Climate Compatible Growth

VIET NAM

Centre for Global Equality

REPORT ON

Integrating Modelling, Policy and Political Economy (MPPE) into University Teaching in Vietnam

A Capacity-Building Implementation Report
under the Climate Compatible Growth Programme

National Economics University (NEU), Vietnam

Reporting period: Autumn 2024 - Autumn 2025

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Acknowledgements

This report was prepared within the framework of capacity-building activities under the Climate Compatible Growth (CCG) programme. I would like to express my sincere appreciation to CCG UK for developing and providing the open course “Modelling, Policy and Political Economy (MPPE)”, which has enabled lecturers and students in Vietnam to access international knowledge and methodological approaches related to systems modelling, policymaking, and political economy.

I would also like to thank the National Economics University for facilitating the integration of the course content into teaching activities, as well as the students for their active and committed participation throughout the implementation periods. These contributions have played an important role in supporting the dissemination of training outcomes and enhancing the impact of the CCG programme in Vietnam.

1. Introduction and Background

Within the framework of the Climate Compatible Growth (CCG) programme, a range of open courses and capacity-building activities have been implemented to support lecturers, researchers, and academic partners in enhancing their teaching, research, and policy advisory capabilities in the fields of energy, environment, and sustainable development.

One of the core courses under this programme is **"Modelling, Policy and Political Economy (MPPE)"**, which is designed to provide foundational knowledge on the relationship between systems modelling, policymaking processes, and political–institutional contexts. The course emphasises that technical analytical tools and models do not operate in politically neutral environments, but are strongly influenced by institutions, stakeholder interests, and broader political–economic dynamics.

As a direct participant in the MPPE course, and in my capacity as a lecturer at the National Economics University (NEU) and a coordinator of CCG-related academic activities in Vietnam, I recognised the responsibility not only to benefit personally from the training, but also to integrate and disseminate the knowledge gained through teaching activities, thereby maximising the impact of the capacity-building support provided by CCG.

This report aims to:

- Describe the integration of the MPPE course into teaching activities at NEU

- Present the form, scope, and scale of implementation

- Summarise the results achieved and initial impacts on students

- Provide supporting evidence for monitoring and evaluation purposes by CCG UK

2. Overview of the MPPE Course and Integration Approach

The MPPE course focuses on:

- Clarifying the role of systems modelling in policymaking processes

- Highlighting the inherently political nature of policy decisions, particularly in the energy sector

- Introducing Political Economy Analysis (PEA) as a framework to enhance the relevance, feasibility, and usability of modelling outputs

- Demonstrating how modelling results can be linked to policy action through effective communication and stakeholder engagement.

The course is designed primarily as a conceptual and methodological orientation, rather than a technical modelling training programme. Accordingly, the integration of MPPE into teaching at NEU followed these principles:

- Existing courses were not transformed into policy or political economy modules

- MPPE content was not delivered as a standalone subject within regular classes

- Instead, MPPE was used as a complementary lens to help students better understand the policy and institutional contexts in which technical tools (such as GIS, models, and spatial

data) are applied in practice.

3. Description of Integration into GIS Teaching at NEU

3.1. Course Context and Scope of Implementation

The MPPE course was integrated into the **Geographic Information Systems (GIS)** course at the National Economics University. This course equips students with knowledge and skills in spatial data analysis and its application in economics, environmental studies, planning, and resource management.

The integration was implemented continuously over **three academic semesters**, covering **five classes**, as detailed below:

- Autumn Semester 2024
    - 01 class
    - 35 students completed the MPPE course and obtained certificates.
- Spring Semester 2025
    - 02 classes
    - A total of 56 students completed the MPPE course and obtained certificates.
- Autumn Semester 2025
    - 02 classes
    - A total of 48 students completed the MPPE course and obtained certificates.

In total, **139 students** successfully completed the MPPE course and received official certificates via the CCG online learning platform.

