TUT WURI HANDAYANI

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for every child

SDG4 Baseline Report for Indonesia

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ACRONYMS

3T	*Terluar, Tertinggal, Terdepan* (outermost, disadvantaged, and border)
ADiK	*Beasiswa Afirmasi Pendidikan Tinggi* (Higher education affirmative scholarship program)
AKSI	*Asesmen Kompetensi Siswa Indonesia* (Indonesian National Assessment Program)
Bappenas	*Badan Perencanan Pembangunan Nasional* (National Development Planning Agency)
BE-MSS	Basic Education Minimum Service Standards
BKKBN	*Badan Kependudukan dan Keluarga Berencana Nasional* (National Population and Family Planning Agency)
BOP PAUD	*Bantuan Operasional PAUD* (PAUD operational assistance program)
BPKLN Kemdikbud	*Biro Perencanaan dan Kerjasama Luar Negeri Kementerian Pendidikan dan Kebudayaan* (MoEC Bureau of Planning and International Cooperation)
BPS	*Badan Pusat Statistik* (Central Bureau of Statistics)
D4	*Diploma 4* (Bachelor's degree)
DAPODIK	*Data Pokok Pendidikan* (MoEC main education data)
DDTK	*Deteksi Dini Tumbuh Kembang* (early detection of growth)
ECD	Early Childhood Development
EMIS	Education Management Information System
ESD	Education for Sustainable Development
GCED	Global Citizenship Education
GER	Gross Enrolment Ratio
GSHS	Global School-based Student Health Survey
ICT	Information and Communication Technology
INAP	Indonesian National Assessment Program
Inpres	*Instruksi Presiden* (presidential instruction)

KB	*Kelompok Bermain* (playgroups)
Kemdikbud	*Kementerian Pendidikan dan Kebudayaan* (Ministry of Education and Culture)
KIP	*Kartu Indonesia Pintar* (Indonesia Smart Card)
KNB	*Kemitraan Negara Berkembang* (developing countries partnership)
LPDP	*Lembaga Pengelola Dana Pendidikan* (Indonesia Endowment Fund for Education)
MGIEP	UNESCO Mahatma Gandhi International Education for Peace
MI	Madrasah Ibtidaiyah (Islamic primary school)
MICS	Multiple Indicator Cluster Survey
MoEC	Ministry of Education and Culture
MoRA	Ministry of Religious Affairs
MoRTHE	Ministry of Research, Technology, and Higher Education
MTs	Madrasah Tsanawiyah (Islamic junior secondary school)
ODA	Official Development Assistance
OOSC	Out-of-School Children
PAUD	*Pengembangan Anak Usia Dini* (Early Childhood Development)
PDSPK	*Pusat Data dan Statistik Pendidikan dan Kebudayaan* (MoEC Center for Education and Culture Data and Statistics)
PIAAC	Programme for the International Assessment of Adult Competencies
PISA	Programme for International Student Assessment
PNS	*Pegawai Negeri Sipil* (civil servant)
Posyandu	*Pos Layanan Terpadu* (integrated health posts)
Pra-SD	Pre-primary
RA/BA	Raudhatul/Bustanul Athfal (Islamic Preschool)
RPJMN	*Rencana Pembangunan Jangka Menengah Nasional* (National Medium-Term Development Plan)

S1	Strata 1 (Bachelor's degree)
SD	Sekolah Dasar (Primary School)
SDGs	Sustainable Development Goals
SMA	*Sekolah Menengah Atas* (Senior Secondary School)
SMK	*Sekolah Menengah Kejuruan* (Vocational Secondary School)
SMP	*Sekolah Menengah Pertama* (Junior Secondary School)
SPS	*Satuan PAUD Sejenis* (ECD units)
STPPA	*Standar Tingkat Pencapaian Perkembangan Anak* (standards for child developmental progression levels)
SUSENAS	*Survei Sosial Ekonomi Nasional* (National Socio-Economic Survey)
TK	*Taman Kanak-Kanak* (Preschool)
TPA	*Tempat Penitipan Anak* (day care centers)
UIS	UNESCO Institute for Statistics
UN	*Ujian Nasional* (national examination)
WASH	Water, Sanitation, and Hygiene

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INVESTMENT IN EDUCATION AND TRAINING OF INDONESIAN CITIZENS IS KEY TOWARD REALIZING A VIBRANT AND THRIVING SOCIETY, AND A SUSTAINED AND MORE EQUITABLE ECONOMIC GROWTH

FOREWORD

The Sustainable Development Goals (SDGs) lay the foundation for the creation of a more inclusive, equitable and sustainable society by 2030. The SDG4 that focuses on ensuring inclusive, equitable quality education and promoting lifelong learning clearly emphasizes these fundamental principles, which should become the basis for current and future development agendas in the education sector. As an effort to assess Indonesia's current position in terms of achieving the SDG4 targets, the Bureau of Planning and International Cooperation of the Ministry of Education and Culture has produced *the SDG 4 Baseline Report for Indonesia,* in collaboration with UNICEF.

This report provides a comprehensive look at the state of the education of children, youth and adults in Indonesia. Through the vantage points of a range of indicators, it offers insights on how many children are participating in education, how well children are learning and how adequate and equitable educational provisions are. It also gauges children's experience of learning and growth in an inclusive and effective learning environment.

The commitment to adopt SDG4 means that education policies and practices need to meet the new ambitions and challenges outlined in the SDG4 targets. With more than half of its population under the age of 30, Indonesia's potential is tied to how well children, youth and adults are able to gain and use the necessary knowledge, skills, and competencies. Investment in education and training of Indonesian citizens is key toward realizing a vibrant and thriving society, and a sustained and more equitable economic growth.

The results of the study are expected to form a basis for monitoring the progress of the SDG4 targets annually. It is our hope that the information and analysis included in this report will effectively inform and assist different ministries and various government agencies in determining policy directions, programme planning, as well as capacity development needs in order to realize the 2030 Agenda represented in SDG4.

This report is a key contribution to Indonesia's efforts to operationalize and localize key targets for educational development within our national context. The focus on featuring disaggregated data is to push towards targeted interventions to reduce gaps where disparities still exist and ensure that truly no child is left behind.

Didik Suhardi, Ph.D.

Secretary General
Ministry of Education and Culture

Gunilla Olsson

UNICEF Representative

“

Goal 4 emphasises inclusion and equity by highlighting where disparities still exist

INTRODUCTION

Adopted in 2015, the Sustainable Development Goals (SDGs) renew a global commitment towards international poverty reduction and sustainable development while providing an environment for collaboration, cooperation, and a global accountability system. Among the 17 Goals, Goal 4 expresses a commitment to educational development and aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Within the context of the SDGs, Indonesia's own commitment to ensuring quality education for all has found continued support, in particular through the strategic priorities expressed in the Goal 4 Targets.

Targets under Goal 4 address a wide range of educational aspects, including participation, learning quality and outcomes, school infrastructures, teacher quality, safety and hygiene in schools, and commitments to global citizenship values in education. Most importantly, Goal 4 emphasises inclusion and equity by highlighting where disparities still exist. As such, Goal 4 underscores the need for disaggregated data to build a knowledge base on educational participation and outcomes, as well as the range of provisions and resources available for different groups of children, youth and adults across the country.

The national SDG coordination team has worked to produce a set of localised SDG indicators based on the global indicator framework including those for Goal 4. Furthermore, the current National Medium-Term Development Plan (RPJMN) 2015–2019 aligns with the SDGs, and the sectoral review work currently underway in preparation for the next RPJMN (2020-2024) has also mainstreamed targets under Goal 4. Rapid expansion of quality senior secondary education as part of the new policy of 12 Years Compulsory Education also remains one of the Ministry of Education and Culture's (MoEC) highest priorities.

There continues to be Indonesian children and youth who are not sufficiently supported by the education system, and access remains a challenge – particularly for populations in remote and isolated areas, poor communities, and among children with disabilities. Indonesia faces the daunting task of significantly improving the learning outcomes of all groups of learners. Despite the challenges, the Government of Indonesia has committed to advancing the equity and quality of education for all to achieve the Goal 4 targets by 2030.

With an estimated school age population (7-18 years) of 54 million, and pre-primary population (3-6 years) of 19 million in 2015, the Government of Indonesia is committed to the 2030 Agenda and has made great strides in expanding equitable access to quality primary and secondary education. At the same time, they have been met by new and persistent challenges.

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The Government of Indonesia has committed to advancing the equity and quality of education for all to achieve the Goal 4 targets by 2030

EXECUTIVE SUMMARY

With an estimated school age population (7-18 years) of 54 million, and pre-primary population (3-6 years) of 19 million in 2015, the Government of Indonesia is committed to the 2030 Agenda and has made great strides in expanding equitable access to quality primary and secondary education. At the same time, they have been met by new and persistent challenges.

Access to primary education is on track to being virtually universal with gender parity, and enrolment in junior secondary education shows a generally upward trend. In 2015, an estimated 99% of primary school age children, 91% of junior secondary school-age adolescents, and 69% of senior secondary school-age adolescents were in school in Indonesia – rates that are significantly higher than the global trend observed in 2014.[i] Primary completion rate in Indonesia is close to 100%, with gender parity. In the recent past, most early school leavers (children who exit the education system prior to completing 12-year of education) did so after merely completing primary school. As of 2015 more children now complete education up to junior secondary. As a lower middle income country, Indonesia has also observed a relatively high national senior secondary completion rate of 56%, which far exceeds the average rate of 38% among lower middle income countries for 2014.[ii] Lastly, high overall participation in organised learning by 6-year-old children signals that a large majority of Indonesian children are in environments that can nurture their cognitive and social development. As mentioned, near gender parity is largely observed for all targets, including for access, participation, completion, and levels of competencies.

In terms of learning outcomes and competencies, non-national examination test results indicate that a large proportion of Indonesian students demonstrate a critical need to upskill and reach at least minimum proficiency levels in reading and mathematics.

Poverty remains the greatest barrier to inclusion in education at all levels. This is true not only in Indonesia, but around the world. The most dominant cause of disparity in achievements across a range of indicators is socioeconomic background, favouring children and adolescents from richer families. This applies not only to participation and completion rates, but also learning outcomes. Furthermore, in the Indonesian context, since poverty is still concentrated in rural areas, rural/urban disparities are widely prevalent across indicators. Attention to the rural poor must continue to be a priority of the Government, as they represent among the most vulnerable and marginalised population in education.

Lastly, regional patterns related to each indicator are inconclusive. A look across indicators related to learning outcomes, educational participation and attainment, and education resources, leads to a conclusion that disparities are not regional but province-based. In other words, particular provinces display low values across indicators more frequently than other provinces. For instance, data for competency level indicators suggest that Papua, Sulawesi Barat, Sulawesi Tengah, and Maluku Utara are frequently at the bottom-performing quintile.

The government will need to invest in strengthening data, and national evaluation and monitoring systems, especially by collecting more and better-quality data on children with disabilities and different abilities, as well as on literacy and numeracy skills for children, adolescents, and adults in order to continue to monitor progress toward realising the 2030 Agenda.

PURPOSE OF THIS REPORT

The baseline report expands on the previously published report on priority child-related SDG indicators, *SDG Baseline Report on Children in Indonesia*.[iii] This report focuses on education targets under Goal 4. The indicators included for each target in this Goal 4 baseline study were selected from a comprehensive review and mapping of global, thematic and national indicators that are relevant to Indonesia.

Agreement was sought through extensive consultations among key government stakeholders, including the MoEC Planning and International Cooperation Bureau (*BPKLN Kemdikbud*), the Directorate of Education and Religion of the National Development Planning Agency (*Bappenas*), the Indonesian SDG Secretariat, and the Central Bureau of Statistics (*BPS*).

The shortlisted priority indicators are ones identified as most representative in capturing the state of the educational development and opportunities for Indonesian children and youth, as well as the state of education provisions. Decisions on priority indicators also took into consideration the availability of nationally representative data that have been routinely collected and reported.

Data in this report are derived from a range of administrative, survey and assessment results, including the Education Management Information System (EMIS or *DAPODIK*) managed by MoEC, the National Socio-Economic Survey (*SUSENAS*) conducted by *BPS*, the global school-based student health survey (GSHS) managed by the World Health Organization, administrative databases from various line ministries and agencies in Indonesia, as well as results from learning assessments such as the 2016 Indonesian National Assessment Program (INAP) or the *Asesmen Kompetensi Siswa Indonesia (AKSI)*, the Programme for International Student Assessment (PISA), and the National Examination.

Most baseline estimates were set as close as possible to 2015, which is the beginning year of the SDGs and is critical to measure progress in future years. To the extent possible, information has been disaggregated by sex, age, place of residence, province, and household socio-economic status.

This enables the study to look closely at the range and quality of educational opportunities, and the challenges experienced by particularly vulnerable groups. The report also identifies data gaps that require further efforts in data collection and monitoring in order to track progress in years to come.

The stated mission of the Government of Indonesia for education through the MoEC is to realise expanded, equitable access to education as well as quality learning. Monitoring changes and improvements in priority indicators serves to guide the government and other education stakeholders in their concerted effort toward improving education access, quality, management, and prioritisation of investments.

OVERVIEW OF GOAL 4 TARGETS AND PRIORITY INDICATORS

SUSTAINABLE DEVELOPMENT GOAL 4 IS COMPOSED OF 10 TARGETS IN TOTAL. THE FOCUS OF EACH TARGET IS SUMMARISED BELOW:

Target 4.1: Primary and secondary education

Target 4.2: Early childhood development

Target 4.3: Technical, vocational, tertiary and adult education

Target 4.4: Skills for work

Target 4.5: Equity

Target 4.6: Literacy

Target 4.7: Education for sustainable development and global citizenship

Target 4.a: Learning environments

Target 4.b: Scholarships

Target 4.c: Teachers and educators

THIS REPORT COVERS ALL THE 10 TARGETS AND PRESENTS THE BASELINE STATUS USING PRIORITY INDICATORS. A LIST OF THE PRIORITY INDICATORS INCLUDED IN THIS REPORT IS SHOWN BELOW.

TARGET 4.1: PRIMARY AND SECONDARY EDUCATION

By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.

Indicators :

- Proportion of children and adolescents (a) in Grade 4; and (b) at the end of junior secondary education achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex and by province
- Completion rates of (a) primary education (SD and equivalent); (b) junior secondary education (SMP and equivalent); and (c) senior secondary education (SMA and equivalent)

TARGET 4.2: EARLY CHILDHOOD DEVELOPMENT

By 2030, ensure that all boys and girls have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.

Indicators :

- Participation rate in organised learning (one year before the official primary entry age), by sex, residence, province, and household wealth
- Gross pre-primary enrolment ratio by sex and province

TARGET 4.3: TECHNICAL, VOCATIONAL, TERTIARY AND ADULT EDUCATION

By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.

Indicators :

- Participation rate of youth and adults in formal and non-formal education and training in the last 12 months, by sex, residence, province, and household wealth
- Gross enrolment ratio for tertiary education, by province

TARGET 4.4: SKILLS FOR WORK

By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent work and entrepreneurship.

Indicators :

- Proportion of children, adolescents, and youth (a) 10-19 years old; (b); 15-24 years and (c) 15 years and older who have used a computer in the last 3 months
- Proportion of children, adolescents, and youth (a) 10-19 years old; (b); 15-24 years and (c) 15 years and older who have accessed the internet in the last 3 months

TARGET 4.5: EQUITY

By 2030, eliminate gender disparities in education and ensure access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.

Indicators :

- Out-of-school rate for (i) primary, (ii) junior secondary, and (iii) senior secondary
- Gender parity index for out-of-school rate for (i) primary, (ii) junior secondary, and (iii) senior secondary

TARGET 4.6: LITERACY

By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.

Indicator :

- Literacy rates by age groups: (a) 10-19 years; (b); 15-24 years; (c) 15-59 years; and (d) 15 years old and above

TARGET 4.7: EDUCATION FOR SUSTAINABLE DEVELOPMENT AND GLOBAL CITIZENSHIP

By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

Indicator :

- Extent to which (a) global citizenship education and (b) education for sustainable development are mainstreamed in (i) national education policies and (ii) curricula

TARGET 4.a: LEARNING ENVIRONMENTS

Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all.

Indicators :

- Proportion of (a) primary, (b) junior secondary, and (c) senior secondary schools with access to (i) electricity, (ii) computers for pedagogical purposes, and (iii) internet for pedagogical purposes
- Proportion of (a) primary, (b) junior secondary, and (c) senior secondary schools with access to (i) basic drinking water, (ii) single-sex basic sanitation facilities, and (iii) basic handwashing facilities
- Percentage of students aged 13-17 years who experience bullying in school
- Percentage of students aged 13-17 years who experience violence in school

TARGET 4.b: SCHOLARSHIPS

By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, Small Island Developing States and African countries, for enrolment in higher education, including vocational training, information and communications technology, technical, engineering and scientific programs in developed countries and other developing countries

Indicators :

- Volume of net official development assistance flows for scholarships
- Number of scholarships for foreign students for post-secondary education in Indonesian universities

TARGET 4.c: TEACHERS AND EDUCATORS

By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least-developed countries and small island developing States

Indicator :

- Percentage of teachers in (a) primary, (b) junior secondary, and (c) senior secondary qualified according to national standards
- Percentage of teachers in (a) primary, (b) junior secondary, and (c) senior secondary certified to teach
- Pupil-qualified teacher ratio for (a) primary, (b) junior secondary, and (c) senior secondary

TARGET 4.1 PRIMARY AND SECONDARY EDUCATION

WHAT THIS TARGET IS ABOUT

Target 4.1 aspires to ensure that by 2030 all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes. Indicators for this target include basic proficiencies developed by children and adolescents at a rate appropriate for their age and educational levels, reflecting an outcome-based measure of the effectiveness and success of the overall education system. Secondly, indicators measure completion rates, which may shed light on how learners, having accessed the system, climb the educational ladder effectively toward a finishing milestone i.e. the end of primary, junior secondary, or senior secondary.

Disaggregated data, by sex or province or household socio-economic status reveal the equity issues among particular disadvantaged groups of students, and provide an evidence base for an investigation of why and how students are pushed or pulled out of the system prior to completing particular education levels. Such insights may guide policymakers and education planners in preparing targeted intervention plans for particularly vulnerable groups.

The Government of Indonesia has made great strides in expanding equitable access to quality primary and secondary education, but they have also been met by both new and persistent challenges. Access to primary education is on track to being virtually universal with gender parity. SUSENAS 2015 data shows the primary net attendance rate of 99% for both girls and boys. The net attendance rates stand at 87% and 57% for junior and senior secondary education respectively.

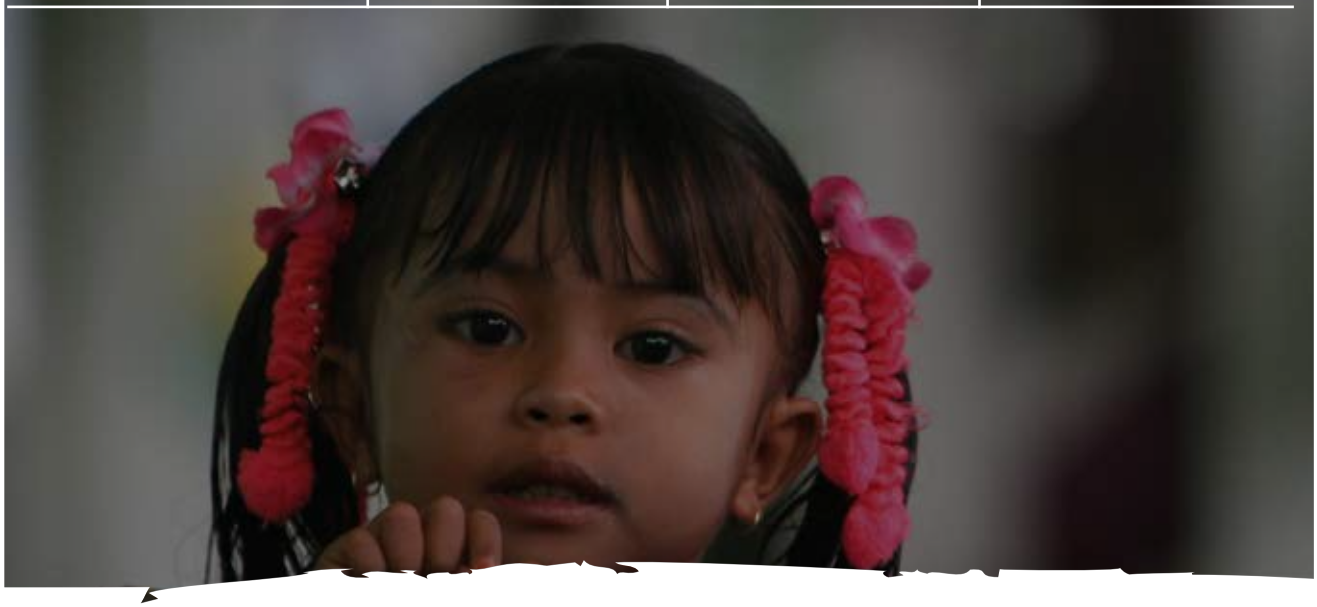
Rapid expansion of quality senior secondary education as part of the new policy of 12 Years of Compulsory Education remains one of the Ministry of Education and Culture's (MoEC) highest priorities. As with other levels of education, regional disparity in access remains a significant challenge. However, a more daunting task for Indonesia is to significantly improve learning outcomes of all groups of learners.

International comparative assessments measuring proficiencies in reading, mathematics, and science have repeatedly shown that Indonesian students produce among the lowest scores for children and adolescents of a similar age around the world. This is despite the slight improvements observed in the PISA scores from 2012 to 2015. Over the past decade and a half, the MoEC has initiated various curriculum and assessment reforms, and has continued efforts on improving teacher quality. However, there is still much room for improvement in many aspects of education in Indonesia.

STATUS OF PRIORITY INDICATORS

TABEL 1.A

	Selected indicators to monitor progress	Baseline value	Data source
Target 4.1: Primary and Secondary Education & Learning Outcomes By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes	Proportion of children and young people achieving at least a minimum proficiency level in (i) reading and (ii) mathematics (a) in Grade 4; and (b) at the end of junior secondary education	Grade 4: 53% for reading and 23% for mathematics. End of junior secondary: 45% for reading and 31% for mathematics.	Grade 4: AKSI 2016 End of junior secondary: PISA 2015
	Completion Rates of (a) primary education (SD/MI/equivalent); (b) junior secondary education (SMP/MTs/equivalent); and (c) senior secondary education (SMA/SMK/MA equivalent)	Primary: 96% Junior secondary: 76% Senior secondary: 56%	SUSENAS 2015



PROFICIENCIES IN READING AND MATHEMATICS

Baseline data on children and adolescents' proficiencies in reading and mathematics are available from three sources: the 2016 Indonesian National Assessment Program (INAP) or the Asesmen Kompetensi Siswa Indonesia (AKSI) results; the 2015 National Examination or the Ujian Nasional (UN) results; and the 2015 Program for International Student Assessment (PISA) results.

The UN is administered annually and covers the entire population of grades 9 and 12 students, while PISA and AKSI tests are administered for sampled students. While PISA results are representative at only the national level, AKSI results can be disaggregated down to the provincial levels. AKSI aims to map grade 4 student competencies in three domains: numeracy, literacy, and science. Conducted for the first time in 2016, AKSI used a multistage stratified sampling method with data representative down to the provincial level.

According to the 2016 AKSI results, 53% of students in grade 4 who participated in the test achieved at least a minimum proficiency level in reading (Figure 1.A). When the results are disaggregated by geography, provinces displayed a wide range of disparities in the proportions of students who reached the minimum level of reading proficiency. For example, in the Riau Islands 76% of grade 4 students were at least at minimum proficiency level in reading, while only 21% of students from Sulawesi Barat reached the same levels (Figure 1.A).

Taking gender into consideration, AKSI results show that a consistently larger proportion of girls in all provinces are above the minimum proficiency level in reading (Figure 1.B). The largest gap is found in the province of Bangka Belitung Islands where 71% of girls achieved at least minimum proficiency while only 49% of boys did so—a stark 22 percentage point difference (Figure 1.B).

The prevalence of low reading proficiencies among grade 4 students may signal inefficiencies in the education system. Early grade reading skills are important as they unlock the ability for a child to learn other subjects and skills at the proceeding grade levels. Reading difficulties in early grades lead to both repetition as well as dropout.

Proportion of children in grade 4 achieving at least a minimum proficiency level in reading

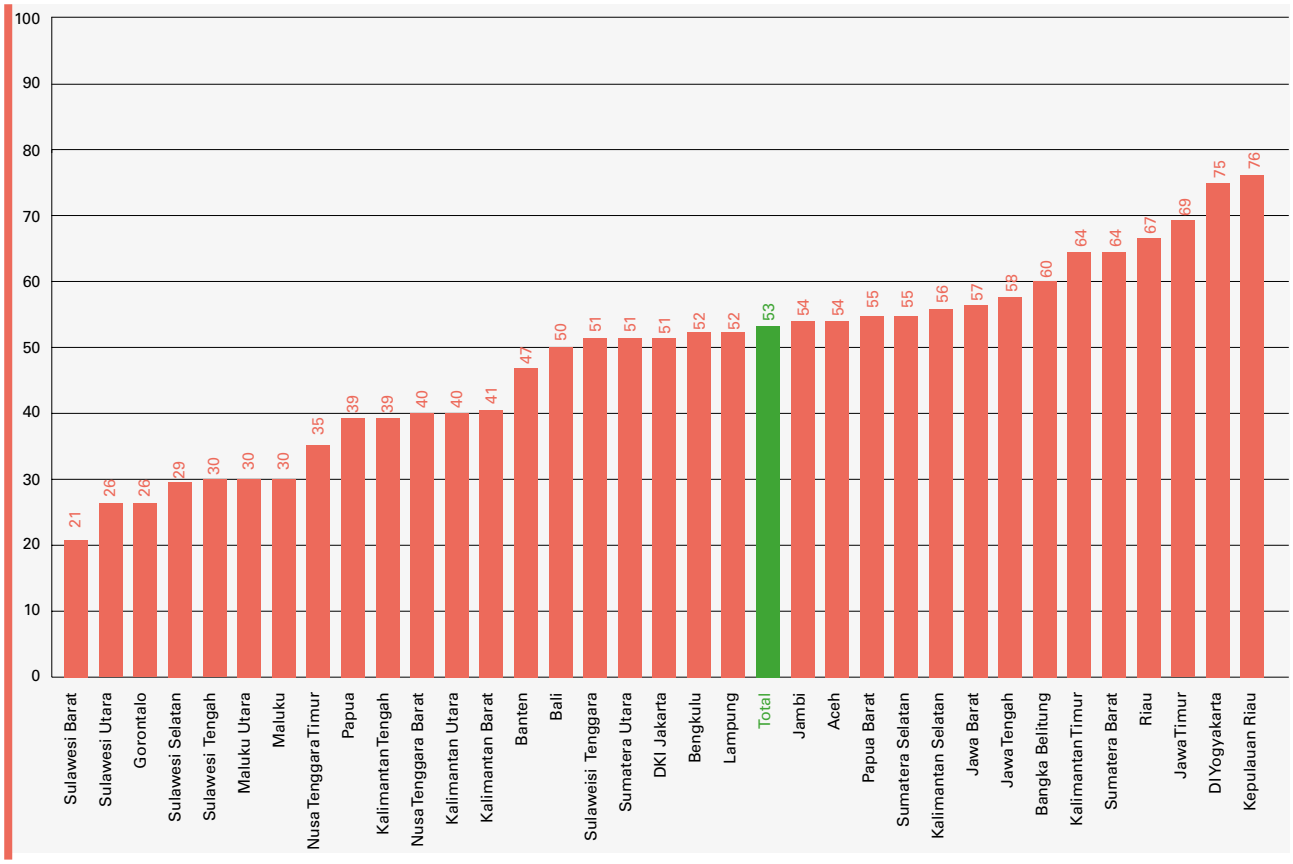


Figure 1.A

Source: AKSI 2016

Percentage of children in grade 4 achieving at least a minimum proficiency level in reading, by sex

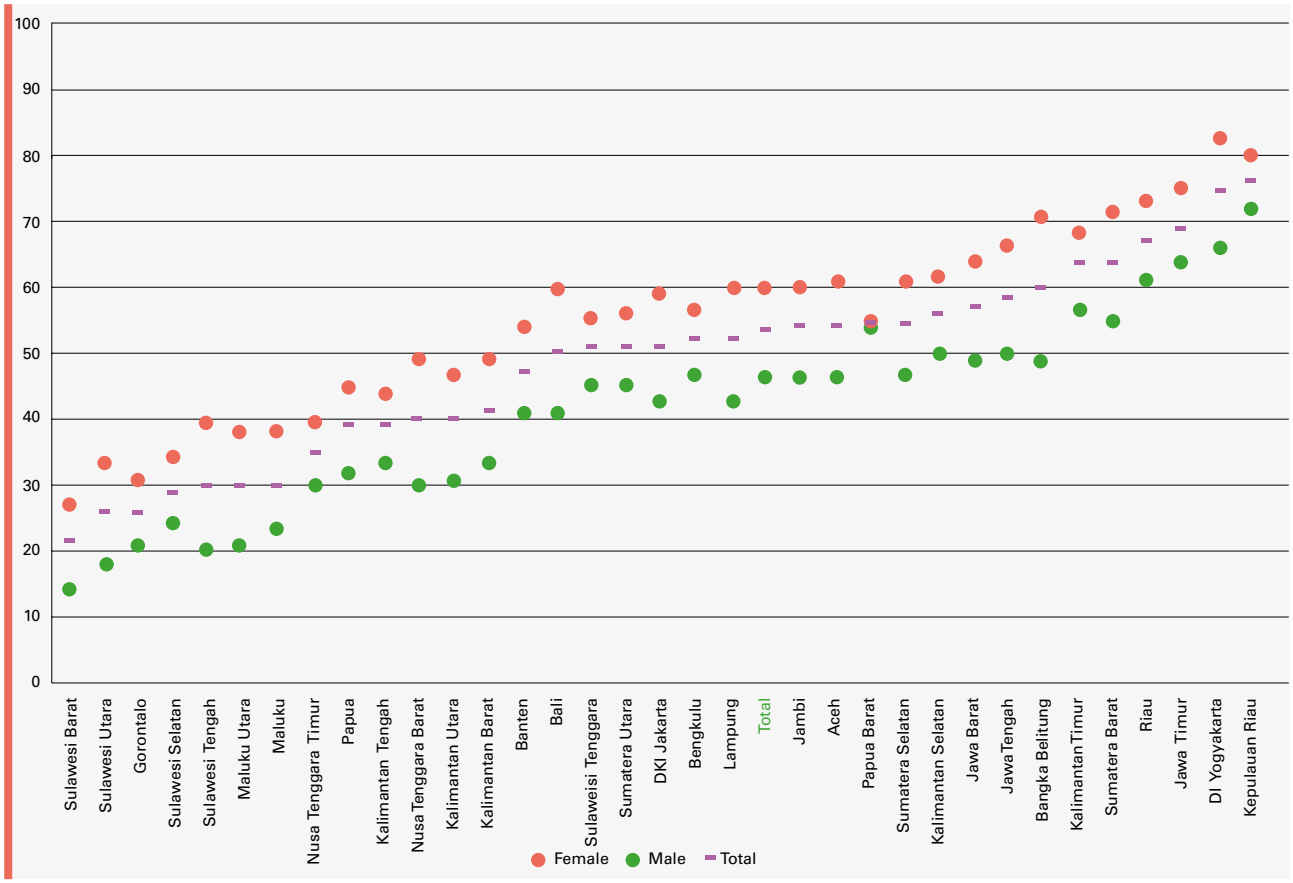


Figure 1.B

Source: AKSI 2016

AKSI's mapping of Indonesian grade 4 students' mathematics proficiencies paints a more disconcerting picture (Figure 1.C). Nationally, only 23% of students have achieved minimum proficiency level in mathematics at the baseline. The prevalence of low competency in mathematics is commonly found in all the Indonesian provinces, as shown by the smaller range of proportional differences among the provinces compared to the results of reading performance (Figure 1.A).

At the lowest end is Maluku and Sulawesi Tengah with merely 12% of grade 4 students having reached at least minimum mathematics proficiency, and at the highest end is Yogyakarta with only 30% of students achieving at least minimum proficiency (Figure 1.C). Across all provinces the gap between girls and boys in mathematics performance is smaller than the gap in reading proficiency (Figure 1.D). Girls and boys are equally not performing well across the country.

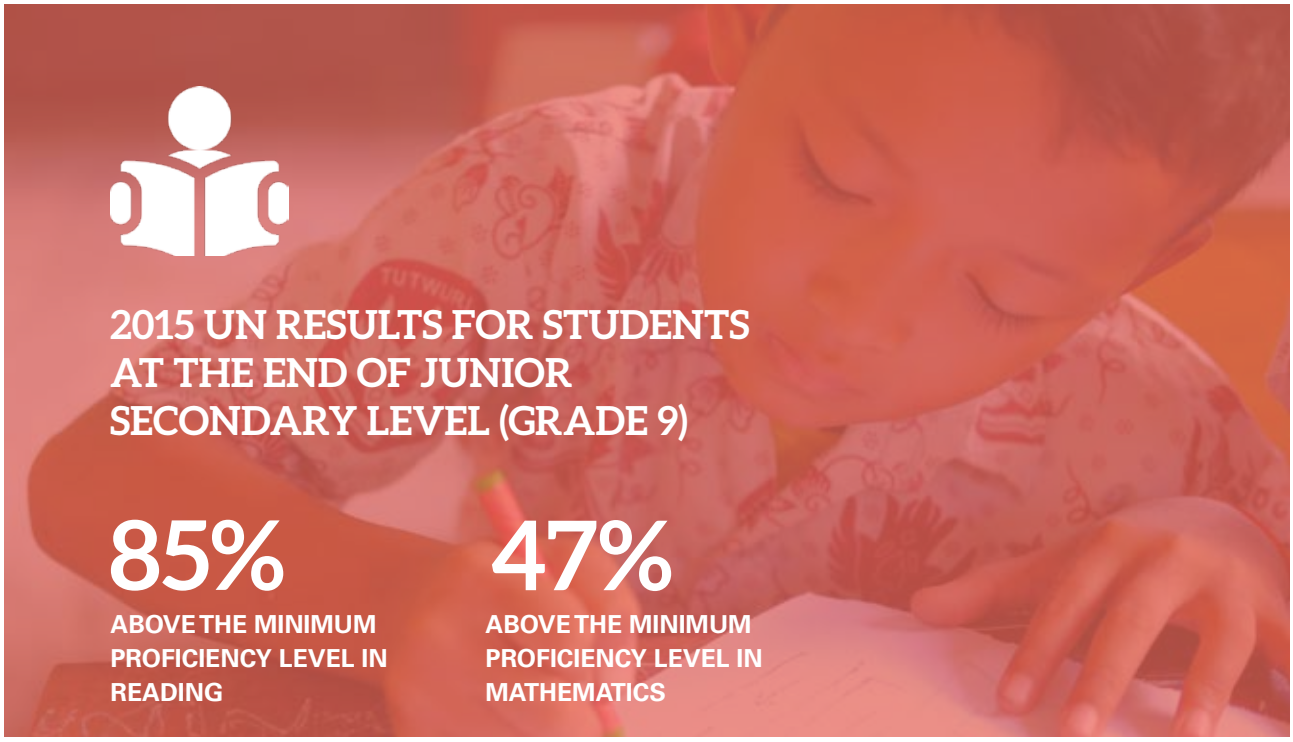
The National Examination or widely known by its Indonesian abbreviation, *UN*, is administered to all Indonesian student populations at the end of junior secondary and senior secondary. At the junior secondary level, four subjects are tested: mathematics, science, Indonesian language, and English language.

Similarly, at senior secondary level, students are assessed in four subject matters: mathematics, Indonesian language, English language, and one selected subject according to student's academic tracks (an option of mathematics and natural science track, social science track, and cultural and language studies track).

The UN scores are combined with scores from school exams to determine students' competencies and their eligibility to graduate. Echoing the trend displayed by AKSI results, one message conveyed by the 2015 UN results for junior secondary students is that there is a wide prevalence of weak mathematics proficiency among the nation's adolescents who are at the end of junior secondary education. The 2015 UN results show that while 85% of students are at or above the minimum proficiency level in reading (Figure 1.E), only 47% are at or above that level in mathematics (Figures 1.G).

When the results on mathematics proficiency are disaggregated by province, the data displays extremely low performance in some provinces. For example, merely 15% and 16% of students in the provinces of Bengkulu, and Bangka and Belitung islands respectively reached at least minimum mathematics proficiency.

This presents a stark difference to DKI Jakarta where nearly 90% of grade 9 students achieve minimum proficiency in mathematics. Province and gender disaggregation of the junior secondary UN results also show that girls consistently perform better than boys in both mathematics and reading (Figures 1.F and 1.H).



Proportion of children in grade 4 achieving at least a minimum proficiency level in mathematics

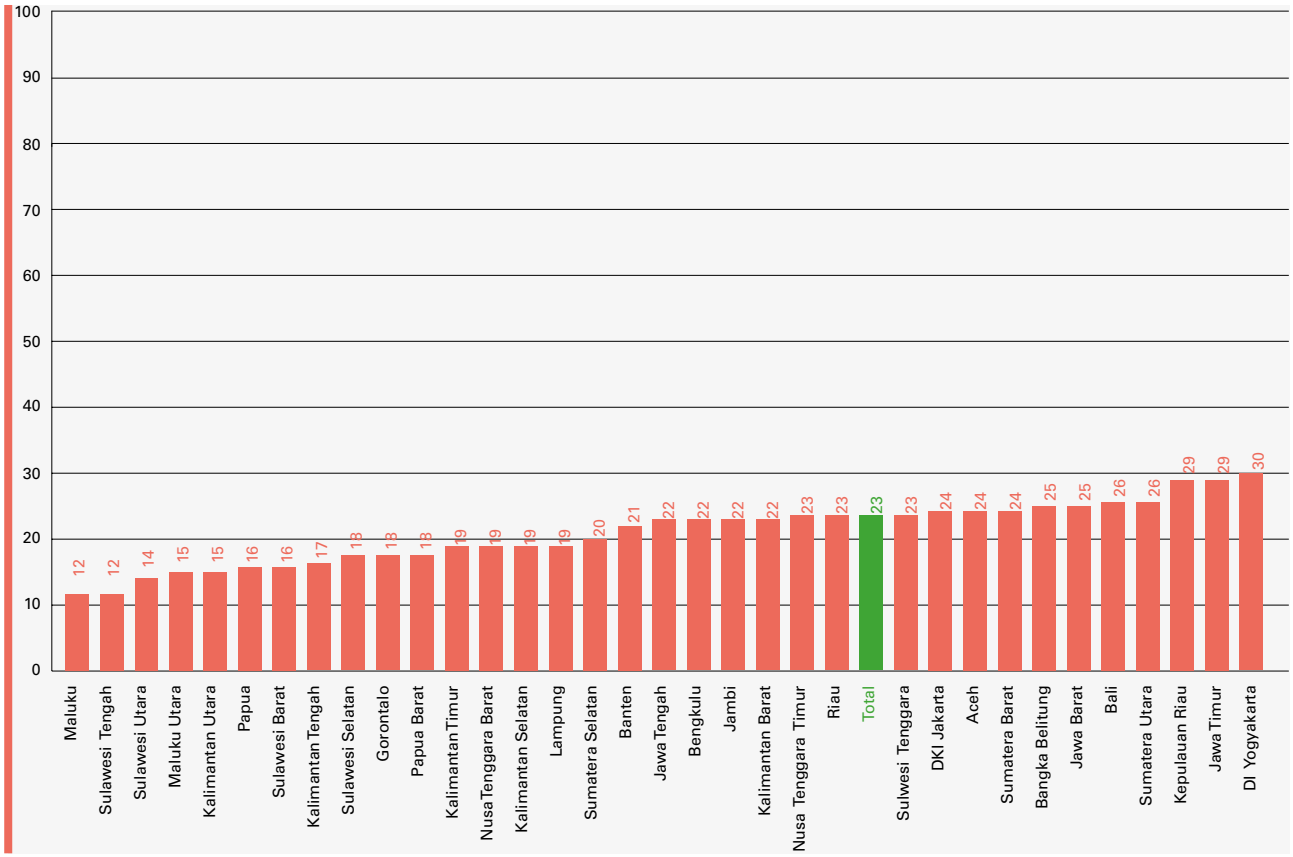


Figure 1.C

Source: AKSI 2016

Percentage of children in grade 4 achieving at least a minimum proficiency level in mathematics, by sex

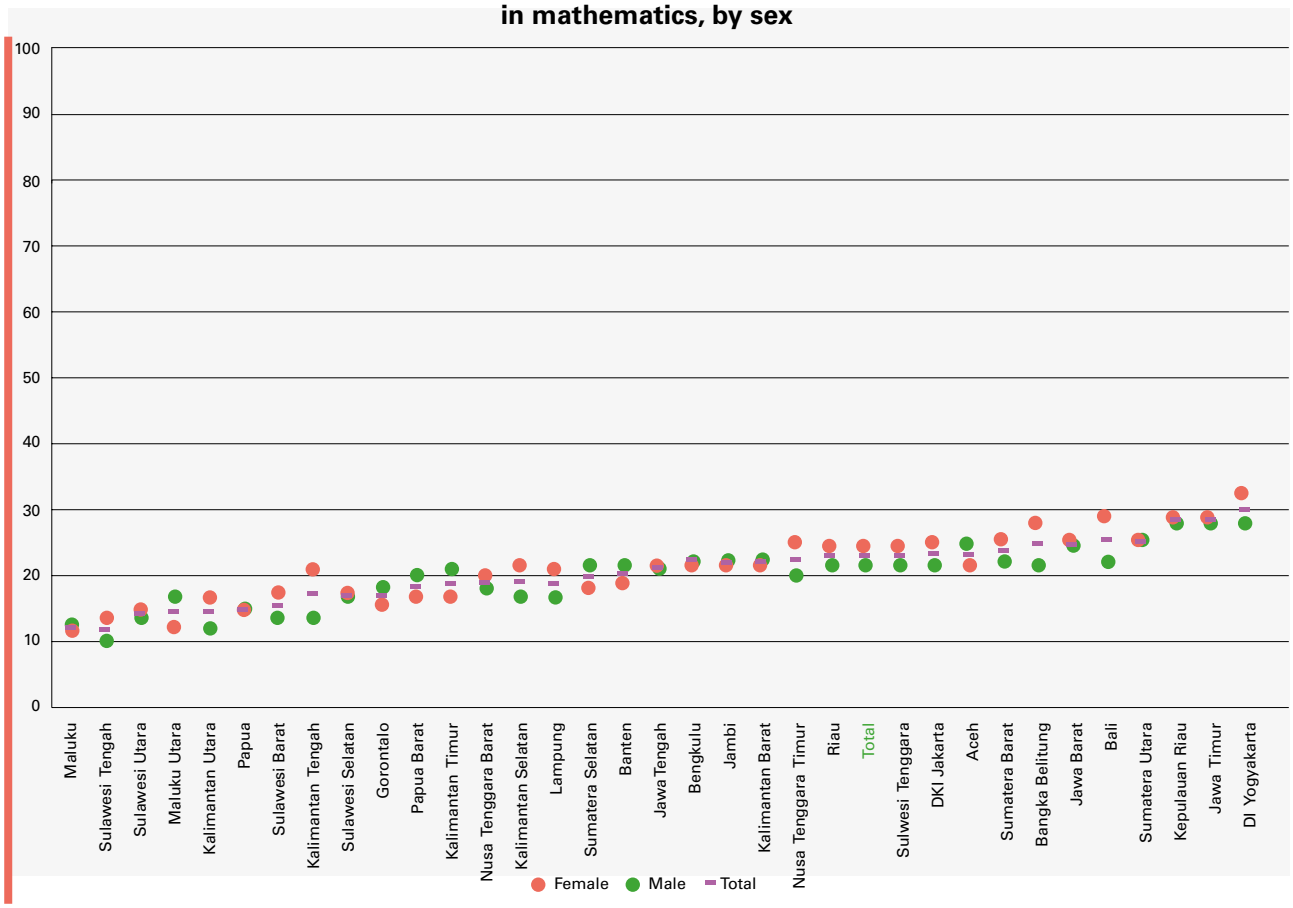


Figure 1.D

Source: AKSI 2016

Percentage of children at the end of junior secondary school achieving at least a minimum proficiency level in reading

