

## EDUCATIONAL INEQUALITY THROUGH A NUMBER OF STUDIES

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### **Abstract**

“Everyone has the right to education. Education must be free, at least in elementary and middle school. Primary education must be compulsory, technical and vocational education must be accessible to everyone, and higher education must follow the principle of equality for all who are capable”<sup>1</sup>. To enjoy education is the "natural right" of each person, especially children. But in fact, studies in the world show that many people and many children do not enjoy that natural right. They are experiencing inequalities in education (illiteracy) - the cause of inequality and other inequities in society such as poverty, ill health, disease.

**Keywords:** inequality, education, access to education, research, Vietnam,

### **Inequality in education**

In 1945, The UNESCO founding nations signed a memorandum of understanding expressing their belief in having "equal opportunity and equal education" for all. By 1948, a number of legal instruments were created to assert that education is a human right. Since then, the goal of education for all has remained unchanged. The Universal Declaration of Human Rights emphasized that "everyone has the right to education" (Article 26). Everyone has the opportunity to learn and benefit from basic education and education is not a privilege, a human right. In fact, the growing social gap, the gap between social groups in many areas of social life

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<sup>1</sup>. Article 26 of The Universal Declaration of Human Rights of the United Nations of 10 December 1948.

is growing and education is no exception. Educational inequality is not a new phenomenon, but it is happening all over the world, from developed to less developed countries.

On the concept of educational inequality, Le Ngoc Hung (Le Ngoc Hung, 2015) understands that inequalities in educational opportunities and learning opportunities, in particular, are inequalities in school-based opportunities for social groups. According to the author, educational inequality has profound consequences on human rights: "For individuals, the exclusion of opportunities for schooling has immediate and lasting immediate consequences. for their lives. A child who is deprived of the opportunity to attend primary school is not only marginally disadvantaged at a young age, but also becomes a person with a disability throughout his or her life. Because, in today's society, a person does not have the opportunity to develop basic skills such as reading, writing, and computing. For the social community, social inequality in education is the cause of instability, conflict, conflict, poverty, lag, slow development and sustainable development".

Jo Blanden (Jo Blanden, 2016) and his colleagues examine the concept of educational inequality based on a measure of: the gap between achievement of learning outcomes of privileged groups and disadvantaged groups. Pfeffer (Pfeffer, 2008) argues that educational inequality is the concept of the link between attainment at the highest educational level of individuals and parents, in which the level of educational inequality is related to the structure and institution of the national education system. A rigid system with no openings for education will lead to difficulties in equality of opportunity for education. Do Thien Kinh (Do Thien Kinh, 2005) identifies, inequality in education in two dimensions. Firstly, educational inequalities are the distribution (division) of educational achievements achieved for members randomly in society. In this respect, educational inequalities are compared similarly to income inequality (or expenditure) and can be measured through the Gini coefficient. Second, educational inequalities are the distribution of educational attainments to members in different social settings, which means that people with different social backgrounds will receive different education levels. We can measure educational inequality in this respect through the difference index between the social base groups. Both are commonly called educational inequalities. In another article, "Another Perspective on Inequality in Viet Nam and Its Trends in Transformation" (Do Thien Kinh, 2007), the author describes inequality in educational opportunities rather than discontent.

generalize. For example, educational opportunities are distributed unequally: "Even in En Xavado, the mortality rate for children in qualified mothers is just 2%, but the children of mothers illiteracy is up to 10% "and" children born to poor families do not have equal opportunities for children in rich families to enjoy quality education"<sup>2</sup> "

Glaudia Buchmann (2001) argues that educational inequality is a consequence of the close relationship between family determinants of education (related to demand) and educational opportunities (involving provided).

There are many ways to measure inequality in education, one of which is to use the GINI educational multiplier. GINI education is similar to other GINI coefficients that measure inequality in income, land and health. This index has values from 0 (absolute equality) to 1 (absolute inequality). Thomas and colleagues (1999), in their study have shown that, in order to calculate the GINI educational indicator, it is possible to use many different methods. Firstly, it can be based on enrollment data. Secondly, based on the financial data of education. Thomas and colleagues do not use these data, but rely on distribution data of educational attainment in 85 countries from the 1960s to 1990s to calculate GINI educational attainment.

$$E_i = \frac{1}{\mu} \sum_{i=2}^n \sum_{j=1}^{i-1} p_i |y_i - y_j| p_j$$

$E_i$  is a GINI based education based on distribution of educational attainment, for large sample sizes

$\mu$  is the average number of years of schooling in the sample

$p_i$  và  $p_j$  is the overall sample size with a certain level of education  $i$  and  $j$

$y_i$  and  $y_j$  is the number of years of schooling at different levels of education  $i$  and  $j$

$n$  is the number of education levels used (no schooling, elementary school, junior high school ...)

Consequently, the concluded that educational inequality in all 85 countries tended to decrease. In addition, higher education countries tend to achieve better education equality than

<sup>2</sup> . World Bank (2005), World Development Report 2006: Justice and Development, Culture and Information Publishing House [Nhà xuất bản Văn hóa- Thông tin], Hanoi, p. 444.

lower education countries. They also point that countries with similar incomes will have greater inequality than high income countries, and education inequalities have a close relationship with gender equality. and over time, the impact of gender balance on educational inequality has grown.

