



United Nations
Educational, Scientific and
Cultural Organization



Secondary Education Regional Information Base: Country Profile

Indonesia





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The profile on Indonesia was compiled by Yoko Kono. Assistance was provided by Hyangmi Kim and Alice Yang from UNESCO Bangkok.

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Reader's Guide

The following symbols are used in the statistical tables:

- ... No data available
- na Not applicable
- * National estimation
- ** UIS estimation
- Magnitude nil or negligible
- +ⁿ Data refers to the school or financial year (or period) after the reference year (or period).
- ⁿ Data refers to the school or financial year (or period) before the reference year (or period).

General Notes:

The Secondary Education Information Base: Country Profile uses statistics from UNESCO Institute for Statistics (UIS) and national sources. Although, in principle, UIS statistics are used as the primary data source to facilitate comparison with other countries, nationally available statistics are used where specific data is not available from UIS.

All data indicated as UIS data was retrieved from UIS Education Database (www.uis.unesco.org) on July 24, 2009. Statistics from national sources were collected through questionnaires, and the original sources are indicated under each table/figure.

All tables and figures have been compiled by UNESCO Bangkok.

Definitions:

A comprehensive list of education indicators, their definition, purpose, calculation method, and formula used in UIS statistics is available from UIS Glossary of Education Indicators (www.uis.unesco.org/ev.php?ID=5202_201&ID2=DO_TOPIC).

The year cited in tables and figures refers to the year in which the academic or financial year ends. Therefore, wherever the given year is spread across two calendar years, the year is cited according to the later year (e.g. academic year 2003/04 is presented as 2004). As for the statistics retrieved from national sources, the reference year is reserved as presented in the original source.

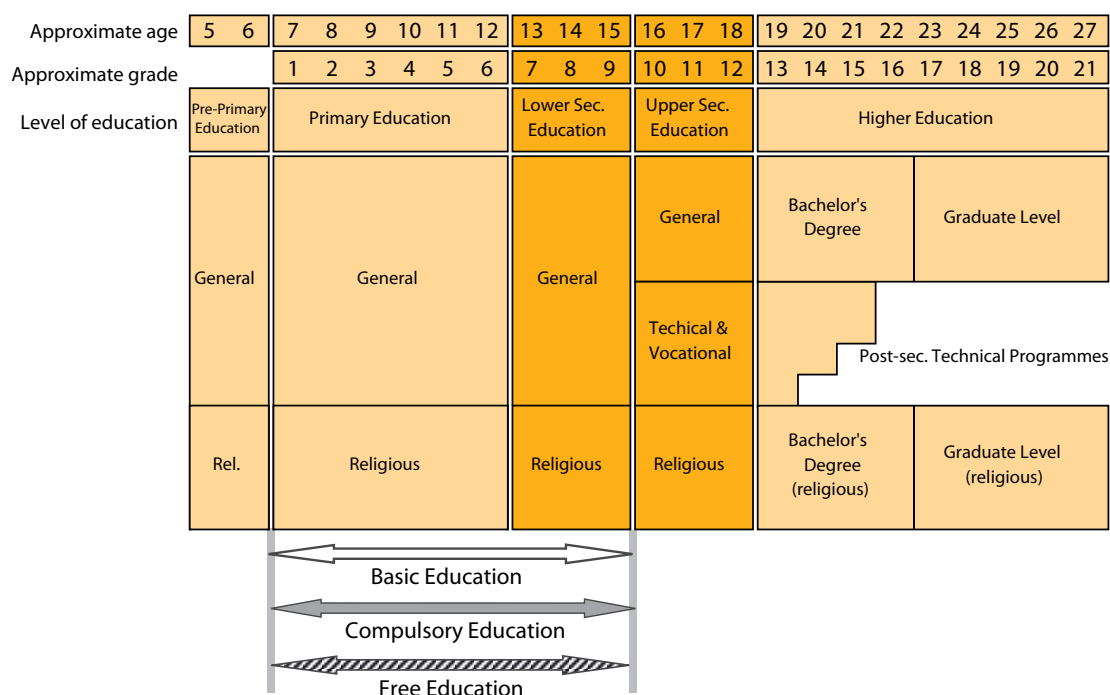
Abbreviations

ADB	Asian Development Bank
AusAid	Australian Agency for International Development
EFA	Education for All
GDP	Gross Domestic Product
GER	Gross Enrolment Ratio
GOI	Government of Indonesia
GPI	Gender Parity Index
IBE	International Bureau of Education
IDR	Indonesian Rupiah (currency)
JICA	Japan International Cooperation Agency
MA	<i>Madrasah Aliyah</i> (Islamic Upper Secondary School)
MAK	<i>Madrasah Aliyah Kejuruan</i> (Islamic Vocational School)
MI	<i>Madrasah Ibtidaiyah</i> (Islamic Primary School)
MOF	Ministry of Finance
MONE	Ministry of National Education
MORA	Ministry of Religious Affairs
MT	<i>Madrasah Tsanawiyah</i> (Islamic Lower Secondary School)
NER	Net Enrolment Ratio
PPP	Purchasing Power Parity
SD	<i>Sekolah Dasar</i> (General Primary School)
SMA	<i>Sekolah Menengah Atas</i> (General Upper Secondary School)
SMP	<i>Sekolah Menengah Pertama</i> (General Lower Secondary School)
TVE	Technical and Vocational Education
UAN	<i>Ujian Akhir Nasional</i> (National Examination)
UIS	UNESCO Institute for Statistics
UN	<i>Ujian Nasional</i> (National Examination)
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific, and Cultural Organization
UNICEF	United Nations Children's Fund
UNPD	United Nations Population Division
USAID	United States Agency for International Development
USD	United States Dollar (currency)
WB	World Bank

1. Secondary Education at a Glance

1.1 Education System

Figure 1. Education Structure: Approximate Starting Age and Duration



1.2 Size of Schooling Sector

Table 1. School-aged Population, 2009

	School-aged population	Avg. Annual Growth Rate, 2001-2009
Primary	24,748,335	-0.12%
Secondary	24,567,975	-0.36%
Lower Secondary	12,247,159	-0.38%
Upper Secondary	12,320,816	-0.33%

Source: UNESCO Institute for Statistics. 2010.

Table 2. Enrolment, 2007

	Enrolment	Avg. Annual Growth Rate, 2001-2007
Primary	29,796,705	0.63%
Secondary	18,716,929	3.88%
Lower Secondary	11,503,387	3.24%
Upper Secondary	7,213,542	4.95%

Source: UNESCO Institute for Statistics. 2009.

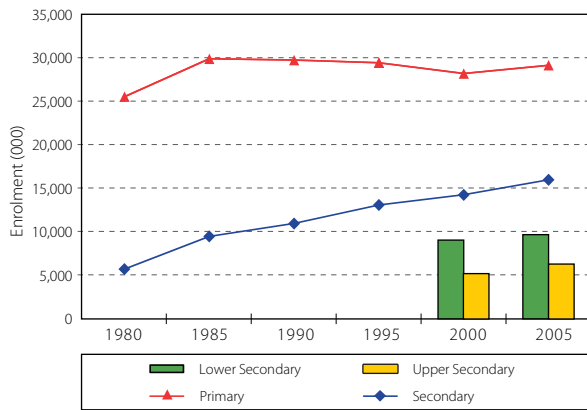
Table 3. Number of Teaching Staff (full and part-time), 2007

	Number of teaching staff	Avg. Annual Growth Rate, 2001-2007
Primary	1,583,589	3.42%
Secondary	1,434,874	5.36%
Lower Secondary	841,979	4.88%
Upper Secondary	592,895	6.07%

Source: UNESCO Institute for Statistics. 2009.

