

Original Research Article

Proposal on Analytical Framework and Criteria, Indicators for Assessment of Local General Education Quality in Vietnam

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Abstract

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To meet the requirements of reforming general education in Vietnam, this article propose the education analytical framework consisting of 3 components, 10 basic education factors, of which educational outcomes are in the center. The component of the provincial education quality emphasizes the strategic direction for education development and management of local education activities, including 3 basic groups of factors (Strategic planning, policies and scale of general education; mechanisms and institutions for local general education management; and local education results and achievements); the component of education quality of educational institutions includes 4 groups of factors (management mechanism; education resources; education process; and education results and achievements; and the component of advantages of local education development includes 3 basic groups of factors (resources and geographical location; modern technology infrastructure; and impacts of other systems on the general education). The above groups of factors are concretized into 8 criteria and 81 indicators, ensuring both compatibility with national accreditation standards for general education institutions and supplementing essential indicators to serve a comparison of international education (such as SDG4, UNESCO, ...). This analytical framework and set of criteria are considered as a means to help explain the responsibility of the provincial educational management agency for the quality of general education.

Keywords: Education analytical framework; General education quality; Criteria for assessment of general education quality

INTRODUCTION

The comprehensive and sustainable education development at all levels (individual, national and global) will contribute to the achievement of the Education For All (EFA) goals and most of Millennium Development Goals (MDG) on poverty reduction, education, gender equality,

child mortality in Vietnam (United Nations Children's Fund 2007; National report, 2015). The general education quality is considered as the foundation for the quality and effective lifelong education. If a country does not provide equitable, quality and effective general education, it

means that the country does not recognize the role of education in the national development (Paul Ryan 2003). Therefore, it can be said that the development of general education is closely associated with the quality and assurance of the general education quality.

Clause 2, Article 4 of the Education Law 2019 states that “*The education development must be linked to the demands of socio-economic development, scientific and technological advances, and consolidation of national defense and security; implementation of standardization, modernization and socialization; assurance of the balance among industry structure, qualifications, human resources and regional compatibility; scale expansion on the basis of quality and efficiency assurance; combination of training and employed*”. Clause 5, Article 104 of this Law states a content related to the state management of education ‘*regulations on education quality assessment; organize and manage the education quality assurance and education quality accreditation*’ (Education Law, 2019).

Since 2018, the Ministry of Education and Training has issued a Circular on integrating recognition of schools meeting national standards and accreditation of general education quality and deploying in each educational institution (Circular No.18/2018/TT-BGDĐT; Circular No.1817/2018/TT-BGDĐT). However, many localities want to have a set of criteria for assessment of the education quality by administrative units, firstly at the provincial/city level, in order to provide relevant parties the reliable information on the education quality among educational institutions located in the same locality and between localities of the same level and socio-economic conditions.

Therefore, we propose an analytical framework and a set of criteria for assessment of local general education quality meeting the above-mentioned needs. This is the result of our research topic “*Development of a toolkit for assessment of local education and training development*”, Code No.KHGD/16-20.ĐT.013, under the National Science and Technology Program for 2016-2020 period “*Research and development of educational science to meet the requirements of fundamental and comprehensive education renovation in Vietnam*”. Code No.KHGD/16-20.

Several related scientific bases

a) The terms 'Education development' or 'Development of education' are understood in two main meanings: (i) Emphasize improvement of the teaching and learning quality: development of curriculum, guidance on teaching, organization of teaching activities and other aspects to develop teaching skills for teachers; all activities are

implemented systematically to support the lecturers to promote student learning;... (Mariane Frenay et al. 2014); (ii) Emphasize improvement of the effectiveness and quality of educational institutions: supports for the school to operate effectively as a teaching and learning community (Felten et al., 2007); activities to change institutions and assure institutional quality to improve the school education quality;... (Sorcinelli et al., 2005).

