STUDY ON PEDAGOGICAL APPROACHES:
A CASE OF VIET NAM

Captioned Regional Meeting

Beyond 2015: Transforming Teaching and Learning in the Asia-Pacific Region.

16-18 October, Bangkok, Thailand
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BACKGROUND: COUNTRY INFORMATION

Achievements: from Doi Moi (1986) – now

- Poverty rate: declined from 58% (1990) – 14.5% (2008)
- HDI: 0.439 (1990) – 0.617 (2012). 127/187 countries (medium human development category)

Between 1980 and 2012:

- Life expectancy at birth increased by 19.7 years
- mean years of schooling increased by 1.2 years and expected years of schooling increased by 3.2 years.
- GNI per capita increased by about 251 percent (1990 and 2012)
## HUMAN DEVELOPMENT INDEX (UNDP, 2011)

<table>
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<th>Year</th>
<th>Viet Nam</th>
<th>Medium human development</th>
<th>East Asia and the Pacific</th>
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Vietnam has achieved remarkable progress in improving access to basic education;

- a net primary enrollment rate of 95% for 2000 and around 96% in 2009.
- the Government has increased public expenditures on education from less than 3% of GDP in 2000 to 5.6% of GDP in 2008) and 19.8% in 2011 (UIS, 2013)
- spending for basic education (primary and lower secondary) accounts for 52% of education expenditures
EFA’ commitments: towards equity, improving the quality of educational inputs for primary schools in disadvantaged areas;

In the 1990’s, the Party and State promulgated many important documents on education and training. In primary education, EFA in Vietnam targets the following groups;

- children in the age group of 6-14 (6-10: go to school at the right age, to improve training quality and effectiveness). Special attention to those from difficult, mountainous, remote and out of the way areas; given high priority and provided with a curriculum of 120 weeks and integrated classes. They are the target of the curriculum of "compassion classes" and "flexible classes"

- the Primary Education for Disadvantaged Children (PEDC) project and the ongoing National Targeted Programs. The US$ 244 million PEDC (2004-2010) covered 4,751 schools in 227 disadvantaged districts across 40 provinces
Age Structure

- **0-14 years**: 24.6% (male 11,931,623/female 10,807,661)
- **15-24 years**: 18.4% (male 8,796,395/female 8,215,536)
- **25-54 years**: 44.4% (male 20,554,252/female 20,551,460)
- **55-64 years**: 7% (male 2,936,340/female 3,517,538)
- **65 years and over**: 5.6% (male 1,986,839/female 3,180,213) (2013 est.)
2011-2015: Strong and sustainable growth by improving the quality and competitiveness of the economy. Medium-term development plan: human capital development

- The portion of “unskilled” labour force dropped by 10%
- The number of the legislators, senior officials & managers nearly tripled
- The occupational groups grew rapidly, with an average growth rate of 9.37%

(OECD, 2013)
The Education Development Strategic Plan for 2001-2010

The Resolution of the 11th Party National Congress

“It is imperative to conduct radical and comprehensive innovation of Vietnamese education in the direction of standardization, modernization, socialization, democratization and internationalization, with renovation of education management mechanism, development of teachers and education managers as the key”

“Education and training’s mission is to improve people’s knowledge, develop human resources, nourish human talents, contributing to the formulation of the country and development of the culture and peoples of Vietnam.”
Education Law 2005: the renovation is to

…”overcome teaching as one-way indoctrination, to promote the activeness,...initiatives and creativeness of pupils;

.... to nurture the methods of self-study and the ability to work in team,

... to train the ability of application of knowledge learned into practice...to bring students joy and pleasure of learning”

The Resolution of Congress No 40/2000/QH10 on curriculum renovation pointed out one of the tasks of curriculum renovation is to renovate teaching and learning methods.
**Goals:** standards of knowledge, skills and attitudes required

**Learning content:** must ensure generality, fundamental, comprehensive, career orientation and systematic; associated with real life

**Teaching methods** innovation has been considered the core of innovation education curriculum

**Assessment:** The main criteria of learning outcomes assessment has been proposed: reliability, ability to classify positive; validity
MOET's promulgation of

- the Framework of University-level teacher training programs/curricular to train primary, secondary teachers
- the Regulation of Pedagogical Practical School to “serve the need of training secondary teachers of Pedagogical Universities/Colleges”

- pre-service training: Vietnam teachers are trained for the levels of education and subjects

  in-service training: is mainly meant to provide intensive regular training in central and local teacher-training institutions under the national unified training programs
On June 13, 2012, the Prime Minister signed a decision No 711/QD-tTg approving of "Education Development Strategy 2011-2020"

i) Focusing on improving the education quality with special attention to disadvantaged areas

ii) Innovating education management

iii) Preschool Universal

iv) Renovation of School Curriculum and Textbooks in competency-based approach

v) Prioritizing investment in educational research

vi) Renovating radically, comprehensively the system of teacher training and professional development

The development of National Policy on the Education
The acquisition of new curriculum development after 2015: learners' competency development is one of the important direction of the renovation of curriculum and textbooks for Vietnam schools after 2015

(Luong V.T, 2012)

Objectives: Student will be able to develop their essential skills to be successful in learning, lifelong learning, independent in life, integrate and positively contribute to the society

Core skills: (1) Thinking competency (deductive, critical, creative); (2) Self-study, learning to learn; (3) Self-preservation and self-improvement; (4) Collaboration; (5) Communication; (6) Exploration, Organization, Process information; (7) Competency of detecting and solving problems, particularly in practice