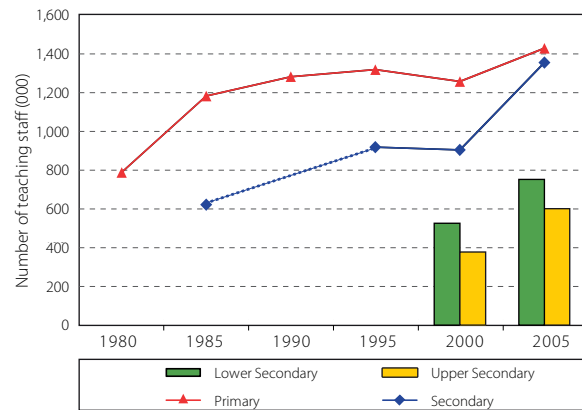
Note: Average annual growth rate was calculated by UNESCO Bangkok on the basis of UIS statistics.

Figure 2. Change in Number of Enrolment, 1980-2005



Source: UNESCO Institute for Statistics. 2008.

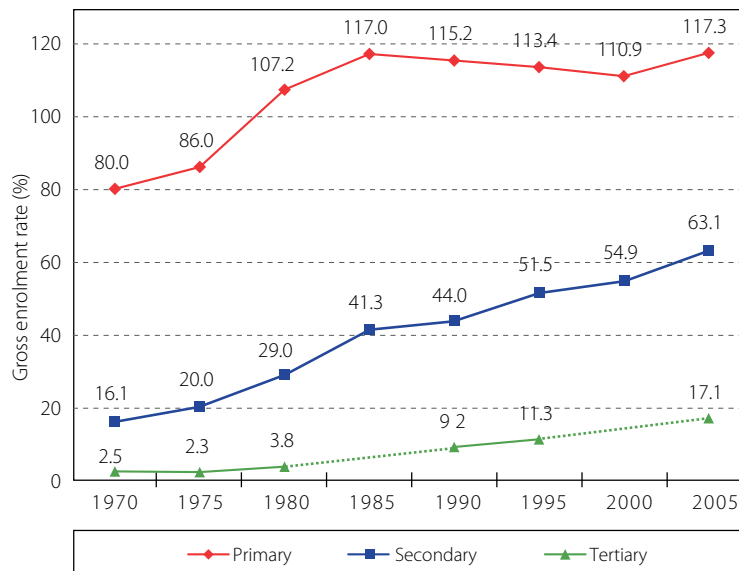
Figure 3. Change in Number of Teaching Staff, 1980-2005



Source: UNESCO Institute for Statistics. 2008.

1.3 Access and Participation

Figure 4. Change in GER by Level, 1970-2005



Source: UNESCO Institute for Statistics. 2008.

Table 4. GER in Secondary Education, 2007

	Total	Male	Female	GPI
Secondary	75.8%	75.6%	76.0%	1.01
Lower secondary	93.3%	92.4%	94.3%	1.02
Upper secondary	58.3%	58.8%	57.8%	0.98

Source: UNESCO Institute for Statistics. 2010.

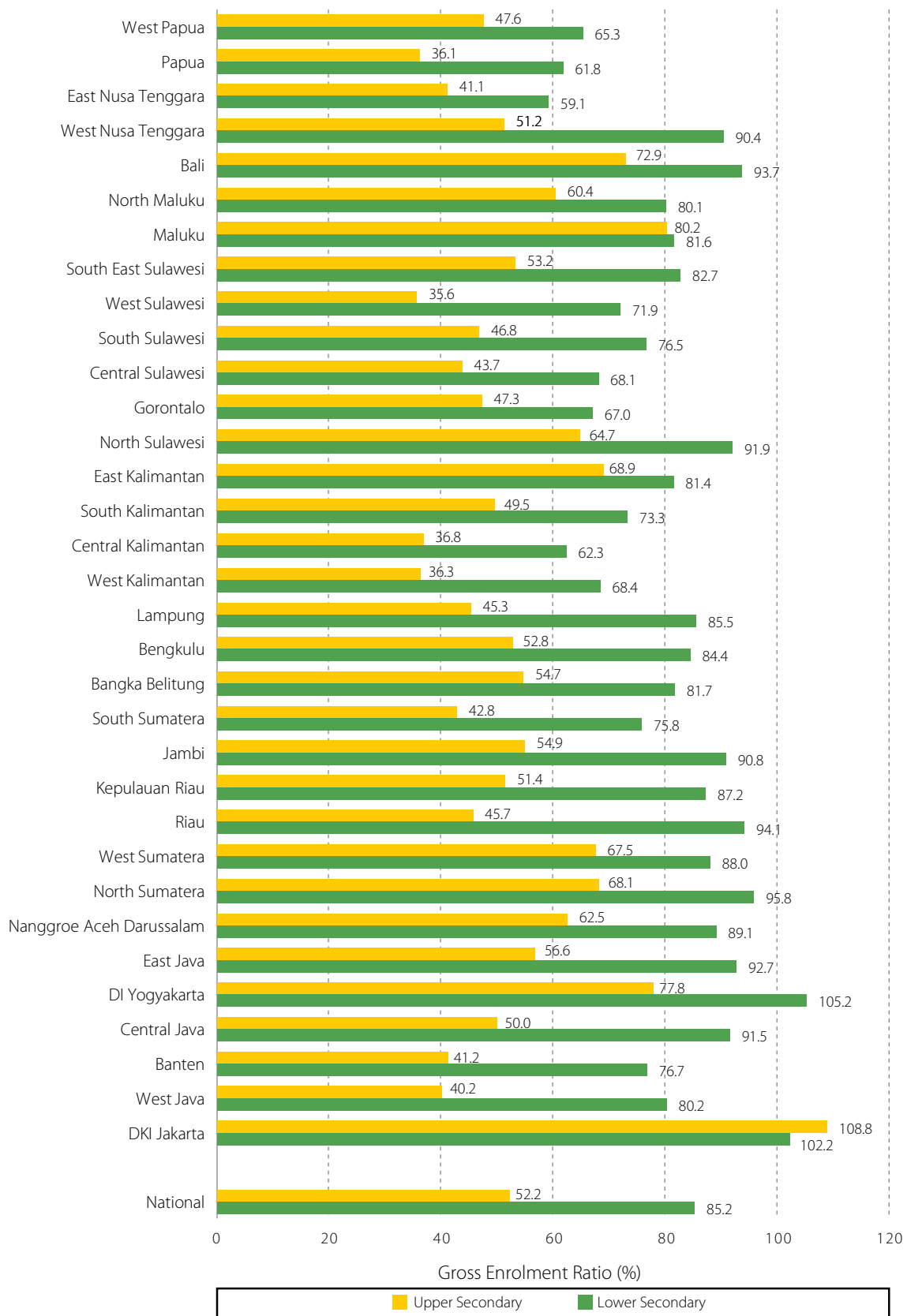
Table 5. NER in Secondary Education, 2007

	Total	Male	Female	GPI
Secondary	69.7%	69.5%	69.9%	1.01

Source: UNESCO Institute for Statistics. 2010.

1.4 Geographical Distribution of Access

Figure 5. GER by Province, 2005/06



Source: Centre for Educational Statistics. 2006c.

