



UNIVERSITY OF  
**OXFORD**

**Young Lives**   
An International Study of Childhood Poverty

# Education and the Poverty Cycle: The Young Lives School Surveys

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# THE SCHOOL SURVEYS

School surveys were introduced in 2010 to examine the educational experience of Young Lives children at key stages in their educational careers.

The data will add an important dimension to the rich longitudinal data collected at households, permitting detailed examination of the relationships between educational access and achievement and poverty.

	Round 1	Round 2
<b>Ethiopia</b>	<b>2010</b>	<b>2012</b>
<b>India</b>	<b>2010</b>	<b>2012/13</b>
<b>Vietnam</b>	<b>2011</b>	<b>2013</b>
<b>Peru</b>	<b>2011</b>	<b>2013</b>



# THE SCHOOL SURVEY IN VIETNAM



- Data collection begins Autumn 2011
- Covers YL younger cohort pupils (age 10) and their class peers
- Round 2 will follow pupils into Grade 7 (lower secondary school)
- Linked data at child, household and school levels unique in Vietnam
- Balanced design to address child-level longitudinal questions and both cross-sectional and longitudinal policy questions at school-level

# DATA STRUCTURE

## Year



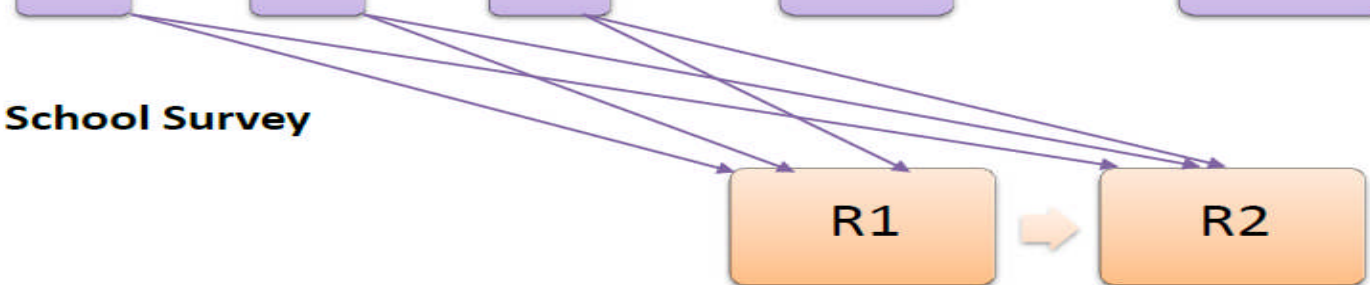
## Household and Community Survey



## Younger Cohort Child's Age



## School Survey



## School Grade/Phase

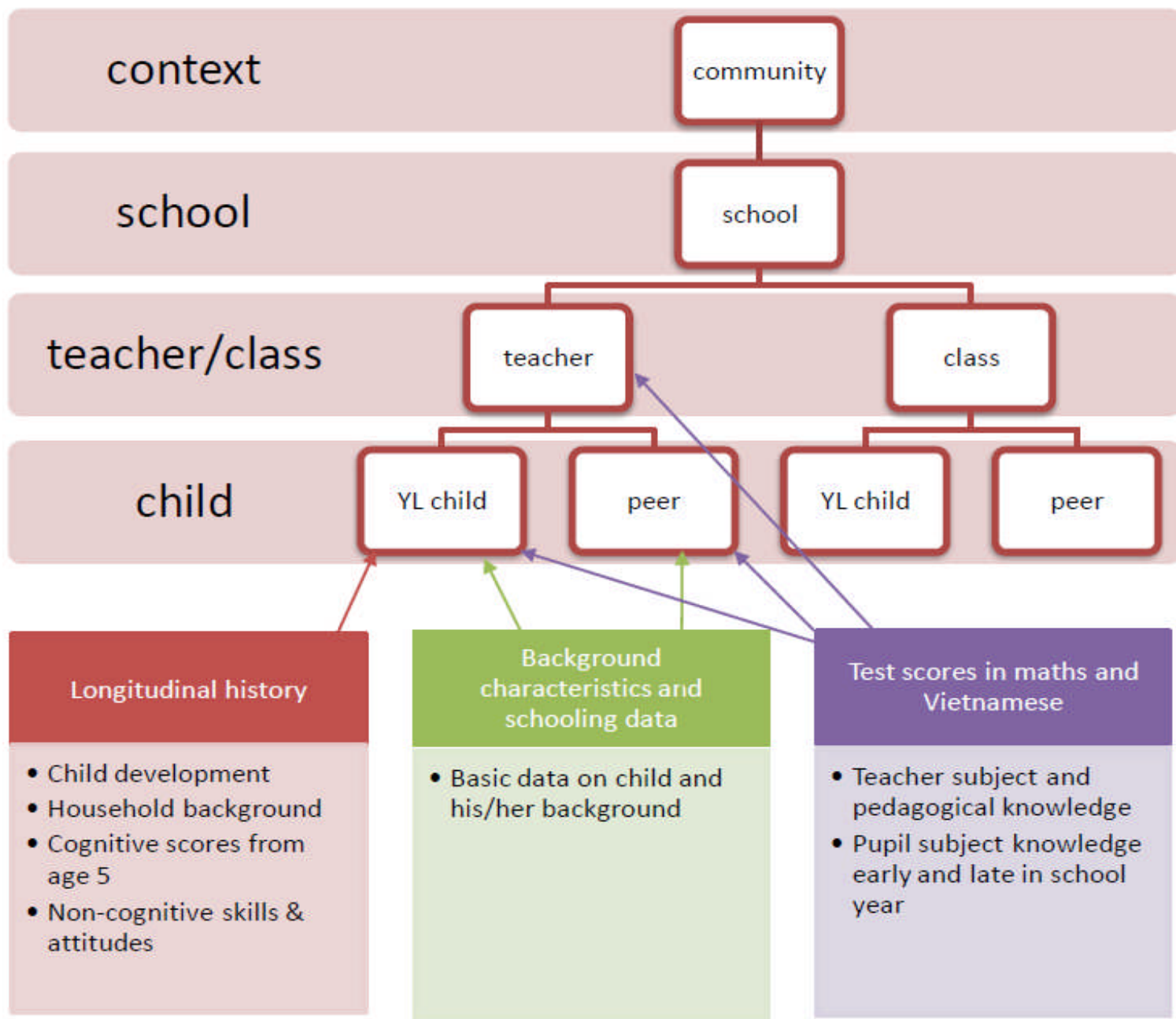


# SURVEY DATA TO BE AVAILABLE 2012



- Measures of performance and progress in two subjects in Grade 5 (maths and Vietnamese)
- Measure of teacher ‘pedagogical content knowledge’ in two subjects (teacher tests)
- Data on transitions from primary to secondary school (Round 2)



