



TOWARDS BETTER SKILLS DEVELOPMENT IN THE VIETNAM 2018 GENERAL EDUCATION CURRICULUM

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From June to September 2021, the KIX EAP Hub, in partnership with the Australian Council for Educational Research (ACER), delivered two rounds of a four-week course focused on strengthening the link between policy and implementation regarding 21st century skills. 69 participants in 14 country teams participated in the course which addressed the steps required and the challenges faced by policy makers to implement systematic curriculum reform that further emphasizes 21st century skills within learning outcomes and ensures these are connected to relevant assessment measures and pedagogical strategies.



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CONTENTS

List of acronyms and abbreviations	05
Acknowledgements	06
Executive Summary	07
1. Team composition and context	08
2. Vision and mission statements	09
3. Needs analysis	10
Curriculum and resourcing	10
Pedagogy and learning	10
Assessment and reporting	11
4. Skills definitions and framework and team reflections	12
Core competencies and their requirements	12
Specific competencies and their requirements	12
Team reflection	13
5. Skills definitions and framework and team reflections	14
Skills audit	14
Alignment table	14
Heat map	15
6. Strategic plan	16
Phase 1: Establishing a steering committee and a working group	16
Phase 2: Review and refine	16
Phase 3: Apply and advocate	16
Phase 4: Audit and mapping	17
Phase 5: Development	17
Phase 6: Capacity building	17
7. Lessons learned	18
Annex 1: VN's adaptability to life skill development framework	19

Tables

Table 1. Example of an experiential activity for grade	14
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Figures

Figure 1. Five qualities and ten core competencies that need to be developed in student; Source: Ministry of Education and Training, 2019	9
Figure 2. Qualities and competencies in a 21st century skills framework	12
Figure 3. Heat map produced after skills audit	15

LIST OF ACRONYMS AND ABBREVIATIONS

MOET	Ministry of Education and Training
VNIES	Vietnam National Institute of Educational Studies
GEP	General Education Program
ESG	Education Sector Partners' Group
PTA	Parent-Teacher Association
KIX EAP	Knowledge Innovation and Exchange Europe Asia Pacific Hub
ACER	Australian Council for Education Research
TOT	Training of Trainers

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EXECUTIVE SUMMARY

In this case study we review the extent to which 21st century skills have been integrated across the education system in Vietnam so far and take a deeper look at coverage within elements of the curriculum.

We first conducted a needs analysis of alignment components to understand the steps to be undertaken. The needs analysis highlighted the challenges with implementing the new general education program (GEP). The GEP has core competencies reflecting 21st century learning embedded within it. We then explain some of the challenges we discovered with implementing the GEP. These are lack of school facilities, insufficient time, and opportunity to train teachers on the new curriculum, insufficient time, and willingness on the part of the teachers to learn and apply the new methodology and diversity of textbooks between different provinces.

Next, we carried out a skills audit to provide insight into how the skills are currently being integrated into learning goals. We specifically looked at existing core competencies/21st century skills for first grade subjects. After the audit we concluded that core competencies in all subjects are prioritised, and the aim is to form and develop these skills further across all subjects. Specific competencies have more opportunities and relevance in specific subjects.

Last, we brought all the elements of analysis together to form a strategic plan for further integrating skills into the curriculum and the system more broadly. The strategic plan consists of six phases. The first involves the establishment of a steering committee and working group to oversee the direction of all the activities and ensure commitment and alignment with the curriculum framework and harmonisation with other similar efforts in the country. Phase two is intended to review relevant holistic policies and develop a full-fledged 21st century skills framework for the national education system. The third phase, apply and advocate, involves refining and finalizing the policies and assessment frameworks after phase two consultations. The aim of phase four is to conduct a structured skills audit of the curriculum and classroom observations for all priority skills across all grades. Based on the priority initiatives and committed resources endorsed in phase four and a review of the available existing learning resources and

teachers' guides in relation to the priority skills, development work will commence in phase five across all the alignment areas. The final phase is intended to review the existing approach, plan, and practice of training for teachers and administrators, including the training programmes offered by local publishers in relation to textbooks. Correspondingly a capacity-building plan will be developed.

