



Analysis of National Learning  
Assessment Systems [ANLAS]

# ANLAS Vietnam: Country Report

November 2019

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The ANLAS development process included three phases: 1) development of the ANLAS toolkit (July 2018 to January 2019); 2) pilot implementation of ANLAS in three GPE partner countries (January to August 2019); and 3) revision and refinement of ANLAS based on observations and experiences from the pilot implementations (July to September 2019). To facilitate the pilot implementation of ANLAS in Mauritania in French language, ACER collaborated with CONFEMEN/PASEC<sup>1</sup>.

Vietnam is one of three countries participating in the piloting of ANLAS. The piloting countries are contributing significantly to the consultative development process of ANLAS, allowing to test both the content of the ANLAS toolkit and the process of using these resources to analyze the national learning assessment system and to make recommendations for improvement to inform strategies within education sector plans.

Our Steering Committee and Technical Team would like to especially thank Ms. Ramya Vivekanandan – GPE Secretariat, Mr. Toshiyuki Matsumoto – Education Programme Specialist of UNESCO Hanoi, Ms. Naoko Tabata - Country Liaison of ACER and Ms. Sally Robertson - ACER for supporting us during the ANLAS piloting in Vietnam. We also would like to thank our High Officials from the Ministry of Education and Training (MOET), and from the Vietnam Educational Quality Management Agency, Department of Primary Education, Department of Secondary Education, Department of International Cooperation, Department of Teachers and Educational Managers, Vietnam National Institute of Educational Sciences and the National Academy of Educational Management for directly joining the Steering Committee as well as for giving staff members a chance to be a part of the Technical Team. We also thank Ha Noi Pedagogy University 2, Department of Education and Training of the provinces and cities of Ha Noi, Lam Dong, Ninh Binh, Quang Nam and Thanh Hoa, along with the principals and teachers of the primary, secondary and high schools from the provinces and cities that took part in the ANLAS piloting.

We will use the ANLAS implementation results in an effective way, analyzing strengths and points of weakness in the educational assessment system of Vietnam and proposing policies for the improvement of the system.

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<sup>1</sup> CONFEMEN (Conférence des ministres de l'éducation des états et gouvernements de la Francophonie); PASEC (Programme d'analyse des systèmes éducatifs).

## Abbreviations and acronyms

A4L	Assessment for Learning
ACER	Australian Council for Educational Research
ANLAS	Analysis of National Learning Assessment Systems
CEQE	Centre of Education Quality Evaluation
DCPs	developing country partners
DOET	Department of Education and Training
DPE	Department of Primary education
GPE	Global Partnership for Education
MOET	Ministry of Education and Training
NAEM	National Academy of Educational Management
PASEC	Programme d'analyse des systèmes éducatifs de la CONFEMEN
PISA	Programme for International Student Assessment
SEA-PLM	Southeast Asia Primary Learning Metrics
TALIS	Teaching and Learning International Survey
VNIES	Vietnam National Institute of Educational Sciences

# 1 Introduction

## 1.1 ANLAS purpose

Learning assessments are increasingly used by education systems around the world to inform evidence-based policymaking and reform processes, and to improve teaching and learning practice.<sup>2</sup> To ensure the learning assessment systems in place are sustainable and effective, it is important to regularly review and evaluate their actual state and progress.

For the Global Partnership for Education (GPE), an important priority is the quality of learning assessment systems as a key component of strong education systems and a vital means to monitor and improve learning outcomes. GPE is a multi-stakeholder partnership and funding platform that focuses on supporting the efforts of more than 65 developing country partners (DCPs) in building effective education systems to improve equity and learning. In addition to its efforts to reinforce learning assessment systems through its grants to DCPs, GPE is working to strengthen learning assessment systems and promote a holistic measurement of learning through its Assessment for Learning (A4L) initiative, launched in 2017.

The *Analysis of National Learning Assessment Systems* (ANLAS) is a key component of GPE's A4L initiative, aiming to support partner countries to build effective monitoring systems for evidence-based education sector planning.<sup>3</sup>

ANLAS is designed to enable country partners to undertake a comprehensive analysis of national learning assessment systems, covering learning assessments in school education from primary or basic education to secondary education, all schools within the system (public, private and community), at central as well as decentralized levels. The aim of the qualitative analysis is to identify areas and recommendations for improvement of the national assessment system, to inform the development and implementation of improvement strategies as part of the wider education sector planning process.

To guide and assist developing country partners in undertaking ANLAS, a framework and toolkit have been developed. The toolkit consists of *process tools* to support the implementation of ANLAS, *analytical tools* to document and analyze the learning assessment system, and *reporting and dissemination tools*.

## 1.2 The ANLAS model

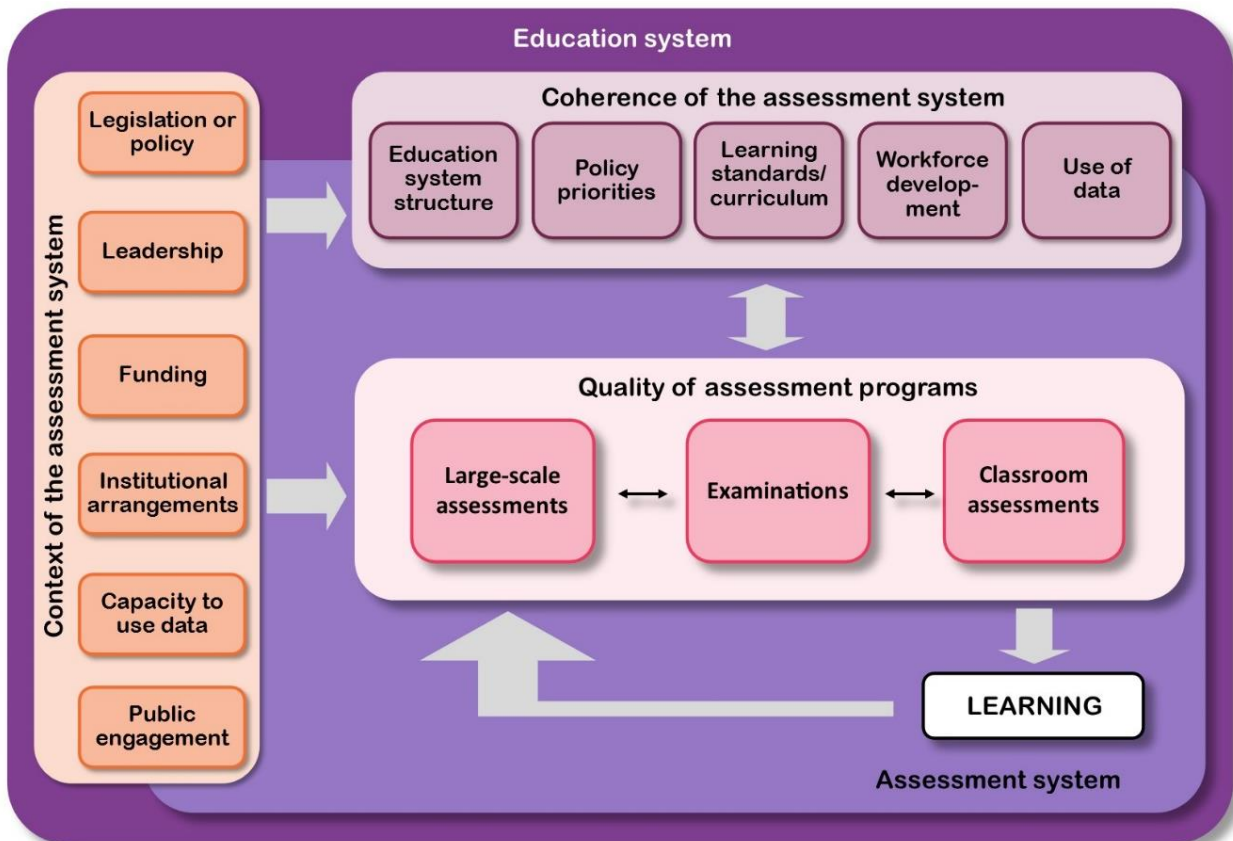
The ANLAS model illustrated in Exhibit 1 provides the analytical framework for the qualitative analysis of national learning assessment systems.

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<sup>2</sup> John C. Cresswell, "System-Level Assessment and Educational Policy," (Melbourne: ACER, 2017).

<sup>3</sup> Global Partnership for Education, "Concept Note: Analysis of National Learning Assessment Systems (ANLAS)." (Washington, DC: Global Partnership for Education, 2018).

