

# nopoor final conference

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## The Impact of Lengthening the Instructional Time on Inequality: The Case of Vietnam



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# Introduction

Shortages of financial and human resources have constrained many developing countries to limit the instructional time in primary to half of the day.

Lengthening the instructional time, a policy option to

- improve the learning achievement
- reduce the inequality of opportunity?



# Introduction

Effect on inequality of opportunity by

- narrowing the gap in instructional time between children with disadvantaged social background and well-off children who benefit from private tutoring
- substituting time spent outside of school with time at school, children from different social background will benefit from a more similar learning environment



# The context of Vietnam

Low number of teaching hours

Progressive implementation of full-day schooling

With specificities:

- the participation of the families in funding the full-day schooling policy
- an ambitious policy from 2009 to 2015 to support schools in the most disadvantaged provinces in their switch to full-day schooling (SEQAP).

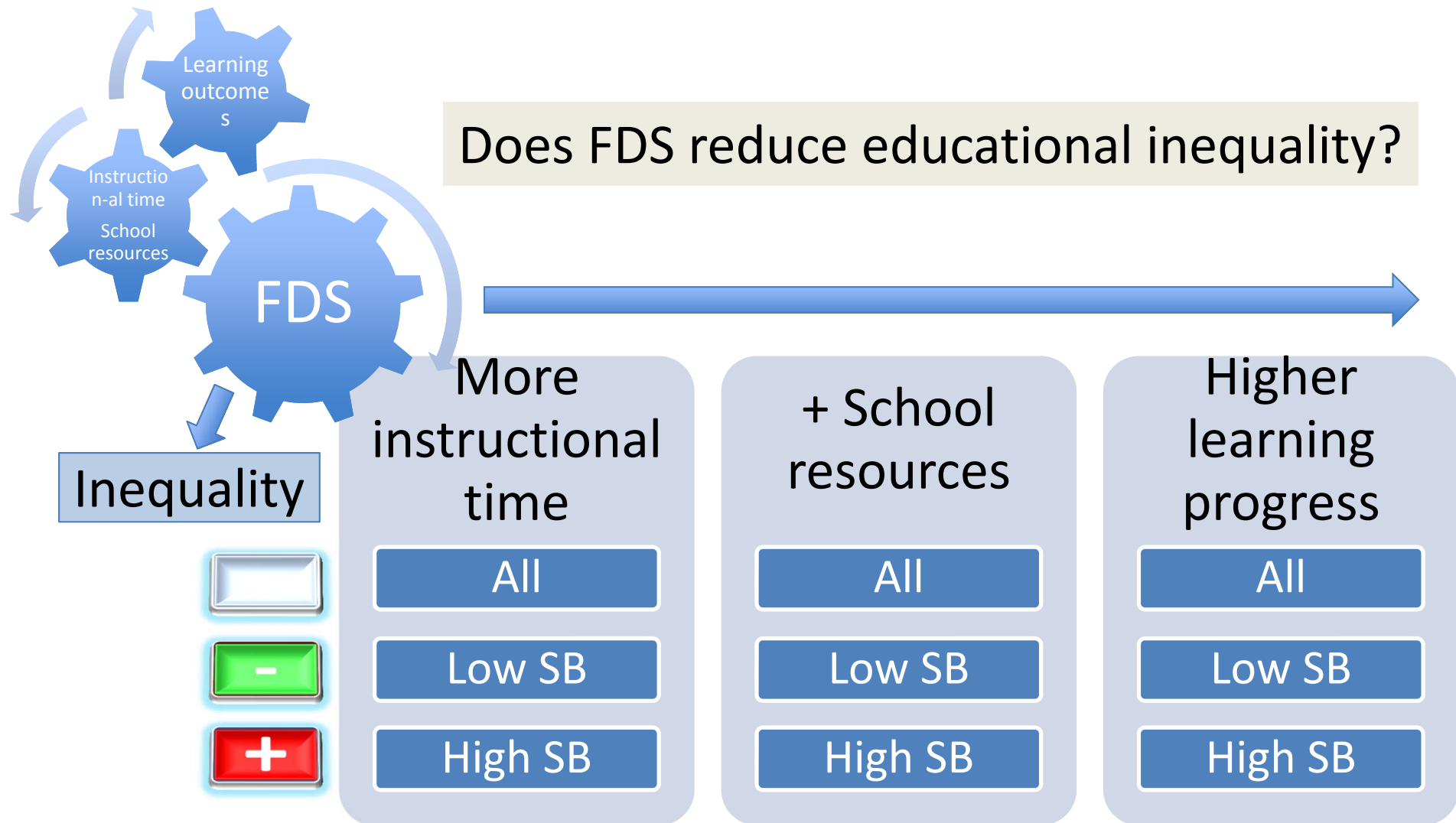


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# Research question and methodology



# Data

## Young Lives School Survey 2011

- 3,284 G5 students in 176 classes of 52 schools
- Information on child, teacher, class, principal and school characteristics
- 2 rounds of data collection at the beginning and end of the academic year 2011-2012: Test and retest in Math and Vietnamese to measure learning progress