Qian and Smyth (Quan and Smyth, 2005) used the educational GINI coefficient to measure educational equality across regions of China in 1999 and 2000. The main results of the study indicate that inequality in Access to education is between rural and urban rather than coastal and inland provinces, which is the main cause of educational inequality in China.

Similarly, W. Joshua Rew (Joshua Rew, 2009) also uses the GINI coefficient of education and the number of years of schooling in the case of Vietnam to come to the following remarkable results: although the national GINI coefficient Viet Nam shows that the fairness is relatively good, but it seems that the educational level between provinces and cities is uneven. In addition, the level of education is not distributed fairly among ethnic groups, in which the gap in educational attainment between the Kinh and other ethnic groups is quite large. Therefore, the author also said that the Kinh people will be more likely to benefit from the national education promotion programs or from the efforts of universal education compared to other ethnic groups such as Dao or H'mong. In addition, the author also found that men in ethnic groups often have lower GINI education and higher school years than women. In the same gender group, Kinh men are more educated than men of other ethnic groups.

Bennett (Bennett, 2011) uses the GINI educational-based ratio to identify the distribution of educational attainment in the US by age and by sex. Research indicates that, from 1950 to 2009, educational inequality in the United States has declined significantly, with inequalities between men greater than inequality among women. However, this gap is shrinking. In addition, older generations have lower educational inequalities than younger generations.

In general, the GINI method of measuring inequality in education is widely used. In particular, GINI is based on a growing level of education and a certain degree of efficiency in the measurement and comparison. However, this measure also has disadvantages. This can be a matter of discrete data but it can also be problematic in terms of definition. For example, the

average number of years of schooling can be compared among nations, but it is static and represents the past, but does not represent a major change over generations. Therefore, this is not useful for public policies. In addition, the average school year is an indicator that is not really convincing when it comes to the quality of education and academic achievement. For example, the same 12-year period of study, we can not say 12 years of schooling in Vietnam will bring about the equivalent of 12 years of study in the United States. In addition, using the school year coefficient is not a good indicator for all countries, as the dropout and retraining rates are quite high. In other words, five years of schooling for a child who has not been left in a classroom is significantly different from the five years of schooling of a child who retains multiple classes.

Due to these limitations, many studies have applied other methods to measure educational inequality rather than using GINI. Goesling (Goesling, 2001), Milannivic (Milannivic, 2002, 2005), Saln and Younger (Sanl and Youngger, 2007) used the GE (Generalized Entropy) to measure inequality.

$$GE(\alpha) = \frac{1}{\alpha(\alpha - 1)} * \left( \frac{1}{n} \sum_{i=1}^n \left( \frac{y_i}{\mu} \right)^\alpha - 1 \right)$$

$y_i$  is the student's score  $i$

$\mu$  is the average score

$\alpha$  is a coefficient that can have a value of 0 or 1 or 2. The different values of  $\alpha$  indicate the sensitivity to changes in the distribution. The value of  $\alpha = 0$  is weighted with of the lower tail of the distribution.

Dang Quoc Bao (Dang Quoc Bao, 2008) describes the methodological and theoretical issues for calculating the Education Development Index (EI) and the educational development index covering gender equality (GEI) in the article: *Educational development indicators cover gender equality: a necessary indicator of the education plan for all*. According to the author. GEI reflects the deeper education of the community as it embraces gender equality. It governs the EI and GEI, calculated for Vietnam based on the UNDP Human Development Report 2004. Accordingly, EI of Vietnam = 0.82 and GEI = 0.81. These numbers show that women are still higher than men, and that the proportion of women in the age group of 6-24 is lower than that of men. Comparing the 12 best provinces and the 12 worst provinces (based on data from 1999), the results show that there is a great difference between the provinces.

Using the GE method combined with probit regression in order, Alaba and colleagues (Alaba, Omonona & Falusi, 2011) examine educational inequality in rural Nigeria and give the following results: As in other countries in the world, there are inequalities among households in Nigeria, especially in the north. The authors say that in order to achieve the Millennium Development Goals, efforts need to be made to ensure adequate living and livelihoods for people in areas of inequality. education, so that the educational level of individuals will gradually improve. In addition, birth control is an important factor in reducing population and education levels.

In short, educational inequality can be viewed in two ways. First, it is a random assessment of the educational achievements of members of society. This approach often uses the GINI index to review and compare. Second, an evaluation based on educational outcomes (Buis, 2008), this concept can be used to determine the highest level of school achievement. That means that the relationship between the socioeconomic status of the family and the highest level of education an individual gains in individuals is divided according to different social backgrounds. Social members from different social settings will have different educational outcomes.