Exhibit 1: The ANLAS model



The qualitative analysis includes the following *three focus areas*:

**Context** refers to the broader context of the assessment system and the extent to which it is supportive of the assessment system<sup>4</sup>. Context covers six key areas as shown in the ANLAS model.

**Coherence** refers to the extent to which the assessment system is aligned with, or coherent with important aspects of the broader education system<sup>5</sup>. Coherence covers five key areas as shown in the ANLAS model.

**Quality** refers to the overarching key quality concepts for learning assessment programs: technical rigor, fitness for purpose, clarity and consistency of purpose, objectivity and independence, transparency and accountability and ethicality and fairness.<sup>6</sup> The assessment programs covered in ANLAS include large-scale assessments (national, international/regional), examinations and classroom assessments. Eight key areas are operationalized for quality of large-scale assessments and examinations, and seven key areas for quality of classroom assessments.

<sup>4</sup> Marguerite Clarke, "What Matters Most for Student Assessment Systems: A Framework Paper: Systems Approach for Better Education Results (SABER) Student Assessment Working Paper No. 1," (Washington, DC: World Bank, 2012); Network for African Learning Assessments (NALA), "Learning Assessments Systems Evaluation Framework (Draft)," (n.d.), accessed January 4, 2019, [http://www.adeanet.org/adeapmp/sites/default/files/activities/learning\\_assessments\\_systems\\_framework\\_v18.pdf](http://www.adeanet.org/adeapmp/sites/default/files/activities/learning_assessments_systems_framework_v18.pdf)

<sup>5</sup> Clarke, "What Matters Most".

<sup>6</sup> Australian Council for Educational Research Centre for Global Education Monitoring and UNESCO Institute for Statistics, "Principles of Good Practice in Learning Assessment," (Australian Council for Educational Research Centre for Global Education Monitoring and UNESCO Institute for Statistics, 2017).

An important **cross-sectional element** of ANLAS is the domain of **21<sup>st</sup> century skills**. These skills, or ‘general capabilities’ and ‘transversal competencies’ as they are often referred to, are an increasing policy priority for education systems around the world<sup>7</sup>. The diagnostic nature, the cross-sectional consideration of 21<sup>st</sup> century skills and the integration of the analysis into the education sector planning process are essential, distinct features of the initiative.

For more details about the ANLAS model see the *ANLAS Framework*.

## 2 ANLAS in Vietnam

Vietnam is one of the three GPE partner countries which participated in piloting ANLAS. The purpose of the country’s participation in the piloting exercise was to analyze the entire national learning assessment system, allowing for insight on strategies and policies that may be needed to improve the system.

This was also a chance for Vietnam to review all aspects of the national learning assessment system, including classroom assessment, large-scale assessment and some examinations which have been conducted in Vietnam, while at the same time expanding and learning from the experience of other countries as well as sharing achievements with them.

Alongside, Vietnam has been making progress regarding curriculum and textbook innovation. During the 2020-2021 school year, Vietnam will start to pilot a new general education curriculum in some primary, secondary, and high schools (Grades 1, 6 and 10). Participating in ANLAS will support the development of assessment regulations based on this new curriculum. It will also enhance the assessment capacity of teachers and education managers by informing their training in the relevant examination methods and suitable classroom assessment.

### 2.1 Implementation process

The implementation of ANLAS in Vietnam was undertaken in six steps between September 2018 and August 2019. Exhibit 2 outlines the dates and duration of the six ANLAS steps.

**Exhibit 2: ANLAS implementation process in Vietnam**

ANLAS implementation step	Date and duration
1. Nominating a focal point and establishing a Technical team	15/9/2018-30/1/2019 19 weeks
2. Familiarization with the ANLAS toolkit	21/2/2019-4/3/2019 1.5 weeks
3. Stakeholder briefings	26/2/2019 1 day
4. Team training and planning	28/2/2019-4/3/2019 3 days
5. Completing the analytical tables: description, evaluation, recommendations	10/3/2019-20/4/2019 6 weeks

<sup>7</sup> Global Partnership for Education, "ANLAS Concept Note".



ANLAS implementation step	Date and duration
for improvement, and synthesis of findings	
6. Preparing and disseminating a country report to relevant stakeholders to inform education sector planning.	1/5/2019-30/11/2019 7 months

## 2.2 Establishing a technical team and steering committee

GPE, via UNESCO Hanoi (the GPE Coordinating Agency in Vietnam), sent a letter to the MOET introducing the ANLAS program, including its purpose and usefulness. After studying the potential relevance and advantages of participation, Vietnam then expressed its desire to do so and was selected as one of three participating countries for the piloting of ANLAS, along with Ethiopia and Mauritania.

For each of the pilot countries, GPE requested the nomination of a national Focal Point to oversee the exercise and the selection of a group of six to eight people with experience and capacity in learning assessment to serve as a national or technical team. In the case of Vietnam, MOET nominated the Vietnam Educational Quality Management Agency to be the host unit and the Center for Educational Quality Evaluation (CEQE) to be the implementation unit for ANLAS in Vietnam, under the direction of Dr. My Ha as the Focal Point. Unlike the other pilot countries, Vietnam decided to establish both a Steering Committee and a national team (known as the Technical Team) to participate in the exercise. While the Technical Team was charged with the actual tasks of undertaking the analysis and preparing the country report, the Steering Committee's role was to oversee the work of the Technical Team (including giving direct feedback) and provide the overall management of the ANLAS piloting in the country.

The following units were involved in these structures: the Center of Educational Quality Evaluation, Vietnam Education Quality Management Agency, Centre of Educational Quality Evaluation, Department of Secondary Education, Department of Primary Education, Department of International Cooperation, Department of Teachers and Education Managers, the Vietnam National Institute of Educational Sciences and the National Academy of Education Management. In most cases, one leader from these units was in the Steering Committee while relevant staff were dispatched to the Technical Team, which consisted of 18 members overall.

The experience of Vietnam in this regard showed that the experience of having a Steering Committee helped to ensure that the members of the Technical Team took responsibility for the ANLAS work and worked effectively and quickly.

Steering Committee and Technical Team members are listed in Appendix 1.

## 2.3 Stakeholder briefing

The Steering Committee and Technical Team worked with GPE and UNESCO Hanoi to conduct a stakeholder briefing on February 26, 2019 at MOET. Ms. Ramya Vivekanandan from the GPE Secretariat delivered a presentation on ANLAS during this meeting, at which several development partners were represented, including UNICEF, British Council, Plan International, Vietnam Association for Education for All (VAEFA), UNESCO and Save the Children.



## 2.4 Technical team training and planning

After the stakeholder briefings, the Technical Team worked with ACER to organize an online technical training and planning session, targeting the representatives of the Steering Committee and Technical Team. From ACER, the training was delivered by Ms. Naoko Tabata and Ms. Sally Robertson, who presented the procedures and methods for undertaking the exercise. As part of the session, the Technical Team worked to develop an implementation plan for the pilot in Vietnam, with a clear delineation of tasks and timelines.

## 2.5 Completing the analytical tables

Analytical tables and instructions for completion were provided to document and guide the analysis of the three ANLAS focus areas. Within each of the focus areas, several key areas were analyzed using a set of guiding questions (see Section 1.2 for information about the focus and key areas). For each key area, a quality objective was defined, against which the key area was described and evaluated. The quality objectives are indicated as part of the ANLAS findings (see Section 3).

The analysis of the national learning assessment system consisted of three major steps:

- Describing the key areas for each ANLAS focus area
- Evaluating the key areas for each ANLAS focus area
- Identifying aspects for improvement and making recommendations, and synthesis of the findings.

After the Technical Team training and planning exercise, the Steering Committee and Technical Team met several times in order to assign tasks for members, discuss the content in analytical tables, provide comments and to collectively answer the questions.

In addition, the Technical Team members conducted interviews with stakeholders involved in testing, examinations, classroom assessment and large-scale assessment such as representatives from Ha Noi Pedagogy University 2, the Secondary Education Development Project Phase 2, the Department of Education in Hai Ba Trung and Thuong Tin districts and stakeholders from some primary, secondary and high schools located in Ha Noi, Lam Dong, Ninh Binh, Quang Nam and Thanh Hoa provinces. This represented a mix of cities, rural areas and highland areas.

The meetings, workshops and interview sessions were useful for completing the analytical tables and reports.

### 2.5.1 Describing the key areas of the national learning assessment system

In ANLAS, Vietnam focused on the following assessment programs:

1) International large-scale assessments:

- PISA (Programme for International Student Assessment, administered by OECD, assessing 15-year-old students in Maths, Science, and Reading). Vietnam participated in the cycles of 2012, 2015 and 2018.
- PASEC (*Programme d'analyse des systèmes éducatifs* or Education System Analysis program, administered by the *Conférence des ministres de l'éducation des états et gouvernements de la Francophonie* or Ministers of Education organization for French-speaking countries, assessing Grade 5 students in Maths and Reading at the beginning and end of the school year). Vietnam participated in this program from 2011 – 2014.