Table 6. GER by Province and Sex, 2005/06

	Lower Secondary			Upper Secondary		
	Male	Female	GPI	Male	Female	GPI
National	84.6%	85.9%	1.02	53.3%	51.1%	0.96
DKI Jakarta	103.4%	101.1%	0.98	115.4%	102.8%	0.89
West Java	79.8%	80.7%	1.01	43.2%	37.2%	0.86
Banten	82.4%	71.0%	0.86	45.9%	36.6%	0.80
Central Java	89.0%	94.0%	1.06	51.1%	48.7%	0.95
DI Yogyakarta	104.4%	106.0%	1.01	78.5%	77.1%	0.98
East Java	93.6%	91.7%	0.98	59.0%	54.2%	0.92
Nanggroe Aceh Darussalam	86.1%	92.2%	1.07	62.5%	62.6%	1.00
North Sumatera	94.2%	97.5%	1.04	67.2%	69.0%	1.03
West Sumatera	83.1%	93.0%	1.12	63.4%	71.8%	1.13
Riau	92.4%	95.8%	1.04	44.7%	46.7%	1.04
Kepulauan Riau	82.2%	92.4%	1.12	50.2%	52.6%	1.05
Jambi	88.4%	93.3%	1.06	53.1%	56.9%	1.07
South Sumatera	74.3%	77.2%	1.04	42.1%	43.5%	1.03
Bangka Belitung	79.0%	84.5%	1.07	54.9%	54.4%	0.99
Bengkulu	83.9%	85.0%	1.01	53.8%	51.8%	0.96
Lampung	82.8%	88.4%	1.07	43.4%	42.8%	0.99
West Kalimantan	66.6%	70.2%	1.05	35.2%	37.5%	1.07
Central Kalimantan	61.9%	62.7%	1.01	38.9%	34.6%	0.89
South Kalimantan	72.2%	74.3%	1.03	49.9%	49.1%	0.98
East Kalimantan	79.1%	83.9%	1.06	69.6%	68.3%	0.98
North Sulawesi	88.1%	96.1%	1.09	60.0%	69.9%	1.16
Gorontalo	63.7%	70.6%	1.11	43.3%	51.5%	1.19
Central Sulawesi	66.0%	70.3%	1.07	41.8%	45.8%	1.10
South Sulawesi	80.2%	73.2%	0.91	46.0%	47.5%	1.03
West Sulawesi	73.3%	70.7%	0.96	32.9%	38.5%	1.17
South East Sulawesi	78.5%	87.3%	1.11	54.3%	52.1%	0.96
Maluku	78.3%	85.1%	1.09	77.7%	83.0%	1.07
North Maluku	79.6%	80.6%	1.01	58.8%	62.3%	1.06
Bali	93.4%	93.9%	1.01	75.5%	70.2%	0.93
West Nusa Tenggara	91.9%	88.8%	0.97	53.9%	48.3%	0.90
East Nusa Tenggara	57.4%	60.9%	1.06	39.3%	43.1%	1.10
Papua	62.0%	61.5%	0.99	37.2%	34.8%	0.94
West Papua	61.0%	70.1%	1.15	49.2%	45.6%	0.93

Source: Centre for Educational Statistics. 2006c.

1.5 Student Progression

Table 7. Progression Indicators, 2006

Gross Primary Graduation Ratio	...
Transition rate from Primary to Secondary (general)	98.7%
Gross Enrolment Ratio in Total Secondary	75.8% ⁺¹
Percentage of Repeaters in Total Secondary	0.51%
Upper Secondary Gross Graduation Ratio (general)	...
Upper Secondary Gross Graduation Ratio (TVE)	...

Source: UNESCO Institute for Statistics. 2010.

1.6 PTR and Average Class Size

Table 8. Pupil-teacher Ratio, 2007

Lower Secondary	13.7
Upper Secondary	12.2

Source: UNESCO Institute for Statistics. 2009.

Table 9. Average Class Size, 2005/06

Lower Secondary	36.1
Upper Secondary	36.3

Source: Center for Educational Statistics. 2006a.

2. Institutional Context of Secondary Education

2.1 Education System

Formal education in Indonesia consists of pre-primary (two years), primary (six years), lower secondary (three years), upper secondary (three years) and finally, higher education. General primary schools, also known as *Sekolah Dasar* (SD), are followed by lower secondary schools called *Sekolah Menengah Pertama* (SMP). After completing lower secondary education, students have the option to progress to general upper secondary schools (*Sekolah Menengah Atas* – SMA) or technical and vocational upper secondary schools (*Madrasah Aliyah Kejuruan* – MAK), both of which require three years to complete.

An equivalent to the general education system is the Islamic schools or *Madrasahs*. Islamic primary, lower and upper secondary schools are known as *Madrasah Ibtidaiyah* (MI), *Madrasah Tsanawiyah* (MT), and *Madrasah Aliyah* (MA), respectively. Technical and vocational education within the Islamic school system, known as *Madrasah Aliyah Kejuruan* (MAK), is also provided. Parallel to the general education track, madrasah schools follow the 6-3-3 system.

Completion of any one of the upper secondary schools allow students to enter universities, leading to higher education degrees such as a diploma, bachelor's (*sarjana*), master's, specialized postgraduate, and eventually doctorate. Technical and vocational degrees are also available from academies, polytechnics, colleges and universities.

The Government of Indonesia (GOI) expanded basic education from six to nine years—primary and lower secondary level—through the Education Law no. 2 of 1989. It states that every citizen aged 7 to 15 has the right to obtain basic education. Basic education was made both compulsory and free in 1994 through the Nine-Year Basic Education Programme. The GOI further commits to universal compulsory basic education with the President Instructions no. 5 of 2006, which sets the following targets: (1) primary education net enrolment ratio (NER) of 95 percent by 2008; (2) lower secondary education gross enrolment ratio (GER) of 95 percent by 2008; and (3) reducing the number of illiterate 15+ year-olds by five percent by 2009.

(See *Figure 1 Education Structure: Approximate Starting Age and Duration* on page 7.)

2.2 Legislative Framework and Key Policy Documents

The 1945 Constitution of the Republic of Indonesia (1945)

According to the 1945 Constitution, every citizen shall have the fundamental right to obtain education. It further establishes government responsibility to organize and run one national education system based on the legal framework to strengthen the people's faith and piety to God the Almighty and moral character as a means for enhancing the intellectual capacity of the nation. The Constitution also mandates the allocation of 20 percent of the state budget to education.

Education Law no. 20 (2003)

As an amendment to the 1945 Constitution, Education Law no. 20 of 2003 reinforces that all citizens have the right to quality education and that the GOI and local governments provide the funds to support free basic education. Special attention is placed on unreached and underserved populations, including religious, linguistic and ethnic minority groups; children in rural/remote, island, and border areas; and poor, orphan, street and working children (MONE, 2007).

This law integrates various types of education programmes, including general, technical and vocational, and madrasah schools, formal and non-formal, under a unified education system governed by the Ministry of National Education (MONE) and the Ministry of Religious Affairs (MORA). Under this Law, formal education is defined by the following: (1) pre-primary education, (2) primary education, (3) lower secondary education, (4) upper secondary education, and (5) higher education. Under this unified education system, general, religious, and technical and vocational schools must follow the national curriculum. This law also stipulates degree equivalency when completing one of the three types of upper secondary school and passing the national examination.

National Plan of Action: Indonesia's Education for All (2005)

The Education for All (EFA) National Plan of Action serves as a foundation for Indonesia's education sector. Within the wider EFA goals, Indonesia prepared its own strategies related to: (a) early childhood education and care, (b) primary and junior secondary education, (c) lifelong learning opportunities, (d) adult literacy, (e) gender parity in education and (f) quality of education. Moreover, Indonesia plans to speed up the rate of reaching its targets by achieving basic education for all and increasing the literacy rate by 50 percent by 2009, instead of 2015.

Indonesia's strategies to achieve EFA goals particularly in the secondary education sector include reducing the cost of school to parents and communities, building more school facilities, improving quality assurance procedures (i.e. curriculum and examination system), and developing a professional teaching force.

Free Basic Education Policy (2005)

In order to relieve education costs for poor students and to keep students in school, the GOI re-commits to abolish school fees, including tuition and monthly fees, at the primary and lower secondary level. Participation in this programme, however, is voluntary for schools. If schools waive fees for students, they will receive grants from the government as extra budgetary support (Paqueo and Sparrow, 2006).

