

2016 ADB International Skills Forum Innovative Practices in Skills Development

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PISA 2012 IN VIET NAM: Results and Lessons learned

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PISA 2012 IN VIET NAM: Results and Lessons learned
[Boosting student learning outcomes]



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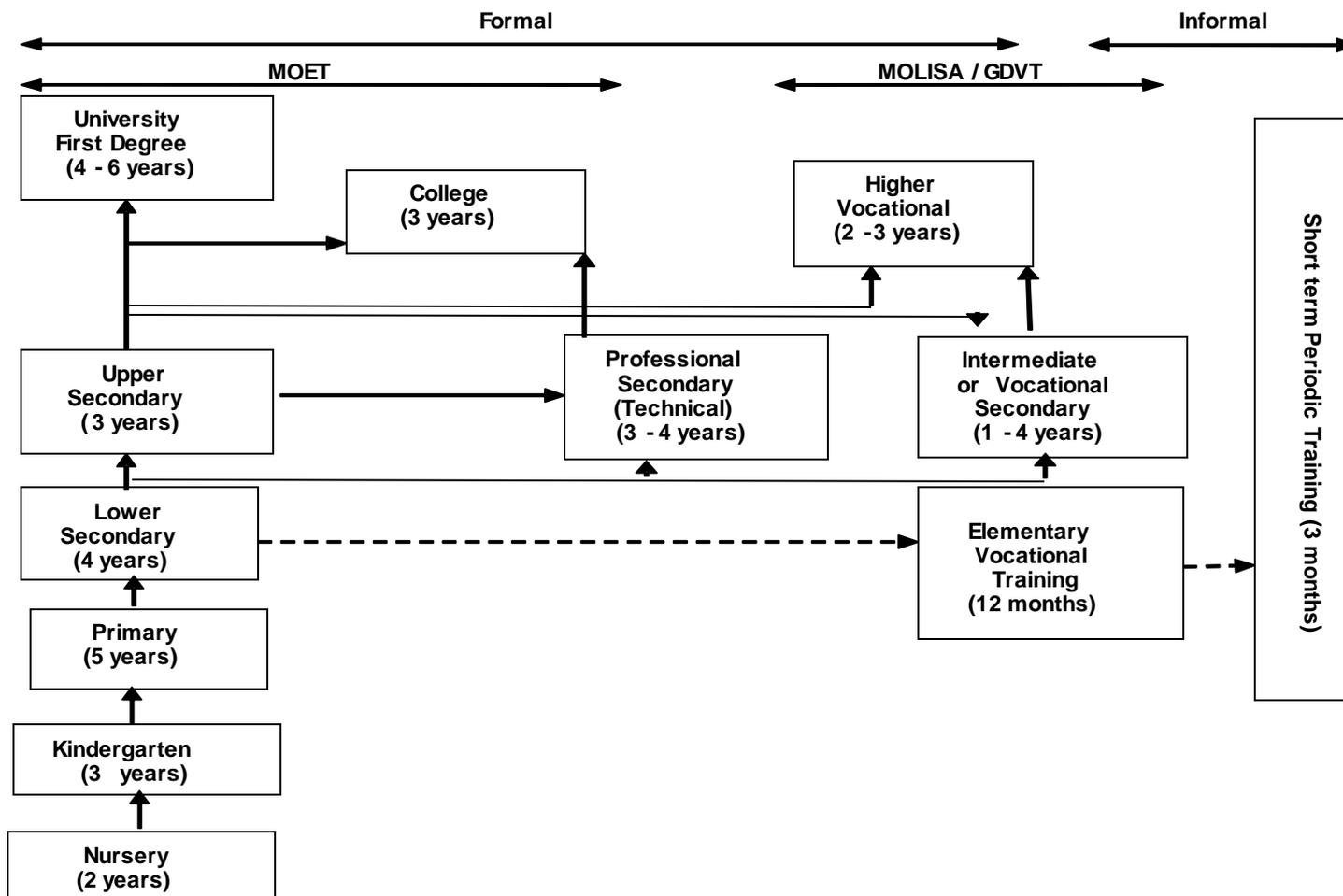