- TALIS (Teaching and Learning International Survey, administered by OECD, assessing principals and teachers, focusing on secondary level). Vietnam has assessed these stakeholders at the primary, secondary and upper secondary levels (as well as PISA-Link) and participated in the cycle of 2018.
- SEA-PLM (South East Asia Primary Learning Metrics, in collaboration between SEAMEO and UNICEF). Vietnam has been participating in this program since 2016. The first assessment was administered in 2019, and as of the writing of this report Vietnam was in the coding and data entry phase.

## 2) National large-scale assessments

Vietnam has been regularly assessing the learning levels of Grades 5, 9 and 11 students. The details are as follows:

- Grade 5 (Maths and Literature): 4 cycles conducted (2000-2001, 2006-2007, 2010-2011, 2013-2014)
- Grade 9 (Maths, Literature, English and Biology): 2 cycles conducted (2008-2009 - with Physics instead of Biology - and 2012-2013)
- Grade 11 (Maths, Literature, English): 3 cycles (2011-2012, 2014-2015, 2018-2019)

## 3) National examination

At present, the MOET conducts the national high school examination after students have completed Grade 12. The Department of Education and Training (DOET) uses this result to determine high school graduation for the student, and universities can use students' test results for selection purposes. In addition, MOET also conducts some examinations targeted at gifted students and in the technical science domain.

## 4) Classroom assessment

This is an everyday activity in class, throughout primary, secondary and high school levels.

The key stakeholder groups that were consulted for the analysis are presented in the summary mapping table in Appendix 2. They came from departments and units responsible for a variety of areas or covering different profiles, including: institutional policy, observing examinations, developing assessment programs, funding, information resources, development partners, assessment agencies, training program providers, school leaders and teachers. In all cases, the stakeholders were asked to represent their organizational perspectives and not their personal ones.

The documents used for the analysis are also summarized in Appendix 2. They included legal administrative documents, training documents and research documents and reports. The number of reference materials and documents is high because Vietnam has many international and national assessment programs, as well as examinations held annually, together with directives and guidance documents for classroom assessment. The Technical Team was in some cases required to pick and choose some documents and to reduce the overall list.

In general, there were some limitations when collecting data and information. These included:

- The time for implementing ANLAS was too short, so the data collection time was rushed.
- There were a large number of documents relevant to assessments in Vietnam. Therefore, it required a significant amount of time to find documents and read them carefully in order to ascertain if they should be included as a part of the analysis.

- It also took substantial time to translate documents from English to Vietnamese, and Vietnamese to English.
- Members of the Technical Team were very busy given their regular working tasks, so mobilizing all of the members was difficult.

## 2.5.2 Evaluating the key areas against quality objectives and making recommendations for improvement

To evaluate the key areas addressed in the Analytical Tables, Vietnam undertook the following processes:

Step 1: The Focal Point, as head of the Technical Team, reviewed the relevant documents and summarized tasks/issues in the ANLAS Analytical Tables.

Step 2: The Focal Point held a meeting with Technical Team members to discuss issues that needed to be addressed during ANLAS implementation and assigned tasks to members of the Technical Team.

- Members from the Vietnam Education Quality Management Agency (CEQE): CEQE is a unit in charge of managing and overseeing test and large-scale assessment in Vietnam. The members answered issues related to large-scale assessment and national examinations.
- Members from the Department of Primary Education (DPE): DPE is a unit in charge of teaching and learning at the primary level. The members answered questions related to primary education, including curriculum, relevant documentation, evaluation practices, classroom assessment, and so on.
- Members from the Department of Secondary Education: The Department is a unit in charge of teaching and learning at the secondary level. The members answered questions related to lower and upper secondary education, including curriculum, relevant documentation, evaluation practices, classroom assessment, and so on.
- Members from the Department of Teachers and Education Managers: The Department is charged with management and training of teachers and education staff. The members answered questions related to the training of teachers and school leaders, including policy in this regard.
- Members from the Department of International Cooperation: The Department is a unit in charge of overseas student training. The members answered questions related to student assessment and qualifications for studying abroad.
- Members from the National Academy of Educational Management (NAEM): NAEM is a university which offers courses in measurement and learning assessment. The members answered questions related to the training of students in topics related to examinations, assessment, teacher and education staff capacity improvement.
- Members from the Vietnam National Institute of Educational Sciences (VNIES): The institute is a unit that undertakes research on learning assessment, participating in national and international assessment activities. The members answered questions related to sampling, data analysis, and report writing.

Step 3: After individual members completed their answers in regard to their respective areas, the team gathered as a whole to collectively review each question listed in the Analytical Tables. Questions and issues that needed feedback from teachers/principals via school visits were flagged, as were areas on which additional guidance was needed from ACER or for which additional data and documentation was needed.

Step 4: School visits were conducted in order to interview principals and teachers on issues related to classroom assessment. During these visits, some workshops were held with teachers of each level.

Step 5: The Analytical Tables were completed and shared with the Steering Committee for any comments.

Step 6: The Steering Committee met with the Technical Team to review each issue addressed in the Analytical Tables and to provide feedback.

Step 7: The Analytical Tables were revised and shared with different units for additional feedback.

Step 8: The Technical Team met with the Steering Committee to unify the content and tables after the feedback from the units.

Step 9: The Analytical Tables were finalized and translated.

For each of the three ANLAS focus areas, the key areas were evaluated against quality objectives (see Section 3). Three evaluation categories are differentiated as shown in Exhibit 3.

### Exhibit 3: Evaluation categories

Category/	The quality objective is ...
1	<b>Achieved</b> (currently no improvements needed)
2	<b>Partly achieved</b> (improvements can be made)
3	<b>Not achieved</b> (improvements are required)

For focus areas with an evaluation category 2 or 3, recommendations for improvement were identified. These recommendations are aimed to inform the development and implementation of improvement strategies as part of the wider education sector planning process.

## 2.5.3 Synthesis

The information from the analysis of the three focus areas was consolidated. This involved developing an overview table which described the evaluation categories and the aspects and recommendations for improvement, for all three ANLAS focus areas. This information is presented in Section 3.2.

## 2.6 Preparing and disseminating country report to inform education sector planning

### 2.6.1 Reporting

After the Analytical Tables were finalized, this country report was developed to present and disseminate the findings from the analysis. Preparation of this report required review of the Analytical Tables and Mapping Tables in order to complete the country report template. Multiple rounds of feedback and revision were included, involving the Technical Team, Steering Committee and other stakeholders. The process also involved two rounds of feedback from ACER and GPE, after which the final version of the report was approved by the Steering Committee, translated and submitted to ACER.

The planned dissemination includes sharing of the final report with all relevant stakeholders, including the key national stakeholders, development partners (SEAMEO-CELL, SEAMEO RETRAC, UNICEF, WB, ADB, Viet-Belgium Project, UNESCO Hanoi in particular) and civil society organizations (e.g. Vietnam Study Encouragement Association, Vietnam Farmer Education Association). It is also planned to organize a workshop to debate the recommended improvements for Vietnam's national learning assessment system.

After the workshop, the Technical Team plans to prepare a brief report to send to the Head of the Steering Committee, who will also involve the Minister for comment from a macro perspective. Afterwards, different units of MOET will be charged with acting upon the recommendations in their respective areas. A bilateral discussion with UNESCO Hanoi and/or the GPE Secretariat will be helpful to advise on this.

## 3 Findings of ANLAS

This section provides a summary of the outcomes of the qualitative analysis of the national learning assessment system in Vietnam.

### 3.1 Evaluation of key areas

Evaluation results provide information about the level of achievement of three focus areas: 1. Context of the assessment system, 2. Coherence of the assessment system, and 3. Quality of the assessment programs. In each focus area, several key areas were evaluated against relevant quality objectives according to the three evaluation categories: 1. Achieved; 2. Partly achieved; and 3. Not achieved.

For Focus area 1: Context of the assessment system, the key area of Leadership was rated as ‘achieved’, while the other five key areas (Legislation or policy, Funding, Institutional arrangements, Capacity to use assessment data, and Public engagement) were rated as ‘partly achieved’.

For Focus area 2: Coherence of the assessment system, the key area of Structure of the education system was rated as ‘achieved’ while the other four key areas (Education policy priorities, Learning standards and curriculum, School education workforce development, and Use of data) were rated as ‘partly achieved’.