MONE Education Strategic Plan 2005-2009 (RENSTRA)

The GOI's education priorities and strategies for 2005 to 2009 are relayed in the MONE's Education Strategic Planning for 2005-2009, known as RENSTRA. The mid-term plan is underscored by three main pillars: (1) expand education access and equity; (2) improve educational quality and relevance; and (3) strengthen the governance, accountability, and public image of the education sector (MONE, 2007). Specific targets related to secondary education include increasing the GER of lower secondary schools and upper secondary schools to 95 percent and 68 percent, respectively; decreasing the disparity of GER of lower secondary schools between districts and municipalities to less than 13 percent; and ensuring that 40 percent of primary and lower secondary schools have libraries.

2.3 Administrative Structure

The Indonesian education system is governed by two ministries: the Ministry of National Education (MONE) and Ministry of Religious Affairs (MORA). In general, MONE is responsible for public and private general schools, and MORA primarily oversees Islamic schools, both public and private. The Ministry of National Education is the central body responsible for planning and executing education. At the lower government level, there is a Provincial Office of Education in each of the 33 provinces, and a District Office in each of 483 districts and municipalities.

In terms of general secondary education, it is the Directorate General for the Management of Primary and Secondary Education at the national level that attends to its administration and management. The principle

roles of this body are formulating and implementing policies and standardization in secondary education. According to MONE regulation no. 14 of 2005, the function of the Directorate General for the Management of Primary and Secondary Education are to: (1) formulate Ministry policies; (2) implement policies; (3) develop standards, norms, guidelines, criteria, and procedures; and (4) provide technical assistance and evaluation. At the provincial and district level, the Division of Secondary Education is the government body with authority for secondary education. Together with the Curriculum Development Center, the Division develops, implements and evaluates the secondary education curriculum, assessment, and standardization.

The following government offices/departments are responsible for different functions of secondary education management:

Functions	Responsible body
General secondary education	Directorate General for the Management of Primary and Secondary Education Division of Secondary Education
Vocational training at the secondary level	Directorate of Technical and Vocational Education
Private education	MONE, MORA
Personnel management and development (non-teaching staff)	Directorate General for Quality Improvement of Teachers and Educational Personnel
Personnel management and development (teaching staff)	Directorate General for Quality Improvement of Teachers and Education Personnel
Curriculum development and research	Curriculum Development Center Division of Secondary Education
Learning assessment	Center of Assessment
Learning/teaching materials	Subdivision of Facilities/Infrastructure
Planning	Bureau of Planning and Foreign Affairs
Budgeting	Bureau of Finance
EMIS	Center for Educational Statistics

Figure 6. MONE’s Organizational Chart

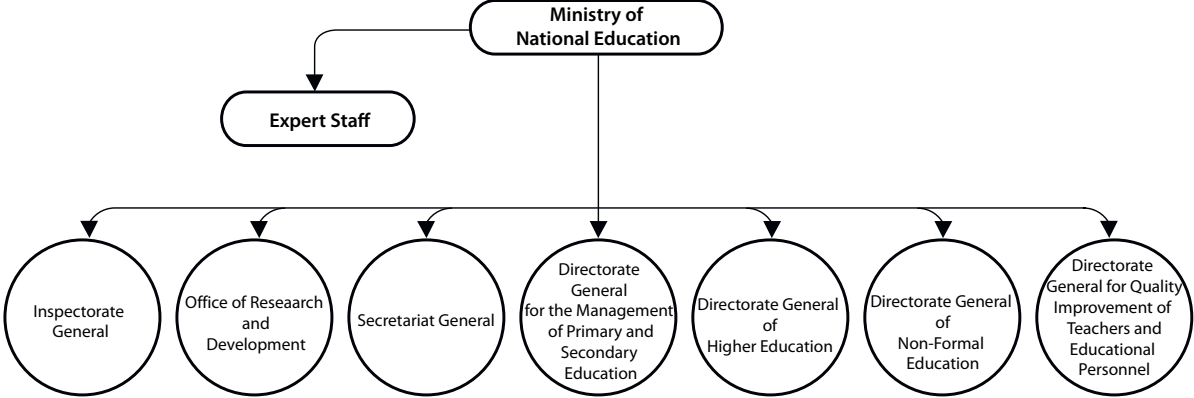
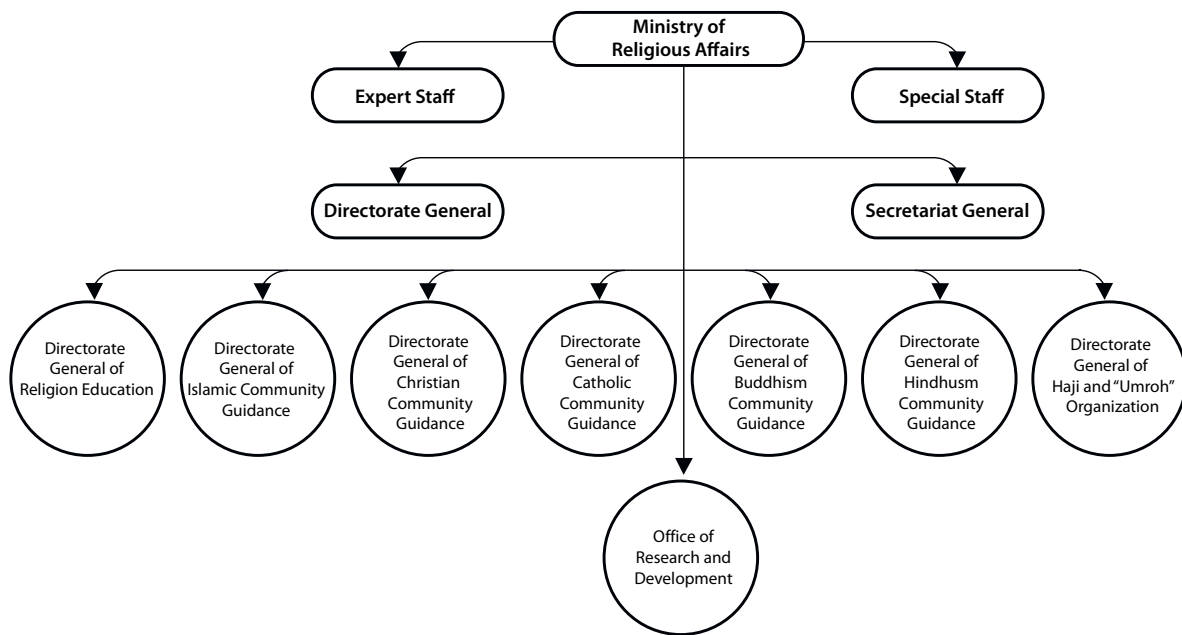


Figure 7. MORA's Organizational Chart



2.4 Financing

Concerning education finance, the MONE system is decentralized to the district level, whereas the MORA system is centralized. In Indonesia, the sources of the education budget are the central government, local funding, tuition, and non-governmental (private) funding and investments. However, central government loans, some of which is international aid, plus local funding from the community, comprise the bulk of the education budget.

The Ministry of Finance (MOF) under the national government is the main body that attends to the allocation of the education budget. There are five main types of budget distribution for schools: (1) funds from the central government and international assistance that the MOF channels to MONE and MORA; 2) routine and development education budget, known as General Allocation Unit (DAU) and Special Allocated Fund (DAK), channelled by the MOF to the provincial and district-level governments through the Provincial Budget Offices (under the MOF); 3) De-concentration Funds directly channelled (not through the Provincial Budget Office) from MONE to the Provincial Education Service and public higher education institutions; 4) development funds, in the form of block grants called Fund for Assistant Duty (DTP), directly channelled (not through the Provincial Budget Office) to the Provincial Education Service, District/Municipality Education, and public higher education institutions; and 5) community funds that are directly channelled to relevant education units.

