

2007

EFA Mid Decade Assessment

Sustaining EFA Performance in Indonesia



EFA Secretariat

Ministry of National Education, Republic of Indonesia

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Advisor:

Bambang Sudibyo

Minister of National Education of Republic of Indonesia

Board of Editors:

Ace Suryadi

Fasli Jalal

Suyanto

Mansur Ramly

Dodi Nandika

Nina Sardjunani

Editors:

Ace Suryadi

Editorial Staff:

Faisal Madani

Mansur Simamora

A. Suryadi Nomi

Zubaidah Yusuf

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Preface by The Minister for National Education

Since the Dakar Declaration in 2000, Indonesia has taken some important steps to accelerate effective implementation of EFA. In 2002, the Coordinating Ministry of Peoples Welfare issued a decree setting out responsibilities for effective coordination of EFA policies and programs between Government Ministries, Civil Society Organizations and other stakeholders.

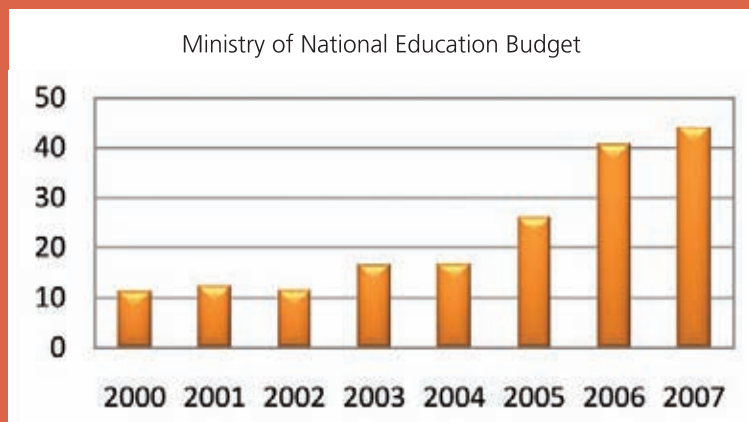
Following the National Parliaments approval of the revised education law in 2003, Indonesia has formulated a new strategic plan (RENSTRA 2005/09) and National EFA Action Plan over 2004-2005. These documents set out programs, approaches and financing needs to achieve most EFA goals and targets ahead of 2015. These plans have been strongly endorsed by National and Local Parliaments, reflecting the high importance of education to Indonesias people. As a result, very large increases in public expenditure on education, particularly for EFA, have been approved since 2005.

In 2007, Indonesia completed an EFA Mid Decade Assessment to check progress made in

achieving EFA goals and targets over the past 5-6 years. The results are encouraging. Substantial progress has been made in providing greater opportunities to early childhood education, primary and secondary schooling and higher education and lifelong learning for young people and adults.

A fundamental principle of Indonesias EFA approach is to ensure that education services reach the unreached and previously unreachable. It is very heartening to see that the education opportunity gap between rich and poor, urban and rural areas and males and females is being reduced. It is very notable that education standards have improved significantly since 2005, under the governance of the Board of National Education Standards (BSNP), established in 2004. It will reassure parents to see that the number of schools being approved as meeting Indonesias education standards has increased in recent years. All the evidence suggests that Indonesia will achieve EFA goals and targets well ahead of 2015, meeting many of them by 2009.

Whilst Indonesia should celebrate these achievements, it is important to recognise that more remains to be done. Variations in EFA performance across provinces and districts needs to be addressed further. Differences in the capacity to implement EFA policies and the ability to raise extra provincial and district resources for education is another challenge. Reaching younger and older students in more remote areas will require creative solutions tailored to local circumstances. The RENSTRA 2005/09 has been specifically designed to address these issues.



It is notable that in order to speed up EFA achievements, National and Local Parliaments have increased spending on education. Central spending through the Ministry of National Education has almost tripled in the past four years from Rupiah 16.9 Trillion to Rupiah 44 Trillion. Education spending through the Ministry of Religious Affairs has also increased significantly. This additional money is being targeted at poorer families to reduce cost barriers, under performing districts and schools and providing key quality inputs such as textbooks and teacher qualifications upgrading.

The results suggest that this extra money is beginning to have a positive effect. We are strengthening monitoring, governance and accountability systems so that Parliaments, parents and school managers and teachers can continually track performance. We are determined that this additional money will translate into a better school environment, more motivated and professional teachers and improved student performance. RENSTRA programs are being continually reviewed and updated to ensure value for money and ensure the early and successful achievement of EFA.

October, 2007
Minister of National Education

Prof. Dr. Bambang Sudibyo, MBA

WHAT IS EDUCATION FOR ALL?

Key Events in Global EFA Process

- 2007 : Review and Stocktaking of EFA Progress
- 2005 : Goal-Parity for boys and girls
- 2000 : World Education Forum, Dakar
- 1997 : United Nations Resolution on Education for All
- 1996 : Mid-Decade Meeting on EFA, Jordan
- 1990 : World Conference on EFA, Jomtien
- 1960s : A Series Of Regional Ministerial Conferences
- 1950s : A Series Of Regional Conferences



EFA is a Global Partnership: The Education For All initiative is a global alliance between countries and various development partners to ensure equal opportunities to high quality education. This alliance has a long history originating back to the UNESCO Constitution of 1945. Over the past sixty years, the importance of EFA has been advocated and reaffirmed through these international partnerships. Key milestone events were the **World Conference on EFA, Jomtien, Thailand** in 1990 and the **World Education Forum, Dakar, Senegal** in 2000. An important development over the last 20 years has been the agreement between countries and partners that progress towards EFA will be monitored regularly against agreed goals and targets.

EFA Sets Goals and Targets: Countries like Indonesia prepare their own national EFA action plans which set out national targets 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) improving education quality.

In Indonesia's case, a decision has been made to speed up achievement of many of the commitments and targets set out in the Dakar Declaration. For example, the aim is to achieve universal access to basic education by 2009 and halve the number of adults who are not literate by the same year. Indonesia also intends to speed up achievement of the other EFA goals.



Article 1: Meeting Basic Learning Needs

“Every person - child, youth and adult - shall be able to benefit from educational opportunities designed to meet their basic learning needs”

World Declaration on Education For All

EFA Requires Legislation: The EFA process is supported through legislation at the country level to respond to Indonesia's signing of these EFA international agreements. For example, the revised Education Law, enacted by the National Parliament in 2003, specifically refers to a number of UN conventions related to EFA and the Rights of the Child. The Indonesia EFA action plan is also fully consistent with the UN Millennium Declaration and Development Goals which commit Indonesia to achieving universal access to primary education and gender parity. The Presidential Instruction No. 5, Issued in 2006, on The National Movement to Hasten Compulsory Nine-Year Basic Education Accomplishment and the Fight Against Illiteracy is intended to ensure that EFA implementation contributes directly to broader poverty reduction and economic growth objectives.

