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*PD en Finanzas y Economía Cuantitativas/Quantitative Finance and Economics***ANALYZING INEQUALITY OF OPPORTUNITY IN EDUCATIONAL ACHIEVEMENTS**

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The theory of inequality of opportunities has been developed in economics in recent years. It is argued that individual's outcomes are determined by different factors. Some of them are beyond individual's control and are called circumstances. In contrast, the factors related to individual's responsibility are called effort. The theory of inequality of opportunities suggests either compensating the influence of circumstances or rewarding the inequalities raised from effort disparities. In consequence, in order to measure inequality of opportunities, overall inequality has to be disentangled into two uncorrelated components, one capturing the circumstance inequality and other the effort one. Several methods have been proposed in literature for decomposing overall inequality into these two uncorrelated components. Using data from the OECD's Program for International Student Assessment (PISA) conducted in 2012, we analyze inequality of opportunities in educational achievements in 21 European countries. The study is carried out in two steps. Firstly, we construct parametric counterfactuals and compute the influence of circumstances and efforts on the educational outcomes. Then, based on these results, we measure the inequality of opportunity. The analysis shows that the countries in which inequality of opportunity is higher are the Western European countries such as Belgium, France, Germany and Luxembourg. In contrast, the Nordic countries, such as Finland and Norway, enjoy the lowest values. These results are consistent despite the differences on the method of treating the correlation between circumstances and effort.