



# A case study: to what extent have the high school teachers equipped the students with global skills in the private and public schools in Vietnam?

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# The content

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# The purpose of the study

- To see to what extent the teachers considering and addressing the need to equip the learners with skills to live and work in the age of global society?
- What skills do the teachers see relevant to impart in the schools that equip their students to live and work in global society?

# Background

Public schools:



# Background

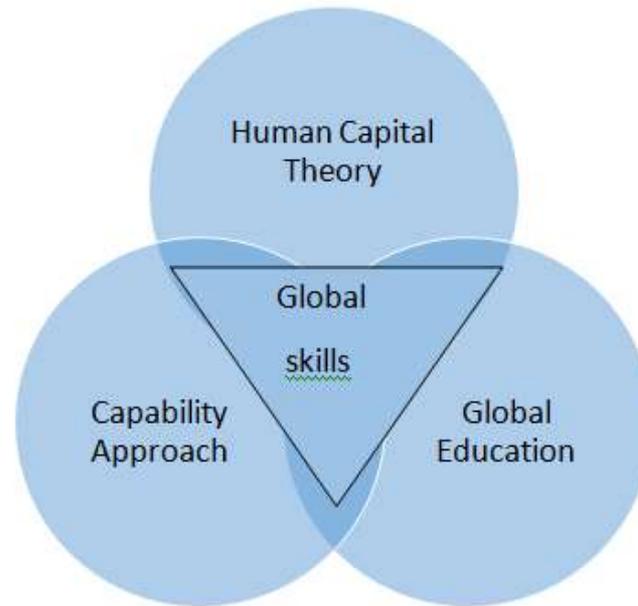
Private school:



# Literature Review

- **Global skills for 21<sup>st</sup> Century Education**
  - Communication, Digital Literacy, Cooperation, Problem-solving, Conflict resolution, Critical thinking skills(UNESCO, 2014; Bourn: 2014;British Council:2015; Oxfarm:2015)
  - In the realm of global education, these skills are transmitted through the learning process itself to prepare students to be effective employees wherever they may be in the global economy development (Beck:2000; UNESCO, 2014)
- **Human Capital Theory (Schultz, 1963; Becker, 1964):** high rate in schooling participation would lead to higher productivity and ultimately to macro-economic development
- **Human Capacibility Approach (Sen, Nusbauum)**

# Literature Review



(Diagram of Human Capital Theory, Capability Approach and Global Education)



# Research Methodology

Mixed method:

Qualitative approach

+ Quantitative

+ Observation

# The procedure of the research

## Quant.: 30 questionnaires to each school

**Questionnaire**

(Questionnaire should take around 15-20 minutes to complete)

1. What subjects are you teaching in one of the following categories:

Social Science:

Natural Science:

Other subjects: \_\_\_\_\_

2. What do 'Global Skills' mean to you? Please tick 1 or more of the boxes which you think most closely describe the skills.

Skills for Information Technology: <input type="checkbox"/>	Skills for critical thinking: <input type="checkbox"/>
Skills for discussion: <input type="checkbox"/>	Skills for team work: <input type="checkbox"/>
Skills to get good results in exams: <input type="checkbox"/>	Skills for foreign languages: <input type="checkbox"/>
Skills for public speaking and debates: <input type="checkbox"/>	Skills for typing: <input type="checkbox"/>
Skills for solving problems: <input type="checkbox"/>	Skills for making decision: <input type="checkbox"/>
Skills for welcoming other cultures: <input type="checkbox"/>	Skills for communication: <input type="checkbox"/>