EFA Involves Regular Progress Reporting: The EFA process is supported

What is Education for All?

by regular Global EFA Monitoring Reports based on information submitted by UN member countries, including Indonesia. In Indonesia's case, the National EFA Coordinating Committee has set up provincial and district EFA committees which send in progress reports to the EFA Secretariat, based in the Ministry of National Education. The EFA Mid Decade Assessment, prepared in October 2007, is part of this process.

Key Recent Events in Indonesia EFA Process

- 2007 : EFA Mid Decade Assessment Prepared
- 2006 : Presidential Instruction on EFA Acceleration
- 2005 : Gender Parity Achieved and Ratified
- 2005 : Teachers Law Passed by Parliament
- 2005 : Parliament Approves RENSTRA Budget
- 2004 : Establishment of BSNP
- 2003 : Education Law Passed by Parliament
- 2002 : Peoples Welfare Ministry Issues EFA Decree
- 2000 : Indonesia Signs Dakar EFA Declaration

Why is EFA important for Indonesia

A Binding Force for Nation

Building: Education is very important in bringing together the different groups in Indonesia. Indonesia is a large and diverse nation of around 241 million people with a wide range of religions, ethnic groups and languages. The population is spread over a very wide area with very many large cities and towns, but also thousands of small and remote areas. Providing education for all is a way of bringing all these groups together.

Helping Improve Human

Development: Achieving EFA is very important if Indonesia is to improve its rating on the UN Human Development Index (HDI). Indonesia is currently ranked 108 (2006); an improvement from 112 in 2003. The HDI measures progress in literacy, life expectancy, primary education opportunities and child health. Speeding up EFA progress will therefore help to improve Indonesia's HDI ranking.

EFA Contributes to Economic

Development: EFA is important in a number of ways:

- *Poverty Alleviation:* Bringing the chance of education to poor families helps to put them on the ladder to paid or self employment.
- *Job Creation:* Making sure that young people and adults have the right education and skills encourages people to invest in new industries

and services.

- *Better Work Performance:* Better education helps to make workers more productive, use their time better and understand what needs to be done in the workplace.
- *Improved Agricultural Productivity:* Making farmers at least literate helps them to understand more modern farming methods and make better use of new technologies and agricultural extension services.

For these reasons, Indonesia's EFA approach pays special attention to lifelong learning for school age children, youth and adults. Recognizing that not all people find it easy to attend formal classes, Indonesia's EFA approach is paying increased attention to non formal and informal education. This allows people to learn in a way that suits them best. Sometimes, people attend formal classes, learn on the job, learn at

Why is EFA important





Why is EFA important for Indonesia

home or take advantage of mobile education facilities.

EFA Contributes to Social Development:

Providing more and better education helps to improve the wellbeing of families in a number of ways:

- *Improved Child Health:* Children of better educated parents, especially mothers, are generally healthier and able to learn better at school.
- *Better Family Nutrition:* Families and children of better educated parents are usually better fed, have more balanced diets and have better physical and mental wellbeing.
- *Better Use of Health Services:* Better educated parents are more likely to make sure that their children have more regular health checks and are immunized against childhood diseases.
- *Less Days off School and off Work:* Healthier and well fed students and employees are less likely to have to take days off due to ill health and are more productive at school and work.

For these reasons, Indonesia is taking an integrated approach to education and health services through joint planning by Social Welfare, Health and Education Ministries. The EFA approach gives special emphasis to formal and non-formal early childhood education and care, through kindergartens, play groups and Qur'anic based approaches. Increasing community involvement in the running of these social services is a top priority.

EFA Contributes to Cultural Development:

Education helps ensure that Indonesias cultural heritage is passed on between generations. Education also helps to instill strong values and ethics. The national curriculum places strong emphasis on these things and provides opportunity for local community cultural expression. A better educated population also makes sure that local communities can participate more effectively in national and local political and community affairs. Civics education is important as part of EFA development.



What is Indonesia doing to achieve EFA?

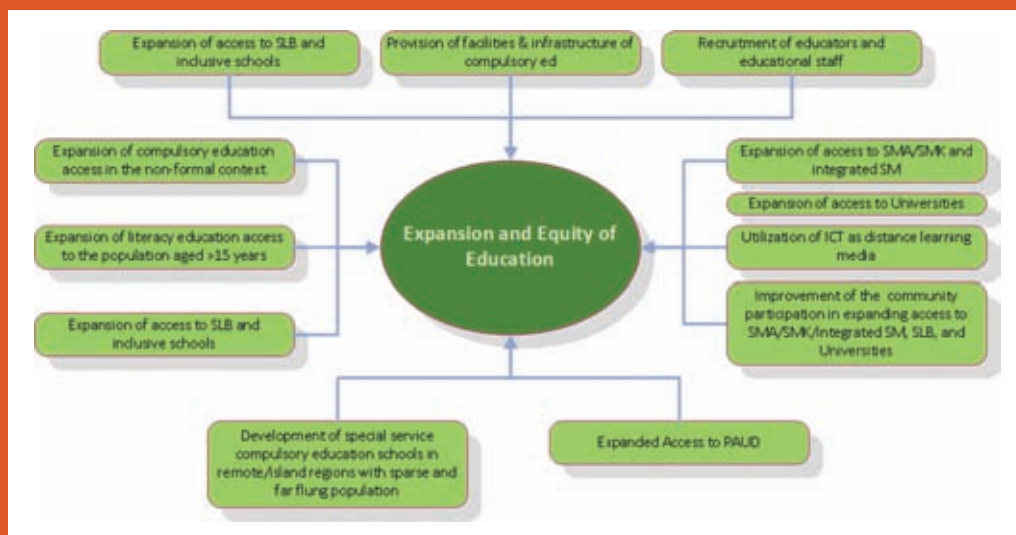
Making sure everybody has equal opportunities: In the past it has not always been easy to make sure that all Indonesians people have had the same opportunity. Reaching people in more remote rural areas, including islands, has been difficult. Poorer families have not been able to contribute to the costs of education and their children have not always been able to attend school regularly.

