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The Profession-Oriented Higher Education Project in Vietnam: When curricular knowledge is at stake

This paper seeks to analyse the recent Profession-Oriented Higher Education (POHE) curriculum in Vietnam, a long term cooperation project funded by the Dutch government since 2005. The adoption of the POHE curriculum is a radical response to what is considered 'the straitjacket' of the past, aspiring for a quality education that will enable future generations to be the major source of innovation for economic growth and competitiveness. The questions it attempts to address are: (1) How is curricular knowledge conceptualised in the POHE curriculum? (2) What implications might such epistemological assumption(s) have on the curriculum policy goals? The overall purpose of the paper is to advance an argument for redeeming the role of disciplinary conceptual knowledge and the verticality of knowledge structures into the curriculum. This attempt is achieved through the employment of the social realist approach to curricular knowledge, which draws on Durkheim's sociological account of knowledge. Viewing curricular knowledge as both constrained by its internal (epistemology) and external (sociality) factors, the Durkheimian social realist theory of knowledge has proved to be a powerful tool in making explicit the knowledge assumption underlying a curriculum, thus allowing a theoretically informed approach to addressing curriculum issues. From the analysis, it is argued that the POHE curriculum is underpinned by instrumental and constructivist assumptions about knowledge which are highly likely to run against POHE's well-intentioned goals.

1. Introduction

Higher education has been ever high on the government's agenda in recent years in Vietnam. Since the early 1990s enrolments in this sector have been growing substantially, and are expected to follow this trend to an even greater scale at least until 2020, as the government plans for a 45 percent gross enrolment rate by that year, an increase of 13 percent from the current rate (Tran & Nguyen 2011). Educational officials, government leaders and many educationalists have repeatedly expressed their concerns that the system is not responsive enough to the rapid expansion rate and to current fast-growing economic activities. Increasingly the Vietnamese leaders have placed great emphasis on the role of investment in science and technology for the future development of the country, and since 2009 have been actively involved in adopting policies that leverage higher education

Profession Oriented Higher Education Curriculum

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