### **Inequality of access to education**

Equality in educational opportunities reached a high consensus in the 1970s, Dahrendorf, a well-known scholar of the period, said: Equality of educational opportunities is a fundamental right of all people, because education is a precondition and a way to ensure social and political wellbeing. Equal opportunities for education not only meet social and economic barriers but also through unclear barriers. Children are raised in working-class families, with differences from society, from access to higher education, differences in information, motivation and culture. This statement identified the above obstacles at three levels: first, formal and almost formal barriers; Second, the economic and social barriers openly; Third, unclear cultural barriers and motivation diminish educational outcomes and career ambitions (Nash, 2004).

John Roemer (John Roamer, 1998) distinguishes inequalities in access to education from factors such as individual effort, luck with inequality from particular circumstances. Most people do not like obstacles that come from injustices due to circumstances or due to inheritance (especially to children), preventing individuals from achieving the results they achieve. .

Coleman (Coleman, 2006) has attempted to define the equality of educational opportunities in many of his studies. He and his colleagues found that there was no single concept of

educational opportunity equality, so the researcher would have to provide information related to many different concepts when researching the field. From there, he gives five important elements:

(a) differences in general input characteristics such as student spending, facilities and library resources;

(b) The social and racial makeup of the student in the school;

(c) The school's hard-to-define characteristics such as teacher expectations for students, emotional emotion of the teacher, and the level of student interest in learning;

(d) Equality of results is obtained through equal consideration of inputs among individuals.

In particular, factors (a), (b), (c) are related to the sources of investment in the school, factors (d) and (c) are related to school influences to outcomes of education. Of the five elements, Coleman appreciated factor (d) above all because of its feasibility in determining the impact of multiple inputs on students.

Lazenby (Lazenby, 2016) observes that, in order to understand the notion of equality of opportunity, it is necessary to consider four factors:

- What is the distribution model, (equality)
- Who is the subject of equality (a citizen of a district or a country);
- what is the purpose of equality (work, resources or other social welfare);
- Obstacles are physical or skin color that makes it difficult for individuals to achieve their goals

Based on data from the PISA (International Student Assessment Program), Ferreira and Gignoux (Ferreira and Gignoux, 2011) approached educational inequality in 54 countries in 2006 based on two aspects: educational achievement and educational opportunities. First, educational achievement is based on standard deviation in the test scores. To obtain this indicator, the authors noted two measurement issues: the standardization of Item Test Theory (IRT) models was used in several studies (Micklewright and Schnept, 2007; Schultz, Ursprung and Wossmann, 2008; Macdonald et al., 2010). As with the TIMS survey, which is a 7th grader, this can lead to misalignment in sample selection. Second, the educational opportunity is the difference in test scores explained by pre-determined conditions, conditions that individuals inherit, but not control. Individual performance is partly the result of erratic conditions that the individual can not control, for example, inheritance or social foundation, and the other is the result of personal

endeavors. In particular, inequalities due to abnormal conditions are considered unfair (in agreement with Watkins' opinion (Watkins, 2012)), inequality due to differences between individual efforts is likely to be received (Peragine and Fleurbaey, 2009). On that basis, Ferreira and Gignoux pointed out that inequality in educational opportunities accounted for 35% of inequality in educational attainment. This figure is larger in Europe and Latin America than in other Asian countries. Scandinavia and North America. In addition, inequality in educational opportunities is negatively correlated with expenditure on primary education but is positively correlated with expenditure on secondary education.

Based on the educational opportunities approach, Watkins (Watkins, 2012) thinks that understanding inherited disadvantages (such as parental property or educational background) is the first step to take. Equalize educational opportunities. He introduced a new approach, the Dependency and Marginalization in Education (DME). This is an index developed by UNESCO to communicate policy makers about inequalities. DME provides a way of measuring inequality created by exogenous circumstances. With this approach, the authors provide two levels of education for the 17-20 years old group: 2 years (extreme poverty in education) and 4 years (poor education). Using data from population and health surveys in 63 low-income and low-income countries around the world, some of the results are as follows: 22 countries have approximately 30% people in the surveyed age group have less than four years of education, most of them from the Shara desert. In addition, the study also found that the birth of the poorest 20% of households was the common source of disadvantage in most of the surveyed countries. Moreover, women who are born in such families suffer much more. Another interesting finding is that the impact of prosperity on the quality of education in each country is different. For example, Vietnam and Pakistan have a similar income per capita, but the proportion of Pakista's poor population is three times that of Viet Nam. In addition, regional factors such as language and ethnicity also greatly affect the disadvantage.

Indeed, inequalities in education have not only occurred in developing or underdeveloped countries, even in the United States, where the situation is acute and it is also linked to inequalities related to Ethnic issues. Carnevale Anthony Patrick, Jeff Strohl (Carnevale Anthony Patrick, Jeff Strohl, 2013) published a report on differences and inequalities at the tertiary level. The authors argue that this inequality has reinforced and replicated the privileges of whites in access to higher education. This study analyzes the new student enrollment trends at some post-

secondary institutions for more than 15 years at 4,400 postsecondary institutions. The authors point, since 1995, 82% of white children enrolled in 468 high-quality universities, while 72% of those enrolled were Hispanic or 68% African Americans study in public universities. The problem is that the selected schools have used 2-5 times more than their public schools for their resources to transfer knowledge to each student. This will reduce the chances and prospects for good growth and good future employment for Hispanic and African Americans compared to whites regardless of their GPA like white people. This, in turn, continues to reinforce inequalities and increase through generations.