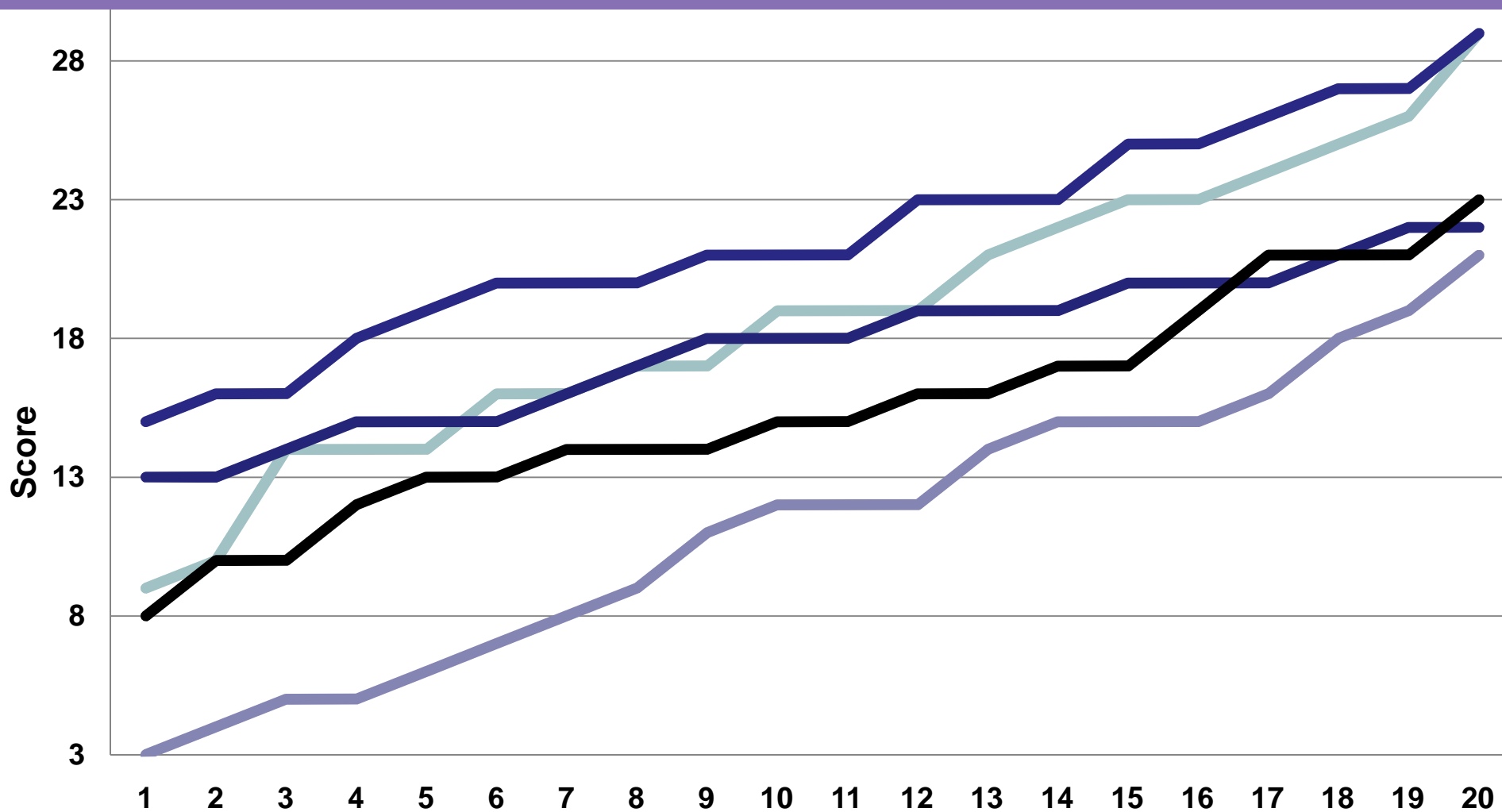




# Vietnam Pilot September 2011

(Urban full-day class)

# PERFORMANCE IN PILOT MATHS TEST



— Phu Yen Urban Half Day    — Phu