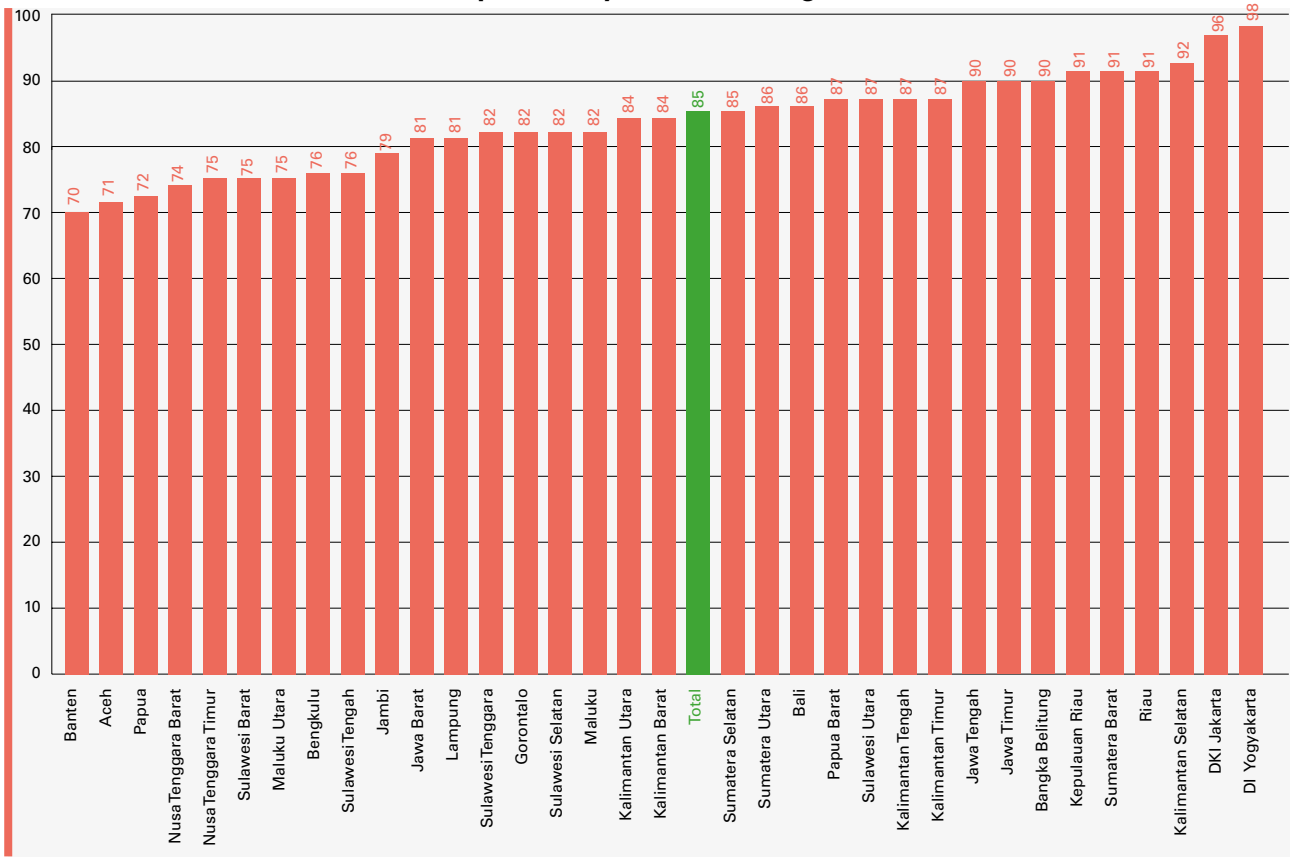


Figure 1.E Source: 2015 SMP/MTs (Junior Secondary Level) National Examination

Percentage of children at the end of junior secondary school achieving at least a minimum proficiency level in reading, by sex

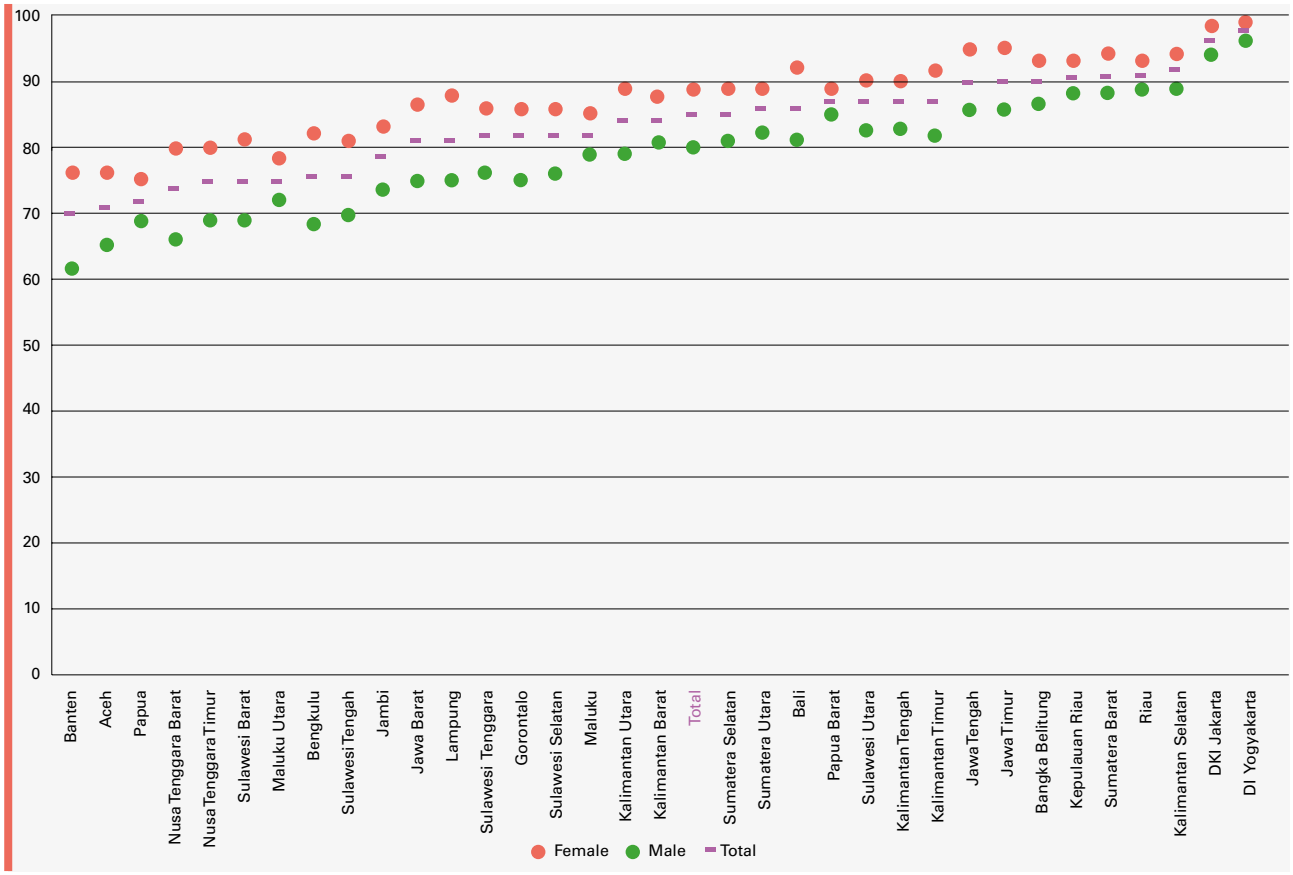


Figure 1.F Source: 2015 SMP/MTs (Junior Secondary Level) National Examination

Percentage of children at the end of junior secondary school achieving at least a minimum proficiency level in mathematics

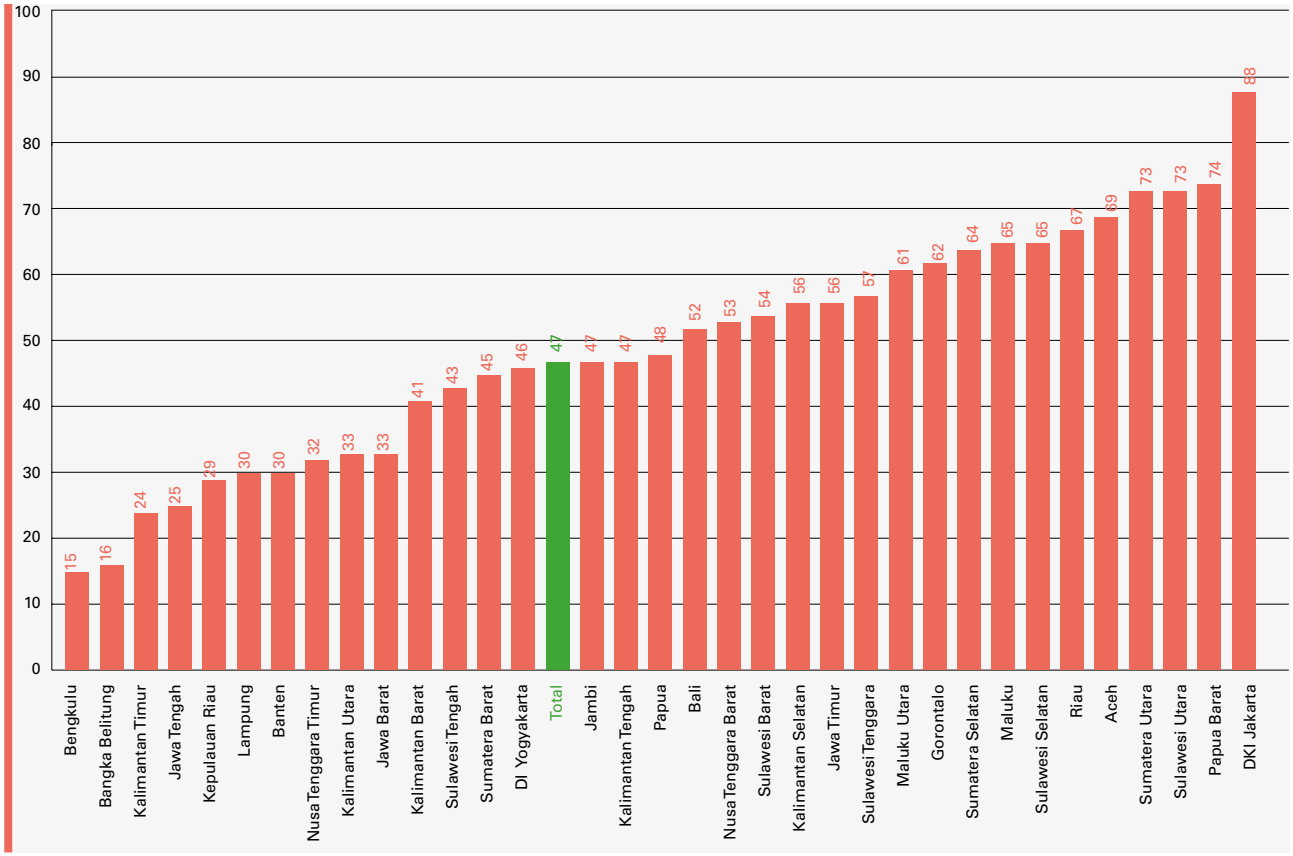


Figure 1.G

Source: 2015 SMP/MTs (Junior Secondary Level) National Examination

Percentage of children at the end of junior secondary school achieving at least a minimum proficiency level in mathematics, by sex

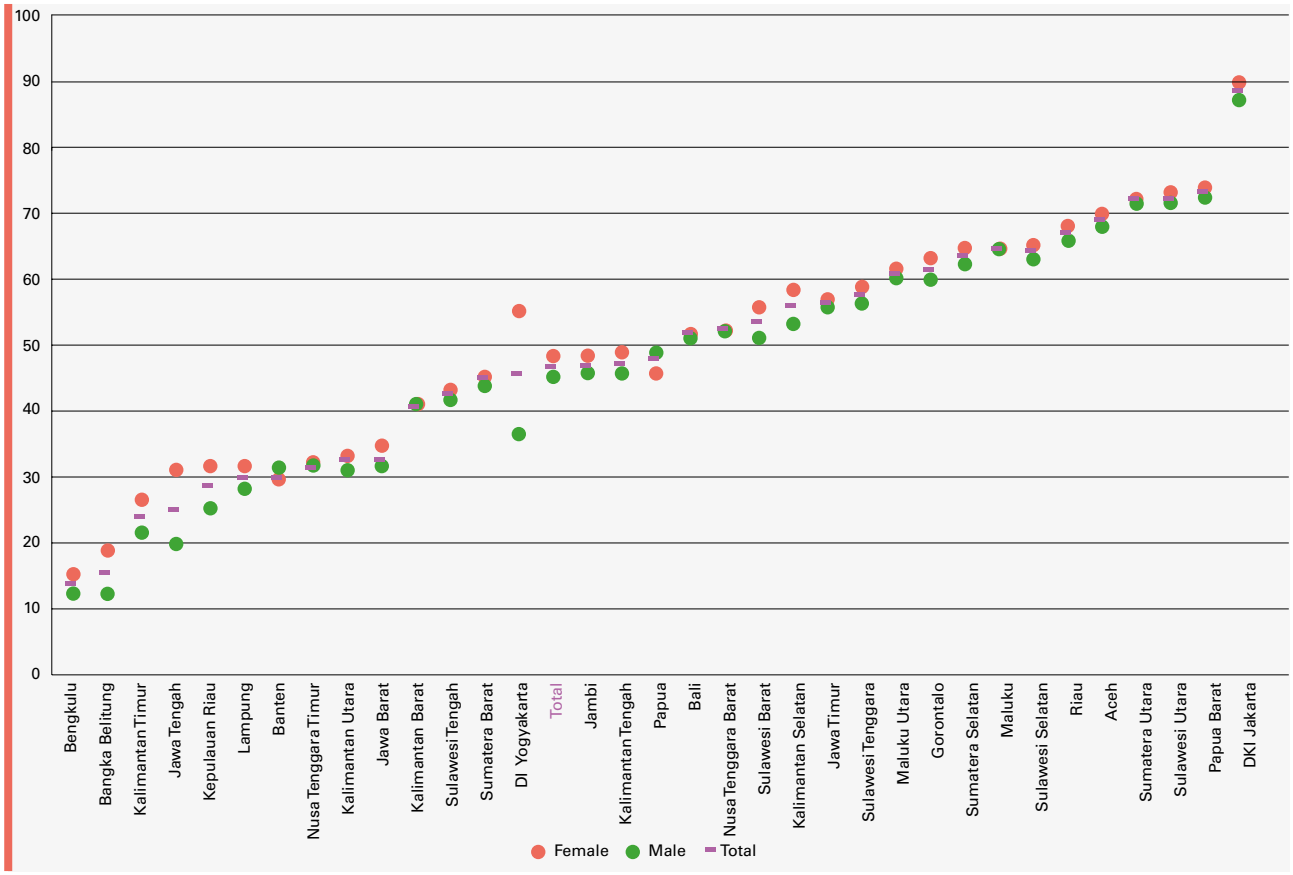


Figure 1.H

Source: 2015 SMP/MTs (Junior Secondary Level) National Examination

quintile (Figure 1.K). The gap becomes even wider at the senior secondary level, where the completion rate among the richest quintile (82%) is more than 2.5 times higher than that of the poorest quintile (31%) (Figure 1.L).

2015 PISA results can also be used as a proxy to establish the baseline status of students at the end of junior secondary who have achieved minimum proficiencies in reading and mathematics.

Since PISA's target population is 15-year-old students within different education systems, students in both grades 9 and 10 have been included. For Indonesia, 54% of the PISA participants were in fact grade 9 students or those nearing the end of junior secondary.

Indonesia has shown consistent improvements in PISA scores for reading, mathematics, and science. According to PISA 2015 results, 45% of Indonesian 15-year-old students who participated in the assessment achieved at least minimum proficiency level in reading, including 51% of female students and 38% of male students who were tested (Figure 1.I).[iv]

PISA results provide disaggregation according to wealth quartiles. In addition to gender, family socioeconomic background has been shown to correlate with performance in learning assessments. Indonesia's PISA results revealed that up to 65% of students from the richest quartile scored at or above minimum proficiency in reading, while only 28% of students from the poorest quartile reached similar levels, displaying a significant association between students' economic background and their learning performance.

Following the pattern displayed by both AKSI and UN results, PISA 2015 results for Indonesia reveal that there is a significantly higher proficiency in reading than in mathematics. Less than one-third of the Indonesian PISA takers (31%) reached at least baseline proficiencies in mathematics. Socio-economic status appears to have significant influence on mathematics proficiency as well, with 54% of students from the richest quartile achieving minimum mathematics proficiency, compared with only 16% of students from the poorest quartile performing as well.

Percentage of children at age 15 achieving at least a minimum proficiency in reading and mathematics

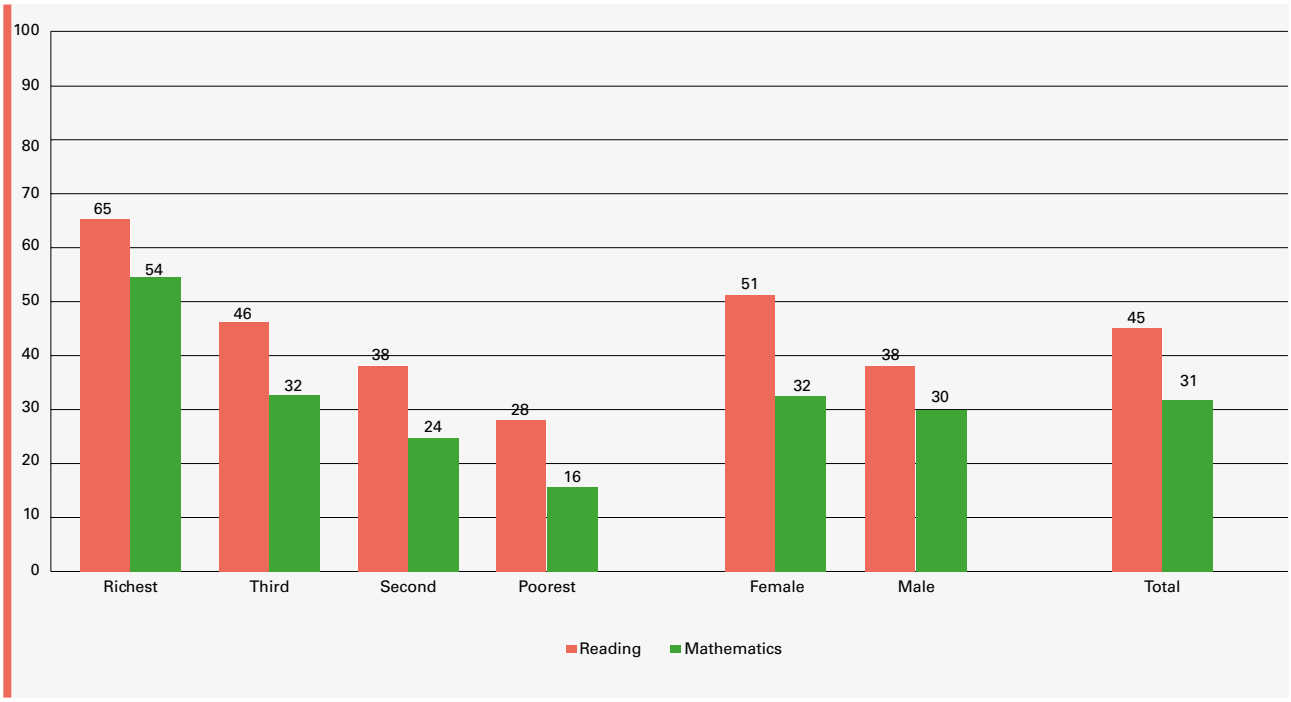


Figure 1.I

Source: PISA 2015

COMPLETION RATES

Completion rates indicate how many children and adolescents enter school on time and progress through the education system without excessive delays. Primary completion rates, for example, capture the proportion of the population within the age group of 13-15 years (1-3 years above the expected age of completing primary education) who have completed primary education.[v]

According to SUSENAS 2015 data, national completion rate for primary education is 96% (Figure 1.J) while the rate for junior secondary education is 76% (Figure 1.K). Following the pattern where school participation rates drastically drop as the education level rises, the completion rate for senior secondary education is merely 56% (Figure 1.L).

Some groups of students are much more vulnerable than others when it comes to entering each level of education, remaining in the system, and completing in a timely manner. This is displayed by the significant differences in completion rates between groups of students on the basis of gender, rural/urban location, and socio-economic background, especially at junior and senior secondary education levels. The effect of socio-economic background on completion rates is significantly magnified as the education level rises. The completion rate at the junior secondary level is 92% for those in the richest quintile, and only 58% for those in the poorest

Completion rate of junior secondary education (16-18 years), by sex, location, and wealth

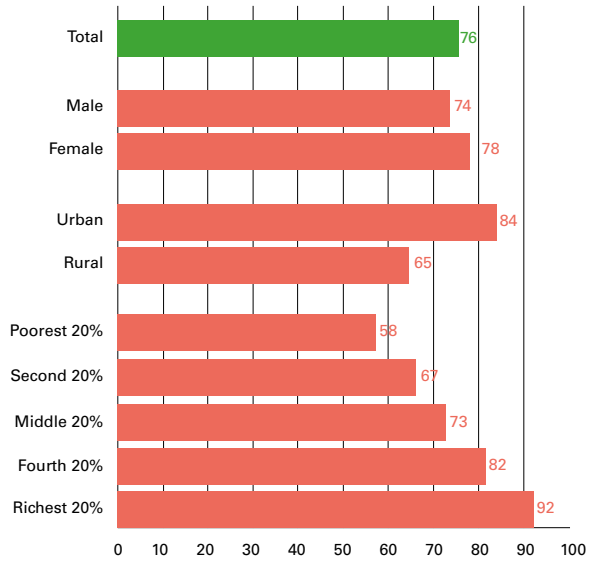


Figure 1.K Source: SUSENAS 2015

Completion rate of primary education (13-15 years), by sex, location, and wealth

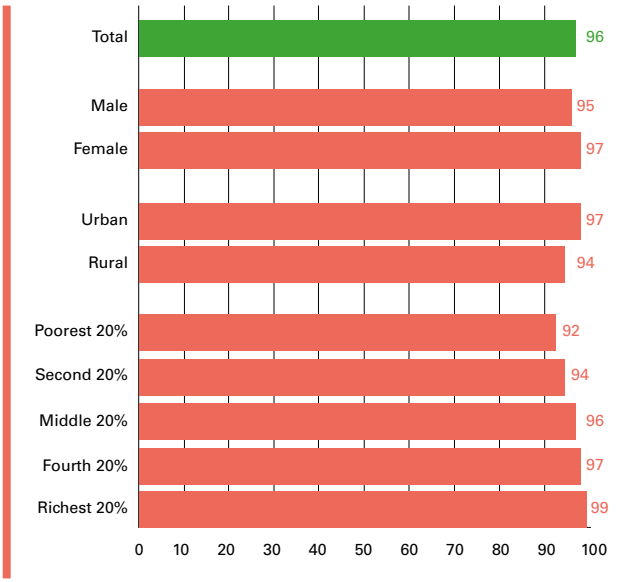


Figure 1.J Source: SUSENAS 2015

Completion rate of senior secondary education (19-21 years), by sex, location, and wealth

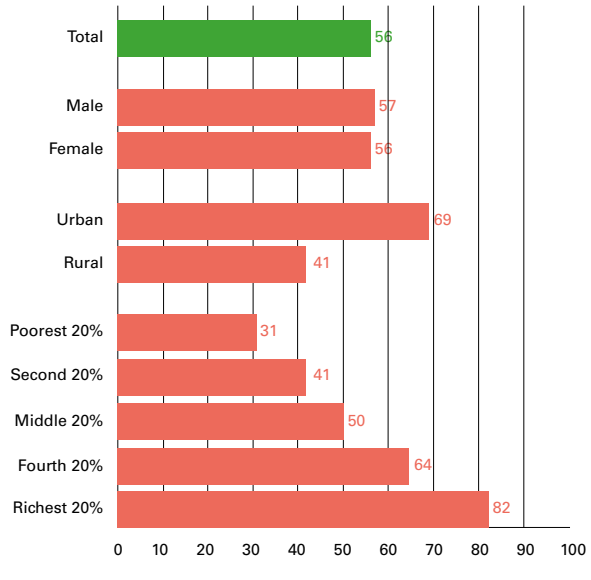


Figure 1.L Source: SUSENAS 2015

The gap becomes even wider at the senior secondary level, where the completion rate among the richest quintile (82%) is more than 2.5 times higher than that of the poorest quintile (31%) (Figure 1.L).

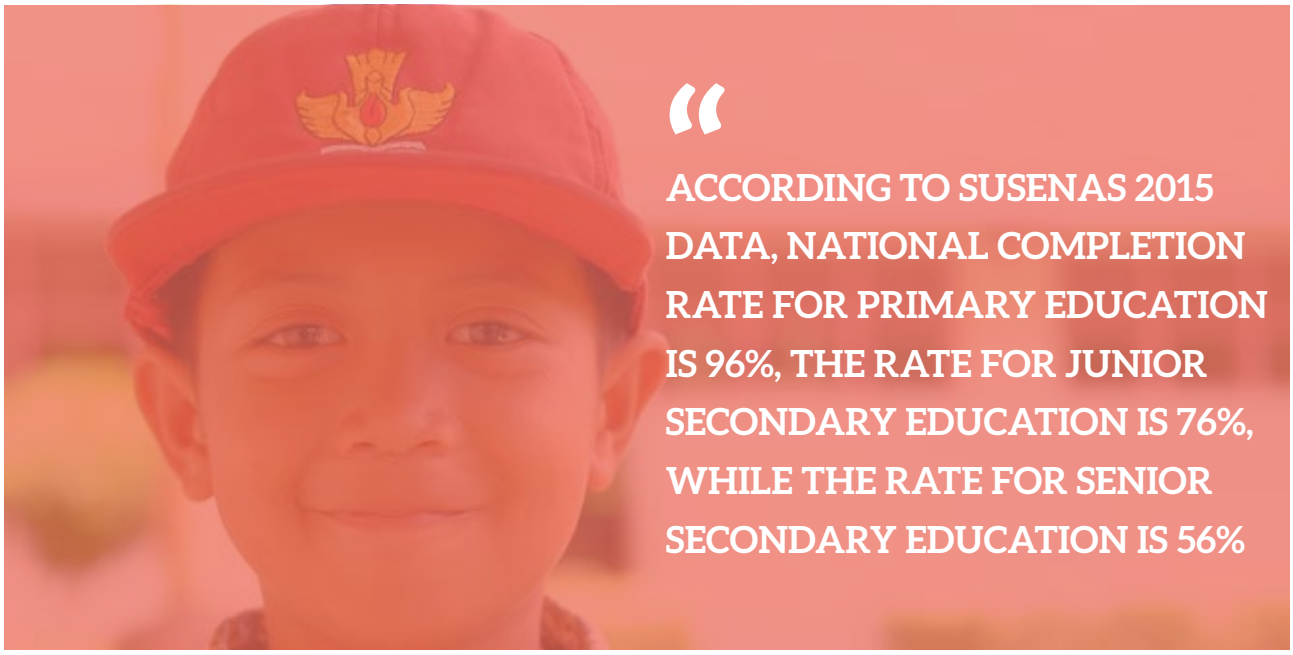
While completion rates capture the proportion of individuals in a given cohort with on-time or small delays in enrolment, progress, and completion of an education level, they do not look at which points students who exit the system prior to completing senior secondary school do so. The Education Pathway Analysis provides such information by charting the proportion of individuals who enter and transition into, as well as complete all levels of education up to senior secondary education. The analysis allows for the identification of bottlenecks within the education system where larger proportions of students leave schooling.

The pathway analysis based on 2015 SUSENAS data are based on population of youth who at the time of the survey were between the ages of 19-21 years old (1-3 years above official senior secondary completion age of 18 years). Among this group of youth, the analysis found that almost 99% entered primary school, 83% transitioned to junior secondary, and only 63% transitioned to senior secondary (Figure 1.M).

In terms of exit points, the largest exodus is during the transition from junior to senior secondary. 15% of the group of youth included in the analysis exited the education system by not transitioning between junior and senior secondary, while another 12% of the youth did not transition between primary to junior secondary. In light of the proportion of those who leave schooling during the transition from one level of education to another, the proportion of those who leave schooling before completing an education level is relatively small in comparison. Among the youth in the analysis, 4% dropped out during primary school, 5% dropped out during junior secondary, and 7% dropped out during senior secondary.

The education pathway analysis also highlights that the majority of the early school leavers left the education system after completing junior secondary education (Figure 1.M) regardless of gender (Figure 1.N), rural/urban location (Figure 1.O), and socioeconomic background (Figure 1.P). This is different to the previously observed pattern where most school leavers leave right after completing primary education. This means that larger groups of young people are in fact completing compulsory 9-year education.

While it has been established that rural/urban location and socioeconomic background determines participation and education completion ratios, the pathway analysis using disaggregated data highlights that socioeconomic background has larger effects for participation than rural/urban location. For example, in terms of transition from primary education to junior secondary, while 90% of urban youth transitioned and 75% rural youth did (a difference of 15 percentage points) (Figure 1.O), 95% of youth from the richest quintile transitioned but only 69% of youth from the lowest quintile did (a difference of 26 percentage points) (Figure 1.P).



"ACCORDING TO SUSENAS 2015 DATA, NATIONAL COMPLETION RATE FOR PRIMARY EDUCATION IS 96%, THE RATE FOR JUNIOR SECONDARY EDUCATION IS 76%, WHILE THE RATE FOR SENIOR SECONDARY EDUCATION IS 56%

Education pathway analysis for youth 19 - 21 years old

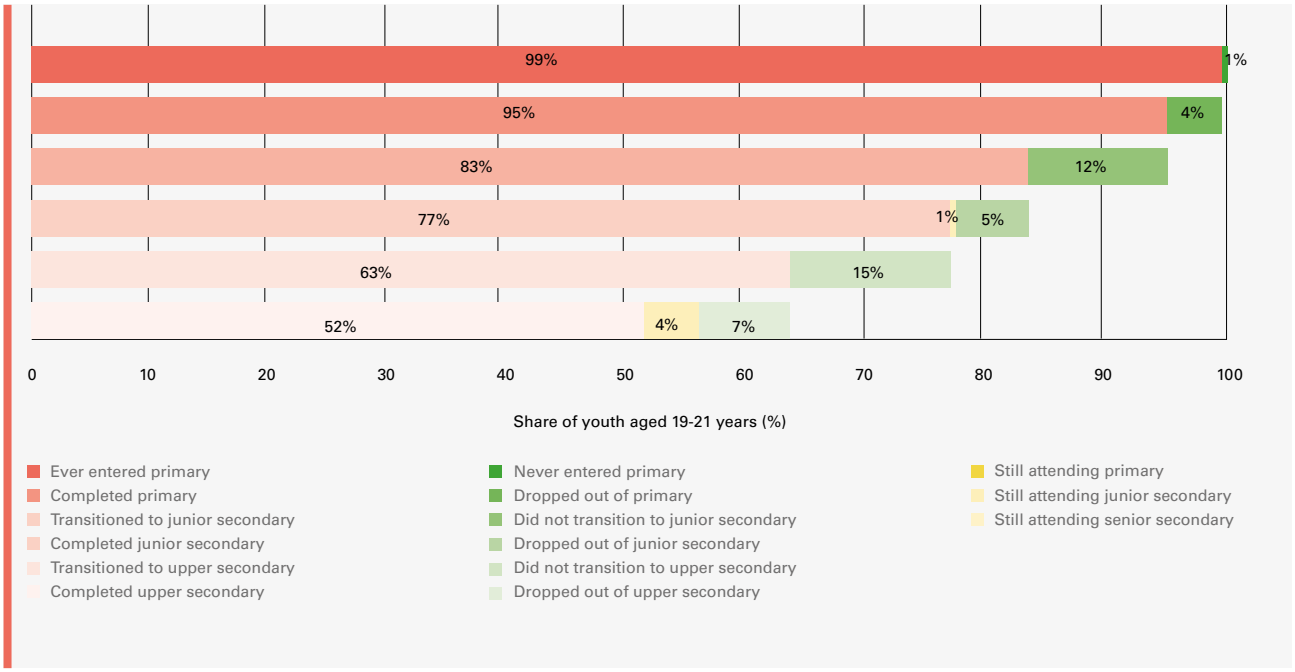


Figure 1.M

Source: SUSENAS 2015

Education pathway analysis for youth 19 - 21 years old gender comparison

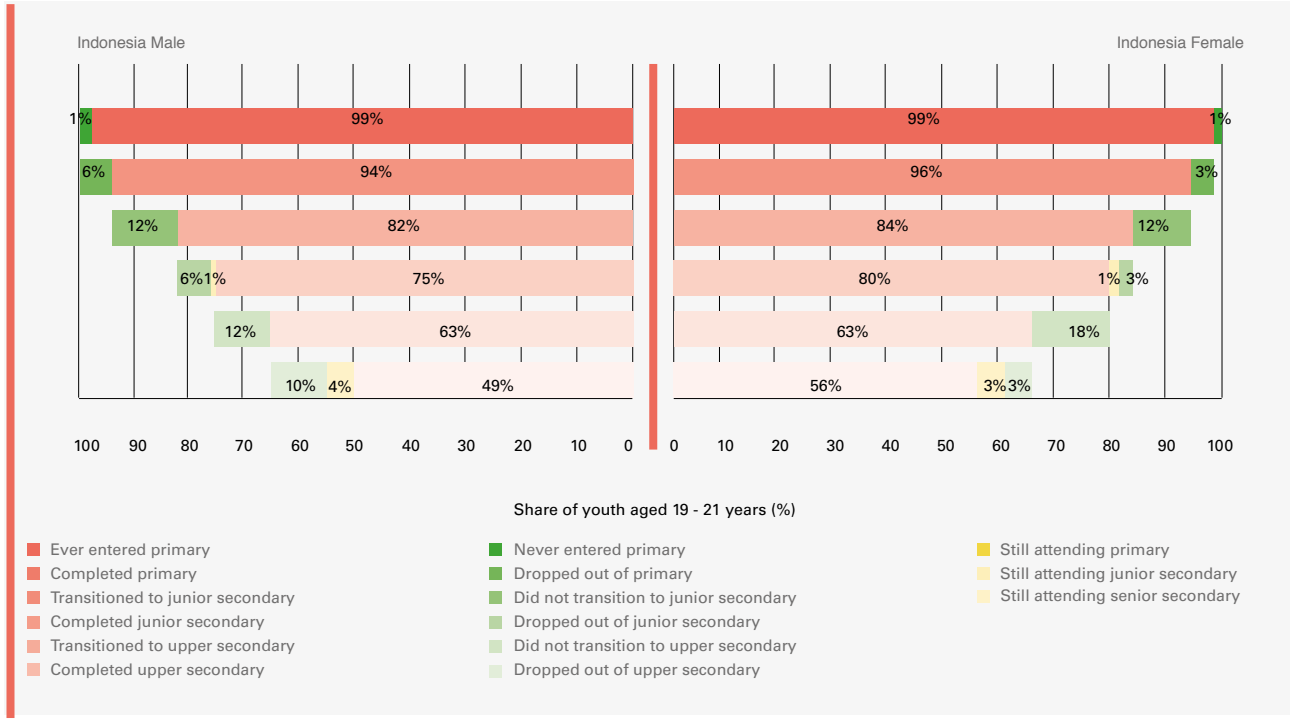


Figure 1.N

Source: SUSENAS 2015

Education pathway analysis for youth 19 - 21 years old urban-rural comparison

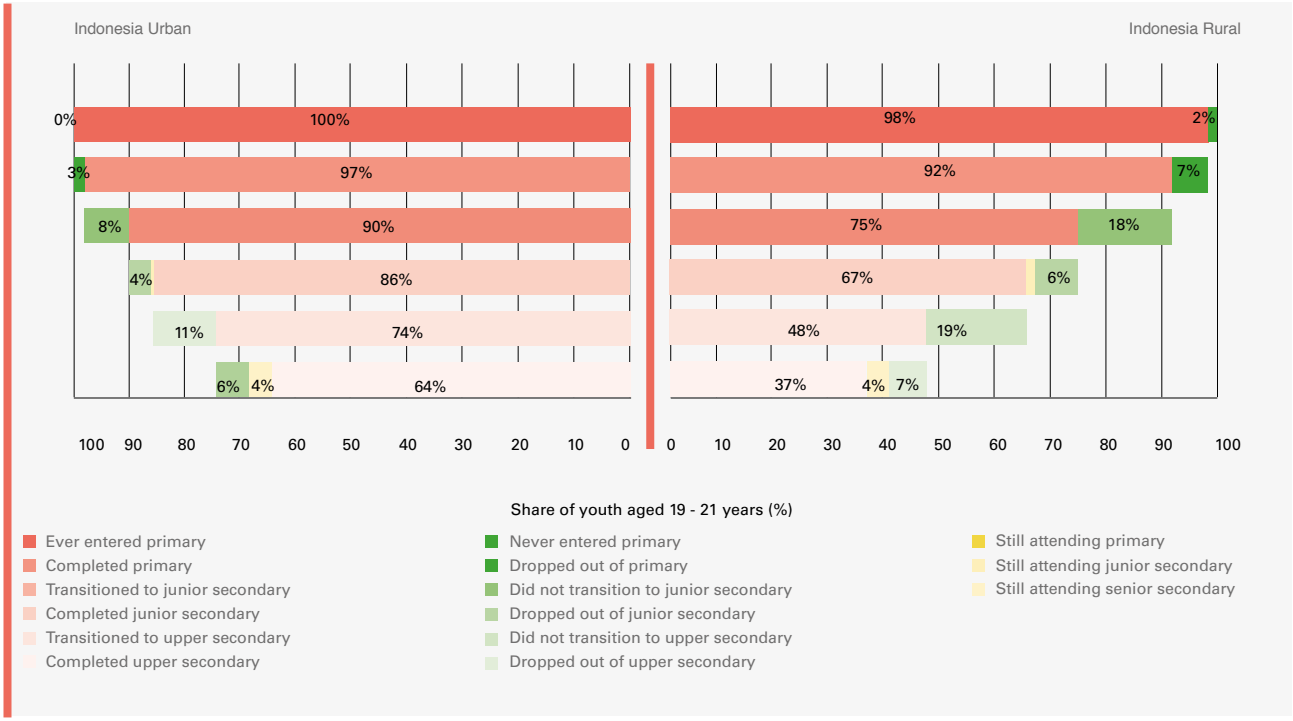


Figure 1.O

Source: SUSENAS 2015

Education pathway analysis for youth 21 - 23 years old richest-poorest quintile comparison

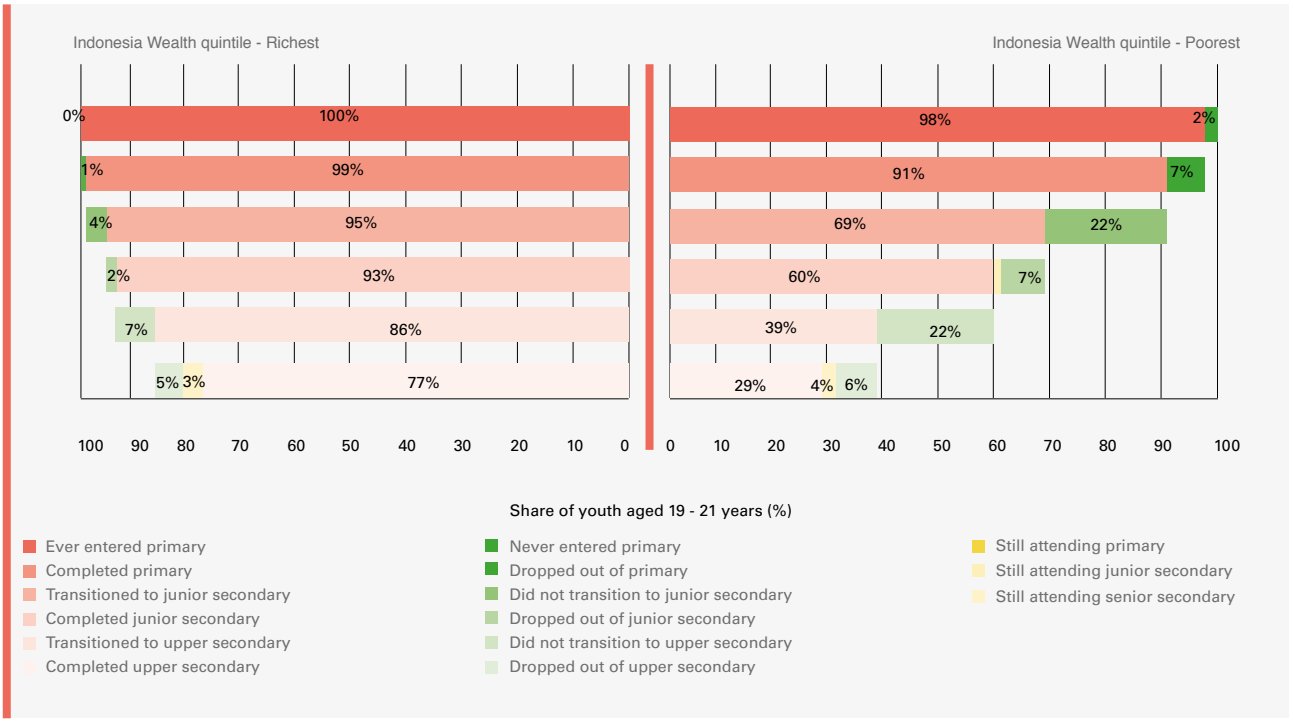


Figure 1.P

Source: SUSENAS 2015

DATA GAPS AND POTENTIAL SOURCES

While there are sufficient data measuring learning outcomes and proficiencies for children, adolescents, and youth at middle grades (grade 4) of primary, at the end of junior secondary and senior secondary levels, currently there is not any national assessment administered to Indonesian children in early primary grades such as grades two or three, nor to children at the end of primary (grade six). At the end of primary school, students take the *Ujian Sekolah Berstandar Nasional (USBN)* or the nationally-standardized school examination, which are tests developed by schools. Students are tested in three subject matters: mathematics, science, and Indonesian language. Schools follow national guidelines to develop the tests, however since different tests are used for each school, student scores from the USBN are not compatible for national or provincial comparison.

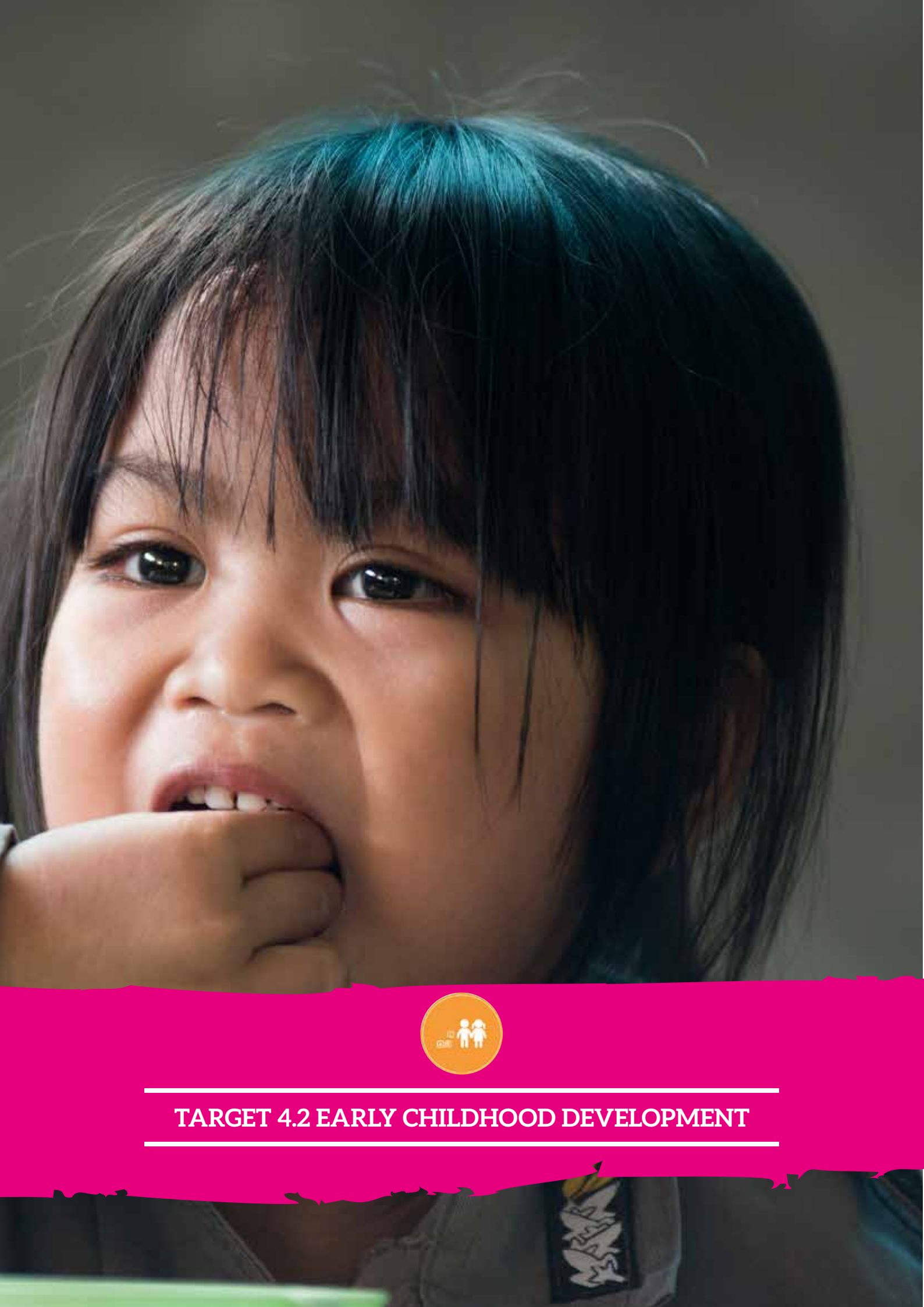
All throughout primary school, assessments and tests are administered within schools and by classroom teachers on various competencies, including not only reading and mathematics, but also a range of subjects and areas stipulated by the competency standards documented in the Ministry of Education and Culture Regulation 24/2016, which include spiritual and social competencies. However, these assessments are not comparable among schools and therefore cannot produce nationally representative data necessary for systematic monitoring of SDGs.

The Government has in the past decade administered early grade assessments selectively in different parts of Indonesia. For example, the Government piloted an assessment to measure reading, writing, and numeracy competencies of grade 3 students in 2010. That year, the *Calistung* test, as it is known, was only administered in one province, but coverage expanded until 2014. The test generated data points for more than 18,300 students in 25 provinces. However, the test has now been discontinued and no nationally representative data are currently available for early grades.