In December 2014, the OECD's International Program for Quality Assessment (PISA) published results of a survey of the quality of pupils in their 15s by four skills: mathematics, language arts, science and problem solving. Although the annual Nobel Prize in science is close to being announced, it is often wondered how many Americans will win this year. But to have a comprehensive view of American education, we can not just look at those titles or have a few celebrities in nearly 4,000 universities, nor can they be optimistic about their education. We look at the number of students winning the international exam. In fact, American education still has many problems. One of the major problems of American education is inequality in access to educational opportunities. White people have more learning opportunities than people of color. This situation is because white students in the United States have a better education environment: schools with large grants, smaller classes, more laboratories, larger libraries and more extracurricular programs. US private universities account for about half of all schools but only about 20% of all students. The majority of private school students are mostly upper-middle-class white children. In addition to education, the dropout rate is also a criterion for equality in education. People of color often have low incomes so their children are unlikely to pursue their studies because they have to enter the labor market early. By dropping out early in high school and by the expensive college-level tuition fees, the proportion of children in low-income families (mostly non-white) in colleges and universities is much lower. compared to the high income group. According to the US Bureau of Statistics, 53.8% of families earning \$ 50,000 or more each year have children enrolled in college, compared to only 15.4% for families with incomes below 10,000. USD / year and when university fees increase, this gap will be even greater. Percentage dropout of American high school students

Year	White skin	Black skin	Spanish and Portuguese
1999	7,3	12,6	28,6
2000	6,9	13,1	27,8
2001	7,3	10,9	27,0

Source: U.S. Dept. of Education, National Center for Education Statistics, *Digest of Education Statistics 2002*. American education by race (%)

Year	Level	White skin	Black skin	Spanish and Portuguese
2000	High school or higher	84,9	78,5	57,0
	College or higher	26,2	16,5	10,6
2001	High school or higher	84,8	78,8	56,8
	College or higher	26,6	15,7	11,1
2002	High school or higher	84,8	78,7	57,0

	College or higher	27,2	17,0	11,1
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Source: *U.S Census Bureau, Statistical Abstract of the United States: 2003*

Consider inequality in access to higher education, Tristant McCowan. (Tristant McCowan, 2015) pointed to three dimensions of inequality. Based on a variety of analyzes of institutions in three countries, England, Brazil and Kenya, there is considerable variation in income and enrollment rates. From the analysis of the data and the policy options, the author has proposed three principles for recognizing the equality of access to education: availability, accessibility and development. The third element of these principles is aimed at ensuring that disadvantaged students are not restricted to low quality institutions.

Another study (Pauline Rose Benjamin Alcott, 2015) is also concerned with how to ensure that the education system is inclusive for all people in order to achieve sustainable development. Although acknowledging the progress in increasing the proportion of children enrolled at the right age in countries, the authors point out that this should not be seen as an equitable guarantee needed in access to education, as 250 million children go to school but do not learn fundamentally (according to UNESCO estimates). Research has also shown that inequality in education begins at the elementary level, even before children start school due to barriers related to social demographic characteristics and disability of the learner. According to the authors, to achieve this educational objective, it is necessary to focus on investing in vulnerable groups such as the poor, women, people living in remote and isolated areas. people and people with disabilities. The goal of ensuring education for children of a certain age should include children who are currently enrolled in school and have not attended school. One goal that should be achieved is that all children are able to access basic education including simple calculations, reading and writing. This is considered as a roadmap to prepare for further study of the children.

Understanding the equality of education in South Asia and sub-Saharan populations based on census and health data from 35 low- and middle-income countries in South Asia and sub-Saharan Africa, shows that there are still Long distance to achieve the goal of equal access to higher education for all, especially in poorer countries, which tend to enroll in higher education (Sonia and Paunine Rose, 2016). The authors found that inequality in economic conditions has made very few poor countries more likely to have access to higher education than in other

countries. Economic and gender inequalities are interrelated and tended to increase in countries with higher levels of higher education. This implies that expanding access to higher education can benefit the rich and the rich. Therefore, the authors argue that whatever measures are used to achieve educational goals for all, education should be tackled within the systematic reach, focusing on education levels first of all inequality at the first grade followed by the higher ones.

Centre for Educational Research and Innovation (2017), Equitable educational opportunities can help to promote long-lasting, inclusive economic growth and social cohesion. Successful education and skills policies can empower individuals to reach their full potential and enjoy the fruits of their labour, regardless of their circumstances at birth. However, as this report shows, far too many children, students and adults from socio-economically disadvantaged backgrounds fall behind. In many countries, substantial learning gaps exist between students at opposite ends of the socio-economic scale, and these differences tend to increase in the transition into adulthood. All countries have ample room for improvement to ensure better learning outcomes for all. Early childhood education has been identified as an important element in future success, and requires investment, as do family and community-based support and program for children from families that have not attained a high level of education and skills. In the schools, targeted support is necessary for low performers from disadvantaged backgrounds and for poorly performing schools. As for the adult population, learning should be focused on improving employability, through a combination of education and practical job training. Barriers to participation in learning need to be removed, and delivery methods need to be more innovative and flexible. Targeted support is needed for the most vulnerable members of society.