Yen Urban Full Day    — Phu Yen Rural half day  
— Lao Cai Main    — Lao Cai Satellite





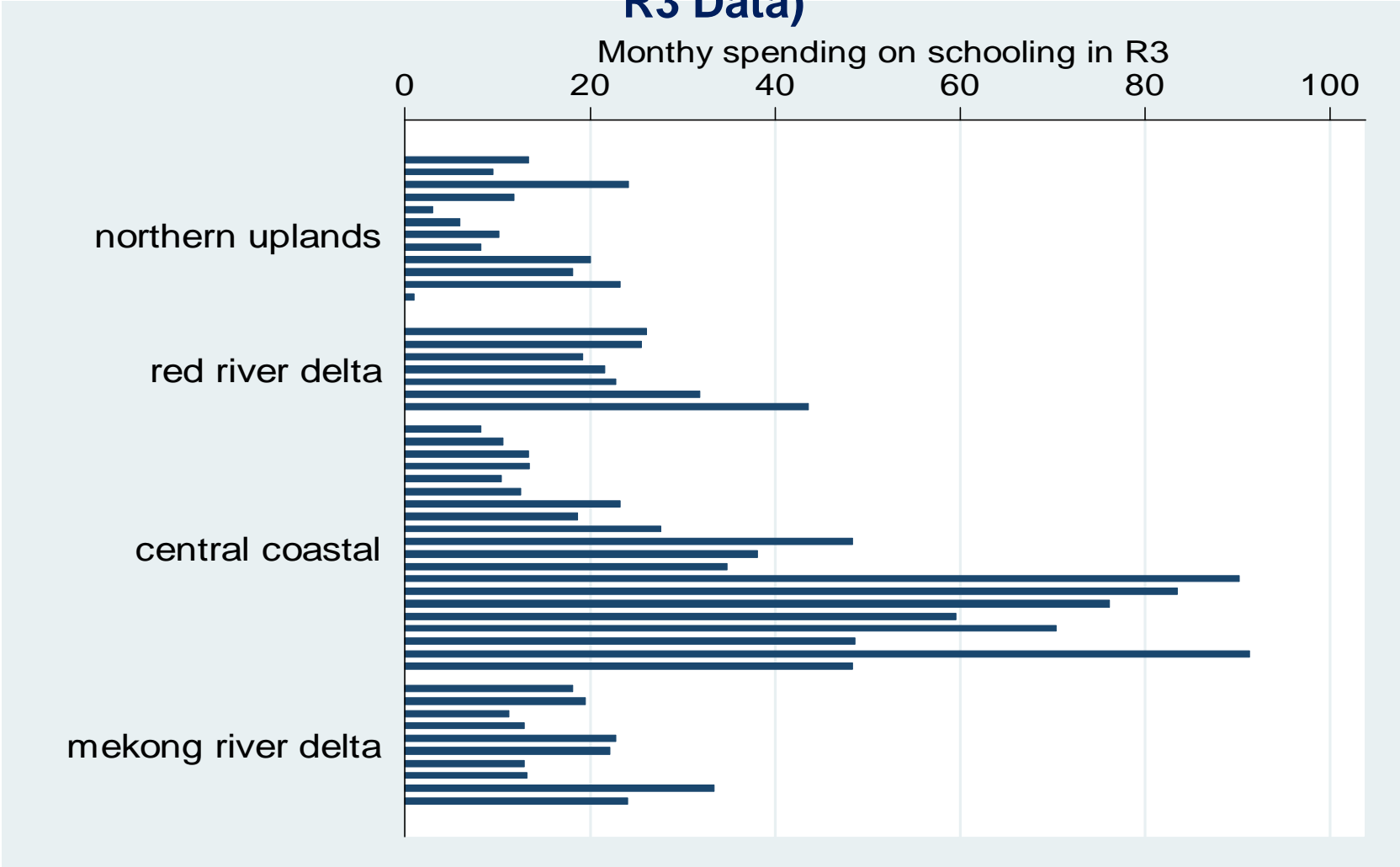
(Rural satellite  
half-day class)