Another early grade assessment, the Early Grade Reading Assessment (EGRA), has also been

administered in selected schools in Indonesia. The latest Indonesia EGRA was conducted in 2014 by a USAID-supported project in partnership with the Ministry of Education and Culture (MoEC) and the Ministry of Religious Affairs (MoRA). It was administered in 400 primary schools in four provinces to cover 4800 grade 2 students. However, nationally representative EGRA results for Indonesia are not available.

The latest Multiple Indicator Cluster Survey (MICS) module developed by UNICEF includes a practical tool to assess basic literacy and numeracy skills among children aged 7-14 years through household surveys. A number of MICS modules and questions have already been incorporated into SUSENAS by BPS. The adaptation of the MICS learning module into SUSENAS may be worth considering in the future.



TARGET 4.2 EARLY CHILDHOOD DEVELOPMENT

WHAT THIS TARGET IS ABOUT

Target 4.2 aims to ensure that by 2030, all boys and girls have access to quality early childhood development, care and pre-primary education so that they are ready for primary education. Indicators for this target include readiness for primary school by assessing children's developmental progress, more specifically, the proportion of young children who are "developmentally on track."[vi] **Currently, the working age definition of children for this indicator is 36 to 59 months. A second indicator is the attendance rate for 6-year-old children (one year ahead of the official primary entry age of 7) in organised learning as well as pre-primary gross enrolment ratio, which are used to measure the participation aspect of this target.**

A growing amount of research from various fields has shown that early childhood development (ECD) is the most crucial developmental phase in a person's life. The quality of care, education, and life that a child receives during the period between 0 to 6 years significantly affects their growth, development and learning potential in the ensuing decades of their lives. Realising this, the Government has reaffirmed its commitment to ensuring more families participate in early childhood development (ECD) services. The Presidential Regulation on Holistic Integrated Early Childhood Development (HI-ECD) issued in 2013 articulates the Government's vision and strategies on the expansion of quality ECD services through multi-sectoral channels.

Early Childhood Development (ECD) or *Pengembangan Anak Usia Dini (PAUD)* constitutes a range of services provided to children aged 0 to 6 years old. The National Education System Law (No 20/2003) stipulates that organised learning or early childhood education (ECE) is implemented through formal, non-formal, and informal education. Formal ECE is delivered through kindergartens (Taman Kanak-Kanak or TK) managed by MoEC, and *Raudhatul/Bustanul Athfal (RA/BA)* managed by MoRA. Both TKs and RA/BAs' target population for their services are children between the ages of 4 to 6. Non-formal ECD/ECE providers include day care centres (*Tempat Penitipan Anak* or *TPA*), playgroups (*Kelompok Bermain* or *KB*), and other equivalent ECD units (*Satuan PAUD Sejenis* or *SPS*), serving children aged 2 to 6 – all of which are managed by the Ministry of Education and Culture. SPS may operate out of the village-integrated service posts and clinics or posyandu, through local programs conducted by the National Population and Family Planning Agency (*Badan Kependudukan dan Keluarga Berencana Nasional* or *BKKBN*), and religious institutions.

In recent years, the Government has been drawing out a more comprehensive plan to expand equitable access to ECD services towards increased participation, and to ensure quality services. In 2014, the Government issued Standards for Child Developmental Progression Levels or *Standar Tingkat Pencapaian Perkembangan Anak (STPPA)* under MoEC Regulation 137/2014. Furthermore, the Government has recently in 2016 piloted a one-year compulsory pre-primary education for school readiness policy, called *Wajib PAUD Pra-SD*, in a few selected districts. In addition, "*Bunda PAUD*" or "ECD Mothers" programs have also been effective in disseminating information regarding ECD and advocating for all children to participate in organised learning provided by ECD centres within area.

In terms of funding, the Government has increased fiscal investment in ECD through a specialized PAUD Operational Assistance program (*Bantuan Operasional PAUD* or *BOP*) to fund ECD institutions around the country starting in 2014. More than 78,000 ECD institutions across the country received funding in 2015. By 2016, the number had increased to over 190,000 PAUD centres. The Government also understands the crucial importance of community involvement and contribution from the local government in order to successfully expand holistic, integrated ECD services.

STATUS OF PRIORITY INDICATORS

TABEL 2.A

	Selected indicators to monitor progress	Baseline value	Data source
Target 4.2: Early childhood development By 2030, ensure that all boys and girls have access to quality early childhood development, care and pre-primary education so that they are ready for primary education	Participation rate in organized learning (one year before the official primary entry age)	96%	SUSENAS 2015
	Gross pre-primary enrolment ratio	70%	EMIS 2015/2016

PARTICIPATION RATE OF 6-YEAR-OLD CHILDREN IN ORGANISED LEARNING

This indicator focuses on the cohort of children who are in the age group of one year before the official primary entry age (which is 6-year-old children in the case of Indonesia.) It measures their participation in organised learning. A high indicator value shows a high degree of participation in organised learning, which contributes to establishing school readiness.

According to SUSENAS 2015 data, the participation rate of six-year-old children in organised learning is relatively high. The national participation rate is 96%, and rates are relatively high for children across different socioeconomic backgrounds, gender, and rural/urban locations (Figure 2.A). While there are proportional variations, the differences are relatively small. For example, 97% of 6-year-old children in urban areas participate in organised learning, compared to 95% in rural areas. Similarly, 98% of children in the richest quintile participate in organised learning, while 93% of those in the poorest quintile do so.

It should be noted that here organised learning includes both early childhood education (preschool) and primary education programs. A closer look at the data reveals that the vast majority of 6-year-old children (90%) were actually attending primary school rather than preschool (Figure 2.B). To further examine the cohort of the 6-year-olds who were participating in organised learning at the time of the survey, it is useful to break down the group into three categories: children who were currently attending pre-school, children who were currently attending primary school but had attended preschool before, and children who were currently attending primary school and had never attended preschool (Figure 2.B).[vii]

Doing this highlights the considerable proportion of children aged 6 who started attending primary school without going through preschool education, in other words, without sufficient school readiness. A larger proportion of these are from disadvantaged groups (e.g., children from poorest families and rural areas). For example, more than 30% of 6-year-old children from rural areas started attending primary school without preschool experience, in comparison to only 16% of children from urban areas. Similarly, up to 33% of 6-year-old children from the poorest quintile were attending primary school without proper school readiness, in comparison to only 8% of children from the richest quintile.

When the data is disaggregated into the three sub-groups of 6-year-old children and by province, regional disparities with regard to preschool experiences also become visible (Figure 2.C). The proportion ranges from as much as 54% of 6-year-old children attending primary school without pre-school experiences in Kalimantan Barat, to as little as 4% in Gorontalo. Further studies should explore and understand underlining causes of these patterns.

Percentage of 6-year-old children (one year before official entrance age to primary education) who participated in organised learning

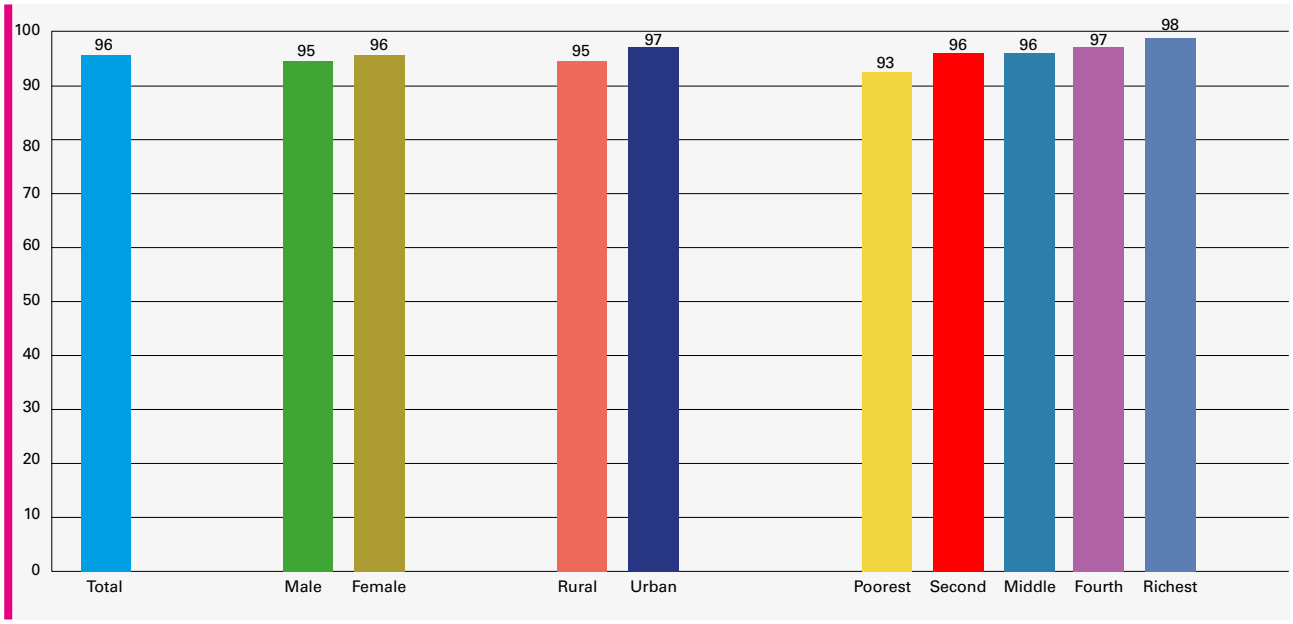


Figure 2.A

Source: SUSENAS 2015

Percentage of 6-year-old children in organised learning with preschool experience

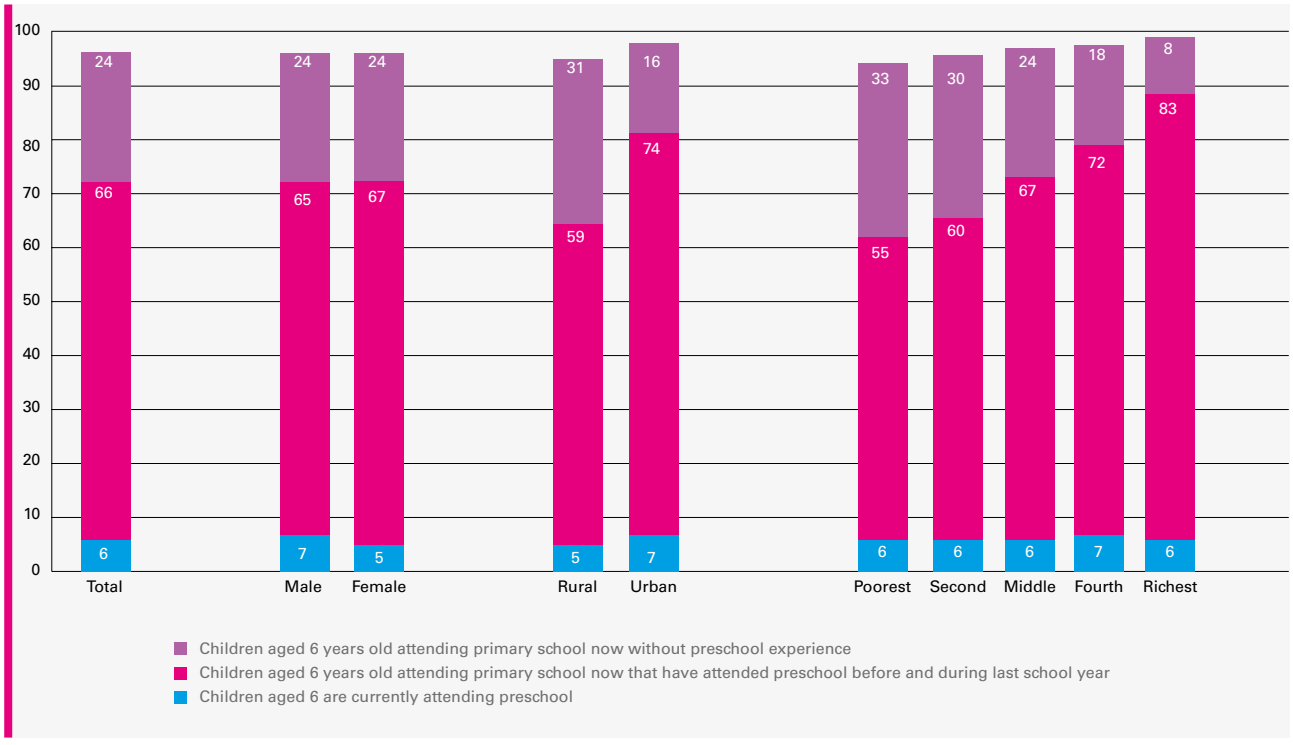


Figure 2.B

Source: SUSENAS 2015

Percentage of 6-year old children in organised learning with preschool experience, by province

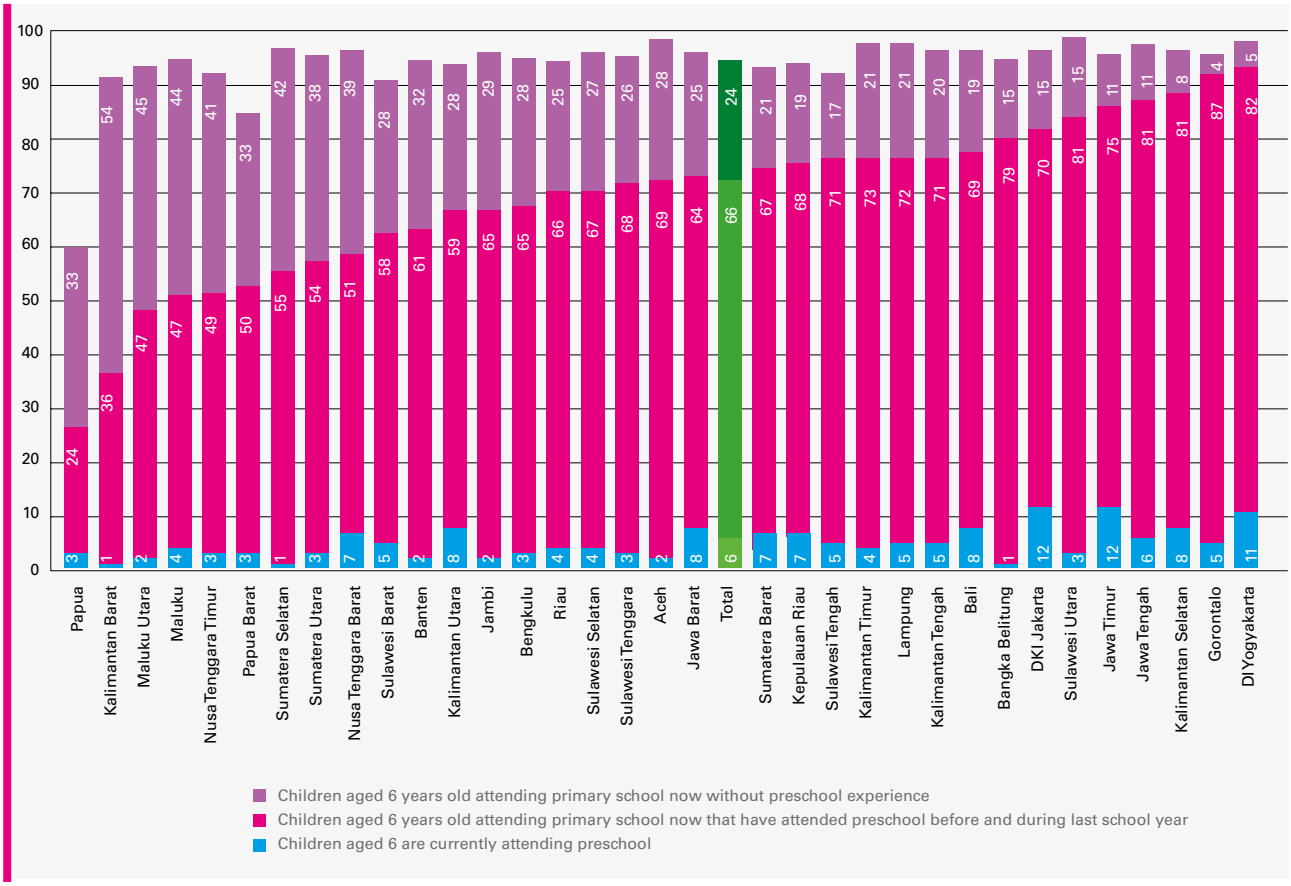


Figure 2.C

Source: SUSENAS 2015

PRE-PRIMARY GROSS ENROLMENT RATIO

Looking in particular at the participation in organised learning across a broader age range, the MoEC EMIS data measures enrolment rate in pre-primary education among children aged 3-6 years. The 2015/16 EMIS data show a national pre-primary gross enrolment ratio (GER) of 70%, with significant variations among provinces (Figure 2.D).

Pre-primary GER in Papua is the lowest nationally at 49%, followed by Kalimantan Timur at 51%. These are significantly smaller than the ratios shown in the Special Region of Yogyakarta at 97% and Jawa Timur at 95%.

There are still about 16,000 mostly remote and poor villages without any PAUD centres.[viii] At the end of 2015, less than 50% of all districts/municipalities in Indonesia had at least one PAUD centre providing holistic and integrated PAUD services.[ix]

This signals that low access to ECD services is the main factor behind low pre-primary GER. However, as mentioned above, low participation in ECD services as signified by a low value of pre-primary GER hides the fact that many six-year-olds do participate in education and are already attending primary school.

Gross enrolment ratio for pre-primary education

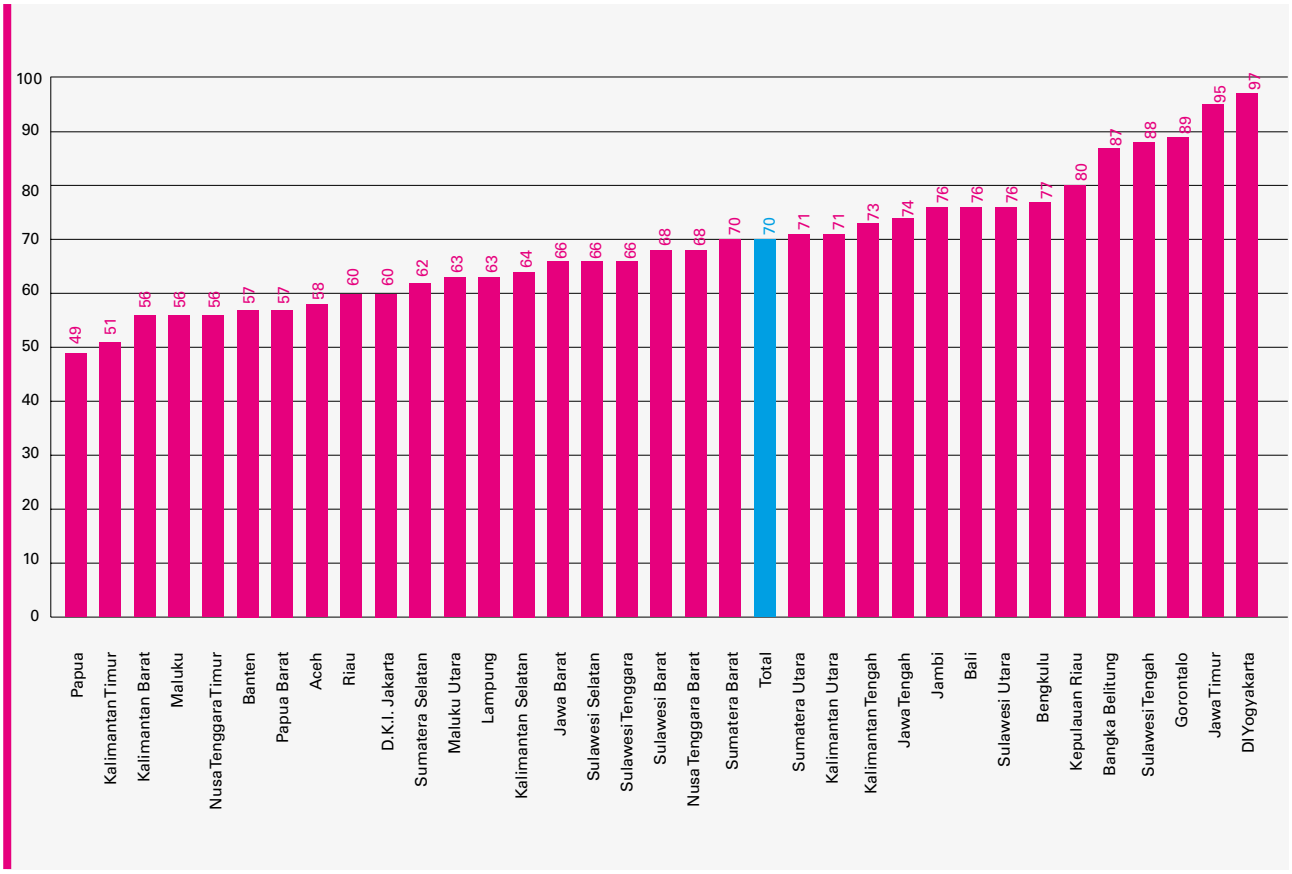


Figure 2.D

Source: EMIS 2015/2016

DATA GAPS AND POTENTIAL SOURCES

The Indonesian MoEC Center for Education and Culture Data and Statistics (*Kemdikbud PDSPK*) currently do not gather ECD or pre-primary education data beyond those related to access and participation, the number and types of ECD service providers and institutions, and qualifications and background of ECD teachers and educational personnel.

While individual ECD centres may hold records on young children's developmental status and progress there is currently no centralised database nor a comprehensive set of instruments that would yield information on the development status of Indonesian pre-primary school age children.

There are, however, various monitoring instruments that have been utilised at different sub-national levels, mostly initiated by the Ministry of Health. Examples include the Early Detection of Growth or *Deteksi Dini Tumbuh Kembang (DDTK)* which monitors children's physical and mental health, including levels of cognitive development conducted at the Integrated Health Posts or *Posyandu* every 6 months.

There is a need for national development and implementation of a set of child developmental outcome monitoring instruments which align with the national STPPA, which can be used by Posyandu, PAUD centres, and even early grades of primary schools.

There is also a well-established MICS questionnaire which includes a simple tool to assess young children's developmental status through interviews with parents and caregivers. The adaptation of this MICS questionnaire into SUSENAS may be a practical option.

TARGET 4.3 TECHNICAL, VOCATIONAL, TERTIARY AND ADULT EDUCATION

WHAT THIS TARGET IS ABOUT

Target 4.3 aims to ensure that by 2030, women and men have equal access to affordable and quality technical, vocational and tertiary education, including university. Indicators under this target measure participation rates among youth and adults in formal and non-formal education and training, as well as enrolment ratios in tertiary education.

A focus on the multiple pathways that youth and adults take to gain education and training is important. There is not a one-size-fits-all arrangement for the education of the general public, but life-long learning takes a variety of different forms that are meeting a plethora of economic, technical, and sociocultural needs shaped by the dynamics of the family, community, district and national contexts.

A key assumption under target 4.3 is that when individuals are able to access quality education services and training systems, they may gain competencies to enter skilled labour force, as well as gain the ability to increase the welfare of their families and communities. Hence, quality education and training contribute to the growth of the industry and economy.

Indonesia has a large population of youth. There is a risk that when the majority of young people within the youth bulge of productive age are low-skilled and unemployed, they become an economic strain on the society. Efforts to strengthen vocational and tertiary education are displayed in the Government's recent establishment of the Ministry of Research, Technology, and Higher Education (MoRTHE). Higher education was previously managed under the Ministry of Education and Culture. Furthermore, the current President, Joko Widodo, has also been pushing an agenda toward expanding vocational education, as well as various "link and match" programs, with the goal of matching industry and corporations to vocational school and academy graduates. It has also become the Government's priority to ensure that vocational and higher education graduates' skills and competencies are compatible with the demand of the workforce.

Monitoring youth and adult participation in education and training whether through formal or informal education programs remains important as it will assist in determining policies and initiatives that may increase equitable access to skilled work.

This helps contextualise the particular interest in assessing the participation rates of individuals within the age bracket of 15-24 years (the United Nation's definition of "youth"). Data on participation rates in formal and non-formal education and training, by age groups, as well as gross enrolment ratio for tertiary education, were derived from SUSENAS 2015 and the MoRTHE administrative database respectively.

STATUS OF PRIORITY INDICATORS

TABEL 3.A

	Selected indicators to monitor progress	Baseline value	Data source
Target 4.3: Technical, vocational, tertiary and adult education By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university	Participation rate of youth and adults in formal and non-formal education and training in the last 12 months	Youth aged 15-24 years: 45% Youth/adults aged 15 years and above: 11%	SUSENAS Social Culture and Education Module (2015)
	Gross enrolment ratio for tertiary education	32%	Ministry of Research, Technology, and Higher Education (MoRTHE) data 2016

YOUTH AND ADULTS IN FORMAL AND NON-FORMAL EDUCATION AND TRAINING

In Indonesia, youth and adults participate in vocational and higher education through formal and non-formal channels. Formal education is delivered by diploma-granting education institutions, such as schools, madrasahs, special education schools, secondary vocational schools, as well as universities.

Non-formal education is defined by the MoEC as structured and tiered educational programs outside of formal education conducted by training institutes (*Lembaga Kursus dan Pelatihan*), community-based learning centres (*Pusat Kegiatan Belajar Masyarakat*), and various other learning centres.

The topics and courses of non-formal education include life-skills education, youth empowerment, women's empowerment, functional literacy, as well as vocational training.

Non-formal education also includes general equivalency education programs known as *Paket A, Paket B,* and *Paket C*, where at the end of the program, participants will gain respectively a primary, junior secondary, and senior secondary diploma.

According to SUSENAS 2015, 45% of individuals between 15-24 years old participate in formal and non-formal education and training. Comparable proportions of female and male youths are participating—46% of all female and 45% of all male within the age bracket (Figure 3.A).

The fact that less than half of Indonesian youth are participating in any types of education and training may signify a number of things, including their limited access and ability to participate in education and training programs at the junior and senior secondary, as well as post-secondary levels. It may also imply a generally low interest in or demand for education and training among youths aged 15-24 years, which in turn signifies the presence of various sociocultural and economic incentives at play that are pushing or pulling youths out of education and training.

45% OF INDIVIDUALS BETWEEN 15-24 YEARS OLD PARTICIPATE IN FORMAL AND NON-FORMAL EDUCATION AND TRAINING

46%

FEMALE BETWEEN 15-24 YEARS OLD PARTICIPATE IN FORMAL AND NON-FORMAL EDUCATION AND TRAINING

45%

MALE BETWEEN 15-24 YEARS OLD PARTICIPATE IN FORMAL AND NON-FORMAL EDUCATION AND TRAINING

Participation rate in formal and non-formal education and training in the last 12 months for youth 15-24 years, by sex, location and wealth quintile

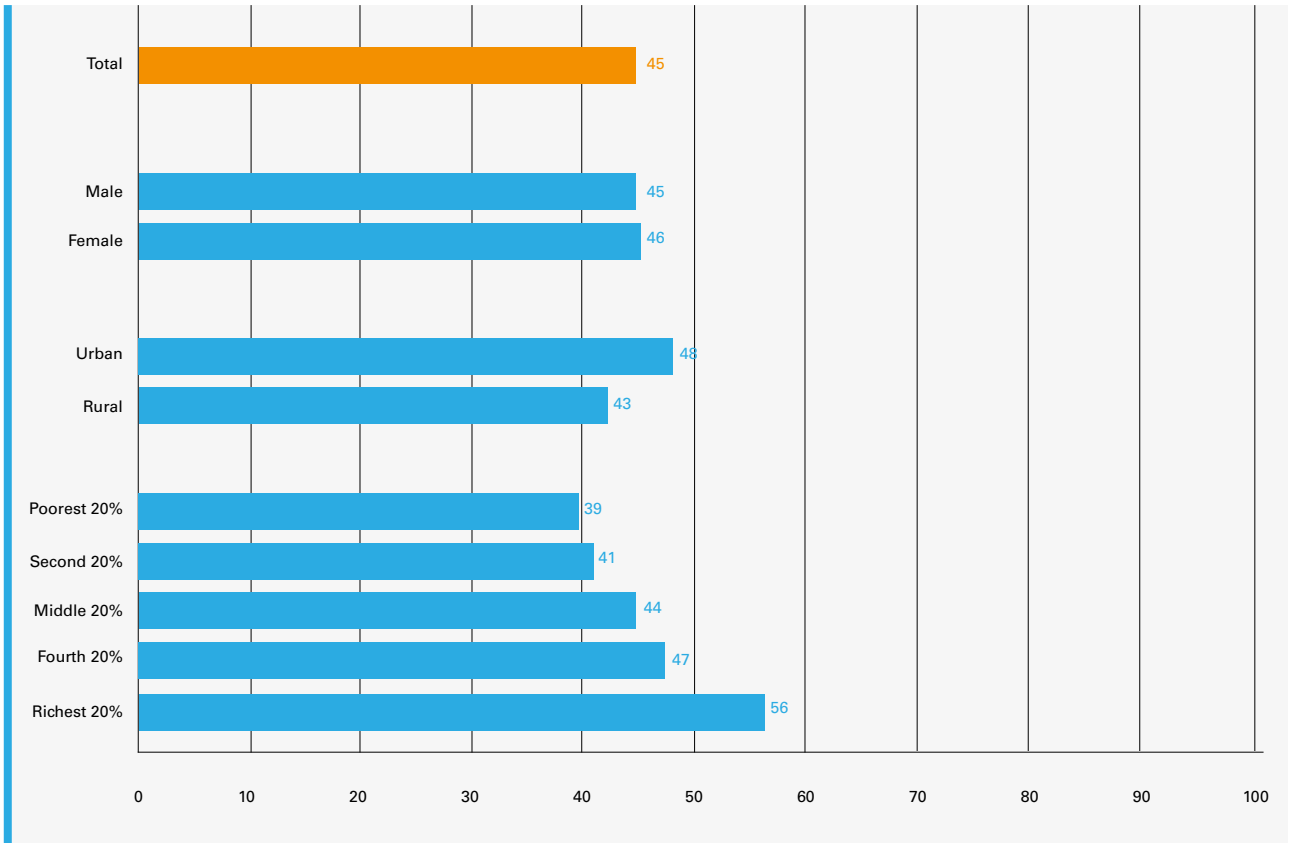


Figure 3.A

Source: SUSENAS-Social Culture and Education Module (2015)

When the data are disaggregated by socioeconomic background, it can be observed that youths from poorer families exit the education and training system earlier than their counterparts from higher wealth quintiles.

Reflecting this, 56% of youth between the ages 15-24 years old in the richest quintile participated in education and training programs in 2015, while only 39% of those in the poorest quintile did (Figure 3.A). Furthermore, rural/urban factors also affect participation rates in formal and non-formal education and training.

The participation rate of urban youth is 48% while the rate for rural youth is 43%. These findings indicate that the socioeconomic context and structure of a certain locality does shape youths' work aspirations, and as such, educational aspirations as well.

GROSS ENROLMENT RATIO FOR TERTIARY EDUCATION

Indonesia's GER for higher education for 2016 was 32%. Provinces with significantly higher GER include Jakarta (127%), Yogyakarta (115%), and Papua Barat (68%) (Figure 3.C). However, when considering the absolute number of individuals who attended higher education institutions that year, more than half (56%) of all who attended (from a total of 6.8 million) lived in provinces on Java island alone. A current major priority of the MoRTHE is to continue expanding equitable access to post-secondary education. The Ministry's five-year target for higher education GER of 33% is laid out in the MoRTHE Strategic Plan. Papua Barat's higher education GER, as the third-highest among all the Indonesian provinces, may have been the result of various sub-national and national governments' efforts to ensure equitable access to higher education for all students, especially those from indigenous communities in Papua Barat. Such initiatives include the higher education affirmative scholarship program or Beasiswa Afirmasi Pendidikan Tinggi (ADiK) targeting students from Papua Barat and Papua provinces, and other outermost, disadvantaged, and border—or Terluar, Tertinggal, Terdepan (3T)—areas.

Gross Enrolment Ratio (GER) for tertiary education, by province

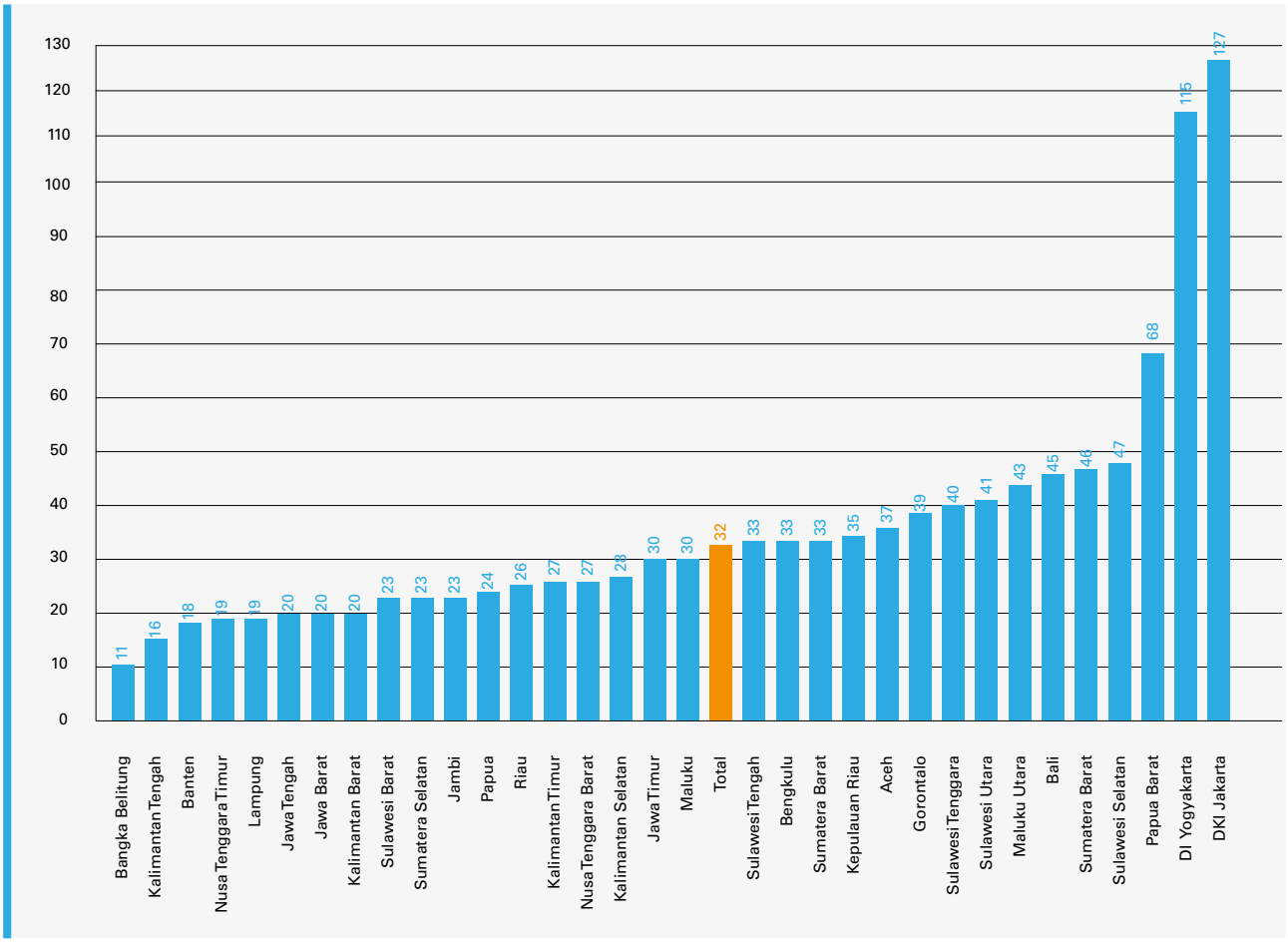


Figure 3.B

Source: MoRTHE data, 2016

DATA GAPS AND POTENTIAL SOURCES

The administrative databases of both MoEC and MoRTHE do not currently hold data on participation rates of youth in all forms of non-formal and informal education and training programs.

There are also no data sources which provide information on participation rates of youth in formal training, even though MoEC does have some data (for example, total number and accreditation status) on formal institutions providing training and courses. As such, data to determine participation rates was taken from SUSENAS 2015, which has some limitations. While information on types of programs can be discerned from SUSENAS at the secondary level, similar data are not available at the post-secondary or tertiary level.

In order to capture the level of youth participation in education and training more comprehensively, there is a need to collect further data on participation in formal and non-formal courses and training through both administrative and survey sources.

TARGET 4.4 SKILLS FOR WORK

WHAT THIS TARGET IS ABOUT

Target 4.4 aspires to substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills for employment, decent work and entrepreneurship by 2030. Proposed indicators under this target monitor proficiencies of youth and adults in information and communication technology (ICT) and digital literacy skills, as these are deemed crucial in order to enter the workforce and overcome barriers of unemployment. Proxy indicators related to youth and adult access to and engagement with ICT are used for this particular target as data sources for the proposed indicators on actual skills are currently not available in Indonesia.

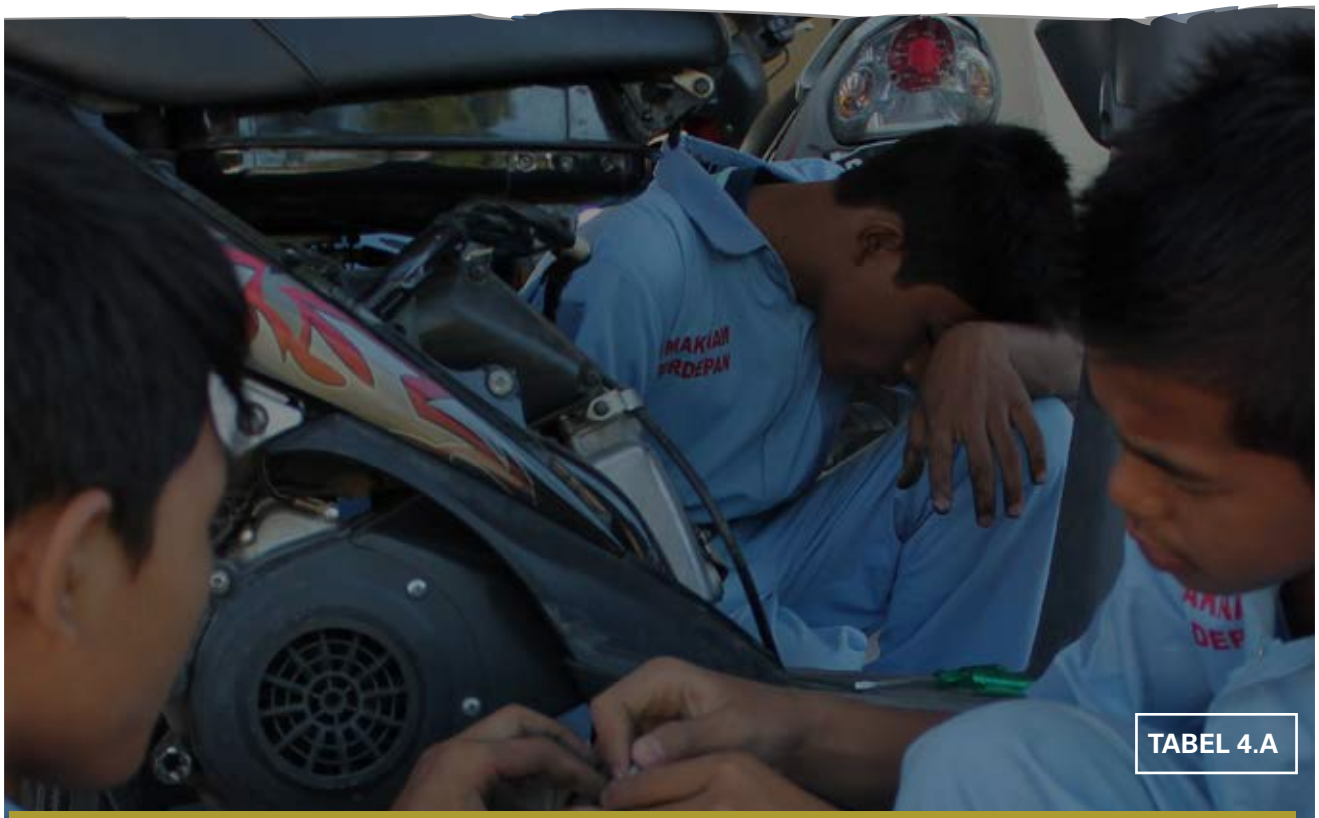
While people in many rural and even urban communities still engage in traditional economies and trades, clerical and administrative functions in the workplace increasingly depend on one's ICT skills or effective use of information and communication technology.

An example of basic computer-related measures of ICT skills include the ability to perform simple tasks such as copying and pasting information to duplicate content within documents; moving and copying files or folders; using and sending e-mails with attachments; creating electronic presentations; as well as writing simple programming codes using a specialised programming language. The lack of such skills continues to be one of the key barriers preventing people from benefitting fully from most employment where ICT is indispensable to the business or institution's operational functions.

There remains a growing trend of internet and smartphone use in Indonesia. As of 2017, Indonesia's internet user population is the sixth-largest in the world at 112 million people, behind China, US, India, Brazil, and Japan. Furthermore, it has been projected that by 2018, active smartphone users in Indonesia will have reached 100 million people. For Indonesia and perhaps many other countries, the past decade has been a watershed moment in the

expansion of access to internet and communication technology devices, which has had a major impact on youth culture across the world. Today a large part of a young person's day consists of connecting, communicating, self-expressing, and learning through their online social networks. In this context, a lack of ICT skills prevents youth and adults from participating in this new form of networking, through which even more knowledge and information, including regarding learning and work opportunities may be acquired.

STATUS OF PRIORITY INDICATORS



TABEL 4.A

	Selected indicators to monitor progress	Baseline value	Data source
Target 4.4: Skills for Work By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent work and entrepreneurship	Proportion of children, adolescents, and youth (a) 10-19 years old; (b); 15-24 years and (c) 15 years and older who have used a computer in the last three months	Adolescents aged 10-19 years: 31% Youth aged 15-24 years: 35% Youth and adults aged 15 years and above: 17%	SUSENAS 2015
	Proportion of children, adolescents, and youth (a) 10-19 years old; (b); 15-24 years and (c) 15 years and older who have accessed the internet in the last three months	Adolescents aged 10-19 years: 39% Youth aged 15-24 years: 52%	SUSENAS 2015

COMPUTER USE AND ACCESS TO THE INTERNET

Proxy indicators used for this target are taken from SUSENAS 2015 which measures an individual's use of a computer and access to the internet in the period of three months before the survey was administered. According to this data, across all groups of adolescents aged 10-19 years, youth aged 15-24 years, as well as individuals 15 years and above, more Indonesians accessed the internet than used a computer (Figure 4.A and 4.B). For instance, while 52% of youth (individuals aged 15-24 years) accessed the internet within the three-month period before they were surveyed, only 35% have used a computer within the same period of time.

Among male youth, while 52% accessed the internet, only 34% used a computer within the 3-month period before they participated in the survey. Among female youth, 52% accessed the internet, and only 37% used a computer within the same period. There are no significant gender differences in terms of proportions of youth who have either used the internet or the computer across all age groups (10-19 years, 15-24 years, and 15 years and above).