Some education services, such as kindergarten, senior secondary education and university studies were mainly available in urban areas

only. A significant number of children and young people have been unable, or unwilling, to continue their education beyond primary or secondary levels. Frequently, education services have not been arranged flexibly enough for school age children and adults to continue their education. Government is responding to these challenges and problems in a number of ways:

- *Reducing the Cost to Parents and Communities,* through: a) increasing support for school operational budgets (BOS) to replace the need for school fees, b) special grants to schools to buy textbooks for children of poorer families and c) conditional cash transfers to poorer families who ensure their children attend school regularly.

- *Building More Education Facilities,* through: a) building extra schools and classrooms where they are needed, b) building different types of schools which suit the needs of communities





uncertain about the standards and relevance of education programs. Also, in the past, facilities have not always been in good condition, qualified teachers not always available and being able to pay for textbooks has

better (e.g. combined kindergarten, primary and junior secondary) and c) ensuring all primary and junior secondary schools are located as close to home as possible to minimise travel and feeding costs.

- *Increasing Non-Formal Education Opportunities*, through: a) increasing community led early childhood education/care (e.g. play groups), b) introducing new paths to education which are most relevant to the needs of communities (e.g. equivalency education) and c) increasing lifelong learning opportunities, especially life skills and entrepreneurship training.
- *Increasing Availability of Adult Literacy Education*, through: a) matching grants to provinces, districts and community groups and b) technical and financial support to districts where adult literacy rates are highest.
- *Integrating Education with Other Social Services*, through joint planning and shared facilities with Health and Social Welfare Ministries (e.g. Posyandu).

Ensuring Relevant & Competitive Qualifications: Sometimes, students, parents and employers have been

been difficult. The Government has taken a number of steps to address these challenges:

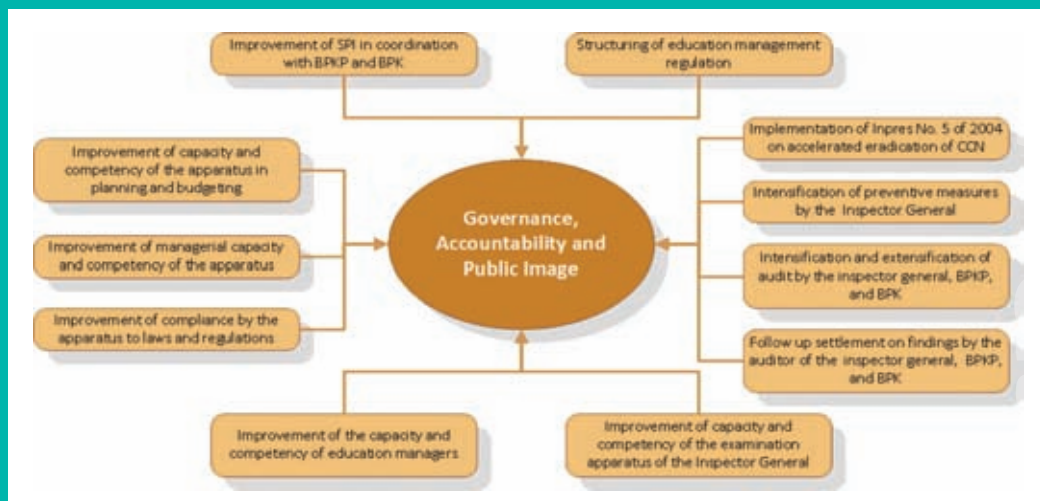
- *Putting Quality Assurance Procedures in Place*, through: a) setting up the Board of National Education Standards (BNSP) to set minimum standards of achievement and competency, b) making the curriculum and programs more standards and competence based and c) improving student examination and other testing systems, related to these minimum standards.
- *Ensuring a Good Learning Environment*, through: a) making more money available for school supplies, school building repairs and textbooks, b) renovating and replacing older classrooms to agreed national standards and c) encouraging community partnerships in order to improve school boundaries, grounds and gardens (e.g. fencing, murals).
- *Developing a Professional Teaching Force*, through: a) providing opportunities for teachers to improve their academic and professional qualifications, b) setting and checking the performance of school principals and teachers and c) offering more incentives for well qualified

teachers to work in more difficult and remote schools.

- *Ensuring Students have the Right Skills*, through:
 - a) working more with employers in designing programs,
 - b) increasing relevant life skills aspects of literacy and school programs
 - and c) increasing vocational training and entrepreneurship skills in senior secondary and non-formal education opportunities.
- *Extensive use of ICT for learning and education management*

Increasing a Sense of Shared Responsibility for EFA:

Sometimes, the different responsibilities of central and local Governments, parents and others has not always been clear. At the same time, being able to get enough information on education services has not always been easy. As a result, Government, community groups and families have not always been able to share in decisions related



to education. Government has taken a number of steps to increased this sense of shared responsibility, including:

- *Making Roles and Responsibilities Clearer*, through:
 - a) issuing new education laws, regulations and guidelines which make responsibilities clearer,
 - b) reorganizing parts of MoNE and MoRA to focus more on EFA results, especially quality improvement and
 - c) new agreements between central and local Governments on who will pay for what.
- *Increasing Decision Making at the Local Level*, through:
 - a) giving additional powers and responsibilities to school committees and
 - b) increased authority to local Governments, schools and community groups on how to spend various block grants.
- *Making more Information Available*, through:
 - a) frequent reporting by MoNE, MoRA and local Governments to National/Local Parliaments on EFA progress,
 - b) annual publication and circulation of student examination results as part of public debate on education and
 - c) more information to





Local Government Initiative, Health and Education Services in Jembrana District, Bali

In 2001, the Regent of Jembrana District in Bali, adopted a policy of free basic education and health services. The goal was to improve agriculture and livestock sector productivity through a better educated and healthy work force.

Education is free at primary and secondary levels, including textbooks and merit scholarships for top students. Health services are also free for the poorest families. These policies

were implemented by devoting a greater share of spending to basic services and other efficiency gains elsewhere in the public sector.

Overall, district income has increased several fold, especially in the non tourist sectors. Health and education indicators, including EFA targets, have also improved.

parents and local Parliaments on how funds are being spent by schools and education offices.

- *Increased Attention to Value for Money and Results*, through: a) regular value for money reports to national and local Parliaments on education spending and results and b) raising confidence in how education funds are being spent through regular checks by internal and external auditors.

Government is giving increased attention to improving the arrangements within central, provincial and education offices to meet these responsibilities. At the same time, education staff skills are being upgraded. A particular focus is to strengthen technical and financial monitoring and accounting procedures, especially related to EFA progress monitoring. The EFA Mid Decade Assessment is one part of these upgraded procedures.