In general, most studies agree that an individual's access to education is dependent on factors that the individual himself can not control, such as ethnicity, region, or language. or family status ... These factors have created inequalities in early access to education and may have an impact on educational achievement in the future. Equally, access to education is an important condition for improving the quality of education.

The idea of the consensus of political scientists, economists and philosophers. Amartya Sen, John Rawls and John Roemer argue that fairness in opportunity is a fundamental condition in a just society. They also point out that public policies should aim at equity in opportunities because individuals or groups of individuals cannot control this problem, in which access to education plays an important role in Equality of individual opportunities.

### **Educational inequality in Vietnam**

In Vietnam, education and training are especially important in the country's development strategy. The right to education of the people is enshrined in the Constitution [Hien phap Viet Nam], the Education Law [Luat giao duc] and other important legal documents of the state. Right in the political report of the 11th Central Committee of the Party presented at the 12th National Congress [Bao cao chinh tri cua Ban Chap hanh Trung uong Dang Khoa XI – Dai hoi Dai bieu Toan quoc lan thu XII] emphasized the importance of education, considering education as a top national policy and should: "To perfect the national education system in the direction of an open educational system, lifelong learning and the building of a learning society" (Communist Party of Vietnam, 2016) [Dang Cong San Viet Nam, 2016]. Because of the importance of such education, there have been a number of studies on education conducted on a number of topics, most notably studies on access to education for the Vietnamese people. .

In 2009, the Vietnam Academy of Science and Education conducted a study to investigate the impact of socio-economic factors on the access to education of rural social groups. The findings point to evidence of difficulties in access to education stemming from economic, cultural, social, geographic, linguistic and school-based causes such as physical facilities, , teaching and learning materials. Materials are checked against urban social groups as references to rural / urban education / inequality. From this point of view, the study recommends reviewing policies for rural development as this is where the majority of the working-age population will be supplied to the labor market. More importantly, it is a development policy review aimed at reducing the disparities and disparities between rural and urban areas. To develop education, priority should be given to socio-economic development, people's intellectual development, especially for people living in remote areas. In addition, the difficulty in accessing the programs and materials also poses new requirements for changing textbooks and textbooks for ethnic minority students in order to meet the learning needs of the students. em. Finally, the study emphasizes the need to develop education in a broader education for all. All Vietnamese citizens have the right and opportunity to have access to education for the purpose of developing the quality of human resources for the country (Institute of Science and Education of Vietnam, 2009) [Vien Khoa hoc giao duc Viet Nam, 2009].

The topic of "Some basic issues in human development in Vietnam in the period of 2011-2020", chaired by Mai Quynh Nam (Mai Quynh Nam, 2010), focuses on the basic aspects of child development. one of whom is educated. A very interesting issue concerning people's access to education has been emphasized when discussing equality from the perspective of education. Research results indicate that, firstly, there is a difference between income and access to education; Secondly, there is a difference between areas where access to education is important; Thirdly, gender inequality in education and education in Vietnam still exists; Fourth, there are differences in access to education among ethnic groups.

Based on the 2009 Population and Housing Census, UNFPA (2010) released the Report on Education in Viet Nam: Evidence from the 2009 Population and Housing Census. According to UNFPA (2010), the proportion of the population aged 15 and above has a high level of Vietnamese education of 5.4% (8.4% in Malaysia, 8.4% in Philippines) The United States is 23.4%, Japan is 30%, the United States is 36.2%). Provinces like Lai Chau, Dien Bien, Ha Giang and Son La have the right age of 80-83%, while Hai Duong, Nam Dinh, Thai Binh, Da Nang, Bac Ninh, this rate is up to 98%. In addition to the considerable achievements and progress that the education sector has made, Vietnam is still facing some challenges. Moreover, the success of universal primary education has not been a factor in ensuring the quality of education as well as continuing education at a higher level of the population. Through the statistics, NFPA experts have made major findings on education: there is still a difference in literacy and literacy among ethnic minorities and ethnic minorities. Kinh; Viet Nam has achieved remarkable achievements in education for women, but rural areas lag behind urban areas; Differences between regions exist. Southern provinces have the highest dropout rates.

Teach for Vietnam (a partner of the Teach for All global education network) points out that the underlying causes of educational inequalities are complex and may stem from both geographic and ethnic factors. In rural areas, only 13.8% of children completed secondary school, compared with 37.4% of urban children. Ethnic minority children account for 60% of children with the most difficult living conditions in the country and only 60% of them finish primary school, compared to 82% of Kinh children. In this complex context, it is important to have innovative and diverse approaches to different levels and disciplines to create a supportive ecosystem that helps in equality and education. Teach for Vietnam seeks to develop young

talents from multiple disciplines to build a sustainable, vision-oriented ecosystem. "By 2050, every Vietnamese child will receive a complete education."