## Longitudinal Young Lives household survey round 2

Younger cohort, 1125 children surveyed at age 5

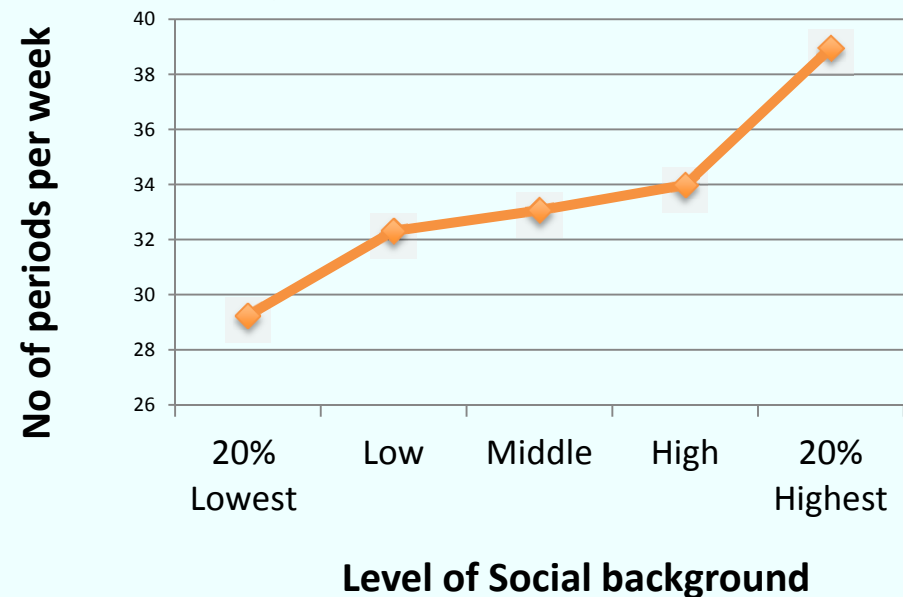


# Key findings

## 1. FDS has not reduced the gap in instructional time between children with high and low social background

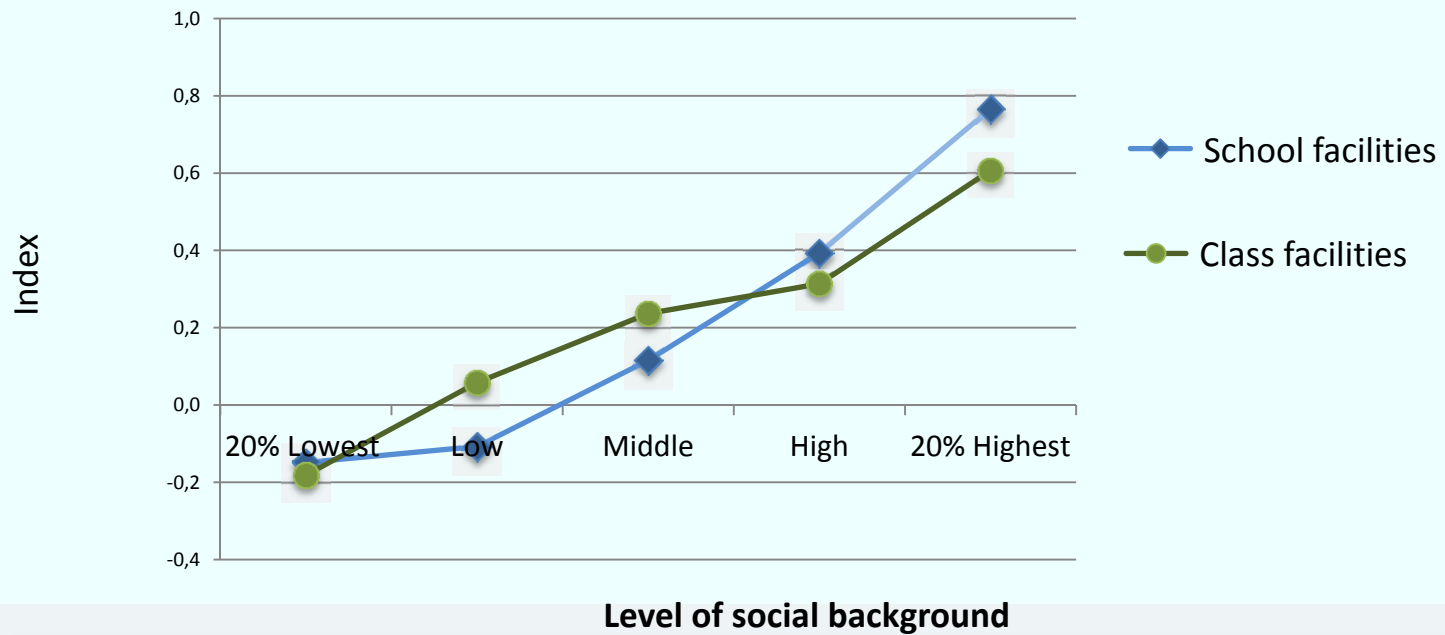
- Lower access to FDS or FDS with less instructional time for disadvantaged background students
- Partial substitution of FDS for private tutoring

Figure 1. Instructional time



# Key findings

## 2. The well-off students always have better school resources accompanying FDS than the low social background





# Key findings

## 3. FDS does not significantly improve the learning progress in Vietnamese or in Mathematics of the students, especially for children with disadvantaged social background

- FDS seems to magnify the effect of social background on learning progress, thereby worsening the inequality of opportunity.
  - Children belonging to the families with the lowest social background have lower progress in Vietnamese when they benefit from the FDS than when they do not



## Policy implications

The extending the schooling time in primary school could participate to the SDGs (4, 10) only if some conditions are met:

- **defining national standards** in the definition and the implementation of the full-day schooling:
- should be accompanied by the authorities' **revision of the curricula** in order to avoid detrimental effect on the learning progress for the most disadvantaged students.



# Policy implications

- the public support on full-day schooling for disadvantaged students should be guaranteed (good targeting of support policy or universal coverage of free full-day schooling)

Otherwise, full-day schooling will contribute as in Vietnam to reinforce inequality in education based on socio-economic inequality



# Thank you for your attention!



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