The Role of Social Transfer to Reduce Poverty and Inequality: an NTA Approach
SDGs Agenda

• What is still left behind?
• How the government policy to achieve the goals, emphasizing the poor attainment.
• How nta can explain the effect of government policy to the poor attainment.
SDG 4: Inclusive and equitable quality education and lifelong learning opportunities for all (1)

In general, gross enrollment rates in all levels show increasing trend. Gross enrollment rate for university-level education has increased rapidly but with relatively large regional gaps.
**SDG 4: Inclusive and equitable quality education and lifelong learning opportunities for all (2)**

- Mean years of schooling and literacy rate have been improving every year, but not very rapidly.
- Technology and communication skills became more common, but regional disparity remains high.
School participation of the poor increasing. Nevertheless, gap still exists.

The poor still respond relatively late for putting their children to school and withdraw earlier than the general population.
Social Assistance Support the Poor School Participation, especially in the rural areas.

- The poor at the rural, who receive social assistance, both conditional and unconditional cash transfers, has higher probability to go to school at any age until high school level.
- On the other hand, the urban poor’s enrollment rate is not influenced by the social assistance.
In 2019, an increasing tendency of expenses for higher education.
Much lower investment on education among the poor.

Poor households still struggle in high school expenses. There is a jump in their expenses from junior high school to senior high school.
Does social assistance affect the investment?

- Access to public education becomes far easier than years ago. This way, the poor does not need to spend more on education cost. But they still spend for some out-of-pocket expenses.
- The poor without social assistance spend the same amount with those of general poor.
Social Assistance seems to increase education consumption, yet the value decreases over time

- The poor who do not receive social assistance seem to have less consumption for education. However, over time, the gap between those with and without social assistance diminished.
Social assistance seems to have more effect in rural than in urban areas.
Conclusion and Way Forward

- Indonesia is on track in achieving Inclusive and equitable quality of education, this is shown by the increasing enrollment rates in all level of education, both for poor and non-poor.

- Social assistance seems to have more impact on education consumption in rural areas than in urban areas.
  - Possible explanation is due to the same benefits given both in urban and rural areas but the cost of education and its components (books, transports, school uniforms, etc) are different between urban and rural.

- The impact of social assistance on education consumption needs to be further investigated, especially the diminishing “gap” over time between those who receive and don’t receive the social assistance.