OUTLINE

- Viet Nam Education system
- Large Scale Assessment in Viet Nam
- PISA 2012: Results and lessons learned
- Conclusions



1. EDUCATION SYSTEM – Overview (1/3)



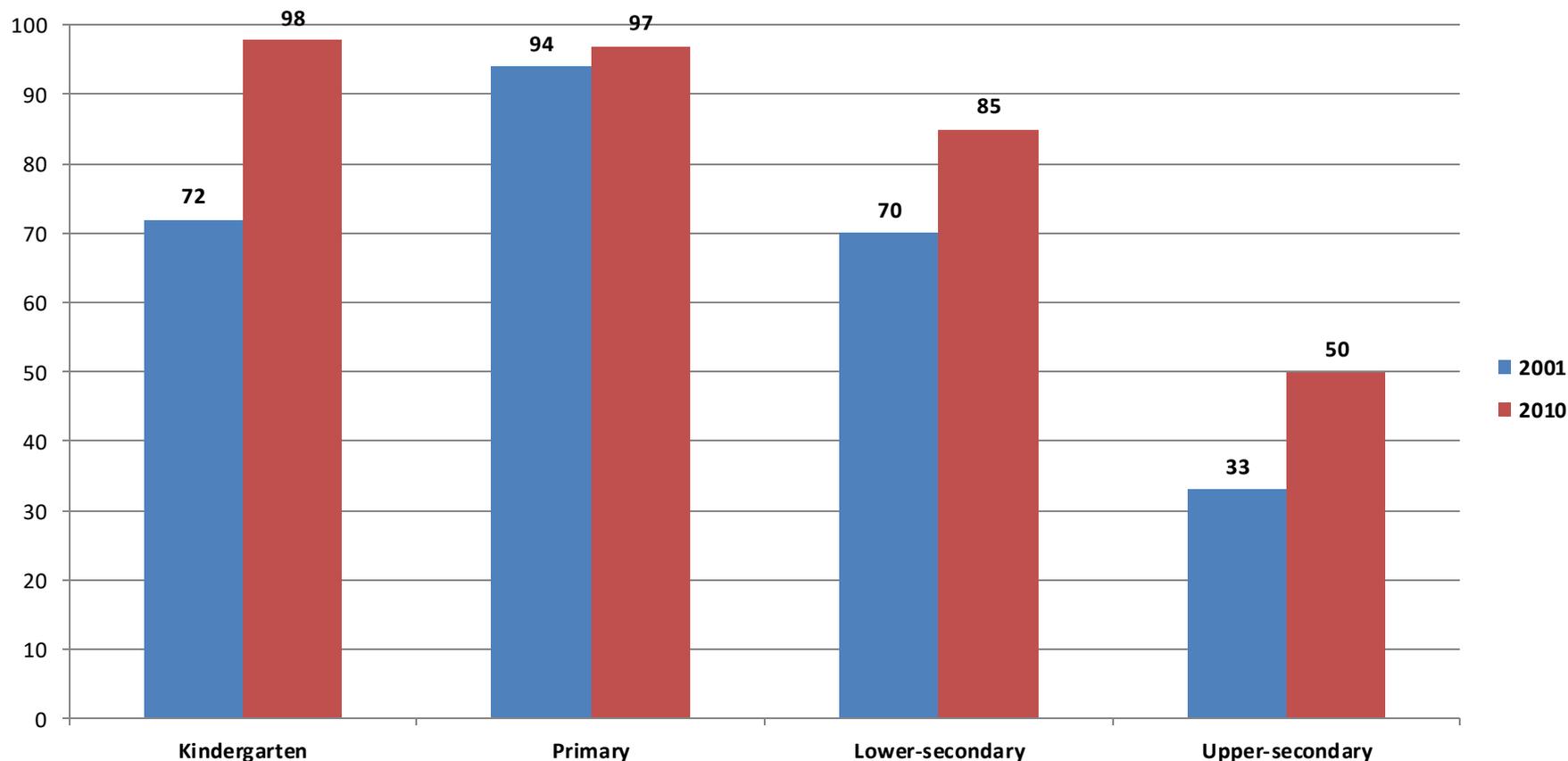
1. EDUCATION SYSTEM – Overview (2/3)