Achieving EFA Demands More Spending on Education: With the approval of national and local Parliaments,

more money is being allocated to education. Since 2001, it is estimated that funds for education have increased from 42 to 131 trillion Rupiah. Also in the last 6 years, the education share of Gross Domestic Product (GDP) has increased from 2.5% to 3.9% and the share of Government spending has increased from 12% to almost 17%.

This increase in spending is being specifically directed at speeding up EFA progress. For example, much of the extra funding from Government is being directed at poorer provinces and districts who find it more difficult to raise their own funds for education. Extra funding is being targeted towards poorer performing districts (against EFA targets) in order to bring up these districts to national averages. Special attention is being paid to making sure that school facilities are in good condition and all children have the right textbooks.

Another important focus of this extra funding is to provide teachers with the opportunity to upgrade their qualifications and teaching skills as mandated by the National Parliament in 2005.

What is Indonesia doing



GOAL 1: EXPANDING EARLY CHILDHOOD CARE AND EDUCATION OPPORTUNITIES

Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children

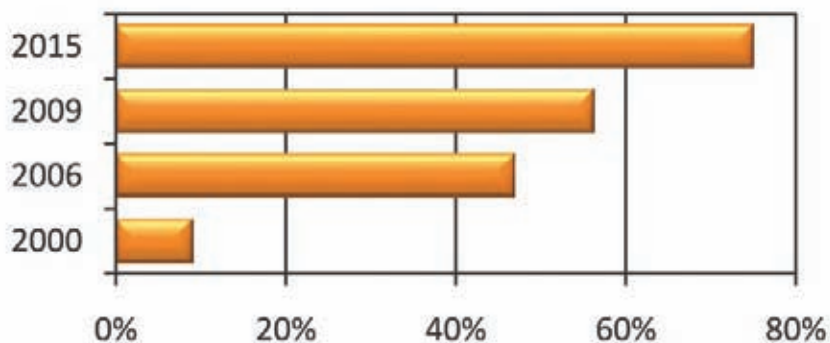
WHAT PROGRESS HAS BEEN MADE TOWARDS EFA?

Encouraging Progress Towards EFA Target. The national EFA target is 75% coverage of early childhood education (ECE) services for 0-6 year olds by 2015, with an interim RENSTRA target of around 60% by 2009. Since 2000, there has been a very significant increase in access and coverage of ECE services, reaching an estimated 47% by the end of 2006. Prior to 2004, there has been some under reporting of ECE access/coverage (2000 figure is Kindergarten only). This very substantial improvement is

mainly due to expansion of, and better reporting of, non-formal community based approaches, especially community run play groups, Qur'anic ECE and other informal ECE units in pre-school and primary schools.

ECE is Helping Prepare Children for Primary School. The growth in early childhood education opportunities is having a positive knock on effect in terms of students being exposed to ECE ahead of primary school enrolment as part of children being more ready and prepared for school. The percentage of students with previous ECE experience has risen from 17.7% in 2000 to 37.7% in 2006. In the longer-term, this ECE exposure is likely to improve students primary school performance and improve internal efficiency. In other words, better ECE opportunities

ECE Coverage (0-6 Year Olds), Progress and Targets





Government is Adopting an Enabling and Quality Assurance Role

ECE in Indonesia is predominantly run by communities and the private sector, which constitute 99.9% of provision. Government is taking steps to provide support for quality assurance through various partnerships.

Key mechanisms include: i) establishing the ECE forum and ECDE consortium, ii) mobilizing support from professional associations and iii) organizing programs through religious centres and women's organizations and ECE centres through various Universities. Many of these arrangements include ECE model schools which can be used to trial materials and upgrade teachers.

What progress has been made towards EFA?

are contributing to childrens readiness for primary education.

Community Involvement in ECE is Increasing. Over the period 2000-2006, access to more formal kindergarten has also increased; for 3-4 year olds net enrolments have grown from 12.4% to 15.3% and for 5-6 year olds from 19.9% to 23.8%. There are signs that more formal ECE enrolment rates are beginning to level off as families take advantage of more flexible, more accessible and more affordable non-formal and informal approaches. In particular, ECE play groups and other similar approaches are helping to strengthen community participation in early childhood education and capture community and private contributions in terms of providing facilities, parents acting as ECE organizers and other direct and indirect contributions.

Provincial Variations in ECE are a Challenge. Disparities in urban/rural access remain with net ECE enrolments for 3-6 year olds being 25.4% and 15.4% respectively. Access disparities between the richest and poorest quintiles are also

significant at 24.8% and 15.8% respectively. Mothers level of education and household socio-economic status both correlate strongly with accessing early childhood education.

There are also significant provincial and district variations in ECE access, which appear to correlate significantly with a number of child health indicators such as levels of child malnutrition, infant mortality and immunization rates. For example, child malnutrition in Gorontalo and Nusa Tenggara Barat are 41%-42% (where ECE access is lowest) compared to only 15% in Yogyakarta (where ECE access is highest).

There has been a decrease in access to early childhood care (ECC) programs in recent years, illustrated by the number of children accessing such services falling from around 10.8 million in 2004 to 6.6 million in 2006, despite the number of integrated health posts (Posyandu) increasing. The estimated ECC coverage for 0-6 year olds is currently 23%, constituting a 52% gap from the Government's target of 75% by 2015. In contrast, the ECE gap has been reduced to only 28%.



GOAL 2: ASSURING EXPANDED AND EQUI-TABLE ACCESS TO BASIC EDUCATION

Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality

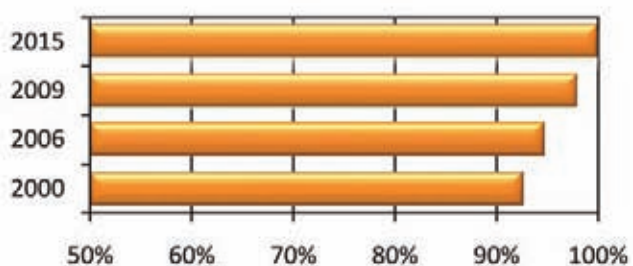
Accelerating Progress Towards Basic Education For All. The EFA national target is 100% net enrolment rates in primary and junior secondary education by 2015. The intermediate Renstra targets are net enrolment rates of 95% and 75.5% for primary and junior secondary education levels respectively by 2009. The 2015 Dakar target also includes achieving net primary grade 1 intake rates of 100% by 2009 and primary to junior secondary transition rates of 100%

by 2012. Achieving the Dakar target also implies elimination of repetition and drop-out in primary by 2009 and in junior secondary by 2012. Achieving these targets requires convergence between net and gross enrolment rates at 100%.

