Does full-day schooling reduce educational inequality in Vietnam?

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Abstract

Full-day schooling has been implemented in Vietnam to deal with the lack of instructional time in primary education in regard to international standards. Yet full-day schooling may impact educational inequality by filling the gap in terms of instructional time between children with different family background. Indeed, well-off families use to compensate the lack of instructional time by private tutoring. This paper investigates whether the huge development of full-day schooling in recent years can improve equality of opportunity in Vietnam by using the data from the Young Lives School Survey 2011-2012. Firstly, it examines the variation in instructional time and school resources between pupils with and without full-day schooling from different social background. It then investigates the learning progress associated with full-day schooling across social background. Evidence implies that full-day schooling cannot narrow the inequality of opportunity in learning achievement at this stage of implementation. On the contrary, it contributes to rise the gap in learning progress among children of different social background.

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