1

TEAM COMPOSITION AND CONTEXT

The Vietnam team consists of six members: two secondary education officials from the Ministry of Education and Training (MOET), Ms. Nguyen Thi Thanh Huyen and Mr. Le Trung Dung, two researchers from the Vietnam National Institute of Educational Studies (VNIES), Ms. Nguyen Thi Thu Thao and Ms. Nguyen Thi Bach Duong, and two staff members, Ms. Nguyen Dieu Nuong and Doan Tam Dan, from Room to Read, a global NGO working to improve literacy, girls' education and gender equality.

The MOET officials possess policy expertise in relation to the 2018 general education curriculum and leadership proficiency in curriculum implementation for secondary education. The VNIES researchers have experience in conducting formative studies to inform the development and roll-out of the 2018 curriculum, as well as expertise in needs analysis, design and teaching skills development activities. The participants from Room to Read have a variety of experience in integrating proven programme solutions in the education system, teacher training and the delivery of classroom and outdoor life skills activities for secondary students.

The team convened in the context of the second year of the 2018 general education curriculum when it was rolled out to Grades 2 and 6. With the shift from a content-based to a competency-based curriculum where key 21st century skills are emphasised as student outcomes, the MOET is seeking support to enhance skills development in the 2018 curriculum, especially in connection with core general competencies and characteristic qualities. Applying the knowledge and skills acquired from the KIX EAP Hub and ACER Learning Cycle and leveraging the team's collective strengths and experience, this final report has been compiled to review how 21st century skills have been integrated into Vietnam's 2018 curriculum to date with a view to identifying areas for further enhancement and to present a strategic plan towards achieving that end.

The team composition could be strengthened by the addition of a skills expert, an assessment specialist and a curriculum leader who has experience in curriculum development. This would help improve the skills definition and assessment aspects of the report and provide better insights on how to engage the MOET's leadership and take the proposed strategic plan forward.

2

VISION AND MISSION STATEMENTS

Vietnam does not have a specific vision and mission statement focused on 21st century skills; however, core competencies reflecting 21st century learning are embedded within the General Education Program (GEP).

The Vietnam GEP is tailored towards:

- (i) developing the qualities and abilities of learners
- (ii) creating a learning environment
- (iii) encouraging students to develop in harmony both physically and mentally

It also aims to help learners be active and confident, receive career-oriented and lifelong learning, gain good qualities and the necessary competencies to be responsible citizens, be

industrious and creative workers and meet the needs of their personal and professional development.

The GEP is designed to assist students in developing the following main qualities: patriotism, kindness, diligence, honesty, and responsibility. The GEP also helps develop students' following core competencies:

- General competencies in all academic subjects and activities that contribute to the formation and development of self-control and self-learning, communication, collaboration, problem-solving and creativity.
- Specific competencies that are predominantly formed and developed through specific subjects and educational activities such as language, mathematics, natural and social sciences, information technology application, computer science, aesthetics, and physical education.

Figure 1. Five qualities and ten core competencies that need to be developed in student; Source: Ministry of Education and Training, 2019



Websites (e.g., MOET, publishers), curriculum resources, training sessions and seminars/workshops are considered the primary methods for the dissemination of 21st century skills to educational staff, school administrators and teachers. However, this dissemination strategy is lacking as it does not yet include a plan to reach learners and the wider community, particularly parents.

3

NEEDS ANALYSIS

The needs analysis of the Vietnam National GEP is based on three main areas: (i) curriculum and resourcing; (ii) pedagogy and learning; (iii) assessment and reporting. These are categorised into 10 further steps in order of priority. At the time of writing, *Audit Existing Curriculum* (step 1) has been completed, *Develop Assessments* (step 10) has not yet started, and the other eight steps are underway.

Curriculum and resourcing

1. **Audit the existing curriculum:** Complete
2. **Identify opportunities for skills in the curriculum (heat map):** Skills are defined and integrated into the GEP and academic subjects in each grade. No heat map has been identified to date. A full heat map will need to be developed as part of the holistic auditing and mapping in phase 4 of the proposed strategic plan.
3. **Integrate and layer skills into the curriculum:** Skills have been identified, defined, and integrated into each academic subject at different ratios depending on the subject requirements and the respective learning outcomes.