Other skills: (Please explain),  
 ~~~~~  
 \_\_\_\_\_

3. Have you have equipped students with any skills (for instance, capacity to solve problems, or to work with others as part of a team) to work in the age of economic development?

Yes:  No:

4. Please list some of the skills you have equipped your students with during teaching:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

1

1

5. How often have you included the skills in your teaching activities in a week?

| Rarely<br>1-2 times | Occasionally<br>3-4 times | Sometimes<br>5-6 times | Often<br>7-8 times | Very Often<br>9-10 times |
|---------------------|---------------------------|------------------------|--------------------|--------------------------|
|                     |                           |                        |                    |                          |

6. What do ethical values mean to you? Please explain

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. What ethical values have you often promoted in your teachings? Please write it down

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

8. How important of the skills in education would you rate in the following scale from 1 (less important) to 10 (very important). Please tick one of the boxes.

| 1 (Less important) | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 (very important) |
|--------------------|---|---|---|---|---|---|---|---|---------------------|
|                    |   |   |   |   |   |   |   |   |                     |

2

2

9. How important of ethical values in High school education would you rate in the following scale from 1 (less important) to 10 (very important). Please tick one of the boxes

| 1 (Less important) | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 (very important) |
|--------------------|---|---|---|---|---|---|---|---|---------------------|
|                    |   |   |   |   |   |   |   |   |                     |

10. Please tick those boxes of ethical values which you think you would be promoted in schools:

|                                                          |                                                      |
|----------------------------------------------------------|------------------------------------------------------|
| -Respecting different cultures: <input type="checkbox"/> | -Doing good, avoiding bad: <input type="checkbox"/>  |
| -Doing charity: <input type="checkbox"/>                 | -Respect the social laws: <input type="checkbox"/>   |
| -Care for Social justice: <input type="checkbox"/>       | -Responsibility in society: <input type="checkbox"/> |
| -Care for environment: <input type="checkbox"/>          | -Respect Human rights: <input type="checkbox"/>      |

-Other values: (please explain),  
 ~~~~~  
 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3

3

# The procedure of the research

- Qualitative data:

  - 6 Semi-interviews in 2 public schools

  - 3 semi-interviews in a private school

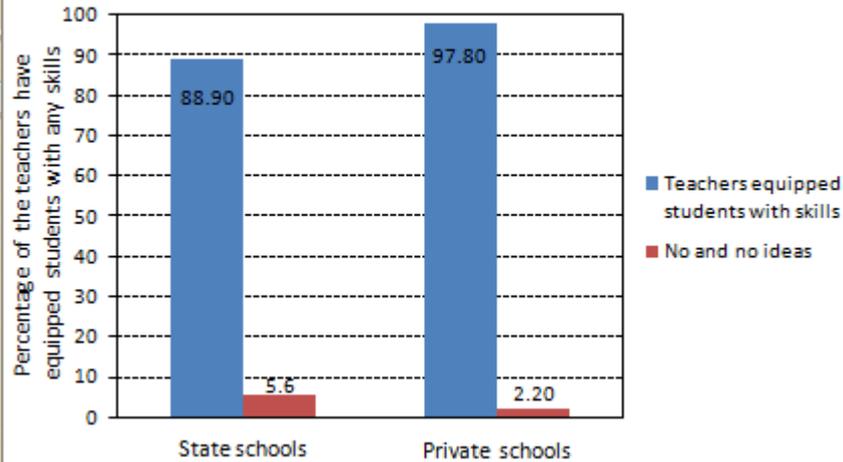
- Observation

  - 4 classes and activities in 2 public schools

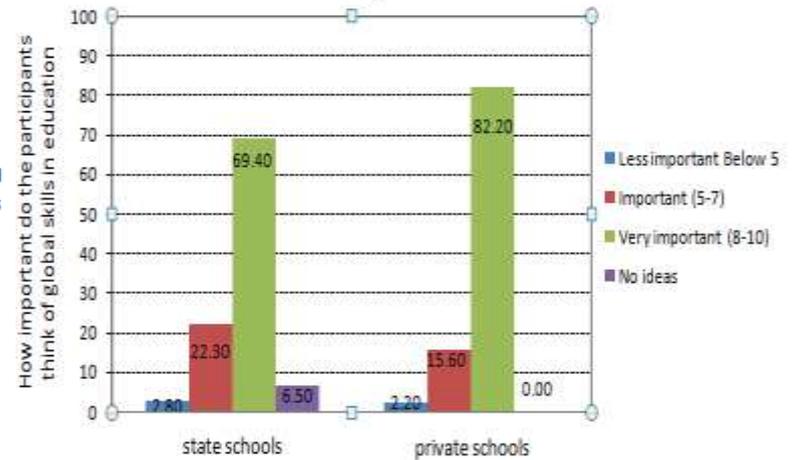
  - 2 classes in a private school

# Data Findings

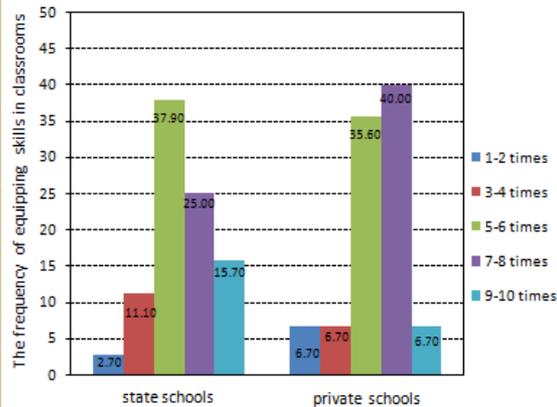
Hochiminh city, Vietnam



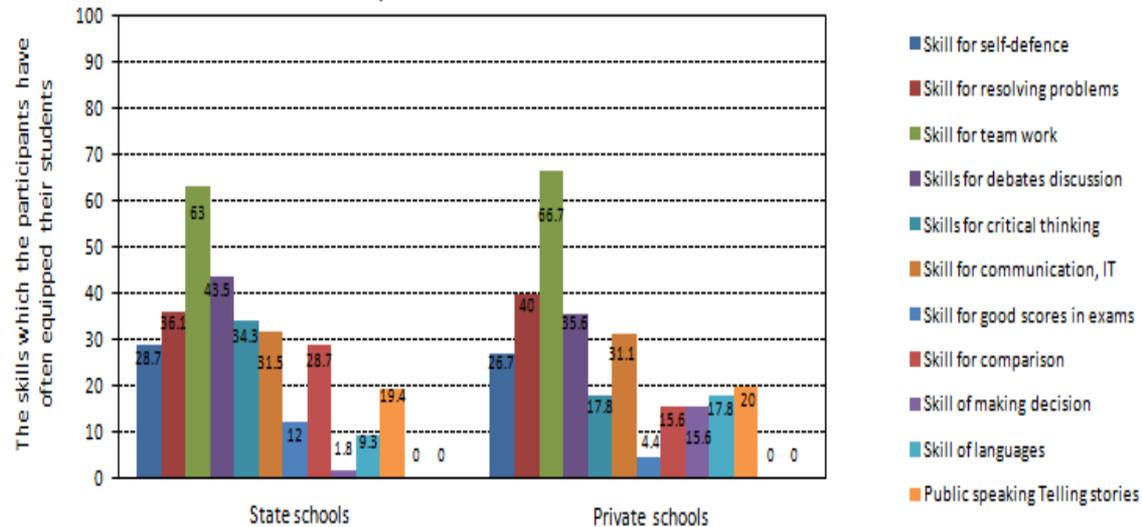
Hochiminh city, Vietnam



Hochiminh city, Vietnam



Hochiminh city, Vietnam



# Data Findings:

## Context of the private and public schools in HCM city

Context	Private school, HCM city	Public school, HCM city
<b>Education system</b>	Vietnamese as first language, under the Ministry of Education and Training (MOET: centralised system	Vietnamese as first language, under the Ministry of Education and Training: centralised system
<b>Funding</b>	100% self-investment by private sector and the parents	-Funding from the government -Funding from school fees, and partly the parents
<b>School policies,</b>  <b>Class size</b>	-Under the syllabus designed by MOET -Extra syllabus with life skills activities and living values -25 per class, full-day base	-Under the syllabus designed by MOET -Extra activities for political issues -52 per class, half-day base
<b>Pressures</b>	- Pressure of the exam result for the grade 12 students	-Pressure of being investigated - Pressure of syllabus completion - Pressure of the exam result as the teachers' teaching evaluation. - Pressure of extra activities for political propaganda
<b>Curriculum, textbooks</b>	-Students buy the textbooks -The fixed resource of textbooks by the MOET -Extra textbooks from other resources for extra subjects	-Students buy the textbooks -The fixed resource of textbooks by the MOET