Fiscal year: 1 January – 31 December

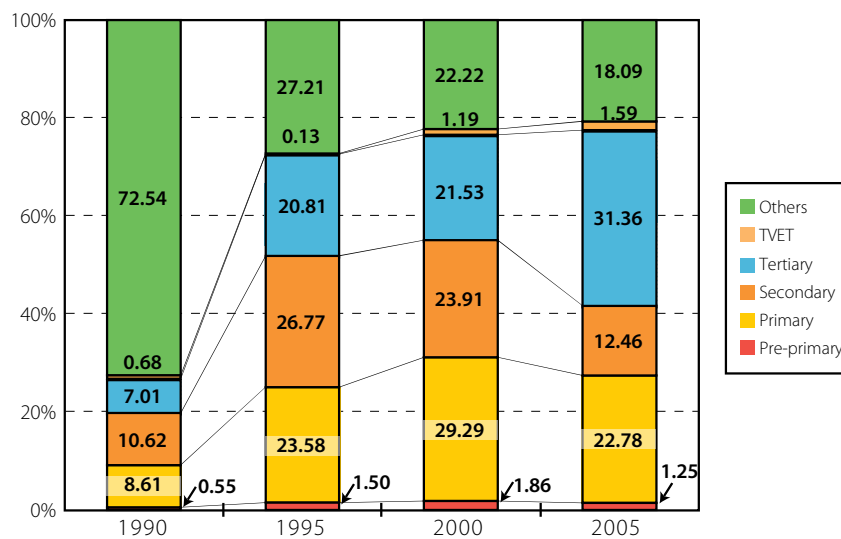
School year: Third week of July – Last week of June

Table 10. Public Expenditure on Education, 2007

As % of GDP ⁽¹⁾	3.5% ^{**}
As % of total govt. expenditure ⁽¹⁾	17.5% ^{**}
Per pupil as % of GDP per capita ⁽²⁾	
Primary education	2.6% ⁻⁴
Secondary education	4.9% ⁻⁴
Tertiary education	13.3% ⁻⁴

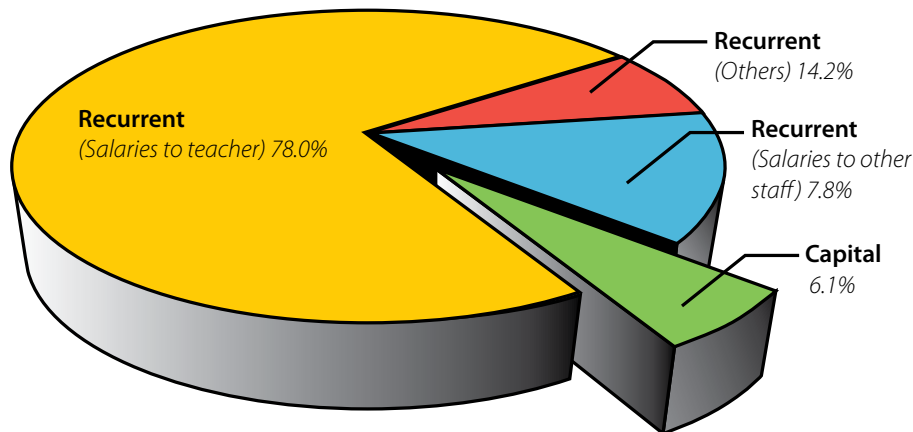
Source: ⁽¹⁾ UNESCO Institute for Statistics. 2010. ⁽²⁾ UNESCO Institute for Statistics. 2007.

Figure 8. Resource Allocation by Level as % of Total Education Expenditure, 1990/91-2005/06



Source: Center for Educational Statistics. 2006b.

Figure 9. Educational Expenditure by Nature of Spending as % of Total Education Expenditure on Public Institutions, 2003



* Recurrent expenditure total: 93.9%

Source: UNESCO Institute for Statistics. 2006.

3. General Secondary Education

3.1 Types of Schools

In Indonesia, there are two types of secondary schools: general and madrasah. General secondary education consists of three years of lower secondary school and three years of upper secondary school. Both public and private general secondary schools are administered by MONE. Madrasah secondary schools, which are considered equivalent to general secondary education by Indonesian law and overseen by MORA, also consist of three years of lower secondary and three years of upper secondary school.

Table 11. Types of Secondary Schools and Administrative Authority, 2005/06

	Grade							Administrative Authority
	≤6	7	8	9	10	11	12	
Public and Private General Lower Secondary School								MONE
Public and Private General Upper Secondary School								MONE
Public and Private Madrasah Lower Secondary School								MORA
Public and Private Madrasah Upper Secondary School								MORA

Source: Center for Educational Statistics. 2008.

Table 12. Number of Institutions and Enrolment by Type, 2005/06

	Number of Institutions		Enrolment			
	Lower Sec.	Upper Sec.	Lower Sec.		Upper Sec.	
Public general secondary schools (MONE)	12,951	3,938	5,912,380	57.5%	2,069,243	48.4%
Private general secondary schools (MONE)	10,902	5,377	2,161,009	21.0%	1,428,177	33.4%
Public madrasah secondary schools (MORA)	1,264	668	529,598	5.1%	298,681	7.0%
Private madrasah secondary schools (MORA)	11,234	4,284	1,683,534	16.4%	483,260	11.3%
Total	36,351	14,267	10,286,521	100.0%	4,279,361	100.0%

Source: Center for Educational Statistics. 2008.

3.2 Admission Requirements

Under the Indonesian education system, students are required to complete primary school and pass the administrative and National Examination at Grade 6 to transition to general lower secondary school. To attend general upper secondary school, students must complete lower secondary school and pass the National Examination in Grade 9. Transition from primary to lower secondary and lower secondary to upper secondary private schools and international-standard schools depends on the results of an additional academic and psychological test. For both the lower and upper secondary levels, individual schools and local education district office authorities decide the admission of students.

3.3 Student Assessment and Promotion

Annual Promotion

The annual promotion to the next grade in lower and upper secondary schools is based on test results taken every semester to fulfil the minimum competency criterion, which is determined by the school itself. The school authority is responsible for the annual assessment.

Table 13. Percentage of Repeaters by Grade and Sex, 2005/06

	Lower Secondary			Upper Secondary		
	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Both sexes	0.64%	0.52%	0.12%	0.62%	0.45%	0.24%
Male	0.89%	0.49%	0.15%	0.90%	0.65%	0.31%
Female	0.37%	0.55%	0.10%	0.31%	0.23%	0.17%

Source: Center for Educational Statistics. 2006b.

Graduation

Students are obliged to pass a national examination at the end of lower secondary (Grade 9) and upper secondary (Grade 12) as a minimum graduation requirement. These national examinations, also known as UN (*Ujian Nasional*) and UAN (*Ujian Akhir Nasional*) respectively, are administered by the National Education Standards Agency. Grade 9 students must pass the national examination in Indonesian language, English, mathematics and science; and Grade 12 students must pass it in Indonesian language, English, mathematics, physics, chemistry and biology. In addition to determining student graduation, the national examination serves to assess and improve the educational quality of Indonesian secondary schools.

Table 14. Progression of Graduates (Lower Secondary and Upper Secondary), 2006

Of all graduates from lower secondary level general education	
General upper secondary	53.9%
Vocational upper secondary	35.8%
Of all graduates from upper secondary level general education	
Diploma programme	10.7%
Graduate programme	26.9%

Source: Center for Educational Statistics. 2006d.

3.4 Tuition

By law, public lower secondary education is free for all citizens in Indonesia. Although tuition is free, fees of approximately 1,000,000 to 2,000,000 rupiahs are also collected monthly for books, uniform, and extracurricular activities.