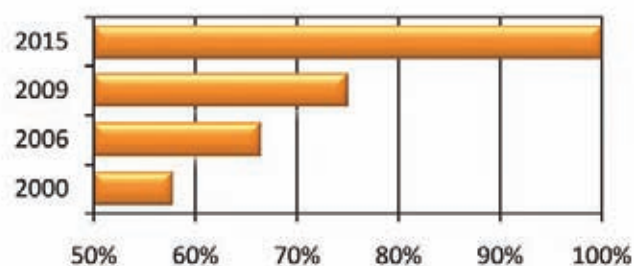
Parental Cost Barriers are Being Addressed. A number of policy and regulatory measures have been adopted. In 2005, the Presidential decree sets out mutual responsibilities for Government and parents regarding primary and junior secondary school attendance. The introduction of the school operational block grants are designed to eliminate direct cost barriers for parents. As part of quality assurance, MoNE has issued minimum standards of school and student performance and related standards for school infrastructure, textbooks and teacher deployment and qualifications provision. The BNSP is mandated to report annually on progress, including formal performance accreditation of primary and secondary schools.

What progress has been made towards EFA?

Primary NER, Progress and Targets



Junior Secondary NER, Progress and Targets



Ensuring Equitable Access: Reducing Cost Barriers to Schooling

Fees and other costs were preventing students attending formal and non-formal schooling. In 2005 the BOS was introduced, providing school operational budgets to offset loss of revenue as fees were abolished. The BOS covers the majority of public and private primary and junior secondary schools. In 2007, the BOP was introduced to support students following Open Junior Secondary programs.

BOS not only covers education cost for school service but also for textbooks of three subjects examined in the national examination. In 2006, a supplementary program for textbooks for poor families was introduced.

BOS is distributed through de-concentration program in provincial education offices coordinating with some appointed banks such as Bank Pembangunan Daerah, Bank Rakyat Indonesia, Bank Mandiri and mail offices as the distribution posts. BOS is distributed in Java and Bali every two months whereas in other regions, it is distributed every three months.



Signs of Encouraging Progress Towards EFA Targets. At primary level, significant progress is evident over the period 2000-2006. Net enrolment rates have increased from under 93% to around 95%. Gross primary intake rates have increased from 120% to 135% over the same period. Primary gross enrolment rates have begun to level off at 114%. Gross figures are partly due to significant levels of 6 year old enrolment in primary schools. Government is taking steps to regularize ECE and primary school intake, particularly through the integrated TK/SD model. Transition rates from primary to junior secondary have increased from 82% in 2000 to 92% in 2006. Net enrolment rates in junior secondary have increased from

58% to 66.5% over the same period. Enrolment of special needs groups in 9 years of basic education has also increased through both dedicated and mainstream provision.

Non Formal Education Opportunities

are Helping. Previous legacies of drop-out and non attendance in primary and junior secondary schools has also been addressed. Enrolment in non-formal and informal education, through Paket A, Paket B, equivalency programs, home schooling and mobile schooling, has also expanded dramatically. Many school drop-outs are using non-formal education opportunities as a means of gaining performance accreditation and reentry to mainstream secondary and post-secondary education.

All provinces have shown improvements in primary and junior secondary NERs and many of the poorest performing provinces have shown the largest rates of improvement. However, significant provincial variations remain. For primary NER, ranging from 96% (in Kalimantan Tengah) down to 78% (in Papua); for junior secondary NER, ranging from 78% (in NAD) down to 47% (in NTT). There are also even more significant variations in district performance within provinces, with the poorest performing districts being mainly the more rural and remote ones.

Community Based School Infrastructure Program

Government has adopted a community based approach to the planning and implementation of primary and secondary school infrastructure programs. MoNE and MoRA have prepared operational guidelines for this approach which includes consultation with communities on all aspects of the process.

Once procedures are agreed, community sensitisation takes place and a block grant is sent from the central Government to the school. Provincial and district authorities are expected to contribute through an agreement called *Imbal Swadaya*. Technical support to the community managers is provided through contracted services on site.

The key lessons learned are that this approach is more cost effective than using a private contractor and greater ownership and commitment to using and maintaining the school results. A spin off is that the approach contributes to broader school management and school committee capacity building.

GOAL 3: EXPANDING LIFE LONG LEARNING OPPORTUNITIES

What progress has been made towards EFA?

Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes

EFA Progress Will Help Improve Indonesias HDI Ranking. The longer-term indicator of national performance on lifelong learning is to improve Indonesia's ranking on the Human Development Index (HDI), which is currently 108 out of 179 countries in 1996. A related indicator is improving Indonesia's ranking on the global economic competitiveness index, where in 1996 Indonesia jump from 69th position up to 50th position. Short to medium-term indicators related to Dakar EFA goals are to increase access to secondary and higher education opportunities, including technical and vocational, through improved transition rates.

Lifelong Learning Opportunities are Increasing. Overall, there has been very significant progress over 2000-2006. Primary to junior secondary transition rates have increased from 82% to 92% whilst junior secondary to senior secondary (both SMA and SMK) has increased from 47% to 81% over the period 2000-2006. The urban/rural gap in transition rates from senior secondary to higher education has narrowed from 22% to under 8% over the past 6 years.

As part of increasing the vocational orientation of senior secondary level education, the proportion of senior secondary institutions that offer technical and vocational education



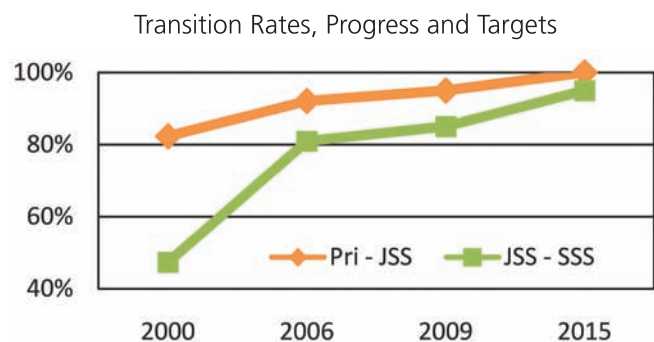
Life Skills and Entrepreneurship in Education

Unemployed young people, especially drop-outs, have limited access to life-long learning opportunities which are relevant and develop skills with income generating potential.

The Directorate General of Non-formal Education has introduced, since 2006, professional development courses. These aim to provide young people with relevant skills, and entrepreneurship training in rural villages and urban locations. In order to organize and deliver the program, a skill consortium is organised and receives a block grant to deliver the program. Tracer studies will monitor the success of the program in providing young people with income generating skills.

has increased from 30% (in 2004) to 39% (in 2006), almost meeting the RENSTRA 2009 target of 40%. Youth (aged 15-24) literacy rates are being sustained at 98% (in 2000) to 99% (in 2005).