Pedagogy and learning

4. **Review existing and potential classroom activities:** A survey was carried out by the VNIES with a small sample size to assess the one-year implementation of the new curriculum and to investigate the different aspects, including school infrastructure, teaching equipment and reference books, class size and teachers' adaptability to the new curriculum. The findings showed a large gap between the reality of the classrooms' capacities and the requirements of the new curriculum.
5. **Identify pedagogical strategies for enhancing growth:** The new GEP has been developed with holistic views that aim to build students' capacities and qualities and is considered the foundation for educational assessment and governmental commitment. Skills and knowledge are built from grade to grade, connect closely with career

orientation and equip students to become global citizens and lifelong learners.

6. **Develop teaching resources:** The teachers' training resources have been developed for the implementation of the new competency-based curriculum according to the grade levels from 2020 to 2025 in line with the roll-out plan as follows:

- School year 2020–2021: grade 1
- School year 2021–2022: grades 2 and 6
- School year 2022–2023: grades 3, 7 and 10
- School year 2023–2024: grades 4, 8 and 11
- School year 2024–2025: grades 5, 9 and 12

The GEP includes an online training platform, digital books and hard copies. The training and resources relate to the skills broadly defined under the three core competencies as well as to new textbooks for teaching specific competencies. The skills definitions are not yet sufficiently structured or detailed to facilitate teaching and assessment in the classroom, which is a recognised area for improvement.

7. **Review pedagogical training:** The Enhance Teacher Education Program has been instituted to coordinate and train teachers on the new GEP in the 2019–2021 period. There are nine modules in the training series that are available to all teachers in Vietnam. They cover (i) curriculum implementation guidelines, (ii) pedagogy; (iii) assessments, (iv) teaching plan development, (v) mentoring and student support, (vi) school culture development, (vii) safe schools – violence and bullying prevention, (viii) family and community engagement and (ix) ICT applications. Training on modules 1–3 for the core teachers and school management board has been completed, and training has been provided on modules 5 and 6 in a few provinces. As the new GEP is starting for the first time for grade 1, no review of pedagogy training is currently available from the learners' perspective.

¹ The heat map outlines where you want to embed skills (and which skills) into key learning areas and where across the schooling years. The 'heat map' allows systems to identify where 21st century skills focus should be in the curriculum, and to identify where additional skills integration might be most useful. You will be asked to share your heat map for discussion.

Assessment and reporting

8. **Audit existing assessment(s):** In tandem with the GEP roll-out timelines (e.g. for primary education first, starting with Grade 1), assessment practices have been audited for the primary education grades but not yet for the secondary education grades. The newly promulgated Circular 27/2020 includes general guidance on how to assess the five qualities and 10 competencies. The assessment guidance includes basic information that lists core methods such as observations reporting template and offers room for further improvement.
9. **Identify opportunities for skills in assessment(s):** As the skills definition and the integration of skills in the curriculum are still underway, a detailed assessment of the skills has not yet been completed.
10. **Develop assessment(s):** Not yet started