Upper secondary school is not free. The monthly tuition fee, which is decided by individual schools, ranges from 1,000,000 to 1,500,000 rupiahs. There are additional fees of 1,000,000 to 2,000,000 rupiahs per month for books, uniforms, and extracurricular activities.

Support Programmes

The Ministry of National Education provides two financial support programmes for disadvantaged students: (1) Special Aid For Poor Students (BKMM), and (2) scholarships for poor students. The Special Aid for Poor Students is a loan. The number of recipients depends on the number of financially disadvantaged students in a particular school. The scholarship for poor students is a grant whereby cash is given to financially disadvantaged students to help them stay in school.

3.5 Curriculum

Education Law no. 20 of 2003 unified the Indonesian education system — both public and private schools — under one national curriculum. As long as it stays within the national standard guidelines, schools are allowed to modify their curriculum. Secondary schools for example, are encouraged to include up to 20 percent local content in their curricula, such as local language and culture, developed at the provincial, district, and school level. In madrasah schools, which are mostly private, religious studies are added to the adopted national curriculum.

To develop the lives of students as citizens of their nation and humankind and to prepare them for upper secondary studies, curricula at the lower secondary level consist of the following: *Pancasila* (state ideology or principles of the state's philosophy), local content, religion, civic education, Indonesian language, reading and writing, mathematics, introduction to science and technology, geography, national and general history, handicrafts and arts, sport and health education, drawing and the English language. This content is not necessarily taught as subjects; rather, they can be combined to form the subject matter of classroom instruction (IBE, 2006).

In the upper secondary level Grade 10, all students follow a general programme that takes a similar form to the curricula in lower secondary education. Streaming begins in Grade 11 when students must select one of the following programmes: (1) physical science, (2) social science, (3) language, and (4) religion, which is an option

only for madrasah schools. The physical science track consists of physics, biology, chemistry and mathematics; the social science track consists of economics, sociology, civics and anthropology; and the language track consists of Indonesian language and literature, English language, foreign language(s) and history of culture (IBE, 2006).

Table 15. Statutory School-opening Days and Teaching Weeks per Year, and Teaching Hours per Week

	School opening days per year	Teaching weeks per year	Teaching hours per week
Lower Secondary	200-245 days	30-35 weeks	24 hours
Upper Secondary	200-245 days	30-35 weeks	24 hours

Note: School calendars in Indonesia vary as schools are allowed to create their own schedule as long as it is within the MONE guidelines.

A more comprehensive and detailed description of the curriculum is available from IBE's *World Data on Education* database at: www.ibe.unesco.org/Countries/WDE/2006/index.html

4. Private Education

Although there is no particular policy that encourages private education, a significant percentage of secondary school students attend private schools. As Table 16 shows, in 2007, 44 percent and 56.39 percent of students were enrolled in private schools at the lower and upper secondary level, respectively. Private schools are comprised of general, religious, or technical and vocational education programmes, and can be under the governance of either MONE or MORA. Generally, however, the majority of madrasah and religious schools are private and under MORA's jurisdiction.

Under the Education Law no. 20 of 2003 that unified the education system, private schools are considered equal to public schools and thus are required to comply with national education regulations in the areas of curriculum, educational calendar, teaching load and teacher quality standards. For students, this means that as long as he or she passes the National Examination, private school students will receive a graduation certificate equivalent to that of general secondary school students. Due to the unified school system, private school students can also transfer to public general secondary schools.

Ownership and financing are the main aspects that distinguish private schools from government schools. The management of private schools is fully independent of the central government. Whereas public schools are funded by the government, private schools are funded by national, regional, and local private foundations and school fees cover capital and operational costs. However, the central government provides significant subsidies in the form of civil service teachers, construction, books, and equipment. Although rare, local governments can also financially assist private schools (British Council, 2006).

Table 16. Percentage of Enrolment in Private Institutions, 2000 and 2007

	2000			2007		
	All	General	TVE	All	General	TVE
Secondary education	42.7%	38.1%	69.9%	48.8%	46.0%	67.6%
Lower secondary	37.0%	37.0%	na	44.0%	44.0%	na
Upper secondary	52.6%	41.3%	69.9%	56.4%	50.8%	67.6%

Source: UNESCO Institute for Statistics. 2009.

Note: The percentages were calculated by UNESCO Bangkok on the basis of UIS Statistics.

5. Secondary-Level Technical and Vocational Education

In response to the need for middle-level skilled workers in the growing economy, the GOI, as mandated in the MONE Strategic Planning 2005-2009, plans to expand access to technical and vocational education (TVE) and increase the number of graduates. Specifically, the document calls to expand the types of vocational education, namely vocational schools in industrial areas; far-distance vocational schools in Islamic boarding institutions; vocational schools in border, remote and rural areas; open vocational schools; and integrated vocational schools. Additionally, the government is aiming for a 50:50 ratio of enrolment in vocational secondary schools and general secondary schools by 2015 and a ratio of 70:30 by 2025.

TVE in Indonesia is only offered at the upper secondary level. There are technical and vocational schools under both MONE and MORA and they follow the national curriculum formed by MONE. Vocational schools, however, are encouraged to simultaneously develop a local curriculum to meet the needs of the local economy. Under TVE, there are six fields of expertise: technology and engineering; information and communication technology; community welfare; arts, crafts, and tourism; agribusiness and agro-technology; and business and management. These fields can be further divided into 40 programs and 121 competencies. Although under the unified national education system students in technical and vocational institutions can transfer to general secondary programmes, this rarely occurs.

Table 17. Percent of Enrolment in TVE Programmes, 2000-2007

	2000	2001	2002	2003	2004	2005	2006	2007
Secondary education	14.4%	...	13.4%	13.2%	13.4%	13.5%	13.3%	12.8%
Lower secondary	na	na	na	na	na	na	na	na
Upper secondary	39.4%	...	35.5%	35.3%	35.5%	34.3%	34.3%	33.3%

Source: UNESCO Institute for Statistics. 2009.

6. Teachers in General Secondary Education

Table 18. Number of Teachers and Key Indicators, 2007

	General		All Programmes			
	Number of teachers	Percent of female teachers	Number of teachers	Percent of female teachers	Percent of trained teachers	Pupil-teacher ratio
Secondary	1,225,783	50.5%	1,434,874	48.9%	...	13.0
Lower Secondary	841,979	48.4%	841,979	48.4%	...	13.7
Upper Secondary	383,804	55.2%	592,895	49.6%	...	12.2

Source: UNESCO Institute for Statistics. 2009.

Table 19. Minimum and Maximum Salary for GSE Teachers, 2005/06

	Minimum salary		Maximum salary	
	Amount per year	% to GDP pc	Amount per year	% to GDP pc
Lower secondary	IDR 20,309,760	181.4%	IDR 26,042,880	232.7%
Upper secondary	IDR 22,492,800	200.9%	IDR 27,840,000	248.7%

Source: Center for Educational Statistics. 2006b.

Note: Minimum and maximum salary refers to the amount at the lowest and highest ends of the official salary scale.