Larger differences in internet and computer usage are observed between wealth quintiles and rural/ urban locations, signifying that accessibility correlates

Proportion of children, adolescent, and youth who have used a computer in the last 3 months

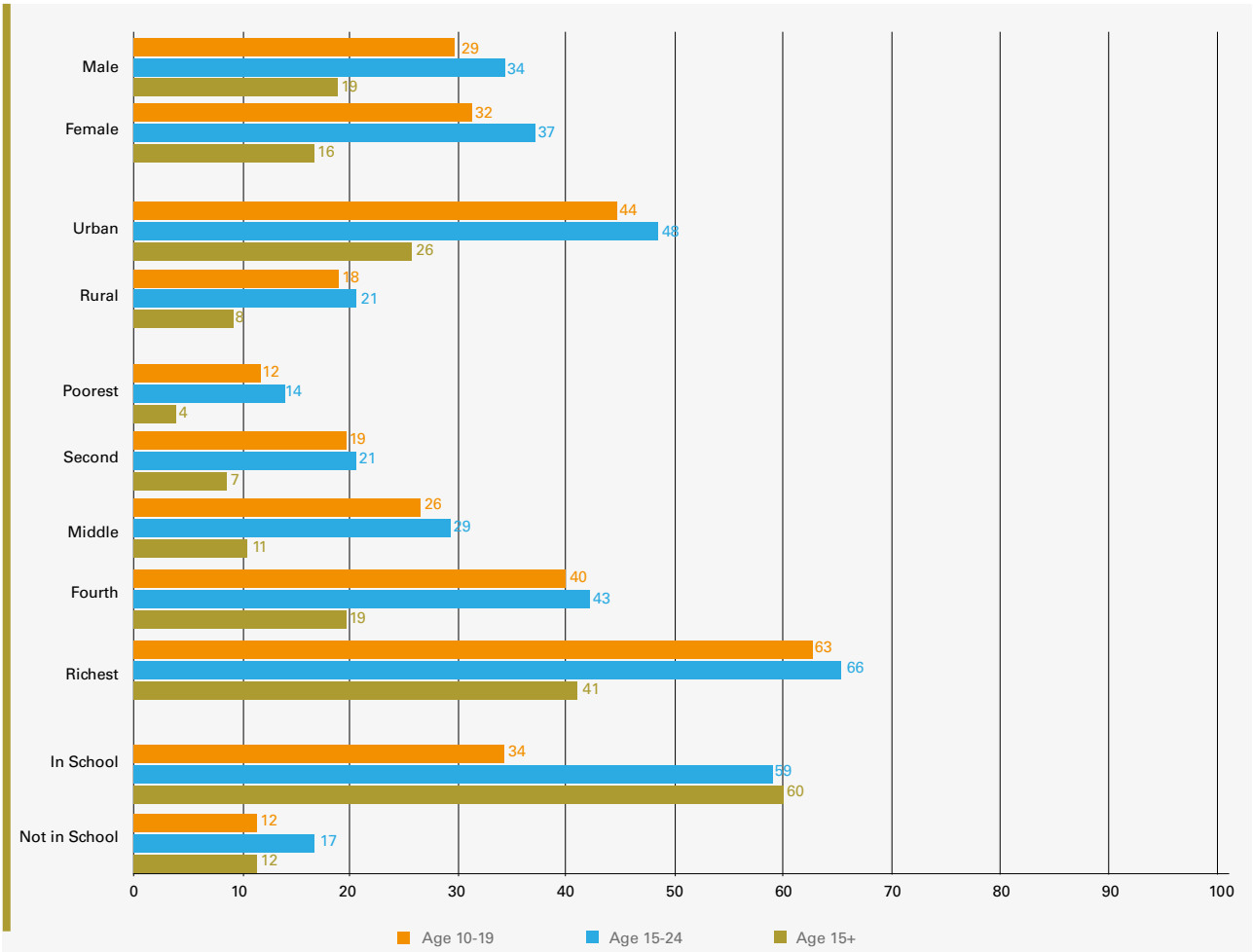


Figure 4.A

Source: SUSENAS Social Culture and Education Module (2015)

to two factors: affordability and availability. Youth and adults from the poorest quintile are least likely to be able to afford internet access and computers, and they are more likely to live in areas with fewer access points for both internet and computer use. For example, while 66% of youth (ages 15-24 years old) from the richest quintile used a computer, only 14% of youth from the poorest quintile did (Figure 4.A). And while 82% of youth from the richest quintile accessed the internet, only 25% from the poorest quintile did in the three months prior to the administration of the survey (Figure 4.B). In terms of availability, rural communities have less internet coverage and fewer facilities with public access to computers. While almost half of urban youth (48%) used a computer, only one out of five rural youths (21%) did (Figure 4.A), and while two thirds of urban youth (66%) accessed the internet, only slightly more than one-third of rural youth (36%) did (Figure 4.B).

Lastly, when data are disaggregated by those who are in school and not in school, a larger prevalence of computer use and internet access is observed among those who are in school (Figures 4.A and 4.B). For example, there is a stark contrast between youth aged 15-24 years who are in school and who are out of school regarding their access to internet. While 71% youth who are in school used a computer within the three-month period prior to taking the survey, only 37% among those who are out of school did (Figure 4.B).

There are two main implications for this: firstly, children and youth who are out-of-school with more limited access to computers and internet lose out on opportunities to gain ICT skills, expand their modes of learning, and access a range of information that can only be facilitated through computers and internet connectivity. Secondly, the digital divide between in- and out-of-school children implies further disparities in youth employability prospects and ability to efficiently enter professional and economic activities. Employers are increasingly requiring ICT knowledge and skills in this rapidly changing and interconnected society.

Proportion of children, adolescent, and youth who have accessed the internet in the last 3 months

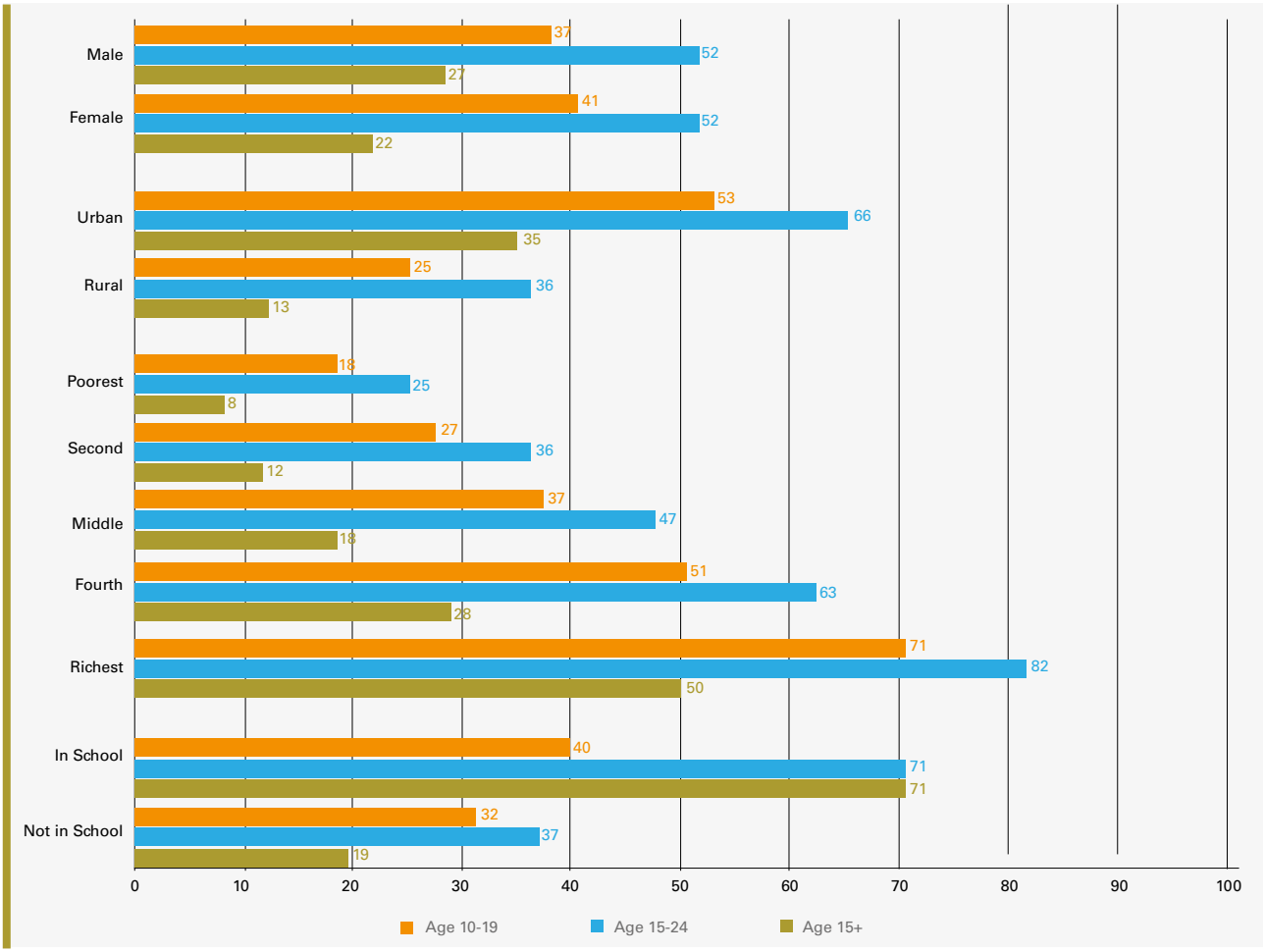


Figure 4.B

Source: SUSENAS Social Culture and Education Module (2015)

DATA GAPS AND POTENTIAL SOURCES

The OECD established the Programme for the International Assessment of Adult Competencies (PIAAC) as a way to measure and globally compare adults' proficiency in information-processing skills, which include ICT skills. The Government piloted the PIAAC survey in Indonesia in 2014. However, the results were not nationally representative due to a small sampling coverage and are therefore incompatible for use in this study. Furthermore, starting in 2009 PISA has included a survey that yields information on digital literacy skills of 15-year-old youths. However, since Indonesia administers paper-based tests, which do not include the ICT module, there is no digital skills data for Indonesia. As such, this study had to rely on information on youth and adult use of computer and access to the internet taken from SUSENAS. Future participation in computer-based PISA tests as well as implementation of PIAAC with a nationally representative sample will help expand the data.

SMK Bisa !

TARGET 4.5 EQUITY

WHAT THIS TARGET IS ABOUT

Target 4.5 aims to eliminate gender disparities in education and ensure access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in other vulnerable situations by 2030. Indicators under this target measure degrees of parity across sub-populations of children and adolescents in terms of their schooling status.

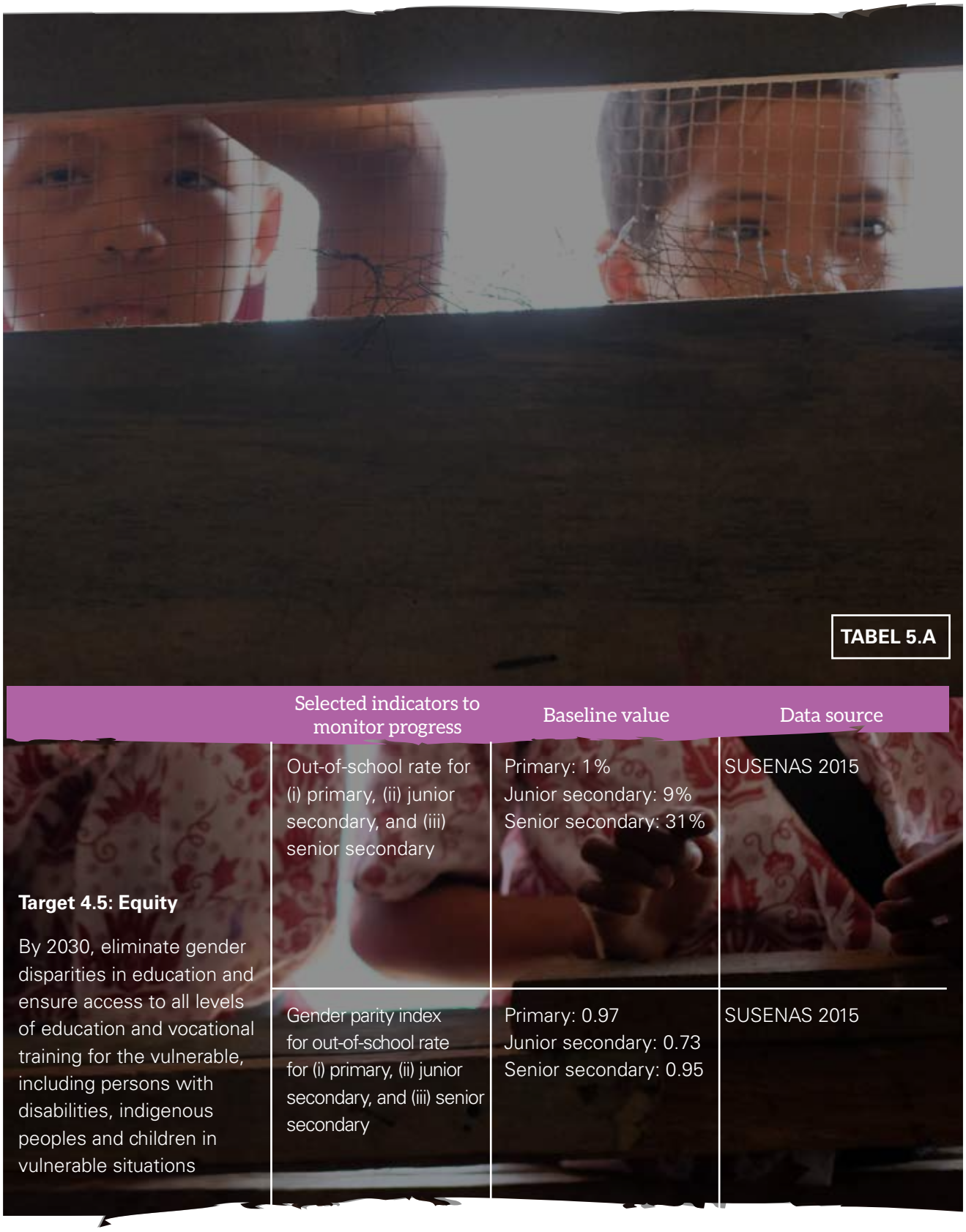
In the last few decades, access and participation in education has significantly improved in Indonesia at all levels of education. However, there are still many children and adolescents who are yet to exercise what should not be a privilege, but a right, to complete education at the primary and secondary level.

The Government's commitment to resolve out-of-school children (OOSC) issues is expressed through various policies and programs. The Indonesia Smart Card (*Kartu Indonesia Pintar* or *KIP*), for example, was launched in early 2015 to provide financial assistance to poor and near-poor families to mitigate the cost burden of education. An important feature of KIP is the extension of support given to out-of-school children, including for their enrolment in non-formal education programs. In 2016, the KIP was granted to 10.9 million primary school students, 4.8 million junior secondary students, and 3.5 million senior secondary students (including those in vocational secondary).[x]

Continued targeted facility development and renovation has also remained a key strategy for the government, including establishment of new classrooms and new schools and expansion and rehabilitation of existing schools. Furthermore, MoEC issued a regulation on Basic Education Minimum Service Standards (BE-MSS) (No 13/2013) which holds district governments accountable to achieve the standards in all schools under their jurisdiction. The BE-MSS includes a stipulation on school accessibility in terms of minimum distance from a community to the nearest primary and junior secondary. These strategies work towards resolving persistent issues of accessibility particularly in rural, remote areas, as well as supporting families and communities to overcome barriers to children's participation in education.

The main data source used for the indicators under this particular target is SUSENAS 2015. The SUSENAS data can be disaggregated by sex, location, wealth quintile, and province and therefore useful for equity analyses.

STATUS OF PRIORITY INDICATORS



TABEL 5.A

	Selected indicators to monitor progress	Baseline value	Data source
Target 4.5: Equity By 2030, eliminate gender disparities in education and ensure access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations	Out-of-school rate for (i) primary, (ii) junior secondary, and (iii) senior secondary	Primary: 1% Junior secondary: 9% Senior secondary: 31%	SUSENAS 2015
	Gender parity index for out-of-school rate for (i) primary, (ii) junior secondary, and (iii) senior secondary	Primary: 0.97 Junior secondary: 0.73 Senior secondary: 0.95	SUSENAS 2015

OUT-OF- SCHOOL RATE

With continued expansion of access and various financial assistance programs, such as the KIP, the out-of-school (OOS) rate for primary level has been curbed at 0.6% in 2015, with gender parity.[xi] In terms of the absolute number of out-of-school children (OOSC), this rate can be translated into approximately 172,000 based on the estimated population of primary-school-age children aged 7-12.

According to SUSENAS 2015, the effects of gender, location, wealth and province on OOS rate are not significant at the primary level (Figure 5.A). For example, primary OOS rates in 33 out of 34 provinces are below 2%. At 17%, Papua is the only province with a high proportion of out-of-school children of primary school age. In fact, 40% of all out-of-school children are concentrated in Papua (Figure 5.B).

Papua's mountainous regions present geographical challenges to ensuring educational access for the population, 90% of whom are living in villages in remote areas.[xii] Furthermore, studies have found that the linguistic diversities of the various indigenous Papuan communities have not been taken into full consideration in schools and curriculums, which limits the development of early literacy among primary school children. This has led to grade repetition and drop-out. Chronic and high teacher absenteeism has also led to low educational participation.[xiii]

Looking further into the composition of primary OOSC (figure 5.B), there is a vast overrepresentation of rural children (81%) and children from the poorest quintile (49%). In terms of their originating provinces, as many as 65% of the OOSC primary population come from four provinces alone: Papua (40%), and three Javanese provinces of Jawa Barat (13%), Jawa Timur (7%), and Jawa Tengah (5%).

At the junior secondary level, gender, rural/urban location, and socioeconomic background have a more

Out-of-school rate at primary school age by sex, location, and wealth

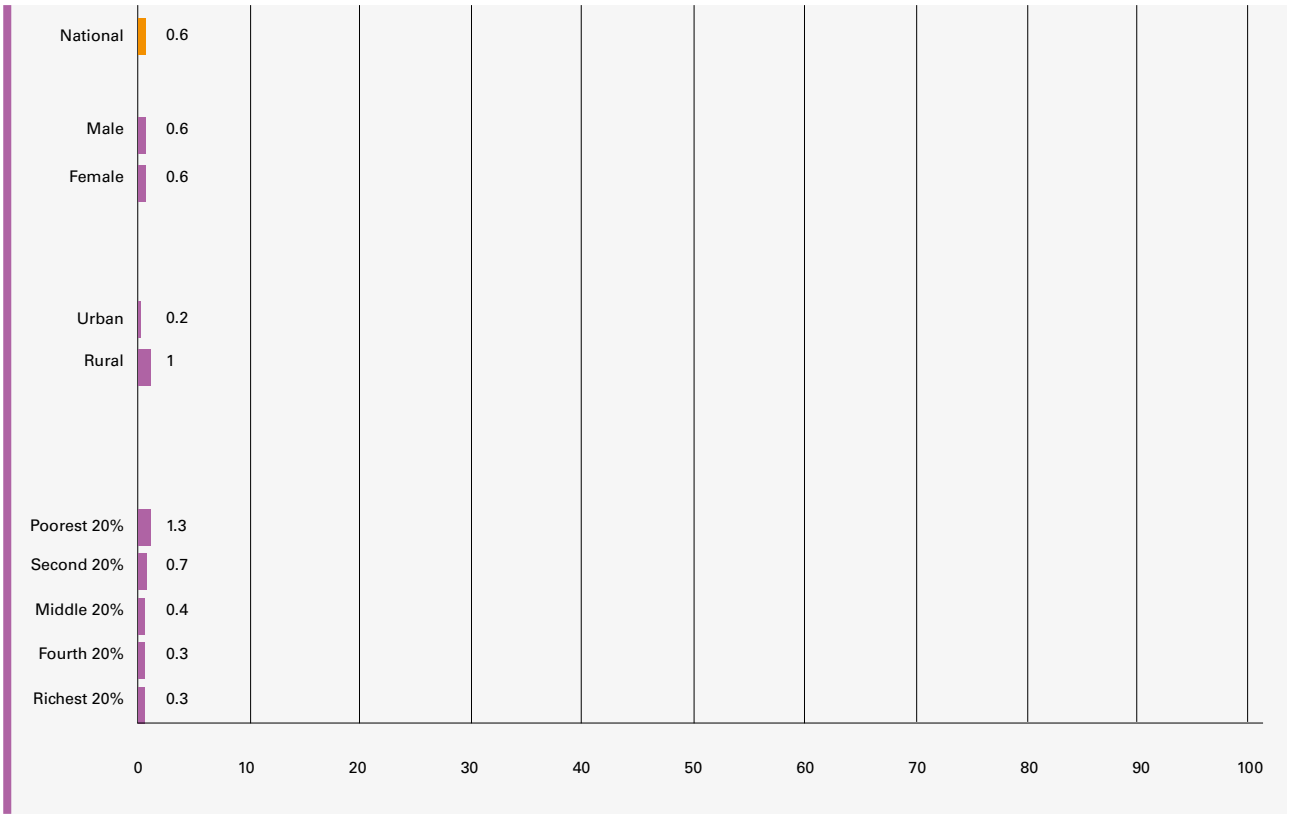


Figure 5.A

Source: SUSENAS 2015

significant effect on OOS rates, with higher rates for males, children from rural areas, and children from poorer families (Figure 5.C). Overall the junior secondary OOS rate stood at 9% in 2015. This is equivalent to approximately 1.1 million children in absolute terms.

The effects of rural/urban location and wealth background are even larger at the senior secondary level (Figure 5.E). The overall senior secondary OOS rate was 31% in 2015 (approximately 4.1 million in terms of the absolute number).

In keeping with common patterns, larger proportions of rural adolescents aged 16 to 18 years are out-of-school (39%) in comparison to urban counterparts (23%). Also, a much larger proportion of adolescents from the poorest families (46%) are out-of-school than those from the richest families (15%). Overall, a vast majority of the OOSC population (75%) are those within the senior secondary age group of 16-18 years. In comparison to the primary OOSC compositional make-up, the profile of senior secondary OOSC reveals a relatively more "balanced" composition with regard to rural/urban divisions and socioeconomic backgrounds (Figure 5.F). While there is still an overrepresentation of adolescents from rural areas (61%) among senior secondary OOSC, those from the poorest quintile represent only 29% of the senior secondary OOSC population.

When looking at the compositional profile of the whole senior secondary OOSC population, the analysis found that 55% come from four provinces in Java: Jawa Barat (21%), Jawa Tengah (14%), Jawa Timur (14%), and Banten (6%) (Figure 5.F).

In terms of the proportion of senior-secondary-age OOSC, provinces with high rates are concentrated in Kalimantan and Papua, and not in provinces in Java island. However, in terms of the absolute number of OOSC, provinces in Java are overrepresented due to these provinces' total population sizes.

Composition of out-of-school children in the primary school age group

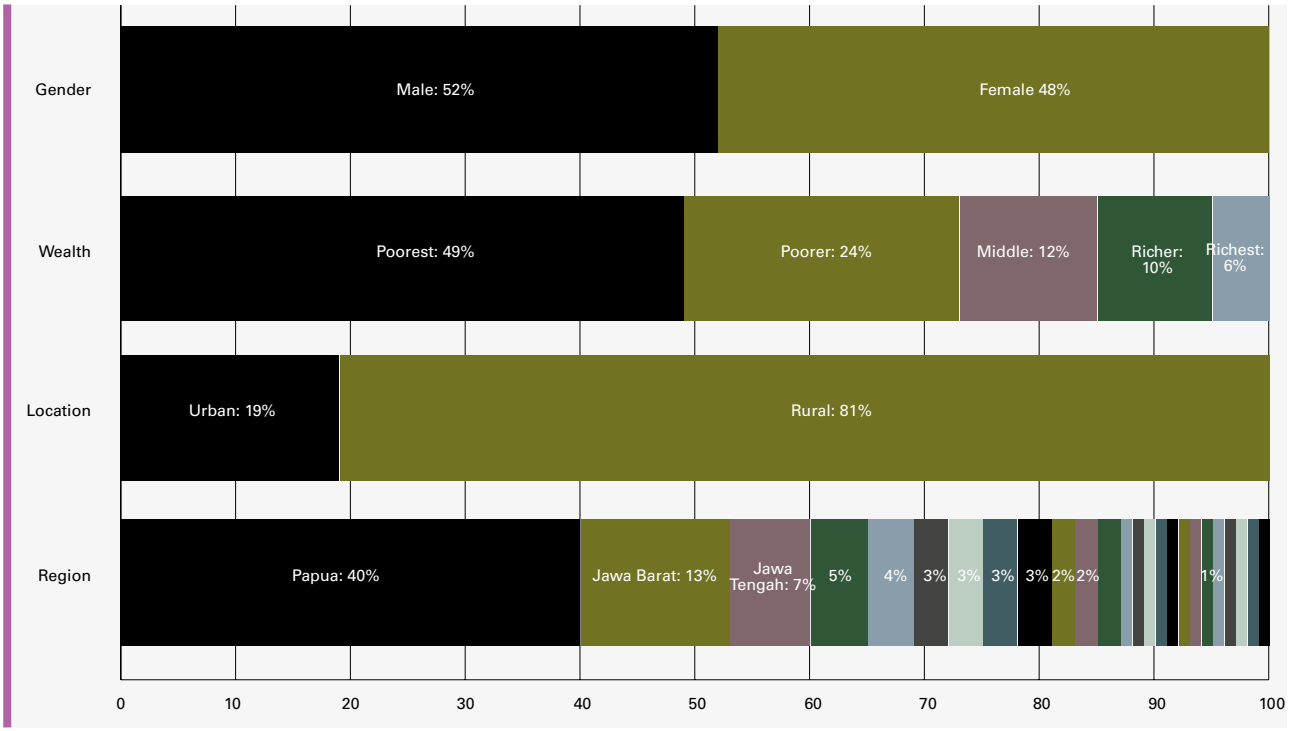


Figure 5.B

Source: SUSENAS 2015

Out-of-school rate at junior secondary school age by sex, location, and wealth

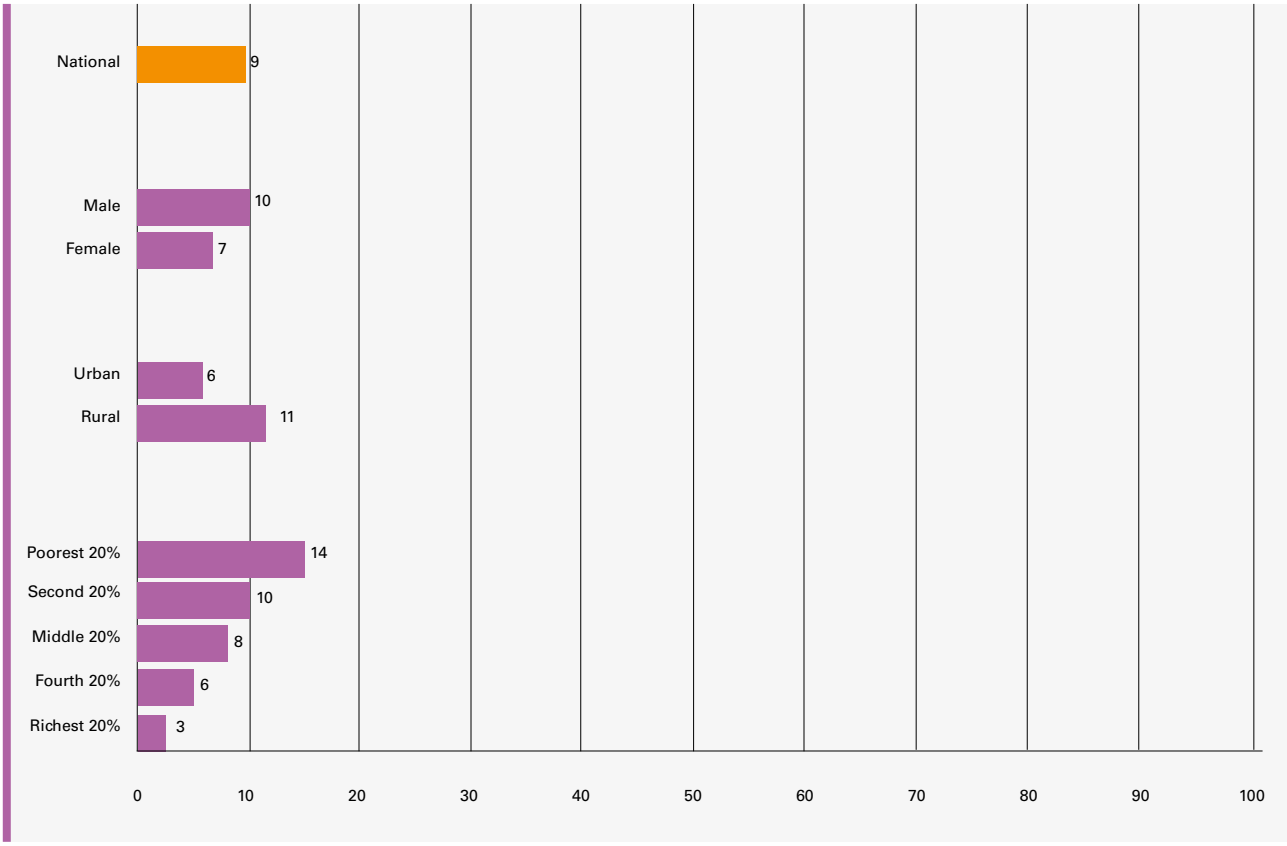


Figure 5.C

Source: SUSENAS 2015

Composition of out-of-school children in the junior secondary school age group

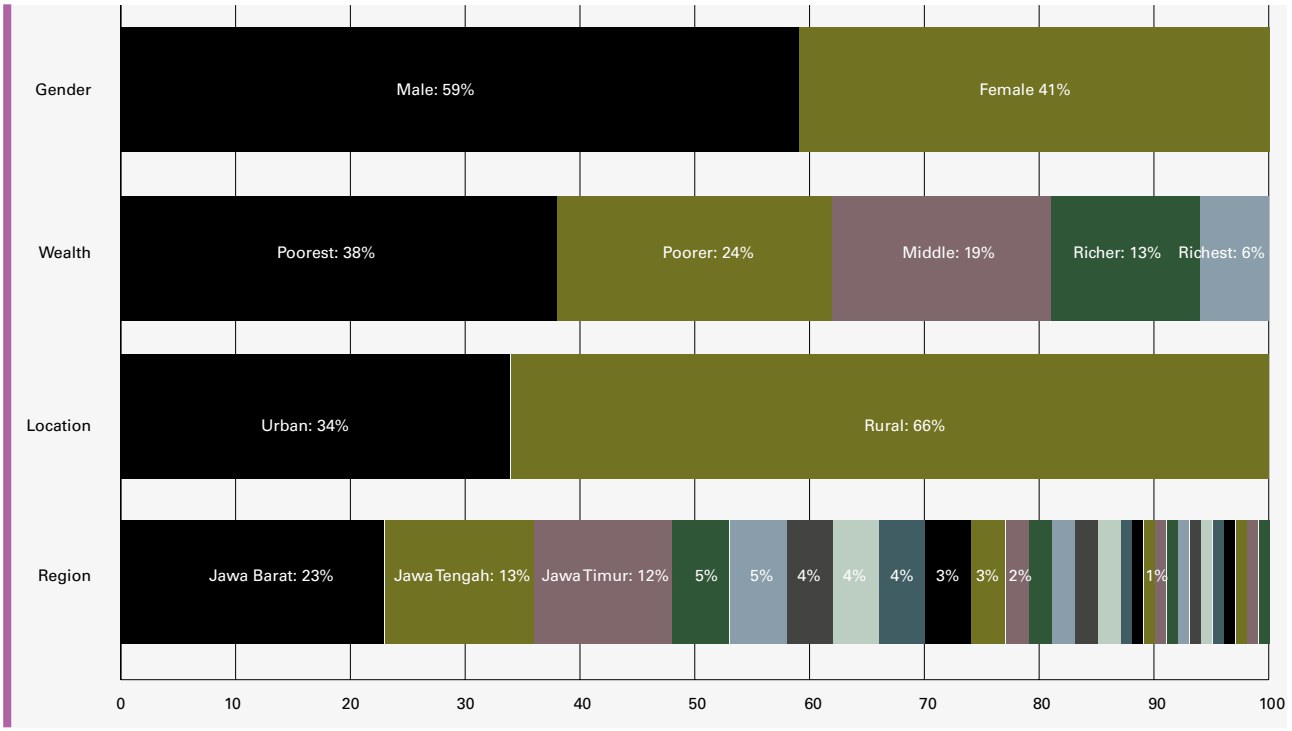


Figure 5.D

Source: SUSENAS 2015

Out-of-school rate at senior secondary school age by sex, location, and wealth

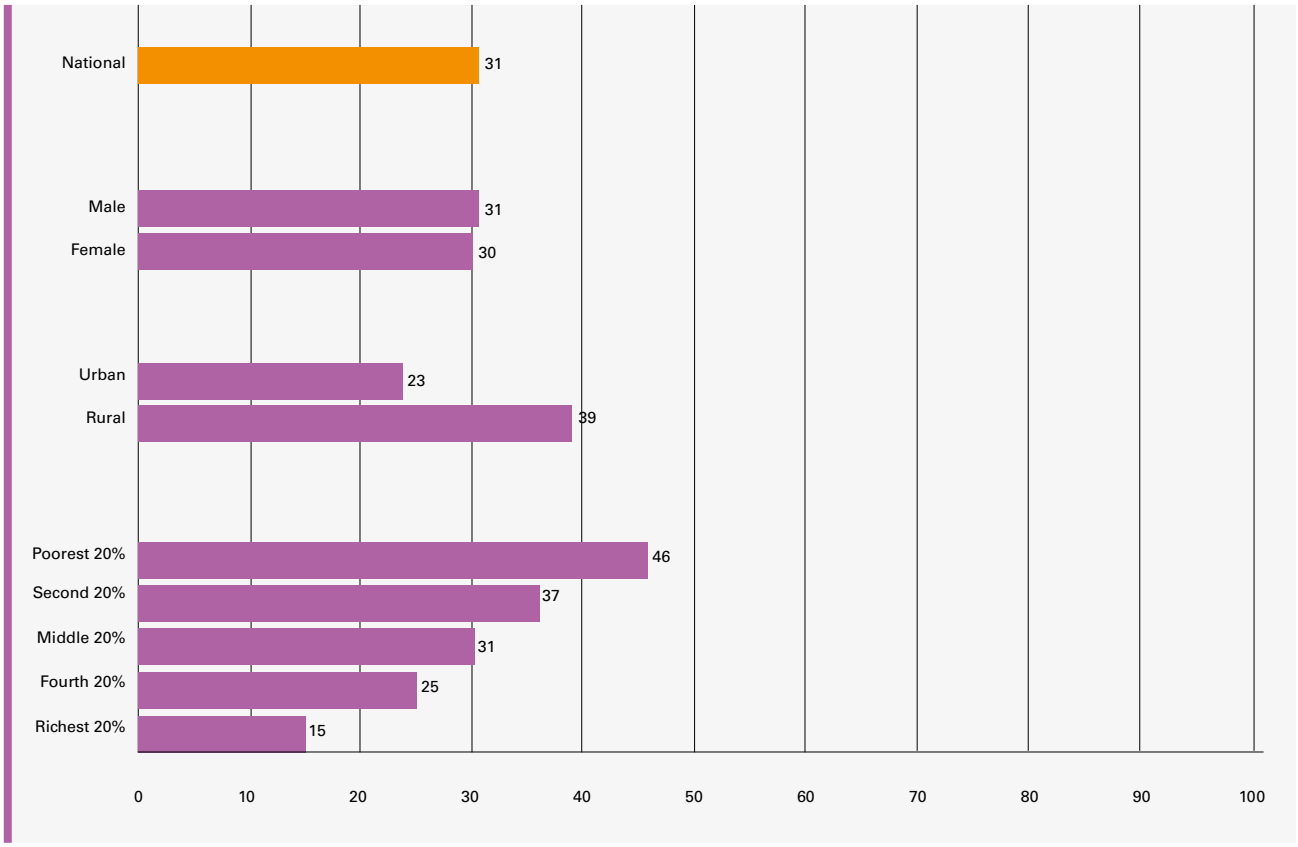


Figure 5.E

Source: SUSENAS 2015

Composition of out-of-school children in the senior secondary school age group

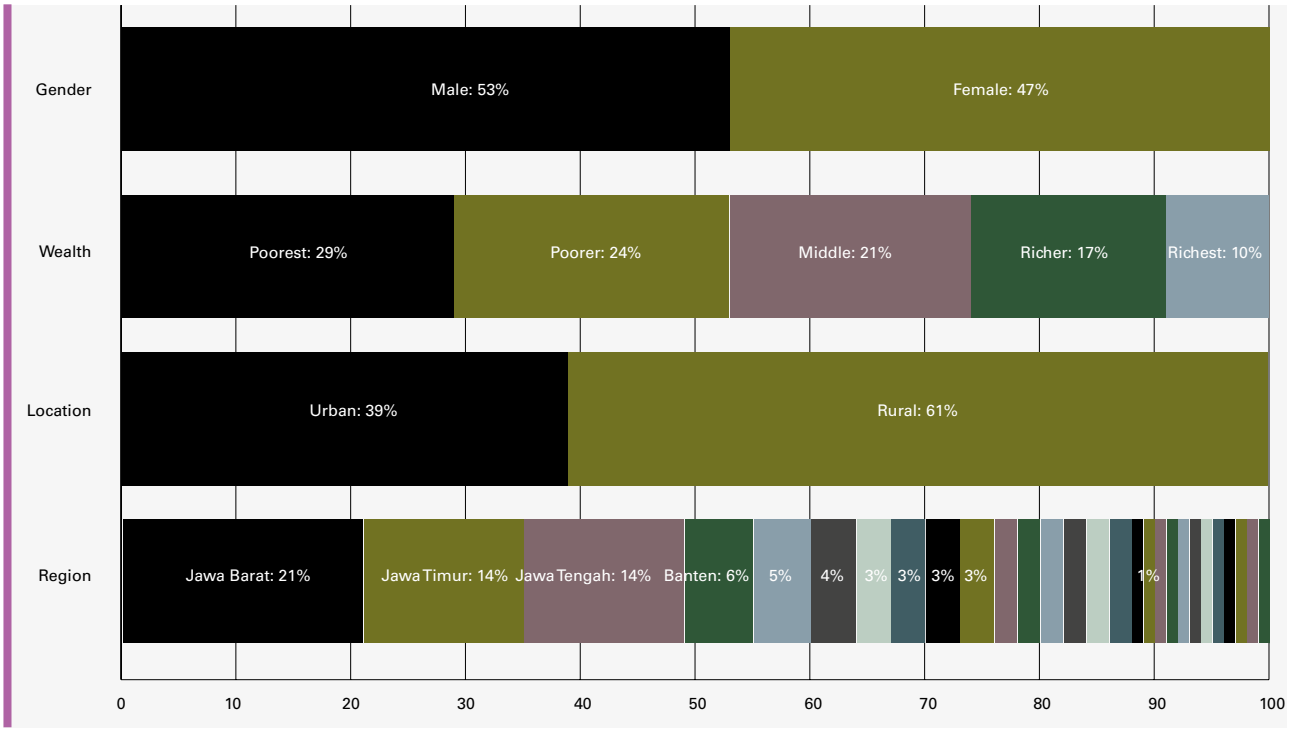


Figure 5.F

Source: SUSENAS 2015

DATA GAPS AND POTENTIAL SOURCES

This section looked at the disparities and inequities represented by different socioeconomic markers including sex, location, wealth and province using OOS rates as an example indicator. However, in order to fully capture the main constructs of this target, greater disaggregation of data is required, for example, by disability status. It is still the case in Indonesia that a majority of children and adolescents with disabilities are not captured in demographic and administrative data, nor in social-welfare data. Many do not receive adequate support and are not able to access education services. While some data are available from the MoEC EMIS (e.g. enrolment of children with disabilities in special or inclusive schools), reliable, up-to-date data on the schooling status of children with disabilities is currently not available in Indonesia. As such, information on whether and how children with disabilities are able to effectively access education remain limited. The latest MICS module includes a practical survey tool to identify children with disabilities. The adaptation and integration of this tool into SUSENAS would enable the calculation of disability prevalence rates as well as disaggregation of attendance and OOS rates by disability status.

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TARGET 4.6 LITERACY

WHAT THIS TARGET IS ABOUT

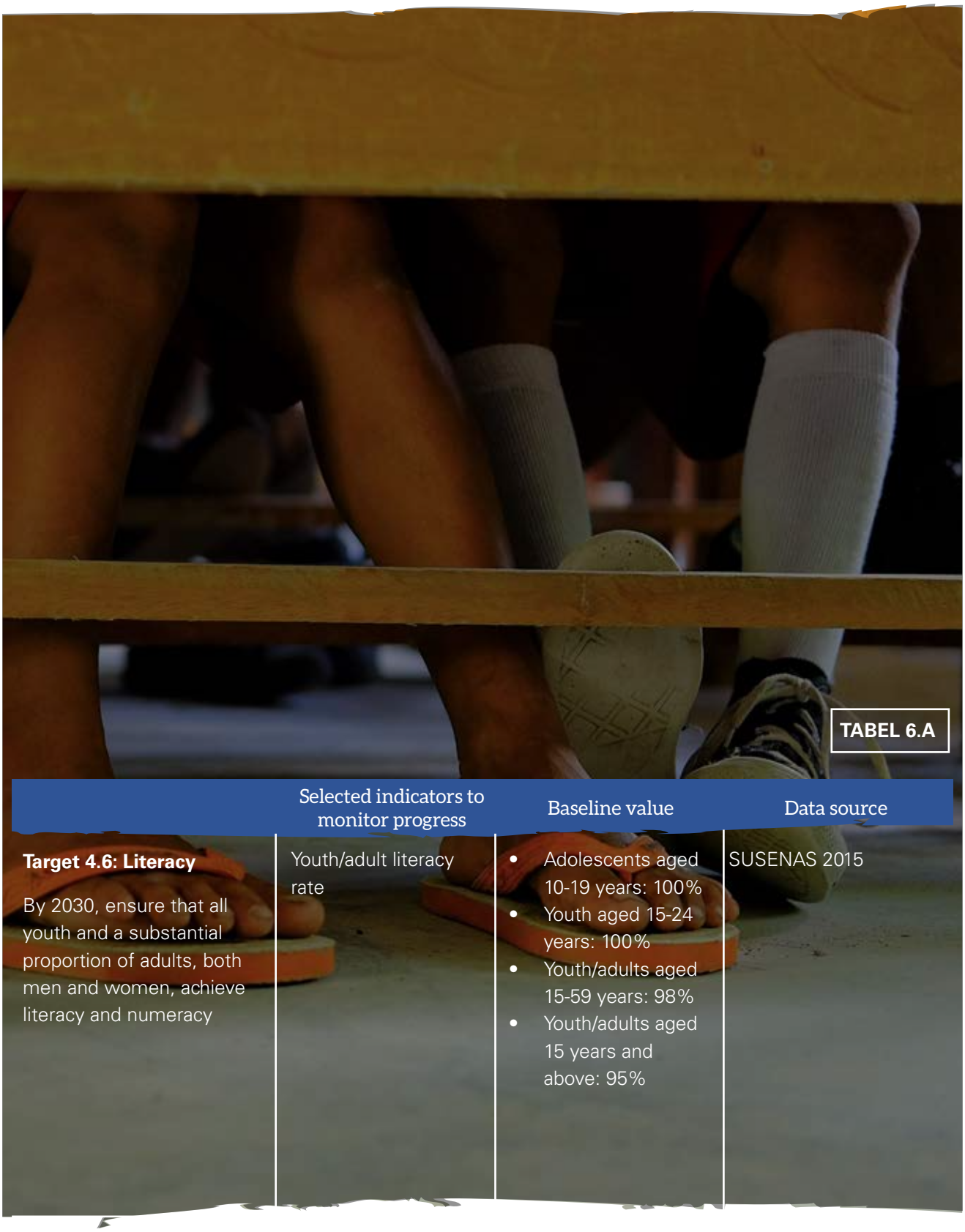
Target 4.6 aims to ensure that by 2030 all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy. Indicators under this target focus on monitoring literacy rates of adolescents aged 10-19 years, youth aged 15-24 years, individuals within productive ages of 15-59 years, as well as the general population of individuals aged 15 years and above.

Literacy and numeracy skills signify the most rudimentary yet fundamental outcomes of the education system. The development of various other skills and competencies rely on the foundation of basic literacy and numeracy skills. Without literacy and the ability to utilise written information, a person would be limited in their functions in society. An economy with a large population of individuals with low literacy rates and low-skilled jobs stagnates, as it lacks the capacity to expand the industries and enterprises that require highly skilled workers.

It is important for a workforce to be able to learn, quickly adapt to, and work with new knowledge and technologies. From this perspective, youth and adult literacy skills become a measure of basic human and societal development, which provides an insight into the success and efficiency of the education and social systems.

In Indonesia, there is no national assessment or test that yields data on youth and adult literacy and numeracy skills. To generate a proxy indicator of literacy rates, the report uses the SUSENAS 2015 data which include a question that asks whether household members can read and write (self-reported literacy). A positive response would establish the respondent as literate, and a negative as illiterate. Data from the national household survey allows for disaggregation by age groups (for adolescents, youth, and for individuals within productive-ages) as well as sex, location (rural/urban), wealth quintile, and province.

STATUS OF PRIORITY INDICATORS



TABEL 6.A

	Selected indicators to monitor progress	Baseline value	Data source
Target 4.6: Literacy By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy	Youth/adult literacy rate	• Adolescents aged 10-19 years: 100% • Youth aged 15-24 years: 100% • Youth/adults aged 15-59 years: 98% • Youth/adults aged 15 years and above: 95%	SUSENAS 2015

LITERACY RATE

Data from SUSENAS 2015 paints an almost ideal picture. Literacy rates among adolescents (ages 10 to 19) and youth (ages 15 to 24) are virtually universal with gender parity (Figure 6.A). Furthermore, 95% of the general population of youth and adults (ages 15 years and above) are literate.

When looking at socioeconomic background, the variability of literacy rates among individuals from different wealth quintiles are more prominent for older generations. Poverty no longer affects the likelihood of literacy in the same way as it did previously.

This can be seen in the literacy rates of close to 100% among all adolescents ages 10-19 years old and all youth ages 15-24 years from all wealth quintiles (Figure 6.B). However, literacy rates among a wider population of youth and adults aged 15 years and above vary significantly among the wealth quintiles, with 90% literacy rate for those in the poorest quintile, and 99% literacy rate for those in the wealthiest quintile. This generational difference may be a testament to the contributions and successes of various literacy movements and campaigns initiated by the Government, with significant involvement of non-governmental entities and community-based organisations. A similar pattern can be observed when data are disaggregated by gender. Gender difference in literacy rates is more prominent among the general population of ages 15 years and above, while no gender difference can be observed among the group of male and female aged 10-19 years and aged 15-24 years (Figure 6.A).

A lower rate of literacy in Indonesian language (Bahasa Indonesia) is found in Papua province, with literacy rates of 92% for male adolescents (ages 10 to 19) and 90% for female adolescents. Literacy rate among youth aged 15-24 years there is even lower, at 90% for male youth and 84% for female youth. The challenges in developing early grade literacy in Bahasa Indonesia in Papua have been reported in various studies.[xiv] Such challenges include linguistic diversities, the mismatch between children's mother tongue and the use of Bahasa Indonesia as a medium of instruction, as well as other access and quality challenges in schools in Papua.