Competency in specific subjects/subject areas: (1) Literature; (2) Foreign Language; (3) Math; (4) Science, Technology; (5) Social Science; Ethics & Citizen Education; (6) Physical Education; (7) Art.
THE ACQUISITION AND DEVELOPMENT OF NON-COGNITIVE & COGNITIVE SKILLS

…”It is important to look beyond academic achievement and cognitive skills to emphasize non-cognitive competencies and skills and to re-emphasize the importance of education for social cohesion, creativity, and social and emotional development”

(Margarete S. 2012)

..”transversal/non-cognitive skills” refers to a number of important skills that can be taught and that we all require to lead meaningful and productive lives”

(UNESCO, 2012)
RESEARCH QUESTIONS & METHODOLOGY

- What is the prevailing pedagogical approach used in the education system in the context under study?
- Is there any innovative practice among the existing pedagogical approaches which is found to be effective for learning? If so, what are these practices, and how and in what ways are they effective?
- What are some of the features of a pedagogical approach that responds to the changing learning requirements of the future?

Phase 1:
- Secondary data is used for desk review: the national policies, school curriculum, assessment, teacher training curricular
- On-line semi-structured interviews

Phase 2:
- field research: classroom observations, focus-group discussions
Quang Ninh Teacher Training Institution (QNTTI) is located in Uong Bi town, Quang Ninh province.

QNTTC’s campus: 8 ha; 5 tutorial, 2 administrative buildings, one library, three laboratories, one multi-functional hall, and 250 seat lecturing hall.

From 1980 has trained over 31,000 junior school teachers.

Annually, the college conducts different pre-in service and in service teacher-training programs: from Early Childhood to Primary and Secondary Education.

. teachers 150 (5 are from ethnic groups) the academic year (2012-2013): over 3000 students
TARGET GROUP

Pedagogical Practice School is placed in QNTTI campus. As a unit of the Institution with the "double "tasks :

• providing three different levels of education from kindergarten, primary and low secondary

• improving the training and knowledge of pedagogical skills for students through classroom-observation, internships, departmental training activities
- Teacher training curricular modification according to the MOET's framework
- MOET's guidelines for pedagogical approaches at schools

The process of undertaking authority's guidelines
FINDINGS:

- Innovative pedagogical approaches (student-centered, active teaching and learning) have been studied and implemented in Viet Nam for decades.
- Many factors are influencing the approaches.
- Currently adopted pedagogical approaches in the new year school.

“*There are a lot of “new good ideas”, “new initiatives” to be operated at the same time. However, we need more time and more training courses, more materials to get more insights these ideas to manage teaching & learning process better…”* 

(a participant)
FINDINGS:

The relationship between pedagogy, curriculum and assessment in VN

- Though there are a lot of improvements (international-oriented, flexible, diverse, encouraging independent-learning), the curriculum is still considered knowledge-overloaded

- “It seems that rote-learning and knowledge-indoctrination are still common used at schools”

- “The high school entrance exam and the university entrance exam put students and their parents to invest their efforts in extra-hour learning”

- “There’s remaining “the culture of learning to respond to examinations” (văn hóa ứng thi)”

  (Participant respondents)
- It is clearly indicated and advocated in the Government and MOET's policies
- There is a number of Promoting Learning Association, Learning Community Centers developing
- Contribution of donors, NGOs' as well as their initiatives to support education development is well appreciated.

However

- There is an ambiguity of how the role of community and family have in-depth influence on pedagogical approaches to improve the quality of learning
- The participant assumed that most of parents may not be aware of their roles in nurturing and developing their children's learning skills
• A higher demand for acquiring knowledge and develop skills from students

• The acquisition of competency-based curriculum and assessment development after 2015

Creating learning opportunities for every individual in class, focusing on self-learning, competency development, encouraging creativity, innovative thinking. The approach should be relevant to local conditions and can involve parents and family in teaching and learning process
- Renovation of curriculum, assessment and pedagogical approaches must be synchronized

- TTIs and Pedagogical Practice School play the crucial role in providing pre-service training to future teachers; TTIs and schools should be linked

- Too much tasks- teachers seem to lose motivation to teach. There is also lack of materials, textbooks and teacher training inputs that empowers teachers to teach in the new ways

- The role of family and community in improving education quality should be more specifically strengthened

“lacking of the philosophy or a systematic approach, the education development will not sustain”

(a participant)
**RECOMMENDATIONS:**
**THE DEVELOPMENT OF INNOVATIVE PEDAGOGICAL APPROACHES FOR FUTURE**

- Core factor: support from national policies and strategies; concrete action plans; relevant budget allocation; involvement of public and private agencies; parents and community

- The development of non-cognitive and cognitive skills for developing learners’ skills and competencies and the innovative pedagogical approaches should be disseminated/provided for teachers through teacher-training, teacher collaboration network, school managers, parents, community and other stakeholders

- The improved curriculum must be compatible with more reasonable assessment on a variety of levels: classroom, school, district, and nation

- The improved curriculum and the new and more active pedagogies that support it may require revision and reform of the teacher training system

- Teachers play vital role in the process: they should be motivated and given more autonomy to exploit existing materials, curriculum and apply effective technology in teaching practice
REFERENCES


- http://stats.uis.unesco.org/unesco
THANK YOU

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