b) The development of an educational institution consists of three main activities: personal development (comprehensive programs for the work of lecturers and graduates); teaching development (curriculum, teaching methods, and assessment of the course effectiveness, teaching technology, learning materials...); organizational development (develop an organization with structure and institutions for effective operation). Local education management agencies can create opportunities for local education development by: establish local partnerships to support better for schools in order to avoid fragmentation and isolation; enhance capacity of teachers, administrators and schools; attract local communities and businesses to participate in education; effective implementation of the education scale and provide students with an environment for cultural, social and emotional development (Kay Gillespie et al. 2010).

c) According to UNESCO, analytical framework for education quality is a document/model describing the fundamental factors to analyze, diagnose, and identify obstructions to equitable education system and provision of high quality education to all learners. This framework consists of 5 components: (i) Development goals related to accountability for education quality, education equity and comprehensive education; (ii) Outputs include competencies and impact on lifelong learning; (iii) the core educational process including learning, teaching and assessment; (iv) core resources including curriculum, learners, teachers and the learning environment; (v) supporting mechanisms including school administration, system management and finance (see Figure 1).

d) Education analytical framework in Vietnam is structured according to Context – Input – Process – Output (CIPO) model: *Educational context*; *input resources* to meet the development goals; *process elements* focusing on the provision of educational services, the quality of educational services, and access to education,..; *present outputs* such as rate of enrollment, rate of satisfying educational program,... and *future outcomes* such as students' abilities to find/create jobs, physical strength of citizens, ability to participate in modern society,...

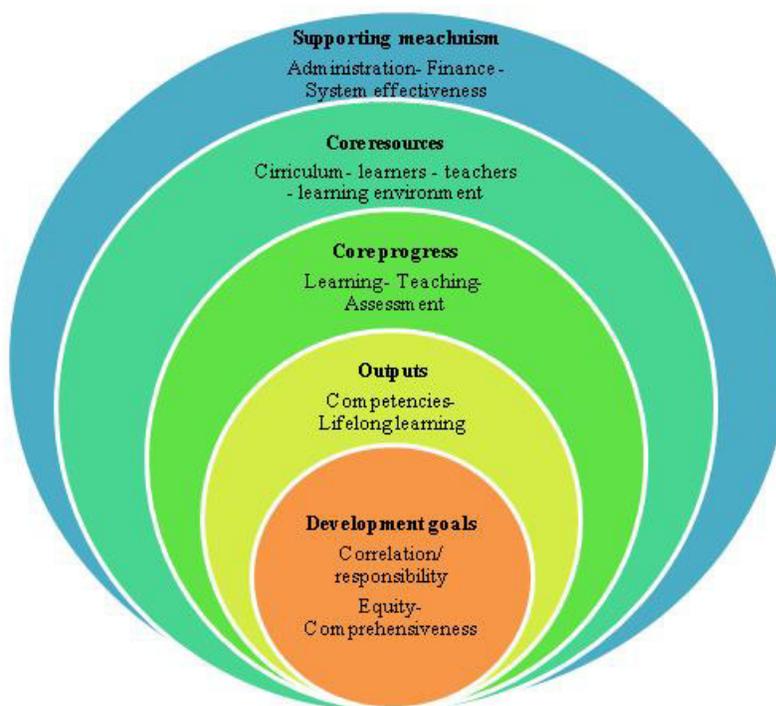


Figure 1. The analytical framework for education quality of UNESCO (Source: UNESCO 2012)

RESULTS

Proposal on analytical framework for local general education quality

a) Based on the common features of the above definitions, the research team considers that: *Local education development (at provincial level) consists of activities to change education management institutions and mechanisms, assure quality and renovate education process to improve the education quality to be appropriate to the local context.*

The assessment of local general education development through assessment of local general education quality at the end of each school year, from that determining the achievement growth compared to the previous school years. The analytical framework for local general education quality provides an important platform for analyzing the general education quality at provincial level, in order to answer the question 'How well has the local education system operated?'

b) With the view of "enhancing accountability for education quality and creating learning opportunities for all", based on the reference of UNESCO's analytical framework for education quality and inheriting the existing education analytical framework in our country, we propose an analytical framework for local general education quality consisting of 3 components, 10 basic

education factors, of which educational outcomes are in the center. Details as follows (see Figure 2):