- **43,874 education institutions**
- **1.24 million teachers**
- **22.21 million students**
- **726 centers for continuing education**
- **10,992 centers for community education**

(MOET, 2015)



1. EDUCATION SYSTEM – Overview (3/3)



Net enrolment rates (%) from 2001 to 2010 (MOET, 2012)



1. EDUCATION SYSTEM - Achievements

- Net enrolment rates (2001-2015) increased significantly;
- The network of education institutions expanded;
- Eradicating illiteracy and universalizing primary and lower secondary education;
- Equity of access improved;
- Quality of education at all levels increased.

(National education for all, MOET 2015)



1. EDUCATION SYSTEM - Shortcomings

- System lacks uniformity and transferability between grades;
- Quality is lower than required for national development;
- Education law and policies are inadequate;
- Autonomy and accountability of educational institutions not prescribed fully and practically;
- Curricular contents are too theoretical and teaching methods are outdated.

(Education Development Strategy for 2011-2020, Viet Nam Government)



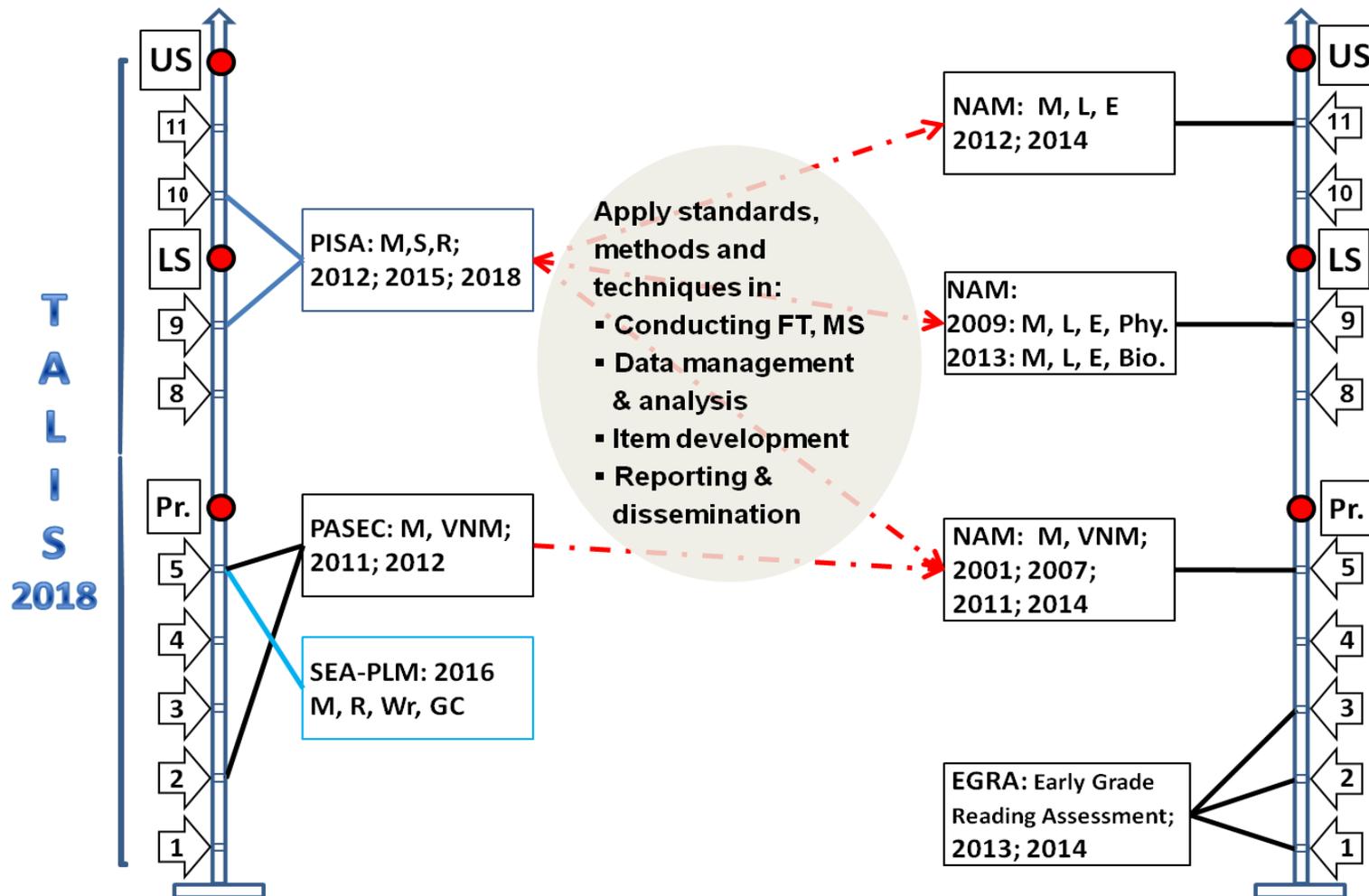
1. EDUCATION SYSTEM – Priorities & Strategies