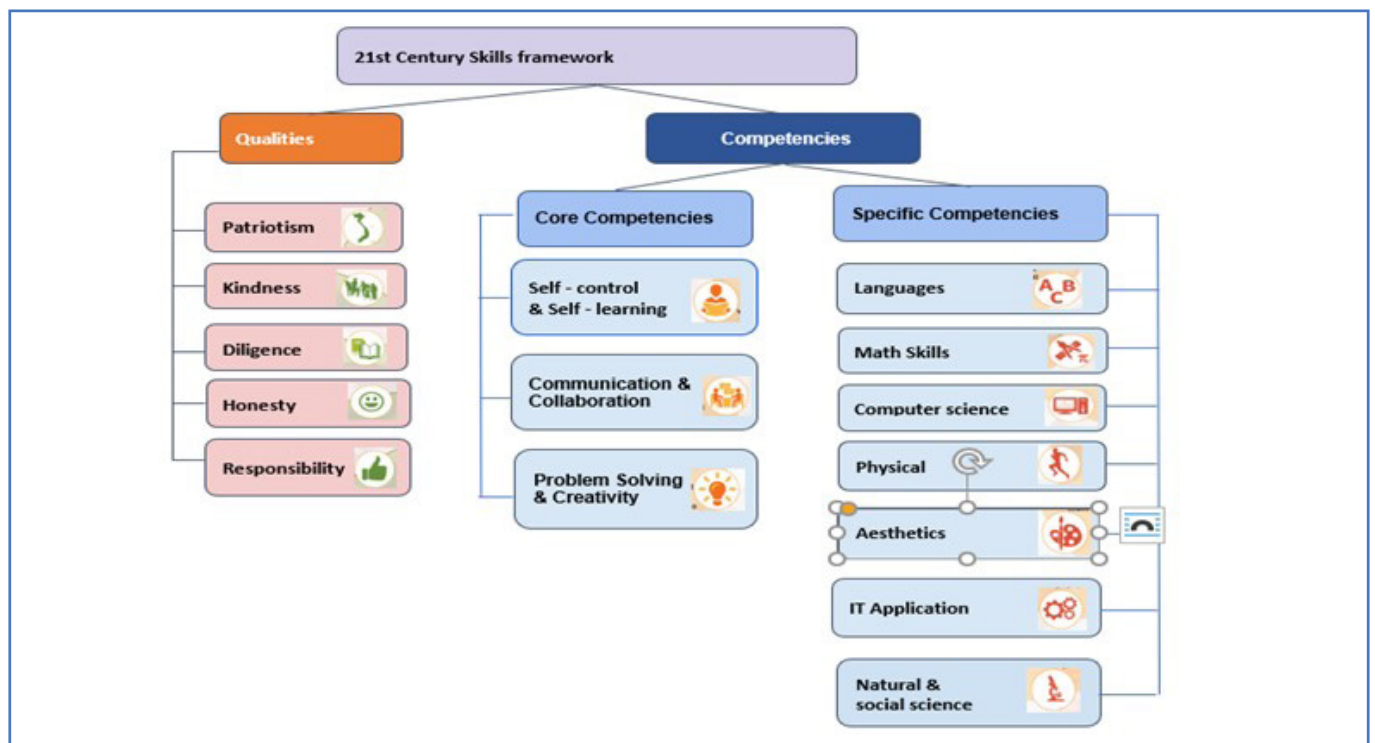
The new GEP was only launched for implementation in schools starting with grade 1 last year. It will be started with grades 2 and 6 in the new 2021–2022 school year. The experiences of the first year of implementation have highlighted certain challenges:

- The lack of school facilities in terms of the number of classrooms, classroom space and setup. Furthermore, oversized classes limit students' learning and opportunities for practice, and they are thus unable to develop the requisite skills as expected.
- Insufficient time and opportunity for teachers to be trained on the new curriculum and methodologies, which has resulted in a lack of internalisation of the new learning programme and teachers' subsequent inability to teach students effectively.
- It will take time and willingness from many teachers to learn and apply the new methodology with their students and to assess the students' growth.
- Provinces have a diverse range of student textbooks to choose from, and in certain cases, selected textbooks are criticised due to quality issues and their high cost.

4

SKILLS DEFINITIONS AND FRAMEWORK AND TEAM REFLECTIONS

Figure 2. Qualities and competencies in a 21st century skills framework



Core competencies and their requirements

1. Self-control and self-learning

Self-help, self-affirmation and knowledge and protection of legitimate rights and needs; the ability to regulate one's emotions, attitudes and behaviours; the ability to adapt to life situations; the ability to be a lifelong learner; self-improvement.

2. Communication and collaboration

- Determine the objectives, content and means of communication as well as appropriate attitudes during communication; set up and develop social relationships; adjust and resolve conflicts.
- Determine the purpose and mode of cooperation; define one's responsibilities and activities during collaboration; define the needs and abilities/skills of members who can contribute to common goals; the ability to negotiate and persuade others to engage in group activities and goals; knowledge of how to

organise and assess group collaboration; and finally, the ability to integrate into the global market.

3. Problem-solving and creativity

Realize new ideas; define and clarify problems; form and implement new ideas; propose various solutions and make decisions; the ability to design and organise activities; and the capacity to think independently.

Specific competencies and their requirements

1. Language capacity

The ability to use comprehensive Vietnamese and foreign languages and apply four skills for each, namely; reading, speaking, listening, and writing.

2. Mathematics capacity

Knowledge and skills in mathematics; the ability to think logically; the ability to apply and develop this knowledge and the learned skills in learnings and life.

3. Nature and science capacity

Cognitive science skills; an understanding of and the ability to explore nature, the environment and society; the ability to apply these learnings in everyday life. Science capacity can be built through various subjects, from a basic to a deeper level and from primary to secondary school.