# WHAT EXPLAINS DIFFERENCES IN ACHIEVEMENT ?

- A main focus of the school survey data analysis in all countries
- Balance of child, household, school and context
- Linked to key policy questions around how these differences may be addressed
- Linked to the differences in opportunities and livelihoods, relating to later poverty outcomes
- Early indications in all countries relate to area of residence, ethnicity and wealth; but the mechanisms are varied and complex
- Rapid growth in Vietnam may be accentuating these differences, potentially widening inequality

# EXAMPLE 1: EDUCATION SPENDING BY HOUSEHOLDS VARIES WIDELY WITH AREA OF RESIDENCE

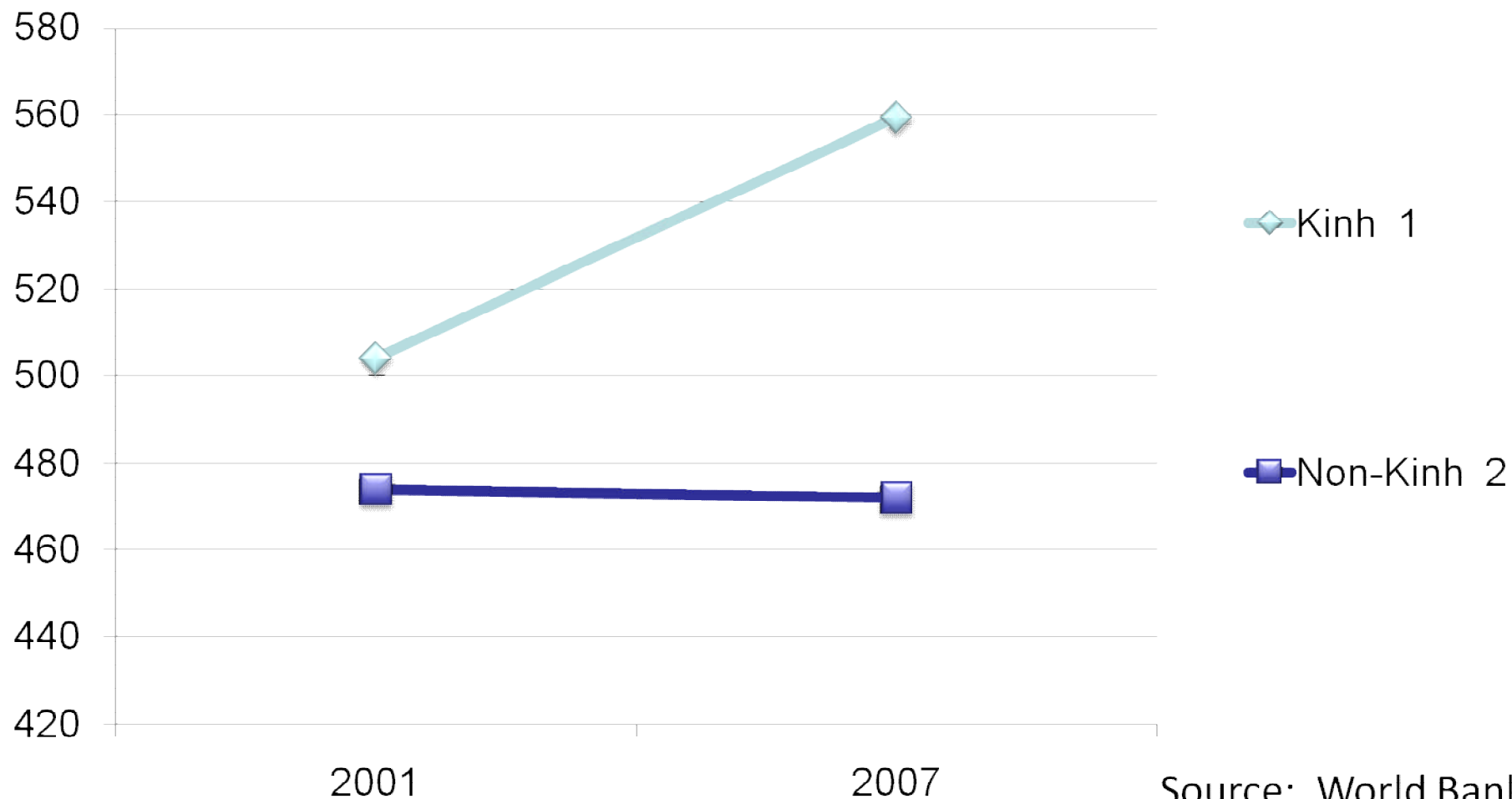
## Mean Household Spending Per School on Schooling By Region (YL R3 Data)