Vocational Education Provision is Expanding. The enrolment share in technical and vocational schools (SMKs) has increased from 15% in 2000 to 17.5% in 2005. The





Reaching the Un-reached: Equivalency Education

In Indonesia, some groups are difficult to reach through formal education, including ethnic minorities, tribal groups, remote families, island communities and urban street children. For some, schools are too far away or education is not seen as a priority compared to early employment.

The Directorate General of Non-formal Education has devised a number of new models, including home schooling, door-to-door schooling, mobile schools, e-schools and

setting up community village life-long learning centres staffed by volunteers. These programs have accreditation and flexible multi-entry and multi-exit mechanisms if students want to rejoin mainstream education.

Particular target groups have included the Wamena and Yahukimo Tribes in Papua, the Bajo Tribe in Sulawesi, rural farmers in central Java, border area groups and street children in various urban settings.

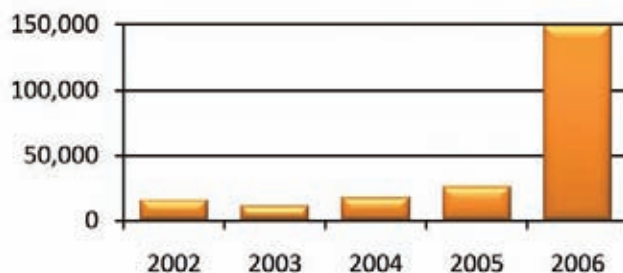
enrolment in non-formal skills training programs has increased dramatically, rising from under 20,000 in 2002 to almost 150,000 in 2006. Through this combination of institution based, community based and workplace based provision, lifelong learning opportunities are becoming increasingly responsive to labor market and workforce skill requirements. Formal and non-formal curricula increasingly incorporate other life skills, including environmental, health, HIV AIDS and social/cultural affairs.

Provincial Gaps Remain a Challenge.

Significant provincial variations remain, especially for accessing more formal lifelong learning opportunities. The transition rates to senior secondary education range from 77% in Sulawesi Utara to 43% in Kalimantan Tengah,

against a national average of 62%. For transition to higher education, opportunities are highly concentrated with 70% of higher education enrolment being concentrated in 7 provinces. Overall, overcoming the historical legacy of under provision for basic education and subsequent lifelong learning opportunities in a number of provinces is being actively and quickly addressed.

Enrolment in Non-Formal Life Skills Programs



What progress has been made towards EFA?



GOAL 4: ASSURING INCREASED ADULT LITERACY AND CONTINUING EDUCATION

Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults

Accelerating Progress Towards EFA

Target. The Dakar target is to reduce the number of illiterates by 50% by 2015. The Government target is to accelerate achievement of this target by 2009. Halving the actual number of illiterate people (approximately 15.41 million people in 2003) by 2009 will require Indonesia to make literate approximately 7.7 million people over 2004-2009.

To meet this target, approximately 1.6 million people per year need to be reached by the literacy campaign. This is set out in Presidential Instruction No. 5/2006 on The National Movement to Hasten Compulsory Nine-Year Basic Education Accomplishment and the Fight against Illiteracy (NMHFAl), demonstrating high level political commitment to achieving this EFA goal.

Good Progress Towards Meeting EFA

Goals. In the past 6 years, there has been very significant progress towards achieving intermediate RENSTRA and EFA targets. Adult literacy rates have increased from 85% in 2000 to 92% in 2006. The proportion of female illiterates has been halved from around 20% in 2000 to 11% in 2006, compared to a reduction from 10% to 5% for males. The urban/rural gap in illiteracy rates has been reduced from 10% in 2000 to 7% in 2005.

Disadvantaged Groups are a Priority.

Government has adopted a targeted approach to illiteracy eradication, including poverty targeting. Adult literacy rates have improved across all poverty quintiles with literacy rates, over the period 2000-2005, increasing from 83% to 87% (in the poorest) and from 92% to 95% (in the richest). Overall, the key target group for Government's literacy programs remains the rural poor, especially rural women.

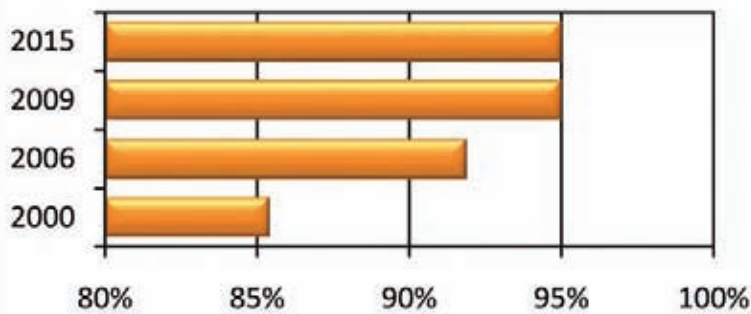
Significant provincial and district performance variations remain. Illiteracy rates range from 26% (in Papua) down to 1% (in Sulawesi Utara) with 10 provinces having an illiteracy rate greater than 10%.

What progress has been made towards EFA?



There are pockets of extreme illiteracy in some districts; in Papua one district has 84% of the adult population without literacy skills and some districts in East Java, Bali, N.T.B, N.T.T and Sulawesi Selatan, have more than 30%. Using enhanced literacy mapping and planning systems, developed since 2004, MoNE is increasingly focusing on these under performing provinces and districts.

% of Adults who are Literate, Progress and Targets



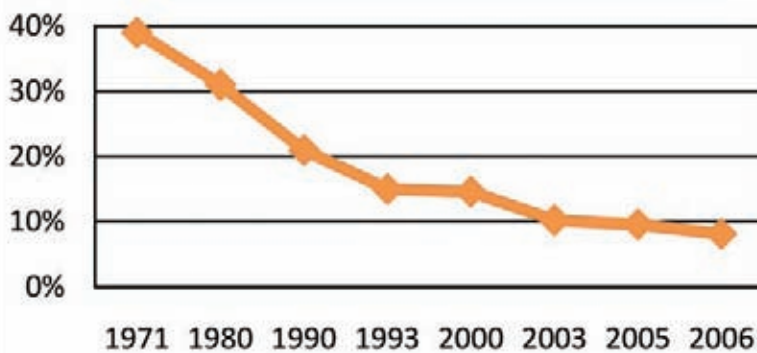
Community Service Approach to Literacy Education

Gajah Mada University (UGM) has developed the Student Thematic Community Service (STCS) program involving college students in illiteracy eradication. To ensure effectiveness local language “mother tongue” is used as an introductory language in the class. Since 2005 up to now, SCTS has been implemented in several provinces such as Yogyakarta, East Java and Central Java.