4. Computer science capacity

Technological knowledge; the ability to communicate, assess and design by using computing and technology.

5. Info-technology capacity

The ability to use and manage information and technology facilities and communication; appropriate behaviours and social relationships in digital environments; the ability to solve problems with info-communication and technological support; the ability to collaborate with others on a digital platform.

6. Aesthetics capacity

Musical, artistic and literary abilities. Each competency can be demonstrated through the following activities: awareness of aesthetic factors; analysis and evaluation of aesthetic factors; the recreation, creation and application of aesthetic elements.

7. Physical capacity

Care of own physical health; skills in physical sports; engagement in physical activities

Team Reflection

The 21st century skills are reflected in the curriculum of the Vietnam GEP; however, these skills are described generally, without great detail, and further assessment is clearly needed. It would be helpful to have these skills reviewed and defined with clearer indicators as this will assist considerably in the later development of effective assessments and reporting.

5

SKILLS AUDIT, ALIGNMENT TABLE AND HEAT MAP

Skills audit

To integrate skills into the curriculum, we built a skills structure. The levels of skills development are intended to support an understanding of the skills and how they develop. Annex 1 presents a visual graph portraying Vietnam's adaptability to the life skills development framework. Notwithstanding, specific competencies are currently being implemented very well in Vietnam, but the same does not apply to general core competencies. This will be the development direction of Vietnam in the near future. In addition, the core competencies definition documents need more structure and clarity to facilitate teaching and assessments.

Alignment table

From the skills definition documentation, Vietnam has integrated and layered skills into the curriculum. An aspect of each skill is reflected in the domain and learning outcomes and is thereby oriented towards assessment and teaching.

Below is an example of an experiential activity for Grade 1, Topic 1: My friends and I.

Table 1. Example of an experiential activity for grade 1

Skill	Aspect	Curriculum	Assessment	Pedagogy
		Learning outcome	Assessment Criteria	Teaching strategy
Collaboration	Aspect 1.2 Pools resources and information	Element: Describe your own appearance and hobbies and that of your friends' Sub-element: <ul style="list-style-type: none"> Know how to describe the external appearance (eyes, hair, mouth, smile) of yourself and your friends Know how to respect yourself and your friends Know how to introduce your hobbies Know how to make a friend Know how to share resources (paper, crayons, etc.) 	High: <ul style="list-style-type: none"> Collecting information about hobbies, appearances, and interests, analysing the information to see the commonalities and differences between you and your friends From analytical information move on to judgement and respecting differences Know how to ask and share resources together to complete common tasks Mid: <ul style="list-style-type: none"> Know how to give your own information and get information from your friends Know how to respect yourself and your friends Know how to share resources when your friends are short of resources Low: <ul style="list-style-type: none"> Provide one-way information concerning name, interest, appearance when asked Use own resources (paper, pen) and do not share 	Instruct learners on how to provide coherent information and compare information with information that was provided in different ways Help learners realize that differences are normal, they need to respect their friends' differences and they cannot make fun of their friends' differences

We have two approaches to auditing skills in the curriculum. In the first approach, which was used to audit Collaboration Aspect 1.1 (i.e., Communicate with others), the subject topic/area has been placed at an element level, and the sub-elements include all the relevant learning outcomes. A detailed description of the aspect is provided. Under this approach, the team's discussion of the assessment criteria and description of the teaching strategy is general and relevant to the overall skills aspect. The second approach, which was used to audit Collaboration Aspect 1.2, has each learning outcome positioned where the aspect's detailed description point is present at the element level. The sub-elements include all the breakdown constructs of that specific learning outcome. Under this approach, the team's discussion of the assessment criteria and description of the teaching strategy is specific, detailed and directly relevant to the breakdown constructs of each learning outcome where the skills aspect is present.

Heat map

The heat map below is the result of the skills audit and can be used to identify opportunities for skills in the curriculum.

The table presents a heat map of the existing core competencies/21st century skills for 1st grade subjects. Through the heat map representation, we can see the existing presence of 21st century skills in the current curriculum documentation and identify where integrating complementary skills would be most helpful. The core competencies in all subjects are prioritised, and the aim is to form and develop these skills further across all subjects. Specific competencies have more opportunities and relevance in specific subjects.