Literacy rates of (a) adolescents ages 10-19 years; (b) youth ages 15-24 years; (c) individuals ages 15-59 years; and (d) 15 years old and above, by sex

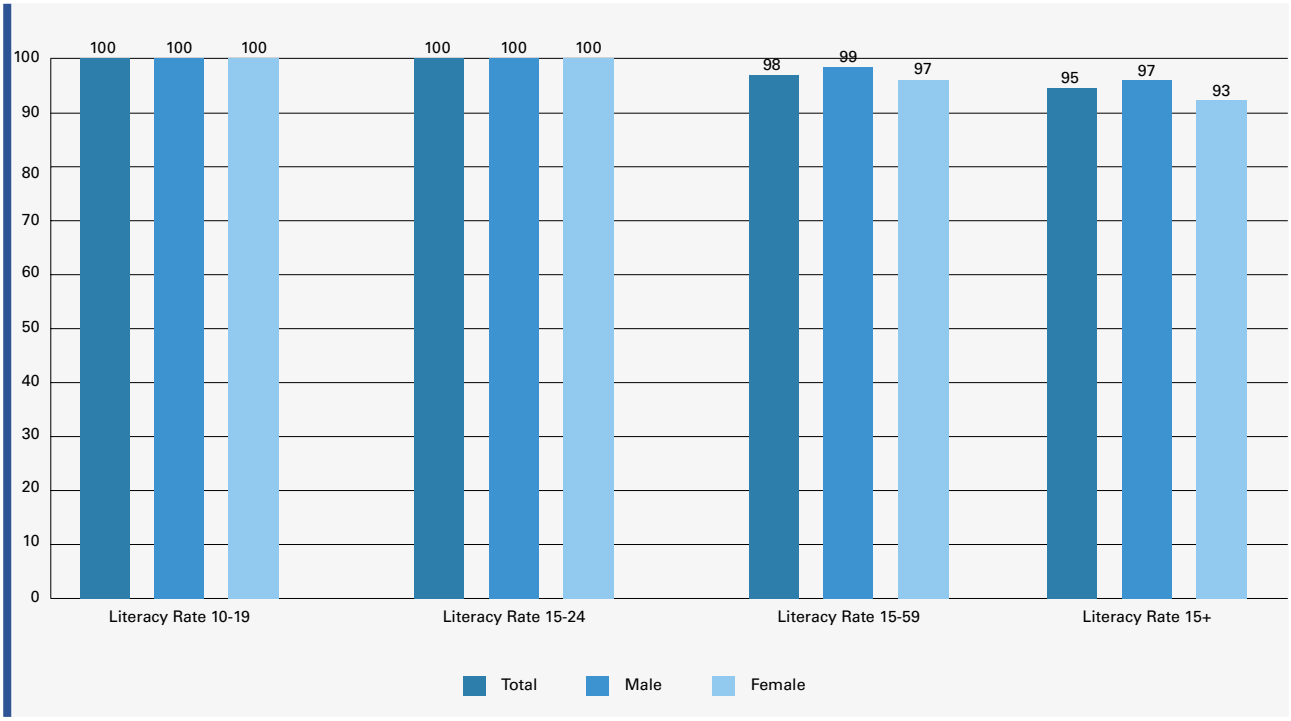


Figure 6.A

Source: SUSENAS 2015

Literacy rates of (a) adolescents ages 10-19 years; (b) youth ages 15-24 years; (c) individuals ages 15-59 years; and (d) 15 years old and above, by wealth quintile

Figure 6.B

Source: SUSENAS 2015

DATA GAPS AND POTENTIAL SOURCES

There are limited data sources for this particular target. As mentioned, there are no existing national adult literacy surveys. While PIACC measures adult skills of literacy, numeracy, reading and problem-solving in a technology rich environment, the data from PIAAC are not nationally representative and therefore not compatible for use as a baseline. As such, information that can establish youth and adults' proficiencies in literacy and numeracy skills is unavailable. The data used for the current report is derived from SUSENAS 2015 where responses on literacy skills are self-reported and may not accurately reflect literacy skills.

Indonesia will need to invest in more comprehensive and reliable measures of literacy and numeracy skills. A mapping of the complex literacy skills of youth and adults will inform the government of needed interventions for upskilling the working-age population and those who will soon enter the labour market. Furthermore, a recognition of disparities among various sub-groups of the population may contribute to shaping the discourse and direction of strategic interventions to improve functional literacy skills of the populations that are most vulnerable.

SD
SD

TARGET 4.7 EDUCATION FOR SUSTAINABLE DEVELOPMENT AND GLOBAL CITIZENSHIP

WHAT THIS TARGET IS ABOUT

Target 4.7 aims to ensure that by 2030 all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

In an increasingly globalised world, information, ideas, finances, as well as people flow beyond the limits of borders. Never before have people and communities been so interconnected to each other. While this has created widespread opportunities for development, mutual learning, and collaborations, it has also given rise to social divides, conflicts, inequities, as well as environmental degradation. In light of this, it is imperative that the education system prepares children and youth for these new opportunities and challenges by equipping them with skills necessary for surviving and thriving in the rapidly changing world.

There are many components of the education system that significantly shape students' learning. Through the framing of target 4.7, UNESCO highlights the particular significance of policy, curricula, teacher preparation, and learning assessment.

The 2030 Agenda urges countries to integrate into their educational agenda a humanistic vision of education, toward nurturing global citizens who are able to contribute to creating a peaceful, prosperous, and environmentally sustainable future for all. It invites governments to reflect on and make explicit the values that underlie education policy-making, the curriculum, teacher preparation, and education assessment. They are asked to monitor and display evidence on whether and how education helps students acquire knowledge, skills, and attitude, and an aptitude for actions which express values of global citizenship and sustainable development. The indicators under this target monitor the extent to which global citizenship education (GCED) and education for sustainable development (ESD) are mainstreamed in both the education policies and the curriculum.

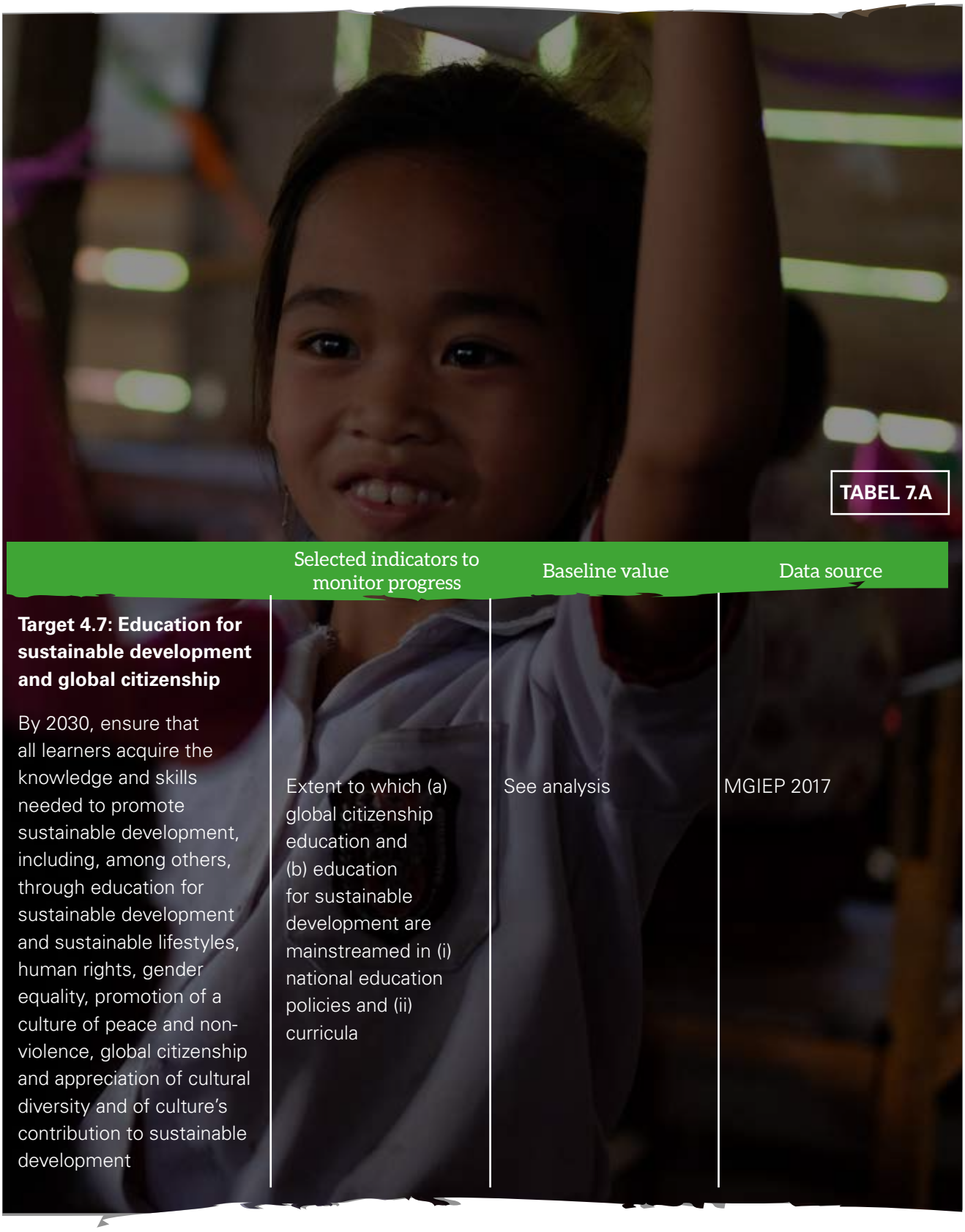
Analysis for this chapter is largely based on a regional comparative review of education policies and national curriculum of 22 countries within Asia including Indonesia conducted by the UNESCO Mahatma Gandhi International Education for Peace (MGIEP). Published in November 2017, the review, Rethinking Schooling for the 21st Century: The State of Education for Peace, Sustainable Development, and Global Citizenship in Asia, had the purpose of establishing a baseline through both quantitative and qualitative analysis of the extent to which concepts embedded in SDG 4.7 manifest in policies and curricula.[xv]

The review took place between 2016 and 2017. It involved national teams who conducted content analysis of education policies and curricula based on a pre-prepared coding scheme derived from the wording of the SDG 4.7 target, as well as competencies laid out in UNESCO's work on GCED and ESD. The national teams also provided country-level background reports. The review involved a team of authors who developed a series of sub-regional reports for East Asia, South Asia, Southeast Asia, and Central Asia, an independent review committee who provided feedback on the regional reports, and a core drafting group who finalised the report.

A total of 172 documents and 19,197 excerpts taken from policy and curricular documents were coded for relevant concepts embedded in SDG 4.7.[xvi] The review of curricular documents focused on core subjects, including mathematics, science, social studies and languages for grades 4 and 8. Fourteen categories and more than 80 sub-categories were used in the content analysis where researchers would search for the meaning of the key concepts rather than the mere inclusion of keywords and terms. The 14 categories included economic sustainability; environmental sustainability; good health and well-being; human rights; gender equality; culture of peace and non-violence; justification and general orientation about global citizenship; global systems, structures and processes; global issues; interconnectedness; cognitive skills/critical and systemic thinking; attitudes, values, and dispositions; behaviour and action, which includes promotion of transversal/cross-cutting skills, responsible lifestyle and activism; and ESD, GCED and other education topics.

Findings were then presented using "heatmaps" for each category, sub-category, and country. Each block in the heatmap combines the results from the analysis of the policy and curricular documents coded for each category and sub-category. Each block signifies the weight or degree to which the corresponding concept related to GCED and ESD is expressed in the policy and curriculum in the specific country

STATUS OF PRIORITY INDICATORS



TABEL 7.A

	Selected indicators to monitor progress	Baseline value	Data source
Target 4.7: Education for sustainable development and global citizenship By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development	Extent to which (a) global citizenship education and (b) education for sustainable development are mainstreamed in (i) national education policies and (ii) curricula	See analysis	MGIEP 2017

GLOBAL CITIZENSHIP EDUCATION (GCED) & EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Underpinning GCED is the notion of respect for all and the goal of developing a sense of belonging to a common humanity.[xvii] GCED empower learners to not only have sufficient knowledge about the globalised and interconnected world, but also the skills and aptitude to assume active roles to face and resolve global societal challenges. An educated person is seen as an active contributor who promotes peace, security, tolerance, and inclusivity in their local and global communities.

The concept of sustainable development acknowledges the limited "ability of the biosphere to absorb the effects of human activities" that occur in the pursuit of economic vitality.[xviii] As a key outcome, ESD helps foster individuals with the skills and dispositions necessary for exercising critical thinking with regards to the challenges inherent in sustainable living.[xix] ESD aims to foster in students an understanding of the need for social and environmental sustainability, and an awareness of what threats exist within our local and global practices.

The UNESCO MGIEP review looked for ways that GCED and ESD concepts and visions are embedded in policy and curricular documents of core subjects that a) occupy the largest proportions of weekly instructional hours and, b) are examinable at the end of the relevant education level. These requirements excluded some Indonesian subject matters that may also represent GCED and ESD, such as religious studies and citizenship education.

Core competencies that are related to GCED and ESD are found within the Indonesian national curriculum. For example, GCED and ESD promotes the development of particular cognitive skills, including creative and critical thinking skills, systems or holistic thinking as well as future thinking about the wellbeing of future generations.

All of these skills and ways of thinking were found prominently within the Indonesian education policy and curricular documents, even though there was less emphasis on "future-oriented thinking" (Figure 7.C). Across the 22 countries reviewed, discussion on

cognitive skills, especially critical thinking and creative thinking, was featured consistently and heavily in the documents. This is also the case with social skills that are important to GCED and ESD. Indonesia's curriculum and policy places strong emphasis on the importance of collaboration, working well with others, and life skills.

In terms of attitudes, values, and dispositions promoted by GCED and ESD, their weightage in Indonesia's policy and curriculum are comparable with other countries, despite variability in degrees (Figure 7.D). The Indonesian curriculum emphasizes the importance of tolerance, justice and sense of responsibility, curiosity, care and empathy, national identity, as well as respect for others.

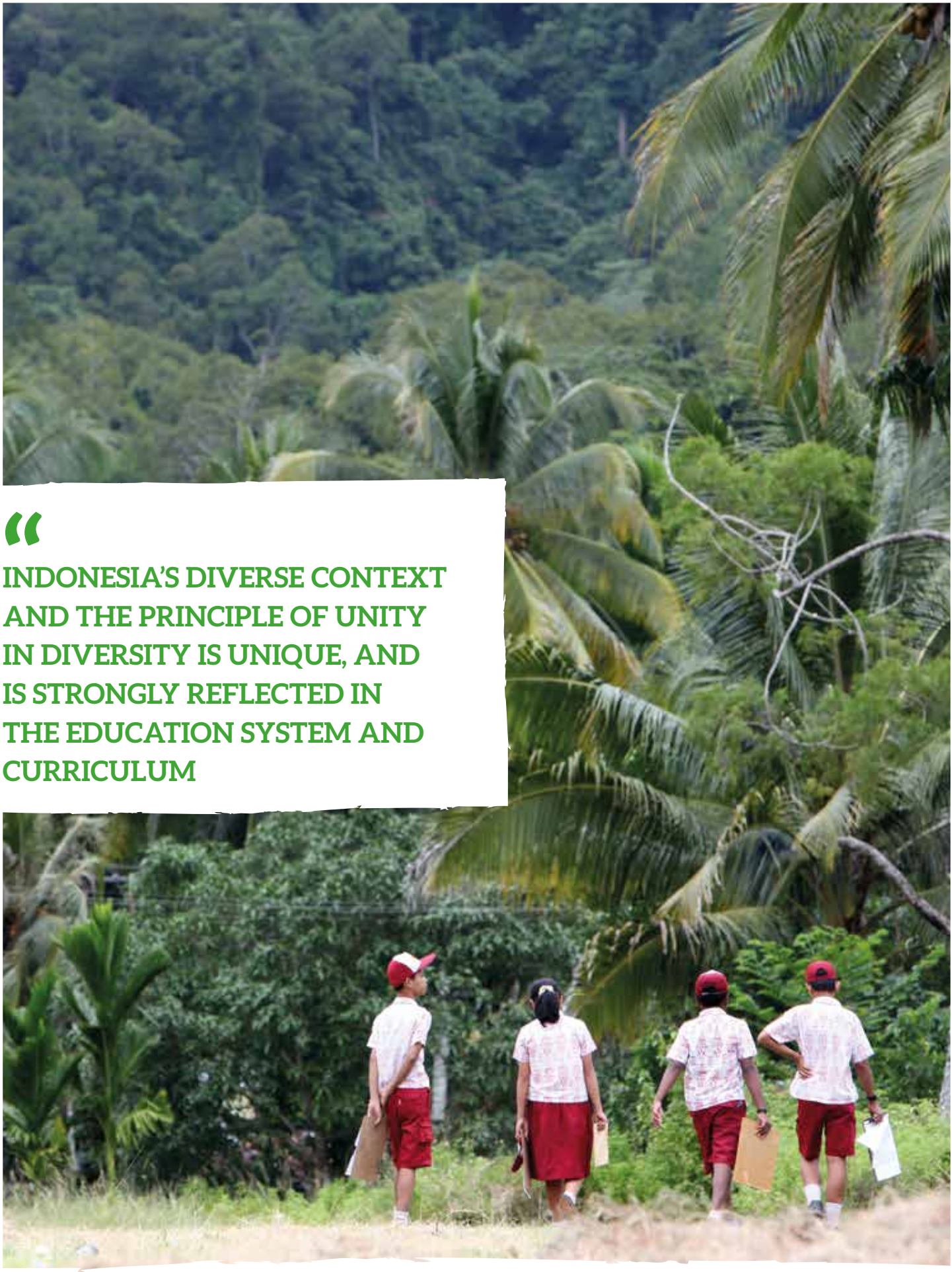
Lacking in the curriculum however is the promotion of a more expanded and humanistic view of self, leading to the development of a sense of self as a global citizen. This follows a general global trend where in all the countries, national identity is favoured as an identity reference.

The MGIEP review found that there is a lack of content associated with the economic dimension of sustainable development in Indonesia and elsewhere, except in reference to "human resources development" or "human capital" (e.g. related to skills, employment, job, and career in a knowledge-based economy) (Figure 7.A). However, the environmental dimension of sustainable development is expressed somewhat prominently in Indonesia's education policy and the curriculum (Figure 7.B).

Topics of environmental and ecological sustainability, as well as renewable or alternative energy are included in the curriculum, which is in keeping with the trend across the 22 countries. Issues related to conservation, protection, restoration, and stewardship however are not featured as prominently, which puts Indonesia slightly at odds with other countries (Figure 7.B).

Issues related to human rights are less prominent in the curricula in Indonesia when compared to other countries, except for topics on democracy and democratic principles. Similarly, topics related to gender equality are largely absent in the Indonesian policy and curriculum, which is not in line with the trend among the rest of the countries.

Indonesia's diverse context and the principle of unity in diversity is unique, and is strongly reflected in the education system and curriculum. For example, multiculturalism is featured strongly in the curriculum, as is a sense of pride in one's culture and heritage. These are two concepts related to interconnectedness in GCED. However, concepts such as global systems, structures, and processes that are also related to global interconnectedness are not at all embedded in the Indonesian curriculum. Issues related to globalisation, global inequities, as well as wars and conflicts, are largely absent.



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INDONESIA'S DIVERSE CONTEXT AND THE PRINCIPLE OF UNITY IN DIVERSITY IS UNIQUE, AND IS STRONGLY REFLECTED IN THE EDUCATION SYSTEM AND CURRICULUM

Sample of GCED and ESD Sub-Category Heatmaps

Economic dimension of sustainable development

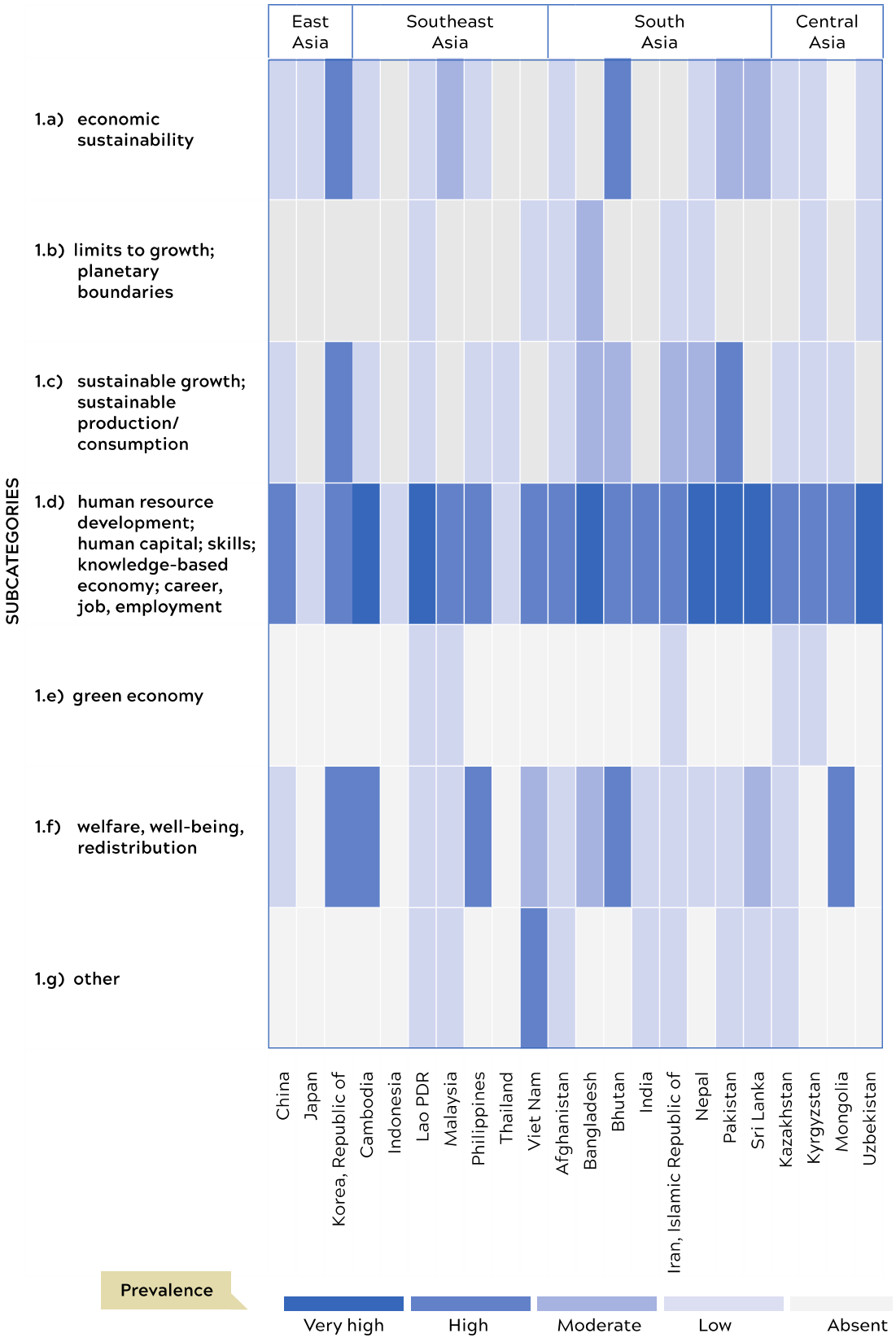

Figure 7.A

Source: UNESCO MGIEP, 2017
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Environmental dimension of sustainable development

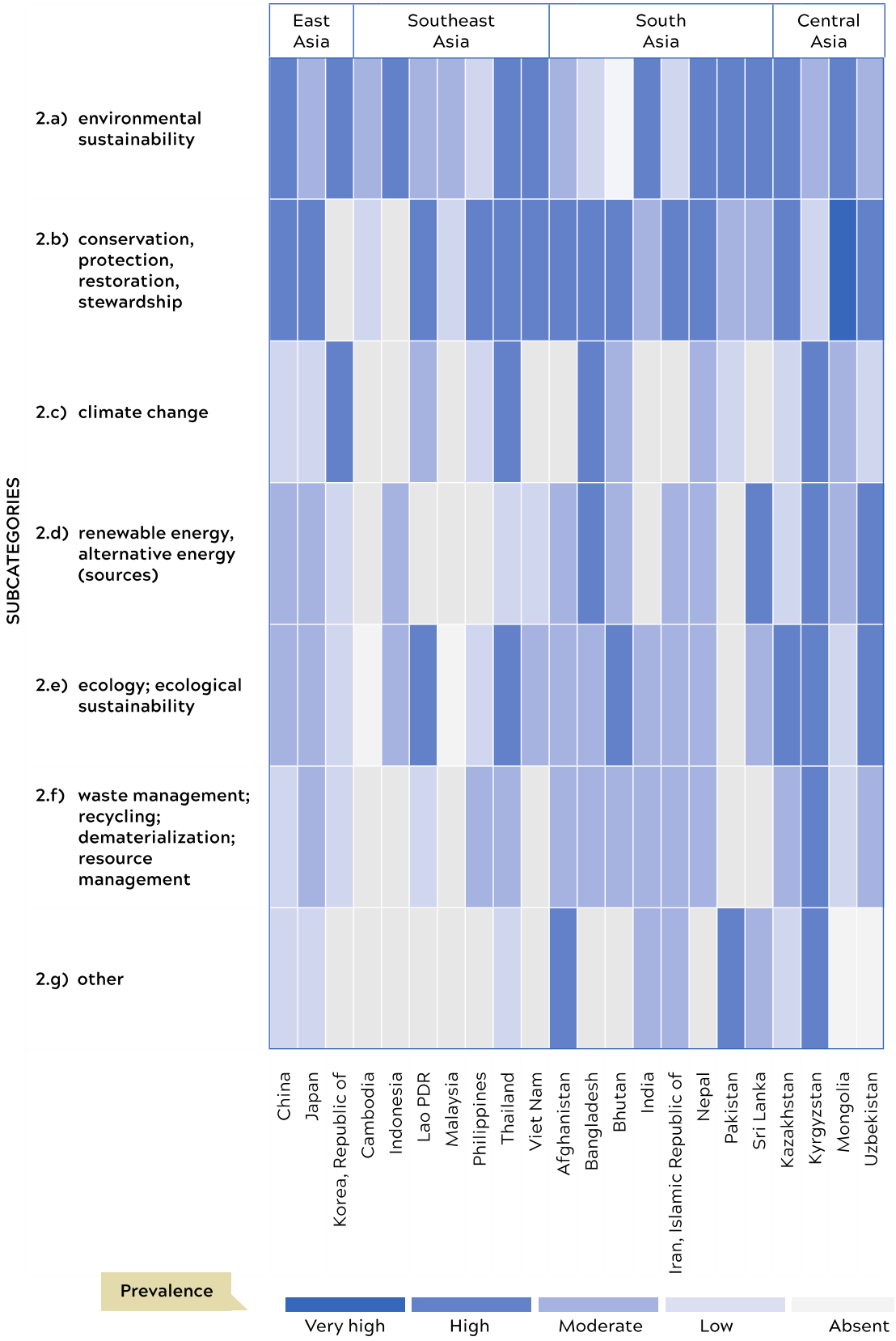

Figure 7.B

Source: UNESCO MGIEP, 2017
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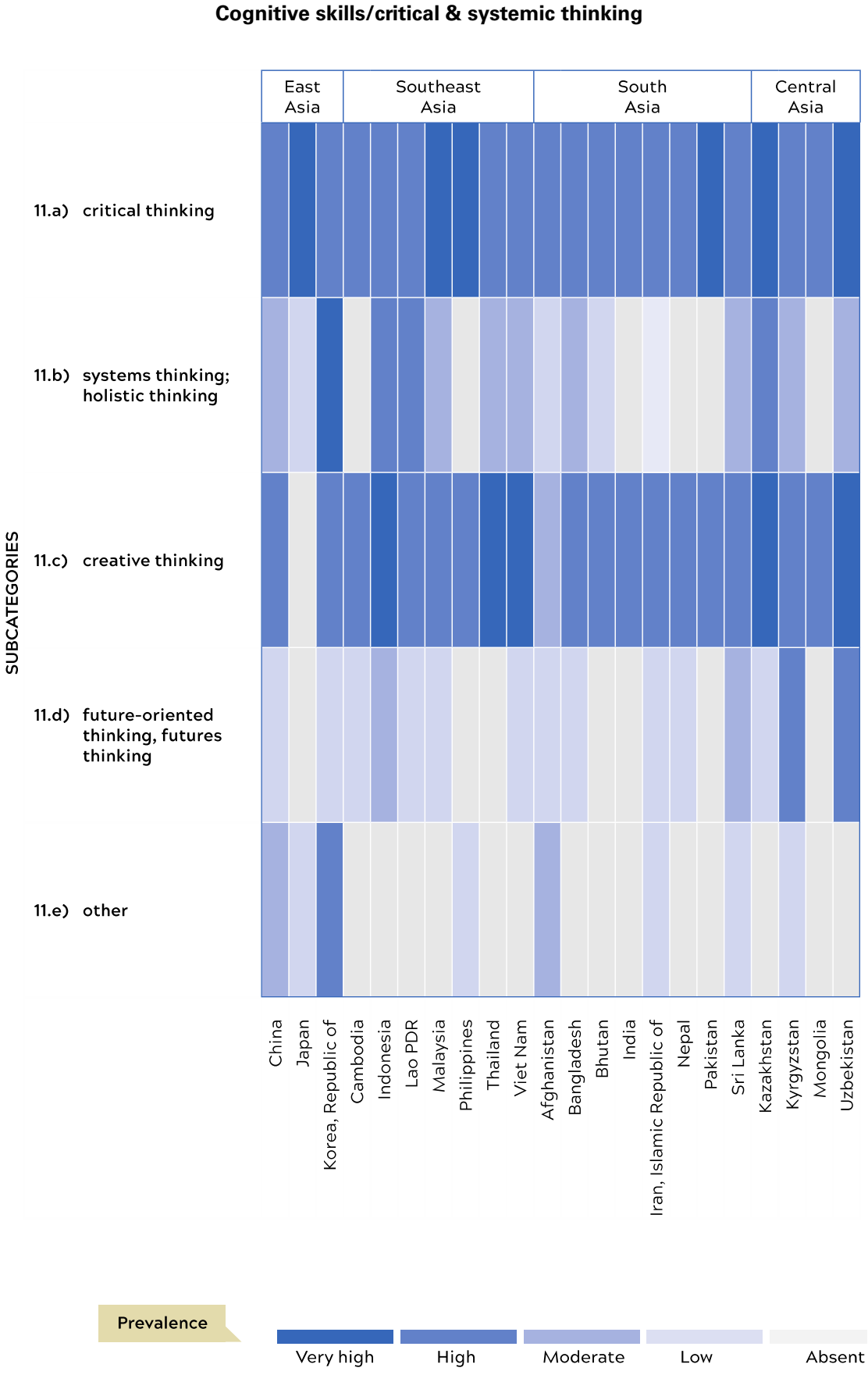

Figure 7.C

Source: UNESCO MGIEP, 2017
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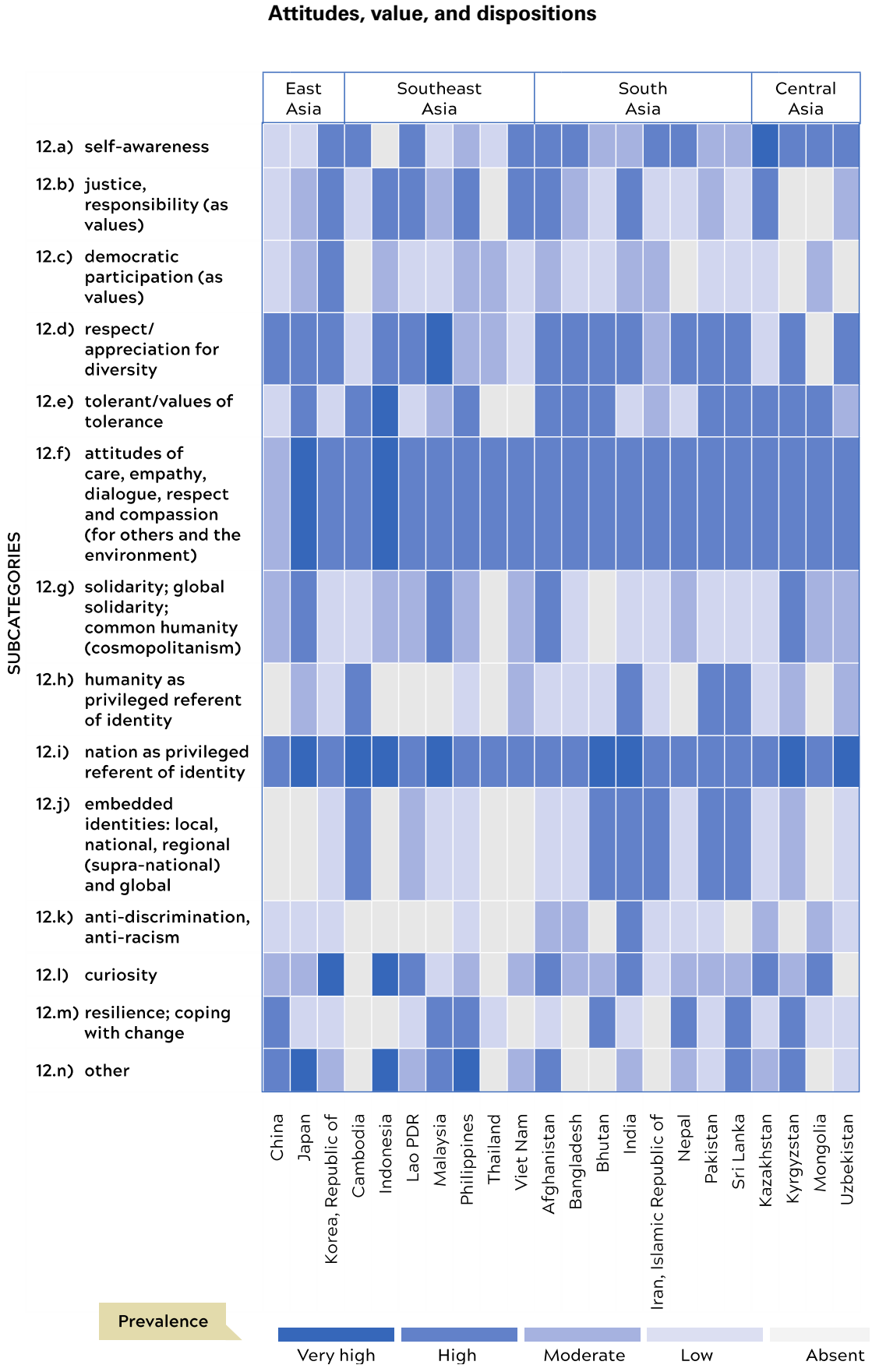

Figure 7.D

Source: UNESCO MGIEP, 2017
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DATA GAPS AND POTENTIAL SOURCES

The global indicator under target 4.7 aims to position all governments to be able to gauge the extent to which global education citizenship and education for sustainable development are mainstreamed not only in the curriculum and education policy, but also in learning assessments and teacher education.

Future reviews and analysis will need to include the remaining two components of learning assessment and teacher education. This will require methodological pathways for investigating how teacher education prepares teachers to incorporate GCED and ESD in their teaching and practice; and how learning assessments follow and foster the underlying values of GCED and ESD, such as equity, inclusiveness, and tolerance.

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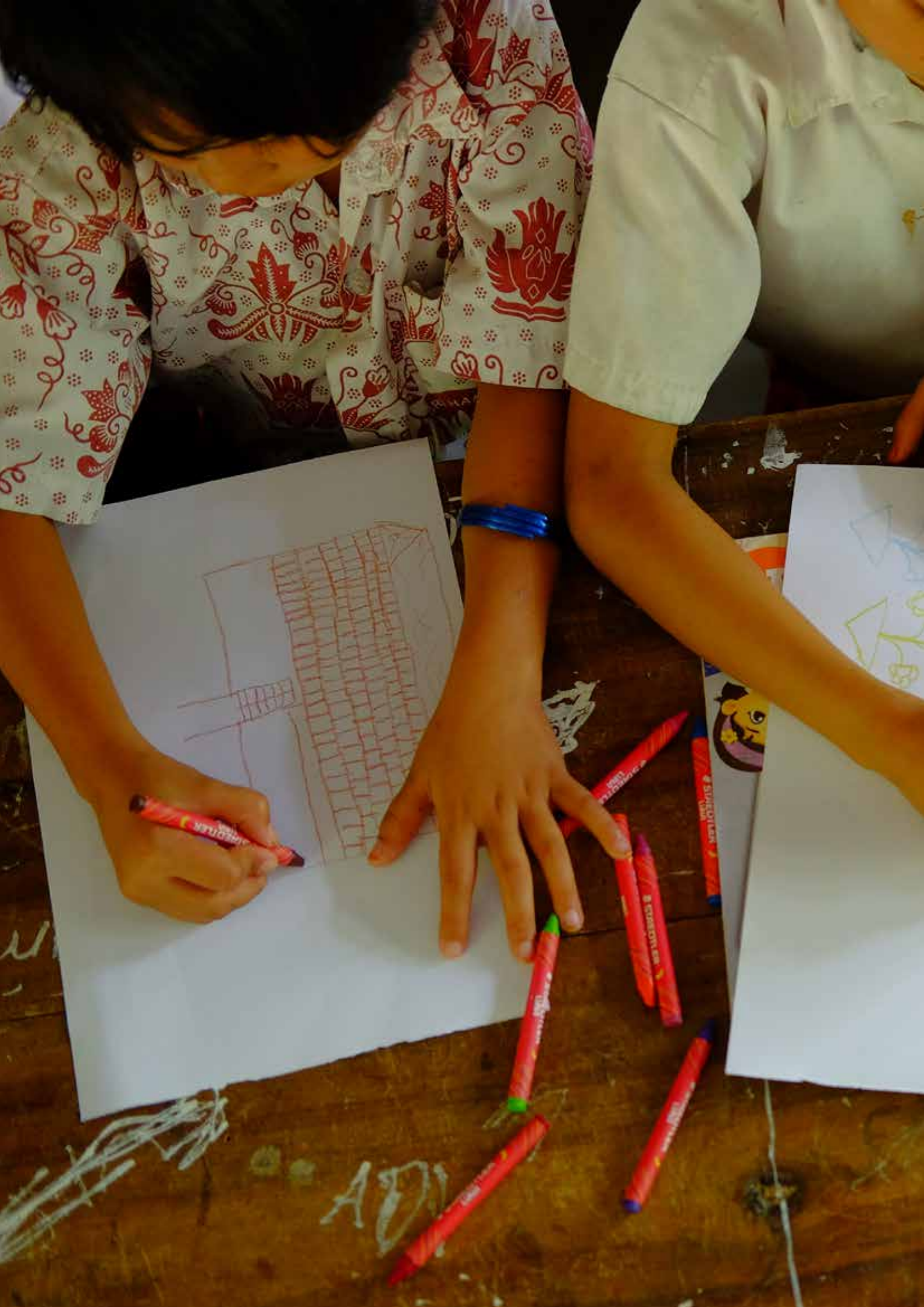


TARGET 4.a LEARNING ENVIRONMENTS

WHAT THIS TARGET IS ABOUT

Target 4.a aims to ensure that education facilities are child-, disability- and gender-sensitive and provide safe, non-violent, inclusive and effective learning environments for all. Indicators under this target measure proportions of schools with access to key basic services and facilities necessary to ensure an effective learning environment for all students. This includes regular and readily available sources of power, internet access, and computers for pedagogical purposes, as well as basic water, sanitation and handwashing facilities. Furthermore, acknowledging the importance of safety in the school to create an environment conducive for learning, an indicator to monitor experiences of bullying and violence in school among students is also included.

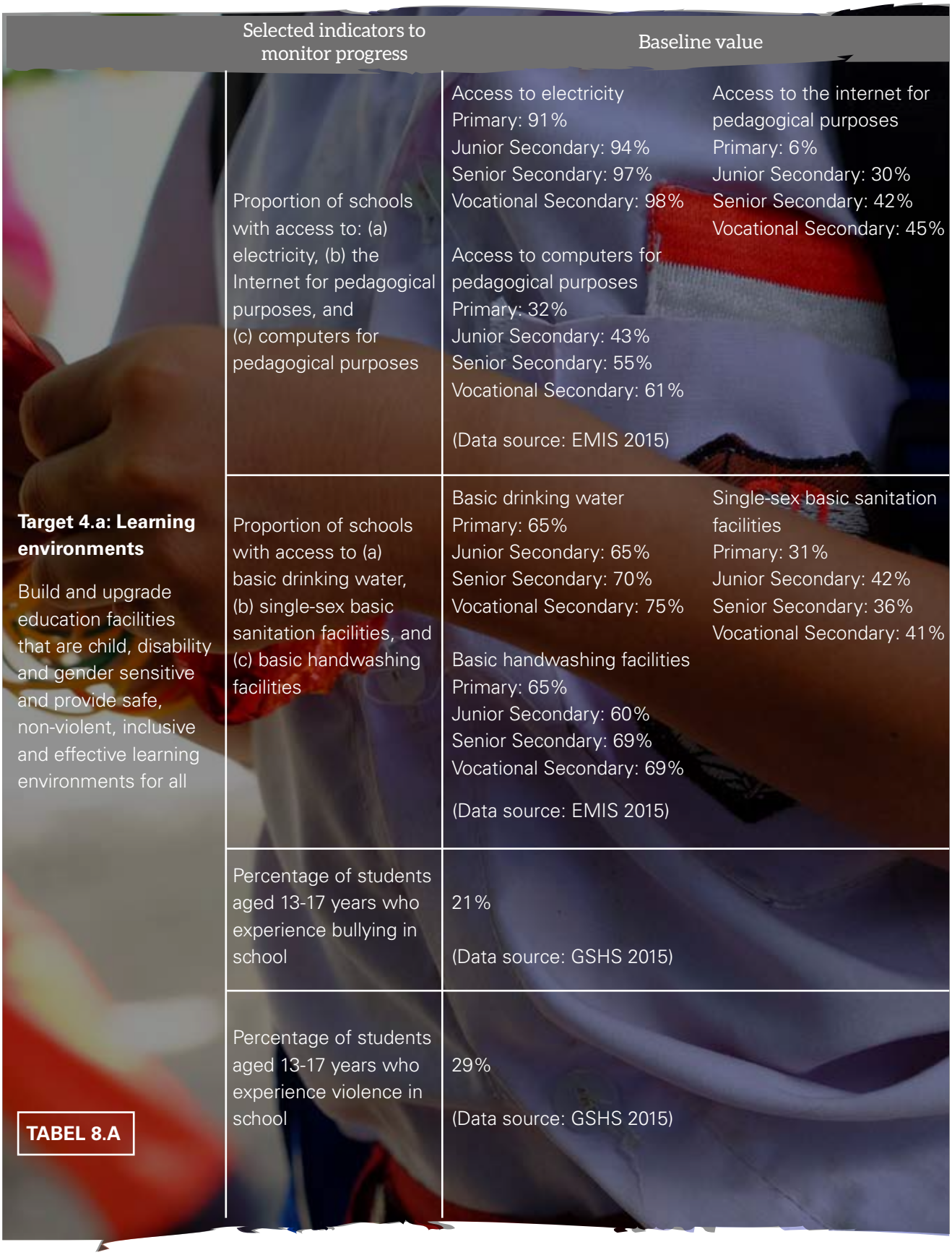
The 2030 Agenda recognises the importance of the availability of information and communication technology infrastructure in schools and classrooms, and its integration into teaching in order to assist students in developing 21st century skills and competencies. The school's connection to a power line and a steady supply of electricity is fundamental in order to provide students with access to computers and the internet. As mentioned in the discussion under target 4.4, a lack of ICT skills becomes a major barrier for youth and adults to enter medium- and high-skilled jobs. Teachers in classrooms that lack ICT infrastructure and facilities are fundamentally limited in their capabilities to help students acquire these ICT skills.

The 2030 Agenda also acknowledges the central role that water, sanitation, and hygiene (WASH) and school safety plays in creating a wholesome environment that ensures the health and wellbeing of children and youth, as well as their effective development and learning in school. Not all schools in Indonesia have given sufficient attention to WASH. MoEC has committed to building an awareness among the public and education stakeholders of the importance of WASH in schools by including WASH facilities in the education standard for facilities and infrastructure (MoEC Ministerial Decree 24/2007).

The Government further emphasises the importance of WASH in school through its inclusion in the Law on Health (36/2009). Furthermore, a joint ministerial decree has been issued by the MoEC, Ministry of Health, MoRA, and Ministry of Internal Affairs on the Development of School/Madrasah Health Program.

Target 4.a recognises school safety as a necessary component of creating and maintaining an effective learning environment. Lack of school safety can significantly and adversely affect student's learning and productivity in the classroom. Lack of safety includes bullying in schools, either by an individual—whether a student or teacher—or a group of people as often happens during school orientation and hazing activities. The physical and emotional trauma inflicted through bullying and violence affects students' school attendance, as well as their ability to focus and engage in learning activities in class. Data on schools' access to electricity, internet, computers and WASH facilities are all available from the MoEC EMIS (DAPODIK). In addition, data on students' experiences of bullying and violence in schools are available through the 2015 global school-based student health survey (GSHS) which Indonesia participated in.

