

Parental involvement and PISA: the case of Vietnam

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Promising Practice: Vietnam's approach to improving government schools

WHY VIETNAM?

A SCHOOL SYSTEM THAT IS ACHIEVING
BOTH IMPROVED ACCESS AND
IMPRESSIVE LEVELS OF ACADEMIC
SUCCESS



PRIMARY SCHOOL ENROLMENT

1992 86%

2014 98%.

LOWER SECONDARY ENROLMENT

1992 72%

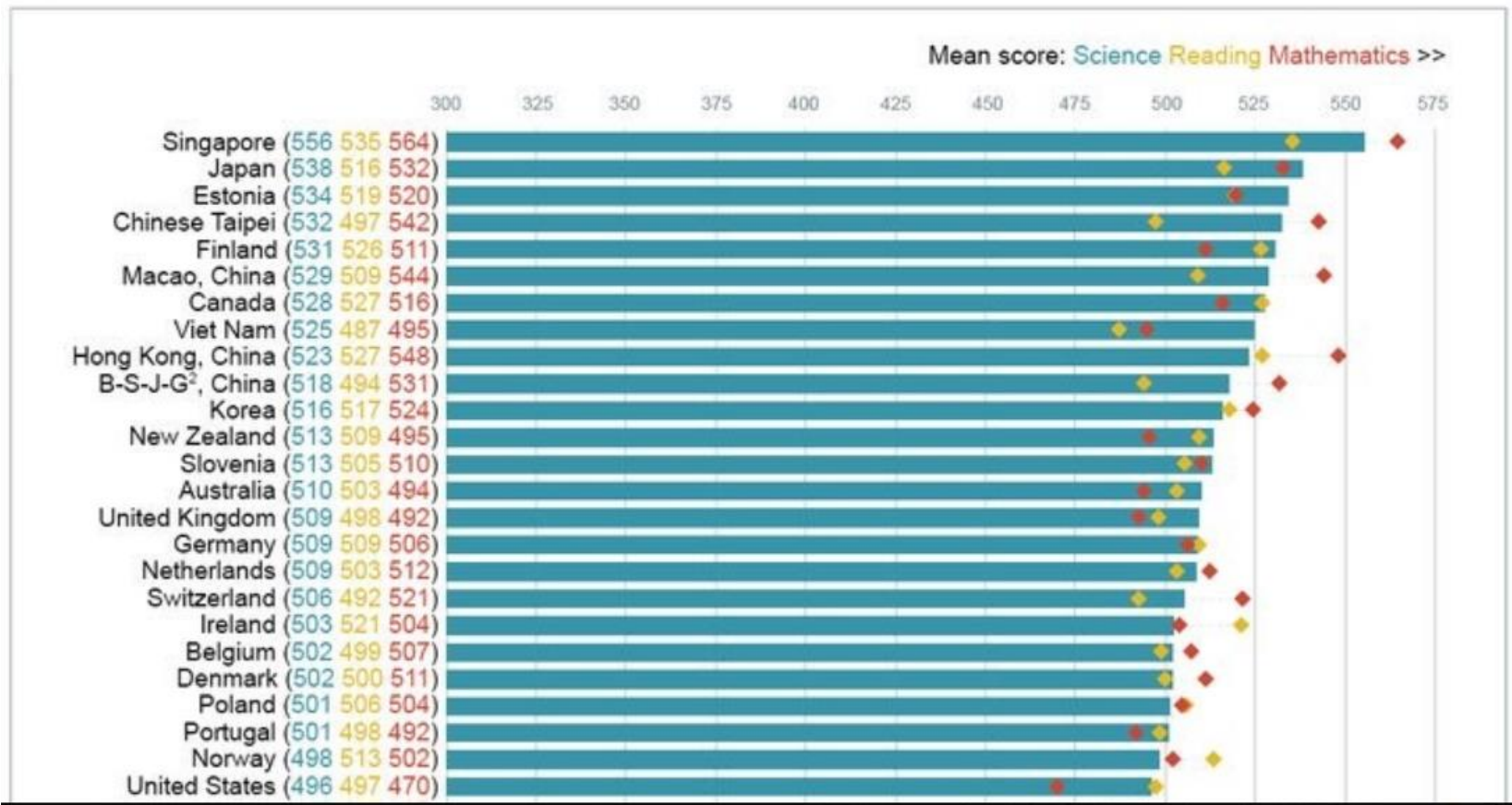
2014 95%.



PISA 2015 results



Snapshot of performance in science, reading and mathematics



THE 'RESILIENCE' OF DISADVANTAGED STUDENTS AND THE NARROWNESS OF THE GAP BETWEEN OUTCOMES FOR RICH AND POOR

Percentage of students in the bottom quarter of the PISA index of economic, social and cultural status who perform in the top quarter of all students internationally in science:

Vietnam average = 76%;

OECD average = 29%

YOUNG LIVES: PROGRESS DURING 2011-2012 ACADEMIC YEAR GRADE 5 MATHEMATICS AND VIETNAMESE

	Maths			Vietnamese		
	1 st test	2 nd test	Gain	1 st test	2 nd test	Gain
<u>Kinh</u>	509.59	546.05	36.46	511.65	518.29	6.64
Ethnic minority	434.01	497.91	63.90	420.16	483.30	63.14
Difference	75.58	48.14	27.44	91.49	34.99	56.50



FIVE KEY INGREDIENTS

Effective national
policy

High levels of
accountability

Strong
partnership with
parents

Good quality
teachers and
teaching

School leadership
that focuses on
the classroom

TEACHER PAY AND PRIVATE TUTORING

- Teachers repeatedly told us that they were badly paid. Yet talented people continue to choose teaching as a career
- Many teachers manifestly supplement their income with after-school work as private tutors. This is discouraged officially but is very widespread.
- 77% of our sample of parents were paying for private tutors and almost all of these private tutors were 'by day' government school teachers.
- For many teachers income from tuition probably forms a substantial part of their income and helps in the retention of teachers within the system.

HIGH LEVELS OF PARENTAL SATISFACTION IN TEACHING QUALITY

- We asked 350 parents from four different provinces what they thought about their children's teachers.
- Virtually no parents had serious concerns about the aptitude and attitudes of Vietnamese school teachers.
- 92% of the parents that we surveyed considered the current teacher workforce to be 'good' or 'excellent' in terms of how far teachers cared about student progress.
- 90% of the parents rated government school teachers to be 'good' or 'excellent' in terms of their professional ability.

EFFECTIVE SYSTEMS FOR PARENTAL INVOLVEMENT

- Vietnamese government schools typically have good systems to foster parental partnership including a strong Parent Board and a parent committee at the level of every class
- Through the policy of ‘socialisation’ parents are expected to make additional contributions to their local school
- This policy has been widely criticized by international experts as a form of ‘privatization’ but was viewed positively by most of the stakeholders we interviewed- both school staff and parents

Percentage of parents who, in the previous academic year, discussed their child's progress with a teacher on their own initiative:

Vietnam = 45%

OECD Average = 23%

Percentage of parents, who in the previous academic year, assisted a teacher in the school.


Vietnam = 41%

OECD Average = 5%

Percentage of parents, who in the previous academic year, contributed to fundraising.

Vietnam = 61%

OECD Average = 10%



FIVE CHARACTERISTICS OF THE VIETNAMESE SCHOOL SYSTEM

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