For Focus area 3, two analytical tables were provided. In regard to 3A focusing on the Quality of large-scale assessment and examination, five key areas were rated as ‘achieved’. These key areas include: Assessment framework, Assessment instruments, Sampling, Field operations, and Data management. In this focus area, the three key areas of Organization and resources, Data analysis, Reporting and dissemination were rated as ‘partly achieved’.

For 3B on Quality of classroom assessment, all seven key areas were rated as ‘partly achieved’. These key areas include: Guidelines, Training, Resources and tools, Assessment methods, Assessment content, Quality assurance, and Use of data. Exhibit 4 shows the results of the evaluation categories for each ANLAS focus area and key area.

#### Exhibit 4: Evaluation results

1. Achieved (currently no improvements needed)	2. Partly achieved (improvements can be made)	3. Not achieved (improvements are required)
<b>Focus area 1: Context of the assessment system</b>		
2. Leadership	1. Legislation or policy	
	3. Funding	
	4. Institutional arrangements	
	5. Capacity to use assessment data	
	6. Public engagement	

<b>Focus area 2: Coherence of the assessment system</b>		
1. Structure of the education system	2. Education policy priorities	
	3. Learning standards and curriculum	
	4. School education workforce development	
	5. Use of data	
<b>Focus area 3.A: Quality of large-scale assessment and examination</b>		
2. Assessment framework	1. Organization and resources	
3. Assessment instruments	7. Data analysis	
4. Sampling	8. Reporting and dissemination	
5. Field operations		
6. Data management		
<b>Focus area 3.B: Quality of classroom assessment</b>		
	1. Guidelines	
	2. Training	
	3. Resources and tools	
	4. Assessment methods	
	5. Assessment content	
	6. Quality assurance	
	7. Use of assessment data	

## 3.2 Aspects of improvement and recommendations

After the analysis of the data collected from key stakeholder groups and documents, the aspects that need improvements were identified, and possible solutions were recommended by the stakeholders.

Exhibit 5 lists the evaluation category, aspects for improvement, and recommendations identified for each of the three ANLAS focus areas and the key areas therein.

**Exhibit 5: Summary of recommendations**

Key areas	Evaluation Category	Aspects for improvement	Recommendations for improvement
<b>Focus area 1: Context of the assessment system</b>			
<p><b>1. Legislation or policy</b> The assessment system is guided by legislation or policy.</p>	<p><b>2. Partly achieved</b></p>	<ul style="list-style-type: none"> <li>Classroom assessment: Vietnam has a system of documents and guidance books for teachers regarding classroom assessment. For the primary level, MOET revised Circular 30 and 22 on how to assess primary students in 2014. For lower and upper secondary levels, Circular 58 was issued in 2012 and offers similar guidance. These current circulars are not suitable to the present context, in which Vietnam is developing innovative teaching and learning methods and enhancing teacher knowledge and skills in this regard. The disconnect is all the more glaring given that the country will begin applying new curriculum and textbooks as from the 2020-2021 school year.</li> <li>Large scale assessment: From 2011 till now, Vietnam has been applying Circular No. 51/2011/TT-BGDĐT, which regulates the</li> </ul>	<ul style="list-style-type: none"> <li>There is a need to amend policies and circulars on how to conduct classroom assessment with a view of using it to improve student learning at all levels, in accordance with the new curriculum and textbooks.</li> <li>The system of classroom assessment that requires teachers to use books to monitor, evaluate, and comment on students could be lightened in order to reduce administrative work for teachers.</li> </ul>



Key areas	Evaluation Category	Aspects for improvement	Recommendations for improvement
		<p>national assessment of student learning in general education institutions. The circular regulates the assessment in three specific grades: Grade 5 (primary), Grade 9 (lower secondary) and Grade 11 (upper secondary). These assessments are conducted every three years, with the Grade 5 assessment evaluating Mathematics and Literature and the lower and upper secondary assessments evaluating Mathematics, Literature, English and other subjects, if budget is available. This circular is still considered to be valid and suitable to the current context and thus does not need amendment.</p>	
<p><b>2. Leadership</b></p> <p>The government demonstrates senior leadership and political will in support of the assessment system. The importance of the assessment system is recognized by all key stakeholder groups.</p>	<b>1. achieved</b>		
<p><b>3. Funding</b></p> <p>The government provides sufficient and stable funding for the assessment system.</p>	<b>2. partly achieved</b>	<p>Government has provided sufficient budget for the assessment system to conduct assessment programs. However, there are some issues:</p> <ol style="list-style-type: none"> <li>1. The budget only focuses on main activities and is limited in regard to resource development.</li> <li>2. While the country has implemented national and international assessment programs (e.g.</li> </ol>	<ul style="list-style-type: none"> <li>• There is a need to develop strategic long-term plans to cover the costs of these programs or to add budget for these activities into the regular government budget.</li> <li>• It is necessary to supplement the budget for learning assessment expertise, especially for expertise in sampling and data analysis.</li> </ul>

Key areas	Evaluation Category	Aspects for improvement	Recommendations for improvement
		<p>PISA, TALIS, SEA-PLM, national assessment in Grades 5, 9, 11) over several cycles, the budget for these exercises is often covered by projects and loans. For example, PISA, TALIS and the Grade 11 assessment have been covered under a loan from the ADB, while the Grade 5 assessment has used a loan from the World Bank. Most projects have a lifespan of only 5-7 years, meaning that it is difficult to conduct these programs in a sustained way. There is not a guarantee of budget to conduct the next cycles of the respective assessments, and the onset of a new project may make the process of the assessment cycle slower.</p>	
<p><b>4. Institutional arrangements</b>                      The government has institutional arrangements in place for designing, implementing, analyzing, and using data from various learning assessments.</p>	<p><b>2. partly achieved</b></p>	<ul style="list-style-type: none"> <li>• MOET has an effective management and organization of the different assessment programs in Vietnam. Currently, the Education Quality Management Agency (CEQE) is assigned to implement international and national assessment programs. Some programs would benefit from the establishment of a Technical Team and Steering Committee.</li> <li>• However, some of the learning assessments are undertaken as part of the externally funded projects, and these assessments are designed to fulfil the specific purpose of the project of which the assessment forms part. Therefore, these learning assessments are often regarded as separate assessment</li> </ul>	<ul style="list-style-type: none"> <li>• There is a need to invest in the long-term designation of the various assessment programs in the country.</li> </ul>

Key areas	Evaluation Category	Aspects for improvement	Recommendations for improvement
		activities rather than forming part of the national learning assessment system. This has led to a situation where these assessments are not aligned to jointly provide relevant data to inform education policy priorities. Thus, the results from these programs are not linked.	
<p><b>5. Capacity to use assessment data</b></p> <p>The government has the capacity to use data from learning assessments for evidence-based decision making in education policy and practice.</p>	<b>2. partly achieved</b>	The assessment programs have elaborated, well-analyzed reports, offering suggestions and recommendations for all levels and stakeholders to use to improve the quality of education. However, management levels have not made full use of the findings from assessment programs and have not exploited the many dimensions of assessment programs to inform changes to educational development policies.	MOET should consider a directive approach, with guidelines for various units to use in examining results and recommendations from the reports of the various programs. This could lead to the more effective use of assessment data to improve classroom assessment, examinations and large-scale assessment.
<p><b>6. Public engagement</b></p> <p>The public understands, is engaged in and supports the assessment system.</p>	<b>2. partly achieved</b>	Vietnamese education has had remarkable achievements. However, information on these activities is not well-known or understood by the public. On the other hand, assessment-related activities of individual teachers and schools is sometimes spread on social media very quickly, and sometimes incorrectly.	<ul style="list-style-type: none"> <li>• Strengthen outreach to make the public better understand examinations and assessments.</li> <li>• Encourage the public to positively participate in, rather than incorrectly share information about examinations and assessments.</li> </ul>

Key areas	Evaluation Category	Aspects for improvement	Recommendations for improvement
<b>Focus area 2: Coherence of the assessment system</b>			
<p><b>1. Structure of the education system</b></p> <p>The assessment system provides performance data in key learning domains and relevant contextual data, at key stages of primary and secondary school education, and for relevant levels of the education system.</p>	1. achieved		
<p><b>2. Education policy priorities</b></p> <p>The assessment system provides relevant data to inform education policy priorities. The assessment programs that form part of the assessment system are aligned to jointly provide the relevant data to inform education policy priorities.</p>	1. achieved		
<p><b>3. Learning standards and curriculum</b></p> <p>The learning domains/subjects in the assessment system are aligned with official learning standards and/or curriculum.</p>	2. partly achieved	<ul style="list-style-type: none"> <li>The general education program has both a curriculum framework and general standards for education, with detailed guidelines about learning standards and knowledge and required skills to be acquired after each lesson or chapter. However, outcome standards have not been developed, so when designing tests,</li> </ul>	<ul style="list-style-type: none"> <li>The general education program needs to update teachers' knowledge of modern assessment skills and methods, with the aim of enhancing their capacity to conduct classroom assessment.</li> <li>MOET needs a policy for training teachers in designing tests in a standardized format such that they are able to</li> </ul>