STATUS OF PRIORITY INDICATORS



	Selected indicators to monitor progress	Baseline value	
Target 4.a: Learning environments Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all	Proportion of schools with access to: (a) electricity, (b) the Internet for pedagogical purposes, and (c) computers for pedagogical purposes	Access to electricity Primary: 91% Junior Secondary: 94% Senior Secondary: 97% Vocational Secondary: 98% Access to computers for pedagogical purposes Primary: 32% Junior Secondary: 43% Senior Secondary: 55% Vocational Secondary: 61% (Data source: EMIS 2015)	Access to the internet for pedagogical purposes Primary: 6% Junior Secondary: 30% Senior Secondary: 42% Vocational Secondary: 45%
	Proportion of schools with access to (a) basic drinking water, (b) single-sex basic sanitation facilities, and (c) basic handwashing facilities	Basic drinking water Primary: 65% Junior Secondary: 65% Senior Secondary: 70% Vocational Secondary: 75% Basic handwashing facilities Primary: 65% Junior Secondary: 60% Senior Secondary: 69% Vocational Secondary: 69% (Data source: EMIS 2015)	Single-sex basic sanitation facilities Primary: 31% Junior Secondary: 42% Senior Secondary: 36% Vocational Secondary: 41%
	Percentage of students aged 13-17 years who experience bullying in school	21% (Data source: GSHS 2015)	
	Percentage of students aged 13-17 years who experience violence in school	29% (Data source: GSHS 2015)	

TABEL 8.A

SCHOOL ACCESS TO ELECTRICITY, COMPUTER, AND INTERNET

Many children and youth in Indonesia grow up in households that are not able to afford a computer or internet access. As of 2016, less than one-third (32%) of Indonesian households possess a computer, and only slightly more than a third (36%) of the households have internet access.[XX] This means computer and internet access availability in the classroom is crucial for students' development of ICT skills.

In 2017, 93% of Indonesian households have access to electricity.[XXI] While almost universal, sparse electricity coverage is still predominantly found in the eastern part of Indonesia. Furthermore, issues of power outage and instability of power supply are still faced by communities throughout the regions, including densely populated major islands such as Java and Sumatra. Such issues pose a challenge to providing students with access to computers and the internet in schools.

According to 2015/16 data on schools from the MoEC EMIS (DAPODIK), one in 10 primary schools in Indonesia still lack electricity, only 6% of primary schools have access to internet for pedagogical purposes, and only one in three primary schools have computers for pedagogical purposes (Figure 8.A).[xxii] This has implications on the ability of schools to implement computer-based instruction and assessments, prepare students for such assessments, and teach primary students general ICT skills.

Access to electricity, computers, and the internet is far more advanced in senior secondary schools in Indonesia. Almost all (98%) general and vocational senior secondary schools have electricity (Figure 8.B). More than 40% of all senior secondary schools, including general and vocational, have access to the internet that can be used for pedagogical purposes (Figure 8.D), even though only slightly more than half of SMA (56%) and SMK (61%) have computers available for classroom use (Figure 8.C).

Lack of connection to the power grid and availability of ICT infrastructure is more prominent among schools in the eastern part of Indonesia. The lowest rates of schools with access to electricity, computers for pedagogical purposes, and internet access, are found in provinces in Papua, Nusa Tenggara Timur, Sulawesi, and Maluku (Figures 8.B, 8.C, and 8.D).

Proportion of school with electricity, access to computers and internet for pedagogical purpose by education level

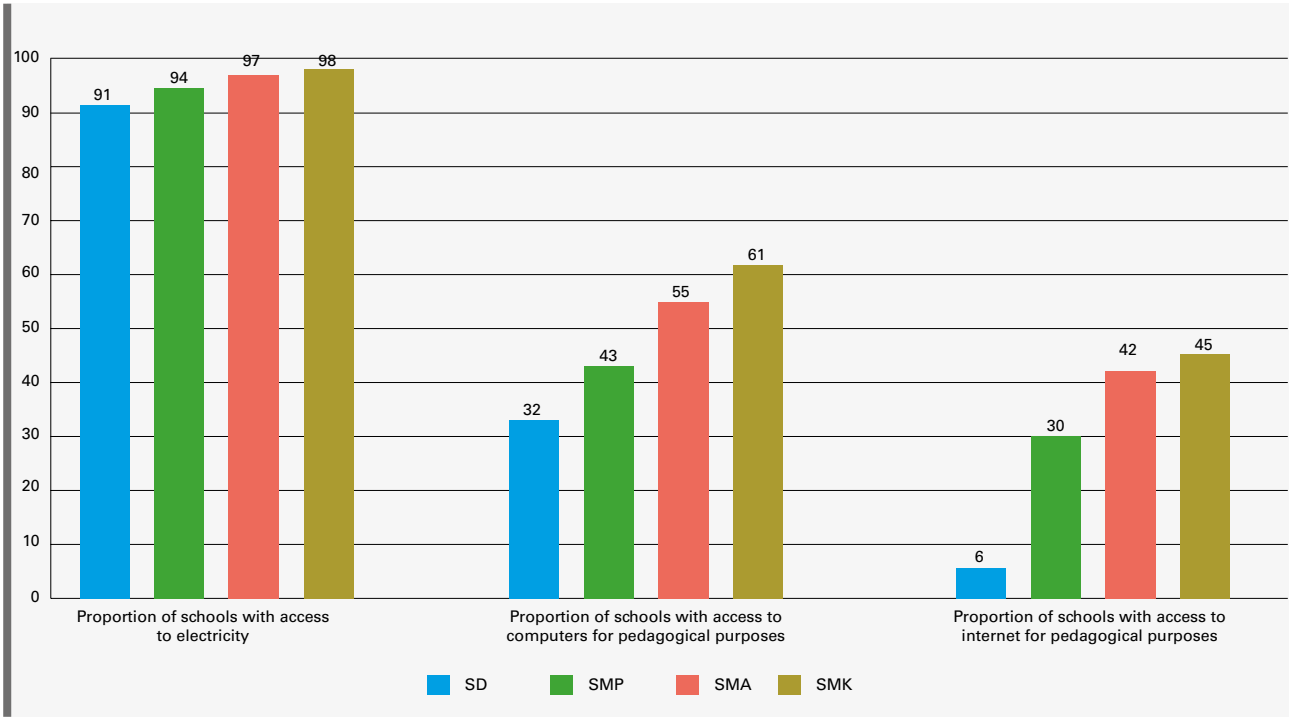


Figure 8.A

Source: EMIS 2015

Proportion of school with access to electricity by education level and province

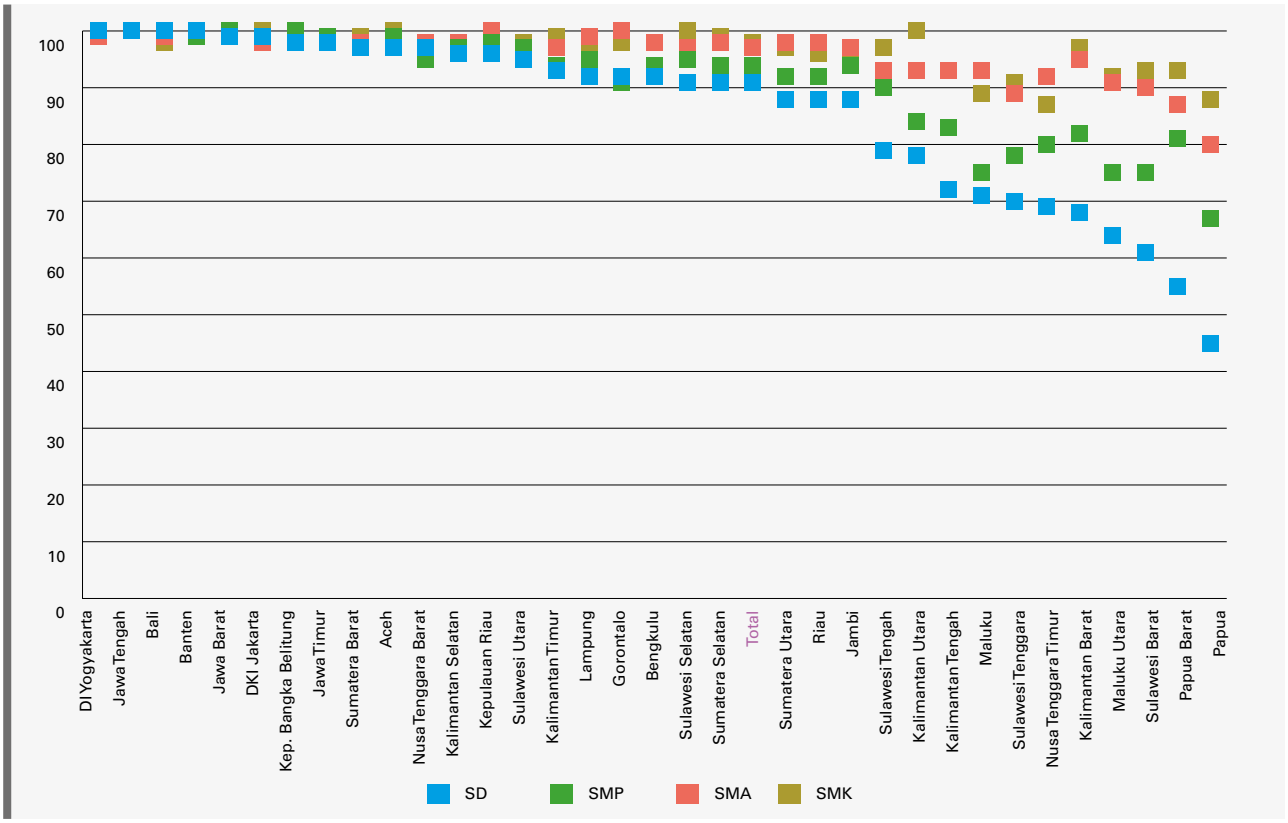


Figure 8.B

Source: EMIS 2015

Proportion of schools with access to computers for pedagogical purposes, by education level and province

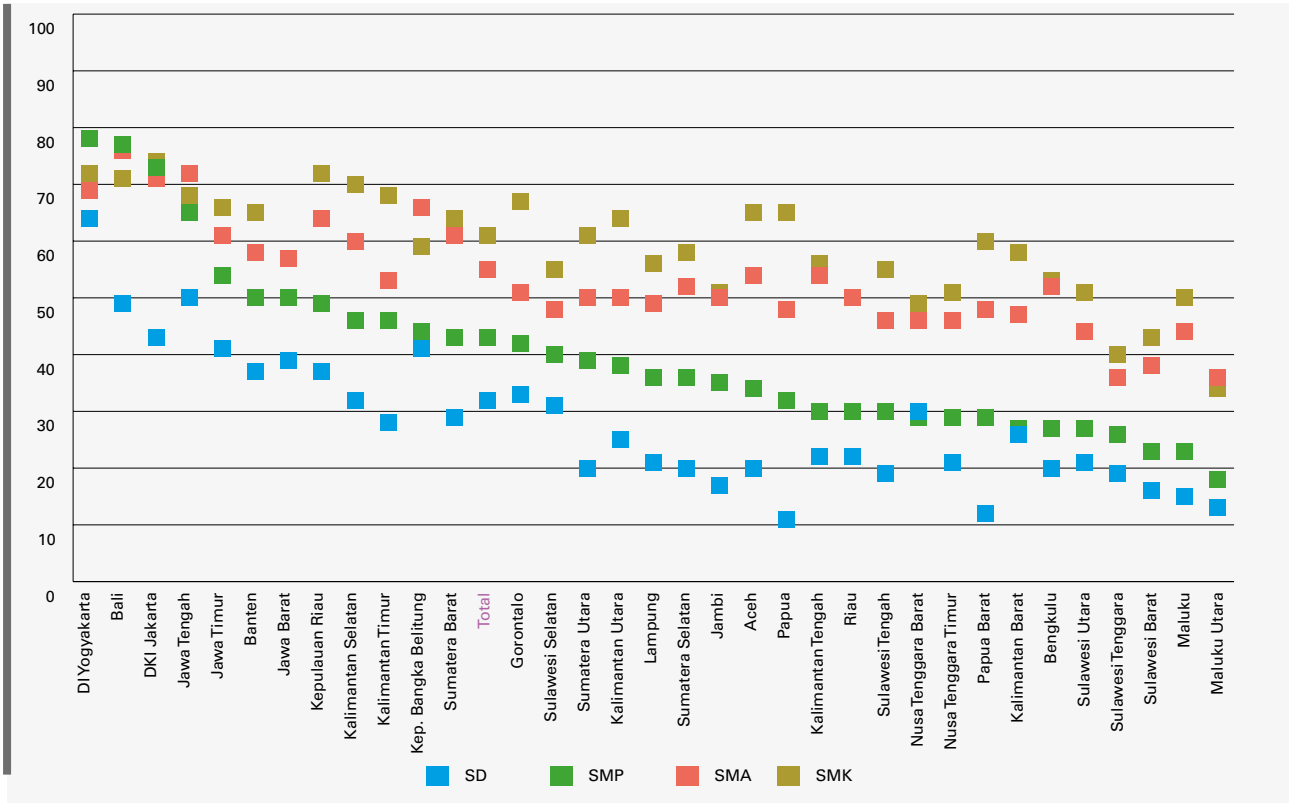


Figure 8.C

Source: EMIS 2015

Proportion of schools with access to internet for pedagogical purposes, by education level and province

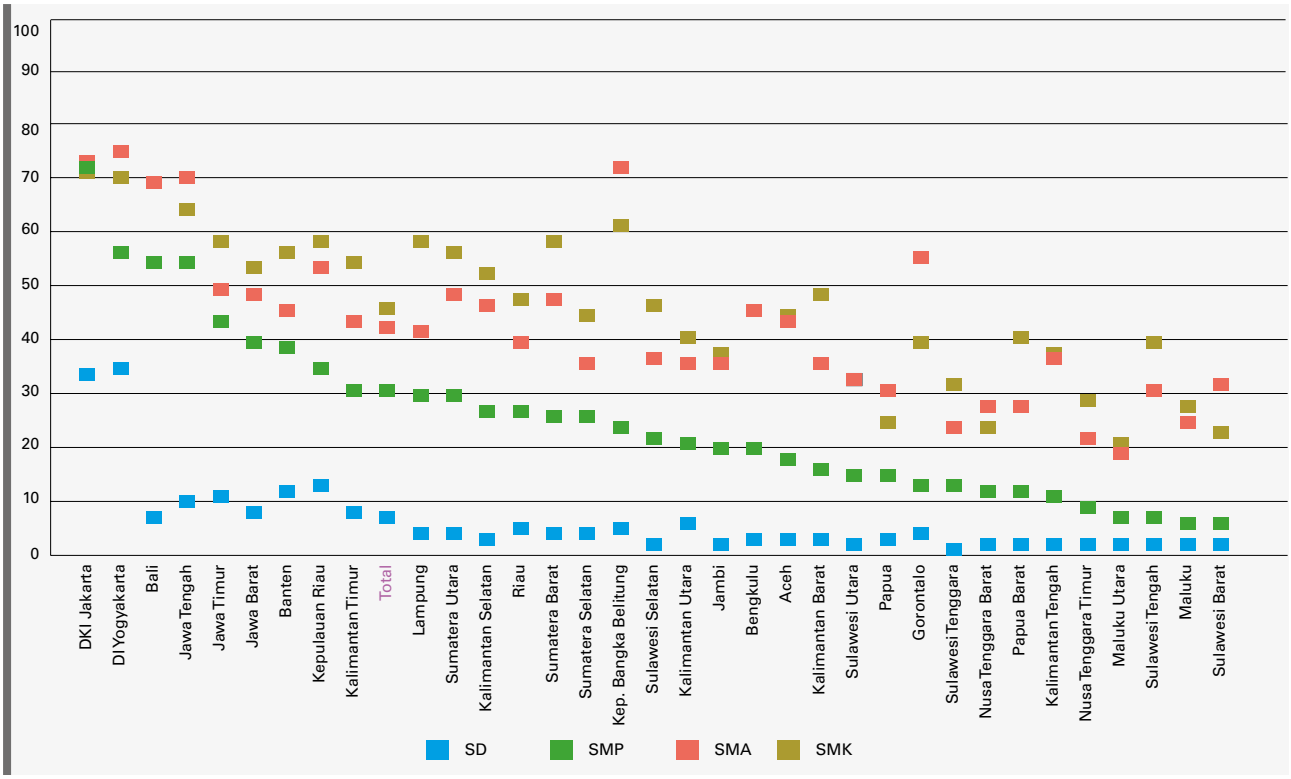


Figure 8.D

Source: EMIS 2015

WASH IN SCHOOL

School facilities affect the health and productivity of all members of the school community, including students and educational personnel. A lack of basic access to WASH facilities contributes to low attendance by both students and teachers, and increases the risks for students who attend the school to contract or pass on diseases. Access to basic drinking water refers to sufficient and ready access to properly treated water that is safe for human consumption, while proper basic sanitation facilities are defined by the use of modern water closets with a trap water system—trapping odour, impurities, and diseases down the drain pipe—and a closed cesspool or septic tank.

According to the 2015 data from MoEC EMIS, higher proportion of schools have access to basic drinking water (more than 65% of all primary, junior and senior secondary, and senior secondary vocational schools) (Figure 8.E), in comparison to the other two WASH indicators. Proportions of schools with access to single-sex sanitation facilities are significantly lower (less than about 40% of primary, junior and senior secondary, and senior secondary vocational schools).

Proportion of school with access to basic drinking water, single-sex sanitation facilities, and hand basic handwashing facilities (WASH) by education level

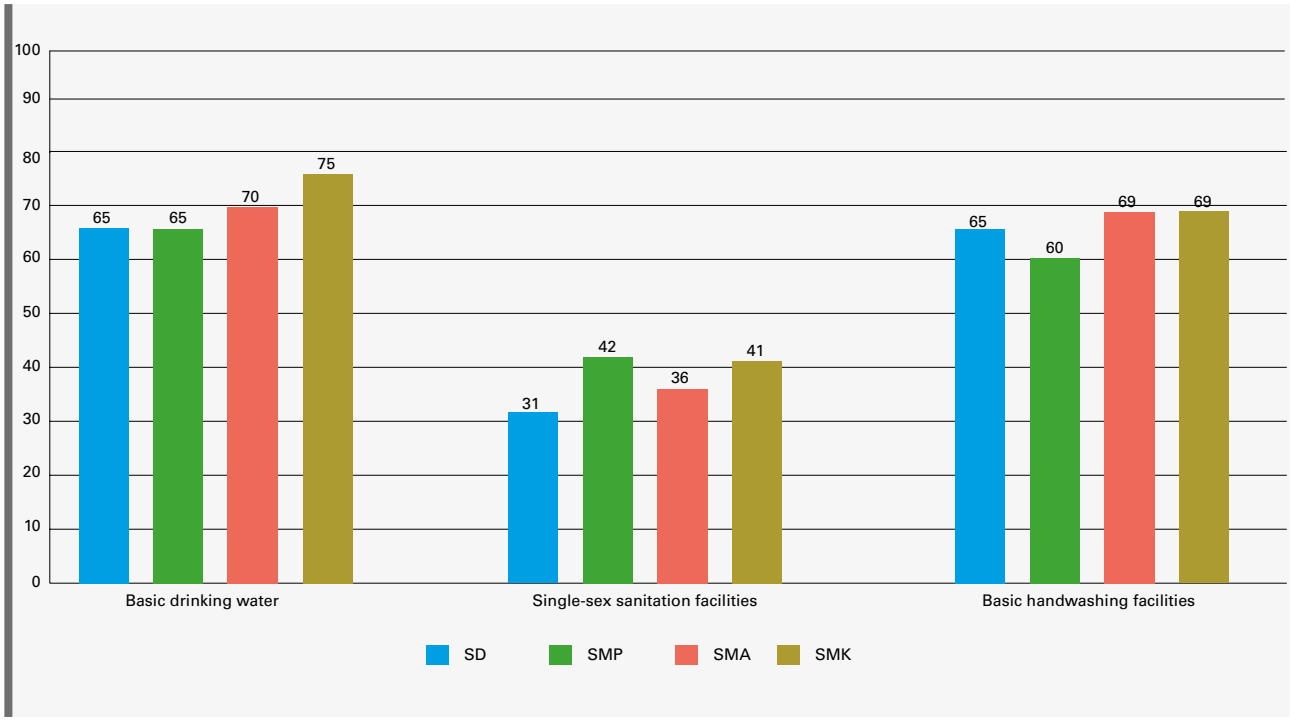


Figure 8.E

Source: EMIS 2015

Proportion of schools with access to basic drinking water, by education level and province

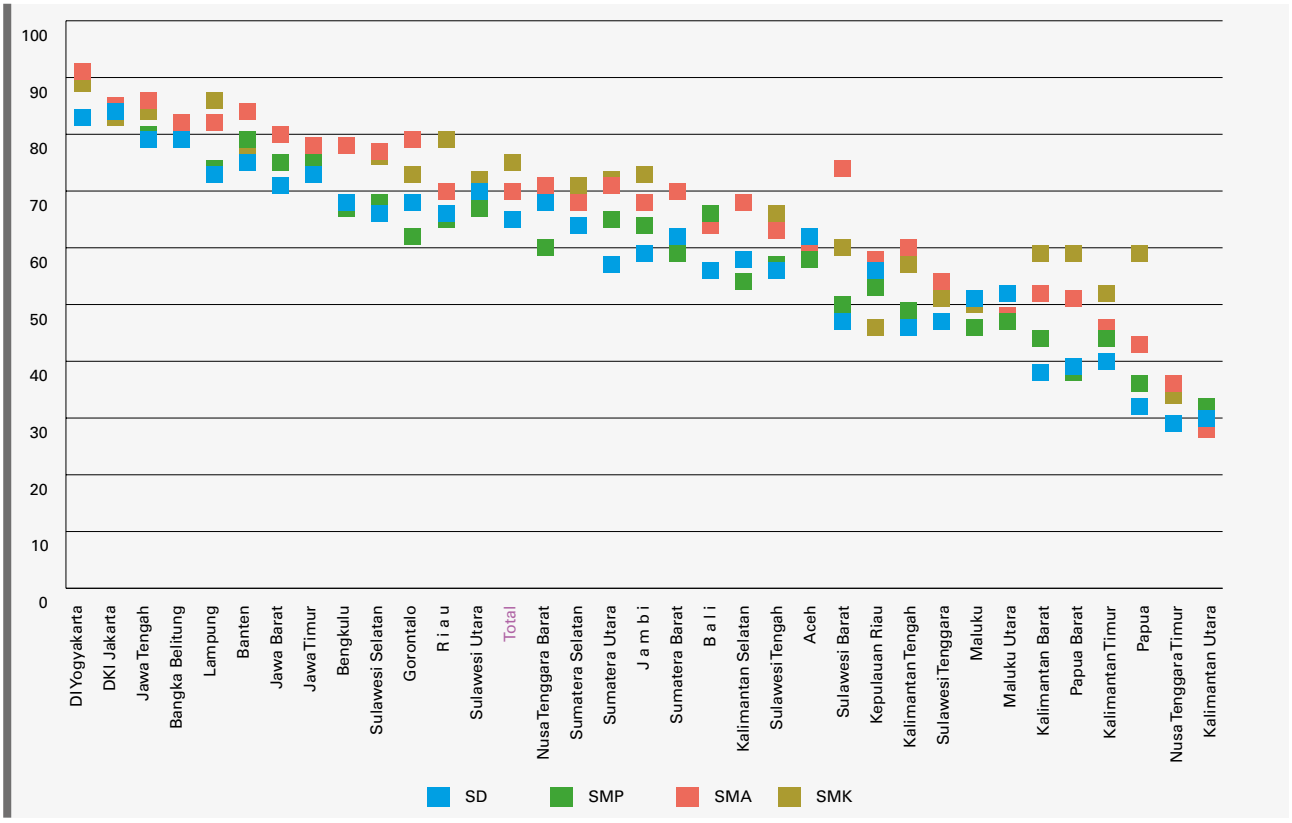


Figure 8.F

Source: EMIS 2015

Proportion of schools access to single-sex basic sanitation facilities, by education level and province

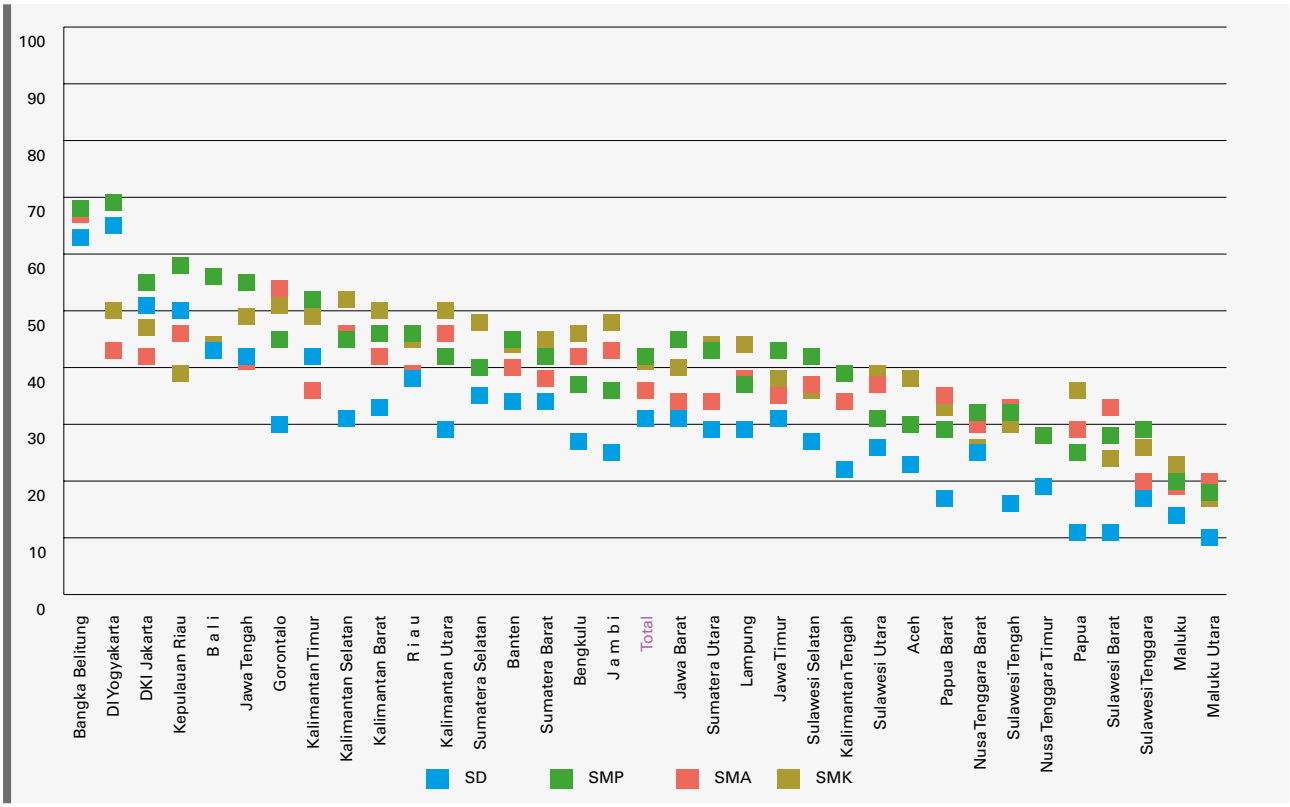


Figure 8.G

Source: EMIS 2015

Proportion of schools access to basic handwashing facilities, by education level and provice

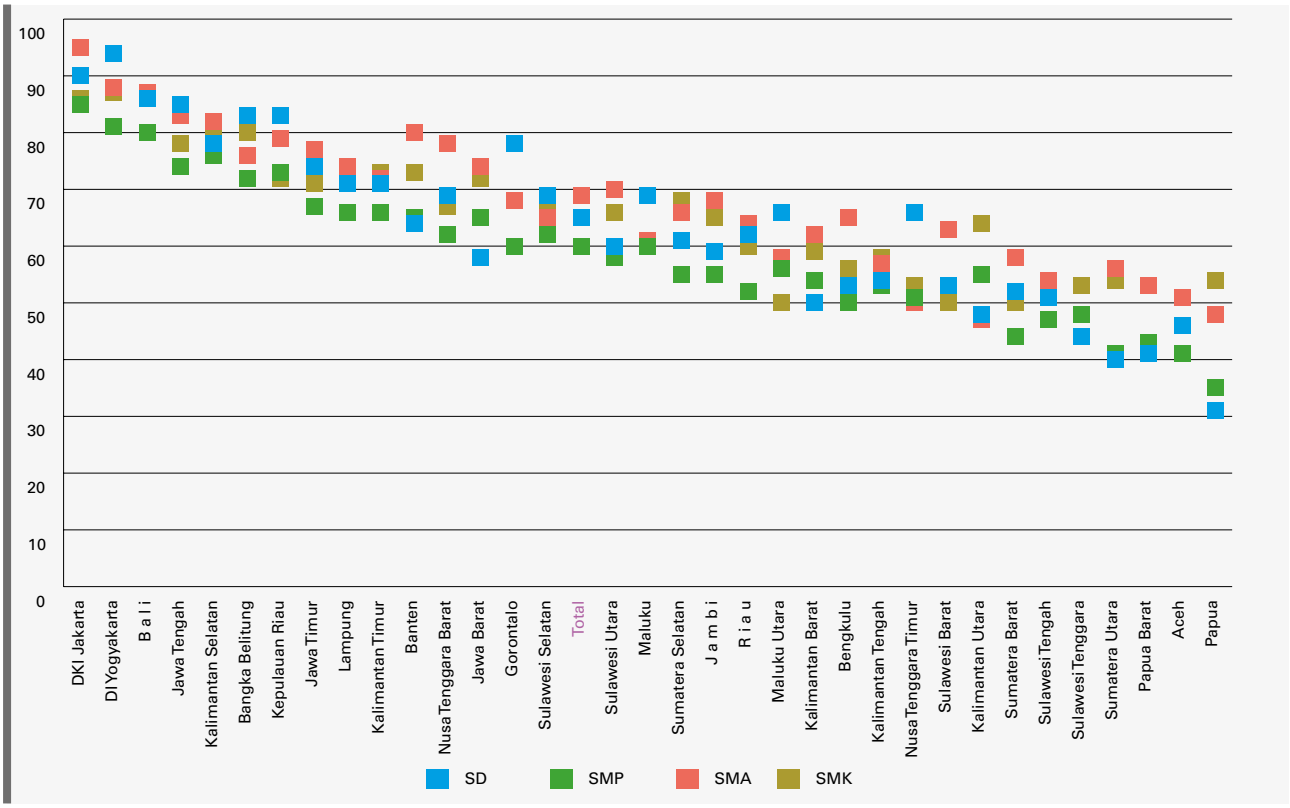


Figure 8.H

Source: EMIS 2015

“

THERE ARE ONLY FOUR PROVINCES WHERE MORE THAN HALF OF THE PRIMARY SCHOOLS PROVIDE ACCESS TO SINGLE-SEX BASIC SANITATION FACILITIES INCLUDING RIAU ISLAND (50%), DKI JAKARTA (51%), BANGKA BELITUNG ISLANDS (63%), SPECIAL REGION OF YOGYAKARTA (65%).

EMIS 2015 data report that the most common water source for public schools is protected wells, whereas for private schools it is a piped water system. There are proportional differences in schools with access to basic drinking water across provinces. In Kalimantan Utara, Nusa Tenggara Timur, Papua, and Kalimantan Timur, more than half the schools do not have access to basic drinking water (Figure 8.F), while in provinces like DKI Jakarta, DI Yogyakarta, Jawa Tengah, Bangka Belitung Islands, more than 80% do have access to basic drinking water.

There is a large proportion of schools in Indonesia without single-sex basic sanitation facilities. In the provinces of Maluku Utara, Sulawesi Barat, Papua and Maluku, less than 15% of primary schools provide access to single-sex functional toilet facilities (Figure 8.G). There are in fact only four provinces where more than half of the primary schools provide access to single-sex basic sanitation facilities, including Riau Island (50%), DKI Jakarta (51%), Bangka Belitung Islands (63%), Special Region of Yogyakarta (65%).

In terms of schools with access to basic handwashing facilities, there are also a large range of proportional differences across provinces. EMIS 2015 data show that more than half of primary schools in Papua, Sumatera Utara, Papua Barat, Sulawesi Tenggara, Aceh, and Kalimantan Utara lack basic handwashing facilities (Figure 8.H).

SCHOOL SAFETY

Safety in school contributes significantly to students' physical and psychological wellbeing. School violence includes physical, psychological, and sexual violence perpetrated and experienced by students, teachers, and other school staff. Bullying is included as a form of school violence. Bullying commonly involves a power imbalance where negative behaviours or assaults are repeatedly targeted towards particular individuals or groups of students who are positioned as less powerful. Bullying and violence in school poses a major risk to school attendance and increases the rate of drop-out.[XXIII]

According to the 2015 global school-based student health survey (GSHS), v, with a higher proportion of male (24%) than female (18%) (Figure 8.I). Other sources have reported that perpetrators include not only classmates, but also teachers and administrators, and school personnel.[XIV] While many students experience bullying in school, there are even more students who experience violence in school. Almost one in three students reported experiencing violence in school (Figure 8.J), with a much higher proportion of male students (39%) than female (21%). Injuries related to violence in school are one of the top causes of death among junior and senior secondary age adolescents.[XXV]

Physical or corporal punishment by teachers or principals has garnered strong criticism from the public in recent years. Despite a decrease in the rate of corporal punishment, it still occurs as a form of disciplinary action against students.[XXVI] This runs against the Government commitment to end all forms of violence occurring in schools. Public anti-bullying campaigns and positive discipline programs for teachers and education personnel are some of the strategies that have been implemented with the aim of eliminating the culture of bullying and violence in schools.

Percentage of students who experience violence in school, aged 13-17

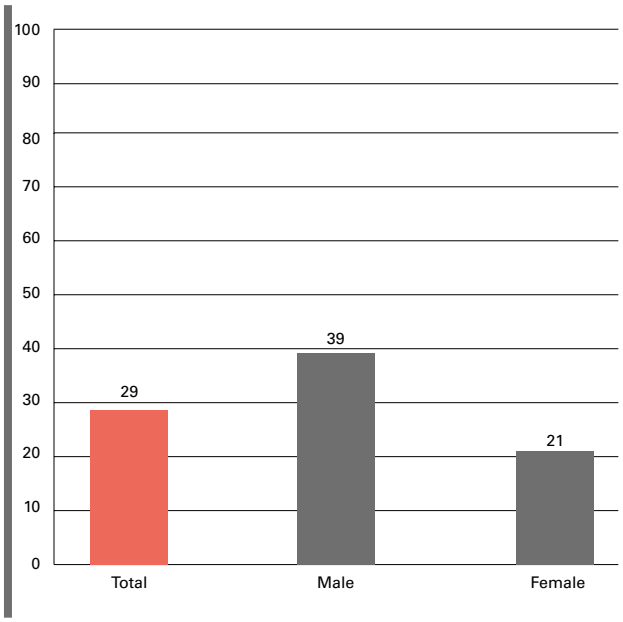


Figure 8.I Source: GSHS 2015

Percentage of students who experience bullying in school, aged 13-17

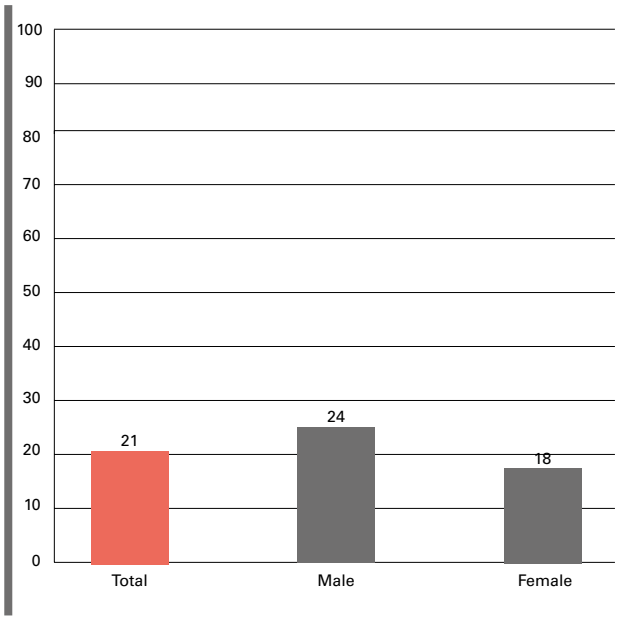


Figure 8.J Source: GSHS 2015

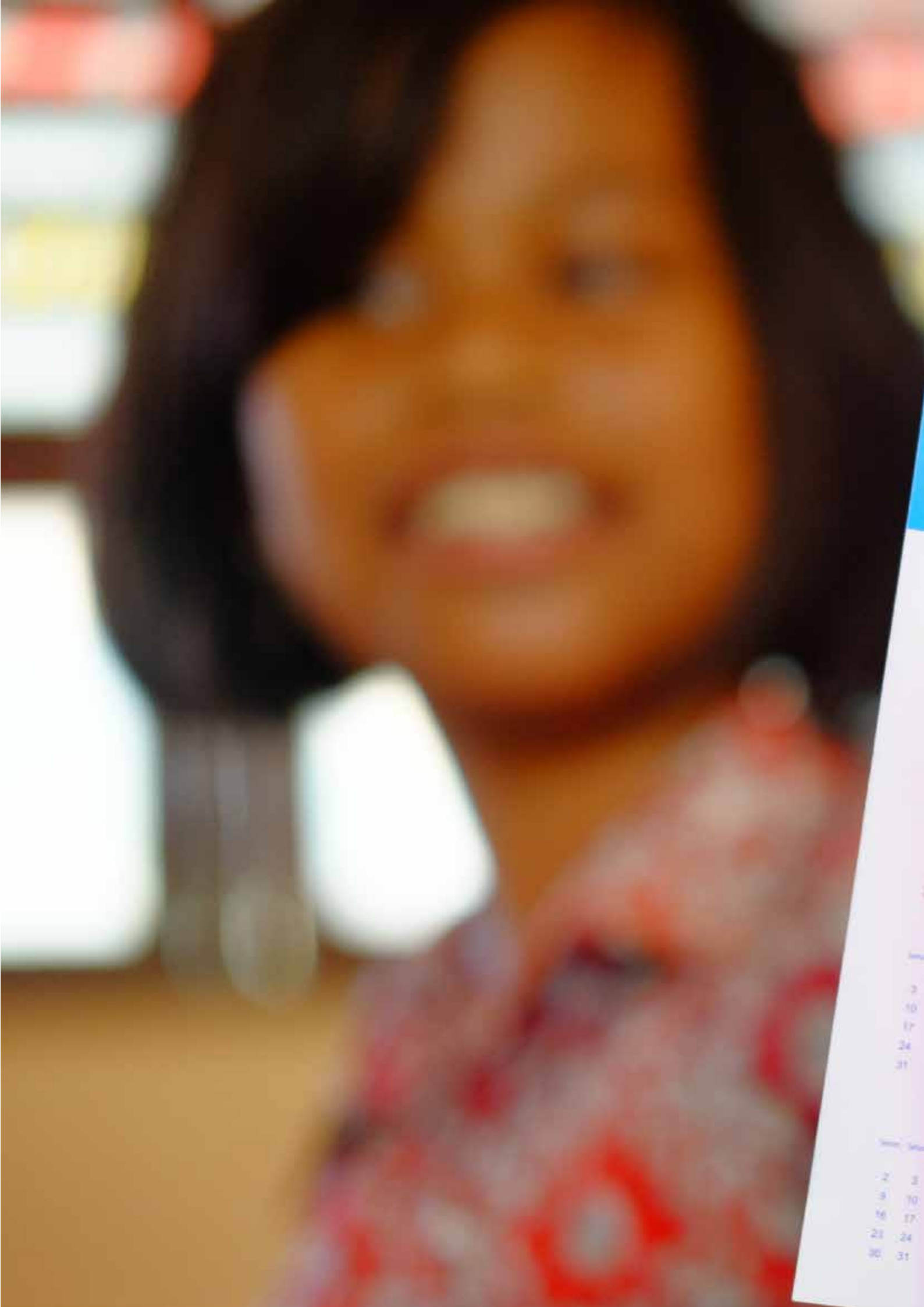
“

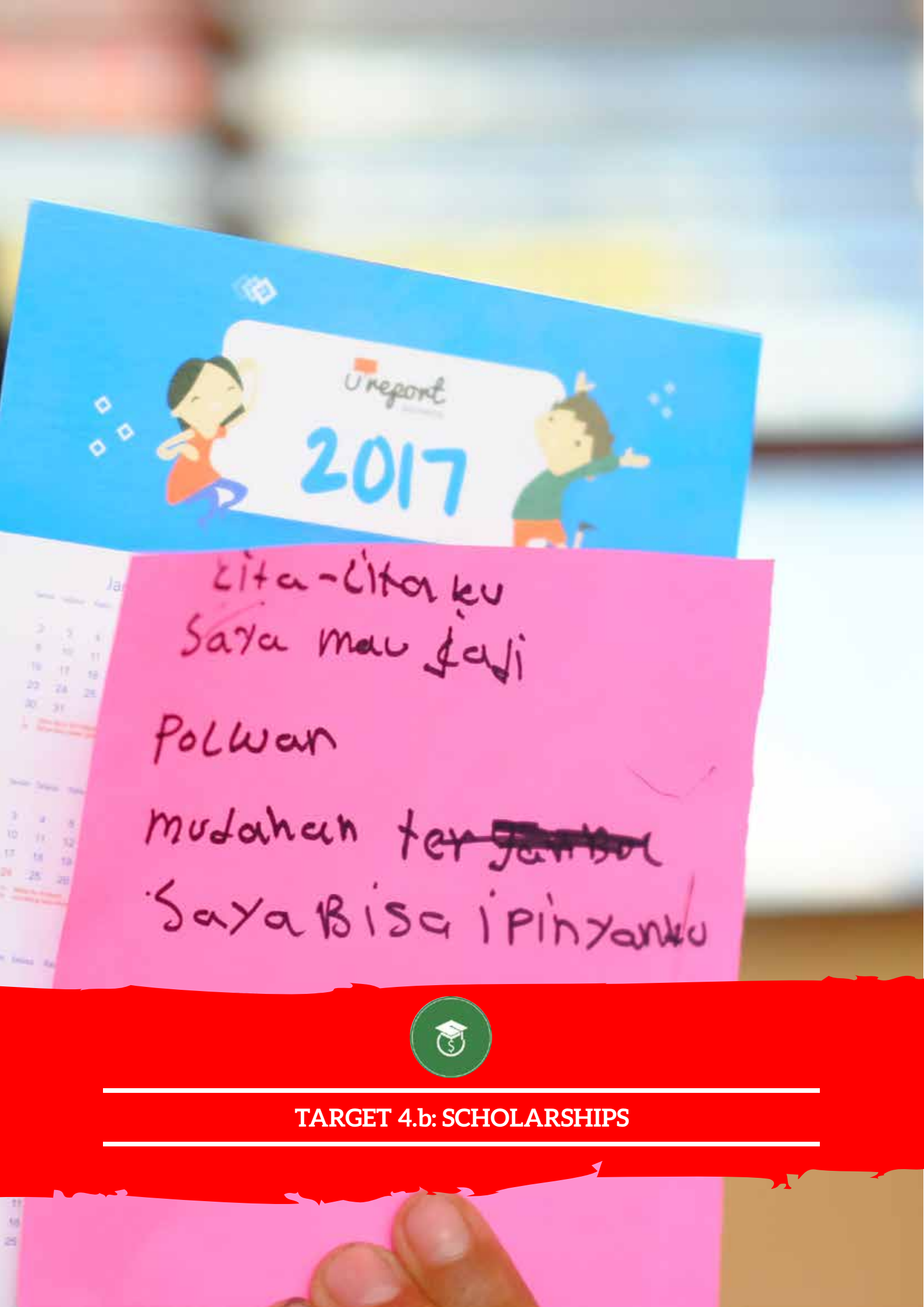
ABOUT ONE IN FIVE STUDENTS AGED 13 TO 17 YEARS (21%) IN INDONESIA REPORTED HAVING EXPERIENCED BULLYING. ALMOST ONE IN THREE STUDENTS REPORTED EXPERIENCING VIOLENCE IN SCHOOL

DATA GAPS AND POTENTIAL SOURCES

This target also includes indicators that monitor the expansion of inclusive education facilities. However, data on schools in Indonesia with adapted infrastructure and materials providing access and accessibility to persons with disabilities are not available. This is due to the fact that inclusive education is not yet fully mainstreamed in Indonesia, and most children with disabilities attend special education schools or do not attend school at all. As was discussed for target 4.5, there is a general lack of data on children/people with disabilities including their educational status as well as the environment surrounding them.

In order to facilitate the equity-focused monitoring of SDG4, it is essential to strengthen the MoEC EMIS so that comprehensive data can be captured on the school enrolment of children with disabilities as well as the availability of facilities and materials adapted for the needs of students with disabilities. Other indicators under this target include monitoring attacks on personnel and institutions. There are currently no data sources available for this indicator.





