



The National Team for The Acceleration of Poverty Reduction

## Equality of Opportunity in Education: Some Comments

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## The Report

- The report discusses inequality of opportunity in Asia Pacific. In education it focuses on schooling beyond primary level among 20-35 and 25-35 years old in 21 Asia Pacific Countries.
- It argues that it is important in ensuring that no individual is left behind. It says also “equal access to quality education is of fundamental important for achieving equal opportunities for decent work”, reduces poverty and inequality.
- It uses tree analysis using different circumstances (wealth, residence, gender and ethnicity/religion) to classify advantage/disadvantage groups and then to determine access to education.
- Some of the findings:
  - average secondary and education rates generally increase for the observed groups in Asia Pacific countries.
  - But women from poorer households have lowest access to secondary and higher education

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## Comments on Methodology

- The use of different circumstances/indicators helps to further examine inequality of education attainment by disaggregating the figures.
  - Consistent aggregation within layer will provide comparable situation between subgroup in a layer. Ex: For poor-non poor group need to see disaggregation by residence type in each group.
  - Potential additional circumstances: male head of HH, by education of head of HH, etc.
- Education Opportunity Index potentially provide more exploration to inequality in education, but more detail explanation on how index developed and discussions to interpret index are needed.
  - Possible to disaggregate EOI by circumstances?
- Similarly, use of Shapley decomposition provide more insightful situations in inequality of education on the drivers.
  - Not causality, more as association.
  - Again, include more circumstances may reveal more information of the drivers.

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## Inequality of Opportunity: Education

- Focus on equality of opportunity is key
  - basic human rights
  - Many forms of inequality of outcome are rooted in inequality of opportunity.
- The use of attainment indicator, instead of enrollment, is justified since enrollment does not guarantee that individuals complete the year or level of education.
- But attainment arguably can also be considered as 'outcome'
- Opportunity in education may also be measured by 'access' to education services

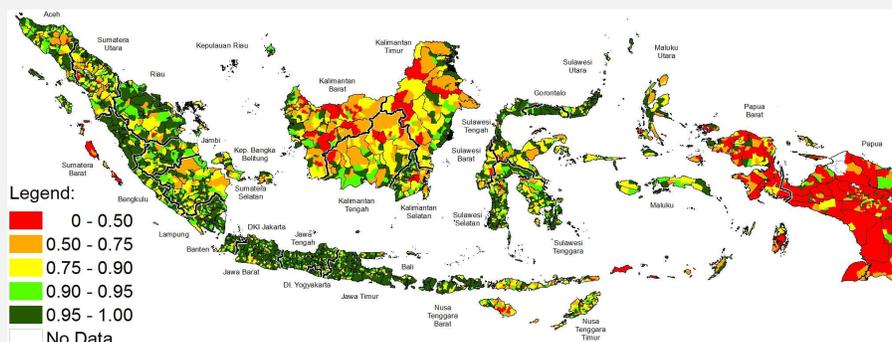
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## Alternative Measures for Inequality of Opportunity

- Some alternative measures:
  - Access: availability of school, distance, access fee
  - Quality: number and quality of teachers, facilities in school
- Alone or combining with the data on household resources, the measures give the indicators of education environment/infrastructure that determine outcomes (enrollment, attainment, test score, etc.)
- Challenge: data availability on education 'supply side', selection of indicators for international comparability
- Example from Indonesia uses:
  - Village Potency Census (PODES) to assess access in education. PODES, conducted every 3 years, covers various information on facilities/infrastructures in the village (geography, government, education & health infrastructures, socio-economic, etc.)
  - May be combined with Socio-Economic Household Survey (Susenas).
  - Another data source: Indonesia Family Life Survey, information rich panel survey combining household and community-facility survey with total 21 years of observation from the first (1993) to latest (2014) wave.