# Data Findings

## The teachers' conceptualisation of skills in public schools

In HCM: The skills the participants in public schools understand as global skills: (Table A1)

participants	Team work	Public speaking/ debates/ presentation	Language skills	Technology skills	Survival skills	Soft skills	Understanding other cultures
1	Students discuss in group, learn how to working with others.		Language is a means to communicate with the world. It is very important.	Using computers, typing, and technology is needed in everywhere, also for international group.			
2	Working with other students, it helps students can work in the future.	at international level, students can express themselves with confidence	English skills is a must language for working at international level	Computer skill helps to search information on internet. But, there are bad and good information too. How to help them to choose.			
3	Learning to share thoughts with others in group, help future working in different places		English is a means to learn and share knowledge with other countries	Computer skills help to open to the world, and know how to use technology in modern world.			
4	Working in group, students have self-knowing and know other friends	Presentation in group helps students to be themselves and can share knowledge with others and apply what they learn	If students speak well English and learn more Languages, they can communicate and travel different places for work	Technology skill is important for all countries in modern world. Students need it to work in other countries	Learning how to survive, students can work in other countries		Students should learn other cultures for tourist, learning good things from other places. Students can improve in Geography
5	Discussing in group helps students more confident. But some lazy students rely on the smart ones. If all students work together, they will learn to accept others in other cultures.		Foreign language is important to communicate with other peoples. Our students have to study hard especially English				
6			If students can communicate English, they can express themselves and work with other peoples from different countries. It is important.	Computer and technology skill help students to work with many things, learning many new knowledge from internet. But, they consume much time for games and other bad things		I heard that soft skills in vocational training centre for can help students to improve and work in different places	

# Data Findings

## The teachers' conceptualisation of skills in private school

In HCM: The skills the participants in private schools in HCM city understand as global skills

participants	Team working	Dialogue and discussion, acting	Language skills	IT/Technology skills	skills of treating and solving circumstances	Life skills/ Personal skills
1	In many activities, students will learn how to behave and interact with others, learn how to work with others, even learn from mistakes	In classrooms, students work in groups, and teachers can ask them and give them time to reflect on the topics, involving with dialogue, taking roles, acting.	English is a means to open to international countries. It is very important and a must. This school we add more time for English skills because the students intend to study abroad and working there.	Computer skill (IT) becomes very popular in this school. Our students get used to computer and smart board easily.	There are different activities in classrooms and out trip. They learn how to treat others, and to solve different situations.	There are other vital skills such as swimming, other sports, first aid for drowning, gastrointestinal emergency, knotting, games, and a kind of Scouts
2	we create activities via which pupils experience these by their own	Discussion in groups, and asking questions help students confident and express themselves, self-esteem and reflect on what they learn	English skills is the priority for working in difference countries	I believe that our students got good skills. They have good facilities at home for this skills.	We have different activities, not only in classes, but also trips to explore other areas to learn in the nature. It stimulates their curiosity. It helps them to reflect when they learn new things in other places.	Students can enjoy different basic skills for life, and sport, health care.
3	Working in team helps students learn how to adapt in a group, respect differences, and learn new things from there.	Interacting with teachers and other students help students to be confident, and awake their mind. Students learn how to interact with different peoples, and situations	English language is our target in this schools, for their future studying and working in developed countries.	We have good facilities here. They help them to search for information, projects. It is a must for modern world	In different activities, indoor and outdoor, students learn from team work and decide their project. They will choose among themselves which is the best for them through activities.	Other skills: first aids, sport, making projects, disciplines and hygiene for health care. It is necessary in all countries.

