
TOWARDS QUALITY EDUCATION IN BUILDING A LEARNING SOCIETY IN VIETNAM

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I. Introduction

1. The policy of building a learning society in Vietnam:
 - ❑ Education Development Strategy
 - ❑ Learning Society Project (Period 2005-2010, 2012-2020)
 2. Achievements: To date Vietnam has a complete, various, nationwide, multi-layered structure education system with the participation of two new players which are civil society and the market.
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I. Introduction

3. However, the Vietnam education has been developed mainly in width, compatible with the development of the economy.
 4. Therefore the quality is poor.
 5. So the prerequisites for radical and comprehensive innovation is the shift to a new development model, focused on improving the quality.
 6. This is a very difficult problem to solve, especially with the large-scale of the education system towards a learning society.
 7. This presentation mentions only one aspect of the problem: the alignment of education policy system.
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II. Education quality of Vietnam from different perspectives

1. *Assessed by conditions to assure quality:* Improved quality of education and training at all levels.
 2. *Assessed by meeting goals:* unsatisfactory to the requirements of socio-economic development.
 3. *Assessed by people's satisfaction:* Unhappy with lots of educational criteria (PAPI 2011, 2012).
 4. *Assessed by the KEI education index:* Vietnam education quality ranked the lowest compared with other countries in the region.
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II. Education quality of Vietnam from different perspectives

5. *Assessed by the Global Competitiveness Report (GCR):*
The bad quality of manpower training is one of five most pressing issues in our country's economic development.

The quality of Vietnam education is improved compared to itself but still lagging behind compared to national socio – economic development requirements, people's expectations, and education development in other countries. Weaknesses in education are persistent, mainly in vocational education, higher education and continuing education, raising concern in the society

III. System approach to improve the quality of education

1. Research by the Economist Intelligence Unit (2012): Education is still basically a black box. That is no solution given in advance for improving the quality of education.
2. Hence there are many approaches to find the solution: the common one is single and multi factor approach.
3. Recently, there is a new trend: the whole system approach
4. UNESCO & WB are implementing this approach in a program called System Approach for Better Educational Results (SABER) with the hope to open the black box of education

III. System approach to improve the quality of education

5. SABER's basic concept: education quality is the product of the education policy system. So in order to improve the quality of education, a quite adequate and comprehensive policy system must be developed, covering all the basic elements.
 6. In the initial approach of SABER, there were 8 policy domains: teachers, EMIS, autonomy, ICT, assessment, vocational tracking, higher education, engaging the private sector.
 7. Each policy domain is classified according to four levels from low to high: Latent, Emerging, Established, Advanced.
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III. System approach to improve the quality of education

EMIS	Vietnam is among the countries with the least data on education finance and has challenges in the availability of data related to UIS indicators
Autonomy	At the stage of emerging
ICT	No promotion of the twenty-first century skills related to ICT such as creative thinking, problem solving, etc.
Assessment	Weaknesses to be overcome is the lack of large-scale assessment.
Vocational tracking	Vietnam has early tracking (?) And no chance of a university education (?)
Higher edu	No alignment : high growth while low funding and poor governance.
Private sector	Accountability: at stage of advance; Information transparency: at the stage of latent; Competitiveness: at the stage of emerging

IV. Reform of teacher training in teacher training colleges

1. According to SABER's evaluation on 8 teacher policy goals, the teacher policy system in Vietnam is comprehensive enough, but still at the stage of emerging for several goals such as attracting qualified people into teaching profession, pedagogy reform in teacher training, principals' leadership capacity development.
 2. Research of the former Vice President Nguyen Thi Binh showed that the outstanding strength of Vietnam education is a consistent development of teacher policies. But that strength is not at full play and is mainly in the emerging stage.
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IV. Reform of teacher training in teacher training colleges

3. The evidence is that teachers are losing motivation in teaching, and professional qualifications do not meet the requirements of general education curriculum innovation.
4. Causes: teacher training in Vietnam is still in the vicious trap of patchwork innovation, featuring: 1. Model of traditional teachers; 2. Close training system; 3. Divided training process.
5. There is urgent need for teacher training reform, with new features: 1. Model of professional teachers; 2. Open training system; 3. Continued training process.
6. The arisen issue: What is the required alignment in policy for teacher training reform?

V. Conclusion

1. Current approach of Vietnam in finding a solution to the problem of improving education quality is single factor approach → trap of innovation.
 2. In the context of radical and comprehensive innovation, we need to have a systematic approach to improve the quality of education.
 3. The prerequisite for this approach is the alignment of the policy system.
 4. Regarding teacher policy: teacher training reform in teacher training colleges should go together with salary reform so that teachers are able to live on their salaries.
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V. Conclusion

5. Regarding the policy system for teachers, learners, principals, school and community: in the context of the general education program after 2015 with the purpose to prepare the youth with the skills of the twenty-first century, policies and plans for developing schools, teachers and principals of the twenty-first century should be made.
 6. Regarding the policy for the whole system: It is required to ensure **true** alignment in policy development between formal education and continuing education.
 7. Regarding policy formulation and implementation: It is required to overcome inherent 'illness' which is delays, half-way in implementation.
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