According to Hoang Ngan (Hoang Ngan, 2016), the latest survey on illiteracy by age among women in 63 provinces and cities in Viet Nam shows that: aged 15-25, The country has more than 128,000 illiterate people, including more than 61,000 women. Between 25 and 35 years old, there are 278,000 illiterate people, of which 150,000 are women. Remarkably, the majority of the female population is illiterate. Girls and women in rural and mountainous areas are bound by customary practices that negatively affect the achievement of gender equality in education. In addition, underage marriage is still prevalent in ethnic minority areas, which makes girls drop out of school and out of school more than boys.

Nguyen Dinh Tuan (Nguyen Dinh Tuan, 2010) has focused on a number of factors that affect the access to education and health of the poor (vulnerable groups in human development). The fact is that education, health and poverty are closely related. The poor are generally less educated and healthier than those who are moderately wealthy and wealthy. The paper also identifies the factors that influence the access to education of the poor: living standards, distance from home to school; disparities in the number of types of schools among localities, the lack of family attention, and the ability of students to learn. It can not be denied that the poor in Viet Nam now have more opportunities to access education thanks to the policy of exempting tuition fees for the poor. However, from the perspective of human development, the poor still encounter many difficulties in accessing education.

Trinh Thi Anh Hoa (Trinh Thi Anh Hoa, 2014) studied and assessed access to education services of the poor in the northern mountainous provinces, in the context of educational socialization in Vietnam. The results of the study show that the northern mountainous provinces and especially in the communes with poor socio-economic conditions are facing difficulties in socialization of education due to limited resources. Investment and willingness to contribute to the development of education. Educational socialization has contributed to increasing revenue. However, the socialization of education causes the poor to be disadvantaged in a number of areas: the burden of tuition and access to quality education compared to other students. Primary barriers impede access to education services of the poor as parents perceive the role of education in children, families and society; the economic condition of the family, the distance from home

to school, the quality of education services, the needs and the sense of learning of the student; the socio-economic conditions of the locality, the implementation of the Government's support policy; Students' perceptions of the role of education in themselves, their families and society.

Finding inequality in access to education by region, Duong Chi Thien (Duong Chi Thien, 2014) describes the basic features of inequality between urban and rural areas in Vietnam today. According to the author, urban areas have higher education spending than rural areas, and these expenditures have been increasing at both lower and higher levels in both regions. Descending the gap. Based on the indicator for extra education and spending on extra study to find out about the family's interest in education, the author points out that there is not much difference between the proportion of boys or girls. Get more in each area. However, the results of the qualitative analysis show that urban parents are more interested in bringing their children to school at school, more interested in teaching their children to learn more at home than in the countryside. On a grassroots level, lower levels tend to be more evenly distributed in both urban and rural areas, but inequalities are rising at high school, college and university levels. . Educational facilities are currently experiencing a large disparity between urban and rural areas, which is an important factor for educational inequality and access opportunities between these two regions.

Studies on access to education and inequality in education have been carried out in many dimensions, from different perspectives of anthropologists, sociologists, psychologists and educators. . These studies show a common picture of Vietnam's educational situation. Inequalities in education as well as some barriers to access to education of the people. Especially the children group. There are a number of studies that focus on the difficulty of accessing education of children groups, especially poor children, children with disabilities, ethnic minority children.

Nguyen Phuong Thao (Nguyen Phuong Thao, 2006), a study of ethnic minority children, provides a brief overview of the difficulties in accessing education for students in Cao Bang and Ninh Thuan provinces. This research was based on qualitative data collected through in-depth interviews and group discussions with local staff, teachers, parents, elementary school students, and junior high school students. The study identified barriers and analyzed the causes of barriers to access to education for ethnic minority girls in disadvantaged areas. The causes of the school, teachers and economic and social conditions all have negative influences on children's access to education in general. Due to the demand side, the economic condition of the family and the

thought of respecting males of the Dao, H'mong and Raglai or the ideologies of inequality of Cham people are very influential. Basic for girls' attendance. In addition, the customs and habits of ethnic minorities (Dao's abstinence, gender division, customs of marriage in the Dao, H'mong, Raglai ethnic groups) are factors most impeding the access to education of girls.

Nguyen Duc Manh (Nguyen Duc Manh, 2007) has studied various social services for children in special circumstances, including education services. Research shows that the rate of children with special circumstances in 5 study sites is very high. However, there are still 4.4% of children who have never been to school. The main reason these children are not going to school is due to their inability to learn; The percentage of children with special school dropping rates is 29%, the reason for dropping out is that families can not afford school and children do not keep up with the program. The show also shows that there is no discrimination in the admission of children to school. However, separate education services for some groups of children with disabilities are available only at provincial level, which is not in line with the need for specialized education as well as community-based care. On behalf of the caregiver, they would like to receive the highest level of support from the locals on tuition fees, equipment and teachers.