- *“Education development is a top national policy”*
- *“Investment in education is investment for development”*
- Objectives, priorities and strategies have been set *“to make education and training, science and technology the major driving force for development”*. The education strategies focus on:
 - (1) renovating education administration;
 - (2) developing high-quality teaching workforce;
 - (3) renovating curriculum, textbooks and education quality assessment.

(Education Dev. Strategy for 2011-2020, Viet Nam Government 2012)



2. LARGE-SCALE ASSESSMENTS IN VIET NAM



3. PISA 2012: MAIN PURPOSES

- To learn methods and techniques for conducting LSAs;
- To know “where we are” relative to international standards;
- To monitor national education quality and equity;
- To analyze national education policies;
- To reform education assessment, and teaching and learning.
- To prepare for the reform of the education system.



3. PISA 2012: PREPARATION (1/2)

- PISA is very different from traditional Vietnamese tests;
- Need to develop expertise of staffs;
- Need to have staffs who can work in English;
- Need to set up a national database system for all 15-year-old students at all educational institutions;



3. PISA 2012: PREPARATION (2/2)

- Translation following PISA requirements was a challenge;
- Need to train administrators and teachers on how to have student take the assessment (extensive security);
- Need to work with senior policy makers so they understand program and results.



3. PISA 2012: RESULTS

- Viet Nam has lowest GDP and HDI among PISA 2012 participations.
- Surprised ourselves and the world with extraordinary results
 - Higher than OECD's average;
 - Top 20 performers of PISA 2012.

| Field | OECD mean score | Vietnam mean score | Ranking |
|---------|-----------------|--------------------|---------|
| Math | 494 | 511 | 17/65 |
| Reading | 496 | 508 | 19/65 |
| Science | 501 | 528 | 8/65 |



3. PISA 2012: LESSON LEARNED (1/2)

PISA 2012 results helped us to

- Know “where we are” in the international education map;
- Identify factors that affect students’ performance; and
- Develop policies to improve students’ learning outcomes;
- Develop policies to improve education quality and equity.



3. PISA 2012: LESSON LEARNED (2/2)

We have learnt from PISA

- Frameworks and procedures for conducting LSAs;
 - Adapted for national LSAs in 2013, 2014.
- Spreading literacy definitions and public items to promote CBA
 - Training workshops have been held in over 50 provinces
 - PISA-related books and studies have been published
- Analyzing and utilizing results for improving education quality
 - CBA and CBE have been presented in educational institutions
 - Curriculum and textbooks are more competency-based



Thank You

Comments or discussion concerning PISA
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