Key areas	Evaluation Category	Aspects for improvement	Recommendations for improvement
		<p>teachers may have difficulties in identifying the appropriate assessment level for each kind of knowledge. Some tests are theoretical in nature and have not focused on asking students to do practical exercises.</p> <ul style="list-style-type: none"> <li>The new general education program has just been enacted since the end of 2018, with many positive strides made in teaching and learning towards developing students' capacities. Currently, MOET has been developing implementation guidelines and training materials in regard to the new program.</li> </ul>	<p>measure knowledge, skills and practical capacity of students.</p> <ul style="list-style-type: none"> <li>The new general education program needs to focus on developing outcome standards so that teachers can refer to these and design suitable methods for classroom assessment.</li> </ul>
<p><b>4. School education workforce development</b></p> <p>Training and capacity-building programs for the school education workforce are aligned with the legislation or policy framework for the assessment system, and official learning standards and/or curriculum that guide the assessment system.</p>	<p><b>2. partly achieved</b></p>	<ul style="list-style-type: none"> <li>For many years, MOET has focused on school education workforce development. There is an annual program for teachers and education managers focused on innovative teaching methods and assessment. This training generally follows a cascade approach (MOET trains resource persons who then train teachers). While cost-efficient, the training of the actual teachers through this approach is less effective.</li> <li>Assessment training programs mostly focus on test design methods and techniques, with an emphasis on the development of multiple-choice questions. Classroom assessment methods are generally not included in the content of the training. Teachers only use some familiar classroom assessment methods</li> </ul>	<p>MOET needs:</p> <ul style="list-style-type: none"> <li>To develop guidelines on testing methods which are suitable to the current context</li> <li>To develop detailed guidance on classroom assessment techniques, focusing on modern methods</li> <li>To frequently organize training workshops to develop assessment capacity for school staff. These workshops should include: (1) rationale (for example, clarifying concepts, terminology, differences between assessing knowledge, skills and competencies); (2) methods for classroom assessment; (3) test and item design, including multiple-choice and open-ended questions</li> <li>To develop more online materials for teachers to study and develop their competencies at their own pace</li> </ul>

Key areas	Evaluation Category	Aspects for improvement	Recommendations for improvement
		<p>but do not necessarily use these in varied and effective ways.</p> <ul style="list-style-type: none"> <li>• Online training has been also conducted but does not meet teachers' demands.</li> </ul>	
<p><b>5. Use of data</b>                      Assessment data is used by various key stakeholders for evidence-based decision making in education policy and practice</p>	<p>2. partly achieved</p>	<ul style="list-style-type: none"> <li>• National and international assessment programs in Vietnam have been implemented for a long time, from 2000 till now. The national assessment has included thorough data analysis and reporting. However, budget was not available to disseminate the reports from some of the international assessments, such as PISA 2012 and 2015.</li> <li>• Data stemming from learning assessments has informed decisions regarding education policy and practice. Some examples include the policy to support ethnic minority students, the gender equality policy and changes to the teaching of reading, given poor performance in this area in PISA. From 2015-2016, learning assessment has also been taught as a subject in pedagogical universities.</li> <li>• However, the relevant groups/units have not effectively used the results and recommendations from the different assessment programs.</li> </ul> <p>For example:</p> <ul style="list-style-type: none"> <li>• The Department of Primary Education has issued new guidelines for assessment of primary students, but teachers still spend a</li> </ul>	<ul style="list-style-type: none"> <li>• There is a need to invest more budget resources in analysis and reporting from assessment programs, particularly as it concerns international assessments.</li> <li>• Relevant units need to use data from assessments to inform several reforms including to: (1) develop better education policies; (2) reduce teachers' administrative work; (3) improve working and living conditions for teachers and education managers.</li> </ul>

Key areas	Evaluation Category	Aspects for improvement	Recommendations for improvement
		<p>great deal of time on the administrative aspects of this work, to the detriment of actual teaching. They need more intensive training in classroom assessment methods and techniques.</p> <ul style="list-style-type: none"> <li>• The Department of Secondary Education has not yet issued a new circular to guide the assessment of secondary and high school students. These teachers are also occupied with administrative work and need training in classroom assessment.</li> <li>• CEQE has made efforts to improve national exams and large-scale assessment programs based on data, but there is a need for continued improvement.</li> </ul>	

Key areas	Evaluation Category	Aspects for improvement	Recommendations for improvement
<b>Focus area 3A: Quality of assessment programs – large-scale assessment and examination</b>			
<p><b>1. Organization and resources</b></p> <p>There is an assessment team with dedicated staff that is appropriately skilled and adequately resourced to complete the diverse tasks</p>	<p><b>2. partly achieved</b></p>	<p>Currently, the country does not have a team of dedicated staff with specialized skills and expertise in learning assessment. Some staff are well-trained and able to study and improve their qualifications. But once these individuals acquire advanced degrees and more experience, they are often recruited to work in other fields.</p>	<ul style="list-style-type: none"> <li>• It is important to invest in specialized training in learning assessment as a subject required for graduation from pedagogical universities. Upon graduation, these students should be encouraged to apply for jobs in this field.</li> </ul>



Key areas	Evaluation Category	Aspects for improvement	Recommendations for improvement
associated with key assessment program areas.			<ul style="list-style-type: none"> <li>• The country should aim to train more Master's and PhD students in educational evaluation, for eventual work at assessment organizations.</li> <li>• Full-time officials working in the field of learning assessment should be offered attractive and competitive remuneration.</li> </ul>
<b>2. Assessment framework</b> There is documentation that clearly describes the knowledge and skills to be assessed in the key learning domains/subjects, provides a rationale for the contextual data collected and specifies the design of the assessment program. The document is made available to individuals/groups who are involved in assessment instrument development, key stakeholders and the public.	<b>1. achieved</b>	Assessment programs are not linked to each other and are tied to different projects. For example, while the national assessment (Grades 5, 9 and 11) uses some common anchor items to compare results between cycles, generally each new cycle of the assessment uses new items. However, beginning in school year 2018 – 2019, the national assessment of Grade 11 students was designed using anchor items.	
<b>3. Assessment instruments</b> Quality assurance mechanisms are in place to ensure the test and any contextual data collection instruments are reliable, valid and fair.	<b>1. achieved</b>		
<b>4. Sampling</b>	<b>1. achieved</b>		

Key areas	Evaluation Category	Aspects for improvement	Recommendations for improvement
The sample, through the use of scientific sampling methods, helps to guarantee appropriate and estimable levels of statistical precision and validity in the interpretation of assessment results.			
<b>5. Field operations</b> Quality assurance mechanisms are in place to ensure field operations are standardized, monitored and documented, to ensure that the data are collected under the same conditions, independent of the administration context, in an efficient and secure manner.	<b>1. achieved</b>		
<b>6. Data management</b> Quality assurance mechanisms are in place to ensure the final database is free from discrepancies and errors, appropriately structured and documented.	<b>1. achieved</b>		
<b>7. Data analysis</b> Technically sound and appropriate data analysis techniques are used to provide analytical results that permit	<b>2. partly achieved</b>	Currently, Vietnam has qualified experts in the areas of sampling and data analysis. However, the number of such experts is limited.	<ul style="list-style-type: none"> <li>• New staff working in the area of educational evaluation need technical training in sampling and data analysis.</li> <li>• It is necessary to train more assessment experts in the areas of sampling and data analysis. This could include</li> </ul>

