RE-ORIENTING TEACHER EDUCATION TO ADDRESS SUSTAINABILITY
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VIET NAM’S PRESENTATION:
Practices and Initiatives

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Outlines

UNESCO’s Initiatives on ESD/EI U

EI U practices in Vietnam

Initiatives

Proposed Activities
UNESCO’s Initiatives on EIU

• The 2002 UNESCO Universal Declaration on Cultural Diversity

• Its Action Plan promotes cultural pluralism and intercultural dialogue for the sake of peace and social harmony

• “Culture of Peace” and “Learning to Live Together” are on-going UNESCO-supported educational initiatives
Education for Sustainable Development (ESD): The Three Pillars

- Society
- Environment
- Economy

with Culture – ways of being, relating, behaving, believing, and acting which differ according to context, history and tradition - as an underlying and critical dimension

UNESCO’s Initiatives on ESD/EIU
UNESCO’s Initiatives on EIU

Cultural Diversity

- In November 2001, UNESCO adopted the Universal Declaration on Cultural Diversity

- In 2005 UNESCO adopted the Convention on the Protection and Promotion of the Diversity of Cultural Expressions, 2005

- May 21st is World Day for Cultural Diversity for Dialogue and Development

Slide 2
EIU practices in Vietnam: Policies

• Education for intercultural dialogue is a significant part of human resource development strategy in Viet Nam in the early 21\textsuperscript{st} century.

• One pillar of education in the 21\textsuperscript{st} century is “Learning to live together”
Education in Vietnam focuses on educating culturally-behavioral attitude for students to maintain national characters and acquire human culture.

In 1992 and 1993, NI ESAC complied a material on education for human and international values through some school subjects and activities.
EIU practices in Vietnam: Activities

• In 1995, a training workshop on international value education was held in Ha Noi.

• In 1996, NI ESAC organized a teacher training workshop on education for cultural heritage protection.
EIU practices in Vietnam: Activities

- In December, 2005, an adaptation of UNESCO’s material “Learning to live together” was published.

- In September, 2005, NIESAC and UNESCO Ha Noi complied “Life skills learning package for disadvantaged children”
Learning to live together
A resource handbook for teachers

Four main themes
* Peace
* Human Rights
* Democracy
* Sustainable Development
Culture of Peace

A teaching manual for primary school teachers

8 topics
- Respect all
- Refuse violence
- Sharing with others
- Listening to understand
- Protecting the planet
- Forgiveness and solidarity
- Towards equality
- Democratic participation
Life Skills Learning Package for Disadvantaged Children

13 basic skills
communication
self-awareness
self-respect
seeking for help
problem solving
assertion skills
conflict resolution
refusal skills
self-protection
stress management
job seeking
cooperation
goal-setting
In 2006 & 2007, NI ESAC has been adapting a resource book for teachers on EIU "Learning to live together" into Vietnamese context with support from APCEI U and UNESCO Ha Noi.
EIU practices in Vietnam: Activities

- Situational assessment on intercultural dialogue, mainly focus on analyzing education contents in some school subjects and extra activities.

- Select needed parts in the UNESCO material on intercultural dialogue to be translated into Vietnamese.

- Edit translation version and prepare activities for 2007
EIU practices in Vietnam: Activities

- Organize a training workshop on the intercultural dialogue for teachers and school managers
- Pilot testing material.
- Revising & Publishing
EIU practices in Vietnam: Implications

- The Viet Nam National Committee on ESD was officially announced on 15 February 2006 to ensure that the best possible path to sustainable development is achieved across the countries and will involve all forms of education and the integration of various sector of society.
- Take an early step to establish a functional network concerning EIU: ex. cultural exchange activities were held among ASPs with the co-operation of Ministry of Culture, Ministry of Education, Ethnic Committee...
- EIU concepts initially are incorporated in schools. Teachers are gradually familiar to EIU materials.
EIU practices in Vietnam: Challenges and difficulties

• There is no conduct of a comprehensive survey to evaluate outcomes and implications of EIU in Viet Nam.

• EIU activities are conducted in a fragmented and incoherent way so that EIU programs lack of effective integration and consistency.
EIU practices in Vietnam: Challenges and difficulties

• EIU seems to be a hidden-content in the curriculum framework so that teachers tend to ignore EIU when intended contents occupy classroom’s time frame.

• EIU is adopted with a content-based-approach in implementation process.
EIU practices in Vietnam: Challenges and difficulties

- Teachers are not yet provided with adequate initiatives of anchoring in a real-world problems to learning EIU practices and authentic assessment.

- The "static" mode of training rather than "dynamic" because they firmly focus on "National Curriculum" which is considered as rigid in implementing integration.
Anchoring real-world problems to classroom practices through EIU

- It is agreed that EIU is not just the content or what is taught and understood but is how it is taught which means teaching principles embodied in the teaching-learning process.

- It is also agreed that EIU/ESD process should be undertaken through attaining Knowledge, Skills, Value, Action, and Commitment.

- It is agreed that EIU should adopt Inter-disciplinary, Cross-subjects, and new paradigm approach.
Anchoring real-world problems to classroom practice through EIU

• Application of “project-based-learning” (PBL) with the expectation to anchored in a real-world problem and ideally uses multiple content areas of EIU through “driving question"

• PBL can create opportunities for students to make active investigations that enable them to learn concepts, apply information, and represent their knowledge in a variety of ways
Anchoring real-world problems to classroom practice through EIU

- PBL can produce collaboration among students, teachers, and others in the community so that knowledge of EIU can be shared and distributed between the members of the "learning community".

- The use of cognitive tools in EIU learning environments of PBL can support students in the representation of their ideas such as investigation, observation, inter-communicate with people and cultural events,...
Proposed Activities

• Conduct a survey to identify overall awareness of project-based-learning implementation in EIU, emphasizing on current teachers' understanding of the issues concerned.

• Conduct a training workshop on project-based-learning framework and instructional strategies with reference to EIU in Vietnam

• Develop an instructional guidelines towards project-based-learning approach which can be used as the pilot in EIU in general education
Proposed Activities

- Pilot project-based-learning in the general classroom settings using "Commitment to Action" in "Learning to Live together" (APCEIU) as ways to effectively mobilize students' initiatives and teachers facilitation in selected CLCs and / or ASPs.

- As early findings, "Commitment to Action" in the APCEIU’s toolkit “Learning to Live together”– a part of this materials is considered as planning for action to create cultural equity in education, ways to effectively mobilize students and teachers for change

- An interim period will allow individual teachers to apply new approach and draw lessons from the process
A supplementary materials on instructional strategies for project-based-learning towards cultural diversity and intercultural dialogue will be developed according to teachers' recommendations and lessons learnt from the piloting.

Workshop to convey information and results of the project.
Thank you for your attention!