TARGET 4.b: SCHOLARSHIPS

WHAT THIS TARGET IS ABOUT

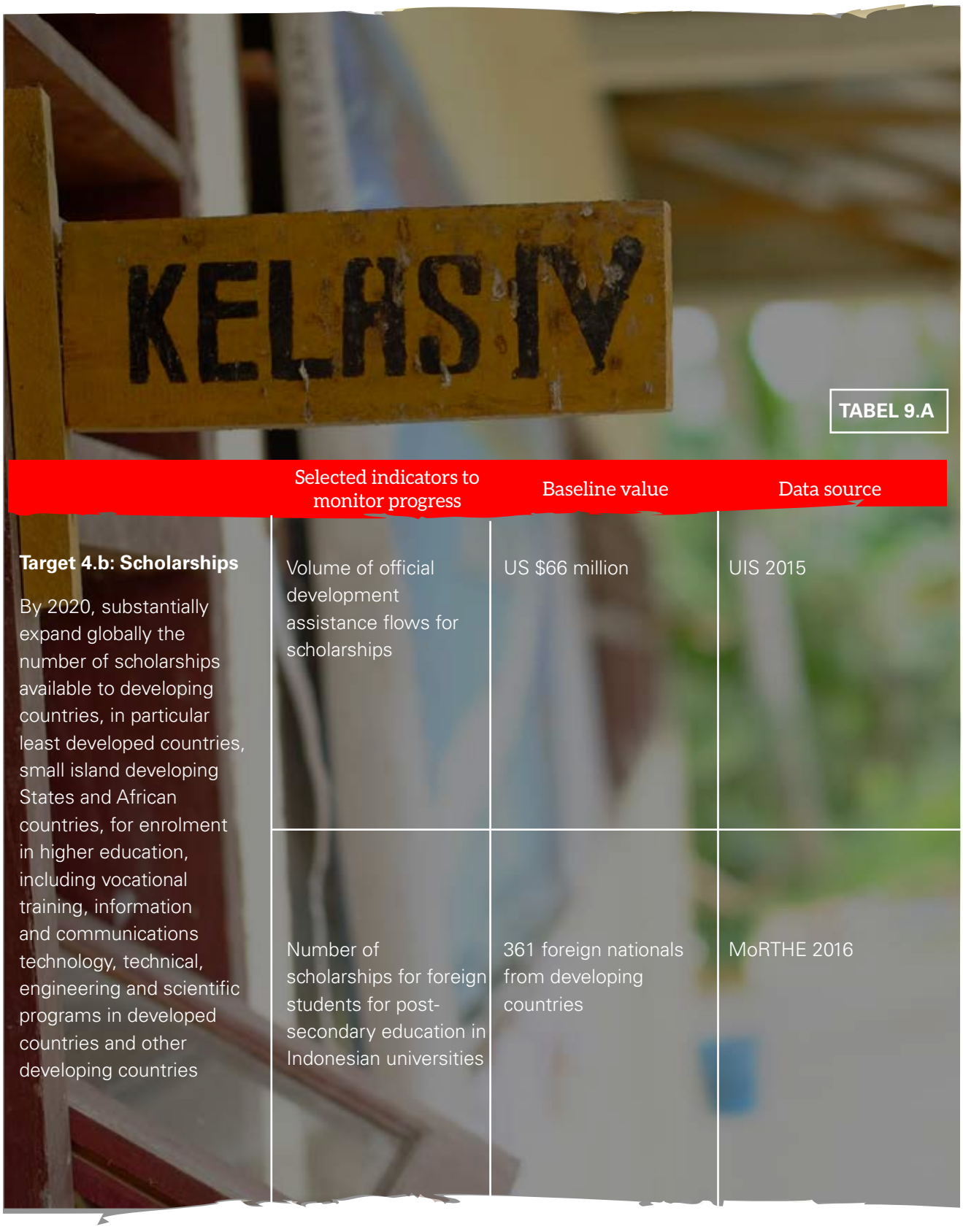
Target 4.b aims to, by 2020, substantially expand the number of scholarships available to developing countries, in particular least developed countries, for enrolment in higher education, including vocational training, information and communications technology, technical, engineering and scientific programs in developed countries and other developing countries.

The indicator under this target monitors the increase in volume of official development assistance flows for official international assistance to provide education places for developing country nationals in donor country educational institutions. This is complimented with an indicator monitoring Indonesian government assistance to foreign students to study in Indonesian higher education institutions.

The 2030 Agenda recognises the significance of cooperation among high-income and low-income countries in order to achieve the SDGs. This is represented in the inclusion of target 4.b which calls for the mobilization of international funding through development assistance, rooted in a commitment expressed in the Istanbul Programme of Action for the Least Developed Countries for the Decade 2011–2020.

Data for this indicator derived from a database of the Development Assistance Committee (DAC) of the Organization for Economic Co-operation and Development (OECD), particularly on net official development assistance to education. It is complimented with data on the Government's official international graduate scholarships through the *Kemitraan Negara Berkembang (KNB)* Scholarship program. Launched in 2006, the KNB scholarships are awarded annually through the Directorate General of Science, Technology, and Higher Education's annual budget to support students from developing countries to pursue graduate studies in universities in Indonesia.

STATUS OF PRIORITY INDICATORS



TABEL 9.A

	Selected indicators to monitor progress	Baseline value	Data source
Target 4.b: Scholarships By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training, information and communications technology, technical, engineering and scientific programs in developed countries and other developing countries	Volume of official development assistance flows for scholarships	US $66 million	UIS 2015
	Number of scholarships for foreign students for post-secondary education in Indonesian universities	361 foreign nationals from developing countries	MoRTHE 2016

DEVELOPMENT ASSISTANCE FOR SCHOLARSHIPS

Target 4.b aims to assert global pressure on donor countries to continue to provide scholarships for nationals of developing countries to study in donor country educational institutions.

According to the UNESCO Institute for Statistics (UIS) database, the ODA flow to Indonesia for scholarships in 2015 reached almost US$66 million, which is the highest in the world. The volume is higher than flows into countries with larger population than Indonesia, such as China (at $18 million) and India (at $16 million). However, currently Indonesia has a dual role of recipient and donor of overall foreign development assistance.

According to World Bank data, Indonesia's net official development assistance changed from positive to a negative between 2013 and 2014, indicating the value of Indonesia's disbursement of assistance.[xxvii]

With this in mind, the second indicator monitors assistance in the form of scholarships provided by the Indonesian Government to foreign nationals from other developing countries to pursue education in Indonesian higher education institutions.

Volume of Official Development Assistance Flows for Scholarships for Indonesia (2006-2015)

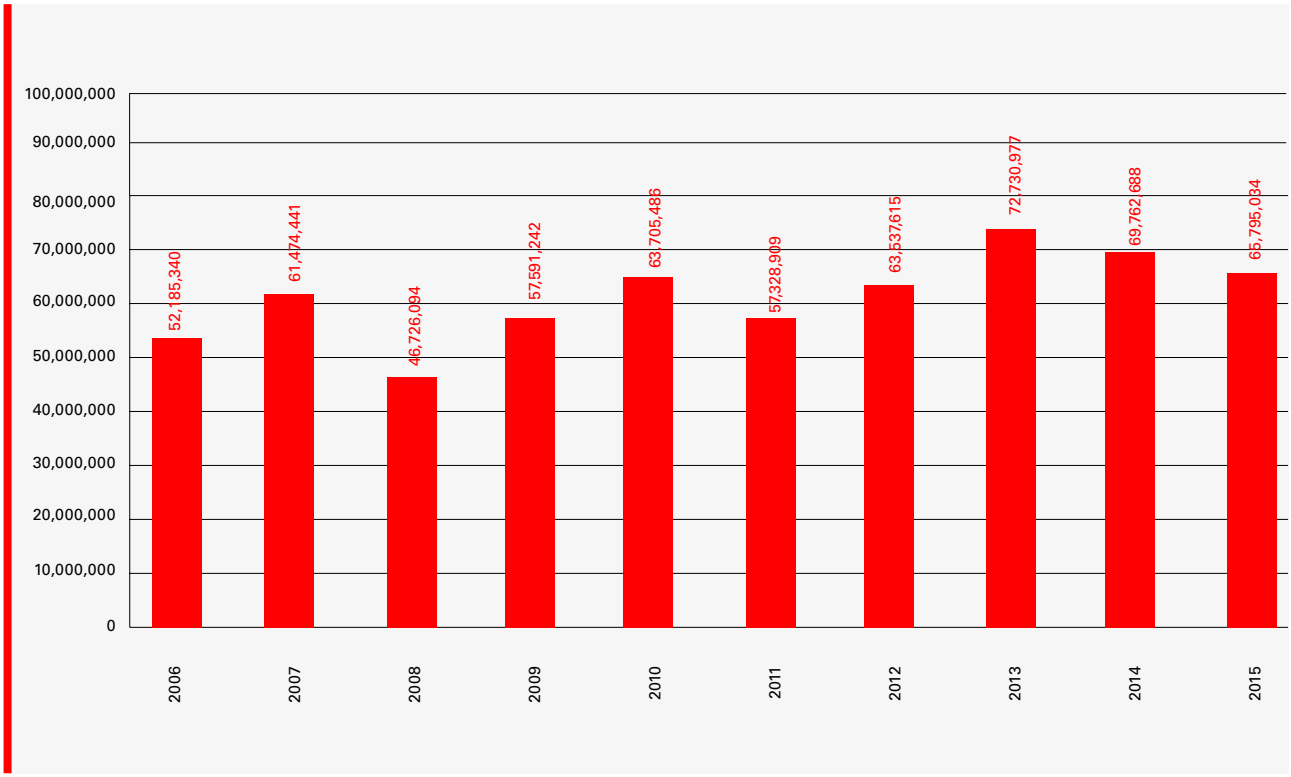


Figure 9.A

Source: UIS Database, 2018

GOVERNMENT SCHOLARSHIP FOR NATIONALS FROM DEVELOPING COUNTRIES

The Government of Indonesia recognises the strategic importance of international development cooperation. The Government has implemented a mechanism to provide international assistance for students from developing countries to study in higher education institutions in Indonesia. For the 2017-2018 academic year, more than 360 students from 58 countries around the world received such scholarships through the Developing Countries Partnership or the Kemitraan Negara Berkembang (KNB) scholarship program (Figure 9.B). A significant portion of the recipients are from developing countries in Southeast Asia, including Thailand (15%), Cambodia (6%), Laos (6%), Timor Leste (6%), Vietnam (6%), and Myanmar (2%), as well as various African countries, for example, Tanzania (8%), Madagascar (8%), Rwanda (6%), Uganda (6%), and Sierra Leone (2%). In fact, two-thirds of all scholarship recipients for 2016 come from these 11 countries alone. Recipients pursue graduate degrees in 15 top universities in Indonesia in a variety of fields and programs.

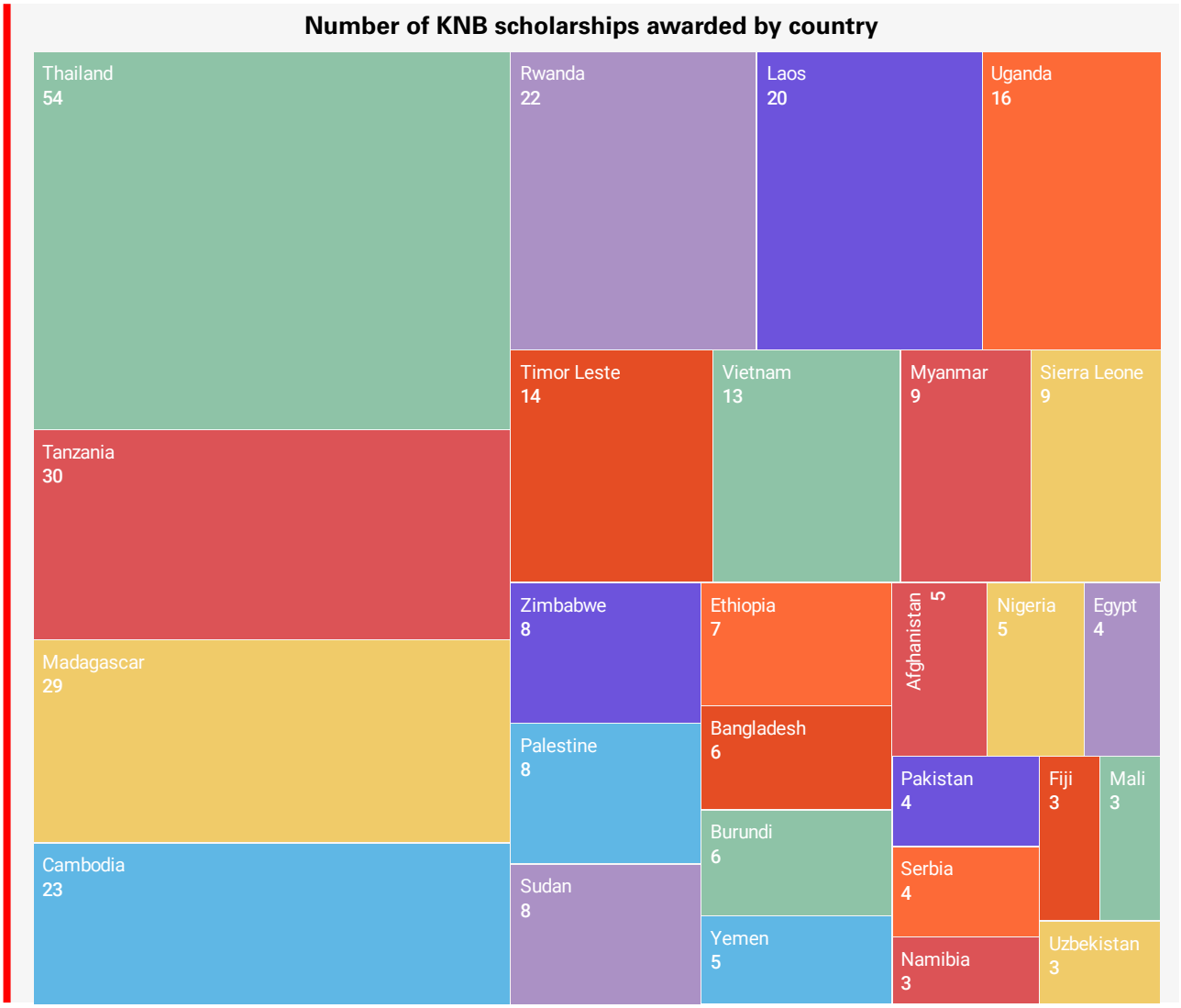


Figure 9.B

Source: MoRTHE, 2017

DATA GAPS AND POTENTIAL SOURCES

Future reports to monitor progress of Target 4.a may include two other measures of assistance for scholarship for enrolment in higher education, including scholarships for foreign nationals to pursue education in Indonesia, as well as scholarships for Indonesian citizens to pursue education both in-country and abroad. Two landmark programs implemented by the Government that represent these types of assistance are, the previously mentioned Darmasiswa Scholarships managed by the Ministry of Education and Culture, and the Master's and Doctoral Scholarships managed by the Indonesia Endowment Fund for Education (*Lembaga Pengelola Dana Pendidikan* or *LPDP*) within the Ministry of Finance.

In terms of assistance flow for scholarships, Indonesia as a lower middle-income country mainly holds a status of recipient country, not a donor. The main audience for target 4.b are largely developed countries, traditional and emerging donors, middle income countries, and international financing mechanisms.[xxviii] Moreover, data on the official development assistance (ODA) for education mainly capture "education places for developing country nationals in donor country educational institutions."[xxix] As such, the target is difficult to integrate into the Indonesian Government's overall long- and mid-term planning strategies, and interpret and monitor in policy terms.

While not particularly useful for global comparison, monitoring the volume of a range of education scholarships (i.e. needs-based, merit-based, and affirmative action policies for disadvantaged groups) that the Indonesian government grants to both its own citizens as well as foreign nationals may establish a better and more contextualised measure of Indonesia's commitment to expanding educational access to higher education levels.

TARGET 4.c: TEACHERS AND EDUCATORS

WHAT THIS TARGET IS ABOUT

Target 4.c aims to substantially increase the supply of qualified teachers by 2030. Among various factors that affect educational outcomes, teachers and teacher quality remain the most significant in ensuring that effective learning can occur inside the classroom.

The supply and management of highly qualified and motivated teachers is crucial for Indonesia's vast education system. Considering the disparity in quality and provision of basic education services across the archipelago, competent teachers could play an important equalising role.

Indonesia has gone through major reform in teacher improvement and professional development over the past 15 years, since the issuance of the 2003 Education Law and the subsequent 2005 Teachers and Lecturers Law (No 14/2005). A significant part of the reform has been teacher certification. While many question the effect of teacher certification on learning outcomes, according to the law and regulations the quality standard for teachers is defined by their academic qualification and certification status.

At the beginning of the reform in 2005, it was reported that only 17% of primary school teachers had bachelor's degrees, and only half of primary school teachers prequalified for certification.[xxx] Thousands of teachers were found to have difficulties in understanding the content of the subject matter they taught. The minimum academic qualification of a bachelor's degree was put in place with the intention of eliminating these issues, with the assumption that the pre-service teacher training would prepare teacher candidates with pedagogical knowledge and skills, or at the very least, with knowledge of subject matter.

The certification mechanism and requirements were put in place with the intention of reinvigorating the teaching occupation, and incentivising existing teachers to upgrade their skills. Many teachers had entered the profession during the massive expansion of primary and junior secondary education in the 70s and 80s, and had remained in the job without seeing the need for continual professional development.

In the initial proposal for the certification program, certified teachers had to provide evidence of competency by fulfilling the academic requirement of a bachelor's degree, demonstrating skills through a competency test, having their teaching observed and assessed, and displaying past training and experiences through a portfolio system. The certification requirements were later loosened and reduced to having an academic qualification and submission of a portfolio of past training and experiences.

Target indicators were adapted to the national context and include the proportions of teachers with the minimum required academic qualification of a bachelor's degree, and those who are certified by the Government.

STATUS OF PRIORITY INDICATORS

TABEL 10.A

	Selected indicators to monitor progress	Baseline value	Data source
Target 4.c: Teachers and educators By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least-developed countries and small island developing States	Percentage of teachers qualified according to national standards, by levels	Pre-primary: 52% Primary: 81% Junior Secondary: 87% Senior Secondary: 94%	EMIS 2015
	Percentage of teachers certified to teach, by levels	Primary: 47% Junior Secondary: 49% Senior Secondary: 44%	EMIS 2015
	Pupil-qualified teacher ratio	Pre-primary: 24:1 Primary: 18:1 Junior Secondary: 17:1 Senior Secondary: 16:1	EMIS 2015

TEACHER ACADEMIC QUALIFICATIONS

Like any other skilled profession, a teacher must now have attended higher education and obtained at minimum a bachelor's degree. However, teacher candidates do not necessarily need to have graduated from a teacher training institution.

The certification program involves upgrading teachers qualifications to a minimum of a Bachelor's degree (Strata 1, S1 or Diploma 4, D4).[xxxi] While in 2006 less than 20% of primary teachers held a bachelor's degree, by 2012, 55% had gained a bachelor's degree. According to data from EMIS (DAPODIK) for the 2015-2016 academic year, an even larger percentage of teachers (81%) have the minimum requirement of a bachelor's degree (Figure 10.A).

Percentage of teachers qualified according to national standarts

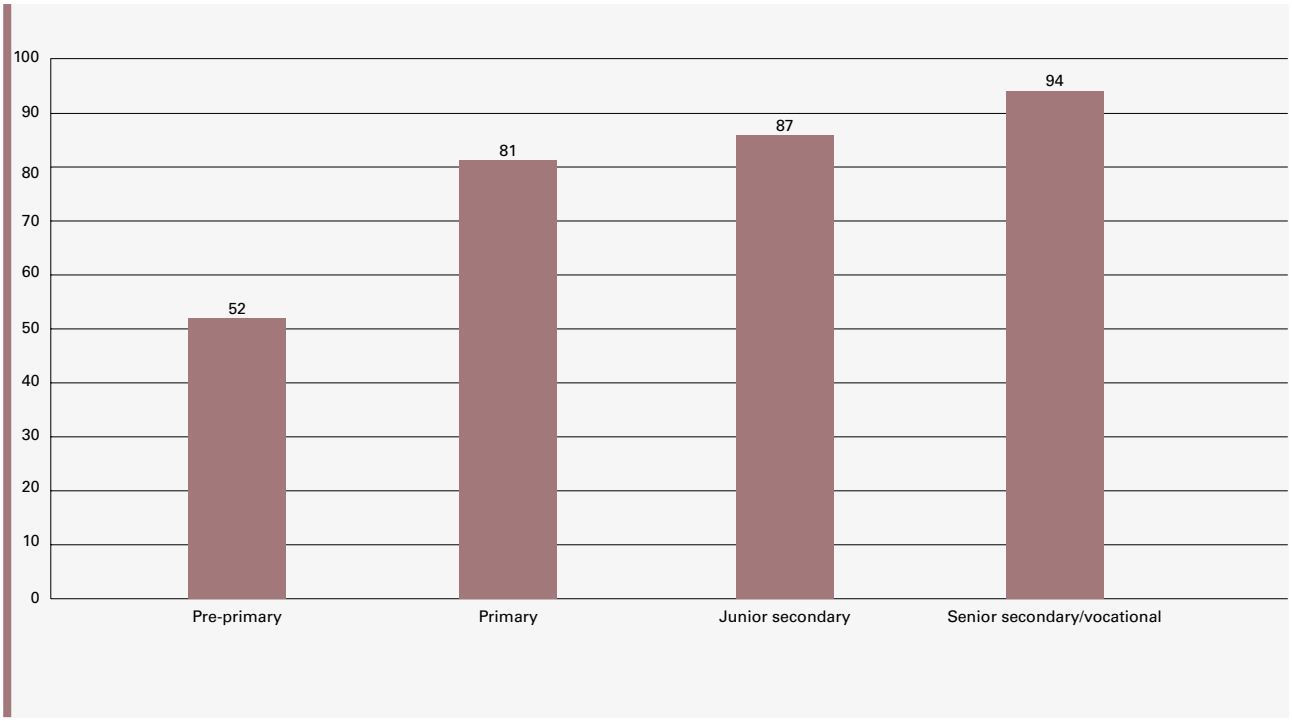


Figure 10.A

Source: EMIS 2015

Percentage of teachers in primary education (SD) qualified according to national standards, by province

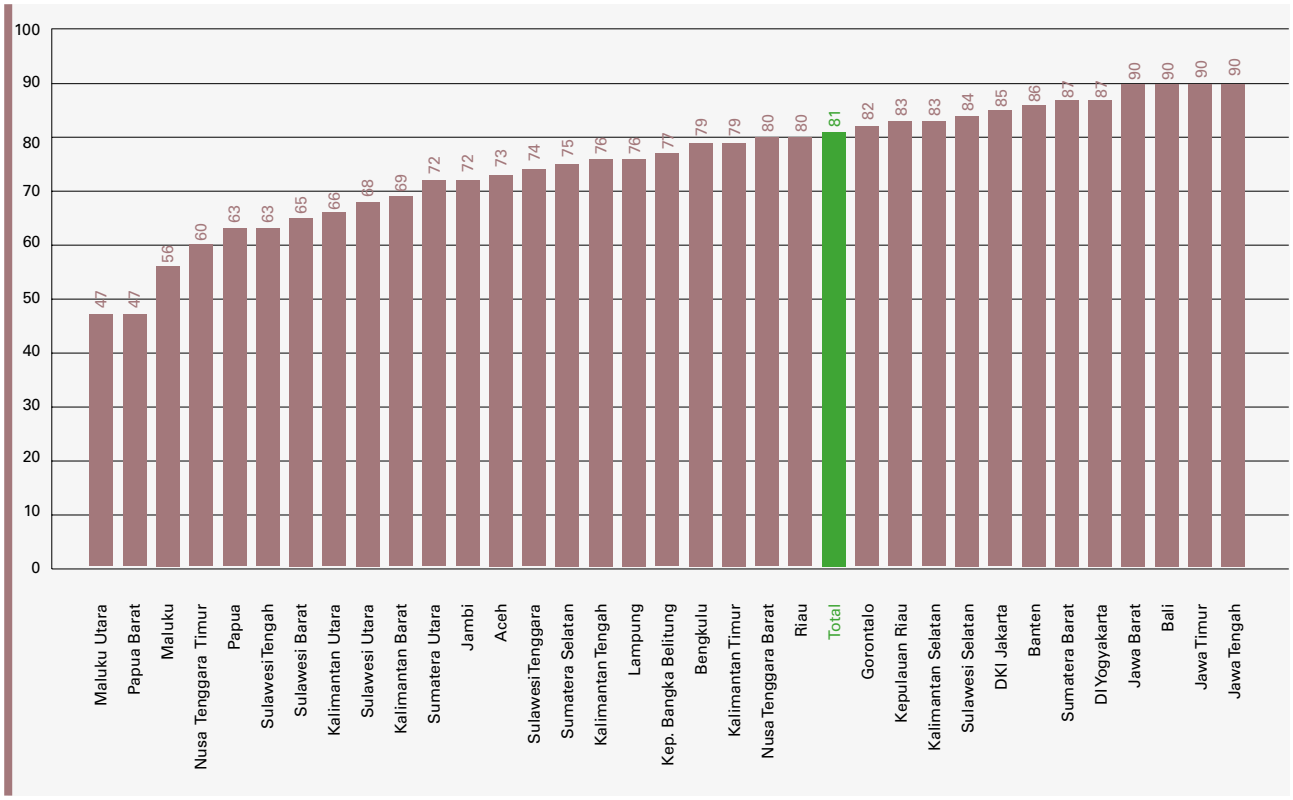


Figure 10.B

Source: EMIS 2015

Larger proportions of teachers with a minimum of a bachelor's degree (Strata 1, S1 or Diploma 4, D4) are observed among higher levels of education. In the 2015/16 academic year, the proportions of primary, junior secondary, and senior secondary teachers with the minimum academic qualification were 81%, 87%, and 94% respectively (Figure 10.A).

While the minimum academic qualification of S1 and D4 for teachers as stipulated by the MoEC Ministerial Decree (No 16/2007) also apply for pre-primary teachers, according to the 2015/16 EMIS data only 52% of teachers at the pre-primary level are academically qualified.

Despite the increase in numbers, teachers with a university degree are not equitably distributed across Indonesia. The proportion of teachers with the minimum academic qualification is less variable at the senior secondary level, but more variable at the primary level. For example, while 90% of primary teachers in Jawa Tengah have a bachelor's degree, less than half of primary teachers in Maluku Utara (47%) do.

TEACHER CERTIFICATION

Since the certification program started in 2005, its goal of certifying 200,000 teachers per year has only recently been surpassed. Even though more than 1.5 million teachers had been certified by 2015, this is still less than half of all teachers in Indonesia.

Confirming this, according to the 2015/16 MoEC EMIS data, less than half of the teachers at all education levels are certified—47% of primary teachers (Figure 10.C), 49% of junior secondary teachers (Figure 10.D), and 44% of senior secondary teachers (Figure 10.E).

There is near gender parity in teacher certification, with a slightly larger proportion of male teachers who have been certified at all levels of education. However, certified teachers are not equitably distributed across the Indonesian provinces, with only 23% of primary teachers in Papua being certified (Figure 10.C), 26% of junior secondary teachers, and 25% of senior secondary teachers in Nusa Tenggara Timur who are certified (Figures 10.D and 10.E).

As mentioned above, the impact of teacher certification is inconclusive, and studies have reported that teacher certification has only a modest impact on learning. More substantial impact may be observed in the longer term.[XXXII]

Percentage of teachers in primary education (SD) certified to teach, by province

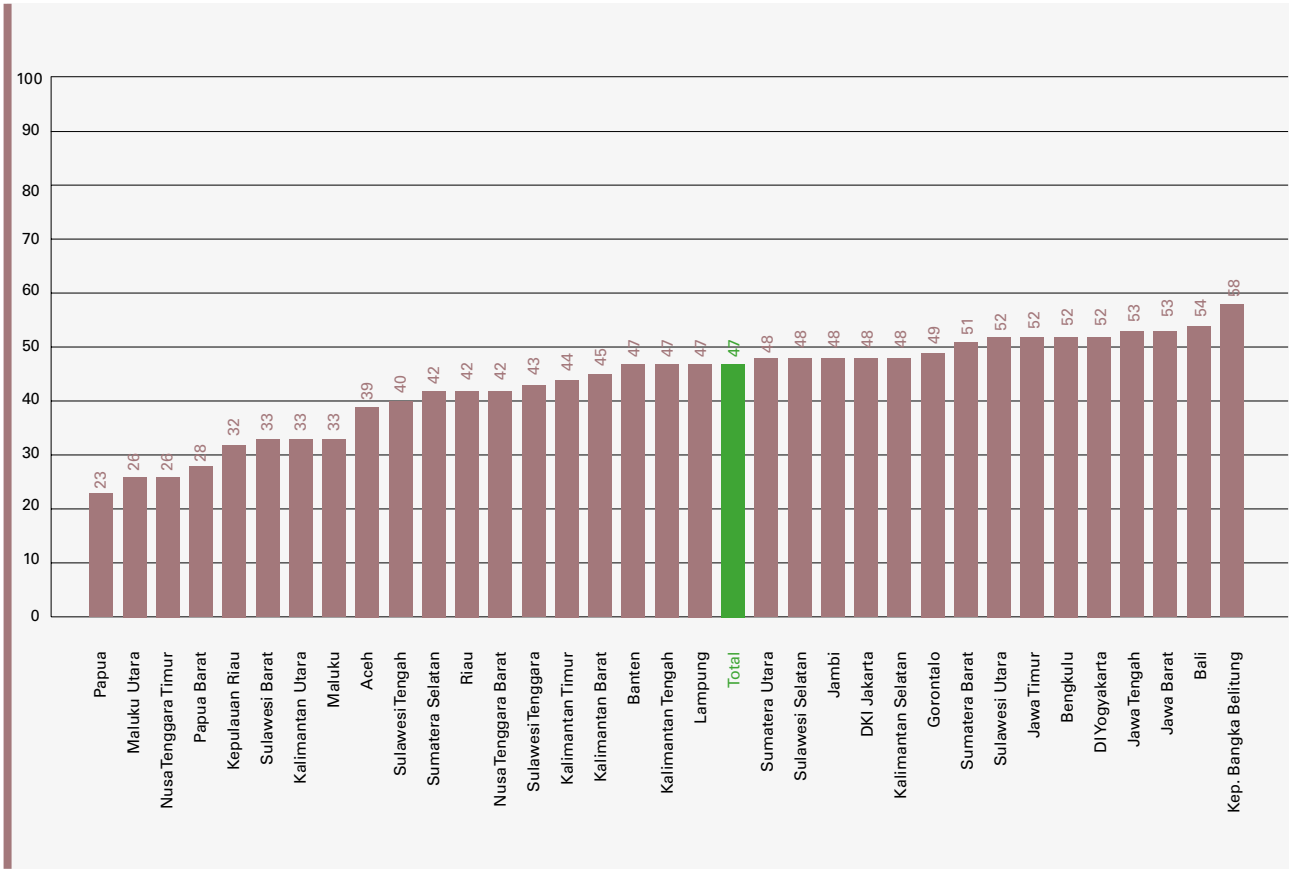


Figure 10.C

Source: EMIS 2015

Percentage of teachers in junior secondary education (SMP) certified to teach by province

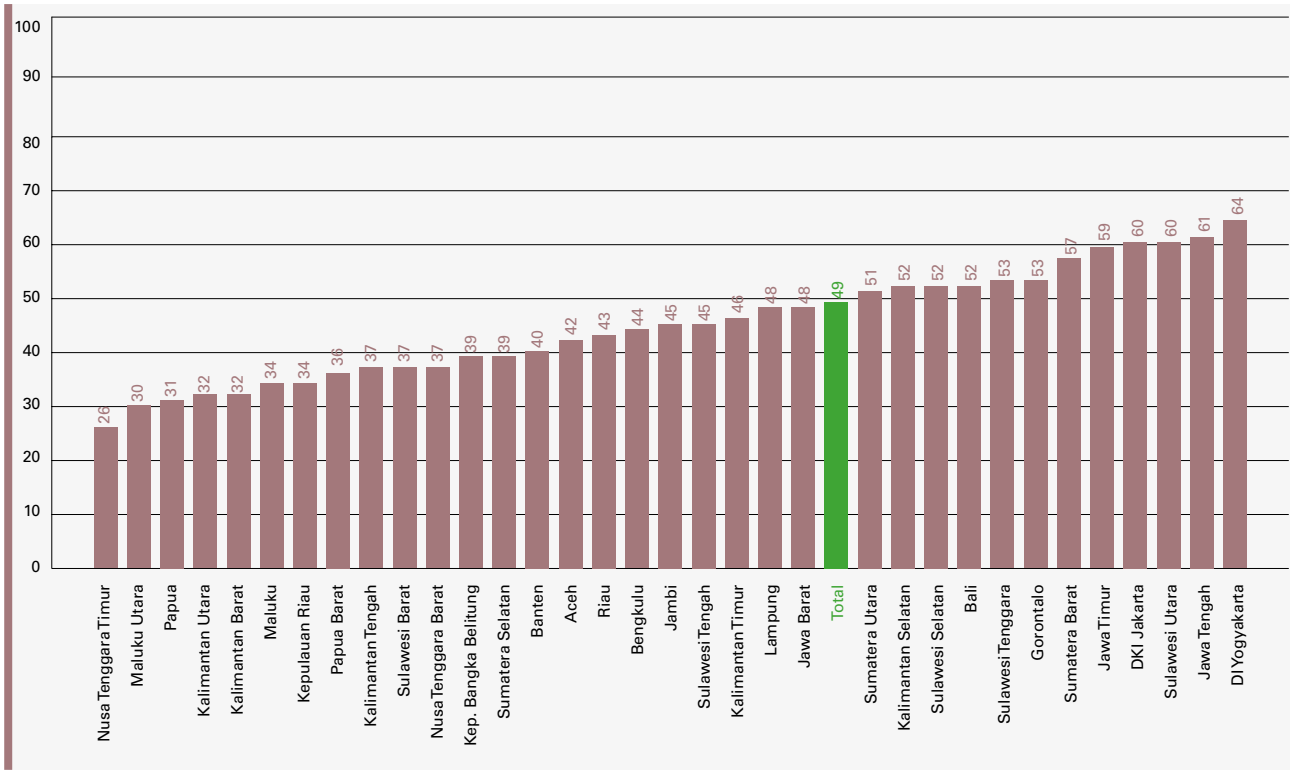


Figure 10.D

Source: EMIS 2015

Percentage of teachers in senior secondary education (SMA/SMK) certified to teach, by province

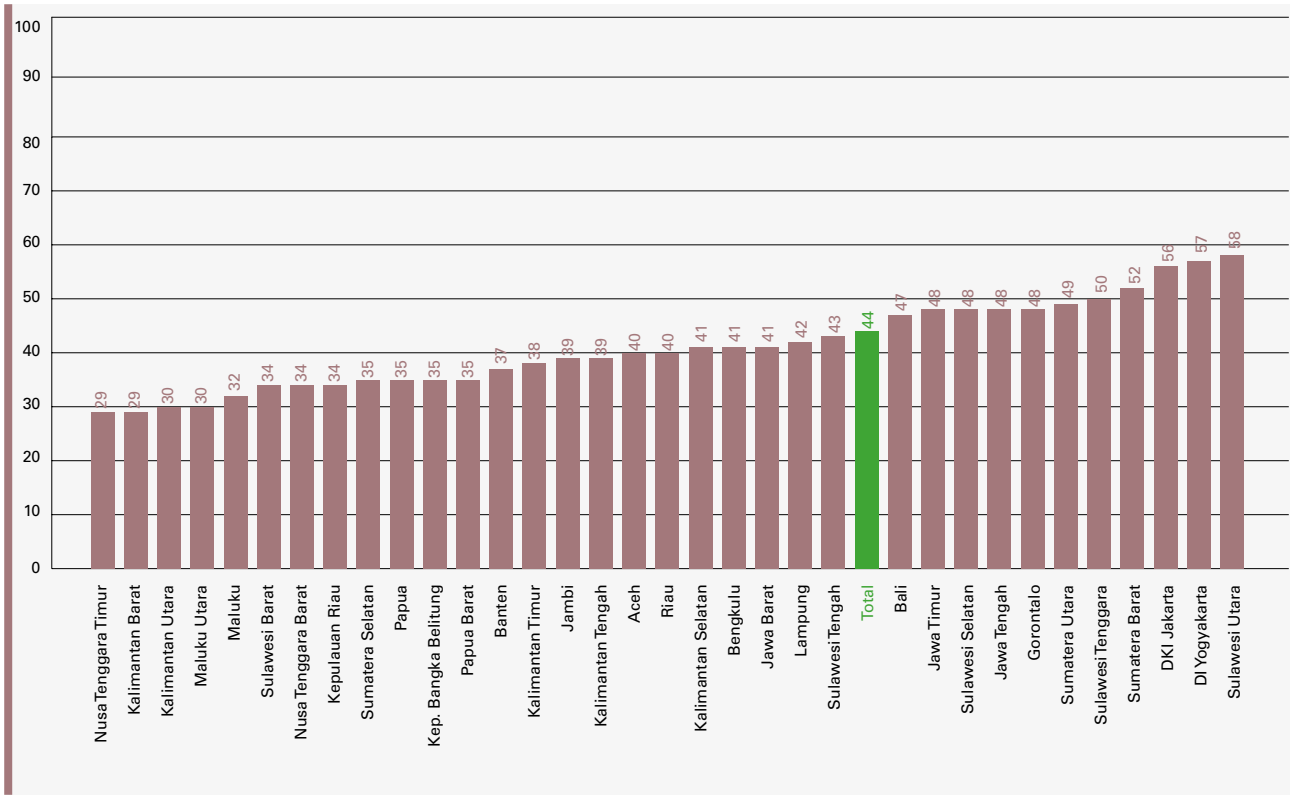


Figure 10.E

Source: EMIS 2015

PUPIL-QUALIFIED TEACHER RATIO

The quality of education as experienced by the students largely depends on the quality of teaching that happens inside the classroom. Quality teachers, in turn, are effective when they are supported with not only sufficient resources, but also good working conditions, which includes a manageable workload. The indicator of pupil-qualified teacher ratio provides insight into teachers' working environment and professional workload, as well as the likelihood that students are able to receive individual attention from teachers.

According to EMIS data for the 2015-2016 academic year, Indonesia's pupil-qualified teacher ratios are 18:1 for elementary (SD), 17:1 for junior secondary (SMP), and 16:1 for senior secondary (SMA) (Figures 10.E, 10.F, and 10.G). These figures are significantly lower than the regional average ratio in Sub-Saharan Africa (42:1 for primary level and 25:1 for secondary level), and Southeast Asia (34:1 for primary level and 29:1 for secondary level).[XXXIII]

When data are disaggregated at the level of province, there is an overall low variability in pupil-qualified ratio across Indonesia, while there are exceptions of ratios for primary education (SD) for Maluku Utara (29:1) and Papua (46:1) (Figure 10.F). It is also worth noting that the pupil-qualified teacher ratio in the province of Aceh is the lowest in the country for all education levels (Figures 10.F, 10.G, and 10.H).

These seemingly ideal ratios of pupil to qualified teachers across the country may hide the reality of poor distribution of qualified teachers within the province. In other words, qualified teachers may not be equitably distributed across districts within the same province, and disparities in the quality of teaching and learning are still prevalent in many provinces.

Pupil-qualified teacher ratio in primary education (SD), by province

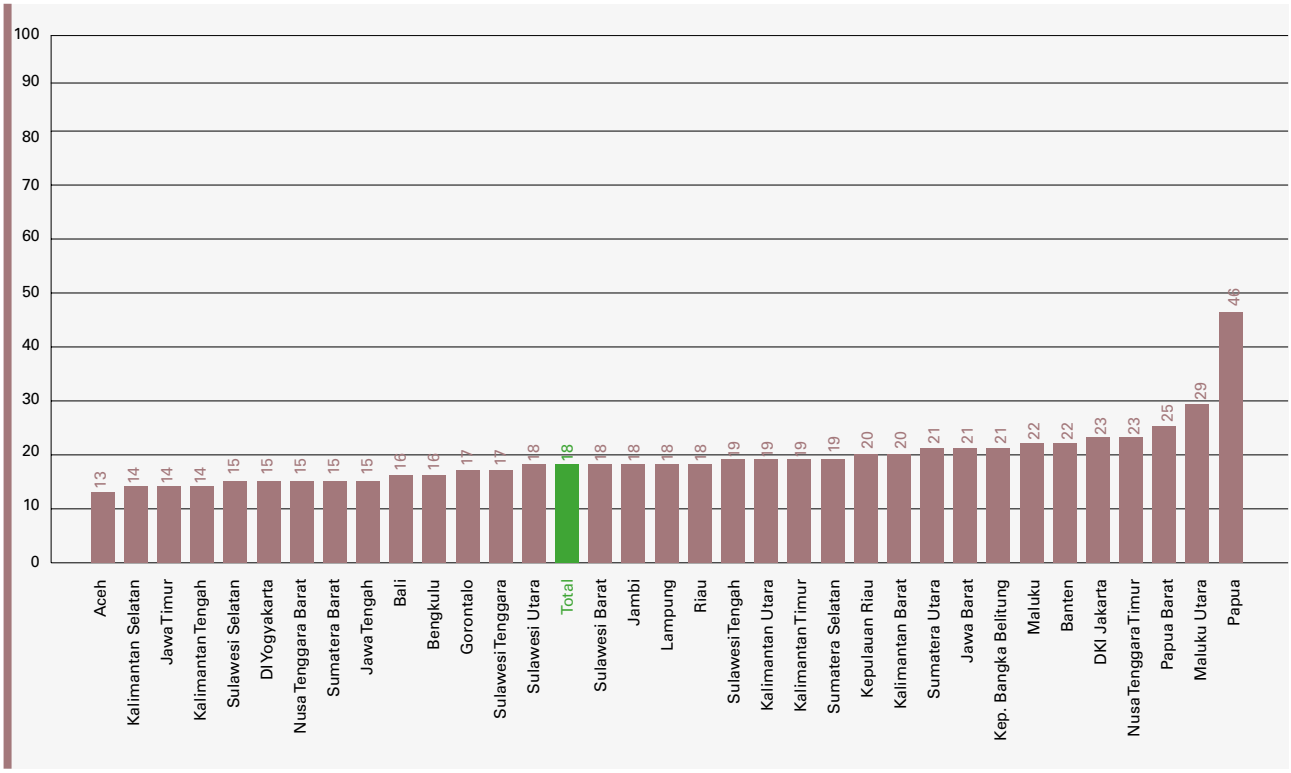


Figure 10.F

Source: EMIS 2015

Pupil-qualified teacher ratio in junior secondary education (SMP), by province

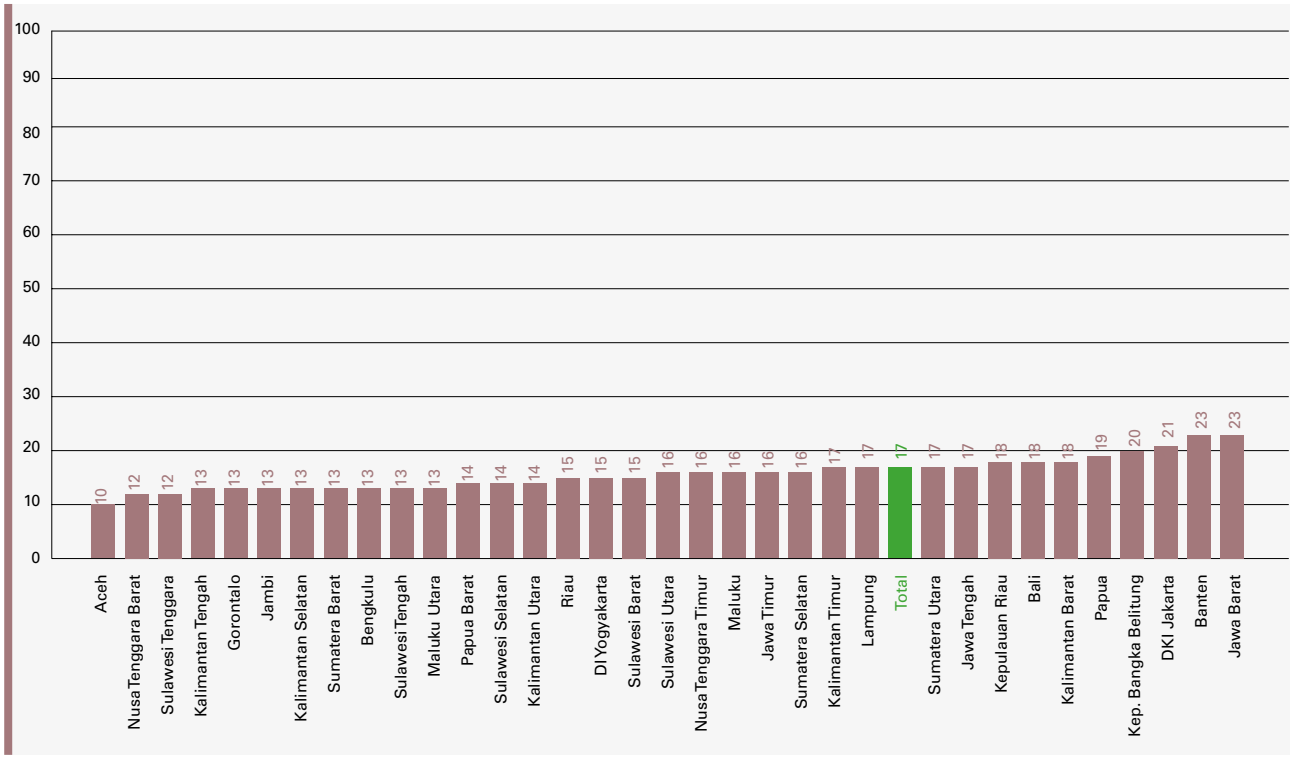


Figure 10.G

Source: EMIS 2015

Pupil-qualified teacher ratio in senior secondary education (SMA/SMK), by province

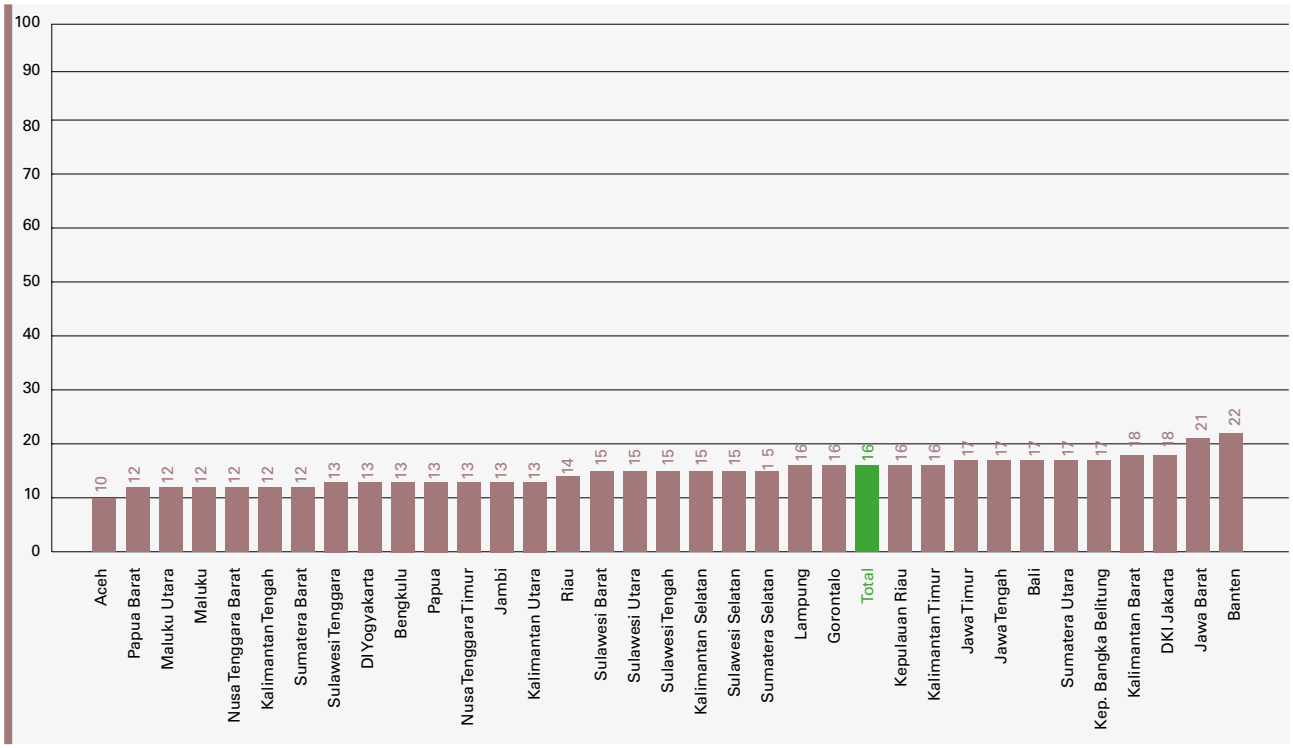


Figure 10.H

Source: EMIS 2015

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THE IMPACT OF TEACHER CERTIFICATION IS INCONCLUSIVE, AND STUDIES HAVE REPORTED THAT TEACHER CERTIFICATION HAS ONLY A MODEST IMPACT ON LEARNING. MORE SUBSTANTIAL IMPACT MAY BE OBSERVED IN THE LONGER TERM

DATA GAPS AND POTENTIAL SOURCES

Teacher data is available through MoEC EMIS (DAPODIK), including data on qualifications and certifications. While data related to teacher attrition rate and in-service teacher training may be available within government agencies at the national and sub-national level, it is not currently organised systematically and housed within one data system.

