“Tour de table”

Prof. Dr. Nguyen Duc Minh
Vietnam
Ass.Prof.Dr. Nguyen Duc Minh

Director
Center for Education Outcomes Assessment (CEOA)-
Vietnam National Institute of Educational Sciences (VNIES)
ducminhvision@gmail.com

Ass.Pro Nguyen Duc Minh was graduated Phd on Education in Russian Pedagogical University, Sankt-Peterburg, Russia. Following his early work in Special Education, Education Assessment, Education Management and Equality in Education.

He is senior researcher in VNIES from 2001. He is recently Director of CEOA-VNIES. We study the theory and practice of domestic and international educational outcomes assessment; set up standards and criteria, methods, processes, tools for assessing educational outcomes of students in all educational levels; set up assessing science on educational outcomes in Vietnam; research and apply experiences of national and international educational outcomes assessment in Vietnam; cooperate with other international and national organizations and individuals on research and development of educational outcomes assessment.
Professional perspectives on transversal competencies

Transversal competencies encompass skills, competencies, values, and attitudes required for the holistic development of learners, such as: collaboration, self-discipline, resourcefulness, and respect for the environment.

(Source: ERI-Net annual meeting in October 2013)
## Professional perspectives on transversal competencies

### UNESCO Bangkok framework on transversal competencies

<table>
<thead>
<tr>
<th>Domains</th>
<th>Examples of key skills, competencies, values and attitudes</th>
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<tr>
<td>Critical and innovative thinking</td>
<td>Creativity, entrepreneurship, resourcefulness, application skills, reflective thinking, reasoned decision-making</td>
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<tr>
<td>Interpersonal skills</td>
<td>Communication skills, organizational skills, teamwork, collaboration, sociability, collegiality, empathy, compassion</td>
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<tr>
<td>Intrapersonal skills</td>
<td>Self-discipline, ability to learn independently, flexibility and adaptability, self-awareness, perseverance, self-motivation, compassion, integrity, self-respect</td>
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<td>Global citizenship</td>
<td>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</td>
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<tr>
<td>Media and information literacy</td>
<td>Ability to obtain and analyse information through ICT, ability to critically evaluate information and media content, ethical use of ICT</td>
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<td>(Optional) Physical health, Religious values</td>
<td>Appreciation of health lifestyle, respect to religious values</td>
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VIETNAM

Is the concept of transversal competencies reflected in education policy in your country? How so?

The concept of transversal competencies reflected in education policy in our country.

- Resolution No 29-NQ/TW dated 4/11/2013 of Vietnamese Party on Education: *Innovating educational curriculum aimed at developing the competencies and value of the learner*...

- Draft of our new national curriculum will focus on developing competencies and values, integrated 8 core competencies:

  ✓ Self learning
  ✓ Problem solving and creative
  ✓ Art
  ✓ Physical
  ✓ Cooperative
  ✓ Communication
  ✓ Numeracy
  ✓ ICT
How are transversal competencies (21\textsuperscript{st} century skills) defined in your country context?

Transversal competencies could be understood as general/ key/core /competencies or cross curriculum skills

\textit{Each key competency must:}

\begin{itemize}
  \item [✓] Contribute to valued outcomes for societies and individuals;
  \item [✓] Help individuals meet important demands in a wide variety of contexts; and
  \item [✓] Be important not just for specialists but for all individuals
\end{itemize}

(Source: OECD)
How are these competencies integrated into national curriculum for basic education, to your current knowledge? Are they integrated in all levels of basic education, e.g. primary, lower secondary and upper secondary?

- In the draft of new national education curriculum: integrated 8 core competencies:
  - Self learning
  - Problem solving and creative
  - Art
  - Physical
  - Cooperative
  - Communication
  - Numeracy
  - ICT

They are integrated in all levels of basic education, e.g. primary, lower secondary and upper secondary.