The detailed student list and corresponding certificates can be found via this link: https://drive.google.com/drive/folders/15xpExPlBox3l-9aaA0P0ITWlv1cOsPnj?usp=sharing

3.2. Form and Content of Integration

MPPE content was not taught as a formal theoretical component of the GIS course. Instead, integration was achieved through:

- In-class discussions and illustrative examples highlighting that:
    - Spatial analysis outputs and technical modelling results only generate real value when interpreted within specific institutional and policy contexts.
    - The uptake of analytical results depends not only on technical accuracy, but also on stakeholder interests and political dynamics.
- Explicit linkages between GIS, modelling, and policymaking processes, enabling students to understand that:
    - Technical tools form part of a broader policy ecosystem.
    - Policy decisions are often the outcome of negotiation, compromise, and

competing interests.

3.3. Mandatory Requirement for Students

To ensure systematic exposure to policy and political economy thinking, participation in the MPPE course was made a **mandatory requirement** of the GIS course. Specifically:

- Students were required to enrol in and complete the open MPPE course on the CCG OpenLearn platform.

- Completion of all course components and the final assessment was required to obtain a certificate.

- Successful completion of the MPPE course constituted a **mandatory coursework component**, accounting for **20% of the total GIS course grade**.

This mechanism ensured consistent and serious engagement by students across all classes.

3.4. Translation and Localisation of Course Materials

To facilitate student access to MPPE content, particularly in light of varying levels of academic English proficiency, the lecturer undertook the following activities:

- Translated all MPPE lecture slides and materials into Vietnamese.

- Provided translated materials to students alongside their participation in the online course.

This localisation effort:

- Reduced language barriers.

- Enhanced comprehension and learning outcomes.

- Contributed to the contextualisation of international knowledge within the Vietnamese educational and policy environment.

4. Implementation Results and Initial Impacts

4.1. Quantitative Results

The implementation achieved the following outcomes:

- Integration of the MPPE course over three consecutive semesters.

- Implementation across five classes.

- 139 students successfully completed the MPPE course and obtained official certificates.

- A 100% completion rate among students enrolled under the course requirement.

All supporting evidence, including:

- Student lists by semester and class.

- Detailed student information.

- Copies of MPPE completion certificates.

- Vietnamese translations of MPPE lecture slides;

has been systematically compiled and stored in a dedicated Google Drive folder, available for verification if required.

4.2. Qualitative Impacts

Through participation in the MPPE course, students demonstrated:

- Enhanced awareness of the relationship between technical tools (GIS, models, data) and policy contexts.

- Improved understanding that policymaking is shaped by political and institutional factors, rather than solely by technical evidence.

- Greater capacity for interdisciplinary thinking, linking technical analysis with policy considerations.

A number of students also expressed interest in exploring additional courses within the CCG learning ecosystem, indicating early signs of broader impact and engagement.

4.3. Added Value to GIS Teaching

The integration of MPPE contributed to:

- Broadening the GIS course from a purely technical focus to including policy-oriented critical thinking.

- Strengthening links between technical skills and real-world decision-making contexts in economics, environment, and sustainable development.

- Aligning GIS teaching more closely with NEU's interdisciplinary education objectives.

5. Overall Assessment and Lessons Learned

The implementation experience indicates that the MPPE course is highly compatible with the teaching context at NEU when integrated in a flexible and complementary manner. Key lessons learned include:

- Combining open online courses with mandatory coursework requirements is an effective mechanism for capacity building.

- Significant educational impact can be achieved without embedding the full course content directly into classroom teaching.

- Translation and localisation play a critical role in enhancing accessibility and learning outcomes.

6. Conclusion and Next Steps

The integration of the "Modelling, Policy and Political Economy" course into teaching activities at the National Economics University has been implemented in a substantive, continuous, and well-documented manner, contributing to the effective dissemination of capacity-building outcomes supported by CCG.

Going forward, this integration approach will be maintained and potentially expanded to other courses related to environmental policy, energy economics, and sustainable development, thereby further amplifying the impact of the CCG programme in Vietnam.

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