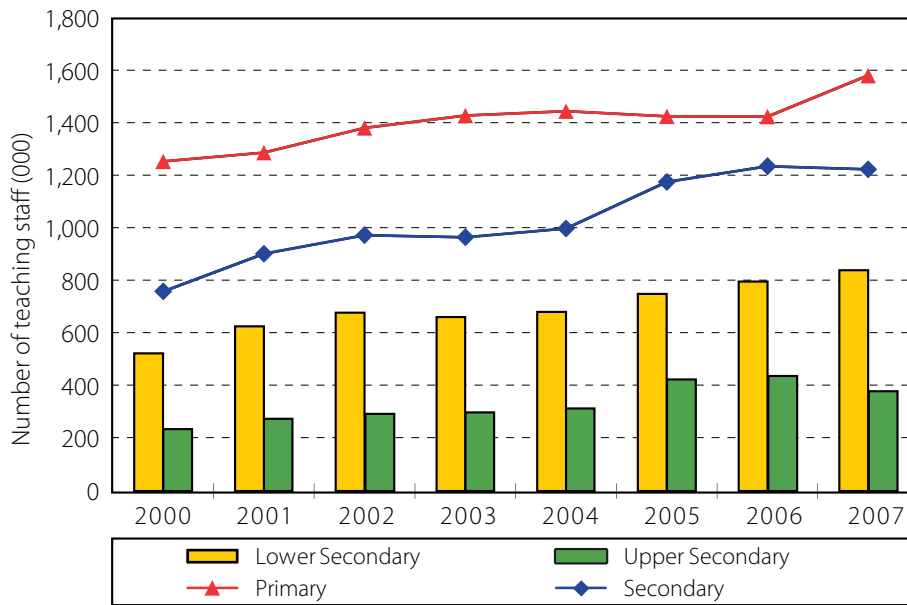
Table 20. Average Salary for Teachers, 2003

	Average starting salary		After 15 years of service		Salary at top of scale	
	Amount per year	% to GDP per capita	Amount per year	% to GDP per capita	Amount per year	% to GDP per capita
Lower secondary	USD 800	22.6%	USD 1266	35.7%	USD 2412	68.1%
Upper secondary	USD 832	23.5%	USD 1524	43.0%	USD 2412	68.1%

Source: UNESCO Institute for Statistics. 2006.

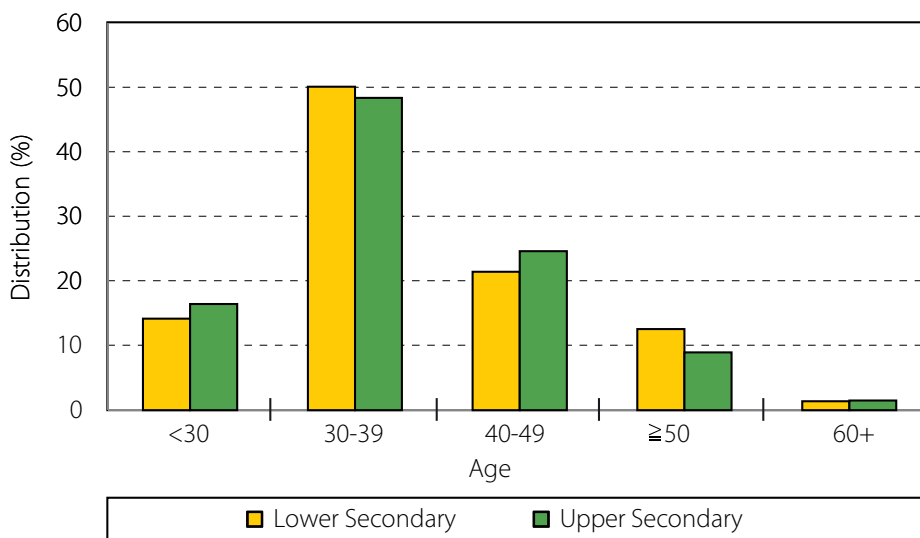
Note: Lower secondary figures reflect salaries of teachers of all programmes, and upper secondary figures reflect salaries of teachers of general programmes.

Figure 10. Change in Number of Teachers in GSE, 2000-2007



Source: UNESCO Institute for Statistics. 2009.

Figure 11. Age Distribution of Teachers (All Programmes), 2003



Source: UNESCO Institute for Statistics. 2006.

6.1 Teacher Management

The responsibility for recruiting, deploying, managing, and remunerating secondary level teachers lies at the district level. Specifically, the Educational District Office implements programs and regulations from MONE and the Provincial District Office, including the management of teachers and educational personnel. The District Personnel Agency manages aspects related to all other district personnel.

6.2 Qualifications and Pre-service Training

In order to improve the quality of teaching at all levels including secondary, the Indonesian government mandated the Teacher Law of 2005. According to this law, the minimum academic qualifications required for lower and upper secondary teachers and lecturers is a four-year college degree in the form of a bachelor's degree or a four-year diploma programme.

In addition to education requirements, teachers must hold certification. Prospective teachers are obliged to attend the Professional Teacher Education Programme which includes a year of training and practicum, and pass a competency test to obtain certification. The competency assessment tests teachers in four areas: (1) pedagogical: students, method, evaluation, and development; (2) personal: personality models, leadership, and nurturing; (3) professional: subject, teaching/learning; and (4) social: gets along with others, good moral standing, and connected to the community. Teachers are to complete this one-year Professional Teacher Education Programme during the last year of their four-year college degree programme. It is offered at Teacher Training Institutes or in faculties of education within general universities. As an incentive for prospective teachers, the Teacher Law establishes the doubling of base salaries for teachers who are certified. This “professional allowance” is provided by the national government, regardless of the teacher’s employment status (Santika and Cahyanto, 2009).

6.3 In-service Training

The Education Quality Assurance Council (LPMP) and Center for Teacher and Education Personnel Development and Empowerment (P4TK) — institutions appointed by the government — offer in-service teacher training. Regular participation in training is required of all teachers and is taken into consideration for career development.

University Certified Training (UCT), a distance learning teacher training programme taken through general universities and diploma programmes, provides under-qualified teachers with an opportunity to obtain a four-year college degree. Because of the increase in qualifications required of teachers, this programme has become more popular in recent years.

7. Recent Reforms

Decentralizing Education

Since 2001, administration of education has been the responsibility of the district governments. The decentralization in financial responsibility and decision-making from central government to local government has provided more opportunities for public participation, including greater flexibility and improved access to educational services in certain areas. However, decentralization has also been accompanied by declining resources at the local level. The impacts of the reform on secondary education have been increased household expenditure on education and greater social and geographical disparities (Kristiansen and Pratikno, 2006).

Curriculum Reforms

Indonesia has seen several curriculum reforms in the past decade. Under the Education Law no. 20 of 2003, the 1994 curriculum was changed into Curriculum 2004. Whereas Curriculum 1994 used centralized syllabi which were very content-oriented, Curriculum 2004 had a competency-based approach to learning. The implementation of the new curriculum involved paying attention to learners’ potential, development stage, and needs and conditions to master competency. Although the central government provided guidance on how to develop the competency-based curriculum, the new policy empowered teachers to create learning activities relevant to the needs of students and the community. Under Curriculum 2004, the number of hours in class was reduced from 40 to 32 hours per week. After two years of implementation, Curriculum 2004 was changed into Curriculum 2006. Still under the Education Law no. 20 of 2003, Curriculum 2006 gives schools the authority to set the competence of graduates, and adjust the academic calendar and classroom hours. In addition, more parties, including parents and school committees, can be involved in the syllabus design. In order to upgrade the skills of principals and teachers in developing competency-based curricula, training has been conducted by the MONE.