Figure 3. Heat map produced after skills audit

	1	2	3	4	5	6	7	8	9	10a	10b	11
Capabilities (general competencies and specific competencies)	Vietnamese	Math	Foreigner language	Morality	Socio and Nature	History & Geography	Science	Info & Technology	Physical Education	Music	Art	Experiential Activities
Communication & Collaboration						n/a	n/a	n/a				
Self-control and self-learning						n/a	n/a	n/a				
Problem solving and Creativity						n/a	n/a	n/a				
Language						n/a	n/a	n/a				
Math						n/a	n/a	n/a				
Science						n/a	n/a	n/a				
Technology						n/a	n/a	n/a				
Informatics						n/a	n/a	n/a				
Aesthetics						n/a	n/a	n/a				
Physique						n/a	n/a	n/a				

little to no coverage
 some coverage
 lots of coverage

6

STRATEGIC PLAN

The strategic plan aimed at enhancing the integration of 21st century skills into Vietnam's 2018 curriculum includes six phases with planned activities, as outlined below. A timeline will be determined upon adoption of this proposed plan and further discussion with MOET's leadership.

Phase 1: Establishing a steering committee and a working group

To oversee the direction of all the activities and ensure commitment, alignment with the curriculum framework and harmonisation with other similar efforts in the country, a steering committee will be established that consists of (i) MOET ministerial leadership; (ii) a curriculum leader from the MOET (tbd), (iii) Assoc. Prof. Dr. Nguyen Thi Lan Phuong, VNIES, who is leading the education sector analysis on education quality.

A working group comprising executives, technical experts and practitioners from the government and the education sector partners' group (ESG) will also be formed. It will expand the current course team to include executives from the relevant MOET departments and entities, specialists with expertise in assessments and skills development, teachers and other interested ESG representatives.

Industry and private schools that have invested in the curriculum design, pedagogy and assessment of the 21st century skills as well as other stakeholders will be invited to a workshop to share their experiences and contribute to this process.

Phase 2: Review and refine

During this phase, the steering committee and working group will convene to review relevant holistic policies and develop a full-fledged 21st century skills framework for the national education system, including a refined vision and mission statement and clear articulation of the skills frameworks and definitions. Notably, one of the outcomes of this phase will be consensus on the priority skills, which are currently self-control and self-learning, collaboration, and communication and problem-solving and creativity. Accordingly, a well-structured and well-articulated set of such skills definitions will be developed to facilitate a common understanding among the stakeholders, thus paving the way for effective teaching

and skills assessments. To inform these redefining activities, a mixed methods study will be conducted to understand the challenges and gaps in the implementation of skills teaching and assessments.

A national workshop or a series of sub-national workshops will then be organised to present the refined skills policies and assessment frameworks and obtain further consultation from a wider group of stakeholders, including parent representatives. Another objective of these workshops is to collect further feedback from the provinces, schools, and teachers on the first years of their teaching and assessment of these priority skills in order to understand their challenges and constraints. This feedback will also be used as crucial input for further action in Phase 3.

Phase 3: Apply and advocate

The refined skills policies and assessment frameworks will be finalised after the aforementioned round of consultations. They will be used to develop the MOET's circulars and administrative written instructions/implementation guidelines to all 63 provinces. These guidelines will be posted on the Ministry's website, released to the mass media and on social media and be used in discussions with parents during biannual Parent-Teacher Association (PTA) meetings.

Another national workshop or a series of sub-national workshops will be held to discuss the prioritisation of alignment components (i.e. curriculum, pedagogy and assessments), brainstorm pragmatic solutions to the current challenges, make recommendations for resource allocation and advocate for investment in priority initiatives. A number of constraints have already been identified as needing priority interventions to remove barriers and improve skills development. These include a lack of school facilities, oversized classes, a lack of teacher training and a lack of familiarity with active teaching methods. The qualitative data collected through these workshops will inform the audit and mapping exercises in Phase 4 and support the development work in Phase 5.

In tandem with the aforementioned agency/Training of Trainers (TOT) efforts to reorientate towards the refined policies and guidelines, a nationwide advocacy campaign

that includes earned media, radio and television, social media and online forums targeting different stakeholders, including decision-makers, donors, teachers, parents and students, will also be conducted during this phase.