## EXAMPLE 2: DIFFERENCES IN MATHS SCORES BY ETHNICITY ARE WIDENING

Mathematics scores change by ethnicity 2001-7



Source: World Bank





Educational inequality in India is driven by some of the same factors as in Vietnam *but* may be catalysed by rapid growth in private school supply

# INDIA SCHOOL SURVEY FINDS GROWTH IN PRIVATE LOW-FEE SECTOR BUT WITH WHAT IMPLICATIONS?

Massive growth of the private low-fee sector as a result of:

- dissatisfaction with the government sector
- perceptions of better quality in private sector and importance of English-medium provision
- economic liberalisation
- growth resulting in increased ability to pay

BUT much variation exists within the private

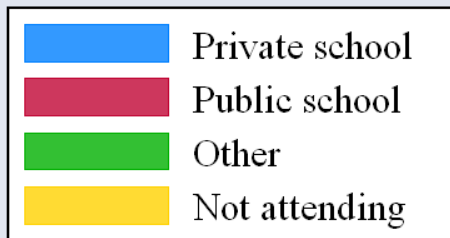
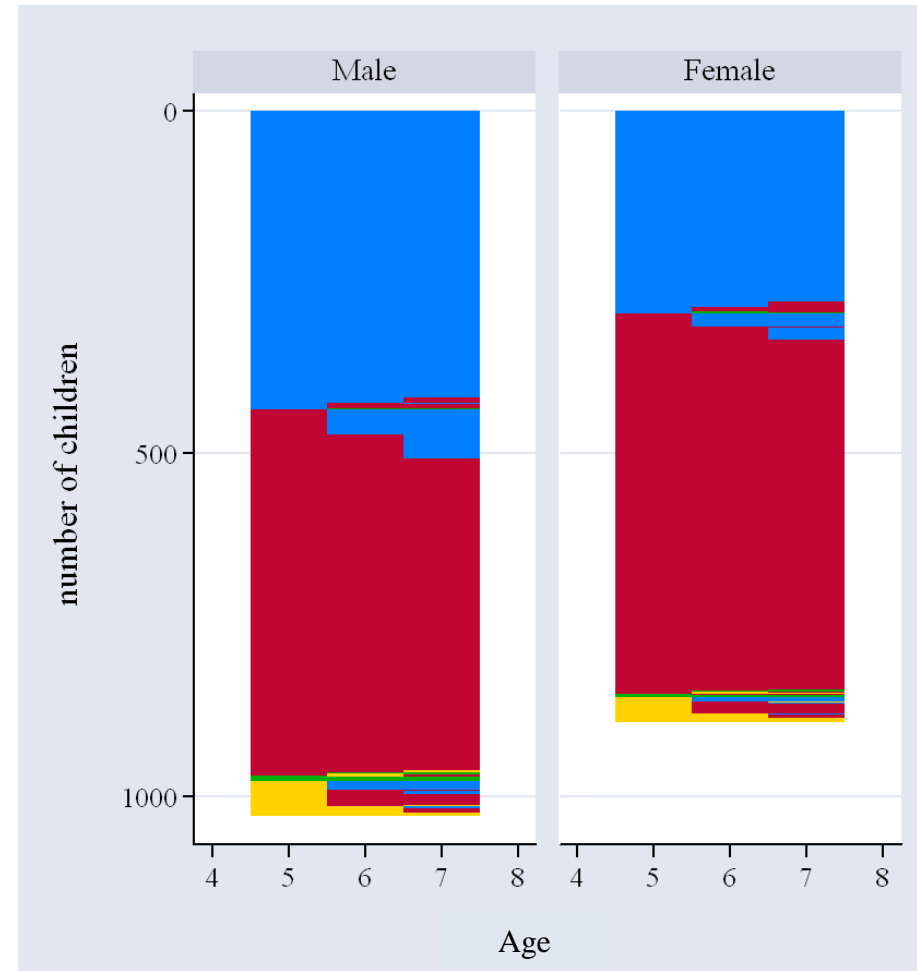
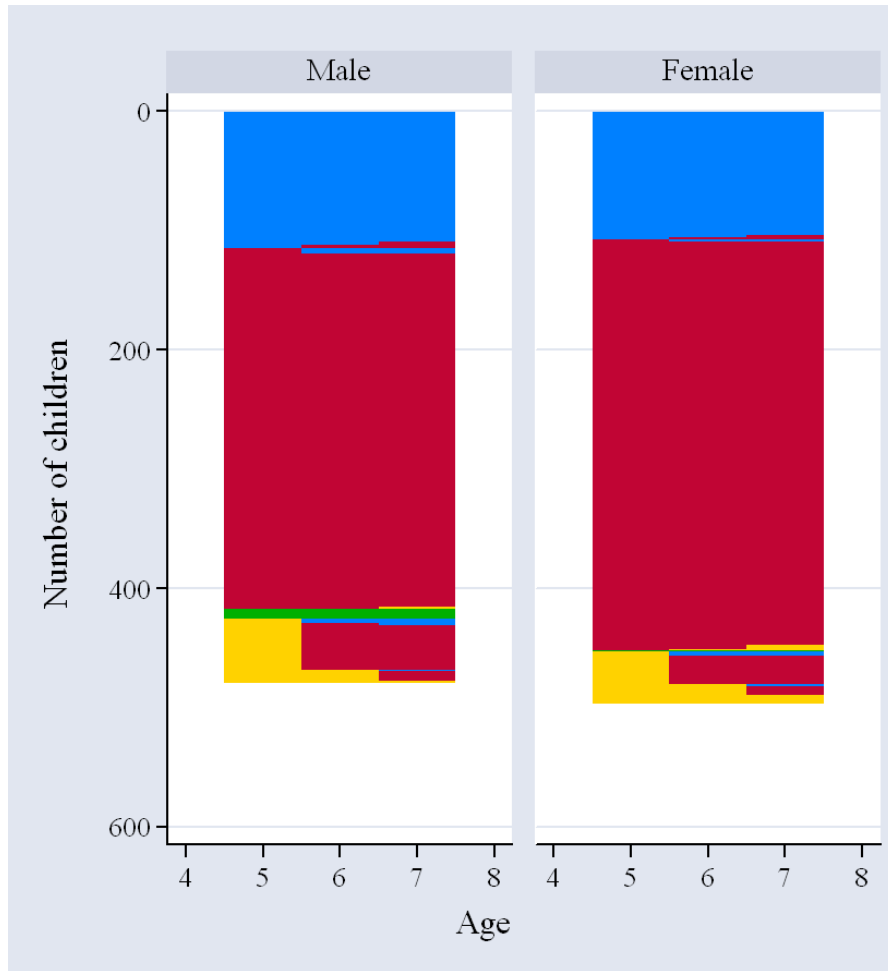
- sector; no clear evidence on quality or benefits of private schooling

RTE 2009 includes a reservation for 25% of places for children from marginalised Backgrounds; a recognition by the Government of de facto privatisation?