Key areas	Evaluation Category	Aspects for improvement	Recommendations for improvement
<p>valid and useful inferences about the population(s) of interest. Analytical results are fully documented and reproducible.</p>			<p>adding courses in these areas into the programs of pedagogical universities.</p>
<p><b>8. Reporting and dissemination</b></p> <p>Appropriate products and approaches to reporting and dissemination are tailored to the different stakeholder groups and promote appropriate and effective use of the assessment data and results by those groups.</p>	<p><b>2. Partly achieved</b></p>	<ul style="list-style-type: none"> <li>• Reports from large-scale assessments, examinations and classroom assessment are normally examined and used to inform policies by units of the MOET. If they are within the purview of MOET, changes can be made.</li> <li>• However, some policies cannot be changed right away and depend on other Ministries Departments (e.g. Ministry of Home Affairs for human resource issues, Ministry of Labor, Invalids and Social Affairs for wage issues, Ministry of Finance for budget issues). At the decentralized level, the Departments of Education and Training receive reports, but do not routinely use the data in the policymaking at their level.</li> <li>• The final reports of assessment programs need large-scale dissemination, with the aim of reaching parents and other stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>• It is necessary to establish links between different assessment programs and their data, all feeding into one system.</li> <li>• Budget is needed to ensure dissemination of assessment program reports, including for printing and online dissemination.</li> <li>• The policy dialogue on issues raised in the reports requires the mobilization of the different Ministries and agencies concerned.</li> </ul>

Key areas	Evaluation Category	Aspects for improvement	Recommendations for improvement
<b>Focus area 3.B: Quality of classroom assessment</b>			
<p><b>1. Guidelines</b></p> <p>There are national or sub-national level documents that provide guidelines or recommendations for classroom assessment.</p>	<p><b>2. partly achieved</b></p>	<ul style="list-style-type: none"> <li>MOET has enacted various circulars with guidelines for classroom assessment, both at the primary (Circular 30/2014/TT-MOET and Circular 22/2016/TT-MOET that supplements the former) and secondary and high school (Circular 58/2012/TT-MOET) levels. Additionally, at the beginning of new school year, units in MOET dispatch guidelines for teachers to enact classroom assessment vis-à-vis the program of the school year.</li> <li>However, some of these circulars on classroom assessment may no longer be relevant to today's education environment, nor to the current working conditions of teachers. These must be amended or replaced.</li> <li>Teachers need more specific guidelines beyond the circulars. Currently, there is little in the way of practical guidance.</li> </ul>	<ul style="list-style-type: none"> <li>There is a need to develop practical guidelines for classroom assessment, with specific methods and details to support effective implementation.</li> <li>Revised guidelines for classroom assessment must be developed that consider the realities of today's classroom environment, as well as the programs and textbooks that are currently used.</li> </ul>
<p><b>2. Training</b></p> <p>Training programs are provided to (future and current) teachers and school leaders to build their capacity to assess students' learning.</p>	<p><b>2. partly achieved</b></p>	<ul style="list-style-type: none"> <li>The topic of learning assessment has been taught at pedagogical universities since 2015-2016. This covers the most basic knowledge about the subject, including the purpose and meaning of assessment, basic terms and concepts, classroom assessment methods, the process of designing an assessment and the process of designing and developing a test.</li> <li>Every year, MOET and DOETs conduct short-term training programs for teachers on innovative</li> </ul>	<ul style="list-style-type: none"> <li>MOET should provide more training materials and guidelines on assessment, particularly at the classroom level.</li> <li>Training courses on methods and techniques for assessment at the classroom level must be provided for education managers and teachers.</li> </ul>

Key areas	Evaluation Category	Aspects for improvement	Recommendations for improvement
		<p>teaching methods and assessment at the classroom level.</p> <ul style="list-style-type: none"> <li>• Currently, there are unequal levels of teacher qualifications in the regions. Many teachers are proficient in test development, but some teachers (especially those in rural and mountainous areas) are not yet proficient and use their own experiences as a guide.</li> </ul>	
<p><b>3. Resources and tools</b>                      Teachers use a variety of resources and tools for classroom assessment.</p>	<p><b>2. partly achieved</b></p>	<p>Teachers use a variety of resources and tools:</p> <ul style="list-style-type: none"> <li>• On a daily basis: guidelines for classroom assessment, the standard curriculum, textbooks and oral tests.</li> <li>• On a weekly or monthly basis: sample test questions from national examination or national assessment, example questions and tasks from classroom assessments, coding guides</li> <li>• Standardized midterm and final tests</li> <li>• While report cards are generally not used, a few schools follow the VNEN (innovative new model of primary school) model, which incorporate thematic exercises, projects, portfolios and experiments.</li> </ul> <p>Many teachers do not know what kind of materials to use for assessment in the classroom and generally trust the training materials provided by MOET. However, the resources are limited, lacking in content and not diversified. There is no item bank of questions for use by teachers at scale.</p>	<p>MOET needs to:</p> <ul style="list-style-type: none"> <li>• Provide more refresher materials on developing test techniques, with illustrative examples</li> <li>• Develop a standardized item/question bank for teachers to use in assessing students in the classroom</li> </ul>

Key areas	Evaluation Category	Aspects for improvement	Recommendations for improvement
<p><b>4. Assessment methods</b> Teachers use multiple assessment methods in order to support valid and reliable assessment of students' learning.</p>	<b>2. Partly achieved</b>	<ul style="list-style-type: none"> <li>• There are many types of classroom assessment methods that teachers can use to assess students. However, at present, teachers mainly use familiar forms of assessment: <ul style="list-style-type: none"> <li>○ On a daily/weekly basis: observation, oral tests, tests developed by teachers, peer assessment</li> <li>○ On a monthly or periodic basis: thematic exercises, standardized tests</li> <li>○ Teachers seldom use methods such as projects, portfolios, experiments and other practical methods.</li> </ul> </li> <li>• In general, there are gaps in the qualifications of teachers in cities, rural areas and remote areas. While some teachers use a mix of methods and apply them in innovative ways, others use only basic methods.</li> <li>• The training sessions conducted by the MOET and DOETs tend to focus only on test development rather than the theory behind assessment and methods for classroom assessment.</li> <li>• There is also a lack of knowledge and guidance on assessing areas such as global citizenship education and 21st century skills.</li> </ul>	<ul style="list-style-type: none"> <li>• It would be helpful to compile theoretical materials on classroom assessment in general, as well as specific guidance on assessing areas such as global citizenship education and 21st century skills.</li> <li>• There is a need to train teachers in methods for classroom assessment of areas such as global citizenship education and 21st century skills.</li> </ul>
<p><b>5. Assessment content</b> The knowledge and skills assessed are clearly defined.</p>	<b>2. Partly achieved</b>	<ul style="list-style-type: none"> <li>• The Vietnamese education system currently has two levels: primary education (Grades 1-5) and secondary education (Grades 6-12), which is divided into lower and upper secondary levels.</li> </ul>	<p>MOET needs to:</p> <ul style="list-style-type: none"> <li>• Compile a specific document on teaching and assessment of 21st century skills</li> </ul>

Key areas	Evaluation Category	Aspects for improvement	Recommendations for improvement
		<p>Each level has compulsory and optional subjects, each of which has its own assessment content and guidelines.</p> <ul style="list-style-type: none"> <li>• Most subjects are clearly defined in terms of assessment content, but this is not the case for areas such as 21st century skills. Some skills in this area (e.g. creative thinking, critical thinking, problem solving, cooperation, communication, self-assessment, global citizenship) have nonetheless been covered in teacher training. Others such as communication and global citizenship are not clearly understood.</li> </ul>	<ul style="list-style-type: none"> <li>• Offer training on 21st century skills and how to evaluate these skills. This could involve inviting foreign teachers to offer training in 21st century skills or nominating key persons to undertake overseas study tours in this area, in order to come back and train teachers accordingly.</li> </ul>
<p><b>6. Quality assurance</b> There are formal mechanisms at the school and national/sub-national levels to monitor the quality of classroom assessment practices.</p>	<p><b>2. Partly achieved</b></p>	<p>MOET, Departments and Divisions of Education and Training have mechanisms to supervise teachers in teaching and evaluating students in the classroom at the school and national level:</p> <ul style="list-style-type: none"> <li>• At the school level: Teachers are regularly evaluated regarding classroom assessment. Principals, vice principals and leaders of subject groups sometimes attend teachers' classes to observe and offer feedback and support. Teachers in the same subject group often attend each others' classes and then meet to share experience and suggestions.</li> <li>• At the national or local level: MOET or DOET arranges to attend teachers' classes to assess the situation of teaching and to examine teachers' practices of classroom assessment. There are several schools linked together to exchange and share experiences. During some</li> </ul>	<p>MOET needs to:</p> <ul style="list-style-type: none"> <li>• Increase external evaluation</li> <li>• Compile manuals for teachers' self-assessment and mutual evaluation</li> <li>• Ensure that there are sanctions for teachers who violate ethics in the process of teaching, testing and evaluating students</li> </ul>



Key areas	Evaluation Category	Aspects for improvement	Recommendations for improvement
		<p>annual examination periods, schools may share/exchange teachers in order to ensure objectivity and compare results.</p> <p>However, there are persistent challenges regarding quality assurance. Not all teachers are covered, and there are concerns regarding whether teachers conduct assessment in a fair and objective manner.</p>	
<p><b>7. Use of assessment data</b>                      Data from classroom assessment is used to improve teaching and learning.</p>	<p><b>2. Partly achieved</b></p>	<p>After each assessment period, teachers often create assessment reports to send to subject leaders and school leaders. However, the reports only show the scores or overall results. Teachers do not know how to analyze the scores/results in order to write the reports in a meaningful way and to point out causes of underperformance or solutions to address them. Their subsequent teaching is thus not informed by this process.</p>	<ul style="list-style-type: none"> <li>• MOET needs to compile simple and easy-to-implement documents to guide teachers on how to use data entry software in order to analyze students' learning results.</li> <li>• There is a need for training in data analysis methods for full-time officials of the DOET, as well as education managers and teachers. Such training should cover how to use software to analyze students' learning results, thereby helping teachers improve teaching, testing and evaluation practices.</li> </ul>

## 4 Using the ANLAS findings

ANLAS is designed to inform the development and implementation of improvement strategies as part of the wider education sector planning process. This section first explains the national education sector planning process in Vietnam, and then describes how the ANLAS findings are planned/envisaged to be used to this process.