(i) *The component of the provincial education quality emphasizes the strategic direction for education development and management of local education activities, including 3 basic groups of factors: Strategic planning, policies and scale of general education; mechanisms and institutions for local general education management (directing the implementation of education strategies and policies; directing the teaching and learning process; accountability; finance; and monitoring and assessment of management effectiveness); local education results and achievements (outputs; sustainable education development achievements; the impact of education on the local economy and society).*

(ii) *The component of education quality of educational institutions includes 4 groups of factors: management mechanism (educational management, educational finance, and monitoring and assessment of system effectiveness); education resources (educational goals, curriculum, learners, teachers, and learning environment); education process (learning activities, teaching activities, assessment); education results and achievements (outputs, education quality, education achievements); and*

(iii) *The component of advantages of local education development includes 3 basic groups of factors: resources and geographical location; modern technology*

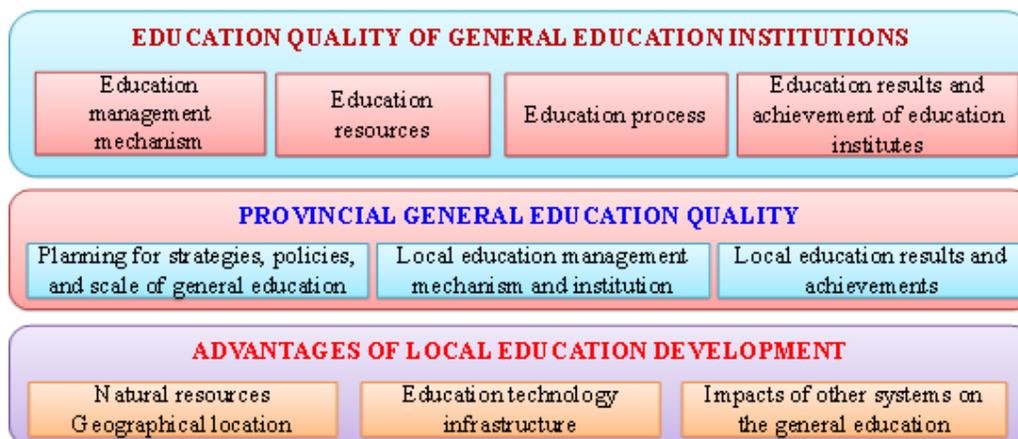


Figure 2. The analytical framework for local general education quality

Table 1. Set of criteria, indicators for assessment of local general education quality

<i>Criteria</i>	<i>No.</i>	<i>Indicators</i>	<i>International education index reference</i>
1. General education quality at provincial level			
1.1. Policies, mechanisms and scale of general education development	1.1.1	Local policies on education quality (developing standards for curriculum; defining local education content; education opportunities; equity of education outputs; resources;...)	
	1.1.2	Policies on opportunities of lifelong learning	
	1.1.3	Mechanisms and responsibilities of the Provincial People's Committee and Department of Education and Training in directing the general education quality	
	1.1.4	Mechanism of coordination in the education system (elementary, secondary school and high school; formal and informal); between general education and pre-school education, vocational education and higher education; between general education and the community	
	1.1.5	Mechanism for management of the teaching, learning and assessment process in general education	
	1.1.6	The percentage of 6-year-old pupils attending at least 1 year of kindergarten	SDG4, UNESCO
	1.1.7	The percentage of students attending school (by grade level)	SDG4, UNESCO
	1.1.8	The percentage of students attending school at right age (by grade level)	SDG4, UNESCO
	1.1.9	The percentage of students studying in private schools (by grade level)	UNESCO
	1.1.10	The ratio of students/teachers (by grade level)	
	1.1.11	The ratio of teachers/classes (by grade level)	
	1.1.12	The percentage of teachers with bachelor's degree or higher	SDG4