Important questions surround who accesses private schooling and what the implications are for EFA and for social equity



# FINDINGS FROM YL: SCHOOL TRAJECTORIES: COHORT COMPARISONS



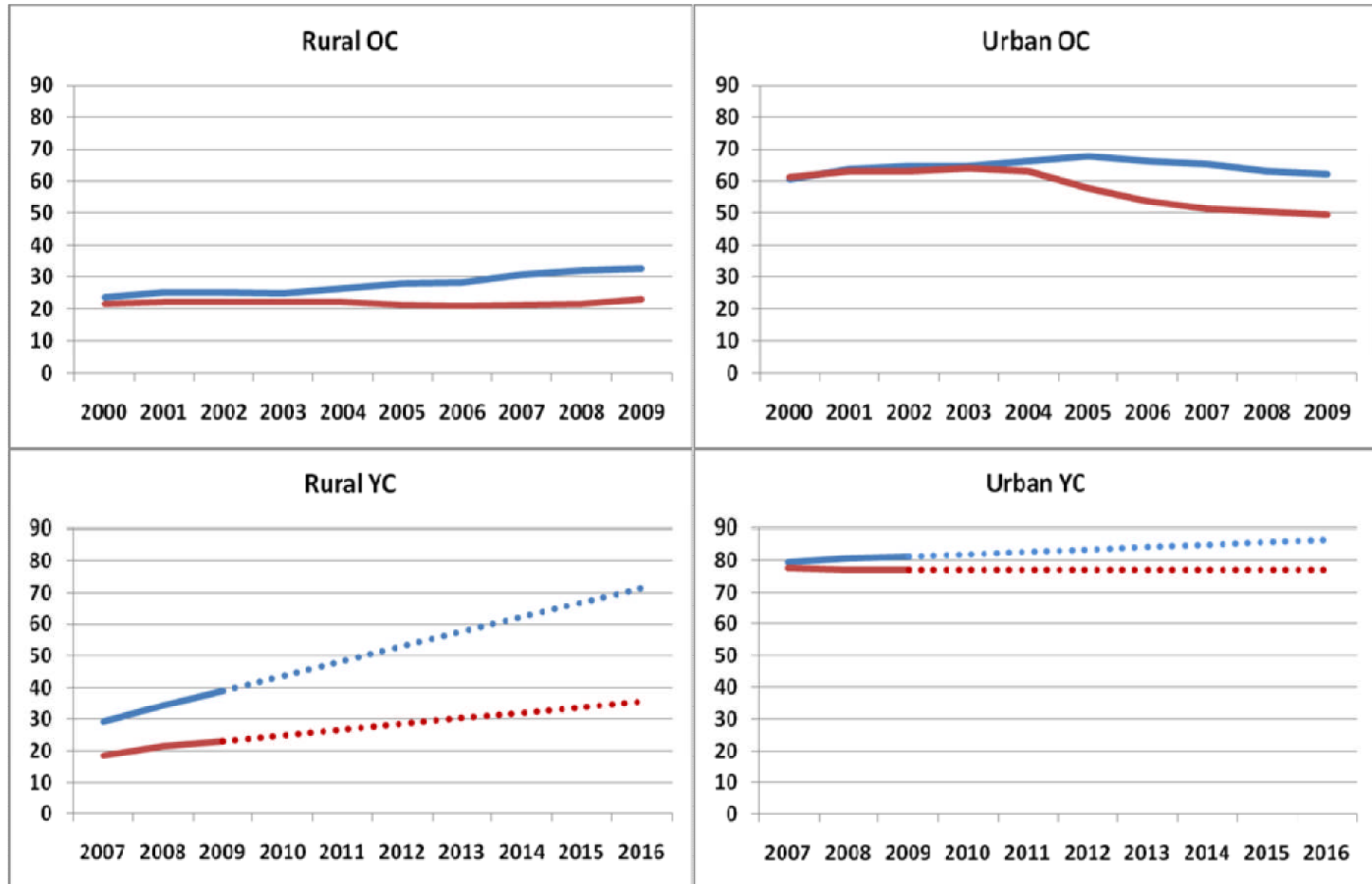
**Older Cohort 2000-3**

- 2001 24% older cohort in private schools at 8 years old
- 2009 44% younger cohort in private schools at 8 years old