8. Involvement of Development Agencies

Below is a list of major secondary education-related projects (recently completed or on-going) that receive support from external development agencies (as of September 2009):

Project Title	Agency (type of assistance)	Level of Education	Implementation Period	Links
Sulawesi and Eastern Islands Basic Education Project	WB (Loan/TA)	PE+SE	1999-2006	http://web.worldbank.org/external/projects/main?pagePK=64283627&piPK=73230&theSitePK=40941&menuPK=228424&Projectid=P041895
Decentralized Basic Education Project	ADB (Grant/Loan/TA)	PE+LS	2002-2008	www.adb.org/projects/project.asp?id=31137
Decentralized Senior Secondary Education Project	ADB (TA)	US	2004-2005	www.adb.org/Projects/project.asp?id=33409
Indonesia-Australia Partnership in Basic Education (IAPBE)	AusAid	PE + LS	2004-2007	www.indo.usaid.gov.au/completedprojects/pbe.html
Learning Assistance Program for Islamic Schools (LAPIS)	AusAid (Loan/TA)	PE + LS	2004-2009	www.indo.usaid.gov.au/projects/lapis.html
Regional Educational Development and Improvement Program (REDIP)	JICA (TA)	LS	2005-2008	www.jica.go.jp/indonesia/english/activities/pri_CA.html#primary
Australian-Indonesia Basic Education Project (AIBEP)	AusAid (Grant/Loan/TA)	PE + LS	2006-2009	www.indo.usaid.gov.au/projects/bep.html
Madrasah Education Development Project	ADB (Credit/Loan/TA)	PE+SE	2007-2012	www.adb.org/projects/project.asp?id=37475
Vocational Education Strengthening Project	ADB (Loan)	VE	2008-2013	www.adb.org/Projects/project.asp?id=33409
School Operational Assistance Knowledge Improvement for Transparency and Accountability	WB (Loan)	PE+LS	2008-2016	http://web.worldbank.org/external/projects/main?Projectid=P107661&theSitePK=40941&pagePK=64283627&menuPK=228424&piPK=73230

PE = Primary Education; SE = Secondary Education; LS=Lower Secondary; US=Upper Secondary; VE=Vocational Education

Note: For ADB and WB projects, the implementation period refers to the period between the year of project approval and the [estimated] project completion year as stipulated on each project website.

9. Relevant Documents and Additional Resources

Listed below are documents and websites that provide country-specific information on education or the secondary education sub-sector.

Publications

Asian Development Bank. 2006a. *Indonesia: Madrasah Education Development Project*. Manila, ADB. www.adb.org/Documents/Reports/Consultant/37475-INO/37475-INO-TACR.pdf (PDF; 1.86 KB)

Asian Development Bank. 2006b. *Indonesia: Technical Assistance for Preparing the Decentralized Senior Secondary Education Project*. Manila, ADB. www.adb.org/Documents/Reports/Consultant/33409-INO/33409-INO-TACR.pdf (PDF; 1.06 KB)

Santika, M. and Cahyanto, J. 2009. *Indonesia's Innovative Teacher Training Program for Investing in the Future*. Paper presented at the 12th UNESCO-APEID International Conference (24-26 March 2009). www.unescobkk.org/fileadmin/user_upload/apeid/Conference/12thConference/paper/4A2.pdf (PDF; 106 KB)

UNESCO International Bureau of Education. 2006. *World Data on Education: Indonesia*. Geneva, UNESCO-IBE. www.ibe.unesco.org/Countries/WDE/2006/ASIA_and_the_PACIFIC/Indonesia/Indonesia.pdf (PDF; 201 KB)

Documents

Indonesia Ministry of National Education

MONE Strategic Plan 2005-2009 (Indonesian)
www.depdiknas.go.id/content.php?content=file_renstra

Laws of MONE (Indonesian)
www.depdiknas.go.id/content.php?content=file_perundangan

Websites

Asian Development Bank: www.adb.org (English)

AusAid in Indonesia: www.indo.ausaid.gov.au (English)

Curriculum Development Center: www.puskur.net (Indonesian)

Indonesia Ministry of National Education: www.depdiknas.go.id (English)

Indonesia Ministry of Religious Affairs: www.kemenag.go.id (Indonesian)

International Bureau of Education: www.ibe.unesco.org (English)

World Data on Education: www.ibe.unesco.org/Countries/WDE/2006/index.html

Southeast Asian Ministers of Education Organization: www.seameo.org (English)

Country-specific website: www.seameo.org/index.php?option=com_content&task=view&id=62&Itemid=85

UNESCO Institute for Statistics: www.uis.unesco.org (English)

Data Centre : http://stats.uis.unesco.org/unesco/TableViewer/document.aspx?ReportId=143&IF_Language=eng

Country-specific profile: http://stats.uis.unesco.org/unesco/TableViewer/document.aspx?ReportId=198&IF_Language=eng

UNICEF: www.unicef.org (English)

Country-specific website : www.unicef.org/indonesia/

USAID: www.usaid.gov (English)

Country-specific website: www.usaid.gov/locations/asia/countries/indonesia/indonesia.html

World Bank: www.worldbank.org (English)

Country-specific website: <http://web.worldbank.org/WBSITE/EXTERNAL/COUNTRIES/EASTASIAPACIFICEXT/INDONESIAEXTN/0,,menuPK:224605~pagePK:141159~piPK:141110~theSitePK:226309,00.html>


Data & Statistics : <http://web.worldbank.org/WBSITE/EXTERNAL/COUNTRIES/EASTASIAPACIFICEXT/MONGOLIAEXTN/0,,menuPK:327734~pagePK:141132~piPK:141109~theSitePK:327708,00.html#quickdata>

Education in Indonesia: www.worldbank.org/id/education

Reference

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<https://www.cia.gov/library/publications/the-world-factbook/index.html> (Accessed 14 September 2009)
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<http://hdr.undp.org/en/reports/global/hdr2007-2008> (Accessed 14 September 2009)
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- UNESCO Institute for Statistics. 2006. *World Education Indicators 2006*. <http://www.uis.unesco.org/publications/wei2006> (Accessed 26 August 2009).
----- . 2007. *Global Education Digest 2007*. Montreal, UIS.
----- . 2008. *Data Centre*.
<http://stats.uis.unesco.org/ReportFolders/reportfolders.aspx> (Accessed 24 July 2009).
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<http://stats.uis.unesco.org/ReportFolders/reportfolders.aspx> (Accessed 2 April 2010).
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- UNPD. 2009. *World Population Prospects: The 2008 Revision*.
<http://esa.un.org/unpp> (Accessed 15 September 2009)

Visit the *Secondary Education Regional Information Base* website to access the latest version or to check the status of updates. Other country profiles are also available from the website (www.unescobkk.org/education/secondary-education).


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UNESCO Bangkok
Education Policy and Reform (EPR)
Mom Luang Pin Malakul Centenary Building
920 Sukhumvit Road, Prakanong, Kongtoey
Bangkok 10110
Thailand
Tel: (66-2) 391 0577
Email: epr.bgk@unesco.org
www.unesco.org/bangkok

Background Statistics: Development Indicators

Geography

1	Area	1,811,569 km ² (land)
		93,000 km ² (water)

Source: Central Intelligence Agency. 2009.

Demography

2	Total population, 2005	219.2 million
3	Population growth rate, 2000-2005	1.31 %
4	Life expectancy at birth, 2000-2005	68.6 years (total)
		66.7 years (male)
		70.5 years (female)
5	Total fertility rate, 2000-2005	2.38

Source: UNDP. 2009.

Social and Economic Indicators

6	Population below the national poverty line, 2000-2006	16.7 %
7	Population below the absolute poverty line, 1990-2005	7.5 %
8	GDP, 2007	USD 432.8 billion
		USD 367.6 billion (PPP)
9	GDP per capita, 2007	USD 1.916
		USD 3.712 (PPP)
10	GDP per capita annual growth rate, 1990-2007	2.3 %
11	Human Development Index, 2005	0.734

Source: UNDP. 2009.

Education Indicators

12	Adult literacy rate (ages 15 and above), 2006 ⁽¹⁾	92.0 %
13	Youth literacy rate (ages 15-24), 2006 ⁽¹⁾	96.7 %
14	School life expectancy, 2007 ⁽¹⁾	12.7 years (total)
		12.8 years (male)
		12.6 years (female)
15	EFA Development Index, 2007 ⁽²⁾	0.947

Source: (1) UNESCO Institute for Statistics. 2010. (2) UNESCO. 2010.



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