Table 1. Continue

1.2. Scale and resources for general education development	1.2.1	The percentage of schools having computer system and the Internet	
	1.2.2	The percentage of schools equipped with technology equipment, multi-function rooms, subject classrooms, laboratories, and practicing rooms	
	1.2.3	The percentage of schools applying Information and Communication Technology (ICT) in management of education and teaching	
	1.2.4	Identify the requirement on financial resources to achieve the goals of general education;	
	1.2.5	The financial disparity between demand and state budget; Measures to narrow this disparity	
	1.2.6	Estimate the amount spent on education from different resources	
	1.2.7	The ratio of mobilizing socialization resources to the total state budget for general education	
	1.2.8	The percentage of state budget spent on provincial general education; the distribution percentage for salary	UNESCO
	1.2.9	Criteria for state budget allocation among education grade levels, types of schools and education fields	
	1.2.10	The average cost per student; types of schools;	
	1.2.11	The Education Management Information System (EMIS) for provision of information on education quality	
	1.2.12	Measures to improve the quality and efficiency of the general education system	
	1.2.13	The percentage of attending higher education, vocational education and unemployment of students graduated from secondary school, high school	UNESCO
1.3. Education results and local education achievements	1.3.1	The percentage of students completing education grade; the rate of 11-year-old students completing primary school	SDG4, UNESCO
	1.3.2	The percentage of students quitting school by grade	UNESCO
	1.3.3	The percentage of students at the end of primary school and at the end of secondary school reaching the minimum proficiency in reading comprehension and calculation (by gender, ethnic minority, and disability)	UNESCO
	1.3.4	The percentage of students graduating secondary school, high school	Nền kinh tế tri thức
	1.3.5	The percentage of students transferring from primary school to secondary school, from secondary school to high school, from high school to vocational education and university education	SDG4, UNESCO
	1.3.6	The percentage of achieving good level of teacher career	
	1.3.7	The percentage of achieving good level of standard principal of administrators	
	1.3.8	Schools meet national standards (level 1 and level 2)	
	1.3.9	Number of students winning prizes in the national excellent student competition	
	1.3.10	Number of students awarded in the International Olympic	
	1.3.11	The percentage of people at the age of 15 and older satisfying the literacy standards level 1 and 2	UNESCO
	1.3.12	The percentage of students participating training on life skills and after-school activities	
	1.3.13	The percentage of people graduated from secondary school and have access to high schools by the method of continuing education	UNESCO

Table 1. Continue

2. The quality of education of general educational institutions			
2.1. Education management mechanism supporting teaching	2.1.1	Operation mechanism of the school professional management system	
	2.1.2	Orientation of directing renovation in teaching and developing capacity	
	2.1.3	Management measures to be applied to improve education quality	
	2.1.4	Monitoring and adjustment system of quality management activities	
	2.1.5	Measures to improve the effectiveness of the education management system	
	2.1.6	Report on analysis of the effectiveness of school management activities on education quality	
2.2. Input resources	2.2.1	The goal of comprehensive and fair education; expected outputs	
	2.2.2	The school education plan to meet the requirements of the learners and suitable for curriculum of the general education	
	2.2.3	The education content is appropriate to the qualifications of the learners and the output of curriculum	
	2.2.4	The financial demands for education goals	
	2.2.5	Appropriate expenses allocation in accordance with state budget allocation for schools	
	2.2.6	Use financial resources to improve education quality	
	2.2.7	Monitoring and assessment system of teaching activities	
	2.2.8	Training courses, careers consulting; teaching organization; professional development; interaction skills between teacher - student	
	2.2.9	Safe, friendly and healthy education environment	
	2.2.10	Facilities meet the curriculums requirements	
	2.2.11	The percentage of 6-year-old pupils attending at least 1 year of kindergarten	SDG4, UNESCO
	2.2.12	The percentage of students attending school (by grade level)	SDG4, UNESCO
	2.2.13	The percentage of students attending school at right age (by grade level)	SDG4, UNESCO
	2.2.14	The ratio of students/teachers	
	2.2.15	The ratio of teachers/classes	
	2.2.16	The percentage of teachers meeting training standards	SDG4
2.3. Education process	2.3.1	Form of education organizations, learning skills, life skills	
	2.3.2	Equal learning opportunities for all students	
	2.3.3	Positive teaching methods	
	2.3.4	The Information and Communication Technology (ICT) in learning management and monitoring	
	2.3.5	Assessment of teaching quality and usage of assessment results	
	2.3.6	Method for assessment of students' qualifications	
	2.3.7	Method of using assessment results for improvement of education quality	
2.4. Education results and school education achievements	2.4.1	The percentage of students completing education curriculum levels	SDG4, UNESCO
	2.4.2	The percentage of students at the end of primary school and at the end of secondary school reaching the minimum proficiency in reading comprehension and calculation	
	2.4.3	The percentage of students completing education grade (by gender, ethnicity, disability)	SDG4, UNESCO
	2.4.4	The percentage of students transferring to higher education grade; vocational education; to be unskilled labor	SDG4, UNESCO
	2.4.5	Number of students winning prizes in the national excellent student competition	
	2.4.6	Number of students awarded in the International Olympic	