Generally, the basic literacy program consumes 114 hours equal to six months. Yet, through STCS, it can be effectively shortened to be three months. The strategy of STCS is college students’ involvement serving as literacy tutors. Each student instructed at least 15 participants. For the sustained program implementation after STCS over, the college students also trained the local citizens to take over the program.

The success of the program can be illustrated by the fact that 86% of participants achieved the required competence. STCS runs well due to the high participation and contribution of various elements in the society; local government, public and religious leaders, young figures and stakeholders.

Reduction in the % of Illiterate Adults, Progress & Targets



What progress has been made towards EFA?





GOAL 5: ASSURING GENDER EQUITY IN EDUCATION

Eliminate Gender disparities in primary and secondary education by 2005, and achieve gender equality in education by 2015, with a focus on ensuring girl's full and equal access to and achievement in basic education of good quality

Gender Equity has Been Mainstreamed. Gender equity is fundamental to Indonesia's education reform planning and implementation. A dedicated unit within MoNE is responsible for ensuring gender equity is planned for and monitored, in consultation with the Coordinating Ministry of Women's Empowerment. The latter is mandated to ensure gender equity mainstreaming of all Government policies and strategies, including for education, to ensure equitable access to and benefits from education provision.

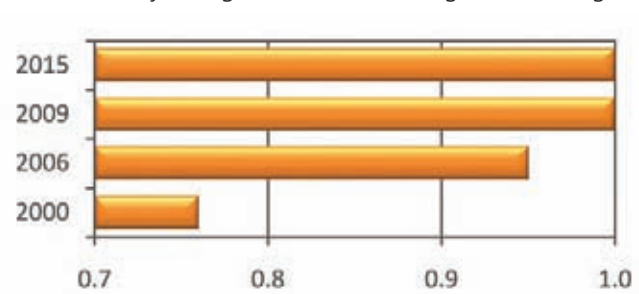
EFA Targets Have Been Achieved. In terms of primary and secondary education access, gender equity was achieved over the period 2000-2003. The Gender Positioning Index (GPI) for

primary and junior secondary NER has been 0.99-1.00 over the past 6 years. For senior secondary education, the range has been 0.98-1.00 over the same period. The GPIs for these indicators show little or no urban/rural or socio-economic group disparities. In contrast, the GPI for senior secondary education is higher in the poorest poverty quintiles, demonstrating households accord a high priority to the education of girls.

Gender Equity is Extending Beyond Basic Education. A very significant achievement has been progress towards gender equity in higher education access. The GPI for NER in higher education has risen from 0.76 to 0.99 over the period 2000/2006. Female students are currently outperforming male students in national examinations, resulting in greater

What progress has been made towards EFA?

Gender Parity in Higher Education, Progress and Targets



Family Education and Gender Awareness Raising

The purpose of the program is to raise the awareness of community groups, including schools, of the importance of educating girls and how this will improve family life. The program includes mapping the socio-economic profile of the target area, training a facilitator and running participatory workshops.

The primary target groups are the rural and urban poor, relocated and isolated families and other vulnerable groups. There are a number of variations on the general model, reflecting the profile and needs of different communities. Different models have been used in Papua, West Java, Tenggara, East Java and Central Java.

female competitiveness in gaining admission to higher education. Female graduation rates in senior secondary schools were 98% in 2004/2005 compared to 95% for males. In terms of higher education programs, women are underrepresented in science and technology and overrepresented in social studies and education.

There are significant provincial variations in gender equity. The GPI NER for primary and junior secondary is lowest in Jakarta, Maluku Utara, Papua, Bali and Yogyakarta. At senior secondary level, Sumatera Utara, Nusa Tenggara Timur, Yogyakarta, Kepulauan Bangka Belitung and Sulawesi Utara have GPIs less than 0.8. The Government is adopting targeted and context specific strategies to address these disparities.



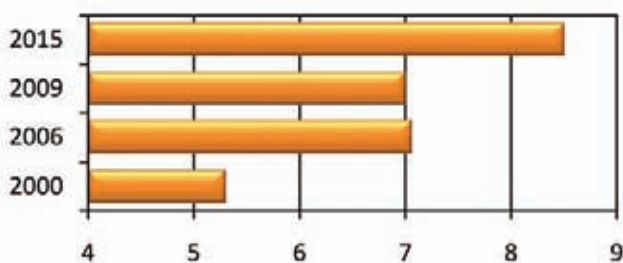


GOAL 6: IMPROVING AND ASSURING EDUCATION QUALITY AND STANDARDS

Improve all aspects of the quality of education and ensure excellence so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills

Strong Focus on Standards Setting. The Government has adopted a number of key institutional, organizational and financing reform strategies for quality improvement, especially since 2004. For improved student and school performance, Government has adopted a number of measures including: i) strengthening student examination systems and school accreditation systems, ii) setting up institutional arrangements for the setting of standards and governance through legislative, regulatory and organizational reform and iii) strengthening central, provincial and district capacity to implement these performance monitoring systems.

Junior Secondary Exam Scores, Progress and Targets



Encouraging Evidence of Standards Improvement.

Overall student performance, as defined by average examinations scores, has improved significantly in both junior and senior secondary schools. The RENSTRA 2009 target of an average exam score of 7.0 has already been achieved and more ambitious targets have been established for 2015. The gap between MoRA and MoNE schools student performance has also narrowed. Moreover, the rise in national examinations pass rates over 2004-2005 is another indicator of improved education standard and quality. In terms of student performance in international and regional Olympiads, Indonesian students won a number of medals. An average number in 2005 and 2006 is 50 – 60 medals each year in various Olympiads.

Ensuring an Effective Learning Environment.

Government has adopted measures to improve the availability of quality oriented inputs, including: i) setting out minimum standards for these inputs, including infrastructure, instructional materials and qualified teachers and ii) setting out financial and management guidelines for the provision of these inputs and related resource management at school levels.

The qualifications of primary and junior secondary teachers have improved over the past 6 years. The proportion of primary teachers with the minimum qualifications rose from 10% (2000) to 14% (2006), whereas junior secondary ones it rose from 40% to 55% over the same period. In addition, the physical

What progress has been made towards EFA?

School Based Management Systems

Under the education law 20/2003, schools and school committees were delegated significant authority in the running of schools and ensuring a conducive teaching and learning environment.