Vietnam has been reviewing the Educational Development Strategy for the 2011–2020 period and at the same time started developing a new strategy for the 2021–2030 period. In light of this, ANLAS was piloted at an important time in Vietnam, as the country has been engaged both in reviewing past progress and achievements as well as planning for the future. The Vietnam National Institute of Education Sciences (VNIES) has the primary responsibility for developing the 2021-2030 education strategy.

The Steering Committee and Technical Team have contacted the officials charged with leading the development of the 2021–2030 strategy to discuss and share information in order to apply ANLAS recommendations and findings into the next phase of education strategy development in a useful and practical way. The Vietnam Education Quality Management Agency is the unit that takes main responsibility for coordination with VNIES to apply ANLAS findings in the development of the 2021-2030 education strategy.

Exhibit 6 below shows the education sector planning process in Vietnam and the relevant planning stages to consider ANLAS recommendations.

### Exhibit 6: Education sector planning process

Current Education Sector Plan	2011 – 2020
Next Education Sector Plan	2021 – 2030
<b>Relevant education sector planning stages to consider ANLAS recommendations</b>	<b>Timing</b>
1. Establish overall theoretical basis for developing the next education strategy	March 2019 to August 2019
2. Develop the framework for the education development indicator system (including the recommendations resulting from ANLAS)	March 2019 to August 2019
3. Study international experiences to develop education strategy (including regarding examinations, classroom assessment and international large-scale assessment).	March 2019 to August 2019
4. Propose to develop and conduct the 2021-2030 education development strategy (including issues relating to the learning assessment system, using the analysis from ANLAS)	March 2019 to August 2019
5. Analyze and evaluate the experience of education development during the 2011-2020 period, highlighting the results achieved, weaknesses and their causes and	April 2019 to December 2019

lessons learned, and also clarify the opportunities and challenges for the 2021-2030 period	
6. Review the economic, political, social and cultural context and the impacts on education development and training, including the learning assessment system	May 2019 to December 2019
7. Forecast impact of training demands on human resources to meet workforce and industrial development needs, including developing more expertise in learning assessment	May 2019 to March 2020
8. Forecast education development trends and training needs for 2021–2030 and the vision of 2035 (including regarding learning assessment)	May 2019 to April 2020
9. Elaborate the education development strategy 2021-2030	June 2019 to June 2020
10. Forecast the impact of policy changes proposed in the education development strategy 2021-2030 (including regarding learning assessment)	July 2020 to August 2020
11. Develop a set of indicators to monitor the education development strategy (including indicators for the learning assessment system)	August 2020 to September 2020

By the time Vietnam’s ANLAS country report is approved, the Steering Committee and Technical Team of ANLAS in Vietnam will have taken the responsibility to send the report to High Officials of MOET and stakeholders such as: Department of Secondary Education, Department of Primary Education, Department of International Cooperation, Department of Teachers and Education Managers, Vietnam Education Quality Management Agency, Vietnam National Institute of Educational Sciences, National Academy of Education Management and Department of Education and Training to ask for comments to review, advise and add more comments before submitting to the High Officials for approval.

After receiving this additional feedback from the relevant Units, the Technical Team will finalize the report once more, at which point the Steering Committee will submit the report to High Officials for approval.

After being approved by MOET leadership, the Steering Committee and Technical Team of ANLAS will conduct a dissemination workshop to share the findings and recommendations. It is expected that the invited participants will include relevant international organizations, including UNESCO, UNICEF, British Council, Viet-Belgium project, World Bank, Asian Development Bank, Embassy of France, Plan International and the Vietnam Association for Education for All (VAEFA). The dissemination workshop will also involve the functional Units in MOET such as the Department of Primary and Secondary Education, Department of Finance and Planning, Statistics Board, Department of International Cooperation, Department of Teachers and Education Managers, Vietnam Education Quality Management Agency, Vietnam National Institute of Education Sciences, National Academy of Educational Management. Representatives of some Departments of Education and Training, principals and teachers from selected primary, lower secondary and upper secondary schools and representatives of some pedagogical universities will also be invited.

Stakeholders will then be expected to use the recommendations that pertain to them to amend some related components or weaknesses in the assessment system of Vietnam.

Recommendations from the ANLAS report will contribute to:

- Analyzing the whole system of national learning assessment in order to support the development of strategies for improvement
- Amending the circular regarding assessment of high school students
- Improving testing methods and classroom assessment to promote creative thinking and problem-solving skills in students
- Developing training materials for teachers regarding testing methods, classroom assessment, and assessment of 21st century skills

Responsibility for implementing the ANLAS recommendations is vertical, reflecting the different stakeholders who are responsible for different aspects of the assessment system. Vietnam Education Quality Management Agency is the monitoring unit charged with observing all the exams and large-scale assessment, while the Department of Primary Education manages and observes classroom assessment at primary level and the Department of Secondary Education manages and observes classroom assessment at lower secondary and upper secondary levels. The Department of Continuing Education manages and observes classroom assessment at continuing education schools, while the Department of Teachers and Education Managers oversees the development of education managers and teachers. All these units are directly accountable to the Vice Minister of Education and Training.

With the learnings from ANLAS, the country will be able to make progress by enhancing the quality management of exams, large-scale assessments, and classroom assessment. Additionally, it can inform long-term planning for training of a specialized group of experts in the field of evaluation and educational assessment, in line with modern methods and techniques. Other key recommendations stemming from ANLAS are the need to develop new guidance on learning assessment that is coherent with the curriculum, textbooks and new education development strategy, developing specific guidance for teachers on classroom assessment, developing an item/question bank to support teachers in undertaking assessment, improving the national examinations for high school students and gifted students and continuing to organize international and national large-scale assessments in a sustainable way.

## Appendix 1: Steering Committee and Technical Team

**Exhibit 7: ANLAS Steering Committee and Technical Team**

Name	Role	Organization
<b>Steering Committee</b>		
1. Sai Cong Hong	Head	Vietnam Education Quality Management Agency
2. Pham Quang Hung	Deputy Head	Department of International Cooperation
3. Le Thi My Ha	Permanent commissioner (Focal Point of the Technical Team)	Center of Education Quality Evaluation, Vietnam Education Quality Management Agency
4. Nguyen Duc Minh	Commissioner	The Vietnam National Institute of Educational Sciences
5. Tran Kim Tu	Commissioner	Department of Teacher and Education Manager
6. Nguyen Trong Hoan	Commissioner	Department of Secondary Education
7. Ta Ngoc Tri	Commissioner	Department of Primary Education
<b>Technical Team</b>		
Le Thi My Ha	Focal Point	Center of Education Quality Evaluation, Vietnam Education Quality Management Agency
8. Phuong Phu Cong	Commissioner	Vietnam Education Quality Management Agency
9. Dinh Văn Phuong	Commissioner	Department of Teacher and Education Manage
10. Tran Thi Phuong	Commissioner	Department of International Cooperation
11. Nguyen Trong Suu	Commissioner	Department of Secondary Education
12. Tran Ngoc Khoa	Commissioner	Department of Primary Education
13. Duong Quang Ngoc	Commissioner	The Vietnam National Institute of Educational Sciences (VNIES)
14. Nguyen Le Thach	Commissioner	VNIES
15. Chu Cam Tho	Commissioner	VNIES
16. Nguyen Thi Thanh	Commissioner	National Academy of Education
17. Le Lan Huong	Commissioner	Vietnam Education Quality Management Agency
18. Nguyen Thi Kim Lien	Commissioner	Vietnam Education Quality Management Agency