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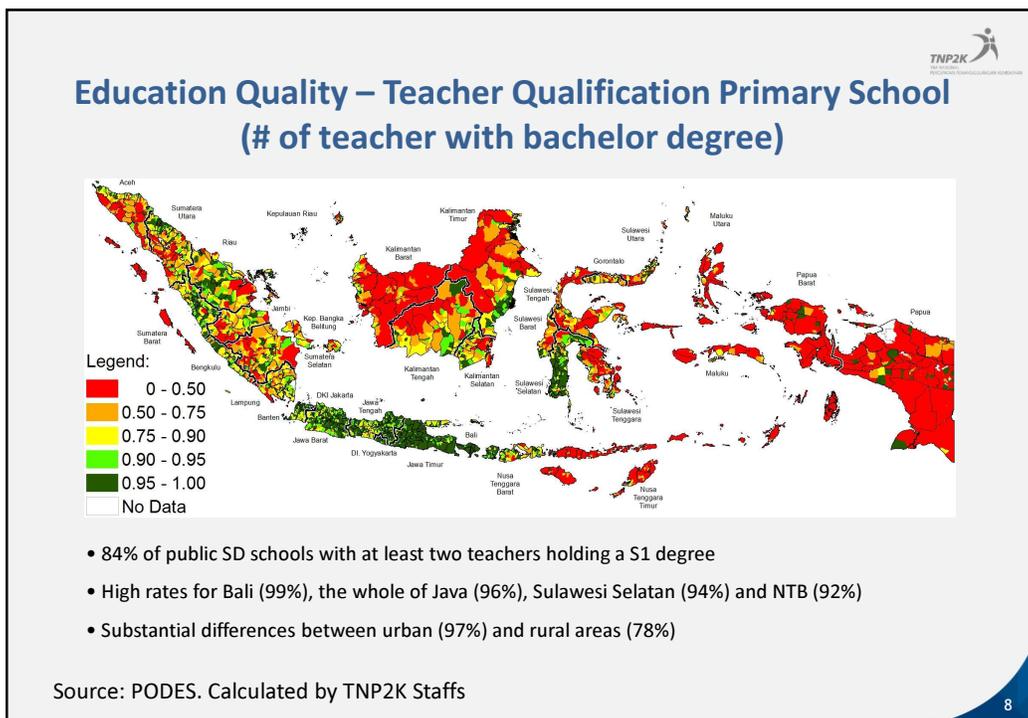
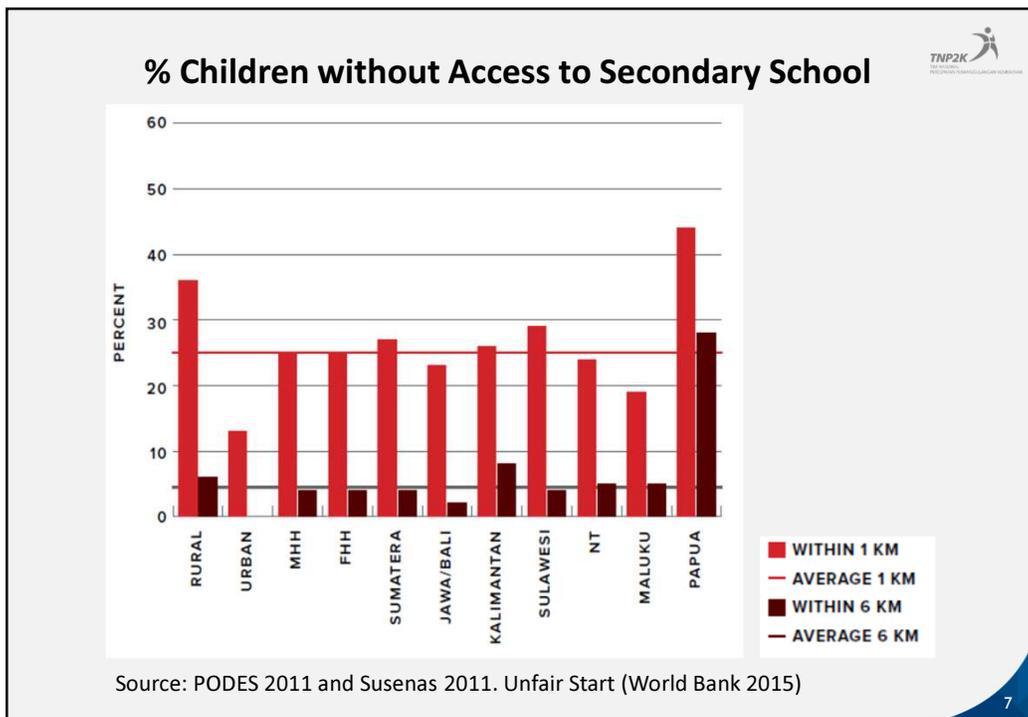
## Education – Access to Junior Secondary School (Availability of JHS within 6km from Village Office)