MoNE and MoRA have adopted guidelines for school based management and related capacity building programs for school managers and school committees. Alongside Government, a large number of donors have supported implementation, sometimes working together in targeted areas.

One component of the program covers 11 provinces, 42 districts and 3,750 schools with support from local Government, a number of donors, commercial banks and NGOs. The program is being further expanded from 2007 onwards with support from other donors and local Government.

condition of school classrooms has improved with the proportion in good condition increasing from 46% to 50% over the past 5 years and the number of classrooms in fair/poor condition being reduced. The nationwide introduction of the school operational budget program (BOS) in 2005 and an additional textbook provision BOS in 2006 is ensuring increased and equitable access to key quality oriented inputs.

Better Standards Monitoring Systems.

In terms of strengthened quality assurance systems and capacity building Government has adopted a number of measures including: i) revision of roles and responsibilities for education standards setting and monitoring, including increased autonomy for standards monitoring organisations, ii) revised roles and responsibilities for quality assurance of teachers and education personnel, including new organizational arrangements at central levels and iii) increased autonomy to school managers and committees for management for resources and reporting on student and school performance results.

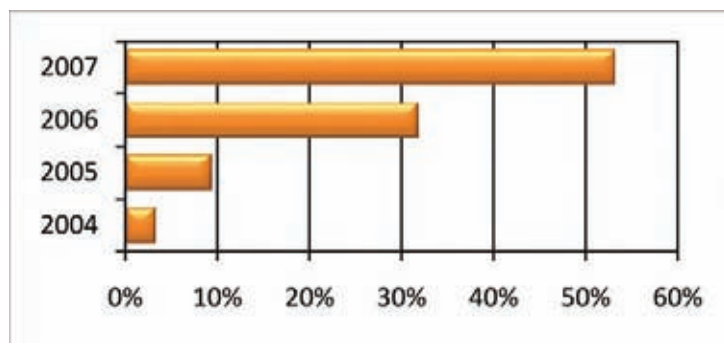
The BSNP has taken the lead in defining standards, ensuring the security of examination systems and the broader governance of education standards and ensured public dissemination of examination results as part of improved accountability mechanisms. Extensive progress has also been made in standards setting and formal accreditation of schools. Since

2004, the number of institutions accredited annually has increased from around 8,000 to 54,000 with priority for primary and junior secondary schools equal to 53%. The target

is to complete this process by the end of 2009. The new legislation and regulations on teacher qualifications, professionalism and accreditation, approved by Parliament in late 2005 is currently being implemented, with the target of 100% completion by 2015.



Percentage of Basic Education Schools that are Accredited





Continuing EFA Progress

Sustaining Community Involvement in ECE. The overall strategy for meeting interim RENSTRA and EFA targets for ECE/ECC is to strengthen advocacy and promotion activities and enable greater community involvement in ECE/ECC provision. MoNE and MoRA are responding through innovative enabling mechanisms, including targeted block grants in acutely disadvantaged areas, strengthening planning and quality assurance advisory services and staff development programs.

These strategies are drawing on lessons learned and evidence of good practice, including: i) expanding community run playgroups, ii) pioneering pilot public kindergartens (USB) and one roof combined kindergarten/primary school models (TK) and iii) community and workplace based ECE/ECC provision and Qu'ranic ECE/ECC alongside university students community internships.

Reaching the Unreached in Basic Education. Government recognizes that getting the last 5% of primary school aged children and 30% of junior secondary school aged children into schools will require creative approaches. Previous and new RENSTRA strategies are designed to help accelerate achievement of EFA goals and targets, building on innovative approaches and good practice.

The nationwide implementation of the BOS and textbook BOS is already impacting positively on enrolment through eliminating cost barriers, especially in the poorest urban and rural areas. The expansion of community managed infrastructure programs in low NER districts is overcoming facilities shortages. More flexible organizational models, such as the one-roof combined primary/junior secondary school and non-formal equivalency education programs are also enabling improved access, especially for the previously unreachable.



Meeting Demand for Lifelong Learning. In order to sustain and increase lifelong learning opportunities, a number of strategies have been adopted and will be expanded. Future provision will be based on local skill requirements mapping and appropriate formal and non-formal program development. Greater life skills orientation is being incorporated in SMA and SMK schools, alongside mechanisms that ensure these institutions respond to fluid local labor markets.

Formal and non-formal workplace and community based skills training is being expanded through demand driven block grant mechanisms, including in-company and entrepreneurship training. In consultation with employers, workers organizations and school managers, skills training competencies, standards and accreditation arrangements are being set and implemented by MoNE and other stakeholders.

Strengthening Literacy Education Partnerships. In order to sustain the impact of Governments literacy programs, the following strategies are being implemented: i) strengthened provincial targeting, ii) concentrating on high demand areas, iii) strengthening mutual accountability for eradicating illiteracy, iv) encouraging the developing of networks and partnerships, v) collaboration with universities/academics and vi) standards setting and quality assurance.





Detailed operational planning is drawing on growing evidence of good practice, including literacy socialization programs, introduction of literacy certificates (SKUMA) and partnership programs with NGOs, universities, women's organizations, tribal and community groups. Demand led and performance based block grants are a key enabling strategy.

Maintaining Gender Equity in Education. Despite positive patterns and features, gender equity, in terms of teachers qualifications has yet to be achieved. Only 34% of women teachers have the minimum S1/D4 degree qualifications compared to 42% of male teachers. These disparities are particularly marked in private senior secondary schools.

This suggests that female teaching staff are facing a qualifications barrier in access to school principal and other senior education management positions. It also constitutes a potential constraint on maintaining gender equity in secondary

education where international evidence indicates that the presence of a female school principal correlates strongly with high female enrolment rates and progression to higher education.

Reducing Provincial Gaps in Standards. Despite significant improvements in national quality oriented performance indicators there are substantial variations across provinces and districts related to examination scores, operational budgets and availability of better-qualified teachers and managers. In particular, rural and remote districts find it difficult to recruit and retain graduate level teachers and mobilize education resources from local revenues.

The challenge will be to design strategies which help offset these disparities and engage local authorities and community groups in the design and implementation of local solutions to local problems, taking account of the ongoing expansion of school based planning, management and governance initiatives.

EFA Secretariat

Ministry of National Education

Directorate General Nonformal and Informal Education, Building E, 3rd Floor, Jalan Sudirman Senayan

Tel: +62 (0)21 572-5033, Fax: +62 (0)21 572-5487, E-mail: efaindonesia@yahoo.com