traditional educational activities and colaboration with local community educate students**</td>
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2. Management and leadership of schools

ii) School’s leadership in diversity of learning formation

- Organize tours: visit tombs in Hue, Ho Uncle memorial house… to help students know the historical monuments in their local and preserve and show gratitude

- Organize various contests: Hanoi in my eyes, return to history, writing to the navy uncle, countryside festival, gold ringing, singing contest (note to folk songs), folk games: stilt walking, bag jumping, mandarin square, painting about environment on the occasion of Hue festival.
3. Teachers’ Teaching and students’ learning

Teachers’ ideas of the activities important level of” critical and innovative thinking competency” formation for students
3. Teachers’ Teaching and students’ learning

Teachers’ ideas of activities implementation’s regular level form and develop “global citizenship competency”
3. Teachers’ Teaching and students’ learning

Students’ ideas of the different learned ways:

- Learning in group: 98.71%
- Thinking about and answering teachers’ questions: 94.17%
- Raising questions to friends: 91.91%
- Role-playing based on already-made works: 89.00%
- Writing about a topic: 87.38%
- Proposing solutions to a problem: 86.08%
- Raising questions to teachers: 84.14%
- Carrying out a theme-based learning project: 82.52%
- Role-playing based on self-built content: 77.02%
- Acting as a “specialist” to answer fellow students’ questions: 73.46%
- Setting up mind maps: 65.37%
- Learning based on case studies: 44.98%
3. Teachers’ Teaching and students’ learning

Teaching methods form and develop transversal competencies.
* Term “critical thinking” haven’t shown/mentioned in the official documents. However, in the leadership of life skill education, critical and creative thinking had been mentioned.

* Term “global citizenship education” to students has not shown in policy. But in leadership process, the components of global citizenship education has been mentioned in official documents.

* the policies need to be more detail direction on integrating transversal competencies, even in building curriculum, new notebooks, assessment, examination, as well as warranted in the conditions of teaching and school facilities.
THANK YOU!