# Data Findings

## Observations in the private and public schools

### OBSERVATIONS IN HOCHIMINH CITY

School type	Public schools				Private school	
Grade 10-11	Grade 10, Civil Education	Grade 11 (chosen class) Literature	Grade 10, English	Grade 11, Maths	Grade 10, value Education	Grade 10, Literature
class size	48 students	40 students	57 students	48 students	24 students	24 students
Lesson in 45'	<i>The movement and development of the material world</i>	<i>How to make use of language in the news papers</i>	<i>Grammar: if clause, main clause</i>	<i>Features of a circle form its standard equation</i>	<i>Honesty</i>	<i>Chinese Poetry</i>
Students activities	reading, answering teachers' questions, group discussion, noting down (less active)	Discussion, noting down, making video clips, slide-presentation, answering questions	Repeat after the teachers, noting down, answer the teachers' questions (less active)	Answering the teacher's questions, noting down, (less active)	Participation in group task, dialogue with the teacher, role play, giving examples, questioning (active)	Group discussion, reading, analysing, dialogue with teachers, games, asking questions, noting down (active)
Teacher's activities	Review, writing the lesson on the blackboard, Introduction, Show slides, ask questions, give discuss topic to the students	Review, writing the lesson on the blackboard, explain Introduction, Show slides, give tasks to the students, conclusion,	Writing the lesson title on the blackboard, explaining, give practical tasks to the students, asking questions (80% teacher-centred)	Review homework, writing on blackboard the Maths formula, asking, explaining the homework (80% teacher-centred)	Reviewing, introduction, show slides, giving discussion tasks and applying in situations, interaction with students, explaining, conclusion, (active)	Review, introduction, show slides, questioning, dialoguing, explaining the points, give tasks, correcting, concluding (active)
Communication skills	Group discussion, presentation with slides	IT skill, interacting between teachers and students	Asking-answering interaction	Teachers' asking, students' answering	Visual IT skills, interacting between teachers and students	Visual IT skills, interacting between teachers and students
Cooperation skills	Group task	Team work	Practise English in pairs for 3'		Discussion, Group tasks, Team work	Discussion, Group task, Team work
problem-solving skills		Analysis the lesson to get the main points		Analysis the lesson to get the main points	Analysis the lesson to get the main points, life skills, role play	Analysis the lesson to get the main points, life skills
conflict resolution skills						
critical reflecting skills					Applying in action	

# Finding result:

## The participants' conceptualisation of the skills relevant to global skills

Global skills	HCM city	
	Public schools	Private school
<b>Communication</b>	dialogue presentation; language and it skills'	dialogue presentation; language and it skills'
<b>Cooperation</b>	team work, discussion	team work, discussion
<b>Problem-solving</b>		solving circumstances, personal skills, life skills
<b>Conflict resolution</b>		
<b>Critical reflecting</b>		

## Finding result:

- The participants in both the private and public schools have considered the need to equip the learners with the skills: team work, discussion, IT, solving problems as mentioned in the implemented teachers' book included skills in Active Teaching and Learning method.
- The teachers practised skill-performance in public schools: 20-30%, while it is above 80% in the private school
- Teachers' attitude to skills in the public schools.
- In the private school: communication, cooperation, solving problem skills relevant to global skills,
- In the public school: communication, team-work
- The missing global skills: Conflict resolution, and critical thinking skills
- With the school ethos, the private school has equipped the students with more skills compared to the public ones

## Reflection:

- The control of the Minister of Education and Training, the pressures and education policies can be considered as obstacles for the skill development in the public schools
- Teachers' attitudes: not interested in skills
- Limited resource of textbooks in public schools
- There is space for reform, and further improvement, especially in private schools.
- The nature of the school / school ethos, policies may be the factors make skill development different

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Questions?



If not?

Thanks you for your listening



# Acknowledgements



*This research was made possible  
by the generous support from the Society of  
Jesus,  
and  
the guidance from Dr. Douglas Bourn*



**Thank  
You**