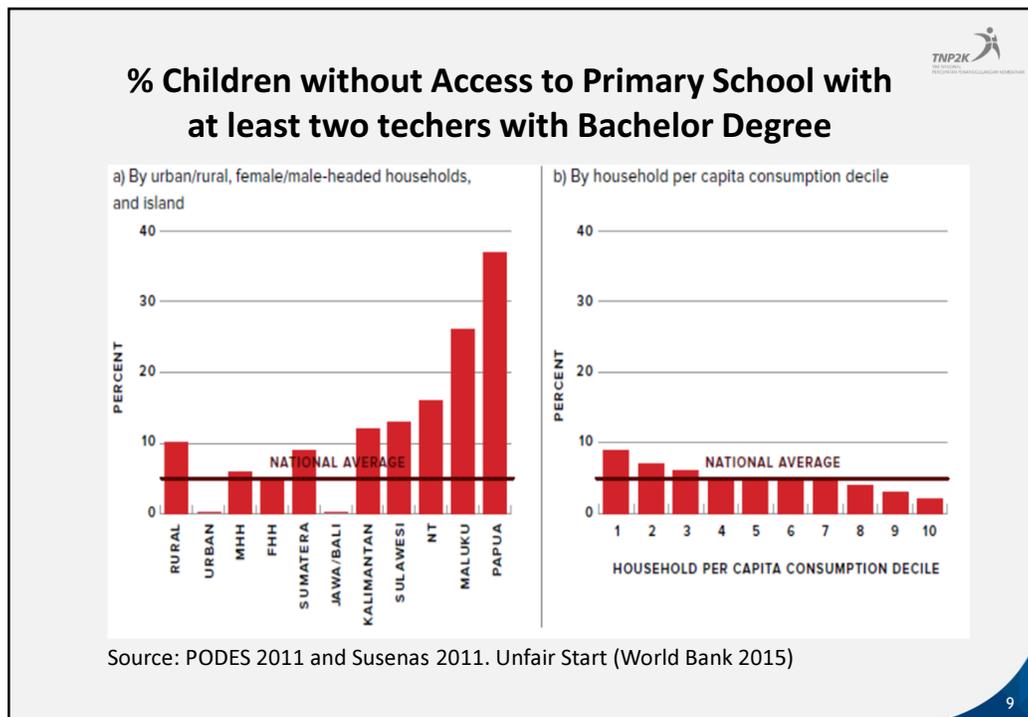


- Junior High School within 6 (3) km in 99% (96%) of urban neighborhoods
- 14% of rural villages without SMP within 6 km
- Largest gaps found for rural Moluccas (20%), Kalimantan (26%), and Papua/Papua Barat (52%)

Source: PODES

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## Policy Implications

- How different is the policy implication when measuring inequality of opportunity using ‘supply side’ or ‘environment’ indicators, in comparison with when using attainment?
- Education attainment: social assistance (CCT), scholarship for the poor
- Education access using supply side indicators: schools construction/rehabilitation, teacher training/placement, etc.

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**Thank You**