Table 1. Continue

	2.4.7	The percentage of students participating training on life skills and after-school activities	UNESCO
	2.4.8	The percentage of achieving good level of teacher career	
	2.4.9	The percentage of achieving good level of standard principal of administrators	
	2.4.10	Schools meet national standards (level 1 and level 2)	
3. Advantages of local education development			
3.1. Natural and social conditions promoting general education quality	3.1.1	The possibility of using clear land fund for general education development	
	3.1.2	The popularity of the Internet in educational institutions	
	3.1.3	The impacts of local socio-economic conditions on the general education	
	3.1.4	Cultural traditions (lineages, peoples, beliefs, religions) affecting general education	

infrastructure; impacts of other systems on the general education (other education systems; local economy, society and culture). Figure 2

Proposal on a set of criteria, indicators for assessment of local general education quality

The set of criteria, indicators for assessment of local general education quality has been proposed according to 5 basic principles as follows: (i) materialize 10 factors in the three components of the analytical framework for assessment of local general education quality; (ii) inherit basic education statistical indicators which area available in the local database according to the regulations of the Ministry of Education and Training; (iii) adjust and supplement a number of indicators in accordance with the standards for quality accreditation of general educational institutions, occupational standards and Principal standards which were issued by the Minister of Education and Training in 2018; (iv) include indicators in the education development strategy for 2021-2030 period, with a vision to 2045; and (v) supplement some essential indicators for international education comparison such as sustainable education development Sustainable Development Goal 4 (SDG4), Education For All (EFA), Human Development Index (HDI),... (see Table 1).

DISCUSSION

(i) In any country, the education development is always a key activity and the quality is always the top goal of the national education system. In order to ensure the development of education, apart from focusing on renovating curriculum and teaching methods, increasing

investment to assure quality,...the assessment of education quality is increasingly concerned;

(ii) In order to enhance the accountability of the provincial education management agencies regarding the education quality, the research team has applied a comprehensive and systematic approach to education, referring to UNESCO's analytical framework for education quality as well as closely follow the educational features of Vietnam to make a proposal on the analytical framework for general education quality consisting of 3 components on education quality at grass root level, provincial level and advantages of local general education development. These components consist of 10 basic groups of factors. The analytical framework for general education quality continues to be standardized into 3 standards, 8 criteria and 81 indicators.

(iii) Basically, this set of criteria covers the comprehensive education quality of each education institute and each locality. By updating information into the set of indicators for each school year, the localities will get a realistic picture of the education quality, from that having appropriate policies and plans.

(iv) The MOET will guide the use of a set of criteria and indicators for assessing the quality of local general education to collect data for self-assessment reports in the accreditation process of educational institutions. By that, basic information about the education quality of each school and each locality will be open to the whole society. The improvement of indicators is still weak compared between one locality and other localities will have a positive impact on enhancing the education quality of each locality, thereby enhancing the education quality nationwide (Le My Phong 2019).

(v) Finally, the provinces' annual education quality information and data will be used by the MOET to calculate national education indicators in some

international comparisons such as SDG4, HDI, UNESCO's educational quality, ...

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