**Younger Cohort 2006-9**



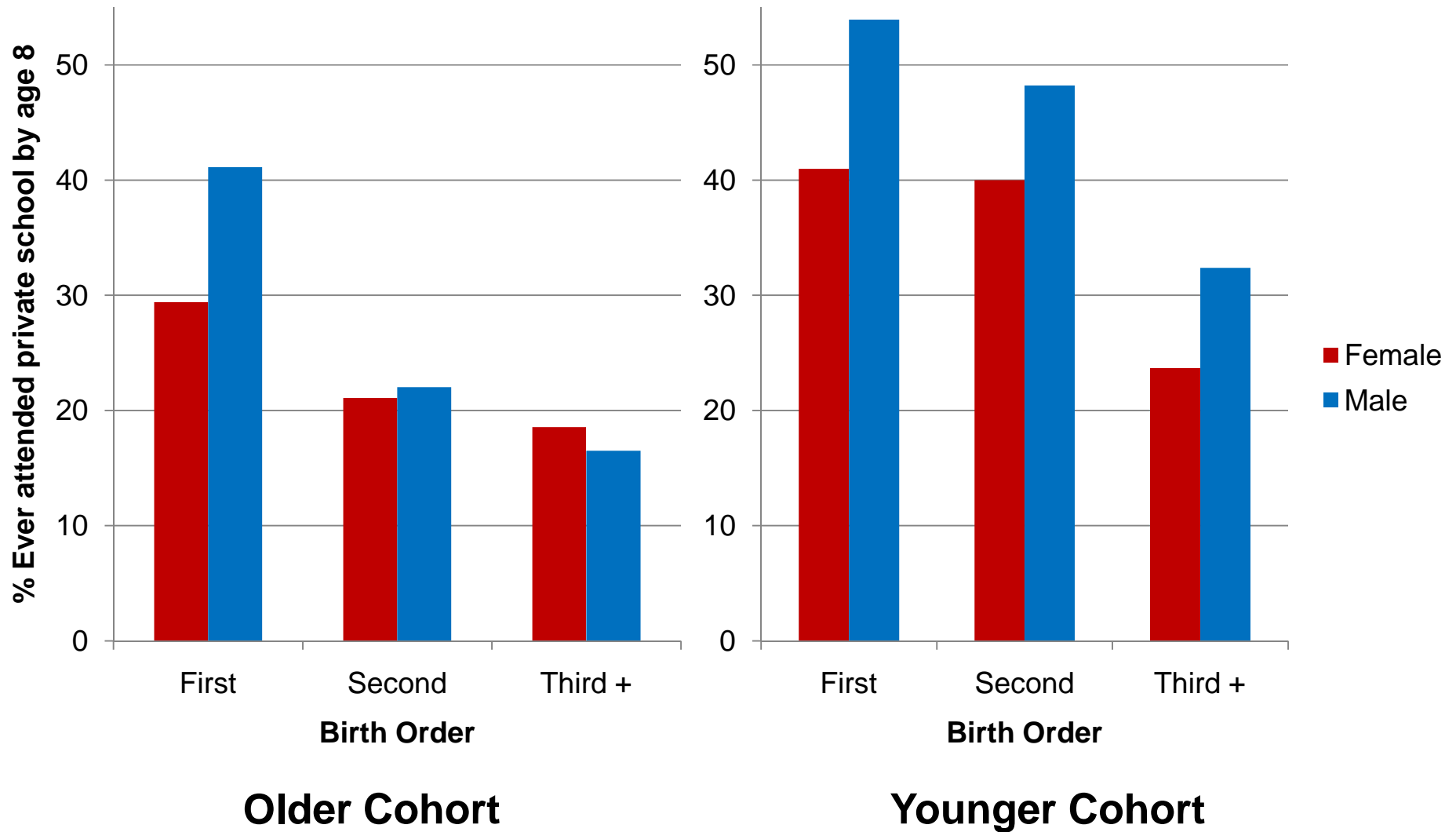
# COHORT COMPARISONS BY GENDER AND LOCATION



— Male   
 — Female   
 ⋯ Projected Male   
 ⋯ Projected Female



# EARLY BORN CHILDREN (ESPECIALLY BOYS) ARE MORE LIKELY TO ATTEND A PRIVATE SCHOOL



# IMPLICATIONS OF PRIVATE SCHOOL GROWTH?


The dominant factor affecting private school attendance is living in an urban area, despite availability of private schools in all sites

Household wealth and gender are key determinants of access to private schooling

The uptake of private schooling in the context of scarce resources points to government failure with respect to meeting parents' demand for/expectations of education

Children from the most disadvantaged backgrounds fail to access private schools. These are the most likely to never attend school; emphasising the limited potential of private schooling to contribute to EFA goals

Meaningful reform of the government sector remains a serious concern and without this, private-public enrolment gaps may be expected to widen



Detailed analysis to be  
available in 2012

(Teacher maths  
test Vietnam)



# FINDING OUT MORE...

[www.younglives.org.uk](http://www.younglives.org.uk)

- methodology and research papers
- datasets (ESDS International)
- publications
- child profiles and photos
- e-newsletter