Phase 4: Audit and mapping

During this phase, a structured skills audit of the curriculum and classroom observations will be conducted for all priority skills across all grades. In parallel with auditing skills, the curriculum and teaching, an audit of existing classroom-based assessments will be conducted to provide a full alignment overview.

Based on the results of the curriculum audit and actual classroom observations – and referencing the challenges and proposed solutions identified in Phase 3, the steering committee and working group will convene to discuss and agree on priority initiatives and to map available resources to support the development of priority skills. The expected outcome of this mapping exercise is the mobilisation and adequate and harmonious use of the government budget and ESG aid/support resources in the context of the broader resource allocation landscape in Vietnam's Education Sector Strategic Plan, 2021–2030.

Phase 5: Development

Based on the priority initiatives and committed resources endorsed in Phase 4 and a review of the available existing learning resources and teachers' guides in relation to the priority skills, development work will commence in this phase across all the alignment areas, which may include but are not limited to the following: (i) learning resources, (ii) pedagogical strategy guides, (iii) a revised curriculum for further skills inclusion, (iv) the formulation of learning competencies and performance standards for the priority skills and (v) resource guides for agencies and teachers in relation to the priority skills.

Phase 6: Capacity-Building

As the development work will be completed at the end of Phase 5, a review of the existing approach, plan and practice of training for teachers and administrators, including the training programmes offered by local publishers in relation to textbooks (which the localities may choose), and correspondingly, a capacity-building plan will be developed. The aim of this plan will be (i) to design and plan professional development courses for teachers when using, developing and accessing learning resources, integrating skills development into teaching practices and developing or using classroom-based assessments of the priority skills; (ii) to design and plan courses for school leaders and administrators to conduct alignment checks and provide training/coaching and (iii) to deliver these professional development courses on a national scale using the TOT approach.

For the TOT approach to deliver teacher and school administrator training programmes effectively, it is important to ensure that there is follow-up and monitoring support for TOTs to apply such knowledge and skills effectively in training others in their localities. Further, sufficient resources must be available to deliver adequate training to all schoolteachers. Lastly, it is essential to have a teacher support and coaching network in place to ensure effective practice at school level.

To disseminate this proposed strategic plan, the final report will be shared with the senior management in the MOET, VNIES and Room to Read to advocate for support. It will also be published online through the KIX EAP Hub and tap into the Hub's knowledge-sharing events to discuss this strategic plan further. Furthermore, as Vietnam has recently completed the education sector analysis and started preparing the next education sector plan, 2021–2030, we will tap into all possible consultation dialogues and workshops to advocate for the inclusion of a strategic plan to enhance skills development and education quality

7

LESSONS LEARNED

The first important lesson we learned is that to achieve improved skills integration and development, a holistic and systematic approach is required. To execute substantive improvements, it would be best to follow the fully integrated process as taught in this Learning Cycle, including the vision and mission review, skills alignment, skills definition, skills audit and heat map to effectively review and identify gaps for improvement, as well as to apply the suggested template and phases for the strategic plan. It would not be sufficient to make a decision on priority interventions and resource allocation to improve a particular aspect/area of skills development without gaining a full perspective, which can only be achieved through this holistic process.

Second, the knowledge we gained about skills definitions made us realise that the current definitions of skills and competencies in Vietnam's 2018 curriculum lack structure and clarity. Teachers, therefore, do not yet have a clear understanding of the skills content, its translation into classroom teaching and the corresponding classroom-based assessments. The sample definitions of collaboration, critical thinking and creative thinking skills provided and broken down into key strands and aspects by ACER suggest that a similar process is required for Vietnam to arrive at more concrete and structured definitions of the priority skills and other competencies set out in the 2018 curriculum. In this regard, we have learned to appreciate the importance of having an experienced skills expert and a fully representative and consultative group to ensure the final skills definitions are understood and supported by all relevant stakeholders in the education system.