## Appendix 2: Data sources to complete the analytical tables

Exhibit 8: Key stakeholder groups

Key stakeholder group	Focus area 1 Context	Focus area 2 Coherence	Focus Area 3A Quality of large-scale assessments and examinations	Focus area 3B Quality of classroom assessment
<b>National or sub-national level officials</b>				
<i>Institutional policy</i> <ul style="list-style-type: none"> <li>- Vietnam Education Quality Management Agency</li> <li>- Department of Secondary Education</li> <li>- Department of Continuing Education</li> <li>- Department of Primary Education</li> </ul>	v	V	v	v
<i>Observing examination</i> <ul style="list-style-type: none"> <li>- Vietnam Education Quality Management Agency</li> <li>- Inspector of MOET, DOET</li> <li>- Universities</li> <li>- Department of Education and Training</li> </ul>	v		v	v
<i>Developing assessment programs</i> <ul style="list-style-type: none"> <li>- Department of Primary Education</li> <li>- Department of Secondary Education</li> <li>- The Vietnam National Institute of Educational Sciences</li> </ul>	v		v	v
<i>Funding</i> <ul style="list-style-type: none"> <li>- Department of Planning and finance</li> </ul>	v	V	v	

- Programs, projects				
<i>Information resources:</i>				
- Vietnam Education Quality Management Agency				
- Department of Secondary Education	v	V	v	v
- Department of Primary Education				
- Department of Continuing Education				
- Ministry Office (Communication centre)				
<i>Resources:</i>				
<i>Department, Boards, Institutes, Universities, Department of Education and Training of Locals</i>				
<b>Development partners</b>				
- World Bank				
- Asian Development Bank (ADB)				
- Vietnam-Belgium Project	v	V	v	
- UNICEF	v	v	v	
- GDP (ANLAS)			v	
- Confemen (PASEC)				
<b>Assessment agency (if external to government):</b>				
- Large-scale assessment and examination: Vietnam Education Quality Management Agency				
- Classroom assessment: Department of Primary Education, Department of Secondary Education, Department of Continuing Education	v	V	v	v
<b>Training program providers:</b>				
- Vietnam Education Quality			v	v

<p>Management Agency</p> <ul style="list-style-type: none"> <li>- Department of Secondary Education</li> <li>- Department of Primary Education</li> <li>- Department of Continuing Education</li> <li>- Department of Teacher and Education Manager</li> <li>- National University of Education, Vietnam National University Hanoi, National Academy of Education Management</li> </ul>				
<b>School leaders and teachers</b>				
<ul style="list-style-type: none"> <li>- People's committee/ Department of Education and Training</li> <li>- Schools</li> </ul>			v	v
<b>Others</b>				
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**Exhibit 9: Key documents**

<b>Document</b>	<b>Focus area 1 Context</b>	<b>Focus area 2 Coherence</b>	<b>Focus area 3.A Quality of large-scale assessments and examinations</b>	<b>Focus area 3.B Quality of classroom assessment</b>
Circular 51/2011/TT-MOET dated November 3 <sup>rd</sup> regulating in national regular assessment of student's learning result in secondary school.	x	x	x	
Circular 30/2014/TT-MOET dated August 8 <sup>th</sup> enacting regulations of primary student assessment.	x	x	x	x
Circular 22/2016/TT-MOET amend, supplement some articles of regulation of primary student assessment accompanying - circular 30/2014/TT-MOET dated August 28, 2014 of Minister of Education and Training.	x	x	x	x
Circular 58/2011/TT-MOET about regulations of evaluation, lower and upper secondary student ranking enacted by MOET	x	x	x	x
Dispatch 4612/MOET-SE dated October 3 2017 about instruction for current secondary education implementation based on development-oriented capacity and moral for student school year of 2017 - 2018	x			x
Decrees 44/NQ-CN dated June 9 2014 enacting the action program of government implementing decrees 29-NQ/TW dated November 4 2013	x			
Strategy for education development phased from 2015 – 2035	x			
Decrees 51/2017/QH14 dated November 21, 2017 amend the process of curriculum implementation, new secondary education textbook according to decrees 88/2014/QH13 dated November 28,2014	x			
Decrees 29-NQ/TW dated November 4,2013 about the whole basic educating and training amendment, meeting industrial, modernized requirements in the socialist-oriented market economy condition and international integration	x			

Decrees 88/2014/QH2013 dated November 28 <sup>th</sup> , 2014 about innovation of curriculum, secondary education textbook.	x			
Decrees 2610/QĐ-BTC dated December 21 2017 about release of public state budget in 2018	x			
Decision no.460/QĐ-MOET dated February 26 2019 Plan for national assessment implementation of grade-11-student's learning result in school year of 2018-2019	x	x	x	
Plan 1955/VEQA-CEQE dated 28/08/2018 Training how to apply PISA assessment method into secondary education assessment innovation in provinces/cities in 2018	x	x	x	
Decision 870/QĐ-BGDĐT dated 21/03/2017 enacting PISA program implementation in cycle of 2018	x	x	x	
Decision no. 4569/QĐ-BGDĐT dated 23/10/2018 about approval of activity plan adjustment, finance and contractor selection plan in 2018 of Secondary education development program in phase 2.	x			
Decision 5832/QĐ- MOET dated 28/12/2017 about approval of drafted PISA activity budget in 2018	x			
Decision số 2610/QĐ-BTC dated 21/12/2017 about release of public state budget in 2018	x			
Decision 869/QĐ- MOET dated 21/03/2017 encating TALIS program implementation in cycle of 2018	x			
Decision 4614/QĐ- MOET dated 17/10/2016 about establishment of steering committee and technical team participating in SEA PLM program	x			
Decision 270/QĐ-MOET dated 30/01/2019 about establishment of Steering committee and technical team participating in SEAPLM in Vietnam	x	x	x	
Plan 1958/ VEQA-CEQE dated 28/08/2018 Workshop for education manager capacity enhancement in sampling, test development, PISA data analysis	x			
Decision 459/ QĐ-MOET dated 26/02/2019 plan of international student assessment program implementation ( PISA) in cycle of 2021	x	x	x	

Decrees 277/QĐ-MOET dated January 30 2019 about establishing the Steering Committee and Technical Team of ANLAS program in Vietnam	x		x	
Reports of PISA, PASEC, grade 5 large-scale assessment, data-entry software of learning result of student, website	x			
MOET's electrical newspaper ( <a href="https://moet.gov.vn/tintuc/Pages/index.aspx">https://moet.gov.vn/tintuc/Pages/index.aspx</a> )	x			
Parent Questionnaire SEAPLM; Teacher Questionnaire, Principal Questionnaire of assessment programs	x		x	
Dispatch 1988/VEQE-CEQE dated December 22 2017 about TALIS Main survey implementation cycle of 2018		x	x	
Questionnaire, PISA analysis report booklet		x		
Questionnaire, PASEC analysis report booklet		x		
Questionnaire, PASEC and SEAPLM analysis report booklet		x		
Evaluating Measurement training program of Education University		x		
Bachelor, Master training program in primary, lower secondary major at pedagogics university, college.		x		
Yearly training document for teacher		x		
Decrees 25/2006/QĐ-MOET dated June 26 2006, enacting regulations of mainstream university and college training		x		
Dispatch 849/IC dated August 02 2018 about piloting participation in ANLAS program			x	
Instructional documents for data process and analysis PISA, TALIS			x	
Report of sampling, data, status of date for assessment result analysis of grade 5,9,11			x	
Instructional documents for data process and analysis			x	

Assessment brief report grade 5,9, 11; PISA, PASEC			<b>x</b>	
Complete report for grade 5			<b>x</b>	
Complete report for grade 9, 11			<b>x</b>	
Dispatch 5555/MOET-SE about expertise instruction for innovating testing and teaching, evaluating method; Conduct and manage expertise activities of secondary school/continuing education centre via internet				<b>x</b>
Instruction for school-year task implementation				<b>x</b>
Circular 12/2011/TT-MOET about secondary and high school regulations				<b>x</b>
Circular 41/2010/TT-MOET- Primary school regulations				<b>x</b>
Training documents of Department of Primary education and Secondary education, projects.				<b>x</b>
Documents of pedagogics university, National Institute of Educational Management				<b>x</b>
Test development matrix				<b>Cx</b>
Coding Instructional Rubric				<b>x</b>
Test booklet				<b>x</b>
Teaching plan				<b>x</b>
Regulation of the minimum point				<b>x</b>
Training document, teaching plan for pedagogics university				<b>x</b>

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