A recent study by UNICEF (UNICEF, 2012), Child Study in An Giang, Viet Nam also provided initial results on the education and development of children in An Giang. Access to education of children in the province is difficult due to the direct causes: the demand for child labor; Poor households, lack of motivation. Indirect Cause: Poor academic performance is often attributed to high dropout rates after Tet, limited to Mandarin, lack of academic achievement, and the negative pressures and influences of fellow students. the negative impact of modern lifestyles, the lack of coordination between the school and parents, poor parental awareness due to low education, no prospects, future work from schooling, changing the recruiting strategy of less demanding businesses. All of these causes are becoming a barrier to the children's access to education in these provinces.

The Young Lives project (2012) is a long-term study that monitors the well-being of 3,000 children in Vietnam and three other countries over a 15-year period. Research shows that there are firm political commitments to the Education for All (EFA) program. Viet Nam has implemented support programs for children who do not have the conditions to build new schools, free primary school tuition or provide free textbooks for upland children. However, the project

also pointed out that enrollment rates increased, but that did not mean higher quality of education. About half of the poorest children are unqualified for age. The enrollment rate is high but a large number of children leave primary school without adequate reading and writing skills. In addition, there are challenges that limit the quality of education: old education does not encourage interactions among students; reliance on tutoring; insufficient investment in teaching syllabus, not invested in teacher training, not investing in facilities for education; unequal access to education for poor children, the disabled and ethnic minorities; Children do not have enough nutrition.

Evaluation of factors affecting the access to education of Vietnamese children, Tran Quy Long (Tran Quy Long, 2014), suggests that there is no significant difference in school attendance at each child age. In primary school age groups, however, this difference is increasing with age and education levels; there is no gender difference in the probability of schooling, even girls are more likely to go to school than boys; There is no difference between rural and urban children in access to education. However, the results of multivariate analysis show that factors such as migration, ethnic composition, education level, career of father, family living conditions, geographical area have a great influence on probability of schooling.

With advanced research group. Do Minh Hai (Do Minh Hai, 2013) focuses on the barriers to access to education of ethnic minority girls in Viet Nam. Based on the analysis of the secondary data, the author pointed out the current status of access to education for girls in the uplands: i) the rate of never-attending school was higher than in other regions of the country; ii) the lowest literacy rate in the country; iii) lower literacy rates in primary schools than boys in all mountainous provinces of Vietnam; iv) Girls drop out of school more than boys in proportion to their grade. The author points out the main causes of this situation: i) harsh natural conditions and difficult access roads; ii) barriers on the part of the children themselves; iii) barriers from the school; iv) barriers from their families.

Nguyen Van Tiep (2015) argues that inequalities in education are due to inequalities in educational opportunities. From the results of analysis of the educational opportunities of students in the Mekong Delta in relation to the social structure, it can be concluded that the factors; age, education level, parental occupation, and economic condition of the family greatly affect the educational opportunities of the children. The better-off families invest in higher education children, and vice versa. Families who are economically disadvantaged are less likely

to invest in their children's education, and children in economically disadvantaged families often leave. learn early.

Research on gender inequalities in access to education for ethnic minorities in Vietnam (Phan Thi Lan and Nguyen Thi Thanh Xuyen, 2015) contains an article "Understanding gender inequality in accessing upper secondary education for Co-tu ethnic pupils in Tay Giang, Quang Nam ". Looking at gender and culture in education, the article shows that the division of labor between boys and girls, early marriage practices and the need to have children and mothers deeply influence the ability to follow study of female students. In the Co-tu's family, boys and girls have the same right to school, but if the family lacks the labor, the girls will take care of their children at home. In some cases, girls have to choose to stay away from school. In addition, due to the cultural characteristics of early marriage, Co-tu's children still want to go to school, but still want to fulfill the task of being a woman of the family. Thus, the status of "go to school, get married, give birth, go to school", adolescence of Co-tu students is not a supposedly dropout, but it is a serious threat to quality. education and reproductive health of girls. But the struggles of female students with Co-tu's marriage after school are unique, reflecting the new dynamics of the Co-tu's integration into the education of the entire population.

Le Ngoc Hung's (2015) study of gender inequality in education in Viet Nam shows that the gender equality of male and female attainment across the country has been achieved. But the right age dropout rate has dropped from elementary school to nearly 10% at the college level. This demonstrates that there is little or no opportunity to enter university, and there is a risk of inequality among social groups. Inequality between urban and rural areas, among ethnic minorities and especially between rich and poor families has increased sharply from lower to higher education. Results from the 2012 Household Living Standard Survey show that primary school attendance has risen from 89.3% in 2006 to 92.4% in 2012, but still 7.8% Go to school at elementary school age. In 2010, all provinces and cities were recognized as achieving junior secondary education universalization, but with a lower secondary school enrollment rate of 81.3%. By 2012, this rate would increase slowly and only reach 81.4%. In addition, the rate of high school attendance increased from 53.9% in 2006 to 59.4% in 2012, the rate of attainment of high school age under 20%. After two years (2010 - 2012), nearly 19% of children have not reached secondary school at the right age and nearly 40% do not go to school at the right age of high school and 80% do not go to college or university. Thus, there is no significant urban-rural