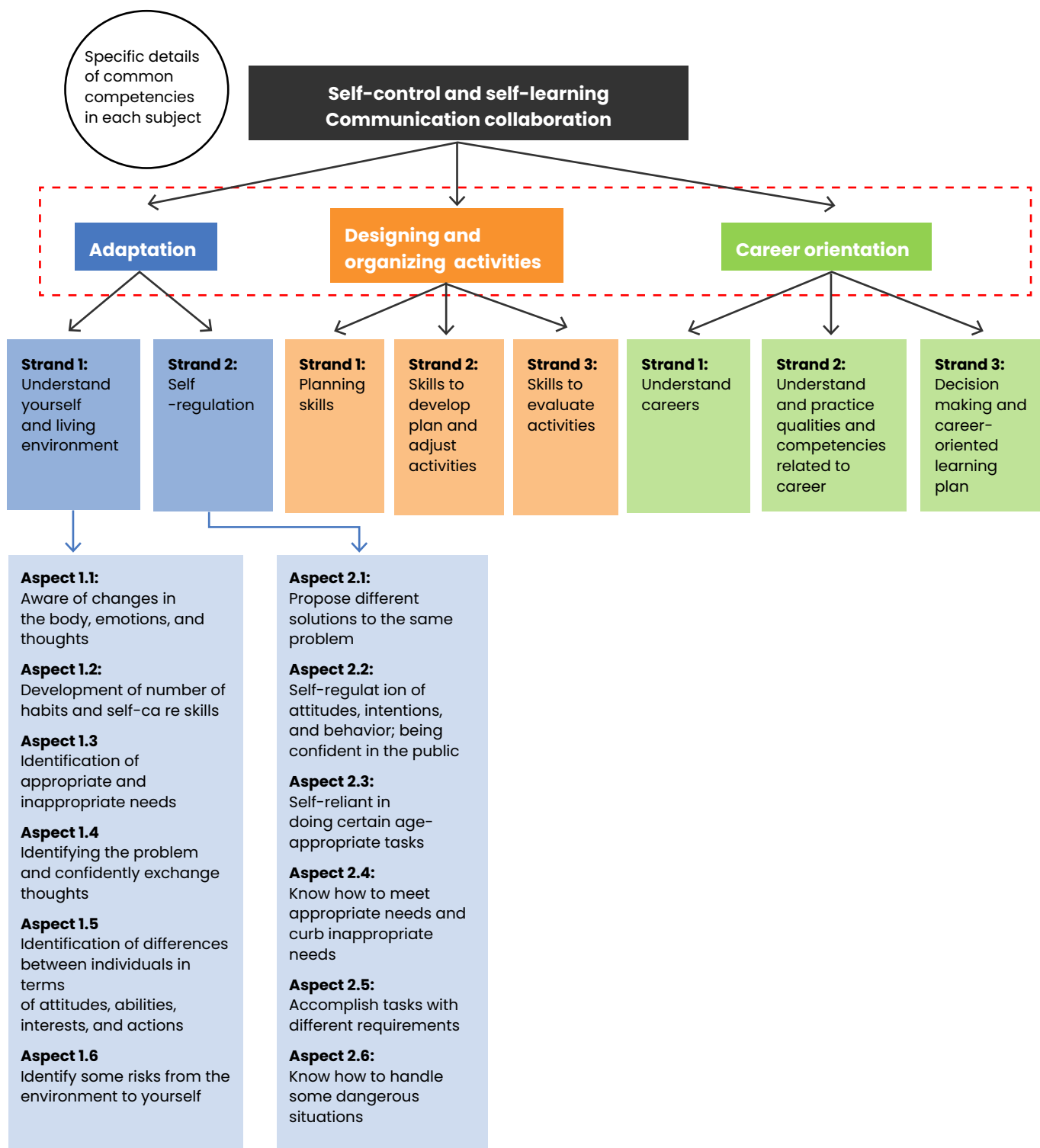
Third, throughout the Learning Cycle's modules, we have managed to gain a very good idea of, and develop a plan on, how to go about assessing individual students' skills progression. With the relevant step of observing classroom-based assessments and the addition of an assessment expert on our team, we are confident that we will be able to develop the performance standards for the relevant skills and propose a guide on assessment strategies.

Last but not least, we have found the international perspectives and knowledge-sharing from ACER and other countries in this Learning Cycle to be highly useful. This cross-country learning

will enable us to provide our decision-makers with the required reference checks and comparative perspectives when presenting and advocating for our own country's strategic plan. In addition, the considerations of other countries and the plans that they have developed to address challenges similar to those in our country are both thought-provoking and reinforce our future direction.

ANNEX 1

VIETNAM'S ADAPTABILITY TO LIFE SKILL DEVELOPMENT FRAMEWORK



KIX EAP Learning Cycle Case Study, January 2022



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