One indicator proposed for this target is teacher attrition. In the past the teaching profession has been attractive due to the stability it provides. A majority of teachers in Indonesia eventually gain civil servant or *Pegawai Negeri Sipil (PNS)* status which provides financial and career stability.

The patterns of attrition may be interesting, and could be important when considering the largescale teacher retirement that Indonesia will be facing in the next decade (2017-2027). This is due to waves of teacher recruitment conducted during the expansion of the *Inpres* schools in the 1970s.[xxxiv]

While not included as a priority indicator for Target 4.c, teacher absenteeism rate might potentially be a good measure of education system strengthening and a variable with direct effects on student learning outcomes. While some reduction in the teacher absenteeism rate has been reported nationally,[xxxv] teacher absenteeism remains a major issue in many parts of the country.[xxxvi] Currently data on teacher absenteeism are not regularly collected or recorded. It is recommended that EMIS include this important indicator in future data collection.

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PENYAKIT CAMPAK
& RUBELLA
PENYAKIT CAMPAK & RUBELLA SANGAT MENULAR
IMUNISASI MR MELINDUNGI KITA DARI PENULARAN
PENYAKIT CAMPAK & RUBELLA
GRATIS
AGUSTUS 2018

STATISTICAL ANNEX

4.1 PRIMARY AND SECONDARY EDUCATION
4.2 EARLY CHILDHOOD DEVELOPMENT
4.3 TECHNICAL, VOCATIONAL, TERTIARY AND ADULT EDUCATION

4.1 PRIMARY AND SECONDARY EDUCATION

	Proportion of children and young people a) in grade 4, and b) at the end of lower secondary achieving at least a minimum proficiency level in reading and mathematics (%)						Completion Rate (%), 2015		
	Primary education (Grade 4) [a]		End of junior secondary (Grade 9) [b]		15-year old students (Grades 9 and 10) [c]		Primary [d]	Junior Secondary [e]	Senior Secondary [f]
	Reading	Mathematics	Reading	Mathematics	Reading	Mathematics			
Indonesia	53	23	85	47	45	31	96	76	56
Sex									
Male	46	22	80	45	38	30	95	74	57
Female	60	24	89	48	51	32	97	78	56
Place of residence									
Urban	-	-	-	-	-	-	97	84	69
Rural	-	-	-	-	-	-	94	65	41
Wealth Quintile									
Poorest 20% (25%)	-	-	-	-	28	16	92	58	31
Second 20% (25%)	-	-	-	-	38	24	94	67	41
Middle 20%	-	-	-	-	-	-	96	73	50
Fourth 20% (25%)	-	-	-	-	46	32	97	82	64
Richest 20% (25%)	-	-	-	-	65	54	99	92	82
Province									
Aceh	54	24	71	69	-	-	98	90	75
Sumatera Utara	51	26	86	73	-	-	96	82	64
Sumatera Barat	64	24	91	45	-	-	93	81	64
Riau	67	23	91	67	-	-	95	75	61
Jambi	54	22	79	47	-	-	97	78	55
Sumatera Selatan	55	20	85	64	-	-	94	76	56
Bengkulu	52	22	76	15	-	-	96	76	60
Lampung	52	19	81	30	-	-	97	62	47
Kepulauan Bangka Belitung	60	25	90	16	-	-	90	65	47
Kepulauan Riau	76	29	91	29	-	-	96	88	81
DKI Jakarta	51	24	96	88	-	-	98	88	80
Jawa Barat	57	25	81	33	-	-	97	74	49
Jawa Tengah	58	22	90	25	-	-	97	72	48
DI Yogyakarta	75	30	98	46	-	-	99	89	81
Jawa Timur	69	29	90	56	-	-	97	78	57
Banten	47	21	70	30	-	-	96	78	56
Bali	50	26	86	52	-	-	98	85	72
Nusa Tenggara Barat	40	19	74	53	-	-	97	76	55
Nusa Tenggara Timur	35	23	75	32	-	-	89	65	48
Kalimantan Barat	41	22	84	41	-	-	91	60	41
Kalimantan Tengah	39	17	87	47	-	-	96	65	46
Kalimantan Selatan	56	19	92	56	-	-	92	68	48
Kalimantan Timur	64	19	87	24	-	-	98	85	70
Kalimantan Utara	40	15	84	33	-	-	96	78	61
Sulawesi Utara	26	14	87	73	-	-	94	80	61
Sulawesi Tengah	30	12	76	43	-	-	94	70	54
Sulawesi Selatan	29	18	82	65	-	-	94	72	57
Sulawesi Tenggara	51	23	82	57	-	-	93	81	65
Gorontalo	26	18	82	62	-	-	85	65	46
Sulawesi Barat	21	16	75	54	-	-	93	60	44
Maluku	30	12	82	65	-	-	96	87	67
Maluku Utara	30	15	75	61	-	-	94	78	65
Papua Barat	55	18	87	74	-	-	90	72	62
Papua	39	16	72	48	-	-	70	51	38

Notes:

[a] This indicator refers to the percentage of children in Grade 4 of primary education achieving at least a minimum proficiency (Level "Adequate") in reading or mathematics. Source: AKSI 2016

[b] This indicator refers to the percentage of children at the end of junior secondary education (Grade 9) achieving at least a minimum proficiency (above score 55) in reading or mathematics. Source: Junior Secondary National Examination (UN) 2015 results

[c] This indicator refers to the percentage of children at age 15 who achieved mimimum proficiency level at PISA exam. Minimum proficiency level in PISA is regarded as achieving level 2 and above. Source: PISA 2015

[d] This indicator refers to the percentage of 13 - 15 year-old adolescents who have completed primary education. Data are based on analysis of the SUSENAS March 2015.

[e] This indicator refers to the percentage of 16 - 18 year-old adolescents who have completed junior secondary education. Data are based on analysis of the SUSENAS March 2015.

[f] This indicator refers to the percentage of 19 - 21 year-old youth who have completed senior education. Data are based on analysis of the SUSENAS March 2015.

[g] The data for social economic background in PISA is divided into quartile rather than quintile.

4.2 EARLY CHILDHOOD DEVELOPMENT

	Participation rate in organized learning (% of 6-year-olds), 2015[a]	Pre-school experience (% of 6-year-olds), 2015[b]			Pre-Primary Gross Enrolment Rate (% of children 3-6 years old), 2015[c]
		Currently attending pre-school, 2015	Currently attending primary school with pre-school experience, 2015	Currently attending primary school without pre-school experience, 2015	
Indonesia	96	6	66	24	70
Sex					
Male	95	7	65	24	-
Female	96	5	67	24	-
Place of residence					
Urban	97	7	74	16	-
Rural	95	5	59	31	-
Wealth Quintile					
Poorest 20%	93	6	55	33	-
Second 20%	96	6	60	30	-
Middle 20%	96	6	67	24	-
Fourth 20%	97	7	72	18	-
Richest 20%	98	6	83	8	-
Province					
Aceh	99	2	69	28	58
Sumatera Utara	96	3	54	38	71
Sumatera Barat	95	7	67	21	70
Riau	95	4	66	25	60
Jambi	97	2	65	29	76
Sumatera Selatan	97	1	55	42	62
Bengkulu	96	3	65	28	77
Lampung	98	5	72	21	63
Kepulauan Bangka Belitung	95	1	79	15	87
Kepulauan Riau	95	7	68	19	80
DKI Jakarta	97	12	70	15	60
Jawa Barat	97	8	64	25	66
Jawa Tengah	98	6	81	11	74
DI Yogyakarta	98	11	82	5	97
Jawa Timur	97	12	75	11	95
Banten	95	2	61	32	57
Bali	97	8	69	19	76
Nusa Tenggara Barat	97	7	51	39	68
Nusa Tenggara Timur	92	3	49	41	56
Kalimantan Barat	91	1	36	54	56
Kalimantan Tengah	97	5	71	20	73
Kalimantan Selatan	97	8	81	8	64
Kalimantan Timur	98	4	73	21	51
Kalimantan Utara	95	8	59	28	71
Sulawesi Utara	99	3	81	15	76
Sulawesi Tengah	93	5	71	17	88
Sulawesi Selatan	97	4	67	27	66
Sulawesi Tenggara	96	3	68	26	66
Gorontalo	96	5	87	4	89
Sulawesi Barat	91	5	58	28	68
Maluku	95	4	47	44	56
Maluku Utara	94	2	47	45	63
Papua Barat	85	3	50	33	57
Papua	60	3	24	33	49

Notes:

[a] This indicator refers to the percentage of 6-year-olds who participated in organized learning (pre-school or primary education). Data are based on analysis of the SUSENAS 2015.

[b] This indicator refers to the percentage of 6-year-olds with and without pre-school experience who are participating in organized learning (pre-school or primary education). Data are based on analysis of the SUSENAS 2015.

[c] This indicator refers to the percentage of all children who participated in ECE/pre-school as a percentage of children ages 3-6 years old. Source: MoEC EMIS 2015/2016.

4.3 TECHNICAL, VOCATIONAL, TERTIARY AND ADULT EDUCATION

	Participation rate in formal and non-formal education and training in the past 12 months (% of age-group populations), 2015[a]	
	Youth 15-24 years	Youth/adults 15 years and older
Indonesia	45	11
Sex		
Male	45	11
Female	46	11
Place of residence		
Urban	43	10
Rural	48	12
Wealth Quintile		
Poorest 20%	39	9
Second 20%	41	10
Middle 20%	44	11
Fourth 20%	47	11
Richest 20%	56	14
Province		
Aceh	54	15
Sumatera Utara	50	13
Sumatera Barat	55	14
Riau	46	12
Jambi	44	11
Sumatera Selatan	41	11
Bengkulu	51	13
Lampung	42	10
Kepulauan Bangka Belitung	37	9
Kepulauan Riau	43	9
DKI Jakarta	41	9
Jawa Barat	41	10
Jawa Tengah	44	10
DI Yogyakarta	70	15
Jawa Timur	45	9
Banten	43	11
Bali	51	10
Nusa Tenggara Barat	49	13
Nusa Tenggara Timur	51	15
Kalimantan Barat	43	11
Kalimantan Tengah	42	11
Kalimantan Selatan	42	10
Kalimantan Timur	52	13
Kalimantan Utara	42	11
Sulawesi Utara	46	11
Sulawesi Tengah	48	13
Sulawesi Selatan	51	14
Sulawesi Tenggara	54	15
Gorontalo	48	13
Sulawesi Barat	44	13
Maluku	59	17
Maluku Utara	54	15
Papua Barat	51	14
Papua	40	12

	Gross enrolment ratio for tertiary education (%), 2015[b]
Indonesia	32
Province	
Aceh	37
Sumatera Utara	33
Sumatera Barat	46
Riau	26
Jambi	23
Sumatera Selatan	23
Bengkulu	33
Lampung	19
Kepulauan Bangka Belitung	11
Kepulauan Riau	35
DKI Jakarta	127
Jawa Barat	20
Jawa Tengah	20
DI Yogyakarta	115
Jawa Timur	30
Banten	18
Bali	45
Nusa Tenggara Barat	27
Nusa Tenggara Timur	19
Kalimantan Barat	20
Kalimantan Tengah	16
Kalimantan Selatan	28
Kalimantan Timur	27
Kalimantan Utara	-
Sulawesi Utara	41
Sulawesi Tengah	33
Sulawesi Selatan	47
Sulawesi Tenggara	40
Gorontalo	39
Sulawesi Barat	23
Maluku	30
Maluku Utara	43
Papua Barat	68
Papua	24

Notes:

[a] This indicator refers to the proportion of youth and adults who participated in formal and non-formal education and training in the 12 months prior to participating in the SUSENAS 2015 . Source: SUSENAS 2015

[b] This indicator refers to the percentage of all youth and adults who are enrolled in higher education as a percentage of all individuals ages 19-23 years old. Source: MoRTHE Database 2015/2016.

STATISTICAL ANNEX

4.4 SKILLS FOR WORK
4.5 EQUITY
4.6 LITERACY
4.7 EDUCATION FOR SUSTAINABLE DEVELOPMENT AND GLOBAL CITIZENSHIP
4.a LEARNING ENVIRONMENTS
4.b SCHOLARSHIPS TO DEVELOPING COUNTRIES
4.c TEACHERS AND EDUCATORS

4.4 SKILLS FOR WORK

	Youth and adults recent computer use (% of age-group populations), 2015[a]			Youth and adult recent access to the internet (% of age-group populations), 2015[b]		
	Adolescent 10-19 years	Youth 15-24 years	15 years and older	Adolescent 10-19 years	Youth 15-24 years	15 years and older
Indonesia	31	35	17	39	52	24
Sex						
Male	29	34	19	37	52	27
Female	32	37	16	41	52	22
Place of residence						
Urban	44	48	26	53	66	35
Rural	18	21	8	25	36	13
Wealth Quintile						
Poorest 20%	12	14	4	18	25	8
Second 20%	19	21	7	27	36	12
Middle 20%	26	29	11	37	47	18
Fourth 20%	40	43	19	51	63	28
Richest 20%	63	66	41	71	82	50
School Participation						
In school	34	59	60	40	71	71
Not in school	12	17	12	32	37	19
Province						
Aceh	15	26	15	20	37	19
Sumatera Utara	26	33	16	33	45	20
Sumatera Barat	34	45	21	41	56	25
Riau	28	37	20	36	52	27
Jambi	25	32	16	36	51	22
Sumatera Selatan	23	27	13	32	44	20
Bengkulu	29	38	19	35	48	22
Lampung	19	23	11	26	34	15
Kepulauan Bangka Belitung	27	31	15	35	49	23
Kepulauan Riau	46	48	29	54	69	41
DKI Jakarta	54	56	35	68	80	50
Jawa Barat	32	36	17	43	56	27
Jawa Tengah	36	37	14	46	56	21
DI Yogyakarta	60	66	28	69	83	36
Jawa Timur	37	38	15	46	54	21
Banten	31	34	20	39	52	29
Bali	45	49	23	54	67	30
Nusa Tenggara Barat	18	26	13	23	37	16
Nusa Tenggara Timur	10	18	11	11	22	13
Kalimantan Barat	19	25	14	26	37	18
Kalimantan Tengah	23	27	16	34	45	22
Kalimantan Selatan	30	34	17	45	56	25
Kalimantan Timur	39	46	26	48	64	35
Kalimantan Utara	33	41	24	37	54	28
Sulawesi Utara	24	34	18	36	55	26
Sulawesi Tengah	20	27	15	25	39	18
Sulawesi Selatan	30	39	20	36	52	24
Sulawesi Tenggara	20	32	17	25	42	21
Gorontalo	23	31	16	30	45	21
Sulawesi Barat	17	25	13	19	32	15
Maluku	18	28	16	23	39	20
Maluku Utara	13	23	14	14	27	14
Papua Barat	18	27	18	21	37	22
Papua	9	13	10	10	17	11

Notes:

[a]This indicator refers to the proportion of youth/adults who have used a computer (including PC, Desktop, Laptop, Notebook, or Tablet) in the last three months prior to participating in the SUSENAS March 2015. Source: SUSENAS 2015

[b]This indicator refers to the proportion of youth/adults who have accessed the internet (including for Facebook, Twitter, BBM, WhatsApp) in the last three months prior to participating in the SUSENAS March 2015. Source: SUSENAS 2015

4.5 EQUITY

	Out-of-school rate (%), 2015 [a]			Gender parity index for out-of-school rate, 2015c[b]		
	Primary age (7-12 years)	Junior secondary age (13-15 years)	Senior secondary age (6-18 years)	Primary	Junior Secondary	Senior Secondary
Indonesia	0.6	8.6	30.7	0.97	0.73	0.95
Sex						
Male	0.6	9.8	31.4	-	-	-
Female	0.6	7.2	29.9	-	-	-
Place of residence						
Urban	0.2	6.1	23.1	1.17	0.73	0.86
Rural	1.0	10.8	38.9	0.93	0.74	1.04
Wealth Quintile						
Poorest 20%	1.3	14.4	45.9	0.90	0.74	0.97
Second 20%	0.7	9.9	37.2	0.97	0.73	0.94
Middle 20%	0.4	7.9	31.1	0.96	0.76	0.91
Fourth 20%	0.3	5.8	24.5	1.37	0.59	0.91
Richest 20%	0.3	3.0	15.4	0.95	1.05	1.18
Province						
Aceh	0.0	3.2	20.2	-	0.74	0.94
Sumatera Utara	0.1	6.0	23.2	1.69	0.86	0.59
Sumatera Barat	0.1	5.8	21.5	6.48	0.32	0.59
Riau	0.8	8.1	29.4	0.90	0.52	0.87
Jambi	0.2	6.3	33.3	0.20	0.72	0.74
Sumatera Selatan	0.3	9.1	31.7	1.21	0.83	0.83
Bengkulu	0.1	5.1	27.7	0.61	0.61	0.66
Lampung	0.2	9.8	32.4	0.82	0.76	0.84
Kepulauan Bangka Belitung	0.7	12.3	36.1	1.44	0.65	0.88
Kepulauan Riau	0.1	3.1	21.3	-	0.32	1.23
DKI Jakarta	0.1	5.4	28.6	-	1.71	1.09
Jawa Barat	0.5	10.9	34.3	1.46	0.54	0.87
Jawa Tengah	0.4	8.4	33.7	0.66	0.72	1.06
DI Yogyakarta	0.1	1.6	13.3	-	0.39	0.73
Jawa Timur	0.2	7.4	30.7	1.50	1.04	1.13
Banten	0.1	8.2	37.2	2.27	0.61	1.12
Bali	0.2	5.0	22.1	3.83	1.30	1.38
Nusa Tenggara Barat	0.5	5.9	23.3	2.05	1.16	1.39
Nusa Tenggara Timur	1.2	8.7	28.2	0.76	0.51	0.83
Kalimantan Barat	1.2	11.7	39.3	0.81	0.60	0.92
Kalimantan Tengah	0.4	10.5	34.2	1.06	0.66	0.79
Kalimantan Selatan	0.3	12.5	36.3	0.90	0.89	0.99
Kalimantan Timur	0.3	3.2	20.6	1.56	1.64	1.29
Kalimantan Utara	1.3	9.2	26.0	1.42	0.80	1.26
Sulawesi Utara	0.8	6.5	31.5	0.58	0.47	1.07
Sulawesi Tengah	1.7	9.8	31.1	0.54	0.70	0.86
Sulawesi Selatan	0.5	11.5	29.3	1.23	0.77	0.92
Sulawesi Tenggara	0.3	10.0	28.9	0.14	1.05	0.76
Gorontalo	1.1	11.5	32.0	0.46	0.45	0.82
Sulawesi Barat	1.7	14.6	30.2	0.29	0.79	0.85
Maluku	0.1	6.1	15.4	0.71	0.85	1.06
Maluku Utara	0.5	4.9	24.3	2.74	2.92	1.31
Papua Barat	1.7	6.0	27.2	0.31	0.78	1.24
Papua	17.1	24.0	41.8	0.99	1.26	1.20

Notes:

[a]This indicator is defined by the percentage of children of primary school age (7-12 years), junior secondary school age (13–15 years), or senior secondary school age (16-18 years), who are not attending school, against the corresponding age-group population. Data are based on analysis of the SUSENAS March 2015.

[b]This indicator is defined by the ratio of the indicator value for female out-of-school children rate to male out-of-school children rate. Data are based on analysis of the SUSENAS March 2015.

4.6 LITERACY

	Literacy Rates (%), 2015[a]			
	Adolescents 10-19 years old	Youth 15-24 years old	Youth and adults 15-59 years old	Youth and adults 15 years old and above
Indonesia	100	100	98	95
Sex				
Male	100	100	99	97
Female	100	100	97	93
Place of residence				
Urban	100	100	99	97
Rural	100	99	96	93
Wealth Quintile				
Poorest 20%	99	99	95	90
Second 20%	100	100	97	94
Middle 20%	100	100	98	96
Fourth 20%	100	100	99	97
Richest 20%	100	100	99	99
Province				
Aceh	100	100	99	98
Sumatera Utara	100	100	100	99
Sumatera Barat	100	100	100	99
Riau	100	100	100	99
Jambi	100	100	99	98
Sumatera Selatan	100	100	99	98
Bengkulu	100	100	99	98
Lampung	100	100	99	97
Kepulauan Bangka Belitung	100	100	98	98
Kepulauan Riau	100	100	99	99
DKI Jakarta	100	100	100	100
Jawa Barat	100	100	100	98
Jawa Tengah	100	100	97	93
DI Yogyakarta	100	100	98	95
Jawa Timur	100	100	96	92
Banten	100	100	98	97
Bali	100	100	96	93
Nusa Tenggara Barat	100	100	92	87
Nusa Tenggara Timur	99	99	95	92
Kalimantan Barat	100	100	95	92
Kalimantan Tengah	100	100	100	99
Kalimantan Selatan	100	100	99	98
Kalimantan Timur	100	100	99	99
Kalimantan Utara	100	99	97	95
Sulawesi Utara	100	100	100	100
Sulawesi Tengah	100	100	99	97
Sulawesi Selatan	100	99	95	91
Sulawesi Tenggara	100	100	97	94
Gorontalo	100	100	99	98
Sulawesi Barat	100	99	94	93
Maluku	100	100	99	99
Maluku Utara	100	100	99	99
Papua Barat	99	100	98	97
Papua	91	87	71	71

Notes:

[a]This indicator refers to the percentage of youth and adults who indicated their ability to read and write (self-reported literacy) in the SUSENAS 2015 among the age-group populations. Source: SUSENAS 2015

4.a LEARNING ENVIRONMENTS

	Schools with access to electricity (%), 2015[a]				Schools with access to internet for pedagogical purposes (%), 2015[b]				Schools with access to computer for pedagogical purposes (%), 2015[c]			
	Primary	Junior Secondary	Senior Secondary	Vocational Senior Secondary	Primary	Junior Secondary	Senior Secondary	Vocational Senior Secondary	Primary	Junior Secondary	Senior Secondary	Vocational Senior Secondary
Indonesia	91	94	97	98	6	30	42	45	32	43	55	61
Province												
Aceh	97	99	99	100	2	17	43	44	20	34	54	65
Sumatera Utara	88	92	98	97	3	29	48	56	20	39	50	61
Sumatera Barat	97	97	98	99	3	25	47	58	29	43	61	64
Riau	88	92	98	96	4	26	39	47	22	30	50	50
Jambi	88	94	97	96	1	19	35	37	17	35	50	51
Sumatera Selatan	91	94	98	99	3	25	35	44	20	36	52	58
Bengkulu	92	94	98	98	2	19	45	45	20	27	52	53
Lampung	92	95	99	98	3	29	41	58	21	36	49	56
Kep. Bangka Belitung	98	100	100	98	4	23	72	61	41	44	66	59
Kepulauan Riau	96	98	100	97	12	34	53	58	37	49	64	72
DKI Jakarta	99	99	98	100	33	72	73	71	43	73	71	74
Jawa Barat	99	100	99	99	7	39	48	53	39	50	57	57
Jawa Tengah	100	100	100	100	9	54	70	64	50	65	72	68
DI Yogyakarta	100	100	99	100	34	56	75	70	64	78	69	72
Jawa Timur	98	99	99	98	10	43	49	58	41	54	61	66
Banten	100	99	99	99	11	38	45	56	37	50	58	65
Bali	100	100	99	98	6	54	69	54	49	77	76	71
Nusa Tenggara Barat	97	95	98	97	1	11	27	23	30	29	46	49
Nusa Tenggara Timur	69	80	92	87	1	8	21	28	21	29	46	51
Kalimantan Barat	68	82	95	97	2	15	35	48	26	27	47	58
Kalimantan Tengah	72	83	93	93	1	10	36	37	22	30	54	56
Kalimantan Selatan	96	97	98	98	2	26	46	52	32	46	60	70
Kalimantan Timur	93	94	97	99	7	30	43	54	28	46	53	68
Kalimantan Utara	78	84	93	100	5	20	35	40	25	38	50	64
Sulawesi Utara	95	97	97	98	1	14	32	32	21	27	44	51
Sulawesi Tengah	79	90	93	97	1	6	30	39	19	30	46	55
Sulawesi Selatan	91	95	97	100	1	21	36	46	31	40	48	55
Sulawesi Tenggara	70	78	89	91	0	12	23	31	19	26	36	40
Gorontalo	92	91	100	98	3	12	55	39	33	42	51	67
Sulawesi Barat	61	75	90	93	1	5	31	22	16	23	38	43
Maluku	71	75	93	89	1	5	24	27	15	23	44	50
Maluku Utara	64	75	91	92	1	6	18	20	13	18	36	34
Papua Barat	55	81	87	93	1	11	27	40	12	29	48	60
Papua	45	67	80	88	2	14	30	24	11	32	48	65

Notes:

[a]This indicator refers to the percentage of schools with access to electricity. Source: MoEC EMIS 2015/2016

[b]This indicator refers to the percentage of schools with internet for pedagogical purposes. Source: MoEC EMIS 2015/2016

[c]This indicator refers to the percentage of schools with availability of computers for pedagogical purpose. Source: MoEC EMIS 2015/2016

4.a LEARNING ENVIRONMENTS

	WASH in school, 2015[a]											
	Schools with access to basic drinking water (%)				Schools with access to single-sex basic sanitation facilities (%)				Schools with access to basic handwashing facilities (%)			
	Primary	Junior Secondary	Senior Secondary	Vocational Senior Secondary	Primary	Junior Secondary	Senior Secondary	Vocational Senior Secondary	Primary	Junior Secondary	Senior Secondary	Vocational Senior Secondary
Indonesia	65	65	70	75	31	42	36	41	65	60	69	69
Province												
Aceh	62	58	59	62	23	30	30	38	46	41	51	46
Sumatera Utara	57	65	71	72	29	43	34	44	40	41	56	54
Sumatera Barat	62	59	70	70	34	42	38	45	52	44	58	50
Riau	66	65	70	79	38	46	39	45	62	52	64	60
Jambi	59	64	68	73	25	36	43	48	59	55	68	65
Sumatera Selatan	64	64	68	71	35	40	40	48	61	55	66	68
Bengkulu	68	67	78	78	27	37	42	46	53	50	65	56
Lampung	73	74	82	86	29	37	38	44	71	66	74	72
Kep. Bangka Belitung	79	79	82	81	63	68	67	67	83	72	76	80
Kepulauan Riau	56	53	58	46	50	58	46	39	83	73	79	72
DKI Jakarta	84	84	85	83	51	55	42	47	90	85	95	86
Jawa Barat	71	75	80	80	31	45	34	40	58	65	74	72
Jawa Tengah	79	80	86	84	42	55	41	49	85	74	83	78
DI Yogyakarta	83	83	91	89	65	69	43	50	94	81	88	87
Jawa Timur	73	75	78	78	31	43	35	38	74	67	77	71
Banten	75	79	84	76	34	45	40	44	64	65	80	73
Bali	56	66	64	65	43	56	43	44	86	80	87	86
Nusa Tenggara Barat	68	60	71	71	25	32	30	26	69	62	78	67
Nusa Tenggara Timur	29	29	36	34	19	28	28	28	66	51	50	53
Kalimantan Barat	38	44	52	59	33	46	42	50	50	54	62	59
Kalimantan Tengah	46	49	60	57	22	39	34	39	54	53	57	58
Kalimantan Selatan	58	54	68	68	31	45	46	52	78	76	82	79
Kalimantan Timur	40	44	46	52	42	52	36	49	71	66	72	73
Kalimantan Utara	30	32	28	29	29	42	46	50	48	55	47	64
Sulawesi Utara	70	67	69	72	26	31	37	39	60	58	70	66
Sulawesi Tengah	56	57	63	66	16	32	33	30	51	47	54	52
Sulawesi Selatan	66	68	77	76	27	42	37	36	69	62	65	67
Sulawesi Tenggara	47	47	54	51	17	29	20	26	44	48	48	53
Gorontalo	68	62	79	73	30	45	54	51	78	60	68	60
Sulawesi Barat	47	50	74	60	11	28	33	24	53	53	63	50
Maluku	51	46	51	50	14	20	19	23	69	60	61	61
Maluku Utara	52	47	48	48	10	18	20	17	66	56	58	50
Papua Barat	39	38	51	59	17	29	35	33	41	43	53	53
Papua	32	36	43	59	11	25	29	36	31	35	48	54

Notes:

[a]Data are based on the 2016 MoEC EMIS and include primary, secondary, and vocational schools.

4.b SCHOLARSHIPS TO DEVELOPING COUNTRIES

	Volume of official development assistance flows for education for Indonesia ($)[a]
2006	52,185,340
2007	61,474,441
2008	46,726,094
2009	57,591,242
2010	63,705,486
2011	57,328,909
2012	63,537,615
2013	72,730,977
2014	69,762,688
2015	65,795,034

Notes

[a]Data are extracted from UNESCO UIS 2018.

[b]This refers to number of foreign nationalities who are recipients of the Developing Country Scholarsip (Beasiswa Kemitraan Negara Berkembang, KNB) during the academic year 2017/2018. Source: MoRTHE Data 2017/2018

	Recipients of Developing Country Partnership scholarship, by Nationality, 2017[b]
Afghanistan	5
Angola	1
Azerbaijan	2
Bangladesh	6
Benin	1
Bulgaria	2
Burundi	6
Cambodia	23
China	2
Colombia	2
Comoro	1
Costa Rica	1
Ecuador	1
Egypt	4
Ethiopia	7
Fiji	3
Gambia	2
Ghana	1
Greece	1
Guatemala	1
Guyana	1
Hungary	2
India	1
Jordan	1
Kenya	1
Laos	20
Madagascar	29
Malagasi	1
Malaysia	2
Mali	3
Mauritius	1
Mongolia	1
Myanmar	9
Namibia	3
Nepal	1
Nigeria	5
Pakistan	4
Palestine	8
Papua New Guinea	1
Phillipines	1
Romania	1
Russia	2
Rwanda	22
Serbia	4
Sierra Leone	9
Slovac Republic	1
Sudan	8
Syria	1
Tajikistan	2
Tanzania	30
Thailand	54
Timor Leste	14
Uganda	16
Ukraine	1
Uzbekistan	3
Vietnam	13
Yemen	5
Zimbabwe	8

4.c TEACHERS AND EDUCATORS

	Teachers qualified according to national standards (%), 2015[a]			Certified teachers (%), 2015[b]		
	Primary	Junior Secondary	Senior Secondary	Primary	Junior Secondary	Senior Secondary
Indonesia	81	87	94	47	49	44
Province						
Aceh	73	86	95	39	42	40
Sumatera Utara	72	85	93	48	51	49
Sumatera Barat	87	86	96	51	57	52
Riau	80	85	94	42	43	40
Jambi	72	88	96	48	45	39
Sumatera Selatan	75	86	95	42	39	35
Bengkulu	79	88	96	52	44	41
Lampung	76	83	92	47	48	42
Kep. Bangka Belitung	77	86	91	58	39	35
Kepulauan Riau	83	87	93	32	34	34
DKI Jakarta	85	87	95	48	60	56
Jawa Barat	90	88	92	53	48	41
Jawa Tengah	90	92	95	53	61	48
DI Yogyakarta	87	88	94	52	64	57
Jawa Timur	90	91	95	52	59	48
Banten	86	86	94	47	40	37
Bali	90	88	94	54	52	47
Nusa Tenggara Barat	80	87	95	42	37	34
Nusa Tenggara Timur	60	80	93	26	26	29
Kalimantan Barat	69	82	92	45	32	29
Kalimantan Tengah	76	89	95	47	37	39
Kalimantan Selatan	83	91	96	48	52	41
Kalimantan Timur	79	89	93	44	46	38
Kalimantan Utara	66	87	94	33	32	30
Sulawesi Utara	68	79	93	52	60	58
Sulawesi Tengah	63	88	94	40	45	43
Sulawesi Selatan	84	90	96	48	52	48
Sulawesi Tenggara	74	90	95	43	53	50
Gorontalo	82	88	95	49	53	48
Sulawesi Barat	65	82	93	33	37	34
Maluku	56	70	91	33	34	32
Maluku Utara	47	80	92	26	30	30
Papua Barat	47	79	94	28	36	35
Papua	63	88	94	23	31	35

Notes:

[a]This indicator refers to the percentage of teachers who are qualified according to national standards, defined as holding a minimum of Bachelor's degree (S1 or D4). Source: 2015/2016 MoEC EMIS
[b]This indicator refers to the percentage of teachers who are certified to teach. Source: 2015/2016 MoEC EMIS

4.c TEACHERS AND EDUCATORS

	Pupil-qualified teacher ratio (n:1), 2015 (4.c.3) [a]		
	Primary	Junior Secondary	Senior Secondary
Indonesia	18	17	16
Province			
Aceh	13	10	10
Sumatera Utara	21	17	17
Sumatera Barat	15	13	12
Riau	18	15	14
Jambi	18	13	13
Sumatera Selatan	19	16	15
Bengkulu	16	13	13
Lampung	18	17	16
Kepulauan Bangka Belitung	21	20	17
Kepulauan Riau	20	18	16
DKI Jakarta	23	21	18
Jawa Barat	21	23	21
Jawa Tengah	15	17	17
DI Yogyakarta	15	15	13
Jawa Timur	14	16	17
Banten	22	23	22
Bali	16	18	17
Nusa Tenggara Barat	15	12	12
Nusa Tenggara Timur	23	16	13
Kalimantan Barat	20	18	18
Kalimantan Tengah	14	13	12
Kalimantan Selatan	14	13	15
Kalimantan Timur	19	17	16
Kalimantan Utara	19	14	13
Sulawesi Utara	18	16	15
Sulawesi Tengah	19	13	15
Sulawesi Selatan	15	14	15
Sulawesi Tenggara	17	12	13
Gorontalo	17	13	16
Sulawesi Barat	18	15	15
Maluku	22	16	12
Maluku Utara	29	13	12
Papua Barat	25	14	12
Papua	46	19	13

Notes:

[a]This indicator is defined as the average number of students per qualified teacher (teachers with a minimum of Bachelor's degree S1 or D4) at each level of education (primary, junior, and senior secondary education). Source: 2015/2016 MoEC EMIS

ENDNOTE

i According to the Global Education Monitoring report (UNESCO 2017), globally in 2014, 91% of children of primary school age, 84% of adolescents of junior secondary age and 63% of youth of senior secondary age were in school. (http://gem-report-2017.unesco.org/en/chapter/target-4-primary-and-secondary-education/)

ii UNESCO (2017). *Global Education Monitoring Report: Summary Version*. Accessed from the UNESCO GEM 2017 report web site at http://gem-report-2017.unesco.org/en/chapter/target-4-primary-and-secondary-education/). According to the Global Education Monitoring report, in 2014, 91% of children of primary school age, 84% of adolescents of junior secondary age and 63% of youth of senior secondary age were in school.

iii Indonesia Ministry of National Development Planning (BAPPENAS) and the United Nations Children's Fund (UNICEF) (2016). *SDG Baseline Report on Children in Indonesia*. Jakarta: BAPPENAS and UNICEF.

iv PISA minimum proficiency level is Level 2.

v The calculation method for the completion rates has been adapted for Indonesia in the use of target group of individuals 1-3 years above the graduation age for each school level. The UNESCO definition uses age groups 3-5 years above the graduation age for the calculation. See full definition of completion rates from UIS Glossary accessible at http://uis.unesco.org/en/glossary-term/completion-rate.

vi It is still commonly acknowledged by the global community that there is not a globally-accepted definition of "developmentally on track." The working definition of developmentally on track is taken from the Multiple Indicator Cluster Survey Early Childhood Development Index (MICS ECDI). It is defined as follows: "A child is developmentally on track in literacy-numeracy if they can identify at least 10 letters of the alphabet, read 4 simple words and recognize and name all numbers from 1 to 10; A child is developmentally on track physically if they can pick up small objects easily and are generally well enough to play; A child is developmentally on track in socio-emotional development if they are able to undertake simple activities independently, get along with other children and do not usually kick, bite or hit other children or adults; A child is developmentally on track in learning if they participate in any type of organized learning including early childhood education, kindergarten or community care."

vii The percentage of 6-year-olds attending primary school according to SUSENAS 2015 (90%) appears high compared to administrative data such as EMIS. For instance, the EMIS 2015 shows the percentage of under-age (< 7 years) enrolment in primary school was 29%, while according to the most recent EMIS (2017) the figure is 55%. This discrepancy may be rooted in the age adjustment used for the calculation of this indicator following the global SDG indicator guideline. The calculation was done based on children's age at the beginning of the academic year (in this case referring to the year 2014/15 which began in July 2014), instead of the age when the survey was conducted (around March 2015). This produces more accurate estimates of age-based indicators as recommended by the global guideline. If non-adjusted ages (ages at the time of the survey) are used, the percentage of 6-year-olds attending primary school goes down to 49%.

viii ACDP (2017). *Developing a Strategy for Quality Pre-Primary Education for All and Parenting Education for ECCE: ECCE Policy Options and Roadmap for a Phased Approach to a One-Year Pre-Primary Education for All Program*. ACDP Indonesia.

xix Ministry of Education and Culture (2016). *Laporan Akhir Kinerja Instansi Pemerintahan Kemdikbud 2015* [MoEC Government Institution Performance Report] . MoEC Indonesia.

x MoEC (2017). *LAKIP Kemdikbud 2016* [2016 Government Agencies Performance Accountability Report for MoEC]. MoEC: Jakarta.

xi According to SUSENAS 2016, primary OOSC increased slightly to 0.7% in 2016.

xii ACDP (2014). Rural and Remote Area Education Strategic Planning Study for Tanah Papua. ACDP Indonesia.

xiii (ACDP, 2014)

xiv For example: ACDP (2015). S*upport for Mother Tongue Based, Multilingual Education (MTB-MLE) for Schools in Rural and Remote Areas of Papua; Reality Check Approach (2015). Education Study in Tanah Papua 2015*; UNICEF Indonesia (2015). *Baseline Study for Rural and Remote Education Initiative for Papuan Provinces.*

xv This has also been highlighted in UNICEF's new Strategic Plan under Goal 2.

xvi The dataset for Indonesia included the Education Law (No 20/2003), the MoEC Regulation on the Framework and Structure of Indonesian Curriculum (No 17/2013), the Curriculum 2013 Basic Competency for Primary School/*Madrasah Ibtidaiyah* as well as the Curriculum 2013 Basic Competency for Lower Secondary School/Madrasah Tsanawiyah for the four core subjects, both of which are laid out in MoEC Regulation on the Curriculum 2013 Primary and Secondary Education Core Competencies and Basic Competencies (No 24/2016).

xvii UNESCO (2016). *SDG4 Metadata*.

xviii UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development (2017). *Rethinking schooling for the 21st century: The state of education for peace, sustainable development, and global citizenship in Asia*.

xix (UNESCO MGIEP, 2017)

xx Menkominfo (2018). *Infografis indicator TIK* [ICT Indicator Infographics]. Retrieved from https://web.kominfo.go.id/sites/default/files/20170210-Indikator-TIK-2016-BalitbangSDM-Kominfo.pdf

xxi Tempo.Co (2017). *Tujuh Persen Rumah Tangga Belum Dapat Aliran Listrik* [Seven Percent of Household Yet to Have Electricity]. Retrieved from https://bisnis.tempo.co/read/1038418/tujuh-persen-rumah-tangga-belum-dapat-aliran-listrik

xxii Data excludes madrasahs.

xxiii UNESCO (2017). *School violence and bullying: Global status report*. Presented at the International Symposium on School Violence and Bullying: From Evidence to Action, Seoul, Republic of Korea, 17 – 19 January 2017.

xxiv Komisi Perlindungan Anak Indonesia (KPAI) (2017). *10 Persen Kekerasan Anak Dilakukan Oleh Guru, KPPPA Sulsel Canangkan SRA* [10 Percent of Violence against Children Perpetrated by Teacher, South Sulawesi KPPPA Implements SRA]. Retrieved from http://www.kpai.go.id/berita/ kpai-10-persen-kekerasan-anak-dilakukan-oleh-guru-kpppa-sulsel-canangkan-sra/; NoBullying.com (2017). Bullying in Indonesia. Retrieved from https://nobullying.com/bullying-indonesia

xxv Indonesian Ministry of Health (2016). *Perilaku Beresiko Kesehatan pada Pelajar SMP dan SMA di Indonesia* [Health Risks Behavior of Junior and Senior High School Students in Indonesia]. Retrieved from http://www.who.int/ncds/surveillance/gshs/GSHS_2015_Indonesia_ Report_Bahasa.pdf?ua=1

xxvi Global Initiative to End All Corporal Punishment of Children (2018). *Corporal punishment of children in Indonesia*. Retrieved from http://www.endcorporalpunishment.org/assets/pdfs/ states-reports/ Indonesia.pdf

xxvii World Bank (2018). *Net official development assistance received (current US$)*. Retrieved from https://data.worldbank.org/indicator/DT.ODA.ODAT.CD

xxviii UNESCO (2016). Education 2030: *Incheon Declaration and Framework for Action for the Implementation of Sustainable Development Goal 4*.

xxix UNESCO Institute for Statistics (2016). *Metadata for the Global and Thematic Indicators for the Follow-Up and Review of SDG 4 and Education 2030*.

xxx World Bank (2016). *Teacher certification and beyond: An empirical evaluation of the teacher certification program and education quality improvements in Indonesia.*

xxxi (World Bank, 2016)

xxxii (World Bank, 2016)

xxxiii UNESCO Institute of Statistics (2016). The World Needs Almost 69 Million New Teachers to Reach the 2030 Education Goals. *UIS Fact Sheet* (39).

xxxiv The Presidential Instruction 10/1973 on Primary School Construction Assistance Program was issued with the goal of drastically increasing primary enrolment, through the development of one primary school in every village. A large number of teachers with varying qualifications were then recruited to fill teaching posts that opened up as a result of the Instruction. The cohorts of teachers that were recruited during that decade are currently nearing the age of retirement.

xxxv World Bank. 2008. *Teacher Employment and Deployment in Indonesia: Opportunities for Equity, Efficiency and Quality Improvement*. Washington, DC. © World Bank. https://openknowledge.worldbank.org/handle/10986/8110 License: CC BY 3.0 IGO.

xxxvi ACDP. 2014. *Study on Teacher Absenteeism (ACDP-011)*. ACDP Indonesia. http://rekap.kemdikbud.go.id/collection-detail.php?lang=1&link=collection&id=109

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