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The education divide in Indonesia

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Document Version

Publisher's PDF, also known as Version of record

Publication date:

2017

[Link to publication in University of Groningen/UMCG research database](#)

Citation for published version (APA):

Muttaqin, T. (2017). *The education divide in Indonesia: Four essays on determinants of unequal access to and quality of education*. [Thesis fully internal (DIV), University of Groningen]. University of Groningen.

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STELLINGEN

Propositions to accompany the dissertation

The education divide in Indonesia:

Four essays on determinants of unequal access to and quality of education

by Tatang Muttaqin

1. Poverty remains a major obstacle for education participation, also in Indonesia (Chapter 2).
2. A municipality's investment in the educational sector reduces school dropout rates, but it does not improve school attendance rates (Chapter 2).
3. Household social capital can increase preschool participation because it can compensate for a household's lack of economic resources (Chapter 3).
4. Community social capital reinforces the positive effect of household social capital on preschool participation (Chapter 3).
5. The decentralization of the Indonesian education system increased the length of schooling and it reduced differences between provinces, but it also widened length of schooling differences between municipalities (Chapter 4).
6. Despite the fact that our study showed large variability in student achievement and achievement gaps between municipalities, student characteristics and family background were important determinants of student achievement and achievement gaps (Chapter 5).
7. The governance structure and ideology of Indonesian private Islamic schools have an impact on student achievement and achievement gaps (Chapter 5).
8. Policy makers can benefit from a multi-level and multi-resource approach to study education because this framework allows a better understanding of the interplay between economic, human and social resources at various levels causes inequalities in education (Chapter 6).
9. "Education is the most powerful weapon which you can use to change the world." (Nelson Mandela, *Lighting your Way to a Better Future*, 2003).