inequality in primary school attendance rates. But urban-rural inequality has increased at the junior-high school age and is particularly evident at upper secondary school age: 2012 high school attendance at high school The market is over 70% while in rural areas it is over 55%. The high level of inequality in secondary school opportunities has fallen sharply from 16% in 2006 to 14.6% in 2012. For ethnic minorities, educational opportunities have expanded, At school age, the educational levels of social groups have increased. Inequality among ethnic minorities in terms of opportunities to go to junior high school and especially high school has dropped dramatically. This is especially evident at the difference between ethnic groups in terms of high school attendance. The Kinh, Tay and Hoa ethnic groups have a high school enrollment rate of over 60%, while in other ethnic groups the proportion is below 50%, of which the low proportion of ethnic minorities such as the H'Mong, Dao, Khome . The inequality in school attendance has fallen between 2009 and 2012, but is still evident because of the high school attendance rate of Kinh people at 65%, which is five times higher with a rate of 12.7% in H'Mong. Inequality in college-age attendance between the richest 20% and the poorest 20% was 88 times: the right age for the rich was 26.3% The age of the poor is 0.3%. This means that for every person who comes from the poorest 20 percent of the population who have the opportunity to go to college, 87 to 88 people come to the university from the richest 20 percent.

#### **Instead of concluding and some suggestions for solutions to educational inequalities**

A summary of studies on inequality in education shows that there are many different approaches to measuring inequality and different approaches and perspectives on educational inequality. In general, each method has its own advantages and disadvantages, but all studies identify the existence of educational inequality: inequalities between regions, nations, ethnic groups, discontent equality between rural and urban areas, gender inequality. The global trend is that higher education levels will have better quality education than those with lower education; Low-income countries will have greater inequality than high-income countries.

Inequality in access to education is an aspect of educational inequality. Studies on inequalities in access to education show that researchers share the same point of view when pointing out factors that affect people's access to education and create inequities: financial constraints, disability, gender and ethnicity, poverty, beliefs, social stratification, social values, social institutions.

The results of the study on educational inequality in Viet Nam show that there are significant differences in access to education and welfare from the government's educational support policies; Results of education between regions (urban and rural); the regions (delta and mountainous, remote areas). Studies show evidence of difficulties in access to education stemming from economic, cultural, social, geographic, linguistic and school-based causes such as physical, teaching problems and learning materials.

Researchers also pay particular attention to the difficulty of accessing education for children, especially groups such as children with disabilities and ethnic minority children. The main reasons limiting their access to school are migration, ethnicity, education and occupation of parents, living conditions, family and geographic area. affects the probability of schooling.

In general, equity in access to education is one of the fundamental human rights. For individuals, the quality of education not only improves their capacity to generate income, but also contributes to improved quality of life. Amartya Sen, who lays the foundation for human development, argues that equity in opportunity is a fundamental condition for a just society in which access to education plays an important role in equality. opportunity of individuals. Equality of access to education is a fundamental and important factor for the development of individuals as well as for the general development of society. However, there is no absolute equality that only narrows the gap and inequality in education. To achieve this, it takes time and effort of all countries in the world.

According to us, in order to limit and overcome educational inequality, we need to focus on some solutions as follows:

*Firstly*, governments need to have more practical policies to improve their incomes and improve their living standards for members of society. Based on the analysis of the studies, educational inequality stems from the material life of families. Poverty is the cause of childhood illiteracy. Especially in ethnic minority, remote, rural areas. Therefore, in order to improve inequality, the basic solution is to eliminate hunger and reduce poverty, improve the material life for the people. This is considered one of the measures to ensure the sustainable development of each country.

*Secondly*, *Secondly*, governments need to have a social security policy that promulgates policies that support tuition fees to reduce the cost of education for ethnic minority and remote areas. Particularly for vulnerable groups such as children with disabilities, helpless orphans ...

Thirdly, people's attitudes, attitudes, and behaviors, including parents, elders, community leaders, and other stakeholders, should be changed to reflect on the risks and consequences of illiteracy. It is necessary to promote propaganda about the great effect of education, and at the same time, mobilize people, especially ethnic minorities, to eliminate backward practices. In many communities, illiteracy stems from a backward tradition: gender inequality (male, female); advocating for child marriage; The concept of deviation on religious. In particular, it is necessary to push back the practice of child marriage in ethnic minority communities. The fact that the children are not educated early, have to marry and have children early when not enough skills, not independent of life is the cause of their own poverty and cause leading to poverty, illiteracy in the family, including the generation of children

Fourth, on the one hand, the subjectivity of women and children needs to be raised so that they are not victims of educational inequality. On the other hand, there should be specific activities aimed at men - including husbands and fathers. Fathers and brothers in the family need to be informed about the consequences of child marriage and the long-term benefits that educational opportunities can bring to children. Parents in a family need to understand that giving their children a break early will put them at risk of poverty and illiterate.

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